

— **ISD 748** —

**COMPREHENSIVE
ACHIEVEMENT & CIVIC
READINESS
STRATEGIC PLAN**

2024-25



SARTELL-ST. STEPHEN PUBLIC SCHOOLS
DEPARTMENT OF LEARNING AND TEACHING

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Supporting Teaching and Learning

MN Statute 120B.11: Comprehensive Achievement and Civic Readiness Strategic Plan

Subd. 1. Performance Measures

District 748 will use national, state and local assessment results to determine school site progress in creating the comprehensive achievement and civic readiness plan including:

1. the size of the academic achievement gap by identified student groups
2. student performance on the Minnesota All Accountability Assessments and local assessments
3. Sartell High School graduation rates; and
4. ACT Assessments, SLEDs and other career and college readiness assessment results.

Subd. 2. Adopting Plans and Budgets

A variety of supports are in place to assist staff in designing curriculum, instruction, intervention and extension to meet the academic and social-emotional learning needs of our students. Through our District Multi-Tiered System of Support (MTSS), educational elements such as PBIS, District Literacy Plan, Title 1, Math Intervention, Reading Intervention, Reading Corp, Math Corp, Sabre Advisory, Student Advisory, advanced differentiation programming, Teacher Evaluation, Principal Evaluation and the development of continuous School Improvement Plans, our students academic and social-emotional needs are the core of our work.

District and site-level goals will be developed and reviewed annually. Goals will define benchmarks for instruction and student achievement based on the Comprehensive Achievement and Civic Readiness statute.

- All children are ready for school.
- All achievement gaps among all student groups are closed.
- All students are ready for career and college.
- All students graduate from high school.
- Prepare all students to be lifelong learners.

Requirements:

1. The district and each school within the district will establish goals and utilize benchmarks for student achievement and instruction.
2. Each school will assess and evaluate each student's progress toward meeting academic standards.
3. The district has a process for identifying students who need more academic or social-emotional tiered support of remediation or extension including acceleration and early-admission procedures.
4. District curriculum will be reviewed on a continuous cycle to identify strengths and weaknesses of instruction and curriculum to ensure career and college-readiness leading to comprehensive achievement and civic readiness.
5. District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to best practice, student outcomes. Processes for ensuring quality include ensuring equitable student access to effective teachers, principal evaluation and teacher evaluation.
6. District curriculum and instruction will be reviewed to determine strategies for improving instruction, curriculum and student achievement for all student groups including English learners.
7. The district has a process for maintaining an equitable distribution of teachers and strategies to ensure low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
8. District education effectiveness practices will integrate high-quality instruction, technology and curriculum that is rigorous, accurate, antiracist, and culturally sustaining; ensure learning and

work environment validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees; and provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness.

9. The School Board will adopt an annual budget for the implementation of the district plan.
10. The School District will identify a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.

Subd. 3. District Advisory Committee

The District 748 Comprehensive and Civic Readiness advisory committee, comprised of teachers, parents, support staff, students, and other community residents, is established to ensure active community participation in all phases of planning and improving district instruction and curriculum. This committee must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults. The district committee must recommend to the school board: rigorous academic standards, student achievement goals, district assessments, processes for improving students' equitable access to effective and more diverse teachers. The district will utilize strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

Subd. 4. Site Teams

School site teams are in place to develop and implement strategies and practices to improve instruction, curriculum including cultural awareness and cross-cultural communication and student achievement. Site teams include Building Instructional Leadership Teams, Teacher Induction, Instructional Coaching teams and curriculum content specialist teams. Each Site Leadership Team includes parent representation.

Subd. 5. Report

A report will be published on the Sartell-St. Stephen website that outlines the strategic plan for developing comprehensive achievement and civic readiness. The school board will hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies and practices for improving curriculum and instruction and cultural competency, to equitably distribute diverse, effective, experienced and in-field teachers, and to review district success in meeting the goals of the prior year's Comprehensive Achievement and Civic Readiness strategic plan. The School Board will submit an electronic summary of the report to the commissioner.

Subd. 7. Periodic Report

District 748 will periodically survey the community in regard to their connection and satisfaction with school. If required, the results of this survey will be included in the summary report submitted to the commissioner.

Subd. 8. Removed in Statute

Subd. 9. Annual Evaluation

The commissioner will identify effective strategies, practices, and use of resources by districts and school sites, and will assist districts and sites throughout the state in implementing these effective strategies, practices, and use of resources. The commissioner will identify and report those districts not making sufficient progress in a 3-year period. The commissioner will report to committees of the legislature a list of schools that have not submitted their report.

The following pages outline the District Strategic Plan to meet the requirements of MN Statute 120.11.

2024-25 Comprehensive Achievement & Civic Readiness District Goals

All students will be ready for school.

Goal: In Fall 2024, 65% or higher of Kindergarten students will earn a composite score at or above the 40th percentile on their fall FASTBridge Early Reading assessments.

Result: In the fall of 2024, 66% of incoming Kindergarteners performed at the 40th percentile or higher on the Fastbridge Early Reading composite score.

Goal: In Fall 2024, 80% or higher of Kindergarten students will earn a composite score at or above the 40th percentile on their fall FASTBridge Early Math assessments.

