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# Bemidji Area Schools

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*School Improvement &  
Staff Development Plans*

*2017-2018*

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# Bemidji Area Schools

## Strategic Plan | 2017 - 2022

### BELIEF STATEMENTS

We believe:

- Each learner will be challenged to develop his/her full potential.
- Learning is a lifelong process that enriches our lives.
- Education is a partnership among school, family, and community.
- There are expectations of quality for ourselves and for others.
- Our school district values and reflects culturally diverse talents, backgrounds and viewpoints.
- All students should take responsibility for their own success.
- Our staff are highly qualified and should be reflective of our student body.

### MISSION STATEMENT

Empower each learner to succeed in our diverse and changing world.



STRATEGIC PRIORITIES	GOALS	OBJECTIVES
EQUITABLE STUDENT ACHIEVEMENT	<p>1. Bemidji Area Schools will achieve the highest level of success for ALL students.</p> <p>2. Bemidji Area Schools will develop and implement a vertical vision for a comprehensive Pre-K to 12th Grade program.</p> <p>3. Bemidji Area Schools will demonstrate high academic standards for all students and will close the achievement gap.</p>	<p>1.1 We will annually meet the goals of the World’s Best Workforce for the school district.</p> <ul style="list-style-type: none"> <li>▪ All students will read at grade level by 3rd grade.</li> <li>▪ Promote birth to age 3 parent education initiatives to prepare students for kindergarten.</li> <li>▪ Eliminate all achievement gaps for all student subgroups.</li> <li>▪ All students will graduate from high school within four years of starting high school.</li> <li>▪ Prepare all students to reach their full potential in the areas of college or career readiness, independent living, and social competency.</li> </ul> <p>2.1. We will evaluate the current status of our academic program with a focus on:</p> <ul style="list-style-type: none"> <li>▪ Curriculum/standards</li> <li>▪ Achievement Gap</li> <li>▪ Resources</li> <li>▪ Funding</li> <li>▪ Survey of staff and partners</li> </ul> <p>Based on the results of the evaluation, we will develop and implement plans to address identified needs.</p> <p>2.2. We will explore the feasibility of an operating levy to address Pre-K readiness needs.</p> <p>2.3. We will implement a system of checks or audits at transition points.</p> <ul style="list-style-type: none"> <li>▪ Pre-K to K</li> <li>▪ 3rd to 4th Grades</li> <li>▪ 5th to 6th Grades</li> <li>▪ 8th to 9th Grades</li> <li>▪ 12th Grade to Post-High School</li> </ul> <p>3.1. We will develop and implement a culturally relevant curriculum.</p> <p>3.2. We will work in partnership with appropriate agencies to develop the necessary interventions which support student social and/or emotional growth.</p> <p>3.3. We will engage all families in a true educational partnership for the benefit of their children at an early age.</p>
BUILDING RELATIONSHIPS/PARTNERSHIPS/ COLLABORATION WITH STAKEHOLDERS	<p>4. Bemidji Area Schools will engage [partner] with community members [stakeholders] to build shared success and healthy community growth.</p>	<p>4.1 We will develop and implement research-based programs to foster family engagement.</p> <p>4.2 We will develop relationships with Beltrami County Pre-K providers.</p> <ul style="list-style-type: none"> <li>▪ Offer CEU Opportunities</li> <li>▪ Host these events</li> </ul> <p>4.3 We will develop an Academic Lumberjack Foundation in collaboration with the Northwest Minnesota Foundation (NWMF).</p> <ul style="list-style-type: none"> <li>▪ Innovative grants to classrooms</li> </ul> <p>4.4 We will create partnerships with local businesses and industries.</p> <ul style="list-style-type: none"> <li>▪ Assist in curriculum writing with teachers</li> </ul> <p>4.5 We will establish a working relationship with local government units.</p> <ul style="list-style-type: none"> <li>▪ Periodic meetings</li> <li>▪ Spotlight discussions</li> <li>▪ Common objectives and issues</li> </ul> <p>4.6 We will strengthen relationships with other education providers.</p> <ul style="list-style-type: none"> <li>▪ Nonpublic schools</li> <li>▪ Charters</li> </ul>

STRATEGIC PRIORITIES	GOALS	OBJECTIVES
WORKFORCE DEVELOPMENT	5. Bemidji Areas Schools will attract, hire, support and retain a highly qualified, diverse staff who will support success for all students.	<p>5.1 We will hire and retain staff that will reflect the diversity of our students.</p> <p>5.2 We will provide training and mentorship that increases staff’s competencies in differentiating instruction to reduce achievement gaps.</p> <p>5.3 We will implement a recruitment and marketing program that focuses on what the Bemidji community has to offer.</p> <p>5.4 We will develop a “Grow Your Own Program” to encourage students and others to enter the education profession.</p>
HIGH-QUALITY DISTRICT	6. Bemidji Area Schools will foster a progressive culture of creativity and innovation around best practices.	<p>6.1 We will create teacher “mini-grants” to promote innovation in the classroom.</p> <p>6.2 We will create non-licensed staff “mini-grants” to promote problem-solving and creativity in the workplace.</p> <p>6.3 At each level of schooling, we will create an “IDEA or Young Inventors Competition” to generate innovative solutions to problems effecting our classrooms, schools, community, region, state, country and world.</p>



# Bemidji Area Schools

## Bemidji, Minnesota 2017-2018 District Goals

### I. Academic Goals

#### **Reading:**

In Bemidji Area Schools district-wide the “All Students” group will increase their proficiency of 60.8% in the spring of 2017 to 62.8% in the spring of 2018 as measured by the MCA in Reading for students enrolled October 1.

#### **Reading Achievement Gaps:**

Special Education students’ proficiency will improve from 32.8% in Spring 2017 to 34.8% in Spring 2018 as measured by the MCA in Reading.

American Indian students’ Reading proficiency will improve from 43.0% in Spring 2017 to 45.0% in Spring 2018 as measured by the MCA in Reading.

Bemidji Area Schools students receiving Free & Reduced Lunch will improve proficiency from 50.2% in Spring 2017 to 52.2% in Spring 2018 as measured by the MCA in Reading.

To support all students **Reading Well by Third Grade**, Bemidji Area Schools kindergarten and grades 1, 2, and 3 will improve their reading in the following:

- Kindergarten students will improve their overall Mean RIT score from 140.3 in Fall 2017 to 158.1 in Spring 2018 as measured by NWEA MAP.
- Grade 1 students will improve their overall Mean RIT score from 155.3 in Fall 2017 to 177.5 in Spring 2018 as measured by NWEA MAP.
- Grade 2 students will improve their overall Mean RIT score from 169.7 in Fall 2017 to 188.7 in Spring 2018 as measured by NWEA MAP.
- Grade 3 students will improve MCA Reading percent proficient from 51.7% in Spring 2017 to 56.7% in the Spring of 2018.

#### **Mathematics:**

In Bemidji Area Schools district-wide, the “All Students” group will increase their proficiency of 60.2% in the spring of 2017 to 62.2% in the spring of 2018 as measured by the MCA in Mathematics.

#### **Math Achievement Gaps:**

Special Education students’ proficiency will improve from 31.9% in Spring 2017 to 33.9% in Spring 2018 as measured by the MCA in Mathematics.

American Indian students’ proficiency will improve from 39.2% in Spring 2017 to 41.2% in Spring 2018 as measured by the MCA in Mathematics.

Bemidji Area Schools Free & Reduced Lunch students’ proficiency will improve from 46.6% in Spring 2017 to 48.6% in Spring 2018 as measured by the MCA in Mathematics.

**Graduation Rate:**

The Bemidji High School student graduation rate as measured by MDE’s Four-Year Graduation Rate calculations will increase to 87.4% for all students in 2016-2017 and to 88.4% for all students in 2017-2018. (Baseline Data: Bemidji High School Four-year Graduation Rate: 2011 = 83.2%, 2012 = 86.6%, 2013 = 85.8%, 2014 = 83.2%, 2015 = 86.2%, 2016 = 86.4).

**All Students Ready for Kindergarten:**

In Bemidji Area Schools the number of students participating in district 3 and 4 year old preschool programs will increase 10% from 200 students in Spring 2017 to 220 students in Spring 2018.

**II. School Climate Goal:**

On the 2017-2018 DIRS Report we will see at least a 5% reduction in two areas:

	Baseline <u>2016-2017</u>	5% Reduction <u>2017-2018</u>
Assaults	99	94
Fighting	49	46

**III. Improved Attendance Rates**

- A. At the end of the 2017-2018 school year, all schools will have at least 94% attendance rates for students as measured by MARSS.

Baseline 2016-2017 Attendance Rates:

Bemidji High School	89.15%
Bemidji Middle School	92.36%
Bemidji BYLaW	71.94%
Lumberjack High School	82.12%
Central Elementary	92.54%
Horace May Elementary	94.35%
J.W. Smith Elementary	91.58%
Lincoln Elementary	93.76%
Northern Elementary	93.47%
Solway Elementary	94.27%
Paul Bunyan Elementary	<u>92.09%</u>
District	91.92%

- B. At the conclusion of the 2016-2017 school year, the number of students who missed more than 20 days during the year without valid excuses will be reduced by 10% as measured by Viewpoint.

School	#Students	#Days	Average Days/Student
Bemidji AEC	13	481.20	37.02
Bemidji High School	113	3,999.40	35.39
Bemidji Middle School	64	1,926.30	30.10
Bemidji BYLaW	6	174.00	29.00
Central Elementary	11	235.50	21.41
First City School	2	78.80	39.40
Horace May Elementary	4	91.00	22.75
J.W. Smith Elementary	11	296.00	26.91
Lincoln Elementary	15	398.00	26.53
Lumberjack ALC	10	292.70	29.27
Northern Elementary	7	146.50	20.93
Paul Bunyan Elementary	4	89.00	22.25
Solway Elementary	1	29.00	29.00
District Totals	261	8,208.40	31.45

#### IV. College & Career Ready

During the 2017-2018 school year, Bemidji High School will develop and initiate the next six Career Academies and develop community partnerships to support them. At least 5 students will enroll in each academy.

### BEMIDJI AREA SCHOOLS

#### 2017-2018 District Professional Development Goals

Approved by Bemidji District Staff Development Committee September 26, 2017

##### 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 in Positive Behavioral Interventions and Supports (PBIS) and Responsive Classroom to improve student behavior.
- B. Provide training for staff in cultural awareness and turning high-poverty schools into high-performing schools

##### Effective and Efficient Operations

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



## **BEMIDJI AREA SCHOOLS School Improvement Planning 2017-2018**

District school staffs work hard to make school improvement an integral, working component of the school program. They have developed plans which link data collection and analysis to staff development. A summary of school initiatives is listed below.

### **Bemidji Alternative Education Center (AEC)** Tama Wesely, Principal

1. **Reading:** In Bemidji Alternative Education Center (AEC), the “ALL Students” group will increase their proficiency of 16.7% in the spring of 2017 to 20% in the spring of 2018 as measured by the MCA Reading test for students enrolled October 1.
2. **Mathematics:** In Bemidji Alternative Education Center (AEC), the “ALL Students” group will increase their proficiency of 8.3% in the spring of 2017 to 12% in the spring of 2018 as measured by the MCA Math test for students enrolled October 1.
3. **Attendance:** In Bemidji alternative Education Center (AEC), student attendance for weekly sessions will increase from 55% during the 2016-2017 school year to 60% during the 2017-2018 school year.

### **Bemidji High School** Brian Stefanich, Principal

1. **Attendance:** 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. **Math:** 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. **Math:** 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. **Science:** 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. **Graduation Rate:** 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.

### **Bemidji Middle School** Drew Hildenbrand, Principal

1. **Math:** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in mathematics from 65.5% in the spring of 2017 to 67.5% in the spring of 2018 as measured by the MCA-III. (Increase of 2%)  
*Goal 1A:* 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 2018 MCA-III.
  - Grades 6-8 American Indian – 42.5% to 47.5% (increase of 5%)
  - Grades 6-8 Free and Reduced – 51.6% to 55% (increase of 3.4%)
  - Grades 6-8 Special Education – 25.0% to 30.0% (Increase by 5%)

2. **Reading:** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in reading from 63.9% in the spring of 2016 to 65% in the spring of 2017 as measured by the MCA-III. (Increase of 1.1%)  
*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 2018 MCA-III.
  - Grades 6-8 American Indian – 44.3% to 49.3% (increase of 5%)
  - Grades 6-8 Free and Reduced – 49.9% to 54.9% (increase of 5%)
  - Grades 6-8 Special Education – 28.4% to 33.4% (increase of 5%)
3. **Science:** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in science from 48.5% in the spring of 2017 to 50.5% in the spring of 2018 as measured by the MCA-III. (Increase of 2%)  
*Goal 3A:* Students at Bemidji Middle School will increase proficiency in American Indian subgroups in science to close achievement gaps as measured by the spring 2018 MCA-III.
  - Grade 8 American Indian – 18.3% to 20.3% (increase of 2%)
4. **Informational Text/ Non Fiction:** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in Informational Text/Non-Fiction reading percentage from 59.1% in the spring of 2017 to 62.5% in the spring of 2018 as measured by the 2018 MCA-III Reading Test. (Increase of 3.4%)
5. **Attendance:** Students at Bemidji Middle School in the “All-Students” group will decrease their unexcused absences from 231 total days to 220 total unexcused days in the spring of 2018 as measured by Skyward.

**Bemidji Youth Learning and Working Program (BYLaW) Tama Wesely, Principal**

1. **Reading:** In the BYLaW School the “All Students” group will increase proficiency from 0% in the spring of 2017 to 3% in the spring of 2018 as measured by the MCA in Reading.  
*Goal 1A:* The BYLaW School will increase reading scores by an average of 1.3 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.
2. **Math:** In the BYLaW School the “All Students” group will increase proficiency from 0% in the spring of 2017 to 3% in the spring of 2018 as measured by the MCA in Math.  
*Goal 2A:* The BYLaW School will increase math scores by an average of 1.3 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.
3. **Attendance:** The BYLaW School student attendance rate will increase from 71.94% in 2017 to 83% in 2018 as measured by NCLB Adequate Yearly Progress and BYLaW School records.

**Central Elementary School** Patricia A. Welte, Principal

1. **Reading:** The proficiency percentage of **All Students**, grade 3-5, at Central Elementary, will increase from 54.6% in Spring 2017 to 56.6% in Spring 2018 as measured by the MCA III/MTAS Reading Assessment.

*Goal 1A:* The proficiency percentage of the **Free and Reduced** subgroup, grades 3-5, at Central Elementary will increase from 52.2% in Spring 2017, to 54.2% in Spring 2018 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 47.6% in Spring 2017, to 49.6% in Spring 2018, as measured by the MCA III/MTAS Reading Assessment.

*Goal 1C:* The proficiency percentage of the **Special Education** subgroup, grades 3-5, at Central Elementary will increase from 47.8% in Spring 2017, to 49.8% in Spring 2018, as measured by the MCA III/MTAS Reading Assessment.

*Goal 1D:* To support all students **Reading Well by Third Grade:**

- The Mean RIT score of Kindergarten students, at Central Elementary, will increase from 138.6 in Fall 2017 to 146.6 in Spring 2018 as measured by the NWEA MAP Reading assessment.
- The Mean RIT score of Grade 1 students, at Central Elementary, will increase from 152.2 in Fall 2017 to 160.2 in Spring 2018 as measured by the NWEA MAP Reading Assessment.
- The Mean RIT score of Grade 2 students, at Central Elementary, will increase from 167.2 in Fall 2017 to 172.2 in Spring 2018 as measured by the NWEA MAP Reading assessment.

2. **Math:** The proficiency percentage of **All Students**, grade 3-5, at Central Elementary, will increase from 57.7% in Spring 2017, to 59.7% in Spring 2018, as measured by the MCA III/MTAS Math Assessment.

*Goal 2A:* The proficiency percentage of the **Free and Reduced** subgroup, grades 3-5, at Central Elementary, will increase from 53.6% in Spring 2017, to 55.6% in Spring 2018, 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 42.9% in Spring 2017, to 44.9% in Spring 2018, as measured by MCA III/MTAS Math Assessment

*Goal 2C:* The proficiency percentage of the **Special Education** subgroup, grades 3-5, at Central Elementary, will increase from 47.8% in Spring 2017 to 49.8% in Spring 2018, as measured by the MCA III/MTAS Math assessment.

*Goal 2D:* To support all students in achieving math growth:

- The Mean RIT score of Kindergarten students, at Central Elementary, will increase from 135.8 in Fall 2017 to 145.8 in Spring 2018 as measured by the NWEA MAP Math assessment.

- The Mean RIT score of Grade 1 students, at Central Elementary, will increase from 154.8 in Fall 2017 to 162.8 in Spring 2018 as measured by the NWEA MAP Math assessment.
  - The Mean RIT score of Grade 2 students, at Central Elementary, will increase from 172.9 in Fall 2017 to 177.9 in Spring 2018 as measured by the NWEA MAP Math assessment.
3. **Safe and Welcoming Environment/Responsive Classroom:** Central Elementary students, Grades K-5, will increase their overall attendance percentage from 92.55% during the 2016-2017 school year to 93.55% during the 2017-2018 school year as measured by the Attendance Monitor.

**Community Education School Readiness** Sandy Eberhart, Community Education Coordinator

1. **Literacy:** We will improve the foundational skills of letter knowledge for students enrolled in Bemidji Area Schools Pre-K program so that 75% of students will demonstrate acquisition of 10 out of 26 letters measured by the Spring 2018 Pre-K assessment.
2. **Math:** We will improve the foundational skills of number recognition for students enrolled in Bemidji Area Schools Pre-K program so that 60% will demonstrate number knowledge of 0-10 as measured by the Spring 2018 Pre-K assessment.
3. **Attendance:** We will improve the student attendance of Bemidji Area Schools Pre-K program so that 80% of students will consistently attend programming in all full day Pre-K classrooms as measured by the Spring 2018 classroom attendance records.

