

# Bemidji District Curriculum Advisory Committee

7:00-8:00 a.m., Tuesday, December 8, 2015

District Board Room, Downtown Education Center (5<sup>th</sup> Street across from Riverwood Bank)

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

## Agenda

1. Breakfast beginning at 6:30 a.m.
2. Introductions—tell us who you are and where you work
3. New Indian Education funding & how it will be used—Vince Beyl, Indian Education Coordinator
4. 2014-2015 World's Best Workforce Summary—posted on the web at:  
<http://www.bemidji.k12.mn.us/> under Curriculum & World's Best Workforce (see handout)
5. 2015-2016 School Improvement Plans (see handout)
6. Fall 2015 NWEA Measures of Academic Progress and AIMSweb Results (see handouts)
7. MDE Audits Solway Title I Continuous Improvement
8. 2014-2016 Curriculum Review—Art, Health, Music, Physical Education, World Language
9. Federal transition from Elementary & Secondary Education Act (ESEA, or No Child Left Behind) to Every Student Succeeds Act (ESSA) (see handout)
10. Other?
11. 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 2015-2016 at the District Board Room, Downtown Education Center:
  - Tuesday, October 13, 2015, 7:00 a.m.
  - Tuesday, December 8, 2015, 7:00 a.m.
  - **Tuesday, February 9, 2016, 7:00 a.m.**
  - **Tuesday, May 10, 2016, 7:00 a.m.**

Thank you for your dedication to Bemidji Area Schools and our students!  
Enjoy a wonderful holiday!

## 2014-2015 World's Best Workforce Report Summary

District or Charter Name Bemidji Area Schools, District #0031-01

Contact Person Name and Position Kathy Palm, Director of Curriculum & Administrative Services

In accordance with Minnesota Statutes, section 120B.11, a 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. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

### Stakeholder Engagement

#### Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

- <http://www.bemidji.k12.mn.us/curriculum/worlds-best-workforce/> Posted online September 22, 2015.
- Bemidji's 2014-2015 World's Best Workforce Report was approved by Bemidji School Board September 21, 2015. It was printed and distributed to the public October 9, 2015, through a free community newspaper that reaches all area households.
- Bemidji School Board approved the WBWF Summary at their November 16, 2015, meeting.

#### Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

- September 21, 2015
- The September 21, 2015, Board Agenda and Minutes are attached including the Bemidji School Board's approval of the 2014-2015 World's Best Workforce Report and the 2015-2016 District Goals.

## District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

- The 2014-2015 Bemidji District Advisory Committee included the following 26 members: 3 School Board members, Superintendent, Director of Curriculum & Administrative Services, 2 high school principals, 2 middle school principals, 2 elementary principals, Indian Education Coordinator, 3 Bemidji State University professors (2 parents, 1 American Indian), 3 high school teachers, 2 middle school teachers (1 special education), 1 elementary teacher, District Rtl Specialist, 1 American Indian parent & early childhood special education teacher, 3 community members/parents.

## Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results.]

	2014-2015 Goals	2014-2015 Goal Results
<b>All Students Ready for Kindergarten</b>	Bemidji School District will increase early learning opportunities and provide parent information to help all students enter Kindergarten ready to learn.	<ul style="list-style-type: none"> <li>● Bemidji formed a Ready for Kindergarten Committee in 2014-2015 to discuss how we can improve preschool screening and preparing students for kindergarten. This committee is composed of early childhood teachers, elementary principals, special education, and curriculum/Title director.</li> <li>● Bemidji's four year old school readiness program is a four star rated school and continues to prepare these children for kindergarten. This school year over 140 children are completing the K-3 aligned curriculum and will enter kindergarten ready to learn.</li> <li>● School Readiness staff work with parents to encourage them to continue education in the home. Ideas for this parent involvement are included in the newsletter and intake home activities. School Readiness staff also invite parents to activities that encourage them to read to children and take them to the public library.</li> <li>● Bemidji's Early Childhood Family Education (ECFE) staff surveyed parents regarding their reading to their children, and they noted an increase compared to last year in the number of parents reading to their children and the amount of time they read.</li> <li>● ECFE also works with the public library on field trips and encourages families to go to the library. The</li> </ul>

	<b>2014-2015 Goals</b>	<b>2014-2015 Goal Results</b>
		<p>number of library cards issued to ECFE families has increased compared to last year.</p> <ul style="list-style-type: none"> <li>● Bemidji district provides a K-1 program, all day every other day, for five-year-old students who are not yet ready for kindergarten.</li> <li>● Each elementary school provides a kindergarten registration at their school in the spring. In the fall schools provide a kindergarten orientation to inform students and parents of what to expect in kindergarten.</li> <li>● At the Fall 2015 orientation, every kindergartener receives a Kindergarten Packet from District Title I. This packet includes math numbers and number line, reading letters and sight words, a reading book, a math literacy book, pencil, crayons, glue stick, and bookmark to assist parents in working with their children at home.</li> </ul>
<b>All Students in Third Grade Achieving Grade-Level Literacy</b>	<p>Bemidji School District will provide additional K-3 reading interventions to increase the number of grade 3 students reading at or above grade level by the end of third grade based on the Grade 3 Spring MCA Reading proficiency, AIMSweb reading assessments for kindergarten and grade 1, and NWEA MAP reading results for grades 2 and 3.</p>	<ul style="list-style-type: none"> <li>● In 2014-2015 we increased reading interventions by training five additional Reading Recovery teachers to meet the needs of the lowest 20% of first grade students.</li> <li>● Title II and District Staff Development Grants provided teachers with training in Jan Richardson’s Guided Reading and the district reading interventions.</li> <li>● We provided Minnesota Reading Corps tutors to work with K-3 students who are just below proficiency.</li> <li>● Bemidji Rtl teams meet at every school to discuss student progress and recommend reading interventions according to student needs.</li> <li>● Every elementary school provides reading interventions including: Reading Recovery, Fountas &amp; Pinnell’s Leveled Literacy Intervention, Great Leaps, Reading PALS, Read Naturally, PAST, and interventions within the Houghton Mifflin Journeys series.</li> </ul>
<b>Close the Achievement Gap(s) Among All Groups</b>	<p><b>Reading Goal:</b> In Bemidji Area Schools district-wide the “All Students” group will increase their proficiency of 60.6% in the Spring of 2014 to 64.6% in the Spring of 2015 and to 68.6% in the Spring of 2016 as measured by the MCA in Reading for students enrolled October 1.</p> <p><b>Reading Achievement Gap Goals:</b> Bemidji Area</p>	<p><b>Reading Results:</b></p> <ul style="list-style-type: none"> <li>● Bemidji District All Student 2015 MCA Reading improved from 60.6% in 2014 to 61.0% in 2015, outperforming State MCA Reading (60.6%).</li> <li>● Special Education student proficiency decreased from 27.9% in 2014 to 27.2% in 2015. The Special Education Achievement Gap increased from 36.0% in 2014 to 38.2% in 2015.</li> <li>● American Indian student proficiency increased from 37.7% in 2014 to 40.1% in 2015. The American Indian Achievement Gap decreased from 29.5% in 2014 to 28.0% in 2015.</li> </ul>

	2014-2015 Goals	2014-2015 Goal Results
	<p>Schools district-wide will close achievement gaps for the following subgroups as measured by the MCA in Reading:</p> <ul style="list-style-type: none"> <li>• Special Education students' proficiency will improve from 27.9% to 33.9% in Spring 2015.</li> <li>• American Indian students' proficiency will improve from 37.7% to 43.7% in Spring 2015.</li> <li>• Free and Reduced Lunch students' proficiency will improve from 48.9% to 54.9% in Spring 2015.</li> </ul> <p><b>Mathematics Goal:</b> In Bemidji Area Schools district-wide, the "All Students" group will increase their proficiency of 62.9% in the Spring of 2014 to 66.9% in the Spring of 2015 and to 70.9% in the Spring of 2016 as measured by the MCA in Mathematics for students enrolled October 1.</p> <p><b>Math Achievement Gap Goals:</b> Bemidji Area Schools district-wide will close achievement gaps for the following subgroups as measured by the MCA in Mathematics:</p> <ul style="list-style-type: none"> <li>• Special Education students' proficiency will improve from 27.3% to 33.3% in Spring 2015.</li> <li>• American Indian students' proficiency will improve from 42.1% to 48.1% in Spring 2015.</li> <li>• Free and Reduced Lunch students' proficiency will improve from 50.4% to 56.4% in Spring 2015.</li> </ul>	<ul style="list-style-type: none"> <li>• Students receiving Free &amp; Reduced Lunch decreased proficiency from 48.9% in 2014 to 47.0% in 2015. The Free &amp; Reduced Achievement Gap increased from 22.5% in 2014 to 25.2% in 2015.</li> <li>• Bemidji High School and Bemidji Middle School have found success using Read 180 with students reading well below grade level. This program stresses nonfiction and college and career ready topics, which also prepare students with pertinent information.</li> <li>• Both Bemidji High School and Bemidji Middle School improved their 2015 MCA Reading proficiency and outperformed the State.</li> </ul> <p><b>Math Results:</b></p> <ul style="list-style-type: none"> <li>• Bemidji District All Student 2015 MCA Math improved from 62.9% in 2014 to 64.2% in 2015, outperforming State MCA Math (61.6%).</li> <li>• Special Education student proficiency decreased from 27.3% in 2014 to 25.6% in 2015. The Special Education Achievement Gap increased from 39.2% in 2014 to 40.7% in 2015.</li> <li>• American Indian student proficiency increased from 42.1% in 2014 to 42.5% in 2015. The American Indian Achievement Gap decreased from 26.8% in 2014 to 26.5% in 2015.</li> <li>• Students receiving Free &amp; Reduced Lunch increased proficiency from 50.4% in 2014 to 53.2% in 2015. The Free &amp; Reduced Achievement Gap decreased from 22.9% in 2014 to 20.1% in 2015.</li> <li>• The Bemidji School Board approved hiring full time Math Specialists for seven elementary schools in an effort to close achievement gaps. These specialists provided math coaching and training for the teachers, which was helpful because of the new math curriculum adoption.</li> <li>• Bemidji School Board also approved funding for Math 180 at Bemidji Middle School. BMS students who were well below grade level math competency found great success with this program that teaches more hands-on skills and provides online reinforcement at their skill level. BMS students increased their math skills at every grade level and subgroup except special education.</li> </ul>
<p><b>All Students Career- and College-Ready by Graduation</b></p>	<p>Bemidji District will prepare students at all levels for careers and college by</p>	<ul style="list-style-type: none"> <li>• Elementary and Middle schools participated in MN Higher Education's Get Ready program, which provided curriculum to address college and career</li> </ul>

	<b>2014-2015 Goals</b>	<b>2014-2015 Goal Results</b>
	<p>consciously adding additional activities to support career and college.</p> <p>Bemidji High School will participate in the Ramp Up to Readiness program through the University of Minnesota. We will document program effectiveness with a participant survey.</p>	<p>preparation.</p> <ul style="list-style-type: none"> <li>● Grade 5 students toured Bemidji State University, ate lunch on campus, and received a BSU T-shirt.</li> <li>● Grade 7 students toured Bemidji Northwest Technical College and ate lunch on campus. Many Bemidji students and their parents have no knowledge of college, and these tours give them the vision of the possibilities for their future.</li> <li>● Dream It Do It is an event sponsored by the Bemidji Chamber of Commerce, Minnesota Manufacturing Association, and four area manufacturing centers. Ninety high school and 90 middle school students were able to tour the manufacturing centers. This is an annual event, which we plan to expand.</li> <li>● The Bemidji Middle School provides a Career Day where students can explore different careers and ask presenters questions about their career.</li> <li>● Bemidji district formed the Lumberjack Career Academy Advisory Committee, which includes district educators, area businesses, the Chamber of Commerce, BSU, and NTC. This committee is providing input for the creation of Career Academies for high school students.</li> <li>● The Lumberjack Career Academies provide students with coursework, college credit, and hands-on information for careers of interest to them. The current drafted Academies include: Manufacturing/Mechatronics; Health Care/Careers; Construction Trades/Management; Medical Careers/Support; Skilled Trades: Welding, Marine Mechanics, Small Engine Repair; Computer/Digital Technology/Graphic Design; Information Technology; Automotive Technologies; Environmental Conservation/Forestry/Natural Resources; Accounting and Business; Engineering; and Emergency Medical Technician.</li> <li>● Through the Rural and Low Income Grant, we hired a .44 FTE College and Career Interventionist to work with the alternative programs and Bemidji High School to catch kids from falling between the cracks, graduate, and make college and career plans.</li> <li>● Bemidji High School provides student advisory sessions every week.</li> <li>● Ramp Up to Readiness provides high school students with inventories and information about careers and college.</li> <li>● The Career Center at Bemidji High School provides college and career information and arranges for student scholarships.</li> </ul>

	<b>2014-2015 Goals</b>	<b>2014-2015 Goal Results</b>
		<ul style="list-style-type: none"> <li>● The Bemidji High School Career Center provides students with a Career Expo to experience different careers and visit with people who represent those careers.</li> <li>● District Special Education provides a Transition Expo where students on IEPs can visit with different businesses, organizations, and colleges to help them transition after high school.</li> <li>● Bemidji High School provides over 250 course options including: pre-AP, eleven Advanced Placement, eleven College on Campus, Post Secondary Enrollment Options, Project Lead the Way, and Work Experience courses that prepare students for future college and career success.</li> <li>● Orientations were provided for students and parents for 5th grade to BMS and 8th grade to BHS.</li> <li>● Link Crew at BHS and Homeroom activities improve the transition for students entering 9th grade.</li> </ul>
<b>All Students Graduate</b>	<p><b>BHS Graduation Rate Goal:</b> 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 2014-2015. (Baseline Data: Bemidji High School Four-Year Graduation Rate: 2009 = 84.6%, 2010 = 82.5%, 2011 = 83.2%, 2012 = 86.6%, and 2013 = 85.8%).</p> <p><b>District Graduation Rate Goal:</b> During the 2014-2015 school year Bemidji Area Schools will increase by 5% the Four-Year on Time Graduation Rate for "All Students" as measured by the Minnesota Department of Education. (Baseline Data: 2010 = 69.3%, 2011 = 68.9%, 2012 = 75.3%, and 2013 = 76.6%).</p>	<ul style="list-style-type: none"> <li>● Through the Rural and Low Income Grant, we hired a .44 FTE College and Career Interventionist to work with the alternative programs and Bemidji High School to catch kids from falling between the cracks, graduate, and make college and career plans.</li> <li>● Bemidji High School 2014 Four-Year Graduation Rate was 83.2%, a decline of 2.6% from 2013.</li> <li>● Bemidji High School 2014 Five-Year Graduation Rate was 90.3%, the same as 2013.</li> <li>● Bemidji District 2014 Four-Year Graduation Rate was 72.3%, a decline of 4.3% from 2013.</li> <li>● Bemidji District 2014 Five-Year Graduation Rate was 80.7%, an increase of 2.8% from 2013.</li> <li>● The 2015 graduation rate information is not available at this time.</li> <li>● Bemidji Indian Education provides an annual graduation meal and ceremony to honor the American Indian graduates.</li> <li>● In examining Bemidji's 2014 graduation data, we discovered that foreign exchange students who had attended our high school were identified as "Unknown" and counted against our graduation rate when they had returned to their home country after one year. Our school secretaries and counselors have been instructed to better communicate where students go to our District MARSS Coordinator.</li> </ul>

## Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

### ➤ Bemidji District Needs:

- Close Special Education Achievement Gaps in Reading (38.2%) and Math (40.7%) based on the 2015 MCAs.
- Close American Indian Achievement Gaps in Reading (28.0%) and Math (26.5%) based on the 2015 MCAs.
- Close Free & Reduced Achievement Gaps in Reading (25.2%) and Math (20.1%) based on the 2015 MCAs.
- Improve the BHS (83.2%) and District (72.3%) Four-Year Graduation Rates based on 2014 Graduation Rates on MDE website.
- Prepare all students to be college and career ready by surveying students and compiling the number of students who participate in college and career events.
- Prepare all students to be kindergarten ready when they enter school by surveying and compiling the number of families who participate in ECFE, School Readiness, and kindergarten orientation events.
- Provide reading interventions, so all students are reading at grade level by the end of third grade using the AIMSweb and NWEA MAP data to track students' progress.

### ➤ Key Indicators:

- AIMSweb proficiency increased for Tier I reading and math for kindergarten and grade 1:

#### AIMSweb READING:

	Kindergarten		Grade 1	
	% at Tier I	Spring Growth	% at Tier I	Spring Growth
Letter Naming Fluency	61.5%	+13.5% F		
Letter Sound Fluency	65.6%	+18.6% F		
Phoneme Segmentation	56.3%	-8.0% W	65.4%	+10.4% F
Reading Curriculum-Based Measurement			65.6%	+15.2% W

#### AIMSweb MATHEMATICS:

	Kindergarten		Grade 1	
	% at Tier I	Spring Growth	% at Tier I	Spring Growth
Oral Counting	73.0%	+9.0% F	65.0%	+2.0% F
Number Identification	70.3%	+9.3% F	69.0%	+12.0% F
Quantity Discrimination	77.0%	+12.0% F	80.1%	+13.1% F
Missing Number	76.2%	+12.2% F	75.0%	+13.5% F
Math Computation			76.0%	+14.0% F

- NWEA MAP showed growth from fall 2014 to spring 2015:



- Every grade was within or above three points of the national norm mean in Reading except grade 2.
- Grades 2-5 exceeded their Growth Targets in Reading, but Grades 6-9 did not.
- Every Grade 2-9 mean was within or above the national norm in Math, and Grades 5-9 were well above the national norm.
- Every Grade 2-9 exceeded their Growth Targets in Math.

➤ **MCAs showed growth from Spring 2014 to Spring 2015:**

- Bemidji District All Student 2015 MCA Reading improved from 60.6% in 2014 to 61.0% in 2015, outperforming the State (60.6%).
- Bemidji District All Student 2015 MCA Math improved from 62.9% in 2014 to 64.2% in 2015, outperforming the State (61.6%).
- Bemidji Special Education 2015 MCA Reading proficiency decreased from 27.9% in 2014 to 27.2% in 2015, below the State Special Education (30.7%).
- Bemidji Special Education 2015 MCA Math proficiency decreased from 27.3% in 2014 to 25.6% in 2015, below the State Special Education (31.9%).
- Bemidji American Indian 2015 MCA Reading proficiency increased from 37.7% in 2014 to 40.1% in 2015, tying the State American Indian (40.1%).
- Bemidji American Indian 2015 MCA Math proficiency increased from 42.1% in 2014 to 42.5% in 2015, above the State American Indian (38.2%).
- Bemidji students receiving Free & Reduced Lunch 2015 MCA Reading proficiency decreased from 48.9% in 2014 to 47.0% in 2015, above the State Free & Reduced Lunch (41.4%).
- Bemidji students receiving Free & Reduced Lunch 2015 MCA Math proficiency increased from 50.4% in 2014 to 53.2% in 2015, above the State Free & Reduced Lunch (42.1%).

➤ **2015 Advanced Placement:** Bemidji students (76.1%) exceeded national (57.4%) and state (65.8%) proficiency for the number of students who test and received a 3, 4, or 5.

➤ **2015 ACT Plus Writing:** Bemidji Grade 11 students exceeded the national and state for proficiency in all subjects except writing:

	English	Math	Reading	Science	Composite	Writing
District	19.3	21.8	21.3	21.6	21.1	5.9
State	19.1	20.9	20.6	20.8	20.5	6.2

➤ **College & Career Ready:** During the 2014-2015 school year, Bemidji High School students completed: 332 College in the High School Courses; 1,422 credits through Bemidji State University; and 168 credits in Project Lead the Way through University of Minnesota.

➤ **District and School Graduation Rates:** Because Bemidji provides alternative education opportunities, our Five-year graduation rates are stronger than our Four-year rates. Often students complete the summer after graduation. (Bemidji High School 2014 Four-Year Rate = 83.22%, BHS 2014 Five-Year Rate = 90.33%; Bemidji District 2014 Four-Year Rate = 72.25%, Bemidji District 2014 Five-Year Rate = 80.69%)

## Systems, Strategies and Support Category

### Students

- *Describe the support offered to students during the 2014-2015 school year to meet the goals.*
  - *Include the process for assessing and evaluating student progress toward meeting state and local academic standards.*
  - *Include the process to disaggregate data by student group.*
  - *Include key indicators of progress to demonstrate evidence of implementation.*
  - *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*
- The annual District Data Retreat provides schools with accurate data to determine school goals and action plans for increasing student achievement.
- With the Viewpoint Data Warehouse teachers and principals can track specific student assessments, demographics, discipline, and attendance to better help students succeed.
- Bemidji schools evaluate students with the previous year's MCA data, current OLPA results, NWEA MAP (fall and spring), and AIMSweb data (three times a year). Besides looking at proficiency, we focus on individual student growth.
- Bemidji schools provide data-based reading and math interventions for all students needing academic support.
- Bemidji Indian Education provides home-school liaisons to assist families and support students.
- Bemidji Special Education provides comprehensive services to students on IEPs.
- Bemidji Title I and Compensatory funding support students receiving free and reduced lunch and other students needing assistance with reading and math interventions.
- Title I, the McKinney Vento Grant, and the district provide a homeless liaison, transportation, academic and personal support, and supplies for homeless students.
- Alternative programming and the 21st Century Grant provide after-school and summer programming to keep students on track and engaged in school.
- Bemidji uses the MEIRS data to inform schools of students who could be potential drop outs, so counselors can target these students and keep them connected to school.
- Bemidji High School offers an advisory program and Ramp Up to Readiness to connect students to caring adults and college and career opportunities.
- Students First is an effective program offered to Bemidji Middle School and Bemidji High School students, pairing students with community adults who mentor the students areas of interest.
- Bemidji High School provides Credit Recovery to keep students on track for graduation.
- Get Ready is implemented at the elementaries and middle school to provide career and college curriculum.
- The district provides grade 5 students with a tour of Bemidji State University and grade 7 students a tour of Northwest Technical College.
- The Bemidji High School Career Center provides students with a Career Expo to experience different careers and visit with people who represent those careers.

- The Bemidji Middle School provides a Career Day where students can explore different careers and ask presenters questions about their career.
- District Special Education provides a Transition Expo where students on IEPs can visit with different businesses, organizations, and colleges to help them transition after high school.
- Planning started in 2015 for Lumberjack Career Academies that provide high school students with courses that train them in different careers and provide college credit.

## Teachers and Principals

- *Describe the support offered to teachers and principals during the 2014-2015 school year to meet the goals.*
  - *Include the system to review and evaluate the effectiveness of instruction and curriculum, including teacher and principal evaluations.*
  - *Include key indicators of progress to demonstrate evidence of implementation.*
  - *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*
- The Teacher Evaluation and Principal Evaluation processes follow the state guidelines, and 35% is based on student achievement data. A committee oversees this process and organizes training to meet administrator needs.
- The Rural & Low Income Grant provides funding for Viewpoint Data Warehouse, so teachers and principals can track specific student assessments, demographics, discipline, and attendance.
- Title II and District Staff Development provide data, a facilitator, and teacher stipends for the annual August District Data Retreat, which serves 100 educators each year.
- The district provides four Early Release days to allow time for teachers to participate in Professional Learning Communities (PLCs) and training time for paraprofessionals.
- The district provides a District Staff Development Day in September for schools to address School Improvement planning.
- District Staff Development grants and Title II provide after-school reading, math, and data training.
- The district provides teacher and principal evaluation training:
  - The Leadership Team received two trainings with Deborah Luedtke on the Teacher Evaluation Rubrics.
  - Teachers received training in Peer Review.
  - Deborah Luedtke also provided training to Bemidji High School staff on the Teacher Evaluation Rubrics.
- In spring 2015 the District Staff Development Committee provided an online survey of teachers' professional development needs.
- In 2014-2015 the Bemidji School Board funded fulltime Math Specialists for the elementary schools. These specialists provided training and coaching on the new math curriculum and math interventions.

## District

- Describe the support offered at the district level during the 2014-2015 school year to meet the goals.
    - Include the district practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture.
    - Include key indicators of progress to demonstrate evidence of implementation.
    - Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.
  - In 2014-2015, the district provided every elementary school with a math specialist to support teachers with their new math curriculum.
  - In 2014-2015, Title II provided an Rtl Specialist to work with the Rtl teams at every school and create Reading, Math, and Behavior Cookbooks with useable interventions that can be used district wide.
  - In 2015-2016, Title II will provide a district Rtl Reading Specialist and an Rtl Math Specialist to support teachers, provide training, mentor new teachers, and model teach.
- **Bemidji District Strategies:**
- The district Leadership Team is comprised on all principals, coordinators, and district administrators. This team meets monthly.
  - The District Curriculum Advisory Committee meets a minimum of four times a year to review test data, curriculum plans and issues, and the World's Best Workforce.
  - At the annual District Data Retreat, 100 teachers and administrators examine the district, state, and school assessment, demographics, and perception data. They set SMART Goals and plan how to present the information to their staffs. School teams examine Root Cause and create Action Steps.
  - At the fall teacher workshop, principals share their school data results with their staffs.
  - The September Staff Development Day is dedicated to School Improvement, and each grade and subject plan ways they can help the school meet their SMART Goals.
  - We offer four Early Release Days throughout the school year. Teachers participate in PLCs aligned with building or district goals. Paraprofessionals receive training in reading and math.
  - Each school has Response to Intervention (Rtl) teams that address specific student reading, math, and behavior needs. Interventions are planned according to the team's decision.
  - All schools offer remediation in reading and math based on student needs and assessment data.
    - All seven elementary schools have reading interventions with trained teachers and paraprofessionals including: Reading Recovery, Leveled Literacy Interventions, District Rtl Cookbook of Reading Interventions, Great Leaps, REWARDS, Reading PALS, Read Naturally, PAST, guided reading, and HM Reading Journeys.
    - All seven elementary schools have math interventions with trained teachers and paraprofessionals including: District Rtl Cookbook of Math Interventions, Number Worlds, Math PALS, math groups, and HM Math Expressions.

