

## NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Thursday, June 6, 2024 3:45 PM
- Meeting Title:** State Board of Education Work Session Meeting and Notification and Agenda
- Location:** NDE Office Building  
Board Room  
500 South 84th Street  
Lincoln, NE 68510
- Agenda:** Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website. The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.
- Interpreter:** If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.
- Website:** An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: [www.education.ne.gov/stateboard/state-board-agendas/](http://www.education.ne.gov/stateboard/state-board-agendas/)
- Lunch:** On Thursday, June 6, 2024, the State Board of Education may also take a recess for lunch. The Board may resume work on the agenda at approximately 1:00 p.m.

1. CALL TO ORDER (The Board may take a recess)  
President Tegtmeier
  - 1.1. Roll Call  
President Tegtmeier
2. BUSINESS  
President Tegtmeier
  - 2.1. Provide a progress update on the Isanti High, Middle, and Elementary School Priority School Progress Plans  
Shirley Vargas
3. ADJOURNMENT  
President Tegtmeier

The regularly scheduled meeting of the State Board of Education will reconvene at 9:00 a.m. tomorrow in this room.



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 14, 2024

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Shirley Vargas, Ed.L.D.  
School Transformation Officer

**PROPOSED AGENDA ITEM:** Provide a progress update on the Isanti High, Middle, and Elementary, School Priority School Progress Plans.

**AGENDA ITEM TYPE (contract/grant/rule/program/other):** Other

**RATIONALE/BACKGROUND INFORMATION:** Per N.R.S. 79-760.06, the State Board identifies no fewer than three Priority Schools. In October 2023, the board approved the Priority School Progress Plans for Isanti Elementary and High School. This update provides the plan for each priority school, an overview of the goals, progress made to-date, and related quantitative and qualitative data. School representatives will be present to provide an end of year presentation and answer any questions.

**PROPOSED BOARD MEETING (MONTH/YEAR):** June 2024

**ESTIMATED COST:** N/A

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: (*--e.g., Federal, State*)
- New or Renewal:
- If renewal, date of first approval:

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

**FOR GRANT SUBAWARDS:**

- Describe the grantee selection process:

*\*Updated 08.15.2023*

AQUESTT

**2023-2024**

Priority School Progress Plans

Isanti Community Schools

**Isanti High School**

**Isanti Middle School**

**Isanti Elementary School**



*Isanti Middle School Plan approved on October 4, 2019*

*Isanti Elementary and High School Plans approved on October 6, 2023*

# AQuESTT

## 2023-2024 Priority School Progress Plans for Isanti Community Schools

<b>School Name:</b> Isanti High School, Isanti Middle School, Isanti Elementary School	<b>School District:</b> Isanti Community Schools	
<b>School Address:</b> 206 East Frazier Avenue Niobrara, Nebraska 68760		
<b>School District Superintendent:</b> Mr. Dave Mroczek	<b>Superintendent Signature:</b>	<b>Date:</b>
<b>Elementary Principal:</b> Mrs. Cindy Nagel	<b>Principal Signature:</b>	<b>Date:</b>
<b>Secondary Principal:</b> Mr. Shawn McDiffett	<b>Principal Signature:</b>	<b>Date:</b>
<b>Board of Education President:</b> Ms. Stacy Johnson	<b>Board President Signature:</b>	<b>Date:</b>
<b>Commissioner of Education:</b> Dr. Brian Maher	<b>Commissioner Signature:</b>	<b>Date:</b>
<b>State Board of Education President:</b> Dr. Patti Gubbels	<b>State Board President Signature:</b>	<b>Date:</b>

## 2023-2024 Priority School Progress Plans for Isanti Elementary, Middle, and High Schools

### Overview

As they enter the 2023-2024 school year, the Isanti Community Schools Leadership Team (Superintendent, Principals, Dean of Students, Instructional Coach, Director of Language and Culture, Operations Coordinator) is working to build a *school that the community trusts*. The role of educators at Isanti Community Schools is to ensure all students have access to high quality instruction every day, that their Dakota Language and Culture is reflected in the practices and curriculum they engage with, and to sustain systems of continuous improvement. At the core of the goals and strategies listed for each school are these fundamental priorities:

- Strengthen relationships and trust among staff, students, leadership, and the community.
- Intentionally seek resources to indigenize the students’ experience of school, through practices, curriculum, and community engagement.
- Invest time and resources in developing staff to deliver strong Tier I instruction using High Quality Instructional Materials.

The Principals of each school will work collaboratively with one another, the Superintendent, Instructional Coach, Dean of Students, Operations Coordinator, Director of Language and Culture, and other key leaders of the school to create systemic conditions for strong instruction, improved attendance, community engagement, and a positive school climate.

### Summary of Revisions to Isanti Community Schools Priority School Plans

School	Measure	Revision	Supporting Information
Isanti Elementary School	Chronic Absenteeism	Changed language to “reduce chronic absenteeism” by 10% from prior year.	This percent reduction goal is double the statewide goal of 5%.
Isanti Elementary School	MAP K-2 (ELA & Math)	Changed language to “students performing at 40th percentile or above”.	This is in line with new MAP reports.
Isanti Middle School	Chronic Absenteeism	Changed language to “reduce chronic absenteeism” by 10% from prior year	This percent reduction goal is double the statewide goal of 5%.
Isanti High School	Chronic Absenteeism	Changed language to “reduce chronic absenteeism” by 10% from prior year	This percent reduction goal is double the statewide goal of 5%.

## Implementation Plan Details and Examples

- [Appendix A](#): Professional Development Overview
  - Staff professional development will be a 2-pronged approach this year, consisting of 1:1 coaching sessions and full day all staff development. The Appendix below outlines the purpose of each form of development, who will be receiving the development, at what frequency, and what that development will include.
- [Appendix B](#): TNTP Core Rubric
  - To guide our coaching and professional development, we are using the TNTP Core Rubric as a vision for excellence. Monthly observations are done with teachers using the rubric to see where we have made progress, where there are still areas for growth, and which development structure will be utilized to build skill with our teachers. There are 4 components of the Core Rubric: Culture of Learning, Essential Content, Student Ownership, and Demonstration of Learning. For each of the components, we look to see how many students are meeting the effective elements.
- [Appendix C](#): Attendance Initiative
  - With attendance being one of the primary goals that the school is working on, we spent the summer and first month of school updating attendance systems to bring clarity to how we are gathering that data effectively and then reviewing the data consistently to action plan on the trends. Our attendance initiative has included reflecting on what needs to be true of the school to improve student attendance, creating a daily attendance protocol to ensure attendance is being captured accurately, and implementing a weekly attendance meeting to review, reflect, and action plan around the data.
- [Appendix D](#): Community Engagement
  - Community investment and engagement is critical for the Isanti School. This year, we are ensuring that there are multiple opportunities to 1) partner with the community members in key school events and 2) invite community members into the school community. The Isanti Leadership Team has planned out Community Events monthly that celebrate the culture of the tribe and/or celebrate important events for students.
- [Appendix E](#): Stakeholder Feedback
  - A priority this year will be gathering feedback from a variety of stakeholders to ensure that the school is gathering feedback from the voices of the people whom it serves. There will be 3 stakeholder surveys that are given throughout the year: staff survey, student survey, and family/caregiver survey. After each survey, the Isanti leadership team will meet to review the trends and comments in the survey and determine what shifts or adjustments can be made to better meet the needs of staff, students, or families.
- [Appendix F](#): Current Status of Curriculum Implementation
  - Isanti has worked over the last year to purchase (if needed) and implement high quality curriculum in ELA and Math across K-12. The linked appendix shows the current status of curriculum selection and implementation across those contents, as well as what support will look like this year.

- [Appendix G](#): Timeline of Developing ACT Preparation Program Year 1
  - As part of the High School Plan, we are developing an ACT Preparation Program to support students in a test that we know can be a gatekeeper for further opportunities. We hope to spend the fall and winter doing some collective learning as a leadership team, developing a pilot ACT preparation program, and getting input and feedback from stakeholders to adjust the plan as needed. Our ultimate goal will be to pilot the program with juniors this spring, and then spend the summer reflecting and updating to launch in SY 24-25.
- [Appendix H](#): Project plan to Connect Post Secondary Readiness and Graduation Requirements
  - Over the course of the year, we will be working on a plan to ensure that the requirements for graduating from Isanti align with setting up students for success post graduation, in whatever path is right for them. That includes re-evaluating our grading and academic policies, as well as considering what alternative and additional opportunities we want for students in their 4 years at Isanti High School.
- [Appendix I](#): Results to the first Staff Survey given in October
  - As part of the priority to gather stakeholder feedback and input, the school has prioritized surveys given throughout the year. This staff survey was an anonymous survey that all staff had the opportunity to take to give feedback on leadership, instruction and professional development, coaching support, and overall staff satisfaction. The results were shared with the leadership team, from which they were able to reflect and action plan for future initiatives based on staff feedback and input.
- [Appendix J](#): Semester 1 Student Survey Overview
  - As part of the priority to gather stakeholder feedback and input, the school has identified 2 times in the year that they will survey students to get insight into how they are experiencing school. Students, grades 3-12, were given a survey to get their feedback and input on various aspects of school, including if they feel a sense of belonging and trust with their teachers and school and how they are feeling about academic expectations and support they are receiving.
- [Appendix K](#): Semester 1 Student Survey Overview
  - As part of the priority to gather stakeholder feedback and input, the school has identified 2 times in the year that they will survey parents and families to get insight into how they are experiencing school. All families were given the opportunity to take the survey at 2 different community events. Families were asked to give feedback and input on their level of trust with the school, communication from the school, and quality of student experience. They were also given the opportunity to give open ended feedback on their overall satisfaction with the school.

# Isanti High School Priority Plan

## Goals

The Isanti High School Goals are based on building toward the 2026 CSI Exit Criteria articulated by NDE.

Category	2023-2024 Aligned Priority Plan Measure	Target	22-23 Result	CSI Plan Measure (2026 Exit Criteria)
Academics <i>AQuESTT Tenets:</i> <ul style="list-style-type: none"> <li>Educational Opportunities &amp; Access</li> <li>Student Achievement &amp; Growth</li> </ul>	Isanti High School will implement High Quality Instructional Materials in ELA & Math by the end of 2023-2024 School Year.	Qualitative monthly report	N/A	<b>ACT:</b> Isanti High School juniors will demonstrate proficiency on at least 11% of ACT (ELA and Math) assessments by the end of the 2024-2025 school year.
	Isanti High School will develop and implement an ACT Preparation, Participation, and investment program to support students in skill development by the end of 2023-2024 school year.	Qualitative monthly report	N/A	
	Isanti High School will develop a standards-aligned assessment and reflection protocol that communicates progress toward College and Career Readiness by the end of the 2023-2024 school year.	Qualitative monthly report	N/A	
Attendance <i>AQuESTT Tenets:</i> <ul style="list-style-type: none"> <li>Educational Opportunities &amp; Access</li> <li>Transitions</li> <li>Positive Partnerships, Relationships, and Success</li> </ul>	<b>9-12:</b> Reduce chronic absenteeism by 10% (from 100% →90%) by the end of the 2023-2024 school year.	<90%	100%	<b>9-12:</b> At least 20% of Isanti High School Students will meet attendance expectations.
Graduation Rate <i>AQuESTT Tenets:</i>	Isanti High School will reach at least 90% graduation rate for 2023-2024.	90%	94% for the year;	The Combined 7 Year Graduation Rate at Isanti will

<ul style="list-style-type: none"> <li>● Transitions</li> <li>● Postsecondary, Career, and Civic Readiness</li> <li>● Positive Partnerships, Relationships, and Success</li> </ul>			Combined rate pending AQuESTT	be at least 79% by the end of the 2024-2025 School Year.
Staff Development  <i>AQuESTT Tenets:</i> <ul style="list-style-type: none"> <li>● Educational Opportunities &amp; Access</li> <li>● Educator Effectiveness</li> <li>● Leadership</li> </ul>	In the 2023 -2024 school year, Isanti High School will provide monthly staff development aligned to implementation of High-Quality Instructional Materials, Instructional Coherence, Strong Instruction, Grade Appropriate Assignments, High Expectations, and/or Student Engagement, including structures to indigenize practices and content for students.	<a href="#">Qualitative Report</a>	N/A	N/A
School Culture & Climate  <i>AQuESTT Categories:</i> <ul style="list-style-type: none"> <li>● Positive Partnerships, Relationships, and Success</li> <li>● Leadership</li> </ul>	In the 2023 -2024 school year, Isanti High School will administer a quarterly survey to staff, and bi-annual surveys to students and families to understand their experiences related to the vision of the school.	Qualitative monthly report	N/A	N/A
In the 2023 -2024 school year, Isanti High School will host monthly family nights to build relationships with caregivers and stakeholders.	<a href="#">Qualitative Report</a>	N/A		

**Isanti High School Priority School Progress Plan - Reporting Summary**

Category	Measure	Target	22-23 Result	BOY Baseline (Sept 30)	MOY Baseline (Jan 30)	EOY (May 31)
Academics	Isanti High School will implement High Quality Instructional Materials in ELA & Math by the end of 2023-2024 School Year.	<a href="#">Qualitative Report</a> + <a href="#">TNTP Monthly Observation</a>	N/A	On Track	On Track	Met: ELA  Did not meet: Math
	Isanti High School will develop and implement an ACT Preparation, Participation, and investment program to support students in skill development by the end of 2023-2024 school year.	Qualitative monthly report	N/A	Under Development	On Track	Complete
	Isanti High School will develop a standards-aligned assessment and reflection protocol that communicates progress toward College and Career Readiness by the end of 2023-2024 School Year.	Qualitative monthly report	N/A	Under Development	Plan Created	Complete
Attendance	<b>9-12:</b> Reduce chronic absenteeism by 10% (from 100% →90%) in the 2023-2024 School Year. <b>[First day of school: August 7, 2023]</b> <b>[171 school days]</b>	<90%	<b>9-12:</b> Reduce chronic absenteeism by 10% (from 100% →90%)	<b>67%</b> (37/55 students)	<b>63%</b> (37/60 students as of 1/11/24)	<b>77%</b> (49/64 students)
Graduation Rate	Isanti High School will reach at least 90% graduation rate for 2023-2024.  <i>CSI Goal: The Combined 7 Year Graduation Rate at Isanti will be at least 79% by the end</i>	90%	100% (from AQuESTT)			100% Estimated Four Year Graduation Rate (pending AQUESTT)

	<i>of the 2024-2025 School Year.</i>					(17/17 seniors)
Staff Development	Isanti High School will provide monthly staff development aligned to implementation of High Quality Instructional Materials, Instructional Coherence, Strong Instruction, Grade Appropriate Assignments, High Expectations, and/or Student Engagement, including structures to indigenize practices and content for students.	<a href="#">Qualitative Report</a>	N/A	On Track	On Track	Did Not Meet- <i>teachers not consistently attending coaching sessions (though monthly PD still occurring)</i>
School Culture & Climate	Isanti High School will administer survey to staff tri-annually, and bi-yearly surveys to students and families to understand their experiences related to the vision of the school.	<a href="#">Staff Survey Report</a>  <a href="#">Family Survey Report</a>  <a href="#">Student Survey Report</a>	N/A	On Track	On Track	Complete
	Isanti High School will host monthly family nights to build relationships with caregivers and stakeholders.	<a href="#">Qualitative Report</a>	N/A	On Track	On Track	Complete

## Strategies and Structures

<i>Academic School Improvement &amp; Staff Development Strategies</i>				
<b>Strategy</b>	<b>Data Source</b>	<b>BOY Status</b>	<b>MOY Update</b>	<b>EOY Update</b>
<p>Implement Odell &amp; Open Up Resources for Tier I Instruction with coaching and feedback structures for continuous improvement. These may include curriculum-based professional learning structures for teachers such as unit and lesson internalization, data analysis, and practice.</p>	<p><a href="#">TNTP Monthly Observation</a></p>	<p><i>After beginning of year observations from TNTP staff:</i></p> <ul style="list-style-type: none"> <li>All teachers were using the appropriate HQIM for the content observed</li> <li>We saw an average rating on the Core Rubric of 2 in the elementary school, with the highest score being Essential Content and the lowest being student ownership and demonstration of learning</li> </ul> <p>100% of core content teachers are engaging in coaching cycles with a TNTP coach</p>	<p><i>After middle of year observations from TNTP staff:</i></p> <ul style="list-style-type: none"> <li>All teachers were continuing to use the appropriate HQIM for the content observed</li> <li>We saw an average rating on the CORE Rubric of a 2.13, which demonstrates consistent growth over the semester. The highest score was in Culture of Learning and the lowest score being in Student Ownership.</li> </ul> <p>100% of core content area teachers are continuing to engage in a coaching cycle with a TNTP coach that has included video observations, feedback, and lesson planning.</p> <p>Professional Development in Semester 1 included:</p>	<p>Both ELA and Math classes that have access to HQIM are now implementing at least some aspects in their high school classrooms, through to varying levels of effectiveness.</p> <p>By the end of the year, we saw inconsistent implementation in HS ELA from the curriculum mostly due to teacher disinvestment in utilizing the curriculum chosen versus teacher found materials online. In a typical observation we saw that the novel from the curriculum was being used, but the activities and tasks from the curriculum lesson plan were not being utilized. This led to below grade level work being given to students in class.</p> <p>In Semester 2 we have seen CORE rubric ratings decrease over the course of Jan-April observations. This can mostly be attributed to:</p> <ul style="list-style-type: none"> <li>Decrease in ELA observation scores due to lack of curriculum utilization and therefore lower level work and not strong instruction taking place</li> <li>Lack of meaningful instruction taking place in social studies classes</li> <li>HS Math was not observed during</li> </ul>

		<p><i>Sept PD is planned to continue to develop teachers on Strong Tier 1 instruction practices</i></p>	<ul style="list-style-type: none"> <li>● <i>OUR Curriculum Training</i></li> <li>● <i>Secondary Science of Reading Literacy Best Practices</i></li> <li>● <i>Building a Classroom Culture as a Warm Demandar</i></li> <li>● <i>4 Step Model-Clear What to Do Directions, Positive Narration, Redirection, Relationships</i></li> </ul>	<p><i>Feb/March due to teacher absence</i></p> <p><i>Semester 2 Coaching has been inconsistent. All high school teachers are assigned to work with a TNTP coach but there has been documented infrequency with attendance to coaching meetings. March saw a slight increase in attendance for some teachers but was inhibited by school closings and absences.</i></p> <p><i>Professional Development in Semester 2 has included:</i></p> <ul style="list-style-type: none"> <li>● <i>Unit Unpacking and Planning</i></li> <li>● <i>Three Part NWEA training series</i> <ul style="list-style-type: none"> <li>○ <i>Part 1: What is MAP?</i></li> <li>○ <i>Part 2: Interpreting MAP data</i></li> <li>○ <i>Part 3: Planning for Instruction</i></li> <li>○ <i>Part 4: Student Goal Setting</i></li> </ul> </li> <li>● <i>End of Year Planning</i></li> </ul>
<p><i>Isanti High School will develop and implement an ACT Preparation, Participation, and investment program to support students in skill development by the end of 2023-2024 school year.</i></p>	<p><i>Qualitative Report</i></p>	<p><i>Plan is being drafted on creating and implementing an ACT Prep program</i></p>	<p><i>The ACT date for the juniors has been confirmed for March 26th. From January to March, our main goals will be to create a strong student investment plan for teachers and students and identify and roll out an ACT prep program for students.</i></p> <p><i>An ACT prep program has been pre-identified, since it is something the school has used</i></p>	<p><i>100% of juniors participated in taking the ACT this year, an improvement from last year.</i></p> <p><i>This year, 14% of ACT assessments taken were proficient, an increase from 0% last year.</i></p> <p><i>The students have been engaging in an ACT prep program, "On to College" that is led by the content teachers, since the beginning of February.</i></p> <p><i>As additional prep, students took a full ACT practice test in March.</i></p>

			<p><i>in the past. If we do intend to go with that we will create a strong structure to be able to roll this out to students and support them in completing it.</i></p>	
<p>Isanti High School will develop a standards-aligned assessment and reflection protocol that communicates progress toward College and Career Readiness.</p>	<p>Curriculum-Based Unit Assessments Grading Structures</p>		<p><i>All High School math and ELA classes have been giving the curriculum based assessments and tracking the data <a href="#">here</a>. As expected we are not seeing strong mastery as of now, but our goal is to first give the assessment as written for students to complete independently, grade and track the data so we can see raw mastery scores, and then use the data to actually make informative decisions about the curriculum. We are still on Step 1 and 2 of this, and looking to move to Step 3 in Semester 2.</i></p> <p><i>We have met to begin the initial discussion on creating a standardized grading policy for the high school, with the ultimate goal of being able to clearly communicate to a parent or a student what an A/B/C, etc. means at Isanti. We have</i></p>	<p><i>The High School instructional leaders made the decision to administer the NWEA assessment in 9-11th grade to have a standard measure of growth for all high school students. High School students took an initial test in January and administered the end of year assessment in April to measure growth across this year. Students take NWEA for Math, English, and Science. Isanti has utilized support from ESU 1 to support staff in a multipart training series where they have learned about the purpose of the assessment, how to administer the assessment, and how to interpret the data to make improved instructional decisions in their classrooms.</i></p> <p><i>Throughout the second semester, TNTP has worked with Isanti to begin planning for implementation of a standardized grading policy for next school year. This is meant to address a couple of gaps:</i></p> <ul style="list-style-type: none"> <li>● <i>Inconsistent grading practices across different contents/teachers in high school</i></li> <li>● <i>Grades not accurately communicating to students and families student mastery of grade level content</i></li> <li>● <i>Lack of clarity on what the grading</i></li> </ul>

			<p><i>already gathered some grading examples from other schools in Nebraska, and also nationally. The high school leadership team has a weekly meeting set up to continue to revisit this plan, with the timeline goal of having a clear grading policy to roll out and use next year. We are planning to take the semester to develop it so that we can ensure we are getting teacher, student, and family feedback before anything is finalized.</i></p>	<p><i>expectations are at the school</i></p> <p><i>School leadership as well as teachers have engaged in ongoing discussions and planning for what the proposed grading policy should be (including aspects like grading categories, late work, curving, and revision policies). A final <a href="#">proposed grading policy</a> is drafted and ready to be presented at the next school board hearing to be approved to implement next year.</i></p>
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<i>School Culture &amp; Climate Strategies, Including Attendance</i>				
<b>Strategy</b>	<b>Data Source</b>	<b>BOY Status</b>	<b>MOY Update</b>	<b>EOY Update</b>
<p>Develop attendance monitoring and intervention team that includes key stakeholders and identifies mechanisms for engagement, support, and building community investment in student attendance.</p> <p><b>Team:</b> Superintendent,</p>	<p>Monthly chronic absenteeism prediction</p>	<p><i>Weekly attendance meetings have been started with the Attendance team</i></p> <p><i>As of 9/13, the elementary school has 33% of students meeting attendance expectations</i></p>	<p><i>We have been continuing the Weekly Attendance meeting with the full attendance team, focusing on reviewing the attendance data each week (specifically the chronic absenteeism numbers), reflecting on root causes, and setting next steps for each school. As part of that time, we have also been reviewing the policies that were already approved and in the student handbook to determine how to</i></p>	<p><i>TNTP and the Attendance team have continued weekly attendance meetings to review the attendance data and action plan and continue to discuss and update school policies related to attendance.</i></p> <p><i>By having a consistent pulse on the chronic absenteeism data, the leadership team was able to intervene early and often when we saw significant changes in attendance rates for specific schools or students. Across the</i></p>

<p>Principals, Truancy Officer, Dean of Students, Operations Coordinator</p>			<p><i>best uphold those policies, including change managing anything that hadn't been happening consistently.</i></p> <p><i>As of 12/6, the high school had a chronic absenteeism rate of 67%, which is currently below their target of 90% this year and an overall 33% decrease in chronic absenteeism from last year.</i></p> <p><i>As the high school leadership saw the attendance numbers each week, we reflected on the need for some proactive interventions. The high school team has put in place a makeup structure (afterschool daily and some Sundays) which students can use to complete work they missed when they were absent. The hours that they are present for makeup time can then be counted as instructional time that they had been missing.</i></p>	<p><i>year those interventions have included remote learning days for students when weather has warranted closing school, repurposing staff PD days as attendance makeup days, proactively communicating with families about student absences, and providing more medical supports (COVID tests, etc.) when we saw illness be a driver of chronic absenteeism.</i></p> <p><i>As of 3/27, the high school school had a chronic absenteeism rate of 79%, which is currently below their target of 90% this year and an overall 21% decrease in chronic absenteeism from last year.</i></p> <p><i>Knowing the chronic absenteeism rate in the high school is higher than ideal, the high school team worked to implement more creative strategies to support with making up instructional minutes that students were missing, specifically implementing attendance makeup time afterschool from 3:30-4:30 daily and on some weekends, led by the admin team. During this time, students make up work that they are missing from their classes and are able to count that time toward their daily attendance. We have seen some progress, specifically during the winter months with this initiative for some students.</i></p> <p><i>We have started to reflect on successes and challenges of the high school attendance</i></p>
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				<p><i>interventions from this year to plan for next year, specifically considering what is motivating for high school students to attend school, creating strong teacher/student relationships when students have 4-6 different teachers they see across the day, and addressing the high number of partial absence days.</i></p>
<p>Create a leadership reflection structure that analyzes staff feedback on leadership, systems, their development in order to improve school climate.</p>	<p>Survey</p>	<p><i>The staff survey questions have been drafted</i></p> <p><i>The first survey will be given to staff to take on the October all staff PD day</i></p>	<p><i>The first of 3 scheduled surveys were given to staff in October to get their perception on how the school year is going and their satisfaction with the priorities of the school.</i></p> <p><i>Staff were asked questions based in research of best education practices and environments regarding:</i></p> <ul style="list-style-type: none"> <li>● <i>Leadership</i></li> <li>● <i>Instruction &amp; Curriculum: Professional Development</i></li> <li>● <i>Coaching Supports</i></li> <li>● <i>Staff Satisfaction &amp; Intent to Return</i></li> <li>● <i>Investment in Indigenizing Practices</i></li> <li>● <i>Holding High Expectations for Students</i></li> <li>● <i>1x: Clarity in roles (paraprofessionals)</i></li> </ul>	<p><i>Across this year, the leadership team gave 3 staff surveys around the same year-long priorities to get staff feedback consistently. The leadership team reviewed the data after each survey administration to determine what is working, what needs to change, and what leader actions need to happen to respond to staff feedback.</i></p> <p><i>Based on staff feedback around wanting to be more involved in decision making at the school, the principals started holding teacher focus groups centered around key decisions (curriculum implementation, grading policy, etc.). This ensured that teachers had a space to get information before any decisions were made and give their input and feedback. Principals were then able to use teacher input and perspective when making their decisions.</i></p> <p><i>We did see some significant dissatisfaction in the high school staff surveys with various aspects--this did lead to higher staff turnover.</i></p>

			<p><i>The principals were shared on the high level response rates of the survey as well as overall trends in the comments. We held a reflection on the survey results to identify areas of strength, areas of growth and root causes, and next step leader actions to address the feedback.</i></p> <p><i><a href="#">Here</a> is a link to the survey report that was given to the local school board</i></p>	<p><i>The leadership team took this data and has started to reflect on how they could better support their teachers and build stronger admin/teacher relationships. There needs to be continued reflection and planning on this over the summer.</i></p>
<p>Work with educators to Indigenize practices and content such that student identity is reflected in their experience.</p>	<p>Weekly Meetings with Consultants</p> <p>Monthly Development Opportunities</p>	<p><i>The school has partnered with a consultant, Leah Redwing, to meet with teachers on a consistent basis to talk about best practices to indigenizing curriculum, as well as creating a bank of resources for teachers to use.</i></p>	<p><i>Leah Thomas continued her work with the High School staff through the first semester.</i></p> <p><i>Key areas of focus during the first semester have been:</i></p> <ol style="list-style-type: none"> <li><i>1. Creating a <a href="#">digital archive</a> of resources for each content</i></li> <li><i>2. Coordinating cultural learning field trips for students</i></li> <li><i>3. Providing feedback and guidance for teachers as they work to indigenize their curriculum</i></li> </ol> <p><i>Linked <a href="#">here</a> are her monthly reports on her work</i></p>	<p><i>Leah Thomas continued work with the school in a limited capacity during Semester 2 based on school board renewal of her contract.</i></p> <p><i>She focused her time in Semester 2 supporting students in indigenous art, specifically in jewelry making, visual art, and independent study. She partnered directly with the art teacher to implement these with students.</i></p>
<p>Create positive student experiences and routines such as culture-based gatherings, opportunities</p>	<p>Qualitative Report</p>	<p><i>A weekly Monday morning gathering and a weekly ending gathering was built into the daily</i></p>		

<p>to connect with Elders in the community, and connecting learning to post-secondary goals.</p>		<p><i>schedule. This allows all students in the community to take place in a culture-based gathering that opens and closes each week.</i></p>		
<p>Develop leadership team systems to engage with the community, reflect on feedback, and improve community perceptions of the school's climate and effectiveness. <b>Team:</b> Superintendent, Principals, Dean of Students, Instructional Coach, Director of Language and Culture, Operations Coordinator</p>	<p><a href="#">Monthly events &amp; Bi-annual Survey</a></p>	<p><i>The leadership team has planned all community events for the semester</i></p> <p><i>The first community event will be held on September 20th</i></p>	<p><i>The leadership team has been holding monthly community events at the school (<a href="#">see below</a> for a list of the Semester 1 events).</i></p> <p><i>In December, the school leadership team presented on the current "<a href="#">State of the School</a>" on December 7th. This was open to all community members and overall we saw a really strong turn out.</i></p> <p><i>In addition to the monthly events, we also put out a survey to the families and caregivers of Isanti's students to get their input on how they are feeling about the school as well as any feedback they have. We had 54 responses and will be sharing the data with the Isanti leadership team in January to do a similar review process to the staff survey.</i></p> <p><i>The leadership team is working on creating a Semester 2 calendar of monthly community events as well.</i></p>	<p><i>The leadership team has been holding monthly community events at the school (<a href="#">see below</a> for a list of the Semester 2 events). The school leadership team has prioritized proactive communication for all family events to ensure that the community is aware and invested in the events that the school is holding and feel welcome to attend. This is the most consistent that the school has held community and family events, focusing on building trust and investment between the school and families.</i></p> <p><i>In addition to the monthly events, the 2nd family survey was given to the families and caregivers of Isanti's students to get their input on how they are feeling about the school as well as any feedback they have. This time we only had 29 responses; the school leadership team is working on additional events to offer the survey to increase participation.</i></p>

# Isanti Middle School Priority Plan

## Goals

The Isanti Middle School Goals are based in Academics, Attendance, Staff Development and Satisfaction, and School Climate and Culture.

