

# Bemidji District Curriculum Advisory Committee

7:00-8:00 a.m., Tuesday, October 10, 2017  
District Board Room, Downtown Education Center

**Committee Members:** Ami Aalgaard, Jarad Blanche, Erin Curran, Michelle Dahlby, Mary Fairbanks, John Gonzalez, Jim Hess, Donna Hickerson, Drew Hildenbrand, Carol L. Johnson, Kim Kusler, Ann LongVoelkner, Amanda Mix, Gigi Nicoson, Kathy Palm, Craig Rypkema, Ken Schreiber, Jason Stanoch, Brian Stefanich, Wendy Thompson, Chris Tolman, John Truedson, Kathy VanWert, Sonia Wadena

## Agenda

1. Breakfast beginning at 6:30 a.m.
2. Introductions—tell us who you are and where you work
3. Review May 9, 2017 Minutes (see handout)
4. What's new for 2017-2018?
  - 2017-2018 District Strategic Plan (see handout)
  - 2017-2018 Curriculum Review — K-12 Language Arts
  - 2017-2018 State Testing Dates (see handout)
  - Professional Development Specialists: Leo Alberti, Technology Integration; Jarad Blanche, Cultural Curriculum; Amanda Mix, RtI Math/Science; Gigi Nicoson, RtI Reading/Social Studies
5. Form committee to address Cultural Diversity in curriculum policy (see attached)
6. 2016-2017 World's Best Workforce Report—posted on the web at:  
<http://www.bemidji.k12.mn.us/> under Curriculum & World's Best Workforce.
  - 2016-2017 Bemidji Area School Successes (see handout)
7. 2017 District & State Assessment Summary (see handout)
8. Other
9. The 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 District Board Room, Downtown Education Center:
  - 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.

Thank you for your dedication to Bemidji Area Schools and our students!

# Bemidji District Curriculum Advisory Committee

7:00-8:00 a.m., Tuesday, May 9, 2017  
District Board Room, Downtown Education Center

**Committee Members Present:** Ami Aalgaard, Erin Curran, Mary Fairbanks, Jim Hess, Donna Hickerson, Drew Hildenbrand, Karie Hougard, Carol L. Johnson, Ann LongVoelkner, Amanda Mix, Kathy Palm, Jason Stanoch, Brian Stefanich, John Truedson, Kathy VanWert, Sonia Wadena

**Guests:** Chris Conway, Lynn Falk, Brian Hammitt, Tony Hommes, Amanda Kinnander, Jane Nord, Andy Olson, Jeff Olson, Dan Falk, Brian Olson, Jeff Ostrom, Angie Pagnac, Jodi Quade,

## **Minutes:**

1. Members and guests introduced themselves and told where they work.
2. 2016-2017 Career & Tech. Education (CTE) Curriculum Review Committee members presented their curriculum review process. They shared the courses they teach, changes in courses for next year, curriculum objectives, resource selection, and training needed. This year we reviewed: Business, Family & Consumer Science (FACS), Health Careers, Industrial Arts, and STEM at Bemidji Middle School and Bemidji High School. On June 19, 2017, the committee members will present their curriculum objectives to the Bemidji School Board for approval.
3. We reviewed the minutes from the February 14, 2017 meeting.
4. Kathy Palm provided an overview of the 2017 MCA testing. We had 22 parent refusals for testing, two Invalidate for Device, and one Invalidate for Student actions. The results will not be final until the end of July, so she was not able to share the results so far. She will provide that at our first meeting in the fall, October 10, 2017.
5. Kathy shared MDE's feedback for Bemidji's 2015-2016 World's Best Workforce Summary Report, which was positive.
6. She also shared the summer programs planned at Bemidji Middle School, Bemidji High School, and Lincoln Elementary this summer. The Targeted Services/21<sup>st</sup> Century program for grades 1-8 already has 200 registrations, and we will stop at 240. The program runs from June 12 – July 20, four days per week with academics in the mornings. The high school 21<sup>st</sup> Century program is scheduled the same dates, and the special education Extended School Year (ESY) program is scheduled July 10-27, four days per week for three weeks.

7. Kathy also shared the latest regarding the new Every Student Succeeds Act (ESSA). 2017-2018 will be a transition year, and the 2018-2019 school year the full ESSA will be in place. She reported that 2017-2018 federal funding information for Title programs is delayed until the end of July.
8. The 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 District Board Room, Downtown Education Center:
  - 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.
9. The meeting adjourned at 8:05.

# Bemidji Area Schools

## Strategic Plan | 2017 - 2022

### BELIEF STATEMENTS

We believe:

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

### MISSION STATEMENT

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



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

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



# 2017-2018 State Test Dates

## Bemidji Area Schools

**ACT Plus Writing** = College & Career Ready test available to all 11<sup>th</sup> and 12<sup>th</sup> graders who have not had the opportunity to take ACT in a school setting.

**Other State Tests** = Includes all required state English Language Learner (ACCESS) and Special Education alternative tests (MTAS).

**MCA** = Minnesota Comprehensive Assessments:

**Reading** required for All Students in Grades 3-8 & 10

**Math** required for All Students in Grades 3-8 & 11

**Science** required for All Students in Grades 5, 8 & HS (upon completion of biology)

**MAP** = NWEA Measures of Academic Progress - District computerized tests, Grades K-9, available fall, winter, and spring

**New Primary MAP** replaces AIMSweb or kindergarten and grade 1

	Date	Test	Grade Level
<b>ACT</b>	February 27, 2018	ACT Plus Writing (paper)	Available for Grade 11 & 12 students who have not taken ACT in the school setting
	March 20, 2018	ACT Plus Writing Make up (paper)	
<b>Other State Tests</b>	Jan 29-Mar 23, 2018	ACCESS for ELLs (online)	Required all Limited English Proficient students
	Mar 5-May 4, 2018	MTAS Math, Reading & Science	Alternate for Special Education students
<b>MCA</b>	Mar 5-May 4, 2018	MCA Math (online)	All Grades 3-8 & 11 students
		MCA Reading (online)	All Grades 3-8 & 10 students
	Mar 5-May 11, 2018	MCA Science (online)	All Grade 5, 8 & HS Biology students
<b>MAP</b>	Sep 25-Oct 18, 2017	MAP Reading and Math	All Grade K-9 students
	Jan 8-26, 2018	MAP Reading and Math	All Grade K & 1 students Available for 2-9 students, <i>optional</i>
	May 7-31, 2018	MAP Reading and Math	All Grade K-9 students



# Bemidji Area Schools 2017-2018 Testing Calendar

## SEPTEMBER 2017

25 District MAP Reading & Math Online begins for Grades K-9

## OCTOBER 2017

18 District MAP Reading & Math Online for Grades K-9 end

## JANUARY 2018

8-26 Winter MAP Reading & Math available for K & 1, *optional for 2-9*

29 ACCESS for ELLs 2.0® and Alternate ACCESS for ELLs® Online begin

## FEBRUARY 2018

9 District Test Security Training for MCA at District Board Room 1:30-3:00

27 ACT Plus Writing Grades 11 & 12 paper test.

## MARCH 2018

5 MCA Reading Grades 3–8, 10 and Mathematics Grades 3–8, 11 Online begin

MCA Science Grades 5, 8 & HS Online begin

MTAS Reading, Mathematics, and Science begin

20 ACT Plus Writing Grades 11 & 12 make-up date

23 ACCESS for ELLs 2.0® and Alternate ACCESS for ELLs® Online end

## APRIL 2018

## MAY 2018

4 MCA Reading Grades 3–8, 10 and Mathematics Grades 3–8, 11 Online end

MTAS Reading, Mathematics, and Science end

7-31 District MAP Reading & Math Online for Grades K-9

11 MCA Science Grades 5, 8 and High School Online end

## Possible Additions to Curriculum Policy SBR 400-30-8

### **Students will learn through culturally relevant standards and curriculum.**

(Page 4 of 5)

- Students can expect to “see themselves” in their curriculum and instructional materials
- Staff will acknowledge students’ differences as well as their commonalities
- Validate students’ cultural identity in classroom practices and instructional materials
- Educate students about the diversity of the world around them
- Promote equity and mutual respect among students
- Learn about the history and experiences of diverse local groups

## INSTRUCTION – SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

### I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and ~~the federal No Child Left Behind Act~~ law and are aligned with creating the world's best workforce.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

### III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
  - ~~1. student performance on the National Assessment of Educational Progress where applicable;~~
  - 2 1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, other ~~statutorily recognized~~ rigorous courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
  - 3 2. student performance on the Minnesota Comprehensive Assessments;
  - 4 3. high school graduation rates; and
  - 5 4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.

- F. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeships, or employment.

#### IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
  1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all nine student categories identified under the federal 2001 No Child Left Behind Act and two student gender categories of male and female;
  2. a process ~~for assessing and evaluating~~ **to assess and evaluate** each student’s progress toward meeting state and local academic standards, **assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identifying** identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;
  3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, **students’ access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;**
  4. strategies for improving instruction, curriculum, and student achievement including the English and, where practicable, the native language development and the academic achievement of English learners;
  5. **a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;**

- 5 6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;
- 6 7. an annual budget for continuing to implement the school district plan.

**B. School district site and school site goals shall include the following:**

1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning. These skills include the following:
  - a. reading, writing, speaking, listening, and viewing in the English language;
  - b. mathematical and scientific concepts;
  - c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem-solving);
  - d. creative and critical thinking, decision making, and study skills;
  - e. work readiness skills;
  - f. global and cultural understanding.
2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
  - a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
  - b. bring many perspectives, including historical, to contemporary issues;
  - c. develop an appreciation and respect for democratic institutions;
  - d. communicate and relate effectively in languages and with cultures other than the student's own;
  - e. practice stewardship of the land, natural resources, and environment;
  - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
  - a. establishing and achieving personal and career goals;
  - b. adapting to change;
  - c. leading a healthy and fulfilling life, both physically and mentally;
  - d. living a life that will contribute to the well-being of society;
  - e. becoming a self-directed learner;
  - f. exercising ethical behavior.

5. Students will be given the opportunity to acquire human relations skills necessary to:
  - a. appreciate, understand, and accept human diversity and interdependence;
  - b. address human problems through team effort;
  - c. resolve conflicts with and among others;
  - d. function constructively within a family unit;
  - e. promote a multicultural, gender-fair, disability-sensitive society.

6. **Students will learn through culturally relevant standards and curriculum.**

- C. **Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating with student's reading progress and needs.**
  1. **The school district shall identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment.**
  2. **At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:**
    - a. **student's reading proficiency as measured by a locally adopted assessment;**
    - b. **reading-related services currently being provided to the student; and**
    - c. **strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.**

3. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

*Legal References:*

*Minn. Stat. § 120B.018 (Definitions)*  
*Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)*  
*Minn. Stat. § 120B.11 (School District Process)*  
*Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)*  
*Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)*  
*Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)*  
*Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)*  
*Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)*  
*Minn. Stat. § 123B.147, Subd. 3 (Principals)*  
*20 U.S.C. § 5801, et seq. (National Education Goals 2000)*  
*20 U.S.C. § 6301, et seq. (No Child Left Behind Act Every Student Succeeds)*

*Cross References:*

*MSBA/MASA Model Policy 104 (School District Mission Statement)*  
*MSBA/MASA Model Policy 613 (Graduation Requirements)*  
*MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)*  
*MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)*  
*MSBA/MASA Model Policy 616 (School District System Accountability)*  
*MSBA/MASA Model Policy 618 (Assessment of Student Achievement)*

# 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

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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 – 5<sup>th</sup> 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, flowing style.

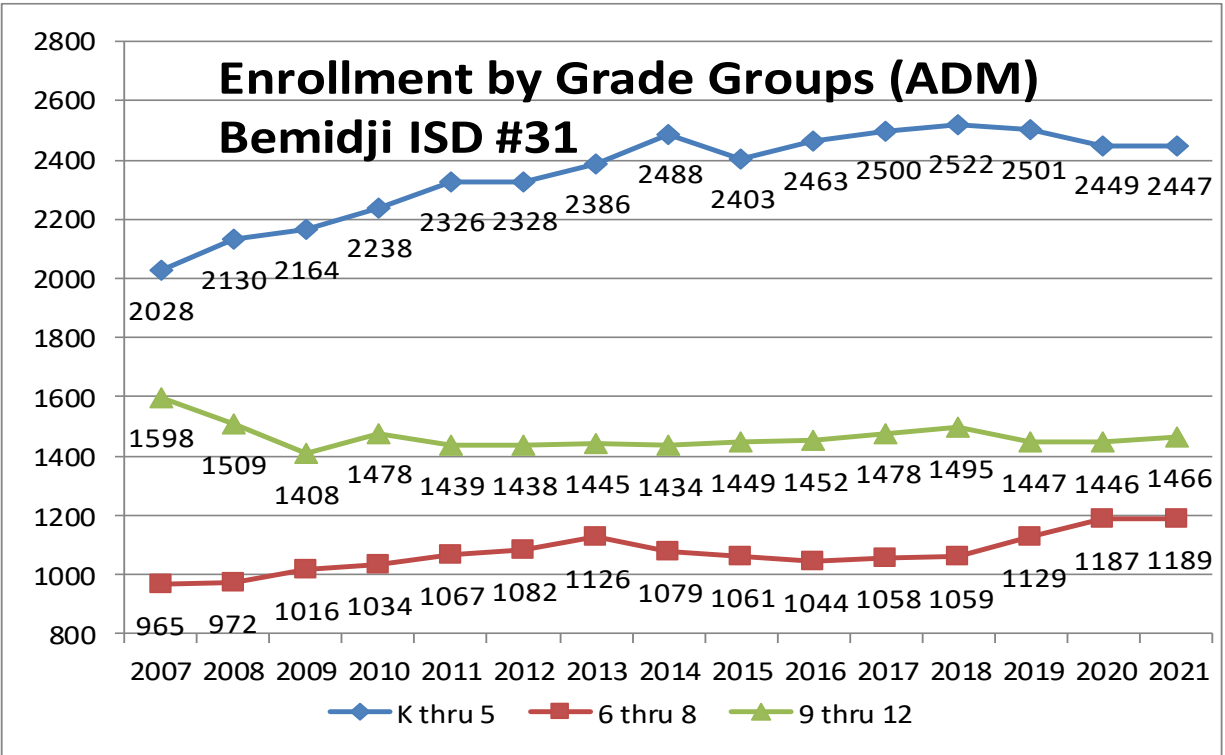
James A. Hess, Ed. D.  
Superintendent of Schools

## 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%
<b>Total Bemidji District</b>	<b>5,138</b>	<b>48.9%</b>	<b>16.4%</b>	<b>28.1%</b>	<b>22.0%</b>
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.

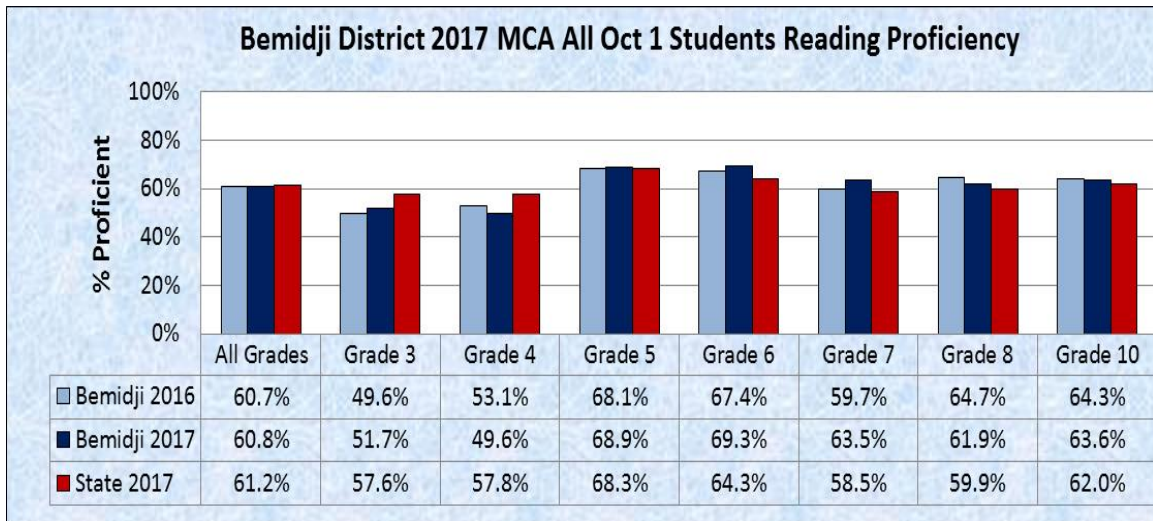
### 2016-2017 District School Improvement

**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.

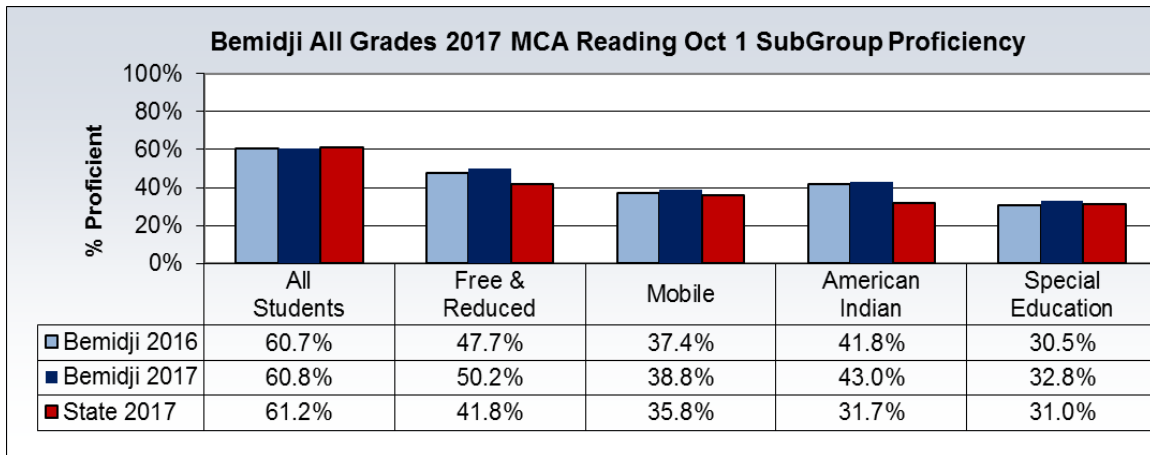


**Goal 1A:** Bemidji Area Schools district-wide will close achievement gaps for the following subgroups as measured by MCA Reading:

- 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.

