

World's Best Workforce Strategic Plan  
Cedar Mountain Schools  
Planning for the Road Ahead  
2017-2018



## ***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**

**2017-18**

**Robert Tews - Superintendent**

**Cindy Kopischke – School Staff**

**Lori Hacker – Community Member**

**Michelle Thooft- School Staff**

**Joe Sullivan - School Board**

**Becky Kemnitz - Student**

**Preston Palokangas - School Staff**

**Patti Machart – Elementary Principal**

**Rob Brandl – MS/HS Principal**

**Brycen Christensen – School Board**

**Sarah Sullivan – Parent**

**Denise Kirschstein – Community Member**

**Carole Eisenbarth– Community Member**

**Brenda Zeug – Parent**

**Kelly Stelzer – Student**

**Kyle Krueger- School Staff**

**Ashley Nelson - St. Michael's parent**

## ***Cedar Mountain Strategic Plan***

2017-18 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 2017-18**

### **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 digitized 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 Infinite Campus 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 happen
  - 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

## 2017-18 Staff Development Goals and Results

### Staff Development Goals 2017-2018

#### Results in Red

1. In the school year 2017-2018 we will follow through with the 6<sup>th</sup> year of PBIS.
  - a. In the Middle/High School we will reduce the number of times students are tardy to class by 10% in the 2017-2018 school year as documented in Infinite Campus.  
**We were 421% better**
  - b. In the Elementary we will decrease the number of students who demonstrate chronic absenteeism (10 days or more absent) by 10% in the 2017-2018 school year as documented in Infinite Campus.  
**( 2017 37 students 19% - 2018 36 students 18%) – did not meet**
- 2a. In the school year 2017-2018 students will show a 10% increase in medium or high growth on MCA scores in reading. **2016-17 was 38%. 2017-18 at 68.5% - did meet.**
- 2b. In the school year 2017-2018 students will show a 10% increase in medium or high growth on MCA scores in math. **2016-17 was 37%. 2017-18 at 51% - did meet**
- 2c. We will meet the state MCA score average in Reading, Math, and Science
  - a. Elementary - 6 of the 7 tests **2016-17 was 5 out of 7. 2017-18 stayed at 5 out of 7.**
  - b. Middle/High School - 4 of the 10 tests **2016-17 was 0 of 10. 2017-18 stayed 0 out of 10**
3. In 2017-2018 blended instruction with technology will be used in all grades in the district.
  - a. In the Middle/High School all teachers will meet the technology continuum throughout the year.
  - b. In the Elementary all teachers will meet the technology continuum as defined by their grade level.  
**Both the Elementary and the Middle/High school met the 2017-2018 Technology Continuum**

## Staff Development Activities Relating to Staff Development Goals

- An Attendance Team was created at the MS/HS to address and monitor student attendance. Plans were created to help improve student attendance and to reward students for meeting weekly and quarterly attendance goals.

- At the elementary class awards were implemented and given on a weekly basis to classes that had made significant progress or stood out in a particular area.
- Elementary School staff researched Standards Based Grading and implemented some of the philosophies. We determined the power standards that will be assessed and reported on SBG report cards for the core subjects for the 2018-19 school year.
- Students at the MS/HS utilized the learning locator practice materials to better prepare themselves for the spring MCA tests. MCA practice and reteaching was incorporated into the new Study Skills class curriculum.
- Our Technology Integrationist led a monthly PLC in both buildings where she taught current technology strategies and helped teacher embed technology into instruction. She held individual consultation sessions with each staff member. She co-taught with staff to carry out technology enhanced lessons.
- As part of the North Collaborative, our staff attended content specific trainings and networking with area schools. Principals attended monthly meetings with area principals and helped plan the 2017-18 Edcamp for our districts.
- Infinite Campus was purchased as our new student information software system. It is used for grading; tracking discipline, attendance and lunch; and as a communication tool with parents.
- Elementary building switched to the FAST program for assessing fluency in reading.

