

## 2015-2016 World's Best Workforce Report Summary

District or Charter Name: Cedar Mountain

Grades Served: Preschool-12

Contact Person Name and Position: Robert Tews, Superintendent

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2015-2016 report summary.

Districts must submit this completed template by **December 15, 2016**, to:

[MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

### 1. Stakeholder Engagement

#### 1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

1. Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders. <http://www.cms.mntm.org/>

#### 1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

2. Provide the date of the school board annual public meeting to review progress from the 2015-2016 school year. November 21, 2016 at 6:00 PM

### 1c. District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

Describe the makeup and list the District Advisory Committee members for the 2015-2016 school year. When describing the makeup of the committee, ensure roles are clear (teachers, parents, support staff, students, and other community residents).

#### **WORLD'S BEST WORKFORCE ADVISORY COMMITTEE**

##### **2015-16**

**Robert Tews - Superintendent**

**Lori Hacker - Parent**

**Joe Sullivan - School Board**

**Preston Palokangas - School Staff**

**Jeremy Schultz – MS/HS Principal**

**Sarah Sullivan – Parent**

**Cindy Zeman – Community Member**

**Sam Sullivan – Student**

**Cindy Kopischke – Community Member**

**Karen Fox - School Staff**

**Emma Sullivan - Student**

**Patti Machart – Elementary Principal**

**Ash Heibel – School Board**

**Denise Kirschstein – Community Member**

**Brenda Zeug – Parent**

## 2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

### 2a. All Students Ready for Kindergarten

Goal	Result	Goal Status
<p>By the end of the 2015-2016 school year, Cedar Mountain will increase early learning opportunities and remove barriers to families receiving early learning programming.</p>	<p>Activities completed during the 2015-16 school year:</p> <ul style="list-style-type: none"> <li>• Maintain a Parent Aware certified preschool.</li> <li>• Increase Early Childhood Committee involvement.</li> <li>• Increase Offerings for young children.</li> <li>• Add Kindergarten Jump Start as a year-long program</li> <li>• Develop a district child care center</li> </ul>	<p><i>Check one of the following:</i>  <input checked="" type="checkbox"/> <i>Goal Met</i>  <input type="checkbox"/> <i>Goal Not Met</i>  <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i>  <input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

### 2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>By the end of 2016, 65% of third graders will meet or exceed the grade level standards as tested on the MCA Reading tests.</p>	<p>While our third grade scored above the state average (CM – 50%, State – 57%), we did not meet our goal.</p>	<p><i>Check one of the following:</i>  <input type="checkbox"/> <i>Goal Met</i>  <input checked="" type="checkbox"/> <i>Goal Not Met</i>  <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i>  <input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p>

**2c. Close the Achievement Gap(s) Among All Groups**

Goal	Result	Goal Status
<p>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) <b>will DECREASE as follows within our District</b>, by <b>INCREASING</b> the proficiency of Free and Reduced Lunch student groups as follows within our District</p>	<p>The results for the 2015-16 school year indicate we met our goal. Specific information on this goal are included in our 2015-16 Achievement and Integration Progress Report</p>	<p>Check one of the following:  <input checked="" type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress  <i>(only for multi-year goals)</i></p>

**2d. All Students Career- and College-Ready by Graduation**

Goal	Result	Goal Status
<p>100% of the 6th grade students in the CRIC collaborative school districts will participate in a college and career readiness curriculum in their school district by the 2016-17 school year. 90% of the 6th grade students will participate in a career expo with other students in identified school districts in the collaborative.</p>	<p>100% of our students participated in the college and career expo. Students were engaged in the learning process and integrated well with other students during the lunch time activity.</p>	<p>Check one of the following:  <input checked="" type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress  <i>(only for multi-year goals)</i></p>

**2e. All Students Graduate**

Goal	Result	Goal Status
<p>By the end of the 2015-2016 school year, 100% of seniors enrolled in Cedar Mountain will graduate.</p>	<p>MDE data indicates an 86% graduation rate for the 2015-16 school year</p>	<p>Check one of the following:  <input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress  <i>(only for multi-year goals)</i>  <input type="checkbox"/> District/charter does not enroll students in grade 12</p>

### 3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- *List and describe the district's needs that were identified at the start of the 2015-2016 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs. Limit response to 200 words.*

District-wide PBIS is used to monitor office referrals and decreasing office referrals corresponds to increasing MCA scores.

Increased preschool programming by adding a year-round Kindergarten Jump Start program and providing Pathways Scholarships to families.