Result: In fall 2024, 86.1% or higher of Kindergarten students performed at or above the 40th percentile on their fall FASTBridge Early Math composite score.

All racial and economic achievement gaps between students will be closed.

Reading:

By Spring of the 2024-25 school year, the proficiency gap between the students who do not receive free and/or reduced priced lunch and the students who receive free and/or reduced priced lunch will be reduced from 23.3% to 21.3% as measured by the MN State Reading Accountability Tests (MCA and MTAS).

By Spring of the 2024-25 school year, the proficiency gap between the students who are identified as non-white and students who are identified as white will be reduced from 15.5% to 13.5% as measured by the MN State Reading Accountability Tests (MCA and MTAS).

By Spring of the 2024-25 school year, the proficiency gap between the students who do not receive special education services and the students who receive special education services in grades 3-8 and 10 in the Sartell-St. Stephen School District will be reduced from 31.1% to 29.1% as measured by the MN State Reading Accountability Tests (MCA and MTAS).

Mathematics:

By Spring of the 2024-25 school year, the proficiency gap between the students who do not receive free and/or reduced priced lunch and the students who receive free and/or reduced priced lunch will be reduced from 32.0% to 30.0% as measured by the MN State Math Accountability Tests (MCA and MTAS).

By Spring of the 2024-25 school year, the proficiency gap between the students who are identified as non-white and students who are identified as white will be reduced from 18.0% to 16.0% as measured by the MN State Math Accountability Tests (MCA and MTAS).

By Spring of the 2024-25 school year, the proficiency gap between the students who do not receive special education services and the students who receive special education services in grades 3-8 and 10 in the Sartell-St. Stephen School District will be reduced from 37.8% to 35.8% as measured by the MN State Math Accountability Tests (MCA and MTAS).

All students are ready for career and college.

In December 2024, the following percentage of sophomore students at Sartell High School will score at or above the “on target” benchmark on the Pre-ACT assessment:

- Math: 44-46%
- Science: 47-49%
- English: 70-72%
- Reading: 58-60%
- STEM: 21-23%

(A benchmark score was determined for goal setting purposes by utilizing the Class of 2026's Pre-ACT data.)

All students graduate from high school.

In the Spring of the 2024-25 school year, Sartell High School will maintain the 96-98% four year graduation rate range, as measured by MDE's Graduation Rate Roster.

Prepare all students to be life-long learners.

Upon graduation, 80% of students will report preparedness to be lifelong learners by being equipped with the skills necessary for post-secondary success, adaptability in a rapidly changing world, and the ability to take ownership of their learning, as measured by an optional feedback questionnaire provided to alumni of Sartell-St. Stephen Public Schools.

2023-24 World's Best Workforce Goals and Results

All students will be ready for school.

Goal: 95% of 4-Year-Old Preschool students will demonstrate widely held expectations on Literacy Objective 15 “phonological awareness, phonics skills, and word recognition” as measured by the Teaching Strategies Gold (TS Gold) Assessment. Goal Not Met

Results: In Spring 2024, 82.3% of 4 year olds in EC met expectations on the Literacy Objective 15 “phonological awareness, phonics skills, and word recognition”.

Goal: 95% of 4-Year-Old Preschool students will demonstrate widely held expectations on Math Objective 20 “uses number concepts and operations” as measured by the Teaching Strategies Gold (TS Gold) Assessment. Goal Not Met

Results: In Spring 2024, 85.2% of 4 year olds in EC met expectations on the Math Objective 20 “uses number concepts and operations”.

Goal: 95% of 4-Year-Old Preschool students will fall within the widely held expectations band for: “regulate their own emotions and behaviors by managing feelings, following limits and expectations and taking care of their own needs appropriately” by the end of the 23-24 school year, as measured by the Teaching Strategies Gold (TS Gold) Assessment. Goal Not Met

Results: In Spring 2024, 87.2% of 4 year olds in EC met expectations in regulating their own emotions and behaviors by managing feelings, following limits and expectations and taking care of their own needs appropriately.

Goal: All Kindergarten students at Oak Ridge Early Learning Center receiving a composite score in the high-risk range on the Social Behavior, Academic Behavior, and Emotional Behavior Screener (SAEBRS) will be reduced 50% from Fall 2023 to Spring 2024, as measured by the FASTBridge SAEBS benchmark screening assessment. Goal Not Met

Results: In Fall 2023, 35.9% of Kindergarten students received a composite score in the high or moderate risk category. In Spring 2024, 28.2% of Kindergarten students received a composite score in the high or moderate risk category, therefore resulting in a 21.4% reduction from Fall 2023 to Spring 2024.

All third grade students will achieve grade-level literacy as measured by the MN State Reading Assessments.

Goal: The percentage of all students in grade 3 in the Sartell-St. Stephen School District (Riverview Intermediate) who are proficient as measured by the Reading All Accountability Tests (MCA and MTAS) will increase from 61.00% in Spring 2023 to at least 75.50% in Spring 2024. Goal Not Met

Results: In Spring 2024, 63.4% of 3rd grade students were proficient on the Reading All Accountability Tests (MCA & MTAS).

All achievement gaps will be closed among identified student groups.

Goal: By Spring 2024, the achievement gap for students in identified subgroups will be reduced, as measured by the Minnesota All Accountability Assessments.

