Cannon Falls
Area Schools

World's Best
Workforce
Plan Document

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Submitted By Superintendent Jeff Sampson

Cannon Falls Area 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 Strategic Priorities

MISSION STATEMENT

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

VISION STATEMENT

Inspire learners to reach their potential, now and in the future.

CANNON FALLS AREA SCHOOLS STRATEGIC PRIORITIES
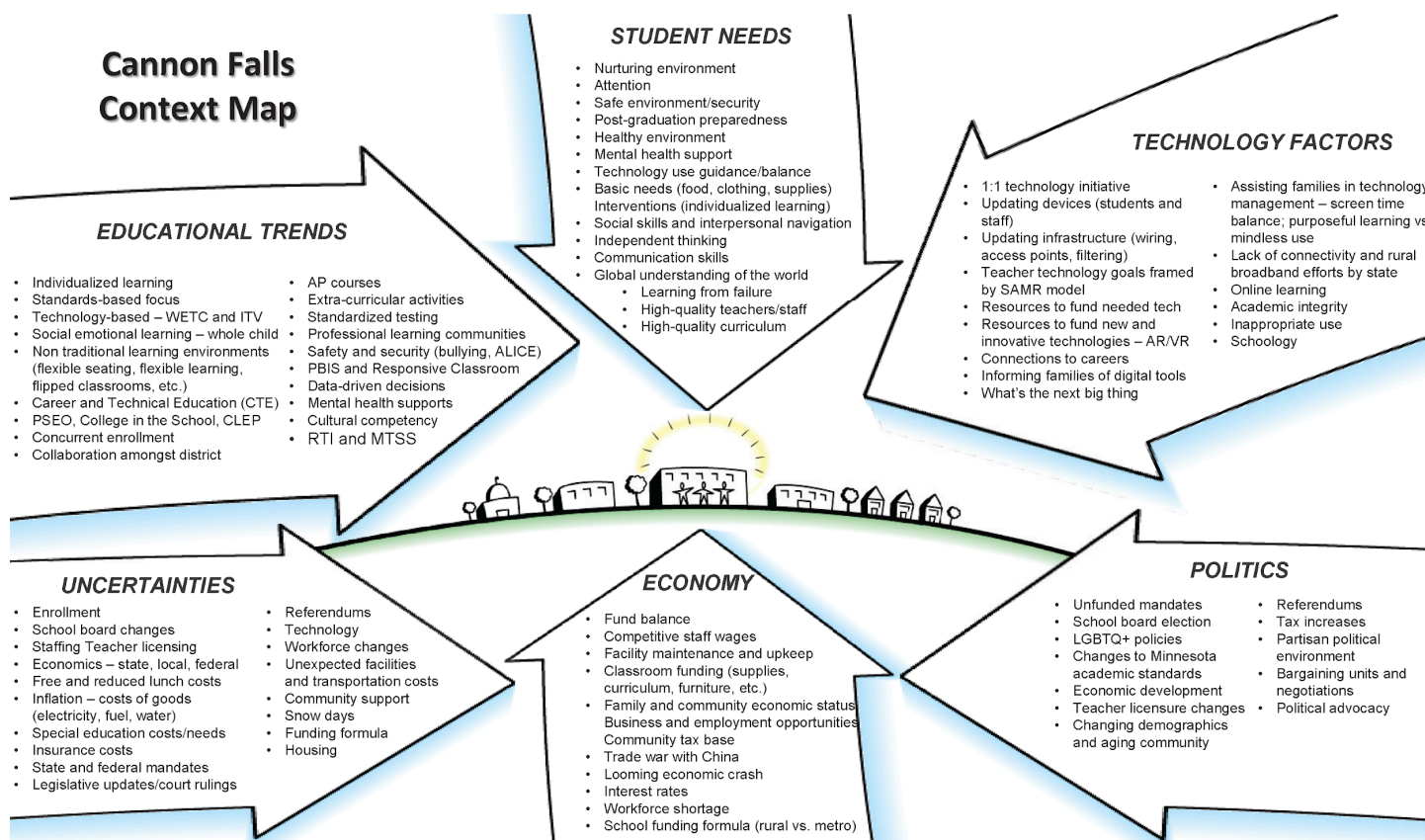
Develop and implement a comprehensive communications plan.

