Cloquet Public Schools World's Best Workforce: 2018-19 Summary and 2019-20 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
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.
2019-20 District Goals

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.


All Students Ready for Kindergarten

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.

All Students College and Career Ready

• The number of students showing completion of the Carpenter’s Union Pre-apprenticeship program by completing the Construction Careers III course will increase from 3 students in 2018-19 to 5 students by the end of the 2019-20 school year.

• The ACT Composite score for Cloquet High School will increase from 20.9 in 2018-19 to 21 in 2019-20.

*Source: CHS School Counselors
All Students in Third Grade Achieving Grade-Level Literacy

The percent of Cloquet 3rd graders who are reading at or above benchmark as measured by our *Read Well by 3rd Grade* designated assessments in fluency and comprehension will increase from an average of 87.5 to 88% by the end of the 19-20 school year.

Close 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.

2018-19 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. Four out of five of our goals were met for 2017-18.

ALL STUDENTS READY FOR KINDERGARTEN
The percent of Cloquet School District preschoolers (Cloquet School Readiness, Little Thunder and Little Lumberjacks) who are proficient on the Brigance School Readiness Assessment (academic/social emotional skills) will increase from 84% to 86% by the fall of 2019.

**Goal Not Met:**

39 T4T kids 67% on track

11 LLC kids 100% on track

7 LTLC 86% on track

Total: 57 PreK

43 kids on track for K = 75%

**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.

**Year One Progress:**

*Churchill Special Education Students Attendance Threshold: 77.27 (below state threshold)*

*Churchill Special Education Students Reading Threshold: 48.27 (above state threshold)*
Washington American Indian Students Attendance Threshold: 64.61 (below state threshold)
Washington American Indian Students Reading: 70.8 (above state threshold)

State Thresholds:
Attendance 84.85
Math 48.09
Reading 46.32

ALL STUDENTS IN 3RD GRADE ACHIEVING GRADE-LEVEL LITERACY

The percent of Cloquet 3rd graders who are reading at or above benchmark as measured by our Read Well by 3rd Grade designated assessments in fluency and comprehension will increase from 85% to 87% by the end of the 18-19 school year.

Goal Met:

Fluency 86%
Comprehension 89%
Average: 87.5%

ALL STUDENTS CAREER-AND-COLLEGE-READY BY GRADUATION

Of the Accuplacer Reading tests taken by Cloquet students from July 2018 - June 2019, the percent who place into college level English will increase from 66% to 68%.
Goal Not Met:

Of the Accuplacer Reading tests taken from July 2018 - June 2019, 65% placed into college level English.

ALL STUDENTS GRADUATE

According to the MN Report Card, the four year graduation rate average of the last three years (2015-17) for the Cloquet Area Alternative Education Program was 38.2%. With support from the Regional Centers for Excellence, the percent of students graduating from CAAEP will increase to 43% for 2018-19.


Goal Tentatively Met:

Building graduation rate calculations show an approximate 59% four year graduation rate.

(Official results from the MN Report Card will be available at a later date.)

*Cloquet Area Alternative Education Program graduation records
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 2018-19 and represents the percentage of students who maintain consistent attendance. The State threshold is set based on attendance of the bottom 25% of Title I schools in the state.

