

2016

# Cannon Falls Schools World's Best Workforce Plan

Submitted By Superintendent Beth Giese



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# Cannon Falls Schools

## World's Best Workforce Report



The Cannon Falls School PBIS Mission Statement:

By keeping it REAL we will respect ourselves, others,  
and our community and we will be responsible for  
learning.

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# Mission, Vision, and Goals

## MISSION STATEMENT

Cannon Falls Public Schools, partnering with families and community, will provide a nurturing, challenging and inspiring environment to educate ALL individuals to be lifelong learners and responsible, productive citizens.

## VISION STATEMENT

The vision of Cannon Falls Public Schools is to create a safe learning environment that promotes high student achievement in a way that all students are excited about learning. The vision also includes managing and utilizing resources efficiently, expecting our students to be good healthy citizens, and creating and maintaining productive educational relationships with members of the community and ISD 252.

## CANNON FALLS DISTRICT GOALS

Cannon Falls Area Schools will promote high student achievement that stresses successful positive experiences for all of our students. The district supports staff development activities such as professional learning communities (PLC's), developing and aligning curriculum to state and national standards, and workshops that further enhance educational opportunities for students and staff.

Cannon Falls Area Schools is committed to creating a productive learning environment for students. This includes improving curriculum, maintaining facilities, keeping pace with technology, and following a long-range facility plan.

Cannon Falls Area Schools will continue to utilize resources efficiently and continue to build a fund balance for monthly operational expenses in order to create a fiscal balance of resources and personnel.

Cannon Falls Area Schools will maintain and create productive relationships with members of the community as well as employees of ISD 252. This will include curriculum, wellness committee, parent and financial committees to keep the public involved and informed.

# Welcome Letter to Parents

## Superintendent Beth Giese

Welcome to Cannon Falls Public Schools, I feel honored to be the Superintendent of this amazing school district!

Each year we bring even more focus on Cannon Falls Schools as a learning organization that prepares our students for success in the 21st Century. Through strategic planning for curriculum and instruction, we will explore connections between the way students use technology for learning, and instructional techniques that engage them in authentic learning.

The vision of Cannon Falls Public Schools is to create a safe learning environment that promotes high student achievement in a way that all students are excited about learning. The vision also includes managing and utilizing resources efficiently, expecting our students to be good healthy citizens, and creating and maintaining productive educational relationships with members of the community and ISD 252.

At Cannon Falls Area Schools will promote high student achievement that stresses successful positive experiences for all of our students. The district supports staff development activities such as professional learning communities, developing and aligning curriculum to state and national standards, and workshops that further enhance educational opportunities for students and staff.

### **Elementary School**

There are 500+ Elementary students PreK-5th grade in our elementary. The student to teacher ratio is 19 to 1. Our local School Board has made it a priority to keep class sizes low and balanced so that all students have the opportunity to grow. 63% of teachers on staff hold a Master's in education, with numerous others work on more specific licensures. Throughout the elementary buildings you will also find only "highly qualified" certified para professionals.

In addition to the teaching staff we have a full time social worker, school psychologist, speech, special education and reading specialists for your child's needs.

Students in 4th and 5th grades are part of the one to one technology initiative. The nature of student experience outside of school is changing and Cannon Falls Elementary students will lead the way on their technology experiences. The district's number one initiative is Technology and research shows that one-to-one computing increases student success.

Cannon Falls offers *All Day Every Day Kindergarten* to all students.

Specialized programs include physical education (every day), art, music, and media. Instrumental lessons

and band are offered to 5th grade. Robotics and Math Masters along with a multitude of athletics keep all elementary students involved in their community!

### **Middle School/ High School**

Cannon Falls High School offers a wide array of elective course offerings in art, agriculture, business, and industrial technology to students as well as AP U.S. History, AP World History, AP Government, AP Biology, AP Literature, and AP Composition. Advanced courses in Calculus, Physics, and Modern and Classical Humanities provide students with the knowledge to take AP tests also. Students also have the opportunity to take advantage of over 20 courses offered through interactive television with our WETC partnership. Approximately 60% of students in grades 6-12 participate in our excellent co-curricular band and choir programs. Supplemental support programs and credit recover programs are also offered to students in grades 6-12

In 2012 Cannon Fall High School ranked in the top 20 high schools in the state with a Multiple Measures Rating of 95.02% from the Minnesota Department of Education. Each year approximately 80% of Cannon Falls High School graduates attend some type of post-secondary education program.

In 2014 students in grades 6 and 9 will be the first to participate in the districts 21st century skills initiatives with one to one access to tablet devices. Cannon Falls High School students will also participate in University of Minnesota sponsored Ramp-Up to Readiness, a college and career readiness programs offered to all students.

Through the Cannon Falls Housing Initiative students are offered the opportunity to take classes to learn how to build a home. This program both promotes skills for the students but offers low cost housing for future residents of the Cannon Falls District.

### **Co-Curricular Activities**

Cannon Falls High School is a member of the Hiawatha Valley League Conference and our athletes compete in a wide range of sports and activities. Boys' sports include: Baseball, Basketball, Cross Country, Football, Golf, Soccer, Track and Field and Wrestling. Girls' sports include: Basketball, Cross Country, Danceline, Golf, Soccer, Softball, Tennis, Track and Field, and Volleyball. Students may also participate in Cheerleading, Competitive Weightlifting, and Trap Shooting. Cannon Falls also offers cooperative agreements with neighboring schools for other sports including Alpine Skiing, Gymnastics, and Swimming.

Cannon Falls High School also offers a wide variety of competitive fine arts, clubs and activities such as Business Professionals of America, Debate, Knowledge Bowl, Math League, National Honor Society, One Act Play and Speech. Students are also involved in FFA, Interact, School Musical, School Newspaper, SADD, Student Council, and Yearbook Staff.

A wide variety of bands and choirs are offered to our students. Students may choose from Symphonic Band, Pep Band, and Steel Drum Band. Concert Choir and Jazz Choir are also offered to students.

Over 75% of our High School students are involved in at least one extracurricular activity.

### **Community Education**

Community Education promotes lifelong learning through a variety of activities, camps, classes and experiences.

Early Childhood Family Education is often a child's first school experience. ECFE consists of a parent-child activity, parent education and child education. A variety of classes are offered to families with children ages birth-age 5.

Cannon Falls Preschool has been rated a 4-star program by Parent Aware. We offer both full day and half day preschool options for parents as they prepare their children for kindergarten. Our fully licensed staff follows the *High Reach Curriculum* and have recently implemented iPads into our 4-year old classrooms.

Many sports, camps and leagues are offered for children of all ages including baseball, basketball, cheerleading, dance, track and field, and volleyball.

Children have the opportunity to participate in many youth enrichment activities throughout the school year. Classes and experiences such as acting, baby sitting, drawing, driver's education, engineering, fencing, and math and science clubs are all staples in our course catalog.

Cannon Falls Community Education also provides learning experiences for adults. Many bus trips are offered over the course of the year, computer, gardening, and fitness classes are very popular. Cannon Falls belongs to the Hiawatha Valley Adult Basic Education Consortium that offers GED® classes and testing, English classes, computer literacy, and career preparation classes.

# Goals by Building

## 2015-16 Cannon Falls Elementary School Goals Site Goals (New goals are on Summary)

Cannon Falls Elementary School will increase student achievement from 64.6% to 69.6% in Reading as measured by the 2014-15 MCAs.

Cannon Falls Elementary School will increase student achievement from 68.7% to 73.7% in Math as measured by the 2014-15 MCAs.

Cannon Falls Elementary School will increase student achievement from 71% to 76% in Science as measured by the 2014-15 MCAs.

## PLC Goals

### Kindergarten

- Fluency Goal: Timed Repeated Readings
- Continuation of Vocabulary Goal
- Use the leveled library with small groups/centers. (K+ too)
- Continue using Smartboards for reading and math instruction.

### First Grade

- Analyze data (running records, Aims Data, fluency, end of quarter data (HF and blending)
- Growth---Identify which students are at risk or not meeting their RtI goal
- Clear vision of where we are going with common formative assessments

### Second Grade

- Align assessments with the Common Core Standards and determine essential outcomes.

### Third Grade

- Determine and analyze common assessments

### Fourth Grade

- Work collaboratively to ensure that the skills taught will impact student learning and ultimately their performance on quarterly summative assessments

### Specialists

- Use observation time at area schools to learn how a specialist PLC can support student achievement and teacher growth.
- Continue to make connections between our disciplines through collaboration.



## 2015-2016 Cannon Falls High/Middle School Goals Site Goals (New goals are on the summary)

Overall Building Goals: Maintain a minimum Multiple Measures Rating (MMR) of 86%. Increase the Growth Domain score by 2 points. Increase the Gap Reduction Score by 2 points.

