



# Cloquet Public Schools

## World's Best Workforce and Achievement & Integration Special Meeting

Monday, February 13, 2023 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. Consider Approval of Board Agenda

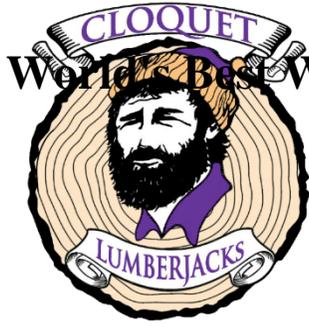
- 1. World's Best Workforce and Achievement & Integration Special School Board Agenda 2

### III. World's Best Workforce and Achievement & Integration Presentation 3

- 1. Consider Approving The 2021-2022 World's Best Workforce Summary and the 2022-2023 World's Best Workforce Plan

### IV. 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.



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1. World's Best Workforce and Achievement & Integration Special School Board Agenda

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# CLOQUET AREA ALTERNATIVE EDUCATION PROGRAM (CAAEP) READING GOALS

	2021-22 Goal	Goal Met?	2022-23
<b>Reading Goal All</b>	The MCA Reading proficiency score for all CAAEP students will increase from 38.5% to 39% by the fall of 2022	No, 19%	The MCA Reading proficiency score for all CAAEP students will increase from 19% to 22% by the fall of 2023.
<b>Reading Goal FRP</b>	The MCA Reading proficiency score for all CAAEP FRP students will increase from 37.5% to 38.5% by the fall of 2022.	No, 0%	The MCA Reading proficiency score for all CAAEP FRP students will increase from 0% to 2% by the fall of 2023.
<b>Reading Goal SPED</b>	The MCA reading proficiency score all CAAEP SPED students will increase from 0 to 2% by the fall of 2022.	Yes, 7.1%	The MCA reading proficiency score all CAAEP SPED students will increase from 7.1% to 9% by the fall of 2023.
<b>Reading Goal AM-IND</b>	The MCA Reading proficiency score for all CAAEP AM-IND students will increase from 25% to 25.5% by the fall of 2022.	No, 16.7%	The MCA Reading proficiency score for all CAAEP AM-IND students will increase from 16.5% to 18% by the fall of 2023.
<b>Reading Goal Two or More Races</b>	The MCA reading proficiency score for all CAAEP- Two or more race will stay at 100% by the fall of 2022.	No, 0%	The MCA reading proficiency score for all CAAEP- Two or more race will stay increase from 0% to 2% by the fall of 2023.

## Reading MCA-III Proficiency (%) Data

*Secure Reports → Test Results Summary*

Measure	2019	2021	2022
<b>MCA Grade 10 All</b>	<b>CAAEP: 38.5 State: 60.3</b>	<b>CAAEP: 38.5 State: 58.1</b>	<b>CAAEP: 19 State: 54.9</b>
<b>MCA Grade 10 FRP</b>	<b>CAAEP: 33.3 State: 40.2</b>	<b>CAAEP: 37.5 State: 37.7</b>	<b>CAAEP: 0 State: 36.7</b>
<b>MCA Grade 10 SPED</b>	<b>CAAEP: 0 State: 22.5</b>	<b>CAAEP: 0 State: 20.3</b>	<b>CAAEP: 7.1 State: 21.2</b>
<b>MCA</b>	<b>CAAEP: 25</b>	<b>CAAEP: 25</b>	<b>CAAEP: 16.7</b>

<b>Grade 10 AM-IND</b>	<b>State: 38.6</b>	<b>State: 29.1</b>	<b>State: 39.5</b>
<b>MCA Grade 10 2 or more races</b>	<b>CAAEP: 0 State: 56.7</b>	<b>CAAEP: 100 (1 tested) State: 57.7</b>	<b>CAAEP: 0 State: 53.7</b>

## READING BEST PRACTICE STRATEGIES

- Targeted professional development
- Standards-based and aligned curriculum
- Differentiated classroom instruction
- Whole school choice novel reading initiative

## READING ACTION STEPS

### Reading Goal All

- STAR testing to identify struggling readers
- Teachers will engage in PLC groups to reflect on learning standards and collaborate on instructional practices
- English classrooms will have an extensive collection of reading materials with a wide range of high-interest fiction and nonfiction books to support reading opportunities (Literacy Rich Environment).
- All classes will promote and require students to read choice novels on a daily basis in order to increase reading skills and levels.
- Books purchased based on student survey interest results.
- Staff development provided by a reading specialist.
- Supervisory period offers additional academic support and an opportunity for credit recovery

### Reading Goal FRP

- Access to technology in all classes
- Provide all needed materials - recognize financial burdens
- Reading intervention for struggling readers

### Reading Goal SPED

- Modified curriculum and reading intervention for struggling readers
- Co-teaching with SPED staff
- Use of paraprofessionals to reduce teacher/para to student ratio
- Books of Interest
- Individualized Instruction
- Audiobooks available
- Resource classes will be offered for special education students.

### Reading Goal AM-IND

- Utilize Indian Ed. tutor and Home/School Liaison
- Include culturally relevant material in curriculum
- Offer culturally relevant choice novels
- Offer elective literature course focusing on American Indian authors
- Reading intervention for struggling readers

## MATH GOALS

	21-22 Goals	Goal Met?	22-23
<b>Math Goal All</b>	The MCA Math proficiency score for all CAAEP students will increase from 4% to 7.5% by the fall of 2022.	No, 0%	The MCA Math proficiency score for all CAAEP students will increase from 0% to 2% by the fall of 2023.
<b>Math Goal FRP</b>	The MCA Math proficiency score for all CAAEP FRP students will increase from 0% to 5% by the fall of 2022.	No, 0%	The MCA Math proficiency score for all CAAEP FRP students will increase from 0% to 2% by the fall of 2023.
<b>Math Goal SPED</b>	The MCA Math proficiency score for all CAAEP SPED students will increase from 8.2% to 10% by the fall of 2022.	No, 0%	The MCA Math proficiency score for all CAAEP SPED students will increase from 0% to 2% by the fall of 2023.
<b>Math Goal AM-IND</b>	The MCA Math proficiency score for all CAAEP AM-IND students will increase from 0% to 5% by the fall of 2022.	NO, 0%	The MCA Math proficiency score for all CAAEP AM-IND students will increase from 0% to 2% by the fall of 2023.
<b>Math Goal Two or More Races</b>	The MCA Math proficiency score for all CAAEP Two or more races will increase from 0% to 5%.	No, 0%	The MCA Math proficiency score for all CAAEP Two or more races will increase from 0% to 2% by the fall of 2023.

## Math MCA-III Proficiency (%) Data

Measure	2019	2021	2022
<b>MCA Grade 11 All</b>	<b>CAAEP: 4.5 State: 45</b>	<b>CAAEP: 4 State: 41.2</b>	<b>CAAEP: 0 State: 36.3</b>
<b>MCA Grade 11 FRP</b>	<b>CAAEP: 5.9 State: 22.9</b>	<b>CAAEP: 0 State: 18.8</b>	<b>CAAEP: 0 State: 15.7</b>
<b>MCA Grade 11</b>	<b>CAAEP: 0 State: 9.3</b>	<b>CAAEP: 0 State: 8.2</b>	<b>CAAEP: 0 State: 8</b>

<b>SPED</b>			
<b>MCA Grade 11 AM-IND</b>	<b>CAAEP: 20 State: 18.2</b>	<b>CAAEP: 0 State: 13.9</b>	<b>CAAEP: 0 State: 18.3</b>
<b>MCA Grade 11 2 or more races</b>	<b>CAAEP: 0 State: 34.7</b>	<b>CAAEP: 0 State: 37.1</b>	<b>CAAEP: 0 State: 17.6</b>

## **MATH BEST PRACTICE STRATEGIES**

- Targeted Professional Development
- Standards-based and aligned curriculum
- Differentiated classroom instruction based on STAR testing
- Supervisory period offers additional academic support and an opportunity for credit recovery

## **MATH ACTION STEPS**

### **Math Goal All**

- Teachers will engage in PLC groups to reflect on learning standards and collaborate on instructional practices.
- Teachers will routinely monitor and assess the mathematics comprehension and skill progress of individual students (Assessment to Inform) and provide individual and small-group intervention processes.
- Digital curriculum platforms (iPads, Learning Management Systems, on-line curriculum subscriptions) will be integrated and used as tools to support learning and problem-solving skills.

### **Math Goal FRP**

- Regular meetings of Professional Learning Community to reflect and collaborate on instructional practices and student progress.
- Teachers will routinely monitor and assess the mathematics comprehension and skill progress of individual students (Assessment to Inform) and provide individual and small-group intervention processes.
- Digital curriculum platforms (iPads, Learning Management Systems, on-line curriculum subscriptions) will be integrated and used as tools to support learning and problem-solving skills.

### **Math Goal SPED**

- Teachers will collaborate with SPED resources to modify curriculum and engage and integrate mathematics concepts and skills in all curricular content areas.
- Teachers will routinely monitor and assess the mathematics comprehension and skill progress of individual students (Assessment to Inform) and provide individual and small-group intervention processes.

- Mathematics and problem-solving are integrated and used as tools to support learning in all curricular content areas.
- Para support will be offered in class if needed, including differentiated small group instruction.
- Resource classes will be offered for special education students.

### Math Goal AM-IND

- Regular meetings of Professional Learning Community to reflect and collaborate on instructional practices and student progress.
- Teachers will collaborate with Indian Ed resource room and tutors to engage and integrate concepts and skills and celebrate students' efforts.
- Digital curriculum platforms (iPads, Learning Management Systems, on-line curriculum subscriptions) will be integrated and used as tools to support learning and problem-solving skills.

## SCIENCE GOALS

	21-22 Goals	Goal Met?	22-23
<b>Science Goal All</b>	The MCA Science proficiency score for all CAAEP students will increase from 6.3%-to 8% by the fall of 2022.	No, 0%	The MCA Science proficiency score for all CAAEP students will increase from 0%-to 2% by the fall of 2023.
<b>Science Goal FRP</b>	The MCA Science proficiency score for all CAAEP FRP students will increase from 9.8% to 12% by the fall of 2022.	No, 0%.	The MCA Science proficiency score for all CAAEP FRP students will increase from 0% to 2% by the fall of 2023.
<b>Science Goal SPED</b>	The MCA Science proficiency score for all CAAEP SPED students will increase by 0% to 0.5% by the fall of 2022.	No, 0%.	The MCA Science proficiency score for all CAAEP SPED students will increase by 0% to 2% by the fall of 2023.
<b>Science Goal AM-IND</b>	The MCA Science proficiency score for all CAAEP AM-IND students will increase from 0 to 0.5% by the fall of 2022.	No, 0%.	The MCA Science proficiency score for all CAAEP AM-IND students will increase from 0 to 2% by the fall of 2023.
<b>Science Goal Two</b>	The MCA Science proficiency score for all CAAEP Two or more races students	No, 0%	The MCA Science proficiency score for all CAAEP Two or more races

<b>or More Races</b>	will increase from 0% to 2% by the fall of 2022.		students will increase from 0% to 2% by the fall of 2023.
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### Science MCA-III Proficiency (%) Data

Measure	2019	2021 (Grade: HS)	2022
MCA Grade 10 All	CAAEP: 7.1 State: 54.1	CAAEP: 6.3 State: 47.9	CAAEP: 0 State: 45.3
MCA Grade 10 FRP	CAAEP: 10 State: 32	CAAEP: 9.1 State: 25.9	CAAEP: 0 State: 24.8
MCA Grade 10 SPED	CAAEP: 0 State: 21.1	CAAEP: 0 State: 16.5	CAAEP: 0 State: 18
MCA Grade 10 AM-IND	CAAEP: 0 State: 29.7	CAAEP: 0 State: 21.6	CAAEP: 0 State: 22.3
MCA Grade 10 2 or more races	CAAEP: 0 State: 47.5	CAAEP: 0 State: 45.2	CAAEP: 0 State: 43.7

### SCIENCE BEST PRACTICE STRATEGIES

- Targeted professional development
- Standards-based and aligned curriculum
- Differentiated classroom instruction

### SCIENCE ACTION STEPS

#### Science Goal All

- Teachers will engage in PLC groups to reflect on learning standards and collaborate on instructional practices.
- Teachers will routinely monitor and assess the comprehension of science concepts and skill progress of individual students (Assessment to Inform) and provide individual and small-group intervention processes.
- Digital curriculum platforms (iPads, Learning Management Systems, on-line curriculum subscriptions) will be integrated and used as tools to support learning and problem-solving skills.

#### Science Goal FRP

- Regular meetings of Professional Learning Community to reflect and collaborate on instructional practices and student progress.

- Teachers will routinely monitor and assess the mathematics comprehension and skill progress of individual students (Assessment to Inform) and provide individual and small-group intervention processes.
- Science concepts and inquiry projects are integrated in the science curriculum along with individual and small-group teaching.

### Science Goal SPED

- Regular meetings of Professional Learning Community to reflect and collaborate on instructional practices and student progress.
- Teachers will collaborate with the Special Ed resource room and tutors to engage and integrate concepts and skills and celebrate students' efforts.
- Science concepts and inquiry projects are integrated in the science curriculum along with individual and small-group teaching.
- Resource classes will be offered for special education students.

### Science Goal AM-IND

- Regular meetings of Professional Learning Community to reflect and collaborate on instructional practices and student progress.
- Teachers will collaborate with the Indian Ed resource room and tutors to engage and integrate concepts and skills and celebrate students' efforts.
- Science concepts and inquiry projects are integrated in the science curriculum along with individual and small-group teaching.

## ACT GOALS

	21-22 Goal	Goal Met?	
<b>ACT ENGLISH</b>	The ACT English composite score for all CAAEP students will increase from 12% to 14% by the Fall of 2022.	Not enough data to calculate	The ACT English composite score for all CAAEP students will increase from 12% to 14% by the Fall of 2023.
<b>ACT MATH</b>	The ACT Math composite score for all CAAEP students will increase from 17.14 to 17.5 by the Fall of 2022.	Not enough data to calculate	The ACT Math composite score for all CAAEP students will increase from 17.14 to 17.5 by the Fall of 2023.
<b>ACT READING</b>	The ACT Reading composite score for all CAAEP students will increase from 17% to 19% by the Fall of 2022.	Not enough data to calculate	The ACT Reading composite score for all CAAEP students will increase from 17% to 19% by the Fall of 2023.
<b>ACT SCIENCE</b>	The ACT Science composite score for all CAAEP students will increase from 17% to 18% to 19.5 by the Fall of 2022.	Not enough data to calculate	The ACT Science composite score for all CAAEP students will increase from 17% to 18% to 19.5 by the Fall of 2023.

## ACT SCALE SCORE

SLEDS → HS Graduates → HS Academics

Measure	2017 Composite	2018 Composite	2020 Composite	2022 SCALED
ACT ENGLISH Average	CAAEP: 14 State: 20.66	CAAEP: 15.43 State: 20.33	CAAEP: 12 State: 20.15	CAAEP: CTSTR State: 20.13
ACT MATH Average	CAAEP: 15.71 State: 21.92	CAAEP: 17.14 State: 21.67	CAAEP: 17.33 State: 21.51	CAAEP: CTSTR State: 21.6
ACT READING Average	CAAEP: 16.86 State: 22.13	CAAEP: 18.29 State: 21.92	CAAEP: 17 State: 21.87	CAAEP: CTSTR State: 22.21
ACT SCIENCE Average	CAAEP: 15.71 State: 21.97	CAAEP: 19 State: 22.15	CAAEP: 17 State: 21.7	CAAEP: CTSTR State: 21.99
ACT COMPOSITE Average	CAAEP: 15.86 State: 21.8	CAAEP: 17.43 State: 21.54	CAAEP: 16 State: 21.32	CAAEP: CTSTR State: 21.56

### ACT BEST PRACTICE STRATEGIES

- Academic readiness
- Advisory counseling
- Partnership and collaborative services

### ACT ACTION STEPS

#### ACT ENGLISH

- Standards-based curriculum
- Individualized coursework on Edgenuity based on need

#### ACT MATH

- Standards-based curriculum
- Math remediation courses
- Individualized coursework on Edgenuity based on need

#### ACT READING

- Standards-based curriculum
- Individualized coursework on Edgenuity based on need

#### ACT SCIENCE

- Standards-based curriculum
- Individualized coursework on Edgenuity based on need

# GRADUATION GOALS

	18-19 Goal	Goal Met?	22-23
<b>GRADUATION RATE Goal All</b>	The CAAEP will increase their graduation rate from 33.3% to 43% by the fall of 2019.	Yes, 59.4%	CAAEP will increase their graduation rate from 59.4% to 62% by the fall of 2023.
<b>GRADUATION RATE Goal FRP</b>	The CAAEP FRP will increase their graduation rate from 29.2% to 31% by the fall of 2019.	Yes, 54.2%	CAAEP FRP will increase their graduation rate from 54.2% to 56% by the fall of 2023.
<b>GRADUATION RATE Goal SPED</b>	The CAAEP SPED will increase their graduation rate from 55.6% to 57% by the fall of 2019.	Yes, 60%	CAAEP SPED will increase their graduation rate from 55.6% to 57% by the fall of 2023.
<b>GRADUATION RATE Goal AM-IND</b>	The CAAEP AM-IND will increase their graduation rate from 20% to 21% by the fall of 2019.	Not enough data to calculate	CAAEP AM-IND will increase their graduation rate from 20% to 21% by the fall of 2023.
<b>GRADUATION RATE Goal Two or More Races</b>		Not enough data to calculate	CAAEP Two or more races will increase their rate from nothing being reported to 80% by the fall of 2023.