**Early Intervention (EIC)** Kathy VanWert, Principal

1. **Literacy:** The Early Intervention Programs will use the Brigance Inventory of Early Development III or the Preverbal Skills Checklist to determine literacy growth of selected students. A baseline will be taken in fall of 2017 and growth will be determined by spring of 2018. Eighty percent of selected students will add at least two new literacy skills to their baseline by spring of 2018.

**First City School** Tama Wesely, Principal

1. **Reading:** In the First City School the “All Students” group will increase proficiency from 25.9% in the spring of 2017 to 28% in the spring of 2018 as measured by the MCA in Reading.  
*Goal 1A:* The First City School will increase reading scores by an average of 1.3 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.
2. **Math:** In the First City School the “All Students” group will increase proficiency from 4.2% in the spring of 2017 to 6.2% in the spring of 2018 as measured by the MCA in Math.

*Goal 2A:* The First City School will increase math scores by an average of 1.3 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.

3. **Graduation Rate:** The First City School student graduation rate will increase from 5% in 2017 to 7% in 2018 as measured by MDE’s Graduation Rate calculations and First City School records.

## **Horace May Elementary School** Ami Aalgaard, Principal

### **1. Reading:**

*Goal 1A:* The first through fifth graders will improve the overall percent of students reaching their Growth Target from 53% in the fall of 2017 to 55% in the spring of 2018 as measured by the NWEA MAP reading assessment.

*Goal 1B:* The Horace May “**All Students**” group will increase their reading proficiency from 64.6% in the spring of 2017 to 66.6% in the Spring of 2018 as measured by the Reading MCA III.

- The Horace May “**Special Education**” sub-group will increase their proficiency from 52.5% in the spring of 2017 to 54.5% in the spring of 2018 as measured by the Reading MCA III assessment.
- The Horace May “**American Indian**” sub-group will increase their proficiency from 61.1% in the spring of 2017 to 63.1% in the spring of 2018 as measured by the Reading MCA III assessment.
- The Horace May “**Free & Reduced**” sub-group will increase their proficiency from 55.4% in the spring of 2017 to 57.4% in the spring of 2018 as measured by the Reading MCA III assessment.

### **2. Mathematics:**

*Goal 2A:* The first through fifth graders will improve the overall percent of students reaching their Growth Target from 45.8% in the fall of 2017 to 47.8% in the spring of 2018 as measured by the NWEA MAP reading assessment.

*Goal 2B:* The Horace May “All Students” group will increase their mathematics proficiency from 62.8% in the spring of 2017 to 64.8% in the Spring of 2018 as measured by the Mathematics MCA III.

- The Horace May “**Special Education**” sub-group will increase their proficiency from 55% in the spring of 2017 to 57% in the spring of 2018 as measured by the Mathematics MCA III assessment.
- The Horace May “**American Indian**” sub-group will increase their proficiency from 50% in the spring of 2017 to 52% in the spring of 2018 as measured by the Mathematics MCA III assessment.
- The Horace May “**Free & Reduced**” sub-group will increase their proficiency from 52.5% in the spring of 2017 to 54.5% in the spring of 2018 as measured by the Mathematics MCA III assessment.

3. **Science:** The Horace May 5<sup>th</sup> graders in the “**All Students**” group will increase their proficiency from 59.5% in the spring of 2017 to 61.5% in the spring of 2018 as measured by the Science MCA III.
  - The Horace May 5<sup>th</sup> graders in the “**Special Education**” sub-group will increase their proficiency from 40% in the spring of 2017 to 42% in the spring of 2018 as measured by the Science MCA III assessment.
  - The Horace May 5<sup>th</sup> graders in the “**American Indian**” sub-group will increase their proficiency from 12.5% in the spring of 2017 to 14.5% in the spring of 2018 as measured by the Science MCA III assessment.
  - The Horace May 5<sup>th</sup> graders in the “**Free & Reduced**” sub-group will increase their proficiency from 46.7% in the spring of 2017 to 48.7% in the spring of 2018 as measured by the Science MCA III assessment.
4. **Safe & Welcoming Environment:** The Horace May “**All Students**” group will increase their participation in Responsive Classroom strategies during the 2017-18 school year from 92.3% in the fall of 2017 to 100% in the spring of 2018 as measured with a Google survey.

**J. W. Smith Elementary School** Patricia A. Welte, Principal

1. **Reading:** Third, Fourth and Fifth grade students at J. W. Smith Elementary will increase their proficiency percentage on the MCA-III Reading Assessment from the Spring of 2017 to the Spring of 2018.
  - Third grade students will meet or exceed J.W. Smith Elementary School’s proficiency percentage of 50.8% on the Spring 2018 MCA-III Reading Assessment.
  - Fourth grade students will increase from 50.8% in the spring of 2017 to 52.8% in the spring of 2018 on the MCA-III Reading Assessment.
  - Fifth grade students will increase from 40.4% in the spring of 2017 to 42.4% in the spring of 2018 on the MCA-III Reading Assessment.

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

- The Special Education gap will decrease from 31.6% in the spring of 2017 to 29.6% in the spring of 2018 on the MCA-III Reading Assessment.
- The American Indian gap will decrease from 28.9% in the spring of 2017 to 26.9% in the spring of 2018 on the MCA-III Reading Assessment.
- The Free & Reduced Lunch gap will decrease from 18.6% in the spring of 2017 to 16.6% in the spring of 2018 on the MCA-III Reading Assessment.

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

- Kindergarten students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 140.5 in September of 2017 to 157.6 in May of 2018.
- First grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 150.6 in September of 2017 to 167.4 in May of 2018.

- Second grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 164.6 in September of 2017 to 178.6 in May of 2018.

*Goal 1C:* To support all students in achieving Reading growth:

- Third grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 183.8 in September of 2017 to 194.1 in May of 2018.
- Fourth grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 194.6 in September of 2017 to 202.3 in May of 2018.
- Fifth grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 197.9 in September of 2017 to 204.0 in May of 2018.

2. **Math:** Third, Fourth and Fifth grade students at J. W. Smith Elementary will increase their proficiency percentage on the MCA-III Math Assessment from the Spring of 2017 to the Spring of 2018.

- Third grade students will meet or exceed J. W. Smith Elementary School's proficiency percentage of 58.1% on the Spring 2018 MCA-III Math Assessment.
- Fourth grade students will increase from 58.1% in the spring of 2017 to 60.1% in the spring of 2018 on the MCA-III Math Assessment.
- Fifth grade students will increase from 53.2% in the spring of 2017 to 55.2% in the spring of 2018 on the MCA-III Math Assessment.

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

- The Special Education gap will decrease from 14.7% in the spring of 2017 to 12.7% in the spring of 2018 on the MCA-III Math Assessment.
- The American Indian gap will decrease from 31.9% in the spring of 2017 to 29.9% in the spring of 2018 on the MCA-III Math Assessment.
- The Free & Reduced Lunch gap will decrease 20.1% in the spring of 2017 to 18.1% in the spring of 2018 on the MCA-III Math Assessment.

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

- Kindergarten students will increase their proficiency on the NWEA Measures of Academic Progress Math Assessment from 135.5 in September of 2017 to 154.6 in May of 2018.
- First grade students will increase their proficiency on the NWEA Measures of Academic Progress Math Assessment from 151.3 in September of 2017 to 169.7 in May of 2018.
- Second grade students will increase their proficiency on the NWEA Measures of Academic Progress Math Assessment from 168.3 in September of 2017 to 183.5 in May of 2018.
- Third grade students will increase their proficiency on the NWEA Measures of Academic Progress Math Assessment from 186.2 in September of 2017 to 199.2 in May of 2018.

- Fourth grade students will increase their proficiency on the NWEA Measures of Academic Progress Math Assessment from 198.7 in September of 2017 to 210.3 in May of 2018.
  - Fifth grade students will increase their proficiency on the NWEA Measures of Academic Progress Math Assessment from 206.5 in September of 2017 to 216.5 in May of 2018.
3. **Attendance:** J. W. Smith Kindergarten through Fifth grade students will increase their overall attendance percentage from 91.15% during the 2016-2017 school year to 93.0% during the 2017-2018 school year.
  4. **Responsive Classroom:** During the 2017-2018 school year, one hundred percent (100%) of all classroom teachers will implement the Responsive Classroom Program in an effort to reduce the number of behavior infractions.

**Lincoln Elementary School** Jason Luksik, Principal

1. **Reading:**

*Goal 1A:* 80% of Kindergarten students will meet the overall Mean RIT score of 158.1 on the NWEA MAP assessment in the spring of 2018.

*Goal 1B:* 80% of First graders will meet the overall Mean RIT score of 177.5 on the NWEA MAP Assessment in the spring of 2018.

*Goal 1C:* 80% of second graders will meet the overall Mean RIT score of 188.7 on the NWEA MAP assessment in the spring of 2018.

*Goal 1D:* The Lincoln “**All Students**” group will increase their proficiency from 52.5% to 55.5% in the spring of 2018 as measured by the Reading MCA III.

- The Lincoln “**American Indian**” sub-group will increase their proficiency from 30.8% to 33.8% in the spring of 2018 as measured by the Reading MCA III assessment.
- The Lincoln “**Free & Reduced**” sub-group will increase their proficiency from 43.6% to 46.6% in the spring of 2018 as measured by the Reading MCA III assessment.

2. **Mathematics:**

*Goal 2A:* The Lincoln “**All Students**” group will increase their proficiency from 56.5% to 60% in the spring of 2018 as measured by the Mathematics MCA III.

- The Lincoln “**American Indian**” sub-group will increase their proficiency from 32.7% to 35.7% in the spring of 2018 as measured by the Mathematics MCA III assessment.
- The Lincoln “**Free & Reduced**” sub-group will increase their proficiency from 43.6% to 46.6% in the spring of 2018 as measured by the Mathematics MCA III assessment.

3. **Science:** The Lincoln 5<sup>th</sup> graders in the “**All Students**” group will increase their proficiency from 61.2% to 64.2% in the spring of 2018 as measured by the Science MCA III.



4. **Safe & Welcoming Environment:** The Lincoln “**All Students**” group will decrease their incidences of suspendable offenses that are recorded in the DIRS system by 10% from 39 incidences to 35 or fewer incidences during the 2017-18 school year.
5. **Attendance:** At Lincoln Elementary for the 2017-2018 school year, the number of students who missed more than 20 days during the school year without valid excuses will be reduced by 10% as measured by MARSS.

**Lumberjack High School** Brian Stefanich, Principal

1. **Math:** Bemidji Lumberjack High School staff and students will improve the 11<sup>th</sup> grade math scores from 9.1% proficiency rate to 50% proficiency on the spring MCA in 2018.
2. **Reading:** Bemidji Lumberjack High School staff and students will improve the 10<sup>th</sup> grade reading scores from 44.4% proficiency to 62.0% proficiency on the MCA test in the spring of 2018.
3. **Attendance:** Bemidji Lumberjack High School staff and students will improve our attendance rate to 85% for all students in 2017-2018.

**Northern Elementary School** Wendy Templin, Principal

1. **Math:** Students at Northern Elementary in the “All-Students” group will increase their proficiency in mathematics from 65.4% in the spring of 2017 to 67% in the spring of 2018 as measured by the MCA-III. (Increase of 1.6%)  
*Goal 1A:* Students at Northern Elementary will increase their proficiency in **Geometry and Measurement** in grades 4-5 in the spring of 2018 as measured by the MCA-III.
  - 4th graders percentage will increase from 57.4% to 59% (Increase of 1.6%)
  - 5th graders percentage will increase from 55.3% to 56.5% (Increase of 1.2%)
2. **Reading:** Students at Northern Elementary in the “All-Students” group will increase their proficiency in reading from 57% in the spring of 2017 to 59% in the spring of 2018 as measured by the MCA-III. (Increase of 2%)  
*Goal 2A:* Students at Northern Elementary will increase their proficiency in **Informational Text/Non-Fiction** reading in grades 3-5 in the spring of 2018 as measured by the MCA-III.
  - 3rd graders percentage will increase from 53.7% to 55% (Increase of 1.3%)
  - 4th graders percentage will increase from 53.2% to 54.5% (Increase of 1.3%)
  - 5th graders percentage will increase from 54.4% to 55.7% (Increase of 1.3%)
3. **Science:** Students at Northern Elementary in the “All-Students” group will increase their proficiency in science from 59.6% in the spring of 2017 to 61% in the spring of 2018 as measured by the MCA-III. (Increase of 1.4%)
4. **Attendance:** Northern First through Fifth grade students will increase their overall attendance percentage from 93.47% during the 2016-2017 school year to 94% during the 2017-2018 school year as measured by the NCLB AYP annual report. (Increase 0.6%)

**Oshki Manidoo School** Tama Wesely, Principal

1. **Reading:** In the Oshki Manidoo School the “All Students” group will increase proficiency from 0% in the spring of 2017 to 3% in the spring of 2018 as measured by the MCA in Reading.  
*Goal 1A:* The Oshki Manidoo School will increase reading scores by an average of 0.3 GE for students enrolled at least 60 days. STAR Reading pre and post test scores will be used to measure growth. (Students are typically enrolled for no more than 90 days).
2. **Math:** In the Oshki Manidoo School the “All Students” group will increase proficiency from 0% in the spring of 2017 to 3% in the spring of 2018 as measured by the MCA in Math.  
*Goal 2A:* The Oshki Manidoo School will increase math scores by an average of 0.3 GE for students enrolled at least 60 days. STAR Math pre and post test scores will be used to measure growth. (Students are typically enrolled for a maximum of 90 days).

**Paul Bunyan Elementary School** Kathy VanWert, Principal

1. **Reading:** Using the NWEA Measures of Academic Progress Growth K-2 Reading Assessment, 55% of our students will meet the reading mean RIT score of 158.1 by spring of 2018, as compared to the reading mean RIT score of 145.4 in the spring of 2017.
2. **Math:** Using the NWEA Measures of Academic Progress Growth K-2 Math Assessment, 55% of our students will meet the math mean RIT score of 159.1 by spring of 2018, as compared to the math mean RIT score of 144.4 in the spring of 2017.

**Solway Elementary School** Tama Wesely, Principal

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 by 2%, from 53.4% in 2017 to 55.4% in 2018.
  - 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 by 5%, from 0% in 2017 to 5% in 2018.
  - 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 by 5%, from 0% in 2017 to 5% in 2018.*Goal 1A:* To support all students **Reading Well by Third Grade**, Solway Elementary School in grades 1 and 2 will improve their reading in the following:
  - Grade 1 students will improve their overall Mean RIT score from 157.6 in the fall of 2017 to 160.7 in spring of 2018; as measured by the NWEA Primary MAP Reading Assessment.
  - Grade 2 students will improve their overall Mean RIT score from 176.1 in the fall of 2017 to 179.1 in spring 2018; as measured by NWEA MAP Reading Assessment.
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 by 2%, from 40.9% in 2017 to 42.9% in 2018.

- The percentage of **American Indian** students enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA math test will increase by 5%, from 16.7% in 2017 to 21.7% 2018.
  - 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 by 5%, from 0% in 2017 to 5% in 2018.
- 3. Attendance:** Solway Elementary School will increase student attendance by 0.5%, from 93.85% at the end of the 2016-2017 school year, to 94.85% by the end of the 2017-2018 school year.

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

**Building** Alternative Education Center

**Building Principal** Tami Wesely

**School Improvement Site Team Chair** Heather Ritchie

**Building School Improvement Site Team Members:**

- Heather Ritchie
- Jean Benner
- Brian Murphy
- Tami Wesely
- Robert Beckstrom

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

- 1** In Bemidji Alternative Education Center (AEC), the “ALL Students” group will increase their proficiency of 16.7% in the spring of 2017 to 20% in the spring of 2018 as measured by the MCA Reading test for students enrolled October 1.
- 2** In Bemidji Alternative Education Center (AEC), the “ALL Students” group will increase their proficiency of 8.3% in the spring of 2017 to 12% in the spring of 2018 as measured by the MCA Math test for students enrolled October 1.
- 3** In Bemidji alternative Education Center (AEC), student attendance for weekly sessions will increase from 55% during the 2016-2017 school year to 60% during the 2017-2018 school year.

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

<b>School Improvement Goal #1:</b>
In Bemidji Alternative Education Center (AEC), the “ALL Students” group will increase their proficiency of 16.7% in the spring of 2017 to 20% in the spring of 2018 as measured by the MCA Reading test for students enrolled October 1.
<b>Baseline Data used To Select Goal:</b>
Results of the Spring 2017 MCA assessments are used as baseline data.
<b>Desired Result:</b>
All students will demonstrate growth in their reading skills leading to a higher percentage of proficiency on the MCA assessments.

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

<b>Staff Development Goal(s):</b>
In Bemidji Alternative Education Center (AEC), the “ALL Students” group will increase their proficiency of 16.7% in the spring of 2017 to 20% in the spring of 2018 as measured by the MCA Reading test for students enrolled October 1.
<b>Staff Development Activities:</b>
State, regional, and local staff development activities will be available to teachers. In depth training in the Edgenuity program will be provided to increase the ability to customize courses.  Online techniques will be incorporated in the curriculum. Staff will study best practice in using online techniques to better meet student needs.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Observations and documentation of practices and increase in reading scores will measure effectiveness.

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

<b>School Improvement Goal #2:</b>
In Bemidji Alternative Education Center (AEC), the “ALL Students” group will increase their proficiency of 8.3% in the spring of 2017 to 12% in the spring of 2018 as measured by the MCA Math test for students enrolled October 1.
<b>Baseline Data used To Select Goal:</b>
Results of the Spring 2017 MCA assessment are used as baseline data.
<b>Desired Result:</b>
All students will demonstrate growth in their math skills to a higher percentage of proficiency on the MCA assessments.

