KELLIHER SCHOOL

ISD #36

"World's Best Work Force"

2022-2023

Plan of Action

Vision/Mission/Beliefs

<u>Vision Statement:</u> To be the first choice of district patrons for a rigorous and safe education by consistently prompting our directive, mission, and goals

<u>Mission Statement:</u> Working cooperatively with home, school, and community to develop leaders and life-long learners in a community that promotes rigor, relevance, and respect

<u>Kelliher School District Directive:</u>

Kelliher School District's Response to WBWF Legislation

In accordance with Minnesota Statutes 2013, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the World's Best Workforce (WBWF). Kelliher School strives to provide the best educational opportunities for every student. Providing an education and preparing Kelliher School students to succeed in school from birth through graduation and into post-secondary endeavors, is a goal that must be addressed early in every child's life. Students are more likely to reach this goal if they are ready for school upon entering kindergarten; achieve grade level literacy by grade three; graduate from high school and attain career and post-secondary school readiness.

Kelliher School staff and administration recognize that it is imperative that academic achievement gaps are closed among all racial and ethnic groups of students and between students living in poverty and not living in poverty as well as between students who receive or do not receive special education. Kelliher School's comprehensive strategic plan is intended to serve as a document to align the school's educational initiatives that serve to ensure reaching intended student outcomes from pre-kindergarten to post high school graduation.

In designing this plan, Kelliher School's WBWF Committee members considered and utilized several existing plans, documents and strategies that were already in place and/or are required by the Minnesota Department of Education (MDE), such as the Title I Plan, School Improvement Plan, School Readiness Program Plan, Local Literacy Plan, Student Transition Plan to College and Career Readiness, Plan for Educator Effectiveness, and the school's Authentic Intellectual Work plan. Kelliher School District's World's Best Workforce Plan will illustrate how the school's existing district plans fit together and serve as a blueprint to create a quality educational system designed to equip every student with the skills necessary to succeed in the 21st century.

"World's Best Workforce" requirements mean Kelliher School staff and administration will strive to do the following:
- o   Have all students meet school readiness goals.
- o   Have all third-grade students achieve grade-level literacy.
- o   Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers.

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o   Have all students graduate from high school.
o   Have all students attain college and career preparedness.

The Kelliher School Board will develop a plan to support and improve teaching and learning aligned to the World's Best Workforce legislation which includes the following:
o   Clearly defined student achievement goals and benchmarks.
o   Process to evaluate each student's progress toward meeting state and local standards.
o   A system to review and evaluate the effectiveness of instruction and curriculum.
o   Practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that support teacher quality, performance, and effectiveness.
o   Evidence-based strategies for improving curriculum, instruction, and student achievement.
o   An annual budget for continuation of district plan implementation.

Recommended Plan Components
o   Agreement between local union and school board on a teacher evaluation system
o   A rubric that defines effectiveness of instruction
o   Description of the professional standards the district used in the development of the system.
o   Description of the form of teacher collaboration i.e., professional learning teams, peer coaching, principal feedback, and reflection on instruction
o   Description of opportunities for evaluation feedback on instruction from summative evaluators
o   Description of the plan for program improvement.

Success in reaching the World's Best Workforce goals will be measured by the following:
o   Student performance on the National Association of Education Progress (NAEP)
o   Reduction of the academic achievement gap by student subgroup
o   Student performance on the MN Comprehensive Assessments
o   College and career readiness under section 120B.30, subdivision 1.

District Timeline 2022-2023:

September: Develop a district strategic World's Best Workforce (WBWF) Plan

September: Implement WBWF district Plan
October - November: Develop report on the implementation of the previous years' WBWF plan
November: Present the results of the plan to the public at a school board meeting

Kelliher School staff and administration will review the plan on an annual basis

Kelliher School
ISD #36
"World's Best Workforce"
District Advisory Committee

Paul Grams – Superintendent
Sherri Dahl – Principal
Dan Alto – Dean of Students/Athletic Director
Christine Lundin – School Counselor
Carly Amsden – American Indian Liaison/ Counselor
Dawn Jensen – School Board member
Amy Mastin – Parent/Teacher
Sarah Waldo – Parent/Teacher
Calvin Mayers – Support Staff
Rachael Neft – Parent/Teacher
Chase Pink – Technology Coordinator/District Assessment Coordinator
Tessie Barret - Parent/Indian Education Committee member
Carl Dugstad - Consultant from Northern Sky Center of Excellence
Adrienne Eickman - Consultant from Northern Sky Center of Excellence

