

Bemidji Area Schools

2015 – 2016

World's Best Workforce Report

October 1, 2016



BEMIDJI AREA SCHOOLS MISSION STATEMENT

Our Mission is to empower each learner to succeed in our diverse and changing world.

We are committed to creating an environment where...

1. each learner will be challenged to develop to his/her full potential.
2. basic knowledge, skills and attitudes are necessary for success.
3. learning is a life-long process that enriches our lives.
4. education is a partnership with family and community.
5. each person will show sensitivity and respect for self and others.
6. there are expectations of quality for ourselves and for others.

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This report is available on the Bemidji Area Schools web site under District and Curriculum:

<http://www.bemidji.k12.mn.us>

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LETTER FROM THE SUPERINTENDENT

Dear Patrons of Bemidji Area Schools:

The 2015-2016 World's Best Workforce Report reflects school district progress and provides an opportunity for you to review the performance of Bemidji Area Schools. I'm confident you will conclude Bemidji students are receiving an excellent education and are provided countless opportunities for success.



District demographics reveal Bemidji students face real challenges in their pursuit of knowledge. In the latest state report 48.9% of Bemidji Area Schools' students qualify for free or reduced price lunches, while 15.8% are participating in some form of special education, compared to 13.4% Statewide in Minnesota. Bemidji students significantly exceed the mobility rates for the state as well with 20.7% (nearly one child in every five) changing residence during the school year, thus creating many challenges for classroom teachers.

Some notable accomplishments for the Bemidji Area Schools in the 2015-2016 school year were:

Bemidji High School was again named by *U.S. News & World Report* as one of the best high schools in the State of Minnesota and in the nation.

The following Bemidji High School teams were honored by receiving All State Academic Awards by the Minnesota State High School League: Girls' Cross Country, Boys' Cross Country, Volleyball, Football, Girls' Soccer, Girls' Tennis, Boys' Nordic Ski, Gymnastics, Girls' Nordic Ski, Wrestling, Baseball, Boys' Tennis, Softball, Boys' Track and Girls' Track.

The following teams were sectional or conference champions and competed at the state level: Boys' Cross Country - 4th place at state competition, Girls' Soccer - Lakes to Prairie Conference champions, Girls' Swimming - section champions, Boys' Hockey - state consolation champions, and Boys' Track - section champions.

Bemidji High School students were up to the task academically as 189 students completed 290 Advanced Placement (AP) tests. Bemidji High School students earned college credit through AP exams with scores of 3, 4, or 5 at a rate of 71.7% compared to a national average rate of 57.5%. Bemidji High School students also earned college credit through PSEO coursework; college in the schools collaboration with Bemidji State University and the University of Minnesota, Crookston; and concurrent enrollment programs with several colleges and universities.

With continued community support, Bemidji Area Schools will offer an excellent comprehensive educational program with countless opportunities for students to thrive in academics and extracurricular activities.

Please examine the following pages of this report to learn more about the quality programs and terrific learning opportunities offered by Bemidji Area Schools.

Sincerely,

A handwritten signature in black ink that reads "James A. Hess". The signature is written in a cursive, flowing style.

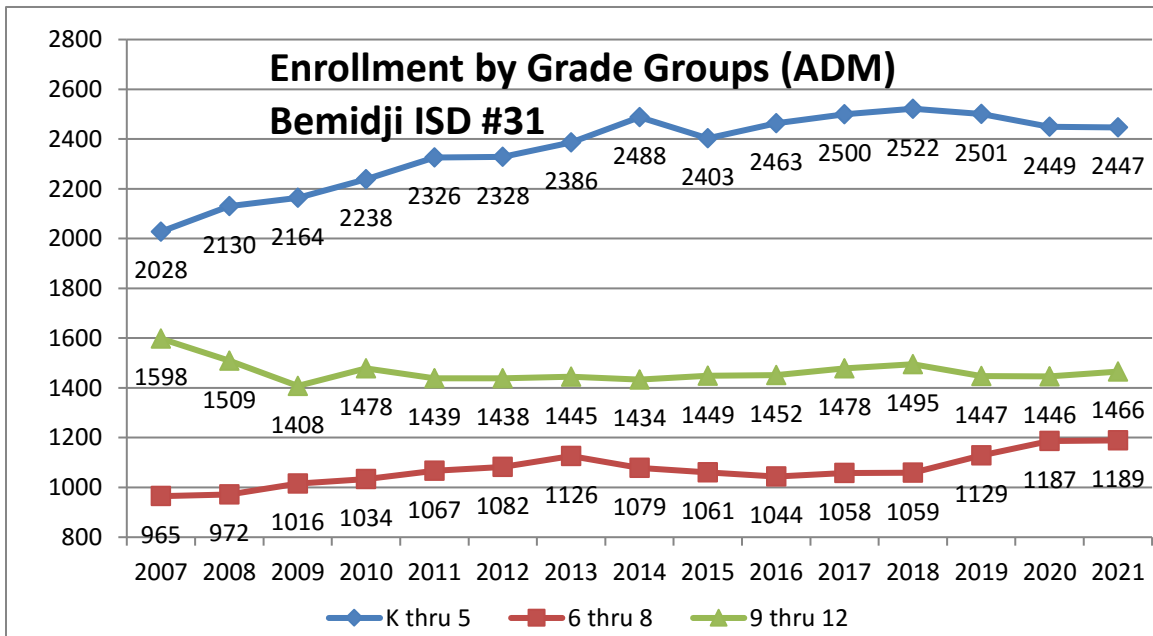
James A. Hess, Ed. D.
Superintendent of Schools

BEMIDJI AREA SCHOOLS ENROLLMENT

Fifteen Bemidji Area Schools serve 5,090 students in grades K-12. A brief summary of student demographics can be found in the table below. Beside each school name is the number of students enrolled on October 1, 2015, the official date for calculating enrollment. Also listed are poverty rates for each school, calculated by the number of students who qualify for free and reduced lunches; students receiving special education services; percent of minority students; and student mobility. The data reported is the official data as calculated by the Minnesota Department of Education.

School	# Enrolled	% Poverty	% Special Ed	% Minority	% Mobility
State of Minnesota	848,742	38.1%	13.6%	30.5%	12.7%
Total Bemidji District	5,090	48.9%	15.8%	25.5%	20.7%
Bemidji AEC	60	31.7%	10.0%	28.3%	181.1%
Bemidji BYLaW	10	100.0%	100.0%	40.0%	237.5%
Bemidji High School	1,405	37.2%	17.1%	17.9%	13.8%
Bemidji Lumberjack ALC	58	93.1%		75.9%	72.2%
Bemidji Middle School	1,050	46.8%	15.4%	25.9%	18.1%
Central Elementary	246	69.9%	17.9%	40.2%	47.7%
First City School (NMJC)	62	100.0%	45.2%	62.9%	5.6%
Horace May Elementary	409	37.9%	15.9%	14.7%	20.7%
J. W. Smith Elementary	364	78.6%	16.2%	51.6%	24.7%
Lincoln Elementary	567	55.2%	15.0%	29.6%	16.9%
Northern Elementary	507	45.0%	12.0%	20.3%	14.1%
Oshki Manidoo Center	3	100.0%	33.3%	100.0%	
Paul Bunyan Center	191	42.9%	13.1%	14.1%	16.8%
Solway Elementary	158	57.0%	11.4%	13.9%	9.3%

The chart below shows Bemidji Area Schools' Average Daily Membership (ADM) by level from 2007, projected to 2021.



DISTRICT SCHOOL IMPROVEMENT GOALS

School Improvement is a process for the district and schools to assess and monitor student achievement. We collect and analyze multiple forms of data and implement school improvement and staff development plans based on the data. The purpose of school improvement is to increase student academic achievement, improve behavioral and social student development, and improve school climate. The Bemidji School Board and Leadership Team set the following three aims and supporting goals and measures.

2015-2016 District School Improvement

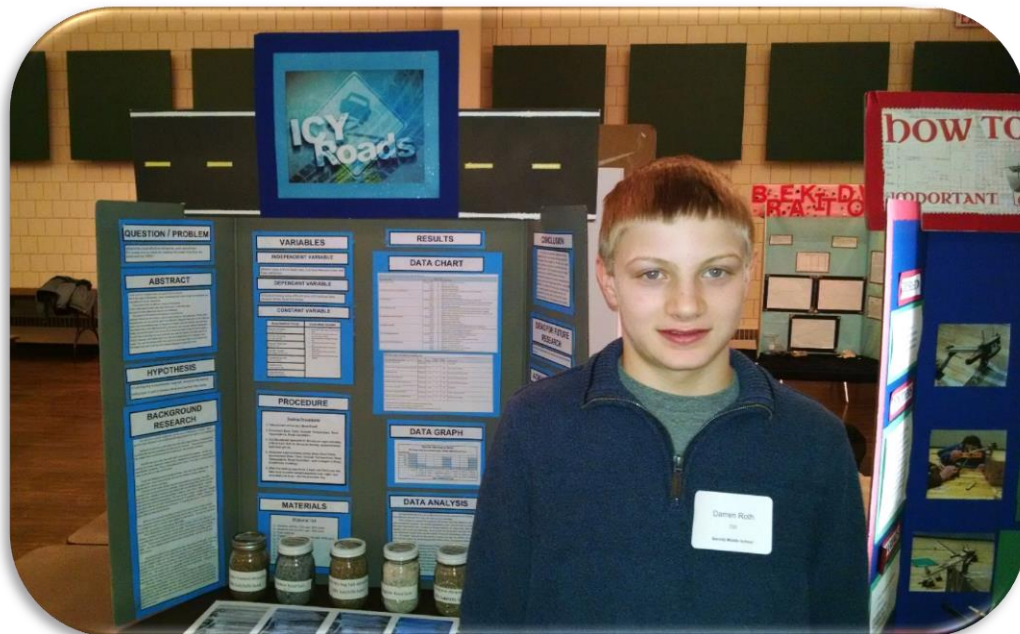
AIM 1: Highest Levels of Student Success

Goal 1 Reading: In Bemidji Area Schools district-wide the “All Students” group will increase their proficiency of 61.0% in Spring 2015 to 63.0% in Spring 2016 as measured by the MCA in Reading for students enrolled October 1.

Reading Results:

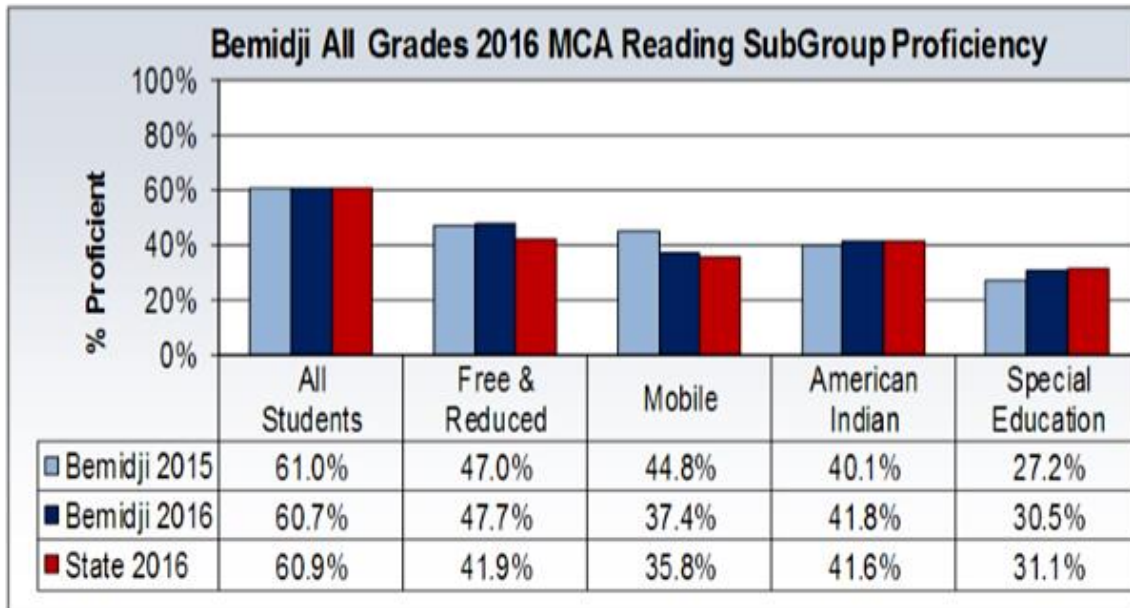
- Bemidji District 2016 MCA Reading proficiency decreased by 0.3% to 60.7%, partially meeting goal to increase by 2%.
- Bemidji grades 6, 7, 8, and 10 outperformed the State in 2016 MCA Reading.

- Goal 1A** Bemidji Area Schools district-wide will close achievement gaps for the following subgroups as measured by the MCA in Reading:
- Special Education students’ proficiency to improve from 27.2% to the State Special Education proficiency level of 30.7% in Spring 2016 as measured by the MCA in Reading.
 - American Indian students’ Reading proficiency will improve from 40.6% to 42.6% in Spring 2016 as measured by the MCA in Reading.
 - Bemidji Area Schools students receiving Free & Reduced Lunch will improve proficiency from 47.1% to 49.1% in Spring 2016 as measured by the MCA in Reading.



Reading Achievement Gap Results:

- Bemidji Special Education 2016 MCA Reading proficiency increased by 3.3% to 30.5%.
- Bemidji American Indian 2016 MCA Reading proficiency increased by 1.7% to 41.8%.
- Bemidji Free & Reduced Lunch 2016 MCA Reading proficiency increased by 0.7% to 47.7%.
- Bemidji students receiving Free and Reduced Lunch, Mobile, and American Indian students outperformed the State. Bemidji Special Education students did not outperform the State, but they closed the gap to 0.6%.



- Goal 1B** To support all students Reading Well by Third Grade, Bemidji Area Schools kindergarten and grades 1 and 2 will improve their reading in the following:
- Kindergarten students will improve Phoneme Segmentation percentage meeting Tier I from 56.3% to 61.3% in Spring 2016 as measured by AIMSweb.
 - Grade 1 students will improve Curriculum Based Measurement percentage meeting Tier I from 65.6% to 70.6% in Spring 2016 as measured by AIMSweb.
 - Grade 2 students will improve their overall Mean RIT score from 186.9 to 188.7 in Spring 2016 as measured by NWEA MAP.

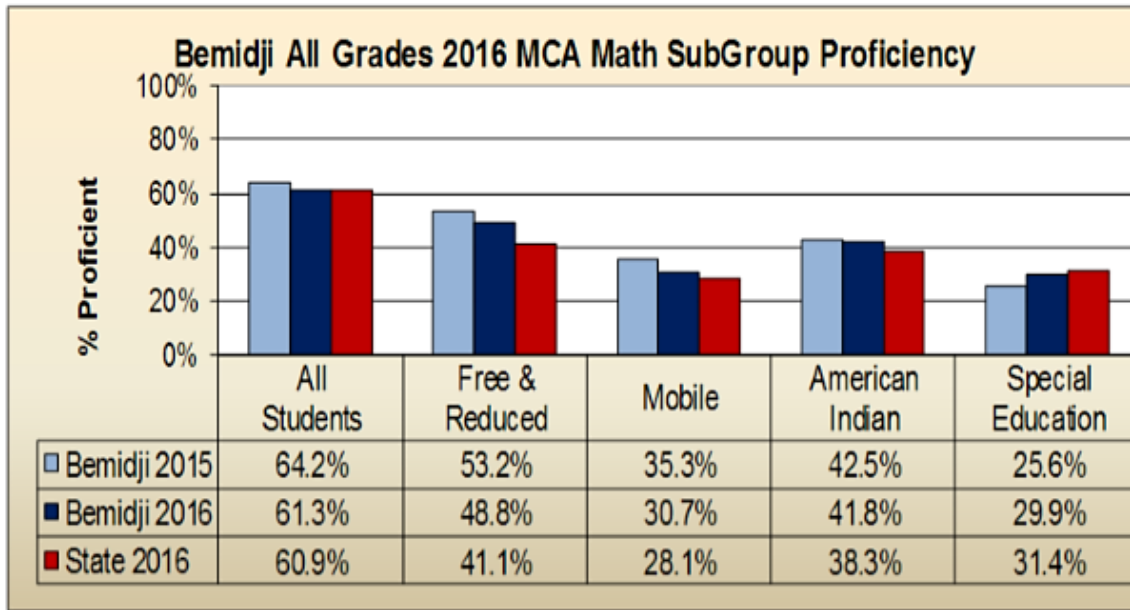
Reading Well By Third Grade Results:

- Kindergarten AIMSweb Phoneme Segmentation decreased from 56.3% in Spring 2015 to 55% in Spring 2016.
- Grade 1 AIMSweb Reading Curriculum-Based Measurement increased from 65.6% in Spring 2015 to 66% in Spring 2016.
- Grade 2 NWEA MAP overall Mean RIT score increased from 186.9 in Spring 2015 to 188.6 in Spring 2016.
- Title II and District Staff Development Grants provided teachers with training in Jan Richardson’s Guided Reading, district reading interventions, and Daily 5 Cafe.
- Minnesota Reading Corps provided tutors to work with K-3 students who were just below proficiency.