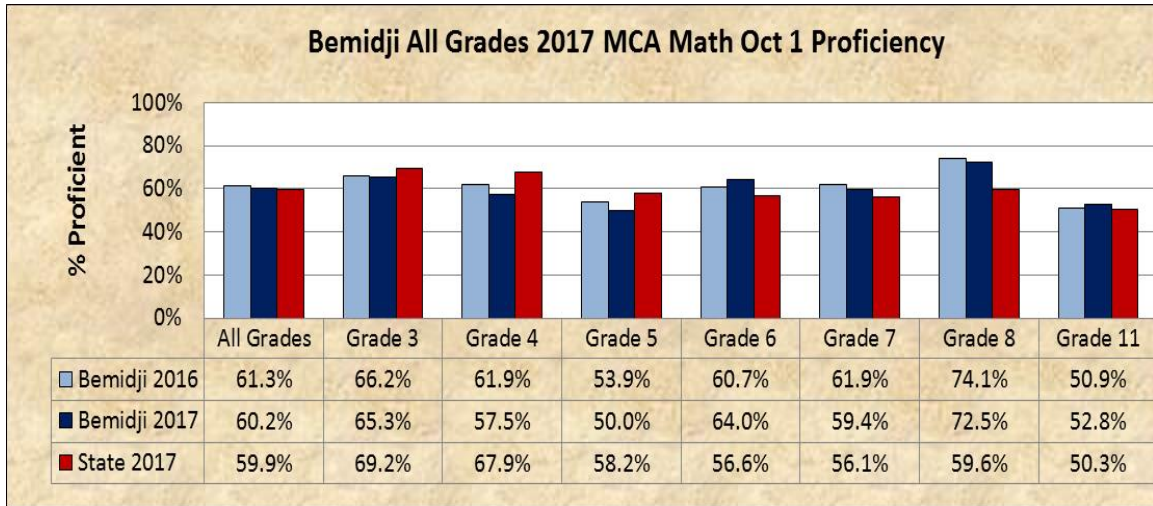
**Reading Well By Third Grade Results:**

- 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.



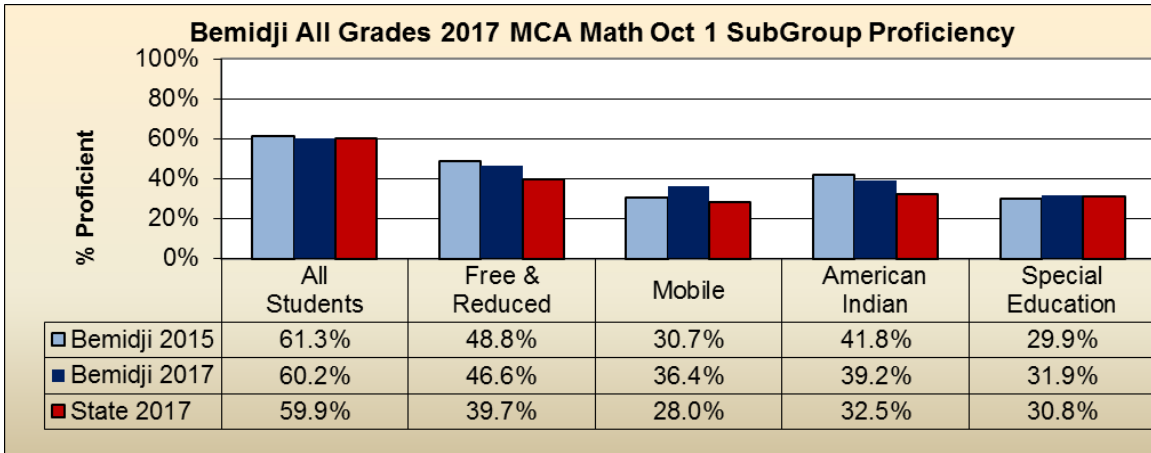
**Goal 2A:** Bemidji Area Schools district-wide will close achievement gaps for the following subgroups as measured by MCA Math:

- 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:**

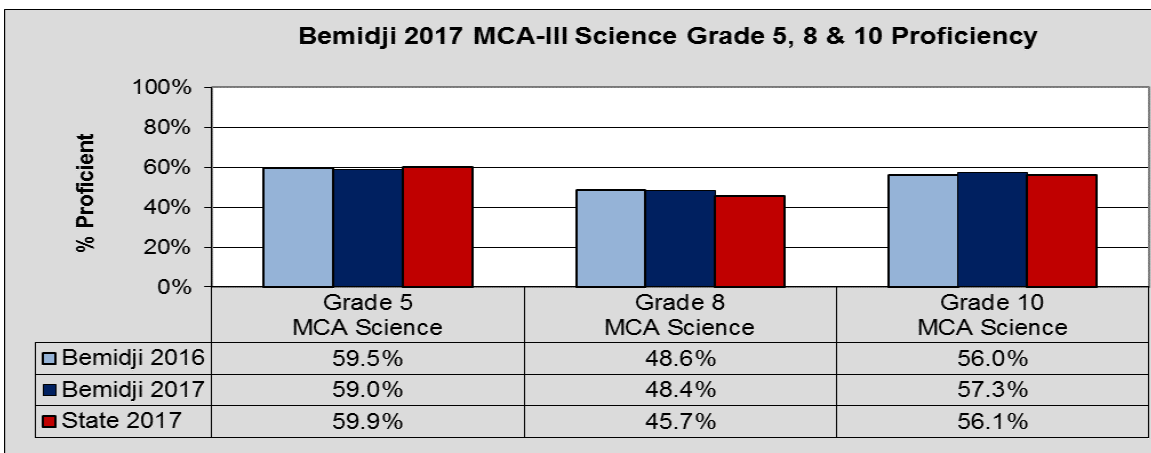
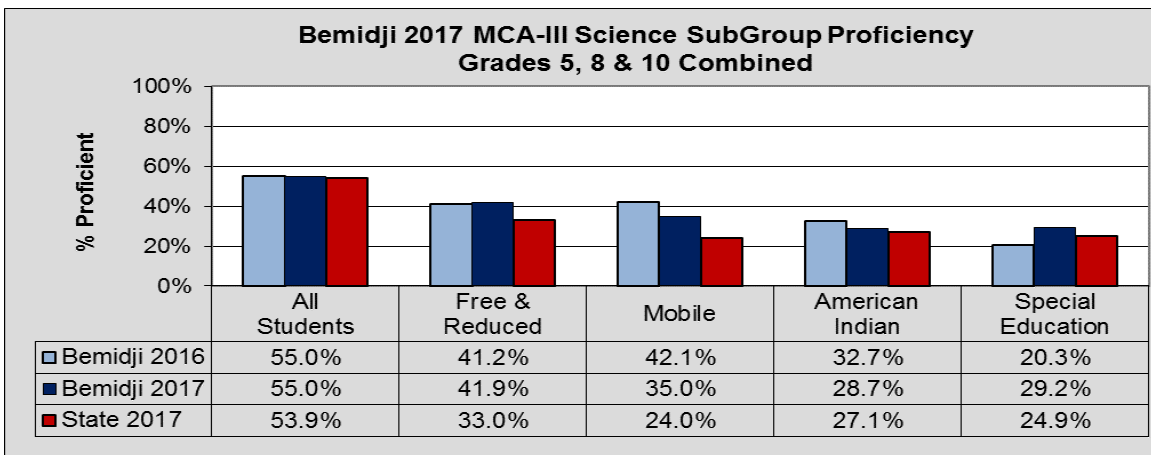
- Bemidji's Special Education 2017 MCA Math proficiency increased by 2.0% to 31.9%.
- Bemidji's American Indian 2017 MCA Math proficiency decreased by 2.6% to 39.2%.
- Bemidji Free & Reduced Lunch 2017 MCA Math proficiency decreased by 2.2% to 48.6%.
- Bemidji students receiving Free and Reduced Lunch, 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	113	3,999.40	35.39
Bemidji High School	145	4537.20	31.29	64	1,926.30	30.10
Bemidji Middle School	52	1848.30	35.54	6	174.00	29.00
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><b>Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)</b>  <b>Test Dates:</b> 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><b>AIMSweb</b>   <b>Test Dates:</b> 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><b>Sight Words Assessment</b>                      A District Designed Assessment  <b>Test Dates:</b> Sept. 12-23, 2016                      Jan. 6-20, 2017                      May 8-31, 2017</p>	<p>Required for K &amp; 1                      Optional for 2 &amp; 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><b>Measures of Academic Progress (MAP)</b>                      Northwest Evaluation Association  <b>Test Dates:</b> 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>

<b>Test Name &amp; Test Dates</b>	<b>Grades Tested</b>	<b>Objectives and Use</b>	<b>Time Required</b>
<p><b>Minnesota Comprehensive Assessments (MCAs)</b>            Reading: Grades 3-8, 10            Math: Grades 3-8, 11  <b>Test Dates:</b> March 6-May 5, 2017</p> <p>Science: Grades 5, 8 &amp; HS  <b>Test Dates:</b> 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><b>Minnesota Test of Academic Skills (MTAS)</b>            Reading: Grades 3-8, 10            Math: Grades 3-8, 11            Science: Grades 5, 8 &amp; HS  <b>Test Dates:</b> 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><b>Optional Local Purpose Assessment (OLPA)</b>            Reading: Grades 3-8, 10            Math: Grades 3-8, 11  <b>Test Dates:</b> 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
<b>College &amp; Career Ready Assessments:</b> ACT Plus Writing: Grade 11 & 12 <b>Test Dates:</b> 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.

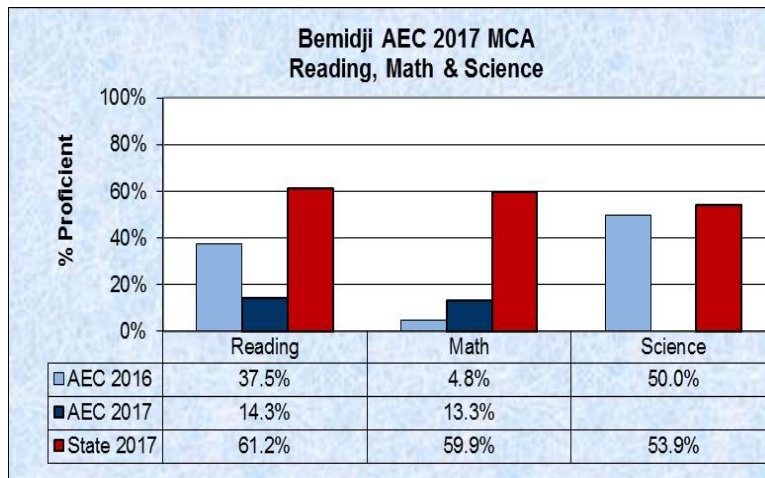
**Reading Result:**

- 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

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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.

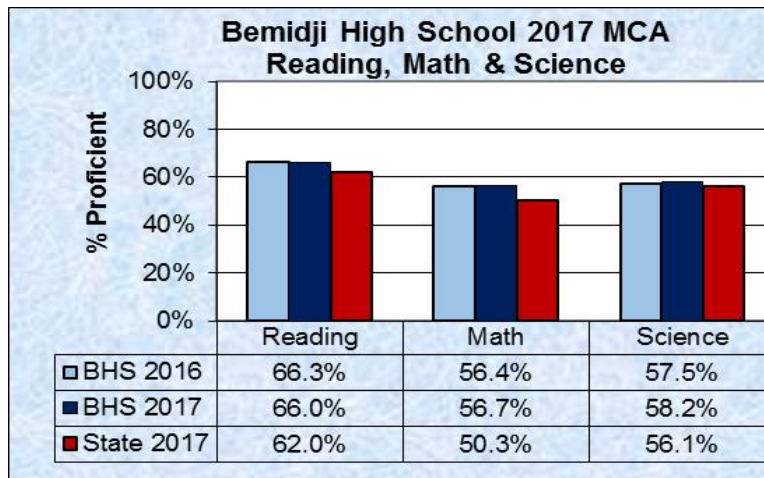
#### Attendance Result:

- 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 11<sup>th</sup> 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 11<sup>th</sup> 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 10<sup>th</sup> 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:**

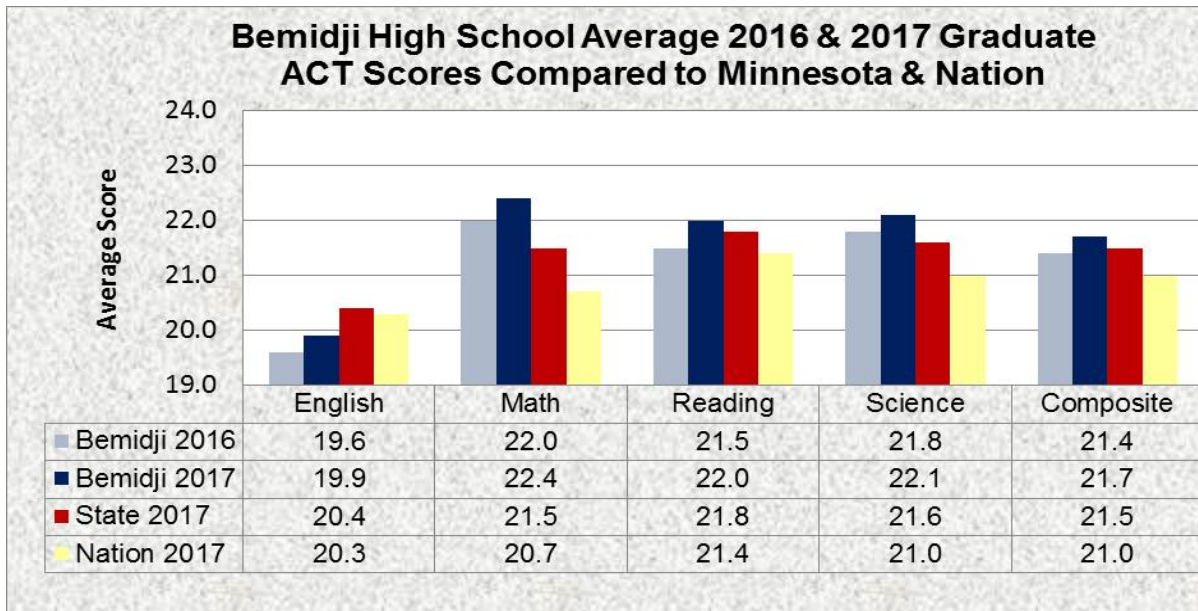
- The BHS graduation rate for 2016 was 86.4%, an increase of 0.2% compared to 2015. The 2017 graduation rates will not be available until February on the MDE web site.

