

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.:	540505	
School Name:	Isanti Community School	
County District School Number:	54-0505-001	
Building Grade Span Served with Title I-A Funds:	9-12	
Preschool program is supported with Title I funds. (Mark appropriate box)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Summer school program is supported with Title I funds. (Mark appropriate box)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Other (Specify)_SEL_____	
School Principal Name:	David Mroczek	
School Principal Email Address:	dmroczek@santeeschools.org	
School Mailing Address:	206 Frazier Avenue East Niobrara, NE 68760	
School Phone Number:	402-857-2741	
Additional Authorized Contact Person (Optional):	Tammy Kester Title 1 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Ruth Ann LaPlante</u> <u>David Mrozcek</u> <u>Tammy Kester</u> <u>Jessica Crossman</u> <u>Emily Romkema</u> <u>Leah Thomas</u> <u>Brooke Schmeckpeper</u>	<u>Parent</u> <u>Administrator</u> <u>Title 1 Coordinator</u> <u>SEL</u> <u>IT Coordinator</u> <u>Graduation Coach</u> <u>High School Teacher</u>

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 53	Average Class Size: 13.3	Number of Certified Instruction Staff: 13
Race and Ethnicity Percentages		
White: 0 %	Hispanic: 7.5 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 93 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 0 %
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 100 %	English Learner: 0 %	Mobility: 31.08 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NWEA Growth	
NSCAS Growth	
ACT	

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	<p><i>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.</i></p> <p>At Isanti Community Schools, the High School consists of 53 students in grades 9-12. NSCAS Growth Assessments are used in reading and math to help determine how well the curriculum meets students' needs. NWEA Map Growth Assessments are taken by students in grades 9 and 10 twice a year. The Pre-ACT is taken during the winter for grades 9,10, and 11. Final ACT testing is taken during the spring of the Junior year. The testing dates are included in the documentation for 1.1 artifacts.</p> <p>At the high school level, there is an active SAT team that meets once a week to discuss students who are at risk and review interventions that have been implemented and monitored by the SAT team. Classroom teachers are involved in the discussions of their students and provide input during these SAT meetings. Various data points are reviewed at these SAT meetings.</p> <p>SIP meetings are held on the first Wednesday of the month. Prior to the meetings, teachers receive a google forum where they give their input on each of the three Goals within the student improvement plan (SIP). The data from the teachers is evaluated and summarized by administration. When the team is brought together as a group the data from the teachers and the formative data is presented alongside the goals. We discuss our current interventions and strategies we have in place to meet the SIP goals, along with how we may be able to improve our current interventions to meet our goals.</p> <p>After state testing sessions, data is received and as a team we look at ELA, Math and Science. We identify low areas and high areas. As a team, we discuss why behind our high scores and our low scores. AS a MTSS team we look at trending low scores and at ourselves : is the student well below for multiple years? Is the student currently receiving interventions? If not, what interventions are they eligible for? As a District, how do our scores reflect teaching and learning? From here we make goals and objectives as to how we meet the needs of our students based on the data.</p> <p>Isanti School employs a full-time graduation coach that provides interventions to students and families. Once a week, the graduation coach, the school counselor, and the administrator meet to complete a credit audit. The credit audit alerts school officials to those students who may be falling behind. The graduation coach and the counselor begin to alert guardians and students, calling meetings to discuss the current problem, the why, identifying and brainstorming interventions with the families, and planning a follow-up time to meet and discuss if academic interventions are successful.</p> <p>The school counselor and the graduation coach meet with students, one grade at a time, once a month to discuss the importance of keeping up with their grades and resources within the high school that they can use to if they feel they are falling behind or need extra support.</p> <p>Artifacts for 1.1: *NSCAS Growth data *Executive Summary</p>
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*NWEA MAPS Growth Data	
*NSCAS/MAPS/ACT Testing schedule	
1.2	<p><i>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.</i></p> <p>Parents are invited to our Title 1 Annual meeting that is held during our fall Family Title 1 Night. At this time, a Title 1 information packet is disseminated to our attending parents. This packet contains 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 discuss the compact and if the parents feel that our current compact meets our district needs, or if they want to change it. The parents felt that the current compact was meeting our 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. There were no changes suggested by parents, so 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.</p> <p>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. The survey data indicates that families highly agree that the school believed that all students are capable of success and differentiates learning while providing students with the physical and emotional tools for success. Further data to support these findings are found in the executive summaries and key characteristic narratives in the documentation for artifacts for 1.2.</p> <p>Artifacts for 1.2:</p> <ul style="list-style-type: none"> *Executive Summary *Title 1 Family Night Info *Surveys *Examples for school messages on messenger and/or FaceBook *Parent as Teachers Activities *Parent Teacher Conferences Flyer *Parent's Night Sign in sheets
1.3	<p><i>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.</i></p> <p>Isanti High School 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 developed and monitored through the TNTP consultants. Strategies and Action steps drive the plan for each year. TNTP is planning, in the spring of 2023, beginning collaboration with the high school math and English teachers around curriculum support and implementation of ELA and Math resources. 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 since our last Schoolwide plan. The three goals include:</p> <ul style="list-style-type: none"> *Academic Achievement **Absenteeism ***Graduation Rate

