

**Complete End of Year
District Demographics
School Year 09-10**

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

Race/Ethnicity	Total Enrollment 85	
	Count	Percent
American Indian	2	2.4%
Black	1	1.2%
White	82	96.5%

Part B Special Ed Enrollment 82		
	Count	Percent
American Indian	2	2.4%
Black	1	1.2%
White	79	92.9%

Part C Special Ed Enrollment 3		
	Count	Percent
White	3	3.5%

Gender	Total Enrollment 85	
	Count	Percent
F	28	32.9%
M	57	67.1%

Part B Special Ed Enrollment 82		
	Count	Percent
F	25	29.4%
M	57	67.1%

Part C Special Ed Enrollment 3		
	Count	Percent
F	3	3.5%

Disability	Total Enrollment 85	
	Count	Percent
ASD	10	11.8%
DCD Mild	9	10.6%
DCD Severe	1	1.2%
DD	8	9.4%
EBD	12	14.1%
OHD	6	7.1%
S/LI	19	22.4%
SLD	19	22.4%
TBI	1	1.2%

Part B Special Ed Enrollment 82		
	Count	Percent
ASD	10	11.8%
DCD Mild	9	10.6%
DCD Severe	1	1.2%
DD	5	5.9%
EBD	12	14.1%
OHD	6	7.1%
S/LI	19	22.4%
SLD	19	22.4%
TBI	1	1.2%

Part C Special Ed Enrollment 3		
	Count	Percent
DD	3	3.5%

**Complete End of Year
General District Information
School Year 09-10**

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

Date of next MDE validation:

**Complete End of Year
General District Information
School Year 09-10**

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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.

Trends within the District:

*As of Dec. 1, 2009, Lake of the Woods school district has total enrollment of 552 which is a slight increase from a year ago. Child count as of Dec. 1 2009 is at 14.67% (81 students) which is down slightly from 15.92% (85 students) last year. School report card information obtained via MDE website indicates there are 33 students from other districts that attend Lake of the Woods School and 25 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.

*Education City (K-6) is available to provide remediation in academic areas

*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 collaborative is an interagency effort to provide both aca

demographic 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 of 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. K-2 students participate in SMART activities daily for 30 minutes.

*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. During the 09-10 school year, staff met as a group once a week to review the Reading Teacher Journal. The group would discuss strategies, practice a week and come back and discuss results. Discussions have been related to retelling, schema, vocabulary development.

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:

**Complete End of Year
General District Information
School Year 09-10**

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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	3	Guide process; ensure completion
Gulbranson	Linda	Special Education Coordinator - Due P	3	Scheduling; data analysis; report writing
Williams	Kim	Early Childhood Coordinator	3	Scheduling; data analysis; report writing
Sugden	Marilyn	Special Education Teacher	4	Development, implementation, evaluation of process
Nohner	Mark	Principal	3	Review AYP data; align CIMP w/ School Improvement
Nelson	Jeff	Principal	3	Review AYP data; align CIMP w/ School Improvement
Nohner	Sue	Early Childhood Special Education Tea	3	Development, implementation, evaluation of process
Glynn	Brian	Psychologist	3	Development, implementation, evaluation of process
O'Connell	Nyla	Parent	5	Parent Perspective Analysis & Planning

**Complete End of Year
General District Information
School Year 09-10**

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

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 2010-11 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 09-10**

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

**Complete End of Year
Current Action Plan
School Year 09-10**

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

Current Action Plans

Goal Statement:

To increase parent response rate in completion and return of the Part C Family Outcomes Survey.

Desired Outcome:

The BRIC schools will increase the parental return rate on MDE's Part C Family Outcomes Survey from a rate of 14% to a rate of 50% for infants and toddlers exiting Part C.

Strategies:

1)Early Intervention staff will be reminded quarterly to provide families with infants/toddlers exiting early intervention with the Part C Family Outcomes Survey. 2)Early Intervention Staff will be provided with a due process printout quarterly listing the child's current age in years and months to better anticipate children exiting Part C. 3)Parents will be offered a children's book for their child as an incentive to complete the survey. When a completed survey is returned to the Early Intervention teacher in a sealed envelope addressed to MDE, the family will be provided with a children's book.

Collected Data:

Annual Part C Family Outcomes Response Rate provided by MDE.

Progress and Results Analysis:

1)Early Intervention staff were reminded about Part C Family Outcomes Survey requirements throughout the 08-09 school year. This included site visits from the ECSE coordinator in September '08, October '08, February '09 and April 09. The Part C Family Outcomes Survey requirement was also reviewed on August 26 and 27, 2009 at new teacher training and staff inservice training as well as on January 23, 2009 at a BRIC ECSE staff inservice. 2) Beginning in March, 2009 ECSE staff were provided with a due process printout that lists the child's current age in years and months to increase identification of children approaching their third birthday and in need of a Part C Family Outcomes Survey. The printouts were provided monthly for the remainder of the 08-09 school year, and throughout the 09-10 school year. 3) Throughout the 09-10 school year, parents have been offered an incentive to complete and return the Part C Family Outcomes Survey. The BRIC expects the positive results of this incentive program to be evident in the survey response rate for 09-10, as ECSE staff are reporting an increase in survey returns with the incentive.