Reading:

Goal: The proficiency gap between non-free and reduced price lunch (Non-FRP) and free and reduced price lunch (FRP) students in grades 3-8 and 10 in the Sartell-St. Stephen School District will be reduced from 24.70% in 2023 to 12.35% in 2024 by increasing the proficiency rate of the groups as follows: a) Non-FRP students from 67.70% in 2023 to 76.35% in 2024. b) FRP students from 43.00% in 2023 to 64.00% in 2024, as measured by MN State Reading accountability tests (MCA and MTAS). Goal Not Met

Results: In spring 2024, the Non-FRP vs FRP achievement gap decreased to 23.3% on MN State Reading accountability tests (MCA & MTAS).

- Non-FRP: In Spring 2024, the percent of proficient Non-FRP students increased from 67.7% to 68.8%.
- FRP: In Spring 2024, the percent of proficient FRP students increased from 43.0% to 45.5%.

Goal: The proficiency gap between the non-special education students and the special education students in grades 3-8 and 10 in the Sartell-St. Stephen School District will be reduced from 30.20% in 2023 to 15.10% in 2024 by increasing the proficiency rate of the groups as follows: a) Non-SPED students from 66.90% in 2023 to 75.95% in 2024. b) SPED students from 36.70% in 2023 to 60.85% in 2024, as measured by MN State Reading accountability tests (MCA and MTAS). Goal Not Met

Results: In spring 2024, the Non-SPED vs SPED achievement gap increased to 31.1% on MN State Reading accountability tests (MCA & MTAS)

- Non-Sped: In Spring 2024, the percent of proficient Non-Sped students increased from 66.9% to 68.6%.
- SPED: In Spring 2024, the percent of proficient Sped students increased from 36.7% to 37.5%.

Mathematics:

Goal: The proficiency gap between non-free and reduced price lunch (Non-FRP) and free and reduced price lunch (FRP) students in grades 3-8 and 11 in the Sartell-St. Stephen School District will be reduced from 26.30% in 2023 to 13.15% in 2024 by increasing the proficiency rate of the groups as follows: a) Non-FRP students from 69.40% in 2023 to 77.20% in 2024. b) FRP students from 43.10% in 2023 to 64.05% in 2024, as measured by MN State Mathematics accountability tests (MCA and MTAS). Goal Not Met

Results: In spring 2024, the Non-FRP vs FRP achievement gap increased to 32.0% on MN State Math accountability tests (MCA & MTAS).

- Non-FRP: In Spring 2024, the percent of proficient Non-FRP students increased from 69.4% to 73.2%.
- FRP: In Spring 2024, the percent of proficient FRP students decreased from 43.1% to 41.2%.

Goal: The proficiency gap between the non-special education students and the special education students in grades 3-8 and 11 in the Sartell-St. Stephen School District will be reduced from 33.80% in 2023 to 16.90% in 2024 by increasing the proficiency rate of the groups as follows: a) Non-SPED students from

68.80% in 2023 to 76.90% in 2024. b) SPED students from 35.00% in 2023 to 60.00% in 2024, as measured by MN State Mathematics accountability tests (MCA and MTAS). Goal Not Met

Results: In spring 2024, the Non-SPED vs. SPED achievement gap increased to 37.8% on MN State Math accountability tests (MCA & MTAS)

- Non-Sped: In Spring 2024, the percent of proficient Non-Sped students increased from 68.8% to 72.1%.
- SPED: In Spring 2024, the percent of proficient Sped students decreased from 35.0% to 34.3%.

All students will demonstrate career and college readiness by graduation.

Goal: By Spring 2024, the percentage of students meeting all four college readiness benchmarks will increase from 49% to 55% over the next two years as measured by the ACT Assessment, per the "Grade 11 Tested Students ACT Report". Goal Not Met

Results: In Spring 2024, 53% of grade 11 students met all four college readiness benchmarks as measured by the "Grade 11 Tested Students ACT Report"

*Taken from success.act.org report as Profile Report not yet available (7.24.24)

Goal: By Spring 2024, the percentage of students in Grade 10 demonstrating college and career readiness will increase from 35.6% in Spring 2023 to 55% at the end of the 23-24 school year, as measured by the MN All Accountability assessments in reading. Goal Not Met

Results: In Spring 2024, 31.0% of 10th grade students at Sartell High School, were considered College and Career Ready on the MN Accountability Reading assessments.

Goal: By Spring 2024, the percentage of students in Grade 11 demonstrating college and career readiness will increase from 41.6% in Spring 2023 to 55% at the end of the 23-24 school year, as measured by the MN All Accountability assessments in mathematics. Goal Not Met

Results: In Spring 2024, 46.8% of 11th grade students at Sartell High School, were considered College and Career Ready on the MN Accountability Math assessments.

100% of Sartell High School students will graduate on time. Goal Not Met

Goal: In the Spring of 2024, Sartell High School will have a 100% graduation rate, increasing the 4 year graduation rate from 96.4% (2022 graduates), as measured by MDE's Graduation Rate Roster.

Results: In Spring 2024, 98.0% (based on 2023 graduates) of Sartell High School seniors graduated on time.

