

Bureau of Indian Education

Pine Ridge School

2023-2024 Campus Improvement Plan

School Type: BIE Operated
ERC: Pine Ridge (B)

Mission Statement

School Mission:

To strengthen our Waziahhanhan Owayawa Tiospaye to become lifelong learners demonstrating our Lakota values and the concept of ikopesni ihabla in order to draw knowledge from the past, enhance the present and embrace the future for the well-being of self, family, community and nation.

Vision

School Vision:

For each student to be Wolakota, demonstrating values, perspectives, attitudes, beliefs, social consciousness, and responsible behavior in the tiospaye and for maka sitomni. All of which are related to:

Wolakota and permeate all aspects of the culture.

Wolakota - whole person in balance and harmony spiritually, physically, mentally, and socially Tiospaye - extended family.

Maka sitomni - everything on mother earth.

Ikopesni ihanbla - dream without fear.

Improvement Planning Team

School Improvement Team (SIT): SIT provides continuance review of school progress, implementation, practices, and performance of school program(s) and activities initiated and prioritized through collaborative Teamwork.

It is important for all staff to have an equal opportunity to showcase their leadership skills. SIT will be encouraged to rotate roles with other school staff within a suitable timeframe. This provides a fair chance for everyone to take on leadership responsibilities and promotes a collaborative work environment where everyone can learn from each other's experiences.

NAME	Grade level/Teacher	Team
Stephain Carloe	4th Grade Teacher	2023-2024
Ken Bordeau	Food Service manager	2023-2024
StormieClifford-Risse	Home Living Specialist	2023-2024
Denise Evans	Business Tech	2023-2024
Kimberly	Business Tech	2023-2024
Iris Wilson	K-5 SPED Teacher	2023-2024
Linda Yellow Boy	8th Grade Math Teacher	2023-2024
Cynthia Stevens	Kindergarden Teacher	2023-2024
Marc Wess	2nd Grade Teacher	2023-2024
Kehli Higdon	High School Social Worker	2023-2024
Temple Nichols	Kindergarden Grade Teacher	2023-2024
Donna Wince	3rd Grade Teacher	2023-2024
Georgine Pourier	3rd Grade Teacher	2023-2024
Emmaline Tallman	SPED Coordinator (Acting)	2023-2024
Jeff Carr	HS English	2023-2024
Donald Pine	School Principal	Ongoing
Linda One Feather	School Improve.	Ongoing

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Demographics	
Location	Pine Ridge School, Pine Ridge, SD
Tribal Affiliation(s)	Oglala Sioux Tribe
Distance (Miles) to ERC	209 miles
Enrollment	<i>Total enrollment for SY22/23=783 (k-5=246; 6-8=139; and 9-12=398= 783)</i>
SPED %	Elementary: 41 students (20%) MS: 22 students (29%) HS: 47 students (18%) Total: 110 students (20%)
Native Language Learner %	100
English Language Learner %	0
G&T %	0
# of Staff (all)	135
# of Certified Teachers	37 certified teachers.
Current vacancies	6 sch counselor, teachers, security, kitchen, business tech and supply coordinator.
Student Attendance Rate %	k-5=82.83%; 6-8=80.05%; and 9-12=62.73%. Overall Attendance %=75.21%
Student Chronic Absenteeism Rate (% from NASIS)	22-23 Pine Ridge Elem School Student Federal % Absent=17.45% 22-23 Pine Ridge Middle School Student Federal % Absent=17.91% 22-23 Pine Ridge High School Student Federal % Absent=36.12% 22-23 Pine Ridge School Dorm Student Federal % Absent =25.36% TOTAL Federal % Absent=26.54%
Graduation Rate (if H.S.)	8th grade promotion=48.89%; High School= 89.65%

School Demographics

Homeless %	0 (NASIS report)
Grade Levels Served	Pre-K-12 and FACE Program (birth to 5)

Community Demographics

Location	Pine Ridge Reservation wide, Pine Ridge, SD
Population	17,000.
Median income	\$37,198
Employment Rate (%)	16.4% (civilians not in the labor force).
Community Partnerships	The Oglala Sioux Tribal Government and programs, Indian Health Service, Oglala Lakota College, Oglala Sioux Tribal Public Safety, Bureau of Indian Education-Pine Ridge School, local tribal schools, and other community-based, outreach, and volunteer programs.

Demographics Strengths

It is a testament to our student effort, determination and commitment shows that the overall attendance percentage for this school year is 75.21%.

The positive relationship between teachers, support staff, and students has significantly impacted student learning, allowing students to take risks and learn from their mistakes. It is also significant that students have had the opportunity to learn technical skills and gain global awareness, providing them with real-world learning experiences. School has no data available for homeless students and does not receive McKinney-Vento funding: the community families have close connections between all family members and relatives. The SPED program enrollment has increased from last year, with the plan to help students transition back into the General Education program or graduate from the SPED program. PRS remains committed to working with the Tribal court system to address serious attendance issues and support at-promise High School students with the guidance they need to succeed. Our school values the education of our students, and we have a team of dedicated staff who are invested in their long-term success. Our community is accountable for supporting one another in creating a positive and supportive learning environment. Our paraprofessionals assist teachers with students individually or in groups to ensure every student receives the necessary support to thrive. School prioritizes the safety and the well-being of all students, and staff by offering specialized instructional support to foster a

positive and trusting school environment. Our teachers come from diverse backgrounds and experiences, allowing for a range of teaching strategies that benefit all our students. We are proud of our commitment to providing the best possible education to our students.

Our school values the Lakota principles and works together to improve. We prioritize academic, social, and emotional care for all students and strive to empower them to succeed in school and beyond.

Opportunities for Growth Identifying Demographics Needs

Opportunity for Growth 1: Attendance: In each grade level program that includes Elementary (82% to 92% with a 10% increase), Middle School (78 to 88% with a 10% increase), and High School (62% to 72% with a 10% increase) will increase attendance. **Root Cause:** Disengagement from school.

School Programs & Processes

School Programs & Processes Summary

Overview	
Student-Teacher Ratio	Average Class Size: 20 students Kindergarten = 20:1 1st to 3rd = 22:1 4th to High School = 25:1
Number of School Days	165
Instructional Minutes per Day	Elementary: 400 instructional minutes per day. Middle School: 353 instructional minutes per day. High School: 361 instructional minutes per day.

Academic Programs

Programs	General Education	Intervention	Special Education
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Academic Programs

<p>Language Arts</p>	<p>K-3: Reading Mastery K-3, Read Well, Freckle (ELA), I-Ready, Words Their Way, Morningside strategies, Accelerated Reader, Plaid Phonics-Modern Curriculum Press. See Addendum for full detail.</p> <p>Elementary 4th Grade: use reading mastery reading program. Direct Instruction Program that includes reading fluency, reading comprehension, paragraph writing, language arts, and spelling. See Addendum for full detail.</p> <p>Elementary 5th Grade: core curriculum content. See Addendum for full detail.</p> <p>MS Reading: Study Sync; i- Ready; Peery tutoring/partner reading; all programs students can read and practice own pathways at own pace. Students have access to these programs on a computer and a mobile device along with an offline version opportunity. See Addendum for full detail.</p>	<p>Elementary 4th Grade: use reading mastery reading program. Direct Instruction Program that includes reading fluency, reading comprehension, paragraph writing, language arts, and spelling. See Addendum for full detail.</p> <p>Elementary 5th Grade: intervention tools for students who struggle including reading fluency, reading comprehension, vocabulary, grammar usage, writing and spelling. See Addendum for full detail.</p> <p>MS Reading: IReady and Beable. See Addendum for full detail.</p>	<p>Elementary 4th Grade: Direct instruction, Guided reading groups, small groups, TPT resources for classroom modifications and accommodations, freckle word study, freckle decodables, skills practice. See Addendum for full detail.</p> <p>Elementary 5th Grade: Small groups use Write in Readers, teacher modeling, students practice reading fluency, writing skills and discussing possible answers to comprehension questions. See Addendum for full detail.</p> <p>MS Reading: Peer tutoring, partner reading, extra time. See Addendum for full detail.</p>
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Academic Programs

<p>Mathematics</p> <ul style="list-style-type: none"> • General math • Geometry: • Algebra <p><i>See Addendum for full detail.</i></p>	<p>K-3 MATH-Connecting Math Concepts K-3 : Freckle Math, I-Ready, Math-Drills.com, One-on-One intervention, small groups, manipulatives, and supplemental materials. See Addendum for full detail.</p> <p>Elementary 4th Grade: Grade 4 uses the SRA connecting math concepts math intervention program for 2022-2023 SY, connecting math direct instruction math program that focuses on facts, procedures, conceptual understanding, applications, and problem-solving skills to provide a comprehensive curriculum for Tier 1 and Tier 3 at-risk students. See Addendum for full detail.</p> <p>Elementary 5th Grade: SRA ‘s “Connecting Math Concepts.”</p> <p>Middle school (6,7,8) used this curriculum as the core: math bell ringers, standard-based lessons, quizzes, and end of unit assessments. See Addendum for full detail.</p> <p>HS Math</p> <p>Ms. Byrd Gen. math: Instruction, Lecture, Demonstration</p> <p>Mr. Holmquist:</p> <ol style="list-style-type: none"> 1. Geometry, cover basic Geometry concepts plus there is a review of Algebra concepts in most assignments 2. Algebra, cover basic Algebra concepts plus review Geometry in some of assignments 	<p>Elementary 4th Grade: Grade 4 uses the SRA connecting math concepts math intervention program for 2022-2023 SY, connecting math direct instruction math program that focuses on facts, procedures, conceptual understanding, applications, and problem-solving skills to provide a comprehensive curriculum for Tier 1 and Tier 3 at-risk students. See Addendum for full detail.</p> <p>Elementary 5th Grade: SRA ‘s “Connecting Math Concepts.” with direct instruction</p> <p>Middle school completed the year with CPM, as the core math program. Students are grouped with stronger students. Struggling students are allowed to study the checkpoint problems which are below grade level. See Addendum for full detail.</p> <p>HS General Math (Mr. Holmquist): give one-on-one help when needed</p> <ul style="list-style-type: none"> • Geometry: give one-on-one help when needed • Algebra: give one-on-one help when needed 	<p>Elementary 4th Grade: Direct instruction, small group, daily math fact practice and repetition, basic math skills, problem solving skills. See Addendum for full detail.</p> <p>Elementary 5th Grade: direct instruction.</p> <p>Middle School: Direct instruction during the math bell ringer, teacher-student collaboration, follow the IEP goals. See Addendum for full detail.</p> <ul style="list-style-type: none"> • For both Geometry and Algebra 2 meet with SPED department so learning needs are met
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Academic Programs

<p>Science</p> <ul style="list-style-type: none"> • HS Chemistry • HS Anatomy • Biology <p><i>See Addendum for full detail.</i></p>	<p>HS Chemistry: basic chemistry concepts as well as some other physical science/physics topics.</p> <p>HS Anatomy: cover the main organ systems of the human body, incorporating medical terminology, lab dissection, and research presentations specific to medical careers and diseases.</p> <p>HS Biology: learn how the world operates and how to use that knowledge to better serve humanity and Native people.</p>	<p>HS Chemistry: Identify struggling learners & offer more one-on-one support.</p> <p>HS Anatomy: Identify struggling learners & offer more one-on-one support.</p> <p>HS Biology: opportunity for students to learn how the world operates around them and how to use that knowledge to better serve humanity and Native people.</p>	<p>HS Chemistry: Work with SPED department to ensure that student learning needs are met per IEP instructions.</p> <p>HS Anatomy: Work with SPED department to ensure that student learning needs are met per IEP instructions.</p> <p>HS Biology: When the board is used, Exceptional Ed students are able to visually see/ comprehend the prevailing subject.</p>
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Academic Programs

<p>Social Studies</p> <ul style="list-style-type: none"> • United States Government • Native Studies • World History <p><i>See Addendum for full detail.</i></p>	<p>High School United State Government: provides students the basics of government at the federal, state, and local level including basic knowledge of the fundamentals of civics and civic engagement.</p> <ul style="list-style-type: none"> • Computers used for presentation, lectures, and discussions prompts; ED Puzzle, Khan Academy, and Civic.gov. including research for class activities. • During advisory students were encouraged to engage in creative and guided writing assignments to broaden their written communication skills. <p>HS Native Studies: Native History is an overview course intended to expose students to Native American history throughout out the different eras. Students will know learn about pre-Columbian native history, the early contact era, and more modern history of Native Americans.</p> <p>HS World History: early civilization and attempts to explain some major historic events working toward the modern era. This course attempts to show the progress of man from nomadic hunter gather to the complex society that we have currently.</p> <ol style="list-style-type: none"> 1. Presentation lecture 2. Discussion 3. Guided reading 4. Individual student work 5. Student group assessments 6. Video interaction and reflections 	<p>High School United State Government: observations throughout the course. These observations aid in identifying students who are struggling and students who are not being challenged. The course is modified accordingly.</p> <p>Allow students a chance to correct mistakes to improve skills and knowledge base.</p> <p>HS Native Studies: Teacher assistance when necessary, including modifying assignments, changing the pace of the class, and modifying the expectation of individual students based upon their individual ability.</p> <p>HS World History: Teacher-student reteaching, Student-students peer coaching, Providing extra time and retakes of assignments and Parent involvement.</p>	<p>High School United State Government: work with SPED department and ensure that IEP and 504 plans are followed.</p> <ul style="list-style-type: none"> • Adjustment to assignments • Adjustment to test • Provide additional assistance when needed. <p>HS Native Studies: Adjust lessons, assignments, assessments, and other aspects of the class to aid students in need.</p> <p>HS World History: Reteaching, Rephrasing, Providing additional time, materials, and exposure to material in a variety of formats. (Present the material in a different manner)</p>
<p>Native Language</p>			

Academic Programs

<p><i>Special Education</i></p> <p>See Addendum for full detail.</p>	<p>Instruction: Small group, one-on-one instruction. Explicit/direction, Whole Language. Oral/written quizzes. End of Chapter/Unit tests. Reading Charts – Words per minute.</p> <p>Resource Classroom Program: READING K-8 serve as a pullout for students qualified under Specific Learning Disability, Other Health Impaired, Behavior and Intellectual Disability, Multiple Disabilities.</p> <p>See Addendum for full detail.</p>	<p>Referral process is done from gen. Educ. referral process. Special Ed. staff uses supplemental material for each child within their Zone of Proximal Development.</p> <p>Resources classroom READING K-5: Reading Mastery: Direct Instruction, EDMARK: Whole Language, Phonics: Pearson, Phonics: Words their way, IXL online Language Arts</p> <p>Resource classroom READING 6-8: Core Skills Phonics, Core Skills Reading Comprehension, Core Skills Spelling, IXL online Language Arts</p> <p>Resource classroom MATH k-5: Investigation. 10 Days to Multiplication, Online videos for shape, number, etc.</p> <p>Resource classroom MATH 6-8: Core Skills Math-drills.com, IXL online Math</p>	<p>Student-specific services are monitored: Through attendance book, service logs and documentation.</p> <p>Student-specific services are adjusted: Through amendments to student IEP.</p> <p>TOOLS used for strategies: Posttest, Data or running records are collected for reading words per minute, NWEA MAP Scores, End of Unit Assessments, IXL analytical pre and post, Ireadi assessment</p>
<p>Physical Education</p> <ul style="list-style-type: none"> • HS Physical Education <p>Health Education</p> <ul style="list-style-type: none"> • HS health Education <p>See Addendum for full detail.</p>	<p>HS Physical Education:</p> <p>HS Health Education:</p>	<p>HS Physical Education: Identify struggling learners and offer more one-on-one support to individual.</p> <p>HS Health Education: Identify struggling learners and offer more one-on-one support to individual.</p>	<p>HS Physical Education:</p> <ol style="list-style-type: none"> 1. Work with Special Education Teachers to ensure that the student learning needs are met per IEP instructions. <p>HS Health Education:</p> <ol style="list-style-type: none"> 1. Work with Special Education Teachers to ensure that the student learning needs are met per IEP instructions.