- Bemidji Middle School and Bemidji High School provide interventions in reading and math based on student assessment data. These interventions include: Read 180 and Math 180.
- AIMSweb is used to benchmark three times a year and progress monitor kindergarten and grade 1 students in reading and math and Progress Monitoring.
- NWEA MAP is administered in the fall and spring to students in grades 2-9. This assessment is used to measure growth for the teacher and principal evaluations. Teachers use the strand data to determine instruction toward meeting the state Standards and preparing for the MCAs.

➤ **Student Achievement Plans:**

- The local **Literacy Plan** is posted on the district website to address Reading Well by Third Grade. The Literacy Plan provides our reading goals, assessment data, detail of available reading interventions, information for parents, professional development information, scientifically-based reading practices, and cultural linguistic information.
- The **Response to Intervention (Rtl) Plan** and information are posted on the district web site. This plan details how our district and schools will increase the Rtl emphasis in our schools. Individual school teams review reading and math data to determine interventions, and we also support behavior data and interventions. We have three “Cookbooks” for Reading, Math and Behavior that provide scientifically-based interventions that all district educators can use. We also have videos posted to explain how to do the interventions.
- The **Title I and II applications** detail the plan for how the district and schools will support intervention and professional development activities to meet our goals and based on the Needs Assessment.
- Four elementaries update their **Title I Schoolwide Plans** every year based on their Needs Assessments and goals. If any school were on Continuous Improvement, the Schoolwide Plan also includes the school’s plan with specific activities to improve student achievement.
- Bemidji School Board approves the **District Goals** each year after the **District Data Retreat** and bases the goals on the assessment, graduation, and discipline data.
- Each school writes a **School Improvement Plan** based on their assessment data and the district goals every fall. The plan also addresses the professional development they will provide to help them meet their goals. At the end of the school year, the school site teams provide information about how they met their goals and staff development goals. This information is included in the district’s World’s Best Workforce Report.
- The **Lumberjack Career Academies** provide students with hands-on career training which includes college credit and work experience.

## **Equitable Access to Excellent Teachers**

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers. On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long-term needs for improving equitable

access of all students to great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low-income families and students of color, have equitable access to teachers and principals who can help them reach their potential. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about 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, 55.3% of Bemidji Area Schools teachers hold Master's degrees, and 99.7% meet highly qualified requirements. The percent of teachers with more than ten years experience is 70.1%, 25% have 3-10 years experience, and 4.9% 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 and provide the same system for allocating school budgets. Title I funds and staff members are supplementary to the regular school budgets and staff.

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TO: AASA Members  
FROM: AASA Policy & Advocacy  
DATE: December 1, 2015  
RE: Every Student Succeeds Act: AASA Summary & Overview

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Late last month, AASA's Policy & Advocacy team shared a [summary](#) of the framework and preliminary call to action related to the proposal to reauthorize the Elementary and Secondary Education Act (ESEA). In the two weeks that have since passed, Congress has released the [Every Student Succeeds Act \(ESSA\)](#) a bipartisan, bicameral proposal to reauthorize ESEA that reconciles the differences between the House and Senate proposals voted on earlier this summer.

We are pleased to report that the summary of the framework was overwhelmingly accurate in its depiction of what would be in the actual bill. This memo is an overview of the legislation and is designed to both inform you and support any outreach you may do to your Congressional delegation as both the House and Senate are expected to consider ESSA before adjourning in the middle of the month. Do not be fooled by the similarity in format to the previous memo. While there is a lot of the same information, there is enough new information (including further detail and clarification) to warrant a complete read of the memo.

**TOPLINE:** ESSA is a significant improvement over current law. It takes the pendulum of federal overreach and prescription—rampant in current law—and returns autonomy and flexibility to the state/local level/ With this flexibility comes great responsibility, as state and local education agencies will have a much more explicit say in the structure—and ultimate success—of their accountability workbooks. ESSA is the epitome of compromise, reconciling differences between the very partisan (Republican) House bill and the bi-partisan Senate bill. In reconciling those differences, a very basic way to look at this framework is as 'somewhere in between a very conservative House bill and the moderate Senate compromise'. As AASA Executive Director Dan Domenech said in his [press release](#) about the framework, "We applaud Congressional leaders for moving such a bipartisan framework. One of the biggest benchmarks of bipartisan legislation may be when everyone is a little unhappy, because nobody got everything they wanted. By that metric alone, this framework lays a solid foundation for a successful conference process."

AASA has endorsed ESSA, which you can read about in our [endorsing statement](#). Domenech addressed the critical balance in ESSA, "The federal government has a very critical role to play in federal education policy, and that is to support and strengthen—not dictate and prescribe to—our nation's public schools. ESSA is the embodiment of this very policy, preserving very important federal policy cornerstones like equity, accountability, standards and assessments, but doing so in a way that empowers state and local education leaders to more effectively operate the systems for which they are responsible." EdWeek did a great [write up](#) on how various groups are responding to ESSA, and cited AASA Past President David Pennington (Ponca City Schools, OK).

**Timeline and Next Steps:** The House of Representatives could vote as early as this Wednesday, and the Senate could vote as early as next week. This sets up the possibility of President Obama signing the bill into law before the end of 2015. "Next steps" are outlined in the AASA call to action, available [here](#).

**DETAILS:**

- **Assessment:** ESSA maintains annual assessment, meaning testing every child in grades 3-8 in math and ELA each year and once in high school, and three assessments in science (one per grade span).
  - There is an assessment pilot where up to seven states (or consortia of states, each of no more than 4 states) can try out local tests. LEAs can use a local, nationally recognized tests (think: SAT

or ACT) at the high school level instead of the state test. The bill also allows for computer adaptive assessment.

- **Standards:** You have to high standards. The state and locals make a decision. There is no federal role or incentivization for a specific set of standards. The state can choose Common Core, can use Common Core but call it 'UnCommon Core', can acquire another set of generated standards or can work to make their own standards. See this [clarification](#) on how ESSA prohibits federal involvement in the Common Core.
- **Accountability:** This is where a lot of the 'whittling back' of federal overreach can be found:
  - These plans would go into effect for the 17-18 school year. The 15-16 school year would be the last year states and LEAs would have to submit data as currently required. Waivers, in their current structure, would expire on July 31, 2016. This means that the 16-17 year could serve as a soft/trial run for all or pieces of the new/proposed state accountability workbook.
  - States must continue to disaggregate data by student sub group and must continue to calculate graduation rates using the adjusted cohort graduate rate as established in the 2008 regulations.
  - There are two additional buckets in accountability that will trigger action:
    - States must identify and intervene in schools in the bottom 5% and in high schools that graduate less than 67% of their students. States will generate this list every three years, and states will establish the exit criteria (meaning if you can improve student learning/achievement in one year, you could—if the state structures it this way—be off the list in one year, rather than being stuck there for three).
    - States must include provisions related to intervention in consistently underperforming schools. For LEAs in this bucket, as determined by the state the LEA will come up with a plan for improvement. The state will determine the number of years an LEA with this designation can go without showing improvement, and then the state will require additional supports/intervention. There are NO prescribed turn around models; states and LEAs determine those options/combinations.
  - Interventions:
    - For the bottom 5%: LEAs design an evidence-based plan and the effort is monitored by the state. The state can step in with its own plan if the LEA continues to struggle (the state must make this determination is less than four years). The state could take over, fire the principal, convert to a charter, etc... As for choice, an LEA can allow for choice out of the lowest-performing schools, with a priority for the neediest students.
    - For struggling subgroups: Schools design an evidence-based plan to support the group of students that are struggling. This could include a new curriculum, staffing up with an experienced coach/trainer to support teachers. School effort is monitored by the LEA, who will step in if the school effort fall short. States and LEAs are obligated to be more involved in schools with subgroups that are chronically underperforming and not responding to local interventions. The performance of these subgroups, to trigger state/district action, will mirror that of the bottom 5 percent of schools.
  - The state accountability plan must include sub-group performance targets. This is NOT annual measurable objectives in that the data on these targets is merely reported; it triggers no action. That is, a school that struggles to meet these targets will NOT trigger intervention. These targets will be long-term and interim, and must include targets for graduation rates, reading and math scores and English Language proficiency for English Language Learners.
  - The accountability construct empowers state and local education agencies to shape their accountability workbooks in a way that diminishes continued overreliance on high-stakes, one-time standardized testing. In designing an accountability workbook, academic factors must represent more than half (at least 51%) of all indicators, meaning that up to 49% of the accountability construct can be focused on whole-child and other critical, non-academic, indicators.
  - In designing accountability workbooks, there is a list of indicators that can be consider, which varies between elementary, middle and high schools.



- Elementary/Middle Schools: Plans have to include at least four indicators in their system. Three are academic (proficiency on state tests, ELL proficiency and one other academic factor that can be broken out by subgroup. The fourth indicator is non-academic and could include student engagement, educator engagement, access to and completion of advanced coursework, post-secondary readiness, school climate/safety, or anything else the state deems relevant.
  - High Schools: Will look much like elementary/middle schools, but they also have to include graduation rates. That is, proficiency on tests, ELL proficiency and grad rates plus a fourth, non-academic indicator, and test participation (as a standalone factor, not an indicator).
- **Testing Participation:** States still have to test 95% of their students. This element (participation) must be included in the accountability workbook as standalone factor; it is no longer a 'factor'. States have to figure out how they will include participation in their workbook, and that will include how to respond to LEAs that do not reach the threshold.
- **Opt-Out:** As mentioned above, ESSA maintains the 95% threshold for participation. States are free to craft their own opt-out law. Under current law, failure to reach the 95% threshold triggers the label of 'failure'. Under ESSA, states and LEAs determine what happens to schools that miss the target. States have to anticipate low testing participation into their accountability systems, but have wide latitude in how to do so.
- **Title I:**
  - **School Improvement Grants** are consolidated into Title I. The funds previously available under SIG will flow through the regular Title I formula. There will be a set-aside of approx. 7%, representing the current 4% set aside for school improvement under Title I PLUS the state's SIG amount. States must move at least 95% of that 7% to schools for innovation. States can choose whether to allocate these innovation dollars through competition or formula.
  - **Portability IS OUT.**
    - ESSA includes a weighted student formula for Title I. This proposal will allow an LEA to aggregate its state and local dollars with its federal dollars (From Titles I-IV) This pilot program will apply to 50 LEAs, who can use these pooled dollars and design their own allocation formula in a manner that allows them to better target dollars to the neediest schools. This is NOT portability. This pilot will NOT change allocations at the state or district level. Rather, it allows districts greater authority over where the dollars flow in their schools. There is a requirement LEAs participating in this pilot demonstrate that needy schools receive at least as much under the weighted formula as they did before the pilot.
      - We anticipate Republicans will tout this as 'backpack funding' or portability. While this is an increase in local control of spending, it is at the district level. True portability would have the money follow the child to the school of their choice regardless of actual need or levels of concentration, and the placement of that child would be determined by the family. In this pilot, the LEA is the entity allocating the dollars and will factor in concentrations of poverty with the added caveat of ensuring that the neediest schools don't see an exodus of funding. This is in stark contrast to actual portability, where dollars would be diluted to a per-pupil level and allocated blindly to the schools based on enrollment, not concentration of poverty.
  - **Maintenance of Effort** is IN. The House bill had eliminated this critical element and we are pleased to see that state and local education agencies will continue to have to invest at least 90% of what they did the year before in order to receive federal dollars.
  - The **Title I formula** will be unchanged. Both the House and Senate proposals included formula rewrites, neither of which made it through. This means that Title I dollars will continue to be allocated in a manner that allows larger, but less poor, districts to receive a higher allocation of

Title I dollars per child than their actual concentration of poverty would indicate. That said, we are OK with the status quo because we had reservations about what a compromised formula rewrite would look like.

- ESSA includes a requirement for Congress to do a study of the Title I formula, taking a very critical look at the issue of number and percentage weighting, and its impact on small, large, urban and rural schools. This is the exact research we have been advocating with in our efforts on the Title I formula and we are pleased to see formal movement by Congress.
- Precedent in ESEA reauthorization would include an update of the quintiles in the Title I formula. The quintiles are the enrollment 'buckets', where each threshold represents approximately 20% of the nation's students. We had deep reservations about updating the quintiles without reworking the formula, because the threshold for the upper bound would have fallen by 10,000, meaning that more larger (but not necessarily poorer!) districts could max out under number weighting, further exacerbating the impact of inequitably allocating dollars away from smaller, poorer schools. No update of the quintiles reinforces the pressure to accurately address the very real, but unintended, consequences of the current formula.
- **Rural Education:**
  - AASA helped pen the original Rural Education Achievement Program (REAP) in 2001, and we are pleased to see that the changes we have long advocated are reflected in this bill. In a reauthorization that consolidated and eliminated many programs, it is wonderful to see REAP remain as a stand-alone program.
  - The US Education Department will have to do a study to evaluate how they are <not> serving rural schools.
  - Also, Rural School Consolidated Grant Applications are in, meaning that small, rural schools can coordinate to submit consolidated applications. This may be through their local education service agency.
- **Funding Caps:** The bill includes funding caps, though those numbers are written to the Bipartisan Budget Act of 2015, which would be there is room for small increases in the years of this authorization. This authorization is for four years.
- **Early Education:** ESSA includes an early education component. This will be administered jointly through the Health/Human Services Department and US Education Department, with HHS acting as the fiscal agent. This program is in addition to Head Start and Child Care Development Bloc Grants.
- **Alternate Assessment:** AASA's preferred position was no cap on alternate assessments. That is, we think that the local IEP team is best positioned to determine which students qualify for/need an alternate assessment. We are pleased with the compromise in ESSA. Alternate assessments will be capped at 1% at the STATE level. Local IEP teams will work to make their determinations as driven by IDEA. There are explicit prohibitions on both the Secretary and the state from forcing a local cap (as in current practice). LEAs will have an alternate assessment rate determined by need and the state is responsible for monitoring LEAs individually to determine the overall state level. Should a state find it has an alternate assessment rate above 1%, the state can pursue a waiver.
- **Student Privacy:** FERPA is out. The proposed commission to analyze/study student data and privacy is also out. That is, no student data/privacy reauthorization reference in this bill.
- **School Climate:** Programs in Title IV are consolidated into a bloc grant. This bloc grant will be formula to state and formula to local. When allocations are above \$30,00 to the LEA, LEAs must use at least 20% of this allocation for well-rounded education and at least 20% for safe/healthy programming. Technology is an allowable use in this title. Spending on technology devises/equipment/software would be capped at 15%, but LEAs could use up to 60% of their grant under this program for technology-related activities, including training teachers to use technology, blended learning, personalized learning, buying content, etc.

- **Foster Care:** ESSA's Foster care provisions are that any additional transportation costs to be incurred would be assumed by the LEA only if they were being reimbursed by the child welfare agency, agreed to share the costs with child welfare or if the district decided to cover those costs.
- **Expanded Data Collection Under Title IX (Gender Equity):** Eliminated.
- **Title II Formula:** The Title II formula is revised in ESSA. It uses the Senate-adopted version, with tweaks to change the poverty population to a sliding scale, and to include the ramp down/hold harmless.
- **Background Checks:** The framework includes language related to the unfavorable practice of 'pass the trash' but stops short of the high level of prescription and redundancy with current state/local practice that had been considered. This is language we are ok with.
- **Comparability:** Maintained current law (We were opposed to a proposal to include teacher salary in the calculation).
- **English Language Learners:** Accountability for ELLs is shifted from Title III to Title I, a not to making accountability for this group of students a bigger priority. In addressing accountability for ELLs, states have two options. They can continue with current law (including ELL test scores after they have been in the country for one year). Or, under the new option, there is a three-year ramp up: In the first year, the state can have ELLs take the assessments and publicly report the results but not have it count toward/against a school's rating; in the second year, the state would incorporate ELL results in both math and reading. In the third year, ELL proficiency scores would be treated like that of any other student.

**Questions? Contact Noelle Ellerson, Associate Executive Director, Policy & Advocacy ([nellerson@aasa.org](mailto:nellerson@aasa.org))**

# Bemidji Area Schools

## 2014-2015

### World's Best Workforce Report

October 1, 2015

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#### **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>

Dear Patrons of Bemidji Area Schools:

The 2014-2015 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 50% of Bemidji Area Schools' students qualify for free or reduced price lunches, while 15.4% are participating in some form of special education, compared to 13.4% Statewide in Minnesota. Bemidji students significantly exceed the mobility rates for the state as well with 22.5% (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 2014-2015 school year were: Bemidji High School was again named by *U.S. News & World Report* as one of the best high schools in the State of Minnesota and in the nation. The following Bemidji High School teams were honored by receiving All State Academic Awards by the Minnesota State High School League: Baseball, Boys Tennis, Softball, Girls Cross Country, Boys Cross Country, Volleyball, Football, Boys Soccer, Girls Soccer, Girls Tennis, Girls Basketball, Wrestling, Girls Nordic Ski, Boys Nordic Ski, Boys Hockey and Girls Hockey.

The following teams were sectional or conference champions and competed at the state level: Boys Soccer Lake & Prairie Conference champions; Volleyball sectional champions; Football sectional champions; Girls Tennis North Sub Section champions; Girls Swimming sectional champions; Wrestling Matt King Conference champions; Boys Hockey sectional champions (the first time in 29 years!) and Mariucci Conference champions.

Bemidji High School students were up to the task academically as 180 students completed 243 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 76.1% compared to a national average rate of 57.4%. Bemidji High School students also earned college credit through PSEO coursework; college in the schools collaboration with Bemidji State University and the University of Minnesota, Crookston; and concurrent enrollment programs with several colleges and universities.

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

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

Sincerely,

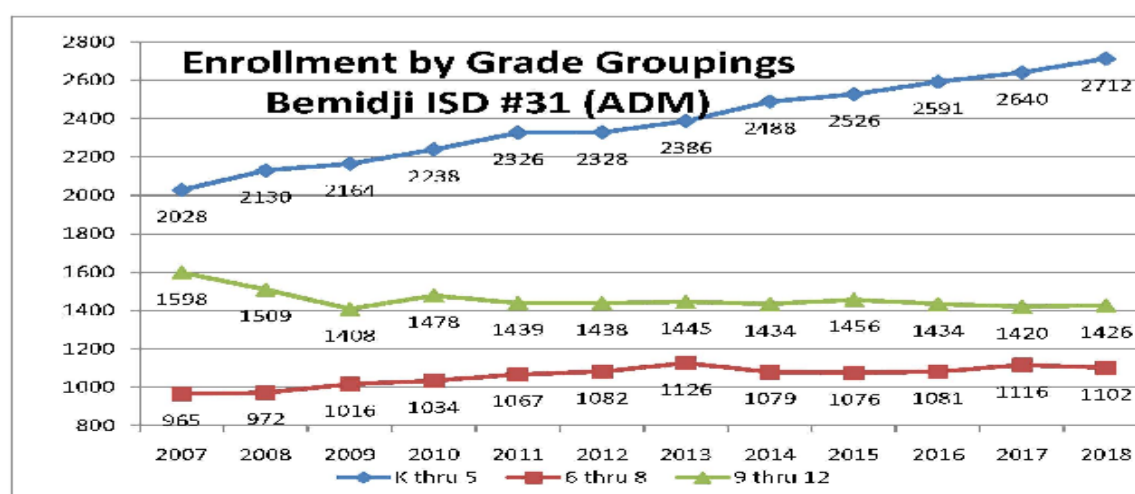
James A. Hess, Ed. D.  
Superintendent of Schools

## BEMIDJI AREA SCHOOLS ENROLLMENT

Fifteen Bemidji Area Schools serve 5,047 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, 2014, the official date for calculating enrollment. Also listed are poverty rates for each school, calculated by the number of free and reduced lunches served; 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	842,062	38.4%	13.4%	29.5%	12.7%
<b>Total Bemidji District</b>	<b>5,047</b>	<b>50.2%</b>	<b>15.4%</b>	<b>24.9%</b>	<b>22.5%</b>
Bemidji AEC	53	34.0%	18.9%	30.2%	178.7%
Bemidji BYLaW	8	87.5%	100.0%	50.0%	155.6%
Bemidji High School	1,381	38.7%	15.2%	16.9%	16.1%
Bemidji Lumberjack ALC	54	90.7%	5.6%	66.7%	51.6%
Bemidji Middle School	1,064	49.1%	16.8%	24.7%	21.7%
Bemidji Middle ALP	6	66.7%		16.7%	
Central Elementary	241	78.0%	20.3%	43.2%	45.5%
First City School (NMJC)	72	100.0%	56.9%	69.4%	3.6%
Horace May Elementary	405	42.2%	15.6%	14.8%	16.3%
J. W. Smith Elementary	365	80.5%	13.7%	51.5%	33.3%
Lincoln Elementary	534	54.1%	9.7%	29.0%	22.8%
Northern Elementary	512	41.2%	12.9%	16.4%	14.5%
Oshki Manidoo Center	9	100.0%	33.3%	100.0%	
Paul Bunyan Center	203	44.3%	11.3%	15.3%	17.1%
Solway Elementary	140	52.1%	13.6%	16.4%	13.8%

The chart below shows Bemidji Area Schools' Average Daily Membership (ADM) by level from 2007, projected to 2018. From 2009 to 2014, Bemidji has increased 413 ADM in five years.



## 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.

### 2014-2015 District School Improvement

#### AIM 1: Highest Levels of Student Success

**Goal A Reading:** In Bemidji Area Schools district-wide the “All Students” group will increase their proficiency of 60.6% in the Spring of 2014 to 64.6% in the Spring of 2015 and to 68.6% in the Spring of 2016 as measured by the MCA in Reading for students enrolled October 1.

**Reading Result:**

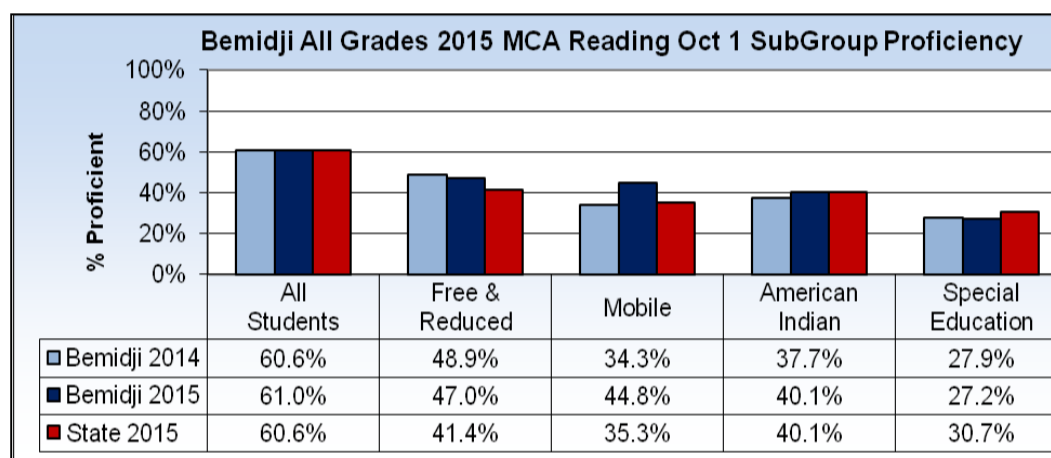
- Bemidji District 2015 MCA Reading proficiency increased to 61%, short of our goal to increase by 4%.
- Bemidji District and grades 4-8 and 10 outperformed the State in 2015 MCA Reading.

**Goal A1** Bemidji Area Schools district-wide will close achievement gaps for the following subgroups as measured by the MCA in Reading:

- Special Education students’ proficiency will improve from 27.9% to 33.9% in spring 2015.
- American Indian students’ proficiency will improve from 37.7% to 43.7% in spring 2015.
- Free and Reduced Lunch students’ proficiency will improve from 48.9% to 54.9% in spring 2015.

**Reading Achievement Gap Result:**

- Bemidji Special Education 2015 MCA Reading proficiency decreased by 0.7% to 27.2%.
- Bemidji American Indian 2015 MCA Reading proficiency increased by 2.4% to 40.1%.
- Bemidji Free & Reduced Lunch 2015 MCA Reading proficiency decreased by 1.9% to 47.0%.
- Bemidji students receiving Free and Reduced Lunch and Mobile students outperformed the State, and American Indian students tied State proficiency in reading.



**All Students Ready for Kindergarten Results:**

- Bemidji formed a Ready for Kindergarten Committee in 2014-2015 to discuss how we can improve preschool screening and prepare students for kindergarten. This committee includes early childhood teachers, elementary principals, special education, and curriculum/Title director.
- Bemidji’s four-year-old school readiness program holds a four-star rating and continues to prepare these children for kindergarten. In 2014-2015 over 140 children completed the K-3 aligned curriculum and will enter kindergarten ready to learn.
- School Readiness staff work with parents to encourage them to continue education in the home. Ideas for parent involvement are included in the newsletter and take-home activities. School Readiness staff also invite parents to activities that encourage them to read to children and take them to the public library.
- The District provides a K-1 program, all day every other day, for five-year-old students with late birthdays who are not yet ready for kindergarten.
- Each elementary school provides a kindergarten registration at their school in the spring. In the fall schools provide a kindergarten orientation to inform students and parents of what to expect in kindergarten.
- At the fall 2015 orientation, every kindergartener will receive a Kindergarten Packet from District Title I. This packet includes math numbers and number line, reading letters and sight words, a reading book, a math literacy book, pencil, colors, glue stick, and bookmark to assist parents in working with their children at home.

**Reading Well By Third Grade Results:**

- Kindergarten AIMSweb Letter Naming Fluency increased by 13.5% and Letter Sound Fluency increased by 18.6% from Fall 2014 to Spring 2015.
- Grade 1 AIMSweb Phoneme Segmentation increased by 10.4% from Fall 2014 to Spring 2015, and Reading Curriculum-Based Measurement increased by 15.2% from Winter 2015 to Spring 2015
- In 2014-2015 the district increased reading interventions by training five additional Reading Recovery teachers to meet the needs of the lowest 20% of first grade students.
- Title II and District Staff Development Grants provided teachers with training in Jan Richardson’s Guided Reading and district reading interventions.
- Minnesota Reading Corps provided tutors to work with K-3 students who were just below proficiency.

**Goal B Mathematics:** In Bemidji Area Schools district-wide, the “All Students” group will increase their proficiency of 62.9% in the spring of 2014 to 66.9% in the spring of 2015 and to 70.9% in the spring of 2016 as measured by the MCA in Mathematics for students enrolled October 1.

