

ST CLOUD AREA SCHOOL DISTRICT 742 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT SEPTEMBER 2011

St. Cloud Area School District 742
1000 44th Avenue N, Suite 100, St. Cloud, MN 56303
Web: www.isd742.org E-mail: info@isd742.org

The mission of District 742 is to prepare all learners, in partnership with their families and the community, to live and contribute within a changing and diverse world

The district has begun implementation of its Strategic Roadmap. In addition, the Vision Cards have been the accountability measure for our district's roadmap. The School Board had monitoring reports for specific Vision Card items during 2010-11.



Curriculum, Instruction and Assessment Advisory Committee

The Curriculum, Instruction and Assessment Advisory Committee (CIAC) is a community-based committee that provides feedback in the form of response and advice to the school district regarding the effectiveness of its educational programs. The membership includes school personnel, parent representatives from the various school sites and the public at large. Parents and other members of the public represent at least 78% of the

committee membership and should reflect the diversity and needs of the community. Teachers, administrators and other appropriate district personnel comprise the remainder of the committee.

New members are added at the first meeting in October and serve up to three years. If you would like to volunteer or receive further information, contact the Curriculum, Instruction and Assessment office at 202-6820.

2010-2011 Topics Included:

- Alternative Parent Conference
- Formats/Families Conference
- Budget Input/Process
- Content Standards for Science
- Co-Teaching and AYP Support Teachers
- Wellness Policy
- Quality Indicators Needs Assessment (QINA) Feedback
- English Language Arts Common Core Standards
- Math Vertical Team/Math Pathways
- Career and Technical Education
- Response to Instruction and Intervention (RtI)
- Skyward and Grading
- Standards Based Grading
- Technology Grant

2010-2011 CIAC Membership:

Dr. Les Green	Bruce Watkins	Dr. Julia Espe	Dave Sautner	Shawn Gombos	Teresa Brutger
Kate Graham	Melissa Rothstein	Maia Schroeder	Susan Currey	Linda Snowberg	Katie Christensen
Brenda Thielen	Facia Best	Gayle Neuerburg	Melissa Kamstra	Melissa Hanzsek-Brill	Meg Oehrlein

INFORMATION FOR PARENTS REGARDING CURRICULUM INQUIRIES

Parents/guardians who wish to review curriculum may ask for specific information from the school principal. If a parent objects to the materials, reasonable arrangements will be made by school personnel to provide alternative instruction and/or materials.

If the parent is not satisfied with the alternatives, a parent may provide the alternative instruction. However, the School Board is

not required to pay for the cost of the parent provided alternative curriculum or instruction.

Upon completion of the student's work, the district representative may evaluate and assess the quality of the student's work. The district will not impose any penalty upon a student for arranging alternative instruction.



Equity Services

A commitment to academic excellence, creating a welcoming and respectful school environment and offering staff professional development opportunities for staff to increase their cultural competency and assist them in meeting the educational needs of all learners are the goals of our Equity Plan.

The 2010-2011 school year was the second year of implementation for our school district. As such we continued the Community Collaborative Council which is comprised of dedicated community representatives, educators, parents and school board members.

We offered learning opportunities for students by offering classroom partnerships in literacy, technology and the arts. We also offered a Youth Leadership Summit and brought students to Institutions of Higher Education.

Our Cultural Navigators made a positive impact throughout our school district by providing direct services and serving as a bridge between students and teachers, teachers and parents, and school and home. They provided linguistic and culturally appropriate services while serving as mentors and tutors. They assisted teachers and administrators with aspects of the learning environment that lead to student success including academic,

attendance, behavior, cultural competency and student engagement.

We provided evidence and research based professional development opportunities designed to improve academic achievement through the utilization of the Urban Learner Framework and the Incorporation of the Intercultural Development Inventory (IDI) that is part of our three year professional development plan.

We partnered with the Minnesota Parent Center, Minnesota Literacy Council and Child Care Choices to collaborate on a parent leadership conference. The conference entitled "Parenting Successful Students" was an opportunity for families to become partners in education and obtain meaningful strategies on ways to support their children's education at home. This event was held on October 16, 2010.

Our Spanish Immersion and Chinese/Mandarin Immersion programs continue to flourish as we continued to see increasing enrollments and positive parental support at both of our Immersion Programs. These language immersion programs have attracted students and parents into our district who value these as programs of choice.



Student Achievement Goals for Meeting the MN Standards

The Minnesota Comprehensive Assessments – (MCA) are reading, mathematics and science tests which help schools and districts measure student progress toward the state's academic standards. These standards define what our students should know and do in a particular grade. In 2010-11 these tests were given in the following grades: Reading 3-8 & 10, Mathematics

3-8 & 11, and Science 5, 8, & 10. The MCA-III Math test was given for the first time in spring 2011. All of the MCA data for every school district are available at www.education.state.mn.us. Each District 742 school has set academic goals that will increase student achievement to 100% by 2014 in accordance with the No Child Left Behind legislation (NCLB).



