

Bemidji Area Schools

2016 – 2017

World's Best Workforce Report

October 1, 2017



BEMIDJI AREA SCHOOLS MISSION STATEMENT

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

We are committed to creating an environment where...

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

ISD #31 Bemidji Area Schools
502 Minnesota Avenue NW
Bemidji, Minnesota 56601
(218) 333-3100

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

This report is available on the Bemidji Area Schools web site under District, Curriculum, and World's Best Workforce: <http://www.bemidji.k12.mn.us/curriculum/worlds-best-workforce/>

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LETTER FROM THE SUPERINTENDENT

Dear Patrons of Bemidji Area Schools:

The 2016-2017 World's Best Workforce Report reflects school district progress and provides an opportunity for you to review the performance of Bemidji Area Schools. I'm confident you will conclude Bemidji students are receiving an excellent education and are provided countless opportunities for success.



District demographics reveal Bemidji students face real challenges in their pursuit of knowledge. In the latest state report 48.9% of Bemidji Area Schools' students qualify for free or reduced price lunches, while 16.4% are participating in some form of special education, compared to 13.8% Statewide in Minnesota. Bemidji students significantly exceed the mobility rates for the state as well with 22.0% (nearly one child in every five) changing residence during the school year, thus creating many challenges for classroom teachers.

Some notable accomplishments for the Bemidji Area Schools in the 2016-2017 school year were:

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

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

The following teams were section or conference champions and competed at the state level: Boys' Track, Boys' Cross Country – 5th place at State, Girls' Soccer, Girls' Swimming, Boys' Soccer, and Wrestling – Mat King Conference Champions.

Bemidji High School students were up to the task academically as 184 students completed 256 Advanced Placement (AP) tests. Bemidji High School students earned college credit through AP exams with scores of 3, 4, or 5 at a rate of 68.8% compared to a national average rate of 57.5%. There were 323 Bemidji High School students earning college credit through PSEO coursework; college in the schools collaboration with Bemidji State University and the University of Minnesota, Crookston; and concurrent enrollment programs with several colleges and universities.

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

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

Sincerely,

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

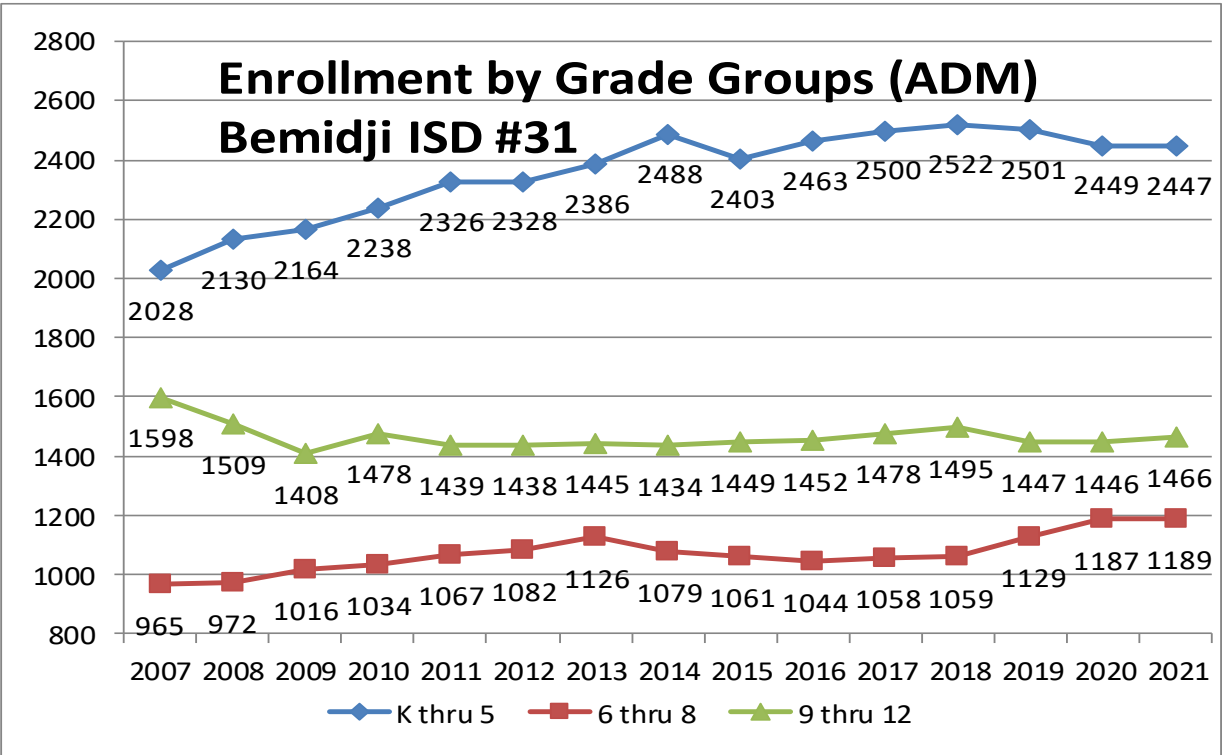
James A. Hess, Ed. D.
Superintendent of Schools

BEMIDJI AREA SCHOOLS ENROLLMENT

Fifteen Bemidji Area Schools serve 5,138 students in grades K-12. A brief summary of student demographics can be found in the table below. Beside each school name is the number of students enrolled on October 1, 2016, the official date for calculating enrollment. Also listed are poverty rates for each school, calculated by the number of students who qualify for free and reduced lunches; students receiving special education services; percent of minority students; and student mobility. The data reported is the official data as calculated by the Minnesota Department of Education.

School	# Enrolled	% Poverty	% Special Ed	% Minority	% Mobility
State of Minnesota	855,867	37.6%	13.8%	32.5%	12.3%
Total Bemidji District	5,138	48.9%	16.4%	28.1%	22.0%
Bemidji AEC	68	35.3%	22.1%	26.5%	203.3%
Bemidji BYLaW	10	90.0%	100.0%	70.0%	140.0%
Bemidji High School	1,381	36.6%	17.9%	17.8%	14.5%
Bemidji Lumberjack ALC	62	85.5%	1.6%	75.8%	81.0%
Bemidji Middle School	1,059	45.7%	14.2%	26.5%	18.2%
Central Elementary	238	76.5%	14.7%	47.1%	49.2%
First City School (NMJC)	63	100.0%	42.9%	73.0%	3.2%
Horace May Elementary	448	39.5%	16.7%	18.8%	14.7%
J. W. Smith Elementary	400	80.0%	18.5%	60.0%	34.9%
Lincoln Elementary	554	57.4%	16.6%	32.7%	17.3%
Northern Elementary	474	40.7%	13.9%	21.3%	14.6%
Oshki Manidoo Center	8	100.0%	50.0%	100.0%	66.7%
Paul Bunyan Center	213	41.3%	12.7%	18.3%	17.8%
Solway Elementary	160	53.1%	13.8%	20.0%	15.8%

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



BEMIDJI DISTRICT SCHOOL IMPROVEMENT GOALS

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

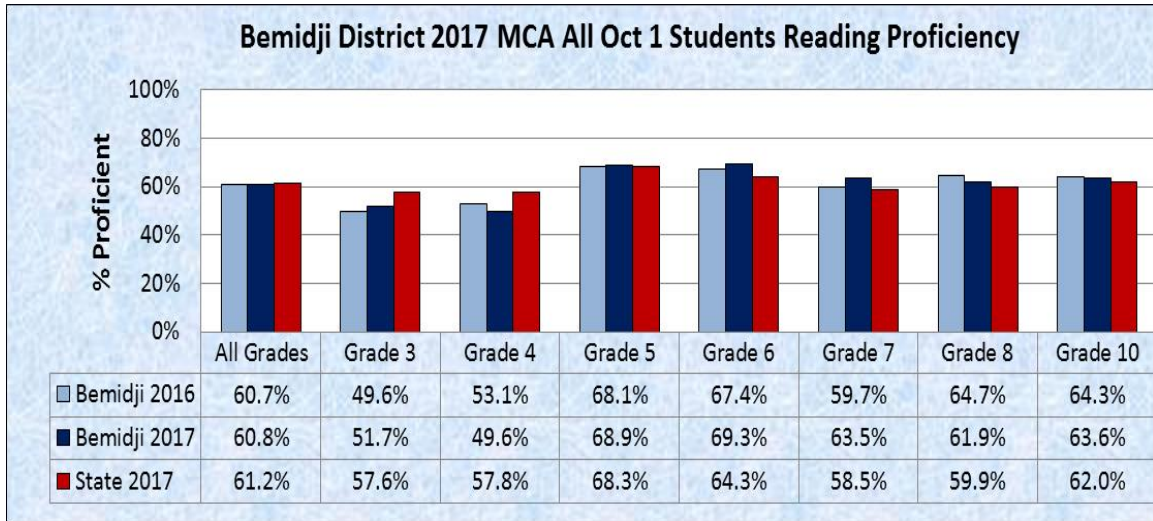
2016-2017 District School Improvement

I. Academic Goals:

Goal 1: Reading: In Bemidji Area Schools district-wide the “All Students” group will increase their proficiency of 60.7% in Spring 2016 to 63.7% in Spring 2017 as measured by the MCA Reading for students enrolled October 1.

Reading Results:

- Bemidji District 2017 MCA Reading proficiency increased by 0.1% to 60.8%, short of our goal to increase by 3%.
- Bemidji grades 5, 6, 7, 8, and 10 outperformed the State in 2017 MCA Reading.

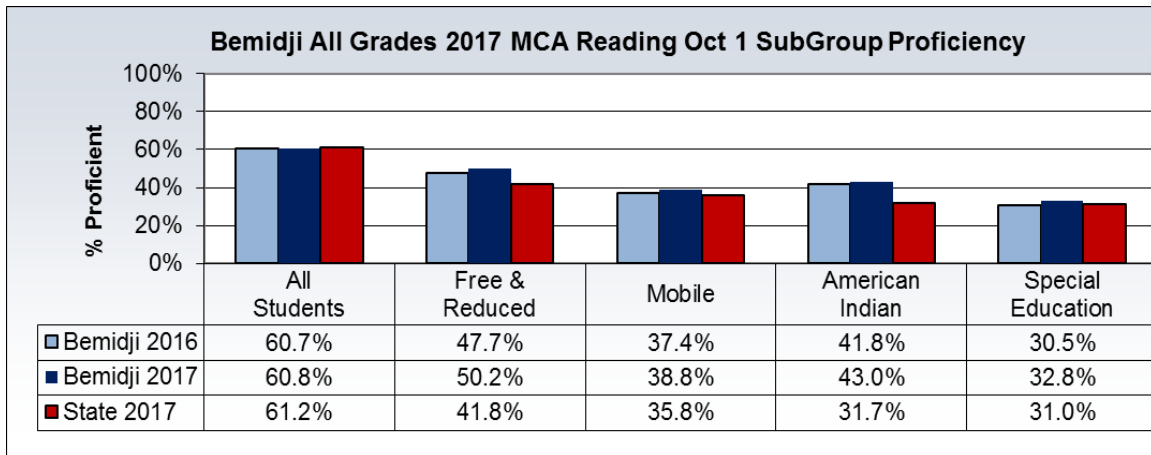


Goal 1A: Bemidji Area Schools district-wide will close achievement gaps for the following subgroups as measured by MCA Reading:

- Special Education students’ proficiency to improve from 30.5% by 3% to above the State Special Education proficiency level of 31.5% in Spring 2017 as measured by MCA Reading.
- American Indian students’ Reading proficiency will improve from 41.8% to 44.8% in Spring 2017 as measured by MCA Reading.
- Bemidji Area Schools students receiving Free & Reduced Lunch will improve proficiency from 47.7% to 50.7% in Spring 2017 as measured by MCA Reading.

Reading Achievement Gap Results:

- Bemidji Special Education 2017 MCA Reading proficiency increased by 2.3% to 32.8%.
- Bemidji American Indian 2017 MCA Reading proficiency increased by 1.2% to 43.0%.
- Bemidji Free & Reduced Lunch 2017 MCA Reading proficiency increased by 2.5% to 50.2%.
- Bemidji students receiving Free and Reduced Lunch, Mobile, American Indian, and Special Education students outperformed the State.
- The Reading Achievement Gaps for American Indian, Free and Reduced Lunch, and Special Education decreased 1.7%, 4.5%, and 2.5% compared to 2016.



Goal 1B: 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 Phoneme Segmentation percentage meeting Tier I from 20.0% to 60.0% in Spring 2017 as measured by AIMSweb.
- Grade 1 students will improve Curriculum Based Measurement percentage meeting Tier I from 66.0% to 70.0% in Spring 2017 as measured by AIMSweb.
- Grade 2 students will improve their overall Mean RIT score from 188.6 to 191.6 in Spring 2017 as measured by NWEA MAP.
- Grade 3 students will improve MCA Reading percent proficient from 49.6% to 60.0% in Spring 2017.