Academic Programs

<p>Art</p> <p><i>See Addendum for full detail.</i></p>	<p>HS Art: Whole group/Lecture, Demonstration and Individual/small group</p> <ul style="list-style-type: none"> • Advisory: study hall, track student grades and encourage students to work on anything below a C. • Computers: google classroom, 	<p>HS Art: Relationship building project, Medicine Wheels (Semester 1) or Winter Counts (Semester 2) in order for my students to get to know me</p>	<p>HS Art: given more time to complete their assignments</p>
<p>HS Transition</p> <p><i>See Addendum for full detail.</i></p>		<p>-Assessing each student to put into a plan of action prior to a student's exit from high school.</p> <p>-Each student with a disability will need to know the resources available to them so they may fulfill their postsecondary goals.</p> <p>-Identifying transition needs, strengths, preferences, and interests of each student to generate transition plans based on these areas. See Addendum for full detail.</p>	<p>-Based on each Individual student's needs, we guide them in self advocacy and finding their interests and goals.</p> <p>-Each student's disability is different and their goals are different.</p> <p>-Assessing each student will help teachers better accommodate each student in their transition planning process. See Addendum for full detail.</p>
<p>Home Economics</p> <p><i>See Addendum for full detail.</i></p>	<p>High School: Foods and Nutrition: CTE course provides students with academic knowledge and skills to succeed after High School</p> <ul style="list-style-type: none"> • Visuals viewed and discussed in classroom are available via Google Classroom for student viewing/reviewing. • Advisory period can be utilized for additional instruction, practice or to track student progress. 	<p>High School: Identify struggling learners, offer more one on one support.</p>	<p>High School:</p> <ol style="list-style-type: none"> 1. Work with SPED department to ensure student learning needs are met as per IEP. and Identify struggling learners and offer more one on one support.
<p>Computer</p> <ul style="list-style-type: none"> • HS Computer • HS Personal Finance and Economics <p><i>See Addendum for full detail.</i></p>	<p>HS Computer/Personal Finance and Economics: Instruction is designed and delivered by lecture, strategies, one on one intensives, and small group work.</p>	<p>HS Computer/Personal Finance and Economics: Instruction is designed and delivered by lecture, strategies, one on one intensives, and small group work.</p>	<p>HS Computer/Personal Finance and Economics: Students participate in all aspects of the classroom protocol. They receive one-on-one instruction and reinforcement. They have access to accommodations, scaffolding, and supports to help them in their learning.</p>
<p>Assessments</p>	<p>General Education</p>	<p>Intervention</p>	<p>Special Education</p>

Academic Programs

Summative	<p>K-3: Curriculum Provided Assessments, Student responses to confirm comprehension, Observations of student work and participation</p> <p>4th Grade: End of unit assessment, written assessment with each daily lesson in math and reading. MAPS testing 3 times a year, BIE Test Spring.</p> <p>Elementary 5th Grade: MAPS; Weekly tests in Journeys; Mastery Tests in math.</p> <p>Middle School Reading:</p> <p>Math Middle School: assessments based on the standards or objectives. Students must pass with 80% or better.</p> <p>HS Transition: Transition Planning Inventory – Second and Third Edition (TPI 2/3): Used to determine classes needed for postsecondary goals.</p> <p>HS US Government: Assessments utilized to develop and determine student understanding of material. These units are used to determine progress throughout the course.</p> <p>Native Studies: Summative assessments are utilized to determine the individual proficiency of a student on specific topics or units.</p> <p>HS United State Government: Test, quizzes, Projects.</p> <p>HS World History: are utilized to determine student perception and understanding of assignment material.</p> <p>HS Home Economics: Unit Quiz, Student generated posters/videos, Food Lab/Textile Project Production.</p> <p>HS Art: Pre-test used for Baseline starting point, Medicine Wheel/Winter Count Rubric and Projects.</p> <p>HS Chemistry: Tests (chapter or unit); Research</p>	<p>K-3: Planning.</p> <p>4th Grade: Grouping students by skill level, differentiated instruction, modifications and accommodations. Grouping students by skill level.</p> <p>Elementary 5th Grade:</p> <p>Middle School Reading:</p> <p>Middle School math: If a majority of students fail to attain an 80%, those skills are posted daily and on Fridays the students are given a retest.</p> <p>HS Transition: Used to determine statement of needed transition services.</p> <p>HS United States Government: Teacher-students reteach, Student-Student peer coaching, Assignment retakes and make-up, Student teacher council and Parent involvement.</p> <p>Native Studies: Teacher aided reteaching, Student mentoring, Parent involvement, Allowing students to reattempt quizzes and tests.</p> <p>HS World History: used to determine progress through units during this course.</p> <p>HS Home Economics: PTC, Reteaching, Advisory period for additional instruction/guidance/time to complete assignment.</p> <p>HS Art: At the end of the semester, student speaks to his personal progress. Student assess/scores his own work according to the criteria met. Project points administered for finished work.</p> <p>HS Chemistry: PTC; One-on-one reteaching; Utilizing Advisory period for extra learning time.</p> <p>HS Anatomy: PTC; One-on-one reteaching; Utilizing Advisory period for extra learning time.</p>	<p>4th Grade: Student modifications and accommodations per IEP.</p> <p>Elementary 5th Grade: Small groups use Write in Readers, teacher modeling, practicing reading fluency, writing skills and discussing possible answers to comprehension questions.</p> <p>Middle School Reading:</p> <p>Middle School Math: CPM uses concrete methods and visual representations of the lesson. Plus reinforces math connections to prior learning.</p> <p>HS Transition: Transition Planning Inventory – Second and Third Edition (TPI 2/3).</p> <p>HS US Government/Native Studies: Small group activities, Large group activities, and Individual assignment work with SPED department and ensure that IEP and 504 plans are followed.</p> <p>HS World History: Teacher-student reteaching, Student-students peer coaching, Providing extra time and retakes of assignments, and Parent involvement.</p> <p>Home Economics: Work with SPED department to ensure student learning needs are met as per IEP.</p> <p>HS Art: students draw/paint what interests them, so long as the Art Journal Entry is done for them to get their points.</p> <p>HS Chemistry: PTC; One-on-one reteaching; Utilizing Advisory period for extra learning time. Work with SPED department</p> <p>HS Anatomy: PTC; One-on-one reteaching;</p>
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Presentations; Major Lab Projects.

HS Anatomy: Tests (chapter or unit); Research Presentations; Major Lab Projects.

HS Biology: Paperwork that provides the correct information and questions are used to verify that the knowledge was gained.

HS Physical Education: Performance and ability based

HS Health Education: Performance and ability based

HS Computer/Personal Finance and Economics: Performance based daily assignments; Project based assignments.

HS Gen Math

- **(Ms. Byrd):** Criteria based quizzes to see if students are able to complete math problems.
 - Edpuzzles, Previewed instructional videos, and MAPS Testing for both Geometry and Algebra 2 (Mr. Holmquist).
- **Mr. Holmquist:**
 - Quizzes
 - Tests
 - MAPS Testing
 - Note Card from Lab Activity

HS Biology: Sometimes its important to use paperwork that is more easily readable and easier to understand. Its okay to use a different format here.

HS Physical Education: Reteach one-on-one, go through required steps to be successful

HS Health Education: Reteach one-on-one, go through required steps to be successful.

HS Computer/Personal Finance and Economics: Reteach one-on-one, small group, Economic and Personal Finance concepts, step by step examples.

HS Gen Math: Reteach one-on-one, small group, math concepts, step by step examples.

- **Ms. Byrd:** Performance based quizzes
- **Mr. Holmquist:**
 - Edpuzzles, Previewed instructional videos, and MAPS Testing for both Geometry and Algebra 2 (Mr. Holmquist).
 - Parent Teachers Conferences
 - Student One-on-One Conference
 - Show students their grades in Advisory and class

Utilizing Advisory period for extra learning time. Work with SPED department .

HS Biology:

HS Physical Education: Reteach one-on-one, go through required steps to be successful

HS Health Education: Reteach one-on-one, go through required steps to be successful.

HS Computer/Personal Finance and Economics: Reteach one-on-one, small group, Economic and Personal Finance concepts, step by step examples.

HS Gen Math: Reteach one-on-one, small group, math concepts, step by step examples.

- **Ms. Byrd:** Performance based quizzes
- **Mr. Holmquist:** For both Geometry and Algebra 2 meet with SPED department so learning needs are met (Mr. Holquist)

Academic Programs

Formative	<p>K-3: NWEA MAPS (Math and Reading K-3), Language Arts 2-3).</p> <p>4th Grade: Observation, open and closed ended questions, written tests, small and whole group discussions. Grouping students by skill level, reteach, review, enrichment.</p> <p>Elementary 5th Grade: measures how a student is doing through their course of study: Daily work.</p> <p>Middle School Reading: Post Reading Question; Graphic Organizer; Discussion.</p> <p>Middle School Math: Exit tickets, weekly quizzes, and bell ringers to access student's understanding and mastery of the learning objective.</p> <p>HS Transition: In class problem solving. Advocating for themselves.</p> <p>HS US Gov. Student interaction (whole class, large group, and small group), Completion of assignments/assessments throughout course, Reviews for retention and reinforcement.</p> <ul style="list-style-type: none"> • Discussion, Participation, Bellringer, Exit ticket, Classroom interaction, Worksheets, Notes. <p>Native Studies: Classroom discussion, Bell ringer activities, Exit tickets., Teacher- student interaction, Student-student interactions, Worksheets, Notes.</p> <p>HS World History: Classroom discussions, Daily bellringer and exit tickets, Teacher student interactions, Student-student interaction, Worksheets, Notes</p> <p>HS Home Economics: Gauges student progress and growth and monitors student level of understanding or production skill.</p> <p>HS Art: Student gets Daily Participation points (working whole class period</p>	<p>K-3: Planning</p> <p>4th Grade: Small groups, grouping students, modifications, accommodations, differentiation</p> <p>Elementary 5th Grade: Check for understanding and possible growth throughout the year</p> <p>Middle School Reading: Observations, understanding, practice skills.</p> <p>Middle School Math: Think, pair, share, math talk, student teaching, and student self-check on the Incorrect problems.</p> <p>HS Transition: Growth in Self Advocacy and to achieve personal goals.</p> <p>HS US Gov.: Student interaction (whole class, large group, and small group), Completion of assignments/assessments throughout course, Reviews for retention and reinforcement. Work with SPED department and ensure that IEP and 504 plans are followed.</p> <ul style="list-style-type: none"> • Teacher-students reteach, Student-Student peer coaching, Assignment retakes and make-up, Student teacher council. and Parent involvement. <p>Native Studies: Reteach, Rephrase, Change exposure method, Provide additional exposure, Practice and reinforcement, Parental involvement.</p> <p>HS World History: Teacher-student reteaching, Student-students peer coaching, Providing extra time and retakes of assignments and Parent involvement.</p> <p>HS Home Economics: Reteach, Additional explanations/presentations/support.</p> <p>HS Art: refer a to DEAN if student is skipping</p>	<p>4th Grade: students, modifications, accommodations base on IEP.</p> <p>Elementary 5th Grade: Small groups use Write in Readers, teacher modeling, practicing reading fluency, writing skills and discussing possible answers to comprehension questions.</p> <p>Middle School Reading: Peer tutoring, partner reading, extra time</p> <p>Middle School Math: Direct instruction during the math bell ringer, teacher-student collaboration, follow the IEP goals.</p> <p>HS Transition: Expanding the Circle Curriculum used for end of class discussions.</p> <p>HS US Gov./Native Studies: Student interaction (whole class, large group, and small group), Completion of assignments/ assessments throughout course, Reviews for retention and reinforcement. Work with SPED department and ensure that IEP and 504 plans are followed.</p> <ul style="list-style-type: none"> • Reteaching information, Rephrase, Present the material in a variety of formats. (Video, writing, lecture, discussion), Peer interactions, Teacher monitoring. <p>HS World History: Reteaching, Rephrasing and Provide additional time, materials, and exposure to material in a variety of formats. (Present the material in a different manner).</p> <p>HS Home Economics: Work with SPED department to ensure student learning needs are met as per IEP. Identify struggling learners and offer more one on one support.</p> <p>HS Art: Student gets Daily Participation</p>
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- At the end of the semester, student speaks to his personal progress. Student assess/scores his own work according to the criteria met. Project points administered for finished work

HS Chemistry: Day-to-day classroom engagement; Student work (questions/reading/writing); Teacher-student questioning; Quizzes.

HS Anatomy: Day-to-day classroom engagement; Student work (questions/reading/writing); Teacher-student questioning; Quizzes.

HS Biology: Discussions are given in a way where each student has a chance to respond showing that they are abreast and current with the subject at hand.

HS Physical Education: Direct observation of student performance.

HS Health Education: Direct observation of student performance.

HS Computer/Personal Finance and Economics: instant grading of the first few problems provides a quick assessment to see if each student can complete assignments.

HS General Math:

- **Ms. Byrd:**
 - In class instant grading on select problems; Direct observations of student solutions; Are you ready quizzes before instruction to assess missing skills.
- **Mr. Holmquist:**
 - Questioning
 - Observe effort of students
 - Classroom/Student questions

class.

HS Chemistry: Increased emphasis on explanations; Additional subject matter presentations (i.e. more/different videos, readings, etc.)

HS Anatomy: Increased emphasis on explanations; Additional subject matter presentations (i.e. more/different videos, readings, etc.)

HS Biology: Sometimes students are uncomfortable with the verbal discussions so notes are also used to collect feedback.

HS Physical Education: Quick visual assessment to see if student is able to perform activity.

HS Health Education: Quick visual assessment to see if student is able to perform activity.

HS Computer/Personal Finance and Economics: Provide instruction that fills in the missing gaps in understanding.

HS Gen Math:

- **Ms. Byrd:**
 - Provide instruction that fills in the missing gaps in understanding and show strategies on how to set up and solve mathematical problems. Reteach one-on-one, small group, math concepts, step by step examples
- **Mr. Holmquist:**
 - different method of explanations or different examples if initial presentation doesn't work use Edpuzzle or other videos
 - Reteach

points (working whole class period. students draw/paint what interests them, so long as the Art Journal Entry is done for them to get their points.

HS Chemistry: Work with SPED department

HS Anatomy: Work with SPED department; Increased emphasis on explanations; Additional subject matter presentations (i.e. more/different videos, readings, etc.).

HS Biology:

HS Physical Education: Quick visual assessment to see if student is able to perform activity.

HS Health Education: Quick visual assessment to see if student is able to perform activity.

HS Computer/Personal Finance and Economics: Provide instruction that fills in the missing gaps in understanding.

HS Gen Math:

- **Ms. Byrd:**
 - Provide instruction that fills in the missing gaps in understanding and show strategies on how to set up and solve mathematical problems. Reteach one-on-one, small group, math concepts, step by step examples.
- **Mr. Holmquist:**
 - different method of explanations or different examples if initial presentation doesn't work use Edpuzzle or other videos
 - Reteach

Strategies	Brief Description
Instruction	<p>K-3: Direct Instruction, Small Group, I-Ready Individual Pathways.</p> <p>4th Grade: Direct Instruction, small group and whole group discussion, independent, interactive, differentiated, technology, intervention, read to comprehend, paragraph writing.</p> <p>Elementary 5th Grade: Direct Instruction; teacher led core curriculum for entire group with small group instruction for those who need extra help; Discussion and feedback about reading, how you understand what you read: Visualizing what you read: Understanding vocabulary in context.</p> <p>MS Reading: Study Sync-helps students understand information given by students their own age. Along with practice models, there are I Do, We do, You Do models, videos and read a louds</p> <p>Math Middle School: Instruction: Math bell ringers based on non-mastered objectives, students modeling from the promethean board, peer learning, math talk, direct instruction, and independent study.</p> <p>Transition HS: Based on each individual student’s needs and interests we help identify areas where planning and action should occur. Information based on Transition Planning Inventory Assessment.</p> <p>HS Social Studies: Student interaction (whole class, large group, and small group), Completion of assignments/assessments throughout course, Reviews for retention and reinforcement.</p> <p>Native Studies: an overview course intended to expose students to Native American history throughout out the different eras.</p> <p>United States Government: Lesson/Presentation, Discussion and Debate, Guided Reading, Students read and engaged with various forms of material and documents both primary sources and secondary sources, Guided Video, Individual assessments, Group Work.</p> <ol style="list-style-type: none"> 1. Presentation lecture 2. Discussion/debate 3. Guided reading 4. Guided videos 5. Individual assessments 6. Group work <p>HS World History:</p> <ol style="list-style-type: none"> 1. Presentation lecture 2. Discussion 3. Guided reading 4. Individual student work 5. Student group assessments 6. Video interaction and reflections <p>HS Home Economics: videos, posters, charts, websites, etc. Teacher demonstration to show processes/expectations , Student research/</p>

compilation, student generated poster/video/etc. Food production lab/textile project production

HS Art: Whole group/Lecture, Demonstration, Individual/small group.

HS Chemistry:

1. Slide Show presentation/classroom discussion
2. Classroom demonstrations
3. Guided reading
4. Individual student work
5. Video learning
6. Hands-on Lab work/activities

HS Anatomy:

1. Slide Show presentation/classroom discussion
2. Classroom demonstrations
3. Guided reading
4. Individual student work
5. Video learning
6. Hands-on Lab work/activities

HS Biology: Lecture. Labs. Videos, Activities.

HS Physical Education: Lecture; Demonstration

HS Health Education: Lecture; Demonstration.

HS Computer/Personal Finance and Economics: Lecture, Demonstration, Modeling.

HS Gen Math

- **Ms. Bryd:** Instruction; Lecture; Demonstration.
- **Mr. Holmquist:** Lectures; Examples on board; Individual math work; Hands on Math activities

Strategies	Brief Description
Assessment	<p>K-3: Program Assessment, Progress Monitoring: NWEA (Reading and Math), STAR Assessments (Reading and Math), BIE Pearson Assessment.</p> <p>4th Grade: Observation, open and closed ended questions, written tests, discussions, summative and formative.</p> <p>Elementary 5th Grade: Qualitative assessments daily throughout the year; Quantitative assessments weekly or biweekly and high stakes testing done at least 3 times a year.</p> <p>MS Reading: Quizzes; Tests; Final Essay</p> <p>Math Middle School: Instruction: assessments based on the standards or objectives. Students must pass with 80% or better.</p> <p>HS Transition: Transition Planning Inventory – Second Edition and Third Edition (TPI2/3).</p> <p>HS Social Studies/Native Studies: Student interaction (whole class, large group, and small group), Completion of assignments/assessments throughout course, Reviews for retention and reinforcement. Work with SPED department and ensure that IEP and 504 plans are followed.</p> <p>HS United States government: Assessments utilized to develop and determine student understanding of material. These units are used to determine progress throughout the course.</p> <p>HS World History: Student interaction, Assessment completion, Retention checks, Student engagement and Small and large group assessments.</p> <p>HS Home Economics: Determines student proficiency in specific units and demonstrates student skill in food or textile production.</p> <p>HS Art: Pre-test, Medicine Wheel/Winter Count Rubric. Projects, Participation</p> <p>HS Chemistry:</p> <ol style="list-style-type: none"> 1. Student participation 2. Student attentiveness 3. Student completion 4. Student completion 5. Student engagement 6. Student engagement/participation <p>HS Anatomy:</p> <ol style="list-style-type: none"> 1. Student participation 2. Student attentiveness 3. Student completion 4. Student completion 5. Student engagement 6. Student engagement/participation <p>HS Biology: Test, Quizzes.</p>

HS Physical Education: Visual observation of demonstration by student, short quizzes verbal and written on topic

HS Health Education: Visual observation of demonstration by student, short quizzes verbal and written on topic.

HS Computer/Personal Finance and Economics: Assignments, In class direct observations, Daily work, Reflection papers.