*Annual Public meeting – November
*Committee meets four times a year– September/November/January/March
*Yearly Stakeholder survey – March

Central Beliefs Held by Kelliher School

- o Learning is a lifelong process
- o All people, birth through adulthood, can succeed at learning
- o Raising expectations will improve results collectively and individually
- o Educational systems must be student centered
- o Students must develop the ability to become self-directed learners to become independent learners
- o We must provide a variety of opportunities for all people to learn and to prepare for career and college opportunities
- o State of the art technology will be part of our educational system
- o We must provide a positive educational atmosphere for all students, staff, and community members to participate in learning because a positive, secure, and supportive climate allows quality education to occur
- o The school must provide a safe and stable learning environment
- o Respect for self, others, and property is fundamental
- o Family and community must be involved in education
- o Partnerships and open communication among students, staff, parents, and community members create a cooperative and success-filled environment
- o We must model and promote responsible citizenship
- o We must provide and maintain quality facilities
- o People and property must be treated with respect
- o Appreciation and acceptance of diversity strengthen and enrich the community
- o We must promote an understanding of cultural diversity
- o We must promote an understanding of global issues
- o High Quality staff is essential to learning
- o We must promote life-long wellness
- o College and Career Readiness is an essential outcome of our educational system
- o All learners are members of an increasingly interdependent and interconnected world-wide community
- o We must prepare people to compete and function in the Global Workforce.

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Achievement Gap – Free & Reduced Lunch/Poverty
- o The achievement gap in Mathematics between white students and American Indian students will be reduced by 5% based on MCA scores.
- o The achievement gap in Reading between white students and American Indian students will be reduced by 5% based upon MCA scores.

Kindergarten Readiness
- o All students will be provided a high-quality Early Childhood program/education as measured by Parent Aware System rating and local assessments and will be ready for kindergarten.

Reading Well By 3rd Grade

- o The percentage of all students enrolled in Grade 3 who are proficient on MCA will increase by 10% in 2022 to 2023.

Career and College Readiness
- o All students will take ASVAB (11th), PSAT (11th) and ACT (11th&12th) to prepare career/college plan.
- o All students will be provided a challenging, rigorous, and relevant curriculum that incudes basic skills/knowledge, elective career exploration, and College in the High School opportunities.
- o Students will be provided an opportunity to visit colleges and businesses to explore career opportunities.
- o All seniors will complete at least one college applications to a university, trade or career school.

Kelliher School, where caring for students is not just an idea, it is a tradition.

Prepared by the District Advisory Council

WBWF Coordinator: Sherri Dahl, Principal

Superintendent: Paul Grams

Kelliher Public Schools serves approximately 357 students in the communities of Kelliher, Northome, Blackduck and the Red Lake nation in northern Minnesota. Our district is comprised of early childhood program, a Daycare Center, community education programs, and a Pre-K – 12 school. We strive to provide programming that meets the academic, cultural, emotional and social needs of the students we serve. As a district in greater Minnesota, we are members of several collaborative efforts with neighboring schools and governmental agencies with the aim of providing high quality supports for students and community.

2022-23 District Goals

All Students Graduate

Kelliher School district has a 2022 graduation rate of 82.6%. Twenty-three students enrolled at Kelliher School in 9th grade in 2019 - three dropped out and one was unknown. Nineteen students graduated in Spring of 2022. The 2023 graduation will not be released until February/March 2024, but we are expecting our graduation rates for 2023 to be above 84%.

*Source: MN Report Card and School District Graduation Records for 4-year Graduation Rate

