



LINN JT. 6 SCHOOL DISTRICT

Reek Elementary School
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Five Year Self Evaluation 2023-2024

Introduction to Linn J6 School District

Linn J6 School District, or Reek Elementary School, is a four-year-old kindergarten through eighth grade school district. The 2022-2023 September pupil count showed we had a population of 156 students. This number includes 72 open enrolled students from four-year-old kindergarten through eighth grade. Out of these 156 students, there were 82 students identified as girls and 74 students identified as boys. The ethnicity of our student population included 60 students self-identified as white and non-hispanic. There were 32 students who self-identified as Hispanic and other ethnic backgrounds. Our student population has experienced stable enrollment.

Special education services are offered and provided at Reek Elementary School. Students with exceptional educational needs receive services such as speech therapy, occupational therapy, and cross-categorical support in whichever subjects are needed per the students' individual education programming. All of the students with special education needs are integrated at least 80% in regular education with their peers. Students may leave the classroom for more intensive support for short periods in the week. Students may be seen individually or in small cooperative groups. Otherwise, special education staff go into classrooms and provide support there. Students who receive speech services typically see our speech therapist 1 to 3 times a week for approximately 20 to 30 minutes each time. Students may be seen individually or in small groups.

Enrollment information is presented in the following tables.

ENROLLMENT (2019-20 Third Friday of September)	School		District		State	
	Number	Percent	Number	Percent	Number	Percent
Total	148	100.0%	148	100.0%	857,197	100.0%
Race/Ethnicity						
American Indian or Alaskan Native	0	0.0%	0	0.0%	9,366	1.1%
Asian	0	0.0%	0	0.0%	35,174	4.1%
Black or African American	2	1.4%	2	1.4%	77,017	9.0%
Hispanic/Latino	19	12.8%	19	12.8%	107,733	12.6%
Native Hawaiian or Other Pacific Islander	1	0.7%	1	0.7%	631	0.1%
Two or More Races	5	3.4%	5	3.4%	37,384	4.4%
White	121	81.8%	121	81.8%	589,879	68.8%
Student Groups						
Students with Disabilities	18	12.2%	18	12.2%	120,283	14.0%
Economically Disadvantaged	31	20.9%	31	20.9%	363,075	42.4%
English Learners	9	6.1%	9	6.1%	51,836	6.0%

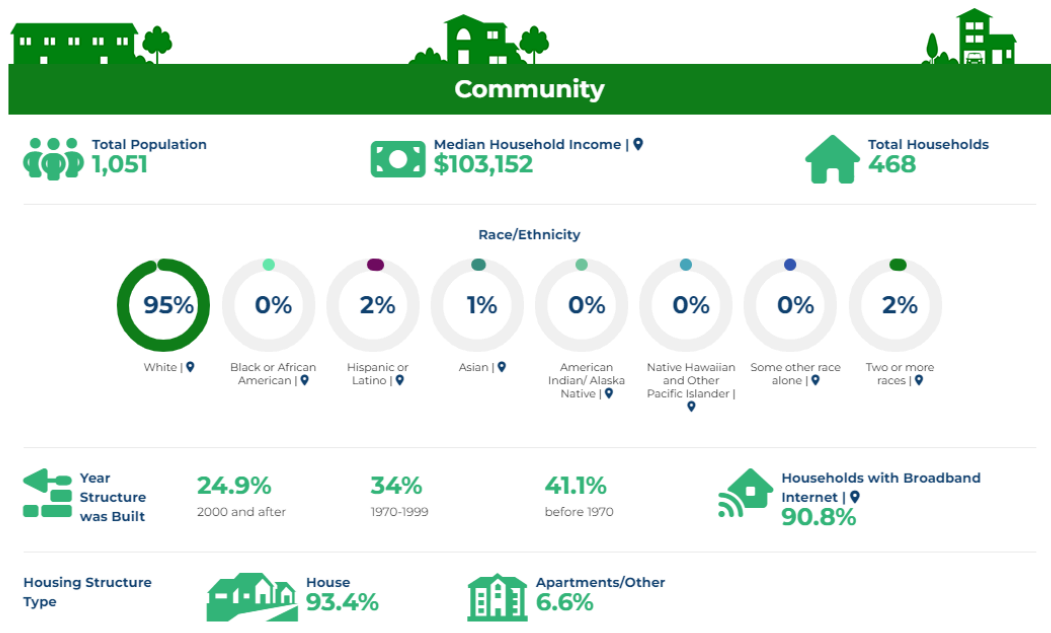
ENROLLMENT (2020-21 Third Friday of September)		School		District		State	
		Number	Percent	Number	Percent	Number	Percent
Total		174	100.0%	174	100.0%	829,935	100.0%
Race/Ethnicity							
American Indian or Alaskan Native		0	0.0%	0	0.0%	8,914	1.1%
Asian		1	0.6%	1	0.6%	34,497	4.2%
Black or African American		2	1.1%	2	1.1%	73,484	8.9%
Hispanic/Latino		16	9.2%	16	9.2%	106,285	12.8%
Native Hawaiian or Other Pacific Islander		1	0.6%	1	0.6%	633	0.1%
Two or More Races		4	2.3%	4	2.3%	38,155	4.6%
White		150	86.2%	150	86.2%	567,123	68.3%
Student Groups							
Students with Disabilities		16	9.2%	16	9.2%	117,999	14.2%
Economically Disadvantaged		36	20.7%	36	20.7%	361,443	43.6%
English Learners		11	6.3%	11	6.3%	48,730	5.9%

