Nevis Public School District #308

Comprehensive Achievement and Civic Readiness Report

(CACR)

Minnesota Statute 120B.11

2025-2026 Results and 2026-2027 Goals

Learning together...
Achieving quality together

School Board

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Vice Chairperson:	Mr. Andrew Lindow
Clerk:	Ms. Aimee Plumley
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Vision Statement: The Nevis Schools will be an educational system that promotes independent learning as a lifelong process, develops confident & critical thinkers, and helps students to maximize their potential to be productive members of their vocation, community, and family.

Core Values: Compassion, Kindness, Respect, Collaboration, Integrity, Dedicated to World Class Education and Providing Real World Experiences, Excellence, Unity, Success, Empowerment

What is the Comprehensive Achievement and Civic Readiness (CACR)?

The World's Best Workforce (WBWF) was developed in 2013 to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning support. During the 2024 session, the Minnesota Legislature renamed WBWF to Comprehensive Achievement and Civic Readiness (CACR). This change took effect as of the 2024-25 school year strategic plans and Fall 2025 annual summary report.

School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address the following five CACR goals:

- **All children are ready for school.**
- **All racial and economic achievement gaps between students are closed.**
- **All students are ready for career and college.**
- **All students graduate from high school.**
- **All students are prepared to be lifelong learners.**

Why is Minnesota focused on this idea?

For Minnesota to be competitive, we must have students who are college and career ready, students who are poised to lead the state's workforce. This is important for a number of reasons:

- Our population is aging.
- We don't have qualified candidates to fill many good-paying jobs.
- The fastest growing segment of our future workforce is students of color, and they currently have the state's lowest graduation rate.
- Minnesota has one of the worst black-white achievement gaps in the country.

How will we measure progress?

Each district will create their own plan to align curriculum and instruction so that students are college and career ready. The success of each plan will be measured by:

- The Kindergarten Entry Profile
- State or local assessments
- Graduation rates
- Career and college readiness

(Excerpt from the Minnesota Department of Education "Comprehensive Achievement and Civic Readiness" Web page)

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Nevis Public School District Enrollment and Demographics

2025-2026

Grade	Resident Students	Open-Enrolled Students	Total based on Oct. 1, 2025 Count
3 year old	14	13	27
4 year old	18	21	39
Kindergarten	17	18	35
First	18	23	41
Second	22	17	39
Third	21	21	42
Fourth	23	20	43
Fifth	22	25	47
Sixth	27	19	46
Total Enrollment	182	177	359

Grade	Resident Students	Open-Enrolled Students	Total Based on Oct. 1, 2025 Count
Seventh	26	20	46
Eighth	30	11	41
Ninth	23	23	46
Tenth	30	22	52
Eleventh	16	29	45
Twelfth	24	20	44
Total Enrollment	149	125	274

Enrollment Combined Total **633**

Nevis Student Demographics 2025-2026 Data

Race/Ethnicity	Count	Percent
American Indian	49	8.1%
Asian	0	0.0%
Black or African American	2	0.3%
Hispanic or Latino	22	3.6%
Native Hawaiian or Pacific Islander	0	0.0%
Other Indigenous Peoples	0	0.0%
White	520	85.5%
Two or more races	15	2.5%
All students	608	100.0%

Source: MDE School Report Card

*MDE does not include school readiness students (age 3) in the child count totals. However, MDE counts 3 students age 0-2 who receive services in special education.

Nevis School District Assessments Per Grade Level

Grade(s)	Test	Purpose
3-8 & 10	**Minnesota Comprehensive Assessment (MCA)-Reading**	MCA test results measure progress toward mandates in the federal No Child Left Behind legislation. The MCA is a standardized test of academic skills in Reading.
3-8 & 11	**MCA-Math**	MCA test results measure progress toward mandates in the federal No Child Left Behind legislation. The MCA is a standardized test of academic skills in Mathematics.
5, 8 & 10	**MCA-Science**	MCA test results measure progress toward mandates in the federal No Child Left Behind legislation. The MCA is a standardized test of academic skills in Science.
K-8	**Northwest Evaluation Association (NWEA)**	Determines a student's strengths and weaknesses in Math. K-2 students test three times a year. Select students in 3-6 who need additional support test three times a year.
10-12	**ACCUPLACER**	Determines academic skills in relation to college readiness.
10 & 11	**Pre-ACT**	Determines a student's college readiness, and placement of their ACT.
11	**Armed Service Vocational Aptitude Battery (ASVAB)**	Used by the military in determining a student's aptitude & strengths in academic and vocational/occupational skills.
11 & 12	**ACT**	Determines a college bound student's strengths for college placement.
K-8 *2026-2027 K-3	**Dynamic Indicators of Basic Early Literacy Skills (DIBELS)**	To identify students who may be at risk of reading difficulties by screening up to three times a year. To document students' progress of reading skills through the use of progress monitoring.

