

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

Race/Ethnicity	Total Enrollment 120	
	Count	Percent
American Indian	85	70.8%
Black	1	0.8%
Hispanic	3	2.5%
White	31	25.8%

Part B Special Ed Enrollment 117		
	Count	Percent
American Indian	83	69.2%
Black	1	0.8%
Hispanic	2	1.7%
White	31	25.8%

Part C Special Ed Enrollment 3		
	Count	Percent
American Indian	2	1.7%
Hispanic	1	0.8%

Gender	Total Enrollment 120	
	Count	Percent
F	35	29.2%
M	85	70.8%

Part B Special Ed Enrollment 117		
	Count	Percent
F	35	29.2%
M	82	68.3%

Part C Special Ed Enrollment 3		
	Count	Percent
M	3	2.5%

Disability	Total Enrollment 120	
	Count	Percent
ASD	10	8.3%
DCD Mild	11	9.2%
DD	17	14.2%
DHH	2	1.7%
EBD	23	19.2%
OHD	4	3.3%
S/LI	20	16.7%
SLD	32	26.7%
SMI	1	0.8%

Part B Special Ed Enrollment 117		
	Count	Percent
ASD	10	8.3%
DCD Mild	11	9.2%
DD	14	11.7%
DHH	2	1.7%
EBD	23	19.2%
OHD	4	3.3%
S/LI	20	16.7%
SLD	32	26.7%
SMI	1	0.8%

Part C Special Ed Enrollment 3		
	Count	Percent
DD	3	2.5%

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

Date of next MDE validation: 13-14

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

Significant District Changes:

Mahnomen Independent School District (ISD) #432 is one of eleven districts that are part of the Bemidji Regional Interdistrict Council (BRIC). This report summarizes data specific to Mahnomen school district. Mahnomen School District was scheduled for MDE Compliance Review in March 2009. As part of the 2008-2009 Special Education Compliance Review, Mahnomen School district submitted the following data elements: parent stakeholder surveys, file review of student records, longitudinal record reviews and the special education director interview. Mahnomen 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:

*Mahnomen School district is a district serving K-12 students. It is located on the White Earth Indian Reservation and has an enrollment of around 600 students of which 69% are Native American. 82.5% of elementary and 67% of high school students are on Free and Reduced lunch as of October 2010. The general education population has remained relatively stable over the past five years. The special education population has variability from year to year but fluctuates between 18-21%. Based on Dec. 1 2010 child count data, Mahnomen is currently has special education population at 18.5%.

Mahnomen School District has been identified level 3.1 AYP in reading, 2.1 in AYP for attendance/graduation rate, and stage 1.1 in math because of special education participation.

A comprehensive needs assessment was undertaken by staff the week of Sept. 7 - 10, 2010, utilizing the Minnesota Quality Indicators Survey. The needs assessment indicates the primary need of the district is data analysis by staff. PLCs will analyze data to determine instructional needs. Data analysis will indicate areas of professional development needs in the area of reading. The needs assessment also indicates teachers need help in differentiating instructional strategies to accommodate the diverse learning needs of students.

*Special Education identification rates are slightly disproportionate with representation percentages of ethnicity groups based on 10-11 data. Mahnomen student population consisted of 68.8% Native American and 29.8% white. Special Education enrollment for the same data year was at 71.3% Native American and 27.8% white. According to District Data Profiles using data from 2010-11 school year, Mahnomen School district does not have disproportionate representation in either indicator 9 (Disproportionate Representation in racial and ethnic groups) or Indicator 10 (disproportionate representation in racial and ethnic groups within specific disability categories)

Significant Events/Programs in the District:

Mahnomen School District has been working to improve achievement and attendance rates by incorporating a number of programs both at the elementary and high school level. Programs include the following:

*Ramona Klein, a nationally known expert in American Indian Learning Styles, has provide staff development throughout the 2010-11 school year. Dr. Klien focused on developing instructional reading strategies for all teachers across conte

nt areas, along with in-class mentoring, modeling, and coaching.

*In 2010-11, PLCs were developed to focus on data analysis and differentiated instruction to address multiple learning styles with special focus on reading strategies and American Indian Learner Outcomes.

The teachers have been attending math cohorts that the service coop has offered during the school year to help them stay current with best practices. Some of the teachers have also done the reading cohort.

*Strategies consistent with Reading First continues to be implemented K-3 with the goal consistently use research based strategies in reading to increase achievement levels.

*School-wide Title 1 services are provided to students at the elementary level who are in need of supplemental services in the area of reading and math. Title 1 staff includes licensed teachers and paraprofessionals.

*Accelerated reading and math is used at the elementary school to supplement general education and special education curriculum in reading and math. Accelerated math was implemented in grade 7 - 8 during the 08-09 school year.

*An Interventionist works at the elementary and high school level to assist with early intervention of academic and social/behavioral concerns as well as working with families to increase attendance. The Interventionist provides service to students within regular classroom, in small groups or with individual students. At the high school level the service is provided to students on individual basis only.

*Students attending Mahnomen School currently have on-site Mental Health services available through Systems of Care grant. Systems of Care grant is a six county collaborative grant which provides Mental Health services to students attending schools in the six county area.

