

Kerkhoven-Murdock-Sunburg



2024-2025

Comprehensive Achievement and Civic
Readiness (CACR) Plan

KMS District 775

The 2024-2025 Comprehensive Achievement and Civic Readiness Plan was approved by the District 775 School Board on November 13, 2024. It was prepared to inform the public regarding the school district's continued commitment to providing a quality education, developing a robust curriculum, updating/upgrading instructional practices, and ultimately improving student learning.

Board of Education

Todd Rudningen	Chairman of the School Board
Harmon Wilts	Vice Chairman
Carla Olson	Clerk
Sean Collins	School Board Member
Stacy Gareis	School Board Member
Chris Wenisch	School Board Member
Jeremy Winter	School Board Member

Administration

Martin Heidelberger	Superintendent
Jeffrey R. Keil	Elementary Principal (Kindergarten - Grade 6)
Ted Brown	Junior and Senior High Principal (Grade 7 - Grade 12)

Mission & Vision Statement

Working as one in the pursuit of excellence. Inspiring excellence in education and character for today and tomorrow.

Belief Statements

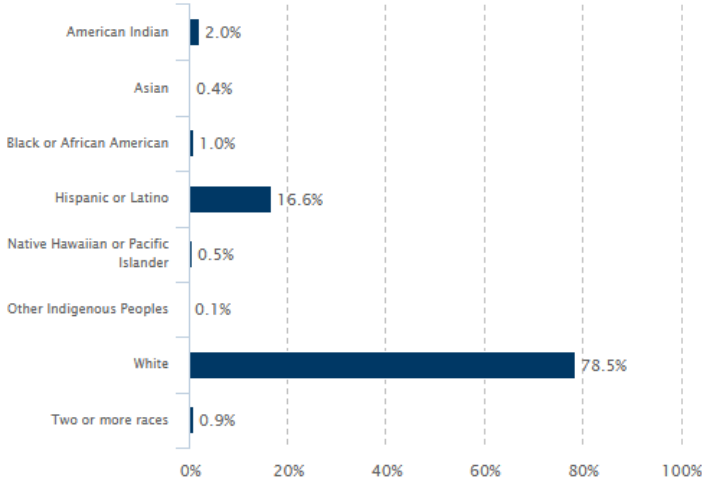
The KMS Public Schools Believe:

- Parent involvement is crucial to student success.
- Positive relationships allow for high-quality learning in a safe, nurturing, and respectful environment.
- In a positive school environment where class sizes are small.
- In building partnerships between students, teachers, parents, and the community.
- High expectations are essential to educational excellence.
- In providing a comprehensive educational program where all students can learn and grow.

District & School Data

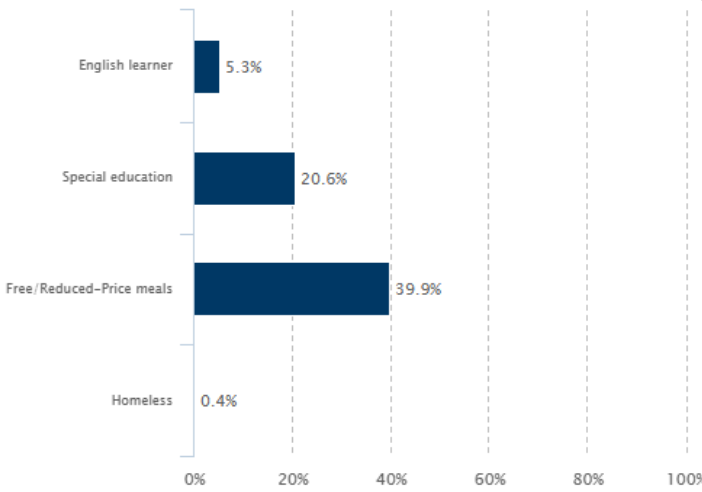
2023-2024 Demographics

Enrollment by Race/Ethnicity



Race/Ethnicity	Count	Percent
American Indian	16	2.0%
Asian	3	0.4%
Black or African American	8	1.0%
Hispanic or Latino	132	16.6%
Native Hawaiian or Pacific Islander	4	0.5%
Other Indigenous Peoples	1	0.1%
White	626	78.5%
Two or more races	7	0.9%
All students	797	100.0%

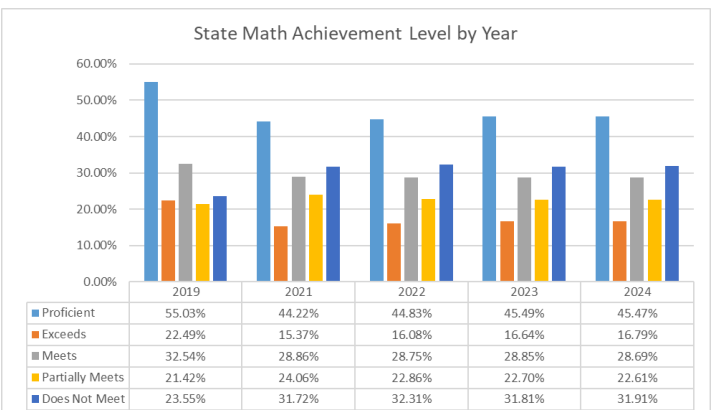
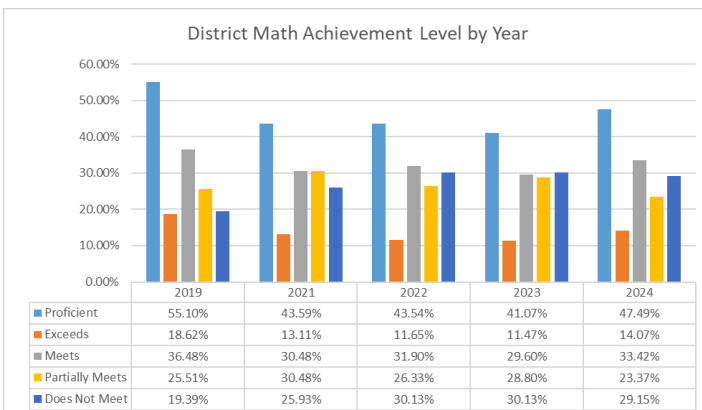
Enrollment by Other Criteria



