

World's Best Workforce Strategic Plan

Cedar Mountain Schools

Planning for the Road Ahead

2014



Table of Contents

- Background
 - District Background Information
 - Cedar Mountain Strategic Plan
 - Vision
 - Mission
 - Goal
 - Cedar Mountain ICAC Goals
 - District Improvement Plan
 - Staff Development Goals
 - Cedar Mountain Assessment Plan
 - Standards
 - Graduation Requirements
 - NWEA Tests
- Goals
 - High Student Achievement
 - Increase Reading, Math, and Writing Proficiency
 - All Students Graduate from Cedar Mountain HS
 - Cedar Mountain Graduates are Career and College Ready
 - Improve NAEP Achievement
 - All Students are Kindergarten ready
 - Technology used as a teaching & Learning tool preparing students for the 21st Century
 - All Students of all abilities will be challenged academically and successfully earn a diploma.
 - Parents/ Guardians & Community are valued and active partners in student achievement.
 - Pursue Racial and Economic Integration and to increase academic achievement, create educational opportunities and reduce academic disparities.
 - Provide extra-curricular programs that support the district mission and students best interest.
 - Create & foster an engaging & respectful learning environment.
 - 2013 PACT for Families/SHARE data
 - Ensure a high performing workforce by incorporating continuous improvement at all levels of the organization.
 - Ensure a high performing workforce by incorporating continuous improvement at all levels of the organization.
 - Ensure a high performing workforce by incorporating continuous improvement at all levels of the organization.
 - Financial stability of the School District
- Student Achievement Initiatives
 - Elementary Initiatives
 - Elementary academic interventions
 - District Wide Initiatives
 - Professional Learning Communities- Year 4
 - Teacher Induction Program
- Financial State of District
 - District Financial State Implications
 - District Enrollment Projections
 - District Funds
 - State Budget Funding outlook
 - FY15 Funding Assumptions
 - FY15 Funding Implications
- What else lies ahead?

District Background Information

Cedar Mountain School District #2754 is the result of a consolidation between the communities of Franklin and Morgan, effective July 1, 1995. Morgan has a population of 960, and is located approximately 100 miles southwest of the Twin Cities, off Highway 68. Franklin's population is 489, and is on Highway 19, 11 miles north of Morgan.

The Cedar Mountain School District serves the communities of Franklin and Morgan and surrounding rural areas. Our school district's instructional organization is preschool through grade 12. Beginning in the 2009-10 school year, grades K-5 and the Early Childhood Special Education program are located in the Franklin building and grades 6-12 are in the Morgan building. Total number of students at Franklin is 245 and Morgan, 257.

In addition to the preschool and K-12 program, our district provides special education services through our regional service cooperative in such areas as preschool coordinator, school psychologist, and a child study coordinator. Our Early Childhood Special Education program is provided half-days on a four-day-a-week basis and our kindergarten classes are on an all-day, every day schedule.

Management of our school is directed by a seven-member Board of Education. The Board meets on the third Monday of each month, and special meetings are called if necessary. The superintendent is an ex-officio member of the school board. There is a full-time principal for in both the elementary and middle school/high school buildings.

In addition, we have a Dean of Students, speech therapist, social worker, a part time school psychologist, seven special education teachers, community education director, and a part time occupational therapist. Nursing services are contracted through the Redwood Comity Public Health. Our school employs 41 other licensed teachers, 5 of whom are part time, and 49 non-licensed personnel. Student transportation is provided through a contract with the Cedar Mountain Bus Company.

WORLD'S BEST WORKFORCE ADVISORY COMMITTEE

2013-14

Robert Tews - Superintendent

Cindy Kopischke – School Staff

Lori Hacker - Parent

Karen Fox - School Staff

Joe Sullivan - School Board

Joe R. Serbus – School Board

Barb Tighe - School Staff

Patti Machart – Elementary Principal

Thomas L. Engel – Community Member

Jeremy Schultz – MS/HS Principal

Sarah Sullivan – Parent

Denise Kirschstein – Community Member

Cindy Zeman – Community Member

Brenda Zeug – Parent

Drew Pederson – Student

Kevin Joyce – Parent

Cedar Mountain Strategic Plan

2013-2014 School Year

VISION:

Excellence, accountability, rigor and high expectations are the educational cornerstones that make Cedar Mountain the school of choice.

MISSION:

Cedar Mountain Schools, in partnership with parents and community, provides an environment where learners can develop to their fullest potential in a changing world.

Board Goals 2013-14

From Focus Worksheet

Priority results from board planning (prioritized by number of "votes" each received):

1. Student Achievement (10 votes);

Goal - Improve Student Achievement:

- a. In the school year 2013-14, MCA math and reading scores will increase by 10% in the areas of meet and exceed in grades 3-8 as measured on the MCA tests given in the spring.
 - i. Strategies: Power Standards, iPads, and PLC time.

