**South Koochiching Rainy River School District**

## 2022-2023

**World’s Best Workforce Plan**





### SKRR School District’s Mission Statement is:

***“To prepare communities of tomorrow by promoting lifelong learning, positive values, school pride, mutual respect, and individuality.”***

**School District Advisory Committee for SY 2022-2023**

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| --- | --- | --- |
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The **2022-2023 World’s Best Workforce Plan** is the South Koochiching Rainy River School District’s comprehensive strategic plan to improve teaching instruction and increase student academic performance for the current school year. The WBWF Plan contains five major goals including:

1. **All children are ready to start kindergarten.**
2. **All third graders can read at grade level.**
3. **All achievement gaps between students are closed.**
4. **All students are ready for career and/or postsecondary education.**
5. **All students graduate from high school.**

**The 2022-2023 World’s Best Workforce Report** shows student achievement goals that were established in 2018 and the strategies used by the School District to meet those goals. The report also describes the progress made on those SIP (School Improvement Plan) goals by the end of the 2022 school term.

The schools offer a quality education for students, with updated facilities, diverse curriculums and computer technology to enhance student learning. The District has highly qualified teachers and paraprofessionals, a dedicated School Board, and experienced administrators to support the educational programs.

##### South Koochiching Rainy River School (SKRR) District Demographics

The SKRR District has two K-12 Schools, one in Indus and one in Northome. The schools are located approximately 90 miles apart. Northome is approximately 40 miles north of Bemidji on US Highway 72. Indus is located halfway between Baudette and International Falls on Highway 11. Approximately 106 students are currently attending Indus and 206 students are attending Northome. SKRR MARSS Data has been utilized. The chart depicts: the percentage of minority students; poverty rates, which are calculated by the percentage of students eligible for free and reduced priced lunches; and the percentage of students receiving special education services.

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| **School** | **# Enrolled** | **% Minority** | **% Poverty** | **% Special Education** |
| **SKRR School District** |  301 | 25.0% | 58.0% | 19% |
|  **Northome School** |  197 |  35.0% |  59.0% | 17.0% |
| **Indus School** |  104 | 3.0% | 56.0% | 24.0% |

The following chart shows trend data in the School District enrollment. The enrollment data is taken from the October 1st count.

# SOUTH KOOCHICHING RAINY RIVER SCHOOL DISTRICT STRATEGIC PLAN 2018-2023

**ACTION PLAN**

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| **FOCUS AREA #1 STUDENT SUPPORT AND STUDENT ACHIEVEMENT** |
| **GOAL #1 WE WILL ACHIEVE THE GOALS OF THE WORLDS BEST WORK FORCE** |
| Objective (What will be accomplished?)* **Create an annual WBWF State Summary Review Report (past year).**
* **Create an annual WBWF District and Site Plan (current year).**
 | Tasks (What specific steps will be carried out to meet the identifiedobjective?) | Responsibility (Who will do it?) | Resources (What specific resources are needed-people, funding, time) | Communication (To whom? How often?) | Timeline (What is the expected date of completion?) |
| 1.1 All students are kindergarten ready. | Provide formative and summative assessments | Teachers and Principal | Assessment materials | All staff and parents.Frequently throughout the year | ~~Annually~~Continuous Improvement |
| 1.2 All students are reading at grade level by 3rd grade. | Provide formative and summativeassessments | Teachers and Principal | Assessment materials, staff training | All staff and parents.Frequently throughout the year | ~~Annually~~On-Going Student Needs |
| 1.3 The achievement gap is closed for all identified student groups. | Provide formative and summativeassessments | Teachers and Principal | Assessment materials, staff training | All staff and pa rents. Frequently throughout the year | Checked Annually |
| 1.4 All students are graduating career and college ready. | Provide formative and summativeassessments | Teachers and Principal | Assessment materials, staff training | All staff and parents. Frequently throughout the year | ~~Annually~~Individualized Learning Plans for Students |
| 1.5 All students are graduating on time. | Provide formative and summative assessments | Teachers and Principal | Assessment materials, staff training | All staff and parents. Frequently throughout the year | Annually Monitored in grades 9-12 |

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| **GOAL # 2 WE WILL PERFORM AT OR ABOVE THE STATE AVERAGE ON ALL MEASURES OF ACADEMIC ACHIEVEMENT** |
| Objective (What will be accomplished?) | Tasks (What specific steps will be carried out to meet the identifiedobjective?) | Responsibility (Who will do it?) | Resources (What specific resources are needed-people, funding, time) | Communication (To whom? How often?) | Timeline (What is the expected date of completion?) |
| 2.1 Train staff on how to use the test data effectively to focus on areas needing additional instruction to increase student achievement. | Provide training to the staff | Teachers and Principal | Assessment materials, staff training | All staff and parents. Frequently throughout the year | ~~By November~~~~15, 2018~~On-Going instructional changes |
| 2.2 Implement a plan to: unpack the required curriculum standards to identify where changes need to be made; align curriculum to the standards, and systematically assess student growth based on the alignment. | Training incurriculum mapping, assessments, etc. | Teachers andPrincipal | Assessment materials,staff training | All staff and parents.Frequently throughout the year | ~~By November~~~~15, 2018~~On-Going with ever changing State Standards |

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| **GOAL #3 WE WILL DEVELOP AND IMPLEMENT A SUSTAINABLE SUPPORT SYSTEM THAT ENABLES ALL LEARNERS TO GROW AND BE CHALLENGED** |
| Objective (What will be accomplished?) | Tasks (What specific steps will be carried out to meet the identifiedobjective?) | Responsibility (Who will do it?) | Resources (What specific resources are needed-people, funding, time) | Communication (To whom? How often?) | Timeline (What is the expected date of completion?) |
| 3.1 Identify students needing academic, social, and/or support through multiple measures (midterms, assessments, referrals, and attendance | Use of multiple measures and specialists. | All staff | Assessment materials, staff training | All staff and parents. Frequently throughout the year | ~~By October~~~~30, 2018,~~ContinuousImprovement |
| 3.2 Establish and implement programs to provide services for identified students | Meet in PLCs to determine the best approaches to accomplishgoals | Principal and Superintendent | Assessment materials, staff training | All staff and parents. Frequently throughout the year | ~~By October~~~~30, 2018,~~ContinuousImprovement |
| 3.3 Identify resources and implement programs that meet identified mental health/social/emotional needs of all students | Meet in PLCs to determine the best approaches to accomplishgoals | Principal and Superintendent | Assessment materials, staff training | All staff and parents. Frequently throughout the year | ~~By October~~~~30, 2018~~On-Going Student Needs |
| 3.4 Identify and provide professional development to staff in Improving Performance and Leadership in supporting the needs of students | Meet in PLCs to determine the best approaches to accomplishgoals | Principal and Superintendent | Assessment materials, staff training | All staff and parents. Frequently throughout the year | ~~By the start~~~~of the 2019-~~~~2020 school~~~~Year~~ContinuousImprovement |

