

CASCADE SCHOOL DISTRICT 3 & B

Meeting of the Board of Trustees



APPENDICES

April 20, 2021 Regular Board Meeting

APPENDIX A

Staff Reports

Section I – My Voice Surveys

Section II – School Report Card

Section III – Strategic Plan

Section IV – Trust Survey

SECTION I



Parent Voice Survey Report

Cascade Public Schools

Survey date range: 03/04/2021 to 03/18/2021

Report Generated: March 30, 2021

The Role of Aspirations in Today's Schools

Today's students want to be successful, whether their goal is to learn algebra or a trade, get good grades, or go to college. Too often, however, students can't reach their future goals and dreams because their schools' conditions are not supportive. The key to understanding whether supportive conditions exist is to ask the students themselves, which is the purpose of the *Student Voice Survey*. A corresponding parent survey was also developed, as parents' perceptions can contribute significantly to the overall understanding of school culture. The results of your school's *Parent Survey* are provided in this report.

The *8 Conditions that Make a Difference*[®] in promoting student aspirations have been identified and defined by Dr. Russell J. Quaglia, an internationally known leader in the study of student aspirations. The 8 Conditions are: *Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action*. The 8 Conditions make a difference because they help schools put into practice the three Guiding Principles that facilitate Aspirations work: *Self-Worth, Engagement, and Purpose*.

Developing Students' Self-Worth:

Belonging, Heroes, and Sense of Accomplishment

Self-Worth begins when students experience a sense of Belonging: They feel like they are part of the school community while being recognized and appreciated for their uniqueness. Students also experience *Self-Worth* when someone in their lives believes in them. They need Heroes, people they can look up to, respect, and learn from. To develop *Self-Worth*, students also need a Sense of Accomplishment. They must be recognized as much for their effort, perseverance, and citizenship as they are for high grades and good test scores. As students build *Self-Worth*, they are more likely to persevere through difficult tasks and be inspired to take the steps needed to reach their goals.

Fostering Students' Engagement in Learning:

Fun & Excitement, Curiosity & Creativity, and Spirit of Adventure

Engagement means that students experience Fun & Excitement in their learning. They become so involved that they almost lose track of time. At the end of the lesson, they wonder, "Where did that time go?" Actively engaged students are not afraid to ask "Why?" or "Why not?" about the world around them. Curiosity & Creativity are alive in the way they learn, fostering inquisitiveness and a desire to satisfy their minds with new discoveries. Engaged students also have a Spirit of Adventure. They are not afraid to try new things or to take on healthy challenges, regardless of whether they might succeed or fail. With *Engagement*, learning becomes important in and of itself.

Encouraging a Sense of Purpose:

Leadership & Responsibility and Confidence to Take Action

Schools must challenge students to think about their *Purpose* -- *who* they want to become as well as *what* they want to be. To reach this goal, students need to explore what it means to have, and create, a successful and rewarding life. *Purpose* is about being responsible, accountable, and confident. To develop *Purpose*, students need the opportunity to assume Leadership & Responsibility in their lives. They must learn to make decisions and understand the consequences of their choices. When students have *Purpose*, they have the Confidence to Take Action toward a meaningful, productive, and rewarding future. They believe in themselves and are motivated to reach their dreams.

All members of the school community can foster the 8 Conditions, making a positive difference in the lives of today's students by supporting the goals those students set and strive to reach.

The *Parent Voice Survey*

The *Parent Voice Survey* assesses parents' perceptions of their child and his or her experience in the school environment by asking questions based on each of the 8 Conditions. By asking parents how they perceive the culture of their child's school, *Parent Voice* provides educators with a powerful tool for understanding both what motivates and inspires students to achieve and how well parents believe their school is meeting those objectives.

Measuring Parents' Perceptions of Your School

This report provides information that can help guide your school system in its ongoing efforts to elevate student aspirations, improve student achievement, and promote the highest teaching and learning standards. The data gathered from the *Parent Voice Survey* is meant to help your school explore the 8 Conditions as they relate to your school's unique mission. Areas of strength and areas of concern can be identified from the data, but must be interpreted within the school culture and weighted in importance by teachers, administrators, parents, and students. In conjunction with other information about your school, community, and students, *School Voice* is a powerful tool for initiating innovative, meaningful school change.

For more information, please visit surveys.quagliainstitute.org

How to Use This Report

The *Parent Voice* Report gives educators a unique chance to look at their school, student aspirations, and the 8 Conditions *through the eyes of parents*. The purpose of this report is to provide a context for exploring how parents view the teaching and learning in their child's school and how those views align with the school's mission and vision. By exploring and discussing these results, schools will gain valuable insights into the relationship between parent perceptions of student aspirations and school culture. Those insights can lead to promising action plans aimed at fostering teaching and learning environments in which all students are inspired, and able, to reach their goals.

Below are some suggestions for understanding and using the data in your report.

Demographics

- First, gain an overall picture of your school's parents by looking closely at the Demographics. Refresh your understanding of who the parents at your school are.

The 8 Conditions

- Continue by studying the data reported for the 8 Conditions. The report is organized around each of the 8 Conditions so that every Condition can be explored individually.
- Look for connections among the results that warrant deeper discussion. For example, did a high percentage of parents say that their child is encouraged to practice good citizenship at school, while a low percentage agreed that teachers recognize their child when he/she is kind and helpful? How might these two findings be related?
- Note areas of strength and celebrate!
- Note areas of concern and take steps to understand and make improvements.

Parents

- Some of the questions have to do with parents' own experience of *their* schooling. We have learned that parents' attitudes toward their experience of school can shape their current outlook on the school in which their child is enrolled, as well as influence their child's perceptions of school.

Keep in Mind

- Working with the results is a process, not an event.
- Critical analysis is much more time-consuming than taking the survey itself.
- Comparisons within your own school (e.g., among student, parent, and teacher reports) are often instructive.
- Ongoing conversations among colleagues, parents, *and students* provide the best way to gain a deeper understanding of the data.
- Perceptions of the same data may differ. This is not only common, but also a healthy starting point for dialogue and growth.
- The purpose of this entire effort is to improve the teaching and learning environment in your school.

The survey has several internal consistency checks to ensure data are accurate and valid. As a result, respondents who flat-lined responses (e.g., answered "Strongly agree" to all survey statements), along with those who answered fewer than one-quarter of the survey statements, are not included in the reporting function.

Demographics

The demographic data are presented both as counts and as percentages.¹

Total number of respondents: 81

| Gender | | |
|--------|-------|---------|
| Gender | Count | Percent |
| Male | 20 | 24.7% |
| Female | 60 | 74.1% |
| Other | 1 | 1.2% |

| Child is in Grade ² | | |
|--------------------------------|-------|---------|
| Grade | Count | Percent |
| K | 9 | 11.2% |
| 1st | 8 | 10.0% |
| 2nd | 11 | 13.8% |
| 3rd | 4 | 5.0% |
| 4th | 10 | 12.5% |
| 5th | 5 | 6.2% |
| 6th | 7 | 8.8% |
| 7th | 14 | 17.5% |
| 8th | 14 | 17.5% |
| 9th | 8 | 10.0% |
| 10th | 9 | 11.2% |
| 11th | 14 | 17.5% |
| 12th | 12 | 15.0% |

| Age | | |
|----------|-------|---------|
| Age | Count | Percent |
| Under 30 | 4 | 4.9% |
| 31-40 | 25 | 30.9% |
| 41-50 | 38 | 46.9% |
| 51-60 | 13 | 16.0% |
| Over 60 | 1 | 1.2% |

| Years Living in School District | | |
|---------------------------------|-------|---------|
| Years | Count | Percent |
| 1 | 12 | 14.8% |
| 2 | 6 | 7.4% |
| 3-5 | 10 | 12.3% |
| 6-10 | 15 | 18.5% |
| 10+ | 38 | 46.9% |

| Racial Heritage ² | | |
|----------------------------------|-------|---------|
| Racial Heritage | Count | Percent |
| White | 78 | 97.5% |
| Black or African American | 1 | 1.2% |
| Hispanic, Latino | 1 | 1.2% |
| Asian | 1 | 1.2% |
| Native Hawaiian | 0 | 0.0% |
| American Indian or Alaska Native | 2 | 2.5% |
| Other Pacific Islander | 0 | 0.0% |
| Other | 1 | 1.2% |

| Language Selected by Respondent for Survey | | |
|--|-------|---------|
| Language | Count | Percent |
| English | 81 | 100.0% |
| Spanish | 0 | 0.0% |

¹Count totals for specific demographics may not equal the total survey count, as not all respondents report demographic information. Total percentages may not equal one hundred due to rounding.

²In this table, the percentages may total more than 100% since respondents were instructed to select all that apply.

The 8 Conditions that Make a Difference

Belonging

Heroes

Sense of Accomplishment

Fun & Excitement

Curiosity & Creativity

Spirit of Adventure

Leadership & Responsibility

Confidence to Take Action

The 8 Conditions have positive effects on the development of student aspirations in schools. The descriptions of these Conditions outline an approach that frames how schools can recognize and nurture the development of student aspirations. The 8 Conditions represent a return to the common belief that every educator holds: There is nothing more important than motivating students to learn. The identified 8 Conditions do not represent an exhaustive list, but each is important if we are to have self-assured, inspired, and goal-directed students. All schools can benefit by creating and cultivating these Conditions in the lives of their students.

***"Aspirations is the ability to dream and set goals for the future
while being inspired in the present to reach those dreams."***

-Dr. Russell J. Quaglia

Belonging

The Condition of Belonging means that a child feels he or she is a valued member of the family and school community while still maintaining his or her uniqueness. Additionally, Belonging relates to a parent feeling welcomed by, comfortable in, and of value to his or her child's school. Belonging is a relationship between two or more persons characterized by a sense of connection and support. A sense of Belonging is important to feelings of well-being, social engagement, and competence. Belonging creates an atmosphere that welcomes and connects family and the school community. The Condition of Belonging increases a person's confidence in their abilities and their strengths, since Belonging encompasses acceptance and support. Parents have the opportunity to foster a sense of Belonging, promoting their children's sense of well-being, connection, and self-belief.

| Question | Total in Agreement |
|--|--------------------|
| 1. I feel welcome in my child's school. | 72.8% |
| 2. My child has difficulty fitting in at school. | 19.8% |
| 3. Teachers care about my child's problems and feelings. | 63.0% |
| 4. I am proud of my child's school. | 48.1% |
| 5. I feel comfortable going to parent-teacher conferences. | 86.8% |
| 6. I care about my child's education. | 98.7% |
| 7. My input and opinions are valued at my child's school. | 43.8% |
| 8. My child is a valued member of the school community. | 62.7% |

Heroes

Heroes are everyday people -- friends, family, coaches, teachers, and parents -- in a child's life who inspire him or her to excel and to make positive changes in attitude and lifestyle. Heroes are individuals children can connect with regularly, who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself. Parents can be Heroes to their children. Children can look up to parents as trusted adults to learn from and communicate with about many things. Building strong relationships with children through support, guidance, encouragement, and love can enable them to become more confident in school and life. Additionally, parents should be able to identify people at school whom they can approach with questions or concerns.

| Question | Total in Agreement |
|--|--------------------|
| 9. My child has a teacher who is a positive role model. | 74.1% |
| 10. My child has friends at school. | 84.0% |
| 11. Teachers care if my child is absent from school. | 63.0% |
| 12. There is a teacher my child can talk to if they have a problem. | 71.4% |
| 13. If I have a problem with my child's school, someone at school is available to help me. | 60.5% |
| 14. Teachers let me know what my child does well in school. | 52.6% |

Sense of Accomplishment

Sense of Accomplishment recognizes effort, perseverance, and citizenship as signs of a child's success. An overly narrow view of accomplishment that refers only to academic achievement or innate ability can actually get in the way of student success in school. Sense of Accomplishment, however, is viewed in terms of personal growth and effort, not just measurable outcomes and countable successes. Parents have the opportunity to celebrate all of the accomplishments of their children. Taking time to recognize and support children's efforts can help motivate them to persevere through difficult tasks, creating an appreciation for hard work and dedication.

| Question | Total in Agreement |
|--|--------------------|
| 15. My child is encouraged to practice good citizenship at school. | 77.8% |
| 16. Teachers recognize my child when they are kind and helpful. | 66.2% |
| 17. My child shares with me what they are learning in school. | 78.8% |
| 18. My child gives up when schoolwork is difficult. | 22.1% |
| 19. I recognize my child when they do their best in school. | 97.4% |
| 20. My child puts forth their best effort at school. | 76.3% |
| 21. I believe effort is just as important as getting good grades. | 77.3% |
| 22. It is important to me that my child earns good grades. | 89.3% |

Fun & Excitement

The condition of Fun & Excitement is characterized by children being inspired. They are actively engaged and emotionally involved in their activities, school, and play. Children who exhibit Fun & Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day. Parents who foster Fun & Excitement provide new opportunities, initiate challenges, and respect individual interests. Children can be motivated to succeed when parents provide an environment where Fun & Excitement is the norm, not the exception.

| Question | Total in Agreement |
|--|--------------------|
| 23. My child enjoys being at school. | 55.6% |
| 24. Teachers enjoy working with my child. | 70.0% |
| 25. Teachers at my child's school make learning exciting. | 47.5% |
| 26. My child is bored in school. | 40.8% |
| 27. My child enjoys learning new things. | 92.1% |
| 28. Teachers know what my child likes to do outside of school. | 43.4% |
| 29. Learning can be fun. | 97.4% |
| 30. Parent evenings/meetings are worth attending. | 75.7% |

Curiosity & Creativity

The Condition of Curiosity & Creativity is characterized by inquisitiveness, a strong desire to learn new or interesting things, and an eagerness to satisfy the mind with new discoveries. Curiosity triggers children to ask "Why?" while creativity gives them the initiative to ask "Why not?" Both curiosity and creativity are products of the imagination. Experiencing Curiosity & Creativity in the home helps children to become active learners who yearn to explore unknown areas. To support the Condition of Curiosity & Creativity, children need to be challenged to look beyond the status quo to what lies ahead. The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. Parents can devote extra attention to creating a home environment that promotes questioning and creative exploration of ideas.

| Question | Total in Agreement |
|---|--------------------|
| 31. My child feels comfortable asking questions in class. | 49.4% |
| 32. My child's classes help them understand what is happening in everyday life. | 32.5% |
| 33. I encourage my child to ask questions when they are curious. | 96.2% |
| 34. My child is encouraged to think independently at school. | 52.6% |
| 35. My child is interested in what is taught at school. | 56.0% |
| 36. School inspires my child to learn. | 48.0% |
| 37. My child learns about current events at school. | 33.3% |
| 38. My child has opportunities to be creative at school. | 63.5% |

Spirit of Adventure

Spirit of Adventure is characterized by a child's ability to take on positive, healthy challenges at home and school, with friends, family, adults, and peers. Children experience Spirit of Adventure when they tackle something new without the fear of failure or success. This Condition is important to building children's self-confidence and enables them to face the challenges they encounter every day. Parents can encourage and support their children's Spirit of Adventure by urging them to explore new things. When parents create an atmosphere for healthy decision making and risk taking, children can become more confident and resilient. They may be less concerned with whether they succeed or fail, and more interested in the discovery that is part of learning from our successes and failures. Children with a Spirit of Adventure see life as full of opportunities worth exploring for their own sake.

| Question | Total in Agreement |
|--|--------------------|
| 39. I want my child to do better academically. | 91.1% |
| 40. My child is afraid to try something if it might result in failure. | 33.3% |
| 41. I support my child when they are trying new things. | 98.8% |
| 42. Teachers help my child learn from mistakes. | 53.9% |
| 43. My child wants to do their best at school. | 86.8% |
| 44. My child likes challenging assignments. | 53.9% |
| 45. My child is excited to tell me when they are successful in school. | 84.0% |
| 46. I encourage my child to participate in extracurricular activities. | 91.9% |

Leadership & Responsibility

The Condition of Leadership & Responsibility means children are able to express their ideas and are willing to accept the consequences for their actions. It cultivates accountability at home and school. Fostering leadership allows children to make just and appropriate decisions and to take pride in their actions. Parents who promote this Condition teach good decision making skills and expect their children to be good decision makers. They provide real and age-appropriate decision making opportunities, seek their children's input, and expect their children to be responsible for their actions and words. Children are trusted to make the right choices and are recognized for doing so. This Condition is about learning to lead others, and learning to lead one's own life, responsibly.

| Question | Total in Agreement |
|---|--------------------|
| 47. My child has opportunities to be a leader at school. | 46.9% |
| 48. Teachers encourage my child to make decisions. | 56.8% |
| 49. I encourage my child to make decisions. | 98.8% |
| 50. My child makes good decisions. | 81.6% |
| 51. My child takes responsibility for completing homework. | 80.3% |
| 52. I know the goals my child's school is working on this year. | 40.0% |

Confidence to Take Action

Confidence to Take Action is the extent to which children believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This Condition is at the heart of what parents and educators ultimately strive for: instilling in children a confidence in and expectation of success. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval. Parents have the ability and potential to help build their children's Confidence to Take Action by providing support, celebrating diversity, and encouraging independent thinking. By enhancing the quality of academic and personal growth, parents encourage their children to be active, involved, and contributing members of their families and communities.

| Question | Total in Agreement |
|---|--------------------|
| 53. My child sets high goals. | 76.2% |
| 54. I believe my child can be successful. | 93.8% |
| 55. School is preparing my child well for the future. | 51.2% |
| 56. My child knows the kind of person they want to become. | 69.1% |
| 57. I believe my child can make a difference in this world. | 97.4% |
| 58. I think it is important for my child to continue education after high school. | 89.6% |
| 59. My child plans for the future. | 69.7% |
| 60. Teachers believe in and expect my child to be successful. | 65.8% |
| 61. My child understands how school will benefit their future. | 90.8% |
| 62. My child works hard to reach their goals. | 81.3% |
| 63. My child thinks about others when making decisions. | 80.0% |
| 64. My child is excited about their future. | 82.4% |

All Results

| Category | Question | Total in Agreement | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Did Not Answer |
|-------------------------|--|--------------------|----------------|-------|-----------|----------|-------------------|----------------|
| Belonging | 1. I feel welcome in my child's school. | 72.8% | 27.2% | 45.7% | 14.8% | 8.6% | 3.7% | 0.0% |
| Belonging | 2. My child has difficulty fitting in at school. | 19.8% | 1.2% | 18.5% | 11.1% | 49.4% | 19.8% | 0.0% |
| Belonging | 3. Teachers care about my child's problems and feelings. | 63.0% | 19.8% | 43.2% | 24.7% | 9.9% | 2.5% | 0.0% |
| Belonging | 4. I am proud of my child's school. | 48.1% | 15.6% | 32.5% | 27.3% | 20.8% | 3.9% | 4.9% |
| Belonging | 5. I feel comfortable going to parent-teacher conferences. | 86.8% | 32.9% | 53.9% | 9.2% | 2.6% | 1.3% | 6.2% |
| Belonging | 6. I care about my child's education. | 98.7% | 86.8% | 11.8% | 1.3% | 0.0% | 0.0% | 6.2% |
| Belonging | 7. My input and opinions are valued at my child's school. | 43.8% | 8.2% | 35.6% | 30.1% | 16.4% | 9.6% | 9.9% |
| Belonging | 8. My child is a valued member of the school community. | 62.7% | 16.0% | 46.7% | 24.0% | 8.0% | 5.3% | 7.4% |
| Heroes | 9. My child has a teacher who is a positive role model. | 74.1% | 38.3% | 35.8% | 21.0% | 4.9% | 0.0% | 0.0% |
| Heroes | 10. My child has friends at school. | 84.0% | 33.3% | 50.6% | 8.6% | 7.4% | 0.0% | 0.0% |
| Heroes | 11. Teachers care if my child is absent from school. | 63.0% | 18.5% | 44.4% | 30.9% | 4.9% | 1.2% | 0.0% |
| Heroes | 12. There is a teacher my child can talk to if they have a problem. | 71.4% | 31.2% | 40.3% | 19.5% | 6.5% | 2.6% | 4.9% |
| Heroes | 13. If I have a problem with my child's school, someone at school is available to help me. | 60.5% | 21.1% | 39.5% | 21.1% | 14.5% | 3.9% | 6.2% |
| Heroes | 14. Teachers let me know what my child does well in school. | 52.6% | 11.8% | 40.8% | 15.8% | 25.0% | 6.6% | 6.2% |
| Sense of Accomplishment | 15. My child is encouraged to practice good citizenship at school. | 77.8% | 18.5% | 59.3% | 18.5% | 2.5% | 1.2% | 0.0% |
| Sense of Accomplishment | 16. Teachers recognize my child when they are kind and helpful. | 66.2% | 22.5% | 43.8% | 22.5% | 10.0% | 1.2% | 1.2% |
| Sense of Accomplishment | 17. My child shares with me what they are learning in school. | 78.8% | 25.0% | 53.8% | 5.0% | 16.2% | 0.0% | 1.2% |
| Sense of Accomplishment | 18. My child gives up when schoolwork is difficult. | 22.1% | 2.6% | 19.5% | 14.3% | 50.6% | 13.0% | 4.9% |
| Sense of Accomplishment | 19. I recognize my child when they do their best in school. | 97.4% | 56.6% | 40.8% | 1.3% | 1.3% | 0.0% | 6.2% |
| Sense of Accomplishment | 20. My child puts forth their best effort at school. | 76.3% | 17.1% | 59.2% | 19.7% | 3.9% | 0.0% | 6.2% |
| Sense of Accomplishment | 21. I believe effort is just as important as getting good grades. | 77.3% | 30.7% | 46.7% | 8.0% | 12.0% | 2.7% | 7.4% |
| Sense of Accomplishment | 22. It is important to me that my child earns good grades. | 89.3% | 38.7% | 50.7% | 9.3% | 1.3% | 0.0% | 7.4% |

**Percentages for Strongly Agree through Strongly Disagree are calculated based on the number of parents who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of parents who took the survey.*

All Results (cont.)

| Category | Question | Total in Agreement | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Did Not Answer |
|------------------------|---|--------------------|----------------|-------|-----------|----------|-------------------|----------------|
| Fun & Excitement | 23. My child enjoys being at school. | 55.6% | 17.3% | 38.3% | 19.8% | 23.5% | 1.2% | 0.0% |
| Fun & Excitement | 24. Teachers enjoy working with my child. | 70.0% | 21.2% | 48.8% | 23.8% | 5.0% | 1.2% | 1.2% |
| Fun & Excitement | 25. Teachers at my child's school make learning exciting. | 47.5% | 15.0% | 32.5% | 35.0% | 15.0% | 2.5% | 1.2% |
| Fun & Excitement | 26. My child is bored in school. | 40.8% | 11.8% | 28.9% | 26.3% | 27.6% | 5.3% | 6.2% |
| Fun & Excitement | 27. My child enjoys learning new things. | 92.1% | 44.7% | 47.4% | 6.6% | 1.3% | 0.0% | 6.2% |
| Fun & Excitement | 28. Teachers know what my child likes to do outside of school. | 43.4% | 9.2% | 34.2% | 40.8% | 11.8% | 3.9% | 6.2% |
| Fun & Excitement | 29. Learning can be fun. | 97.4% | 63.2% | 34.2% | 1.3% | 0.0% | 1.3% | 6.2% |
| Fun & Excitement | 30. Parent evenings/meetings are worth attending. | 75.7% | 35.1% | 40.5% | 16.2% | 5.4% | 2.7% | 8.6% |
| Curiosity & Creativity | 31. My child feels comfortable asking questions in class. | 49.4% | 18.5% | 30.9% | 27.2% | 19.8% | 3.7% | 0.0% |
| Curiosity & Creativity | 32. My child's classes help them understand what is happening in everyday life. | 32.5% | 7.5% | 25.0% | 46.2% | 15.0% | 6.2% | 1.2% |
| Curiosity & Creativity | 33. I encourage my child to ask questions when they are curious. | 96.2% | 53.8% | 42.5% | 3.8% | 0.0% | 0.0% | 1.2% |
| Curiosity & Creativity | 34. My child is encouraged to think independently at school. | 52.6% | 15.8% | 36.8% | 38.2% | 7.9% | 1.3% | 6.2% |
| Curiosity & Creativity | 35. My child is interested in what is taught at school. | 56.0% | 13.3% | 42.7% | 24.0% | 18.7% | 1.3% | 7.4% |
| Curiosity & Creativity | 36. School inspires my child to learn. | 48.0% | 9.3% | 38.7% | 29.3% | 16.0% | 6.7% | 7.4% |
| Curiosity & Creativity | 37. My child learns about current events at school. | 33.3% | 8.0% | 25.3% | 53.3% | 8.0% | 5.3% | 7.4% |
| Curiosity & Creativity | 38. My child has opportunities to be creative at school. | 63.5% | 21.6% | 41.9% | 29.7% | 5.4% | 1.4% | 8.6% |
| Spirit of Adventure | 39. I want my child to do better academically. | 91.1% | 48.1% | 43.0% | 5.1% | 3.8% | 0.0% | 2.5% |
| Spirit of Adventure | 40. My child is afraid to try something if it might result in failure. | 33.3% | 2.5% | 30.9% | 13.6% | 46.9% | 6.2% | 0.0% |
| Spirit of Adventure | 41. I support my child when they are trying new things. | 98.8% | 63.7% | 35.0% | 1.2% | 0.0% | 0.0% | 1.2% |
| Spirit of Adventure | 42. Teachers help my child learn from mistakes. | 53.9% | 15.8% | 38.2% | 36.8% | 9.2% | 0.0% | 6.2% |
| Spirit of Adventure | 43. My child wants to do their best at school. | 86.8% | 34.2% | 52.6% | 10.5% | 2.6% | 0.0% | 6.2% |
| Spirit of Adventure | 44. My child likes challenging assignments. | 53.9% | 9.2% | 44.7% | 36.8% | 9.2% | 0.0% | 6.2% |

**Percentages for Strongly Agree through Strongly Disagree are calculated based on the number of parents who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of parents who took the survey.*

All Results (cont.)

| Category | Question | Total in Agreement | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Did Not Answer |
|-----------------------------|---|--------------------|----------------|-------|-----------|----------|-------------------|----------------|
| Spirit of Adventure | 45. My child is excited to tell me when they are successful in school. | 84.0% | 38.7% | 45.3% | 6.7% | 9.3% | 0.0% | 7.4% |
| Spirit of Adventure | 46. I encourage my child to participate in extracurricular activities. | 91.9% | 47.3% | 44.6% | 6.8% | 1.4% | 0.0% | 8.6% |
| Leadership & Responsibility | 47. My child has opportunities to be a leader at school. | 46.9% | 12.3% | 34.6% | 33.3% | 17.3% | 2.5% | 0.0% |
| Leadership & Responsibility | 48. Teachers encourage my child to make decisions. | 56.8% | 7.4% | 49.4% | 35.8% | 6.2% | 1.2% | 0.0% |
| Leadership & Responsibility | 49. I encourage my child to make decisions. | 98.8% | 58.8% | 40.0% | 1.2% | 0.0% | 0.0% | 1.2% |
| Leadership & Responsibility | 50. My child makes good decisions. | 81.6% | 15.8% | 65.8% | 18.4% | 0.0% | 0.0% | 6.2% |
| Leadership & Responsibility | 51. My child takes responsibility for completing homework. | 80.3% | 28.9% | 51.3% | 14.5% | 5.3% | 0.0% | 6.2% |
| Leadership & Responsibility | 52. I know the goals my child's school is working on this year. | 40.0% | 13.3% | 26.7% | 20.0% | 28.0% | 12.0% | 7.4% |
| Confidence to Take Action | 53. My child sets high goals. | 76.2% | 30.0% | 46.2% | 15.0% | 8.8% | 0.0% | 1.2% |
| Confidence to Take Action | 54. I believe my child can be successful. | 93.8% | 63.7% | 30.0% | 6.2% | 0.0% | 0.0% | 1.2% |
| Confidence to Take Action | 55. School is preparing my child well for the future. | 51.2% | 11.2% | 40.0% | 20.0% | 15.0% | 13.8% | 1.2% |
| Confidence to Take Action | 56. My child knows the kind of person they want to become. | 69.1% | 18.5% | 50.6% | 27.2% | 3.7% | 0.0% | 0.0% |
| Confidence to Take Action | 57. I believe my child can make a difference in this world. | 97.4% | 61.0% | 36.4% | 2.6% | 0.0% | 0.0% | 4.9% |
| Confidence to Take Action | 58. I think it is important for my child to continue education after high school. | 89.6% | 53.2% | 36.4% | 7.8% | 2.6% | 0.0% | 4.9% |
| Confidence to Take Action | 59. My child plans for the future. | 69.7% | 25.0% | 44.7% | 26.3% | 3.9% | 0.0% | 6.2% |
| Confidence to Take Action | 60. Teachers believe in and expect my child to be successful. | 65.8% | 18.4% | 47.4% | 26.3% | 6.6% | 1.3% | 6.2% |
| Confidence to Take Action | 61. My child understands how school will benefit their future. | 90.8% | 36.8% | 53.9% | 6.6% | 2.6% | 0.0% | 6.2% |
| Confidence to Take Action | 62. My child works hard to reach their goals. | 81.3% | 21.3% | 60.0% | 16.0% | 2.7% | 0.0% | 7.4% |
| Confidence to Take Action | 63. My child thinks about others when making decisions. | 80.0% | 22.7% | 57.3% | 17.3% | 2.7% | 0.0% | 7.4% |
| Confidence to Take Action | 64. My child is excited about their future. | 82.4% | 32.4% | 50.0% | 16.2% | 1.4% | 0.0% | 8.6% |

**Percentages for Strongly Agree through Strongly Disagree are calculated based on the number of parents who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of parents who took the survey.*



Student Voice Grades 6-12 Survey Report

Cascade Public Schools

Survey date range: 03/08/2021 to 03/22/2021

Report Generated: March 30, 2021

The Role of Student Aspirations in Today's Schools

Today's students want to be successful, whether their goal is to learn algebra or a trade, get good grades or go to college. Too often, however, students can't reach their future goals and dreams because their schools' conditions are not supportive. The key to understanding whether supportive conditions exist is to ask the students themselves.