MATH TARGET: 5% increase in the number of students meeting proficiency on the MCA III Math test in grades 6, 7, 8 and 11.

READING TARGET: 5% increase in the number of students meeting proficiency on the MCA III Reading test in grades 6, 7, 8, and 10.

SCIENCE TARGET: 10% increase in 8<sup>th</sup> grade and 5% increase in 10<sup>th</sup> grade in the number of students meeting proficiency on the MCA III Science test.

### PLC Goals

#### Business/Ag/Industrial Tech

- 100% of students will score 83% or better on content vocabulary quizzes given during class bi-weekly.

#### Language

- The English and Spanish departments will utilize literacy strategies to increase PLC assessment scores by 3%.

#### Math

- The Math department will use formative assessments to increase PLC assessment scores by 3% by the end of the school year.

#### Performance

- At least 75% of our students will achieve an average of 85% or greater on assessments by the end of 1<sup>st</sup> semester.

#### Science

- The Science department will utilize literacy strategies to increase PLC assessment scores by 3%.

#### Social Studies

- The Social Studies department will use formative assessments to increase summative test scores by 3% or more by the end of the school year.

#### Special Education

- The special education department will increase general education cumulative test scores of students receiving special education services from 69.44% to at least 5% by teaching students how and what to study using study and literacy skills by June 2015.

# Strategic Plan

## Strategic Planning Matrix

### Goal #1: Excellence

#### District Goal:

Provide an educational environment that challenges all learners to raise their level of achievement.

#### Values:

We value standards based instruction, rigorous programming and raising achievement of all learners

Action Steps	Benchmarks-Specific Dates or Timelines	Evidence	Resources	Who
1. Collaboration leads to increased student achievement	PLC Groups Meet Monthly.	Agendas and mtg. minutes turned into bldg principal; agendas and meeting minutes will indicate that student progress is monitored.	Time Student Data	All district staff
2. DAC will coordinate data.		Graphs, charts as requested	Data, Time	DAC
3. Evaluate assessment data and make instructional and/or curriculum adjustments addressing areas of opportunity.		Checklist of subject area results.	Time	All district staff
4. Assessment results and other data are reported to School Board.	October board meeting presentations.	Administrators will present results annually to board at Oct. mtg.	MCA and other test data results	Principals Teachers Superintendent
5. Curriculum committee provides oversight and guidance for academics, programming and modifications	Monthly meetings, 1 <sup>st</sup> Monday of each month	Agendas Curriculum and Instruction Report, yearly		Curriculum Committee
6. Prepare students for post-secondary options		Plan test, field trips Explore exam		All district staff

**Goal #2: Technology and Innovation**

**District Goal:** Integrate technology and innovation throughout the district as a teaching and learning tool.

**Values:** We value continuous improvement and professional development, technology advancements, flexible curriculum, innovative learning environments and best practices.

Action Steps	Benchmarks-Specific Dates or Timelines	Evidence	Resources	Who
1. Utilize the technology committee to address technology innovation and integration.	Monthly meetings	Agendas and meeting minutes available on district website.		Technology Committee
2. Identify technology needs relevant to innovation	ongoing			All district staff
3. Professional development training is designed and delivered	Staff development days	Workshop agenda established.	Time	Professional Development Team
4. Financial commitment by district	Ongoing review	Budget	Money set aside, technology levy	BOE
5. District provides an ongoing financial commitment to technology				BOE Administration

**Goal #3: Partnership**

**District Goal:** Partner with parents and the community to foster learning.

**Values:** We value engaging families, community members, local business and industries, opportunities to build community, communication with parents, community and city officials

Action Steps	Benchmarks-Specific Dates or Timelines	Evidence	Resources	Who
1. Identify the volunteer program opportunities.		Document created Opportunities listed Website	Time	Community Ed Director Teachers
2. Continue working on relationships with city	Mayo Clinic committee, Housing Initiative, City Council meetings, Chamber, ALC and city services	Attending meetings	Time	Teachers Administration
3. Cannon falls will continue to create learning opportunities for the entire community, which all can participate in.	Quarterly community calendar, newspaper contributions to encourage participation	Flyers Brochures Webpage	Some \$	

**Goal #4: School Climate**

**District Goal:** Promote a safe and welcoming atmosphere that encourages R.E.A.L (respect, effort and attitude for learning)

**Value:** We value honest communication, respect, accountability, integrity and preparedness

Action Steps	Benchmarks-Specific Dates or Timelines	Evidence	Resources	Who
1. Include stakeholders.	<ul style="list-style-type: none"> <li>SAS/PBIS survey document</li> <li>Bully survey, which includes all staff</li> </ul>	Surveys completed: one for students, one for parents, and one for staff.	Time	All district staff
2. Promote positive behavior	Train all staff on PBIS Positive behaviors	Reduction of negative behavior	\$ and Time, Staff Development resources	All district staff
3. Ensure safety procedures are in place	Code Blue Code Red Fire Drills Tornado Drills	Results of the drills and clipboards		All district staff
4. Include all stakeholders to create a welcoming atmosphere		Welcoming schools		All district staff

**Goal 5: Effective and Efficient Operations**

**District Goal:** Develop a continuous improvement process for district operations.

**Values:** We value departments that are effective and efficient

Action Steps	Benchmarks-Specific Dates or Timelines	Evidence	Resources	Who
1. Determine budget for each area of operation		School Finance documentation	Time	Head of Departments
2. Staff will continue to promote the school and to accrue revenue		CI Process completed.	Time	All district staff
3. District operations in the areas of transportation, facilities, food service, and extracurricular, will have implemented measurable goals	Aug-Oct Board meetings	Each area will report annually to school board indicating measurable goals.	Time of Dept heads	Head of Departments

**Goal 6: Fiscal Responsibility****District Goal:** Attain and maintain a balanced budget each year**Values:** We value transparent management of district finances and maximizing district resources

<b>Action Steps</b>	<b>Benchmarks- Specific Dates or Timelines</b>	<b>Evidence</b>	<b>Resources</b>	<b>Who</b>
1. Determine fund balance percentage. Goal of 10%	July each year	Money is in the budget.	Time Budget data of projected revenue and expenses.	BOE
2. Budget accordingly.	July each year	Budget reflects Goal of 8-10%	Time \$\$ Budget data	All district staff
3. Administration and School Board will be transparent in management of district resources		Board presentation and meeting with public		Administration and BOE

# Literacy Plan

## Read Well by 3<sup>rd</sup> grade

The state of Minnesota has passed legislation that seeks to have all of Minnesota's children reading well by third grade. The bill requires local school districts to adhere to certain expectations, including:

- All students are provided with comprehensive scientifically based reading instruction.
- Parents are notified of student progress at least annually for all students and must give parents of students not reading at or above grade level (in K-3) timely information. This timely information includes reading assessments administered, services available, and strategies parents can use at home to support their student.
- Students not reading at or above grade level are given intervention based on evidence-based practices to accelerate their growth toward grade level expectations.
- Assessment methods and data points used to determine grade level proficiency are reported to the Minnesota Department of Education annually.
- Sufficient training is provided for all licensed staff to improve reading instruction.
- A Local Literacy Plan is developed and posted to the official district web site.

Administrators and teacher-leaders are committed to ensuring that needed resources are dedicated to guide the planning and implementation of targeted instruction through the continuous use of assessment. Screening assessments will begin the first days of school so classroom teachers can begin differentiated instructions as soon as possible. New literacy coaches will be working with classroom teachers to match student needs with best practices, both in the classroom and in individual interventions. Current practices will be analyzed through gathering and interpretation of data. Student learning will be the responsibility of administrators, teachers, support staff, and students.

The Cannon Falls Literacy Plan below includes the five requirements in the local literacy plan:

- How Cannon Falls will ensure reading proficiency for all students by the end of grade 3.
- The process we will use to assess students' level of reading proficiency.
- Our plan for notifying and involving parents.
- How and when we will intervene with students who are not reading at or above grade level.
- How we will identify and meet staff development needs.

As shown in the graphic below, Cannon Falls Elementary exceeds the state average overall for Reading as measured by the MCA. However, we are below the average when the data is broken down by achievement levels. We will focus attention to the students who are partially meeting to help get those students meeting proficiency.

### ASSESSMENTS

To achieve our goal of growth, educators must assess students as soon as possible to determine needs, then continue assessing to determine effectiveness of teaching. Results of screening assessments, which are given to all students, at minimum, in fall and winter, support all staff with identifying and supporting students who need targeted assistance to achieve grade-level proficiency.

