

Cloquet Public Schools World's Best Workforce 2023-24 Plan & 2022-23 Summary

Completed by the District Advisory Committee

Presentation to the School Board: Jan. 22, 2024



CLOQUET PUBLIC SCHOOLS WORLD'S BEST WORKFORCE PLAN

WORLD'S BEST WORKFORCE PLAN

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

DISTRICT GOALS

2022-2023 Goals and Results

SMART Goal	2022-2023 Goals	Results
All Students Ready for School	Cloquet School District's Early Childhood programs will have 70% of students master 80% of items in literacy and math on the Kindergarten Readiness Checklist by the fall of 2023-24.	GOAL MET 74% of students mastered 80% of items in literacy and math on the Kindergarten Readiness Checklist
All Students in Third Grade Achieving Grade-Level Literacy	The percentage of Cloquet 3rd graders who are reading at or above benchmark, as measured by our <i>Read Well by 3rd Grade</i> assessments (STAR Rdg), will be at or above 82% by the end of the 22-23 school year.	GOAL NOT MET 81% of those tested passed. Our goal was 82%
Close the Achievement Gap(s) Among All Groups	The Check and Connect program will be used to enhance progress made towards graduation for Cloquet District students in grades 9-12 identified as both American Indian and Special Education. By the end of the 2022-23 school year, identified students will achieve: A) A 4% increase in attendance B) A 4% increase in credits earned C) A 4% decrease in behavior referrals	Attendance: Students 9-12 identified as both American Indian and Special Education for the 2021 -22 school year were present for a total of 6935.65 days out of a total 8644 days making them present 80.2% of the time Students 9-12 identified as both American Indian and Special Education for the 2022 -23 school year were present

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		<p>for a total of 6287.66 days out of a total 7722 days making them present 81.4% of the time. 1.2% Increase</p> <p>Our attendance goal of a 4% increase was not met.</p> <p>GOAL NOT MET</p> <hr/> <p>Credits Earned: For the 2021-22 school year, students identified as both American Indian and Special Education earned on average 4.13 credits.</p> <p>For the 2022-23 school year, students identified as both American Indian and Special Education earned on average 4.54 credits.</p> <p>Our goal of a 4% increase in credits earned was met. 9.93% Increase</p> <p>GOAL MET</p> <hr/> <p>Behavior Referrals: For the 2021-22 school year, 30 students identified as both American Indian and Special Education received 120 behavior referrals (not including bus violations, technology violations, or unexcused tardies) which averages to be 4 referrals per student.</p> <p>For the 2022-23 school year, 21 students identified as both American Indian and Special</p>
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		<p>Education received 107 behavior referrals (not including bus violations, technology violations, or unexcused tardies) which averages to be 5.1 referrals per student.</p> <p>27.5% Increase</p> <p>Our behavior referral goal of a 4% decrease was not met</p> <p>GOAL NOT MET</p>
All Students Career- and College-Ready by Graduation	There will be a 10% increase in the number of students of color accepted into MN four year universities (Tiers 2-6) of the Direct Admissions program through the Office of Higher Education.	<p>GOAL NOT MET</p> <p>The percentage of students of color accepted into MN four year universities (Tiers 2-6) dropped 13.8%.</p>
All Students Graduate	Knowing the pandemic will have effects on graduation, the Cloquet District will maintain the pre-COVID district graduation rate of at least 87.4% through the end of the 2023/2024 school year.	<p>GOAL ON TRACK</p> <p>Trending up towards goal:</p> <p>2020- 84.5%</p> <p>2021- 85.8%</p> <p>2022- 86.3%</p>

2023-2024 Goals

SMART Goal	2023-2024 Goals
All Students Ready for School	Cloquet School District's Early Childhood programs will have 73% of students master 80% of items in literacy and math on the Kindergarten Readiness Checklist by the fall of 2025 (Multi-Year Goal)
All Students in Third Grade Achieving Grade-Level Literacy	The percentage of Cloquet 3rd graders who are reading at or above benchmark, as measured by our <i>Read Well by 3rd Grade</i> assessments (STAR Rdg), will be at or above 84% by the end of the 23-24 school year.

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Close the Achievement Gap(s) Among All Groups	<p>The Check and Connect program will be used to enhance progress made towards graduation for Cloquet District students in grades 9-12 identified as both American Indian and Special Education. By the end of the 2023-24 school year, identified students will achieve:</p> <ul style="list-style-type: none"> A) Percentage of total time present in school will increase from 81.4% of the time to 82.4% B) A 4 % increase in credits earned C) Average number of behavior referrals per student will decrease from 5.1 to 4.5
All Students Career- and College-Ready by Graduation	<p>There will be a 10% increase in the number of students of color accepted into MN four year universities (Tiers 2-6) of the Direct Admissions program through the Office of Higher Education.</p>
All Students Graduate	<p>The Cloquet District will maintain the district graduation rate of at least 87.4% due to the effects of the Covid-19 pandemic through the end of the 2023/2024 school year.</p> <p><i>*Source: 87.4% rate is based off of MN Report Card 2019</i></p>

KEY INDICATORS OF PROGRESS

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

Measure	Site & Description
Attendance	<p>Attendance intervention strategies and results by building. Building site data for consistent attendance from the Northstar Accountability Report.</p>
Behavior	<p>General behavior referral data for each site as reported in Infinite Campus. This includes any type of behavior referral including behavior <i>and reward</i> documentation. A detailed behavior report is maintained at the site level and analyzed regularly.</p>
Kindergarten Readiness	<p>Early Childhood data from Brigance measurement.</p>
Read Well by 3rd Grade	<p>MCA scores for district 3rd graders, desegregated by subgroup according to the WBWF District Data Profile.</p>

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Achievement Gap	Achievement gap data in reading and math, desegregated by subgroup according to the WBWF District Data Profile.
Career and College 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 linked at the end 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 at the end of this report.

Behavior Report Summary

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

School	Enrollment 2021-2022	Number of behavior referrals 2021-2022	Enrollment 2022-23	Number of behavior referrals 2022-23
Washington	510	506	495	369
Churchill	367	276	371	225
Cloquet Middle School	791	1138	783	841
Cloquet High School	754	790	788	531
CAAEP	90	604	105	339

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All Students Ready for Kindergarten

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

Kindergarten readiness was previously measured by the Brigance Assessment but has now begun to use a Bridge developed Kindergarten Readiness Checklist assessment. Implementation of this assessment began in the spring of 2021.

