

# Cloquet Public Schools

## World's Best Workforce and Achievement & Integration Presentation

Monday, January 25, 2021 at 5:15 PM

Garfield Board Room

302 14th Street

Cloquet, MN 55720

302 - 14th Street, Cloquet, MN

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**I. Roll Call**

**II. Pledge of Allegiance**

**III. World's Best Workforce and Achievement & Integration Presentation**

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**IV. Consider Approving the 2019-2020 World's Best Workforce Summary and 2020-2021 World's Best Workforce Plan**

**V. Adjournment**

\* If any one board member wishes to remove an item from the consent agenda for discussion, that item should be added to the board meeting agenda prior to its approval.



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

**District or Charter Name:** Cloquet Public Schools, ISD #94

**Grades Served:** Preschool - 12th grade

**WBWF Contact:** Rebekkah Morrison

**A&I Contact:** Teresa Angell

**Title:** WBWF Coordinator and Teacher

**Title:** Director of Indian Education Programs

**Phone:** 218-879-3393 (Ex. 1402)

**Phone:** (218) 879-1457

**Email:** rmorrison@isd94.org

**Email:** tangell@isd94.org

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

Yes

No

[List of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.](#)

This report has three parts:

**WBWF:** Required for all districts/charters.

**Achievement and Integration:** Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2019-20 SY. No charter schools should complete this section.

**Racially Isolated School:** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2019-20 SY. No charter schools should complete this section.

Please ensure the World’s Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

# World's Best Workforce

## 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.

<https://www.isd94.org/Page/1174>

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

## 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.

## 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.

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

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Dr. Michael Cary	Superintendent	X
Bekki Morrison	DAC Co-Chairperson; WBWF Coordinator; Teacher	X
Michelle Brenner	Curriculum Representative and DAC Co-Chair	
Chandra Allen	Lead Teacher, Cloquet High School, parent	
Lance Horvat	Lead Teacher, Cloquet High School	
Julie Deters	Lead Teacher, Cloquet High School	
Stef Biebl	Lead Teacher, Cloquet Middle School	
Nicole Ojanen	Lead Teacher, Cloquet Middle School	
Courtney Josephson	Lead Teacher, Cloquet Middle School	
Kim Broman	Lead Teacher, Washington Elementary School	
Tracy Mattson	Lead Teacher, Washington Elementary School	
Shelly Pritchett	Lead Teacher, Churchill Elementary School	
Angela Garbett	Lead Teacher, CAAEP	
Ashlee Lennartson	Teacher; Education Minnesota-Cloquet Rep	
Jody Zeleznikar	Special Education Coordinator	
Teresa Angell	American Indian Education	X

	Director; parent	
Tom Brenner	Principal, Cloquet Middle School	X
David Wangen	Principal Churchill Elementary School	X
Steve Battaglia	Principal, Cloquet High School; parent	X
Connie Hyde	Principal, CAAEP	X
Robbi Mondati	Principal, Washington Elementary School	X
Ken Scarbrough	School Board Member	
Melissa Juntunen	School Board Member	
Andrea Cacek	Educational Technology Representative; Teacher; Parent	
Jessica Gagne	Educational Technology Representative; Teacher	
Ann Doesken	Educational Technology Representative; Teacher	
Annika Bogucki	Educational Technology Representative; Teacher	
Deb Peterson	Gifted and Talented Coordinator	
	Student Representative - CMS	
	Student Representative - CHS	
	Student Representative-CHS	
Wendy Benson	Community / Business Reviewer for WBWF	

John Benson	Community / Business Reviewer for WBWF	
Jill Elwood	Parent - CHS; Teacher	
Rick Sievert	Parent - Churchill; Teacher	
Lisa Berube	Parent - Churchill; Teacher	
Sarah Buhs	Parent - Washington	
Janelle Barney	Parent - Special Education Rep	
Annette Rennquist	Parent - American Indian Education Rep	
Laura Sieben	Family School Support Worker; A&I Team	X
Shannon Sams	Guidance Counselor; A&I Team	X
Tom Lenarz	Assistant Principal; Parent; A&I Team	X
Wendy Waha	Teacher; Restorative Practices Coordinator; A&I Team	X
Tim Prosen	Assistant Principal; Parent; A&I Team	X

### Equitable Access to Excellent and Diverse Educators

*Staffing should be in place by the start of the 2019-2020 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-2020 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 in 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.

Race/Ethnicity	Staff count/percent	Student count/percent
Hispanic or Latino	2/ 0.90%	49/ 1.89%
American Indian or Alaska Native	2/ 0.90%	285/ 10.97%
Asian	8/ 3.59%	13/ 0.50%
Black or African-American	NA/ 0.00%	11/ 0.42%
Native Hawaiian or other Pacific Islander	NA/ 0.00%	NA/ 0.00%
White	207/ 92.83%	1,890/ 72.75%
Two or more races	4/ 1.79%	350/ 13.47%

**Respond to the questions below.**

- 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?

**Limit response to 200 words.**

*The District Advisory Committee reviews the data from the MN Report Card annually. We compare our district and each individual building to each other and the state averages. The District Advisory Committee is made up of administration, teacher leaders, district committee and program*

*representatives, parents, and students. According to the MN Report Card, the Cloquet School District teaching staff is 90.43% experienced and 59.04% of the staff have advanced degrees.*

- 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?

**Limit response to 200 words.**

*In our district, we often have the luxury of hiring experienced teachers with advanced training and degrees. Our compensation package for teaching staff is very strong among districts in rural Minnesota. This allows us to have strong candidate pools for most of our openings and we are often selecting teachers to fill our open positions who come with well-developed professional backgrounds.*

*As a medium sized rural district, we have only one high school and one middle school. This means our students have access to the same teachers during their 5-12 grade experience. We do have two elementary schools. When compared, both schools are able to recruit and retain experienced, in-field teachers, often with years of prior experience and advanced training.*

WBWF also 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?

**Limit response to 200 words.**

*Staff from each ethnic group are present, but groups are underrepresented in staff numbers. Currently 27.27% of students identify as American Indian or students of color, but only 7.52% of staff identify that way. The biggest discrepancy in our staffing versus student demographic is with our American Indian or 2 or more races population. According to the MN Report Card, approximately 24.4% of students identify as one of those two categories, but only about 2.7% of staff.*

- 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?

**Limit response to 200 words.**

*Our local tribal and community college (FDLTCC) has recently started an American Indian Elementary Education program. During the 2019-20 school year, we partnered with their program to offer a course within our high school to prepare students for the teacher education program. The goal is to recruit American Indian students to their education program and, subsequently, our district.*

## **Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators 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 lines below* 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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the <b>2019-20</b> school year.</p> <p><b>Cloquet School District’s Early Childhood programs will have 80% of students master 80% of items in literacy and math on the Kindergarten Readiness Checklist by the fall of 2021-22.</b></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p style="text-align: center;"><b>Unable to report due to COVID-19</b></p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p> <p>✓ <b>Unable to report</b></p>

Source: Michelle Brenner

**Narrative is required; 200-word limit.**

- 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?

*Data to be analyzed, and disaggregated by student groups will be the kindergarten checklist, along with the beginning of year AIMSweb Early Literacy and Early Numeracy assessment. There are various strategies in place to support this goal. One is participation in the BRIDGE program. This program fosters communication and continuity for transition between Early Ed. and Grade 4. The District Early Ed. Programs also maintain a 4-Star-Parent-Aware rating. This assists Early Childhood Programs to improve quality and provide families with additional financial support to participate in early education programs. Finally program coordinators and directors participate in County Collaborative CHILD Network meetings.*

*This assists Early Childhood programs with networking, collaboration and resources from county programs serving Early Childhood.*

### All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p><b>The percent of Cloquet 3rd graders who are reading at or above benchmark as measured by our <i>Read Well by 3rd Grade</i> designated assessments in fluency and comprehension will increase from an average of 87.5 to 88% by the end of the 19-20 school year.</b></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p><b>The percentage of Cloquet 3<sup>rd</sup> graders who are reading at or above benchmark as measured by our mid-year, rather than our end-of-year, <i>Read Well by 3<sup>rd</sup> Grade</i> designated assessments in fluency and comprehension is 88%. End of year assessments were not given due to COVID-19.</b></p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> <b>Goal Met (one-year goal)</b></p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p><input type="checkbox"/> Unable to Report</p>

Source: Michelle Brenner

**Narrative is required; 200-word limit.**

- 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?

*AimsWeb and STAR Reading tests are used to benchmark all students in K-4 three times per year. This data is disaggregated by grade level, subgroups, and individual students. This data is analyzed by all stakeholders three times per year. Our Grade Level Teams, Problem Solving Team (PST), SpEd Team, Title, Indian Education, and classroom teachers work together during fall and winter benchmark windows to determine which students could benefit from additional reading support. Up to 50 minutes of tiered reading interventions are provided to those most at risk. PST and CST (Child Study Teams) meet weekly. Students at risk are progress monitored every two weeks. Classroom teachers review progress on a regular basis. Students who are identified as not making adequate progress are brought to PST.*

## Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p><b>A. By the end of the 2020-21 school year Churchill Elementary School special education students will meet the reading and attendance thresholds set by the Minnesota Department of Education Northstar Accountability System.</b></p> <p><b>B. By the end of the 2020-21 school year Washington Elementary School American Indian students will meet the reading and attendance thresholds set by the Minnesota Department of Education Northstar Accountability System.</b></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p><b>A. Reading threshold met. Attendance threshold NOT met.</b></p> <p><b>B. Reading threshold met. Attendance threshold NOT met.</b></p>	<p><b>Check one of the following:</b></p> <p><input checked="" type="checkbox"/> <b>On Track (multi-year goal)</b></p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> Unable to Report</p>

Source: Michelle Brenner

**Narrative is required; 200-word limit.**

- 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?

*We have analyzed MCA, RW3G, Benchmark, Attendance, Poverty and Behavior data disaggregated by subgroup (FRP, SpEd, American Indian, 2 or more races).*

*Strategies include:*

- *Attendance and reading intervention programs*
- *AIE Teachers and tutors present in each building & Daytime and after school instruction/tutoring*
- *SpEd and/or Title I programming in each building*

*§ Resource rooms, co-teaching, tutoring, para assistance in class*

- Building Trauma Teams providing both training and interventions*
- Reading Task force at each elementary building is leading the study and implementation of evidence based practices*

## All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p><b>A. The number of students showing completion of the Carpenter’s Union Pre-apprenticeship program by completing the Construction Careers III course will increase from 3 students in 2018-19 to 5 students by the end of the 2019-20 school year.</b></p> <p><b>B. The ACT Composite score for Cloquet High School will increase from 20.9 in 2018-19 to 21 in 2019-20.</b></p> <p><i>*Source: CHS School Counselors</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p><b>A. Sixteen students completed Construction Careers III course in the 2019-20 school year.</b></p> <p><b>B. Unable to report ACT scores due to COVID-19</b></p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> <b>Met Some (multiple goals)</b></p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- 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?

We look at the numbers of students planning to attend 2 and 4 year college options and compare that to students planning to immediately enter the workforce. The Carpenter’s Union apprenticeship program was born from this data. We are committed to having relevant programming to help all students transition to the next stage of their lives.

We offer ACT prep courses leading up to the ACT, we offer the ACT free to all juniors regardless of socioeconomic status. This class provides tips on study habits, test taking skills, and has each student take a practice test. We try to guide students into paths that fit their interests. Class schedules/electives are selected to guide students towards future goals. Years ago, we added a Probability and Stats class to our sophomore course requirement to help in that area of the ACT, as we noticed that students were struggling in that specific content area.