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Graduation Rate Trend
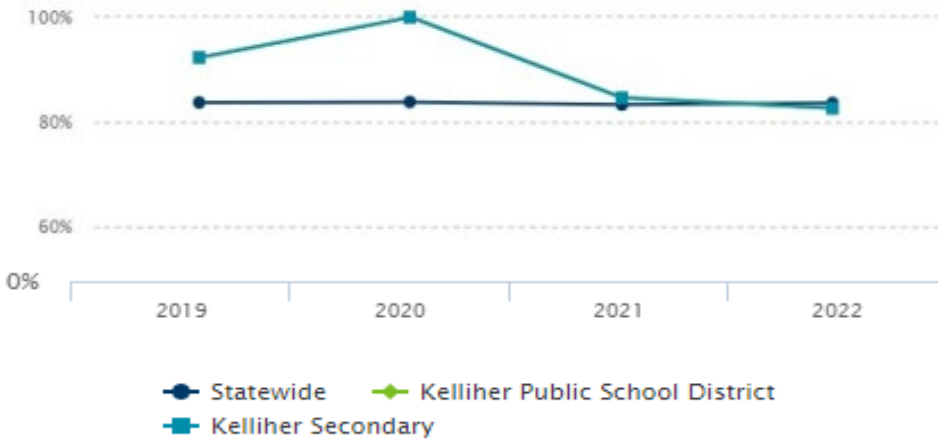
STATE: 2019-83.7%   2020-83.8%   2021-83.3%   2022-83.5%

KELLIHER: 2019-92.3%   2020-100%   2021-84.6%   2022-82.6%

All Students Ready for Kindergarten

Kelliher School District's Early Childhood programs will have 80% of students master 80% of items in literacy and math on the Kindergarten Readiness Checklist by the fall of 2022. Using TS Gold Assessments, during the 2022-2023 school year, indicators showed that all early childhood students were ready for kindergarten. Indicators included reaching the age of 5 by September 1, receiving early childhood screening, and receiving all required immunizations. In addition, further indicators included literacy, mathematics, and social-emotional maturity as indicated on the Parent Aware Rating System and the TS Gold Assessment.

All Students College and Career Ready

- In 2023, the percentage of all students in grades, 7, 8 and 11 at Kelliher Public School ISD# 36 who earned an achievement level of Meets the Standards or Exceeds the Standards in

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Mathematics on all state accountability tests (MCA, MTAS) was 23.3% (17), which is a decrease of 3% from 2022.

- The ACT Composite score for Kelliher High School will increase from a composite score of 15.9 SY 2023 to a composite score of 18 in 2024. This year 11th grade will take the ACT in March of 2024. There was 1.3% decrease from 2022 to 2023 with 3 less students taking the ACT in 2023.

- *Source: KHS School Counselors*

All Students in Third Grade Achieving Grade-Level Literacy

- 50% of our grade 3-8 students will meet grade-level proficiency in Reading as measured by the 2023 Minnesota Comprehensive Assessments. Students will be screened three times per year with FAST Assessment. Students who need interventions will be identified and provided additional support in Tier 2 and/or Tier 3. Elementary teachers are implementing Fontes and Pinnell, a reading instructional and curricular package of a balanced literacy approach, to strengthen phonics, literacy and reading skills. The 2022-2023 student achievement levels on all academic accountability tests for grades 3-8 and 10 tested in the spring of 2023 results in a proficiency level of 32.5% (50). This was a 10% decrease from 2022.

Close the Achievement Gap(s) Among All Groups

Based on MCA scores, the Math proficiency will move 10% of last year's 2022 partial scores to proficient and move 10% of non-proficient scores to partially proficient in 2022.

Based on MCA scores, the Reading proficiency rate will move 10% of last year's 2022 partial scores to proficient and move 10% of non-proficient scores to partially proficient 2023.

- The 2022-2023 student achievement levels on all academic accountability tests for grades 3-8 and 11 tested in the spring of 2023 results in a proficiency level of 55.8% (67).

Looking Forward

2023-2024 Strategies

ALL STUDENTS READY FOR KINDERGARTEN

• Increase family engagement and participation in ECFE and pre-K classes.

• Participation in the Pyramid Model grant project to train and coach early childhood staff to use best practices to support students' social and emotional development.

• Social/Emotional support team will continue to provide support in early childhood programs to encourage growth in young children's social and emotional development.

• Continue to improve alignment of pre-K and kindergarten programming including benchmarks, assessments and curriculum through pre-K and kindergarten teachers joint staff development and professional learning community (PLC) training.

READING BY THIRD GRADE

- Continue to improve the alignment of pre-K with grades K-3 in the areas of curriculum, instruction, and assessment.

- Establish collaborative teams at school sites that focus on the district professional learning community vision; specifically, instruction aligned to standards and using common formative assessments.

- Review our elementary school schedules in all curricular areas to improve achievement and close opportunity gaps.

- Identify students below grade level reading and provide specific reading interventions

- Provide instruction for small groups and individuals using research-based intervention strategies.

- Monitor progress of students on a as needed basis to identify students needing interventions. Monitor with weekly CBM's to determine growth and changes needed in interventions.