¹ Numbers in this table are based on the WISEdata student snapshot for Third Friday of September, with School Report Card corrections applied.

ENROLLMENT (2021-22 Third Friday of September)		School		District		State	
		Number	Percent	Number	Percent	Number	Percent
Total		151	100.0%	151	100.0%	829,143	100.0%
Race/Ethnicity							
American Indian or Alaskan Native		0	0.0%	0	0.0%	8,665	1.0%
Asian		1	0.7%	1	0.7%	34,333	4.1%
Black or African American		2	1.3%	2	1.3%	72,639	8.8%
Hispanic/Latino		12	7.9%	12	7.9%	109,106	13.2%
Native Hawaiian or Other Pacific Islander		1	0.7%	1	0.7%	626	0.1%
Two or More Races		4	2.6%	4	2.6%	40,887	4.9%
White		131	86.8%	131	86.8%	562,887	67.9%
Student Groups							
Students with Disabilities		11	7.3%	11	7.3%	120,083	14.5%
Economically Disadvantaged		36	23.8%	36	23.8%	335,960	40.5%
English Learners		13	8.6%	13	8.6%	49,964	6.0%

¹ Numbers in this table are based on the WISEdata student snapshot for Third Friday of September, with School Report Card corrections applied.

According to National Center for Educational Statistics



Recent Testing Data is presented in the tables below

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-8 State	325,997	6.9%	31.0%	35.6%	26.5%	357,558	6.8%	30.6%	34.7%	27.9%	355,881	8.1%	31.3%	34.4%	26.1%
All Students	90	13.3%	53.3%	30.0%	3.3%	90	11.1%	55.6%	31.1%	2.2%	93	19.4%	47.3%	30.1%	3.2%
American Indian or Alaskan Native	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Asian	0	NA	NA	NA	NA	1	0.0%	0.0%	100.0%	0.0%	1	0.0%	0.0%	100.0%	0.0%
Black or African American	0	NA	NA	NA	NA	2	0.0%	100.0%	0.0%	0.0%	1	0.0%	0.0%	100.0%	0.0%
Hispanic or Latino	10	20.0%	30.0%	40.0%	10.0%	9	11.1%	22.2%	55.6%	11.1%	9	11.1%	33.3%	55.6%	0.0%
Native Hawaiian or Pacific Islander	1	0.0%	0.0%	100.0%	0.0%	1	0.0%	0.0%	100.0%	0.0%	1	0.0%	0.0%	100.0%	0.0%
White	76	13.2%	55.3%	28.9%	2.6%	74	10.8%	60.8%	27.0%	1.4%	77	20.8%	51.9%	23.4%	3.9%
Two or More Races	3	0.0%	100.0%	0.0%	0.0%	3	33.3%	33.3%	33.3%	0.0%	4	25.0%	25.0%	50.0%	0.0%
Economically Disadvantaged	20	15.0%	50.0%	30.0%	5.0%	24	8.3%	50.0%	41.7%	0.0%	29	6.9%	31.0%	55.2%	6.9%
English Learners	8	25.0%	25.0%	25.0%	25.0%	11	9.1%	27.3%	54.5%	9.1%	12	8.3%	25.0%	66.7%	0.0%
Students with Disabilities	12	0.0%	58.3%	41.7%	0.0%	6	16.7%	50.0%	33.3%	0.0%	5	0.0%	40.0%	60.0%	0.0%