District Improvement Plan

- The index rate based on students in grades 3-8 and 10 who are proficient in reading will increase from 74.90 in spring 2010 to 81.18 in the spring of 2011 as measured by Minnesota accountability tests.
- The index rate based on students in grades 3-8 and 11 who are proficient in math will increase from 71.27 in spring 2010 to 78.45 in the spring of 2011 as measured by Minnesota accountability tests.



District Framework for Success

The District 742 Framework for Success

District 742's Framework for Success is the interaction among teachers, students and knowledge. It is a student-centered, standards-based framework of continuous learning improvement that will prepare every student for the future. It is a systematic, results-based process that demands high expectations for ALL students. This ever-changing, ongoing, collaborative process recognizes the power of the teacher-student relationship and the imperative need to connect learning to the real world. This document was distributed to all licensed staff and is available at: <http://isd742.org/teachingandlearning/ISDM.pdf>



2010-2011 Instructional and Curricular Program Improvements

AYP Support Teachers

The role of the AYP Support Teacher is to help organize, direct and assist in professional development based upon the School Improvement Plan with a specific focus on Instruction and Assessment. The AYP Support Teachers provided professional development in the following areas:

- Differentiated reading, writing and math instruction
- Responsive Classroom
- Data Retreats
- Family Engagement activities
- Co-Teaching and collaboration
- Modeling instructional practices
- Round-Table workshops

Assessment

- Each elementary and secondary site team attended a one-day data retreat to develop site improvement plans based on analysis of data.
- General Outcome Measurements (GOMs) were conducted district wide in grades K-4.
- Measures of Academic Progress (MAP) testing was conducted district wide in grades 2- 9 and MAP for Primary grades was administered in Grades K and 1. For more information go to: www.nwea.org
- All eighth grade students participated in the EXPLORE test. All tenth grade students participated in the PLAN test.
- All state testing requirements were met.

Career and Technical Education (CTE)

- Two new Business - Education Partnerships were created: Trustone Financial and Madison Elementary & Sentury and Kennedy Community School.
- Over 150 students participated in the College Bound Program (post-secondary and career preparation programming for historically under-represented youth in grades 7 - 12 in partnership with St. Cloud Technical and Community College) after school and summer academies. Each participant identified a career pathway, established a personal career development plan, increased their academic skills, and explored post-secondary education first hand.
- 25 Junior High students participated in the SciGals afterschool program to increase their knowledge about STEM careers.
- 6 CTE teachers and two academic teachers participated in a two-day increasing literacy in CTE training program.
- Over 25 teachers participated in a minimum of one Business Tours for Educators.
- All 8th grade students took the ACT EXPLORE assessment.
- All 9th grade students participated in a Career Exploration Event.
- All 10th grade students took the ACT PLAN assessment.
- Over 200 Work Experience Program students participated in Career Conference.
- More than 125 parents/guardians attended one of three post-secondary career information events (Financial Aid for Post-secondary Education, Career Planning with your Child, and Planning for Post-secondary Education, and EXPLORE/PLAN Interpretation night).
- Over 100 Work Experience Program students increased their knowledge of personal finance through the Junior Achievement's (JA) Finance Park curriculum and on-line simulation.
- 70 Health Career Internship Program students participated in two 25-hour internships in a career field of interest to them in addition to 10 hours of service in a long term care facility.
- Over 100 secondary Special Education staff were trained on implementing work-based learning experiences into their curriculum.
- Over 300 Tech High School students completed mock interviews in their Speech courses.
- Over 4000 Kindergarten through 12th grade students participated in a minimum of one Junior Achievement course ranging from 5 – 10 sessions taught by a community volunteer.

Co-Teaching

Approximately 26 teachers attended Co-Teaching workshops throughout the year sponsored by St. Cloud State University and District 742. Co-Teaching is defined as two teachers working together with groups of students; sharing the planning; organization, delivery and assessment of instruction as well as the physical space. Some benefits of Co-Teaching include increasing the instructional options for all students, reducing the student to teacher ratio and increasing student participation and engagement.

English Learners

With the continued growth of our English Learner population, the district has strived to provide high quality services at all levels of language acquisition. Our Jumpstart program serves our new-to-county and new-to-English populations in grades kindergarten through twelve. Students at all grade levels are also served through our integrated service delivery model and our core of EL teachers. Students in our EL program access grade-level appropriate curriculum regardless of language acquisition level. Our assessment continues on a yearly basis and student identification is handled through our Welcome Center. Our EL staff is offered continuous and on-going staff development opportunities to ensure our students are receiving the best instruction. In collaboration with all teachers, high-yield instructional strategies are utilized to ensure all students continue to grow academically while acquiring the English necessary to be successful.

