

**Complete End of Year
District Demographics
School Year 11-12**

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

Race/Ethnicity	Total Enrollment 285	
	Count	Percent
American Indian	260	91.2%
Black	1	0.4%
Hispanic	2	0.7%
White	22	7.7%

Gender	Total Enrollment 285	
	Count	Percent
F	95	33.3%
M	190	66.7%

Disability	Total Enrollment 285	
	Count	Percent
ASD	14	4.9%
DCD Mild	21	7.4%
DCD Severe	2	0.7%
DD	27	9.5%
DHH	1	0.4%
EBD	86	30.2%
OHD	19	6.7%
PI	1	0.4%
S/LI	37	13.0%
SLD	76	26.7%
SMI	1	0.4%

	Part B Special Ed Enrollment 283	
	Count	Percent
American Indian	259	90.9%
Black	1	0.4%
Hispanic	2	0.7%
White	21	7.4%

	Part B Special Ed Enrollment 283	
	Count	Percent
F	93	32.6%
M	190	66.7%

	Part B Special Ed Enrollment 283	
	Count	Percent
ASD	14	4.9%
DCD Mild	21	7.4%
DCD Severe	2	0.7%
DD	25	8.8%
DHH	1	0.4%
EBD	86	30.2%
OHD	19	6.7%
PI	1	0.4%
S/LI	37	13.0%
SLD	76	26.7%
SMI	1	0.4%

	Part C Special Ed Enrollment 2	
	Count	Percent
American Indian	1	0.4%
White	1	0.4%

	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 11-12**

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

Date of next MDE validation: 13-14

**Complete End of Year
General District Information
School Year 11-12**

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 Self-Review during the 2011-12 school year. A self-review team was selected and participated in record review training conducted by MDE September 28th - 30th, 2011. Self-review of records for compliance was completed and formal notification of findings was issued by MDE March 1, 2012. The Cass Lake - Bena District is working to submit corrections which are due to MDE by February 1, 2013. As a result of findings, Corrective Action Plans were submitted and approved in March to address compliance findings. In May, the Cass Lake - Bena District received Corrective Action Plan training and is now in the process of addressing strategies outlined in the plan in order to meet the completion due date of December 15, 2012.

Significant Events/Programs in the District:

A number of significant events over the course of the past few years have impacted the district in its improvement efforts. Due to a series of unfortunate circumstances in the 2010-2011 school year, the district has experienced a number of changes in the district leadership at the level of Superintendent. The district has also had building leadership changes over the past two years in three of its four buildings. Other significant events are outlined below.

The District received MDE memos on 6-15-10 and 3-21-11 respectively, regarding disproportionate representation (DR) and disproportionality. The District was at risk of needing to set aside 15% of Federal Part B funds for Coordinated Early Intervening Services (CEIS) during the 2012-2013 school year if it did not slow the rate of identification of Native American Students in the category of Emotional/Behavioral Disorders (EBD). The District Disproportionate Representation team, along with the help of the Technical Assistance team recommended by MDE, has met periodically from May 2011 through May of 2012 to look at ways to decrease DR. Sub committees have realigned the job description of the Indian Home School Liaison and have worked on redefining the previous Student/Staff Support Team (Pre-Referral Team) into the Intervention Team; more in line with the District's Response To Intervention (RTI) efforts. In May of 2012 the district received notice that the district did not meet the three consecutive years of disproportionality (Federal definition). This means the District does NOT have to set aside 15% of Federal Part B funds for Coordinated Early Intervening Services (CEIS) nor does it need to submit a plan for CEIS as part of its FY 13 application. MDE indicated based on recent guidance from the Federal Special Education Office, it had recalculated all Districts disproportionality and Cass Lake no longer met the Federal threshold. The District remains in disproportionate representation (State definition) and the DR team will continue to meet during the next school year.

In October of 2011, the District reported to parents that the District and each building did not meet Annual Yearly Progress (AYP) in a number of area

s. The District was found to not make AYP for graduation, attendance at the ALC, or reading and math in all buildings. At the Elementary, AYP was not met for all students in reading or for the subgroup of special education in the area of math. The Middle School did not make AYP for all students in reading or in the subgroups for American Indian students, Free/Reduced Lunch group, or for student receiving special education services. In the area of math only the subgroup of special education did not make AYP. In response to the AYP results, the District offered Supplemental Educational Services (SES) during the 2011-12 school year.