Key Indicators of Progress

The following indicators are used to determine building and district progress in improving student success and achievement, as well as encouraging creation of the world's best workforce.

Attendance

Attendance intervention strategies and results are reported by building and district. District and building site data for consistent attendance is given from the Northstar Accountability Report.

Behavior

General behavior referral data for each site as reported in DIRS and Synergy. This includes any type of behavior referral including behavior *and reward* documentation. A detailed behavior report is maintained at the site level and analyzed regularly.

Kindergarten Readiness

Early Childhood data from TSG and screening for kindergarten readiness.

Achievement Gap

Achievement gap data in reading and math, desegregated by subgroup according to the WBWF District Data Profile.

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Read Well by Third Grade

MCA scores for district 3rd graders, desegregated by subgroup according to the WBWF District Data Profile. Universal screening data from FAST three times a year.

College and Career Readiness

Kelliher High School data for post-secondary participation according to the MN Statewide Longitudinal Education Data System (SLEDS).

Graduation Rate

Kelliher School District graduation data from Minnesota Report Card.

MCA Scores

Reading, Math and Science MCA proficiency scores by subgroup for each school site can be found in their individual building.

ACT Scores

Kelliher High School from Minnesota Report Card

Attendance

Consistent Attendance

This is a measure of students who attend more than 90 percent of the time they are enrolled.

The 2022 identification year calculation combines data from 2018 and 2019, assigning equal weight to both years. (North Star Report Data)
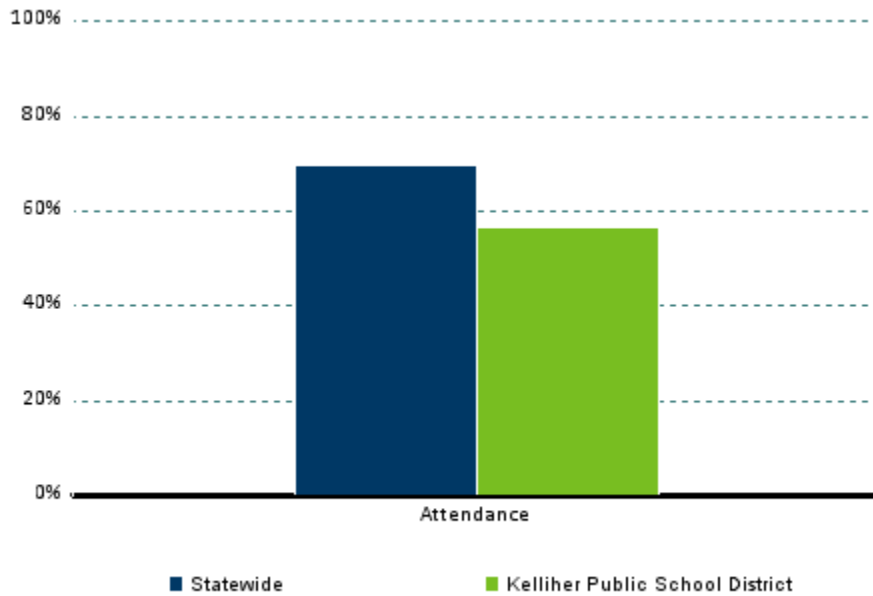

Organization	Consistent Attendance Rate	Consistent Attendance Numerator Count	Consistent Attendance Denominator Count
Statewide	69.77%	544971	781,072
Kelliher Public School District	56.60%	150	265

Behavior Report Summary

PBIS is a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.