- Goal 2 Mathematics:** In Bemidji Area Schools district-wide, the “All Students” group will increase their proficiency of 64.2% in Spring 2015 to 66.2% in Spring 2016 as measured by the MCA in Mathematics.

Math Results:

- Bemidji District 2016 MCA Math proficiency decreased 2.9% to 61.3%, short of our goal to increase by 2%.
- Bemidji District and grades 5, 6, 7, 8, and 11 outperformed the State in 2016 MCA Math.



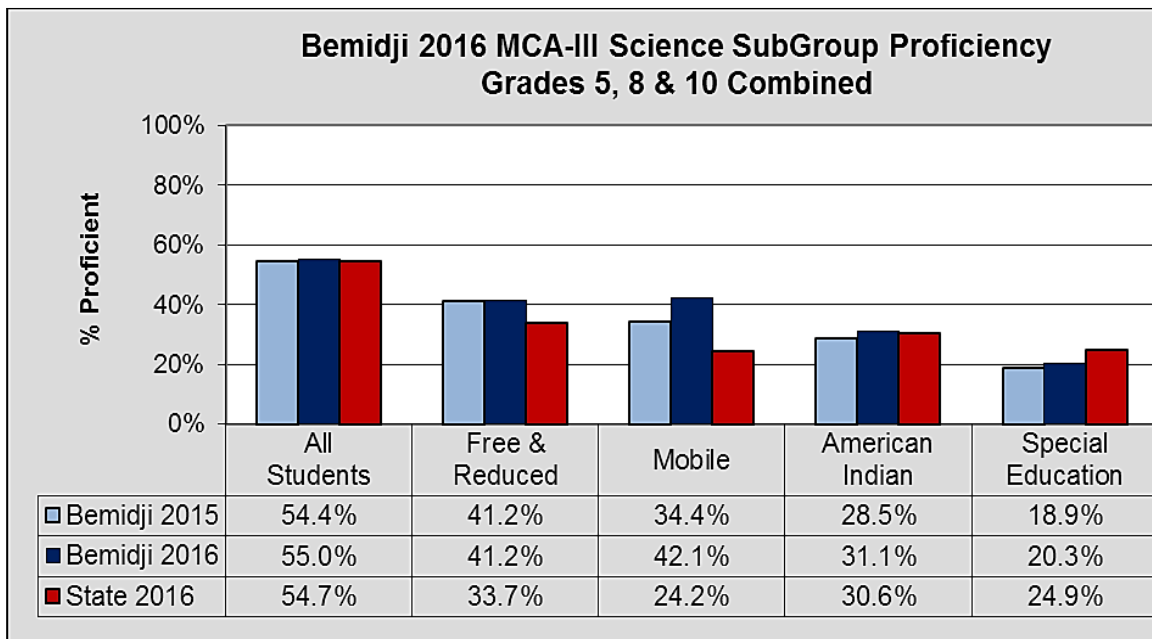
- Goal 2A** Bemidji Area Schools district-wide will close achievement gaps for the following subgroups as measured by the MCA in Mathematics:
- Special Education students’ proficiency to improve from 25.6% to the State Special Education proficiency level of 31.9% in Spring 2016 as measured by the MCA in Mathematics.
 - American Indian students’ proficiency will improve from 43.3% to 45.3% in Spring 2016 as measured by the MCA in Mathematics.
 - Bemidji Area Schools Free & Reduced Lunch students’ proficiency will improve from 53.4% to 55.4% in Spring 2016 as measured by the MCA in Mathematics.

Math Achievement Gap Results:

- Bemidji’s Special Education 2016 MCA Math proficiency increased by 4.3% to 29.9%.
- Bemidji’s American Indian 2016 MCA Math proficiency decreased by 0.7% to 41.8%.
- Bemidji Free & Reduced Lunch 2016 MCA Math proficiency decreased by 4.4% to 48.8%.
- Bemidji students receiving Free and Reduced Lunch, Mobile, and American Indian students outperformed the State in math.
- Bemidji Special Education students did not outperform the State, but they closed the gap to 1.5%.

MCA Science Results:

- Bemidji District’s overall All Student 2016 MCA Science proficiency increased by 0.6% to 55% compared to the State’s 54.7% from 2015 to 2016.
- Bemidji Grades 8 and high school increased their 2016 MCA Science proficiency, outperforming the State.
- Bemidji students receiving Free and Reduced Lunch, Mobile, and American Indian students outperformed the State in science.
- Bemidji Special Education students did not outperform the State, but they closed the gap to 4.6%.



Goal 3 All Students Ready for Kindergarten: In Bemidji Area Schools the number of students participating in district preschool programs will increase from 527 students to 579 students in Spring 2016.

All Students Ready for Kindergarten Results:

- The above numbers include all children attending preschools in Bemidji.
- The district K-1 program served 40 age five students not yet ready for kindergarten in 2015-2016.
- The district Early Childhood Intervention program served over 200 birth to age 5 children in 2015-2016.
- Our school readiness enrollment increased from 190 students in Fall 2015 to 193 students in Spring 2016. That’s an increase of almost 1%.
- Bemidji School Readiness students participate in 45 minutes of direct reading instruction per day using PreK-3 aligned curriculum and will enter kindergarten ready to learn.
- School Readiness staff work with parents to encourage them to continue education in the home. Parents are given take-home activities and suggestions to promote literacy with their preschooler.
- Each elementary school provides a kindergarten registration at their school in the spring. In the fall schools provide a kindergarten orientation to inform students and parents of what to expect in kindergarten.
- At the Fall 2016 orientation, every kindergartener will receive a Kindergarten Packet from District Title I. This packet includes math numbers and number line, reading letters and sight words, a reading book, a math literacy book, pencil, colors, glue stick, and bookmark to assist parents in working with their children at home.

Goal 4 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 2015-2016. (Baseline Data: Bemidji High School Four-year Graduation Rate: 2010 = 82.5%, 2011 = 83.2%, 2012 = 86.6%, 2013 = 85.8%, 2014 = 83.2 %.)

BHS Graduation Result:

- According to the MDE web site, Bemidji High School’s 2015 four-year graduation rate increased to 86.2%, short of our 90% goal. The 2016 graduation information is not yet available.

Goal 4A During the 2015-2016 school year Bemidji Area Schools will increase by 5% the Four-Year on Time Graduation Rate for “All Students” as measured by the Minnesota Department of Education. (Baseline Data: 2010 = 69.3%, 2011 = 68.9%, 2012 = 75.3%, 2013 = 76.6%, 2014 = 72.3 %.)

District Graduation Result:

- According to the MDE web site, Bemidji District’s 2015 four-year graduation rate increased to 73.8%, short of our goal. The 2016 graduation information is not yet available.

Goal 5 All Students Ready for College & Careers: Bemidji Area Schools will increase by 10% the number of students participating in college and career opportunities such as: Lumberjack Academies, Ramp Up to Readiness, and college and career courses as documented with a participant survey and the actual number of students participating. (Baseline Data of number of students participating in college and career courses: 2013-2014 = 262, 2014-2015 = 307.) Goal of 331 for 2015-2016.

College & Career Ready Results:

- During the 2015-2016 school year, 352 Bemidji High School students completed:
 - 501 College in the High School Courses
 - 1,818 credits through Bemidji State University
 - 189 credits in Project Lead the Way through University of Minnesota
 - 51 credits in Project Lead the Way through St. Cloud State University
- The data tables below shows the increase in the number of students taking college courses in high school and earning college credits:

BHS Students Completing College Courses	2015-2016	2014-2015	2013-2014
Number juniors completing College in HS courses	118	118	90
Number of seniors completing College in HS courses	154	133	135
Number PLTW students completing UMN Credits	63	56	37
Number PLTW students completing St. Cloud Credits	17	NA	NA
Total BHS students completing College Credit	352	307	262

BHS College Credits Completed	2015-2016	2014-2015	2013-2014
Number College in HS Credits Completed	501	332	351
Number BSU Credits Completed	1,818	1,422	1,217
Number PLTW University MN Credits Completed	189	168	111
Number PLTW St. Cloud State Credits Completed	51	NA	NA
Total College Credits Completed	2,058	1,590	1,328

- Elementary and Middle schools participated in MN Higher Education’s Get Ready program, which provided curriculum to address college and career preparation.
- Grade 5 students toured Bemidji State University, ate lunch on campus, and received a BSU T-shirt.
- Grade 7 students toured Bemidji Northwest Technical College and ate lunch on campus. Many Bemidji students and their parents have no knowledge of how to prepare for college, and these tours give them the vision of the possibilities for their future.
- The Bemidji Career Academy Advisory Committee, which includes district educators, area businesses, the Chamber of Commerce, BSU, and NTC continues to provide input for the creation of Career Academies for high school students.
- The Bemidji Career Academies provide students with coursework, college credit, and hands-on information for careers of interest to them. The Academies ready to be implemented in 2016-2017 include: Manufacturing/Mechatronics, Health Care/Careers, Construction Trades/Management, Accounting and Business, Project Lead the Way, and Light and Sound Technician.

- Other Career Academies that will soon be implemented are: Skilled Trades: Welding, Marine Mechanics, Small Engine Repair; Computer/Digital Technology/Graphic Design; Information Technology; Automotive Technologies; Environmental Conservation/Forestry/Natural Resources; Engineering; and Emergency Medical Technician.
- Through the Rural and Low Income Grant, the district hired a half time College and Career Interventionist to work with the alternative programs and Bemidji High School to catch students from falling between the cracks, graduate, and make college and career plans.
- Bemidji High School provides student advisory sessions every week.
- Ramp Up to Readiness provides high school students with career inventories and information about careers and college.
- The Career Center at Bemidji High School provides college and career information and arranges for student scholarships.
- District Special Education provides a Transition Expo where students on IEPs can visit with different businesses, organizations, and colleges to help them transition after high school.
- Bemidji High School provides over 250 course options including: pre-AP, eleven Advanced Placement, eleven College on Campus, Post-Secondary Enrollment Options, Project Lead the Way, and Work Experience courses that prepare students for future college and career success.
- Orientations were provided for students and parents for 5th grade to BMS and 8th grade to BHS.
- Link Crew at BHS and homeroom activities improve the transition for students entering 9th grade.



AIM 2 Safe and Welcoming Environment

- Goal 1 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 2015-2016. (Baseline Data: 2013-2014 Grades K-5 = 126, Grades 6-8 = 28, Grades 9-12 = 47; 2014-2015 Grades K-5 = 149, Grades 6-8 = 35, Grades 9-12 = 27)

Result:

- According to the Skyward Student Management Data System, the incidences of assaults and fights reported increased for all levels from 2014-2015 to 2015-2016: 174 for Grades K-5, 63 for Grades 6-8, and 92 for Grades 9-12.

AIM 3: Effective and Efficient Operations

- Goal 1** During the 2015-2016 school year, Bemidji Area Schools will select a site, approve architectural plans, and start construction of the new Gene Dillon Elementary School. By June 30, 2016, footings and foundations will be poured; first, second, and third bid packages will be awarded; and Bemidji Area Schools will select the principal for the school and develop initial strategies to staff the facility.

New School Result:

- The site was selected for the new school, and the district is working with Beltrami County to complete the required environmental studies. We plan to have the school ready for students by Fall 2018.

DISTRICT ASSESSMENTS FOR 2016-2017:

Test Name & Test Dates	Grades Tested	Objectives and Use
Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) Test Dates: Jan. 30–March 24, 2017	K-12 English Learners	ACCESS for ELLs is given annually to monitor students' progress in acquiring academic English.
AIMSweb Test Dates: Sept. 12-23, 2016 Jan. 6-20, 2017 May 8-31, 2016	K-1	This assessment is given three times a year to measure students' reading and math skills. Through Response to Intervention (RtI), teachers use AIMSweb to determine which students need additional interventions and how successful these interventions are.
Measures of Academic Progress (MAP) Northwest Evaluation Association Test Dates: Sept. 26-Oct. 19, 2016 Jan. 9-27, 2017 May 8-31, 2017	2-9	This computerized test is given in fall and spring to measure students' growth in meeting the state standards. Some schools test some students in the winter to measure progress.
Minnesota Comprehensive Assessments (MCAs) Reading: Grades 3-8, 10 Math: Grades 3-8, 11 Test Dates: March 6-May 5, 2017 Science: Grades 5, 8 & HS Test Dates: March 6-May 12, 2017	3-8, 10 & 11	These are assessments required by the state of MN to measure student growth, closing achievement gaps, and school and district progress at meeting state standards.
Minnesota Test of Academic Skills (MTAS) Reading: Grades 3-8, 10 Math: Grades 3-8, 11 Science: Grades 5, 8 & HS Test Dates: March 6-May 5, 2017	IEP Students 3-8, 10 & 11	These are alternative state assessments available for students with disabilities whose Individual Education Plan (IEP) states they need an alternative assessment.
Optional Local Purpose Assessment (OLPA) Reading: Grades 3-8, 10 Math: Grades 3-8, 11 Test Dates: Oct. 17-Feb. 10, 2016-2017	3-8, 10 & 11	These are state assessments that are not required. Schools may use them to help students prepare for the online MCAs. 2016-2017 is the last year we will provide OLPA.
College & Career Ready Assessments: ACT Plus Writing: Grade 11 & 12 Test Dates: April 19, 2017 May 3, 2017 (make-up)	11 & 12	Districts provide this free to students who have not had this opportunity to measure how well they are prepared for college and career opportunities after high school.

DISTRICT STAFF DEVELOPMENT GOALS: Approved by the District Staff Development Committee

Highest Levels of Student Success:

- A. Provide training for staff to increase reading proficiency for all students.
- B. Provide training for staff to increase mathematics proficiency for all students.
- C. Provide training for staff to increase the graduation rate for all students.

Safe and Welcoming Environment

- A. Provide training for staff to reduce the incidence of bullying, assaults, and fights.

Effective and Efficient Operations

- A. Provide training for staff to maintain the percentage of certified staff and paraprofessionals listed as highly qualified.

