

**Red Lake Public Schools**  
**Comprehensive Achievement & Civic**  
**Readiness Plan**



**2025-2026**

# INTRODUCTION

## Purpose

Under Minnesota Statutes, section 120B.11, school boards are to adopt a long-term comprehensive strategic plan to support teaching and learning. The Red Lake School District incorporates this Comprehensive Achievement and Civic Readiness (CACR) Plan into its broader strategic plan. The CACR legislation requires the district to include goals in five key areas:

- All children are ready for school.
- All children read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

The Red Lake School District has aligned its Achievement and Integration Plan to the CACR Plan and Goals. We continue to work on aligning all district and building plans to broader strategic plan. As a district we have decided to infuse our academics with culture and social emotional learning. Students are exposed to Ojibwe language and cultural activities every day. In addition, students at all grade levels are being supported as they strengthen their SEL skills.

While the full strategic plan is a multi-year strategic roadmap, each year districts develop a WBWF Annual Report, engage in an annual public meeting with stakeholders, and release the annual report publicly on district websites. The annual report and public meetings are focused on the strategies and initiatives that the district engaged in to meet the goals and the progress made on those goals in the prior school year. The Red Lake School District's WBWF Annual Report will be published to the district's website at [www.redlake.k12.mn.us](http://www.redlake.k12.mn.us).

This annual report is presented to the American Indian Parent Advisory Committee and the Red Lake School Board by the end of October each year. A summary of this report will also be submitted to Minnesota Department of Education (MDE) as required, by December 15 each year.

## Belief Statements

We believe the fundamental purpose of the school is to ensure that all students learn at high levels. Therefore, every minute we spend with students needs to be utilized to meet the needs of the whole child: emotional, physical, intellectual, and spiritual.

### All Students:

- can meet positive social, emotional, and behavioral expectations at school
- can make healthy choices that promote their physical wellbeing
- can achieve at high levels
- can strengthen their identities through connection to their Ojibwe culture, language, and heritage

### All Staff:

- can establish relationships and routines with students that promote positive social, emotional, and behavioral skills
- can encourage healthy choices and teach alternatives to help students maintain their physical wellbeing
- can impact student achievement through high expectations and collaborative effort
- can meaningfully connect their curriculum and instruction to the Ojibwe culture, language, and heritage

## Core Values

The Red Lake School District utilizes the 7 Grandfathers' Teachings as the foundation on which our core values are built. The 7 Gifts of the Grandfathers are: Humility, Bravery, Honesty, Wisdom, Truth, Respect, and Love. From these Gifts, the District has developed the following core values to best understand how we must CHERISH the children of the Red Lake Nation through the work we do every day:

- **Courage:** Having the strength to stand up for our beliefs and demonstrating *bravery* in the face of adversity.
- **Honesty:** Acting with honor and integrity in everything we do.
- **Excellence:** Demonstrating *wisdom* as we strive for our personal and collective best while maintaining high expectations for all.
- **Respect:** Treating others as we would like to be treated.
- **Improvement:** Acknowledging our *truth* and striving to continuously use our emotional, physical, intellectual, and spiritual gifts to become better.
- **Safety:** Demonstrating *love* by ensuring physically and emotionally secure learning environments.
- **Humility:** Remembering it is okay that we are all at different places on our journeys and that this does not make us any better or worse than anyone else.

## **Theory of Action**

IF WE WANT our students to have the greatest opportunity to achieve success,

THEN WE WILL

- Hold ourselves and each other Accountable through strong Performance Management and High Expectations (M),
- Intentionally integrate Ojibwe Community, Language, and Culture (C) into students' school environment,
- Consistently engage students in learning a Rigorous Standards-Based Curriculum (A), and
- Continuously work to develop students' Social-Emotional-Behavioral competencies (S)

## **Comprehensive Achievement and Civic Readiness Goals**

### **All Children Are Ready for School**

#### **Measure**

Kindergarten readiness will be defined as meeting or exceeding on 15 of 19 TS Gold Social Emotional and Cognitive objectives

#### **Champion**

Family and Community Engagement Specialist: Stacie Parkos

#### **Overall Goal**

By the end of the 2028-2029 school year, through a focus on TS Gold Social Emotional and Cognitive objectives within our school readiness classrooms, 80% of students who have attended the four-year-old program will demonstrate kindergarten readiness as measured by meeting or exceeding on 15 of 19 TS Gold Social Emotional and Cognitive objectives.