Plan -

- PLCs on Monday
- Analyze student data to determine instructional strategies
- Analyze our K-12 instructional curriculum and instructional strategies
- Grade 2-8 goal setting with students Set individual and grade level scores

2. Retain/Attract Quality Staff (6 votes);

Goal – Provide a positive and supportive environment that promotes the positives of our school, communities, and geographic area.

Plan -

- Develop a community information sheet and welcome to Cedar Mountain information pack – see attached.
- Work on school climate
- Look at ways to acknowledge staff achievements
- Community mentors who will provide advice and support to young staff. (This could be board members, former board members, Lions, fire fighters, teacher/staff community members, etc)
- Mentorship of new staff members by current staff.

3. Expectation of collaboration/team (4 votes);

Goal – Work in a deliberate way to develop a collaborative culture with teachers working side by side to improve student instruction and achievement.

Plan -

- Use technology to meet PreK-12
- Share successful strategies between buildings
- Analyze our K-12 instructional curriculum and instructional strategies
- Student support PLC for Pre-K-12
- Grade level teams working to develop curriculum/

4. Good Financial Position (3 votes);

Goal – Develop a financial philosophy and make decisions that reflect that philosophy

Plan -

- Follow chain of command with purchases
- Continue to aggressively look for opportunities to economize
- Look at current practices and if they are getting us what we want
 - Realize we can't do everything and that it is hard work being in a good financial position

5. Maintain community support/continue to grow trust between community and school (3 votes);

Goal – Look for a variety of ways to communicate with our publics the positive things and the challenges we are facing at Cedar Mountain.

Plan -

- Deliberately invite parents and community members into our schools
- Look for male role models from the community to come in to our buildings
- Communicate often and in a variety of ways – use technology

Cedar Mountain ICAC Goals

2013-2014 School Year

District Improvement Plan

1. Discuss review cycle for Social Studies standards
2. Continue to review the core subject areas, continuing with Science
3. Review the district Literacy Plan
4. Continue to focus on creating a positive school climate
5. Prioritize curriculum to complete all standards
6. Continue to stress wellness with students and staff.
7. Evaluate wellness program
8. Review grade 7 and 8 Exploratories.
9. Look at high school classes and student academic wants.
10. Raise awareness of mental health issues
11. Review local district surveys – SHARE, Minnesota Student Survey
12. Review the Community Education program.

2013-2014 Staff Development Goals

- a) PBIS:
 - a. In the school year 2013-2014, we will follow through with the second year of PBIS implementation and decrease office referrals by 10% as documented in the SWIS system.
 - i. Strategies: Tier II interventions, PST meetings, Monthly lesson topics/class meetings, school connectedness. Measurement tools: SHARE Survey and SWIS Data.
- b) Improve Achievement:
 - a. In the school year 2013-14, MCA math and reading scores will increase by 10% in the areas of meet and exceed in grades 3-8 as measured on the MCA tests given in the spring.
 - i. Strategies: Power Standards, I Pads, and PLC time.

Staff Development Activities Relating to Staff Development and ICAC Goals:

- Work to develop Teacher Evaluation plan
- K-6 staff was trained to use the new Science series.
- PBIS was researched and implementation in grades K-12
- Power verbs were used in grades 6-12
- Professional Learning Communities were developed in the Middle School/High School
- District Literacy Plan was developed
- Teacher mentors worked with new teachers
- Used Aims Web to assess reading fluency grades K-5.
- Formative assessment training was provided to staff.
- Teacher resources were ordered for classroom use.
- Extended reading instructional time was given to all students in grades K-8
- NWEA test scores were shared with students and used to help students set personal academic goals.
- The district Wellness Policy was reviewed and assessed.

Cedar Mountain Assessment Plan

Standardized tests are given for a variety of reasons, including reporting student progress and achievement; evaluating curriculum and instruction; identifying strengths and weaknesses; comparing Cedar Mountain students with national, state and other norms; and identifying students who may need some extra help or who may benefit from special programs.

Test	Description	Main Uses	Grades
Minnesota Comprehensive Assessments (MCA)	State-mandated measures of student progress in reading, math and written composition	Accountability Student and school progress reports	Reading: 3 rd - 7th, & 10th grades (9th-12th grades in alternate years). Mathematics: 3 rd - 7th, & 11th grades (9th-12th grades in alternate years). Science: 5 th , 8 th & 11 th grades.