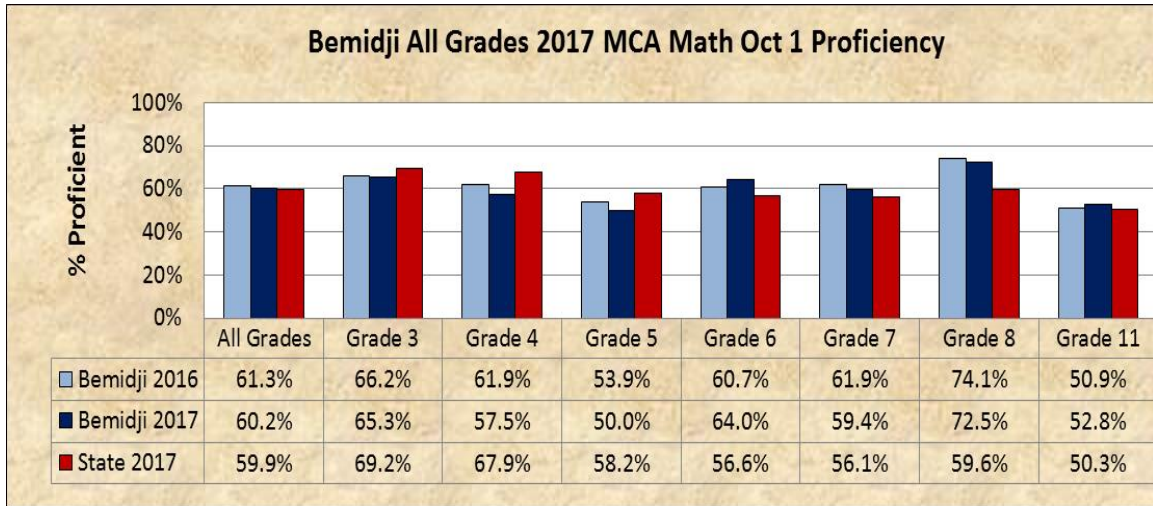
Reading Well By Third Grade Results:

- Kindergarten AIMSweb Phoneme Segmentation increased from 20.0% in Spring 2016 to 70.4% in Spring 2017, exceeding our goal by 10.4%.
- Grade 1 AIMSweb Reading Curriculum-Based Measurement decreased from 66.0% in Spring 2016 to 63.4% in Spring 2017.
- Grade 2 NWEA MAP overall Mean RIT score decreased from 188.6 in Spring 2016 to 188.1 in Spring 2017.
- Grade 3 improved MCA Reading proficiency by 2.1% from 49.6% in 2016 to 51.7% in 2017.

Goal 2: Mathematics: In Bemidji Area Schools district-wide, the “All Students” group will increase their proficiency of 61.3% in Spring 2016 to 64.3% in Spring 2017 as measured by the MCA Mathematics for students enrolled October 1.

Math Results:

- Bemidji District 2017 MCA Math proficiency decreased 1.1% to 60.2%, short of our goal to increase by 3%.
- Bemidji District and grades 6, 7, 8, and 11 outperformed the State in 2017 MCA Math.

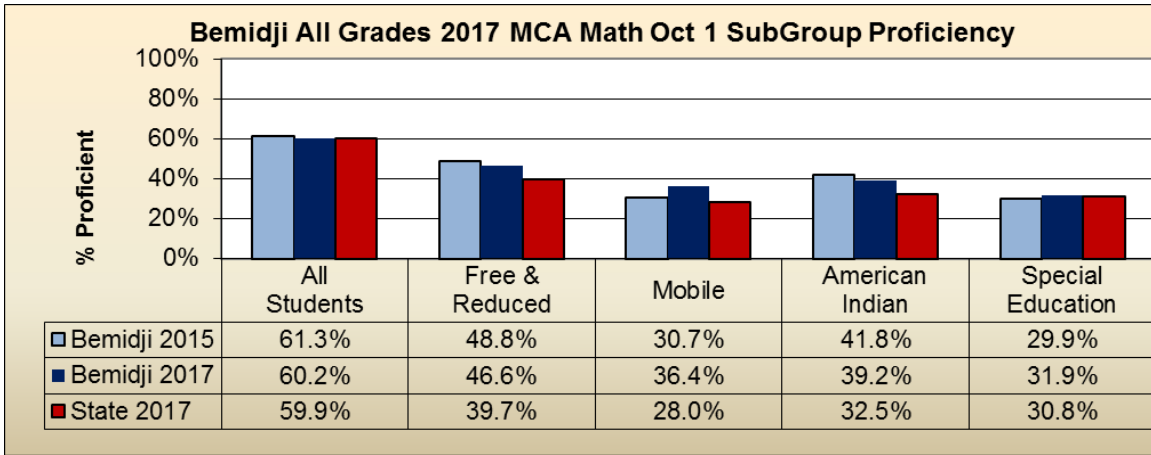


Goal 2A: Bemidji Area Schools district-wide will close achievement gaps for the following subgroups as measured by MCA Math:

- Special Education students' proficiency to improve from 29.9% by 3% to above the State Special Education proficiency level of 31.4% in Spring 2017 as measured by MCA Mathematics.
- American Indian students' proficiency will improve from 41.8% to 44.8% in Spring 2017 as measured by MCA Mathematics.
- Bemidji Area Schools Free & Reduced Lunch students' proficiency will improve from 48.8% to 51.8% in Spring 2017 as measured by MCA Mathematics.

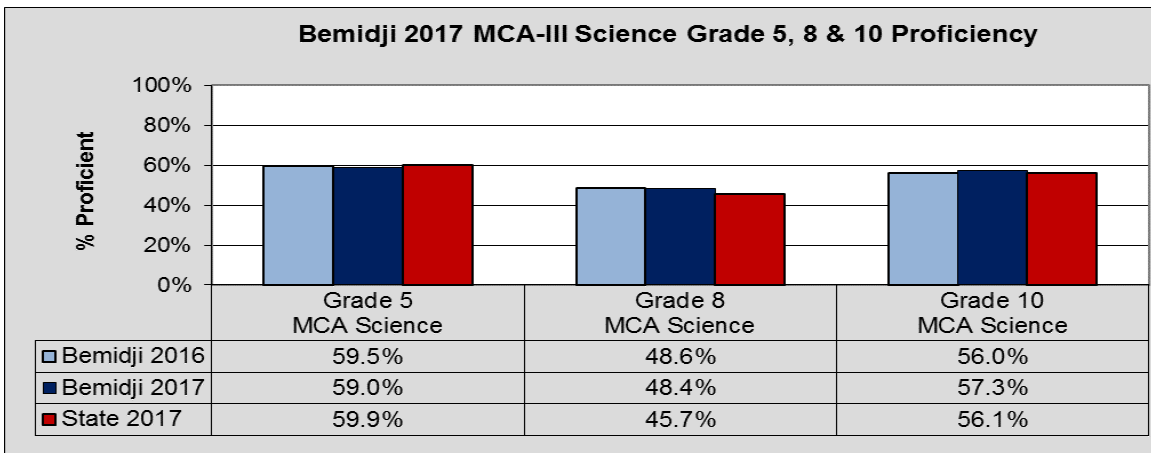
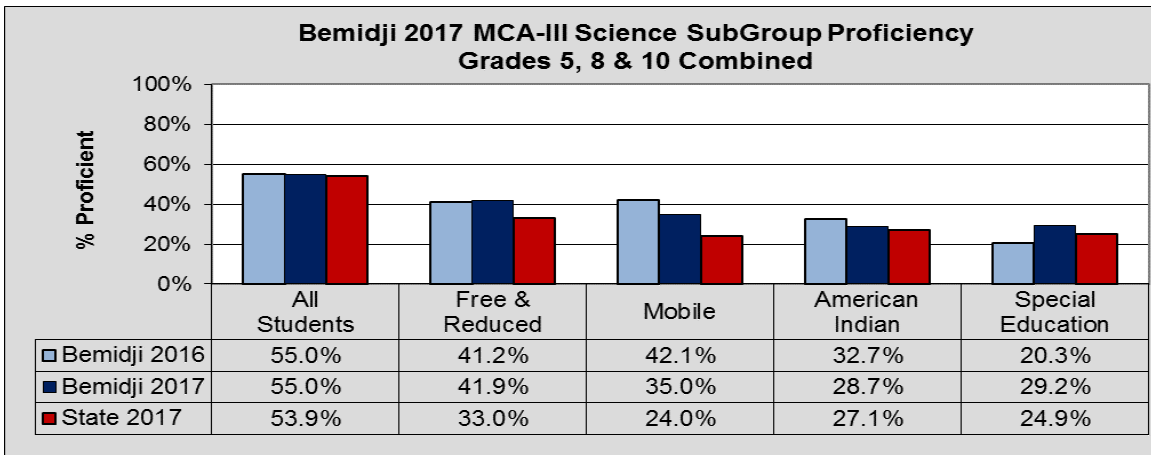
Math Achievement Gap Results:

- Bemidji's Special Education 2017 MCA Math proficiency increased by 2.0% to 31.9%.
- Bemidji's American Indian 2017 MCA Math proficiency decreased by 2.6% to 39.2%.
- Bemidji Free & Reduced Lunch 2017 MCA Math proficiency decreased by 2.2% to 48.6%.
- Bemidji students receiving Free and Reduced Lunch, Mobile, American Indian, and Special Education students outperformed the State in math.
- The Math Achievement Gaps for American Indian and Special Education decreased 4.9% and 3.4% compared to 2016. The math gap for Free and Reduced Lunch increased by 2.1%.



MCA Science Results:

- Bemidji District’s 2017 MCA Science All Students, Grade 8, and High School outperformed the State.
- Bemidji students receiving Free and Reduced Lunch, Mobile, American Indian and Special Education students outperformed the State in science.



Goal 3: Graduation Rate: The Bemidji High School student graduation rate as measured by MDE’s Four-Year Graduation Rate calculations will increase to 90% for all students in 2016-2017. (Baseline Data: Bemidji High School Four-year Graduation Rate: 2011 = 83.2%, 2012 = 86.6%, 2013 = 85.8%, 2014 = 83.2%, 2015 = 86.2%).

BHS Graduation Result:

- According to the MDE web site, Bemidji High School’s 2016 four-year graduation rate increased by 0.2% to 86.4%, short of our 90% goal. The 2017 graduation information is not yet available.

District Graduation Result:

- According to the MDE web site, Bemidji District’s 2016 four-year graduation rate increased 1.2% to 75.0%, compared to the 2015 rate. The 2017 graduation information is not yet available.

Goal 4: All Students Ready for Kindergarten: In Bemidji Area Schools the number of students participating in district preschool programs will increase from 527 students to 579 students in Spring 2017.

All Students Ready for Kindergarten Results:

Bemidji has 352 children enrolled in 4-year-old preschool programs, an increase of 22 from last year’s 330. Of that number, Bemidji Community Education serves 140. Community Education also serves 60 three-year olds in preschool, but we do not have the numbers for other Bemidji preschool programs that serve children under age 4. Community Education Early Childhood Family Education program served 199 children in 2016-2017 compared to 176 children in 2015-2016, an increase of 13.1%.

According to the December 2016 Child Count, Early Childhood Special Education served 135 (63 birth-2 & 72 3-4) students in 2015-2016 and 122 (52 birth-2 & 70 3-4) in 2016-2017. That is a decrease of 13 students or 9.6%.

Bemidji Preschool Students Served:

Age & Program	2015-2016	2016-2017	Change
Community Ed School Readiness 4 year olds	140	140	0
Other Bemidji 4-year-old Preschools	190	212	+22
Community Ed School Readiness 3 year olds	60	60	0
Community Ed. Early Childhood Students	176	199	+23
Early Childhood Special Education Birth to 4	135	122	-13
Totals	701	733	+32

Overall Bemidji served 733 preschool students in 2016-2017 compared to 701 students in 2015-2016. That is an increase of 4.6%. The Community Education ECFE program also served 150 parents.

Community Education completed 334 of 410 (82%) preschool screenings in 2016-2017, 344 of 427 (81%) in 2015-2016, and 244 of 387 (63%) in 2014-2015. Community Education has made it a priority to inform parents and schedule according to parents' needs.

II. Responsive Classroom Goals:

Goal 1: By the conclusion of the 2016-2017 school year, Responsive Classroom Plans will be present in at least 50% of all K-5 classrooms as identified in a district-wide survey.

Goal 2: By the start of the 2017-2018 school year, 100% of all elementary classroom teachers will have received training in Responsive Classroom Strategies.

Responsive Classroom Results:

- According to survey information gathered from elementary teachers:
 - 92.8% have implemented Responsive Classroom strategies
 - 79.4% are implementing Morning Meeting
 - 49.2% are implementing Buddy Room
 - 85.7% are implementing social activities
 - 43.9% have implemented and are happy with Responsive Classroom
 - 42.4% are implementing and learning
 - 12.1% have not implemented this school year but have tried some strategies
 - 1.5% have not implemented and do not care for Responsive Classroom
- Sixty classroom teachers were trained in August 2016, another 60 will be trained in August 2017, which will include all of our elementary classroom teachers. In addition, 30 paras were trained during the March 15, 2017 early release.

Goal 3: On the 2016-2017 DIRS Report we will see at least a 10% reduction in two areas:

	Baseline	10% Reduction	Actual
	<u>2015-2016</u>	<u>2016-2017</u>	<u>2016-2017</u>
Assaults	152	137	99, a 34.9% decrease
Fighting	90	81	49, a 45.6% decrease

Discipline Result:

- According to the State DIRS report, we exceeded our 10% goal and decreased assaults by 34.9% and fights by 45.6% in 2016-2017. The majority of these decreases occurred at the elementary schools, and we credit the introduction of Responsive Classroom at the elementary level for this positive impact.

III. Improved Attendance Rates

Goal 1: At the end of the 2016-2017 school year, all schools will have at least 95% attendance rates for students as measured by MARSS.

Attendance Rates Results:

- According to the MARSS data listed below, District attendance decreased from 92.27% to 91.92% from 2015 to 2016, and most schools' attendance went down slightly.

	Baseline 2015-2016	Actual 2016-2017
	<u>Attendance Rates:</u>	<u>Attendance Rates:</u>
Bemidji AEC	100.00%	99.25%
Bemidji High School	90.70%	89.15%
Bemidji Middle School	94.34%	92.36%
Bemidji BYLaW	77.42%	71.94%
Lumberjack High School	66.67%	82.12%
Central	94.02%	92.54%
First City School	98.64%	99.55%
Horace May	94.99%	94.35%
	Baseline 2015-2016	Actual 2016-2017
	<u>Attendance Rates:</u>	<u>Attendance Rates:</u>
J.W. Smith	94.75%	91.58%
Lincoln	95.24%	93.76%
Northern	95.10%	93.47%
Solway	94.86%	94.27%
Paul Bunyan	_____	<u>92.09%</u>
District	92.27%	91.92%

Goal 1: 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.