Category	Measure	Target
<p><b>Academics</b></p> <p><i>AQuESTT Tenets:</i></p> <ul style="list-style-type: none"> <li>● Educational Opportunities &amp; Access</li> <li>● Student Achievement &amp; Growth</li> </ul>	6-8: Percent of students meeting “On Track” or “Advanced” on NSCAS (ELA) by End of Year	10%
	6-8: Percent of students meeting “On Track” or “Advanced” on NSCAS (Math) by End of Year	10%
<p><b>Attendance</b></p> <p><i>AQuESTT Tenets:</i></p> <ul style="list-style-type: none"> <li>● Educational Opportunities &amp; Access</li> <li>● Transitions</li> <li>● Positive Partnerships, Relationships, and Success</li> </ul>	6-8: Reduce chronic absenteeism by 10% from prior year (80% → 70% students not meeting attendance expectations).	70%
<p><b>Staff Development</b></p> <p><i>AQuESTT Tenets:</i></p> <ul style="list-style-type: none"> <li>● Educational Opportunities &amp; Access</li> </ul>	In the 2023 -2024 school year, Isanti Middle School will provide monthly staff development aligned to implementation of High Quality Instructional Materials, Instructional Coherence, Strong Instruction, Grade Appropriate Assignments, High Expectations, and/or Student Engagement, including structures to indigenize practices and content for students.	<a href="#">Qualitative Report</a>

<ul style="list-style-type: none"> <li>● Educator Effectiveness</li> <li>● Leadership</li> </ul>	<p>In the 2023 -2024 school year, Isanti Middle School will adopt and implement High Quality Instructional Materials in ELA and Math as well as aligned interventions.</p>	<p><a href="#">Qualitative Report</a> + <a href="#">TNTP Monthly Observation</a></p>
<p><b>School Culture &amp; Climate</b></p> <p><i>AQuESTT Tenets:</i></p> <ul style="list-style-type: none"> <li>● Positive Partnerships, Relationships, and Success</li> <li>● Leadership</li> </ul>	<p>In the 2023 -2024 school year, Isanti Middle School will administer a survey to staff at least three times a year, and bi-annual surveys to students and families to understand their experiences related to the vision of the school.</p>	<p>Qualitative Report + Survey Results</p>
	<p>In the 2023 -2024 school year, Isanti Middle School will host monthly family nights to build relationships with caregivers and stakeholders.</p>	<p><a href="#">Qualitative Report</a></p>

## Isanti Middle School Priority School Progress Plan - Reporting Summary

Category	Measure	23-24 Target	22-23 Result	BOY Baseline (Sept 30)	MOY Baseline (Jan 30)	EOY (May 31)
Academics	6-8: Percent of students meeting “On Track” or “Advanced” on NSCAS (ELA) by End of Year	15%	16% (6/36 Assessments)	<b>10%</b> (4/41 6-8)	<b>15%</b> (6/41 students)	<b>21%</b> (8/39 students)
	6-8: Percent of students meeting “On Track” or “Advanced” on NSCAS (Math) by End of Year	15%	5% (2/36 Assessments)	<b>7%</b> (3/41 6-8)	<b>0%</b> (0/41 6-8)	<i>0% of students scoring above the 60th percentile; cut scores will be released in August by NDE</i>
Attendance	6-8: Reduce chronic absenteeism by 10% from prior year (at time of plan creation, 80% was estimated, once determined it was 72%, a 10% reduction is 65%)	< 70%	72% (32/44 students)	<b>37%</b> (15/41 Students)	<b>46%</b> (19/41 students as of 1/11/24)	<b>56%</b> (23/41 students)
Staff Development	In the 2023 -2024 school year, Isanti Middle School will provide monthly staff development aligned to implementation of High Quality Instructional Materials, Instructional Coherence, Strong Instruction, Grade Appropriate Assignments, High Expectations, and/or Student Engagement, including structures to indigenize practices and content for students.	<a href="#">Qualitative Report</a>	N/A	On Track	On Track	Complete

	In the 2023 -2024 school year, Isanti Middle School will adopt and implement High Quality Instructional Materials in ELA and Math as well as aligned interventions.	<a href="#">Qualitative Report + TNTP Monthly Observation</a>	N/A	On Track	On Track	Complete
School Culture & Climate	In the 2023-2024 school year, Isanti Middle School will administer survey to staff tri-annually, and bi-yearly surveys to students and families to understand their experiences related to the vision of the school.	<a href="#">Staff Survey Report</a> <a href="#">Family Survey Report</a> <a href="#">Student Survey Report</a>	N/A	On Track	On Track	Complete
	In the 2023 -2024 school year, Isanti Middle School will host monthly family nights to build relationships with caregivers and stakeholders.	<a href="#">Qualitative Report</a>	N/A	On Track	On Track	Complete

## Strategies and Structures

<i>Academic School Improvement &amp; Staff Development Strategies</i>				
<b>Strategy</b>	<b>Data Source</b>	<b>BOY Status</b>	<b>MOY Update</b>	<b>EOY Update</b>
<p>Implement CKLA &amp; Open Up Resources for Tier I Instruction with coaching and feedback structures for continuous improvement. These may include curriculum-based professional learning structures for teachers such as unit and lesson internalization, data analysis, and practice.</p>	<p><a href="#">TNTP Monthly Observation</a></p>	<p><i>After beginning of year observations from TNTP staff:</i></p> <ul style="list-style-type: none"> <li><i>All teachers were using the appropriate HQIM for the content observed</i></li> <li><i>We saw an average rating on the Core Rubric of 1.75 in the elementary school, with the highest score being Essential Content and the lowest being student ownership and demonstration of learning</i></li> </ul> <p><i>100% of core content teachers are engaging in coaching cycles with a TNTP coach</i></p>	<p><i>After middle of the year observations from TNTP staff:</i></p> <p><i>Middle school remained consistent from September to December with ratings on the Core Rubric.</i></p> <p><i>100% of core content area teachers are continuing to engage in a coaching cycle with a TNTP coach that has included video observations, feedback, and lesson planning.</i></p> <p><i>Professional Development in Semester 1 included:</i></p> <ul style="list-style-type: none"> <li><i>OUR Curriculum Training</i></li> <li><i>Secondary Science of Reading Literacy Best Practices</i></li> <li><i>Building a Classroom Culture as a Warm Demandar</i></li> <li><i>4 Step Model-Clear What to Do Directions, Positive Narration, Redirection,</i></li> </ul>	<p><i>All Math teachers are utilizing OUR and Zearn for Core Instruction. Both curriculums are aligned to one another and teachers are selecting resources that will support high quality instructional delivery.</i></p> <p><i>Post the March on site visit Teachers will begin utilizing more videos from Zearn to support Whole Group Instructional Delivery</i></p> <p><i>All Math teachers are engaged in Coaching Cycles with a TNTP coach. Coaches are working with teachers on strong lesson internalization practices to prepare for strong and intentional lesson delivery.</i></p> <p><i>We ended the year with CORE Rubric Ratings of 2.67/4, the highest ratings they received all year!</i></p>

		<i>Sept PD is planned to continue to develop teachers on Strong Tier 1 instruction practices</i>	<i>Relationships</i>	
Adopt Zearn, Boost and Burst as aligned interventions for instructional coherence, using a daily scheduled intervention time for all students.	<a href="#">Zearn Data</a> <a href="#">Burst Data</a>	<p>Math intervention blocks have been started for all 6-8 classes, with Zearn being utilized for Math intervention.</p> <p>For ELA intervention, 6th grade will be doing small group Burst interventions. 7th and 8th grade will be using the Quill computer program for grammar.</p>	<p><i>100% of 6-8 classrooms are using Zearn and completing an average of 1.36 lessons per week, which is a .30 improvement from 2 months ago.</i></p> <p><i>Burst ELA interventions will begin January. All 6th graders have been tested and placed into groups.</i></p> <p><i>Students 6-8 are utilizing Boost for extra reading comprehension enrichment practice during the ELA intervention block.</i></p>	<p><i>Zearn - students have greatly increased the amount of lessons completed each week as evidenced by full week day completion rates. This offers students more exposure to on grade-level math assignments that complement the work they are doing in core instruction.</i></p> <p><i>First semester averaged: .76/3 lessons per week Second semester averaged: .77/3 lessons per week</i></p> <p><i>Boost - 6th teachers are using boost weekly; this program differentiates reading strategies and instructional support for individual students. Teachers and students find the program to be helpful.</i></p> <p><i>6th grade also meets individually with each student to discuss progress on reading strategies, based on Boost data.</i></p> <p><i>We decided to not use Burst for MS and instead continue use with Boost as the main form of intervention and supplemental learning</i></p>
Create a data cycle for student outcomes using curriculum-based	Quarterly Data Reports Curriculum Data	<i>All students have been assessed on NSCAS for their beginning of year</i>	<i>After each unit in ELA and math teachers input their data into a tracker and reflect on student</i>	<i>After each testing cycle of MAP and NSCAS, teachers met with each individual student and created goals for students to work toward. These</i>

<p>assessments as well as MAP, NSCAS, and DIBELS.</p>	<p>Structures</p> <p><a href="#">K-12 Unit Data Tracker</a></p>	<p><i>data</i></p> <p><i>Teachers have also started using a summative assessment tracker to be used every time they give a math or ELA summative assessment from the curriculum</i></p>	<p><i>outcomes. They then devise a plan to spiral instruction or reteach based on results from assessments.</i></p> <p><i>During my weekly coaching meetings with the campus K-8 coach we discuss unit assessment data and where students are in relation to our MOY and EOY goals.</i></p>	<p><i>were held 1:1.</i></p> <p><i>All staff also met with Cindy and Dena to discuss progress and areas to focus on. They also discussed differences in skills addressed in state tests that are not always covered in the curriculum at that time of year and how to address those gaps. Each teacher created a plan to address these.</i></p>
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<i>School Culture &amp; Climate Strategies, Including Attendance</i>				
<b>Strategy</b>	<b>Data Source</b>	<b>BOY Status</b>	<b>MOY Update</b>	<b>EOY Update</b>
<p>Develop attendance monitoring and intervention team that includes key stakeholders and identifies mechanisms for engagement, support, and building community investment in student attendance.</p> <p><b>Team:</b> Superintendent, Principals, Truancy</p>	<p>Monthly chronic absenteeism prediction</p>	<p><i>Weekly attendance meetings have been started with the Attendance team</i></p> <p><i>As of 9/13, the elementary school has 65% of students meeting attendance expectations</i></p>	<p><i>We have been continuing the Weekly Attendance meeting with the full attendance team, focusing on reviewing the attendance data each week (specifically the chronic absenteeism numbers), reflecting on root causes, and setting next steps for each school. We have been continuing the Weekly Attendance meeting with the full attendance team, focusing on reviewing the attendance data each week (specifically the chronic absenteeism numbers), reflecting on root causes,</i></p>	<p><i>TNTP and the Attendance team have continued weekly attendance meetings to review the attendance data and action plan and continue to discuss and update school policies related to attendance.</i></p> <p><i>By having a consistent pulse on the chronic absenteeism data, the leadership team was able to intervene early and often when we saw significant changes in attendance rates for specific schools or students. Across the year those interventions have included remote learning days for students when weather has warranted closing school, repurposing staff PD</i></p>

<p>Officer, Dean of Students, Operations Coordinator</p>			<p><i>and setting next steps for each school. As part of that time, we have also been reviewing the policies that were already approved and in the student handbook to determine how to best uphold those policies, including change managing anything that hadn't been happening consistently.</i></p> <p><i>As of 12/6, the middle school had a chronic absenteeism rate of 53%, which is currently below their target of 70% this year and an overall 27% decrease in chronic absenteeism from last year.</i></p> <p><i>There has consistently been rewards and incentives for students with strong attendance, and teachers have taken a leading role in reviewing the data and choosing a student to work with each month to help improve attendance.</i></p>	<p><i>days as attendance makeup days, proactively communicating with families about student absences, and providing more medical supports (COVID tests, etc.) when we saw illness be a driver of chronic absenteeism.</i></p> <p><i>Ending this school year, the middle school reduced their chronic absenteeism rate to 56%, meeting their yearly target and is a 16% reduction from last year.</i></p> <p><i>We have started to reflect on successes and challenges of the middle school attendance interventions from this year to plan for next year, specifically considering what is motivating for middle school students to attend school and creating strong teacher/student relationships when students have 4-6 different teachers they see across the day.</i></p>
<p>Create a leadership reflection structure that analyzes staff feedback on leadership, systems, their development in order to improve</p>	<p>Survey</p>	<p><i>The staff survey questions have been drafted</i></p> <p><i>The first survey will be given to staff to take on the October all staff PD day</i></p>	<p><i>The first of 3 scheduled surveys were given to staff in October to get their perception on how the school year is going and their satisfaction with the priorities of the school.</i></p>	<p><i>Across this year, the leadership team gave 3 staff surveys around the same year-long priorities to get staff feedback consistently. The leadership team reviewed the data after each survey administration to determine what is working, what needs to change, and what leader actions need to happen to respond to</i></p>

<p>school climate.</p>			<p>Staff were asked questions based in research of best education practices and environments regarding:</p> <ul style="list-style-type: none"> <li>● Leadership</li> <li>● Instruction &amp; Curriculum: Professional Development</li> <li>● Coaching Supports</li> <li>● Staff Satisfaction &amp; Intent to Return</li> <li>● Investment in Indigenizing Practices</li> <li>● Holding High Expectations for Students</li> <li>● 1x: Clarity in roles (paraprofessionals)</li> </ul> <p>The principals were shared on the high level response rates of the survey as well as overall trends in the comments. We held a reflection on the survey results to identify areas of strength, areas of growth and root causes, and next step leader actions to address the feedback.</p> <p><a href="#">Here</a> is a link to the survey report that was given to the local school board</p>	<p>staff feedback.</p> <p>Based on staff feedback around wanting to be more involved in decision making at the school, the principals started holding teacher focus groups centered around key decisions (curriculum implementation, grading policy, etc.). This ensured that teachers had a space to get information before any decisions were made and give their input and feedback. Principals were then able to use teacher input and perspective when making their decisions.</p> <p>Another big success from being intentional about getting and responding to staff feedback was the overall high retention rate of staff. In the middle school, there is only 1 teacher not returning.</p> <p>The leadership team also reflected on how they could better support their teachers, specifically with building stronger culture in their classrooms. This led to discussion around school wide student culture policies and will be a focus for summer work.</p>
<p>Work with educators to Indigenize practices and content such that student identity is</p>	<p>Weekly Meetings with Consultants Monthly Development</p>	<p><i>Under development - school pursuing coaching structures for Indigenizing practices in K-8 to</i></p>	<p><i>Indigenizing practices work currently focused on High School.</i></p>	<p><i>Indigenizing practices work currently focused on High School.</i></p>

reflected in their experience.	Opportunities	<i>supplement HS.</i>		
<p>Develop leadership team systems to engage with the community, reflect on feedback, and improve community perceptions of the school's climate and effectiveness.</p> <p><b>Team:</b>                      Superintendent,                      Principals, Dean of Students,                      Instructional Coach,                      Director of Language and Culture,                      Operations Coordinator</p>	<p><a href="#">Monthly events</a> &amp; Bi-annual Survey</p>	<p><i>The leadership team has planned all community events for the semester</i></p> <p><i>The first community event will be held on September 20th</i></p>	<p><i>The leadership team has been holding monthly community events at the school (<a href="#">see below</a> for a list of the Semester 1 events).</i></p> <p><i>In December, the school leadership team presented on the current "<a href="#">State of the School</a>" on December 7th. This was open to all community members and overall we saw a really strong turn out.</i></p> <p><i>In addition to the monthly events, we also put out a survey to the families and caregivers of Isanti's students to get their input on how they are feeling about the school as well as any feedback they have. We had 54 responses and will be sharing the data with the Isanti leadership team in January to do a similar review process to the staff survey.</i></p> <p><i>The leadership team is working on creating a Semester 2 calendar of monthly community events as well.</i></p>	<p><i>The leadership team has been holding monthly community events at the school (<a href="#">see below</a> for a list of the Semester 2 events). The school leadership team has prioritized proactive communication for all family events to ensure that the community is aware and invested in the events that the school is holding and feel welcome to attend. This is the most consistent that the school has held community and family events, focusing on building trust and investment between the school and families.</i></p> <p><i>In addition to the monthly events, the 2nd family survey was given to the families and caregivers of Isanti's students to get their input on how they are feeling about the school as well as any feedback they have. This time we only had 29 responses; the school leadership team is working on additional events to offer the survey to increase participation.</i></p>

# Isanti Elementary School Priority Plan

## Goals

The Isanti Elementary School Goals are based in Academics, Attendance, Staff Development and Satisfaction, and School Climate and Culture.

Category	Measure	Target
<p><b>Academics</b></p> <p><i>AQuESTT Tenets:</i></p> <ul style="list-style-type: none"> <li>● Educational Opportunities &amp; Access</li> <li>● Student Achievement &amp; Growth</li> </ul>	K-2: Percent of students scoring above 40th percentile on MAP (ELA)	20%
	K-2: Percent of students scoring above 40th percentile on MAP (Math)	20%
	K-5: Percent of students meeting Benchmark on DIBELS by End of Year (ELA)	35%
	3-5: Percent of students meeting “On Track” or “Advanced” on NSCAS (ELA) by End of Year	15%
	3-5: Percent of students meeting “On Track” or “Advanced” on NSCAS (Math) by End of Year	15%
<p><b>Attendance</b></p> <p><i>AQuESTT Tenets:</i></p> <ul style="list-style-type: none"> <li>● Educational Opportunities &amp; Access</li> <li>● Transitions</li> <li>● Positive Partnerships, Relationships, and Success</li> </ul>	K-5: Reduce chronic absenteeism by 10% from prior year (48% → 38% students not meeting attendance expectations) by the end of the 2023-2024 school year.	38%
<p><b>Staff Development</b></p> <p><i>AQuESTT Tenets:</i></p>	In the 2023 -2024 school year, Isanti Elementary School will provide monthly staff development aligned to implementation of High Quality Instructional Materials, Instructional Coherence, Strong Instruction, Grade Appropriate Assignments, High	<a href="#">Qualitative Report</a>

<ul style="list-style-type: none"> <li>● Educational Opportunities &amp; Access</li> <li>● Educator Effectiveness</li> <li>● Leadership</li> </ul>	<p>Expectations, and/or Student Engagement, including structures to indigenize practices and content for students.</p>	
	<p>In the 2023 -2024 school year, Isanti Elementary School will adopt and implement High Quality Instructional Materials in ELA and Math as well as aligned interventions.</p>	<p><a href="#">Qualitative Report</a> + <a href="#">TNTP Monthly Observation</a></p>
<p><b>School Culture &amp; Climate</b></p> <p><i>AQuESTT Tenets:</i></p> <ul style="list-style-type: none"> <li>● Positive Partnerships, Relationships, and Success</li> </ul>	<p>In the 2023 -2024 school year, Isanti Middle School will administer a quarterly survey to staff, and bi-annual surveys to students and families to understand their experiences related to the vision of the school.</p>	<p>Qualitative Report + Survey Results</p>
<ul style="list-style-type: none"> <li>● Leadership</li> </ul>	<p>In the 2023 -2024 school year, Isanti Elementary School will host monthly family nights to build relationships with caregivers and stakeholders.</p>	<p><a href="#">Qualitative Report</a></p>

**Isanti Elementary School Priority School Progress Plan - Reporting Summary**

Category	Measure	23-24 Target	22-23 Result	BOY Baseline (Sept 30)	MOY Baseline (Jan 30)	EOY (May 30)
Academics	K-2: Percent of students scoring above 40th percentile on MAP (ELA)	20% (11/54 Students in K-2)	13% (6/45 students K-2 ended 40%+)	6% 3/54 students	9% 5/54 students	58% 34/59 students
	K-2: Percent of students scoring above 40th percentile on MAP (Math)	20% (11/54 Students K-2)	16% (7/45 students K-2 ended 40%+)	6% 3/54 students	28% 15/54 students	63% 37/59 students
	K-5: Percent of students meeting Benchmark on DIBELS by End of Year (ELA)	35% (32/93 students K-5)	32% (30/95 students K-5)	15% (14/93 students K-5)	27% (26/95 students K-5)	42% 41/98 students
	3-5: Percent of students meeting "On Track" or "Advanced" on NSCAS (ELA) by End of Year	15% (6/39 students)	14.8% (7/47 Assessments)	3% (1/39 3-5)	15% (6/39 students)	33% 13/39 students
	3-5: Percent of students meeting "On Track" or "Advanced" on NSCAS (Math) by End of Year	15% (6/39 students)	8% (4/47 Assessments)	3% (1/39 3-5)	7% 3/39 students	18% <i>7/39 students are above 80th percentile; 18 are above 60th. Cut scores will be released in August by NDE</i>

Attendance	K-5: Reduce chronic absenteeism by 10% from prior year (47% → 38% students not meeting attendance expectations).	< 38 (Less than 35/93 K-5 students)	47% (49/104)	<b>19%</b> 18/93 K-5 students	<b>26%</b> (27/102 students as of 1/11/24)	<b>22%</b> 23/104 students
Staff Development	In the 2023 -2024 school year, Isanti Elementary School will provide monthly staff development aligned to implementation of High Quality Instructional Materials, Instructional Coherence, Strong Instruction, Grade Appropriate Assignments, High Expectations, and/or Student Engagement, including structures to indigenize practices and content for students	<a href="#">Qualitative Report</a>	N/A	On Track	On Track	Complete
	In the 2023 -2024 school year, Isanti Elementary School will adopt and implement High Quality Instructional Materials in ELA and Math as well as aligned interventions.	<a href="#">Qualitative Report + TNTP Monthly Observation</a>	N/A	On Track	On Track	Complete
School Culture & Climate	In the 2023 -2024 school year, Isanti Elementary School will administer a survey to staff at least three times a year, and bi-annual surveys to students and families to understand their experiences related to the vision of the school.	<a href="#">Staff Survey Report</a> <a href="#">Family Survey Report</a> <a href="#">Student Survey Report</a>	N/A	On Track	On Track	Complete

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	In the 2023 -2024 school year, Isanti Elementary School will host monthly family nights to build relationships with caregivers and stakeholders.	<a href="#">Qualitative Report</a>	N/A	On Track	On Track	Complete
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## Strategies and Structures

<i>Academic School Improvement &amp; Staff Development Strategies</i>				
<b>Strategy</b>	<b>Data Source</b>	<b>BOY Status</b>	<b>MOY Update</b>	<b>EOY Update</b>
<p>Implement CKLA &amp; Open Up Resources for Tier I Instruction with coaching and feedback structures for continuous improvement. These may include curriculum-based professional learning structures for teachers such as unit and lesson internalization, data analysis, and practice.</p>	<p><a href="#">TNTP Monthly Observations</a></p>	<p><i>After beginning of year observations from TNTP staff:</i></p> <ul style="list-style-type: none"> <li>• <i>All teachers were using the appropriate HQIM for the content observed</i></li> <li>• <i>We saw an average rating on the Core Rubric of 2.2 in the elementary school, with the highest score being Essential Content and the lowest being student ownership</i></li> </ul> <p><i>100% of core content teachers are engaging in coaching cycles with an Isanti or TNTP coach</i></p> <p><i>Sept PD is planned to continue to develop teachers on Strong Tier 1 instruction practices</i></p>	<p><i>We saw an increase from 2.2 in August to a 2.56 rating on the Core Rubric in November.</i></p> <p><i>100% of core content area teachers are continuing to engage in a coaching cycle with a TNTP coach that has included video observations, feedback, and lesson planning.</i></p> <p><i>Professional Development in Semester 1 included:</i></p> <ul style="list-style-type: none"> <li>• <i>OUR Curriculum Training</i></li> <li>• <i>Science of Reading Literacy Best Practices</i></li> <li>• <i>Building a Classroom Culture as a Warm Demandar</i></li> <li>• <i>4 Step Model-Clear What to Do Directions, Positive Narration,</i></li> </ul>	<p><i>All teachers are currently using CKLA and aligned interventions for their literacy instruction.</i></p> <p><i>The elementary school made the decision mid year to switch from Open Up Resources to Zearn curriculum for math to provide stronger alignment between the Zearn intervention program and the student's Tier I instruction. All teachers ended the year using the Zearn curriculum.</i></p> <p><i>Based on the initial round of assessment data, we are seeing an increase in student mastery of grade level concepts across K-5th, and 7th grade, with higher gains being made in K-2nd grade according to daily exit tickets and curriculum unit assessments.</i></p> <p><i>We ended the year with Core Rubric Ratings: Elementary: 2.82/4 average, the highest they had all year</i></p> <p><i>100% of K-5 teachers are continuing to engage in coaching cycles with a TNTP or Isanti coach. These have been focused on strong instructional</i></p>

			<i>Redirection, Relationships</i>	<i>backwards planning.</i>  <i>Professional Development has been focused on creating exemplar exit tickets/formative assessments and using data to drive instruction.</i>
Adopt Zearn, Boost and Burst as aligned interventions for instructional coherence, using a daily scheduled intervention time for all students.	<a href="#">Zearn Data</a> <a href="#">Burst Data</a>	<i>ELA and Math intervention blocks have been started for all K-5 classes, with Zearn being utilized for Math intervention and Amplify Burst being utilized for ELA intervention.</i>  <i>For the ELA intervention, DIBELS data is used to group students and provide small group instruction specific to their skill gaps.</i>	<i>100% of K-6 classrooms are using Zearn and completing an average of 1.8 lessons per week, which is an improvement from 1.22 lesson completions 2 months ago.</i>  <i>Burst ELA interventions are being implemented K-6, with students receiving daily 15-30 minute intervention lessons from a teacher. 12 more students are making significantly more gains than they were 2 months ago.</i>  <i>Students K-5 are utilizing Boost for extra reading comprehension enrichment practice during the ELA intervention block.</i>	<i>Zearn - students have greatly increased the amount of lessons completed each week as evidenced by full week day completion rates. This offers students more exposure to on grade-level math assignments that compliment the work they are doing in core instruction. Full Week Completion 1st Semester: 1.64/3 lessons Full Week Completion 2nd Semester: 2.34/3 lessons</i>  <i>Boost - all K-6 teachers are using boost weekly, this program differentiates reading strategies instruction support for individual students. Teachers and students find the program to be helpful.</i>  <i>Burst - according to progress monitoring charts we can see significant growth in K-6 students, especially our students in the SPED program. Based on this data we are optimistic to being on track to hitting our EOY goals in both Dibels and MAP ELA for K-2.</i>
Create a data cycle for	Quarterly Data	<i>All students have been assessed</i>	<i>After each unit in ELA and</i>	<i>Update:</i>

<p>student outcomes using curriculum-based assessments as well as MAP, NSCAS, and DIBELS.</p>	<p>Reports Curriculum Data Structures</p> <p><a href="#">K-12 Unit Data Tracker</a></p>	<p><i>on MAP, NSCAS, and DIBELS for their beginning of year data</i></p> <p><i>Teachers have also started using a summative assessment tracker to be used every time they give a math or ELA summative assessment from the curriculum</i></p>	<p><i>math teachers input their data into a tracker and reflect on student outcomes. They then devise a plan to spiral instruction or reteach based on results from assessments.</i></p> <p><i>During TNTP's weekly coaching meetings with the campus K-5 coach we discuss Dibels data, unit assessment data, and where students are in relation to our MOY and EOY goals.</i></p>	<p><i>After each testing cycle of MAP, NSCAS, and DIBELS teachers met with each individual student and created goals for students to work toward. These were held 1:1.</i></p> <p><i>All staff also met with Cindy and Dena to discuss progress and areas to focus on. They also discussed differences in skills addressed in state tests that are not always covered in the curriculum at that time of year and how to address those gaps. Each teacher created a plan to address these.</i></p>
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*School Culture & Climate Strategies, Including Attendance*

<b>Strategy</b>	<b>Data Source</b>	<b>BOY Status</b>	<b>MOY Update</b>	<b>EOY Update</b>
<p>Develop attendance monitoring and intervention team that includes key stakeholders and identifies mechanisms for engagement, support, and building community investment in student attendance.</p> <p><b>Team:</b> Superintendent, Principals, Truancy Officer,</p>	<p>Monthly chronic absenteeism prediction</p>	<p><i>Weekly attendance meetings have been started with the Attendance team</i></p> <p><i>As of 9/13, the elementary school has 82% of students meeting attendance expectations</i></p>	<p><i>We have been continuing the Weekly Attendance meeting with the full attendance team, focusing on reviewing the attendance data each week (specifically the chronic absenteeism numbers), reflecting on root causes, and setting next steps for each school. We have been continuing the</i></p>	<p><i>TNTP and the Attendance team have continued weekly attendance meetings to review the attendance data and action plan and continue to discuss and update school policies related to attendance.</i></p> <p><i>By having a consistent pulse on the chronic absenteeism data, the leadership team was able to intervene early and often when we saw significant changes in attendance rates for specific schools or students. Across the year those</i></p>

<p>Dean of Students, Operations Coordinator</p>			<p><i>Weekly Attendance meeting with the full attendance team, focusing on reviewing the attendance data each week (specifically the chronic absenteeism numbers), reflecting on root causes, and setting next steps for each school. As part of that time, we have also been reviewing the policies that were already approved and in the student handbook to determine how to best uphold those policies, including change managing anything that hadn't been happening consistently.</i></p> <p><i>As of 12/6, the elementary school had a chronic absenteeism rate of 34%, which is currently below their target of 38% this year and an overall 14% decrease in chronic absenteeism from last year.</i></p> <p><i>There has consistently been rewards and incentives for students with strong attendance, and teachers</i></p>	<p><i>interventions have included remote learning days for students when weather has warranted closing school, repurposing staff PD days as attendance makeup days, proactively communicating with families about student absences, and providing more medical supports (COVID tests, etc.) when we saw illness be a driver of chronic absenteeism.</i></p> <p><i>Ending this school year, the elementary school reduced their chronic absenteeism rate to 26%, which meets their target this year and is a 22% reduction from last year</i></p>
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			<p><i>have taken a leading role in reviewing the data and choosing a student to work with each month to help improve attendance.</i></p> <p><i>During times when there has been unforeseen circumstances (there was a water main break at the school that flooded multiple classrooms), the K-5 staff rallied together to create remote learning packets and distributed them to students so that they would still be getting learning and we were able to use an existing policy to count those days as remote learning as long as the student returned the packet.</i></p>	
<p>Create a leadership reflection structure that analyzes staff feedback on leadership, systems, their development in order to improve school climate.</p>	<p>Survey</p>	<p><i>The staff survey questions have been drafted</i></p> <p><i>The first survey will be given to staff to take on the October all staff PD day</i></p>	<p><i>The first of 3 scheduled surveys were given to staff in October to get their perception on how the school year is going and their satisfaction with the priorities of the school.</i></p>	<p><i>Across this year, the leadership team gave 3 staff surveys around the same year-long priorities to get staff feedback consistently. The leadership team reviewed the data after each survey administration to determine what is working, what needs to change, and what leader actions need to happen to respond to staff feedback.</i></p> <p><i>Based on staff feedback around wanting to be</i></p>

			<p>Staff were asked questions based in research of best education practices and environments regarding:</p> <ul style="list-style-type: none"> <li>● Leadership</li> <li>● Instruction &amp; Curriculum: Professional Development</li> <li>● Coaching Supports</li> <li>● Staff Satisfaction &amp; Intent to Return</li> <li>● Investment in Indigenizing Practices</li> <li>● Holding High Expectations for Students</li> <li>● 1x: Clarity in roles (paraprofessionals)</li> </ul> <p>The principals were shared on the high level response rates of the survey as well as overall trends in the comments. We held a reflection on the survey results to identify areas of strength, areas of growth and root causes, and next step leader actions to address the feedback.</p>	<p>more involved in decision making at the school, the principals started holding teacher focus groups centered around key decisions (curriculum implementation, grading policy, etc.). This ensured that teachers had a space to get information before any decisions were made and give their input and feedback. Principals were then able to use teacher input and perspective when making their decisions.</p> <p>Another big success from being intentional about getting and responding to staff feedback was the overall high retention rate of staff. In the elementary school, there is only 1 teacher not returning.</p> <p>The leadership team also reflected on how they could better support their teachers, specifically with building stronger culture in their classrooms. This led to discussion around school wide student culture policies and will be a focus for summer work.</p>
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			<p><a href="#">Here</a> is a link to the survey report that was given to the local school board</p>	
<p>Work with educators to Indigenize practices and content such that student identity is reflected in their experience.</p>	<p>Weekly Meetings with Consultants</p> <p>Monthly Development Opportunities</p>	<p><i>Under development - school pursuing coaching structures for Indigenizing practices in K-8 to supplement HS.</i></p>	<p><i>Indigenizing practices work currently focused on High School.</i></p>	<p><i>Indigenizing practices work currently focused on High School.</i></p>
<p>Develop leadership team systems to engage with the community, reflect on feedback, and improve community perceptions of the school’s climate and effectiveness.</p> <p><b>Team:</b> Superintendent, Principals, Dean of Students, Instructional Coach, Director of Language and Culture, Operations Coordinator</p>	<p><a href="#">Monthly events</a> &amp; Bi-annual Survey</p>	<p><i>The leadership team has planned all community events for the semester</i></p> <p><i>The first community event will be held on September 20th</i></p>	<p><i>The leadership team has been holding monthly community events at the school (<a href="#">see below</a> for a list of the Semester 1 events). In December, the school leadership team presented on the current “<a href="#">State of the School</a>” on December 7th. This was open to all community members and overall we saw a really strong turn out.</i></p> <p><i>In addition to the monthly events, we also put out a survey to the families and caregivers of Isanti’s students to get their input on how they are feeling</i></p>	<p><i>The leadership team has been holding monthly community events at the school (<a href="#">see below</a> for a list of the Semester 2 events). The school leadership team has prioritized proactive communication for all family events to ensure that the community is aware and invested in the events that the school is holding and feel welcome to attend. This is the most consistent that the school has held community and family events, focusing on building trust and investment between the school and families.</i></p> <p><i>In addition to the monthly events, the 2nd family survey was given to the families and caregivers of Isanti’s students to get their input on how they are feeling about the school as well as any feedback they have.</i></p>

			<p><i>about the school as well as any feedback they have. We had 54 responses and will be sharing the data with the Isanti leadership team in January to do a similar review process to the staff survey.</i></p> <p><i>The leadership team is working on creating a Semester 2 calendar of monthly community events as well.</i></p>	
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Appendix A: Professional Development Overview

	1:1 Coaching	All Staff Professional Development
<b>Purpose</b>	Develop teachers based on their individual needs and tailor support directly	Develop all staff based trends across the schools and aligned to school priorities
<b>Frequency</b>	Weekly 1:1 coaching with a TNTP coach or ISanti Instructional Coach	Monthly all day PDs, proactively scheduled into the year long calendar
<b>Who</b>	All Core Content teachers K-12 will be receiving coaching	All teaching staff, including Paras and Special Ed teachers
<b>Development Includes...</b>	All coaching contains a virtual or in person observation and either a planning meeting or an observation debrief	We will spend time developing teachers on both best teaching practices as well as content specific PD

All Staff PD: High Level Overview

8:00-8:30 Breakfast

8:30-9:00 State of School Update

9-11:30 Redefining Transformational Relationships

11:30-12:00 Lunch

12:00-2:00 Content Deep Dive

- Math Fall Focus: 5 Mathematical Practices
- ELA Fall Focus: Literacy Best Practices

2pm-2:30: HR/Staff Updates

2:30-3:30 Staff relationship building

Appendix B: TNTP Core Rubric

## CULTURE OF LEARNING Are all students engaged in the work of the lesson from start to finish?

1. NOT YET (49% or less of students)	2. SOMEWHAT (50% - 69% of students)	3. MOSTLY (70% - 89% of students)	4. YES (90% or more of students)	5. YES, and...
Very few or no students complete <b>instructional tasks</b> when directed, volunteer responses and/or ask appropriate questions.	Some students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.	Most students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.	All or almost all students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.	<p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <p>Students can articulate the purpose of and assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher.</p> <p>Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.</p>
Very few or no students follow <b>behavioral expectations</b> and/or directions.	Some students follow behavioral expectations and/or directions.	Most students follow behavioral expectations and/or directions.	All or almost all students follow behavioral expectations and/or directions.	
Students do not execute transitions, <b>routines and procedures</b> in an orderly manner.	Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher.	Most students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher.	All or almost all students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.	
Students are left without work to do for a significant portion of the observation. ( <b>pace</b> )	Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.	Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions.	Class has a quick <b>pace</b> and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning.	