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| **FOCUS AREA #2 FINANCE** |
| **GOAL #4 WE WILL ESTABLISH A STRONG FINANCIAL FOUNDATION THAT SUPPORTS ACHIEVEMENT OF SCHOOL DISTRICT GOALS** |
| Objective (What will be accomplished?)4.1 Establish a plan to communicate quarterly to the departments the amount of their budget, the percentage of it already spent, and the amount remaining | Tasks (What specific steps will be carried out to meet the identified objective?) | Responsibility (Who will do it?} | Resources(What specific resources are needed-people, funding, time) | Communication(To whom? How often?) | Timeline(What is the expected date of completion?)September15, 2018 |
| 4.2 Establish a procedure for accumulating funds into accounts designated for certain maintenance projects | Research sources of information from staff and others. | Superintendent | Region 1 | All stakeholders | October 1,2018 |
| 4.3 Implement a two to three year budget projection plan that considers enrollment projections, anticipatedfunding and expected expenditures | Research sources of information. | Superintendent | Region 1, Board and consultants | All stakeholders | November15, 2019 |
| 4.4 Identify and adopt a fund balance reserve goal | ResearchSources. Board discussions | Superintendent and Board | Region 1, Board andconsultants | All stakeholders | December15, 2019 |
| 4.5 Create and implement a capital expenditure plan focused on ongoing maintenance needs, major capital improvement projects, and equipment, technology and transportation. | Research sources of information from staff and others. | Superintendent and School Board. | Region 1, Board and consultants | All stakeholders | December15, 2019 |
| 4.6 Report on plans to increase revenues through the use of P-Card; spending and investment plans; grants; and increased enrollment. | Office staff and superintendent. | Superintendent and Board. | Region 1, Board and consultants | All stakeholders | Annually |

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| **FOCUS AREA # 3 FACILITIES** |
| **GOAL #5 WE WILL ENSURE THAT THE FACILITIES AND INFRASTRUCTURE OF THE SCHOOL DISTRICT ARE DESIGNED TO OPTIMIZE STUDENT LEARNING IN A SAFE, SUSTAINABLE, AND ATTRACTIVE ENVIRONMENT** |
| Objective (What will be accomplished?) | Tasks (What specific steps will be carried out to meet the identified objective?) | Responsibility (Who will do it?) | Resources (What specific resources are needed-people, funding, time) | Communication (To whom? How often?) | Timeline (What is the expected date of completion?) |
| 5.1 Put in place a plan to upgrade the infrastructure of the building (i.e., plumbing and electrical wiring) and to implement a work order completion plan. | Assess facility situation with staff, outside consultants, and Board members. | Principals, custodial staff and superintendent | Custodial staff and admin | Superintendent and School Board | September,2019 |
| 5.2 Upgrade security cameras in buildings and in buses and establish two-way communications systems with buses and internally, and provide training in the use of all new systems. | Assess the situation with staff, outside consultants, and Board members. | Principals, custodial staff and superintendent | Custodial staff and admin | Superintendent and School Board | September,2019 |
| 5.3 Create and annually update a 5- year plan focused on on-going maintenance needs. | Assess the situation with staff, outside consultants, andBoard members. | Principals, custodial staff and superintendent | Custodial staff and admin | Superintendent and School Board | September,2019 |
| 5.4 Audit and evaluate the facilities and grounds to Identify areas that require improvement and implement plans to address the identified deficiencies. | Assess the situation with staff, outside consultants, andBoard members. | Administrative staff | Custodial staff and admin and others, as needed. | Superintendent and School Board | July, 2019 |
| 5.5 Upgrade technology to maintain state of the art facilities. | Assess technology needs with staff and outsideconsultants. | Administrative staff and technology staff | Technology staff | Superintendent and School Board | September,2019 |
| 5.6 Conduct a survey of the facility, updating current year, next year, and 5-year facility improvement pans. | Develop a survey to assess the long- term facility needs. | Administrative staff | Office and administrative staff. | Superintendent and School Board | Annually |

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| **FOCUS AREA #4 ACADEMIC PROGRAM** |
| **GOAL #6 WE WILL ESTABLISH A TEACHING AND LEARNING ENVIRONMENT THAT INCLUDES 21st CENTURY SKILLS AND A PERSONALIZED PLAN OF PROGRESS FOR EACH STUDENT THAT PROMOTES CAREER, COLLEGE, AND LIFE READY INDIVIDUALS.** |
| 6.1 Establish a curriculum review cycle which ensures that pre-K to 12th gradestandards, assessments, and alignments are guaranteed. | Establish a curriculum committee of staff and admin | Administrative staff | Curriculum consultants and staff | Staff, School Board and parents | September30, 2018 |
| 6.2 Implement a plan to support teachers in earning the qualifications to teach concurrent enrollment and/or college credit generating courses. | Establish a committee to assess the need and the resources. | Administrative staff | MOE, colleges, and other resources | All staff, students and parents; other stakeholders. | July, 2019 |
| 6.3 Develop partnerships with the wider community to provide opportunities for workforce exploration and training for students. | Establish a committee to investigate opportunities for staff. | Committee and administrative staff | Area workforce stakeholders | All staff, students and parents; other stakeholders. | During the2019-2020school year |
| 6.4 Expand course offerings for students through partnerships with the wider community, arrangements with neighboring school districts, technology and student-centered credit generating opportunities (tutoring, tech support, etc.) | Use above committee to pursue these partnership opportunities. | Committee and administrative staff | Pursue opportunities with neighboring schools and others. | All staff, students and parents; other stakeholders. | During the 2019-2020school year |
| 6.5 Embed teaching and learning practices throughout the curriculum that ensures students will graduate with the skills, knowledge, and attributes to be career, college, and life-ready. | Training of teachers. | PLC activities | Determine during PLC meetings | All staff, students and parents. | During the2020-2021school year |
| 6.6 Ensure that all students have a personalized learning plan and clearly identified career pathways. | Training of admin, teaching staff and paraprofessionals | PLC activities | Determine during PLCmeetings | Principal and teaching staff | During the2020-2021school year |

