

# Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education  
County District and School Numbers in the table below.

*To complete text areas, click in grey box and type*

District Name:	Isanti Community Schools
County Dist. No.:	54505
School Name:	Isanti
County District School Number:	54-0505-003
Building Grade Span Served with Title I-A Funds:	6-8
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes   x No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes   x No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Cindy Nagel
School Principal Email Address:	cnagel@santeeschools.org
School Mailing Address:	206 Frazier Ave. East Niobrara, NE 68760
School Phone Number:	402-394-1548
Additional Authorized Contact Person (Optional):	Tammy Kester Title 1 Coordinator
Email of Additional Contact Person:	tkester@santeeschools.org
Superintendent Name:	Greg Shepard
Superintendent Email Address:	gshepard@santeeschools.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	x Yes <input type="checkbox"/> No
The Schoolwide Plan is available to the School, Staff, Parents, and the Public.	x Yes <input type="checkbox"/> No

<p align="center"><b><u>Names of Planning Team</u></b>  <i>(include staff, parents &amp; at least one student if Secondary School)</i></p> <p align="center"> <u>Corinna Harte</u>  <u>Greg Shepard</u>  <u>Tammy Kester</u>  <u>Kristen Tucker</u>  <u>Cody Johnson</u>  <u>Ruth Bathke</u>  <u>Jill Stark</u>    <u>      </u>  <u>      </u>  <u>      </u>  <u>      </u> </p>	<p align="center"><b><u>Titles of those on Planning Team</u></b></p> <p align="center"> <u>Parent</u>  <u>Administrator</u>  <u>Title 1 Coordinator</u>  <u>MS Teacher</u>  <u>Para educator</u>  <u>Administrative Assistant</u>  <u>Librarian</u>    <u>      </u>  <u>      </u>  <u>      </u>  <u>      </u> </p>
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<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment:40	Average Class Size: 14.7	Number of Certified Instruction Staff:3
Race and Ethnicity Percentages		
White: 0%	Hispanic: 9.1%	Asian: 0%
Black/African American: 0%	American Indian/Alaskan Native: 88.7 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 2.3 %	
Other Demographics Percentages <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 100 %	English Learner: 0 %	Mobility: 0 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	
NWEA-MAPS	

*Please write a narrative in each box below to correspond to the Rating Rubric.*

*Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint to support the narrative.*

**1. Comprehensive Needs Assessment**

**1.1**

*Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan curriculum, instruction and assessment decisions.*

At Isanti Community Schools, NSCAS Growth testing is done in grades 6-8 three times a year. The data is collected, and a data dig is conducted during middle school SIP meetings. As a group, we look for trends showing skill mastery or potential skill deficits across the grade levels. As we dig into potential deficits, we can identify if the deficit is class-wide or specific for students. A support plan is created between classroom teachers, title 1 paraprofessional, and the student assistance team to close the gap.

Potential at-risk students are referred to a social and emotional team during the data dig. This team provides social and emotional assistance to the student if the team feels this may cause a potential deficit. The Title 1 paraprofessional, along with guidance from the team, assists the at-risk students in meeting any social and emotional goals.

At the Middle school level, we have an active SAT (Student Assistant Team) that meets to discuss students that classroom teachers have referred. Interventions are developed and implemented for these students and monitored by the SAT team. The three grades in Middle School are supported by a para-professional who assists students in staying focused and needs additional assistance in completing assignments.

At the Middle School, an ICU program has been implemented. This intervention consists of the last 30 minutes of the day that are reserved for students who have incomplete work or failing grades. This gives at-risk students additional assistance by their classroom teachers each day. Every week, middle school teachers and title 1 paraprofessionals attend a collaboration meeting. During these meetings, at-risk students and their current interventions are discussed. New at-risk students are also brought to the group and intervention plans are put into effect. Weekly, the team meets to assess the progress of the intervention and changes the intervention as needed to support student success.