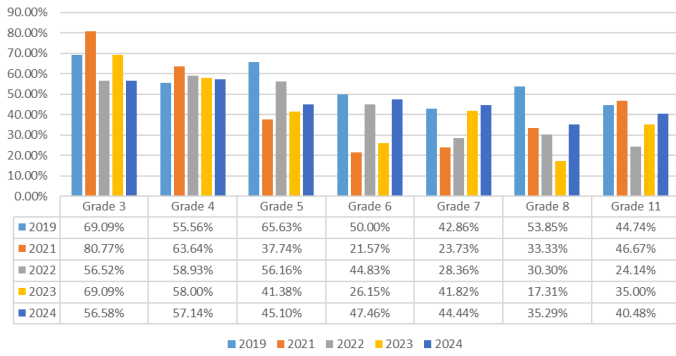
Criteria	Count	Percent
English learner	42	5.3%
Special education	164	20.6%
Free/Reduced-Price meals	318	39.9%
Homeless	3	0.4%

2023-2024 MCA and MTAS Results

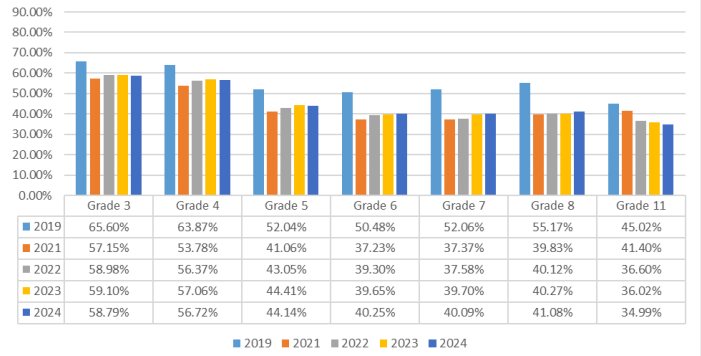
Mathematics



District Math Proficiency by Grade Level

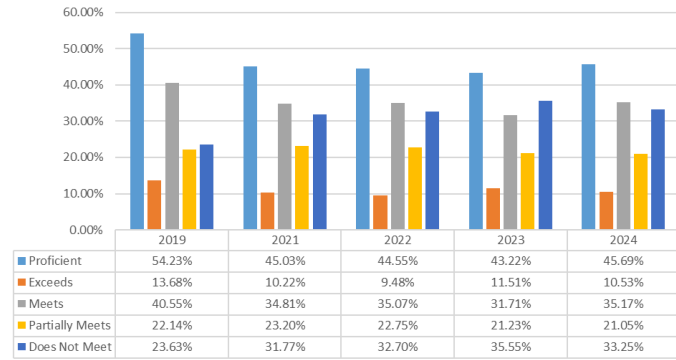


State Math Proficiency by Grade Level

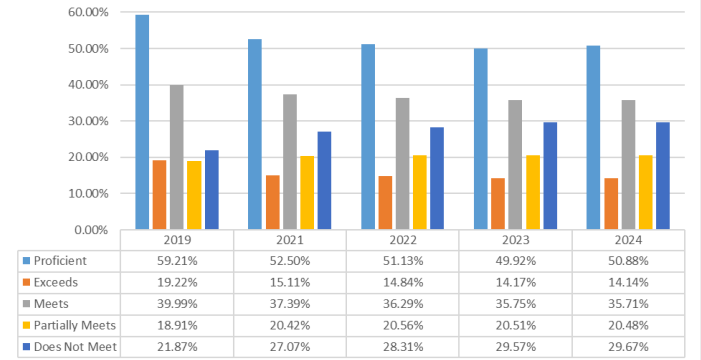


Reading

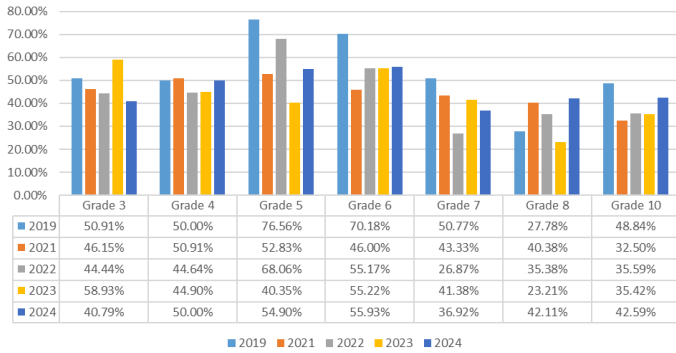
District Reading Achievement Level by Year