*2025-2026 READact requirement: Capti diagnostic reading assessment for grades 4-12 to determine reading challenges and identify specific solutions to personalize learning. Multiple Language Learners (MLL) will take the WIDA Access.

*2026-2027 READact and Sauer Hall Grant requires Capti for grades 3-8. Nevis will use Capti for all 3-12th graders.

Nevis Public School Multi-Tiered Systems of Support

A Multi-Tiered System of Supports (**MTSS**), often called MnMTSS in Minnesota, is a preventative, data-based framework used in schools to address the academic, behavioral, social, and emotional needs of all students. It is a general education initiative designed to provide timely support to struggling learners and ensure every student reaches their full potential.

MTSS is structured around a tiered model of instruction and intervention, with services intensifying as student needs become more complex, with the Three Tiers of Support.

The MTSS model is a pyramid structure, with the most universal support at the bottom and the most intensive at the top:

Tier 1: Universal Core Instruction (The Foundation)

- **Who it serves:** All students (typically 80%–90% of the student population should be successful here).
- **Focus:** High-quality, evidence-based core curriculum and instruction provided in the general education classroom by general education teachers.
- **Goal:** To meet the needs of most students through robust core instruction and proactive behavioral expectations (often called Positive Behavioral Interventions and Supports, or PBIS).
- **Characteristics:** Universal screenings are used to monitor the progress of all students and identify those at risk. If students respond well to Tier 1, no further intervention is needed. (Universal screeners in Nevis include assessments; DIBELS, NWEA, MCA.)

Tier 2: Targeted, Supplemental Interventions (Small Group Support)

- **Who it serves:** Students identified through screening or monitoring data as being "at risk" of falling behind (typically 30% of students).
- **Focus:** Targeted interventions delivered in small groups for a fixed duration, *in addition to* the core Tier 1 instruction. These are standardized, evidence-based interventions focusing on specific skill deficits (e.g., reading fluency, specific math skills, social skills).
- **Goal:** To provide early, efficient intervention to accelerate student progress and get them back on track to meet grade-level expectations.
- **Characteristics:** Frequent progress monitoring is conducted to ensure the interventions are effective and determine if the student can return to Tier 1 instruction or needs more intensive support.

Tier 3: Intensive, Individualized Supports (Intensive Support)

- **Who it serves:** Students with significant academic or behavioral needs who have not responded adequately to Tiers 1 and 2 (typically 15%-20% of students).
- **Focus:** Highly individualized and intensive interventions that are often one-on-one and longer in duration. These interventions are customized to the student's unique needs.
- **Goal:** To provide the most intensive level of support necessary to close the achievement gap.
- **Characteristics:** Special education resources and staff are often involved here. The data gathered during this process is crucial for decision-making, including whether to pursue a special education evaluation.

The Purpose of MTSS

MTSS is a continuous improvement cycle guided by data:

1. **Screening and Assessment:** Continuously monitoring student performance.
2. **Instruction and Intervention:** Providing high-quality, research-based support at the appropriate tier.
3. **Progress Monitoring:** Frequently checking the effectiveness of interventions.
4. **Data-Based Decision Making:** Using data to adjust or intensify support as needed.

In Minnesota, MTSS provides a collaborative framework that ensures all educators work together to support student success. You can find more information about Minnesota's approach to this framework on the Minnesota Department of Education website. MTSS Framework

Support for Students

Nevis Public School offers a wide range of student support that is specifically intended to assist all students as they progress through their school career. These supports include:

Foundational Core Instruction for ALL Students (Tier 1)

Responsive Classroom/PBIS (Positive Behavior Intervention Support)

Core curriculum in English Language Arts, Math, Science, Social Studies

Special Education: In Nevis School's Multi-Tiered System of Supports (MTSS) model, special education is not a separate system but an integral, collaborative resource that operates across all tiers, not just Tier 3. Special education resources provide specialized, individualized, and intensive support for students with identified disabilities to ensure they have access to grade-level content and achieve positive outcomes. Special Education spans the years from

3-year-old Early Childhood to 22 years of age. Approximately 20% (125 of 619) students through 12th grade at Nevis School receive special education services by any of the seven highly qualified special education teachers in Nevis.

