

# **South Koochiching Rainy River School District 2022-2023**

## **World's Best Workforce Plan**



**SKRR School District's Mission Statement is:**

***"To prepare communities of tomorrow by promoting lifelong learning, positive values, school pride, mutual respect, and individuality."***

## School District Advisory Committee for SY 2022-2023

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The **2022-2023 World's Best Workforce Plan** is the South Koochiching Rainy River School District's comprehensive strategic plan to improve teaching instruction and increase student academic performance for the current school year. The WBWF Plan contains five major goals including:

- 1. All children are ready to start kindergarten.**
- 2. All third graders can read at grade level.**
- 3. All achievement gaps between students are closed.**
- 4. All students are ready for career and/or postsecondary education.**
- 5. All students graduate from high school.**

**The 2022-2023 World's Best Workforce Report** shows student achievement goals that were established in 2018 and the strategies used by the School District to meet those goals. The report also describes the progress made on those SIP (School Improvement Plan) goals by the end of the 2022 school term.

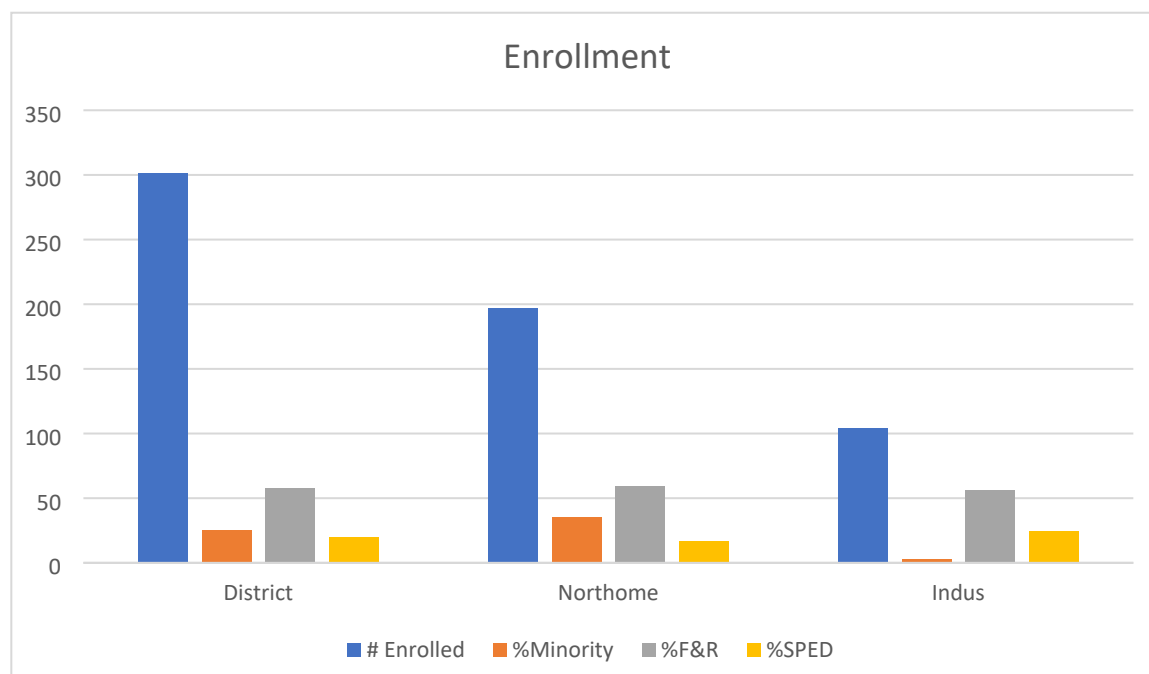
The schools offer a quality education for students, with updated facilities, diverse curriculums and computer technology to enhance student learning. The District has highly qualified teachers and paraprofessionals, a dedicated School Board, and experienced administrators to support the educational programs.

## South Koochiching Rainy River School (SKRR) District Demographics

The SKRR District has two K-12 Schools, one in Indus and one in Northome. The schools are located approximately 90 miles apart. Northome is approximately 40 miles north of Bemidji on US Highway 72. Indus is located halfway between Baudette and International Falls on Highway 11. Approximately 106 students are currently attending Indus and 206 students are attending Northome. SKRR MARSS Data has been utilized. The chart depicts: the percentage of minority students; poverty rates, which are calculated by the percentage of students eligible for free and reduced priced lunches; and the percentage of students receiving special education services.

School	# Enrolled	% Minority	% Poverty	% Special Education
SKRR School District	301	25.0%	58.0%	19%
Northome School	197	35.0%	59.0%	17.0%
Indus School	104	3.0%	56.0%	24.0%

The following chart shows trend data in the School District enrollment. The enrollment data is taken from the October 1<sup>st</sup> count.