In the latter part of the fall of this current school year, the Nebraska Department of Education (NDE) contracted The New Teacher's Project (TNTP) organization to our list of resources. TNTP is an organization in the United States with a mission of ensuring that poor and minority students get equal access to effective teachers. TNTP consultants are currently working with K-5 staff and administrators to fine tune the implementation of Core Knowledge Language Arts (CKLA). The consultants are also assisting Isanti K-5 staff, administrator and the Instructional Coach/Facilitator, with developing an observation protocol to assist in maintaining the fidelity of CKLA, and Tier 1 instruction for this year. TNTP plans for next year include training for Middle School and High School ELA teachers on these same concepts mentioned with the elementary.

The consultants from TNTP are assisting Isanti Community Schools in maintaining the goals of the SIP, which will be discussed in more detail in section 1.3. Members of the SIP team include classroom teachers, administration, Para-professionals, Title 1, SPED teachers, Instructional Coach and TNTP consultants.

Artifacts for 1.1:

NSCAS Growth Data for grades 6-8

\*NSCAS testing schedule

\*Collaborative Meeting documentation

**1.2**

*Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.*

Parents are invited to our Title 1 Annual meeting that is held during our fall Family Title 1 Night. At this time, a Title 1 information packet is disseminated to our attending parents. This packet contains the current Parent/Student/Teacher Compact, templates of other examples of compacts, the current Family Engagement policy, Title 1 guidelines, along with other information. We discuss the compact and if the parents feel that our current compact meets our district needs, or if they want to change it. The parents felt that the current compact was meeting our needs and that we should keep the current format. We also discussed the Family Engagement policy to see if any changes were needed. The parents felt that the current Family Engagement Policy. There were no changes suggested by parents, so the current Family Engagement Policy will remain the same for this current year. The information that was distributed to parents can be found in the artifacts for 1.2.

Isanti Community Schools gathers information from parents and community members to identify needs of the school. This past fall, during our Parent/Teacher Conferences, parents filled out a survey pertaining to the climate of the school. The highest scoring items of the survey reflect that families are confident in how the school cares for, provides, and treats. The survey data indicates that families highly agree that the school believes that all students are capable of success and differentiates learning while providing students with the physical and emotional tools for success. Further data to support these findings are found in the executive summary and the results of the Middle School Survey are found in the Artifacts for 1.2.

Parents and community members are also given the opportunity to provide information during the Title 1 Family Nights that are held twice a year. Parents are also communicated with as to school activities by providing them with a monthly newsletter and instant phone messaging.

Artifacts for 1.2:

\*Executive Summary

\*Title 1 Family Night Information

\*Middle School Survey results

\*Examples for school messages on Messenger and/or FaceBook

\*Examples of "Parents as Teachers" activities

\*Parent Teacher Conference Flyer

\*Parent Teacher Sign-in Sheet

\*Honoring Ceremonies

**1.3**

*Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.*

Isanti Middle Schools has been designated a Priority School by the Nebraska Department of Education. This designation was first placed on what was called the Santee Community Schools at that time, in 2015. Each Priority School under AQuESTT, Nebraska's accountability system for public schools and districts, is required to submit a Priority Plan for approval by the State Board of Education. Our district presents this plan to the State Board of Education each year in May or June. The purpose of the Priority Plan is to identify goals and areas for growth and improvement, measurable indicators of progress, strategies and actions to achieve this improvement, associated timelines and resources, and evidence to monitor this progress. These goals, indicators of progress, action plans, and timelines are all developed and monitored through the TNPT consultants. Strategies and Action steps drive the plan for each year. TNTP is planning, in the spring of 2023, beginning collaboration with the middle school math and English teachers around curriculum support and implementation CKLA and Open -Up resources. The Priority Plan also includes processes for monitoring the progress of the improvements through updates and reports to the NDE and the State Board of Education. Additional information (e.g., school data, AQuESTT Diagnostic Review report, external accreditation review reports, improvement plans, etc) may also accompany the Progress Plans in order to provide a rationale for improvement goals and to document progress efforts. An update is provided to the State Board of Education every year since our last Schoolwide plan. The three goals include:

\*Academic Achievement

\*\*Absenteeism

\*\*\*Graduation Rate

#### 2019-2020

During the summer of 2019, a school priority school plan (included artifacts for 1.3) was developed by a broad group of stakeholders, including teachers, classified staff, Board members, administrators, ESU staff, and NDE personnel. The last Schoolwide Report for Title 1 was submitted for grades 6-12 as a whole school. Since then, these have been divided into 2 separate schools: Middle School is now reported as 6-8, High School is not reported as 9-12. The goals at the Middle School have been updated annually since the separation of the Middle School and High School.