ASVAB	Careers and college readiness exam .		11 th grade
Northwest Evaluation Assessment	District-purchased national measures of student achievement in several areas	Measure student achievement from year to year compared with local and national standards. Identify students eligible for Title 1 services or interventions.	Grades K-5
Early Childhood Assessments DIAL- R	District-purchased measures of early development and learning readiness	Identify the development stages in areas of learning and personal growth Inform parents/guardians and community of the student's learning readiness	Children ages 3-4 are Pre-school screened in October each year. This screening must be done prior to Kindergarten and enrollment in our Pre-school programs.
ACCESS for ELLs	State-mandated measures of English proficiency for non-English speaking students	Student and school progress reports	English-language learners in 3rd-12th grades
American College Test (ACT)	Student-purchased national measure of college aptitude	Inform and facilitate applications for post high school education Help District evaluate its education programs	Most students take these tests in 11th grade Call the High School Guidance Office for information
College and Career Readiness Tests, ACT ASPIRE			8 th grade & 10 th grade
STAR Enterprise Assessments	Math and Reading		6 th through 12 th grade, all students.

Standards

Cedar Mountain Schools have long recognized that clearly defined education standards set the course for quality and accountability. Due to the 2003 Minnesota Legislature's repeal of the Profile of Learning graduation standards, all Minnesota schools will be implementing a new set of state standards and credit-based high school graduation requirements. Cedar Mountain Schools is in the process of making this transition.

Under the new state requirements, Basic Standards Tests (explained below), grade-level standards, and high school credit requirements are components necessary for a student to receive a diploma.

Students in the class of 2012-13 must graduate with 28 credits in various coursework, including English, math, science, social studies and electives in the arts, health and physical education, and world languages. All areas will be expected to incorporate either state or locally developed standards, assessed through statewide tests. Cedar Mountain will continue to integrate standards into its grade-level curriculum.

Cedar Mountain High School Graduation Requirements

NOTE: No matter how many credits you attain, you always remain a member of the graduating class with which you start your high school career. 1: As a result, the graduation standards which apply to your graduating class always remain in effect until you successfully earn all requirements and are issued a diploma. 2: Late graduates cannot participate in a commencement exercise after their own commencement.

1. A whole credit is granted for successful completion of a year's worth of study. That may be in a block class for one semester for 86 minutes or a year-long class for 43 minutes.
2. Twenty-eight (28) total credits in grades 9-12 are required for graduation from Cedar Mountain High School. There are 18 credits required. They include:

English	4 credits	Social Studies	4 credits
Mathematics	3 credits	Civics	1 credit
Health	1 credit	American History	1 credit
Physical Ed	1 credit	World History	½ credit
Ag	½ credit	World Geography	½ credit
FACS	½ credit	Social Problems	½ credit
Science	3 credits	Economics	½ credit
Fine Art	1 credit		

- The additional 12 credits may be selected from any of the available senior high courses.

Additional qualifications for a high school diploma in the State of Minnesota include passing the state mandated reading, math, and writing tests at the designated state level. **All students must complete all of Minnesota's standards.** All standards have been placed in courses and are embedded into those courses. If a student passes the course, they will pass the standard.

Post-Secondary Enrollment Options Program (PSEO):

Junior Students in the top 1/3 of their graduation class OR Seniors in the top ½ of their graduation class are eligible to attend a Post-Secondary institution while earning High School graduation credits. This is an application process, and interested individuals should consult with the High School Dean of Students. Cedar Mountain also has Online College in the High Schools courses available to interested students that desire to take 1-2 courses while still in High School.

Cedar Mountain Testing Requirements (2013-14)		
Current Seniors (2014)	Current 10 & 11th Grade	Current 9th Grade
Meet or have met Graduation Required Assessments for Diploma (GRAD) in writing, reading, and mathematics by: achieving proficiency on high school Title I assessments; passing GRAD retest; and/or meeting GRAD alternate routes	Meet or have met Graduation Required Assessments for Diploma (GRAD) in writing, reading, and mathematics by: achieving proficiency on high school Title I assessments; passing GRAD retest; and/or meeting GRAD alternate routes	Take Grade 8 Career and College Assessment when available (ACT ASPIRE)
		AND
		Take Grade 10 Career and College Assessment
		Possibly
		Take College Placement Diagnostic Assessment
OR	OR	AND
Take or have taken ACT/ WorkKeys/ Compass/ Armed Services Vocational Aptitude Battery (ASVAB) to meet requirements in writing, reading, and/or mathematics	Take or have taken ACT/ WorkKeys/ Compass/ Armed Services Vocational Aptitude Battery (ASVAB) to meet requirements in writing, reading, and/or mathematics	Take Grade 11 College Entrance Assessment
		OR
		MTAS and Minnesota Alternate Assessment for Writing
OR	OR	
Have received score on equivalent assessment (district determined) to meet requirements in writing, reading, and/or mathematics	Have received score on equivalent assessment (district determined) to meet requirements in writing, reading, and/or mathematics	

NWEA Tests

Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) test are given to all Cedar Mountain Kindergarten-5th graders. These assessments measure the growth in student achievement over time. While our individual students are taking the computerized adaptive test, the program customizes the test to the student’s achievement level. Each student takes a test in Reading Mathematics, and Language Usage. That means the difference between the scores is the same and it has the same meaning regardless of grade level.