Students Missing More than 20 Days Results:

- According to the Viewpoint Data Warehouse, we surpassed our 2016-2017 goal of reducing the number of students missing more than 20 days of school. The number of students who missed 20 or more days in 2016-2017 was 261, or 66 fewer than last year, a decrease of 20%. The number of total days missed by these students was 8,208.40 in 2016-2017 compared to 10,150.50 in 2015-2016, a decrease of 1,946.60 days or a decrease of 19.2%.

School	2015-2016 School Year			2016-2017 School Year		
	# Students	# Days	Average Days/Student	# Students	# Days	Average Days/Student
Bemidji AEC	31	990.00	31.94	13	481.20	37.02
Bemidji BYLaW	5	184.10	36.82	6	174.00	29.00
Bemidji High School	145	4537.20	31.29	113	3,999.40	35.39
Bemidji Middle School	52	1848.30	35.54	64	1,926.30	30.10
Central	11	276.50	25.14	11	235.50	21.41
First City School	11	292.30	26.57	2	78.80	39.40
Horace May	3	65.00	21.67	4	91.00	22.75
J.W. Smith	18	482.50	26.81	11	296.00	26.91
Lincoln	21	587.00	27.95	15	398.00	26.53
Lumberjack ALC	21	616.60	29.36	10	292.70	29.27
Northern	4	91.50	22.88	7	146.50	20.93
Paul Bunyan	5	179.50	35.90	4	89.00	22.25
Solway Elementary	0			1	29.00	29.00
District Totals	327	10,150.50	31.04	261	8,208.40	31.45

District & School Staff Development Report: See the separate 38-page document on the District World's Best Workforce web site.

District Assessments for 2016-2017:

Test Name & Test Dates	Grades Tested	Objectives and Use	Time Required
<p>Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) Test Dates: Jan. 30–March 24, 2017</p>	<p>K-12 English Learners</p>	<p>ACCESS for ELLs is given annually to monitor students' progress in acquiring academic English.</p>	<p>Listening Up to 40 min. Reading Up to 35 min. Speaking Up to 30 min. Writing Up to 65 min.</p>
<p>AIMSweb Test Dates: Sept. 12-23, 2016 Jan. 6-20, 2017 May 8-31, 2017</p>	<p>K-1</p>	<p>This assessment is given three times a year to measure students' reading and math skills. Through Response to Intervention (RtI), teachers use AIMSweb to determine which students need additional interventions and how successful these interventions are.</p>	<p>K Reading 4-8 min. Gr. 1 Reading 7-10 min. K Math 4-8 min. Gr. 1 Math 12-15 min. Administered three times a year</p>
<p>Sight Words Assessment A District Designed Assessment Test Dates: Sept. 12-23, 2016 Jan. 6-20, 2017 May 8-31, 2017</p>	<p>Required for K & 1 Optional for 2 & 3</p>	<p>This assessment is given three times a year to measure students' ability to identify Sight Words that are taught in the Reading Journeys curriculum.</p>	<p>Sight Words 3.5-5 min. Administered three times a year</p>
<p>Measures of Academic Progress (MAP) Northwest Evaluation Association Test Dates: Sept. 26-Oct. 19, 2016 Jan. 9-27, 2017 May 8-31, 2017</p>	<p>2-9</p>	<p>This computerized test is given in fall and spring to measure students' growth in meeting the state standards. Some schools test some students in the winter to measure progress.</p>	<p>Reading MAP 45-60 min. Math MAP 45-60 min. Administered twice a year</p>

Test Name & Test Dates	Grades Tested	Objectives and Use	Time Required
<p>Minnesota Comprehensive Assessments (MCAs) Reading: Grades 3-8, 10 Math: Grades 3-8, 11 Test Dates: March 6-May 5, 2017</p> <p>Science: Grades 5, 8 & HS Test Dates: March 6-May 12, 2017</p>	3-8, 10 & 11	These are assessments required by the state of MN to measure student growth, closing achievement gaps, and school and district progress at meeting state standards.	Grade 3-8 Reading 2.5-3.5 hours Grade 10 Reading 2-3 hours Grade 3-6 Math 1.5-2 hours Grade 7-8 Math 2-2.5 hours Grade 11 Math 1.5-2.5 hours Grade 5 & 8 Science 1.75 hours Grade HS Science 2 hours
<p>Minnesota Test of Academic Skills (MTAS) Reading: Grades 3-8, 10 Math: Grades 3-8, 11 Science: Grades 5, 8 & HS Test Dates: March 6-May 5, 2017</p>	IEP Students 3-8, 10 & 11	These are alternative state assessments available for students with disabilities whose Individual Education Plan (IEP) states they need an alternative assessment. 2016-2017 is the last year we will offer OLPA.	Reading 45-60 min. Math 30-60 min. Science 30-60 min.
<p>Optional Local Purpose Assessment (OLPA) Reading: Grades 3-8, 10 Math: Grades 3-8, 11 Test Dates: Oct. 17-Feb. 10, 2016-2017</p>	3-8, 10 & 11	These are state assessments that are not required. Schools may use them to help students prepare for the online MCAs. 2016-2017 is the last year for OLPA.	Grade 3-8 Reading 1.5-2.5 hours Grade 10 Reading 2-3 hours Grade 3-8 Math 1-1.5 hours Grade 11 Math 1.5-2.5 hours

Test Name & Test Dates	Grades Tested	Objectives and Use	Time Required
College & Career Ready Assessments: ACT Plus Writing: Grade 11 & 12 Test Dates: April 19, 2017 May 3, 2017 (make-up)	11 12 if did not test in grade 11	Districts provide this free to students who have not had this opportunity to measure how well they are prepared for college and career opportunities after high school.	English 45 min. Math 60 min. Reading 35 min. Science 35 min. Writing 40 min.

Describe the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.

- Bemidji Area Schools hire the most highly qualified teachers. We do not eliminate considering a teacher who has more experience or education because he/she would cost more.
- According to the MN School Report Card, 56.2% of Bemidji Area Schools’ teachers hold Master’s degrees, and 99.2% meet highly qualified requirements. The percent of teachers with more than ten years’ experience is 67.6%, 27.1% have 3-10 years’ experience, and 5.4% have less than three years’ experience.
- We use the same quality hiring practices for all of our schools. We also apply the same district staff to student ratios for all schools.
- The Cabinet reviews the final STAR report and any discrepancies in staff licensing, and the Leadership Team examines how staff are distributed among schools.
- All staffing information is reported to the District Curriculum Advisory Committee and Bemidji School Board.
- We actively encourage staff to advance their education by salary adjustments which are offered several times per year. Many district sponsored staff development activities offer both recertification credit and salary advancement credit. At times we offer stipends for staff to take advanced hours or training.
- We try creative recruitment ideas to attract high-quality teachers during this time of teacher shortages.
- We attempt to hire teachers from diverse backgrounds by posting and recruiting at locations where they would likely be connected.

BEMIDJI ALTERNATIVE EDUCATION CENTER- TAMI WESELY, PRINCIPAL

The AEC is a state approved alternative program that provides an independent study option for students wanting to earn a high school diploma. Alternative educational programs provide year-round education toward a high school diploma for students 16 years of age through adult on a full or part-time basis. Most students who attend the AEC have had personal circumstances that have led to difficulties completing graduation requirements in the traditional high school setting. The AEC also provides the educational program for youth residing at the Evergreen Shelter.

2016-2017 School Improvement

Goal 1: Reading: Bemidji Alternative Education Center students will increase their MCA Reading test proficiency scores from 37.5% in Spring 2016 to 42% in Spring 2017.

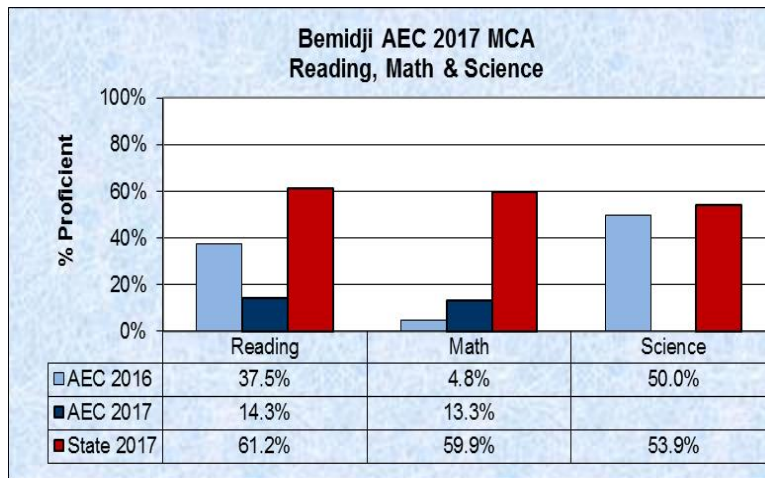
Reading Result:

- Results of the 2017 MCA Reading test indicate that 14.3% of “All Students” were proficient, which is a decrease and the goal was not met.

Goal 2: Math: Bemidji Alternative Education Center students will increase their MCA Math test proficiency scores from 4.8% in Spring 2016 to 10% in Spring 2017.

Math Result:

- Results of the 2017 MCA Math test indicate that 13.3% of “All Students” were proficient, an increase of 8.5% and exceeding our Math goal.



Goal 3: Graduation Rate: The AEC will increase the number of completed credit referrals from BHS dual enrolled students 10% from 28% in Spring 2016 to 38% in Spring 2017.

Graduation Result:

- End of year reporting from AEC staff indicates that 9 out of 23 BHS dual enrolled students completed their credit referral for a completion rate of 39%. This is an 11% increase from last year and the goal was met.
- Bemidji AEC 2016 graduation rate was 22.2%, an increase of 6.4% compared to the 2015 graduation rate of 15.8%

BEMIDJI HIGH SCHOOL- BRIAN STEFANICH, PRINCIPAL



Bemidji High School is located on 200 acres of land with the Mississippi River forming its southwest property line. The school serves grades 9-12 with approximately 1,500 students. Bemidji High School was named by the US News and World Report Magazine as one of the best high schools in Minnesota and ranked number 53 in the state this past spring. BHS is honored and fortunate to be among such professional faculty and talented students.

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

Bemidji Career Academies through Bemidji High School, community partnerships, and college agreements provide students with a path to the workforce. Students earn college credit and certifications in the following areas: Construction Trades, Mechatronics, Light, Sound & Video, Health Careers, Business Management, and PLTW Engineering.

2016-2017 School Improvement

Goal 1: Attendance: Bemidji High School students will improve attendance rates from 89.45% to 95% for all students by the conclusion of the 2016-2017 school year measured by Skyward attendance.

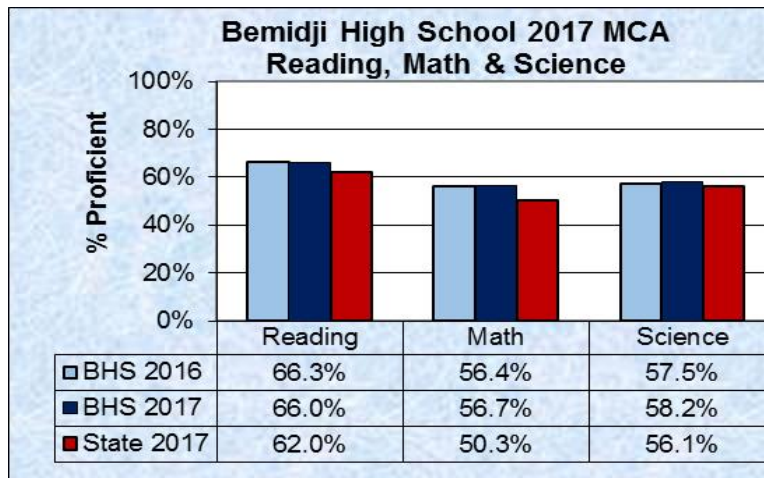
Attendance Result:

- According to Skyward, BHS attendance rates improved from 89.45% to 89.72%. According to the MDE MARSS results, BHS attendance changed from 90.7% in 2015-2016 to 89.2% in 2016-2017.

Goal 2: Math: Bemidji High School staff and students will improve the 11th grade all student math scores from 56.4% to 60% proficiency in the Geometry and Measurement strand on the spring 2017 MCA.

Math Result:

- BHS students increased from 56.4% to 56.7% on the Math MCA. The Geometry Strand data increased from 55.0% to 57.6%.
- BHS performs above the State Grade 11 (50.3%) and above the State in all Math Strands.



Goal 3: Special Education Math: Bemidji High School staff and students will improve 11th grade Special Education math scores from 16.7% proficiency to 20.0% proficiency in the spring of 2017 on the MCA.

Special Education Math Result:

- Special education math MCA scores dropped from 16.7% proficient to 7.0% proficient. The special education students who completed the MCA Math showed improvement that would have surpassed this goal; however, ten students did not complete the MCA Math test and counted as not proficient.

Goal 4: Special Education Reading: Bemidji High School staff and students will improve 10th grade Special Education reading scores from 27.3% proficiency to 30.0% proficiency in the spring of 2017 on the MCA.

Special Education Reading Result:

- Special Education reading scores increased from 27.3% proficient to 35.8% proficient, an increase of 8.5% and surpassing our goal.
- BHS special education students also outperformed State grade 10 special education students (27.8%).

Goal 5: Graduation Rate: Bemidji High School staff and students will improve our graduation rate as measured by MDE’s four-year calculations and increase from 86.2% to 90% for all students for the 2016-2017 school year.