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

<b>Staff Development Goal(s):</b>
In Bemidji Alternative Education Center (AEC), the “ALL Students” group will increase their proficiency of 8.3% in the spring of 2017 to 12% in the spring of 2018 as measured by the MCA Math test for students enrolled October 1.
<b>Staff Development Activities:</b>
State, regional, and local staff development activities will be available to teachers. In depth training in the Edgenuity program will be provided to increase the ability to customize courses.  Online techniques will be incorporated in the curriculum. Staff will study best practice in using online techniques to better meet student needs.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Observations and documentation of practices and increase in reading scores will measure effectiveness.

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

<b>School Improvement Goal #3:</b>
In Bemidji alternative Education Center (AEC), student attendance for weekly sessions will increase from 55% during the 2016-2017 school year to 60% during the 2017-2018 school year.
<b>Baseline Data used To Select Goal:</b>
School records of student attendance for weekly sessions at the AEC is used as a baseline for data.
<b>Desired Result:</b>
Increased student attendance to seat-based sessions will lead to a higher percentage of student proficiency on the MCA assessments.

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

<b>Staff Development Goal(s):</b>
In Bemidji alternative Education Center (AEC), student attendance for weekly sessions will increase from 55% during the 2016-2017 school year to 60% during the 2017-2018 school year.
<b>Staff Development Activities:</b>
Teachers will implement the use of incentives to encourage students to attend school. The Remind APP will be used to keep students informed of their attendance. The Edgenuity program progress monitoring will be used with students and parents. State and local staff development opportunities will be available to study practical means of motivating students.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
School attendance records will be examined to determine the effectiveness of incentives on the school attendance which should lead to improved scores on the MCA assessments.

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

**Building**    Bemidji High School

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**Building Principal**    Brian Stefanich

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**School Improvement Site Team Chair**    Terry Hewitt

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**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 terms 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.



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

**Building** Bemidji Middle School

**Building Principal** Drew Hildenbrand

**School Improvement Site Team Chair** Drew Hildenbrand

**Building School Improvement Site Team Members:**

<u>Drew Hildenbrand</u>	<u>Kyle McMartin</u>
<u>Ross Randall</u>	<u>Kurt LongVoelkner</u>
<u>Kathy Pfannenstein</u>	<u>Jennifer Sanford</u>
<u>Nissa Tharaldson</u>	<u>Becky Skipper</u>
<u>Ashley Sands</u>	<u>Susan Eichstadt</u>
<u>Andra Vaughn</u>	<u>Kate Whittington</u>

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

- 1** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in mathematics from 65.5% in the Spring of 2017 to 67.5% in the Spring of 2018 as measured by the MCA-III. (Increase of 2%)

*Goal 1A:* 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 2018 MCA-III.

- Grades 6-8 American Indian – 42.5% to 47.5% (increase of 5%)
- Grades 6-8 Free and Reduced – 51.6% to 55% (increase of 3.4%)
- Grades 6-8 Special Education – 25.0% to 30.0% (Increase by 5%)

- 2** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in reading from 65% in the Spring of 2017 to 67% in the Spring of 2018 as measured by the MCA-III. (Increase of 2%)

*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 2018 MCA-III.

- Grades 6-8 American Indian – 44.3% to 49.3% (increase of 5%)
- Grades 6-8 Free and Reduced – 49.9% to 54.9% (increase of 5%)
- Grades 6-8 Special Education – 28.4% to 33.4% (increase of 5%)

- 3** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in science from 48.5% in the Spring of 2017 to 50.5% in the Spring of 2018 as measured by the MCA-III. (Increase of 2%)  
*Goal 3A:* Students at Bemidji Middle School will increase proficiency in American Indian subgroups in science to close achievement gaps as measured by the spring 2018 MCA-III.

  - Grade 8 American Indian – 18.3% to 20.3% (increase of 2%)
  
- 4** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in Informational Text/Non-Fiction reading percentage from 59.1% in the Spring of 2017 to 62.5% in the Spring of 2018 as measured by the 2018 MCA-III Reading Test. (Increase of 3.4%)
  
- 5** Students at Bemidji Middle School in the “All-Students” group will decrease their unexcused absences from 231 total days to 220 total unexcused days in the Spring of 2018 as measured by Skyward.

## 2017-2018 School Improvement Goals

<b>School Improvement Goal #1:</b>
<p>Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in mathematics from 65.5% in the Spring of 2017 to 67.5% in the Spring of 2018 as measured by the MCA-III. (Increase of 2%)</p> <p><i>Goal 1A:</i> Students at Bemidji Middle School will increase proficiency in American Indian, Free &amp; Reduced Lunch and Special Education subgroups in mathematics to close achievement gaps as measured by the spring 2018 MCA-III.</p> <p style="padding-left: 40px;">Grades 6-8 American Indian – 42.5% to 47.5% (increase of 5%)</p> <p style="padding-left: 40px;">Grades 6-8 Free and Reduced – 51.6% to 55% (increase of 3.4%)</p> <p style="padding-left: 40px;">Grades 6-8 Special Education – 25.0% to 30.0% (Increase by 5%)</p>
<b>Baseline Data used To Select Goal:</b>
2017 MCA III math results.
<b>Desired Result:</b>
A 2% improvement in our overall math scores according to the 2018 MCA Results. We also want to see our American Indian scores increase by 5%, Special Education increase by 5% and Free and Reduced increase by 3.4%.

### Means to Achieve the School Improvement Goal

<b>Staff Development Goal(s):</b>
BMS Staff will gain insight and knowledge on best practice of teaching math skills; including algebra, data analysis and probability, geometry and measurement and number and operations.
<b>Staff Development Activities:</b>
<ul style="list-style-type: none"> <li>● Math PLCs</li> <li>● Continually develop yearly calendars to ensure standards are all taught prior to taking the MCA</li> </ul>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Continued success on tests and exit slips throughout the school year and use of the technology to increase student understanding and motivation for learning.

## 2017-2018 School Improvement Goals

<b>School Improvement Goal #2:</b>
<p>Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in reading from 65% in the Spring of 2017 to 67% in the Spring of 2018 as measured by the MCA-III. (Increase of 2%)</p>

<p><i>Goal 2A:</i> Students at Bemidji Middle School will increase proficiency in American Indian, Free &amp; Reduced Lunch and Special Education subgroups in reading to close achievement gaps as measured by the spring 2018 MCA-III.</p> <p>Grades 6-8 American Indian – 44.3% to 49.3% (increase of 5%)  Grades 6-8 Free and Reduced – 49.9% to 54.9% (increase of 5%)  Grades 6-8 Special Education – 28.4% to 33.4% (increase of 5%)</p>
Baseline Data used To Select Goal:
2017 MCA-III Reading Results
Desired Result:
A 2% improvement in our overall math scores according to the 2017 MCA Results. We also want to see our American Indian scores increase by 5%, Special Education increase by 5% and Free and Reduced increase by 5%.

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

Staff Development Goal(s):
BMS Staff will gain insight and information regarding best practice methods of teaching reading comprehension, vocabulary and literature. All staff will also focus on best practices for increasing nonfiction/Informational text understanding.
Staff Development Activities:
<ul style="list-style-type: none"> <li>● Reading PLCs</li> <li>● Phy Ed word walls</li> </ul>
Evidence of Teacher Learning and Improved Student Performance:
Students will have goals for success in Language arts. Teachers will review goals on a regular basis to ensure students are on track to meet their goal targets.

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

School Improvement Goal #3:
Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in science from 48.5% in the Spring of 2017 to 50.5% in the Spring of 2018 as measured by the MCA-III. (Increase of 2%)
<p><i>Goal 3A:</i> Students at Bemidji Middle School will increase proficiency in American Indian subgroups in science to close achievement gaps as measured by the spring 2018 MCA-III.</p> <p>Grade 8 American Indian – 18.3% to 20.3% (increase of 2%)</p>
Baseline Data used To Select Goal:
2017 MCA Test Results

Desired Result:
A 2% improvement in our overall science scores according to the 2018 MCA Results.

**Means to Achieve the School Improvement Goal**

Staff Development Goal(s):
BMS Staff will gain insight and information regarding best practice methods of teaching science concepts.
Staff Development Activities:
<p>BMS science teachers will complete the following:</p> <ul style="list-style-type: none"> <li>● Review science benchmark data from 3 years MCA data to review curriculum instruction</li> <li>● Participate in curriculum mapping to tie into benchmarks</li> </ul>
Evidence of Teacher Learning and Improved Student Performance:
An increase of 2% on 2018 science MCA III test scores.

**2017-2018 School Improvement Goals**

School Improvement Goal #4:
Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in Informational Text/Non-Fiction reading percentage from 59.1% in the Spring of 2017 to 62.5% in the Spring of 2018 as measured by the 2018 MCA-III Reading Test. (Increase of 3.4%)
Baseline Data used To Select Goal:
2017 Reading MCA III test results.
Desired Result:
A 3.4% improvement in proficiency in Informational Text/Non-Fiction reading percentage for all students.

**Means to Achieve the School Improvement Goal**

Staff Development Goal(s):
Continue to improve informational text and non-fiction reading percentage for all students on the reading MCA III test scores.
Staff Development Activities:
<ul style="list-style-type: none"> <li>● Continue to imbed reading across the curriculum</li> <li>● Continue to implement word walls</li> </ul>

<ul style="list-style-type: none"> <li>• Continue to provide staff with non-fiction reading strategies</li> </ul>
Evidence of Teacher Learning and Improved Student Performance:
End of the quarter writing assignments in all allied arts classes. We will also show improvement on MCA reading scores, specifically informational text.

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

School Improvement Goal #5:
Students at Bemidji Middle School in the “All-Students” group will decrease their unexcused absences from 231 total days to 220 total unexcused days in the Spring of 2018 as measured by Skyward.
Baseline Data used To Select Goal:
MARSS Data from 2017
Desired Result:
To get at-risk students to increase educational days.

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

Staff Development Goal(s):
BMS will continue the SPARK program. Teachers will support and monitor students throughout the school year in an attempt to increase days attended.  Staff in Bemidji Middle School will have a total of 200 postcards per quarter (3 per teacher) sent to students by spring of 2018.
Staff Development Activities:
Meet 2 times with SPARK student in the first month to properly launch the program. Teachers will meet with students on a weekly basis to monitor their progress throughout the school year.
Evidence of Teacher Learning and Improved Student Performance:
Attendance will improve; resulting in more days attended yielding better results in school work.

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

**Building** Bemidji Youth Learning and Working (BYLaW)

**Building Principal** Tami Wesley

**School Improvement Site Team Chair** Shannon Heifort

**Building School Improvement Site Team Members:**

Shannon Heifort

Eric Niskanen

Jamie Muller

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

- 1** In the BYLaW School the “All Students” group will increase proficiency from 0% in the Spring of 2017 to 3% in the Spring of 2018 as measured by the MCA in Reading.  
\* The BYLaW School will increase reading scores by an average of 1.3 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.
  
- 2** In the BYLaW School the “All Students” group will increase proficiency from 0% in the Spring of 2017 to 3% in the Spring of 2018 as measured by the MCA in Math.  
\*The BYLaW School will increase math scores by an average of 1.3 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.
  
- 3** The BYLaW School student attendance rate will increase from 71.94% in 2017 to 83% in 2018 as measured by NCLB Adequate Yearly Progress and BYLaW School records.

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

<b>School Improvement Goal #1:</b>
In the BYLaW School the “All Students” group will increase proficiency from 0% in the Spring of 2017 to 3% in the Spring of 2018 as measured by the MCA in Reading. <ul style="list-style-type: none"><li>● The BYLaW School will increase reading scores by an average of 1.3 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.</li></ul>
<b>Baseline Data used To Select Goal:</b>
Results of the Spring 2017 MCA and STAR assessments are used as baseline data.
<b>Desired Result:</b>
All students will demonstrate growth in their reading skills leading to a higher percentage of proficiency on the MCA assessments.

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

<b>Staff Development Goal(s):</b>
Teachers will incorporate research-based techniques/strategies in their instruction of reading and in reading across the curriculum. State, regional, and local staff development opportunities will be available to teachers.
<b>Staff Development Activities:</b>
Reading will be integrated in all curricular areas. Online techniques will be incorporated in the curriculum. Study current best practice education strategies and techniques to better meet student’s emotional and educational needs.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Observations of improved techniques and increases in reading scores will measure effectiveness.



### 2017-2018 School Improvement Goals

<b>School Improvement Goal #2:</b>
In the BYLaW School the “All Students” group will increase proficiency from 0% in the Spring of 2017 to 3% in the Spring of 2018 as measured by the MCA in Math. <ul style="list-style-type: none"> <li>The BYLaW School will increase math scores by an average of 1.3 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.</li> </ul>
<b>Baseline Data used To Select Goal:</b>
Results of the Spring 2017 MCA and STAR assessments are used for baseline data.
<b>Desired Result:</b>
All students will demonstrate growth in math skills leading to increased proficiency on the MCA tests.

### Means to Achieve the School Improvement Goal

<b>Staff Development Goal(s):</b>
Staff will incorporate researched based strategies and techniques to differentiate instruction. State, regional, and local staff development opportunities will be available for teachers.
<b>Staff Development Activities:</b>
Project-based, hands-on, and online learning will be incorporated into the curriculum. Study current best practice education strategies and techniques to better meet student’s emotional and educational needs.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Observation and implementation of new educational techniques and increased student growth in math will be indicators of the effectiveness of these activities.

### 2017-2018 School Improvement Goals

<b>School Improvement Goal #3:</b>
The BYLaW School student attendance rate will increase from 71.94% in 2017 to 83% in 2018 as measured by NCLB Adequate Yearly Progress and BYLaW School records.
<b>Baseline Data used To Select Goal:</b>
Results of the Spring 2017 NCLB Adequate Yearly Progress and BYLaW School follow up records.
<b>Desired Result:</b>
A higher percentage of students served by the BYLaW School will do better on their MCAs and earn their high school diploma.

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

<b>Staff Development Goal(s):</b>
Increased discussions with students pertaining to attendance, calls made home daily to parents/guardians.
<b>Staff Development Activities:</b>
Study current best practice educational strategies and techniques to better meet student's emotional and educational needs in regards to absences that will in turn keep them in school.  Increased discussions with at risk students pertaining to attendance and its importance.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Observation and implementation of new educational techniques and increased student attendance will be indicators of the effectiveness of these activities.

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

**Building**     Central Elementary

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**Building Principal**     Patricia Welte

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**School Improvement Site Team Chair**     Terri Forseth/Vince Collyard

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**Building School Improvement Site Team Members:**

<u>Patricia Welte</u>	<u>Leighann Mensen</u>
<u>Vince Collyard</u>	<u>Katie Brandt</u>
<u>Terri Forseth</u>	<u>Brad Johnson</u>
<u>Laci Podmore</u>	
<u>Rance Bahr</u>	
<u>Heidi Ryan</u>	
<u>Jenny Annette</u>	
<u>Kelli Jensen</u>	

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

**1 Reading**

The proficiency percentage of All students, grade 3-5, at Central Elementary, will increase from 54.6% in Spring 2017 to 56.6% in Spring 2018 as measured by the MCA III/MTAS Reading Assessment.

**1a.** The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary will increase from 52.2% in Spring 2017, to 54.2% in Spring 2018 as measured by the MCA III / MTAS Reading Assessment.

**1b.** The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary will increase from 47.6% in Spring 2017, to 49.6% in Spring 2018, as measured by the MCA III/MTAS Reading Assessment.

**1c.** The proficiency percentage of the Special Education subgroup, grades 3-5, at Central Elementary will increase from 47.8% in Spring 2017, to 49.8% in Spring 2018, as measured by the MCA III/MTAS Reading Assessment.

To support all students **Reading Well by Third Grade:**

- The Mean RIT score of Kindergarten students, at Central Elementary, will increase from 138.6 in Fall 2017 to 146.6 in Spring 2018 as measured by the NWEA MAP Reading assessment.
- The Mean RIT score of Grade 1 students, at Central Elementary, will increase from 152.2 in Fall 2017 to 160.2 in Spring 2018 as measured by the NWEA MAP Reading Assessment.

- The Mean RIT score of Grade 2 students, at Central Elementary, will increase from 167.2 in Fall 2017 to 172.2 in Spring 2018 as measured by the NWEA MAP Reading assessment.

## **2 Math**

The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 57.7% in Spring 2017, to 59.7% in Spring 2018, as measured by the MCA III/MTAS Math Assessment.

**2a.** The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary, will increase from 53.6% in Spring 2017, to 55.6% in Spring 2018, as measured by MCA III / MTAS Math Assessment.

**2b.** The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary, will increase from 42.9% in Spring 2017, to 44.9% in Spring 2018, as measured by MCA III/MTAS Math Assessment

**2c.** The proficiency percentage of the Special Education subgroup, grades 3-5, at Central Elementary, will increase from 47.8% in Spring 2017 to 49.8% in Spring 2018, as measured by the MCA III/MTAS Math assessment.

To support all students in **achieving math growth:**

- The Mean RIT score of Kindergarten students, at Central Elementary, will increase from 135.8 in Fall 2017 to 145.8 in Spring 2018 as measured by the NWEA MAP Math assessment.
- The Mean RIT score of Grade 1 students, at Central Elementary, will increase from 154.8 in Fall 2017 to 162.8 in Spring 2018 as measured by the NWEA MAP Math assessment.
- The Mean RIT score of Grade 2 students, at Central Elementary, will increase from 172.9 in Fall 2017 to 177.9 in Spring 2018 as measured by the NWEA MAP Math assessment.

## **3 Safe and Welcoming Environment/Responsive Classroom**

Central Elementary students, Grades K-5, will increase their overall attendance percentage from 92.55% during the 2016-2017 school year to 93.55% during the 2017-2018 school year as measured by the Attendance Monitor.

## 2017-2018 School Improvement Goals

### School Improvement Goal #1:

The proficiency percentage of All students, grade 3-5, at Central Elementary, will increase from 54.6% in Spring 2017 to 56.6% in Spring 2018 as measured by the MCA III/MTAS Reading Assessment.

**1a.** The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary will increase from 52.2% in Spring 2017, to 54.2% in Spring 2018 as measured by the MCA III / MTAS Reading Assessment.