# SOUTH KOOCHICHING RAINY RIVER SCHOOL DISTRICT STRATEGIC PLAN 2018-2023

## ACTION PLAN

### FOCUS AREA #1 STUDENT SUPPORT AND STUDENT ACHIEVEMENT

#### GOAL #1 WE WILL ACHIEVE THE GOALS OF THE WORLDS BEST WORK FORCE

Objective (What will be accomplished?) <ul style="list-style-type: none"> <li>• <b>Create an annual WBWF State Summary Review Report (past year).</b></li> <li>• <b>Create an annual WBWF District and Site Plan (current year).</b></li> </ul>	Tasks (What specific steps will be carried out to meet the identified objective?)	Responsibility (Who will do it?)	Resources (What specific resources are needed- people, funding, time)	Communication (To whom? How often?)	Timeline (What is the expected date of completion?)
1.1 All students are kindergarten ready.	Provide formative and summative assessments	Teachers and Principal	Assessment materials	All staff and parents. Frequently throughout the year	<b>Annually</b> Continuous Improvement
1.2 All students are reading at grade level by 3rd grade.	Provide formative and summative assessments	Teachers and Principal	Assessment materials, staff training	All staff and parents. Frequently throughout the year	<b>Annually</b> On-Going Student Needs
1.3 The achievement gap is closed for all identified student groups.	Provide formative and summative assessments	Teachers and Principal	Assessment materials, staff training	All staff and parents. Frequently throughout the year	Checked Annually
1.4 All students are graduating career and college ready.	Provide formative and summative assessments	Teachers and Principal	Assessment materials, staff training	All staff and parents. Frequently throughout the year	<b>Annually</b> Individualized Learning Plans for Students
1.5 All students are graduating on time.	Provide formative and summative assessments	Teachers and Principal	Assessment materials, staff training	All staff and parents. Frequently throughout the year	<b>Annually</b> Monitored in grades 9-12

GOAL # 2 WE WILL PERFORM AT OR ABOVE THE STATE AVERAGE ON ALL MEASURES OF ACADEMIC ACHIEVEMENT					
Objective (What will be accomplished?)	Tasks (What specific steps will be carried out to meet the identified objective?)	Responsibility (Who will do it?)	Resources (What specific resources are needed- people, funding, time)	Communication (To whom? How often?)	Timeline (What is the expected date of completion?)
2.1 Train staff on how to use the test data effectively to focus on areas needing additional instruction to increase student achievement.	Provide training to the staff	Teachers and Principal	Assessment materials, staff training	All staff and parents. Frequently throughout the year	<del>By November 15, 2018</del> On-Going instructional changes
2.2 Implement a plan to: unpack the required curriculum standards to identify where changes need to be made; align curriculum to the standards, and systematically assess student growth based on the alignment.	Training in curriculum mapping, assessments, etc.	Teachers and Principal	Assessment materials, staff training	All staff and parents. Frequently throughout the year	<del>By November 15, 2018</del> On-Going with ever changing State Standards

**GOAL #3 WE WILL DEVELOP AND IMPLEMENT A SUSTAINABLE SUPPORT SYSTEM THAT ENABLES ALL LEARNERS TO GROW AND BE CHALLENGED**

Objective (What will be accomplished?)	Tasks (What specific steps will be carried out to meet the identified objective?)	Responsibility (Who will do it?)	Resources (What specific resources are needed- people, funding, time)	Communication (To whom? How often?)	Timeline (What is the expected date of completion?)
3.1 Identify students needing academic, social, and/or support through multiple measures (midterms, assessments, referrals, and attendance	Use of multiple measures and specialists.	All staff	Assessment materials, staff training	All staff and parents. Frequently throughout the year	<del>By October 30, 2018,</del> Continuous Improvement
3.2 Establish and implement programs to provide services for identified students	Meet in PLCs to determine the best approaches to accomplish goals	Principal and Superintendent	Assessment materials, staff training	All staff and parents. Frequently throughout the year	<del>By October 30, 2018,</del> Continuous Improvement
3.3 Identify resources and implement programs that meet identified mental health/social/emotional needs of all students	Meet in PLCs to determine the best approaches to accomplish goals	Principal and Superintendent	Assessment materials, staff training	All staff and parents. Frequently throughout the year	<del>By October 30, 2018</del> On-Going Student Needs
3.4 Identify and provide professional development to staff in Improving Performance and Leadership in supporting the needs of students	Meet in PLCs to determine the best approaches to accomplish goals	Principal and Superintendent	Assessment materials, staff training	All staff and parents. Frequently throughout the year	<del>By the start of the 2019-2020 school Year</del> Continuous Improvement