Graduation Result:

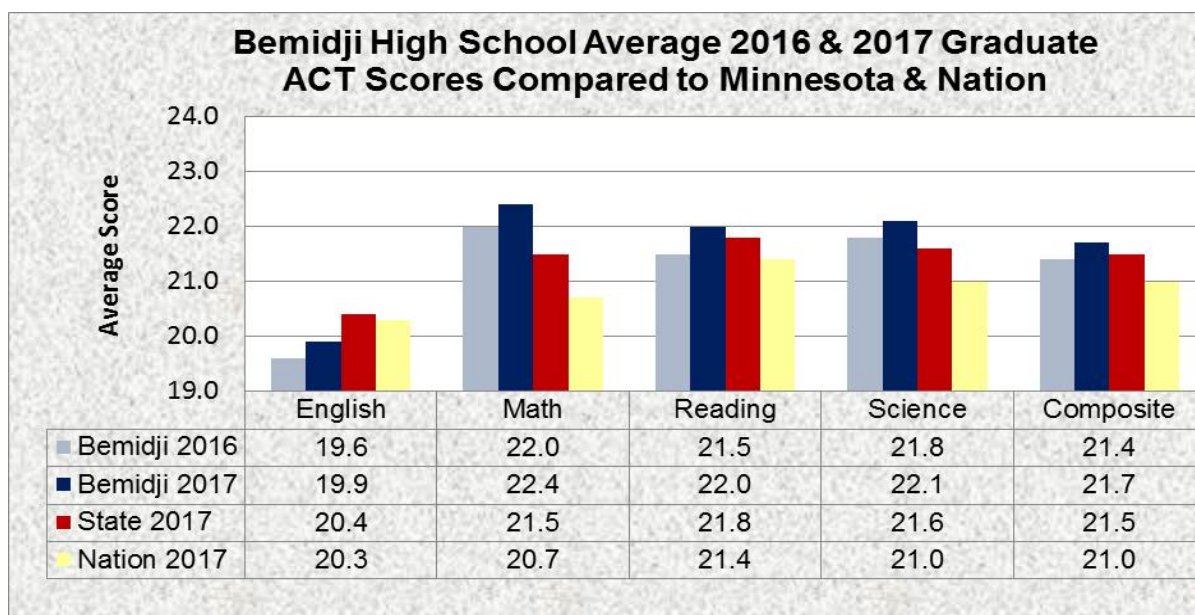
- The BHS graduation rate for 2016 was 86.4%, an increase of 0.2% compared to 2015. The 2017 graduation rates will not be available until February on the MDE web site.

2016 ACT Results:

- Grade 11 students had the opportunity to take the ACT Plus Writing in 2015, 2016, and 2017 for free and during the school day. BHS students improved from 2015 to 2017.

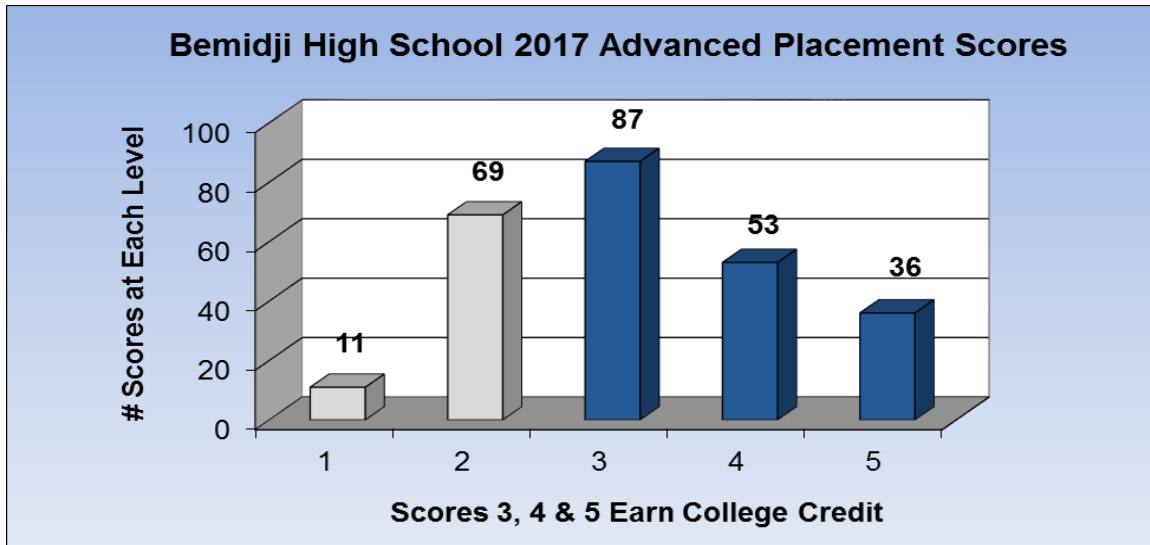
Grade 11 ACT	Writing	English	Math	Reading	Science	Composite	# Tested
State 2015	6.2	19.1	20.9	20.6	20.8	20.5	58,362
BHS 2015	5.9	19.3	21.9	21.4	21.7	21.2	316
BHS 2016	17.9	19.4	22.1	21.7	21.8	21.4	269
BHS 2017	6.0	19.1	21.9	22.0	21.8	21.3	283

- Bemidji High School Graduates improved in every ACT subject from 2016 to 2017.
- Bemidji 2017 Graduates outperformed the State and Nation in every subject area except English.



2017 Advanced Placement Results:

- 184 BHS Grade 10-12 students completed 256 Advanced Placement tests.
- Bemidji students received 176 (68.8%) passing scores of 3, 4 or 5 compared to 65.9% of Minnesota students passing, and 57.5% students passing in the United States.
- Bemidji's 2017 average score was 3.13, Minnesota was 3.07, and the U. S. was 2.84.



College & Career Ready:

- During the 2016-2017 school year, 323 Bemidji High School students completed:
 - 472 College in the High School Courses
 - 1,730 credits through Bemidji State University
 - 189 credits in Project Lead the Way through University of Minnesota
 - 42 credits in Project Lead the Way through St. Cloud State University

BEMIDJI MIDDLE SCHOOL- DREW HILDENBRAND, PRINCIPAL



Bemidji Middle School combines all students from each of the Bemidji Elementary Schools. Each incoming class of students is placed into three distinct groups called “pods.” Each pod consists of a math, reading, science, and social studies teacher to create a “school within a school.” With each new grade level, the students are reconfigured so they can get to know their entire class of students. Bemidji Middle School is proud of the following ways we

promote student success:

- Positive Peer Relations (PPR) curriculum works on developing social emotional skills of our students and developing the whole child. This course takes place weekly for the entire school.
- The Bemidji Middle School implements an inclusion program that supports our students with special needs. This includes specialized support classrooms for students with Autism, DCD, EBD, and LD.
- We have a choice of 26 different extra-curricular activities for our students to choose and participate in. This number does not include our club offerings.
- BMS has 22 different elective course offerings for all students based on grade level.
- BMS boasts over a 90% attendance rate.

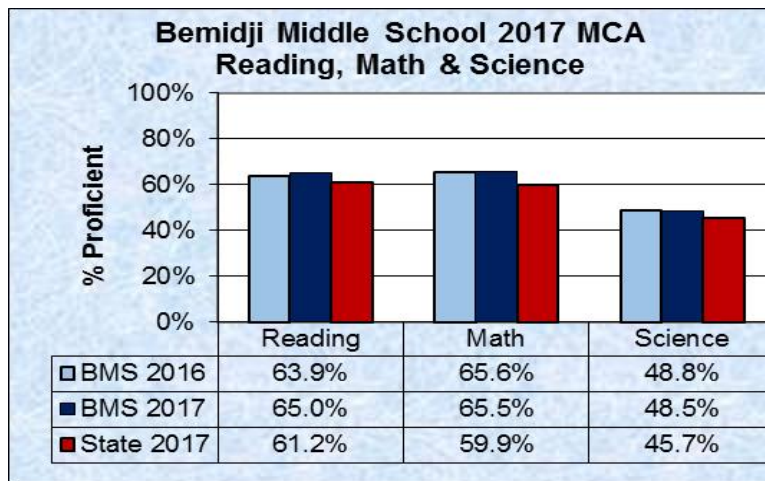
2016-2017 School Improvement

Goal 1: Math: Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in mathematics from 65.6% in the spring of 2016 to 66.4% in the spring of 2017 as measured by the MCA-III. (Increase of 0.8%)

Math Results:

- Students at Bemidji Middle School in the “All-Students” category earned a 65.5% proficiency in Mathematics for the 2017 spring MCA-III scores. (Decrease of .1%)
 - Grade 6 increased proficiency from 60.7% in 2016 to 64.0%. (Increase of 3.3%)
 - American Indian students increased proficiency from 38.4% in 2016 to 47.4%. (Increase of 9%)
 - Students receiving Free & Reduced Lunch increased proficiency from 51.6% to 52.1%. (Increase of 0.5%)
 - Special Education Students increased math proficiency from 25.0% in 2016 to 28.4%. (Increase of 3.4%)

Goal 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 65.0% in the spring of 2017 as measured by the MCA-III. (Increase of 1.1%)



Reading Results:

- Students at Bemidji Middle School in the “All-Students” category earned a 65.0% proficiency in Reading for the 2017 spring MCA-III scores. (Increase of 1.1%)
 - Grade 6 increased proficiency from 67.4% in 2016 to 69.3%. (Increase of 1.9%)
 - Grade 7 increased proficiency from 59.9% to 63.7%. (Increase of 3.8%)
 - Students receiving Free & Reduced Lunch increased proficiency from 49.9% to 56.1%. (Increase of 6.2%)

Goal 3: Science: Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in science from 48.8% in the spring of 2016 to 51.8% in the spring of 2017 as measured by the MCA-III. (Increase of 3%)

Science Results:

- BMS students in grades 8 earned 48.5% proficiency on 2017 MCA Science.
 - American Indian students increased proficiency from 22.4% in 2016 to 27.1%. (Increase of 4.7%)

Goal 4: Informational Text: Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in Informational Text/Non-Fiction reading strand percentage from 58.7% in the spring of 2016 to 62.5% in the spring of 2017 as measured by the 2017 MCA-III Reading Test. (Increase of 3.8%)

Informational Text Result:

- BMS Informational Text strand scores improved in grades 6 and 7:
 - Grade 6—from 59.6% to 59.8%
 - Grade 7—from 56.6% to 59.3%
 - Grade 8—from 60.0% to 58.3%

Goal 5: Attendance: Students at Bemidji Middle School in the “All-Students” group will increase their attendance rate from 94.34% to 95% in the spring of 2017 as measured by Skyward.

Attendance Result:

- The students at Bemidji Middle School in the All-Students group achieved a 93.1% attendance rate this year as of May 26, 2017. (Decrease of 1.24%)

MS ALTERNATIVE LEARNING PROGRAM- DREW HILDENBRAND, PRINCIPAL

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

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

BYLaW is a separate site, self-contained, level IV, district wide EBD program. All youth are at risk of school failure and exhibit numerous educational challenges including: mental health issues, chemical dependency issues, low academic skills, previous school difficulties, transient issues, conduct disorders, as well as numerous behavioral difficulties. 100% of the youth served are on active Individualized Education Plans requiring Special Education services in EBD as primary disability but also may have secondary disabilities such as DCD, ADHD, OHD and others.

2016-2017 School Improvement

Goal 1: Reading: In Bemidji BYLaW Program, the “ALL Students” group will increase their proficiency on the MCA from 1 student passing in the spring of 2016 to at least 2 students passing in the spring of 2017 as measured by the MCA Reading test for students enrolled October 1.

Goal 1A: The BYLaW students 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.

Reading Results:

- Zero “ALL” students passed the 2017 MCA test in reading according to the preliminary results. The goal was not met.
- STAR Reading pre and posttest results indicate that students demonstrated a growth of 2.5 grade level increase in reading. The goal was exceeded.

Goal 2: Math: In Bemidji BYLaW Program, the “ALL Students” group will increase their proficiency on the MCA tests from 0 passing in the spring of 2016 to at least 1 passing in the spring of 2017 as measured by the MCA Math test for students enrolled October 1.

Goal 2 A: The BYLaW students 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.

Math Results:

- According to the 2017 MCA in math results, zero “ALL” students passed the MCA math. The goal was not met.
- STAR Math pre and post-test results indicate that students demonstrated a growth of 2.3 grade level increase in math. The goal was exceeded.

Goal 3: Attendance: During the 2016-2017 school year, zero students will miss more than 20 days of school without valid excuses. (Baseline data: In the BYLaW Program at the conclusion of the 2016-2017 school year, 5 students missed more than 20 days during the school year without valid excuses, with an average of 36.82).

Attendance Result:

- Two students missed 20 or more days of school without valid excuses. One of these students was open enrolled from another district and later transferred to the resident district. The other student was placed in residential care.