Increase fund balance to ensure that the district is financially stable and within Board policy.

Develop a long-range facilities plan and budget that includes a maintenance program.

Develop a safety plan that includes mental wellness and secure facilities.

Develop collaborative career and college readiness opportunities.

Cannon Falls Context Map

STUDENT NEEDS
- Nurturing environment
- Attention
- Safe environment/security
- Post-graduation preparedness
- Healthy environment
- Mental health support
- Technology use guidance/balance
- Basic needs (food, clothing, supplies) Interventions (individualized learning)
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- Independent thinking
- Communication skills
- Global understanding of the world
  - Learning from failure
  - High-quality teachers/staff
  - High-quality curriculum

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Welcome Letter to Parents
Superintendent Jeff Sampson

Welcome to the 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 550+ Elementary students PreK-5th grade in our elementary school. 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. In addition to the teaching staff we have a full time social worker, school psychologist, speech, special education, reading and Math specialists for your child's needs. 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 recovery programs are also offered to students in grades 6-12

In 2018 Cannon Fall High School was ranked by US News and World Report as the 54th best high school in Minnesota. Each year approximately 60% of Cannon Falls High School graduates attend some type of post-secondary education program.

Cannon Falls High School students have many Career and Technical Education options available to them. Cannon Falls High School students will also participate in the University of Minnesota sponsored Ramp-Up to Readiness, a college and career readiness programs offered to all students. As residents of Goodhue County students can participate in a Learn and Earn program where they can gain industry standard certifications and paid internships. Cannon Falls High School along with Chatfield High School and Minnesota State University Southeast is also a part of a National Science Foundation grant program where students can earn a Prototype Engineering Certificate as well as workforce experience.

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, Dance Team, Golf, Soccer, Softball, Tennis, Track and Field, and Volleyball. Students may also participate in Cheerleading, Competitive Weightlifting, FIRST Robotics and Trap Shooting. Cannon Falls also offers cooperative agreements with neighboring schools for other sports including Alpine Skiing and Gymnastics.

Cannon Falls High School also offers a wide variety of competitive fine arts, clubs and activities such as Business Professionals of America, Fall Musical, Math League, Minnesota 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 Concert 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 access to all District support staff and facilities.

Many sports, camps and leagues are offered for children of all ages including baseball, basketball, cheerleading, dance, track and field, and volleyball. A spring theater production is offered for High School/Middle School students.

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, 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

2019-2020 Cannon Falls Elementary School Goals
Site Goals (New goals are on Summary)

Cannon Falls Elementary School will increase student achievement from 63.2% to 68.2% in **Reading** as measured by the 2019-2020 MCAs.

Cannon Falls Elementary School will increase student achievement from 63.9% to 68.9% in **Math** as measured by the 2019-2020 MCAs.

Cannon Falls Elementary School will increase student achievement from 65.9% to 69.9% in **Science** as measured by the 2019-2020 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 View Sonic TV's to aid in reading and math instruction.

First Grade
- Analyze data -Fastbridge
- 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.

2019-2020 Cannon Falls High/Middle School Goals
Site Goals (New goals are on the summary)

Overall Building Goals:

To utilize best practices to increase student achievement in each of the content areas as measured by an increase in course summative assessments by 2%

100% of eligible Cannon Falls High school students will take the ACT, SAT, Accuplacer or the ASVAB exam.

The four year cohort graduation rate at Cannon Falls High School will increase from 90% to 95%.

MATH TARGET: 2% increase in the number of students meeting proficiency on the MCA III Math test in grades 6, 7, 8 and 11.

READING TARGET: 2% increase in the number of students meeting proficiency on the MCA III Reading test in grades 6, 7, 8, and 10.

SCIENCE TARGET: 2% increase in the number of students in grades 8 and 10 meeting proficiency on the MCA III Science test.

PLC Goals

Business/Ag/Industrial Tech
- Produce two Summative assessments on Schoology and save items to a test bank.

Language
- Teachers will improve feedback through Schoology and teach students how to apply the feedback to improve their performance.