## All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p><b>To align with the time we are working with the Northern Pines Regional Center of Excellence, Cloquet Area Alternative Education Program will reach the state threshold of a 67% graduation rate by the conclusion of the 2020-21 school year.</b></p> <p><i>*Source: MN Report Card and School District Graduation Records for 2018-19</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p><b>According to the MN Report Card, the four year graduation rate average of the last three years (2015-17) for the Cloquet Area Alternative Education Program was 38.2%. In 2019, the MN Report Card reported the four year rate had increased to 54.5%.</b></p> <p><b>The district calculated rate for 2020 was approximately 40%, largely due to low attendance during COVID-19 distance learning.</b></p>	<p><b>Check one of the following:</b></p> <p><input checked="" type="checkbox"/> <b>On Track (multi-year goal)</b></p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- 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?

*Data comes from the MN Report Card as well as numbers generated by the CAAEP graduation records. Data is broken down by subgroups (AIE, FRP, SpEd, and 2 or more races)*

- *Strategies include:*
  - *MEIRS 2.0 strategies for identifying students at-risk for academic performance and attendance*
  - *Work with the Regional Centers for Excellence to monitor progress and suggest strategies*
  - *Weekly staff meetings to monitor student progress and check in on MEIRS 2.0 strategy implementation and fidelity*
  - *Restorative practices for behavior and attendance issues*
  - *Symposium courses offered quarterly for credit recovery and to build community within the school in order to encourage retention*

- *Online credit recovery courses offered both during the day and after school*
- *Credit recovery academies during school calendar breaks*
- *Comprehensive work on standards and alignment with the curriculum in the various subject areas.*

## Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year plan (years 2017-2020). If you are reporting on year 1 of your 3-year plan (years 2019-22), please use pages 16-22 of this document.

[View list of participating districts required to report progress of goals during the 2019-20 school year.](#)

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. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2019-20 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).

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.  Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan.  Type response here.	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."  Type response here.	Check <b>one</b> of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report

**Narrative is required; 200-word limit.**

- 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?

Type response here.

### Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.  Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan.  Type response here.	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."  Type response here.	Check <b>one</b> of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report

**Narrative is required; 200-word limit.**

- 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?

Type response here.

**Please Note:** If you have more than two goals, copy and paste additional A&I Goal tables below.

## Integration

**Narrative is required; 200-word limit.**

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.

Type response here.

## Impacts from Distance Learning

**Narrative is required; 200-word limit.**

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?

Type response here.

## 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 with one or more racially identifiable schools](#).

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

**School Name:**

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.  Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan.  Type response here.	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.”  Type response here.	Check <b>one</b> of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report

**Narrative is required; 200-word limit.**

- 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?

Type response here.

## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p>Type response here.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p>Type response here.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p>Type response here.</p>	<p>Check <b>one</b> of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Unable to Report</p>

**Narrative is required; 200-word limit.**

- 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?

Type response here.

**Please Note:** If there are additional goals for this school, copy and paste this A&I goal table below.

## Integration

**Narrative is required; 200-word limit.**

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.

Type response here.

## Impacts from Distance Learning

**Narrative is required; 200-word limit.**

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?

Type response here.

## Achievement and Integration

**This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year A&I plan (SY 2018-20). If you are reporting on year 1 of your 3-year A&I plan (SY 2020-22), please use pages 16-22 of this document.**

[View list of participating districts required to report progress of goals during the 2019-20 school year.](#)

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. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2019-20 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).

## Achievement and Integration Goal 1

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2019-22 plan.</p> <p>Type response here.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity Goal</p>	<p>Copy the baseline starting point from your 2019-22 plan.</p> <p>Type response here.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Type response here.</p>	<p>Check <b>one</b> of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Unable to Report</p>

**Narrative is required; 200-word limit.**

- 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?

Type response here.

## Achievement and Integration Goal 2

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2019-22 plan.  Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan.  Type response here.	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."  Type response here.	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

**Narrative is required; 200-word limit.**

- 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?

Type response here.

**Please Note:** If you have more than two goals, copy and paste additional A&I Goal tables below.

## Integration

**Narrative is required; 200-word limit.**

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.

Type response here.

## Impacts from Distance Learning

**Narrative is required; 200-word limit.**

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?

Type response here.

## Racially Identifiable Schools

If your district’s 2019-22 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 with one or more racially identifiable schools.

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

**School Name:**

### Achievement and Integration Goal 1

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2019-22 plan.</p> <p>Type response here.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity Goal</p>	<p>Copy the baseline starting point from your 2019-22 plan.</p> <p>Type response here.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p>Type response here.</p>	<p>Check <b>one</b> of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Unable to Report</p>

**Narrative is required; 200-word limit.**

- 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?

Type response here.

## Achievement and Integration Goal 2

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2019-22 plan.  Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan.  Type response here.	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."  Type response here.	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

**Narrative is required; 200-word limit.**

- 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?

Type response here.

**Please Note:** If there are additional goals for this school, copy and paste this A&I goal table below.

## Integration

**Narrative is required; 200-word limit.**

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.

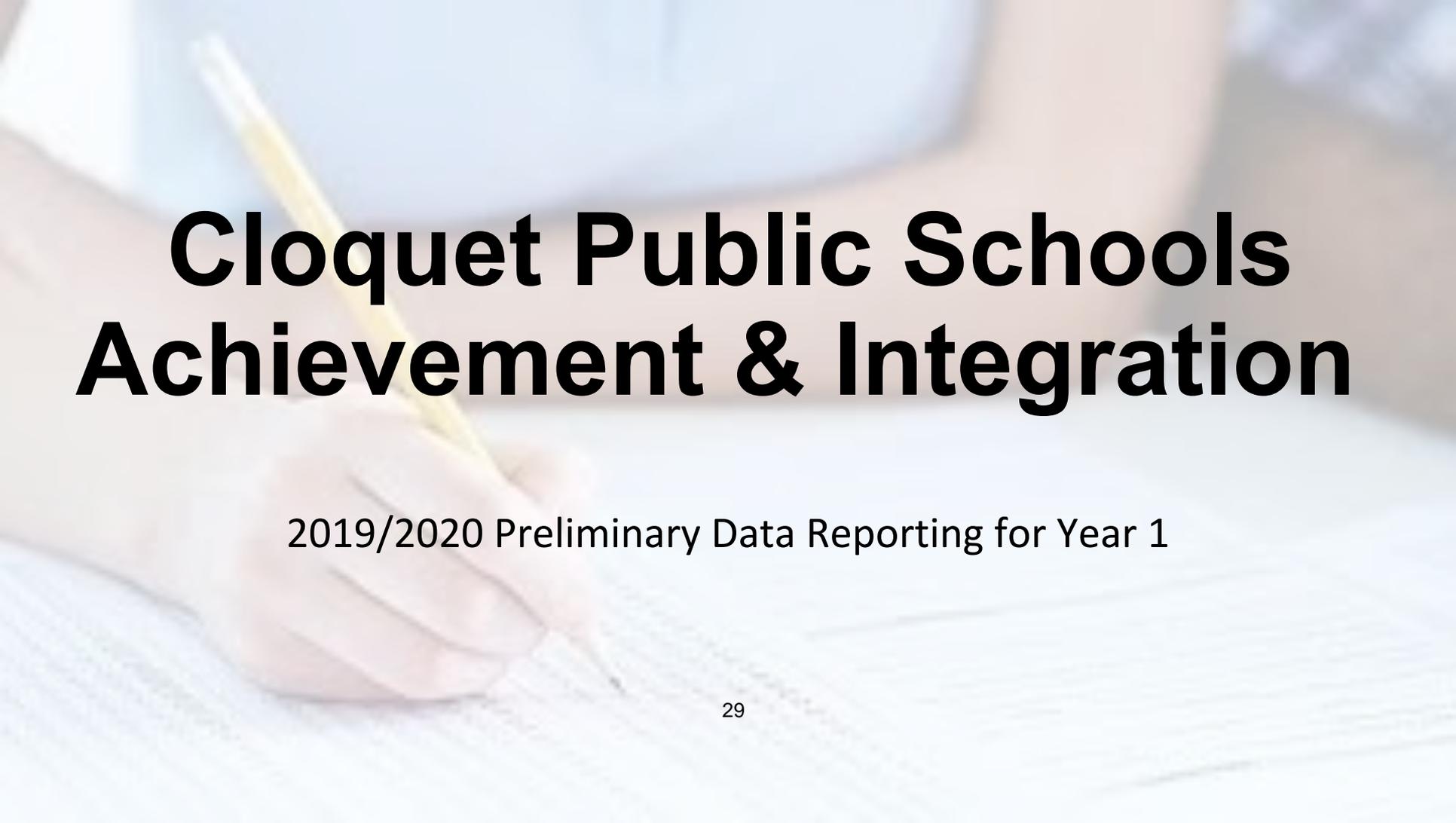
Type response here.

## Impacts from Distance Learning

**Narrative is required; 200-word limit.**

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?

Type response here.

A close-up, slightly blurred photograph of a person's hand holding a yellow pencil, writing on a white notebook. The background is out of focus, showing a person's torso in a light blue shirt. The overall tone is professional and educational.

# **Cloquet Public Schools Achievement & Integration**

2019/2020 Preliminary Data Reporting for Year 1

**Goal #1** Increase student achievement for our American Indian elementary students in reading as measured by AIMSweb in grades K-3 from 76% in 2018 to 78% in 2022. **Goal On Track 76.2%**

**Strategy #1: Elementary After School Program.**

Key Indicator of Progress (KIP)

Read Well by Third Grade designation decreased for American Indian student population at Churchill **2020 Target 20%**

Read Well by Third Grade designation decreased for American Indian student population at Washington **2020 Target 24%**

Increased reading proficiency percentage for American Indian students based on MCA results in grade 4 **2020 Target 64%**

**Strategy #2: Reducing barriers to school participation.**

Key Indicator of Progress (KIP)

Consistent student attendance will increase each year transportation is provided at Churchill Elementary **2020 Target 83.5%**

Consistent student attendance will increase each year transportation is provided at Washington Elementary **2020 Target 79%**

**Goal #2:** Increase formal school engagement of elementary American Indian parents from 0% in 2018 to 10% in 2022. Goal On Track 6.5%

**Strategy #3: Increase family engagement opportunities.**

Key Indicator of Progress (KIP)

Increase percent of families participating in family engagement activities connected to the After School Program **2020 Target 30%**

**Strategy #4: Welcoming Environments.**

Key Indicator of Progress (KIP)

Elementary Schools will have representations in the form of pictures, posters or signage representative of various cultures served within the schools **2020 Target 100%**

**Strategy #5: Culturally Inclusive Curriculum.**

Key Indicator of Progress (KIP)

Each grade level, K-4 will develop lessons in reading, social studies or science that focus on Ojibwe understandings or beliefs. The targets listed will indicate the number of lessons that have been developed in each grade level **2020 Target 3 lessons**

# Goal #2 continued

## **Strategy #6 Culturally Responsive School Leadership Academy.**

### Key Indicator of Progress (KIP)

Building Leadership Teams will be given a pre and post equity survey. Leadership teams will be able to recognize key components and terms associated with the equity training provided **2020 Target 50%**

## **Strategy #7 Introductory Staff Equity Training.**

### Key Indicator of Progress (KIP)

District staff will be given a pre and post equity survey. All staff will be able to recognize key components and terms associated with the equity training provided **2020 Target 50%**

## **Strategy #8 Implement 0.5 FTE Equity Coordinator to provide ongoing staff development and student education.**

### Key Indicator of Progress (KIP)

District staff will be given a pre and post equity survey. All staff will be able to recognize key components and terms associated with the equity training provided **2020 Target 50%**

**Goal #3:** Reduce exclusionary discipline practices for American Indian students from 119 incidents in 2018 to under 92 incidents by 2022.

