

Achievement and Integration Plan Evaluation 2017

Achievement Goal One:

Goal Statement: 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 .

- Reading Proficiency INCREASE for District:

Name of District	Status	Baseline data 2013	Goal Year 1 2014-15	Actual	Goal Year 2 2015-16	Actual	Goal Year 3 2016-17	Actual	Total Goal Increase	Actual
Cedar Mountain District	V									
Non-FRP		41%	51%	54%	61%	64%	71%	57%	30%	16%
FRP		33%	45%	51%	56%	48%	67%	55%	34%	22%

- Reading Proficiency INCREASES for Elementary:

Name of District	Status	Baseline data 2013	Goal Year 1 2014-15	Actual	Goal Year 2 2015-16	Actual	Goal Year 3 2016-17	Actual	Total Goal Increase	Actual
Cedar Mountain Elementary	V									
Non-FRP		43%	53%	64%	63%	78%	71%	61%	28%	18%
FRP		44%	54%	56%	64%	54%	72%	61%	28%	17%

- Both the Free and Reduced and Non-Free and Reduced proficiency increased by 17-18% over the three years. Interesting that they started with similar % and ended with similar %, which indicates there is not a gap between the two groups. Although, if you look at year by year scores – you can see that there is fluctuation in scores.
- A Reading Teacher continues to work with students in Power ½ Hours Groups and small group interventions. In 2016-17, we added one day a week to make this a 5 day a week position.
- We are progress monitoring students monthly using AIMS web for fluency and STAR assessments for comprehension.
- Reading Corps increased to 2 tutors for the 2015-16 year and they worked with 35 students. This year (2016-17) we have 1 tutor.

- Our teachers examined their grade level standards, wrote learning targets for the power standards, and aligned their curriculum to the power standards. Students are informed of the learning target for each lesson.
- Technology use has increased as we implemented 1:1 I pads in grades 4-5 and grades K-3 used I pads for skill reinforcement. Grades K-2 will use IXL for extra reinforcement of skills. Grades 3-5 will use Study Island.

Integration Smart Goal

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 college/career expo with other students in identified school districts in the collaborative.

Progress:

Cedar Mountain staff was trained in the Ramp Up to Readiness program in the summer of 2015. Students meet with their class advisors 3 times a week

100% of our students participated in the college and career expo which was held this year at the SMSU campus. The main speaker, Craig Hillier, encouraged the students to set goals and reach for them. Students were put into mixed groups and SMSU student ambassadors gave them a tour of the campus. They also participated in team building activities led by SMSU Education students. Students were engaged in the learning process and integrated well with other students during the activities. We raised awareness of the entire college experience which was one of the goals for the day.

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 as included in the Minnesota Student Survey.

Year 1 2014-2015

Based on the SHARE survey given annually to grades 5, 7, 9, and 11: 70% of the students feel there is an adult at our school that they feel comfortable with talking about their problems. 90% of the students report feeling safe at school. 63.4% of the students say they like school.

Year 2 – 2015-16

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. 52% of the students say they like school. Our School Support team met and reviewed the data. We also noted in the survey that 11% of the students indicated that they did not take the survey entirely serious. We are ramping up our PBIS efforts in the high school and adding a new incentive for students to reward positive behavior.

Year 3 – 2016-17

Based on the SHARE survey given annually to grades 5, 7, 9, and 11: 74% of the students feel there is an adult at our school that they feel comfortable with talking about their problems. 94% of the students report feeling safe at school. 65% of the students say they like school. PBIS efforts have continued at Cedar Mountain. The high implemented a new tardy policy which greatly reduced the number of tardies and increased learning time. Our percentages are the highest they have been in the three years of data collection.