Media Center: The Media Center (library) offers a wide range of services to all students K-12 including the traditional lending of books, assistance with audio-visual resources and the newer technology products in use throughout the school. The library is staffed by one Educational Assistant and a Media Specialist. The media specialist teaches digital literacy, study skills and provides reading interventions.

School Based Social Workers: There are two licensed school social workers in Nevis School. Assistance with both short and long term social/emotional issues are provided in Kindergarten to 6th grade and from 7th to 12th grade.

Children's Therapeutic Services and Supports (CTSS): CTSS is a flexible package of mental health services for children who require varying therapeutic and rehabilitative levels of intervention, and is provided in the school setting. Stellher Human Services

Academic Advisor: A part time academic advisor is available to high school students. The advisor works with students on academic help/preparation, college and post high school applications, scholarship applications, and provides assistance with other post high school student information and questions. The academic advisor coordinates military and college representatives to meet with students at school.

Title Services: Students who qualify for reading and math supplemental services receive the extra assistance needed to succeed academically, achieve grade-level performance, and feel a sense of achievement in school. More information can be found on the Minnesota Department of Education website by searching for their Title I resources.

Alternative Delivery of Specialized Instruction Services (ADSIS): The purpose of ADSIS is to provide instruction to assist students who need additional academic support to succeed in the general education environment. The goal is to reduce the number of referrals to special education by providing support early to struggling students. Nevis Elementary focused on readers who are reading below grade level in grades K-5. These students are identified by NWEA fall test scores, teacher input, and monitoring progress throughout the school year. The students deemed eligible are given small group interventions and grouped to their ability. More information is outlined below.

Alternative Delivery of Specialized Instructional Services (ADSIS)

During the 2024-25 school year, Nevis Elementary focused on readers who were reading below grade level. These students were identified by NWEA fall test scores, DIBELS scores, teacher

input, and monitoring progress throughout the school year. The students deemed eligible were given small group interventions and grouped to their ability.

Summary: Students are identified into three different tiers. The different tiers are identified as the following:

Tier 1: All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.

Tier 2: Students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3: At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

Students that were targeted in the Alternative Delivery of Specialized Instructional Services (ADSIS) were students who were on the higher part of the Tier 2 level and were on the border of being on Tier 3. These students were ability grouped and the interventions identified their areas of needs through the Northwest Evaluation Association (NWEA) MAPS assessment. This assessment broke down the reading portion into three different strands – 1. Literature, 2. Vocabulary Acquisition and Use, and 3. Informational Text.

Students receiving ADSIS services were pulled out of class during non-instructional time and were serviced 2-5 times a week depending on their academic need. The students were assessed at least three times a year during the Fall, Winter, and Spring.

Spire Reading Program and Rewards Program

The Spire Reading program is used in the Title and ADSIS program, and in small group general education classrooms in grades one and two. Explicit, systematic, sequential instruction in phonics, phonological awareness, spelling, and handwriting. Students receive direct instruction in vocabulary and reading comprehension. SPIRE offers differentiated instruction and frequent progress monitoring that ensures that goals and expectations are achieved. Students who are below the benchmark will be tested using CAPTI as a dyslexia screening tool for more intensive interventions.

REWARDS Intermediate is a research-validated, specialized reading program designed for intermediate students (grades 4, 5, and 6) in elementary school. Students gain competency in decoding, fluency, and vocabulary through the systematic application of explicit instruction and the gradual release of responsibility learning into independent strategy use.

REWARDS stands for: R-Reading, E-Excellence, W-Word, A-Attack and, R-Rate, D-Development, S-Strategies.

REWARDS includes:

- Common Core State Standards alignment
- Meanings of prefixes and suffixes
- Expanded instruction on academic and content-are vocabulary
- Text-dependent comprehension questions
- A lesson format that supports ease of instruction
- Notations on explicit instruction procedures
- Progress Monitoring
- Digital tools and resources

Sonday Reading Curriculum

The Sonday Reading curriculum is used in the special education program. Structured, multi-sensory instruction is provided for individuals or in small groups using proven strategies based on Orton-Gillingham methods. Students receive direct instruction and intervention at their level.

