

Education Report 2022

School District of Mellen



School District of Mellen

Home of the Granite Diggers



Mission Statement

Work collaboratively in a respectful, responsible, safe, and ready environment to create an education where all students will succeed.



Board of Education

President - Cody Peters

Treasurer - Terry Peters

Clerk - Jean Hahn-Thomas

Member - Scott Hultman

Member - Larry Koivisto

Member - Liz Young

Member - TBD

Superintendent - Rhonda Elmhorst-Friemoth

Principal - Heidi Stricker

How do we
create an
educational
experience
where all
students will
succeed?

- Meeting the needs of all learners
- Academic Achievement
- Preparing for the Future
- Sustaining Excellence
- Fiscal Responsibility



100 Day Roadmap

If teachers have structured PLT's, access to coaching and mentoring, and access to high quality instructional materials; then students will demonstrate growth in ELA and Math.

If we engage families, communicate our story and demonstrate wellness through example; then we increase engagement and foster a culture of care for all students and stakeholders.



School/Community Partnerships

Mellen Home & School Association

2nd
Wednesday of
the month at
6:00pm



Supporting our Families

- Before/After School Program
- Open Gym
- Weight Room



Connecting with the Community

- Digger Weekly - digital
- District Website
- District Facebook page
- District Instagram page

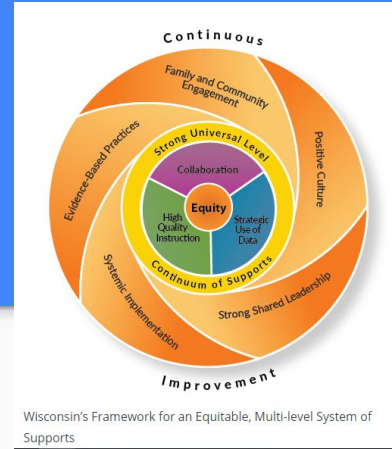


Fall 2022 Open House



Meeting the Needs of ALL Learners

There is no more important work than preparing our children for the future. In response, Mellen School District has developed a program built on students' interests, challenges them to grow and become independent, confidently advocating for themselves.



Equitable Multi-Levelled Systems of Support

An equitable, multi-level system of support is the practice of systematically providing differing levels of intensity of supports based upon student responsiveness to instruction and intervention in order to nurture each student's success. Multilevel systems of support include:

- Academic Extension
- Academic Intervention
- Behavioral Intervention

What's new in 2022-2023?

- We hired a behavior interventionist to teach elementary and middle school social skills classes, implement restorative practices, provide coaching for behavior management, and be proactive and reactive with behavior issues.
- We hired an alternative education teacher to serve students needing extra support due to the challenges of the pandemic.
- We hired a math interventionist to serve our students needing extra support in math.
- A new playground was installed at the very end of last school year. Thank you to the Mellen Home & School Association and community for making it happen!
- We were awarded the 21st Century Learning Grant which is funding our Before and After School Programs.
- We are running our breakfast program before school this year so students can start their day at 8:10. It's going very well!

Statement on Diversity, Inclusion and Equity

The Mellen School District honors the uniqueness of each individual and embraces diverse backgrounds, values, and points of view to build a strong, inclusive community and to prepare students for a global society.

The best education occurs in a school comprised of students, teachers, and families drawn from a diverse socioeconomic backgrounds, cultures, races, religions, and sexual orientations.

A diverse school alone is not enough. We seek to build on this commitment by striving to create a truly inclusive school: one where all students are welcomed and supported.

The Mellen School District is committed to providing every student an equal opportunity to participate and thrive in the academic, extra-curricular and co-curricular programs.