Kelliher Behavior Report Summary Data
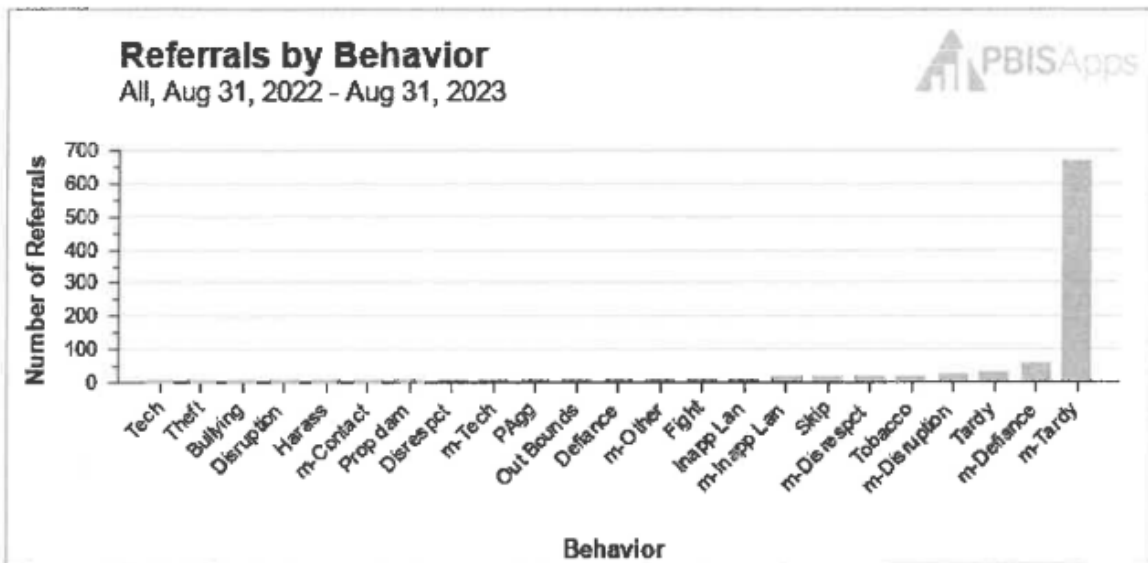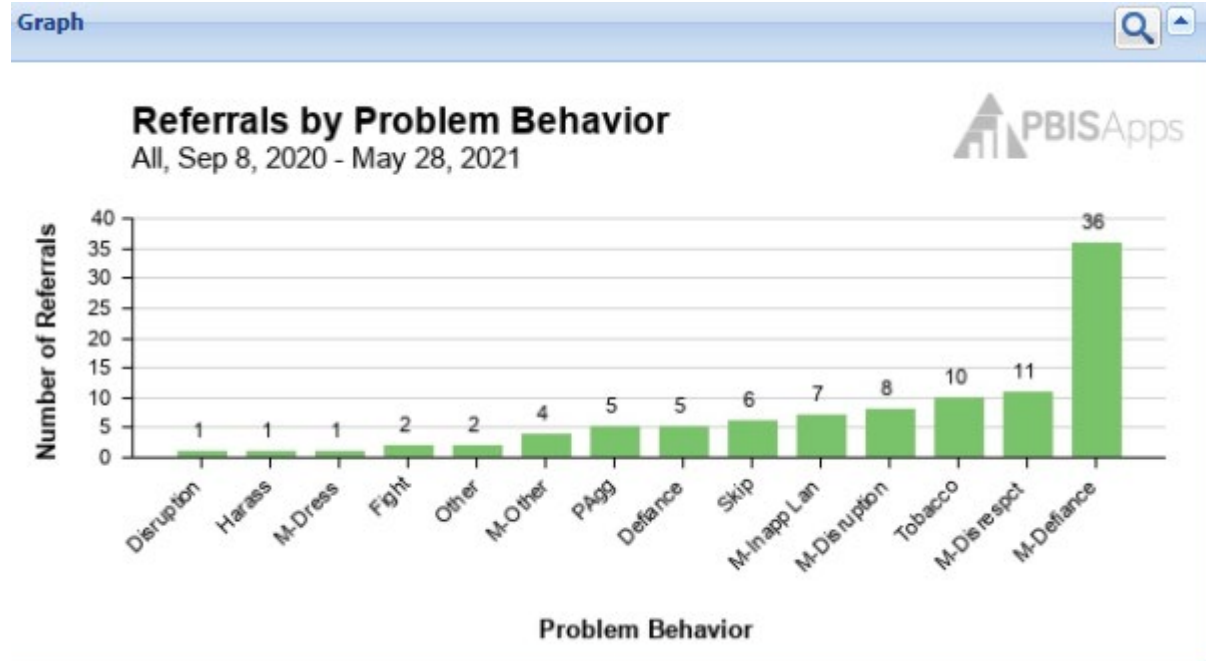
All Students Ready for Kindergarten

Kelliher Public Schools is actively working to ensure that all students are ready for kindergarten. Kelliher Schools work actively and intentionally to foster collaboration between school, community, county, and district level programs to encourage and support common systematic best practices and the use of state approved assessment tools (TSG) and curriculums (Creative Curriculum) for early childhood students. In addition to establishing and implementing common systemic best practices and measures for school readiness.