The *8 Conditions that Make a Difference*[®] in promoting student aspirations have been identified and defined by Dr. Russell J. Quaglia, an internationally known leader in the study of student aspirations. The 8 Conditions are: *Belonging*, *Heroes*, *Sense of Accomplishment*, *Fun & Excitement*, *Curiosity & Creativity*, *Spirit of Adventure*, *Leadership & Responsibility*, and *Confidence to Take Action*. The 8 Conditions make a difference because they help schools put into practice the three Guiding Principles that facilitate Aspirations work: *Self-Worth*, *Engagement*, and *Purpose*.

Developing Students' Self-Worth:

Belonging, Heroes, and Sense of Accomplishment

Self-Worth begins when students experience a sense of Belonging: They feel like they are part of the school community while being recognized and appreciated for their uniqueness. Students also experience *Self-Worth* when someone in their lives believes in them. They need Heroes, people they can look up to, respect, and learn from. To develop *Self-Worth*, students also need a Sense of Accomplishment. They must be recognized as much for their effort, perseverance, and citizenship as they are for high grades and good test scores. As students build *Self-Worth*, they are more likely to persevere through difficult tasks and be inspired to take the steps needed to reach their goals.

Fostering Students' Engagement in Learning:

Fun & Excitement, Curiosity & Creativity, and Spirit of Adventure

Engagement means that students experience Fun & Excitement in their learning. They become so involved that they almost lose track of time. At the end of the lesson, they wonder, "Where did that time go?" Actively engaged students are not afraid to ask "Why?" or "Why not?" about the world around them. Curiosity & Creativity are alive in the way they learn, fostering inquisitiveness and a desire to satisfy their minds with new discoveries. Engaged students also have a Spirit of Adventure. They are not afraid to try new things or to take on healthy challenges, regardless of whether they might succeed or fail. With *Engagement*, learning becomes important in and of itself.

Encouraging a Sense of Purpose:

Leadership & Responsibility and Confidence to Take Action

Schools must challenge students to think about their *Purpose* -- *who* they want to become as well as *what* they want to be. To reach this goal, students need to explore what it means to have, and create, a successful and rewarding life. *Purpose* is about being responsible, accountable, and confident. To develop *Purpose*, students need the opportunity to assume Leadership & Responsibility in their lives. They must learn to make decisions and understand the consequences of their choices. When students have *Purpose*, they have the Confidence to Take Action toward a meaningful, productive, and rewarding future. They believe in themselves and are motivated to reach their dreams.

All members of the school community can foster the 8 Conditions, making a positive difference in the lives of today's students by supporting the goals those students set and strive to reach.

The *Student Voice Survey*

The *Student Voice Survey* assesses student aspirations by asking students questions based on each of the 8 Conditions. By asking students how they perceive their school environment, *Student Voice* provides educators with a powerful tool for understanding both what motivates and inspires students to achieve and how well students believe their school is meeting those objectives.

Measuring Aspirations in Your School

This report provides information that can help guide your school system in its ongoing efforts to elevate student aspirations, improve student achievement, and promote the highest teaching and learning standards. The data gathered from the *Student Voice Survey* is meant to help your school explore the 8 Conditions as they relate to your school's unique mission. Areas of strength and areas of concern can be identified from the data, but must be interpreted within the school culture and weighted in importance by teachers, administrators, staff, and students. In conjunction with other information about your school, community, and students, *School Voice* is a powerful tool for initiating innovative, meaningful school change.

For more information, please visit surveys.quagliainstitute.org

How to Use This Report

The *Student Voice Grades 6-12 Survey* gives educators a unique chance to look at their school, student aspirations, and the 8 Conditions *through the eyes of students*. The purpose of this report is to provide a context for exploring how students view the teaching and learning they experience in their school and how those views align with the school's mission and vision. By exploring and discussing these results, schools will gain valuable insights into the relationship between student aspirations and school culture. Those insights can lead to promising action plans aimed at fostering teaching and learning environments in which all students are inspired, and able, to reach their goals.

Below are some suggestions for understanding and using the data in your report.

Demographics

- First, gain an overall picture of your students by looking closely at the Demographics. Refresh your understanding of who your students are, their backgrounds, and how they spend their time.

The 8 Conditions

- Continue by studying the data reported for the 8 Conditions. The report is organized around each of the 8 Conditions so that every Condition can be explored individually.
- Look for connections among the results that warrant deeper discussion. For example, did a high percentage of students say they enjoy learning new things, while a high percentage also said school is boring? How might these two findings be related?
- Note areas of strength and celebrate!
- Note areas of concern and take steps to understand and make improvements.

Keep in Mind

- Working with the results is a process, not an event.
- Critical analysis is much more time-consuming than taking the survey itself.
- Comparisons within your own school (e.g., by grade level, gender, etc.) are often instructive.
- Ongoing conversations among colleagues *and students* provide the best way to gain a deeper understanding of the data.
- Perceptions of the same data may differ. This is not only common, but also a healthy starting point for dialogue and growth.
- The purpose of this entire effort is to improve the teaching and learning environment in your school.

The survey has several internal consistency checks to ensure data are accurate and valid. As a result, respondents who flat-lined responses (e.g., answered "Strongly agree" to all survey statements), along with those who answered fewer than one-quarter of the survey statements, are not included in the reporting function.

Demographics

The demographic data are presented both as counts and as percentages.¹

Total number of respondents: 144

| Gender of Students | | |
|--------------------|-------|---------|
| Gender | Count | Percent |
| Male | 75 | 52.1% |
| Female | 66 | 45.8% |
| Other | 3 | 2.1% |

| Grade of Students | | |
|-------------------|-------|---------|
| Grade | Count | Percent |
| 6th | 23 | 16.0% |
| 7th | 25 | 17.4% |
| 8th | 22 | 15.3% |
| 9th | 16 | 11.1% |
| 10th | 27 | 18.8% |
| 11th | 10 | 6.9% |
| 12th | 21 | 14.6% |

| Age of Students | | |
|-----------------|-------|---------|
| Age | Count | Percent |
| 9 | 1 | 0.7% |
| 10 | 0 | 0.0% |
| 11 | 10 | 6.9% |
| 12 | 19 | 13.2% |
| 13 | 28 | 19.4% |
| 14 | 15 | 10.4% |
| 15 | 26 | 18.1% |
| 16 | 17 | 11.8% |
| 17 | 13 | 9.0% |
| 18 | 14 | 9.7% |
| 19 | 1 | 0.7% |
| Other | 0 | 0.0% |

| Students Planning on Going to College | | |
|---------------------------------------|-------|---------|
| College | Count | Percent |
| Yes | 93 | 64.6% |
| No | 15 | 10.4% |
| Undecided | 36 | 25.0% |

| Participants in Co-Curricular Activities ² | | |
|---|-------|---------|
| Co-Curricular | Count | Percent |
| Music | 35 | 24.5% |
| Theater | 2 | 1.4% |
| Sports | 107 | 74.8% |
| Academic Clubs | 17 | 11.9% |
| Student Council | 12 | 8.4% |
| Other | 30 | 21.0% |
| Not involved in activities | 20 | 14.0% |

| Racial Heritage of Students ² | | |
|--|-------|---------|
| Racial Heritage | Count | Percent |
| White | 140 | 97.2% |
| Black or African American | 1 | 0.7% |
| Hispanic, Latino | 6 | 4.2% |
| Asian | 1 | 0.7% |
| Native Hawaiian | 0 | 0.0% |
| American Indian or Alaska Native | 7 | 4.9% |
| Other Pacific Islander | 0 | 0.0% |
| Other | 4 | 2.8% |

| Language Selected by Respondent for Survey | | |
|--|-------|---------|
| Language | Count | Percent |
| English | 143 | 99.3% |
| Spanish | 1 | 0.7% |

¹Count totals for specific demographics may not equal the total survey count, as not all respondents report demographic information. Total percentages may not equal one hundred due to rounding.

²In this table, the percentages may total more than 100% since respondents were instructed to select all that apply.

The 8 Conditions that Make a Difference

Belonging

Heroes

Sense of Accomplishment

Fun & Excitement

Curiosity & Creativity

Spirit of Adventure

Leadership & Responsibility

Confidence to Take Action

The 8 Conditions have positive effects on the development of student aspirations in schools. The descriptions of these Conditions outline an approach that frames how schools can recognize and nurture the development of student aspirations. The 8 Conditions represent a return to the common belief that every educator holds: There is nothing more important than motivating students to learn. The identified 8 Conditions do not represent an exhaustive list, but each is important if we are to have self-assured, inspired, and goal-directed students. All schools can benefit by creating and cultivating these Conditions in the lives of their students.

***"Aspirations is the ability to dream and set goals for the future
while being inspired in the present to reach those dreams."***

-Dr. Russell J. Quaglia

Belonging

The Condition of Belonging means that a student is a valued member of a community while still maintaining his or her uniqueness. It is a relationship between two or more persons characterized by a sense of connection and support. A sense of Belonging is an important condition for a student's feeling of well-being, social engagement, and competence. The Condition of Belonging increases intrinsic motivation, for it fosters self-confidence and investment in the community. Teachers have the opportunity to establish a culture of Belonging in their classrooms, one that promotes their students' sense of well-being, connection, and self-belief.

| Question | Total in Agreement | Gender | | Grade | | | | | | |
|---|--------------------|--------|--------|-------|-------|-------|-------|-------|-------|-------|
| | | Male | Female | 6th | 7th | 8th | 9th | 10th | 11th | 12th |
| 1. School is a welcoming and friendly place. | 57.6% | 64.0% | 51.5% | 82.6% | 64.0% | 63.6% | 43.8% | 51.9% | 40.0% | 42.9% |
| 2. Teachers make an effort to get to know me. | 52.1% | 56.0% | 45.5% | 69.6% | 40.0% | 45.5% | 25.0% | 40.7% | 60.0% | 85.7% |
| 3. I have difficulty fitting in at school. | 18.1% | 16.0% | 18.2% | 4.3% | 32.0% | 9.1% | 25.0% | 14.8% | 20.0% | 23.8% |
| 4. I am proud of my school. | 43.8% | 50.7% | 36.4% | 82.6% | 48.0% | 50.0% | 12.5% | 22.2% | 40.0% | 42.9% |
| 5. I am a valued member of my school community. | 45.1% | 42.7% | 48.5% | 34.8% | 40.0% | 59.1% | 25.0% | 37.0% | 70.0% | 61.9% |

Heroes

Heroes are the everyday people -- teachers, friends, family -- in students' lives who inspire them to excel and to make positive changes in attitude and lifestyle. Heroes are the people students can connect with, who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself. Teachers can be heroes to their students. Students can look up to teachers as people to learn from and communicate with about many things. Building relationships with students through support, guidance, and encouragement enables them to become more confident in their academic, personal, and social growth.

| Question | Total in Agreement | Gender | | Grade | | | | | | |
|--|--------------------|--------|--------|--------|-------|--------|-------|-------|--------|-------|
| | | Male | Female | 6th | 7th | 8th | 9th | 10th | 11th | 12th |
| 6. Students respect teachers. | 49.3% | 53.3% | 42.4% | 39.1% | 48.0% | 54.5% | 31.2% | 51.9% | 50.0% | 66.7% |
| 7. Adults at this school listen to students' suggestions. | 30.6% | 40.0% | 21.2% | 56.5% | 20.0% | 45.5% | 12.5% | 29.6% | 20.0% | 19.0% |
| 8. My parents care about my education. | 95.8% | 97.3% | 93.9% | 100.0% | 96.0% | 100.0% | 81.2% | 96.3% | 100.0% | 95.2% |
| 9. If I have a problem, I have a teacher that I can talk to. | 63.2% | 56.0% | 71.2% | 65.2% | 52.0% | 59.1% | 43.8% | 63.0% | 70.0% | 90.5% |
| 10. Teachers respect students. | 45.8% | 46.7% | 47.0% | 69.6% | 28.0% | 54.5% | 12.5% | 25.9% | 60.0% | 76.2% |
| 11. Students respect each other. | 46.5% | 52.0% | 40.9% | 43.5% | 32.0% | 40.9% | 18.8% | 66.7% | 60.0% | 61.9% |
| 12. Teachers care if I am absent from school. | 42.7% | 44.0% | 41.5% | 52.2% | 32.0% | 54.5% | 37.5% | 23.1% | 30.0% | 66.7% |

Sense of Accomplishment

The Condition of Sense of Accomplishment recognizes effort, perseverance, and citizenship as signs of a student's success. Educators have traditionally used a narrow view of accomplishment that refers to academic achievement, innate ability, or who is "best in the class." Sense of Accomplishment, however, is viewed in terms of personal growth and effort, not just through measurable outcomes and countable successes. Teachers have the opportunity to celebrate their students' accomplishments in visible ways. Taking time to recognize and support students' efforts can help motivate them to persevere through difficult tasks, creating an appreciation for hard work and dedication.

| Question | Total in Agreement | Gender | | Grade | | | | | | |
|--|--------------------|--------|--------|-------|-------|-------|-------|-------|-------|-------|
| | | Male | Female | 6th | 7th | 8th | 9th | 10th | 11th | 12th |
| 13. I have never been recognized for something positive at school. | 19.6% | 24.3% | 15.2% | 22.7% | 20.0% | 13.6% | 37.5% | 7.4% | 20.0% | 23.8% |
| 14. Teachers recognize me when I try my best. | 54.9% | 54.7% | 56.1% | 52.2% | 40.0% | 54.5% | 31.2% | 63.0% | 60.0% | 81.0% |
| 15. Adults and students work together to make our school better. | 25.0% | 28.0% | 22.7% | 52.2% | 12.0% | 27.3% | 0.0% | 22.2% | 40.0% | 23.8% |
| 16. Teachers let my parents know what I do well. | 47.2% | 48.0% | 47.0% | 95.7% | 28.0% | 45.5% | 12.5% | 44.4% | 50.0% | 47.6% |
| 17. I put forth my best effort at school. | 73.6% | 65.3% | 83.3% | 91.3% | 76.0% | 86.4% | 37.5% | 63.0% | 70.0% | 81.0% |
| 18. I know what I need to do to be successful in my classes. | 79.9% | 84.0% | 75.8% | 91.3% | 84.0% | 81.8% | 56.2% | 66.7% | 90.0% | 90.5% |

Fun & Excitement

The Condition of Fun & Excitement is characterized by students being inspired. They are actively engaged and emotionally involved in their schoolwork. Students who exhibit Fun & Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day. Teachers who foster Fun & Excitement provide new opportunities, initiate challenges, and respect individual interests. The first three Conditions -- Belonging, Heroes, and Sense of Accomplishment -- help establish a learning environment in which students can feel safe to have fun together in learning.

| Question | Total in Agreement | Gender | | Grade | | | | | | |
|---|--------------------|--------|--------|-------|-------|-------|-------|-------|--------|-------|
| | | Male | Female | 6th | 7th | 8th | 9th | 10th | 11th | 12th |
| 19. I enjoy being at school. | 33.3% | 33.3% | 34.8% | 43.5% | 40.0% | 45.5% | 12.5% | 14.8% | 40.0% | 38.1% |
| 20. Teachers enjoy working with students. | 53.1% | 55.4% | 51.5% | 77.3% | 36.0% | 59.1% | 25.0% | 48.1% | 50.0% | 71.4% |
| 21. School is boring. | 54.2% | 56.0% | 51.5% | 34.8% | 60.0% | 31.8% | 81.2% | 51.9% | 80.0% | 61.9% |
| 22. Teachers have fun at school. | 35.4% | 37.3% | 33.3% | 26.1% | 28.0% | 45.5% | 12.5% | 37.0% | 50.0% | 52.4% |
| 23. Learning can be fun. | 59.0% | 57.3% | 63.6% | 52.2% | 56.0% | 63.6% | 18.8% | 55.6% | 100.0% | 81.0% |

Curiosity & Creativity

The Condition of Curiosity & Creativity is characterized by inquisitiveness, a strong desire to learn new or interesting things, and an eagerness to satisfy the mind with new discoveries. Curiosity triggers students to ask "Why?" while creativity gives them the initiative to ask "Why not?" The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. Teachers can devote extra attention to creating a classroom environment that promotes questioning and creative exploration in order to maintain student motivation.

| Question | Total in Agreement | Gender | | Grade | | | | | | |
|--|--------------------|--------|--------|-------|-------|-------|-------|-------|-------|-------|
| | | Male | Female | 6th | 7th | 8th | 9th | 10th | 11th | 12th |
| 24. I feel comfortable asking questions in class. | 58.7% | 65.3% | 53.8% | 65.2% | 52.0% | 72.7% | 12.5% | 63.0% | 70.0% | 70.0% |
| 25. Students work with adults to find solutions to school problems. | 29.4% | 32.4% | 27.3% | 54.5% | 36.0% | 31.8% | 25.0% | 14.8% | 20.0% | 19.0% |
| 26. I enjoy working on projects with other students. | 65.7% | 72.0% | 61.5% | 78.3% | 64.0% | 72.7% | 50.0% | 51.9% | 70.0% | 75.0% |
| 27. My classes help me understand what is happening in my everyday life. | 25.0% | 25.3% | 25.8% | 34.8% | 12.0% | 31.8% | 37.5% | 11.1% | 20.0% | 33.3% |
| 28. I find homework helpful to my overall learning. | 15.3% | 18.7% | 12.1% | 17.4% | 8.0% | 18.2% | 6.2% | 11.1% | 40.0% | 19.0% |
| 29. I understand the importance of what I am learning in school. | 52.8% | 50.7% | 54.5% | 65.2% | 64.0% | 68.2% | 25.0% | 22.2% | 50.0% | 71.4% |
| 30. At school I am encouraged to be creative. | 44.1% | 38.7% | 50.8% | 69.6% | 32.0% | 59.1% | 12.5% | 34.6% | 40.0% | 52.4% |

Spirit of Adventure

The Spirit of Adventure is characterized by a student's ability to take on positive, healthy challenges at school and home, with family and friends. Students experience the Spirit of Adventure when they tackle something new without the fear of failure or success. Teachers can encourage and support students' Spirit of Adventure by urging them to explore new things. When teachers create an atmosphere that allows for healthy decision making and risk taking, students can become more confident and resilient. Students with the Spirit of Adventure see life as full of opportunities worth exploring for their own sake.

| Question | Total in Agreement | Gender | | Grade | | | | | | |
|---|--------------------|--------|--------|-------|-------|-------|-------|-------|-------|-------|
| | | Male | Female | 6th | 7th | 8th | 9th | 10th | 11th | 12th |
| 31. Students are supportive of each other. | 56.2% | 56.0% | 57.6% | 56.5% | 44.0% | 50.0% | 31.2% | 74.1% | 70.0% | 66.7% |
| 32. I am afraid to try something if I think I may fail. | 28.7% | 24.3% | 31.8% | 30.4% | 37.5% | 40.9% | 50.0% | 7.4% | 20.0% | 19.0% |
| 33. I am excited to tell my friends when I am successful. | 50.0% | 41.3% | 60.6% | 47.8% | 36.0% | 68.2% | 25.0% | 51.9% | 50.0% | 66.7% |
| 34. I like challenging assignments. | 44.1% | 40.0% | 50.8% | 52.2% | 32.0% | 63.6% | 0.0% | 26.9% | 50.0% | 81.0% |
| 35. Teachers help me learn from my mistakes. | 55.2% | 56.0% | 55.4% | 78.3% | 40.0% | 63.6% | 25.0% | 42.3% | 50.0% | 81.0% |

Leadership & Responsibility

The Condition of Leadership & Responsibility means students are able to express their ideas and are willing to accept consequences for their actions. It cultivates accountability for the classroom environment and school community. Fostering leadership empowers students to make just and appropriate decisions and to take pride in their actions. Teachers who promote this Condition teach and expect their students to be good decision makers. They provide legitimate decision making opportunities, seek student input, and expect students to be accountable for their actions and words. Students are trusted to make the right decisions and are recognized for doing so.

| Question | Total in Agreement | Gender | | Grade | | | | | | |
|---|--------------------|--------|--------|-------|-------|-------|-------|-------|-------|-------|
| | | Male | Female | 6th | 7th | 8th | 9th | 10th | 11th | 12th |
| 36. Students have a voice in decision making at school. | 20.1% | 21.3% | 19.7% | 34.8% | 16.0% | 31.8% | 6.2% | 18.5% | 10.0% | 14.3% |
| 37. I take action on causes I believe in. | 71.5% | 74.7% | 69.7% | 73.9% | 76.0% | 68.2% | 37.5% | 74.1% | 90.0% | 81.0% |
| 38. Other students see me as a leader. | 27.1% | 24.0% | 31.8% | 4.3% | 24.0% | 31.8% | 12.5% | 22.2% | 60.0% | 52.4% |
| 39. I use my voice to express my thoughts and ideas. | 60.4% | 62.7% | 59.1% | 52.2% | 56.0% | 59.1% | 56.2% | 63.0% | 80.0% | 66.7% |
| 40. Teachers encourage students to make decisions. | 50.7% | 56.0% | 47.0% | 69.6% | 36.0% | 50.0% | 37.5% | 40.7% | 60.0% | 66.7% |
| 41. Teachers are willing to learn from students. | 34.7% | 41.3% | 28.8% | 34.8% | 20.0% | 40.9% | 6.2% | 29.6% | 50.0% | 66.7% |
| 42. It is my responsibility to make sure I am learning. | 76.4% | 76.0% | 78.8% | 95.7% | 80.0% | 81.8% | 43.8% | 55.6% | 90.0% | 90.5% |
| 43. I know the goals my school is working on this year. | 22.9% | 25.3% | 21.2% | 21.7% | 36.0% | 40.9% | 12.5% | 14.8% | 20.0% | 9.5% |

Confidence to Take Action

Confidence to Take Action is the extent to which students believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This Condition is at the heart of what educators ultimately strive for: instilling in their students a confidence in and expectation of success. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval. Teachers have the ability to help build their students' Confidence to Take Action by providing support, celebrating diversity, and encouraging independent thinking. By enhancing the quality of academic and personal growth, teachers empower their students to become active and involved members of their learning environments.

| Question | Total in Agreement | Gender | | Grade | | | | | | |
|--|--------------------|--------|--------|-------|-------|-------|-------|-------|-------|-------|
| | | Male | Female | 6th | 7th | 8th | 9th | 10th | 11th | 12th |
| 44. I believe I can be successful. | 84.0% | 84.0% | 83.3% | 82.6% | 88.0% | 81.8% | 68.8% | 88.9% | 90.0% | 85.7% |
| 45. I have a responsibility to make the world better for others. | 68.1% | 69.3% | 68.2% | 73.9% | 76.0% | 81.8% | 18.8% | 70.4% | 80.0% | 66.7% |
| 46. Teachers believe in me and expect me to be successful. | 61.8% | 64.0% | 57.6% | 73.9% | 44.0% | 59.1% | 31.2% | 66.7% | 70.0% | 85.7% |
| 47. I am excited about my future. | 71.5% | 65.3% | 80.3% | 73.9% | 60.0% | 81.8% | 50.0% | 70.4% | 90.0% | 81.0% |
| 48. I think it is important to set high goals. | 78.5% | 77.3% | 81.8% | 82.6% | 68.0% | 90.9% | 43.8% | 85.2% | 90.0% | 85.7% |
| 49. School is preparing me well for my future. | 33.3% | 32.0% | 36.4% | 69.6% | 32.0% | 45.5% | 12.5% | 7.4% | 40.0% | 28.6% |
| 50. Students develop programs that improve the whole school. | 23.9% | 20.3% | 27.7% | 13.0% | 28.0% | 14.3% | 12.5% | 23.1% | 30.0% | 47.6% |

Student Voice

The seven statements in the table below appear in other tables throughout this report as they relate to particular Conditions. Student Voice, however, not only gives us access to what students think about school through the lens of the 8 Conditions, it is also a construct in itself. As such, this table provides insight into what students believe about adult openness to and partnership with their ideas and suggestions.

| Question | Total in Agreement | Gender | | Grade | | | | | | |
|---|--------------------|--------|--------|-------|-------|-------|-------|-------|-------|-------|
| | | Male | Female | 6th | 7th | 8th | 9th | 10th | 11th | 12th |
| 7. Adults at this school listen to students' suggestions. | 30.6% | 40.0% | 21.2% | 56.5% | 20.0% | 45.5% | 12.5% | 29.6% | 20.0% | 19.0% |
| 15. Adults and students work together to make our school better. | 25.0% | 28.0% | 22.7% | 52.2% | 12.0% | 27.3% | 0.0% | 22.2% | 40.0% | 23.8% |
| 25. Students work with adults to find solutions to school problems. | 29.4% | 32.4% | 27.3% | 54.5% | 36.0% | 31.8% | 25.0% | 14.8% | 20.0% | 19.0% |
| 36. Students have a voice in decision making at school. | 20.1% | 21.3% | 19.7% | 34.8% | 16.0% | 31.8% | 6.2% | 18.5% | 10.0% | 14.3% |
| 37. I take action on causes I believe in. | 71.5% | 74.7% | 69.7% | 73.9% | 76.0% | 68.2% | 37.5% | 74.1% | 90.0% | 81.0% |
| 39. I use my voice to express my thoughts and ideas. | 60.4% | 62.7% | 59.1% | 52.2% | 56.0% | 59.1% | 56.2% | 63.0% | 80.0% | 66.7% |
| 50. Students develop programs that improve the whole school. | 23.9% | 20.3% | 27.7% | 13.0% | 28.0% | 14.3% | 12.5% | 23.1% | 30.0% | 47.6% |

All Results

| Category | Question | Total in Agreement | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Did Not Answer |
|-------------------------|--|--------------------|----------------|-------|-----------|----------|-------------------|----------------|
| Belonging | 1. School is a welcoming and friendly place. | 57.6% | 9.0% | 48.6% | 22.2% | 11.8% | 8.3% | 0.0% |
| Belonging | 2. Teachers make an effort to get to know me. | 52.1% | 13.9% | 38.2% | 28.5% | 12.5% | 6.9% | 0.0% |
| Belonging | 3. I have difficulty fitting in at school. | 18.1% | 9.0% | 9.0% | 18.1% | 36.1% | 27.8% | 0.0% |
| Belonging | 4. I am proud of my school. | 43.8% | 13.2% | 30.6% | 30.6% | 10.4% | 15.3% | 0.0% |
| Belonging | 5. I am a valued member of my school community. | 45.1% | 9.0% | 36.1% | 34.0% | 11.1% | 9.7% | 0.0% |
| Heroes | 6. Students respect teachers. | 49.3% | 6.9% | 42.4% | 31.9% | 13.2% | 5.6% | 0.0% |
| Heroes | 7. Adults at this school listen to students' suggestions. | 30.6% | 5.6% | 25.0% | 31.9% | 17.4% | 20.1% | 0.0% |
| Heroes | 8. My parents care about my education. | 95.8% | 77.1% | 18.8% | 2.8% | 0.0% | 1.4% | 0.0% |
| Heroes | 9. If I have a problem, I have a teacher that I can talk to. | 63.2% | 27.8% | 35.4% | 13.2% | 11.1% | 12.5% | 0.0% |
| Heroes | 10. Teachers respect students. | 45.8% | 15.3% | 30.6% | 35.4% | 10.4% | 8.3% | 0.0% |
| Heroes | 11. Students respect each other. | 46.5% | 15.3% | 31.2% | 24.3% | 18.1% | 11.1% | 0.0% |
| Heroes | 12. Teachers care if I am absent from school. | 42.7% | 14.7% | 28.0% | 28.7% | 17.5% | 11.2% | 0.7% |
| Sense of Accomplishment | 13. I have never been recognized for something positive at school. | 19.6% | 9.1% | 10.5% | 21.0% | 37.1% | 22.4% | 0.7% |
| Sense of Accomplishment | 14. Teachers recognize me when I try my best. | 54.9% | 16.7% | 38.2% | 25.7% | 10.4% | 9.0% | 0.0% |
| Sense of Accomplishment | 15. Adults and students work together to make our school better. | 25.0% | 9.0% | 16.0% | 38.9% | 20.1% | 16.0% | 0.0% |
| Sense of Accomplishment | 16. Teachers let my parents know what I do well. | 47.2% | 18.8% | 28.5% | 31.2% | 13.2% | 8.3% | 0.0% |
| Sense of Accomplishment | 17. I put forth my best effort at school. | 73.6% | 35.4% | 38.2% | 15.3% | 6.2% | 4.9% | 0.0% |
| Sense of Accomplishment | 18. I know what I need to do to be successful in my classes. | 79.9% | 27.8% | 52.1% | 11.8% | 4.2% | 4.2% | 0.0% |
| Fun & Excitement | 19. I enjoy being at school. | 33.3% | 6.2% | 27.1% | 22.2% | 25.7% | 18.8% | 0.0% |
| Fun & Excitement | 20. Teachers enjoy working with students. | 53.1% | 16.8% | 36.4% | 30.8% | 11.9% | 4.2% | 0.7% |
| Fun & Excitement | 21. School is boring. | 54.2% | 27.8% | 26.4% | 27.1% | 13.9% | 4.9% | 0.0% |
| Fun & Excitement | 22. Teachers have fun at school. | 35.4% | 6.9% | 28.5% | 43.1% | 12.5% | 9.0% | 0.0% |

*Percentages for Strongly Agree through Strongly Disagree are calculated based on the number of students who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of students who took the survey.

