

World's Best Workforce Strategic Plan

Cedar Mountain Schools

Planning for the Road Ahead

2015



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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

2014-15

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

Jeremy Schultz – MS/HS Principal

Ash Heibel – School Board

Sarah Sullivan – Parent

Denise Kirschstein – Community Member

Cindy Zeman – Community Member

Brenda Zeug – Parent

World's Best Workforce



What is the World's Best Workforce Legislation?

Minnesota schools strive to provide the best educational opportunities for all children. Providing an education to Minnesota youth that leads to creating the world's best workforce is a goal that must be addressed throughout every child's life. This legislation mandates that districts will develop goals to address identified issues locally. The comprehensive strategic plan that districts create under this legislation is intended to serve as a foundational document to align district educational initiatives from pre-kindergarten to post high school graduation and can serve as a blueprint to create a quality workforce equipped with skills for the 21st Century.

The plan is to be developed with involvement and input from district stakeholders including administrators, Board members, teachers, parents, students, business leaders, and community members.

Students are more likely to succeed if they reach the five cornerstones, which are the backbone of the World's Best Workforce legislation:

1. Have all students meet school readiness goals.
2. Have all third grade students achieve grade-level literacy.
3. Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers.
4. Have all students graduate from high school.
5. Have all students attain college and career preparedness.

Cedar Mountain Strategic Plan

2014-15 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 2014-15

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

2014-15 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.

2014-15 Staff Development Goals

- a) PBIS:
 - a. In the school year 2014-15, 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
STAR Enterprise Assessments	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-12
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	Student and school progress	English-language learners in 3rd-

	proficiency for non-English speaking students	reports	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

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 2014-15 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.

STAR Tests

STAR tests are given to Cedar Mountain Kindergarten-12th 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.

STAR 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.

STAR 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 STAR results 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														
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	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
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	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
2014 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

2015 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	3.6	14.3	7.3	21.4	17.9	12.8	35.7	23.8	36.4	45.5	21.1	28.9	29	24.2
Partially Meets	17.9	25	12.2	28.6	30.8	20.5	23.8	23.8	36.4	18.2	52.6	18.4	19.4	51.5
Meets	57.1	46.4	36.6	45.2	38.5	43.6	31	31	21.2	27.3	26.3	36.8	41.9	18.2
Exceeds	21.4	14.3	43.9	4.8	12.8	23.1	9.5	21.4	6.1	9.1	0	15.8	9.7	6.1

Goal: All Students Graduate from Cedar Mountain High School

Goal:

By the end of 2015, 65% of third graders will meet or exceed the grade level standards as tested on the MCA Reading tests.

Results:

While our third grade scored above the state average (CM – 61%, State – 59%), we did not meet our goal.

Goal: All Students Graduate from Cedar Mountain High School

Goal:

By the end of the 2014-2015 school year, 100% of seniors enrolled in Cedar Mountain will graduate.

Improvement Strategy:

- Supported by the same strategies listed for MCA improvement.

Percent of Students Who Earn a Cedar Mountain Diploma					
2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
100%	100%	100%	96%	86%	100%

Results:

MMR data indicates a 100% graduation rate for the 2014-2015 school year.

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.

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Cedar Mt score	21.6	21.3	22.1	21.6	22	22.8	20.3	21.1	20.3
Minnesota	22.3	22.5	22.6	22.7	22.9	22.9	22.8	23.0	22.7
National	21.1	21	21	21.1	21	21.1	21.1	20.9	21.0

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

Goal: All students are Kindergarten ready

Goal: By the end of the 2014-2015 school year, Cedar Mountain will increase early learning opportunities and remove barriers to families receiving early learning programming.

Improvement Strategies: School Readiness

- 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.

Goal Results: Activities completed during the 2014-15 school year:

- Become Parent Aware certified preschool.
- Increase Early Childhood Committee involvement.
- Increase Offerings for young children.
- Add Kindergarten Jump Start in the spring
- Start a Dolly Parton Imagination Reading

School Readiness Assessment Data- Cedar Mountain using the Early Literacy portion of STAR assessments for kindergarten. In the Fall 2014, there were at 16/22 at grade level and in the Spring 2015 there were at 23/23 on grade level. Assessments indicate students on grade level went up from 73% went up to 100%!

The District also continues to do a Title I checklist, but has greatly changed it over the years due to students coming in with many of the skills that used to be on the list. The checklist is used to determine who would need Title I or be in the lower Power 1/2 Hour groups.

In 2015-16, Cedar Mountain is using a purchased assessment approved by MDE. That was a requirement for Parent Aware.

Number of students who enter kindergarten who have attended a Preschool program.					
2011	2012	2013	2014	2015	2016
42/47	31/37	29/39	27/32	Goal 100%	Goal 100%

Goal: Close the Achievement Gap(s) Among All Groups

Improvement Objectives:

The proficiency GAP between the Free and Reduced Lunch students enrolled the full academic year for grades 3-5 tested within a three year time period on all state Reading accountability tests (MCA, MOD, MTAS **will DECREASE as follows within our District**, by **INCREASING** the proficiency of Free and Reduced Lunch student groups as follows within our District

Improvement Strategies:

The results for the 2014-2015 school year indicate we met our goal. Specific information on this goal are included in our 2014-15 Achievement and Integration Progress Report.

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: 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
2014-15	191	83%	231
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
2014-15	205	89%	231
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
2014-15	174	75%	231

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.
 - 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.”
- 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)
 - 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.

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-	Monday- Friday	
	Coach-	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	T,Th,F	Reading room

	Beth Schultz		
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. Hill 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		
	Sandy Nestande- 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		
	Sandy Nestande- 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 Emily Dahmes- 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. STAR tests screen students and gauge core instruction effectiveness.
 - 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
 - Address High Achievers & Jr. High Students.
 - Advanced curriculum resources
 - Differentiated Instruction.

District Wide Initiatives

- Technology in the Classroom- 21ST Century Learning Project
 - Coherent & Vivid Curriculum
 - 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.
- 1 to 1 Initiative:
 - I pad Pilot in grades 6-12
 - Wireless access has been expanded

Professional Learning Communities-Year 2

- 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 grade 7 in 2014-15, grades 6-8 the following year, and shared 1 to 1 in the elementary in 2014-15
 - 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:
 - District achieved Parent Aware status in 2014-15
 - Added Kindergarten Jump Start in May, 2015.
 - Received Pathways Scholarships for 2015-16
 - 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 16 Projected Fund Balances

GENERAL FUND (unreserved)	\$1,871,131
Safe Schools	\$12,677
Committed for Retirements	\$15,834
Assigned for Vehicles	\$103,157

Restricted for Deferred Maintenance	0
Restricted for Operating Capital	\$22311
Restricted for Health & Safety	(\$19,704)
TOTAL GENERAL FUND (01 & 05)	\$2,121,886
Food Service (02)	\$19,028
Community Education (04)	\$10,252
ECFE (04)	\$18,469
Learning Readiness (04)	(\$2,441)
Community Ed- Unreserved (04)	(\$11,066)
Debt Redemption (07)	\$384
Expendable Trust (08)	\$47,463
TOTAL ALL FUNDS	\$2,203,975