

**BEMIDJI AREA SCHOOLS**  
**Building School Improvement Plan**  
**Academic Year 2017-2018**

**Building** Bemidji High School

**Building Principal** Brian Stefanich

**School Improvement Site Team Chair** Terry Hewitt

**Building School Improvement Site Team Members:**

Brian Stefanich

Holly Nelson

Jason Stanoch

Jackie Deer

Ranae Seykora

Lori Hildenbrand

Terry Hewitt

Tiffany Palmer

Erin Curran

Sasha Almendinger

Ann Bardwell

**2017-2018 School Improvement SMART Goals:**

- 1** Bemidji High School students will improve attendance rates from 89.3% to 92% for all students by the conclusion of the 2017-2018 school year.
  
- 2** Bemidji High School staff and students will improve the 11<sup>th</sup> grade all student math scores from 57.3% to 60% proficiency in the Data Analysis strand on the spring MCA in 2018.
  
- 3** Bemidji High School staff and students will improve 11<sup>th</sup> grade Special Education math scores from 7.0% proficiency to 11.0% proficiency in the spring of 2018 on the MCA.
  
- 4** Bemidji High School staff and students will improve 10<sup>th</sup> grade science scores from 58.2% proficiency to 60.2% proficiency in the spring of 2018 on the MCA. This is the School Q-Comp Goal.
  
- 5** Bemidji High School staff and students will improve the graduation rate as measured by MDE's four-year calculations to 90% for all students for the 2017-2018 school year.

## 2017-2018 School Improvement Goals

School Improvement Goal #1:
Bemidji High School students will improve attendance rates from 89.3% to 92% for all students by the conclusion of the 2017-2018 school year.
Baseline Data used To Select Goal:
Skyward attendance reports including all excused and unexcused absences for the past three years: 2016-2017 89.30% 2015-2016 89.45% 2014-2015 89.59%
Desired Result:
Bemidji High School student attendance will increase to 95% or higher in an effort to also increase student achievement.

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):
<ul style="list-style-type: none"> <li>• All departments have created an attendance goal, and individual teachers have a SMART goal to increase attendance in their classes.</li> <li>• Teachers will receive training on Edgenuity online to provide test prep remediation and supplementary instruction in all core subject areas.</li> <li>• Teachers will receive training in Positive Behavior Interventions and Supports (PBIS) to improve school culture, reduce behavior issues, and create school pride.</li> <li>• Teachers and paraprofessionals will receive training in ALICE (Alert, Lockdown, Inform, Counter, Evacuate), to make informed decisions in the event of a violent act in the school.</li> <li>• Select teachers and paraprofessionals will be trained in CPI (Crisis Prevention Intervention) in order to have de-escalation strategies to use when students are acting out.</li> <li>• All teachers will be trained in Viewpoint, a data warehouse.</li> <li>• As technology becomes available, (SMARTboards, ipads, LCD projectors, doc cams, etc.) and teaching platforms for blended model instruction such as D2L are explored, teachers will be provided professional development. These tools increase student engagement and prepare them for 21st century skills in the workplace.</li> <li>• A District team will attend MEIRS training, and reports will be distributed to Student Support. Teams including RTI, and Homeroom teachers to put interventions in place for students needing extra support.</li> <li>• BHS and NTC and community manufacturing companies will expand course offerings and employment opportunities to provide pathways for trades certification and post-secondary credit.</li> <li>• BHS and NTC will increase CNA classes to allow more high school students the opportunity to be Certified Nursing Assistants.</li> <li>• Six “Bemidji Career Academies” will be launched this year to provide pathways to careers. These academies include, Light, Sound, and Video Technician, Mechatronics, Health Careers, Business Management, Construction Trades, and Project Lead the Way.</li> <li>• Staff development training in Native American Culture</li> <li>• Staff development training in Poverty based on book, <u>Disrupting Poverty</u></li> </ul>