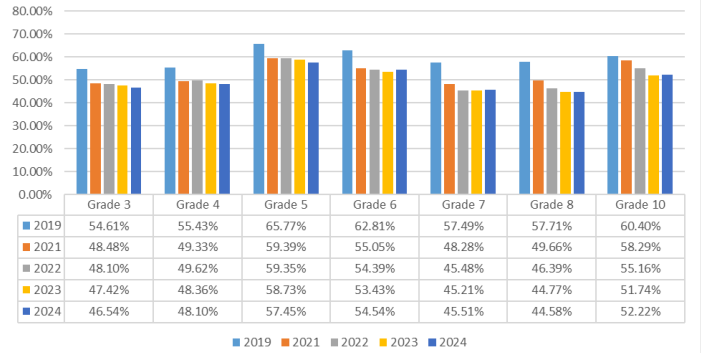
State Reading Achievement Level by Year



District Reading Proficiency by Grade Level

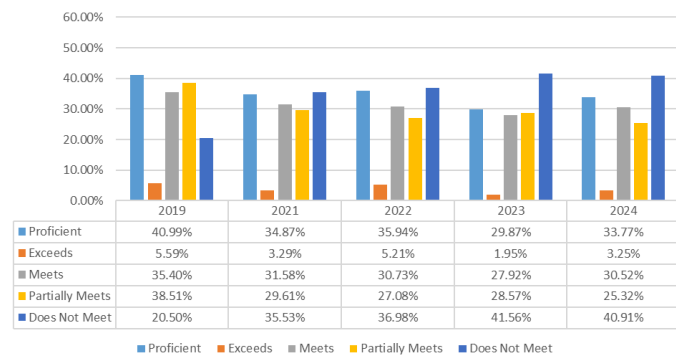


State Reading Proficiency by Grade Level

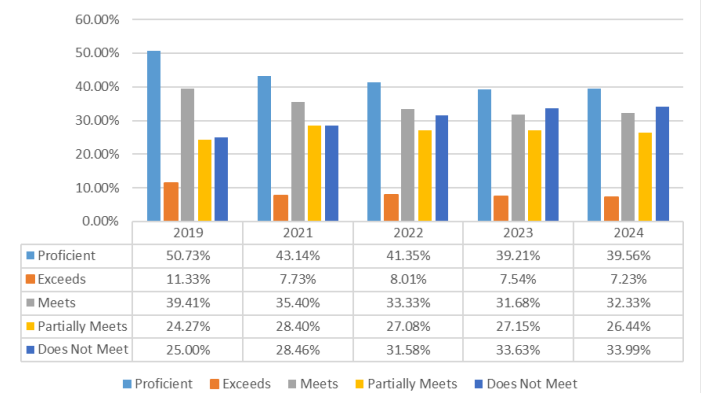


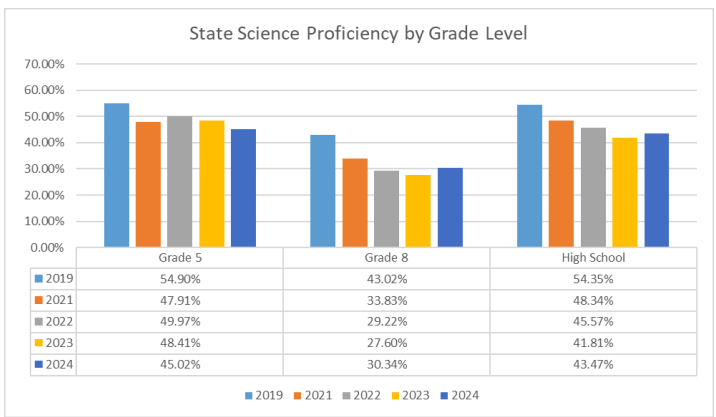
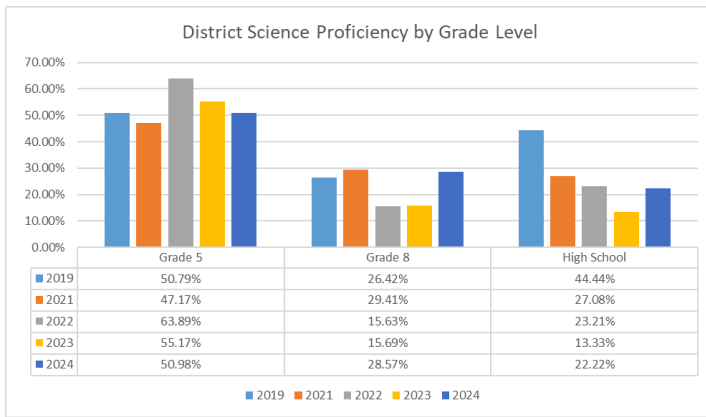
Science

District Science MCA Achievement Level by Year



State Science MCA Achievement Level by Year





Graduation Requirements

Students complete the academic standards by taking a core course of study that equips them with the knowledge and skills they need for success in postsecondary education, highly skilled work, and civic life. The KMS Board of Education requires that a student enroll in 24 credits and successfully complete 21.5 credits in grades nine through twelve in order to graduate and participate in the graduation commencement ceremony. For courses lasting an entire school year, half of the valued credit will be issued each semester. Classes lasting one semester in length will be issued credit at the completion of the course. To ensure that a student has enough credits to graduate, students in grades 9-12 will be required to register for 6 credits each year.