CENTRAL ELEMENTARY- PATRICIA WELTE, PRINCIPAL



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

- Family Reading Days
- American Indian Academic Advisor Grades K-3
- Fall Festival/Dance
- An extensive Guided Reading Library
- Reading Recovery Grade 1
- Fountas and Pinnell Benchmarking Assessment Kit
- Minnesota Reading Corps Program
- Relay for Life, a community based event
- Movie Nights
- Rusty- School Tools TV
- Technology- Chromebooks, Ipads, IXL website, Khan Academy, Prodigy, Xtra Math, Spelling City, STAR, Accelerated Reader, and Super Teacher Worksheets
- Free Dinner 3 nights/week
- Backpack Buddy Program
- Parent Teacher compacts
- Math Mornings With Muffins
- After School 21st Century Learning Community, Grade 2-5
- American Indian home-school liaison
- Responsive Classroom teaching practices
- Leveled Literacy Intervention Program K-4
- Collaboration between Bemidji State University and Central School
- Lending Library for grades 1-2
- Barnyard Day
- Upper Mississippi Mental Health Counselors
- Healthy Food Snack Program 3 days/week
- Free Breakfast for every student
- Community Service Visits
- Homeless Liaison- Social work support

2016-2017 School Improvement

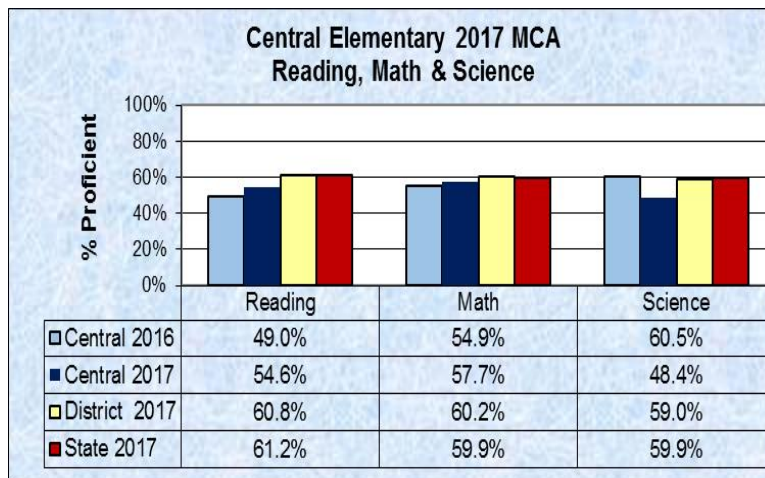
- Goal 1: Reading:** The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 49% in Spring 2016 to 52% in Spring 2017 as measured by the MCA Reading Assessment.
- Goal 1A:** The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary will increase from 41.8% in Spring 2016, to 44.8% in Spring 2017 as measured by the MCA / MTAS Reading Assessment.
- Goal 1B:** The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary will increase from 40% in Spring 2016, to 43% in Spring 2017, as measured by the MCA Reading Assessment.

To support all students Reading Well by Third Grade:

- Kindergarten students will improve the Letter Sound Fluency percentage meeting Tier 1 from 50% in Fall 2016 to 60% in Spring 2017, as measured by AIMSweb assessment.
- First grade students will improve the Nonsense Word Fluency percentage meeting Tier 1 from 52.2% in Fall 2016 to 54% in Spring 2017, as measured by AIMSweb assessment.
- Second grade students will improve their Mean RIT score in Reading from 165.4 in Fall 2016 to 183.9 in Spring 2017.

Reading Results: Central students exceeded our MCA and AIMSweb Reading goals.

- The proficiency percentage of all students, grades 3-5, at Central Elementary increased from 49% in spring 2016 to 54.6% in spring 2017 as measured by the MCA III Reading assessment.
- **1a.** The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary increased from 41.8% in spring 2016 to 52.2% in spring 2017, as measured by the MCA III Reading assessment.
- **1b.** The proficiency percentage of the American Indian subgroup, in grades 3-5, at Central Elementary increased from 38.9% in spring 2016 to 47.6% in spring 2017, as measured by the MCA III Reading assessment.



Reading Well by 3rd Grade Results:

- Kindergarten students increased Letter Sound Fluency percentage in Tier 1 from 50% in Fall 2016 to 62.4% in Spring 2017, as measured by AIMSweb assessment.
- First Grade students increased Nonsense Word Fluency percentage in Tier 1 from 52.2% in Fall 2016 to 60% in Spring 2017, as measured by AIMSweb assessment.
- Second Grade students increased their Mean RIT score from 165.4 in Fall 2016 to 180.3 in Spring 2017, as measured by the MAP Reading assessment.

Goal 2: Math: 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.

Goal 2A: 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.

Goal 2B: The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary, will increase from 38.9% in Spring 2016, to 41.9% in Spring 2017, as measured by MCA Math Assessment

To support all students in achieving math growth:

- Kindergarten students will improve the Quantity Discrimination percentage meeting Tier 1 from 54.7% in Fall 2016 to 60% in Spring 2017, as measured by AIMSweb assessment.
- First Grade students will improve the Number Identification percentage meeting Tier 1 from 54.4% in Fall 2016 to 60% in Spring 2017, as measured by AIMSweb assessment.
- Second grade students will improve their Mean RIT score in Math from 169 in Fall 2016 to 183.9 in Spring 2017.

Math Results: Central students exceeded our MCA and AIMSweb Math goals.

- The proficiency percentage of all students, grades 3-5, at Central Elementary increased from 54.9% in spring 2016 to 57.7% in spring 2017 as measured by the MCA III Math assessment.
- **2a.** The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary increased from 50.7% in spring 2016 to 53.6% in spring 2017, as measured by the MCA III Math assessment.
- **2b.** The proficiency percentage of the American Indian subgroup, in grades 3-5, at Central Elementary increased from 38.9% in spring 2016 to 42.9% in spring 2017, as measured by the MCA III Math assessment.

To support all students in achieving math growth:

- Kindergarten students increased Quantity Discrimination percentage in Tier 1 from 54.7% in Fall 2016 to 60% in Spring 2017, as measured by AIMSweb assessment.
- First Grade students increased Number Identification percentage in Tier 1 from 54.4% in Fall 2016 to 60% in Spring 2017, as measured by AIMSweb assessment.
- Second Grade students increased their Mean RIT score from 169 in Fall 2016 to 182.9 in Spring 2017, as measured by the MAP Math assessment.

Goal 3: Safe and Welcoming Environment: Central Elementary students, grades K-5, will reduce the number of students with 30+ absences/tardies, from 34 in Spring 2016, to 24 in Spring 2017, as measured by the Attendance monitor.

Safe and Welcoming Result:

- Central Elementary students, grades K-5, increased the number of students with 30+ absences/tardies from 34 in Spring 2016, to 40 in Spring 2017, as measured by the Attendance monitor. (13/40 students with 30+ absences).

EARLY INTERVENTION (EIC)- KATHY VANWERT, PRINCIPAL

The Bemidji Public School's Early Intervention Program is comprised of three areas: a home based program for birth to age 3 children with special needs, a center based program for 3-5 year old children and an inclusion program for 3-5 year old children with special needs. Our home based program is a year round program and our center based and inclusion programs follow the Bemidji Schools calendar. We served nearly 180 students during the 2016-2017 school year.

2016-2017 School Improvement

Goal: The Early Intervention Program will use the Brigance Inventory of Early Learning III to determine individual literacy development data with a sample of 6 students per staff member. Eighty percent of our student sample will achieve at least one year's growth from Fall 2016 to Spring 2017. (For example: Student A has a chronological age of 4y 3m and had a literacy age of 3y 0m; we will strive for a literacy development growth of at least 4y).

Result:

- This year our staff worked with six students each and focused on intentional literacy growth. Sixty seven students and families began the year and sixty one ended the year. Of the sixty one students/families that finished the school year:
 - 8% had a less than 6 months growth
 - 31% had a 6 months to 12 months growth
 - 31% had a 1 year to 1 year 6 months growth
 - 20% had a 1 year 6 months to 2 year growth
 - 8% had a 2 year to 2 year 6 months growth
 - 2% had over a 2 year 6 months growth
 - A total of 61% of our students made at least one year's growth in literacy.

FIRST CITY SCHOOL- TAMI WESELY, PRINCIPAL

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

2016-2017 School Improvement

Goal 1: Reading: In the First City School the “All Students” group will increase proficiency from 21.1% Spring 2016 to 25% Spring 2017 as measured by the MCA in Reading.

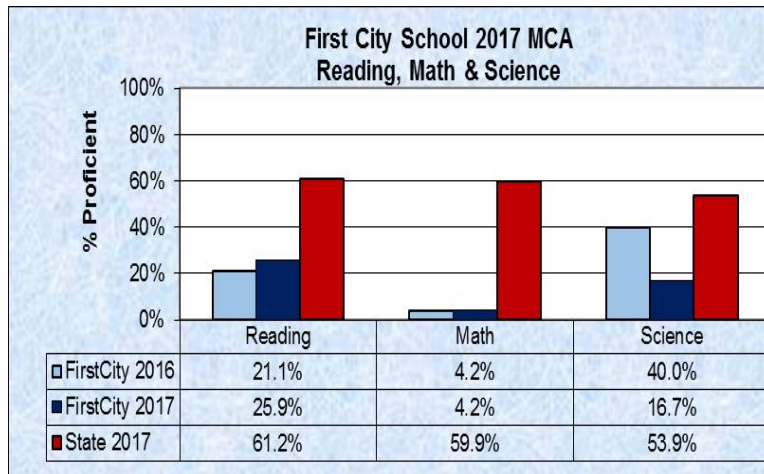
Goal 1A: The First City School will increase reading scores by an average of 1.3 GE for each year of instruction. STAR Reading pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance time.

Reading Results:

- According to the results of the 2017 MCA Reading, 25.9% of the “All students” met proficiency, which is an increase of 4.8%. We exceeded our reading goal.
- STAR Reading pre and post test results indicate that “Long Term Students” demonstrated a growth of 2.7 grade level increase in reading. We exceeded our reading goal.

Goal 2: Math: In the First City School the “All Students” group will increase proficiency from 4.2% Spring 2016 to 8.2% Spring 2017 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.



Math Results:

- According to the results of the 2017 MCA Math, 4.2% of the “All students” met proficiency which is 4% away from meeting the stated goal. Our math goal was not met.
- STAR Math pre and post test results indicate that “Long Term Students” demonstrated a growth of 3.6 grade level increase in math. We exceeded our math goal.

Goal 3: Graduation Rate: The First City School student graduation rate will increase from 0% in 2016 to 4% in 2017 as measured by MDE’s Graduation Rate calculations.

Graduation Rate Result:

- According to MDE, First City achieved a 2016 four-year graduation rate of 3.6%, compared to 0% in 2015. The 2017 MDE graduation results are not yet available.
- During the 2016-2017 school year there were 5 senior students in the Residential Long Term program. Four students earned their diploma for graduation rate of 80%. We exceeded our goal.

HORACE MAY ELEMENTARY- AMI AALGAARD, PRINCIPAL



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

Horace May Elementary is also the host for four District-Wide Special Education Programs. We have a total of four classrooms designated to the supportive educational needs for our District-Wide EBD & DCD Program Students. The inclusion of students with disabilities strengthens our caring and kind school community. All children are a gift and have knowledge and talents to share. We are actively working on the third phase of implementing our Inclusive Playground. This playground is designed to have play stations that encourage independence, cooperative play and fun for all of our Horace May Huskies. If you would like more information about our Inclusive Playground Project, please contact Ami Aalgaard at 218-333-3240.

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

2016-2017 School Improvement

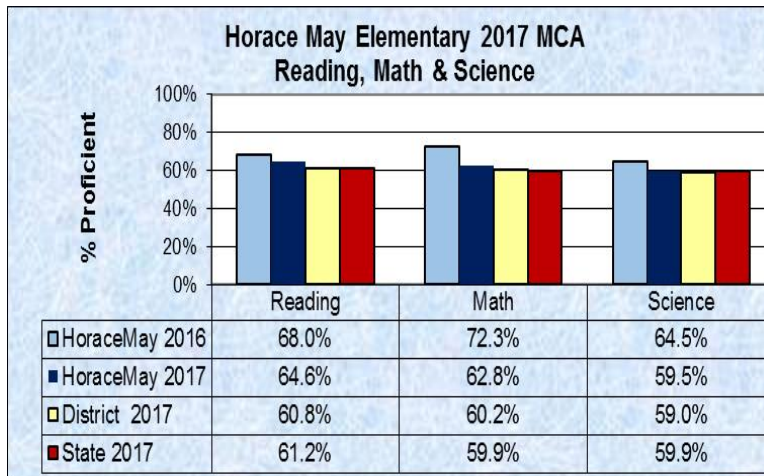
Goal 1: Reading: The first graders will improve their Curriculum Based Measurement percentage meeting Tier I from 82% to 85% Spring 2017 as measured by the AIMsweb assessment.

Goal 1A: The second graders will improve their overall Mean score of students reaching their Percent Growth Target from 65.5% to 68.5% Spring 2017 as measured by the NWEA MAP assessment.

- Goal 1B:** The Horace May “All Students” group will increase their proficiency from 68.0% to 71% Spring 2017 as measured by the Reading MCA.
- The Horace May Special Education subgroup will increase their proficiency from 50.0% to 53.0% Spring 2017 as measured by the Reading MCA assessment.
 - The Horace May American Indian subgroup will increase their proficiency from 42.1% to 45.1% Spring 2017 as measured by the Reading MCA assessment.
 - The Horace May Free & Reduced subgroup will increase their proficiency from 57.1% to 60.1% Spring 2017 as measured by the Reading MCA

Reading Results:

- First Grade: 74.6% met Tier I on AIMSweb Curriculum Based Measurement
- Second Grade: 53.0% met the NWEA MAP Reading Growth Target
- Third Grade: 51.8% were proficient in MCA Reading
- Fourth Grade: 64.5% were proficient in MCA Reading
- Fifth Grade: 78.2% were proficient in MCA Reading
- All Students: 64.6% were proficient in MCA Reading
- Special Education: 52.5% were proficient in MCA Reading
- American Indian: 61.1% were proficient in MCA Reading – exceeded goal
- Free & Reduced Lunch: 55.4% were proficient in MCA Reading



Goal 2: Math: The first graders will improve their Math Computation percentage meeting Tier I from 98.6% to 99.6% Spring 2017 as measured by the AIMSweb assessment.

Goal 2A: The second graders will improve their overall Mean score of students reaching their Percent Growth Target from 74.2% to 77.2% Spring 2017 as measured by the NWEA MAP assessment.

