

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

DistrictNbr/Type: LAKE OF THE WOODS SCHOOL DISTRICT (0390-01)

Race/Ethnicity	Total Enrollment 83	
	Count	Percent
American Indian	2	2.4%
Asian	1	1.2%
Black	4	4.8%
Hispanic	1	1.2%
White	75	90.4%

Part B Special Ed Enrollment 80		
	Count	Percent
American Indian	2	2.4%
Asian	1	1.2%
Black	4	4.8%
Hispanic	1	1.2%
White	72	86.8%

Part C Special Ed Enrollment 3		
	Count	Percent
White	3	3.6%

Gender	Total Enrollment 83	
	Count	Percent
F	28	33.7%
M	55	66.3%

Part B Special Ed Enrollment 80		
	Count	Percent
F	25	30.1%
M	55	66.3%

Part C Special Ed Enrollment 3		
	Count	Percent
F	3	3.6%

Disability	Total Enrollment 83	
	Count	Percent
ASD	8	9.6%
DCD Mild	8	9.6%
DCD Severe	1	1.2%
DD	9	10.8%
EBD	14	16.9%
OHD	7	8.4%
S/LI	17	20.5%
SLD	17	20.5%
TBI	2	2.4%

Part B Special Ed Enrollment 80		
	Count	Percent
ASD	8	9.6%
DCD Mild	8	9.6%
DCD Severe	1	1.2%
DD	6	7.2%
EBD	14	16.9%
OHD	7	8.4%
S/LI	17	20.5%
SLD	17	20.5%
TBI	2	2.4%

Part C Special Ed Enrollment 3		
	Count	Percent
DD	3	3.6%

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

DistrictNbr/Type: LAKE OF THE WOODS SCHOOL DISTRICT (0390-01)

Date of next MDE validation: 13-14

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General District Information
School Year 10-11**

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Significant District Changes:

Lake of the Woods Independent School District (ISD) #390 is one of eleven districts that are part of the Bemidji Regional Interdistrict Council (BRIC). This report summarizes data specific to Lake of the Woods school district. Lake of the Woods School District was scheduled for MDE Compliance Review in March 2009. As part of the 2008-2009 Special Education Compliance Review, Lake of the Woods School district submitted the following data elements: parent stakeholder surveys, file review of student records, longitudinal record reviews and the special education director interview. Parent surveys were mailed during April, 2009. The record review was completed April 6, 2009 and district has submitted corrections to MDE and has been notified the district is at 100% correction status. Lake of the Woods school district is scheduled for record review during the 2011-12 school year which is part of district's monitoring cycle. The self-review will be completed prior to December 1, 2011.

Trends within the District:

*According to school report card demographic data from 2009-10 school year, Lake of the Woods has student population of 543 students with 15% identified as special education. School report card information obtained via MDE website indicates there are 32 students from other districts that attend Lake of the Woods School and 28 students from Lake of the Woods who choose to attend elsewhere.

Significant Events/Programs in the District:

Lake of the Woods School district has implemented the following programs to improve academic social/behavioral outcomes for their students including those with disabilities:

*Assurance of Mastery provides remediation to 7th - 12th grade students who are identified as performing below grade level in reading and math

*NWEA benchmarking fall & spring to monitor progress. Students at risk for not meeting proficiency in reading and math have benchmarks obtained during winter as well.

*Mentor/Monitor program (grades 7 - 12): students identified by teacher or parent, provides a mentor for students identified at-risk academically. The students work with mentor in groups of 3 - 5 on academic tasks such as homework, remediation, study skills.

*125A provides for Interventionist position serving grades K - 12. This program is designed to assist students with academic skills, social skills and conflict resolution. Students are referred to the Lake of the Woods School Based Intervention Program by the pre-referral team, by teaching and/or administrative staff, and/or by parents. The Interventionist works with parents and with the involved staff to develop a Student Intervention Plan, which addresses the specific areas of need the student displays. The Interventionist then meets individually or in a small group format with the student and provides a variety of interventions based on need. Interventions can include role-playing, modeling, journaling, discussing, tutoring, goal setting and charting. The Interventionist is the chair of the district's Pre-referral (Teacher Assistance) Team. She coordinates the agenda, assists in assigning research-based interventions and collects data to show the outcome of the intervention strategy.