#### 2020-2021

\*By May 2021, 80% of grades 6-12 will improve their overall achievement as measured by projected growth on MAP Tests in Reading and Math.

\*\*By May 2021, the average daily attendance will increase for grades 6-12 to 86% or better.

A. MS grades 6-8 will increase from 88%-90%.

B. HS grades 9-12, will increase from 71%-73%.

\*\*\*By May 2021, 75% of students grades 6-12 will continue to be on track to graduate.

A. 80% of Middle School students will be on track to graduate; per individualized plan.

#### 2021-2022

\*By May of 2022, 80% of the 6-12 students will improve their overall achievement as measured by projected growth on the MAPS test in Reading and Math.

\*\*By May 2022, average daily attendance will increase for grades 6-12 to 86% or better. -MS, grades 6-8, will increase from 88% to 90%. -HS, grades 9-12, will increase from 71% to 73%

\*\*\*By May 2022, 75% of students in grades 6-12 will continue to be on track to graduate.

-80% of MS students will be on track to graduate, per individualized plan

-HS graduation rate will be at 70% or higher.

#### 2022-2023

This school year, Isanti Community Schools used the Cognia Accreditation process to renew our school accreditation. Cognia replaced the AdvanceEd process that had been used in the past. Cognia comprises four standards: Leadership for Learning, The Culture of Learning, Growth of Learning, and Engagement of Learning. Within these standards, there are sub-standards in which we, as the district, rate ourselves and support our rating with artifacts. Once the standards are rated, and evidence is supplied, an on-site visit occurs by a lead evaluator and members of NDE. During the on-site visit, the lead evaluator and the evaluation team tour the school, conduct interviews, and we are provided feedback. With the feedback, we receive areas of improvement and areas of strength. In June of 2023, Cognia will review our data and documentation. At this time, Isanti Community Schools will receive our accreditation.

During the accreditation process with Cognia, the Effective Learning Environments Observation Tool (ELEOT) was completed in the fall of 2022. Cognia observations took place across grade levels and content areas. The Isanti staff were able to come together and analyze the information to see what areas impacted learning and what areas were not as visible that particular day and why. At the Middle School level, the Cognia evaluators noted that they liked the idea of bringing exploratory class options to the Middle School level students.

The goals in the Priority Plan in the SIP process for the Middle School for 2022-2023:

**\*Academic**

By May 2023, 80% of grades 6-11 will improve their overall achievement as measured by projected growth on state testing.

- A. MAPS/NWEA
- B. P-SAT

**\*\*Attendance**

By May of 2023, average daily attendance will increase for grades 6-12 to 88% or better.

- A. Middle School grades 6-8, will increase 90%-93%
- B. High School grades 9-12, will increase from 82%-85%
- C. Reduce chronic absenteeism by 5%
- D. Common Restorative Language

**\*\*\*Graduation Rate**

By May 2023, 80% of the students in grades 6-12 will continue to be on track to graduate.

- A. High School graduation rate will be at 80% or higher.
- B. 80% of Middle School students, grades 6-8, will have a 70% of above.

Artifacts for 1.3:

- \*Cognia Debrief
- \*Cognia Planning Document
- \*Middle School SIP
- \*Executive Summary
- \*TNTP Powerpoint to School Board