## FOCUS AREA #2 FINANCE

### GOAL #4 WE WILL ESTABLISH A STRONG FINANCIAL FOUNDATION THAT SUPPORTS ACHIEVEMENT OF SCHOOL DISTRICT GOALS

Objective (What will be accomplished?)	Tasks (What specific steps will be carried out to meet the identified objective?)	Responsibility (Who will do it?)	Resources (What specific resources are needed-people, funding, time)	Communication (To whom? How often?)	Timeline (What is the expected date of completion?)
4.1 Establish a plan to communicate quarterly to the departments the amount of their budget, the percentage of it already spent, and the amount remaining					September 15, 2018
4.2 Establish a procedure for accumulating funds into accounts designated for certain maintenance projects	Research sources of information from staff and others.	Superintendent	Region 1	All stakeholders	October 1, 2018
4.3 Implement a two to three year budget projection plan that considers enrollment projections, anticipated funding and expected expenditures	Research sources of information	Superintendent	Region 1, Board and consultants	All stakeholders	November 15, 2019
4.4 Identify and adopt a fund balance reserve goal	Research Sources. Board discussions	Superintendent and Board	Region 1, Board and consultants	All stakeholders	December 15, 2019
4.5 Create and implement a capital expenditure plan focused on ongoing maintenance needs, major capital improvement projects, and equipment, technology and transportation.	Research sources of information from staff and others.	Superintendent and School Board.	Region 1, Board and consultants	All stakeholders	December 15, 2019
4.6 Report on plans to increase revenues through the use of P-Card; spending and investment plans; grants; and increased enrollment.	Office staff and superintendent.	Superintendent and Board.	Region 1, Board and consultants	All stakeholders	Annually

### FOCUS AREA # 3 FACILITIES

#### GOAL #5 WE WILL ENSURE THAT THE FACILITIES AND INFRASTRUCTURE OF THE SCHOOL DISTRICT ARE DESIGNED TO OPTIMIZE STUDENT LEARNING IN A SAFE, SUSTAINABLE, AND ATTRACTIVE ENVIRONMENT

Objective (What will be accomplished?)	Tasks (What specific steps will be carried out to meet the identified objective?)	Responsibility (Who will do it?)	Resources (What specific resources are needed-people, funding, time)	Communication (To whom? How often?)	Timeline (What is the expected date of completion?)
5.1 Put in place a plan to upgrade the infrastructure of the building (i.e., plumbing and electrical wiring) and to implement a work order completion plan.	Assess facility situation with staff, outside consultants, and Board members.	Principals, custodial staff and superintendent	Custodial staff and admin	Superintendent and School Board	September, 2019
5.2 Upgrade security cameras in buildings and in buses and establish two-way communications systems with buses and internally, and provide training in the use of all new systems.	Assess the situation with staff, outside consultants, and Board members.	Principals, custodial staff and superintendent	Custodial staff and admin	Superintendent and School Board	September, 2019
5.3 Create and annually update a 5-year plan focused on on-going maintenance needs.	Assess the situation with staff, outside consultants, and Board members.	Principals, custodial staff and superintendent	Custodial staff and admin	Superintendent and School Board	September, 2019
5.4 Audit and evaluate the facilities and grounds to Identify areas that require improvement and implement plans to address the identified deficiencies.	Assess the situation with staff, outside consultants, and Board members.	Administrative staff	Custodial staff and admin and others, as needed.	Superintendent and School Board	July, 2019
5.5 Upgrade technology to maintain state of the art facilities.	Assess technology needs with staff and outside consultants.	Administrative staff and technology staff	Technology staff	Superintendent and School Board	September, 2019
5.6 Conduct a survey of the facility, updating current year, next year, and 5-year facility improvement plans.	Develop a survey to assess the long- term facility needs.	Administrative staff	Office and administrative staff.	Superintendent and School Board	Annually



#### FOCUS AREA #4 ACADEMIC PROGRAM

##### **GOAL #6 WE WILL ESTABLISH A TEACHING AND LEARNING ENVIRONMENT THAT INCLUDES 21<sup>st</sup> CENTURY SKILLS AND A PERSONALIZED PLAN OF PROGRESS FOR EACH STUDENT THAT PROMOTES CAREER, COLLEGE, AND LIFE READY INDIVIDUALS.**