All Students in Third Grade Achieving Grade-Level Literacy

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

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

*2021 & 2022 Source: MN Report Card → Are Students Mastering Standards? → Test Achievement Levels...
2019 Source: MN Report Card → All Academic Accountability Tests (Only those meeting enrollment criteria)*

Cloquet Third Grade Reading Literacy Summary Data

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

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

Student Group	Grade 3 Reading Proficiency (%) 2021	Grade 3 Reading Proficiency (%) 2022	Grade 3 Reading Proficiency (%) 2023
All	50.6	59.6	60.5
AM-IND *Fed	21.4	46.7	29.7

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FRP	35.7	47	48.8
SPED	22.6	39.5	34.1
WHITE	55.3	65.8	65.9

Closing the Achievement Gap

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

*2021 & 2022 Source: MN Report Card → Are Students Mastering Standards? → Test Achievement Levels...
Percent achieving = Exceeds + Meets standards*

Math

Student Group	2021 Percent Achieving	2022 Percent Achieving	2023 Percent Achieving
All Students	40	39.5	39.7
American Indian	15.5	21.9	26.8
White	44.6	43.5	34
Special Education	13.8	25.2	20.4
Free/Reduced Lunch	26.8	25.5	27.7

Reading

Student Group	2021 Percent Achieving	2022 Percent Achieving	2023 Percent Achieving
All Students	54.9	54.2	50
American Indian	32.1	33.3	37.9
White	58.8	59	53.9
Special Education	23.6	28.1	26.4

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Free/Reduced Lunch	40.3	41.9	39.6
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All Students Career-and-College-Ready by Graduation

Cloquet Public Schools maintains a path for all students to be career and college ready. Cloquet High School has implemented Ramp Up to Readiness, a career and college readiness program, where students engage in career and college prep activities monthly. Cloquet High School has also started pre-apprenticeship programs in conjunction with the Carpenters' and Millwrights' Unions and the Electrical Training Alliance. The district is also organizing and facilitating more College/Career Ready assessments including PSAT & ACT (Grade 11), ACCUPLACER, and ASVAB. The district vision is to develop a system for conducting senior interviews with every senior each fall to assist with post-secondary planning, college application process, and credit tracking. The district uses participation numbers to measure progress for each initiative.

Data source: <http://sleds.mn.gov/>

Cloquet District Graduates Entering the Workforce

Note: These are district numbers and include CAAEP graduates, as well

Source: SLEDS> High School Graduates > Entering the Workforce

	2020	2021	2022
Enrolled in College	44%	37%	44%
Employed	41%	45%	43%
Unknown	15%	17%	13%

Graduates Enrolling in College - Fall

Source: SLEDS> High School Graduates > Enrollment (In Mn + Outside Mn)

School	2020	2021	2022
State	62%	61%	58%
District (CHS, CAAEP, EXTDAY)	44%	38%	44%
CHS	47%	44%	55%
CAAEP	20%	4%	6%

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

Source: SLEDS> High School Graduates > Enrollment

Post Secondary	2020	2021	2022
MN Public 4 year	23%	31%	21%
MN Public 2 year	30%	37%	46%
MN Private 2 year	0%	0%	0%
MN Private 4 year	16%	11%	6%
Outside MN	31%	20%	27%

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

Source: SLEDS> High School Graduates > Enrollment

Post Secondary	2020	2021	2022
MN Public 4 year	0%	0%	0%
MN Public 2 year	100%	100%	100% (2)
MN Private 2 year	0%	0%	0%
MN Private 4 year	0%	0%	0%
Outside MN	0%	0%	0%

All Students Graduate

Cloquet Public Schools strives to have all of our students graduate from high school. Our goal has been to have our district average, as well as all subgroups, achieve and maintain an average above 85%. Due to COVID-19, our current goal is to maintain an 87.4% graduation rate district-wide. Our alternative high school, Cloquet Area Alternative Education Program (CAAEP), has also been working with the MN Centers of Excellence to increase their graduation rate. The goal has been to reach the state threshold for graduation of 67%, and they are currently at approximately 50%. Students come to CAAEP from a variety of surrounding school districts and are generally behind in credits, so graduation in the traditional four years is quite difficult. The program uses strategies generated from the work with the MN Centers of Excellence as well as strong support from our American Indian Education program districtwide to grow graduation rates. District staff will continue to work collaboratively, using various district programs, building level programs and classroom best

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

District Four Year Graduation Rate

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

District Four Year (Includes CHS & CAAEP)

Demographic Description	2020 Four Year %	2021 Four Year %	2022 Four Year %
All Students	84.5	85.8	86.3
American Indian/Alaskan Native	77.8	86.2	69.4
White, not of Hispanic origin	89.2	86.4	89.6
Special Education	85.7	81.3	85.1
Free/Reduced Priced Lunch	73	79.4	72.3

Source: MN Report Card → Graduation

Student Demographics 2023 Enrollment

Source: MN Report Card

% of students by race/ethnicity	State of MN	ISD 94	CHS	CMS	CAAEP	Washington	Churchill
Native American	1.7	21.8	19.8	22.7	36.8	23.2	20.5
Asian	6.9	0.6	0.8	0.5	0.0	0.8	0.0
Black or African American	11.6	0.5	0.6	0.8	0.0	0.0	0.5
Hispanic/Latino	10.5	2	1.9	1.4	3.4	2.8	2.7
White	63.1	70.7	73.4	69.4	56.3	68.0	72.3

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DISTRICT STUDENT ACHIEVEMENT PLANS

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

Achievement Plans	Description
Read Well by 3rd Grade - ISD #94 Local Literacy Plan (Jen Kolodge)	School district plan which includes a process to assess student levels of reading proficiency, notify and involve parents, provide academic interventions, and identify and meet staff development needs. The plan can be found at https://www.isd94.org/Page/1178
Community Education School Readiness Plan (Shannon Krikava)	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: <ul style="list-style-type: none"> ● 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 (Jody Zeleznikar/Steph Gibson)	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.

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<p>Title I (Jen Kolodge)</p>	<p>Title I is a federally funded program that provides educational interventions to identify at-risk students in the areas of reading and math.</p>
<p>Indian Education Plan (Teresa Angell)</p>	<p>Cloquet’s American Indian Education Plan is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access for all students. This plan includes preparing students for college and career readiness, instructional support, reducing chronic absentee rates, increasing graduation rates, and providing opportunities for student success. The plan is based on advocating, supporting, and building relationships with students and families to focus on academic excellence with a correspondence of blending culturally relevant and best teaching practices.</p>
<p>District Teacher Evaluation Plan (Katy Buytaert and Kim Peddle)</p>	<p>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.</p>
<p>Facilities Plan (Dr. Michael Cary)</p>	<ul style="list-style-type: none"> ● In 2023, the district completed a \$5 million renovation of it’s outdoor physical education and extracurricular activities’ space. This resulted in a new artificial turf field, resurfaced track, new discus and shotput area, as well as new and expanded tennis facilities. ● In 2021, the district completed a \$2 million renovation of it’s art and career and technical education spaces. This renovation came about as a result of the district strategic plan which identified our CTE programs as an area the community desired to see expanded. In alignment with the renovation, the district secured over \$250,000 in grant funding which was used to purchase new equipment to increase capacity for training students in 21st century manufacturing and design skills. ● In 2018-19, the district completed a \$2 million renovation of the auditorium at Cloquet High School. The district also reroofed the

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	<p>Garfield Building serving our alternative learning center, district administration and Northern Lights Academy.</p> <ul style="list-style-type: none"> • The school district has a 10-year long range facility plan that was created with support of a facilities assessment conducted by Architectural Resources Inc. This plan directs the use of future long-term facility maintenance dollars to best protect the community's investment in its school buildings.
<p>Technology Plan (T.J. Smith)</p>	<p>Our district is in compliance with state and federal legislation, such as FERPA, CIPA, and HIPAA, governing the development of plans and policies pertaining to student use of technology. Our district utilizes a 10gbps fiber backbone with 1gbps uplinks to all devices. Additionally, the district Wireless connection throughout all buildings provides adequate connectivity with ample coverage and density of the wireless network. The district has a 2gbps internet connection providing adequate internet connectivity for all students in the district. Desktop computers, robust computer and CAD labs, Smart Boards, 1:1 student devices, a learning management system, and mobile device management systems are examples of how we are using technology to increase our capacity for learning. The district has implemented a 3 year 1:1 device plan in all grades, which incorporates a blended learning model combining online learning and classroom instruction.</p>