### ***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.

<b>Test</b>	<b>Description</b>	<b>Main Uses</b>	<b>Grades</b>
Minnesota Comprehensive Assessments (MCA)	State-mandated measures of student progress in reading, math and written composition	Accountability Student and school progress reports	Reading: 3 <sup>rd</sup> - 8th, & 10th grades. Mathematics: 3 <sup>rd</sup> - 8th, & 11th grades. Science: 5 <sup>th</sup> , 8 <sup>th</sup> & 11 <sup>th</sup> grades.
ASVAB	Careers and college readiness exam.		11 <sup>th</sup> 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, Pre-ACT			8 <sup>th</sup> grade & 10 <sup>th</sup> 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 2017-18 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-12<sup>th</sup> graders three times a year. 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 and Math Proficiency

MCA Comparison	Scores 2012-2018											
	2012	2013	2013	2014	2014	2015	2015	2016	2016	2017	2017	2018
<b>Math</b>	CM	CM	State	CM	State	CM	State	CM	State	CM	State	CM
3rd	76%	49%	72%	65%	72%	78%	71%	56%	69%	64%	68%	70%
4th	71%	51%	71%	63%	70%	81%	70%	96%	69%	71%	67%	79%
5th	76%	48%	59%	44%	61%	51%	60%	67%	59%	82%	57%	42%
6th	50%	35%	56%	46%	56%	41%	58%	35%	56%	52%	56%	33%
7th	33%	17%		35%	56%	27%	55%	35%	56%	37%	55%	35%
8th	63%	17%		36%	58%	26%	58%	38%	58%	33%	58%	27%
11th	17%	22%		16%	50%	27%	49%	10%	47%	31%	48%	18%
<b>Reading</b>	CM	CM	State	CM	State	CM	State	CM	State	CM	State	2018
3rd	83%	37%	57%	43%	58%	61%	59%	50%	57%	58%	57%	57%
4th	64%	50%	54%	59%	55%	50%	58%	75%	58%	55%	57%	50%
5th	76%	48%	63%	58%	67%	67%	67%	74%	68%	70%	68%	75%
6th	53%	46%	59%	33%	60%	52%	64%	67%	62%	60%	63%	52%
7th	50%	22%		51%	56%	35%	56%	44%	57%	51%	58%	53%
8th	79%	23%		30%	56%	51%	56%	39%	57%	42%	59%	48%
10th	82%	35%		54%	60%	52%	57%	43%	59%	49%	61%	42%
	2012	2013	2013	2014	2014	2015	2015	2016	2016	2017	2017	2018
<b>Science</b>	CM	CM	State	CM	State	CM	State	CM	State	CM	State	CM
5th	70%	76%	60%	52%	61%	68%	59%	67%	62%	78%	60%	60%
8th	37%	26%	44%	33%	45%	19%	46%	47%	33%	28%	46%	23%
High School		34%	53%	29%	53%	44%	55%	30%	56%	55%	56%	28%

#### ***Goal: All third grade students achieve grade-level literacy***

**Goal:** By the end of 2017-18, we will increase from 58% of third graders who are proficient on the reading standards to 65% as tested on the MCA Reading tests.

**Results:** Did not meet. 57% of the third graders were proficient on the MCA test - which was above the state average of 56%, but not at the 65% goal.

#### ***Goal: All Students Graduate from Cedar Mountain High School***

**Goal:** By the end of the 2017-18 school year, the graduation will increase from 86% in 2017 to 90% in 2018.

**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	2016-17	2017-18
100%	100%	91%	86%	84%	91%	86%	87%

**Results:** MDE data indicates 87% graduation rate for the 2017-18 school year. This means we did not meet our goal.

***Goal: Cedar Mountain Graduates are Career and College Ready***

**Goal:** By the end of the 2017-18 school year, Cedar Mountain will have developed a plan to offer Work Based Learning to high school students during the 2018-19 school year.

**Results:** 12 students at Cedar Mountain enrolled in a newly developed Work Based Learning program. Students began participation in the fall of 2018.

***Goal: All students are ready for Kindergarten***

**Goal:** The Kindergarten STAR Early Literacy scores will increase from 42% at or above benchmark score in the fall of 2016 to 52% at or above benchmark score in the Fall of 2017. (59% of the kindergarten students were at or above benchmark score in the fall of 2017 -Met)

**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.
- Maintain a Parent Aware 4 star rating for School Readiness.
- Encourage 100% participation in Kindergarten Jump Start.

***Goal: Close the Achievement Gaps Among All Groups***

**Goal:** The percentage of Free and Reduced students in grades 3-5 that are proficient on the MCA reading test will increase from 60% in spring of 2017 to 65% in spring of 2018. ( did not meet - we were at 55%)

**Progress toward goal:**

1. A Reading Teacher continues to work with students in Power ½ Hours Groups and small group interventions. Our PST team meets bi-weekly to discuss individual student needs and determine needed interventions.
2. We are progress monitoring students monthly using FAST for fluency and STAR assessments for comprehension. Classroom teachers and reading teachers meet monthly to analyze progress.