HS Math:

- **Gen. Math-Ms. Byrd:** Base-line assessment in the beginning, middle and end performance based; MAPS testing; Short quizzes; Reflection papers.
- **Gen. Math -Mr. Holmquist:** Effort on Assignment; Involvement; Participation either vocal or observation of student work; Completion

Strategies	Brief Description
Reteach/Enrichment	<p>K-3: Reteach/Enrichment: Freckle, I-Ready, Accelerated Reading.</p> <p>4th Grade: Use and results of formative assessments to determine reteach and enrichment activities: Freckle ELA & Math; Completion of all components of reading assignment & math assignment; AR.</p> <p>Elementary 5th Grade: lot of classroom time is spent re-teaching; going over the same concepts again and again; Activities are used for enrichment.</p> <p>MS Reading: Levels are based off a diagnostic; Own pace; Students own interests.</p> <p>Math Middle School: Instruction: If a student fail to attain an 80%, those skills are posted daily and on Fridays the student is given a retest.</p> <p>HS Transition: Based on results of formative assessments, projects and assignments will be modified to fit each students' needs.</p> <p>HS Social Studies/Native Studies: Additional presentation and lecture, Classroom discussions, Review and revisit information, Student teacher check ins-Provide additional information to aid students. work with SPED department and ensure that IEP and 504 plans are followed.</p> <p>HS United States Government: Addition presentation and lecture, Addition classroom discussion, Reviewing information, Recapping information with students, Peer review, Additional material to develop struggling students and to challenge advanced students.</p> <p>HS World History: Presentation and lecture, Classroom discussion. Review and recapping of information and Checks on retention throughout course</p> <p>HS Home Economics: Visual aids accessible on Google Classroom, Demonstrations redone (if time & resources allow), Additional Instruction/Explanation as needed, Labs typically not recreated.</p> <p>HS Art: Do same project in different media; Switching medium allows student the opportunity to get a fresh look-Teaching with a different approach, allows the student deeper insight to the topic.</p> <p>HS Chemistry:</p> <ol style="list-style-type: none"> 1. Slide shows & videos are available online for student access at any time 2. Guided reading & student work available from teacher 3. Labs/demos not typically redone <p>HS Anatomy:</p> <ol style="list-style-type: none"> 1. Slide shows & videos are available online for student access at any time 2. Guided reading & student work available from teacher 3. Labs/demos not typically redone <p>HS Biology:The progression of biology demands that a student is knowledgeable of the previous unit before moving on, therefore it is vitally important to reteach.</p> <p>HS Physical Education: Individual instruction on incorrect demo or concept.</p>

HS Health Education: Individual instruction on incorrect demo or concept.

HS Computer/Personal Finance and Economics: Small groups or individualized instruction on missing or incorrect concepts.

HS Gen Math:

- **Ms. Byrd:** Small groups or individualized instruction on missing or incorrect concepts.
- **Mr. Holmquist:** Guided work from teacher; Videos from Edpuzzle; Advisory time if works out for student and teacher.

Technology	Brief Description
Student Computer/Laptops Dell Latitude 5410	Latitude 5410 with 8 Gb RAM and 512Gb SSD.
Staff Computer/ Laptops Dell Latitude 5410 and 5411	Mix of Latitude 5410's and 5411's each with 8Gb of RAM and 512Gb SSD
Internet/Network Cisco switches and Routers, and WAP	Cisco Routers, Switches, and Wireless Access Points (WAP)
Services & Supports IT support for students and staff	Support for students and staff who are having hardware and/or software issues.

School Programs & Processes Strengths

K-3 Language Art and MATH: Dedicated teachers and students, updated materials.

4th Grade LA: intervention program, focuses on math facts, basic math skills, problem solving skills and repetition.

4th Grade Math: Study Sync provide internet access, learning platforms: freckle math, and i-ready, and other online math games.

Elementary 5th Grade: resilient; strong (life experience) with leadership skills and encouraging positive leaders and not bend to the negative and others will follow them.

Middle School Reading: Videos help show students information from students their age: caring, compassionate willing to collaborate with classroom

teachers, parents.

Middle School Math: CPM allows the students to discuss the math topics, pairing of students with academically stronger, exposure to grade level math standards. the computer offeres e-learning tools, and videos. The b-books allows homebound students to complete and submit lessons.

HS Transition: -Identifying transition needs, strengths, preferences, and interests of each student to generate transition plans based on these areas. Assessing each student will help teachers better accommodate each student in their transition planning process. With the computer use, students get the practice they need and to be familiar with what an online application would look like racticing basic typing skills. During Advisory time: students catch up on assignments and they are able to interact with their classmates.

Resource Classroom K-8: staff has come together to service the needs of each child, sharing the caseloads. Positive Behavior Support system in place.

HS US Government:

class has a broad subject matter and encourages discussion between students and teacher; Current events are easily related to the subject; Curriculum is wide enough that each person can find some source of interest.

HS Native American History: Diverse subject matter, Material that interests the students, Plenty of room to modify, adapt, and enhance the subject.

HS World History: Broad topics that can access various times and places to gain and maintain student interest. Class size allows full student engagement. Various resources to diversify the means and mode of transmission of information.

HS Home Econmics: Covers variety of topics related to CTE and Nutrition, hands on learning in food productions and textile production.

HS Art: students come to class with prior knowledge and little to no experience in art. using the computer as a tool for learning. Advisory as a Study Hall, students increase their achievement.

HS Chemistry:

1. physics, with the goal being to stimulate student interest and engagement.
2. Curriculum is well-developed and allows us to offer an elective science class with real-world applications.

HS Anatomy:

1. physics, with the goal being to stimulate student interest and engagement.
2. Curriculum is well-developed and allows us to offer an elective science class with real-world applications.

Biology:

HS Physical Education: Cover main topics in Phy. Ed. As well as other P.E. activities. Students are able to apply learnings to everyday life situations and make necessary adjustments.

HS Health Education: Cover main topics in Phy. Ed. As well as other P.E. activities. Students are able to apply learnings to everyday life situations and make necessary adjustments.

HS Computer: innovators; can fully integrate content with experiential learning through thematic lessons that integrate culture and language with the curriculum.

Personal Finance and Economics: whatever level students are can receive individualized instruction. Students are innovative.

HS Gen Math: Intervention (Mr. Holmquist)

Opportunities for Growth Identifying School Programs & Processes Needs

Opportunity for Growth 1 (Prioritized): ELA/Reading: Low reading levels. Base on SY22/23, 85% K-12 students are in the low percentile performance on the NWEA, by Spring SY23/24 the low percentile all K-12 students will increase performance by 10%. **Root Cause:** student not fully engaged.

Opportunity for Growth 2 (Prioritized): Math: Elem./Middle School need their own device; math facts practice; reteaching of skills, and direct instruction; practice skill level; math stations. Professional development HS Math: math activities; math labs **Root Cause:** Elem. Middle School: Motivation: below grade level, covid, poverty, participation and attendance, cell phone distractions, poor study skills, lack fundamental foundations: lack of parental support, lack of recognition when students excel in academics. HS Math: attendance and time

Opportunity for Growth 3 (Prioritized): Attendance: Attendance: In each grade level program that includes Elementary (82% to 92% with a 10% increase), Middle School (78 to 88% with a 10% increase), and High School (62% to 72% with a 10% increase) will increase attendance. **Root Cause:** NASIS/Federal Chronic absenteeism results low academic learning (Reading, Math, NWEA): become grade level at-risk to fall behind, repeating, dropping out, over-aged 12th grade senior. poor behavior, poor parental involvement.

Opportunity for Growth 4: Special Education: TAT for Elementary, Middle School and High School; be fully staffed; students need access to computers to work on the educational programs; Classrooms/restrooms all need to be handicap accessibility; handicapped accessible restroom, kitchen area, laundry and shower area. Certified Adaptive PE teacher. **Root Cause:** Currently do not have a TAT team: referrals are being processed without a TAT team. Need band with increased support/Not enough IT staff. Student's with conduct or behavior issues. Special Education Students not being successful in Art I are due self-esteem, acceptance of self and by others, and attendance.

Opportunity for Growth 5: High School Social Studies implementation of hands-on activities; allow students a chance to correct mistakes to improve skills and knowledge base. **Root Cause:** Attendance; weather days, Time constraints; Student engagement have more hands-on projects, Speakers from the community/State-more conversations about native issues. Inclusion of Native music, art, and customs.

Opportunity for Growth 6: HS Home Economics hands on activities, student engagement, and generated textile projects. **Root Cause:** Attendance, Limited time, and resources.

Opportunity for Growth 7: HS ART little to no experience in art, using the computer as a tool for learning, Advisory not being successful as not everyone uses it for study hall: students notice and dwell on the discrepancies of the various Advisory classes. **Root Cause:** Advisory not everyone uses it for a study hall. Special Education Students not being successful in Art I, are self-esteem, acceptance of self and by others, and attendance. lack of computer access and knowing how to use it.

Opportunity for Growth 8: HS Science: Chemistry and Anatomy. a. More hands-on Lab work. b. Bring in outside speakers & trainings HS Biology: **Root Cause:** Chemistry and Anatomy a. Not enough time. b. Time & resources HS Biology:

Opportunity for Growth 9: HS Physical Education: Cover basic Physical Education concepts as well as other P.E. topics. a. Time and resources b. Not enough time HS Health Education: goal is to cover basic Health Topics and Issues. Using outside resources and guest speakers. **Root Cause:** HS Physical Edu: a. Time and resources. b. Not enough time. HS Health Edu: a. Time and resources. b. Not enough time.

Opportunity for Growth 10: 1. HS Computer: a. enriched opportunities to learn technology. b. how technology affect lives and give advantages in education, employment and higher education. 2. Personal Finance and Economics: a. become self-sufficient and self-directed learners. b. Can advance and remediate to self-regulate own learning and needs.
Root Cause: 1. Lack of physical resources to integrate hands on activities 2. Social emotional issues (anxiety and depression, anger)

Student Achievement

Student Achievement Summary

STATE ASSESSMENT ACHIEVEMENT - MATH			
Grade	# of Students Assessed	% Proficient or Advanced	
3	28	0	
4	34	Avg 3% (1)	
5	26	Avg 4% (1)	
6	16	0	
7	25	Avg 4% (1)	
8	19	HiAvg 5% (1)	
11	26	Avg 19% (5)	
ALL	174	4% of 174 Avg (8); 5% HiAvg (1)	

STATE ASSESSMENT ACHIEVEMENT - ELA			
Grade	# of Students Assessed	% Proficient or Advanced	
3	29	Avg 7% (2)	
4	32	Avg 13% (4); HiAvg 3% (1)	
5	24	Avg 8% (2); 8% (2)	
6	19	Avg 16% (3)	
7	20	Avg 15% (3); HiAvg 10% (2)	
8	17	Avg 6% (1); HiAvg 6% (1)	
11	20	Avg 20% (4); HiAvg 5% (1)	
ALL	161	11% of 161= Avg (19); 2.5 % of 161 HiAvg (4)	

Student Achievement Strengths

Average (Basic) students demonstrate partial understanding and ability to use knowledge and skills at grade level for Math and ELA.

For MAPS ELA: number of students with valid growth scores is 11% of 161= Avg (19 students) and 2.5 % of 161 HiAvg (4 students) overall from grade 3 to 11th grade.

Students performing at the high average (4 students) have exceeded college and career readiness expectations and are well-prepared for the next level of study in this ELA/Reading program.

High Average students in Math and ELA demonstrate thorough understanding of ability to apply grade level knowledge and skills.

Opportunities for Growth Identifying Student Achievement Needs

Opportunity for Growth 1: Reading: Base on SY22/23, 85% K-12 students are in the low percentile performance on the NWEA, by Spring SY23/24 the low percentile all K-12 students will increase performance by 10%. **Root Cause:** student not fully engaged, Learning disability (reading difficulty, dyslexia, anxiety) lack of study time.

Opportunity for Growth 2: Math: Base on SY22/23, 85% K-12 students are in the low percentile performance on the NWEA, by Spring SY23/24 the low percentile all K-12 students will increase performance by 10%. **Root Cause:** math skills performance low: lack fundamental foundations, motivation, attendance

Perception

Perception Summary

Parent Survey	
Top 4 Areas of Strength	4 Areas of Improvement

Staff Survey	
Top 4 Areas of Strength	4 Areas of Improvement

Student Survey	
Top 4 Areas of Strength	4 Areas of Improvement

Community Survey	
Top 4 Areas of Strength	4 Areas of Improvement

Community Survey

Perception Strengths

Goal for SY23/24 surveys will be:

-use school communication to for: participation, use letters, school web and shout-out calls, social media.

-teachers by grade level will connect with their students' parents to complete surveys during PTC time, game nights, Parent nights, registration/enrollment time, PAC meeting, etc.

- Do a K-12 student surveys
- Teachers survey
- Parent survey
- community Survey
- School Board (SB) survey

Why surveys were not conducted for SY 22/23 and available is due to **student** post motivation, emotional state and experiences contributing to "return to school" after COVID. **Teachers** did not do survey due to lack of time, feeling stressful from full days teaching. **Parents** survey not offered due to family economic constraints, stress/depression lack of support lack of knowledge, skills and be able to participate in the school parent (family) surveys. **Community** did not participate in school survey due time limitatins, workd conflict and not being aware or oportunity to do a survery.

Generalized perceptions by staff knowledge, and expectation for SY22/23:

- **Professional Learning Communiyt (PLC):** provide K=12 learning engagement that is purposeful with collegial learning to improve staff effectiveness-PD training will be continuous SY.
- **Parent Perception:** some area of concerns spoken by parents are some food groups are not appealing to students, school environment in and outside school building are not well clean and sanitized, no one answering school telephones, metal detector needs someone to monitor.
- **Student perception:** it would be nice to have new playground equipments. Middle School needs play area games (volleyball, tether ball, benches, outside chess/checker tables). Expectation to follow in all areas of school: behaviors, follow rules in cafeteria, in classroom and other places on campus.
- **Staff perception:** exercising time, room or place for staff for wellness and fitness. Sharing out information (posters)school building wide to be consistent across.

Opportunities for Growth Identifying Perception Needs

Opportunity for Growth 1: School wide surveys will be conducted consistently in SY23/24. **Root Cause:** slow turn around for survey approval to be conducted and review results within time frame.

Priority Opportunities for Growth

Opportunity for Growth 1: Attendance: Attendance: In each grade level program that includes Elementary (82% to 92% with a 10% increase), Middle School (78 to 88% with a 10% increase), and High School (62% to 72% with a 10% increase) will increase attendance.

Root Cause 1:

NASIS/Federal Chronic absenteeism results low academic learning (Reading, Math, NWEA): become grade level at-risk to fall behind, repeating, dropping out, over-aged 12th grade senior. poor behavior, poor parental involvement.

Opportunity for Growth 1 Areas: School Programs & Processes

Opportunity for Growth 2: Math: Elem./Middle School need their own device; math facts practice; reteaching of skills, and direct instruction; practice skill level; math stations. Professional development HS Math: math activities; math labs

Root Cause 2: Elem. Middle School: Motivation: below grade level, covid, poverty, participation and attendance, cell phone distractions, poor study skills, lack fundamental foundations: lack of parental support, lack of recognition when students excel in academics. HS Math: attendance and time

Opportunity for Growth 2 Areas: School Programs & Processes

Opportunity for Growth 3: ELA/Reading: Low reading levels. Base on SY22/23, 85% K-12 students are in the low percentile performance on the NWEA, by Spring SY23/24 the low percentile all K-12 students will increase performance by 10%.

Root Cause 3: student not fully engaged.

Opportunity for Growth 3 Areas: School Programs & Processes

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Expenditures
- State and federal planning requirements
- Covid-19 factors, and/or waivers

Accountability Data

- State assessment performance report
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Early reading assessment results
- SAT, ACT, PSAT or ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Special programs
- At-risk
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI)

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher evaluation

Parent/Family/Community Data

- Parent/family engagement, opportunities, attendance, and participation

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

SMART Goals

SMART Goal 1: Attendance: In each grade level program that includes Elementary (82% to 92% with a 10% increase), Middle School (78 % to 88% with a 10% increase), and High School (62% to 72% with a 10% increase) will increase attendance.

Evaluation Data Sources: NASIS Attendance report, Federal Chronic Absenteeism report, Classroom teacher attendance.

BIE Goal Alignment:

All students will develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional wellbeing in a positive, safe, and culturally relevant learning environment., All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities., All students will graduate high school ready to think globally and succeed in postsecondary study and careers., All students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination.

Strategy 1 Details	Reviews		
<p>Strategy/Activity 1: Improvement to Strategy 1: Elementary School SY22-23 attendance report is 82% and will increase to 92% attendance with a 10% increase.</p> <p>-Teachers/Ed. Techs will monitor classroom attendance: follow student handbook policy (update and enforce handbook policies).</p> <p>-Use planner to track students attendance: use attendance day count. Check in with Registrar for up-to date NASIS attendance report.</p> <p>-Attendance clerk, Registrar and classroom teachers will follow up communication with parents/guardians: network to improve attendance.</p> <p>-To improve attendance for Elementary, students will be rewarded with educational social classroom and school wide incentives and/or activities.</p> <p>-Established an Attendance committee to implement, enforce, and improve attendance policies: address skills need for time management, leadership, problem-solving and study skills.</p> <p>Staff Responsible for Monitoring: Principal and Grade level Assistant Principal.</p> <p>Strategy's Expected Result/Impact: Attendance improve to 10% for SY23-24.</p> <p>-Academic success: Kindergarten promotion: as planned.</p> <p>-All students will stay on track to complete SY academic performance and promoted to next grade level with cohort by use of and improved skills in time management (attendance), leadership (graduation rate), problem-solving (Smart Goals) and study skills.</p> <p>-celebrate attendance improvement in each classroom with student awards and incentive for recognition tied to academic learning and activities (CHAMPS): certificates, plaques, ribbons, small trophies and/or instructional related items; books, pencils, games, etc.</p> <p>PB CHAMPS (conversation, help, activity, movement, participation, and success) practice in all grade levels K-12 will be used.</p> <p>Funding Sources: attendance clerk, School Social Worker/mentoring, after school tutoring. - T I-A</p>	Formative		Summative
	Nov	Feb	May

Indicators of Rapid School Improvement:

Domain 1: Turnaround Leadership

Practice 1A: Prioritize improvement and communicate its urgency

Practice 1B: Monitor short- and long-term goals

Domain 2: Talent Development

Practice 2C: Set clear performance expectations

Domain 3: Instructional Transformation

Practice 3A: Diagnose and respond to student learning needs

Practice 3C: Remove barriers and provide opportunities

Domain 4: Culture Shift

Practice 4A: Build a strong community intensely focused on student learning

Practice 4C: Engage students and families in pursuing education goals

SMART Goal 1: Attendance: In each grade level program that includes Elementary (82% to 92% with a 10% increase), Middle School (78 % to 88% with a 10% increase), and High School (62% to 72% with a 10% increase) will increase attendance.