**Math Result:**

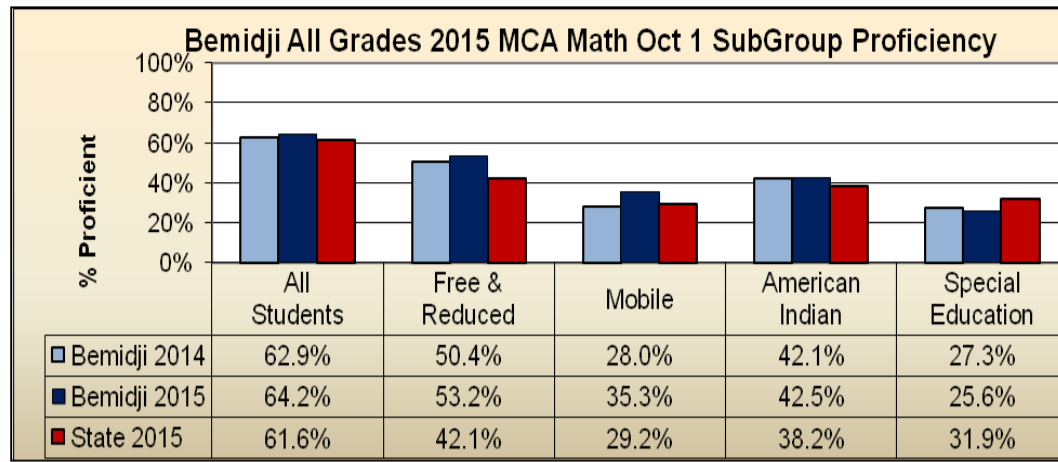
- Bemidji District 2015 MCA Math proficiency increased 1.3% to 64.2%, short of our goal to increase by 4%.
- Bemidji District and grades 6-8 and 11 outperformed the State in 2015 MCA Math.

**Goal B1** Bemidji Area Schools district-wide will close achievement gaps for the following subgroups as measured by the MCA in Mathematics:

- Special Education students’ proficiency will improve from 27.3% to 33.3% in spring 2015.
- American Indian students’ proficiency will improve from 42.1% to 48.1% in spring 2015.
- Free and Reduced Lunch students’ proficiency will improve from 50.4% to 56.4% in spring 2015.

**Math Achievement Gap Result:**

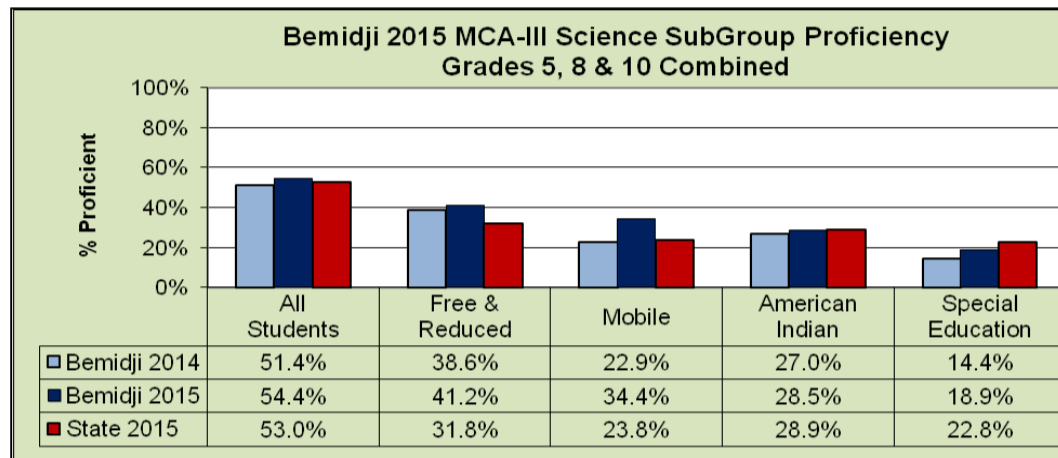
- Bemidji’s Special Education 2015 MCA Math proficiency decreased by 1.7% to 25.6%.
- Bemidji’s American Indian 2015 MCA Math proficiency increased by 0.4% to 42.5%.
- Bemidji Free & Reduced Lunch 2015 MCA Math proficiency increased by 2.8% to 53.2%.
- Bemidji students receiving Free and Reduced Lunch, Mobile students, and American Indian students outperformed the State in math.



**Goal C Science:** In Bemidji Area Schools district-wide “All Students” group will increase their proficiency on the MCA Science Test given in grades 5, 8, and 10 from 51.4% in 2014 to equal or exceed Minnesota State average scores (53.2% in 2014).

**Science Result:**

- Bemidji District met our goal to outperform the State in MCA Science. Bemidji District’s overall 2015 MCA Science proficiency increased by 3.0% to 54.4% from 2014 to 2015 compared to the State’s 53.0%.
- Bemidji Grades 5, 8, and high school increased their 2015 MCA Science proficiency, outperforming the State at all levels.
- Bemidji students receiving Free and Reduced Lunch and Mobile students outperformed the State in science.



**Goal D 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 2014-2015. (Baseline Data: Bemidji High School Four-Year Graduation Rate: 2009 = 84.6%, 2010 = 82.5%, 2011 = 83.2%, 2012 = 86.6%, and 2013 = 85.8%).

**Graduation Result:**

- According to the MDE web site, Bemidji High School’s 2014 four-year graduation rate was 83.2%, short of our 90% goal. The 2015 graduation information is not yet available.

**Goal D1** During the 2014-2015 school year Bemidji Area Schools will increase by 5% the Four-Year on Time Graduation Rate for “All Students” as measured by the Minnesota Department of Education. (Baseline Data: 2010 = 69.3%, 2011 = 68.9%, 2012 = 75.3%, and 2013 = 76.6%).

The district graduation rate includes data from the following schools: AEC, Bemidji High School, BYLaW, and Lumberjack High School.

**Result:**

- According to the MDE web site, Bemidji District’s 2014 four-year graduation rate was 72.3%, short of our goal. The 2015 graduation information is not yet available.

**College & Career Ready:** Bemidji High School will participate in the Ramp Up to Readiness program through the University of Minnesota. We will document program effectiveness with a participant survey.

**College & Career Ready Results:**

- Elementary and Middle schools participated in MN Higher Education’s Get Ready program, which provided curriculum to address college and career preparation.
- Grade 5 students toured Bemidji State University, ate lunch on campus, and received a BSU T-shirt.
- Grade 7 students toured Bemidji Northwest Technical College and ate lunch on campus. Many Bemidji students and their parents have no knowledge of how to prepare for college, and these tours give them the vision of the possibilities for their future.
- Bemidji district formed the Lumberjack Academy Advisory Committee, which includes district educators, area businesses, the Chamber of Commerce, BSU, and NTC. This committee is providing input for the creation of Career Academies for high school students.
- The Lumberjack Career Academies provide students with coursework, college credit, and hands-on information for careers of interest to them. The Career Academies include: Automotive Technology; Business Management; Communications; Construction Trades; Environmental Conservation; Graphic Design; Health Careers/CNA; Information Technology; Mechatronics; Paraprofessional Education; Light and Sound Technician; and Project Lead the Way.
- Through the Rural and Low Income Grant, the district hired a half time College and Career Interventionist to work with the alternative programs and Bemidji High School to catch kids from falling between the cracks, graduate, and make college and career plans.
- Bemidji High School provides student advisory sessions every week.
- Ramp Up to Readiness provides high school students with inventories and information about careers and college.
- The Career Center at Bemidji High School provides college and career information and arranges for student scholarships.
- District Special Education provides a Transition Expo where students on IEPs can visit with different businesses, organizations, and colleges to help them transition after high school.
- Bemidji High School provides over 250 course options including: pre-AP, eleven Advanced Placement, eleven College on Campus, Post-Secondary Enrollment Options, Project Lead the Way, and Work Experience courses that prepare students for future college and career success.
- Orientations were provided for students and parents for 5th grade to BMS and 8th grade to BHS.
- Link Crew at BHS and homeroom activities improve the transition for students entering 9th grade.

## AIM 2 Safe and Welcoming Environment

**Goal A Demonstrate Respect:** Bemidji Area Schools' students will reduce the incidences of assaults and fights by 5% as reported by school principals on the Skyward Student Management Data System for 2014-2015. (Baseline Data: 2013-2014 Grades K-5 – 126, Grade 6-8 – 28, grades 9-12 – 47).

**Result:**

- According to the Skyward Student Management Data System, the incidences of assaults and fights reported decreased for grades 9-12 but increased for grades K-8 from 2013-2014 to 2014-2015: 149 for Grades K-5, 35 for Grades 6-8, and 27 for Grades 9-12.

**Goal B Anti-Bullying:** District 31 will implement the new Safe and Supportive MN Schools Act and related policy. School administrators will report on anti-bullying activities during the 2014-2015 school year in their end of year report.

Bemidji elementary schools will continue the Safe Schools Ambassador Program and PBIS at their level in an effort to reduce bullying behaviors and evaluate program effectiveness by a survey of elementary principals in May 2015.

All District employees will learn the definition of bullying and support anti-bullying efforts by properly reporting incidents of bullying on district-approved reporting forms.

**Anti-Bullying Result:**

- Bemidji High School addresses bullying with curriculum in their Homeroom/Advisor program.
- Bemidji Middle School uses their Positive Peer Relations curriculum for thirty minutes every week. Eighteen Positive Peer Leaders are selected and trained at each grade level as ambassadors to help combat bullying.
- During 2014-2015, the Bemidji elementary schools participated in the Safe Schools Ambassadors program in collaboration with Community Matters and Lueken's Family Foundation and had great success with improved behavior and fewer incidents of bullying.
- All District employees attended training to learn the definition of bullying and support anti-bullying efforts by properly reporting incidents of bullying on district-approved reporting forms.

## AIM 3: Effective and Efficient Operations

**Goal A** During the 2014-2015 school year, Bemidji Area Schools will hold an election in November of 2014, asking voters to approve questions to approve construction of a new elementary school, make improvements to the Bemidji Middle School HVAC, and provide operating revenue to partially fund the additional classrooms and school building for 10 years. District 31 will conduct an informative and successful campaign resulting in an approved bond issue.

**Election Result:**

- The Bemidji community supported the construction of a new school for grades 4 and 5 and HVAC for Bemidji Middle School with a successful vote. The district is working with local entities to finalize requirements and have the new school ready by fall 2017. The BMS HVAC will be replaced in 2016.

**DISTRICT ASSESSMENTS FOR 2014-2015:**

Test Name	Grades Tested	Objectives and Use
AIMSweb	K-1	This assessment is given three times a year to measure students' reading and math skills. Through Response to Intervention (RtI), teachers use AIMSweb to determine which students need additional interventions.
Measures of Academic Progress (MAP) Northwest Evaluation Association	2-9	This computerized test is given in fall and spring to measure students' growth in meeting the state standards.
Minnesota Comprehensive Assessments (MCAs) Reading: Grades 3-8, 10 Math: Grades 3-8, 11 Science: Grades 5, 8 & HS	3-11	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.
College & Career Ready Assessments: EXPLORE: Grade 8 PLAN: Grade 10 COMPASS: some Grade 10 and 11 ACT Plus Writing: Grade 11	8, 10, & 11	These assessments were required by the State of MN to measure how well students are prepared for college and career opportunities after high school. These tests are no longer required for 2015-2016, but the district will continue to provide ACT Plus Writing to 2015-2016 grade 11 students.

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

**Highest Levels of Student Success:**

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

**Safe and Welcoming Environment**

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

**Effective and Efficient Operations**

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

## BEMIDJI ALTERNATIVE EDUCATION CENTER- TAMI WESELY, PRINCIPAL

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

### 2014-2015 School Improvement

**Goal 1:** In Bemidji Alternative Education Center the "All Students" group will increase their proficiency of 18.2% in the spring of 2014 to 22.2% in the spring of 2015 on the MCA Reading Assessments.

**Results:**

- According to the results of the 2015 MCA Reading, 66.7% of the "All students" group met proficiency, which is an increase of 48.5% and exceeds the goal of 4%.



**Goal 2:** In Bemidji Alternative Education Center the “All Students” group will increase their proficiency of 0.0% in the spring of 2014 to 4.0% in the spring of 2015 on the MCA Mathematics Assessments.

**Results:**

- According to the results of the 2015 MCA Math, 10% of the “All students” met proficiency, which is an increase of 10% and exceeds the goal of 4%.

**Goal 3:** During the 2014-2015 school year Bemidji Alternative Education Center will increase by 5% the Four-Year on Time Graduation Rate for “All Students” as measured by the Minnesota Department of Education.

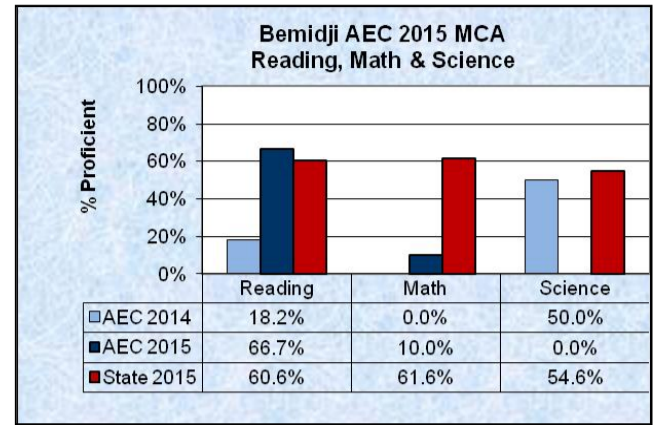
**Results:**

- The 2014 graduation rate for the AEC is 20.0%, a decrease from the 2013 graduation rate of 27.9%.
- The AEC has been restructured to accommodate more students in the program. Compass Learning Credit Recovery has been added as an additional option for students to earn credits.

**Goal 4:** During the 2014-2015 school year, Bemidji Alternative Education Center teachers will meet with students to develop a Continual Learning Plan and set goals for individual students 100% of the time as measure by student records.

**Results:**

- All students have completed a Continual Learning Plan.



**BEMIDJI HIGH SCHOOL- BRIAN STEFANICH, PRINCIPAL**



Bemidji High School is located on 200 acres of land with the Mississippi River forming its southwest property line. The school serves grades 9-12 with approximately 1,400 students enrolled in 2014-2015 at BHS. During the 2014-2015 school year, Bemidji High School was named to U.S. News & World Report as one of the best high schools in the state and nation earning the Bronze Medal Award. BHS was also named in Newsweek Magazine as one of the best high schools in Minnesota, ranked number 36 out of 610 secondary schools. These reports reflect our excellent AP scores, minority students taking the tests, free and reduced price lunch statistics, college readiness and state reading and math test results.

With over 250 course offerings, the school features a full selection of academic opportunities for students.

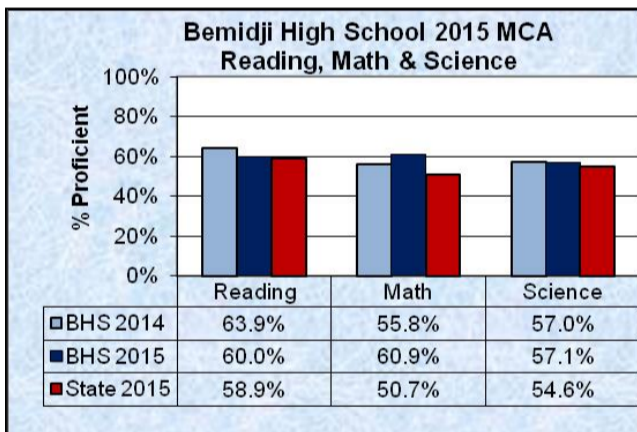
Bemidji High School’s curriculum features: eleven Advanced Placement (A. P.) courses, pre-A. P. classes for ninth grade students, Post-Secondary Education Options (PSEO), 11 College on Campus courses through partnerships with Bemidji State University and Northwest Technical College, Jr. ROTC, and Project 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.

**2014-2015 School Improvement**

**Goal 1:** Bemidji High School staff and students will improve the 11<sup>th</sup> grade American Indian math scores from 45.2% proficiency rate to 49.2% proficiency on the spring MCA in 2015.

**Results:**

- American Indian 11<sup>th</sup> grade MCA math scores decreased to 37.8% proficient in the spring of 2015.



**Goal 2:** Bemidji High School staff and students will improve 10<sup>th</sup> grade American Indian reading scores from 38.1% proficiency to 47.6% proficiency on the MCA test in the spring of 2015.

**Results:**

- American Indian reading MCA scores for 10th graders increased to 51.7% proficient in the spring of 2015, exceeding our goal and the State.

**Goal 3:** Bemidji High School staff and students will improve 11<sup>th</sup> grade Special Education math scores from 18.9% proficiency to 29.47% proficiency in the spring of 2015 on the MCA.

**Results:**

- The proficiency on the 11th grade math MCA for the special education subgroup, in the spring of 2015 decreased to 12.5%.

**Goal 4:** Bemidji High School staff and students will improve 10th grade Special Education reading scores from 19.0% proficiency to 33% proficiency in the spring of 2015 on the MCA.

**Results:**

- The proficiency on the 10th grade reading MCA for the special education subgroup, in the spring of 2015 increased to 25.6%.

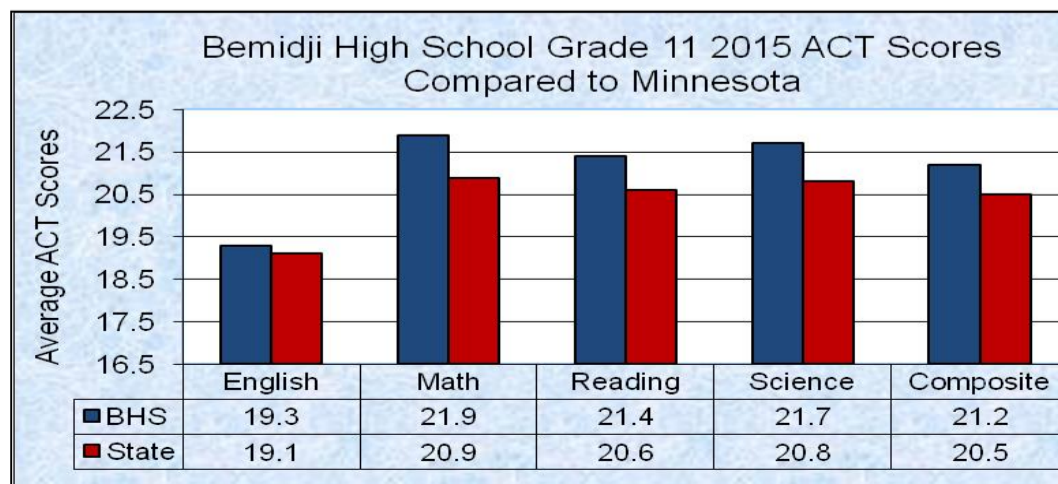
**Goal 5:** Bemidji High School staff and students will improve our graduation rate as measured by MDE’s four year calculations and increase to 90% for all students in 2014-2015.

**Graduation Results:**

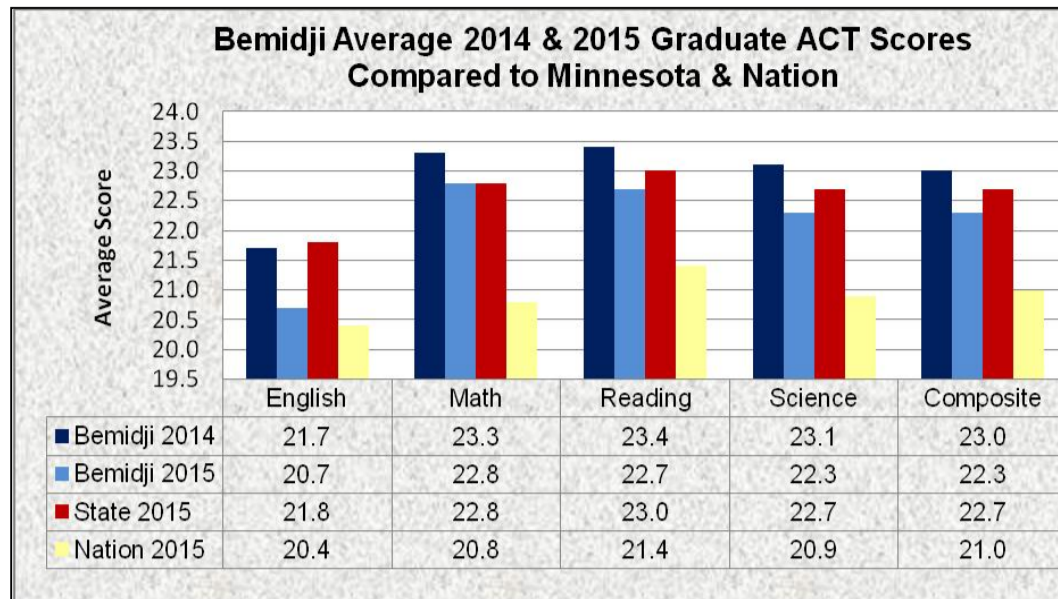
- 2015 graduation rate is not available at this time.
- 2014 graduation rate dropped to 83.22%.
- 2013 graduation rate was 85.84%.

**2015 ACT Results:**

- All Grade 11 students were required to take the ACT Plus Writing in 2015, and BHS outperformed the State in all subjects:

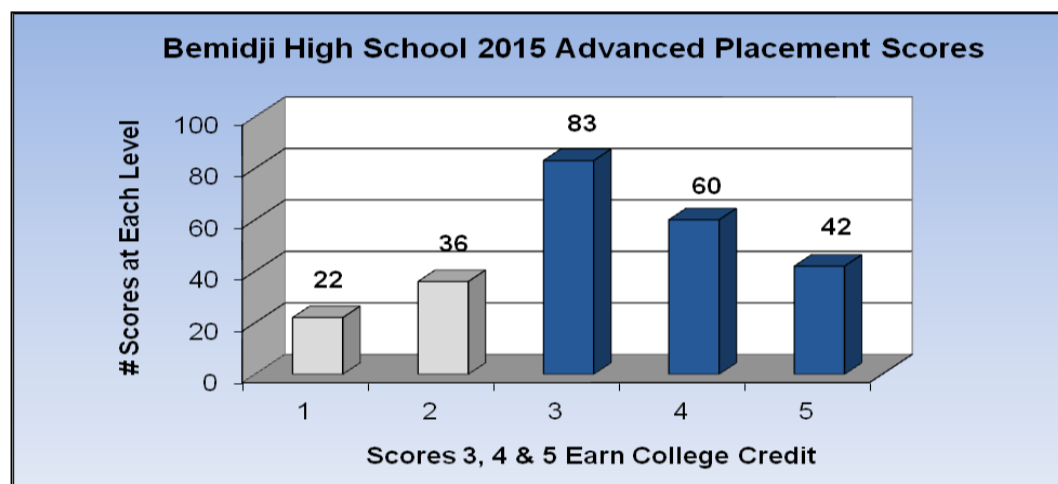


- For the tenth year in a row, Minnesota high school seniors were top in the nation on the ACT with 78% of Minnesota graduates completing the ACT, compared to 59% nationally.
- Bemidji 2015 graduates outperformed the Nation, but not the state.



**2015 Advanced Placement Results:**

- 180 BHS Grade 10-12 students completed 243 Advanced Placement tests.
- Bemidji students received 185 (76.1%) passing scores of 3, 4 or 5 compared to 65.8% of all Minnesota students passing, and 57.4% students passing in the United States.
- Bemidji’s 2015 average score was 3.26, Minnesota was 3.04, and the U. S. was 2.82.



**College & Career Ready:**

- Bemidji High School provides Career and College Readiness curriculum through homeroom each week for the four years students are enrolled in high school to ensure that the young adults are prepared for the next step after high school graduation. BHS is committed to provide opportunities in various career areas ranging from medical careers to engineering.
- Teacher trainings include “Ramp Up to Readiness” training. This curriculum prepares students for the next step after high school and helps foster a positive relationship with a caring adult.
- During the 2014-2015 school year, Bemidji High School students completed:
  - 332 College in the High School Courses
  - 1,422 credits through Bemidji State University
  - 168 credits in Project Lead the Way through University of Minnesota

**BEMIDJI MIDDLE SCHOOL- DREW HILDENBRAND, PRINCIPAL**



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

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

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

- 49% Free and reduced lunch
- 17% Special Education
- 75% White
- 20% American Indian
- 2% Black
- 22% Mobility

**2014-2015 School Improvement**

**Goal 1:** **Math:** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in mathematics from 61.3% in the spring of 2014 to 65.3% in the spring of 2015 as measured by the MCA-III.

**Goal 1A:** Students at Bemidji Middle School will increase proficiency in American Indian, Free & Reduced Lunch and Special Education subgroups in mathematics to close achievement gaps as measured by the spring 2015 MCA-III.

- Grades 6-8 American Indian – 37.2% to 43.2%
- Grades 6-8 Free and Reduced – 47.7% to 53.7%
- Grades 6-8 Special Education – 26.7% to 32.7%

**Math Results:**

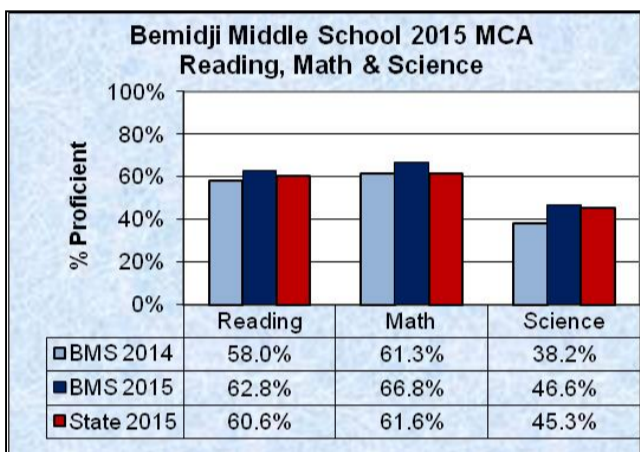
- BMS students in grades 6-8 achieved the goal with 66.8% meeting or exceeding proficiency.
  - 6th grade—increased from 53.3% to 61.5% proficiency.
  - 7th grade—increased from 56.3% to 61.6% proficiency.
  - 8th grade—increased from 75% to 78.6% proficiency.
- Grade 6-8 American Indian students increased their MCA mathematics proficiency from 37.2% to 47.3%.
- Grade 6-8 Free and Reduced increased their MCA mathematics proficiency from 47.7% to 53.9%.
- Grade 6-8 Special Education students decreased proficiency from 26.7% in 2014 to 20.5% in 2015.

