

# ST CLOUD AREA SCHOOL DISTRICT 742 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT SEPTEMBER 2008

St. Cloud Area School District 742  
1000 44<sup>th</sup> Avenue N, Suite 100, St. Cloud, MN 56303  
Web: [www.isd742.org](http://www.isd742.org) E-mail: [info@isd742.org](mailto:info@isd742.org)

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

## MISSION STATEMENTS

The Executive Director of Curriculum, Instruction and Assessment has the following mission statement:

*I will focus district academic improvement by aligning resources, navigating strategies, expecting accountability and empowering others.*

The Curriculum Team mission statement is:

*We will improve academic achievement in District 742 by providing leadership and support through researching and analyzing best practices in curriculum, instruction and assessment and developing a collaborative synergy with district and community stakeholders.*



## Curriculum, Instruction and Assessment Advisory Committee

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

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

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

### 2007-2008 Topics Included:

- Continuous Improvement Cycle
- Mathematics Report
- Social Studies Report
- ELL Program Design Report
- MN Student Survey
- Science Report
- Language Arts Report
- Overview of Federal Programs
- Adequate Yearly Progress/NCLB
- Integration Plan
- Career Technical Education Report
- World Language Report
- PE/Health Report
- Comprehensive Needs Assessment
- Quality Indicator Needs Assessment

### 2007-2008 CIAC Membership:

Les Green  
Susan Riley  
Lori Chlan  
Noel Shughart

Bruce Watkins  
Linda Snowberg  
Janet Knoll  
Nancy Farb

Julia Espe  
Linda Carr  
Janet McConkey  
Roxann Dubel

Karen Hommerding  
Kathy Dahlberg  
Nikki Knisley  
Susan Currey

Meg Oehrlein  
Sharon Misuraco  
Melissa Kamstra

## INFORMATION FOR PARENTS REGARDING CURRICULUM INQUIRIES

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

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

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

Upon completion of the student's work, the district representative may evaluate and assess the quality of the student's work.

The district will not impose any penalty upon a student for arranging alternative instruction.



## Student Achievement Goals for Meeting the MN Standards

The Minnesota Comprehensive Assessments – Series II (MCA-II) are reading and mathematics tests which help schools and districts measure student progress toward the state's academic standards. These standards define what our students should know and do in a particular grade. In 2007-08 these tests were given in grades 3-8, 10 and 11. In June 2008 The Minnesota

Department of Education (MDE) released final MCA-II data which is available at: [www.education.state.mn.us](http://www.education.state.mn.us). Each District 742 school has set academic goals that will increase student achievement to 100% by 2014 in accordance with the No Child Left Behind legislation (NCLB).



## District Improvement Plans

Under the direction of the St. Cloud Area School District Board of Education, Superintendent, and the Executive Director of Curriculum, Instruction and Assessment goals were established for District 742 for the 2007-2008 school year. They included

- Improve student achievement in reading and mathematics.
- Increase Assessment strategies.
- Enhance a positive image for District 742.

School Improvement Plans included specific strategies to be addressed in an action plan for each of the district goals. Action plans specified timelines for implementation, as well as evidence that would ensure progress was made on district goals.

Improvement Plans are data-driven and results oriented. They identified specific areas of student achievement and those subgroups of students in need of further support. Plans were informed, not only by district data, but also by data that emerged from individual school Data Retreats and school improvement planning processes.

Improvement efforts focused on consistent implementation of standards, assessment and professional development that supported teachers in the use of research-based strategies.

School visits by a team of district administrators were implemented to support the progress of action plans. In addition, principals discussed progress at district principals meetings.



## Curriculum Definitions, Learning Principles, and Continuous Improvement Cycle

➤ The following documents were distributed to all licensed staff and are incorporated into our Continuous Improvement Process:

### The District 742 Definition of Curriculum

District 742's curriculum is the interaction among teachers, students and knowledge. It is a student-centered, standards-based framework of continuous learning improvement that will prepare every student for the future. It is a systematic, results-based process that demands high expectations for ALL students. This ever-changing, ongoing, collaborative process recognizes the power of the teacher-student relationship and the imperative need to connect learning to the real world.