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| **FOCUS AREA #5 COMMUNICATION AND MARKETING** |
| **GOAL #7 WE WILL COMMUNICATE TIMELY, ACCURATE, AND RELEVANT INFORMATION TO ALL STAKEHOLDERS AND****ENGAGE THEM AS PARTNERS IN EDUCATION THROUGH PRINT, TECHNOGY, AND SOCIAL MEDIA** |
| 7.1 Develop and implement plans to communicate the district's noteworthy programs, the accomplishments of its students, staff, and alumni by updating the website, using social media, and print media. | Establish a Communications and Marketing Committee to establish a plan for both schools. | Superintendent and Principals will lead this task. The Committee will pursue the challenge. | Committee to discuss opportunities with press, radio and television, as well as school website staff. | To staff, parents, community and the greater community. The Committee will determine the focus. | Summer,2019 |
| 7.2 Identify and implement a plan to have all stakeholders update personal contact information on school communication systems. | Office staff and technology staff. | Admin and Committee | Technology staff at both schools and Committee | All staff | September,2018 |
| 7.3 Educate stakeholders on how and where to access various sources of information regarding students and school events. | Have Committee determine how and who will be involved. | Admin and Communications and Technology Committee | Website and technology school staff. | All staff | September,2019 |
| 7.4 Develop effective signage promoting school activities and programs. | Admin staff, teachers and technology staff. | Communicationsand Technology Committee | Staff, community and Board members | Community and staff input | November,2019 |
| 7.5 Audit current communications practices identifying options for improving internal communications, within the building, between the two buildings, and developing effective communications strategies designed to reach all stakeholders. | Committee will assess this situation and make recommendations. | Communications and Technology Committee | Communications and Marketing Committee | All stakeholders and greater community. | September,2019 |
| 7.6 Assess the current marketing plan by identifying strengths and limitations of the plan and adjusting the plan based on the assessment. | Committee will analyze the current marketing plan and make recommendations for improvements. | Communications and Marketing Committee. | Communications and Marketing Committee. | All stakeholders and greater community. | June 2019 |
| 7.7 Hold in-services for staff on website use and JMC communication tools. | Hold in-services for staff on website and JMC tools. | Administration, Committee and Technology staff. | Website and technology staff. | All stakeholders and greater community. | On-going. |

##### 2022-2023 SKRR District Improvement Reading Goals

Reading Goal #1: The percentage of ALL students enrolled on October 1st, who earned achievement levels of Meets or Exceeds Standards on the 2022 Reading MCA, will increase proficiency by 10 percentage points from 38.0% to 48.0% in 2023.

2022 Reading Results: The MCA District Reading proficiency for ALL students **increased** from 35.5% in 2021 to 38.0 % in 2022. The District **did not** accomplish its Reading goal of 45% proficiency. The District performed below the State average of 51.2% in 2022.

Reading Goal #2: The SKRR School District will close the achievement gap in Reading for the following subgroups as measured by the 2023 Reading MCA.

1. To increase AMI student proficiency by 10 percentage points from 35% in 2022 to 45% in 2023.
2. To increase Free/Reduced Lunch student proficiency by 10 percentage points from 37% in 2022 to 47% in 2023.
3. To increase SPED student proficiency by 10 percentage points from 31% in 2022 to 41% in 2023.

2022 Reading Results by Subgroups within the SKRR District:

1. AMI student MCA Reading proficiency **increased slightly** from 34.7% in 2021 to 35.0% in 2022.
2. Free/Reduced Lunch student MCA Reading proficiency **increased slightly** from 39.8% in 2021 to 40.0% in 2022.
3. SPED Student MCA Reading proficiency **increased slightly** from 28.6% in 2021 to 31.0% in 2022.

##### 2022-2023 District Improvement Math Goals

Math Goal #1: The percentage of ALL students enrolled on October 1st, who earned achievement levels of Meets or Exceeds Standards on the 2022 Math MCA, will increase proficiency by 10 percentage points from 27.2% in 2022 to 37% in 2023.

2022 Math Results: The MCA District Math proficiency for ALL students **decreased** from 36.7% in 2021 to 27.2% in 2022. The District did **not** accomplish its Math goal of 47% proficiency in 2022. The District performed below the State average of 44.6% in 2022.

Math Goal #2: The SKRR School District will close the achievement gaps in Math for the following subgroups as measured by the 2022 Math MCA.

1. To increase AMI student proficiency by 10 percentage points from 24% in 2022 to 34% in 2023.
2. To increase Free/Reduced Lunch student proficiency by 10 percentage points from 26% in 2022 to 36% in 2023.
3. To increase Sp Ed student proficiency by 10 percentage points from 18% in 2022 to 28% in 2023.

2022 Math Results by Subgroups:

1. AMI student MCA Math proficiency **decreased** from 30% in 2021 to 24% in 2022.
2. Free/Reduced Lunch student MCA Math proficiency **decreased** from 31.3% in 2021 to 26% in 2022.
3. SPED student MCA Math proficiency **increased slightly** from 17.9% in 2021 to 18% in 2022.

**2022-2023 Achievement Gap Reduction Goals**

**Math**

* + The achievement gap between White students (42%) and American Indian students (24%) in grades 3-8 & 11 on all State accountability tests for Math will decrease by 10% from 18.0% in 2022 to 16.0% in 2023 .
	+ The achievement gap between Free & Reduced Lunch (26%) and Non-Free & Reduced Lunch (43.5%) students in grades 3-8 & 11 on all State accountability tests for Math will decrease 10% from 17.5 percentage points in 2022 to 15.5 percentage points in 2023.
	+ The achievement gap between Special Education (18%) and Non-Special Education (43%) students in grades 3-8 & 11 on all State accountability tests for Math will decrease 10% from 25 percentage points in 2022 to 22.5 percentage points in 2023.
	+ The percent of White students enrolled on October 1 in grades 3-8 & 11 who earn an achievement level of meets or exceed the standards in Math on all State accountability tests will increase by 10% from 42% in 2022 to 46% in 2023.

###### Reading

* + The achievement gap between White students (48%) and American Indian students (35%) in grades 3-8 & 10 on all State accountability tests for Reading will decrease 10% from 13 percentage points in 2022 to 12.7 percentage points in 2023.
	+ The achievement gap between Free & Reduced Lunch (37%) and Non-Free & Reduced Lunch (44%) students in grades 3-8 & 10 on all State accountability tests for Reading will decrease 10% from 7 percentage points in 2022 to 6.3 percentage points in 2023.
	+ The achievement gap between Special Education (31%) and Non-Special Education students (48%) in grades 3-8 & 10 on all State accountability tests for Reading will decrease 10% from 17 percentage points in 2022 to 15.3 percentage points in 2023.
	+ The percent of White students enrolled on October 1 in grades 3-8 & 10 who earn an achievement level of meets or exceed the standards in Reading on all State accountability tests will increase by 10% from 48% in 2022 to 52.8% in 2023.