6.1 Establish a curriculum review cycle which ensures that pre-K to 12 <sup>th</sup> grade standards, assessments, and alignments are guaranteed.	Establish a curriculum committee of staff and admin	Administrative staff	Curriculum consultants and staff	Staff, School Board and parents	September 30, 2018
6.2 Implement a plan to support teachers in earning the qualifications to teach concurrent enrollment and/or college credit generating courses.	Establish a committee to assess the need and the resources.	Administrative staff	MOE, colleges, and other resources	All staff, students and parents; other stakeholders.	July, 2019
6.3 Develop partnerships with the wider community to provide opportunities for workforce exploration and training for students.	Establish a committee to investigate opportunities for staff.	Committee and administrative staff	Area workforce stakeholders	All staff, students and parents; other stakeholders.	During the 2019-2020 school year
6.4 Expand course offerings for students through partnerships with the wider community, arrangements with neighboring school districts, technology and student-centered credit generating opportunities (tutoring, tech support, etc.)	Use above committee to pursue these partnership opportunities.	Committee and administrative staff	Pursue opportunities with neighboring schools and others.	All staff, students and parents; other stakeholders.	During the 2019-2020 school year
6.5 Embed teaching and learning practices throughout the curriculum that ensures students will graduate with the skills, knowledge, and attributes to be career, college, and life-ready.	Training of teachers.	PLC activities	Determine during PLC meetings	All staff, students and parents.	During the 2020-2021 school year
6.6 Ensure that all students have a personalized learning plan and clearly identified career pathways.	Training of admin, teaching staff and paraprofessionals	PLC activities	Determine during PLC meetings	Principal and teaching staff	During the 2020-2021 school year

## FOCUS AREA #5 COMMUNICATION AND MARKETING

### GOAL #7 WE WILL COMMUNICATE TIMELY, ACCURATE, AND RELEVANT INFORMATION TO ALL STAKEHOLDERS AND ENGAGE THEM AS PARTNERS IN EDUCATION THROUGH PRINT, TECHNOGY, AND SOCIAL MEDIA

7.1 Develop and implement plans to communicate the district's noteworthy programs, the accomplishments of its students, staff, and alumni by updating the website, using social media, and print media.	Establish a Communications and Marketing Committee to establish a plan for both schools.	Superintendent and Principals will lead this task. The Committee will pursue the challenge.	Committee to discuss opportunities with press, radio and television, as well as school website staff.	To staff, parents, community and the greater community. The Committee will determine the focus.	Summer, 2019
7.2 Identify and implement a plan to have all stakeholders update personal contact information on school communication systems.	Office staff and technology staff.	Admin and Committee	Technology staff at both schools and Committee	All staff	September, 2018
7.3 Educate stakeholders on how and where to access various sources of information regarding students and school events.	Have Committee determine how and who will be involved.	Admin and Communications and Technology Committee	Website and technology school staff.	All staff	September, 2019
7.4 Develop effective signage promoting school activities and programs.	Admin staff, teachers and technology staff.	Communications and Technology Committee	Staff, community and Board members	Community and staff input	November, 2019
7.5 Audit current communications practices identifying options for improving internal communications, within the building, between the two buildings, and developing effective communications strategies designed to reach all stakeholders.	Committee will assess this situation and make recommendations.	Communications and Technology Committee	Communications and Marketing Committee	All stakeholders and greater community.	September, 2019
7.6 Assess the current marketing plan by identifying strengths and limitations of the plan and adjusting the plan based on the assessment.	Committee will analyze the current marketing plan and make recommendations for improvements.	Communications and Marketing Committee.	Communications and Marketing Committee.	All stakeholders and greater community.	June 2019
7.7 Hold in-services for staff on website use and JMC communication tools.	Hold in-services for staff on website and JMC tools.	Administration, Committee and Technology staff.	Website and technology staff.	All stakeholders and greater community.	On-going.

## 2022-2023 SKRR District Improvement Reading Goals

Reading Goal #1: The percentage of ALL students enrolled on October 1<sup>st</sup>, who earned achievement levels of Meets or Exceeds Standards on the 2022 Reading MCA, will increase proficiency by 10 percentage points from 38.0% to 48.0% in 2023.