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

<table>
<thead>
<tr>
<th></th>
<th>Churchill</th>
<th>Washington</th>
<th>CMS</th>
<th>CHS</th>
<th>CAAEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Threshold</td>
<td>81.27</td>
<td>81.27</td>
<td>67.16</td>
<td>62.47</td>
<td>62.47</td>
</tr>
<tr>
<td>All Students</td>
<td>86.49</td>
<td>85.90 (X)</td>
<td>89.52</td>
<td>76.74</td>
<td>20 (-)</td>
</tr>
<tr>
<td>F&amp;R Lunch</td>
<td>79.37 (+)</td>
<td>79.18</td>
<td>80.62</td>
<td>66.51 (+)</td>
<td>16.98 (-)</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>71.11 (-)</td>
<td>64.61 (+)</td>
<td>67.81</td>
<td>45.38 (-)</td>
<td>18.66</td>
</tr>
<tr>
<td>Spee</td>
<td>77.27 (-)</td>
<td>81.33 (X)</td>
<td>81.08</td>
<td>61.32 (-)</td>
<td>16.66 (-)</td>
</tr>
<tr>
<td>White</td>
<td>90.54</td>
<td>89.22</td>
<td>93.44</td>
<td>81.40</td>
<td>22.22 (-)</td>
</tr>
<tr>
<td>2 or More Races</td>
<td>83.33</td>
<td>90.41 (X)</td>
<td>85.59</td>
<td>72.72</td>
<td>17.64</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington</td>
<td>649</td>
<td>600</td>
<td>538</td>
<td>469</td>
<td>530</td>
<td>455</td>
</tr>
<tr>
<td>Churchill</td>
<td>534</td>
<td>754</td>
<td>400</td>
<td>894</td>
<td>411</td>
<td>294</td>
</tr>
<tr>
<td>Cloquet Middle School</td>
<td>549</td>
<td>955</td>
<td>811</td>
<td>1312</td>
<td>823</td>
<td>1108</td>
</tr>
<tr>
<td>Cloquet High School</td>
<td>670</td>
<td>731</td>
<td>677</td>
<td>659</td>
<td>728</td>
<td>471</td>
</tr>
<tr>
<td>CAAEP</td>
<td>86</td>
<td>1434</td>
<td>75</td>
<td>1058</td>
<td>85</td>
<td>783</td>
</tr>
</tbody>
</table>
Cloquet Public Schools is actively working to ensure that all students are ready for kindergarten. Cloquet Schools work actively and intentionally to foster collaboration between school, community, county and district level programs to encourage and support common systematic best practices and the use of state approved assessment tools (Brigance) and curriculums (Creative Curriculum) for early childhood students. In addition to establishing and implementing common systemic best practices and measures for school readiness, the district seeks to increase program enrollments and participation and develop the recently formed BRIDGE committee. BRIDGE fosters the collaborative effort between grade levels (Pk-3) each year.

**Cloquet Schools Readiness Data** (from Tess Christensen)

Based on Cloquet 4 and 5 year olds from the Cloquet School Readiness Program, Li’L Lumberjacks and Li’L Thunder scoring “above average” and “average” on the Brigance Assessment. Cloquet Kindergarten data is also included.
<table>
<thead>
<tr>
<th>Data</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cloquet Preschoolers Assessed (#)</td>
<td>Fall: 78</td>
<td>Fall: 67</td>
<td>Fall: 57</td>
</tr>
<tr>
<td></td>
<td>Spring: 57</td>
<td>(school readiness, LLI, PI and LI/LDL)</td>
<td>(school readiness, LLI, PI and LI/LDL)</td>
</tr>
<tr>
<td>Cloquet Preschoolers Ready for Kindergarten (%)</td>
<td>Fall: 78.2%</td>
<td>Fall: 56 preschoolers or 84% scored on track for K</td>
<td>38 T4T kids 67% on track</td>
</tr>
<tr>
<td></td>
<td>Spring: 73% on track</td>
<td>11 LLLC kids 100% on track</td>
<td>11 LLLC 86% on track</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total: 57 PreK</td>
<td>7 LTLG: 86% on track</td>
</tr>
<tr>
<td></td>
<td></td>
<td>43 kids on track for K</td>
<td>Total: 57 PreK</td>
</tr>
<tr>
<td></td>
<td></td>
<td>= 75%</td>
<td>Total: 57 PreK</td>
</tr>
<tr>
<td>Cloquet Kindergarteners Ready for Kindergarten (%)</td>
<td>62.1% of 161 assessed</td>
<td>Fall: 175 assessed, 57% ready for K</td>
<td>No longer tracked by Brigance</td>
</tr>
<tr>
<td>Cloquet American Indian Kindergarteners Ready for Kindergarten (%)</td>
<td>Fall: 100%</td>
<td>Fall: 71% on track</td>
<td>No longer tracked by Brigance</td>
</tr>
<tr>
<td>(Preschool Demographics)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cloquet Free and Reduced Kindergarteners Ready for Kindergarten (%)</td>
<td>Fall: 50%</td>
<td>Fall: 71% on track</td>
<td>No longer tracked by Brigance</td>
</tr>
<tr>
<td>(Preschool Demographics)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Kindergarteners are only screened in the fall upon school entry. Jump Start data is not available on spring kindergarten skills. The program does not receive demographic information on kindergarteners so the percentages of Free and Reduced and American Indian readiness rates from the last 2 years reflect preschoolers scores in the fall.*
All Students in 3rd Grade Achieving Grade-Level Literacy

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

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

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

2017-18 Source: WBWF District Data Profile
Cloquet Public Schools views closing the achievement gap as a shared team effort. All schools, subgroups, and grade levels will strive to close the achievement gaps, which are evident based on race, ethnicity, socioeconomic status and ability. All best practice strategies and action steps take advantage of district plans, programs, staff and resources, as well as community collaborations, to drive achievement forward and seek continued growth.