Math
- Use our new physical technology (boards, tvs) and the software accompanying the new middle school curriculum to maximize student achievement by earning an aggregate score of 78%.

Performance
- Performance PLC will use screencasting tools in instruction and/or in student assignment completion activities to increase mastery of content area and skill based knowledge as measured by formative or summative assessment scores.

Science
- Increase usage of Schoology tools/features during 2019-2020 school year so that 80% of students will meet or exceed standards (75% or higher).

Social Studies
- Increase classroom achievement by using entrance and/or exit tickets as formative assessments to determine if students comprehend concepts.

Support Services
- The student support services of Cannon Falls will integrate technology through the use of Google Forms, Google Sheets, and make Schoology more interactive with instructional and study tools to increase student test scores.

Strategic Priorities

Strategic Priorities Plan Document with completion dates and assigned teams

Cannon Falls Final Slides - SSC - Strategic Prioritites

Literacy Plan

Read Well by 3ʳᵈ 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 Depart 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 website.

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 day 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 on students who are partially meeting to help get those students meeting proficiency.

<u>**ASSESSMENTS**</u>

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 a 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.

- ○ FastBridge Learning 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 needs and appropriate response to intervention. Assessments are administered by teachers and trained support staff.
  - FastBridge Learning 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.
  - FastBridge Learning aReading Curriculum-Based Measurement focuses on comprehension through the use of a multiple choice cloze tasks that students complete while reading quietly.
- ○ Informal Reading Inventory - These programs effectively assess reading ability at emergent through high school levels. One example used is the *Qualitative Reading Inventory-6.* The QRI-6 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 will use FastBridge, as a benchmark indicator, which in itself helps inform instruction. During the 2019-20, we plan to add the progress monitoring portion of Fastbridge, 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 2019-2020 school year, teachers will be continuing to refine their understanding and implementation of state standards.

Current Assessment System

	K	1	2	3
Screening	Fastbridge ● earlyReading Composite ESGI – (Educational Software for Guiding Instruction) Used as a baseline before school and quarterly	FastBridge Learning ● earlyReading Composite ● aReading	FastBridge Learning ● CBMR ● aReading	FastBridge Learning ● CBMR ● aReading
Diagnostic	ESGI	● PRESS phonemic awareness screener ● MRC Word Construction phonics screener	● PRESS phonemic awareness screener ● MRC Word Construction ● QRI Reading Inventory	● PRESS phonemic awareness screener ● MRC Word Construction phonics screener ● QRI Reading inventory
Progress Monitoring *Tier I*	ESGI/Fastbridge Learning	Houghton Mifflin (HM) weekly skills test	Houghton Mifflin weekly skills test and running records	Houghton Mifflin weekly skills test and running records

Progress Monitoring *Tier II*	ESGI/Fastbridge Learning	Houghton Mifflin (HM) weekly skills test FastBridge Learning	Houghton Mifflin weekly skills test and running records FastBridge Learning	Houghton Mifflin weekly skills test and running records FastBridge Learning
Communication Plan	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	HM weekly skills test *results and explanation sent home after completion of assessment *shared and discussed with parents at student-led conferences Fastbridge Learning Reports	HM weekly skills test *results and explanation sent home * discussed at student-led conferences Fastbridge Learning Reports	Fastbridge Learning, HM weekly skills test *results and explanation sent home *discussed at student-led conferences

Proficiency Guidelines for 2019-2020

	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
ESGI	Proficiency assessed as a baseline before school year, quarterly for benchmarks, and as formative assessments to guide instruction and RTI groups.	NA	NA	NA
Fluency Fastbridge	41 LSF (letter sounds correct per minute) End of Year	66 WCPM (words correct per minute) End of Year	101 WCPM (words correct per minute) End of Year	125 WCPM (words correct per minute) End of Year
MCA-III	NA	NA	NA	"Meets" Score

<u>Parent Notification</u>

- 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 aReading and aMath through fast bridge 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 continued focus on literacy during the 2019-2020 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 4 days per week for 20 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 20-40 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-5