District 742 Learning Principles available at: <http://isd742.org/teachingandlearning/LearningPrinciples.pdf>

Integrated Services Delivery Model (ISDM) available at: <http://isd742.org/teachingandlearning/ISDM.pdf>

Continuous Improvement Cycle available at: <http://isd742.org/teachingandlearning/cycle.pdf>



# 2007-2008 Instructional and Curricular Program Improvements

**School Improvement Plans:** School Improvement Plans were based on district goals, as part of the continuous improvement plan, to increase student learning and included, in part:

- Professional development training in implementing literacy strategies in content areas.
- Use of data to inform instruction.
- Continued use of instructional strategies and curriculum to meet the learning needs of all students.
- Continued participation in Vertical Teaming to vertically articulate a standards-based curriculum within a content area, between content areas and between Special Education, English Language Learners and mainstream classrooms.
- Implementation of programs to respond to student needs including Positive Behavioral Interventions and Support (PBIS), Responsive Classrooms and Response to Intervention (RTI).
- Staff training opportunities to increase the ability to recognize and respond to student behaviors and mental health issues that effect learning.

## ***Co-Teaching***

- Approximately one hundred teachers attend one or two Co-Teaching workshops sponsored by St. Cloud State University and District 742. Co-Teaching is defined as two teachers working together with groups of students; sharing the planning, organization, delivery and assessment of instruction as well as the physical space. Some benefits of co-teaching include increasing the instructional options for all students, reducing the student to teacher ratio and increasing student participation and engagement. Participants in the workshop:
  - reviewed data on the educational benefits of co-teaching and its impact on student achievement
  - learned strategies for implementing various co-teaching models
  - discussed effective communication and problem solving techniques
  - learned ways to utilize collaboration tools/teaching style indicators to help teams work together more effectively
- Participants in co-teaching workshops were provided time to plan for implementation of co-teaching models and strategies for 2008-09.

## ***Vertical Teaming for ALL***

- Vertical Teaming brings the principles of educational excellence and equity to life and is based on two important premises:
  - The ***expectation*** that all students can achieve academic excellence by being consistently challenged to expand their knowledge and skills to the next level.
  - The ***development*** of a vertically aligned curriculum, with a coordinated program of teaching skills and concepts, within a model of faculty communication and collaboration.
- Vertical Teaming provides structure and support for low-achieving students, as well as students of color and students from poverty, to be successful in challenging courses.
- The district implemented Grade K-12 Vertical Teaming with teachers working cooperatively to develop and implement vertically aligned programs to help all students acquire the academic skills necessary for success.
- Vertical Team Facilitators included principals and teachers who met monthly in the following nine content area groups:

Language Arts  
 Mathematics  
 Science

Social Studies  
 Career Tech Education/Guidance  
 Fine Arts - Art and Music

Physical Education/Health  
 Learner Support  
 World Languages/American Sign Language

- Vertical Team Facilitators concentrated their vertical team efforts on looking at student data to examine how student achievement could be improved through the curriculum and instruction delivered to all students throughout all grade levels.
- Focus questions discussed by vertical team participants included:
  - Where are we now? Where do we need to go? How will we get there?
  - What are the current 'best practice' instructional methods in content areas?
  - What IS our curriculum? What resources best meet our needs?
  - Does the curriculum in the classroom serve the needs of ALL students?
  - Are instructional practices improving student achievement?
- Information about the work of Vertical Teams during the 2007-2008 school year was made available on the District's StaffNET Web Site for all teachers in the district to access.
- Web site information includes:
  - A definition of Vertical Teaming
  - The principal and teacher Vertical Team Facilitators
  - Achievements of Vertical Teams from August 2004 to August 2007
  - Minutes of 2007-2008 monthly Vertical Team meetings