3. 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.
4. Technology use has increased as we implemented 1:1 Ipads in grades K-5. A Technology Interventionist led us in developing technology enhanced instruction.

**Integration 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 in the 2017-18 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 toward goal:**

100% of the 6th graders participate in Ramp up the Readiness one time a week in the home based class.

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

**Improvement Data:**

**2017 Share Survey Data**

Cedar Mountain Schools	2015	2016	2017	Renville County	All PACT *
Grades 5, 7, 9 & 11; all data presented are %.	n=128	n=143	n=149	n=802	n=4459
<b>School Safety</b>					
8. Feel safe at school	88.3	93.5	92.6	89.5	91.5
9. Feel safe on the school bus	84.1	84.9	78	85.1	86.5
<b>Bullying</b>					
19. Often/fairly often afraid of being bullied by other students in school	5.6	3.6	8.8	12.6	9.7
<b>Truancy</b>					
36. Three or more unexcused absences so far this school year	5.6	3.6	4	4.2	4.3
Grades 7, 9 & 11; data presented are %.	n=85	n=108	n=106	n=563	n=3208

Adverse Childhood Experiences (ACEs)					
70. Divorced / Separated Parents	38.1	31.8	40.8	31.	32.5
I don't want to talk about it		2.8	2.9	3.5	3.4
72. Not enough to eat at home (all or most of the time)	7.2	7.5	8.9	4.4	5.2
73. Have to wear dirty clothes to school (all or most of the time)					
74. Emotional Neglect	9.5	21.7	12.9	19.2	19.6
I don't want to talk about it		2.8	4	7	5.5
75. Witnessed Violence Against Mother	3.6	11.2	7.8	8	8.5
I don't want to talk about it		4.7	1	3.3	3.2

## *Student Achievement Initiatives*

### Elementary Academic Interventions

<b>Student Achievement Initiatives</b>			
Elementary Academic Interventions			
What ?	Who ?	When ?	Where ?
Title 1	K-5 Students	September - May	Classrooms
		Monday- Friday	
	Title Paraprofessionals	7:45-3:15pm	
<b>Why?</b> 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	
<b>Why?</b> Achieving grade-level reading skills for Tier 2 students through daily tutoring sessions. Focus on phonics, vocabulary, and fluency.			
Literacy Teacher/Intervention Teacher	K-5 Students Michelle Thooft	M-F	Reading room
<b>Why?</b> 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
	Rachel Krenz		
<b>Why?</b> To better prepare our pre-kindergarten students to transition to full day kindergarten.			

Kindergarten All day, Everyday	Mrs. Mages	Sept-May	Classrooms
<b>Why?</b> 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	
<b>Why?</b> 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		
<b>Why?</b> 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		
<b>Why?</b> 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/Rachel Krenz - Child Educator	September - May Varying schedule	Franklin & Morgan Sites
<b>Why?</b> 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- 3 year olds Molly Lorang	September- May	In home
<b>Why?</b> 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

<b>Why?</b> Students identified with learning delays benefit from individual small group interventions and school readiness activities.
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### **Teacher Induction Program**

- New Teachers (mentees) are learning from mentors to help get their professional teaching career a running start. New teachers are assigned a mentor in their building and meet with them at a planned monthly trainings to go through pre-established mentor handbook discussions. Informally they meet as needed.
- Prior to each school year, all new staff participate in trainings related to education and district procedures with district staff.
- 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 finding interventions that are successful, research based and implemented with fidelity.
  - Utilize the Problem Solving Team process to match interventions to needs and monitor the progress.
- Technology:
  - 1 to 1 iPads are utilized at the elementary and Chromebooks are used at the MS/HS
  - Tech Integrationist is facilitating the use of enhanced instruction via technology

#### **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.
- Early Childhood Initiatives:
  - District achieved Parent Aware status in 2014-15
  - Added Kindergarten Jump Start in May, 2015.
  - Received Pathways Scholarships since 2015.
  - Fun Friday takes place in the Morgan building and is a literacy based class that is open to ages 3-5.
  - Cougar Cub Daycare opened in the winter of 2016 and is open to children birth - age 5.
- 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 in the elementary.
  - In the elementary, quarterly awards are given for attendance and positive character traits. A celebration is held quarterly to celebrate positive behavior.
  - Staff in both buildings are refreshed annually on the PBIS concepts, Anti-Bullying (Olweus) program, and the effects of poverty on children.
- CRIC:
  - Focus on Reading support to meet Board World's Best Workforce goals for 2017-18.