Strategy 2 Details	Reviews		
<p>Strategy/Activity 2: Improvement to Strategy 1: Middle School SY22-23 attendance report is 79% and will increase attendance to 89% with a 10% increase.</p> <p>-Teachers/Ed Techs will monitor classroom attendance: follow student handbook policy (update and enforce handbook policies including court intervention).</p> <p>-Use planner to track students attendance: use attendance day count. Check in with Registrar for up-to date NASIS attendance report.</p> <p>-Attendance clerk, Registrar and classroom teachers will follow up communication with parents/guardians: network to improve attendance. .</p> <p>-Established an Attendance committee to implement, enforce, and improve attendance policies: address skills need for time management, leadership, problem-solving and study skills.</p> <p>Staff Responsible for Monitoring: Principal and Grade level Assistant Principal.</p> <p>Strategy's Expected Result/Impact: Academic success: 8th grade promotion: as planned. All students will stay on track to complete SY academic performance and promoted to next grade level with cohort.</p> <p>Funding Sources: Stipend After school Tutoring: 4 Core teachers, 2 Edu. Tech. - T I-A - 191A2100RM.A087G0909.999900.AR.DED.97G09921.027</p> <p>Indicators of Rapid School Improvement:</p> <p>Domain 1: Turnaround Leadership</p> <p>Practice 1A: Prioritize improvement and communicate its urgency</p> <p>Practice 1B: Monitor short- and long-term goals</p> <p>Domain 2: Talent Development</p> <p>Practice 2C: Set clear performance expectations</p> <p>Domain 3: Instructional Transformation</p> <p>Practice 3A: Diagnose and respond to student learning needs</p> <p>Practice 3C: Remove barriers and provide opportunities</p> <p>Domain 4: Culture Shift</p> <p>Practice 4A: Build a strong community intensely focused on student learning</p> <p>Practice 4C: Engage students and families in pursuing education goals</p>	Formative		Summative
	Nov	Feb	May

SMART Goal 1: Attendance: In each grade level program that includes Elementary (82% to 92% with a 10% increase), Middle School (78 % to 88% with a 10% increase), and High School (62% to 72% with a 10% increase) will increase attendance.

Strategy 3 Details	Reviews		
<p>Strategy/Activity 3: Improvement to Strategy 1: High School SY22-23 attendance report is 63% and will increase attendance to 73% with a 10% increase.</p> <p>-Teachers/Ed techs will monitor classroom attendance: follow student handbook policy (update and enforce handbook policies).</p> <p>-Use planner to track students attendance: use attendance day count. Check in with Registrar for up-to date NASIS attendance report.</p> <p>-Attendance clerk, Registrar and classroom teachers will follow up communication with parents/guardians: network to improve attendance.</p> <p>-Established an Attendance committee to implement, enforce, and improve attendance policies: address skills need for time management, leadership, problem-solving and study skills.</p> <p>Staff Responsible for Monitoring: Principal and Grade level Assistant Principal.</p> <p>Strategy's Expected Result/Impact: Academic success: 12th grade Graduation: as planned.</p> <p>All students will stay on track to complete SY academic performance and promoted to next grade level with cohort by use of and improved skills in time management (attendance), leadership (graduation rate), problem-solving (Smart Goals) and study skills.</p> <p>-celebrate attendance improvement in each classroom with student awards and incentive for recognition tied to academic learning and activities (CHAMPS): certificates, plaques, ribbons, small trophies and/or instructional related items; books, pencils, games, etc.</p> <p>PB CHAMPS (conversation, help, activity, movement, participation, and success) practice in all grade levels K-12 will be used.</p> <p>Comprehensive Support Strategy/Activity</p> <p>Funding Sources: Stipend After school Tutoring: 4 Core teachers, 2 Edu. Tech. - T I-A - 191A2100RM.A087G0909.999900.AR.DED.97G09921.027</p> <p>Indicators of Rapid School Improvement:</p> <p>Domain 1: Turnaround Leadership</p> <p>Practice 1A: Prioritize improvement and communicate its urgency</p> <p>Practice 1B: Monitor short- and long-term goals</p> <p>Domain 2: Talent Development</p> <p>Practice 2C: Set clear performance expectations</p> <p>Domain 3: Instructional Transformation</p> <p>Practice 3A: Diagnose and respond to student learning needs</p> <p>Practice 3C: Remove barriers and provide opportunities</p>	Formative		Summative
	Nov	Feb	May

Domain 4: Culture Shift

Practice 4A: Build a strong community intensely focused on student learning

Practice 4C: Engage students and families in pursuing education goals

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

SMART Goal 2: Graduation Rate: School is to increase the Graduation rate of 89.89 %, SY22/23 to 93% for SY 2023-24 for an increase of 3%.

Evaluation Data Sources: NASIS attendance report for SY 23/24;
Federal Chronic absenteeism checklist,
Classroom attendance report.

BIE Goal Alignment:

All students will enter kindergarten academically, socially, and emotionally prepared to succeed in school., All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities., All students will graduate high school ready to think globally and succeed in postsecondary study and careers., All students will benefit from an education system that is effective, efficient, transparent, and accountable.

Strategy 1 Details	Reviews		
Strategy/Activity 1: -Advisor and teachers and Ed Techs will monitor attendance (Attendance is school SMART Goal) by following attendance SMART Goal strategies and activities.	Formative		Summative
	Nov	Feb	May

- Dean track discipline (Attendance is school SMART Goal) and communicate with parent/guardian.
- Counselor, Advisor and teacher review individual student curriculum plan.
- Chronic absent student will be referred to School Counselor/social worker and Dean to collaborate plan with student and parents to improve attendance to fulfill grade level academic performance and success: awards for recognition and incentives will be offer tied to academic achievement and accomplishment.

Staff Responsible for Monitoring: Principal and Grade level Assistant Principal.

Strategy's Expected Result/Impact: -Reduce student drop out by use of and improved skills in time management (attendance), leadership (graduation rate), problem-solving (Smart Goals) and study skills.

-Credit Recovery program will support students at-risk to regain lose credit(s) within a semester time frame.

-Graduate On-time: cohort

-celebrate improved graduation rate with student awards and incentive for recognition tied to academic learning and activities (CHAMPS): certificates, plaques, ribbons, small trophies and/or instructional related items; books, pencils, games, etc.

PB CHAMPS (conversation, help, activity, movement, participation, and success) practice in all grade levels K-12 will be used.

Comprehensive Support Strategy/Activity

Funding Sources: Stipend After School tutoring: 4 core teachers and 2 Edu. Tech. - Other - 180A2100RM.A087G1818.999900.AR.DED.97G18810.027 - \$158,036.70

Indicators of Rapid School Improvement:

Domain 1: Turnaround Leadership

Practice 1A: Prioritize improvement and communicate its urgency

Practice 1B: Monitor short- and long-term goals

Domain 2: Talent Development

Practice 2C: Set clear performance expectations

Domain 3: Instructional Transformation

Practice 3A: Diagnose and respond to student learning needs

Practice 3C: Remove barriers and provide opportunities

Domain 4: Culture Shift

Practice 4A: Build a strong community intensely focused on student learning

Practice 4C: Engage students and families in pursuing education goals

SMART Goal 2: Graduation Rate: School is to increase the Graduation rate of 89.89 %, SY22/23 to 93% for SY 2023-24 for an increase of 3%.

Strategy 2 Details	Reviews		
Strategy/Activity 2: Early intervention by: -implemented intervention/tracking plan for at-risk students (i.e., chronic absenteeism, skipping, etc.) -offer academic support, after school programs tutoring/credit recover program	Formative		Summative
	Nov	Feb	May

Staff Responsible for Monitoring: Principal and Grade level Assistant Principal.

Strategy's Expected Result/Impact: -Reduce student drop out by use of and improved skills in time management (attendance), leadership (graduation rate), problem-solving (Smart Goals) and study skills.

-impact on reducing and retaking course(s) next semester.

-Graduate On-time: cohort

-celebrate graduation rate (attendance in school) improvement in each classroom with student awards and incentive for recognition tied to academic learning and activities (CHAMPS): certificates, plaques, ribbons, small trophies and/or instructional related items; books, pencils, games, etc.

PB CHAMPS (conversation, help, activity, movement, participation, and success) practice in all grade levels K-12 will be used.

Funding Sources: 4 Core teachers, 1 Cook, 1 bus driver, 2 Edu. Tec. for After school tutoring, - T I-A

Indicators of Rapid School Improvement:

Domain 1: Turnaround Leadership

Practice 1A: Prioritize improvement and communicate its urgency

Practice 1C: Customize and target support to meet needs.

Domain 2: Talent Development

Practice 2A: Recruit, develop, retain, and sustain talent

Practice 2C: Set clear performance expectations

Domain 3: Instructional Transformation

Practice 3C: Remove barriers and provide opportunities

Domain 4: Culture Shift

Practice 4A: Build a strong community intensely focused on student learning

Practice 4C: Engage students and families in pursuing education goals

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

SMART Goal 3: Smart Goal Reading: Base on SY22/23, 85% K-12 students are in the low percentile performance on the NWEA, by Spring SY23/24 the low percentile all K-12 students will increase performance by 10%.

Evaluation Data Sources: Classroom assessment using support program (i.e., Reading Mastery, Beable, Renaissance, i-Ready, progress monitoring, etc.) school academic interventions.

BIE Goal Alignment:

All students will develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional wellbeing in a positive, safe, and culturally relevant learning environment., All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities.

Strategy 1 Details	Reviews		
<p>Strategy/Activity 1: Schoolwide K-12 for Smart GOAL 3: -All K-12 grade students will be provided RTI intervention to improve reading performance and achievement. -Teachers will implement a student goal plan and target core learning needs to prevent further recurring learning concern(s). -Family literacy Night will provide information about children literacy development. Families/parents can share out ideas/activities about encouraging the whole family to read include doing math that may include games, crafts, and snacks that goes with and event theme. -Survey student learning style to determine learning modality: Ed Techs monitor and support surveys. -PD training (i.e., On site consultation, coaching) will be provided to Instructional support to improve the Reading program.</p> <p>Staff Responsible for Monitoring: Principal and Grade level Assistant Principal.</p> <p>Strategy's Expected Result/Impact: -K-12 students will Increase vocabulary -K-12 students will improve reading and writing skills. -students will improve comprehension/fluency: phonics, decoding skills, make connections between what they read and what they already know. - Family Literacy will provide literacy education at school and into the home where learning and storytelling are received from students surroundings. - Family engagement night at the Elementary, Middle School and High School (K-12) will include recognition and incentives tied to interactive learning: active listening, reinforcing effort, cooperative learning. Awards of certificates, plaques, ribbons small trophies will be used for participation and for recognition. Light refreshment and photo taking of parent/child will be part of Family Reading Night: to support and increase the knowledge level of parents and family members about what they can do to help nurture readers at home. -celebrate Reading effort, progress and improvement with student awards and incentive for recognition tied to academic learning and activities (CHAMPS): certificates, plaques, ribbons, small trophies and/or instructional related items; books, pencils, games, family basket with popcorn, books, games, etc will be awarded. PB CHAMPS (conversation, help, activity, movement, participation, and success) practice in all grade levels K-12 will be used.</p> <p>Funding Sources: After school tutoring, Instructional Training, - T II-A</p> <p>Indicators of Rapid School Improvement:</p> <p>Domain 1: Turnaround Leadership</p> <p>Practice 1B: Monitor short- and long-term goals</p> <p>Practice 1C: Customize and target support to meet needs.</p> <p>Domain 2: Talent Development</p> <p>Practice 2C: Set clear performance expectations</p>	Formative		Summative
	Nov	Feb	May

Domain 3: Instructional Transformation

Practice 3A: Diagnose and respond to student learning needs

Practice 3C: Remove barriers and provide opportunities

Domain 4: Culture Shift

Practice 4C: Engage students and families in pursuing education goals

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 No Progress

 Accomplished

 Continue/Modify

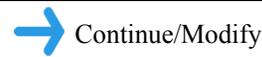
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SMART Goal 4: Smart Goal Math: Base on SY22/23, 85% K-12 students are in the low percentile performance on the NWEA, by Spring SY23/24 the low percentile all K-12 students will increase performance by 10%.

Evaluation Data Sources: Classroom assessment using support program (i.e., Math connection (k-5), i-Ready, progress monitoring, etc.) school academic interventions.

Strategy 1 Details	Reviews		
<p>Strategy/Activity 1: Schoolwide K-12 for Smart GOAL 4: -All K-12 grade students will be provided RTI intervention to improve Math performance and achievement. -Teachers will implement a student goal plan and target core learning needs to prevent further recurring learning concern(s). -Survey student learning style to determine learning modality: Ed techs support and monitor surveys. -PD training (i.e., On site consultation, coaching) will be provided to Instructional support to improve the Math program.</p> <p>Staff Responsible for Monitoring: Principal and Grade level Assistant Principal.</p> <p>Strategy's Expected Result/Impact: -K-12 students will Increase Math vocabulary -K-12 students will improve Math skills, concepts, similarities, percentages, verbal components (number knowledge, counting, computation, and reasoning) and promote deep thinking and conceptual understanding. -celebrate math improvement in each classroom with student awards and incentive for recognition tied to academic learning and activities (CHAMPS): certificates, plaques, ribbons, small trophies and/or instructional related items; books, pencils, games, etc. PB CHAMPS (conversation, help, activity, movement, participation, and success) practice in all grade levels K-12 will be used.</p> <p>Indicators of Rapid School Improvement:</p> <p>Domain 1: Turnaround Leadership</p> <p>Practice 1B: Monitor short- and long-term goals</p> <p>Practice 1C: Customize and target support to meet needs.</p> <p>Domain 2: Talent Development</p> <p>Practice 2C: Set clear performance expectations</p> <p>Domain 3: Instructional Transformation</p> <p>Practice 3A: Diagnose and respond to student learning needs</p> <p>Practice 3C: Remove barriers and provide opportunities</p> <p>Domain 4: Culture Shift</p> <p>Practice 4C: Engage students and families in pursuing education goals</p>	Formative		Summative
	Nov	Feb	May






Campus Funding Summary

T I-A				
SMART Goal	Strategy/Activity	Resources Needed	Account Code	Amount
1	1	attendance clerk, School Social Worker/mentoring, after school tutoring.		\$0.00
1	2	Stipend After school Tutoring: 4 Core teachers, 2 Edu. Tech.	191A2100RM.A087G0909.999900.AR.DED.97G09921.027	\$0.00
1	3	Stipend After school Tutoring: 4 Core teachers, 2 Edu. Tech.	191A2100RM.A087G0909.999900.AR.DED.97G09921.027	\$0.00
2	2	4 Core teachers, 1 Cook, 1 bus driver, 2 Edu. Tec. for After school tutoring,		\$0.00
Sub-Total				\$0.00
T II-A				
SMART Goal	Strategy/Activity	Resources Needed	Account Code	Amount
3	1	After school tutoring, Instructional Training,		\$0.00
Sub-Total				\$0.00
Other				
SMART Goal	Strategy/Activity	Resources Needed	Account Code	Amount
2	1	Stipend After School tutoring: 4 core teachers and 2 Edu. Tech.	180A2100RM.A087G1818.999900.AR.DED.97G18810.027	\$158,036.70
Sub-Total				\$158,036.70

Addendums

Pine Ridge School SY22/23

Brief Description of the strategies used: Math 6-8 Grade.

1. Briefly explain the approach/plan used. 2. What are the main points about the strategies used?	
1. Strategies	2. Brief Description
Instruction: Math bell ringers based on non-mastered objectives, students modeling from the promethean board, peer learning, math talk, direct instruction, and independent study.	The CPM curriculum has 5 areas of study to follow when planning instruction: 1. The overview or question, 2. The standard-based lesson, 3. Review or preview of prior learning and future topics, 4. Computer programs like Desmos, algebra tiles, 5. Reteaching plan.
Assessment: CPM has an assessment portal was used for summative and formative.	The assessment portal allows the teacher to select specific objectives. The objectives are based on prior learning, and current objectives.
Enrichment-CPM has lessons in the curriculum.	CPM has virtual manipulatives, e-tools, videos, and Desmos links to enrich and reteach.

Summary for Assessment of Programs and Processes

1. Summary of assessment used 2. How was summative/formative used in General Education? 3. How were both assessments used for interventions (i.e., call home, observations, problem-solving plan, etc.)?		
1. Assessment	2. General Education	3. Interventions
Summative: CPM Portal, teacher created	Teacher created assessments based on the standards or objectives. Students must pass with 80% or better.	If a majority of students fail to attain an 80%, those skills are posted daily and on Fridays the students are given a retest.
Formative: Weekly quizzes, end of unit, exit tickets	Exit tickets, weekly quizzes, and bell ringers to assess student's understanding and	Think, pair, share, math talk, student teaching, and student self-check on the

	mastery of the learning objective.	Incorrect problems.
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Completed by Teachers: Linda Yellow Boy and Lolly Steele.