- Principal and teacher leader facilitators will continue working in content area Vertical Teams during the 2008-2009 school year and all Pre-Kindergarten through Grade 12 teachers will have opportunities to work in content area teams during two half-day District Professional Development Inservice Sessions

### ***Language Arts/Reading***

SMART Goal: The percent of our students who are proficient in reading will increase from 62% on the spring 2008 Reading MCA II to 65% proficient as measured by the spring 2009 Reading MCA II. Focus Areas: Constructed Response, Non-Fiction, Black students.

- Assessment committee reviewed research and developed early literacy assessments for Kindergarten.
- Continued expansion of leveled libraries was developed to support small group instruction at the elementary level.
- Vertical Teaming professional development sessions, focused on implementation of poetry analysis strategies to enhance student success on MCA IIs.
- Grade 6-12 Vertical Team teachers reviewed the use of timed writings and applying rubrics for scoring of student writing samples in preparation for MCA IIs.
- Grade 6-12 Vertical Team teachers discussed ways to use strategies to increase the rigor for all students and to provide support for struggling students.
- Schools received continued professional development in using data appropriately to effectively inform instruction to meet the needs of all learners through the Reading First grants.

### ***Math***

SMART Goal: District 742 students will meet or exceed the state proficiency average in Mathematics as measured by the MCA II, MTAS, MTELL by the spring of 2009.

- The district purchased middle level math resources for grades 6-9 from McDougal-Littell. These resources are strongly aligned with State Math standards and were chosen to support the District's goal to address algebra concepts at an earlier age, for ALL students.
- The Partnership in Mathematics Project finished up Year 1 and entered into Year 2. This past school year 48 staff members participated in the Algebra Refresher Course. This is a professional development opportunity co-taught by two SCSU professors to allow teachers to gain knowledge in Algebra content. 25 teachers went on to participate in the Summer Institute with the same SCSU professors. Teachers spent two weeks increasing their Algebra strategies, equipping them to incorporate best practice strategies into their classrooms. Additionally, 35 teachers participated in an Algebra Enrichment Group (AEG). Teachers formed professional learning communities to focus on areas that would be most beneficial to their own classrooms.
- The district agreed to participate in a pilot for Algebra I resources. This pilot gave teachers the opportunity to review updated resources that continue the alignment of the district's math curriculum in grades 6-12. Teachers North, South and Apollo agreed to use and review the materials.

### ***Science***

SMART Goal: District 742 students will meet or exceed the state proficiency average in Science as measured by the MCA II and MTAS by the spring of 2009.

Teachers and administrators met to review curriculum changes needed to support teachers in grade 8 teaching modified Earth Science and grade 9 teaching modified Physical Science beginning with the 2007-2008 school year. This is a transition towards full implementation in 2008-09.

- The district purchased Science resources for grade 5 and 9. These new resources are needed to address the standards changes implemented at the beginning of the 2006-2007 school year. Textbooks from McMillan McGraw-Hill and leveled texts from National Geographic were purchased to support the needs of teachers in delivering Science standards.

### ***Social Studies***

- Grade 6-12 Vertical Team teachers focused, with the participation of Language Arts teachers, on teaching writing in Social Studies classes with rubrics for student quality and scoring.
- Co-vertical teaming with Language Arts teachers was continued to promote the use of common vocabulary when teaching writing.
- Grade 6-12 Vertical Team teachers were provided, in a professional development session, a demonstration of web-based resources for instant access to primary-based documents.
- Teachers reviewed and selected resources for the new 2007-2008 US Government and Advanced Placement Government and Comparative Government courses; teachers aligned the content of these courses with Minnesota State Social Studies Standards and determined the essential elements, as they relate to the standards, to inform instruction in these courses.