**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.

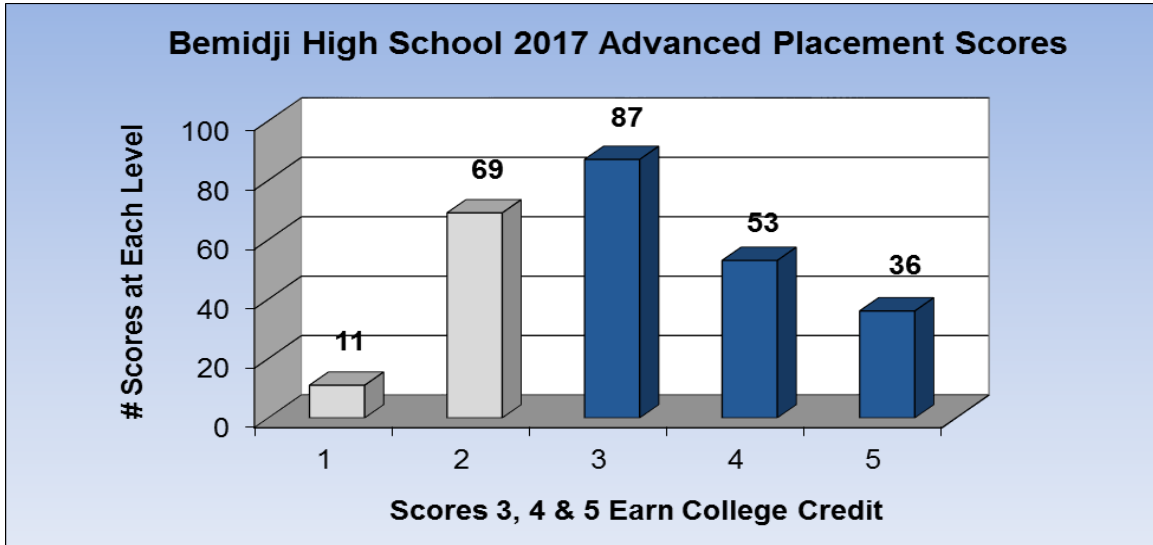
Grade 11 ACT	Writing	English	Math	Reading	Science	Composite	# Tested
State 2015	6.2	19.1	20.9	20.6	20.8	20.5	58,362
BHS 2015	5.9	19.3	21.9	21.4	21.7	21.2	316
BHS 2016	17.9	19.4	22.1	21.7	21.8	21.4	269
BHS 2017	6.0	19.1	21.9	22.0	21.8	21.3	283

- 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.

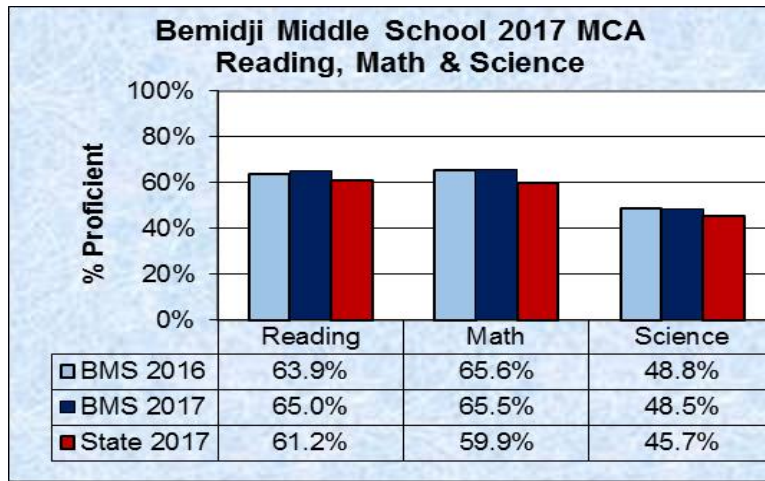
## 2016-2017 School Improvement

**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%)

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### **MS ALTERNATIVE LEARNING PROGRAM- DREW HILDENBRAND, PRINCIPAL**

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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.

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

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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

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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

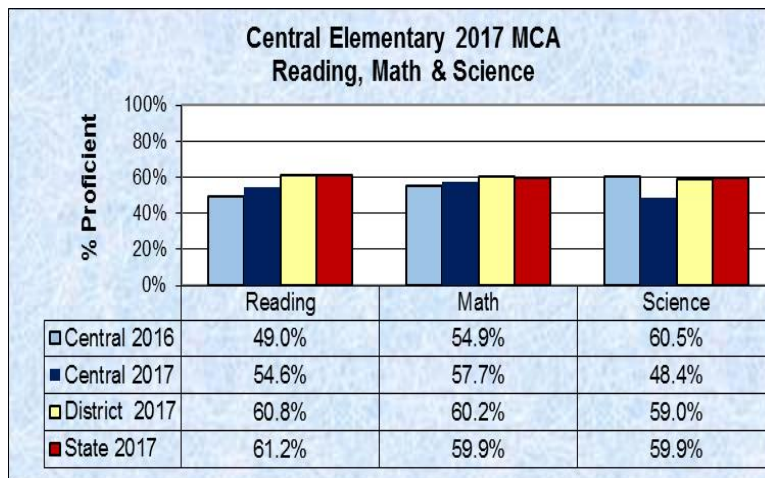
- Goal 1: Reading:** The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 49% in Spring 2016 to 52% in Spring 2017 as measured by the MCA Reading Assessment.
- Goal 1A:** The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary 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 3<sup>rd</sup> 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

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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

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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.

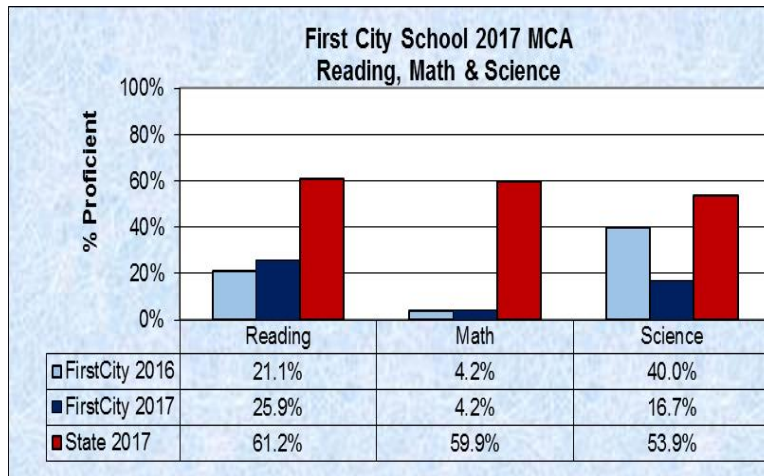
**Goal 1A:** The First City School will increase reading scores by an average of 1.3 GE for each year of instruction. STAR Reading pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance time.

### 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

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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

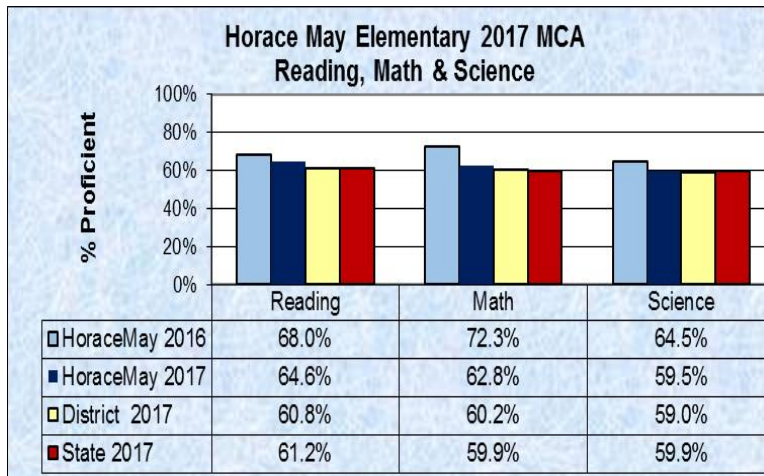
**Goal 1: Reading:** The first graders will improve their Curriculum Based Measurement percentage meeting Tier I from 82% to 85% Spring 2017 as measured by the AIMsweb assessment.

**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 5<sup>th</sup> 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.

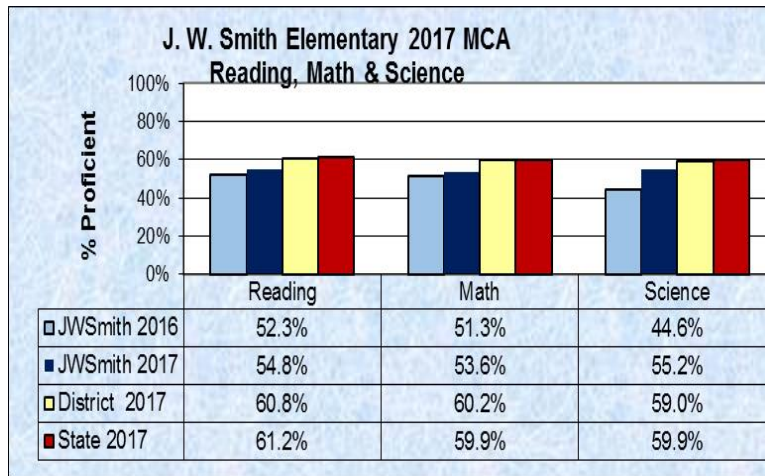
## 2016-2017 School Improvement

**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.

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## LINCOLN ELEMENTARY- JASON LUKSIK, PRINCIPAL

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Lincoln Elementary is a school of about 555 students. We serve K-5<sup>th</sup> 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.

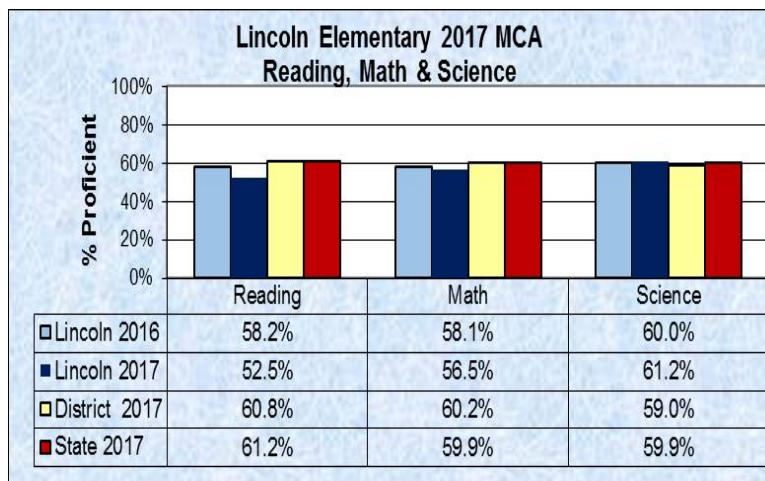
**Goal 1B:** The second graders will improve their overall Mean RIT score from 191.5 Spring 2016 to 194.5 Spring 2017 as measured by the NWEA MAP assessment.

**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 5<sup>th</sup> 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%.

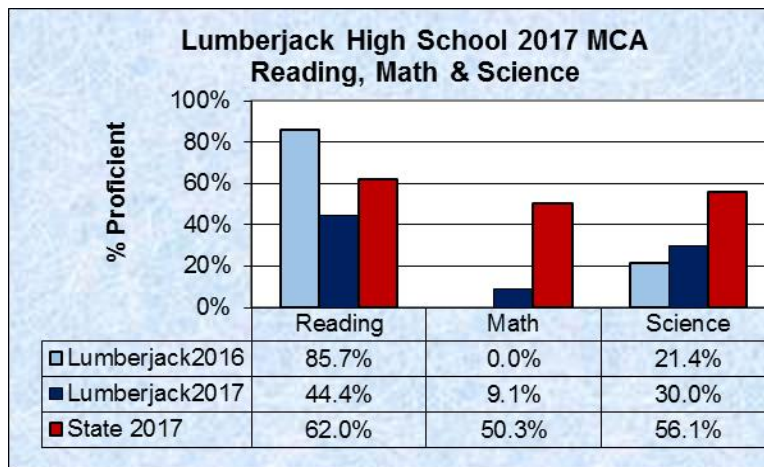
## LUMBERJACK HIGH SCHOOL- BRIAN STEFANICH, PRINCIPAL

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 11<sup>th</sup> 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 10<sup>th</sup> 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

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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!

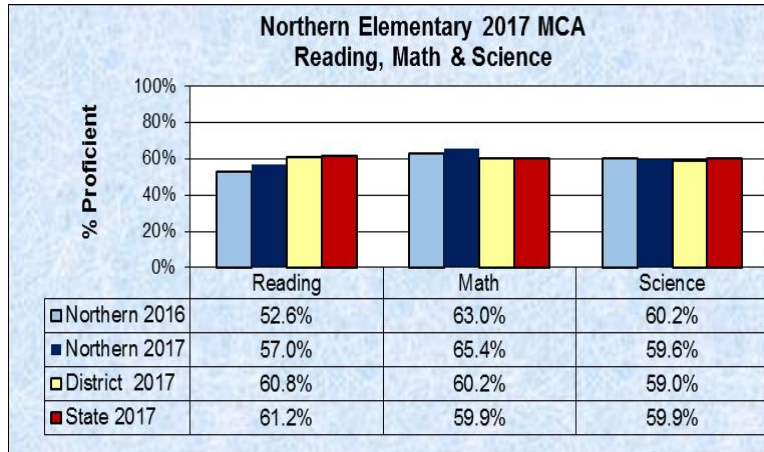
### 2016-2017 School Improvement

**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**

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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

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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:**

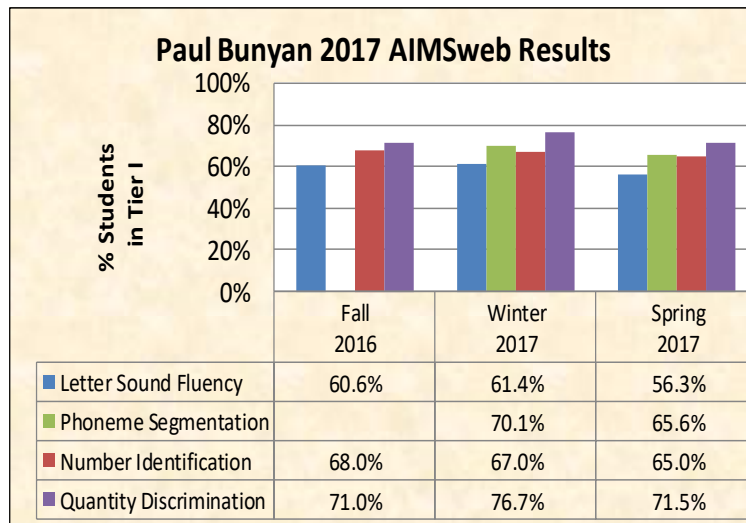
- The result of the AIMSweb Letter Sound Fluency Assessment for winter was 61% of our students reached Spring benchmark of 33; the Spring 2017 Assessment was 56% of our students reached Spring benchmark of 33. We did not reach our spring goal

**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**

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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

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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.

