Title I Schoolwide Plan

**Please use the assigned Nebraska Department of Education
County District and School Numbers in the table below.**

To complete text areas, click in grey box and type

District Name:	Isanti Community School		
County Dist. No.:	54505		
School Name:	Isanti Community School		
County District School Number:	54-0505-002		
Building Grade Span Served with Title I-A Funds:	K-5		
Preschool program is supported with Title I funds. *(Mark appropriate box)*		x Yes	☐ No
Summer school program is supported with Title I funds. *(Mark appropriate box)*		x Yes	☐ No
Indicate subject area(s) of focus in this Schoolwide Plan.	x Reading/Language Arts x Math x Other (Specify) SEL		
School Principal Name:	Cindy Nagel		
School Principal Email Address:	cnagel@santeeschools.org		
School Mailing Address:	Frazier 206 Avenue East Niobrara, NE 68760		
School Phone Number:	402-857-2741		
Additional Authorized Contact Person (Optional):	Tammy Kester Title Coordinator		
Email of Additional Contact Person:	tkester@santeeschools.org		
Superintendent Name:	David Mroczek		
Superintendent Email Address:	dmroczek@santeeschools.org		
Confirm all Instructional Paras are Highly Qualified according to ESSA.		x Yes	☐ No
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.		x Yes	☐ No

Names of Planning Team	Titles of those on Planning Team
(include staff, parents & at least one student if Secondary School)	
Cheryl Moose	Parent
Cindy Nagel	Administrator
Tammy Kester	Title 1 Coordinator
Dena Wronko	Instructional Coach
Miles Thomas	Title 1 /SPED Interventionist
Nepthys Justo	Elementary Educator

School Information
(As of the last Friday in September)

Enrollment: 97	Average Class Size: 14.2	Number of Certified Instruction Staff: 17

Race and Ethnicity Percentages

White: 1.03 %	Hispanic: 2.06 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 95.8 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 1.03 %	

Other Demographics Percentages *(may be found on NEP https://nep.education.ne.gov/)*

Poverty: 100 %	English Learner: 0 %	Mobility: 22.7 %

Assessments used in the Comprehensive Needs Assessment	
(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS Growth	
NWEA-Growth	
DIBELS 8th Edition	

Please write a narrative in each box below to correspond to the Rating Rubric.

Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint to support the narrative.

1. Comprehensive Needs Assessment

1.1	*Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan curriculum, instruction and assessment decisions.*

At Isanti Schools, NWEA MAPS Growth assessments are administered to all students in grades 1-2, three times yearly; fall, winter, and spring. MAPS assessments for Kindergarten are taken in winter and spring. Grades 3-5 students take the NSCAS growth assessments three times a year; fall, winter and spring. DIBELS benchmarking is done for K-5 students in the fall, winter and spring also. K-5 students also participate in Progress Monitoring throughout the year according to the requirements of the student needs. Students at benchmark or above complete the regular Benchmark assessment. Those who are below grade level or are at-risk, are Progress Monitored biweekly. Reading Improvement Plans are also developed for K-3 students who are below or at-risk benchmark, according to the Nebraska Reading Act.

At Isanti Elementary School, we have an active SAT (Student Assistance Team) team that meets one time weekly to discuss students who have been referred to the team with academic concerns. Interventions are developed and implemented for these students and monitored by the SAT team. The Title 1 Coordinator and the elementary principal meet in the fall to review the Spring NWEA, NSCAS and DIBELS data to determine which students are at the highest risk and greatest need of interventions to support them to become successful learners. This decision process is called the Response to Intervention and is included in the artifacts.

Isanti Elementary School has the support of a full-time Instructional Coach/Facilitator that is supported by NDE, but employed by the district. This facilitator primarily assists teachers at the K-5 level, and also has training to support the implementation of effective instructional evidence-based practices.

In the latter part of the fall of this current school year, the Nebraska Department of Education (NDE) contracted The New Teacher's Project (TNTP) organization to our list of resources. TNTP is an organization in the United States with a mission of ensuring that poor and minority students get equal access to effective teachers. TNTP consultants are currently working with K-5 staff and administrators to fine tune the implementation of Core Knowledge Language Arts (CKLA). The consultants are also assisting Isanti K-5 staff, administrator and the Instructional Coach/Facilitator, with developing an observation protocol to assist in maintaining the fidelity of CKLA, and Tier 1 instruction for this year.