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 of the same year and created a turnaround plan using the Transformation Model. The high school has just finished the second year of school improvement and is now entering into the third year. During the first year of Improvement the following Transformation Components were developed and implemented at the high school:

- *Hired a new CLBHS Principal.
- *Hired a .5 FTE Site Administrator (SAM) and a .5 FTE Office Turnaround Schools Officer (OTASO).
- *Hired a school guidance counselor to work with interagency staff members to benefit students.
- *Implemented weekly 90 minute Professional Learning Communities (PLC).
- *Developed a Teacher and Principal Evaluation Rubric.
- *Expanded after school programming.
- *Provided Summer School programming

Provided Professional Development on several initiatives including: Looking at Learning, Cognitively Guided Instruction (CGI), Solutions Focused Practices, Technology Integration with SMARTBoards, Data Driven Decision Making (NWEA and Viewpoint Data Warehouse), individualized coaching in evidence based instructional practices, and participation in the MDE Principal's Academy. It should be noted that the CGI was funded through a STAR Grant awarded to the district through the Office of Indian Education/U.S. Department of Education. This competitive grant provided training to math and science teachers on CGI with quarterly observation and coaching of staff by a highly qualified consultant.

Cass Lake - Bena High School applied for the second and third year of the School Improvement Grant and some changes were made to the original plan during the 2011-2012 school year. The following components were implemented at the high school and, where noted, were expanded to the other buildings in the district:

- *A school guidance counselor position was added at the high school for the remainder of the 2010-2011 school year to work with students exhibiting significant at-risk behaviors that interfere with consistent attendance and/or academic achievement.
- *Consultant, Cheryl Nash, conducted a district wide training on data mining where teams analyzed data and identified trends and patterns using the Essential Outcomes for Math and Language Arts. This data, along with the K-12 curriculum alignment to standards in the areas of mathematics and language arts, was the cornerstone to moving into implementation of academic RTI. Ms. Nash provided the training and guidance through this process in addition to providing Team Leader Professional Learning Community (PLC) Training to selected staff.
- *Implemented an academic Response to Intervention Model for Tier I and II across the district and will be working on expanding it to Tier III.
- *Consultant Harold Ott conducted school site visits of the ALC, elementary, middle, and high schools to review the leadership and instructional alignment among the district buildings. Mr. Ott assisted the District in the development and implementation of a standard teacher and administrative evaluation process.
- * Consultant Dr. Judith Hankes provided 4 days of training on Cognitively Guided Instruction (CGI) to selected staff from the elementary,

middle school and high school buildings. Three additional staff took in a week-long training in Ashland, WI. With this additional training and previous CGI training provided by Mr. RunningHorse Livingston, the District is building capacity for sustainability of this program.

*Consultant Pete Ziegler contracted with the District to assist in the textbook adoption process and lesson design.

*Sheltered Instruction Observation Protocol (SIOP) replaced Looking at Learning initiative. This model was built during the PLC time using Essential Outcomes for classroom observations and peer coaching that aligns with the Charlotte Danielson Observation Framework.

Further training is needed for staff on this initiative.

*Testing includes NWEA MAP testing for students grades 9-12 (2x's a year) and 3x's a year for the elementary and middle school students. STAR Reader Assessment is used by the elementary and the middle school. AIMSweb for both Math and Reading is being utilized K-12. MCA testing is conducted throughout the district as required by the state.

* ?What I Need? (WIN) time has been implemented district-wide to allow students to get a double dose of academics in their identified area of need.

*.2 FTE Parent Involvement Coordinator was hired for 8 hours a week and a parent group was established to coordinate parent activities. This group meets on a monthly basis.

*Student incentives were provided for increased attendance and student achievement.

*Additional 15 minutes of instructional time daily was added to the schedule.

*.3 FTE Credit Recovery teacher was provided at the high school.

*The SAM position has now been increased to a full time position at the high school and the .5 FTE OTASO position is now reassigned to be the .5 FTE Grants and Testing Coordinator.

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 dropout 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 and the high school two times a year.

*Reading First Training for teachers in Gr. K-4 on best practices in teaching reading was 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 have continued to use the techniques learned in this training. *All new licensed staff and paraprofessional staff are in-serviced on reading strategies.

*Reading Recovery is a program focused on reading instruction for at risk first graders. The district continued to support this program during the 2011-2012 school year, providing programming to students from three full time teachers.