## 2. Schoolwide reform strategies

<b>2.1</b>	<i>Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.</i>
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Isanti Middle School consists of grades 6-8 and consists of 40 students. Tier 1 intervention is provided through classroom instruction. Those students that are at risk of not meeting success criteria are moved into Tier 2 interventions. Within the Middle school, tier 2 interventions consist of SAT meetings, SEL Meetings and ICU time. SAT meetings are held once a week where the middle school SAT team meets to discuss students who are at-risk and have not responded to tier 1 interventions. Together, the team determines supports and next steps to aid the student. The next steps may include but are not limited to 1-1 para Title 1 para support, referral to ICU (purposeful, targeted study hall at the end of the school day and collaboration between the title teacher/ coordinator to provide re-teaching and targeted interventions both in and out of the classroom. Targeted interventions that may be done through collaboration or para support include but are not limited to re-teaching content, pre-teaching, and a skills intervention program. If these Tier 1 interventions do not assist the student with successful learning, the student may be referred for a 504 plan, that may include Tier 2 interventions. These 504 plans are monitored and reviewed at least once a year. Currently there are 7 Middle School students that have a 504 plan written for them to support successful learning.

The Middle School SEL (Social and Emotional Learning) intervention team meets once a week to discuss and implement interventions for students who may not be meeting tier 1 instruction due to emotional and social barriers. These barriers include, but are not limited to, withdraw from peers, abnormal responses to normal situations and/or negative talk. The SEL team works together to determine what interventions have been tried at the tier 1, classroom level, and what may be causing the students abnormal and unusual interactions. The SEL team uses a tiered approach to SEL intervention(see attached) that is similar to the RTI tiers. The team meets as a tier 2 intervention to talk about what has been tried and what interventions we can try. We agree on possible interventions that may include, emotional check-ins, calm down to learn , wake-up to learn, talking circles, lunch bunch, and/or 1-1 student/adult time to build an atmosphere of trust. The goal is to support the student emotionally by building up and teaching coping strategies to allow the student to succeed in the classroom.

Artifacts for 2.1:

- \*Middle School/High School SAT file templates and Meeting notifications
- \*SEL /SAT meeting signature sheets
- \*Title 1 Para Schedule
- \*504 documents
- \*Title 1 Para schedule

### 3. High-quality and ongoing professional development

<b>3.1</b>	<i>Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.</i>
<p>Isanti Middle School teachers and staff have many professional development learning experiences. The Priority Plan ensures that the school is supported by Educational Consultants provided by the Nebraska Department of Education. Since being on the Priority Plan, we have had several consultants. Last year, Isanti Community Schools was supported by Consultant Anne Masuback. Ms Mausbach provided the entire school staff with several days of professional development pertaining to Mini Lessons and what to look for when teachers are presenting a Mini Lesson. Gradual Release of Information was another concept on which Mrs. Mausbach presented for professional development, along with Checking for Understanding.</p> <p>Other professional development consisted of Professional Learning Communities (PLC).</p>	

One of the PLC rotations was a targeted book study on “Teacher’s Clarity Playbook” (Fisher, Fry, Amador and Assof) and another rotations consisted of a book study on “Lives in the Balance” where Zoom was utilized as a platform with which staff discussed key ideas.

The Middle school team participated in data digs at the end of each NESAs testing cycle. It is here that teaching and learning and student achievements can be analyzed. The team looks at testing scores, areas testing, and the students who fell at risk. The team then takes the at-risk students and begins to compare their achievements to call achievements and benchmarks. At the start of the academic year, staff participated in restorative practice professional development. Staff is educated in the restorative model: a model that involves students, parents, and teachers in creating plans to address lagging skills that may be the cause of misbehavior. Restorative practice PD and implementation are based on the practices of Dr. Ross Greene.

Artifacts for 3.1:

- \*Secondary SIP Plan found in Executive Summary-includes documentation for Restorative PD
- \*SEL/PLC sign-in Sheets