MAP is a system that allows each student to receive a unique test, which is dynamically developed for him or her as the test is being administered.

MAP offers unparalleled efficiency, flexibility, and most important, improved measurement precision. It is a key component of any comprehensive assessment program.

Cedar Mountain Teachers can use Measures of Academic Progress to:

- Place new students in the appropriate course or instructional setting
- Focus instruction for new students

- Monitor growth in student achievement over time
- Determine student proficiency related to the district's graduation standards
- Screen students for Title I eligibility, special education services, and gifted program

District Aims, Goals & Measurements High Student Achievement

Goal: Increase Reading, Math, and Writing Proficiency

MCA's Results shown in percentages														
2008 Results	3rd Gr.		4th Gr.		5th Gr.		6th Gr.		7th Gr.		8th Gr.		10th Gr.	11th Gr.
	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Read	Math
Does not Meet	3	9	4	0	21	14	12	8	33	36	33	26	10	40
Partially Meets	15	15	12	15	29	29	23	19	27	24	37	30	17	35
Meets	67	30	46	35	32	32	46	27	33	15	22	41	21	15
Exceeds	15	45	38	50	18	25	19	46	6	24	7	4	52	10
2009 Results	3rd Gr.		4th Gr.		5th Gr.		6th Gr.		7th Gr.		8th Gr.		10th Gr.	11th Gr.
	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Read	Math
Does not Meet	3	16	0	3	13	7	15	23	16	13	33	21	18	31
Partially Meets	12	13	18	34	23	27	31	19	20	16	30	30	9	23
Meets	66	19	68	38	39	37	42	27	42	42	30	21	33	35
Exceeds	19	52	15	35	26	30	12	31	23	29	6	27	39	12
2010 Results	3rd Gr.		4th Gr.		5th Gr.		6th Gr.		7th Gr.		8th Gr.		10th Gr.	11th Gr.
	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Read	Math
Does not Meet	5.7	8.6	5.9	5.9	13.2	7.9	13.9	5.6	32.4	27	21.2	18.2	16	35.5
Partially Meets	17.1	8.6	11.8	15	10.5	7.9	13.9	22.2	35.1	29.7	48.5	33.3	24	22.6
Meets	51.4	42.9	64.7	53	47.4	52.6	55.6	33.3	24.3	24.3	27.3	33.3	32	29
Exceeds	25.7	40	25.7	27	28.9	31.6	16.7	38.9	8.1	18.9	3	15.2	28	12.9
2011 Results	3rd Gr.		4th Gr.		5th Gr.		6th Gr.		7th Gr.		8th Gr.		10th Gr.	11th Gr.
	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Read	Math
Does not Meet	5.7	8.6	5.9	5.9	13.2	7.9	13.9	5.6	32.4	27	21.2	18.2	16	35.5
Partially Meets	17.1	8.6	11.8	15	10.5	7.9	13.9	22.2	35.1	29.7	48.5	33.3	24	22.6
Meets	51.4	42.9	64.7	53	47.4	52.6	55.6	33.3	24.3	24.3	27.3	33.3	32	29
Exceeds	25.7	40	25.7	27	28.9	31.6	16.7	38.9	8.1	18.9	3	15.2	28	12.9
2012 Results	3rd Gr.		4th Gr.		5th Gr.		6th Gr.		7th Gr.		8th Gr.		10th Gr.	11th Gr.
	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Read	Math
Does not Meet	5.7	8.6	5.9	5.9	13.2	7.9	13.9	5.6	32.4	27	21.2	18.2	16	35.5
Partially Meets	17.1	8.6	11.8	15	10.5	7.9	13.9	22.2	35.1	29.7	48.5	33.3	24	22.6

Meets	51.4	42.9	64.7	53	47.4	52.6	55.6	33.3	24.3	24.3	27.3	33.3	32	29
Exceeds	25.7	40	25.7	27	28.9	31.6	16.7	38.9	8.1	18.9	3	15.2	28	12.9
2013 Results														
	3rd Gr.		4th Gr.		5th Gr.		6th Gr.		7th Gr.		8th Gr.		10th Gr.	11th Gr.
	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Read	Math
Does not Meet	34	41	28	12	24	14	13.9	5.6	32.4	27	21.2	18.2	16	35.5
Partially Meets	17	22	21	38	24	32	13.9	22.2	35.1	29.7	48.5	33.3	24	22.6
Meets	44	27	42	45	41	46	55.6	33.3	24.3	24.3	27.3	33.3	32	29
Exceeds	5	10	9	5	10	7	16.7	38.9	8.1	18.9	3	15.2	28	12.9

Goal: All Students Graduate from Cedar Mountain High School

Improvement Strategy:

- Supported by the same strategies listed for MCA improvement.