Results:

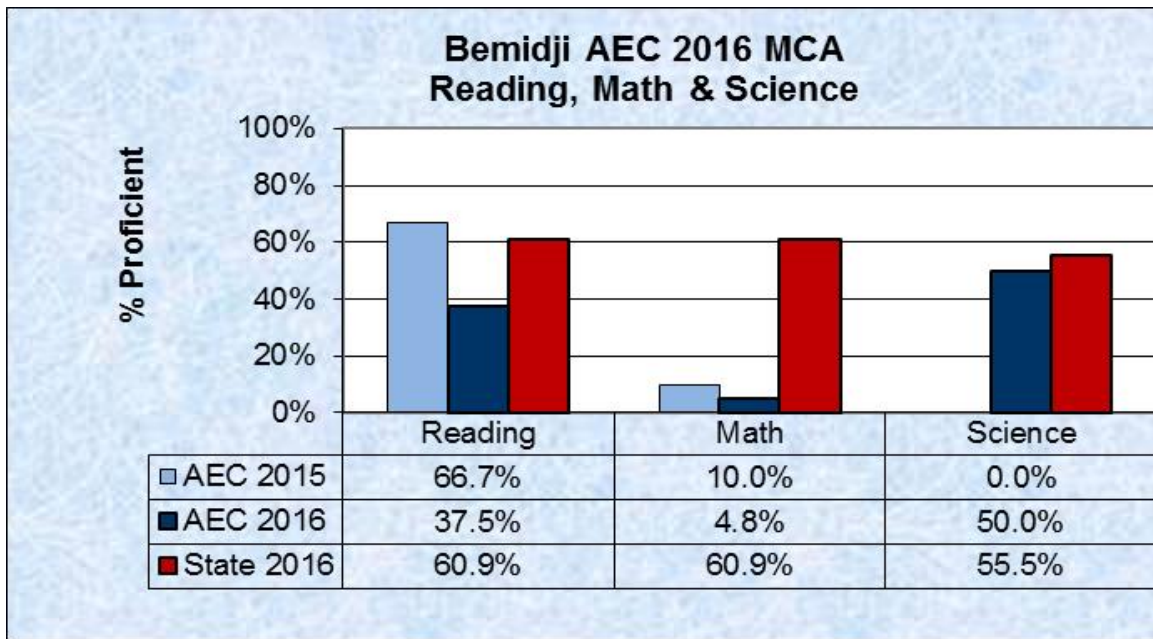
- All staff attended training on bullying prevention.
- The RtI Reading Specialist and District Staff Development grants provided teacher support throughout the school day and multiple training opportunities after school including: guided reading, Daily 5 Café, Six-Traits Writing, Literature Circles, Read Alouds, Balanced Literacy, Cooperative Learning and Reading Interventions.
- The RtI Math Specialist and District Staff Development grants provided teacher support throughout the school day and multiple training opportunities after school including: Math Expressions, Math Talk, Guided Math, Viewpoint Data Warehouse, SMART Board training, Creating Math SMART Board Lessons, and Math Interventions.
- School and District Staff Development provided resources for teachers to attend training in their subject area.
- The district provided training for teachers in the required CEU areas: Teaching Reading, Behavior Modification, Adapting Curriculum, Teaching English Language Learners, and Using Technology to Deliver Curriculum.

BEMIDJI ALTERNATIVE EDUCATION CENTER- TAMI WESELY, PRINCIPAL

The AEC is a program approved by the Minnesota Department of Education. It is designed to meet the individual needs of students wanting to earn a high school diploma. Alternative educational programs provide year-round education toward a high school diploma for students 16 years of age through adult on a full or part-time basis. Based upon initial assessment, students develop with an instructor a Continual Learning Plan, which best fits their course/academic needs and learning styles. Most students who attend the AEC have had personal circumstances that have led to difficulties completing graduation requirements in the traditional high school setting. The AEC provides an independent study program to help meet individual student needs. The AEC also provides the educational program for youth residing at the Evergreen Shelter. Youth range in various age, grade, and ability levels. Their educational program is designed to meet their individual needs.

2015-2016 School Improvement

Goal 1: In Bemidji Alternative Education Center (AEC), the “All Students” group will increase their proficiency of 66.7% in Spring 2015 to 68% in Spring 2016 as measured by the MCA in Reading for students enrolled October 1.



Reading Result:

- Results of the 2016 MCA Reading test indicate that 37.5% of “All Students” were proficient, which is a decrease and the goal was not met.

Goal 2: In the AEC, the “All Students” group will increase their proficiency of 10% in Spring 2015 to 12% in Spring 2016 as measured by the MCA in Mathematics.

Math Result:

- Results of the 2016 MCA Math tests indicate that 4.8% of “All Students” were proficient, which is a decrease and the goal was not met.

Goal 3: All AEC students will complete a College and Career Readiness Inventory and develop a career goal as part of their individual Continuous Learning Plan (CLP).

College and Career Readiness Result:

- 100% of students enrolled in the AEC completed a Continuous Learning Plan, which included developing career goals.

Goal 4: The AEC will work closely with Bemidji High School to create additional pathways to graduation for at-risk students to help the Bemidji Area Schools four year “on-time” graduation rate by 5%.

Graduation Result:

- The four year graduation rate for Bemidji district students increased from 72.25% in 2014 to 73.83 in 2015.
- AEC staff and Bemidji High School staff meet bi-weekly to coordinate an educational program for students attending the AEC and/or referred to the AEC.

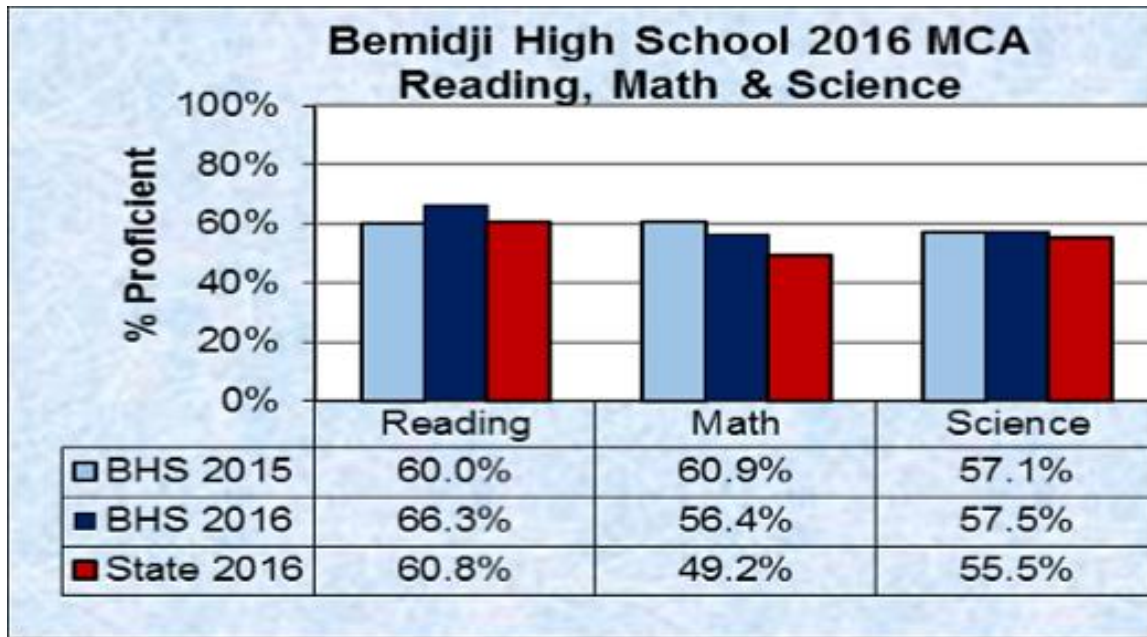


Bemidji High School is located on 200 acres of land with the Mississippi River forming its southwest property line. The school serves grades 9-12 with approximately 1,500 students. Bemidji High School was named in Newsweek Magazine as one of the best high schools in the state and nation with a rank of 36 out of 610 high schools in the state of Minnesota and number 412 in the nation! Bemidji High School was also named by the US News and World Report Magazine as one of the best high schools in Minnesota coming in at number 46 in the state this past spring. BHS is honored and fortunate to be among such a professional faculty and talented students.

With over 250 course offerings, the school features a full selection of academic opportunities for students. Bemidji High School’s curriculum features: eleven Advanced Placement (A. P.) courses, pre-A. P. classes for ninth grade students, Post-Secondary Education Options (PSEO), 14 College on Campus courses through partnerships with Bemidji State University and Northwest Technical College, Jr. ROTC, and Project Lead the Way pre-engineering program. BHS also offers a Credit Recovery program to keep students on track for graduation. Bemidji High School seeks to serve all students to provide the best possible education for students of all ability levels, economic status, ethnic backgrounds, or post-secondary plans.

2015-2016 School Improvement

Goal 1: Bemidji High School staff and students will improve the 10th grade All Student reading scores from 60.0% proficiency rate to 64.0% proficiency on the Spring 2016 MCA.



Reading Result:

- The all student reading MCA proficiency rate the 10th grade in Spring 2016 is 66.3%, exceeding our goal.

Goal 2: Bemidji High School staff and students will improve 11th grade Special Education math scores from 12.5% proficiency to 24.0% proficiency in Spring 2016 on the MCA.

Special Education Math Result:

- The 11th grade special education MCA math proficiency rate in Spring 2016 increased 4.2% to 16.7%, but the goal of 24% proficient was not met.

Goal 3: Bemidji High School staff and students will improve 10th grade Special Education reading scores from 25.6% proficiency to 30.0% proficiency in Spring 2016 on the MCA.

Special Education Reading Result:

- The 10th grade special education reading MCA proficiency rate in Spring 2016 increased 1.7% to 27.3%, but the goal of 30% proficient was not met.

Goal 4: Bemidji High School staff and students will improve our graduation rate as measured by MDE’s four year calculations and increase to 90% for all students in 2015-2016.

Graduation Result:

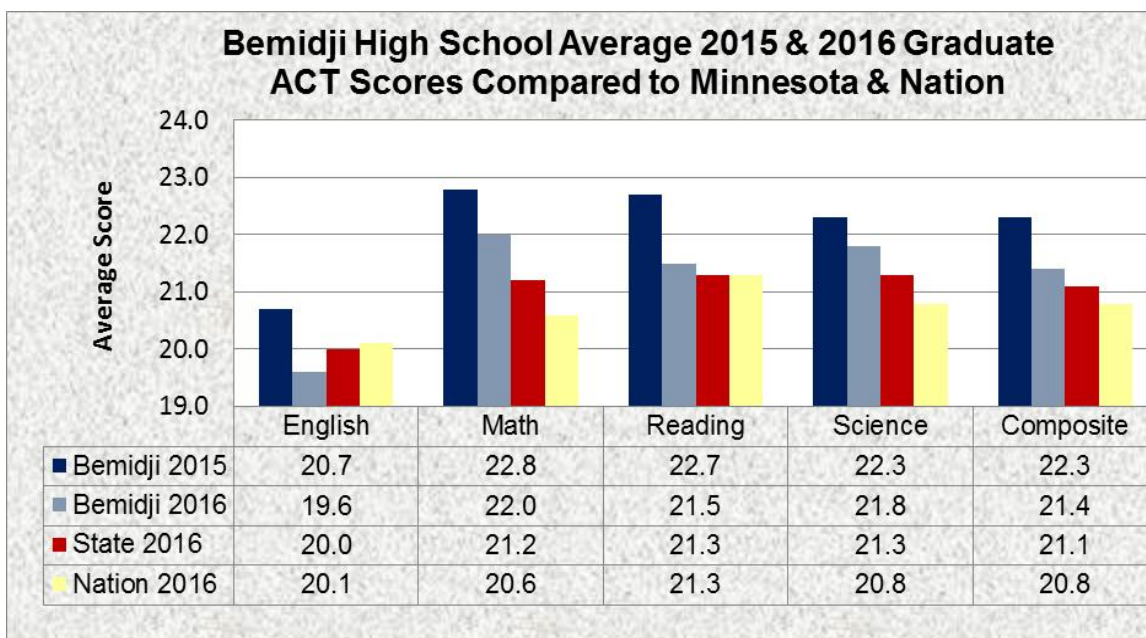
- Bemidji High School graduation rate increased from 83.22% to 86.21%, partially meeting the goal. BHS improved graduation rates for the Native American subgroup by 13%, the Free and Reduced lunch group by 16%, and the special education subgroup by 2%.

2016 ACT Results:

- Grade 11 students had the opportunity to take the ACT Plus Writing in 2015 and 2016 for free and during the school day. BHS students improved from 2015 to 2016 and outperformed the State in all subjects:

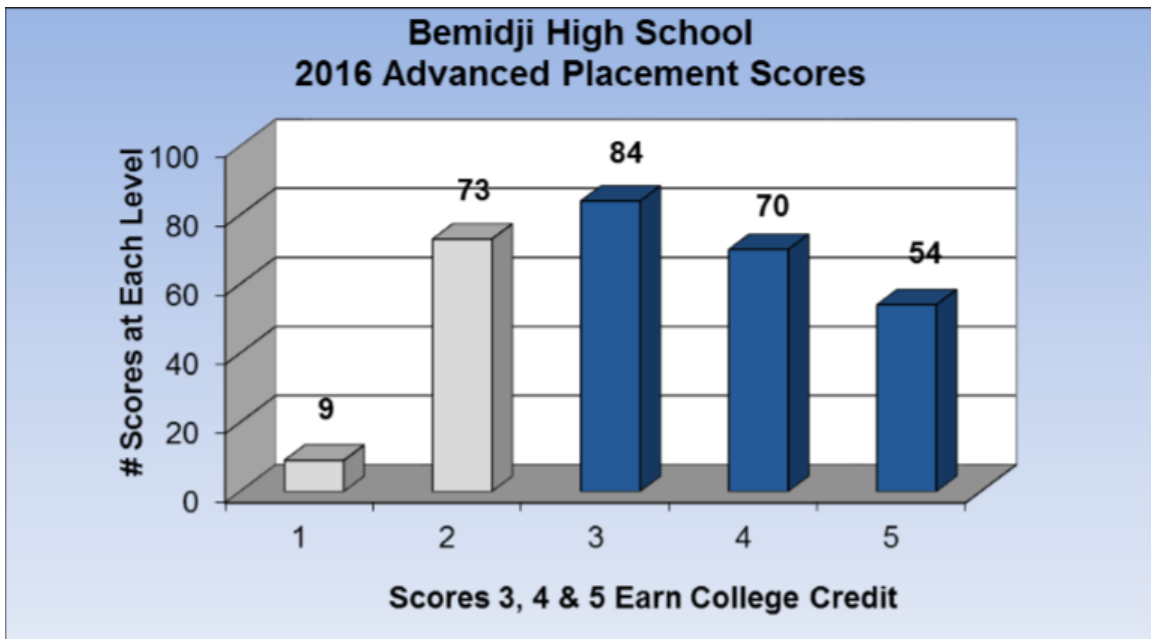
Grade 11 ACT	Writing	English	Math	Reading	Science	Composite	# Tested
State 2015	6.2	19.1	20.9	20.6	20.8	20.5	58,362
BHS 2015	5.9	19.3	21.9	21.4	21.7	21.2	316
BHS 2016	17.9	19.4	22.1	21.7	21.8	21.4	269

- In 2015, Minnesota’s grade 11 students were required to complete the ACT Plus Writing assessment. With that change, more students were counted than ever before: 328 Bemidji students in 2016 compared to 212 in 2015. This increase in students accounts for the drop in scores for National, Minnesota and Bemidji.
- Minnesota high school seniors were first among 18 states that provided the ACT for all students.
- Bemidji 2016 graduates outperformed the State and Nation in every subject area except English.



2016 Advanced Placement Results:

- 189 BHS Grade 10-12 students completed 290 Advanced Placement tests.
- Bemidji students received 208 (71.7%) passing scores of 3, 4 or 5 compared to 65.9% of Minnesota students passing, and 57.5% students passing in the United States.
- Bemidji's 2016 average score was 3.30, Minnesota was 3.07, and the U. S. was 2.85.



College & Career Ready:

- Bemidji High School provides Career and College Readiness curriculum through homeroom each week for the four years students are enrolled in high school to ensure that the young adults are prepared for the next step after high school graduation. BHS is committed to provide opportunities in various career areas ranging from medical careers to engineering.
- Ramp up to Readiness curriculum prepares students for the next step after high school and helps foster a positive relationship with a caring adult.
- During the 2015-2016 school year, 352 Bemidji High School students completed:
 - 501 College in the High School Courses
 - 1,818 credits through Bemidji State University
 - 189 credits in Project Lead the Way through University of Minnesota
 - 51 credits in Project Lead the Way through St. Cloud State University





Bemidji Middle School follows the “school within a school” concept for grades 6-8. Each grade has three pods, which gives our students a home base with a team of teachers and a core group of students. We pride ourselves on providing:

- Challenging and integrative curriculum with the option of course offerings for gifted and talented.
- Differentiated instruction.
- A high level of internal and external resources to help meet student needs for mental health, wellness, safety, attendance, and anti-bullying.
- Comprehensive guidance and counseling services.