#### 2021-2022 College Readiness Status

This chart reflects the achievement of South Koochiching Rainy River School District graduates on the ACT. The ACT is an indicator of the extent students are prepared for college-level coursework in English, Math, Reading, and Science.

In 2016, the State Legislature of Minnesota enacted a law requiring that all juniors must take the ACT

 **2021-2022 ACT District Mean Scores**

Composite 18.1 Math 19.1

Science 19.3 STEM 19.4

English 15.3 Reading 18.3

Writing 5.5 ELA 15.8

Benchmark scores are considered the **minimum score needed** on a subject area ACT test to

indicate a 50% chance of obtaining a “B” or higher or about a 75% chance of obtaining a “C” or higher in the corresponding college courses.

* **English Composition: 18 on the ACT English Test**
* **College Algebra: 22 on the ACT Math Test**
* **Social Science: 22 on the ACT Reading Test**
* **Biology: 23 on the ACT Science Test**

#### All Students College and Career Ready

* On-line College in the High School and electives courses to increase career awareness and readiness.
* The Acellus credit recovery program is available to all 9-12 grade students, along with ESY.
* By the end of 9th grade, students will have an opportunity to take a career interest inventory.
* By the end of 10th grade, 100% of the students will have the opportunity to take the YouScience Aptitude and Interest Assessment in preparation for career interests and post-secondary planning.
* ACT Prep is provided in the classrooms for all 11th grade students.
* The PSAT is offered to all 11th grade students.
* All 11th and 12th grade students meet with the guidance counselor to organize their graduation credits. Parent letters are sent home.
* By the end of 11th grade, 100% of the students will have the opportunity to take the ASVAB and the ACT in preparation for post-secondary planning.
* By the middle of 12th grade, 100% of students will have a post-secondary transition meeting with the school counselor.
* College representatives come to the schools to meet with interested 11th and 12th grade students.
* Recruiters from all branches of the military service come to meet with interested students each year.
* Various college visits are available for students that wish to participate.
* College fairs are provided at Bemidji State University, Warroad and the Itasca Community College.
* Area business leaders meet with students and present occupational information.
* Postsecondary Enrollment Options (PSEO) available to eligible 10-12th grade students via area colleges and universities.
* Parents’ can review their student’s Post-secondary Plan along with the pre-registration form for the next school year. Forms are reviewed by the School Counselor and kept in the Guidance Office.
* Parents and their students are invited to the school for Financial Aid and FAFSA presentation.
* During College Knowledge Month, seniors complete free college applications.
* Scholarship information is maintained on the School District website. The Counselor trains the seniors about how and where to access it. Students are encouraged to apply for scholarships and the Guidance Office assists students with completing scholarship applications.

#### All Students Will Graduate from High School

#### Graduation Rate Data (District versus State)

#### 2019 District 90% State 83.5%

#### 2020 District 90% State 82%

#### 2021 District 92% State 83%

#### 2022 District 85% State 84%

#### SKKRR 2023 Graduation Goal: Increase our graduation rate by 15% points from 85% in 2022 to 100% in 2023.

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## Title I Parent Survey & Summary

## Information

**SOUTH KOOCHICHING-RAINY RIVER DISTRICT #363**

**PO BOX 465, NORTHOME, MN 56661**

**8560 HIGHWAY 11, BIRCHDALE, MN 56629**

Phone: 218-897-5275 ext 153

Mr. Jeremy Tammi, Superintendent

Northome Campus   Indus Campus

Ms MacKenzie Lehn, Principal Ms Betsy Gerard, Principal

Dear Parents and Caregivers,

Your child received supplemental instructional tutoring through Title 1 during the 2022-2023 school year.  We are looking for ways to improve our services and increase student performance and success in school. Please fill out and return the included survey to help with that goal.

We seek your input to increase knowledge and take action with services rendered to your children.  Student performance and success is our number one goal. We strive to meet the needs of all students and families.  We look forward to receiving your feedback so that we can continue to improve the Title 1 program for all children.

*Please send back your survey to the school, in the mail, or with your child.  You can also drop off the survey in the school office or with Title 1 Staff.*  *We look forward to using your suggestions to improve our services.*

Thank you in advance for your time and dedication toward helping your child learn and improving the education system for all students.

Sincerely,

Katrine Bender, Northome and Indus Schools
Amber Peterson, Indus School

Janet Johnson, Northome School

Enclosed:  Parent Survey

**Title I Parent and Guardian Survey Student Name:**

What type of instructional help did your child receive (circle all that apply)?

Math Reading

Did you feel the extra help was beneficial to your child, please explain?

How often was your child seen by Title staff ?

Did you feel that you had access to Title I staff either through telephone, e-mail or at conferences?

If Title 1 started a classroom website for you to access, do you think that you would use that resource?  How often? What type of information would you like to see on this type of resource?

Do you prefer a specific resource to be sent home to help your child?  Take home books, worksheets, games, flashcards.

Supplemental instruction could be improved by: (all suggestions welcomed!)

Additional comments I would like staff to consider:

**Thank you so much for your help to make this program more effective. We appreciate your willingness to help us improve.**

Person completing the survey: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**RESPONSES FROM PARENTS**

* Ten parents said, they are happy and grateful for the Title I Program.
* There were no complaints from the returned surveys.
* 100% of the responses were positive for 2022.
* We will continue Title I in the same successful ways next year.

We reach out to our parents in surveys, one-to-one parent/teacher conferences and open house activities. All of these have been very successful.