Percent of Students Who Earn a Cedar Mountain Diploma					
2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
100%	100%	100%	100%	96%	Goal 100%

Goal: Cedar Mountain Graduates are Career and College Ready

Improvement Strategies:

- Supported by the same strategies listed for MCA improvement along with ACT Academy (designed specifically to help students prepare for ACT exams) and promotion of College Coursework (Concurrent Enrollment) within our schools.

American College Test Composite Scores 2005-06 to 2012-13									
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2014 Goal
Cedar Mt score	21.6	21.3	22.1	21.6	22	22.8	20.3	21.1	21.5
Minnesota	22.3	22.5	22.6	22.7	22.9	22.9	22.8	23.0	
National	21.1	21	21	21.1	21	21.1	21.1	20.9	

Cedar Mountain has not been asked to participate in the NAEP test.

Goal: All students are Kindergarten ready

Improvement Strategies: School Readiness

- School readiness is a primary focus of this program.

- The district will continue to work with partnerships with other preschool community programs to ensure school readiness alignment occurs.
- To continuously improve ECFE and School Readiness program participation and outreach to foster family engagement with the school and help with teaching school readiness and parent education to families the district serves. Current participation has been very strong.
- Implement effective pre-school screenings and provide necessary support services to families (ECSE) or interventions for families to achieve school readiness.

Number of students who enter kindergarten who have attended a Preschool program.					
2011	2012	2013	2014	2015	2016
42/47	31/37	29/39	Goal 100%	Goal 100%	Goal 100%

Goal: Technology used as a teaching & learning tool preparing students for the 21st Century.

Improvement Objectives:

- Increase students who agree with, “Teachers present information in a variety of ways.”
- Staffs utilizing technology as identified in their technology grant application.
- Increase efficiency in utilization/ availability of technology.
- Focus on Technology; continue to expand our technology availability. Most classrooms are equipped with up to date technology. Necessary training is ongoing. Expanded wireless internet in the elementary & high school.
- Increase percent of student work utilizing technology.
 - This is an area where the district could grow dramatically, depending upon the course or direction it sets with 1 to 1 learning?
 - Students, beginning with kindergartners, are oriented to technology as per the district technology curriculum plan. Continue to explore platforms to allow for students to complete work utilizing technology-Google Docs awareness training was provided to staff and well received.
 - School District Technology speed is strong, but is it robust enough for a 1 to 1 school?
 - High speed internet access for students in rural areas allowing them to work with web based resources is a limitation.
 - Interventions are being facilitated with the use of I pads for struggling learners.

Goal: Pursue Racial and Economic Integration and to increase academic achievement, create educational opportunities and reduce academic disparities.

Improvement Objectives:

- Establish SMART Goal for achievement gap reduction- Meet with State thereafter to help establish goal compliant with the state requirements.
 - Literacy Improvement- Improve cultural fluency, competency, interaction and literacy.
 - Increase rates of educational attainment tied to MMR

Improvement Strategies:

- Researched-based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress on state reading and math assessments aligned with the districts World’s Best Workforce Plan.
- Provide reading literacy and math intervention programming that includes formative assessment practices to reduce achievement disparities.

Goal: Provide extra-curricular programs that support the district mission and students best interest.

Improvement Objectives:

Increase % of students (7 th -12 th) participating in extra-curricular activities (not including band & choir)			
M & F	Total Participants	Percent of Participants	Total Students
2010-11	137	65%	212
2011-12	161	75%	216
2012-13	163	69%	236
2013-14	161	70%	230
Increase % of students (7 th -12 th) participating in extra-curricular activities (including band & choir)			
M & F	Total Participants	Percent of Participants	Total Students
2010-11	153	72%	212
2011-12	173	80%	216
2012-13	192	81%	236
2013-14	195	85%	230
Increase % of students (7 th -12 th) participating in multiple extra-curricular activities			
M & F	Total Participants	Percent of Participants	Total Students
2010-11	146	69%	212
2011-12	152	70%	216
2012-13	159	67%	236
2013-14	166	72%	230

Aim: Safe, Caring & Welcoming Learning Environment

Goal: Create & foster an engaging & respectful learning environment.

Improvement Objectives:

- Establish SMART Goal for School Safety, Student Engagement, Connections at School gap as per specifics outlined by the State in Achievement and Integration. Thereafter meet with State to help establish goal compliant with the state requirements. MDE will identify Student Health Survey (2013) questions we must use to establish benchmarks & SMART Goals. Survey is every 3 years, so this is a 3 year goal.
- For MDE monitoring, they want participation data (#students, grades, staff, etc.) per activity per CRIC school district.