### ***World Languages***

SMART Goals:

- All World Language teachers in grades 7-12 will collaborate to create and implement the District 742 World Languages Oral Language Proficiency Guidelines by the spring of 2009.
- Using Phase 5 data, All World Languages/ASL teachers will gather feedback and address concerns, as needed, for Phase 6 components of the Continuous Improvement Cycle by the spring of 2009.

## ***Career and Technical Education (CTE)***

SMART Goal: During the 2008-09 school year, the Career Technical Education/Guidance Vertical Team, will initiate activities and interventions with District students. This initiative will result in a 5% increase in the number of students who have a career pathway chosen by the end of their 10<sup>th</sup> grade year. Results will be measured by Career Technical Education student surveys and Guidance Counselor records.

- Three hundred plus Work Experience Program students participated in a Career and Post-Secondary Education Exploration event.
- All ninth grade students participated in a one-half day Career Exploration Seminar while tenth and eleventh grade students were taking mandatory MCA II Tests.
- Seven Career and Technical Education teachers participated in a four-day "Increasing Academics in CTE" training program.
- Through the MN Department of Education CTE program pre-approval process, all CTE programs renewed their curriculum and integrated a minimum of two academic standards to support in their courses.
- Two new Business Education partnerships were developed; Talahi with PRIMEVEST and Discovery with Rasmussen.

## ***Learner Support***

- The Learner Support Vertical Team will develop and publish age appropriate Mental Health milestones and associated behaviors for all grade levels (early childhood, primary, intermediate, junior high, and high school) for all staff to access.
- The Learner Support Vertical Team will provide information and training so that every school site in the District will develop a flow chart describing the referral process and personnel involved for referrals regarding Mental Health needs.

## ***English Language Learners***

- The district implemented:
  - a Jump Start program for elementary students "new to the country" to receive more intensive services for their first year in school.
  - an Integrated Service Delivery Model (ISDM). This approach promotes strong collaboration between classroom teachers and support staff such as ELL and Special Education teachers. The result is a more comprehensive learning plan for students and less isolation between teachers in the delivery of instruction
  - An ELL Program Design process
  - Sheltered Instruction Observation Protocol (SIOP) professional development with ELL Teachers.

## ***Assessment***

- Each elementary and secondary site team attended a one-day data retreat to develop site improvement plans based on analysis of academic, demographic, attendance, discipline, perception and program data.
- General Outcome Measurements (GOMs) were conducted district wide in grades K-6.
- Measures of Academic Progress (MAP) testing was conducted district wide in grades 7 and 9.
- All eighth grade students participated in the EXPLORE test. All tenth grade students participated in the PLAN test.
- All state testing requirements were met.

## ***Interventions***

### **Elementary Schools**

- Positive Behavioral Intervention and Supports
- Early Intervention Teams
- Mental Health Facilitators
- Targeted Services Programs (after/summer school)
- Kansas Learning Strategies
- Read Naturally
- Early Intervention in Reading
- Tutoring by High school and college students, business friends, RSVP and Foster Grandparents
- Paired reading with same age or cross age peers
- Project Reconnect
- Reading Corps

### **Junior Highs**

- NAACP-SCSU Back to School/Stay in School Program
- Staff mentors
- Weekly "check-ins" with Social Worker and Counselor
- Team Time
- Math and Science classes for ELL Learners
- Basic skills reading and math classes
- Saturday school
- After school "On Target" program
- Positive Behavioral Intervention and Support
- Early Intervention Teams

### **Senior Highs**

- Peer Tutoring for 9<sup>th</sup> and 10<sup>th</sup> graders
- BST Prep Classes
- MCA Prep Classes
- Link Crew (mentoring for 9<sup>th</sup> graders)
- Strive (community mentors meet monthly with at risk 12<sup>th</sup> graders)
- Mental Health Facilitator
- Life Choices Group
- Early Intervention Teams

## **Response to Intervention**

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

## **View Point Data Warehouse and Data Driven Decision Making (DDDM)**

- Implementation of the Viewpoint Data Warehouse began in August 2007. Viewpoint is used as a tool for Data Driven Decision Making (DDDM). During Summer Data Retreats, training begins with a focus on broad concepts of data use for improving student achievement and then moves immediately to analyze actual student performance. Initial training for all school personnel focused on the "Reports" tools in Viewpoint. These tools allow for easy analysis and comparison across all student data, using countless variations of dynamic graphing and text reports. Putting high quality longitudinal data in the hands of teachers and administrators is making a difference in their professional practice and directly benefitting students.