Assessing and Evaluating Student Progress

Each school will assess and evaluate each student's progress toward meeting academic standards. The District 748 Assessment Plan is designed to ensure accountability. It uses multiple measurements to assess student achievement.

Objectives

- Measure the effectiveness of district curriculum in meeting MN academic standards
- To inform curriculum and instruction decisions based on student achievement results

Use of Test Results

- Assist in instructional planning and progress monitoring
- Develop focused interventions for increased student achievement
- Inform and assist in placement of students for participation in programs
- Provide data for evaluation and development of building level and District Continuous Improvement Goals
- Adhere to state and federal regulations and requirements
- Accountability measurement for the School District and State of Minnesota

What are the tests and what do they measure?

- **ACCESS for ELLs** - This is an English language proficiency assessment given to students identified as English Language Learners in Kindergarten through 12th grade. Assesses students in Reading, Listening, Speaking, Writing and overall comprehension.
- **PreACT (10th Grade) and ACT plus Writing (11th Grade)** - This assessment is a national college admissions examination that consists of subject area tests in English, Math, Reading and Science. There is also a writing component to this assessment. Students in grade 10 and 11 are offered this assessment at the high school during a school day.
- **MCIS** - Minnesota Career Information System (MCIS) is an online tool that helps students answer the college and career planning questions, "What do I want to do? MCIS delivers inventories of interest, abilities and values used together to provide relevant occupations and majors. Students in Grade 8 take this inventory to support MN Statute 120.125 which requires that all students create a Personal Learning Plan for post-secondary transition.
- **FASTBridge Learning Assessments** - This is a comprehensive assessment system used for screening and progress monitoring. Students in grades K-12 are assessed using the earlyReading, earlyMath, aReading, aMath, CBMReading, SAEBS and mySAEBS that assess student reading and math fluency, social emotional behaviors and allows for multiple data points to identify students' reading and math skill development.
- **MCAs/MTAS** - The Minnesota Comprehensive Assessments are required Reading, Math and Science tests for all students that attend Minnesota Public Schools. Students in grades 3-8 and 10 take the Reading MCA. Students in Grades 3-8 and 11 take the Math MCA. Students in Grades 5, 8 and 10 take the Science MCA. These assessments are based on state standards. There are some adaptations for students on IEPs that may qualify for a more academically-appropriate version called the MTAS (Minnesota Test of Academic Skills.)
- **PSAT/NMSQT** - The Preliminary SAT/National Merit Scholarship Qualifying Test is a standardized test that provides first hand practice for the SAT and gains access to college and career planning tools. It measures critical reading skills, math problem-solving skills, and writing skills. This is an optional assessment for students in grade 11.
- **Teaching Strategies Gold (TS GOLD)** - Teaching Strategies Gold is an assessment system that measures the social and academic growth of children participating in district early childhood classes. The system aligns directly with district-approved curriculum and national and state

standards providing authentic, ongoing assessment and resulting in a comprehensive portfolio of student growth data.

- **NAEP** - The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what students know and can do in various subjects. It is a congressionally mandated project. NAEP results are designed to provide group level data on student achievement in various subjects (math, reading, science, and writing). Other subjects such as art, civics, economics, geography, technology, and U.S. History are assessed periodically.
- **MSS** - The Minnesota Student Survey is a triennial survey that's been in operation since 1989. The next MSS will be administered between January and June 2025 to students in grades five, eight, nine and eleven. The survey is an anonymous statewide school-based survey conducted to gain insights into the world of students and their experiences. Families and students have the option of opting out of the survey.

Advanced Differentiation Programming

Identification Criteria for Students Needing Advanced Differentiation

In identifying students who need advanced differentiation, MTSS Interventionists and General Education teachers utilize assessment data. The team uses at least three out of four of the most current benchmark assessment scores. Generally, students who receive Tier 2 intervention fall between the 85th and 94th national percentile on the aReading or aMath FASTBridge benchmark assessments. Students who receive Tier 3 intervention fall at or above the 95th district percentile on the aReading and aMath FASTBridge benchmark assessments. Interventions are targeted based on student need. Progress is reviewed and verified through student performance data. Data will determine the levels of Push-In and/or Pullout instruction for Language Arts and/or Mathematics. This occurs during regular class time and/or WIN (What I Need) period. Other extended learning opportunities in various content areas (language arts, geography, etc.) will be available to students.

Early Entrance to Kindergarten Procedure – School District Policy 513

Parents whose children are born after September 1, and before October 1, may submit a written request for early entrance for their child, to the elementary school principal, no later than May 1 of the year for which early entrance is requested.

- A. The parent will schedule an evaluation for the child with a licensed psychologist of their choice at no cost to the district. The report to the district should include the test results outlined below including a statement regarding validity, behavior observations and recommendations.
- B. Children must meet the following early entrance criteria as measured by a third-party psychologist:
 - a. Intellectual and academic development: The child's score, as determined by the psychologist, must be within the very superior range (I.Q. 130+), using a standardized instrument, e.g., Stanford-Binet Intelligence Scale or Wechsler Preschool Primary Scales of Intelligence (latest norms).
 - b. Physical, Social, and Emotional development: The child's physical, social, and emotional maturity shall be determined through:
 - i. the clinical observations of a third-party psychologist;
 - ii. a favorable score on the Ages and Stages Questionnaires: Social-Emotional (ASQ-SE) as determined by the psychologist;
 - iii. the successful completion of School District Early Childhood Screening;
 - iv. the recommendation from the child's preschool teacher if the child has been in a program, and;
 - v. the successful completion of a kindergarten literacy assessment by a kindergarten teacher.
- C. A team, consisting of the parents, the school psychologist, the building principal, and kindergarten teacher of the building at which the child would be enrolled, shall review the information reflecting

the child's level of development. The team shall determine whether or not the child should be recommended for early entrance.