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 last Schoolwide Report for Title 1 was submitted. The last Schoolwide Report for Title 1 was submitted for grades 6-12 as a whole school. Since then, these have been divided into 2 separate schools: Middle School is now reported as 6-8, High School is now reported as 9-12. The goals at the Middle School have been updated annually since the separation of the Middle School and High School.

2020-2021

*By May 2021, 80% of grades 6-12 will improve their overall achievement as measured by projected growth on MAP Tests in Reading and Math.

**By May 2021, the average daily attendance will increase for grades 6-12 to 86% or better.

- A. MS grades 6-8 will increase from 88%-90%.
- B. HS grades 9-12, will increase from 71%-73%.

***By May 2021, 75% of students grades 6-12 will continue to be on track to graduate.

80% of Middle School students will be on track to graduate; per individualized plan.

2021-2022

*By May of 2022, 80% of the 6-12 students will improve their overall achievement as measured by projected growth on the MAPS test in Reading and Math.

**By May 2022, average daily attendance will increase for grades 6-12 to 86% or better. -MS, grades 6-8, will increase from 88% to 90%. -HS, grades 9-12, will increase from 71% to 73%

***By May 2022, 75% of students in grades 6-12 will continue to be on track to graduate.

-80% of MS students will be on track to graduate, per individualized plan

-HS graduation rate will be at 70% or higher.

2022-2023

*By May 2023, 80% of grades 6-11 will improve their overall achievement as measured by projected growth on state testing.

- A. MAPS/NWEA
- B. P-SAT

**By May of 2023, average daily attendance will increase for grades 6-12 to 88% or better.

- A. Middle School grades 6-8, will increase 90%-93%
- B. High School grades 9-12, will increase from 82%-85%
- C. Reduce chronic absenteeism by 5%
- D. Common Restorative Language

***By May 2023, 80% of the students in grades 6-12 will continue to be on track to graduate.

- A. High School graduation rate will be at 80% or higher.
- B. 80% of Middle School students, grades 6-8, will have a 70% of above.
- C. Truancy Officer

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. 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.

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

2. Schoolwide reform strategies

2.1	<i>Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide <u>supporting documentation</u> in the corresponding folder.</i>
<p>The Isanti High School addresses the needs of all students. The High school has 60 students currently enrolled. The school administers the NSCAS, NWEA MAP Growth Assessments, Pre ACT, and ACT assessments. The school administrators facilitate data digs to guide instruction.</p> <p>Students who appear at-risk of not meeting the challenging academic standards are identified first through teachers via a SAT referral form. The SAT team then brings the student into the program, with stakeholder collaboration, to provide targeted supports to aid student success. Teachers start the referral process after making efforts to provide tier 1 interventions.</p> <p>If these Tier 1 interventions do not assist the student with successful learning, the student may be referred for a 504 plan, that may include Tier 2 interventions. These 504 plans are monitored and reviewed at least once a year. Currently there are 7 High School students that have a 504 plan written for them to support successful learning. There is an example of a 504 sign-in sheet included in the 2.1 Artifacts.</p> <p>Students who are not identified as falling behind academically, but are struggling emotionally, are referred to a social and emotional assistance team. The team takes the student on when the classroom teacher has made efforts to provide tier 1 intervention.</p>	

Commented [1]: Social and Emotional Support team - tiers/ sign in
 Student assistance team- tiers /sign-in/emails
 Society of Care talking circles?