## Goal On Track 103 American Indian Student Incidents

### Strategy #9 Restorative Practices Coordinator.

#### Key Indicator of Progress (KIP)

Reduce the number of OSS for American Indian students.

- CHS 2018 Baseline is 22 **2020 Target 20.90**
- CMS 2018 Baseline is 83 **2020 Target 78.85**
- CAEEP 2018 Baseline is 14 **2020 Target 13.30**

Reduce the number of OSS for Free/Reduced Lunch Students.

- CHS 2018 Baseline is 42 **2020 Target 39.90**
- CMS 2018 Baseline is 97 **2020 Target 92.15**
- CAAEP 2018 Baseline is 14 **2020 Target 13.30**

Reduce the number of behavior referrals of American Indian Students.

- CHS 2018 Baseline is 225 **2020 Target 213.75**
- CMS 2018 Baseline is 647 **2020 Target 614.65**
- CAAEP 2018 Baseline is 379 **2020 Target 360.05**

Reduce the number of behavior referrals of Free/Reduced Lunch Students.

- CHS 2018 Baseline is 201 **2020 Target 190.95**
- CMS 2018 Baseline is 428 **2020 Target 406.60**
- CAAEP 2018 Baseline is 138 **2020 Target 131.10**

**Goal #4:** Increase enrollment of American Indian students in advanced classes from 15% in 2018 to 24% in 2022 and FRL students from 24% in 2018 to 33% in 2022.

**Goal On Track American Indian Students 17.5%, Free/Reduced Lunch Students 26%**

### **Strategy #10 Advancement Via Individual Determination (AVID)**

#### Key Indicator of Progress (KIP)

Increase the number of AVID-trained staff (baseline is 0) **2020 Target 4**

Increase the percent of 5-12th grade AVID students with a C or better in all core content courses **2020 Target 50%**

Increase the percent of free/reduced priced lunch students enrolled in college in the schools, post-secondary enrollment options and advanced academic courses **2020 Target 27%**

Increase the percent of American Indian or Two or More Races students enrolled in CIS, PSEO and advanced academic classes **2020 Target 18%**

Reduce the percent of 9th-grade students failing two or more classes in the first semester **2020 Target 17%**

**Goal #5:** Increase percent of American Indian students and student receiving free/reduced lunch eligible to earn college credit while in high school. American Indian student eligibility will increase from 41% in 2018 to 49% in 2022 and free/reduced lunch eligibility will increase from 26% in 2018 to 34% in 2022. [Goal Not On Track](#)

**Strategy #11 Culturally focused college credit bearing course for all students from cooperating districts.**

Key Indicator of Progress (KIP)

Number of student participants **2020 Target 25**

Number of American Indian students successfully completing the course **2020 Target 10**

Number of students receiving free/reduced price lunch successfully completing the course **2020 Target 7**

# Impacts from Distance Learning

Goal 1-Strategy #2, Reducing barriers to school participation, transitioned to delivery of educational, cultural and personal supplies for students unable to pickup.

Goal 5-Strategy #11, Culturally focused college credit bearing course for all students from cooperating districts, seen a decline in admission and interest due to the college class only being offered online. Most students who struggled with distance learning did not complete the intake process for the college class. Low enrollment numbers were a result.

**DRAFT DRAFT DRAFT DRAFT DRAFT**

# **Cloquet Public Schools World's Best Workforce Plan & Summary**

**Completed by the District Advisory Committee  
Summary 2019-2020 Board Approved \_\_\_\_\_  
Plan 2020-2021 Board Approved \_\_\_\_\_**



# WORLD'S BEST WORKFORCE PLAN

Cloquet Public Schools serves approximately 2600 students in the communities of Cloquet, Scanlon and the Fond du Lac nation in northeastern Minnesota. Our district is comprised of early childhood programs, community education programs, two elementary schools, a middle school, a high school and an area alternative learning center. We strive to provide programming that meets the academic, cultural, emotional and social needs of the students we serve. As a district in greater Minnesota, we are members of several collaborative efforts with neighboring schools and governmental agencies with the aim of providing high quality supports for students and community.

## DISTRICT GOALS

### Goals 2020-2021

<b>SMART Goal</b>	<b>2020-2021 Goals</b>
<b>All Students Ready for School</b>	Cloquet School District's Early Childhood programs will have 80% of students master 80% of items in literacy and math on the Kindergarten Readiness Checklist by the fall of 2021-22.
<b>All Students in Third Grade Achieving Grade-Level Literacy</b>	The percentage of Cloquet 3rd graders who are reading at or above benchmark, as measured by our <i>Read Well by 3rd Grade</i> assessments, will increase from the end of 2018 year average of 87.5% to 88% by the end of the 20-21 school year.
<b>Close the Achievement Gap(s) Among All Groups</b>	<p>A. By the end of the 2020-21 school year Churchill Elementary School special education students will meet the reading and attendance thresholds set by the Minnesota Department of Education Northstar Accountability System.</p> <p>B. By the end of the 2020-21 school year Washington Elementary School American Indian students will meet the reading and attendance thresholds set by the Minnesota Department of Education Northstar Accountability System.</p>
<b>All Students Career- and College-Ready by Graduation</b>	A. Seventy-five percent of students enrolled in the Carpenter's Union Pre-apprenticeship program will successfully complete the program by completing the Construction Careers III course.

## CLOQUET PUBLIC SCHOOLS WORLD'S BEST WORKFORCE PLAN

	<p>B. The ACT Composite score for Cloquet High School will increase from 20.9 in 2018-19 to 21 in 2019-20.</p> <p><i>*Source: CHS School Counselors and Industrial Technology Dept.</i></p>
<b>All Students Graduate</b>	<p>To align with the time we are working with the Northern Pines Regional Center of Excellence, Cloquet Area Alternative Education Program will reach the state threshold of a 67% graduation rate by the conclusion of the 2020-21 school year.</p> <p><i>*Source: MN Report Card and School District Graduation Records for 2018-19</i></p>

### Goals and Results 2019-2020

SMART Goal	2019-2020 Goals	2019-2020 Results
<b>All Students Ready for School</b>	Cloquet School District's Early Childhood programs will have 80% of students master 80% of items in literacy and math on the Kindergarten Readiness Checklist by the fall of 2021-22.	Unable to report progress due to Covid-19
<b>All Students in Third Grade Achieving Grade-Level Literacy</b>	The percent of Cloquet 3rd graders who are reading at or above benchmark as measured by our <i>Read Well by 3rd Grade</i> designated assessments in fluency and comprehension will increase from an average of 87.5 to 88% by the end of the 19-20 school year.	The percentage of Cloquet 3 <sup>rd</sup> graders who are reading at or above benchmark as measured by our mid-year, rather than our end-of-year, Read Well by 3 <sup>rd</sup> Grade designated assessments in fluency and comprehension is 88%. End of year assessments were not given due to COVID-19.  Reported as goal met.
<b>Close the Achievement Gap(s) Among All Groups</b>	A. By the end of the 2020-21 school year Churchill Elementary School special education students will meet the reading and attendance thresholds set by the Minnesota Department of Education Northstar Accountability System.	A. Reading threshold met. Attendance threshold NOT met.  B. Reading threshold met. Attendance threshold NOT met.  Reported as multi-year goal; goal on track

# CLOQUET PUBLIC SCHOOLS WORLD'S BEST WORKFORCE PLAN

	<p>B. By the end of the 2020-21 school year Washington Elementary School American Indian students will meet the reading and attendance thresholds set by the Minnesota Department of Education Northstar Accountability System.</p>	
<p><b>All Students Career- and College-Ready by Graduation</b></p>	<p>C. The number of students showing completion of the Carpenter’s Union Pre-apprenticeship program by completing the Construction Careers III course will increase from 3 students in 2018-19 to 5 students by the end of the 2019-20 school year.</p> <p>D. The ACT Composite score for Cloquet High School will increase from 20.9 in 2018-19 to 21 in 2019-20.</p> <p><i>*Source: CHS School Counselors and Industrial Technology Dept.</i></p>	<p>A. Sixteen students completed Construction Careers III course in the 2019-20 school year.</p> <p>B. Unable to report ACT scores due to COVID-19</p> <p>Reported as some goals met.</p>
<p><b>All Students Graduate</b></p>	<p>To align with the time we are working with the Northern Pines Regional Center of Excellence, Cloquet Area Alternative Education Program will reach the state threshold of a 67% graduation rate by the conclusion of the 2020-21 school year.</p> <p><i>*Source: MN Report Card and School District Graduation Records for 2018-19</i></p>	<p>According to the MN Report Card, the four year graduation rate average of the last three years (2015-17) for the Cloquet Area Alternative Education Program was 38.2%. In 2019, the MN Report Card reported the four year rate had increased to 54.5%.</p> <p>The district calculated rate for 2020 was approximately 40%, largely due to low attendance during COVID-19 distance learning.</p> <p>Reported as multi-year goal on track.</p>

# CLOQUET PUBLIC SCHOOLS WORLD'S BEST WORKFORCE PLAN

## KEY INDICATORS OF PROGRESS

The district monitors the following key indicators of progress to determine district and school site progress in striving to create the world's best workforce.

Measure	Site & Description
<b>Attendance</b>	Attendance intervention strategies and results by building. Building site data for consistent attendance from the Northstar Accountability Report.
<b>Behavior</b>	General behavior referral data for each site as reported in Infinite Campus. This includes any type of behavior referral including behavior <i>and reward</i> documentation. A detailed behavior report is maintained at the site level and analyzed regularly.
<b>Kindergarten Readiness</b>	Early Childhood data from Brigance measurement.
<b>Read Well by 3rd Grade</b>	MCA scores for district 3rd graders, desegregated by subgroup according to the WBWF District Data Profile.
<b>Achievement Gap</b>	Achievement gap data in reading and math, desegregated by subgroup according to the WBWF District Data Profile.
<b>Career and College Readiness</b>	Cloquet High School data for post secondary participation according to the MN Statewide Longitudinal Education Data System (SLEDS).
<b>Graduation Rate</b>	Cloquet School District graduation data from Minnesota Report Card. Includes a combination of Cloquet High School and Cloquet Area Alternative Education Program (CAAEP) graduation rates.
<b>MCA Scores</b>	Reading, Math and Science MCA proficiency scores by subgroup for each school site can be found in their individual building Student Achievement Goal reports linked at the end of this report.
<b>ACT Scores</b>	Cloquet High School and CAAEP ACT data from Minnesota Report Card can be found in their individual building Student Achievement Goal reports linked at the end of this report.

### Attendance

*In 2017-18, the district identified attendance as a districtwide goal based on data. By the end of the 17-18 school year the goal was to have each building implement one specific attendance intervention in an effort to decrease the number of students identified as academically at risk and chronically absent by 1%.*

# CLOQUET PUBLIC SCHOOLS WORLD'S BEST WORKFORCE PLAN

\*This has become a continuing goal for the district. However, due to Covid, many plans and strategies were put on hold. We plan to revisit the initiative in the Spring of 2021.

## North Star Accountability Data on Consistent Attendance 2020

(+) Number increased since 2019

(-) Number decreased since 2019

Sub Groups	State Average	Churchill	Washington	CMS	CHS	CAAEP
All Students	85.3	89.5 (+)	83.1 (-)	96.1 (+)	75.3 (+)	20.5 (+)
F&R Lunch	76.9	80.7 (+)	74.2 (-)	93.3 (+)	61.3 (-)	23.1 (+)
Am. Indian	56.6	84.2 (+)	60.7 (-)	87.7 (+)	44.9 (-)	n/a
Sped	76.6	82.8 (+)	73.9 (-)	91.6 (+)	65.2 (+)	23.8 (+)
White	88.3	92.2 (+)	87.5 (-)	97.8 (+)	79.1 (-)	20.8 (-)
2 or More Races	80.2	76.9 (-)	81.6 (-)	92.2 (+)	72.1 (-)	n/a

## North Star Accountability Data on Consistent Attendance 2019

State thresholds = bottom 25% of Title I Schools

Subgroups falling below the thresholds are highlighted.