The consultants from TNTP are assisting Isanti Community Schools in maintaining the goals of the SIP, which will be discussed in more detail in section 1.3. Members of the SIP team include classroom teachers, administration, Para-professionals, Title 1, SPED teachers, Instructional Coach and TNTP consultants. The SIP team also reviews the progress of students receiving the interventions using the Progress Monitoring results, NSCAS, MAPS and CKLA unit assessments.

Artifacts for 1.1:
*DIBELS Data for grades 5-4
*NSCAS Growth data for grades 3-5
*MAPS Growth Data for grades K-2

*Reading Plan Template *Title 1 Response to Intervention *NSCAS Testing schedule	
1.2	*Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.*

Parents were invited to our Title 1 Annual meeting that was held during our fall Family Title 1 Night. There were several school messages sent out on the school message system, and the flyer was posted on FaceBook. At the meeting, parents were given a Title 1 information packet. This packet contained the current Parent/Student/Teacher Compact, templates of other examples of compacts, the current Family Engagement policy, Title 1 guidelines, along with other information. We discussed the compact and if the parents felt that our current compact met our district needs, or if the parents wanted to change it in favor of one of the examples provided in the packet. The parents felt that the current compact was meeting student needs and that we should keep the current format. We also discussed the Family Engagement policy to see if any changes were needed. The parents felt that the current Family Engagement Policy needed no changes. As a result, the current Family Engagement Policy will remain the same for this current year. The information that was distributed to parents can be found in the artifacts for 1.2.

Isanti Community Schools gathers information from parents and community members to identify needs of the school. This past fall, during our Parent/Teacher Conferences, parents filled out a survey pertaining to the climate of the school. The highest scoring items of the survey reflect that families are confident in how the school cares for, provides, and treats students. The survey data indicates that families highly agree that the school believes that all students are capable of success. The school staff provides students with the physical and emotional tools to support learning. Further data to support these findings are found in the executive summaries and key characteristic narratives in the documentation for artifacts for 1.2.

Students from 3rd, 4th and 5th grade were also surveyed this past fall to get a view of how they perceived the school and the learning environment. The highest scoring items on the survey were: students saw the chances to use digital tools to help them learn, students felt welcomed at school, students felt that they have what they need to learn at school, students felt that the school tried new things to make it better and they felt that they had the support from school when they needed it. The results of this survey are included in the artifacts for 1.2.

Parents and community members are also given the opportunity to provide information during the Title 1 Family Nights that are held twice a year. Parents are also communicated with as to school activities by providing them with a monthly newsletter, instant phone messaging and Isanti Community Schools on FaceBook. All stakeholders have access to all Title 1 information through our school website: santeeschool.org

Isanti Community Schools encourages parent and community involvement with many school related activities such as Honoring Ceremonies for students with good behavior and students who earned Honor Roll status. Parents and community members are invited to the school for these activities using flyers on FaceBook messages and the school message system.

Artifacts for 1.2:
*Executive Summary
*Title 1 Parent Night Information
*Surveys for elementary
*Examples for school messages on messenger and FaceBook
*Parent as Teachers Activities
*Parent Teacher Conferences Flyer

	*Parent-Teacher Conference Sign-in Sheet
1.3	*Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.*

Isanti Elementary Schools has been designated a Priority School by the Nebraska Department of Education. This designation was first placed on what was called the Santee Community Schools at that time, in 2015. Each Priority School under AQuESTT, Nebraska's accountability system for public schools and districts, is required to submit a Priority Plan for approval by the State Board of Education. Our district presents this plan to the State Board of Education each year in May or June. The purpose of the Priority Plan is to identify goals and areas for growth and improvement, measurable indicators of progress, strategies and actions to achieve this improvement, associated timelines and resources, and evidence to monitor this progress. These goals, indicators of progress, action plans and timelines are all going to be monitored through the TNPT consultants that were contracted by the NDE in late fall of this current school year. TNTP presented a powerpoint presentation to the Isanti Board of Education on January 11, 2023, outlining how they will assist our school with our strategies and action steps that are based on our SIP plan. The powerpoint that they presented can be viewed in the documentation for artifacts in 1.3.

The Priority Plan also includes processes for monitoring the progress of the improvements through updates and reports to the NDE and the State Board of Education. Additional information (e.g., school data, AQuESTT Diagnostic Review report, external accreditation review reports, improvement plans, etc) may also accompany the Progress Plans in order to provide rationale for improvement goals and to document progress efforts. An update is provided to the State Board of Education on a yearly basis at the end of the school year. The original goals included three major areas of **Attendance**, ***Absenteeism**, and ****Graduation Rate**. These three goal areas have continued to be the focus of school improvement for Isanti since the original year.