STUDENT PROGRAMS

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

District Wide Programs

Student Programs	Description
<p>American Indian Education Program (Teresa Angell)</p>	<p>The American Indian Education Program's mission is to address the unique educational and culturally related academic needs of American Indian students, supporting them to meet the same challenging state student academic achievement standards as all students are expected to meet. The program offers support services including: individualized academic tutoring, liaison staff to support home and school relationships,</p>

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	<p>elective Ojibwe language and culture classes for all students grades 7-12, educates the greater community about American Indian culture, language and history, creating a culturally conscious atmosphere to foster communication between staff, students and parents while coordinating with Title I and special education programming to provide resources for culturally appropriate curriculum.</p>
<p>Mentoring (Teresa Angell)</p>	<p>Training and support from an evidence based mentoring program from the U of M guides AIE staff to create meaningful connections with students. Tracking grades, attendance, behavior and time spent with students. Mentors meet with students (and their families, if possible) at least weekly to share data, check in and build relationships. "A comprehensive intervention to enhance student engagement at school. Learning through relationship building, problem solving, capacity building and persistence."</p>
<p>American Indian After School Program & Makoons Club (Teresa Angell)</p>	<p>Makoons Club provides after school programming to elementary students twice a week. It is offered in two different sessions to increase the number of students served. Makoons Club uses Native American authored/illustrated literature as a focus. Bi-lingual titles with English and Ojibwe are blended in to revitalize language in lower grade levels. Correlating activities, projects, guest presentations and field trips reinforce comprehension. Achievement and Integration funds were utilized to be able to add an additional day along with open registration to all students. This blended learning initiative measures student attendance and reading scores.</p> <p>CMS incorporates academic tutoring, cultural activities, Ojibwe Language and works closely with classroom teachers to assist with homework help and testing retakes.</p> <p>Academic Intervention services and credit recovery high school has been added to Senior High School to address graduation requirements with a certified teacher.</p>
<p>Special Education Program (Jody Zeleznikar)</p>	<p>Identifies children with disabilities and provides individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. Special education staff work collaboratively with general education staff to modify and adapt curricula for identified students in order to support educational goals.</p>

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<p>Backpack Program (Sheila Kahlstorf and Shannon Switzer)</p>	<p>A food program to feed hungry young children over the weekend who may not have access to any food. It is funded by private donations and operates in cooperation with Second Harvest Food Bank.</p>
<p>Homeless Support Program (Haley Kachinske)</p>	<p>Cloquet's Homeless Liaison works to promote awareness and ensure protection for homeless students and families through the expectations outlined in the McKinney-Vento Act. Once qualified, students are guaranteed breakfast and lunch at no cost, transportation assistance as needed and are directed to community resources as needed.</p>
<p>Carlton County Family School Support Workers (Brenda Denman)]</p>	<p>A school and community liaison is provided at the following sites: CHS/CMS (1), CAAEP (1), Churchill (1) and Washington (1). The liaison between home and school provides support to students and families for emotional, behavioral, and/or domestic concerns. Students and families are referred to available community resources and services to assist in basic needs issues including food, housing, family therapy, behavior, youth shelters and parenting.</p>
<p>Mental Health (ALL) (Collette Lenarz)</p>	<p>Collaboration with the Human Development Center, North Homes, Paradigm Therapeutic Services, and Fond Du Lac Tribal Clinic (SLMHS Grant) to refer families and children for therapeutic services both in and outside of school. Programs include FSSW (a collaboration with Carlton County Family School Support Workers and SOS (Students Offering Support - a collaboration with REACH Mentoring Program)</p>
<p>EXCEL - Targeted Services (ELEM/CMS) (Tim Prosen)</p>	<p>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.</p>
<p>ESY - Extended School Year (ALL)</p>	<p>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.</p>
<p>Gifted and Talented Program (ALL) (Rachel Mueller- middle and high school; Heather Johnson- elementary)</p>	<p>The Cloquet Schools Gifted and Talented Program offers academic enrichment opportunities for grades 1-12 including Knowledge Bowl, Destination Imagination, Spelling Bee, Future City Program, Beginning Robotics, Book Clubs for High Readers (ELEM), Math Masters and Math Olympiads. Programs are supported by a Gifted and Talented Program Coordinators at the elementary and middle/high school level.</p>
<p>Cloquet Learning Together 1:1 Program (Bekki Morrison)</p>	<p><i>The goal of the Cloquet Learning Together Program is to foster collaboration between students, parents, teachers, and the global community to improve student learning.</i></p>

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	<p>Program Components:</p> <ol style="list-style-type: none"> 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. 5. Implement a district technical support team. 6. Implement an educational technology and instruction coaching program. 7. Foster the ISTE Standards.
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Elementary

Student Programs	Description
Title I Program (Jen Kolodge)	Academic intervention program for reading and math at Churchill and Washington Elementary School.
ESSR - Academic (Wash./Churchill) (Mike Mattson/Sheila Fritsinger/Jen Kolodge/ Leah Carlson)	Academic intervention program for reading and math at Washington & Churchill Elementary Schools.
Washington and Churchill Elementary School Support Block (Robbi Mondati/David Wangen)	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.
Morning Connections (Robbi Mondati/David Wangen)	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.
Power Lunch Churchill/Washington (Steph Pederson)	Volunteers come in from the community and read once a week with primary students during lunch time (1st and 2nd grade at Washington and Churchill).

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<p>PBIS (ELEM) Robbi Mondati/David Wangen)</p>	<p>PBIS is a framework including monthly meetings, data review, and building procedural activities for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS is a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.</p>
<p>ADSIS (Steph Gibson)</p>	<p>Churchill and Washington Elementary Schools both receive behavioral interventions from a licensed elementary school counselor, the dean of students, or a paraprofessional. Students will enter into ADSIS behavioral intervention services through the building PST team process.</p>
<p>After School Enrichment (CHU/WASH) (Joli Bilden)</p>	<p>An elementary after school program offering curriculum for increased social skills, fitness and activity, nutrition, arts and technology.</p>
<p>Makoons Native American After School Enrichment (Wash/Chu) (Teresa Angell)</p>	<p>Makoons Club is an after-school program offered Mondays and Wednesdays at Washington & Churchill to students in grades 1-4. Native authored literature, Ojibwe language lessons and activities are designed to increase reading proficiency and engagement.</p>
<p>Cultural Lessons with Grade Levels (Washington) (Kyra Paitrick)</p>	<p>Seasonally-focused cultural lessons are presented three times per school year to all students in grades K-4. Each grade level lesson teaches new knowledge about the focus topic and integrates science, social studies and language arts standards. September = wild rice, January = storytelling/constellations, May = drum teachings and powwow</p>
<p>Cultural Lessons with Grade Levels (Churchill) (Phil Beadle, Tonia Meyers & Liz Barra)</p>	<p>Each month, Churchill AIE staff provide cultural lessons centered around the Seven Grandfather Teachings to all classrooms in the building. ALL students are taught the seven teachings of love, truth, respect, humility, wisdom, honesty and courage and how these values apply to their daily lives in and out of school. These lessons celebrate American Indian culture and highlight Indigenous values, language, music, dance and art. Each month's lesson builds upon the previous month's to create a year long celebration of Indigenous culture.</p>
<p>Cultural Lunch with Native Students (Washington)</p>	<p>All Native American students meet with the American Indian Education staff once per week during lunch. The lunch meetings follow the talking circle structure and are social/emotional and cultural in focus. This gives</p>