**Staff Development Activities:**

- Staff will continue to reinforce PBIS concepts to continually improve school culture.
- The staff will lead weekly homeroom activities to improve school culture and prepare students from the next step after high school using Ramp up to Readiness curriculum.
- All BHS teachers will have opportunities to attend staff development meetings or conferences to address best practices in the classroom ensuring curriculum benchmarks are met.
- Staff will receive staff development training on: suicide prevention and the early onset of mental illness.
- All teachers in all areas of study will become familiar with the MCA math test and will receive training on interpretation of test data from the MCA and MAP tests.
- Teachers will learn to apply best practice in curriculum planning to create safety nets to increase academic success. Students will be placed into math classes that will prepare them to pass MCA tests.
- All BHS teachers will focus on teaching for the standards and benchmarks in their subject areas.
- MAP testing of 9th grade students for prescriptive placement will be used to guide instructions through interpretation of data.
- Teacher trainings to include “Ramp up to Readiness” training. This curriculum prepares students for the next step after high school and helps foster a positive relationship with a caring adult. Teacher trainings also include staff development in reading strategies for increased comprehension across the curriculum.
- Teachers will receive training in technology tools for teaching and increasing student engagement and skills for 21st Learners.
- Teachers will be key stakeholders in developing strong academies and they will meet and collaborate with post secondary institutions as well as community partners.
- Staff development training in Native American Culture
- Staff development training in Poverty based on book, Disrupting Poverty

**Evidence of Teacher Learning and Improved Student Performance:**

Attendance will increase to 95% and proficiency on standardized assessments will increase for all students.

- Increased attendance
- Increased graduation rates
- Improved student performance on summative assessments: MAP, ACT, Accuplacer, MCA
- Professional growth plans and reflective statements.
- PLC work to collaborate and increase student achievement.
- Attendance will increase to 95% and proficiency on standardized assessments will increase for all students.

**2017-2018 School Improvement Goals**

**School Improvement Goal #2:**

Bemidji High School staff and students will improve the 11<sup>th</sup> grade all student math scores from 57.3% to 60% proficiency in the Data Analysis strand on the spring MCA in 2018.

**Baseline Data used To Select Goal:**

Data Source: 2017 MCA math test and MMR reports.

Desired Result:

Improve the 11<sup>th</sup> grade math scores from 57.3% to 60% proficiency in the Geometry and Measurement strand on the spring MCA in 2018. A focus on Geometry and Measurement will increase math MCA scores for all students.

### **Means to Achieve the School Improvement Goal**

Staff Development Goal(s):

- Staff will receive Google Classroom training.
- Staff training will focus on formative assessment.
- Math department will meet daily/weekly as a PLC to work on common assessments and strategies for developing lessons for geometry and measurement.
- All teachers in all areas of study will become familiar with the MCA math test and will receive training on interpretation of test data from the MCA and MAP tests.
- Teachers will learn to apply best practice in curriculum planning to create safety nets of academic support. Students will be placed into math classes that will prepare them to pass MCA tests.
- All BHS teachers will focus on teaching for the standards and benchmarks in their subject areas.
- MAP testing of 9<sup>th</sup> grade students for prescriptive placement will be used to guide instruction through interpretation of data.
- Teachers will receive training on Edgenuity to provide test prep remediation and supplementary math instruction.
- All teachers will be trained in Viewpoint, a data warehouse.
- As technology becomes available, (SMARTboards, ipads, LCD projectors, doc cams, etc.) and teaching platforms for blended model instruction such as D2L are explored, teachers will be provided professional development. These tools increase formative assessment options to increase student engagement and prepare them for 21<sup>st</sup> century skills in the workplace.
- Special education math teachers will be trained in Math 180 and provide the course to students who qualify.

Staff Development Activities:

- The Math PLC will continue for the purpose of improving instructional practices to increase student achievement.
- Staff will be trained to interpret data and gear teaching practices to improve math, reading, and writing scores.
- Staff will continue to reinforce PBIS concepts to continually improve school culture.
- The staff will lead weekly homeroom activities to improve school culture and prepare students from the next step after high school using Ramp up to Readiness curriculum.
- All BHS teachers will have opportunities to attend staff development meetings or conferences to address best practices in the classroom ensuring curriculum benchmarks are met.
- Staff will receive staff development training on: suicide prevention and the early onset of mental illness
- Staff training will focus on formative assessment.