## ESSENTIAL CONTENT Are all students engaged in content aligned to the appropriate standards for their subject and grade?

1. NOT YET (49% or less of the lesson)	2. SOMEWHAT (50-69% of the lesson)	3. MOSTLY (70-89% of the lesson)	4. YES (90% or more of the lesson)	5. YES, and...
The lesson does not focus on <b>content</b> that advances students toward grade-level standards or expectations and/or IEP goals.	The lesson partially focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.	The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.	The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.	<p><i>All descriptors for Level 4 are met, and the following evidence is demonstrated:</i></p> <p>Students make connections between what they are learning and other content across disciplines, their historical context (local, state, and</p>
Most of the <b>activities</b> students engage in are not aligned to the stated or implied learning goal(s) or to each other	Only some activities students engage in are aligned to the stated or implied learning goal(s).	Most activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and move students toward mastery of the grade-level standard(s) and/or IEP goal(s).	All or almost all activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals.	
<b>Instructional materials</b> students use (e.g., texts, questions, problems, exercises and assessments) are not	Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not	Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately	All or almost all instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are	

appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	high-quality and appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	national), and/or their current lives.  Students independently connect lesson content to real-world situations.
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## STUDENT OWNERSHIP Are all students responsible for doing the thinking in this classroom?

1. NOT YET (49% or less of students)	2. SOMEWHAT (50% - 69% of students)	3. MOSTLY (70% - 89% of students)	4. YES (90% or more of students)	5. YES, and...
Students complete very little of the <b>cognitive work</b> during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving. The teacher completes all or almost all of the cognitive work	Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work	Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could own.	All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own.	<p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <p>Students synthesize diverse perspectives or points of view during the lesson.</p> <p>Students independently show enthusiasm and interest in taking on advanced or more challenging content.</p>
Very few or no students <b>provide meaningful oral or written evidence</b> to support their thinking.	Some students provide meaningful oral or written evidence to support their thinking.	Most students provide meaningful oral or written evidence to support their thinking.	All or almost all students provide meaningful oral or written evidence to support their thinking.	
Very few or no students are <b>using knowledge and resources</b> to form, articulate, and defend their answers and opinions.	Some students are using knowledge and resources to form, articulate, and defend their answers and opinions.	Most students are using knowledge and resources to form, articulate, and defend their answers and opinions.	All or almost all students are using knowledge and resources to form, articulate, and defend their answers and opinions.	
Very few or no students <b>respond</b> to their peers' thinking, ideas, or answers, or do not provide feedback.	Some students respond to their peers' thinking, ideas, or answers, or do not provide feedback.	Most students respond to their peers' thinking, ideas or answers and provide feedback to their classmates.	Students respond to and build on their peers' thinking, ideas or answers, routinely providing constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response.	
No students or very few students <b>try hard</b> to complete challenging academic work or answer questions	Some students try hard to complete challenging academic work and answer questions.	Most students try hard to complete academic work and answer questions, even if the work is challenging.	All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.	

## DEMONSTRATION OF LEARNING Do all students demonstrate that they are learning?

1. NOT YET (49% or less of students)	2. SOMEWHAT (50% – 69% of students)	3. MOSTLY (70% – 89% of students)	4. YES (90% or more of students)	5. YES, and...
Questions, tasks or assessments do not <b>yield data</b> that allow the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.	<i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i>
Students have very few or no opportunities to <b>express learning through academic writing and/or explanations</b> using academic language.	Students have few opportunities to express learning through academic writing and/or explanations using academic language.	Students have some opportunities to express learning through academic writing and/or explanations using academic language.	Students have extensive opportunities to express learning through academic writing and/or explanations using academic language.	Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher.
Very few or no students <b>demonstrate how well they understand</b> lesson content and their progress toward learning goals.	Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.
Student responses, work and interactions demonstrate that most students are not <b>on track</b> to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals.	Students monitor their own progress, identify their own errors and seek additional opportunities for practice.

### Appendix C: Attendance Initiative

#### Core Beliefs about Student Attendance

1. The #1 way to encourage students to attend school is creating a school culture where they feel welcome, cared for, and a true sense of belonging and acceptance
2. There are clear Tier 1 strategies that need to be done to create that type of school environment before extensive Tier 2 and 3 strategies will be fully effective
3. Every staff member and community member has a role and responsibility in ensuring that our students are attending school consistently

#### Structures to Support Attendance:

<b>Engagement</b>	<ul style="list-style-type: none"> <li>• The highest leverage thing we can do is teach engaging, relevant, important lessons and meaningful connections with school staff</li> <li>• Connection to the future for our students</li> </ul>
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<p><b>Social Interaction</b></p>	<ul style="list-style-type: none"> <li>● Advisory - student accountability piece - building strong structures- define themes and structures</li> <li>● End of week in-class party</li> <li>● Events led by Student Council</li> <li>● Monday Gatherings &amp; End of Week Gatherings</li> <li>● Breakfast &amp; Lunch: High school eats in the commons for breakfast &amp; lunch (and they decorate)</li> <li>● Create 1-2 student-driven activities and clubs that can be led by a teacher</li> </ul>
<p><b>Routines &amp; Safety</b></p>	<ul style="list-style-type: none"> <li>● Schedule is clear and consistent daily</li> <li>● Attendance is taken at the beginning of each class where students transition to ensure all students are accounted for</li> <li>● Dean of Students supports if needed</li> </ul>
<p><b>Coming to Class</b></p>	<ul style="list-style-type: none"> <li>● Administrator Walk thoughts at the start of EVERY period</li> <li>● Identify “blind spots” in the building and have folks stationed there at transitions</li> <li>● Teachers at the door actively greeting students</li> </ul>
<p><b>Support Systems</b></p>	<ul style="list-style-type: none"> <li>● Family Support Meetings/Circle of Care</li> <li>● Transportation - community second round (for elementary)</li> </ul>
<p><b>Community Messaging</b></p>	<ul style="list-style-type: none"> <li>● Family nights - message about attendance and curriculum, potentially cultural nights</li> <li>● Working and coordinating tribal council and initiatives to support young caregivers</li> <li>● Connect the resources in the community to ensure that we have strong structures in place</li> </ul>
<p><b>Incentives</b></p>	<p><b>Weekly Recognition:</b></p> <ul style="list-style-type: none"> <li>● All School: Individual - any student that has full attendance this week gets school swag on Thursday afternoon before they leave</li> <li>● Class and Advisory Competitions: We want to recognize any classes that had above 95% Average Daily Attendance (Call them out)</li> </ul> <p><b>Monthly Recognition:</b></p> <ul style="list-style-type: none"> <li>● Perfect Attendance for this month:</li> <li>● Students hear at least 95% of the time?</li> <li>● Advisory</li> </ul>
<p><b>Support Structures/ Response</b></p>	<ul style="list-style-type: none"> <li>● Sports Eligibility - tie to attendance and collaborate with coaches</li> </ul>

To ensure that our data is accurate, we implemented a daily attendance protocol that outlines exactly what should happen each day to have the most accurate attendance data

Time	Teachers & Administrators	Attendance Clerk
7:45 Doors Open	Assign one administrator that stands outside and greets parents <ul style="list-style-type: none"> <li>● Schedule para to be at:                             <ul style="list-style-type: none"> <li>○ MPR</li> <li>○ HS Advisory</li> </ul> </li> </ul>	Paula answers phones - can she answer and ask questions to support
8:00 - 8:30	Doors Open with administrators at entrance; Teachers at Breakfast positions <ul style="list-style-type: none"> <li>● HS: Common Area (eat, message)</li> <li>● MS: In between</li> <li>● ES: MPR (eat)</li> </ul>	Answer phones as they come in. Framing at this time is “what do you need from us to get here?”  Natalie answering phones and identifying transportation plan or support to get here this day
8:30 - 8:45	All teachers take attendance -	Natalie: Put a desk out front to greet students (Ruth joins when possible) <ul style="list-style-type: none"> <li>● Breakfast snack box at the desk</li> <li>● Sign in and student set up for success</li> <li>● Tardy -collect reason</li> <li>● Identify and radio for when students need a space to set themselves</li> </ul>
8:45-9:00	Emily follow up with any teachers haven’t put in at 8:45	
9:00-9:15	Emily runs attendance report again to confirm all attendance has been taken	
9:15-9:45	Data Check In <ul style="list-style-type: none"> <li>● Phone calls - split between Principals, Natalie, Paula, Ruth</li> <li>● Make our transportation plan</li> </ul>	
9:00 - 10:00		Transportation Round 2 Secretary making calls for other students Bring kids back to school

Post Morning Routines		
Class Transitions	First 5 Mins: Enter Attendance First 10 Mins: Checking all students are in class	If student is missing from a class transition - do the in-building check Call family
12:00 - 12:30		Phone calls to families with repeat absences to set up a meeting students + families
12:30 - 3:00		
Early Dismissal		**Communicate the people that are able to call out and have students leave early

**Weekly Attendance Meeting Protocol**

As part of our new attendance systems, we have put in place a weekly attendance meeting to monitor data and respond quickly to address any concerning trends that are seen

Attendance Team	<ul style="list-style-type: none"> <li>● Supt: Dave</li> <li>● Principals: Cindy and Shawn</li> <li>● HS Assistant Principal: Noella</li> <li>● Dean of Students: Ruth</li> <li>● Data/Ops: Emily</li> <li>● Truancy Officer: Natalie</li> </ul>
Pre-Work	<ul style="list-style-type: none"> <li>● Attendance data is pulled morning of the meeting, separated out by grade level</li> </ul>

<p>During Meeting Agenda (60 mins)</p>	<ul style="list-style-type: none"> <li>● (5 mins) Opener</li> <li>● (5 mins) Review of last week's next steps (RYG if they happened or not)</li> <li>● (10 mins) Data Review             <ul style="list-style-type: none"> <li>○ Identify trends from the data</li> <li>○ Work to identify root cause use</li> </ul> </li> <li>● (25 mins) School Planning             <ul style="list-style-type: none"> <li>○ School review their specific data, including which students have started accumulating absences/tardies</li> <li>○ Did the action steps last week make any impact on student attendance?                 <ul style="list-style-type: none"> <li>■ If not, why do we think?</li> </ul> </li> <li>○ For each student, identify a next step and WHO will be completing it</li> </ul> </li> <li>● (5 mins) Close out and review all action steps</li> </ul>
<p>Post Work</p>	<p>School teams execute action steps assigned in meeting</p>

## Data Samples of Weekly Tracking

## % of students meeting attendance expectations

	Week 1 8/3-8/9	Week 2 8/10-8/17	Week 3 Through 8/23	Week 4 Through 8/30	Week 5 Through 9/8	Week 6 Through 9/13
<b>K-5 Overall 60% goal</b>	79%	70%	83.33%	82%	81%	82%
<b>K</b>			80%	93%	80%	93%
<b>1st</b>			77%	75%	83%	90%
<b>2nd</b>			89%	89%	85%	81%
<b>3rd</b>			80%	67%	70%	63%
<b>4th</b>			100%	93%	86%	92%
<b>5th</b>			71%	73%	80%	73%
<b>6-8 Overall 60% goal</b>	87%	70%	66.67%	68%	68%	65%
<b>6th</b>			77%	72%	78%	72%
<b>7th</b>			46%	53%	50%	50%
<b>8th</b>			75%	88%	75%	75%
<b>9-12 Overall 10% goal</b>	69%	36%	42.86%	40%	32%	33%
<b>9th</b>			57%	50%	50%	50%
<b>10th</b>			22% (2 students)	11%	22%	25%
<b>11th</b>			38%	36%	31%	31%
<b>12th</b>			45%	48%	25%	25%

Appendix D: Community Engagement

Below you will find the Semester 1 Community Events schedule. We will be gathering feedback from the Semester 1 events to be able to use and plan for Semester 2.

**Community Events Semester 1 Schedule**

Month	Date	Event
<b>August</b>	August 3rd	Back to School Open House
<b>September</b>	Sept 20th	Dakota Fall Feast
	Sept 25th	(HS) FAFSA Night
<b>October</b>	Oct 19th	(K-8) Title Night–Literacy Best Practices
	Oct 19th	High School Credit Night
	Oct 25th	Parent Teacher Conferences
<b>November</b>	Nov 10th	Tribal Council and Society of Care to host a Veterans Day Assembly
<b>December</b>	Exact Date TBD	Native Sports - Host a Family Gathering in conjunction with Basketball LNI

Appendix E: Stakeholder Feedback

**Staff Survey**

Purpose:

- To get feedback from the staff on key priorities of the school

# AQuESTT



- To get a sense of overall teacher satisfaction with the school and their intent to return
- To create a space for open feedback from the staff

Frequency: 3 times per year

1. October PD
2. Feb PD
3. May PD (End of Year)

## Leadership (All Staff)

School leaders promote a safe and productive learning environment in my school.

I have the opportunity to provide input on key school decisions that affect me.

Leaders at my school value my feedback.

Leaders are clear and transparent in their communication to staff about things that are happening at the school

Leaders hold our staff accountable for high expectations

I feel confident in the standard operating procedures of the school.

I feel supported by the Principal(s) at my school

I feel supported by the Superintendent at my school

Open Ended Feedback:

1. Please provide any feedback for your school principal
2. Please provide any feedback for your Superintendent

## Professional Development (All Staff)

My school is committed to improving my instructional practice.

Professional development opportunities at my school are a valuable use of my time and help me improve my effectiveness as an educator.

Open Ended Feedback:

1. What PD has felt most valuable for you so far this year?
2. What professional development would you like to see happen?

## Coaching Supports (Teacher Specific)

I am currently working with a coach
I am satisfied with the support I receive for instructional planning and delivering high quality lessons
Planning time that I have with my coach is effective and helps improve my practice.
Classroom observations and coaching conversations help me improve my practice.
I get enough feedback on my instructional practice.
Each time I am observed, I get feedback that gives me specific actions to improve my teaching practice.
<b>Staff Satisfaction and Retention (All Staff)</b>
My school is a good place to teach and learn.
School leaders promote a safe and productive learning environment in my school.
School leaders provide me with the support I need to maintain high standards for student behavior in my classroom.
ADD Question about retention (i.e. How many years do you plan to continue teaching at Isanti ? Rate how they feel about staying at Isanti next year)?
<b>Prioritizing Culture and Language</b>
I am invested in indigenizing the curriculum of the class and content I teach.
I understand how to indigenize curriculum and feel confident doing it with my lessons
I am satisfied with the support I am getting to indigenize my curriculum
<b>Roles and Responsibilities</b>
I feel clear on my assigned roles and responsibilities
I feel like the work I do in my role is impactful for students and valued by the school community
Open ended feedback

**Student Survey**

Purpose:

- To get feedback from the staff on key priorities of the school

- To get a sense of overall teacher satisfaction with the school and their intent to return
- To create a space for open feedback from the staff

Frequency: 2 times per year (Dec, June)

Draft Questions: Most of these questions are on a scale of 1-5, strong disagree to strongly agree

<b>School Belonging (All Grades)</b>	
At my school, I feel like I fit in.	
My teachers make me feel like I belong.	
There is at least one adult at my school that I can talk with about how I'm doing.	
People at my school care about me.	
Students at my school respect me.	
People at my school know me well.	
Which adult (or should this be teacher) do you feel like you have the strongest relationship with?	
<b>Trusting Relationships</b>	
<b>3-5</b>	<b>6-12</b>
My teachers care about what I think	My teachers make me feel like my ideas really count.
I trust my teacher.	My teachers work hard to build a trusting relationship with me.
My teachers listen to my ideas about how to best teach me.	My teachers think of me as a partner in my education
I can talk to my teachers if I have a problem.	I can talk to my teachers if I have a problem.
<b>Academic Expectations</b>	
<b>3-5</b>	<b>6-12</b>
My teachers expect me to do my best.	My teachers challenge me to do my best work.
My teachers know I can do well on hard assignments.	My teachers expect that I will succeed, even on challenging assignments.
When I feel like giving up, my teachers ask me to keep trying.	When I feel like giving up, my teachers ask me to keep trying.

My teachers encourage me to try again when I don't understand right away.	My teachers encourage me to try again when I don't understand right away.
I know how to do well in my classes.	I know what I need to do to be successful in my grade
<b>Academic Support (All Grades)</b>	
I receive enough support from my teachers to learn what I need to learn.	
My teachers take the time to make sure I understand what we are learning in class.	
I feel supported by my school.	
I feel comfortable asking my teachers questions when I have them.	
<b>Engagement (All Grades)</b>	
In my classes, I like what we do.	
In my classes, what we learn is interesting.	
In my classes, I think more about what we are learning than anything else.	
In my classes, I am so into what we are doing, I lose track of time	
What is your favorite class?	
<b>School Environment (All Grades)</b>	
I enjoy going to school.	
Things at my school run smoothly.	

## Family/Caregiver Survey

Purpose:

- To get feedback from the staff on key priorities of the school
- To get a sense of overall teacher satisfaction with the school and their intent to return
- To create a space for open feedback from the staff

Frequency: 2 times per year (Dec, June)

Draft Questions: Most of these questions are on a scale of 1-5, strong disagree to strongly agree

<b>Trusting Relationships with School</b>
I have a good relationship with school staff.
This school thinks of me as a partner in educating my children.
School staff work hard to build trusting relationships with families.
This school creates an environment that emphasizes the importance of positive relationships between school and home.
<b>Value of Feedback</b>
I feel comfortable sharing my concerns with someone at this school
This school takes my opinion seriously
This school listens to my suggestions about how to best support my children
<b>Information about Student Progress</b>
I know whether my children are performing above, at, or below grade-level.
I can use the information this school provides me to help my children improve academically.
<b>Quality of Student Experience</b>
<b>Inequitable Opportunities</b>
<ul style="list-style-type: none"> <li>• This school provides all students the same academic opportunities.</li> <li>• This school treats students differently based on their race or ethnicity.*</li> </ul>
<b>Quality</b>
<ul style="list-style-type: none"> <li>• My children’s experiences in this school will ensure they are performing at grade-level or higher.</li> <li>• My children will be as prepared as possible for their future because of the preparation they receive at this school.</li> </ul>
<b>Access</b>
<ul style="list-style-type: none"> <li>• I am satisfied with this school's ability to incorporate my children's goals, strengths, and talents in their learning.</li> </ul>
<b>Overall Satisfaction</b>
<ul style="list-style-type: none"> <li>• Overall, I am satisfied with this school.</li> </ul>
<b>Open Ended Feedback</b>
What do you want the school to continue doing?

What adjustments or changes would you want the school to make?

Appendix F: Current Status of Curriculum Implementation

	Materials Purchased	Materials Implemented	SY 23-24 Support
<b>K-5 ELA</b>	CKLA	Year 2 of formal implementation	Isanti leadership team will provide support through coaching of teachers
<b>K-5 Math</b>	Open Up Resources	Year 1 of formal implementation	Isanti and TNTP will partner to provide direct implementation support to teachers through coaching
<b>6-8 ELA</b>	Amplify ELA	Year 1 of formal implementation	TNTP will provide direct implementation support to teachers through coaching
<b>6-8 Math</b>	Open Up Resources	Year 1 of formal implementation	TNTP will provide direct implementation support to teachers through coaching
<b>9-12 ELA</b>	Odell	Year 1 of formal implementation	TNTP will provide direct implementation support to teachers through coaching
<b>9-12 Math</b>	Open Up Resources	Year 1 of formal implementation	iSanti leadership team will provide support through coaching of teachers

Appendix G: Timeline of Developing ACT Preparation Program in Year 1

Month	Milestone
Oct	<ul style="list-style-type: none"> <li>● Current state analysis                             <ul style="list-style-type: none"> <li>○ What has been done in the past?</li> <li>○ What are the previous student results?</li> <li>○ How invested are students in the ACT</li> <li>○ Align on the goals</li> </ul> </li> </ul>
Nov	<ul style="list-style-type: none"> <li>● Leader learning on the ACT                             <ul style="list-style-type: none"> <li>○ Take the test</li> <li>○ What are the skills that students need to pass the ACT?</li> <li>○ What will be the largest growth area for students?</li> </ul> </li> <li>● Student Interviews                             <ul style="list-style-type: none"> <li>○ How do students feel about the ACT? How invested in it are they?</li> </ul> </li> </ul>
Dec	<ul style="list-style-type: none"> <li>● Create plan for ACT Prep program                             <ul style="list-style-type: none"> <li>○ Identity options for where ACT prep course would happen in the school day</li> <li>○ Who will lead that time</li> <li>○ What materials will be used</li> <li>○ What are the planning expectations</li> <li>○ Identify if all students will take ACT prep</li> </ul> </li> <li>● Student Planning                             <ul style="list-style-type: none"> <li>○ Goal setting conversations with students</li> <li>○ Incentive plan</li> <li>○ Consistent data reflection</li> </ul> </li> </ul>
Jan	<ul style="list-style-type: none"> <li>● Gather stakeholder input (staff, students, and families)                             <ul style="list-style-type: none"> <li>○ could be through various avenues like surveys, focus groups, individual interviews, etc.</li> </ul> </li> <li>● Make any adjustments to plans and expectations based on feedback</li> </ul>
Feb	<ul style="list-style-type: none"> <li>● Purchase any materials needed for ACT prep program</li> <li>● Plan for any teacher professional development needed to execute ACT Prep program</li> </ul>
March	<ul style="list-style-type: none"> <li>● Start ACT Prep Program pilot for Juniors</li> <li>● Leaders progress monitor and collect data</li> </ul>

April	<ul style="list-style-type: none"> <li>● Leaders progress monitor and collect data</li> </ul>
May	<ul style="list-style-type: none"> <li>● Gather student feedback on the pilot</li> <li>● Leaders progress monitor and collect data</li> </ul>
June	<ul style="list-style-type: none"> <li>● Year long stepback on what worked, what didn't, and what needs to be adjusted for previous year</li> <li>● Identify any larger shifts that need to be planned over the summer</li> </ul>

Appendix H: Project Plan to Connect Post-Secondary Readiness and Graduation Requirements

Month	Milestone
Oct	<ul style="list-style-type: none"> <li>● Current state analysis                             <ul style="list-style-type: none"> <li>○ Current graduation requirements</li> <li>○ Status of each high school student in meeting the requirements</li> <li>○ Preparedness of past graduates for post secondary pathway</li> <li>○ Current alternative/additional opportunities for students while in high school</li> </ul> </li> <li>● Meet with graduation coach about supports</li> <li>● Determine and updates to the grading policy</li> <li>● Determine any updates to the absence makeup policy</li> </ul>
Nov	<ul style="list-style-type: none"> <li>● Start monthly meeting with graduation coach to check on status of students and progress</li> <li>● Identify any additional or alternative opportunities that we want to provide iSanti students (dual credit, apprenticeships, internships, etc.)</li> <li>● Gather stakeholder input (staff, students, and families)                             <ul style="list-style-type: none"> <li>○ could be through various avenues like surveys, focus groups, individual interviews, etc.</li> </ul> </li> </ul>
Dec	<ul style="list-style-type: none"> <li>● Gather stakeholder input (staff, students, and families)                             <ul style="list-style-type: none"> <li>○ could be through various avenues like surveys, focus groups, individual interviews, etc.</li> </ul> </li> <li>● Make any adjustments to plans and expectations based on feedback</li> <li>● Communicate any updates and changes to students, staff, and families</li> </ul>

Jan	<ul style="list-style-type: none"> <li>● Execute plan and progress monitor implementation</li> </ul>
Feb	<ul style="list-style-type: none"> <li>● Execute plan and progress monitor implementation</li> <li>● Data stepback on what is working and what needs to be adjusted</li> </ul>
March	<ul style="list-style-type: none"> <li>● Execute plan and progress monitor implementation</li> <li>● Data stepback on what is working and what needs to be adjusted</li> </ul>
April	<ul style="list-style-type: none"> <li>● Execute plan and progress monitor implementation</li> <li>● Data stepback on what is working and what needs to be adjusted</li> </ul>
May	<ul style="list-style-type: none"> <li>● Execute plan and progress monitor implementation</li> <li>● Data stepback on what is working and what needs to be adjusted</li> </ul>
June	<ul style="list-style-type: none"> <li>● Year long stepback on what worked, what didn't, and what needs to be adjusted for previous year</li> <li>● Identify any larger shifts that need to be planned over the summer</li> </ul>

Appendix I: October Staff Survey Responses Overview

**Priority Measure:** In 2023 - 2024, Isanti Schools (Elementary, Middle, and High) will administer a survey to staff at least three times a year, and bi-annual surveys to students and families to understand their experiences related to the vision of the school.

**Purpose:** Aligned to the AQuESTT indicators as well as accreditation standards (COGNIA) the leadership team is seeking feedback from staff to understand their experiences and to learn how the school and leaders can address staff needs.

**Questions:** Staff are asked questions based in research of best education practices and environments regarding:

- Leadership
- Instruction & Curriculum: Professional Development
- Coaching Supports
- Staff Satisfaction & Intent to Return
- Investment in Indigenizing Practices
- Holding High Expectations for Students
- 1x: Clarity in roles (paraprofessionals)

**Rating Scale:** Staff are asked to what extent they agree with the statements:

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
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Note: For learning purposes, we count “Agree/Strongly Agree” in hopes that we can grow even from “Slightly Agree” (though this is a higher bar).

**Principal Values in Reviewing the Data:**

- **Growth mindset:** this is a starting point for how we can grow and hope to see areas we address these next months improve over time.
- **Feedback is a gift:** We understand that the way staff experience what we do is valid and needs to be acknowledged - and can help us improve. Even if we disagree with a trend or feedback is hard to hear, we won’t retaliate or hold against our staff.
- **Prioritize:** We will see a lot of things we want to fix - but good leadership is being clear and consistent. We will pick reasonable focus areas to prioritize before the next survey.

**Participation:** Every Isanti Staff Member was invited to participate and given multiple opportunities to engage. Staff were promised anonymity - TNTP has not shared individual responses or identify with ANY member of Isanti staff and has not changed any responses.

- 42 Staff submitted feedback of 82 listed at the time (just over 50%)
- Going forward - we hope to get that number in the 70% range, and think that staff seeing results from what they shared and comfortable with their anonymity will encourage more responses in the next survey.

## Section 1: Leadership

\*Shown in order of the survey; highlighted in green those that are over 75% (our target for Agree/Strongly Agree) and in red those below 65%.

Statement	All Staff
School leaders promote a safe and productive learning environment in my school	81%
I have the opportunity to provide input on key school decisions that affect me	49%
Leaders at my school value my feedback	62%
Leaders are clear and transparent in their communication to staff about things that are happening at the school	65%
Leaders hold our staff accountable for high expectations	81%
I feel confident in the standard operating procedures of the school	54%
I feel supported by the Principal(s) at my school	78%
I feel supported by the Superintendent at my school	68%
My school is a good place to teach and learn	78%
School leaders provide me with the support I need to maintain high standards for student behavior in my classroom	70%
I am planning to return to Isanti next year	84%

## School Level Breakdown

	Elementary School	Middle School	High School	Central Office
School leaders promote a safe and productive learning environment in my school	81%	67%	38%	71%
I have the opportunity to provide input on key school decisions that affect me	38%	50%	0%	86%

Leaders at my school value my feedback	56%	67%	25%	71%
Leaders are clear and transparent in their communication to staff about things that are happening at the school	56%	83%	25%	57%
Leaders hold our staff accountable for high expectations	69%	67%	63%	57%
I feel confident in the standard operating procedures of the school	50%	67%	25%	43%
I feel supported by the Principal(s) at my school	81%	50%	50%	57%
I feel supported by the Superintendent at my school	50%	67%	38%	86%
My school is a good place to teach and learn	69%	67%	50%	71%
School leaders promote a safe and productive learning environment in my school	69%	83%	38%	71%
School leaders provide me with the support I need to maintain high standards for student behavior in my classroom	69%	67%	38%	57%
I am planning to return to Isanti next year	81%	67%	63%	86%

### Leadership Reflection:

Positives	Room for Growth/Focus Areas
<ul style="list-style-type: none"> <li>● Staff feel that this is a safe and productive learning environment - big improvement from initial interviews with HS leaders</li> <li>● Most staff that responded plan to return.</li> <li>● Leaders feel that staff recognize the accountability - that's a win.</li> </ul>	<ul style="list-style-type: none"> <li>● Principals are hyper-focused on including structures to seek input on school decisions that affect staff, being clear, and transparent.</li> <li>● Principals know that they need to support an incoming Superintendent with effective standard operating procedures for the school because it continues to be a key concern.</li> </ul>

**Leader Recommendations and Next Steps**

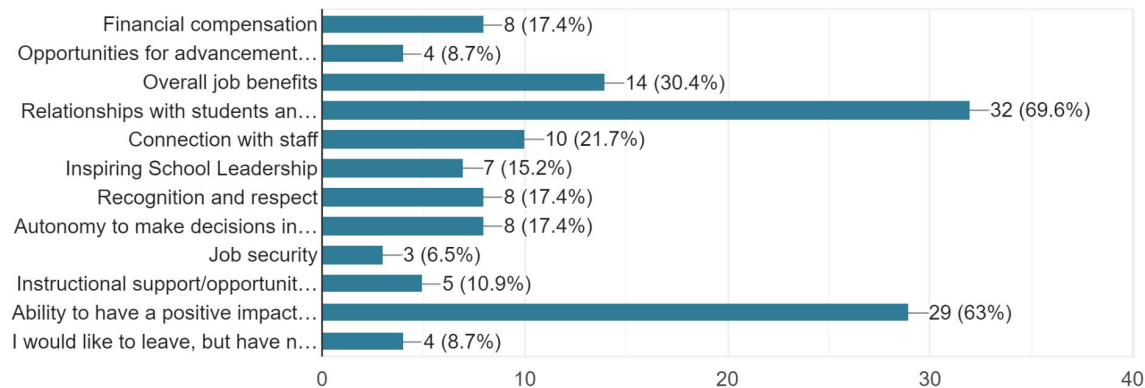
1. Leaders begin holding consistent one on one check ins with teachers to hear how they are going, provide feedback to teachers, receive feedback from teachers, offer support, and affirm teachers for their work
2. Leader identify key decisions in their school and hold teacher focus groups and committees to get meaningful and genuine feedback before making any decisions
3. Identify key opportunities for teacher leadership in important systems/decisions to empower teachers
4. Actively observe classrooms and teachers to be able to provide affirming feedback, support in the moment with student management, and provide development feedback to improve teacher practice
5. Begin holding “stay” conversations with all staff to get a better sense of how they are feeling about this school year, their intention to stay for next school year, and what will impact their decision

**Spotlight: Select the top 3 reasons that impact your decision to stay at Isanti:**

- Relationships with students and families
- Ability to have a positive impact on students
- Overall Job benefits

Please select the top 3 factors that impact your decision to stay at Isanti Community Schools next year.