Goal 2B: The Horace May All Students group will increase their proficiency from 72.3% to 75.3% Spring 2017 as measured by the Mathematics MCA.

- The Horace May Special Education subgroup will increase their proficiency from 50.0% to 53.0% Spring 2017 as measured by the Mathematics MCA assessment.
- The Horace May American Indian subgroup will increase their proficiency from 55.6% to 58.6% Spring 2017 as measured by the Mathematics MCA assessment.
- The Horace May Free & Reduced subgroup will increase their proficiency from 59.2% to 62.2% Spring 2017 as measured by the Mathematics MCA assessment.

Math Results:

- First Grade: 100% met Tier I on AIMSweb Math Computation – exceeded goal
- Second Grade: 42.0% met the NWEA MAP Math Growth Target
- Third Grade: 69.5% were proficient in MCA Mathematics
- Fourth Grade: 65.4% were proficient in MCA Mathematics
- Fifth Grade: 52.6% were proficient in MCA Mathematics
- All Student: 62.8% were proficient in MCA Mathematics
- Special Education: 55.0% were proficient in MCA Mathematics – exceeded goal
- American Indian Student: 50% were proficient in MCA Mathematics
- Free/Reduced Lunch: 52.5% were proficient in MCA Mathematics

Goal 3: Science: The Horace May 5th graders in the All Students group will increase their proficiency from 64.5% to 67.5% Spring 2017 as measured by the Science MCA.

- The Horace May 5th graders in the Special Education subgroup will increase their proficiency from 0% to 50.0% Spring 2017 as measured by the Mathematics MCA assessment.
- The Horace May 5th graders in the American Indian subgroup will increase their proficiency from 66.7% to 69.7% Spring 2017 as measured by the Mathematics MCA assessment.
- The Horace May 5th graders in the Free & Reduced subgroup will increase their proficiency from 52.4% to 55.4% Spring 2017 as measured by the Mathematics MCA assessment.

Science Results:

- Fifth Grade: 59.5% were proficient in MCA Science
- Special Education: 40.0% were proficient in MCA Science
- American Indian: 12.5% were proficient in MCA Science
- Free & Reduced Lunch: 46.7% were proficient in MCA Science

Goal 4: Safe & Welcoming Environment: The Horace May “All Students” group will decrease their incidences of physical aggression, which includes: fights, assaults and bullying; that are recorded in the DIRS system by 10% from 37 incidences to 33 or fewer incidences during the 2016-2017 school year.

Goal 4A: Responsive Classroom: By the conclusion of the 2016-2017 school year; Responsive Classroom Plans will be present in at least 50% of all 1-5 classrooms as identified in a school-wide survey.

Goal 4B: Responsive Classroom: By the start of the 2017-2018 school year, 100% of all elementary classroom teachers will have received training in Responsive Classroom Strategies.

Safe & Welcoming Environment & Responsive Classroom Results: We exceeded our goals.

- The Horace May “All Students” group decreased the number of incidences that had out-of-school suspension from 37 incidences during the 2015-2016 school year to 20 incidences during the 2016-2017 school year. This is a 54% decrease in out-of-school suspensions.
- By Spring 2017, 100% of all our elementary classrooms were employing the beginning phases of employing the Responsive Classroom strategies. These strategies included daily Morning Meeting, Energizers, and Closing Circles.
- All of our Horace May Elementary teachers will be trained by the third week of August 2017.

J.W. SMITH ELEMENTARY- PATRICIA WELTE, PRINCIPAL



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

J.W. Smith Elementary School has been involved in the Title I Schoolwide Program for 20 years. Our federal Schoolwide status is based on a free and reduced lunch population of (80%). High student mobility (34.9%) provides distinct challenges. Our minority rate of (60%) broadens our cultural base. Because of our American Indian population (32.8%), our district’s Indian Education program provides our at-risk students with academic advisors and an Indian Home-School Liaison. Teachers and support staff have received training in diverse areas of professional development. These areas of study are closely aligned with the target goals set each year.

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

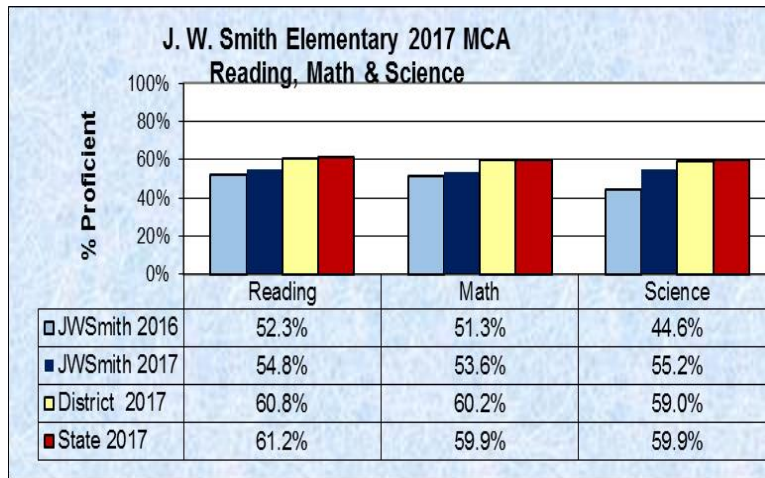
2016-2017 School Improvement

Goal 1: Reading: Third, fourth and fifth grade students at J.W. Smith Elementary School will increase their proficiency percentage on the MCA Reading Assessment from Spring 2016 to Spring 2017.

- Third grade students will meet or exceed J.W. Smith Elementary School proficiency average of 42.6% on the Spring 2017 MCA Reading Assessment.
- Fourth grade students will increase from 42.6% Spring 2016 to 45.6% Spring 2017 on the MCA Reading Assessment.
- Fifth grade students will increase from 50% Spring 2016 to 53% Spring 2017 on the MCA Reading Assessment.

Reading Results:

- J. W. Smith All Students increased their MCA Reading proficiency by 2.5% from 52.3% Spring 2016 to 54.8% Spring 2017.
- Third grade students exceeded their goal with an overall proficiency of 50.8% on the 2017 MCA Reading test.
- Fourth grade students achieved 40.4% proficiency and did not meet their goal.
- Fifth grade students exceeded their MCA Reading goal and increased from 50.0% Spring 2016 to 70.7% Spring 2017.



Goal 1A: J. W. Smith Elementary School will close the achievement gaps for the following subgroups as measured by the MCA Reading Assessment:

- The Special Education student gap will decrease from 29.2% Spring 2016 to 26.2% Spring 2017 on the MCA Reading Assessment.
- The American Indian student gap will decrease from 26.4% Spring 2016 to 23.4% Spring 2017 on the MCA Reading Assessment.
- The Free & Reduced Lunch student gap will decrease from 12.9% Spring 2016 to 9.9% Spring 2017 on the MCA Reading Assessment.

Reading Achievement Gap Results:

- The Special Education gap increased from 29.2% in 2016 to 31.6% in 2017.
- The American Indian gap decreased from 28.9% in 2016 to 21.5% in 2017, exceeding our goal.
- The Free & Reduced Lunch student gap increased from 12.9% in 2016 to 18.6% in 2017.

- Goal 1B:** To support all students **Reading Well by Third Grade**, J. W. Smith Elementary students in Kindergarten, First, and Second grade will improve their reading in the following:
- J.W. Smith Elementary School students in Kindergarten will increase their proficiency on the Letter Sound Fluency as measured by the AIMSweb Assessment from 48% in September 2016 to 65% in May 2017.
 - J. W. Smith Elementary School students in First grade will increase their proficiency on Letter Sound Fluency as measured by the AIMSweb Assessment from 46% in September 2016 to 65% in May 2017.
 - J. W. Smith Elementary School students in Second grade will increase their proficiency on the Measures of Academic Progress Reading Assessment from 169.3 in September 2016 to 182.2 in May 2017.

Reading Well by Third Grade Results:

- Kindergarten students improved AIMSweb Letter Sound Fluency proficiency from 48% in September 2016 to 58.1% in May 2017, but they did not meet their goal.
- First grade students improved AIMSweb Letter Sound Fluency proficiency from 47% in September 2016 to 50% in January 2017, but they did not meet the goal.
- Second grade students exceeded their NWEA Measures of Academic Reading Assessment and increased proficiency from 169.3 in September 2016 to 191.3 in May 2017.

- Goal 2: Math:** Third, fourth and fifth graders at J.W. Smith Elementary School will increase their proficiency percentage on the MCA Mathematics Assessment from Spring 2016 to Spring 2017.
- Third grade students will meet or exceed J.W. Smith Elementary School's proficiency average of 51.1% on the Spring 2017 MCA Mathematics Assessment.
 - Fourth grade students will increase from 51.1% Spring 2016 to 54.1% Spring 2017 on the MCA Mathematics Assessment.
 - Fifth grade students will increase from 59.3% Spring 2016 to 62.3% Spring 2017 on the MCA Mathematics Assessment.

Math Results:

- J. W. Smith All Students increased their MCA Math proficiency by 2.3% from 51.3% Spring 2016 to 53.6% Spring 2017.
- Third grade exceeded their goal with an overall proficiency of 58.1% on the 2017 MCA Mathematics Assessment.
- Fourth grade students increased on the 2017 MCA Mathematics Assessment from 51.1% Spring 2016 to 53.2% Spring 2017, but did not meet their goal.
- Fifth grade students decreased on the 2017 MCA Mathematics Assessment from 59.3% Spring 2016 to 49.1% Spring 2017, and did not meet their goal.

Goal 2A: J. W. Smith Elementary School will close the achievement gaps for the following subgroups as measured by the MCA Mathematics Assessment.

- The Special Education gap will decrease from 28.1% Spring 2016 to 25.1% Spring 2017 on the MCA Mathematics Assessment.
- The American Indian gap will decrease from 27.6% Spring 2016 to 24.6% Spring 2017 on the MCA Mathematics Assessment.
- The Free & Reduced Lunch gap will decrease from 14.2% Spring 2016 to 11.2% Spring 2017 on the MCA Math Assessment.

Math Achievement Gap Results:

- The Special Education gap decreased from 28.1% in 2016 to 14.7% in 2017, exceeding our goal.
- The American Indian gap increased from 27.6% in 2016 to 31.9% in 2017.
- The Free & Reduced Lunch student gap increased from 14.2% in 2016 to 20.1% in 2017.

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

- J. W. Smith Elementary School Kindergarten students will increase their proficiency in Oral Counting as measured by the AIMSweb Assessment from 35.4% in September 2016 to 60% in May 2017,
- J.W. Smith Elementary School's First grade students will increase their proficiency in Number Identification measured by the AIMSweb Assessment from 37% in September 2016 to 60% in May 2017.
- J. W. Smith Elementary School's Second grade students will increase their proficiency on the Measures of Academic Progress Math Assessment from 170.8 in September of 2016 to 186.1 in May of 2017.

Primary Math Results:

- Kindergarten students exceeded their AIMSweb Oral Counting goal by increasing proficiency from 35.4% in September 2016 to 70% in May 2017.
- First grade students did not meet their AIMSweb Number Identification goal with proficiency of 37% in September 2016 increasing to 43% in May 2017.
- Second grade students met their NWEA Measures of Academic Progress Mathematics goal with proficiency increasing from 170.8 in September 2016 to 192.2 in May 2017.

Goal 3: Attendance: J. W. Smith Elementary School’s kindergarten through Fifth grade students will increase their overall attendance percentage from 92.19% during the 2015-2016 school year to 95% during the 2016-2017 school year.

Attendance Results:

- J. W. Smith Elementary School did not meet the overall attendance goal for the 2016-2017 school year. J.W. Smith Elementary School students in Kindergarten through fifth-grade decreased their overall attendance percentage from 92.19% during the 2015-2016 school year to 91.15% during the 2016-2017 school year.

Goal 4: Responsive Classroom: During the 2016-2017 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.

Responsive Classroom Results:

- During the 2016-2017 school year, the number of behavior infractions decreased from 70 in Spring 2016 to 69 in Spring 2017.
- Responsive Classroom was effective in reducing the number of students with minor classroom behaviors, but overall, we found Responsive Classroom less effective in decreasing the number of major classroom behaviors that resulted in a write-up using the District Code of Consequences.

LINCOLN ELEMENTARY- JASON LUKSIK, PRINCIPAL



Lincoln Elementary is a school of about 555 students. We serve K-5th grades with schoolwide Title I services. During the school day students are taught in the areas of reading, math, science and social studies. Students also participate in music, physical education, art and technology.

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

2016-2017 School Improvement

Goal 1: Reading: Kindergarten students will improve Letter Sound Fluency percentage meeting Tier I from 73.4% in Spring 2016 to 76.4% in Spring 2017 as measured by AIMSweb.

Goal 1A: The first graders will improve their Curriculum Based Measurement percentage meeting Tier I from 83% in Spring 2016 to 86% Spring 2017 as measured by the AIMSweb assessment.

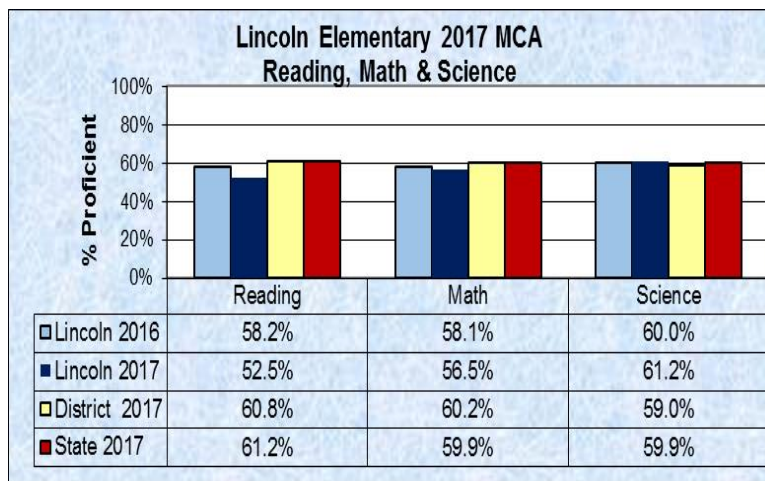
Goal 1B: The second graders will improve their overall Mean RIT score from 191.5 Spring 2016 to 194.5 Spring 2017 as measured by the NWEA MAP assessment.