*White Earth Mental Health counselors come to school once a week to meet with students that have been referred to them. Some of the students also are involved in home/family services through White Earth Mental Health. White Earth also sponsors an anger management/friendship group counseling sessions once a week. Students are referred to this program if they are having issues at school. There are five different groups from the elementary and high school.

*Mahnomen school is also involved in a Comprehensive Crisis Response Team for mental health issues with Becker County on a 24 hour/7 days a week grant.

*JOM provides financial assistance for Native American students to access a variety of cultural, art and recreational activities within the district.

*Title 7 tutors provide academic support in math and English classes and are available every hour for 1:1 support also.

*An after school homework program is available four days per week and academic support is provided by teachers licensed in math, science, and social studies.

*Mahnomen Elementary implemented Partners for Success which is an after school homework club for grades k 1 6.

*Mahnomen High School has implemented a variety of strategies to improve attendance rates in the district. An advisor/advisee program has been implemented to increase parent/school communication. Interventionists contact parents directly after an absence. White Earth Indian Child Welfare collaborates with Mahnomen District to promote a reduction in truancy violations while encouraging consistent school

attendance.

*Building problem solving teams are well established at both the elementary and high school. The problem solving teams meet to review academic, behavioral and attendance patterns of students. The Elementary team meets two times per month. The High School Student Support Team meets once or twice a month to review student progress and implement interventions for concerns presented by classroom teachers.

*Professional Learning Communities have been established at Mahnomen School consistent with school improvement plan. Inservice pertaining to PLC basics and formation of communities have been completed.

*Data teams have been created to gather and review data for decision making.

*Implemented NWEA testing grades k - 11 in both reading and math. Benchmarking is done three times per year at the elementary level and two times per year in grades 7 - 11.

*Assess What Matters is incorporated into curriculum and instruction.

*Early Childhood- District has been working to improve referrals coming from Headstart and improve coordination with school readiness program (Threes & Fours alone).

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:

Our mission is to provide the opportunity for high achievement for all learners promoting academics, citizenship and individual self-esteem, with an emphasis on 21st century skills.

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 10-11**

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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 peer monitors. Additional team members were added during 2008-09 school year including building principals, special education teachers, ECSE teacher, Native American cultural representative and school psychologist.

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
Gunderson	Bev	Special Education Teacher	1	Cultural Rep; Develop, implement, eval process
Miller	Ramona	Principal	1	Review/analyze AYP data, align CIMP w/ School Imp.
Bisek	Jeff	Superintendent	3	Review AYP data; align CIMP w/ School Improvement
Antonsen	Felicia	Special Education Teacher	1	Development, implementation, evaluation of process
Ness	Jessica	Early Childhood Special Education Tea	1	ECSE perspective, review & analyze data
Haugse	Heather	Psychologist	1	Development, implementation, evaluation of process
Underwood	Michael	Special Education Teacher	3	development, implementation, evaluation of process

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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 Mahnomen AYP Committee and Indian Education Parent Advisory Committee during the school year to review the CIMP report. Parents and community members are part of both teams. 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**

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT(0432-01)

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: MAHNOMEN PUBLIC SCHOOL DISTRICT(0432-01)

Goal Statement:

Increase graduation rates for students with disabilities to be consistent with statewide target.

Desired Outcome:

Increase the percentage of students with disabilities graduating from Mahnomen Public Schools from 66.7% using 08-09 data to 72% using 09-10 data and again by 5% using 10-11 data.

Strategies:

PLCs focusing on increasing student engagement Implement evidence based practice such as Check and Connect to provide a framework for increasing student engagement and dropout prevention

Collected Data:

10-11 special education graduation rates (Part B - SPP Indicator 1)

Need Assistance:

N

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT(0432-01)

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 5% in areas of reading Grade 6, 7, 8,) and math (Grades 3, 7, 8 and 11) based on SY 10-11 data and again by 5% based SY 11-12 data.

Strategies:

Conduct data analysis of MCA II scores, NWEA scores and Aimsweb scores Data Analysis will identify areas of professional development focusing on instructional needs in reading Implement Read 180 and System 44 for students with disabilities not meeting proficiency in reading

Collected Data:

MCA II scores in reading and math

Need Assistance:

N

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

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT(0432-01)

Goal Statement:

Increase percentage of students being served in the regular class 80% or more of the day to be consistent with statewide target rate of 62.5%

Desired Outcome:

Increase percentage by 10% using 10-11 SY data and 10% using 11-12 SY data.

Strategies:

Consistent with District Level Improvement plan, PLCs were formed in the district to focus on data analysis and differentiated instruction to address multiple learning styles for all staff. During 11-12 SY ongoing coaching and consulting with focus on differentiating curriculum and lesson planning Annual review of full continuum of services and placement decisions based on identified special education needs.

Collected Data:

Federal Instruction Settings for Students with IEPs, Ages 6 - 21 (Part B-SPP Indicator 5) rates for 10-11 SY and 11 -12 SY.

Need Assistance:

N

Complete End of Year Program Evaluation

School Year 10-11
Report Year 09-10

DistrictNbr/Type: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

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: MAHNOMEN PUBLIC SCHOOL DISTRICT (0432-01)

-Nothing to report