

**Complete End of Year  
District Demographics  
School Year 10-11**

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

| Race/Ethnicity  | Total Enrollment<br>41 |         |
|-----------------|------------------------|---------|
|                 | Count                  | Percent |
| American Indian | 10                     | 24.4%   |
| Black           | 1                      | 2.4%    |
| White           | 30                     | 73.2%   |

| Part B Special Ed Enrollment<br>41 |       |         |
|------------------------------------|-------|---------|
|                                    | Count | Percent |
| American Indian                    | 10    | 24.4%   |
| Black                              | 1     | 2.4%    |
| White                              | 30    | 73.2%   |

| Part C Special Ed Enrollment<br>0 |       |         |
|-----------------------------------|-------|---------|
|                                   | Count | Percent |
|                                   |       |         |

| Gender | Total Enrollment<br>41 |         |
|--------|------------------------|---------|
|        | Count                  | Percent |
| F      | 15                     | 36.6%   |
| M      | 26                     | 63.4%   |

| Part B Special Ed Enrollment<br>41 |       |         |
|------------------------------------|-------|---------|
|                                    | Count | Percent |
| F                                  | 15    | 36.6%   |
| M                                  | 26    | 63.4%   |

| Part C Special Ed Enrollment<br>0 |       |         |
|-----------------------------------|-------|---------|
|                                   | Count | Percent |
|                                   |       |         |

| Disability | Total Enrollment<br>41 |         |
|------------|------------------------|---------|
|            | Count                  | Percent |
| ASD        | 5                      | 12.2%   |
| B/VI       | 1                      | 2.4%    |
| DCD Mild   | 2                      | 4.9%    |
| DD         | 3                      | 7.3%    |
| EBD        | 4                      | 9.8%    |
| OHD        | 7                      | 17.1%   |
| PI         | 1                      | 2.4%    |
| S/LI       | 6                      | 14.6%   |
| SLD        | 12                     | 29.3%   |

| Part B Special Ed Enrollment<br>41 |       |         |
|------------------------------------|-------|---------|
|                                    | Count | Percent |
| ASD                                | 5     | 12.2%   |
| B/VI                               | 1     | 2.4%    |
| DCD Mild                           | 2     | 4.9%    |
| DD                                 | 3     | 7.3%    |
| EBD                                | 4     | 9.8%    |
| OHD                                | 7     | 17.1%   |
| PI                                 | 1     | 2.4%    |
| S/LI                               | 6     | 14.6%   |
| SLD                                | 12    | 29.3%   |

| Part C Special Ed Enrollment<br>0 |       |         |
|-----------------------------------|-------|---------|
|                                   | Count | Percent |
|                                   |       |         |

**Complete End of Year  
General District Information  
School Year 10-11**

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

**Date of next MDE validation:** 13-14

**Complete End of Year  
General District Information  
School Year 10-11**

**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. Kelliher School District was scheduled for MDE Compliance Review in March of 2009 and 100% corrections obtained during the following year. During the 2010-2011 school year additional Due Process training was conducted. The district will move into the Self Review stage of MN-CIMP during the 2011-2012 school year.

Trends within the District:

\*The enrollment at Kelliher School District has remained fairly constant over the years with 232 students in 2001, 231 students two years ago and a slight downward slope to 217 last year. Current enrollment is at 220 students. There are 63 students from other districts attending Kelliher Schools and 25 resident students attend in another district. The special education population has also remained stable with 16.0% in 2002 and 17% currently. The free and reduced price lunch rate is at 78% and the AYP attendance rate is at 93%. The district does not have any limited English proficient students. District graduation rate is at 95%.

Significant Events/Programs in the District:

The Kelliher district over the past few years has made a commitment to increase reading achievement and integrate technology into the educational process. Over the past two 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 is expanding the use of the Scholastic reading program during the 2011-2012 school year as listed below:

\*Scholastic READ 180 will be used for students needing intense reading instruction in grades 5-10.

\*Scholastic System 44 will be implemented for special education students grades 3-8 who are lacking in phonological decoding skill.

\*Scholastic Expert 21 will be 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 will be implemented in grades K-2 in 2011-2012.

\*The elementary K-6 is implementing a new McGraw-Hill reading basal called "Treasures" and a supplemental "Triumphs" for those who need it.

\*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 local "Help Me Grow" committee supported the Family Toy Box, a multiple family group therapy program for young children beginning at age 2 and their parents. Families participate in activities focused on building stronger relationships, learning skills in limit setting, communicating and structuring activities to promote success.

\*The Kelliher district uses the NWEA MAP testing twice a year to obtain benchmarks on student progress in reading and math in grades Kdg-10. This computerized adaptive assessment program generates data to assist the district in identifying students.

nts 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.

\*Head Sprout focuses on pre-readers and early readers grades K-1.

\*Teacher training was provided in the 08-09 school year on Six Traits to improve language arts skills and these techniques continue to be used during the 09-10 school year.

\*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 continues to train in this area as four more teachers were trained last summer and ongoing training is scheduled for staff.

\*Aimsweb is currently used for benchmarking and progress monitoring of reading for students in grades K-3. Interventions have been identified for the tier levels.

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

\*Power Hour is offered for 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. Next year the technology will expand to include Ipods in some of the classes.

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

\*Last summer a selected teacher participated in the Bemidji State University Summer Math Institute. This current summer the group has expanded to training another group of selected general ed teachers and special education teachers.

\*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.

\*Accelerated Math is used as a supplemental math program.