MATHEMATICS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-8 State	325,708	7.4%	30.3%	32.6%	29.8%	358,340	8.5%	30.8%	30.6%	30.1%	356,893	9.4%	31.6%	30.4%	28.6%
All Students	90	20.0%	55.6%	22.2%	2.2%	90	21.1%	55.6%	17.8%	5.6%	93	20.4%	52.7%	24.7%	2.2%
American Indian or Alaskan Native	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Asian	0	NA	NA	NA	NA	1	0.0%	100.0%	0.0%	0.0%	1	0.0%	100.0%	0.0%	0.0%
Black or African American	0	NA	NA	NA	NA	2	0.0%	0.0%	100.0%	0.0%	1	0.0%	100.0%	0.0%	0.0%
Hispanic or Latino	10	10.0%	50.0%	40.0%	0.0%	9	11.1%	22.2%	44.4%	22.2%	9	22.2%	11.1%	66.7%	0.0%
Native Hawaiian or Pacific Islander	1	0.0%	0.0%	100.0%	0.0%	1	0.0%	0.0%	0.0%	100.0%	1	0.0%	0.0%	100.0%	0.0%
White	76	19.7%	57.9%	19.7%	2.6%	74	21.6%	62.2%	13.5%	2.7%	77	20.8%	57.1%	19.5%	2.6%
Two or More Races	3	66.7%	33.3%	0.0%	0.0%	3	66.7%	33.3%	0.0%	0.0%	4	25.0%	50.0%	25.0%	0.0%
Economically Disadvantaged	20	10.0%	60.0%	30.0%	0.0%	24	12.5%	50.0%	29.2%	8.3%	29	10.3%	48.3%	34.5%	6.9%
English Learners	8	12.5%	50.0%	37.5%	0.0%	11	9.1%	36.4%	36.4%	18.2%	12	16.7%	16.7%	66.7%	0.0%
Students with Disabilities	12	0.0%	58.3%	41.7%	0.0%	6	0.0%	100.0%	0.0%	0.0%	5	0.0%	80.0%	20.0%	0.0%

Linn J6 has small class sizes. Our class sizes ranged from 11 to 20 students in the 2022-23 school year. Students are able to receive individualized instruction with such small classes. We offer the same core curriculum to all grade levels. Each grade level receives instruction in reading, language arts, science, mathematics, and social studies. Students in the four-year-old kindergarten through fourth grade are in self-contained classrooms. They also enjoy classes in art, music, Spanish/World cultures, library, guidance, and physical education outside of their daily studies. Beginning in fourth grade, students learn an instrument in preparation for band in middle school.

Students in fifth through eighth grades have classes in language arts, mathematics, science, Spanish, public speaking, world cultures, and social studies. There are also classes in art, general music, health, physical education, and band. Students may choose between choir and current events.

In 8th grade math, students have the ability to take grade level math through our Ready Math Curriculum. This curriculum is new in the 23-24 school year. One reason the curriculum was chosen

is that it had concepts of Algebra and pre-algebra for all students. Prior to the pandemic, some students were offered Algebra 1 if classroom assessments and universal testing materials supported the need for advancement. However as fewer and fewer students were passing highschool placement tests into Algebra the universal curriculum was analyzed and determined a need to offer a more robust and rigorous curriculum to all students.

Linn J6 has a full-time cross-categorical special education teacher, a part-time speech and language pathologist, and a part-time special education aide. We have a teacher with a reading specialist license who offers reading intervention when universal screeners show a need.

Our staff believes in helping each student reach beyond their potential. The actions of our staff are in accordance with our mission statement. Our mission statement:

The Mission of Reek School is

to provide a traditional, yet innovative place for children to grow

academically, emotionally, socially, intellectually, culturally and personally

in a challenging, positive, nurturing environment encompassing the values of

respect, excellence, and community.

The District Administrator and board create district goals that center around Excellence, Community, Respect, and Fiscal Responsibility.