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All Students in 3rd Grade Achieving Grade-Level Literacy

Goal: Ensure reading proficiency for all students by the end of 3rd grade. We strive to accomplish this by providing (1) Assessment of all K-3 student levels of reading proficiency and identification of those who are at-risk for learning to read, (2) Comprehensive and scientifically based core reading instruction for all students aligned with the MN state standards, (3) Comprehensive and scientifically based remedial reading instruction for all at-risk learners, (4) Notification to all parents of at-risk learners, (5) Identifying and providing staff development opportunities to improve instructional techniques and strategies. Progress is monitored using MCA-III data.

2019-2023Source: MN Report Card → Student Achievement Level → All Academic Accountability Tests (Only those meeting enrollment criteria)

Kelliher Third Grade Reading Literacy Summary Data

STUDENT GROUP	GRADE 3 READING PROFICIENCY (%) 2019	GRADE READING PROFICIENCY (%) 2020	GRADE 3 READING PROFICIENCY (%) 2021	GRADE 3 READING PROFICIENY (%) 2022	GRADE 3 READING PROFICIENCY (%) 2023
ALL	38.5 (10)	N/A	N/A	30.4(7)	13.6 (3)
AM - IND	28.6 (4)	N/A	N/A	18.8 (3)	CTSTR – (TOO SMALL TO REPORT)
FRP	26.3 (5)	N/A	N/A	7.7 (1)	10.0 (2)
SPED	CTSTR – (TOO SMALL TO REPORT)	N/A	N/A	CTSTR – (TOO SMALL TO REPORT)	CTSTR – (TOO SMALL TO REPORT)
WHITE	50.0 (6)	N/A	N/A	CTSTR – (TOO SMALL TO REPORT)	15.4 (2)

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Closing the Achievement Gap

Kelliher Public Schools views closing the achievement gap as a shared team effort. All schools, subgroups, and grade levels will strive to close the achievement gaps, which are evident based on race, ethnicity, socioeconomic status, and ability. All best practice strategies and action steps take advantage of district plans, programs, staff, and resources, as well as community collaborations, to drive achievement forward and seek continued growth.

2023 Source: MN Report Card → All Academic Accountability Tests (Only those meeting enrollment criteria). Data is current as of August 24, 2023.

Math

STUDENT GROUP	2019 Percent Achieving	2020 Percent Achieving	2021 Percent Achieving	2022 Percent Achieving	2023 Percent Achieving
All Students	40.5 (64)	N/A	N/A	31.7 (44)	33.8 (53)
AM-IND	25.7 (19)	N/A	N/A	20.8 (16)	23.8 (20)
White	53.7 (44)	N/A	N/A	44.1(26)	45.1 (32)
Spec Ed	13.8 (4)	N/A	N/A	6.5 (2)	15.6 (5)
FRP	31.0 (36)	N/A	N/A	15.1 (11)	21.8 (26)

Reading

STUDENT GROUP	2019 Percent Achieving	2020 Percent Achieving	2021 Percent Achieving	2022 Percent Achieving	2023 Percent Achieving
All Students	45.0 (68)	N/A	N/A	42.5 (62)	32.5 (50)
AM-IND	30.7 (23)	N/A	N/A	27.3 (21)	21.8 (29)
White	59.5 (44)	N/A	N/A	58.8 (40)	46.2 (30)
Spec Ed	10.0 (3)	N/A	N/A	17.2 (5)	9.7 (3)
FRP	35.4 (40)	N/A	N/A	25.3 (21)	21.6 (25)

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All Students Career-and-College-Ready by Graduation

Kelliher Public Schools maintains a path for all students to be career and college ready. Kelliher High School has implemented a career and college readiness program, where students engage in career and college prep activities. The district is also organizing and facilitating more College/Career Ready assessments including PSAT & ACT (Grade 11), ACCUPLACER, and ASVAB. The district vision is to develop a system for each senior to assist-secondary planning, college application process, and credit tracking. The district uses post-secondary participation to measure progress. Data source: http://sleds.mn.gov/

All Students Graduate

 Kelliher Public Schools strives to have all our students graduate from high school. The current state graduation target for 2021 is 90% with no subgroup below 85%. While the Kelliher High School graduation average already exceeds 80%, our goal is to have our district average, as well as all subgroups, also achieve and maintain an average above 85%. We will use the Minnesota Report Card Four-Year Graduation Rate data to measure progress.