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

2017-18 Source: WBWF District Data Profile
<table>
<thead>
<tr>
<th>Student Group</th>
<th>2017 Percent Achieving</th>
<th>2018 Percent Achieving</th>
<th>2019 Percent Achieving</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>63.1</td>
<td>65.9</td>
<td>67.6</td>
</tr>
<tr>
<td>American Indian</td>
<td>43.6</td>
<td>49.4</td>
<td>55.8</td>
</tr>
<tr>
<td>White</td>
<td>67.4</td>
<td>70.6</td>
<td>71.6</td>
</tr>
<tr>
<td>2 or More Races</td>
<td>53.4</td>
<td>56</td>
<td>57.4</td>
</tr>
<tr>
<td>Special Education</td>
<td>35.6</td>
<td>42.6</td>
<td>38.1</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>51.2</td>
<td>55.3</td>
<td>58.6</td>
</tr>
</tbody>
</table>
All Students Career-and-College-Ready by Graduation

Cloquet Public Schools maintains a path for all students to be career and college ready. Cloquet High School has implemented Ramp Up to Readiness, a career and college readiness program, where students engage in career and college prep activities twice a month.
Cloquet High School has also started a pre-apprenticeship program in conjunction with the Carpenter’s Union. The district is also organizing and facilitating more College/Career Ready assessments including PSAT & ACT (Grade 11), ACCUPLACER, and ASVAB. The district vision is to develop a system for conducting senior interviews with every senior each fall to assist with post-secondary planning, college application process, and credit tracking. The district uses post secondary participation to measure progress. Data source: [http://sleds.mn.gov/](http://sleds.mn.gov/)
Cloquet Public Schools strives to have all of our students graduate from high school. The current state graduation target for 2020 is 90% with no subgroup below 85%. While the Cloquet High School (CHS) graduation average already exceeds 90%, our goal is to have our district average, as well as all subgroups, also achieve and maintain an average above 85%. Our alternative high school, Cloquet Area
Alternative Education Program (CAAEP), is currently working with the MN Centers of Excellence to increase their graduation rate. Our current goal for the next two years is to reach the state threshold for graduation of 67%. Students come to CAAEP from a variety of surrounding school districts and are generally behind in credits, so graduation in the traditional four years is quite difficult. We will use strategies generated from the work with the MN Centers of Excellence as well as strong support from our American Indian Education program districtwide to grow our graduation rates. District staff will continue to work collaboratively, using various district programs, building level programs and classroom best practices to achieve these goals. We will use the Minnesota Report Card Four-Year Graduation Rate data to measure progress.

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

<table>
<thead>
<tr>
<th>District Four Year (Includes CHS &amp; CAAEP)</th>
<th>2016 Four Year Percent</th>
<th>2017 Four Year Percent</th>
<th>2018 Four Year Percent</th>
<th>Increase needed to reach 90% goal by 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>82.9%</td>
<td>83%</td>
<td>83.1%</td>
<td>6.9%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>71.4%</td>
<td>61.1%</td>
<td>77.8%</td>
<td>12.2%</td>
</tr>
<tr>
<td>White, not of Hispanic origin</td>
<td>87.3%</td>
<td>85.5%</td>
<td>84.8%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Special Education</td>
<td>69.2%</td>
<td>80.5%</td>
<td>55.6%</td>
<td>34.4%</td>
</tr>
<tr>
<td>Free/Reduced Priced Lunch</td>
<td>68.2%</td>
<td>74.1%</td>
<td>71.1%</td>
<td>18.9%</td>
</tr>
<tr>
<td>2 or More Races</td>
<td>---</td>
<td>82.6%</td>
<td>82.4%</td>
<td>7.6%</td>
</tr>
</tbody>
</table>

District Student Achievement Plans
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

Title I

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

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.

MN Report Card: 4 Year Graduation Rate for CHS

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 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 1gbps internet connection exceeding the FCC goal of 100kbps per student by 2018. Desktop computers, robust computer and CAD labs, Smart Boards, 1:1 student devices, a learning management system, and mobile device management systems are examples of how we are using technology to increase our capacity for learning. The district has implemented a 3 year 1:1 device plan in all grades, which incorporates a blended learning model combining online learning and classroom instruction. Currently our 3-12 grades are 1:1 and K-2 have 12 devices available per classroom.
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 and Ojibwe literature as a focus. Correlating activities, projects, guest presentations and field trips reinforce comprehension. Achievement and Integration funds were utilized to be able to add an additional day along with open registration to all students. This blended learning initiative measures student attendance and reading scores.