## GRADUATION RATE DATA (4 Year)

\*Source: MN Report Card and Secure Reports → Graduation Rate Roster → Accountability Summary

Measure	2018	2019	2022
<b>GRADUATION RATE All</b>	CAAEP: 33.3 State: 83.2	CAAEP: 54.44 State:	CAAEP: 59.4 State: 83.3
<b>GRADUATION RATE FRP</b>	CAAEP: 34.6 State: 70.2	CAAEP: 51.61 State:	CAAEP: 54.2 State: 70.3
<b>GRADUATION RATE SPED</b>	CAAEP: 22.22 State: 62.3	CAAEP: 60 State:	CAAEP: 60 State: 64
<b>GRADUATION RATE AM-IND</b>	CAAEP: 33 State:	CAAEP: 40 State:	CAAEP: CTSTR State: 52.5
<b>GRADUATION RATE 2 OR MORE RACES</b>	CAAEP: 75 State:	CAAEP: 100 State:	CAAEP: CTSTR State: 74.6

## GRADUATION RATE BEST PRACTICE STRATEGIES

- Targeted professional development

- Small classes and alternative programming
- Intervention programs
- Supervisory period offers additional academic support and an opportunity for credit recovery

## **GRADUATION ACTION STEPS**

### **GRADUATION RATE Goal All**

- Increased student/staff advisory processes
- Dual enrollment - credit recovery night school
- Dual enrollment - summer school credit recovery
- Chronic absenteeism intervention- staff assigned to connect and check in with students with chronic absenteeism; restorative practice circles implemented
- Continue to work with the Regional Centers of Excellence to form plan
- Implement Work Based Learning Program

### **GRADUATION RATE Goal FRP**

- Increased student/staff advisory processes
- Free breakfast and lunch for all FRP students
- Access to technology in all classes

### **GRADUATION RATE Goal SPED**

- Increased student/staff advisory processes
- Work experience
- Increase in alternative experiential learning
- Study Skills course offers opportunity for credit recovery

### **GRADUATION RATE Goal AM-IND**

- Increased student/staff advisory processes
- Increase in American-Indian Education tutoring contact - catch-up days
- Increase in American-Indian home/school liaison contact - cultural traditions class
- After school tutoring

# CLOQUET HIGH SCHOOL READING GOALS

	2021-22 Goals	Goal met?	2022-23 Goals
<b>Reading Goal All</b>	The MCA Reading proficiency score for all Cloquet High School students will increase by .1% from 58.8% to 58.7% by the fall of 2022.	Yes	The MCA Reading proficiency score for all Cloquet High School students will increase by .1% from 59.5% to 59.6% by the fall of 2023.
<b>Reading Goal FRP</b>	The Cloquet High School FRP student population subgroup will increase their reading proficiency by .1% from 39.4% to 39.5% by the fall of 2022.	No	The Cloquet High School FRP student population subgroup will increase their reading proficiency by .1% from 39.4% to 39.5% by the fall of 2023.
<b>Reading Goal SPED</b>	The Cloquet High School SPED student population subgroup will increase their reading proficiency by .1% from 30.0% to 30.1% by the fall of 2022.	No	The Cloquet High School SPED student population subgroup will increase their reading proficiency by .1% from 30.0% to 30.1% by the fall of 2023.
<b>Reading Goal AM-IND</b>	The Cloquet High School Student American Indian student population subgroup will increase their reading proficiency by .1% from 66.7% to 66.8% by the fall of 2022.	No	The Cloquet High School Student American Indian student population subgroup will increase their reading proficiency by .1% from 66.7% to 66.8% by the fall of 2023.
<b>Reading Goal Two or More Races</b>	The Cloquet High School Two or More Races student population subgroup will increase their reading proficiency by .1% from 46.2% to 46.3% by the fall of 2022.	No	The Cloquet High School Two or More Races student population subgroup will increase their reading proficiency by .1% from 46.2% to 46.3% by the fall of 2023.

## Reading MCA-III Proficiency (%) Data

*Data Center → Data Reports and Analytics → Test Results Summary → All Tested*

Measure	2019	2021	2022
<b>MCA Grade 10 All</b>	<b>CHS: 67.7 State: 60.3</b>	<b>CHS: 58.8 State: 58.1</b>	<b>CHS: 59.5 State: 54.9</b>
<b>MCA Grade 10 FRP</b>	<b>CHS: 55.1 State: 40.2</b>	<b>CHS: 39.4 State: 37.7</b>	<b>CHS: 39.2 State: 36.7</b>

<b>MCA Grade 10 SPED</b>	<b>CHS: 18.2 State: 22.5</b>	<b>CHS: 30 State: 20.3</b>	<b>CHS: 13.8 State: 21.2</b>
<b>MCA Grade 10 AM-IND</b>	<b>CHS: 68.8 State: 38.6</b>	<b>CHS: 66.7 State: 29.1</b>	<b>CHS: 44.8 State: 39.5</b>
<b>MCA Grade 10 2 or More Races</b>	<b>CHS: 53.8 State: 56.7</b>	<b>CHS: 46.2 State: 57.7</b>	<b>CHS: 44.4 State: 53.7</b>

## READING BEST PRACTICE STRATEGIES

- Targeted professional development
- Standards-based and aligned curriculum
- Differentiated classroom instruction

## READING ACTION STEPS

### Reading Goal All

- Teachers will engage in PLC groups to reflect on learning standards and collaborate on instructional practices.
- Teachers will routinely monitor and assess the reading levels and progress of individual students (Assessment to Inform).
- English classrooms will have an extensive collection of reading materials with a wide range of high-interest fiction and nonfiction books to support reading opportunities (Literacy Rich Environment).

### Reading Goal FRP

- Teachers will provide explicit instruction, build word knowledge, and directly teach skills and strategies for word analysis.
- Reading and writing will be integrated and used as tools to support learning in all curricular content areas.
- Students will be taught and given opportunities to use cognitive strategies to synthesize, analyze, evaluate and make applications to authentic situations.

### Reading Goal SPED

- Teachers will collaborate with SPED resources to engage and integrate reading and writing activities and celebrate students' reading and writing efforts.
- Students will have opportunities to read for a variety of purposes and some co-teaching of English and science will be implemented.
- Students will have opportunities to read at their independent level every day using co-teaching opportunities with English and SPED instructors.

### Reading Goal AM-IND

- Teachers will collaborate with Indian Ed resource room and tutors to engage and integrate reading and writing activities and celebrate students' reading and writing efforts.

- Students will have opportunities for sustained reading at their independent level every day to increase fluency and vocabulary.
- Reading and writing will be integrated and used as tools to support learning in all curricular content areas.

## MATH GOALS

	21-22 Goal	Goal Met?	22-23
<b>Math Goal All</b>	The MCA mathematics proficiency for All Cloquet High School students will increase by .1% from 44.3% to 44.4% by the fall of 2022.	No	The MCA mathematics proficiency for All Cloquet High School students will increase by .1% from 44.3% to 44.4% by the fall of 2023.
<b>Math Goal FRP</b>	The Cloquet High School FRP student population subgroup will increase their mathematics proficiency by .1% from 29.6% to 29.7% by the fall of 2022.	No	The Cloquet High School FRP student population subgroup will increase their mathematics proficiency by .1% from 29.6% to 29.7% by the fall of 2022.
<b>Math Goal SPED</b>	No goal written in 20-21.		The Cloquet High School SPED student population subgroup will increase their mathematics proficiency by .1% from 17.6% to 17.7% by the fall of 2023.
<b>Math Goal AM-IND</b>	The Cloquet High School American Indian student population subgroup will increase their mathematics proficiency by .1% from 40.0% to 40.1% by the fall of 2022.	No	The Cloquet High School American Indian student population subgroup will increase their mathematics proficiency by .1% from 40.0% to 40.1% by the fall of 2023.
<b>Math Goal Two or More Races</b>	The Cloquet High School Two or More Races student population subgroup will increase their mathematics proficiency by .1% from 33.3% to 33.4% by the fall of 2022.	No	The Cloquet High School Two or More Races student population subgroup will increase their mathematics proficiency by .1% from 33.3% to 33.4% by the fall of 2023.

### Math MCA-III Proficiency (%) Data

Secure Reports → Test Results Summary → All Tested

Measure	2019	2021	2022
<b>MCA Grade 11 All</b>	<b>CHS: 55.2 State: 45</b>	<b>CHS: 44.3 State: 41.2</b>	<b>CHS: 37.6 State: 36.3</b>

<b>MCA Grade 11 FRP</b>	<b>CHS: 29.6 State: 22.9</b>	<b>CHS: 29.6 State: 18.8</b>	<b>CHS: 12.8 State: 15.7</b>
<b>MCA Grade 11 SPED</b>	<b>CHS: 0 State: 9.3</b>	<b>CHS: 0 State: 8.2</b>	<b>CHS: 17.6 State: 8</b>
<b>MCA Grade 11 AM-IND</b>	<b>CHS: 46.2 State: 18.2</b>	<b>CHS: 40 State: 13.9</b>	<b>CHS: 15 State: 18.3</b>
<b>MCA Grade 11 2 or more races</b>	<b>CHS: 35.7 State: 34.7</b>	<b>CHS: 33.3 State: 38.1</b>	<b>CHS: 32 State: 17.6</b>

## **MATH BEST PRACTICE STRATEGIES**

- Targeted professional development
- Standards-based and aligned curriculum
- Differentiated classroom instruction

## **MATH ACTION STEPS**

### **Math Goal All**

- Teachers will engage in PLC groups to reflect on learning standards and collaborate on instructional practices.
- Teachers will routinely monitor and assess the mathematics comprehension and skill progress of individual students (Assessment to Inform) and provide individual and small-group intervention processes.
- Digital curriculum platforms (one to one device and Learning Management Systems) will be integrated and used as tools to support learning and problem-solving skills.

### **Math Goal FRP**

- Professional Learning Communities will meet regularly to reflect and collaborate on instructional practices and student progress.
- Teachers will routinely monitor and assess the mathematics comprehension and skill progress of individual students (Assessment to Inform) and provide individual and small-group intervention processes.
- Digital curriculum platforms (Learning Management Systems and one to one device) will be integrated and used as tools to support learning and problem-solving skills.

### **Math Goal SPED**

- Teachers will collaborate with SPED resources to modify curriculum and engage and integrate mathematics concepts and skills in all curricular content areas.
- Teachers will routinely monitor and assess the mathematics comprehension and skill progress of individual students (Assessment to Inform) and provide individual and small-group intervention processes.
- Mathematics and problem-solving are integrated and used as tools to support learning in all curricular content areas.

**Math Goal AM-IND**

- Professional Learning Communities will meet regularly to reflect and collaborate on instructional practices and student progress.
- Teachers will collaborate with Indian Ed resource room and tutors to engage and integrate concepts and skills and celebrate students' efforts.
- Digital curriculum platforms (Learning Management Systems and one to one device) will be integrated and used as tools to support learning and problem-solving skills.

**SCIENCE GOALS**

	<b>20-21</b>	<b>Goal Met?</b>	<b>22-23</b>
<b>Science Goal All</b>	The MCA Science 3 year average proficiency score for All Cloquet High School students will increase from 49.5% by the fall of 2022.	No	The MCA Science 3 year average proficiency score for All Cloquet High School students will increase from 49.5% by the fall of 2023.
<b>Science Goal FRP</b>	The High School FRP student population subgroup will increase the 3 year average science proficiency score of 33.9% by the fall of 2022.	No	The High School FRP student population subgroup will increase the 3 year average science proficiency score of 33.9% by the fall of 2023.
<b>Science Goal SPED</b>	The Cloquet High School SPED student population subgroup will increase the 3 year average science proficiency score of 16.7% by the fall of 2022.	No	The Cloquet High School SPED student population subgroup will increase the 3 year average science proficiency score of 16.7% by the fall of 2023.
<b>Science Goal AM-IND</b>	The Cloquet High School student American Indian population subgroup will increase the 3 year average science proficiency score of 50.4% by the fall of 2022.	No	The Cloquet High School student American Indian population subgroup will increase the 3 year average science proficiency score of 50.4% by the fall of 2023.
<b>Science Goal Two or More Races</b>	The Cloquet High School Two or more Races student population subgroup will increase the 3 year average science proficiency score of 40.4% by the fall of 2022.	No	The Cloquet High School Two or more Races student population subgroup will increase the 3 year average science proficiency score of 40.4% by the fall of 2023.

Secure Reports → Test Results Summary → All Tested

Measure	*2019	2021	2022
MCA Grade 10 All	CHS: 53.6 State: 50.4	CHS: 43.6 State: 47.9	CHS: 36.1 State: 45.3
MCA Grade 10 FRP	CHS: 38.3 State: 29	CHS: 25 State: 25.9	CHS: 22.9 State: 24.8
MCA Grade 10 SPED	CHS: 9.1 State: 23.1	CHS: 33.3 State: 16.3	CHS: 5 State: 18
MCA Grade 10 AM-IND	CHS: 56.3 State: 23.6	CHS: 50 State: 21.6	CHS: 18.2 State: 22.3
MCA Grade 10 2 or more races	CHS: 41.7 State: 44.7	CHS: 38.5 State: 45.2	CHS: 22.2 State: 43.7

**SCIENCE BEST PRACTICE STRATEGIES**

- Targeted Professional Development
- Standards-Based and Aligned Curriculum
- Differentiated Classroom Instruction

**SCIENCE ACTION STEPS**

**Science Goal All**

- Teachers will engage in PLC groups to reflect on learning standards and collaborate on instructional practices.
- Teachers will routinely monitor and assess the comprehension of science concepts and skill progress of individual students (Assessment to Inform) and provide individual and small-group intervention processes.
- Digital curriculum platforms (Learning Management Systems and one to one devices) will be integrated and used as tools to support learning and problem-solving skills.

**Science Goal FRP**

- Professional Learning Communities will meet regularly to reflect and collaborate on instructional practices and student progress.
- Teachers will routinely monitor and assess the comprehension and skill of science concepts and progress of individual students (assessment to inform) and provide individual and small-group intervention processes.
- Science concepts and inquiry projects are integrated in the science curriculum along with individual and small-group teaching.

**Science Goal SPED**

- Professional Learning Communities will meet regularly to reflect and collaborate on instructional practices and student progress.
- Teachers will collaborate with the Special Ed resource room and tutors to engage and integrate concepts and skills and celebrate students' efforts.
- Science concepts and inquiry projects are integrated in the science curriculum along with individual and small-group teaching.

### Science Goal AM-IND

- Professional Learning Communities will meet regularly to reflect and collaborate on instructional practices and student progress.
- Teachers will collaborate with the Indian Ed resource room and tutors to engage and integrate concepts and skills and celebrate students' efforts.
- Science concepts and inquiry projects are integrated in the science curriculum along with individual and small-group teaching.

## ACT GOALS

	2021-22 Goal	Goal Met?	2022-23
<b>ACT ENGLISH</b>	The ACT English score for Cloquet High School students will increase by 0.1 points from 19.5 to 19.6 by the fall of 2022.	Yes	The ACT English score for Cloquet High School students will increase by 0.1 points from 20.5 to 20.6 by the fall of 2023.
<b>ACT MATH</b>	The ACT Math score for Cloquet High School students will increase by 0.1 points from 22.1 to 22.2 by the fall of 2022.	Yes	The ACT Math score for Cloquet High School students will increase by 0.1 points from 22.4 to 22.5 by the fall of 2023.
<b>ACT READING</b>	The ACT Reading score for Cloquet High School students will increase by 0.1 points from 21.8 to 21.9 by the fall of 2022.	Yes	The ACT Reading score for Cloquet High School students will increase by 0.1 points from 23.2 to 23.3 by the fall of 2023.
<b>ACT SCIENCE</b>	The ACT Science score for Cloquet High School Students will increase by 0.1 points from 21.8 to 21.9 by the fall of 2022.	Yes	The ACT Science score for Cloquet High School Students will increase by 0.1 points from 22.3 to 22.4 by the fall of 2023.

## AVERAGE ACT SCORES (SCALE SCORES)

SLEDS → HS Graduates → HS Academics

Measure	2019	2020	2022
<b>ACT ENGLISH Average</b>	<b>CHS: 19.6 State: 20.3</b>	<b>CHS: 19.53 State: 20.15</b>	<b>CHS: 20.47 State: 20.13</b>
<b>ACT MATH</b>	<b>CHS: 21.3</b>	<b>CHS: 22.19<sup>19</sup></b>	<b>CHS: 22.41</b>

<b>Average</b>	<b>State: 21.4</b>	<b>State: 21.51</b>	<b>State: 21.6</b>
<b>ACT READING Average</b>	<b>CHS: 21 State: 21.7</b>	<b>CHS: 21.83 State: 21.87</b>	<b>CHS: 23.16 State: 22.21</b>
<b>ACT SCIENCE Average</b>	<b>CHS: 21.3 State: 21.6</b>	<b>CHS: 21.4 State: 21.7</b>	<b>CHS: 22.15 State: 21.99</b>
<b>ACT COMPOSITE Average</b>	<b>CHS: 20.9 State: 21.4</b>	<b>CHS: 21.36 State: 21.32</b>	<b>CHS: 22.24 State: 21.56</b>

### ACT BEST PRACTICE STRATEGIES

- Academic readiness
- Advisory counseling
- Partnership and collaborative services

### ACT ACTION STEPS

#### ACT ENGLISH

- Standards-based curriculum
- Ramp-up to Readiness program
- ACT prep workshops and practice tests

#### ACT MATH

- Standards-based curriculum
- Ramp-up to Readiness program
- ACT prep workshops and practice tests

#### ACT READING

- Standards-based curriculum
- Ramp-up to Readiness program
- ACT prep workshops and practice tests

#### ACT SCIENCE

- Standards-based curriculum
- Ramp-up to Readiness program
- ACT prep workshops and practice tests

## GRADUATION GOALS

	<b>2021-22 Goal</b>	<b>Goal Met?</b>	<b>22-23</b>
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<b>GRADUATION RATE Goal All</b>	The Cloquet High School student population will increase their 4 year graduation rate from 92.9% to 93.0% by the fall of 2022.	No	The Cloquet High School student population will increase their 4 year graduation rate from 92.9% to 93.0% by the fall of 2023.
<b>GRADUATION RATE Goal FRP</b>	The Cloquet High School student FRP population will increase their 4 year graduation rate from 88.2% to 88.3% by the fall of 2022.	Yes	The Cloquet High School student FRP population will increase their 4 year graduation rate from 90.3% to 90.4% by the fall of 2023.
<b>GRADUATION RATE Goal SPED</b>	The Cloquet High School student SPED population will increase their 4 year graduation rate from 87.5% to 87.6% by the fall of 2022.	Yes	The Cloquet High School student SPED population will increase their 4 year graduation rate from 89.2% to 89.3% by the fall of 2023.
<b>GRADUATION RATE Goal AM-IND</b>	The Cloquet High School student American Indian population will increase their 4 year graduation rate 80.7% to 80.8% by the fall of 2019.	Yes	The Cloquet High School student American Indian population will increase their 4 year graduation rate 91.7% to 91.8% by the fall of 2023.
<b>GRADUATION RATE Goal Two or More Races</b>	The Cloquet High School two or more races student population subgroup will increase their 4 year graduation rate 85.7% to 85.8% by the fall of 2022.	Yes	The Cloquet High School two or more races student population subgroup will increase their 4 year graduation rate 90.9% to 91.0% by the fall of 2023.

## GRADUATION RATE DATA (Based on 4 Year Rate)

### MN Report Card

Measure	2018	2019	2020	2022
<b>GRADUATION RATE All</b>	CHS: 94.4 State: 83.2	CHS: 94.3 State: 83.7	CHS: 92.9 State: 83.8	CHS: 91.9 State: 83.3
<b>GRADUATION RATE FRP</b>	CHS: 87.5 State: 70.2	CHS: 87.1 State: 71	CHS: 86.6 State: 71.6	CHS: 90.3 State: 70.3
<b>GRADUATION RATE SPED</b>	CHS: 70.6 State: 62.3	CHS: 96 State: 63	CHS: 84.8 State: 65	CHS: 89.2 State: 64
<b>GRADUATION RATE AM-IND</b>	CHS: 88.2 State: 51	CHS: 72.7 State: 50.8	CHS: 85 State: 55.7	CHS: 91.7 State: 52.5
<b>GRADUATION RATE</b>	CHS: 84.6 State: 71.1	CHS: 93.8 State: 72.3	CHS: 78.9 State: 73.5	CHS: 90.9 State: 74.6

<b>2 OR MORE RACES</b>				
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<b>GRADUATION RATE BEST PRACTICE STRATEGIES</b>
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- Targeted professional development
- Direct and constructivist instruction models
- Intervention and enrichment programs
- Academic progress reviews twice per quarter
- Interventions developed to assist students not meeting criteria for passing classes
- Home room for all students to assist in setting and meeting goals towards graduation
- Remedial math and reading classes for identified students
- Academic alert/probation: students not passing at least 5 out of 7 classes are placed in a tutor hall during lunch and can lose their open lunch privileges
- Credit recovery classes are embedded into the day, as well as after school.

