

**Complete End of Year  
District Demographics  
School Year 09-10**

**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

Race/Ethnicity	Total Enrollment 298	
	Count	Percent
American Indian	264	88.6%
Black	1	0.3%
Hispanic	2	0.7%
White	31	10.4%

Gender	Total Enrollment 298	
	Count	Percent
F	99	33.2%
M	199	66.8%

Disability	Total Enrollment 298	
	Count	Percent
ASD	14	4.7%
DCD Mild	22	7.4%
DCD Severe	5	1.7%
DD	27	9.1%
DHH	1	0.3%
EBD	105	35.2%
OHD	25	8.4%
PI	2	0.7%
S/LI	27	9.1%
SLD	69	23.2%
SMI	1	0.3%

	Part B Special Ed Enrollment 296	
	Count	Percent
American Indian	263	88.3%
Black	1	0.3%
Hispanic	2	0.7%
White	30	10.1%

	Part B Special Ed Enrollment 296	
	Count	Percent
F	97	32.6%
M	199	66.8%

	Part B Special Ed Enrollment 296	
	Count	Percent
ASD	14	4.7%
DCD Mild	22	7.4%
DCD Severe	5	1.7%
DD	25	8.4%
DHH	1	0.3%
EBD	105	35.2%
OHD	25	8.4%
PI	2	0.7%
S/LI	27	9.1%
SLD	69	23.2%
SMI	1	0.3%

	Part C Special Ed Enrollment 2	
	Count	Percent
American Indian	1	0.3%
White	1	0.3%

	Part C Special Ed Enrollment 2	
	Count	Percent
F	2	0.7%

	Part C Special Ed Enrollment 2	
	Count	Percent
DD	2	0.7%

**Complete End of Year  
General District Information  
School Year 09-10**

**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

**Date of next MDE validation:**

**Complete End of Year  
General District Information  
School Year 09-10**

**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

**Significant District Changes:**

Cass Lake - Bena Independent School District (ISD) #115 is one of eleven districts that are part of the Bemidji Regional Interdistrict Council. This report summarizes data specific to Cass Lake - Bena ISD #115. Cass Lake - Bena District was scheduled for MDE Compliance Review in March of 2009. As part of the 2008-2009 Special Education Compliance Review, Cass Lake - Bena Independent School District submitted the following data elements: Parent Stakeholder surveys, file review of student record, longitudinal record reviews, and the special education director interview form. Parent surveys were mailed in April of 2009. The record review was completed April 6, 2009 and 100% corrections have been made.

#### Trends within the District:

The general education population has again increased during the 2008-2009 school year to 1073 students. This is an increase from 1053 students during the 2007-2008 school year. Enrollment has not been this high since the 2002-2003 school year. Most of the growth has been seen at the elementary level. The special education population has also increased from 15% (2002-2003) to 23% (2008-2009) to an all time high of 27.87%.

#### Significant Events/Programs in the District:

In June of 2010, the district was notified of its meeting the numerical threshold for significant disproportionality in the 2008-09 school year for white students in SLD. The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires state education agencies (SEAs) to collect and examine data in order to determine if significant disproportionality based on race and ethnicity is occurring in the state and the local education agencies (LEAs) of the state with respect to the:

1. Identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in section 602(3);
2. Placement in particular educational settings of such children; and
3. Incidence, duration, and type of disciplinary actions, including suspensions and expulsions (Sec.618 (d) (1) & 34 CFR § 300.646).

A school district is identified by the Minnesota Department of Education (MDE) as having significant disproportionality if it meets data thresholds for significant disproportionality in any combination of the areas listed above for three consecutive years.

The district has been identified as having met the data threshold for significant disproportionality for the 2008-09 school year for the overrepresentation of white students in SLD. The district is classified as Year 1. If the district meets significant disproportionality criteria for both the 2009-10 and 2010-11 school years, it will be required to set aside 15% of federal IDEA funds for Coordinated Early Intervening Services.

In April 2009, Cass Lake-Bena School district was notified that Cass Lake-Bena High School was one of thirty-two lowest performing schools in the state. Cass Lake-Bena High School received a Cambridge Quality Review report in May and has created a turnaround plan using the Transformation Model.