- ESGI – Educational Software to Guide Instruction is a web-based progress monitoring assessment tool accessible from any computer. District staff create assessments that are aligned to state and district standards. ESGI is an individual assessment administered by teachers and trained support staff. The reporting system provides individual parent reports, individual flashcards for skills not mastered, and ideas for interventions. ESGI provides item analysis for specific skills such as how many students have mastered a particular shape, specific letters in the alphabet, sight words, and more. It is a critical data management tool for RTI that pinpoints individual areas of need.
- AIMSweb® – AIMSweb® is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine individual student need and appropriate response to intervention. Assessments are administered by teachers and trained support staff.
  - AIMSweb® Reading Curriculum-Based Measurement (R-CBM) focuses on oral reading through the use of three separate passages read in one minute intervals in a one on one setting. This test allows teachers to assess general reading proficiency.
  - AIMSweb® Maze Curriculum-Based Measurement focuses on comprehension through the use of a multiple choice cloze task that students complete while reading quietly.
- STAR - STAR assessments are statistically linked to Minnesota standards. Item difficulty dynamically adjusts to the student's ability level. Trained teachers administer assessment and STAR provides information about student mastery of those standards. Trained teachers access student learning as it happens and data will help drive daily instruction and practice.
  - Screening and standards benchmarking
  - Accurate placement so each student works at optimum level
  - Skills reporting with instructional planning and resources
- Informal Reading Inventory - These programs effectively assess reading ability at emergent through high school levels. Two examples used are the Houghton Mifflin informal reading inventory from the current school curriculum and the *Qualitative Reading Inventory-5*. The QRI-5 includes both narrative and expository passages at each grade level, questions to assess prior knowledge, and word lists. Teachers and literacy specialists can measure comprehension by retelling passages, implicit and explicit questions, and other devices. It also provides suggestions for individual intervention instruction, procedures for assessment of strategic reading, and inclusion of results in classroom portfolios.
- Staff Development in Screening Systems
  - Appropriate staff have been trained in the administration of the above stated screening systems. We will train any new staff as needed and current staff will review updates and changes to these assessment programs.
  - Cannon Falls has used AIMSweb for two years, as a benchmark indicator, which in itself helps inform instruction. During the 2012-2013, we plan to add the progress monitoring portion of AIMSweb, which will require additional training for our literacy intervention staff.
  - Literacy specialists will be trained in the administration, data analysis, and implementation of interventions in response to Informal Reading Inventories.

- Grade level Power Standards are currently aligned to 2010 English Language Arts standards for all students. With additional PLC (Professional Learning Community) meeting times built into the 2012 - 2013 school year, teachers will be continuing to refine their understanding and implementation of state standards.

Current Assessment System

	K	1	2	3
<i>Screening</i>	ESGI – (Educational Software for Guiding Instruction) Used as a baseline before school and quarterly	ESGI used as baseline to qualify students for Title I  AIMSweb	AIMSweb  Houghton Mifflin reading inventory  STAR (Standardized Test for the Assessment of Reading) Quarterly  Scholastic Placement Test (Fall)	AIMSweb  Houghton Mifflin reading inventory  STAR (Standardized Test for the Assessment of Reading) Quarterly  Scholastic Placement Test (Spring of 2nd grade)
<i>Diagnostic</i>	ESGI	Informal Reading Inventory: Houghton Mifflin Leveled Reading Passages Assessment Kit (Tier II & III Quarterly)  ESGI (Tier II and Tier III)	Informal Reading Inventory: Houghton Mifflin Leveled Reading Passages Assessment Kit (Tier II & III Quarterly)	Curriculum-based weekly skills tests and theme topic tests
<i>Progress Monitoring</i>  <i>Tier I</i>	ESGI	Houghton Mifflin (HM) weekly skills test	Houghton Mifflin weekly skills test and running records	Houghton Mifflin weekly skills test and running records



<i>Progress Monitoring</i>  <i>Tier II</i>	ESGI	Houghton Mifflin (HM) weekly skills test	Houghton Mifflin weekly skills test and running records	Houghton Mifflin weekly skills test and running records
<i>Communication Plan</i>	ESGI Parent Report: * baseline reports sent the first week of school sent before school and quarterly  *shared and discussed with parents at student-led conferences	AIMSweb, ESGI, HM weekly skills test  *results and explanation sent home after completion of assessment  *shared and discussed with parents at student-led conferences	AIMSweb, ESGI, HM weekly skills test *results and explanation sent home  * discussed at student-led conferences	AIMSweb, ESGI, HM weekly skills test *results and explanation sent home  *discussed at student-led conferences

## Proficiency Guidelines for 2012-13

	K	1	2	3
Locally Determined Power Standards	Proficiency determined from formative and benchmark assessments	Proficiency determined from formative and benchmark assessments	Proficiency determined from formative and benchmark assessments	Proficiency determined from formative and benchmark assessments
<i>ESGI</i>	Proficiency assessed as a baseline before school year, quarterly for benchmarks, and as formative assessments to guide instruction and RTI groups.	NA	NA	NA
<i>Fluency</i> AIMSweb	NA	53 WCPM (words correct per minute) End of Year	92 WCPM (words correct per minute) End of Year	119 WCPM (words correct per minute) End of Year
<i>MCA-II</i>	NA	NA	NA	"Meets" Score

### Parent Notification

- Power Standards posted via school website and sent home during Open House and at Quarter One report cards.
- Daily Folders in grades K-2 and Agenda in grade three.
- Weekly/Monthly newsletters from classroom teachers and administration.
- School website offers information related to curriculum and instruction.
- Online gradebook
- E-mails, phone calls, blogs, or google sites set up by teachers to inform parents.

### Parent Involvement

- Title I parent meetings, including ways to support literacy at home
- Literacy Nights
- “Book in a bag” with parent feedback
- Open House – stations set up to explain literacy assessments and interventions, and progress monitoring including information on AIMSweb, STAR testing, AR tests and ESGI.
- Establish summer book lending program with goal of minimizing gap in literacy
- Scholastic Summer Reading Challenge
- Inform parents of district resources, including the elementary media center literacy website

### Overall Description of Response to Intervention

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and an assessment of all children in the general education classroom. Struggling learners are provided with either individual or small group interventions at increasing levels of intensity to accelerate their rate of learning. As staff gain knowledge and experience in RTI, they will be doing so through a focus on literacy during the 2013-14 school year. Descriptions of tier levels are listed below.

Tier I – All students begin here with high-quality, scientifically-based instruction in the general education classroom. Universal screening and progress monitoring provide information about a student’s learning rate and level of achievement, both individually and in comparison with the peer group. This data is then used when determining which students need closer monitoring or intervention.

Tier II – Based on data from universal screening and progress monitoring, supplemental intense interventions are provided in small groups. These interventions are administered by teachers or paraprofessionals for 3-4 days per week for 30 minutes in addition to the existing high-quality general education teaching in Tier I.

Tier III – Supplemental intense interventions typically totaling 5 days per week for 50 minutes. This additional support is typically in addition to the instruction in Tier I and Tier II. This tier will be administered by the most highly-trained staff which may include literacy specialists, special education staff or general education teachers.

Student identification, placement, and duration in each tier are predetermined based upon screening assessments, cut scores, and program decision protocols.

### Interventions available to students in K-3

Program / Intervention	Tier (s)	Grade	Initial Assessment	Progress Monitoring
	1	K-3	<ul style="list-style-type: none"> <li>● AIMSweb administered whole group by general education teacher</li> </ul>	Houghton Mifflin weekly skills test

Guided Reading small groups			<ul style="list-style-type: none"> <li>● Scholastic Placement Test administered whole group by general education teachers</li> <li>● STAR test administered by technology teacher</li> <li>● Teacher-created screening tool (including reading passage with comprehension checks)</li> </ul>	
<i>Interventions continue</i>	<i>on p.8</i>			
Individual and small group targeted instruction (RTI Block in schedule)	2, 3	K-3	<ul style="list-style-type: none"> <li>● AIMSweb administered whole group by general education teacher</li> <li>● Running records and Scholastic Placement Test administered individually by general education teachers</li> <li>● ESGI administered by trained reading specialist</li> <li>● QRI-5 Qualitative Reading Inventory</li> </ul>	ESGI, Houghton Mifflin weekly skills test
Title I	2, 3	1-2	<ul style="list-style-type: none"> <li>● ESGI</li> <li>● Teacher created screening tool including running record and comprehension questions</li> <li>● QRI-5 Qualitative Reading Inventory</li> </ul>	Houghton Mifflin weekly skills test
Minnesota Reading Corps Literacy Tutors	2, 3	K-3	<ul style="list-style-type: none"> <li>● AIMSweb done by classroom teachers</li> <li>● MN Reading Corps assessment</li> </ul>	Reading Corps monitoring tool  As needed to address individual student needs
System 44	3	3	<ul style="list-style-type: none"> <li>● Scholastic Reading Inventory and Scholastic Phonics Inventory (Assessing foundational reading skills for upper level grades) given by special education department and, next year, by the literacy interventionists.</li> </ul>	System 44 Progress Monitoring system  As needed to address individual student needs

### How parents will be informed of student progress

Through implementation of RTI, parents will be provided information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

### How learner data is used

Learner data guides instruction K-3, giving grade levels an opportunity to determine which students need more time to work on skills that they didn't master the first time. Students who have exceeded expectations will be given enrichment opportunities.