<b>GRADUATION ACTION STEPS</b>
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<b>GRADUATION RATE Goal All</b>
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- Dual credit opportunities for industrial tech classes
- College-in-the-Schools program access
- RAMP-up to Readiness Program
- Graduation Improvement Course for upperclassmen to complete credit recovery during the regular school schedule
- After School Study sessions are available M-Th, 3:30:5:00 for students who need tutoring/study time.
- Full-time At Risk Coordinator to work with students in jeopardy of not graduating

<b>GRADUATION RATE Goal FRP</b>
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- Increased student/staff advisory processes
- Implementation of MCIS (MN Career Inventory Survey)
- Ramp-Up to Readiness Program
- After School Study sessions are available M-Th, 3:30-5:00 for students who need tutoring/study time/internet and printer use
- Utilization of Perkins monies for Cadet and Vocational/Technology courses

<b>GRADUATION RATE Goal SPED</b>
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- Increased student/staff advisory processes
- Implementation of MCIS (MN Career Inventory Survey)
- Ramp-Up to Readiness Program
- Utilization of Perkins monies for cadet and vocational/technology courses

<b>GRADUATION RATE Goal AM-IND</b>
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- Increased student/staff advisory processes

- Implementation of MCIS (MN Career Inventory Survey)
- Ramp-Up to Readiness Program
- Utilization of Perkins monies for cadet and vocational/technology courses
- Full-time Indian Education liaison to assist American Indian students.

# CLOQUET MIDDLE SCHOOL READING GOALS

	2021-22 Goals	Goal met?	2022-23 Goals
<b>Reading Goal All</b>	All Cloquet Middle School students will increase their Reading MCA proficiency scores 56% to 57% by the fall of 2022.	No - our 2022 proficiency was 52.5%	All Cloquet Middle School students will increase their Reading MCA proficiency scores 52.5% to 53.5% by the fall of 2023.
<b>Reading Goal FRP</b>	All Cloquet Middle School FRP students will increase their Reading MCA proficiency scores from 40.3% to 41.3% by the fall of 2022.	Yes - our 2022 proficiency was 41.2%	All Cloquet Middle School FRP students will increase their Reading MCA proficiency scores from 41.2% to 42.2% by the fall of 2023.
<b>Reading Goal SPED</b>	All Cloquet Middle School SPED students will increase their Reading MCA proficiency scores from 21.2% to 22.2% by the fall of 2022.	Yes - our 2022 proficiency was 22%	All Cloquet Middle School SPED students will increase their Reading MCA proficiency scores from 22% to 23% by the fall of 2023.
<b>Reading Goal AM-IND</b>	All Cloquet Middle School AM-IND students will increase their Reading MCA proficiency scores from 34.8% to 35.8% by the fall of 2022.	No - our 2022 proficiency was 33.3%	All Cloquet Middle School AM-IND students will increase their Reading MCA proficiency scores from 33.3% to 34.3% by the fall of 2023.
<b>Reading Goal Two or More Races</b>	All Cloquet Middle School students identifying as 2 or more races will increase their Reading MCA proficiency scores from 51.6% to 52.6% by the fall of 2022	No - our 2022 proficiency was 50.9%	All Cloquet Middle School students identifying as 2 or more races will increase their Reading MCA proficiency scores from 50.9% to 51.9% by the fall of 2023

## Reading MCA-III Proficiency (%) Data

Secure Reports → Test Results Summary → All Tested (MCA III)

Measure	2019	2021	2022
MCA 5-8 CMS	CMS: 65.9% State: 59.1%	CMS: 56 State: 52.3	CMS: 52.5 State: 51
MCA 5-8 CMS FRP	CMS: 54% State: 39.3%	CMS: 40.3 State: 31.7	CMS: 41.2 State: 30.8
MCA 5-8 CMS SPED	CMS: 22.5% State: 26%	CMS: 21.2 State: 22.1	CMS: 22 State: 22.2
MCA 5-8 CMS AM-IND	CMS: 46.1% State: 35.2%	CMS: 34.8 State: 26.7	CMS: 33.3 State: 27.2
MCA 5-8 CMS	CMS: 54.8%	CMS: 51.6	CMS: 50.9

<b>2 or More Races</b>	<b>State: 55.2%</b>	<b>State: 49.4</b>	<b>State: 48.7</b>
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<b>Measure</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>
<b>MCA Grade 5 All</b>	<b>CMS: 69.5% State: 65.7%</b>	<b>CMS: 76.2 State: 59.3</b>	<b>CMS: 62.7 State: 59.3</b>
<b>MCA Grade 5 FRP</b>	<b>CMS: 57.3% State: 46.9%</b>	<b>CMS: 61.3 State: 38</b>	<b>CMS: 52.8 State: 38.3</b>
<b>MCA Grade 5 SPED</b>	<b>CMS: 25% State: 32.5%</b>	<b>CMS: 40.9 State: 27.4</b>	<b>CMS: 28.9 State: 28.3</b>
<b>MCA Grade 5 AM-IND</b>	<b>CMS: 54.5% State: 41.4%</b>	<b>CMS: 63.2 State: 33.3</b>	<b>CMS: 33.3 State: 34.1</b>
<b>MCA Grade 5 2 or More Races</b>	<b>CMS: 76.2% State: 61.3%</b>	<b>CMS: 65.2 State: 56.7</b>	<b>CMS: 57.7 State: 55.9</b>
<b>MCA Grade 6 All</b>	<b>CMS: 73.8% State: 62.8%</b>	<b>CMS: 50.9 State: 54.9</b>	<b>CMS: 60.8 State: 54.4</b>
<b>MCA Grade 6 FRP</b>	<b>CMS: 63.6% State: 43.2%</b>	<b>CMS: 38 State: 34.2</b>	<b>CMS: 50.7 State: 33.3</b>
<b>MCA Grade 6 SPED</b>	<b>CMS: 26.9% State: 26.9%</b>	<b>CMS: 21.9 State: 22.9</b>	<b>CMS: 27.3 State: 23.3</b>
<b>MCA Grade 6 AM-IND</b>	<b>CMS: 60% State: 37%</b>	<b>CMS: 25 State: 30.4</b>	<b>CMS: 54.2 State: 30.3</b>
<b>MCA Grade 6 2 or More Races</b>	<b>CMS: 67.6% State: 57.8%</b>	<b>CMS: 45.5 State: 50.5</b>	<b>CMS: 51.7 State: 51.1</b>
<b>MCA Grade 7 All</b>	<b>CMS: 58.9% State: 57.4%</b>	<b>CMS: 45.3 State: 48.1</b>	<b>CMS: 38.4 State: 45.3</b>
<b>MCA Grade 7 FRP</b>	<b>CMS: 46.6% State: 37.4%</b>	<b>CMS: 29.2 State: 28.9</b>	<b>CMS: 28.7 State: 25.8</b>
<b>MCA Grade 7 SPED</b>	<b>CMS: 18.2% State: 21.6%</b>	<b>CMS: 11.5 State: 17.7</b>	<b>CMS: 15.2 State: 16.4</b>
<b>MCA Grade 7 AM-IND</b>	<b>CMS: 33.3% State: 34.9%</b>	<b>CMS: 15.4 State: 21</b>	<b>CMS: 23.3 State: 23.2</b>
<b>MCA Grade 7 2 or More Races</b>	<b>CMS: 29.2% State: 54.1%</b>	<b>CMS: 52.6 State: 45.9</b>	<b>CMS: 48.3 State: 43</b>
<b>MCA Grade 8 All</b>	<b>CMS: 61% State: 57.6%</b>	<b>CMS: 50.6 State: 49.4</b>	<b>CMS: 49.2 State: 46.1</b>
<b>MCA Grade 8 FRP</b>	<b>CMS: 47.4% State: 37.4%</b>	<b>CMS: 33.3 State: 30</b>	<b>CMS: 35.8 State: 27.9</b>
<b>MCA Grade 8 SPED</b>	<b>CMS: 20% State: 20.6%</b>	<b>CMS: 10.5 State: 16</b>	<b>CMS: 17.6 State: 16.7</b>
<b>MCA Grade 8 AM-IND</b>	<b>CMS: 21.4% State: 32.8%</b>	<b>CMS: 28.6 State: 24.6</b>	<b>CMS: 22.2 State: 22.1</b>

MCA Grade 8 2 or More Races	CMS: 44% State: 54.9%	CMS: 44.4 State: 46	CMS: 46.2 State: 44.6
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**READING BEST PRACTICE STRATEGIES**

- Professional Learning Communities and staff development opportunities
- Intervention time for struggling students
- One-on-one or small group learning opportunities
- Align curriculum to state standards
- Use of evidence based practices for literacy in content areas

**ACTION STEPS**

**Reading Goal All**

- Excel after school program
- ADSIS - Alternative Delivery of Specialized Instruction
- Teachers meet weekly in Professional Learning Communities to improve, share, and create innovative educational practices
- Power Up - enrichment and intervention program - including cultural, mentor-led opportunities that foster academic and social development through group activities.
- Offer Read 180 Intervention
- Implementation of AR 360 for non-fiction and content area reading
- Author Visits/Speakers
- Young Authors Conference
- School wide staff development on content reading intervention strategies with literacy coaches
- Use of evidence based practices for literacy in content areas

**Reading Goal FRP**

- Take financial needs into account when planning curriculum, homework, etc.
- Provide literature rich classrooms, including some audio options
- Implement TRIO-Talent Search Program
- Use of evidence based practices for literacy in content areas

**Reading Goal SPED**

- Small group testing
- Small group re-teaching
- Modified curriculum
- Implement Read 180 Program in Special Education resource classes
- Use of evidence based practices for literacy in content areas

**Reading Goal AM-IND**

- Work with the Indian Education tutor and staff to better utilize support.
- Implement Indian Education After School Program

- Use of evidence based practices for literacy in content areas

## MATH GOALS

	2021-22 Goals	Goal Met?	2022-23 Goals
<b>Math Goal All</b>	All Cloquet Middle School students will increase their Math MCA proficiency scores from 34.2% to 35.2% by the fall of 2022.	No - our 2022 proficiency was 30.7%	All Cloquet Middle School students will increase their Math MCA proficiency scores from 30.7% to 31.7% by the fall of 2023.
<b>Math Goal FRP</b>	All Cloquet Middle School FRP students will increase their Math MCA proficiency scores from 20.7% to 21.7% by the fall of 2022.	No - our 2022 proficiency was 16.8%	All Cloquet Middle School FRP students will increase their Math MCA proficiency scores from 16.8% to 17.8% by the fall of 2023.
<b>Math Goal SPED</b>	All Cloquet Middle School SPED students will increase their Math MCA proficiency scores from 8% to 9% by the fall of 2022.	No - our 2022 proficiency was 7.1%	All Cloquet Middle School SPED students will increase their Math MCA proficiency scores from 7.1% to 8.1% by the fall of 2023.
<b>Math Goal AM-IND</b>	All Cloquet Middle School AM-IND students will increase their Math MCA proficiency scores from 15.9% to 16.9% by the fall of 2022.	No - our 2022 proficiency was 13.2%	All Cloquet Middle School AM-IND students will increase their Math MCA proficiency scores from 13.2% to 14.2% by the fall of 2023.
<b>Math Goal Two or More Races</b>	All Cloquet Middle School students identifying as 2 or more races will increase their Math MCA proficiency scores from 28.4% to 29.4% by the fall of 2022.	No - our 2022 proficiency was 27.9%	All Cloquet Middle School students identifying as 2 or more races will increase their Math MCA proficiency scores from 27.9% to 28.9% by the fall of 2023.

### Math MCA-III Proficiency (%) Data

Secure Reports → Test Results Summary → All Tested

Measure	2019	2021	2022
MCA 5-8 CMS	CMS: 51.6% State: 54.9%	CMS: 34.2 State: 44	CMS: 30.7 State: 44.6
MCA 5-8 CMS FRP	CMS: 37.3%	CMS: 20.7	CMS: 16.8

	State: 33.5%	State: 21.8	State: 22.5
MCA 5-8 CMS SPED	CMS: 9.1% State: 24%	CMS: 8 State: 18.9	CMS: 7.1 State: 20.2
MCA 5-8 CMS AM-IND	CMS: 31.1% State: 26.5%	CMS: 15.9 State: 16.5	CMS: 13.2 State: 17.5
MCA 5-8 CMS 2 or More Races	CMS: 44.1% State: 47.7%	CMS: 28.4 State: 38.1	CMS: 27.9 State: 39.7

	2019*	2021	2022
MCA Grade 5 All	CMS: 61% State: 51.9%	CMS: 49.1 State: 40.9	CMS: 43.8 State: 42.9
MCA Grade 5 FRP	CMS: 48.9% State: 31.4%	CMS: 32.3 State: 18.7	CMS: 26.4 State: 20.5
MCA Grade 5 SPED	CMS: 13.3% State: 23.5%	CMS: 13.6 State: 17.7	CMS: 7.9 State: 19.4
MCA Grade 5 AM-IND	CMS: 40.9% State: 22.9%	CMS: 26.3 State: 13.4	CMS: 11.1 State: 14.6
MCA Grade 5 2 or More Races	CMS: 65% State: 43.7%	CMS: 37.5 State: 32.9	CMS: 42.3 State: 37.7
MCA Grade 6 All	CMS: 54.1% State: 50.2%	CMS: 32 State: 36.8	CMS: 32.6 State: 39
MCA Grade 6 FRP	CMS: 43% State: 27.9%	CMS: 17.9 State: 16.1	CMS: 20.8 State: 16.6
MCA Grade 6 SPED	CMS: 14.8% State: 29.2%	CMS: 6.3 State: 13.7	CMS: 8 State: 18.9
MCA Grade 6 AM-IND	CMS: 34.8% State: 20.5%	CMS: 5 State: 11.4	CMS: 23.1 State: 15.7
MCA Grade 6 2 or More Races	CMS: 52.9% State: 41.1%	CMS: 22.7 State: 30.8	CMS: 26.7 State: 32.3
MCA Grade 7 All	CMS: 43.4% State: 52.1%	CMS: 24.4 State: 37.2	CMS: 23 State: 37.6
MCA Grade 7 FRP	CMS: 23.9% State: 29.1%	CMS: 15.2 State: 16.8	CMS: 13.6 State: 16.5
MCA Grade 7 SPED	CMS: 3% State: 17.2%	CMS: 7.4 State: 10.6	CMS: 19.4 State: 15.5
MCA Grade 7 AM-IND	CMS: 20% State: 21.3%	CMS: 13.3 State: 10.6	CMS: 10.3 State: 12.2
MCA Grade 7 2 or More Races	CMS: 30.4% State: 43.7%	CMS: 21.1 State: 30.5	CMS: 20 State: 32.2
MCA Grade 8 All	CMS: 48.5% State: 55%	CMS: 30.3 State: 39.4	CMS: 26.8 State: 40.1

<b>MCA Grade 8 FRP</b>	<b>CMS: 32%</b> <b>State: 32.5%</b>	<b>CMS: 18.2</b> <b>State: 17.9</b>	<b>CMS: 12.2</b> <b>State: 20.2</b>
<b>MCA Grade 8 SPED</b>	<b>CMS: 5%</b> <b>State: 16.9%</b>	<b>CMS: 5.3</b> <b>State: 10.2</b>	<b>CMS: 13.2</b> <b>State: 16.3</b>
<b>MCA Grade 8 AM-IND</b>	<b>CMS: 21.4%</b> <b>State: 22.1%</b>	<b>CMS: 20</b> <b>State: 12.2</b>	<b>CMS: 5.6</b> <b>State: 13.3</b>
<b>MCA Grade 8 2 or More Races</b>	<b>CMS: 28%</b> <b>State: 46.8%</b>	<b>CMS: 30.4</b> <b>State: 33.2</b>	<b>CMS: 23.1</b> <b>State: 34</b>

## **MATH BEST PRACTICE STRATEGIES**

- Curriculum shift to student centered learning groups
- Multiple teaching strategies - teacher, students, book, iPad, online help, etc.
- Additional time, help, and support for struggling students
- Align curriculum to state standards
- Build common grade level assessments for all standards in grades 6-8
- Implement standards based grading and standards based report cards
- Use of evidence based practices for literacy in content areas

## **MATH ACTION STEPS**

### **Math Goal All**

- All non-SPED students will be looked at to identify the lowest scoring 25% of students and add to Math targeted services.
- Power Up - using math intervention to improve essential understandings
- Provide peer support for content reading and math concepts
- Professional Learning Communities - meeting, improving and implementing curriculum and common grade level assessments
- Study hall, and Excel to provide additional help and support and added half-time math interventionist.
- Use of evidence based practices for literacy in content areas

### **Math Goal FRP**

- Power Up - using math intervention to improve essential understandings and added half-time math interventionist.
- Establish a connection to provide additional mentoring and support.
- Provide a paper copy of the parent guide to students
- Math targeted services for Tier 2 students
- Use of evidence based practices for literacy in content areas

### **Math Goal SPED**

- Power Up - using math intervention to improve essential understandings
- Provide the i-Ready computer program to identify and close gaps

- Test in small groups
- Resources classes
- Co-taught classes with SPED teacher.
- Offer 2 period co-taught math block
- Math targeted services for Tier 2 students and resource math for (SPED)
- Use of evidence based practices for literacy in content areas

### Math Goal AM-IND

- Power Up - using math intervention to improve essential understandings
- Provide a paper copy of the math parent guide to each student.
- Math targeted services for Tier 2 students and resource math for (SPED)
- Use of evidence based practices for literacy in content areas

## SCIENCE GOALS

	2021-22 Goals	Goal Met?	2022-23 Goals
<b>Science Goal All</b>	All Cloquet Middle School fifth and eighth graders will increase their Science MCA proficiency scores from 42.3% to 43.3% by the fall of 2022.	No - our 2022 proficiency was 35.3%	All Cloquet Middle School fifth and eighth graders will increase their Science MCA proficiency scores from 35.3% to 36.3% by the fall of 2023.
<b>Science Goal FRP</b>	All Cloquet Middle School FRP fifth and eighth graders will increase their Science MCA proficiency scores from 29.9% to 30.9% by the fall of 2022.	No - our 2022 proficiency was 24.8%	All Cloquet Middle School FRP fifth and eighth graders will increase their Science MCA proficiency scores from 24.8% to 25.8% by the fall of 2023.
<b>Science Goal SPED</b>	All Cloquet Middle School SPED fifth and eighth graders will increase their Science MCA proficiency scores from 20.6% to 21.6% by the fall of 2022.	Yes - our 2022 proficiency was 24.7%	All Cloquet Middle School SPED fifth and eighth graders will increase their Science MCA proficiency scores from 24.7% to 25.7% by the fall of 2023.
<b>Science Goal AM-IND</b>	All Cloquet Middle School AM-IND fifth and eighth graders will increase their Science MCA proficiency scores from 22.6% to 23.6% by the fall of 2022.	No - our 2022 proficiency was 8.3%	All Cloquet Middle School AM-IND fifth and eighth graders will increase their Science MCA proficiency scores from 8.3% to 9.3% by the fall of 2023.
<b>Science Goal Two or More Races</b>	All Cloquet Middle School students identifying as 2 or more races will increase their Science MCA proficiency scores from 40% to 41% by the fall of 2022	No - our 2022 proficiency was 28.8%	All Cloquet Middle School students identifying as 2 or more races will increase their Science MCA proficiency scores from 28.8% to 29.8% by the fall of 2023.