**1b.** The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary will increase from 47.6% in Spring 2017, to 49.6% in Spring 2018, as measured by the MCA III/MTAS Reading Assessment.

**1c.** The proficiency percentage of the Special Education subgroup, grades 3-5, at Central Elementary will increase from 47.8% in Spring 2017, to 49.8% in Spring 2018, as measured by the MCA III/MTAS Reading Assessment.

To support all students **Reading Well by Third Grade:**

- The Mean RIT score of Kindergarten students, at Central Elementary, will increase from 138.6 in Fall 2017 to 146.6 in Spring 2018 as measured by the NWEA MAP Reading assessment.
- The Mean RIT score of Grade 1 students, at Central Elementary, will increase from 152.2 in Fall 2017 to 160.2 in Spring 2018 as measured by the NWEA MAP Reading Assessment.
- The Mean RIT score of Grade 2 students, at Central Elementary, will increase from 167.2 in Fall 2017 to 172.2 in Spring 2018 as measured by the NWEA MAP Reading assessment.

### Baseline Data used To Select Goal:

The goals were selected based on the 2017 MCA III/MTAS Reading and NWEA MAP Reading assessment results.

### Desired Result:

The proficiency percentage of All students, grade 3-5, at Central Elementary, will increase from 54.6% in Spring 2017 to 56.6% in Spring 2018 as measured by the MCA III/MTAS Reading Assessment.

## Means to Achieve the School Improvement Goal

<b>Staff Development Goal(s):</b>
One hundred percent (100%) of the teachers that teach Reading will participate in semi-monthly RtI meetings to discuss best practices in reading, prepare to differentiate instruction, and examine student data.
<b>Staff Development Activities:</b>
Staff, grades K-5 will collaborate twice monthly using data: MAP, MCA III, Houghton-Mifflin reading assessment, along with student work and teacher observation. Guided Reading, Daily 5 literacy framework, Reading Recovery, Leveled Literacy Intervention, MN Reading Corps program, and Title I small group interventions continue to be implemented school-wide. All teachers are part of a literacy based RtI team. Classroom will provide a minimum of 120 minutes of reading instruction daily. Nonfiction/informative books emphasized in all classrooms (KWL chart, FQR chart, RCRC strategy). Trainings from Reading Specialist will be offered throughout the year. Teachers will use aligned curriculum to MN state standards. Responsive Classroom practices will be implemented. Professional Learning Community (PLC) groups will be ongoing. Implement Cultural Awareness activities school-wide in collaboration with Title I, Indian Education Services, and the district American Indian Culture and Curriculum Specialist.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
<b>Teacher Learning:</b> <ul style="list-style-type: none"><li>• Attend RtI meetings where goals are revised and new strategies discussed.</li><li>• Use of SMART boards and other technology (iPads, Chrome books).</li><li>• Implement best practice strategies and interventions.</li></ul> <b>Improved Student Performance:</b> <ul style="list-style-type: none"><li>• The proficiency percentage of All students, grade 3-5, at Central Elementary, will increase from 54.6% in Spring 2017 to 56.6% in Spring 2018 as measured by the MCA III/MTAS Reading Assessment.</li></ul>

## 2017-2018 School Improvement Goals

<b>School Improvement Goal #2:</b>
The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 54.9% in Spring 2016, to 57.9% in Spring 2017, as measured by the MCA III Math Assessment.  <b>2a.</b> The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary, will increase from 50.7% in Spring 2016, to 53.7% in Spring 2017, as measured by MCA / MTAS Math Assessment.

**2b.** The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary, will increase from 44% in Spring 2016, to 47% in Spring 2017, as measured by MCA Math Assessment

To support all students in **achieving math growth**:

- The Mean RIT score of Kindergarten students, at Central Elementary, will increase from 135.8 in Fall 2017 to 145.8 in Spring 2018 as measured by the NWEA MAP Math assessment.
- The Mean RIT score of Grade 1 students, at Central Elementary, will increase from 154.8 in Fall 2017 to 162.8 in Spring 2018 as measured by the NWEA MAP Math assessment.
- The Mean RIT score of Grade 2 students, at Central Elementary, will increase from 172.9 in Fall 2017 to 177.9 in Spring 2018 as measured by the NWEA MAP Math assessment.

Baseline Data used To Select Goal:

The goals were selected based on the 2017 MCA III/MTAS Math and NWEA MAP Math assessment results.

Desired Result:

The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 54.9% in Spring 2016, to 57.9% in Spring 2017, as measured by the MCA III Math Assessment.

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):

One hundred percent (100%) of the teachers that teach Math will participate in semi-monthly RtI meetings to discuss best practices in math, prepare to differentiate instruction, and examine student data.

Staff Development Activities:

Classroom teachers, grades K-5, will provide 90 minutes of math instruction daily, including math games and whiteboards to reinforce skills. Teachers and intervention specialists will collaborate and distinguish students who need more individualized instruction. Technology reinforces math concepts using numerous math programs. Home Links are sent home regularly to encourage parents to participate in math. Teachers will use aligned curriculum to MN state standards. AIMSweb Math probes and benchmark tests will be given throughout the year to track student progress. RtI teams will meet to share data and plan interventions. Title I small group interventions will continue to be implemented school-wide. Professional Learning Community (PLC) groups will be ongoing.

Evidence of Teacher Learning and Improved Student Performance:

Teacher Learning:

- Attend RtI meetings where goals are revised and new strategies discussed.

- Use of SMART boards and other technology (iPads, Chrome books).
- Implement best practice strategies and interventions.
- Use of student white boards, signaling, and exit slips.
- Analyze grade level math data (M-Comp probes, MAP, and MCA III assessments).

Improved Students Performance:

- The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 54.9% in Spring 2016, to 57.9% in Spring 2017, as measured by the MCA III Math Assessment.

### 2017-2018 School Improvement Goals

School Improvement Goal #3:
<b><u>Safe and Welcoming Environment/Responsive Classroom</u></b>
Central Elementary students, Grades K-5, will increase their overall attendance percentage from 92.55% during the 2016-2017 school year to 93.55% during the 2017-2018 school year as measured by the Attendance Monitor.
Baseline Data used To Select Goal:
The goal was selected based on the 2016-2017 attendance data provided by the Central Elementary attendance monitor. The overall percentage was 92.55 in Spring 2017.
Desired Result:
Central Elementary students, Grades K-5, will increase their overall attendance percentage from 92.55% during the 2016-2017 school year to 93.55% during the 2017-2018 school year as measured by the Attendance Monitor.



## Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Central Elementary will monitor attendance on a monthly basis and award students.
Staff Development Activities:
Teachers will: <ul style="list-style-type: none"><li>• Utilize Responsive Classroom procedures including Morning Meeting and Closing Circle to create a positive classroom community that will encourage students to attend school.</li><li>• Communicate with attendance monitor to ensure phone calls are made to parents/guardians with attendance concerns.</li><li>• Present students with award incentives.</li></ul>
Evidence of Teacher Learning and Improved Student Performance:
Teacher Learning: <ul style="list-style-type: none"><li>• Analyze/review monthly attendance reports.</li><li>• Communicate with students and families with attendance concerns.</li></ul> Improved Student Performance: <ul style="list-style-type: none"><li>• Central Elementary students, Grades K-5, will increase their overall attendance percentage from 92.55% during the 2016-2017 school year to 93.55% during the 2017-2018 school year as measured by the Attendance Monitor.</li></ul>

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

**Building**     Community Education School Readiness

**Building Principal**     Sandy Eberhart

**School Improvement Site Team Chair**     Janelle Saiger

**Building School Improvement Site Team Members:**

Janelle Saiger

Alicia Samson

Sandy Eberhart

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

- 1 Literacy Knowledge** – We will improve the foundational skills of letter knowledge for students enrolled in Bemidji Area Schools Pre-K program so that 75% of students will demonstrate acquisition of 10 out of 26 letters measured by the Spring 2018 Pre-K assessment.
  
- 2 Math Knowledge** – We will improve the foundational skills of number recognition for students enrolled in Bemidji Area Schools Pre-K program so that 60% will demonstrate number knowledge of 0-10 as measured by the Spring 2018 Pre-K assessment.
  
- 3 Improved Attendance Rates** – We will improve the student attendance of Bemidji Area Schools Pre-K program so that 80% of students will consistently attend programming in all full day Pre-K classrooms as measured by the Spring 2018 classroom attendance records.

## 2017-2018 School Improvement Goals

School Improvement Goal #1:
<b>Literacy Knowledge</b> – We will improve the foundational skills of letter knowledge for students enrolled in Bemidji Area Schools Pre-K program so that 75% of students will demonstrate acquisition of 10 out of 26 letters measured by the Spring 2018 Pre-K assessment.
Baseline Data used To Select Goal:
Baseline data will be documented on the 2017 Fall Letter Recognition assessment.
Desired Result:
Through implementation of the Houghton-Mifflin Pre-K reading curriculum, student outcomes will show at least 75% of the students will recognize 10 out of 26 letters on the 2018 Spring Letter Recognition assessment. These results will be incorporated into each child’s DRDP portfolio, be utilized at parent-teacher conferences and be placed in their cumulative folder.

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Teachers will meet bi-monthly to collaborate teaching techniques and methods utilizing the Houghton-Mifflin Reading Pre-K curriculum.
Staff Development Activities:
During School Readiness Pre-K collaborative meetings, teachers will examine student Fall/Spring data to strategize differentiated instruction to meet individual student needs.
Evidence of Teacher Learning and Improved Student Performance:
Peer collaboration and reflection of Fall to Spring assessments of student performance will provide evidence of professional growth as documented in peer reviews.

### 2017-2018 School Improvement Goals

School Improvement Goal #2:
<b>Math Knowledge</b> – We will improve the foundational skills of number recognition for students enrolled in Bemidji Area Schools Pre-K program so that 60% will demonstrate number knowledge of 0-10 as measured by the Spring 2018 Pre-K assessment.
Baseline Data used To Select Goal:
Baseline data will be documented in the 2017 Fall assessment of 0-10 number knowledge.
Desired Result:
Utilizing the Houghton-Mifflin Pre-K math curriculum and classroom experiences, 60% of the student population will achieve number knowledge of 0-10. These results will be incorporated into each child’s DRDP portfolio, utilized at parent-teacher conferences and placed in their cumulative folders.

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Teachers will meet bi-monthly to collaborate teaching techniques and methods utilizing the Houghton-Mifflin math pre-k curriculum.
Staff Development Activities:
During School Readiness Pre-K collaborative meetings, teachers will examine student Fall/Spring data to strategize differentiated instruction to meet individual student needs.
Evidence of Teacher Learning and Improved Student Performance:
Peer collaboration and reflection of examining Fall to Spring assessments of student performance will provide evidence of professional growth as documented in peer reviews.

### 2017-2018 School Improvement Goals

School Improvement Goal #3:
<b>Improved Attendance Rates</b> – We will improve the student attendance of Bemidji Area Schools Pre-K program so that 80% of students will consistently attend programming in all full day Pre-K classrooms as measured by the Spring 2018 classroom attendance records.
Baseline Data used To Select Goal:
Daily attendance recording by each classroom teacher.
Desired Result:
Achieving a program wide attendance rate of 80%.

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

<b>Staff Development Goal(s):</b>
Collaboration and communication with families regarding the importance of timely, school attendance.
<b>Staff Development Activities:</b>
During PLC meetings, staff will research ways to improve school attendance with the relationships that exists between teachers and students and also how to communicate with parents about attendance issues.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Teachers will strategize with families on tips and techniques to improve attendance throughout the 2017-18 school year.

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

**Building** \_\_\_\_\_ Early Intervention Programs \_\_\_\_\_

**Building Principal** \_\_\_\_\_ Kathy Van Wert \_\_\_\_\_

**School Improvement Site Team Chair** \_\_\_\_\_ Laura Engelstad \_\_\_\_\_

**Building School Improvement Site Team Members:**

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Angie Dahlberg

\_\_\_\_\_  
Debby Yates

\_\_\_\_\_  
Suzanne Julin

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

- 1** The Early Intervention Programs will use the Brigance Inventory of Early Development III or the Preverbal Skills Checklist to determine literacy growth of selected students. A baseline will be taken in Fall of 2017 and growth will be determined by Spring of 2018. Eighty percent of selected students will add at least two new literacy skills to their baseline by Spring of 2018.

## **2017-2018 School Improvement Goal**

<b>School Improvement Goal #1:</b>
The Early Intervention Programs will use the Brigance Inventory of Early Development III or the Preverbal Skills Checklist to determine literacy growth of selected students. A baseline will be taken in Fall of 2017 and growth will be determined by Spring of 2018. Eighty percent of selected students will add at least two new literacy skills to their baseline by Spring of 2018.
<b>Baseline Data used To Select Goal:</b>
The Brigance Inventory of Early Development III or the Preverbal Skills Checklist will be used to gather baseline data in the Fall of 2017.
<b>Desired Result:</b>
Eighty percent of our selected students will obtain at least two new literacy skills growth from Fall 2017 to Spring 2018.

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

<b>Staff Development Goal(s):</b>
Staff development will include information on increasing literacy skills in the educational setting for center based students and in the home for home based students.
<b>Staff Development Activities:</b>
<ol style="list-style-type: none"><li>1. Early Literacy development information from RTI specialist</li><li>2. Time for teachers to share ideas, strategies, activities at monthly staff meetings</li><li>3. Training on the Brigance Inventory of Early Development III (August 2017)</li><li>4. Training on training parents on the importance of literacy in young children</li></ol>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Increase of at least 2 literacy skills in 80% of our selected students from Fall 2017 to Spring 2018.

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

**Building**     First City School

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**Building Principal**     Tami Wesley

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**School Improvement Site Team Chair**     Ross Richards

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**Building School Improvement Site Team Members:**

Jeff Fleet  
Mark Boyer  
Linda Barsness  
Michelle Luby  
Joel Steffen  
Michelle Bonitto  
Ernie Heifort  
Bryan Anderson

Jim Walker  
Mike Kingbird

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

- 1**     In the First City School the “All Students” group will increase proficiency from 25.9% in the Spring of 2017 to 28% in the Spring of 2018 as measured by the MCA in Reading.

The First City School will increase reading scores by an average of 1.3 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.

- 2**     In the First City School the “All Students” group will increase proficiency from 4.2% in the Spring of 2017 to 6.2% in the Spring of 2018 as measured by the MCA in Math.

The First City School will increase math scores by an average of 1.3 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.

- 3**     The First City School student graduation rate will increase from 5% in 2017 to 7% in 2018 as measured by MDE’s Graduation Rate calculations and First City School records.



## 2017-2018 School Improvement Goals

<b>School Improvement Goal #1:</b>
<p>In the First City School the “All Students” group will increase proficiency from 25.9% in the Spring of 2017 to 28% in the Spring of 2018 as measured by the MCA in Reading.</p> <ul style="list-style-type: none"> <li>The First City School will increase reading scores by an average of 1.3 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.</li> </ul>
<b>Baseline Data used To Select Goal:</b>
Results of the Spring 2017 MCA and STAR assessments are used as baseline data.
<b>Desired Result:</b>
All students will demonstrate growth in their reading skills leading to a higher percentage of proficiency on the MCA assessments.

### Means to Achieve the School Improvement Goal

<b>Staff Development Goal(s):</b>
Teachers will incorporate research-based techniques/strategies in their instruction of reading and in reading across the curriculum. State, regional, and local staff development opportunities will be available to teachers.
<b>Staff Development Activities:</b>
Reading will be integrated in all curricular areas. Online techniques will be incorporated in the curriculum. Study current best practice education strategies and techniques to better meet student’s emotional and educational needs. Read and implement strategies from Teaching for Excellence by Spence Rogers.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Observations of improved techniques and increases in reading scores will measure effectiveness.

## 2017-2018 School Improvement Goals

<b>School Improvement Goal #2:</b>
<p>In the First City School the “All Students” group will increase proficiency from 4.2% in the Spring of 2017 to 6.2% in the Spring of 2018 as measured by the MCA in Math.</p> <ul style="list-style-type: none"> <li>The First City School will increase math scores by an average of 1.3 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.</li> </ul>
<b>Baseline Data used To Select Goal:</b>
Results of the Spring 2017 MCA and STAR assessments are used for baseline data.
<b>Desired Result:</b>
All students will demonstrate growth in math skills leading to increased proficiency on the MCA tests.

### Means to Achieve the School Improvement Goal

<b>Staff Development Goal(s):</b>
Staff will incorporate researched based strategies and techniques to differentiate instruction. State, regional, and local staff development opportunities will be available for teachers.
<b>Staff Development Activities:</b>
Project-based, hands-on, and online learning will be incorporated into the curriculum. Study current best practice education strategies and techniques to better meet student’s emotional and educational needs. Read and incorporate strategies from the book Teaching for Excellence by Spence Rogers.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Observation and implementation of new educational techniques and increased student growth in math will be indicators of the effectiveness of these activities.

### 2017-2018 School Improvement Goals

School Improvement Goal #3:
The First City School student graduation rate will increase from 5% in 2017 to 7% in 2018 as measured by MDE's Graduation Rate calculations and First City School records.
Baseline Data used To Select Goal:
Results of the Spring 2017 MDE's Four-Year Graduation Rate calculations report and First City School follow up records.
Desired Result:
A higher percentage of students served by the First City School will earn their high school diploma.

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Staff will incorporate researched based strategies and techniques to differentiate instruction. State, regional, and local staff development opportunities will be available for teachers.  Increased credit reviews for students in the 11 <sup>th</sup> and 12 <sup>th</sup> grade. Increased discussions with students pertaining to graduation requirements.
Staff Development Activities:
Study current best practice educational strategies and techniques to better meet student's emotional and educational needs.  Increased discussions with at risk students pertaining to graduation and its importance.
Evidence of Teacher Learning and Improved Student Performance:
Observation and implementation of new educational techniques and increased student graduation rate will be indicators of the effectiveness of these activities.