4th Grade Stephanie Carlow and Joy Valandra
SY 22/23 Programs and Processes for Pine Ridge Elementary and FACE

Programs and processes

1. Write a narrative summary (what you are doing) for each course you teach - real simple and straightforward (type right into blocks).
2. How does Gen. Edu. work with A, B, C, and D.
3. The report will be uploaded into Comprehensive Needs and SMART Goals as an Addendum

General Education (Gen.Edu)	A. Intervention	B. Special Education	C. Computers
<p>Language Arts:</p> <p>What is Opportunity for Growth:</p> <p>Root Cause:</p> <p>What are the Strengths?</p>	<p>Language Arts: Grade 4 currently uses reading mastery reading program. Direct Instruction Program that includes reading fluency, reading comprehension, paragraph writing, language arts, and spelling</p> <p>What is opportunity for Growth?: To keep using the Reading Mastery Program, teacher training for the reading mastery program, and more teacher aides to assist teachers in the classroom, Low reading levels, No RTI</p> <p>Root Cause: Schoolwide RTI, participation, attendance, poverty, covid,</p> <p>What are the strengths? Reading Mastery is an intervention program that includes</p>	<p>Language Arts: Direct instruction, Guided reading groups, small groups, TPT resources for classroom modifications and accommodations, freckle word study, freckle decodables, skills practice</p> <p>What is opportunity for Growth?: To have a library of resources for modifications, accommodations and differentiation for classrooms. Focus on goals, goal oriented classrooms, setting goals, clear learning targets posted,</p> <p>Root Cause: Schoolwide RTI, attendance</p> <p>What are the strengths? Special education teacher Special education classroom, Special education teacher meets with teacher or is available when teachers needs assistance, student goals are available to given to</p>	<p>Language Arts: Renaissance: AR, Freckle ELA, Freckle Word Study Iready Beable NWEA maps testing: math, LA reading, and language usage.</p> <p>What is opportunity for Growth?: Proper bandwidth, students to have internet access, students to all have their own devices</p> <p>Root Cause: Student need their own devices</p> <p>What are the strengths? We have internet access We have several learning platforms: renaissance, beable, and iready</p>

	<p>fluency, comprehension, paragraph writing, language arts and spelling.</p> <p>Reading Mastery provides opportunity for guided reading groups/small groups, we have all levels of reading mastery materials K-5.</p>	<p>teacher at the start of the school year</p>	
<p>Mathematics:</p> <p>What is Opportunity for Growth:</p> <p>Root Cause:</p> <p>What are the Strengths?</p>	<p>Mathematics:</p> <p>Grade 4 uses the SRA connecting math concepts math intervention program for 2022-2023 SY, connecting math direct instruction math program that focuses on facts, procedures, conceptual understanding, applications, and problem-solving skills to provide a comprehensive curriculum for Tier 1 and Tier 3 at-risk students.</p> <p>What is Opportunity for Growth:</p> <p>Focuses on math facts practice, its an intervention program, introduced too many skills on a daily basis.</p> <p>Root Cause:</p> <p>Students are below grade level, covid, poverty, participation and attendance.</p>	<p>Mathematics:</p> <p>Direct instruction, small group, daily math fact practice and repetition, basic math skills, problem solving skills.</p> <p>What is Opportunity for Growth:</p> <p>Repetition, focus on a set number of skills a day, rather than the 10 the program requires.</p> <p>Root Cause:</p> <p>Students are below grade level, covid, poverty, participation and attendance.</p> <p>What are the Strengths?</p> <p>intervention program, focuses on math facts, basic math skills, problem solving skills and repetition</p>	<p>Mathematics:</p> <p>Freckle Math; online math games to build fluency,</p> <p>What is Opportunity for Growth:</p> <p>All student need their own device.</p> <p>Root Cause:</p> <p>Devices for all students</p> <p>What are the Strengths?</p> <p>We have internet access We have several learning platforms: freckle math, and i-ready, and other online math games.</p>

	What are the Strengths? Connecting math is intervention program, focuses on math facts, and repetition.		
General Education	A. Intervention	B. Special Education	C. Computers

4th grade stephanie carlow & joy valandra

Pine Ridge School SY22/23

Brief Description of the strategies used:

1. Briefly explain the approach/plan used. 2. What are the main points about the strategies used?	
1. Strategies	2. Brief Description
Instruction: Direct Instruction, small group and whole group discussion, independent, interactive, differentiated, technology, intervention, read to comprehend, paragraph writing,	Direct Instruction, small group and whole group discussion, independent, interactive, differentiated, technology, intervention, read to comprehend, paragraph writing,
Assessment: Observation, open and closed ended questions, written tests, discussions, summative and formative,	Observation, open and closed ended questions, written tests, discussions, summative and formative,
Reteach/Enrichment: Freckle ELA & Math Completion of all components of reading assignment & math assignment. AR	Use and results of formative assessments to determine reteach and enrichment activities.

Summary for Assessment of Programs and Processes

1. Summary of assessment used 2. How was summative/formative used in General Education? 3. How were both assessments used for interventions (i.e., call home, observations, problem-solving plan, etc.)?		
1. Assessment	2. General Education	3. Interventions
Summative:	MAPS testing 3 times a year, BIE Test Spring	Grouping students by skill level,

End of unit assessment, written assessment with each daily lesson in math and reading,		differentiated instruction, modifications and accommodations,
Formative: Observation, open and closed ended questions, written tests, small and whole group discussions,	Grouping students by skill level, reteach, review, enrichment,	Small groups, grouping students, modifications, accommodations, differentiation,

Pine Ridge School SY22/23

Brief Description of the strategies used:

1. Briefly explain the approach/plan used. 2. What are the main points about the strategies used?	
1. Strategies	2. Brief Description
Instruction: Study Sync	Program that helps students understand information given by students their own age. Along with practice models, there are I Do, We do, You Do models, videos and read a louds.
Assessment: End of Unit NWEA MAPS	Skills students learned in the unit State test
Reteach/Enrichment: iReady/Beable	Levels are based off a diagnostic Own pace Students own interests

Summary for Assessment of Programs and Processes

1. Summary of assessment used 2. How was summative/formative used in General Education? 3. How were both assessments used for interventions (i.e., call home, observations, problem-solving plan, etc.)?		
1. Assessment	2. General Education	3. Interventions
Summative: Quizzes Tests Final Essay	Mastering of practiced skills Story comprehension	Planning and preparation Timing
Formative: Post Reading Question Graphic Organizer Discussion	Checking for understanding Class engagement	Observations, understanding, practice skills

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Prepared by Teacher: Mikala Ferguson – Reading Teacher Middle School.

SY 22/23 Programs and Processes for Pine Ridge Middle School

Programs and processes

1. Write a narrative summary (what you are doing) for each course you teach - real simple and straightforward (type right into blocks).
2. How does Gen. Edu. work with A, B, C.
3. The report will be uploaded into Comprehensive Needs and SMART Goals as an Addendum

General Education (Gen.Edu)	A. Intervention	B. Special Education	C. Computers
<p>Reading: Study Sync</p> <p>What is Opportunity for Growth: Increase in vocabulary and skill practice.</p> <p>Root Cause: Repetition and video content</p> <p>What are the Strengths? Videos help show students information from students their age.</p>	<p>IReady and Beable</p> <p>Reading scores will increase</p> <p>Material is based off student interest and off lexile level given by diagnostic</p> <p>Gives students material at their levels based off a diagnostic. Students are reading stories that are based off their interests and help them push each other in friendly competition.</p>	<p>Peer tutoring, partner reading, extra time</p>	<p>These are all programs were the students can read and practice their own pathways at own pace. Programs also include the audio versions. Students have access to these programs on a computer and a mobile device along with an offline version opportunity.</p>
General Education	A. Intervention	B. Special Education	C. Computers

Prepared by Teacher: Mikala Ferguson – Reading Teacher Middle School.

SY 22/23 Programs and Processes for Pine Ridge Elementary and FACE

Programs and processes

1. Write a narrative summary (what you are doing) for each course you teach - real simple and straightforward (type right into blocks).
2. How does Gen. Edu. work with A, B, C, and D.
3. The report will be uploaded into Comprehensive Needs and SMART Goals as an Addendum

General Education (Gen.Edu)	A. Intervention	B. Special Education	C. Computers
<p>Language Arts: Grade 5 currently uses Journey's. The program has core curriculum content and also has intervention tools for students who struggle. It includes reading fluency, reading comprehension, vocabulary, grammar usage, writing and spelling. All aspects of Language Arts are practiced including speaking.</p> <p>Opportunity for Growth: Originally, there were 29 titles of weekly booklets for student's that were chosen per each students' Lexile score. I assume they were skipped over during the ordering process but they</p>	<p>Language Arts: Grade 5 currently uses Journey's. The program has core curriculum content and also has intervention tools for students who struggle. It includes reading fluency, reading comprehension, vocabulary, grammar usage, writing and spelling. All aspects of Language Arts are practiced including speaking.</p> <p>Small groups use Write in Readers with teacher modeling and students practicing their reading fluency, writing skills and</p>	<p>Language Arts: Small groups use Write in Readers with teacher modeling and students practicing their reading fluency, writing skills and discussing possible answers to comprehension questions.</p> <p>Opportunity for Growth: Originally, there were 29 titles of weekly booklets for student's that were chosen per each students' Lexile score. I assume they were skipped over during the ordering process but they are still available. They were so great for the students to improve</p>	<p>Language Arts: There is a computer based option for both students and teachers. This year, for me, I found it frustrating to use on my promethium board and I've been successful at using this option for years. It just wasn't as easy to use. My classroom didn't have enough laptops to use the students' part of the program.</p>

are still available. They were so great for the students to improve their reading strengths especially for special education and children in need of intervention. They helped children achieve at their level and work to get to the next level.

Root Cause:

The majority of our students are not ready for the grade proper for their age level. There are many causes for these huge gaps in learning. Poverty, addiction and homelessness are at the root cause. Adding to those odds of success was the severe impact of the Covid Pandemic on our society and our children's emotional, social and intellectual welfare.

What are the Strengths?

Our students are resilient. Many have been through what most adults haven't experienced in a lifetime. They are strong. Our students can be loving and

discussing possible answers to comprehension questions.

Opportunity for Growth:

Originally, there were 29 titles of weekly booklets for student's that were chosen per each students' Lexile score. I assume they were skipped over during the ordering process but they are still available. They were so great for the students to improve their reading strengths especially for special education and children in need of intervention. They helped children achieve at their level and work to get to the next level.

Root Cause: There is no RTI. We don't have enough staff to implement it for every grade. Student' in 4th and 5th grade are in self-contained classrooms only.

their reading strengths especially for special education and children in need of intervention. They helped children achieve at their level and work to get to the next level.

<p>caring and some can be if they have an outlet to release all of their hurt and anger.</p> <p>The strengths are students with leadership skills and encouraging those children to be positive leaders and not bend to the negative. Other students will follow them.</p>			
<p>Mathematics:</p> <p>Grade 5 had previously used Investigations that I'd much rather use to teach our students. However, it did take a good deal of planning and organization, it was just a better approach than what we were to teach from this past year. This year we had to use SRA 's "Connecting Math Concepts." It is an intervention program that implements direct instruction but it adds too many skills to quickly as we follow along. Like many things in</p>	<p>Mathematics:</p>	<p>Mathematics:</p>	<p>Mathematics:</p>

education, it's a mile wide and an inch deep. There's not enough time practicing any new skill for it to become an acquired skill.

What is Opportunity for

Growth: If I were still continuing to teach here, I'd highly recommend using a different approach to teaching math skills.

Root Cause: The majority of our students do not have a solid grasp on the fundamental foundations of math nor do they initiate much gumption or interest in doing so.

What are the Strengths? With the pandemic over and now students are back in school regularly. Hopefully, those who are behind will catch up and those coming up will learn as

they continue to focus on the importance of getting an education.			
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Prepared by 5th grade Teacher: Denise Douville

Pine Ridge School SY22/23

Brief Description of the strategies used:

1. Briefly explain the approach/plan used. 2. What are the main points about the strategies used?	
1. Strategies	2. Brief Description
Instruction: <ul style="list-style-type: none">-Direct Instruction for math-Teacher led core curriculum for the entire group with small group instruction for those who need extra help.-Discussion and feedback about reading, how you understand what you read.-Visualizing what you read-Understanding vocabulary in context	
Assessment: <ul style="list-style-type: none">-Qualitative assessments are done daily throughout the year-Quantitative assessments are done weekly or biweekly and high stakes testing is done at least 3 times a year.	Qualitative assessments rely on observations of student's efforts, willingness to learn, respond and practice. Attitudes and behavior are also a big factor in a student's success. Quantitative assessments are measureable by test scores.
Reteach/Enrichment: <p>A lot of classroom time is spent re-teaching and going over the same concepts again and again. Activities are used for enrichment.</p>	

Summary for Assessment of Programs and Processes

1. Summary of assessment used

2. How was summative/formative used in General Education?

3. How were both assessments used for interventions (i.e., call home, observations, problem-solving plan, etc.)?

1. Assessment	2. General Education	3. Interventions
Summative: Summative assessments are designed to measure how much a student has learned after a unit or course has reached its completion.	MAPS Weekly tests in Journeys Mastery Tests in math	
Formative: Formative assessment measures how a student is doing through their course of study	Daily work	Check for understanding and possible growth throughout the year

Prepared by 5th Grade Teacher: Denise Douville

SY 22/23 Programs and Processes for Pine Ridge k-12 special education

Programs and processes

1. Write a narrative summary (what you are doing) for each course you teach - real simple and straightforward (type right into blocks).
2. How does Gen. Edu. work with A, B, C
3. The report will be uploaded into Comprehensive Needs and SMART Goals as an Addendum

General Education (Gen.Edu)	A. Intervention	B. Special Education	C. Computers	
<p>Special Education:</p> <p>What is Opportunity for Growth:</p> <p>Root Cause:</p> <p>What are the Strengths?</p>	<p><u>Opportunity for Growth:</u></p> <p>To develop a TAT for Elementary, Middle School and High School</p> <p><u>Root Cause:</u></p> <p>We currently do not have a TAT team.</p> <p><u>Strengths:</u></p> <p>Referrals are being processed without a TAT team.</p>	<p><u>Opportunity for Growth:</u></p> <p>To be fully staffed with Highly Qualified teachers and para-professionals, to meet the needs of our students with disabilities.</p> <p>More staff to provide transportation and other services, so as not to take away ed. techs from instructional time with students.</p> <p>Classrooms/restrooms all need to be handicap accessible. Entrance/exits need to be repaired to be handicap accessible. Rails for restrooms and halls.</p> <p>Life Skills/self-contained classroom needed for the K-8 students. We need a room with running water and functioning sink, a handicapped accessible restroom, and a kitchen area. Preferably a laundry</p>	<p><u>Opportunity for Growth:</u></p> <p>Special ed. Life skills students need access to computers to work on the educational programs which we have access to use.</p> <p>Computers need to be hooked up in room 100. High School Lifeskills classroom does not have any computers.</p> <p><u>Root Cause:</u></p> <p>Need band with increased to support all computer programs.</p> <p>Not enough IT staff to maintain and support entire schools technology needs</p> <p><u>Strengths:</u></p> <p>There are some computers being utilized in the Elementary.</p>	

		<p>and shower area as well.</p> <p>Utilizing two classrooms to service Resource 9-10 and 11-12 and LifeSkills 9-12 classroom. Servicing students with many different disabilities and needs. Special Education 9-12 has been a challenge. Eg. Space to do task baskets, the use of the kitchen to do cooking activities, need for the use of learning centers with bean bags for reading areas. With high interest books.</p> <p>PE teacher trained in the area of Adaptive PE.</p> <p>Behavior Specialist for students with High needs.</p> <p><u>Root Cause:</u> We have had a teacher pass away and another leave. These positions have not been advertised: Elementary-needs 1 life-skills-self-contained teacher and one resource room teacher High School needs 2 teachers resource room, 1 life-skills teacher. Needed educational Techs in HS 2. And 2 educational techs for elementary/middle school.</p>		
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		<p>Life Skills/self-contained students are currently in the resource room with all of the other students who come in and out for pull-out services. *Water/sink is not running in upper level resource room. No area to cook/clean, etc.</p> <p>Inadequate space for all students based on individualized needs.</p> <p>Non-certified Adaptive PE teacher</p> <p>Student's with conduct or behavior issues.</p> <p><u>Strengths:</u></p> <p>The existing staff has come together to service the needs of each child, sharing the caseloads. Pine Ridge Special Ed. staff are caring and compassionate with cultural sensitivity willing to collaborate with classroom teachers, parents, related service providers and administration to meet the needs of our Native American children.</p> <p>Existing staff has worked collaboratively to meet the needs of our students with</p>		
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		<p>multiple disabilities. Utilizing the space including Kindergarten classroom (handicap accessible) hallways and nurses station.</p> <p>High school currently has 2 resource rooms, 1 transition room and 2 Life skills classrooms, one of the two has a kitchen and laundry area , shower to meet the needs for the students transition.</p>		
General Education	Intervention	A. Special Education	B. Computers	C. Advisory

Prepared by Special Education Teacher: Iris Wilson.

Pine Rides School Programs and Processes for SY22/23

- 1. Elementary/Middle School Resource Teachers**
- 2. Life Skill Teachers.**

Individualized IEP Reading, Math, and Writing

1. Write an overall narrative summary (what you are doing) as a Resource teacher or a Life Skill teacher - (type right into blocks).
2. How does Special Education work with all the policies and procedures?
3. The report will be uploaded into Comprehensive Needs and SMART Goals as an Addendum

How do our Resource or Life Skill classrooms/ programs meet the needs of students?

Resource rooms K-8 serve as a pullout for students qualified under Specific Learning Disability, Other Health Impaired, Behavior and Intellectual Disability, Multiple Disabilities. The staff meets the needs of each student academically and social emotionally utilizing their evaluations, both summative and formative.