## Science MCA-III Proficiency (%) Data

Secure Reports → Test Results Summary → All Tested (MCA III)

Measure	2019	2021	2022
MCA Grade 5 & 8 All	CMS: 46.6% State: 50.4%	CMS: 42.3 State: 42.7	CMS: 35.3 State: 41.3
MCA Grade 5 & 8 FRP	CMS: 32.4% State: 29%	CMS: 29.9 State: 22.2	CMS: 24.8 State: 21.9
MCA Grade 5 & 8 SPED	CMS: 15.4% State: 23.1%	CMS: 20.6 State: 19.3	CMS: 24.7 State: 23.6
MCA Grade 5 & 8 AM-IND	CMS: 25% State: 23.6%	CMS: 22.6 State: 17.1	CMS: 8.3 State: 18.2
MCA Grade 5 & 8 2 or More Races	CMS: 29.5% State: 44.7%	CMS: 40 State: 38.7	CMS: 28.8 State: 38.4

Measure	2019	2021	2022
MCA Grade 5 All	CMS: 59.6% State: 54.7%	CMS: 52.3 State: 47.7	CMS: 55.3 State: 50
MCA Grade 5 FRP	CMS: 42.1% State: 33.4%	CMS: 38.1 State: 25.9	CMS: 40.5 State: 27.9
MCA Grade 5 SPED	CMS: 0% State: 16%	CMS: 27.3 State: 26.6	CMS: 34.9 State: 29.5
MCA Grade 5 AM-IND	CMS: 31.8% State: 25.7%	CMS: 31.6 State: 20.5	CMS: 16.7 State: 23.7
MCA Grade 5 2 or More Races	CMS: 55% State: 48.4%	CMS: 52.2 State: 42.8	CMS: 50 State: 46.4

Measure	2019	2021	2022
MCA Grade 8 All	CMS: 32.4% State: 42.4%	CMS: 29.6 State: 33.2	CMS: 16.2 State: 29.2
MCA Grade 8 FRP	CMS: 20% State: 21.4%	CMS: 18.2 State: 15.3	CMS: 10.8 State: 13
MCA Grade 8 SPED	CMS: 9.5% State: 15.2%	CMS: 8.3 State: 11.5	CMS: 13.2 State: 17.1
MCA Grade 8 AM-IND	CMS: 14.3% State: 15.4%	CMS: 8.3 State: 10.2	CMS: 0 State: 8.9
MCA Grade 8	CMS: 8.3%	CMS: 23.5	CMS: 7.7

<b>2 or More Races</b>	<b>State: 38.3%</b>	<b>State: 29.2</b>	<b>State: 25.5</b>
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<b>SCIENCE BEST PRACTICE STRATEGIES</b>
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- Constructivist approach
- Professional Learning Communities and professional development
- Intervention and enrichment of identified science students
- Align curriculum to state standards
- Spiraling 6-8 standards
- Cooperative learning in purposeful grouping (DISC personality survey)
- Use of evidence based practices for literacy in content areas

<b>SCIENCE ACTION STEPS</b>
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- Science Goal All**
- Essential questions, identifying the learning goal, pre and post questions
  - Power Up - intervention and enrichment program
  - Common assessments
  - Use of evidence based practices for literacy in content areas

- Science Goal FRP**
- Science Fair
  - Power Up/Intervention
  - Every student reads at least one nonfiction selection per trimester using content pre-reading strategies
  - Use at least one scenario-based question per assessment
  - Use of evidence based practices for literacy in content areas

- Science Goal SPED**
- SPED teachers enrolled in Schoology courses
  - Open communication with SPED teachers
  - Science Fair
  - Power Up
  - Every student reads at least one nonfiction selection per trimester
  - Use at least one scenario-based question per assessment
  - Use of evidence based practices for literacy in content areas

- Science Goal AM-IND**
- Science Fair
  - Power Up
  - Every student reads at least one nonfiction selection per trimester
  - Use at least one scenario-based question per assessment

- Utilize the American Indian Education Program to support work completion and mastery of the state academic standards
- Use of evidence based practices for literacy in content areas

# CHURCHILL ELEMENTARY SCHOOL READING GOALS

	2021-22 Goals	Goal Met?	2022-23 Goals	Goal Met?
<b>Reading Goal ALL</b>	All Churchill students will increase their reading MCA proficiency scores from 54.4% of 3rd grade students in 2021 to 56% of 4th grade students by the fall of 2022.	Yes- 62.9 %	All Churchill students will increase their reading MCA proficiency scores from 59.4% of 3rd grade students in 2022 to 59.9% of 4th grade students by the fall of 2023.	
<b>Reading Goal FRP</b>	All Churchill FRP students will increase their reading MCA proficiency scores from 38.5% of 3rd grade students in 2021 to 40% of 4th grade students by the fall of 2022.	Yes- 62.5 %	All Churchill FRP students will increase their reading MCA proficiency scores from 56.5% of 3rd grade students in 2022 to 57.0% of 4th grade students by the fall of 2023.	
<b>Reading Goal SPED</b>	All Churchill SPED students will increase their reading MCA proficiency scores from 41.7% of 3rd grade students in 2021 to 42.2% of 4th grade students by the fall of 2022.	No- 41.2 %	All Churchill SPED students will increase their reading MCA proficiency scores from 43.5% of 3rd grade students in 2022 to 44.0% of 4th grade students by the fall of 2023.	
<b>Reading Goal AM-IND</b>	Cell size too small	N/A	All Churchill AM-IND students will increase their reading MCA proficiency scores from 42.9% of 3rd grade students in 2022 to 43.4% of 4th grade students by the fall of 2023.	

<b>Reading Goal Two or More Races</b>	All Churchill two or more race students will increase their reading MCA proficiency scores from 45.5% of 3rd grade students in 2021 to 47% of 4th grade students by the fall of 2022.	Yes- 71.4 %	All Churchill two or more race students will increase their reading MCA proficiency scores from 20.0% of 3rd grade students in 2022 to 21% of 4th grade students by the fall of 2023	
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## Reading MCA Proficiency (%) Data

Secure Reports → Test Results Summary → \*Students Included in Accountability

Measure	2018	2019*	2021	2022	2023
MCA Grade 3 All	Chu: 69.5 State: 55.7	Chu: 75.7 State: 54.8	Chu: 54.2 State: 48.2	Chu: 59.4 State: 47.8	
MCA Grade 3 FRP	Chu: 54.9 State: 36.7	Chu: 66.7 State: 35.2	Chu: 38.5 State: 27.1	Chu: 56.5 State: 27.4	
MCA Grade 3 SPED	Chu: 39.3 State: 27.7	Chu: 37.5 State: 28.8	Chu: 41.7 State: 24	Chu: 43.5 State: 24	
MCA Grade 3 AM-IND	Chu: 61.9 State: 33.3	Chu: 60 State: 31.6	Chu: CSTS State: 24.7	Chu: 42.9 State: 23.6	
MCA Grade 3 2 or More Races	Chu: 62.5 State: 51.5	Chu: 84.6 State: 51.8	Chu: 45.5 State: 45.5	Chu: 20 State: 46	
MCA Grade 4 All	Chu: 64.3 State: 55.5	Chu: 74.5 State: 55.8	Chu: 56.3 State: 49.2	Chu: 62.9 State: 49.5	
MCA Grade 4 FRP	Chu: 53.8 State: 35.8	Chu: 70.8 State: 35.5	Chu: 37.9 State: 27.8	Chu: 62.5 State: 27.7	
MCA Grade 4 SPED	Chu: 27.8 State: 28.5	Chu: 53.6 State: 27	Chu: 39.1 State: 23.8	Chu: 41.2 State: 24.4	
MCA Grade 4 AM-IND	Chu: 37.5 State: 31	Chu: 63.2 State: 31	Chu: CSTS State: 24.4	Chu: 57.1 State: 25.3	
MCA Grade 4 2 or More Races	Chu: 60 State: 51.6	Chu: 55.6 State: 51	Chu: CSTS State: 46.1	Chu: 71.4 State: 47.8	

CSTS: Cell Size Too Small

### READING BEST PRACTICE STRATEGIES

- Common district curriculum and assessments (Journeys)
- Professional Learning Communities and staff development opportunities
- Align curriculum to state standards
- School-wide benchmarking
- Fall and winter data retreats
- School-wide intervention program
- June/August Summer School
- Tier 3 interventions provided through the Problem Solving Team process

### READING ACTION STEPS

#### Reading Goal All

- Students will receive core reading instruction in the regular education classroom.

- Support Block scheduling will be implemented to allow for interventions for at-risk learners in Indian Education, Title I, and Special Ed.
- All teachers will participate in data retreats in September and January to identify students at-risk and schedule them in intervention groups.
- All students who receive intervention in reading will be progress monitored.
- At risk learners will be provided the opportunity to participate in our Targeted Services - Excel program.

### **Reading Goal FRP**

- Support Block scheduling will be implemented to allow for interventions for at-risk learners in Indian Education, Title I, and Special Ed.
- All teachers will participate in data retreats in September and January to identify students at-risk and schedule them in intervention groups.
- All students who receive intervention in reading will be progress monitored.
- At risk learners will be provided the opportunity to participate in our Targeted Services - Excel program.
- Small group instruction

### **Reading Goal SPED**

- Support Block scheduling will be implemented to allow for interventions for at-risk learners in Indian Education, Title I, and Special Ed.
- All students who receive intervention in reading will be progress monitored.
- At risk learners will be provided the opportunity to participate in our Targeted Services - Excel program.
- Small group instruction and small group or one-on-one testing
- Modified and direct instruction intervention curriculums

### **Reading Goal AM-IND**

- Support Block scheduling will be implemented to allow for intervention/enrichment for learners in Indian Education.
- All teachers will participate in data retreats in September and January to identify students' needs and schedule them into Support Block groups.
- All students who receive intervention in reading will be progress monitored.
- At risk learners will be provided the opportunity to participate in our Targeted Services - Excel program.
- Small group instruction
- An embedded curriculum that is culturally responsive and relevant will be utilized.
- Opportunities for advanced American Indian students to expand their skills, and to allow for the continuation of their learning, will be developed and implemented.
- A focus will be placed on building relationships to better understand student interests and setting goals for positive results.

### **Reading Goal Two or More Races**

- Support Block scheduling will be implemented to allow for intervention/enrichment for learners of two or more races.
- All teachers will participate in data retreats in September and January to identify students' needs and schedule them into Support Block groups.
- All students who receive intervention in reading will be progress monitored.
- At risk learners will be provided the opportunity to participate in our Targeted Services - Excel program.
- Small group instruction
- An embedded curriculum that is culturally responsive and relevant will be utilized.
- Opportunities for advanced two or more race students to expand their skills, and to allow for the continuation of their learning, will be developed and implemented.
- A focus will be placed on building relationships to better understand student interests and setting goals for positive results.

## MATH GOALS

	2021-22 Goals	Goal Met?	2022-23 Goals	Goal Met?
<b>Math Goal ALL</b>	All Churchill students will increase their Math MCA proficiency scores from 59.4% of 3rd grade students in 2021 to 61% of 4th grade students by the fall of 2022.	No- 55.7 %	All Churchill students will increase their Math MCA proficiency scores from 78.3% of 3rd grade students in 2022 to 78.8% of 4th grade students by the fall of 2023.	
<b>Math Goal FRP</b>	All Churchill FRP students will increase their Math MCA proficiency scores from 65.4% of 3rd grade students in 2021 to 67% of 4th grade students by the fall of 2022.	No- 54.2 %	All Churchill FRP students will increase their Math MCA proficiency scores from 69.6% of 3rd grade students in 2022 to 70% of 4th grade students by the fall of 2023.	
<b>Math Goal SPED</b>	All Churchill SPED students will increase their Math MCA proficiency scores from 50% of 3rd grade students in 2021 to 52%	No- 35.5 %	All Churchill SPED students will increase their Math MCA proficiency scores from 73.9% of 3rd grade students in 2022 to	

	of 4th grade students by the fall of 2022.		74.4% of 4th grade students by the fall of 2023.	
<b>Math Goal AM-IND</b>	Cell size too small.	N/A	All Churchill AM-IND students will increase their Math MCA proficiency scores from 71.4% of 3rd grade students in 2022 to 71.9% of 4th grade students by the fall of 2023.	
<b>Math Goal Two or More Races</b>	All Churchill two or more race students will increase their Math MCA proficiency scores from 72.7% of 3rd grade students in 2021 to 73% of 4th grade students by the fall of 2022.	No- 42.9 %	All Churchill two or more race students will increase their Math MCA proficiency scores from 70.0% of 3rd grade students in 2022 to 70.5% of 4th grade students by the fall of 2023.	

## CHURCHILL Math MCA Proficiency (%) Data

Secure Reports → Test Results Summary → \*Students Included in Accountability

Measure	2018	2019*	2021	2022	2023
MCA Grade 3 All	Chu: 78.9 State: 66.4	Chu: 77 State: 66	Chu: 59.4 State: 57	Chu: 78.3 State: 58.8	
MCA Grade 3 FRP	Chu: 62.7 State: 46.6	Chu: 66.7 State: 45.1	Chu: 65.4 State: 32.2	Chu: 69.6 State: 34.7	
MCA Grade 3 SPED	Chu: 64.3 State: 39.8	Chu: 43.8 State: 39.2	Chu: 50 State: 33.1	Chu: 73.9 State: 35.8	
MCA Grade 3 AM-IND	Chu: 57.1 State: 42.2	Chu: 50 State: 40.8	Chu: CSTS State: 28	Chu: 71.4 State: 29.4	
MCA Grade 3 2 or More Races	Chu: 50 State: 60.3	Chu: 84.6 State: 60	Chu: 72.7 State: 51.2	Chu: 70 State: 53.9	
MCA Grade 4 All	Chu: 74.3 State: 64.9	Chu: 76.9 State: 64.2	Chu: 47.5 State: 53.6	Chu: 55.7 State: 56.2	
MCA Grade 4 FRP	Chu: 64.1 State: 44.9	Chu: 64.4 State: 43	Chu: 27.6 State: 28.9	Chu: 54.2 State: 31.1	
MCA Grade 4 SPED	Chu: 33.3 State: 36.5	Chu: 50 State: 36.1	Chu: 17.4 State: 29.2	Chu: 35.3 State: 31.3	
MCA Grade 4 AM-IND	Chu: 50 State: 40.6	Chu: 55.6 State: 37.4	Chu: CSTS State: 24	Chu: 57.1 State: 26.4	
MCA Grade 4 2 or More Races	Chu: 80 State: 57.1	Chu: 85.7 State: 56.9	Chu: CSTS State: 46.9	Chu: 42.9 State: 51.3	

CSTS: Cell Size Too Small

### MATH BEST PRACTICE STRATEGIES

- Common district curriculum and assessments (Everyday Math)
- Professional Learning Communities and staff development opportunities
- Align curriculum to state standards
- School-wide benchmarking
- Fall and winter data retreats
- School-wide intervention program
- June/August Summer School
- Tier 3 interventions provided through the Problem Solving Team process

### MATH ACTION STEPS

#### Math Goal All

- Students will receive core math instruction in the regular education classroom.

- Support Block scheduling will be implemented to allow for interventions for at-risk learners in Indian Education, Title I, and Special Ed.
- All teachers will participate in data retreats in September and January to identify students at-risk and schedule them in intervention groups.
- All students who receive intervention in math will be progress monitored.
- At risk learners will be provided the opportunity to participate in our Targeted Services - Excel program.

### **Math Goal FRP**

- Support Block scheduling will be implemented to allow for interventions for at-risk learners in Indian Education, Title I, and Special Ed.
- All teachers will participate in data retreats in September and January to identify students at-risk and schedule them in intervention groups.
- All students who receive intervention in math will be progress monitored.
- At risk learners will be provided the opportunity to participate in our Targeted Services - Excel program.
- Small group instruction

### **Math Goal SPED**

- Support Block scheduling will be implemented to allow for interventions for at-risk learners in Indian Education, Title I, and Special Ed.
- All students who receive intervention in math will be progress monitored.
- At risk learners will be provided the opportunity to participate in our Targeted Services - Excel program.
- Small group instruction and small group or one-on-one testing. Tests are read to any students who have a reading IEP.
- Modified and direct instruction intervention curriculums

### **Math Goal AM-IND**

- Support Block scheduling will be implemented to allow for intervention/enrichment for learners in Indian Education.
- All teachers will participate in data retreats in September and January to identify students' needs and schedule them into Support Block groups.
- All students who receive intervention in math will be progress monitored.
- At risk learners will be provided the opportunity to participate in our Targeted Services - Excel program.
- Small group instruction
- An embedded curriculum that is culturally responsive and relevant will be utilized.
- A focus will be placed on building relationships to better understand student interests and setting goals for positive results.

### **Math Goal Two or More Races**

- Support Block scheduling will be implemented to allow for intervention/enrichment for learners of two or more races.

- All teachers will participate in data retreats in September and January to identify students' needs and schedule them into Support Block groups.
- All students who receive intervention in reading will be progress monitored.
- At risk learners will be provided the opportunity to participate in our Targeted Services - Excel program.
- Small group instruction
- An embedded curriculum that is culturally responsive and relevant will be utilized.
- Opportunities for advanced two or more race students to expand their skills, and to allow for the continuation of their learning, will be developed and implemented.
- A focus will be placed on building relationships to better understand student interests and setting goals for positive results.