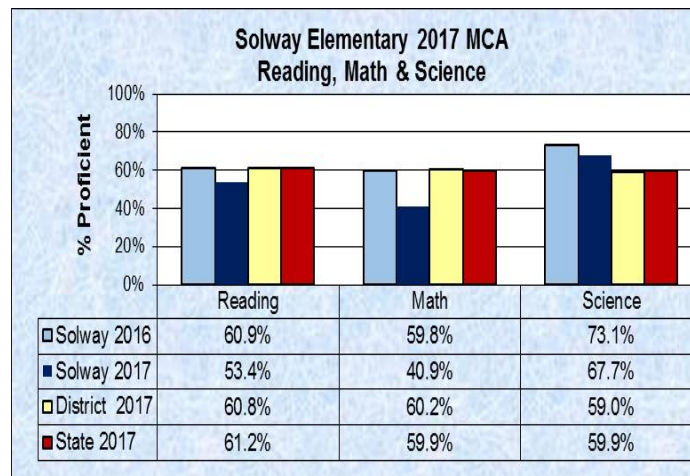
## 2016-2017 School Improvement

**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**

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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

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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

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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	

# World's Best Work Force

## 2016-2017 Staff Development Report

BEMIDJI AREA SCHOOLS

**Bemidji Area Schools 2016-2017 Staff Development Report**

					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
<b>Bemidji Alternative Education Center (AEC)</b>  Tami Wesely, Principal	1. Bemidji Alternative Education Center students will increase their MCA Reading test proficiency scores from 37.5% in the Spring of 2016 to 42% in the Spring of 2017. Staff will utilize state, regional, and district development opportunities. AEC staff members will attend the 2017 Minnesota Association of Alternative Programs (MAAP) conference.	1. No staff attended the MAAP conference, mainly due to location. It was located in Mankato, MN this year rather than Duluth.	1. Students were given the opportunity to utilize an online learning program to earn credits. The program allowed for flexibility to increase student achievement.	1. Teachers were able to facilitate learning complementary to the program, rather than being the sole source of instruction. Time spent with students was more focused and direct and less repetitive.	5 of 5	100%	1 of 1	100%
	2. Math: Bemidji Alternative Education Center students will increase their MCA Math test proficiency scores from 5% in the Spring of 2016 to 10% in the Spring of 2017. Staff will utilize state, regional, and district development opportunities.	2. Staff attended district trainings regarding Edgenuity and Peer Review, and participated in a PLC. All staff utilized the Edgenuity program in their course offerings and some utilized Google Classroom.	2. Students were given the opportunity to utilize an online learning program to earn credits. The program allowed for flexibility to increase student achievement.	2. Teachers learned to utilize another delivery method of instruction and content for students as well as how to provide positive peer feedback to each other. Teachers collaborated to implement strategies that could positively influence student achievement in credits completed.				
	3. The AEC will increase the number of completed credit referrals from BHS dual enrolled students 10%	3. All staff did attend training on and incorporate the Edgenuity online	3. All staff utilized the Edgenuity program in their course offerings	3. Teachers were able to facilitate learning complementary to the program, rather than				

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	from 28% in the Spring of 2016 to 38% in the Spring of 2017. Staff will incorporate and utilize Edgenuity online learning programs as well as Google Classroom to give students enrolled at AEC additional pathways for earning credit, thus creating pathways to an “on-time” graduation.	learning program into the curriculum at AEC.	and some utilized Google Classroom.	being the sole source of instruction. Time spent with students was more focused and direct and less repetitive.				
<b>Bemidji High School (BHS)</b>  Brian Stefanich, Principal	1. 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 MCA in 2017	1. Strand data is not officially available until July. BHS students increased from 55.6% to 56.4% on the Math MCA which combines all strands.	1. Teachers offered tutorial support during their preparation period, before school, and after school. Interventions provided by staff helped student’s struggling to better understand concepts. Applied Geometry was added as a smaller class for students needing more instruction presented at a slower pace. An online program titled, Edgenuity, offered alternative means for math instruction	1. Teachers offered tutorial support during their preparation period, before school, and after school. Staff training on 504’s gave teachers tools to accommodate for needs and provide interventions when students are not doing well. Math teachers were trained on Edgenuity to provide alternative means of instruction to meet varying learning styles.	97 of 97	100%	51 of 55	93%

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
			based on placement using My Path. This also provided students the opportunity to earn credit.					
	2. Bemidji High School staff and students will improve 11 <sup>th</sup> grade Special Education math scores from 16.7% proficiency to 20.0% proficiency in the spring of 2017 on the MCA.	2. Special education math MCA scores dropped from 14.3% proficient to 5.1% proficient.	3. Additional math classes in the special education setting were offered to students. As with goal 1, Edgenuity was used for both support and as an alternative for math instruction. Math 180 continues to be offered as a structured math program.	2. Math teachers learned the Edgenuity program.				
	3. Bemidji High School staff and students will improve 10 <sup>th</sup> grade Special Education reading scores from 27.3% proficiency to 30.0% proficiency in the spring of 2017 on the MCA. MDE data will be official in July.	3. Special education reading scores increased from 23.1% proficient to 28.8% proficient. MDE date will be official in July.	3. One special education teacher used Read Naturally, an evidence-based online program to improve reading skills. Edgenuity was used as an alternative and for credit. Students were offered reading instruction through the program Read 180. Two English teachers and two paraprofessionals	3. The additional paraprofessional support in the general education classes and academic enrichment allowed special education teachers in English work more closely with students. Reading programs provided structure to improve reading skills.				



**Bemidji Area Schools 2016-2017 Staff Development Report**

School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	Participation			
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					#	%	#	%
			were available in the general education setting. A paraprofessional in the Academic Enrichment program provided support on papers and assignments assigned in the general education setting.					
<b>Bemidji Middle School (BMS)</b>  Drew Hildenbrand, Principal	1. As our district moves towards using a Google platform for classroom and teacher collaboration, our administration has worked to provide training in the following areas: <ul style="list-style-type: none"> <li>• Gmail (moving contacts, creating mail lists, etc.)</li> <li>• Google Drive (sharing folders and documents, making documents, making presentations)</li> <li>• Google Classroom (creating a classroom, creating an assignment, and correcting assignments)</li> </ul>	1. Teachers have completed the following trainings: <ul style="list-style-type: none"> <li>• Gmail: moving contacts from First Class to Gmail, Creating mail lists, sending group messages, logging in</li> <li>• Google Drive: Sharing folders and documents, making documents, making presentations</li> <li>• Google Classroom: Creating a classroom, creating an assignment, and giving feedback/ correcting assignments of students</li> </ul>	1. This is ongoing and varied amongst the teaching staff based on their strengths with the program and their willingness to implement the training.	1. A survey was conducted to assess teacher participation in Google Classroom. Of the approximately 64 teachers in the building, 28 have responded as of 6/6/2017. The results are as follows: <ul style="list-style-type: none"> <li>• 46.4% have used Google Classroom with their students</li> <li>• 89.3% have started using G-mail</li> <li>• 89.3% have shared a document using Google Drive</li> <li>• 67.9% use other apps Google has to offer besides just the training we have provided.</li> </ul>	72	100%	32	100%

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
	2. All licensed staff members participated in a PLC group of their choice. Each PLC developed a core goal based around student achievement on MCA III testing. To help build cohesiveness and understanding amongst our peer groups, we have had all staff complete a Strengths Finder assessment.	2. Here is a snapshot of our BMS staff strengths: <ul style="list-style-type: none"> <li>• 30% of our staff have the strength of Executing</li> <li>• 40% of our staff have the strength of Relationship Building</li> <li>• 21% of staff have the strength of Strategic Thinking</li> <li>• -9% of staff have the strength of Influencing</li> </ul>	2. This project is meant to have an indirect impact on students by building more understanding amongst our staff about their own strengths. By knowing themselves and by knowing the strengths of others, the goal is for our staff to interact and build off of one another's strengths for the betterment of their PLCs, thereby affecting student achievement.	2. This is an ongoing project that we will complete in the fall of next year during staff development time. We will gather more data on the effectiveness of the program at that point.				
	3. Each teacher in the building was required to participate in a Professional Learning Community (PLC). The topic of the PLC must pertain to raising student achievement levels directly or indirectly connected district goals and Q-Comp goals.	3. The findings our PLCs are reflected in our MCA III data posted above.	3. Math- increase of .1% <ul style="list-style-type: none"> <li>• Reading- increase of 1.8%</li> <li>• Science- decrease of .3%</li> <li>• Non-Fiction Reading- In progress</li> </ul>	3. As required by Q-Comp, each teacher reported at least two new strategies they have used in their classrooms to help improve student achievement.				
<b>Bemidji Youth Learning and Working (BYLaW)</b>	1. In Bemidji BYLaW Program, the "ALL Students" group will	1. The increased focus on reading and reading related skills across the	1. Internal testing using the STAR Reading test indicated	1. Staff members are more tuned into the various ways reading,	2 of 2	100%	3 of 3	100%

**Bemidji Area Schools 2016-2017 Staff Development Report**

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
Tami Wesely, Principal	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 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. Teachers will incorporate research-based techniques/ strategies in their instruction of reading and in reading across the curriculum.	curriculum had a positive impact on both students and teachers. Both were more tuned into the curriculum being taught and the ways reading and reading related skills were related to the curriculum content.	students improve their reading score by an average of 2.5 Grade Equivalents for each year of instruction.	and the teaching of reading related concepts, can be incorporated across all curricular areas.				
	2. 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.	2. Increasing the use of new strategies and teaching techniques across curriculum areas caused both staff and students to interact with the content being covered in new and more interesting ways, which increased interest and enjoyment.	2. Students were more engaged and they enjoyed the learning experience more. The interactions between teacher and student were also more positive and productive in nature due to many of the	2. Teachers were encouraged to try new techniques and strategies to present and cover curricular areas being taught. The changes that were implemented brought new energy and insights into how the materials being taught				

**Bemidji Area Schools 2016-2017 Staff Development Report**

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
	<p>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. Staff will incorporate researched based strategies and techniques to differentiate instruction. Project-based, hands-on, and online learning will be incorporated into the curriculum. Study current best practice education strategies and techniques to better meet student's emotional and educational needs.</p>		different strategies being used.	could be covered in new, and more interesting ways.				
	<p>3. During the 2016-2017 school year, 0 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).</p>	<p>3. Student's awareness of graduation requirements and expectations were improved and how attendance impact their performance in school. Many of our students have a limited understanding of what is actually required for them to earn their high school diploma.</p>	<p>3. Students were more engaged and had a better understanding of the importance of consistent attendance, and the importance of completing all classroom requirements, in order to pass their</p>	<p>3. Teachers were better prepared to discuss graduation expectations and credit requirements with all students and how attendance impacts student performance.</p>				

**Bemidji Area Schools 2016-2017 Staff Development Report**

School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	Participation			
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					#	%	#	%
			classes and earn credit. During the 2016-2017 school year both of the senior students who could earn their diploma earned their diploma.					
<b>Central Elementary School</b>  Patricia Welte, Principal	1. Staff, grades K-5 will collaborate twice monthly using data: MAP, MCA III, AIMSweb, and Houghton-Mifflin reading assessment, along with student work and teacher observation. Guided Reading, Daily 5 literacy framework, Reading Recovery, Leveled Literacy Intervention, MN Reading Corps program, and Title I small group interventions continue to be implemented school-wide. All teachers are part of a literacy based RtI team. Classroom will provide a minimum of 120 minutes of reading instruction daily. Nonfiction/informative books emphasized in all classrooms. Trainings from Reading Specialist	1. The proficiency percentage of all students, grades 3-5, at Central Elementary increased from 49% in Spring 2016 to 54.3% in Spring 2017, as measured by the MCA III Reading assessment. Free and Reduced subgroup, grades 3-5, increased proficiency. American Indian subgroup, grades 3-5, increased proficiency. Kindergarten improved Letter Sound Fluency. First grade improved Nonsense Word Fluency. Second grade students improved Mean RIT Map Reading scores.	1. Students showed improvement and individual growth enough to meet the reading goal.	1. Teachers continue to use “best practices” in teaching strategies and meet regularly to review and discuss student learning and intervention concerns. Teachers will continue to teach 120 minutes daily. PLC teams reviewed strategies and focused on specific literacy components to enhance teaching and student learning.	18 of 25	72%	9 of 11	82%

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
	were offered throughout the year. Teachers aligned curriculum to MN state standards. Responsive Classroom practices were implemented. Professional Learning Community (PLC) groups were formed to address literacy components (Predicting/Inferring, Questioning, Main Idea).							
	2. Classroom teachers, grades K-5, provided 90 minutes of math instruction daily, including math games and whiteboards to reinforce skills. Teachers and intervention specialists collaborate and distinguish students who need more individualized instruction. Technology reinforced math concepts using numerous math programs. Home Links were sent home regularly to encourage parents to participate in math. Teachers aligned curriculum to MN state standards. AIMSweb Math probes and benchmark	2. The proficiency percentage of all students, grades 3-5, at Central Elementary increased from 54.9% in Spring 2016 to 55.2% in Spring 2017, as measured by the MCA III Math assessment. Free and Reduced subgroup, grades 3-5, decreased proficiency. American Indian subgroup, grades 3-5, decreased proficiency. Kindergarten improved Quantity Discrimination. First grade improved Number Identification. Second grade improved	2. Students did show significant individual growth but did not meet the Math goal.	2. Teachers will continue to teach 90 minutes daily, and meet regularly to address student learning and intervention concerns. PLC teams reviewed strategies and focused on math fluency to enhance teaching and student learning.				

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	tests were given throughout the year to track student progress. Rtl teams met to share data and plan interventions. Title I small group interventions continue to be implemented school-wide. Professional Learning Community (PLC) groups were formed to address math fluency (Signaling, Whiteboard Usage, Math Talks).	Mean RIT Map Math scores.						
<b>Early Intervention Program (EIC)</b>  Kathy VanWert, Principal	Staff development will include information on increasing literacy in the educational setting for center based students and in the home for home based students.	Time was set aside during staff meetings for staff to share literacy strategies; staff also shared information learned at workshops. First books were provided to children's home.	Assessment data is above. Anecdotally, families thoroughly enjoyed the first books. Teachers modeled reading to the child at home based meetings. At center based classes, teachers and para took time to read to whole groups, small groups and individual children.	Intention to ensure reading to children was done daily or at every home visit.	14 of 14	100%	0 of 9	0%
<b>First City School</b>  Tami Wesely, Principal	1. In the First City School the "All Students" group will increase proficiency from 21.1% in the Spring of 2016 to 25% in the Spring of 2017 as	1. The increased focus on reading and reading related skills across the curriculum had a positive impact on both students and teachers.	1. Internal testing using the STAR Reading test indicated students improve their reading score by an average of 2.7	1. Staff members are more tuned into the various ways reading, and the teaching of reading related concepts, can be	11 of 11	100%	3 of 3	100%

**Bemidji Area Schools 2016-2017 Staff Development Report**

					Participation			
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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
	<p>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.                      Teachers will incorporate research-based techniques/strategies in their instruction of reading and in reading across the curriculum.</p>	<p>Both were more tuned into the curriculum being taught and the ways reading and reading related skills were related to the curriculum content.</p>	<p>Grade Equivalents for each year of instruction.</p>	<p>incorporated across all curricular areas.</p>				
	<p>2. In the First City School the "All Students" group will increase proficiency from 4.2% in the Spring of 2016 to 8.2% in the Spring of 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</p>	<p>2. Increasing the use of new strategies and teaching techniques across curriculum areas caused both staff and students to interact with the content being covered in new and more interesting ways which increased interest and enjoyment.</p>	<p>2. Students were more engaged and they enjoyed the learning experience more. The interactions between teacher and student were also more positive and productive in nature due to many of the different strategies being used.</p>	<p>2. Teachers were encouraged to try new techniques and strategies to present and cover curricular areas being taught. The changes that were implemented brought new energy and insights into how the materials being taught could be covered in new, and more interesting ways.</p>				



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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
	<p>prorated for length of attendance time. Staff will incorporate researched based strategies and techniques to differentiate instruction. Project-based, hands-on, and online learning will be incorporated into the curriculum. Study current best practice education strategies and techniques to better meet student's emotional and educational needs.</p>							
	<p>3. 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. Increased credit reviews for students in the 11th and 12th grade. Increased discussions with students pertaining to graduation requirements. Study current best practice educational strategies and techniques to better meet student's emotional and educational needs. Increased discussions with</p>	<p>3. Student's awareness of graduation requirements and expectations were improved. Many of our students have a limited understanding of what is actually required for them to earn their high school diploma. By spending more time focused on this area, students had a better understanding of how their choices in school have impacted their ability to complete their diploma.</p>	<p>3. Students were more engaged and had a better understanding of the importance of consistent attendance, and the importance of completing all classroom requirements, in order to pass their classes and earn credit. During the 2016-2017 school year 4 of the 5 senior students who could earn their</p>	<p>3. Teachers were better prepared to discuss graduation expectations and credit requirements with all students. For the students we serve, this is often an area they do not fully understand and have limited accurate information regarding.</p>				

**Bemidji Area Schools 2016-2017 Staff Development Report**

School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	Participation			
					Licensed		Nonlicensed	
					#	%	#	%
	at risk students pertaining to graduation and its importance.		diploma earned their diploma.					
<b>Horace May Elementary School</b>  Ami Aalgaard, Principal	1. Research, develop, implement and evaluate reading strategies for all students attending Horace May Elementary. <ul style="list-style-type: none"> <li>• Our staff will organize several small groups to work as teams to develop, implement and evaluate strategies to improve reading instruction at Horace May Elementary. We will refer to these instructional support groups of students as our “Bubble Clubs”.</li> <li>• We will have a Student Growth (Data) Team, multiple RtI teams, etc. to professionally collaborate on a bi-weekly and/or monthly basis.</li> <li>• We will seek outside opportunity to attend workshops to foster reading instructional strategies and employ the support of the District Reading RtI</li> </ul>	1. We have completed our Reading Curriculum Alignment Document and uploaded it to the google.doc format so all staff can access it.	1. Our students showed increased performances in multiple reading assessed areas using MCA III and NWEA’s MAP results as measured from spring to spring and/or fall to spring at all grade levels. We have also identified some growth areas and will be looking at research-based strategies to implement during the 2017-18 school year to support those identified instructional areas.	1. Our teacher collaboration strategies have fostered increased understanding of the Minnesota Reading Standards, the tools present and those that need to be supplemented by our Journey’s curriculum and created strong supportive grade level teams.	31 of 31	100%	24 of 24	100%

**Bemidji Area Schools 2016-2017 Staff Development Report**

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
	<p>Specialist throughout the school year.</p> <ul style="list-style-type: none"> <li>Selected specialist staff will create enrichment and remediation opportunities for students to foster growth in the area of reading.</li> <li>As a staff we will collaborate to complete the Reading Curriculum Alignment Document tool we have developed to curriculum map in preparation for our spring assessments.</li> </ul>							
	<p>2. Research, develop, implement and evaluate mathematics strategies for all students attending Horace May Elementary.</p> <ul style="list-style-type: none"> <li>Our staff will organize several small groups to work as teams to develop, implement and evaluate strategies to improve mathematics instruction at Horace May Elementary. We will refer to these groups of students as our “Bubble Clubs”.</li> </ul>	<p>2. We will evaluate our level of goal attainment by reviewing the results of the 2017 AIMSweb, MAP &amp; MCA III Mathematics assessment data.</p>	<p>2. Our students showed increased performances in multiple mathematics assessed areas using MCA III and NWEA’s MAP results as measured from spring to spring and/or fall to spring at all grade levels. We have also identified some growth areas and will be looking at research-based strategies to implement during the</p>	<p>2. Our teacher collaboration strategies have fostered increased understanding of the Minnesota Mathematics Standards, the tools present and those that need to be supplemented by our Math Expressions curriculum and created strong supportive grade level teams.</p>				

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
	<ul style="list-style-type: none"> <li>• We will have a Student Growth (Data) Team, multiple RtI teams, etc. to professionally collaborate on a bi-weekly and/or monthly basis.</li> <li>• We will seek outside opportunity to attend workshops to foster mathematics instructional strategies and employ the support of the District Mathematics RtI Specialist throughout the school year.</li> <li>• Selected specialist staff will create enrichment and remediation opportunities for students to foster growth in the area of mathematics.</li> <li>• As a staff we will collaborate to review the completed Mathematics Essential Learner Outcome tool we developed to curriculum map in preparation for our spring assessments.</li> <li>• We will be offering classes for students that will focus on computer</li> </ul>		2017-18 school year to support those identified instructional areas.					