**Northome K-12 School**

**2022-2023**

**WORLD’S BEST WORKFORCE PLAN**

** **

### Star logo template vector icon illustration

### SKRR School District’s Mission Statement is:

***“To prepare communities of tomorrow by promoting lifelong learning, positive values, school pride, mutual respect, and individuality.”***

#### 2022 – 2023 Northome School Leadership/PLC Teams

#### Leadership Team SPED/Title PLC Team

#### Michelle Johnson, Center of Excellence Jenny Moen

#### Kari Ross, Center of Excellence Monica Fontana

#### MacKenzie Lehn, E-12 Principal Steph Skaret

#### Christine Lundin, Counselor Libby Wickum

#### Marti Waller, 4th Grade Teacher Christine Lundin

#### Amber Bender, Grade K Teacher

#### Kim Lindner, Grade 2 Teacher Humanities PLC Team

#### Jenny Moen, SPED Teacher Matt Hanson

#### Brian Dreher, Parent/Board Chair Anastasia Molnar

#### Pre-K PLC Team Math/Science PLC Team

####  Jim Schneider

#### Kaylee Fisher LeAnn Bolhuis

#### Cayla Buentemeier

#### Betsy Henning

####  Specials PLC Team

#### K-3 PLC Team Joe Furuseth

#### Amber Bender Natalie Dahlin

#### Gayle Shaughnessy Julie Aas

#### Kim Linder

#### Katrine Bender

 Lindsey Rhode

#### 4-6 PLC Team

#### Tyrone Moen

#### Marti Waller

####  Bailee Seifert

#### Ready for Kindergarten

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| **Assessment Area** | **Year Assessed** | **Below** | **Meets** | **Exceeds** |
| **Social Emotional** | 2020-2021 | 0% | 65% | 35% |
|  | 2021-2022 | 0% | 50% | 50% |
| **Physical** | 2020-2021 | 0% | 75% | 25% |
|  | 2021-2022 | 0% | 50% | 50% |
| **Language** | 2020-2021 | 0% | 65% | 35% |
|  | 2021-2022 | 0% | 90% | 10% |
| **Cognitive** | 2020-2021 | 0% | 75% | 25% |
|  | 2021-2022 | 0% | 90% | 10% |
| **Literacy** | 2020-2021 | 0% | 80% | 20% |
|  | 2021-2022 | 20% | 0% | 80% |
| **Mathematics** | 2020-2021 | 0% | 75% |      25% |
|  | 2021-2022 | 10% | 20% |      70% |

\*Northome Elementary School students are assessed when they exit our Pre-K program in the spring and are moving into the Kindergarten classroom in the fall.  In the spring of 2021, there were 11 students assessed. In the spring of 2022, there were 12 students assessed. The assessment used at Northome is called the IGDI’s.

Smart Goal: The percentage of all Northome Elementary School kindergarteners assessed during the first month of school will demonstrate an improved preparedness for kindergarten, based on KEP Assessment (TS Gold) which we will administer in the spring of 2023 for our exiting Pre-K students. We will also administer the KEP test during the first month of Kindergarten in 2022.

**Preschool/Kindergarten:**

1. Provide sufficient preschool opportunities (seats) to ensure that every student (preschooler) has a high-quality preschool education/classroom.
2. KEP Assessment (Gold) administered multiple times during preschool education/class.
3. All students attend Kindergarten Round-up and/or visit kindergarten classrooms.
4. Align assessment Preschool (Spring) to Kindergarten (Fall).
5. Implement thorough placement process providing sufficient communication between preschool teachers and kindergarten teachers and staff.

**READING GOALS**

**2022-2023 Northome Elementary Improvement Reading Goals**

Reading Goal #1: The percentage of ALL students enrolled on October 1st, who earned achievement levels of Meets or Exceeds Standards on the 2022 Reading MCA, will increase proficiency by 10 percentage points from 42.1% in 2022 to 52.1% in the spring of 2023.

2022 Reading Results: The Northome Elementary MCA Reading proficiency for ALL students **increased** from 41.4% in 2021 to 42.1% in 2022. Northome Elementary **did** **not** meet its Reading goal. The State average is 52.8%.

Reading Goal #2: The Northome Elementary will close the achievement gap in Reading for the following subgroups as measured by the 2022 Reading MCA.

1. To increase AIM student proficiency by 10 percentage points from 38.2% in 2022 to 48.2% in 2023.
2. To increase F/R Lunch student proficiency by 10 percentage points from 35% in 2022 to 45% in 2023.
3. To increase SPED student proficiency by 10 percentage points from 15% in 2022 to 25% in 2023.

2022 Reading Results by Subgroups

1. AMI student MCA Reading proficiency **increased** from 33.3% in 2021 to 38.2% in 2022.
2. Free/Reduced Lunch student MCA Reading proficiency **decreased** from 35.7% in 2021 to 35% in 2022.
3. SPED Student MCA Reading proficiency **increased** from 0% in 2021 to 15% in 2022.

**2022-2023 Reading Achievement Gap Goals**

* The achievement gap between White students (46.8%) and American Indian students (38.2%) in grades 3-6 on State accountability tests for Reading will decrease from 8.6. percentage points in 2022 to 0 percentage points in 2023.
* The achievement gap between Free & Reduced Lunch (35%) and Non-Free & Reduced Lunch (42.6%) students in grades 3-6 on all State accountability tests for Reading will decrease from 7.6 percentage points in 2022 to 0 percentage points in 2023.
* The achievement gap between Special Education (15%) and Non-Special Education (43.1%) students in grades 3-6 on all State accountability tests for Reading will decrease from 28.1 percentage points in 2022 to 20 percentage points in 2023.

**2022-2023 3rd Grade Reading Proficiency**

Smart Goal: The percentage of Northome Elementary School 3rd grade students will improve from 33% in 2022 to 43% in 2023, on MCA Reading Assessments.

Reading Goal #2: The Northome Elementary will close the achievement gap in Grade 3 Reading for the following subgroups as measured by the 2022 Reading MCA.

1. To increase AIM student proficiency by 10 percentage points from 26% in 2022 to 36% in 2023.
2. To increase Free/Reduced Lunch student proficiency by 10 percentage points from 35.5% in 2022 to 45.5% in 2023.
3. To increase Sp Ed student proficiency by 10 percentage points from 15% in 2022 to 25% in 2023.

**2022-2023 Northome High School Improvement Reading Goals**

Reading Goal #1: The percentage of ALL students enrolled on October 1st, who earned achievement levels of Meets or Exceeds Standards on the 2022 Reading MCA, will increase proficiency by 10 percentage points from 27.5% in 2022 to 37.5% in the spring of 2023.

2022 Reading Results: The Northome High School MCA Reading proficiency for ALL students **decreased** from 45% in 2021 to 27.5% in 2022. Northome High School **did not** accomplish its Reading goal.

Reading Goal #2: The Northome High School will close the achievement gap in Reading for the following subgroups as measured by the 2022 Reading MCA.

1. To increase Free/Reduced Lunch students’ proficiency by 10 percentage points from 21.6% in 2022 to 31.6% in 2023.
2. To increase SPED student proficiency by 10 percentage points from 12% in 2022 to 22% in 2023.
3. To increase AMI student proficiency by 10 percentage points from 20% in 2022 to 30% in 2023.