Goal Met? (met, not met, continue)

No : C

Explanation if goal not met:

The data available does not reflect the response rate following full implementation of the strategies for increased Part C Family Outcomes Survey Response. In addition, the cell size continues to be a contributing factor. An additional 1-2 years of data is needed to determine if the strategies in place are successful.

**Complete End of Year
Current Action Plan
School Year 09-10**

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

Current Action Plans

**Complete End of Year
Current Action Plan
School Year 09-10**

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

Current Action Plans

Goal Statement:

Increase proficiency levels of students with disabilities in the area of reading.

Desired Outcome:

Of the special education students who did not meet or partially met the standard on spring 2009 MCA II reading test, 50% of that group will meet standard or partially meet standard on the spring 2010 MCA II reading test.

Strategies:

All teachers will use multiple strategies and methods to prepare students for improved reading achievement Staff will engage in professional learning communities Teachers will make department and grade level plans to better address reading standards and meet reading needs of students Special education teachers will know the benchmarks and incorporate strategies to align reading instruction to overall reading performance

Collected Data:

Special Education Proficiency rates for students with disabilities

Progress and Results Analysis:

At this time MCA II results have not been received by the district to determine whether the goal was met. Based on proficiency rates the percentage of students with disabilities meeting proficiency in area of reading increased or remained the same for grades 3, 4, 6, and 8. PLCs were in place during the 09-10 school year, staff met as a group once a week to review the Reading Teacher Journal. The group would discuss strategies, practice a week and come back and discuss results. Discussions have been related to retelling, schema, vocabulary development.

Goal Met? (met, not met, continue)

No : C

Explanation if goal not met:

District has implemented PLCs and continue to work to incorporate multiple strategies to improve reading outcomes for students with disabilities. Special education teachers will be incorporating progress monitoring in area of reading using Aimsweb during the 2010-11 school year. This will be used in addition to MCA and NWEA data.

**Complete End of Year
Current Action Plan
School Year 09-10**

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

Current Action Plans

Goal Statement:

To demonstrate our effective use of due process procedure and guidelines by increasing compliance with procedures for notice of evaluation, evaluation report, PLEP, LRE, progress reporting, and content of notice on IEP.

Desired Outcome:

100% compliance

Strategies:

Submit evidence of corrections to MDE by June 2010. Staff development training on due process procedures and guidelines Share compliance updates at regular staff meetings Conduct informal self-review of records on random basis

Collected Data:

100% compliance on Self-Review 2011-12

Progress and Results Analysis:

Evidence of corrections were submitted to MDE. 100% correction status was achieved. All special education staff attended training on due process procedures and guidelines held August, September and October. Training focused on areas most frequent areas of citation across the cooperative which included areas specific to Lake of the Woods including: notice of evaluation, evaluation report, PLEP, LRE, progress reporting, and content of notice on IEP.

Goal Met? (met, not met, continue)

Yes : M

**Complete End of Year
Future Action Plan
School Year 09-10**

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:

To increase parent response rate in completion and return of the Part C Family Outcomes Survey.

Desired Outcome:

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Strategies:

1)Early Intervention staff will be reminded quarterly to provide families with infants/toddlers exiting early intervention with the Part C Family Outcomes Survey. 2)Early Intervention Staff will be provided with a due process printout quarterly listing the child's current age in years and months to better anticipate children exiting Part C. 3)Parents will be offered a children's book for their child as an incentive to complete the survey. When a completed survey is returned to the Early Intervention teacher in a sealed envelope addressed to MDE, the family will be provided with a children's book.

Collected Data:

Annual Part C Family Outcomes Response Rate provided by MDE.

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 area of reading and math.

Desired Outcome:

Increase proficiency rates of students with disabilities by 5% in areas of reading Grade 3, 4, 5, 7, 8, 10) and math (Grades 3, 4, 5, 8) based on SY 09-10 data and again by 5% based SY 10-11 data.

Strategies:

Staff will engage in professional learning communities to review research based interventions in reading and math Ongoing staff development efforts allow staff members to receive additional training in researched based strategies and lesson design to improve student achievement
Implement Aimsweb progress monitoring for students with disabilities not meeting proficiency

Collected Data:

Special Education Proficiency rates for students with disabilities

Need Assistance:

N

Complete End of Year Program Evaluation

School Year 09-10
Report Year 08-09

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 09-10**

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

-Nothing to report