- D. Parents/Guardians who disagree with the recommendation of the team may appeal the decision in writing to the Superintendent. The final decision shall rest with the Superintendent of Schools.

Accelerated Learning

Decision-Making Process

The process for considering a student for acceleration may be initiated by the student, his/her parent(s)/guardian(s), or a staff member through consultation with the student's current principal.

1. When a principal receives a request for acceleration, he/she shall convene an ad hoc committee composed of the principal, teachers, the Director of Learning and Teaching, School Counselor or Social Worker, and the child's parent(s)/guardian(s).
2. The acceleration committee shall meet to gather information about the student. Information should be comprised of multiple data points including social skills assessment, standardized achievement test results, and academic performance records. The data could also include an assessment of student aptitude from an alternate assessment. Aptitude tests are designed to measure problem solving ability for material that has not yet been formally presented to the learner.
3. Parents may also choose to submit assessment scores from an outside psychologist at their own expense. Assessments may include the Wechsler Intelligence Scale for Children (WISC) or the Stanford Binet individual measure of intellectual ability.
4. The committee shall make a decision for one of the following:
 - a. Single subject acceleration
 - b. Whole grade acceleration
 - c. Acceleration not recommended

Parameters

1. In all cases of whole grade acceleration in grades K-8, a student shall only advance one grade at a time.
2. The process shall be initiated no later than the first day of the fourth quarter for the following fall grade acceleration.
3. If a student who is potentially eligible for acceleration enters the school system after the aforementioned timeline, the timeline may be waived as deemed necessary.
4. The district reserves the right to make any educational changes at a natural break in the school calendar.

Follow-up

1. Acceleration shall be done on a preliminary basis for the first quarter after the decision to accelerate is made.
2. Within two months following the beginning of acceleration, vested staff will meet to monitor the student's emotional, social, and intellectual progress in the new environment and make a recommendation for continuance or abandonment of the acceleration.

Appeal

Parents/Guardians who disagree with the recommendation of the team may appeal the decision in writing to the Superintendent. The final decision shall rest with the Superintendent of Schools.

Curriculum and Instruction Review Process

District curriculum will be reviewed on a continuous cycle to identify strengths and weaknesses of instruction and curriculum to ensure career and college readiness leading to the comprehensive achievement and civic readiness goals. District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to best practice and student outcomes. Strategies for improving instruction, curriculum, and student achievement will be identified and implemented.

Learning and Teaching

Shaping Learning and Teaching Through Curriculum and Instruction, Assessment, Technology, and Professional Development

The foundation for learning and teaching within the Sartell-St. Stephen School District is rooted in our mission “to develop well-rounded citizens capable of becoming successful and contributing members of society by providing outstanding instruction in a welcoming environment where every student is given the support needed to excel according to their unique abilities, interests, and aspirations.”

Best practice in a rigorous and comprehensive curriculum involves Planning, Teaching, Assessment, and Data Analysis. Sartell-St. Stephen Schools prides itself on utilizing curriculum that is developed and refined on a continuous cycle. Schools’ Building Instructional Leadership Teams, Curriculum Teams and Content Area Specialists, under the leadership of Building Principals, and the Director of Learning and Teaching, guide staff in an ongoing process of aligning curriculum, instruction, and assessment to Minnesota State and National Standards. These teams identify and implement strategies for improving instruction, curriculum, and student achievement.

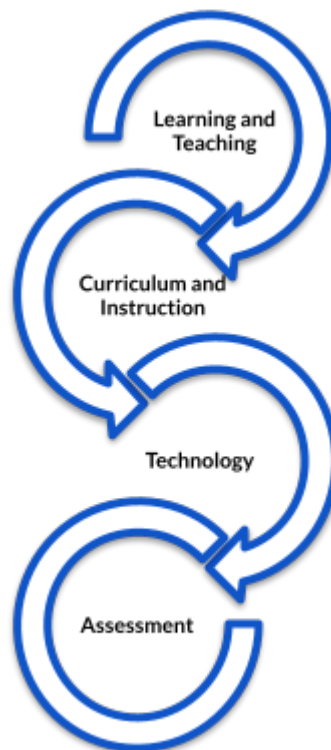
Preparing students for the future means providing them with a 21st Century skillset integrated across all learning areas:

- Critical Thinking and Problem-Solving
- Collaboration
- Agility and Adaptability
- Initiative and Entrepreneurship
- Effective Written and Oral Communication
- Accessing and Analyzing Information
- Creativity and Imagination

We believe this is accomplished by focusing on differentiating instruction, personalizing education for students, utilizing technology to maximize student achievement, and ensuring best practices in instruction and assessment in every classroom.