Improvement Strategies:

- To improve student achievement and engagement by working collaboratively between the racially isolated districts and adjoining districts within the CRIC Collaborative to integrate our students and/or staff with activities that increase cultural fluency, competency, and interaction.

Improvement Activity:

- STLF, Courage Retreats, Respect Retreats, Kindness Retreat, and presentations by MN Diversity Council.
- Meet or exceed proficiency level of performance for all teaching staff with Domain 5.

Goal: Create & foster an engaging & respectful learning environment.

Improvement Objectives:

2013 PACT for Families/ SHARE Data				
Cedar Mountain- Summary of Key Questions				
Question		Cedar Mountain	Renville County	PACT Five County Average
Is there an adult at your school who you are comfortable talking with about your problems?	YES	75.80%	72.10%	68.80%
	NO	24.20%	27.90%	31.20%
Which adult at school are you MOST likely to talk to about your problems? Choose only one answer.	Teacher	52.60%	49.10%	53.70%
	Counselor	35.10%	39.00%	31.90%
	Police Officer/ Security Guard in my School	1.00%	1.00%	1.50%
	Principal or other Administration	3.10%	4.80%	5.90%
	Other	8.20%	6.10%	7.10%

I feel safe at school.	STRONGLY AGREE	19.50%	24.30%	28.20%
	AGREE	62.50%	65.90%	62.90%
	DISAGREE	15.60%	8.00%	6.90%
	STRONGLY DISAGREE	2.30%	1.80%	1.90%
I feel safe on the school bus.	STRONGLY AGREE	14.80%	14.20%	13.70%
	AGREE	49.20%	41.30%	42.90%
	DISAGREE	9.40%	10.50%	9.20%
	STRONGLY DISAGREE	2.30%	2.90%	2.50%
	I DO NOT RIDE THE SCHOOL BUS	24.20%	31.10%	31.70%
How often are you afraid of being bullied by other students in your school?	NEVER	54.60%	49.40%	53.70%
	SELDOM	28.90%	24.30%	20.90%
	SOMETIMES	9.40%	15.20%	16.10%
	FAIRLY OFTEN	6.30%	5.60%	4.80%
	VERY OFTEN	3.90%	5.50%	4.50%
Do you have 3 or more unexcused absences', so far this school year?	YES	7.80%	9.20%	7.40%
	NO	81.30%	77.10%	78.10%
	I DON'T KNOW	10.90%	13.70%	14.50%
I can control my anger.	NEVER	7.40%	3.60%	3.20%
	SELDOM	5.30%	6.80%	6.50%
	SOMETIMES	21.30%	18.50%	17.20%
	MOST OF THE TIME	48.90%	43.50%	43.50%
	ALL OF THE TIME	17.00%	27.60%	29.60%

Goal: Ensure a high performing workforce by incorporating continuous improvement at all levels of the organization.

Improvement Objectives:

- Increase the number of departments with improved results over time.
 - 12-13 Goal: 13-14 Goal:
 - 12-13 Results: 13-14 Results:
 - Gains in MCA math seen in areas, not uniformed. Gains in ACT Science and Math. Drop in District Reading based off MCA III- higher standards. Elementary earned Reward School. District wide Math average exceeded state average by 13 points and Reading exceeded the state average by 5 points. As compared to 13 points and 3 points respectively last year.
- Increase the percent of parents who agree with, “my child is in a school where data is used to set goals and track performance improvement.”
 - 12-13 Goal: 13-14 Goal:

12-13 Results: 13-14 Results:

- Teacher Evaluation system new in 2014-15 School Year

Aim: Efficient and Effective Operations

Improvement Objectives:

- Implementation of the State Requirements into a Teacher Evaluation Plan.
 - Based on Professional Teaching Standards
 - Continue to use Charlotte Danielson Framework and a 10 point scale.
 - Portfolio option for staff wanting to provide additional evidence related to performance indicators.
 - 3 year Review Cycle
 - Our Review Cycle is Annually
 - Summative Evaluation by a Qualified and Trained Evaluator
 - Completed by Principals
 - Individual growth and Development Plan
 - Utilizes continuous improvement process the district currently utilizes(PLC 's & Goal Setting)
 - Peer Review Process
 - Met through utilization of PLC Groups
 - Longitudinal Data on Student Engagement
 - Accomplished through data collected through Domain 5-Student Engagement.

Goal: Ensure a high performing workforce by incorporating continuous improvement at all levels of the organization.