BMS continues to grow in population and serves approximately 1,100 students from the following demographics:

- 46.8% Free and Reduced lunch
- 15.4% Special Education
- 74.1% White
- 20.6% American Indian
- 2.5% Black
- 18.1% Mobility

2015-2016 School Improvement

Goal 1: Math: Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in mathematics from 66.8% in Spring 2015 to 70% in Spring 2016 as measured by the MCA-III.

Goal A1: Students at Bemidji Middle School will increase proficiency in American Indian, Free & Reduced Lunch and Special Education subgroups in mathematics to close achievement gaps as measured by the Spring 2016 MCA.

Grades 6-8 American Indian – 47.3% to 50.5% (increase of 3.2%)

Grades 6-8 Free and Reduced – 53.9% to 57.1% (increase of 3.2%)

Grades 6-8 Special Education – 20.5% to 30% (Increase by 9.5%)

Math Results:

- BMS students in grades 6-8 passed with 65.6% meeting or exceeding proficiency which was just short of our goal of 70%.

Grade 6—from 61.5% to 60.7% proficiency

Grade 7—from 61.6% to 62.1% proficiency

Grade 8—from 78.6% to 74.2% proficiency

Grade 6-8 American Indian students MCA III mathematics proficiency went from 47.3% to 42.5%

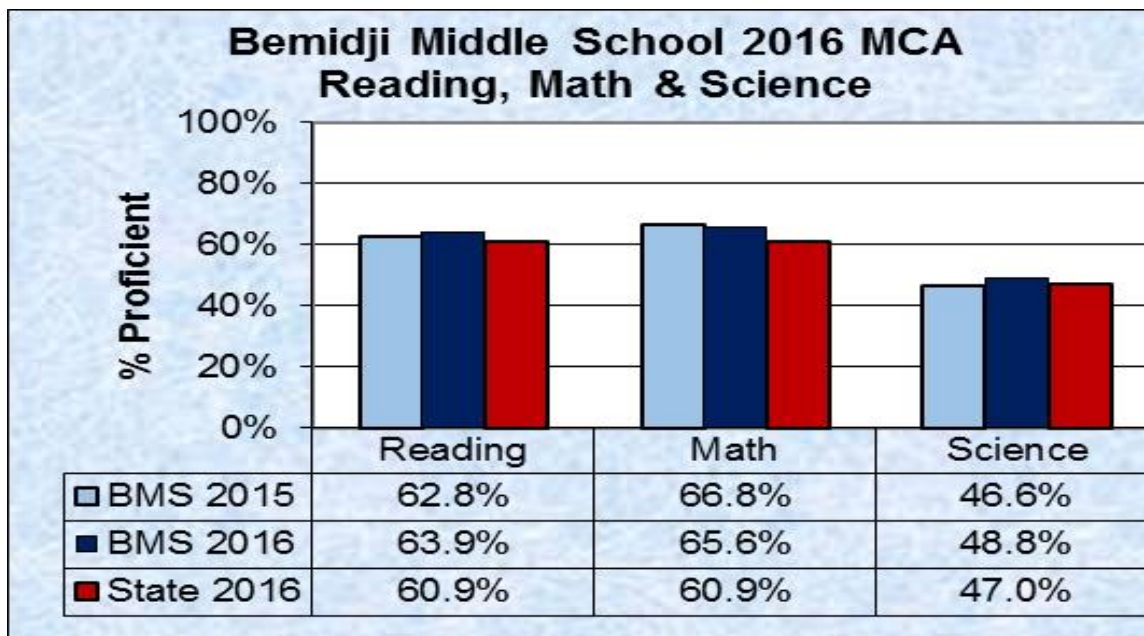
Grade 6-8 Free and Reduced students MCA III mathematics proficiency went from 53.9% to 51.6%

Grade 6-8 Special Education students MCA III mathematics proficiency went from 20.5% to 25.0%

Goal 2: Reading: Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in reading from 62.8% in Spring 2015 to 65% in Spring 2016 as measured by the MCA-III.

Goal 2A: Students at Bemidji Middle School will increase proficiency in American Indian, Free & Reduced Lunch and Special Education subgroups in reading to close achievement gaps as measured by the Spring 2016 MCA.

Grades 6-8 American Indian – 42.2% to 45% (increase of 2.8%)
 Grades 6-8 Free and Reduced – 47.4% to 50% (increase of 2.6%)
 Grades 6-8 Special Education – 25.1% to 32% (increase of 6.9%)



Reading Results:

- BMS students in grades 6-8 passed with 63.9% meeting or exceeding proficiency, partially meeting our goal of 65%.

Grade 6—from 67.3% to 67.4% proficiency
 Grade 7—from 60.2% to 59.9% proficiency
 Grade 8—from 60.4% to 64.7% proficiency

Grade 6-8 American Indian students MCA III reading proficiency went from 42.2% to 44.3%
 Grade 6-8 Free and Reduced students MCA III reading proficiency went from 47.4% to 49.9%
 Grade 6-8 Special Education students MCA III reading proficiency went from 25.1% to 28.4%

Goal 3: Science: Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in science from 46.6% in Spring 2015 to 50% in Spring 2016 as measured by the MCA-III.

Science Results:

- BMS students in grades 8 passed with 48.8% meeting or exceeding proficiency, partially meeting our goal of 50%.

Grade 6-8 American Indian students MCA III science proficiency went from 25% to 18.3%
 Grade 6-8 Free and Reduced students MCA III science proficiency went from 36% to 35.3%
 Grade 6-8 Special Education students MCA III science proficiency went from 15.7% to 23.4%

Goal 4: Social Studies and Allied Arts: Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in Informational Text/Non-Fiction reading percentage from 58% in Spring 2015 to 62.5% in Spring 2016 as measured by the MCA-III Reading Test.

Social Studies Result:

- BMS Informational Text subscores improved:
Grade 6—from 58.0% to 59.6%
Grade 7—from 57.2% to 56.6%
Grade 8—from 57.4% to 60.0%



MS ALTERNATIVE LEARNING PROGRAM- DREW HILDENBRAND, PRINCIPAL

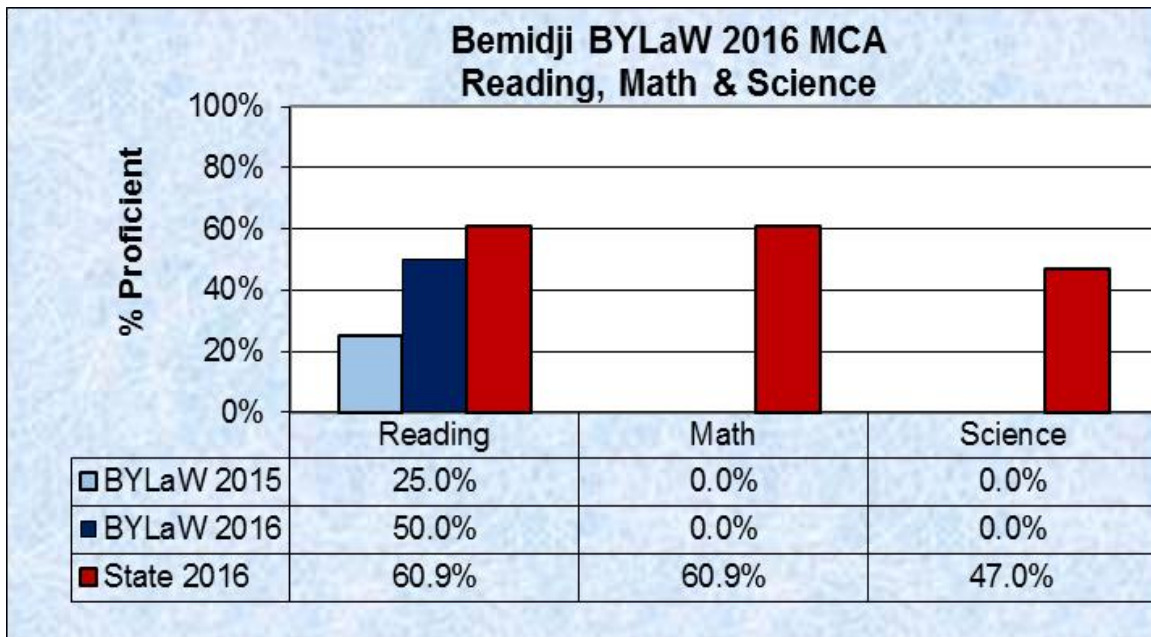
Bemidji Middle School has established an alternative school-within-a-school program for at-risk learners. The goal of this program is to increase the academic and personal success of all learners. The program features highly qualified instructors, low student-to-staff ratios, and innovative and flexible programming.

BEMIDJI YOUTH LEARNING AND WORKING-BYLaW-TAMI WESELY, PRINCIPAL

BYLaW is a Special Education, Level 4 EBD program providing full-time academic services to students who have not been successful in traditional school settings. Most students have a history of inconsistencies in educational programming as well legal issues, chemical dependency, social/emotional, and mental health issues. Students are provided an individualized diagnostic curriculum designed to further their abilities in all areas but focused on improving their math, reading, science and written language skills. Students, families, and staff are vital members of each student’s planning team. The ultimate goal of the BYLaW Program is to assist each student in becoming a productive and contributing member of his/her community.

2015-2016 School Improvement

Goal 1: Reading: In Bemidji BYLaW Program, the “All Students” group will increase their proficiency of 33% in Spring 2015 to 35% in Spring 2016 as measured by the MCA in Reading for students enrolled October 1.



Reading Results:

- According to the results of the 2016 MCA Reading test, 50% of the “All Students” met proficiency, and we met our reading goal.
- STAR reading pre and post test results indicated a growth of 1.6 grade levels in reading indicating that, although, students are not proficient in reading, they have shown growth.

Goal 2: Math: In Bemidji BYLaW, the “All Students” group will increase their proficiency of 0% in Spring 2015 to 31.9% in Spring 2016 as measured by the MCA in Mathematics.

Math Results:

- According to the results of the 2016 MCA Math test, 0% of the “All Students” met proficiency, and we did not meet our math goal.
- STAR reading pre and post test results indicated a growth of 1.5 grade levels in math indicating that, although, students are not proficient in math, they have shown growth.

Goal 3: Safe and Welcoming Environment: Bemidji BYLaW students will reduce the incidences of Code of Conduct violations by 5% as reported by school principals on the Skyward Student Management Data System for 2015-2016. (Baseline Data: 2014-2015 reports 43 incidents)

Result:

- According to the Skyward Student Management Data System report, there were 30 Code of Conduct violations for Bemidji BYLaW students during the 2015-2016 school year. This is a decrease of 3.25%.



Central Elementary staff prides itself on continually seeking to meet the needs of their students on an individual basis. With respect for the diversity of the school population, the staff uses research based, multi-learning style approaches to instruction that addresses the students' cultural and social needs. Programs at Central School currently include:

- Family Reading Days
- Math Mornings with Muffins
- Relay for Life, a community-based event
- After school 21st Century Learning Community, grades 2-5
- Fall Festival/dance
- Collaboration between Bemidji State University and Central School
- An extensive Guided Reading Library
- A schoolwide discipline program
- Reading Recovery, Leveled Literacy intervention program, grades 1-3
- American Indian home-school liaison
- Minnesota Reading Corps program
- Minnesota Math Corps
- Lending Library for grade 1,2
- American Indian Academic Advisor
- Attendance incentives
- Schoolwide monthly assemblies focused on attendance and positive behavior characteristics
- Barnyard Day
- Movie nights
- Upper Mississippi Mental Health and Stellher counselors

2015-2016 School Improvement

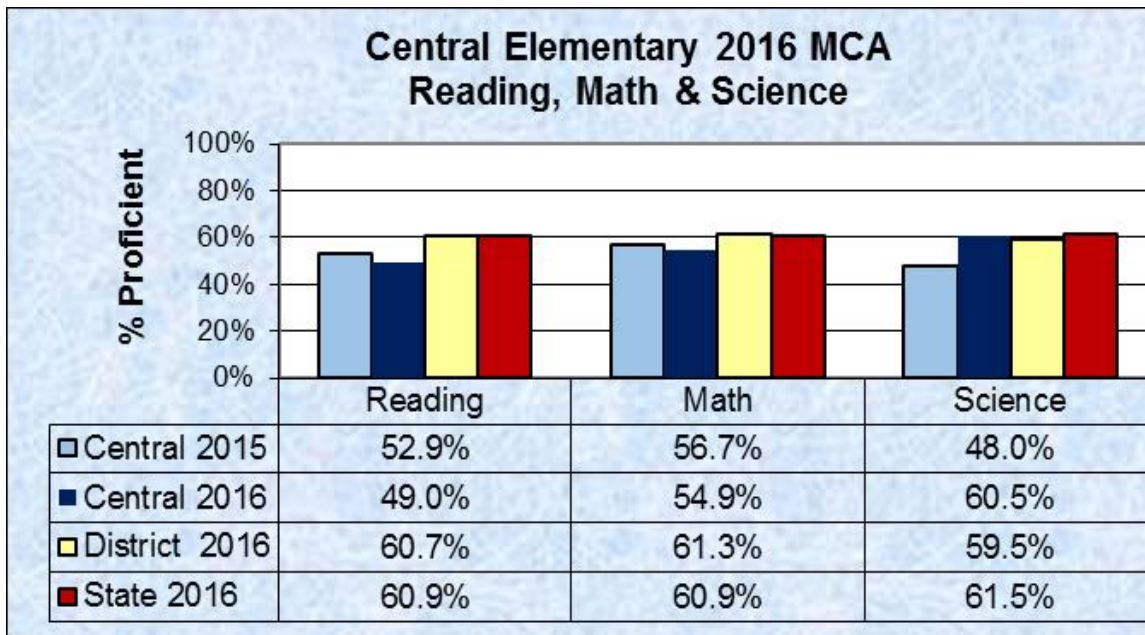
Goal 1: Reading: The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 52.9% in Spring 2015 to 55.9% in Spring 2016 as measured by the MCA III Reading Assessment.

Goal 1A: The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary will increase from 45.7% in Spring 2015, to 48.7% in Spring 2016 as measured by the MCA III / MTAS Reading Assessment.

Goal 1B: The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary will increase from 29.4% in Spring 2015, to 32.4% in Spring 2016, as measured by the MCA III Reading Assessment.

To support all students Reading Well by Third Grade:

- Kindergarten students will improve the Letter Sound Fluency percentage meeting Tier 1 from 41% in Fall 2015 to 60% in Spring 2016, as measured by AIMSweb assessment.
- First grade students will improve the Nonsense Word Fluency percentage meeting Tier 1 from 44.6% in Fall 2015 to 60% in Spring 2016, as measured by AIMSweb assessment.
- Second grade students will improve their Mean RIT score in Reading from 169.0 in Fall 2015 to 184.2 in Spring 2016.



Reading Results:

- The proficiency percentage of all students, grades 3-5, at Central Elementary, decreased from 52.9% to 49% in Spring 2016 as measured by MCA III Reading assessment.
- 1a. The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary decreased from 45.7% to 41.8% in Spring 2016, as measured by MCA III Reading assessment.
- 1b. The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary INCREASED from 29.4% to 40.0% in Spring 2016, exceeding our goal.
- Reading Well by Third Grade:
 - Kindergarten students improved the Letter Sound Fluency percentage meeting Tier 1 from 41% in Fall 2015 to 65% in Spring 2016, exceeding out goal.
 - First grade students improved the Nonsense Word Fluency percentage meeting Tier 1 from 44.6% in Fall 2015 to 62.1% in Spring 2016, exceeding our goal.
 - Second grade students improved their Mean RIT score in Reading from 169.0 in Fall 2015 to 183.6 in Spring 2016.