46 responses



**Section 2: Instruction, Curriculum, and Coaching**

**Part 1: High Expectations for Students**

TNTP asks these questions across the state because of our research that shows that when a student has a teacher with high expectations, they are more likely to grow academically. We also know that this is an important baseline because ultimately coaching and development on how to use rigor with students that may have had disrupted learning does lead to higher expectations over time.

These are responses for General Education teachers (total of 16 participants).

Support for Standards and Expectations	All GenEd Teachers
All students in this class can master the grade-level standards by the end of the year	33%
The standards are appropriate for the students in this class]	44%
One year is enough time for students in this class to master the standards	30%
It's fair to expect students in this class to master these standards by the end of the year	37%

**Actions:**

1. Support teachers in relationship building with students that carries high expectations (“warm demander”).
2. Support teachers in understanding curriculum and the standards so that they can prepare to scaffold for students.
3. Continue collecting data from the curriculum about student success and connect to teacher actions.

**Part 2: Professional Development Supports**

TNTP is supporting professional development at Isanti, which includes the monthly sessions as well as some direct coaching of teachers. We also support Ms. Wronko in her coaching of teachers. The questions below tell us how staff experience that coaching and development and reflect all structures/coaches.

Note: the top 2 are from all teaching staff; 13 people answered about their coach (Ashli, Sasha, or Ms. Wronko).

Support for Standards and Expectations	All GenEd Teachers
My school is committed to improving my instructional practice	74%

Professional development opportunities at my school are a valuable use of my time and help me improve my effectiveness as an educator	48%
I am satisfied with the support I receive for instructional planning and delivering high quality lessons	77%
Classroom observations and coaching conversations help me improve my practice	77%
Each time I am observed, I get feedback that gives me specific actions to improve my teaching	85%
I have a strong, trusting relationship with my coach	85%

Teacher comment trends that helped understand more about what is working and what might be improved:

<i><b>What is the most valuable thing about PD?</b></i>	<i><b>What could we change about PD?</b></i>
<ul style="list-style-type: none"> <li>• Teachers appreciate the opportunities to collaborate and directly apply in the moment what they are learning.</li> <li>• Teachers are practicing together and with coaches in meaningful ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers feel like the PD is the right things, but not yet the right time. The comments express that it feels like foundational concerns (systems, behavior management) need to be addressed by leaders of the district and make it hard to focus on developing instructional practice as the highest priority.</li> </ul>

Actions:

1. Continue to collaborate on teacher practice and give opportunities to apply the work we are doing.
2. Work with leadership on structures that teachers feel prevent them from engaging in instruction.

## Appendix J: Semester 1 Student Survey Responses Overview

**Priority Measure:** In 2023 - 2024, Isanti Schools (Elementary, Middle, and High) will administer a survey to staff at least three times a year, and bi-annual surveys to students and families to understand their experiences related to the vision of the school.

**Purpose:** Aligned to the AQuESTT indicators as well as accreditation standards (COGNIA) the leadership team is seeking feedback from students to understand their experiences and to learn how the school and leaders can address their needs.

**Questions:** Staff are asked questions based in research of best education practices and environments regarding:

- Sense of Belonging
- Trusting Relationships
- Academic Expectations
- Academic Support
- Class Engagement
- School Environment

**Rating Scale:** Students are asked to what extent they agree with the statements on a 1-5 scale, 1 meaning strongly disagree and 5 meaning strongly agree. Our goal in all categories is a 4 or higher.

### Teacher Values in Reviewing the Data:

- **Growth mindset:** this is a starting point for how we can grow and hope to see areas we address these next months improve over time.
- **Feedback is a gift:** We understand that the way staff experience what we do is valid and needs to be acknowledged - and can help us improve. Even if we disagree with a trend or feedback is hard to hear, we won't retaliate or hold against our staff.
- **Prioritize:** We will see a lot of things we want to fix - but good leadership is being clear and consistent. We will pick reasonable focus areas to prioritize before the next survey.

**Participation:** Students were given the opportunity to take the survey, administered by their teacher on an assigned day. Only 3-12 grade students took the survey; given the ability to read and comprehend questions, we typically start in 3rd grade with all student survey administrations. All surveys were anonymous to ensure students could feel safe sharing candid feedback. TNTP has not shared individual responses or identify with ANY member of Isanti staff and has not changed any responses.

- Across all students, we received 110 survey responses

**Elementary Grade Level Breakdown**

	3rd Grade	4th Grade	5th Grade
<b>School Belonging</b>			
At my school, I feel like I fit in.	4.38	4.31	3.79
My teachers make me feel like I belong.	4.88	4.15	4.21
There is at least one adult at my school that I can talk with about how I'm doing.	3.63	4.31	3.93
People at my school care about me.	3.43	3.69	3.92
Students at my school respect me.	3.25	3.08	3.15
People at my school know me well.	4.14	4.69	3.93
<b>Trusting Relationship</b>			
My teachers care about what I think	4.00	3.77	4.00
I trust my teacher.	4.86	4.62	4.31
My teachers listen to my ideas about how to best teach me.	3.43	3.23	4.08
I can talk to my teachers if I have a problem.	4.50	4.15	4.36
<b>Academic Expectations</b>			
My teachers expect me to do my best.	5.00	4.85	4.36
My teachers know I can do well on hard assignments.	3.88	4.85	4.14
When I feel like giving up, my teachers ask me to keep trying.	4.25	4.33	4.29
My teachers encourage me to try again when I don't understand right away.	4.25	4.08	4.14
I know how to do well in my classes.	4.50	4.08	4.00
<b>Academic Support</b>			
I receive enough support from my teachers to learn what I need	4.75	4.31	4.57

# AQuESTT



to learn.			
My teachers take the time to make sure I understand what we are learning in class.	4.43	4.15	4.57
I feel supported by my school.	3.63	3.85	4.07
I feel comfortable asking my teachers questions when I have them.	3.38	3.85	4.43
<b>Engagement</b>			
In my classes, I like what we do.	4.38	4.54	4.23
In my classes, what we learn is interesting.	4.13	4.23	4.43
In my classes, I think more about what we are learning than anything else.	4.38	3.85	4.00
<b>School Environment</b>			
I enjoy going to school.	3.88	4.15	3.86
Things at my school run smoothly.	4.43	3.69	3.71

Middle School Grade Level Breakdown

	6th Grade	7th Grade	8th Grade
<b>School Belonging</b>			
At my school, I feel like I fit in.	2.33	3.22	3.57
My teachers make me feel like I belong.	2.08	3.78	3.29
There is at least one adult at my school that I can talk with about how I'm doing.	3.08	2.67	3.43
People at my school care about me.	2.25	3.00	3.00
Students at my school respect me.	1.75	2.78	3.00
People at my school know me well.	2.92	3.89	3.14
<b>Trusting Relationship</b>			
My teachers make me feel like my ideas really count.	2.08	3.11	3.29
My teachers work hard to build a trusting relationship with me.	1.67	3.33	2.86
My teachers think of me as a partner in my education	1.50	3.44	3.14
I can talk to my teachers if I have a problem.	1.83	3.00	2.71
<b>Academic Expectations</b>			
My teachers challenge me to do my best work.	2.75	3.89	3.83
My teachers expect that I will succeed, even on challenging assignments.	2.50	3.78	4.14
When I feel like giving up, my teachers ask me to keep trying.	2.25	3.56	4.17
My teachers encourage me to try again when I don't understand right away.	2.92	4.44	4.33
I know what I need to do to be successful in my grade	2.75	4.11	3.86
<b>Academic Support</b>			

I receive enough support from my teachers to learn what I need to learn.	2.42	3.44	3.71
My teachers take the time to make sure I understand what we are learning in class.	2.75	4.00	4.00
I feel supported by my school.	1.58	3.67	3.29
I feel comfortable asking my teachers questions when I have them.	2.08	3.33	3.43
<b>Engagement</b>			
In my classes, I like what we do.	1.75	2.67	2.86
In my classes, what we learn is interesting.	2.08	3.44	3.14
In my classes, I think more about what we are learning than anything else.	1.92	3.22	3.17
<b>School Environment</b>			
I enjoy going to school.	2.00	3.33	2.71
Things at my school run smoothly.	1.67	3.11	2.50

## High School Grade Level Breakdown

	9th Grade	10th Grade	11th Grade	12th Grade
<b>School Belonging</b>				<i>Note: only 2 students took</i>
At my school, I feel like I fit in.	3.4	3.25	3.7	5
My teachers make me feel like I belong.	3.4	3	3.5	4
There is at least one adult at my school that I can talk with about how I'm doing.	2.8	3.75	3.1	5
People at my school care about me.	2.8	2.5	3.2	4
Students at my school respect me.	3.3	2.5	3.5	5

# AQuESTT



People at my school know me well.	3	2	3.4	2
<b>Trusting Relationship</b>				
My teachers make me feel like my ideas really count.	3.5	3	3.3	4
My teachers work hard to build a trusting relationship with me.	3.1	2.5	3.3	5
My teachers think of me as a partner in my education	2.7	2.75	3.3	4
I can talk to my teachers if I have a problem.	2.5	2.5	2.6	3.5
<b>Academic Expectations</b>				
My teachers challenge me to do my best work.	3.9	3.5	4.1	4
My teachers expect that I will succeed, even on challenging assignments.	3.8	3.25	4.0	4.5
When I feel like giving up, my teachers ask me to keep trying.	3.8	3.25	3.5	4
My teachers encourage me to try again when I don't understand right away.	3.8	3.25	3.7	4.5
I know what I need to do to be successful in my grade	3.8	3	3.9	5
<b>Academic Support</b>				
I receive enough support from my teachers to learn what I need to learn.	3.3	3.25	3.4	4
My teachers take the time to make sure I understand what we are learning in class.	3.5	3.25	3.5	5
I feel supported by my school.	3.1	1.75	3.2	5
I feel comfortable asking my teachers questions when I have them.	2.9	2.5	3.3	5
<b>Engagement</b>				
In my classes, I like what we do.	2.6	2.5	3.4	4
In my classes, what we learn is interesting.	2.6	2.75	3.3	4

In my classes, I think more about what we are learning than anything else.	2.5	2.75	3.0	3
<b>School Environment</b>				
I enjoy going to school.	2.7	1.75	3.1	4
Things at my school run smoothly.	3	1.75	3.3	3.5

Appendix K: Semester 1 Family Survey Responses Overview

**Priority Measure:** In 2023 - 2024, Isanti Schools (Elementary, Middle, and High) will administer a survey to staff at least three times a year, and bi-annual surveys to students and families to understand their experiences related to the vision of the school.

**Purpose:** Aligned to the AQuESTT indicators as well as accreditation standards (COGNIA) the leadership team is seeking feedback from families to understand their experiences and to learn how the school and leaders can address family and student needs.

**Questions:** Staff are asked questions based in research of best education practices and environments regarding:

- Trusting relationship with the school
- Valuing parent feedback
- Communication regarding student progress
- Quality of student experience
- Communication from the school
- Open ended feedback on their satisfaction with the school

**Rating Scale:** Families/caregivers are asked to what extent they agree with the statements:

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
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*Note: For learning purposes, we count "Agree/Strongly Agree" in hopes that we can grow even from "Slightly Agree" (though this is a higher bar).*

**Participation:** The survey was offered 2 times to every parent, caregiver, and community member who attended the school sponsored events on November 30th and December 7th. To ensure that we were collecting honest, valid feedback, all surveys were taken anonymously. TNTP has not shared individual responses or identify with ANY member of Isanti staff and has not changed any responses.

- 54 parent/caregivers submitted feedback

**Principal Values in Reviewing the Data:**

- **Growth mindset:** this is a starting point for how we can grow and hope to see areas we address these next months improve over time.
- **Feedback is a gift:** We understand that the way staff experience what we do is valid and needs to be acknowledged - and can help us improve. Even if we disagree with a trend or feedback is hard to hear, we won't retaliate or hold against our staff.
- **Prioritize:** We will see a lot of things we want to fix - but good leadership is being clear and consistent. We will pick reasonable focus areas to prioritize before the next survey.

### High Level Results

*\*Shown in order of the survey; highlighted in green those that are over 75% (our target for Agree/Strongly Agree) and in red those below 65%.*

	Overall % of families who A/SA
I have a good relationship with my child’s teacher(s)	46%
Teachers think of me as a partner in educating my children.	69%
My child’s teacher works hard to build trusting relationships with families.	59%
My child’s teachers listen to my suggestions about how to best support my child.	57%
I feel comfortable sharing my concerns with someone at this school	76%
This school listens to my suggestions about how to best support my children	59%
I know whether my child is on track for the expectations of their grade level	61%
My child’s teachers have suggested ways I can support my child’s learning at home.	59%
This school provides my child the same academic opportunities as other students	74%
My child’s experiences at this school will ensure they are on track for the expectations of their grade level.	56%
My child’s experiences at this school will ensure they are as prepared as possible for their future.	57%
I am satisfied with this school's ability to incorporate my children's goals, strengths, and talents in their learning.	59%
Overall, I am satisfied with this school.	67%

### Survey Comment Trends

What do you want the school to continue doing?	What adjustments or changes would you want the school to make?
<ul style="list-style-type: none"> <li>Better communication overall this year than in previous years</li> <li>Incorporating culture more into the fabric of the school and classes</li> </ul>	<ul style="list-style-type: none"> <li>Parents/families wish for stronger and more consistent communication and relationship building from the school, specifically around how their child is performing and how to support them</li> <li>Increasing academic standards for students to set them up for success</li> </ul>

# Artifact A: Isanti Year Long Staff PD Overview 2023/2024

August PD		
	K-8	High School
<b>Outcomes</b>	<p>Staff...</p> <ul style="list-style-type: none"> <li>are invested in the vision and mission of Santee Community Schools</li> <li>Understand the expectations of being a teacher/staff member of the school</li> <li>Can create procedures for key parts of the day/class</li> <li>Will develop a plan to create essential agreements in their class</li> <li>Will get a foundational understanding of the Burst intervention program</li> <li>Will understand the SPED requirements for all teachers</li> </ul>	<p>Staff...</p> <ul style="list-style-type: none"> <li>are invested in the vision and mission of Santee Community Schools</li> <li>Understand the expectations of being a teacher/staff member of the school</li> <li>Will get a foundational understanding of how to indigenize curriculum</li> <li>Will understand the SPED requirements for all teachers</li> </ul>
<b>Agenda</b>	<p>August 1</p> <ul style="list-style-type: none"> <li>8:00-8:30 Breakfast</li> <li>8:30-9:00 Opening Ceremony</li> <li>9:00-10:00 Community Tour</li> <li>10-11:00 Vision and Mission of iSanti Schools</li> <li>11:30-12 Lunch</li> <li>12-12:30 Updated School Policies</li> <li>12:30-1:00 Wellness Updates</li> <li>1:00-3:00 K-8 Staff Vision and Expectations</li> </ul> <p>August 2</p> <ul style="list-style-type: none"> <li>8:00-8:30 Breakfast</li> <li>8:30-11:30 Burst Intervention Training</li> <li>11:30-12 Lunch</li> <li>1:00-2:00 Vision of Strong Instruction</li> <li>2:00-3:00 Classroom Routines and Procedures</li> <li>3:00-3:40 All Staff SPED PD</li> </ul>	<p>August 1</p> <ul style="list-style-type: none"> <li>8:00-8:30 Breakfast</li> <li>8:30-9:00 Opening Ceremony</li> <li>9:00-10:00 Community Tour</li> <li>10-11:00 Vision and Mission of iSanti Schools</li> <li>11:30-12 Lunch</li> <li>12-12:30 Updated School Policies</li> <li>12:30-1:00 Wellness Updates</li> <li>1:00-3:00 9-12 Staff Vision and Expectations</li> </ul> <p>August 2</p> <ul style="list-style-type: none"> <li>8:00-8:30 Breakfast</li> <li>8:30-10:00 Indigenizing Curriculum</li> <li>10-11:00 Staff curriculum work time and room set up</li> <li>11:30-12 Lunch</li> <li>1:00-3:00 HS Staff Expectations</li> <li>3:00-3:40 All Staff SPED PD</li> </ul>

September PD	
<b>Agenda and Outcomes</b>	8:00-8:30 Opening Prayer and Breakfast 8:30-9:00 State of School Update (All Staff)--TNTP will draft; ISanti lead 9-11:00 Redefining Authentic Relationships--TNTP Facilliate 11:00-11:30 Lunch Provided 11:30-2:00 Content Deep Dive: Scaffolding Up to Support All Learners (TNTP Lead) <ul style="list-style-type: none"> <li>● Understand the importance of Grade-Appropriate assignments</li> <li>● Understand how to support all students to access on grade-level material</li> <li>● Apply learning to an upcoming lesson</li> </ul> 2pm Staff Release
<b>Ideal Leader Follow Up Observations</b>	<b>Observe lessons for...</b> <ul style="list-style-type: none"> <li>- <b>Essential Content Indicator 1:</b> The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</li> <li>- <b>Student Ownership Indicator 1:</b> All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own.</li> </ul>

October PD					
<b>Agenda and Outcomes</b>	8:00-8:30 Breakfast 8:30-9:00 State of School Update (All Staff) 9-11:30 Content Deep Dive <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">Literacy (including paras and SPED staff)</th> <th style="width: 50%;">Math (including paras and SPED staff)</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>● Educators will understand what fluency means and why it is necessary for reading comprehension</li> <li>● Educators will understand and practice the repeated reading protocol (utilizing choral read)</li> <li>● Teachers will practice the new fluency strategies with their week's lessons</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>● Teachers understand the different components and purpose each part of a lesson</li> <li>● Teachers understand the best practices of each section</li> <li>● Deep dive into warm up structure of the curriculum               <ul style="list-style-type: none"> <li>○ Watch a model and identify effective elements</li> <li>○ Plan and practice their Tues warm up</li> </ul> </li> </ul> </td> </tr> </tbody> </table> 11:30-12:15 Lunch Provided 12:15-12:30 Staff Energizer 12:30-2:30 Warm Demander Follow Up: Setting Clear Directions 2:30-3:15: All Staff Survey 3:15-4:00 Staff Worktime	Literacy (including paras and SPED staff)	Math (including paras and SPED staff)	<ul style="list-style-type: none"> <li>● Educators will understand what fluency means and why it is necessary for reading comprehension</li> <li>● Educators will understand and practice the repeated reading protocol (utilizing choral read)</li> <li>● Teachers will practice the new fluency strategies with their week's lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers understand the different components and purpose each part of a lesson</li> <li>● Teachers understand the best practices of each section</li> <li>● Deep dive into warm up structure of the curriculum               <ul style="list-style-type: none"> <li>○ Watch a model and identify effective elements</li> <li>○ Plan and practice their Tues warm up</li> </ul> </li> </ul>
Literacy (including paras and SPED staff)	Math (including paras and SPED staff)				
<ul style="list-style-type: none"> <li>● Educators will understand what fluency means and why it is necessary for reading comprehension</li> <li>● Educators will understand and practice the repeated reading protocol (utilizing choral read)</li> <li>● Teachers will practice the new fluency strategies with their week's lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers understand the different components and purpose each part of a lesson</li> <li>● Teachers understand the best practices of each section</li> <li>● Deep dive into warm up structure of the curriculum               <ul style="list-style-type: none"> <li>○ Watch a model and identify effective elements</li> <li>○ Plan and practice their Tues warm up</li> </ul> </li> </ul>				

**November PD**

<b>Agenda and Outcomes</b>	8:00-8:30 Breakfast	
	8:30-9:00 State of School Update (All Staff)	
	9-11:30 Content Deep Dive	
	Literacy (including paras and SPED staff)	Math (including paras and SPED staff)
	<ul style="list-style-type: none"> <li>● Educators will name the importance of anticipating student misconceptions in fluency and practice how to address them.</li> <li>● Educators will practice creating lesson plans that utilize the curriculum and addresses key understandings from the text.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the key teacher moves and student actions in an effective activity and lesson synthesis</li> <li>● Observe a full lesson looking for each component within the success criteria</li> <li>● Plan out and deliver an activity and lesson synthesis</li> </ul>
	11:30-12:15 Lunch Provided 12:15-12:30 Staff Energizer 12:30-2:30 Differentiated PD Time (TNTP leave at 1:30pm) <ul style="list-style-type: none"> <li>● ECE: Miranda plan</li> <li>● SPED: Ideally we have a SPED specific PD</li> <li>● K-8: (Sasha support)               <ul style="list-style-type: none"> <li>○ (45 mins) Mid Year Assessment Logistics Plus Teacher Focus Group on testing incentives</li> <li>○ (75 mins) Some Options Below                   <ul style="list-style-type: none"> <li>■ Attendance Focus Group</li> <li>■ Student Survey Reflection</li> <li>■ Unit Summative Data Analysis (PLC)</li> </ul> </li> </ul> </li> <li>● HS: Teacher Focus Group (Ashli support)</li> </ul> 2:30-4:00 Staff Worktime	

**December PD**

*\*Note: Originally we scheduled 2 PD days in December to coincide with LNI. Those days were repurposed for school days to support the school in meeting their instructional hours and chronic absenteeism goals*

**January 3rd PD**

As part of our commitment to ensuring strong instruction across all core contents, TNTP will be supporting Isanti with leading planning meeting to have a strong start to Semester 2 across all classes that we are coaching.

K-8 Lesson Internalization Schedule

Time	Teacher
8:30-9:15	Mid Year Data Update
9:15-11:30	Whole Group–Dena <ul style="list-style-type: none"> <li>● Steffen+paras</li> <li>● Sweeney+paras</li> <li>● Fischer+paras</li> <li>● Justo</li> <li>● R. Nagel</li> <li>● Powers and Zilla</li> </ul> Zoom Meetings - <ul style="list-style-type: none"> <li>● Mr. Red &amp; Mr. Johnson with Sasha</li> <li>● Mrs. Tucker - Sasha</li> </ul>
11:30-12:30	Individual 1:1 Meetings <ul style="list-style-type: none"> <li>● Mrs.Powers - Sasha</li> <li>● TBD with Dena (Look out for emails)</li> </ul>
12:30-1:15	Lunch
1:15-2:30	Teacher Focus Group <ul style="list-style-type: none"> <li>● All K-8 teachers</li> </ul>
2:30-4:00	Teacher Work-Time

HS Unit and Lesson Internalization Schedule

Time	Teacher	Notes/Resources
8:00-8:30	Breakfast	
8:30-9:00	Team Builder High School Semester 2 Priorities	
9:00	Dr. Krogman/Zilla/Bianca	Zearn Internalization -6th Grade: Mission 4
10:00	Purviance/Delberta	Unit/Lesson Planning and Mapping -Plan out 1st unit of semester (US Government) -Lessons for Week 1
11:00	Foos/Mr. Red/Myles	Unit/Lesson Planning and Mapping -Plan out 1st unit of semester (Physical Science) -Lessons for Week 1

12:30	Murray	Unit and Lesson Internalization -Identify starting text for each grade level -lesson prep for week 1 -Prioritize getting to know kids
1:30*	Dr. Krogman/Zilla/Bianca (if needed)	Zearn Internalization -8th Grade: Mission 4
2:30	Teacher Focus Group Follow Up: Follow up on school wide behavior systems	

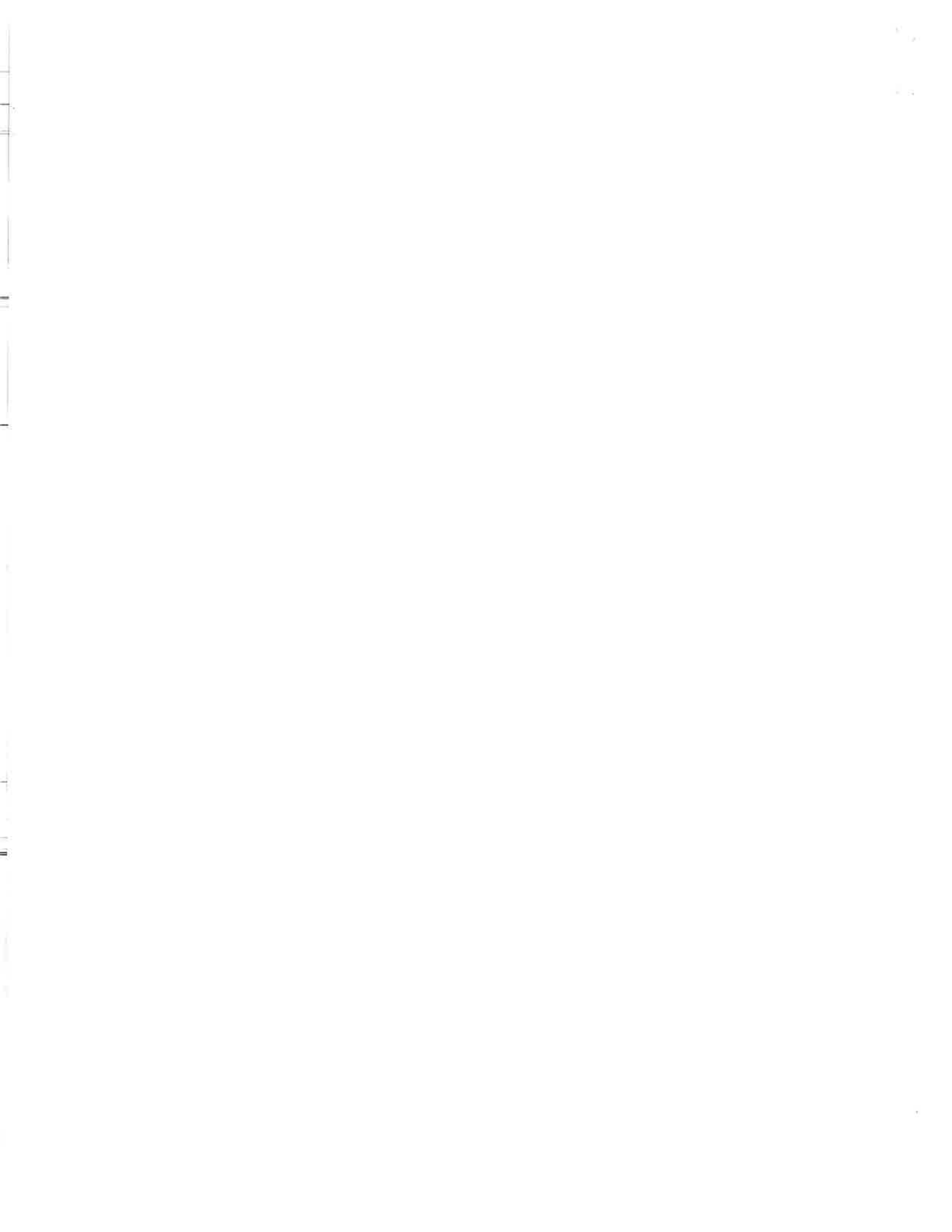
February PD			
<b>Agenda and Outcomes</b>	8:00-8:30 Breakfast		
	8:30-9:00 State of School Update (All Staff)		
	9-11:30 Content Deep Dive		
	K-8 Gen Ed Teachers	HS Teachers	K-12 SPED Teachers and Paras (Rachel Facilitate)
	<b>Student Work Analysis</b> <ul style="list-style-type: none"> <li>● Identify how student work analysis supports high quality instruction</li> <li>● Use a student work analysis protocol to make a plan to support students</li> <li>● Apply the student work analysis protocol to your own students</li> </ul>	<b>NWEA Data Deep Dive (Kellen Facilitate)</b>  Pre-work: Everyone bring 1 lesson plan	<b>Full SPED Team</b> <ul style="list-style-type: none"> <li>● Culture and vision sending</li> <li>● Leaders attending 9:00-11:00</li> <li>● Whole team Assessment Training</li> </ul>
	11:30-12:15 Lunch Provided 12:15-12:30 Staff Energizer 12:30-1:00 Staff Survey 1:00-3:00 <ul style="list-style-type: none"> <li>● K-8 Teachers: MAP/NSCAS Assessment Reflection and Action Planning (Melissa)</li> <li>● High School Teachers:               <ul style="list-style-type: none"> <li>○ HS ELA: Planning Meeting (Ashli)</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>○ Rest of HS Staff: Grading Focus Group</li> <li>● K-12 Paras (Rachel Facilitate): Supporting in classroom behavior</li> </ul> <p>3:00-4:00 Staff Worktime</p>
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**March PD**

<b>Agenda and Outcomes</b>	<p>8:00-8:30 Breakfast</p> <p>8:30-9:00 State of School Update (All Staff)</p> <p>9-11:30 Content Deep Dive</p>		
	<p><b>K-8 Gen Ed Teachers</b> <b>Dakota Conference Room</b></p>	<p><b>MS Science, HS Core Contents</b> (Ashli facilitate) <b>Foos' Classroom</b></p>	<p><b>K-12 SPED Teachers and Paras</b> (Rachel Facilitate) <b>Library</b></p>
	<p><b>K-8 Math</b></p> <p>9:00-10:00 - Zearn Impact</p> <ul style="list-style-type: none"> <li>● Input Zearn data</li> <li>● Determine strengths topics (skills) and topics to practice</li> <li>● Zearn Pilot Reflection</li> </ul> <p>10:00-11:30</p> <ul style="list-style-type: none"> <li>● IXL Exploration</li> <li>● Testing Logistics</li> </ul>	<p><b>Guided Planning Session</b> (9:00-9:30 30 Minutes-Team Builder + Roll Out)</p> <ul style="list-style-type: none"> <li>● Teachers plan out for the last weeks of school</li> <li>● By the end of the session teachers should be able to answer for each week: <ul style="list-style-type: none"> <li>○ What am I teaching?</li> <li>○ What do I want students to know?</li> <li>○ What should kids be able to do or say by the end of the week? Skills Mastered.</li> <li>○ Resources to be utilized</li> <li>○ End of Week Culmination: I will know I am successful if.....</li> </ul> </li> </ul> <p><b>Teacher Planning Schedule</b></p> <ul style="list-style-type: none"> <li>● 9:30-10 Murray</li> <li>● 10-10:30 Jess</li> <li>● 10:30-11 Foos</li> </ul>	<p>9:00-10:00 Team building + next phase of visioning work</p> <p>10:00-11:30 IEP goal writing + Power of strong goals (SPED Teachers)</p> <p>10:00-11:30 Learning Modules for Para's (Rachel will put together schedule + outcomes sheets)</p>

	<p>11:30-12:15 Lunch Provided</p> <p>12:15-12:30 Staff Energizer</p> <p>12:30-2:30</p> <ul style="list-style-type: none"><li>● High School Teachers: HS Priorities Follow Up Focus Group (Grading Policy)--Caitlin Lead</li><li>● Behavior Room Planning--Rachel with Bailey + Para</li><li>● Para + SPED Teacher Planning Protocols</li></ul> <p>2:30-4:00 Staff Work Time</p>		



## Artifact B: TNTP Monthly Observations

TNTP conducted monthly observations of classrooms to rate strong instruction against our TNTP Core Rubric. The Core Rubric measures instruction in 4 domains: Academic Engagement, Essential Content, Academic Ownership, Demonstration of Learning.

As a measure of instruction, we consider an average score of a 3 or higher to be strong instruction.

	<b>Overall Core Rubric Scores</b>							
	Aug	Sept	Oct	Nov	Jan	Feb	March	April
<b>Elementary</b>	2.21	2.15	2.56	2.56	2.69	2.82	2.60	2.82
<b>Middle</b>	1.75	1.375	1.75	1.75	1.88	2.38	2	2.67
<b>High School</b>	2	1.92	2.08	2.13	1.58	1.75	2	1.67

### School Level Breakdown

<b>Elementary</b>									
	Aug	Sept	Oct	Nov	Jan	Feb	March	April	
Academic Engagement	2.33	2.75	2.75	2.58	3.00	3.00	2.70	3.00	
Essential Content	2.5	2.25	2.92	2.83	2.50	3.00	3.00	3.00	
Academic Ownership	1.83	1.83	2.33	2.33	2.75	2.83	2.30	2.27	
Demonstration of Learning	2.17	1.75	2.25	2.25	2.50	2.67	2.40	3.00	

<b>Middle</b>									
	Aug	Sept	Oct	Nov	Jan	Feb	March	April	
Academic Engagement	1.75	1.50	1.33	1.67	1.75	2.00	2.00	3.00	
Essential Content	2.25	2.00	3.00	2.67	2.50	3.00	2.60	3.00	
Academic	1.50	1.00	1.33	1.33	1.50	2.50	1.80	2.33	

Ownership								
Demonstration of Learning	1.50	1.00	1.33	1.33	1.75	2.00	1.40	2.33

<b>High School</b>								
	Aug	Sept	Oct	Nov	Jan	Feb	March	April
Academic Engagement	2.00	2.33	2.33	2.50	2.33	2.33	3.00	2.33
Essential Content	2.00	2.00	2.67	2.00	1.33	2.00	2.00	2.00
Academic Ownership	1.67	1.67	1.67	2.00	1.33	1.33	2.00	1.33
Demonstration of Learning	2.33	1.67	1.67	2.00	1.33	1.33	1.00	1.00

## Artifact C: Staff Survey Summary

**Priority Measure:** In 2023 - 2024, Isanti Schools (Elementary, Middle, and High) will administer a survey to staff at least three times a year, and bi-annual surveys to students and families to understand their experiences related to the vision of the school.