The Linn J6 School District recognizes that discrimination, including harassment, may impact the entire school climate and thus affect student achievement and well-being. In order to maintain a learning environment conducive to student learning, the district adopted policies and procedures in compliance with the requirements of pupil nondiscrimination laws. These laws are lengthy and complex; the School Board understood that and contracted with Neola, a policy database. Neola aids the district in keeping current with laws and statutes and the District Administrator regularly reviews policies and notifies the Board for new and revised policy approvals. Neola was contracted in 2022 to revise our employee handbooks.

The following policies have been reviewed and found to include all protected classes identified in pupil nondiscrimination law. In addition the policies have been found to be broad enough to encompass all areas of district operation. The policies prohibiting pupil discrimination include:

- Admission to any school, class, program, or activity;
- Standards and rules of behavior, including harassment;

- Disciplinary actions including suspensions and expulsions;
- Acceptance and administration of gifts from private agencies, organizations, persons;
- Instructional and library media materials selection policy;
- Methods, practices, and materials used for testing, evaluating, and counseling students;
- Facilities;
- Participation in athletic programs and extracurricular activities; and
- School-sponsored food service programs.

The pupil nondiscrimination is Policy 2260 in the policy database and in two places on the district website: the School Board page and the our school page. Families are made aware of the policy through the Student Handbook, which is updated annually. Parents indicate that they have access to the handbook and policies through a digital signature for online registration or by written signature with paper registration. The statement and link to the policy will be published annually according to state statute.

During the first weeks of school and also when topical, teachers and students talk about policies and procedures outlined in the handbook. The procedures are discussed in age-appropriate language. The District Administrator speaks often to the students and staff when requested to further clarify information. She is also available to parents if they have questions or need clarification.

The district follows procedure outlined in state statute and in district policy. This includes a written procedure for filing, investigating, and resolving formal written discrimination complaints. The district policy includes the name of the district official to receive the complaint, written acknowledgment of the complaint within 45 days, written findings and a final decision within 90 days of the complaint, and the inclusion for the right to appeal and the appeal procedure to the state department of instruction. The district has not received any formal written pupil discrimination complaints. We have received informal complaints of incidents. The incidents were reported to the District Administrator and were investigated promptly. The investigation procedure included gathering information from students and staff who had knowledge of the incident, making a decision about the incident, and determining appropriate consequences. Results of the investigation might result in appropriate disciplinary measures, meeting with the student and parents to discuss the issue, and/or referring students to the counselor.

To date, we have not had any formal written discrimination complaints and thus cannot state equivocally that our current policy will be effective in handling complaints. The school staff strongly believes in preventing discrimination by leading by example. Every staff member assumes responsibility for student behavior. Through our PLC work, staff are able to address student concerns in a proactive manner.

Counseling

Prior to the 23-24 school year, the counseling program and the development of the guidance curriculum are done by a state of Wisconsin licensed guidance counselor. The counselor provides individual and small group counseling as needed by students or requested by parents. The counselor received training on bias, stereotyping, and multiple perspectives in order to be licensed. The district

may also employ a success coach under the direction of the counselor to work with individuals or small groups. Materials for the guidance program, as well as other curricula, are chosen to reflect the positive influence of cultural diversity in the school and community.

In late August of 2023, our licensed counselor resigned. Currently, we have a long-term substitute teacher with an administrative license filling this position until a part-time counselor can be hired. Our long-term substitute teacher uses a Character Strong Program for grades 4K-6th grade in universal guidance classes. 7th and 8th grade received small group peer mediation when needed.

Support and outreach services for students with different cultural and language needs are provided to families and students. The district strives to have school-to-home communication available in both English and Spanish. We also strive to have Spanish interpretation for families at parent-teacher conferences and other family activities.

Scholarships and Recognition

Reek Elementary School is a four-year-old kindergarten through eighth grade school and does not offer any scholarships to students.

All students have equal opportunity to participate in academic, athletic, extracurricular, leadership, and music activities. All students then have equal opportunity to receive recognition for their involvement.

Athletic, Extracurricular, and Recreational Activities

Extracurricular programs are offered to students at appropriate grade levels. All students are eligible and encouraged to participate.