District 748 Academic Areas of Focus

- Reading, Writing, Speaking, Listening, and Viewing in the English Language
- Mathematics
- Science
- History and Social Studies
- The Arts: Visual, Music, and Theatre
- Wellness: Health and Physical Education
- Career and Technical
- World Languages



Effectiveness of Instruction and Curriculum

District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to principal evaluations and teacher evaluations.

Teacher Evaluation

The District 748 Teacher Evaluation Plan encompasses all requirements of MN Statute 122A.40

District Administration is responsible for:

- Coordinating professional development activities to engage teachers in understanding and implementing all parts of the statute.
- Implementing all components outlined in the Framework for Teacher Evaluation.
- Providing a vehicle for staff in communicating Individual Growth and Development Plans.
- Connecting the peer review process to building-level goals, providing training for staff in peer-coaching and guiding staff in implementing peer learning walks.
- Providing time during staff meetings for processing and reflection of Peer Review experiences.
- Coordinating the New Teacher Induction program.
- Providing staff the opportunity to participate in a professional learning community.

Teachers are responsible for:

- Understanding and implementing the requirements of MN State Statute 122A.40.
- Measuring and documenting student academic growth.
- Measuring and documenting student engagement explicitly aligned with elements of the curriculum responsible for teaching.
- Participation and documentation of the peer review process.
- Participation and documentation of the Individual Growth and Development Plan that includes:
 - Annual goal setting based on site-level goals
 - Administrative Learning Walk reflection
 - Peer Learning Walk documentation and reflection



Principal Evaluation

ISD 748 has adopted the Minnesota School Principal Evaluation plan created by MN Association of School Administrators, MN Elementary Principals Association, MN Association of Secondary School Principals, and the Board of School Administrators.

District 748 school principals will establish three goals from the following core competencies:

- Strategic Leadership
- Instructional Leadership
- Managerial Leadership
- Cultural Leadership
- Communications Leadership
- School Community Leadership
- Ethical and Professional Leadership

Goals will be collaboratively set and approved by both the principal and Superintendent with at least one goal based on student data or student learning measures. (Instructional Leadership)

Measures will be collaboratively set and approved by the Principal and Superintendent.



Strategies for Improving Instruction, Curriculum, and Student Achievement

Professional learning is a continuous improvement process. Professional Development opportunities will be designed to help teachers develop teaching practices that integrate high-quality instruction, curriculum, assessment, and technology. Professional development will embrace a collaborative professional culture that supports teacher quality, performance, and effectiveness. The fundamental goal of professional development in the Sartell-St. Stephen School District is to improve student learning by:

- refining the quality of classroom instruction
- enabling individuals to grow professionally
- introducing practitioners to practical applications of research-based strategies
- assisting teachers in implementing new technology and teaching strategies aligned with the Minnesota and National Academic Standards

Effective professional development activities are collaborative, reflective, linked to school and system goals, and focused on student learning. Just as knowledge and skill requirements are changing for students, so, too, are those for educators. The globalization of business and industry and the explosive growth of technology and subject area knowledge demand that teachers continually acquire new knowledge and skills. The Sartell-St. Stephen School District strives to provide staff with experiences that incorporate reflective dialogue and offers individuals a challenge to their thinking as well as the opportunity to develop new perspectives on their practice and beliefs. Our focus is on continual improvement related to student achievement, improving curriculum and instruction, and cultural competency.



Examination of Equitable Distribution of Teachers

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

Equitable Teacher Distribution (Definitions from the MN Every Student Succeeds Act (ESSA) plan)

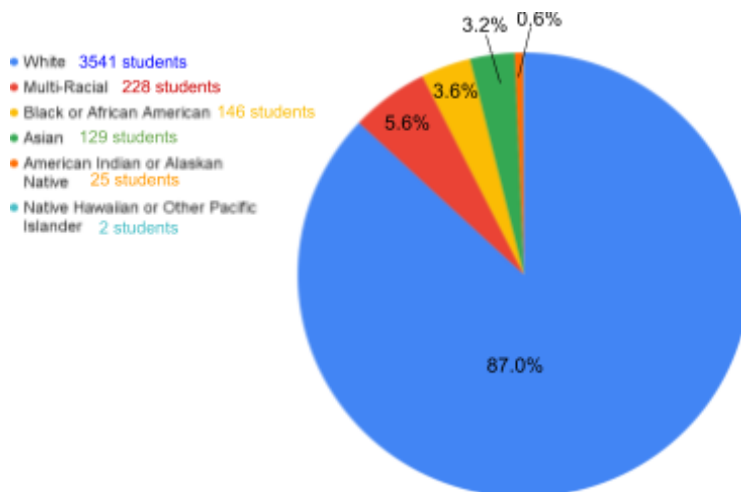
- An ineffective teacher is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems. Sartell-St. Stephen does not have any teachers on performance plans due to not meeting professional teaching standards as defined in the Sartell-St. Stephen Teacher Evaluation and Growth Plan.
- An inexperienced teacher is defined as a licensed teacher who has taught for three or fewer years. 41/303 teachers in our school district have taught for three or fewer years.
- An out-of-field teacher is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed. The school district is utilizing two teachers who are providing instruction outside of their licensure field.