*Early Intervention Reading was implemented in 2007-2008 for students in first and second grade. These intervention reading groups continued in the 2011-2012 school year and will be ongoing.

*Leveled Literacy Instruction is used for selected students in grades 1-4.

*Curiosity Corner offers preschool programming to 3 & 4 yr olds four days/week

*Kindergarten Round Up is provided with Leech Lake Head Start bringing the upcoming kindergarten students over to tour the elementary in order to help prepare for a smooth transition between programs. Parents are invited to visit and are provided with a mini in-service on Kdg programming.

*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. The Fourth Grade Teachers met with the Middle School teachers to review DATA for the incoming 5th graders.

*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.

*Special education teachers hold transition meetings with parents and the next year's case manager for the students transferring to the next building; elementary to middle school and middle school to high school.

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

*Education City and Study Island are used at the K-4 level and available at home.

*CLBES has four Minnesota Reading Corps tutors; two who work with preschoolers and two who work in Grades K - 3 helping children learn how to read. There is also a MRC Professional in the preschool program assisting children in their learning how to read.

*An RSVP couple volunteers once/week assisting teachers with struggling readers.

*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. This was expanded to include Math during SY 11-12.

*Elementary staff participated in Professional Learning Community (PLC) teams during the 2010-2011 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.

*Reading data is collected @ CLBES through: Reading Checklists (letter name, fluency, letter sound fluency, phoneme segmentation, nonsense words) in K-Gr. 1; in the fall, winter and spring, Oral Reading Fluency Assessments, Maze Comprehension, NWEA Reading Assessment, STAR Reading Assessment; and administer of the MCAs to Grade 3 & 4 in the spring.

*When a CLBES student scores in the strategic or intensive area of AIMSweb or other diagnostic assessments, the area of deficit is analyzed and correlated to the intervention selected.

*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.

*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 dropout 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 School wide Project at the elementary and middle school provides students with paraprofessional support. This project provides teachers and paras support as well as professional development.

*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 3-8.

*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 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 Technology Integrationist who provides Technology and SMART Board training to staff and facilitates the integration of technology into the classroom. This training was scheduled once a week at both the elementary and high school building.
- *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. This program was expanded during the 2010-2011 school year with two additional tutors and a coordinator for the program. This continued into the 2011-12 school year.
- *District Data Retreats are scheduled periodically throughout the year to help the district make data driven decisions.

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 past two school years this program has been utilized throughout the elementary and the middle school on a weekly basis to create a safer, more respectful learning environment.
- *Peaceful Playground grant provided funds for character education through structured play and painting of the Dream Catcher Park.
- *Youth Frontiers is contracted to 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 liaison 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.
- *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 opportunities for guest speakers, elder visits, recognition of achievements, and programs.
- *District contracts with a canine service for up to 30 random school visits in an effort to keep a drug free school.

Family Involvement:

- *Parent/Summer Newsletters 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 with a current 2011-12 Parent Involvement Plan effective on July 1, 2011.
- *District wide "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 for the third year with full school attendance.

Process to develop the Mission and Belief statements:

No data.

Mission:

No data.

Has your Mission Statement changed?

Rationale for changing the Mission Statement:

No data.

Belief Statements:

No data.

Process to develop the goal statements:

No data.

Goal statements:

No data.

**Complete End of Year
General District Information
School Year 11-12**

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

Leadership Team Selection Process:

Leadership Team Membership:

<u>Last</u>	<u>First</u>	<u>Position</u>	<u>Length</u>	<u>Responsibility</u>
-------------	--------------	-----------------	---------------	-----------------------

**Complete End of Year
General District Information
School Year 11-12**

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

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

No data.

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

No data.

**Complete End of Year
Current Action Plan
School Year 11-12**

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

**Complete End of Year
Current Action Plan
School Year 11-12**

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

Current Action Plans

Goal Statement:

No Data.

Desired Outcome:

No Data.

Strategies:

No Data.

Collected Data:

No Data.

Progress and Results Analysis:

No Data.

Goal Met? (met, not met, continue)

No Data.

Explanation if goal not met:

No Data.

**Complete End of Year
Future Action Plan
School Year 11-12**

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:

No Data.

Desired Outcome:

No Data.

Strategies:

No Data.

Collected Data:

No Data.

Need Assistance:

No Data.

**Complete End of Year
Post Secondary Follow-up Survey
School Year 11-12**

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

-Nothing to report