Goal 2: Math: The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 56.7% in Spring 2015, to 59.7% in Spring 2016, as measured by the MCA III Math Assessment.

Goal 2A: The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary, will increase from 50.6% in Spring 2015, to 53.6% in Spring 2016, as measured by MCA III / MTAS Math Assessment.

Goal 2B: The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary, will increase from 26.5% in Spring 2015, to 29.5% in Spring 2016, as measured by MCA III Math Assessment.

To support all students in achieving math growth:

- Kindergarten students will improve the Number Identification percentage meeting Tier 1 from 53% in Fall 2015 to 70% in Spring 2016, as measured by AIMSweb assessment.
- First Grade students will improve the Quantity Discrimination percentage meeting Tier 1 from 57% in Fall 2015 to 70% in Spring 2016, as measured by AIMSweb assessment.
- Second grade students will improve their Mean RIT score in Math from 174.8 in Fall 2015 to 190.0 in Spring 2016.

Math Results:

- The proficiency percentage of all students, grades 3-5, at Central Elementary, decreased from 56.7% to 54.9% in Spring 2016, as measured by MCA III Math assessment.
- 2a. The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary, decreased from 50.6% to 50.7% in Spring 2016, as measured by MCA III Math assessment.
- 2b. The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary, INCREASED from 26.5% to 44% in Spring 2016, exceeding our goal.
- Primary Math Results:
 - Kindergarten students improved the Number Identification percentage meeting Tier 1 from 53.7% in Fall 2015 to 55.7% in Spring 2016, as measured by AIMSweb assessment.
 - First Grade students improved the Quantity Discrimination percentage meeting Tier 1 from 58% in Fall 2015 to 70% in Spring 2016, meeting our goal.
 - Second grade students will improve their Mean RIT score in Math from 174.8 in Fall 2015 to 188.5 in Spring 2016.

Goal 3: Safe and Welcoming Environment: Central Elementary students, grades K-5, will reduce the number of students with 30+ absences/tardies, from 47 in Spring 2015, to 35 in Spring 2016, as measured by the Attendance monitor.

Safe and Welcoming Result:

- Central Elementary students, grades K-5, reduced the number of students who had 30 or more absences/tardies, from 47 in Spring 2015 to 34 in Spring 2016, as measured by the attendance monitor.



EARLY INTERVENTION (EIC)- KATHY VANWERT, PRINCIPAL

The Bemidji Early Intervention Program is comprised of three areas: a home based program for birth to age 3 children with special needs, a center based program for ages 3 – 5 year old children with special needs and an inclusion program for ages 3 – 5 year old children with special needs. Our home based program is a year round program and our center based and inclusion programs follow the Bemidji Schools calendar. We served over 200 children birth to 5 and their families during the 2015-2016 school year.

2015-2016 School Improvement

Goal: The Early Intervention Program will use the Brigance Inventory of Early Learning II to establish individual literacy development baselines with a sample of 4 students per staff member. Eighty percent of our student sample will achieve a 6 – 9 month growth from Fall 2015 to Spring 2016. (i.e. Student A, chronological age of 4y 3m) has a literacy level of 3y 0m; we will strive for a literacy development growth of at least 3y 6m).

Result

- This year our staff worked with four students each to focus on intentionally increasing literacy growth. Forty four children and families participated, ten students moved during the year, leaving thirty four students. Of the thirty four 12% had a 2y – 2y6m growth, 12% had 1y6m – 2y growth, 44% had 1y – 1y6m growth, 12% had 6m – 1y growth and 21% had a less than 6 m growth.



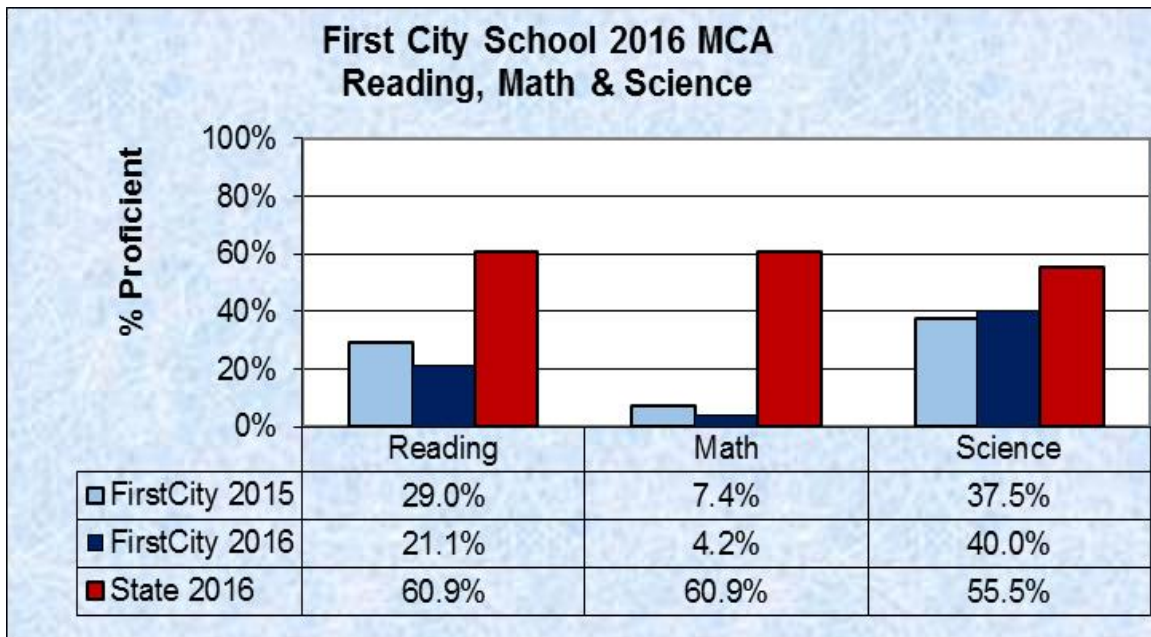
FIRST CITY SCHOOL- TAMI WESELY, PRINCIPAL

The First City School partners with the Northwest Minnesota Juvenile Center to provide educational services to a unique population of youth from eight Northern Minnesota counties. The Joint Powers counties include: Beltrami, Hubbard, Cass, Clearwater, Pennington, Roseau, Kittson, and Lake of the Woods. Students are also accepted from an additional 15 counties from across the state of Minnesota as well as from the White Earth, Leech Lake, Red Lake, and Mille Lacs Lake Reservations. Students are educated in three distinct and different educational settings within the First City School. All youth are considered to be at risk of school failure and exhibit numerous educational challenges including: mental health issues, chemical dependency issues, low academic skills, previous school difficulties, transient issues, conduct disorders, as well as numerous behavioral difficulties. Roughly 60% of the youth served are on active Individualized Education Plans requiring Special Education services to meet a variety of emotional, behavioral, and academic needs. Two of the educational settings associated with the First City School serve only short term students. Students in these settings are generally in placement for less than 30 school days and the population of students can change on a daily basis.

2015-2016 School Improvement

Goal 1: Reading: In the First City School the “All Students” group will increase proficiency from 29% in Spring 2015 to 31% in Spring 2016 as measured by the MCA in Reading.

Goal 1A: The First City School will increase reading scores by an average of 1.5 Grade Equivalency (GE) for each year of instruction. STAR Reading pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance time.



Reading Results:

- According to the results of the 2016 MCA Reading, 21.1% of the “All students” met proficiency, and the goal was not met.
- STAR Reading pre and post test results indicate that “Long Term Students” demonstrated a growth of 2.8 grade level increase in reading, exceeding our goal.

Goal 2: Math: In the First City School the “All Students” group will increase proficiency from 7.4% in Spring 2015 to 9.4% in Spring 2016 as measured by the MCA in Math.

Goal 2A: The First City School will increase math scores by an average of 1.5 GE for each year of instruction. STAR Math pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance time.

Math Result:

- According to the results of the 2016 MCA Math, 4.2% of the “All students” met proficiency, and the goal was not met.
- STAR Math pre and post test results indicate that “Long Term Students” demonstrated a growth of 3.1 grade level increase in math, exceeding our goal.

Goal 3: The First City School student graduation rate will increase from 0% in 2015 to 5% in 2016 as measured by MDE’s Graduation Rate calculations.

Result:

- During the 2015-2016 school year there were eight senior students in the Residential Long Term program. Three students earned their diploma for graduation rate of 37.5% for 2016.

HORACE MAY ELEMENTARY- AMI AALGAARD, PRINCIPAL



Horace May Elementary is one of seven elementary schools in the Bemidji Public School District. We have an average enrollment of four hundred and forty students in first grade through fifth grade. Our school has typically been a three-sections per grade level school; however, with ever expanding enrollment we are quickly growing into a four-section grade level school. The growth is exciting and encouraging on one hand; but it brings space growing pains on the other. We have adapted, in the past with flexible specialists, like “Art-on-a-Cart” or “Mobile Music”, to have enough classroom space for our growing community on the south end of Bemidji.

Horace May Elementary is also the host for four District-Wide Special Education Programs. We have a total of four classrooms designated to the supportive educational needs for our District-Wide Program Students. The inclusion of students with disabilities strengthens our caring and kind school community. All children are a gift and have knowledge and talents to share. We are actively working on the third phase of implementing our Inclusive Playground. This playground is designed to have play stations that encourage independence, cooperative play and fun for all of our Horace May Huskies. If you would like more information about our Inclusive Playground Project, please contact Ami Aalgaard at 333-3240.

Horace May Elementary is also unique in that we have an onsite school forest. This allows our students to experience science and nature with a hands-on approach in a living ecosystem. This outdoor classroom includes an amphitheater and trail system, which allows our students the rich opportunity to experience nature with a blend of hands-on education and life-long appreciation for the outdoors. Our Horace May Huskies also learn to be stewards of their natural surrounds as opposed to only consumers of nature.

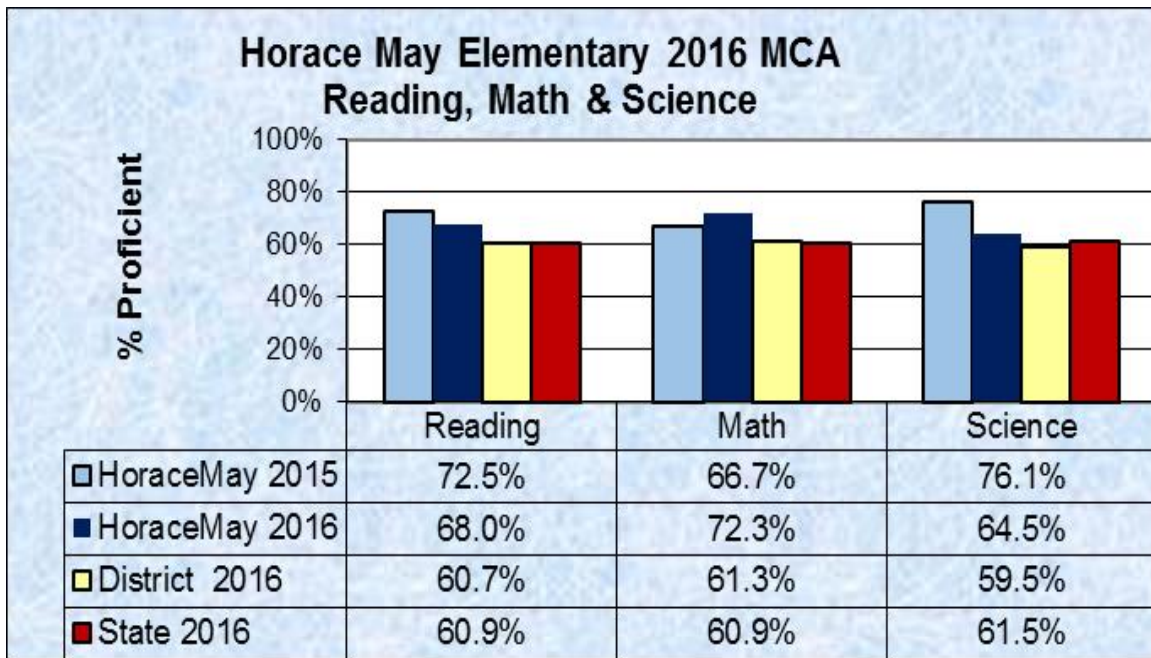
2015-2016 School Improvement

Goal 1: Reading: At Horace May Elementary the "All Students" group will increase their reading proficiency of 72.5 % in Spring 2015 to 74.5% in Spring 2016 as measured by the MCA in Reading for students enrolled October 1.

Goal 1A: Horace May Elementary will work to close achievement gaps for the following subgroups as measured by the MCA in Reading:

- **Special Education** students' proficiency to improve from 23.1% to the proficiency level of 30.7% in Spring 2016 as measured by the MCA in Reading.
- **American Indian** students' Reading proficiency will improve from 57.1% to 59.1% in Spring 2016 as measured by the MCA in Reading.
- **Free & Reduced** Lunch students will improve proficiency from 55.6% to 57.6% in Spring 2016 as measured by the MCA in Reading.





Reading Results:

- Our Spring 2016 MCA data indicate that our “All Students” group achieved 68% proficiency and below our target. However, Horace May outperformed the State (60.9%) in MCA Reading.
- The children in the sub group of Special Education achieved 50% proficiency on their spring 2016 MCA Reading and well above our target and State Special Education (31.1%).
- Results for children in the sub group of American Indian achieved 42.1% proficiency on their Spring 2016 MCA Reading. This is below our target but above the State American Indian (41.6%).
- The results for the children in the sub group of Free & Reduced Lunch achieved 57.1% proficiency on their Spring 2016 MCA Reading. This improved proficiency partially meets our target and is above the State Free & Reduced Lunch (41.9%).

- Goal 2: Reading Well by Third Grade:** Bemidji Area schools kindergarten and grades 1 and 2 will improve their reading in the following:
- Grade 1 students will improve Curriculum Based Measurement percentage meeting Tier I from 77% to 79% in Spring 2016 as measured by AIMSweb.
 - Grade 2 students will improve their overall Mean of their students reaching their Percent Growth Target from 62.0% in Spring 2015 to 64.0% in as measured Spring 2016 by NWEA MAP.

Reading Well by Third Grade Results:

- Our first grade students increased their Curriculum Based Measurement percentage to 82%, exceeding our goal.
- The percentage of our second grade students meeting their Growth Target was 61% as measured by the Spring 2016 NWEA MAP Test.

- Goal 3: Math:** At Horace May Elementary, the "All students" group will increase their mathematics proficiency of 66.7% in Spring 2015 to 68.7% in Spring 2016 as measured by the MCA in Mathematics.

Goal 3A: Horace May Elementary will work to close achievement gaps for the following subgroups as measured by the MCA in Mathematics:

- **Special Education** students' proficiency to improve from 19.2% to the State Special Education proficiency level of 31.9% in Spring 2016 as measured by the MCA in Mathematics.
- **American Indian** students' Mathematics proficiency will improve from 47.6% to 49.6% in Spring 2016 as measured by the MCA in Mathematics.
- **Free & Reduced Lunch** students' proficiency will improve from 48.1% to 50.1% in Spring 2016 as measured by the MCA in Mathematics.

Math Results:

- The Spring 2016 MCA data indicate that our “All Students” group scored 72.3%, exceeding our goal.
- The results for the children in the sub group of Special Education scored 50% on their Spring 2016 MCA Math Test, exceeding our goal.
- The results for the children in the sub group of American Indian scored 55.6% on their Spring 2016 MCA Math Test, exceeding our goal.
- The results for the children in the sub group of Free & Reduced Lunch scored 59.2% on their Spring 2016 MCA Math Test, exceeding our goal.