*Lake of the Woods co

Collaborative is an interagency effort to provide both academic and social/behavioral supports for students at Lake of the Woods School. Collaborative funds support the School Social Worker position at Lake of the Woods School.

*Lake of the Woods receives support from Lake of the Woods Collaborative, Land o Lakes Foundation, and donations from local community organizations, and the Minnesota Department of Public Safety to support the following programs: Kids & Us: A program for students who are victims do crime. . A coordinator comes to school to work with identified students and the families of students enrolled in the program; Summer Activity Programs for at-risk children; Homework Club provided 2 days per week for students to obtain assistance with academic tasks after school.

*All school reading time for grades 7- 12. All students and staff read novel of choice once or twice per week to promote reading comprehension and interest in reading.

*Various staff have been provided Stimulating Maturity through Accelerated Readiness Training(SMART). The program has been implemented for all Early Childhood Programs (Headstart, SCFE, School Readiness, Early Headstart, ECSE and a family day care) and K-2.

*Sensory / Motor rooms have been set up to provide for sensory needs of student with disabilities (primarily ASD).

*All day everyday kindergarten was implemented in fall 09.

*PLC have been established. Monthly staff meetings are scheduled for certified and noncertified staff to participate in book studies. PLCs at the elementary level focus on reading instruction.

* Reading Academy is provided through Northwest Service Coop. All regular education classroom teachers are provided ongoing training to support implementation of best practices in reading.

*Odysseyware has been put in place for credit recovery or online curriculum for all students. The purpose of the program is to support commitment of maintaining 100% graduation rate for all students and to provide individualized curriculum to meet student needs and interests.

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 team with input from the field on an annual basis.

Mission:

The mission of the Lake of the Woods School District is to educate all students by creating a caring partnership among students, family, school, and community.

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 team with input from the field on an annual basis.

Goal statements:

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General District Information
School Year 10-11**

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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 peer monitors. Additional team members include building principals, special education teachers, ECSE teacher and the school psychologist assigned to the district were added to the leadership team during the 2008-09 school year. This year a parent of a student with disabilities was added to the leadership team to gain parent/community perspective in the analysis and planning process.

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
Sugden	Marilyn	Special Education Teacher	2	Development, implementation, evaluation of process
Nohner	Mark	Principal	1	Review AYP data; align CIMP w/ School Improvement
Nelson	Jeff	Principal	1	Review AYP data; align CIMP w/ School Improvement
Nohner	Sue	Early Childhood Special Education Tea	1	Development, implementation, evaluation of process
Glynn	Brian	Psychologist	1	Development, implementation, evaluation of process
O'Connell	Nyla	Parent	3	Parent Perspective Analysis & Planning

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General District Information
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How parents and community are involved in the MNCIMP:SR planning and analysis:

The MNCIMP:SR Leadership team will present the SR report to the district AYP Leadership team during the school year to review the CIMP report. Parents and faculty are members of the AYP Leadership team and meet 2 times per year. Data analysis will be shared with these groups and input will be sought relative to action planning.

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 can view. Membership districts of BRIC are encouraged to provide a link from district website to BRIC website to provide for more efficient access to MNCIMP status.

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

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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 10-11**

DistrictNbr/Type: LAKE OF THE WOODS SCHOOL DISTRICT (0390-01)

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

DistrictNbr/Type: LAKE OF THE WOODS SCHOOL DISTRICT(0390-01)

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:

SEAU response rate from MDE for 2010-11.

Need Assistance:

N

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

DistrictNbr/Type: LAKE OF THE WOODS SCHOOL DISTRICT(0390-01)

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 10% in areas of reading and math based on SY 10-11 data and again by 10% based on 11-12 data.

Strategies:

**Professional development opportunities in reading and math consistent with district/school improvement plans **IEP manager will review school data (MCA scores, NWEA-MAP, Aimsweb scores) to monitor progress of students with disabilities not meeting proficiency and implement strategies and interventions targeted toward improving outcomes for reading and math. **Implement Read 180 for students with disabilities not meeting proficiency in reading. **Teacher implementing Read 180 will receive training to ensure fidelity with implementation of Read 180.

Collected Data:

MCA-II Scores

Need Assistance:

N

Complete End of Year Program Evaluation

School Year 10-11
Report Year 09-10

DistrictNbr/Type: LAKE OF THE WOODS SCHOOL DISTRICT (0390-01)

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**

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-Nothing to report