## Student Achievement Goals By Building

### WASHINGTON ELEMENTARY SCHOOL READING GOALS

	2021-22 Goals	Goal Met?	2022-23 Goals	Goal Met?
<b>Reading Goal Grade 4 All</b>	All Washington students will increase their Reading MCA proficiency scores from 47.7% of 3rd grade students in 2021 to 48.7% of 4th grade students by the fall of 2022.	No- 46.7 %	All Washington students will increase their Reading MCA proficiency scores from 57.7% of 3rd grade students in 2021 to 58.2% of 4th grade students by the fall of 2023.	
<b>Reading Goal Grade 4 FRP</b>	All Washington FRP students will increase their Reading MCA proficiency scores from 34.1% of 3rd grade students in 2021 to 35.1% of 4th grade students by the fall of 2022.	Yes- 37 %	All Washington FRP students will increase their Reading MCA proficiency scores from 39.5% of 3rd grade students in 2022 to 40.0% of 4th grade students by the fall of 2023.	
<b>Reading Goal Grade 4 SPED</b>	All Washington SPED students will increase their Reading MCA proficiency scores from 10.5% of 3rd grade students in 2021 to 11.5% of 4th grade students by the fall of 2022.	No- 10.7 %	All Washington SPED students will go from 73.7% that Did Not Meet MCA Reading Proficiency Scores in 2022 to 63% or less 4th grade SPED students not meeting proficiency by the fall of 2023.	
<b>Reading Goal Grade 4 AM-IND</b>	Cell size is too small.	N/A	All Washington AM-IND students will increase their Reading MCA proficiency scores from 50% of 3rd grade students in 2022 to 52% of 4th	

			grade students by the fall of 2023.	
<b>Reading Goal Two or More Races</b>	All Washington Two or more race students will increase their Reading MCA proficiency scores from 52.6% of 3rd grade students in 2021 to 53.61% of 4th grade students by the fall of 2022.	No- 48%	All Washington students of Two or More Races students will increase their Reading MCA proficiency scores from 48.1% of 3rd grade students in 2022 to 50% of 4th grade students by the fall of 2023.	

### Reading MCA Proficiency (%) Data

Secure Reports → Test Results Summary → \*Students Included in Accountability

Measure	2018	2019*	2021	2022	2023
MCA Grade 3 All	Wash: 71.9 State: 55.7	Wash: 73.7 State: 54.8	Wash: 47.7 State: 48.2	Wash: 57.7 State: 47.8	
MCA Grade 3 FRP	Wash: 78 State: 36.7	Wash: 61.1 State: 35.2	Wash: 34.1 State: 27.1	Wash: 39.5 State: 27.4	
MCA Grade 3 SPED	Wash: 16.7 State: 27.7	Wash: 58.8 State: 28.8	Wash: 10.5 State: 24	Wash: 26.3 State: 24	
MCA Grade 3 AM-IND	Wash: 80 State: 33.3	Wash: 71.4 State: 31.6	Wash: CSTS State: 24.7	Wash: 50 State: 23.6	
MCA Grade 3 2 or More Races	Wash: 61.1 State: 51.5	Wash: 70.6 State: 51.8	Wash: 52.61 State: 45.5	Wash: 48.1 State: 46	
MCA Grade 4 All	Wash: 56.6 State: 55	Wash: 62 State: 55.8	Wash: 53.8 State: 49.2	Wash: 46.7 State: 49.5	
MCA Grade 4 FRP	Wash: 49.2 State: 35.8	Wash: 64.2 State: 35.5	Wash: 55 State: 27.8	Wash: 37 State: 27.7	
MCA Grade 4 SPED	Wash: 37.5 State: 28.5	Wash: 27.3 State: 27	Wash: 14.3 State: 23.8	Wash: 10.7 State: 24.4	
MCA Grade 4 AM-IND	Wash: 25 State: 31	Wash: 70 State: 31	Wash: 33 State: 24.4	Wash: CSTS State: 25.3	
MCA Grade 4 2 or More Races	Wash: 56.3 State: 51.6	Wash: 50 State: 51	Wash: 53.8 State: 46.1	Wash: 48 State: 47.8	

CSTS: Cell Size Too Small

## READING BEST PRACTICE STRATEGIES

- Common district curriculum and assessments (Journeys)
- Professional Learning Communities and staff development opportunities
- Align curriculum to state standards
- School-wide benchmarking
- Fall and winter data retreats
- School-wide intervention program

## READING ACTION STEPS

### Reading Goal All

- Students will receive core reading instruction in the regular education classroom.
- Support Block scheduling will be implemented to allow for interventions for at-risk learners in Indian Education, Title I, and Special Ed.
- All teachers will participate in data retreats in September and January to identify students at-risk and schedule them in intervention groups.
- All students who receive intervention in reading will be progress monitored.
- At risk learners will be provided the opportunity to participate in our Targeted Services - Excel program.
- Tier 2 Interventions provided through the Problem-Solving Team process
- Small group differentiated instruction during the Block schedule

### Reading Goal FRP

- Support Block scheduling will be implemented to allow for interventions for at-risk learners in Indian Education, Title I, and Special Ed.
- All teachers will participate in data retreats in September and January to identify students at-risk and schedule them in intervention groups.
- All students who receive intervention in reading will be progress-monitored monthly.
- At risk learners will be provided the opportunity to participate in our Targeted Services - Excel program.
- Small group instruction

### Reading Goal SPED

- Support Block scheduling will be implemented to allow for interventions for at-risk learners in Indian Education, Title I, and Special Ed.
- All students who receive intervention in reading will be progress monitored.
- At risk learners will be provided the opportunity to participate in our Targeted Services - Excel program.
- Small group instruction and testing
- Modified curriculum

### Reading Goal AM-IND

- Support Block scheduling will be implemented to allow for intervention/enrichment for learners in Indian Education.

- All teachers will participate in data retreats in September and January to identify students' needs and schedule them into Support Block groups.
- All students who receive intervention in reading will be progress monitored.
- At risk learners will be provided the opportunity to participate in our Targeted Services - Excel program.
- Small group instruction
- An embedded curriculum that is culturally responsive and relevant will be utilized.
- Opportunities for advanced American Indian students to expand their skills, and to allow for the continuation of their learning, will be developed and implemented.
- A focus will be placed on building relationships to better understand student interests and setting goals for positive results. One way this is accomplished is through our Morning Connections program which occurs daily and our weekly after-school American Indian Programming.
- AIE tutor services are focused on academic needs at the classroom teacher's direction.

## MATH GOALS

	2021-22 Goals	Goal Met?	2022-23 Goals	Goal Met?
<b>Math Goal ALL</b>	All Washington students will increase their Math MCA proficiency scores from 48.9% of 3rd grade students in 2021 to 49.9% of 4th grade students by the fall of 2022.	Yes- 52.4 %	All Washington students will increase their Math MCA proficiency scores from 56.8% of 3rd grade students in 2022 to 58.8% of 4th grade students by the fall of 2023.	
<b>Math Goal FRP</b>	All Washington FRP students will increase their Math MCA proficiency scores from 34.1% of 3rd grade students in 2021 to 35.1% of 4th grade students by the fall of 2022.	Yes- 40.7 %	All Washington FRP students will increase their Math MCA proficiency scores from 30.2% of 3rd grade students in 2022 to 32.2% of 4th grade students by the fall of 2023.	
<b>Math Goal SPED</b>	All Washington SPED students will increase	No- 17.9 % 46	All Washington SPED students will go from	

	their Math MCA proficiency scores from 31.6% of 3rd grade students in 2021 to 32.6% of 4th grade students by the fall of 2022.		63.4% that Did Not Meet MCA Math Proficiency Scores in 2022 to 57% or less 4th grade SPED students not meeting proficiency by the fall of 2023.	
<b>Math Goal AM-IND</b>	Cell size is too small.	N/A	All Washington AM-IND students will increase their Math MCA proficiency scores from 75% of 3rd grade students in 2022 to 75.5% of 4th grade students by the fall of 2023.	
<b>Math Goal Two or More Races</b>	All Washington Two or more race students will increase their Math MCA proficiency scores from 52.6% of 3rd grade students in 2021 to 53.6% of 4th grade students by the fall of 2022.	No- 52 %	All Washington students of Two or More Races will increase their Math MCA proficiency scores from 48.1% of 3rd grade students in 2022 to 50% of 4th grade students by the fall of 2023.	

### Math MCA Proficiency (%) Data

Secure Reports → Test Results Summary → \*Students Included in Accountability

Measure	2018	2019*	2021	2022	2023
<b>MCA Grade 3 All</b>	Wash: 74 State: 66.4	Wash: 79.8 State: 66	Wash: 48.9 State: 57	Wash: 56.8 State: 58.8	
<b>MCA Grade 3 FRP</b>	Wash: 72 State: 46.6	Wash: 63.9 State: 45.1	Wash: 34.1 State: 32.2	Wash: 30.2 State: 34.7	
<b>MCA Grade 3 SPED</b>	Wash: 28.6 State: 39.8	Wash: 58.8 State: 39.2	Wash: 31.6 State: 33.1	Wash: 31.6 State: 35.8	
<b>MCA Grade 3 AM-IND</b>	Wash: 80 State: 42.2	Wash: 64.3 State: 40.8	Wash: CSTS State: 28	Wash: 75 State: 29.4	

<b>MCA Grade 3 2 or More Races</b>	<b>Wash: 76.5 State: 60.3</b>	<b>Wash: 76.5 State: 60</b>	<b>Wash: 52.6 State: 51.2</b>	<b>Wash: 48.1 State: 53.9</b>	
<b>MCA Grade 4 All</b>	<b>Wash: 76.1 State: 64.9</b>	<b>Wash: 78 State: 64.2</b>	<b>Wash: 49.5 State: 53.6</b>	<b>Wash: 52.4 State: 56.2</b>	
<b>MCA Grade 4 FRP</b>	<b>Wash: 68.9 State: 44.9</b>	<b>Wash: 73.6 State: 43</b>	<b>Wash: 45 State: 28.9</b>	<b>Wash: 40.7 State: 31.1</b>	
<b>MCA Grade 4 SPED</b>	<b>Wash: 43.8 State: 36.5</b>	<b>Wash: 18.2 State: 36.1</b>	<b>Wash: 14.3 State: 29.2</b>	<b>Wash: 17.9 State: 31.3</b>	
<b>MCA Grade 4 AM-IND</b>	<b>Wash: 56.3 State: 40.6</b>	<b>Wash: 70 State: 37.4</b>	<b>Wash: 8.3 State: 24</b>	<b>Wash: 10 State: 26.4</b>	
<b>MCA Grade 4 2 or More Races</b>	<b>Wash: 81.3 State: 57.1</b>	<b>Wash: 88.2 State: 56.9</b>	<b>Wash: 38.5 State: 46.9</b>	<b>Wash: 52 State: 51.3</b>	

CSTS: Cell Size Too Small

### **MATH BEST PRACTICE STRATEGIES**

- Common district curriculum and assessments (Everyday Math)
- Professional Learning Communities and staff development opportunities
- Align curriculum to state standards
- School-wide benchmarking
- Fall and winter data retreats
- School-wide intervention program

### **MATH ACTION STEPS**

#### **Math Goal All**

- Students will receive core math instruction in the regular education classroom.
- Support Block scheduling will be implemented to allow for interventions for at-risk learners in Indian Education, Title I, and Special Ed.
- All teachers will participate in data retreats in September and January to identify students at-risk and schedule them in intervention groups.
- All students who receive intervention in math will be progress monitored.
- At risk learners will be provided the opportunity to participate in our Targeted Services - Excel program.
- Tier 2 Interventions provided through the Problem Solving Team process

#### **Math Goal FRP**

- Support Block scheduling will be implemented to allow for interventions for at-risk learners in Indian Education, Title I, and Special Ed.
- All teachers will participate in data retreats in September and January to identify students at-risk and schedule them in intervention groups.
- All students who receive intervention in math will be progress monitored.

- At risk learners will be provided the opportunity to participate in our Targeted Services - Excel program.
- Small group instruction

**Math Goal SPED**

- Support Block scheduling will be implemented to allow for interventions for at-risk learners in Indian Education, Title I, and Special Ed.
- All students who receive intervention in math will be progress monitored.
- At risk learners will be provided the opportunity to participate in our Targeted Services - Excel program.
- Small group instruction and testing
- Modified curriculum

**Math Goal AM-IND**

- Support Block scheduling will be implemented to allow for intervention/enrichment for learners in Indian Education.
- All teachers will participate in data retreats in September and January to identify students' needs and schedule them into Support Block groups.
- All students who receive intervention in math will be progress monitored.
- At risk learners will be provided the opportunity to participate in our Targeted Services - Excel program.
- Small group instruction
- An embedded curriculum that is culturally responsive and relevant will be utilized.
- A focus will be placed on building relationships to better understand student interests and setting goals for positive results. One way this is accomplished is through our Morning Connections program that occurs daily and our weekly after-school American Indian Education Programming.
- AEI tutor services are focused on academic needs at the classroom teacher's direction.

# COMMUNITY EDUCATION: 4 YO SCHOOL READINESS GOALS

	2021-2022 Goals	Goal Met?	2022-23 Goals
<b>Goal All</b>	Cloquet School District's School Readiness program will have 68% of students master 80% of items in literacy and math on the Kindergarten Readiness Checklist (KRC).	Yes-74%	Cloquet School District's School Readiness program will have 70% of students master 80% of items in literacy and math on the Kindergarten Readiness Checklist
<b>Goal FRP</b>	Cloquet School District's School Readiness Free and Reduced students will have 68% of students master 80% of items in literacy and math on the Kindergarten Readiness Checklist.	No-60%	Cloquet School District's School Readiness Free and Reduced students will have 68% of students master 80% of items in literacy and math on the Kindergarten Readiness Checklist.
<b>Goal SPED</b>	Cloquet School District's School Readiness Special Education Student will have 68% of their students master 80% of items in literacy and math on the Kindergarten Readiness Checklist.	No-50%	Cloquet School District's School Readiness Special Education Student will have 68% of their students master 80% of items in literacy and math on the Kindergarten Readiness Checklist.
<b>Goal AM-IND</b>	Cloquet School District's School Readiness American Indian students will have 68% of students master 80% of items in literacy and math on the Kindergarten Readiness Checklist.	*CSTS	Cloquet School District's School Readiness American Indian students will have 68% of students master 80% of items in literacy and math on the Kindergarten Readiness Checklist.
<b>Goal Two or More Races</b>	Cloquet School District's School Readiness students of two or more races will have 68% of students master 80% of items in literacy and math on the Kindergarten Readiness Checklist.	+CSTS	Cloquet School District's School Readiness students of two or more races will have 68% of students master 80% of items in literacy and math on the Kindergarten Readiness Checklist.

\*CSTS - Cell Size too Small <10

	<b>2021-2022 Data</b>	
<b>All Students</b>	School Readiness 4 Year Olds= 50 37/50 mastered 80% of the KRC	
<b>FRP</b>	6/10 mastered 80% of the KRC	
<b>SPED</b>	5/10 mastered 80% of the KRC	
<b>AM-IND</b>	0/1 mastered 80% of the KRC	
<b>Two or More Races</b>	7/8 mastered 80% of the KRC	

## **BEST PRACTICE STRATEGIES**

- Assess children to identify developmental skill sets, needs, and inform classroom instruction.
- Provide a child-centered learning environment that addresses the whole child and all developmental domains (cognitive, language, motor, social-emotional), health, and family.
- Foster communication and continuity between early education and kindergarten, involve families in the process, and provide resources for at-risk families to support a smooth transition to school.
- Use multisensory teaching.
- Use real life experiences within the natural environment.
- Follow the students lead while they play/interact with others and explore their environment.
- Families are a student's primary, first and most important caregiver and educator.

## **ACTION STEPS**

### **Goal All**

- Administer a fall assessment (Brigance) to set a baseline.
- Review and interpret the fall Brigance data to adapt lesson planning based on the results.
- Use data to identify individual areas in need of support and to inform classroom instruction.
- Observe preschoolers to identify skills children have mastered.
- Observe and document the individual learning plans at least monthly.
- Use the Brigance skills inventory resource to create individual and group learning plans.
- Consider methods to increase opportunities for all children to participate in school readiness programs through BRIDGE (early ed through grade three transition program).
- Provide developmentally appropriate activities and experiences in all domains to support a successful transition to Kindergarten.
- Administer a spring assessment to determine growth over the year.
- Early Childhood teachers complete Kindergarten Transition checklists on the children

coming from their program to be viewed by Kindergarten teachers.

- Early Childhood teachers participate in Kindergarten Round-up, when possible.
- Early Childhood teachers complete Energy Points form to help child placement in Kindergarten classes.

**Goal FRP**

- Program fees are offered to accommodate all income levels.
- Program rates are based on the FRP fee scale.

**Goal SPED**

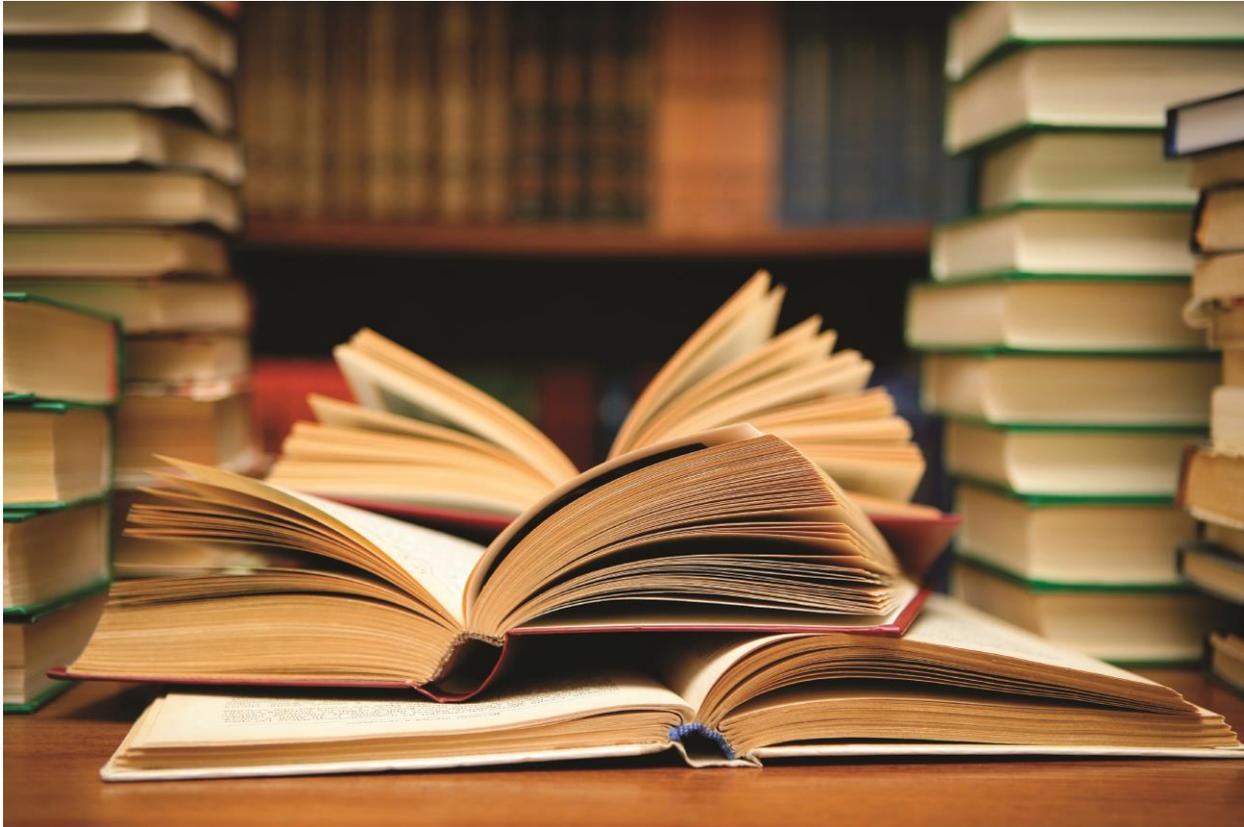
- Identify students as early as possible
- Include the family as lead interventionists for children birth-3
- Provide opportunities in the least restrictive environment with peer models for children 3-5
- Collaborate with preschool programs to provide quality learning environments
- Use evidenced based research to ensure acquisition of skills
- Meet as an Early Childhood Special Education team monthly within community preschools to program plan and support intervention strategies

**Goal AM-IND**

- In addition to best practices goals for all listed above.
- Collaborate with Churchill Elementary Indian Ed department to provide opportunities for the Am-Ind elementary students to share cultural elements with the school readiness kids.