Commented [2R1]: If we could get any documentation of these meetings that would be great! Can we add graduation coach here also?

The Graduation Coach works with the 12th grade (Seniors) first, to make sure they are on track to graduate in the spring. Then she will work with 9th grade students to make sure they have the credits they need at the beginning of high school to be on track to graduate in four years. She then works with 10th and 11th grade students to ensure that they have the appropriate amount of credits they need for their grade level.

The students who do not have the credits needed for their grade level are provided instruction through APEX to assist them in credit remediation. The school is currently providing High School students an opportunity to gain credit recovery using the APEX curriculum during school hours. APXE is also provided to students during the summer months to gain or recover credits that they may have missed during the school year.

Artifacts for 2.1:

- *RTI for SEL
- *SEL k-12 Sign in Sheet example
- *SAT documents
- *504 documents
- *Example of 504 sign-in sheet for meeting

3. High quality and ongoing professional development

Commented [3]: UGH - this is a hard one... Im thinking

Commented [4R3]: Could we add the SEL component of Restorative Practices and Empathy digs? Do we have paras at HS that have gone through Para-Pro? Any PLC's at HS level?

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.*

Isanti High School teachers and staff have many professional development learning experiences. The Priority Plan ensures that the school is supported by Educational Consultants provided by the Nebraska Department of Education. Since being on the Priority Plan, we have had several consultants. Last year, Isanti Community Schools was supported by Consultant Anne Masuback. Ms Mausbach provided the entire school staff with several days of professional development pertaining to Mini Lessons and what to look for when teachers are presenting a Mini Lesson. Gradual Release of Information was another concept on which Mrs. Mausbach presented for professional development, along with Checking For Understanding.

Other professional development consisted of Professional Learning Communities (PLC). One of the PLC rotations that was held last spring was a targeted book study on "Teacher's Clarity Playbook" (Fisher, Fry, Amador and Assof) and another rotation consisted of a book study on "Lives in the Balance" where Zoom was utilized as a platform with which staff discussed key ideas. This PLC also occurred during the 2021-2022 school year. Our purpose of implementing this approach was to improve our school culture, climate, and discipline by means of replacing punitive discipline, and adapt exclusionary practices with a more compassionate, effective approach. The administrative team selected a group of teachers to complete the training to help implement the process. The team consisted of Raya Nagel, Matt Chambers, Breann Sweeny, Kristen Tucker, Teri Kramer, Calvin Krogman, Jessica Crossman, and Megan McGlone. This core group completed 2 hours of training each month with an hour zoom per month, totaling 3 hours a month, 24 hours throughout the school year. The meetings were held every first and third Wednesday of the month.

The High school team participated in data digs at the end of each NSCAS testing cycle. It is here that teaching and learning and student achievements can be analyzed. The team looks at testing scores,

areas testing, and the students who fell at risk. The team then takes the at-risk students and begins to compare their achievements to call achievements and benchmarks. At the start of the academic year, staff participated in restorative practice professional development. Staff is educated in the restorative model: a model that involves students, parents, and teachers in creating plans to address lagging skills that may be the cause of misbehavior. Restorative practice PD and implementation are based on the practices of Dr. Ross Greene.

Artifacts for 3.1:

- *Empathy Dig Information
- *Gradual Release Professional Development
- *Isanti Teacher Professional Development Mar 14, 2023
- *Mini Lesson Professional Development
- *Professional Development
- *TNTP Professional Development Plan

4. Strategies to increase parent and family engagement

4.1	<i>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.</i>
<p>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. This compact 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 disseminated to parents at the Title 1 Parent meeting can be in the artifacts for 4.1.</p> <p>Artifacts for 4.1</p> <ul style="list-style-type: none"> *Title 1 Family Night Info *High School Parent-Student-Teacher Compact 	
4.2	<i>Please provide a narrative below describing how parents were involved in developing the Title 1 Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i>
<p>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.</p> <p>*Parent-Teacher Conferences held on October 12, 2022. Flyer in artifacts 4.2</p>	

- *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
- *Homecoming Activities September 19-23 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.
- *Pep Rallies–Community Invited
- *Parent portal for Power School (SIS)

Documentation can be found in the artifacts for 4.2.