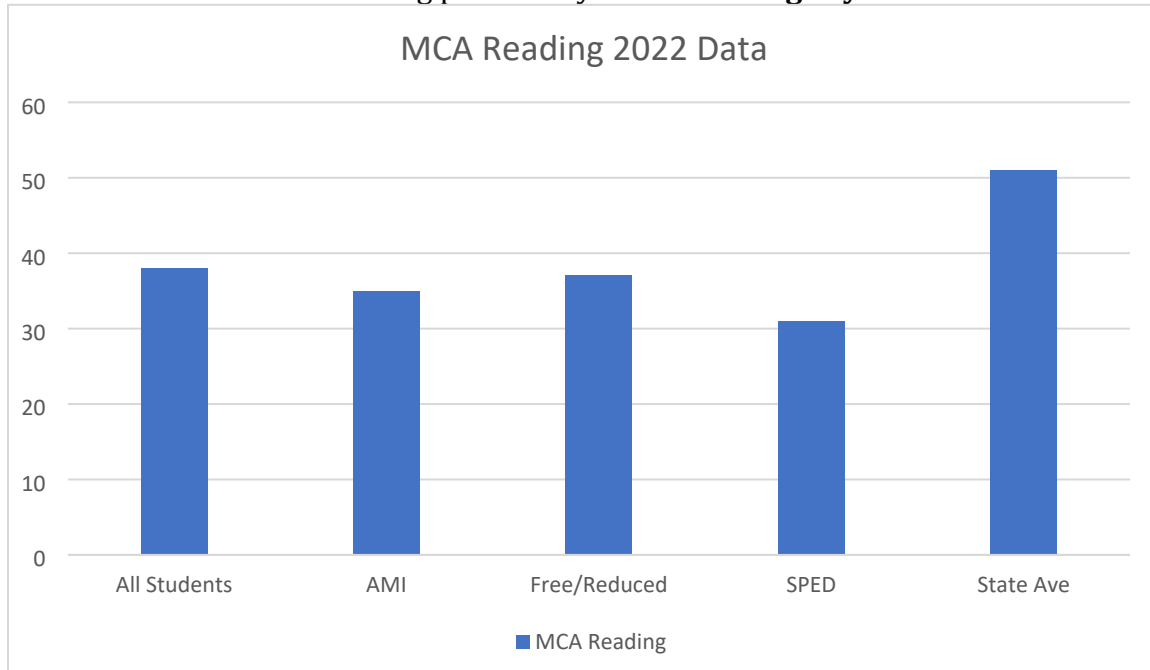
2022 Reading Results: The MCA District Reading proficiency for ALL students **increased** from 35.5% in 2021 to 38.0 % in 2022. The District **did not** accomplish its Reading goal of 45% proficiency. The District performed below the State average of 51.2% in 2022.

Reading Goal #2: The SKRR School District will close the achievement gap in Reading for the following subgroups as measured by the 2023 Reading MCA.

- To increase AMI student proficiency by 10 percentage points from 35% in 2022 to 45% in 2023.
- To increase Free/Reduced Lunch student proficiency by 10 percentage points from 37% in 2022 to 47% in 2023.
- To increase SPED student proficiency by 10 percentage points from 31% in 2022 to 41% in 2023.

2022 Reading Results by Subgroups within the SKRR District:

- AMI student MCA Reading proficiency **increased slightly** from 34.7% in 2021 to 35.0% in 2022.
- Free/Reduced Lunch student MCA Reading proficiency **increased slightly** from 39.8% in 2021 to 40.0% in 2022.
- SPED Student MCA Reading proficiency **increased slightly** from 28.6% in 2021 to 31.0% in 2022.



## 2022-2023 District Improvement Math Goals

Math Goal #1: The percentage of ALL students enrolled on October 1<sup>st</sup>, who earned achievement levels of Meets or Exceeds Standards on the 2022 Math MCA, will increase proficiency by 10 percentage points from 27.2% in 2022 to 37% in 2023.

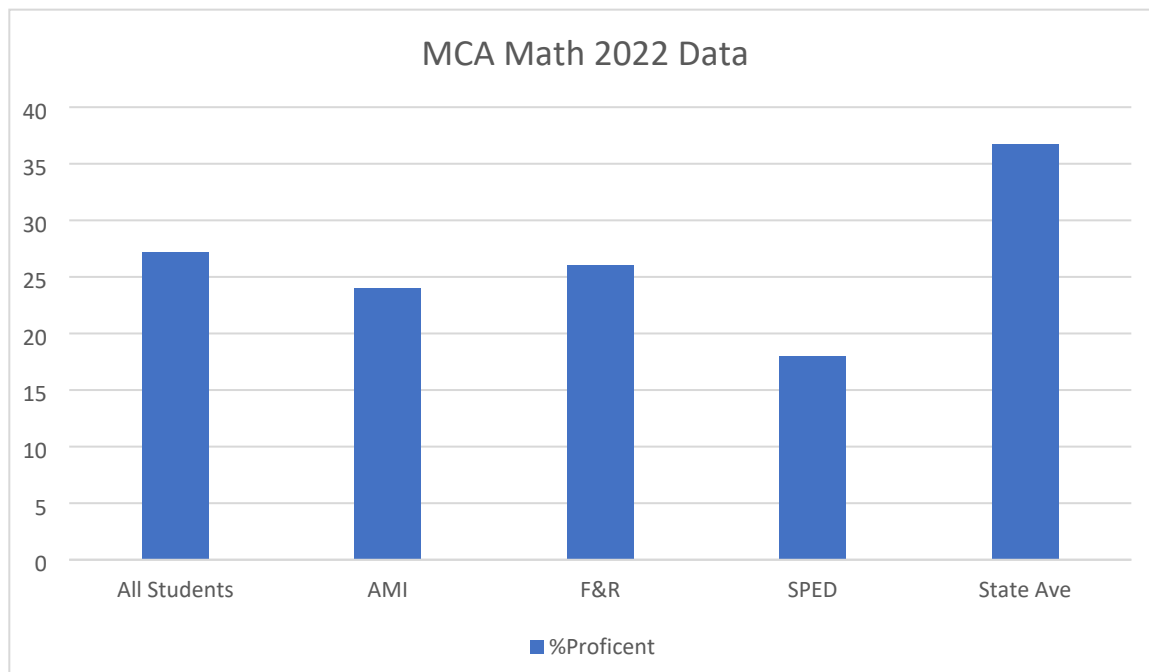
2022 Math Results: The MCA District Math proficiency for ALL students **decreased** from 36.7% in 2021 to 27.2% in 2022. The District did **not** accomplish its Math goal of 47% proficiency in 2022. The District performed below the State average of 44.6% in 2022.