The Mellen School District believes that excellence for all students can be achieved by:

- Assuring that all Mellen School District staff members, with deliberate effort, continue to examine and eliminate institutional beliefs, policies, practices, and teaching that perpetuate disparities in achievement.
- We implement programs and practices that allows equitable access and enable all students to thrive academically, athletically, physically, socially, and emotionally.
- Providing all Mellen students with access to resources, opportunities, support, and interventions that maximize academic success and promotes social emotional growth.
- Identifying and removing barriers in our current policies, procedures, systems, or practices that limit opportunities for students.
- We teach and practice responsibility towards and engagement in our school, our community and the world.
- Ensuring every individual in the Mellen School District community is in a respectful environment, where hate speech is not tolerated and all forms of diversity are accepted.

2022-2023



Educational Outcome Goals and Expectations

Academic Skills and Knowledge, Vocational Skills, Citizenship, and Personal Development



- Basic skills including the ability to read, write, speak, listen, spell, and perform basic arithmetical calculations.
- Analytical skills including the ability to think rationally, solve problems, use various learning methods, gather and analyze information, make critical and independent judgments and argue persuasively.
- A basic body of knowledge that includes information and concepts in literature, fine arts, mathematics, and natural sciences.
- The skills and attitudes that will further lifelong intellectual activity and learning.
- Knowledge in computer science, including problem-solving, computer applications, and the social impact of computers.
- An understanding of the basic workings of all levels of government.
- A commitment to the basic values of our government.
- The skills to participate in political life.
- An understanding of the functions of organizations in society.
- An understanding of the range and nature of available occupations and the required skills and abilities.
- Preparation to compete for entry-level jobs not requiring postsecondary school education.
- Preparation to enter job-specific vocational training programs.
- Positive work attitudes and habits.
- Knowledge of the role and importance of biological and physical resources.
- Knowledge of State, National, and World History.
- An appreciation and understanding of different value systems and cultures.
- An understanding of human relations with regard to American Indians, Black Americans, and Hispanics.
- The skills needed to cope with social change.
- Knowledge of the human body and the means to maintain lifelong health.
- An appreciation of artistic and creative expression and the capacity for self-expression.
- Knowledge of morality and the individual's responsibility as a social being.
- Knowledge of the prevention of the prevention of accidents and promotion of safety on public highways.
- The skills needed to make sound decisions.
- Knowledge of the conditions, which may cause, and the signs of suicidal tendencies.
- Knowledge of effective means by which students may recognize, avoid, prevent and halt physically or psychologically intrusive or abusive situations which may be harmful to students.

Preparing Students for Their Futures

Academic and Career Planning is:

- a student driven vision of personal future goals
- based on deep understanding and reflection of strengths and interests
- connecting goals to college and career exploration and planning
- supported by meaningful adult relationships
- making informed choices for post-secondary transitions to adulthood



MELLEN ACP PLAN

xello



Build Self-Knowledge



Explore Options



Create a Plan



Learn & Reassess

The ACP Model is **KNOW-EXPLORE-PLAN-GO**

- **KNOW- *Who am I?***
 - Self-awareness activities
 - Individual reflection and goal-setting
- **EXPLORE- *What do I want to do?***
 - Career awareness assessment
 - Career research
- **PLAN- *How do I get there?***
 - Connecting middle and high school instructional activities with opportunities to explore or learn more about a particular field of interest.
 - Work-based learning opportunities
 - Extra-curricular and community-based learning experiences
 - Postsecondary training options
 - Financial plan to cover cost of postsecondary training
- **GO- *Do IT!***
 - Update regularly
 - Adapt/Modify Intentional Sequence of Courses
 - Adapt/Modify Personal Goals
 - Adapt/Modify Postsecondary/Career Goals
 - ACP Conferencing with families

Preparing Students for Their Futures

Education for Employment

Education for employment includes a long-range plan approved by the school board and developed by a team of school district staff and community stakeholders. The long-range plan shall include the following:

- An analysis of local, regional, and state labor market needs and the educational/training requirements for occupations that will fill those needs.
- A process to engage parents.
- Inform parents in each school year about what academic and career planning services their child receives.
- Provide parents with multiple opportunities to participate in their child's academic and career planning.
- Update parents throughout the school year on the progress of their child's academic and career planning.