**Goal 2: Reading:** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in reading from 58.0% in the spring of 2014 to 62.0% in the spring of 2015 as measured by the MCA-III.

**Goal 2A:** Students at Bemidji Middle School will increase proficiency in American Indian, Free & Reduced Lunch and Special Education subgroups in reading to close achievement gaps as measured by the spring 2015 MCA-III.  
Grades 6-8 American Indian – 36.3% to 42.3%  
Grades 6-8 Free and Reduced – 46.1% to 52.1%  
Grades 6-8 Special Education – 26.4% to 32.4%

**Reading Results:**

- BMS students in grades 6-8 achieved the goal with 62.8% meeting or exceeding proficiency.
  - 6th grade—increased from 61% to 67.3% proficiency.
  - 7th grade—increased from 55.6% to 60.2% proficiency.
  - 8th grade—increased from 57.3% to 60.4% proficiency.
- Grade 6-8 American Indian students increased their MCA reading proficiency from 36.3% to 42.2%.
- Grade 6-8 Free and Reduced increased their MCA reading proficiency from 46.1% to 47.4%.
- Grade 6-8 Special Education students decreased proficiency from 26.4% in 2014 to 25.1% in 2015.



**Goal 3: Science:** Reduce the achievement gap between Bemidji Middle School and the State from 6.7% to 5% or less in the 2014-2015 school year.

**Goal 3A:** Improve Earth and Space Science sub-score average from 4.74 to 5.0 in the 2014-2015 School Year.

**Goal 3B:** Improve Physical Science sub-score average from 4.76 to 5.0 in the next 2014-2015 School Year.

**Science Results:**

- BMS students achieved their goal and increased their science proficiency from 38.2% to 46.6%, outperforming the State (45.3%) as measured by 2015 MCA Science.
- The Earth and Space Science sub-score average was 4.73 in 2015.
- The Physical Science sub-score average was 4.94 in 2015.

**Goal 4: Social Studies:** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in Informational Text/Non-Fiction reading sub-score from 5.04 in the spring of 2014 to 5.30 in the spring of 2015 as measured by the MCA-III.

**Social Studies Result:**

- The Informational Text reading sub-score averages were: grade 6, 5.22; grade 7, 5.15; and grade 8, 5.17 in 2015 MCA Reading.

**Goal 5: Attendance:** Bemidji Middle School Tier II Attendance students will improve their overall attendance rate by 30% as measured by the Bemidji Middle School Attendance Review Committee.

**Attendance Result:**

- Bemidji Middle School increased our Tier II attendance students’ daily attendance by 9.3%.

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

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

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

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

**2014-2015 School Improvement**

**Goal 1: Reading:** In the BYLaW Program the “ALL Students” group will increase their proficiency of 0% in the spring of 2014 to 4% in the spring of 2015 as measured by the MCA in Reading.

**Goal 1A:** “All Students” in the BYLaW Program will demonstrate academic growth of 1.1 grade levels or better as measured by pre and post assessments.

**Result:**

- According to the results of the 2015 MCA Reading, 12.5% of the “All students” met proficiency, which is an increase of 12.5% and exceeds the goal of 4%.
- STAR pre and post test results indicate that “All Students” demonstrated a growth of 1.2 grade level increase in reading.

**Goal 2: Math:** In the BYLaW Program the “ALL Students” group will increase their proficiency of 11.1% in the spring of 2014 to 15.1% in the spring of 2015 as measured by the MCA in Math.

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

**Result:**

- According to the results of the 2015 MCA Math, 0% of the “All students” met proficiency and they did not meet the goal of 4%.
- STAR pre and post test results indicate that “All Students” demonstrated a growth of 1.2 grade level increase in math.

**Goal 3: Graduation:** During the 2014-2015 school year the Bemidji BYLaW Program will increase by 5% the Four-Year on Time Graduation Rate for “All Students” as measured by the Minnesota Department of Education.

**Result:**

- The one senior enrolled at BYLaW during the 2014-2015 earned the credits needed to graduate.

**Goal 4:** In the BYLaW program, students will increase their participation/attendance in a Social Skills group during the 2014-2015 school year to at least 85% of the time as measured by school records.

**Result:**

- All BYLaW were scheduled into a Social Skills group.

**CENTRAL ELEMENTARY- PATRICIA WELTE, PRINCIPAL**



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

- Family Reading Days
- Math Mornings with Muffins
- Relay for Life, a community-based event
- After school 21st Century Learning Community, grades 2-5
- All School Dance
- Collaboration between Bemidji State University and Central School
- An extensive Guided Reading Library
- A schoolwide discipline program, based on Positive Behavior Intervention Strategies
- Reading Recovery, Leveled Literacy intervention program, grades 1-3
- Native American home-school liaison
- Minnesota Reading Corps program
- Minnesota Math Corps
- Lending Library for grade K,1,2
- Math Turkey Bingo
- Attendance incentives
- Schoolwide monthly assemblies focused on attendance and positive behavior characteristics
- Math Specialist working with students and staff

**2014-2015 School Improvement**

**Goal 1: Reading:** The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 51.2% in spring 2014, to 55.2% in spring 2015, as measured by the MCA III Reading Assessment.

**Goal 1A:** The proficiency percentage of the special education subgroup, grades 3-5, at Central Elementary will increase from 15% in spring 2014, to 21% in spring 2015, as measured by the MCA III / MTAS Reading Assessment.

**Goal 1B:** The proficiency percentage of the Native American subgroup, grades 3-5, at Central Elementary will increase from 30.4% in spring 2014, to 36.4% in spring 2015, as measured by the MCA III Reading Assessment.

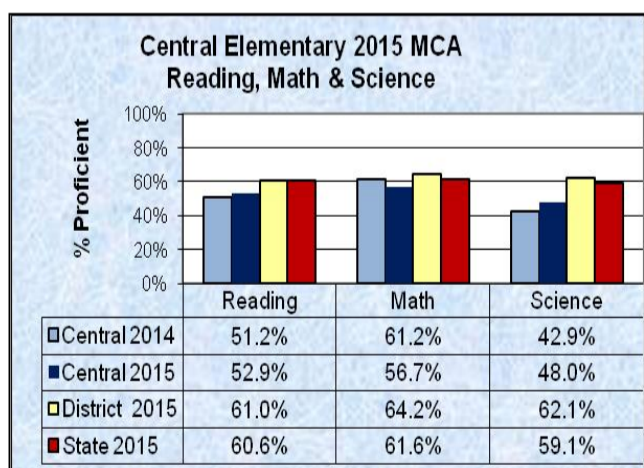
**Reading Result:**

- The proficiency percentage of all students, grades 3-5, at Central Elementary, increased to 52.9% in spring 2015 as measured by the MCA Reading assessment.
- Central Special Education students increased MCA Reading proficiency to 17.4%.
- Central Native American students decreased MCA Reading proficiency to 29.4%.

**Goal 2: Math:** The proficiency percentage of all students, grades 3-5, at Central Elementary, will increase from 61.2% in spring 2014, to 65.2% in spring 2015, as measured by the MCA III Math Assessment.

**Goal 2A:** The proficiency percentage of the special education subgroup, grades 3-5, at Central Elementary, will increase from 25% in spring 2014, to 31% in spring 2015, as measured by MCA III / MTAS Math Assessment.

**Goal 2B:** The proficiency percentage of the Native American subgroup, grades 3-5, at Central Elementary, will increase from 33.3% in spring 2014, to 39.3% in spring 2015, as measured by MCA III Math Assessment.



**Math Result:**

- The proficiency percentage of all students, grades 3-5, at Central Elementary, decreased to 56.7% in spring 2015 as measured by the MCA III Math assessment.
- Central Special Education students decreased MCA Math proficiency to 21.7%.
- Central Native American students decreased MCA Math proficiency to 26.5%.

**Goal 3: Science:** The proficiency percentage of all students, grade 5, at Central Elementary, will increase from 42.9% in spring 2014, to 46.9% in spring 2015, as measured by MCA III Science Assessment.

**Science Result:**

- The proficiency percentage of all students, grade 5, at Central Elementary, increased to 48% in spring 2015, as measured by MCA Science assessment, exceeding our goal.

**Goal 4: Safe and Welcoming Environment:** Central Elementary students, grades K-5, will reduce the number of behavior incidents as reported on Skyward Student Management Data System, from 19 in spring 2014, to 18 in spring 2015.

**Result:**

- Central Elementary students, grades K-5, increased the number of behavior incidents as reported on Skyward Student Management Data System, to 22 in spring 2015.

**EARLY INTERVENTION (EIC)- KATHY VANWERT, PRINCIPAL**

The Bemidji Early Intervention Program is comprised of three facets: a home based program for birth to 3 year old children with special needs, a center based program, and an inclusion program for 3 to 5 year olds with special needs. Our home based program is a year around program and our center based and inclusion programs follow the school year calendar. We served over 200 children birth to 5 and their families during the 2014-2015 school year.

### 2014-2015 School Improvement

**Goal:** The Early Intervention Program will use the Brigance Inventory of Early Learning II to establish a baseline of literacy development with a sample of students in our programs. Eighty percent of our student sample will achieve a 6 month growth from Fall 2014 to Spring 2015. (i.e. Student A (age 4y 3m) has a literacy level of 3y 0m; we will strive for a growth of at least 3y 6m).

**Result**

- Twenty-two students participated in this literacy program. Eighty-two percent (18 students) achieved at least 6 months growth using the Brigance Inventory during the 2014-2015 school year, so we achieved our goal.

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

### 2014-2015 School Improvement

**Goal 1: Reading:** In the First City School the “All Students” group will increase proficiency of 18.2% in the spring of 2014 to 22% in the spring of 2015 as measured by the MCA in Reading.

**Goal 1A:** The First City School will increase reading scores by an average of 1.5 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 Result:**

- According to the results of the 2015 MCA Reading, 29% of the “All students” met proficiency, which is an increase of 4.6%, exceeding the goal of 4%.
- STAR pre and post test results indicate that “All Students” demonstrated a growth of 1.2 grade level increase in reading.

**Goal 2: Math:** In the First City School the “All Students” group will increase proficiency of 11.1% in the spring of 2014 by 4% in the spring of 2015 as measured by the MCA in Math.

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

**Math Result:**

- According to the results of the 2015 MCA Math, 7.4% of the “All students” met proficiency and they did not meet the goal to increase by 4%.
- STAR pre and post test results indicate that “All Students” demonstrated a growth of 2.8 grade level increase in math.

**Goal 3:** In the First City School, all teachers will increase positive relationships with students by making daily contact with students present through designated case manager time 100% of the time as evidenced by school records.

**Result:**

- All teachers make daily contact with all students during designated case manager time.

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## 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 twenty-five students in Grades 1-5. Our school has typically been a three-section per grade level school; however, with ever expanding enrollment we are growing into a four-section per the first three grade levels. The growth is exciting and encouraging on the 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 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.

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

### 2014-2015 School Improvement

**Goal 1: Reading:** The Horace May “All Students” sub-group will increase their proficiency from of 67.3% to 71.3% in the spring of 2015, and to 75.3% in the spring of 2016 as measured by the MCA III Reading Test.

Horace May Elementary will close achievement gaps for the following subgroups as measured by the MCA in Reading:

**Goal 1A:** The Horace May “Special Education” subgroup will increase their proficiency from of 35.5% to 41.5% in the spring of 2015, and to 47.5% in the spring of 2016 as measured by the MCA III Reading Test.

**Goal 1B:** The Horace May “American Indian” subgroup will increase their proficiency from of 47.4% to 53.4% in the spring of 2015, and to 59.4% in the spring of 2016 as measured by the MCA III Reading Test.

**Goal 1C:** The Horace May “Free and Reduced” subgroup will increase their proficiency from of 53.2% to 59.2% in the spring of 2015, and to 65.2% in the spring of 2016 as measured by the MCA III Reading Test.

**Reading Result:**

- Our 2014-2015 “All Students” group achieved 72.5% proficient in the area of Reading. This demonstrated a growth of 5.2%, exceeding our 2013-2014 proficiency scores in Reading.
- Horace May Special Education students decreased their MCA Reading proficiency to 23.1%.
- Horace May American Indian students improved their MCA Reading proficiency to 57.1%.
- Horace May students receiving Free and Reduced Lunch improved their MCA Reading proficiency to 55.6%.

**Goal 2: Math:** The Horace May “All Students” sub-group will increase their proficiency from of 70.0% to 74.0% in the spring of 2015, and to 78.0% in the spring of 2016 as measured by the MCA III Math Test.

Horace May Elementary will close achievement gaps for the following subgroups as measured by the MCA in Math:

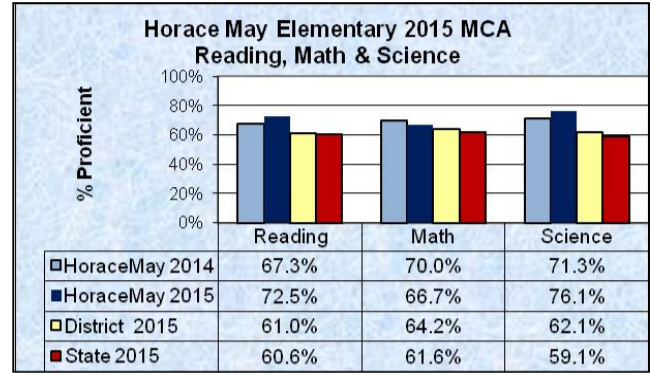
**Goal 2A:** The Horace May “Special Education” subgroup will increase their proficiency from of 35.5% to 41.5% in the spring of 2015, and to 47.5% in the spring of 2016 as measured by the MCA III Math Test.

**Goal 2B:** The Horace May “American Indian” subgroup will increase their proficiency from of 57.9% to 63.9% in the spring of 2015, and to 69.4% in the spring of 2016 as measured by the MCA III Math Test.

**Goal 2C:** The Horace May “Free and Reduced” subgroup will increase their proficiency from of 51.1% to 57.1% in the spring of 2015, and to 64.1% in the spring of 2016 as measured by the MCA III Math Test.

**Math Result:**

- Our 2014-2015 “All Students” group scored 66.7% proficient in the area of Mathematics. This demonstrated a decline of 3.3% compared to our 2013-2014 proficiency scores in Mathematics.
- Horace May Special Education students decreased their MCA Math proficiency to 19.2%.
- Horace May American Indian students decreased their MCA Math proficiency to 47.6%.
- Horace May students receiving Free and Reduced Lunch decreased their MCA Math proficiency to 48.1%.



**Goal 3: Science:** The Horace May “All Students” subgroup will increase their proficiency from of 71.3% to 75.3% in the spring of 2015, and to 81.3% in the spring of 2016 as measured by the MCA III Science Test.

**Science Result:**

- Our 2014-2015 “All Students” group scored 76.1% proficient in the area of Science. This demonstrated a growth of 4.8% over our 2013-2014 proficiency scores in Science.
- Horace May American Indian students increased their MCA Science proficiency from 50% to 75%.

**Goal 4: Demonstrate Respect:** The Horace May “All Students” subgroup will decrease their incidences of negative behaviors that are recorded in the DIRS system from 62 incidences in 2013-2014 to 56 incidences in 2014-2015 and 50 incidences in 2015-2016.

**Result:**

- As a school, during the 2014-2015 school year, we had 50 incidences that required the Code of Conduct and assigned an out-of-school suspension as a consequence. This is a decrease of 12 incidences from our 2013-2014 school year’s data; which is approximately a 20% decrease in out-of-school suspension.

**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 School has been involved in the Title I Schoolwide Program for 18 years. Our federal Schoolwide status is based on a free and reduced lunch population of (80.5%). High student mobility (33.3%) provides distinct challenges. Our ethnicity rate of (51.5%) broadens our cultural base. Because of our American Indian population (41.9%), 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.

**2014-2015 School Improvement**

**Goal 1: Reading:** Third, fourth, and fifth grade students at J.W. Smith Elementary will increase proficiency percentage on the MCA-III Reading test from spring 2014 to spring 2015.

- Third grade will meet or exceed the district’s proficiency average of 61.1% on the spring 2015 MCA-III Reading assessment.
- Fourth grade will increase from 68.6% in 2014 to 72.6% in 2015.
- Fifth grade will increase from 60.9% in 2014 to 64.9% in 2015.

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

- Special Education students’ proficiency will improve from 38.9% in the spring of 2014 to 44.9% in the spring of 2015.
- American Indian students’ proficiency will improve from 46.6% in the spring of 2014 to 52.6% in the spring of 2015.
- Free and Reduced Lunch students’ proficiency will improve from 59.5% in the spring of 2014 to 65.5% in the spring of 2015.

**Reading Results:**

- According to the Spring 2015 MCA-III Reading results, our proficiency percentages are:
  - 3rd grade – 59.2%
  - 4th grade – 52.1%
  - 5th grade – 81.0%, exceeding their 2015 MCA Reading goal
- J. W. Smith Special Education students decreased their MCA Reading proficiency to 33.3%.
- J. W. Smith American Indian students increased their MCA Reading proficiency slightly to 46.7%.
- J. W. Smith students receiving Free and Reduced Lunch decreased their MCA Reading proficiency to 58.1%.

**Goal 2: Math:** Third, fourth, and fifth grade students at J.W. Smith Elementary will increase proficiency percentage on the MCA-III Math test from Spring 2014 to Spring 2015.

- Third grade will meet or exceed the district’s proficiency average of 72.5% on the spring 2015 MCA-III Math assessment.
- Fourth grade will increase from 75.4% in 2014 to 79.4% in 2015.
- Fifth grade will increase from 55.6% in 2014 to 59.6% in 2015.

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

- Special Education students’ proficiency will improve from 26.3% in the spring of 2014 to 32.3% in the spring of 2015.
- American Indian students’ proficiency will improve from 56.9% in the spring of 2014 to 62.9% in the spring of 2015.
- Free and Reduced Lunch students’ proficiency will improve from 58.4% in the spring of 2014 to 64.4% in the spring of 2015.

**Math Results:**

- According to the Spring 2015 MCA-III Math results, our proficiency percentages are:
  - 3rd grade – 65.3%
  - 4th grade – 66.7%
  - 5th grade – 57.1%
- J. W. Smith Special Education students increased their MCA Math proficiency to 33.3%, exceeding their 2015 goal.
- J. W. Smith American Indian students decreased their MCA Math proficiency to 43.3%.
- J. W. Smith students receiving Free and Reduced Lunch increased their MCA Math proficiency to 59.0%.

**Goal 3: Science:** Fifth grade will meet or exceed the district’s proficiency average of 59.8% on the spring 2015 MCA Science assessment.

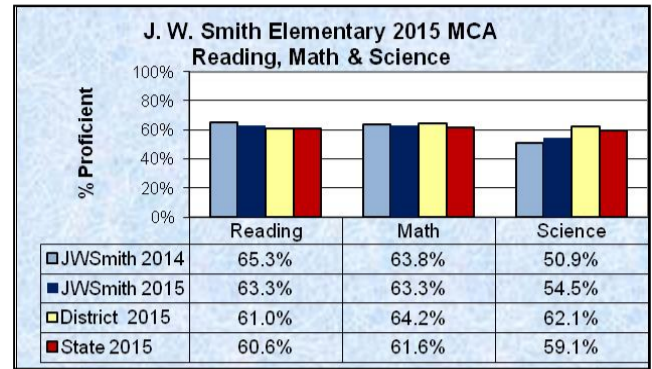
**Science Results:**

- According to spring 2015 MCA-III Science data, Grade 5 proficiency increased from 50.9% to 54.5%.

**Goal 4: Safe and Welcoming Environment:** J.W. Smith Elementary students will decrease district discipline incidences by 5 as reported by the Skyward Student Management Data System.

**Results:**

- According to the Skyward Student Management Data System, the district discipline incidences (not including transportation incidences) increased from 47 in 2013-2014 to 51 in 2014-2015 (the 2014-2015 data is accurate through May, 18, 2015). Goal 4 was not met during the 2014-2015 school year.



**LINCOLN ELEMENTARY- JASON LUKSIK, PRINCIPAL**



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.

*“Lincoln Elementary: Encouraging Successful Lifelong Learners”*

Lincoln Elementary staff is currently identifying the Essential Learning Outcomes (ELO’s) for Math and Reading. Teachers will use the ELO’s to determine the best instructional practices and methods to meet the state standards. Once ELO’s are identified, staff will work on developing Common Formative Assessment to gauge where students are and modify their instructional practice to meet the needs of the students.

**2014-2015 School Improvement**

**Goal 1: Reading:** In Lincoln Elementary the “All Students” group will increase their proficiency of 58.1% in the spring of 2014 to 62.1% in the spring of 2015 as measured by the MCA in Reading.

**Goal 1A:** Lincoln Elementary will close achievement gaps for the following subgroups by 6% as measured by the MCA in Reading:

- Special Education students’ proficiency will improve from 51.4% to 57.4% in spring 2015.
- American Indian students’ proficiency will improve from 33.3% to 39.3% in spring 2015.
- Free and Reduced Lunch students’ proficiency will improve from 48.1% to 54.1% in spring 2015.

**Reading Result:**

- At Lincoln Elementary, the “All Students” group scored 58.1% proficient in MCA Reading.
- Special Education student proficiency increased to 58.8%, surpassing our goal by 1.4%.
- American Indian student proficiency increased to 35.1%, short of our goal.
- Students receiving Free and Reduced Lunch proficiency decreased to 46.7%.

**Goal 2: Math:** At Lincoln Elementary, the “All Students” group will increase their proficiency of 63.1% in the spring of 2014 to 67.1% in the spring of 2015 as measured by the MCA in Mathematics.

**Goal 2A:** Lincoln Elementary will close achievement gaps for the following subgroups by 6% as measured by the MCA in Mathematics:

- Special Education students’ proficiency will improve from 34.2% to 40.2% in spring 2015.
- American Indian students’ proficiency will improve from 38.8% to 44.8% in spring 2015.
- Free and Reduced Lunch students’ proficiency will improve from 51.6% to 57.6% in spring 2015.

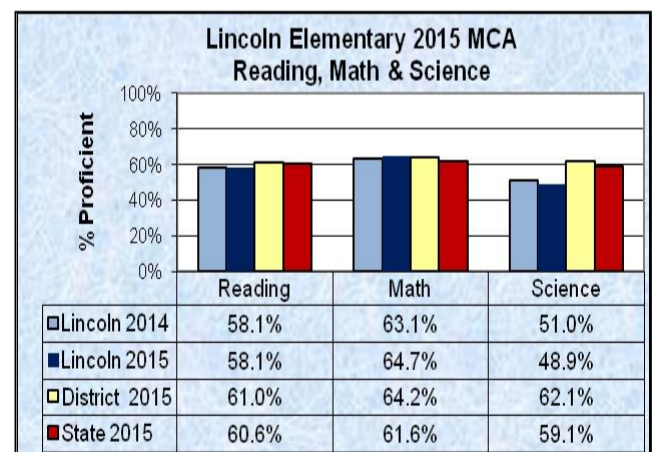
**Math Result:**

- At Lincoln Elementary, the “All Students” group increased proficiency to 64.7% proficient in MCA Math, short of our goal of 67.1%.
- Special Education students increased MCA Math proficiency to 61.8%, an increase of 27.6% and surpassing our goal.
- American Indian students increased proficiency rating to 39.2%, short of our goal.
- Students receiving Free and Reduced Lunch increased MCA Math proficiency to 56.0%, just short of our goal.

**Goal 3: Science:** At Lincoln Elementary “All Students” group will increase their proficiency on the MCA Science Test given in grade 5 from 51% to 55% as measured by the MCA in Science.

**Science Result:**

- At Lincoln Elementary, the “All Students” group scored 48.9% proficient in Science. This was a decrease from the previous year of 1.1%.



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

**Behavior Result:**

- Our Behavior Infraction reports were reduced this year by 19.92%, surpassing our goal of 10%. Staff met monthly to discuss areas of concern and review data to implement new strategies that coincided with our PBIS program. We held monthly assemblies with themes to model expectations and have students demonstrate them for the younger students. This allowed for older students to be leaders within our building.
- Lincoln Elementary had a reduction of five code violations, which was a 9% reduction. This fell short of our goal by 1%.

## 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 is very important to LHS. Each student is assigned an advisor and meets with their advisor weekly to establish relationships and hold discussions on character building, bullying, and chemical use and 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. A credit recovery program is also overseen by a paraprofessional during the first and fourth periods to give LHS students an opportunity to earn credit in an online format with LHS staff.

### 2014-2015 School Improvement

**Goal 1: Math:** LHS staff and students will improve 11<sup>th</sup> grade math scores from 0% passing rate to 20% passing rate on the MCA in the spring of 2015.

#### Math Result:

- Lumberjack High School students in the 11<sup>th</sup> grade did not pass the MCA Math in the spring of 2015.

**Goal 2: Reading:** LHS staff and students will improve 10<sup>th</sup> grade reading scores from 0% passing rate to 20% passing rate on the MCA in the spring of 2015.

#### Reading Result:

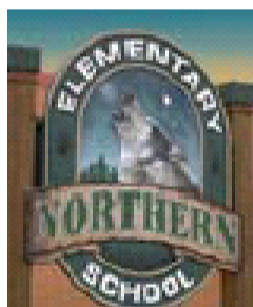
- Lumberjack High School students increased proficiency to 10.0% on the MCA Reading in the spring of 2015.

**Goal 3: Graduation:** LHS staff and students will improve the graduation rate from 6.25% in 2013-2014 to 15% in 2014-2015.

#### Graduation Result:

- The graduation rate increased 20.4% in one year: from 6.3% in 2013 to 26.7% in 2014.