- Participate in College and Career fairs/visits in grades 6 and 10.
- Implemented Ramp Up for Readiness in grades 6-12

## **Financial State of the District**

Minnesota Department of Education		Department of Education Division of School Finance 1500 Highway 36 West		DISTRICT REVENUES AND EXPENDITURES BUDGET FOR FY 2017 AND FY 2018			ED-00110-40
<b>GENERAL INFORMATION:</b> Minnesota Statutes, section 123B.10, requires that every school board shall publish the subject data of this report.							
District Name: CEDAR MOUNTAIN SCHOOLS ISD# 2754						District Number:	
FUND	FY 2017 BEGINNING FUND BALANCES	FY 2017 ACTUAL REVENUES AND TRANSFERS IN	FY 2017 ACTUAL EXPENDITURES AND TRANSFERS OUT	JUNE 30, 2017 ACTUAL FUND BALANCES	FY 2018 BUDGET REVENUES AND TRANSFERS IN	FY 2018 BUDGET EXPENDITURES AND TRANSFERS OUT	JUNE 30, 2018 PROJECTED FUND BALANCES
General Fund/Restricted	\$ 2,301	\$ 269,021	\$ 285,058	\$ (13,736)	\$ 326,362	\$ 341,783	\$ (29,157)
General Fund/Other	\$ 2,612,359	\$ 5,600,845	\$ 6,030,520	\$ 2,182,684	\$ 5,427,717	\$ 5,692,876	\$ 1,917,525
Food Service Fund	\$ 16,611	\$ 349,676	\$ 361,565	\$ 4,722	\$ 339,850	\$ 344,031	\$ 541
Community Service Fund	\$ 43,854	\$ 370,350	\$ 347,622	\$ 66,582	\$ 462,255	\$ 441,976	\$ 86,861
Building Construction Fund	\$ 164,347	\$ 205	\$ 164,552	\$ -	\$ -	\$ -	\$ -
Debt Service Fund	\$ 118,501	\$ 711,079	\$ 684,294	\$ 145,286	\$ 709,489	\$ 699,110	\$ 155,665
Trust Fund	\$ 71,955	\$ 7,895	\$ 9,750	\$ 70,100	\$ 5,800	\$ 9,500	\$ 66,400
Internal Service Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
* OPEB Revocable Trust Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
OPEB Irrevocable Trust Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
OPEB Debt Service Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL - ALL FUNDS</b>	<b>\$ 3,029,928</b>	<b>\$ 7,309,071</b>	<b>\$ 7,883,361</b>	<b>\$ 2,455,638</b>	<b>\$ 7,271,473</b>	<b>\$ 7,529,276</b>	<b>\$ 2,197,835</b>
<b>LONG-TERM DEBT</b>	\$ -	<b>CURRENT STATUTORY OPERATING DEBT PER MINNESOTA STATUTES, SECTION 123B.81</b>					
Outstanding July 1, 2016	\$ 9,975,000	AMOUNT OF GENERAL FUND DEFICIT, IF ANY, IN EXCESS OF 2.5% OF EXPENDITURES 06/30/2017					
Plus: New Issues	\$ -	COST PER STUDENT - AVERAGE DAILY MEMBERSHIP (ADM) 06/30/2017					
Less: Redeemed Issues	\$ 360,000	TOTAL OPERATING EXPENDITURES					
Outstanding June 30, 2017	\$ 9,615,000	\$ 6,758,129.00					
<b>SHORT-TERM DEBT</b>		FY 2017 TOTAL ADM SERVED + TUITIONED OUT ADM + ADJUSTED EXTENDED ADM					
Certificates of Indebtedness	\$ -	469.41					
Other Short-Term Indebtedness	\$ -	FY 2017 OPERATING COST PER ADM					
		\$ 14,397.07					
<i>The complete budget may be inspected upon request to the superintendent.</i>							

## **Cedar Mountain Gifted and Talented**

### **What's the Definition of "Gifted"?**

According to the National Association for Gifted Children, gifted individuals are those who demonstrate outstanding levels of aptitude or competence in one or more areas. Cedar Mountain uses a variety of assessments to identify gifted and talented students including, but not limited to, Star tests, MCA tests, Accuplacer, OLPA scores, Preschool Screening, and teacher and parent referrals.