#### 4. Strategies to increase parent and family engagement

**4.1**

*Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.*

The teachers, parents, and students at Isanti Community School work together to develop the “Parent-Student-Teacher Compact.” This year the Title 1 Parent Committee meeting was held in conjunction with the fall Title 1 Family Night on October 26, 2022. During this meeting, Mrs. Kester presented an agenda of the meeting and a packet of information to each parent in attendance. This packet also contained copies of the Title 1 Parent and Family Engagement policy, the current Parent-Student-Teacher Compact for 2022-2023, and examples of other Parent-Student compacts. Mrs. Kester facilitated the meeting addressing the agenda and asked for input for keeping the current Parent-Student-Teacher Compact or adopting one of the other examples provided. The parents unanimously expressed support to continue with the current Compact for the 2023-2024 school year. They especially liked the addition of the “Teacher” part of the Compact, voicing that it was nice to recognize the importance of the integral components of classroom instruction that teachers are responsible for in the education of students. Prior to this meeting, a “Parent-Student-Teacher” Compact was distributed at the beginning of the school year, during the Parent-Teacher Conferences. It was signed by the parents, students and teachers during this conference, collected by the Title 1 staff and kept on file. Parents can also find the Parent-Student-Teacher compact on the school website: [santeeschools.org](http://santeeschools.org). The agenda and all of the information disseminated to parents at the Title 1 Parent meeting can be in the artifacts for 4.1.

Artifacts for 4.1:

- \*Title 1 Family Night Information
- \*Middle School Parent-Student\_Teacher Compact template

**4.2**

*Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.*

The parents are involved in the development of the Title 1 Parent and Family Engagement Policy during the Title 1 Parent meeting held in conjunction with the Title 1 Family Parent Night that was held on October, 26, 2022. During this parent meeting, a packet of Title 1 information was disseminated by Mrs. Kester, the Isanti Title 1 Coordinator. Included in this packet was the current Title



1 Parent and Family Engagement Policy for 2022-2023. Mrs. Kester asked for parent input with this policy and it was voiced by parents to continue this current policy for next year, the 2023-2024 school year.

There are many activities and opportunities for parents or guardians at Isanti School to become involved in their child's education.

- \*Community Survey (artifacts 4.2)
- \*Parent-Teacher Conferences held on October 12, 2022. Flyer in artifacts 4.2
- \*Back to School Activity held on August 3, 2023 (Flyer in artifacts 4.2)
- \*Student of the Month Honoring Ceremonies: 10/3/2022, 11/10/2022,
- \*Honor Roll Honoring Ceremony: 10/25/2022, 2/7/2023
- \*Honor Roll Incentive -Pizza Party: 2/5/2023
- \*Homecoming Activities September 19-23 2023 (Flyer in artifacts for 4.2)
- \*Title 1 Family Night (One on October 26, 2022 and one to be held on April 26, 2023)
- \*Title 1 information can be found on the school website. This website includes the Title 1 Parent-Student-Teacher Compact and the Title 1 Parent and Family Engagement Policy can be found on the school website: santeeschools.org.
- \* Parents as Teachers program planned and facilitated by Ruth Ann LaPlante's sessions: 8/11/22, 9/27/2022, 10/ 27/ 2022 (Pictures in artifacts 4.2), 10/26/2022,

Artifacts for 4.2:

- \*Combined District and School Engagement Policy
- \*Parent-Teacher Flyer
- \*Back to School Flyer
- \*Honoring Ceremonies
- \*Title 1 Family Night Information

<b>4.3</b>	<i>Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.</i>
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The Isanti School hosted a fall Title 1 Family Night and Parent Meeting on October 26, 2022. During this meeting Title 1 information was disseminated in a packet provided for each parent that was in attendance as described in the 4.1 narrative. There are also parents that are part of the Planning Team that meet to develop this Schoolwide Plan. The agenda, information included and signature sheets for the Family Night Parent Meeting and the Planning Meetings are included in the artifacts for 4.3.

Artifacts for 4.3:

- \*Sign-in-sheets for Title 1 Schoolwide Planning Teams
- \*Title 1 Family Night Information

