

Midkota Public School Comprehensive Needs Assessment, Schoolwide Continuous Improvement and Strategic Assessment

Midkota Public School District Demographic Data



Students K-11 are assessed using the NWEA assessment three times per year. Student performance is tracked with the NWEA database. Students who are identified as “at risk” or “some risk” are progress monitored by the teachers. Grades 1-6 are assessed using STAR Test. T. Student progress is discussed at parent/teacher conferences in the fall and winter.

The district has a Data Committee that analyzes student data as well as an MTSS Committee and Reading Teams that look at subgroups that are in need of extra instruction through small groups and interventions. The students in grades K6 are also assessed using weekly tests, selection tests, unit tests, progress monitoring and other teacher assessments that provide information for reading instruction. Student data is used in the analysis to plan instruction and improvement efforts to help with additional instruction in the area of reading and reading comprehension.

In 2019-2020 Midkota Public School began a K-12 implementation of MTSS for Reading. Data over time has been spotty and inconsistent in part due to small class sizes, student retention, and assessments that are inconsistent. Over the years the state test has been changed multiple times leaving data incomparable and irrelevant. The 19-20 NWEA data is incomplete as Midkota did not complete testing due to the pandemic. State testing for 2019-2020 did not happen due to the pandemic.

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NWEA Reading Percent Proficient by Grade					
2017-2018		2018-2019		2019-2020	
				K	58.9
		K	59.5	1	58.4
K	100	1	63.6	2	74.9
1	61.11	2	73.1	3	54.3
2	61.54	3	46.6	4	48.7
3	46.15	4	48.3	5	51.5
4	60	5	46.3	6	43.2
5	62.5	6	52.4	7	39.7
6	60	7	60.8	8	50.5
7	41.67	8	63.8	9	61.7
8	50	9	62.3	10	56.9
9	57.14	10	67.3	11	48.5
STAR Testing- Percent Proficient by Grade					
2018-2019			2019-2020		
				1	77.3
	1	68.8		2	56.1
	2	59.8		3	58.9
	3	42.6		4	51.9
	4	54.3		5	52.1
	5	43.8		6	38.6
	6	37.2			
NWEA Reading Proficiency by Special Subgroups					
Spring		2018	Spring		2019
Black		Low 1 Low Average 1 Average 1	Black		Low 2 High Average 2

Hispanic	Low 2 Low Average 1 Average 4	Hispanic	Low 2 Low Average 1 High Average 1
American Indian	Low Average 1 Average 2	American Indian	High Average 1 High 1
Pacific Islander	Low 1	Pacific Islander	Average 1
Special Education	Low 8 Low Average 5 Average 7 High 2	Special Education	Low 7 Low Average 1 Average 4 High Average 2 High 2
At-Risk	Low 8 Low Average 7 Average 12 High Average 7 High 5	At-Risk	Low 10 Low Average 8 Average 9 High Average 19 High 6

NWEA testing has remained the most consistent for Midkota over the years. The data is indicating that our reading skills are declining rather than improving. Reading proficiency percentage as a whole has been steadily decreasing. 2015-2016, 60.1% of students were proficient in reading. In 2016-2017, 58.9% were proficient, 2017-2018, 58.3% were proficient and with incomplete data from 2019-2020 we're seeing 54.5% proficient.

In 2019 Midkota convened a team composed of administrators, teachers, parents and community members to evaluate district successes, weaknesses, and provide direction and goals. The following are areas analyzed:

- Current strategic and operational plans
- District policies which pertain to operational practices
- Advanced Reports
- ND Insights review – DPI dashboard
- Internal academic measurements and metrics
- District demographic trends
- Review of current district initiatives

In addition to the review of these documents, the Strategic Planning Committee engaged in a strength, weaknesses, opportunities, and threats or SWOT analysis activity.

Strengths

Strengths are internal factors which represent the things your organization/school district does well. The following is a list of strengths identified by the strategic planning committee.