**Goal TWO OR MORE RACES**

- In addition to best practices goals for all listed above.
- Include multicultural lessons within the curriculum.
- Provide culturally appropriate materials (books, photos, crayons & construction paper).



# Cloquet Public Schools World's Best Workforce: 2021-22 Summary and 2022-23 Plan

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*Cloquet Schools, where caring for students is not just an idea, it's tradition.*

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Prepared by the District Advisory Council

DAC Co-Chairs: Bekki Morrison & Jen Kolodge

WBWF Coordinator: Bekki Morrison

Superintendent: Dr. Michael Cary



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*Dr. Michael Cary, Cloquet Schools Superintendent*

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**Dr. Michael Cary**

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*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.*

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## 2022-23 District Goals



### **All Students Graduate**

Knowing the pandemic will have effects on graduation, the Cloquet District will maintain the pre-COVID district graduation rate of at least 87.4% through the end of the 2023/2024 school year.

### **All Students Ready for School**

Cloquet School District's Early Childhood programs will have 70% of students master 80% of items in literacy and math on the Kindergarten Readiness Checklist by the fall of 2023-24.

### **All Students College and Career Ready**

There will be a 10% increase in the number of students of color accepted into MN four year universities (Tiers 2-6) of the Direct Admissions program through the Office of Higher Education.

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

The percentage of Cloquet 3rd graders who are reading at or above benchmark, as measured by our *Read Well by 3rd Grade* assessments (STAR Rdg), will be at or above 82% by the end of the 22-23 school year.

### **Close the Achievement Gap(s) Among All Groups**

The Check and Connect program will be used to enhance progress made towards graduation for Cloquet District students in grades 9-12 identified as both American Indian and Special Education. By the end of the 2022-23 school year, identified students will achieve:

- A 4% increase in attendance
- A 4% increase in credits earned
- A 4% decrease in behavior referrals

## 2021-22 District Goal Results



Each year the district sets goals for School Readiness, 3rd Grade Literacy, Closing the Achievement Gap, College and Career Readiness and Graduation Rate.

### **ALL STUDENTS READY FOR SCHOOL**



Cloquet School District's Early Childhood programs will have 70% of students master 80% of items in literacy and math on the Kindergarten Readiness Checklist by the fall of 2023-24.

#### **Goal Met:**

*74% of those tested mastered the items*

### **CLOSING THE ACHIEVEMENT GAP(S) AMONG ALL GROUPS**

- By the end of the 2023-24 school year Churchill Elementary School special education students will continue to meet the reading threshold and meet the attendance threshold set by the Minnesota Department of Education Northstar Accountability System.
- By the end of the 2023-24 school year Washington Elementary School American Indian students will continue to meet the reading threshold and meet the attendance threshold set by the Minnesota Department of Education Northstar Accountability System.

**Goals met.**

**ALL STUDENTS IN 3RD GRADE ACHIEVING GRADE-LEVEL LITERACY**

The percentage of Cloquet 3rd graders who are reading at or above benchmark, as measured by our *Read Well by 3rd Grade* assessments (STAR Rdg), will be at or above 77% by the end of the 21-22 school year.

**Goal Met:**

*80% of those tested passed*



**ALL STUDENTS CAREER-AND-COLLEGE-READY BY GRADUATION**

- 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.
- Maintain an ACT Composite score of 22 for Cloquet High School in 2021-22.
- *\*Source: CHS School Counselors and Industrial Technology Dept.*

**Goal One Met:**

*100% of those in the Carpenter’s Union Pre-Apprenticeship program completed Construction Careers III.*

**Goal Two Not Met:**

*ACT Composite score was 20.3.*

**ALL STUDENTS GRADUATE**

*Knowing the pandemic will have effects on graduation, the Cloquet District will maintain the pre-COVID district graduation rate of at least 87.4% through the end of the 2023/2024 school year.*



**Trending up towards goal:**

2020 rate: 84.5% and 2021 rate: 85.8%

Key Indicators of Progress



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*The following indicators are used to determine building and district progress in improving student success and achievement, as well as encouraging creation of the world's best workforce.*

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### **Attendance**

Attendance intervention strategies and results are reported by building. Building site data for consistent attendance is given from the Northstar Accountability Report.

### **Behavior**

General behavior referral data for each site as reported in Infinite Campus. This includes any type of behavior referral including behavior *and reward* documentation. A detailed behavior report is maintained at the site level and analyzed regularly.

### **Kindergarten Readiness**

Early Childhood data from Brigance measurement.

### **Achievement Gap**

Achievement gap data in reading and math, desegregated by subgroup according to the WBWF District Data Profile.

### **Read Well by Third Grade**

MCA scores for district 3rd graders, desegregated by subgroup according to the WBWF District Data Profile.

### **College and Career Readiness**

Cloquet High School data for post secondary participation according to the MN Statewide Longitudinal Education Data System (SLEDS).





### **Graduation Rate**

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.

### **MCA Scores**

Reading, Math and Science MCA proficiency scores by subgroup for each school site can be found in their individual building Student Achievement Goal reports in the appendix of this report.

### **ACT Scores**

Cloquet High School and CAAEP ACT data from Minnesota Report Card can be found in their individual building Student Achievement Goal reports linked in the appendix of this report.

## Behavior Report Summary



### Behavior Report Summary

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

\*\*Due to COVID-19, much of the year was spent in Distance or Hybrid Learning instead of in person.

School	Enrollment 2019-2020	*Number of behavior referrals 2019-2020	*Number of behavior referrals 2020-2021**	Enrollment 2021-2022	Number of behavior referrals 2021-2022
Washington	536	272	161	510	506
Churchill	384	221	136	367	276
Cloquet Middle School	864	888	300	791	1138
Cloquet High School	727	565	73	754	790
CAEP	68	447	310	90	604

## 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.*

## All Students in 3rd 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.

2021 & 2022 Source: MN Report Card → Are Students Mastering Standards? → Test Achievement Levels...

2019 Source: MN Report Card → All Academic Accountability Tests (Only those meeting enrollment criteria)

Cloquet Third Grade Reading Literacy Summary Data

(Note: Individual school site data can be found in their individual building Student Achievement Goal reports linked in the full text document available on the district website.)

**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)*

*\*No results for 2020 due to no MCA tests offered*

Student Group	Grade 3 Reading Proficiency (%) 2019	Grade 3 Reading Proficiency (%) 2021	Grade 3 Reading Proficiency (%) 2022
All	75	50.6	59.6
AM-IND *Fed	66.7	21.4	46.7
FRP	65.3	35.7	47
SPED	52.8	22.6	39.5
WHITE	75.6	55.3	65.8
2 or More Races	77.4	50	43.2

## 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.

2021 & 2022 Source: MN Report Card → Are Students Mastering Standards? → Test Achievement Levels...

2019 Source: MN Report Card → All Academic Accountability Tests (Only those meeting enrollment criteria)

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

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

Math			
Student Group	2019 Percent Achieving	2021 Percent Achieving	2022 Percent Achieving
All Students	59.2	40	39.5
American Indian *Federal designation	43.4	15.5	21.9
White	62.6	44.6	43.5
2 or More Races	56	35.2	35.9
Special Education	31.9	13.8	25.2
Free/Reduced Lunch	46.3	26.8	25.5

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

**Reading**

Student Group	2019 Percent Achieving	2021 Percent Achieving	2022 Percent Achieving
All Students	67.6	54.9	54.2
American Indian *Federal designation	55.8	32.1	33.3
White	71.6	58.8	59
2 or More Races	57.4	51.3	49.2
Special Education	38.1	23.6	28.1
Free/Reduced Lunch	58.6	40.3	41.9

## *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 pre-apprenticeship programs in conjunction with the Carpenters' and Millwrights' Unions and the Electrical Training Alliance. 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 participation numbers to measure progress for each initiative. Data source: <http://sleds.mn.gov/><sup>1</sup>*

**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

	2019	2020	2021
<b>Enrolled in College</b>	56%	44%	37%
<b>Employed</b>	30%	41%	45%
<b>Unknown</b>	15%	15%	17%

**Graduates Enrolling in College - Fall**

Source: SLEDS> High School Graduates > Enrollment

School	2019	2020	2021
<b>State</b>	66%	62%	61%
<b>District (CHS, CAAEP, EXTDAY)</b>	56%	44%	38%
<b>CHS</b>	61%	47%	44%
<b>CAAEP</b>	21%	20%	4%

<sup>1</sup><http://sleds.mn.gov/>

## All Students Graduate



*Cloquet Public Schools strives to have all of our students graduate from high school. Our goal has been to have our district average, as well as all subgroups, achieve and maintain an average above 85%. Due to COVID-19, our current goal is to maintain an 87.4% graduation rate district-wide. Our alternative high school, Cloquet Area Alternative Education Program (CAAEP), has also been working with the MN Centers of Excellence to increase their graduation rate. The goal has been to reach the state threshold for graduation of 67%, and they are currently at approximately 50%. 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. The program uses 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 graduation rates. District staff will continue to work collaboratively, using various district programs, building level 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 (Includes CHS & CAAEP)

Demographic Description	2019 Four Year %	2020 Four Year %	2021 Four Year %
All Students	87.4	84.5	85.8
American Indian/Alaskan Native	62.5	77.8	86.2
White, not of Hispanic origin	88.5	89.2	86.4
Special Education	85.7	85.7	81.3
Free/Reduced Priced Lunch	75.3	73	79.4
2 or More Races	94.4	64	92.9

Source: MN Report Card → Graduation

## Equitable Access to Excellent and Diverse Educators



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

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

- An ineffective teacher is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An inexperienced teacher is defined as a licensed teacher who has taught for three or fewer years.
- An out-of-field teacher is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types.

This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field and effective teachers.

**Access to Experienced, In-Field, and Effective Teachers**

Source: MN Report Card

	State of MN	ISD 94	CHS	CMS	CAAEP	Washington	Churchill
% of Experienced Educators	85.90	90.43	91.67	94.74	100	92.11	96.97
% of Licensed Educators	95.66	98.76	98	100	100	95.65	100
% of Educators with Advanced Degrees	56.17	59.04	66.67	61.40	50	60.53	60.61

**Student Demographics 2022 Enrollment**

Source: MN Report Card

% of students by race/ethnicity	State of MN	ISD 94	CHS	CMS	CAAEP	Washington	Churchill
Hispanic/Latino	10.5	2.4	2.3	2.5	4.3	2.2	3.0
Native American	1.7	10.9	8.9	12.8	17.2	9.6	9.1
Asian	6.9	0.6	1.0	0.4	0.0	0.8	0.0
Black or African American	11.6	0.5	0.3	0.7	2.2	0.2	0.6
Native Hawaiian or Pacific Islander	0.1	0	0	0	0	0	0
White	63.1	71.7	74.2	69.6	62.4	69.1	76
Two or More Races	6.0	13.9	13.3	14.0	14.0	18.0	11.3

District Student Achievement Plans



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*"A dream becomes a goal when action is taken towards its achievement."*

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**Read Well by 3rd Grade - ISD #94 Local Literacy Plan**

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 <https://www.isd94.org/Page/1178>



### **Community Education School Readiness Plan**

The Community Education School Readiness Plan uses the Early Childhood Indicators of Progress and Minnesota’s Early Learning 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:

- To increase understanding of all areas of a child's development and to recommend strategies for supporting optimum development.
- To expand understanding of the multiple influences on the education and life success of young children.
- To support families by providing examples of strategies that facilitate and enhance children's development.
- 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.
- 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.



### **Special Education Plan**

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.

### **Title 1**

Title I is a federally funded program that provides educational interventions to identify at-risk students in the areas of reading and math.

### **Indian Education Plan**

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.



### **District Teacher Evaluation Plan**

The district, in collaboration with the teachers (EMC), has developed a teacher assessment plan that provides for growth and continual 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.

### **Facilities Plan**

In 2021, the district completed a \$2 million renovation of its art and career and technical education spaces. This renovation came about as a result of the district strategic plan which identified our CTE programs as an area the community desired to see expanded. In alignment with the renovation, the

district secured over \$250,000 in grant funding which was used to purchase new equipment to increase capacity for training students in 21st century manufacturing and design skills.

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.

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.

Two years ago, the district completed a \$49 million building project which included the following:

- 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.
- A new Early Childhood Family Education wing at Churchill Elementary.
- Upgraded learning areas and increased security at Garfield, Churchill, Washington, and Cloquet High School.



## Technology Plan

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 2gbps internet connection providing adequate internet

connectivity for all students in the district. 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 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.



### District 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.*

### **American Indian Education Program**

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.



### **Mentoring**

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."

### **American Indian After School Program**

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 authored/illustrated literature as a focus. Bi-lingual titles with English and Ojibwe are blended in to revitalize language in lower grade levels. 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.

CMS incorporates academic tutoring, cultural activities, Ojibwe Language and works closely with classroom teachers to assist with homework help and testing retakes.

Academic Intervention services and credit recovery high school has been added to Senior High School to address graduation requirements with a certified teacher.



### **Special Education Program**

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.

### **Backpack Program**

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.



### **Homeless Support Program**

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.

### **Carlton County School Support Workers**

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.

### **Mental Health Programming**



A child's mental health is just as important as their physical health.

Kate Middleton

quote fancy

Collaboration with the Human Development Center, North Homes, Paradigm Therapeutic Services, and Fond Du Lac Tribal Clinic (SLMHS Grant) to refer families and children for therapeutic services both in and outside of school. Programs include FSSW (a collaboration with Carlton County Family School Support Workers and SOS (Students Offering Support - a collaboration with REACH Mentoring Program)

#### **EXCEL - Targeted Services (ELEM/CMS)**

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.

#### **Extended School Year**

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.

#### **Gifted and Talented Program**



The Cloquet Schools Gifted and Talented Program offers academic enrichment opportunities for grades 1-12 including Knowledge Bowl, Destination Imagination, Spelling Bee, Future City Program, Beginning Robotics, Book Clubs for High Readers (ELEM), Math Masters and Math Olympiads. Programs are supported by a Gifted and Talented Program Coordinators at the elementary and middle/high school level.

### **Cloquet Learn Together 1:1 Program**

*The goal of the Cloquet Learning Together Program is to foster collaboration between students, parents, teachers, and the global community to improve student learning.*

Program Components:

1. Digitize and organize curriculum resources so they are accessible for collaboration.
2. Provide teachers and students with a common device and robust infrastructure to access curriculum resources and communicate.
3. Develop a culture of collaboration, creativity, problem solving, resource and idea sharing, and celebrating learning.
4. Implement a grade 5-12 1:1 program over a three year phase in.
5. Implement a district technical support team.
6. Implement an educational technology and instruction coaching program.
7. Foster the ISTE Standards.

## Early Childhood Programs



### **ECSE (Early Childhood Special Education)**

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.

# Elementary Student Programs



## Title I Program

Academic intervention program for reading and math at Churchill and Washington Elementary School.

## Morning Connections



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.

### **ESSR- Academic**

(Churchill and Washington)

Academic intervention program for reading and math at Washington & Churchill Elementary Schools.

### **Washington and Churchill Elementary School Support Block**

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.

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*Education is the most powerful weapon which you can use to change the world.*

Nelson Mandela

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### **Power Lunch Churchill/Washington**

Volunteers come in from the community and read once a week with primary students during lunch time. (1st and 2nd grade at Washington)

### **PBIS (ELEM)**

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 social behavior outcomes for students. PBIS supports the success of ALL students.



## **ADSIS**

Churchill and Washington Elementary Schools both receive behavioral interventions from either a licensed elementary school counselor and/or a dean of students. Students will enter into ADSIS behavioral intervention services through the building PST team process.

## **After School Enrichment (CHU/WASH)**

An elementary after school program offering curriculum for increased social skills, fitness and activity, nutrition, arts and technology.

## **Makoons Club- Native American After School Enrichment**

Makoons Club is an after-school program offered Mondays and Wednesdays at Washington & Churchill to students in grades 1-4. Native authored literature, Ojibwe language lessons and activities are designed to increase reading proficiency and engagement.



## **Cultural Lessons with Grade Levels**

Seasonally-focused cultural lessons are presented three times per school year to all students in grades K-4. Each grade level lesson teaches new knowledge about the focus topic and integrates science, social studies and language arts standards. September = wild rice, January = storytelling/constellations, May = drum teachings and powwow



### **Cultural Lunch with Native Students**

All Native American students meet with the American Indian Education staff once per week during lunch. The lunch meetings follow the talking circle structure and are social/emotional and cultural in focus. This gives staff the opportunity to get to know students and their specific needs and backgrounds as well as Native students building relationships and community with each other, which fosters a greater sense of belonging within the school setting.

### **Wilderness Readers**

Wilderness Hockey players come once per week to spend time reading 1:1 with students to increase reading proficiency and promote a love of reading.



### **Battle of the Books**

Grades 4-5 at Churchill and CMS (some years together with students from local schools). 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.

### **Lego Robotics/Computer Coding**



<https://sway.office.com/aVvrHOI28ek1qpPy#content=fHUAJvEndbOIEq>

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.

### **Student Advisory Team (WASH)**

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.

### **PAWS Room (Washington)**

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.



### **Remedy Room (Churchill)**

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.

### **Peer Mentoring**

Peer Mentors are 4th grade students who applied and interviewed at the end of the 3rd 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 running the staff treat cart. Throughout each duty, they are wearing an orange vest and can be seen with a smile on their face.

### **Targeted Summer Services School**

6 weeks of summer instruction in reading and math for those students who could use some extra help. Transportation, lunch, and weekly field trips are part of this program.

### **EXCEL After School Program**

After school academic support for students in reading and math who are one year or less behind their grade level peers.

### **Attendance Mentoring**

Attendance mentorship committee meets three times per year to review federal absenteeism data and connect students above 10% with staff mentors to help encourage and reward good attendance.

### **Music Programs**

To improve Family and Community engagement, grade level music programs 1-4 in the evening with receptions after for families to celebrate and visit with classmates and teachers. Kindergarten programs will have receptions, too, but are held during the school day.

### **Artists in Residence**

Washington brings in Artists in Residence to work with all students K-4.

### **Author Visit**



Author visits build relationships between kids and the written word, inspire them to pursue creative endeavors, and connect lessons learned in the classroom with the wider world.

### **School Linked Mental Health**

Offers effective mental health services and behavior support within the schools to improve outcomes of students with mental health needs.

## Cloquet Middle School Programs



### **ADSIS**

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, 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.