Goal 4: Science: At Horace May Elementary, the 5th grade students' "All students" group will increase their science proficiency of 76.1% in Spring 2015 to 78.1% in Spring 2016 as measured by the MCA in Science.

Goal 4A: Horace May will work to close achievement gaps for the following subgroups as measured by the MCA in Science:

- **Special Education** students' proficiency to improve from 16.7% to the State Special Education proficiency level of 31.8% in Spring 2016 as measured by the MCA in Science.
- **American Indian** students' Science proficiency will improve from 75.0% to 77.0% in Spring 2016 as measured by the MCA in Science.
- **Free & Reduced Lunch** students' Science proficiency will improve from 51.9% to 53.9% in Spring 2016 as measured by the MCA in Science.

Science Results:

- The results of our Spring 2016 MCA data indicate that are “All Students” group achieved 64.5% proficient, which is below our target but above the State (61.5%).
- The results for the children in the sub group of Special Education achieved 0% proficient on their Spring 2016 MCA Science test, which is below our target.
- The results for the children in the sub group of American Indian achieved 66.7% proficient on their Spring 2016 MCA Science test, which is below our target but above the State (39%).
- The results for the children in the sub group of Free & Reduced Lunch increased to 52.4% proficient on their Spring 2016 MCA Science test, partially meets our target and is above the State (40.1%).

Goal 5: Behavior: Horace May Elementary Schools' students will reduce the incidences of assaults and fights by 5.5% as reported by school principals on the Skyward Student Management Data System from 28 incidences in 2014-15 to 26 or fewer incidences for 2015-16.

Behavior Results:

- We recorded 37 incidences of Code of Conduct violations that qualified for the consequence of an out-of-school suspension in the areas of assaults and fights. There were 14 different individuals involved in these incidences out of a student body of 427. That indicates that 3.2% of our students were involved in an assault or fight during the 2015-16 school year.



Learning at J. W. Smith Elementary School begins with high expectations for our entire school community: staff, students, and parents. We strive to achieve a high level of success for every learner. To attain this goal, it is important to provide an environment where everyone feels safe and valued. Equally important are our efforts to create a school culture, which promotes pride in our school through respect and support for our students, staff, parents, and community. Instruction, based on educational best practices, is a top priority at J. W. Smith Elementary School.

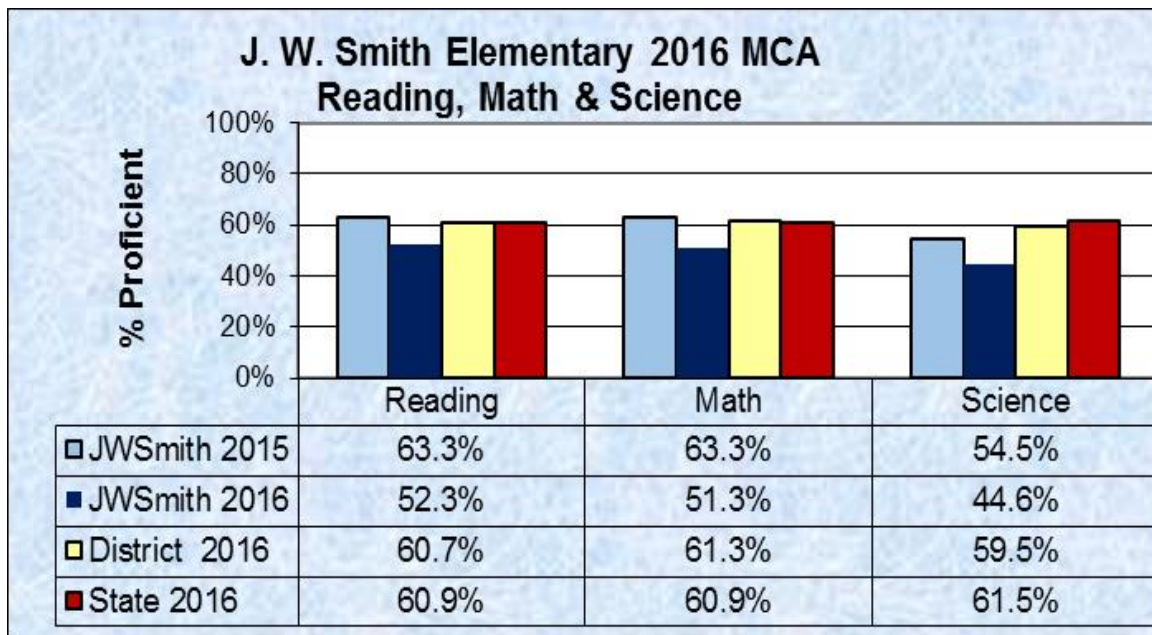
J.W. Smith School has been involved in the Title I Schoolwide Program for 19 years. Our federal Schoolwide status is based on a free and reduced lunch population of 78.6%. High student mobility (24.7%) provides distinct challenges. Our ethnicity rate of 50.6% broadens our cultural base. Because of our American Indian population (45.1%), our district’s Indian Education program provides our at-risk students with academic advisors and an Indian Home-School Liaison. Teachers and support staff have received training in diverse areas of professional development. These areas of study are closely aligned with the target goals set each year.

Parents, university students, and community members are active participants in our school! The Foster Grandparent Program, Minnesota Reading Corps Intervention Program, RSVP Program, Bemidji State University, and the County Extension Nutrition Program are examples of extra involvement that connects our school with valuable people and resources for students and staff. Our PTO also works to coordinate all-school events, which encourage family participation.

2015-2016 School Improvement

Goal 1: Reading: Third, fourth, and fifth grade students at J.W. Smith Elementary will increase proficiency percentage on the MCA-III Reading test from Spring 2015 to Spring 2016.

- Third grade will meet or exceed the district’s proficiency average of 56.7% in Spring 2015 to 58.7% in Spring 2016 on the MCA-III Reading assessment.
- Fourth grade will increase from 59.2% in Spring 2015 to 61.2% in Spring 2016 on the MCA-III Reading assessment.
- Fifth grade will increase from 52.1% in 2015 to 54.1% in 2016 on the MCA-III Reading assessment.



Reading Results:

- J. W. Smith's All Student group achieved 52.3% proficiency and did not meet their 2015-2016 Reading goal.
- Third grade students achieved 42.6% proficiency and did not meet their MCA-III Reading goal.
- Fourth grade students achieved 50% proficiency and did not meet their MCA-III Reading goal.
- Fifth grade students exceeded their goal with 63.5% proficient on the 2016 MCA-III Reading test, an increase of 11.4% from 4th to 5th grade.

Goal 1A: J.W. Smith school-wide will close the achievement gaps for the following subgroups as measured by the MCA-III Reading test:

- Special Education gap will decrease by 2% from 34.5% in Spring 2015 to 32.5% in Spring 2016.
- American Indian gap will decrease by 2% from 29.8% in Spring 2015 to 27.8% in Spring 2016.
- Free & Reduced Lunch gap will decrease by 2% from 21.3% in Spring 2015 to 19.3% in Spring 2016.

Reading Achievement Gap Results:

- The Special Education gap decreased from 34.5% in 2015 to 29.2% in 2016, exceeding our goal.
- The American Indian gap decreased from 29.8% in 2015 to 26.4% in 2016, exceeding our goal.
- The Free & Reduced Lunch student gap decreased from 21.3% in 2015 to 12.9% in 2016, exceeding our goal.

Goal 1B: To support all students **Reading Well by Third Grade**, J.W. Smith Kindergarten, First, and Second grade students will improve their reading in the following:

- J.W. Smith Kindergarten students will increase proficiency from 36% in September 2015 to 55% in May 2016 on Letter Sound Fluency as measured by AIMSweb assessment.
- J.W. Smith First grade students will increase proficiency from 63% in September 2015 to 75% in May 2016 on Phoneme Segmentation Fluency as measured by AIMSweb assessment.
- J.W. Smith Second grade students will increase proficiency from 172 in Fall 2015 to 188.7 in Spring 2016 as measured by Measures of Academic Progress Reading Assessment.

Reading Well by Third Grade Results:

- According to the results of the Kindergarten Letter Sound Fluency Assessment as measured by AIMSweb, students exceeded their goal and increased the percentage of students in Tier I to 68% in Spring 2016.
- According to the First grade results of the Phoneme Segmentation Fluency Assessment as measured by AIMSweb, students exceeded the goal and increased the percentage of students in Tier I to 80.8% in Spring 2016.
- According to the Second grade results of the Measures of Academic Progress Reading Assessment, students' Average Mean RIT increased to 188.4, partially meeting our goal.

Goal 2: Math: Third, fourth, and fifth grade students at J.W. Smith Elementary will increase proficiency percentage on the MCA-III Math test from Spring 2015 to Spring 2016.

- Third grade will meet or exceed the district's proficiency average of 69.1% in Spring 2015 to 71.1% in Spring 2016 on the MCA-III Math assessment.
- Fourth grade will increase from 65.3% in Spring 2015 to 67.3% in Spring 2016 on the MCA-III Math assessment.
- Fifth grade will increase from 66.7% in Spring 2015 to 68.7% in Spring 2016 on the MCA-III Math assessment.

Math Results:

- J. W. Smith's All Student group achieved 51.3% proficient and did not meet their 2015-2016 Math goal.
- Third grade students achieved 51.1% proficiency and did not meet their 2016 MCA-III Math goal.
- Fourth grade students achieved 59.3% proficiency and did not meet their 2016 MCA-III Math goal.
- Fifth grade students achieved 42.3% proficiency and did not meet their 2016 MCA-III Math goal.

Goal 2A: J.W. Smith school-wide will close the achievement gaps for the following subgroups as measured by the MCA-III Math test:

- Special Education gap will decrease by 2% from 34.5% in Spring 2015 to 32.5% in Spring 2016.
- American Indian gap will decrease by 2% from 37.6% in Spring 2015 to 35.6% in Spring 2016.
- Free & Reduced Lunch gap will decrease by 2% from 17.5% in Spring 2015 to 15.5% in Spring 2016.

Math Achievement Gap Results:

- The Special Education gap decreased from 34.5% in 2015 to 28.1% in 2016, exceeding our goal.
- The American Indian gap decreased from 37.6% in 2015 to 20.2% in 2016, exceeding our goal.
- The Free & Reduced Lunch student gap decreased from 17.5% in 2015 to 14.2% in 2016, exceeding our goal.

Goal 2B: To support all students in achieving math growth:

- J.W. Smith Kindergarten students will increase proficiency from 48.4% in Fall 2015 to 70% in Spring 2016 on Oral Counting as measured by AIMSweb.
- J.W. Smith First grade students will increase proficiency from 69% in Fall 2015 to 79% in Spring 2016 on Math Computation as measured by AIMSweb.
- J.W. Smith Second grade students will increase proficiency from 177.8 in Fall 2015 to 192.1 in Spring 2016 as measured by Measures of Academic Progress Math Assessment.

Primary Math Results:

- According to the Kindergarten Oral Counting assessment as measured by AIMSweb, students improved to 64.2% of students in Tier I partially meeting our goal of 70%.
- According to the First grade Math Computation assessment as measured by AIMSweb, students achieved 61% of students in Tier I and missed the goal.
- According to the Second grade results of the Measures of Academic Progress Math Assessment, students' Average Mean RIT increased to 191.9, just short of our goal.

Goal 3: Attendance: J.W. Smith Kindergarten through fifth-grade students will increase the overall attendance percentage from 91.9% during the 2014-15 school year to 93.9% during the 2015-16 school year

Attendance Results:

- The students of J.W. Smith Elementary did not meet the goal of 93.9% overall attendance during the 2015-16 school year.
- J.W. Smith Kindergarten through fifth-grade students had an overall attendance percentage of 92.19% for the 2015-16 school year. This was an overall decrease of 1.71% from the goal set in Fall 2015.



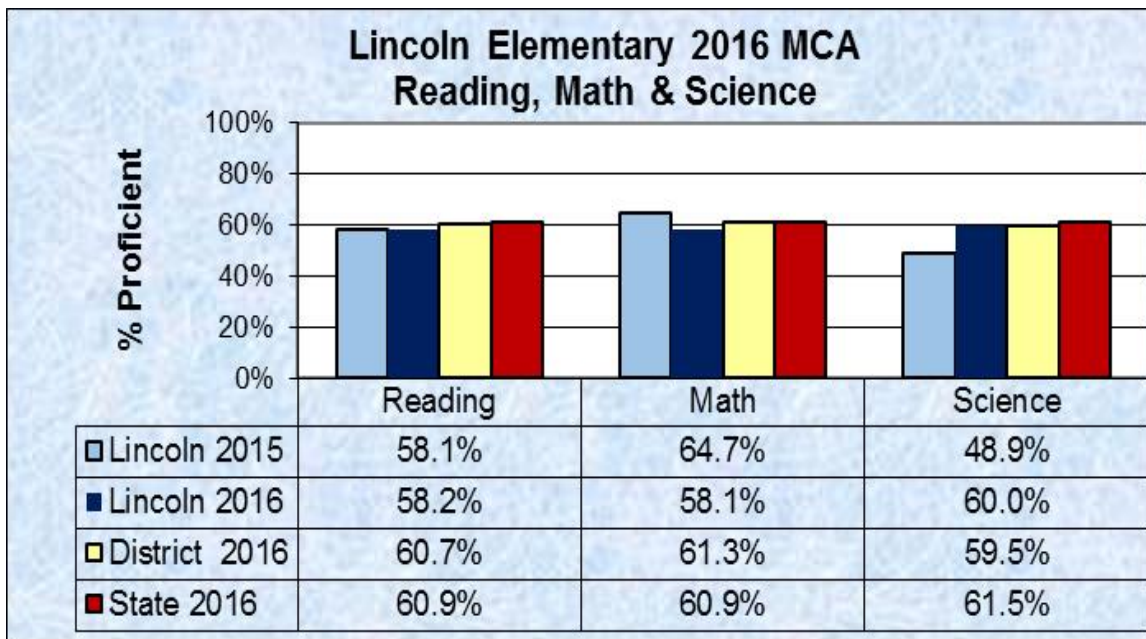
Lincoln Elementary is a school of about 585 students. We serve K-5th grade with schoolwide Title I services. During the school day students are taught in the areas of reading, math, science and social studies. Students also participate in music, physical education, art, and technology.

The mission of Lincoln school is to work collaboratively with families, staff, and community to provide a welcoming, safe, and challenging learning environment where each child is successful and differences are respected.

2015-2016 School Improvement

Goal 1: Reading: At Lincoln Elementary the “All Students” group will increase their reading proficiency from an average of 58.1% in Spring 2015 to an average of 61.1% in Spring 2016 as measured by the MCA III Reading Test.

- American Indian students’ proficiency will improve from 35.1% to 39.1% in Spring 2016.
- Free and Reduced Lunch students’ proficiency will improve from 46.7% to 48.7% in Spring 2016.



Reading Result:

- At Lincoln Elementary the “All Students” group increased to 58.2% proficient in reading, partially meeting our goal of 61.1%.
- American Indian sub group increased to 42.3% proficient, exceeding our goal.
- Lincoln Elementary Free and Reduced sub group achieved 44.7% proficient, which fell short of our 48.7% goal.

Goal 2: Math: At Lincoln Elementary the “All Students” group will increase their math proficiency from an average of 64.7% in Spring 2015 to an average of 66.7% in Spring 2016 as measured by the MCA III Math Test.

- American Indian students’ proficiency will improve from 39.2% to 43.2% in Spring 2016.
- Free and Reduced Lunch students’ proficiency will improve from 56% to 58% in Spring 2016.

Math Result:

- At Lincoln Elementary the “All Students” group achieved 58.1% proficient in math. The results were a decrease from the previous year and fell short of our goal of 66.7%.
- American Indian sub group achieved 38.7% proficient, and fell short of our goal of 43.2%.
- Free and Reduced sub group achieved 43.9% proficient, which fell short of our goal of 58%.