Improvement Objectives:

- Implementation of the State Requirements into a Teacher Evaluation Plan.(Continued)
 - Student Growth (35% of Evaluation)
 - ___% -- District MCA Math Proficiency
 - ___% -- District MCA Reading Proficiency
 - ___% -- Individual Content
 - Emphasis is on the continuous improvement process and collaboration (PLC's and Goal Setting by student)
 - Not part of the criteria that would be used to determine placement into the improvement process.
 - Teacher Improvement Process
 - Based on Danielson
 - Awareness Phase, Assistance Phase, Discipline Phase (outlined in the Teacher Evaluation Plan handbook)
 - Coordinated staff development with evaluation process and outcome.
 - Resources needed by staff to reach goals, overall staff development based on observation results, PLC Work.

Goal: Financial Stability of the School District

Improvement Objectives:

- Maintain the Financial Stability of the School District.
 - Recurring Goal: Maintain fund balance policy. 2013-14 Goal Met.

2754 Cedar Mountain Referendum Election Results

Number of Ref. Questions since 1991	District Name	District Number	Year Held	Start Payments	Net \$\$/ P.U.	Number of Years	Pass or Fail	Pass =1 Fail =0	# Yes Votes	# No Votes	% Yes of Total
(1)	Cedar Mtn.	2754	2001	2002	\$ 290.00	10	Pass	1	384	179	68.21%
(2)	Cedar Mtn.	2754	2007	2008	\$ 409.95	10	Pass	1	383	66	85.30%
(3)	Cedar Mtn.	2754	2011	2012	\$ 290.05	10	Pass	1	320	32	90.91%

Student Achievement Initiatives

Elementary Academic Interventions

Student Achievement Initiatives			
Elementary Academic Interventions			
What ?	Who ?	When ?	Where ?
Title 1	K-5 Students	September - May	Classrooms
		Monday- Friday	
	Title Paraprofessionals	7:45-3:15pm	
Why? Daily reading and math support as determined by performance on a variety of assessments.			
Minnesota Reading Corps	K-3 Students	September - May	Reading office
	Tutor- Chris Taylor	Monday- Friday	
	Coach-Beth Schultz	8:15-3:00pm	
Why? Achieving grade-level reading skills for Tier 2 students through daily tutoring sessions. Focus on phonics, vocabulary, and fluency.			
Literacy Teacher	K-5 Students Beth Schultz	T,Th,F	Reading room
Why? Provides small group instruction at each grade level through a Power 1/2 Hour model. Also provides individual and small group interventions as prescribed through our PST process.			
Keys to Success	Grades 2-5	T,TH	School
	5 staff		
Why? Small group review for grades 2-5 in math and reading. Students are referred by teacher.			
Kindergarten All day, Everyday	Mrs. Nestande Mrs. Mages	Sept-May	Classrooms

Why? Students are ready for increased instructional days that are needed to meet the standards of Kind.			
School Readiness	3 & 4 year olds	September - May	Franklin & Morgan Sites
		8:30am-11:00am	
	M/W		
	Sarah Sullivan- Morgan		
	Beth Schultz- Franklin	8:30am-11:00am	
Why? The first five years of a child's life are important in their development. Early experiences and environments set the stage for future in school and life. School Readiness helps the whole child develop in the different domains: social/emotional, physical, cognitive, & language.			
School Readiness	4 & 5 year olds	September - May	Franklin & Morgan Sites
		12:30pm- 3:00pm	
	Sarah Sullivan- Morgan		
	Beth Schultz- Franklin		
Why? The first five years of a child's life are important in their development. Early experiences and environments set the stage for future in school and life. School Readiness helps the whole child develop in the different domains: social/emotional, physical, cognitive, & language.			
Fun Fridays	3-5 year olds	Open to students from Franklin and Morgan areas. Hosted at Morgan site.	Morgan site
	Sarah Sullivan- Morgan		
Why? In addition to the skills taught in School Readiness, this class puts extra emphasis on early literacy skill building.			
ECFE	Birth- 5 year olds Dawn Tietz- Parent Educator Jessica Schurlein- Child Educator	September - May Varying schedule	Franklin & Morgan Sites
Why? Parents are children's first and most important teachers. ECFE provides opportunities for parents and young children to grow and learn together in a safe, supportive environment.			
ECSE	Birth- 2 year olds Molly Lorang	September- May	In home
Why? Students identified with learning delays benefit from individual interventions and school readiness activities.			
ECSE	3-5 year olds Molly Lorang	September- May T/TH 8:30-11:00am or T/TH 12:30-3:00pm	Franklin Site
Why? Students identified with learning delays benefit from individual small group interventions and school readiness activities.			

