



Cloquet Public Schools Special Meeting

Monday, January 10, 2022 at 5:15 PM
Garfield Board Room
302 14th Street
Cloquet, MN 55720
302 - 14th Street, Cloquet, MN

5:15 World's Best Workforce and Achievement & Integration Meeting
Working Session Meeting, Organizational & Regular Meetings to follow

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 2020-2021 World's Best Workforce Summary and the 2021-2022 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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A hand holding a yellow pencil over a notebook with lined paper. The background is blurred, showing a person's arm and a desk.

Cloquet Public Schools Achievement & Integration

2010/2021 Preliminary Data Reporting for Year 2

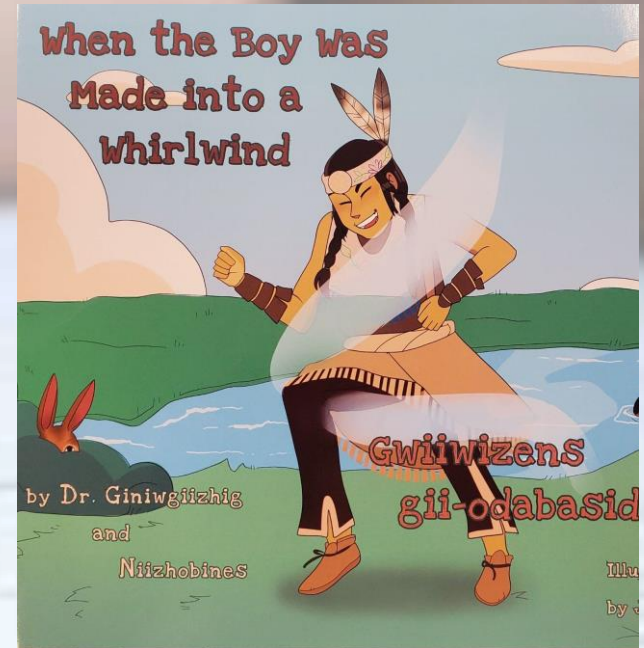
Goal #1 Increase student achievement for our American Indian elementary students in reading as measured by AIMSweb in grades K-3 from 76% in 2018 to 78% in 2022. Goal On Track

Strategy #1: Elementary After School Program

AIMSweb testing for all students in grades k-3 identified a need to focus on American Indian elementary student progress to increase reading comprehension. Strategy #1 is expanding the American Indian Education Afterschool Program to two days a week and opening registration for all students. Makoons "Bear Cub" Club offers Native Authored/Illustrated literature to participants that correlate with a hands-on activity. **2020-2021 Makoons Club was delivered through mail and weekly mailers containing an American Indian authored book, activity, Ojibwe/Dakota language sheet and snack. Over 170 weekly mailers were distributed over a 6 week period.**

Strategy #2: Reducing barriers to school participation.

KAn AM driver is dispatched to any elementary student/family that is experiencing transportation barriers to school. Driver hours was increased to provide additional distance learning/hybrid model interventions including; paperwork drop-off, homework pick-up, device triage, and transportation at the end of the day.



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

Strategy #3: Increase family engagement opportunities.

Goal #2 prioritizes intentional family engagement planning to be included in the development of Makoons Club. **The weekly mailers included a family letter with directions to complete the correlating activity and translation help.**

Strategy #4: Welcoming Environments.

Additional bilingual signage was created by classrooms and displayed to create an American Indian identity within the schools.

Strategy #5: Culturally Inclusive Curriculum.

Additional lessons tied into animal unit, maple syrup and powwows.



Goal #2 continued

Strategy #6 Culturally Responsive School Leadership Academy.

Strategy completed in year 1.

Strategy #7 Introductory Staff Equity Training.

District Equity goal is currently being created to guide mission to explore increased equity trainings district wide.

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

The Restorative Practices Coordinator and Equity Coordinator developed a circle format for weekly check-in's during high school homeroom. These circles were available in-person and online to provide an opportunity for all students to participate. Circles to address student success and struggles have increased.

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

Unable to Report

Strategy #9 Restorative Practices Coordinator.

During the 2020-2021 school year there were many transitions between learning models. Many of the students who are identified for providing the baseline numbers for exclusionary discipline chose the option to on-line learn and/or hybrid learning. The "Unable to Report" result is due to a significant reduction in reportable numbers due to Covid-19 learning models.