Cass Lake-Bena School district is at the AYP stage of 3.1 and has a district level improvement plan in place. The CLBS distr

ict is in the fourth year of not making AYP in the areas of reading for American Indian students and special education students. The district is in the third year in a row for not making AYP in reading for the free and reduced lunch indicator. District improvement plan for AYP has goals that focus on increasing reading achievement, increasing attendance, and increasing graduation rate.

Cass Lake-Bena district has established district goals to focus on continuous improvement of student achievement by providing for and promoting academic excellence and achievement, improving student attendance, providing a safe, respectful environment for students and staff, decreasing drop out rates, and promoting family involvement. The district has implemented or is in the process of implementing several programs in the district to address these goals. Some of the programs implemented include:

#### Student Achievement / Attendance

\*District wide NWEA MAP testing is used to obtain benchmarks on student progress in reading and math. This computerized adaptive assessment program generates data to assist the district in identifying students in need of intervention for remediation and skill building. Currently the elementary and middle school benchmark three times a year: fall, winter, and spring. The high school benchmarks students twice a year.

\*Reading First Training for teachers in Gr. K-4 on best practices in teaching reading has been ongoing for four years-three years under the grant and the additional fourth year in 2008-2009 as a result of 100% teacher support of the program. Teachers continue to use the techniques learned in this training.

\*Reading Recovery is a program focused on reading instruction of at risk first graders. The district will continue to provide two full time teachers committed to this program in the 2010-2011 school year.

\*Early Intervention Reading was implemented in 2007-2008 for students in first and second grade. These intervention reading groups will continue in the 20010-2010 school year.

\*Leveled Literacy Instruction is used at the 1st and 2nd grade levels.

\*Early Reading First, "Curiosity Corner," offers every day preschool to 3 & 4 yr olds plus summer programming.

\*Kindergarten round up is provided with Leech Lake Headstart bringing the upcoming kindergarten students over to tour the elementary to help prepare for a smooth transition between programs.

\*Elementary 4th graders are given the opportunity in the spring to tour and spend time in the middle school in order to make a smooth transition from elementary to middle school.

\*In the spring the elementary teachers are given time to meet with the next grade level to share information about the students transitioning up in an effort to provide a smooth transition from one grade level to another.

\*Middle school band and choir students perform at the elementary to encourage participation of students.

\*Education City is used at the K-4 level.

\*Study Island is available for students K-12.

\*Aimsweb training was provided to the elementary teachers in August of 2009. This computerized program provides bench marks and progress monitoring of students in need of remediation.

\*Elementary staff have participated in Professional Learning Community (PLC) teams during the 2009-2010 school year. These teams focused on the following types of topics: Reading/Language Arts instructional strategies and interventions, Math instructional strategies and interventions, technology use, curriculum alignment, Response to Intervention (RTI), Responsive Classroom, mentoring, data analysis, and Second Step character education.

\*Selected high school staff have been trained on Professional Learning Communities (PLC) in June of 2010. During the 2010-2011 School year all high school certified staff will participate in a PLC.

\*John Hopkins Grant provided instructional strategies training for general and special education teachers in reading and math at the middle school. This support from John Hopkins was ongoing in 2008-2009 as part of the district's AYP plan. These instructional strategies continue to be used.

\*Cognitively Guided Instruction (CGI) provided elementary (K-4) and high school staff (9-12) ongoing training in the area of math. This training will continue during the summer and into the 2010-2011 school year.

\*The district has aligned textbooks with state standards and uses supplemental material to cover where the text book is lacking instruction.

\*Gateway to Technology (GTT) provides 5th - 8th graders technology instruction.

\*Project Lead the Way integrates Science, Math, and Technology for 9th-12th grade students through hands on project/problem based learning that adds rigor to traditional technical programs and relevance to traditional academics. Elective courses are now offered through Project Lead the Way.

\*High school partnership with Leech Lake Tribal College exists to provide selected students summer programming for college credit and pay.