Reading programs used:

K-5

Reading Mastery: Direct Instruction

EDMARK: Whole Language

Phonics: Pearson

Phonics: Words their way

IXL online Language Arts

6-8

Core Skills Phonics

Core Skills Reading Comprehension

Core Skills Spelling

IXL online Language Arts

Math programs used:

K-5

Investigations

Summer Math Skills Sharpener at level

- Algebraic Thinking
- Calculation/problem solving
- Measurement
- Geometry

10 Days to Multiplication

- Algebraic Thinking
- Calculation/problem solving
- Measurement
- Geometry

Online videos for

	<ul style="list-style-type: none"> ● Shapes ● Numbers ● Colors <p>6-8 Core Skills Math Math-drills.com IXL online Math</p>
<p>How are individual student needs identified?</p>	<p>Individual students needs are identified through, student observations, referral process including interventions and strategies for a period of time. The results from the interventions are brought to the Teacher Assistant Team (TAT) to review and analyze finding. Depending on results student may be referred for further testing. This information is given to Special Ed. Director for her/him to obtain consent to evaluate from parent/guardian. Evaluation Team Summary Meeting (ETSR) is held to determine eligibility.</p> <p>Special Ed. Teacher will do skilled based/diagnostic assessments to pinpoint specific needs or gaps to write goals to meet student needs.</p> <p>Students are also identified at the request of parent or guardian.</p>
<p>Explain anything significant with enrollment and participation in the Resource or Life Skill classroom/program.</p>	<p>Significance with enrollment and participation in the Resource or Life Skill classroom/program.</p> <p>When parents enroll student's they do not inform school their child is on an IEP and receiving services. There is only a small box that is not noticed by parent. There has to be a better way to identify new students.</p> <p>Student to staff ratio is too high with a wide range of abilities.</p> <p>We have students that need life skills and or need a self- contained teacher.</p>
<p>How are student-specific services and interventions:</p> <ul style="list-style-type: none"> ● determined, ● Implemented, ● monitored, 	<p>Interventions are mainly done in the general educations classroom as part of the referral process. Special Ed. staff uses supplemental material for each child within their Zone of Proximal Development.</p>

<ul style="list-style-type: none"> ● adjusted, ● evaluated? 	<p>Student-specific services are determined during the IEP meeting. Students services can also be amended throughout the IEP year.</p> <p>Student-specific services can be implemented: Through inclusion, pullout, self-contained or virtually depending on the student need.</p> <p>Student-specific services are monitored: Through attendance book, service logs and documentation.</p> <p>Student-specific services are adjusted: Through amendments to student IEP.</p> <p>Student-specific services are evaluated: daily lessons, progress monitoring, data collection, end of unit assessment, K-1 quarterly, SLOSSON and San Diego Quick assessment, EKWALL Shanker Reading Inventory and Brigance Grade level math assessment(computation and problem solving)</p>
<p>What tools are available to ensure that strategies are designed to improve student performance?</p>	<p>Posttest Data or running records are collected for reading words per minute NWEA MAP Scores End of Unit Assessments IXL analytical pre and post Ireadi assessment</p>
<p>How is a computer used in student learning?</p>	<p>EDMARK whole language reading has an online component used to reteach foundational skills.</p> <p>IXL personalized learning is used to review skills taught in both reading and math</p> <p>Online Educational video's</p> <p>Research</p>
<p>Are plans made for the new school year based on the final evaluation of the Resource or Life Skill program progress?</p>	<p>Progress is documented, however it is hard to make plans for the next year determined on final evaluation as a majority of our student have moderate to severe regression over the summer academically.</p>

<p>What are the Strengths of the Resource or Life Skill classroom program and processes?</p>	<p>The existing staff has come together to service the needs of each child, sharing the caseloads. Pine Ridge Special Ed. Staff members are caring and compassionate willing to collaborate with classroom teachers, parents, Related service providers and administration to meet the needs of our Native American children.</p> <p>Existing staff has worked collaboratively to meet the needs of our students with multiple disabilities. Utilizing the space including Kindergarten classroom (handicap accessible) hallways and nurses station.</p> <p>K-5 has a great Positive Behavior Support system in place. Student have limited behavior issues, however do need to be redirected at times.</p> <p>Relationship building with staff, student and parent is priority in our classroom community.</p> <p>Staff has high expectations for our students and students thrive knowing they are progressing.</p>
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Prepared by Special Education Teacher: Iris Wilson.

Pine Ridge School SY22/23 K-12 Special Ed.

Brief Description of the strategies used:

1. Briefly explain the approach/plan used. 2. What are the main points about the strategies used?	
1. Strategies	2. Brief Description
Instruction: Small group, one-on-one instruction. Explicit/direction, Whole Language.	Guided to unguided (I do, we do, you do) Teacher works with students on specific goals, area of need in a small group or one-on-one.
Assessment:	Oral/written quizzes. End of Chapter/Unit tests. Reading Charts – Words per minute.
Reteach/Enrichment:	Repeated or review assignment. Directions given in a variety of ways. Advance to next to level or new concept.

Prepared by Special Education Teacher: Iris Wilson.

SY 22/23 Programs and Processes for Pine Ridge Elementary and FACE

Programs and processes

1. Write a narrative summary (what you are doing) for each course you teach - real simple and straightforward (type right into blocks).
2. How does Gen. Edu. work with A, B, C, and D.
3. The report will be uploaded into Comprehensive Needs and SMART Goals as an Addendum

General Education (Gen.Edu)	A. Intervention	B. Special Education	C. Computers
<p>Language Arts: <i>Reading Mastery K-3</i></p> <p>What is Opportunity for Growth:</p> <p>Root Cause:</p> <p>What are the Strengths?</p>	<p>Morningside strategies, Accelerated Press</p> <p>Professional development, immense need educational technicians, need reading</p> <p>Behavior, poor parental supportive support, need counselors, school nurse, timely referral process 19 pandemic</p> <p>Resources, updated materials (except</p>		<p>Need of updated computers</p>
<p>Mathematics: <i>Connecting Math Concepts K-3</i></p>	<p>Freckle Math, I-Ready, Math-Drills.com, One-on-One intervention, small groups, manipulatives, and supplemental materials</p>		<p>Need of updated computers</p>

Pine Ridge School SY22/23

Brief Description of the strategies used: Grades K-3

1. Briefly explain the approach/plan used. 2. What are the main points about the strategies used?	
1. Strategies	2. Brief Description
Direct Instruction, Small Group, I-Ready Individual Pathways,	Teach with clear, explicit, instruction with fidelity!
Assessment: Program Assessment, Progress Monitoring: NWEA (Reading and Math), STAR Assessments (Reading and Math), BIE Pearson Assessment,	Student improvement and growth, needs analysis. Assessments provide data to guide instruction.
Reteach/Enrichment: Freckle, I-Ready, Accelerated Reading,	Provide opportunities to extend student learning.

Summary for Assessment of Programs and Processes

1. Summary of assessment used 2. How was summative/formative used in General Education? 3. How were both assessments used for interventions (i.e., call home, observations, problem-solving plan, etc.)?		
1. Assessment	2. General Education	3. Interventions
Summative: Curriculum Provided Assessments Student-responses to confirm comprehension Observations of student work and participation	To drive instruction	Planning
Formative: NWEA MAPS (Math and Reading K-3), Language Arts 2-3)	To drive instruction, reteach, to group students according to levels	Planning

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Prepared by Elementary Teacher: Andrea Akers

Pine Ridge School SY22/23

Brief Description of the strategies used:

1. Briefly explain the approach/plan used. 2. What are the main points about the strategies used?	
1. Strategies	2. Brief Description
<p>Instruction: (Native American History)</p> <p>Lecture/ presentation</p> <p>Classroom discussion</p> <p>Reading and videos (with guided material)</p> <p>Individual student work</p> <p>Student group activities</p>	<p>Lecture/ Presentation: Lecture based lessons are a basic method for introducing new material or to reinforce or reteach material that students are struggling to understand or apply. Lecture in this course allow time for student interaction and questioning.</p> <p>Classroom discussion: Utilizing essential or thought-provoking questions, the class engaged in discussions on a variety of subjects. Discussions aid in clarifying information and creating connection with the material.</p> <p>Reading and videos (with guided material): Students were able to engage with various material including primary documents, secondary source, videos, and speeches. These materials were often accompanied by a worksheet, guide, or assignment intended to reinforce material.</p> <p>Individual student work: Students worked to complete a variety of individual assignments and assessments. Students worked through a variety of questions and reading/writing assignments.</p> <p>Student Group Activities: Students throughout this course were afforded the opportunity to engage in various cooperative learning activities. Students were also encouraged to support each other's learning throughout the semester.</p>
<p>Assessment:</p> <p>Student interaction (whole class, large group, and small group)</p> <p>Completion of assignments and assessments throughout course</p> <p>Reviews for retention and reinforcement</p>	

<p>Small group activities</p> <p>Large group activities</p> <p>Individual assignment</p>	
<p>Reteach/Enrichment:</p> <p>Additional presentation and lecture</p> <p>Classroom discussions</p> <p>Review and revisit information</p> <p>Student teacher check ins</p> <p>Provide additional information to aid students behind or struggling. Provide advanced students with additional challenges to grow and challenge their knowledge base.</p>	

Summary for Assessment of Programs and Processes

<p>1. Summary of assessment used</p> <p>2. How was summative/formative used in General Education?</p> <p>3. How were both assessments used for interventions (i.e., call home, observations, problem-solving plan, etc.)?</p>		
1. Assessment	2. General Education	3. Interventions
<p>Summative:</p> <p>Test</p> <p>Quizzes</p> <p>Research projects</p>	<p>Summative assessments are utilized to determine the individual proficiency of a student on specific topics or units.</p>	<p>Teacher aided reteaching.</p> <p>Student mentoring</p> <p>Parent involvement</p> <p>Allowing students to reattempt quizzes and tests.</p>

<p>Formative:</p> <p>Classroom discussion Bell ringer activities Exit tickets. Teacher- student interaction Student-student interactions Worksheets Notes</p>	<p>Formative assessments are used to determine daily progress.</p> <p>This information can also be used to determine when subject matter is ready to progress.</p> <p>Daily lessons are used to determine the pace for the unit. Formative assessments are used to measure progress and understanding on daily lessons.</p>	<p>Reteach Rephrase Change exposure method. Provide additional exposure. Practice and reinforcement. Parental involvement Administrative involvement</p>

Prepared by High School Native History (Social Studies) Teacher: Bradley Norris.

SY 22/23 Programs and Processes for Pine Ridge High School

Programs and processes

1. Write a narrative summary (what you are doing) for each course you teach - real simple and straightforward (type right into blocks).
2. How does Gen. Edu. work with A, B, C, and D
3. The report will be uploaded into Comprehensive Needs and SMART Goals as an Addendum

General Education (Gen.Edu)	A. Intervention	B. Special Education	C. Computers	D. Advisory
<p>Social Studies: Native American History</p> <p>Native History is an overview course intended to expose students to Native American history throughout out the different eras. Students will know learn about pre-Columbian native history, the early contact era, and more modern history of Native Americans. Students will learn about history, culture, and traditions in relation to Native History.</p> <p>What is Opportunity for Growth:</p> <p>More hands-on projects Speakers from the community More in depth conversations about native issues The inclusion of Native music, art, and customs.</p>	<p>Intervention:</p> <p>Teacher observations that will allow for modification of material and pace of the class.</p> <p>Teacher assistance when necessary, including modifying assignments, changing the pace of the class, and modifying the expectation of individual students based upon their individual ability.</p>	<p>Special Education:</p> <p>Worked well with SPED department. Always tried to abide by the IEP and other plans provided for each student.</p> <p>Adjust lessons, assignments, assessments, and other aspects of the class to aid students in need.</p>	<p>Computers:</p> <p>Computers were utilized for presentations, lectures, and various other activities.</p> <p>Computers were utilized for reinforcement of lessons such as using quizzes, online jeopardy, and the completion of research based assignments.</p>	<p>Advisory:</p> <p>Part of Advisory time was to be utilized as a study hall. Students were encouraged to ask questions, seek guidance, and gain help in the completion of assessments.</p> <p>This time was also utilized to aid students in checking grades in all academic sections.</p> <p>During advisory students were encouraged to engage in creative and guided writing assignments to broaden their</p>

<p>Root Cause:</p> <p>Student Attendance Time constraints Lack of experience</p> <p>What are the Strengths?</p> <p>Diverse subject matter Material that interests the students Plenty of room to modify, adapt, and enhance the subject.</p>				<p>written communication skills.</p>
<p>General Education</p>	<p>Intervention</p>	<p>A. Special Education</p>	<p>B. Computers</p>	<p>C. Advisory</p>

Prepared by High School Native History (Social Studies)Teacher: Bradley Norris.

Pine Ridge School SY22/23

Brief Description of the strategies used:

1. Briefly explain the approach/plan used. 2. What are the main points about the strategies used?	
1. Strategies	2. Brief Description
<p>Instruction: United States Government</p> <ul style="list-style-type: none"> a. Presentation lecture b. Discussion/debate c. Guided reading d. Guided videos e. Individual assessments f. Group work 	<p style="text-indent: 40px;">Lesson/Presentation: Lessons will be outlined and introduced through presentation lecture and discussion with the class.</p> <p style="text-indent: 40px;">Discussion and Debate: Lessons, material, and presentation are all things that were considered when guiding debate and discussion in the class. Discussions for the most part stayed on or near topic so that it was still relevant to the subject.</p> <p style="text-indent: 40px;">Guided Reading: Students read and engaged with various forms of material and documents both primary sources and secondary sources. Students were provided with a variety of guides, worksheets, and other assessments intended to reinforce the material read.</p> <p style="text-indent: 40px;">Guided Video: Students watched and engaged with various forms of material both primary sources and secondary sources. Students were provided with a variety of guides, worksheets, and other assessments intended to reinforce the material read.</p> <p style="text-indent: 40px;">Individual assessments: Students were provided with various assessments that allowed them to work through problems, develop vocabulary, and write about numerous topics.</p> <p style="text-indent: 40px;">Group Work: Students were afforded the opportunity to engage in various activities where they were allowed to support and encourage each other. These activities took place to encourage a supportive community-based learning atmosphere.</p>
<p>Reteach/Enrichment: Addition presentation and lecture Addition classroom discussion Reviewing information Recapping information with students Peer review Additional material to develop struggling students and to challenge advanced students.</p>	

Summary for Assessment of Programs and Processes

1. Summary of assessment used
2. How was summative/formative used in General Education?
3. How were both assessments used for interventions (i.e., call home, observations, problem-solving plan, etc.)?

1. Assessment	2. General Education	3. Interventions
<p>Summative:</p> <p>Test quizzes Projects</p>	<p>Assessments utilized to develop and determine student understanding of material. These units are used to determine progress throughout the course.</p>	<p>Teacher-students reteach. Student-Student peer coaching Assignment retakes and make-up Student teacher council. Parent involvement</p>
<p>Formative:</p> <p>Discussion Participation Bellringer Exit ticket Classroom interaction Worksheets Notes</p>	<p>Formative assessments are used to determine day-to-day progress and to reinforce daily lessons.</p> <p>Formative assessments also are a tool to gauge to determine when a class has obtained a firm grasp of material being taught.</p>	<p>Reteaching information</p> <p>Rephrase how information is taught.</p> <p>Present the material in a variety of formats. (Video, writing, lecture, discussion)</p> <p>Peer interactions</p> <p>Teacher monitoring</p>

Prepared by HS US Government Teacher: Bradley Norris.

SY 22/23 Programs and Processes for Pine Ridge High School

Programs and processes

1. Write a narrative summary (what you are doing) for each course you teach - real simple and straightforward (type right into blocks).
2. How does Gen. Edu. work with A, B, C, and D
3. The report will be uploaded into Comprehensive Needs and SMART Goals as an Addendum

General Education (Gen.Edu)	A. Intervention	B. Special Education	C. Computers	D. Advisory
<p>Social Studies: United States Government is an entry level course that provides students with the basics of government at the federal, state, and local level. This course is intended to provide students with a basic knowledge of the fundamentals of civics and civic engagement.</p> <p>What is Opportunity for Growth: The implementation of hands-on activities.</p> <p>Public speakers from local and state offices.</p> <p>More debate and practical discussion.</p> <p>Root Cause:</p> <p>Attendance issues Time constraints Student engagement</p>	<p>Intervention:</p> <p>Teacher observations will occur throughout the course. These observations aid in identifying students who are struggling and students who are not being challenged. The course is modified accordingly.</p> <p>Allow students a chance to correct mistakes to improve skills and knowledge base.</p>	<p>Special Education:</p> <p>The teacher will work with SPED department and ensure that IEP and 504 plans are followed.</p> <p>Adjustment to assignments</p> <p>Adjustment to test</p> <p>Provide additional assistance when needed.</p>	<p>Computers:</p> <p>Computers were used for presentation, lectures, and discussions prompts.</p> <p>Computers were utilized to provide student access to educational and review tools such as ED Puzzle, Khan Academy, and Civic.gov.</p> <p>Students were encouraged to utilized technology to conduct research for class activities.</p>	<p>Advisory:</p> <p>Part of Advisory time was to be utilized as a study hall. Students were encouraged to ask questions, seek guidance, and gain help in the completion of assessments.</p> <p>This time was also utilized to aid students in checking grades in all academic sections.</p> <p>During advisory students were encouraged to engage in creative and guided writing assignments to broaden their written communication skills.</p>

<p>What are the Strengths?</p> <p>This class has a broad subject matter and encourages discussion between students and teacher.</p> <p>Current events are easily related to the subject and thus can make the subject more relevant to students' lives.</p> <p>Curriculum is wide enough that each person can find some source of interest.</p>				
General Education	Intervention	A. Special Education	B. Computers	C. Advisory

Prepared by High School Social Studies Teacher: Bradley Norris

Pine Ridge School SY22/23
Brief Description of the strategies used:

1. Briefly explain the approach/plan used. 2. What are the main points about the strategies used?	
1. Strategies	2. Brief Description
<p>Instruction: (World History)</p> <ol style="list-style-type: none"> a. Presentation lecture b. Discussion c. Guided reading d. Individual student work e. Student group assessments f. Video interaction and reflections 	<p>Lessons are designed in a chronological and event-based format. Most new units started off with a level of Lecture and Classroom discussion to introduce pivotal information for the unit.</p> <p>Through the use of essential or thought-provoking questions the class were able to explore and examine information to create deeper connections and support retention of information.</p> <p>Students were allowed to engage with textbooks, primary source documents, and other secondary source documents during this course. Students were provided with guided reading activities, worksheets, and positive reflection time to promote deeper level thinking.</p> <p>Students throughout this course were given ample opportunity to work both individually and in groups to complete assessments both formal and informal.</p> <p>This class makes use of various forms of media to introduce and reinforce information relevant to this class. Videos are accompanied by assignments frequently to ensure attention to the material and to demonstrate a level of understanding of information.</p>
<p>Assessment:</p> <ol style="list-style-type: none"> a. Student interaction b. Assessment completion c. Retention checks d. Student engagement e. Small and large group assessments 	
<p>Reteach/Enrichment:</p>	

- | | |
|--|--|
| <ul style="list-style-type: none">a. Presentation and lectureb. Classroom discussionc. Review and recapping of information.d. Checks on retention throughout course | |
|--|--|

Summary for Assessment of Programs and Processes

1. Summary of assessment used
2. How was summative/formative used in General Education?
3. How were both assessments used for interventions (i.e., call home, observations, problem-solving plan, etc.)?