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

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

Strategy #10 Advancement Via Individual Determination (AVID)

The low enrollment of American Indian and Free/Reduced Lunch students in advanced high school courses identified a need to participate in Advanced Via Individual Determination (AVID). Two elective AVID classes were offered to 8th grade and 9th grade identified students with achievement disparities who are also American Indian or Free/Reduced Lunch. AVID increased the class offering to high school 10th grade and 11th grade for 2020-2021. Blended learning platforms were developed to meet the needs of the on-line and hybrid students. The students learned organizational skills, strengthened study habits, exposure to college readiness and will continue to build throughout their high school career and establish post-secondary goals with a plan to achieve them.

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

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

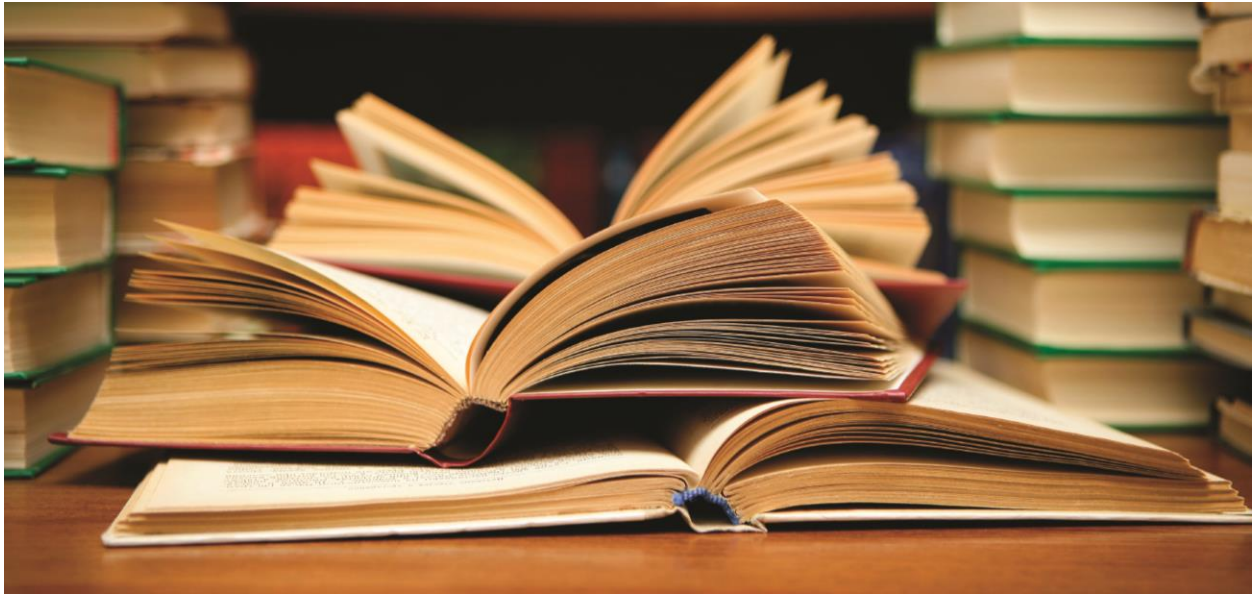
The college course, Anishinaabeg of Lake Superior, offered at Fond du Lac Tribal and Community College, is an interactive class that includes; guest speakers, field trips and hands-on learning opportunities. This course was intentionally selected due to it's high demand and student interest. Recruiting and enrolling students into the summer course seen an extreme impact from distance learning. The college course went to online only and interest declined. Continued on-line only courses due to COVID-19 in 2020-2021.

Impacts from Distance Learning

Strategy #1, In-person afterschool programming was transitioned on weekly mailers and included students in all three learning platforms (in-person, distant, hybrid)

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

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



Cloquet Public Schools World's Best Workforce: 2020-21 Summary and 2021-22 Plan

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

Prepared by the District Advisory Council

DAC Co-Chairs: Bekki Morrison & Michelle Brenner

WBWF Coordinator: Bekki Morrison

Superintendent: Dr. Michael Cary



Dr. Michael Cary, Cloquet Schools Superintendent

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.

2021-22 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

- 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.

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 77% by the end of the 21-22 school year.

Close 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.

2020-21 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. Most of the goals were not met in 2020-21, mainly due to the COVID-19 Pandemic.

ALL STUDENTS READY FOR SCHOOL



Cloquet School District's Early Childhood programs will have 80% of students master 80% of items in literacy and math on the Kindergarten Readiness Checklist by the fall of 2021-22.

