

BEMIDJI AREA SCHOOLS
2013-2014 Building School Improvement Plans
Due to Kathy Palm: October 21, 2013

This Building School Improvement Plan format combines school improvement and staff development goals into one cohesive plan. For each school improvement goal there must be a staff development goal(s). The building principal is responsible for forwarding this information to the site team and staff development chairs. By June 2014, each building team will be asked to report their success in meeting their school improvement and staff development goals. The final building reports will appear in the 2013-2014 Annual Report on Curriculum, Instruction, and Student Achievement. Schools must align their goals with the Bemidji Area Schools Aims & Goals. Buildings may articulate both academic and culture goals, but this process will be more manageable if site teams limit themselves to two or three SMART (Specific, Measureable, Attainable, Results based & Time bound) goals. Your school improvement plan does not need to be long.

DRAFT--Bemidji Area Schools 2013-2014 District Aims & Goals—DRAFT

AIM 1 Highest Levels of Student Success

Goal A Reading:

In Bemidji Area Schools district-wide the “All Students” group will increase their proficiency of 55.9% in the Spring of 2013 to 61% in the Spring of 2014 and to 66% in the Spring of 2015 as measured by the MCA in Reading.

Goal A1 Bemidji Area Schools district-wide will close achievement gaps for the following subgroups as measured by the MCA in Reading:
Special Education gap will decrease by 4.2% from 36.9% in the Spring of 2013 to 32.7% in the Spring of 2014.
American Indian gap will decrease by 4.2% from 28.2% in the Spring of 2013 to 24% in the Spring of 2014.
Free and Reduced Lunch gap will decrease by 0.2% from 10.6% in the Spring of 2013 to 10.4% in the Spring of 2014.

Goal B Mathematics:

In Bemidji Area Schools district-wide, the “All Students” group will increase their proficiency of 58.9% in the Spring of 2013 to 64.9% in the Spring of 2014 and to 70.9% in the Spring of 2015 as measured by the MCA in Mathematics.

Goal B1 Bemidji Area Schools district-wide will close achievement gaps for the following subgroups as measured by the MCA in Mathematics:
Special Education gap will decrease by 6.4% from 40.9% in the Spring of 2013 to 34.5% in the Spring of 2014.
American Indian gap will decrease by 5.2% from 33.7% in the Spring of 2013 to 28.5% in the Spring of 2014.
Free and Reduced Lunch gap will decrease by 0.8% from 13.5% in the Spring of 2013 to 12.7% in the Spring of 2014.

Goal C Science:

In Bemidji Area Schools district-wide “All Students” group will increase their proficiency on the MCA Science Test given in grades 5, 8, and 10 from 46.2% to equal or exceed Minnesota State average scores (52.1% in 2013).

Goal D Graduation Rate:
The Bemidji High School student graduation rate as measured by MDE’s Four-Year Graduation Rate calculations will increase to 90% for all students in 2013-2014. (Baseline Data: Bemidji High School Four-Year Graduation Rate: 2009 = 84.6%, 2010 = 82.5%, 2011 = 83.2%, and 2012 = 86.6%).

Bemidji High School will participate in the Ramp Up to Readiness program through the University of Minnesota. We will document program effectiveness with a participant survey.

AIM 2 Safe and Welcoming Environment

Goal A Demonstrate Respect:
Bemidji Area Schools’ students will reduce the incidences of assaults and fights by 5% as reported by school principals on the Skyward Student Management Data System for 2013-2014. (Baseline Data: 2012-2013 Grades K-5 – 152, Grade 6-8 - 47; grades 9-12 – 40).

Goal B Anti- Bullying
School administrators will report on anti-bullying activities during the 2013-2014 school year in their end of year report.

Bemidji elementary schools will implement the Safe Schools Ambassador Program and PBIS at their level in an effort to reduce bullying behaviors and evaluate program effectiveness by a survey of elementary principals in May 2014.

Transportation Department employees will learn the definition of bullying and support anti-bullying efforts by properly reporting incidents of bullying on district-approved reporting forms.

AIM 3 Effective and Efficient Operations

Goal A During 2013-2014, Bemidji Area Schools will participate in a pilot study of teacher evaluation policies and practices, which reflect current best practices and research. A district teacher evaluation committee will make recommendations for policy changes to the Bemidji School Board by June 2014.

Goal B During the 2013-2014 school year, Bemidji Areas Schools will complete the development of a Master Facilities Plan with the participation of community youth sports associations and recognized experts in recreational facility planning, and funded by the Neilson Foundation.

Directions for Completing the School Improvement Form:

The following form is a Microsoft Word table, which will grow with the length of your narrative. Click on the shaded areas and begin to type. As you type, your words will replace the shaded box. The shading will not appear when you print.