Activity / Year	Rate of Girls Participation	Rate of Boys Participation
Elementary Choir 18-19	73%	27%
Elementary Choir 19-20	82%	18%
Elementary Choir 21-20	71%	29%
Elementary Choir 22-23	61%	39%
Elementary Choir 23-24	62%	38%
Show Choir 19-20	90%	10%
Show Choir 21-20	80%	19%
Show Choir / Musical 22-23	73%	27%
Show Choir / Musical 23-24	62%	38%

Participation in these sports is popular and our teams reflect the diversity of the student population. For example, in 2022-2023, we had 17 out of 21 girls play volleyball (81%), 14 out of 19 boys play basketball (74%), and 14 out of 21 girls play basketball (67%).

The district is aware that there is one less team sport offered to boys than girls. In the fall of 2022, the administrator reached out to area schools in order to gauge the possibility of adding another boys' sport. The difficulty was found that schools do not necessarily have the same sports, schedules, or availability to play. In addition, we have enough students to field one team of a sport but not two teams (ie: We can do football, but not soccer and football as we do not have enough students) The district will continue to seek out opportunities and offer intramurals to all students through before school open gyms.

School Club offers activities to all students and families. These activities are:

- HallowReek
- Winter Carnival
- Movie Nights in coordination with Big Foot Recreation Department
- Valentine Grams - During School Day
- Special Person lunch and/or donuts with a friend
- Pancake Breakfast

Findings from Self-Evaluation

PI	Benchmarks	Evaluation	Supporting Documentation	Recommendations
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<p>9.06(1)(a) Evaluate board-approved policies and procedures</p>	<ul style="list-style-type: none"> • Board has adopted/updated policies covering all areas of school operations, including school sponsored programs and activities. • The policies include all protected categories listed under Wis. Stat. § 118.13. • The policies either specifically address harassment, or there is a separate anti-harassment policy. • The policies are easily understood and accessible to all staff, students, and parents/guardians. • The policies are published annually in a class 1 legal notice. • An employee has been designated to receive Wis. Stat. § 118.13 discrimination complaints. • The name and address 	<ul style="list-style-type: none"> • Board contracts with Neola to keep board policy Board Policy is always on the website • The policies are categorized into these subjects: bylaws, administration, program, professional staff, support staff, students, finances, property, operations, and relations. • The policies related to harassment are: 0145, 4362, 1662, 5517, 3362, 2266, 5516, 4122.02, 3122.02, 1422.02, 5710, 5517.01, 1211, 4211, 3211, 5136, 0144.5, 4122, 3122, 9130, 7540.03, 2260, 2260.01, 1422, 7530.02, 8510, 7540.04, 3123, 1623, 4123 • The person to receive discrimination 	<ul style="list-style-type: none"> • Link to BoardDocs: • Link to student handbook: • Link to nondiscrimination statement on the school website. 	<ul style="list-style-type: none"> • Staff are given the handbooks and are told of the annual changes, but not specifically the complaint procedure. This will be added to a professional development day and revisited through staff communications at least once a year. • The board will be educated with each new board on complaint procedures. A cycle of board education will be added to meetings.
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	<p>of the designated employee is published annually in a class 1 legal notice.</p> <ul style="list-style-type: none"> • The discrimination complaint procedure provides for a written acknowledgment of the complaint within 45 days and final resolution of the complaint within 90 days. • The discrimination complaint procedure provides for a written decision that notifies the complainant of the right to appeal a negative determination to the state superintendent within 30 days of the procedures from making the appeal. • The complete complaint procedure is included in all student and staff handbooks. • The procedure is effective in resolving pupil discrimination 	<p>on complaints is listed within the policies.</p> <ul style="list-style-type: none"> • Staff signed off on receiving the annual handbook. • The district has not received a formal complaint to be able to test the system. However, everything is set up according to statute. 		
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	n complaints.			
PI	Benchmarks	Evaluation	Supporting Documentation	Recommendations
9.06(1)(b) Evaluate enrollment trends and patterns in classes and programs	<ul style="list-style-type: none"> Significant progress is made each year toward increased enrollment in courses and programs by underrepresented groups based on race, gender, disability, and national origin. 	<ul style="list-style-type: none"> All students have access to all academic programming. 	<ul style="list-style-type: none"> Class schedules and rosters 	<ul style="list-style-type: none"> Continue to offer all programming to all students. Advance students when they show aptitude in subjects.
PI	Benchmarks	Evaluation	Supporting Documentation	Recommendations
9.06(1)(c) Evaluate methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.	<ul style="list-style-type: none"> No forms of bias or stereotyping are present in instructional materials, instructional practices, student assessment and counseling strategies. Counselors emphasize that course, programs, roles and careers are open to all regardless of gender, race, national origin or disability. Teachers and counselors 	<ul style="list-style-type: none"> Curricula is revisited every 4 to 5 years to check for current best practice. Curricula in the last 5 years has been specifically chosen because of the instructional materials' diverse representation. Curricula and assessments are aligned with the Wis. model standards. Counselor has been 	<ul style="list-style-type: none"> District uses the state-recommended EdReports website to find the best curricula Report cards have been modified to a standards-based approach and are continuously revisited with the goal of showing parents a full picture of academic success and growth. Xello (formerly Career Cruising) for student career exploration. Staff Survey Results PD Agendas 	<ul style="list-style-type: none"> Ongoing professional development on best practices and effective classroom strategies. Ongoing professional development in data tracking and understanding exactly what students know and understand.