All Results (cont.)

| Category | Question | Total in Agreement | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Did Not Answer |
|-----------------------------|--|--------------------|----------------|-------|-----------|----------|-------------------|----------------|
| Fun & Excitement | 23. Learning can be fun. | 59.0% | 16.7% | 42.4% | 22.2% | 11.1% | 7.6% | 0.0% |
| Curiosity & Creativity | 24. I feel comfortable asking questions in class. | 58.7% | 23.8% | 35.0% | 16.1% | 14.7% | 10.5% | 0.7% |
| Curiosity & Creativity | 25. Students work with adults to find solutions to school problems. | 29.4% | 11.2% | 18.2% | 34.3% | 21.0% | 15.4% | 0.7% |
| Curiosity & Creativity | 26. I enjoy working on projects with other students. | 65.7% | 29.4% | 36.4% | 16.1% | 7.0% | 11.2% | 0.7% |
| Curiosity & Creativity | 27. My classes help me understand what is happening in my everyday life. | 25.0% | 4.9% | 20.1% | 35.4% | 24.3% | 15.3% | 0.0% |
| Curiosity & Creativity | 28. I find homework helpful to my overall learning. | 15.3% | 2.8% | 12.5% | 27.1% | 18.1% | 39.6% | 0.0% |
| Curiosity & Creativity | 29. I understand the importance of what I am learning in school. | 52.8% | 12.5% | 40.3% | 25.0% | 13.9% | 8.3% | 0.0% |
| Curiosity & Creativity | 30. At school I am encouraged to be creative. | 44.1% | 12.6% | 31.5% | 30.1% | 16.1% | 9.8% | 0.7% |
| Spirit of Adventure | 31. Students are supportive of each other. | 56.2% | 12.5% | 43.8% | 24.3% | 11.1% | 8.3% | 0.0% |
| Spirit of Adventure | 32. I am afraid to try something if I think I may fail. | 28.7% | 12.6% | 16.1% | 21.7% | 28.0% | 21.7% | 0.7% |
| Spirit of Adventure | 33. I am excited to tell my friends when I am successful. | 50.0% | 20.1% | 29.9% | 26.4% | 13.9% | 9.7% | 0.0% |
| Spirit of Adventure | 34. I like challenging assignments. | 44.1% | 11.2% | 32.9% | 28.0% | 9.1% | 18.9% | 0.7% |
| Spirit of Adventure | 35. Teachers help me learn from my mistakes. | 55.2% | 20.3% | 35.0% | 21.7% | 13.3% | 9.8% | 0.7% |
| Leadership & Responsibility | 36. Students have a voice in decision making at school. | 20.1% | 3.5% | 16.7% | 25.7% | 28.5% | 25.7% | 0.0% |
| Leadership & Responsibility | 37. I take action on causes I believe in. | 71.5% | 32.6% | 38.9% | 18.8% | 6.2% | 3.5% | 0.0% |
| Leadership & Responsibility | 38. Other students see me as a leader. | 27.1% | 6.2% | 20.8% | 36.8% | 20.8% | 15.3% | 0.0% |
| Leadership & Responsibility | 39. I use my voice to express my thoughts and ideas. | 60.4% | 24.3% | 36.1% | 24.3% | 6.9% | 8.3% | 0.0% |
| Leadership & Responsibility | 40. Teachers encourage students to make decisions. | 50.7% | 13.2% | 37.5% | 31.9% | 13.2% | 4.2% | 0.0% |
| Leadership & Responsibility | 41. Teachers are willing to learn from students. | 34.7% | 5.6% | 29.2% | 32.6% | 17.4% | 15.3% | 0.0% |
| Leadership & Responsibility | 42. It is my responsibility to make sure I am learning. | 76.4% | 29.9% | 46.5% | 14.6% | 7.6% | 1.4% | 0.0% |
| Leadership & Responsibility | 43. I know the goals my school is working on this year. | 22.9% | 6.9% | 16.0% | 34.0% | 22.9% | 20.1% | 0.0% |
| Confidence to Take Action | 44. I believe I can be successful. | 84.0% | 40.3% | 43.8% | 9.7% | 4.2% | 2.1% | 0.0% |

*Percentages for Strongly Agree through Strongly Disagree are calculated based on the number of students who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of students who took the survey.

All Results (cont.)

| Category | Question | Total in Agreement | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Did Not Answer |
|---------------------------|--|--------------------|----------------|-------|-----------|----------|-------------------|----------------|
| Confidence to Take Action | 45. I have a responsibility to make the world better for others. | 68.1% | 13.2% | 54.9% | 20.1% | 8.3% | 3.5% | 0.0% |
| Confidence to Take Action | 46. Teachers believe in me and expect me to be successful. | 61.8% | 19.4% | 42.4% | 25.7% | 9.7% | 2.8% | 0.0% |
| Confidence to Take Action | 47. I am excited about my future. | 71.5% | 43.1% | 28.5% | 18.1% | 6.2% | 4.2% | 0.0% |
| Confidence to Take Action | 48. I think it is important to set high goals. | 78.5% | 36.8% | 41.7% | 11.8% | 5.6% | 4.2% | 0.0% |
| Confidence to Take Action | 49. School is preparing me well for my future. | 33.3% | 9.7% | 23.6% | 31.2% | 14.6% | 20.8% | 0.0% |
| Confidence to Take Action | 50. Students develop programs that improve the whole school. | 23.9% | 2.8% | 21.1% | 38.0% | 21.1% | 16.9% | 1.4% |

**Percentages for Strongly Agree through Strongly Disagree are calculated based on the number of students who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of students who took the survey.*



Teacher Voice Survey Report

Cascade Public Schools

Survey date range: 03/08/2021 to 03/22/2021

Report Generated: March 30, 2021

The Role of Aspirations in Today's Schools

School staff members want to be successful, whether their goal is to be a better classroom teacher, to become a department head or supervisor, or simply to do their job to the best of their ability. Too often, however, school staff can't reach their future goals and dreams because their schools' conditions are not supportive. The key to understanding whether supportive conditions exist is to ask the staff themselves.

The *8 Conditions that Make a Difference*[®] in promoting staff aspirations have been identified and defined by Dr. Russell J. Quaglia, an internationally known leader in the study of student aspirations, and student and teacher voice. The 8 Conditions are: *Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action*. The 8 Conditions make a difference because they help schools put into practice the three Guiding Principles that facilitate Aspirations work: *Self-Worth, Engagement, and Purpose*.

Developing Self-Worth:

Belonging, Heroes, and Sense of Accomplishment

Self-Worth begins when staff experience a sense of Belonging: They feel like they are part of the school community while being recognized and appreciated for their uniqueness. Staff also experience *Self-Worth* when someone in their lives believes in them. They need Heroes, people they can look up to, respect, and learn from. To develop *Self-Worth*, staff also need a Sense of Accomplishment. They should be recognized for their effort, perseverance, and citizenship. When staff have a sense of *Self-Worth*, they are more likely to persevere through difficult tasks and be inspired to take the steps needed to reach their professional goals.

Fostering Engagement in Learning:

Fun & Excitement, Curiosity & Creativity, and Spirit of Adventure

Engagement means that staff experience Fun & Excitement in their learning. They become so involved that they almost lose track of time. At the end of the day, they wonder, "Where did that time go?" Actively engaged staff are not afraid to ask "Why?" or "Why not?" about the world around them and the possibilities in their school. Curiosity & Creativity are alive in the way they learn and teach, fostering inquisitiveness and a desire to satisfy their minds with new discoveries. Engaged staff also have a Spirit of Adventure. They are not afraid to try new things or to take on healthy challenges, regardless of whether they might succeed or fail. With *Engagement*, learning becomes important in and of itself.

Encouraging a Sense of Purpose:

Leadership & Responsibility and Confidence to Take Action

Schools must challenge staff to think about their *Purpose* -- *who* they want to become as well as *what* they want to be. To reach this goal, staff need to explore what it means to have, and create, a successful and rewarding professional life. *Purpose* is about being responsible, accountable, and confident. To develop *Purpose*, staff need the opportunity to assume Leadership & Responsibility in their school. They must be allowed to make decisions and understand the consequences of their choices. When staff have *Purpose*, they have the Confidence to Take Action toward a meaningful, productive, and rewarding career. They believe in themselves and are motivated to reach their professional dreams.

Staff aspirations, and staff perceptions of student aspirations, are important. All members of the school community can foster the 8 Conditions, making a positive difference in the lives of their colleagues and today's students by supporting the goals each person sets and strives to reach.

The *Teacher Voice* Survey

The *Teacher Voice* Survey assesses staff aspirations by asking questions based on each of the 8 Conditions. By asking how *they* perceive their school environment, *Teacher Voice* provides educators and those who support them with a powerful tool for understanding both what motivates and inspires every person to achieve and how well the staff believes their school is meeting those objectives.

Measuring Aspirations in Your School

This report provides information that can help guide your school system in its ongoing efforts to improve staff effectiveness and promote the highest teaching and learning standards. The data gathered from the *Teacher Voice Survey* is meant to help your school explore the 8 Conditions as they relate to your school's unique mission. Areas of strength and areas of concern can be identified from the data, but must be interpreted within the school culture and weighted in importance by teachers, administrators, staff, and students. In conjunction with other information about your school, community, and students, *School Voice* is a powerful tool for initiating innovative, meaningful school change.

For more information, please visit surveys.quagliainstitute.org

How to Use This Report

The *Teacher Voice* Report gives educators a unique chance to look at their school, staff aspirations, and the 8 Conditions *through the eyes of all staff members*. The purpose of this report is to provide a context for exploring how adults view the teaching and learning they experience in their school and how those views align with the school's mission and vision. By exploring and discussing these results, school staff will gain valuable insights into the relationship between aspirations and school culture. Those insights can lead to promising action plans aimed at fostering teaching and learning environments in which all participants are inspired, and able, to reach their goals.

Below are some suggestions for understanding and using the data in your report.

Demographics

- First, gain an overall picture of your staff by looking closely at the Demographics. Refresh your understanding of who your colleagues are and their experience.

The 8 Conditions

- Continue by studying the data reported for the 8 Conditions. The report is organized around each of the 8 Conditions so that every Condition can be explored individually.
- Look for connections among the results that warrant deeper discussion. For example, did a high percentage of staff say that they see themselves as leaders, while a low percentage agreed that they have a voice in decision making at school? How might these two findings be related?
- Note areas of strength and celebrate!
- Note areas of concern and take steps to understand and make improvements.

Administration & Communication

- These questions reveal the staff's *perceptions* of how they experience communication in its various forms in the building. The responses do not necessarily reflect actual practice, but rather provide important information about staff perceptions. These results can be used to begin conversations about effective communication.

Keep in Mind

- Working with the results is a process, not an event.
- Critical analysis is much more time-consuming than taking the survey itself.
- Comparisons within your own school (e.g., between teacher and student reports) are often instructive.
- Ongoing conversations among colleagues *and students* provide the best way to gain a deeper understanding of the data.
- Perceptions of the same data may differ. This is not only common, but also a healthy starting point for dialogue and growth.
- The purpose of this entire effort is to improve the teaching and learning environment in your school.

The survey has several internal consistency checks to ensure data are accurate and valid. As a result, respondents who flat-lined responses (e.g., answered "Strongly agree" to all survey statements), along with those who answered fewer than one-quarter of the survey statements, are not included in the reporting function.

Demographics

The demographic data are presented both as counts and as percentages.¹

Total number of respondents: 16

| Gender of Staff | | |
|-----------------|-------|---------|
| Gender | Count | Percent |
| Male | 2 | 15.4% |
| Female | 10 | 76.9% |
| Other | 1 | 7.7% |

| Years Working in Schools | | |
|--------------------------|-------|---------|
| Years | Count | Percent |
| First Year | 2 | 12.5% |
| 2-5 | 1 | 6.2% |
| 6-10 | 3 | 18.8% |
| 11-20 | 5 | 31.2% |
| Over 20 | 5 | 31.2% |

| Years in Current School | | |
|-------------------------|-------|---------|
| Years | Count | Percent |
| First Year | 4 | 25.0% |
| 2-5 | 5 | 31.2% |
| 6-10 | 2 | 12.5% |
| 11-20 | 1 | 6.2% |
| Over 20 | 4 | 25.0% |

| Current Position | | |
|--|-------|---------|
| Position | Count | Percent |
| Classroom Teacher | 14 | 87.5% |
| Certified Support Staff (Guidance, Nurse, Ed. Tech., etc.) | 2 | 12.5% |
| Support Staff (Custodian, Cafeteria, Secretary, etc.) | 0 | 0.0% |

| Current Grade Level ² | | |
|----------------------------------|-------|---------|
| Level | Count | Percent |
| Pre K-2 | 9 | 56.2% |
| 3-5 | 8 | 50.0% |
| 6-8 | 11 | 68.8% |
| 9-12 | 7 | 43.8% |

| Highest Level of Education | | |
|----------------------------|-------|---------|
| Level | Count | Percent |
| High School/G.E.D. | 0 | 0.0% |
| Associate's | 0 | 0.0% |
| Bachelor's | 9 | 56.2% |
| Master's | 5 | 31.2% |
| Master's+ | 2 | 12.5% |
| Doctorate | 0 | 0.0% |

¹Count totals for specific demographics may not equal the total survey count, as not all respondents report demographic information. Total percentages may not equal one hundred due to rounding.

²In this table, the percentages may total more than 100% since respondents were instructed to select all that apply.

The 8 Conditions that Make a Difference

Belonging

Heroes

Sense of Accomplishment

Fun & Excitement

Curiosity & Creativity

Spirit of Adventure

Leadership & Responsibility

Confidence to Take Action

The 8 Conditions have positive effects on the development of student and staff aspirations in schools. The descriptions of these Conditions outline an approach that frames how schools can recognize and nurture the development of student and staff aspirations alike. The 8 Conditions represent a return to the common belief that every educator holds: There is nothing more important than motivating students to learn. The identified 8 Conditions do not represent an exhaustive list, but each is important if we are to have self-assured, inspired, and goal-directed students and staff. All schools can benefit by creating and cultivating these Conditions in the lives of their students and staff.

***"Aspirations is the ability to dream and set goals for the future
while being inspired in the present to reach those dreams."***

-Dr. Russell J. Quaglia

Belonging

The Condition of Belonging means that a person is a valued member of a community while still maintaining his or her uniqueness. Belonging entails establishing a sense of community and collegiality -- believing that all participants in the educational environment are valued for who they are. Collegiality depends upon all staff being fully active participants in the life of the school and responsible, contributing citizens of the school community. The pertinent questions are: Are standards and expectations for responsibility and success set in a context of peer and administrative acceptance and support? Does each person on the staff feel like a contributing member of the school's educational mission? Schools may be organized hierarchically, but their democratic roots should extend to and nourish the entire staff as full partners in the overall educational process.

| Question | Total in Agreement |
|---|--------------------|
| 1. I feel valued for my unique skills and talents. | 68.8% |
| 2. School is a welcoming and friendly place. | 68.8% |
| 3. I am proud of my school. | 87.5% |
| 4. I think bullying is a problem at my school. | 37.5% |
| 5. I feel comfortable in the staff room. | 93.8% |
| 6. Building administration makes an effort to get to know me. | 62.5% |
| 7. I feel accepted for who I am at school. | 87.5% |
| 8. I am a valued member of my school community. | 56.2% |

Heroes

Heroes are the everyday people -- mentors, friends, family members -- in our lives who inspire us to excel and to make positive changes in attitude and lifestyle. Heroes are our cheerleaders and trusted guides. School staff who form meaningful relationships with others in the school can become highly motivated to perform at their best. Mutual respect and commitment to one another are the hallmarks of a staff dedicated to building-wide school improvement. Too often in today's schools, adults become isolated from one another. The Condition of Heroes reminds us that what happens in schools should never be a solitary enterprise.

| Question | Total in Agreement |
|---|--------------------|
| 9. Students care if I am absent from school. | 81.2% |
| 10. I have a colleague at school who is a positive role model for me. | 87.5% |
| 11. If I have a problem, I have a colleague with whom I can talk. | 87.5% |
| 12. I know my students' hopes and dreams. | 75.0% |
| 13. Staff respect each other. | 100.0% |
| 14. Students respect me. | 87.5% |
| 15. I respect students. | 100.0% |
| 16. Students care about me as an individual. | 81.2% |

**To preserve anonymity, results will only be produced when there is data for ten or more respondents.*

Sense of Accomplishment

Sense of Accomplishment is about recognizing and appreciating effort, perseverance, and citizenship. Meeting performance goals is only one indicator of success. A highly dedicated staff makes contributions "beyond the call of duty." In schools that foster a Sense of Accomplishment, reward systems encourage effort, as well as end product, and perseverance as much as results. Opportunities for colleagues to reward and celebrate one another are as important as recognition that comes from administrators and supervisors.

| Question | Total in Agreement |
|---|--------------------|
| 17. I have never been recognized for something positive at school. | 6.2% |
| 18. I actively encourage students to practice good citizenship. | 100.0% |
| 19. I receive constructive feedback from colleagues. | 81.2% |
| 20. Our school celebrates the accomplishments of the staff. | 31.2% |
| 21. I am recognized when I try my best. | 62.5% |
| 22. Professional development is an important part of my educational growth. | 93.8% |

Fun & Excitement

The Condition of Fun & Excitement is characterized by staff being inspired by their shared passion for being educators. Fun & Excitement is about being interested in and engaged by one's work. Such enjoyment and satisfaction improves one's effectiveness. When staff are excited, they are eagerly and actively involved, and tend to contribute more. If all staff are expected to be enthusiastic about coming to school, then they should be provided diverse, interesting, challenging, and enjoyable work experiences.

| Question | Total in Agreement |
|---|--------------------|
| 23. I enjoy working here. | 75.0% |
| 24. I make learning relevant to my students. | 100.0% |
| 25. Students enjoy working with teachers. | 87.5% |
| 26. Students have fun at school. | 75.0% |
| 27. Students make school an exciting place to work. | 81.2% |
| 28. I have fun at school. | 68.8% |
| 29. Learning can be fun. | 100.0% |

**To preserve anonymity, results will only be produced when there is data for ten or more respondents.*

Curiosity & Creativity

The Condition of Curiosity & Creativity is characterized by inquisitiveness, a strong desire to learn new or interesting things, and an eagerness to satisfy the mind with new discoveries. Allowing and encouraging all the participants in the school to question and explore fosters this Condition. Staff should be encouraged to trust and nurture their own curiosity and creativity. One of the greatest obstacles to learning in schools is the routine that can set in day after day, term after term, year after year. All staff members in an educational institution should be open to the same growth and change we expect of students. A genuine learning organization is one in which everyone is inquisitive and innovative.

| Question | Total in Agreement |
|---|--------------------|
| 30. At school I am encouraged to be creative. | 87.5% |
| 31. Building administration is open to new ideas. | 62.5% |
| 32. I enjoy learning new things. | 100.0% |
| 33. School inspires me to learn. | 75.0% |
| 34. Our school is a dynamic and creative learning environment. | 43.8% |
| 35. Staff work in a collaborative manner. | 87.5% |
| 36. Meaningful professional development opportunities exist in my district. | 56.2% |
| 37. I feel comfortable asking questions in staff meetings. | 93.8% |

Spirit of Adventure

The Spirit of Adventure is characterized by a person's ability to take on positive, meaningful challenges at school. This Condition is about being supported so that one can take healthy risks, trusting that it is all right to make mistakes and knowing that there is something to be learned from all consequences -- positive and negative. Any new idea, strategy, or tactic can pose a risk; for some, it might be making a career change, and for others, simply trying out a new way of doing something. Creativity and innovation spring from the sense of security and support that allows and encourages employees to take healthy chances.

| Question | Total in Agreement |
|---|--------------------|
| 38. Setting yearly goals with my supervisor is important for my work. | 81.2% |
| 39. I challenge myself to do my job better every day. | 93.8% |
| 40. Staff are supportive of each other. | 93.8% |
| 41. I am afraid to try something if I think I might fail. | 6.2% |
| 42. My colleagues help me learn from my mistakes. | 81.2% |
| 43. I am concerned my colleagues will resent me if I am too successful. | 0.0% |
| 44. I am excited to tell my colleagues when I do something well. | 62.5% |

**To preserve anonymity, results will only be produced when there is data for ten or more respondents.*

Leadership & Responsibility

The Condition of Leadership & Responsibility allows all members of the staff to have a voice in the school -- letting them know they matter and are trusted to make decisions. If all personnel are expected to be responsible members of the school community, they should be trusted enough to have a voice in their departments and in the building as a whole. A school that encourages Leadership & Responsibility embraces and promotes mutual trust and acceptance of individual rights, responsibilities, opinions, and beliefs. All of its members are allowed to practice leadership skills, to understand and accept consequences, and to learn from their mistakes and move forward with greater knowledge and understanding.

| Question | Total in Agreement |
|---|--------------------|
| 45. I see myself as a leader. | 75.0% |
| 46. My colleagues see me as a leader. | 43.8% |
| 47. I have a voice in decision making at school. | 43.8% |
| 48. I know the goals my school is working on this year. | 62.5% |
| 49. I actively seek out student opinions and ideas. | 100.0% |
| 50. I encourage students to make decisions. | 100.0% |
| 51. Building administration is willing to learn from staff. | 43.8% |

Confidence to Take Action

Confidence to Take Action is the extent to which a person believes in him- or herself. This is the Condition for which we should all strive. Schools that foster this Condition encourage all staff members to believe in themselves, trusting that they can be successful and are making a difference. Though society's expectations of schools are high, the confidence needed to meet those expectations must be internal to each member of the staff. Awards, accolades, and other external recognition for success are welcome, but the intrinsic desire to provide service to the best of one's capabilities must drive effectiveness. Schools that value, respect, and celebrate the opinions and ideas of all staff members foster positive development of everyone's self-worth and confidence.

| Question | Total in Agreement |
|---|--------------------|
| 52. I believe I can be successful. | 100.0% |
| 53. I believe I can make a difference in this world. | 93.8% |
| 54. I feel confident voicing my honest opinions and concerns. | 50.0% |
| 55. I work hard to reach my goals. | 100.0% |
| 56. I am excited about my future career in education. | 56.2% |
| 57. Continuing my education is important for my future. | 87.5% |
| 58. I think it is important to set high goals. | 100.0% |

**To preserve anonymity, results will only be produced when there is data for ten or more respondents.*

Administration and Communication

The presence or absence of the 8 Conditions in a school can depend largely on how authority and power are exercised and distributed in the school and district. Effective leadership shares decision making. Additionally, effective leadership at all levels requires effective communication.

| Question | Total in Agreement |
|--|--------------------|
| 59. Central office understands the unique culture of our school. | 62.5% |
| 60. We communicate effectively in our building. | 37.5% |
| 61. Building administration is visible in our school. | 87.5% |
| 62. Building administration knows my professional goals. | 50.0% |
| 63. Building administration is accessible to me. | 87.5% |
| 64. I communicate effectively with parents. | 81.2% |

**To preserve anonymity, results will only be produced when there is data for ten or more respondents.*

All Results

| Category | Question | Total in Agreement | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Did Not Answer |
|-------------------------|---|--------------------|----------------|-------|-----------|----------|-------------------|----------------|
| Belonging | 1. I feel valued for my unique skills and talents. | 68.8% | 25.0% | 43.8% | 25.0% | 6.2% | 0.0% | 0.0% |
| Belonging | 2. School is a welcoming and friendly place. | 68.8% | 12.5% | 56.2% | 18.8% | 6.2% | 6.2% | 0.0% |
| Belonging | 3. I am proud of my school. | 87.5% | 6.2% | 81.2% | 6.2% | 6.2% | 0.0% | 0.0% |
| Belonging | 4. I think bullying is a problem at my school. | 37.5% | 6.2% | 31.2% | 50.0% | 12.5% | 0.0% | 0.0% |
| Belonging | 5. I feel comfortable in the staff room. | 93.8% | 37.5% | 56.2% | 0.0% | 0.0% | 6.2% | 0.0% |
| Belonging | 6. Building administration makes an effort to get to know me. | 62.5% | 25.0% | 37.5% | 25.0% | 12.5% | 0.0% | 0.0% |
| Belonging | 7. I feel accepted for who I am at school. | 87.5% | 43.8% | 43.8% | 12.5% | 0.0% | 0.0% | 0.0% |
| Belonging | 8. I am a valued member of my school community. | 56.2% | 25.0% | 31.2% | 43.8% | 0.0% | 0.0% | 0.0% |
| Heroes | 9. Students care if I am absent from school. | 81.2% | 43.8% | 37.5% | 18.8% | 0.0% | 0.0% | 0.0% |
| Heroes | 10. I have a colleague at school who is a positive role model for me. | 87.5% | 37.5% | 50.0% | 0.0% | 12.5% | 0.0% | 0.0% |
| Heroes | 11. If I have a problem, I have a colleague with whom I can talk. | 87.5% | 25.0% | 62.5% | 0.0% | 12.5% | 0.0% | 0.0% |
| Heroes | 12. I know my students' hopes and dreams. | 75.0% | 31.2% | 43.8% | 25.0% | 0.0% | 0.0% | 0.0% |
| Heroes | 13. Staff respect each other. | 100.0% | 18.8% | 81.2% | 0.0% | 0.0% | 0.0% | 0.0% |
| Heroes | 14. Students respect me. | 87.5% | 31.2% | 56.2% | 12.5% | 0.0% | 0.0% | 0.0% |
| Heroes | 15. I respect students. | 100.0% | 75.0% | 25.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Heroes | 16. Students care about me as an individual. | 81.2% | 25.0% | 56.2% | 18.8% | 0.0% | 0.0% | 0.0% |
| Sense of Accomplishment | 17. I have never been recognized for something positive at school. | 6.2% | 0.0% | 6.2% | 12.5% | 62.5% | 18.8% | 0.0% |
| Sense of Accomplishment | 18. I actively encourage students to practice good citizenship. | 100.0% | 75.0% | 25.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Sense of Accomplishment | 19. I receive constructive feedback from colleagues. | 81.2% | 0.0% | 81.2% | 12.5% | 6.2% | 0.0% | 0.0% |
| Sense of Accomplishment | 20. Our school celebrates the accomplishments of the staff. | 31.2% | 0.0% | 31.2% | 31.2% | 37.5% | 0.0% | 0.0% |
| Sense of Accomplishment | 21. I am recognized when I try my best. | 62.5% | 6.2% | 56.2% | 18.8% | 18.8% | 0.0% | 0.0% |
| Sense of Accomplishment | 22. Professional development is an important part of my educational growth. | 93.8% | 25.0% | 68.8% | 6.2% | 0.0% | 0.0% | 0.0% |