Program / Intervention	Tier (s)	Grade	Initial Assessment	Progress Monitoring
Guided Reading small groups	1	K-5	● FastBridge Testing: aReading and aMath are administered whole group by general education teacher	aReading and aMath
	2, 3	K-5	● FastBridge administered whole group by general education teacher	ESGI, Fastbridge

Individual and small group targeted instruction (RTI Block in schedule)			• Running records and Scholastic Placement Test administered individually by general education teachers • ESGI administered by trained reading specialist • QRI-5 Qualitative Reading Inventory	
ADSIS	2, 3	K-5	• FastBridge administered whole group by general education teacher • Running records and Scholastic Placement Test administered individually by general education teachers • ESGI administered by trained reading specialist • QRI-5 Qualitative Reading Inventory	
Title I	2, 3	K-3	• FastBridge administered whole group by general education teacher	
Minnesota Reading Corps Literacy Tutors	2, 3	K-3	• MN Reading Corps assessment	Reading Corps monitoring tool 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.

- 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.

2019 Goals

- Expand the use of Fastbridge progress monitoring through training by current staff.
- Develop individual professional development goals 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 teachers on sight.

For the 2019-2020 school year, the K-5 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 2019-21 can be found at www.cannonfallsschools.com

District Mission Statement:
Cannon Falls Area Schools, partnering with families and community, will provide a safe, nurturing, challenging, and inspiring environment to educate ALL individuals to be lifelong learners and responsible, productive citizens.

Staff Development Mission Statement:
The purpose of professional development is to provide learning experiences for teachers and support staff that help support student achievement and prepare students for 21st century learning and living. The Cannon Falls Staff Development Committee will provide ongoing professional development in best practice strategies and the implementation of technology to improve quality teaching and learning in ways 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.

Three ongoing goals of the committee are:
1. Provide professional development in general and content specific best practices and strategies that support classroom teachers to increase student achievement as measured by an increase in classroom assessments (monitored in PLCs) and/or MCA math, reading and science test scores as determined by each building.
2. Provide training in each school year in technology integration to support teaching and learning.
3. Offer learning opportunities to assist staff in meeting licensure requirements including but not limited to best practices in curriculum, instruction and assessment; PBIS initiatives, including violence prevention; reading strategies for ELL learners and all learners; mental health/suicide prevention;

Actions to support these goals:
·All staff will receive professional development that aligns to the goals listed above and to the areas needed for re-licensure – curriculum alignment, behavior interventions, mental health, literacy, ELL, technology integration along with local initiatives
·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 are staff development chairs, staff development treasurer, administration, curriculum committee chair, technology committee chair, mentor program coordinator, teacher evaluation program coordinator, continuing education committee member and a representative from the school board.
·Co-chairs of the district staff development committee are the chairs of the elementary and high school building staff development committees.
·District meetings are held quarterly during the regular school year in October, December, February and June
·District committee will determine scope and sequence of ongoing professional development as well as determine the protocols for attending off-site workshops, expectations for on-site professional learning and curriculum writing.
·District committee members should work to support teacher learning which positively impacts student achievement through the use of best practices in education.
·District committee will promote the integration of technology into the classroom including modeling its use for district and building staff development.
·District committee will determine the allocation of funds that support district-wide initiatives.

Building Committee
· Building committee meetings are held once a month at the beginning or end of PLC Facilitator training.
· Building committees will determine site specific needs in staff development, plans for building wide staff development learning four times a year at th of e beginning of grading periods and monthly meetings for district goals and site specific goals like technology integration or PLC activities.
·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 become the major factor in determining for professional learning not related to state and local mandates.

Content
The content of professional learning will align to the goals of professional learning communities and as determined by state mandates. The content of professional learning activities should be focused on increasing student achievement.

Process
Through PLCs and district and building workshops, staff will receive professional development of which the intent is to improve best practices, the utilization of technology in order to improve PLC {department or grade level} summative test scores, 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 ● 1.0 English 9 ● .50 English 10 ● .50 Speech ● .50 English 11 ● 1.50 English Electives
Fine Arts	1 Credit
Health	.50 Credit
Mathematics	3 Credits ● 1.0 Intermediate Algebra ● 1.0 Geometry ● 1.0 Algebra II
Physical Education	1.5 Credit
Science	3 Credits ● 1.0 Physical Science ● 1.0 Biology ● 1.0 Chemistry
Social Studies	4.0 Credits ● 1.0 Civics 9 ● 1.0 US History 10 ● .50 Economics ● 1.0 World History ● .50 American Government
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.