- Student to teacher ratio.
- Dedicated staff.

- Parent involvement.
- Highly invested in individual student needs.
- STEM in K-6.
- Willing to give feedback.
- Community interest.
- PD Opportunities.
- New Superintendent.
- School culture.
- New facility.
- Acceptance of students.
- Teachers.
- 3rd generation of families.
- Sense of belonging by students and staff.
- Caring environment.
- Listen to the needs of stakeholders.
- Staff willingness to collaborate to meet the needs of students.
- “We care about our students.”
- Students want to learn.
- Unique sense of spirit and persistence.

Weaknesses

Weaknesses are internal factors which hinder progress. They inhibit your district/organization from functioning effectively. The following is a list of weaknesses identified by the strategic planning committee.

- Location of schools- two campuses.
- Communication – internal and external.
- HS Principal/AD Position needed.
- Understaffed/overstaffed – rightsizing.
- Some resistance to change because of fear or lack of knowledge of what is being required or where change is leading.
- Lack of advanced degrees.
- K-6/7-12 disconnect due to location and challenges presented in collaboration between buildings.
- Some divisions in communities.
- Lack of ability to provide a variety of classes and experiences for students.
- Human resource capacity – limitation, i.e., finding highly qualified teachers.
- Lack of financial resources.

Opportunities

Opportunities are external factors which when considered could help your school district/organization enhance overall effectiveness. By identifying possible external opportunities, the school district/organization can be proactive in their approach to communicating and

collaborating with external resources. The following is a list of opportunities identified by the strategic planning committee.

- Agriculture community personnel.
- Pasta Plant.
- Grandparents program.
- Increase in enrollment.
- People are moving back home to the farm.
- SCDRC
- Local businesses volunteers.
- Enrollment on the increase.
- Open Enrollment.
- Use local resources for CWE.
- Federal and State initiatives.
- Current trends.
- Research grant \$\$.
- Use local resources more effectively.

Midkota Public School's Mission

Educating students to be accountable, competent, and confident as they pursue their passion in an ever-changing world.

Our Vision

To create a thriving educational environment for our students, parents, staff, and community. We will ignite excellence in our school district by providing a standards-based education supported by the essential skills of collaboration, communication, creativity, and critical thinking. Every student will be empowered to pursue personal excellence as they make a positive impact in our community and ever-changing world.

Our Values

Midkota values a learning environment where all students can reach their full potential. We value a commitment to excellence, life-long learning, strong relationships, and community.



Our Strategic Focus

The Midkota Public Schools will achieve its mission, vision, and values through the fulfillment of its Strategic Plan. The following strategic initiatives will guide our efforts as we “*educate students to be accountable, competent, and confident as they pursue their passion in an ever-changing world.*”

- I. Academic Engagement
- II. Professional Learning and Development
- III. School Culture and Climate
- IV. Resource Management and Planning
- V. Continuous Improvement and Accountability
- VI. Consideration for Future Study

Strategic Themes and Critical Initiatives

Midkota Public Schools will use the 21st Century skills of collaboration, communication, creativity, and critical thinking to provide the structure for teaching and learning. 21st Century skills encourage high achievement of every student and support the teaching of the North Dakota State Standards. We will achieve this goal through project based learning, STEM and personalized learning initiatives.

Midkota Public Schools will use the North Dakota State Standards to provide the structure for teaching and learning. Standards define the knowledge and skills that students should acquire at each grade level. Midkota staff will engage in the development and implementation of vertical alignment and common assessments utilizing North Dakota State Standards. Midkota Public Schools will review vertical alignment and Power Standards whenever North Dakota State Standards change the content, or new curricula are adopted. North Dakota's Multi-Tier System of Supports (NDMTSS) is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices. Midkota Public Schools will engage in a process to develop an MTSS program with Wayne Callender. This program will address concerns when students first begin in the classroom so that possible interventions can be implemented promptly. It will also address curriculum scope and sequence. High-quality instruction will be provided by selecting and effectively utilizing the evidence-based curriculum that addresses Tier 1, 2 and 3 needs. The MTSS team will monitor student data gathered from NWEA, NDSA, teacher assessments, and STAR Math and Reading to assess progress.