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
	programming, robot operation, etc. within our vision of Elementary STEAM opportunities.							
	<p>3. All Horace May students gain a minimum of 3% points of growth in their overall assessed 5th grade science performance as measured by the MCA III Science assessment.</p> <ul style="list-style-type: none"> <li>• Our staff will organize several small groups to work as teams to develop, implement and evaluate strategies to improve science instruction at Horace May Elementary. We will refer to these groups of students as “Bubble Clubs”.</li> <li>• We will have a Student Growth (Data) Team, multiple Rtl teams, etc. to professionally collaborate on a bi-weekly and/or monthly basis.</li> <li>• We will seek outside opportunity to attend workshops to foster science instructional strategies and employ</li> </ul>	<p>3. We will evaluate our level of goal attainment by reviewing the results of the 2017 MCA III Science assessment data.</p>	<p>3. Our students showed increased performances in multiple science-assessed areas using MCA III results as measured from spring to within our 5<sup>th</sup> grade student reports. We have also identified some growth areas and will be looking at research-based strategies to implement during the 2017-18 school year to support those identified instructional areas.</p>	<p>3. Our teacher collaboration strategies have fostered increased understanding of the Minnesota Mathematics Standards, the tools present and those that need to be supplemented by our Houghton Mifflin Science curriculum and created strong supportive grade level teams. We have supplemented this curriculum with a mobile science cart that the principal and other teachers utilize to create science demonstrations, hands-on learning opportunities, etc. throughout the school year.</p>				

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
	the support of the District Science Rtl Specialist throughout the school year. <ul style="list-style-type: none"> <li>Selected specialist staff will create enrichment and remediation opportunities for students to foster growth in the area of science.</li> <li>As a staff we will collaborate to complete the template of the Science Curriculum Assessment Document tool we developed to curriculum map in preparation for our spring assessments.</li> <li>We will be offering classes for students that will focus on computer programming, robot operation, etc. within our vision of Elementary STEAM opportunities.</li> </ul>							
	4. Research, develop, implement and evaluate social and emotional support strategies for all students attending Horace May Elementary.	4. The first wave of Responsive Classroom implementation led to several cooperative efforts within the student's classrooms throughout their	4. By decreasing the number of out-of-school suspensions by 37 % the students that struggle with making safe, respectful and responsible behavioral	4. Our teachers participated in PLTs, Rtl, etc. meetings that allowed them to collaborate and create instructional and social-emotional strategies to				

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					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
	<ul style="list-style-type: none"> <li>• Our Instructional Team will begin the implementation of Responsive Classroom within our school’s classrooms, hallways, playground, bus, cafeteria, etc.</li> <li>• We will offer Professional Learning Teams to support and explore the successes and growth areas of our implementation of Responsive Classroom.</li> <li>• Our teachers will be incorporating “Second Step” social and emotional curriculum into their Morning Meetings, Health discussions, etc. to foster awareness of a child’s own mindfulness and how their choices and behaviors affect others.</li> <li>• We will evaluate the number of incidences, of physically aggressive actions, reported via the DIRS system in the spring of 2017.</li> <li>• We will also create a survey for staff, parent</li> </ul>	<p>school; which fostered common language, expectations, etc. which led to positive transitions throughout their school day.</p> <ul style="list-style-type: none"> <li>• The Second Step program assisted all children with increasing their personal awareness of being mindful of their feelings, stressors and how they process their school environment. This fostered positive verbal exchanges with student-to-student and teacher-to-student communication.</li> <li>• The Horace May “All Students” group decreased the number of incidences that had out-of-school suspension from 37 incidences during the 2015-16 school year to 23 incidences during the 2016-17 school year.</li> </ul>	<p>choices were present in class more and this fostered a positive sense of belonging in our school community for several individual students.</p>	<p>meet the ever-changing needs of their students in a supportive safe way. We conducted a survey of our staff’s experiences involving Responsive Classroom and those results will be compiled and shared with staff in the fall of 2017 as we look to build on our current Responsive Classroom foundation.</p>				

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	Participation			
					Licensed		Nonlicensed	
					#	%	#	%
	and students to gather their feedback on the implementation of Responsive Classroom and Second Step programs.							
<b>J. W. Smith Elementary School</b>  Patricia Welte, Principal	1. One hundred (100%) of classroom teachers will participate in semi-monthly RtI meetings to discuss reading best practices, prepare to differentiate instruction and examine student data.	1. One hundred percent (100%) of classroom teachers: <ul style="list-style-type: none"> <li>Utilized flexible groups with Title 1 assistants.</li> <li>Progress monitored using AIMSweb, RtI, district assessments and/or grade level assessments.</li> <li>Implemented RtI strategies shared at semi-monthly meetings.</li> <li>Utilized SMART Boards, computer lab, and mobile carts for Reading A-Z, Think Central, Moby Max, Accelerated Reader, Flocabulary and Tumble Books.</li> <li>provided a minimum of 120 minutes of daily reading instruction</li> </ul>	<ul style="list-style-type: none"> <li>Third grade students had an overall proficiency of 53.6% on the 2017 MCA-III Reading test.</li> <li>Fourth grade students did not increase, nor decrease on the 2017 MCA-III Reading test.</li> <li>Fifth grade students increased on the 2017 MCA-III Reading test from 50.0% in the Spring of 2016 to 67.8% in the Spring of 2017.</li> <li>Kindergarten students increased their proficiency on the Letter Sound Fluency Assessment as measured by AIMSweb, from 58.1% in September of 2016 to 58.1% in May of 2017.</li> </ul>	1. One hundred percent (100%) of classroom teachers: <ul style="list-style-type: none"> <li>Attended RtI meetings where goals were revised and new strategies were developed.</li> <li>Increased the use of SMART Boards and/or other technology hardware/software into reading.</li> <li>Progress monitored using AIMSweb, RtI, district assessments, and/or grade level assessments.</li> <li>Implemented reading best practice strategies and interventions.</li> </ul>	26	100%	11	100%



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					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
		<ul style="list-style-type: none"> <li>Developed and implemented schoolwide Family Reading Day sponsored by Title 1.</li> </ul>	<ul style="list-style-type: none"> <li>First grade students increased their proficiency on the Letter Sound Fluency Assessment as measured by AIMSweb from 47% in September of 2016 to 50% in May of 2017.</li> <li>Second grade increased their proficiency as measured by the NWEA Measures of Academic Progress Reading Assessment from 168.2 in September of 2016 to 191.4 in May of 2017.</li> </ul>					
	2. One hundred (100%) of all classroom teachers will participate in semi-monthly RtI meetings to discuss math best practices, prepare differentiated instruction and examine student data.	2. One hundred percent (100%) of all classroom teachers: <ul style="list-style-type: none"> <li>Utilized flexible groups.</li> <li>Progress monitored using AIMSweb, RtI, district assessments, and/or grade level assessments.</li> <li>Implemented RtI strategies shared at</li> </ul>	2. Third grade students had an overall proficiency of 57.4% on the 2017 MCA-III Mathematics Assessment. <ul style="list-style-type: none"> <li>Fourth grade students increased on the 2017 MCA-III Mathematics Assessment from 51.1% in the Spring of 2016 to 53.7% in</li> </ul>	2. One hundred percent (100%) of classroom teachers: <ul style="list-style-type: none"> <li>Attended RtI meetings where goals were revised and new strategies were developed.</li> <li>Utilized progress monitored using AIMSweb, RtI, district assessments, and</li> </ul>				

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	Participation			
					Licensed		Nonlicensed	
					#	%	#	%
		semi-monthly meetings. • Utilized SMART Boards, computer lab, and mobile carts for axle Math, Prodigy, Flocabulary, Math Facts in a Flash and Moby Max. • Analyzed student data and formulated appropriate interventions. • provided a minimum of 90 minutes of daily mathematics instruction	the Spring of 2017, but not enough to reach the goal of 54.1%. • Fifth grade students decreased on the 2017 MCA-III Mathematics Assessment from 59.3% in the Spring of 2016 to 45.8% in the Spring of 2017. • Kindergarten students increased their proficiency on the Oral Counting Assessment as measured by the AIMSweb from 35.4% in September of 2016 to 70% in May of 2017. • First grade students increased their proficiency on the Number Identification Assessment as measured by AIMSweb 37% in September of 2016 to 43% in May of 2017. • Second grade students increased	grade level assessments. • Increased the use of SMART Boards and/or other technology hardware/software into mathematics. • Implemented mathematics best practice strategies and interventions.				

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					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
			their proficiency on the NWEA Measures of Academic Progress Mathematics Assessment from 170.9 in September of 2016 to 191.8 in May of 2017.					
	3. J. W. Smith Elementary School will monitor attendance on a monthly basis and award students' exemplary attendance.	3. One hundred percent (100%) of all teachers trained in Responsive Classroom: <ul style="list-style-type: none"> <li>Implemented Morning Meeting each school day.</li> <li>Utilized J. W. Smith Elementary School's behavior action team as needed.</li> </ul>	3. 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.	3. Teachers: <ul style="list-style-type: none"> <li>Utilized Responsive Classroom strategies and ideas at Rtl meetings.</li> <li>Utilized the Skyward Student Management System, to report and monitor behavior infractions.</li> </ul>				
<b>Lincoln Elementary School</b>  Jason, Luksik, Principal	<b>1. Reading:</b> I. 2016-2017 Smart Reading Goal: Kindergarten students will improve Letter Sound Fluency percentage meeting Tier I from 73.4% to 76.4% in spring 2017 as measured by AIMSweb. II. 2016-17 Smart Reading Goal: The first graders	1. Lincoln Elementary found that student assessment data fell short of our goals. We have seen increased growth but still are working to bring a larger percentage of students to a proficient level across grade levels. Staff is working on teaching the	1. Students were able to develop skills in the areas needed to be proficient in the area of reading. Small group instruction was paired with whole group instruction, allowing students the opportunity to gain knowledge in multiple	1. Lincoln Elementary staff, grades K-5 practice <ul style="list-style-type: none"> <li>Collaborate three times a month using data: MAP, MCA III, AIMSweb, Study Island, Education City, Houghton-Mifflin reading assessment, along with student work</li> </ul>	38 of 38	100%	16 of 16	100%

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	Participation			
					Licensed		Nonlicensed	
					#	%	#	%
	<p>will improve their Curriculum Based Measurement percentage meeting Tier I from 83% to 86% in the Spring of 2017 as measured by the AIMSweb assessment.</p> <p>II. 2016-17 Smart Reading Goal: The second graders will improve their overall Mean RIT score from 191.5 to 194.5 in the Spring of 2017 as measured by the NWEA MAP assessment.</p> <p>V. 2016-17 Smart Reading Goal: The Lincoln <b>“All Students”</b> group will increase their proficiency from 58.2% to 61.2% in the Spring of 2017 as measured by the Reading MCA III.</p> <p>i. 2016-17 Smart Reading Goal: The Lincoln <b>“American Indian”</b> sub-group will increase their proficiency from 42.3% to 45.3% in the Spring of 2017 as measured by the Reading MCA III assessment.</p>	standards to the students and assessing for understanding.	formats and learning styles.	<p>and teacher observation</p> <ul style="list-style-type: none"> <li>• Guided Reading will be implemented school-wide</li> <li>• Reading Recovery for Grade 1</li> <li>• Leveled Literacy for Grades K-5th will continue to be implemented</li> <li>• Minnesota Reading Corps program will also be utilized in grades K-3</li> <li>• Title 1 staff will provide small group interventions</li> <li>• Staff collaborated to develop Common Formative Assessment for all areas of reading.</li> </ul>				

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					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
	ii. 2016-17 Smart Reading Goal: The Lincoln <b>“Free &amp; Reduced”</b> sub-group will increase their proficiency from 44.7% to 47.7% in the Spring of 2017 as measured by the Reading MCA III assessment.							
	2. <b>Mathematics:</b> i. 2016-17 Smart Mathematics Goal: The Lincoln <b>“All Students”</b> group will increase their proficiency from 58.1% to 61.1% in the Spring of 2017 as measured by the Mathematics MCA III. ii. 2016-17 Smart Mathematics Goal: The Lincoln <b>“American Indian”</b> sub-group will increase their proficiency from 38.7% to 41.7% in the Spring of 2017 as measured by the Mathematics MCA III assessment. iii. 2016-17 Smart Mathematics Goal: The Lincoln <b>“Free &amp; Reduced”</b> sub-group will increase their proficiency	2. Lincoln Elementary found that student assessment data fell short of our goals. We have seen increased growth but still are working to bring a larger percentage of students to a proficient level across grade levels. Staff is working on teaching the standards to the students and assessing for understanding.	2. Teachers have implemented strategies in math facts and implemented Study island with Education City. This has allowed for more practice in the area of math as a supplement to the curriculum. Students are working on multiple objectives to increase their level of knowledge and understanding.	2. Lincoln Elementary staff, grades K-5, will: <ul style="list-style-type: none"> <li>• Collaborate using data three times monthly: MAP, MCA III, AIMSweb and Houghton Mifflin assessments.</li> <li>• Individual student math needs will be determined utilizing the data, as well as student work and teacher observation.</li> <li>• Increased Math time- 90 minutes of daily instruction.</li> <li>• Implementation of Study Island, Education City and Extramath.org</li> </ul>				

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	Participation			
					Licensed		Nonlicensed	
					#	%	#	%
	from 43.9% to 46.9% in the Spring of 2017 as measured by the Mathematics MCA III assessment.							
	<p><b>3. Science:</b></p> <p>i. 2016-17 Smart Science Goal: The Lincoln 5<sup>th</sup> graders in the <b>“All Students”</b> group will increase their proficiency from 60.0% to 63.0% in the Spring of 2017 as measured by the Science MCA III.</p> <p>ii. 2016-17 Smart Science Goal: The Lincoln 5<sup>th</sup> graders in the <b>“American Indian”</b> sub-group will increase their proficiency from 37.5% to 40.5% in the Spring of 2017 as measured by the Science MCA III assessment.</p> <p>iii. 2016-17 Smart Science Goal: The Lincoln 5<sup>th</sup> graders in the <b>“Free &amp; Reduced”</b> sub-group will increase their proficiency from 44.9% to 47.9% in the Spring of 2017 as measured by the Mathematics MCA III assessment.</p>	<p>3. The data showed an increase in percent proficient in Science for our school over last year. Our proficiency still fell short of our goal as a school. Students in our free and reduced sub group increased and surpassed our goal for proficiency, showing a positive trend for that subgroup.</p>	<p>3. Students were able to gain knowledge in the area of science to increase proficiency. Students are showing a positive trend in science of increasing scores.</p>	<p>3. Teachers implemented the curriculum across grade levels. In the 5<sup>th</sup> grade level there has been a dedicated time for teaching science to address the standards at an appropriate level.</p>				