### **Independent Reading**

The Independent Reading program at Cloquet Middle School begins in 5th and 6th grade as students read up to 30 minutes per day in school working toward their Accelerated Reading (AR) goals. In 7th and 8th grade, students are doing independent choice reading as a required portion of their study hall period.

### **College of St. Scholastica TRIO Talent Search**

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.



### **WEB**

Where Everyone Belongs - WEB is a program that assists in the transition of our elementary students into middle school. It pairs 8th 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.



### **Student Council**

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.

### **Staff Assisted Homeroom**

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.

### **After School Enrichment**

The mission of After School Enrichment 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 1.25 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.



## **Family & Consumer Science (FCS) (CMS/CHS)**

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.

## **Literacy Walk Throughs**

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.

## **PLC 6 Step Tuning Protocol**

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.

## **SRCL Grant through MDE (Literacy Coaching)**



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.

## **Literacy Walk-Throughs**

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### **AVID**

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 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.

### **Unified Club**

Unified Clubs are unique school-based clubs designed around empowering youth with and without intellectual disabilities to promote social justice through a variety of athletic, social, and recreational projects and activities.

Unified Clubs are encouraged to design projects involving Unified Sports, Spread the Word to End the Word activities, Fans in the Stands, volunteering, Polar Plunge teams, and Special Olympics sports events in schools.

Cloquet Middle School is officially recognized as a Unified Champion School by Special Olympics MN. The three components of a Unified Champion School are Inclusive Youth Leadership, Unified Sports, and Whole School Engagement. All three areas are crucial to shift the culture of a school towards inclusion. Unified Schools aim to create authentic inclusion in schools that change how students interact with one another on a daily basis. Unified Schools aim to be an ally in targeting intolerance, hate speech and bullying.



### **Unified Physical Education Class**

Unified Physical Education provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. Unified Physical Education allows students of varying ability levels and backgrounds to come together on equal terms through ongoing fitness, sports, leadership, and wellness activities. This course focuses on the physical, intellectual, and social growth of all participants.

### **Beginning Robotics**



A ten week program for 7th and 8th grade as an introduction to robotics. Members use EV3 Lego Robots and participate in Robofest. “Robofest’s mission is (1) to generate excitement and interest among young people for Science, Technology, Engineering, and Mathematics (STEM), Art, and Computer Science; (2) to develop problem solving skills as well as creative thinking, teamwork and communication skills; and (3) to prepare them to excel in higher education and technological careers.”

## Cloquet High School Student Programs



### **Tutor Hall**

A Cloquet High School program in which students get extra support in targeted areas with subject area teachers during lunch.



### **Graduation Instructor**

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.

### **College of St. Scholastica TRIO UpWard Bound**



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.

### **Ramp Up**

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.

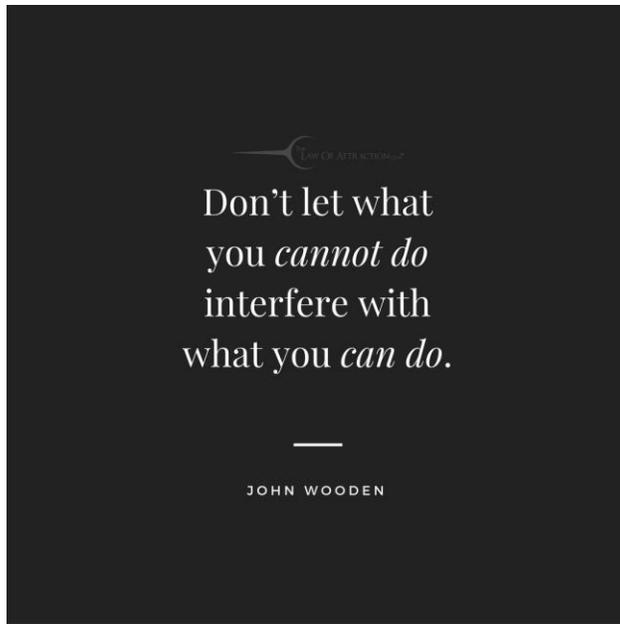
### **LINK CREW**



Building Relationships and Making Connections - Link Crew is a mentorship program where Link Crew Leaders (upperclassmen) mentor 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.

### **Homeroom Advisors**

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.



### **At-Risk and Academic Intervention Support Program**

The At-Risk Program is designed for all students, with an emphasis on 9th and 10th grade students, who have been identified for Academic Intervention because they are academically at-risk for retention and academic failure. These students are monitored, provided a check and connect, assigned interventions, and provided tutoring according to their needs.

### **Spring Break Academy, Summer School, and Edgenuity/Zero Hour**

Our Summer School program, Spring Break Academy, and Edgenuity during Zero Hour provide students with the opportunity to do credit recovery.

### **Family and Consumer Science**

See description under CMS.

### **North Homes Therapy**

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.

### **College of St. Scholastica TRIO Talent Search (CHS)**

See description under CMS.

### **RISE**

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.

## Industrial Tech



We have aligned many of our IT classes to correspond with specific training 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.

### **AVID**

See description under CMS.



### **School Social Worker**

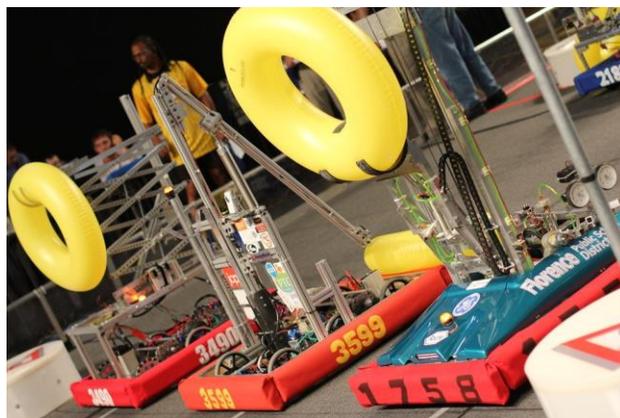
School social workers work to remove barriers to academic success by partnering with administration to ensure compliance with special education laws, and develop and implement programs and policies that address issues such as attendance, drug abuse, safety, and more. They support teachers by identifying barriers to learning and helping to design academic and behavioral interventions, as well as developing an understanding of other factors impacting student success. They serve students by supporting their needs to ensure maximum benefits of their educational experience, and helping them develop skills needed to be successful in school and in other relationships. They engage families by helping them understand school policies and what services are available to them. And they collaborate with outside agencies to deliver educational and mental health services to meet the needs of students and families.

### **Unified Physical Education Class**

Unified Physical Education provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. Unified Physical Education allows students of varying ability levels and backgrounds to come together on equal terms through ongoing fitness, sports, leadership, and wellness activities. This course focuses on the physical, intellectual, and social growth of all participants.

### **Ripsaw Robotics**

Ripsaw Robotics is part of the FIRST program. FIRST is a robotics competition founded by inventor Dean Kamen. FIRST, an acronym for “For Inspiration and Recognition of Science and Technology,” is an international phenomenon, which pairs high schools with corporate engineering sponsors to build a robot which will compete in a sport-like event. The goal of the FIRST program is to give students hands-on experience working with real engineers, so that engineers and scientists are seen as role models in the same way professional athletes are.



### **Direct Admissions**

The Direct Admissions pilot program is designed to make sure all high school students know that they have college options. “Direct Admissions” means a student has gained conditional or guaranteed admittance to a college or university, depending on the institution. Students must complete the college’s application (fees waived) and submit additional information to officially confirm their admittance to the institution of their choice.



### **Check and Connect**

Check and Connect is an initiative funded by State Personnel Development Grants from the Minnesota Department of Education. This 5-year grant cycle focuses on increasing passing grades, attendance, and reducing behavioral incidences in order to contribute to Cloquet's graduation rate for American Indian students utilizing IEP support. During the course of the next three years we will track this evidence based practice and report that data collection to our stakeholders.

## CAAEP Programs



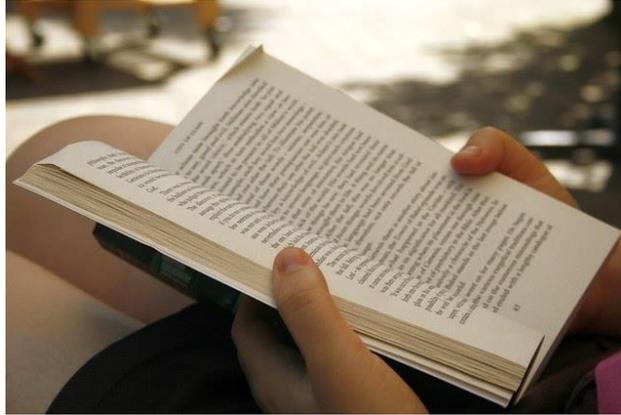
### **EDHS - Extended Day High School (CAAEP & CHS)**

See description under CHS.

### **Credit Recovery Mini Academies**

Credit Recovery Academies provide students with the opportunity to do credit recovery year round in short sessions over school breaks.

### **Choice Novels Reading Program**



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 measured using the STAR Reading test. CAAEP Staff has been searching out and utilizing grant funding to build a school library.

### **Restorative Practices Program**



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.

### **Student Ambassadors of the Restorative Practices Program**

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.

### **Coffee with the Cops (CAAEP)**

*(Angela Garbett)*



In order to promote positive relationships between law enforcement and students, CAAEP began the Coffee with the Cops program. Once a month, 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 level as members of the community, thus encouraging more positive interactions.

### **Paradigm Therapy Services**

Paradigm works cooperatively with the school district to provide therapy/counseling/day treatment at school sites.



### **Not a Number by PAVSA**

Staff member from PAVSA comes into the classroom to teach students healthy relationship boundaries, identify their own vulnerabilities, identify human trafficking signs as well as exploitations signs.

### **Symposium**

Credit recovery option offered various times throughout the school year. Students have the opportunity to earn credits in a variety of subject areas or elective credits by participating in weeklong nontraditional learning experiences both inside and outside the classroom. Symposium offerings may be cultural (ex: study of Ojibwe culture with a trip to Madeline Island), community service based (ex: spending time in the nursing homes or with the fire department), physical education (ex: skiing, bowling, curling, hiking the Superior Hiking Trail), artistic (ex: ribbon skirts or locker painting) or classroom based (ex: novel studies).

## 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.*

### **New & Non-tenured Teacher Mentorship**

*(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.

### **Teacher Evaluation**

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.

### **Learning Walks**

Teachers are encouraged and supported to visit peer classrooms and learn from one another.

### **Membership Organizations**

MASSP, MESPA, NEA, NEASP, MEA, ASHA



### **Principal Evaluation**

*(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.*

### District Programs

#### **DAC**

The DAC will:

- Act as the communication liaison among licensed staff, administration, and the school board.
- Establish and coordinate staff development goals in conjunction with the World’s Best Workforce Plan.
- Support the implementation of the long-range strategic plan for school improvement.
- Create, share and report on the progress of state accountability reports, primarily the World’s Best Workforce Plan.

#### **Building Leadership Team**

##### *Rationale*

A strong system of education relies heavily upon highly qualified teachers who are well supported and work in collaboration with leadership to continuously improve the quality of education provided to students. Cloquet Public Schools has a well-established system of peer-to-peer teacher collaboration. This system allows for many opportunities for teachers to work together and learn from each other, built intentionally into the school calendar. This is a great start to creating and sustaining excellent schools. Our district worked to improve this system by creating intentional opportunities for teachers, building leaders and district leaders to regularly work together on key aspects of our school system.

The administrative team, in alignment with our district strategic vision, added teacher leader stipend positions at each building beginning in 2020-21. The leadership stipend positions are responsible for coordinating department work in a configuration to be determined by the building principal (example – grade level leaders at the elementary, content area leaders at the secondary). The leadership positions are responsible for coordinating work within their leadership team, attending regular building leadership meetings to facilitate communication and work with building administration, and for serving on a district committee that is critical to providing an excellent education system (District Advisory Committee, Technology Committee or Curriculum Committee).

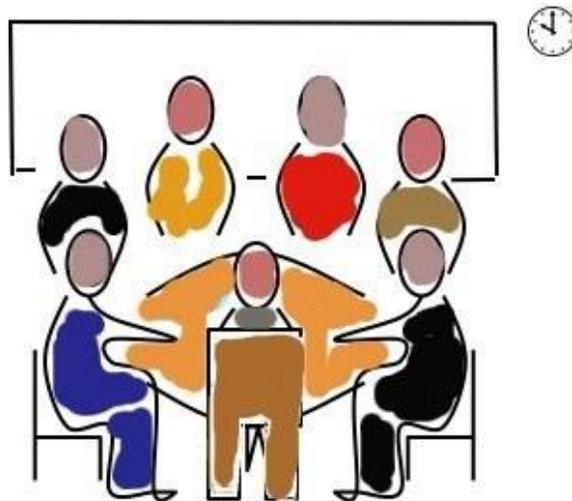
### *Structure*

Teacher leaders would lead an assigned group of their peers to facilitate coordination and implementation of building and district goals/initiatives. They would also be responsible for communication of progress between their teacher team, the building leadership team, and their respective district committee.

### **PLC**

Departments/Professional Learning Communities (PLC): 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.

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.



Professional Learning Communities refer to group work that improves WHAT is taught and HOW to teach it effectively. Professional Learning Communities are focused on:

- aligning curriculum to state standards,
- designing and/or implementing common assessments,
- deepening teacher collaboration and professional conversation around interpreting the data of common assessments, and
- allowing the data to inform teachers' practices.

### **Curriculum Committee**

Made up of members of the Building Leadership Teams of each building, Literacy Coaches, and the superintendent. Sets curriculum adoption cycle and works on other issues related to district curriculum, including considerations of equity in diversity.

### **Technology Committee**

Made up of members of the Building Leadership Teams of each building and the Technology Director. Discuss issues of technology in the district, especially relating to classroom instruction.

### **Problem Solving Team**

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.

### **Family Engagement Coordinator**

The Family Engagement Coordinator works to find ways to get our families and the community more involved in the middle and high schools.

## Local Collaborations



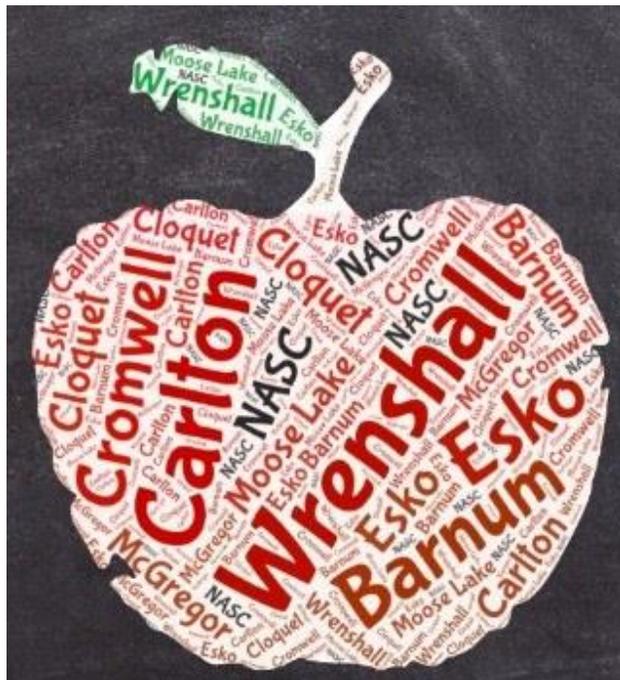


**Carlton County Collaborative**

Restorative Practices training and support.

**NASC**

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.



**Gathering of Great Minds**

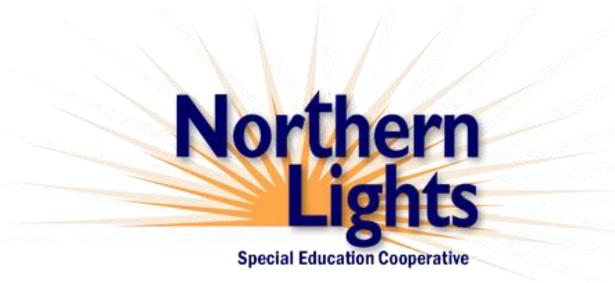
Participation in planning and attending a multi-district workshop consisting of area school districts (NASC).

## Gathering of Great Minds 2023

January 16th, 2023 @ Barnum High School  
#NASCMN

### **Northern Lights Service Cooperative**

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. [www.nlsec.org](http://www.nlsec.org)<sup>2</sup>



### **Human Development Center (HDC) School Based Services**

HDC works cooperatively with the school district to provide therapy/counseling/day treatment at school sites.

### **North Homes Therapy**

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.

### **County Truancy Program**

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.

## Leadership & Support Positions

### **Director of American Indian Education Programs** (*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

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<sup>2</sup><http://www.nlsec.org>

Indian Parent Committee and the community, and supports American Indian students' education by incorporating community-based cultural values.

### **Technology Integration and Instruction Specialists**



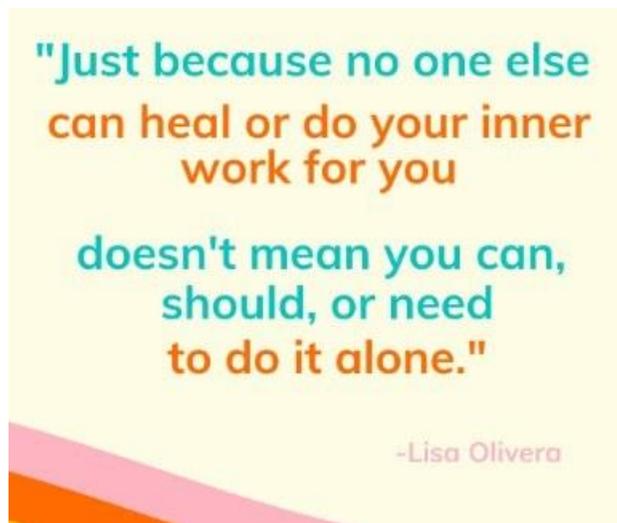
Specialists assigned at each level (high school, middle school, and elementary) to provide leadership and direction in educational technology initiatives, one-on-one teacher mentoring, district strategic planning, staff development and curriculum and instructional support.

### **School Social Worker**

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.

### **School Counselors**

The district provides school counselors for: Washington (1), Churchill (1), Cloquet Middle School (1), CAAEP (1) and Cloquet High School (3).



### **School Psychologists**

The district provides school psychologists for: CMS/CHS/CAAEP (1), WASH/CHU/Early Childhood (1)

### **Family School Support Workers**

The Family School Support Workers work closely with the public schools in Carlton County. We currently have FSSWs located in the Barnum, Carlton, Cloquet, and Wrenshall public schools. Families need to have a child attending one of those schools in order to access the services of a Family School Support Worker. The Family School Support Worker program is a family-focused, preventative service offered in Carlton County. The program provides support to families and children within their home, school, and community.

### **School Resource Officer (*Jared Braveheart*)**

School District and City of Cloquet Police link. The SRO works with ISD 94 to address bullying, social media safety, chemical dependency, and safety in the schools. The SRO participates in Restorative Processes at CHS and CAAEP; assists with school patrol services (crossing guards) in the elementary buildings; and assists with general conflict and crisis resolution in all buildings as needed. The goal of the SRO is to build relationships and serve the School District and City of Cloquet.