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<p>(Kyra Paitrick)</p>	<p>staff the opportunity to get to know students and their specific needs and backgrounds as well as Native students building relationships and community with each other, which fosters a greater sense of belonging within the school setting.</p>
<p>Cultural Lunch and Check Ins with Native Students (Churchill) (Phil Beadle & Tonia Meyers)</p>	<p>Every day, Churchill AIE staff connect with students multiple times a day during both lunch and scheduled cultural connection times. These connections are individualized to our students' needs and are designed to give them what they need to be successful during the school day. For some, it may be a chance to connect and get some help with homework or take a break when things get overwhelming. While for others, it may be working on Indigenous activities such as: language activities, beading and art. Ultimately, these connections are the foundation of our mission to build relationships and provide positive experiences to all of our students.</p>
<p>Smudging (Washington) (Kyra Paitrick/Nick Heck)</p>	<p>Smudging is offered to Native American students every day before school begins as a way to set good intentions and provide a moment of solitude and introspection. Students are sometimes referred if they are experiencing emotional challenges at school in the morning, experiencing grief, or just needing a cultural connection.</p>
<p>Wilderness Readers (Sheila Kahlstorf/Leah Carlson)</p>	<p>Wilderness Hockey players come once per week to spend time reading 1:1 with students to increase reading proficiency and promote a love of reading.</p>
<p>Battle of the Books (Churchill/Wash.) (Jessica Gagne & Liz Waldorf)</p>	<p>Grades 4-5 at Churchill, Washington, and CMS (some years together with students from local schools). Voluntary Reading Enrichment Program designed to encourage students to read and discuss quality literature from a variety of genres. Students read selected text throughout the school year and compete in a quiz bowl style game show in the Spring.</p>
<p>Mobile Makerspace (Churchill/Washington) Jess Gagne/Heather Johnson</p>	<p>Churchill's Makerspace carted bins are housed in our media center on a checkout system for all teachers to utilize for their students. Makerspaces allow us to explore, create new things, or improve things that already exist. Items include STEM/STEAM challenges, robotics and coding equipment, building tools and materials.</p>
<p>Lego Robotics/Computer Coding (Jess Gagne, Grade 4 teachers @ Churchill)</p>	<p>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.</p>

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<p>Student Advisory Team (WASH) (Zoe Bystrom)</p>	<p>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 their advisor, the Principal, School Counselor and one teacher volunteers who help focus their energies and keep them on track with implementing their ideas.</p>
<p>Remedy Room (Churchill) (Don Gentilini)</p>	<p>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.</p>
<p>PAWS Room (Washington) (Misha Alaspa)</p>	<p>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.</p>
<p>Peer Mentoring (Sarah Lemae) Churchill</p>	<p>Peer Mentors are 4th grade students who applied and interviewed at the end of the 3rd grade who now have various duties throughout the school. There are two Peer Mentors at each recess time to ensure all students are able to feel safe and respected. Peer Mentors can help the students on the playground when they get into an argument with a friend, when they get hurt, or when they need help problem solving. The Peer Mentors also have a duty of running the staff treat cart. Throughout each duty, they are wearing an orange vest and can be seen with a smile on their face.</p>
<p>Targeted Summer Services School (Washington/Churchill) (Tim Prosen/Kim Broman/Allison Jerde)</p>	<p>6 weeks of summer instruction in reading and math for those students who could use some extra help. Transportation, lunch, and weekly field trips are part of this program.</p>
<p>EXCEL After School Program (Washington/Churchill) (Robbi Mondati/David Wangen)</p>	<p>After school academic support for students in reading and math who are one year or less behind their grade level peers.</p>

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<p>Attendance Mentoring (Washington/Churchill) (Leah Carlson/Julie Midas)</p>	<p>Attendance mentorship committee meets three times per year to review federal absenteeism data and connect students above 10% with staff mentors to help encourage and reward good attendance.</p>
<p>Music Programs (Washington/Churchill) (Regina Romhildt, Katy Buytaert & Rachel Holte)</p>	<p>To improve Family and Community engagement, grade level music programs 1-4 (evening at Washington and during the school day at Churchill) with receptions after for families to celebrate and visit with classmates and teachers. Kindergarten programs will have receptions, too, but are held during the school day.</p>
<p>Artist in Residence (Washington/Churchill) (Katy Buytaert and Regina Roemhildt)</p>	<p>Washington/Churchill music department brings in Artists in Residence to work with all students K-4.</p>
<p>Author Visit (Wash./Churchill) (Heather Johnson)</p>	<p>Author (virtual and/or in person) visits build relationships between kids and the written word, inspire them to pursue creative endeavors, and connect lessons learned in the classroom with the wider world.</p>
<p>School Linked Mental Health (Abbi Sewell/Sarah Lemae)</p>	<p>Offers effective mental health services and behavior support within the schools to improve outcomes of students with mental health needs. The schools also partner with North Homes, FDL and Carlton County. Students practice daily mindfulness within the classroom and participate regularly in GETUP Morning Meetings which encourage connection with classmates, empathy, awareness, as well as foster a positive classroom community.</p>
<p>Student Support Services (Misha Alaspa/Sarah Lemae/Abbi Sewell)</p>	<p>Provides support groups for students weekly in the areas of behavioral support, acclimating to school, and friendship. Also facilitates regular social-emotional check-ins, restorative chats, and follow-up to concerns presented by students and teachers. Tier 2 and Tier 3 social, emotional, and behavioral interventions for students.</p>
<p>SEL Lessons (Washington) (Abbi Sewell)</p>	<p>Provides Tier 1 Social, Emotional, and behavioral interventions for students weekly. Classroom lessons related to social skills, emotional regulations, friendship skills, kindness and problem-solving skills.</p>
<p>Backpack Program (Sheila Kahlstorf/Amber Male)</p>	<p>The backpack food program offers families free groceries for weekends and extended school breaks for students who need them. Products offered are in easy to open, kid-friendly packaging to make preparation easier.</p>

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Student Programs	Description
ADSIS (Anna Gamst)	This program targets students who fall below the 25th percentile in reading and math at Churchill Elementary, Washington Elementary, and Cloquet Middle School. Once identified, students will enter a multitiered system of services. Services include interventions such as Read 180, Math 180, Read Naturally, reciprocal teaching, Math Navigator and foundational literacy skills instruction. CMS students in the program are progress monitored on a bi-weekly basis using the STAR suite of assessment tools. Elementary students in the program are progress monitored bi-weekly using the STAR and AIMSweb assessment tools.
Independent Reading (AR) (Tom Brenner)	The Independent Reading program at Cloquet Middle School begins in 5th and 6th grade as students read up to 30 minutes per day in school working toward their Accelerated Reading (AR) goals. In 7th and 8th grade, students are doing independent choice reading as a required portion of their study hall period.
College of St. Scholastica TRIO Talent Search (James Hoppe)	A federally funded pre-college TRIO program designed to support students in their completion of high school, and assist them in entering and completing a postsecondary program of their choice. Talent Search is a free planning and resource service for students who are interested in continuing their education beyond high school, but who may need assistance in determining an appropriate school, program of study, or in maximizing their student aid. Services include: goal setting, academic, career and financial aid advising, ACT prep and waivers, college campus visits, as well as application fee assistance. The program serves 564 students from five area school districts including Cloquet Middle School and Cloquet High School.
WEB (Jamie Jazdzewski)	Where Everyone Belongs - WEB is a program that assists in the transition of our elementary students into middle school. It pairs 8 th grade leaders with 5th grade students. They are divided into small groups for a back to school orientation and then continue to meet on a monthly basis throughout the year. The leaders are able to answer questions and create a welcoming environment. During the monthly meetings they teach lessons on organization, study skills, self-care and character education.
Student Council (Vicky Green)	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.