**Percentages for Strongly Agree through Strongly Disagree are calculated based on the number of staff members who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of staff members who took the survey.*

All Results (cont.)

| Category | Question | Total in Agreement | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Did Not Answer |
|------------------------|---|--------------------|----------------|-------|-----------|----------|-------------------|----------------|
| Fun & Excitement | 23. I enjoy working here. | 75.0% | 31.2% | 43.8% | 18.8% | 6.2% | 0.0% | 0.0% |
| Fun & Excitement | 24. I make learning relevant to my students. | 100.0% | 56.2% | 43.8% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fun & Excitement | 25. Students enjoy working with teachers. | 87.5% | 31.2% | 56.2% | 12.5% | 0.0% | 0.0% | 0.0% |
| Fun & Excitement | 26. Students have fun at school. | 75.0% | 18.8% | 56.2% | 12.5% | 6.2% | 6.2% | 0.0% |
| Fun & Excitement | 27. Students make school an exciting place to work. | 81.2% | 25.0% | 56.2% | 12.5% | 6.2% | 0.0% | 0.0% |
| Fun & Excitement | 28. I have fun at school. | 68.8% | 25.0% | 43.8% | 25.0% | 6.2% | 0.0% | 0.0% |
| Fun & Excitement | 29. Learning can be fun. | 100.0% | 68.8% | 31.2% | 0.0% | 0.0% | 0.0% | 0.0% |
| Curiosity & Creativity | 30. At school I am encouraged to be creative. | 87.5% | 18.8% | 68.8% | 6.2% | 6.2% | 0.0% | 0.0% |
| Curiosity & Creativity | 31. Building administration is open to new ideas. | 62.5% | 25.0% | 37.5% | 18.8% | 18.8% | 0.0% | 0.0% |
| Curiosity & Creativity | 32. I enjoy learning new things. | 100.0% | 62.5% | 37.5% | 0.0% | 0.0% | 0.0% | 0.0% |
| Curiosity & Creativity | 33. School inspires me to learn. | 75.0% | 25.0% | 50.0% | 25.0% | 0.0% | 0.0% | 0.0% |
| Curiosity & Creativity | 34. Our school is a dynamic and creative learning environment. | 43.8% | 0.0% | 43.8% | 37.5% | 18.8% | 0.0% | 0.0% |
| Curiosity & Creativity | 35. Staff work in a collaborative manner. | 87.5% | 0.0% | 87.5% | 6.2% | 6.2% | 0.0% | 0.0% |
| Curiosity & Creativity | 36. Meaningful professional development opportunities exist in my district. | 56.2% | 6.2% | 50.0% | 18.8% | 18.8% | 6.2% | 0.0% |
| Curiosity & Creativity | 37. I feel comfortable asking questions in staff meetings. | 93.8% | 37.5% | 56.2% | 0.0% | 6.2% | 0.0% | 0.0% |
| Spirit of Adventure | 38. Setting yearly goals with my supervisor is important for my work. | 81.2% | 25.0% | 56.2% | 6.2% | 12.5% | 0.0% | 0.0% |
| Spirit of Adventure | 39. I challenge myself to do my job better every day. | 93.8% | 56.2% | 37.5% | 6.2% | 0.0% | 0.0% | 0.0% |
| Spirit of Adventure | 40. Staff are supportive of each other. | 93.8% | 31.2% | 62.5% | 6.2% | 0.0% | 0.0% | 0.0% |
| Spirit of Adventure | 41. I am afraid to try something if I think I might fail. | 6.2% | 0.0% | 6.2% | 12.5% | 81.2% | 0.0% | 0.0% |
| Spirit of Adventure | 42. My colleagues help me learn from my mistakes. | 81.2% | 0.0% | 81.2% | 6.2% | 12.5% | 0.0% | 0.0% |
| Spirit of Adventure | 43. I am concerned my colleagues will resent me if I am too successful. | 0.0% | 0.0% | 0.0% | 6.2% | 81.2% | 12.5% | 0.0% |
| Spirit of Adventure | 44. I am excited to tell my colleagues when I do something well. | 62.5% | 6.2% | 56.2% | 31.2% | 6.2% | 0.0% | 0.0% |

**Percentages for Strongly Agree through Strongly Disagree are calculated based on the number of staff members who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of staff members who took the survey.*

All Results (cont.)

| Category | Question | Total in Agreement | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Did Not Answer |
|----------------------------------|--|--------------------|----------------|-------|-----------|----------|-------------------|----------------|
| Leadership & Responsibility | 45. I see myself as a leader. | 75.0% | 31.2% | 43.8% | 25.0% | 0.0% | 0.0% | 0.0% |
| Leadership & Responsibility | 46. My colleagues see me as a leader. | 43.8% | 6.2% | 37.5% | 56.2% | 0.0% | 0.0% | 0.0% |
| Leadership & Responsibility | 47. I have a voice in decision making at school. | 43.8% | 0.0% | 43.8% | 31.2% | 12.5% | 12.5% | 0.0% |
| Leadership & Responsibility | 48. I know the goals my school is working on this year. | 62.5% | 6.2% | 56.2% | 18.8% | 18.8% | 0.0% | 0.0% |
| Leadership & Responsibility | 49. I actively seek out student opinions and ideas. | 100.0% | 25.0% | 75.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Leadership & Responsibility | 50. I encourage students to make decisions. | 100.0% | 31.2% | 68.8% | 0.0% | 0.0% | 0.0% | 0.0% |
| Leadership & Responsibility | 51. Building administration is willing to learn from staff. | 43.8% | 6.2% | 37.5% | 31.2% | 18.8% | 6.2% | 0.0% |
| Confidence to Take Action | 52. I believe I can be successful. | 100.0% | 56.2% | 43.8% | 0.0% | 0.0% | 0.0% | 0.0% |
| Confidence to Take Action | 53. I believe I can make a difference in this world. | 93.8% | 37.5% | 56.2% | 6.2% | 0.0% | 0.0% | 0.0% |
| Confidence to Take Action | 54. I feel confident voicing my honest opinions and concerns. | 50.0% | 6.2% | 43.8% | 6.2% | 37.5% | 6.2% | 0.0% |
| Confidence to Take Action | 55. I work hard to reach my goals. | 100.0% | 62.5% | 37.5% | 0.0% | 0.0% | 0.0% | 0.0% |
| Confidence to Take Action | 56. I am excited about my future career in education. | 56.2% | 18.8% | 37.5% | 43.8% | 0.0% | 0.0% | 0.0% |
| Confidence to Take Action | 57. Continuing my education is important for my future. | 87.5% | 31.2% | 56.2% | 6.2% | 6.2% | 0.0% | 0.0% |
| Confidence to Take Action | 58. I think it is important to set high goals. | 100.0% | 50.0% | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Administration and Communication | 59. Central office understands the unique culture of our school. | 62.5% | 18.8% | 43.8% | 25.0% | 12.5% | 0.0% | 0.0% |
| Administration and Communication | 60. We communicate effectively in our building. | 37.5% | 0.0% | 37.5% | 18.8% | 31.2% | 12.5% | 0.0% |
| Administration and Communication | 61. Building administration is visible in our school. | 87.5% | 68.8% | 18.8% | 0.0% | 12.5% | 0.0% | 0.0% |
| Administration and Communication | 62. Building administration knows my professional goals. | 50.0% | 18.8% | 31.2% | 31.2% | 18.8% | 0.0% | 0.0% |
| Administration and Communication | 63. Building administration is accessible to me. | 87.5% | 31.2% | 56.2% | 12.5% | 0.0% | 0.0% | 0.0% |
| Administration and Communication | 64. I communicate effectively with parents. | 81.2% | 25.0% | 56.2% | 12.5% | 6.2% | 0.0% | 0.0% |

**Percentages for Strongly Agree through Strongly Disagree are calculated based on the number of staff members who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of staff members who took the survey.*

SECTION II

2017-18 School Report Card



Cascade School

321 Central Ave W
Cascade, MT 59421

Grades Served: PK-6

Student Enrollment: 148

Montana Accountability System

As required under the Every Student Succeeds Act (ESSA), Montana developed an accountability system to meaningfully differentiate schools by the support needed.

Schools are identified as one of the following:

- Comprehensive Support & Improvement (CSI) Schools
- Targeted Support & Improvement (TSI) Schools
- Universal Support Schools

[Click here for more detail about Accountability](#)

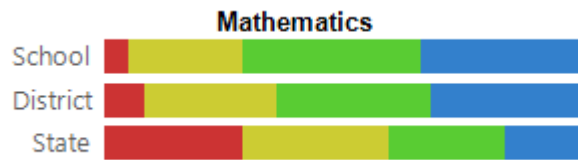
School Identification

Universal Support

Report Card Definitions & Methodology

Due to rounding, percentages on each page may not add up to 100%. An asterisk (*) indicates this number has been suppressed for student privacy and security reasons (Privacy & Security Details).

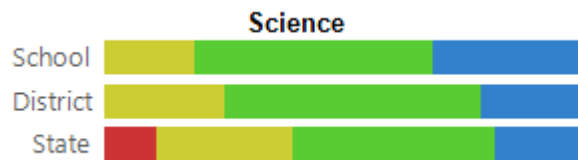
Student Achievement Scores



| | Novice | Nearing Proficient | Proficient | Advanced |
|----------|--------|--------------------|------------|----------|
| School | 5% | 24% | 38% | 34% |
| District | 8% | 28% | 32% | 32% |
| State | 29% | 30% | 24% | 17% |



| | Novice | Nearing Proficient | Proficient | Advanced |
|----------|--------|--------------------|------------|----------|
| School | 14% | 18% | 41% | 28% |
| District | 13% | 21% | 39% | 27% |
| State | 26% | 24% | 31% | 19% |



| | Novice | Nearing Proficient | Proficient | Advanced |
|----------|--------|--------------------|------------|----------|
| School | 0% | 19% | 50% | 31% |
| District | 0% | 25% | 54% | 21% |
| State | 11% | 28% | 42% | 18% |

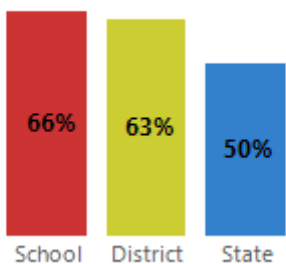
■ Novice
 ■ Nearing Proficient
 ■ Proficient
 ■ Advanced

[Click here for more detail about Student Achievement](#)

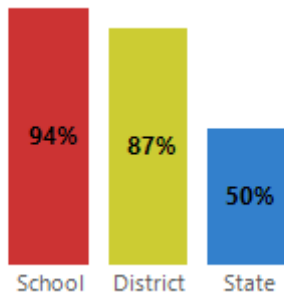
Student Achievement Progress Scores

Due to rounding, percentages on each page may not add up to 100%. An asterisk (*) indicates this number has been suppressed for student privacy and security reasons (Privacy & Security Details).

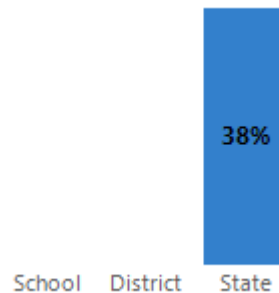
% of students showing progress in Reading



% of students showing progress in Mathematics



% of English Learners showing progress toward English proficiency

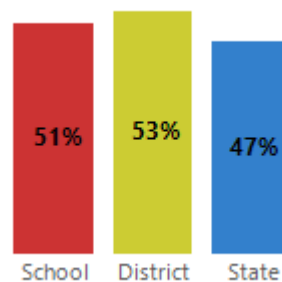


English Learners

| | |
|--|---|
| # English Learners | * |
| % Achieved Proficiency | * |
| % Students Showing Progress on the EL Assessment | * |

School Attendance

% of students with at least 95% attendance for the entire school year



Educator Qualifications

[Click here for details on Educator Qualifications \(inexperienced educators, emergency provisional licenses, educators working out of field\)](#)

School Quality, Climate, and Safety

Source: Civil Rights Data Collection as published by the US Department of Education Office of Civil Rights.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

[Click here for details on Montana Civil Rights Data Collection](#)

Due to rounding, percentages on each page may not add up to 100%.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

2018-19 School Report Card



Cascade School

321 Central Ave W
Cascade, MT 59421

Grades Served: PK-6

Student Enrollment: 152

Per Pupil Expenditures: \$9,907.46

Montana Accountability System

As required under the Every Student Succeeds Act (ESSA), Montana developed an accountability system to meaningfully differentiate schools by the support needed.

Schools are identified as one of the following:

- [Comprehensive Support & Improvement \(CSI\) Schools](#)
- [Targeted Support & Improvement \(TSI\) Schools](#)
- [Universal Support Schools](#)

[Click here for more detail about Accountability](#)

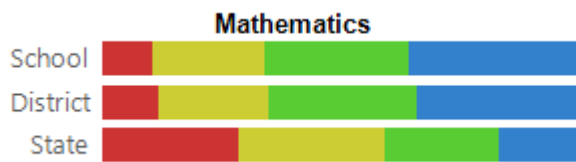
School Identification

Universal Support

[Report Card Definitions & Methodology](#)

Due to rounding, percentages on each page may not add up to 100%. An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

Student Achievement Scores



| | Novice | Nearing Proficient | Proficient | Advanced |
|----------|--------|--------------------|------------|----------|
| School | 11% | 23% | 30% | 36% |
| District | 12% | 23% | 31% | 34% |
| State | 29% | 30% | 24% | 17% |



| | Novice | Nearing Proficient | Proficient | Advanced |
|----------|--------|--------------------|------------|----------|
| School | 12% | 13% | 40% | 35% |
| District | 11% | 18% | 39% | 32% |
| State | 26% | 24% | 31% | 19% |



| | Novice | Nearing Proficient | Proficient | Advanced |
|----------|--------|--------------------|------------|----------|
| School | 0% | 20% | 44% | 36% |
| District | 0% | 11% | 53% | 36% |
| State | 11% | 27% | 42% | 19% |

■ Novice
 ■ Nearing Proficient
 ■ Proficient
 ■ Advanced

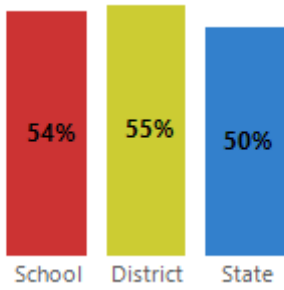
[Click here for more detail about Student Achievement](#)

Student Achievement Progress Scores

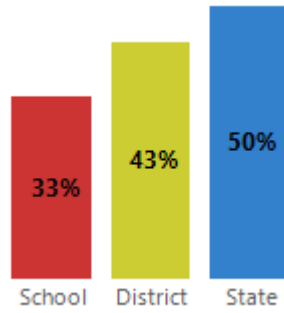
Due to rounding, percentages on each page may not add up to 100%.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

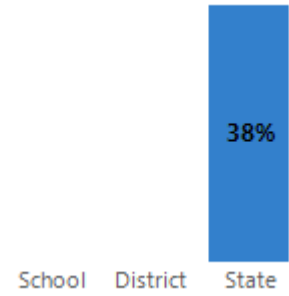
% of students showing progress in Reading



% of students showing progress in Mathematics



% of English Learners showing progress toward English proficiency

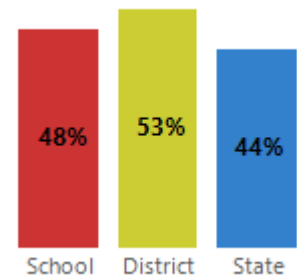


English Learners

| | |
|--|---|
| # English Learners | * |
| % Achieved Proficiency | * |
| % Students Showing Progress on the EL Assessment | * |

School Attendance

% of students with at least 95% attendance for the entire school year



Educator Qualifications

[Click here for details on Educator Qualifications \(inexperienced educators, emergency provisional licenses, educators working out of field\)](#)

School Quality, Climate, and Safety

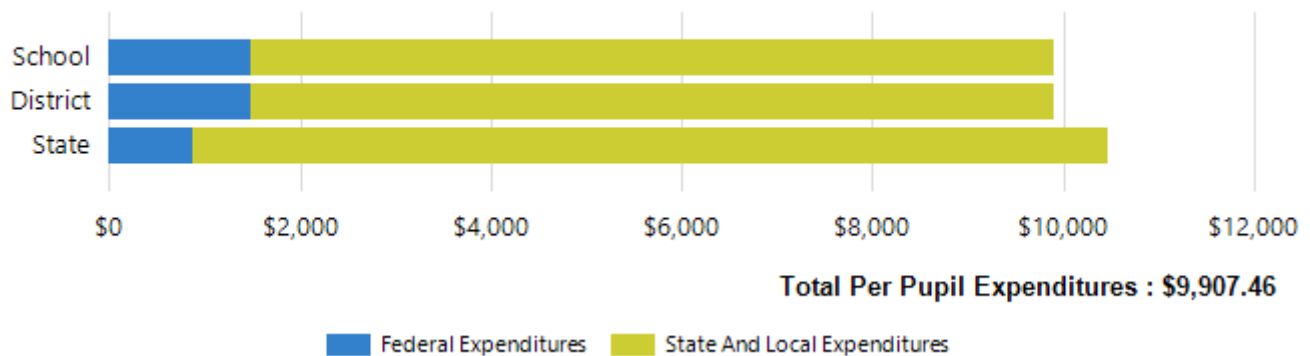
Source: Civil Rights Data Collection as published by the US Department of Education Office of Civil Rights.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

[Click here for details on Montana Civil Rights Data Collection](#)

School Finance

Per Pupil Expenditures for Cascade School



Due to rounding, percentages on each page may not add up to 100%.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

2019-20 School Report Card



Cascade School

321 Central Ave W
Cascade, MT 59421

Grades Served: PK-6

Student Enrollment: 156

Per Pupil Expenditures: \$10,361.08

| Montana Accountability System | School Identification |
|-------------------------------|-----------------------|
|-------------------------------|-----------------------|

As required under the Every Student Succeeds Act (ESSA), Montana developed an accountability system to meaningfully differentiate schools by the support needed.

Schools are identified as one of the following:

- [Comprehensive Support & Improvement \(CSI\) Schools](#)
- [Targeted Support & Improvement \(TSI\) Schools](#)
- [Universal Support Schools](#)

Universal Support

[Report Card Definitions & Methodology](#)

Due to rounding, percentages on each page may not add up to 100%. An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

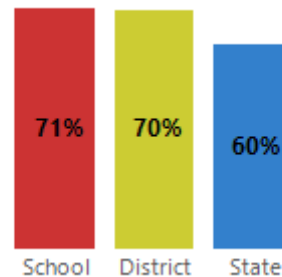
Student Achievement Scores

Student Achievement data is not available, due to the 19-20 Covid Waivers. Please go to the [19-20 Report Card page](#).

Student Progress in Reading and Math, EL Proficiency Progress, and College and Career Readiness data are not available, due to the 19-20 Covid Waivers. Please go to the [19-20 Report Card page](#).

School Attendance

% of students with at least 95% attendance for the entire school year



Due to rounding, percentages on each page may not add up to 100%. An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

Educator Qualifications

[Click here for details on Educator Qualifications \(inexperienced educators, emergency provisional licenses, educators working out of field\)](#)

School Quality, Climate, and Safety

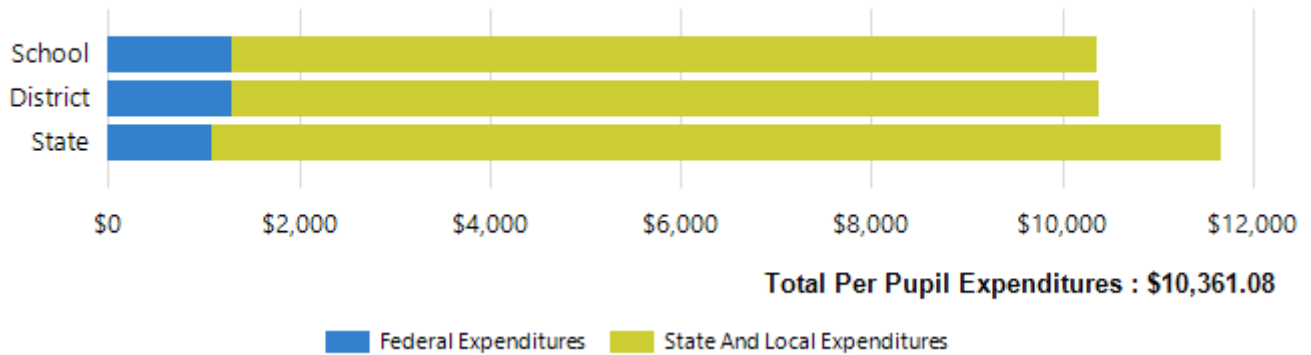
Source: Civil Rights Data Collection as published by the US Department of Education Office of Civil Rights.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

[Click here for details on Montana Civil Rights Data Collection](#)

School Finance

Per Pupil Expenditures for Cascade School



[Click here for more details on Per Pupil Expenditures](#)

Due to rounding, percentages on each page may not add up to 100%.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

2017-18 School Report Card



Cascade 7-8

321 Central Ave W
Cascade, MT 59421

Grades Served: 7-8

Student Enrollment: 41

Montana Accountability System

As required under the Every Student Succeeds Act (ESSA), Montana developed an accountability system to meaningfully differentiate schools by the support needed.

Schools are identified as one of the following:

- Comprehensive Support & Improvement (CSI) Schools
- Targeted Support & Improvement (TSI) Schools
- Universal Support Schools

[Click here for more detail about Accountability](#)

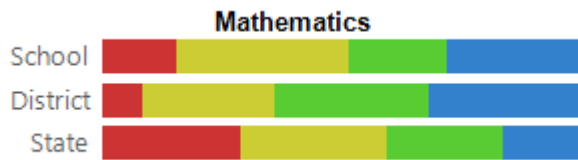
School Identification

Universal Support

[Report Card Definitions & Methodology](#)

Due to rounding, percentages on each page may not add up to 100%. An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

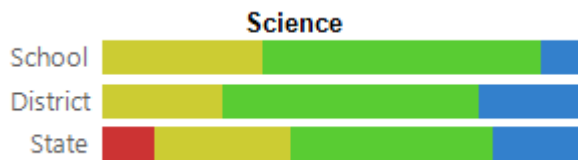
Student Achievement Scores



| | Novice | Nearing Proficient | Proficient | Advanced |
|----------|--------|--------------------|------------|----------|
| School | 15% | 36% | 21% | 28% |
| District | 8% | 28% | 32% | 32% |
| State | 29% | 30% | 24% | 17% |



| | Novice | Nearing Proficient | Proficient | Advanced |
|----------|--------|--------------------|------------|----------|
| School | 10% | 28% | 36% | 26% |
| District | 13% | 21% | 39% | 27% |
| State | 26% | 24% | 31% | 19% |



| | Novice | Nearing Proficient | Proficient | Advanced |
|----------|--------|--------------------|------------|----------|
| School | 0% | 33% | 58% | 8% |
| District | 0% | 25% | 54% | 21% |
| State | 11% | 28% | 42% | 18% |

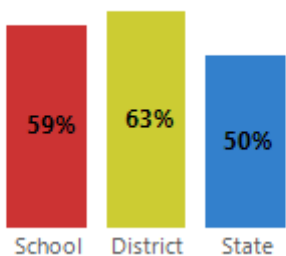
■ Novice
 ■ Nearing Proficient
 ■ Proficient
 ■ Advanced

[Click here for more detail about Student Achievement](#)

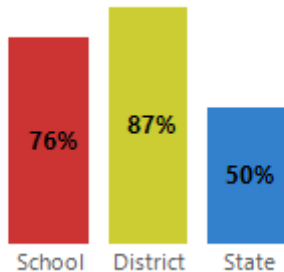
Student Achievement Progress Scores

Due to rounding, percentages on each page may not add up to 100%. An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

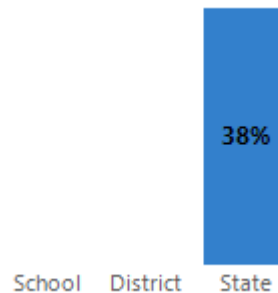
% of students showing progress in Reading



% of students showing progress in Mathematics



% of English Learners showing progress toward English proficiency

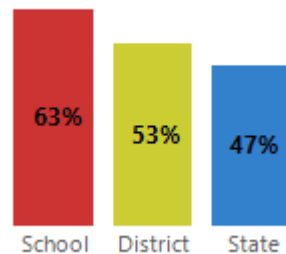


English Learners

| | |
|--|---|
| # English Learners | * |
| % Achieved Proficiency | * |
| % Students Showing Progress on the EL Assessment | * |

School Attendance

% of students with at least 95% attendance for the entire school year



Educator Qualifications

[Click here for details on Educator Qualifications \(inexperienced educators, emergency provisional licenses, educators working out of field\)](#)

School Quality, Climate, and Safety

Source: Civil Rights Data Collection as published by the US Department of Education Office of Civil Rights.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

[Click here for details on Montana Civil Rights Data Collection](#)

Due to rounding, percentages on each page may not add up to 100%.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

2018-19 School Report Card



Cascade 7-8

321 Central Ave W
Cascade, MT 59421

Grades Served: 7-8

Student Enrollment: 47

Per Pupil Expenditures: \$9,907.46

Montana Accountability System

As required under the Every Student Succeeds Act (ESSA), Montana developed an accountability system to meaningfully differentiate schools by the support needed.

Schools are identified as one of the following:

- Comprehensive Support & Improvement (CSI) Schools
- Targeted Support & Improvement (TSI) Schools
- Universal Support Schools

[Click here for more detail about Accountability](#)

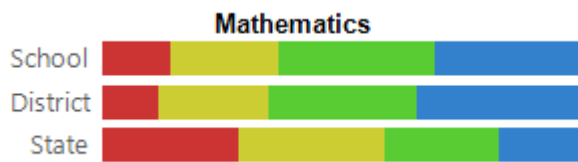
School Identification

Universal Support

Report Card Definitions & Methodology

Due to rounding, percentages on each page may not add up to 100%. An asterisk (*) indicates this number has been suppressed for student privacy and security reasons (Privacy & Security Details).