Language Immersion Programs

Guang Ming Academy at Madison Elementary School and Academia de Español Vista Clara at Clearview Elementary School serves grades K-4 and will be expanded an additional grade level each year until middle school. Currently, no other immersion programs exist within the greater Central Minnesota area. Foreign language immersion programs are the most successful school-based language learning program model currently available and immersion students typically achieve higher levels of proficiency when compared with students in non-immersion programs (*Campbell, Gray, Rhodes & Snow, 1985; Curtin & Dahlberg, 2004*).

Response to Intervention and Instruction

- Integrates assessment, evidence-based instructional practices, and systematic problem-solving processes within a multi-tiered early intervention framework to maximize student achievement and to reduce behavior problems.
- Schools continue to work towards implementation of response to intervention practices.
- Teams from every secondary school attended a training to gather information, conduct an assessment of current practices, and form a plan for integrating response to intervention best practices in their buildings.

School Improvement Plans

School Improvement Plans were based on district reading and math goals, as part of the District Improvement Plan.
<http://isd742.org/StaffNET/TandL/Improvement/index.html>

Skyward

Skyward is the main informational system used in District 742. With this system, parents are able to access their child's school information online. This includes school lunch accounts, classroom assignments and grades. Skyward is also used for additional communication purposes for families through the use of School Messenger, a system where messages are sent via email or phone. Parents/guardians are encouraged to establish an account by contacting District 742 Media Services.

Standards Based Grading

The St. Cloud School District continues to develop and use standards-based grading in grades K-8 and a standards-based report card (K-8) aligned to Minnesota State content standards. A numeric (4,3,2,1) grading system that reflects progress towards proficiency of grade level benchmarks is used on classroom assessments and the report card. Separate grades are given for skill and knowledge proficiency, work habits and behavior skills. Common rubrics and assessments continue to be developed at the elementary level to assure better consistency among teachers in determining student's grades. Plans were designed to expand the development of common rubrics and assessments at the middle level.

Study Island

Study Island is an online program that is used as a resource for parent involvement, before or after school use, or other supplemental programs, such as Access and Opportunity. The Study Island Minnesota Comprehensive Assessments - Series II (MCA-II) and Series III (MCA-III) Preparation Program is specifically designed to help students master the content specified in the Minnesota Academic Standards. Study Island's focus on the Minnesota Academic Standards enables students to improve their performance in all skill areas tested on the MCA-II and MCA-III in grades 2 through 8 and high school. Study Island also offers Math and Reading Skills for Kindergarten and 1st Grade, Fine Arts, Health, and Technology for Elementary and Middle School, and High School Algebra II Skills Mastery products.

The user-friendly interface allows students to move through the program step-by-step. Each section has a pre-test and a post-test, as well as topics that cover each of the Minnesota Academic Standards. Topics consist of questions, answers, explanations, and lessons that address the specific skills required in order to master the Minnesota Academic Standards.

Summer Academy

Professional development opportunities for educators were provided through the following offerings:

- Continuing Education Workshops
- District Secondary Counseling & Guidance Mission
- Cultural Navigator Conflict Resolution Training
- Daily 5 Café Training 101
- Daily 5 Café Training 201
- Data Retreats
- Standards Based Grading

Technology Integration Grant

The St. Cloud Tech Ed Project consists of three components: 1) Hiring a full time Technology Integrationist; 2) Creating an online environment (i.e. wiki) where authorized users (i.e. public and non-public teachers) can easily add and edit content that will allow collaboration on a large scale; and 3) Utilizing iPod Touch devices as a content delivery tool to help English Learners learn English faster and in a way that is more engaging for the students. This grant has been very effective in increasing student engagement.

Access and Opportunity Grant

St. Cloud Access and Opportunity Center is a partnership consisting of: St. Cloud State University, St. Cloud Technical and Community College (SCTCC) and St. Cloud Area School District 742. MnSCU funded Access and Opportunity Center, \$1.1 million per year, research, service, demonstration project.

Goals of the Program:

- Improving academic achievement
- Improving high school graduation rates
- Increasing college preparatory course-taking behavior
- Increasing post-secondary participation among underrepresented students in grades 8-12 in District 742.

MnSCU's Target Population:

Higher Education Underrepresentation in terms of:

- Family Income
- Immigrant Status
- First-Generation College
- Ethnic Minority

Capacity Building:

This project contributes by developing approaches and programs in collaboration. Supporting professional development with the involvement of local institutions, in workshops and seminars offered by partners, Minnesota Minority Education Partnership (MMEP) and Minnesota College Access Network (MCAN) (financial aid issues, immigration status information).

Program Components:

- Intrusive academic advising
- Academic planning
- Intensive tutoring
- Provide postsecondary options
- Mentoring
- Tracking and monitoring
- Aid in employment and career planning
- Summer programs
- Test preparation programs
- English language learning services

PEP Grant

The Carol M. White Physical Education Program (PEP) that has allowed our District to enhance physical education programs in our schools by strengthening curriculum through alignment to state and national standards, purchasing fitness related equipment, technology and software, and has given teachers many opportunities for professional development. Highlights of progress for this grant include students in grades 4-9 increasing scores on the MN SHAPE, a fitness concept assessment, and exceeded the District's goal of 10% improvement in physical fitness scores.