BEMIDJI AREA SCHOOLS
Building School Improvement Plan
Academic Year 2013-2014
Due to Kathy Palm: October 21, 2012

Building BYLaW

Building Principal Tami Wesely

School Improvement Site Team Chair Shannon Heifort

Building School Improvement Site Team Members:

<u>Tami Wesely</u>	<u>Eric Niskanen</u>
<u>Shannon Heifort</u>	<u>Fred Reinke</u>

2013-2014 School Improvement SMART Goals:

- 1** In the BYLaW Program the “ALL Students” group will increase their proficiency of 12.5% in the Spring of 2013 to 20% in the Spring of 2014 as measured by the MCA in Reading.

- 2** In the BYLaW Program the “ALL Students” group will increase their proficiency of 0% in the Spring of 2013 to 10% in the Spring of 2014 as measured by the MCA in Math.

- 3** In the BYLaW Program “All Students” will improve their attendance rate from 65% in the Spring of 2013 to 75% in the Spring of 2014 as measured by Skyward attendance records.

2013-2014 School Improvement Goals

School Improvement Goal #1:
In the BYLaW Program the “ALL Students” group will increase their proficiency of 12.5% in the Spring of 2013 to 20% in the Spring of 2014 as measured by the MCA in Reading. “All Students” in the BYLaW Program will demonstrate academic growth of 1.1 grade levels or better as measured by pre and post assessment in the STAR Reading tests
Baseline Data used To Select Goal:
Baseline data included in the reports are 2013 MCA results and STAR assessment. Pre and Post test scores from the STAR assessments in reading are also used to determine student growth. Students are given the STAR Reading tests within the first week of school or their enrollment in the BYLaW Program.
Desired Result:
At least 20% of students will meet or exceed proficiency on the MCA test. All students will demonstrate academic growth for an average growth of 1.1 grade levels in reading. By increasing academic growth, there will be a decrease in the achievement gap in student subgroups.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
All BYLaW teachers will receive training on the administration and interpretation of MCA and STAR assessments/data. Teachers will receive training on Renaissance Enterprise. Teachers will receive training on research-based reading interventions.
Staff Development Activities:
Teachers will participate in Professional Learning Communities to develop skills to promote student achievement in reading. Teachers will meet quarterly throughout the school year to review school goals, data, and student progress.
Evidence of Teacher Learning and Improved Student Performance:
Teachers will practice research-based reading interventions based on student data. Teachers will develop lessons incorporating reading across the curriculum.

2013-2014 School Improvement Goals

School Improvement Goal #2:
In the BYLaW Program the “ALL Students” group will increase their proficiency of 0% in the Spring of 2013 to 10% in the Spring of 2014 as measured by the MCA in Math.
Baseline Data used To Select Goal:
Baseline data included in the reports are 2013 MCA results and STAR assessment. Pre and Post test scores from the STAR assessments in math are also used to determine student growth. Students are administered the STAR math tests within the first week of school or their enrollment in the BYLaW Program. They take a post-test at the end of the school year.
Desired Result:
At least 10% of students will meet or exceed proficiency on the MCA Math test. All students will demonstrate academic growth for an average growth of 1.1 grade levels in math. By increasing academic growth, there will be a decrease in the achievement gap in student subgroups.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
All BYLaW teachers will receive training on the administration and interpretation of MCA and STAR assessments/data. Teachers will receive training on Renaissance Enterprise. Teachers will receive training on research-based math interventions.
Staff Development Activities:
Teachers will participate in Professional Learning Communities to develop skills to promote student achievement in reading. Teachers will meet quarterly throughout the year to review school goals, data, and student progress. Teachers will meet monthly to review student progress.
Evidence of Teacher Learning and Improved Student Performance:
Teacher will incorporate math interventions into the daily student schedule. Teachers will be able to demonstrate student growth using data from assessment results and progress monitoring.

2013-2014 School Improvement Goals

School Improvement Goal #3:
In the BYLaW Program “All Students” will improve their attendance rate from 65% in the Spring of 2013 to 75% in the Spring of 2014 as measured by Skyward attendance records.
Baseline Data used To Select Goal:
Student attendance is recorded in the district Skyward system.
Desired Result:
With improved attendance, student achievement will increase and the achievement gap will decrease.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Staff will receive training on PBIS (Positive Behavior Interventions and Supports).
Staff Development Activities:
Staff will develop an incentive plan based on attendance and work completion. Staff will make weekly contact with parents/guardians to discuss attendance and student progress. Staff will meet monthly to discuss student progress.
Evidence of Teacher Learning and Improved Student Performance:
Student attendance will improve as well as academic achievement. Students will increase the level of classroom work completion.