For those below the threshold, (-) indicates a drop from 3 year average ending in 2018, (+) indicates an increase, (X) indicates an increase to bring them above threshold.

	Churchill	Washington	CMS	CHS	CAAEP
<b>State Threshold</b>	81.27	81.27	67.16	62.47	62.47
All Students	86.49	85.90 (X)	89.52	76.74	20 (-)
F&R Lunch	79.37 (+)	79.18	80.62	60.51 (-)	16.98 (-)
Am. Indian	71.11 (+)	64.61 (+)	67.81	49.38 (-)	16.66
Sped	77.27 (-)	81.33 (X)	81.08	61.32 (-)	16.66 (-)
White	90.54	89.22	93.44	81.40	22.22 (-)
2 or More Races	83.33	90.41 (X)	85.59	72.72	17.64

# CLOQUET PUBLIC SCHOOLS WORLD'S BEST WORKFORCE PLAN

MN Department of Education Data Center > Secure Reports > North Star Report

## Behavior Report Summary

*\*Number of behavior referrals include both behavior and reward referrals.*

School	Enrollment 2016-2017	*Number of behavior referrals 2016-2017	Enrollment 2017-2018	*Number of behavior referrals 2017-2018	Enrollment 2018-2019	*Number of behavior referrals 2018-2019
Washington	649	600	538	469	530	455
Churchill	534	754	400	694	411	294
Cloquet Middle School	549	955	811	1312	823	1108
Cloquet High School	670	731	677	659	728	471
CAAEP	86	1434	75	1058	85	783

## All Students Ready for Kindergarten

*Cloquet Public Schools is working to ensure that all students are ready for kindergarten. We work actively and intentionally to foster collaboration between school, community, county and district level programs to encourage and support common systematic best practices. In addition to establishing and implementing common systemic best practices and measures for school readiness, the district seeks to increase program enrollments and participation in collaboration with the BRIDGE committee. BRIDGE fosters the collaborative effort between grade levels (Pk-3) each year.*

*School readiness was previously measured by the Brigance Assessment, but the district has recently been working on their own assessment criteria. Implementation of this assessment has been delayed due to Covid-19.*

# CLOQUET PUBLIC SCHOOLS WORLD'S BEST WORKFORCE PLAN

## All Students in Third Grade Achieving Grade-Level Literacy

0094 Cloquet Local Literacy Plan - Reading Well by 3rd Grade - RW3G

*Goal: Ensure reading proficiency for all students by the end of 3rd grade. We strive to accomplish this by providing (1) Assessment of all K-3 student levels of reading proficiency and identification of those who are at-risk for learning to read, (2) Comprehensive and scientifically based core reading instruction for all students aligned with the MN state standards, (3) Comprehensive and scientifically based remedial reading instruction for all at-risk learners, (4) Notification to all parents of at-risk learners, (5) Identifying and providing staff development opportunities to improve instructional techniques and strategies. Progress is monitored using MCA-III data.*

2019 Source: MN Report Card → All Academic Accountability Tests (Only those meeting enrollment criteria)  
2017-18 Source: WBWF District Data Profile

### Cloquet Third Grade Reading Literacy Summary Data

*(Note: Individual school site data can be found in their individual building Student Achievement Goal reports linked at the end of this document)*

Student Group	Grade 3 Reading Proficiency (%) 2018	Grade 3 Reading Proficiency (%) 2019	Grade 3 Reading Proficiency (%) 2020
All	70.6	75	N/A due to MCA's not being administered.
AM-IND	66.7	66.7	
FRP	66.7	65.3	
SPED	46.7	52.8	
WHITE	74.1	75.6	
2 or More Races	61.5	77.4	

# CLOQUET PUBLIC SCHOOLS WORLD'S BEST WORKFORCE PLAN

## Closing the Achievement Gap

*Cloquet Public Schools views closing the achievement gap as a shared team effort. All schools, subgroups, and grade levels will strive to close the achievement gaps, which are evident based on race, ethnicity, socioeconomic status and ability. All best practice strategies and action steps take advantage of district plans, programs, staff and resources, as well as community collaborations, to drive achievement forward and seek continued growth.*

2019 Source: MN Report Card → All Academic Accountability Tests (Only those meeting enrollment criteria)  
2017-18 Source: WBWF District Data Profile

**\*Due to Covid-19, no 2020 summarized assessment testing data is available.**

### Math

<b>Student Group</b>	<b>2017 Percent Achieving</b>	<b>2018 Percent Achieving</b>	<b>2019 Percent Achieving</b>
All Students	63.1	59.9	59.2
American Indian	47.2	47.2	43.4
White	67.1	64.5	62.6
2 or More Races	56.3	48.5	56
Special Education	41.7	37.1	31.9
Free/Reduced Lunch	50.7	49.1	46.3

### Reading

<b>Student Group</b>	<b>2017 Percent Achieving</b>	<b>2018 Percent Achieving</b>	<b>2019 Percent Achieving</b>
All Students	63.1	65.9	67.6
American Indian	43.6	49.4	55.8
White	67.4	70.6	71.6
2 or More Races	53.4	56	57.4
Special Education	35.6	42.6	38.1

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Free/Reduced Lunch	51.2	55.3	58.6
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## **All Students Career-and-College-Ready by Graduation**

*Cloquet Public Schools maintains a path for all students to be career and college ready. Cloquet High School has implemented Ramp Up to Readiness, a career and college readiness program, where students engage in career and college prep activities twice a month. Cloquet High School has also started a pre-apprenticeship program in conjunction with the Carpenter's Union. The district is also organizing and facilitating more College/Career Ready assessments including PSAT & ACT (Grade 11), ACCUPLACER, and ASVAB. The district vision is to develop a system for conducting senior interviews with every senior each fall to assist with post-secondary planning, college application process, and credit tracking. The district uses post secondary participation to measure progress. Data source: <http://sleds.mn.gov/>*

## **Cloquet District Graduates Entering the Workforce**

*Note: These are district numbers and include CAAEP graduates, as well  
Source: SLEDS> High School Graduates > Entering the Workforce*

	2017	2018	2019
<b>Enrolled in College</b>	58%	61%	56%
<b>Employed</b>	24%	24%	30%
<b>Unknown</b>	8%	12%	15%

## **Graduates Enrolling in College - Fall**

*Source: SLEDS> High School Graduates > Enrollment*

School	2017	2018	2019
<b>State</b>	68%	66%	66%
<b>District (CHS, CAAEP, EXTDAY)</b>	58%	61%	56%
<b>CHS</b>	65%	68%	61%
<b>CAAEP</b>	11%	7%	21%

## **CHS Students Enrolling in College the Fall after HS Graduation by Type**

*Source: SLEDS> High School Graduates > Enrollment*

Post Secondary	2017	2018	2019

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<b>MN Public 4 year</b>	27%	39%	20%
<b>MN Public 2 year</b>	39%	37%	38%
<b>MN Private 2 year</b>	0%	0%	3%
<b>MN Private 4 year</b>	15%	10%	16%
<b>Outside MN</b>	19%	14%	23%

### CAAEP Students Enrolling in College the Fall after HS Graduation by Type

Source: SLEDS> High School Graduates > Enrollment

<b>Post Secondary</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>MN Public 4 year</b>	0%	0%	0%
<b>MN Public 2 year</b>	100%	100%	20%
<b>MN Private 2 year</b>	0%	0%	20%
<b>MN Private 4 year</b>	0%	0%	0%
<b>Outside MN</b>	0%	0%	60%

## All Students Graduate

*Cloquet Public Schools strives to have all of our students graduate from high school. The current state graduation target for 2020 is 90% with no subgroup below 85%. While the Cloquet High School (CHS) graduation average already exceeds 90%, our goal is to have our district average, as well as all subgroups, also achieve and maintain an average above 85%. Our alternative high school, Cloquet Area Alternative Education Program (CAAEP), is currently working with the MN Centers of Excellence to increase their graduation rate. Our current goal for the next two years is to reach the state threshold for graduation of 67%. Students come to CAAEP from a variety of surrounding school districts and are generally behind in credits, so graduation in the traditional four years is quite difficult. We will use strategies generated from the work with the MN Centers of Excellence as well as strong support from our American Indian Education program districtwide to grow our graduation rates. District staff will continue to work collaboratively, using various district programs, building level*

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programs and classroom best practices to achieve these goals. We will use the Minnesota Report Card Four-Year Graduation Rate data and the MDE Graduation Rate report to measure progress.

## District Four Year Graduation Rate

(Note: Individual building data can be found in their individual building Student Achievement goal reports at the end of this document.)

### District Four Year (Includes CHS & CAAEP)

Demographic Description	2017 Four Year Percent	2018 Four Year Percent	2019 Four Year Percent
All Students	83%	83.1	87.4
American Indian/Alaskan Native	61.1%	77.8	62.5
White, not of Hispanic origin	85.5%	84.8	88.5
Special Education	80.5%	55.6	85.7
Free/Reduced Priced Lunch	74.1%	71.1	75.3
2 or More Races	82.6%	82.4	94.4

Source: MDE > Data Center > Data Reports and Analytics > Graduation Rate

## DISTRICT STUDENT ACHIEVEMENT PLANS

The Cloquet School district maintains many plans to help students meet their goals. Each plan is listed and described below.

Achievement Plans	Description
<b>Read Well by 3rd Grade - ISD #94 Local Literacy Plan</b> (Michelle Brenner)	School district plan which includes a process to assess student levels of reading proficiency, notify and involve parents, provide academic interventions, and identify and meet staff development needs. The plan can be found at <a href="https://www.isd94.org/Page/1178">https://www.isd94.org/Page/1178</a>
<b>Community Education School Readiness</b>	The Community Education School Readiness Plan uses the Early Childhood Indicators of Progress and Minnesota's Early Learning

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<p><b>Plan</b> (Grace Hall)</p>	<p>Standards. The plan involves providing a framework for understanding and communicating a common set of developmentally appropriate expectations for young children within a context of shared responsibility and accountability for helping children meet expectations. The goals are:</p> <ul style="list-style-type: none"> <li>● To increase understanding of all areas of a child's development and to recommend strategies for supporting optimum development.</li> <li>● To expand understanding of the multiple influences on the education and life success of young children.</li> <li>● To support families by providing examples of strategies that facilitate and enhance children's development.</li> <li>● To provide teachers, caregivers, and administrators in early childhood education a common conceptual framework and guidelines for planning curriculum, instruction, and assessment of young children.</li> <li>● To provide a resource for community members and policymakers to use in assessing the impact of current policies and resources on the optimal development of young children.</li> </ul>
<p><b>Special Education Plan</b> (Jody Zeleznikar/Steph Gibson)</p>	<p>The district plan is to increase student achievement on test scores, that all students are ready for career and college and that all students graduate from high school. Data used to measure the success of the plan will be the number of students to complete a Transition Plan as a measure for career and college readiness. Special education graduation rates from the state report card will be used to measure the high school graduation rate.</p>
<p><b>Title I</b> (Michelle Brenner)</p>	<p>Title I is a federally funded program that provides educational interventions to identify at-risk students in the areas of reading and math.</p>
<p><b>Indian Education Plan</b> (Teresa Angell)</p>	<p>Cloquet's American Indian Education Plan is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access for all students. This plan includes preparing students for college and career readiness, instructional support, reducing chronic absentee rates, increasing graduation rates, and providing opportunities for student success. The plan is based on advocating, supporting, and building relationships with students and families to focus on academic excellence with a correspondence of blending culturally relevant and best teaching practices.</p>
<p><b>District Teacher Evaluation Plan</b></p>	<p>The district, in collaboration with the teachers (EMC), has developed a teacher assessment plan that provides for growth and continual</p>