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

**Building**     Horace May Elementary

**Building Principal**     Mrs. Ami Aalgaard

**School Improvement Site Team Chair**     Elected on Oct. 2nd

**Building School Improvement Site Team Members:**

Mrs. Ami Aalgaard

Mrs. Kate Pearson

Mrs. Angie Rogers-Elstad

Mrs. Alvina Morrison

Mr. Robert McKeown

Mrs. Karen Propeck

Mr. Zach McDermott

Ms. Whitney Kinnander

Mrs. Carley Luggar

Mr. Travis Whittington

Mrs. Danielle Olson

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

**1. Goal 1: Reading**

2017-18 Smart Reading Goal: The first through fifth graders will improve the overall percent of students reaching their Growth Target from 53% in the fall of 2017 to 55% in the Spring of 2018 as measured by the NWEA MAP reading assessment.

2016-17 Smart Reading Goal: The Horace May “**All Students**” group will increase their reading proficiency from 64.6% in the spring of 2017 to 66.6% in the Spring of 2018 as measured by the Reading MCA III.

- i. 2017-18 Smart Reading Goal: The Horace May “**Special Education**” sub-group will increase their proficiency from 52.5% in the spring of 2017 to 54.5% in the Spring of 2018 as measured by the Reading MCA III assessment.
- ii. 2017-18 Smart Reading Goal: The Horace May “**American Indian**” sub-group will increase their proficiency from 61.1% in the spring of 2017 to 63.1% in the Spring of 2018 as measured by the Reading MCA III assessment.
- iii. 2016-17 Smart Reading Goal: The Horace May “**Free & Reduced**” sub-group will increase their proficiency from 55.4% in the spring of 2017 to 57.4% in the Spring of 2018 as measured by the Reading MCA III assessment.

2. **Goal 2: Mathematics**

2017-18 Smart Mathematics Goal: The first through fifth graders will improve the overall percent of students reaching their Growth Target from 45.8% in the fall of 2017 to 47.8% in the Spring of 2018 as measured by the NWEA MAP reading assessment.

2016-17 Smart Mathematics Goal: The Horace May “**All Students**” group will increase their mathematics proficiency from 62.8% in the spring of 2017 to 64.8% in the Spring of 2018 as measured by the Mathematics MCA III.

- i. 2017-18 Smart Mathematics Goal: The Horace May “Special Education” sub-group will increase their proficiency from 55% in the spring of 2017 to 57% in the Spring of 2018 as measured by the Mathematics MCA III assessment.
- ii. 2017-18 Smart Mathematics Goal: The Horace May “American Indian” sub-group will increase their proficiency from 50% in the spring of 2017 to 52% in the Spring of 2018 as measured by the Mathematics MCA III assessment.
- iii. 2017-18 Smart Mathematics Goal: The Horace May “Free & Reduced” sub-group will increase their proficiency from 52.5% in the spring of 2017 to 54.5% in the Spring of 2018 as measured by the Mathematics MCA III assessment.

3. **Goal 3: Science**

2017-18 Smart Science Goal: The Horace May 5<sup>th</sup> graders in the “**All Students**” group will increase their proficiency from 59.5% in the spring of 2017 to 61.5% in the Spring of 2018 as measured by the Science MCA III.

- i. 2017-18 Smart Science Goal: The Horace May 5<sup>th</sup> graders in the “Special Education” sub-group will increase their proficiency from 40% in the spring of 2017 to 42% in the Spring of 2018 as measured by the Science MCA III assessment.
- ii. 2017-18 Smart Science Goal: The Horace May 5<sup>th</sup> graders in the “American Indian” sub-group will increase their proficiency from 12.5% in the spring of 2017 to 14.5% in the Spring of 2018 as measured by the Science MCA III assessment.
- iii. 2017-18 Smart Science Goal: The Horace May 5<sup>th</sup> graders in the “Free & Reduced” sub-group will increase their proficiency from 46.7% in the spring of 2017 to 48.7% in the Spring of 2018 as measured by the Science MCA III assessment.

4. **Goal 4: Safe & Welcoming Environment:**

2017-18 Smart Safe & Welcoming Goal: The Horace May “All Students” group will increase their participation in Responsive Classroom strategies during the 2017-18 school year from 92.3% in the fall of 2017 to 100% in the spring of 2018 as measured with a Google survey.

## 2017-2018 School Improvement Goals

School Improvement Goal #1:
<b>2017-18 Smart Reading Goal:</b> The first through fifth graders will improve the overall percent of students reaching their Growth Target from 53% in the fall of 2017 to 55% in the Spring of 2018 as measured by the NWEA MAP reading assessment.
Baseline Data used To Select Goal:
Fall of 2017 NWEA’s MAP indicates that 53% of our students met their growth projection in reading.
Desired Result:
To raise the overall percent of all our Horace May students meeting their growth projection by 2% during the 2017-18 school year.

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Research, develop, implement and evaluate reading strategies for all students attending Horace May Elementary.
Staff Development Activities:
<p>Our staff will organize several small groups to work as teams to develop, implement and evaluate strategies to improve reading instruction at Horace May Elementary. We will refer to these instructional support groups of students as our “Bubble Clubs”.</p> <p>We will have a Student Growth (Data) Team, multiple RtI teams, etc. to professionally collaborate on a bi-weekly and/or monthly basis.</p> <p>We will seek outside opportunity to attend workshops to foster reading instructional strategies and employ the support of the District Reading RtI Specialist throughout the school year.</p> <p>Selected specialist staff will create enrichment and remediation opportunities for students to foster growth in the area of reading.</p> <p>As a staff we will collaborate to complete the Reading Curriculum Alignment Document tool we have developed to curriculum map in preparation for our spring assessments.</p>

Evidence of Teacher Learning and Improved Student Performance:

Our staff will collaborate and implement reading instructional strategies that will positively impact our student's individual and subgroup growth by increasing their overall scores by 2% on average.

**2017-2018 School Improvement Goals**

School Improvement Goal #2:

**2017-18 Smart Mathematics Goal:** The first through fifth graders will improve the overall percent of students reaching their Growth Target from 45.8% in the fall of 2017 to 47.8% in the Spring of 2018 as measured by the NWEA MAP reading assessment.

Baseline Data used To Select Goal:

Fall of 2017 NWEA's MAP indicates that 45.8% of our students met their growth projection in math.

Desired Result:

To raise the overall percent of all our Horace May students meeting their growth projection by 2% during the 2017-18 school year.

**Means to Achieve the School Improvement Goal**

Staff Development Goal(s):

Research, develop, implement and evaluate mathematics strategies for all students attending Horace May Elementary.

Staff Development Activities:

Our staff will organize several small groups to work as teams to develop, implement and evaluate strategies to improve mathematics instruction at Horace May Elementary. We will refer to these groups of students as our "Bubble Clubs".

We will have a Student Growth (Data) Team, multiple RtI teams, etc. to professionally collaborate on a bi-weekly and/or monthly basis.

We will seek outside opportunity to attend workshops to foster mathematics instructional strategies and employ the support of the District Mathematics RtI Specialist throughout the school year.

Selected specialist staff will create enrichment and remediation opportunities for students to foster growth in the area of mathematics.

As a staff we will collaborate to review the completed Mathematics Essential Learner

Outcome tool we developed to curriculum map in preparation for our spring assessments.

We will be offering classes for students that will focus on computer programming, robot operation, etc. within our vision of Elementary STEAM opportunities.

Evidence of Teacher Learning and Improved Student Performance:

Our staff will collaborate and implement mathematical instructional strategies that will positively impact our student's individual and subgroup growth by increasing their overall scores by 2% on average.

### 2017-2018 School Improvement Goals

School Improvement Goal #3:

**2017-18 Smart Science Goal:** The Horace May 5<sup>th</sup> graders in the “**All Students**” group will increase their proficiency from 59.5% in the spring of 2017 to 61.5% in the Spring of 2018 as measured by the Science MCA III.

Baseline Data used To Select Goal:

Spring of 2017 Science MCA III indicates that as a school we demonstrated an overall proficiency score of 59.5%.

Desired Result:

Spring of 2017 Science MCA III indicates that as a school we demonstrated an overall proficiency score of 59.5% and we will work to raise our proficiency by 2% to 61.5% in the spring of 2018.

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):

All Horace May students gain a minimum of 2% points of growth in their overall assessed 5th grade science performance as measured by the MCA III Science assessment.

Staff Development Activities:

Our staff will organize several small groups to work as teams to develop, implement and evaluate strategies to improve science instruction at Horace May Elementary. We will refer to these groups of students as “Bubble Clubs”.

We will have a Student Growth (Data) Team, multiple RtI teams, etc. to professionally collaborate on a bi-weekly and/or monthly basis.

We will seek outside opportunity to attend workshops to foster science instructional strategies and employ the support of the District Science RtI Specialist throughout the school year.



Selected specialist staff will create enrichment and remediation opportunities for students to foster growth in the area of science.

As a staff we will collaborate to complete the template of the Science Curriculum Assessment Document tool we developed to curriculum map in preparation for our spring assessments. We will be offering classes for students that will focus on computer programming, robot operation, etc. within our vision of Elementary STEAM opportunities.

Evidence of Teacher Learning and Improved Student Performance:

Our staff will collaborate and implement science instructional strategies that will positively impact our student's individual and subgroup growth by increasing their overall scores by 2% on average.

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

School Improvement Goal #4:

**2017-18 Smart Safe & Welcoming Goal:** The Horace May "All Students" group will increase their participation in Responsive Classroom strategies during the 2017-18 school year from 92.3% in the fall of 2017 to 100% in the spring of 2018 as measured with a Google survey.

Baseline Data used To Select Goal:

We will utilize data gathered from the fall 2017 Google Survey.

Desired Result:

We will be working as a staff to increase our participation in Responsive Classroom Strategies during the 2017-18.

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

Staff Development Goal(s):

Research, develop, implement and evaluate social and emotional support strategies for all students attending Horace May Elementary.

**Staff Development Activities:**

Our Instructional Team will begin the implementation of Responsive Classroom within our school's classrooms, hallways, playground, bus, cafeteria, etc.

We will offer Professional Learning Teams to support and explore the successes and growth areas of our implementation of Responsive Classroom.

Our teachers will be incorporating "Second Step" social and emotional curriculum into their Morning Meetings, Health discussions, etc. to foster awareness of a child's own mindfulness and how their choices and behaviors affect others.

We will evaluate the number of incidences, of physically aggressive actions, reported via the DIRS system in the spring of 2017.

We will also create a survey for staff, parent and students to gather their feedback on the implementation of Responsive Classroom and Second Step programs.

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

As a school we will have increased our understanding and implementation of Responsive Classroom Strategies to a level that 100% of our staff feels knowledgeable and comfortable implementing various key components of Responsive Classroom like Morning Meeting, Energizers, Closing Circle, etc.

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

**Building**     J. W. Smith Elementary

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**Building Principal**     Patricia Welte

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**School Improvement Site Team Chair**     Barry Olson

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**Building School Improvement Site Team Members:**

Patricia Welte, Principal

Barry Olson, Grade 5 Teacher

Theresa Wheeler, Grade 4 Teacher

Trisha Richardson, Grade 3 Teacher

Ken Grantier, Grade 2 Teacher

Jennifer St. Peter, Grade 2 Teacher

Samantha Baker, Grade 1 Teacher

Christine Christiansen, Kindergarten  
Teacher

Sarah Nielsen, Title 1 Teacher

Patricia Marquardt, Spec. Ed. Teacher

Michele Green, Title 1 Teacher

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

**1 Reading**

Third, Fourth and Fifth grade students at J. W. Smith Elementary will increase their proficiency percentage on the MCA-III Reading Assessment from the Spring of 2017 to the Spring of 2018.

- Third grade students will meet or exceed J.W. Smith Elementary School's proficiency percentage of 50.8% on the Spring 2018 MCA-III Reading Assessment.
- Fourth grade students will increase from 50.8% in the Spring of 2017 to 52.8% in the Spring of 2018 on the MCA-III Reading Assessment.
- Fifth grade students will increase from 40.4% in the Spring of 2017 to 42.4% in the Spring of 2018 on the MCA-III Reading Assessment.

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

- The Special Education gap will decrease from 31.6% in the Spring of 2017 to 29.6% in the Spring of 2018 on the MCA-III Reading Assessment.
- The American Indian gap will decrease from 28.9% in the Spring of 2017 to 26.9% in the Spring of 2018 on the MCA-III Reading Assessment.
- The Free & Reduced Lunch gap will decrease from 18.6% in the Spring of 2017 to 16.6% in the Spring of 2018 on the MCA-III Reading Assessment.

**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:

- Kindergarten students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 140.5 in September of 2017 to 157.6 in May of 2018.
- First grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 150.6 in September of 2017 to 167.4 in May of 2018.
- Second grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 164.6 in September of 2017 to 178.6 in May of 2018.

**Goal 1C:** To support all students in achieving Reading growth:

- Third grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 183.8 in September of 2017 to 194.1 in May of 2018.
- Fourth grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 194.6 in September of 2017 to 202.3 in May of 2018.
- Fifth grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 197.9 in September of 2017 to 204.0 in May of 2018.

## **2 Math**

Third, Fourth and Fifth grade students at J. W. Smith Elementary will increase their proficiency percentage on the MCA-III Math Assessment from the Spring of 2017 to the Spring of 2018.

- Third grade students will meet or exceed J. W. Smith Elementary School's proficiency percentage of 58.1% on the Spring 2018 MCA-III Math Assessment.
- Fourth grade students will increase from 58.1% in the Spring of 2017 to 60.1% in the Spring of 2018 on the MCA-III Math Assessment.
- Fifth grade students will increase from 53.2% in the Spring of 2017 to 55.2% in the Spring of 2018 on the MCA-III Math Assessment.

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

- The Special Education gap will decrease from 14.7% in the Spring of 2017 to 12.7% in the Spring of 2018 on the MCA-III Math Assessment.
- The American Indian gap will decrease from 31.9% in the Spring of 2017 to 29.9% in the Spring of 2018 on the MCA-III Math Assessment.
- The Free & Reduced Lunch gap will decrease 20.1% in the Spring of 2017 to 18.1% in the Spring of 2018 on the MCA-III Math Assessment.

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

- Kindergarten students will increase their proficiency on the NWEA Measures of Academic Progress Math Assessment from 135.5 in September of 2017 to 154.6 in May of 2018.
- First grade students will increase their proficiency on the NWEA Measures of Academic Progress Math Assessment from 151.3 in September of 2017 to 169.7 in May of 2018.
- Second grade students will increase their proficiency on the NWEA Measures of Academic Progress Math Assessment from 168.3 in September of 2017 to 183.5 in May of 2018.
- Third grade students will increase their proficiency on the NWEA Measures of Academic Progress Math Assessment from 186.2 in September of 2017 to 199.2 in May of 2018.
- Fourth grade students will increase their proficiency on the NWEA Measures of Academic Progress Math Assessment from 198.7 in September of 2017 to 210.3 in May of 2018.
- Fifth grade students will increase their proficiency on the NWEA Measures of Academic Progress Math Assessment from 206.5 in September of 2017 to 216.5 in May of 2018.

**3** J. W. Smith Kindergarten through Fifth grade students will increase their overall attendance percentage from 91.15% during the 2016-2017 school year to 93.0% during the 2017-2018 school year.

**4** During the 2017-2018 school year, one hundred percent (100%) of all classroom teachers will implement the Responsive Classroom Program in an effort to reduce the number of behavior infractions.

## 2017-2018 School Improvement Goals

### School Improvement Goal #1:

Third, Fourth and Fifth grade students at J. W. Smith Elementary will increase their proficiency percentage on the MCA-III Reading Assessment from the Spring of 2017 to the Spring of 2018.

- Third grade students will meet or exceed J.W. Smith Elementary School's proficiency percentage of 50.8% on the Spring 2018 MCA-III Reading Assessment.
- Fourth grade students will increase from 50.8% in the Spring of 2017 to 52.8% in the Spring of 2018 on the MCA-III Reading Assessment.
- Fifth grade students will increase from 40.4% in the Spring of 2017 to 42.4% in the Spring of 2018 on the MCA-III Reading Assessment.

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

- The Special Education gap will decrease from 31.6% in the Spring of 2017 to 29.6% in the Spring of 2018 on the MCA-III Reading Assessment.
- The American Indian gap will decrease from 28.9% in the Spring of 2017 to 26.9% in the Spring of 2018 on the MCA-III Reading Assessment.
- The Free & Reduced Lunch gap will decrease from 18.6% in the Spring of 2017 to 16.6% in the Spring of 2018 on the MCA-III Reading Assessment.

**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:

- Kindergarten students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 140.5 in September of 2017 to 157.6 in May of 2018.
- First grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 150.6 in September of 2017 to 167.4 in May of 2018.
- Second grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 164.6 in September of 2017 to 178.6 in May of 2018.

**Goal 1C:** To support all students in achieving Reading growth:

- Third grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 183.8 in September of 2017 to 194.1 in May of 2018.
- Fourth grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 194.6 in September of 2017 to 202.3 in May of 2018.
- Fifth grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 197.9 in September of 2017 to 204.0 in May of 2018.