Goal 1C: The Lincoln All Students group will increase their proficiency from 58.2% Spring 2016 to 61.2% in Spring 2017 as measured by the Reading MCA.

- The Lincoln American Indian subgroup will increase their proficiency from 32.6% Spring 2016 to 35.6% in Spring 2017 as measured by the Reading MCA assessment.
- The Lincoln Free and Reduced subgroup will increase their proficiency from 44.7% Spring 2016 to 47.7% in Spring 2017 as measured by the Reading MCA assessment.

Reading Results:

- The kindergarten group scored 89% proficient on AIMSweb Letter Sound Fluency, exceeding the goal by 12.6%.
- The first grade students scored 66.6% proficient on the AIMSweb Reading Curriculum Based Measurement. This was a decrease from the previous year group and fell short of our goal of 86% by 19.4%.
- The second grade students scored 192.1 mean RIT on the spring NWEA MAP test. This was an increase over last year’s second graders but short of our goal by 2.4 RIT points. The score of 192.1 is 3.4 RIT points above the national average.
- At Lincoln Elementary the All Students group scored 52.5% proficient in reading. The results were a decrease from the previous year and fell short of our goal of 61.2%.
- American Indian subgroup scored 30.8% proficient, which fell short our goal of 35.6% by 4.8%.
- Lincoln Elementary Free and Reduced subgroup scored 38.5%, which fell short of our goal of 47.7% by 9.2%.



Goal 2: Math: The Lincoln All Students group will increase their proficiency from 58.1% to 61.1% in the Spring of 2017 as measured by the Mathematics MCA.

- The Lincoln American Indian subgroup will increase their proficiency from 22.7% Spring 2016 to 25.7% Spring 2017 as measured by the Mathematics MCA assessment.
- The Lincoln Free and Reduced subgroup will increase their proficiency from 43.9% Spring 2016 to 46.9% Spring 2017 as measured by the Mathematics MCA assessment.

Math Results:

- At Lincoln Elementary the All Students group scored 56.5% proficient in math. The results were a decrease from the previous year and fell short of our goal of 61.1%.
- The American Indian subgroup scored 32.7%, which exceeds our goal of 25.7% by 7%.
- The Free and Reduced subgroup scored 43.6%, which fell short of our goal of 46.9% by 3.3%.

- Goal 3: Science:** The Lincoln 5th graders in the All Students group will increase their proficiency from 60.0% Spring 2016 to 63.0% Spring 2017 as measured by the Science MCA.
- The Lincoln 5th graders in the American Indian subgroup will increase their proficiency from 41.7% Spring 2016 to 44.7% Spring 2017 as measured by the Science MCA assessment.
 - The Lincoln 5th graders in the Free and Reduced subgroup will increase their proficiency from 44.9% Spring 2016 to 47.9% Spring 2017 as measured by the Mathematics MCA assessment.

Science Results:

- At Lincoln Elementary the All Students group scored 61.2% proficient in science. The results were an increase from the previous year but fell short of our goal of 63%.
- The American Indian subgroup scored 15.4%, a decrease from last year and short of our goal.
- The Free and Reduced subgroup scored 52.4%, which surpassed of our goal of 47.9% by 4.5%.

- Goal 4: Safe & Welcoming Environment:** The Lincoln All Students group will decrease their incidences of physical aggression, which includes: fights, assaults and bullying; that are recorded in the DIRS system by 10% from 39 incidences to 35 or fewer incidences during the 2016-17 school year.

- Goal 4A: Attendance:** At Lincoln Elementary for the 2016-2017 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.

Safe & Welcoming Environment & Attendance Results:

- According to DIRS reporting system there were a total of 65 incidences for 2015-2016 school year. During the current school year 2016-2017 there were a total of 39 incidences. This is a decrease of 40% in number of incidences total.
- Our behavior goal focused on physical aggression, which included fights, assaults and bullying. During the 2015-2016 school year there were a total of 39 incidences in this area. For the school year 2016-2017 there were a total of 15 incidences in the area of physical aggression. This was a decrease of 62% from the previous year. The results show a significant drop in the incidences and a positive trend for the future.
- At Lincoln Elementary we had a total of 21 students in 2015-2016 school year that had over 20 days absent, unexcused. In 2016-2017 school year we had 4 students who had more than 20 days absent, unexcused. This is a positive trend for Lincoln. Improving the number of students with 20 or more absences unexcused by 16 students. That is a decrease of 80%.

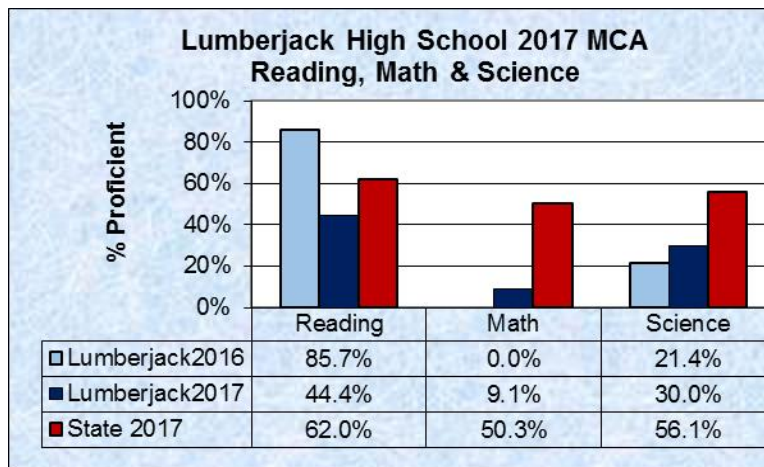
LUMBERJACK HIGH SCHOOL- BRIAN STEFANICH, PRINCIPAL

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

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

2016-2017 School Improvement

Goal 1: Math: Bemidji Lumberjack High School staff and students will improve the 11th grade math scores from 0% proficiency rate to 10% proficiency on the spring MCA in 2017 for students enrolled October 1.



Math Result:

- Lumberjack students increased from 0% proficient on the math MCA to 9.1% for all students tested, almost meeting our goal.

Goal 2: Reading: Bemidji Lumberjack High School staff and students will improve the 10th grade reading scores from 85.7% proficiency to 88% proficiency on the MCA test in the spring of 2017 for students enrolled October 1.

Reading Result:

- Lumberjack scores decreased from 85.7% proficiency to 44.4% proficiency.

NORTHERN ELEMENTARY- WENDY TEMPLIN, PRINCIPAL



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

We serve 480 students in grades 1-5 with a dedicated and caring staff. As our mascot, the Timberwolves will reveal, we are a school community built on loyalty, commitment, and family. We “Howl” for friendship as Hard Working, Optimistic, and Wonderful Learners!

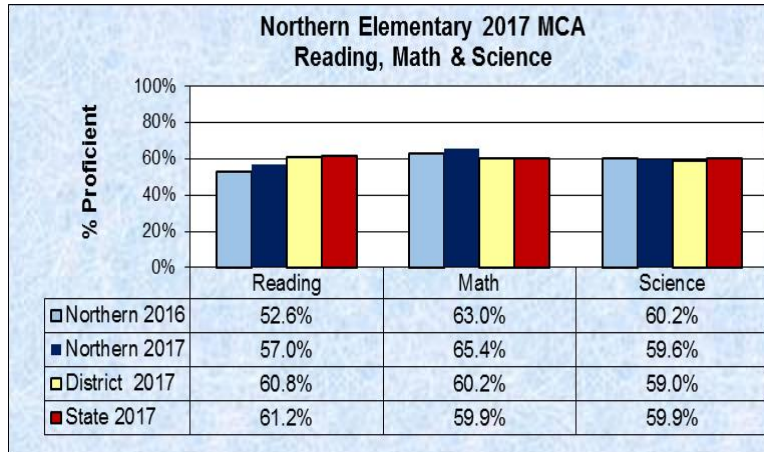
2016-2017 School Improvement

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

- All Students- Grow from 52.6% to 55.6%
- 3rd Grade – Grow from 46.5% to 49.5%
- 4th Grade – Grow from 48.9% to 51.9%
- 5th Grade – Grow from 62.5% to 65.5%
- All American Indian Students – 40.0% to 43.0%
- All Free/Reduced Students -33.3% to 36.3%
- All Special Education Students – 22.5% to 25.5%

Reading Results: Northern students exceeded our reading goals in all but three areas and showed improvement in every area except one.

- All Students- 57.0% (+4.4%)
- 3rd Grade – 56.4% (+9.9%)
- 4th Grade – 51.5% (+2.6%)
- 5th Grade – 64.0% (+1.5%)
- All American Indian Students – 28.1% (-11.9%)
- All Free/Reduced Students – 36.8% (+3.5%)
- All Special Education Students – 31.3% (+8.8%)



Goal 2: Math: We will increase the overall percentage of all Northern Elementary students in grades 3-5 so that there will be an increase in the number of students that will demonstrate proficiency by 3% in mathematics as measured by the MCAs by the spring of 2017. Northern School will meet or exceed the State average and increase the individual student scores annually to lessen the achievement gap throughout the student population.

- All Students- Grow from 63% to 66%
- 3rd Grade – Grow from 70.3% to 73.3%
- 4th Grade – Grow from 66.3% to 69.3%
- 5th Grade – Grow from 50.0% to 53.0%
- All American Indian Students – 56.1% to 59.1%
- All Free/Reduced Students – 46.3% to 49.3%
- All Special Education Students – 42.5% to 45.5%

Math Results: Northern students exceeded our math goal in one area and showed improvement in four areas.

- All Students – 65.4% (+2.4%)
- 3rd Grade – 76.6% (+6.3%)
- 4th Grade – 66.0% (-0.3%)
- 5th Grade – 52.8% (+0.7%)
- All American Indian Students – 34.4% (-15.6%)
- All Free/Reduced Students – 47.4% (+1.1%)
- All Special Education Students – 35.6% (-4.2%)

Goal 3: Science: We will increase the overall percentage of all Northern Elementary students in grade 5 so that there will be an increase in the number of students that will demonstrate proficiency by 3% in science as measured by the Science MCAs by the spring of 2017. Northern School will meet or exceed the State average and increase the individual student scores annually to lessen the achievement gap throughout the student population.

- 5th Grade – Grow from 60.2% to 63.2%
- All American Indian Students – 60% to 63%
- All Free/Reduced Students – 37.1% to 40.1%
- All Special Education Students – 38.5% to 41.5%

Science Result:

- 5th Grade – 59.6% (-0.6%)
- All American Indian Students – 12.5% (-47.5%)
- All Free/Reduced Students – 32.5% (-4.6%)
- All Special Education Students – 28.6% (-9.9%)

Goal 4: Responsive Classroom: We will increase the overall climate of Northern Elementary as a safe and welcoming school by implementing Responsive Classroom to reduce office referrals and assaults by 10% during the 2016-2017 school year.

Responsive Classroom Result: Northern exceeded our goal beyond our expectations!

- 2015-2016 – 94 office referrals, 175 recess detentions, and 75.5 (46.5 were special education students) out of school suspensions.
- 2016-2017 – 43 office referrals, 43 recess detentions and 14.5 out of school's suspensions (10.5/72% for special education students).
- Incidents of assault reduced by 44%, office conferences and recess detentions reduced by 68%, and out of school suspensions reduced 81%.

OSHKI MANIDOO SCHOOL — TAMI WESELY, PRINCIPAL

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

2016-2017 School Improvement

Goal 1: Reading: In Oshki Manidoo School the All Students group will increase their proficiency from 0% students' proficient on the MCA in reading in Spring of 2016 to at least one student proficient in Spring of 2017 as measured by the MCA in Reading.

Reading Result:

- According to the results of the 2017 MCA Reading, 0% of the All Students group met proficiency, and the goal was not met.

Goal 2: Math: In Oshki Manidoo School the All Students group will increase their proficiency from 0 students proficient on the MCA in math in Spring of 2016 to at least one student proficient in Spring of 2017 as measured by the MCA in Math.

Math Result:

- According to the results of the 2017 MCA Math, 0% of the All Students group met proficiency, and the goal was not met.

Goal 3: Credits Earned: In the Oshki Manidoo School All Students group, 50% of the students enrolled for 90 days or more will earn at least one credit toward graduation. (Baseline data: Prior to the 2016-2017 school year, students earned credit hours toward core courses. No students have completed credits while attending Oshki School.)

Credits Earned Result:

- Sixty-five percent of All Students enrolled in the Oshki Manidoo School for at least 90 days earned at least one credit toward graduation, and the goal was met.

PAUL BUNYAN ELEMENTARY- KATHY VANWERT, PRINCIPAL

Paul Bunyan Elementary is a nine-section kindergarten building with one self-contained, multi categorical special education classroom. Our vision statement is: "Guiding learners on their path to a bright future." Our school culture centers on the social emotional wellbeing of the child, while providing opportunities to improve their academic skills. We pride ourselves on being sensitive to the needs of children and their families.

2016-2017 School Improvement

Goal 1: Reading: Using the AIMSweb Letter Sound Fluency Assessment, 65% of our students will obtain the Spring Benchmark of 33: in Fall 2016, 2% of our students had reached the Spring Benchmark and in Spring 2017 65% will reach the spring benchmark.