- There will be Google Drive Classroom training for all staff.

**Evidence of Teacher Learning and Improved Student Performance:**

- Teachers will focus on student learning and will effectively guide students through content by setting objectives, using formative assessment and providing feedback to students.
- Formative assessment will be used by teachers and will define re-teaching strategies.
- Students will meet or exceed the goals set for improving math scores. Success in this area should also translate into better learning in all areas.
- Administrative walk through visits, professional growth plans, and formal observations provide teachers with feedback on how they are progressing. These visits also provide administrators with evidence for future staff development planning and training.
- Indicators of improved student performance will include increased scores as measured by: MAP, MCA, Accuplacer, and ACT assessments.

**2017-2018 School Improvement Goals**

School Improvement Goal #3:
Bemidji High School staff and students will improve 11 <sup>th</sup> grade Special Education math scores from 7.0% proficiency to 11.0% proficiency in the spring of 2018 on the MCA.
Baseline Data used To Select Goal:
Data Source: 2017 MCA math test and MMR reports.
Desired Result:
Improve the 11 <sup>th</sup> grade Special Education math scores from 7.0% proficiency rate to 11.0% proficiency on the spring MCA in 201. Improved student test scores and passing ratio due to implementing a change in curriculum: Math 180, and My Path in Edgenuity is a new system for students in special education to improve foundation skills in math.

**Means to Achieve the School Improvement Goal**

Staff Development Goal(s):
<ul style="list-style-type: none"> <li>• Staff will receive Google Classroom training.</li> <li>• Staff training will focus on formative assessment.</li> <li>• All teachers in all areas of study will become familiar with the MCA math test and will receive training on interpretation of test data from the MCA and MAP tests.</li> <li>• Teachers will learn to apply best practice in curriculum planning to create safety nets of academic support. Students will be placed into math classes that will prepare them to pass MCA tests.</li> <li>• All BHS teachers will focus on teaching for the standards and benchmarks in their subject areas.</li> <li>• MAP testing of 9<sup>th</sup> grade students for prescriptive placement will be used to guide instruction through interpretation of data.</li> <li>• Teachers will receive training on Edgenuity to provide test prep remediation and supplementary math instruction.</li> </ul>

- Teachers will receive training in Positive Behavior Interventions and Supports (PBIS) to improve school culture, reduce behavior issues, and create school pride.
- All teachers will be trained in Viewpoint, a data warehouse.
- As technology becomes available, (SMARTboards, ipads, LCD projectors, doc cams, etc.) and teaching platforms for blended model instruction such as D2L are explored, teachers will be provided professional development. These tools increase formative assessment options to increase student engagement and prepare them for 21<sup>st</sup> century skills in the workplace.
- Special education math teachers will be trained in Math 180 and Edgenuity (My Path) and provide the course to students who qualify.
- Special education math teachers will focus on geometry and measurement lessons to increase proficiency on that strand, thereby increasing overall scores on the MCA.

**Staff Development Activities:**

- The Math PLC will continue for the purpose of improving instructional practices to increase student achievement.
- Staff will be trained to interpret data and gear teaching practices to improve math, reading, and writing scores.
- Staff will continue to reinforce PBIS concepts to continually improve school culture.
- The staff will lead weekly homeroom activities to improve school culture and prepare students from the next step after high school using Ramp up to Readiness curriculum.
- All BHS teachers will have opportunities to attend staff development meetings or conferences to address best practices in the classroom ensuring curriculum benchmarks are met.
- Staff will receive staff development training on: suicide prevention and the early onset of mental illness
- Staff training will focus on formative assessment.
- There will be Google Drive Classroom training for all staff.