**Purpose:** Aligned to the AQuESTT indicators as well as accreditation standards (COGNIA) the leadership team is seeking feedback from staff to understand their experiences and to learn how the school and leaders can address staff needs.

**Questions:** Staff are asked questions based in research of best education practices and environments regarding:

- Leadership
- Instruction & Curriculum: Professional Development
- Coaching Supports
- Staff Satisfaction & Intent to Return
- Investment in Indigenizing Practices
- Holding High Expectations for Students
- 1x: Clarity in roles (paraprofessionals)

**Rating Scale:** Staff are asked to what extent they agree with the statements:

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
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Note: For learning purposes, we count "Agree/Strongly Agree" in hopes that we can grow even from "Slightly Agree" (though this is a higher bar).

### Principal Values in Reviewing the Data:

- **Growth mindset:** this is a starting point for how we can grow and hope to see areas we address these next months improve over time.
- **Feedback is a gift:** We understand that the way staff experience what we do is valid and needs to be acknowledged - and can help us improve. Even if we disagree with a trend or feedback is hard to hear, we won't retaliate or hold against our staff.
- **Prioritize:** We will see a lot of things we want to fix - but good leadership is being clear and consistent. We will pick reasonable focus areas to prioritize before the next survey.

**Participation:** Every Isanti Staff Member was invited to participate and given multiple opportunities to engage. Staff were promised anonymity - TNTP has not shared individual responses or identify with ANY member of Isanti staff and has not changed any responses.

- October Administration: 42 Staff submitted feedback of 82 listed at the time
- February Administration: 46 Staff submitted feedback of 82 listed at the time
- May Administration: 8 staff submitted feedback; this data was used for reflection conversations but participation was not sufficient to generate trend-level data

## All Staff

There was a decrease in every question from October to February, with the largest decreases highlighted in red below

	Oct All Staff	Feb All Staff
School leaders promote a safe and productive learning environment in my school	81%	52%
I have the opportunity to provide input on key school decisions that affect me	49%	41%
Leaders at my school value my feedback	62%	30%
Leaders are clear and transparent in their communication to staff about things that are happening at the school	65%	27%
Leaders hold our staff accountable for high expectations	81%	43%
I feel confident in the standard operating procedures of the school	54%	36%
I feel supported by the Principal(s) at my school	78%	52%
I feel supported by the Superintendent at my school	68%	45%
My school is a good place to teach and learn	78%	57%
School leaders promote a safe and productive learning environment in my school	78%	39%
School leaders provide me with the support I need to maintain high standards for student behavior in my classroom	70%	34%
I am planning to return to Isanti next year	84%	73%

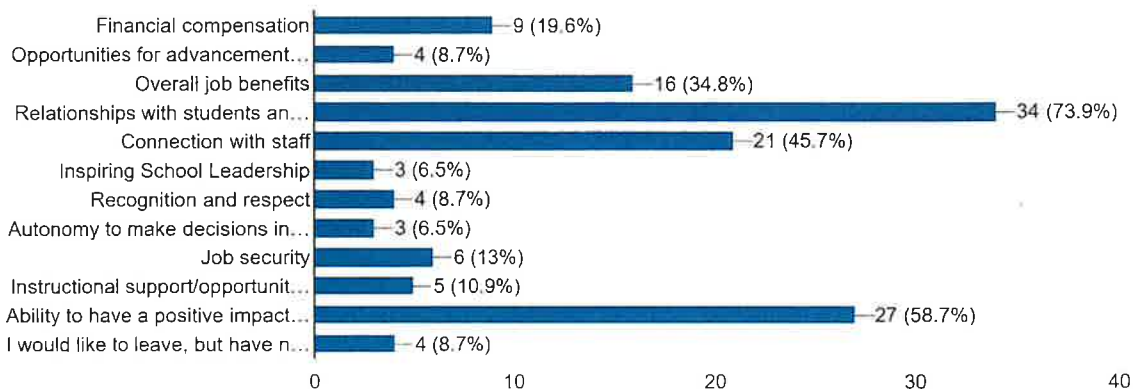
## Staff Satisfaction

The top 3 reasons that staff selected on this survey that impact their decision to stay were:

1. Relationship with students and families
2. Ability to have a positive impact on students
3. Connection with staff

Please select the top 3 factors that impact your decision to stay at Isanti Community Schools next year.

46 responses



## School Level Breakdown

	Oct Elementary School	Feb Elem. School	Oct Middle School	Feb Middle School	Oct High School	Feb High School
School leaders promote a safe and productive learning environment in my school	81%	57%	67%	67%	38%	0%
I have the opportunity to provide input on key school decisions that affect me	38%	43%	50%	33%	0%	20%
Leaders at my school value my feedback	56%	33%	67%	22%	25%	10%
Leaders are clear and transparent in their communication to staff about things that are happening at the school	56%	33%	83%	22%	25%	0%
Leaders hold our staff accountable for high expectations	69%	43%	67%	44%	63%	30%
I feel confident in the standard operating procedures of the school	50%	38%	67%	33%	25%	0%
I feel supported by the Principal(s) at my school	81%	67%	50%	44%	50%	10%
I feel supported by the Superintendent at my school	50%	43%	67%	44%	38%	40%
My school is a good place to teach and learn	69%	71%	67%	56%	50%	10%
School leaders promote a safe and productive learning environment in my school	69%	43%	83%	44%	38%	0%
School leaders provide me with the support I need to maintain high standards for student behavior in my classroom	69%	33%	67%	67%	38%	10%
I am planning to return to Isanti next year	81%	86%	67%	75%	63%	30%
All students in this class can master the grade-level standards by the end of the year	43%	30%	50%	25%	40%	25%
The standards are appropriate for the students in this class	57%	30%	100%	75%	60%	38%
One year is enough time for students in this class to master the standards	43%	10%	50%	50%	40%	25%
It's fair to expect students in this class to master these standards by the end of the year	43%	10%	50%	75%	60%	25%
My school is committed to improving my instructional practice	72%	68%	100%	75%	38%	50%
Professional development opportunities at my school are a valuable use of my time and help me improve my effectiveness as an educator	64%	45%	83%	50%	13%	25%



## Artifact D: Family Survey Summary

**Priority Measure:** In 2023 - 2024, Isanti Schools (Elementary, Middle, and High) will administer a survey to staff at least three times a year, and bi-annual surveys to students and families to understand their experiences related to the vision of the school.

**Purpose:** Aligned to the AQuESTT indicators as well as accreditation standards (COGNIA) the leadership team is seeking feedback from families to understand their experiences and to learn how the school and leaders can address family and student needs.

**Questions:** Staff are asked questions based in research of best education practices and environments regarding:

- Trusting relationship with the school
- Valuing parent feedback
- Communication regarding student progress
- Quality of student experience
- Communication from the school
- Open ended feedback on their satisfaction with the school

**Rating Scale:** Families/caregivers are asked to what extent they agree with the statements:

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
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*Note: For learning purposes, we count "Agree/Strongly Agree" in hopes that we can grow even from "Slightly Agree" (though this is a higher bar).*

**Participation:** To ensure that we were collecting honest, valid feedback, all surveys were taken anonymously. TNTP has not shared individual responses or identify with ANY member of Isanti staff and has not changed any responses.

- Semester 1 Participation: 54 parent/caregivers submitted feedback
- Semester 2 Participation: 29 parent/caregivers submitted feedback

**Principal Values in Reviewing the Data:**

- **Growth mindset:** this is a starting point for how we can grow and hope to see areas we address these next months improve over time.
- **Feedback is a gift:** We understand that the way staff experience what we do is valid and needs to be acknowledged - and can help us improve. Even if we disagree with a trend or feedback is hard to hear, we won't retaliate or hold against our staff.
- **Prioritize:** We will see a lot of things we want to fix - but good leadership is being clear and consistent. We will pick reasonable focus areas to prioritize before the next survey.

## High Level Results

	Semester 1 % of families who A/SA	Semester 2 % of families who A/SA
I have a good relationship with my child's teacher(s)	46%	62%
Teachers think of me as a partner in educating my children.	69%	59%
My child's teacher works hard to build trusting relationships with families.	59%	59%
My child's teachers listen to my suggestions about how to best support my child.	57%	62%
I feel comfortable sharing my concerns with someone at this school	76%	62%
This school listens to my suggestions about how to best support my children	59%	66%
I know whether my child is on track for the expectations of their grade level	61%	52%
My child's teachers have suggested ways I can support my child's learning at home.	59%	52%
This school provides my child the same academic opportunities as other students	74%	62%
My child's experiences at this school will ensure they are on track for the expectations of their grade level.	56%	52%
My child's experiences at this school will ensure they are as prepared as possible for their future.	57%	55%
I am satisfied with this school's ability to incorporate my children's goals, strengths, and talents in their learning.	59%	52%
Overall, I am satisfied with this school.	67%	59%

## Artifact E: Student Survey Summary

**Priority Measure:** In 2023 - 2024, Isanti Schools (Elementary, Middle, and High) will administer a survey to staff at least three times a year, and bi-annual surveys to students and families to understand their experiences related to the vision of the school.

**Purpose:** Aligned to the AQuESTT indicators as well as accreditation standards (COGNIA) the leadership team is seeking feedback from students to understand their experiences and to learn how the school and leaders can address their needs.

**Questions:** Staff are asked questions based in research of best education practices and environments regarding:

- Sense of Belonging
- Trusting Relationships
- Academic Expectations
- Academic Support
- Class Engagement
- School Environment

**Rating Scale:** Students are asked to what extent they agree with the statements on a 1-5 scale, 1 meaning strongly disagree and 5 meaning strongly agree. Our goal in all categories is a 4 or higher.

### Teacher Values in Reviewing the Data:

- **Growth mindset:** this is a starting point for how we can grow and hope to see areas we address these next months improve over time.
- **Feedback is a gift:** We understand that the way staff experience what we do is valid and needs to be acknowledged - and can help us improve. Even if we disagree with a trend or feedback is hard to hear, we won't retaliate or hold against our staff.
- **Prioritize:** We will see a lot of things we want to fix - but good leadership is being clear and consistent. We will pick reasonable focus areas to prioritize before the next survey.

**Participation:** Students were given the opportunity to take the survey, administered by their teacher on an assigned day. Only 3-12 grade students took the survey; given the ability to read and comprehend questions, we typically start in 3rd grade with all student survey administrations. All surveys were anonymous to ensure students could feel safe sharing candid feedback. TNTP has not shared individual responses or identify with ANY member of Isanti staff and has not changed any responses.

- Across all students, we received 110 survey responses

## Elementary Grade Level Breakdown

	3rd Grade	4th Grade	5th Grade
<b>School Belonging</b>			
At my school, I feel like I fit in.	4.38	4.31	3.79
My teachers make me feel like I belong.	4.88	4.15	4.21
There is at least one adult at my school that I can talk with about how I'm doing.	3.63	4.31	3.93
People at my school care about me.	3.43	3.69	3.92
Students at my school respect me.	3.25	3.08	3.15
People at my school know me well.	4.14	4.69	3.93
<b>Trusting Relationship</b>			
My teachers care about what I think	4.00	3.77	4.00
I trust my teacher.	4.86	4.62	4.31
My teachers listen to my ideas about how to best teach me.	3.43	3.23	4.08
I can talk to my teachers if I have a problem.	4.50	4.15	4.36
<b>Academic Expectations</b>			
My teachers expect me to do my best.	5.00	4.85	4.36
My teachers know I can do well on hard assignments.	3.88	4.85	4.14
When I feel like giving up, my teachers ask me to keep trying.	4.25	4.33	4.29
My teachers encourage me to try again when I don't understand right away.	4.25	4.08	4.14
I know how to do well in my classes.	4.50	4.08	4.00
<b>Academic Support</b>			
I receive enough support from my teachers to learn what I need to learn.	4.75	4.31	4.57
My teachers take the time to make sure I understand what we are learning in class.	4.43	4.15	4.57
I feel supported by my school.	3.63	3.85	4.07
I feel comfortable asking my teachers questions when I have them.	3.38	3.85	4.43
<b>Engagement</b>			
In my classes, I like what we do.	4.38	4.54	4.23
In my classes, what we learn is interesting.	4.13	4.23	4.43
In my classes, I think more about what we are learning than anything else.	4.38	3.85	4.00
<b>School Environment</b>			
I enjoy going to school.	3.88	4.15	3.86
Things at my school run smoothly.	4.43	3.69	3.71

## Middle School Grade Level Breakdown

	6th Grade	7th Grade	8th Grade
<b>School Belonging</b>			
At my school, I feel like I fit in.	2.33	3.22	3.57
My teachers make me feel like I belong.	2.08	3.78	3.29
There is at least one adult at my school that I can talk with about how I'm doing.	3.08	2.67	3.43
People at my school care about me.	2.25	3.00	3.00
Students at my school respect me.	1.75	2.78	3.00
People at my school know me well.	2.92	3.89	3.14
<b>Trusting Relationship</b>			
My teachers make me feel like my ideas really count.	2.08	3.11	3.29
My teachers work hard to build a trusting relationship with me.	1.67	3.33	2.86
My teachers think of me as a partner in my education	1.50	3.44	3.14
I can talk to my teachers if I have a problem.	1.83	3.00	2.71
<b>Academic Expectations</b>			
My teachers challenge me to do my best work.	2.75	3.89	3.83
My teachers expect that I will succeed, even on challenging assignments.	2.50	3.78	4.14
When I feel like giving up, my teachers ask me to keep trying.	2.25	3.56	4.17
My teachers encourage me to try again when I don't understand right away.	2.92	4.44	4.33
I know what I need to do to be successful in my grade	2.75	4.11	3.86
<b>Academic Support</b>			
I receive enough support from my teachers to learn what I need to learn.	2.42	3.44	3.71
My teachers take the time to make sure I understand what we are learning in class.	2.75	4.00	4.00
I feel supported by my school.	1.58	3.67	3.29
I feel comfortable asking my teachers questions when I have them.	2.08	3.33	3.43
<b>Engagement</b>			
In my classes, I like what we do.	1.75	2.67	2.86
In my classes, what we learn is interesting.	2.08	3.44	3.14
In my classes, I think more about what we are learning than anything else.	1.92	3.22	3.17
<b>School Environment</b>			
I enjoy going to school.	2.00	3.33	2.71
Things at my school run smoothly.	1.67	3.11	2.50

## High School Grade Level Breakdown

	9th Grade	10th Grade	11th Grade	12th Grade
<b>School Belonging</b>				<i>Note: only 2 students took</i>
At my school, I feel like I fit in.	3.4	3.25	3.7	5
My teachers make me feel like I belong.	3.4	3	3.5	4
There is at least one adult at my school that I can talk with about how I'm doing.	2.8	3.75	3.1	5
People at my school care about me.	2.8	2.5	3.2	4
Students at my school respect me.	3.3	2.5	3.5	5
People at my school know me well.	3	2	3.4	2
<b>Trusting Relationship</b>				
My teachers make me feel like my ideas really count.	3.5	3	3.3	4
My teachers work hard to build a trusting relationship with me.	3.1	2.5	3.3	5
My teachers think of me as a partner in my education	2.7	2.75	3.3	4
I can talk to my teachers if I have a problem.	2.5	2.5	2.6	3.5
<b>Academic Expectations</b>				
My teachers challenge me to do my best work.	3.9	3.5	4.1	4
My teachers expect that I will succeed, even on challenging assignments.	3.8	3.25	4.0	4.5
When I feel like giving up, my teachers ask me to keep trying.	3.8	3.25	3.5	4
My teachers encourage me to try again when I don't understand right away.	3.8	3.25	3.7	4.5
I know what I need to do to be successful in my grade	3.8	3	3.9	5
<b>Academic Support</b>				
I receive enough support from my teachers to learn what I need to learn.	3.3	3.25	3.4	4
My teachers take the time to make sure I understand what we are learning in class.	3.5	3.25	3.5	5
I feel supported by my school.	3.1	1.75	3.2	5
I feel comfortable asking my teachers questions when I have them.	2.9	2.5	3.3	5
<b>Engagement</b>				
In my classes, I like what we do.	2.6	2.5	3.4	4
In my classes, what we learn is interesting.	2.6	2.75	3.3	4
In my classes, I think more about what we are learning than anything else.	2.5	2.75	3.0	3
<b>School Environment</b>				
I enjoy going to school.	2.7	1.75	3.1	4
Things at my school run smoothly.	3	1.75	3.3	3.5

## Favorite Class Breakdown

	3-5th Grade	6-8th Grade	9-12th Grade
Math	11	10	1
PE	5	2	6
Culture/Dakota Language	3		4
Art	1	1	5
Boost	1		
Reading/ELA	1	4	
Science/STEM	6	1	5
Library	1		
Lunch		3	
Shop			3
Independent Study			1
Social Studies			2





## Artifact F: Family and Community Events Calendar

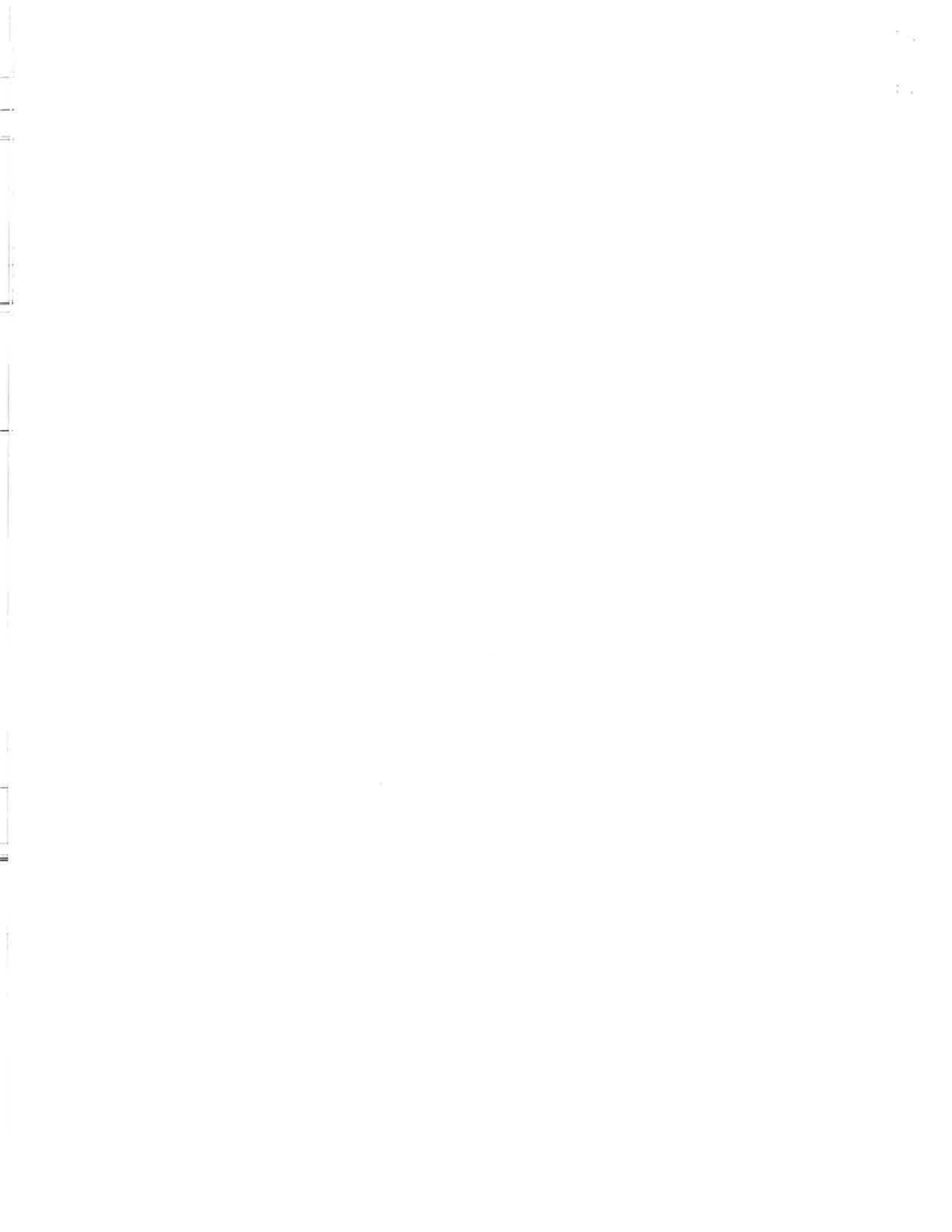
2023-2024 School Year

### Semester 1

Month	Date	Event
August	August 3rd	Back to School Open House
September	Sept 20th	Dakota Fall Feast
	Sept 25th	(HS) FAFSA Night
October	Oct 19th	(K-8) Title Night–Literacy Best Practices
	Oct 19th	High School Credit Night
	Oct 19th	Parent Teacher Conferences
November	Nov 10th	Tribal Council and Society of Care to host a Veterans Day Assembly
December	December 7th	Community “State of the School” Presentation and Dinner

### Semester 2

Month	Date	Event
January	Jan 22nd	Storytelling Night
February	Feb 14th	Sweetheart Kahomni
March	March 13th	(PK-5) Title Night (K-12) Parent Teacher Conferences
	Mar 19, 2024	Equinox - Season Change
April	Apr 19, 2024	Handgame and Kahomni
May	May 3rd	High School Graduation
	May 13, 2024	8th Grade Graduation
		Kindergarten Graduation



## **Artifact G: Isanti Community School Vision of Inclusive Practices**

**Isanti Community Schools is committed to providing all students a transformative learning experience that honors the dignity of each student, celebrates the rich culture of the Isanti community, and meets the unique learning needs of every student. All Isanti Staff are committed to creating a learning environment and school community that prepares every student for the future they envision for themselves.**

### **Isanti Staff Believes....**

Every student has the right to a school environment where they feel fully included and that they belong.

Every young person must have access to learning experiences and environments that are grounded in the belief in their fundamental ability to succeed while ensuring appropriate support and access.

Every student at Isanti deserves holistic support that attends to their strengths, assets, and needs.

It is the role and commitment of every staff member at Isanti to educate every single child regardless of identity, label, or classroom placement.



### Isanti Levers for Inclusive Practices

In order to build a comprehensive and inclusive school experience that meets the unique needs of each child Isanti will employ 5 levers of school and community that when working together will help each student reach their individual learning and life goals.

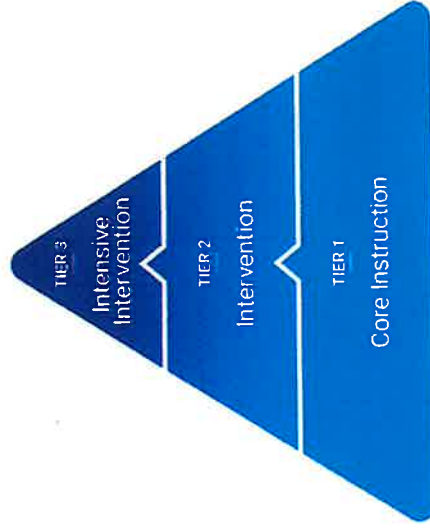
Lever	Overview
<p><b><u>Lever 1: Instructional and Behavioral structures that Support the Whole Child</u></b></p>	<ul style="list-style-type: none"> <li>● <u>Overview of MTSS and SAT at Isanti</u></li> <li>● <u>Overview of Universal Services</u></li> <li>● <u>Child Find</u></li> <li>● <u>SAT and Referral Processes</u></li> <li>● <u>504</u></li> <li>● <u>Special Education</u></li> <li>● <u>Evaluation and Reevaluation</u></li> </ul>
<p><b><u>Lever 2: Educator and Staff Responsibilities, Support and Collaboration Structures</u></b></p>	<ul style="list-style-type: none"> <li>● <u>Roles and Responsibilities of Staff in MTSS/SAT/504/SPED</u></li> <li>● <u>Teacher Collaboration Structures</u></li> <li>● <u>Formal Teaming Structures</u></li> </ul>
<p><b><u>Lever 3: Caregiver and Community Partnership</u></b></p>	<ul style="list-style-type: none"> <li>● <u>Caregiver Communication Expectations</u></li> <li>● <u>Formal Structures and Caregiver Participation</u></li> </ul>
<p><b><u>Lever 4: Leader and Management Structures</u></b></p>	<ul style="list-style-type: none"> <li>● <u>Strong Leadership Partnership at Isanti</u></li> <li>● <u>Formal Structures for Partnership and Communication</u></li> <li>● <u>Co-Management of Staff</u></li> </ul>
<p><b><u>Lever 5: Student Focused Policies and Systems</u></b></p>	<ul style="list-style-type: none"> <li>● <u>Director of Student Services Responsibilities</u></li> <li>● <u>Role of School Leadership in Compliance</u></li> <li>● <u>Case Manager Compliance Responsibilities</u></li> <li>● <u>NDE IEP/MDT Requirements</u></li> </ul>

## Lever 1: Instructional and Behavioral Resources that Support the Whole Child

Isanti Community School follows the [NeMTSS Guidelines and Framework](#).

### Tiered Supports at Isanti

A multi-tiered system of support (Mtss) is a comprehensive framework for a coherent continuum of evidence-based practices to ensure ALL students reach expected outcomes. MTSS is designed to ensure all students have equitable access to instruction and supports that are inclusive, culturally relevant, and universally designed so they can consistently achieve, grow, and reach their goals in school and beyond. Through integrating academic, behavior, and social-emotional supports, adults are best positioned to proactively respond to and meet the needs of the whole child.



A Mtss framework organizes and coordinates efforts at all levels of the system with the most effective systems aligned from the state to the classroom. Common components of Mtss include team-based leadership, family, student and community engagement, continuum of evidence-based instruction, data-driven decision-making, and infrastructure and capacity building. In an effective and efficient Mtss, there is alignment and coherence within and across components. Mtss is never “done”. All levels of the system must engage in continuous improvement cycles to build and sustain their multi-level system of supports.

At the heart of MTSS is a commitment to equity and belief that all students will learn. To fully realize goals, adults in the system must center diversity, equity, and inclusion in all work. This requires examination of beliefs and mindsets, addressing systemic barriers, disrupting inequitable policies and practices, collaborating with students, families, caregivers, and communities, and valuing each individual, their background, and unique contributions.

<b>Multi-Tiered Support System Overview</b>		
<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<p style="text-align: center;"><b>Core Principles</b></p> <p><i>Tier 1 lives in the regular education classroom and is supported by a strong school community, family engagement, rigorous curriculum, and positive relationships. Tier 1 supports are available to all students regardless of background or ability.</i></p> <p style="text-align: center;"><b>Guiding Questions to determine if an action lives in Tier 1:</b></p> <ol style="list-style-type: none"> <li>Should all students be able to access this at any time as needed?</li> <li>Is this a generally accepted teaching practice that anyone could implement?</li> <li>Is the targeted support driven by a short-term need?</li> </ol>	<p style="text-align: center;"><b>Core Principles</b></p> <p><i>Tier 2 can live inside and outside of the regular education classroom in small groups. It is driven by data and progress monitoring, determined in a SAT meeting, and students should be able to move between Tier 1 and 2 as they progress in skills. Caregivers/Guardians should be notified if the SAT committee is placing students in Tier 2 support.</i></p> <p>Students receiving Tier 2 interventions must still have access to all Tier 1 instructions and targeted support all students have.</p> <p>Cycles of Support should last 6-8 weeks with progress monitoring at the start and end. Goals should be set to help determine if a student is ready to move back to Tier 1.</p> <p>There is no exhaustive list of Tier 2 interventions- interventions should be chosen that address the need of the student, are attached to a clear goal and ongoing progress monitoring</p> <p style="text-align: center;"><b>Guiding Questions to determine if an action lives in Tier 2:</b></p> <ol style="list-style-type: none"> <li>Is this a specific and targeted evidence-based support that the student needs to receive in a small group setting to make progress?</li> <li>Do we have a written plan including goals to determine if this support is successful?</li> <li>Have caregivers/guardians been notified about this targeted support?</li> </ol>	<p style="text-align: center;"><b>Core Principles</b></p> <p><i>Tier 3 lives outside of the general education classroom in VERY small groups or individual support. It is driven by data and progress monitoring. When students achieve the skills that progressed them to Tier 3, they should be moved back to a different Tier. Caregivers/Guardians should be notified if the SAT committee is placing students in Tier 3 support.</i></p> <p>Students receiving Tier 3 interventions must still have access to all Tier 1 instructions and targeted support all students have.</p> <p>Cycles of Support should last 6-8 weeks with progress monitoring at the start and end. Goals should be set to help determine if a student is ready to move back to Tier 2.</p> <p>A defining difference between tier 2 and tier 3 supports is often the intensity, frequency and location of the intervention given.</p> <p style="text-align: center;"><b>Guiding Questions to determine if an action lives in Tier 3:</b></p> <ol style="list-style-type: none"> <li>Is this a specific and targeted evidence-based support that the student will receive outside of the classroom in a small group or individual setting?</li> <li>Do we have a written plan including goals to determine if this support is successful?</li> <li>Have caregivers/guardians been notified about this support?</li> </ol>

## Isanti Tiers Overview

### Tier 1

Educators create classrooms and learning environments that foster physical, emotional, psychological and identity safety. Classrooms, lessons, and learning experiences include norms, routines, representations, and relationship building that are essential to success in core instruction.

### Tier 2

- Lessons consistently anchor to grade-level content and college and career-ready standards.
- All students receive strong instruction rooted in evidence-based practices and supported by high-quality instructional materials.
- All students receive "just-in-time" instruction along with needed scaffolds and differentiation to counteract unfinished learning and access grade-level concepts and materials.
- Includes, when needed, appropriate, evidence-based English language development strategies for multilingual learners as well as effective scaffolds and accommodations for students with learning and thinking differences.
- Led by the classroom instructor and supported by the school community.

*Additional Tier 1 Systems/Targeted Supports:*

- Universal Screeners/Assessments
- Consistent family engagement and relationships
- Strong Attendance
- Access to counseling and mental health resources
- Consistently followed and affirmed school and classroom expectations

*Examples of 1 time/less frequent supports that are part of the role of a school community:*

- Whole class or small group restorative circles
- caregiver/Teacher Conferences
- Home Visits/Attendance Support

### Tier 3

- Lessons consistently anchor to critical prerequisite knowledge and skills for upcoming or current grade-level content standards.
- All students receive core, Tier 1 instruction.
- Students in small groups receive supplemental, "just-in-time" instruction that focuses on providing increased opportunities to practice and learn skills that support current or upcoming core instruction.
- Instructors should rely heavily on evidence-based Tier 1 materials to guide Tier 2 instructional focus and support.
- Increased intensity either through instructional practice, frequency, duration, group size, or instructor expertise.
- Includes a time-bound treatment protocol.
- Led by an educator, paraprofessional, or supplemental staff either inside or outside of the core content classroom.