Credits students are required to complete in order to graduate are listed in the curriculum areas below: Math must include one credit of Algebra II. Science must include at least one credit of a chemistry/physics Lab-based class.

Graduation Requirements 21.5 credits			
English	4 credits	Physical Education	1 credit
Social Studies	4 credits	Health	½ credit
Math	3 credits	Art/Music	1 credit
Science	3 credits	Electives	5 credits

District Standardized Assessments

The KMS District uses a variety of tests to measure student achievement and performance to determine student ability and evaluate curriculum:

- FastBridge assessments are administered 3 times throughout the school year for all students in Grades K - 8. Progress monitoring is done more frequently for those students receiving targeted interventions in grades K through 8.
- STAR Assessments—The STAR Assessments are computer-adaptive tests used to assess a student's early literacy, reading, & math capabilities. The STAR Reading assessment is used for Grades 2-6 students and addresses the following domains: word knowledge and skills;

comprehension strategies and constructing meaning; analyzing literary text; understanding author's craft; and analyzing argument and evaluating text. The STAR Math assessment is used for Grades 2-6 students and addresses the following domains: number & operations; algebra; geometry & measurement; and data analysis, statistics, and probability.

- MCA (Minnesota Comprehensive Assessments) & MTAS (Minnesota Test of Academic Skills) - To provide these important snapshots of student learning, Minnesota students take some form of the Minnesota Comprehensive Assessments, or MCAs. The MCAs are given in the spring of each year to students in grades 3–8 in reading and math. In high school, Minnesota students take one last Reading MCA in grade 10 and one last Math MCA in grade 11. The Science MCAs are given in grades five and eight and once in high school. Students who receive special education services and meet eligibility requirements take the Minnesota Test of Academic Skills (MTAS) in the same grades.
- The PSAT is offered to students in Grades 8 and 10 in order to qualify for national merit scholarship opportunities. It also serves as a preparation for the ACT as well as career interests.
- ACT, a college readiness assessment, is a standardized test for high school achievement and college admissions. It is offered to students in Grade 11 as well as the ACT Writing Test.
- The ASVAB is given to all Grade 11 students; it is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military.

Student Supports

Student Supports at the Elementary School:

- Special Education: pull-out, push-in services and interventions.
- Title I: Title I is a federally funded program that provides additional academic support for students performing below grade level in the areas of reading and math.
- Title IX: Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681 et seq., and its implementing regulations, 34 C.F.R. Part 106, prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance.
- Section 504: is an anti-discrimination statute that is designed to provide equal access to education programs, services, and activities for students with a physical or mental health disability.
- English Learner: The English Learner (EL) program may sometimes be referred to as the English Learner Program or English as a Second Language Program.
- Digital Health: We all play an important role in helping students learn to manage their own use of technology independently and appropriately as we learn to do this ourselves.
- Well-being resource: Well-being in early years and the school setting is about helping children and students become resilient so that they can make positive and healthy choices to support their learning and achievement both now and in the future.

- McKinney-Vento Act: homelessness is defined as the lack of a fixed, regular and adequate nighttime residence.
- ESSA: Federal law provides students experiencing homelessness access to opportunities that will help them to fully participate in school.
- Homebound: A program of instruction to students who are unable to attend class at school due to extended illness or injury.
- Health Services: Our Licensed school nurse (LSN) and health paraprofessionals collaborate with educational and support services within the school and the community to promote student health for student achievement.
- Bullying Prevention: Staff and teachers work hard to promote positive social and academic environments in each of our schools.
- PBIS: Is a schoolwide systems approach aimed at establishing positive student culture and individualized behavior supports necessary to create a safe and effective learning environment for all students
- 1:1 iPad: We use technology as an accelerator of learning. All students in K through Grade 3 are issued an iPad for educational use as part of our 1:1 iPad program
- 1:1 Chromebooks: We use technology as an accelerator of learning. All students in Grade 3 through Grade 6 are issued a Chromebook for educational use as part of our 1:1 Chromebook program
- FastBridge progress monitoring
- Data driven decision-making using classroom and school program data (STAR, MCA-III)
- Alignment and implementation of Minnesota Academic Standards
- STEM: Science, Technology, Engineering, and Math programming

Student Supports at the 7-12 High School:

- Data driven decision-making using classroom and MCA data
- 1:1 Chromebooks: We use technology as an accelerator of learning. All students in Grade 7 through Grade 6 are issued a Chromebook for educational use as part of our 1:1 Chromebook program.
- Summer school for credit recovery through KMS Keys to Success
- FastBridge for progress monitoring
- MCA enrichment classes in Reading and Mathematics
- Special Education: pull-out, push-in services/interventions and co-taught classes.
- Offerings of PreACT 8/9, Pre ACT, ACT, ASVAB, and PSAT tests to predict future student success
- Title IX: Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681 et seq., and its implementing regulations, 34 C.F.R. Part 106, prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance.
- Section 504: is an anti-discrimination statute that is designed to provide equal access to education programs, services, and activities for students with a physical or mental health disability.