\*State Professional Development Grant - Student Team Literacy provided students grades 9-12 with intense Language Arts instruction to improve students' achievement and decrease student drop out rates. Peer mentors provide coaching in this area.

\*Peer Mentoring allows for ongoing coaching between peer teaching staff.

\*Experiential Learning (EL, an alternative program for grades 7-12 focuses on learning through experiences.

\*Title I Schoolwide Project at the elementary and middle school provides students with paraprofessional support.

\*Attendance incentives at all grade levels.

\*Elementary Targeted Services provides summer school for the months of June in 2008 and 2009. Students were provided transportation.

\*Accelerated Reading and Accelerated Math is used in the elementary and middle school to supplement general education and special education curriculum in reading and math.

\*Read Naturally, a high interest reading series, is used for identified students in grades 5-8.

\*High School English Review course is offered for those not passing MCA reading tests.

\*High school credit recovery classes and math labs are offered.

\*High School Freshman Seminar classes are offered to aid students in making a successful transition from middle school to high school.

\*Area Learning Center (ALC) hosts credit recovery courses during the academic year and during the summer.

\*Area Learning Center offers alternative programming through various programs such as independent study, seated programming, Youth Build, and Camp Rabideau.

\*Young Parents Program at the ALC allows students with infants and toddlers to learn about parenting and to improve achievement and attendance.

\*ALC provides academics for the Leech Lake Youth Build Program. This program for juniors, seniors, and young adults integrates academics with a building trades work program.

\*The district has a full time K-12 literacy coordinator who works closely with the district's testing/grant coordinator.

\*During the 2009-2010 school year the district trained selected staff from each building on Looking at Learning. This program uses peers to collect and analyze data on effective teaching practices.

\*During the 2009-2010 school year, the district provided a .5 FTE Technology Integrationist at the middle school level to integrate technology into the classroom.

\*Originally an E2T2 Grant provided 4 elementary classrooms with a mounted SMART board, mounted LCD projector, laptop computer, and 48 hours of Technology Integration Staff Development with the goals of increasing student engagement, improving student achievement, and building technology and information literacy skills. The district continues to purchase SMART boards for classrooms across the district with additional boards being added each year and ongoing training being offered.

During the 2009-2010 school year, the elementary had two Minnesota Reading Core Tutors; one for Pre-K and the other to serve the K-3 population.

\*District Data Retreats are scheduled periodically throughout the year to help the district make data driven decisions.

\*The district began a Native American Elder mentoring program during the 2009-2010 school year in which students who have attendance concerns were provided with the mentoring support of a Native American elder.

## Safe, Respectful Environment

\*Responsive Classroom grades K-4 and Developmental Design grades 5-8 is used to combine the teaching of social and academic skills in a manner that is respectful of children's developmental needs at different ages.

\*At the elementary school a violence prevention instruction program, Second Step, has been used within limited classrooms. During the 2009-2010 school year this program was utilized throughout the elementary and the middle school on a weekly basis to create a safer, more respectful learning environment.

\*Peaceful Playgroung grant provided funds for character education through structured play and painting of the Dream Catcher Park.

\*Youth Frontiers come and do a team building and social skills training event each year at the middle school and for grade 4 at the elementary.

\*School resource officers have been available at the middle school, high school, and ALC. These liason officers may help with programs such as DARE and other such drug prevention programs. They also build positive relationships with students for a safer school climate.

\*Boys Town Model of corrective teaching is used at the ALC.

\*Aateshing program-New Beginnings Sober School Program is offered at the ALC.

\*The weekly advisee/advisor time at the high school allows for the use of the "Expanding the Circle" curriculum. This not only helps students connect with an adult in the building, it also teaches to specific skills and helps students stay on track to graduate on time ready for post secondary.

\*Monday Morning full assemblies for hs students and staff provided oportunites for guest speakers, elder visits, recognition of achievements, and programs.

\*Rock concert on the dangers of drugs was held at the high school.

\*District contracts with a canine service for up to 30 random school visits in an effort to keep a drug free school.