Artifacts for 4.2:

- *Combined District and School Engagement Policy
- *Title 1 Family Night Info
- *Parent- Teacher Flyer
- *Back to School Flyer
- *Honoring Ceremonies
- *Title 1 Family Night Documentation

4.3 *Please provide a narrative below describing how and when the annual Title 1 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. More detailed information can be found in the narrative for 4.2 above. The agenda, information included and signature sheets for the Family Night Parent Meeting and the Planning Meetings are included in the artifacts for 4.3.

Artifacts for 4.3:

- *Title 1 Family Night info
- *High School Parent-Student-Teacher Compact template

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 High School and Middle school team begin transition plans during the 4th quarter of the school year. The middle school team coordinates with high school teachers to identify objectives for students during transition day. 8th grade students participate in a high school experience day after the high school seniors graduate. During this time, students have mock schedules, practice class transitioning within the appropriate time frames and getting acquainted with teachers. The objective is

that 8th grade students will have a positive transitional experience after practicing and experiencing the high school protocol and building relationships with educators. The date for this year's transition day is May 17, 2023.

The Isanti High School will also host a Freshman Orientation on August 1, 2023. Incoming freshmen will be able to meet teachers, become familiar with their schedules and ask any and all questions. The orientation will allow students to greet their peers while parents learn more about the beginning of their child's exciting high school journey. This Freshman Orientation will be supported by the Student Council and is documented in the Student Council 2023-2024 plans on the Leadership page under School goals.

Artifacts for 5.1:

*Student Council 2023-2024 Goals

5.2	<i>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).</i>
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As students graduate high school, our school counselor and graduate coach collaborate to maintain contact with students. Maintaining completion is done by obtaining contact information from graduating students and their families prior to graduation. The information is used to make contact, see how the students are meeting their post graduation goals and if the school can offer support or resources to aid in individual student success. Students have the opportunity to enroll in welding courses each semester through RTECH; a school in Yankton, SD. Students attend these classes once a week throughout the year. While participating in RTECH, students are exposed and trained in the skill of welding. If students complete two years of these courses- upon graduation from high school they have 6 remind weeks and a test to complete to become a certified welder.

Grades 9-12 attend 1 college visit a month. These college visits are arranged and planned via out Graduation Coach and School Counselor. The objective behind these trips is to expose our students to new educational environments that will enrich what they know about universities and aid in helping each student make a planned and informed decision. The graduation coach is a vital part of this process. The role of the graduation coach is to give these experiences to our students to help them make the most informed decision upon completion of high school. The graduation coach can help students make the best decisions possible as she is very aware of grades, attendance and future goals of our senior students to make sure they stay on the path of success and graduate.

Students in Grades 9-12 are offered dual credit math opportunities via the Nebraska Indian Community College. This semester we offer dual credit college Algebra. In the past, along with Algebra, we have offered English Composition, Chemistry and Medical Terminology.

Artifacts for 5.2:

*Picture of Isanti High School Students involved with Society of Care at Nutrition Center

*Juniors and Seniors travel to Lincoln for College visit

*Juniors and Seniors visit NICC

*RTECH for High School Flyer

6. Strategies to address areas of need

6.1	<i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.</i>
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Isanti High School offers a floating study hall every Wednesday. This is a period during the one day a week, picked at random, where students have a chance to catch up on homework, ask content specialist clarifying questions or obtain reteaching on areas that are not clear.

Isanti High School Students are encouraged daily to meet with teachers from 3:30 -4:00 to obtain extra assistance or re-teaching. Many teachers encourage students/invite students to have a working lunch where students can receive extra academic support.

Isanti High School currently has 4 students using APEX for credit recovery during the school year. Three of the four students are in APEX all day and leave school at 2:00 pm. One of the four are in APEX all day, but returns to the regular class the last period of the day. The students who are in APEX eat lunch with their peers. Isanti High School Students also have the opportunity for credit recovery during the summer with APEX.

Artifacts for 6.1:

- *Floating Study Hall
- *HS schedule

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 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