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<p>(Jason Godnai)</p>	<p>improvement from the probationary level of teaching through the master level of teaching. Much of the model for teacher development and assessment is based on the Danielson professional teaching model. If needed, teachers are given additional help and mentoring for improvement prior to any disciplinary measures taken due to poor performance. Our teachers and district promote documented improvement of our students' performance and professional development and collaboration with this teacher assessment model. This plan is reviewed yearly by the Teacher Development and Evaluation Committee which is comprised of teachers, administrators and the Superintendent.</p>
<p><b>Facilities Plan</b> (Dr. Michael Cary)</p>	<p>In 2018-19, the district completed a \$2 million renovation of the auditorium at Cloquet High School. The district also reroofed the Garfield Building serving our alternative learning center, district administration and Northern Lights Academy.</p> <p>The school district is currently working with Architectural Resources Inc. to conduct a facilities assessment to direct the use of future long-term facility maintenance dollars to best protect the community's investment in its school buildings.</p> <p>Two years ago, the district completed a \$49 million building project which included the following:</p> <ul style="list-style-type: none"> <li>● A new 148,000 square foot middle school which includes new space for our community education offices, a new pool which already is seeing increased use from our community.</li> <li>● A new Early Childhood Family Education wing at Churchill Elementary.</li> <li>● Upgraded learning areas and increased security at Garfield, Churchill, Washington, and Cloquet High School.</li> </ul>
<p><b>Technology Plan</b> (T.J. Smith)</p>	<p>Our district is in compliance with state and federal legislation, such as FERPA, CIPA, and HIPAA, governing the development of plans and policies pertaining to student use of technology. Our district utilizes a 10gbps fiber backbone with 1gbps uplinks to all devices. Additionally, the district Wireless connection throughout all buildings provides adequate connectivity with ample coverage and density of the wireless network. The district has a 1gbps internet connection exceeding the FCC goal of 100kbps per student by 2018. Desktop computers, robust computer and CAD labs, Smart Boards, 1:1 student devices, a learning management system, and mobile device management systems are examples of how we are using technology to increase our capacity for learning. The</p>

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	<p>district has implemented a 3 year 1:1 device plan in all grades, which incorporates a blended learning model combining online learning and classroom instruction. Currently our 3-12 grades are 1:1 and K-2 have 12 devices available per classroom.</p>
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## STUDENT PROGRAMS

*Cloquet Public Schools offers many programs to students to support academic achievement. Programs incorporate academic, social, emotional and cultural components to consider and support the whole student. Specific student programs are listed and described below.*

### District Wide Programs

Student Programs	Description
<p><b>American Indian Education Program</b> (Teresa Angell)</p>	<p>The American Indian Education Program’s mission is to address the unique educational and culturally related academic needs of American Indian students, supporting them to meet the same challenging state student academic achievement standards as all students are expected to meet. The program offers support services including: individualized academic tutoring, liaison staff to support home and school relationships, elective Ojibwe language and culture classes for all students grades 7-12, educates the greater community about American Indian culture, language and history, creating a culturally conscious atmosphere to foster communication between staff, students and parents while coordinating with Title I and special education programming to provide resources for culturally appropriate curriculum.</p>
<p><b>Mentoring</b> (Teresa Angell)</p>	<p>Training and support from an evidence based mentoring program from the U of M guides AIE staff to create meaningful connections with students. Tracking grades, attendance, behavior and time spent with students. Mentors meet with students (and their families, if possible) at least weekly to share data, check in and build relationships. "A comprehensive intervention to enhance student engagement at school. Learning through relationship building, problem solving, capacity building and persistence."</p>

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<p><b>American Indian After School Program &amp; Makoons Club</b> (Teresa Angell)</p>	<p>Makoons Club provides after school programming to elementary students twice a week. It is offered in two different sessions to increase the number of students served. Makoons Club uses Native American and Ojibwe literature as a focus. Correlating activities, projects, guest presentations and field trips reinforce comprehension. Achievement and Integration funds were utilized to be able to add an additional day along with open registration to all students. This blended learning initiative measures student attendance and reading scores.</p> <p>CMS incorporates academic tutoring, cultural activities, Ojibwe Language and works closely with classroom teachers to assist with homework help and testing retakes.</p> <p>Before and after school tutoring is available at the Senior High School to all students in the media center.</p>
<p><b>Special Education Program</b> (Jody Zeleznikar)</p>	<p>Identifies children with disabilities and provides individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. Special education staff work collaboratively with general education staff to modify and adapt curricula for identified students in order to support educational goals.</p>
<p><b>Backpack Program</b> (Mary Bakken 19-20) (Sheila Kahlstorf and Shannon Switzer 20-21)</p>	<p>A food program to feed hungry young children over the weekend who may not have access to any food. It is funded by private donations and operating in cooperation with Second Harvest Food Bank.</p>
<p><b>Homeless Support Program</b> (Nicole Sandman)</p>	<p>Cloquet's Homeless Liaison works to promote awareness and ensure protection for homeless students and families through the expectations outlined in the McKinney-Vento Act. Once qualified, students are guaranteed breakfast and lunch at no cost, transportation assistance as needed and are directed to community resources as needed.</p>
<p><b>Carlton County School Support Workers</b> (Carolyn Golen)</p>	<p>A school and community liaison is provided at the following sites: CHS/CMS (1), CAAEP (1), Churchill (1) and Washington (1). The liaison between home and school provides support to students and families for emotional, behavioral, and/or domestic concerns. Students and families are referred to available community resources and services to assist in basic needs issues including food, housing, family therapy, behavior, youth shelters and parenting.</p>
<p><b>Mental Health (ALL)</b> (Collette Lenarz)</p>	<p>Collaboration with the Human Development Center, North Homes, Paradigm Therapeutic Services, and Fond Du Lac Tribal Clinic (SLMHS)</p>

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	Grant) to refer families and children for therapeutic services both in and outside of school.
<b>EXCEL - Targeted Services (ELEM/CMS)</b> (Tim Prosen)	A K-8 after school program that focuses on teaching students academic and social/emotional skills to help them better perform in a school setting. This is also offered during the summer at Churchill Elementary, Washington Elementary and the Cloquet Middle School.
<b>ESY - Extended School Year (ALL)</b>	A program which offers academic and transition skills during the summer for PreK-12 students identified and receiving special education services (SPED) that demonstrate regression and a delay in recoupment or require maintenance of skills.
<b>Gifted and Talented Program (ALL)</b> (Deb Peterson)	The Cloquet Schools Gifted and Talented Program offers academic enrichment opportunities for grades 1-12 including Knowledge Bowl, Destination Imagination, Geography Bee, Spelling Bee, Student Inventors, Future City Program, Spheros, Beginning Robotics, Junior Great Books, Book Clubs for High Readers (ELEM), Math Masters and Math Olympiads. Programs are supported by a .3 Gifted and Talented Program Coordinator.
<b>Cloquet Learning Together 1:1 Program</b> (Bekki Morrison)	<p><i>The goal of the Cloquet Learning Together Program is to foster collaboration between students, parents, teachers, and the global community to improve student learning.</i></p> <p><b>Program Components:</b></p> <ol style="list-style-type: none"> <li>1. Digitize and organize curriculum resources so they are accessible for collaboration.</li> <li>2. Provide teachers and students with a common device and robust infrastructure to access curriculum resources and communicate.</li> <li>3. Develop a culture of collaboration, creativity, problem solving, resource and idea sharing, and celebrating learning.</li> <li>4. Implement a grade 5-12 1:1 program over a three year phase in.</li> <li>5. Implement a district <b>technical support team</b>.</li> <li>6. Implement an educational technology and instruction <b>coaching program</b>.</li> <li>7. Foster the ISTE Standards.</li> </ol>

### Early Childhood

Student Programs	Description
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<p><b>ECSE (Early Childhood Special Education)</b> (Jody Zeleznikar)</p>	<p>Identifies children birth-5 with disabilities and provides individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. Special education staff work collaboratively with general education staff to modify and adapt curricula for identified students in order to support educational goals.</p>
<p><b>Grandparents Club</b> (Callista Kermend)</p>	<p>Our district has identified that many of our students are raised or heavily supported by their grandparents. In partnership with our BRIDGE committee, we have created a grandparents group for our elementary families. Families can come and share a meal and the children have activities and grandparents have time to talk and get resources and support.</p>

### Elementary

<b>Student Programs</b>	<b>Description</b>
<p><b>Title I Program</b> (Michelle Brenner)</p>	<p>Academic intervention program for reading and math at Churchill and Washington Elementary School.</p>
<p><b>Washington and Churchill Elementary School Support Block</b> (Robbi Mondati/David Wangen)</p>	<p>Support Block is a school-wide schedule of classes designed to provide a continuum of educational support to students through instruction, interventions, progress monitoring, and using data to make decisions.</p>
<p><b>Morning Connections</b> (Robbi Mondati/David Wangen)</p>	<p>Morning program at Churchill and Washington Schools designed to meet the most basic needs of students prior to the start of each school day, as well as provide academic and social/emotional support as needed.</p>
<p><b>Power Lunch Churchill/Washington</b> (Robbi Mondati/David Wangen)</p>	<p>Volunteers come in from the community and read once a week with primary students during lunch time. (1st and 2nd grade at Washington)</p>
<p><b>PBIS (ELEM)</b> Robbi Mondati/David Wangen)</p>	<p>PBIS is a framework including monthly meetings, data review, and building procedural activities for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS is a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and</p>

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	social behavior outcomes for students. PBIS supports the success of ALL students.
<b>ADSIS</b> (Sarah Lees, Mike Mattson)	Churchill and Washington Elementary Schools both receive behavioral interventions from a licensed elementary school counselor, the dean of students, or a paraprofessional. Students will enter into ADSIS behavioral intervention services through the building PST team process.
<b>After School Enrichment (CHU/WASH)</b> (Linnea Barto)	An elementary after school program offering curriculum for increased social skills, fitness and activity, nutrition, arts and technology.
<b>Battle of the Books</b> (Jessica Gagne)	Grades 4-5 at Churchill and CMS (some years together with Carlton and Moose Lake classes) Voluntary Reading Enrichment Program designed to encourage students to read and discuss quality literature from a variety of genres. Students read selected text throughout the school year and compete in a quiz bowl style game show in the Spring.
<b>Lego Robotics/Computer Coding</b> (Jess Gagne, Grade 4 teachers @ Churchill)	Science program for all 4th grade students at Churchill - introducing them to the basics of computer coding through the Lego Robotics WeDo software and kits.
<b>Student Advisory Team (WASH)</b> (Robbi Mondati)	The Student Advisory Team is a group of third and fourth graders who applied to be on the team and were then selected by their peers to represent their class on the advisory board. Members of the SAT attend two required meetings per month, and also work in subcommittees, during their own time, focusing on student designated projects. Subcommittee work focuses on three areas they prioritized: lunch, recess and recycling support, student helpers and PBIS Purple PRIDE coordinators. The team of students is joined by the Principal, School Counselor and two teacher volunteers who help focus their energies and keep them on track with implementing their ideas.
<b>Remedy Room (Churchill)</b> (Don Gentilini)	The room provides a safe place for students to learn replacement behavior skills, work on social skills or receive time to regulate prior to returning to their classroom.
<b>PAWS Room (Washington)</b> (Mike Mattson)	The room provides a safe place for students to learn replacement behavior skills, work on social skills or receive time to regulate prior to returning to their classroom.