## Family Involvement

\*The local Help Me Grow committee supported the Family Toy Box, a multiple family group therapy program for young children beginning at age 2 and their parents. Families participate in activities focused on building stronger relationships, learning skills in limit setting, communicating and structuring activities to promote success.

\*Parent/Summer Newsletter for elementary students.

\*Family and community Thanksgiving Feast is held at the high school each year.

\*Each building has family events sponsored such as Muffins with Mom, Donuts for Dads, Honors breakfast, and sports banquets.

\*Family fun night is held monthly at the ALC.

\*Board approved the Family Involvement Policy in 2008.

\*Districtwide "Partnering for School Success" is pilot parent project that is taking shape for 2010-2011 school year.

\*The district has met with the Leech Lake Tribal officials in regards to school attendance and the reservation is increasing the requirements for school attendance. The high school emphasizes that "Dropping out is not an option."

\*STAR Project promotes assistance for Native students and families in transition from high school to post-secondary institutions. Students have the opportunity to earn college credit during the summer.

\*Indian Education representatives attend SST meetings and IEP meetings. They assist in parent communication, cultural activities, class trips, lunch bunches, and attendance issues. They provide incentives to promote attendance and positive behavior.

\*The Parent Alert System Service provides an automated phone system to notify families of important events and weather related announcement.

\*Annual community POW-WOW was held with full school attendance.

**Process to develop the Mission and Belief statements:**

The BRIC CIMP mission, beliefs and goal statements were originally identified as part of the IDEA implementation planning process in 1999. A group consensus process was used to develop them. In addition, they are reviewed each year by the Leadership with input from the field and the Board at the annual meeting held each April. TLast year, to better individualize the CIMP process, the leadership team decided to incorporate the district mission statement into this report. This year the team reviewed the statements and left them unchanged.

**Mission:**

The mission of Cass Lake-Bena School is to provide a comprehensive, quality education in a safe environment for all.

As a Special Education Cooperative serving its member districts, the BRIC brings an addition to the mission statement. This is:

To provide leadership to the BRIC member school districts to ensure the provision of appropriate and comprehensive quality services to all learners with identified disabilities.

**Has your Mission Statement changed?**

N

**Rationale for changing the Mission Statement:**

No data.

**Belief Statements:**

Everyone can learn. Learning is for everyone.

All learners need to be educated in the least restrictive environment, regardless of race, culture, environment, socioeconomic status or disability.

All learners have unique instructional needs.

Rights of parents and learners must be assured.

A multi-disciplinary approach best meets the unique needs of learners.

Interagency services should be encouraged as needed.

Continuous evaluation of special education services is necessary so the corrective action can be taken when appropriate

**Process to develop the goal statements:**

The BRIC CIMP mission, beliefs and goal statements were originally identified as part of the IDEA implementation planning process in 1999. A group consensus process was used to develop them. In addition, they are reviewed each year by the Leadership team (with input from the field) and the Board at the annual meeting held each April. The goal statements were reviewed and left unchanged.

**Goal statements:**

**Complete End of Year  
General District Information  
School Year 09-10**

**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

**Leadership Team Selection Process:**

The Leadership Team was identified as part of the original IDEA implementation planning process in February 1999. Team members were selected by their member districts and change as deemed appropriate by the member district. BRIC membership includes the director of special education, the coordinator and the school psychologists. This year the district's Director of Indian Education was added to the team as this person acts as a liason for parents and community members.

**Leadership Team Membership:**

<u>Last</u>	<u>First</u>	<u>Position</u>	<u>Length</u>	<u>Responsibility</u>
Ulmer	Denny	Special Education Director	3	Guide process; ensure completion
Gulbranson	Linda	Special Education Coordinator - Due P	3	Scheduling; data analysis; report writing
Williams	Kim	Early Childhood Coordinator	3	Scheduling; data analysis; report writing
Pohl	Eva	Special Education Coordinator - Due P	3	Scheduling; data analysis; report writing
Tapper	Deb	Special Education Teacher	3	Development, implementation, evaluation of process
Glynn	Brian	Psychologist	3	Review data, make recommendations, implement
Haasch	Patti	Principal	3	Review AYP data; align CIMP w/School Improvement
Hadrava	Clyde	Principal	3	Review AYP Data, align CIMP w/ School Improvement
Knutson	Pernell	Principal	3	Review AYP data, align CIMP w/ School Improvement
Sargent	Janice (Jay)	Special Education Teacher	3	Develop, implement, evaluate process
Coumbe-Guida	Sarah	Special Education Teacher	3	Develop, implement, evaluate process
Henderson	Gail	Early Childhood Special Education Tea	3	Develop,implement, and evaluate process
Hoffman	Vicky	Other	3	Gather/Analyze data & develop goal
Lehman	Rachael	Other	3	Gather/Analyze data & goal development
Frazer	Luann	Other	3	Gather, implement, and evaluate process