- Career Planning Services
- Counseling Services
- Early College Credit Program and Start College Now
- Post Secondary School Visits
- Local Post Secondary Admission Officer visits
- Military visits
- Dual Credit and Transcribed Courses
- Work Based Learning Program & Youth Apprenticeship
- [High School Course Catalog](#)

Preparing for Post Secondary...

Students currently enrolled in Work Based Learning: **10**

Students currently enrolled in ECCP and SCN classes: **7**

Students who applied for ECCP and SCN classes for spring semester: **13**

Students who voluntarily took the PSAT - **3**

All Juniors will take the ACT on March 7

Services and Programs

Social and Emotional Learning

A student's social and emotional health is of critical importance to his or her well-being. Social and emotional learning enhances students' capacity to integrate skills, attitudes and behaviors to deal effectively and ethically with daily tasks and challenges. Our school counselor provides direct support to students and families. Our Behavior Interventionist provides social skills lessons to elementary and middle school students. We believe that through attending to the social and emotional health of all students, students will grow in all facets of their lives.

Special Education

We are committed to providing high-quality learning experiences for each student in our school. Our vision is that students with disabilities are provided the most inclusive learning environment so that they become independent, confident self-advocates who turn present successes into positive post-secondary outcomes.

Middle School Rotation Classes

We offer classes at the middle school level in various subject areas for students to discover and nurture their gifts and talents. Prior to entering high school, they have the opportunity to explore the different areas to know what they might be interested in taking.



Fine Arts

A comprehensive PreK-12 art and music program is an integral part of our academic program. Through art and music, students grow in their skills and in their ability to think critically and creatively about the world around them.

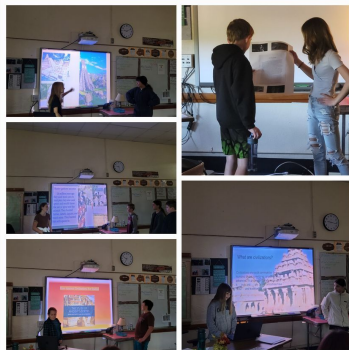
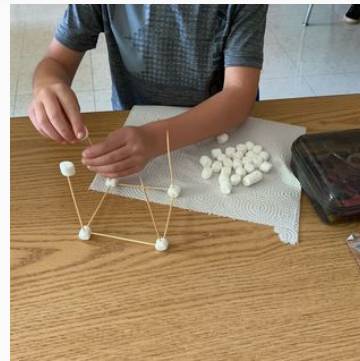
Athletics

Through sport, we strive to enrich students' educational experiences and promote academic achievement and a growth mindset. We use athletics as a tool to reinforce social responsibility, teach sportsmanship and fair play. We see our student-athletes grow in their friendships and leadership, while developing habits for healthy lifestyles.

Co-Curricular

A child's education must build the confidence, passion and forward-thinking that will fuel their future achievements. That's why we offer a comprehensive program that extends beyond the classroom with a variety of opportunities for students to explore and enrich their unique talents, interests and strengths.

2022-2023



School District of Mellen Snapshot

Enrollment and Staffing 2022-2023



| Certified Staff | Support Staff | Office Staff | Custodial Staff | Kitchen Staff | IT |
|-----------------|---------------|--------------|-----------------|---------------|----|
| 28 | 8 | 5 | 2 | 3 | 1 |

| Total New Staff | Total Returning Staff |
|-----------------|-----------------------|
| 10 | 37 |

| Total Enrollment |
|-------------------|
| 272 (10/13/22) |

| | |
|----|----|
| PK | 16 |
| K | 15 |
| 1 | 18 |
| 2 | 19 |
| 3 | 20 |
| 4 | 23 |
| 5 | 21 |
| 6 | 18 |
| 7 | 14 |
| 8 | 29 |
| 9 | 19 |
| 10 | 24 |
| 11 | 14 |
| 12 | 25 |

Sustaining Excellence

Professional Learning and Continuous Improvement

We are committed to creating a coherent and intentionally designed continuum of education across lessons, courses, subject areas and grade levels. Ongoing professional development ensures the continuous improvement and alignment of education systems and practices among educators, specialists and staff.