Letter Sound Fluency Result:

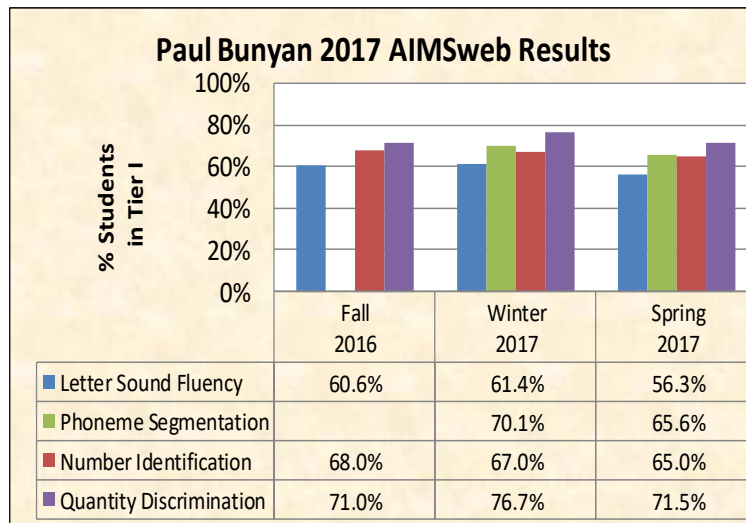
- The result of the AIMSweb Letter Sound Fluency Assessment for winter was 61% of our students reached Spring benchmark of 33; the Spring 2017 Assessment was 56% of our students reached Spring benchmark of 33. We did not reach our spring goal

Goal 2: Reading: Using the AIMSweb Phoneme Segmentation Assessment, 65% of our students will obtain the Spring Benchmark of 41. The assessment will be given in the winter of 2017 and Spring 2017.

Phoneme Segmentation Result:

- The result of the AIMSweb Phoneme Segmentation Assessment for winter was 68% of our students reached the spring benchmark of 41; the spring assessment was 66% of our students reached the spring benchmark of 41. We made our spring goal with 66%, surpassing the 65% goal.

Goal 3: Math: Using the AIMSweb Number Identification Assessment: in the Fall of 2016, 9% of our students had reached the Spring Benchmark and in Spring of 2017 65% will reach the Spring Benchmark of 55.



Number Identification Result:

- The result of the AIMSweb Number Identification Assessment for Winter was 67% of our students made the Spring benchmark of 55; the Spring Assessment showed us that 65% of our students made the Spring benchmark. We made our Spring goal with 65% of students making Spring benchmark of 55.

Goal 4: Math: Using the AIMSweb Quantity Discrimination Assessment, 65% of our students will obtain the Spring Benchmark of 25: in the Fall of 2016, 17% of our students had reached the Spring Benchmark and in Spring of 2017 65% will reach the Spring Benchmark.

Quantity Discrimination Result:

- The result of the AIMSweb Quantity Discrimination Assessment for Winter was 77% of our students made the Spring benchmark of 25; the Spring Assessment showed us that 72% of our students made Spring benchmark. We made our Spring goal with 72% of students making Spring benchmark of 25.

SCHOOL READINESS, COMMUNITY EDUCATION— SANDY EBERHART, COORDINATOR

Jack & Jill Preschool and the Community Services Center are the two Community Education School Readiness Program sites. There are a total of seven School Readiness three-year-old classes and four School Readiness three-year-old classes. We currently have 140 enrolled in our four-year-old classes and an additional 48 enrolled in our 3-year-old school readiness classes.

2016-2017 School Improvement

Goal 1: Letter Knowledge: At least 75% of students enrolled in Bemidji Area Schools Pre-K programs will increase their letter knowledge by 50% from the 2016 Fall assessment to the 2017 Spring assessment.

Letter Knowledge Result:

- 92% of the students who participated in the two-day program increased their Capital Letter Recognition by 50% in Spring 2017.
- 93% of the students who participated in the three-day program increased their Capital Letter Recognition by 50% in Spring 2017.
- Both groups met their Capital Letter Recognition goal in Spring 2017.

Goal 2: Math: At least 60% of students enrolled in Bemidji Area Schools Pre-K programs will demonstrate one-to-one number correspondence up to 12 objects on the 2017 Spring assessment.

Math Result:

- 92% of the students who participated in the two-day program demonstrated one-to-one Number Correspondence for up to 12 Objects in Spring 2017
- 88% of the students who participated in the three-day program demonstrated one-to-one Number Correspondence for up to 12 Objects in Spring 2017.
- Both groups met their one-to-one Number Correspondence for up to 12 Objects goal.

Goal 3: Safe and Welcoming Environment: Bemidji Area Schools Pre-K programs will maintain student attendance at 75% in all full-day programming.

Attendance Result:

- Bemidji Area Schools Pre-K students achieved the following attendance percentages by month and exceeded their attendance goal:

Month:	Attendance:
September	96.9%
October	93.7%
November	92.6%
December	90.6%
January	88.9%
February	90.3%
March	90.2%
April	93.7%
May	94.8%

SOLWAY ELEMENTARY— TAMI WESELY, PRINCIPAL



Solway Elementary School is a small, rural school with approximately 165 students in grades 1-5 located in Solway, MN, about 10 miles west of Bemidji. The school provides educational services to students living within a 227 square mile radius. Solway Elementary is a Title 1 Schoolwide Program, and receives funding to provide educational materials and intervention teachers to help all students at the school who need additional help in literacy and mathematics. The Indian Education Program provides a part-time math interventionist to help support Solway students.

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

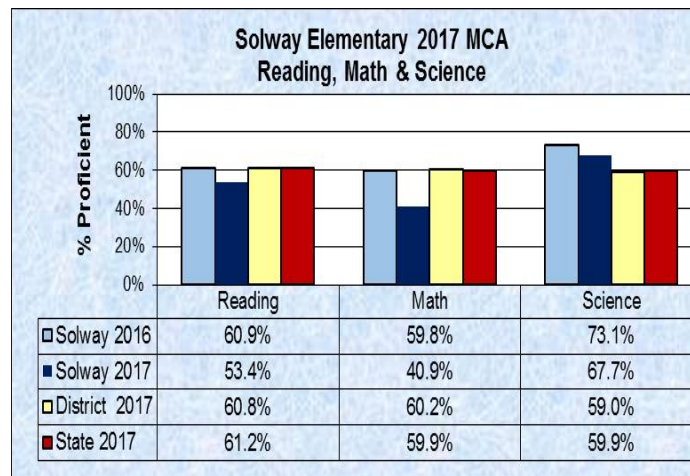
2016-2017 School Improvement

Goal 1: Reading: The percentage of All Students enrolled at Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA reading test will increase by 3%, from 61.8% in 2016 to 64.8% in 2017.

- The percentage of American Indian students enrolled in grades 3-5 at Solway Elementary School who are proficient on the preliminary results of the MCA reading test will increase from 18.2% in 2016 to 25% in 2017.
- The percentage of Special Education students enrolled in grades 3-5 at Solway Elementary School who are proficient on the preliminary results of the MCA reading test will increase from 10% in 2016 to 13% in 2017.
- To support all students **Reading Well by Third Grade**, Solway Elementary School in grades 1 and 2 will improve their reading in the following:
 - Grade 1 will improve Curriculum Based Measurement percentage meeting Tier 1 from 71 % in the spring of 2016 to 73% in spring 2017; as measured by AIMSweb.
 - Grade 2 students will improve their overall Mean RIT score from 185.0 in the spring of 2016 to 191.6 in spring 2017; as measured by NWEA MAP.

Reading Results:

- The percentage of All Students enrolled in Solway Elementary on October 1 in grades 3-5 who were proficient on the spring 2017 MCA reading tests was 53.4%, and the goal was not met.
- The percentage of American Indian students enrolled in grades 3-5 at Solway Elementary School who were proficient on the MCA reading test was 16.7% in 2017.
- The percentage of Special Education students enrolled in grades 3-5 at Solway Elementary School who were proficient on the MCA reading test was 0.0% in 2017.



Goal 2: Math: The percentage of All Students enrolled in Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA math test will increase by 4%, from 59.8% in 2016 and 63.8% in 2017.

- 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 from 27.3% in 2016 to 31.3% in 2017.
- The percentage of Special Education students enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test will increase from 20% in 2016 to 24% in 2017.

Math Results:

- The percentage of All Students enrolled in Solway Elementary on October 1 in grades 3-5 who scored proficient on the spring 2017 MCA math tests was 40.9%, and the goal was not met.
- No American Indian students enrolled in grades 3-5 tested in math at Solway Elementary School who were proficient on the MCA math test was 0.0% in 2017.
- The percentage of Special Education students enrolled in grades 3-5 at Solway Elementary School who were proficient on the MCA reading test was 10.0% in 2017.

Goal 3: Attendance: Solway Elementary School will increase student attendance by 1%, from 94.86% at the end of the 2015-2016 school year, to 95.86% by the end of the 2016-2017 school year.

- Solway Elementary will implement attendance incentives quarterly, to support an increase in student attendance.
- 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.

Attendance Results:

- Solway Elementary had a total of 93.85% attendance for the 2016-2017 school year.
- Solway Elementary implemented attendance incentives quarterly, to support an increase in student attendance. Student incentives were offered quarterly, for increased attendance. Each classroom implemented attendance incentives.
- The families and students of Solway Elementary were informed about the importance of attendance at school as part of the being present campaign.
- Attendance personnel reviewed attendance reports monthly.



ALTERNATIVE TEACHER PROFESSIONAL PAY SYSTEM (ATPPS) REPORT IN WORLD'S BEST WORKFORCE (WBWF)

2016 – 2017

This report was presented to and approved by the Bemidji School Board June 19, 2017.

Teachers Leader/Career Advancement Options:

- Q-Comp/PLC Coordinator
 - Erin Curran - .4 FTE assignment.
- Peer Review Coordinator
 - Terry Hewitt - .3 FTE assignment.
- Staff Development Specialist/IT Integration
 - Unfilled - .5 FTE assignment.

Job-embedded Learning Opportunities:

- Professional Learning Communities (PLC)
 - 13 hours were required to earn stipend.
 - Teachers implemented two new teaching strategies.
 - Created SMART goals that aligned with district goals and outcomes.
- PLC Leaders
 - Leaders were responsible for maintaining:
 - Attendance and meeting notes.
 - Record of new teaching strategies.

Schoolwide student achievement gains on Standardized Assessments:

Each Site created an individual Site Goal based on standardized testing. The test used to develop the goal varied from site to site, and ranged from MCA to MAP, and AIMSweb. Site Goals were sent to the Minnesota Department of Education for approval. All of the buildings received approval.

Measures of Student Growth & Literacy:

Site goals address the measures of student growth and literacy. Teachers also created individual goals focused on improving student learning.

Teacher Evaluations: Objective Evaluation Program:

- Peer Reviews
 - Teachers were required to complete two peer reviews.
 - Teachers had to earn a 2.2 or higher on their peer review.
 - Non-Tenured teachers had to earn a 2.0.

- Peer Reviews meeting the requirement resulted in salary lane changes and a stipend.
- Teachers conducting the reviews earned a stipend.

Increased Teacher Compensation for Performance:

- Schoolwide student achievement gains on standardized assessment.
 - MCA
 - MAP
 - AIMSweb
- Measure of student growth and literacy.
 - Individual goals.
 - Site Goals.
- Objective Evaluation Program
 - Peer Review.
 - Site Teams.

Participation Numbers:

Total Teachers in ISD #31= 386

Total Participants = 97.8% (369 total teachers)

Total PLC Participation = 95.7% (361 total teachers)

Total # of Peer Reviews = 458

Planned Changes to Bemidji’s 2017-2018 Q-Comp Plan:

- Revise the Site Teams section to allow more team members to participate.
- Revise and expand the Peer Review forms to make them more useable for non-teaching members of the teachers’ contract including school psychologists, teacher coaches, counselors, and social workers.
- Change the Staff Development Specialist/IT Integration position from .50 FTE to 1.0 FTE for 2017-2018 because we were unable to fill that position in 2016-2017.

MINNESOTA ACADEMIC STANDARDS

Minnesota’s Academic Standards are a set of achievement expectations for all schools and students throughout the state. Minnesota Statute 120B.11 requires every school district in Minnesota to make the annual World’s Best Workforce Report available to the public by October 1 each year. The Bemidji Board of Education approved the 2016-2017 report **September 18, 2017**. Following School Board approval, this report was posted on the district website: <http://www.bemidji.k12.mn.us> under District Curriculum.

CURRICULUM REVIEW CYCLE

Curriculum is reviewed and updated annually using the following cycle:

<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>
Language Arts Media	Science	Social Studies	Math	Art Music World Language Phy. Ed. Health	Vocational Education: Industrial Technology Business FACS

DISTRICT CURRICULUM ADVISORY COMMITTEE

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

A District Curriculum Advisory Committee meets at 7:00 a.m. the second Tuesday every other month and additional times as needed. The following schedule is set for 2017-2018 at the Downtown Education Center, 502 Minnesota Avenue NW:

- Tuesday, October 10, 2017, 7:00 a.m.
- Tuesday, December 12, 2017, 7:00 a.m.
- Tuesday, February 13, 2018, 7:00 a.m.
- Tuesday, May 8, 2018, 7:00 a.m.

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

Ami Aalgaard	Carol L. Johnson	Jason Stanoch
Erin Curran	Maura Johnson	Brian Stefanich
Michelle Dahlby	Kim Kusler	Wendy Thompson
Mary Fairbanks	Ann LongVoelkner	Chris Tolman
John Gonzales	Amanda Mix	John Truedson
James Hess	Brigitta Nicoson	Kathy VanWert
Donna Hickerson	Kathy Palm	Sonia Wadena
Drew Hildenbrand	Craig Rypkema	Janine Wahl
	Ken Schreiber	