2019-2020
During the summer of 2019, a school priority school plan (included artifacts for 1.3) was developed by a broad group of stakeholders, including teachers, classified staff, Board members. administrators, ESU staff, and NDE personnel. The goals at the elementary level have been updated annually.

*Academic Achievement:
By May 2020, 40% of the students will meet grade level expectations in reading and 80% will meet projected growth expectations as measured by EL DIBELS and MAP and increase NSCAS proficiencies by 4%.

**Absenteeism Rate/ Attendance:
By may 2020, Santee Community Schools will reduce chronic absenteeism to 33% at elementary, 55% at middle school and 70% at high school.

***Graduation
By May 2020 Santee Community School will have 50% or our PK-students meeting benchmarks on our School (Kindergarten) readiness screener, 80% of MS are on track to graduate, 50% or higher graduation rates at HS.

2020-2021
Goals at the elementary school have been updated annually and during the 2020-2021 (included in the artifacts for 1.3) school year added a focus on mathematics and literacy. Elementary Teachers implemented new ELA curriculum mapping during this year.

*Academic
By May 2021 Santee K-5 students will improve reading and math achievement
    A. Increase the percent of students meeting grade level expectations by 5% as measured by
        MAP
    B. 80% of 3-5 students will meet projected growth expectations as measured by MAP data
    C. 80% of K-2 students will meet projected growth expectations as measured by DIEBELS
    D. Grades 3-5 increase NSCAS proficiencies by 3%.
**Attendance
 By May 2021, K-5 increase average daily attendance for the year to 92%

2021-2022
*Academic Achievement:
  By May 2022 K-5 Isanti students will improve reading and math achievement.
    A. Isanti elementary school will increase the percent of students meeting grade level expectations
        by 5% as measured by MAPS.
    B. 80% of 3-5 students will meet projected growth expectations as measured by MAP data.
    C. 60% of K-3 students will be at grade level as measured by DIBELS.
    D. Grade 3-5 increase NSCAS (state assessment) proficiencies by 3%.
**Attendance Goal:
By May of 2022, K-5 will increase daily attendance for the year to 92%.

2022-2023
This school year, Isanti Community school used the Cognia Accreditation process to renew our school
accreditation. Cognia replaced the Advance Ed accreditation process that had been used in the past.
Cognia comprises four standards: Leadership of Learning, The Culture of Learning, Growth of
Learning, and Engagement of Learning. Within these standards, there are sub-standards in which we,
as the district, rate ourselves and support our ratings with artifacts. Once the standards are rated and
evidence is supplied, an onsite visit occurs by a lead evaluator and members of NDE. During the
onsite visit, the lead evaluator and the evaluation team tour the school, conducted interviews, and
provided feedback. With the feedback, we receive areas of improvement and areas of strength.
Cognia provides our school accreditation for the next 6 years.

During the accreditation process with Cognia, ELEOT observations were completed in the fall of 2022.
Cognia observations took place across grade levels and content areas. The staff was able to come
together and analyze the information to see what areas impact learning and what areas were not as
visible that particular day and why. The ELEOT was consistent from low to high ratings in K-5.The
areas of strength were a supportive learning environment and a well managed learning environment,
along with high expectations.

The goals in the Priority Plan in the SIP process in the elementary for 2022-2023:
*Academic
By May 2023, Isanti K-5 students will improve reading and math achievement
    A. Isanti elementary school will increase the percent of students meeting grade level expectations
        by 5% as measured by MAP
    B. 60% of 3-5 students will meet projected growth expectations as measured by NSCAS Growth
    C. 60% of the K-3 students will be at grade level as measured by DIBELS.
    D. Grades 3-5 increase NSCAS (state assessment) proficiencies by 3%.
**Attendance
By May of 2023, K-5 will increase daily attendance for the year to 92%.
The information provided above pertaining to Priority Plan Goals, can be found in the Executive
Summary in the artifact section 1.3.
***Graduation rate is addressed at the Middle School and High School
The Nebraska Department of Education contracted TNTP in late fall, and they started providing
services to Isanti Community School in January of 2023.