Teachers and Principal

Curriculum Planning: Nevis School District has a Curriculum Assessment Instruction Team (CAIT) committee that meets throughout the school year. Each year the committee examines one or more curricular areas on a 7-year rotation. In this way, each subject area is examined for up-to-date course offerings at all grade levels. Each subject area is able to purchase new material at the end of its 7-year review. (See the chart below) Standards in each subject area are embedded into the curriculum and instruction. MDE Academic Standards

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Plan & Purchase	English / Reading	Social Studies Math 6-8	Math K-5, 9-12	World Language Art Music Student Services	Industrial Tech CTE Special Ed School to Work	Health PE Early Childhood Extra Curricular	Science Robotics STEM
Implement	Science Robotics STEM	English / Reading	Social Studies Math 6-8	Math K-5, 9-12	World Language Art Music Student Services	Industrial Tech CTE Special Ed School to Work	Health PE Early Childhood Extra Curricular
Reflect & Evaluate	Health PE Early Childhood Extra Curricular	Science Robotics STEM	English / Reading	Social Studies Math 6-8	Math K-5, 9-12	World Language Art Music Student Services	Industrial Tech CTE Special Ed School to Work

Nevis School's Educational Experience

Nevis School District provides a comprehensive educational experience to develop students into lifelong learners. STEM (Science, Technology, Engineering, Mathematics) lessons are embedded in the elementary curriculum. All elementary students have art, music, and physical education. Nevis School District owns a school forest where students learn about nature, biology, and how to be stewards of the environment.

Nevis High School students experience real world applications to their learning with focus on trades, personal finance, college and career exploration including campus tours, and opportunity to earn an AA degree without leaving Nevis School grounds! Nevis students may take Spanish, Band, Choir, Art, College Algebra, Economics, and Know Your Home to name a few. Many teachers provide field trips and travel to other states or countries as part of their curriculum. Nevis students have been to Germany, Spain, Washington D.C and a trip is being planned for Spain in 2027 as part of Spanish class. Extracurricular activities have been very successful in Nevis. The Knowledge Bowl, Robotics, Basketball and Volleyball teams went to State in 2025, and individuals competed at State in cross country, track, and golf in 2025. Volleyball, and individuals in track, cross country, math league competed at State in 2026. One Act, FCCLA, Math League, Special Olympics, Robotics, and many other activities and clubs are available for Nevis students.

Every 7th and 8th grade student attends a performance at the Guthrie Theater and a tour of US Bank Stadium. All students also go to Itasca State Park. Nevis School embeds Native American history and culture. There is an Indigenous Education Director, courses in Ojibwe, and planned events throughout the school year.

Nevis Public School Improvement Goals and Results from 2025-2026

During the 2024 session, the Minnesota Legislature renamed the World's Best Work Force (WBWF) report to Comprehensive Achievement and Civic Readiness (CACR). This change took effect as of the 2024-25 school year strategic plans and Fall 2025 annual summary report.

School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address the following five CACR goals:

- All students ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.

- All students graduate from high school.
- All students are prepared to be lifelong learners.

Nevis Public School Improvement Goals 2025-2026

Goal 1: All Children Ready for School

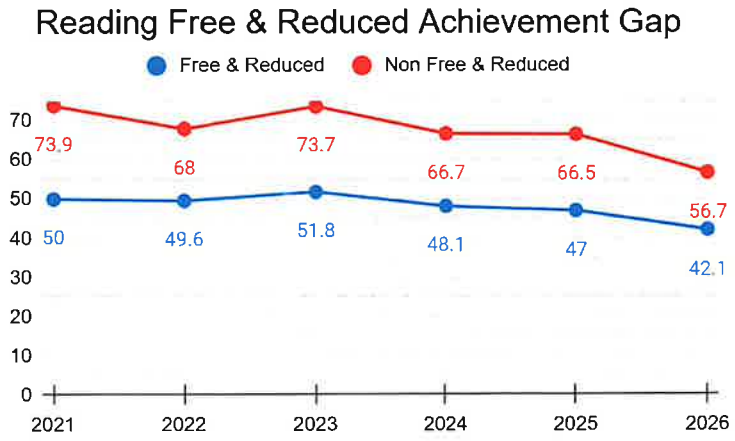
Goal: The goal is for every 4-year-old to achieve the required benchmarks for kindergarten readiness by the spring, measured by the Minneapolis Preschool Screening Instrument–Revised (MPSI-R).

RESULT:35/39 achieved the required benchmarks.