Goal 3: Reading Well by Third Grade: Lincoln Elementary kindergarten and grades 1 and 2 will improve their reading in the following:

- Kindergarten students will improve Phoneme Segmentation percentage meeting Tier I from 77% to 80% in Spring 2016 as measured by AIMSweb.
- Grade 1 students will improve Curriculum Based Measurement percentage meeting Tier I from 76.8% to 78.8% in Spring 2016 as measured by AIMSweb.
- Grade 2 students will improve their overall Mean RIT score from 189.7 to 192.7 in Spring 2016 as measured by NWEA MAP.

Reading Well by Third Grade Result:

- The percentage of Lincoln Elementary Kindergarten students meeting Tier I was 58.1% during the spring assessment for Phoneme Segmentation, short of our goal of 80%.
- The percentage of 1st grade students meeting Tier I was 83% on the Curriculum Based Measurement, exceeding the goal of 78.8% by 4.2%.
- Second grade improved their overall Mean RIT score to 191.5. This partially met the goal and our Second grade students achieved growth overall.

Goal 4: Behavior: In an effort to reduce bullying behaviors at Lincoln Elementary we will implement a school wide behavior program. Our goal is to reduce the number of Behavior Infraction Reports by 10%. We will also decrease our code violations by 10%. Lincoln Elementary will continue to implement the Safe School Ambassador program.

Behavior Result:

- Our Behavior Infraction Reports this year increased by 50 infractions, which is a 30% increase of behavior infractions. Lincoln Elementary had an increase of 33 code violations, which resulted in a 50% increase.
- Staff met monthly to discuss areas of concern and review data to implement new strategies that coincided with our PBIS program.
- We held monthly assemblies with themes to model expectations and have students demonstrate them for the younger students. This allowed for older students to be leaders within our building.

LUMBERJACK HIGH SCHOOL- BRIAN STEFANICH, PRINCIPAL

Lumberjack High School (LHS) is a unique alternative program within Bemidji High School. LHS is for students wishing to remain in a traditional, seat-based program to earn credits towards a high school diploma. Students attending LHS earn credits in the core subject areas and access the Bemidji High School for their physical education, health, and elective credits. The staff at LHS focus on improving attendance, building self-esteem, and nurturing relationships with students and families. This setting provides a safe environment that stresses acceptance towards diverse cultures, beliefs, and lifestyles. Student success and achievement are very important to LHS. Each student is assigned an advisor and meets with his/her advisor weekly to establish relationships and hold discussions on character building, bullying, chemical use, and to review academic progress. LHS recognizes student success through various incentives for high grades and attendance.

Lumberjack High School offers smaller class sizes and shorter class periods. American Indian Education advisors and a social worker work closely with staff and LHS students for optimal student success. LHS staff and a paraprofessional also oversee a credit recovery program during the first and fourth periods to give LHS students an opportunity to earn credit in an online format.

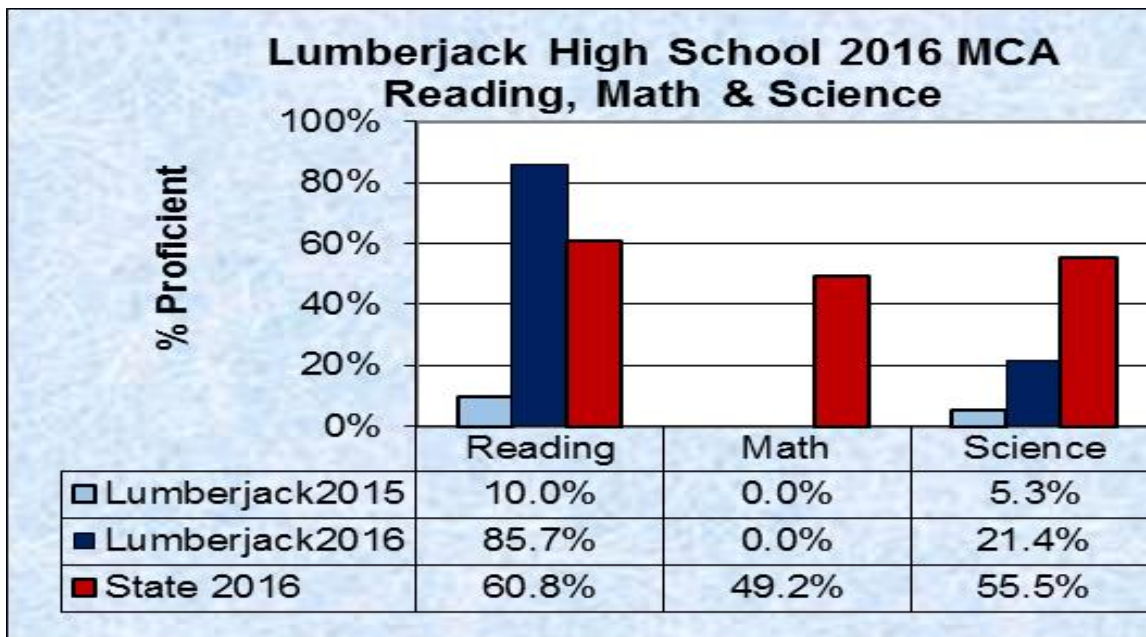
2015-2016 School Improvement

Goal 1: Math: Bemidji Lumberjack High School staff and students will improve the 11th grade math scores from 0% proficiency rate to 10% proficiency on the Spring 2016 MCA.

Math Result:

- The 2016 proficiency rate for Lumberjack High School students in the 11th grade enrolled October 1 remained at 0% proficient; however, for all students tested, the proficiency improved to 5.6% on the Math MCA.

Goal 2: Reading: Bemidji Lumberjack High School staff and students will improve the 10th grade reading scores from 10% proficiency to 15% proficiency on the MCA test in Spring 2016.



Reading Result:

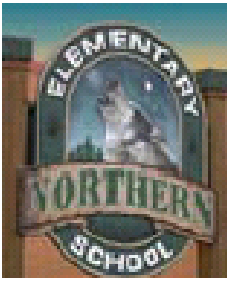
- Bemidji Lumberjack High School 10th grade students improved their Reading MCA proficiency from 10% to 85.7% in Spring 2016, exceeding our goal.

Goal 3: Attendance: Bemidji Lumberjack High School staff and students will improve the attendance rate to 85% for all students in 2015-2016.

Attendance Result:

- The attendance rate for LHS increased from 74.98% in 2014-2015 to 75.41% during the 2015-2016 school year.

NORTHERN ELEMENTARY- WENDY TEMPLIN, PRINCIPAL



Northern Elementary School is located just north of the State Highway 71 Bridge on Irvine Avenue. Historically, the original school building began in 1946 with just over 2,000 square feet of space. Over time, four building additions were added from 1958-1992 to improve the school as it stands today. Northern students not only benefit from a well-maintained school building, but an excellent outdoor environment as the school is surrounded by Bemidji's beautiful lake region. As our mascot, the Timberwolves will reveal, we are a school community built on loyalty, commitment, and family. We HOWL for friendship as *Hard working, Optimistic, Wonderful Learners!*

Northern Elementary serves students in 1st-5th grades. Presently, we serve 500 students. We have 20 core classroom teachers, four special educators, one reading specialist, one Indian Ed tutor, and one Reading Corp tutor; along with art, music, media, physical education, and technology specialists. We also support the needs of our students with dedicated special education teachers and paraprofessionals. Northern students are immersed in a highly comprehensive, activity-based curriculum. We address our curriculum through Journeys reading, Math Expressions, Fusions Science, and numerous other curriculum systems. We balance our technology needs with the extended support of a new Chrome lab and Chrome cart. Northern Elementary is proud of our tradition of educational excellence.

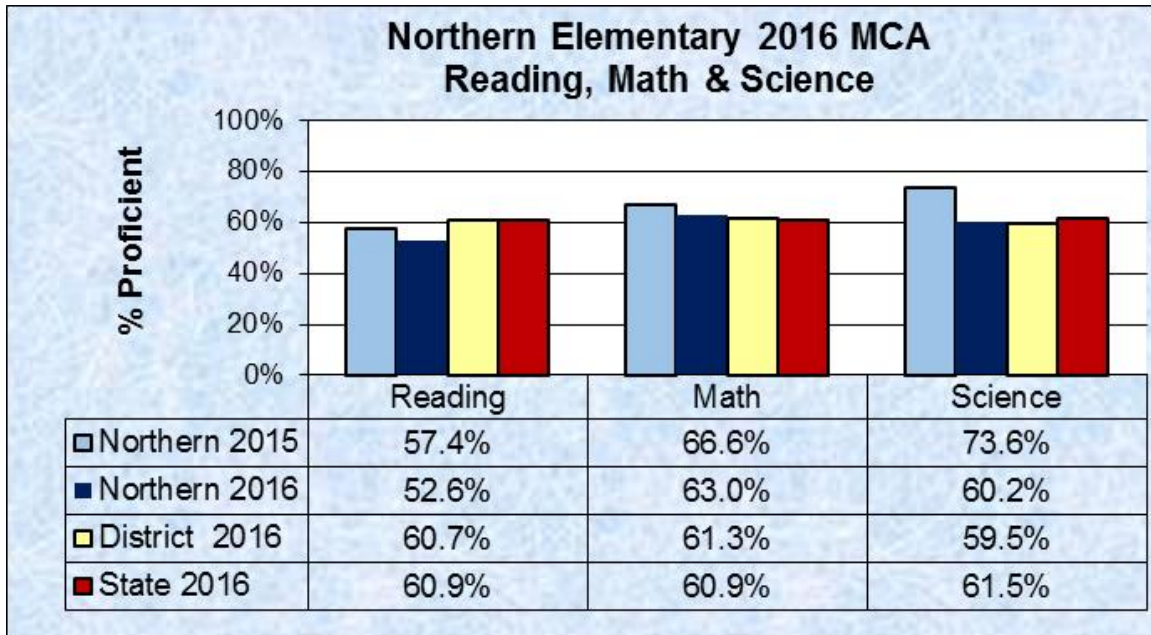
The mission of the Northern Elementary is to **ensure** access to a healthy, safe, and comprehensive educational program, **encourage** a positive and orderly school environment, **empower** students to reach their highest personal potential, **enrich** social relationships, citizenship, respect, and sense of community, and **embrace** life-long learning.



2015-2016 School Improvement

Goal 1: Reading: We will increase the overall percentage of all Northern Elementary students in grades 3-5 so that there will be an increase in the number of students that will demonstrate proficiency by 2% in reading, as measured by the MCAs by Spring 2016. Northern School will meet or exceed the State average and increase the individual student scores annually to lessen the achievement gap throughout the student population.

- All Students- Grow from 57.4% to 59.4%
- 3rd Grade – Grow from 55.1% to 57.1%
- 4th Grade – Grow from 46.5% to 48.5%
- 5th Grade – Grow from 69.4% to 71.4%
- All American Indian Students – 33.3% to 35.3%
- All Free/Reduced Students -33.6% to 35.6%
- All Special Education Students – 17.8% to 30.7%



Reading Result:

- All Students – 52.6%
- 3rd Grade – 46.5%
- 4th Grade – 48.9%, a 2.4% increase, exceeding our goal
- 5th Grade – 62.5% (4th to 5th growth was 16%)
- All American Indian Students – 36.6%, a 3.3% increase, exceeding our goal
- All Free/Reduced Students – 33.3%
- All Special Education Students – 22.5%, a 4.7% increase, exceeding our goal

Goal 2: Math: We will increase the overall percentage of all Northern Elementary students in grades 3-5 so there will be an increase in the number of students demonstrating proficiency by 2% in mathematics as measured by the MCAs by Spring 2016. Northern School will meet or exceed the State average and increase the individual student scores annually to lessen the achievement gap throughout the student population.

- All Students – Grow from 66.6% to 68.6%
- 3rd Grade – Grow from 70.8% to 72.8%
- 4th Grade – Grow from 64.6% to 66.6%
- 5th Grade – Grow from 64.8% to 66.8%
- All American Indian Students – 52.8% to 54.8%
- All Free/Reduced Students – 51.6 to 53.6%
- All Special Education Students – 31.1 to 33.1%

Math Result:

- All Students – 63%
- 3rd Grade – 70.3%
- 4th Grade – 66.3%, a 1.5% increase, partially meeting our goal
- 5th Grade – 56.1%
- All American Indian Students – 56.1%, a 3.3% increase, exceeding our goal
- All Free/Reduced Students – 46.3%
- All Special Education Students – 42.5%, an 11.4% increase, exceeding our goal

Goal 3: Science: We will increase the overall percentage of all Northern Elementary students in grade 5 so that there will be an increase in the number of students that will demonstrate proficiency by 1% in science as measured by the MCAs by Spring 2016. Northern School will meet or exceed the State average and increase the individual student scores annually to lessen the achievement gap throughout the student population.

- 5th Grade – Grow from 73.6% to 74.6%
- All American Indian Students – 58.3% to 59.3%
- All Free/Reduced Students – 56.1% to 57.1%
- All Special Education Students – 35.7% to 36.7

Science Result:

- 5th Grade – 60.2%
- All American Indian Students – 50%
- All Free/Reduced Students – 37.1%
- All Special Education Students – 38.5%, a 2.8% increase, exceeding our goal

Goal 4: Behavior: We will increase the overall climate of Northern Elementary as a safe and welcoming school by utilizing the implementation of our PBIS, Safe School Ambassadors, and Restorative Behavior Charting programs resulting in decreased office referrals, physical aggressions and bullying incidents by 5% during the 2015-2016 school year. Baseline Data: Monthly discipline records and SSA data.

Behavior Result:

- Our current data resulted in 94 office warnings, 175 recess detentions (62 Sp. Ed./EBD) 75.5 days of suspension (46.5 OSS are Special Education (EBD) students- 80%) and 23 bus incidents. The majority of the noon detentions result from minor playground incidents. Repetition of incidents have occurred with the same 10 students (EBD) for which alternative programming was provided during the school year.
- Discipline breakdown from Viewpoint: 23 Physical assaults, 3 bodily harm, 11 insubordination, 7 theft, 4 disruptions, and 1 bullying incident.

OSHKI MANIDOO SCHOOL — TAMI WESELY, PRINCIPAL

The Oshki Manidoo School partners with the Oshki Manidoo Center to provide educational services to a unique population of youth from various American Indian reservations in Minnesota. All youth are considered to be at risk of school failure and exhibit numerous educational challenges including: chemical dependency, mental health issues, below grade level skills, previous school difficulties, transient issues, conduct disorders, as well as numerous behavioral difficulties. Roughly 60% of the youth served are on active Individualized Education Plans requiring Special Education services to meet a variety of emotional, behavioral, and academic needs. Many of the students have not been in school for extended periods of time and have not been in a consistent educational program. Most students are placed for a 90-day program; others may be more long-term. The student population fluctuates in age and ability as well as length of stay.

2015-2016 School Improvement

Goal 1: Reading: In the Oshki Manidoo School the “ALL Students” group will increase their proficiency of 0% in Spring 2015 to 2% in Spring 2016 as measured by the MCA in Reading.

Goal 1A: “All Students” in the Oshki Manidoo School will demonstrate academic growth of 1.1 grade levels or better as measured by pre and post assessment.

Reading Result:

- In the Oshki Manidoo School 0% of the “ALL Students” were proficient on the 2016 MCA in Reading. The goal was not met
- STAR reading pre and post tests indicate a growth of 1.2 grade levels in reading, meeting the goal.

Goal 2: Math: In the Oshki Manidoo School the “ALL Students” group will increase their proficiency of 0% in Spring 2015 to 2% in Spring 2016 as measured by the MCA in Math.

Goal 2A: “All Students” in the Oshki Manidoo School will demonstrate academic growth of 1.1 grade levels or better as measured by pre and post assessment.

Math Result:

- In the Oshki Manidoo School 0% of the “ALL Students” were proficient on the 2016 MCA in Math. The goal was not met.
- STAR math pre and post tests indicate a growth of 1.1 grade levels in math, meeting the goal.