*Examples of In-Class or out of class wellness Interventions*

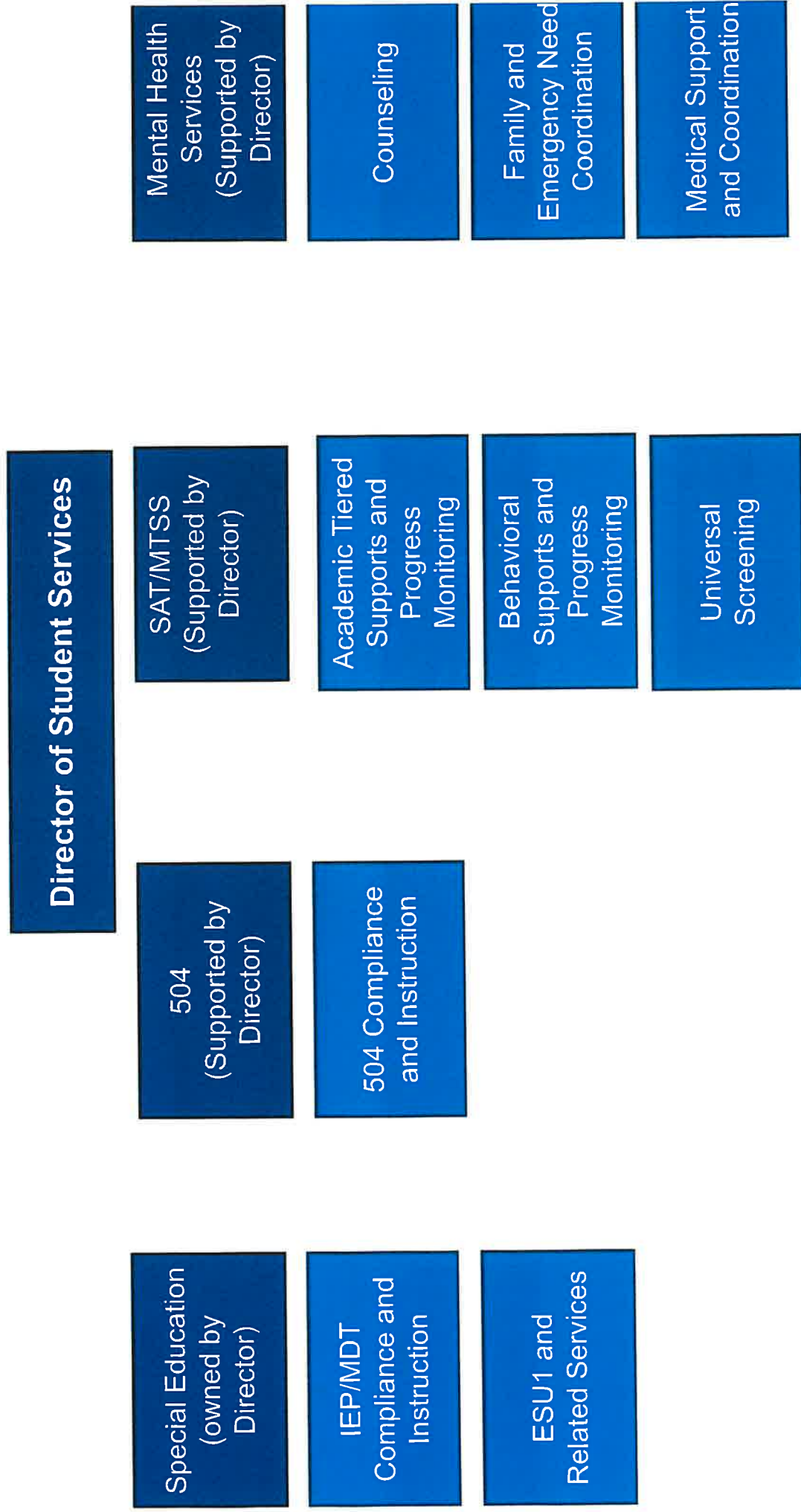
- Whole class or small group restorative circles
- caregiver/Teacher Conferences
- Home Visits/Attendance Support
- Check-in and Check-Out
- Break Card System
- Reward Chart System(s)
- Behavior Flow Chart Supports
- Replacement Behavior Instruction

- Lessons consistently anchor to critical prerequisite knowledge, skills, or standards of upcoming or current grade-level content.
- All students receive core, Tier 1 instruction.
- Students in very small groups receive supplemental, "just-in-time" instruction that is more explicitly focused on the recovery of high priority, unfinished instructional concepts and skills and is provided for a longer duration of time.
- Instruction should support current or upcoming core instruction, and instructors should maintain strict fidelity to the evidence-based curriculum used to support Tier 3 instruction.
- Increased intensity either through instructional practice, frequency, duration, group size, or instructor expertise.
- Includes a time-bound treatment protocol (e.g., 6-8 weeks). Led by a highly specialized educator.

*Tier 3 direct supports occur outside of the classroom in small groups or individually. Students should still be in regular education classrooms and receiving Tier 1 support.*



# Artifact H: Leadership Structure for 24-25



2024-2025 Split Role

Special Education



Dena Wronk

504



Chelsea/Nepthys

SAT/MTSS



Tammy

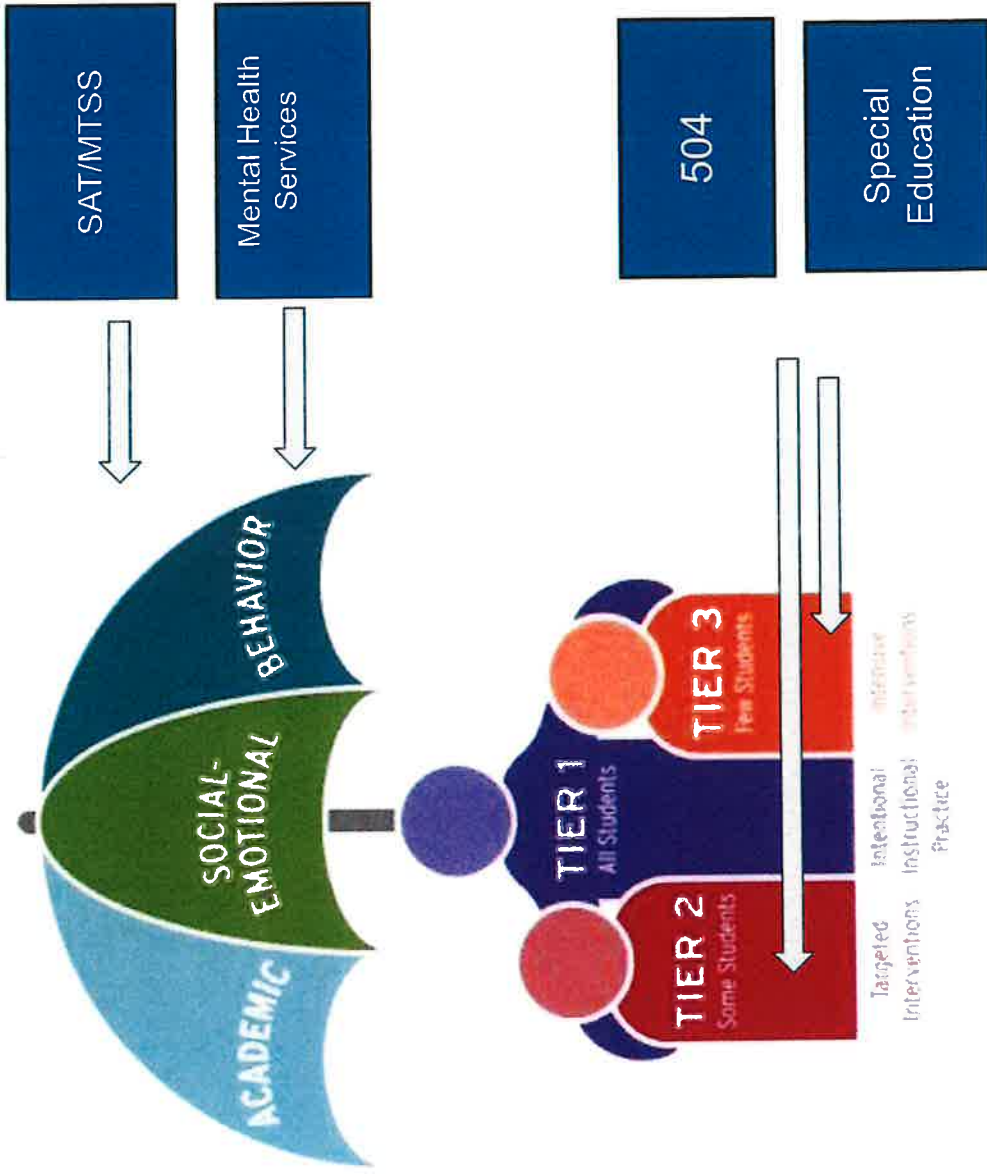
Mental Health Services



Megan

Principals + Supt: Ongoing monitoring of outcomes  
Principals: Management of SPED Staff

# MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)





# Artifact I: K-12 Model for the 24-25 School Year

## Goals and Supports

On Standard Grade Level	Pull-Out Intervention but Grade level Standards	Modified Curriculum/Standards	Alternative Curriculum/Standards

## Inclusion Support

*A classroom with Inclusion support is one in which a special education staff member goes into the general education setting to support with the planning, execution, and intervention for scholar's academic needs, or to support the behavioral needs of a scholar. The need for the inclusion support is determined in the IEP and is specific to a student's disability and level of need. A strong academic inclusion classroom looks and feels like any other classroom, but with the benefit of two adults working together to meet the needs of all scholars. A classroom with behavioral inclusion support ensures that a student has access to the strong teaching by a general education educator with the added behavioral support of a trained special education staff member.*

K-5	6-8	9-12
<b>Focus: Academic and Behavioral Supports</b>	<b>Focus: Academic and Behavioral Supports</b>	<b>Focus: Academic and Behavioral Supports</b>
John Zilla Para Support	Para Support	Para Support

## Curriculum and Resources:

- Students are learning using the grade level curriculum and intervention materials available to all students

Grade	Staff Supporting
K	TBD
1st	Brittany
2nd	Katelynn
3rd	Bobbi Jo
4-5	John (Co-Teaching) Para: TBD
6-8	Cody (Math), Jody (Reading)

9-12	Carina
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Grades	Teacher	
K-3	Bailey	
4-6	John	
7-8	Sarah	
9-12	Hannah	
Self-Contained	Lisa	

### Resource/Content Mastery Room

*A content mastery classroom is designed to support the practice of learning and reteaching of general education classroom taught material, provide needed intervention, and provide other services that scholars might require in their IEPs. A well-functioning content mastery classroom balances multiple uses at one time, maintains a sense of urgency and requires intentional organization and management.*

K-5	6-8	9-12
<b>Focus: Academic and Behavioral Supports</b>  Primary Teacher: Bailey Para Support:	<b>Focus: Academic and Learning Life Skills:</b>  Primary Teacher: Sara B.	Primary Teacher: Hannah

### Curriculum and Resources:

- Students are learning using the general ed curriculum
- Students can bring down their work for support in the resource room
- Intervention materials available
  - Really great reading
  - Ispire
  - Boost
  - Burst

### Behavior/Self Contained Room

*A self-contained classroom is a learning environment for scholars who have severe deficits in learning and functional skills. The needs are such that an alternative curriculum and state assessment are needed to properly educate and measure the growth of scholars. Scholars on track or already assigned to the alternative assessment should be in this classroom. These classrooms are all-inclusive learning environments for all subjects, social and behavioral skills, and often adaptive self-care skills as well. While most teaching and learning happens within this classroom, it is the goal that all scholars are as included with their more mainstream peers as much as possible depending on their skill and need.*

Primary Teacher: Lisa
Para Support: Mato/Donovan and ?

### Curriculum and Resources:

- Unique Learning systems
- Peak Programming

### Title 1 Groups/Intervention Groups/SAT

Miles	Really Great Reading
Dayla	Burst Groups
Shania	Burst Groups
Carina	MS Title
TBD HS	HS Title
Tammy	TBD Groups

### Floating Para's

*Paraprofessionals that will act as 1) first line of support for behavioral needs of students with IEPs 2) will sub in for Para's absent in the behavioral room*

K-8	Troy
9-12	David

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## Artifact K: Beginning of Year HQIM Recommendation

### Math Recommendation

Since K-8 will be using [Open Up Resources](#), we will recommend that HS Math continues that progression for coherence across the grade levels. Open Up Resources offers 2 tracks: Algebra track and Integrated Math track. Previously Isanti has used an integrated math sequence, so we would recommend continuing that moving forward Proposed Math Course Sequence:

### ELA Recommendation

After review of 3 highly rated curriculum on Ed Reports, our recommendation for the HS ELA curriculum is **Odell**.

On the next page you can see more clearly the analysis we did on the 3 curricula with links if you would like to explore on your own. Overall, Odell came highly recommended by internal TNTP staff who have worked on literacy curriculum adoption contracts across the country and have also heard strong reports from the teachers that they worked with. Odell is a knowledge-based curriculum grounded in evidence on the science of reading. It does a strong job of combining novel units as well as shorter texts and videos. Work will definitely still need to be done to indigenize the curriculum, but I think this overall provides a strong foundation to do that. Odell is open source, and free to use for teachers. We will need to purchase student materials and novels, but costs will be much less than the other curricula.

Potential Proposal: Doing a 9/10 and 11/12 track for next year and then the following school year expanding to each grade level having its own stand-alone course. This will minimize the change for teachers and will allow stronger internalization of the lessons for students as the HS ELA teacher is learning this curriculum. We believe that Odell is such a jump in rigor for students that 10th and 12th grade classes will still be very rigorous and meaningful for students. We would need to check this with Emily to ensure that works fine for credits, but something to strongly consider

### SY 23-24:

- 9th Grade and 10th Grade: 9th Grade Course Sequence
- 11th and 12th Grade: 11th Grade Course Sequence

### SY 24-25:

- 9th Grade: 9th Grade Course Sequence
- 10th Grade: 10th Grade Course Sequence
- 11th Grade: 11th Grade Course Sequence
- 12th Grade: 12th Grade Course Sequence

### ELA Curriculum Review

Curriculum Title	Summary of Curriculum	Pros/Cons	Other Considerations (cost, etc.)	Cost
<a href="#">Odell</a>	Each grade level begins with a foundational unit, developmental units, and has an application unit. The unit is organized into	Pros <ul style="list-style-type: none"> <li>• Text Quality: Texts are high-quality and grade appropriate.</li> <li>• Reinforces quality planning habits: Encourages teachers to internalize the unit before making decisions at the lesson level; provides unit and lesson internalization processes</li> </ul>	<ul style="list-style-type: none"> <li>• Site is mostly easy to navigate but requires a lot of clicking; would need to create a lesson plan template that teachers copy the lesson into so that they are able to refer to it during execution</li> </ul>	"Free" to use curriculum however, unit readers are required to access text sets, they are sold altogether or individually by unit. Student

<p>sections composed of core and optional units. There are section diagnostics following the end of each section with a culminating task for the entire unit.</p>	<ul style="list-style-type: none"> <li>• <b>Builds knowledge</b> more intentionally than other HS curricula (units are organized by topics instead of themes)</li> <li>• <b>Text variety:</b> All 3 curricula do a good job varying texts by time period, genre, structure, etc. but Odell is the only one to include a mix of books and shorter works</li> <li>• <b>Lessons, skills, and knowledge are not taught in isolation:</b> Content/skills of ELA (as a discipline) and knowledge learned from topic/texts of each unit is taught together and intertwined, likely making for a more coherent experience for students</li> <li>• <b>Usability:</b> <ul style="list-style-type: none"> <li>◦ Lessons are clear, sequenced, and easy to use</li> <li>◦ Lessons are labeled "Core" or "Optional" which allow teachers/schools to make adjustments based on pacing/calendar or student needs</li> </ul> </li> <li>• <b>Text authors/characters more diverse than other two curricula</b></li> <li>• <b>Tools and reference guides are clear and easy to use:</b> There are exemplars provided of each tool so teachers can see/show students how it should look when used well</li> <li>• <b>Vocabulary Support:</b> Curriculum pulls out key vocabulary worth studying in each text and across the ELA discipline</li> <li>• <b>Aligned Assessments:</b> <ul style="list-style-type: none"> <li>◦ Section Diagnostics service as "checkpoints" across a unit and provide teachers with data on student understanding of the topic to date as well as writing competencies</li> <li>◦ Culminating writing and presentation tasks at the end of the unit is aligned to the essential question/texts of the unit</li> </ul> </li> <li>• <b>Leader/Coaching Support:</b> Curriculum provides leaders with PD/collaboration opportunities (Unit/lesson internalization processes, Data Analysis Process)</li> <li>• <b>Extension Projects:</b> <ul style="list-style-type: none"> <li>◦ Research opportunities are aligned to unit topics, but also allows for student voice/interest</li> <li>◦ Optional application units allow students to apply their learning/skills to pursue research topics/questions that interest them, then share their findings out with authentic audiences</li> </ul> </li> <li>• <b>Materials:</b> Digital and Hardcopy available for students and teachers</li> </ul> <p>Con</p> <ul style="list-style-type: none"> <li>• While there are prompts for the work, teachers would also need to create and find all visuals (slides, pictures, videos) to accompany the written prompt and materials provided. →</li> </ul>	<ul style="list-style-type: none"> <li>• Texts must be purchased via XanEdu at a minimum of 20 items each (student set) and 5 each for teacher sets. Most materials are digital, but the texts need to be purchased. If there is 1:1 technology, students could access the additional student materials (not including texts) via PDF or downloaded to a Google drive, minimizing the need for individual printing.</li> <li>• When purchasing materials, they can be purchased by unit or combined. While the combined texts are more cost effective, if teachers are customizing their scope and sequence and not using all units, purchasing only what is required will yield a different price. Additionally, rolling out each unit individually may be more manageable for keeping materials and avoiding students losing their entire sets of materials at any point through the year.</li> <li>• Lessons are designed for 45/60 min sections/blocks</li> <li>• A LMS would need to be added that could be used to house assessments, assessment data, and provide alternative assessment options</li> <li>• As an open resource, students have the same access to all the resources and could see the entire year on their own.</li> <li>• Assessments are largely in a prompt/written format and will require extensive time for grading and providing feedback.</li> </ul>	<p>materials are provided electronically, but for convenience can be purchased as a printed copy by unit, as are Teacher Editions and Reference Guides), shipping prices are not included.</p> <p>1:1 <b>Text sets cost</b> (at minimum: <b>\$3525 combined or \$4630 by individual unit</b> for set of 20, lowest available quantity)</p> <ul style="list-style-type: none"> <li>• <b>REQUIRED</b> Entire unit readers text sets 9th x20 -795; 10th x 20-895; 11thx20- 830, 12th- 1005 total:<b>3525</b> (available to purchase by individual unit by grade level) OR <b>REQUIRED</b> Unit Readers separated by unit (for set of 20, lowest available quantity (9th: 50.50x20-1010; 10th: 58x20-1160; 11th:55.75x20-1115; 12th:67.25x20-1345; total:<b>4630</b>)</li> <li>• <b>Student materials (not required &amp; available electronically)</b>, min purchase of 20 each 9-1600;10-1915;11-1935 12-2050 total: <b>\$7,500</b></li> <li>• <b>Teacher editions (not required and directions are available electronically)</b>, min purchase of 5 per title: 9-1178.75; 10-1367.50; 11-1347.50; 12-\$1540 total: <b>\$5433.75</b>)</li> <li>• <b>Reference guide not required, available electronically</b> (set of 20,</li> </ul>
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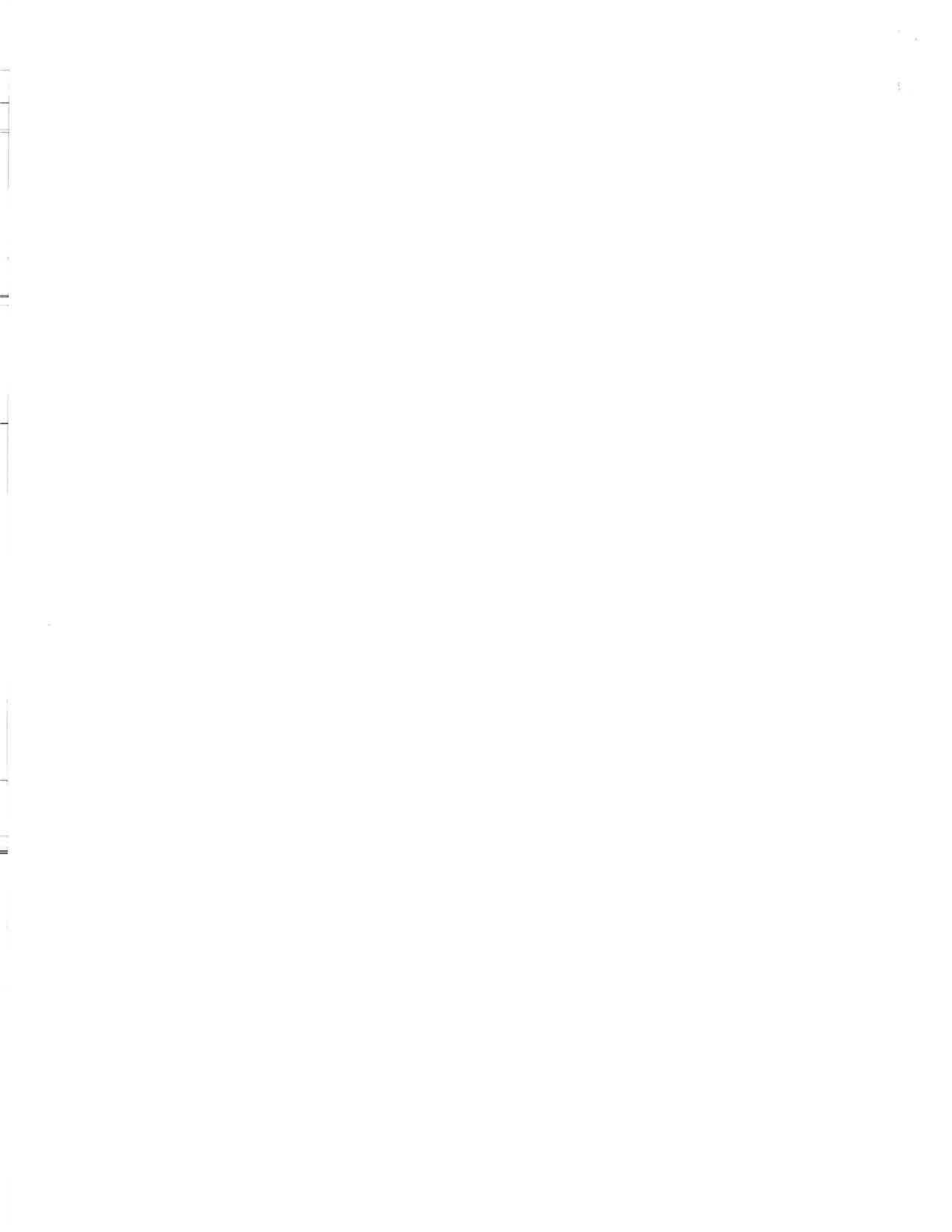
	<p>Items listed as ""digital access"" require the teacher to search and find them as they are not hyperlinked/embedded.</p> <ul style="list-style-type: none"> <li>No supplemental grammar/writing practice: Is would need to create or use other resources</li> <li>Reference guides are in PDF form only so cannot be customized</li> <li>A few lessons have too many lesson goals</li> <li>Very little provided to support teachers working with students reading far below grade-level, so teachers will need to be trained in how to use these materials to reach all students</li> </ul>	<p>lowest available quantity total <b>\$410</b></p>
<p>Study Sync</p> <p>StudySync is organized by six units with the option of thematic and/or novel units totaling 180 days of instruction. The units for high school include the addition of British and American Literature organized chronologically. The unit begins with an essential question, genre focus, has assessments throughout the lessons and at the end of the unit. The curriculum features multimedia for each unit, a library, and focuses on standards-based learning.</p>	<p><b>Pros:</b></p> <ul style="list-style-type: none"> <li><b>Text Quality:</b> Texts are high-quality and grade appropriate. Curriculum uses a First Read-Close Read-Write cycle that can be a helpful framework for teachers and students</li> <li><b>Question and Task Quality:</b> Text-dependent questions and tasks are standards-aligned and would be helpful for teachers</li> <li><b>Vocabulary Support:</b> Curriculum pulls out key vocabulary worth studying in each text and across the ELA discipline</li> <li><b>Aligned assessments:</b> <ul style="list-style-type: none"> <li>Culminating writing task at the end of the unit is aligned to the essential question/texts of the unit</li> <li>The curriculum provides multiple opportunities for teachers to check for understanding through culminating tasks and research opportunities</li> <li>Models and rubrics for culminating writing tasks are provided.</li> </ul> </li> <li><b>Supplemental Grammar and Spelling Activities:</b> The spelling activities could be particularly helpful for students with missing foundational skills in reading</li> <li><b>Materials:</b> Digital and Hardcopy available for students and teachers</li> </ul> <p><b>Cons:</b></p> <ul style="list-style-type: none"> <li><b>Lessons, skills, and knowledge are sometimes taught in isolation:</b> <ul style="list-style-type: none"> <li>StudySync often uses language and makes instructional recommendations that reinforce the incorrect idea that reading is a set of skills to be mastered (Ex: a "priority skill" in G9U1 is context clues and there is an enter lesson centered around this skill)</li> <li>Grammar lessons/practice misses an opportunity to be connected to the texts/topic of each unit and connected to student writing. Practice activities often include sentences that are random and not always grade-level appropriate.</li> </ul> </li> </ul>	<p><b>Program Components</b></p> <p><b>Costs:</b></p> <ul style="list-style-type: none"> <li>Digital             <ul style="list-style-type: none"> <li>1 year student subscription: 30.16 each x100 -</li> <li>1 year teacher subscription 62.12 each x5-</li> <li>3 year teacher subscription 116.88 each</li> <li>6 year teacher subscription \$183.40 each</li> </ul> </li> <li>Print             <ul style="list-style-type: none"> <li>Teacher edition (9th:124.20 10th:124.20 11th:124.20 12th:124.20 11/12th:124.28)</li> <li>Bundle                 <ul style="list-style-type: none"> <li>\$55-226 per grade level per teacher and student</li> </ul> </li> </ul> </li> </ul>
	<p>All videos need to be previewed before using:</p> <ul style="list-style-type: none"> <li>the videos that the curriculum directs teachers to use prior to reading give away key information about the text (instead of having students learn from the text itself)</li> <li>the SkillsTV videos could be helpful, but many have jokes and acting choices that adolescents may find funny, thus making the video more of a distraction than a learning tool</li> <li>There are 6 units in each grade and pacing suggested by the curriculum is very fast and depending on school calendar, 1-2 units may need to be cut for the first year or two until teachers and students build fluency with the materials</li> <li>Paired novels are not a replacement for the Core ELA texts. The curriculum provides a novel reading guide, but it does not provide the same standards-aligned experience as the unit texts. If using a novel, aspects of the reading guide could be used, but teachers will have to write lessons from scratch.</li> <li>Has the option for paper, but appears that in order to maximize the benefits of the highly-tech based platform, access to devices are important.</li> </ul>	

<p>myPerspectives</p>	<p>myPerspectives is organized into six units through American Literature and British Literature. Each unit is aligned to an Essential Question and includes texts from multiple genres. Students read and explore different perspectives on the unit concept. Each unit is designed to have the teacher role shift from Instructing/Teaching to Facilitating, and then Advising to Assessing.</p>	<ul style="list-style-type: none"> <li>- <b>Some units do a better job than others in building knowledge</b> (some themes are too broad so some texts require teachers to do supplemental knowledge building, example: G9U1 is called "Divided We Fall" and essential question asks what it means to belong. Students read texts like excerpts from Angela's Ashes and MLK's "I Have a Dream" speech, both of which may require teachers to consider what historical knowledge students need to access)</li> <li>- <b>Lack of diversity:</b> Text authors/characters not as diverse as they could be</li> <li>- <b>No novels/books:</b> Some longer works/plays but mostly shorter texts. There are 'paired novels' for each unit but no "curriculum" to go with them.</li> </ul>	
<p>Pros:</p> <ul style="list-style-type: none"> <li>- <b>Text Quality:</b> Texts are high-quality and grade appropriate.</li> <li>- <b>Question and Task Quality:</b> Text-dependent questions and tasks are standards-aligned and would be helpful for teachers</li> <li>- <b>Knowledge Building:</b> <ul style="list-style-type: none"> <li>- MyPerspectives provides texts that build strong background knowledge across contents.</li> <li>- MyPerspectives is organized into thematic units. Students have to connect central ideas across multiple genres and texts.</li> </ul> </li> <li>- <b>Vocabulary Support:</b> Curriculum pulls out key vocabulary worth studying in each text and across the ELA discipline</li> <li>- <b>Aligned assessments:</b> <ul style="list-style-type: none"> <li>- Culminating writing task at the end of the unit is aligned to the essential question/texts of the unit</li> <li>- The curriculum provides multiple opportunities for teachers to check for understanding through culminating tasks and research opportunities</li> <li>- Models and rubrics for culminating writing tasks are provided.</li> </ul> </li> <li>- <b>Differentiation/Levels of Support:</b> Lots of options for differentiation and student support.</li> <li>- <b>Materials:</b> Digital and Hardcopy available for students and teachers</li> </ul> <p>Cons:</p> <ul style="list-style-type: none"> <li>- <b>Usability:</b> While EdReport rates MyPerspective high on usability, several of TNTP's clients find it hard to navigate.             <ul style="list-style-type: none"> <li>- Multiple activities for each text with little support on which to prioritize.</li> <li>- Over Scaffolded Student workbook (gives students everything, which in many cases is more than they need)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Will require PD for HS teachers on how to internalize and implement the program effectively.             <ul style="list-style-type: none"> <li>- <a href="https://www.boarddocs.com/wa/lws/d/Board.nsf/files/C275GY7ZOFE/\$file/Board%20Presentation%209-12%20ELA%20Adoption%202021%20final.pdf">https://www.boarddocs.com/wa/lws/d/Board.nsf/files/C275GY7ZOFE/\$file/Board%20Presentation%209-12%20ELA%20Adoption%202021%20final.pdf</a></li> </ul> </li> <li>- There are 6 units in each grade and pacing suggested by the curriculum is very fast and depending on school calendar, 1-2 units may need to be cut for the first year or two until teachers and students build fluency with the materials</li> <li>- Paired novels are not a replacement for the Core ELA texts. The curriculum provides a novel reading guide, but it does not provide the same standards-aligned experience as the unit texts. If using a novel, aspects of the reading guide could be used, but teachers will have to write lessons from scratch.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Text Quality:</b> Texts are high-quality and grade appropriate.</li> <li>- <b>Question and Task Quality:</b> Text-dependent questions and tasks are standards-aligned and would be helpful for teachers</li> <li>- <b>Knowledge Building:</b> <ul style="list-style-type: none"> <li>- MyPerspectives provides texts that build strong background knowledge across contents.</li> <li>- MyPerspectives is organized into thematic units. Students have to connect central ideas across multiple genres and texts.</li> </ul> </li> <li>- <b>Vocabulary Support:</b> Curriculum pulls out key vocabulary worth studying in each text and across the ELA discipline</li> <li>- <b>Aligned assessments:</b> <ul style="list-style-type: none"> <li>- Culminating writing task at the end of the unit is aligned to the essential question/texts of the unit</li> <li>- The curriculum provides multiple opportunities for teachers to check for understanding through culminating tasks and research opportunities</li> <li>- Models and rubrics for culminating writing tasks are provided.</li> </ul> </li> <li>- <b>Differentiation/Levels of Support:</b> Lots of options for differentiation and student support.</li> <li>- <b>Materials:</b> Digital and Hardcopy available for students and teachers</li> </ul> <p>Cons:</p> <ul style="list-style-type: none"> <li>- <b>Usability:</b> While EdReport rates MyPerspective high on usability, several of TNTP's clients find it hard to navigate.             <ul style="list-style-type: none"> <li>- Multiple activities for each text with little support on which to prioritize.</li> <li>- Over Scaffolded Student workbook (gives students everything, which in many cases is more than they need)</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>- Not clear how to take all that's offered and turn it into a coherent daily lesson. Teachers will need support with this. For example, there are quality writing tasks at the end of each text (but not necessarily at the end of each 'lesson,' so teachers will need to write some of their own).</li> <li>- <b>Knowledge building stronger in some units than others:</b> Some units do a better job than others in building knowledge (some themes are too broad so some texts require teachers to do supplemental knowledge building; example: G9 Unit 1 is about what it means to be an American, first text is about 9/11 but curriculum does not provide resources for students to build knowledge on this event, so teachers will need to supplement with other short texts/videos so students can access)</li> <li>- <b>Lack of diversity:</b> Text authors/characters not as diverse as they could be</li> </ul>	
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ELA High School Course Pathway

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
9th	<b>Foundation:</b> Who Changes the World?	The Book of Unknown Americans Telling Stories	Romeo and Juliet	Global Food Production	The Odyssey
10th	<b>Foundation:</b> How Do We Determine the Right Thing To Do?	Telling Stories	<i>The Immortal Life of Henrietta Lacks</i>	<i>Things Fall Apart</i>	The Ethics of Public Health Decisions
11th	<b>Foundation:</b> What does it mean to be an American?	<i>Great Gatsby</i>	<i>Warmth of Other Suns</i>	Telling Stories with Film	The American Dream of Homeownership
12th	<b>Foundation:</b> How Can I Prepare for My Life after High School?	1984	Community	Hamlet	Artificial Intelligence





## Artifact L: Monthly HQIM Implementation Observation Notes

\*Note: The High School Math teacher received coaching in the middle school classes he was asked to teach this year; the content was newer for him and there was more significant struggles with classroom management in the middle school classes. There were informal observations done of the high school math classroom to check in on curriculum implementation. In all but 1 observation (formal and informal), high school math classrooms were utilizing the Open Up Resources curriculum.