## NORTHERN ELEMENTARY- WENDY TEMPLIN, PRINCIPAL



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

Northern Elementary serves students in 1st-5th grades. Presently, we serve 520 students. We have 21 core classroom teachers, four special educators, four reading specialists, and one math specialist, along with art, music, media, physical education, and technology specialists. We also support the needs of our students with many dedicated paraprofessionals, student teachers and volunteers. Northern students are immersed in a highly comprehensive, activity-based curriculum. We address our curriculum through Journeys reading, Math Expressions, Fusions Science, and numerous other curriculum systems. AmeriCorps offers Reading Corp tutors for individual reading instruction. Northern Elementary is proud of our tradition of educational excellence.

### 2014-2015 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 4% in reading as measured by the MCA's by the spring of 2015. 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 68.9% to 73%
- 3<sup>rd</sup> Grade – Grow from 66.3% to 70%
- 4<sup>th</sup> Grade – Grow from 65.5% to 69% (FRP 41%- 47%)
- 5<sup>th</sup> Grade – Grow from 73.5% to 77%
- All American Indian Students – 45.9% to 51.9%
- All Free/Reduced Students -49.6% to 55.6%
- All Special Education Students – 31.4% to 37.4%

#### Reading Result:

- Northern students made substantial gains from the winter OLPA session to spring testing. The increased use of technology and numerous academic support systems were key in providing reading interventions.
  - All Students- 57.4%
  - 3<sup>rd</sup> Grade – 55.1%
  - 4<sup>th</sup> Grade – 46.5%
  - 5<sup>th</sup> Grade – 69.4%, above the State proficiency of 67.5%
  - All American Indian Students -33.3%
  - All Free/Reduced Students – 33.6%
  - All Special Education students – 17.8%

**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 4% in mathematics as measured by the MCA-III's by the spring of 2015. 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.

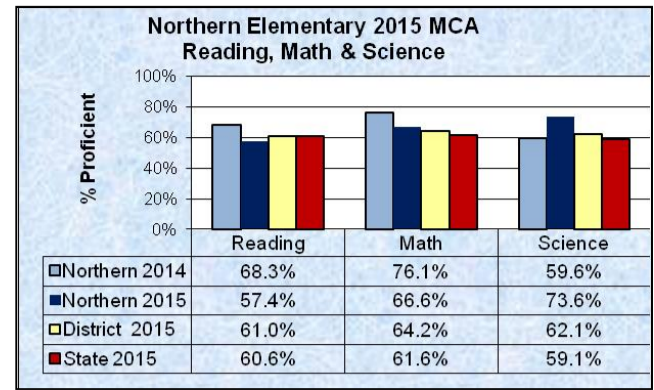
- All Students – Grow from 76.1% to 80%
- 3<sup>rd</sup> Grade – Grow from 78.6% to 82% (FRP 62.9% - 69%)
- 4<sup>th</sup> Grade – Grow from 78.2% to 82%
- 5<sup>th</sup> Grade – Grow from 71.4% to 75% (Special Education 10%- 16%)
- All American Indian Students – 59.5% to 65%
- All Free/Reduced Students - 59.8% to 65%
- All Special Education Students – 37.1% to 43%
- Closing the gaps for American Indian by 5%, FRP by 2%, and Special Education by 8%





**Math Result:**

- Northern students made substantial gains from the winter OLPA session to spring testing. The increased use of technology and numerous academic support systems were key in providing math interventions.
  - All Students – 66.6%, above the State proficiency of 61.6%
  - 3rd Grade – 70.8%
  - 4th Grade – 64.6%
  - 5th Grade – 64.8%, above the State proficiency of 60.8%
  - All American Indian Students – 52.8%, above the State proficiency of 38.2%
  - All Free/Reduced Students – 51.6%
  - All Special Education Students – 31.1%



- 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 4% in science as measured by the MCA-II’s by the spring of 2015. 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 59.6% to 63%
  - All American Indian Students – 30.8% to 37%
  - All Free/Reduced Students – 40.9% - 47%
  - All Special Education Students – 20% -26%

**Science Result:**

- Northern’s fifth grade students increased 14% over last year’s results increasing from 59.6% to 73.6%. The positive results are a direct correlation to reconfiguring the present science curriculum and teaching directly to the state science standards in the classroom.

- Goal 4: Behavior:** We will increase the overall climate of Northern Elementary as a safe and welcoming school by utilizing the implementation of our PBIS, Safe School Ambassadors, and Restorative Behavior Charting programs resulting in decreased office referrals, physical aggressions and bullying incidents by 5% during the 2014-2015 school year. Baseline Data: Monthly discipline records and SSA data.

**Behavior Result:**

- Northern Elementary implemented monthly character education assemblies to reinforce the concepts of Peaceful, Positive, Patient, Proactive, Partner, Prompt, and Proud. Student Ambassadors utilized their conflict/resolution skills in the common areas and playground. General behavior incidents decreased 45.6% for office referrals, including incidents on the playground, bus and hallway areas. Northern Elementary had one incident of bullying under the District Code of Conduct. The current SSA program reported 46 student interventions for a 3 day campaign resulting in 15 interventions per day times 180 school days = 2700 Safe School Ambassador student interventions. Students taking responsibility for their own behavior has decreased our overall behavior incidents for the school year.

**OSHKI MANIDOO SCHOOL — TAMI WESELY, PRINCIPAL**

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

**2014-2015 School Improvement**

- Goal 1: Reading:** In the Oshki Manidoo School the “All Students” group will increase their proficiency of 0% in the spring of 2014 to 4% in the spring of 2014 as measured by the MCA in Reading.

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

**Reading Result:**

- According to the results of the 2015 MCA Reading, 0% of the “All Students” met proficiency and they did not meet the goal of 4%.
- STAR pre and post test results indicate that “All Students” demonstrated a growth of 1.4 grade level increase in reading based on the length of stay in the Oshki program.

- Goal 2: Math:** In the Oshki Manidoo School the “All Students” group will increase their proficiency of 0% in the spring of 2014 to 4% in the spring of 2015 as measured by the MCA in Math.

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

**Math Result:**

- According to the results of the 2015 MCA Math, 0% of the “All Students” met proficiency and they did not meet the goal of 4%.
- STAR pre and post test results indicate that “All Students” demonstrated a growth of 1.2 grade level increase in math based on the length of stay in the Oshki program.

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

**Result:**

- Journals were completed on a daily basis with all Oshki students.

**PAUL BUNYAN ELEMENTARY- KATHY VANWERT, PRINCIPAL**

Paul Bunyan Elementary provides all day/every day kindergarten, as well as an every other day pre-kindergarten program. We provide a comprehensive educational program for our young learners; they receive reading and math instruction, as well as physical education, media/technology, art and music. We also instill the value of learning, getting along with one another, being kind and caring. Our focus is on the whole child and his/her needs; physical, intellectual, social and emotional. We are proud to be the first step for our young learners on their educational journey and strive to support our Junior Jacks as they proceed toward high school graduation and beyond.

### 2014-2015 School Improvement

**Goal #1: Reading:** Using the AIMSweb Letter Naming Fluency (LNF) Assessment, the following percentages of kindergarten students will score within Tier 1 (meeting benchmark target): from 51% at fall of 2014 to 53% at winter 2015 Benchmark to 55% at spring 2015 Benchmark.

**LNF Result:**

- The result of the AIMSweb Letter Naming Fluency Assessment for winter 2015 was 60.5% of students met Tier 1 benchmark and in the spring of 2015 60.1% of our students met the Tier 1 benchmark, meeting our winter and spring goals.

**Goal #2: Reading:** Using the AIMSweb Letter Sound Fluency (LSF) Assessment, the following percentages of kindergarten students will score within Tier 1 (meeting benchmark target): from 49% at fall of 2014 to 51% at winter 2015 Benchmark to 53% at Spring 2015 Benchmark.

**LSF Result:**

- The result of the AIMSweb Letter Sound Fluency Assessment for winter 2015 was 56.3% of our students met the Tier 1 benchmark and in the spring of 2015 62.5% of our students met Tier 1 benchmark, meeting both our winter and spring goals.

**Goal #3: Math:** Using the AIMSweb Oral Counting (OCM) Assessment, the following percentages of kindergarten students will score within Tier 1 (meeting benchmark target): from 73% at fall of 2014 to 75% at winter 2015 Benchmark to 77% at Spring 2015 Benchmark.

**OCM Result:**

- The result of the AIMSweb Oral Counting Assessment for winter 2015 was 73.3% met Tier 1 benchmark and in the spring of 2015 78.5% of our students met Tier 1 benchmark, meeting the spring goal.

**Goal 4: Math:** Using the AIMSweb Number Identification (NIM) Assessment, the following percentages of kindergarten students will score within Tier 1 (meeting benchmark target): from 67% at fall 2014 to 69% at Winter 2015 Benchmark to 71% Spring Benchmark.

**NIM Result:**

- The result of the AIMSweb Number Identification Assessment for winter 2015 was 64.8% of students met the Tier 1 benchmark and in the spring 68% of our students met the Tier 1 benchmark, not meeting our winter or spring goal.

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## SCHOOL READINESS, COMMUNITY EDUCATION— SANDY EBERHART, COORDINATOR

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Our four year old school readiness program is a four-star rated school and continues to prepare these children for kindergarten. This school year over 140 children are completing the K-3 aligned curriculum and will enter kindergarten ready to learn.

### 2014-2015 School Improvement

**Goal 1: Literacy:** Educators will model and provide opportunities for parents to encourage literacy development in the classroom to be replicated at home.

**Literacy Result:**

- Our staff work with parents to encourage them to continue education in the home. Ideas for this parent involvement are included in the newsletter and intake home activities. We also invite parents to activities that encourage them to read to children and take them to the public library.

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## SOLWAY ELEMENTARY— TAMI WESELY, PRINCIPAL

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Solway Elementary School is a small, rural school with approximately 150 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.

Student achievement, as measured by the Minnesota Comprehensive Assessments, has historically been above state averages at Solway Elementary. Solway has made Adequate Yearly Progress each year. Solway was named a 2013 CELEBRATION school by the Minnesota Department of Education. 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. Minnesota Reading Corps provides reading intervention for students in grades 1-3.

### 2014-2015 School Improvement

**Goal 1: Math:** The proficiency percentage of the “All Students” group at Solway Elementary School will increase from 67.1% on the spring 2014 MCA Math test to 71.1% on the spring 2015 MCA tests.

**Goal 1A:** The proficiency percentage of Free and Reduced subgroup at Solway will increase from 71.4% in the spring 2014 to 75.4% in the spring of 2015 on the MCA Math assessment.

**Goal 1B:** Solway Elementary School will close the achievement gap by at least 6% for special education as measured by the MCA assessment in math. The special education proficiency will increase from 12.5% in the spring 2014 to at least 18.5% in the spring 2015.

**Goal 1C:** Solway Elementary will close the achievement gap by at least 6% for the American Indian students as measured by the MCA assessments in math. The American Indian proficiency will improve from 45.5% in spring 2014 to 51.5% in spring of 2015.

**Math Result:**

- On the spring 2015 MCA Math, 56.3% of Solway “All Students” met or exceeded proficiency.
  - All students receiving Free and Reduced Lunch MCA Math proficiency decreased to 63.4%, but above the State proficiency of 42.1%.
  - All grades Special Education student MCA Math proficiency increased to 30.0%, exceeding our goal and reducing the achievement gap to 30%.
  - American Indian student MCA Math proficiency decreased to 22.2%, increasing the achievement gap to 39.3%.
- NWEA MAP assessments suggest a target growth in Math of 60%. Solway students demonstrated the following growth percentage from fall 2014 to spring 2015: 2nd grade 44.4%, 3rd grade 78.1%, 4th grade 50%, and 5th grade 69.6%.

**Goal 2: Reading:** At Solway Elementary School, the “All Students” group will increase proficiency on the MCA Reading Tests from 62.3% in spring 2014 to 66.3% in spring 2015.

**Goal 2A:** Solway will close the achievement gap by 6% for the Free/Reduced subgroup; from 57.1% in spring 2014 to 63.1% in spring 2015.

**Goal 2B:** Solway Elementary will close the achievement gap by 6% for the special education subgroup; from 0% in spring 2014 to 6% in spring 2015.

**Goal 2C:** Solway Elementary will close the achievement gap by 6% for the American Indian; from 45.5% in spring 2014 to 51.5% in spring 2015.

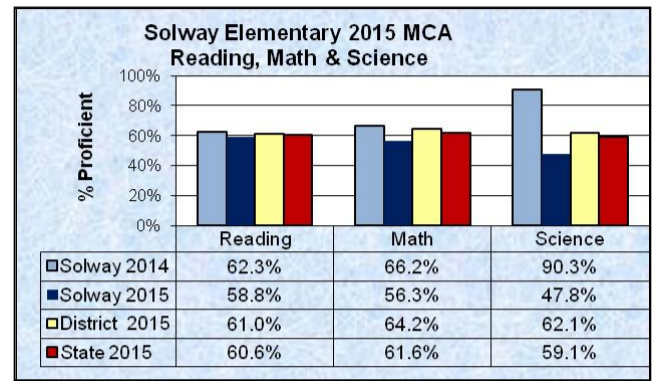
**Reading Result:**

- According to the results of the spring 2015 MCA Reading, 58.8% of Solway “All Students” met or exceeded proficiency.
  - All students Free and Reduced lunch MCA Reading proficiency increased to 58.5%, reducing the achievement gap to 0.5%.
  - All grades Special Education MCA Reading proficiency increased to 10%, reducing the achievement gap to 55.7%.
  - American Indian student MCA Reading proficiency decreased to 22.2%, increasing the achievement gap to 42.4%.
- NWEA MAP assessments suggest a growth target in Reading of 60%. Solway students demonstrated the following growth percentage from fall 2014 to spring 2015: 2nd grade 40.7%, 3rd grade 62.5%, 4th grade 54.2%, and 5th grade 47.8%.

**Goal 3:** Solway Elementary School will provide a safe and welcoming environment for All Students, staff, parents, and community as measured by a 90% rating for “Feeling welcome in school” on a parent survey and a 95% rating for “Feeling safe at school” on a student survey conduct in May of 2015.

**Survey Result:**

- A Solway Parent survey consisted of 5 questions related to “Feeling Welcome at School.” Results indicated that 93% of parents feel welcome “Always.” 7% feel welcome “Sometimes,” and 0% feel welcome “Never.”
- Five questions were included related to Safety and Behavior. Results indicated that 78% of parent feel that their child is safe at school “Always,” 19% “Sometimes,” and 3% “Rarely.”



## MINNESOTA ACADEMIC STANDARDS

Minnesota’s Academic Standards are a set of achievement expectations for all schools and students throughout the state. Minnesota Statute 120B.11 requires every school district in Minnesota to make the annual World’s Best Workforce Report available to the public by October 1 each year. The Bemidji Board of Education approved the 2014-2015 report September 21, 2015. Following School Board approval, this report was posted on the district website: <http://www.bemidji.k12.mn.us> under District Curriculum.

## CURRICULUM REVIEW CYCLE

Curriculum is reviewed and updated annually using the following cycle:

<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
Art	Vocational	Language Arts	Science	Social Studies	Math
Music	Education				
World	Technology				
Language	Media				
Phy. Ed.					
Health					

## DISTRICT CURRICULUM ADVISORY COMMITTEE

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

A District Curriculum Advisory Committee meets at 7:00 a.m. the second Tuesday every other month and additional times as needed. The following schedule is set for 2015-2016 at the Downtown Education Center, 502 Minnesota Avenue NW:

- Tuesday, October 13, 2015, 7:00 a.m.
- Tuesday, December 8, 2015, 7:00 a.m.
- Tuesday, February 9, 2016, 7:00 a.m.
- Tuesday, May 10, 2016, 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	James Hess	Craig Rypkema
Melissa Bahr	Donna Hickerson	Ken Schreiber
Vince Beyl	Drew Hildenbrand	Brian Stefanich
Brandon Bjerknes	Carol L. Johnson	Wendy Thompson
Brent Colligan	Maura Johnson	Chris Tolman
Erin Curran	Kim Kusler	John Truedson
Michelle Dahlby	Ann LongVoelkner	Kathy VanWert
Mary Fairbanks	Kathy Palm	Sonia Wadena
David Gooch		Janine Wahl

# **Bemidji Area Schools**

*School Improvement &  
Staff Development Plans*

*2015-2016*

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**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 attitude 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.*

**School Improvement  
Bemidji Area Schools**

***What is School Improvement?***

*School Improvement is a process in which schools assess and monitor student achievement by collecting and analyzing multiple forms of data and implement school improvement plans based on the findings of the data.*

***What is the purpose of School Improvement?***

*The purpose of school improvement is to increase student achievement in academic, behavioral, and social areas of development as well as improve school climate.*

***How is School Improvement measured?***

*Accountability standards and performance measures are articulated and used to determine program effectiveness.*

# Bemidji Area Schools

Bemidji, Minnesota  
2015-2016 District Aims, Goals and Measures

**AIM 1 Highest Levels of Student Success**

**Goal A Reading:**

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

**Goal A1** Bemidji Area Schools district-wide will close achievement gaps for the following subgroups as measured by the MCA in Reading: Special Education students’ proficiency to improve from 27.2% to the State Special Education proficiency level of 30.7% in Spring 2016 as measured by the MCA in Reading.

American Indian students’ Reading proficiency will improve from 40.6% to 42.6% in Spring 2016 as measured by the MCA in Reading.

Bemidji Area Schools students receiving Free & Reduced Lunch will improve proficiency from 47.1% to 49.1% in Spring 2016 as measured by the MCA in Reading.

**Goal A2** To support all students **Reading Well by Third Grade**, Bemidji Area Schools kindergarten and grades 1 and 2 will improve their reading in the following:

- Kindergarten students will improve Phoneme Segmentation percentage meeting Tier I from 56.3% to 61.3% in Spring 2016 as measured by AIMSweb.
- Grade 1 students will improve Curriculum Based Measurement percentage meeting Tier I from 65.6% to 70.6% in Spring 2016 as measured by AIMSweb.
- Grade 2 students will improve their overall Mean RIT score from 186.9 to 188.7 in Spring 2016 as measured by NWEA MAP.

**Goal B Mathematics:**

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

**Goal B1** Bemidji Area Schools district-wide will close achievement gaps for the following subgroups as measured by the MCA in Mathematics:

Special Education students' proficiency to improve from 25.6% to the State Special Education proficiency level of 31.9% in Spring 2016 as measured by the MCA in Mathematics.

American Indian students' proficiency will improve from 43.3% to 45.3% in Spring 2016 as measured by the MCA in Mathematics.

Bemidji Area Schools Free & Reduced Lunch students' proficiency will improve from 53.4% to 55.4% in Spring 2016 as measured by the MCA in Mathematics.

**Goal C** **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 the Spring of 2016.

**Goal D** **Graduate Rate:**

The Bemidji High School student graduation rate as measured by MDE's Four-Year Graduation Rate calculations will increase to 90% for all students in 2015-2016. (Baseline Data: Bemidji High School Four-year Graduation Rate: 2010 = 82.5%, 2011 = 83.2%, 2012 = 86.6%, 2013 = 85.8%, 2014 = 83.2%.)

**Goal D1** During the 2015-2016 school year Bemidji Area Schools will increase by 5% the Four-Year on Time Graduation Rate for "All Students" as measured by the Minnesota Department of Education. (Baseline Data: 2010 = 69.3%, 2011 = 68.9%, 2012 = 75.3%, 2013 = 76.6%, 2014 = 72.3%.)

*The district graduation rate includes data from the following schools: AEC, Bemidji High School, BYLaW, and Lumberjack High School.*

**Goal E** **All Students Ready for College & Careers:**

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

**AIM 2** **Safe and Welcoming Environment**

**Goal A** **Demonstrate Respect:**

Bemidji Area Schools' students will reduce the incidences of assaults and fights by 5% as reported by school principals on the Skyward Student Management Data



System for 2015-2016. (Baseline Data: 2013-2014 Grades K-5 = 126, Grades 6-8 = 28, Grades 9-12 = 47.)

**AIM 3 EFFECTIVE AND EFFICIENT OPERATIONS**

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

**BEMIDJI AREA SCHOOLS**  
**School Improvement Planning**  
**2015-2016**

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

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

1. **Reading:** In Bemidji Alternative Education Center (AEC), the “All Students” group will increase their proficiency of 50% in the Spring of 2015 to 52% in the Spring of 2016 as measured by the MCA in Reading for students enrolled October 1.
2. **Mathematics:** In the AEC, the “All Students” group will increase their proficiency of 33% in the Spring of 2015 to 35% in the Spring of 2016 as measured by the MCA in Mathematics.
3. **All Students Ready for College & Careers:** All AEC students will complete a College and Career Readiness Inventory and develop a career goal as part of their individual Continuous Learning Plan (CLP).
4. The AEC will work closely with Bemidji High School to create additional pathways to graduation for at-risk students to help the Bemidji Area Schools four year “on-time” graduation rate by 5%.

**Bemidji High School** Brian Stefanich, Principal

1. Bemidji High School staff and students will improve the 11<sup>th</sup> grade American Indian math scores from 45.2% proficiency rate to 49.2% proficiency on the spring MCA in 2015.
2. Bemidji High School staff and students will improve 10<sup>th</sup> grade American Indian reading scores from 38.1% proficiency to 47.6% proficiency on the MCA test in the spring of 2015.
3. Bemidji High School staff and students will improve 10<sup>th</sup> grade Special Education math scores from 18.9% proficiency to 29.47% proficiency in the spring of 2015 on the MCA.
4. Bemidji High School staff and students will improve 10<sup>th</sup> grade Special Education reading scores from 19% proficiency to 33% proficiency in the spring of 2015 on the MCA.
5. Bemidji High School staff and students will improve our graduation rate as measured by MDE’s four year calculations and increase to 90% for all students in 2014-2015.

**Bemidji Middle School** Drew Hildenbrand, Principal

1. **Math:** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in mathematics from 66.8% in the spring of 2015 to 70% in the spring of 2016 as measured by the MCA-III.  
**Goal 1A:** Students at Bemidji Middle School will increase proficiency in American Indian, Free & Reduced Lunch and Special Education subgroups in mathematics to close achievement gaps as measured by the spring 2016 MCA.
  - Grades 6-8 American Indian – 47.3% to 50.5% (increase of 3.2%)

- Grades 6-8 Free and Reduced – 53.9% to 57.1% (increase of 3.2%)
  - Grades 6-8 Special Education – 20.5% to 30% (Increase by 9.5%)
2. **Reading:** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in reading from 62.8% in the spring of 2015 to 65% in the spring of 2016 as measured by the MCA-III.  
**Goal 2A:** Students at Bemidji Middle School will increase proficiency in American Indian, Free & Reduced Lunch and Special Education subgroups in reading to close achievement gaps as measured by the spring 2016 MCA.
    - Grades 6-8 American Indian – 42.2% to 45% (increase of 2.8%)
    - Grades 6-8 Free and Reduced – 47.4% to 50% (increase of 2.6%)
    - Grades 6-8 Special Education – 25.1% to 32% (increase of 6.9%)
  3. **Science:** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in science from 46.6% in the spring of 2015 to 50% in the spring of 2016 as measured by the MCA-III.
  4. **Social Studies and Allied Arts:** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in Informational Text/Non-Fiction reading percentage from 58% in the spring of 2015 to 62.5% in the spring of 2016 as measured by the MCA-III Reading Test.

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

1. **Reading:** In Bemidji BYLaW Program, the “All Students” group will increase their proficiency of 33% in the Spring of 2015 to 35% in the Spring of 2016 as measured by the MCA in Reading for students enrolled October 1.
2. **Mathematics:** In Bemidji BYLaW, the “All Students” group will increase their proficiency of 0% in the Spring of 2015 to 31.9% in the Spring of 2016 as measured by the MCA in Mathematics.
3. **Safe and Welcoming Environment:** Bemidji BYLaW students will reduce the incidences of Code of Conduct violations by 5% as reported by school principals on the Skyward Student Management Data System for 2015-2016. (Baseline Data: 2014-2015 reports 43 incidents)

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

1. **Reading:** The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 52.9% in Spring 2015 to 55.9% in Spring 2016 as measured by the MCA III Reading Assessment.  
**Goal 1A:** The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary will increase from 45.7% in Spring 2015, to 48.7% in Spring 2016 as measured by the MCA III / MTAS Reading Assessment.  
**Goal 1B:** The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary will increase from 29.4% in Spring 2015, to 32.4% in Spring 2016, as measured by the MCA III Reading Assessment.  
 To support all students **Reading Well by Third Grade:**
  - Kindergarten students will improve the Letter Sound Fluency percentage meeting Tier 1 from 41% in Fall 2015 to 60% in Spring 2016, as measured by AIMSweb assessment.

- First grade students will improve the Nonsense Word Fluency percentage meeting Tier 1 from 47% in Fall 2015 to 60% in Spring 2016, as measured by AIMSweb assessment.
  - Second grade students will improve their Mean RIT score in Reading from 169.0 in Fall 2015 to 184.2 in Spring 2016.
2. **Math:** The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 56.7% in Spring 2015, to 59.7% in Spring 2016, as measured by the MCA III Math Assessment.
- Goal 2A:** The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary, will increase from 50.6% in Spring 2015, to 53.6% in Spring 2016, as measured by MCA III / MTAS Math Assessment.
- Goal 2B:** The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary, will increase from 26.5% in Spring 2015, to 29.5% in Spring 2016, as measured by MCA III Math Assessment
- To support **all students in achieving math growth:**
- Kindergarten students will improve the Number Identification percentage meeting Tier 1 from 53% in Fall 2015 to 70% in Spring 2016, as measured by AIMSweb assessment.
  - First Grade students will improve the Quantity Discrimination percentage meeting Tier 1 from 57% in Fall 2015 to 70% in Spring 2016, as measured by AIMSweb assessment.
  - Second grade students will improve their Mean RIT score in Math from 174.8 in Fall 2015 to 190.0 in Spring 2016.
3. **Safe and Welcoming Environment:** Central Elementary students, grades K-5, will reduce the number of students with 30+absences/tardies, from 47 in Spring 2015, to 35 in Spring 2016, as measured by the Attendance monitor.