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	Participation			
					Licensed		Nonlicensed	
					#	%	#	%
	<p><b>4. Safe &amp; Welcoming</b></p> <p><b>A. Environment:</b> 2016-17 Safe &amp; Welcoming Environment Goal: The Lincoln <b>“All Students”</b> 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.</p> <p><b>B. Attendance</b> 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.</p>	<p>4. Lincoln Elementary found that this goal had a positive impact on learning. Many of our students were in school and participated more often. It allowed for a much safer school environment.</p>	<p>4. Students were able to attend to more of the instruction due to there being less distractions throughout the day.</p>	<ul style="list-style-type: none"> <li>• Staff met monthly to discuss areas of concern and review data to implement new strategies that coincided with our behavior program.</li> <li>• We held monthly assemblies with themes to model expectations and have students demonstrate them for the younger students. This allowed for older students to be leaders within our building.</li> <li>• Teachers implemented behavior strategies consistently throughout the school.</li> </ul>				
<p><b>Lumberjack High School ALC</b></p> <p>Brian Stefanich, Principal</p>	<p>1. Bemidji Lumberjack High School staff and students will improve the 11<sup>th</sup> grade math scores from 5.6% proficiency rate to 10% proficiency on the spring MCA in 2017.</p>	<p>1. Lumberjack students increased from 5.6% proficient on the math MCA to 14.3%.</p>	<p>1. An experienced math teacher known to connect effectively to students and teach concepts in a manageable way replaced a beginning math teacher. Edgenuity, an online</p>	<p>1. The addition of an online program and an experienced math teacher who was trained in the program enabled the math teacher to reach students at their math level, while also</p>	4 of 4	100%	1 of 1	100%

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					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
			program, was used for credit recovery based on placement determined by MyPath. Another licensed math teacher worked with students during this time for additional explanation and support.	reaching them on a personal level. Through their Professional Learning Community (PLC), teachers worked together to develop alternative ways to reach students and teach concepts.				
	2. Bemidji Lumberjack High School staff and students will improve the 10 <sup>th</sup> grade reading scores from 85.7% proficiency to 88% proficiency on the MCA test in the spring of 2017.	2. Lumberjack scores decreased from 42.9% proficiency to 38.5% proficiency.	2. Two new teachers replaced a former experienced teacher. This led to inconsistency and a need to develop rapport with students. Many new 10 <sup>th</sup> grade students were added who were new to the program.	2. The new teachers needed to become familiar with the school and students, adapting their typical instruction for the new population of students they taught for the first time.				
<b>Northern Elementary School</b>  Wendy Templin, Principal	1. We will establish a clear vision for school wide data use by making data part of an on-going cycle of instructional improvement that includes teaching students to examine their own data and set their own learning goals in the area of reading.	1. By teachers reviewing the reading standards, utilizing guided reading and Daily 5, setting up student led data goals, increasing reading expectations for informational text, along with providing staff development sessions to address these areas, Northern	1. The focus on specific reading instructional practices and continuous student learning assessment as improved student reading success by 3.2%. Third grade students increased a substantial 10.1% this school year.	1. Teacher impact and instructional practices have improved by implementing guided reading and Daily 5. Professional development in these areas has resulted in teachers increasing their usage of student data as it is related to reading standards.	34 of 34	100%	13 of 18	72%



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					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
		students in grades 3- 5 improved 3.2 % on the MCA assessment.						
	2. We will establish a clear vision for school wide data use by making data part of an on-going cycle of instructional improvement that includes teaching students to examine their own data and set their own learning goals in the area of math.	2. By teachers reviewing the math standards, utilizing pre and post testing, setting up student led data goals, along with providing staff development sessions to address these areas, Northern students in grades 3- 5 improved 1.7 % on the MCA assessment.	2. The focus on specific math instructional practices and continuous student learning assessment as improved student reading success by 1.7%.	2. Teacher impact and instructional practices have improved by implementing pre and post testing and standards focused practices. Professional development in these areas has resulted in teachers increasing their usage of student data and visual math drawings as it is related to math standards.				
	3. 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.	3. Student office referrals, recess detentions and out of school suspensions has greatly decreased over this school year. Incidents of assault was reduced by 44%. Out of school suspensions had an 81% reduction. The continued use of principal character education monthly sessions and Responsive Classroom procedures have improved the climate of	3. The focus on Responsive Classroom practices and Steven R. Covey's <u>The Leader in Me</u> seven habits improved student academics, school culture and student life skills by reducing behavior incidents.	3. Teacher impact and instructional practices have improved by the implementation of the Responsive Classroom techniques including interactive modeling, morning meetings and peer relationships.				

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	Participation			
					Licensed		Nonlicensed	
					#	%	#	%
		the school reducing major discipline incidents.						
<b>Oshki Manidoo Center</b>  Tami Wesely, Principal	1. In Oshki Manidoo School the “ALL” students group will increase their proficiency from 0 students proficient on the MCA in reading in the Spring of 2016 to at least 1 student proficient in the Spring of 2017 as measured by the MCA in Reading.	1. According to the results of the 2017 MCA Reading, “0%” of the “ALL” students group met proficiency. The goal was not met. The Edgenuity online curriculum was implemented and staff received training.	1. Students had more access to courses that meet individual student needs.	1. Teachers have become more facilitators of learning and have help guide students to use available resources to work through their courses.	1 of 1	100%	1 of 1	100%
	2. In Oshki Manidoo School the “ALL” students group will increase their proficiency from 0 students proficient on the MCA in math in the Spring of 2016 to at least 1 student proficient in the Spring of 2017 as measured by the MCA in Math.	2. According to the results of the 2017 MCA Math, “0%” of the “ALL” students group met proficiency. The goal was not met. The Edgenuity online curriculum was implemented as the main source of instruction. Staff were trained in the implementation process as well as creation of customized courses.	2. Students had more access to courses that meet individual student needs.	2. Teachers have become more facilitators of learning and have help guide students to use available resources to work through their courses.				
	3. In the Oshki Manidoo School “ALL” student groups 50% of the students enrolled for 90 days or more will earn at	3. Staff received training on record keeping strategies. Completion of coursework can be	3. Student grades transfer as credits and portions of credits verses hourly completion.	3. Teachers are better able to track student progress toward graduation.				

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	Participation			
					Licensed		Nonlicensed	
					#	%	#	%
	least 1 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.)	reported on a credit basis verses hourly basis.						
<b>Paul Bunyan Elementary School</b>  Kathy VanWert, Principal	1. To gain insight and best practice information on instructional practice and interventions as it pertains to LSF and to implement best practice instruction during core instructional time, using guided reading techniques and individual/small group interventions.	1. Fifty six percent of our students met the Spring LSF benchmark; not meeting our 65% goal.	1. All students were given many opportunities to practice letter sounds; whole group, small group and individually. We used every minute available, even while waiting in line for lunch, bathroom use.	1. Teachers were focused on increase of practice time, ensuring small group instruction, use of AIMSweb progress reports and kindergarten assessments to determine which students needed additional practice.	12 of 12	100%	4 of 5	80%
	2. To gain insight and best practice information on instructional practice and interventions as it pertains to PS and to implement best practice instruction during core instructional time, using guided reading techniques and individual/small group interventions.	2. Sixty six percent of our students met the PS Spring benchmark, making our goal.	2. All students were given many opportunities to practice letter sounds; whole group, small group and individually. We used every minute available, even while waiting in line for lunch, bathroom use.	2. Teachers were focused on phoneme segmentation skill development; methods and techniques were discussed at staff meetings as well as Rtl groups.				

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					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
	3. To gain insight and best practice information on instructional practice and interventions as it pertains to NI and to implement best practice instruction during core instructional time, using whole group instruction as well as individual/small group instruction.	3. Sixty five percent of our students met the NI Spring benchmark, making our goal.	3. Students were given many opportunities to practice number identification during the school day; in the classroom in whole groups, small groups and also while waiting in line.	3. Teachers were focused on this goal area and paid particular attention to it in the classroom. Information was shared during staff meetings and Rtl meetings.				
	4. To gain insight and best practice information on instructional practice and interventions as it pertains to QD and to implement best practice instruction during core instructional time, using whole group instruction as well as individual/small group instruction.	4. Seventy two percent of our students met the spring benchmark for this goal area, making our goal.	4. Students were given many opportunities to practice quantity discrimination skill; during math time, but also throughout the day as teachers made intentional time to practice.	4. Teachers were very intentional on providing multiple opportunities for student practice during the school day.				
<b>Solway Elementary School</b>  Tami Wesely, Principal	1. The percentage of “ <i>ALL Students</i> ” 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	1. All teachers were trained in Balanced Literacy, One District, One Book and Running Records. Classroom teachers met with district-wide grade level teams to develop Essential Learning Outcomes and curriculum alignment.	1. Staff increased teaching skills to promote higher student achievement. The curriculum was better aligned to state standards as well as MCA test specs. District collaboration has a positive impact on student learning as	1. Teachers had practice in aligning curriculum with district and state standards as well as sequencing curriculum according to test specs. The techniques learned better prepare teachers for assessing	16 of 16	100%	6 of 6	100%

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					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
	<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>To support all students <b>Reading Well by Third Grade</b>, Solway Elementary School in grades 1 and 2 will improve their reading in the following:</p> <ul style="list-style-type: none"> <li>Grades 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.</li> <li>Grade 2 students will improve their overall</li> </ul>	<p>The trainings were developed to increase staff knowledge of teaching techniques and strategies when teaching reading. Teachers also learned techniques for assessing student progress.</p>	<p>they transition to different schools across the district.</p>	<p>students' progress in reading.</p>				

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					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
	<p>Mean RIT score from 185.0 in the spring of 2016 to 191.6 in spring 2017; as measured by NWEA MAP.</p> <p>2. The percentage of “ALL Students” enrolled in Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA math test will increase by 4%, from 59.8% in 2016 and 63.8% in 2017.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The percentage of <i>Special Education students</i> enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test will increase from 20% in 2016 to 24% in 2017.</li> </ul>	<ul style="list-style-type: none"> <li>• Students scored a 193.55 in math in spring 2017 as measured by NWEA MAP.</li> <li>• 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 was 39.1% in 2017.</li> <li>• The percentage of American Indian students enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA math test was 12.5% in 2017.</li> <li>• The percentage of Special Education students enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test was 10% in 2017.</li> </ul>	<p>2. There was an increase in teaching skills to promote higher student achievement. The curriculum was better aligned to state standards as well as MCA test specs. District collaboration has a positive impact on student learning as they transition to different schools across the district.</p>	<p>2. All teachers were trained in PALS Math Training. Classroom teachers met with district-wide grade level teams to develop essential learning outcomes and curriculum alignment. The trainings were developed to increase staff knowledge of teaching techniques and strategies when teaching math. Teachers also learned techniques for assessing student progress.</p>				

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					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
		<ul style="list-style-type: none"> <li>The District Math Specialist provided training in PALS Math. She also assisted teachers in implementing better math teaching strategies.</li> </ul>						
	<p>3. 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.</p>	<p>3. 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. The families and students of Solway Elementary were informed about the importance of attendance at school as part of the being present campaign. Student incentives were offered quarterly, for increased attendance. Each classroom implemented attendance incentives. Attendance reports were reviewed monthly, by the</p>	<p>3. Better attendance promotes higher achievement and helps build a more positive community environment at school. Each classroom implemented incentives to increase student attendance quarterly. Students were recognized for perfect attendance. Drawings were held for prizes. District-wide being present campaign provided parents with the importance of attendance.</p>	<p>3. Better attendance decreases the amount of reteaching that needs to occur. School District policies were reviewed and revised.</p>				

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	Participation			
					Licensed		Nonlicensed	
					#	%	#	%
		attendance personnel to monitor for student attendance.						
<b>Bemidji School District #0031-01</b>  Kathy Palm, Director of Curriculum & Administrative Services	<b>Highest Levels of Student Success:</b> 1. Provide training for staff to increase reading proficiency for all students.	1. More teachers and paras participated in the reading trainings this year, and more are using Guided Reading in their classrooms. A focus this year was training the elementary teachers on the MN Language Arts Standards and MN MCA Test Specifications. Title I paraprofessionals received reading training on an early release day.	1. According to the 2017 MCA Reading results, reading has improved for grades 3, 5, 6, and 7, All Students, American Indian, students receiving free or reduced lunch, and special education compared to 2016. 2017 Spring MAP results show that all grade levels are performing within three points of norm RIT, and grades 6-9 are performing well above the norm RIT. From 2016 to 2017, Kindergarten improved AIMSweb Letter Sound Fluency by 2.3% and Phoneme Segmentation by 15.4%.	1. Teacher evaluations reveal that teachers have positive comments about the after-school reading, writing, and guided reading trainings. Many more are using Guided Reading in their classrooms and feeling confident. The para evaluations were also positive.	381 of 388	98%	175 of 196	89%
	2. Provide training for staff to increase mathematics proficiency for all students.	2. More teachers and paras participated in the math trainings this year, and more are	2. According to the 2017 MCA Math results, math has improved for grades 6 and 11 and special	2. Teacher evaluations reveal that teachers have positive comments about the after-school math				



**Bemidji Area Schools 2016-2017 Staff Development Report**

School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	Participation			
					Licensed		Nonlicensed	
					#	%	#	%
		<p>using Math Talks in their classrooms. A focus this year was training the elementary teachers on the MN Math Standards and MN MCA Test Specifications. Title I paraprofessionals received math training on an early release day. BMS special education teachers also received math training.</p>	<p>education compared to 2016. 2017 Spring MAP results show that all grade levels are performing within three points of norm RIT, and grades 5-9 are performing well above the norm RIT. From 2016 to 2017, Kindergarten improved AIMSweb Oral Counting by 7.6%, Number Identification by 5.3%, and Quantity Discrimination by 2.7%. Grade 1 improved Quantity Discrimination by 2.1% from 2016 to 2017.</p>	<p>trainings. Many more are using Math Talks in their classrooms and feeling confident. The para evaluations were also positive. BMS special education teachers also responded positively and as a result were more aware of math curriculum resources available to them.</p>				
	<p>3. Provide training for staff to increase the graduation rate for all students.</p>	<p>3. We are seeing a greater interest in poverty training, using Eric Jensen's book, <i>Poor Students, Rich Teaching</i>. Paraprofessionals attended training on poverty, homelessness, and cultural differences.</p>	<p>3. The Bemidji High School graduation rate increased from 86.21% in 2015 to 86.36% in 2016. The district graduation rate increased from 73.83% to 75.0% in 2016.</p>	<p>3. Teachers responded positively to the training and even attended a second training on Jensen's next book. In 2017-2018 we will provide more poverty training and American Indian cultural training.</p>				

**Bemidji Area Schools 2016-2017 Staff Development Report**

					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
	<p><b>Safe and Welcoming Environment:</b> 4. Provide training for staff in Positive Behavioral Interventions and Supports (PBIS) and Responsive Classroom to improve student behavior.</p>	<p>4. District Staff Development provided Responsive Classroom (RC) training and stipends for 60 teachers last summer and another 60 this summer, in addition to 30 paraprofessionals receiving the training during the school year. We needed a consistent way to deal with increasing discipline problems, and RC is working well for the schools.</p>	<p>4. We are seeing fewer discipline reports compared to a year ago. According to Viewpoint preliminary data during 2016-2017, there were 103 incidents of assaults and 45 incidents of fights so far this school year. That is a decrease of 32.2% Assaults and 50% decrease in Fights.</p>	<p>4. Teacher evaluations reveal a great interest in this training. A Survey at the end of the year showed that 82% of teachers have a very positive reaction to Responsive Classroom (RC) and 93% have implemented RC strategies.</p>				
	<p><b>Effective and Efficient Operations:</b> 5. Provide training for staff to maintain the percentage of certified staff and paraprofessionals listed as highly qualified.</p>	<p>5. The District Staff Development Committee and the school committees provided funds for teachers to attend training in their specific teaching areas. These trainings have received positive results, but in some cases teachers were called back because of the lack of substitutes. The district also provided several trainings in all of the</p>	<p>5. Students receive better instruction when teachers are energized with new ideas and strategies.</p>	<p>5. Teachers are energized when they receive professional development that meets their specific needs. In addition to the Staff Development funded activities, 361 teachers (95.7%) also participated in Professional Learning Communities through Q-Comp.</p>				

**Bemidji Area Schools 2016-2017 Staff Development Report**

					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
		CEU areas required for relicensure. We invite nonpublic, substitute, and community teachers to attend these trainings at no cost.						