	Sept	Oct	Nov	Dec	Jan New ELA teacher started	Feb	March TNTP did Academic Diagnostics	April
<b>ELA (Odell Curriculum)</b>	<p>Texts and tasks being utilized in the classroom are from the Odell curriculum.</p> <p>The teacher worked with TNTP coach to select tasks that were most appropriate and manageable to achieve during the class period.</p> <p>Consistent teacher attendance at coaching sessions</p>	<p>Texts and tasks being utilized in the classroom are from the Odell curriculum.</p> <p>The teacher worked with TNTP coach to select tasks that were most appropriate and manageable to achieve during the class period.</p> <p>Consistent teacher attendance at coaching sessions</p>	<p>Texts and most tasks being utilized are from the Odell curriculum.</p> <p>The teacher has pulled in additional tasks to support the texts that are not from the Odell curriculum.</p> <p>The tasks were not observed so it is unclear if they were grade level appropriate.</p> <p>Consistent teacher attendance at</p>	TNTP not on site to observe	<p>New ELA teacher engaged with TNTP coach in an initial planning meeting to orient themselves to the curriculum during a staff PD day.</p> <p>When observed, the Odell curriculum was not being utilized. Students did not have texts in front of them and tasks were not grade appropriate.</p>	<p>Texts from the Odell were being utilized minimally. Students were spending less than half of the class period reading, writing, or discussing text.</p> <p>Tasks and activities observed were not from the Odell curriculum and were below grade level.</p> <p>Inconsistent teacher</p>	<p>Texts from the Odell curriculum were being used in the classes observed, however one of the texts selected was not from the appropriate grade level.</p> <p>Tasks and activities observed were not from the Odell curriculum and were below grade level.</p> <p>Teacher had stopped attending</p>	<p>Texts from the Odell curriculum were being used in the classes observed, however one of the texts selected was not from the appropriate grade level.</p> <p>Tasks and activities observed were not from the Odell curriculum and were below grade level.</p> <p>Teacher had stopped attending</p>



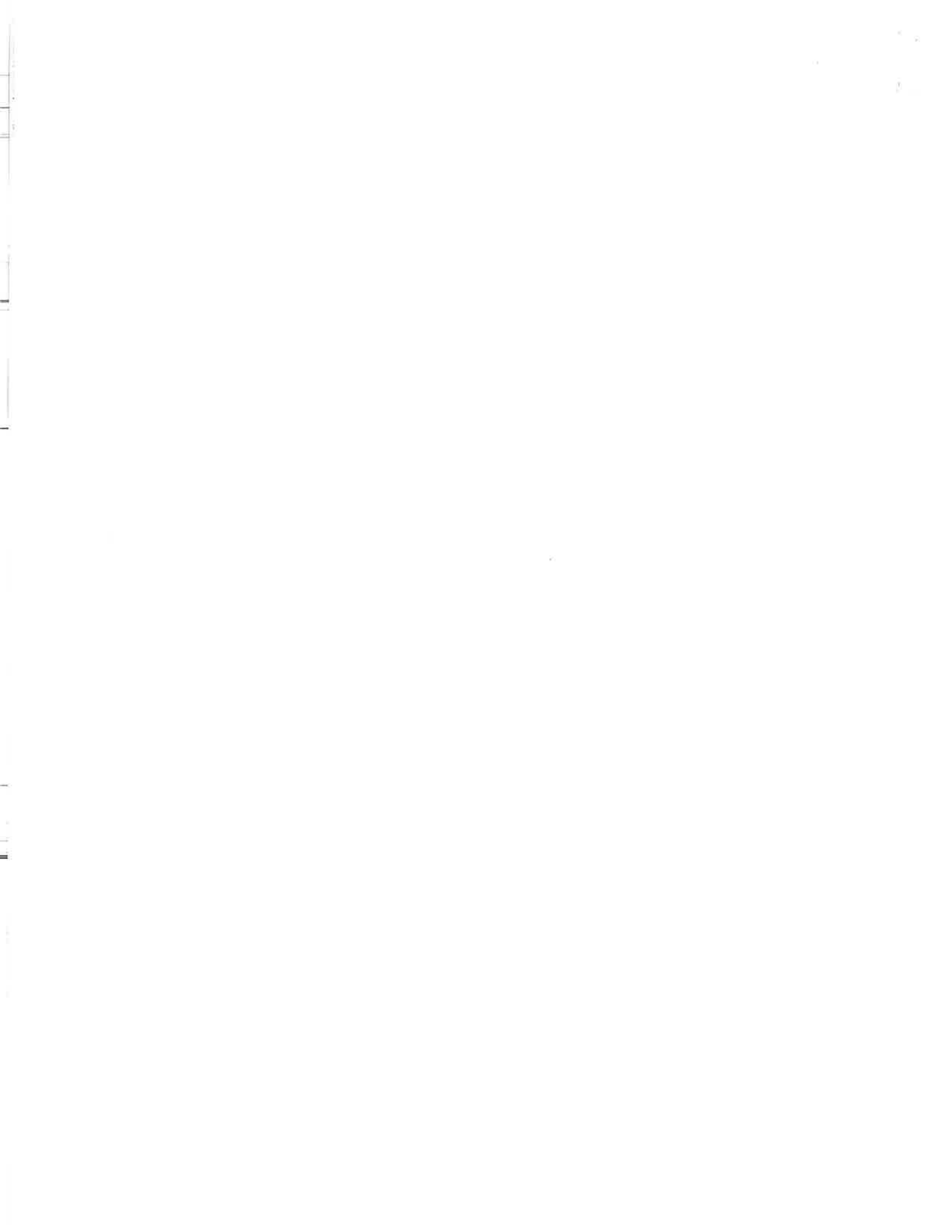
# Artifact M: ACT Prep Plan

Dec 12, 2023 | ACT Prep Plan

Attendees: Emily Romkema Mary Snowdon Noella Eagle

## Notes

- Train teachers on implementing ACT Prep in classrooms.
- Begin 12 weeks prior to the test - 12 10-30 min sessions - will take up to 2 class periods including mini quizzes, practice, and Q&A
- [https://s3.amazonaws.com/downloads.ontocollege.com/act\\_prep\\_r1/ACT\\_Prep\\_Curriculum\\_and\\_Assignments\\_BW.pdf](https://s3.amazonaws.com/downloads.ontocollege.com/act_prep_r1/ACT_Prep_Curriculum_and_Assignments_BW.pdf)
- Send English Teacher to ESU writing training if offered this year
- **Sessions:**
  - English(3)
  - Writing(1)
  - Math(4)
  - Reading(2)
  - Science(2)
  - FULL Practice Test
- **Scheduling Notes:**
  - Guidance Counselor Attend all practice sessions
    - English Teacher - 8 sessions
    - Science Teacher - 4 sessions
    - Math Teacher - 8 sessions
    - Social Studies Teacher - 4 sessions
  - January 13, Course Intro, Guidance Counselor - Library TBD
  - Week 1: English 1, English Room, During English III
  - Week 2: English 2, English Room, During English III
  - Week 3: English 3, English Room, During English III
  - Week 4: Writing, English Room, During English III
  - Week 5: Math 1, Math Room, During Geometry
  - Week 6: Math 2, Math Room, During Geometry
  - Week 7: Math 3, Math Room, During Geometry
  - Week 8: Math 4, Math Room, During Geometry
  - Week 9: Reading 1, SS Room, During US History
  - Week 10: Reading 2, SS Room, During US History
  - Week 9: Science 1, Science Room, time TBD
  - Week 10: Science 2, Science Room, time TBD
  - March 20, Mary - Full Practice test in Library 9:00-1:00
  - March 25, Mary - ACT in the Library 9:00-1:00



## Artifact N: Proposed High School Grading Policy

### Isanti High School Grading Policy

At Isanti, we believe that grades should reflect mastery of grade level standards and a student's ability to successfully complete work on a daily basis and retain learning over the course of a semester or year. Grades at all levels communicate a student's successful performance and an accurate representation of a student's learning.

#### Isanti Grading Guiding Principles

1. Grades are calculated consistently across teachers and contents.
2. Grades are a direct reflection of achievement of the course/grade level standards.
3. Grades are determined primarily on a combination of assessments (both unit and subject/grade level) and assignments/tasks.
4. Letter grades recorded on the report card reflect the overall progress towards mastery of content standards in all subject areas for the grade level.

#### How are grades determined?

Category	Description	Weight	Example Assignments <i>This is not an exhaustive list</i>	Minimum #
Summative Assessments	Assessments that measure mastery of content aligned to grade level standards covered over the course of a unit.	50%	<ul style="list-style-type: none"> <li>● Unit test</li> <li>● Research paper</li> <li>● Final Project</li> <li>● Report</li> <li>● Lab</li> <li>● Essays</li> </ul>	At least 2 per quarter
Formative Assessments	Assessments of students' mastery over a short period of time (i.e. a day or week).	50%	<ul style="list-style-type: none"> <li>● Quiz</li> <li>● Bell Ringer</li> <li>● Entrance/Exit Ticket</li> <li>● Homework</li> <li>● Progress check for longer term projects</li> </ul>	At least 2 per week

#### Grading Scale

A	90-100	Excellent; mastering all grade level standards
B	80-89	Good; mastering most grade level standards
C	70-79	Satisfactory; mastering more than half of grade level standards
D	60-69	Needs Improvement; mastering less than half of grade level standards
F	Below Failing	No credit earned; Not mastering grade level standards

<b>INC</b>	Incomplete	Not included in GPA
<b>NP</b>	Not Passing	Not included in GPA
<b>P</b>	Passing	Not included in GPA

## **GPA Calculations**

All classes averaged and weighted equally

- 4.0 - A
- 3.0 - B
- 2.0 - C
- 1.0 - D
- 0.0 - F

## **Missing and Late Work**

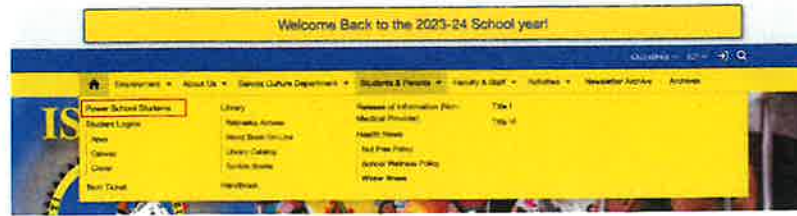
- All works is assigned a clear due date by the teacher
- If an assignment is not turned in by the assigned due date (either because a student is absent or a student does not turn in the assignment), it will be entered in as a 0 into the gradebook with a note as "missing"
- For any missing assignment, students will have 1 week to complete and turn in the assignment to earn full credit
  - If the assignment is not turned in within the week time limit, the 0 will remain in the gradebook with an appropriate note
- Teacher discretion can be used in extenuating circumstances to update length of time a student has to make up work

## **Revision and Remastery**

- At Isanti we believe that students should always be pushing themselves to grow and learn, and therefore we allow students the opportunity to revise work to improve their grade
- When a student revises an assignment, they are able to earn 50% of points back that they originally lost
- Each teacher will determine revision/remastery assignments, expectations, and requirements based on their specific classes and assignments

## **Updating and Checking Grades**

- Grades are updated on a weekly basis by all teachers for all classes
- Students are able to check their grades live by...
  - Go to Isanti.school
  - Select PowerSchool Students



PowerSchool SIS

### Parent Sign In

Sign In

Username

Password

[Forgot Username or Password?](#)

### Student Sign In

Students - Click the button to sign in. You will be redirected to the Student sign In page.

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[Privacy Policy](#)

- Scroll to bottom
- Select log in as a student
- Is a student has any questions about their grades, they are encouraged to reach out to their specific content teachers



# Isanti Community Schools

## Priority Schools Plan Progress & Update



Presented to Nebraska Board of Education  
June 2024

The Isanti Community Schools Leadership Team is working to build a *school that the community trusts*. The role of educators at Isanti Community Schools is to ensure all students have access to high quality instruction every day, that their Dakota Language and Culture is reflected in the practices and curriculum they engage with, and to sustain systems of continuous improvement.

At the core of the goals and strategies listed for each school are these fundamental priorities:

- Strengthen relationships and trust among staff, students, leadership, and the community
- Intentionally seek resources to indigenize the students' experience of school, through practices, curriculum, and community engagement
- Invest time and resources in developing staff to deliver strong Tier I instruction using High Quality Instructional Materials

## 24-25 Sustain and Continue

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- Intentional support of any new administrators onboarding to the school or a new role to ensure success next year.
- Focus on hiring qualified, certified candidates for any open roles in the school.
- Maintenance of leadership meetings and systems that upheld strong communication across schools and principals.
- Focus on community involvement and opportunities throughout the school year

## New District Initiatives

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- Creating a multi-year strategic plan aligned to the Isanti Schools long term vision, with clear benchmarks for accountability and progress monitoring.
- Focus on financial health of the school and creating a sustainable budget year after year.
- Re-established Building and Grounds Committee to create a vision and plan to update the facilities in various phases. Elementary classrooms are the priority in phase 1 which will begin this summer.

## 23-24 Actions & Successes

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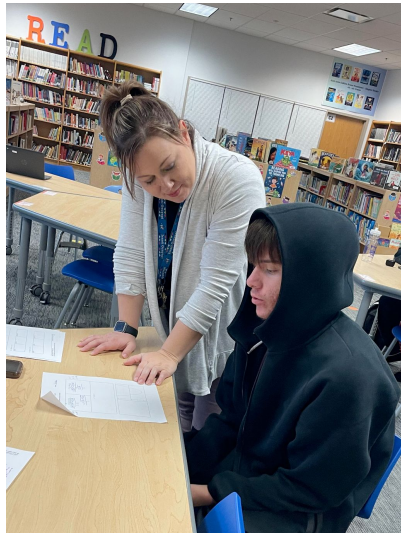
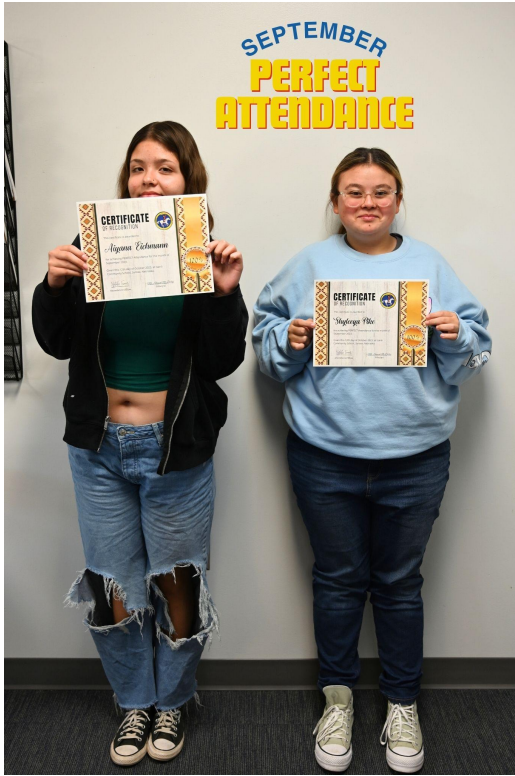
- Isanti met the required number of instructional hours for the 2023-2024 school year.
- Significant effort was put into rebuilding communication with Tribal Council and community stakeholders.
- School Board Leadership changes leading to stronger communication with and support of the school.

## Challenges This year

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- There was high administrative turnover over the course of this year which has led to lack of consistency and continuity for staff, families, and students.
- Spent significant time working on fixing the financials for the school, which took Superintendent time away from instructional priorities.
- Lack of clarity and consistent follow through on school policies made it difficult to create sustainability for staff.

# Isanti High School Priority Plan Results



# Isanti High School Priority Plan Measures Aligned to AQuESTT Tenets

Category	Measure
<p><b>Academics</b> <i>AQuESTT Tenets:</i></p> <ul style="list-style-type: none"> <li>● Educational Opportunities &amp; Access</li> <li>● Student Achievement &amp; Growth</li> </ul>	<p>Isanti High School will implement High Quality Instructional Materials in ELA &amp; Math by the end of 2023-2024 School Year.</p> <p>Isanti High School will develop and implement an ACT Preparation, Participation, and investment program to support students in skill development by the end of 2023-2024 school year.</p> <p>Isanti High School will develop a standards-aligned assessment and reflection protocol that communicates progress toward College and Career Readiness by the end of 2023-2024 School Year.</p>
<p><b>Attendance</b> <i>AQuESTT Tenets:</i></p> <ul style="list-style-type: none"> <li>● Educational Opportunities &amp; Access</li> <li>● Transitions</li> <li>● Positive Partnerships, Relationships, and Success</li> </ul>	<p><b>9-12:</b> Reduce chronic absenteeism by 10% (from 100% →90%) in the 2023-2024 School Year.</p>
<p><b>Graduation Rate</b> <i>AQuESTT Tenets:</i></p> <ul style="list-style-type: none"> <li>● Transitions</li> <li>● Postsecondary, Career, and Civic Readiness</li> <li>● Positive Partnerships, Relationships, and Success</li> </ul>	<p>Isanti High School will reach at least 90% graduation rate for 2023-2024.</p> <p><i>CSI Goal 3: The Combined 7 Year Graduation Rate at Isanti will be at least 79% by the end of the 2024-2025 School Year.</i></p>
<p><b>Staff Development</b> <i>AQuESTT Tenets:</i></p> <ul style="list-style-type: none"> <li>● Educational Opportunities &amp; Access</li> <li>● Educator Effectiveness</li> <li>● Leadership</li> </ul>	<p>Isanti High School will provide monthly staff development aligned to implementation of High Quality Instructional Materials, Instructional Coherence, Strong Instruction, Grade Appropriate Assignments, High Expectations, and/or Student Engagement, including structures to indigenize practices and content for students.</p> <p>Isanti High School will administer survey to staff tri-annually, and bi-yearly surveys to students and families to understand their experiences related to the vision of the school.</p>
<p><b>School Culture &amp; Climate</b> <i>AQuESTT Tenets:</i></p> <ul style="list-style-type: none"> <li>● Positive Partnerships, Relationships, and Success</li> </ul>	<p>Isanti High School will host monthly family nights to build relationships with caregivers and stakeholders.</p> <p><b>9-12:</b> Reduce chronic absenteeism by 10% (from 100% →90%) in the 2023-2024 School Year.</p>

# High School Academic Measures: Not all actions met

Academic Measures	Actions Complete	Artifacts
<p>Isanti High School will implement High Quality Instructional Materials in ELA &amp; Math by the end of 2023-2024 School Year.</p>	<p>Math: Met ELA: Not Met</p>	<p><a href="#">Artifact K: Beginning of Year HQIM Recommendation</a></p> <p><a href="#">Artifact L: Monthly HQIM Implementation Observation Notes</a></p>
<p>Isanti High School will develop and implement an ACT Preparation, Participation, and investment program to support students in skill development by the end of 2023-2024 school year.</p>	<p>Met</p>	<p><a href="#">Artifact M: ACT Prep Plan</a></p>
<p>Isanti High School will develop a standards-aligned assessment and reflection protocol that communicates progress toward College and Career Readiness by the end of 2023-2024 School Year.</p>	<p>Met</p>	<p><a href="#">Artifact N: Proposed High School Grading Policy</a></p>

## High School Academic Focus: High Quality Instructional Materials in ELA & Math

Isanti Community Schools engaged in intentional development of teachers, coaches, and leaders to implement High Quality Instructional Materials in ELA & Math at all levels of tiered support.

	22-23 Materials Status	23-24 Materials Status with implementation coaching
9-12 All Subjects	No materials adopted	ELA: Odell Math: Open Up Resources

## 23-24 Actions & Success

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- HQIM was selected for ELA (Odell) and Math (Open Up Resources) at the beginning of the year.
- Math teacher attended coaching sessions with TNTP and HQIM was used consistently in over 90% of High School Math Observations.
- Science teacher also followed coaching protocols, improving Student Engagement and Essential Content over the year.
- Math and Science average ACT scores for Juniors increased over a point from last year.

## Challenges

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- **Did not consistently implement the selected ELA HQIM.**
- Lack of investment and inconsistent attendance in teacher coaching sessions in both semesters.
- Average high school observation ratings declined January - April.

## 23-24 Actions & Success

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- Implemented OnToCollege ACT Prep with John Baylor's ACT Prep through ESU 1 in Spring of 2024.
- 100% Juniors participated in ACT through stronger parent communication, planned operations, practice test opportunities, and individual investment plans.
- All 9-11th students participated in Pre-ACT in November.
- Overall, average composite score for Juniors increased 1.2 points from last year.

## Challenges

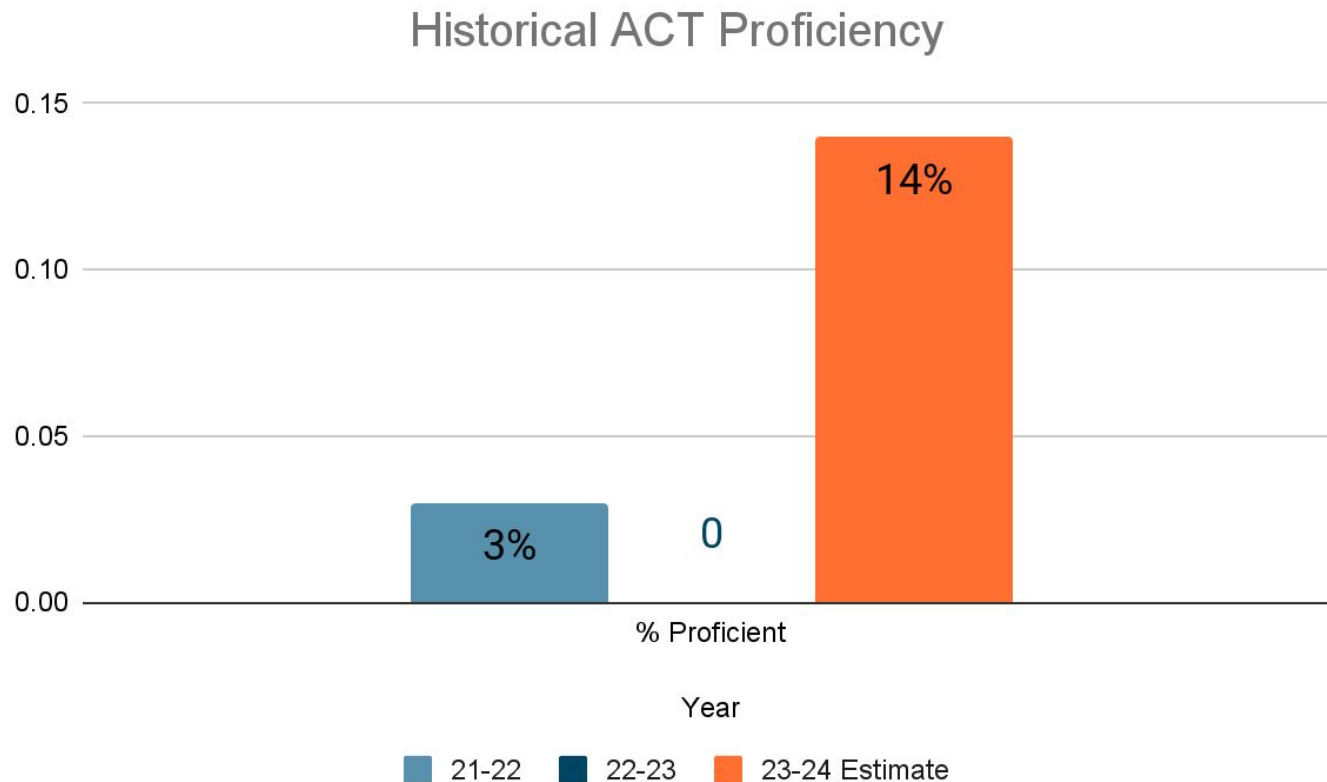
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- This was a building year; we know it will take time to get students to where we want them.
- Writing Scores were significantly below other ACT components.
- Teachers truly understanding the content and skills tested on the ACT and how to best support students in building those skills.

# High School ACT Results: CSI Goal for Next Year On Track

Isanti High School has a CSI goal for ACT performance for **next year (was set with two year outlook)**.

CSI Goal 1: Isanti Juniors will demonstrate proficiency on at least **11% of ACT (ELA and Math)** assessments by the end of **2024-2025**.



## 23-24 Actions & Success

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- Worked collaboratively with teachers to update a standard grading policy across core content areas, that will include grading categories balancing mastery short term and long term. Will bring policy to School Board for adoption and implementation for next year.
- Implemented NWEA assessments for 9th -11th grade students in January.
- All teachers had a NWEA goal setting PD, led by ESU, to preview how to review the data and set goals with students. All teachers were directed to have goal setting conversations with their assigned students before the April administration.

## Challenges

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- Lack of clear grading policy this year has inflated grades for students that do not reflect true grade level mastery.
- As student attendance is still a challenge, need clear procedures for late-work, academic integrity, and demonstration of learning in class.

# Isanti High School Graduation Rate

<b>Graduation Rate</b>	<b>23-24 Target</b>	<b>23-24 Result</b>
Isanti High School will reach at least 90% graduation rate for 2023-2024.	90% Four Year Graduation Rate	100%

## 23-24 Actions & Success

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- 100% of Seniors graduated.
- Implemented weekly meetings of HS Academic Leaders to check on upperclassmen counseling plans.
- Held multiple opportunities for Senior family engagement.
- 10 of 17 seniors have a postsecondary plan that includes college, trade school, or military. 3 additional seniors have a plan for full time work post HS.

## Challenges

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- As Isanti High School builds toward higher expectations in High School, cognizant of the need to support students and families with the change.
- Need to provide students that don't have a strong idea or desire to make a plan post high school with different, and potentially more intensive, supports.

## High School Attendance Measure: Target Exceeded

Attendance Measure	23-24 Target	23-24 Result
9-12: Reduce chronic absenteeism by 10% (from 100% →90%) by the end of the 2023-2024 school year.	90% or less	79%  (49/64 students)

Information provided reflects school-based estimate of students' attendance rate for 2023-2024.

Chronic absenteeism is defined by NDE as a student missing 10% or more time and participation in the school day.

Isanti High School reduced the percent of students that are chronically absent by 23% from 22-23 school year.

## 23-24 Actions & Success

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- Set up data systems to monitor this proactively, rather than just at time of AQuESTT report.
- Recurring positive incentives to celebrate attendance (attendance ceremonies, positive phone calls home, etc.)
- Held consistent Weekly Attendance Team meetings to review data each week, intervene early, and create short term action steps for students close to or below 90% attendance rate.
- Family communication and perceptions beginning to shift toward 90% attendance.
- Held to eligibility for attendance policies for basketball this year as a motivator

## Challenges

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- We saw significant number of students attend school for the partial day, but not the full day.
- Need to align policies, practices, and community supports to the 90% attendance rate benchmark.
- Continued opportunity to coordinate care and supports for families across the community.

# High School Qualitative Measures: All Actions Met

Staff Development	Actions Met	Artifacts
<p>In the 2023 -2024 school year, Isanti High School will provide monthly staff development aligned to implementation of High Quality Instructional Materials, Instructional Coherence, Strong Instruction, Grade Appropriate Assignments, High Expectations, and/or Student Engagement, including structures to indigenize practices and content for students</p>	<p>Yes</p>	<p><a href="#">Artifact A: Staff PD Overview</a></p>
School Culture & Climate	Actions Met	Artifacts
<p>In the 2023 -2024 school year, Isanti High School will administer a survey to staff at least three times a year, and bi-annual surveys to students and families to understand their experiences related to the vision of the school.</p>	<p>Yes</p>	<p><a href="#">Artifact C: Staff Survey Summary</a></p> <p><a href="#">Artifact D: Family Survey Summary</a></p> <p><a href="#">Artifact E: Student Survey Summary</a></p>
<p>In the 2023 -2024 school year, Isanti High School will host monthly family nights to build relationships with caregivers and stakeholders.</p>	<p>Yes</p>	<p><a href="#">Artifact F: Family and Community Event Calendar</a></p>

# High School Qualitative Focus: Monthly Family & Community Engagement

Semester 1

Month	Date	Event
August	August 3rd	Back to School Open House
September	Sept 20th	Dakota Fall Feast
	Sept 25th	(HS) FAFSA Night
October	Oct 19th	(K-8) Title Night–Literacy Best Practices
	Oct 19th	High School Credit Night
	Oct 19th	Parent Teacher Conferences
November	Nov 10th	Tribal Council and Society of Care to host a Veterans Day Assembly
December	December 7th	Community "State of the School" Presentation and Dinner



Semester 2

Month	Date	Event
January	Jan 22nd	Storytelling Night
February	Feb 14th	Sweetheart Kahomni
March	March 13th	(PK-5) Title Night (K-12) Parent Teacher Conferences
	Mar 19, 2024	Equinox - Season Change
April	Apr 19, 2024	Handgame and Kahomni
May	May 3rd	High School Graduation
	May 13, 2024	8th Grade Graduation
		Kindergarten Graduation



## High School Staff Development Spotlight: Coaching to Core Rubric

We saw varied results in high school observations between August and April observations. We saw slight improvement in the domain of **Student Engagement**, but either stagnation or decline in the other 3 domains

Focus next year needs to be first and foremost ensuring students have high quality, grade level instructional materials in front of them

Core Rubric Domain	August 9-12 Observation Average	April 9-12 Observation Average
Student Engagement	2.0	2.33
Essential Content	2.0	2.0
Academic Ownership	1.67	1.33
Demonstration of Learning	2.33	1.0

## Sustain & Continue

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- Focus on high quality implementation of math curriculum without additional teaching duties in middle school.
- Build out an ACT OnToCollege and Pre-ACT program beginning in 9th grade.
- Focus on attendance rate of at least 90% for students by utilizing beginning and end of day schedule structures to increase full day attendance.
- Hold consistent post-high school planning conversations starting in 9th grade to support students in creating a path they can succeed in

## New Focus Areas to Support

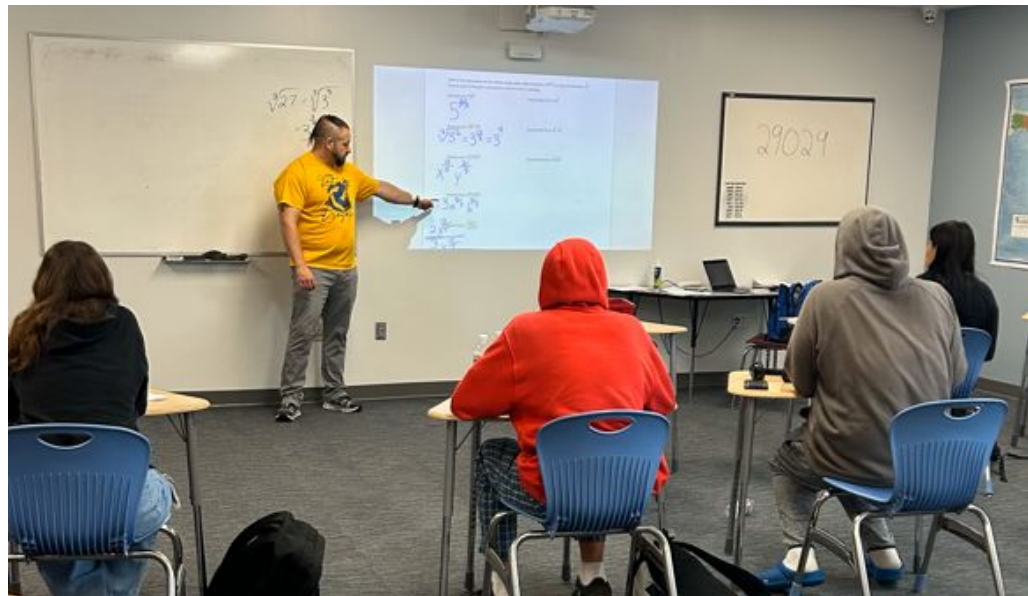
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- Onboarding new staff at the beginning the year in core content areas to instructional expectations and curriculum.
- Implement newly drafted grading policies to better communicate mastery of grade level standards and post high school preparedness
- Focus on NE-MTSS Structures, including development of SPED Teachers, Para-professionals in Tier I instruction as well as teaming structures.
- Expanding career exploration opportunities for students
- Utilize schedule to address attendance partial days



# Isanti Middle School (6th - 8th Grade) Priority Plan Results

## Buddy Reading



# Isanti Middle School Priority Plan Measures Aligned to AQuESTT Tenets

Category	Measure
<p style="text-align: center;"><b>Academics</b> <i>AQuESTT Tenets:</i></p> <ul style="list-style-type: none"> <li>● Educational Opportunities &amp; Access</li> <li>● Student Achievement &amp; Growth</li> </ul>	<p>6-8: Percent of students meeting “On Track” or “Advanced” on NSCAS (ELA) by End of Year</p> <hr/> <p>6-8: Percent of students meeting “On Track” or “Advanced” on NSCAS (Math) by End of Year</p>
<p style="text-align: center;"><b>Attendance</b> <i>AQuESTT Tenets:</i></p> <ul style="list-style-type: none"> <li>● Educational Opportunities &amp; Access</li> <li>● Transitions</li> <li>● Positive Partnerships, Relationships, and Success</li> </ul>	<p>6-8: Reduce chronic absenteeism by 10% from prior year (80% → 70% students not meeting attendance expectations).</p>
<p style="text-align: center;"><b>Staff Development</b> <i>AQuESTT Tenets:</i></p> <ul style="list-style-type: none"> <li>● Educational Opportunities &amp; Access</li> <li>● Educator Effectiveness</li> <li>● Leadership</li> </ul>	<p>In the 2023 -2024 school year, Isanti Middle School will provide monthly staff development aligned to implementation of High Quality Instructional Materials, Instructional Coherence, Strong Instruction, Grade Appropriate Assignments, High Expectations, and/or Student Engagement, including structures to indigenize practices and content for students.</p> <hr/> <p>In the 2023 -2024 school year, Isanti Middle School will adopt and implement High Quality Instructional Materials in ELA and Math as well as aligned interventions.</p>
<p style="text-align: center;"><b>School Culture &amp; Climate</b> <i>AQuESTT Tenets:</i></p> <ul style="list-style-type: none"> <li>● Positive Partnerships, Relationships, and Success</li> <li>● Leadership</li> </ul>	<p>In the 2023 -2024 school year, Isanti Middle School will administer a survey to staff at least three times a year, and bi-annual surveys to students and families to understand their experiences related to the vision of the school.</p> <hr/> <p>In the 2023 -2024 school year, Isanti Middle School will host monthly family nights to build relationships with caregivers and stakeholders.</p>

## Middle School Academic Measures: ELA Target Exceeded, Math Did Not Meet

Academic Measures	23-24 Target	23-24 Result
6-8: Percent of students meeting “On Track” or “Advanced” on NSCAS (ELA) by End of Year	15%	21% (8/39 students)
6-8: Percent of students meeting “On Track” or “Advanced” on NSCAS (Math) by End of Year	15%	0%

NSCAS ELA based on information provided in NWEA/NSCAS Growth Acacia Landing Page.  
NSCAS math based on estimate from portal.