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

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

**First City School** Tama Wesely, Principal

1. **Reading:** In the First City School the “All Students” group will increase proficiency from 20% in the Spring of 2015 to 30% in the Spring of 2016 as measured by the MCA in Reading.
  - The First City School will increase reading scores by an average of 1.5 GE for each year of instruction. STAR Reading pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance time.
2. **Math:** In the First City School the “All Students” group will increase proficiency from 0% in the Spring of 2015 to 5% in the Spring of 2016 as measured by the MCA in Math.
  - The First City School will increase math scores by an average of 1.5 GE for each year of instruction. STAR Math pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance time.

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

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

1. **Reading:** At Horace May Elementary the "All Students" group will increase their reading proficiency of 72.5 % in the Spring of 2015 to 74.5% in the Spring of 2016 as measured by the MCA in Reading for students enrolled October 1.  
Horace May Elementary will work to close achievement gaps for the following subgroups as measured by the MCA in Reading:
  - **Special Education** students' proficiency to improve from 23.1% to the proficiency level of 30.7% in the Spring 2016 as measured by the MCA in Reading.
  - **American Indian** students' Reading proficiency will improve from 57.1% to 59.1% in Spring 2016 as measured by the MCA in Reading.
  - **Free & Reduced Lunch** students will improve proficiency from 55.6% to 57.6% in Spring 2016 as measured by the MCA in Reading.
2. To support all student **Reading Well by Third Grade**, Bemidji Area schools kindergarten and grades 1 and 2 will improve their reading in the following:
  - Kindergarten students will improve Phoneme Segmentation percentage meeting Tier I from 56.3% to 61.3% in Spring 2016 as measured by AIMSweb.
  - Grade 1 students will improve Curriculum Based Measurement percentage meeting Tier I from 77% to 79% in Spring 2016 as measured by AIMSweb.
  - Grade 2 students will improve their overall Mean of their students reaching their Percent Growth Target from 62.0% in the Spring of 2015 to 64.0% in as measured Spring 2016 by NWEA MAP.
3. **Math:** At Horace May Elementary, the "All students" group will increase their mathematics proficiency of 66.7% in the Spring of 2015 to 68.7% in the Spring of 2016 as measured by the MCA in Mathematics.  
Horace May will work to close achievement gaps for the following subgroups as measured by the MCA in Mathematics:
  - **Special Education** students' proficiency to improve from 19.2% to the State Special Education proficiency level of 31.9% in the Spring 2016 as measured by the MCA in Mathematics.
  - **American Indian** students' Mathematics proficiency will improve from 47.6% to 49.6% in Spring 2016 as measured by the MCA in Mathematics.
  - **Free & Reduced Lunch** students' proficiency will improve from 48.1% to 50.1% in Spring 2016 as measured by the MCA in Mathematics.
4. **Science:** At Horace May Elementary, the 5th grade students' "All students" group will increase their science proficiency of 76.1% in the Spring of 2015 to 78.1% in the Spring of 2016 as measured by the MCA in Science.  
Horace May will work to close achievement gaps for the following subgroups as measured by the MCA in Science:
  - **Special Education** students' proficiency to improve from 16.7% to the State Special Education proficiency level of 31.8% in the Spring 2016 as measured by the MCA in Science.

- **American Indian** students' Science proficiency will improve from 75.0% to 77.0% in Spring 2016 as measured by the MCA in Science.
  - **Free & Reduced Lunch** students' Science proficiency will improve from 51.9% to 53.9% in Spring 2016 as measured by the MCA in Science.
5. Horace May Elementary Schools' students will reduce the incidences of assaults and fights by 5.5% as reported by school principals on the Skyward Student Management Data System from 28 incidences in 2014-15 to 26 or fewer incidences for 2015-16.

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

1. **Reading:** Third, fourth, and fifth grade students at J.W. Smith Elementary will increase proficiency percentage on the MCA-III Reading test from Spring 2015 to Spring 2016.
- Third grade will meet or exceed the district's proficiency average of 56.7% on the Spring 2016 MCA-III Reading assessment.
  - Fourth grade will increase from 59.2% in 2015 to 61.2% in 2016.
  - Fifth grade will increase from 52.1% in 2015 to 54.1% in 2016.

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

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

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

- J.W. Smith Kindergarten students will increase proficiency from 36% in September 2015 to 55% in May 2016 on Letter Sound Fluency as measured by AIMSweb assessment.
- J.W. Smith First grade students will increase proficiency from 65% in September 2015 to 75% in May 2016 on Phoneme Segmentation Fluency as measured by AIMSweb assessment.
- J.W. Smith Second grade students will increase proficiency from 172 in Fall of 2015 to 188.7 in Spring of 2016 as measured by Measures of Academic Progress Reading Assessment.

2. **Math:** Third, fourth, and fifth grade students at J.W. Smith Elementary will increase proficiency percentage on the MCA-III Math test from Spring 2015 to Spring 2016.
- Third grade will meet or exceed the district's proficiency average of 69.1% on the Spring 2016 MCA-III Math assessment.
  - Fourth grade will increase from 65.3% in 2015 to 67.3% in 2016.
  - Fifth grade will increase from 66.7% in 2015 to 68.7% in 2016.

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

- Special Education gap will decrease by 2% from 34.5% in the Spring of 2015 to 32.5% in the Spring of 2016.

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

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

- J.W. Smith Kindergarten students will increase proficiency from 47% in Fall of 2015 to 70% in Spring of 2016 on Oral Counting as measured by AIMSweb.
  - J.W. Smith First grade students will increase proficiency from 69% in Fall of 2015 to 79% in Spring of 2016 on Math Composition as measured by AIMSweb.
  - J.W. Smith Second grade students will increase proficiency from 177.8 in Fall of 2015 to 192.1 in Spring of 2016 as measured by Measures of Academic Progress Math Assessment.
3. **Attendance:** J.W. Smith Kindergarten through fifth-grade students will increase overall attendance percentage from 91.9% during the 2014-15 school year to 93.9% during the 2015-16 school year.

#### **Lincoln Elementary School** Jason Luksik, Principal

1. At Lincoln Elementary the “All Students” group will increase their reading proficiency from an average of 58.1% in the spring of 2015 to an average of 61.1% in the spring of 2016 as measured by the MCA III Reading Test. American Indian students’ proficiency will improve from 35.1% to 39.1% in Spring 2016, and Free and Reduced Lunch students’ proficiency will improve from 46.7% to 48.7% in Spring 2016.
2. At Lincoln Elementary the “All Students” group will increase their math proficiency from an average of 64.7% in the spring of 2015 to an average of 66.7% in the spring of 2016 as measured by the MCA III Math Test. American Indian students’ proficiency will improve from 39.2% to 43.2% in Spring 2016, and Free and Reduced Lunch students’ proficiency will improve from 56% to 58% in Spring 2016.
3. To support all students **Reading Well by Third Grade**, Lincoln Elementary kindergarten and grades 1 and 2 will improve their reading in the following:
  - Kindergarten students will improve Phoneme Segmentation percentage meeting Tier I from 77% to 80% in Spring 2016 as measured by AIMSweb.
  - Grade 1 students will improve Curriculum Based Measurement percentage meeting Tier I from 76.8% to 78.8% in Spring 2016 as measured by AIMSweb.
  - Grade 2 students will improve their overall Mean RIT score from 189.7 to 192.7 in Spring 2016 as measured by NWEA MAP.
4. In an effort to reduce bullying behaviors at Lincoln Elementary we will implement a school wide behavior program. Our goal is to reduce the number of Behavior Infraction Reports by 10%. We will also decrease our code violations by 10%. Lincoln Elementary will continue to implement the Safe School Ambassador program.

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

1. Lumberjack High School staff and students will improve 11<sup>th</sup> grade math scores from 0% passing rate to 20% passing rate on the MCA in the spring of 2015.
2. Lumberjack High School staff and students will improve 10<sup>th</sup> grade reading scores from 0% passing rate to 20% passing rate on the MCA in the spring of 2015.

3. Lumberjack High School staff and students will improve student attendance to 85% attendance rate for the 2014-15 school year.

**Northern Elementary School** Wendy Templin, Principal

1. **Reading:** We will increase the overall percentage of all Northern Elementary students in grades 3-5 so that there will be an increase in the number of students that will demonstrate proficiency by 2% in reading as measured by the MCA's 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 57.4% to 59.4%
  - 3rd Grade – Grow from 55.1% to 57.1%
  - 4th Grade – Grow from 46.5% to 48.5%
  - 5th Grade – Grow from 69.4% to 71.4%
  - All American Indian Students – 33.3% to 35.3%
  - All Free/Reduced Students -33.6% to 35.6%
  - All Special Education Students – 17.8% to 30.7%
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 2% in mathematics as measured by the MCA-III's 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 66.6% to 68.6%
  - 3rd Grade – Grow from 70.8% to 72.8%
  - 4th Grade – Grow from 64.6% to 66.6%
  - 5th Grade – Grow from 64.8% to 66.8%
  - All American Indian Students – 52.8% to 54.8%
  - All Free/Reduced Students – 51.6 to 53.6%
3. **Science:** We will increase the overall percentage of all Northern Elementary students in grade 5 so that there will be an increase in the number of students that will demonstrate proficiency by 1% in science as measured by the MCA-II's 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.
  - 5th Grade – Grow from 73.6% to 74.6%
  - All American Indian Students – 58.3% to 59.3%
  - All Free/Reduced Students – 56.1% to 57.1%
  - All Special Education Students – 35.7% to 36.7
4. **Safe and Welcoming Environment:** We will increase the overall climate of Northern Elementary as a safe and welcoming school by utilizing the implementation of our PBIS, Safe School Ambassadors, and Restorative Behavior Charting programs resulting in decreased office referrals, physical aggressions and bullying incidents by 5% during the 2015-2016 school year. Baseline Data: Monthly discipline records and SSA data.



**Oshki Manidoo School** Tama Wesely, Principal

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

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

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

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

3. In the Oshki Manidoo School, students will complete a vocational aptitude inventory and develop a portfolio which contains information about career interests and at least 3 letters of application and a resume.
4. In the Oshki Manidoo School, teachers and students will communicate using a journal about assigned work and/or current issues at least 3 times a week as measured by school records.

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

1. Using the AIMSweb Letter Naming Fluency (LNF) Assessment, the following percentages of kindergarten students will score within the Tier 1 (meeting benchmark target): from 60% at Fall of 2015 to 62% at Winter 2016 Benchmark and 64% at Spring 2016 Benchmark.
2. Using the AIMSweb Letter Sound Fluency (LSF) Assessment, the following percentages of kindergarten students will score within Tier 1 (meeting benchmark target): from 56% at Fall of 2015 to 58% at Winter 2015 Benchmark to 60% at Spring 2016 Benchmark.
3. Using AIMSweb Oral Counting (OCM) Assessment, the following percentages of kindergarten students will score within Tier I (meeting benchmark target): from 65% at Fall of 2015 to 67% at Winter 2016 Benchmark to 69% at Spring 2016 Benchmark.
4. Using AIMSweb Number Identification (NIM) Assessment, the following percentages of kindergarten students will score within Tier I (meeting benchmark target): from 72% at Fall 2015 to 74% at Winter 2016 Benchmark to 76% at Spring Benchmark.

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

1. Educators will identify and prioritize the most important literacy skills for kindergarten entry.
2. Parents will acquire skills to encourage and promote literacy in the home beginning at birth.
3. In Bemidji Area Schools, the number of students participating in Preschool and Pre-K School Readiness programming has a current enrollment of 190 students. The ages for school readiness programming are 3-to-5 years old. We will increase school readiness enrollment by 5% in the spring of 2016.

**Solway Elementary School** Tama Wesely, Principal

1. The percentage of “ALL Students” enrolled at Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA reading test will increase from 58.8% in

2015 to 60.8% in 2016 and 62.8% in 2017.

- The percentage of the all boys enrolled at Solway Elementary School in grades 3-5 who are proficient on the MCA reading test will increase from 37.1% in 2015 to 41.1% in 2016 and 45.1% in 2017.
  - The percentage of American Indian students enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test will increase from 22.2% in 2015 to 24.2% in 2016 and 26.2% in 2017.
  - The percentage of Special Education students enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test will increase from 10% in 2015 to 30.7% in 2016 and 32.7% in 2017.
  - To support all students Reading Well by Third Grade, Solway Elementary School in grades 1 and 2 will improve their reading in the following:
    - Grades 1 will improve Curriculum Based Measurement percentage meeting Tier 1 from 50% in the spring of 2015 to 55% in spring 2016 as measured by AIMSweb.
    - Grade 2 students will improve their overall Mean RIT score from 187.78 in the spring of 2015 to 189.5 in spring 2016 as measured by NWEA MAP.
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 from 56.3% in 2015 to 58.3% in 2016 and 60.3% in 2017.
- The percentage of all boys in grades 3-5 at Solway Elementary School who are proficient on the MCA math test will increase from 44.2% in 2015 to 48.2% in 2016 and 52.2% in 2017.
  - The percentage of American Indian students in grades 3-5 who are proficient on the MCA math test will increase from 22.2% in 2015 to 24.2% in 2016 and 26.2% in 2017.
3. Solway Elementary School will provide a safe and welcoming environment for ALL STUDENTS by increasing the implementation of Responsive Classroom/PBIS in 100% of the classrooms by spring of 2016. (Baseline data: 72% of teachers have implemented RC/PBIS in 2014-2015)
- Solway Elementary School classroom teachers will develop “Hopes and Dreams” and Classroom Rules consistent with Responsive Classroom/PBIS.
  - A School-Wide School Improvement Team will meet monthly to review RC/PBIS implementation and address parent, staff, and student concerns.

**BEMIDJI AREA SCHOOLS**  
**Building School Improvement Plan**  
**Academic Year 2015-2016**

**Building**      Alternative Education Center

**Building Principal**      Tami Wesely

**School Improvement Site Team Chair**      Renae Clemenson

**Building School Improvement Site Team Members:**

Tami Wesely

Rebecca Rittenour

Brian Murphy

Heather Ritchie

Renae Clemenson

Daniel Schneck

**2015-2016 School Improvement SMART Goals:**

**1 Reading:**

In Bemidji Alternative Education Center (AEC), the “All Students” group will increase their proficiency of 50% in the Spring of 2015 to 52% in the Spring of 2016 as measured by the MCA in Reading for students enrolled October 1.

**2 Mathematics:**

In the AEC, the “All Students” group will increase their proficiency of 33% in the Spring of 2015 to 35% in the Spring of 2016 as measured by the MCA in Mathematics.

**3 All Students Ready for College & Careers:**

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

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

### 2015-2016 School Improvement Goals

School Improvement Goal #1:
<p><b>Reading:</b> In Bemidji Alternative Education Center (AEC), the “All Students” group will increase their proficiency of 50% in the Spring of 2015 to 52% in the Spring of 2016 as measured by the MCA in Reading for students enrolled October 1.</p>
Baseline Data used To Select Goal:
Spring of 2015 MCA data was used
Desired Result:
An increased percentage of students will pass the MCA test in reading. The purpose is to prepare students to function successfully in a post-secondary/career environment.

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Staff will utilize state, regional, and district development opportunities. AEC staff members will attend the 2016 Minnesota Association of Alternative Programs (MAAP) conference.
Staff Development Activities:
AEC staff members will attend MAAP conference. Staff will work to better align Independent Study and online curriculum.
Evidence of Teacher Learning and Improved Student Performance:
Observation of techniques applied and increased student reading scores will measure effectiveness.

### 2015-2016 School Improvement Goals

School Improvement Goal #2:
<p><b>Math:</b> In the AEC, the “All Students” group will increase their proficiency of 33% in the Spring of 2015 to 35% in the Spring of 2016 as measured by the MCA in Mathematics.</p>
Baseline Data used To Select Goal:
Spring of 2015 MCA data was used to develop a program goal for increasing Math scores.
Desired Result:
A larger percentage of students will pass the MCA test in Math. The purpose is to provide students with the skills necessary to be successful in post-secondary/career settings.

### Means to Achieve the School Improvement Goal

<b>Staff Development Goal(s):</b>
Staff will utilize state, regional, and district development opportunities.
<b>Staff Development Activities:</b>
AEC staff members will attend the 2016 Minnesota Association of Alternative Programs' conference. Staff will work to better align Independent Study and online curriculum.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Observation of techniques applied and increased student Math scores will measure effectiveness.

### 2015-2016 School Improvement Goals

<b>School Improvement Goal #3:</b>
<b>All Students Ready for College &amp; Careers:</b> All AEC students will complete a College and Career Readiness Inventory and develop a career goal as part of their individual Continuous Learning Plan (CLP).
<b>Baseline Data used To Select Goal:</b>
During the 2014-2015 school year less than 40% of AEC students completed a College and Career Readiness Inventory.
<b>Desired Result:</b>
Students will increase their knowledge of post-secondary and career options. Through this students will learn more about their individual strengths and interests, providing incentive/motivation for completing their H.S. diploma.

### Means to Achieve the School Improvement Goal

<b>Staff Development Goal(s):</b>
Staff will develop a system to ensure all AEC students complete a College and Career Readiness Inventory.
<b>Staff Development Activities:</b>
Staff will research various options for College and Career Readiness Inventories.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
A higher percentage of students understanding their individual strengths and how those strengths can be incorporated into their post-secondary plans.

### 2015-2016 School Improvement Goals

School Improvement Goal #4:
The AEC will work closely with Bemidji High School to create additional pathways to graduation for at-risk students in order to help increase the Bemidji Area Schools four year “on-time” graduation rate by 5%.
Baseline Data used To Select Goal:
Bemidji Area Schools “All Students” four-year graduation rate as provided by MDE.
Desired Result:
A 5% increase in the Bemidji Area School four-year graduation rate.

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Staff will develop additional alternative pathways for students to achieve “on-time” graduation.
Staff Development Activities:
Staff will work to align online and independent study curriculum to better meet diverse learners’ needs.
Evidence of Teacher Learning and Improved Student Performance:
All students on-time graduation rate will increase by 5%.

**BEMIDJI AREA SCHOOLS**  
**Building School Improvement Plan**  
**Academic Year 2015-2016**

**Building** Bemidji High School

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**Building Principal** Brian Stefanich

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**School Improvement Site Team Chair** Lynn Falk

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**Building School Improvement Site Team Members:**

Brian Stefanich

Joe Lavalla

Brent Colligan

Amy Sheffield

Ranae Seykora

Tiffany Palmer

Bob Czech

All BHS Department Chairs

Jenny Fraley

Kelley Hengel

Lynn Falk

Ann Bardwell

**2015-2016 School Improvement SMART Goals:**

- 1** Bemidji High School staff and students will improve the 10<sup>th</sup> grade All Student reading scores from 60.0% proficiency rate to 64.0% proficiency on the spring MCA in 2016.
- 2** Bemidji High School staff and students will improve 11<sup>th</sup> grade Special Education math scores from 12.5% proficiency to 24.0% proficiency in the spring of 2016 on the MCA.
- 3** Bemidji High School staff and students will improve 10<sup>th</sup> grade Special Education reading scores from 25.6% proficiency to 30.0% proficiency in the spring of 2016 on the MCA.
- 4** Bemidji High School staff and students will improve our graduation rate as measured by MDE's four year calculations and increase to 90% for all students in 2015-2016.

## 2015-2016 School Improvement Goals

<b>School Improvement Goal #1:</b>
Bemidji High School staff and students will improve the 10 <sup>th</sup> grade All Student reading scores from 60.0% proficiency rate to 64.0% proficiency on the spring MCA in 2016.
<b>Baseline Data used To Select Goal:</b>
Data Source: 2015 MCA reading test and MMR reports.
<b>Desired Result:</b>
Improve the 10 <sup>th</sup> grade All Student reading scores from 60.0% proficiency rate to 64.0% proficiency on the spring MCA in 2016.

### Means to Achieve the School Improvement Goal

<b>Staff Development Goal(s):</b>
<ul style="list-style-type: none"> <li>• Staff trainings, formerly staff meetings, will include reading strategies for comprehension improvement to be used across all curriculum areas.</li> <li>• Teachers will meet every other week for the school year as part of a book study on formative assessments: <u>Embedding Formative Assessment</u>, by Dylan William and Siobhan Leahy.</li> <li>• All teachers in all areas of study will become familiar with the MCA math test and will receive training on interpretation of test data from the MCA and MAP tests.</li> <li>• Teacher training on Compass Learning/PLATO will occur to provide test prep remediation and supplementary reading instruction.</li> <li>• Teacher will receive training in Positive Behavior Interventions and Supports (PBIS) to improve school culture, address behavior concerns, and create school pride.</li> <li>• All teachers will be trained in Viewpoint, a school data warehouse.</li> <li>• As technology becomes available, (SMART boards, iPads, LCD projectors, doc cams, etc.) and teaching platforms for blended model instruction such as D2L are explored, teachers will be provided professional development opportunities. These tools will increase student engagement and prepare them for 21st century skills in the workplace.</li> </ul>
<b>Staff Development Activities:</b>
<ul style="list-style-type: none"> <li>• An English department PLC will continue for the purpose of improving instructional practices to increase student achievement.</li> <li>• Staff will interpret data and gear teaching practices to improve math, reading, and writing scores.</li> <li>• Staff will continue to reinforce the use of PBIS concepts.</li> <li>• The staff will lead weekly homeroom activities to improve school culture and prepare students for the next step after high school whether it is a career or a post-secondary experience.</li> </ul>



- All BHS teachers will have opportunities to attend staff development meetings or conferences to address best practices in the classroom ensuring that curriculum benchmarks are met.
- Staff will receive staff development on: suicide prevention and early onset of mental illness.
- Staff will receive training on formative assessments to define re-teaching opportunities.
- Teachers will meet every other week for the school year as part of a book study on formative assessments, Embedding Formative Assessment, Practical Techniques for K-12 Classrooms.

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

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

**2015-2016 School Improvement Goals**

**School Improvement Goal #2:**

Bemidji High School staff and students will improve 11<sup>th</sup> grade Special Education math scores from 12.5% proficiency to 24.0% proficiency in the spring of 2016 on the MCA.

**Baseline Data used To Select Goal:**

Data Source: 2015 MCA math test and MMR reports.

**Desired Result:**

Improve the 11<sup>th</sup> grade Special Education math scores from 12.5% proficiency rate to 24.0% proficiency on the spring MCA in 2016. Improved student test scores and passing ratio due to implementing a change in curriculum: Math 180 is a new course for students in special education to improve foundation skills in math.

## Means to Achieve the School Improvement Goal

### Staff Development Goal(s):

- Staff will receive Google drive classroom training.
- Staff training will focus on formative assessment.
- Teachers will meet every other week for the school year as part of a book study on formative assessments: Embedding Formative Assessment, by Dylan William and Siobhan Leahy.
- All teachers in all areas of study will become familiar with the MCA math test and will receive training on interpretation of test data from the MCA and MAP tests.
- Teachers will learn to apply best practice in curriculum planning to create safety nets of academic support. Students will be placed into math classes that will prepare them to pass MCA tests.
- All BHS teachers will focus on teaching for the standards and benchmarks in their subject areas.
- MAP testing of 9<sup>th</sup> grade students for prescriptive placement will be used to guide instruction through interpretation of data.
- Teachers will receive training on Compass Learning/PLATO to provide test prep remediation and supplementary math instruction.
- Teachers will receive training in Positive Behavior Interventions and Supports (PBIS) to improve school culture, reduce behavior issues, and create school pride.
- All teachers will be trained in Viewpoint, a data warehouse.
- As technology becomes available, (SMART boards, iPads, LCD projectors, doc cams, etc.) and teaching platforms for blended model instruction such as D2L are explored, teachers will be provided professional development. These tools increase formative assessment options to increase student engagement and prepare them for 21<sup>st</sup> century skills in the workplace.
- Special education math teachers will be trained in Math 180 and provide the course to students who qualify.

### Staff Development Activities:

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

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

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

**2015-2016 School Improvement Goals**

**School Improvement Goal #3:**

Bemidji High School staff and students will improve 10<sup>th</sup> grade Special Education reading scores from 25.6% proficiency to 30.0% proficiency in the spring of 2016 on the MCA.

**Baseline Data used To Select Goal:**

Data Source: 2015 MCA reading test and MMR reports.

**Desired Result:**

Improve 10<sup>th</sup> grade Special Education reading scores from 25.6% proficiency to 30.0% proficiency in the spring of 2016 on the MCA.

**Means to Achieve the School Improvement Goal**

**Staff Development Goal(s):**

- Staff trainings, formerly staff meetings, will include reading strategies for comprehension improvement skills to be used across the curriculum.
- Staff will utilize the knowledge and expertise of the Indian Career Advisor and Liaison to increase awareness of cultural concerns at BHS.
- All teachers in all areas of study will become familiar with the MCA reading test and will receive training on interpretation of test data from the MCA and MAP tests.
- Teacher will receive training on Compass Learning/PLATO to provide test prep remediation and supplementary reading instruction for low performing students.

- Teachers will receive training in Positive Behavior Interventions and Supports (PBIS) to improve school culture, reduce the number of behavior violations, and create school pride.
- All teachers will be trained in Viewpoint, a data warehouse.
- As technology becomes available, (SMART boards, iPads, LCD projectors, doc cams, etc.) and teaching platforms for blended model instruction such as D2L are explored, teachers will be provided professional development. These tools increase student engagement and prepare them for 21st century skills in the workplace.
- Staff trainings will focus on formative assessments.

**Staff Development Activities:**

- An English department PLC will continue for the purpose of improving instructional practices to increase student achievement.
- Teachers will interpret data and gear teaching practices to improve math, reading, and writing scores.
- Teachers will continue to reinforce PBIS concepts.
- The staff will lead weekly homeroom activities to improve school culture and prepare students for a career or a post-secondary experience after high school.
- All BHS teachers will have opportunities to attend staff development meetings or conferences to address best instructional practices in the classroom ensuring curriculum benchmarks are met.
- All staff will receive staff development on: suicide prevention and early onset of mental illness.
- Staff trainings will focus on the use of formative assessment and creating re-teaching opportunities.
- All teachers will meet every other week as part of a book study on embedding formative assessment, Embedding Formative Assessment, Practical Techniques for K-12 Classrooms.