#### **Annual Goals**

By the end of the 2024-2025 school year, the district will establish a process for the implementation of Creative Curriculum and TS Gold within all district school readiness programs.

- Objective 1: District and team leadership structures for implementation of this five year goal will be identified and communicated to the school readiness teachers.
- Objective 2: School readiness teachers will complete a survey regarding implementation of Creative Curriculum.
- Objective 3: TS Gold data will be collected in spring of 2025 and analyzed to establish baseline measures of Kindergarten Readiness.

By the end of the 2025-2026 school year, all school readiness teachers will have all necessary resources to implement Creative Curriculum and TS Gold with fidelity.

- Objective 1: All school readiness teachers will have participated in additional training related to the implementation of Creative Curriculum and the use of TS Gold to measure student progress.
- Objective 2: The school readiness teachers will collaboratively develop a year-long pacing guide for implementing Creative Curriculum focused on the agreed upon 23 early learning indicators.
- Objective 3: The school readiness teachers will collaboratively develop common formative assessments focused on the identified 23 early learning indicators.

- Objective 4: All students enrolled in the school readiness program will be assessed using TS Gold three times per year (fall, winter, spring) in accordance with the district assessment calendar.
- Objective 5: School readiness teachers will use data from the formative and benchmark assessments to inform and adjust instruction that increases student learning.
- Objective 6: By spring 2026, 65% of students participating in the four-year-old school readiness program will be kindergarten ready.

By the end of the 2026-2027 school year, all school readiness teachers will implement Creative Curriculum and TS Gold Assessments with fidelity in their classroom.

- Objective 1: Any new staff in school readiness will be provided training, resources, and supports to implement Creative Curriculum and TS Gold with fidelity.
- Objective 2: Continue to implement Objectives 2-6 from the 2025-2026 SY.
- Objective 3: By spring 2027, 70% of students participating in the four-year-old school readiness program will be kindergarten ready.

By the end of the 2027-2028 school year, school readiness teachers will continue to improve their use of Creative Curriculum and TS Gold to prepare students for kindergarten.

- Objective 1: Continue to implement Objectives 1 and 2 from the 2026-2027 SY.
- Objective 2: By spring 2028, of 75% students participating in the four-year-old school readiness program will be kindergarten ready.

By the end of the 2028-2029 school year, school readiness teachers will begin the curriculum review cycle, using data from this five year strategic plan to determine next steps.

- Objective 1: Continue to implement Objectives 1 and 2 from the 2026-2027 SY.
- Objective 2: The school readiness team will begin the curriculum review cycle by reviewing current Early Learning Indicators and developing student learning goals.
- Objective 3: By the end of the 2029 school year, 80% of students who have attended the four-year-old program will be kindergarten ready.
- Objective 4: Strategic Planning for this goal will be updated.

## **All Children Can Read at Grade Level**

### **Measure**

Risk level within Fast Bridge Reading assessment

### **Champion**

Curriculum Coordinator: Susan Olson

### **Overall Goals**

The percentage of students in kindergarten through 5<sup>th</sup> grades who test in the high-risk category in the fall will decrease by 5% per grade level per year when tested in the spring as measured by Fast Bridge.

95% of the students in kindergarten through 5<sup>th</sup> grades who test in the lowest level of risk in the fall will remain in the lowest level of risk when tested in the spring as measured by Fast Bridge.

### **Annual Goals**

By the end of the 2024-2025 school year, a process for the implementation of tiered reading instruction will be established at the elementary grade levels in 2025-2026.

- Objective 1: A comprehensive language arts program will be selected, purchased, and installed for initial implementation in 2025-26.
- Objective 2: 100% of required staff will have completed and passed OL&LA Science of Reading training.
- Objective 3: A MTSS plan for reading in the elementary grades will be presented to stakeholders.

By the end of the 2025-2026 school year, tiered reading instruction will be installed and initially implemented at the elementary grade levels.

- Objective 1: All Tier 1 instructors will receive training in the new ELA curriculum.
- Objective 2: All Tier 2 and Tier 3 instructors will receive training in the chosen interventions for the grade levels they serve.
- Objective 3: All Tier 1, 2, 3 reading instructors will implement their curriculum and interventions with fidelity as measured by routine walk throughs.
- Objective 4: Reading growth will be measured by Fast Bridge benchmark tests in the fall, winter, and spring.

By the end of the 2026-2027 school year, tiered reading instruction will be fully implemented at the elementary grade levels.