**Vision** - Cedar Mountain puts forth the vision that students should work at a level which challenges them. This vision is one that we are in the process of achieving. We are currently looking at barriers that get in the way of students moving forward and working to remove those barriers.

**Our Beliefs about Gifted and Talented Students** – Cedar Mountain recognizes that some students have outstanding abilities that differ from others of their age, experience, or environment. Cedar Mountain seeks to identify these gifted and talented students in order to provide opportunities to meet their unique needs.

This describes the way we strive to serve our gifted and talented students. Cedar Mountain uses a Levels of Service model in designing services provided.

## **Definition of Levels of Service Model**

### **Level I: Services for All Students**

Opportunities that provide foundational skills and tools that help all students to discover and build their personal strengths and talents.

Students at this level all receive high quality, culturally responsive, research-based, core instruction aligned with State Standards and differentiated to match their advanced learning needs. Differentiation is NOT additional work; it is different work.

### **Level II: Services for Many Students**

Opportunities that invite students to engage in activities through which they can investigate their interests and verify areas in which they may demonstrate strengths and talent potentials.

### **Level III: Services for Some Students**

Opportunities that involve alternative learning activities for students to engage in rigorous and complex learning based on their demonstrated performance and documented needs in areas of strength and sustained interest. Students with strengths and talents in math may be placed in advanced math classes, Honors classes, or AP math courses (based on mathematical aptitude, skills, and interests). Their math opportunities may involve acceleration as well as opportunities for enrichment (e.g., special projects for individuals or small groups).

### **Level IV: Services for a Few Students**

Advanced opportunities that respond to the unique needs of individual students who have demonstrated outstanding ability, expertise, motivation and passion to learn in a talent domain or academic area.

## **Identifying Students for Gifted, Creative and Talented Minds**

How does Cedar Mountain identify advanced learners for Levels of Service? Students are identified if they need to receive advanced math or language arts instruction.

### **In the Elementary Schools:**

Cedar Mountain uses multiple age-appropriate measures to determine student abilities. In Reading we have a half hour a day dedicated to reading instruction at each student's ability. This Power Half Hour model allows for students that are in the "beyond" group to get enriched instruction daily in English Language Arts standards. Students read at their own levels during Accelerated Reading time and are encouraged to read books at their Lexile level. Students are also encouraged to work at their level during computer based activities such as IXL and Study Island.

### **In the Middle School:**

In the Middle School, students are able to advance to upper level courses when deemed appropriate. Activities such as Knowledge Bowl give our students opportunities to showcase and improve their skills in an extracurricular.

### **In High School:**

Students can self-select classes that will meet their goals. To enroll in advanced options like CIS or PSEO courses, students must satisfy all of the pre-requisites courses and any other requirements expected by the instructor or the college.

## **Further Understandings**

**What is differentiation?** Differentiation is a set of teaching strategies that help teachers respond to the learning differences in their students. Differentiation is being aware of how we teach and being knowledgeable about how our students learn so that students can reach their learning goals. In the elementary schools, one way differentiation looks is through the use of flexible grouping in reading and math. A student's skill level is frequently assessed and then instruction is designed to best match that skill level. The middle school matches instruction to students through the use of honors English and Math courses while the high school offers many choices of Advanced Placement (AP) courses and College in the Schools (CIS) courses. This is one form of differentiation.

**What opportunities are there for enrichment?** Another effective way to help meet the needs of gifted, creative and talented students is through enrichment. In the elementary we have after school offerings in Lego Club, creative arts classes and others. Summer offerings include 1 day to week long academies in the area of ecology, history, science, and technology.

**What is acceleration and how does it help gifted and talented students?** There are many forms of acceleration but the basic premise is moving highly qualified students ahead of their traditional grade in either one or more school subjects, or, on much rarer occasions, a whole grade. Students need to meet criteria for acceleration.

**Early Entrance** - Children who demonstrate social/emotional maturity, academic motivation and superior intellectual ability may qualify for early entrance into kindergarten or first grade.

MN law requires all children entering kindergarten to be at least five years of age by September 1 of any given year. To be considered for early entrance into kindergarten, a child must have a fifth birthday (or for early entrance to first grade, a sixth birthday) falling between September 1 and November 1 of the school year in which admission is requested.

A variety of standardized assessments will be used to determine eligibility. Administration will review all requests for early entrance and use preschool screening data to determine if early entrance is an option. Additional assessment will determine final eligibility.