(Note: Individual building data can be found in their individual building Student Achievement goal reports at the end of this document.)

District Four Year

Demographic Description	2019 – Four Year Graduation Rate	2020 – Four Year Gradation Rate	2021 – Four Year Graduation Rate	2022 – Four Year Graduation Rate
All Students	92.3%	100%	84.6%	82.6%

District Student Achievement Plans

"A dream becomes a goal when action is taken towards its achievement."

Read Well by 3rd Grade - ISD #36 Local Literacy Plan

School district plan which includes a process to assess student levels of reading proficiency, notify and involve parents, provide academic interventions, and identify and meet staff development needs. The plan can be found:

https://content.myconnectsuite.com/api/documents/f3e45dea48a5435485de87dfaec5450f.pdf

Title I

Title I is a federally funded program that provides educational interventions to identify at-risk students in the areas of reading and math.

Community Education School Readiness Plan

The Community Education School Readiness Plan uses the Early Childhood Indicators of Progress and Minnesota's Early Learning Standards. The plan involves providing a framework for understanding and communicating a common set of developmentally appropriate expectations for young children within a context of shared responsibility and accountability for helping children meet expectations. The goals are:

- To increase understanding of all areas of a child's development and to recommend strategies for supporting optimum development.

- To expand understanding of the multiple influences on the education and life success of young children.

- To support families by providing examples of strategies that facilitate and enhance children's development.

- To provide teachers, caregivers, and administrators in early childhood education a common conceptual framework and guidelines for planning curriculum, instruction, and assessment of young children.

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- To provide a resource for community members and policymakers to use in assessing the impact of current policies and resources on the optimal development of young children.

Special Education Plan

The district plan is to increase student achievement on test scores, that all students are ready for career and college and that all students graduate from high school. Data used to measure the success of the plan will be the number of students to complete a Transition Plan as a measure for career and college readiness. Special education graduation rates from the state report card will be used to measure the high school graduation rate.

Indian Education Plan

Kelliher's American Indian Education Plan is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access for all students. This plan includes preparing students for college and career readiness, instructional support, reducing attendance rates, increasing graduation rates, and providing opportunities for student success. The plan is based on advocating, supporting, and building relationships with students and families to focus on academic excellence with a correspondence of blending culturally relevant and best teaching practices.

District Teacher Evaluation Plan

The district, in collaboration with the teachers has developed a teacher assessment plan that provides for growth and continual improvement from the probationary level of teaching through the master level of teaching. Much of the model for teacher development and assessment is based on the Danielson professional teaching model. If needed, teachers are given additional help and mentoring for improvement prior to any disciplinary measures taken due to poor performance. Our teachers and district promote documented improvement of our students' performance and professional development and collaboration with this teacher assessment model. This plan is reviewed yearly by the Teacher Development and Evaluation Committee which is comprised of teachers, administrators, and the Superintendent.

Facilities Plan

Kelliher School District has the following building projects outlined in their facilities plans per LTFM 10-year Plan Submitted July 2023:

FY 24:
($103,000)

- Football Garage Doors Replace - $5,000.00
- Painting - $3,000.00
- Interior Door Handles - $5,000.00
- Parking Lot Resurface - $30,000.00
- Baseball Dugouts Replace - $60,000,00

FY 25:
($107,000)

- Recaulk Windows - $5,000.00
- Sidewalk Replace - $50,000.00
- Old School Bathroom Remodel - $50,000.00
- Parking Lot Gate - $2,000.00

FY2026:
($92,500)

- Exterior Windows Elementary - $40,000.00
- Bathroom Stalls Replace - $40,000.00

- HS Locker Replace - $12,500.00

Technology Plan

Our district follows state and federal legislation, such as FERPA, CIPA, and HIPAA, governing the development of plans and policies pertaining to student use of technology. Additionally, the district Wireless connection throughout all buildings provides adequate connectivity with ample coverage and density of the wireless network. Desktop computers, robust computer and CAD labs, Smart Boards, 1:1 student device, a learning management system, and mobile device management systems are examples of how we are using technology to increase our capacity for learning. The district has implemented a 1:1 device plan in all grades, which incorporates a blended learning model combining online learning and classroom instruction

District Student Programs

Kelliher Public School offers many programs to students to support academic achievement. Programs incorporate academic, social, emotional, and cultural components to consider and support the whole student.