- Objective 1: Walkthroughs during reading instruction will continue to measure successful implementation of tiered reading instruction and intervention at the elementary grade levels.
- Objective 2: All Tier 1, 2, 3 reading instructors will be fully trained in and demonstrate competency in the ELA curriculum and interventions for the grade levels they serve.
- Objective 3: All Tier 1 reading teachers will collaboratively develop a year-long pacing guide for Benchmark Advance focused on essential benchmarks.
- Objective 4: All Tier 1 reading teachers will collaboratively develop/use common formative assessments focused on essential benchmarks (Student Learning Targets).
- Objective 5: All students will be assessed using Fast Bridge three times per year (fall, winter, spring) in accordance with the district assessment calendar.
- Objective 6: Tier 1, 2, 3 reading teachers will use data from the formative and benchmark assessments to inform and adjust instruction that increases student learning.

By the end of the 2027-2028 school year, tiered reading instruction will continue to be fully implemented at the elementary grade levels.

- Objective 1: Using data from 2026-2027 SY, targeted professional development will be implemented to increase student learning.
- Objective 2: All teachers new to the district will be trained in the appropriate Tier of ELA curriculum.
- Objective 3: All reading instructors will continue to implement their curriculum and interventions with fidelity.
- Objective 4: Fast Bridge data will inform instructional and programming decision-making. (fall, winter, spring)

By the end of the 2028-2029 school year, tiered reading instruction will continue to be fully implemented at the elementary grade levels.

- Objective 1: Continue to implement Objectives 1-4 from the 2026-2027 SY.
- Objective 2: Strategic Planning for this goal will be updated.

## **All Students Graduate from High School**

### **Measure**

Six-Year Graduation Rate per the Minnesota Schools Report Card

### **Champion**

Building Principals

### **Overall Goal**

Given the opportunity to further develop their sense of self through access to activities and instruction highlighting the unique language and culture of the Red Lake Anishinaabe people, the percentage of students who graduate within six years will increase by 2.5% annually, from 26.4% in 2023-2024 to 38.9% in 2028-2029.

### **Annual Goals**

By the end of the 2024-2025 school year, a system to measure the implementation of visual and auditory representation of culture in the classroom will be built.

- Objective 1: Walkthroughs that measure visual and auditory representation of Ojibwe language and culture will be developed and implemented.
- Objective 2: Components of language and culture will be built into the Teacher Development and Evaluation process.

By the end of the 2025-2026 school year:

- The percentage of classrooms with student-created visual representation of culture will increase from 49.1% to 75% as measured by monthly districtwide walk throughs.
- The percentage of classrooms with auditory representation of culture will increase from 20% to 50% as measured by monthly districtwide walk throughs.
- Objective 1: All teachers will receive monthly professional development regarding culturally responsive teaching and OLC themes.
- Objective 2: All teachers will embed culturally responsive teaching and/or OLC themes into at least one lesson per month.
- Objective 3: K-12 culturists will provide quarterly districtwide opportunities to participate in hands-on cultural learning activities.
- Objective 4: K-12 culturists will provide monthly school- or class-wide opportunities to participate in hands-on cultural learning activities.
- Objective 5: The average score on the OLC Level 1 v4.14.25 assessment will increase from 5.6 /13 in the spring of 2024-2025 to 6.8/13 in the spring of 2025-2026.

- Objective 6: The percentage of students who graduate within six years will increase from 26.4% in 2023-2024 to 31.4% in 2025-2026.

By the end of the 2026-2027 school year, the measurement system for visual and auditory cultural representation will be continued and Ojibwe language and culture will be embedded into at least one lesson per week in every classroom across the district.

- Objective 1: Continue to implement Objectives 1-5 from the 2025-2026 SY.
- Objective 2: The average score on the OLC Level 1 v4.14.25 assessment will increase from 6.8/13 in the spring of 2025-2026 to 8.0 / 13 in the spring of 2026-2027.
- Objective 3: The percentage of students who graduate within six years will increase from 31.4% in 2025-2026 to 33.9% in 2026-2027.

By the end of the 2027-2028 school year, the measurement system for visual and auditory cultural representation will be continued and Ojibwe language and culture will be embedded into at least two lessons per week in every classroom across the district.

- Objective 1: Continue to implement Objectives 1-5 from the 2025-2026 SY.
- Objective 2: The average score on the OLC Level 1 v4.14.25 assessment will increase from 8.0/13 in the spring of 2026-2027 to 9.2 /13 in the spring of 2027-2028.
- Objective 3: The percentage of students who graduate within six years will increase from 33.9% in 2026-2027 to 36.4% in 2027-2028.