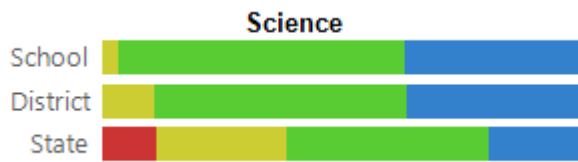
Student Achievement Scores



| | Novice | Nearing Proficient | Proficient | Advanced |
|----------|--------|--------------------|------------|----------|
| School | 14% | 22% | 33% | 31% |
| District | 12% | 23% | 31% | 34% |
| State | 29% | 30% | 24% | 17% |



| | Novice | Nearing Proficient | Proficient | Advanced |
|----------|--------|--------------------|------------|----------|
| School | 10% | 29% | 35% | 25% |
| District | 11% | 18% | 39% | 32% |
| State | 26% | 24% | 31% | 19% |



| | Novice | Nearing Proficient | Proficient | Advanced |
|----------|--------|--------------------|------------|----------|
| School | 0% | 3% | 60% | 37% |
| District | 0% | 11% | 53% | 36% |
| State | 11% | 27% | 42% | 19% |

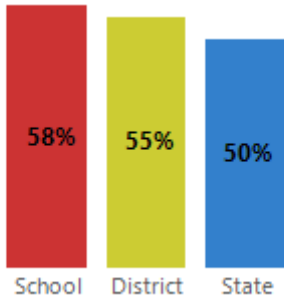
■ Novice
 ■ Nearing Proficient
 ■ Proficient
 ■ Advanced

[Click here for more detail about Student Achievement](#)

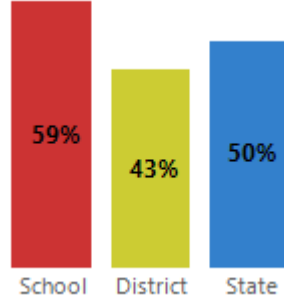
Student Achievement Progress Scores

Due to rounding, percentages on each page may not add up to 100%. An asterisk (*) indicates this number has been suppressed for student privacy and security reasons (Privacy & Security Details).

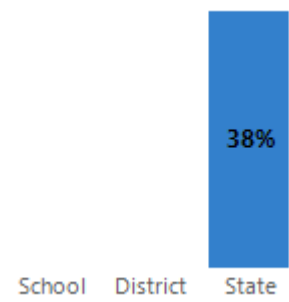
% of students showing progress in Reading



% of students showing progress in Mathematics



% of English Learners showing progress toward English proficiency

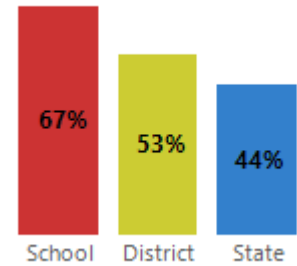


English Learners

| | |
|--|---|
| # English Learners | * |
| % Achieved Proficiency | * |
| % Students Showing Progress on the EL Assessment | * |

School Attendance

% of students with at least 95% attendance for the entire school year



Educator Qualifications

[Click here for details on Educator Qualifications \(inexperienced educators, emergency provisional licenses, educators working out of field\)](#)

School Quality, Climate, and Safety

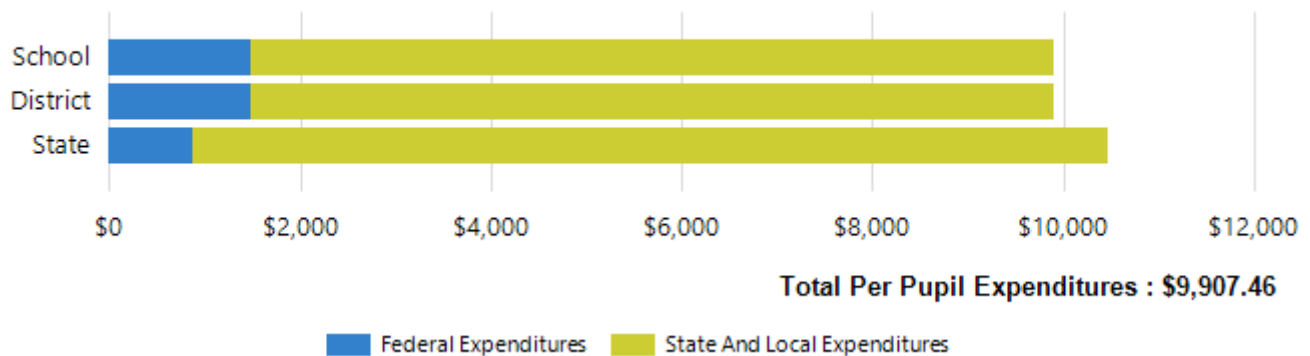
Source: Civil Rights Data Collection as published by the US Department of Education Office of Civil Rights.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

[Click here for details on Montana Civil Rights Data Collection](#)

School Finance

Per Pupil Expenditures for Cascade 7-8



Due to rounding, percentages on each page may not add up to 100%.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

2019-20 School Report Card



Cascade 7-8

321 Central Ave W
Cascade, MT 59421

Grades Served: 7-8

Student Enrollment: 47

Per Pupil Expenditures: \$10,432.07

Montana Accountability System

As required under the Every Student Succeeds Act (ESSA), Montana developed an accountability system to meaningfully differentiate schools by the support needed.

Schools are identified as one of the following:

- [Comprehensive Support & Improvement \(CSI\) Schools](#)
- [Targeted Support & Improvement \(TSI\) Schools](#)
- [Universal Support Schools](#)

School Identification

Universal Support

[Report Card Definitions & Methodology](#)

Due to rounding, percentages on each page may not add up to 100%. An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

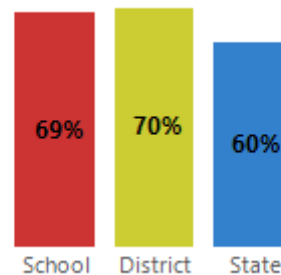
Student Achievement Scores

Student Achievement data is not available, due to the 19-20 Covid Waivers. Please go to the [19-20 Report Card page](#).

Student Progress in Reading and Math, EL Proficiency Progress, and College and Career Readiness data are not available, due to the 19-20 Covid Waivers. Please go to the [19-20 Report Card page](#).

School Attendance

% of students with at least 95% attendance for the entire school year



Due to rounding, percentages on each page may not add up to 100%. An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

Educator Qualifications

[Click here for details on Educator Qualifications \(inexperienced educators, emergency provisional licenses, educators working out of field\)](#)

School Quality, Climate, and Safety

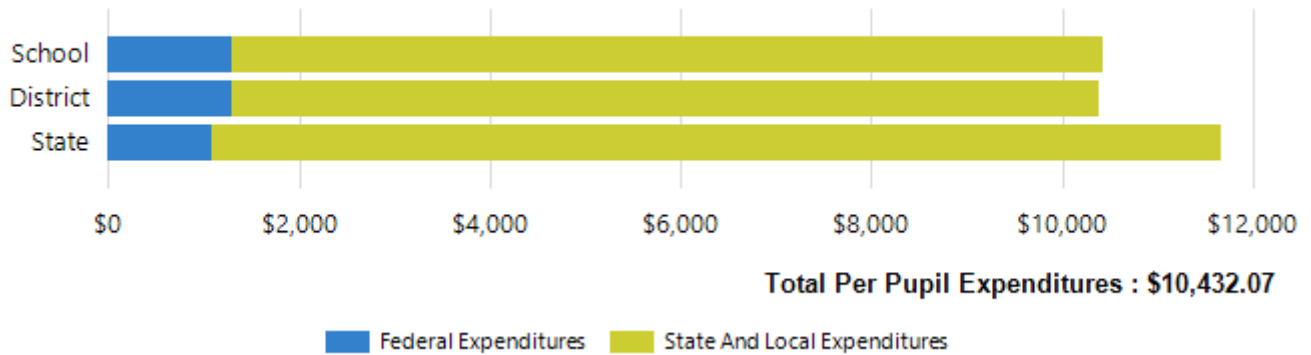
Source: Civil Rights Data Collection as published by the US Department of Education Office of Civil Rights.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

[Click here for details on Montana Civil Rights Data Collection](#)

School Finance

Per Pupil Expenditures for Cascade 7-8



[Click here for more details on Per Pupil Expenditures](#)

Due to rounding, percentages on each page may not add up to 100%.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

2017-18 School Report Card

Cascade High School

321 Central Ave W
Cascade, MT 59421

Grades Served: 9-12

Student Enrollment: 89



Montana Accountability System

As required under the Every Student Succeeds Act (ESSA), Montana developed an accountability system to meaningfully differentiate schools by the support needed.

Schools are identified as one of the following:

- Comprehensive Support & Improvement (CSI) Schools
- Targeted Support & Improvement (TSI) Schools
- Universal Support Schools

[Click here for more detail about Accountability](#)

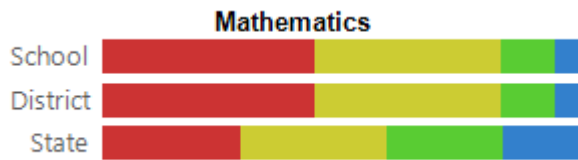
School Identification

Universal Support

[Report Card Definitions & Methodology](#)

Due to rounding, percentages on each page may not add up to 100%. An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

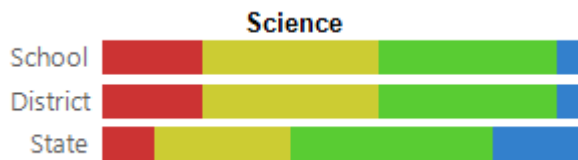
Student Achievement Scores



| | Novice | Nearing Proficient | Proficient | Advanced |
|----------|--------|--------------------|------------|----------|
| School | 44% | 39% | 11% | 6% |
| District | 44% | 39% | 11% | 6% |
| State | 29% | 30% | 24% | 17% |



| | Novice | Nearing Proficient | Proficient | Advanced |
|----------|--------|--------------------|------------|----------|
| School | 44% | 33% | 22% | 0% |
| District | 44% | 33% | 22% | 0% |
| State | 26% | 24% | 31% | 19% |



| | Novice | Nearing Proficient | Proficient | Advanced |
|----------|--------|--------------------|------------|----------|
| School | 21% | 37% | 37% | 5% |
| District | 21% | 37% | 37% | 5% |
| State | 11% | 28% | 42% | 18% |

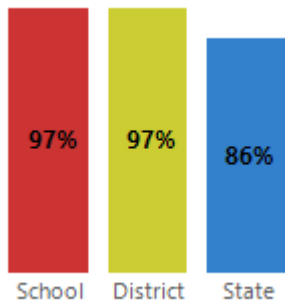
■ Novice
 ■ Nearing Proficient
 ■ Proficient
 ■ Advanced

[Click here for more detail about Student Achievement](#)

Student Achievement Progress Scores

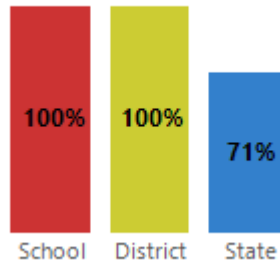
Due to rounding, percentages on each page may not add up to 100%. An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

% of students graduating high school in four years



[Click for more information](#)

% of students who are college or career ready



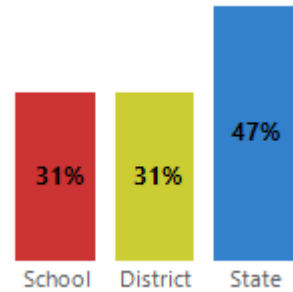
[Click for more information](#)

English Learners

| | |
|--|---|
| # English Learners | * |
| % Achieved Proficiency | * |
| % Students Showing Progress on the EL Assessment | * |

School Attendance

% of students with at least 95% attendance for the entire school year



Educator Qualifications

[Click here for details on Educator Qualifications \(inexperienced educators, emergency provisional licenses, educators working out of field\)](#)

School Quality, Climate, and Safety

Source: Civil Rights Data Collection as published by the US Department of Education Office of Civil Rights.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

[Click here for details on Montana Civil Rights Data Collection](#)

Due to rounding, percentages on each page may not add up to 100%.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

2018-19 School Report Card

Cascade High School

321 Central Ave W
Cascade, MT 59421

Grades Served: 9-12

Student Enrollment: 81

Per Pupil Expenditures: \$16,229.30



Montana Accountability System

As required under the Every Student Succeeds Act (ESSA), Montana developed an accountability system to meaningfully differentiate schools by the support needed.

Schools are identified as one of the following:

- Comprehensive Support & Improvement (CSI) Schools
- Targeted Support & Improvement (TSI) Schools
- Universal Support Schools

[Click here for more detail about Accountability](#)

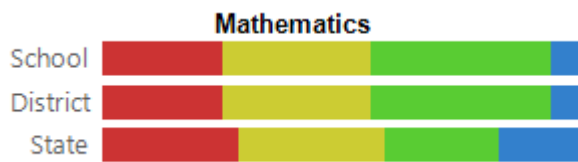
School Identification

Targeted Support

Report Card Definitions & Methodology

Due to rounding, percentages on each page may not add up to 100%. An asterisk (*) indicates this number has been suppressed for student privacy and security reasons (Privacy & Security Details).

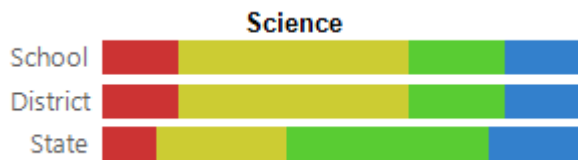
Student Achievement Scores



| | Novice | Nearing Proficient | Proficient | Advanced |
|----------|--------|--------------------|------------|----------|
| School | 25% | 31% | 38% | 6% |
| District | 25% | 31% | 38% | 6% |
| State | 29% | 30% | 24% | 17% |



| | Novice | Nearing Proficient | Proficient | Advanced |
|----------|--------|--------------------|------------|----------|
| School | 38% | 31% | 13% | 19% |
| District | 38% | 31% | 13% | 19% |
| State | 26% | 24% | 31% | 19% |



| | Novice | Nearing Proficient | Proficient | Advanced |
|----------|--------|--------------------|------------|----------|
| School | 16% | 48% | 20% | 16% |
| District | 16% | 48% | 20% | 16% |
| State | 11% | 27% | 42% | 19% |

■ Novice
 ■ Nearing Proficient
 ■ Proficient
 ■ Advanced

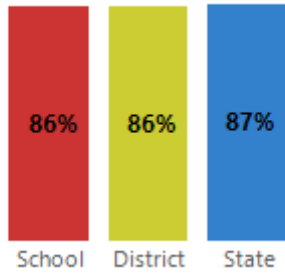
[Click here for more detail about Student Achievement](#)

Student Achievement Progress Scores

Due to rounding, percentages on each page may not add up to 100%.

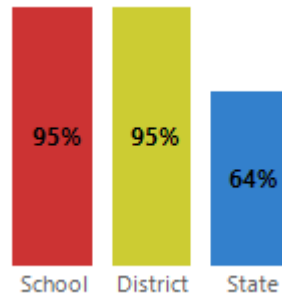
An asterisk (*) indicates this number has been suppressed for student privacy and security reasons (Privacy & Security Details).

% of students graduating high school in four years



[Click for more information](#)

% of students who are college or career ready



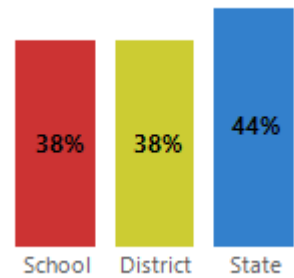
[Click for more information](#)

English Learners

| | |
|--|---|
| # English Learners | * |
| % Achieved Proficiency | * |
| % Students Showing Progress on the EL Assessment | * |

School Attendance

% of students with at least 95% attendance for the entire school year



Educator Qualifications

[Click here for details on Educator Qualifications \(inexperienced educators, emergency provisional licenses, educators working out of field\)](#)

School Quality, Climate, and Safety

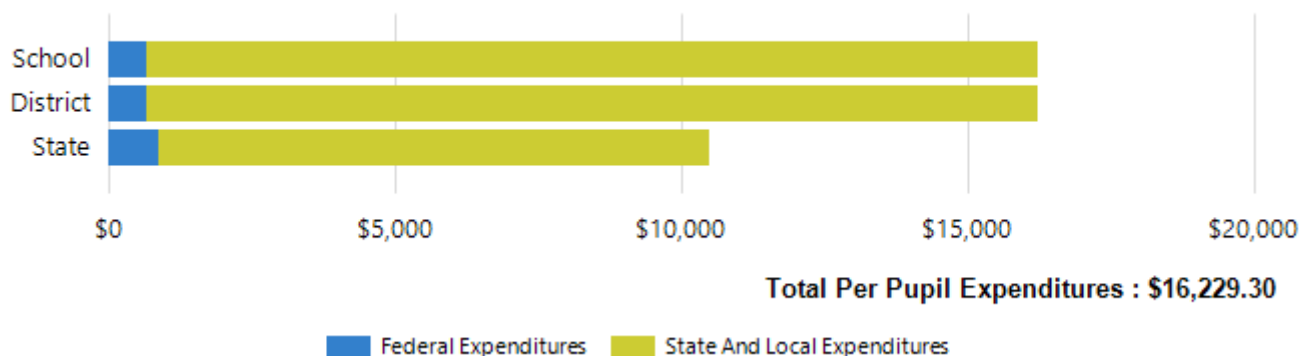
Source: Civil Rights Data Collection as published by the US Department of Education Office of Civil Rights.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

[Click here for details on Montana Civil Rights Data Collection](#)

School Finance

Per Pupil Expenditures for Cascade High School



Due to rounding, percentages on each page may not add up to 100%.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

2019-20 School Report Card

Cascade High School

321 Central Ave W
Cascade, MT 59421

Grades Served: 9-12

Student Enrollment: 92

Per Pupil Expenditures: \$15,133.10



| Montana Accountability System | School Identification |
|-------------------------------|-----------------------|
|-------------------------------|-----------------------|

As required under the Every Student Succeeds Act (ESSA), Montana developed an accountability system to meaningfully differentiate schools by the support needed.

Schools are identified as one of the following:

- [Comprehensive Support & Improvement \(CSI\) Schools](#)
- [Targeted Support & Improvement \(TSI\) Schools](#)
- [Universal Support Schools](#)

Targeted Support

[Report Card Definitions & Methodology](#)

Due to rounding, percentages on each page may not add up to 100%.

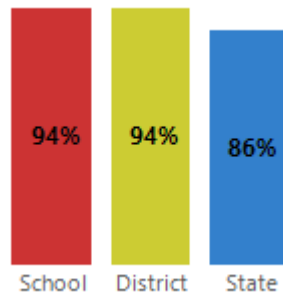
An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

Student Achievement Scores

Student Achievement data is not available, due to the 19-20 Covid Waivers. Please go to the [19-20 Report Card page](#).

Student Achievement Progress Scores

% of students graduating high school in four years



[Click for more information](#)

Student Progress in Reading and Math, EL Proficiency Progress, and College and Career Readiness data are not available, due to the 19-20 Covid Waivers.

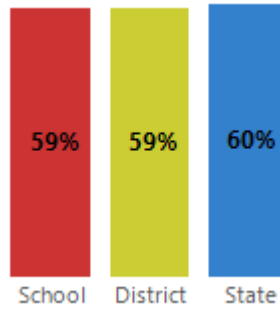
Please go to the [19-20 Report Card page](#).

[Click for info on Post-Secondary Enrollment](#)

School Attendance

**Due to rounding, percentages on each page may not add up to 100%.
An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).**

% of students with at least 95% attendance for the entire school year



Educator Qualifications

[Click here for details on Educator Qualifications \(inexperienced educators, emergency provisional licenses, educators working out of field\)](#)

School Quality, Climate, and Safety

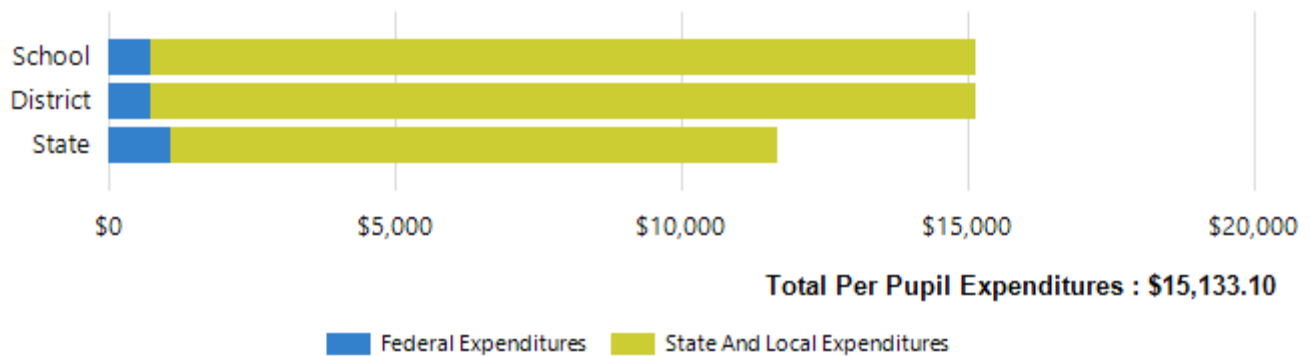
Source: Civil Rights Data Collection as published by the US Department of Education Office of Civil Rights.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

[Click here for details on Montana Civil Rights Data Collection](#)

School Finance

Per Pupil Expenditures for Cascade High School



[Click here for more details on Per Pupil Expenditures](#)

Due to rounding, percentages on each page may not add up to 100%.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons ([Privacy & Security Details](#)).

SECTION III

Cascade Public Schools

Strategic Plan

2016

Overview

The Cascade Public Schools (hereinafter referred to as “District”) has created a new direction for the school district to strategically focus its resources on identified wants, preferences, and needs of its community. As part of this process, the District has begun a strategic planning and thinking process that will lead to a stronger and more vital school district. This process will be ongoing as the District moves into the future. This strategic plan is intended to help the District in focusing its resources in a manner that will best benefit the children enrolled in the District.

The Cascade Board of Trustees and staff began the strategic planning and thinking process necessary to fit with its commitment to children, to community engagement and to knowledge-based decision making processes.

As part of its preparation for strategic planning, the District brought in Debra Silk of the Montana School Boards Association to help facilitate the strategic planning process.

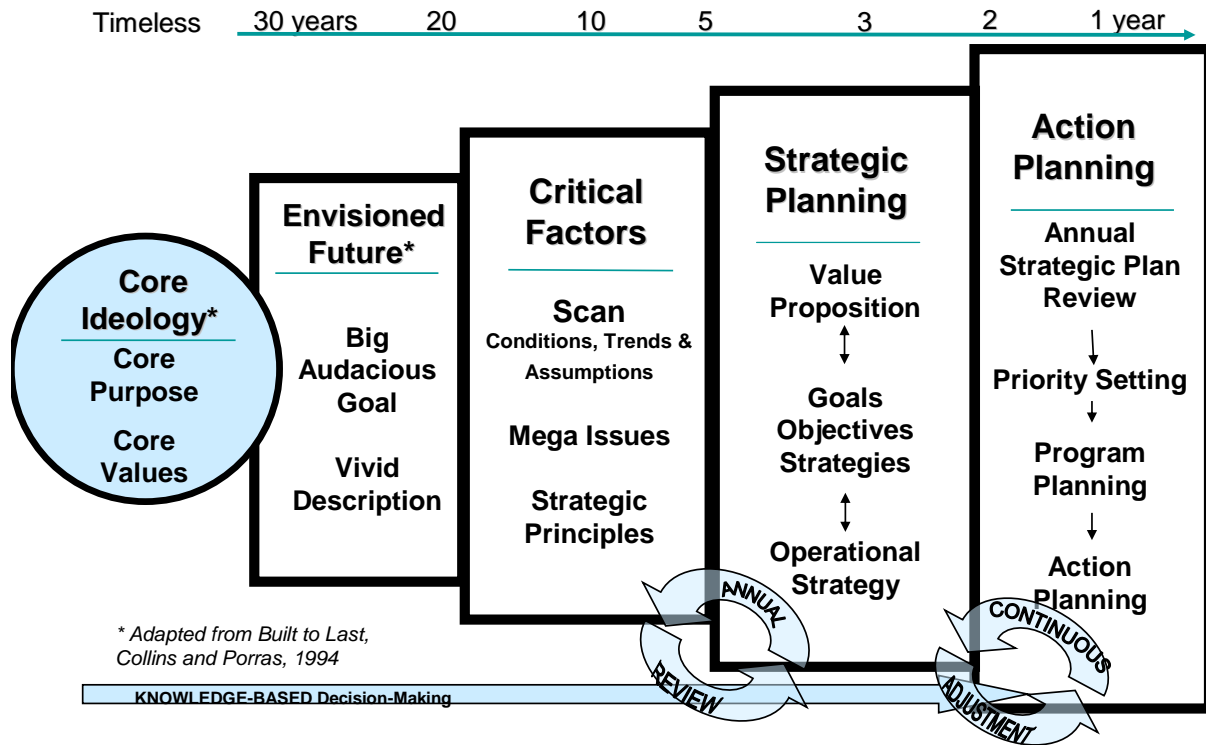
On January 19, 2016, the Cascade Public Schools Board of Trustees formally adopted its new strategic plan.

The District views the process of strategic planning as an ongoing process within the school system. This is not a "strategic planning project" that is completed. Adoption of a plan is an affirmation of the general intent and direction articulated by the Core Ideology, Envisioned Future and Goals and Strategic Objectives. It is understood that progress toward achieving plan strategic objectives will be assessed at least annually, and the plan will be updated based on achievement and changes in the needs of the children served by the District.

Strategic Planning Framework

The framework used by the District for its strategic planning process was adapted from a model developed by Jim Collins, author of “Built to Last” and “Good to Great.” The Board focused on five different planning horizons, starting with the long term issues first to provide focus to shorter term efforts.

Five Planning Horizons



Core Ideology of the Cascade Public School District

Core ideology describes a school district's consistent identity that transcends all changes related to its relevant environment. It consists of two elements - **core purpose** - the school district's reason for being - and **core values** - essential and enduring principles that guide a school district. **Envisioned future** conveys a concrete yet unrealized vision for the school district. It consists of a **big audacious goal** - a clear and compelling catalyst that serves as a focal point for effort - and a **vivid description** - vibrant and engaging descriptions of what it will be like to achieve the big audacious goal.

The Core Purpose of Cascade Public School District:

Through collective efforts of our community and school, we strive to be an innovative educational system committed to excellence and focused on developing responsible citizens.

Core Values of the Cascade Public School District:

Promoting Excellence for all Students through

- Engaging Curriculum with Rigor and Relevance
- High Quality Instruction
- Technology and Innovation
- Personal and Academic Pride
- Community and Collaboration

15-20 Year Planning Horizon

Envisioned Future of the Cascade Public Schools

Big Audacious Goal:

Cascade Public Schools is the catalyst for excellence in education in collaboration with other surrounding school districts for the betterment of the students and the communities served.

A Vivid Description of the Desired Future:

- We have not only withstood the changes in the dynamics of our community and surrounding areas, but we have successfully used these changes to our advantage and for enhanced opportunities for our students.
- Our small class size allows our staff to provide an individualized education for each student and each student progresses according to the student's level.
- We collaborate effectively with the communities of Ulm and Wolf Creek to ensure that all students have the best education and other opportunities possible.

- We provide exceptional opportunities for our staff to develop professionally. As a result our staff is highly qualified and enthusiastic about the difference they can make for our students and the contributions they bring to the District.
- We are an environmentally conscience school that strongly supports recycling, reusing and repurposing sustainable resources.
- The District and our students are actively involved in all aspects of Hydro and Aquaponics.
- Our facilities meet the contemporary and ongoing needs of our students, families and our community. Pee wee sports (t-ball, flag football, soccer, volleyball).
- We have successfully developed a program where older students provide guidance and mentorship to the younger students.
- Our summer programs cultivate enhanced learning opportunities and activities for our students.
- We have developed and operate a community garden that helps us with healthy meals and snacks for students and supports community nutritional needs.
- We have programs in place to assist children with school readiness.
- Our schedule supports the needs, preferences and schedules of students and families.
- We have enhanced our opportunities to recognize and celebrate the hard work and dedication of our students, staff and community members.
- Because of our high expectations and the transparent culture that we have created, with our students, there is trust both within the school and with our community and as a result we have had great success in the past 15 years.
- In collaboration with our community and surrounding areas, we now have a community wellness center that provides for the needs of our students, staff and community.
- We are known for being a school that utilizes technology and other innovations in our programs and services offered to students and in making needed enhancements to our community and the surrounding areas. One example of this is our exceptional vocational programs where students are provided with a variety of opportunities for hands-on projects. Another example of this is the way in which we have addressed the issue of school housing by having our students involved in all aspects of this initiative.
- We have vast after-school programs, co and extra curricular opportunities that are an extension of our exceptional programming and provide students with additional opportunities for growth and success.
- Our educational offerings are fully integrated so students can see and experience the connection to other subject matters and real-life issues.
- Our students are taught life skills and healthy habits at an early age to allow them to develop needed skills for success.
- Our students have expanded advanced learning opportunities, including but not limited to college prep classes, AP classes and other global learning opportunities.
- Our students have a menu of electives in which to choose from that support the preferences and skills of our students.
- We have a 100% graduation rate and each of our students is prepared for the next chapter in their lives.
- Every student is fluent in at least 1 foreign language before they graduate.