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<p><b>Peer Mentoring</b> (Sarah Lemae)</p>	<p>Peer Mentors are 4<sup>th</sup> grade students who applied and interviewed at the end of the 3<sup>rd</sup> grade who now have various duties throughout the school. There are two Peer Mentors at each recess time to ensure all students are able to feel safe and respected. Peer Mentors can help the students on the playground when they get into an argument with a friend, when they get hurt, or when they need help problem solving. The Peer Mentors also have a duty of greeting in the morning. Throughout each duty, they are wearing an orange vest and can be seen with a smile on their face.</p>
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### CMS

Student Programs	Description
<p><b>ADSIS</b> (Dara Topping)</p>	<p>This program targets students who fall below the 25th percentile in reading and math at Churchill Elementary, Washington Elementary, and Cloquet Middle School. Once identified, students will enter a multitiered system of services. Services include interventions such as Read 180, Math 180, Read Naturally, reciprocal teaching, Math Navigator and foundational literacy skills instruction. CMS students in the program are progress monitored on a bi-weekly basis using the STAR suite of assessment tools. Elementary students in the program are progress monitored bi-weekly using the STAR and AIMSweb assessment tools.</p>
<p><b>Read to Succeed</b> (Tom Brenner)</p>	<p>Reading program at Cloquet Middle School including 15 minutes sustained reading in study hall, 15 minutes of silent reading in students 4th period class and other silent reading times. Students take tests with Accelerated Reader (AR) and are offered incentives such as certifications of achievement.</p>
<p><b>College of St. Scholastica TRIO Talent Search</b> (James Hoppe)</p>	<p>A federally funded pre-college TRIO program designed to support students in their completion of high school, and assist them in entering and completing a postsecondary program of their choice. Talent Search is a free planning and resource service for students who are interested in continuing their education beyond high school, but who may need assistance in determining an appropriate school, program of study, or in maximizing their student aid. Services include: goal setting, academic, career and financial aid advising, ACT prep and waivers, college campus visits, as well as application fee assistance. The program serves 564 students from five area school districts including Cloquet Middle School and Cloquet High School.</p>
<p><b>Power Up</b> (Stef Biebl)</p>	<p>A program at Cloquet Middle School that provides extra academic support for students based on identified essential understandings. It</p>

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	also provides enrichment opportunities to students who are on track with current classroom content. This program is scheduled into the regular school day.
<b>WEB</b> (Jamie Jazdzewski)	Where Everyone Belongs - WEB is a program that assists in the transition of our elementary students into middle school. It pairs 8 <sup>th</sup> grade leaders with 5th grade students. They are divided into small groups for a back to school orientation and then continue to meet on a monthly basis throughout the year. The leaders are able to answer questions and create a welcoming environment. During the monthly meetings they teach lessons on organization, study skills, self-care and character education.
<b>ME to WE</b> (Jamie Jazdzewski)	ME to WE (Student Council) is a service program at Cloquet Middle School. A group of 30 students meet twice a month. One meeting is to address student concerns and the other is committee time. They serve on one of four committees: school spirit, global needs, fundraising or student concerns. Members are also required to do community service hours throughout the year.
<b>Staff Assisted Study Hall</b> (Collette Lenarz)	Students are selected based on teacher, counselor and family referrals. Students work in a non-traditional study hall setting on organizational skills, homework completion, and realistic goal setting. The goal is to increase the independence of the student and to have him/her return to a traditional setting.
<b>Discovery Club &amp; After School Enrichment</b> (Linnea Barto)	The mission of the Discovery Club is to offer youth from grade 5-8 grade students a safe, supervised place to be after school. Students register for classes that meet after school for 1.5 hours. Students will each complete a project or activity with the purpose of learning a skill, trying a new activity or doing something they enjoy with friends. Classes will focus on art, cooking, science, technology, outdoor activity and creative craft projects.
<b>Family &amp; Consumer Science (FCS) (CMS/CHS)</b> (Michelle Wick)	The Family and Consumer Science curriculum is designed to help students in grades 7–12 become independent young adults and lifelong learners. Content includes: healthy living, decision-making and problem-solving, resource and time management, nutrition, food preparation and menu planning, clothing and textiles, consumer education, human relationships, family systems and parenting, child care and development, career options, job skills, and other topics that affect everyday living.

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<p><b>Top 20</b> (Collette Lenarz)</p>	<p>The Top 20 program is a three year program that will begin with training CMS staff to create a safe and healthy culture for all school members. The purpose of the program is to guide each individual's ability to think, learn and communicate more effectively. The CMS community will be taught to consistently replace negative thoughts, beliefs and practices that continue to be roadblocks for student success. Although all staff will be Top 20 trained, a core group of educators will be trained to deliver the Top 20 curriculum to all students in small group settings throughout the year. Each student, grades 5-8, will have 2 lessons a month throughout the school year over the next three years. Our intention is to continue to teach the students beyond the three year time commitment made with the Top 20 staff. In years past, we have blended Olweus and Rachel's Challenge, consistently meeting in a small group setting to prevent lessons to students for over ten years! We are passionate about instilling positive values into our students.</p>
<p><b>SRCL Grant through MDE (Literacy Coaching)</b>  (Jennifer Owens and Nicole Vegar)</p>	<p>Literacy coaches will work with staff to implement Evidence Based Practices for literacy. Staff will be trained through weekly professional development, one on one training through modeling, co-teaching and reflective practices.</p>
<p><b>Literacy Walk Throughs</b>  (Jennifer Owens and Nicole Vegar)</p>	<p>The Literacy Leadership Team will conduct Literacy Walk Throughs (Snapshots) three times a year. The purpose of these snapshots is to assess our frequency of use of Evidence Based Practices in order to inform our in house PD, Goals, and Coaching focus, and to monitor our progress in working towards improving our use of EBP's (Evidence Based Practices). Snapshots are conducted three times a year, for 12 minutes, and by two randomly assigned literacy leadership team members, and every staff has a snapshot conducted in their room each Snapshot Period.</p>
<p><b>PLC 6 Step Tuning Protocol</b>  (Jennifer Owens and Nicole Vegar)</p>	<p>Our Professional Learning Communities meet one morning a week. The purpose of these meetings is to give each staff member on the PLC (4 team members) one week a month, where they can bring a lesson to their team in hopes of receiving some helpful feedback on strengths of the lesson, areas for improvement, how to best incorporate EBP's and how to resolve an instructional dilemma.</p>
<p><b>AVID</b> (Andrew Miller)</p>	<p>Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long</p>

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	<p>course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.</p>
<p><b>Unified Program</b> (Mike Doyle)</p>	

### CHS

Student Programs	Description
<p><b>Tutor Hall (CHS)</b> (Steve Battaglia)</p>	<p>A Cloquet High School program in which students get extra support in targeted areas with subject area teachers during lunch.</p>
<p><b>Graduation Instructor (CHS)</b> (Steve Battaglia)</p>	<p>The CHS Graduation Instructor (.2) works with Cloquet High School upperclassman to set-up, monitor, and support students in credit recovery and incentives to stay in school. Media Center is open M-Th 3:30-5:00 for tutoring help and access to technology.</p>
<p><b>College of St. Scholastica TRIO UpWard Bound (CHS)</b> (Stephanie Sklors, CSS)</p>	<p>A college preparatory program for low income and first generation students at Cloquet High School to prepare for and pursue a college education. It is federally funded through the Department of Education for low income and first generation students. The program works with 79 students in the 9th-12th grade from 5 local area target schools. It is a pre-college program designed to prepare students for college by providing the skills and motivation necessary to succeed during the academic school year, which includes Saturday sessions and a 6 week summer program. The UB Advisors provide: academic advising, career counseling, ACT preparation, college preparation and goal setting.</p>
<p><b>Ramp Up (CHS)</b> (Cullen Franek)</p>	<p>Ramp-Up to Readiness is a school-wide guidance program designed to increase the number and diversity of students who graduate from high school with the knowledge, skills, and habits necessary for postsecondary success. The heart and framework of the program rests on five pillars: Academic Readiness, Admissions Readiness, Career Readiness, Financial Readiness, and Personal and Social Readiness.</p>
<p><b>LINK CREW (CHS)</b> (Sara Prosen)</p>	<p>Building Relationships and Making Connections - Link Crew is a mentorship program where Link Crew Leaders (upperclassmen) mentor</p>

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	9th graders throughout the entire school year. This program provides accountability and a climate where students feel cared about and are provided with social and academic resources that help them be successful.
<b>Homeroom Advisors (CHS)</b> (Steve Battaglia)	Students in grades 9-12 are assigned to an advisor for 4 years. Advisors provide support and academic tracking for students throughout their high school career.
<b>EDHS - Extended Day High School (CAAEP &amp; CHS)</b> (Sue Thomason)	EDHS is a credit recovery option that allows students to make up failed courses, at night or in the summer, in order to stay on course towards graduation. In many cases, students are able to recover lost credits in a timely manner that allows them to still graduate on time with their class. This program serves Cloquet students, as well as students from surrounding districts.
<b>LET Program (CHS)</b> (Chris Swanson)	The LET program is available to high school students as an alternative and relevant English and Social Studies class that offers credit recovery with the expectations of work ethic, attendance, and respect.
<b>At-Risk Program (CHS)</b> (Fiona Waldorf)	The At-Risk Program is designed for all students, with an emphasis on 9 <sup>th</sup> and 10 <sup>th</sup> grade students who are academically at-risk for retention and academic failure. These students are monitored, provided a check and connect, and assigned interventions according to their needs.
<b>Spring Break Academy, Summer School, and Edgenuity/Zero Hour (CHS)</b> (Shannon Sams and Steve Polkowski)	Our Summer School program, Spring Break Academy, and Edgenuity during Zero Hour provide students with the opportunity to do credit recovery.
<b>Family and Consumer Science</b>	See description under CMS.
<b>North Homes Therapy</b>	North Homes provides practitioners who are trained and licensed to do individual therapy and CTSS (Children's Therapeutic Services and Support). Individual therapy and group skills are offered through these services. Referrals are made through the counseling office.

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<b>College of St. Scholastica TRIO Talent Search (CHS)</b> (James Hoppe)	See description under CMS.
<b>RISE</b> (Steve Battaglia)	RISE – Restorative In School Engagement (RISE) is an alternative to suspension program. Instead of suspending students Out of School, we assign them to RISE for a day or part of a day. RISE is a 7 period track – each period is supervised by a teacher that will engage the student in an effort to repair any damages that have been done while building a relationship with that student.
<b>Industrial Tech</b> (Steve Battaglia)	We have aligned all of our IT classes to correspond with earning apprenticeship hours through the Regional Council of Carpenters. This is a real world example of how kids can prepare for careers in the trades and actually earn skills via curriculum that was specifically designed by their potential employers.
<b>AVID</b> (Andrew Miller)	See description under CMS.