### How services are provided

Students will be given additional opportunities to learn or relearn literacy skills needed for classroom success. Additional instruction is provided by licensed teachers, trained paraprofessionals and Reading Corps tutors.

### Professional Development for Staff

Over the past two years, a team of staff, including administration, was trained by an outside consultant, Quintin Pettigrew, to begin a cultural shift to Professional Learning Communities. These Professional Learning Communities are ongoing collaborative planning groups surrounding curriculum, intervention, best practices, formative and summative assessment, data analysis and more.

#### *Current*

- Licensed and non-licensed staff have completed training in RTI and it is being implemented in grades K-5.
- The school-wide vision of student learning and the purpose for RTI has shifted from skepticism to ownership, with a newly adopted belief that through RTI all students can be successful.
- Administration initiated and School Board approved 2013-14 school calendar allowing for twelve late start dates for staff to continue work on Literacy and RTI in PLC groups.

#### *2015 Goals*

- Expand the use of AIMSweb progress monitoring through training by current staff.
- Develop individual professional development goal related to an area of RTI and utilizing scientifically-based reading instruction.
- Expand the use of Daily 5 and CAFÉ through the use of experienced on-site staff beginning with training in Spring 2012 for implementation in fall 2012-13.

For the 2013-14 school year, the K-3 staff will continue to build on learning generated thus far in RTI and through our PLC's. Structures and schedules focus on literacy practices and meaningful instructional time. Our goal is to allow common grade-level intervention blocks of time to drive the entire school schedule. Literacy will be a main focus for staff development, including implementation of Daily 5. The collaborative work that is done in our PLC's will include unwrapping the Power Standards into learning targets, developing common formative assessments, and developing a system for data analysis.

## **Staff Development Plan**

***Cannon Falls Schools Staff Development Plan 2016-17 can be found at [cannonfallsschools.com](http://cannonfallsschools.com)***

#### **District Mission Statement:**

Cannon Falls Public Schools, partnering with families and community, will provide a nurturing, challenging and inspiring environment to educate ALL individuals to be lifelong learners and responsible, productive citizens.

**Staff Development Mission Statement:**

Cannon Falls Staff Development Committee will provide ongoing professional development in best practice strategies to improve classroom teaching and learning and in the implementation of technology that positively impacts student achievement by a general measured increase in MCA test scores and course summative assessments as well as providing learning opportunities to meet requirements for relicensure and state mandates.

**Two broad goals of the committee are:**

1. Provide ongoing professional development in best practices in education and Tier I strategies to increase student achievement as measured an increase in MCA math, reading and science test scores.
2. Provide training during the 2016-17 school year on hardware and internet technologies which will assist staff in technology integration.

**Actions to support these goals:**

- All staff development will receive professional development that aligns to the two goals listed above.
- All instructional staff will participate in Professional Learning Communities {PLCs} that address building specific goals and grade level or content area goals as determined by each PLC.

**Norms and Protocols of the Committee:****District Committee**

- Members of the district committee volunteer to participate and include teaching staff from a variety of disciplines from each building; staff make a two year commitment to staff development. Other members include but are not limited to a member of the administration team and a member of the school board.
- District meetings are held on the third Tuesday of the month during the regular school year and is made up of members from the two building staff development committees.
- Co-chairs of district staff development committee are the chairs of the elementary and high school building staff development committees.
- District committee will ratify the scope and sequence of ongoing professional development provided on staff development days as well as determine the protocols for attending off-site workshops.
- District committee will facilitate and promote teacher learning which positively impacts student achievement through modeling and providing learning in the use of best practices in education.
- District committee will promote the use of and integration of technology in to the classroom including modeling its use for district and building staff development.

**Building Committee**

- Building committee meetings are held once a month and the time and location are established by the group.
- Building committees will determine site specific needs in staff development, plans for building wide staff development learning four times a year at the beginning of grading periods and monthly meetings for district goals and site specific goals like technology integration or PLC goals.
- Building committees will also determine how funds are allocated throughout the school year and specifically, providing funding for in-house professional development as well as requests for off-site professional development.
- The learning needs of PLCs and the allocation of funding to support the work of PLCs will also be addressed by each building committee.

## Content

The content of professional learning will align to the goals of the district committee, building committee and as determined by state mandates. The content of professional learning will result in an increase in student achievement

## Process

Through PLCs and district and building workshops, staff will receive professional development of which the intent is informed by various data sets including but not limited to MCAs, AIMs Web, STAR testing, Plan, Explore and ACT data.

## Results

Professional learning that leads to a general increase in student achievement as measured by formative and summative assessments will provide staff development committee feedback in its continuous improvement measures and inform the committee in providing future professional learning opportunities.

# Graduation:

## Graduation Rates Requirements

In order for a student to graduate from Cannon Falls High School he/she must complete the following:

- Complete and pass 24 course credits
- Meet graduation assessment requirements

Subject	Credits
English	4 Credits <ul style="list-style-type: none"> <li>• 1.0 English 9</li> <li>• .50 English 10</li> <li>• .50 Speech</li> <li>• .50 English 11</li> <li>• 1.50 English Electives</li> </ul>
Fine Arts	1 Credit
Health	.50 Credit
Mathematics	3 Credits <ul style="list-style-type: none"> <li>• 1.0 Intermediate Algebra</li> <li>• 1.0 Geometry</li> <li>• 1.0 Algebra II</li> </ul>
Physical Education	1.5 Credit
Science	3 Credits <ul style="list-style-type: none"> <li>• 1.0 Physical Science</li> <li>• 1.0 Biology</li> <li>• 1.0 Chemistry</li> </ul>
Social Studies	4.0 Credits <ul style="list-style-type: none"> <li>• 1.0 US History 9</li> <li>• 1.0 US History 10</li> <li>• .50 Economics</li> </ul>

	<ul style="list-style-type: none"> <li>• 1.0 World History</li> <li>• .50 American Government</li> </ul>
Electives	7.0 Credits

## Ramp Up to Readiness

Cannon Falls has continuously had a high school graduation rate of between 95% to 100%. Each year approximately 70% of Cannon Falls graduates start a post-secondary education program. For the 2014-15 school year Cannon Falls High School added Ramp Up to readiness to make sure that all students can successfully access post-secondary programs. Ramp Up to Readiness is a 6-12 curriculum that is designed to help students gain the knowledge and skills they will need to be college and/or career ready at the time of their graduation. Ramp Up focuses on five areas: academic readiness, admissions readiness, career readiness, financial readiness, and personal and social readiness. Ramp Up encourages all students to take rigorous courses and begin planning for life after high school. Students will be taught through 28 30 minute, weekly lessons and five class period long lessons focused on the five Ramp Up areas through-out the school year. By intentionally teaching these, our students will have the knowledge and skills they need to be successful after high school.

## Other Assessments for Post College

### Do What You Are

- An assessment based on Holland's personality types

### Cluster Finder

- Identify a top career cluster based on activities that interest you, personal qualities that you have and subjects you enjoy studying in school.

### Career Interest Profiler

- Discover the types of work activities and careers that match interests.

### Strengths Explorer

- Assessment that helps to uncover talents and potential strengths

### The Career Key

- An assessment based on Holland's Theory of Career Choice. Career Key's scientific matching system enables students to identify careers and college majors that match their interests, traits, skills and abilities.

# Teacher Evaluation Model

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# Cannon Falls Teacher Evaluation System Overview

## Introduction

According to Minnesota Statutes 122A.40 and 122.41, all public school districts in Minnesota must have a teacher development and evaluation plan that meets statutory requirements in place by 2014-15 academic year. This plan was developed by a committee of Cannon Falls teachers and administrators.

The goal of this evaluation plan is to develop, improve, and support qualified teachers, effective teaching practices, and improve student learning and success. There are three components of this evaluation plan: Teacher Practice (45%), Student Engagement (20%), and Student Learning and Achievement (35%). The evaluation process is a three-year cycle and includes nine points of contact throughout

## Component one: Teacher Practice

The teacher practice component includes teacher activities that impact student outcomes. These practices are defined as four domains, developed by Charlotte Danielson – Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibility. These performance standards are to be used by a teacher, a summative evaluator, and a trained reviewer to measure teacher practices against a standard definition and a rubric that establishes performance levels for practices.

## Component two: Student Engagement

Student engagement will be measured in the evaluation by administration and trained reviewer along with a reflective statement about student engagement: “How engaged are your students? Explain.” (as noted in Domains 2 and 3)

## Component three: Student Learning and Achievement

Student learning and achievement will be measured through data developed in Professional Growth Plans (PGP).