5-10 Year Planning Horizon

Assumptions Regarding the Relevant Future for the Cascade Public School District

In order to make progress against the 20 year Envisioned Future, Cascade Public School District must constantly anticipate the strategic factors likely to affect its ability to succeed, and to assess the implications of those factors. This process of building foresight about the future will help the District to constantly recalibrate its view of the relevant future, a basis upon which to update the strategic plan on an annual basis. As the outcome-oriented goals that will form the basis of the long-range strategic plan will be based on this foresight, annual review of these statements will be an appropriate method of determining and ensuring the ongoing relevance of the strategic plan.

Creating the Assumptions - during the Strategic Planning meetings held in the Fall of 2015, the Cascade Public School Board of Trustees, Staff Leadership Team, and faculty made many assumptions about the future. While many different assumptions were made, see Appendix "A" to this Plan for those assumptions that are likely to have the greatest influence on the success of Cascade Public Schools

Five-Year Planning Horizon

Outcome-Oriented Goals and Strategic Objectives

The following thinking represents goals for the next five years. They are areas in which Cascade Public Schools will explicitly state the conditions or attributes it wants to achieve. These outcome statements will define, "what will constitute future success." The achievement of each goal will move the school district toward realization of its Envisioned Future.

Strategic Objectives provide direction and actions on how the school district will accomplish its articulated goals. All strategies included in the strategic plan should be considered accomplishable at some point in the future. Strategic Objectives are reviewed annually by the Cascade School Board, Staff Leadership Team, and faculty.

Goals of the Cascade Public School District

Goal Area 1: Student Achievement

Statement of Intended Outcome, Five years: As a result of our high expectations and rigor and our exceptional programs and services for students, our students are enthused about school and are thriving.

1-2 Year Strategic Objectives:

- We will enhance real life experiences for our students through job shadowing, internships, project-based learning and other opportunities.
- We will provide enhanced opportunities for students in upper grades to mentor and assist students in lower grades to create a cohesive and nurturing environment for all students.
- We will enhance the alignment and integration of our curriculum to ensure smooth transitions of students and to allow for projects that involve multiple hands-on applications across the curriculum.
- We will instill in our students high expectations, a love of learning and motivation to always improve.
- We have implemented a program that provides students with community service projects as an alternative to certain forms of discipline.

Goal Area 2: Collaboration

Statement of Intended Outcome, Five years: We have a positive relationship with our parents, community and local businesses. We have also collaborated with outlying schools to enhance the educational opportunities for our students and to ensure integration and a smooth transition into our schools.

1-2 Year Strategic Objectives:

- We have collaborated with Ulm and Wolf Creek to schedule PIR days to align with our curriculum and offerings.
- We have user-friendly information available to our community and surrounding communities using technology and other strategies to enhance our relationships and knowledge of parents, community members and others.
- We have collaboration between the boards of trustees of Cascade, Ulm and Wolf Creek Public Schools to enhance teaching and learning opportunities and for the sharing of resources.
- We have integrated student activities to enhance the opportunities for students in Cascade, Ulm and Wolf Creek.

Goal Area 3: Environment/Facilities

Statement of Intended Outcome, Five Years: We have successfully integrated environmentally friendly initiatives into our school and have taken steps to ensure regular updating of our school buildings in a environmentally responsible manner.

1-2 Year Strategic Objectives:

- We will explore alternative means of energy sources, including but not limited to windmill and solar power to free up existing funds that directly support students.
- We will initiate a school recycling program that will include instruction and/or information on the importance of environmental responsibility.

- In performing upgrades to our facilities and infrastructure, we will do so in an environmentally responsible manner.
- We will embark on an initiative to enhance our facilities with the intended goal of being a Community Facility that is welcoming, inviting and provides for community activities, events and learning opportunities.
- We will initiate a School Farm program that will provide enhanced educational opportunities for our students, enhance the nutritional offerings at school and provide a needed service for our community.

Goal Area 4: Communication and Community Engagement

Statement of Intended Outcome, Five Years: Through our efforts in enhancing our communication to our parents, community and surrounding communities, we have a positive reciprocal relationship with our community.

1-2 Year Strategic Objectives:

- We will enhance the frequency and effectiveness of our communication with the goal of reaching as many parents, community members, businesses and others in surrounding communities.
- We will enhance our engagement with the community by providing additional opportunities for the community to visit, utilize and otherwise interact with our District. Our goal is to have a Community Wellness Center, an Adult Education program, computer labs that are accessible to the community and enhanced opportunities for the community to use our facilities.
- We will initiate a public relations campaign with a focus on the positive programs and effects we are having on students, our “green” initiative and our commitment to addressing issues using a collaborative, knowledge-based decision making process.

Goal Area 5: Technology

Statement of Intended Outcome, Five Years: We have effectively incorporated technology into all aspects of the District to enhance our educational opportunities for students, our community outreach initiative and to ensure that our students, parents and community have access to technology that improves their lives.

1-2 Year Strategic Objectives:

- We will make improvements to our connectivity in our buildings so that our students, staff, parents and community have enhanced access to courses, opportunities, information and resources using technology.
- We will enhance our staff training on technology and technology tools that enhance student learning.
- We will develop a Technology Plan that puts us on a path of consistent and meaningful upgrades in technology.
- We will explore the options available to provide our students with connectivity outside of the school setting to enhance their learning opportunities.

The Board, Staff Leadership Team and Staff will be developing action plans identifying the key activities/events, primary person(s) responsible for championing each activity/event identified and the timeline(s) for implementing and/or completing each activities/event.

Appendix “A”

Megatrend Analysis to Help Inform and Assess Cascade Public School District’s Strategic Plan

Assumptions about the future (5-10 years)

Assumptions: The following are 5-10 year assumptions concerning the key external trends, challenges, or issues facing Cascade Public School District in the future. They may represent either future opportunities or threats to the District.

5-10 Year Planning Horizon

Assumptions Regarding the Relevant Future for the Cascade Public School District

In order to make progress against the 20 year Envisioned Future, Cascade Public Schools must constantly anticipate the strategic factors likely to affect its ability to succeed, and to assess the implications of those factors. This process of building foresight about the future will help Cascade Public Schools to constantly recalibrate its view of the relevant future, a basis upon which to update the strategic plan on an annual basis. As the outcome-oriented goals that will form the basis of the long-range strategic plan will be based on this foresight, annual review of these statements will be an appropriate method of determining and ensuring the ongoing relevance of the strategic plan.

Creating the Assumptions - during the Strategic Planning meetings, the Cascade School Board, Staff Leadership Team, faculty and community made many assumptions about the future. While many different assumptions were made, what follows are those assumptions that are likely to have the greatest influence on the development of Cascade Public Schools' Strategic Plan.

Assumptions about the future

Demographics

- We anticipate that there will always be a need for people to work our local farms and ranches.
- We anticipate the median age of our population and our staff to increase over the next few years.
- We do not anticipate a significant increase in the number of families with children moving into our community.

Business and Economic Climate

- We anticipate a lack of suitable housing for teachers and for families that may be interested in moving to our area.

- We anticipate that aquaponics will be a growing opportunity for our community, district and our students. We anticipate a continuing need for a nursing home in our community so that our aging residents can remain here in Cascade.
- If the Air Force Base closes, we do not know what impact this will have on our District.
- We do not anticipate growth in local businesses, with the exception of fishing-related businesses. With that said, we believe that there are opportunities for our District and our students to participate in local businesses.

Politics and Social Values

- We anticipate continuing trends of social issues, including but not limited to, bullying, non-traditional family structures, emotional and behavioral needs of students.
- We anticipate voting trends to continue towards absentee and possibly on-line voting. We will have to make adjustments to ensure that our voters understand the District's needs in order to ensure that our levies are supported by the community as we assume that we need local support to provide a quality education to our students.

Technology and Science

- We anticipate a continuing need for upgrades to connectivity to ensure that our District has sufficient bandwidth to support our programs.
- We anticipate that with technological advancements and greater integration of technology into the classroom, we will have to accommodate students who do not have internet access at home.
- With the continued emphasis on science fields, we will need to ensure that our students have access to programs that support advancements in science to prepare them for their futures.

Legislation and Regulation

- We anticipate continued regulations and assertion of external control with more reliance on local taxpayers to fund and support our schools.
- We anticipate continued advocacy for forced consolidation of schools.
- We anticipate continued advocacy for the formation of private charter schools with funds intended for public schools.
- We anticipate a need for greater regulation over families that opt for home schooling their children.
- We anticipate a greater need for Title I funds based upon student's needs at an earlier age.

5-10 Year Planning Horizon

Mega Issues facing the Cascade Public School District

Mega issues are issues of strategic importance, which represent choices the school district will need to make in defining the ultimate direction of its long-range plan. These issues represent potential impediments to achievement of the Envisioned Future, and form a basis for dialogue about the choices facing the school district. These questions can serve as an ongoing "menu" of

strategic issues that, using a knowledge-based approach in gathering insights relative to Cascade Public Schools' strategic position and directional choices for each of the issues, can be used by the Board to create regular opportunities for strategic dialogue about the future issues facing the school district.

Cascade Schools' Strategic Plan

Through collective efforts of our community and school, we strive to be an innovative educational system committed to excellence and focused on developing responsible citizens.

| Promoting Excellence for all Students through: | Goals and 5 Year Strategies | 1 to 2 Year Strategic Objectives | Action Plan | | | | |
|---|--|---|----------------------------|-----------------------------|---------------------|---|------------------|
| Engaging Curriculum with Rigor and Relevance High Quality Instruction Personal and Academic Pride | Student Achievement As a result of our high expectations and rigor and our exceptional programs and services for students, our students are enthused about school and are thriving. | We will enhance real life experiences for our students through job shadowing, internships, project-based learning and other opportunities. We will provide enhanced opportunities for students in upper grades to mentor and assist students in lower grades to create a cohesive and nurturing environment for all students. We will enhance the alignment and integration of our curriculum to ensure smooth transitions of students and to allow for projects that involve multiple hands-on applications across the curriculum. We will instill in our students high expectations, a love of learning and motivation to always improve. We have implemented a program that provides students with community service projects as an alternative to certain forms of discipline. | Missing Assignments | ACT Class for Juniors | Writing Pathways | Professional Learning Communities (PLC's) | MyVoice Survey |
| | | | Career Readiness | Common Curriculum | Writing Improvement | Professional Development plan | Teacher Coaching |
| | | | Jobs For Montana Graduates | Elementary Math Improvement | Math Committee | MTSS - Elementary | |
| | | | School To Work | Elementary ELA Improvement | ELA Committee | MTSS - JH/HS | |
| Technology and Innovation | Environment/Facilities We have successfully integrated environmentally friendly initiatives into our school and have taken steps to ensure regular updating of our school buildings in an environmentally responsible manner. Technology: We have effectively incorporated technology into all aspects of the District to enhance our educational opportunities for students, our community outreach initiative and to ensure that our students, parents and community have access to technology that improves their lives. | We will explore alternative means of energy sources, including but not limited to windmill and solar power to free up existing funds that directly support students. We will initiate a school recycling program that will include instruction and/or information on the importance of environmental responsibility. In performing upgrades to our facilities and infrastructure, we will do so in an environmentally responsible manner. We will embark on an initiative to enhance our facilities with the intended goal of being a Community Facility that is welcoming, inviting and provides for community activities, events and learning opportunities. We will initiate a School Farm program that will provide enhanced educational opportunities for our students, enhance the nutritional offerings at school and provide a needed service for our community. We will make improvements to our connectivity in our buildings so that our students, staff, parents and community have enhanced access to courses, opportunities, information and resources using technology. We will enhance our staff training on technology and technology tools that enhance student learning. We will develop a Technology Plan that puts us on a path of consistent and meaningful upgrades in technology. We will explore the options available to provide our students with connectivity outside of the school setting to enhance their learning opportunities | | | | | |
| | | | | | | | |
| Community and Collaboration | Collaboration: We have a positive relationship with our parents, community and local businesses. We have also collaborated with outlying schools to enhance the educational opportunities for our students and to ensure integration and a smooth transition into our schools. Community and Community Engagement: Through our efforts in enhancing our communication to our parents, community and surrounding communities, we have a positive reciprocal relationship with our community. | We have collaborated with Ulm and Wolf Creek to schedule PIR days to align with our curriculum and offerings. We have user-friendly information available to our community and surrounding communities using technology and other strategies to enhance our relationships and knowledge of parents, community members and others. We have collaboration between the boards of trustees of Cascade, Ulm and Wolf Creek Public Schools to enhance teaching and learning opportunities and for the sharing of resources. We have integrated student activities to enhance the opportunities for students in Cascade, Ulm and Wolf Creek. We will enhance the frequency and effectiveness of our communication with the goal of reaching as many parents, community members, businesses and others in surrounding communities. We will enhance our engagement with the community by providing additional opportunities for the community to visit, utilize and otherwise interact with our District. Our goal is to have a Community Wellness Center, an Adult Education program, computer labs that are accessible to the community and enhanced opportunities for the community to use our facilities. We will initiate a public relations campaign with a focus on the positive programs and effects we are having on students, our "green" initiative and our commitment to addressing issues using a collaborative, knowledge-based decision making process. | | | | | |
| | | | | | | | |

Cascade Schools' Strategic Plan

Through collective efforts of our community and school, we strive to be an innovative educational system committed to excellence and focused on developing responsible citizens.

| Promoting Excellence for all Students | Action Plan | Key Activity | Person(s) Responsible | Timeline | Measurements |
|--|-----------------------------------|---|--|--|--|
| Engaging Curriculum with Rigor and Relevance | Missing Assignments | Reduce missing assignments by running daily/weekly missing assignment reports; Identify high risk students; provide after school or lunch opportunities for students | Pieper, Price | Daily, weekly, quarterly, semester and continuously. | ICU Database |
| | Career Readiness | Identify students career interests and provide opportunities to explore careers | Satterwhite/Wright | Yearly | Career Surveys, Job Shadowing, Career Fairs, Lesson Plans |
| | Jobs For MT Graduates | This is a yearlong elective class. | Workman | Daily and yearly | Enrollment and Grades |
| | School To Work | Students are identified in the spring of the year for the next school year. JMG is a prerequisite. | Satterwhite, Workman | Offered each year | Enrollment and Grades |
| | Common Curriculum | Lesson Plan Tracking program that ties the lesson plans to the standards. | Administration Team | Monitored weekly | Standards Checklist |
| High Quality Instruction | Elementary Math Improvement | Data analysis used to evaluate curriculum, instruction, instructional coaching, and professional development. | Price | Data is gathered 3 times a year via FastBridge and yearly using SBAC. Ongoing monitor and implementation | FastBridge, SBAC, Grades, ICU, observations, progress monitoring |
| | Elementary ELA Improvement | Data analysis used to evaluate curriculum, instruction, instructional coaching, and professional development. | Price | Data is gathered 3 times a year via FastBridge and yearly using SBAC. Ongoing monitor and implementation | FastBridge, SBAC, Grades, ICU, observations, progress monitoring |
| | Writing Pathways | Writing assessment conducted biannually to determine growth in writing skills. | Administration, ELA teachers | Fall and Spring each year. | AIMS Web |
| | Writing Improvement | Yearlong writing requirements to meet writing standards in grades EK-12. This is a cross curricular implementation. | Administration, Teachers | Teachers have writing requirements that must be given at assigned times throughout the year. | Student Evidence from Assignments |
| | Math Committee | Form math PLC and identify key areas and standards that need improvement. Develop interventions for JH and HS students | Principals, Math and Title instructors | Quarterly data evaluation, Scheduled support blocks | FastBridge, SBAC, Grades, ICU, observations, progress monitoring |
| | ELA Committee | Form ELA PLC and identify key areas and standards that need improvement. Develop interventions for JH and HS students | Principals, English and Title instructors. | Quarterly data evaluation, Scheduled support blocks | FastBridge, SBAC, Grades, ICU, observations, progress monitoring |
| Personal and Academic Pride | Professional Learning Communities | Administration PLC started 2018-2019 school year focusing on school and student improvements through administrative learning. | Miller | Teachers and staff will begin working on PLC's in the 2019-2020 school year. | PLC progress steps |
| | Professional Development plan | Work has started on this and will continue into the next school year to develop a plan based on data and school needs. | Administrative Team | Continuous, meetings and trainings will be conducted monthly | Walk Throughs, Observations, Teacher Feedback |
| | MTSS - Elementary | MTSS uses data analysis for individual students to develop interventions | Elementary Teams | MTSS meeting are conducted triannually, walk to intervention. Interventions are conducted daily. | FastBridge, ICU, SBAC, progress monitoring |
| | MTSS - JH/HS | MTSS uses data analysis for individual students to develop interventions | JH/HS Teams | MTSS meeting are conducted triannually, Interventions are scheduled class periods | FastBridge, ICU, SBAC, progress monitoring |
| | MyVoice Survey | This survey is conducted annually to determine student perception of school culture. | Satterwhite, Pieper | Students and teachers will take the survey in 2019, in 2020 the district will parents. | MyVoice Survey results and data, Focus Groups |
| | Teacher Coaching | Coaching improves instruction. A coach will assist teachers in developing lessons and effective instructional practices. Coaches will also model these practices as needed. | Administrative Team | 2020 – 2021 year, coaching classroom management, Safe and Civil Schools | Walk Throughs, Observations, Coaching Plans |

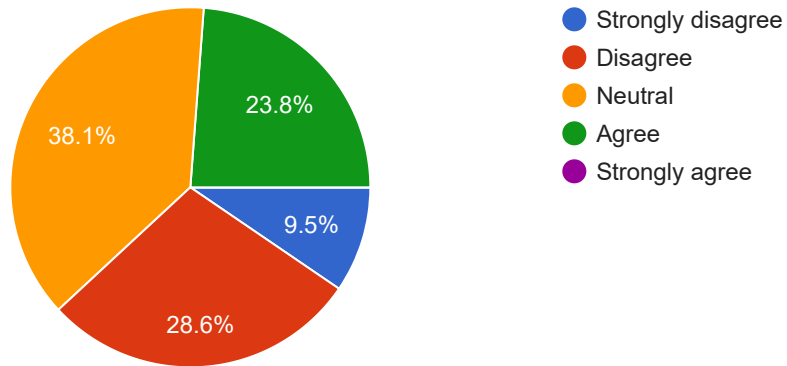
SECTION IV

Trust Scale

21 responses

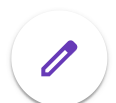
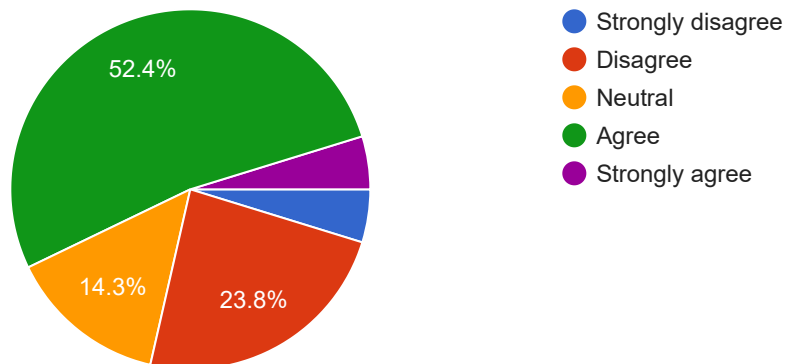
Teachers in this school trust the school board.

21 responses



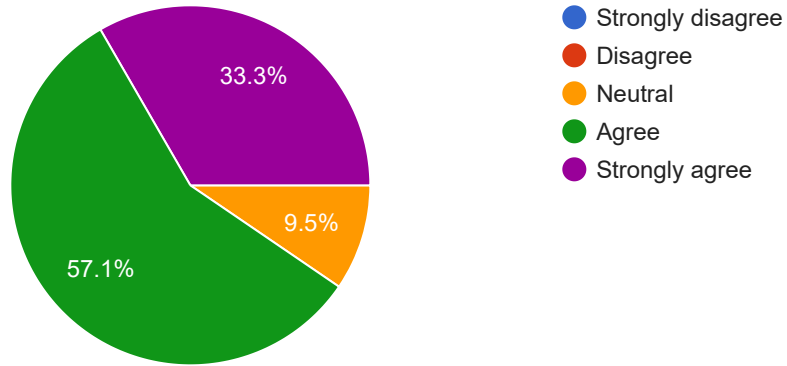
Teachers in this school trust the administration.

21 responses



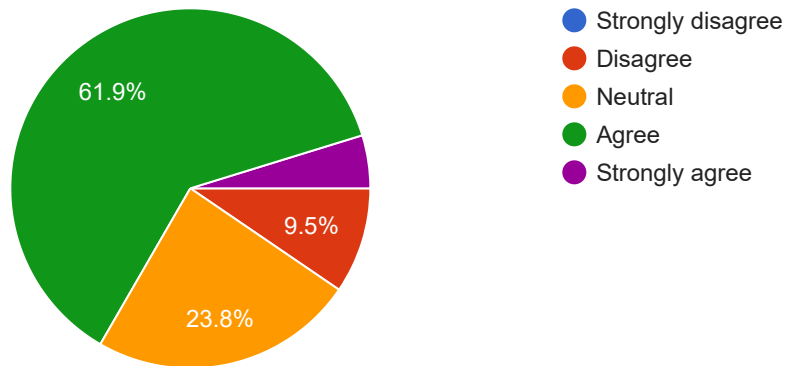
Teachers in this school trust each other.

21 responses



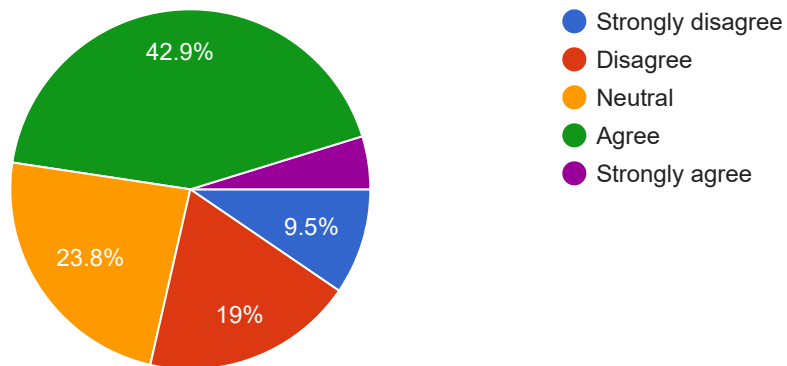
Teachers in this school trust their students.

21 responses



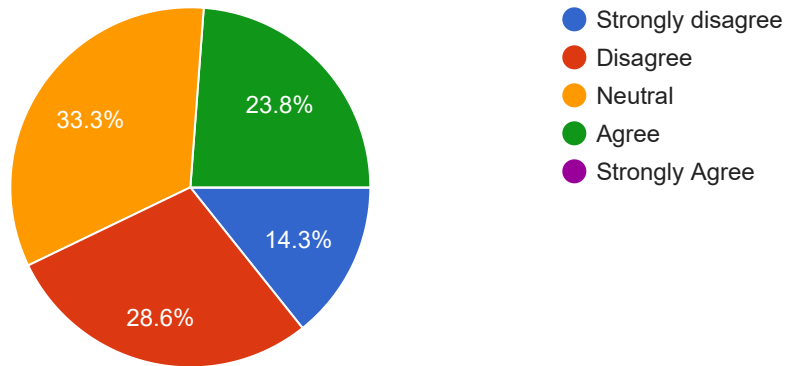
Teachers in this school trust the parents.

21 responses



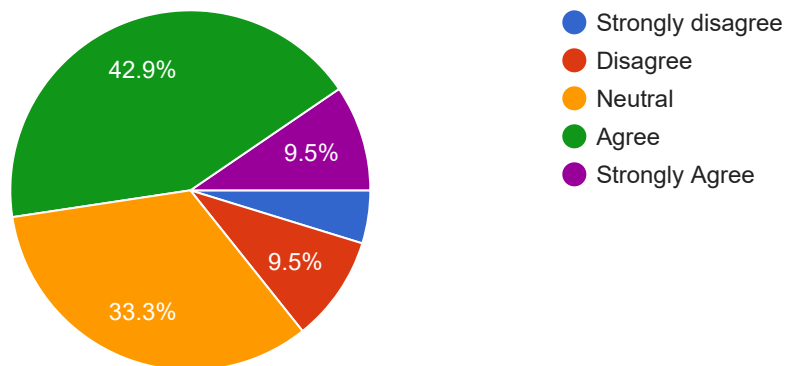
The school board looks out for teachers.

21 responses



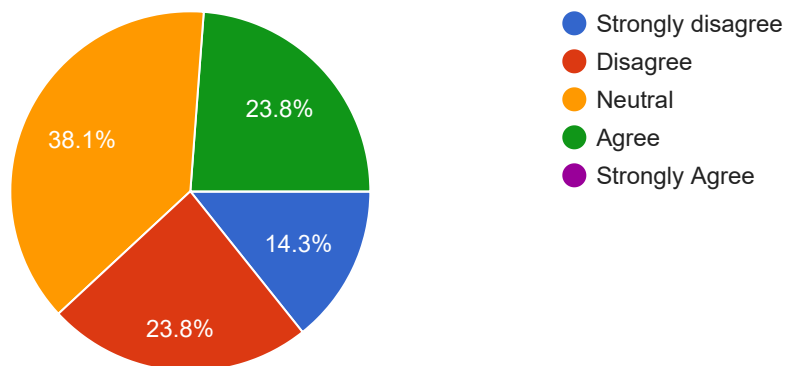
The administration looks out for the teachers.

21 responses



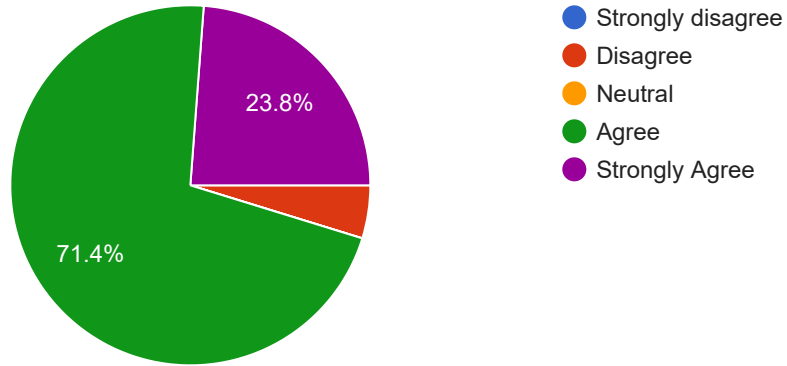
The parents look out for the teachers.

21 responses



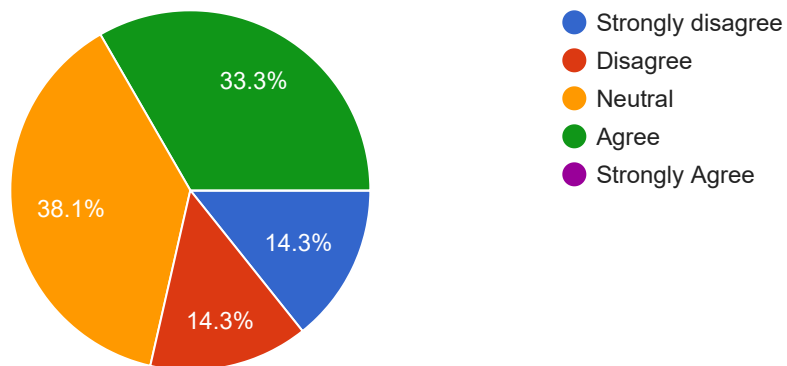
Teachers in this school look out for each other.