By the end of the 2028-2029 school year, the measurement system for visual and auditory cultural representation will be continued and Ojibwe language and culture will be embedded into at least one lesson per day in every classroom across the district.

- Objective 1: Continue to implement Objectives 1-5 from the 2025-2026 SY.
- Objective 2: The average score on the OLC Level 1 v4.14.25 assessment will increase from 9.2/13 in the spring of 2027-2028 to 10.4/13 in the spring of 2028-2029.
- Objective32: The percentage of students who graduate within six years will increase from 36.4% in 2027-2028 to 38.9% in 2028-2029.

## **All Racial and Economic Achievement Gaps Between Students Are Closed**

### **Measure**

PLC Rolling Agenda and PLC walk throughs

### **Champion**

Data and Training Specialist: LeeAnn Bakke

### **Overall Goal**

By the end of the 2028-2029 school year, 100% of Professional Learning Communities (PLCs) in the district will increase student learning by addressing the components of PLC work as measured by PLC walkthroughs and the Rolling Agenda.

### **Annual Goals**

By the end of the 2024-2025 school year, 100% of Professional Learning Communities (PLC) in the district will deepen their understanding of the purpose and components of a PLC.

- Objective 1: All PLC members will receive monthly training from Solution Tree.
- Objective 2: All PLCs will complete a weekly Rolling Agenda outlining their work toward increasing student learning.
- Objective 3: PLCs will receive ongoing support from the Department of Teaching and Learning and building principals.

By the end of the 2025-2026 school year, 100% of Professional Learning Communities (PLC) in the district will incorporate all components of a PLC (listed above) on a continual basis.

- Objective 1: At the start of the 25-26 school year, all school leadership members (SLT) and principals will receive training in facilitating high-performing PLCs.
- Objective 2: PLCs receive targeted, ongoing support.
- Objective 3: District Instructional Leaders (D-ILT) will conduct monthly walk throughs during PLC time to monitor and support PLC work.
- Objective 4: PLC Rolling Agendas will be reviewed bi-monthly to identify supports needed.

By the end of the 2026-2027 school year, 100% of Professional Learning Communities (PLC) in the district will demonstrate collective teacher efficacy using PLC components to improve student learning.

- Objective 1: Continue Objectives 1-4 from the 2025-2026 school year.

- Objective 2: PLCs use student learning data to adjust and improve instructional practices.

By the end of the 2027-2028 school year, 100% of Professional Learning Communities (PLC) in the district will demonstrate high performance in the PLC protocols which result in increased student learning.

- Objective 1: Continue Objectives 1-2 from the 2026-2027 school year.

By the end of the 2028-2029 school year, 100% of Professional Learning Communities (PLC) in the district will demonstrate high performance in the PLC protocols which result in increased student learning.

- Objective 1: Continue Objectives 1 from 2027-2028 school year.
- Objective 2: Strategic Planning for this goal will be updated.

## **All Students Are Ready For Career And College**

### **Measure**

Get Ready/GEAR Up data

### **Champion**

6-12 Complex Principal: Dr. Delana Smith

### **Overall Goal**

By the end of the 2028-2029 school year, the Red Lake School District will have fully implemented the Get Ready / GEAR UP Minnesota program with fidelity at both the Middle School and High School levels as measured by progress monitoring data collected for all eight of the Get Ready / GEAR UP objectives.

### **Annual Goals**

By the end of the 2024-2025 school year, the Red Lake Secondary Complex will develop a plan for implementing Get Ready / GEAR UP for the upcoming school year, including how data will be collected for all eight of the targeted objectives.

By the end of each school year (2025-2026, 2026-2027, 2027-2028, 2028-2029), the Red Lake Secondary Complex will implement Get Ready / GEAR UP strategies to improve student outcomes in the eight targeted objectives:

- Increase the percentage of students passing Algebra I by the end of 9<sup>th</sup> grade
- Increase the percentage of students with GPAs of 2.5 or greater
- Increase the percentage of students graduating from high school
- Increase GEAR UP schools' average daily attendance rate
- Increase the percentage of students with proficiency in college knowledge
- Increase the percentage of all 12<sup>th</sup> grade students completing the FAFSA
- Increase the percentage of high school graduates enrolling in college
- Increase the percentage of high school students persisting into the second year of college