Student/Teacher Ratio

1:9.7

For 2022-2023

Added a Math Interventionist, an Alternative Education Teacher and a Behavior Interventionist to meet the needs of our students.

Teacher Retention Rate

68%

19 teachers returned

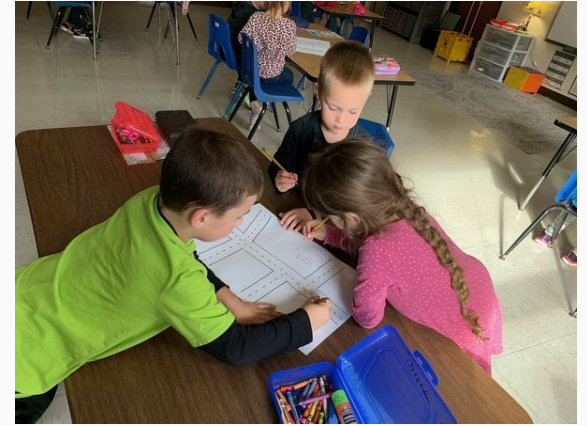
Passionate Educators

Our employees don't just create an environment in which students learn, they ignite each student's potential. Our commitment to student success is inseparable from our commitment to diversity and equity. We embrace growth mindset and understand there is no limit to learning. We connect with our students on a personal level, understanding who they are and what drives them to succeed. We value the diversity of the people in our school community and their ideas.

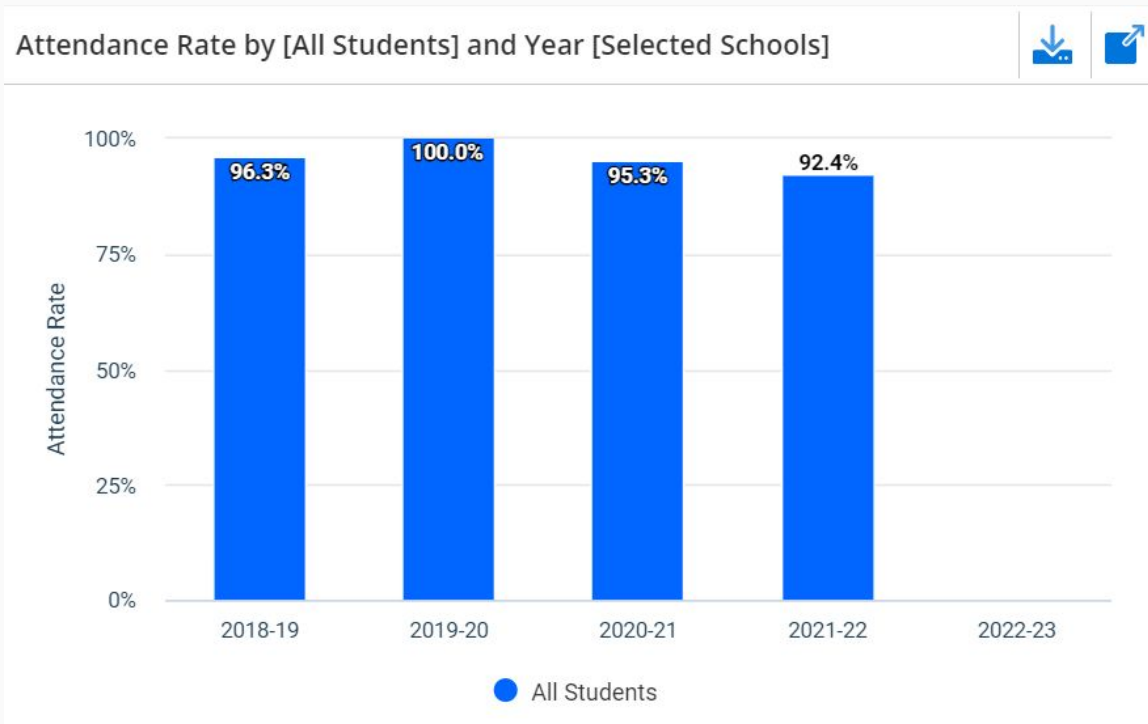
Above & Beyond Teacher Qualifications

- 12 teachers have their Master's Degree
- 1 teacher is National Board Certified
- 3 teachers have their Reading Teacher License (316)
- 2 teachers have their Principal License