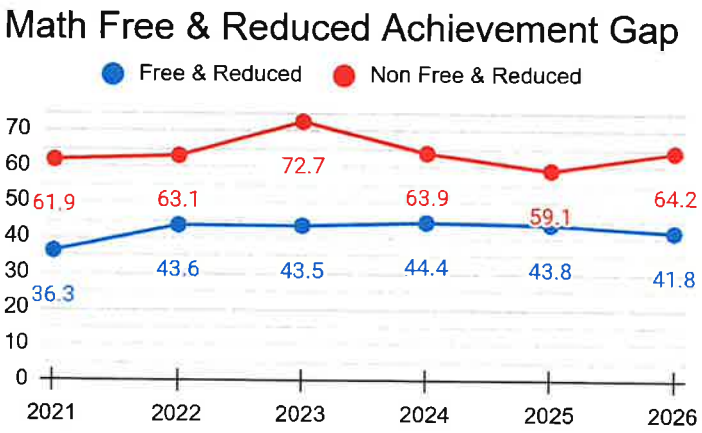
Goal 2: Close the Achievement Gap(s) Between Student Groups in Reading and Math

Goal: Decrease the achievement gap between students who qualify for free and reduced lunch and students who do not qualify for free or reduced lunch in both reading and math by at least 1% as measured by the MCA test, while meeting or exceeding the state average of proficiency for all students.

RESULTS: The achievement gap in reading for those who qualify for free or reduced lunch compared to students who do not qualify for free and reduced lunch decreased from a 19.5 point gap to 14.6, and Nevis students scored higher than the State by 10.5%.

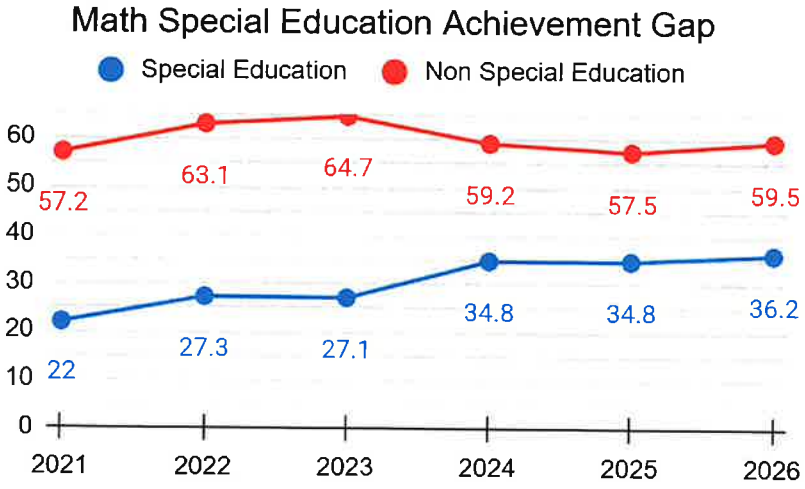


The achievement gap in math increased from 15.3 points to 22.4, and Nevis students scored higher than the State by 15.1%

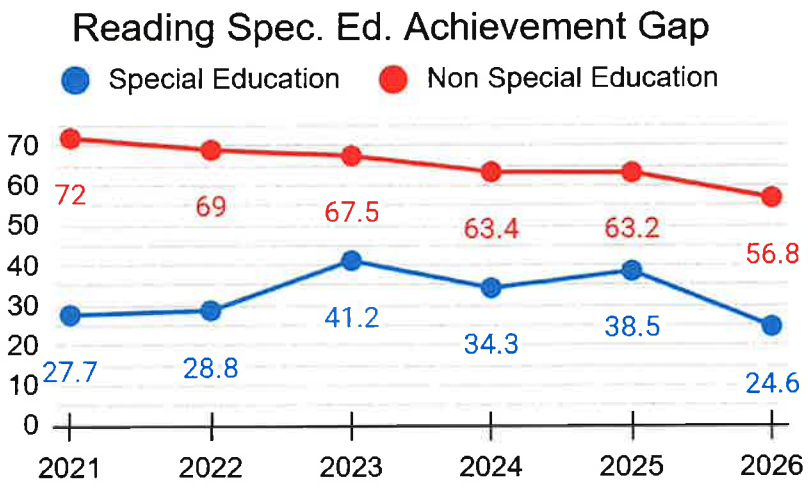


Goal: Decrease the achievement gap between students who qualify for special education services and students who are in the non special education group in both reading and math by at least 1% as measured by the MCA tests, while meeting or exceeding the state average of proficiency for all students.

RESULTS: The achievement gap between special education and non-special education students increased by .6 of a point in math, and Nevis special education scored higher than the State by 12.2%.

