

**Complete End of Year
District Demographics
School Year 11-12**

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

Race/Ethnicity	Total Enrollment 43	
	Count	Percent
American Indian	13	30.2%
Black	1	2.3%
White	29	67.4%

Part B Special Ed Enrollment 43		
	Count	Percent
American Indian	13	30.2%
Black	1	2.3%
White	29	67.4%

Part C Special Ed Enrollment 0		
	Count	Percent

Gender	Total Enrollment 43	
	Count	Percent
F	14	32.6%
M	29	67.4%

Part B Special Ed Enrollment 43		
	Count	Percent
F	14	32.6%
M	29	67.4%

Part C Special Ed Enrollment 0		
	Count	Percent

Disability	Total Enrollment 43	
	Count	Percent
ASD	6	14.0%
B/VI	1	2.3%
DCD Mild	2	4.7%
DD	8	18.6%
EBD	4	9.3%
OHD	6	14.0%
S/LI	2	4.7%
SLD	13	30.2%
SMI	1	2.3%

Part B Special Ed Enrollment 43		
	Count	Percent
ASD	6	14.0%
B/VI	1	2.3%
DCD Mild	2	4.7%
DD	8	18.6%
EBD	4	9.3%
OHD	6	14.0%
S/LI	2	4.7%
SLD	13	30.2%
SMI	1	2.3%

Part C Special Ed Enrollment 0		
	Count	Percent

**Complete End of Year
General District Information
School Year 11-12**

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

Date of next MDE validation: 13-14

**Complete End of Year
General District Information
School Year 11-12**

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

Significant District Changes:

Kelliher Independent School District (ISD) #36 is one of eleven districts that are part of the Bemidji Regional Interdistrict Council. This report summarizes data specific to Kelliher ISD #36. During the 2011-2012 school year, Kelliher School District conducted a Self Review and will now move into the 100% correction year. Corrective Action Plan (CAP) training was provided to staff in the spring of 2012.

Significant Events/Programs in the District:

Over the past three years, Kelliher district has been committed to increasing reading achievement and integrating technology into the educational process. For three years the district has used the scientifically researched based Scholastic READ 180 program. This interactive reading program has increased active learning for the student, improved student motivation and achievement. The district expanded the use of the Scholastic reading program during the 2011-2012 school year as listed below:

*Scholastic READ 180 was used for students needing intense reading instruction in grades 5-8.

*Scholastic System 44 was implemented for special education students in grades 3-8 who were lacking in phonological decoding skill.

*Scholastic Expert 21 was implemented in the 7th and 8th grade as a reading curriculum.

The Kelliher district has implemented or is in the process of implementing other programs listed below:

*Earobics is a multisensory reading intervention that was implemented in grades K-2 in 2011-2012.

*Title 1 has implemented the researched based Lexia Program to increase foundational reading skills in grades K-4.

*The elementary implemented a new McGraw-Hill reading basal called "Treasures" in grades K-6 and a supplemental "Triumphs" for those who need it in grades K-3.

*Combined three day a week pre-school programs for four year olds with Early Childhood Family Education, Learning Readiness and Headstart collaborating for effective programming. Three year olds meet once a week on Mondays.

*The Kelliher Early Childhood Program (School Readiness, Head Start, Early Childhood Special Education) was accepted as an MDE TACSEI expansion site beginning with the 2011-12 school year. Staff participated in extensive training in social-emotional development and intervention strategies and then implemented and kept data on student performance in these areas.

*The Kelliher district uses the NWEA MAP testing three times a year for grades K-2 and grades 9-10 and twice a year for grades 3-8 to obtain benchmarks on student progress in reading and math in grades. This computerized adaptive assessment program generates data to assist the district in identifying students in need of intervention for remediation and skill building.

*School-wide Title I services are provided to students who are in need of supplemental services in the area of reading and math both in an inclusive and a resource room setting. Title I staff includes a licensed teacher and paraprofessionals. Licensed teachers have been provided training on best practices in reading and math and incorporate these practices into the supplemental reading and math programs.

*Reading Plus is used with students in both the Title I program and Special Education. This program is available for grades 1

-12, with consistent implementation in the elementary.

*Accelerated Reader and Accelerated Math supplements instruction.

*Simulating Maturity Accelerated Readiness Training (S.M.A.R.T.) program for grades K-3 was started during the fall of 2008-2009 to improve developmental school readiness and has continued to be used in the district. Ongoing training has been provided as needed.

*Curriculum teams have aligned the curriculum to the state standards.

*Response to Intervention (RTI) training was attended by a team of elementary teachers during the summer of 2008 and 2009. The district has continued to train in this area. They have identified interventions to use at the various tiers for Reading, Language Arts, and Math.

*Aimsweb is currently used for benchmarking and progress monitoring of reading for selected students in grades K-6.

*Catch up - Keep up is offered for 2.5 hours two nights per week.

*Power Hour is offered five days a week in grades 7-12 for MCA prep and practice.

*All students in grades 10-12 and some 9th graders are assigned laptops for the school year. This year the technology was expanded to include Ipods in some of the classes.

*IPADS were assigned to all students in grades 11 & 12 in the fall of 2011-2012. In grades K-6 the each classroom was assigned 2-3 IPADS and the high school was provided with a mobile lab of 20 additional IPADS.

*Over the past two summers selected teachers have participated in the Bemidji State University Summer Math Institute.

*5th & 6th graders were given math instruction by a licensed middle school math teacher this year, focusing on key math skills needed prior to entering the 7th grade.

*McGraw-Hill math curriculum aligned to the standards was implemented during the 2010-2011 school year. The scope and sequence was also aligned.

*District is offering a 3 week summer school in August for students in grades 4-12 to focus on a jump start into the new school year.