**Complete End of Year  
General District Information  
School Year 09-10**

**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

**How parents and community are involved in the MNCIMP:SR planning and analysis:**

The MNCIMP:SR Leadership team presented the SR report to the Cass Lake - Bena Leadership Team and the Local Indian Education Committee during the 2009-10 school year to review the CIMP report. Parents and community members are part of both teams. The Director of Indian Education has been added to the team as she works closely with both parents and community members within the district. Data analysis will again be shared with these groups and input will be sought relative to action planning during the 2010-2011 school year.

**How the MNCIMP:SR status is communicated to parents and the community:**

CIMP activities are reported to the BRIC board on a regular basis. MN CIMP information and reports are posted on the BRIC website for anyone in the community to view. Membership districts of BRIC are encouraged to provide a link from district website to BRIC website to provide for more efficient access to MNCIMP status. The Cass Lake-Bena School district website links to the BRIC website with full access to the district's CIMP reports.

**Complete End of Year  
Current Action Plan  
School Year 09-10**

**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

**Complete End of Year  
Current Action Plan  
School Year 09-10**

**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

**Current Action Plans**

**Goal Statement:**

To increase parent response rate in completion and return of the Part C Family Outcomes Survey.

**Desired Outcome:**

The BRIC schools will increase the parental return rate on MDE's Part C Family Outcomes Survey from a rate of 14% to a rate of 50% for infants and toddlers exiting Part C.

**Strategies:**

1)Early Intervention staff will be reminded quarterly to provide families with infants/toddlers exiting early intervention with the Part C Family Outcomes Survey 2)Early Intervention Staff will be provided with a due process printout quarterly listing the child's current age in years and months to better anticipate children exiting Part C. 3)Parents will be offered a children's book for their child as an incentive to complete the survey. When a completed survey is returned to the Early Intervention teacher in a sealed envelope addressed to MDE, the family will be provided with a children's book.

**Collected Data:**

Annual Part C Family Outcomes Response Rate provided by MDE.

**Progress and Results Analysis:**

1)Early Intervention staff were reminded about Part C Family Outcomes Survey requirements throughout the 08-09 school year. This included site visits from the ECSE coordinator in September '08, October '08, February '09 and April 09. The Part C Family Outcomes Survey requirement was also reviewed on August 26 and 27, 2009 at new teacher training and staff inservice training as well as on January 23, 2009 at a BRIC ECSE staff inservice. 2) Beginning in March, 2009 ECSE staff were provided with a due process printout that lists the child's current age in years and months to increase identification of children approaching their third birthday and in need of a Part C Family Outcomes Survey. The printouts were provided monthly for the remainder of the 08-09 school year, and throughout the 09-10 school year. 3) Throughout the 09-10 school year, parents have been offered an incentive to complete and return the Part C Family Outcomes Survey. The BRIC expects the positive results of this incentive program to be evident in the survey response rate for 09-10, as ECSE staff are reporting an increase in survey returns with the incentive.

**Goal Met? (met, not met, continue)**

No : C

**Explanation if goal not met:**

The data available does not reflect the response rate following full implementation of the strategies for increased Part C Family Outcomes Survey Response. In addition, the cell size continues to be a contributing factor. An additional 1-2 years of data is needed to determine if the strategies in place are successful.