<b>Baseline Data used To Select Goal:</b>
<p>Based on the 2017 MCA-III Reading Assessment results, the baseline data used to create the goals at J. W. Smith Elementary School were as following:</p> <ul style="list-style-type: none"> <li>• Third grade proficiency percentage was 50.8% in the Spring of 2017.</li> <li>• The Fourth grade student proficiency percentage was 50.8% in the Spring of 2017.</li> <li>• The Fifth grade student proficiency percentage was 40.4% in the spring of 2017.</li> </ul>
<b>Desired Result:</b>
<p>Based on the 2018 MCA-III Reading Assessment, the desired results are as follows:</p> <ul style="list-style-type: none"> <li>• The Third grade will meet or exceed J. W. Smith School's proficiency percentage of 50.8% on the Spring 2018 MCA-III Reading Assessment.</li> <li>• The Fourth grade will increase the proficiency percentage to meet or exceed 52.8% on the Spring 2018 MCA-III Reading Assessment.</li> <li>• The Fifth grade will increase their proficiency percentage to meet or exceed 42.4% on the spring 2018 MCA-III Reading Assessment.</li> </ul>

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

<b>Staff Development Goal(s):</b>
<p>One hundred percent (100%) of the teachers teaching Reading will participate in semi-monthly RtI meetings to discuss reading best practices, prepare to differentiate instruction and examine student data.</p>
<b>Staff Development Activities:</b>
<p>Teachers of Reading will:</p> <ul style="list-style-type: none"> <li>• Have the opportunity to attend the Reading in-service workshops provided by the District Reading Specialist.</li> <li>• Continue flexible groups.</li> <li>• Progress monitor using RtI, district assessments, grade level assessments and Read Naturally.</li> <li>• Implement RtI strategies shared at semi-monthly meetings.</li> <li>• Share about reading strategies and programming at PLC meetings.</li> <li>• Include in their RtI team settings K-3 Minnesota Reading Corp and Indian Education programming, and will share data and assist in intervention planning of these programs.</li> <li>• Increase the use of SMART Boards and/or other technology hardware/software (i.e. Read Naturally, Think Central, Accelerated Reader, Tumble Books, Google Apps) into reading instruction.</li> <li>• Provide a minimum of 120 minutes of daily reading instruction.</li> <li>• Emphasize nonfiction books in all classrooms.</li> <li>• Plan and develop family reading events by grade level and school-wide in collaboration with Title 1.</li> <li>• Implement Head Sprout Phonics Program with Special Education students.</li> <li>• Implement AIMSweb Progress Monitoring with Special Education students.</li> </ul>

- Implement Cultural Awareness Activities by grade level and school-wide in collaboration with Title 1 and Indian Education Services.

Evidence of Teacher Learning and Improved Student Performance:

Teacher Learning:

- Attend RtI meetings where goals are revised and new strategies developed.
- Share about reading strategies and programming at staff meetings.
- Increase the use of SMART Boards and/or other technology hardware/software into reading.
- Implement reading best practice strategies and interventions.

Improved Student Performance:

- The Third grade students will meet or exceed J. W. Smith School's proficiency percentage of 50.8% on the Spring 2018 MCA-III Reading Assessment.
- The Fourth grade students will increase their proficiency percentage to meet or exceed 52.8% on the Spring 2018 MCA-III Reading Assessment.
- The Fifth grade students will increase their proficiency percentage to meet or exceed 42.4% on the Spring 2018 MCA-III Reading Assessment.

### 2017-2018 School Improvement Goals

School Improvement Goal #2:

Third, Fourth and Fifth graders at J. W. Smith Elementary will increase their proficiency percentage on the MCA-III Math Assessment from the Spring of 2017 to the Spring of 2018.

- Third grade students will meet or exceed J. W. Smith Elementary School's proficiency percentage of 58.1% on the Spring 2018 MCA-III Math Assessment.
- Fourth grade students will increase from 58.1% in the Spring of 2017 to 60.1% in the Spring of 2018 on the MCA-III Math Assessment.
- Fifth grade students will increase from 53.2% in the Spring of 2017 to 55.2% in the Spring of 2018 on the MCA-III Math Assessment.

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

- The Special Education gap will decrease from 14.7% in the Spring of 2017 to 12.7% in the Spring of 2018 on the MCA-III Math Assessment.
- The American Indian gap will decrease from 31.9% in the Spring of 2017 to 29.9% in the Spring of 2018 on the MCA-III Math Assessment.
- The Free & Reduced Lunch gap will decrease 20.1% in the Spring of 2017 to 18.1% in the Spring of 2018 on the MCA-III Math Assessment.

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

- Kindergarten students will increase their proficiency on the NWEA Measures of Academic Progress Math Assessment from 135.5 in September of 2017 to 154.6 in May of 2018.



<ul style="list-style-type: none"> <li>• First grade students will increase their proficiency on the NWEA Measures of Academic Progress Math Assessment from 151.3 in September of 2017 to 169.7 in May of 2018.</li> <li>• Second grade students will increase their proficiency on the NWEA Measures of Academic Progress Math Assessment from 168.3 in September of 2017 to 183.5 in May of 2018.</li> <li>• Third grade students will increase their proficiency on the NWEA Measures of Academic Progress Math Assessment from 186.2 in September of 2017 to 199.2 in May of 2018.</li> <li>• Fourth grade students will increase their proficiency on the NWEA Measures of Academic Progress Math Assessment from 198.7 in September of 2017 to 210.3 in May of 2018.</li> <li>• Fifth grade students will increase their proficiency on the NWEA Measures of Academic Progress Math Assessment from 206.5 in September of 2017 to 216.5 in May of 2018.</li> </ul>
<b>Baseline Data used To Select Goal:</b>
<p>Based on the 2017 MCA-III Math Assessment results, the baseline data used to create the goals were as following:</p> <ul style="list-style-type: none"> <li>• The Third grade proficiency percentage was 58.1% in the Spring of 2017.</li> <li>• The Fourth grade student proficiency percentage was 58.1% in the Spring of 2017.</li> <li>• The Fifth grade student proficiency percentage was 53.2% in the Spring of 2017.</li> </ul>
<b>Desired Result:</b>
<p>Based on the 2017 MCA-III Math Assessment, the desired results are as following:</p> <ul style="list-style-type: none"> <li>• The Third grade students will meet or exceed J. W. Smith School’s average proficiency percentage of 58.1% on the Spring 2018 MCA-III Math Assessment.</li> <li>• The Fourth grades students will increase their proficiency percentage to meet or exceed 60.1% on the MCA-III Math Assessment.</li> <li>• The Fifth grade students will increase their proficiency percentage to meet or exceed 54.2% on the MCA-III Math Assessment.</li> </ul>

**Means to Achieve the School Improvement Goal**

<b>Staff Development Goal(s):</b>
<p>One hundred percent (100%) of all teachers of Math will participate in semi-monthly RtI meetings to discuss math best practices, prepare differentiated instruction and examine student data.</p>
<b>Staff Development Activities:</b>
<p>Teachers of Mathematics will:</p> <ul style="list-style-type: none"> <li>• Have the opportunity to attend math in-service provided by the District Math Specialist.</li> <li>• Continue flexible math groups such as Number Worlds and Rhymes N’ Times if needed.</li> </ul>

- Progress Monitor using RtI, district assessments and/or grade level assessments.
- Implement RtI strategies shared at semi-monthly meetings.
- Increase the use of SMART Boards and/or other technology hardware/software (i.e. Xtra Math, ThinkCentral) into math instructions.
- Analyze student data and formulate appropriate interventions.
- Discuss and share ideas with the District Mathematics Specialist.
- Provide 90 minutes daily of math instruction, including math games to reinforce skills.
- Plan and develop Family Math events by grade level and school-wide in collaboration with Title 1.
- Work to align math curriculum to Minnesota Standards.
- Implement AIMSweb Progress Monitoring with Special Education students.

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

**Teacher Learning:**

- Attend RtI meetings where goals are revised and new strategies developed.
- RtI by using student data, learning rates and levels of performance to make important educational decisions.
- Share about math strategies and programming at staff meetings.
- Analyze grade level math data such as grade level assessments, MAP and MCA.
- Increase the use of SMART Boards and/or other technology hardware/software into math.
- Implement math best practice strategies and intervention.

**Improved Student Performance:**

- The Third grade students will meet or exceed J.W. Smith average proficiency percentage of 58.1% on the MCA-III Mathematics Assessment.
- The Fourth grade students will increase their proficiency percentage to meet or exceed 60.1% on the MCA-III Mathematics Assessment.
- The Fifth grade students will increase their proficiency percentage to meet or exceed 55.2% on the MCA-III Mathematics Assessment.

**2017-2018 School Improvement Goals**

**School Improvement Goal #3:**

J. W. Smith Kindergarten through Fifth grade students will increase their overall attendance percentage from 91.15% during the 2016-2017 school year to 93.0% during the 2017-2018 school year.

**Baseline Data used To Select Goal:**

Based on the 2016-2017 attendance data provided by the J. W. Smith attendance monitor, the overall percentage was 91.15%.

**Desired Result:**

Based on the 2016-2017 attendance data provided by the J. W. Smith attendance monitor, the J. W. Smith Kindergarten through Fifth grade students will increase their overall attendance rate to meet or exceed 93.0% during the 2017-2018 school year.

### Means to Achieve the School Improvement Goal

<b>Staff Development Goal(s):</b>
J. W. Smith Elementary will monitor attendance on a monthly basis and award students with exemplary attendance.
<b>Staff Development Activities:</b>
<p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Utilize Responsive Classroom procedures including Morning Meeting and Closing Circle to create a positive classroom community that will encourage students to attend school.</li> <li>• Present monthly attendance certificates to students who have no more than one tardy and/or one absence during the month.</li> <li>• Present special incentives to students with perfect attendance.</li> <li>• Communicate with the attendance monitor to ensure phone calls are made to parents/guardians if a student is absent for two consecutive days.</li> </ul>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
<p>Teacher Learning:</p> <ul style="list-style-type: none"> <li>• Share about individual attendance improvement strategies at staff meetings.</li> <li>• Share monthly attendance reports.</li> <li>• Student interviews to guide interventions.</li> </ul> <p>Improved Student Performance:</p> <ul style="list-style-type: none"> <li>• Based on the year-end attendance data, J. W. Smith Elementary will increase their overall attendance from 91.15% during the 2016-2017 school year to 93.0% during the 2017-2018 school year.</li> </ul>

### 2017-2018 School Improvement Goals

<b>School Improvement Goal #4:</b>
During the 2017-2018 school year, one hundred percent (100%) of classroom teachers will implement the Responsive Classroom Program in an effort to reduce the number of behavior infractions.
<b>Baseline Data used To Select Goal:</b>
Based on the 2016-2017 behavior data reported through the Disciplinary Incident Reporting System (DIRS), the number of incidents reported for J. W. Smith was 69.

**Desired Result:**

Based on the 2017-2018 school year, one hundred percent (100%) of classroom teachers will implement the Responsive Classroom Program in an effort to reduce the number of behavior infractions.

**Means to Achieve the School Improvement Goal**

**Staff Development Goal(s):**

J. W. Smith Elementary will implement the Responsive Classroom in an effort to increase student achievement and improve the school climate. The Responsive Classroom Program will lead to engaging academics, positive community, effective management, and developmentally responsive teaching.

**Staff Development Activities:**

**Teachers will:**

- Receive training in the Responsive Classroom Program.
- Implement Morning Meeting/Closing Circle each school day.
- Utilize J. W. Smith Elementary School's behavior action team.

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

**Teacher Learning:**

- Share about Responsive Classroom strategies and ideas at staff and RtI meetings.
- Use the Skyward Student Management System, discipline incidences will be reviewed at the end of the 2017-2018 school year.
- Opportunities for teachers to attend trainings related to behavior intervention strategies.
- Responsive Classroom training will be provided for staff not yet trained.

**Improved Student Performance:**

- Based on the 2017-2018 Disciplinary Incident Reporting System (DIRS) report, J. W. Smith Elementary will see a 10% decrease in the number of incidences reported.

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

**Building**     Lincoln Elementary

**Building Principal**     Jason Luksik

**School Improvement Site Team Chair**     Deb Brown

**Building School Improvement Site Team Members:**

Doreen Felts

Krista Lillo-Klinke

Lisa Schussman

John Williams

Jeff Smith

Deb Brown

Liana Schaefer

Ryan Schaefer

Jessica Kay

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

**1 Reading:**

- I. 2017-2018 Smart Reading Goal: 80% of Kindergarten students will meet the overall Mean RIT score of 158.1 on the NWEA MAP assessment in the spring of 2018.
- II. 2017-18 Smart Reading Goal: 80% of First graders will meet the overall Mean RIT score of 177.5 on the NWEA MAP Assessment in the spring of 2018.
- III. 2017-18 Smart Reading Goal: 80% of second graders will meet the overall Mean RIT score of 188.7 on the NWEA MAP assessment in the spring of 2018.
- IV. 2017-18 Smart Reading Goal: The Lincoln “**All Students**” group will increase their proficiency from 52.5% to 55.5% in the Spring of 2018 as measured by the Reading MCA III.
  - i. 2017-18 Smart Reading Goal: The Lincoln “**American Indian**” sub-group will increase their proficiency from 30.8% to 33.8% in the Spring of 2018 as measured by the Reading MCA III assessment.
  - ii. 2017-18 Smart Reading Goal: The Lincoln “**Free & Reduced**” sub-group will increase their proficiency from 43.6% to 46.6% in the Spring of 2018 as measured by the Reading MCA III assessment.

**2 Mathematics:**

- I. 2017-18 Smart Mathematics Goal: The Lincoln “**All Students**” group will increase their proficiency from 56.5% to 60% in the Spring of 2018 as measured by the Mathematics MCA III.
  - i. 2017-18 Smart Mathematics Goal: The Lincoln “**American Indian**” subgroup will increase their proficiency from 32.7% to 35.7% in the Spring of 2018 as measured by the Mathematics MCA III assessment.
  - ii. 2017-18 Smart Mathematics Goal: The Lincoln “**Free & Reduced**” subgroup will increase their proficiency from 43.6% to 46.6% in the spring of 2018 as measured by the Mathematics MCA III assessment.

**3 Science:**

- I. 2017-18 Smart Science Goal: The Lincoln 5<sup>th</sup> graders in the “**All Students**” group will increase their proficiency from 61.2% to 64.2% in the spring of 2018 as measured by the Science MCA III.

**4 Safe & Welcoming Environment:**

- I. 2017-18 Safe & Welcoming Environment Goal: The Lincoln “**All Students**” group will decrease their incidences of suspendable offenses that are recorded in the DIRS system by 10% from 39 incidences to 35 or fewer incidences during the 2017-18 school year.

**5 Attendance**

- I. At Lincoln Elementary for the 2017-2018 school year, the number of students who missed more than 20 days during the school year without valid excuses will be reduced by 10% as measured by MARSS.

## 2017-2018 School Improvement Goals

School Improvement Goal #1:	
<p>I. 2017-2018 Smart Reading Goal: 80% of Kindergarten students will meet the overall Mean RIT score of 158.1 on the NWEA MAP assessment in the spring of 2018.</p> <p>II. 2017-18 Smart Reading Goal: 80% of First graders will meet the overall Mean RIT score of 177.5 on the NWEA MAP Assessment in the spring of 2018.</p> <p>III. 2017-18 Smart Reading Goal: 80% of second graders will meet the overall Mean RIT score of 188.7 on the NWEA MAP assessment in the spring of 2018.</p> <p>IV. 2017-18 Smart Reading Goal: The Lincoln “<b>All Students</b>” group will increase their proficiency from 52.5% to 55.5% in the spring of 2018 as measured by the Reading MCA III.</p> <p style="padding-left: 20px;">i. 2017-18 Smart Reading Goal: The Lincoln “<b>American Indian</b>” sub-group will increase their proficiency from 30.8% to 33.8% in the spring of 2018 as measured by the Reading MCA III assessment.</p> <p style="padding-left: 20px;">ii. 2017-18 Smart Reading Goal: The Lincoln “<b>Free &amp; Reduced</b>” sub-group will increase their proficiency from 43.6% to 46.6% in the spring of 2018 as measured by the Reading MCA III assessment.</p>	
Baseline Data used To Select Goal:	
MCA results MAP results	
Desired Result:	
Increase reading proficiency for all students to help decrease the achievement gap.	

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):
<ul style="list-style-type: none"> <li>• Collaborate three times a month using data: MAP, MCA III, Houghton-Mifflin reading assessment, along with student work and teacher observation</li> <li>• Guided Reading will be implemented school-wide</li> <li>• Reading Recovery for Grade 1</li> <li>• Leveled Literacy for Grades K-5th will continue to be implemented</li> <li>• Minnesota Reading Corps program will also be utilized in grades K-3</li> <li>• Title 1 staff will provide small group interventions</li> </ul>

<b>Staff Development Activities:</b>
<p>Staff will be trained in the use of Think Central, the Houghton-Mifflin technology component.</p> <ul style="list-style-type: none"> <li>• Guided Reading – 1) Daily 5 training for staff to develop differentiated learning for students. 2) Research articles based on oral language and informational text shared with staff and put into practice.</li> <li>• Collaboration- 1) Grade level meetings with grade levels above and below to develop vertical alignment of ELO’s.</li> <li>• MAP Training- Training in data collection and identification of data that would improve instructional strategies.</li> <li>• Cross Curricular- Training to support oral language and vocabulary for students across multiple subject areas.</li> </ul>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
<p>2017-18 Smart Reading Goal: The Lincoln “<b>All Students</b>” group will increase their proficiency from 52.5% to 55.5% in the Spring of 2018 as measured by the Reading MCA III.</p>

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

<b>School Improvement Goal #2:</b>
<p>I. 2017-18 Smart Mathematics Goal: The Lincoln “<b>All Students</b>” group will increase their proficiency from 56.5% to 60% in the Spring of 2018 as measured by the Mathematics MCA III.</p> <ul style="list-style-type: none"> <li>i. 2017-18 Smart Mathematics Goal: The Lincoln “<b>American Indian</b>” sub-group will increase their proficiency from 32.7% to 35.7% in the Spring of 2018 as measured by the Mathematics MCA III assessment.</li> <li>ii. 2017-18 Smart Mathematics Goal: The Lincoln “<b>Free &amp; Reduced</b>” sub-group will increase their proficiency from 43.6% to 46.6% in the Spring of 2018 as measured by the Mathematics MCA III assessment.</li> </ul>
<b>Baseline Data used To Select Goal:</b>
<p>MCA III MAP</p>
<b>Desired Result:</b>
<p>Increased Math proficiency for all students to help reduce the achievement gap.</p>

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

<b>Staff Development Goal(s):</b>
<p>Lincoln Elementary staff, grades K-5, will:</p> <ul style="list-style-type: none"> <li>• Collaborate using data three times monthly: MAP, MCA III, AIMSweb and <u>Houghton Mifflin</u> assessments.</li> </ul>



<ul style="list-style-type: none"> <li>• Individual student math needs will be determined utilizing the data, as well as student work and teacher observation.</li> <li>• Increased Math time- 90 minutes of daily instruction.</li> </ul>
Staff Development Activities:
<ul style="list-style-type: none"> <li>• Staff will be trained in the use of Think Central, the Houghton-Mifflin technology component.</li> <li>• Guided Math – 1) Differentiated learning groups addressing the needs of the student. Identified by Common Formative Assessment.</li> <li>• Collaboration- 1) Grade level meetings with grade levels above and below to develop vertical alignment of ELO's.</li> <li>• MAP Training- Training in data collection and identification of data that would improve instructional strategies.</li> <li>• Cross Curricular- Training to support oral language and vocabulary for students across multiple subject areas.</li> <li>• Viewpoint Training- Training to provide teachers with data to identify student concerns and adjust instructional strategies.</li> <li>• Use of Math Specialist as a teacher resource. Specialist will model and provide training to staff in the areas of Math identified during RtI team meetings.</li> </ul>
Evidence of Teacher Learning and Improved Student Performance:
The Lincoln “ <b>All Students</b> ” group will increase their proficiency from 56.5% to 60% in the Spring of 2018 as measured by the Mathematics MCA III.