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

If we don’t speak up for kids. How can we expect kids to speak up for themselves?  
#SpeakUpForKids
Collaboration with the Human Development Center, North Homes, and Fond Du Lac Tribal Clinic (SLMHS Grant) to refer families and children for therapeutic services both in and outside of school.

**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.

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

Nelson Mandela

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**Power Lunch Churchill/Washington**

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

**PBIS (ELEM)**

PBIS is a framework including monthly meetings, data review, and building procedural activities for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS is a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.
ADSIS

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

After School Enrichment (CHU/WASH)
An elementary after school program offering curriculum for increased social skills, fitness and activity, nutrition, arts and technology.

**Battle of the Books**

Grades 4-5 at Churchill and CMS (some years together with Carlton and Moose Lake classes) Voluntary Reading Enrichment Program designed to encourage students to read and discuss quality literature from a variety of genres. Students read selected text throughout the school year and compete in a quiz bowl style game show in the Spring.

**Lego Robotics/Computer Coding**
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 greeting in the morning. Throughout each duty, they are wearing an orange vest and can be seen with a smile on their face.
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.

Read to Succeed

Reading program at Cloquet Middle School including 15 minutes sustained reading in study hall, 15 minutes of silent reading in students 4th period class and other silent reading times. Students take tests with Accelerated Reader (AR) and are offered incentives such as certifications of achievement.

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.
Power Up

A program at Cloquet Middle School that provides extra academic support for students based on identified essential understandings. It also provides enrichment opportunities to students who are on track with current classroom content. This program is scheduled into the regular school day.

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.

ME to WE

ME to WE (Student Council) is a service program at Cloquet Middle School. A group of 30 students meet twice a month. One meeting is to address student concerns and the other is committee time. They serve on one of four committees: school spirit, global needs, fundraising or student concerns. Members are also required to do community service hours throughout the year.
**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.

**Discovery Club & Discovery Club Plus: After School Enrichment**

The mission of the Discovery Club is to offer youth from grade 5-8 grade students a safe, supervised place to be after school. Students register for classes that meet after school for 1.5 hours. Students will each complete a project or activity with the purpose of learning a skill, trying a new activity or doing something they enjoy with friends. Classes will focus on art, cooking, science, technology, outdoor activity and creative craft projects.

![Image of Discovery Club students](image)

**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.

**Top 20**

The Top 20 program is a three year program that will begin with training CMS staff to create a safe and healthy culture for all school members. The purpose of the program is to guide each individual's ability to think, learn and communicate more effectively. The CMS community will be taught to consistently replace negative thoughts, beliefs and practices that continue to be roadblocks for student success. Although all staff will be Top 20 trained, a core group of educators will be trained to deliver the Top 20 curriculum to all students in small group settings throughout the year. Each student, grades 5-8, will have 2 lessons a month throughout the school year over the next three years. Our intention is to continue to teach the students beyond the three year time commitment made with the Top 20 staff. In years past, we have blended Olweus and Rachel's Challenge, consistently meeting in a small group setting to prevent lessons to students for over ten years! We are passionate about instilling positive values into our students.

**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 our progress in working towards improving our use of EBPs (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.

**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 Program**
**Tutor Hall**

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

**Graduation Instructor**

The CHS Graduation Instructor (.2) works with Cloquet High School upperclassman to set-up, monitor, and support students in credit recovery and incentives to stay in school. Media Center is open M-Th 3:30-5:00 for tutoring help and access to technology.

**College of St. Scholastica TRIO UpWard Bound**
A college preparatory program for low income and first generation students at Cloquet High School to prepare for and pursue a college education. It is federally funded through the Department of Education for low income and first generation students. The program works with 79 students in the 9th-12th grade from 5 local area target schools. It is a pre-college program designed to prepare students for college by providing the skills and motivation necessary to succeed during the academic school year, which includes Saturday sessions and a 6 week summer program. The UB Advisors provide: academic advising, career counseling, ACT preparation, college preparation and goal setting.

**Ramp Up**

Ramp-Up to Readiness is a school-wide guidance program designed to increase the number and diversity of students who graduate from high school with the knowledge, skills, and habits necessary for postsecondary success. The heart and framework of the program rests on five pillars: Academic Readiness, Admissions Readiness, Career Readiness, Financial Readiness, and Personal and Social Readiness.

**LINK CREW**

Building Relationships and Making Connections - Link Crew is a mentorship program where Link Crew Leaders (upperclassmen) mentor 9th graders throughout the entire school year. This program provides accountability and a climate where students feel cared about and are provided with social and academic resources that help them be successful.