**Complete End of Year  
Current Action Plan  
School Year 09-10**

**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

**Current Action Plans**

**Complete End of Year  
Current Action Plan  
School Year 09-10**

**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

**Current Action Plans**

**Goal Statement:**

To demonstrate our effective use of due process procedure and guidelines by increasing compliance with procedures for notice of evaluation, evaluation report, eligibility, PLEP, progress reporting, Special Ed and Related Services, LRE, when IEPs must be in effect, progress reports, content of notice on IEP, parent consent, secondary transition, and annual review of the IEP.

**Desired Outcome:**

100% compliance

**Strategies:**

Submit evidence of corrections to MDE by June 2010. Staff development training on due process procedures and guidelines Share compliance updates at regular staff meetings Conduct informal self-review of records on random basis

**Collected Data:**

100% compliance on Self-Review 2011-12

**Progress and Results Analysis:**

The district achieved 100% compliance during the 2009-2010 school year. Annual training in due process was attended by all special education teachers in the district.

**Goal Met? (met, not met, continue)**

Yes : M

**Complete End of Year  
Current Action Plan  
School Year 09-10**

**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

**Current Action Plans**

**Goal Statement:**

Increase percentage of students being served in the regular class 80% or more of the day to be consistent with statewide target of 61.5%.

**Desired Outcome:**

Increase percentage by 3% using 08-09 SY data and 3% using 09-10 SY data

**Strategies:**

Staff development on differentiated instruction. Training on full continuum of services and placement decisions based on identified special education needs. Training on adaptations and modifications to help students be successful in the general education setting. Build awareness on best practice for providing differentiated instruction in general education settings to promote inclusion of students with disabilities in the general education classroom setting. Review service delivery options and provide additional staff to work with general education teachers using inclusion model of service delivery. Encourage research approached, data-driven decisions regarding instructional setting for students with disabilities

**Collected Data:**

08-09 SY and 09-10 SY Federal Instructional Setting Rates for Students 6 - 21

**Progress and Results Analysis:**

07-08 data indicates the federal setting rate for this area was at 55.6% and the 08-09 data showed that this dropped to 52.5%. This means the district decreased on this goal by 3% instead of increasing. Some teachers in the district had the belief that reading and writing should be taught together and so when a student qualified for reading services and was placed in a resource room for one subject area, the IEP team made the decision to include both the reading and the written language periods. Training was provided to all special education teachers regarding full continuum of services and placement decisions at due process training held in August, September and October. The special education staff at Cass Lake - Bena met as a team to discuss service delivery options. During the 2009-10 school year, the district focused on service delivery models and trying to move toward a more inclusive model to meet student needs. Some teachers worked towards a co-teaching experience in the general classroom and others did some service delivery along side the general education teacher within the general ed classroom. Other activities included providing training on Aimsweb for progress monitoring and on adaptations and modifications in the general education setting. Consulting with classroom teachers to design differentiation within the general education classroom was also done at some grade levels.

**Goal Met? (met, not met, continue)**

No : C

**Explanation if goal not met:**

**Complete End of Year  
Current Action Plan  
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**Current Action Plans**

District provided training to assist with special education services in an inclusive setting. District data profiles reflect data from 2008-09 school year. The additional training and supports will not be reflected in district data profiles until 2009-10 data. District anticipates rate will move closer to state target based on 2009-10 data.

**Complete End of Year  
Current Action Plan  
School Year 09-10**

**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

**Current Action Plans**

**Goal Statement:**

Cass Lake-Bena schools will increase the graduation rate closer to the state wide target rate of 82.3 %.

**Desired Outcome:**

Cass Lake-Bena will increase special education graduation rate from its current rate of 45.5% to 65% using 2008-2009 data and to 85% using 2009-2010 data.

**Strategies:**

\*District will continue to collaborate with Leech Lake Family Services to track student truancy, which is directly related to timely graduation.  
\*Native American Elder mentoring program will be provided to students who have attendance concerns. \*Middle school support staff will utilize data indicators which include attendance, academic achievement, behavior referrals, and teacher professional judgement to determine who is at risk and provide a safety net work of individually specific social and academic services. This data will be reviewed semi monthly. \*Ongoing training in using the "Expanding the Circle " curriculum and "Second Step" curriculum.