## **Internal Measures**

In Spring 2008, All teachers in District 742 assessed students using Internal Measures. Teachers were asked to predict the achievement levels in Reading, Math, and Science for their students. These predictions were then compared to the student's achievement level on the standardized tests taken in Spring 2008.



## **College Entrance Examinations**

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

### **American College Test (ACT)**

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

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

During the 2007-08 school year, 445 students in our district took the ACT. Noted below are the comparisons among district, Minnesota and national scores.

Area	Average District Score	Average MN Score	Average National Score
English	21.3	21.9	20.7
Mathematics	23.2	22.6	21.0
Reading	22.6	23.0	21.5
Science Reasoning	22.4	22.5	21.0
Composite Score	22.5	22.6	21.2

### **Advanced Placement Testing**

The Advanced Placement Program (AP) is a cooperative educational endeavor between secondary schools and colleges and universities. This program gives high school students exposure to college-level material through involvement in an AP course. It also gives them an opportunity to show what they have learned by taking an AP examination. Colleges and universities are then able to grant credit, placement, or both to these students depending on the outcome of the AP examination.

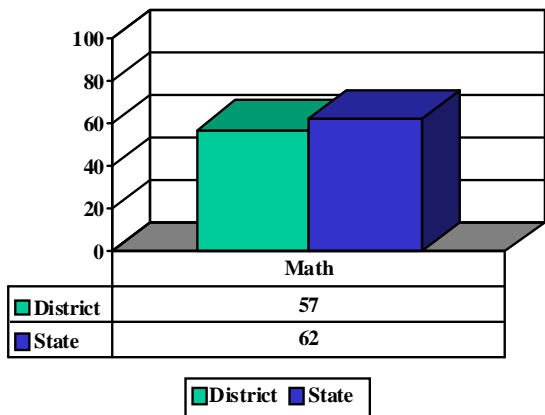
During the 2007-08 school year, District 742 gave 766 (N=454 Tech and N=312 Apollo) placement examinations to a total of 526 students (N=214 Tech and N=229 Apollo). To pass an exam, a student must earn at least a 3 out of 5 points. The results are as follows:

COURSE	5	4	3	2	1
Calculus AB	37%	26%	19%	13%	6%
Calculus BC	100%	0%	0%	0%	0%
Chemistry	12%	15%	17%	27%	29%
Economics (macro)	15%	30%	25%	28%	3%
Economics (micro)	25%	36%	20%	14%	5%
English Literature/Composition	18%	29%	39%	13%	0%
Human Geography	6%	24%	22%	22%	14%
Physics B	27%	11%	41%	14%	7%
Psychology	20%	43%	25%	8%	4%
Statistics	19%	13%	13%	38%	19%
US History	7%	23%	20%	34%	16%
World History	8%	23%	32%	28%	9%