**Homeroom Advisors**

Students in grades 9-12 are assigned to an advisor for 4 years. Advisors provide support and academic tracking for students throughout their high school career.
EDHS - Extended Day High School (CAAEP & CHS)

EDHS is a credit recovery option that allows students to make up failed courses, at night or in the summer, in order to stay on course towards graduation. In many cases, students are able to recover lost credits in a timely manner that allows them to still graduate on time with their class. This program serves Cloquet students, as well as students from surrounding districts.

LET Program

The LET program is available to high school students as an alternative and relevant English and Social Studies class that offers credit recovery with the expectations of work ethic, attendance, and respect.

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.
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.
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.

**MAAP STARS & Student Council**

The Minnesota Association of Alternative Programs (MAAP) began a student organization back in 1993 to recognize students who have chosen to fulfill their academic career in a different setting. The organization’s name is MAAP STARS. STARS stands for Success, Teamwork, Achievement, Recognition and Self-esteem.
The purpose of MAAP Stars is to help students: develop employment, academic and social skills, experience career related activities that in turn assist them in making an informed career choice, build a cooperative and competitive spirit through individual and team activities and competition, strengthen social skills and build an appreciation for the responsibilities of citizenship, brotherhood, and the American free enterprise system, develop self-confidence; increase motivation, and create a desire for and belief in life-long learning, and to meet with, have fun with, and ultimately develop an appreciation for students and staff from other alternative programs.

**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.
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 Cloquet School District’s curriculum will focus on essential student learning determined by state and national standards, educational research, and community values. The DAC will:

- Act as the communication liaison among licensed staff, administration, and the school board.
- Advise the process of K-12 curriculum development and alignment, and education technology initiatives.
- Establish and coordinate a staff development plan in conjunction with the development of the school district calendar.
- Support the implementation of the long-range strategic plan for school improvement.
- Share and report on the progress of state accountability reports.

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.

![Image of people in a meeting]

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.

SDM

Groups at each building discuss staff development options.

Student Assistance Teams

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.

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 2020

January 20th, 2020 @ Moose Lake Community School

#NASCMN

Keynote Speakers: Dave Burgess

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**

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 Linked Mental Health (All Buildings)**

Collaboration with therapists at the Min-No-Aya-Win Human Services Center. American Indian students can receive individual or group therapy services.

**School Resource Officer (Larry Sherk)**

School and community police link. Officer Sherk speaks with at CHS about cyberbullying, social media safety, chemical dependency, addiction, etc; participates in Restorative Processes at CHS and CAAEP; assists with school patrol services (crossing guards) in the elementary buildings; and assists with general conflict and crisis resolution in all buildings.

**Restorative Practices Coordinator (Wendy Waha)**

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Level</th>
<th>Assess &amp; Identify</th>
<th>Participation Occurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Great Books / Book Clubs</td>
<td>For early readers - high readers and readers with strong comprehension abilities</td>
<td>K-4</td>
<td>Teacher recommendation</td>
<td>During the school day</td>
</tr>
<tr>
<td>Math Masters</td>
<td>Regional Competition</td>
<td>Grades 5-6</td>
<td>Teacher recommendation and ability testing</td>
<td>During the school day</td>
</tr>
<tr>
<td>Math Olympiads</td>
<td>High Math</td>
<td>Grades 5-6</td>
<td>Teacher recommendation and ability testing</td>
<td>During the school day</td>
</tr>
</tbody>
</table>
### 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/](http://education.state.mn.us/MDE/fam/elsprog/screen/)

**Time for Tots (School Readiness)**

Time for Tots: preschool is located at the Early Childhood Building at Churchill School. We offer a Tues-Thurs program for 3-year-olds and a M-W-F for 4-year-olds. There are morning or afternoon classes with a state licensed lead teacher.

[http://education.state.mn.us/MDE/dse/early/read/index.htm](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/](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

Staff Development Advisory Committee: See District Advisory Council Membership

Staff Development Participation: All Staff Participate in Staff Development

**District Staff Development Goal 1**

In order to increase student achievement, staff working in Professional Learning Communities will align and review curriculum based on the state standards, create formative and summative assessments, review assessment data, develop instructional strategies, and develop "pyramid of classroom interventions".

**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 the the appendix to see individual building staff development goals for 2019-20, goals and findings for 2018-19, as well as a list of trainings offered for 2017-18.*
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 Trainings 2018-19
Professional Development Trainings 2019-20
2018-19 Staff Development Findings
2019-20 Staff Development Plan/Goals
CAAEP Building Goals
CHS Building Goals
Churchill Building Goals
CMS Building Goals
Washington Building Goals
Community Education: Early Childhood Goals
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