Math Goal #2: The SKRR School District will close the achievement gaps in Math for the following subgroups as measured by the 2022 Math MCA.

- To increase AMI student proficiency by 10 percentage points from 24% in 2022 to 34% in 2023.
- To increase Free/Reduced Lunch student proficiency by 10 percentage points from 26% in 2022 to 36% in 2023.
- To increase SPED student proficiency by 10 percentage points from 18% in 2022 to 28% in 2023.

2022 Math Results by Subgroups:

- AMI student MCA Math proficiency **decreased** from 30% in 2021 to 24% in 2022.
- Free/Reduced Lunch student MCA Math proficiency **decreased** from 31.3% in 2021 to 26% in 2022.
- SPED student MCA Math proficiency **increased slightly** from 17.9% in 2021 to 18% in 2022.



# **2022-2023 Achievement Gap Reduction Goals**

## **Math**

- The achievement gap between White students (42%) and American Indian students (24%) in grades 3-8 & 11 on all State accountability tests for Math will decrease by 10% from 18.0% in 2022 to 16.0% in 2023 .
- The achievement gap between Free & Reduced Lunch (26%) and Non-Free & Reduced Lunch (43.5%) students in grades 3-8 & 11 on all State accountability tests for Math will decrease 10% from 17.5 percentage points in 2022 to 15.5 percentage points in 2023.
- The achievement gap between Special Education (18%) and Non-Special Education (43%) students in grades 3-8 & 11 on all State accountability tests for Math will decrease 10% from 25 percentage points in 2022 to 22.5 percentage points in 2023.
- The percent of White students enrolled on October 1 in grades 3-8 & 11 who earn an achievement level of meets or exceed the standards in Math on all State accountability tests will increase by 10% from 42% in 2022 to 46% in 2023.