The Sartell-St. Stephen School District recognizes the importance of hiring the most qualified teachers and support staff to meet the needs of students. We also recognize the importance of identifying and actively recruiting candidates who represent and reflect students served throughout the District. Consequently, providing access to quality and diverse staff remains a priority for and focus of the Sartell-St. Stephen School District. District administration annually analyzes the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers. It is the District's policy and practice to provide equal educational opportunity for all students, as evidenced through School Board Policy, as well as the School District's vision and mission statements.

Careful consideration is given to classroom placements for grades K-12. In K-5 classrooms, the Total School Cluster model is used to guarantee balanced distribution for all student groups. The cluster model takes student achievement, gender, and individual social-emotional and academic needs into account. In grades 6-12, students are placed into teams, student advisory groups and courses based on their individual needs. In addition, students self-select courses based on interest. Secondary teachers are assigned based on licensure and expertise. The District is proud of its robust Teacher Evaluation model that holds all professionals to a high standard and embeds fidelity of implementation for all school sites. These processes provide a systemic framework for the District to examine and ensure, to the best of its ability, equitable teacher distribution and student success.

Access to Diverse Teachers

The Sartell-St. Stephen School District makes a concerted effort to recruit and hire teaching candidates of diverse backgrounds to ensure students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students. All teaching positions are posted throughout the state and on national platforms. Our certified teaching staff is 98.6% Caucasian/White.



In addition, the school district partners with multiple university systems to support teacher preparation giving us the opportunity to recruit qualified teachers of diverse backgrounds. Our current student demographic is represented in the graph.

Educational Effectiveness Practices

Comprehensive Achievement and Civic Readiness Committee

The District 748 Comprehensive Achievement and Civic Readiness Advisory Committee, comprised of teachers, parents, support staff, students, and other community residents, is established to ensure active community participation in planning and improving district instruction and curriculum. This committee provides feedback to the school board on rigorous academic standards, student achievement goals, district assessments and program evaluations. Committee membership includes school personnel, parent representatives, and the community at large.

Sample Agenda Items

- Comprehensive Achievement and Civic Readiness Plan
- District Continuous Improvement Goals and Plans
- Assessment and Student Achievement
- Technology Integration
- Academic Programming
- Social and Emotional Learning Programming
- Professional Development
- Curriculum Review Process
- Community Survey

2024-2025 Comprehensive Achievement and Civic Readiness Committee Members

Isabelle Benninghoff (Student)
Christy Benoit (Parent)
Julia Bjerke (Administrator/Parent)
Amy Brinkerhoff (Parent)
Jim Cox (Parent)
Nate Dahl (Parent)
Zachary Dingmann (Administrator)
Rochelle Dyer (Parent)
Luke Green (Parent)
Sarah Hensel (Teacher/Parent)
Kevin Jenner (Parent)
Tania Jensen (Teacher)
Erika Jepperson (Parent)
Shayne Kusler (Administrator/Parent)
Emily Larson (School Board)
Molly McCann (Parent)
Tricia Meling (School Board/Parent)
Amy Moe (Teacher/Parent)
Paul Moe (Teacher/Parent)
Sara Nelson (Administrator)
Brittianne Neu (Parent)
Marie Pangerl (Support Staff/Parent)
Nichole Perius (Instructional Coach/Parent)
Kaylee Rademacher (Student)
Michael Rivard (Superintendent)
Megan Rogholt (Administrator)
Angela Safran (Administrator/Parent)
Rachael Schelonka (Teacher)
Nikki Sweeter (Community Member/Parent)

District-Site Level Leadership Teams

Each school will develop teams to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, and student achievement. These teams advise the School Board and Comprehensive Achievement and Civic Readiness Advisory Committee on budgetary, instruction and curriculum improvement matters that align in meeting state and district academic standards and instruction.

Building Instructional Leadership Teams (BILTs)

Comprised of Certified Teaching Staff, Building and District Administration

Responsibilities

- Assist in Designing Professional Development Goals related to:
 - Cultural awareness and cross-cultural communication
 - Data analysis
 - Building goals and initiatives
 - Communication with peers
 - Procedures and practices
 - Scheduling of instruction
 - Problem-solving site level issues
 - Implementation of effective instructional strategies
- Teacher Evaluation Plan implementation and support
- Facilitating Professional Learning Communities (PLCs)

Content Specialists

Comprised of Curriculum, Instruction, and Assessment Leaders

Responsibilities

- Curriculum and Assessment Framework development and alignment with State and National Standards
- Incorporating Best Instructional Content-Area Practices
- Leading Student Achievement Analysis
- Guiding Cultural Awareness and Cross-Cultural Communication
- Designing Content-Specific Professional Development

New Teacher Lead Mentors

Comprised of Seasoned teacher leaders in each building

Responsibilities

- Guide district and site-level New Teacher Induction Programs
- Program Design
- Lead Site-Level Instructional Mentors in:
 - Supporting New Teachers through their first three years
 - Non-Evaluative Coaching
 - Guide Data-driven and Reflective Practice
 - Supportive Collaboration

Multi-Tiered System of Support (MTSS) Team

Comprised of Building and district administration, instructional coaches

Responsibilities

- Facilitate implementation efforts by ensuring that resources are allocated/used effectively
- Meet monthly to review instructional practices and student data to support MTSS implementation efforts and ensure optimal student outcome
- Implement Problem Solving Model (PSM) protocols to support students and assist staff in identifying and programming appropriate academic and social-emotional supports