1. Assessment	2. General Education	3. Interventions
<p>Summative:</p> <p>Test quizzes Research projects</p>	<p>These assessments are utilized to determine student perception and understanding of assignment material. Summative assessments are used to determine progress through units during this course.</p>	<p>Teacher-student reteaching. Student-students peer coaching. Providing extra time and retakes of assignments. Parent involvement</p>
<p>Formative:</p> <p>Classroom discussions Daily bellringer and exit tickets. Teacher student interactions Student-student interaction Worksheets Notes</p>	<p>This is used primarily to determine day-to-day progress and growth of individual students.</p> <p>Additionally, this information can be used to gauge when the class had obtained some understanding of the material.</p>	<p>Reteaching Rephrasing Providing additional time, materials, and exposure to material in a variety of formats. (Present the material in a different manner)</p>

Prepared by High School Social Studies Teacher: **Bradley Norris.**

SY 22/23 Programs and Processes for Pine Ridge High School

Programs and processes

1. Write a narrative summary (what you are doing) for each course you teach - real simple and straightforward (type right into blocks).
2. How does Gen. Edu. work with A, B, C, and D
3. The report will be uploaded into Comprehensive Needs and SMART Goals as an Addendum

General Education (Gen.Edu)	A. Intervention	B. Special Education	C. Computers	D. Advisory
<p>Social Studies: World History</p> <p>This is an introductory course to World History. The course starts with early civilization and attempts to explain some major historic events working toward the modern era. This course attempts to show the progress of man from nomadic hunter gather to the complex society that we have currently.</p> <p>What is Opportunity for Growth:</p> <p>More discussion More student interaction Speakers and guest</p> <p>Root Cause:</p> <p>Lack of time Student attendance issues Weather days Lack of teachers</p> <p>What are the Strengths?</p>	<p>Intervention:</p> <p>Observe students in class to identify struggling students. Provide students who are struggling with additional assistance and guidance.</p> <p>Encourage peer-peer mentoring and assistance so that students can help each other when they are struggling.</p>	<p>Special Education:</p> <p>Work with SPED department.</p> <p>Monitor and follow IEP and 504 plans when applicable.</p> <p>Adjust assignments to fit students' needs and abilities.</p> <p>Adjust test taking time to fit the needs of pupils.</p>	<p>Computer:</p> <p>Teacher utilized computers for presentations, discussions, and videos.</p> <p>Classroom utilized computers to engage in various activities such as Jeopardy, Ed-puzzle, and Quizlet.</p> <p>Students were also encouraged to do independent searches on technology.</p>	<p>Advisory:</p> <p>Part of Advisory time was to be utilized as a study hall. Students were encouraged to ask questions, seek guidance, and gain help in the completion of assessments.</p> <p>This time was also utilized to aid students in checking grades in all academic sections.</p> <p>During advisory students were encouraged to engage in creative and guided writing assignments to broaden their written communication skills.</p>

<p>Broad topics that can access various times and places to gain and maintain student interest.</p> <p>Class size if for the most part maintained at a level that allows full student engagement.</p> <p>Various resources to diversify the means and mode of transmission of information.</p>				
General Education	Intervention	A. Special Education	B. Computers	C. Advisory

Prepared by HS World History Teacher: Bradley Norris.

SY 22/23 Programs and Processes for Pine Ridge High School

Programs and processes

1. Write a narrative summary (what you are doing) for each course you teach - real simple and straightforward (type right into blocks).
2. How does Gen. Edu. work with A, B, C, and D
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General Education (Gen.Edu)

A. Intervention

B. Special Education

C. Computers

D. Advisory

Home Economics:

1. Foods and Nutrition: CTE course provides students with academic knowledge and skills to succeed after High School. Educates students on nutritional topics to encourage healthy lifestyle choices. Explores safe and effective basic food preparation.
2. Textile Design: CTE course provides students with academic knowledge and skills to succeed after High School. Explores careers in the textile industry and create utilizing textile production skills.

1. Identify struggling learners and offer more one on one support.
2. Identify struggling learners and offer more one on one support.

1. Work with SPED department to ensure student learning needs are met as per IEP.
2. Identify struggling learners and offer more one on one support.

1. Visuals viewed and discussed in classroom are available via Google Classroom for student viewing/reviewing.
2. Visuals viewed and discussed in classroom are available via Google Classroom for student viewing/reviewing.

1. Advisory period can be utilized for additional instruction, practice or to track student progress.
2. Advisory period can be utilized for additional instruction, practice or to track student progress.

What is Opportunity for Growth:

<p>1. More hands on lab work and student engagement.</p> <p>2. More hands on lab work and student generated textile projects.</p> <p>Root Cause:</p> <p>1. Limited time, student attendance</p> <p>2. Limited time and resources, student attendance.</p> <p>What are the Strengths?</p> <p>1. Covers a variety of topics related to CTE and Nutrition as well as provides many opportunities for hands on learning in food production.</p> <p>2. Covers a variety of topics related to CTE and textile production as well as provides ample opportunities for hands on learning in textile production.</p>				
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Prepared by HS Home Economics Teacher: Trish Williamson.

Pine Ridge School SY22/23

Brief Description of the strategies used: Home Economics

1. Briefly explain the approach/plan used. 2. What are the main points about the strategies used?	
1. Strategies	2. Brief Description
Instruction: Visual aids/Class Discussion Demonstrations Student Work Hands on lab	videos, posters, charts, websites, etc Teacher demonstration to show processes/expectations Student research/compilation, student generated poster/video/etc. Food production lab/textile project production
Reteach/Enrichment: Visual aids accessible on Google Classroom Demonstrations redone (if time & resources allow) Personal Instruction/Explanation as needed typically not recreated	

Summary for Assessment of Programs and Processes

1. Summary of assessment used 2. How was summative/formative used in General Education? 3. How were both assessments used for interventions (i.e., call home, observations, problem-solving plan, etc.)?		
1. Assessment	2. General Education	3. Interventions
Summative: Unit Quiz Student generated posters/videos Food Lab/Textile Project Production	Determines student proficiency in specific units and demonstrates student skill in food or textile production.	PTC Reteaching Advisory period for additional instruction/guidance/time to complete assignment.

Formative: Attendance/Participation in Class Activities Classroom Engagement Question for Understanding Student work	Gauges student progress and growth and monitors student level of understanding or production skill.	Reteach Additional explanations/presentations/support.
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Prepared by HS Home Economics Teacher: Trish Williamson.

SY 22/23 Programs and Processes for Pine Ridge High School

Programs and processes

1. Write a narrative summary (what you are doing) for each course you teach - real simple and straightforward (type right into blocks).
2. How does Gen. Edu. work with A, B, C, and D
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General Education (Gen.Edu)	A. Intervention	B. Special Education	C. Computers	D. Advisory
<p>Art:</p> <p>What is Opportunity for Growth:</p> <p>Root Cause:</p> <p>What are the Strengths?</p>	<p>In Art I, I start out with the Relationship building project, Medicine Wheels (Semester 1) or Winter Counts (Semester 2) in order for my students to get to know me, while I get to know them. We study the Art Elements and Principles, so that we will learn to critique Artworks. We study the Native American Fine Arts Movement in the 20th Century.</p> <p>Since our school does not have a K12 Art Program, I am primarily remediating while providing the basic foundation for students not only to appreciate art but also to participate in the act of making art.</p> <p>There is opportunity for growth in Art I, as students come to class with prior knowledge and little to no experience in art, unless</p>	<p>Art I Special Ed Students do half of the projects other students do in Art I. Essentially they are given more time to complete their assignments. In the past, I have kept a record of whom I have serviced individually</p> <p>The opportunity for growth is always present. Special education students, like the general school population are individual and unique. I have learned that for the most part the Special Ed students want to be 'normal' and not the object of ridicule. They work hard for the most part.</p> <p>The root cause of Special Education Students not being successful in Art I, are self-esteem, acceptance of self and by others, and attendance.</p> <p>The strengths of working with Special Education</p>	<p>During the Pandemic, the students were provided with computers. The teacher became more computer literate and creative in lesson delivery. The use of Google Classroom saved us from making Packets, which are not very effective. At first the students were fairly attentive.</p> <p>The opportunity for growth in using the computer as a tool for learning, not only for students, but also staff and families, is wide open. The more we all are computer literate, the more we will see increases in student achievement.</p> <p>A root cause for students, teachers, parents and families not</p>	<p>I use Advisory as a study hall. I keep track of their grades and encourage students to work on anything below a C.</p> <p>There is opportunity for growth in Advisory because all students have advisory. When the students use Advisory as a Study Hall, they increase their achievement, through the encouragement of making good grades.</p> <p>The root cause of Advisory not being successful is because not everyone uses it for a study hall. Students notice and dwell on the discrepancies of the various Advisory classes.</p> <p>In speaking of strengths of Advisory, students</p>

	<p>they come from a family of artists.</p> <p>The root cause... in my estimation, for the lack having a working knowledge of Art and artistic practices is not receiving the Art foundations during a student's K-8 years. When a student has this working knowledge as a result of his/her K8 art experience, upon entering HS, he/she is ready for a more independent and individual vision upon which to make artworks.</p> <p>The strengths in Art I, the School provides the Art supplies. The Teacher provides an art curriculum that students use as a spring board to appreciate and make art. Students come to class with prior knowledge and a readiness to learn.</p>	<p>Students in Art I are: Allows the teacher to become more creative in all aspects of teaching to the needs of the student. Art is a strength in that most of the teaching of Art is it's diversity in not only subject matter but also techniques, i.e. drawing and painting.</p>	<p>to find success in student achievement is the lack of access not only to computers but also knowing how to use them to learn. As it stands now, the students' computers for SY 22-23, were ordered but not have not arrived, so the computer literacy we gained during the Pandemic, is significantly diminished as a tool for learning. While students love their personal cell phones and other devices, when it comes to learning, they have not come to place of valuing.</p> <p>The strengths of Computers & Computer Literacy include: Students for the most part have cell phone and other devices, so there is familiarity when using computers to learn. Teachers have had professional development in various aspects of computers and learning to use them as teaching tools.</p>	<p>have a chance to increase their achievement. Teachers get to know their students and parents, which has been studied empirically in regard to student achievement.</p>
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General Education	Intervention	A. Special Education	B. Computers	C. Advisory
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Pine Ridge School SY22/23

Brief Description of the strategies used:

1. Briefly explain the approach/plan used. 2. What are the main points about the strategies used?	
1. Strategies	2. Brief Description
Instruction: Whole group/ Lecture Demonstration Individual/small group	I present the lesson on the Promethean Board. I show the student how to do the project/process step by step Students work on the Art Projects, which I will intervene when the student is Stumped, or needs more direction.
Assessment: Pre-test Medicine Wheel/Winter Count Rubric Projects Participation	Used as starting point/base line This is a 4 point Rubric in that there are 4 criteria Range from the initial Relationship Building Project to the Art Journal Entries Participation points are given daily for Classroom work habit.
Reteach/Enrichment: Do same project in different media	Switching medium allows student the opportunity to get a fresh look,

Teach same assignment in a different way

Teaching with a different approach, allows the student deeper insight to the topic.

Summary for Assessment of Programs and Processes

1. Summary of assessment used
2. How was summative/formative used in General Education?
3. How were both assessments used for interventions (i.e., call home, observations, problem-solving plan, etc.)?

1. Assessment	2. General Education	3. Interventions
<p>Summative:</p> <p>Pre-test used for Baseline starting point</p> <p>Medicine Wheel/Winter Count Rubric</p> <p>Projects</p>	<p>At the end of the semester, student speaks to his personal progress.</p> <p>Student assess/scores his own work according to the criteria met.</p> <p>Project points administered for finished work</p>	<p>Remind student that while it is Native subject matter, he can draw/paint what interests him, so long as the Art Journal Entry is done for his points.</p> <p>Generally, I don't refer students for behavior. They are a respectful group.</p> <p>I have called parents in the past when students are not coming to class consistently.</p> <p>I had a student this semester at JDC who passed the semester because I repeatedly called the Correctional Officers, who graciously consented to take pictures of his work and text them to me.</p>
<p>Formative:</p> <p>Participation</p>	<p>Student gets Daily Participation points (working whole class period)</p>	<p>When I do refer a student it is for skipping.</p>

Prepared by HS Art Teacher: Olivia Sierra.

SY 22/23 Programs and Processes for Pine Ridge High School

Programs and processes

1. Write a narrative summary (what you are doing) for each course you teach - real simple and straightforward (type right into blocks).
2. How does Gen. Edu. work with A, B, C, and D
3. The report will be uploaded into Comprehensive Needs and SMART Goals as an Addendum

General Education (Gen.Edu)	A. Intervention	B. Special Education	C. Computers	D. Advisory
<p>Science:</p> <p>a. Chemistry—cover basic chemistry concepts as well as some other physical science/physics topics. Try to cover main points of the 4 areas in the Next Gen. Science Standards:</p> <p>b. Anatomy—cover the main organ systems of the human body, incorporating medical terminology, lab dissection, and research presentations specific to medical careers and diseases.</p> <p>What is Opportunity for Growth:</p> <ol style="list-style-type: none"> a. More hands-on Lab work. b. Bring in outside speakers & trainings <p>Root Cause:</p> <ol style="list-style-type: none"> a. Not enough time. b. Time & resources <p>What are the Strengths?</p> <ol style="list-style-type: none"> a. Cover broad range of topics w/n the area of chemistry & 	<ol style="list-style-type: none"> a. Same 	<ol style="list-style-type: none"> a. Work with SPED department to ensure that student learning needs are met per IEP instructions. b. Same 	<ol style="list-style-type: none"> a. Access to classroom resources such as unit slide shows offered via Google Classroom. Use Edpuzzle to incorporate video learning into the class. b. Same as a. and also students develop research presentations and share with class via GC. 	<ol style="list-style-type: none"> a. Utilize portions of advisory time to offer extra learning time to students as needed. Advisory period is generally used by me to track student academic successes and needs as well as offer study skill training, career and college readiness, and growth mindset mentoring. b. Same

<p>physics, with the goal being to stimulate student interest and engagement.</p> <p>b. Curriculum is well-developed and allows us to offer an elective science class with real-world applications.</p>				
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Prepared by HS Science: Chemistry Anatomy Teacher: Michael Chelsey.

Pine Ridge School SY22/23

Brief Description of the strategies used:

1. Briefly explain the approach/plan used. 2. What are the main points about the strategies used?	
1. Strategies	2. Brief Description
<p>Instruction:</p> <ul style="list-style-type: none"> a. Slide Show presentation/classroom discussion b. Classroom demonstrations c. Guided reading d. Individual student work e. Video learning f. Hands-on Lab work/activities 	<ul style="list-style-type: none"> a. Individual units/chapters/lessons are outlined in a slideshow format with appropriate visual graphics (charts/graphs/etc) and the presentation is used to stimulate and direct classroom discussion of that particular topic. b. Teacher demonstrations used to explain or emphasize specific topics and to generate student interest. c. Students read from texts &/or other informational literature related to the subject. d. Students work through questions/problems/writing assignments on an individual basis. e. Video lessons supporting the subject are shown, oftentimes with questions which guide student learning. f. Laboratory learning which allows students to have hands-on learning of the subject being studied.
<p>Assessment:</p> <ul style="list-style-type: none"> a. Student participation b. Student attentiveness c. Student completion d. Student completion e. Student engagement f. Student engagement/participation 	
<p>Reteach/Enrichment:</p> <ul style="list-style-type: none"> a. Slide shows & videos are available online for student access at any time b. Guided reading & student work available from teacher c. Labs/demos not typically redone 	

Summary for Assessment of Programs and Processes

1. Summary of assessment used 2. How was summative/formative used in General Education? 3. How were both assessments used for interventions (i.e., call home, observations, problem-solving plan, etc.)?		
1. Assessment	2. General Education	3. Interventions
Summative: Tests (chapter or unit) Research Presentations Major Lab Projects	Used to determine student proficiency in specific units, chapters, or topics	PTC One-on-one reteaching Utilizing Advisory period for extra learning time.
Formative: Day-to-day classroom engagement Student work (questions/reading/writing) Teacher-student questioning Quizzes	Used to gauge student progress & growth on day-to-day or week-to-week basis. Used to monitor student understanding of specific topics w/n units or chapters	Reteach Increased emphasis on explanations Additional subject matter presentations (i.e. more/different videos, readings, etc.)

Prepared by HS Science Teacher: Michael Chelsey.