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

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

\*Previously the district had an active Building Trades program which worked with local agencies to renovate homes and build houses for community improvement. Although this current year there were no community partners to provide this program, next year there has been a commitment to work with Habitat for Humanity to make this happen.

\*Daily Lesson Planners are used with students with disabilities to promote study and organizational skills.

\*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 Advisory Committee and staff to facilitate school-family communication, improve attendance, and facilitate learning.

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

\*School Within A School program will be implemented in the fall of 2011-2012.

\*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 schoolwide environment.

\*Positive Behavioral Interventions and Supports (PBIS) at all grade levels.

\*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.

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

\*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. Dedicated community hours are available evenings during the school year and summer months.

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

\*Book fair twice a year.

\*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.

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

\*Initiated Project Graduate in association with NorthWest 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:**

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 decided to incorporate the district mission statement into last year's CIMP report. This year the team reviewed the statement without out further changes.

**Goal statements:**

**Complete End of Year  
General District Information  
School Year 10-11**

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

**Leadership Team Selection Process:**

The Leadership Team was identified as part of the original IDEA implementation planning process in February 1999. Team members were selected by their member districts and change as deemed appropriate by the member district. BRIC membership includes the director of special education, the coordinator and the school psychologists. This year additional team members have been added including building principals and special education teachers.

**Leadership Team Membership:**

| <u>Last</u> | <u>First</u> | <u>Position</u>                       | <u>Length</u> | <u>Responsibility</u>                              |
|-------------|--------------|---------------------------------------|---------------|--|
| Ulmer       | Denny        | Special Education Director            | 1             | Guide process; ensure completion                   |
| Gulbranson  | Linda        | Special Education Coordinator - Due P | 1             | Scheduling; data analysis; report writing          |
| Williams    | Kim          | Early Childhood Coordinator           | 1             | Scheduling; data analysis; report writing          |
| Pohl        | Eva          | Special Education Coordinator - Due P | 1             | Scheduling; data analysis; report writing          |
| Kuleta      | Betsy        | Special Education Teacher             | 1             | Development, implementation, evaluation of process |
| Sorenson    | Kristina     | Early Childhood Special Education Tea | 1             | Review data; make recommendations; implement       |
| Kingbird    | Mary         | Parent                                | 1             | Facilitate parent and family involvement           |
| Haugse      | Heather      | Psychologist                          | 1             | Review/Analyze data, goal development              |
| Lutz        | Tim          | Superintendent                        | 1             | Analyze AYP data and CIMP data                     |

**Complete End of Year  
General District Information  
School Year 10-11**

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

**How parents and community are involved in the MNCIMP:SR planning and analysis:**

The MNCIMP:SR Leadership team presented the SR report to the Kelliher Educational Planning and Improvement Committee (EPIC) and the Indian Education Parent Advisory Committee (IEPAC) during the 2010-2011 school year to review the CIMP report. Parents and community members are part of both teams. Data analysis was shared with these groups and input was sought relative to action planning. This will be done again during the 2011-2012 school year.

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

CIMP activities are reported to the BRIC board on a regular basis. MN CIMP information and reports are posted on the BRIC website for anyone in the community to view. Kelliher School website has provided a link from their district website to the BRIC website to provide for more efficient access to MNCIMP status.

**Complete End of Year  
Current Action Plan  
School Year 10-11**

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

**Complete End of Year  
Current Action Plan  
School Year 10-11**

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

**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 10-11**

**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:**

BRIC will increase the Part C Family Outcomes Survey response rate for children exiting Part C.

**Desired Outcome:**

The BRIC Part C Family Outcomes Survey response rate will increase from 26% to 40%.

**Strategies:**

Remind ECSE staff to include MARRS numbers on Part C Family Outcomes Surveys provided to parents. Continue to provide ECSE staff with periodic reminders about completion of Part C Family Outcomes Survey for children exiting Part C. Continue listing child?s age in years and months on ECSE staff due process printouts. Continue use of incentive which is provided to parent upon return of the completed survey in a sealed envelope to ECSE staff for mailing.

**Collected Data:**

Remind ECSE staff to include MARRS numbers on Part C Family Outcomes Surveys provided to parents. Continue to provide ECSE staff with periodic reminders about completion of Part C Family Outcomes Survey for children exiting Part C. Continue listing child?s age in years and months on ECSE staff due process printouts. Continue use of incentive which is provided to parent upon return of the completed survey in a sealed envelope to ECSE staff for mailing.

**Need Assistance:**

N

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

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

**Goal Statement:**

Increase proficiency levels of students with disabilities in the areas of reading and math.

**Desired Outcome:**

Increase proficiency rates of students with disabilities by 3% in areas of reading and math.

**Strategies:**

\*Review MCA scores \*Continue to use Aimsweb benchmarking and progress monitoring for students with disabilities \*Continue to align curriculum to state standards \*Special education teachers will continue to work with district teams on alignment of standards and incorporate strategies to align reading and math instruction \*Review NWEA MAPS scores \*Ongoing use of the SMART strategies \*Continue using and refining the Guided Reading model in the 4 block approach \*Continued PLCs working on topics such as differentiated instruction, effective reading and math strategies, and PBIS.

**Collected Data:**

MCA proficiency rates.

**Need Assistance:**

N

# **Complete End of Year Program Evaluation**

**School Year 10-11  
Report Year 09-10**

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

Please refer to the "Program Evaluation Section Report" for your district's performance and analysis related to SPP/APR indicators.

**Complete End of Year  
Post Secondary Follow-up Survey  
School Year 10-11**

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

-Nothing to report