## **BEMIDJI AREA SCHOOLS SUCCESSES**

### **From 2016-2017 World's Best Workforce Report**

#### **Bemidji School District** (p 2-13) Five World's Best Workforce Goals:

1. All Students Ready for Kindergarten: Overall Bemidji served 733 preschool students in 2016-2017 compared to 701 students in 2015-2016. That is an increase of 4.6%.
2. All Students Reading Well by Third Grade: Kindergarten AIMSweb Phoneme Segmentation increased from 20.0% Spring 2016 to 70.4% Spring 2017, exceeding our goal by 10.4%. Grade 3 students improved MCA Reading proficiency by 2.1% from 49.6% in 2016 to 51.7% in 2017.
3. Closing the Achievement Gaps: Bemidji students receiving Free and Reduced Lunch, Mobile, American Indian, and Special Education students outperformed the State in reading, math, and science. All subgroups improved in reading proficiency, and special education improved in math. The reading achievement gaps decreased for American Indian, Free & Reduced, and Special Education; and math achievement gaps decreased for American Indian and Special Education.
4. Increasing the Graduation Rate to 90%: From 2015 to 2016, Bemidji District increased the Graduation Rate by 1.2% to 75.0%, and Bemidji High School increased by 0.2% to 86.4%. The 2017 graduation rates are not yet available from MDE.
5. All Students College & Career Ready: In 2017, 246 Bemidji High School students completed 1,961 college credits. The new Bemidji Career Academies provide students with coursework, college credit, and hands-on information for careers that interest them.
6. The number of assaults decreased from 152 to 99 (-34.9%) and fights decreased from 90 to 49 (-45.6%). These decreases were especially evident at the elementary level, and we attribute this to the Responsive Classroom training.

#### **Alternative Education Center** (p 13-14)

- Results of the 2017 MCA Math test indicate that 13.3% of All Students were proficient, an increase of 8.5% from 2016 and exceeding their 2017 Math goal.
- 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** (p 15-18)

- BHS outperformed the State in MCA Reading, Math and Science.
- BHS graduates improved in all ACT subject areas from 2016 to 2017 and outperformed the State and National in all ACT subjects except English.
- During the 2016-2017 school year, 184 BHS students passed 176 (68.8%) Advanced Placement exams, outperforming the State and Nation again.

#### **Bemidji Middle School** (p 18-20)

- Grades 6, 7, and 8 outperformed the State MCA Reading, Math, and Science.
- Grade 8 continues to excel in 2017 MCA Math with 72.5% proficiency, compared to the State 59.6% (difference of 12.9%). 50.7% of BMS 8<sup>th</sup> graders exceeded Math MCA standards.

#### **BYLaW** (p 21-22)

- Students increased STAR Reading and Math by 2.5 and 2.3 grade levels.
- The number of students missing 20 or more days decreased from 5 to 2 students.

### **Central Elementary** (p 22-25)

- Central All Students, American Indian, Free and Reduced and Special Education students improved proficiency in 2017 MCA Reading and Math compared to 2016.
- Central kindergarten and grade 1 and 2 students improved their AIMSweb and NWEA MAP reading and math proficiency compared to 2016.

### **Early Intervention Center** (p 26)

- A total of 61% of EIC students made at least one year's growth in literacy.

### **First City School** (p 26-28)

- Students increased STAR Reading 2.7 and Math 3.6 by and grade levels.

### **Horace May Elementary** (p 28-31)

- Horace May outperformed the State in All Student MCA Reading and Math.
- American Indian students exceeded their MCA Reading goal, and Special Education students exceeded their MCA Math goal.

### **J. W. Smith Elementary** (p 31-36)

- J. W. Smith All Students improved in 2017 MCA Reading, Math, and Science compared to 2016.
- J. W. Smith exceeded their goals for reducing the American Indian Reading gap and the Special Education Math gap.

### **Lincoln Elementary** (p 36-39)

- Improved 2017 MCA Science proficiency for All Students and Free and Reduced Lunch.
- Decreased total behavior incidences by 40% and physical aggression by 62% compared to 2016.

### **Lumberjack ALC** (p 39-40)

- Improved MCA Math by 9.1% and MCA Science by 8.6%.

### **Northern Elementary** (p 40-43)

- Improved All Student MCA Reading and Math proficiency compared to 2016.
- Northern students outperformed the State (59.9%) in MCA Math with 65.4% proficient.

### **Oshki Manidoo Center** (p 43-44)

- Met their goal with 65% of All Students enrolled at least 90 days earning at least one credit toward graduation.

### **Paul Bunyan Elementary** (p 44-45)

- Students met their 2017 AIMSweb goals in Phoneme Segmentation, Number Identification, and Quantity Discrimination.

### **School Readiness** (p 46-47)

- 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.

### **Solway Elementary** (p 47-49)

- Solway grade 5 students outperformed the State (59.9%) in MCA Science with 67.7% proficient.

**BEMIDJI AREA SCHOOLS  
SPRING 2017 ASSESSMENT REPORT**

**AIMSWEB CHANGING TO PRIMARY MAP:**

Last year, Pearson’s AIMSweb was the district assessment for Kindergarten and Grade 1. It was administered to students individually three times a year to measure their growth in reading and math. The AIMSweb data was used by Response to Intervention (RtI) teams to determine which students need interventions in reading or math. We also reported the reading results to MDE to comply with the Reading Well by Third Grade requirements. Beginning in 2017, we have changed our primary district assessment from AIMSweb to Primary MAP. By doing this, all Kindergarten through high school testing will align. Primary MAP also provides more primary skills tests to help teachers diagnose reading and math concerns.

The information below shows the percentage of students who are in Tier I, or expected grade level. According to RtI, the ideal percentage for students in Tier I is 80%. Bemidji is not yet at 80% in all tests, but we have shown improvement each year.

- **Green** = 75% or higher in Tier I
- **Red** = Less than 60% in Tier I

**AIMSWEB READING:**

The following data shows growth from fall to spring. Letter Naming Fluency is the area that kindergarten will need to focus. Phoneme Segmentation is the ability to break words down into individual sounds. Nonsense Word Fluency is the ability to sound out letter combinations even if they are not words.

Spring 2017 AIMSweb Reading	Kindergarten		Grade 1	
	% at Tier I	Spring Growth	% at Tier I	Spring Growth
Reading Assessment				
Letter Naming Fluency	53.0%	-2.0% F		
Letter Sound Fluency	63.5%	+6.5% F		
Phoneme Segmentation	70.4%	+3.4% W		
Nonsense Word Fluency			64.5%	+19.0% F
Curriculum-Based Measurement			63.4%	+17.4% W

**AIMSWEB MATHEMATICS:**

The following data shows growth from fall to spring. Quantity Discrimination and Math Computation are areas of strength for our district. Kindergarten and Grade 1 should focus on Number Identification and Missing Number.

Spring 2017 AIMSweb Math	Kindergarten		Grade 1	
	% at Tier I	Spring Growth	% at Tier I	Spring Growth
Math Assessment				
Oral Counting	74.6%	+13.2% F	67.7%	+5.3% F
Number Identification	66.6%	+3.5% F	57.0%	+1.0% F
Quantity Discrimination	76.7%	+9.5% F	77.1%	+10.6% F
Missing Number	69.8%	-2.9% F	68.5%	+7.5% F
Math Computation			74.0%	+8.4% F

**MEASURES OF ACADEMIC PROGRESS (MAP):**

The Northwest Evaluation Association (NWEA) MAP assessments are district computerized norm-referenced assessments. Grades 2-9 complete MAP in the fall and spring, and we measure individual student, school, and grade growth from fall to spring.

MAP is aligned with the Minnesota Academic Standards and provides detailed information and growth measures that help teachers determine areas to focus instruction. On the attached tables:

- **Green** = 3 or more points above norm
- **Red** = 3 or more points below norm
- **Black** = within the norm range
- **Gray shading** indicates the lowest strand score for that grade. This helps teachers know where to focus their instruction.

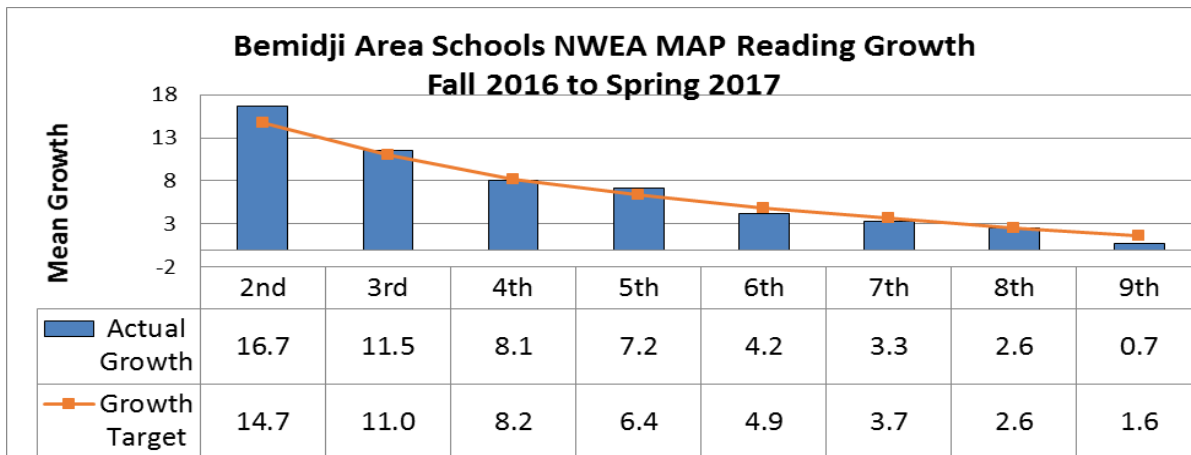
**MAP READING:**

➤ RIT Results:

- Grades 2-5 performed within the norm range in all three reading strands: Literature, Informational Text, and Vocabulary.
- Grades 6 performed more than 3 points **above** the norm in the Vocabulary strand.
- Grades 7-9 performed more than 3 points **above** norm in all three reading strands.
- Grades 2-3 and 6-7 will focus on improving Informational Text, Grades 4-5 will focus on Vocabulary, Grades 6, 8 and 9 will focus on improving Literature.

Reading				Strands			2015 Norm Mean RIT
Group	Grade	# Students	Mean RIT	Literature Mean RIT	Informational Text Mean RIT	Vocabulary Mean RIT	
Spring 2017	2	394	188.1	188.6	187.9	188.1	188.7
Spring 2017	3	427	197.9	198.3	197.6	197.7	198.6
Spring 2017	4	398	204.6	205.1	204.7	204.1	205.9
Spring 2017	5	373	212.8	213.0	212.7	212.6	211.8
Spring 2017	6	345	218.8	218.7	218.7	<b>218.9</b>	215.8
Spring 2017	7	327	<b>222.9</b>	<b>222.9</b>	<b>222.5</b>	<b>223.4</b>	218.2
Spring 2017	8	334	<b>227.1</b>	<b>226.7</b>	<b>227.2</b>	<b>227.7</b>	220.1
Spring 2017	9	324	<b>227.9</b>	<b>227.0</b>	<b>227.6</b>	<b>229.2</b>	221.9

➤ Reading Growth: Grades 2, 3, and 5 exceeded their Reading Growth Targets.



### MAP MATHEMATICS:

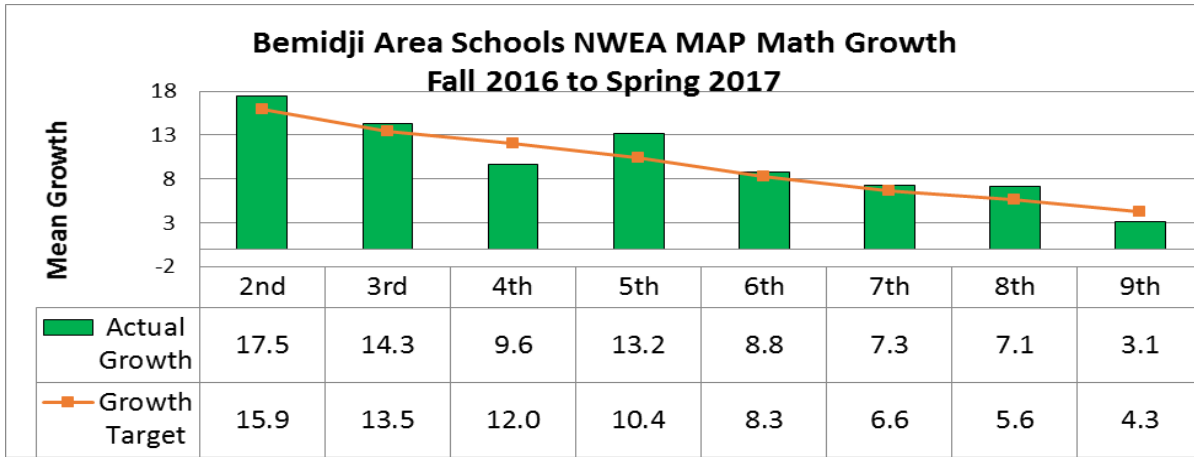
➤ RIT Results:

- Grades 2 and 3 performed within the norm range for all four math strands: Number & Operation, Algebra, Geometry & Measurement, and Data Analysis.
- Grade 4 performed **below** the norm in Data Analysis but within the norm range for the other math strands.
- Grade 5 performed more than 3 points **above** the norm in three math strands and within the norm range for Number & Operations, Geometry & Measurement, and Data Analysis.
- Grade 6 performed more than 3 points **above** the norm on all strands but Algebra.
- Grades 7-9 performed more than 3 points **above** the norm on every strand.
- Grades 2-4 and 9 will focus on Data Analysis, Grades 5-7 will focus on Algebra, and Grade 8 on Geometry & Measurement.

Mathematics				Strands				2015 Norm Mean RIT
Group	Grade	# Students	Mean RIT	Number & Operation Mean RIT	Algebra Mean RIT	Geometry & Measurement Mean RIT	Data Analysis Mean RIT	
Spring 2017	2	392	190.7	190.6	190.8	191.6	189.6	192.1
Spring 2017	3	426	203.6	203.0	204.3	204.3	202.6	203.4
Spring 2017	4	398	211.4	212.1	211.1	213.3	209.0	213.5
Spring 2017	5	373	224.7	222.7	221.7	227.2	226.9	221.4
Spring 2017	6	343	230.5	230.5	228.2	231.3	232.1	225.3
Spring 2017	7	329	236.1	236.7	232.7	237.7	237.0	228.6
Spring 2017	8	331	244.9	245.3	246.9	243.6	243.9	230.9
Spring 2017	9	314	246.7	245.8	248.3	246.9	245.6	233.4

➤ Math Growth: Grades 2, 3, 5, 6, 7, and 8 exceeded their Math Growth Targets.



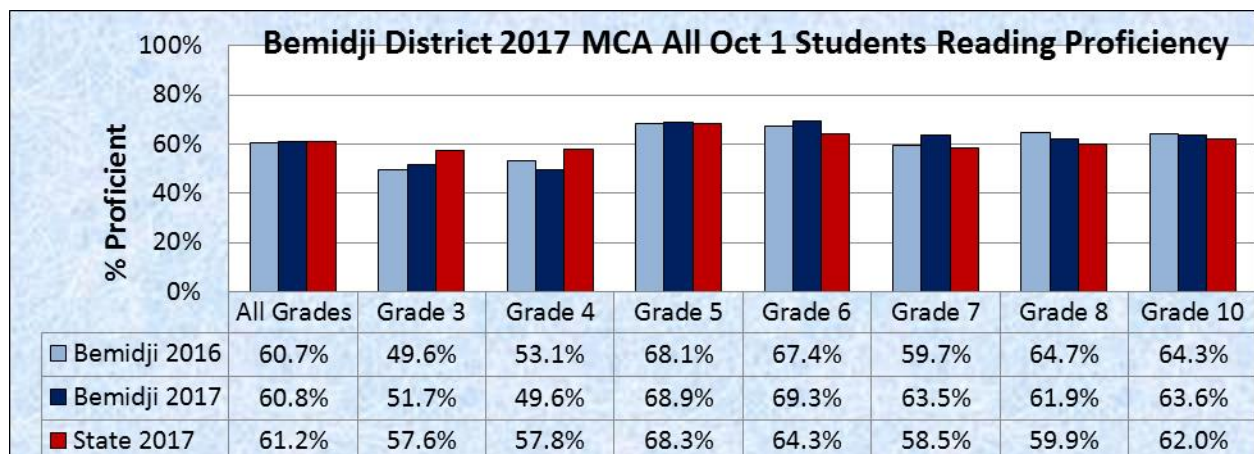


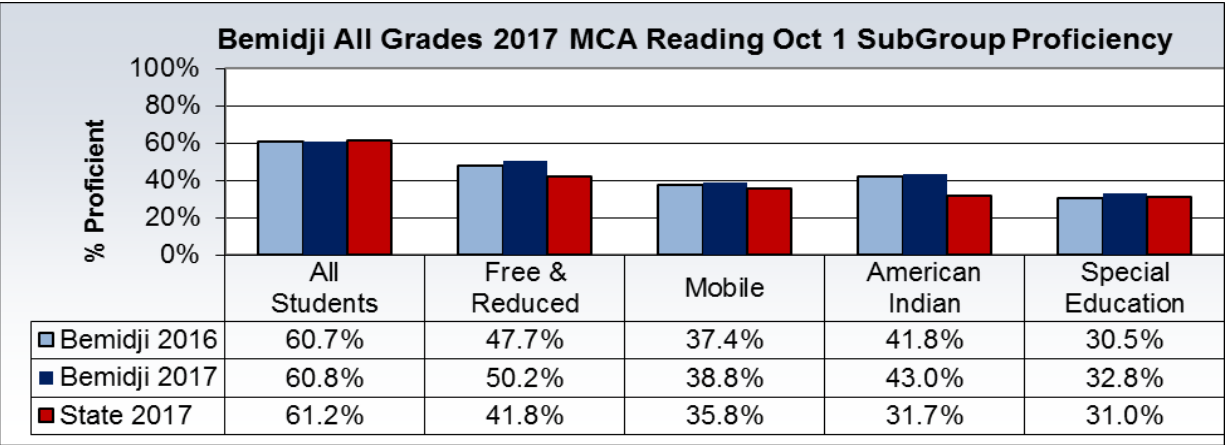
**2017 MEASURES OF ACADEMIC PROGRESS (MCAs):**

Students statewide completed the Minnesota Comprehensive Assessments (MCAs) in April and May 2017. Bemidji followed the State’s pattern with 2017 MCA scores showing little growth.