	<p>demonstrate high expectations for all students.</p>	<p>trained to be bias-free and to encourage all students when leading career exploration.</p> <ul style="list-style-type: none"> • Staff have ongoing professional development to work on equitable practices. • Progress monitor procedures are in place and discussed multiple times a year in PLCs: 		
PI	Benchmarks	Evaluation	Supporting Documentation	Recommendations

<p>9.06(1)(d) Evaluate trends and patterns in discipline actions, including suspensions, expulsions and handling of pupil harassment.</p>	<ul style="list-style-type: none"> • Disciplinary measures, including suspensions and expulsions are applied consistently to all students. • The pupil nondiscrimination policies either address harassment or there is a separated anti harassment policy. • The policies define harassment, provide examples, explain the consequences, prohibit retaliation, and assure as much confidentiality as reasonably possible. • Responses to harassment are prompt, firm, and effective. • Staff, students, and parents/guardians are aware of how to file a complaint of harassment. • Regular opportunities are provided for students and staff to address the 	<ul style="list-style-type: none"> • There have been no expulsions. • Students are interviewed and written statements are taken if the situation warrants. • Suspensions have been in-school whenever possible to avoid learning loss. Students complete work in an alternate location (in the main office) • Suspensions have mainly been when there was a physical altercation. 	<ul style="list-style-type: none"> • The Civil Rights Data Collection is completed each year. • The data has been reviewed and cannot be disaggregated in this report for student privacy. • PLC focus has a student need component. Area experts are brought in to address student diversity needs that may impact behavior. • SIS discipline reports • Administrative data for trends in discipline from SIS system 	<ul style="list-style-type: none"> • Continue to work with area agencies to provide professional development in student behaviors • Continue to work with students using compassion and equity as a lens for discipline.
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	issue of harassment (such as curriculum materials, educational programs, orientation programs, etc)			
PI	Benchmarks	Evaluation	Supporting Documentation	Recommendations
9.06(1)(e) Evaluate participation trends and patterns and school district support of athletics, extracurricular activities, and recreational activities.	<ul style="list-style-type: none"> Students have a variety of athletic and extracurricular activities available, with the necessary resources to make them accessible for all students. Interscholastic athletic programs for boys and girls are comparable in type, scope, and support. School provides extracurricular and recreational activities to meet the interests and abilities of diverse students, as evidenced by the range of activities offered and participation rates or an interest survey. School assemblies, special 	<ul style="list-style-type: none"> Reek offers six interscholastic athletic teams. Equitable support for pay and equipment is offered to each sport. Students have opportunities to participate in clubs and extracurricular activities. Area programs will send the district advertising for community programming such as Big Foot Recreation, the YMCA, and area sports clubs 	<ul style="list-style-type: none"> Team rosters and recognition. Coaching agreements with pay. Students are informed of extracurricular activities by flier, electronic mail to families, and posting to the website and social media. Staff Survey Results 	<ul style="list-style-type: none"> Continue to offer sports and other extracurricular activities. Continue to look for other opportunities to bring more programming to students. Continue to provide uniforms and as much equipment as practicable. Continue to disseminate information from community programming.