Teacher Evaluation Model

Teacher Evaluation Table of Contents

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 timeline 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

1a Demonstrating Knowledge of Content and Pedagogy
  Knowledge of Content
  Knowledge of prerequisite relationships
  Knowledge of content-related pedagogy
1b Demonstrating Knowledge of Students
  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
1c Selecting Instructional Goals
  Value
  Clarity
  Suitability for diverse students
  Balance
1d Demonstrating Knowledge of Resources
  Resources for teaching
  Resources for students
1e Designing Coherent Instruction
  Learning activities
  Instructional materials and resources
  Instructional groups
  Lesson and unit structure
1f Assessing Student Learning
  Congruence with instructional goals
  Use for planning

Domain 2 Classroom Environment

2a Creating an Environment of Respect and Rapport
  Teacher interactions with students
  Student Interactions
2b Establishing a Culture for Learning
  Importance of content
  Student Pride in work
  Expectations for learning and achievement
2c Managing Classroom Procedures
  Management of instructional groups
  Management of transitions
  Management of materials and supplies
  Performance of non-instructional duties
  Supervision of volunteers and paraprofessionals
2d Managing Student Behavior
  Expectations
  Monitoring of student behavior
2e Organizing Physical Space
  Safety and arrangement of furniture
  Accessibility to learning and use of physical resources

Domain 3 Instruction

3a Communicating Clearly and Accurately
  Directions and procedures
  Oral and written communication
3b Using Questioning and Discussion Techniques
  Quality of questions
  Discussion techniques
  Student participation
3c Engaging Students in Learning
  Representation of content
  Activities and assignments
  Grouping of students
3d Providing Feedback to Students
  Quality: accurate, substantive, constructive, and specific
  Timeliness
3e Demonstrating Flexibility and Responsiveness
  Lesson adjustment
  Response to students
  Persistence

Domain 4 Professional Responsibility

4a Reflecting on Teaching
  Accuracy
  Use in Future Teaching
4b Maintaining Accurate Records
  Student completion of assignments
  Student progress in learning
  Non-instructional records
4c Communicating with Families
  Information about the instructional program
  Information about individual students
  Engagement of families in the instructional program
4d Contributing to the School and District
  Relationships with colleagues
  Service to school
  Participating in school and district projects
4e Growing and Developing Professionally
  Enhancing content knowledge and pedagogical skill
  Service to the profession
4f Showing Professionalism
  Service to students
  Advocacy
  Decision making

Domain 1 Planning and Preparation

Component	Basic	Developing	Proficient	Distinguished
1a Demonstrating Knowledge of Content and Pedagogy	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 a 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.
1b Demonstrating Knowledge of Student	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.
1d Demonstrating Knowledge of Resources	Teacher is unaware of school or district resources available either for teaching or for students who need them.	Teacher displays limited knowledge of school or district resources available either for teaching or for students 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.
1e Designing Coherent Instruction	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.
1f Assessing Student Learning	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
2a Creating an Environment of Respect and Rapport	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.
2b Establishing a Culture for Learning	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 a 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.
2c Managing Classroom Procedures	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 procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
2d Managing Student Behavior	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 expectations 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.
2e Organizing Physical Space	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
3a Communicating Clearly and Accurately	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.
3b Using Questioning and Discussion Techniques	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.
3c Engaging Students in Learning	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, activities, and materials. The structure and pacing of the lesson allow for student reflection and closure.
3d Providing Feedback to Students	Teacher's feedback to students 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.
3e Demonstrating Flexibility and Responsiveness	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
4a Reflecting on Teaching	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.
4b Maintaining Accurate Records	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.
4c Communicating with Families	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.
4d Contributing to the School and District	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.
4e Showing Professionalism	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

2018-19 Combined WBWF Summary and Achievement and Integration Progress Report