Midkota Public Schools will use assessment data to make decisions about student achievement and growth. Midkota Public Schools will develop a data analysis process to consistently collect, analyze, and apply findings from multiple data sources to verify student learning and assess programs that support the learning environment.

Process and Program Analysis/Evaluation

Midkota Schools are committed to making data-driven decisions to ensure continuous improvement and accountability. The school district will engage in a comprehensive process of building and district level evaluation and accreditation.

Teacher peer groups will conduct ELEOT observations and review results quarterly to measure the progress of 21st Century Skills and student engagement within the K-12 classroom. Project Based

Learning units and implementation dates will be created to track progress and showcase Midkota successes. Teachers will include at least one lesson a semester that allows students to weigh in on how they learn the standards that are required. They will be given options that address multiple skill levels, personal strengths, and interests. A short survey of students and teachers in each class will be given by the principal each semester to monitor evidence of personalized learning opportunities that were given.

Staff will meet yearly to evaluate Power Standards and skills tied to the standards. Midkota Public Schools will begin the development of common assessments based upon North Dakota State Standards during the 2019-2020 school year.

The MTSS team will design a process to refer a student who is not being successful with the interventions provided for further support. This process will include monitoring and recording data for the individual student that will effectively show progress as related to each specific intervention. Midkota teachers will review student progress throughout the school year.

District professional development will be planned, tracked, and organized by the Administrative Team. Individual professional development will be tracked by and include a follow-up meeting with the administration to determine district implications and any necessary next steps. Midkota Public Schools will work with Wayne Callender to plan a progress monitoring system that will identify our data strengths. This will include teacher assessment, STAR math, and reading, DIBELS, NWEA, and NDSA.

Midkota Public Schools will hold weekly staff meetings, administrative meetings, and leadership team meetings to ensure that all team members are getting the same information and opportunities to have a voice. School board meetings will be audio recorded and placed on the school website to ensure a high level of transparency.

The Midkota Public Schools have outlined these continuous improvement and school wide goal in our strategic plan document available on the school website and by request. This document will serve as a compass to maintain the priorities, goals, and achievements of the school district. Engaging community stakeholders about what is the most comprehensive approach to providing educational experiences for students we serve is essential to understanding what is critical to the community. This plan responds to growth and opportunity, the sustainability of programs, and community needs. In February/March of each year, the plan will be reviewed by the administrative leadership team and presented to the Board of Education to consider annual adjustments to the plan.

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Midkota Strategic Plan 2019-2020

Midkota Elementary School

Vision	Mission	Beliefs
Draft: "To create a thriving educational environment for our student, parent, staff, and community." See attached	Draft: Educating students to be accountable, competent, and confident by pursuing their passion in an ever-changing world	Draft: "Midkota values a learning environment where all students can reach their full potential. We value a commitment to excellence, life-long learning, healthy relationships, a growth-oriented mindset, and our community."