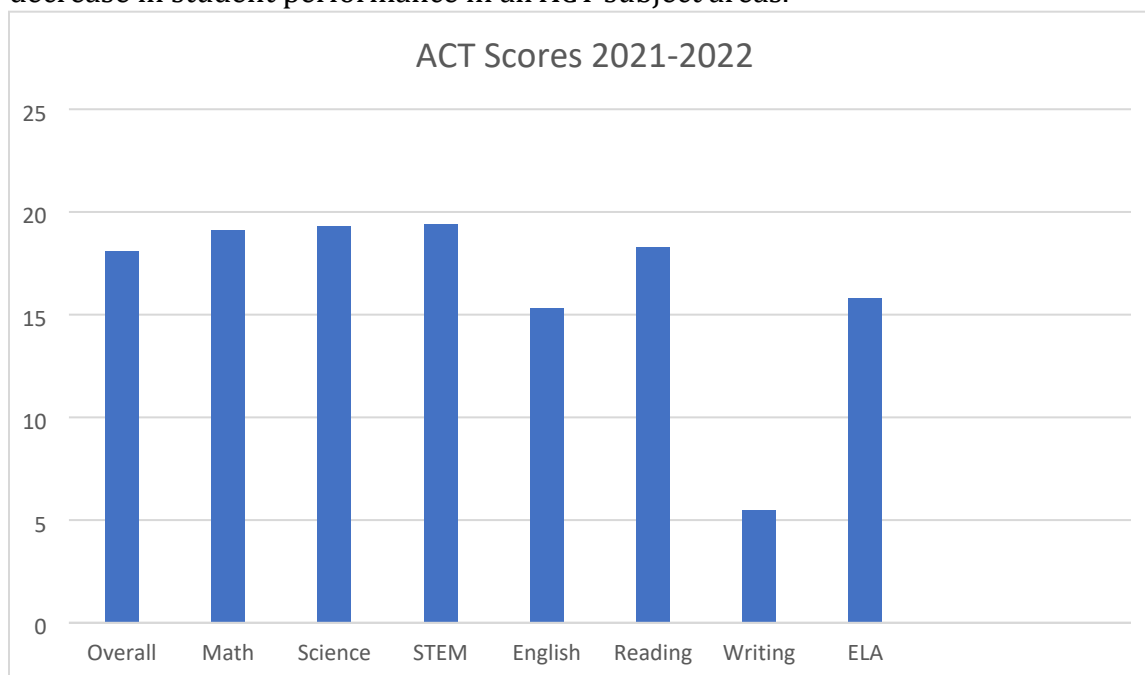
## **Reading**

- The achievement gap between White students (48%) and American Indian students (35%) in grades 3-8 & 10 on all State accountability tests for Reading will decrease 10% from 13 percentage points in 2022 to 12.7 percentage points in 2023.
- The achievement gap between Free & Reduced Lunch (37%) and Non-Free & Reduced Lunch (44%) students in grades 3-8 & 10 on all State accountability tests for Reading will decrease 10% from 7 percentage points in 2022 to 6.3 percentage points in 2023.
- The achievement gap between Special Education (31%) and Non-Special Education students (48%) in grades 3-8 & 10 on all State accountability tests for Reading will decrease 10% from 17 percentage points in 2022 to 15.3 percentage points in 2023.
- The percent of White students enrolled on October 1 in grades 3-8 & 10 who earn an achievement level of meets or exceed the standards in Reading on all State accountability tests will increase by 10% from 48% in 2022 to 52.8% in 2023.

## 2021-2022 College Readiness Status

This chart reflects the achievement of South Koochiching Rainy River School District graduates on the ACT. The ACT is an indicator of the extent students are prepared for college-level coursework in English, Math, Reading, and Science.

In 2016, the State Legislature of Minnesota enacted a law requiring that all juniors must take the ACT. This legislative change doubled the number of SKRR students taking the ACTs in 2016 and 2017. The resulting test scores show a decrease in student performance in all ACT subject areas.



### 2021-2022 ACT SKKRR District Mean Scores

Composite	18.1
Math	19.1
Science	19.3
STEM	19.4
English	15.3
Reading	18.3
Writing	5.5
ELA	15.8

Benchmark scores are considered the **minimum score needed** on a subject area ACT test to

indicate a 50% chance of obtaining a “B” or higher or about a 75% chance of obtaining a “C” or higher in the corresponding college courses.

- **English Composition: 18 on the ACT English Test**

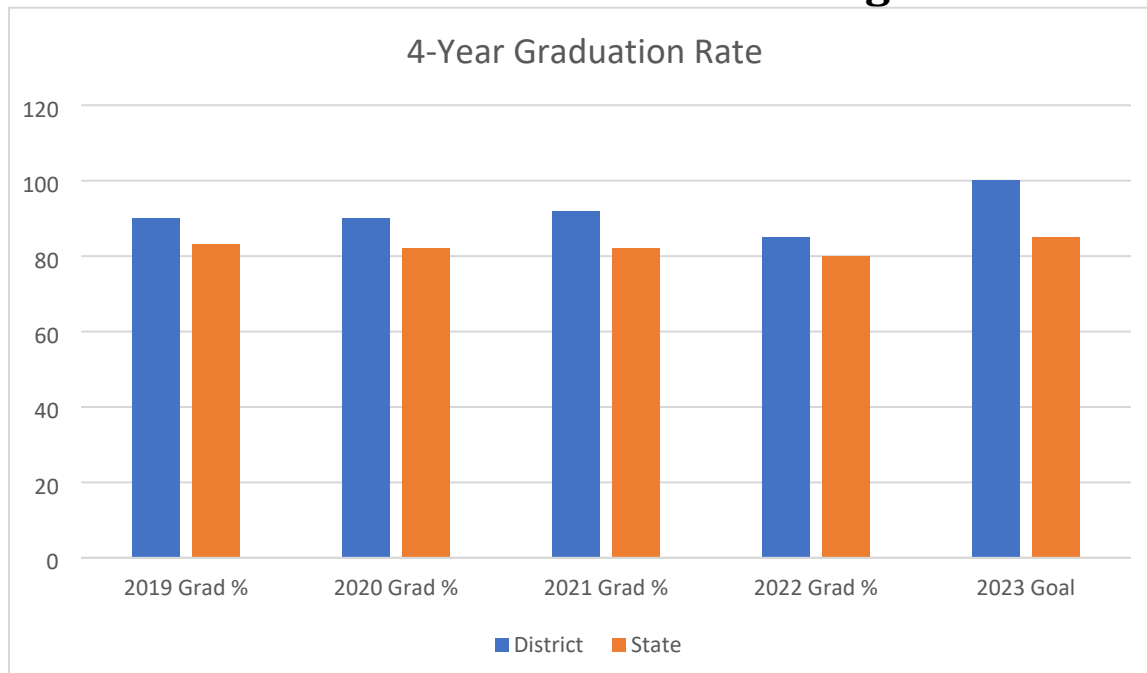
- **College Algebra: 22 on the ACT Math Test**
- **Social Science: 22 on the ACT Reading Test**
- **Biology: 23 on the ACT Science Test**