Minnesota Math Corps

The Minnesota Math Corps is a statewide intervention program for grades 4-8. Math Corps Members serve as Math Enrichment Tutors to work with students scoring in the partially proficient category on the MCA III Test, with the goal being to assist them in becoming proficient in the current year's MCA III Test. Tutors work with students in a paired setting for 90 minutes per week. Interventions are chosen based on students MAP assessment as well as further diagnostic tests. 2011-2012 will mark the fourth year that Math Corps has been in District 742.

Minnesota Reading Corps

Minnesota Reading Corps is a statewide initiative to help children become a successful reader by the end of third grade. The program places AmeriCorps members in sites from Pre-K to third grade. Members implement research-based early-literacy instruction to help students who are just below proficiency in reading. The members tutor each student daily for 20 minutes to build phonics, phonemic awareness, and fluency skills. Interventions are strategically selected based on data collected for individual students.



College Entrance Examinations

All 742 students who are interested in pursuing a college degree are encouraged to take college entrance examinations, sophomore through senior years. Resources and registration materials for these college entrance examinations may be found in the high school counseling offices.

American College Test (ACT)

The ACT is the most common college admissions examination. It is a post-secondary normed assessment that addresses the areas of Mathematics, English, Reading and Science Reasoning. Students are encouraged to take the ACT more than once to improve their scores. A student's highest score is reported to colleges for admission.

Students are urged to take core courses through out high school years in order to better prepare for the ACT and college. Core courses include Communications, Mathematics, Science and Social Studies. ACT research shows that if students take all core courses each semester through out high school, scores will be significantly higher.

During the 2010-11 school year, 418 students in our district took the ACT. Noted below are the comparisons among district and Minnesota scores.

Area	Average MN Score	Average District Score	Average National Score
English	22.3	21.1	20.6
Mathematics	23.0	22.8	21.1
Reading	22.9	22.0	21.3
Science	22.8	22.2	20.9
Composite Score	22.9	22.2	21.1

Advanced Placement Testing

Advanced Placement (AP) is an internationally recognized program that provides an opportunity for students to experience college-level coursework while enrolled in high school. Based on their performance on the AP national exam, students are able to earn college credit, preferential placement, or both from more than 90% of four year colleges in the United States.

District 742 provides more Advanced Placement options than any other high school in the region, supporting 18 AP options between Apollo and Technical High Schools. New courses introduced during the 2010-11 school year include AP Spanish Language and AP Biology. In addition, more students are engaging in Advanced Placement, with Apollo and Tech expanding both enrollment and participation in the AP national exam. During the 10-11 school year, District 742 gave a total of 1,043 Advanced Placement examinations to 577 students, an increase of 12 students from the prior year. To pass an AP exam, students must earn at least 3 out of 5 points. The district results are as follows:

District Totals	5	4	3	2	1	Total Exams
Number of Exams	134	225	265	237	182	1,043
Percentage of Total	13%	22%	25%	23%	17%	100%

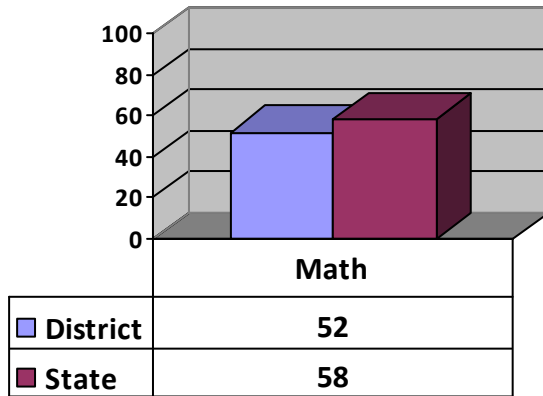
Subject	5	4	3	2	1
Biology	5.05%	6.06%	6.06%	15.15%	67.68%
Calculus AB	27.40%	20.55%	28.77%	8.22%	15.07%
Calculus BC	16.67%	16.67%	33.33%	0.00%	33.33%
Chemistry	4.00%	14.00%	28.00%	20.00%	34.00%
Comparative Government and Politics	10.34%	6.90%	37.93%	27.59%	17.24%
Computer Science A	0.00%	50.00%	33.33%	16.67%	0.00%
English Literature and Composition	21.18%	18.82%	36.47%	21.18%	2.35%
Human Geography	12.96%	24.07%	22.22%	18.52%	22.22%
Macroeconomics	6.06%	42.42%	18.18%	24.24%	9.09%
Microeconomics	9.09%	42.42%	24.24%	21.21%	3.03%
Physics B	12.77%	19.15%	40.43%	21.28%	6.38%
Physics C: Electricity and Magnetism	11.11%	22.22%	22.22%	22.22%	22.22%