- English Learner: The English Learner (EL) program may sometimes be referred to as the English Learner Program or English as a Second Language Program.
- Digital Health: We all play an important role in helping students learn to manage their own use of technology independently and appropriately as we learn to do this ourselves.
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- Homebound: A program of instruction to students who are unable to attend class at school due to extended illness or injury.
- Health Services: Our Licensed school nurse (LSN) and health paraprofessionals collaborate with educational and support services within the school and the community to promote student health for student achievement.
- Bullying Prevention: Staff and teachers work hard to promote positive social and academic environments in each of our schools.

Teacher & Principal Supports

School as a Learning Community:

- School-wide: Local decisions guide how state standards will be taught, and the process used to focus on essential learning (locally approved standards), common summative (performance-based) assessments, and engaging learning experiences. Instructors continue to create formative assessments in all curriculum areas and selecting priority standards and writing learning targets with annual emphasis determined by leadership teams.

Mentoring Program:

- Teachers new to the district are paired with an experienced teacher and meet as determined by the building principal. Teachers meet beyond their first year as determined by the principal in the mentoring program. A district mentor team oversees the program.

Evaluation Process:

- Non-tenured teachers are evaluated three times a year with positive feedback and coaching given by the principal; tenured teachers are evaluated at least once every three years.
- Evaluations are tracked using the local TDE
- Principals are evaluated once a year by the superintendent.

Systemic, Building, and District Supports

District Staff Development Committee:

The 2024-2025 District Staff Development Committee members:

Taylor Erickson - Elementary Teacher

Amanda Lindquist - Elementary Teacher

Kurt Tostenson - District Technology

Polly Johnson CTE Teacher

Krista Swenson Special Education Teacher

Martin Heidelberger - Administration

Sean Collins - School Board Member

Ryan Luft High School Teacher

Gina Kelly-Wilts - Interventionist

The District Staff Development Committee meets monthly September through June to plan staff development activities, review staff professional development requests, provide input on inservice day schedules.

Staff development goals are reviewed annually to ensure alignment with District Strategic Plan Focus Areas and goals. These goals are addressed and reviewed at staff development workshops as a means of improving instruction, student learning, and test scores.

Best Practices, Strategies & Action Steps

Curriculum Best Practices:

ISD 775 has adopted resources that align with the Minnesota Academic Standards in Reading, Math, Social Studies, and Science. KMS teachers are implementing assessments in all curricular areas by aligning with written learning targets based on standards and benchmarks of the Minnesota Academic Standards. This allows teachers in KMS Public Schools to understand requirements from other grade levels & content areas, share the content and skills that are taught in each grade level, and align to state standards throughout.

ISD 775 will continue to monitor and review the current curriculum to ensure the implementation of best practice models. Data from the MCA assessments, as well as data from other district testing, will be reviewed to enhance the curriculum and instructional practices.

Instructional and Assessment Best Practices:

Staff Development addresses instructional and assessment best practice strategies as well as the following:

- Teachers are participating in LETRS training to improve and put greater focus on instruction and assessments that are in alignment with Structured Literacy and to implement the Read Act.
- Collaboration in PLC's will focus on Evidence Based Best Practices which align to Structured Literacy in English Language Arts, the Mathematics Teaching Practices from the National Council of Teachers of Mathematics in Mathematics.
- Common In Service Sessions will focus on Mathematics Teaching Practices from the National Council of Teachers of Mathematics in Mathematics.
- Utilization of MCA results and FastBridge Assessment results to analyze curriculum and inform instructional decisions.

Highly Qualified Teachers:

All teachers employed by KMS Public Schools are certified and teaching in their licensure areas. All paraprofessionals must pass the ParaPro Assessment or have a two-year degree from an accredited college to meet the highly qualified requirements.

Student Achievement Plans

Local Literacy Plan:

KMS District Local Literacy Plan is to set a goal that all general education students achieve grade-level proficiency in Reading.

Title I Plan:

KMS Elementary receives Title 1 funds that are used to help ensure that all children from low-income families meet challenging state academic standards. KMS Elementary Title I services provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects.

School Readiness Plan:

The KMS Public Schools Readiness Plan includes Early Childhood programming that works with children 3-5 years of age to help them transition from Early Childhood to Kindergarten. Preschool screening programs are held to determine school readiness, intervention needs, and begin support services as soon as possible to impact future success in learning. Information is available on the district webpage.

Student Transition Plan to College & Career Readiness:

KMS High School students participate in a variety of experiences and activities in preparation for College and Career Readiness. The following are some examples of College & Career Readiness activities: required 9th grade Pathways courses, Career Expo, College Fair at Ridgewater College for 11th grade students, access to over 25 college credits delivered by KMS Teachers in collaboration with two and four year postsecondary institutions, Personal Learning Plans, interest inventories, and ACT Preparation.

2024-2025 District Goals

All Students Ready for Kindergarten:

By the fall of the 2025/2026 academic year, 90% of the students entering kindergarten will obtain a composite score of 32 or higher on the FastBridge earlyReading Kindergarten Assessment.