Academics	Technology	Climate and Culture	Staff Development
Objectives	Objectives	Objectives	Objectives
<ul style="list-style-type: none"> Provide more individualized support for students in ELA. 	<ul style="list-style-type: none"> Students will have access to technology that will enrich their learning experience. 	<ul style="list-style-type: none"> Midkota strives to be a welcoming school for students, parents and staff. 	<ul style="list-style-type: none"> Provide adequate opportunities for staff to progress in their education and professional development
Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
<ul style="list-style-type: none"> Lexia Core 5/ Power Up was implemented K-6 (fall of 2018) in order that students may work at their current level and progress with support in the specific areas that they need. Accelerated Reader will be used as a support and motivator for student initiated reading. Continuous Student Monitoring School year 2019-2020 students will be leveled and taught in a walk-to-read program K-4. 	<ul style="list-style-type: none"> Increase Ipad availability. Currently there are 70 I-pads for student use spread between 3 movable carts. All students K-6 will have access to the STEM lab. Technology budget and technology committee will work toward updating equipment to keep up with advancements. 	<ul style="list-style-type: none"> Laurie Stewart of L.A. Stewart Productions will provide Professional Development fall 2019. Unshakeable by Angela Watson book study Communication with parents and stakeholders through newsletters and Midkota Messenger. Also updates are given through automated call system, Midkota Facebook page, and Midkota website. Wednesday morning meetings are held with all 	<ul style="list-style-type: none"> Teachers will be encouraged to attend professional development beyond what is offered by the school. Funds are budgeted for teachers to receive a \$250 stipend for every 4 credits that are earned. A book study will be required yearly at the school and can be taken for credit. A waiver was granted by the state for 9

<p>Critical Initiatives</p> <ul style="list-style-type: none"> Reading Month: In the month of March students K-6 will be challenged to take their reading to a new level. The school as a whole has a goal to read 5,227,000 words in March. This is measured with AR. 	<p>Critical Initiatives</p>	<p>Critical Initiatives</p> <p>teachers from 8:00-8:30. There is an informal agenda presented by the principal each week, and any concerns or plans for the week are covered there.</p>	<p>Critical Initiatives</p> <p>professional development early outs.</p>
<p>Key Measures</p> <ul style="list-style-type: none"> NWEA reading Lexia Class report Lexia usage reports STAR reading assessments Accelerated Reader comprehension Accelerated Reader Tops Report STAR reading- at least 3 times per year 3-6 STAR Early Literacy at least 3 times per year K-2 NWEA MAP testing 3 times per year all students DIBELS all K-2 and MTSS 3-6 AIMS-Web MAZE and CBM- MTSS reading curriculum assessments 	<p>Key Measures</p> <ul style="list-style-type: none"> Schedules and availability monitored Student and staff technology surveys as needed Schedule for use Teacher Lesson Plans Technology budget/plan Equipment List 	<p>Key Measures</p> <ul style="list-style-type: none"> attendance engagement during inservice event quality of work required Parent Survey Staff meeting agenda 	<p>Key Measures</p> <ul style="list-style-type: none"> Staff survey yearly budget number of participants Quality of work completed Attendance

2020-2021 Midkota High School Continuous Improvement Plan - Copy - Copy

Midkota High School

<p>Vision</p> <p>To create a thriving educational environment for our students, parents, staff and community. We will ignite excellence in our school district by providing a standards-based education supported by the essential skills of collaboration, communication, creativity and critical thinking.</p>	<p>Mission</p> <p>Educating students to be accountable, competent and confident as they pursue their passion in an ever-changing world.</p>	<p>Beliefs</p> <p>Midkota values a learning environment where all students can reach their full potential. We value a commitment to excellence, life-long learning, strong relationships and community.</p>
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Academic Engagement	Professional Development	School Culture & Climate	Resource Management
Objectives	Objectives	Objectives	Objectives
<ul style="list-style-type: none"> Use the ND State Standards and 21st Century & 4 C's to provide structure for teaching and learning. Implement Multi-Tier Systems of Support-Academic Data Driven Decision Making 	<ul style="list-style-type: none"> Promote focused team and individualized professional development. 	<ul style="list-style-type: none"> To create a culture of positive relationships and open communication. 	
Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
<ul style="list-style-type: none"> Project Based Learning Integrate STEM into appropriate content areas. Personalized Learning Wayne Callendar Professional Development 	<ul style="list-style-type: none"> Create a strategic planning team and hire Dr. Schatz to lead them in planning for the future of Midkota. Develop a professional development schedule based on district data feedback. 	<ul style="list-style-type: none"> Implement the Sources of Strength program for suicide prevention. Conduct weekly staff, administrative and leadership team meetings. School Board meetings will be recorded and 	

