

AQUESTT

**2023-2024**

Priority School Progress Plans

Isanti Community Schools

**Isanti Elementary School**

**Isanti Middle School**

**Isanti High School**



# AQuESTT

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

<b>School Name:</b> Isanti Elementary School, Isanti Middle School, Isanti High 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 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>	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.	<a href="#">Qualitative Report</a> + <a href="#">TNTP Monthly Observation</a>
<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>	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.	Qualitative Report + Survey Results
	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>

**Reporting Plan**

Category	Measure	Target	22-23 Result	BOY Baseline (Sept 30)	MOY Baseline (Jan 30)	EOY Result (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	
	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	
	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)	Mid-year not completed yet	
	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	

	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	
Attendance	K-5: Reduce chronic absenteeism by 10% from prior year (48% → 38% students not meeting attendance expectations).	< 38 (Less than 35/93 K-5 students)	47% (49/104)	19% (18/93 K-5 students)	26% (27/102 students as of 1/11/24)	
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	
	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	
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	



	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	
--	--	------------------------------------	-----	----------	----------	--

## Strategies & 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>
Implement CKLA & 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.	<a href="#">TNTP Monthly Observations</a>	<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 Demander</i></li> <li><i>4 Step Model-Clear What to Do Directions, Positive Narration, Redirection, Relationships</i></li> </ul>	

<p>Adopt Zearn, Boost and Burst as aligned interventions for instructional coherence, using a daily scheduled intervention time for all students.</p>	<p><a href="#">Zearn Data</a> <a href="#">Burst Data</a></p>	<p><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></p> <p><i>For the ELA intervention, DIBELS data is used to group students and provide small group instruction specific to their skill gaps.</i></p>	<p><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></p> <p><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></p> <p><i>Students K-5 are utilizing Boost for extra reading comprehension enrichment practice during the ELA intervention block.</i></p>	
<p>Create a data cycle for student outcomes using curriculum-based assessments as well as MAP, NSCAS, and DIBELS.</p>	<p>Quarterly Data Reports Curriculum Data Structures</p> <p><a href="#">K-12 Unit Data Tracker</a></p>	<p><i>All students have been assessed 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>After each unit in ELA and 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 my 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>	

<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 Officer, Dean of Students, Operations Coordinator</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 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 have taken a</i></p>	

			<p><i>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>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> </ul>	

			<ul style="list-style-type: none"> <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>	
Work with educators to Indigenize practices and content such that student identity is reflected in their experience.	Weekly Meetings with Consultants  Monthly Development Opportunities	<i>Under development - school pursuing coaching structures for Indigenizing practices in K-8 to supplement HS.</i>	<i>Indigenizing practices work currently focused on High School.</i>	
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	<a href="#">Monthly events</a> & Bi-annual Survey	<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</i></p>	

			<p><i>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>	
--	--	--	---	--

# 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>	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</a> + <a href="#">TNTF Monthly Observation</a>
<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>	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.	Qualitative Report + Survey Results
	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>

**Reporting Plan**

Category	Measure	Target	22-23 Result	BOY Baseline (Sept 30)	MOY Baseline (Jan 30)	EOY Result (May 30)
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)	
	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>	
Attendance	6-8: Reduce chronic absenteeism by 10% from prior year (80% → 70% students not meeting attendance expectations). <i>Note: AQuESTT shows that 21-22 chronic absenteeism rate is 72%; we will still aim for 10% reduction.</i>	< 70%	72% (32/44 students)	<b>37%</b> (15/41 Students)	<b>46%</b> (19/41 students as of 1/11/24)	



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	
	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	
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	
	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	

## Strategies & 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>Sept PD is planned to continue to develop teachers on Strong Tier 1 instruction practices</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 Demander</i></li> <li>• <i>4 Step Model-Clear What to Do Directions, Positive Narration, Redirection, Relationships</i></li> </ul>	

<p>Adopt Zearn, Boost and Burst as aligned interventions for instructional coherence, using a daily scheduled intervention time for all students.</p>	<p><a href="#">Zearn Data</a> <a href="#">Burst Data</a></p>	<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>Create a data cycle for student outcomes using curriculum-based assessments as well as MAP, NSCAS, and DIBELS.</p>	<p>Quarterly Data Reports Curriculum Data Structures</p> <p><a href="#">K-12 Unit Data Tracker</a></p>	<p><i>All students have been assessed on NSCAS 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>After each unit in ELA and 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 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>	