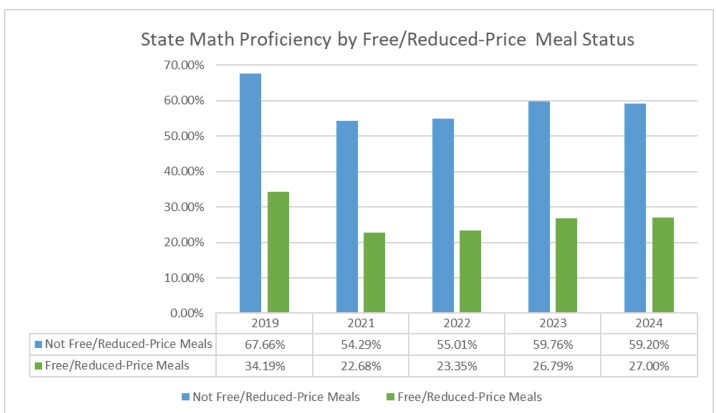
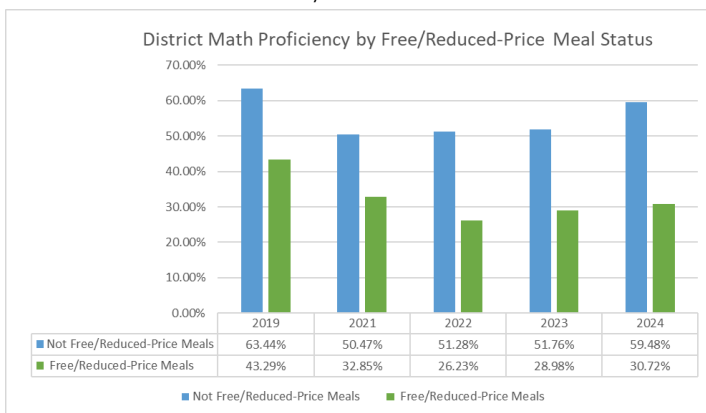
District Mathematics Goals:

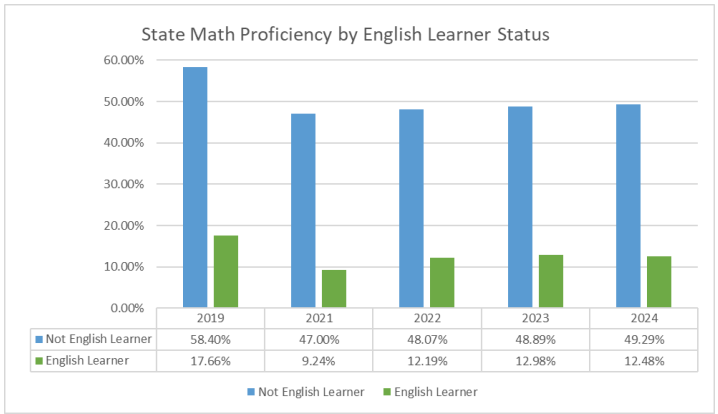
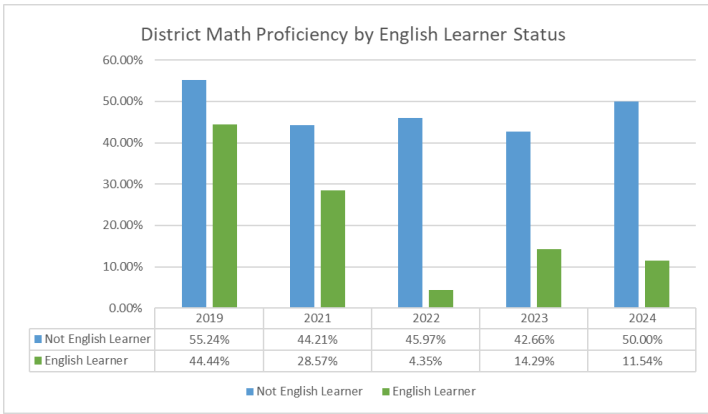
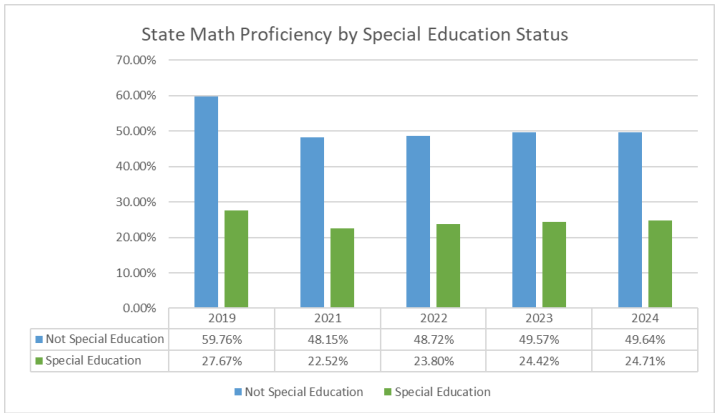
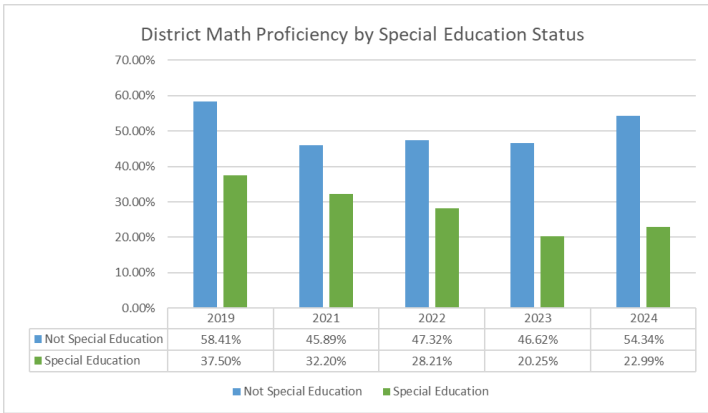
By the spring of 2025, 55.1% of students in grades 3 through 6 will demonstrate proficiency on the Minnesota Comprehensive Assessment (MCA) in Mathematics.