Goal 3: In the Oshki Manidoo School, students will complete a vocational aptitude inventory and develop a portfolio which contains information about career interests and at least 3 letters of application and a resume.

Result:

- Records indicate that 50% of Oshki students completed a portfolio that included a vocational aptitude inventory, application, and resume.

Goal 4: In the Oshki Manidoo School, teachers and students will communicate using a journal about assigned work and/or current issues at least 3 times a week as measured by school records.

Result:

- Students and teacher met about assigned work and current issues at least 3 times per week.

PAUL BUNYAN ELEMENTARY- KATHY VANWERT, PRINCIPAL

Paul Bunyan Elementary is a nine section kindergarten building with one self-contained, multi-categorical special education classroom. Our mission statement is: “Within a safe and respectful environment, we will instill creative thinking, personal responsibility and confident learning through quality teaching”. Our school culture centers on the social emotional wellbeing of the child, while providing opportunities to improve their academic skills. We pride ourselves on being sensitive to the needs of children and their families.

2015-2016 School Improvement

Goal 1: Reading: Using the AIMSweb Letter Naming Fluency (LNF) Assessment, the following percentages of kindergarten students will score within the Tier 1 (meeting benchmark target): from 60% at Fall 2015 to 62% at Winter 2016 Benchmark and 64% at Spring 2016 Benchmark.

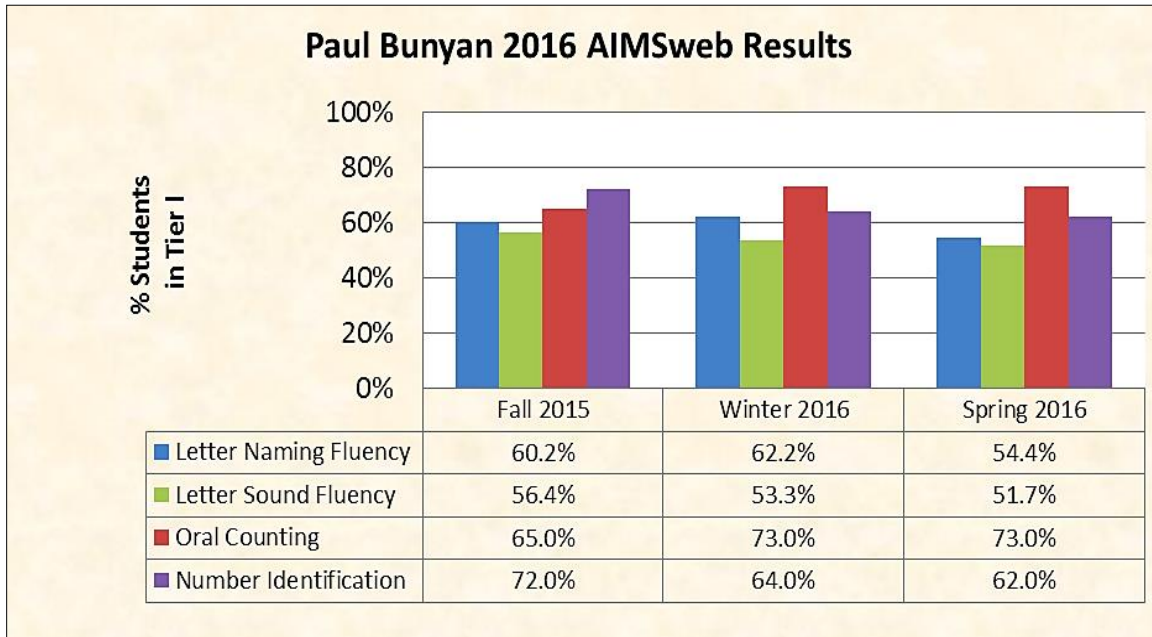
LNF Result:

- The result of the AIMSweb Letter Naming Fluency Assessment for Winter 2016 was 62.2% of students met Tier 1 benchmark and in Spring 2016 54.4% of our students met the Tier 1 benchmark. We met our Winter goal, but not our Spring goal.

Goal 2: Reading: Using the AIMSweb Letter Sound Fluency (LSF) Assessment, the following percentages of kindergarten students will score within Tier 1 (meeting benchmark target): from 56% at Fall 2015 to 58% at Winter 2015 Benchmark to 60% at Spring 2016 Benchmark.

LSF Result:

- The result of the AIMSweb Letter Sound Fluency Assessment for Winter 2016 was 53.3% of our students met Tier 1 benchmark and in Spring 2016 Assessment 51.7% of our students met the Tier 1 benchmark. We did not meet either Winter or Spring goals.



Goal 3: Math: Using AIMSweb Oral Counting (OCM) Assessment, the following percentages of kindergarten students will score within Tier I (meeting benchmark target): from 65% at Fall 2015 to 67% at Winter 2016 Benchmark to 69% at Spring 2016 Benchmark.

OCM Result:

- The result of the AIMSweb Oral Counting Assessment for Winter 2016 was 73% of our students met the Tier benchmark and 73% met the Spring 2016 Tier 1 benchmark. We made our Winter and Spring goals in this area.

Goal 4: Math: Using AIMSweb Number Identification (NIM) Assessment, the following percentages of kindergarten students will score within Tier I (meeting benchmark target): from 72% at Fall 2015 to 74% at Winter 2016 Benchmark to 76% at Spring Benchmark.

NIM Result:

- The result of the AIMSweb Number Identification Assessment was 64% met the Winter 2016 Tier 1 benchmark and 62% met the Spring 2016 Tier 1 benchmark. We did not meet either Winter or Spring Tier 1 benchmarks.

SCHOOL READINESS, COMMUNITY EDUCATION— SANDY EBERHART, COORDINATOR

Jack & Jill Preschool and the Community Services Center are the two Community Education School Readiness Program sites. There are a total of seven School Readiness four-year-old classes and four School Readiness three-year-old classes. We currently have 140 enrolled in our four-year-old classes and an additional 53 enrolled in our 3-year-old school readiness classes.

2015-2016 School Improvement

Goal 1: Educators will identify and prioritize the most important literacy skills for kindergarten entry.

Literacy Result:

- Teachers used the Houghton-Mifflin Pre-K reading curriculum to align with the Common Core standards. They taught 45 minutes of direct reading per instructional day. Children were also taught how to talk, listen, read, and write through play and interaction. Additionally, the School Readiness teachers collaboratively met as a team to discuss teaching strategies and assessment.

Goal 2: Parents will acquire skills to encourage and promote literacy in the home beginning at birth.

Parent Literacy Result:

- Parents were encouraged and given take home activities/suggestions to promote literacy with their preschooler. This was done through monthly newsletters, parent/teacher conferences, one-on-one conversations, phone calls, a Ready for Kindergarten evening and a Jammies and Books family event.

Goal 3: In Bemidji Area Schools, the number of students participating in 4 year old School Readiness programming has a current enrollment of 190 students. The ages for school readiness programming are 3-to-5 year olds. We will increase school readiness enrollment by 5% in Spring 2016.

Increasing Enrollment Result:

- Our school readiness enrollment increased from 190 students in in the Fall 2015 to 193 students in Spring 2016. That's an increase of almost 1%.

SOLWAY ELEMENTARY— TAMI WESELY, PRINCIPAL



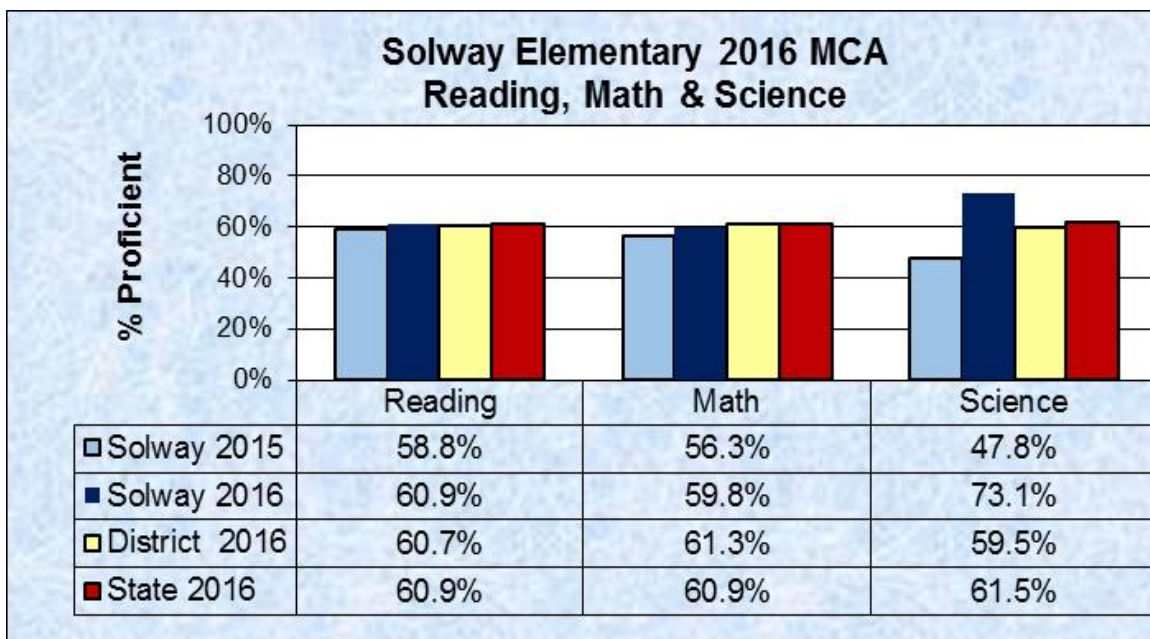
Solway Elementary School is a small, rural school with approximately 160 students in grades 1-5 located in Solway, MN, about 10 miles west of Bemidji. The school provides educational services to students living within a 227 square mile radius. Solway Elementary is a Title 1 Schoolwide Program, and receives funding to provide educational materials and intervention teachers to help all students at the school who need additional help in literacy and mathematics. The Indian Education Program provides a part-time math interventionist to help support Solway students.

Student achievement, as measured by the Minnesota Comprehensive Assessments, has historically been above state averages at Solway Elementary. Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) assessments provide immediate feedback so teachers can plan learning goals for each student. Solway provides extensive intervention for skill deficits, with screening and benchmarking and frequent monitoring through the Response to Intervention (RtI) process. Reading Recovery is available for grade 1 students, and Minnesota Reading Corps provides reading intervention for students in grades 1-3.

2015-2016 School Improvement

Goal 1: Reading: The percentage of “All Students” enrolled at Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA reading test will increase from 58.8% in 2015 to 60.8% in 2016 and 62.8% in 2017.

- The percentage of the All Boys enrolled at Solway Elementary School in grades 3-5 who are proficient on the MCA reading test will increase from 37.1% in 2015 to 41.1% in 2016 and 45.1% in 2017.
- The percentage of American Indian students enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test will increase from 22.2% in 2015 to 24.2% in 2016 and 26.2% in 2017.
- The percentage of Special Education students enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test will increase from 10% in 2015 to 30.7% in 2016 and 32.7% in 2017.
- To support all students **Reading Well by Third Grade**, Solway Elementary School in grades 1 and 2 will improve their reading in the following:
 - Grades 1 will improve Curriculum Based Measurement percentage meeting Tier 1 from 50% in Spring 2015 to 55% in Spring 2016 as measured by AIMSweb.
 - Grade 2 students will improve their overall Mean RIT score from 187.78 in Spring 2015 to 189.5 in Spring 2016 as measured by NWEA MAP.



Reading Result:

- The percentage of “All Students” enrolled in Solway Elementary on October 1 in grades 3-5 who scored proficient on the MCA reading test in Spring 2016 is 60.9%, and meeting our goal.
 - The percentage of proficiency on the MCA for the All Boys enrolled at Solway Elementary increased from 37.1% in 2015 to 50% in 2016, meeting the goal.
 - First Grade at Solway Elementary School increased the Curriculum Based Measurement percentage meeting Tier 1 from 50% in 2015 to 71% in Spring 2016, meeting the goal.
 - The Grade 2 overall Mean RIT score on the NWEA MAP Reading decreased from 187.78 to 184.9 in Spring 2016, not meeting the goal.

- Goal 2: Math:** The percentage of “All Students” enrolled in Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA math test will increase from 56.3% in 2015 to 58.3% in 2016 and 60.3% in 2017.
- The percentage of all boys in grades 3-5 at Solway Elementary School who are proficient on the MCA math test will increase from 44.2% in 2015 to 48.2% in 2016 and 52.2% in 2017.
 - The percentage of American Indian students in grades 3-5 who are proficient on the MCA math test will increase from 22.2% in 2015 to 24.2% in 2016 and 26.2% in 2017.

Math Result:

- The percentage of “All Students” enrolled in Solway Elementary School in grades 3-5 who are proficient on the MCA math test increased from 56.3% in 2015 to 59.8% in 2016, meeting the goal.
 - The percentage of All boys in Solway Elementary School who are proficient in math on the MCA increased from 44.2% to 59.1% in 2016, meeting the goal.

- Goal 3:** Solway Elementary School will provide a safe and welcoming environment for All Students by increasing the implementation of Responsive Classroom/PBIS in 100% of the classrooms by Spring 2016. (Baseline data: 72% of teachers have implemented RC/PBIS in 2014-2015)
- Solway Elementary School classroom teachers will develop “Hopes and Dreams” and Classroom Rules consistent with Responsive Classroom/PBIS.
 - School-Wide School Improvement Team will meet monthly to review RC/PBIS implementation and address parent, staff, and student concerns.

Safe and Welcoming Environment Result:

- All teachers at Solway Elementary School have implemented the basic techniques of Responsive Classroom. Classroom rules were created in all classrooms leading to the development of one set of school rules that were displayed in each room. “Hopes and Dreams” were developed in 80% of the classes.
- A school-wide Continuous Improvement team met monthly. A teacher driven PLC team met quarterly that focused on Responsive Classroom implementation.

MINNESOTA ACADEMIC STANDARDS

Minnesota’s Academic Standards are a set of achievement expectations for all schools and students throughout the state. Minnesota Statute 120B.11 requires every school district in Minnesota to make the annual World’s Best Workforce Report available to the public by October 1 each year. The Bemidji Board of Education approved the 2015-2016 report September 19, 2016. Following School Board approval, this report was posted on the district website: <http://www.bemidji.k12.mn.us> under District Curriculum.

CURRICULUM REVIEW CYCLE

Curriculum is reviewed and updated annually using the following cycle:

<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
Vocational Education: Industrial Technology Business FACS	Language Arts Media	Science	Social Studies	Math	Art Music World Language Phy. Ed. Health

DISTRICT CURRICULUM ADVISORY COMMITTEE

The purpose of this committee is to ensure active participation in all phases of planning and improving instruction and curriculum relative to the Minnesota Academic Standards. Members include teachers, parents, students, school board members, and community residents.

A District Curriculum Advisory Committee meets at 7:00 a.m. the second Tuesday every other month and additional times as needed. The following schedule is set for 2016-2017 at the Downtown Education Center, 502 Minnesota Avenue NW:

- Tuesday, October 11, 2016, 7:00 a.m.
- Tuesday, December 13, 2016, 7:00 a.m.
- Tuesday, February 14, 2017, 7:00 a.m.
- Tuesday, May 9, 2017, 7:00 a.m.

We welcome all interested individuals to join this committee. Individuals wishing to serve on this committee are encouraged to call Kathy Palm at 333-3100, ext. 31103.

Ami Aalgaard	Donna Hickerson	Craig Rypkema
Melissa Bahr	Drew Hildenbrand	Ken Schreiber
Vince Beyl	Karie Hougard	Brian Stefanich
Brandon Bjercknes	Carol L. Johnson	Wendy Thompson
Brent Colligan	Maura Johnson	Chris Tolman
Erin Curran	Kim Kusler	John Truedson
Michelle Dahlby	Ann LongVoelkner	Kathy VanWert
Mary Fairbanks	Amanda Mix	Sonia Wadena
James Hess	Kathy Palm	Janine Wahl