Subject	5	4	3	2	1
Physics C: Mechanics	7.69%	23.08%	30.77%	38.46%	0.00%
Psychology	19.35%	38.06%	20.65%	14.84%	7.10%
Spanish Language	9.09%	18.18%	9.09%	27.27%	36.36%
Statistics	6.25%	37.50%	43.75%	12.50%	0.00%
Studio Art: 2-D Design Portfolio	11.11%	11.11%	66.67%	11.11%	0.00%
Studio Art: 3-D Design Portfolio	0.00%	50.00%	50.00%	0.00%	0.00%
Studio Art: Drawing Portfolio	20.00%	40.00%	20.00%	20.00%	0.00%
United States Government and Politics	6.06%	18.18%	33.33%	39.39%	3.03%
United States History	8.45%	19.72%	29.58%	29.58%	12.68%
World History	12.78%	11.28%	19.55%	39.10%	17.29%

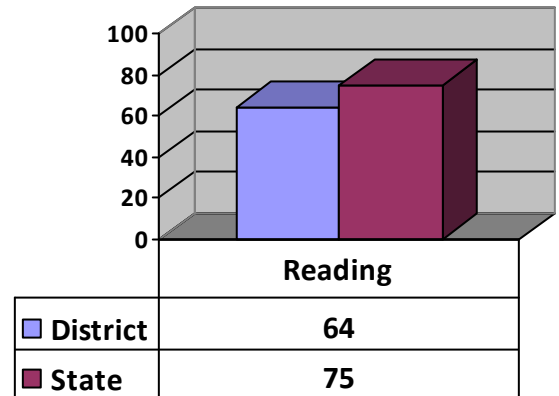


Assessment Results

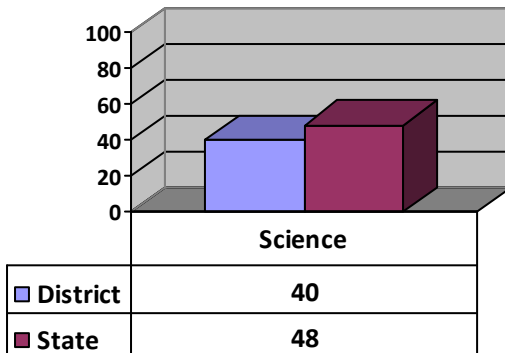
Math MCA-III Grades 3-8 Percent Proficient Spring 2011



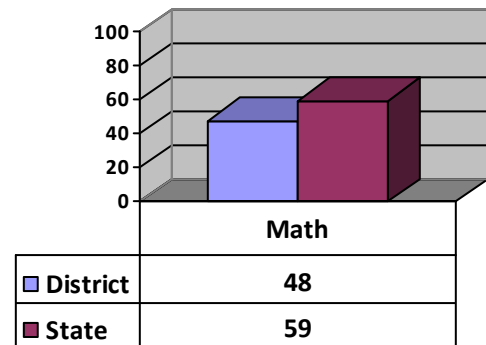
Reading MCA-II Grades 3-8 and 10 Percent Proficient Spring 2011



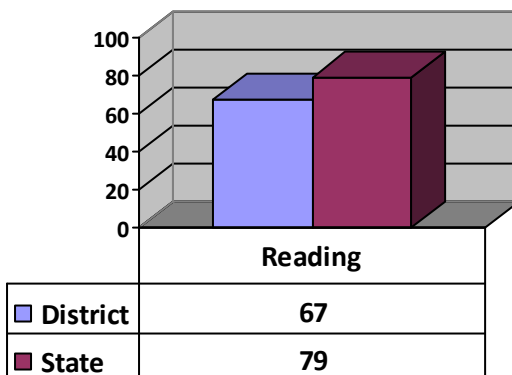
Science MCA-II Grades 5, 8 and 10 Percent Proficient Spring 2011



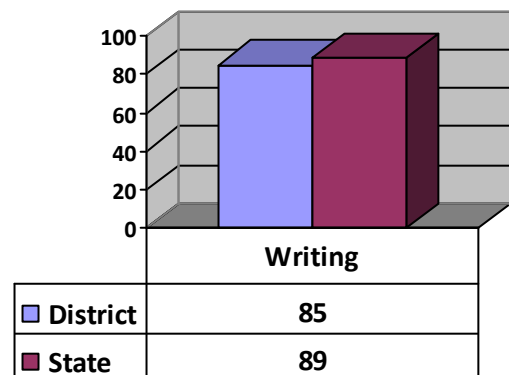
Math GRAD Grade 11 Percent Passing Spring 2011



