

World's Best Workforce Strategic Plan

Cedar Mountain Schools

Planning for the Road Ahead

2016



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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 890, 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. Kindergarten Jump Start is offered every other Friday throughout the school year.

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 in both the elementary and middle school/high school buildings.

In addition, we have a speech therapist, social worker, a part time school psychologist, Mental Health therapist, seven special education teachers, community education director, and a part time occupational therapist. Nursing services are contracted through the Renville County Public Health. Our school employs 41 other licensed teachers, 2 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

2015-16

Robert Tews - Superintendent

Cindy Kopischke – Community Member

Lori Hacker - Parent

Karen Fox - School Staff

Joe Sullivan - School Board

Emma Sullivan - Student

Preston Palokangas - 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

Sam Sullivan – Student

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

2015-16 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 2015-16

Goals Strands:

1. Student Achievement

- Provide support and resources to allow Staff Development Goals to be met
- Implement a plan of continual assessment and evaluation of all programs and personnel to ensure continuous improvement.
- Effectively use current technology
 - A. Increase student photos on Facebook, as evidenced by likes by Facebook followers
 - B. Develop a process and structure for creating digitalized curriculum.
 - C. Create a technology leadership team

2. Climate/Culture

- Provide opportunities for our students to excel academically, in the arts, activities, and in athletics.

- Communications

A. Individual Communications

- a. Keep JMC up to date
 - i. Grades updated
 - ii. Assignments entered
- b. Greet and welcome students, parents, and visitors
- c. Correct and return assignments promptly
- d. Call if students are failing or have discipline issues
 - i. Respond to parent concerns
 - ii. Return phone calls so parents know they were heard and something happened

B. District-wide Communications

- a. Greet and welcome students, parents, and visitors
- b. Consistent messages to the public
- c. Messages be accurate and positive
 - i. Get the right information out
- d. Use many avenues to communicate
 - i. Same message, different delivery methods

3. Community Outreach/Parent Engagement/Marketing

- Branding/P.R.

- A. Thank you cards with new school on card
- B. Adopt a standard district motto
- C. Effectively use Facebook

4. Work to provide the best education to students within the financial constraints of the district

Cedar Mountain ICAC Goals

2015-16 School Year

District Improvement Plan

1. Discuss review cycle for Social Studies standards
2. Continue to review the core subject areas and MCA test results
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

2015-16 Staff Development Goals and Results

Goals

Goal 1.) In the school year 2015-16, we will follow through with the fourth year of PBIS. Implementation will decrease office referrals by 10% as documented in JMC and SWIS systems.

Goal 2.) In the school year 2015-16, MCA math and reading scores will increase by 10% in the areas of meet and exceed in grades 3-8, 10, and 11 as measured on the MCA tests given in the spring.

Goal 3.) In 2015-16 the iPad will be used 3 out of 5 days a week in grades 4, 5, 6, 7, and 8.

Staff Development Activities Relating to Staff Development and ICAC Goals:

- Work to implement Teacher Evaluation plan
- PBIS continues to be implemented in grades K-12
- Professional Learning Communities are utilized district-wide
- District Literacy Plan was updated
- Teacher mentors worked with new teachers
- Used Aims Web to assess reading fluency grades K-5.
- Reading Corps is in its third year
- Teacher resources were ordered for classroom use.
- Extended reading instructional time was given to all students in grades K-8
- STAR test scores were shared with students and used to help students set personal academic goals.
- The district Wellness Policy was reviewed and assessed.
- Technology training was provided to all teachers in preK- grade 12.
- Provided stipends for summer digital curriculum writing.
- Add Technology Integrationist position to assist with technology integration

Staff Development Results

Goal 1 – 10% decrease in office referrals – this goal was met.

Goal 2 - MCA math and reading scores will increase by 10% in the areas of meet and exceed in grades 3-8, 10, and 11 - this goal was not met.

Goal 3 - Used iPads 3 out of 5 days a week in grades 4, 5, 6, 7, and 8 – this goal was met.

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 - 8th, & 10th grades. Mathematics: 3 rd - 8th, & 11th grades. 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 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

Standards

Cedar Mountain Schools have long recognized that clearly defined education standards set the course for quality and accountability. Under the new state requirements, Basic Standards Tests , grade-level standards, and high school credit requirements are components necessary for a student to receive a diploma.