Elementary Initiatives

- RTI (Response to Intervention)
 - Teachers are utilizing AIMS web probes to benchmark and progress monitor students at all levels. NWEA tests screen students and gauge core instruction effectiveness.
 - Personal Learning Plans (PLP's) are used as an effective data tool that allows teachers the opportunity to review progress and track growth.
 - Fewer student referrals to SPED continue since this programs implementation. SPED has revised referral forms that track the progress of RTI interventions.
 - Pyramid of interventions are uniformed and defined ensuring efficient response to all students needs.
 - Intervention periods have been effectively scheduled within the school day.
 - Utilization of Formative Common Assessments between grade level partners to discuss and diagnose student learning needs
 - Minnesota Reading Corps- Provides one on one support for struggling readers
 - In Need:
 - Address High Achievers & Jr. High Students.
 - Advanced curriculum resources
 - Differentiated Instruction.
- Embed in PLC Work

District Wide Initiatives

- Technology in the Classroom- 21ST Century Learning Project
 - Coherent & Vivid Curriculum
 - K-3 Special Education utilization of I pads to facilitate student interventions
 - Elementary has a mobile lab of I pads
 - All Teaching Staff have an I pad
- Student Motivation: More interactive & coherent learning activities. Student perception survey has indicated that this is an area our school can improve upon.
- Meeting Goals: This initiative is seen as an integral piece in achieving AYP goals and preparing students for the 21st Century workplace.
- Reverse Classroom- Lecture at Home, Classroom is work on Assignment. Exploration and utilization.
- 1 to 1 Initiative:
 - I pad Pilot in 2 Classrooms in semester 2
 - Wireless access has been expanded
- Personal Learning Plan(PLP's)
- Personalized Learning Plans have replaced ISLPs and are available on TIES.
- Teachers are able to access all data, including grades, attendance, and test data in one location
- PLPs provide quick icons to evaluate student progress and concerns
- PLP goals and strategies have been developed in the elementary and are accessible from year-to-year
- A limitation with PLP's is the MCA test data arrived late fall.
- Used as a reference tool for staff and administration and parent communication tool.
- Common Formative Assessments are providing more frequent data analysis and communiqués.

Professional Learning Communities-Year 4

- Essential Curriculum Identified
 - What do we want students to know and be able to do?
 - What are the Power Standards?
 - Identify Learning Targets
- Development and utilization of Formative Assessments
 - Look to building in intervention time for Junior High students as we have for Elementary students.
- Time for staff collaboration, planning and sharing.
 - What do we do if they don't know it? Already know it?
 - Teachers meet on Wednesday mornings 7:25 a.m.-8:00 a.m.
- PLC Focus-
 - Assuring Learning vs. Teaching

Teacher Induction Program

- New Teachers (mentees) are learning from mentors to help get their professional teaching career a running start.
- New Staff are supported by peers that have demonstrated success and willing to share their experiences
- What are we doing to ensure Learning for All happens at Cedar Mountain?
 - RTI: work on continuous improvements. RTI's is embedded within PLC's.
 - All Day Every day Kindergarten:
 - Continue to set high academic expectation throughout grade levels from the expansion of our all day every day kindergarten programming.
 - Technology:
 - 1 to 1 Deployment for 9-12 in 2014-15, Jr. High the following year, and elementary in 2015-16
 - Expansion of Reverse Classroom
 - Improve access and student motivation
 - Professional Development
 - District expanded wireless internet
 - Jr. High Transition:
 - Advisory, Reading and Math remediation and exploration.
 - Targets of this plan are to meet student emotional needs and improve in MCA math and reading performance.
 - May need to expand this to include Intervention time in the student day.
 - Early Childhood Initiatives:
 - Governor Dayton's & Democratic platform is to expand Early Childhood learning initiatives.
 - Reflection and exploration would be our first step in the improvement with our Early Childhood programs and targeted funding
 - PBIS(Positive Behavior Intervention System)
 - This system uses common behavioral expectations to encourage and reward appropriate behaviors.
 - Cougar paws and Cougar pride postcards are used to recognize positive contributions and these are communicated with families and between staff members.

- CRIC - Focus on Reading support to meet Board World's best Workforce goals for 2014-15.

Financial State of District

District Funds

FY 13 Projected Fund Balances

GENERAL FUND (unreserved)	\$1,801,524
Restricted for Football Field	\$0
Committed for Retirements	\$80,000
Assigned for Vehicles	\$140,449
Restricted for Deferred Maintenance	(\$21,355)
Restricted for Operating Capital	\$85,280
Restricted for Health & Safety	(\$65,448)
TOTAL GENERAL FUND (01 & 05)	\$2,033,174
Food Service (02)	\$45,059
Community Education (04)	\$19,486
ECFE (04)	\$12,080
Learning Readiness (04)	(\$44,818)
Community Ed- Unreserved (04)	(\$9,982)
Debt Redemption (07)	\$63,770
Expendable Trust (08)	\$57,427
TOTAL ALL FUNDS	\$2,176,195

State Budget Funding Outlook

- Increases to State of MN revenue is growing. However, it is best to be cautious vs. overly optimistic that significant increases in revenue for education will result. 1.5% increase for FY 15.
- Increase costs for Health & Human Services continues to be one of the biggest drivers in the State Of MN expenditure increases.