Goal Not Met:

68% of those tested mastered the items

CLOSING THE ACHIEVEMENT GAP(S) AMONG ALL GROUPS

- By the end of the 2020-21 school year Churchill Elementary School special education students will meet the reading and attendance thresholds set by the Minnesota Department of Education Northstar Accountability System.
- By the end of the 2020-21 school year Washington Elementary School American Indian students will meet the reading and attendance thresholds set by the Minnesota Department of Education Northstar Accountability System.

This goal is on hold due to the pandemic. Thresholds will be updated by the state later this year.

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, will increase from the end of 2018 year average of 87.5% to 88% by the end of the 20-21 school year.

Goal Not Met: *77% of those tested passed*

ALL STUDENTS CAREER-AND-COLLEGE-READY BY GRADUATION

- Goal One: 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.
- Goal Two: The ACT Composite score for Cloquet High School will increase from 20.9 in 2018-19 to 21 in 2020-21.



Goal One Not Met:

71% of those in the Carpenter’s Union Pre-Apprenticeship program passed.

Goal Two Met:

ACT Composite score was 22.

ALL STUDENTS GRADUATE

To align with the time we are working with the Northern Pines Regional Center of Excellence, Cloquet Area Alternative Education Program will reach the state threshold of a 67% graduation rate by the conclusion of the 2020-21 school year.

**Source: MN Report Card and School District Graduation Records for 2018-19*



Goal Not Met:

50% graduation rate as calculated by CAAEP.

Key Indicators of Progress



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.

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.

Attendance





Below you will find the district's North Star Accountability Data on Consistent Attendance. A student is considered to have consistent attendance if they are present more than 90% of the time. The data in the table is from 2020.

(-) indicates a drop from 2019, (+) indicates an increase

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

1 - Consistent Attendance Report 2020

Behavior Report Summary



School	Enrollment 2018-2019	*Number of behavior referrals 2018-2019	Enrollment 2019-2020	*Number of behavior referrals 2019-2020	*Number of behavior referrals 2020-2021**
Washington	530	455	536	272	161
Churchill	411	294	384	221	136
Cloquet Middle School	823	1108	864	888	300
Cloquet High School	728	471	727	565	73
CAAEP	85	783	68	447	310

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



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 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.)

Student Group	Grade 3 Reading Proficiency (%) 2019	Grade 3 Reading Proficiency (%) 2020	Grade 3 Reading Proficiency (%) 2021
All	75	N/A due to MCA's not being administered.	50.6
AM-IND	66.7		21.4
FRP	65.3		35.7
SPED	52.8		22.6
WHITE	75.6		55.3
2 or More Races	77.4		50

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 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.

Math

Student Group	2018 Percent Achieving	2019 Percent Achieving	2021 Percent Achieving
All Students	59.9	59.2	40
American Indian	47.2	43.4	15.5
White	64.5	62.6	44.6
2 or More Races	48.5	56	35.2
Special Education	37.1	31.9	13.8
Free/Reduced Lunch	49.1	46.3	26.8

Reading

Student Group	2018 Percent Achieving	2019 Percent Achieving	2021 Percent Achieving
All Students	65.9	67.6	54.9
American Indian	49.4	55.8	32.1
White	70.6	71.6	58.8
2 or More Races	56	57.4	51.3
Special Education	42.6	38.1	23.6
Free/Reduced Lunch	55.3	58.6	40.3

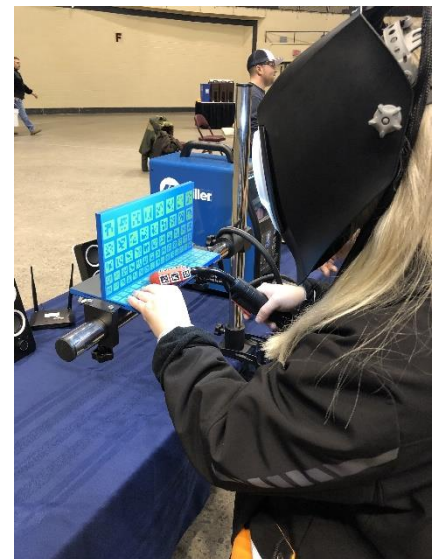
All Students Career-and-College-Ready by Graduation



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 Millrights' Union, the Electrical Training Alliance, and is in the process of an agreement with the Plumber's Union. The district is also organizing and facilitating more College/Career Ready assessments including PSAT & ACT (Grade 11), ACCUPLACER,

and ASVAB. The district vision is to develop a system for conducting senior interviews with every senior each fall to assist with post-secondary planning, college application process, and credit tracking. The district uses post secondary participation to measure progress. Data source: <http://sleds.mn.gov/>