### **All Students College and Career Ready**

- On-line College in the High School and electives courses to increase career awareness and readiness.
- The Acellus credit recovery program is available to all 9-12 grade students, along with ESY.
- By the end of 9<sup>th</sup> grade, students will have an opportunity to take a career interest inventory.
- By the end of 10<sup>th</sup> grade, 100% of the students will have the opportunity to take the YouScience Aptitude and Interest Assessment in preparation for career interests and post-secondary planning.
- ACT Prep is provided in the classrooms for all 11<sup>th</sup> grade students.
- The PSAT is offered to all 11<sup>th</sup> grade students.
- All 11<sup>th</sup> and 12<sup>th</sup> grade students meet with the guidance counselor to organize their graduation credits. Parent letters are sent home.
- By the end of 11<sup>th</sup> grade, 100% of the students will have the opportunity to take the ASVAB and the ACT in preparation for post-secondary planning.
- By the middle of 12<sup>th</sup> grade, 100% of students will have a post-secondary transition meeting with the school counselor.
- College representatives come to the schools to meet with interested 11<sup>th</sup> and 12<sup>th</sup> grade students.
- Recruiters from all branches of the military service come to meet with interested students each year.
- Various college visits are available for students that wish to participate.
- College fairs are provided at Bemidji State University, Warroad and the Itasca Community College.
- Area business leaders meet with students and present occupational information.
- Postsecondary Enrollment Options (PSEO) available to eligible 10-12<sup>th</sup> grade students via area colleges and universities.
- Parents' can review their student's Post-secondary Plan along with the pre-registration form for the next school year. Forms are reviewed by the School Counselor and kept in the Guidance Office.
- Parents and their students are invited to the school for Financial Aid and FAFSA presentation.

- During College Knowledge Month, seniors complete free college applications.
- Scholarship information is maintained on the School District website. The Counselor trains the seniors about how and where to access it. Students are encouraged to apply for scholarships and the Guidance Office assists students with completing scholarship applications.

## All Students Will Graduate from High School



### Graduation Rate Data (District versus State)

2019	District 90%	State 83.5%
2020	District 90%	State 82%
2021	District 92%	State 83%
2022	District 85%	State 84%

**SKKRR 2023 Graduation Goal:** Increase our graduation rate by 15% points from 85% in 2022 to 100% in 2023.



# **Title I Parent Survey & Summary Information**

**SOUTH KOOCHICHING-RAINY RIVER DISTRICT #363  
PO BOX 465, NORTHOME, MN 56661  
8560 HIGHWAY 11, BIRCHDALE, MN 56629  
Phone: 218-897-5275 ext 153  
Mr. Jeremy Tammi, Superintendent**

Northome Campus  
Campus  
Ms MacKenzie Lehn, Principal  
Principal

Indus  
  
Ms Betsy Gerard,

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Dear Parents and Caregivers,

Your child received supplemental instructional tutoring through Title 1 during the 2022-2023 school year. We are looking for ways to improve our services and increase student performance and success in school. Please fill out and return the included survey to help with that goal.

We seek your input to increase knowledge and take action with services rendered to your children. Student performance and success is our number one goal. We strive to meet the needs of all students and families. We look forward to receiving your feedback so that we can continue to improve the Title 1 program for all children.

*Please send back your survey to the school, in the mail, or with your child. You can also drop off the survey in the school office or with Title 1 Staff. We look forward to using your suggestions to improve our services.*

Thank you in advance for your time and dedication toward helping your child learn and improving the education system for all students.

Sincerely,

Katrine Bender, Northome and Indus Schools  
Amber Peterson, Indus School  
Janet Johnson, Northome School

Enclosed: Parent Survey

**Title I Parent and Guardian Survey                      Student Name:**

What type of instructional help did your child receive (circle all that apply)?

Math    Reading

Did you feel the extra help was beneficial to your child, please explain?

How often was your child seen by Title staff ?

Did you feel that you had access to Title I staff either through telephone, e-mail or at conferences?

If Title I started a classroom website for you to access, do you think that you would use that resource? How often? What type of information would you like to see on this type of resource?

Do you prefer a specific resource to be sent home to help your child? Take home books, worksheets, games, flashcards.

Supplemental instruction could be improved by: (all suggestions welcomed!)

Additional comments I would like staff to consider:

**Thank you so much for your help to make this program more effective. We appreciate your willingness to help us improve.**

Person completing the survey: \_\_\_\_\_

**RESPONSES FROM PARENTS**

- Ten parents said, they are happy and grateful for the Title I Program.
- There were no complaints from the returned surveys.
- 100% of the responses were positive for 2022.

- We will continue Title I in the same successful ways next year.

We reach out to our parents in surveys, one-to-one parent/teacher conferences and open house activities. All of these have been very successful.