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	Members are also required to do community service hours throughout the year.
Staff Assisted Study Hall (Collette Lenarz)	Students are selected based on teacher, counselor and family referrals. Students work in a non-traditional study hall setting on organizational skills, homework completion, and realistic goal setting. The goal is to increase the independence of the student and to have him/her return to a traditional setting.
After School Enrichment (Joli Bilden)	The mission of After School Enrichment is to offer youth from grade 5-8 grade students a safe, supervised place to be after school. Students register for classes that meet after school for 1.25 hours. Students will each complete a project or activity with the purpose of learning a skill, trying a new activity or doing something they enjoy with friends. Classes will focus on art, cooking, science, technology, outdoor activity and creative craft projects.
Family & Consumer Science (FCS) (CMS/CHS) (Sara Prosen and Lynsee Wanous)	The Family and Consumer Science curriculum is designed to help students in grades 7–12 become independent young adults and lifelong learners. Content includes: healthy living, decision-making and problem-solving, resource and time management, nutrition, food preparation and menu planning, clothing and textiles, consumer education, human relationships, family systems and parenting, child care and development, career options, job skills, and other topics that affect everyday living.
Literacy Walk Throughs (Nicole Vegar)	The Literacy Leadership Team will conduct Literacy Walk Throughs (Snapshots) three times a year. The purpose of these snapshots is to assess our frequency of use of Evidence Based Practices in order to inform our in house PD, Goals, and Coaching focus, and to monitor our progress in working towards improving our use of EBP's (Evidence Based Practices). Snapshots are conducted three times a year, for 12 minutes, and by two randomly assigned literacy leadership team members, and every staff has a snapshot conducted in their room each Snapshot Period.
PLC 6 Step Tuning Protocol (Nicole Vegar)	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

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	<p>for improvement, how to best incorporate EBP's and how to resolve an instructional dilemma.</p>
<p>AVID (Andrew Miller)</p>	<p>Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.</p>
<p>Unified Club (Mike Doyle)</p>	<p>Unified Clubs are unique school-based clubs designed around empowering youth with and without intellectual disabilities to promote social justice through a variety of athletic, social, and recreational projects and activities.</p> <p>Unified Clubs are encouraged to design projects involving Unified Sports, Spread the Word to End the Word activities, Fans in the Stands, volunteering, Polar Plunge teams, and Special Olympics sports events in schools.</p> <p>Cloquet Middle School is officially recognized as a Unified Champion School by Special Olympics MN. The three components of a Unified Champion School are Inclusive Youth Leadership, Unified Sports, and Whole School Engagement. All three areas are crucial to shift the culture of a school towards inclusion. Unified Schools aim to create authentic inclusion in schools that change how students interact with one another on a daily basis. Unified Schools aim to be an ally in targeting intolerance, hate speech and bullying.</p>
<p>Unified Physical Education Class (Mike Doyle)</p>	<p>Unified Physical Education provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. Unified Physical Education allows students of varying ability levels and backgrounds to come together on equal terms through ongoing fitness, sports, leadership, and wellness activities. This course focuses on the physical, intellectual, and social growth of all participants.</p>

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

Student Programs	Description
College of St. Scholastica TRIO Upward Bound (CHS) (Stephanie Sklors, CSS)	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.
LINK CREW (CHS) (Sara Prosen)	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 (CHS) (Steve Battaglia)	Students in grades 9-12 are assigned to an advisor for 4 years. Advisors provide support and academic tracking for students throughout their high school career.
At-Risk and Academic Intervention Support Program (CHS) (Fiona Waldorf)	The At-Risk Program is designed for all students, with an emphasis on 9 th and 10 th grade students, who have been identified for Academic Intervention because they are academically at-risk for retention and academic failure. These students are monitored, provided a check and connect, assigned interventions, and provided tutoring according to their needs.
Spring Break Academy, Summer	Our Summer School program and Spring Break Academy provide students with the opportunity to do credit recovery. CHS also

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<p>School, and Edgenuity (CHS) (Shannon Sams and Steve Polkowski)</p>	<p>works with CAAEP to offer credit recovery through Extended Day High School.</p>
<p>Family and Consumer Science</p>	<p>See description under CMS.</p>
<p>North Homes Therapy</p>	<p>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.</p>
<p>Fond du Lac Behavioral Health</p>	<p>Fond du Lac Behavioral Health has school based Mental Health Therapists to offer mental health services to the American Indian Students. Students may engage in individual, group and family therapy. Services can be offered onsite at the Cloquet High School, Min No Aya Win Human Services Center and/or Via tele-health. In collaboration with therapy, students may be eligible to receive CTSS and Children’s Mental Health Case Management. FDL Offers culturally appropriate services to the American Indian Students within the Cloquet School District and works to advocate and build positive teams to support the success for the students.</p>
<p>College of St. Scholastica TRIO Talent Search (CHS) (James Hoppe)</p>	<p>See description under CMS.</p>
<p>Industrial Tech (Steve Battaglia)</p>	<p>We have aligned many of our IT classes to correspond with specific training through the Regional Council of Carpenters. This is a real world example of how kids can prepare for careers in the trades and actually earn skills via curriculum that was specifically designed by their potential employers.</p>
<p>AVID (Andrew Miller)</p>	<p>See description under CMS.</p>
<p>School Social Worker (Joe Backus and Katie Danielson)</p>	<p>School social workers work to remove barriers to academic success by partnering with administration to ensure compliance with special education laws, and develop and implement programs and policies that address issues such as attendance, drug abuse, safety, and more. They support teachers by identifying barriers to learning and helping to design</p>