### Professional Growth Plan

Each teacher will present their Professional Growth Plan Goal in the fall to their PLC. The teacher and administrator will review the goal and data in the spring of each academic year.

## Summative Evaluation

The summative evaluation is performed by the administrator once during a three-year cycle. It includes a pre and post observation conference with the administrator along with the classroom observation.

### **Peer Observation**

This observation is when a teacher observes a colleague. This will include a reflective statement by the teacher.

### **Trained Reviewer Observation**

This observation is when a trained reviewer observes you. This will include a post observation in which the reviewer completes the Trained Reviewer Observation Form.

### **Points of Contact**

All points of contact (POC) MUST be face-to-face, documented, and grounded in a teacher's Professional Growth Plan and the Charlotte Danielson Framework for Teaching.

### **Portfolio (optional)**

A portfolio is a way for a teacher to submit evidence and/or artifacts of practice that may not have been gathered through other activities.

### **Artifacts**

Artifacts are evidence that support a teacher's practice. Please refer to the Artifact Samples sheet for examples.

### **Professional Contribution and Development Logs (optional)**

These are used to document professional growth activities and contributions throughout each academic year. These can be submitted during the Professional Growth Plan meeting at the end of the year and/or can provide artifacts for Domain 4.

## **Professional Growth Plan Guidelines**

### **Model**

The continuous improvement model is based on individually guided professional development.

### **Assumptions of the Model**

The assumptions of the growth plan are:

- Individuals can best judge their own learning needs.
- Individuals are capable of self-direction and self-initiated learning.
- Individuals learn most efficiently when they initiate and plan their learning activities.
- Individuals are most motivated when they select their own learning goals based on their personal assessment of their needs.
- Individual's professional growth will positively affect student achievement.

### **Purposes served**

The purposes served through a PGP are:

- To focus and improve professional practice
- To increase student achievement
- To promote reflective practice

## Components of the PGP

The PGP sets a plan of action and progress reviews. The components of a PGP are:

- A SMART goal that focuses on student learning and achievement. (S=Specific; M=Measurable; A=Attainable; R=Results; T=Timebound)
- How the individual will know when the goals of the plan have been reached or a means to show evidence of implementation, growth and progress.
- Collegial interaction.

## Questions to Consider When Writing a PGP

- How is my goal tied to supporting student achievement and learning?
- Is my goal a SMART goal?
- How will I show evidence of implementation, growth, and progress?
- How is this going to improve my professional practice?
- How realistically can I achieve this goal in the time frame of my PGP?

## Recommendations

The PGP is most effective when it is shared in a collaborative and trusting environment. Participants are encouraged to form a cohort with teaching and supervisory colleagues to discuss plans in formation and through the entire time line of the process.

## Plan Adjustments

PGPs are to be reviewed in the spring and adjusted during the fall of each year.

## Review of Progress

A review of progress takes place within the supervision and evaluation program according to district practice.

## Challenge of the PGP

The challenge of the PGP is for the participants to take a reflective look at attained knowledge and skills, and continue learning in order to become more effective in his/her area of responsibility.

# Professional Growth Plan

Year 1 2 3  
Circle One

Teacher \_\_\_\_\_

Charlotte Danielson Component \_\_\_\_\_

Describe your goal and reasons for choosing it.

Outline your plan to achieve this goal.

List the support or resources you need to achieve this goal.

How will you know the goal was successfully completed?



## Components of Professional Practice

Domain 1 Planning and Preparation	Domain 2 Classroom Environment
<p><b>1a Demonstrating Knowledge of Content and Pedagogy</b>            Knowledge of Content            Knowledge of prerequisite relationships            Knowledge of content-related pedagogy</p> <p><b>1b Demonstrating Knowledge of Students</b>            Knowledge of characteristics of age group            Knowledge of students' varied approaches to learning            Knowledge of students' skills and knowledge            Knowledge of students' interests and cultural heritage</p> <p><b>1c Selecting Instructional Goals</b>            Value            Clarity            Suitability for diverse students            Balance</p> <p><b>1d Demonstrating Knowledge of Resources</b>            Resources for teaching            Resources for students</p> <p><b>1e Designing Coherent Instruction</b>            Learning activities            Instructional materials and resources            Instructional groups            Lesson and unit structure</p> <p><b>1f Assessing Student Learning</b>            Congruence with instructional goals            Use for planning</p>	<p><b>2a Creating an Environment of Respect and Rapport</b>            Teacher interactions with students            Student Interactions</p> <p><b>2b Establishing a Culture for Learning</b>            Importance of content            Student Pride in work            Expectations for learning and achievement</p> <p><b>2c Managing Classroom Procedures</b>            Management of instructional groups            Management of transitions            Management of materials and supplies            Performance of non-instructional duties            Supervision of volunteers and paraprofessionals</p> <p><b>2d Managing Student Behavior</b>            Expectations            Monitoring of student behavior</p> <p><b>2e Organizing Physical Space</b>            Safety and arrangement of furniture            Accessibility to learning and use of physical resources</p>
Domain 3 Instruction	Domain 4 Professional Responsibility
<p><b>3a Communicating Clearly and Accurately</b>            Directions and procedures            Oral and written communication</p> <p><b>3b Using Questioning and Discussion Techniques</b>            Quality of questions            Discussion techniques            Student participation</p> <p><b>3c Engaging Students in Learning</b>            Representation of content            Activities and assignments            Grouping of students</p> <p><b>3d Providing Feedback to Students</b>            Quality: accurate, substantive, constructive, and specific            Timeliness</p> <p><b>3e Demonstrating Flexibility and Responsiveness</b>            Lesson adjustment            Response to students            Persistence</p>	<p><b>4a Reflecting on Teaching</b>            Accuracy            Use in Future Teaching</p> <p><b>4b Maintaining Accurate Records</b>            Student completion of assignments            Student progress in learning            Non-instructional records</p> <p><b>4c Communicating with Families</b>            Information about the instructional program            Information about individual students            Engagement of families in the instructional program</p> <p><b>4d Contributing to the School and District</b>            Relationships with colleagues            Service to school            Participating in school and district projects</p> <p><b>4e Growing and Developing Professionally</b>            Enhancing content knowledge and pedagogical skill            Service to the profession</p> <p><b>4f Showing Professionalism</b>            Service to students            Advocacy            Decision making</p>

## Domain 1 Planning and Preparation

Component	Basic	Developing	Proficient	Distinguished
<b>1a Demonstrating Knowledge of Content and Pedagogy</b>	Teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teacher's knowledge of the content and pedagogy are extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<b>1b Demonstrating Knowledge of Student</b>	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests, and does not use such information in planning	Teacher's goals are of moderate value, or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they re adapted, were necessary, to the needs of individual students, and permit viable methods of assessment.
<b>1d Demonstrating Knowledge of Resources</b>	Teacher is unaware of school or district resources available either for teaching or for student who need them.	Teacher displays limited knowledge of school or district resources available either for teaching or for student who need them.	Teacher s fully aware of school and district resources available for teaching, and knows how to gain access to school and district resources for students who need them.	Teacher seeks out resources for teaching in professional organizations and in the community, and is aware of resources available for students who need them, in the school, district, and the larger community.
<b>1e Designing Coherent Instruction</b>	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning, and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
<b>1f Assessing Student Learning</b>	Teacher's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional goals. Teacher has no plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Teacher uses the assessment to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Teacher uses the assessment to plan for groups of students or individuals	Teacher's plan for student assessment is fully aligned with the instructional goals, containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Teacher's students monitor their own progress in achieving the goals

## Domain 2 Classroom Environment

Component	Basic	Developing	Proficient	Distinguished
<b>2a Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm put-downs, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.
<b>2b Establishing a Culture for Learning</b>	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvement to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.
<b>2c Managing Classroom Procedures</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedure are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<b>2d Managing Student Behavior</b>	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectation and monitoring behavior. Teacher’s monitoring of student behavior is subtle and preventative, and teacher’s response to student misbehavior is sensitive to individual student needs.
<b>2e Organizing Physical Space</b>	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher’s classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher’s classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher’s classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

## Domain 3 Instruction

Component	Basic	Developing	Proficient	Distinguished
<b>3a Communicating Clearly and Accurately</b>	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
<b>3b Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>3c Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engages only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
<b>3d Providing Feedback to Students</b>	Teacher's feedback to student is of poor quality and is not given in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
<b>3e Demonstrating Flexibility and Responsiveness</b>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.