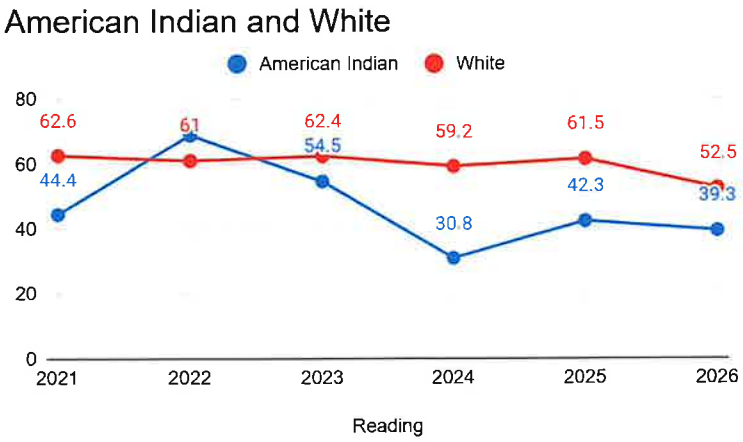


The achievement gap in reading between special education and non-special education students increased by 9.5 points, and Nevis special education students scored lower than the State by .9%.

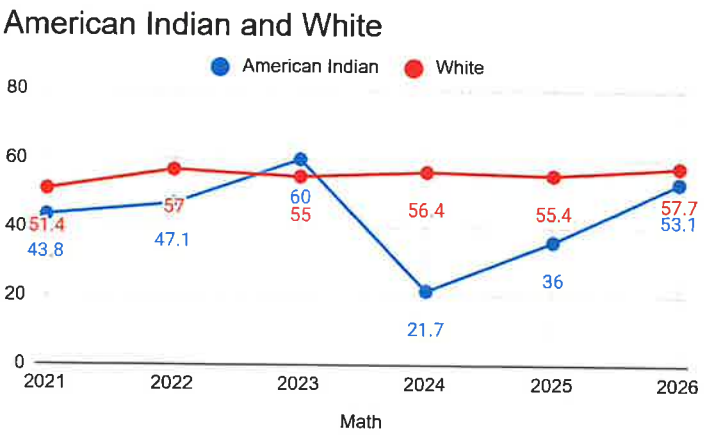


Goal: Decrease the achievement gap between students who identify as American Indian and students who Non-Native American in both reading and math by at least 1% as measured by the MCA tests, while meeting or exceeding the state average of proficiency for all students.

RESULTS: The achievement gap in reading between Native and NonNative students decreased from 24.7 to 13.2, which is 11.5 points. American Indian students scored higher than the State by 7.5%.



The achievement gap between American Indian students and White students in math decreased from 19.2 points to 4.6 points. Nevis American Indian students scored 28.8% higher than the State average.



Goal 3: All Students Ready for Career and College

Goal: The goal is for every senior to have a plan for post-graduation. This has been accomplished through personal learning plans established in their 7th grade career exploration class. Students review plans in 10th grade Know Your Home class, and Personal Finance, and through the use of results from tests such as Pre-ACT, ASVAB and ACT, college visits and counseling with the district's academic advisor.

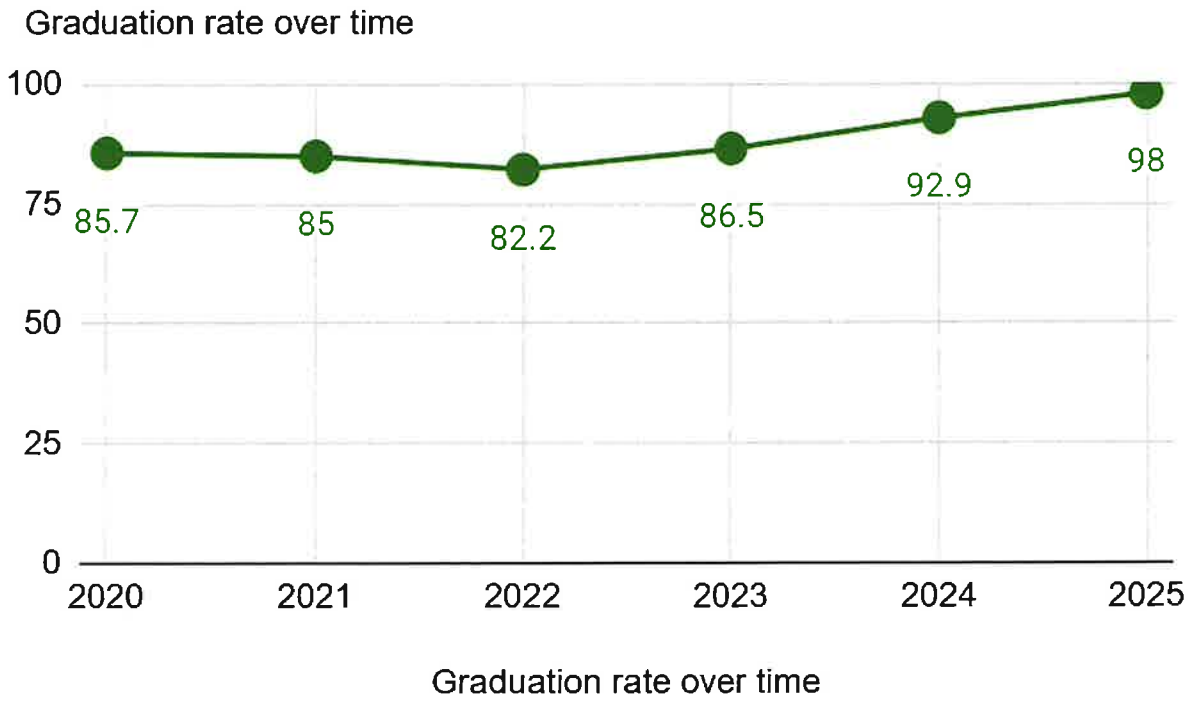
RESULT: Every Nevis graduate has a published plan in the graduation program.