2022-2023



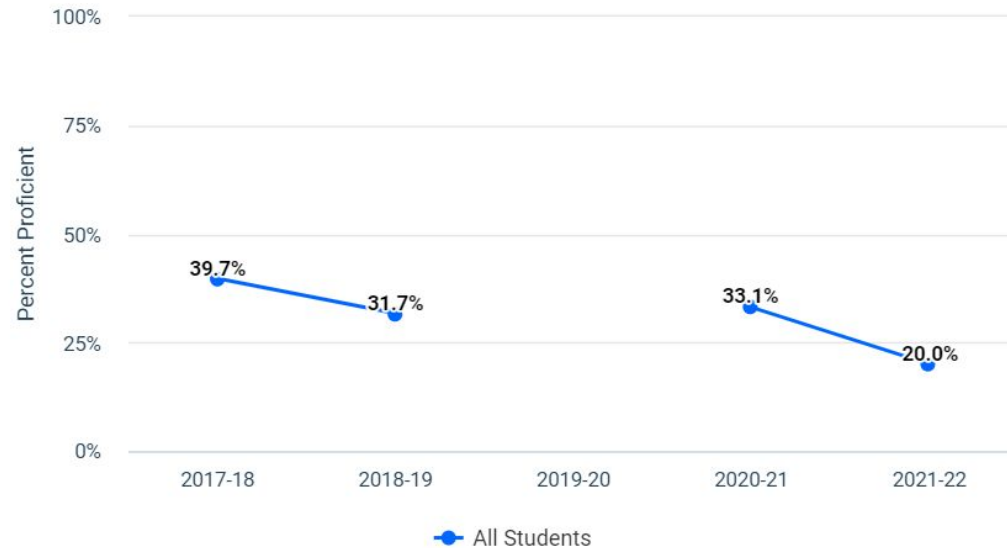
Attendance



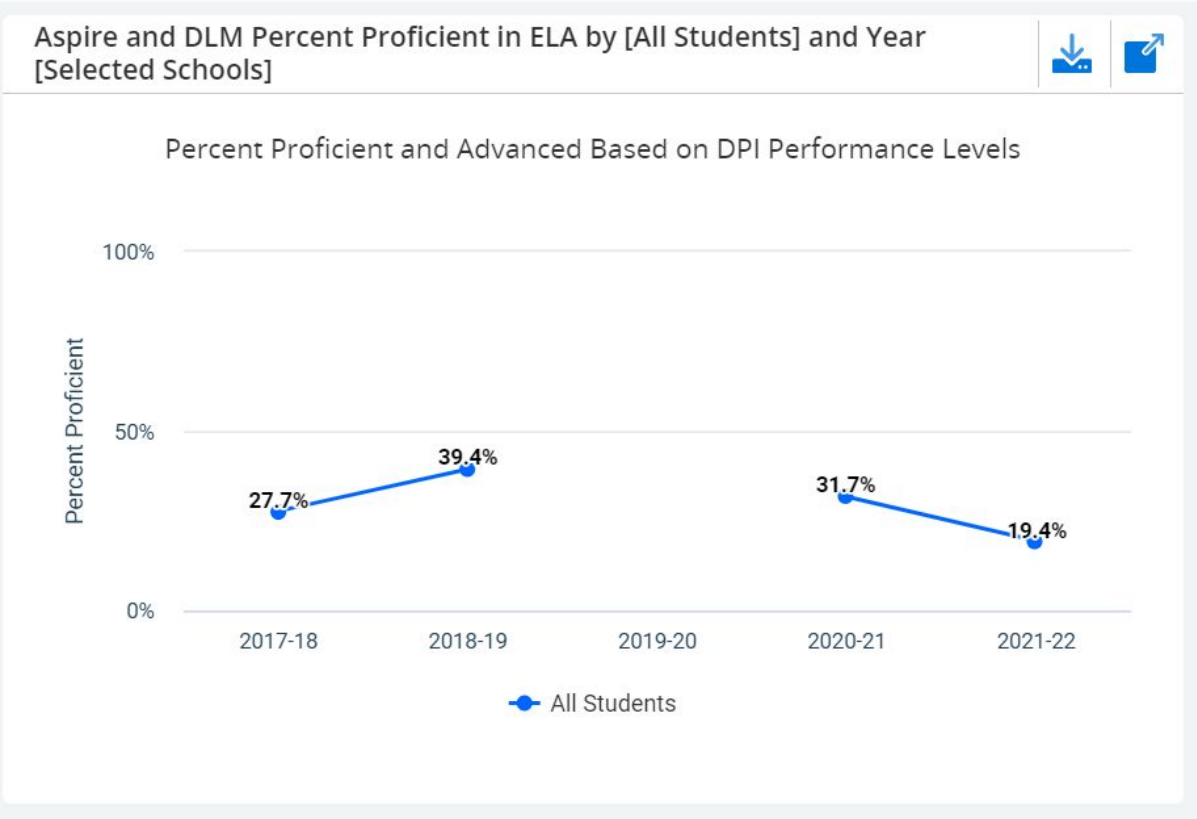
Note: In WISEdash, 2019-20 is listed as 100% - this is not accurate. 96.3% is more accurate.

Forward Exam Trends - ELA grades 3-8