## Domain 4 Professional Responsibility

Component	Basic	Developing	Proficient	Distinguished
<b>4a Reflecting on Teaching</b>	Teacher does not reflect accurately on the lesson or purpose ideas as to how it might be improved.	Teacher's reflection on the lesson is generally accurate, and teacher makes global suggestions as to how it might be improved.	Teacher reflects accurately on the lesson, citing general characteristics. Teacher makes some specific suggestions about how it might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.
<b>4b Maintaining Accurate Records</b>	Teacher has no system for maintaining accurate records, resulting in errors and confusion.	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
<b>4c Communicating with Families</b>	Teacher provides little or no information to families and makes no attempt to engage them in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program.	Teacher communicates frequently with families and successfully engages them in the instructional program.	Teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families.
<b>4d Contributing to the School and District</b>	Teacher's relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district projects. Teacher makes no positive contribution to their PLC.	Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested. Teacher participates in PLC initiatives.	Teacher participates actively in school and district projects, and maintains positive relationships with colleagues. Teacher takes a lead in PLC initiatives.	Teacher makes a substantial contribution to school and district events and projects, assuming leadership with colleagues. Teacher takes a lead in PLC initiatives and looks for ways to continue the development of the PLC and for ways to improve student achievement through the PLC.
<b>4e Showing Professionalism</b>	Teacher's sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students.	Teacher's attempts to serve students based on the best information are genuine but inconsistent.	Teacher makes genuine and successful efforts to ensure that all students are well served by the school.	Teacher assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.



## Observation Planning Worksheet



Name \_\_\_\_\_

School \_\_\_\_\_

School Year \_\_\_\_\_

Observer \_\_\_\_\_

1. What are the objectives for today's lesson in terms of student learning? (What will students be able to understand, Know comprehend, apply as a result of this lesson?)
  
2. Throughout today's lesson, how will you check for understanding to monitor and adjust your teaching?
  
3. Describe the students in this class, including any students with special learning needs?
  
4. What are the planned activities to meet the objectives? Briefly outline the lesson, including any differentiation for children with special needs (English Language Learners, gifted/talented students, and special education students.)
  
5. How will you assess student learning at the conclusion of this objective and/or concept



## Observation Reflection Worksheet

Name \_\_\_\_\_

School \_\_\_\_\_

School Year \_\_\_\_\_

Observer \_\_\_\_\_

- 1. In general, how successful was the lesson?**
- 2. To what extent and how were all students all students productively engaged?**
- 3. To what extent were your assessment strategies effective? Would you make any changes in your approach to assessment? If so, what changes would you make, and why?**
- 4. Did you make any modifications/adjustments to you plan during the lesson? If so, what were they and what motivated the changes?**
- 5. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why**



# Cannon Falls School District Summative Evaluation Form

Name _____	Observation Date _____
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## Domain 1 Planning and Preparation

	Basic	Developing	Proficient	Distinguished
<b>1a Demonstrating Knowledge of Content and Pedagogy</b>  <input type="checkbox"/> Solid Content Knowledge Shown <input type="checkbox"/> Solid Pedagogy Planned <input type="checkbox"/> Connections to other content/disciplines				

<b>1b Demonstrating Knowledge of Students</b> <i>Artifact Required</i>				
---	--	--	--	--

<b>1c Selecting Instructional Goals</b>  <input type="checkbox"/> Value <input type="checkbox"/> Clarity <input type="checkbox"/> Standards Identified				
--	--	--	--	--

<b>1d Demonstrating Knowledge of Resources</b> <i>Artifact Required</i>				
--	--	--	--	--

<b>1e Designing Coherent Instruction</b> <i>Artifact Required</i>				
--	--	--	--	--

<b>1f Assessing Student Learning</b>				
--------------------------------------	--	--	--	--

# Cannon Falls School District Summative Evaluation Form

Name \_\_\_\_\_

Observation Date \_\_\_\_\_

## Domain 2 Classroom Environment

		Basic	Developing	Proficient	Distinguished
<b>2a Creating an Environment of Respect and Rapport</b>					
<input type="checkbox"/>	PBIS Matrix is visible				
<input type="checkbox"/>	Students' Actively Responsible for Respectful Behavior toward Peers and Staff				
<input type="checkbox"/>	Respectful Teacher Interactions Free of Sarcasm				
<b>2b Establishing a Culture for Learning</b>					
<input type="checkbox"/>	High Expectations for Learning Evident				
<input type="checkbox"/>	Students Take Pride in Work				
<input type="checkbox"/>	Teacher Stresses Importance of Content				
<b>2c Managing Classroom Procedures</b>					
<input type="checkbox"/>	Established classroom routines and procedures				
<input type="checkbox"/>	Volunteers/Paraprofessionals are actively engaged in the lesson				
<input type="checkbox"/>	Transitions are smooth with little loss of instructional time				
<b>2d Managing Student Behavior</b>					
Y or N	Negative behaviors observed				
<input type="checkbox"/>	Response to negative behaviors is successful				
<input type="checkbox"/>	Teacher refers to PBIS Matrix when negative student behaviors are observed				
<b>2e Organizing Physical Space</b>					
<input type="checkbox"/>	Classroom and equipment is safe				
<input type="checkbox"/>	Classroom arrangement supports learning activities				
<input type="checkbox"/>	Classroom is organized and free of clutter				



Name \_\_\_\_\_

Observation Date \_\_\_\_\_

### Domain 3 Instruction

	Basic	Developing	Proficient	Distinguished
<b>3a Communicating Clearly and Accurately</b>  <input type="checkbox"/> Communicates clearly and accurately both orally and in written form				
<b>3b Using Questioning and Discussion Techniques</b>  <input type="checkbox"/> Higher Order Thinking Skill questions used <input type="checkbox"/> All students are engaged in discussion <input type="checkbox"/> Questions are distributed evenly to all students				
<b>3c Engaging Students in Learning</b>  <input type="checkbox"/> Students are actively working during the lesson <input type="checkbox"/> Activities are aligned with the goals of the lesson <input type="checkbox"/> Structure and pacing is appropriate to the lesson goals				
<b>3d Providing Feedback to Students</b>  <input type="checkbox"/> Feedback is constructive <input type="checkbox"/> Feedback is specific and relevant <input type="checkbox"/> Feedback is timely				
<b>3e Demonstrating Flexibility and Responsiveness</b>  <input type="checkbox"/> Teacher uses appropriate wait time <input type="checkbox"/> Teacher adjusts the lesson as needed <input type="checkbox"/> Teacher responds to student questions and misconceptions				

# Cannon Falls School District Summative Evaluation Form

Name \_\_\_\_\_ Observation Date \_\_\_\_\_

## Domain 4 Professional Responsibility

	Basic	Developing	Proficient	Distinguished
<p><b>4a Reflecting on Teaching</b> <i>Artifact Required</i></p> <p style="text-align: center;"><i>year 1,2,3 relective statements, year 1,2,3 goal reflections</i></p>				
<p><b>4b Maintaining Accurate Records</b> <i>Artifact Required</i></p> <p style="text-align: center;"><i>Review of I.C. Gradebook</i></p>				
<p><b>4c Communicating with Families</b> <i>Artifact Required</i></p> <p style="text-align: center;"><i>e-mail copies, phone log, I.C. Messenger log</i></p>				
<p><b>4d Contributing to the School and District</b></p> <p><input type="checkbox"/> Active on school and district committees</p> <p><input type="checkbox"/> Attend all school meetings</p> <p><input type="checkbox"/> Attend school and district staff development sessions</p>				
<p><b>4e Growing and Developing Professionally</b> <i>Artifact Required</i></p> <p style="text-align: center;"><i>list of professional organizations, staff development outside of district offered, list of professional reading</i></p>				



# Cannon Falls School Trained Observer Form

Name _____	Observation Date _____
<b>Domain 2 Classroom Environment</b>	

	Basic	Developing	Proficient	Distinguished
<b>2a Creating an Environment of Respect and Rapport</b>				
<input type="checkbox"/> PBIS Matrix is visible				
<input type="checkbox"/> Students' Actively Responsible for Respectful Behavior toward Peers and Staff				
<input type="checkbox"/> Respectful Teacher Interactions Free of Sarcasm				
<b>2b Establishing a Culture for Learning</b>				
<input type="checkbox"/> High Expectations for Learning Evident				
<input type="checkbox"/> Students Take Pride in Work				
<input type="checkbox"/> Teacher Stresses Importance of Content				
<b>2c Managing Classroom Procedures</b>				
<input type="checkbox"/> Established classroom routines and procedures				
<input type="checkbox"/> Volunteers/Paraprofessionals are actively engaged in the lesson				
<input type="checkbox"/> Transitions are smooth with little loss of instructional time				
<b>2d Managing Student Behavior</b>				
Y or N <input type="checkbox"/> Negative behaviors observed				
<input type="checkbox"/> Response to negative behaviors is successful				
<input type="checkbox"/> Teacher refers to PBIS Matrix when negative student behaviors are observed				
<b>2e Organizing Physical Space</b>				
<input type="checkbox"/> Classroom and equipment is safe				
<input type="checkbox"/> Classroom arrangement supports learning activities				
<input type="checkbox"/> Classroom is organized and free of clutter				