**Collected Data:**

08-09 SY and 09-10 SY Graduation Rates for Students

**Progress and Results Analysis:**

For the 08-09 school year, the Office of Special Education Programs (OSEP) requires that states report selected data for the previous year in order to align special education data with required data postings for the Elementary and Secondary Education Act (ESEA), Title 1. The affected areas included graduation (Indicator 1). This means that the same data was used for the 08-09 school year as was used for the previous year and so growth could not be shown. However, the graduation rate for the district population showed a 58.87% rate.

**Goal Met? (met, not met, continue)**

No : C

**Explanation if goal not met:**

For the 08-09 school year, the Office of Special Education Programs (OSEP) requires that states report selected data for the previous year in order to align special education data with required data postings for the Elementary and Secondary Education Act (ESEA), Title 1. The affected areas included graduation (Indicator 1). This means that the same data was used for the 08-09 school year as was used for the previous year and so growth could not be shown. However, the graduation rate for all the district population showed a 58.87% rate.

**Complete End of Year  
Current Action Plan  
School Year 09-10**

**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

**Current Action Plans**

**Goal Statement:**

Increase proficiency levels of students with disabilities in the areas of reading and math.

**Desired Outcome:**

Increase proficiency rates of students with disabilities by 5% in areas of reading and math

**Strategies:**

Implement Aimsweb benchmarking and progress monitoring at the elementary Data task force will meet 3 times per year to review reading and math data, MCA test scores, NWEA results and Aimsweb results. All teachers will use multiple strategies and methods to prepare students for improved reading and math achievement. Staff engaged in professional learning communities. Special education teachers will know the benchmarks and incorporate strategies to align reading instruction to overall reading performance Leveled Literacy groups will continue to be used at the elementary. John Hopkins University will continue to train in the Talent Development Middle School CSR model. This includes an on-site literacy and mathematics coach at the middle school. Technology is being intergrated into the district with plans to purchase SMART boards across the district and followup training for staff. Ongoing training at the high school for teaching reading and math.

**Collected Data:**

MCA-II proficiency rates

**Progress and Results Analysis:**

Reading proficiency increased by 5% or more in grades 6 and 8. A smaller increase was obtained in grade 4. Grade 3 remained the same and grades 5, 7, and 10 decreased in proficiency. Although reading scores did not show as much of a increase as planned across grade levels, the math proficiency scores showed significant increases in most grade levels. Math proficiency increased by 5% or more in grades 5, 6, 7, and 11. A smaller increase was obtained in grade 8. Grades 3 and 4 both show a decrease in proficiency. MCA data for 2009-10 data has not been received at this time. The district has been working to improve math scores consistent with strategies outlined in their district improve plan including a review of scope and sequence, placing SMART boards into additional classrooms, and receiving ongoing professional development in Cognitively Guided Instruction (CGI). The district researched math curriculum for students eligible to take the MTAS and purchased a curriculum that see it's first full year of implementation in 2010-2011.

**Goal Met? (met, not met, continue)**

No : C

**Explanation if goal not met:**

The district has a district level improvement plan that identifies a need to improve reading acheivement for several groups including the special education group.



**Complete End of Year  
Future Action Plan  
School Year 09-10**

**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

**Complete End of Year  
Future Action Plan  
Action Plans**

**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS(0115-01)

**Goal Statement:**

To increase parent response rate in completion and return of the Part C Family Outcomes Survey.

**Desired Outcome:**

The BRIC schools will increase the parental return rate on MDE's Part C Family Outcomes Survey from a rate of 14% to a rate of 50% for infants and toddlers exiting Part C.

**Strategies:**

1)Early Intervention staff will be reminded quarterly to provide families with infants/toddlers exiting early intervention with the Part C Family Outcomes Survey 2)Early Intervention Staff will be provided with a due process printout quarterly listing the child's current age in years and months to better anticipate children exiting Part C. 3)Parents will be offered a children's book for their child as an incentive to complete the survey. When a completed survey is returned to the Early Intervention teacher in a sealed envelope addressed to MDE, the family will be provided with a children's book.