Forward and DLM Percent Proficient in ELA by [All Students] and Year [Selected Schools]



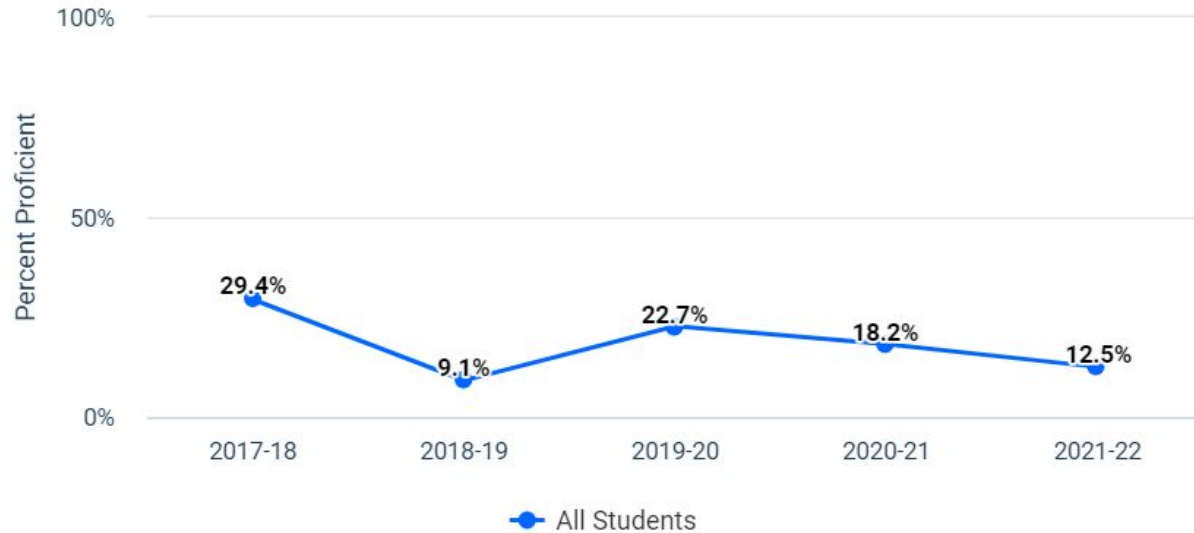
ACT Aspire (9th & 10th) ELA



ACT and DLM Percent Proficient in ELA by [All Students] and Year [Selected Schools]