**2022-2023 Reading Achievement Gap Goals**

* The achievement gap between White students (39.9%) and American Indian (20%) students in grades 7-12 on State accountability tests for Reading will decrease from 19.9 percentage points in 2022 to 15% in 2023.
* The achievement gap between Free & Reduced Lunch (21.6%) and Non-Free & Reduced Lunch (38.2%) students on all State accountability tests for Reading will decrease from 16.6 percentage points in 2022 to 12% in 2023.
* The achievement gap between Special Education (12%) and Non-Special Education (39.3%) students on all State accountability tests for Reading will decrease from 27.3 percentage points in 2022 to 20 percentage points in 2023.

**Systems, Strategies and Supports to Improve Reading**

* + In Professional Learning Communities, teachers will use data from MCA and NWEA tests to determine which reading standards need improvements. The teachers will use this data to modify their instruction. Planbook will help track the standards taught and the frequency.
	+ Staff Development: Reading Small Group Instruction (Guided Reading) in Balanced Literacy Northome Elementary will be provided professional development in Guided Reading and small group instructional practices, as well as developing a balanced literacy plan.   Staff Development sessions for our elementary teachers will occur twice a week through staff develop provided through the Northern Sky Regional Center of Excellence and team driven professional learning communities.  Guided Reading is defined as: teacher led small-group instructional context in which a teacher supports each reader’s development of systems of strategic actions for processing new texts at increasingly challenging levels of difficulty.
* Reading Intervention in all grade level provided by reading interventionists.
* Paraprofessional support in all grade levels to support small group instruction.

**MATH GOALS**

**2022-2023 Northome Elementary School Improvement Math Goals**

Math Goal #1: The percentage of ALL students enrolled on October 1st, who earned achievement levels of Meets or Exceeds Standards on the 2022 Math MCA, will increase proficiency by 10 percentage points from 34.2% in 2022 to 44.2% in 2023.

2022 Math Results: Northome Elementary MCA Math proficiency for ALL students **decreased**

from 36.4% in 2021 to 34.2% in 2022. The District did **not** accomplish its Math goal.

Math Goal #2: Northome Elementary School will close the achievement gaps in Math for the following subgroups as measured by the 2020 Math MCA.

1. To increase Free/Reduced Lunch students’ proficiency by 10 percentage points from 30.3% in 2022 to 40.3% in 2023.
2. To increase Sp Ed student proficiency by 10 percentage points from 12% in 2022 to 22% in 2023.
3. To increase AMI student proficiency by 10 percentage points from 23.1% in 2022 to 33.1% in 2023.

2022 Math Results by Subgroups:

1. AMI student MCA Math proficiency **decreased** from 46.7% proficiency in 2021 to 23.1% in 2022.
2. Free/Reduced Lunch student MCA Math proficiency **decreased** from 46.4% in 2021 to 30.3% in 2022.
3. Sp Ed student MCA Math proficiency **decreased** from 23.1% in 2021 to 12% in 2022.

**Math Achievement Gap Reduction Goals**

* The achievement gap between White students (42.5%) and American Indian students (23.1%) in grades 3-6 on all State accountability tests for Math will decrease from 19.4 percentage points in 2022 to 15% in 2023.
* The achievement gap between Free & Reduced Lunch (30.3%) and Non-Free & Reduced Lunch (46%) students in grades 3-6 on all State accountability tests for Math will decrease from 15.7 percentage points in 2022 to a 10% in 2023.
* The achievement gap between Special Education (12%) and Non-Special Education (46%) students in grades 3-6 on all State accountability tests for Math will decrease from 34 percentage points in 2022 to 20% in 2023.

**2022-2023 Northome High School Improvement Math Goals**

Math Goal #1: The percentage of ALL students enrolled on October 1st, who earned achievement levels of Meets or Exceeds Standards on the 2022 Math MCA, will increase proficiency by 10% from 27.7% in 2022 to 44.6% in 2023. 44.6% was the 2022 State Average

2022 Math Results: Northome High School MCA Math proficiency for ALL students **decreased**

from 36.7% in 2021 to 27.7% in 2022. The District **did not** accomplish its Math goal.

Math Goal #2: Northome High School will close the achievement gaps in Math for the following subgroups as measured by the 2022 Math MCA.

1. To increase Free/Reduced Lunch students’ proficiency by 10 percentage points from 26% in 2022 to 36% in 2023.
2. To increase Sp Ed student proficiency by 10 percentage points from 18% in 2022 to 28% in 2023.
3. To increase AMI student proficiency by 10 percentage points from 24% in 2022 to 34% in 2023.

**Strategies and Supports in Math**

* + In Professional Learning Communities, teachers will use data from MCA and NWEA tests to determine which math standards need improvements. The teachers will use this data to plan their instruction in Plan book. This program will help track the standards taught and the frequency.
	+ Staff Development with the new math curriculum.
	+ Paraprofessional support in all grade levels to support small group instruction

#### 2022-2023 Northome School Elementary Professional Development Strategies

* Guided Reading grades K-6
* Close Reading Classroom Instruction
* TS Gold PreK-K
* Data Driven Instruction
* Using Technology in the Classroom
* Weekly PLC Teams meeting for 45 minutes

Planbook Training

Differentiated Instruction

Small Group Instruction

**Indus K-12 School**

**2022-2023**

**WORLD’S BEST WORKFORCE PLAN**

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### SKRR School District’s Mission Statement is:

***“To prepare communities of tomorrow by promoting lifelong learning, positive values, school pride, mutual respect, and individuality.***