Reading GRAD Grade 10 Percent Passing Spring 2011



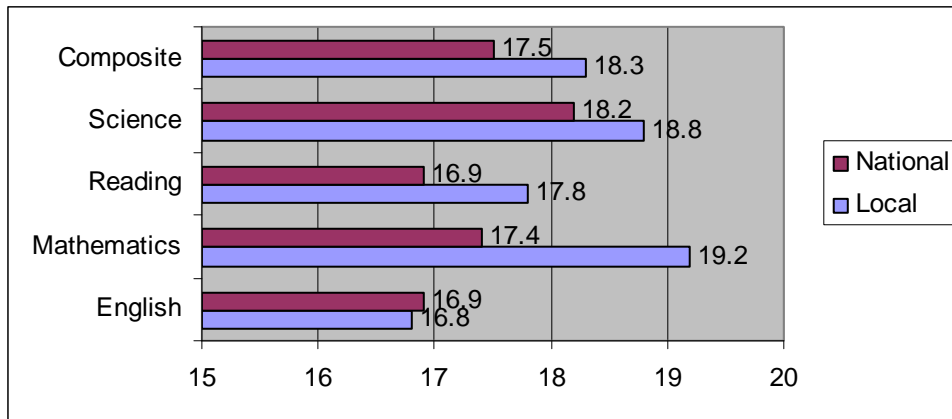
Writing GRAD Grade 9 Percent Passing Spring 2011



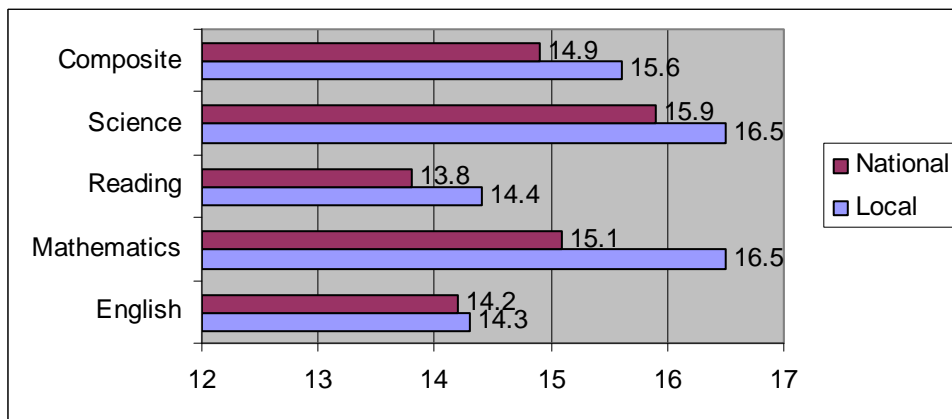
Percent of students meeting growth targets from fall to spring on Measures of Academic Progress (NWEA):

Grade	Area	Math Met Growth	Area	Reading Met Growth
K	Math	76.9%	Reading	71.5%
1	Math	74.5%	Reading	67.4%
2	Math	70.1%	Reading	60.7%
3	Math	78.1%	Reading	62.9%
4	Math	77.1%	Reading	67.4%
5	Math	78.4%	Reading	67.3%
6	Math	75.7%	Reading	66.4%
7	Math	60.4%	Reading	56.3%
8	Math	65.0%	Reading	52.7%
9	Math	44.2%	Reading	54.9%

Student Performance on PLAN Compared to 10th grade students nationwide:



Student Performance on EXPLORE compared with 8th grade students nationwide:





Professional Development Revenue

The district funds six staff development days, which are used to work on School Improvement Plans and staff development topics to improve student learning. Each day includes the payment for each licensed staff person, which totals \$223,000 per day. Six days shows a commitment of district funds of \$1,228,000 per year.



Amount and Type of Teacher Leader Dollars Attributed to Sites

<u>School</u>	<u>FTE</u>	<u>Allocation</u>	<u>School</u>	<u>FTE</u>	<u>Allocation</u>	<u>School</u>	<u>FTE</u>	<u>Allocation</u>
Clearview	38.0	4,385.96	Oak Hill	60.8	8,031.70	North	51.23	5,000
Discovery	52.3	6,908.85	Talahi	63.9	8,447.82	South	47.10	5,000
Kennedy	42.3	5,594.45	Westwood	45.1	5,964.33	ALC	31.6	5,000
Lincoln	28.5	3,764.86				Apollo	88.7	10,000
Madison	47.4	6,266.84				Tech	78.3	10,000



Parent/Guardian Survey

In continuing efforts to evaluate the progress of the St. Cloud Area School District's current goals and to make new priorities for the future, a Parent/Guardian Climate Survey was conducted in March 2011. The survey was mailed to Parent/Guardians of students tracked through Skyward, the student information database. If a family had students attending more than one school, they would have received a survey for each school. A total of 1,010 surveys were returned for a total response rate of 13%.

The following table shows the district-wide results for the 2011 Parent Climate Survey. The results are intended to be used to develop and implement ideas that will enhance the St. Cloud Area School District's climate to be more supportive of students and parents.