<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.  <b>Team:</b> Superintendent, Principals, Truancy Officer, Dean of Students, Operations Coordinator</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, 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>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>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>Work with educators to Indigenize practices and content such that student identity is reflected in their experience.</p>	<p>Weekly Meetings with Consultants 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>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</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 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>	
--	--	--	---	--

# 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		



### Reporting Plan

Category	Measure	Target	22-23 Result	BOY Baseline (Sept 30)	MOY Baseline (Jan 30)	EOY Result (May 30)
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 + TNTP Monthly Observation</a>	N/A	On Track	On Track	
	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	
	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	
Attendance	<b>9-12:</b> Reduce chronic absenteeism by 10% (from 100% →90%) in the 2023-2024 School Year.	<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)	
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	<a href="#">Qualitative Report</a>	N/A	On Track	On Track	

	practices and content for students.					
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	
	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	

### Strategies & 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>
Implement Odell & 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	<a href="#">TNTP Monthly Observation</a>	<i>After beginning of year observations from TNTP staff:</i> <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</li> </ul>	<i>After middle of year observations from TNTP staff:</i> <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>lesson internalization, data analysis, and practice.</p>		<p><i>highest score being Essential Content and the lowest being student ownership and demonstration of learning</i></p> <p><i>100% of core content teachers are engaging in coaching cycles with a 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>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 Demander</i></li> <li>● <i>4 Step Model-Clear What to Do Directions, Positive Narration, Redirection, Relationships</i></li> </ul>	
<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>Qualitative Report</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 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</i></p>	

			<p><i>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 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>	
--	--	--	--	--

<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 Officer, Dean of Students, Operations Coordinator</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 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>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>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</i></p>	

			<p>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>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>Create positive student experiences and routines such as culture-based gatherings, opportunities to connect with Elders in the community, and connecting learning to post-secondary goals.</p>	<p>Qualitative Report</p>	<p><i>A weekly Monday morning gathering and a weekly ending gathering was built into the daily 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.</p> <p><b>Team:</b> Superintendent, Principals,</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</i></p>	

<p>Dean of Students, Instructional Coach, Director of Language and Culture, Operations Coordinator</p>			<p><i>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>	
--	--	--	---	--

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.
---	---	---	--	---

## 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>
-------------------	---

<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)

<b>Leadership (All Staff)</b>
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: <ol style="list-style-type: none"> <li>1. Please provide any feedback for your school principal</li> <li>2. Please provide any feedback for your Superintendent</li> </ol>
<b>Professional Development (All Staff)</b>
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: <ol style="list-style-type: none"> <li>1. What PD has felt most valuable for you so far this year?</li> <li>2. What professional development would you like to see happen?</li> </ol>
<b>Coaching Supports (Teacher Specific)</b>

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
-------------------	----------	-------------------	----------------	-------	----------------

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**

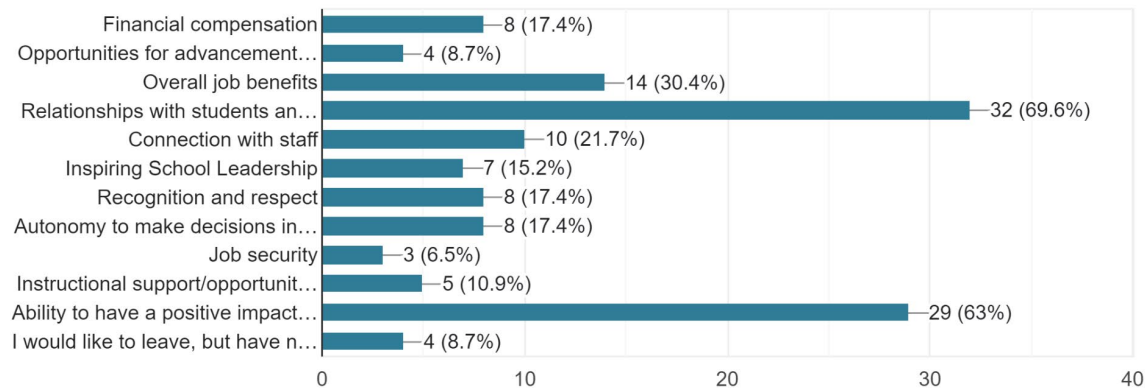
1. Leaders begin holding consistent one on one check ins with teachers to hear how they are going, provide feedback to teachers, receive feedback from teachers, offer support, and affirm teachers for their work
2. Leader identify key decisions in their school and hold teacher focus groups and committees 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>What is the most valuable thing about PD?</i>	<i>What could we change about PD?</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

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
-------------------	----------	-------------------	----------------	-------	----------------

*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>