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	2018 Four Year %	2019 Four Year %	2020 Four Year %
All Students	83.1	87.4	84.5
American Indian/Alaskan Native	77.8	62.5	77.8
White, not of Hispanic origin	84.8	88.5	89.2
Special Education	55.6	85.7	85.7
Free/Reduced Priced Lunch	71.1	75.3	73
2 or More Races	82.4	94.4	64

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 2021 Enrollment

Source: MN Report Card

% of students by race/ethnicity	State of MN	ISD 94	CHS	CMS	CAAEP	Washington	Churchill
Hispanic/Latino	10.1	1.7	1.6	1.4	2.6	2	2.1
Native American	1.7	11.5	9.7	12.5	16.7	11.7	8.8
Asian	7.0	0.5	0.8	0.5	1.3	0.2	0.3
Black or African American	11.6	0.5	0.4	0.6	1.3	0.4	0.5
Native Hawaiian or Pacific Islander	0.1	0	0	0	0	0	0
White	63.7	72.6	76.7	70.7	64.1	68.3	75.7
Two or More Races	5.7	13.3	10.8	14.3	14.1	17.4	12.7

The District Advisory Committee reviews the data from the MN Report Card annually. We compare our district and each individual building to each other and the state averages. The District Advisory Committee is made up of administration, teacher leaders, district committee and program representatives, parents, and students. According to the MN Report Card, the Cloquet School District teaching staff is 90.43% experienced and 59.04% of the staff have advanced degrees. Our numbers are higher than state averages and generally comparable between buildings.

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

Staff from each ethnic group are present, but groups are underrepresented in staff numbers. Currently 27.5% of students identify as American Indian, Asian, Black or Two or more races, but only 7.66% of staff identify that way. The biggest discrepancy in our staffing versus student demographic is with our American Indian or 2 or more races population. According to the MN Report Card, approximately 24.8% of students identify as one of those two categories, but only about 5.16% of staff. We have 0.5% of our students identifying as Asian, but that group is not yet represented in our teaching staff.

District Student Achievement Plans



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

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.

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 attendance 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. Bilingual 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.

Before and after school tutoring is available at the Senior High School to all students in the media center.



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



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, Geography Bee, Spelling Bee, Student Inventors, Future City Program, Spheros, Beginning Robotics, Junior Great Books, Book Clubs for High Readers (ELEM), Math Masters and Math Olympiads. Programs are supported by a .3 Gifted and Talented Program Coordinator.

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.

Grandparents Club

Our district has identified that many of our students are raised or heavily supported by their grandparents. In partnership with our BRIDGE committee, we have created a grandparents group for our elementary families. Families can come and share a meal and the children have activities and grandparents have time to talk and get resources and support.

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.

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.

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

Nelson Mandela

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.

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/5ChAZggPmFpVb6Va#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.

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

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

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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.



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.

TRIO



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 Program

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



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 all of our IT classes to correspond with earning apprenticeship hours through the Regional Council of Carpenters. This is a real world example of how kids can prepare for careers in the trades and actually earn skills via curriculum that was specifically designed by their potential employers.

AVID

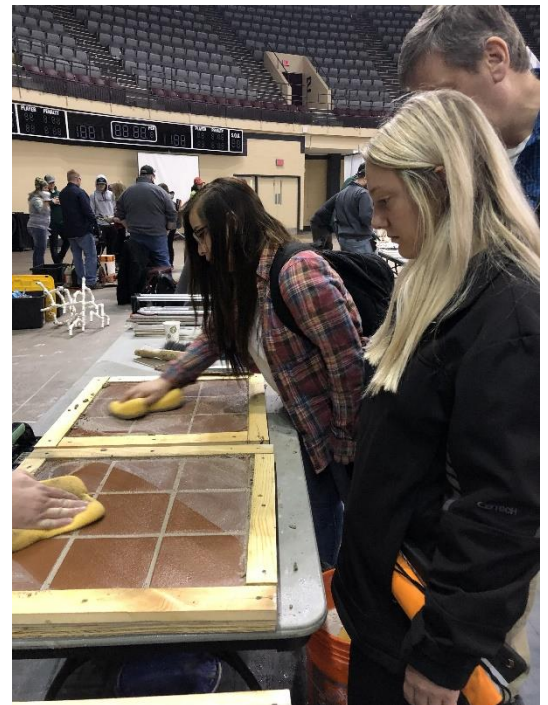
See description under CMS.

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.

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.



Superior Counseling

Superior Counseling provides practitioners who are trained and licensed to do individual therapy and CTSS (Children's Therapeutic Services and Support). Individual therapy and group skills are offered through these services. Referrals are made through the counseling office.