Percent Proficient and Advanced Based on DPI Performance Levels



Forward Exam Trends Math Grades 3-8

Forward and DLM Percent Proficient in Mathematics by [All Students] and Year [Selected Schools]

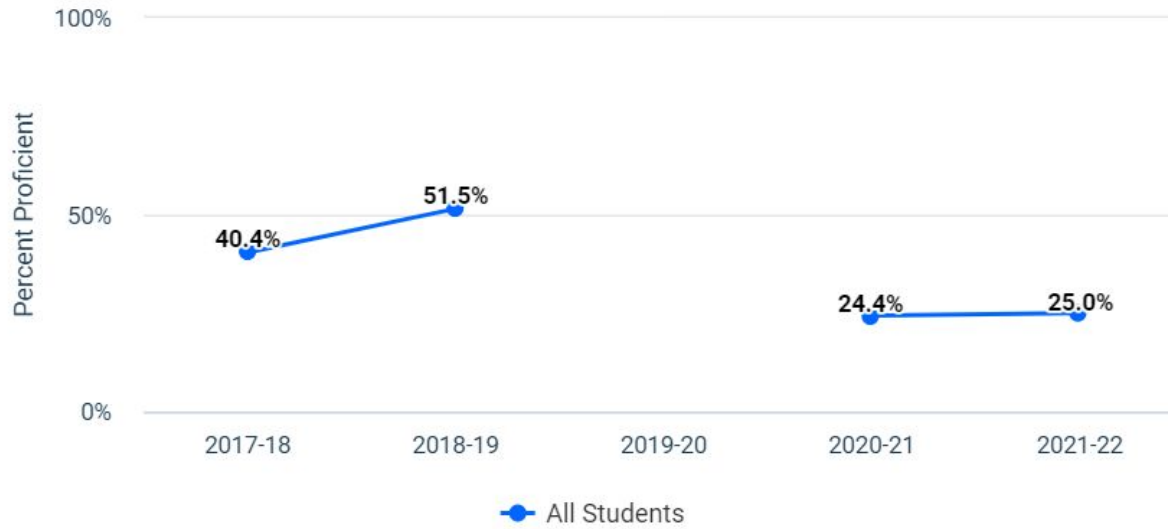


ACT Aspire (9th & 10th) Math

Aspire and DLM Percent Proficient in Mathematics by [All Students] and Year [Selected Schools]



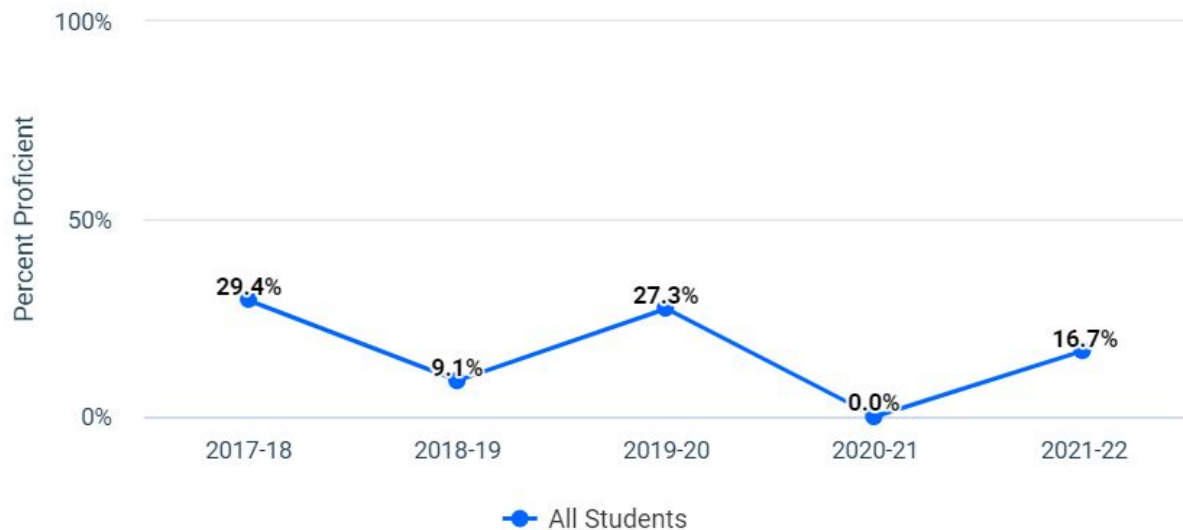
Percent Proficient and Advanced Based on DPI Performance Levels