SY 22/23 Programs and Processes for Pine Ridge Middle School

Programs and processes			
<ol style="list-style-type: none"> 1. Write a narrative summary (what you are doing) for each course you teach - real simple and straightforward (type right into blocks). 2. How does Gen. Edu. work with A, B, C, and D. 3. The report will be uploaded into Comprehensive Needs and SMART Goals as an Addendum 			
	A. Intervention	B. Special Education	C. Computers
<p>Mathematics: CPM, Core Curriculum The middle school (6,7,8) used this curriculum as the core. It consisted of math bell ringers, standard-based lessons, quizzes, and end of unit assessments.</p>	<p>Middle school completed the year with CPM, as the core math program. Students are grouped with stronger students. Struggling students are allowed to study the checkpoint problems which are below grade level.</p>	<p>Direct instruction during the math bell ringer, teacher-student collaboration, follow the IEP goals.</p>	<p>CPM has has an e-learning component that students can access.</p>
	<p>Opportunity of Growth? This is the last year for using CPM in the Fall of 23, we will be switching over to I-Ready Math. However, the current school year, we did reteaching of skills, and direct instruction.</p>	<p>Opportunity of Growth? The current math program will be replaced with I-Ready. This program will allow students to practice at their skill level. Math stations will be incorporated during the 23-24 school year.</p>	<p>Opportunity of Growth? Students will complete 45 minutes per week on I-Ready during math stations.</p>
<p>Overall Placement Data: 47% of students are 3 or more grade levels below grade level, 21% Two or more grade levels below, 10% One grade level below, and 1% on grade level, 11% couldn't complete the test. Source I-Ready Placement Test. NWEA Data: 75% are low, 20% Lo-</p>	<p>What are the Strengths? CPM allows the students to discuss the math topics, pairing of students with academically stronger, exposure to grade level math standards. Root Cause: Poverty, covid,</p>	<p>What are the Strengths? CPM uses concrete methods and visual representations of the lesson. Plus reinforces math connections to prior learning. Root Cause: Poverty, covid, student apathy, attendance, cell</p>	<p>What are the Strengths? The program has e-learning, e-tool, and videos. The b-books allows homebound students to complete and submit lessons. Root Cause: Poverty, covid,</p>

Avg, 3% Average, 2% are High Average, 0% High	student apathy, attendance, cell phone distractions, poor study skills, lack of parental support, lack of recognition when students excel in academics.	phone distractions, poor study skills, lack of parental support, lack of recognition when students excel in academics.	student apathy, attendance, cell phone distractions, poor study skills, lack of parental support, lack of recognition when students excel in academics.
General Education	A. Intervention	B. Special Education	C. Computers

Prepared by Middle School Math Teachers: :Linda Yellow Boy and Lolly Steele.

SY 22/23 Programs and Processes for Pine Ridge High School

Programs and processes

1. Write a narrative summary (what you are doing) for each course you teach - real simple and straightforward (type right into blocks).
2. How does Gen. Edu. work with A, B, C, and D
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General Education (Gen.Edu)	A. Intervention	B. Special Education	C. Computers	D. Advisory
<p>Biology:</p> <p>What is Opportunity for Growth:</p> <p>Root Cause:</p> <p>What are the Strengths?</p>	<p>Biology lends the opportunity for students to learn how the world operates around them and how to use that knowledge to better serve humanity and Native people. The use of the promethean board can serve as the medium.</p>	<p>When the board is used, Exceptional Ed students are able to visually see/comprehend the prevailing subject.</p>	<p>The usage of computers is limited. The usage the interned is highly encouraged, but laptops and computer access is very limited just because they are unavailable.</p>	<p>Advisory is an awesome time to get to know the students and to show life skills. Also a time to catch up on school work.</p>

Prepared by Biology Teacher: Robert Pourier.

Pine Ridge School SY22/23

Brief Description of the strategies used:

1. Briefly explain the approach/plan used. 2. What are the main points about the strategies used?	
1. Strategies	2. Brief Description
Instruction: Lecture Demonstration	Lecture: concept, procedure, rules and step by step solutions. Demonstration: Direct instruction on how to....step by step with students providing the demo.
Assessment: Visual observation of demonstration by student, short quizzes verbal and written on topic	Reflection Papers on individual sport being cover, students also present verbal report to whole class.
Reteach/Enrichment: Individual instruction on incorrect demo or concept.	Students receive one on one help, some small group intervention.

Summary for Assessment of Programs and Processes

1. Summary of assessment used 2. How was summative/formative used in General Education? 3. How were both assessments used for interventions (i.e., call home, observations, problem-solving plan, etc.)?		
1. Assessment	2. General Education	3. Interventions
Summative: Performance and ability based	Criteria based performance to check if students are able to complete the proper performance required for activity.	Reteach one-on-one, go through required steps to be successful

<p>Formative: Direct observation of student performance.</p>	<p>Quick visual assessment to see if student is able to perform activity.</p>	<p>Provide feedback that fills the missing skills and show strategies on how to do correctly.</p>
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Prepared by Physical Education/Health Education Teacher: Raedean Red Shirt.

SY 22/23 Programs and Processes for Pine Ridge High School

Programs and processes

1. Write a narrative summary (what you are doing) for each course you teach - real simple and straightforward (type right into blocks).
2. How does Gen. Edu. work with A, B, C, and D
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General Education (Gen.Edu)	A. Intervention	B. Special Education	C. Computers	D. Advisory
<p>1. A- Physical Education:</p> <p>What is Opportunity for Growth: Cover basic Physical Education concepts as well as other P.E. topics.</p> <p>Root Cause: a. Time and resources b. Not enough time</p> <p>What are the Strengths? Cover main topics in Phy. Ed. As well as other P.E. activities.</p> <p>2. B- Health:</p> <p>What is Opportunity for Growth: goal is to cover basic Health Topics and Issues. Using outside resources and guest speakers.</p> <p>Root Cause: Time and Resources</p> <p>What are the Strengths? Students are able to apply learnings to</p>	<p>A. Identify struggling learners and offer more one-on-one support to individual.</p> <p>B. Same</p>	<p>A. Work with Special Education Teachers to ensure that the student learning needs are met per IEP instructions.</p> <p>B. Same</p>	<p>A. Students use technology for self-directed learning. They can use the computers to explore additional concepts according to their area of interest.</p> <p>B. Same</p>	<p>A. Use parts of advisory class time to offer extra learning time as needed, allowing students to make up work in their core classes as well as offering study skill training, college and career readiness and growth mindset mentoring.</p> <p>B. Same</p>

everyday life situations and make necessary adjustments.				
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Prepared by Physical Education/Health Education Teacher: Raedean Red Shirt.

SY 22/23 Programs and Processes for Pine Ridge High School

Programs and processes

1. Write a narrative summary (what you are doing) for each course you teach - real simple and straightforward (type right into blocks).
2. How does Gen. Edu. work with A, B, C, and D
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General Education (Gen.Edu)	A. Intervention	B. Special Education	C. Computers	D. Advisory
<p>Computers</p> <p>What is Opportunity for Growth (what is the concern or issue that needs improvement?): Students can have enriched opportunities to learn and experience technology so that they can interact with real-world challenges and problems. Students have natural talent and need more opportunities to learn how technology can affect their lives and how it can give them advantages in education, employment and higher education.</p> <p>Root Cause (why the concern/what action to take to take to solve the root cause): Lack of physical resources to integrate hands on activities in the classroom. Bridging the knowledge gap and the digital divide of those who have access to technology and those who do not.</p> <p>What are the Strengths? Students are natural innovators. Teachers that can fully integrate content with experiential learning through thematic lessons that integrate the</p>	<p>Computers:</p> <p>Instruction is designed and delivered by lecture, strategies, one on one intensives, and small group work. They receive direct instruction in the classwork along with detailed strategies for success. They also received guided practice, independent practice and assessments on a regular schedule. Students are encouraged to become self-directed learners as an approach to leading their education. Students use technology to strengthen and expand their knowledge base.</p>	<p>Computers:</p> <p>Students participate in all aspects of the classroom protocol. They receive one-on-one instruction and reinforcement. They have access to accommodations, scaffolding, and supports to help them in their learning. They participate in the group dynamics during instructional time. Instruction is designed and delivered based on student needs.</p>	<p>Computers:</p> <p>Students use technology to explore, interact and experience how computers can enhance everyday life. Hands-on opportunities are provided for real-life skill building.</p>	<p>Computers:</p> <p>Teacher/Student conferences are conducted on a regular schedule. Students are shown data to help them determine whether they are on track with their progress. Students are guided to missing assignment recovery, extra help with concepts they may be struggling with and many ways to recover missing points. Students attend regular class and can utilize Advisory to concentrate on assignment completion and credit recovery. Students use the class time to stay on track to pass the class.</p>

culture and language with the curriculum.				
General Education	Intervention	A. Special Education	B. Computers	C. Advisory

Prepared by HS Computer Teacher: Sandra Byrd.

SY 22/23 Programs and Processes for Pine Ridge High School

Programs and processes

1. Write a narrative summary (what you are doing) for each course you teach - real simple and straightforward (type right into blocks).
2. How does Gen. Edu. work with A, B, C, and D
3. The report will be uploaded into Comprehensive Needs and SMART Goals as an Addendum

General Education (Gen.Edu)	A. Intervention	B. Special Education	C. Computers	D. Advisory
<p>Economics/Personal Finance:</p> <p>What is Opportunity for Growth (what is the concern or issue that needs improvement?): Students can become self-sufficient and self-directed learners. They can advance and remediate to self-regulate their own learning and needs.</p> <p>Root Cause (why the concern/what action to take to take to solve the root cause): Social emotional issues (anxiety and depression, anger) not being fully ready to learn, sleep deprivation, addictions to electronics and substances that affects their attention, student attendance, weather days without an alternate way to deliver content, lack of ed techs, lack of time, lack of teachers. Students come into the classroom at all different levels and need many interventions to help them succeed at their level.</p> <p>What are the Strengths? Class is conducted in a productive and safe environment where each student</p>	<p>Economics/Personal Finance</p> <p>Each student can explore economics and personal finance. Class is delivered via interactive seminar with group response, lecture with performance based (pencil and paper) individual response, reflection papers, individual projects such as goal setting, budget draft, and SMART goals. Students participate in class and are able to ask questions, receive assistance during class or by coming to the Advisory Period for extra assistance. Technology is used for students to delve further into areas of interest. Student/Teacher conferences are provided on a regular schedule so that student is aware of their progress and if they are on track in the course.</p>	<p>Economics/Personal Finance</p> <p>Students participate in all aspects of the classroom protocol. They receive one-on-one instruction and reinforcement. They have access to accommodations, scaffolding, and supports to help them in their learning. They participate in the group dynamics during instructional time. Instruction is designed and delivered based on student needs.</p>	<p>Economics/Personal Finance</p> <p>Students use technology for self-directed learning. Students work on reinforcing their skills using their own pace. They can advance or remediate based on their individual needs. Assignment scores are monitored regularly. When missing assignments, the student and teacher work in conjunction on building the concepts, strategies and completion in their areas of difficulties. Students can use the technology to explore additional concepts according to their area of interest.</p>	<p>Economics/Personal Finance</p> <p>Teacher/Student conferences are conducted on a regular schedule. Students are shown data to help them determine whether they are on track with their progress. Students are guided to missing assignment recovery, extra help with concepts they may be struggling with and many ways to recover missing points. Students attend regular class and can utilize Advisory to concentrate on assignment completion and credit recovery. Students use the class time to stay on track to pass the class.</p>

can enter the class at whatever level they are and can receive individualized instruction. Students are innovative.				
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Prepared by HS Economics/Personal Finance Teacher: Sandra Byrd.

Pine Ridge School SY22/23

Brief Description of the strategies used:

1. Briefly explain the approach/plan used. 2. What are the main points about the strategies used?	
1. Strategies	2. Brief Description
Instruction: Lecture Demonstration Modeling	Lecture: concepts, procedures Interactive lecture with student group response and/or performance based individual response. Demonstration examples of budget creation, goal setting and SMART goals. Modeling: concrete examples are provided to students using interactive methods.
Assessment: Assignments In class direct observations Daily work Reflection papers	Base-line survey. Performance-based paper and pencil assessment Reflection papers to assess concepts and rules that guide them.
Reteach/Enrichment: Small groups or individualized instruction on missing or incorrect concepts	One-on-one intervention, small group intervention and group intervention

Summary for Assessment of Programs and Processes

<ol style="list-style-type: none"> 1. Summary of assessment used 2. How was summative/formative used in General Education? 3. How were both assessments used for interventions (i.e., call home, observations, problem-solving plan, etc.)?
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1. Assessment	2. General Education	3. Interventions
Summative: Performance based daily assignments. Project based assignments.	Criteria based assignments to see if students are understanding Economics and Personal finance.	Reteach one-on-one, small group, Economic and Personal Finance concepts, step by step examples.
Formative: In class instant grading on select problems Direct observations of student solutions	Instant grading of the first few problems provides a quick assessment to see if each student can complete assignments.	Provide instruction that fills in the missing gaps in understanding.

Prepared by HS Personal Finance and Economics Teacher: Sandra Byrd.

Pine Ridge School SY22/23

Brief Description of the strategies used:

1. Briefly explain the approach/plan used. 2. What are the main points about the strategies used?	
1. Strategies	2. Brief Description
Gen. Math Instruction: Lecture Demonstration	Lecture: concepts, procedures, rules and step-by-step solutions Demonstration: direct instruction on how to solve select math on the whiteboard step-by-step with students taking notes after the demonstration
Assessment: Base-line assessment in the beginning, middle and end performance based. MAPS testing Short quizzes Reflection papers	Base-line assessment: performance-based paper and pencil assessment MAPS testing: computerized standardized test Quizzes: short quizzes on content to look for master Reflection papers to assess concepts and rules that guide them.
Reteach/Enrichment: Small groups or individualized instruction on missing or incorrect concepts	One-on-one intervention, small group intervention and group intervention

Summary for Assessment of Programs and Processes

1. Summary of assessment used 2. How was summative/formative used in General Education? 3. How were both assessments used for interventions (i.e., call home, observations, problem-solving plan, etc.)?
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1. Assessment	2. General Education	3. Interventions
Summative: Performance based quizzes	Criteria based quizzes to see if students are able to complete math problems.	
Formative: In class instant grading on select problems Direct observations of student solutions Are you ready quizzes before instruction to assess missing skills	Instant grading of the first few problems provides a quick assessment to see if each student is able to perform the calculation. Are you ready quizzes informs what skills are missing and how ready the class members are to work on new content.	Provide instruction that fills in the missing gaps in understanding and show strategies on how to set up and solve mathematical problems.

Prepared by HS General Math Teacher: Sandra Byrd.

PROGRAMS AND PROCESSES: MATH

1. **Geometry**, cover basic Geometry concepts plus there is a review of Algebra concepts in most assignments
2. **Algebra 2**, cover basic Algebra concepts plus review Geometry in some of assignments

WHAT IS OPPORTUNITY FOR GROWTH

- math activities
- math labs

ROOT CAUSE:

- attendance
- time

WHAT ARE THE **STRENGTHS**: various topics are covered to give a well rounded background

1. Intervention

For **both Geometry and Algebra 2** give one-on-one help when needed

- A. Special Education - For both Geometry and Algebra 2 meet with SPED department so learning needs are met
- B. Computers - Edpuzzles, Previewed instructional videos, and MAPS Testing for both Geometry and Algebra 2
- C. Advisory - Advisory time used for catch up and keep students informed on grades in their classes

Prepared by HS Geometry and Algebra teacher: Curt Holmquist.

BRIEF DESCRIPTION OF THE STRATEGIES USED: HIGH SCHOOL General MATH

Strategies

Instruction:

1. Lectures
2. Examples on board
3. Individual math work
4. Hands on Math activities

Brief Description:

1. Material discussed to encourage interest in topic
2. Examples are broken down and process shown
3. Students work math problems solving individually
4. Activities such as using shadows to find heights, finding seating capacity of stadium using 18" per person, finding the slope of wheel chair ramps are among the various hands-on activities.

Assessment:

Assessment:

1. Effort on Assignment
2. Involvement
3. Participation either vocal or observation of student work
4. Completion

Enrichment , Reteach

1. Guided work from teacher
2. Videos from Edpuzzle

3. Advisory time if works out for student and teacher

SUMMARY FOR ASSESSMENT OF PROGRAMS AND PROCESSES

1. Assessment

SUMMATIVE:

- Quizzes
- Tests
- MAPS Testing
- Note Card from Lab Activity

2. **General Education:** to determine proficiency of the students

3. Interventions:

Parent Teachers Conferences

Student One-on-One Conference

Show students their grades in Advisory and class

FORMATIVE:

1. Assessment

- Questioning
- Observe effort of students
- Classroom/Student questions

2. **General Education;** Observe growth daily, weekly, and quarterly; Observe understanding of topics, sections, and chapters

3. Interventions

Reteach

different method of explanations or different examples if initial presentation doesn't work
use Edpuzzle or other videos

Prepared by HS Math Teacher: Mr. Curt Holmquist.

Pine Ridge School Spring 2023 K-12 MAPS Testing Results

Math K-12						Reading K-12					
Grade	Student count SY23	No. students test	Level 1		Increase ___ %	Grade	Student count SY23	No. students test	Level 1		Increase ___ %
			Count	%					Count	%	
K	45	29	10	35%		K	45	29	10	35%	
1	37	32	20	63%		1	37	32	20	63%	
2	41	34	27	79%		2	41	34	27	79%	
3	34	28	25	89%		3	34	28	25	89%	
4	44	34	29	85%		4	44	34	29	85%	
5	42	26	23	88%		5	42	26	23	88%	
6	44	16	15	94%		6	44	16	15	94%	
7	49	25	16	64%		7	49	25	17	68%	
8	44	19	13	69%		8	44	19	13	69%	
9	153	45	23	51%		9	153	45	23	51%	
10	89	27	9	34%		10	89	27	9	34%	
11	54	26	13	50%		11	54	26	13	50%	
12	87	15	4	27%		12	87	15	4	27%	
Total	763	356/407	230			763	356/407	228			

Percentiles Key:

Low: 1st to 20th

LoAvg: 21st to 40th

Avg: 41st to 60th

HAvg: 61st to 80th

High: >80th