### CAAEP

<b>Student Programs</b>	<b>Description</b>
<b>EDHS - Extended Day High School (CAAEP &amp; CHS)</b> (Sue Thomason)	EDHS is a credit recovery option that allows students to make up failed courses, at night or in the summer, in order to stay on course towards graduation. In many cases, students are able to recover lost credits in a timely manner that allows them to still graduate on time with their class. This program serves Cloquet students, as well as students from surrounding districts.
<b>Credit Recovery Mini Academies (CAAEP)</b> (Rod Syck)	Credit Recovery Academies provide students with the opportunity to do credit recovery year round in short sessions over school breaks.
<b>Choice Novels Reading Program (CAAEP)</b> (Bekki Morrison & Rylee Martin)	The Choice Novels Reading Program was implemented to improve reading skills and abilities by developing and fostering a love of reading in students. Students are expected to carry a novel of their choice with them at all times and are given time daily in English class to read. Classes from all disciplines also “Steal Minutes” for reading throughout the day and week when there is extra class time. Progress is being

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	<p>measured using the STAR Reading test. CAAEP Staff has been searching out and utilizing grant funding to build a school library.</p>
<p><b>Restorative Practices Program (CAAEP)</b> (Dave Perry &amp; Angela Garbett)</p>	<p>In cooperation with the Carlton County Restorative Justice (RJ) Program and the Minnesota Department of Corrections, Cloquet Area Alternative Education Program (CAAEP) initiated in 2016 a Restorative Practices (RP) program. Restorative Practices in schools primarily involves relationship building among staff and students to gain personal understanding of each other. RP also replaces the traditional discipline approach of suspensions/detentions to a harmful incident with a more reflective, participatory and holistic approach to bringing effective resolution to the harmful situation through the use of 'circle' or conferencing with the harmed party and that person who caused harm. All CAAEP staff were trained over a 3-day period in August 2016 on the basics of RP, relationship-building and how to implement RP at CAAEP. Whole-school events to educate students, and meetings among the CAAEP RP Core team (Carlton County RJ officials and select CAAEP staff) continue into the 2019-20 school year. Students are highly receptive to the relationship building aspects and healing that took place during regular circles. Through the use of RP, suspensions were reduced by nearly 60% at CAAEP through the 2018-19 school year, as compared to the 2015-16 school year – the year before RP was implemented at CAAEP. With Restorative Practices entering Year 4, the school is now in the self-sustaining stage, with only minimal input from Carlton County and the Mickelson Consulting group.</p>
<p><b>Student Ambassadors of the Restorative Practices Program (CAAEP)</b> (Dave Perry &amp; Angela Garbett)</p>	<p>The Student Ambassador program was also started at CAAEP in 2016. A core group of students were selected and then trained in restorative practices to assist with healing circles, restorative chats and to act as intermediaries between student-peers and staff. Ambassadors also give their peers a support source when students in crisis need someone with whom they likely relate more closely than with an adult. The Student Ambassador program was expanded in 2017 at CAAEP to a group of 12 senior high students, who meet daily in homeroom with the CAAEP RP Coordinator to practice circle, augment relationship-building and learn RP methods for handling crises.</p>
<p><b>Coffee with the Cops (CAAEP)</b> (Angela Garbett)</p>	<p>In order to promote positive relationships between law enforcement and students, CAAEP began the Coffee with the Cops program. Once a quarter, local law enforcement from the Cloquet Police Department and the Fond du Lac Police Department meet with students for an hour and share donuts, coffee, and conversation while playing board games and getting to know one another. The hope is that many students who have had only negative interactions with law enforcement in the past will be able to get to know some of the local police force on a more personal</p>

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	level as members of the community, thus encouraging more positive interactions.
<b>MAAP STARS &amp; Student Council</b> (CAAEP Staff)	<p>The Minnesota Association of Alternative Programs (MAAP) began a student organization back in 1993 to recognize students who have chosen to fulfill their academic career in a different setting. The organization's name is MAAP STARS. STARS stands for Success, Teamwork, Achievement, Recognition and Self-esteem</p> <p>The purpose of MAAP Stars is to help students: develop employment, academic and social skills, experience career related activities that in turn assist them in making an informed career choice, build a cooperative and competitive spirit through individual and team activities and competition, strengthen social skills and build an appreciation for the responsibilities of citizenship, brotherhood, and the American free enterprise system, develop self-confidence; increase motivation, and create a desire for and belief in life-long learning, and to meet with, have fun with, and ultimately develop an appreciation for students and staff from other alternative programs.</p>
<b>Paradigm Therapy Services</b>	Paradigm works cooperatively with the school district to provide therapy/counseling/day treatment at school sites.
<b>Superior Counseling</b>	Superior Counseling provides practitioners who are trained and licensed to do individual therapy and CTSS (Children's Therapeutic Services and Support). Individual therapy and group skills are offered through these services. Referrals are made through the counseling office.
<b>University of Minnesota Extension Program- SNAP NUTRITION</b> (Angela Garbett)	Staff member from this program comes into classrooms to present nutrition lessons and provide a recipe with an easy-to-make, nutritious snack.

### TEACHERS & PRINCIPAL PROGRAMS

*Cloquet Public Schools offer support for teachers and principals. This support is directed to ensure that staff are always learning and growing professionally so that students can have the best possible education. Teachers are evaluated by the building principals using the Charlotte Danielson Framework. The District Advisory Council works to ensure that the teacher evaluation process is consistently and clearly communicated across the district. Principal evaluations are conducted annually by the superintendent.*

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<b>Teacher &amp; Principal Programs</b>	<b>Description</b>
<b>New &amp; Non-tenured Teacher Mentorship</b> (Connie Hyde)	New teachers are provided mentors from the same content area or grade level. Mentors and mentees meet regularly throughout the year for support. Teachers are offered extra time at the beginning of the year to prepare their classrooms and meet with district staff.
<b>Teacher Evaluation</b> (Jason Godnai)	The Charlotte Danielson Framework, Tiers, and District Approved Evaluation System are used to provide feedback to teachers and assist them in meeting goals for continual improvement.
<b>Learning Walks</b>	Teachers are encouraged and supported to visit peer classrooms and learn from one another.
<b>Membership Organizations</b>	MASSP, MESPA, NEA, NEASP, MEA, ASHA
<b>Principal Evaluation</b> (Dr. Michael Cary)	Principal evaluations are conducted annually by the superintendent. The evaluation includes such things as (1) staff survey and self-assessment of skills based on job descriptions, (2) academic (value added) and professional goals, (3) superintendent observations, and (4) portfolio files. Principals attend the District Advisory Council (DAC) meetings and work with the DAC and building staff members to assess student progress and to set building WBWF and Health and Safety goals. Principals work with the DAC, WBWF Coordinator, Title I Coordinator, and District Assessment Coordinator to assess student progress. Principals also work with building staff in “data retreats” to identify students who need additional support.

### **DISTRICT PROGRAMS, LOCAL COLLABORATIONS AND DISTRICT LEADERSHIP/SUPPORT POSITIONS**

*Cloquet Public Schools help students meet goals by providing district level programs, leadership, collaborations and support for students, parents, staff and the community. District level programs and support are listed and described below.*

<b>District Program</b>	<b>Description</b>
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<p><b>DAC</b> (Bekki Morrison &amp; Michelle Brenner) <a href="#">By-Laws Document</a></p>	<p>The Cloquet School District’s curriculum will focus on essential student learning determined by state and national standards, educational research, and community values. The DAC will:</p> <ul style="list-style-type: none"> <li>● Act as the communication liaison among licensed staff, administration, and the school board.</li> <li>● Advise the process of K-12 curriculum development and alignment, and education technology initiatives.</li> <li>● Establish and coordinate a staff development plan in conjunction with the development of the school district calendar.</li> <li>● Support the implementation of the long-range strategic plan for school improvement.</li> <li>● Share and report on the progress of state accountability reports.</li> </ul>
<p><b>PLC</b> (DAC)</p>	<p><b>Departments/Professional Learning Communities (PLC):</b> Groups of teachers that are grade level, topic, and/or subject specific working together to improve teacher effectiveness and student achievement. PLCs are allotted time to work during weekly early release days, on in-service days and through requested building SDM time.</p> <p>These two terms, Departments and PLCs, are used interchangeably, depending upon what they are doing. PLC’s will function in different ways among the various sites, as they work with their building administration and faculty.</p> <p>Professional Learning Communities refer to group work that <b>improves WHAT is taught and HOW to teach it effectively</b>. Professional Learning Communities are focused on:</p> <ul style="list-style-type: none"> <li>● aligning curriculum to state standards,</li> <li>● designing and/or implementing common assessments,</li> <li>● deepening teacher collaboration and professional conversation around interpreting the data of common assessments, and</li> <li>● allowing the data to inform teachers’ practices.</li> </ul>
<p><b>SDM</b> (Building Principals)</p>	<p>Groups at each building discuss staff development options.</p>
<p><b>Student Assistance Teams</b> (Collette Lenarz)</p>	<p>Each site has a process for referring students that are at risk in the areas of academics, social/emotional and behavioral needs. The team is made up of classroom teachers, special education teachers, Indian Education, Family School Support Worker, School Counselor, School Social Worker and administration. Once a student is referred, a meeting is set, needs are discussed and interventions are put in place. After two weeks, interventions are reviewed, if the student needs more assistance a parent/guardian meeting is set, and further action is determined.</p>

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<b>Local Collaborations</b>	<b>Description</b>
<b>NASC</b> (Bekki Morrison & Michelle Brenner)	NASC is a collaboration of local schools including Barnum, Carlton, Cloquet, Cromwell - Wright, McGregor, Moose Lake, Willow River and Wrenshall. Their mission is to develop instructional practices, enhance professional development, share and expand resources and improve educational networking and communications.
<b>Gathering of Great Minds</b> (Heather Johnson)	Participation in planning and attending a multi-district workshop consisting of area school districts (NASC).
<b>Northern Lights Service Cooperative</b> (Dena Hagen)	The purpose of the Northern Lights Special Education Cooperative is to provide, by cooperative efforts, comprehensive special education services within member districts for children and youth having significant learning needs due to disability or developmental delay. <a href="http://www.nlsec.org">www.nlsec.org</a>
<b>Carlton County Collaborative</b>	Restorative Practices training and support.
<b>Human Development Center (HDC) School Based Services</b>	HDC works cooperatively with the school district to provide therapy/counseling/day treatment at school sites.
<b>North Homes Therapy (All Buildings)</b>	North Homes provides practitioners who are trained and licensed to do individual therapy and CTSS (Children’s Therapeutic Services and Support). Individual therapy and group skills are offered through these services. Referrals are made through the counseling office.
<b>County Truancy Program</b> (Josh Hagen)	The district has a truancy officer from Carlton County. The Fond Du Lac (FDL) Reservation also has a truancy officer that works with Native American/American Indian/Alaska Native students who are often handled in tribal court for more severe issues. The officer makes home visits, and will file court petitions for truancy. Parents are then encouraged to deal with the issue and work with a social worker on a plan of action to get the child in school and to keep them there. The truancy officer attends attendance meetings and helps decide which families need letters, visits, or petitions filed. FDL Human Services also has a person designated to attempt to work a plan before the situation is sent to the SRO for a truancy ticket under the Fond du Lac Ordinance and then to Tribal Court.