ACT and DLM Percent Proficient in Mathematics by [All Students] and Year [Selected Schools]



Percent Proficient and Advanced Based on DPI Performance Levels



ACT Average Composite Scores Trend

ACT Composite Score Average

| 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 18.6 | 17.8 | 19 | 18.2 | 16.9 | 18.7 | 17.5 | 17.1 |

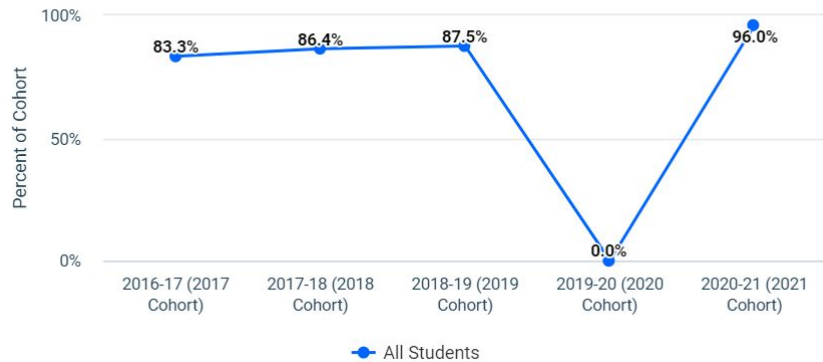
NOTE: The national average ACT Composite score for the high school class of 2022 was 19.8, the lowest average score in more than three decades, according to data released today by ACT, the nonprofit organization that administers the college readiness exam. It is the first time since 1991 that the average ACT Composite score was below 20.0.

Source: <https://leadershipblog.act.org/2022/10/GradClassRelease2022.html>

Mellen Graduation Rate

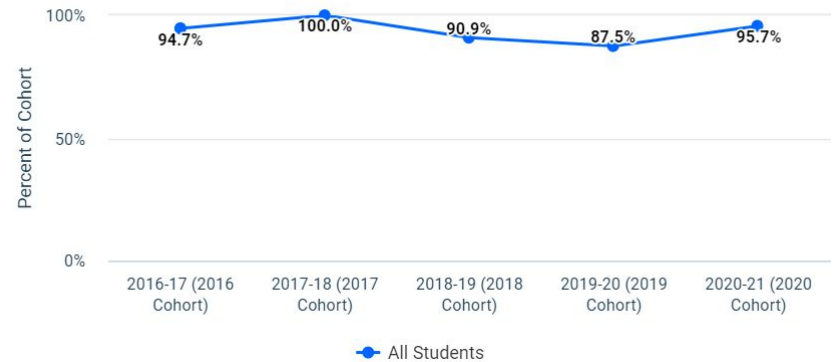
Completion Credential: Regular

This graph shows the change in the 4-year high school completion rate (students completing in four years or less) over several years for the selected group.



Completion Credential: Regular

This graph shows the change in the 5-year high school completion rate (students completing in five years or less) over several years for the selected group. The school year below the graph indicates the data year (ex. 2018-19) along with the cohort those students were originally grouped with (2018 Cohort). The cohort year indicates the year that the students



*2019-2020 is a data error.

"Excellence in education is
when we do everything that
we can to make sure they
become everything that
they can."

-Carol Ann
Tomlinson