### 2017-2018 School Improvement Goals

School Improvement Goal #3:
I. 2017-18 Smart Science Goal: The Lincoln 5 <sup>th</sup> graders in the “ <b>All Students</b> ” group will increase their proficiency from 61.2% to 64.2% in the Spring of 2018 as measured by the Science MCA III.
Baseline Data used To Select Goal:
MCA III
Desired Result:
Increased proficiency in Science for all students.

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Lincoln Elementary staff, Grades K-5, will implement the new Houghton-Mifflin <u>Fusion</u> Science curriculum

Staff Development Activities:
<ul style="list-style-type: none"> <li>• Teachers will instruct 75-90 minutes per week, based on grade level.</li> <li>• Houghton-Mifflin Fusion curriculum will be implemented.</li> <li>• Staff will integrate the new science standards.</li> <li>• Staff will be trained in the use of Think Central, the Houghton-Mifflin technology component.</li> <li>• Science leveled readers will be used K-5.</li> <li>• Multimedia resources are available for supplemental science instruction.</li> </ul>
Evidence of Teacher Learning and Improved Student Performance:
The Lincoln 5 <sup>th</sup> graders in the “ <b>All Students</b> ” group will increase their proficiency from 61.2% to 64.2% in the Spring of 2018 as measured by the Science MCA III.

### 2017-2018 School Improvement Goals

School Improvement Goal #4:
<b>Safe &amp; Welcoming Environment:</b>
I. 2017-18 Safe & Welcoming Environment Goal: The Lincoln “ <b>All Students</b> ” group will decrease their incidences of suspendable offenses that are recorded in the DIRS system by 10% from 39 incidences to 35 or fewer incidences during the 2017-18 school year.
Baseline Data used To Select Goal:
Skyward data DIRS data
Desired Result:
The Lincoln “ <b>All Students</b> ” group will decrease their incidences of suspendable offenses that are recorded in the DIRS system by 10% from 39 incidences to 35 or fewer incidences during the 2017-18 school year.

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):
<ol style="list-style-type: none"> <li>1) Every staff member given an overview of the Responsive Classroom program.</li> <li>2) Consistent behavior program school wide- implementation of Responsive Classroom.</li> <li>3) Development of Lincoln Pride program.</li> </ol>

Staff Development Activities:
<ul style="list-style-type: none"> <li>Continued monthly discipline meetings to develop processes throughout the school.</li> <li>Staff meetings to distribute information from the discipline committee.</li> <li>Staff and student modeling at assemblies.</li> </ul>
Evidence of Teacher Learning and Improved Student Performance:
Reduce student physical behaviors by 10 % over the school year from last year.

### 2017-2018 School Improvement Goals

School Improvement Goal #5:
<p><b>Attendance</b></p> <p>I. At Lincoln Elementary for the 2017-2018 school year, the number of students who missed more than 20 days during the school year without valid excuses will be reduced by 10% as measured by MARSS.</p>
Baseline Data used To Select Goal:
MARSS attendance data
Desired Result:
The number of students who missed more than 20 days during the school year without valid excuses will be reduced by 10% as measured by MARSS.

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):
<ol style="list-style-type: none"> <li>Review mentorship guidelines for staff</li> <li>Develop action plan for attendance guidelines.</li> <li>Continue training from Being Present campaign.</li> </ol>
Staff Development Activities:
<ol style="list-style-type: none"> <li>Mentorship program for students with 20 or more days absent.</li> <li>Training activities with Being Present staff.</li> </ol>
Evidence of Teacher Learning and Improved Student Performance:
10% Improved attendance for students with 20 or more days absent.

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

**Building** \_\_\_\_\_ Lumberjack High School

**Building Principal** \_\_\_\_\_ Brian Stefanich

**School Improvement Site Team Chair** \_\_\_\_\_ Heather Ritchie

**Building School Improvement Site Team Members:**

Jean Benner
Erica Hubert
Janice Sande
Ranae Seykora
Heather Ritchie
Brian Stefanich
Jason Stanoch

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

- 1** Bemidji Lumberjack High School staff and students will improve the 11<sup>th</sup> grade math scores from 9.1% proficiency rate to 50% proficiency on the spring MCA in 2018.
- 2** Bemidji Lumberjack High School staff and students will improve the 10<sup>th</sup> grade reading scores from 44.4% proficiency to 62.0% proficiency on the MCA test in the spring of 2018.
- 3** Bemidji Lumberjack High School staff and students will improve our attendance rate to 85% for all students in 2017-2018.

## 2017-2018 School Improvement Goals

School Improvement Goal #1:
Bemidji Lumberjack High School staff and students will improve the 11 <sup>th</sup> grade math scores from 9.1% proficiency rate to 50% proficiency on the spring MCA in 2018.
Baseline Data used To Select Goal:
2017 MCA math and MMR reports
Desired Result:
Improve 11th grade math scores to a 50% proficiency rate in the spring of 2018.

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):
<ul style="list-style-type: none"> <li>● All teachers will be trained on the use of a data warehouse, Viewpoint.</li> <li>● Teacher training in Edgenuity to provide test prep remediation and supplementary instruction.</li> <li>● Utilize the knowledge and expertise of Indian Career Advisor and Liaison to increase awareness of cultural concerns.</li> <li>● Teacher training in Positive Interventions and Supports (PBIS) to improve school culture and increase school pride.</li> <li>● All LHS teachers in all areas of study will become more familiar with the MCA/ACT tests and will receive training on interpretation of test data.</li> <li>● PLC surrounding book <u>Disrupting Poverty</u></li> <li>● Weekly student support meetings (RtI) to plan interventions for students not passing classes.</li> <li>● BHS/LHS 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/LHS 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. Six additional academies will be ready for the following year.</li> </ul>

<b>Staff Development Activities:</b>
<ul style="list-style-type: none"> <li>● Lead weekly home-room activities to improve school culture and prepare students for next steps after high school using the “Ramp up to Readiness” curriculum.</li> <li>● All LHS teachers will have opportunities to attend staff development meetings or conferences to address best practices in the classroom ensuring curriculum benchmarks are met.</li> <li>● Staff development on: suicide prevention and early onset of mental illness.</li> <li>● Teacher trainings on reading strategies to increase comprehension skills across the curriculum.</li> <li>● Technology training to increase student engagement and 21st Century skills for the workplace.</li> <li>● Continue PBIS</li> <li>● Provide PPT (Personal Pondering Time) to catch up on homework</li> <li>● Interpret data and gear teaching practices to improve the math, reading, and writing scores.</li> <li>● PLC surrounding book <u>Disrupting Poverty</u></li> <li>● Weekly collaboration with administration and counselors, as well as Indian Ed and school social worker.</li> </ul>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
<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 assessments, and providing feedback to students.</li> <li>● Formative assessment will define re-teaching strategies.</li> <li>● 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.</li> <li>● Walk through visits, as well as, formal observation provides teacher with feedback on how they are progressing. These visits also provide administrators with evidence of future staff development planning.</li> <li>● Students will earn certifications/college credit through the Bemidji Career Academies.</li> </ul>

**2017-2018 School Improvement Goals**

<b>School Improvement Goal #2:</b>
Bemidji Lumberjack High School staff and students will improve the 10 <sup>th</sup> grade reading scores from 44.4% proficiency to 62.0% proficiency on the MCA test in the spring of 2018.
<b>Baseline Data used To Select Goal:</b>
2017 MCA Reading and MMR reports
<b>Desired Result:</b>
Improve 10th grade reading scores to a proficiency of 62.0% in the spring of 2018.

## Means to Achieve the School Improvement Goal

<b>Staff Development Goal(s):</b>
<ul style="list-style-type: none"><li>● All LHS teachers in all areas of study will become more familiar with the MCA/ACT tests and will receive training on interpretation of test data.</li><li>● All teachers will be trained on the use of a data warehouse, Viewpoint.</li><li>● Teacher training in Edgenuity to provide test prep remediation and supplementary instruction.</li><li>● Utilize the knowledge and expertise of Indian Career Advisor and Liaison to increase awareness of cultural concerns.</li><li>● Teacher training in Positive Interventions and Supports (PBIS) to improve school culture and increase school pride.</li><li>● Weekly student support meetings (RtI) to plan interventions for students not passing classes.</li><li>● BHS/LHS and NTC and community manufacturing companies will expand course offerings and employment opportunities to provide pathways for trades certification and post-secondary credit. Provide a work seminar class so that students may intern in the world of work.</li><li>● BHS/LHS 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. Six additional academies will be developed for the following year.</li></ul>
<b>Staff Development Activities:</b>
<ul style="list-style-type: none"><li>● Interpret data and gear teaching practices to improve the math, reading, and writing scores.</li><li>● PLC surrounding book <i>Disrupting Poverty</i></li><li>● Staff training on Native American culture</li><li>● 9th grade transition coaching for selected freshman based on data</li><li>● Continue PBIS</li><li>● Lead weekly home-room activities to improve school culture and prepare students for next steps after high school using the “Ramp up to Readiness” curriculum.</li><li>● All LHS teachers will have opportunities to attend staff development meetings or conferences to address best practices in the classroom ensuring curriculum benchmarks are met.</li><li>● Staff development on: suicide prevention and early onset of mental illness.</li><li>● Teacher trainings on reading strategies to increase comprehension skills across the curriculum.</li><li>● Technology training to increase student engagement and 21st Century skills for the workplace.</li><li>● Weekly collaboration with administration and counselors, as well as Indian Ed and school social worker.</li></ul>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
<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 assessments, and providing feedback to students.</li><li>● Formative assessment will 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.
- Walk through visits, as well as, formal observation provides teacher with feedback on how they are progressing. These visits also provide administrators with evidence of future staff development planning.
- Students will earn certifications/college credit through the Bemidji Career Academies.

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

School Improvement Goal #3:
Bemidji Lumberjack High School staff and students will improve our attendance rate to 85% for all students in 2017-2018.
Baseline Data used To Select Goal:
MMR and student attendance data using Skyward and Viewpoint
Desired Result:
Improve student attendance to 85% for the 2017-2018 school year.

### **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>● All LHS staff will become familiar with all students, interacting on a daily basis outside the classroom, hallways, and lunchroom.</li> <li>● All LHS staff serve as advisors to a given list of students. Staff will meet weekly with advisees and maintain contact with them and their parents regarding their progress.</li> <li>● All LHS staff will provide a safe and welcoming environment.</li> <li>● Utilize the knowledge and expertise of Indian Career Advisor and Liaison to increase awareness of cultural concerns.</li> <li>● Create an incentive plan based on attendance and grades.</li> <li>● Engaging technologies training to increase 21st Century Learners' skills for the workplace.</li> <li>● BHS/LHS 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/LHS 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. Six additional academies will be ready for the following year.</li> </ul>



**Staff Development Activities:**

- All LHS staff will make weekly contact with advisees, encouraging and assisting wherever needed, as well as preparing them for the next steps after high school by using the “Ramp up to Readiness” curriculum.
- Weekly collaboration with administration and counselors, as well as Indian Ed and school social worker.
- All LHS staff will make monthly contact with advisee families, discussing attendance, assignments and attitude.
- All LHS staff will attend weekly meetings to discuss issues and successes.
- All LHS staff will meet with their advisory group to review and update continuous learning plans.

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

- Students will meet or exceed the attendance goal.
- Students and families will respond favorably to the contacts made by the advisor, translating into better attendance.
- Students will earn certifications/college credit through the Bemidji Career Academies.

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

**Building**     Northern Elementary

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**Building Principal**     Wendy K. Templin

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**School Improvement Site Team Chair**     Anna Grand

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**Building School Improvement Site Team Members:**

Janelle Alexander

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Angie Bonik

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Janet Forte

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Stephany McDermott

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Chris Wade

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Anna Grand

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

- 1**     Math: Students at Northern Elementary in the “All-Students” group will increase their proficiency in mathematics from 65.4% in the spring of 2017 to 67% in the spring of 2018 as measured by the MCA-III. (Increase of 1.6%)

Geometry & Measurement: Students at Northern Elementary will increase their proficiency in geometry and measurement in grades 4-5 in the spring of 2018 as measured by the MCA-III.

4th graders percentage will increase from 57.4% to 59% (Increase of 1.6%)

5th graders percentage will increase from 55.3% to 56.5% (Increase of 1.2%)

- 2**     Reading: Students at Northern Elementary in the “All-Students” group will increase their proficiency in reading from 57% in the spring of 2017 to 59% in the spring of 2018 as measured by the MCA-III. (Increase of 2%)

Informational Text: Students at Northern Elementary will increase their proficiency in Informational Text/Non-Fiction reading in grades 3-5 in the spring of 2018 as measured by the MCA-III.

3rd graders percentage will increase from 53.7% to 55% (Increase of 1.3%)

4th graders percentage will increase from 53.2% to 54.5% (Increase of 1.3%)

5th graders percentage will increase from 54.4% to 55.7% (Increase of 1.3%)

- 3** Science: Students at Northern Elementary in the “All-Students” group will increase their proficiency in science from 59.6% in the spring of 2017 to 61% in the spring of 2018 as measured by the MCA-III. (Increase of 1.4%)
  
- 4** Attendance: Northern First through Fifth grade students will increase their overall attendance percentage from 93.47% during the 2016-2017 school year to 94% during the 2017-2018 school year as measured by the NCLB AYP annual report. (Increase 0.6%)

### 2017-2018 School Improvement Goals

School Improvement Goal #1:
<u>Math</u> : Students at Northern Elementary in the “All-Students” group will increase their proficiency in mathematics from 65.4% in the spring of 2017 to 67% in the spring of 2018 as measured by the MCA-III.
Baseline Data used To Select Goal: Spring 2017 MCA III
<ul style="list-style-type: none"> <li>• All Students- Grow from 63% to 66%</li> <li>• 3rd Grade – Grow from 70.3% to 73.3%</li> <li>• 4th Grade – Grow from 66.3% to 69.3%</li> <li>• 5th Grade – Grow from 50.0% to 53.0%</li> <li>• All American Indian Students – 56.1% to 59.1%</li> <li>• All Free/Reduced Students – 46.3% to 49.3%</li> <li>• All Special Education Students – 42.5% to 45.5%</li> </ul>
Desired Result:
Increase of 1.6% for all students.

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):
We will develop monthly staff development time to implement instructional strategies within grade level teams and specialists.
Staff Development Activities:
<ul style="list-style-type: none"> <li>• Student Achievement Binder</li> <li>• Geometry &amp; Measurement for 4th &amp; 5th</li> <li>• Data Analysis &amp; Probability for 4th</li> <li>• Pre &amp; Post testing of all skills</li> <li>• Daily 5/BUILD to fill curriculum holes</li> <li>• Increase Data Days</li> <li>• Teach math vocabulary</li> </ul>
Evidence of Teacher Learning and Improved Student Performance:
We will see improved scores on the MCA-III assessments through the application of new knowledge and information focused in Geometry & Measurement.

### 2017-2018 School Improvement Goals

School Improvement Goal #2:
<u>Reading</u> : Students at Northern Elementary in the “All-Students” group will increase their proficiency in reading from 57% in the spring of 2017 to 59% in the spring of 2018 as measured by the MCA-III.
Baseline Data used To Select Goal: Spring 2017 MCA III

<ul style="list-style-type: none"> <li>• All Students – Grow from 52.6% to 55.6%</li> <li>• 3rd Grade – Grow from 46.5% to 49.5%</li> <li>• 4th Grade – Grow from 48.9% to 51.9%</li> <li>• 5th Grade – Grow from 62.5% to 65.5%</li> <li>• All American Indian Students – 40.0% to 43.0%</li> <li>• All Free/Reduced Students – 33.3% to 36.3%</li> <li>• All Special Education Students – 22.5% to 25.5%</li> </ul>
Desired Result:
Increase of 2% for all students.

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

Staff Development Goal(s):
We will develop monthly staff development time to implement instructional strategies within grade level teams and specialists.
Staff Development Activities:
<ul style="list-style-type: none"> <li>• Focus on informational text and graphic features</li> <li>• Teach “how” to read informational text</li> <li>• Increase cultural diversity literature</li> <li>• Utilize Pebble Go programming</li> <li>• Increase student research skills</li> <li>• Increase stamina with reading</li> <li>• Utilize “cloze” formatting for reading</li> <li>• Promote “high-interest” reading</li> </ul>
Evidence of Teacher Learning and Improved Student Performance:
We will see improved scores on the MCA-III assessments through the application of new knowledge and information focused in informational text.