21 responses



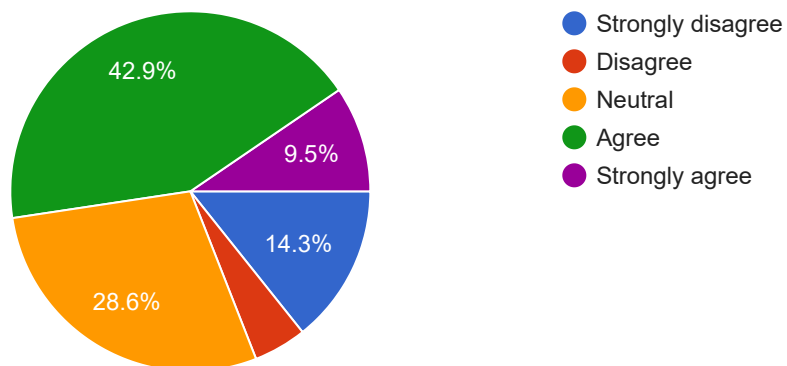
The teachers in this school have faith in the integrity of the school board.

21 responses



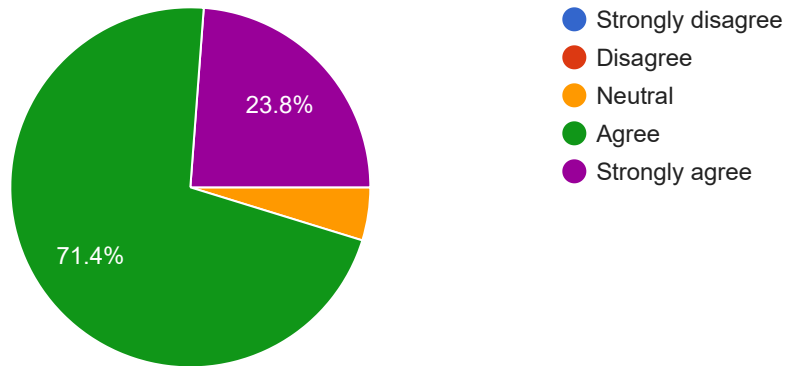
The teachers in this school have faith in the integrity of the administration.

21 responses



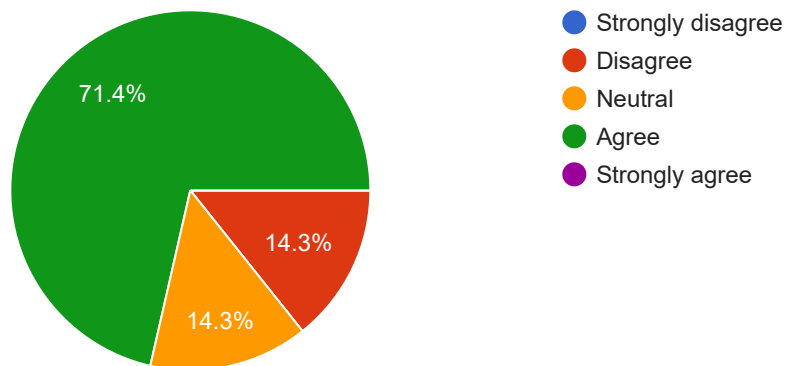
The teachers in this school have faith in the integrity of each other.

21 responses



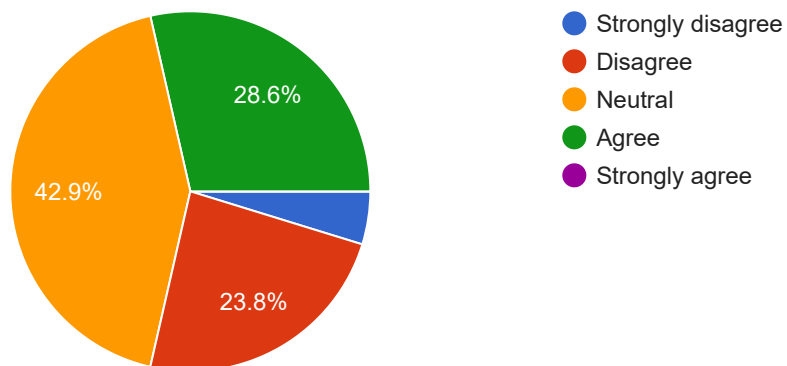
The teachers in this school have faith in the integrity of the students.

21 responses



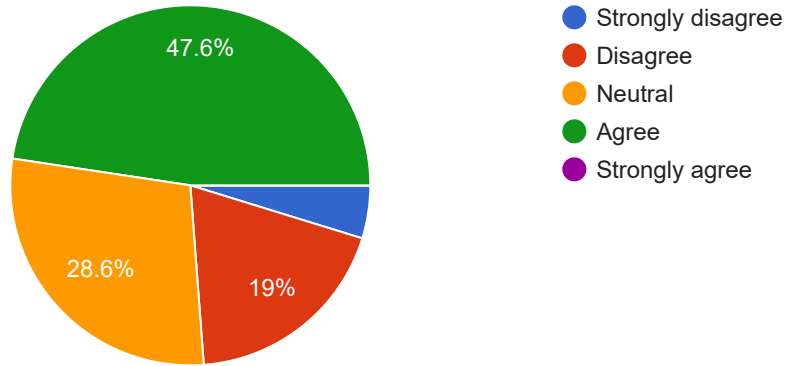
The teachers in this school have faith in the integrity of the parents.

21 responses



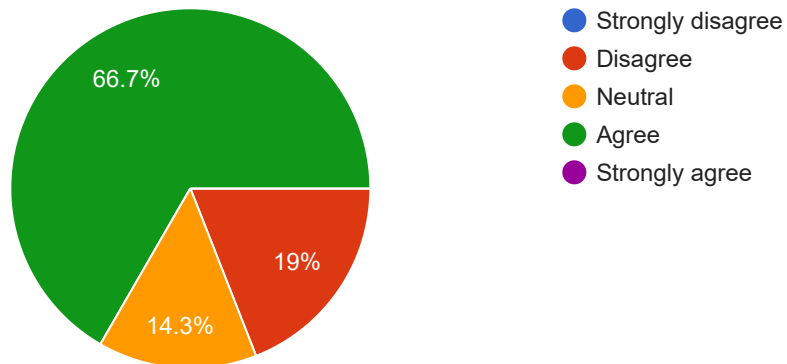
The school board acts in the best interests of the school.

21 responses



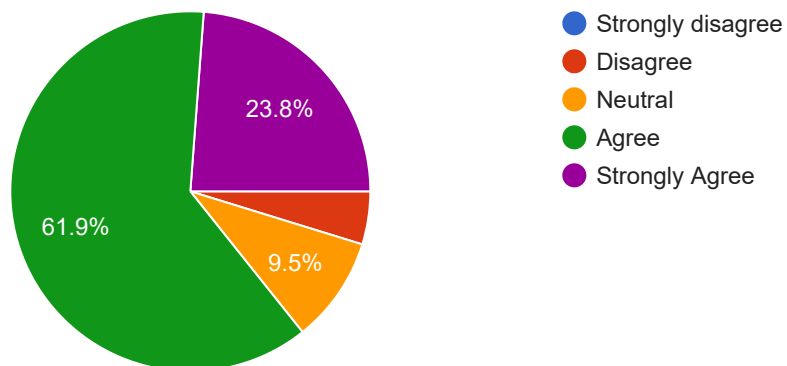
The administration in this school acts in the best interests of the school.

21 responses



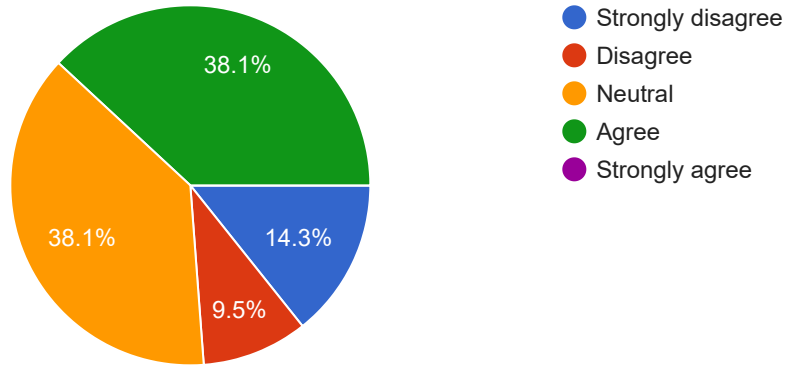
The teachers act in the best interest of the school.

21 responses



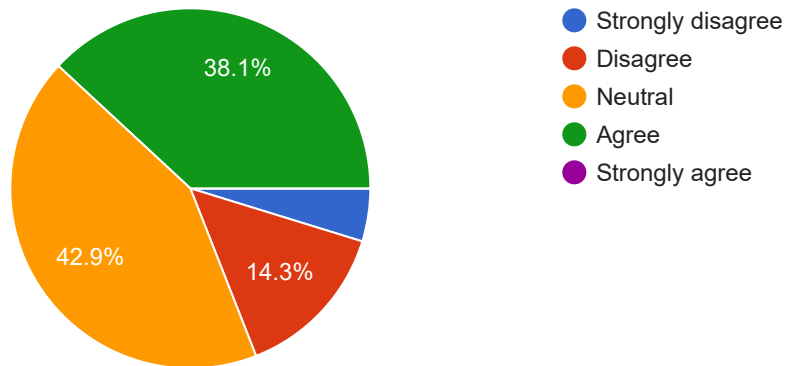
The parents act in the best interest of the school.

21 responses



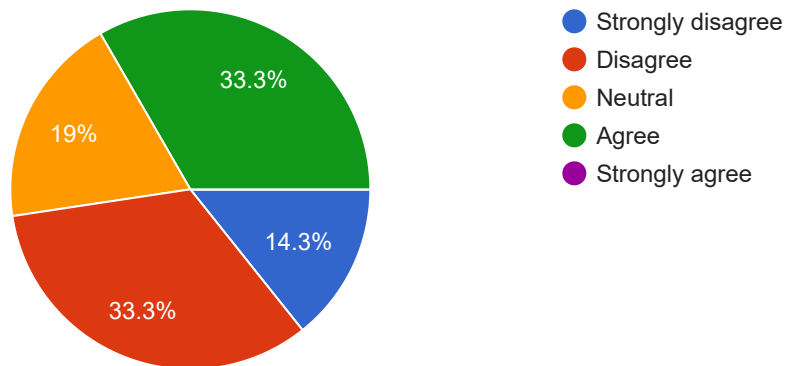
The students act in the best interest of the school.

21 responses



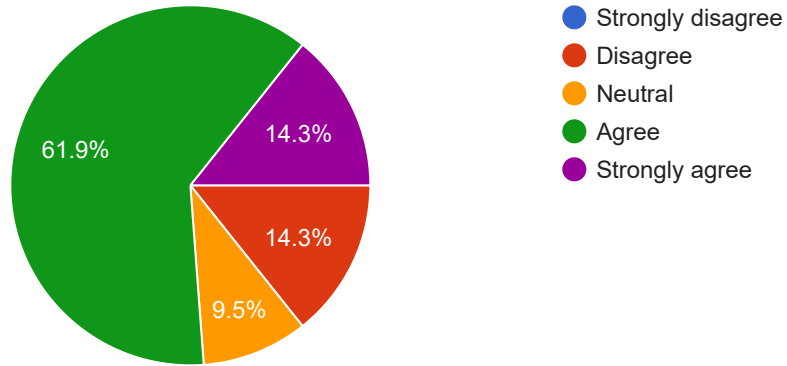
The school board shows concern for the teachers.

21 responses



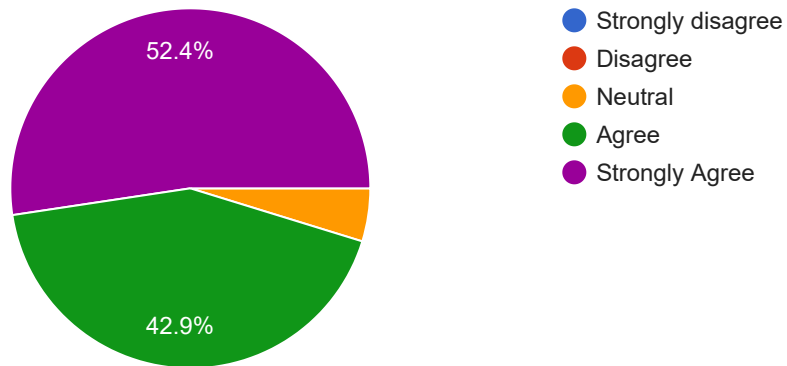
The administration of this school shows concern for the teachers.

21 responses



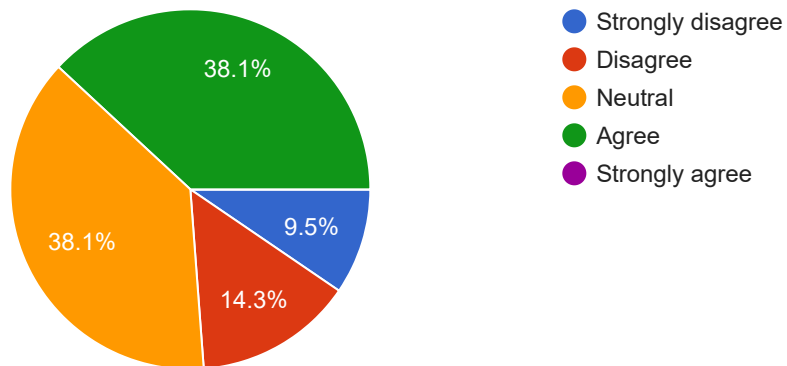
Teachers show concern for each other.

21 responses



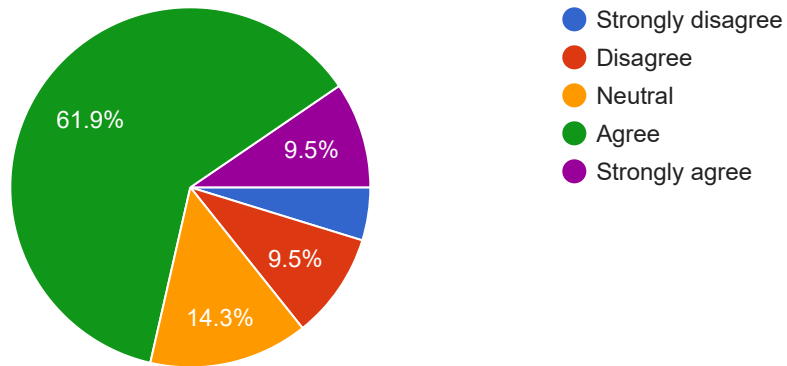
Parents show concern for the teachers.

21 responses



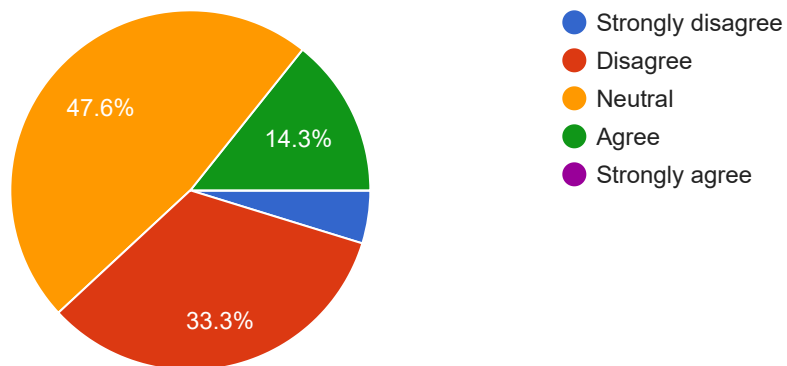
Students show concern for the teachers.

21 responses



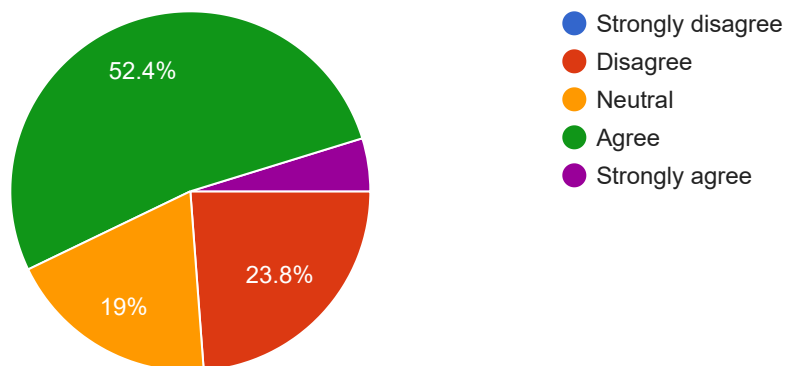
Teachers can rely on the school board to be supportive.

21 responses



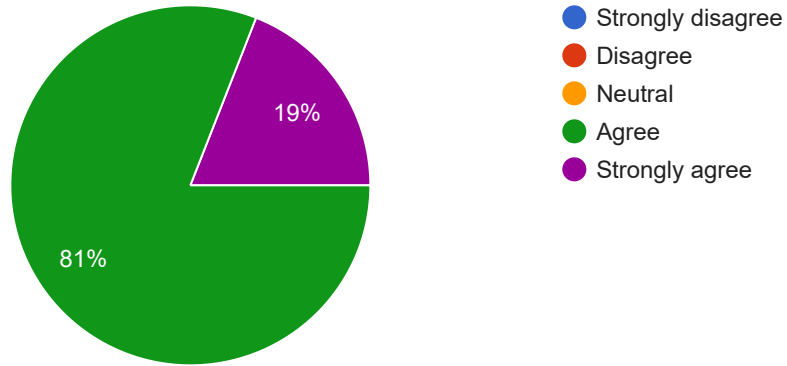
Teachers in this school can rely on the administration to be supportive.

21 responses



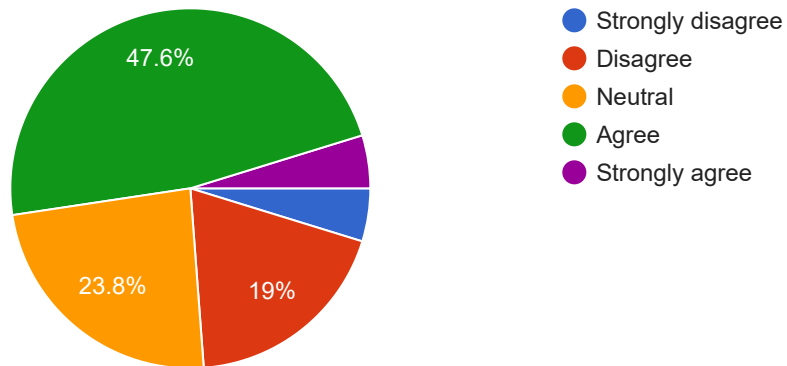
Teachers in this school can rely on each other to be supportive.

21 responses



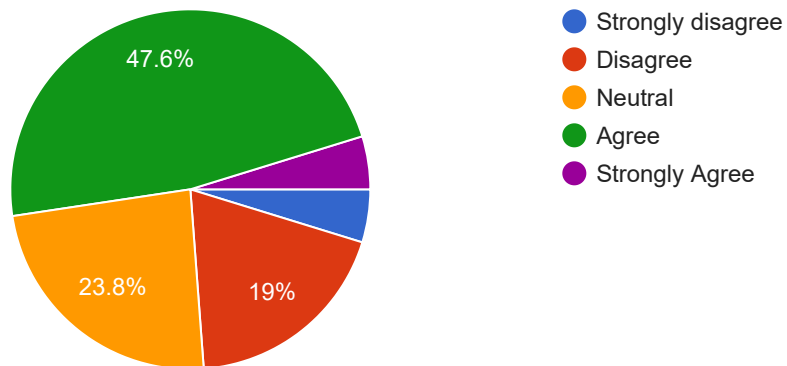
Teachers can rely on parents to be supportive.

21 responses



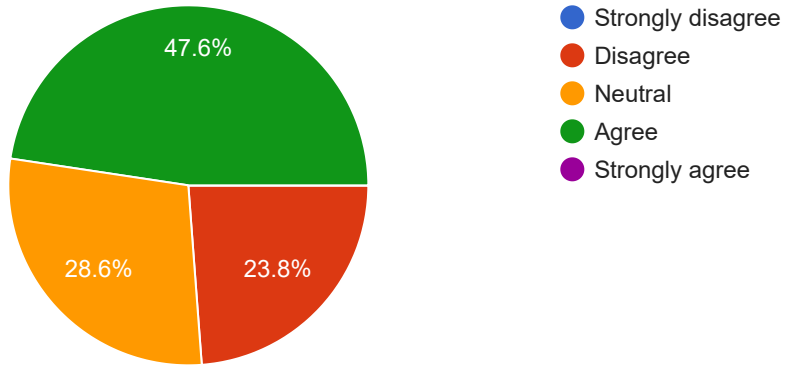
Students in this school can be counted on to do their work.

21 responses



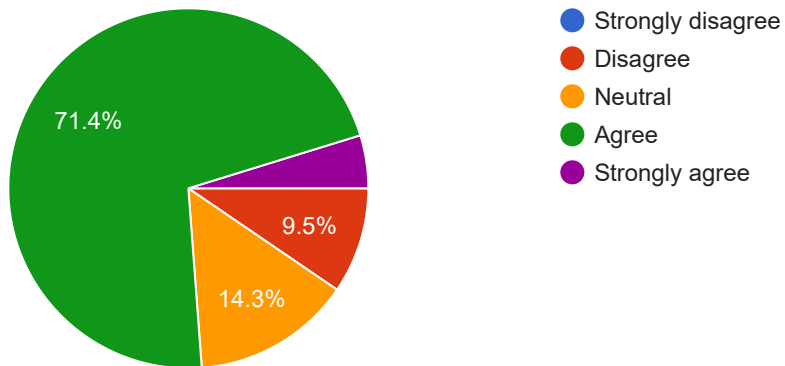
The school board is competent in doing their job.

21 responses



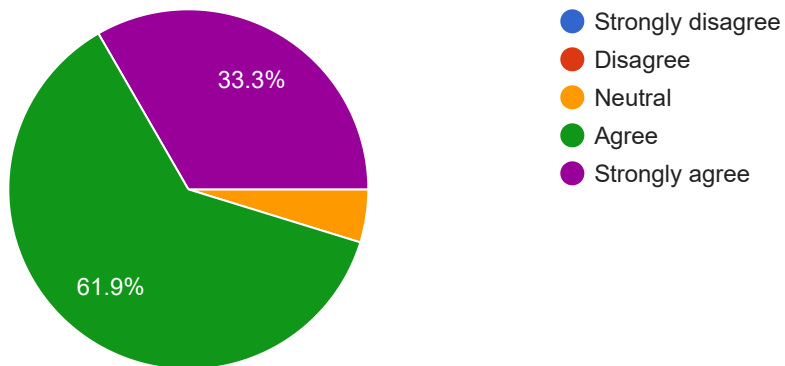
The administration in this school is competent in doing their job.

21 responses



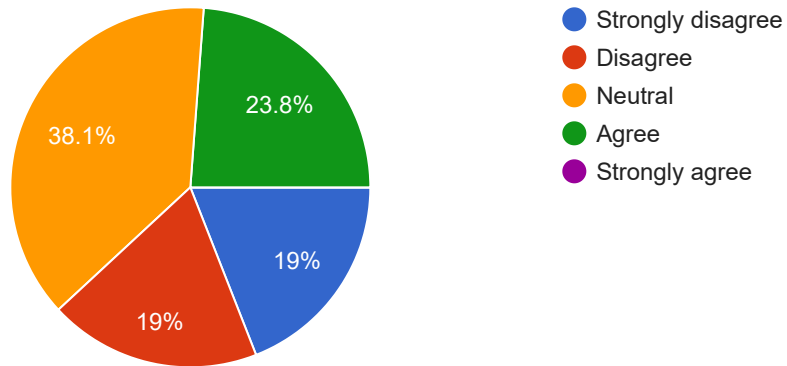
The teachers in this school are competent in doing their job.

21 responses



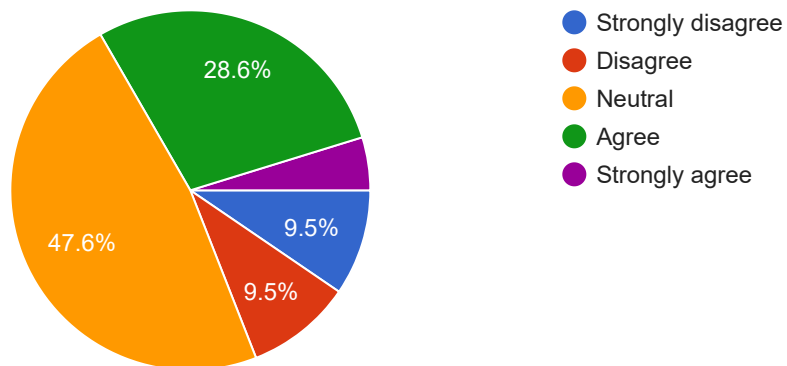
The school board values the teachers input.

21 responses



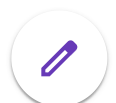
The administration values the teachers input.

21 responses



This content is neither created nor endorsed by Google. [Report Abuse](#) - [Terms of Service](#) - [Privacy Policy](#)

Google Forms



APPENDIX B

Board Evaluation

Board Meeting Evaluation

5 responses

Board Meeting Date

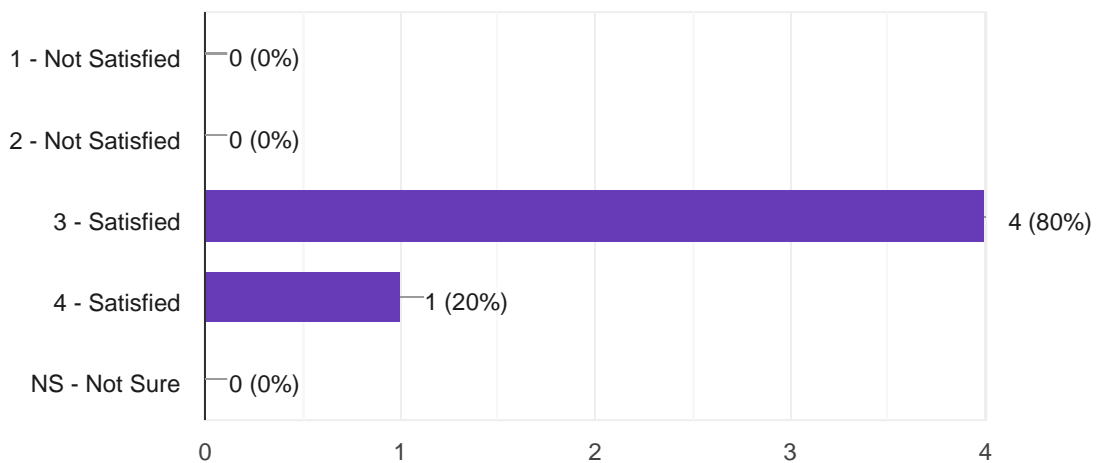
5 responses

Feb 2021 | 16 4 23

Focus

We conducted the meeting with an emphasis on outward vision, rather than internal preoccupation?