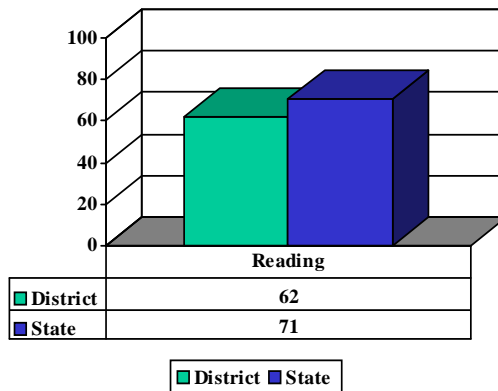


# Assessment Results

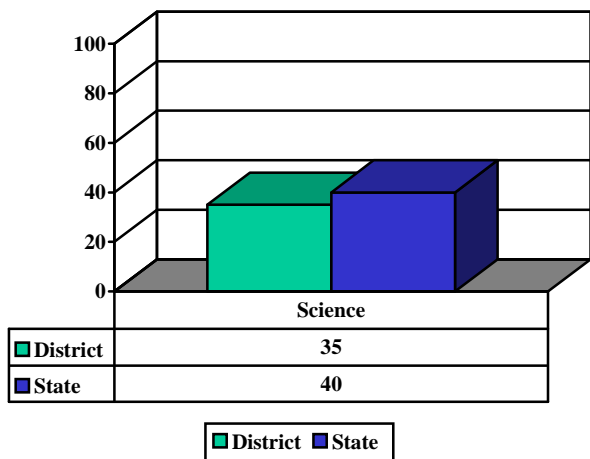
### Math MCA-II Grades 3-8 and 11 Percent Proficient Spring 2008



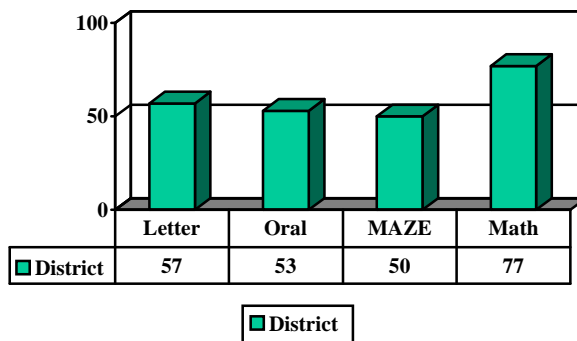
### Reading MCA-II Grades 3-8 and 10 Percent Proficient Spring 2008



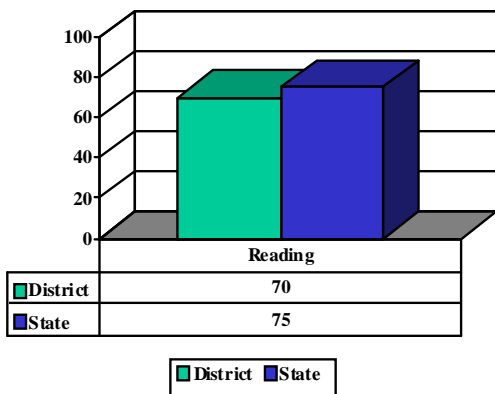
### Science MCA-II Grades 5, 8 and 10 Percent Proficient Spring 2008



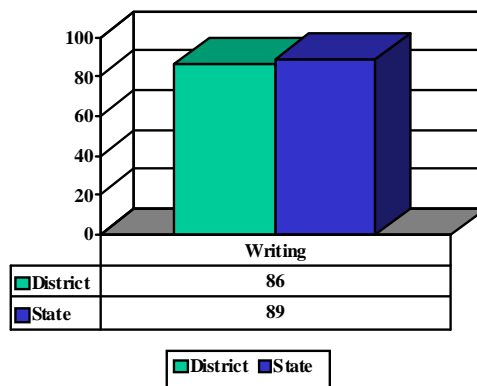
### General Outcome Measurement Grades K-6 Percent At or Above Target - Spring 2008