Goal 4: All Students Graduate

Goal: Nevis School is committed to achieving a 100% graduation rate.

RESULT: The 2025 four year graduation rate for Nevis was 98%.

*All Nevis seniors in the class of 2026 graduated. The State measures graduation rate by the number of 9th graders who started in Nevis and graduated in four years, even if they left Nevis to enroll in another school.



Graduation rate over time

Goal 5: All Students prepared to be lifelong learners

Goal: All students will have opportunities for real world life experiences in the way of field trips and presentations. They will participate in school forest learning excursions and have the opportunity to take trips through school programs.

RESULT: All Nevis students participate in school forest field trips and participate in assembly presentations such as Veterans Day, Indigenous Peoples' Day, Anti-bullying, and Safe Driving. Health class students had a vape/THC presentation and learned about healthy relationships.

Goal 6: All Students Achieve at High Levels

Goal: The Nevis District achieved proficiency in reading, math, and science that is higher than the State average.

RESULT: Nevis students achieved higher proficiency percentages than the State in all areas.

Goal 7: Increase Student Attendance

Goal: Increase the consistent attendance rate from 71.9% to 80% in 2025-2026 as measured by MDE on the Nevis Public School Report Card. MDE Report Card

RESULT: Consistent attendance decreased to 70.3%.

***The state includes excused and unexcused absences. The Nevis Elementary School attendance rate for 2026-2026 was 91.41% and the Nevis High School attendance rate for 2025-2026 was 93.56% when only unexcused absences were included.**

Nevis Public School Student Achievement Results

Student Achievement- Student achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. The Nevis Schools will continue to increase MCA proficiency in reading, math and science and score above the state's average.

District Achievement Trends

Subject	2022	2023	2024	2025	2026
Math	56.1%	55.7%	53.7%	52.5%	54.9%
Reading	60.8%	61.6%	57.0%	57.8%	*50.3%
Science	N/A	N/A	N/A	40.7%	28.8%

***The Reading MCA test was new in 2026, so there is no true comparison for previous years.**

State Achievement Trends (Nevis district scores higher than the State)

Subject	2022	2023	2024	2025	2026
Math	44.8%	45.5%	45.5%	45.2%	44.9%
Reading	51.1%	49.9%	49.9%	49.6%	48.6%
Science	N/A	N/A	N/A	N/A	25.5%

Nevis Public School Improvement Goals 2026-2027

Goal 1: All Children Ready for School

Goal: The goal is for every 4-year-old to achieve the required benchmarks for kindergarten readiness by the spring, measured by observations through the Teaching Strategies Gold assessment system.

Goal 2: Close the Achievement Gap(s) Between Student Groups in Reading and Math

Goal: Decrease the achievement gap between students who qualify for free and reduced lunch and students who do not qualify for free or reduced lunch in both reading and math by at least 1% as measured by the MCA test, while meeting or exceeding the state average of proficiency for all students.

Goal: Decrease the achievement gap between students who qualify for special education services and students who are in the non special education group in both reading and math by at least 1% as measured by the MCA tests, while meeting or exceeding the state average of proficiency for all students.

Goal: Decrease the achievement gap between students who identify as American Indian and students who Non-Native American in both reading and math by at least 1% as measured by the MCA tests, while meeting or exceeding the state average of proficiency for all students.