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<b>Leadership &amp; Support Positions</b>	<b>Descriptions</b>
<b>Director of American Indian Education Programs</b>  (Teresa Angell)	The purpose of this position is to plan, implement and administer all aspects of the American Indian Education programs in order to achieve optimum educational and personal development of American Indian students. This person serves as the principal liaison between the school district, the American Indian Parent Committee and the community, and supports American Indian students' education by incorporating community-based cultural values.
<b>Technology Integration and Instruction Specialists</b> (Bekki Morrison, Andrea Cacek, Jess Gagne, Ann Doesken, & Annika Bogucki)	Specialists assigned at each level (high school, middle school, and elementary) to provide leadership and direction in educational technology initiatives, one-on-one teacher mentoring, district strategic planning, staff development and curriculum and instructional support.
<b>School Social Worker</b> (Collette Lenarz)	This position promotes academic success by reducing social, emotional, economic and environmental barriers to learning. The position also provides partnerships between families and the school to develop a shared approach to promote the individual student's learning. This includes screening, counseling, support groups, crisis intervention, advocacy, and service to families and school staff.
<b>School Counselors</b> (Shannon Sams)	The district provides school counselors for: Washington (1), Churchill (1), Cloquet Middle School (1), CAAEP (1) and Cloquet High School (2).
<b>School Psychologists</b> (Stephanie Gibson & Lisa Hietala)	The district provides school psychologists for: CMS/CHS/CAAEP (1), WASH/CHU/Early Childhood (1)
<b>School Linked Mental Health (All Buildings)</b>	Collaboration with therapists at the Min-No-Aya-Win Human Services Center. American Indian students can receive individual or group therapy services.
<b>School Resource Officer</b> (Larry Sherk)	School and community police link. Officer Sherk speaks with at CHS about cyberbullying, social media safety, chemical dependency, addiction, etc; participates in Restorative Processes at CHS and CAAEP; assists with school patrol services (crossing guards) in the elementary

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	buildings; and assists with general conflict and crisis resolution in all buildings.
<b>Restorative Practices Coordinator (CHS)</b> (Wendy Waha)	Helps school understand Restorative Practice (RP) philosophy. Offers Equity trainings on Culturally Responsive teaching, including topics like bias and micro-aggressions. Explores staff and student questions and feelings about RP. In order for a school to shift its culture, staff and students need to understand and embrace the commitment it will take to get there. RP is a “we” philosophy and does not thrive with just one or two people doing the work. Goal is to train all staff in Restorative Practices and to run a robust Student Ambassador program, where staff and students in grades 9-12 are trained to facilitate and manage some of the Restorative meetings and Circles. Currently facilitates all Restorative Chats, Conferences, and Circles.

### Gifted and Talented Programs

Contact: Debra Peterson

Cloquet schools offers a wide variety of Gifted and Talented Programs to all students. The table below lists and describes each program as well as the selection criteria used for participation.

Program	Description	Level	Assess & Identify	Participation Occurs
Junior Great Books / Book Clubs	For early readers- high readers and readers with strong comprehension abilities	K-4	Teacher recommendation	During the school day
Math Masters	Regional Competition	Grades 5-6	Teacher recommendation and ability testing	During the school day
Math Olympiads	High Math	Grades 5-6	Teacher recommendation and ability testing	During the school day
Geo Bee	Geography knowledge, by school district with ability to compete at state if qualified, and even advance to national competition	Grades 4-8	Test all Grade 4-8 students and take top 35 students. CMS is split into grades 5-6 and 7-8, WASH and CHU are independent	During the school day
Spelling Bee	Spelling knowledge- local districts; winners move on to regionals to	Grades 5-8	Test all Grade 5-8 students and take top 35 students by grade level to	During the school day

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	compete; can move on to state and national competition if qualified		determine the grade level champion. Top 4 compete in a regional tournament.	
Spheros / Robotics	Students work together as teams to build, program & use these items to make them go! At times they must “troubleshoot” their work. This is a STEM based program.	Grade 4	Open to all 4th graders	After school group
Inventors Fair	Develop an invention and present to judges	Grades 4-6	Sign Up- Enrichment for all who choose to participate.	After school group; competitions are during the school day
Knowledge Bowl	Student teams solve challenges/questions. Can compete at regional and state levels.	Grades 5-12	Students take a test on Schoology and teams are built from top scorers.	After school group; competitions are during the school day
Destination Imagination	Student teams solve challenges using STEM and compete at district, state, and global levels in front of judges and an audience..	Grades 5-12	Open to all students	After school group; competitions are on Saturdays
Future Cities	Students solve problems facing a city set 100 years in the future. This is a STEM based program.	Grades 6-8	Open to all students.	After school group; competitions are on Saturdays

### Admittance to Gifted and Talented Programs

*Note: Procedures used for the academic acceleration of gifted and talented students must be included. These procedures must include how the district will: (1) assess a student's readiness and motivation for acceleration; and, (2) match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.*

# CLOQUET PUBLIC SCHOOLS WORLD'S BEST WORKFORCE PLAN

*Notes on the Process to Assess and Identify Students for Participation in Gifted and Talented Programs in the Cloquet Public Schools:*

- 1) *Identification comes from teacher recommendation, usually discussed with parents at conferences.*
- 2) *Students are assessed for certain programs that require high achievement.*
- 3) *Student choice is important and every attempt is made to match a student to a program that will align with their ability and interests.*

## **Acceleration**

*In Cloquet School district, Acceleration is determined according to Cloquet Policy 534: Academic Acceleration. To view this document, click the following link:*

[Cloquet Policy 534: Academic Acceleration](#)

## **Early Admission to Kindergarten and First Grade**

*Cloquet School District determines Early Entrance to Kindergarten based on the criteria, procedures, decision making and follow-up found in the Cloquet Schools Early Entrance to Kindergarten document. To view this document, click the following link:*

[Cloquet Schools Early Entrance to Kindergarten](#)

## **EARLY CHILDHOOD PROGRAMS**

*Community Education is a department of the school district, and therefore, the following programs are administered by Community Education to prepare children for kindergarten.*

<b>Program</b>	<b>Description</b>
<b>Early Childhood Screening</b> (Cassie Marc)	Early Childhood Screening is a process used to identify potential health and/or developmental problems in young children. Screening in early childhood supports children's readiness for kindergarten and promotes health and development. Required by the State of Minnesota for every child before entering Kindergarten. Ideally completed between the child's 3rd and 4th birthday. <a href="http://education.state.mn.us/MDE/fam/elsprog/screen/">http://education.state.mn.us/MDE/fam/elsprog/screen/</a>
<b>Time for Tots (School Readiness)</b> (Grace Hall)	Time for Tots: preschool is located at the Early Childhood Building at Churchill School. We offer a Tues-Thurs program for 3-year-olds and a M-W-F for 4-year-olds. There are morning or afternoon classes with a state licensed lead

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	<p>teacher.  <a href="http://education.state.mn.us/MDE/dse/early/read/index.htm">http://education.state.mn.us/MDE/dse/early/read/index.htm</a></p>
<p><b>Li'l Thunder</b>          (Darla Pappas)</p>	<p>Li'l Thunder: ECLC (Early Childhood Learning Center) is located at FDLTCC. This child care center serves children ages 16 months to the first day of Kindergarten. The center offers a full toddler and preschool curriculum implemented by DHS qualified staff. The center is Parent Aware rated at 4 stars and participates in the District BRIDGE program, JumpStart 4 Kindergarten and partners with FDLTCC ECD and Nursing programs.</p>
<p><b>Li'l Lumberjacks</b>          (Darla Pappas)</p>	<p>Li'l Lumberjacks: ECLC (Early Childhood Learning Center) is located at Cloquet High School. This child care center serves children 6 weeks to the first day of Kindergarten, and includes an infant program as well as a full toddler and preschool curriculum implemented by DHS qualified staff. The center includes a cadet program which offers high school students, who have an interest in early childhood education, a hands-on experience. The center is Parent Aware rated at 4 stars and participates in the District BRIDGE program, JumpStart 4 Kindergarten and partners with FDLTCC ECD and Nursing programs.</p>
<p><b>ECFE (Early Childhood Family Education)</b>          (Grace Hall)</p>	<p>The ECFE program is located at the Early Childhood Building at Churchill School. This program is for families with children birth to Kindergarten entrance. Includes parent and child interaction, parent only time with a Minnesota Department of Education licensed parent educator and child only time with a Minnesota Department of Education licensed child educator.  <a href="http://education.state.mn.us/MDE/dse/early/fam/">http://education.state.mn.us/MDE/dse/early/fam/</a></p>
<p><b>Child Network</b>          (Ruth Reeves)</p>	<p>Cloquet participates in program idea sharing. This is a collaboration of professionals focused on improving services to young children and families throughout Carlton County. This includes networking and collaboration with community, school and county early childhood programming and services for support to enhance services to families with young children. Mission statement: A community of children and families growing, learning and thriving.</p>
<p><b>JS4K (Jump Start for Kindergarten)</b>          (Tess Christensen/Donna Lekander)</p>	<p>The JS4K program is for any preschooler who is eligible for kindergarten the following year. The goal is to make sure children have the skills and experiences they need to be ready for Kindergarten. JS4K uses the Brigance assessment</p>

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	<p>tool to assess preschool children (ages 4 and 5) in the fall and spring. This provides information on the skills each child has mastered and those they have yet to master. Teachers then plan activities and classroom instruction to support areas of need. Collaboration with parents, kindergarten teachers, and the JS4K network work to ensure a successful transition to kindergarten.</p>
<p><b>Parent AWARE</b> (Grace Hall)</p>	<p>This is a state rating scale that is used to assist Early Childhood programs to improve quality and provide parents with additional financial support. Time for Tots, Lil Lumberjacks, Lil Thunder and Kinder Corner are 4 star Parent Aware rated. <a href="http://parentaware.org/">http://parentaware.org/</a></p> <div style="text-align: center;">  </div>
<p><b>BRIDGE (Building Relationships Intending to Develop Greater Education)</b> (Calli Kermend)</p>	<p>BRIDGE is a District collaboration of Early Childhood through 3<sup>rd</sup> grade teachers, EC providers and other community professionals whose purpose is to foster communication, curriculum and assessment alignment to aid students in academic achievement as they transition from Pre-K through Grade 3.</p>

# CLOQUET PUBLIC SCHOOLS WORLD'S BEST WORKFORCE PLAN

## 2019-20 Plan

### District Staff Development Goals and Findings

**Staff Development Advisory Committee:** See District Advisory Council Membership

**Staff Development Participation:** All Staff Participate in Staff Development

**\*Due to Covid-19, new staff goals have not been established, but are in the process of being written. Current staff development has been focused on best practices for distance and hybrid learning.**

<b>District Staff Development Goal 1</b>	In order to increase student achievement, staff working in Professional Learning Communities will align and review curriculum based on the state standards, create formative and summative assessments, review assessment data, develop instructional strategies, and develop "pyramid of classroom interventions".
<b>District Staff Development Goal 2</b>	Provide teachers with inservice opportunities in reading, positive behavioral intervention strategies, making appropriate academic accommodations for students, key warning signs for mental illnesses in children and adolescents, and integrating technology to increase student learning. Faculty and staff will be given training on how to better integrate technology into our curriculum and teaching as well as use technology to better track student performance and communicate with parents and families.
<b>Sources and *Data Used to Determine Professional Development Needs in District. *Required</b>	Decided at the building level based on staff surveys and building data
<b>Professional Development Activities Planned (keep dated record of activities and submit to DAC at end of each year)</b>	<a href="#">Professional Development Activities 18-19</a> <a href="#">Professional Development Activities 19-20</a>
<b>Evaluation Tools (Measures used to determine the effectiveness of professional development in improving practice and outcomes)</b>	Completed at the building level.

To view individual building staff development goals for 201-20, please follow this link:

[2019-20 Building Staff Development Goals](#)

To view individual building staff development goals for 2018-19, please follow this link:

[2018-19 Building Staff Development Goals](#)

# CLOQUET PUBLIC SCHOOLS WORLD'S BEST WORKFORCE PLAN

## Student Achievement Goals

On a yearly basis, each school site reviews current data and procedures in order to write student achievement goals in a variety of academic areas, including Math, Reading, Science, Graduation, and more. These goals are accompanied by descriptions of best practices and the action steps needed to reach those goals. To view individual program/building's goals, testing data and procedures, follow the links below:

**\*Due to Covid-19 and the absence of state testing, goal results for 2019-20 are not available. New goals will be written once new data is collected.**

[Early Childhood](#)

[Washington Elementary](#)

[Churchill Elementary](#)

[Cloquet Middle School](#)

[Cloquet High School](#)

[Cloquet Area Alternative Education Program](#)