University of Minnesota Extension Program- SNAP NUTRITION

(Angela Garbett)

Staff member from this program comes into classrooms to present nutrition lessons and provide a recipe with an easy to make nutritious snack.



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.

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

(Jason Godnai)

The Charlotte Danielson Framework, Tiers, and District Approved Evaluation System are used to provide feedback to teachers and assist them in meeting goals for continual improvement.

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.

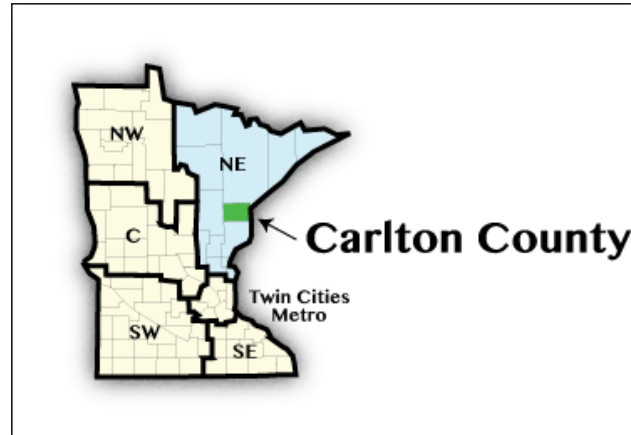
Problem Solving Team

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 2022

January 17th, 2022 @ Moose Lake Community School
#NASCMN

Keynote Speakers: **Jimmy Casas**

Jimmy is one of the nation's most sought after speakers, speaking all over the world and inspiring educators to be the change our students, teachers and principals deserve.



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

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.

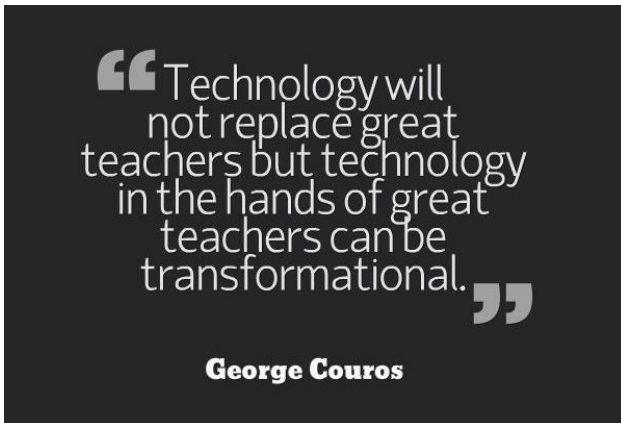
Leadership & Support Positions

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

Technology Integration and Instruction Specialists



One specialist is 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 (2).

School Psychologists

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

School Resource Officer (Trevor Kaldor)

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 (Nathan Anderson)

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 (Nathan Anderson)

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](#). 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.

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.



Program	Description	Level	Assess & Identify	Participation Occurs
Passion Projects/ Genius Hour	Students research, learn, discover and explore topics or subjects of their choice and then share their projects	3-4	Open to all students	During the school day
Junior Great Books / Book Clubs	For early readers - high readers and readers with strong comprehension abilities	K-4	Teacher recommendation	During the school day
Math Masters	Regional Competition	Grades 5-6	Teacher recommendation and ability testing	During the school day
Math Olympiads	High Math	Grades 5-6	Teacher recommendation and ability testing	During the school day

Geo Bee	Geography knowledge 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 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 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. (Unlikely to be run in 2021-22)	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 Cloquet High School. This child care center serves children 6 weeks to the first day of Kindergarten, and includes an infant program as well as a full toddler and preschool curriculum implemented by DHS qualified staff. The center includes a cadet program which offers high school students, who have an interest in early childhood education, a hands-on experience. The center is Parent Aware rated at 4 stars and participates in the District BRIDGE program, 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. Time for Tots, Lil Lumberjacks, Lil Thunder and Kinder Corner are 4 star Parent Aware rated.

<http://parentaware.org/>



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.

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](#)

[Early Entrance to Kindergarten](#)

[Professional Development Activities 21-22](#)

[Professional Development Activities 20-21](#)

[2021-2022 Building Staff Development Goals](#)

[2020-2021 Building Staff Development Goals](#)

[Early Childhood](#)

[Washington Elementary](#)

[Churchill Elementary](#)

[Cloquet Middle School](#)

[Cloquet High School](#)

[Cloquet Area Alternative Education Program](#)

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