## Middle School Academic Focus: High Quality Instructional Materials in ELA & Math

Isanti Elementary School engaged in intentional development of teachers, coaches, and leaders to implement High Quality Instructional Materials in ELA & Math at all levels of tiered support.

	<b>22-23 Materials Status</b>	<b>23-24 Materials Status with implementation coaching</b>
<b>6-8 ELA</b>	HMH Collections Ed Reports Rating: Does Not Meet Expectations	Amplify 6-8
<b>6-8 Math</b>	Open Up Resources – purchased but not formally implemented	Open Up Resources + Zearn

## 23-24 Actions & Success

---

- Monthly teacher professional development days aligned to implementation of HQIM and instructional shifts.
- Coaching cycles with teachers including PLCs, observation and feedback aligned to the Core Rubric.
- First time adoption of HQIM in ELA, and focus on implementation in Math.

## Challenges

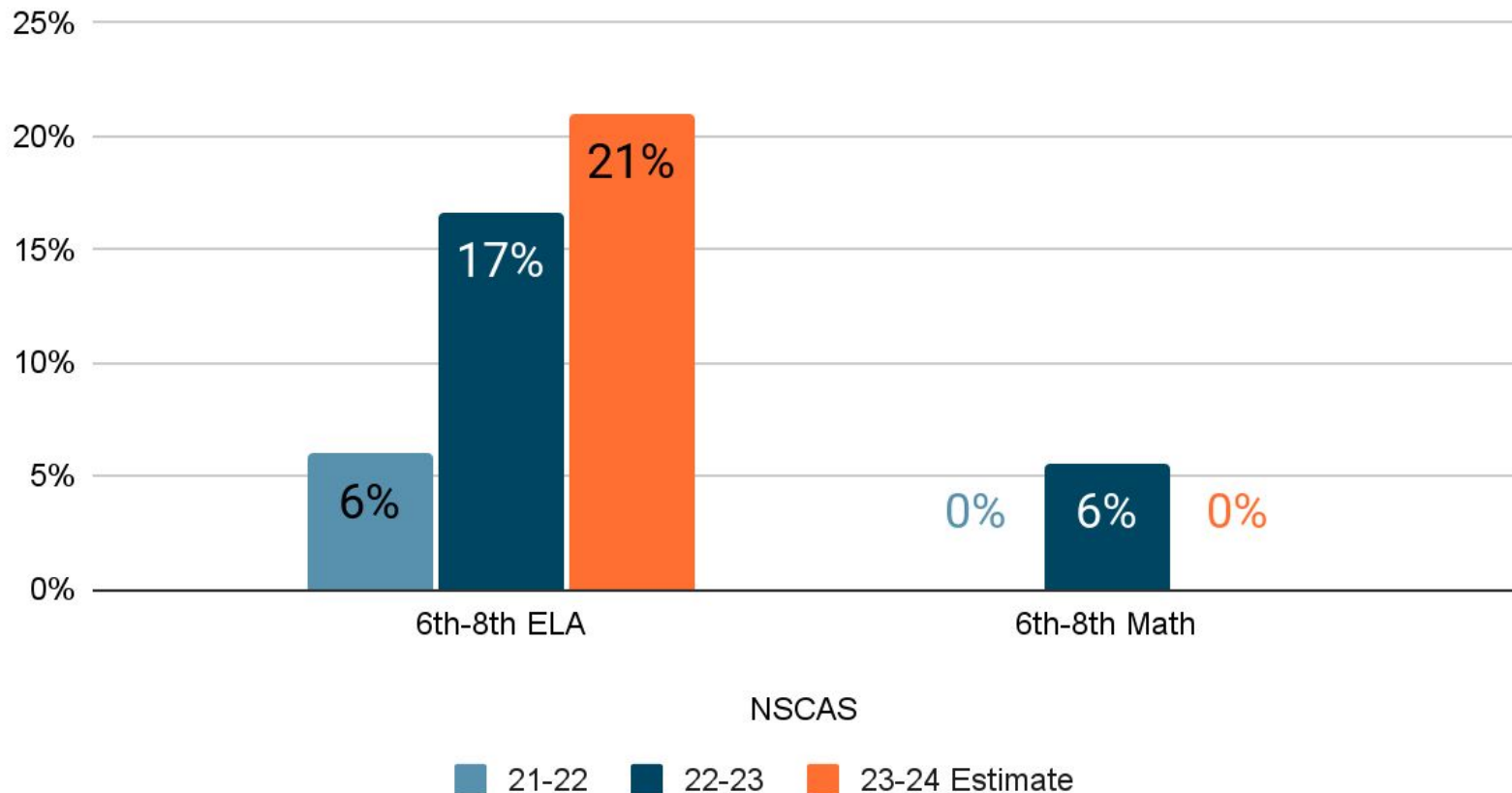
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- Did not have a designated middle school math teacher this year
  - 6th and 8th grade math were taught by the HS math teacher
  - 7th grade math were taught by the Middle School Social Studies teacher

# Isanti Middle School Historical NSCAS Performance

The focus on implementation of HQIM in ELA is setting a strong foundation for success. In Math, the materials will need to be combined with a teacher with dedicated time.

## Historical NSCAS Performance



# Middle School Attendance Measure: Target Exceeded

Attendance Measure	23-24 Target	23-24 Result
<b>6-8:</b> Reduce chronic absenteeism by 10% from prior year (72% → 62% students not meeting attendance expectations).	62%	56%  (23/41 students)

Information provided reflects school-based estimate of students' attendance rate for 2023-2024.

Chronic absenteeism is defined by NDE as attending school less than 90% of the number of days in a school year.

Isanti Middle School reduced the percent of students that are chronically absent by 16% from 22-23 school year.

## 23-24 Actions & Success

---

- Set up data systems to monitor this proactively, rather than just at time of AQuESTT report.
- Recurring positive incentives to celebrate attendance (attendance ceremonies, positive phone calls home, etc.)
- Held consistent Weekly Attendance Team meetings to review data each week, intervene early, and create short term action steps for students close to or below 90% attendance rate.
- Family communication and perceptions beginning to shift toward 90% attendance.

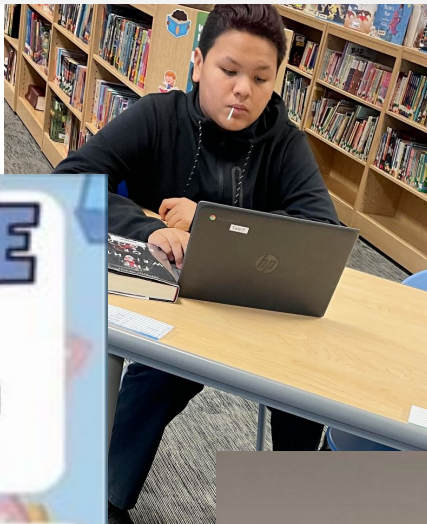
## Challenges

---

- Do not have the homeroom teacher relationship to leverage teacher one to one student attendance plan.
- Need to align policies, practices, and community supports to the 90% attendance rate benchmark.
- Continued opportunity to coordinate care and supports for families across the community.

# 6-8 Attendance

same artifacts



## ATTENDANCE MATTERS

Missing a day of school here and there may not seem like much, but absences add up!

**WHEN A STUDENT MISSES 2 DAYS A MONTH..**

They will miss **20 DAYS** a year.

They will miss **30 HOURS** of math over the school year.

They will miss **60 HOURS** of reading & writing over the school year.

They will miss over **1 YEAR** of school by graduation.

**WHEN A STUDENT MISSES 4 DAYS A MONTH..**

They will miss **40 DAYS** a year.

They will miss **60 HOURS** of math over the school year.

They will miss **120 HOURS** of reading & writing over the school year.

They will miss over **2 YEARS** of school by graduation.

**HAVE YOU HERD? our attendance IS THE BEST!**

K	92%	1 <sup>st</sup>	98%
2 <sup>nd</sup>	90%	3 <sup>rd</sup>	91%
4 <sup>th</sup>	93%	6 <sup>th</sup>	86%
5 <sup>th</sup>	88%	7 <sup>th</sup>	87%
		8 <sup>th</sup>	82%

# Middle School Qualitative Measures: All Actions Met

Staff Development	Actions Met	Artifacts
<p>In the 2023 -2024 school year, Isanti Middle School will provide monthly staff development aligned to implementation of High Quality Instructional Materials, Instructional Coherence, Strong Instruction, Grade Appropriate Assignments, High Expectations, and/or Student Engagement, including structures to indigenize practices and content for students</p>	<p>Yes</p>	<p><a href="#">Artifact A: Staff PD Overview</a></p>
<p>In the 2023 -2024 school year, Isanti Middle School will adopt and implement High Quality Instructional Materials in ELA and Math as well as aligned interventions.</p>	<p>Yes</p>	<p><a href="#">Artifact B: TNTP Monthly Observations</a></p>
School Culture & Climate	Actions Met	Artifacts
<p>In the 2023 -2024 school year, Isanti Middle School will administer a survey to staff at least three times a year, and bi-annual surveys to students and families to understand their experiences related to the vision of the school.</p>	<p>Yes</p>	<p><a href="#">Artifact C: Staff Survey Summary</a></p> <p><a href="#">Artifact D: Family Survey Summary</a></p> <p><a href="#">Artifact E: Student Survey Summary</a></p>
<p>In the 2023 -2024 school year, Isanti Middle School will host monthly family nights to build relationships with caregivers and stakeholders.</p>	<p>Yes</p>	<p><a href="#">Artifact F: Family and Community Event Calendar</a></p>

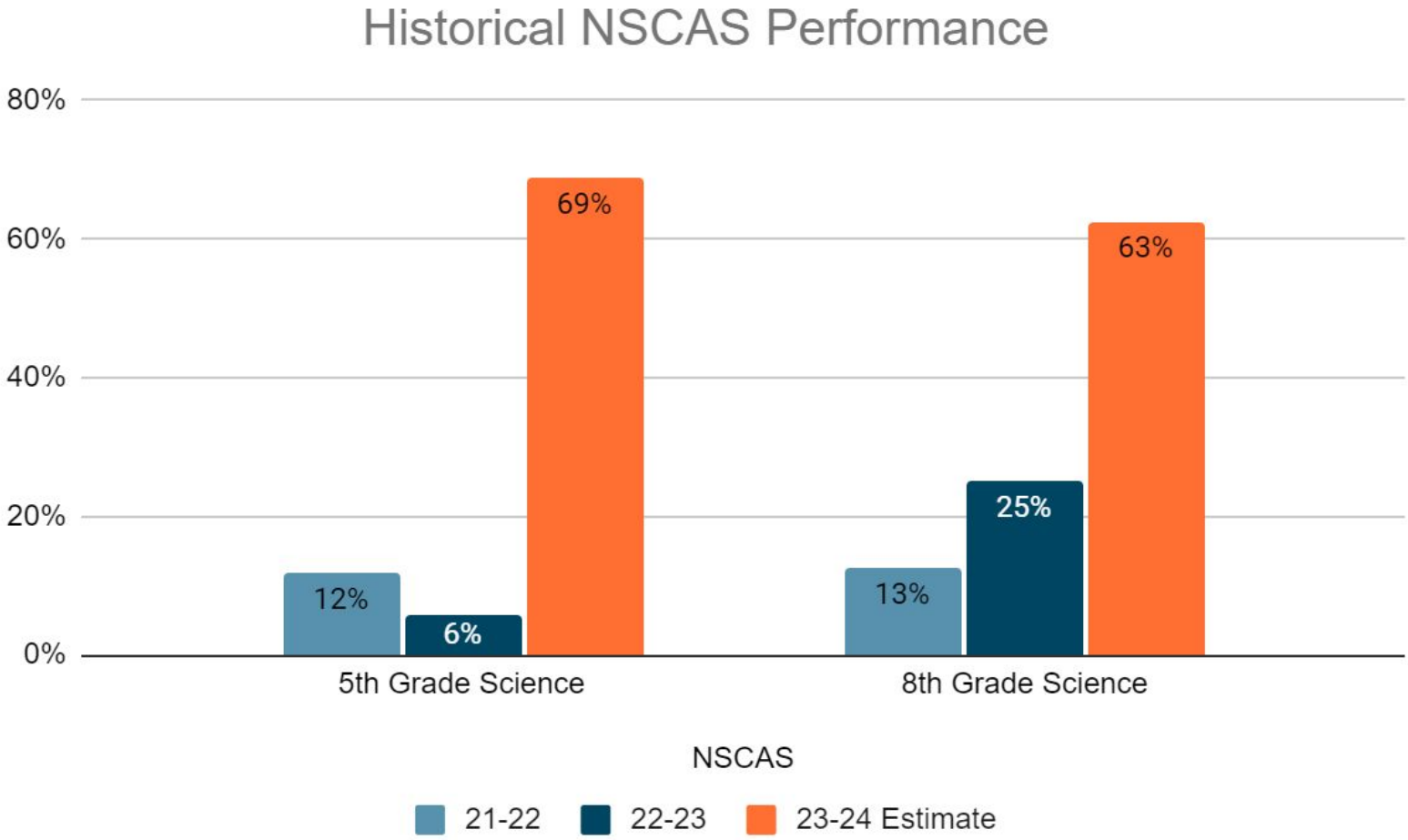
# Middle School Professional Development Focus: Monthly Observation Scores on Core Rubric

**All domains improved** between August and April observations.  
Continued focus for next year includes students owning the cognitive load in the lesson through Academic Ownership and Demonstration of Learning

Core Rubric Domain	August 6-8 Observation Average	April 6-8 Observation Average
Student Engagement	1.75	3.0
Essential Content	2.25	3.0
Academic Ownership	1.5	2.3
Demonstration of Learning	1.5	2.3

# Historical Science NSCAS performance

Science performance increased significantly this year in both 5th & 8th, demonstrating the effect of school-wide professional development, access to Knowledge-Building curriculum, and the impact of improved instruction across content areas.



## Sustain & Continue

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- ELA HQIM will be entering year 2 of full implementation, and students entering 6th grade will have had two years of CKLA exposure.
- The daily schedule has built in time for interventions to ensure that Tier 2 and 3 supports are able to happen within the school day.
- Consistent attendance structures still focused on chronic absenteeism.
- Math teaching position has been filled and all staff will be supported with coaching

## New Focus Areas to Support

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- Implement High Quality Instructional Materials for Science Instruction.
- Focus on NE-MTSS Structures, including development of SPED Teachers, Para-professionals in Tier I instruction as well as teaming structures.
- Create schoolwide behavior and academic investment systems to create a positive learning environment
- Career exposure to build purpose for education and establish HS goals.

# Isanti Elementary School (K-5th Grade) Priority Plan Results



**Amplify Burst lessons**



# Isanti Elementary School Priority Plan Measures Aligned to AQuESTT Tenets

Category	Measure
<p><b>Academics</b> <i>AQuESTT Tenets:</i></p> <ul style="list-style-type: none"> <li>● Educational Opportunities &amp; Access</li> <li>● Student Achievement &amp; Growth</li> </ul>	K-2: Percent of students scoring above 40th percentile on MAP (ELA)
	K-2: Percent of students scoring above 40th percentile on MAP (Math)
	K-5: Percent of students meeting Benchmark on DIBELS by End of Year (ELA)
	3-5: Percent of students meeting “On Track” or “Advanced” on NSCAS (ELA) by End of Year
	3-5: Percent of students meeting “On Track” or “Advanced” on NSCAS (Math) by End of Year
<p><b>Attendance</b> <i>AQuESTT Tenets:</i></p> <ul style="list-style-type: none"> <li>● Educational Opportunities &amp; Access</li> <li>● Transitions</li> <li>● Positive Partnerships, Relationships, and Success</li> </ul>	K-5: Reduce chronic absenteeism by 10% from prior year (48% → 38% students not meeting attendance expectations) by the end of the 2023-2024 school year.
<p><b>Staff Development</b> <i>AQuESTT Tenets:</i></p> <ul style="list-style-type: none"> <li>● Educational Opportunities &amp; Access</li> <li>● Educator Effectiveness</li> <li>● Leadership</li> </ul>	In the 2023 -2024 school year, Isanti Elementary School will provide monthly staff development aligned to implementation of High Quality Instructional Materials, Instructional Coherence, Strong Instruction, Grade Appropriate Assignments, High Expectations, and/or Student Engagement, including structures to indigenize practices and content for students.
	In the 2023 -2024 school year, Isanti Elementary School will adopt and implement High Quality Instructional Materials in ELA and Math as well as aligned interventions.
<p><b>School Culture &amp; Climate</b> <i>AQuESTT Tenets:</i></p> <ul style="list-style-type: none"> <li>● Positive Partnerships, Relationships, and Success</li> <li>● Leadership</li> </ul>	In the 2023 -2024 school year, Isanti Middle School will administer a quarterly survey to staff, and bi-annual surveys to students and families to understand their experiences related to the vision of the school.
	In the 2023 -2024 school year, Isanti Elementary School will host monthly family nights to build relationships with caregivers and stakeholders.

# Elementary School Academic Measures: All Targets Exceeded

Academic Measures	23-24 Target	23-24 Result
K-2: Percent of students scoring above 40th percentile on MAP (ELA)	20%	58% (34/59 students)
K-2: Percent of students scoring above 40th percentile on MAP (Math)	20%	63% (37/59 students)
K-5: Percent of students meeting Benchmark on DIBELS by End of Year (ELA)	35%	42% (41/98 students)
3-5: Percent of students meeting “On Track” or “Advanced” on NSCAS (ELA) by End of Year	15%	33% (13/39 students)
3-5: Percent of students meeting “On Track” or “Advanced” on NSCAS (Math) by End of Year	15%	18% * (7/39 students)

NSCAS ELA based on information provided in NWEA/NSCAS Growth Acacia Landing Page.  
 NSCAS math based on # of students that scored in the 80th percentile. 18 students of 39 scored above the 60th percentile.

# Elementary School Academic Focus: High Quality Instructional Materials in ELA & Math

Isanti Elementary School engaged in intentional development of teachers, coaches, and leaders to implement High Quality Instructional Materials in ELA & Math at all levels of tiered support.

	<b>22-23 Materials Status</b>	<b>23-24 Materials Status with implementation coaching</b>
<b>K-5 ELA</b>	CKLA (TNTP led implementation support in 22-23)	CKLA Amplify Boost & Burst for additional support
<b>K-5 Math</b>	Open Up Resources – purchased but not formally implemented	Zearn Curriculum & Enrichment

## 23-24 Actions & Success

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- Monthly teacher professional development days aligned to implementation of HQIM and instructional shifts.
- Coaching cycles with teachers including PLCs, observation and feedback aligned to the Core Rubric.
- Data reviews of systems including Boost, Burst, Zearn to update student groupings and adjust instruction.

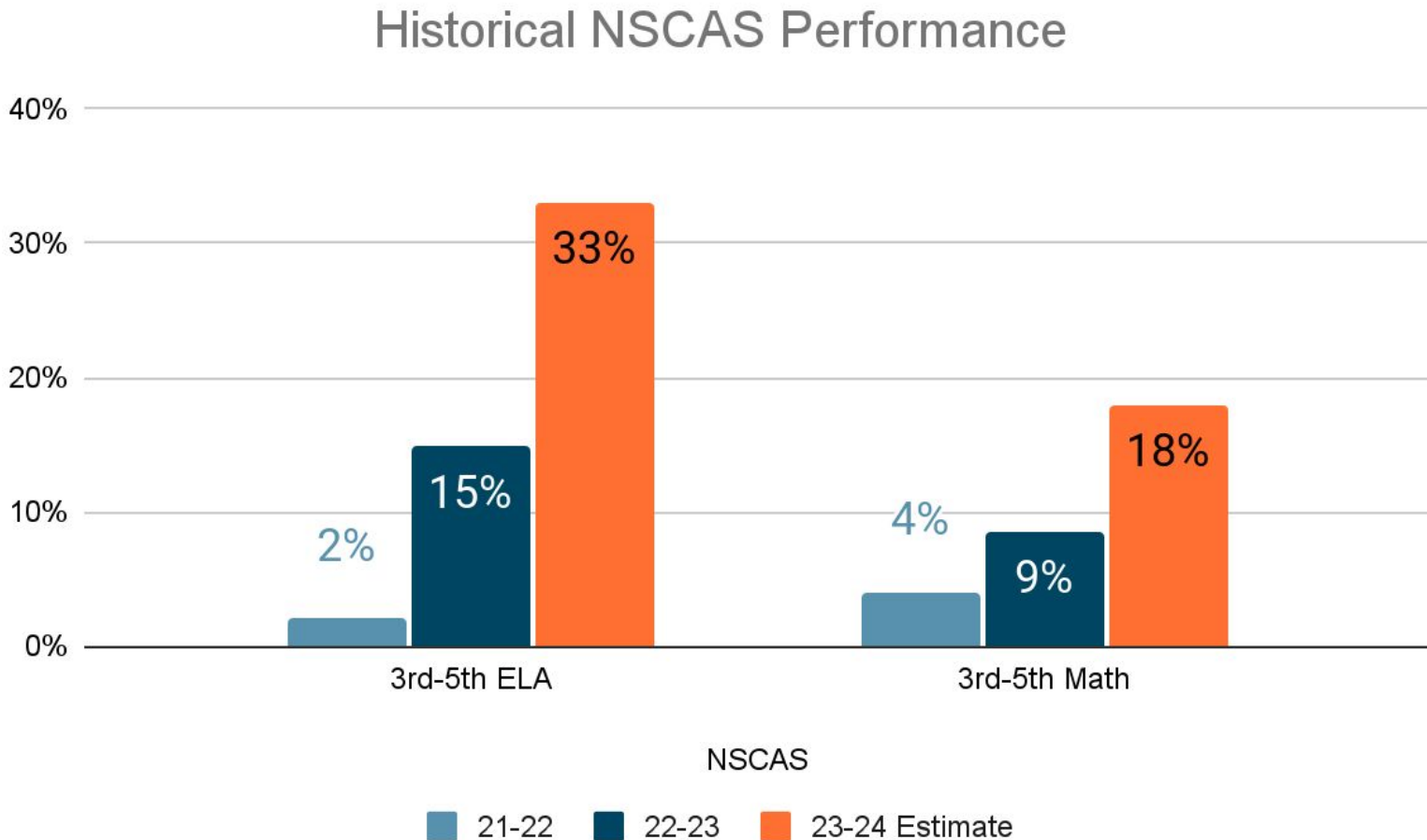
## Challenges

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- Mid-year math curriculum shift from Open Up Resources to Zearn full curriculum.
- Student Academic Ownership domain of instructional rubric needs continued support.

# Isanti Elementary School Historical NSCAS Performance

The focus on implementation of HQIM in ELA & Math is setting foundation for long-term success.



# Elementary School Attendance Measure: Target Exceeded

Attendance Measure	23-24 Target	23-24 Result
K-5: <b>Reduce chronic absenteeism by 10%</b> from prior year (48% → 38% students not meeting attendance expectations).	38% (or less)	26% (33/102 students)

Information provided reflects school-based estimate of students' attendance rate for 2023-2024.

Chronic absenteeism is defined by NDE as a student missing 10% or more time and participation in the school day.

Isanti Elementary school reduced the percent of students that are chronically absent by 22% from 22-23 school year.



## 23-24 Actions & Success

---

- Set up data systems to monitor this proactively, rather than just at time of AQuESTT report.
- Recurring positive incentives to celebrate attendance (attendance ceremonies, positive phone calls home, etc.)
- Held consistent Weekly Attendance Team meetings to review data each week, intervene early, and create short term action steps for students close to or below 90% attendance rate.
- Teacher-driven interventions for specific students in their classes to promote strong attendance.
- Family communication and perceptions beginning to shift toward 90% attendance.

## Challenges

---

- Need to align policies, practices, and community supports to the 90% attendance rate benchmark.
- Continued opportunity to coordinate care and supports for families across the community.

# Elementary School Attendance Focus: Weekly Data Tracking Example

Tracking data in terms of chronic absenteeism every week led to identifying early trends, creating teacher-driven interventions and ability to make proactive district choices for additional time.

	Through 1/11	Through 1/17	Through 1/25	Through 1/31	Through 2/7	Through 2/14	Through 2/21	Through 2/28	Through 3/5	Through 3/13
K-5 Goal: Less than 38%	26.47%	27.45%	26.47%	28.43%	27.45%	29.47%	31.37%	31.37%	33.33%	35.29%
K	30.43%	30.43%	26.09%	30.43%	21.74%	26.09%	26.09%	26.09%	26.09%	30.43%
1st	28.57%	28.57%	28.57%	28.57%	28.57%	21.43%	21.43%	21.43%	28.57%	28.57%
2nd	21.47%	17.39%	17.39%	17.39%	21.74%	30.43%	30.43%	30.43%	30.43%	30.43%
3rd	20%	20%	20%	30.00%	30.00%	30.00%	40.00%	40.00%	40.00%	40.00%
4th	20%	40%	40%	33.33%	40.00%	40.00%	33.33%	40.00%	46.67%	53.33%
5th	35.29%	29.41%	29.41%	35.29%	29.41%	29.41%	41.18%	35.29%	35.29%	35.29%

# Elementary School Qualitative Measures: All Actions Met

Staff Development	Actions Met	Artifacts
<p>In the 2023 -2024 school year, Isanti Elementary School will provide monthly staff development aligned to implementation of High Quality Instructional Materials, Instructional Coherence, Strong Instruction, Grade Appropriate Assignments, High Expectations, and/or Student Engagement, including structures to indigenize practices and content for students</p>	<p>Yes</p>	<p><a href="#">Artifact A: Staff PD Overview</a></p>
<p>In the 2023 -2024 school year, Isanti Elementary School will adopt and implement High Quality Instructional Materials in ELA and Math as well as aligned interventions.</p>	<p>Yes</p>	<p><a href="#">Artifact B: TNTP Monthly Observations</a></p>
School Culture & Climate	Actions Met	Artifacts
<p>In the 2023 -2024 school year, Isanti Elementary School will administer a survey to staff at least three times a year, and bi-annual surveys to students and families to understand their experiences related to the vision of the school.</p>	<p>Yes</p>	<p><a href="#">Artifact C: Staff Survey Summary</a></p> <p><a href="#">Artifact D: Family Survey Summary</a></p> <p><a href="#">Artifact E: Student Survey Summary</a></p>
<p>In the 2023 -2024 school year, Isanti Elementary School will host monthly family nights to build relationships with caregivers and stakeholders.</p>	<p>Yes</p>	<p><a href="#">Artifact F: Family and Community Event Calendar</a> / 44</p>

## Elementary Staff Development Spotlight: Coaching to Core Rubric

Monthly professional development, PLCs, and observation & feedback cycles were grounded in the Core Rubric for instruction. Principal & Instructional Coach learned to calibrate these ratings and give aligned feedback.

Each domain, and the overall average, is out of a 4 point scale. The goal of 2023-2024 was to get consistent 3's in each domain by the end of the year.

Core Rubric Domain	Observation Focus
Student Engagement	Are all students engaged in the work of the lesson from start to finish?
Essential Content	Are all students working with content aligned to the appropriate standards for their subject and grade?
Academic Ownership	Are all students responsible for doing the thinking in this classroom?
Demonstration of Learning	Do all students demonstrate that they are learning?

## Elementary Staff Development Spotlight: Coaching to Core Rubric

By the April Observation, all K-5 teachers received a 3 (of 4 possible) on Student Engagement, Essential Content, and Demonstration of Learning.

Core Rubric Domain	August K-5 Observation Average	April K-5 Observation Average
Academic Engagement	2.33	3.0
Essential Content	2.5	3.0
Academic Ownership	1.83	2.27
Demonstration of Learning	2.15	3.0

## Sustain & Continue

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- Leverage the 86% Staff Retention of Core Classroom Staff (loss of one teacher) to continue implementing HQIM as a foundation for strong instruction in all classrooms.
- True “full year” with Zearn Math as well as Amplify Skills (K-2).
- Consistent attendance structures still focused on chronic absenteeism.

## New Focus Areas to Support

---

- Implementing High Quality Instructional Materials for Science Instruction.
- Focus on NE-MTSS Structures, including development of SPED Teachers, Para-professionals in Tier I instruction as well as teaming structures.

## PreK - 12th Grade SPED: Progress on Actions

Staff Development	Actions Met	Artifacts
Isanti Community Schools has a vision for inclusion within their schools and a framework for best practices.	Yes	<a href="#">Artifact G: Vision of Inclusive Practices</a>
Isanti Community Schools leadership structure for Special Education is set up to implement and continuously improve on that vision and practices.	Yes	<a href="#">Artifact H: Leadership Structure for 24-25</a>
Isanti has the systems to execute their vision of inclusion in compliance, communication, instruction, and family engagement	In Process	<a href="#">Artifact G: Vision of Inclusive Practices</a>
Isanti Community Schools has a staffing and scheduling model for 2024-2025 that will support the framework.	Yes	<a href="#">Artifact I: 24-25 Services Model</a>
Isanti Community Schools has clear caregiver engagement expectations and plan for monitoring for all staff as it relates to IEP development, progress monitoring and ongoing caregiver partnership.	Not Yet	Fall 2024 Planning
All staff at Isanti can articulate the vision for inclusive practices, the MTSS framework, and the role of HQIM and aligned materials in supporting all students.	In Process	Part of the 24-25 Plan

## 23-24 Actions & Success

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- SPED staff trained on new PLAAFP and Goals writing processes.
- Special Education and General Education staff report feeling that departments are no longer silo'd - stronger collective ownership over students with disabilities.
- Clearer compliance processes for SPED teachers written.
- Paraprofessionals received role specific professional development.
- Isanti leaders can articulate the goals of special services department for the 25-26 school year.

## Challenges

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- Issues with staff, particularly paraprofessional, daily attendance.
- Ensuring IEP understanding by all staff and implementation in all classrooms.
- Content knowledge and pedagogy skills of special education staff.

### Sustain & Continue

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- Continue to use data to drive IEP goal writing and progress monitoring.
- Ongoing support to Build case manager strength to better support IEPs and caregiver teams.
- K-8 should continue weekly Special education and general education planning meetings.
- Isanti will continue to develop and strengthen Vision of Inclusive Practices.

### New Focus Areas to Support

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- Isanti will launch of new resource room model in K-5 and 6-8.
- There will be a focus on the development of SPED staff, and support of SPED and Gen Ed partnerships.
- There will be systems and structures building of 504 and SAT programs, codification of all programs including special education.
- High school will focus on transition programming to support graduation and CCR.