Artifacts for 1.3:
*Cognia Debrief
*Cognia Planning Document
*Executive Summary
*SIP Elementary 2022-2023
*TNTP Powerpoint to School Board

2. Schoolwide reform strategies

2.1	*Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.*

The Isanti Elementary School addresses the needs of all children. The school administers DIBELS, the universal screener, three times throughout the school year to students K-5. Progress Monitoring is done by the classroom teacher and instructional coach according to the Title 1 Tier Decision Making Process for Interventions guidelines. The Title 1 tier Decision Making Process can be found in the artifacts for 2.1.

The following programs/interventions are used at the school to provide additional support to students. For ELA, CKLA-Amplify-a Tier 1 program that provided instruction in five critical areas for optimal growth in reading. It's targeted, daily, predictable instruction for the whole group, small group, peer-to-peer, and independent reading. It also provides interventions at the Tier 2 and Tier 3 levels.
For Math, Open-Up Resources is utilized for Tier 1 Math Instruction.

 Additional interventions that are available to support students:
*Early Interventions for Reading-provided a Tier 2 Intervention for students who are in K-2 who are at risk in Dibels and NWEA assessments.
*Corrective Reading-provides a Tier 2 intervention for students in grades 3-5 who are at risk in DIBELS and NWEA assessments.
*CORE Phonics-provided a Tier 2 intervention for students in elementary who are at risk DIBLES and NWEA assessments in the area of phonics.
*SPED-There are certified staff in the resource area along with para-professionals that provide services to students who qualify for Special Education. These services are generally pull-out in nature to provide instruction on an individual basis.
*Paraprofessional support is provided in many classrooms for students needing additional support with academic tutoring.
*SAT team-the elementary SAT team meets weekly to monitor and discuss students who are at risk for meeting academic state standards. The SAT team provides teachers with academic/behavioral interventions that may support students to reach success.This year we have 15 students whom we have implemented interventions and monitored their progress. Documentation of the SAT process can be found in the artifacts for 2.1.
*Counseling Services-Counseling services are provided by the school guidance counselor, the full time school Psychologist, the SEL staff, and the community HEART(Health, Education, Addiction, and Recovery Training) program. The SEL team meets weekly to discuss students who are emotionally at-risk and, using the SEL Response to Intervention Guideline, implement interventions to support these students.
*504 Team-develops 504 plans to support students who do not qualify for SPED services. These plans included additional accommodations that are needed for the student to reach academic

success. This year at the elementary level we have developed and implemented 504 plans for two students.
The documentation for 504 meetings can be found in the artifacts for 2.1.

Artifacts for 2.1:
*RTI for SEL
*SEL K-12 Sign in Sheet example
*SAT elementary documents
*504 Documents
*Elementary Title 1 Schedule

3. High quality and ongoing professional development

3.1	*Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.*

Professional development at the elementary level, over the last three years, has been based on looking at student learning impact and implementation of high quality materials. Professional development is implemented based on our Priority Plan goals and action steps. The elementary school has established curriculum maps, essential learnings, and clarity of lesson delivery. Implementation of high quality materials was also ongoing the last couple of years. Our new resources have included Core Knowledge Language Arts (CKLA), Amplify DIBELs and interventions, Step Up To Writing, Number Talks, and Open Up Resource. At the elementary level, Professional Learning Communities (PLC's) work to discuss lesson delivery and the impact on student learning. PLC's are grouped by K-2, 3-5, and special education. The PLC groups did a book study, "The Teacher Playbook" by John Hattie, to bring clarity and alignment around standards. learning intentions, and success criteria. In the 3-5 PLC, a book study was completed about the book "Ruthless Equity. This moved conversations toward equality of learning for all students. Documentation of these PLC meetings will be included in the Artifacts for 3.1. Documentation of the this professional development can be located in the action plan notes in the Elementary SIP plan that is found at the end of the executive summary (1.3

This year, extensive professional development has been completed by the TNTP consultants in the CKLA curriculum. This consulting firm has been in the school a short time, as they were contracted by NDE in the latter part of the fall, and started services to our school in January of 2023. The focus has been on putting structures in place to support teacher development centered around lesson delivery for language arts and math. This was prefaced in the Narrative for 1.1. The documentation of the TNTP professional development that staff participated in can be found the the artifacts for 3.1)

The paraprofessionals at Isanti Community School meet the ESSA requirements. Paraprofessionals are required to successfully complete the "Parapro" assessment or qualify by accumulation of forty-eight hours, or an associate degree for an accredited college. The paraprofessionals in Isanti also have the opportunity to attend the Paraprofessional Conference each year and are also required to attend monthly paraprofessional meetings facilitated by the Administration for 30-40 minute sessions. Paraprofessionals are part of the professional development centered around classroom contents.