### Reading GRAD Grade 10 Percent Passing 2008



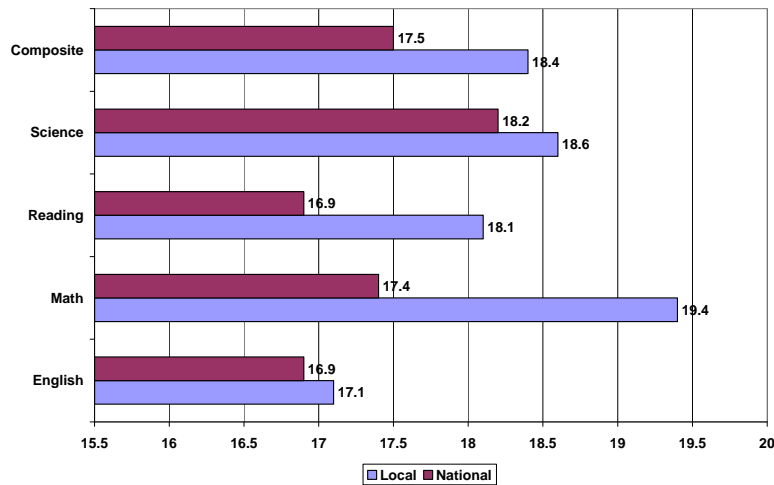
### Writing GRAD Grade 9 Percent Passing 2008



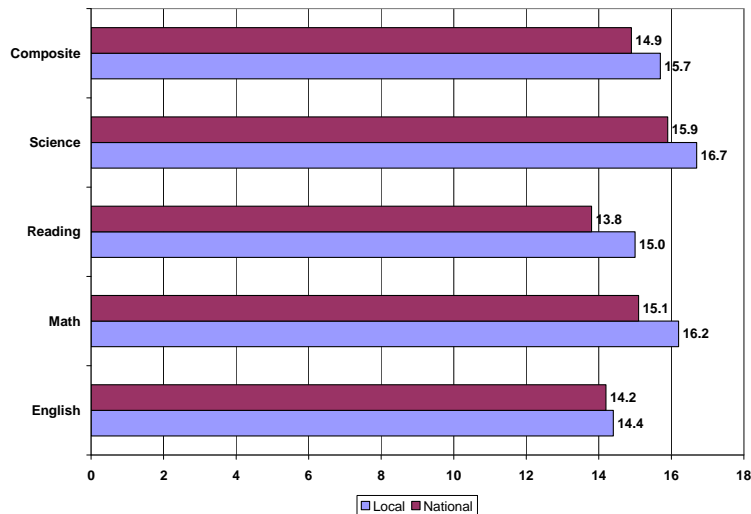
Percent of students meeting growth targets on Measures of Academic Progress (NWEA):

Grade	Area	Met Growth	Area	Met Growth
7	Math	54.7%	Reading	57.2%
9	Math	54.2%	Reading	54.6%

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



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



## Constituent Surveys

**Parent Climate Survey Results on selected items:** A total of 212 parents responded to the 2008 Parent Climate Survey. We attempted to do the survey online this year in order to save the printing and mailing cost, however the response rate was much lower than in previous years. We will discuss this and consider different ways of marketing the survey. The following table shows parent responses to selected items that had the highest and lowest percent agreement on the parent climate survey.

Highest Responses	Agree	Disagree	Neutral
Good student behavior is important to having a successful school	99.0%		1.0%
I feel good about myself as a parent	98.1%	1.0%	1.0%
I support my child's learning at home	97.6%		2.4%
Support from the community is important in helping students achieve	92.3%		7.7%
I tell my child to immediately report bullying to me or to an adult in their school	90.7%	1.0%	8.3%

Lowest Responses	Agree	Disagree	Neutral
Compared to one year ago, students are now more familiar with District safety, weapon and discipline, policies and procedures	37.3%	9.5%	53.2%
Compared to one year ago, school climate throughout the District has improved because of an enhanced district-wide focus on student health and safety	31.7%	19.8%	48.5%
Someone at our school follows-up when a parent reports their child has been bullied at school	31.0%	15.2%	53.8%
When a bullying incident occurs, someone at our school contacts the parents of both the bully and the victim	28.1%	21.6%	50.3%
My child's school has specific times and places set aside where students can talk about bullying	28.1%	13.8%	58.2%