St. Cloud Area School District Parent Climate Survey 2010-11

	Agree	Disagree
The atmosphere (i.e. surroundings) at my child's school seems open and friendly	93.1%	6.9%
I am informed about my child's progress	90.2%	9.8%
My child is safe at school	92.2%	7.8%
When I contact the school, I usually get a receptive and helpful response	92.0%	8.0%
My child is safe going to and from school	95.3%	4.7%
Teachers show respect for my child	94.7%	5.3%
The school meets the academic needs of my child	89.8%	10.2%
The school has an excellent learning environment (i.e. setting)	85.3%	14.7%
I know how well my child is progressing in school	91.0%	9.0%
In my opinion, the school performs well academically	88.2%	11.8%
The school succeeds at preparing children for post secondary education and/or career options	86.1%	13.9%
I would recommend this school to other people	87.7%	12.3%

	Agree	Disagree
I am satisfied with my opportunities for involvement at this school	89.7%	10.3%
The behavior expectations in my child's school are clearly communicated to parents	91.1%	8.9%
The behavior expectations in my child's school are consistently enforced among students	75.6%	24.4%
I believe students of different races get along at this school	74.3%	25.7%
My child's school has clear policies for dealing with bullying between students	81.6%	18.4%
The school's facilities meet my child's needs	91.3%	8.7%
I would like more support in Math to help my child's learning at home	44.0%	56.0%
I would like more support in Reading to help my child's learning at home	38.3%	61.7%
I feel connected to my child's school	82.7%	17.3%
I understand the Core Values of the St. Cloud Area School District	78.8%	21.2%
I am satisfied with the bus services for my child	83.9%	16.1%
The school's technology meetings the needs of my child	89.2%	10.8%
I understand my child's progress based on assessments/tests (i.e. MAP, MCA-II, etc.)	89.6%	10.4%
My child sets learning goals	76.8%	23.2%