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

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

**2015-2016 School Improvement Goals**

<b>School Improvement Goal #4:</b>
Bemidji High School staff and students will improve our graduation rate as measured by MDE’s four year calculations and increase to 90% for all students in 2015-2016.
<b>Baseline Data used To Select Goal:</b>
Baseline data included in the 2015 AYP/MMR report.
<b>Desired Result:</b>
Improve graduation rate for the class of 2016 to 90% or higher.

**Means to Achieve the School Improvement Goal**

<b>Staff Development Goal(s):</b>
<ul style="list-style-type: none"> <li>• Teacher trainings instead of teacher staff meetings to include “Ramp up to Readiness” training. This curriculum prepares students for the next step after high school and helps foster a positive relationship with a caring adult. Teacher trainings also include staff development in reading strategies for increased comprehension across the curriculum.</li> <li>• Teachers will receive training in technology tools for teaching and increasing student engagement and skills for 21st Learners.</li> <li>• All teachers in all areas of study will become familiar with the MCA math test and will receive training on interpretation of test data from the MCA and MAP tests.</li> <li>• Teachers will learn to apply best practice in curriculum planning to create safety nets to increase academic success. Students will be placed into math classes that will prepare them to pass MCA tests.</li> <li>• All BHS teachers will focus on teaching for the standards and benchmarks in their subject areas.</li> <li>• MAP testing of 9th grade students for prescriptive placement will be used to guide instructions through interpretation of data.</li> <li>• Teachers will receive training on Compass Learning/PLATO to provide test prep remediation and supplementary math instruction.</li> <li>• Teachers will receive training in Positive Behavior Interventions and Supports (PBIS) to improve school culture, address behavior concerns, and create school pride.</li> <li>• All teachers will be trained in Viewpoint, a data warehouse.</li> <li>• As technology becomes available, (SMART boards, iPads, LCD projectors, doc cams, etc.) and teaching platforms for blended model instruction such as D2L are explored, teachers will be provided professional development. These tools increase student engagement and prepare them for 21st century skills in the workplace.</li> <li>• A District team will attend MEIRS training, and reports will be distributed to Student Support. Teams including RTI, and Homeroom teachers to put interventions in place for students needing extra support.</li> </ul>

- BHS will partner with NTC and community manufacturing companies to provide pathways for trades certification and post-secondary credit.
- BHS will partner with NTC and Community Health to provide pathways for CAN Certification.

**Staff Development Activities:**

- Teacher trainings instead of teacher staff meetings to include “Ramp up to Readiness” training. This curriculum prepares students for the next step after high school and helps foster a positive relationship with a caring adult. Teacher trainings also include staff development in reading strategies for increased comprehension across the curriculum.
- Teachers will receive training in technology tools for teaching and increasing student engagement and skills for 21st Learners.

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

- Increased attendance
- Increased graduation rates
- Improved student performance on summative assessments: MAP, ACT, Accuplacer, MCA
- Professional growth plans and reflective statements
- PLC work to collaborate and increase student achievement.
- Teacher book study and collaboration time with a focus on formative assessments, Embedding Formative Assessment, Practical Techniques for K-12 Classrooms.

**BEMIDJI AREA SCHOOLS**  
**Building School Improvement Plan**  
**Academic Year 2015-2016**

**Building**      Bemidji Middle School

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**Building Principal**      Drew Hildenbrand

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**School Improvement Site Team Chair**      Brandon Bjercknes

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**Building School Improvement Site Team Members:**

<u>Keven Waller</u>	<u>Brandon Bjercknes</u>
<u>Mark Studer</u>	<u>Maura Johnson</u>
<u>Doug Johnson</u>	<u>Drew Hildenbrand</u>
<u>Kyle McMartin</u>	<u>Arlene Whiting</u>
<u>Becky Skipper</u>	<u>Andra Vaughn</u>
<u>Lydia Smythe</u>	<u>Ross Randall</u>
<u>Elsa Voltz</u>	<u>Donna Hickerson</u>
<u>Todd Djonne</u>	<u>Sue Freeman</u>

**2015-2016 School Improvement SMART Goals:**

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

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

  - Grades 6-8 American Indian – 47.3% to 50.5% (increase of 3.2%)
  - Grades 6-8 Free and Reduced – 53.9% to 57.1% (increase of 3.2%)
  - Grades 6-8 Special Education – 20.5% to 30% (Increase by 9.5%)
- 2 Reading:** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in reading from 62.8% in the spring of 2015 to 65% in the spring of 2016 as measured by the MCA-III.

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

  - Grades 6-8 American Indian – 42.2% to 45% (increase of 2.8%)
  - Grades 6-8 Free and Reduced – 47.4% to 50% (increase of 2.6%)
  - Grades 6-8 Special Education – 25.1% to 32% (increase of 6.9%)
- 3 Science:** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in science from 46.6% in the spring of 2015 to 50% in the spring of 2016 as measured by the MCA-III.

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

**2015-2016 School Improvement Goals**

**Math:** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in mathematics from 66.8% in the spring of 2015 to 70% in the spring of 2016 as measured by the MCA-III. (Increase of 3.2%)

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

- Grades 6-8 American Indian – 47.3% to 50.5% (increase of 3.2%)
- Grades 6-8 Free and Reduced – 53.9% to 57.1% (increase of 3.2%)
- Grades 6-8 Special Education – 20.5% to 30% (Increase by 9.5%)

Baseline Data used To Select Goal:

2015 MCA-III Math Results

Desired Result:

A 3.2% improvement in our overall math scores according to the 2016 MCA Results. We also want to see a 3.2% growth in our American Indian and Free and Reduced sub-groups. In Special Education, we want to see a 9.5% increase.

**Means to Achieve the School Improvement Goal**

Staff Development Goal(s):

BMS Staff will gain insight and knowledge on best practice of teaching math skills; including algebra, data analysis and probability, geometry and measurement and number and operations.

Staff Development Activities:

- Math teachers will have monthly grade level meeting to look at curriculum horizontally and vertically.
- Continue to develop yearly calendars to ensure standards are all taught prior to taking the MCA test.
- All math teachers teaching Big Ideas Math will learn and implement the new online, digital resources throughout the school year.

Evidence of Teacher Learning and Improved Student Performance:

Continued success on tests and exit slips throughout the school year and use of the technology to increase student understanding and motivation for learning.



**2015-2016 School Improvement Goals**

<b>School Improvement Goal #2:</b>
<p><b>Reading:</b> Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in reading from 62.8% in the spring of 2015 to 65% in the spring of 2016 as measured by the MCA-III. (increase of 2.2%)</p> <p><b>Goal 2A:</b> Students at Bemidji Middle School will increase proficiency in American Indian, Free &amp; Reduced Lunch and Special Education subgroups in reading to close achievement gaps as measured by the spring 2016 MCA-III.</p> <p>Grades 6-8 American Indian – 42.2% to 45% (increase of 2.8%)  Grades 6-8 Free and Reduced – 47.4% to 50% (increase of 2.6%)  Grades 6-8 Special Education – 25.1% to 32% (increase of 6.9%)</p>
<b>Baseline Data used To Select Goal:</b>
2015 MCA-III Reading Results
<b>Desired Result:</b>
A 2.2% improvement in our overall reading scores according to the 2016 MCA Results. We also want to see a 2.8% growth in our American Indian and 2.6% increase in the Free and Reduced sub-groups. In Special Education, we want to see a 6.9% increase.

**Means to Achieve the School Improvement Goal**

<b>Staff Development Goal(s):</b>
BMS Staff will gain insight and information regarding best practice methods of teaching reading comprehension, vocabulary and literature. All staff will also focus on best practices for increasing nonfiction/Informational text understanding.
<b>Staff Development Activities:</b>
<ul style="list-style-type: none"> <li>▪ Reading teachers will have monthly grade level meeting to look at curriculum horizontally and vertically.</li> <li>▪ Continue to develop yearly calendars to ensure standards are all taught prior to taking the MCA test.</li> <li>▪ Monthly meetings to focus on informational text and writing.</li> <li>▪ Allied Arts and Social Students teachers will create opportunities to focus on informational text and the writing process</li> </ul>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
<ul style="list-style-type: none"> <li>▪ Creation of calendars with non-fictional text and reading/writing</li> <li>▪ MCA Reading score improvement on Informational text</li> </ul>

**2015-2016 School Improvement Goals**

School Improvement Goal #3:
<i>Science:</i> Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in science from 46.6% in the spring of 2015 to 50% in the spring of 2016 as measured by the MCA-III. (Increase of 3.4%)
Baseline Data used To Select Goal:
2015 MCA Science Results
Desired Result:
A 3.4% improvement in our overall science scores according to the 2016 MCA Results.

**Means to Achieve the School Improvement Goal**

Staff Development Goal(s):
BMS Staff will gain insight and information regarding best practice methods of teaching science concepts. All staff will also focus on best practices for increasing nonfiction/Informational text understanding.
Staff Development Activities:
<ul style="list-style-type: none"> <li>▪ Science teachers will have bi-monthly meetings to refine curriculum implementation calendars.</li> <li>▪ Science teachers will develop opportunities to enhance informational text in the writing process</li> </ul>
Evidence of Teacher Learning and Improved Student Performance:
A 3.4% improvement in our overall science scores according to the 2016 MCA Results.

**2015-2016 School Improvement Goals**

School Improvement Goal #4:
<i>Social Studies and Allied Arts:</i> Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in Informational Text/Non-Fiction reading percentage from 58% in the spring of 2015 to 62.5% in the spring of 2016 as measured by the MCA-III Reading Test. (Increase of 4.5%)
Baseline Data used To Select Goal:
2015 MCA-III Reading Results
Desired Result:
A 4.5% improvement in proficiency in Informational Text/Non-Fiction reading percentage for all students.

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Increase Informational Text/Non-Fiction reading scores
Staff Development Activities:
<ul style="list-style-type: none"><li>▪ Increase Informational Text/Non-Fiction reading percentage school wide by developing additional writing/reading passages in all content areas.</li><li>▪ Grade level bi-monthly meetings</li><li>▪ In-service with media center on new non-fiction reading materials</li><li>▪ In-service for further use of Google Docs</li></ul>
Evidence of Teacher Learning and Improved Student Performance:
End of the quarter writing assignments in all allied arts classes. We will also show improvement on MCA reading scores, specifically informational text.

**BEMIDJI AREA SCHOOLS  
Building School Improvement Plan  
Academic Year 2015-2016**

**Building**      BYLaW

**Building Principal**      Tami Wesely

**School Improvement Site Team Chair**      Shannon Heifort

**Building School Improvement Site Team Members:**

<u>Tami Wesely</u>	<u>Shannon Heifort</u>
<u>Eric Niskanen</u>	<u>Brandon Bahr</u>

**2015-2016 School Improvement SMART Goals:**

- 1 Reading:**  
In Bemidji BYLaW Program, the “All Students” group will increase their proficiency of 33% in the Spring of 2015 to 35% in the Spring of 2016 as measured by the MCA in Reading for students enrolled October 1.
- 2 Mathematics:**  
In Bemidji BYLaW, the “All Students” group will increase their proficiency of 0% in the Spring of 2015 to 31.9% in the Spring of 2016 as measured by the MCA in Mathematics.
- 3 Safe and Welcoming Environment:**  
Bemidji BYLaW students will reduce the incidences of Code of Conduct violations by 5% as reported by school principals on the Skyward Student Management Data System for 2015-2016. (Baseline Data: 2014-2015 reports 43 incidents)

**2015-2016 School Improvement Goals**

School Improvement Goal #1:

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

- The BYLAW program will increase reading scores by an average of 1.5 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.

Baseline Data used To Select Goal:

Results of the Spring 2015 MCA and STAR assessment are used as baseline data.

Desired Result:
All students will demonstrate growth in their reading skills leading to a higher percentage of proficiency on the MCA assessments.

**Means to Achieve the School Improvement Goal**

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

**2015-2016 School Improvement Goals**

School Improvement Goal #2:
In Bemidji BYLaW, the “All Students” group will increase their proficiency of 0% in the Spring of 2015 to 31.9% in the Spring of 2016 as measured by the MCA in Mathematics. <ul style="list-style-type: none"> <li>The BYLAW Program will increase math scores by an average of 1.5 GE for each year of instruction. STAR Math pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance time.</li> </ul>
Baseline Data used To Select Goal:
Results of the Spring 2015 MCA and STAR assessment are used for baseline data.
Desired Result:
All students will demonstrate growth in math skills leading to increased proficiency on the MCA tests.

**Means to Achieve the School Improvement Goal**

Staff Development Goal(s):
Staff will incorporate researched based strategies and techniques to differentiate instruction. State, regional, and local staff development opportunities will be available for teachers.

<b>Staff Development Activities:</b>
Project-based, hands-on, and online learning will be incorporated into the curriculum. Study current best practice education strategies or concrete ACES training techniques to better meet student's emotional and educational needs.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Observation of implementation of the programming techniques and increase student growth in math will be indicators of the effectiveness of these activities.

### **2015-2016 School Improvement Goals**

<b>School Improvement Goal #3:</b>
Bemidji BYLaW students will reduce the incidences of Code of Conduct violations by 5% as reported by school principals on the Skyward Student Management Data System for 2015-2016. (Baseline Data: 2014-2015 reports 43 incidents)
<b>Baseline Data used To Select Goal:</b>
Data from MDE Disciplinary Incident Reporting System indicates that there were 43 suspensions from the BYLaW program during the 2014-2015 school year for various Code of Conduct violations.
<b>Desired Result:</b>
There will be a reduction of the number of suspensions from school.

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

<b>Staff Development Goal(s):</b>
State, regional, and local staff development opportunities will be available to staff to learn techniques for early intervention.
<b>Staff Development Activities:</b>
Staff will practice and implement strategies of intervention for students with challenging behavioral difficulties. Staff will implement incentive programs that motivate students to display appropriate behaviors. The school schedule will include opportunities for students to meet with a case manager or advisor to discuss issues/concerns that may interfere with learning.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
More positive relationships will be developed with students leading to fewer suspensions and great academic achievement.

**BEMIDJI AREA SCHOOLS  
Building School Improvement Plan  
Academic Year 2015-2016**

**Building**      Central Elementary

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**Building Principal**      Patricia Welte

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**School Improvement Site Team Chair**      Maureen Holmstrom

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**Building School Improvement Site Team Members:**

<u>Christine Christiansen</u>	<u>Kelly Blair</u>
<u>Chris Yingling</u>	<u>Maureen Holmstrom</u>
<u>Katie Brandt</u>	<u>Patricia Welte</u>
<u>Kelli Jensen</u>	
<u>Terri Forseth</u>	
<u>Brad Johnson</u>	
<u>Vince Collyard</u>	
<u>Laci Podmore</u>	

**2015-2016 School Improvement SMART Goals:**

**1    Reading**

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

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

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

To support all students Reading Well by Third Grade:

- Kindergarten students will improve the Letter Sound Fluency percentage meeting Tier 1 from 41% in Fall 2015 to 60% in Spring 2016, as measured by AIMSweb assessment.
- First grade students will improve the Nonsense Word Fluency percentage meeting Tier 1 from 47% in Fall 2015 to 60% in Spring 2016, as measured by AIMSweb assessment.
- Second grade students will improve their Mean RIT score in Reading from \_169.0 in Fall 2015 to 184.2 in Spring 2016.

**2** Math

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

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

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

To support all students in achieving math growth:

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

**3** Safe and Welcoming Environment

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

**2015-2016 School Improvement Goals**

School Improvement Goal #1:
The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 52.9% in Spring 2015 to 55.9% in Spring 2016 as measured by the MCA III Reading Assessment.
Baseline Data used To Select Goal:
MCA III Reading proficiency of all students, grades 3-5, at Central Elementary, was 52.9% in Spring 2015.
Desired Result:
The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 52.9% in Spring 2015 to 55.9% in Spring 2016 as measured by the MCA III Reading Assessment.



## Means to Achieve the School Improvement Goal

### Staff Development Goal(s):

Central Elementary staff, grades K-5 will:

- Collaborate twice monthly using data: MAP, MCA III, AIMSweb, Houghton-Mifflin reading assessment, along with student work and teacher observation
- Guided Reading will be implemented school-wide
- Reading Recovery for Grade 1
- Leveled Literacy for Grades 2-4 will continue to be implemented
- Minnesota Reading Corps program will also be utilized in grades K-3
- Title 1 staff will provide small group interventions

### Staff Development Activities:

- Teachers will continue flexible grouping, oral reading fluency practice, and frequent progress monitoring in grades K-5  
Classroom teachers, Title 1, and Special Education teachers will collaborate regarding large group lessons and intervention strategies.
- All grade level teachers and intervention specialists will collaborate using scope and sequence of curriculum. Using assessment data, teachers will distinguish students that need more individualized instruction.
- Grade level teachers will meet monthly to collaborate and plan
- Staff will be trained in the use of Think Central, the Houghton-Mifflin technology component.
- K-5 Houghton-Mifflin reading materials will be used, focusing on leveled readers, flexible grouping, and intensive small group interventions. A collaborative, consistent effort for assessment and teaching strategies will be used grades K-5.
- There will be a reading focus on vocabulary, while maintaining other literacy using Houghton-Mifflin leveled readers and the Guided Reading library.
- Classroom teachers, grades K-5, will provide a minimum of 120 minutes of reading instruction daily.
- Nonfiction/informative books from the Central School library and the Guided Reading library will be emphasized in all classrooms.
- Teachers will implement RtI strategies during the school year.
- Individual teacher coaching and building level staff development will be provided by the RtI specialist for grades K-5.
- All teachers are part of a literacy-based RtI team.
- Teachers will align reading curriculum to Common Core standards.
- Teachers will continue to implement “Student Engagement Strategies”, such as; Say Something, Write Something, Do Something.
- Benchmark screening data, all grade levels, will be used to determine groupings for interventions, at risk students, and progress.
- Staff will plan and develop Family Reading events by grade level.
- By grade level as appropriate, staff will implement Best Practices for letter sound fluency, vocabulary, phonemic awareness, and oral reading fluency.

- Kindergarten, first and second grade students will participate in a lending library program.
- Kindergarten families will be receiving a Kindergarten reading packet.
- Morning meetings will be held in each classroom to promote class involvement.
- Ruby Payne training, addressing poverty, will take place for all teachers.

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

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

**2015-2016 School Improvement Goals**

**School Improvement Goal #2:**

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

**Baseline Data used To Select Goal:**

MCA III Math proficiency percentage of all students, grades 3-5, at Central Elementary, was 56.7% in Spring 2015.

**Desired Result:**

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

**Means to Achieve the School Improvement Goal**

**Staff Development Goal(s):**

Central Elementary staff, grades K-5, will:

- Collaborate using data twice monthly: MAP, MCA III, AIMSweb and Houghton-Mifflin Expressions assessments.
- Individual student math needs will be determined utilizing the data, as well as student work and teacher observation.
- Staff will attend training in Houghton-Mifflin Expressions math curriculum.
- Staff will collaborate with Math Specialist.

**Staff Development Activities:**

- Classroom teachers, grades k-5, will provide 90 minutes of Math instruction daily, including math games to reinforce the skills.
- All grade level teachers and intervention specialists will collaborate using scope and sequence Houghton-Mifflin Expressions curriculum. Using assessment data, teachers will distinguish students that need more individualized instruction in math.
- Technology specialist will reinforce math concepts using math programs.
- Math concepts will be integrated into other daily activities.
- Homework/Remembering papers are sent regularly to encourage parents' participation in math, in everyday life.
- Staff will explore and implement Best Practices based on grade level needs, including number identification, number and operations, and geometry.
- Math literature will be integrated to supplement Houghton-Mifflin Expressions curriculum.
- Teachers will be introduced to math strategies and interventions during RtI meetings.
- Benchmark screening data will be used to guide instruction.
- Staff will plan and develop Family Math events by grade level.
- In RtI team settings K-5, staff will share data and assist in intervention planning for math.
- Teachers will implement "Student Engagement Strategies".
- Teachers will work to align math curriculum to Minnesota standards.
- Kindergarten families will receive a math packet.
- Teachers will continue training with P.A.L.S. (Peer Assisted Learning Strategies) math.
- Morning meetings will be held in each classroom to promote class involvement.
- Ruby Payne training, addressing poverty, will take place for all teachers.

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

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

**2015-2016 School Improvement Goals**

**School Improvement Goal #3:**

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

**Baseline Data used To Select Goal:**

The number of students with 30+ absences/tardies, in Spring 2015, was 47.

**Desired Result:**

Central Elementary students, grades k-5, will reduce the number of students with 30+absences/tardies, from 47 in Spring 2015, to 35 in Spring 2016, as measured by the Attendance monitor.

**Means to Achieve the School Improvement Goal**

**Staff Development Goal(s):**

Central Elementary staff will collaborate monthly to discuss and review attendance goals.

**Staff Development Activities:**

- Information regarding the importance of attendance will be included in a monthly newsletter.
- Staff members will make a daily connection with chronically late/absent students, to affect test scores in a positive way.
- An attendance committee will provide direction to the staff regarding attendance suggestions.
- Grades K-5 will track monthly attendance.
- Morning meetings will be held in each classroom to promote class involvement.
- Ruby Payne training, addressing poverty, will take place for all teachers.
- An ice cream social/get together for families will be held in the fall to familiarize parents with staff and school.
- Monthly recognition of perfect attendance will be held at an all school assembly.
- Staff meetings will include an attendance discussion, which will be a school-wide focus.
- Ashley Jones, Home/School Liaison for Native American students and Angie Lauderbaugh, District Homeless Liaison, Steve Thorson, attendance monitor, will be in close contact with designated families regarding attendance.
- The attendance monitor will provide attendance incentives.
- Individual classroom perfect attendance will be recognized.

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

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

**BEMIDJI AREA SCHOOLS  
Building School Improvement Plan  
Academic Year 2015-2016**

**Building**      Early Intervention Program

**Building Principal**      Kathy Van Wert

**School Improvement Site Team Chair**      Laura Engelstad

**Building School Improvement Site Team Members:**

<u>Karen Sherf</u>	<u>Linda Simons</u>
<u>Sheri Jahner</u>	<u>Lisa Friedt</u>
<u>Angie Dahlberg</u>	<u>Erica Ward</u>
<u>Jennifer Seitz</u>	<u>Jennifer Kondos</u>
<u>Suzanne Julin</u>	
<u>Sonia Wadena</u>	
<u>Beth Hadrava</u>	
<u>Beata Grantier</u>	

**2015-2016 School Improvement SMART Goals:**

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

**2015-2016 School Improvement Goals**

<b>School Improvement Goal #1:</b>
The Early Intervention Program will use the Brigance Inventory of Early Learning II to establish a baseline of literacy development with a small sample of students in our programs. Eighty percent of our student sample will achieve a 6 month growth from Fall of 2015 to Spring of 2016. (i.e. Student A, age 4y 3m) has a literacy level of 3y 0m; we will strive for growth of at least 3y 6m).
<b>Baseline Data used To Select Goal:</b>
The Brigance Inventory of Early Learning II will be used to gather baseline data from students in the Fall of 2015.

**Desired Result:**

The desired result is to obtain 80% of our student sample will make 6-9m growth from Fall of 2015 to Spring of 2016.

**Means to Achieve the School Improvement Goal**

**Staff Development Goal(s):**

Staff development will include information on increasing literacy development in the educational setting for center based students and in the home for home based students.

**Staff Development Activities:**

1. Increasing literacy development information from district RtI specialist for teachers and optional for paraprofessionals.
2. Set aside time at staff meetings for sharing strategies on improving literacy skills
3. We will provide an overview on Learning Language and Loving It to interested staff
4. First Books will be provided to children's homes

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

Student literacy growth of at least 6 – 9 months with each student within the student sample.

**BEMIDJI AREA SCHOOLS  
Building School Improvement Plan  
Academic Year 2015-2016**

**Building**      First City School

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**Building Principal**      Tami Wesley

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**School Improvement Site Team Chair**      Ross Richards

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**Building School Improvement Site Team Members:**

<u>Jeff Fleet</u>	<u>Mike Kingbird</u>
<u>Mark Boyer</u>	<u>James Walker</u>
<u>Linda Barsness</u>	<u>Ross Richards</u>
<u>Doyle Turner</u>	
<u>Joel Steffen</u>	
<u>Ernie Heifort</u>	
<u>Deb Best</u>	
<u>Bryan Anderson</u>	

**2015-2016 School Improvement SMART Goals:**

- 1** In the First City School the “All Students” group will increase proficiency from 20% in the Spring of 2015 to 30% in the Spring of 2016 as measured by the MCA in Reading.
  - The First City School will increase reading scores by an average of 1.5 GE for each year of instruction. STAR Reading pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance time.
- 2** In the First City School the “All Students” group will increase proficiency from 0% in the Spring of 2015 to 5% in the Spring of 2016 as measured by the MCA in Math.
  - The First City School will increase math scores by an average of 1.5 GE for each year of instruction. STAR Math pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance time.
- 3** The First City School student graduation rate will increase from 0% in 2015 to 5% in 2016 as measured by MDE’s Graduation Rate calculations.

### 2015-2016 School Improvement Goals

School Improvement Goal #1:
In the First City School the “All Students” group will increase proficiency from 20% in the Spring of 2015 to 30% in the Spring of 2016 as measured by the MCA in Reading. <ul style="list-style-type: none"><li>• The First City School will increase reading scores by an average of 1.5 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.</li></ul>
Baseline Data used To Select Goal:
Results of the Spring 2015 MCA and STAR assessment are used as baseline data.
Desired Result:
All students will demonstrate growth in their reading skills leading to a higher percentage of proficiency on the MCA assessments.

### Means to Achieve the School Improvement Goal

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

### 2015-2016 School Improvement Goals

School Improvement Goal #2:
In the First City School the “All Students” group will increase proficiency from 0% in the Spring of 2015 to 5% in the Spring of 2016 as measured by the MCA in Math. <ul style="list-style-type: none"><li>• The First City School will increase math scores by an average of 1.5 GE for each year of instruction. STAR Math pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance time.</li></ul>



Baseline Data used To Select Goal:
Results of the Spring 2015 MCA and STAR assessment are used for baseline data.
Desired Result:
All students will demonstrate growth in math skills leading to increased proficiency on the MCA tests.