Artifacts for 3.1
*Professional development for SEL/Empathy Digs
*SAT, PLC documentation
*TNTP Professional Development Plan
*Elementary SIP to include PD starting on page 4

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*Checking for Understanding PD *Gradual Release PD * Mini Lesson PD	

4. Strategies to increase parent and family engagement

4.1	*Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.*

The teachers, parents, and students at Isanti Community School work together to develop the "Parent-Student-Teacher Compact." This year the Title 1 Parent Committee meeting was held in conjunction with the fall Title 1 Family Night on October 26, 2022. During this meeting, Mrs. Kester presented an agenda of the meeting and a packet of information to each parent in attendance. This packet also contained copies of the Title 1 Parent and Family Engagement policy, the current Parent-Student-Teacher Compact for 2022-2023, and examples of other Parent-Student compacts. Mrs. Kester facilitated the meeting addressing the agenda and asked for input for keeping the current Parent-Student-Teacher Compact or adopting one of the other examples provided. The parents unanimously expressed support to continue with the current Compact for the 2023-2024 school year. They especially liked the addition of the "Teacher" part of the Compact, voicing that it was nice to recognize the importance of the items that teacher is responsible for in the education of students. Prior to this meeting, a "Parent-Student-Teacher" Compact was distributed at the beginning of the school year, during the Parent-Teacher Conferences. It was signed by the parents, students and teachers during this conference, collected by the Title 1 staff and kept on file. The agenda and all of the information distributed to parents during this activity are included in the Artifacts.

Artifacts for 4.1
*Title 1 Family Night Data
*Elementary Parent-Student-Teacher Compact

4.2	*Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.*

The parents are involved in the development of the Title 1 Parent and Family Engagement Policy during the Title 1 Parent meeting held in conjunction with the Title 1 Family Parent Night that was held on October, 26, 2022. During this parent meeting, a packet of Title 1 information was disseminated by Mrs. Kester, the Isanti Title 1 Coordinator. Included in this packet was the current Title 1 Parent and Family Engagement Policy for 2022-2023. Mrs. Kester asked for parent input with this policy and it was voiced by parents to continue this current policy for next year, the 2023-2024 school year. There are many activities and opportunities for parents or guardians at Isanti School to become involved in their child's education. There have been many classroom visits by community and outside sources to support the learning of elementary students. Elementary 3rd and 4th grade students had a guest author, "Ajijaak" come to their room and listened to his presentation and then made a beaded necklace. Students in 3rd grade had Kameron Runnels, the Tribal Vice-Chairman come in and present the working of the Tribal Government. 4th grade students had parents come in and view their inventions that they had made while studying the Eureka-Inventors unit from their CKLA reading program. While celebrating "Reading Across the Rez", on Friday, the final day, the Society of Care staff (community counselors) facilitated a celebration with Round Dancing for students and community members.

Listing of additional activities where parents have been invited by Isanti Community Schools to participate in their children's learning:
**Parent-Teacher Conferences held on October 12, 2022. Flyer in artifacts 4.2

Due to NDE by April 3, 2023   Updated: September 2022

*Back to School Activity held on August 3, 2023 (Flyer in artifacts 4.2)
*Student of the Month Honoring Ceremonies: 10/3/2022, 11/10/2022,
*Honor Roll Honoring Ceremony: 10/25/2022, 2/7/2023
*Honor Roll Field Trip: 2/5/2023
*Winter Concert 12/12/2022
*Homecoming Activities September 9/23/ 2023 (Flyer in artifacts for 4.2)
*Title 1 Family Night (A Reading theme Family Night on October 26, 2022 and a Math theme Title 1 Family NIght on April 26, 2023.
*Title 1 information can be found on the school website. This website includes the Title 1 Parent-Student-Teacher Compact and the Title 1 Parent and Family Engagement Policy can be found on the school website: santeeschools.org.
* Parents as Teachers program planned and facilitated by Ruth Ann LaPlante's sessions: 8/11/22, 9/27/2022, 10/ 27/ 2022 (Pictures in artifacts 4.2), 11/26/2022.