**Evidence of Teacher Learning and Improved Student Performance:**

- Teachers will focus on student learning and will effectively guide students through content by setting objectives, using formative assessment and providing feedback to students.
- Formative assessment will be used by teachers and will define re-teaching strategies.
- Students will meet or exceed the goals set for improving math scores. Success in this area should also translate into better learning in all areas.
- Administrative walk through visits, professional growth plans, and formal observations provide teachers with feedback on how they are progressing. These visits also provide administrators with evidence for future staff development planning and training.
- Indicators of improved student performance will include increased scores as measured by: MAP, MCA, Accuplacer, and ACT assessments.

**2017-2018 School Improvement Goals**

**School Improvement Goal #4:**

Bemidji High School staff and students will improve 10<sup>th</sup> grade science scores from 58.2% proficiency to 60.2% proficiency in the spring of 2018 on the MCA. This is the School Q-Comp Goal.

Baseline Data used To Select Goal:
Data Source: 2017 MCA science test and MMR reports
Desired Result:
Improve 10 <sup>th</sup> grade science scores from 58.2% proficiency to 60.2% proficiency in the spring of 2018 on the MCA.

### **Means to Achieve the School Improvement Goal**

Staff Development Goal(s):
<ul style="list-style-type: none"> <li>• Staff trainings will include reading strategies for comprehension improvement skills to be used across the curriculum.</li> <li>• Staff will utilize the knowledge and expertise of the Indian Career Advisor and Liaison to increase awareness of cultural concerns at BHS.</li> <li>• All teachers in all areas of study will become familiar with the MCA science test and will receive training on interpretation of test data from the MCA and MAP tests.</li> <li>• Teacher will receive training on Edgenuity to provide test prep remediation and supplementary reading instruction for low performing students.</li> <li>• Teachers will receive training in Positive Behavior Interventions and Supports (PBIS) to improve school culture, reduce the number of behavior violations, and create school pride.</li> <li>• All teachers will be trained in Viewpoint, a data warehouse.</li> <li>• As technology becomes available, (SMARTboards, ipads, LCD projectors, doc cams, etc.) and teaching platforms for blended model instruction such as D2L are explored, teachers will be provided professional development. These tools increase student engagement and prepare them for 21st century skills in the workplace.</li> <li>• Staff trainings will focus on formative assessments, how to use data to improve lessons, TAT/CST process, and strategies to increase attendance.</li> <li>• Paraprofessionals and teachers will utilize Infinitec to get web -based training on disability specific issues.</li> </ul>
Staff Development Activities:
<ul style="list-style-type: none"> <li>• A Science Department PLC will continue for the purpose of improving instructional practices to increase student achievement.</li> <li>• Teachers will interpret data and gear teaching practices to improve math, reading, and writing scores.</li> <li>• Teachers will continue to reinforce PBIS concepts.</li> <li>• The staff will lead weekly homeroom activities to improve school culture and prepare students for a career or a post-secondary experience after high school.</li> <li>• All BHS teachers will have opportunities to attend staff development meetings or conferences to address best instructional practices in the classroom ensuring curriculum benchmarks are met.</li> <li>• All staff will receive staff development on: suicide prevention and early onset of mental illness.</li> <li>• Staff trainings will focus on the use of formative assessment and creating re-teaching opportunities.</li> </ul>
Evidence of Teacher Learning and Improved Student Performance:
<ul style="list-style-type: none"> <li>• Teachers will focus on student learning and will effectively guide students through content by setting objectives, using formative assessment and providing feedback to students.</li> <li>• Teachers will use formative assessment and define re-teaching strategies.</li> </ul>

- Students will meet or exceed the goals set for improving reading scores. Success in this area should also translate into better learning in all areas.
- Administrative walk through visits, professional growth plans, and formal observations will provide teachers with feedback on how teachers are progressing in improved instruction. These visits also provide administrators with evidence of future staff development planning and training.
- Indicators of improved student performance will include increased scores as measured by: MCA, Accuplacer, and ACT assessments.