Goal 3: All Students Ready for Career and College

Goal: The goal is for every senior to have a plan for post-graduation.

Action Plan: College Fair for all seniors to Central Lakes College in the Fall, New Career Investigations course required for all seniors to graduate, Work Based Learning Program, AA program, Trades classes offered with certification in Boiler and CNA. Know you Home Class field trip to college campus, 7th grade career exploration class, personal finance required for all 10th graders, ACT prep course

Goal 4: All Students Graduate

Goal: Nevis School is committed to achieving a 100% graduation rate.

Action Plan: Each student meets with the career advisor and takes a career investigations course to plan for graduation, and verify that they are on track to graduate based on grades and credit. The social worker will also check in with each student.

Goal 5: All Students prepared to be lifelong learners

Goal: All students will have opportunities for real world life experiences in the way of field trips and presentations.

Action Plan: They will participate in school forest learning excursions and have the opportunity to take trips through school programs.

Goal 6: All Students Achieve at High Levels

Goal: Nevis School District will achieve proficiency in reading, math, and science higher than the State average.

Action Plan: Implement a Foundations of English course for students in high school who would benefit from reading instruction. Provide reading intervention groups for 6-9th grade.

Goal 7: Increase Student Attendance

Goal: Increase the consistent attendance rate from 70.3% to 75% in 2026-2027 as measured by MDE on the Nevis Public School Report Card. MDE Report Card

Action Plan: Meet with families as an intervention when there are unexcused absences to prevent truancy and help families with needed resources in order for students to be present in school consistently. Encourage attendance through an attendance campaign.

Nevis Teacher Professional Development

Staff Development Committee: The purpose of this committee is to plan staff development.

Principal: Shawn Klimek
Special Education: Leslie Sagen
Early Childhood: Abbie Henry
Elementary Teachers: Michelle Haldeman, Megan Henry
High School Teachers: Melinda Mowder, Kevin Longtin
Paraprofessional: Stephanie Houchin

Staff Development Plan 2026-2027

Staff development goals were developed by the staff development committee based on past data, technology enhancement and discipline, and school climate goals.

Goal 1- Provide high quality professional development opportunities for all staff members.

a) Teachers- Literacy (Read Act), Math, Science, Technology, relicensing, Handle with Care, College in the High School
b) Paraprofessionals- Read Act, Handle with Care, Literacy, Technology, Behavior Interventions
c) Support Staff- Technology, Job Specific Training Opportunities, Behavior Interventions
d) Transportation- Safety, Handle with Care, Behavior Interventions
e) Continue to build capacity in special education through 'grow your own' initiative

Goal 2- Provide professional development that fulfills the mandatory license renewal.

2025-26: Accommodation, Modification, and Adaptation of Curriculum, Materials and Instruction, American Indian History and Culture
2026-27: Suicide Prevention, Violence and Anti-bullying, Cultural Competencies, ELL
2027-28: Key Warning Signs of Early-Onset Mental Illness in Children and Adolescents
2028-29: Cultural Competency, American Indian History and Culture
2029-30: Positive Behavior Intervention Strategies

On Going: Technology

School Climate Goals

Goal 1- Continue and enhance school-wide character development and behavior support programs (Positive Behavioral Interventions and Supports, Responsive Classroom).

Goal 2: All elementary teachers will be trained in Responsive Classroom. Classroom teachers will conduct morning meetings, use "Take a Break", and other classroom management strategies from Responsive Classroom:

a) Use a universal quiet signal.
b) Post CARES (Cooperation, Assertation, Responsibility, Empathy, Self-Control)
c) Put up Y-Charts for behavior expectations.
d) Train specialist teachers, bus drivers, and paraprofessionals in Responsive Classroom.
e) Work on incorporating RC teacher language into teaching.

Goal 3: Increase horizontal and vertical communication (Teachers, Administration, Community, Students, Families).

Goal 4: Decrease special education referrals.

Goal 5: Increase staff morale/team building opportunities (Wellness Committee).

CAIT Committee (CACR Planning Team)

Donna Hoffman - High School Math Teacher
Kelly Holmin- Elementary Teacher
Cassy Smith- Reading Interventionist/Literacy Coach
Kay Netteberg - Special Education Teacher
Jennifer McNamee - Board Director
Larry Franck - High School Science Teacher
Shawn Klimek - Elementary Principal
Jason Durham - Kindergarten Teacher
Ranae Seykora - Superintendent

Annual Review Meeting Dates: October 21, 2026 and November 18, 2026
Due to MDE: Dec. 15th after Board approval