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	<p>academic and behavioral interventions, as well as developing an understanding of other factors impacting student success. They serve students by supporting their needs to ensure maximum benefits of their educational experience, and helping them develop skills needed to be successful in school and in other relationships. They engage families by helping them understand school policies and what services are available to them. And they collaborate with outside agencies to deliver educational and mental health services to meet the needs of students and families.</p>
<p>Unified Physical Education Class (Mike Doyle)</p>	<p>Unified Physical Education provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. Unified Physical Education allows students of varying ability levels and backgrounds to come together on equal terms through ongoing fitness, sports, leadership, and wellness activities. This course focuses on the physical, intellectual, and social growth of all participants.</p> <p>Cloquet High School is officially recognized as a Unified Champion School by Special Olympics MN. The three components of a Unified Champion School are Inclusive Youth Leadership, Unified Sports, and Whole School Engagement. All three areas are crucial to shift the culture of a school towards inclusion. Unified Schools aim to create authentic inclusion in schools that change how students interact with one another on a daily basis. Unified Schools aim to be an ally in targeting intolerance, hate speech and bullying.</p>
<p>Check and Connect (Katie Danielson)</p>	<p>Check and Connect is an initiative funded by State Personnel Development Grants from the Minnesota Department of Education. This 5-year grant cycle focuses on increasing passing grades, attendance, and reducing behavioral incidences in order to contribute to Cloquet's graduation rate for American Indian students utilizing IEP support. During the course of the next three years we will track this evidence based practice and report that data collection to our stakeholders.</p>
<p>Direct Admissions (Nicole Lackas)</p>	<p>The Direct Admissions pilot program is designed to make sure all high school students know that they have college options. "Direct Admissions" means a student has gained conditional or guaranteed admittance to a college or university, depending on the institution. Students must complete the college's application (fees waived) and submit additional information to officially confirm their admittance to the institution of their choice.</p>

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<p>Ripsaw Robotics (Richard Rhoades/Michelle Wick)</p>	<p>Ripsaw Robotics is part of the FIRST program. FIRST is a robotics competition founded by inventor Dean Kamen. FIRST, an acronym for “For Inspiration and Recognition of Science and Technology,” is an international phenomenon, which pairs high schools with corporate engineering sponsors to build a robot which will compete in a sport-like event. The goal of the FIRST program is to give students hands-on experience working with real engineers, so that engineers and scientists are seen as role models in the same way professional athletes are.</p>
<p>World Languages (World Lang. Dept.)</p>	<p>Students at CHS have a variety of world languages to choose from including Spanish, German and Ojibwemowin. Courses focus on learning more about both language and culture. Students in Ojibwemowin have the opportunity to learn from local tribal members and experts in the culture, while students in Spanish and German have the opportunity to travel abroad to Costa Rica, Spain and Germany for further immersion in the language and culture.</p>
<p>GAPP (Cara Jago)</p>	<p>GAPP is an international organization that facilitates exchanges between the US and Germany. It is sponsored by the US and German Federal Governments. Since 1996 Cloquet High School has been partnered with the Gymnasium am Hoptbühl in Villingen-Schwenningen, Germany. Families of German students at CHS host 10th and 11th graders from Germany for 3 weeks, and we travel as a group to visit our partners in Germany the following summer. The GAPP trip is an immersive cultural experience unlike anything else. Students stay in their host's homes, eat their food, and go about daily life as if they're part of a German family.</p>
<p>Career and Tech Ed (Michelle Wick)</p>	<p>Cloquet Public Schools has invested significantly in Career and Technical Education (CTE) and partnered with the Trades to successfully poise students for the workforce. The CTE Department promotes automotive, woodworking, metals, and their creative Lumberjack Design and Fabrication Lab productions.</p>
<p>Theatre (Corey Hunt)</p>	<p>Cloquet High School has a strong tradition of theatre arts which goes back decades. Each year, CHS puts on a Fall Musical, One Act Competition Play and a Three Act Spring Play. Over 100 students participate each year, either performing in the productions or helping out as crew members, building and painting the set, helping with costumes and makeup or running the light and sound equipment. CHS boasts one of the most technologically advanced auditoriums in Northern Minnesota, and we pride ourselves on having a large and diverse group of students share their talents with the community every school year!</p>

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CAAEP

Student Programs	Description
EDHS - Extended Day High School (Sue Thomason)	EDHS is a credit recovery option that allows students to make up failed courses, at night or in the summer, in order to stay on course towards graduation. In many cases, students are able to recover lost credits in a timely manner that allows them to still graduate on time with their class. This program serves Cloquet students, as well as students from surrounding districts.
Credit Recovery Mini Academies (CAAEP) (Rod Syck)	Credit Recovery Academies provide students with the opportunity to do credit recovery year round in short sessions over school breaks.
Choice Novels Reading Program (CAAEP) (CAAEP English Dept)	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 (CAAEP) (Dave Perry & Angela Garbett)	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

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	the self-sustaining stage, with only minimal input from Carlton County and the Mickelson Consulting group.
Student Ambassadors of the Restorative Practices Program (CAAEP) (Dave Perry & Angela Garbett)	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 quarter, local law enforcement from the Cloquet Police Department and the Fond du Lac Police Department meet with students for an hour and share donuts, coffee, and conversation while playing board games and getting to know one another. The hope is that many students who have had only negative interactions with law enforcement in the past will be able to get to know some of the local police force on a more personal level as members of the community, thus encouraging more positive interactions.
Not a Number by PAVSA (Angela Garbett)	Staff member from PAVSA comes into the classroom to teach students healthy relationship boundaries, identify their own vulnerabilities, identify human trafficking signs as well as exploitations signs.
Symposium (CAAEP Staff)	Credit recovery option offered various times throughout the school year. Students have the opportunity to earn credits in a variety of subject areas or elective credits by participating in weeklong nontraditional learning experiences both inside and outside the classroom. Symposium offerings may be cultural (ex: study of Ojibwe culture with a trip to Madeline Island), community service based (ex: spending time in the nursing homes or with the fire department), physical education (ex: skiing, bowling, curling, hiking the Superior Hiking Trail), artistic (ex: ribbon skirts or locker painting) or classroom based (ex: novel studies).

TEACHERS & PRINCIPAL PROGRAMS

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

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consistently and clearly communicated across the district. Principal evaluations are conducted annually by the superintendent.

Teacher & Principal Programs	Description
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 (Katy Buytaert and Kim Peddle)	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.

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District Program	Description
<p>Building Leadership Teams (Dr. Cary)</p>	<p><i>Rationale</i></p> <p>A strong system of education relies heavily upon highly qualified teachers who are well supported and work in collaboration with leadership to continuously improve the quality of education provided to students. Cloquet Public Schools has a well-established system of peer-to-peer teacher collaboration. This system allows for many opportunities for teachers to work together and learn from each other, built intentionally into the school calendar. This is a great start to creating and sustaining excellent schools. Our district worked to improve this system by creating intentional opportunities for teachers, building leaders and district leaders to regularly work together on key aspects of our school system.</p> <p>The administrative team, in alignment with our district strategic vision, added teacher leader stipend positions at each building beginning in 2020-21. The leadership stipend positions are responsible for coordinating department work in a configuration to be determined by the building principal (example – grade level leaders at the elementary, content area leaders at the secondary). The leadership positions are responsible for coordinating work within their leadership team, attending regular building leadership meetings to facilitate communication and work with building administration, and for serving on a district committee that is critical to providing an excellent education system (District Advisory Committee, Technology Committee or Curriculum Committee).</p> <p><i>Structure</i></p> <p>Teacher leaders would lead an assigned group of their peers to facilitate coordination and implementation of building and district goals/initiatives. They would also be responsible for communication of progress between their teacher team, the building leadership team, and their respective district committee.</p>
<p>DAC (Bekki Morrison) By-Laws Document</p>	<p>The DAC will:</p> <ul style="list-style-type: none"> ● Act as the communication liaison among licensed staff, administration, and the school board. ● Establish and coordinate staff development goals in conjunction with the World’s Best Workforce Plan. ● Support the implementation of the long-range strategic plan for school improvement. ● Create, share and report on the progress of state accountability reports, primarily the World’s Best Workforce Plan.