5 responses



Comment

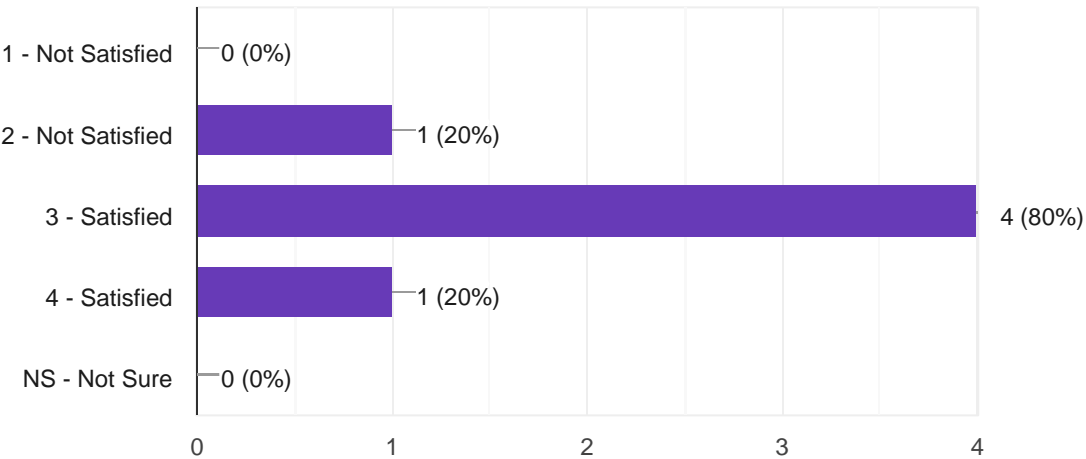
2 responses

We tried, there was just a lot of external factors

We should have been focusing on our mission and vision. We got distracted.

We focused our thinking at a strategic level?

5 responses



Comment

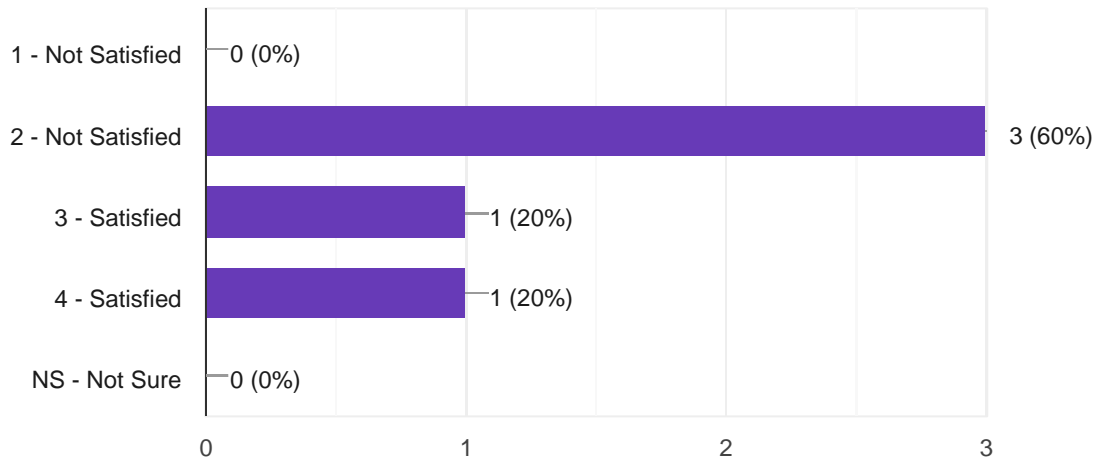
2 responses

The suggestion for a working group meeting/ strategic meeting for facilities was genius!

We need to remember that we task the administration for the day to day running of our schools. We are getting pulled down into the weeds.

We focused on the future, rather than the past or the present?

5 responses



Comment

3 responses

We need to address the comments of parents now, before we can move forward

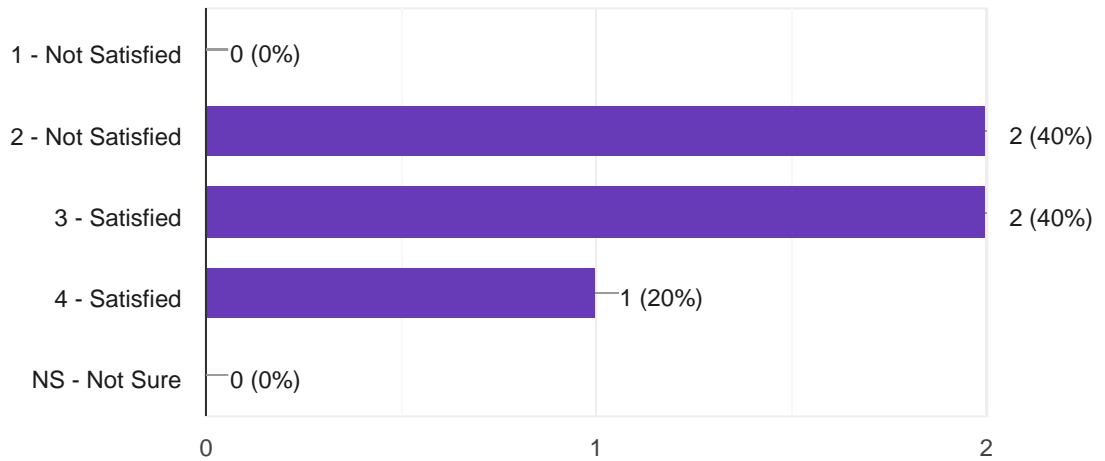
I feel that as a board we allowed a group of people who are currently unsatisfied derail our focus from our positive trajectory. While things are certainly not perfect, things are improving and our path forward is clear and positive. I feel our board stumbled by not focusing on the future.

I feel that problems of the past are influencing our decisions.

Respect

We made collective rather than individual decisions?

5 responses



Comment

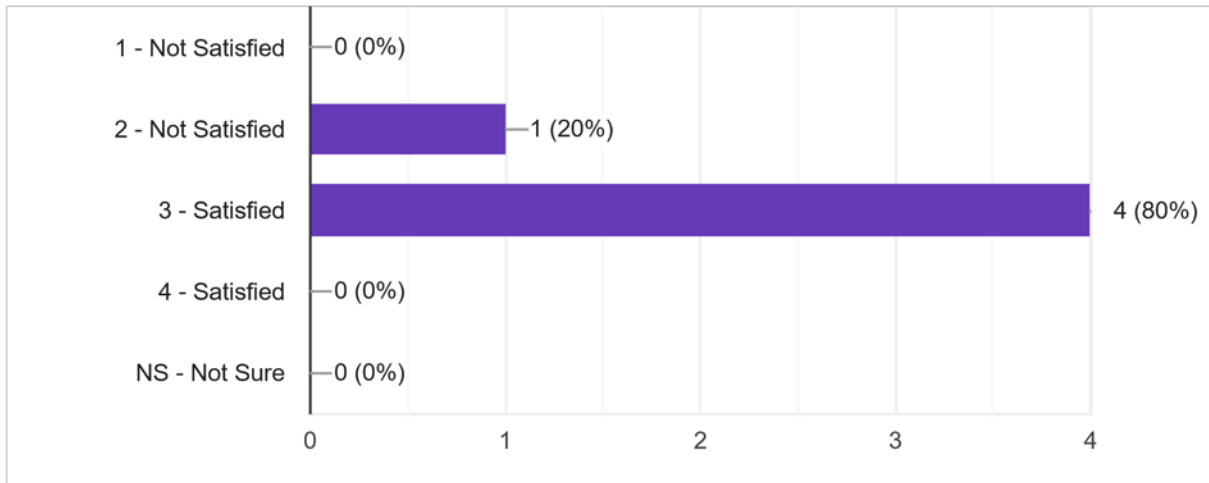
2 responses

I feel that personal agendas got in the way of making sound board decisions. A united board is a strong board, and a strong board makes a strong school. Tabling multiple committee proposals is not a sign of unity, and demonstrates that the board has some weaknesses.

Are we a board "of" or are we a board "for".

We encouraged diversity of viewpoints?

5 responses



Comment

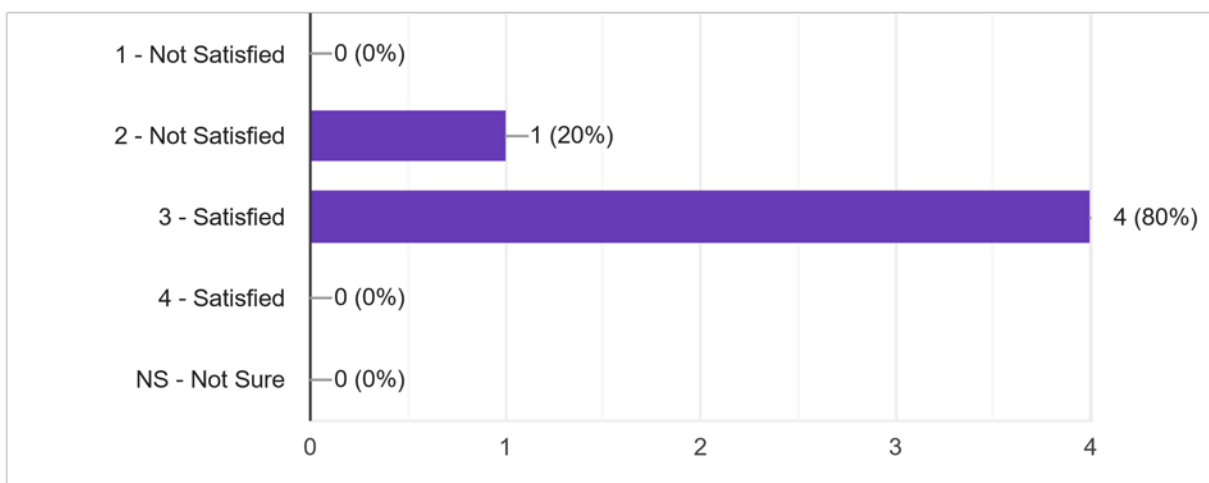
2 responses

I think we didn't "teach" enough of what is allowed by law to be said at the meeting and many felt that we didn't care or were just trying to shut them up.

Everyone got to speak their mind.

We were sensitive to our stakeholder's needs?

5 responses



Comment

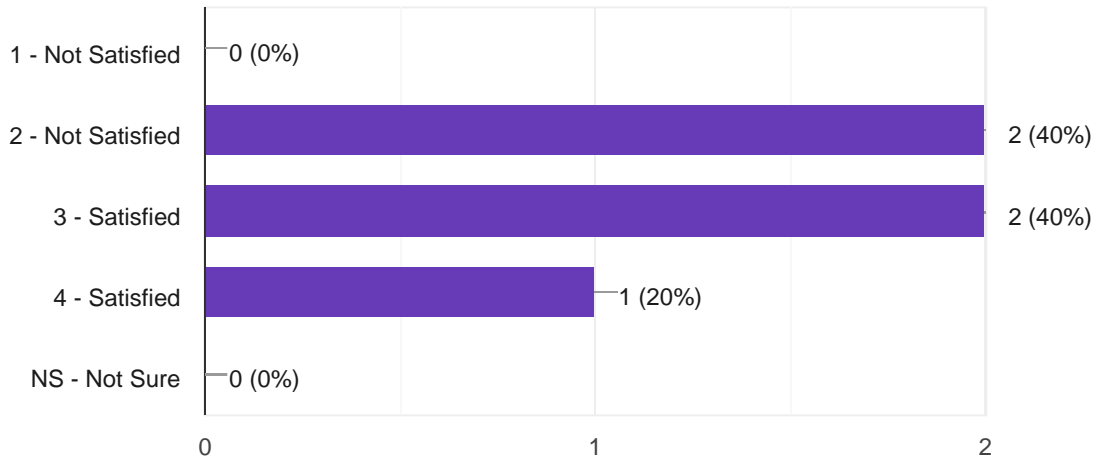
2 responses

Our number one stakeholders are the students of the district. When we take our focus off of the students and start focusing on outside factors, we are no longer doing what is best for our stakeholders. Our focus on stakeholders needs does not include making sure voters are happy in a meeting.

We need to remember that our most important stakeholders are our kids.

We gave adequate emphasis to the ethics of each issue?

5 responses



Comment

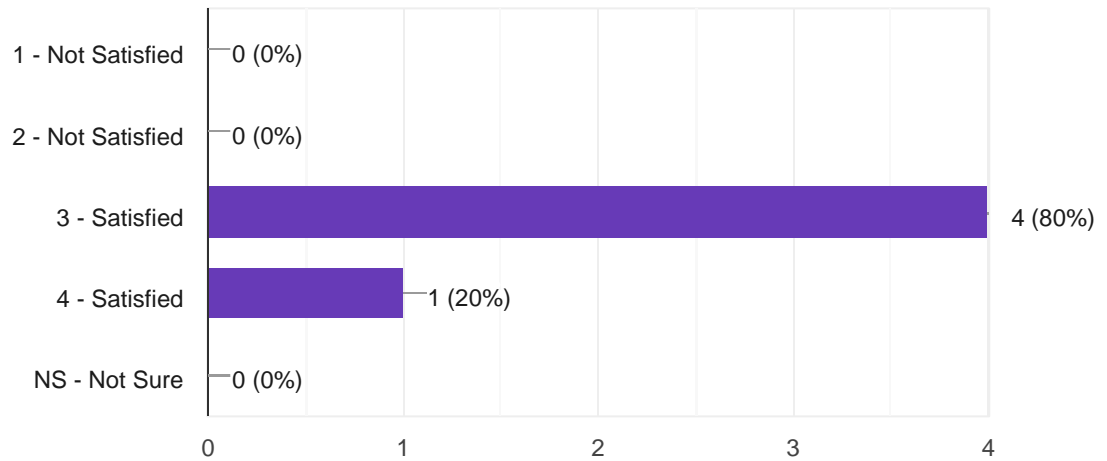
2 responses

On one issue in particular we allowed comments that could/may have put the district at risk. In a meeting prior to this one, an evaluation was conducted that brought no glaring issues to light. That is the time that sort of discussion should happen, and that would also help direct the committee for their purpose.

We negotiated in "Good Faith" and then reneged. Are we following our ethics policy?

We had the right information to make wise decisions?

5 responses



Comment

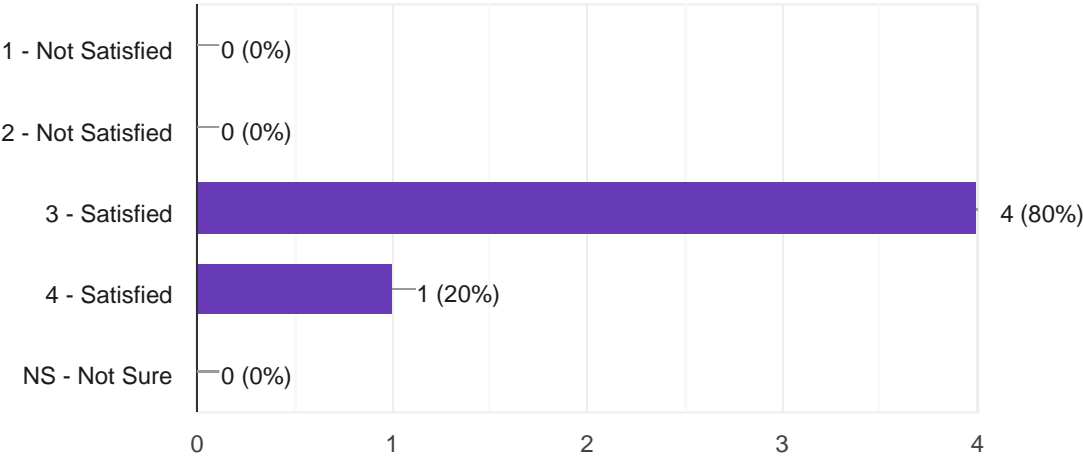
2 responses

We had the information, whether or not the board utilized it for wise decisions is another matter.

We had enough information

We acknowledged those times when we lacked information or knowledge and made plans to get what we needed?

5 responses



Comment

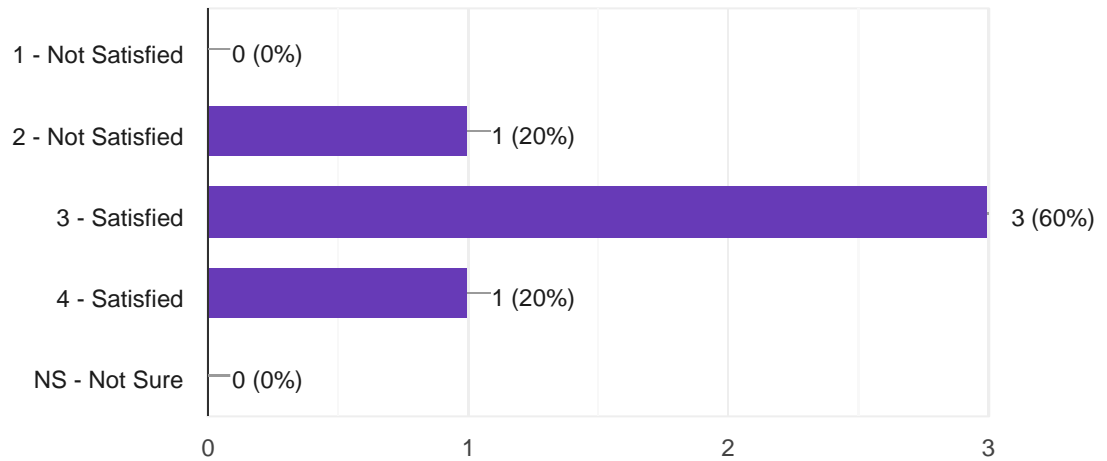
2 responses

The labeling of several items on the agenda so further discussion could happen was very impressive that we worked together like that

We had it, We didn't use it

We used the presence of staff appropriately?

5 responses



Comment

1 response

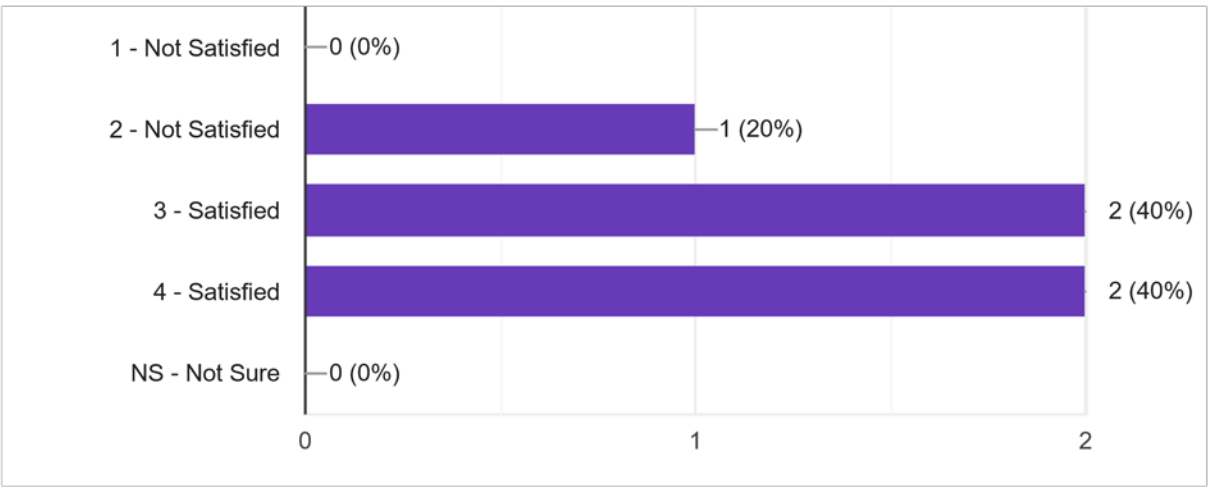
I would like to see more professionalism from the HS principal I feel that answers were very short and just in a rush to leave

Comment removed because it was outside the duties and responsibilities of a board member.
(Evaluation)

Agenda

The agenda was structured in a way that enhanced our ability to focus strategically?

5 responses



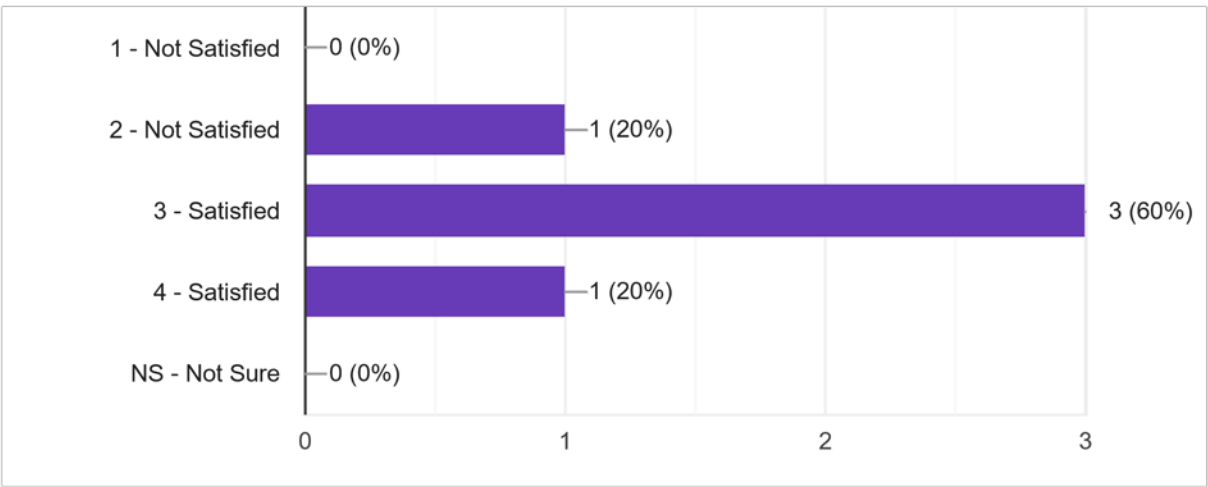
Comment

1 response

I feel that there has to be a way to actually discuss items thoroughly and yet "legal"

We spent the right amount of time on most issues?

5 responses



Comment

1 response

Instead of labeling, a discussion could have been had or questions could have been asked.

This content is neither created nor endorsed by Google. [Report Abuse](#) - [Terms of Service](#) - [Privacy Policy](#)

Google Forms

APPENDIX C

Principal Contracts

Elementary Principal/Title I Director

JH/HS Principal

**EMPLOYMENT CONTRACT
BETWEEN**

**Michelle Price
and the**

BOARD OF TRUSTEES OF SCHOOL DISTRICT 3&B OF CASCADE COUNTY, MONTANA

This employment contract made and entered into on the **20th** day of **April, 2021** by and between the Board of Trustees; hereinafter referred to as the District, and **Michelle Price** hereinafter referred to as the Principal, which includes Principal, Curriculum Director and Title I Director duties.

1. **TERM:** District and Principal agree to and accept to honor a contract of employment between the parties from July 1, 2021 to June 30, 2022. Duty days shall include all scheduled school calendar days, plus ten (10) workdays before the start of school and ten (10) workdays after the close of school.
2. **COMPENSATION:** The District will pay **Seventy Thousand, Six Hundred Eighteen and no/100 (\$70,618.00)** in 12 equal monthly installments on the 1st day of each month unless a holiday or weekend prevents it.

In the event this contract is terminated by application of state law or by mutual agreement prior to the expiration of its term, the contract sum shall be pro-rated on the basis of the number of contracted days.

Any termination of this contract by either party without mutual agreement (unless the contract be terminated pursuant to state law) shall subject the violating party to a penalty equivalent to 1/total number of contract days of the total annual salary stated above for each day remaining in the contract year at the time of such termination and such penalty shall be assessed as damages in lieu of all other damages suffered by reason of such termination.

3. **EMPLOYMENT CONTRACT:** The Board will agree and accept the SLM 20-4-203 Tenure Policy and other Montana statutes that define a principal as a teacher holding an endorsement as a principal and entitled to the benefits of tenure. Throughout the term of this contract the Principal shall be subject to termination in accordance with the provision of 20-4-207 and no other reasons except reaching normal retirement age. The Board agrees that if it becomes necessary to have a reduction in force, and the elimination of the principal position is necessary, the Board will use the seniority of the principal over other staff members and return the principal to an elementary or a high school teaching position for which the principal is certified.
4. The Board and Principal will begin contract negotiations at the board meeting in January 2022.
5. **PROFESSIONAL CERTIFICATION:** The Principal shall furnish throughout the term of this contract a valid and appropriate certificate to act in the capacity of Principal.
6. **EVALUATION:** The District, through the Superintendent, shall be the sole appraiser of the principal and the superintendent shall, as soon as possible, contact the principal verbally or by written statement as to any inadequacy in his performance and how it is to be corrected.
7. **BENEFITS:**
 - A. Insurance: The Principal shall be eligible to receive fully paid family health insurance, if he/she so chooses.
 - B. Sick Leave: Annual sick leave shall be eight (8) days per contract, accumulative to a maximum

of one hundred and four (104) days. When the Principal terminates their employment with the district, the Principal is entitled to a lump-sum payment equal to one-fourth (1/4) of the pay attributed to the accumulated sick leave.

- C. Personal leave shall be granted at three (3) days per year. These days can accumulate to eight (8) days, with the option to receive the cash equivalent for up to two days per year, at the daily rate. Principal will secure advance approval from the Superintendent when considering using personal days.
- D. The District will pay all lodging, meals and transportation to authorized professional meetings of the Principal. Lodging and meals may be by per diem schedule or itemized reimbursement. Travel will be reimbursed at state rates. The Principal's professional dues will be paid.

Chair, Board of Trustees

Date Signed

Michelle Price, Principal/Curriculum Director/
Title I Director

Date Signed

District Clerk

Date Signed

**EMPLOYMENT CONTRACT
BETWEEN**

**Nichole Pieper
and the**

BOARD OF TRUSTEES OF SCHOOL DISTRICT 3&B OF CASCADE COUNTY, MONTANA

This employment contract made and entered into on the **20th** day of **April, 2021** by and between the Board of Trustees; hereinafter referred to as the District, and **Nichole Pieper** hereinafter referred to as the Principal, which includes principal duties.

1. **TERM:** District and Principal agree to and accept to honor a contract of employment between the parties from July 1, 2021 to June 30, 2022. Duty days shall include all scheduled school calendar days, plus ten (10) workdays before the start of school and ten (10) workdays after the close of school.
2. **COMPENSATION:** The District will pay **Seventy-Two Thousand, One Hundred Eight and no/100 (\$72,108.00)** in 12 equal monthly installments on the 1st day of each month unless a holiday or weekend prevents it.

In the event this contract is terminated by application of state law or by mutual agreement prior to the expiration of its term, the contract sum shall be pro-rated on the basis of the number of contracted days.

Any termination of this contract by either party without mutual agreement (unless the contract be terminated pursuant to state law) shall subject the violating party to a penalty equivalent to 1/total number of contract days of the total annual salary stated above for each day remaining in the contract year at the time of such termination and such penalty shall be assessed as damages in lieu of all other damages suffered by reason of such termination.

3. **EMPLOYMENT CONTRACT:** The Board will agree and accept the SLM 20-4-203 Tenure Policy and other Montana statutes that define a principal as a teacher holding an endorsement as a principal and entitled to the benefits of tenure. Throughout the term of this contract the Principal shall be subject to termination in accordance with the provision of 20-4-207 and no other reasons except reaching normal retirement age. The Board agrees that if it becomes necessary to have a reduction in force, and the elimination of the principal position is necessary, the Board will use the seniority of the principal over other staff members and return the principal to an elementary or a high school teaching position for which the principal is certified.
4. The Board and Principal will begin contract negotiations at the board meeting in January 2022.
5. **PROFESSIONAL CERTIFICATION:** The Principal shall furnish throughout the term of this contract a valid and appropriate certificate to act in the capacity of Principal.
6. **EVALUATION:** The District, through the Superintendent, shall be the sole appraiser of the principal and the superintendent shall, as soon as possible, contact the principal verbally or by written statement as to any inadequacy in his performance and how it is to be corrected.
7. **BENEFITS:**
 - A. Insurance: The Principal shall be eligible to receive fully paid family health insurance, if he so chooses.

- B. Sick Leave: Annual sick leave shall be eight (8) days per contract, accumulative to a maximum of one hundred and four (104) days. When the Principal terminates his employment with the district, the Principal is entitled to a lump-sum payment equal to one-fourth (1/4) of the pay attributed to the accumulated sick leave.
- C. Personal leave shall be granted at three (3) days per year. These days can accumulate to eight (8) days, with the option to receive the cash equivalent for up to two days per year, at the daily rate. Principal will secure advance approval from the Superintendent when considering using personal days.
- D. The District will pay all lodging, meals and transportation to authorized professional meetings of the Principal. Lodging and meals may be by per diem schedule or itemized reimbursement. Travel will be reimbursed at state rates. The Principal's professional dues will be paid.

Chair, Board of Trustees

Date Signed

Nichole Pieper, Principal

Date Signed

District Clerk

Date Signed