	programs, and speakers reflect the diverse and pluralistic nature of the school and the larger community.			
PI	Benchmarks	Evaluation	Supporting Documentation	Recommendations
9.06(1)(f) Evaluate trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.	<ul style="list-style-type: none"> Information about award opportunities is accessible to all parents/guardians and students. Application materials, eligibility criteria, and award information are free of bias, discrimination, and stereotyping. 	<ul style="list-style-type: none"> Reek does not give out scholarships. Students are recognized for accomplishments and participation in activities at Pride of Lion, Celebration of Learning, Honoring Excellence, and news / media postings. Students are recognized with Lion Roars, Pride of the Lion nominations, and Lion Lanyards of acts of kindness and helpfulness to others in the school. 	<ul style="list-style-type: none"> Recognition program list/rosters Lion Roar posted on the office window. Lion Lanyard rosters Pride of Lion nominations Honor Roll rosters Staff Survey Results 	<ul style="list-style-type: none"> Continue to recognize students at the trimester. Continue to recognize the eighth graders at their promotion ceremony. Continue to recognize Excellence at Celebration of Learning and Honoring Excellence night
PI	Benchmarks	Evaluation	Supporting Documentation	Recommendations

9.06(1)(g) Evaluate school district efforts to achieve equality of educational opportunity and nondiscrimination.	<ul style="list-style-type: none"> • Progress is made in closing academic achievement gaps. • Progress made in raising our growth rate on State Report Card • Every staff member demonstrates high expectations for all students. • An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination. • The school environment is welcoming to all students and parents/guardians who visit the building. • Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development. 	<ul style="list-style-type: none"> • Staff progress monitor three times a year. • Data is analyzed during professional development. • Staff make goals for student learning and collect data regarding the goals. • Parents are invited to conferences two times per year and are also encouraged to reach out in between. • Parent/Family outreach activities are open to all and Spanish interpretation is available whenever possible. 	<ul style="list-style-type: none"> • i-Ready reports • Staff Evaluation and Walk-thru data • Professional Development slide decks • Progress Monitoring Data • Staff and Board Survey results 	<ul style="list-style-type: none"> • Continue to be data informed of student progress. • Staff continues to get curious about data without forming judgment.
PI	Benchmarks	Evaluation	Supporting Documentation	Recommendations

9.06(1)(h) School district technology, including electronic communications by school district staff.	<ul style="list-style-type: none"> School district technology and electronic communication is accessible by parents and students. 	<ul style="list-style-type: none"> Students have access to school-owned 1:1 technology and in-domain Google email. Parents can access the district website, subscribe to social media, and receive phone calls, emails and texts from the school messaging system. Teachers have school-to-home platforms to communicate with parents. The district makes efforts to disseminate information in more than one modality. 	<ul style="list-style-type: none"> Grades K-8 Chromebooks School website Facebook account Instagram account Friday Flyer and Email blasts 	<ul style="list-style-type: none"> Continue to update hardware and software. Continue to send information to families in multiple ways. Continue to promote digital information to families. Be more consistent with offering translations in Spanish and using the Interrupter.
PI	Benchmarks	Evaluation	Supporting Documentation	Recommendations
9.06(2) Provide an opportunity for participation in the self-evaluation by pupils, teachers, administrators, parents/guardians, and residents of the school district.	<ul style="list-style-type: none"> Students, teachers, administrators, parents, and community members actively participated in the self-evaluation process. 	<ul style="list-style-type: none"> Staff were given access to the report for their review. The draft of the report was available to the parents, community and Board at two 	<ul style="list-style-type: none"> Staff suggestions Parent suggestions Board suggestions Community suggestions PAC agendas and minutes Board minutes Staff and Board Survey Results 	<ul style="list-style-type: none"> Continue to have opportunities for input from stakeholders outside of the self-reporting time frame.

		<p>Board meetings.</p> <ul style="list-style-type: none"> The draft was available on the website for parents and community. 		
PI	Benchmarks	Evaluation	Supporting Documentation	Recommendations
<p>9.06(3) The district prepares a written report of the self-evaluation which is available for examination by the residents of the school district.</p>	<ul style="list-style-type: none"> The report is complete. The report is available to all residents. The district has submitted the PI-1198 assurance and the report to the department by February 29, 2024. 	<ul style="list-style-type: none"> The report does not include any confidential student information. 	<ul style="list-style-type: none"> A link to the final Board-approved report on the school website. 	

Board Approved on 2-19-2024