By the spring of 2025, 43.4% of students in grades 7, 8, and 11 will demonstrate proficiency on the Minnesota Comprehensive Assessment (MCA) in Mathematics.

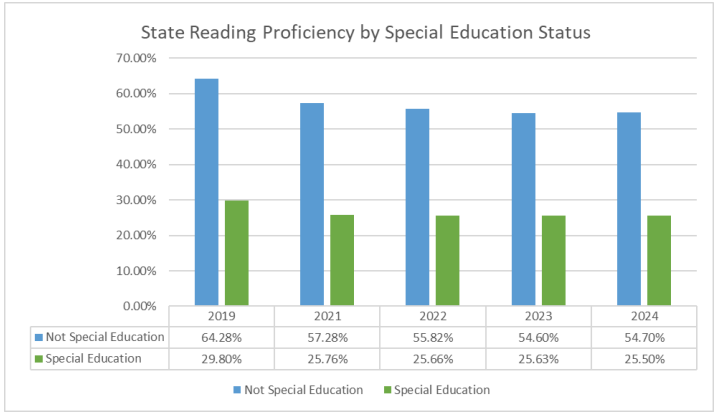
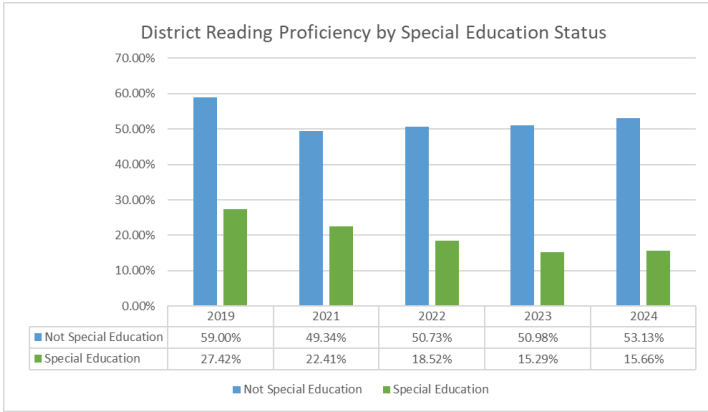
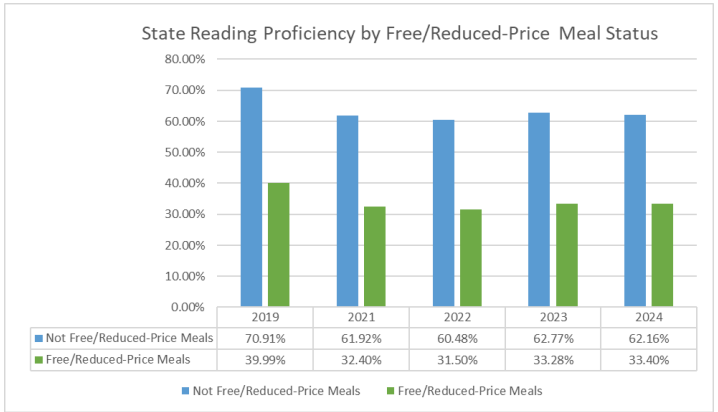
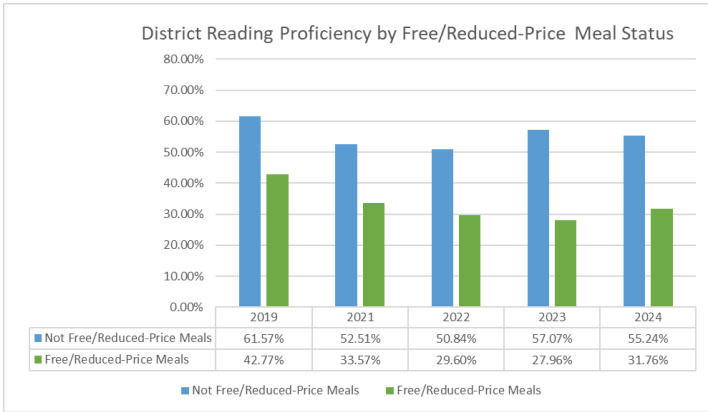
Closing Achievement Gap(s):