**2017 MCA Reading: Grades 3-8 & 10**

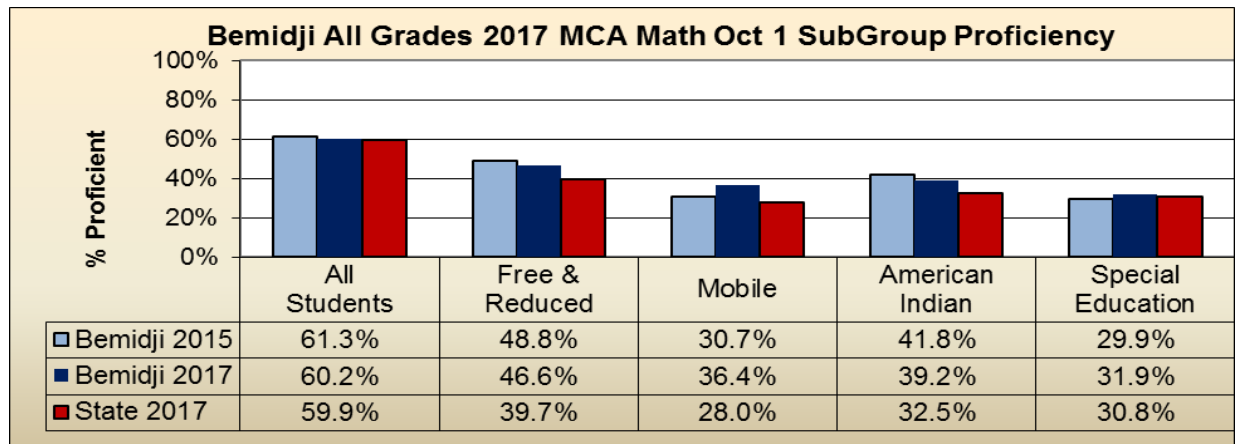
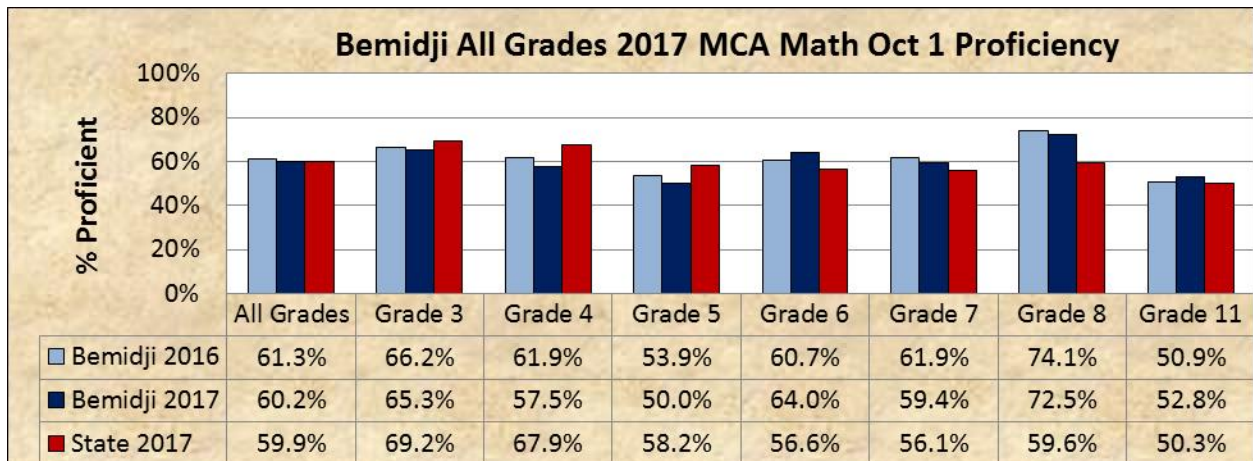
- Bemidji District 2017 MCA Reading proficiency increased slightly to 60.8%, but below the State by .4%, and short of our district reading goal to increase by 3%.
- Bemidji Grades 5 (68.9%), 6 (69.3%), 7 (63.5%), 8 (61.9%), and 10 (63.6%) outperformed the State (61.2%) in 2017 MCA Reading.
- The following Bemidji schools All Students groups outperformed the State (61.2%) in 2017 MCA Reading: Bemidji High School (66.0%), and Bemidji Middle School (65.0%), and Horace May Elementary (64.6%).
- Bemidji District students receiving Free or Reduced Lunch (50.2%), highly Mobile (38.8%), American Indian (43.0%), and Special Education (32.8%) students outperformed the State (41.8%, 35.8%, 31.7%, and 31.0%) in 2017 MCA Reading.
- Below are Bemidji’s 2017 Reading subgroups and Grade Levels compared to 2016 and the State in 2017:





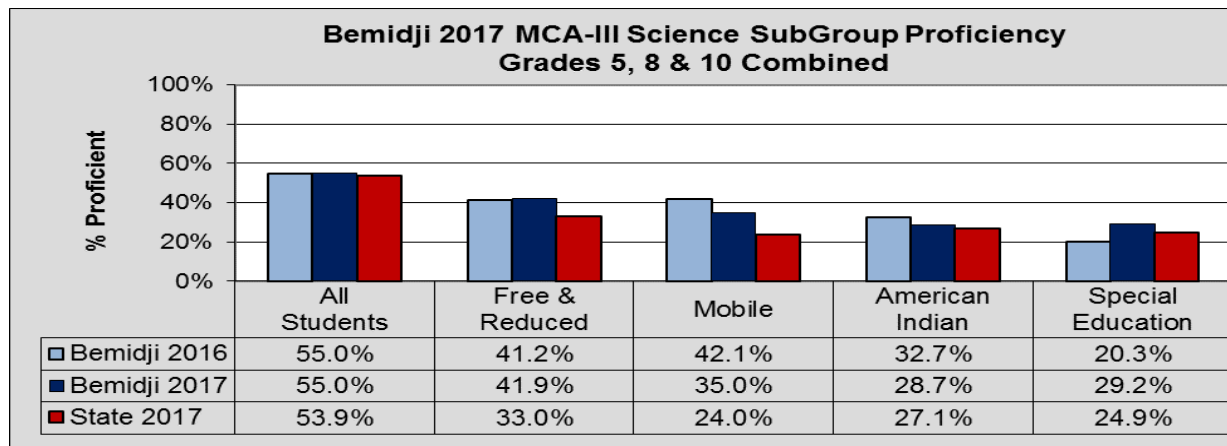
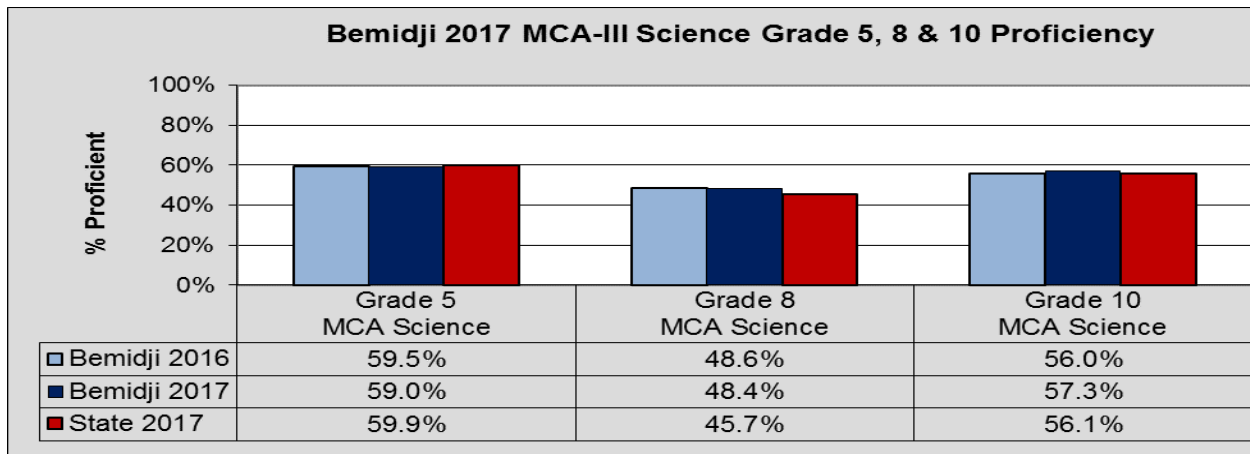
## 2017 MCA Math: Grades 3-8 & 11

- Bemidji District 2017 MCA Math proficiency decreased 1.1% to 60.2%, short of our district math goal to increase by 3%.
- Bemidji District (60.2%) and grades 6 (64.0%), 7 (59.4%), 8 (72.5%) and 11 (52.8%) outperformed the State (59.9% All Students, 6: 56.6%, 7: 56.1%, 8: 59.6%, and 11: 50.3%) at their respective levels in 2017 MCA Math.
- The following Bemidji schools All Students groups also outperformed the State (59.9%) in 2017 MCA Math: Bemidji Middle School (65.5%), Horace May Elementary (62.8%), and Northern Elementary (65.4%). Bemidji High School students (56.7%) outperformed State high school students (50.3%)
- Bemidji students receiving Free or Reduced Lunch (46.6%), highly Mobile (36.4%), American Indian (39.2%), and Special Education (31.9%) students outperformed the State (39.7%, 28.0%, 32.5%, and 30.8%) in MCA Math.
- Below are Bemidji's 2017 Math subgroups and Grade Levels compared to 2016 and the State in 2017:



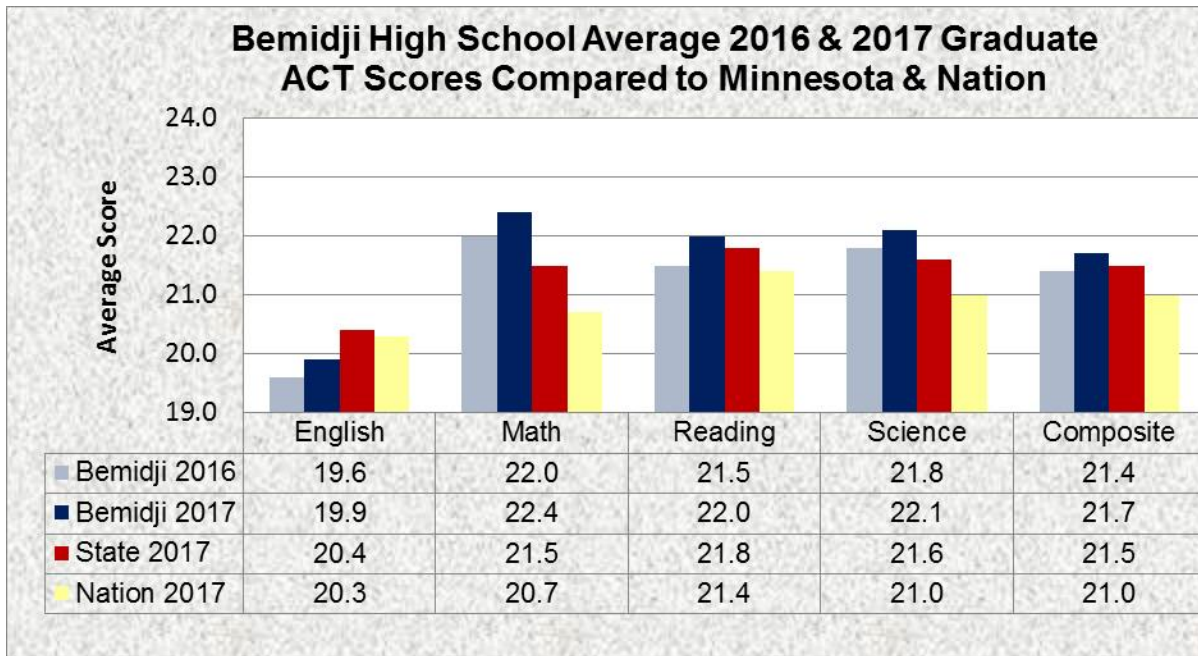
## 2017 MCA Science: Grades 5, 8 & 10

- The District MCA Science Grade 8 (48.4%) and Grade HS (57.3%) outperformed the State (45.7% and 56.1%).
- The following Bemidji schools outperformed the State in 2017 MCA Science: Bemidji High School (58.2%), Bemidji Middle School (48.5%), Lincoln Elementary (61.2%), and Solway Elementary (67.7%) compared to the State's grades HS 56.1%, 8: 45.7%, and 5: 59.9%.
- Bemidji students receiving Free and Reduced Lunch (41.9%), highly Mobile, (35.0%), American Indian (28.7%), and Special Education (29.2%) students outperformed the State (33.0%, 24.0%, 27.1%, and 24.9%) in MCA Science.
- Below are Bemidji's 2017 Science subgroups for all grade levels and Grade Levels compared to 2016 and the State in 2017:



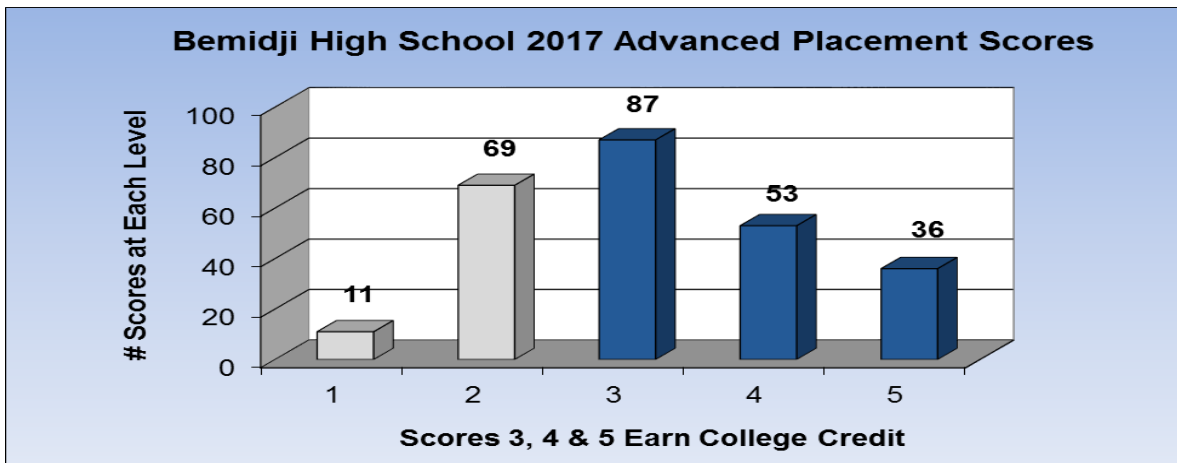
**2017 GRADUATE ACT RESULTS:**

- 275 BHS 2017 graduates completed the ACT compared to 328 in 2016 and 212 in 2015.
- 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
- The data tables below shows the increase in the number of students taking college courses in high school and earning college credits:

BHS Students Completing College Courses	2016-2017	2015-2016	2014-2015	2013-2014
Number juniors completing College in HS courses	100	118	118	90
Number of seniors completing College in HS courses	146	154	133	135
Number PLTW students completing UMN Credits	63	63	56	37
Number PLTW students completing St. Cloud Credits	14	17	NA	NA
<b>Total BHS students completing College Credit</b>	<b>323</b>	<b>352</b>	<b>307</b>	<b>262</b>

BHS College Credits Completed	2016-2017	2015-2016	2014-2015	2013-2014
Number College in HS Credits Completed	472	501	332	351
Number BSU Credits Completed	1,730	1,818	1,422	1,217
Number PLTW University MN Credits Completed	189	189	168	111
Number PLTW St. Cloud State Credits Completed	42	51	NA	NA
<b>Total College Credits Completed</b>	<b>1,961</b>	<b>2,058</b>	<b>1,590</b>	<b>1,328</b>