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

School Improvement Goal #3:
<u>Science</u> : Students at Northern Elementary in the “All-Students” group will increase their proficiency in science from 59.6% in the spring of 2017 to 61% in the spring of 2018 as measured by the MCA-III.
Baseline Data used To Select Goal: Spring 2017 MCA III
<ul style="list-style-type: none"> <li>• 5th Grade – 59.6% (-0.6%)</li> <li>• All American Indian Students – 12.5% (-47.5%)</li> <li>• All Free/Reduced Students – 32.5% (-4.6%)</li> <li>• All Special Education Students – 28.6% (-9.9%)</li> </ul>
Desired Result:
Increase of 1.4% for all students in fifth graders.

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):
We will develop monthly staff development time to implement instructional strategies within grade level teams and specialists.
Staff Development Activities:
Increased instruction in physical science at all grades.
Evidence of Teacher Learning and Improved Student Performance:
We will see improved scores on the MCA-III assessments through the application of new knowledge and information focused in physical science.

### 2017-2018 School Improvement Goals

School Improvement Goal #4:
<u>Attendance:</u> Northern First through Fifth grade students will increase their overall attendance percentage from 93.47% during the 2016-2017 school year to 94% during the 2017-2018 school year as measured by the NCLB AYP annual report.
Baseline Data used To Select Goal:
Monthly classroom attendance data through Skyward.
Desired Result:
Increase 0.6%

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):
We will develop monthly staff development time to implement instructional strategies within grade level teams and specialists to improve student attendance.
Staff Development Activities:
Be Present Program/Perfect Attendance Bulletin Board
Evidence of Teacher Learning and Improved Student Performance:
Skyward data with an increase of students attending school at 94%.

## Northern Building Narrative

First Grade: Northern elementary first grade team will support the building math goal by implementing geometry and measurement in our classrooms. We will incorporate geoboards, tangrams, pattern blocks, rulers, and tape measurers during our B.U.I.L.D. math lessons.

Second Grade: We will increase our Geometry/Measurement MAP score from fall to spring through the use of smaller guided math groups, games/activities, and a focus on vocabulary.

Third Grade: As a team we will support the building goal in Math by using pre-tests and post-tests to guide teaching

- Individual work in the chrome lab
- Instruction during Friday Flip rotations
- Math workshops

Fourth Grade: Fourth grade will increase MCA math scores from 66% to 67.5% on the Spring MCA test.

- Utilize pre and post tests
- Use data binders and/or folders
- Use multiple teaching strategies to deliver instruction; whole group, small group, and one on one instruction
- Utilize IXL
- Teach math vocabulary on a daily basis

Fifth Grade: We will increase all 5<sup>th</sup> grade MCA math scores from 65.4% to 67% on the spring 2018 MCA test. We will:

- Utilize PALS
- Utilize IXL
- Use the expressions curriculum to strengthen geometry strand
- Use MCA practice book
- Pre and posttest with our data binders
- Instruct data unit with science curriculum

Special Education: As special education teachers we will support the building goals of reading, math, science and attendance by:

- Collaborating with classroom teachers during RtI meetings
- Reinforcing classroom instruction through the use of common vocabulary and teaching strategies
- Use progress monitoring tools to make instructional decisions
- Encourage daily attendance by making phone calls/contact to families with chronic attendance concerns

Specialists: As specialists we will support the building goals of reading, math, science and attendance by:

- Implementing appropriate vocabulary
- Enhance classroom learning targets by implementing our own lessons as appropriate
- Continue to support attendance by providing fun and engaging activities that the students look forward to

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

**Building** Oshki Manidoo School

**Building Principal** Tami Wesely

**School Improvement Site Team Chair** Robert Beckstrom

**Building School Improvement Site Team Members:**

Robert Beckstrom

Anisia Rustand

Tami Wesely

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

- 1** In the Oshki Manidoo School the “All Students” group will increase proficiency from 0% in the Spring of 2017 to 3% in the Spring of 2018 as measured by the MCA in Reading.
  - The Oshki Manidoo School will increase reading scores by an average of 0.3 GE for students enrolled at least 60 days. STAR Reading pre and post test scores will be used to measure growth. (Students are typically enrolled for no more than 90 days).
  
- 2** In the Oshki Manidoo School the “All Students” group will increase proficiency from 0% in the Spring of 2017 to 3% in the Spring of 2018 as measured by the MCA in Math.
  - The Oshki Manidoo School will increase math scores by an average of 0.3 GE for students enrolled at least 60 days. STAR Math pre and post test scores will be used to measure growth. (Students are typically enrolled for a maximum of 90 days).



## 2017-2018 School Improvement Goals

<b>School Improvement Goal #1:</b>
In the Oshki Manidoo School the “All Students” group will increase proficiency from 0% in the Spring of 2017 to 3% in the Spring of 2018 as measured by the MCA in Reading. <ul style="list-style-type: none"> <li>• The Oshki Manidoo School will increase reading scores by an average of 0.3 GE for students enrolled at least 60 days. STAR Reading pre and post test scores will be used to measure growth. (Students are typically enrolled for no more than 90 days).</li> </ul>
<b>Baseline Data used To Select Goal:</b>
Results of the Spring 2017 MCA and STAR assessments are used as baseline data.
<b>Desired Result:</b>
All students will demonstrate growth in their reading skills leading to a higher percentage of proficiency on the MCA assessments.

### Means to Achieve the School Improvement Goal

<b>Staff Development Goal(s):</b>
Teachers will incorporate research-based techniques/strategies in their instruction of reading and in reading across the curriculum. State, regional, and local staff development opportunities will be available to teachers.
<b>Staff Development Activities:</b>
Reading will be integrated in all curricular areas. Online techniques will be incorporated in the curriculum using the Edgenuity Program. Study current best practice education strategies and techniques to better meet student’s emotional and educational needs.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Observations of improved techniques and increases in reading scores will measure effectiveness.

## 2017-2018 School Improvement Goals

<b>School Improvement Goal #2:</b>
In the Oshki Manidoo School the “All Students” group will increase proficiency from 0% in the Spring of 2017 to 3% in the Spring of 2018 as measured by the MCA in Math. <ul style="list-style-type: none"><li>• The Oshki Manidoo School will increase math scores by an average of 0.3 GE for students enrolled at least 60 days. STAR Math pre and post test scores will be used to measure growth. (Students are typically enrolled for a maximum of 90 days).</li></ul>
<b>Baseline Data used To Select Goal:</b>
Results of the Spring 2017 MCA and STAR assessments are used for baseline data.
<b>Desired Result:</b>
All students will demonstrate growth in math skills leading to increased proficiency on the MCA tests.

### Means to Achieve the School Improvement Goal

<b>Staff Development Goal(s):</b>
Staff will incorporate researched based strategies and techniques to differentiate instruction. State, regional, and local staff development opportunities will be available for teachers.
<b>Staff Development Activities:</b>
The Edgenuity online learning program will be incorporated into the curriculum. Study current best practice education strategies and techniques to better meet student’s emotional and educational needs.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Observation and implementation of new educational techniques and increased student growth in math will be indicators of the effectiveness of these activities.

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

**Building** \_\_\_\_\_ Paul Bunyan Elementary

**Building Principal** \_\_\_\_\_ Kathy Van Wert

**School Improvement Site Team Chair** \_\_\_\_\_ Kristi Hernandez

**Building School Improvement Site Team Members:**

\_\_\_\_\_  
Michael Quillin  
\_\_\_\_\_  
Lindsay Potter  
\_\_\_\_\_

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

- 1** Using the NWEA Measures of Academic Progress Growth K-2 Reading Assessment, 55% of our students will meet the reading mean RIT score of 158.1 by Spring of 2018, as compared to the reading mean RIT score of 145.4 in the Spring of 2017.
  
- 2** Using the NWEA Measures of Academic Progress Growth K-2 Math Assessment, 55% of our students will meet the math mean RIT score of 159.1 by Spring of 2018, as compared to the math mean RIT score of 144.4 in the Spring of 2017.

## 2017-2018 School Improvement Goals

<b>School Improvement Goal #1:</b>
Using the NWEA Measures of Academic Progress Growth K-2 Reading Assessment, 55% of our students will meet the reading mean RIT score of 158.1 by Spring of 2018, as compared to the reading mean RIT score of 145.4 in the Spring of 2017.
<b>Baseline Data used To Select Goal:</b>
Spring 2017 NWEA Measures of Academic Progress Growth K-2 Reading Assessment data showed 25.8% of students met the mean RIT of 158.7.
<b>Desired Result:</b>
In the Spring of 2018, 55% of Paul Bunyan Elementary students will meet or exceed the mean RIT of 158.1 in the NWEA Measures of Academic Progress Growth K-2 Reading Assessment.

### Means to Achieve the School Improvement Goal

<b>Staff Development Goal(s):</b>
To gain insight and best practice information on instructional practice and interventions as it pertains to kindergarten reading skills. To implement best practice instruction during core instructional time, using guided reading techniques along with individual and small group interventions.
<b>Staff Development Activities:</b>
<ol style="list-style-type: none"> <li>1. Small group RtI groups will meet twice a month to focus on Tier 1 instruction, guided reading strategies</li> <li>2. Large group RtI group will meet once per month to discuss the Tier 1 strategy for the month.</li> <li>3. Individual teachers will work with the district reading specialist.</li> <li>4. Building specialists will integrate lessons with a reading focus</li> <li>5. Letter identification cards will be available at hallway waiting areas (restrooms, cafeteria) to provide continual practice of letter identification and letter sounds</li> <li>6. Minnesota Reading Corps tutor will work individually with qualifying students.</li> <li>7. NWEA Measures of Academic Progress Skills Checklist will be used to monitor student needs and progress.</li> <li>8. Teachers will share strategies at monthly staff meeting.</li> <li>9. District reading specialist will be asked to share research based reading strategies every other month with staff.</li> <li>10. Peer observation of a colleague will be encouraged to help promote sharing of ideas, strategies and collaboration.</li> </ol>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
<ol style="list-style-type: none"> <li>1. Spring benchmark will be met.</li> <li>2. NWEA Measures of Academic Progress Growth K-2 Reading Winter assessment will be analyzed to determine additional student need.</li> </ol>

## 2017-2018 School Improvement Goals

<b>School Improvement Goal #2:</b>
Using the NWEA Measures of Academic Progress Growth K-2 Math Assessment, 55% of our students will meet the math mean RIT score of 159.1 by Spring of 2018, as compared to the math mean RIT score of 144.4 in the Spring of 2017.
<b>Baseline Data used To Select Goal:</b>
Spring 2017 NWEA Measures of Academic Progress Growth K-2 Math Assessment data showed 24.5% of students met the mean RIT of 159.1.
<b>Desired Result:</b>
In the Spring of 2018, 55% of Paul Bunyan Elementary students will meet or exceed the mean RIT of 159.1 in the NWEA Measures of Academic Progress Growth K-2 Math Assessment.

### Means to Achieve the School Improvement Goal

<b>Staff Development Goal(s):</b>
To gain insight and best practice information on instructional practice and interventions as it pertains to kindergarten math skills. To implement best practice instruction during core instructional time, using best practice math techniques along with individual and small group interventions.
<b>Staff Development Activities:</b>
<ol style="list-style-type: none"> <li>1. Small group RtI groups will meet twice a month to focus on Tier 1 instruction.</li> <li>2. Large group RtI group will meet once per month to discuss the Tier 1 strategy for the month.</li> <li>3. Individual teachers will work with the district math specialist.</li> <li>4. Building specialists will integrate lessons with a math focus.</li> <li>5. Numeral cards will be available at hallway waiting areas (restrooms, cafeteria) to provide continual practice of number identification and oral counting.</li> <li>6. NWEA Measures of Academic Progress Skills Checklist will be used to monitor student needs and progress.</li> <li>7. Teachers will share strategies at monthly staff meeting.</li> <li>8. Strategies will be discussed at monthly staff meetings.</li> <li>9. District math specialist will be asked to share research based math strategies every other month with staff.</li> <li>10. Peer observation of a colleague will be encouraged to promote sharing of ideas, strategies and collaboration.</li> </ol>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
<ol style="list-style-type: none"> <li>1. Spring benchmark will be met.</li> <li>2. NWEA Measures of Academic Progress Growth K-2 Math Winter assessment will be analyzed to determine additional student need.</li> </ol>

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

**Building**     Solway Elementary School

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**Building Principal**     Tami Wesely

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**School Improvement Site Team Chair**     Heather Sande

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**Building School Improvement Site Team Members:**

Heather Sande

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Julia Simons

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Michelle Dahlby

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Roben Beyer

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Melinda Phillips

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Nate Blumhagen

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Rich Morehouse

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Tim Slough

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Anna Larson

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

- 1**     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 by 2%, from 53.4% in 2017 to 55.4% in 2018.
  - 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 by 5%, from 0% in 2017 to 5% in 2018.
  - 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 by 5%, from 0% in 2017 to 5% in 2018.

To support all students **Reading Well by Third Grade**, Solway Elementary School in grades 1 and 2 will improve their reading in the following:

- Grade 1 students will improve their overall Mean RIT score from 157.6 in the fall of 2017 to 160.7 in spring of 2018; as measured by the NWEA Primary MAP Reading Assessment.
- Grade 2 students will improve their overall Mean RIT score from 176.1 in the fall of 2017 to 179.1 in spring 2018; as measured by NWEA MAP Reading Assessment.

- 2** 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 by 2%, from 40.9% in 2017 to 42.9% in 2018.
  - The percentage of *American Indian students* enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA math test will increase by 5%, from 16.7% in 2017 to 21.7% 2018.
  - 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 by 5%, from 0% in 2017 to 5% in 2018.
  
- 3** Solway Elementary School will increase student attendance by 0.5%, from 93.85% at the end of the 2016-2017 school year, to 94.85% by the end of the 2017-2018 school year.

## 2017-2018 School Improvement Goals

<b>School Improvement Goal #1:</b>
<p>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 by 2%, from 53.4% in 2017 to 55.4% in 2018.</p> <ul style="list-style-type: none"> <li>• The percentage of <i>American Indian students</i> enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test will increase by 5%, from 16.7% in 2017, to 21.7% in 2018.</li> <li>• The percentage of <i>Special Education students</i> enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test will increase by 5%, from 0% in 2017, to 5% in 2018.</li> </ul>
<b>Baseline Data used To Select Goal:</b>
<p>Results from the Spring 2017 MCA assessments are used for baseline data.</p> <ul style="list-style-type: none"> <li>• 53.4% of all Solway students in grade 3-5 scored proficient of the MCA reading test.</li> <li>• 16.7% of American Indian subgroup scored proficient.</li> <li>• 0% of Special Education subgroup scored proficient.</li> </ul>
<b>Desired Result:</b>
<p>All students, grades 3-5 at Solway will increase proficiency by 2% on the Spring 2018 MCA tests in Reading.</p>

### Means to Achieve the School Improvement Goal

<b>Staff Development Goal(s):</b>
<p>All Solway teachers will receive professional development geared at increasing achievement in reading.          Teachers will receive ongoing training on research-based reading interventions and progress monitoring.          Training in Guided Reading is available for teachers.</p>
<b>Staff Development Activities:</b>
<p>RtI teams will focus on school improvement goals and how those goals can better be met. Curriculum and alignment with standards will be a focus of RtI teams.          The district RtI specialist will be available for coaching, modeling, and co-teaching.          Teachers will participate in Professional Learning Communities focused on district and building goals.</p>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
<p>Solway students will demonstrate improved scores on the spring MCA tests.</p>



Classroom teachers will apply new techniques, knowledge, and information in their instruction.

### 2017-2018 School Improvement Goals

#### School Improvement Goal #2:

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 by 2%, from 40.9% in 2017 to 42.9% in 2018.

- The percentage of *American Indian students* enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA math test will increase 5% from 0% in 2017 to 5% in 2018.
- The percentage of *Special Education students* enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA math test will increase from 0% in 2017 to 5% in 2018.

#### Baseline Data used To Select Goal:

Results from the 2017 MCA assessments in math were used as baseline data:  
40.9% of all Solway students in grade 3-5 scored proficient of the MCA math test.  
0% of American Indian subgroup scored proficient.  
0% of Special Education subgroup scored proficient.

#### Desired Result:

All students, grades 3-5 at Solway will increase proficiency by 2% on the Spring 2018 MCA tests in math.

### Means to Achieve the School Improvement Goal

#### Staff Development Goal(s):

All Solway teachers of mathematics will have the opportunity for professional development training in mathematics best practices and will implement these strategies in their instruction.

The Math Specialist will train staff in math intervention and assist in development of Essential Learning Outcomes in math.

All teachers of math will align the Math Essential curriculum for their grade level with the Essential Learning Outcomes.

Solway teachers will use PALS Math as a supplement to their instruction in math.

#### Staff Development Activities:

RtI teams will focus on school improvement goals and how those goals can better be met. Curriculum and alignment with standards will be a focus of RtI teams.

The district RtI specialist will be available for coaching, modeling, and co-teaching.

Teachers will participate in Professional Learning Communities focused on district and building goals.

Observation of a trained teacher will assist teachers in successful use of PALS Math.

Evidence of Teacher Learning and Improved Student Performance:
Solway students will demonstrate improved scores on the spring MCA Math tests. Classroom teachers will apply new techniques, knowledge, and information in their instruction.

**2017-2018 School Improvement Goals**

School Improvement Goal #3:
Solway Elementary School will increase student attendance by 0.5%, from 93.85% to 94.35% by the end of the 2017-2018 school year.
Baseline Data used To Select Goal:
Solway Elementary had a total of 93.85% attendance for the 2016-2017 school year.
Desired Result:
Solway Elementary will implement attendance incentives quarterly, to support an increase in student attendance.

**Means to Achieve the School Improvement Goal**

Staff Development Goal(s):
The families and students of Solway Elementary will be informed about the importance of attendance at school, and student incentives will be offered quarterly, for increased attendance.
Staff Development Activities:
Responsive Classroom activities will center around the importance of being present at school whenever possible.
Evidence of Teacher Learning and Improved Student Performance:
Attendance reports will be reviewed monthly, by the attendance personnel to monitor for student attendance.