District 742 Strategic Roadmap 2009-2014

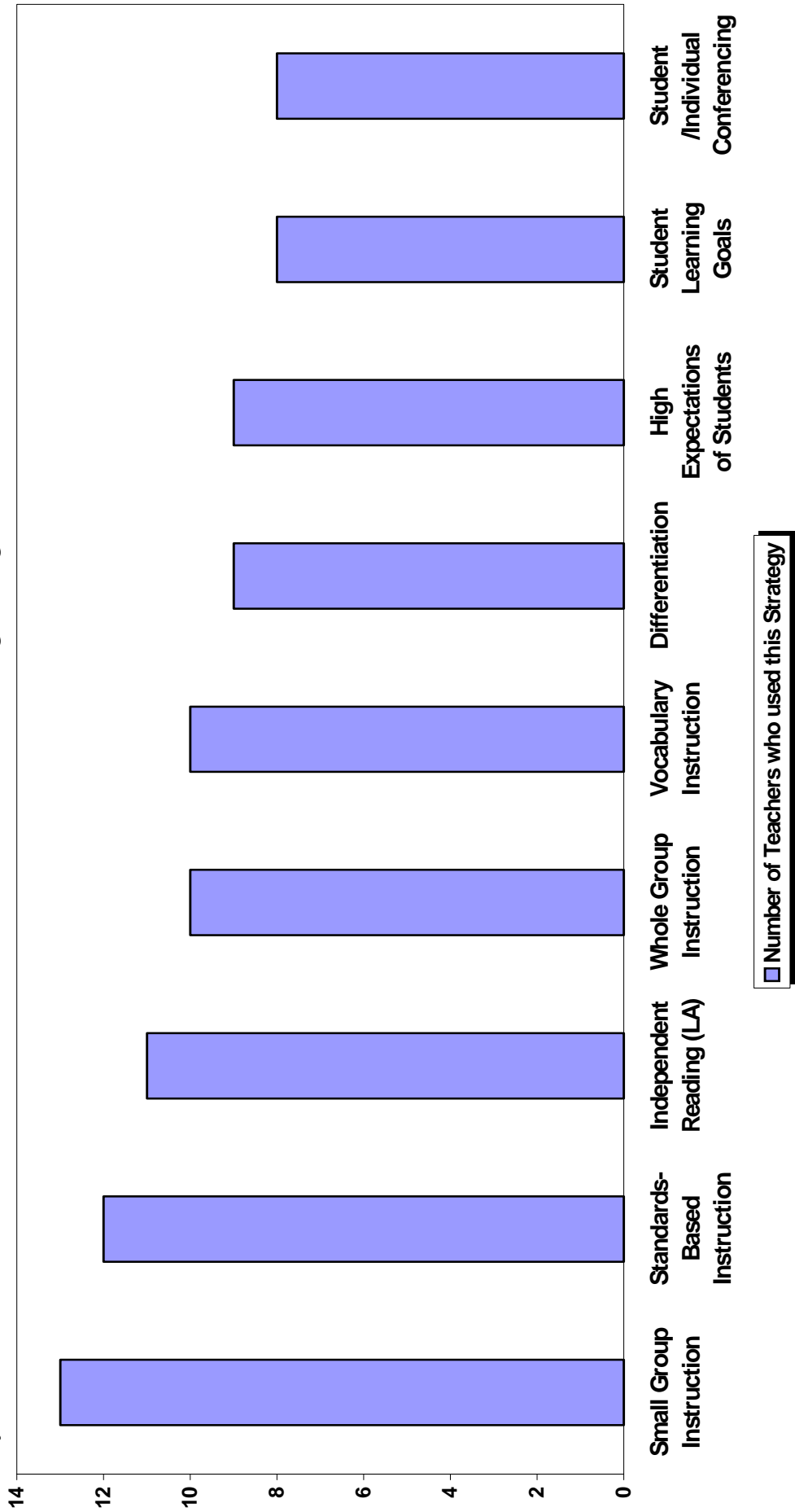
Approved by Board of Education 10/22/09

<p>Mission Statement <i>Our Core Purpose</i></p> <p>The mission of District 742 is to prepare all learners, in partnership with their families and the community, to live and contribute within a changing and diverse world</p> 	<p>Core Values <i>Drivers of Our Words and Actions</i></p> <p>Excellence: A continuous and relentless pursuit of the highest standards of rigor and relevance while being accountable to each other in all we do.</p> <p>Learning: Keep the student at the center of our planning, preferences and choices while assuring many opportunities to maximize thinking, learner access, potential and success in a differentiated learning environment.</p> <p>Leadership: Act courageously, fulfill our responsibilities, and collaborate with our constituencies to bring valued perspectives to our decisions.</p> <p>Partnership: Engage in our shared mission with trust, competency, transparency and interdependency with all stakeholders: staff, students, families, community, organizations, and school board.</p> <p>Respect: Honesty, authenticity and compassion in our words and actions while valuing the strengths, and the contributions of all, in this diverse community.</p>
<p>Vision 2014 <i>What We Intend to Create and Experience</i></p> <ol style="list-style-type: none"> 1. Shared ownership for student success: community, families, students and district 2. Integrating technology as “what we do” at a pace with the world 3. Excellence in teaching, learning and engagement assuring success for <u>ALL</u> 4. <u>ALL</u> students achieving and excelling 5. Well resourced, well managed, well governed 6. Culture and environment which is inclusive, attractive, respectful and reflective of all 7. Community partnership around a clear image, identity and value 	<p>Strategic Directions <i>Focused Allocation of Our Resources</i></p> <ol style="list-style-type: none"> A. Developing & implementing instructional district practices focused on diverse student needs B. Responsible, efficient and effective management of our human, financial and physical resources C. Aligning and improving systems & structures to move towards our vision D. Developing partnership processes & capacity to address the practices, assumptions and experiences of mistrust between the adults E. Developing a clear & effective District 742 image

Measures of Academic Progress Growth 2009-10

Methodology: Using the Measures of Academic Progress (MAP) data from fall 2009 to spring 2010, students who made 200% or more growth (based on the average growth targets) were determined. For example, if the average growth from fall to spring for a student was 10 RIT points, 200% or more growth meant that student grew 20 or more RIT points. Looking at the data district-wide in grades 2-6 (and for Madison, Discovery, and Talahi grades K-1), teachers with 10 or more students with 200% growth in reading and/or math were identified. The 19 teachers who were identified were then interviewed to gain insight on their instructional practices in the classroom.

As shown by the chart below, the teachers discussed their use of the following strategies:



Additional Instructional Practices mentioned include:

Greg Tang Strategies (Math)	Read Alouds (LA)
Concrete Learning /Manipulatives (Math)	Comprehension Instruction (LA)
Strategy Instruction	Writing Workshop (LA)
Formative Assessment	Fluency Practice (LA)
Use of Data to Inform Instruction	Reading and Writing Across the Curriculum
Tracking Student Progress	Modeling /Thinking Aloud
Stating Objectives /Posting Standards	Coaching
Co-Teaching	Centers
Responsive Classroom/Developmental Design	Building Relationships with Students

Additional pertinent information shared during Interviews:

- # All instruction is focused on Minnesota Academic Standards.
- # Teacher does not use worksheets/packets anymore.
- # Teacher uses many different programs/resources to meet student needs.
- # Family involvement is a BIG component to many of the teachers interviewed.
- # Calculators are used more so not to hold students back from their learning, if they do not know their facts.

Impactful quotes shared during Interviews:

- # “These kids have to learn to read. There’s no one to blame and no one else to do this. It is my job!”
- # “As a fifth grade teacher, I try to move the students from them expecting things of me, to me expecting more from them. I empower students.”
- # “One of the best strategies I learned from the Daily 5 is to ask students, “Do you need time or coaching?””

For additional information on these strategies, please contact:

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