Artifacts for 4.2:
*Combined District and School Engagement Policy
*Title 1 Family Night Documentation
*Parent- Teacher Flyer
*Back to School Flyer
*Honoring Ceremonies
*Author visit
*Tribal Vice-Chairman presentation

4.3	*Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.*

   The Isanti School hosted a fall Title 1 Family Night and Parent Meeting on October 26, 2022. During this meeting Title 1 information was disseminated in a packet provided for each parent that was in attendance as described in the 4.1 narrative. There are also parents that are part of the Planning Team that meet to develop this Schoolwide Plan. The agenda, information included and signature sheets for the Title 1 Schoolwide Planning Meetings are included in the artifacts for 4.3.

Artifacts for 4.3
*Sign-in Sheets for Title 1 Schoolwide Plan
*Title 1 Family Night Information

5. Transition Plan

5.1	*Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).*

      The Isanti Community School has a transition plan for PreK and Kindergarten. The plan includes an end of the year outline of transition activities for students and staff. The school hosts a Kindergarten Roundup each spring for students that plan to enter Kindergarten the following fall. Last spring, Kindergarten Round-up was held on March 4, 2022. The flyer for this event can be found in Artifacts for 5.1. This year the Kindergarten Round-up will be April 27, 2023. The Kindergarten teacher also attends the "Meet the Teacher" time at the Community Head Start program. Students that will be entering Kindergarten in the fall are eligible to attend the 21st Century Community Learning Center

Summer School Program. Last year, Summer School started on May 16, 2022 and was in session till the end of June. PreK students and families are also included in the Title 1 Family Nights.
New and incoming students register for school, tour the building, and meet their teacher before they attend school.

Artifacts for 5.1
*Back to School Night Flyer
*Kindergarten Round up

5.2	*Please provide a narrative below describing the school's transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career).*

The Isanti Community School has activities to assist students in transitioning and moving on from PK-5. The Day Care, Toddler, 3 year old room, the 4 year old room and the Kindergarten are all housed in the new wing of the school. 3 and 4 year old students are familiar with the Kindergarten room and teachers due to being across the hall from them. This along with Kindergarten Roundup helps outgoing PreK students transition to Kindergarten.
The Isanti Elementary School also plans for outgoing 5th grade elementary students to visit the middle school classrooms and meet the staff on May 17, 2023

Artifacts for 5.2:
*Kindergarten Round-up flyer for 2022

6. Strategies to address areas of need

6.1	*Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.*

  The Priority School Progress Plan goals for Isanti Community Schools indicates the school will develop instructional and leadership capacity among all staff to ensure individual students have meaningful and engaging opportunities to learn from creative and energetic teachers and support staff that make learning interesting and meaningful as measured by data. The strategy for improvement is to expect high quality instruction so that all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. The addition of TNTP consultants to our school will ensure that our implementation of the CKLA program is taught with fidelity.

The Isanti provides an After School Program that provides students with additional academic enrichment activities. Isanti Community Schools also provides a Summer School program that students may attend for additional learning throughout the summer so that students remain engaged. This helps the students to maintain the skills over the summer that they have previously learned. This year the Summer School Program for 2023 will begin June 5 and run through June 29, 2023.

Artifacts for 6.1:
*Summer School Flyer for 2022
*After School program Permission slip for 2022-2023
*After School Flyer
*Summer School Schedule for 2022-2023

7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds

7.1	*Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)*

Federal funding sources include Title I, Title VII Impact Aid, 21 st Century Grant, and IDEA. State funding
sources include State Aid, Early Learning Childhood Endowment Grant and Poverty Funds. Local funds
include property tax revenue. A complete listing and expenditures and funding resources is available for
review at the district administration office.
Title 1 resources at Isanti Community Schools are allocated for a dedicated Title 1 teacher(s) and
paraprofessional for students with reading and math interventions. Materials, supplies, parent
involvement and staff development are funded out of local funds if there are not enough Title 1 funds.
The After School Program and Summer Program are funded with the 21 st Century Community Learning
Center Grant and local funds.
A breakfast and lunch program is available for students through state, federal, and local funding. A
a federally funded summer meal program is also available.
The district receives a large amount of Impact Aid. These funds are used to support educational
programming for all K-12 students. Isanti Community Schools has a high Special Education population
and therefore IDEA funds and Special Education School Age funds are utilized to meet the needs of
students. Students below age five are supported by State Aid, Grants and local funding sources. The
Educational Service Unit 1 also aids K-12 and preschool students.

Artifacts for 7.1:
*ESSA Grant
*GMS Budget Detail
*Goals and Needs Grant Application
*Semi-Annual Certification-Time/Effort Logs
*Title 1 Grant Application