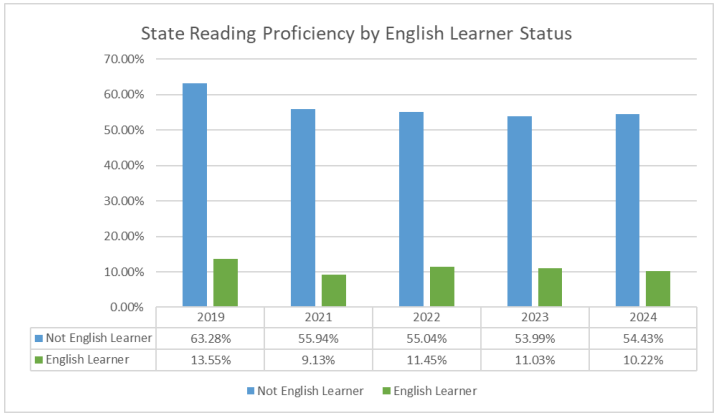
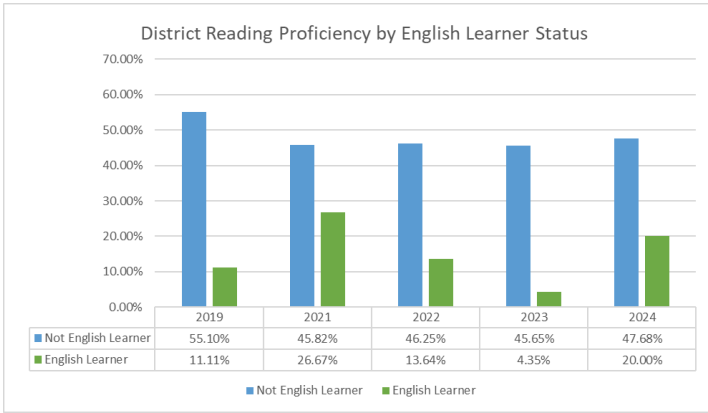
By spring 2025, the KMS Public School District will decrease the achievement gaps between students who receive Free/Reduced Lunch, Special Education Services, and English Language Services and those who do not in Math Proficiency by 4% as measured by the Math MCA-III/MTAS.





By spring 2025, the KMS Public School District will decrease the achievement gaps between students who receive Free/Reduced Lunch, Special Education Services, and English Language Services and those who do not in Reading Proficiency by 4% as measured by the Math MCA-III/MTAS.





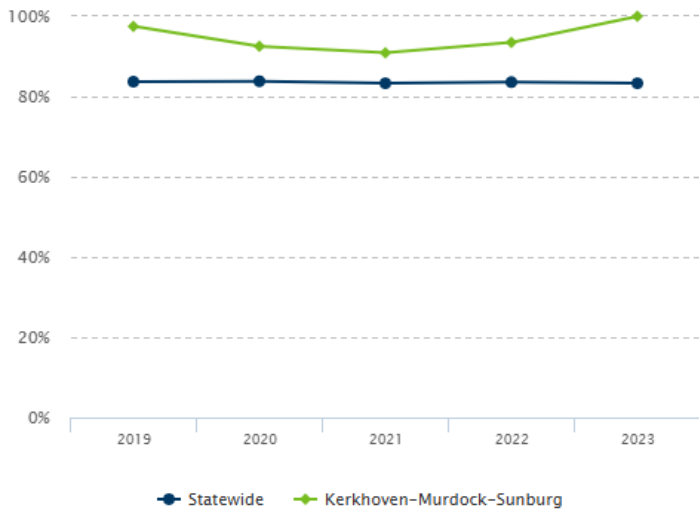
All Students Career and College Ready by Graduation:

By the spring of 2025, 75% of students in 10th Grade will demonstrate College and Career Readiness by obtaining a score of 1058 on the Minnesota Comprehensive Assessment (MCA) in Reading.

By the spring of 2025, 75% of students in 11th Grade will demonstrate College and Career Readiness by obtaining a score of 1152 on the Minnesota Comprehensive Assessment (MCA) in Mathematics.

All Students Graduate:

The 4-year graduation rate for the KMS Public School District will be at or above 90% during the 2025 accountability year (graduating class of 2024).



Organization	Year	Graduated count	Graduated %
Statewide	2019	57,171	83.7%
	2020	56,684	83.8%
	2021	57,137	83.3%
	2022	58,586	83.6%
	2023	58,293	83.3%
Kerkhoven-Murdock-Sunburg	2019	39	97.5%
	2020	37	92.5%
	2021	40	90.9%
	2022	43	93.5%
	2023	55	100.0%

Achievement & Integration Goals

Goal 1: The achievement gap between FRP and Non-FRP eligible student groups (students enrolled the full academic year) on the Mathematics State Accountability Assessments will decrease from 25.05% in 2022 to 9% in 2026.

Goal 2: By 2026 the percentage of educators who, through planned professional development training, will have a greater cultural awareness and skills to be culturally responsive in the development and delivery of their instruction will increase from less than 23% to 85%.

Goal 3: The percentage of students who report an increase in their level of comfort in initiating and maintaining positive relationships with students different from themselves at summer programming will increase an average of 5% by 2026 (baseline will be established in 2024).

KMS Public Schools welcome any feedback that you may have regarding this report or the work being done within District 775. Parent input is encouraged and necessary for building a strong foundation for high-achieving citizens. Your opinions matter! Please direct questions and comments to your Superintendent Martin Heidelberger, building administrators, or any School Board member.

CONTACT US

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Phone: 320-264-1411

District Website: www.kms.k12.mn.us