**2022-2023 Indus School World’s Best Work Force Leadership Committee Structure**

**Leadership Team**

Betsy Gerard, PK-12 Principal

Soren Olesen, Interventionist, Teacher & Mechanic

JoAnn Flansburg Elementary Teacher

Miranda Olson, Elementary Teacher

Wendy Mayer, Special Education Teacher

Tom VanDamme, High School Science Teacher

Ashley Briggs, Social Worker

Paul LeClaire Interventionist

**Paraprofessional PLC Team PreK-Grade 5 PLC Team**

Alex Wolden Pam VanDamme, ECFE/Preschool Teacher

Steve Kramer Miranda Olson, K & Grade 1 Teacher

Amber Peterson JoAnn Flansburg, 2nd/3rd Grade Teacher

Cheryl Strand Kaylee Simonson 4th/5th Grade Teacher

Debbie Westover

Janet Hasbargen

Becky Lennox

**High School PLC Team Special Education PLC Team**

 Wendy Mayer, Special Ed. Teacher

Shawn Bowles, English Teacher Marnie Kostiuk, Special Ed. Teacher

Stacy Robar, Math Teacher

Tom VanDamme, Science Teacher

JoAnn Parish, Social Studies Teacher

Janet Holte, Music & English Language Learners

Shelby Nosan, Physical Ed. & Health Teacher

Soren Olesen, Art & Industrial Arts Teacher

Lois Lewis FACS/Art

### Data Analysis and Goal Setting

#### Ready for Kindergarten

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment Area** | **Year Assessed** | **Below** | **Meets** | **Exceeds** |
| **Social Emotional** | 2021-2022 | 20% | 78% | 2% |
| **Physical** | 2021-2022 | 20% | 80% | 0% |
| **Language** | 2021-2022 | 40% | 60% | 0% |
| **Cognitive** | 2021-2022 | 20% | 80% | 0% |
| **Literacy** | 2021-2022 | 20% | 80% | 0% |
| **Mathematics** | 2021-2022 | 20% | 80% | 0% |

\*Indus Elementary School kindergarteners assessed include students that have received preschool programming.

Smart Goal: The percentage of all Indus Elementary School kindergarteners assessed during the first month of school will demonstrate an improved preparedness for kindergarten, based on KEP Assessment (TS Gold), at an average percentage rate improving from 76.66% over six domains in 2022 to 84.32% over the same six domains in 2023.

Results: Indus Elementary Kindergarten students demonstrated an average preparedness rate of 76.66% in 2022 as compared to assessments done previously.

##### Systems, Strategies and Supports

**Preschool/Kindergarten:**

1. Do interventions for Positive Behavior Intervention System for all students.
2. Provide sufficient preschool opportunities (seats) to ensure that every student(preschooler) has a high-quality preschool education/classroom.
3. KEP Assessment (Gold) administered multiple times during preschool education/class.
4. All students attend Kindergarten Round-up and/or visit kindergarten classrooms.
5. Align assessment Preschool (Spring) to Kindergarten (Fall).
6. Implement thorough placement process providing sufficient communication between preschool teachers and kindergarten teachers and staff.

##### 2022-2023 Indus Elementary Improvement Reading Goals

Reading Goal #1: The percentage of ALL students enrolled on October 1st, who earned achievement levels of Meets or Exceeds Standards on the 2022 Reading MCA, will increase proficiency by 10 percentage points from 25% in 2022 to 35% in 2023.

2022 Reading Results:Indus Elementary MCA Reading proficiency for ALL students **decreased** from 31.2% in 2021 to 25% in 2022 . The school **did not** accomplish its Reading goal.

Reading Goal #2: Indus Elementary will close the achievement gap in Reading for the following subgroups as measured by the 2020 Reading MCA.

1. To increase Free/Reduced Lunch student proficiency by 10 percentage points from 31% in 2022 to 41% in 2023.
2. To increase Sp Ed student proficiency by 10 percentage points from 20% in 2022 to 30% in 2023.

2022 Reading Results by Subgroups:

1. Free/Reduced Lunch student MCA Reading proficiency **decreased** from 35% in 2021 to 31% in 2022.
2. SpEd Student MCA Reading proficiency **decreased** from 40% in 2021 to 31% in 2022.

##### 2022-2023 Reading Achievement Gap Goals

* The achievement gap between Free & Reduced Lunch (31%) and Non-Free & Reduced Lunch (33.4%) students in grades 3-6 on all State accountability tests for Reading will decrease from 2.4 percentage points in 2022 to 0 percentage points in 2023.
* The achievement gap between Special Education (20%) and Non-Special Education (29.6%) students in grades 3-6 on all State accountability tests for Reading will decrease from 9.6 percentage points in 2022 to 4.6 percentage points in 2023.

##### 2022-2023 Indus 3rd Grade Reading Proficiency

Smart Goal: The percentage of all Indus Elementary School 3rd grade students in Reading achievement levels, based on MCA Reading Assessments, will increase from 25% in 2022 to 35% in 2023.

2022 3rd grade Results: Indus Elementary 3rd Grade students’ achievement levels, based on MCA Reading Assessments, scored 25% in 2022 and **Increased** when compared to 0% in 2021.

**2022-2023 Indus High School Improvement Reading Goals**

Reading Goal #1: The percentage of ALL students enrolled on October 1st, who earned achievement levels of Meets or Exceeds Standards on the 2022 Reading MCA, will increase proficiency by 10 percentage points from 30.8% in 2022 to 40.8% in the spring of 2023.

2022 Reading Results: The Indus High Schools MCA Reading proficiency for ALL students **increased** from 15% in 2021 to 30.8% in 2022. Indus High School **did** accomplish its Reading goal.

Reading Goal #2: The Indus High School will close the achievement gap in Reading for the following subgroups as measured by the 2020 Reading MCA.

1. No baseline on American Indian students. The population is too small.
2. To increase Free/Reduced Lunch student proficiency from 22.7% in 2022 to 32.7% in 2023.
3. To increase Sp Ed student proficiency from 25% in 2022 to 35% in 2023.

##### 2022-2023 Reading Achievement Gap Goals

* The achievement gap between Free & Reduced Lunch (22.7%) and Non-Free & Reduced Lunch (28.3) students in grades 3-6 on all State accountability tests for Reading will decrease from 5.6 percentage points in 2022 to 0 percentage points in 2023.
* The achievement gap between Special Education (25%) and Non-Special Education (25.3%) students in grades 3-6 on all State accountability tests for Reading will decrease from .3 percentage points in 2022 to 0 percentage points in 2023.

**Systems, Strategies and Supports**

* + In Professional Learning Communities, teachers will use data from MCA and STAR tests to determine which reading standards need improvements. The teachers will use this data to plan their instruction in Plan book. This program will help track the standards taught and the frequency.
	+ Staff Development: Reading Small Group Instruction (Guided Reading), Positive Behavior
	+ Interventions are in place.
	+ Along with Curriculum mapping and Reading Tier Interventions (RTI). Groups are in their Tier groups 1-3 for 25 minutes for Monday-Thursday.
	+ Reading Intervention in all grade level provided by reading interventionists.
	+ Paraprofessional support in all grade levels to support small group instruction.

##### 2022-2023 Indus Elementary Improvement Math Goals

Math Goal #1: The percentage of ALL students enrolled on October 1st, who earned achievement levels of Meets or Exceeds Standards on the Math MCA, will increase proficiency by 10 percentage points from 34.4% in 2022 to 44.4% in 2023.