## Cannon Falls School Trained Observer Form

Name \_\_\_\_\_

Observation Date \_\_\_\_\_

### Domain 3 Instruction

	Basic	Developing	Proficient	Distinguished
<b>3a Communicating Clearly and Accurately</b> <input type="checkbox"/> Communicates clearly and accurately both orally and in written form				
<b>3b Using Questioning and Discussion Techniques</b> <input type="checkbox"/> Higher Order Thinking Skill questions used <input type="checkbox"/> All students are engaged in discussion <input type="checkbox"/> Questions are distributed evenly to all students				
<b>3c Engaging Students in Learning</b> <input type="checkbox"/> Students are actively working during the lesson <input type="checkbox"/> Activities are aligned with the goals of the lesson <input type="checkbox"/> Structure and pacing is appropriate to the lesson goals				
<b>3d Providing Feedback to Students</b> <input type="checkbox"/> Feedback is constructive <input type="checkbox"/> Feedback is specific and relevant <input type="checkbox"/> Feedback is timely				
<b>3e Demonstrating Flexibility and Responsiveness</b> <input type="checkbox"/> Teacher uses appropriate wait time <input type="checkbox"/> Teacher adjusts the lesson as needed <input type="checkbox"/> Teacher responds to student questions and misconceptions				



## Peer Coaching Skills or Areas of Focus

- Wait time
- Transition time
- Higher Level Questioning Skills
- Questioning Techniques
- Classroom Management Strategies
- Techniques for At-Risk Students
- Questioning Patterns
- Transitions
- Introduction of Lessons (Anticipatory Set)
- Checking for Comprehension
- Informal Assessments
- Use of Manipulatives
- Technology Integration
- Targeting a variety of learning styles
- Differentiated Instruction
- Closure – Review at the end of a lesson
- Student Involvement/Engagement/Time on Task
- Vocabulary Comprehension
- Vocabulary Introduction activities/lessons
- Incorporating Learning Games in the classroom
- Room Arrangement
- Traffic Patterns of teacher in the classroom
- Daily Schedule
- Dividing Attention equally/adequately to students
- Selecting Instructional Goals
- Designing Coherent Instruction
- Assessing Student Learning
- Managing Classroom Procedures
- Communicating Clearly and Accurately to students

## RTIFACT SAMPLES

### For Possible Inclusion in a Teacher's Collection

- Class schedules
- Seating charts
- Semester and unit plans
- Daily plans
- Activity descriptions
- Classroom rules and discipline procedures
- Student achievement data
- Copies of quizzes and tests
- Copies of grade book
- Examples of student work
- Examples of written feedback
- Student profiles
- Copies of handouts and worksheets
- Reading lists
- Diagrams and photographs of room
- Parent and student surveys
- Logs of parent contacts
- Samples of messages to parents
- Video and audio records of student performances
- Documentation of interventions
- IEP review
- Meeting notes

### Professional Contribution Log

*Optional*

Year 1 2 3

Circle One

Name \_\_\_\_\_

School \_\_\_\_\_

School Year \_\_\_\_\_

Date	Event or Service (conference presentation, mentoring, school events attended; committees)	Contribution



## Professional Development Log

*Optional*

Year 1 2 3

Circle One

Name \_\_\_\_\_

School \_\_\_\_\_

School Year \_\_\_\_\_

<b>Date</b>	<b>Event or Service</b> <small>(conference presentation, mentoring, school events attended; committees)</small>	<b>Contribution</b>



## Teacher Evaluation Timeline

Date	Year 1	Year 2	Year 3
Aug- MEA	Professional Growth Goal	Professional Growth Goal	Professional Growth Goal
Sept- Nov	*1 <sup>st</sup> Summative Evaluation (non-tenured)	*1 <sup>st</sup> Summative Evaluation (non-tenured)	*1 <sup>st</sup> Summative Evaluation (non-tenured)
Nov- Jan	*2 <sup>nd</sup> Summative Evaluation (non-tenured)	*2 <sup>nd</sup> Summative Evaluation (non-tenured)	*2 <sup>nd</sup> Summative Evaluation (non-tenured)
Jan- Mar	*3 <sup>rd</sup> Summative Evaluation (non-tenured)	*3 <sup>rd</sup> Summative Evaluation (non-tenured)	*3 <sup>rd</sup> Summative Evaluation (non-tenured)
Sept- April	Observe a Peer (Reflective Statement)	Observed by a trained reviewer (Post-observation Conference)	Formal observation by Administration (Pre-observation, Observation, Post-observation and optional portfolio review)
Apr- May	Meet with administrator to review professional growth goal	Meet with administrator to review professional growth goal	Meet with administrator to review professional growth goal
POC	2 points of contact	3 points of contact	4 points of contact

### Year 1

Professional Growth Goal – Turned in to PLC

Observe a peer/colleague

### Year 2

Professional Growth Goal – Turned in to PLC

Observed by trained reviewer

### Year 3

Professional Growth Goal – Turned in to PLC

**CANNON FALLS SCHOOL DISTRICT  
PERFORMANCE APPRAISAL  
BUILDING PRINCIPAL**

Name:

Building

Date

- The Principal Evaluation Rating Scale will be utilized for the entire performance appraisal.
- A self-rating will be provided by the building principal and a separate rating will be provided by the evaluator.
- Additional comments should be provided by the principal and the evaluator to support the rating in each area.

<b>PRINCIPAL EVALUATION RATING SCALE</b>				
--	--	--	--	--

1	2	3	4	5
---	---	---	---	---

**STRATEGIC LEADERSHIP**

There is clear evidence that the administrator has established a model of shared leadership and decision-making strategies, formulated a building strategic plan that is in alignment with the district strategic plan, demonstrated the ability to implement change or educational reform, and demonstrate adaptability and conceptual flexibility.

1	2	3	4	5

Evaluator**INSTRUCTIONAL LEADERSHIP**

There is clear evidence that the administrator demonstrates an understanding of issues affecting education. The administrator demonstrates an understanding and recognition of the significance of diversity and its impact on personalized learning for each student. The administrator demonstrates the ability to enhance teaching and learning through curriculum assessment and the ability to identify instructional objectives and use valid and reliable performance indicators to measure performance outcomes. The administrator demonstrates the ability to develop, implement, and monitor procedures to align, sequence, and articulate curriculum as approved by the district.

1	2	3	4	5

Evaluator**COMMUNICATIONS LEADERSHIP**

The following may include either or both verbal or written form: There is clear evidence that the administrator is effectively communicating district goals and expectations. The administrator has consistently considered the needs of stakeholders in communicating important messages. All important messages are delivered in both oral and written formats, supported by technology applications. Informs superintendent and staff of decisions, changes, and other relevant information on a timely basis. Listens effectively. Conveys information and ideas effectively one-on-one and in small groups. Communicates clearly, effectively, and candidly in both formal and informal settings. The administrator creates an environment, which encourages a timely, high quality exchange of information, ideas and opinions and is able to give and receive feedback in a constructive fashion. The administrator exemplifies positive relationships with staff and students while providing clear guidelines to staff, students, parents, and community.

1	2	3	4	5

Evaluator**MANAGERIAL LEADERSHIP**

There is clear evidence that the administrator demonstrates leadership by providing purpose and direction for individuals and groups. The administrator can define and use processes for gathering, analyzing, managing, and using data to plan and make decisions for program evaluation. Demonstrates the ability to plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels. Develops and manages budgets and maintains accurate financial records. The administrator demonstrates an understanding of facilities development, planning and management. There is clear evidence that the administrator has built the relationship between staffing programs and the successful implementation at the classroom level. Recruiting and interviewing processes emphasize that the candidates must have knowledge and experience in successfully teaching in a standards-based classroom and establishes staffing patterns to meet the needs of students in our district. Recommends licensed and support staff for employment and dismissal in the school district. Evaluates position performance and successful completion of identified goals.

1	2	3	4	5

Evaluator**CULTURAL LEADERSHIP**

There is clear evidence that the administrator creates and monitors a positive learning environment for all students and a positive working environment for all staff. The administrator demonstrates the ability to develop plans that connect every student with a school adult, eliminate bullying and implement recommended threat assessment procedures.



1	2	3	4	5
---	---	---	---	---

Evaluator

### SCHOOL AND COMMUNITY LEADERSHIP

There is clear evidence that the administrator can set priorities in the context of stakeholder needs. The administrator demonstrates the ability to involve all stakeholders in collection of feedback and builds community consensus. The administrator promotes a positive image of schools and the school district while monitoring and addressing perceptions about school-community issues.

1	2	3	4	5

Evaluator

### ETHICAL AND PROFESSIONAL LEADERSHIP

There is clear evidence that the administrator develops, adjusts and implements policy to meet local, state and federal requirements and constitutional provisions, standards and regulatory applications. The administrator recognizes and applies standards of care involving civil and criminal liability for negligence, harassment and intentional torts and clearly demonstrates an understanding of federal and case law governing general education, special education, community education, and legal requirements for personnel selection, development, retention and dismissal. The administrator will demonstrate the ability to balance complex community demands in the best interest of learners and will help learners grow and develop as caring, informed citizens.