Increase the percent of students who met or exceeded on the MCA tests the state average in reading and math.

Reduce the achievement gap in our sub groups. The trend shows that in Math we have been closing the gap except for 2013 and made good growth in that subject last year in all categories. In reading we made growth in the free and reduced lunch sub group.

Work to get the percentage of Special Ed students that have met or exceeded on the reading and math MCA tests to the state average for Special Ed.

Indicators of school safety, students' engagement and connection at school: Results could include state and local school climate, health and safety surveys disaggregated by student groups and grade levels. Based on the SHARE survey given annually to grades 5, 7, 9, and 11: 64% of the students feel there is an adult at our school that they feel comfortable with talking about their problems. 88% of the students report feeling safe at school. 62% of the students say they like school.

## 4. Systems, Strategies and Support Category

### 4a. Students

- Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.
- Process for assessing and evaluating student progress toward meeting state and local academic standards.
  - Process to disaggregate data by student group.
1. AIMS web fluency probes are given 3 times a year to all students. Students that are in progress monitoring are checked 1 or 2 times a month.
  2. STAR assessments are given 3 times a year. Special Needs students and students in interventions may be monitored more often.
  3. Students with lower scores qualify for the following based on their data: Title I, Reading Corps, small or individualized interventions, lower Power Half Hour groups, and additional help from the teacher. The 21<sup>st</sup> Century Learning Center program is available to students in grades 6-12.
  4. If students do not make progress on their interventions they may be referred for special education testing.
  5. The Literacy Teacher works with students in grades K-5 in small groups.

### 4b. Teachers and Principals

- Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.
- System to review and evaluate the effectiveness of:
    - Instruction
    - Curriculum
    - Teacher evaluations
    - Principal evaluations
- Support offered to teachers and principals during the 2015-16 school year included training and review of the Teacher Growth and Evaluation model, ongoing review of the Principal Evaluation survey results, and a commitment to personal growth through activities sponsored by the Southwest/West Central Service Cooperative. Additionally, Professional Learning Communities met throughout the year, staff development activities on early dismissal dates, and ongoing mentoring meetings were held for teaching staff. Three tenured teachers at the high school were placed on the evaluation cycle, along with all non-tenured staff. Walkthroughs took place district wide as a means for seeing student engagement and providing feedback to teaching staff. Cedar Mountain principals and teachers participated in the Teaching and Learning Collaborative staff development activities which supplied dedicated time for curriculum review and alignment to MN State Content-specific standards/benchmarks. Time was dedicated for grade-level meetings as well as time dedicated to reading of non-fiction based texts. The Staff Development committee met several times throughout the year to determine current needs of staff to achieve goals of technology integration, student proficiency on MCAs, and continued development of our Positive Behavioral Interventions and Supports program.

#### 4c. District

- Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.
  - Include the district practices around high-quality instruction and rigorous curriculum which integrate:
    - Technology
    - Collaborative professional culture

Current district strategies and practices include:

1. Staff Development time weekly for 35 minutes
2. Technology Integration committee met to determine direction with 1:1 program, including the selection of the device used at each school (iPads in grades K-5, Chromebooks in grade 6-12)
3. October 5 joint staff development was held with 6 other districts. The day's focus was technology integration into the classroom.
4. Each teacher has an iPad or Chromebook to utilize in instruction – 1 day of training provided per month
5. School District is involved in a teaching and learning collaborative with 6 other schools. Training in ELA, middle school math, PE, and RtI are the focus of the TLC.
6. Regional and state technology conferences were attended by Cedar Mountain staff, including TIES and SWSC Technology Conference
7. PBIS in third year, with data being used to guide school initiatives.
8. Three staff members wrote digital curriculum for math and social studies.
9. After School programs include 21<sup>st</sup> Century Learning Community in grades 6-12 and numerous Community Education programs.
10. 1:1 iPad are used by students in grades 4-8

## 5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

- *Describe the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.*
  - *Include how the district reviews data to examine the equitable distribution of teachers.*
  - *Include how the district uses the data to set forth strategies to ensure low-income and minority children have equitable access to excellent teachers.*
  - *Limit response to 200 words.*

Cedar Mountain works to meet the needs and improve the qualifications of teachers and staff throughout the district. MCA results are reviewed in all grades where MCAs are given to determine if teachers are meeting student academic needs. Because of our small size and that we have only one elementary school and one high school, all students have all teachers at some time. The district works to hire appropriately licensed teachers and provides ongoing training to all staff on topics that include poverty, cultural differences, and other factors that affect learning.