Identification of Suggested and Required Materials

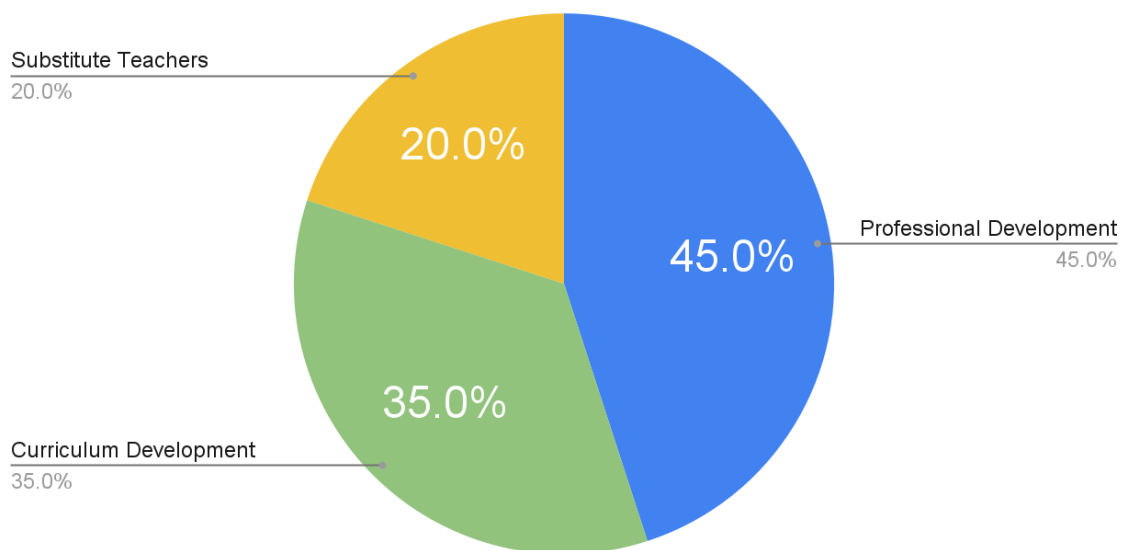
The school district will maintain an updated list of curriculum resources and materials identifying suggested and required materials, resources, curricula, and pedagogical skills for use in kindergarten through grade 12. This list will be derived from the work teachers have done through the standards, curriculum, and instruction alignment process in three phases. This documentation will help ensure the materials, resources, pedagogical skills and curricula accurately reflect the diversity of the state of Minnesota. Additionally, curriculum guides will be viewable on the school district's website for each content area and course.

Annual Budget

The School Board will adopt an annual budget for the implementation of the District plan.

Sartell-St. Stephen School District 748 allocates 2% of the general education revenue to support the implementation of this Comprehensive Achievement and Civic Readiness Strategic Plan for improving teaching and learning. 100% of District 748 teaching staff and paraprofessionals engaged in effective staff development activities as required by MN Statute 120B.11.

Annual Budget - Staff Development Expenditures



Annual Reporting

This report shall be published on the Sartell-St. Stephen School District website. It will be presented in a public setting to review, revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and to review District success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness. An electronic summary of this report will be submitted to the commissioner of education by the school board.

Periodic Reporting

Community members are periodically invited to complete a survey to gather input and gauge community satisfaction. Results are presented in a public meeting forum as well as being posted on our School District [website](#).

Satisfaction Categories – School Site Level

- Overall quality of education
- Appropriate class size
- Transition between school sites
- Preparation for career and college readiness
- Variety of course offerings
- Level of rigor offered in courses
- Variety of post-secondary offerings
- Variety of extra-curricular offerings
- Effectiveness of social and emotional programming
- Provision of safe learning environment
- Provision of welcoming learning environment
- Accessibility of administration
- Content Area curriculum satisfaction
 - English Language Arts
 - Mathematics
 - Science
 - Social Studies
 - World Language
 - Visual Arts
 - Music
 - Physical Education and Health
 - Career and Technology

Satisfaction Categories – District Level

- Overall quality of education over time
- Awareness of opportunities for community/parent input
- Accessibility of District Office Administration
- Accessibility of School Board members
- Trust level of School Board and Administration to do what is right for students
- Value of education received from community investment

Performance Measures

District 748 recognizes the importance and embeds the practice of data-driven instruction. To determine school site progress in striving to create comprehensive achievement and civic readiness, the following performance measures will be analyzed to determine areas of curricular strength and growth.

1. Student performance on the National Association of Education Progress (NAEP). Commonly called the Nation's Report Card, the National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and beginning in 2014, in Technology and Engineering Literacy (TEL)
2. The size of the student academic achievement gap, by student group as reported by the MN Department of Education.
3. Student performance on the Minnesota All Accountability Assessments for Reading, Math, and Science.
4. Sartell High School graduation rates.
5. Career and College Readiness Measures as defined under MN Statute 120B.30, subdivision.

For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

1. An opportunity to participate on a nationally normed college entrance exam, in grades 11 or 12;
2. Achievement and career and college readiness tests in mathematics, reading, and writing, consistent with paragraph (e) and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student, and;
3. Consistent with this paragraph and section 120B.125, age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.