1	2	3	4	5

Evaluator

Goals:

Reflection on Goals

#### STAKEHOLDER FEEDBACK

1. Questions and Results from the Stakeholder Survey (attached)
2. Principal Stakeholder Survey Goals Date:
3. Annual Goals or Targets for Implementation will be Mutually Determined at a Goal Setting Conference.  
Goal Setting Conference Date:

The following are a suggested list of components to assist in development of annual goals and targets by the building principal and the evaluator. Other components may also be implemented outside of this list as it is not to be considered inclusive.

- Student Proficiency Rates
- RtI assessments
- PBIS data
- Reduction of Achievement Gaps
- Graduation Rates
- Improved Attendance Rates
- Reduced Drop-out Rates

Progress and final review of these Goals and Targets will take place during the following dates.

Mid-Year Conference Date:

The End-of-the-Year Summative Review Date:

### SUMMATIVE PRINCIPAL EVALUATION

Component	% of Eval	Rating Scale				
1) Evaluation	50%					
2) Survey	15%					
3) Performance Measures	35%					

*\*Percentage of Evaluation for components 1) and 2) will be mutually agreed upon at the Goal Setting Conference.*

Cannon Falls Superintendent:

\_\_\_\_\_

Signature

Date: \_\_\_\_\_

Cannon Falls Principal:

\_\_\_\_\_

Signature

Date: \_\_\_\_\_

Cannon  
Falls  
Schools  
World's  
Best  
Workforce  
Plan

2016

## 2016 World's Best Workforce Report Summary

**District or Charter Name: Cannon Falls Schools**

**Grades Served: PK-12**

**Contact Person Name and Position: Beth Giese, 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.

### 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.]

[www.cannonfallsschools.com](http://www.cannonfallsschools.com)

#### 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.]

November 28th, 2016

#### 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.]

### District Advisory Committee

The purpose of this committee is to recommend to the school board district-wide education standards, assessments, and program evaluations. It is comprised of two principals, one assistant principal, two school board members, two special education teachers, the 6-12 counselor, two parents, and three community members.

<u>Name</u>	<u>Representing</u>
Tim Hodges	HS/MS Principal
Derek Bell	Elementary Principal
Jennifer Chappuis	K-12 Assistant Principal
Curt Beissel	Board of Education
Brenda Owens	Board of Education
Kirsten Hoffman	HS/MS School Counselor
Sharon Noble	Special Education Director
Katie Lecy	Community Member
Vicky Garrett	Community Member
Diana Huseth	Community Member
Jean Edstrom	Parent
Joe Coyle	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
By the end of the 2016, preschool students will reach an aggregate of 80% achievement in math standards	75% of our students met the math standards outlined. For 2016-17 additional allocation of resources will improve the outcome.	Check one of the following: Goal Met Goal Not Met <b>Goal in Progress</b> (only for multi-year goals) District/charter does not enroll students in Kindergarten

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

Goal	Result	Goal Status
3rd grade students at Cannon Falls Elementary School will increase student achievement from 57.7% to 62.7% in <u>Reading</u> as measured by the 2015-16 MCAs.	59.3% of students in grade three met or exceeded proficiency as measured by the 2016 MCA. We are continuing to look at our assessments and tier 1 instruction. We have also shifted our focus within our PLCs to Literacy.	Check one of the following: Goal Met Goal Not Met <b>Goal in Progress</b> (only for multi-year goals) District/charter does not enroll students in grade 3

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

Goal	Result	Goal Status
Our goal is to raise the achievement level for our Special Education students by 4% in reading as measured by the MCA's annually over the next three years. In 2015-2016, 15.4 % of our Special Education students demonstrated proficiency.	The timeframe to which this goal needs to be meant is not due until the end of the 2016-2017 school year.  2013-2014 ---25.9% 2014-2015 ---26.8% 2015-2016---15.4%	Check one of the following: Goal Met Goal Not Met <b>Goal in Progress</b> (only for multi-year goals)

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

Goal	Result	Goal Status
Our goal is to increase the percentage of students meeting the benchmark score in all four of the college readiness subject areas from 38% to 45% as measured by the ACT in April of 2016.	29% of students met the benchmark score in all four college readiness subject areas in 2016.	Goal Not Met

**2e. All Students Graduate**

Goal	Result	Goal Status
------	--------	-------------

The 4 year cohort graduation rate at Cannon Falls High School will increase from 81.9% to 90% in 2014-15.	The graduation rate of the 2014-15 four year cohort was 87.1%	Goal Not Met
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### 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.]

Cannon Falls Public Schools has identified three areas of need based on the data from the Minnesota Comprehensive Assessments:

- Reading Proficiency:** The MCA Reading results indicate that Cannon Falls Public Schools must continue to focus on improving the literacy skills of students identified as Special Education. Special Education students (15.4%) scored below the state average (26.1%) This is an decrease of 10.7% when compared to scores last year (26.8%).

District literacy goal: The reading proficiency of our Special Education students will increase 4% (to 19.4) over the course of three years (2013-2014,2014-2015 and 2015-2016) as measured by the MCA Reading in April 2017.

- College Readiness:** The ACT indicates that Cannon Falls Public Schools (21.8) has a composite score that mirrors the state (21.8) ACT average composite score. The ACT also indicates that 29% (2014-35%, 2015-38%) of our students taking the ACT met the benchmark score in all four of the college readiness subject areas. The district will continue to work to establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Cannon Falls Public Schools will use Ramp-Up to Readiness as a common language to define college readiness.

District college readiness goal: The percentage of students meeting the benchmark score in all four of the college readiness subject areas will increase 3% (to 32%) as measured by the ACT in March of 2017.

- Achievement Gap:** The achievement gap in Cannon Falls Public Schools remains a focus, based on MCA data for both reading and math. A continued emphasis will be place on our Special Education students, as data indicates that this group did not meet the reading Proficiency Index Target. In addition to building individual learning plans for struggling students and utilizing best-practice strategies such as Check and Connect, the district is working to utilize data driven instructional practices (MTSS) to support our Special Education and FRP students.

District achievement gap goal: The achievement gap will decrease by increasing the reading Proficiency Index of Special Education students measured by the MCA Reading in April 2017.



## 4. Systems, Strategies and Support Category

### 4a. Students

Practices essential in meeting these goals include:

- Mapping of all subjects and grade levels to meet and align with state standards through staff development.
- A district-wide standardization of assessments tracked and recorded monthly at PLC meetings.
- A district-wide data reporting system for student achievement performance. Overall performance was reported to the BOE in October of 2016
- The district will monitor student sub-groups for achievement including F&R and Special Education.
- Preschool is offered at Cannon Falls Elementary
- Rtl time was added at the elementary level to provide additional small group instruction in reading. Additional paraprofessionals were trained to work with small groups in reading.
- A part time GT educator was added at the elementary level to provide more individualized instruction.
- PLC meetings each month give our staff an opportunity to collaborate and plan. All curricular areas are aligned with the Minnesota State standards during PLC time.
- Teacher and Principal evaluation system

[http://www.cannonfallsschools.com/departments/technology/technology\\_plan](http://www.cannonfallsschools.com/departments/technology/technology_plan)

### 4b. Teachers and Principals

- Teacher and Principal Evaluation system is in place. Cannon Falls Schools has opted for a hybrid model. [www.cannonfallsschools.com](http://www.cannonfallsschools.com)
- PLC meetings each month give our staff an opportunity to collaborate and plan. Assessments are aligned with the Minnesota State standards during PLC time.

### 4c. District

The annual performance review is conducted for all staff: Superintendent, principals, teachers and educational assistants which are all tied back to student and school performance based. Staff development opportunities addressed areas that needed further development and interests identified by the staff in the performance review.

Cannon Falls Schools has eight early out days of planning each year for staff to work together in teams to align the curriculum, instruction and assessment strategies to

ensure that rigorous academics are being performed. In addition there are eight 1-hour sessions to work on teacher technology best practices.

Cannon Falls Technology committee has district wide goals at [http://www.cannonfallsschools.com/departments/technology/technology\\_plan](http://www.cannonfallsschools.com/departments/technology/technology_plan)

Cannon Falls Staff Development committee meets quarterly, the plan is at [www.cannonfallsschools.com](http://www.cannonfallsschools.com)

## 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.

**The Cannon Falls Superintendent, Principal and School Board will review yearly student achievement results, teaching assignments, staff evaluations, and staff experience. With committee support, data showing gaps in student achievement for low-income and minority students will be used for additional staff development opportunities, peer review, mentorship, and “best-practice” instructional strategy modeling for staff.**