*Ramp Up Literacy will be implemented for grades 6-12 in 12-13 focusing on reading basics and college preparation curriculum.

*Standards Based IEP training was provided to the special education teachers.

*Daily Lesson Planners are used with students with disabilities to promote study and organizational skills in grades 4-9.

*School to Work Program is supported by Northwest Technical College.

*School Within A School program was implemented in the fall of 2011-2012 and is ongoing.

*Educational Planning and Improvement Council (EPIC) hold Professional Learning Communities throughout the year during power hour for 30 minutes twice a week to focus on data mining, reading practices and differentiated instruction.

*District is using VIEWPOINT as a data warehouse to produce reports and analyze data.

The district has been committed to improving school culture. They have conducted a Hope Study which was designed to assist schools in pinpointing their strengths and areas of needed improvement. They have taken this information to develop further proactive programming to enhance and enrich the student experience within the school.

*School wide character education was promoted with the theme of "Year of Changing Lives." This theme was carried throughout the school year to promote a safe school wide environment.

*Positive Behavioral Interventions and Supports (PBIS) at all grade levels PreK-12. Kelliher took first place in a PBIS video contest put on by the Minnesota Department of Education and they were also recognized nationally for this work.

*D.A.R.E. program is provided in 5th grade.

*Students Against Destructive Decisions (S.A.D.D.) is offered to students.

*Active Parent Teacher Organization.

*Genesis computer program offers a parent portal for parents to access student's assignments, grades, attendance, and discipline. The district is moving into the School-Wide Information System (SWIS) which is a web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions. The three elements of SWIS are an efficient information gathering system, a web-based computer application for data entry and report generation, and a pro-active process for data driven decision making.

*The purpose of the School Library Media Center is to support the curriculum and the school mission statement through access to information and information literacy. Lifelong learning is supported through community access to the Library Media Center with books, DVD's, periodicals, and Internet access available to students, staff, and community.

*Family Fun Nights are featured periodically throughout the school year.

*Book fair twice a year with drawings held for free books.

*Comprehensive Arts Planning Committee oversees the Arts partnerships with the community which have resulted in high-quality arts experiences including photo shops, sculptures, and artist in residence programs.

*Title VII grant includes Indian Education Parent Advisory Committee (IPAC) and staff to facilitate school-family communication, improve attendance, and facilitate learning.

*District Community Ed is offering summer programming twice a week for 5 weeks that involves hands on learning, library time, and community gardening.

*Active Committees, including an Indian Education Parent Advisory Committee (IPAC), a Title I School-wide Project Planning Committee, a Systems Accountability Committee, a Technology Committee, Comprehensive Arts Planning Committee and Continuous Improvement Monitoring Process (CIMP) leadership team to help develop plans for the future related to school improvement, to evaluate current programs and to create school/community partnerships.

*Initiated Project Graduate in association with North West Technical College for at risk students in grades 10-12. This program which explores the importance of study skills, graduation, aptitude and more, allows students to receive high school credit and college credit at the same time.

*Active Community Education programs which encourage school and community collaboration.

*An ongoing commitment to education on the part of the community.

*In 2008, Kelliher High School received a Bronze Medal in the U.S. News and World Report annual list of America's Best High Schools.

Process to develop the Mission and Belief statements:

The BRIC CIMP mission, beliefs and goal statements were originally identified as part of the IDEA implementation planning process in 1999. A group consensus process was used to develop them. In addition, they are reviewed each year by the Leadership with input from the field and the Board at the annual meeting held each April. To better individualize the CIMP process, the leadership team previously incorporated the district mission statement into this report.

Mission:

The Kelliher School Board is dedicated to meeting the educational needs of all students in a safe learning environment.

As a Special Education Cooperative serving its member districts, the BRIC brings an addition to the mission statement. This is:

To provide leadership to the BRIC member school districts to ensure the provision of appropriate and comprehensive quality services to all learners with identified disabilities.

Has your Mission Statement changed?

N

Rationale for changing the Mission Statement:

No data.

Belief Statements:

Everyone can learn. Learning is for everyone.

All learners need to be educated in the least restrictive environment, regardless of race, culture, environment, socioeconomic status or disability.

All learners have unique instructional needs.

Rights of parents and learners must be assured.

A multi-disciplinary approach best meets the unique needs of learners.

Interagency services should be encouraged as needed.

Continuous evaluation of special education services is necessary so the corrective action can be taken when appropriate.

Process to develop the goal statements:

No data.

Goal statements:

No data.

**Complete End of Year
General District Information
School Year 11-12**

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

Leadership Team Selection Process:

Leadership Team Membership:

<u>Last</u>	<u>First</u>	<u>Position</u>	<u>Length</u>	<u>Responsibility</u>
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How parents and community are involved in the MNCIMP:SR planning and analysis:

No data.

How the MNCIMP:SR status is communicated to parents and the community:

No data.

**Complete End of Year
Current Action Plan
School Year 11-12**

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Current Action Plan
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Current Action Plans

Goal Statement:

No Data.

Desired Outcome:

No Data.

Strategies:

No Data.

Collected Data:

No Data.

Progress and Results Analysis:

No Data.

Goal Met? (met, not met, continue)

No Data.

Explanation if goal not met:

No Data.

**Complete End of Year
Future Action Plan
School Year 11-12**

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT (0036-01)

**Complete End of Year
Future Action Plan
Action Plans**

DistrictNbr/Type: KELLIHER PUBLIC SCHOOL DISTRICT(0036-01)

Goal Statement:

No Data.

Desired Outcome:

No Data.

Strategies:

No Data.

Collected Data:

No Data.

Need Assistance:

No Data.

**Complete End of Year
Post Secondary Follow-up Survey
School Year 11-12**

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-Nothing to report