Students in the class of 2015-16 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 and math 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. STAR tests are designed to identify a student's grade level regardless of test difficulty.

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 Comparison Scores- 2015-2016										
	2013	2013	2014	2014	2015	2015	2016	2016	Change	Goal 2017
Math	CM	State	CM	State	CM	State	CM	State		
3rd	49%	72%	65%	72%	78%	71%	56%	69%	down	66%
4th	51%	71%	63%	70%	81%	70%	96%	69%	Up 15	-
5th	48%	59%	44%	61%	51%	60%	67%	59%	Up 16	77%
6th	35%	56%	46%	56%	41%	58%	35%	56%	down	45%
7th	17%		35%	56%	27%	55%	35%	56%	Up 8%	45%
8th	17%		36%	58%	26%	58%	38%	58%	Up 12	48%
11th	22%		16%	50%	27%	49%	10%	47%	down	20%
Reading	CM	State					CM	State		
3rd	37%	57%	43%	58%	61%	59%	50%	57%	Down	60%
4th	50%	54%	59%	55%	50%	58%	75%	58%	Up 25	85%
5th	48%	63%	58%	67%	67%	67%	74%	68%	Up 7%	84%
6th	46%	59%	33%	60%	52%	64%	67%	62%	Up 15	77%
7th	22%		51%	56%	35%	56%	44%	57%	Up 9%	54%
8th	23%		30%	56%	51%	56%	39%	57%	Down	49%
10th	35%		54%	60%	52%	57%	43%	59%	Down	53%
Science							CM	State		
5th	76%	60%	52%	61%	68%	59%	67%	62%	Down	1%
8th	26%	44%	33%	45%	19%	46%	47%	33%	Up 28%	
High Sch	34%	53%	29%	53%	44%	55%	30%	56%	Down	14%
				District						

Goal: All third grade students achieve grade-level literacy

Goal:

By the end of 2016, 65% of third graders will meet or exceed the grade level standards as tested on the MCA Reading tests.

Results:

Our third grade scored below the state average (CM – 50%, State – 57%), and we did not meet our goal.

Goal: All Students Graduate from Cedar Mountain High School

Goal:

By the end of the 2015-16 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					
2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
100%	100%	96%	86%	100%	86%

Results:

MDE data indicates 86% graduation rate for the 2015-16 school year. This means we did not meet our goal.

Goal: Cedar Mountain Graduates are Career and College Ready

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

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.
- Implement the Ramp up to Readiness program in grades 6-12.

American College Test Composite Scores 2005-06 to 2012-13									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Cedar Mt score	21.3	22.1	21.6	22	22.8	20.3	21.1	20.3	19.5
Minnesota	22.5	22.6	22.7	22.9	22.9	22.8	23.0	22.7	21.1
National	21	21	21.1	21	21.1	21.3	20.9	21	20.8

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

Goal: All students are Kindergarten ready

Goal: By the end of the 2016-17 school year, 100% of our incoming kindergarten students will have attended a school readiness program.

Improvement Strategies: School Readiness

- Implement effective pre-school screenings and provide necessary support services to families (ECSE) or interventions for families to achieve school readiness.
- Increase offerings for ECFE and vary schedules and activities to encourage more participation.
- Offer Pathways Scholarships so School Readiness is affordable to all.
- Provide free transportation for Pathway Scholarship students.

Goal Activities: Activities completed during the 2015-16 school year:

- Maintain a Parent Aware certified preschool.
- Increase Early Childhood Committee involvement.
- Increase Offerings for young children.
- Add Kindergarten Jump Start as a year-long program on Fridays.
- Develop a district child care center.

School Readiness Assessment Data- Cedar Mountain uses the Early Literacy portion of STAR assessments for kindergarten. In the Fall 2015, there were 14/22 at grade level and in the Spring 2015 there were 18/22 on grade level. Assessments indicate students on grade level went up from 64% went up to 82%, an increase of 18%.

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.

Goal Results: This goal is still in progress.