2022 Math Results: The Indus Elementary MCA Math proficiency for ALL students **decreased**

from 37.3% in 2021 to 34.4% in 2022. The District **did not** accomplish its Math goal.

Math Goal #2: The Indus Elementary School will close the achievement gaps in Math for the following subgroups as measured by the 2022 Math MCA.

1. To increase Free/Reduced Lunch students’ proficiency by 10 percentage points from 27.8% in 2022 to 37.8% in 2023.
2. To increase Sp Ed student proficiency by 10 percentage points from 17.5% in 2022 to 27.5% in 2023.

2022 Results by Subgroups:

1. Free/Reduced Lunch student MCA Math proficiency **decreased** from 32.8% in 2021 to 27.8% in 2023.
2. Sp Ed student MCA Math proficiency **increased** from 20% in 2021 to 27.5% in 2022.

##### 2022-2023 Math Achievement Gap Reduction Goals

* The achievement gap between Free & Reduced Lunch (27.8%) and Non-Free & Reduced (34.4%) Lunch students in grades 3-6 on all State accountability tests for Math will decrease from 6.6 percentage points in 2022 to 3.3 percentage points in 2023.
* The achievement gap between Special Education (27.5%) and Non-Special Education (34.4%) students in grades 3-6 on all State accountability tests for Math will decrease from 6.6 percentage points in 2022 to 3.3 percentage points in 2023

##### 2022-2023 Indus High School Improvement Math Goals

Math Goal #1: The percentage of ALL students enrolled on October 1st, who earned achievement levels of Meets or Exceeds Standards on the 2022 Math MCA, will increase proficiency by 10 percentage points from 27.2% in 2022 to 37.2% in 2023.

2022 Math Results: The Indus High School MCA Math proficiency for ALL students **decreased**

from 38.5% in 2021 to 27.2% in 2022. The District **did not** accomplish its Math goal.

Math Goal #2: The Indus High School will close the achievement gaps in Math for the following subgroups as measured by the 2022 Math MCA.

1. To increase Free/Reduced Lunch students’ proficiency by 10 percentage points from 21.3% in 2022 to 31.3% in 2023.
2. To increase Sp Ed student proficiency by 10% from 17.3% in 2022 to 27.3% in 2023.

2022 Results by Subgroups:

1. Free/Reduced Lunch student MCA Math proficiency **decreased** from 31.3% in 2021 to 21.3% in 2023.
2. Sp Ed student MCA Math proficiency **decreased** from 27.3% in 2021 to 17.3% in 2022.

##### 2022-2023 The Achievement Gap Reduction Goals

* The achievement gap between Free & Reduced Lunch (21.3%) and Non-Free & Reduced (34.5%) Lunch students in grades 7-12 on all State accountability tests for Math will decrease from 13.2 percentage points to 6.48 percentage points in 2023.
* The achievement gap between Special Education (17.3%) and Non-Special Education (36.5%) students in grades 7-12 on all State accountability tests for Math will decrease from 19.2 percentage points in 2022 to 10.0 percentage points in 2023.

**Parent Involvement:** Open House/Parent Teacher Conferences/Newsletters/Strategic Planning Responses

**Priority One**

**The school listens to ideas:** (80% Strongly Agreed and Agreed)

Goal: The percentage of Strongly Agree and Agree will increase by 5% to 84% in 2023.

**Priority Two**

**Regularly Informed: Homework and Tests**: (80%Strongly Agreed and Agreed)

Goal: The percentage of Strongly Agree and Agree will increase by 10% to 88% in 2023.

**Priority Three**

**Regularly Informed: Academic Progress** (75% Strongly Agreed and Agreed)

Goal: The percentage of Strongly Agree and Agree will increase by 6.5% to 80% in 2023.

**Priority Four**

**School Discipline Procedures** (70% Strongly Agreed and Agreed)

Goal: The percentage of Strongly Agree and Agree will increase by 10% to 77% in 2023.

##### Systems, Strategies and Supports

* + Communicate the Student Handbook at all Students and Parents
	+ Send home information of Parent Vue to monitor their student’s grades
	+ Train all the new teachers in Responsive Classroom
	+ Train all new teachers in Positive Behavioral Intervention Systems
	+ JMC communication through email and phone

##### Systems, Strategies and Supports

##### Having presenters that focus on Character Training, SEL and Zone Regulation, and PBIS has been a top priority in our building.

* Train all the new teachers in Zone Regulation,
* Train all new teachers in MTSS/RTI for literacy/math/behaviors
* Teacher Assistance Teams weekly
* Elementary Staff Meetings weekly
* Create a positive school climate through PBIS “Positive Behavior Intervention Systems”

#### 2022-2023 Indus Elementary Professional Development Strategies

* RTI (Multi-Tiered System of Support) MTSS
* TS Gold PreK-K
* Sadlier Training for MathK-5
* Data Driven Instruction/STAR testing
* Using Google Applications in the Classroom
* Using one on one Technology in the Classroom
* Planbook– Curriculum mapping/lesson plan
* 2022-2023 Indus Secondary Staff Development Strategies and Goals
* for Student Achievement.

The district will provide training for the following areas of concern:

* Continued PBIS Training for all staff with mentoring from Northwest Service Coop
* Student Retention and Absenteeism
* Logic vs Emotional response
* Relationship study
* Learning style inventory
* Social Emotional Learning (Student)
* Trauma Sensitive Schools (Teacher)
* Expand Interdisciplinary Opportunities
* Team teaching opportunities
* Lesson topic sharing via planbook.com and google classroom
* Common rubrics for grammar, writing
* Common postings for word origins
* Recognition of interdisciplinary work on lessons, and communicating this

to students

* Positive Climate Change
* Positive phone calls home per staff along with a post card
* High performance mind set
* Automatic negative responses
* First interaction
* Dominate your controllables
* Standards Based Instruction and Lesson Planning
* Planbook.com linked to the MCA benchmark assessment standards
* Lesson plans are based off of reported standards gaps, overflow,
* frequency
* Professional Learning Communities
* Academic and Behavioral Intervention based
* Goal driven
* Solution focused
* Embedded weekly
* Differentiated Instruction/ Curriculum Mapping training for 2019-2022 training from
* Northwest Service Coop
* Learning style indicator tool
* Reflection on classroom common practice, best practice, skill sets, and

capacity

* Classroom observation opportunities for teachers to see other teachers

Teach.