## Testing Program

NAME OF TEST	OBJECTIVE	GRADES TESTED
Minnesota Comprehensive Assessments II (MCA-II)	MCA-IIs are the state tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of <b>No Child Left Behind</b> . Results are used to make decisions for students about curriculum and instructional practices. They are also used to determine whether schools and districts have made adequate yearly progress toward all students being proficient in 2014.	3-8 - Reading and Math 10 - Reading 11 - Math
Science MCA-II	The Science MCA-II is an <b>online</b> assessment that presents a series of science scenarios.	5, 8, and high school
Graduation-Required Assessment for Diploma (GRAD)	Ensure that all students demonstrate essential competencies to be eligible for graduation. Replaces the Basic Skills Tests for graduating classes beginning with 2010.	Grade 9 – Written Composition Grade 10 - Reading
Minnesota Test of Academic Skills (MTAS)	MTAS is Minnesota's <i>new</i> alternate assessment based on alternate achievement standards. The MTAS will be designed to measure the extent to which students with <b>significant cognitive disabilities</b> are making progress in the general curriculum.	3-8 - Reading and Math 10 - Reading 11 – Math High School – Science
Basic Skills Tests (BST) Reading, Math, and Written Composition	Ensure that all students demonstrate essential competencies in reading, mathematics, and written composition to be eligible for graduation.	For graduating classes through 2009 (Repeated as necessary)
Test of Emerging Academic English (TEAE)	TEAE is a reading and writing test for English language learners that was designed to demonstrate growth in English from year to year.	3 - 12 (English Language Learners)
Minnesota Student Oral Language Observation Matrix (MN SOLOM)	The MN-SOLOM is a rating scale that teachers can use to assess their students' command of oral language on the basis of what they observe in a variety of situations.	K - 12 (English Language Learners)
The Mathematics Test for English Language Learners (MTELL)	MTELL is a new series of <b>online</b> assessments that will serve as a bridge to the Math MCA-II for qualifying English language learners. The items are written with a reduced language load so ELLs can better demonstrate what they know and can do to meet grade-level math standards.	Grades 3-8 and 11 (English Language Learners)
General Outcome Measurement (GOM) in Reading and Math	Used to make decisions about whether and when to modify a student's curriculum. Indicates whether or not a student is "on target" to meet the standards on the Minnesota Comprehensive Assessments.	K - 6

Measures of Academic Progress (MAP)	MAP is a state- aligned computerized adaptive assessment program developed by <b>Northwest Evaluation Association (NWEA)</b> that provides educators with the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement.	Grades 7 and 9
EXPLORE	The <b>EXPLORE</b> ® program is designed to help 8 <sup>th</sup> graders explore a broad range of options for their future. EXPLORE prepares students not only for their high school coursework, but for their post-high school choices as well.	Grade 8
PLAN	The <b>PLAN</b> ® program helps 10 <sup>th</sup> graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues.	Grade 10



## Amount and Type of Professional Development Revenue Attributed to Sites

<u>School</u>	<u>FTE</u>	<u>Allocation</u>	<u>School</u>	<u>FTE</u>	<u>Allocation</u>
Clearview	28.9	1,119.04	North	42.02	1,627.06
Discovery	58.37	2,260.15	South	42.42	1,642.55
Kennedy	30.35	1,175.19	ALC	33.23	1,286.70
Lincoln	29.45	1,140.34	Apollo	86.89	3,364.48
Madison	40.80	1,579.82	Tech	89.08	3,449.28
Oak Hill	59.01	2,284.94	Riverwoods	18.44	714.02
Talahi	58.44	2,262.87	Early Childhood	NA	898.00
Westwood	45.08	1,745.55			

\$26,500.00 is the total of school allocation dollars. The money is used for building level staff development activities that support district initiatives included in the

District goals. Each school has a staff development committee representative that helps decide the distribution of the site's allocation monies.