### **2017-2018 School Improvement Goals**

School Improvement Goal #5:
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 2017-2018.
Baseline Data used To Select Goal:
Baseline data included in the 2017 AYP/MMR report.
Desired Result:
Improve graduation rate for the class of 2018 to 90% or higher.

### **Means to Achieve the School Improvement Goal**

Staff Development Goal(s):
<ul style="list-style-type: none"> <li>• Teachers will receive training on Edgenuity online to provide test prep remediation and supplementary instruction in all core subject areas.</li> <li>• Teachers will receive training in Positive Behavior Interventions and Supports (PBIS) to improve school culture, reduce behavior issues, and create school pride.</li> <li>• Teachers and paraprofessionals will receive training in ALICE (Alert, Lockdown, Inform, Counter, Evacuate), to make informed decisions in the event of a violent act in the school.</li> <li>• Teacher trainings to include “Ramp up to Readiness” training. This curriculum prepares students for the next step after high school and helps foster a positive relationship with a caring adult.</li> <li>• Select teachers and paraprofessionals will be trained in CPI (Crisis Prevention Intervention) in order to have de-escalation strategies to use when students are acting out.</li> <li>• All teachers will be trained in Viewpoint, a data warehouse.</li> <li>• As technology becomes available, (SMARTboards, ipads, LCD projectors, doc cams, etc.) and teaching platforms for blended model instruction such as D2L are explored, teachers will be provided professional development. These tools increase student engagement and prepare them for 21st century skills in the workplace.</li> <li>• A District team will attend MEIRS training, and reports will be distributed to Student Support. Teams including RTI, and Homeroom teachers to put interventions in place for students needing extra support.</li> <li>• BHS and NTC and community manufacturing companies will expand course offerings and employment opportunities to provide pathways for trades certification and post-secondary credit.</li> </ul>



- BHS and NTC will increase CNA classes to allow more high school students the opportunity to be Certified Nursing Assistants – three teams of 15 students for the 2017-2018 school year.
- Six “Bemidji Career Academies” will be launched this year to provide pathways to careers. These academies include, Light, Sound, and Video Technician, Mechatronics, Health Careers, Business Management, Construction Trades, and Project Lead the Way.

**Staff Development Activities:**

- Staff will continue to reinforce PBIS concepts to continually improve school culture.
- The staff will lead weekly homeroom activities to improve school culture and prepare students from the next step after high school using Ramp up to Readiness curriculum.
- All BHS teachers will have opportunities to attend staff development meetings or conferences to address best practices in the classroom ensuring curriculum benchmarks are met.
- Staff will receive staff development training on: suicide prevention and the early onset of mental illness.
- All teachers in all areas of study will become familiar with the MCA math test and will receive training on interpretation of test data from the MCA and MAP tests.
- Teachers will learn to apply best practice in curriculum planning to create safety nets to increase academic success. Students will be placed into math classes that will prepare them to pass MCA tests.
- All BHS teachers will focus on teaching for the standards and benchmarks in their subject areas.
- MAP testing of 9th grade students for prescriptive placement will be used to guide instructions through interpretation of data.
- Teacher trainings to include “Ramp up to Readiness” training. This curriculum prepares students for the next step after high school and helps foster a positive relationship with a caring adult. Teacher trainings also include staff development in reading strategies for increased comprehension across the curriculum.
- Teachers will receive training in technology tools for teaching and increasing student engagement and skills for 21st Learners.
- Teachers will be key stakeholders in developing strong academies called Bemidji Career Academies, and teachers will meet and collaborate with post-secondary institutions as well as community partners.
- Book study on poverty, Disrupting Poverty
- Staff development on Native American Culture presented by Bill Blackwell

**Evidence of Teacher Learning and Improved Student Performance:**

- Increased graduation rates
- Improved student performance on summative assessments: MAP, ACT, Accuplacer, MCA
- Professional growth plans and reflective statements.
- PLC work to collaborate and increase student achievement.
- Students will register and complete certifications in the new Bemidji Career Academies.