American Indian Education Program

The American Indian Education Program's mission is to address the unique educational and culturally related academic needs of American Indian students, supporting them to meet the same challenging state student academic achievement standards as all students are expected to meet. The program offers support services including individualized academic tutoring, liaison staff to support home and school relationships, educates the greater community about American Indian culture, language, and history, creating a culturally conscious atmosphere to foster communication between staff, students and parents while coordinating with Title I and special education programming to provide resources for culturally appropriate curriculum.

Mentoring

Training and support from an evidence based mentoring program guides staff to create meaningful connections with students. Tracking grades, attendance, behavior, and time spent with students. Mentors meet with students (and their families, if possible) to share data, check in and build relationships. "A comprehensive intervention to enhance student engagement at school. Learning through relationship building, problem solving, capacity building and persistence."

Special Education Program

Identifies children with disabilities and provides individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. Special education staff work collaboratively with general education staff to modify and adapt curricula for identified students to support educational goals.

Backpack Program

A food program to feed hungry young children over the weekend who may not have access to any food.

Homeless Support Program

Kelliher's Homeless Liaison works to promote awareness and ensure protection for homeless students and families through the expectations outlined in the McKinney-Vento Act. Once qualified, students are guaranteed breakfast and lunch at no cost, transportation assistance as needed and are directed to community resources as needed.

Counselors

Kelliher School provides three counselors. They are a liaison between home and school to provide support to students and families for emotional, behavioral, and/or domestic concerns. Students and families are referred to available community resources and services to assist in basic needs issues including food, housing, family therapy, behavior, youth shelters and parenting.

Mental Health Programming
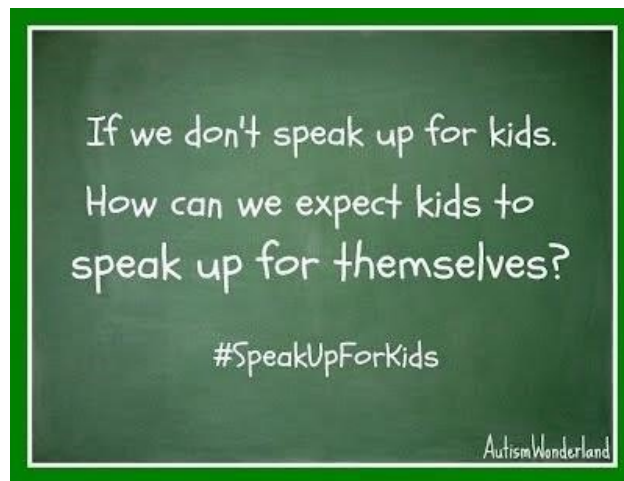
Collaboration with the Human Development Center, North Homes, and other programs help to refer families and children for therapeutic services both in and outside of school.

Targeted Services

A K-6 after school program that focuses on teaching students academic and social/emotional skills to help them better perform in a school setting.

Extended School Year

A program which offers academic and transition skills during the summer for PreK-12 students identified and receiving special education services (SPED) that demonstrate regression and a delay in recoupment or require maintenance of skills.

Gifted and Talented Program

Kelliher Schools Gifted and Talented Program offers academic enrichment opportunities for grades K-12 including Knowledge Bowl, Spelling Bee, Robotics, Math Masters, and others.

Early Childhood Programs

ECSE (Early Childhood Special Education)

Identifies children birth-5 with disabilities and provides individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. Special education staff work collaboratively with general education staff to modify and adapt curricula for identified students to support educational goals.

PBIS

PBIS is a framework including monthly meetings, data review, and building procedural activities for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS is a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.

ADSIS

This program targets students who fall below the 25th percentile in reading and math in grades K-8. Once identified, students will enter a multitiered system of services. Services include interventions in reading and math. Students are progressed monitored on a weekly to bi-weekly basis using FAST assessment tools.

District Staff Development Goals and Findings

Staff Development Participation: All Staff Participate in Staff Development

District Staff Development Goal 1

To increase student achievement, staff working in Professional Learning Communities will align and review curriculum based on the state standards, create formative and summative assessments, review assessment data, and develop instructional strategies.

District Staff Development Goal 2

Provide teachers with in-service opportunities in reading, positive behavioral intervention strategies, making appropriate academic accommodations for students, key warning signs of mental illnesses in children and adolescents, cultural competence, and integrating technology to increase student learning.