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<p>PLC (DAC)</p>	<p>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.</p> <p>These two terms, Departments and PLCs, are used interchangeably, depending upon what they are doing. PLC's will function in different ways among the various sites, as they work with their building administration and faculty.</p> <p>Professional Learning Communities refer to group work that improves WHAT is taught and HOW to teach it effectively. Professional Learning Communities are focused on:</p> <ul style="list-style-type: none"> ● 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.
<p>Curriculum Committee</p>	<p>Made up of members of the Building Leadership Teams of each building, Literacy Coaches, and the superintendent. Sets curriculum adoption cycle and works on other issues related to district curriculum, including considerations of equity in diversity.</p>
<p>Technology Committee</p>	<p>Made up of members of the Building Leadership Teams of each building and the Technology Director. Discuss issues of technology in the district, especially relating to classroom instruction.</p>
<p>Problem Solving Team (Collette Lenarz)</p>	<p>Each site has a process for referring students that are at risk in the areas of academics, social/emotional and behavioral needs. The team is made up of classroom teachers, special education teachers, Indian Education, Family School Support Worker, School Counselor, School Social Worker and administration. Once a student is referred, a meeting is set, needs are discussed and interventions are put in place. After two weeks, interventions are reviewed, if the student needs more assistance a parent/guardian meeting is set, and further action is determined.</p>

<p>Local Collaborations</p>	<p>Description</p>
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<p>NASC (Bekki Morrison & Jen Kolodge)</p>	<p>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.</p>
<p>Gathering of Great Minds</p>	<p>Participation in planning and attending a multi-district workshop consisting of area school districts (NASC).</p>
<p>Northern Lights Special Education Cooperative (Jessa Cook)</p>	<p>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</p>
<p>Carlton County Collaborative</p>	<p>Restorative Practices training and support.</p>
<p>Human Development Center (HDC) School Based Services</p>	<p>HDC works cooperatively with the school district to provide therapy/counseling/day treatment at school sites.</p>
<p>North Homes Therapy (All Buildings)</p>	<p>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.</p>
<p>County Truancy Program (Kenzie Friedman) Kenzie.friedman@co.carlton.mn.us</p>	<p>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.</p>
<p>MN Humanities Center (Nicole Ojanen)</p>	<p>Minnesota Humanities Center (MHC) is currently in collaboration with Cloquet Public Schools to help equip educators in better understanding themselves, their students, and families through half and full-day trainings. Local Ojibwe community experts and MHC Officers provide professional development and lesson plans for educators that can be modified to support learning in the classroom. These teachings and</p>

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	<p>learnings allow powerful perspectives not usually found in textbooks. Educators are able to deepen their understanding of the ways to approach education and their role as an educator. MHC intended outcomes include integrating American Indian perspectives in multiple content areas; increase student engagement with MN history; shift instructional practices by supporting teachers to be facilitators of knowledge- especially regarding cultural perspectives that are not their own and employing multiple ways of teaching and learning.</p>
<p>Positive Community Norms/REACH (Michelle Kilroy and Dakota Koski)</p>	<p>In July 2021, REACH received a \$920,000 grant from the Minnesota Department of Human Services to further their work to reduce drug and alcohol use through positive community norms over the next five years in Carlton County. The goal is to come up with positive activities, people and ways students can spend their time other than using drugs and alcohol. Amy Louhela was hired to work with the current REACH staff, including executive director Dakota Koski and program coordinators on this goal.</p>

Leadership & Support Positions	Descriptions
<p>Director of American Indian Education Programs (Teresa Angell)</p>	<p>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.</p>
<p>Technology Integration and Instruction Specialists (Bekki Morrison)</p>	<p>Specialists assigned at each level (high school, middle school, and elementary) to provide leadership and direction in educational technology initiatives, one-on-one teacher mentoring, district strategic planning, staff development and curriculum and instructional support.</p>
<p>School Social Worker (Collette Lenarz)</p>	<p>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,</p>

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	advocacy, and service to families and school staff. Work with Restorative Practices is also included.
School Counselors (Shannon Sams)	The district provides school counselors for: Washington (1), Churchill (1), Cloquet Middle School (1), CAAEP (1) and Cloquet High School (3).
School Psychologists (Stephanie Gibson & Lisa Hietala)	The district provides school psychologists for: CMS/CHS/CAAEP (1), WASH/CHU/Early Childhood (1)
Family School Support Workers (Brenda Denman)	The Family School Support Workers work closely with the public schools in Carlton County. We currently have FSSWs located in the Barnum, Carlton, Cloquet, and Wrenshall public schools. Families need to have a child attending one of those schools in order to access the services of a Family School Support Worker. The Family School Support Worker program is a family-focused, preventative service offered in Carlton County. The program provides support to families and children within their home, school, and community.
School Resource Officer (Jared Braveheart)	School District and City of Cloquet Police link. The SRO works with ISD 94 to address bullying, social media safety, chemical dependency, and safety in the schools. The SRO participates in Restorative Processes at CHS and CAAEP; assists with school patrol services (crossing guards) in the elementary buildings; and assists with general conflict and crisis resolution in all buildings as needed. The goal of the SRO is to build relationships and serve the School District and City of Cloquet.
Restorative Practices Coordinator (0.5 FTE CHS) (Lindsay Markwardt)	The Restorative Practices (RP) Coordinator facilitates the implementation of RP at the Cloquet High School. This involves planning and leading ongoing training opportunities for teachers and staff about the philosophies and myriad applications of RP. Specifically, all homeroom teachers are leading talking circles with their students with hopes of promoting positive relationships and cultivating a stronger community. The RP Coordinator plays a crucial role in planning, implementing, and monitoring the progress of the Homeroom Circles. Additionally, the RP Coordinator facilitates restorative chats, conferences, and circles to support those who have been harmed and to hold accountable those who have caused harm- these efforts attempt to reduce punitive disciplinary actions such as detention, suspensions, or expulsion. The RP Coordinator also advises a Student Ambassador program, where students in grades 9-12 are trained in RP so they can support RP initiatives at CHS.

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<p>Equity Coordinator (0.5 FTE District-wide) (Wendy Waha)</p>	<p>The Equity Coordinator assists each school in evaluating and influencing policies and practices with an equity lens that supports the needs of all students- with special attention to students to have historically been underrepresented. The Equity Coordinator helps organize and facilitate professional development for school staff with intentions of promoting an appreciation for diversity and enhancing a deeper understanding of cultural and individual differences which nurtures a more culturally responsive and inclusive environment in Cloquet's schools. Specific training opportunities are designed to meet the Cultural Competency requirements for teacher relicensure. Additionally, this role coordinates the efforts of the District's Equity Leadership Team which helps create district goals and plans of action to address equity needs.</p>
<p>Literacy Coaches (CMS & CHS) (Jeff Ojanen)</p>	<p>The Literacy Coaches are a component of the Federal Comprehensive Literacy State Development (CLSD) Project. We are charged with improving outcomes for students through:</p> <p>a) Systems Coaching</p> <p style="padding-left: 40px;">i) Systems coaching is related to site infrastructure which includes gathering data to help inform plans and goals, communications, planning professional development, create structures for effective and efficient collaboration.</p> <p>b) Instructional Coaching.</p> <p style="padding-left: 40px;">i) Instructional coaching is related to supporting one-on-one action planning with teachers, subject area and other designated PLC teams, and implementing evidence-based practices prioritized by school vision and goals.</p>
<p>Family Engagement Coordinator (Michelle Kilroy)</p>	<p>The Family Engagement Coordinator works to find ways to get our families and the community more involved in the middle and high schools.</p>