## 5. Transition Plan

<b>5.1</b>	<i>Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).</i>
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	<p>5th-grade students will participate in an “experience middle school day” on May 17, 2023. During this time, incoming middle school students will participate in a mock middle school day. The objective is for the students to experience transitioning between 3 classes, eating lunch in a separate portion of the lunchroom, and get to know each teacher and their expectations.</p>
<p><b>5.2</b></p>	<p><i>Please provide a narrative below describing the school’s transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career).</i></p>
	<p>8th grade will have a 9th-grade orientation where students go to a few classes per their schedule, learn how to transition between bell times successfully and take a structured student interview with their parents to help them see the purpose of high school and instill excitement in both students and parents for the upcoming transitions. This is also a time where we have coaches speak about sports opportunities and teachers speak towards dual credit opportunities.</p> <p>The Middle School has implemented Career Exploration during their Middle School Specials time. This consists of learning about the nature of work in the real world, answering the question of “How do I get to the future I want?” This includes demonstrating career readiness skills, demonstrating actions that signify a sense of personal responsibility for career preparation, and identifying how respect, teamwork, attendance, and punctuality are important in career readiness. The specials that incorporate Career Exploration are Tuesday and Wednesday.</p> <p>Adolescent Development is another area that Isanti Middle Schools has incorporated in their Middle School Specials time. Adolescent Development consists of building class and community understanding our individual contribution, responsibilities and roles within the class. Also it is about learning to acknowledge our personal strengths/gifts and promote positive self-image among our relatives. Identifying and learning various ways of coping, and improving communication skills is also taught. Developing students’ sense of personal power and the importance of self-advocacy is also an important focus of this area. The specials that incorporate Adolescent Development are Thursday and Friday.</p> <p>The 8th grade will participate in two college/career/exploration days. In the fall, the 8th grade attended the Northeast Community College visit. We toured the campus and checked out the different components of campus life. We also gathered to listen to a speaker and wrap up the day. In the spring, we will attend another college and industry visit. The spring activity is funded by a grant through Education Quest.</p> <p>Artifacts for 5.2:          *Photo of 8th grade visit to Northeast          *Middle School Specials Schedule</p>

**6. Strategies to address areas of need**

<p><b>6.1</b></p>	<p><i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.</i></p>
	<p>The administration is working with the school consultants, TNTP, to provide teachers with professional development regarding the implementation of Amplify ELA curriculum for grades 6-8. Teachers will also participate in PD over the summer and through the upcoming school year regarding the new math resource, Open up Resources. Teachers will learn how to effectively use the curriculum, administer assessments and how to interpret and collaborate with the middle school team regarding</p>

assessment results. During the 2023/2024 school year, teachers will continue to participate in data digs after high stakes testing- working together to compare results to a student in-class achievement. This will help identify any at risk students.

Isanti Middle School also designates an 80 minute period for Core classes. This is intended to provide extended instruction, which in turn, is meant to increase student success in these classes. A Middle School Schedule is included in the Artifacts for 6.1 that reflects this strategy.

Isanti School has hired a K-12 truancy officer. This officer creates a plan for students who are truant. Families create a plan with school officials to increase attendance by identifying attendance barriers. They create a plan to meet and discuss if the interventions are working with families after the first initial date.

Artifacts for 6.1:

\*Middle School schedule

## 7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds

7.1

*Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)*

Federal funding sources include Title I, Title VII Impact Aid, 21 st Century Grant, and IDEA. State funding sources include State Aid, Early Learning Childhood Endowment Grant and Poverty Funds. Local funds include property tax revenue. A complete listing and expenditures and funding resources is available for review at the district administration office.

Title 1 resources at Isanti Community Schools are allocated for a dedicated Title 1 teacher(s) and paraprofessional for students with reading and math interventions. Materials, supplies, parent involvement and staff development are funded out of local funds if there are not enough Title 1 funds. The After School Program and Summer Program are funded with the 21 st Century Community Learning Center Grant and local funds.

A breakfast and lunch program is available for students through state, federal, and local funding. A federally funded summer meal program is also available.

The district receives a large amount of Impact Aid. These funds are used to support educational programming for all K-12 students. Isanti Community Schools has a high Special Education population and therefore IDEA funds and Special Education School Age funds are utilized to meet the needs of students. Students below age five are supported by State Aid, Grants and local funding sources. The Educational Service Unit 1 also aids K-12 and preschool students.

\*Artifacts for 7.1:

\*ESSA Grant

\*GMS Budget Detail

\*Goals and Needs Grant Application

\*Semi-Annual Certification-Time/Effort Logs

\*Title 1 Grant Application