### **Restorative Practices Coordinator (*Lindsay Markwardt*)**

The Restorative Practices (RP) Coordinator facilitates the implementation of RP at the Cloquet High School. This involves planning and leading ongoing training opportunities for teachers and staff about the philosophies and myriad applications of RP. Specifically, all homeroom teachers are leading talking circles with their students with hopes of promoting positive relationships and cultivating a stronger community. The RP Coordinator plays a crucial role in planning, implementing, and monitoring the progress of the Homeroom Circles. Additionally, the RP Coordinator facilitates restorative chats, conferences, and circles to support those who have been harmed and to hold accountable those who have caused harm- these efforts attempt to reduce punitive disciplinary actions such as detention, suspensions, or expulsion. The RP Coordinator also advises a Student Ambassador program, where students in grades 9-12 are trained in RP so they can support RP initiatives at CHS.

### **Equity Coordinator (Wendy Waha)**

*The Equity Coordinator assists each school in evaluating and influencing policies and practices with an equity lens that supports the needs of all students- with special attention to students to have historically been underrepresented. The Equity Coordinator helps organize and facilitate professional development for school staff with intentions of promoting an appreciation for diversity and enhancing a deeper understanding of cultural and individual differences which nurtures a more culturally responsive and inclusive environment in Cloquet's schools. Specific training opportunities are designed to meet the Cultural Competency requirements for teacher relicensure. Additionally, this role coordinates the efforts of the District's Equity Leadership Team which helps create district goals and plans of action to address equity needs.*

### **Literacy Coaches (CMS and CHS)**

The Literacy Coaches are a component of the Federal Comprehensive Literacy State Development (CLSD) Project<sup>3</sup>. We are charged with improving outcomes for students through:

#### a) Systems Coaching

i) Systems coaching is related to site infrastructure which includes gathering data to help inform plans and goals, communications, planning professional development, create structures for effective and efficient collaboration.

#### b) Instructional Coaching.

i) Instructional coaching is related to supporting one-on-one action planning with teachers, subject area and other designated PLC teams, and implementing evidence-based practices prioritized by school vision and goals.

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<sup>3</sup><https://drive.google.com/file/d/1toFxqT0IkOasSU-13SyMWKBPpEpO04Z0F/view?usp=sharing>

## Gifted and Talented Programs



*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.*

### Gifted and Talented Programs

*Contact: Rachel Mueller (middle and high school) and Heather Johnson (elementary)*

*Cloquet schools offer 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	Grades 1-3	Teacher recommendation	During the school day
Math Masters	Regional Competition	Grade 4	Teacher recommendation and ability testing	During the school day
Math Minds	Math enrichment for students who are above grade level in math skills	Grades 2-3	Teacher recommendation	During the school day
Battle of the Books	Reading enrichment for students reading above grade level	Grade 4	Student interest/teacher recommendation	During the school day

Math Olympiads	High Math	Grades 5-6	Teacher recommendation and ability testing	During the school day
Geo Bee	Geography knowledge contest. If qualified, can compete at state and even advance to the national competition.	Grades 5-8	Test all Grade 5-8 students and take the 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 compete; can move on to state and national competition if qualified	Grades 5-8	Test all Grade 5-8 students and take the top 35 students by grade level to determine the grade level champion. Top 4 compete in a regional tournament.	During the school day

Knowledge Bowl	Interdisciplinary academic contest for teams of students. 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. <i>(Unlikely to be run in 2021-22)</i>	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.*

*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, find the link in the appendix.*

## 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, find the link in the appendix.*

## Early Childhood Programs



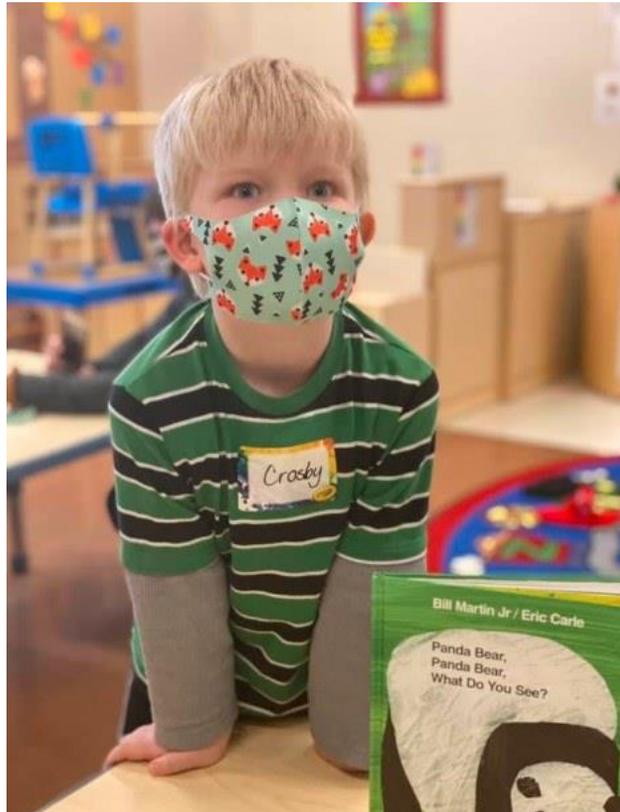
*Community Education is a department of the school district, and therefore, the following programs are administered by Community Education to prepare children for kindergarten.*

### **Early Childhood Screening**

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.

<http://education.state.mn.us/MDE/fam/elsprog/screen/>

### School Readiness



School Readiness is located at the Early Childhood Building at Churchill School. We offer a Tues/Thurs morning or afternoon program for 3-year-olds and a M/W/F morning, M/W/F full day or T/TH full day programs for 4-year-olds. All classes are taught with state licensed lead teachers.

<http://education.state.mn.us/MDE/dse/early/read/index.htm>

### Li'l Thunder

*(Darla Pappas)*



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.

### **Li'l Lumberjacks**



Li'l Lumberjacks: ECLC (Early Childhood Learning Center) is located at Pine Tree Plaza. 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, Foster Grandparents, JumpStart 4 Kindergarten and partners with FDLTCC ECD and Nursing programs.

### **ECFE (Early Childhood Family Education)**

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.

<http://education.state.mn.us/MDE/dse/early/fam/>

### **Child Network**

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 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.

### **JS4K (Jump Start for Kindergarten)**

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 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.

### **Parent Aware**

This is a state rating scale that is used to assist Early Childhood programs to improve quality and provide parents with additional financial support. Cloquet School Readiness, Lil. Lumberjacks, Lil Thunder and Kinder Corner are 4 star Parent Aware rated. <http://parentaware.org/><sup>4</sup>

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. <http://parentaware.org/><sup>5</sup>



### **BRIDGE (Building Relationships Intending to Develop Greater Education)**

BRIDGE is a District collaboration of Early Childhood through 3rd 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.

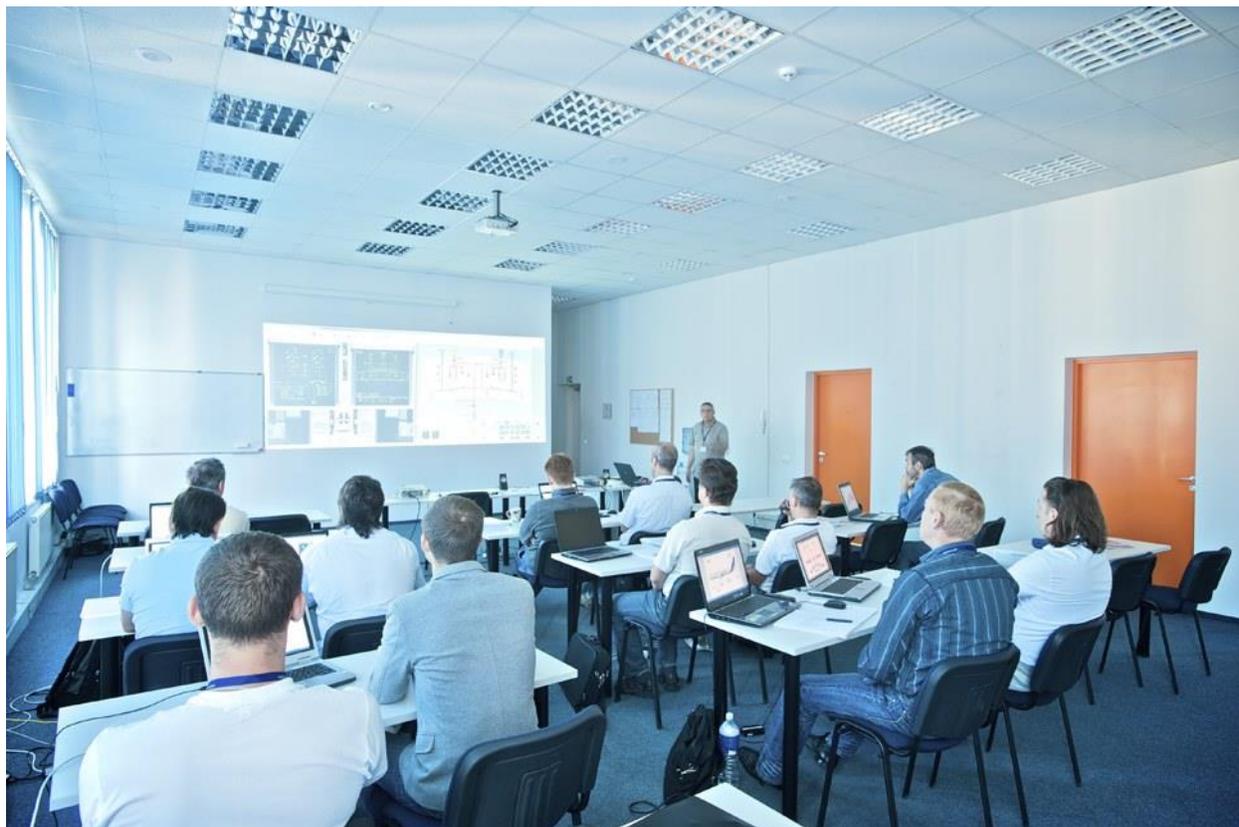
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<sup>4</sup><http://parentaware.org/>

<sup>5</sup><http://parentaware.org/>



## District Staff Development Goals and Findings



### District Staff Development Goal 1

To ensure that our protected class students have equitable access to an education that allows for an increase in student achievement at the same rate as their peers, staff will align and review curriculum based on the state standards as well as district demographics to ensure inclusion of all groups within the curriculum, review assessment data for subgroups, and develop equitable instructional strategies and experiences to engage all learners.

### **District Staff Development Goal 2**

Provide teachers with inservice opportunities in reading, positive behavioral intervention strategies, making appropriate academic accommodations for students, key warning signs of mental illnesses in children and adolescents, cultural competence, and integrating technology to increase student learning.

*Please see the appendix to see individual building staff development goals, goals and findings, as well as a list of trainings offered.*

## Student Achievement Goals by Building



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 in the appendix.*

## Appendix



Policy 534: Academic Acceleration<sup>6</sup>

Early Entrance to Kindergarten<sup>7</sup>

Professional Development Activities 21-22<sup>8</sup>

Professional Development Activities 22-23<sup>9</sup>

2021-2022 Building Staff Development Goals<sup>10</sup>

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<sup>6</sup>[https://docs.google.com/document/d/e/2PACX-1vTlrRlaOaFO6k\\_Yd374XBG5VaDeBnUecbqa15MG7IWkxP2AT6Hbu47hC-tq7jBE-rf2kzsxnHPfH1Y/pub](https://docs.google.com/document/d/e/2PACX-1vTlrRlaOaFO6k_Yd374XBG5VaDeBnUecbqa15MG7IWkxP2AT6Hbu47hC-tq7jBE-rf2kzsxnHPfH1Y/pub)

<sup>7</sup>[https://docs.google.com/document/d/e/2PACX-1vTwdljTnp3RAB2eYP30-g6H9zZgiVhtZFfK-COWI-wLbXd682FAnoqJQJKI\\_ONZ2bCO\\_jzpJHR3rM/pub](https://docs.google.com/document/d/e/2PACX-1vTwdljTnp3RAB2eYP30-g6H9zZgiVhtZFfK-COWI-wLbXd682FAnoqJQJKI_ONZ2bCO_jzpJHR3rM/pub)

<sup>8</sup>[https://docs.google.com/spreadsheets/d/e/2PACX-1vTqF27Y89ywYVYLvP\\_Yle0PK7g6P6nn1iMCcv6PuGWbAUmiZj-7brnqgr7L8DG6r41OI0TW6O0cHqp/pubhtml](https://docs.google.com/spreadsheets/d/e/2PACX-1vTqF27Y89ywYVYLvP_Yle0PK7g6P6nn1iMCcv6PuGWbAUmiZj-7brnqgr7L8DG6r41OI0TW6O0cHqp/pubhtml)

<sup>9</sup>[https://docs.google.com/spreadsheets/d/e/2PACX-1vQh4d\\_eZ7qMbOJaEGHst9UozUmDFHyCGpWR5C4Xmezgr3070\\_PvzyJAKMRG1D42HoU9S05sOAwVRL3u/pubhtml](https://docs.google.com/spreadsheets/d/e/2PACX-1vQh4d_eZ7qMbOJaEGHst9UozUmDFHyCGpWR5C4Xmezgr3070_PvzyJAKMRG1D42HoU9S05sOAwVRL3u/pubhtml)

<sup>10</sup>[https://docs.google.com/document/d/e/2PACX-1vQtgQGBPy8aZvXKtqtcsog6wWvqcnkXtust2pp6F9tLNef7CtYPFhiuGJlgjvUQRc\\_jEHKZ1gCCG73/pub](https://docs.google.com/document/d/e/2PACX-1vQtgQGBPy8aZvXKtqtcsog6wWvqcnkXtust2pp6F9tLNef7CtYPFhiuGJlgjvUQRc_jEHKZ1gCCG73/pub)

2022-23 Building Staff Development Goals<sup>11</sup>

Early Childhood<sup>12</sup>

Washington Elementary<sup>13</sup>

Churchill Elementary<sup>14</sup>

Cloquet Middle School<sup>15</sup>

Cloquet High School<sup>16</sup>

Cloquet Area Alternative Education Program<sup>17</sup>

## Contact Us

**Cloquet Public Schools, ISD 94**

**302 14th St.**

**Cloquet, MN 55720**

**(218) 879-6721**

Visit us on the web at <https://www.isd94.org/>

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<sup>11</sup>[https://docs.google.com/document/d/e/2PACX-1vSI-5-j7ENWCuTeCXOVI\\_aPskDi\\_OpHw3Trt93fI8AA8RKnq-bJgMIK8hf3dswOfvklGOGBeEF-P84c/pub](https://docs.google.com/document/d/e/2PACX-1vSI-5-j7ENWCuTeCXOVI_aPskDi_OpHw3Trt93fI8AA8RKnq-bJgMIK8hf3dswOfvklGOGBeEF-P84c/pub)

<sup>12</sup><https://docs.google.com/document/d/e/2PACX-1vSjNTB3LKSLurwGctkHUZRtVeHQ5OwyvVA5faGAF9z-WZTHdYoohPrNjMMjePOV0vHVyF78qPUa7Xtl/pub>

<sup>13</sup>[https://docs.google.com/document/d/e/2PACX-1vS3KUdqYbxKYOFQIV6FBL4zI9Oz\\_KPFvCas3JwdcF-eiuLZ6JF2qxHAJ\\_ucert4U4DzPO2SoDdFPfp3/pub](https://docs.google.com/document/d/e/2PACX-1vS3KUdqYbxKYOFQIV6FBL4zI9Oz_KPFvCas3JwdcF-eiuLZ6JF2qxHAJ_ucert4U4DzPO2SoDdFPfp3/pub)

<sup>14</sup><https://docs.google.com/document/d/e/2PACX-1vSsMJTWCECTOqUpya4mY5iWkerSAIFSA6RJJuOTI-MPuaaFfz5Bhq6RZf-BuJZWC9mgp0w9NlKSvSTk/pub>

<sup>15</sup><https://docs.google.com/document/d/e/2PACX-1vSRt2W6884dA7wLFh1ndYi9qprMr101gePukzumPbmsB50dHdvcK3mpKbcXle2furZwuXOVTRBACeCs/pub>

<sup>16</sup><https://docs.google.com/document/d/e/2PACX-1vQpyyo0rCUdIdl-WG8reNlegfeNnUpw4mPXE6WP1mpJraugeqGezvni072wp3VvhXjhz8qYwnrrtJ32/pub>

<sup>17</sup>[https://docs.google.com/document/d/e/2PACX-1vSDTOa6\\_kHeW928cwi0pyWbiGXOM4sONaKmJrzz161AGurddmimYO9A9aeVlcl3CaTGFDInEqMXt-5N/pub](https://docs.google.com/document/d/e/2PACX-1vSDTOa6_kHeW928cwi0pyWbiGXOM4sONaKmJrzz161AGurddmimYO9A9aeVlcl3CaTGFDInEqMXt-5N/pub)

# Achievement & Integration

**Year 3 Summary**





In 2018 Cloquet Public Schools qualified to participate in Achievement & Integration based on the disparity of protected class students in our neighboring districts. Multi-district collaborative goals were set for Cloquet, Carlton and Proctor.

This is the summary for year 3 of the 3-year cycle.

Year 1 SY 19-20

Year 2 SY 20-21

Year 3 SY 21-22



Goal #1 Increase student achievement for American Indian elementary students in reading. AIMSweb in grades K-3 from 76% to 78% in 2022.

**Goal Not Met.** 48% tested below the 25<sup>th</sup> Percentile in 2022.

126

**Strategies Included:**

Makoons Club

START Van Driver



Goal #2 Increase formal school engagement of elementary American Indian parents from 0% to 10% in 2022.

**Goal Met.** 17% in 2022.

### Strategies Included:

Makoons Club-Family Engagement activities

Welcoming Environments

Culturally Inclusive Curriculum (phased in each year)

Culturally Responsive School Leadership Academy (Year 1)

Staff Equity Training (Year 1)

Implement .5 Equity Coordinator (Year 2 & 3)

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

Goal Met. 88 incidents in 2022.

**Strategies Included:**

Restorative Practices Coordinator





Goal #4 Increase enrollment of American Indian students in advanced classes from 15% in 2018 to 24% in 2022, Free/Reduced Lunch students from 24% to 33% in 2022.

**Goal Met.** 30% AI 2022, 33% FRL 2022.

**Strategies Included:**

AVID

Goal #5 Increase percent of American Indian students and students receiving free/reduced lunch eligible to earn college credit while in high school. AI student eligibility will increase from 41% in 2018 to 49% in 2022 and free/reduced lunch eligibility will increase from 26% to 34% in 2022.

Goal Met

### Strategies Included:

Multi District Collaborative  
FDLTCC College Course



# 2022-2025 Achievement & Integration

Collaborative Districts include Carlton, Proctor and Esko  
Continued to support Goal #1 with improvement strategies.

Added new goals:

- Activity Van Driver.
- Equitable Access to effective and more diverse teachers.
- Elementary grade level Ojibwe Integration gatherings with multidistrict collaborative.