Gifted and Talented Programs

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

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

Program	Description	Level	Assess & Identify	Participation Occurs
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Junior Great Books / Book Clubs	For early readers - high readers and readers with strong comprehension abilities	Grades 1-3	Teacher recommendation	During the school day
Math Masters	Regional Competition	Grade 4	Teacher recommendation and ability testing	During the school day
Math Minds	Math enrichment for students who are above grade level in math skills	Grades 2-3	Teacher recommendation	During the school day
Battle of the Books	Reading enrichment for students reading above grade level	Grade 4	Student interest/teacher recommendation	During the school day
Math Olympiads	High Math	Grades 5-6	Teacher recommendation and ability testing	During the school day
Geo Bee	Geography knowledge contest. If qualified, can compete at state and even advance to the national competition.	Grades 5-8	Test all Grade 5-8 students and take the top 35 students. CMS is split into grades 5-6 and 7-8, WASH and CHU are independent	During the school day
Spelling Bee	Spelling knowledge- local districts; winners move on to regionals to compete; can move on to state and national competition if qualified	Grades 5-8	Test all Grade 5-8 students and take the top 35 students by grade level to determine the grade level champion. Top 4 compete in a regional tournament.	During the school day
Knowledge Bowl	Interdisciplinary academic contest for teams of students. Can compete at regional and state levels.	Grades 5-12	Students take a test on Schoology and teams are built from top scorers.	After school group; competitions are during the school day
Destination Imagination	Student teams solve challenges using STEM and compete at district,	Grades 5-12	Open to all students	After school group; competitions are

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	state, and global levels in front of judges and an audience..			on Saturdays
Future Cities	Students solve problems facing a city set 100 years in the future. This is a STEM based program.	Grades 6-8	Open to all students. <i>(Unlikely to be run in 2021-22)</i>	After school group; competitions are on Saturdays

Admittance to Gifted and Talented Programs

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

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

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

Acceleration

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

[Cloquet Policy 534: Academic Acceleration](#)

Early Admission to Kindergarten and First Grade

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

[Cloquet Schools Early Entrance to Kindergarten](#)

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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.

Program	Description
ECSE (Early Childhood Special Education) (Jody Zeleznikar)	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.
Early Childhood Screening (Kayla Cotner)	Early Childhood Screening is a process used to identify potential health and/or developmental problems in young children. Screening in early childhood supports children's readiness for kindergarten and promotes health and development. Required by the State of Minnesota for every child before entering Kindergarten. Ideally completed between the child's 3rd and 4th birthday. http://education.state.mn.us/MDE/fam/elsprog/screen/
School Readiness (Shannon Krikava)	School Readiness is located at the Early Childhood Building at Churchill School. We offer a Tues/Thurs morning or afternoon program for 3-year-olds and a M/W/F morning, M/W/F full day or T/TH full day programs for 4-year-olds. All classes are taught with state licensed lead teachers. http://education.state.mn.us/MDE/dse/early/read/index.htm
Li'l Thunder (Darla Pappas)	Li'l Thunder: ECLC (Early Childhood Learning Center) is located at FDLTCC. This child care center serves children ages 16 months to the first day of Kindergarten. The center offers a full toddler and preschool curriculum implemented by DHS qualified staff. The center is Parent Aware rated at 4 stars and participates in the District BRIDGE program, JumpStart 4 Kindergarten and partners with FDLTCC ECD and Nursing programs.
Li'l Lumberjacks (Darla Pappas)	Li'l Lumberjacks: ECLC (Early Childhood Learning Center) is located at Suite 20, Pine Tree Plaza. This child care center serves children 6 weeks to the first day of Kindergarten, and includes an infant program as well as a full toddler and

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	<p>preschool curriculum implemented by DHS qualified staff. The center includes a collaboration with the JET and Northstar programs which offers high school students, who have an interest in early childhood education, a hands-on experience. The center is Parent Aware rated at 4 stars and participates in the District BRIDGE program, JumpStart 4 Kindergarten and partners with FDLTCC ECD and Nursing programs.</p>
<p>ECFE (Early Childhood Family Education) (Shannon Krikava)</p>	<p>The ECFE program is located at the Early Childhood Building at Churchill School. This program is for families with children birth to Kindergarten entrance. Includes parent and child interaction, parent only time with a Minnesota Department of Education licensed parent educator and child only time with a Minnesota Department of Education licensed child educator. http://education.state.mn.us/MDE/dse/early/fam/</p>
<p>Child Network (Shannon Krikava)</p>	<p>Cloquet participates in program idea sharing. This is a collaboration of professionals focused on improving services to young children and families throughout Carlton County. This includes networking and collaboration with community, school and county early childhood programming and services for support to enhance services to families with young children. Mission statement: A community of children and families growing, learning and thriving.</p>
<p>JS4K (Jump Start for Kindergarten) (Tess Christensen/Donna Lekander)</p>	<p>The JS4K program is for any preschooler who is eligible for kindergarten the following year. The goal is to make sure children have the skills and experiences they need to be ready for Kindergarten. JS4K uses the Brigance assessment 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 working together to ensure a successful transition to kindergarten.</p>
<p>Parent AWARE (Shannon Krikava)</p>	<p>This is a state rating scale that is used to assist Early Childhood programs to improve quality and provide parents with additional financial support. Cloquet School Readiness, Lil. Lumberjacks, Lil Thunder and Kinder Corner are 4 star Parent Aware rated. http://parentaware.org/</p>

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<p>BRIDGE (Building Relationships Intending to Develop Greater Education) (Calli Kermend)</p>	<p>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.</p>

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[2023-24 District Staff Development Plan](#)

District Staff Development Goals and Findings

Staff Development Advisory Committee: See District Advisory Council Membership

Staff Development Participation: All Staff Participate in Staff Development

District Staff Development Goal 1	To ensure that our protected class students have equitable access to an education that allows for an increase in student achievement at the same rate as their peers, staff will align and review curriculum based on the state standards as well as district demographics to ensure inclusion of all groups within the curriculum, review assessment data for subgroups, and develop equitable instructional strategies and experiences to engage all learners.
District Staff Development Goal 2	Provide teachers with in-service 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.
Sources and *Data Used to Determine Professional Development Needs in District. *Required	Decided at the building level based on staff surveys and building data
Professional Development Activities Planned (keep dated record of activities and submit to DAC at end of each year)	2023-24 Staff Development Tracking Sheet 2022-23 Staff Development Tracking Sheet
Evaluation Tools (Measures used to determine the effectiveness of professional development in improving practice and outcomes)	Completed at the building level.

To view individual building staff development goals, view the [2023-24 Staff Development plan](#).

Student Achievement Goals

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

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[Early Childhood/Community Education](#)

[Washington Elementary](#)

[Churchill Elementary](#)

[Cloquet Middle School](#)

[Cloquet High School](#)

[Cloquet Area Alternative Education Program](#)