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	22/30	Goal 100%

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

Goal:

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

Achievement and Integration Plan Evaluation 2016

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	Actual	Goal Year 2 2015	Actual	Goal Year 3 2016	Actual	Total Goal Increase	Actual
Cedar Mountain District	V									
Non-FRP		41%	51%	56%	61%	54%	71%	64%	30%	23%
FRP		33%	45%	41%	56%	51%	67%	48%	34%	15%

Reading Proficiency INCREASES for Elementary:

Name of District	Status	Baseline data 2013	Goal Year 1 2014	Actual	Goal Year 2 2015	Actual	Goal Year 3 2016	Actual	Total Goal Growth	Actual
Cedar Mountain Elementary	V									
Non-FRP		43%	52%	62%	61%	64%	71%	78%	28%	35%
FRP		44%	53%	49%	62%	56%	72%	54%	28%	10%

We surpassed our goal in the elementary for the non-free and reduced lunch group – and 78% were proficient in reading. Although the free and reduced lunch group made 10% increase in proficiency they did not meet the goal of 28% increase.

A Reading Teacher continues to work with students in Power ½ Hours Groups and small group interventions. This year 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.

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.

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

Goal: In 2015-16 the iPad will be used 3 out of 5 days a week in grades 4, 5, 6, 7, and 8.

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 Result: This goal was met, as iPads were used 3 out of 5 days a week in grades 4, 5, 6, 7, and 8, as reported by teacher survey

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

Goal: Provide extra-curricular programs to students, with a goal of matching or surpassing the previous 3 year average.

Goal Results: This goal was met in 2 of the 3 improvement data areas.

Improvement Data:

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
2015-16	182	77%	235
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
2015-16	198	84%	235
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
2015-16	169	72%	235

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. Work to establish goals compliant with the results of the SHARE survey, given to students through the PACT for Families Collaborative.

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.
- Offer staff training on relevant issues identified through the PACT for Families SHARE data.

Improvement Data:

2015 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	63.5%	70.7%	67.2%
	NO	36.5%	29.3%	32.8%
Which adult at school are you MOST likely to talk to about your problems? Choose only one answer.	Teacher	50.6%	44.7%	53.2%
	Counselor	35.8%	43.1%	31.4%
Police Officer/ Security Guard in my School		1.2%	1.8%	1.5%
Principal or other Administration		4.9%	4.9%	6.9%
Other		7.4%	5.6%	7%
		Cedar Mt 2013	Cedar Mt 2015	
I feel safe at school.	STRONGLY AGREE	19.50%	26.6%	
	AGREE	62.50%	61.7%	
	DISAGREE	15.60%	7.8%	

	STRONGLY DISAGREE	2.30%	3.9%	
I feel safe on the school bus.	STRONGLY AGREE	14.80%	14.8%	
	AGREE	49.20%	42.2%	
	DISAGREE	9.40%	6.3%	
	STRONGLY DISAGREE	2.30%	4.7%	
	I DO NOT RIDE THE SCHOOL BUS	24.20%	32%	
How often are you afraid of being bullied by other students in your school?	NEVER	54.60%	57.8%	
	SELDOM	28.90%	16.4%	
	SOMETIMES	9.40%	13.3%	
	FAIRLY OFTEN	6.30%	4.7%	
	VERY OFTEN	3.90%	7.8%	
Do you have 3 or more unexcused absences', so far this school year?	YES	7.80%	5.6%	
	NO	81.30%	75.4%	
	I DON'T KNOW	10.90%	19%	
I can control my anger.	NEVER	7.40%	4.8%	
	SELDOM	5.30%	6%	
	SOMETIMES	21.30%	26.2%	
	MOST OF THE TIME	48.90%	36.9%	
	ALL OF THE TIME	17.00%	26.2%	

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	K-3 Students	September - May	Reading office

Reading Corps	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 Beth Schultz	M-Th	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.			
Kindergarten Jump Start	4 year olds	Fridays	School
	Sandy Nestande		
Why? To better prepare our pre-kindergarten students to transition to full day kindergarten.			
Kindergarten All day, Everyday	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		
Rachel Krenz- 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		
	Rachel Krenz- 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.			

Additional 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

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 2015-16.

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