**Collected Data:**

Annual Part C Family Outcomes Response Rate provided by MDE.

**Need Assistance:**

N

**Complete End of Year  
Future Action Plan  
Action Plans**

**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS(0115-01)

**Goal Statement:**

Increase proficiency levels of students with disabilities in the areas of reading and math.

**Desired Outcome:**

Increase proficiency rates of students with disabilities in math by 5% and to increase proficiency rates in reading from 2008-2009 index Target rate of .43.26 to .5500 in 2010 and to .6500 in 2011.

**Strategies:**

Continue to use AIMSWeb benchmarking and progress monitoring at the elementary. Data mining days will continue across the district to review reading and math data, MCA test scores, NWEA results and Aimsweb results. All teachers will use multiple strategies and methods to prepare students for improved reading and math achievement. Staff engaged in professional learning communities. Special education teachers will know the benchmarks and incorporate strategies to align reading instruction to overall reading performance. Leveled Literacy groups will continue to be used throughout the district. District Literacy Coach will continue to provide training on effective instructional strategies. Ongoing staff development will continue in the use of Cognitively Guided Instruction. Technology is being integrated into the district with the purchase of more SMART boards across the district and follow up training for staff. Looking at Learning will be used to determine the effectiveness of teaching. At the high school level, the district has written a school improvement plan that will also include an intensive staff development calendar including Solutions Focused Practices, NWEA Basic training, Viewpoint training, SMART board training, CGI training, and PLC's for the year.

**Collected Data:**

MCA-II proficiency rates

**Need Assistance:**

N

**Complete End of Year  
Future Action Plan  
Action Plans**

**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS(0115-01)

**Goal Statement:**

Increase percentage of students being served in the regular class 80% or more of the day to be consistent with statewide target of 61.5%.

**Desired Outcome:**

Increase percentage by 3% using 08-09 SY data and 3% using 09-10 SY data

**Strategies:**

Staff development on differentiated instruction. Training on full continuum of services and placement decisions based on identified special education needs. Training on adaptations and modifications to help students be successful in the general education setting. Build awareness on best practice for providing differentiated instruction in general education settings to promote inclusion of students with disabilities in the general education classroom setting. Review service delivery options and provide additional staff to work with general education teachers using inclusion model of service delivery. Encourage research approached, data-driven decisions regarding instructional setting for students with disabilities

**Collected Data:**

09-10 SY and 10-11 SY Federal Instructional Setting Rates for Students 6 - 21

**Need Assistance:**

N

**Complete End of Year  
Future Action Plan  
Action Plans**

**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS(0115-01)

**Goal Statement:**

Cass Lake-Bena schools will increase the graduation rate closer to the state wide target rate of 82.3 %.

**Desired Outcome:**

Cass Lake-Bena will increase special education graduation rate from its current rate of 45.5% to 65% using 2009-2010 data and to 80% using 2010-2011 data.

**Strategies:**

\*The district is hiring a truancy specialist to work with families and the Leech Lake Tribal offices to increase student attendance at school.

District will continue to collaborate with Leech Lake Family Services to track student truancy, which is directly related to timely graduation.

\*District is a pilot site for the Partnering with Parenting program as designed by the University of Minnesota. \*Viewpoint, a data warehouse, is being implemented in the district with initial training held last spring and more training of staff planned for August of 2010. \*Ongoing training in using the "Expanding the Circle " curriculum and "Second Step" curriculum. \*Solutions Focused Practices will be implemented at the high school to focus on student goal setting.

**Collected Data:**

0910 SY and 10-11 SY Graduation Rates for Students

**Need Assistance:**

N

# Complete End of Year Program Evaluation

**School Year 09-10**  
**Report Year 08-09**

**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

Please refer to the "Program Evaluation Section Report" for your district's performance and analysis related to SPP/APR indicators.

**Complete End of Year  
Post Secondary Follow-up Survey  
School Year 09-10**

**DistrictNbr/Type:** CASS LAKE-BENA PUBLIC SCHOOLS (0115-01)

-Nothing to report