**Means to Achieve the School Improvement Goal**

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

**2015-2016 School Improvement Goals**

School Improvement Goal #3:
The First City School student graduation rate will increase from 0% in 2015 to 5% in 2016 as measured by MDE’s Graduation Rate calculations.
Baseline Data used To Select Goal:
Results of the Spring 2015 MDE’s Four-Year Graduation Rate calculations report indicates a 0% graduation rate.
Desired Result:
A higher percentage of students served by the First City School will earn their high school diploma.

### Means to Achieve the School Improvement Goal

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

**BEMIDJI AREA SCHOOLS**  
**Building School Improvement Plan**  
**Academic Year 2015-2016**

**Building**      Horace May Elementary

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**Building Principal**      Mrs. Ami Aalgaard

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**School Improvement Site Team Chair**      Mr. Travis Whittington

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**Building School Improvement Site Team Members:**

Ami Aalgaard - Principal

Zach McDermott – Third Grade

Travis Whittington - Technology

Kris Pellin Ritchie – Special Education

Karen Propeck – Reading Recovery

Kelly Wolf – First Grade

Kate Pearson – Second Grade

Robert McKeown – Third Grade

Andrea Martin – Fourth Grade

Patrick Greendahl – Fifth Grade

**2015-2016 School Improvement SMART Goals:**

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

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

**Special Education** students' proficiency to improve from 23.1% to the proficiency level of 30.7% in the Spring 2016 as measured by the MCA in Reading.

**American Indian** students' Reading proficiency will improve from 57.1% to 59.1% in Spring 2016 as measured by the MCA in Reading.

**Free & Reduced Lunch** students will improve proficiency from 55.6% to 57.6% in Spring 2016 as measured by the MCA in Reading.

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

Kindergarten students will improve Phoneme Segmentation percentage meeting Tier I from 56.3% to 61.3% in Spring 2016 as measured by AIMSweb.

Grade 1 students will improve Curriculum Based Measurement percentage meeting Tier I from 77% to 79% in Spring 2016 as measured by AIMSweb.

Grade 2 students will improve their overall Mean of their students reaching their Percent Growth Target from 62.0% in the Spring of 2015 to 64.0% in as measured Spring 2016 by NWEA MAP.

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

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

**Special Education** students' proficiency to improve from 19.2% to the State Special Education proficiency level of 31.9% in the Spring 2016 as measured by the MCA in Mathematics.

**American Indian** students' Mathematics proficiency will improve from 47.6% to 49.6% in Spring 2016 as measured by the MCA in Mathematics.

**Free & Reduced Lunch** students' proficiency will improve from 48.1% to 50.1% in Spring 2016 as measured by the MCA in Mathematics.

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

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

**Special Education** students' proficiency to improve from 16.7% to the State Special Education proficiency level of 31.8% in the Spring 2016 as measured by the MCA in Science.

**American Indian** students' Science proficiency will improve from 75.0% to 77.0% in Spring 2016 as measured by the MCA in Science.

**Free & Reduced Lunch** students' Science proficiency will improve from 51.9% to 53.9% in Spring 2016 as measured by the MCA in Science.

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

### 2015-2016 School Improvement Goals

<b>School Improvement Goal #1:</b>
<p>At Horace May Elementary the "All Students" group will increase their reading proficiency of 72.5 % in the Spring of 2015 to 74.5% in the Spring of 2016 as measured by the MCA in Reading for students enrolled October 1.</p> <p>Horace May Elementary will work to close achievement gaps for the following subgroups as measured by the MCA in Reading:</p> <p><b>Special Education</b> students' proficiency to improve from 23.1% to the proficiency level of 30.7% in the Spring 2016 as measured by the MCA in Reading.</p> <p><b>American Indian</b> students' Reading proficiency will improve from 57.1% to 59.1% in Spring 2016 as measured by the MCA in Reading.</p> <p><b>Free &amp; Reduced</b> Lunch students will improve proficiency from 55.6% to 57.6% in Spring 2016 as measured by the MCA in Reading.</p>
<b>Baseline Data used To Select Goal:</b>
Spring 2015 MCA Reading assessment results.
<b>Desired Result:</b>
The Horace May Elementary students in the 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grades will increase their Reading MCA scores by 2% by the spring of 2016.

### Means to Achieve the School Improvement Goal

<b>Staff Development Goal(s):</b>
To research, develop, implement and evaluate reading strategies for all students attending Horace May Elementary.
<b>Staff Development Activities:</b>
<p>We will organize several small groups to work as teams to develop, implement and evaluate strategies to improve reading instructions at Horace May Elementary.</p> <p>We will have a Student Growth (Data) Team, multiple RtI teams, etc. to professionally collaborate on a bi-weekly or monthly basis.</p> <p>We will seek outside opportunity to attend workshops to foster reading instructional strategies and employ the support of the District Reading RtI Specialist throughout the school year.</p>

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

Evidence of Teacher Learning and Improved Student Performance:

We will evaluate our level of goal attainment by reviewing the results of the 2016 MCA Reading assessment data.

### 2015-2016 School Improvement Goals

School Improvement Goal #2:

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

Kindergarten students will improve Phoneme Segmentation percentage meeting Tier I from 56.3% to 613% in Spring 2016 as measured by AIMSweb.

Grade 1 students will improve Curriculum Based Measurement percentage meeting Tier I from 77% to 79% in Spring 2016 as measured by AIMSweb.

Grade 2 students will improve their overall Mean of their students reaching their Percent Growth Target from 62.0% in the Spring of 2015 to 64.0% in as measured Spring 2016 by NWEA MAP.

Baseline Data used To Select Goal:

Spring 2015 AIMSweb and NWEA's MAP Reading assessment results.

Desired Result:

All students attaining the desired reading targets to meet the qualifications of the **Reading Well by Third Grade** legislation.

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):

To research, develop, implement and evaluate reading strategies for all students attending Horace May Elementary.

Staff Development Activities:

We will organize several small groups to work as teams to develop, implement and evaluate strategies to improve reading instructions at Horace May Elementary.

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

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

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

Evidence of Teacher Learning and Improved Student Performance:

We will evaluate our level of goal attainment by reviewing the results of the Spring 2016 AIMSweb and NWEA's MAP assessment data.

### 2015-2016 School Improvement Goals

School Improvement Goal #3:

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

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

**Special Education** students' proficiency to improve from 19.2% to the State Special Education proficiency level of 31.9% in the Spring 2016 as measured by the MCA in Mathematics.

**American Indian** students' Mathematics proficiency will improve from 47.6% to 49.6% in Spring 2016 as measured by the MCA in Mathematics.

**Free & Reduced Lunch** students' proficiency will improve from 48.1% to 50.1% in Spring 2016 as measured by the MCA in Mathematics.

Baseline Data used To Select Goal:

Spring 2015 MCA Mathematics assessment results.

Desired Result:

The Horace May Elementary students in the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades will increase their Math MCA scores by 2% by the spring of 2016.

### Means to Achieve the School Improvement Goal

<b>Staff Development Goal(s):</b>
To research, develop, implement and evaluate mathematics strategies for all students attending Horace May Elementary.
<b>Staff Development Activities:</b>
We will organize several small groups to work as teams to develop, implement and evaluate strategies to improve mathematics instructions at Horace May Elementary.  We will have a Student Growth (Data) Team, multiple RtI teams, etc. to professionally collaborate on a bi-weekly or monthly basis.  We will seek outside opportunity to attend workshops to foster reading instructional strategies and employ the support of the District Mathematics RtI Specialist throughout the school year.  Selected specialist staff will create enrichment and remediation opportunities for students to foster growth in the area of mathematics.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
We will evaluate our level of goal attainment by reviewing the results of the 2016 MCA Mathematics assessment data.

### 2015-2016 School Improvement Goals

<b>School Improvement Goal #4:</b>
At Horace May Elementary, the 5th grade students' "All students" group will increase their science proficiency of 76.1% in the Spring of 2015 to 78.1% in the Spring of 2016 as measured by the MCA in Science.  Horace May will work to close achievement gaps for the following subgroups as measured by the MCA in Science:  <b>Special Education</b> students' proficiency to improve from 16.7% to the State Special Education proficiency level of 31.8% in the Spring 2016 as measured by the MCA in Science.  <b>American Indian</b> students' Science proficiency will improve from 75.0% to 77.0% in Spring 2016 as measured by the MCA in Science.  <b>Free &amp; Reduced</b> Lunch students' Science proficiency will improve from 51.9% to 53.9% in Spring 2016 as measured by the MCA in Science.



Baseline Data used To Select Goal:
Spring 2015 MCA Science assessment results.
Desired Result:
The Horace May Elementary students in 5 <sup>th</sup> grade will increase their Science MCA scores by 2% by the spring of 2016.

**Means to Achieve the School Improvement Goal**

Staff Development Goal(s):
To research, develop, implement and evaluate science and technology strategies for all students attending Horace May Elementary.
Staff Development Activities:
<p>We will organize several small groups to work as teams to develop, implement and evaluate strategies to improve science instructions at Horace May Elementary.</p> <p>We will have a Student Growth (Data) Team, multiple RtI teams, etc. to professionally collaborate on a bi-weekly or monthly basis.</p> <p>We will seek outside opportunity to attend workshops to foster science instructional strategies and employ the support of the District Science RtI Specialist throughout the school year.</p> <p>Selected specialist staff will create enrichment and remediation opportunities for students to foster growth in the area of science and technology.</p>
Evidence of Teacher Learning and Improved Student Performance:
We will evaluate our level of goal attainment by reviewing the results of the 2016 MCA Science assessment data.

**2015-2016 School Improvement Goals**

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

Desired Result:
Reduce the number of physical altercations between students by 5.5% during the 2015-16 school year.

**Means to Achieve the School Improvement Goal**

Staff Development Goal(s):
To create a kind, supportive, quality social and academic learning environment for all our Horace May Elementary students.
Staff Development Activities:
School-wide usage of the Elementary Behavior Matrix and its implementation in our classrooms, common learning and use areas, etc.  School-wide assemblies centering around practicing Kindness, Citizenship, Safety, Responsibility and Respect.
Evidence of Teacher Learning and Improved Student Performance:
We will evaluate our level of goal attainment by reviewing the results of the spring 2016 Skyward Student Management Data System’s annual data.

**BEMIDJI AREA SCHOOLS**  
**Building School Improvement Plan**  
**Academic Year 2015-2016**

**Building**      J.W. Smith Elementary

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**Building Principal**      Patricia Welte

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**School Improvement Site Team Chair**      Barry Olson

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**Building School Improvement Site Team Members:**

Michele Green, Title 1 Teacher

Brianna Nohre, Grade 3 Teacher

Patty Marquardt, Special Ed. Teacher

Theresa Strukel, Grade 4 Teacher

Traci Vaughn, Grade 1 Teacher

Barry Olson, Grade 5 Teacher

Kelli Peterson, Grade 1 Teacher

Patricia Welte, Principal

Jen St. Peter, Grade 2 Teacher

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**2015-2016 School Improvement SMART Goals:**

**1 Reading:**

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

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

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

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

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

- J.W. Smith Kindergarten students will increase proficiency from 36% in September 2015 to 55% in May 2016 on Letter Sound Fluency as measured by AIMSweb assessment.

- J.W. Smith First grade students will increase proficiency from 65% in September 2015 to 75% in May 2016 on Phoneme Segmentation Fluency as measured by AIMSweb assessment.
- J.W. Smith Second grade students will increase proficiency from 172 in Fall of 2015 to 188.7 in Spring of 2016 as measured by Measures of Academic Progress Reading Assessment.

## 2 **Math:**

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

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

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

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

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

- J.W. Smith Kindergarten students will increase proficiency from 47% in Fall of 2015 to 70% in Spring of 2016 on Oral Counting as measured by AIMSweb.
- J.W. Smith First grade students will increase proficiency from 69% in Fall of 2015 to 79% in Spring of 2016 on Math Composition as measured by AIMSweb.
- J.W. Smith Second grade students will increase proficiency from 177.8 in Fall of 2015 to 192.1 in Spring of 2016 as measured by Measures of Academic Progress Math Assessment.

## 3 **Attendance:**

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

## 2015-2016 School Improvement Goals

### School Improvement Goal #1:

#### **Reading:**

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

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

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

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

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

- J.W. Smith Kindergarten students will increase proficiency from 36% in September 2015 to 55% in May 2016 on Letter Sound Fluency as measured by AIMSweb assessment.
- J.W. Smith First grade students will increase proficiency from 65% in September 2015 to 75% in May 2016 on Phoneme Segmentation Fluency as measured by AIMSweb assessment.
- J.W. Smith Second grade students will increase proficiency from 172 in Fall of 2015 to 188.7 in Spring of 2016 as measured by Measures of Academic Progress Reading Assessment.

#### Baseline Data used To Select Goal:

Based on the 2015 MCA-III results, the third grade district proficiency percentage was 56.7%. Current fourth grade student proficiency percentage was 59.2% and fifth grade was 52.1%.

#### Desired Result:

Based on the 2016 MCA-III Reading assessment, third grade will meet or exceed the district proficiency percentage average to 56.7%, fourth grade will increase to 61.2% and fifth grade to 54.1%.

### Means to Achieve the School Improvement Goal

<b>Staff Development Goal(s):</b>
One hundred percent (100%) of teachers of Reading will participate in semi-monthly RtI meetings to discuss reading best practices, prepare to differentiate instruction, and examine student data.
<b>Staff Development Activities:</b>
Teachers of reading will: <ul style="list-style-type: none"><li>• Continue flexible reading groups including Peer Assisted Learning Strategies, and oral reading fluency practice.</li><li>• Progress monitor (AIMSweb, RtI, district assessments, grade level assessments, Read Naturally)</li><li>• Implement RtI strategies shared at semi-monthly meetings.</li><li>• Share about reading strategies and programming at PLC meetings.</li><li>• Include in their RtI team settings K-3 Minnesota Reading Corp and Indian Education programming, and will share data and assist in intervention planning of these programs.</li><li>• Increase the use of SMART boards and/or other technology hardware/software (i.e. Reading A-Z, Read Naturally, Raz Kids, Think Central, Moby Max, Accelerated Reader, Tumble Books) into reading instruction.</li><li>• Classroom teachers, grades K-5, will provide a minimum of 120 minutes of daily reading instruction.</li><li>• Nonfiction books will be emphasized in all classrooms</li><li>• All paraprofessionals will attend reading inservice.</li><li>• Staff will plan and develop Family Reading events by grade level.</li></ul>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Teacher Learning: <ul style="list-style-type: none"><li>• Attendance at RtI meetings where goals are revised and new strategies developed.</li><li>• Use of AIMSweb progress monitoring to document student performance.</li><li>• Sharing about reading strategies and programming at staff meetings.</li><li>• Increase the use of SMART Boards and/or other technology hardware/software into reading.</li><li>• Implementation of reading best practices strategies and interventions.</li></ul> Improved Student Performance: <p>Based on the 2016 MCA-III Reading assessment, third grade will meet or exceed the district proficiency percentage average of 56.7%, fourth grade will increase to 61.2% and fifth grade to 54.1%.</p>

## 2015-2016 School Improvement Goals

### School Improvement Goal #2:

#### **Math:**

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

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

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

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

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

- J.W. Smith Kindergarten students will increase proficiency from 47% in Fall of 2015 to 70% in Spring of 2016 on Oral Counting as measured by AIMSweb.
- J.W. Smith First grade students will increase proficiency from 69% in Fall of 2015 to 79% in Spring of 2016 on Math Composition as measured by AIMSweb.
- J.W. Smith Second grade students will increase proficiency from 177.8 in Fall of 2015 to 192.1 in Spring of 2016 as measured by Measures of Academic Progress Math Assessment.

### Baseline Data used To Select Goal:

Based on the 2015 MCA-III results, the third grade district proficiency percentage was 69.1%. Current fourth grade student proficiency percentage was 65.3% and fifth grade was 66.7%.

### Desired Result:

Based on the 2016 MCA-III Math assessment, third grade will meet or exceed the district proficiency percentage average of 69.1%, fourth grade will increase to 67.3% and fifth grade to 68.7%.

## Means to Achieve the School Improvement Goal

### Staff Development Goal(s):

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

**Staff Development Activities:**

Teachers of mathematics will:

- Continue flexible math groups such as Peer Assisted Learning Strategies and Number Worlds.
- Progress monitor (AIMSweb, RtI, district assessments, grade level assessments)
- Implement RtI strategies shared at semi-monthly meetings.
- Share about math strategies and programming at RtI meetings and training sessions.
- Increase the use of SMART boards and/or other technology hardware/software (i.e. IXL, Xtra Math, Moby Max, and ThinkCentral) into math instruction.
- Analyze student data and formulate appropriate interventions.
- Discuss and share ideas with District Mathematics Specialist
- Classroom teachers, grades K-5, will provide 90 minutes of daily math instruction, including math games to reinforce skills.
- Staff will plan and develop Family Math events by grade level.
- All paraprofessionals will attend a math workshop.
- Teachers will work to align math curriculum to Minnesota standards.
- Homework/Remembering papers are sent home regularly to encourage parents' participation in math.
- Math literature will be integrated to supplement curriculum.

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

Teacher Learning:

- Attendance at RtI meetings where goals are revised and new strategies developed.
- RtI by using student data, learning rates and levels of performance to make important educational decisions.
- Sharing about math strategies and programming at staff meetings.
- Analyze grade level math data (AIMSweb, MAP, MCA)
- Increase the use of SMART Boards and/or other technology hardware/software into math.
- Implementation of math best practices strategies and interventions.

Improved Student Performance:

Based on the 2016 MCA-III Math assessment, third grade will meet or exceed the district proficiency percentage average of 69.1%, fourth grade will increase to 67.3% and fifth grade to 68.7%.

**2015-2016 School Improvement Goals**

**School Improvement Goal #3:**

**Attendance:**

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



<b>Baseline Data used To Select Goal:</b>
Based on 2014-15 attendance data provided by the J.W. Smith attendance monitor, the overall attendance percentage was 91.9%.
<b>Desired Result:</b>
Based on 2015-16 attendance data provided by the J.W. Smith attendance monitor, the overall attendance percentage will increase to 93.9%.

**Means to Achieve the School Improvement Goal**

<b>Staff Development Goal(s):</b>
J.W. Smith elementary school will monitor attendance on a monthly basis and award students with exemplary attendance.
<b>Staff Development Activities:</b>
<p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Present monthly attendance awards to students who have up to one tardy and/or one absence during the month.</li> <li>• Present special certificates to students with perfect attendance. Each month a student has perfect attendance, they will put their name in a drawing for a big end-of-year prize.</li> <li>• Phone parents/guardians if a student is absent for two consecutive days.</li> <li>• Present the Orvis Wik attendance award at fifth-grade graduation to a student who has exhibited exemplary attendance throughout their years in elementary school.</li> <li>• Place the weekly attendance trophy in the classroom with the best attendance the week prior.</li> </ul>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
<p>Teacher learning:</p> <ul style="list-style-type: none"> <li>• Share about individual attendance improvement strategies at staff meetings.</li> <li>• Monitor <i>Monthly Attendance Reports</i>.</li> <li>• Student interviews to guide interventions.</li> </ul> <p>Improved Student Performance:</p> <ul style="list-style-type: none"> <li>• Based on year-end attendance data, J.W. Smith will increase overall attendance from 91.9% in 2014-15 to 93.9% in 2015-16.</li> </ul>

**BEMIDJI AREA SCHOOLS**  
**Building School Improvement Plan**  
**Academic Year 2015-2016**

**Building**      Lincoln Elementary

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**Building Principal**      Jason Luksik

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**School Improvement Site Team Chair**      Renae Donaghue

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**Building School Improvement Site Team Members:**

Renae Donaghue

Doreen Felts

Krista Klinke

Lisa Schussman

John Williams

Jeff Smith

Deb Brown

Liana Schaefer

**2015-2016 School Improvement SMART Goals:**

- 1** At Lincoln Elementary the “All Students” group will increase their reading proficiency from an average of 58.1% in the spring of 2015 to an average of 61.1% in the spring of 2016 as measured by the MCA III Reading Test. American Indian students’ proficiency will improve from 35.1% to 39.1% in Spring 2016, and Free and Reduced Lunch students’ proficiency will improve from 46.7% to 48.7% in Spring 2016.
- 2** At Lincoln Elementary the “All Students” group will increase their math proficiency from an average of 64.7% in the spring of 2015 to an average of 66.7% in the spring of 2016 as measured by the MCA III Math Test. American Indian students’ proficiency will improve from 39.2% to 43.2% in Spring 2016, and Free and Reduced Lunch students’ proficiency will improve from 56% to 58% in Spring 2016.
- 3** To support all students **Reading Well by Third Grade**, Lincoln Elementary kindergarten and grades 1 and 2 will improve their reading in the following:
  - Kindergarten students will improve Phoneme Segmentation percentage meeting Tier I from 77% to 80% in Spring 2016 as measured by AIMSweb.
  - Grade 1 students will improve Curriculum Based Measurement percentage meeting Tier I from 76.8% to 78.8% in Spring 2016 as measured by AIMSweb.
  - Grade 2 students will improve their overall Mean RIT score from 189.7 to 192.7 in Spring 2016 as measured by NWEA MAP.
- 4** In an effort to reduce bullying behaviors at Lincoln Elementary we will implement a school wide behavior program. Our goal is to reduce the number of Behavior Infraction Reports by 10%. We will also decrease our code violations by 10%. Lincoln Elementary will continue to implement the Safe School Ambassador program.

### 2015-2016 School Improvement Goals

<b>School Improvement Goal #1:</b>
At Lincoln Elementary the “All Students” group will increase their reading proficiency from an average of 58.1% in the spring of 2015 to an average of 61.1% in the spring of 2016 as measured by the MCA III Reading Test. American Indian students’ proficiency will improve from 35.1% to 39.1% in Spring 2016, and Free and Reduced Lunch students’ proficiency will improve from 46.7% to 48.7% in Spring 2016.
<b>Baseline Data used To Select Goal:</b>
MCA III
<b>Desired Result:</b>
Increase proficiency in reading for all students and decrease the achievement gap for all subgroups.

### Means to Achieve the School Improvement Goal

<b>Staff Development Goal(s):</b>
<p><b>Lincoln Elementary staff, grades K-5 will:</b></p> <ul style="list-style-type: none"> <li>- Collaborate three times a month using data: MAP, MCA III, AIMSweb, Houghton-Mifflin reading assessment, along with student work and teacher observation</li> <li>- Guided Reading will be implemented school-wide</li> <li>- Reading Recovery for Grade 1</li> <li>- Leveled Literacy for Grades K-5th will continue to be implemented</li> <li>- Minnesota Reading Corps program will also be utilized in grades K-3</li> <li>- Title 1 staff will provide small group interventions</li> </ul>
<b>Staff Development Activities:</b>
<ul style="list-style-type: none"> <li>• Staff will be trained in the use of Think Central, the Houghton-Mifflin technology component.</li> <li>• Guided Reading - 1) Daily 5 training for staff to develop differentiated learning for students. 2) Research articles based on oral language and informational text shared with staff and put into practice.</li> <li>• Collaboration- Grade level meetings with grade levels above and below to develop vertical alignment of ELO’s.</li> <li>• MAP Training- Training in data collection and identification of data that would improve instructional strategies.</li> <li>• Cross Curricular- Training to support oral language and vocabulary for students across multiple subject areas.</li> <li>• Use of a District wide Reading Specialist as a teacher resource. Specialist will model and provide training to staff in the areas of Reading identified during RtI team meetings.</li> </ul>

Evidence of Teacher Learning and Improved Student Performance:

In Lincoln Elementary the “All Students” group will increase their proficiency of 58.1% in the Spring of 2015 to 61.1% in the Spring of 2016 as measured by the MCA in Reading.

**2015-2016 School Improvement Goals**

School Improvement Goal #2:

At Lincoln Elementary the “All Students” group will increase their math proficiency from an average of 64.7% in the spring of 2015 to an average of 66.7% in the spring of 2016 as measured by the MCA III Math Test. American Indian students’ proficiency will improve from 39.2% to 43.2% in Spring 2016, and Free and Reduced Lunch students’ proficiency will improve from 56% to 58% in Spring 2016.

Baseline Data used To Select Goal:

MCA III Math

Desired Result:

Increased proficiency in Math for all students and decrease the achievement gap for subgroups.

**Means to Achieve the School Improvement Goal**

Staff Development Goal(s):

Lincoln Elementary staff, grades K-5, will:

- Collaborate using data three times monthly: MAP, MCA III, AIMSweb and Houghton Mifflin assessments.
- Individual student math needs will be determined utilizing the data, as well as student work and teacher observation.
- Increased Math time- 90 minutes of daily instruction.
- Development of Common Formative Assessment for each grade level.

Staff Development Activities:

- Staff will be trained in the use of Think Central, the Houghton-Mifflin technology component.
- Guided Math - Differentiated learning groups addressing the needs of the student. Identified by Common Formative Assessment.
- Collaboration - Grade level meetings with grade levels above and below to develop vertical alignment of ELO’s.
- MAP Training - Training in data collection and identification of data that would improve instructional strategies.
- Cross Curricular - Training to support oral language and vocabulary for students across multiple subject areas.

- Viewpoint Training - Training to provide teachers with data to identify student concerns and adjust instructional strategies.
- Use of a District wide Math Specialist as a teacher resource. Specialist will model and provide training to staff in the areas of Math identified during RtI team meetings.

Evidence of Teacher Learning and Improved Student Performance:

At Lincoln Elementary, the “All Students” group will increase their proficiency of 64.7% in the Spring of 2015 to 66.7% in the Spring of 2016 as measured by the MCA in Mathematics.

### 2015-2016 School Improvement Goals

School Improvement Goal #3:

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

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

Baseline Data used To Select Goal:

- AIMSweb fall, winter and spring assessment results
- STAR assessment for 2<sup>nd</sup> grade
- MAP data

Desired Result:

Increased proficiency on the fall, winter and spring assessment of AIMSweb. Increased proficiency on the STAR assessment. Increased proficiency on the MAP fall and spring assessment.

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):

**Lincoln Elementary staff, grades K-5 will:**

- Collaborate three times a month using data: MAP, MCA III, AIMSweb, Houghton-Mifflin reading assessment, along with student work and teacher observation
- Guided Reading will be implemented school-wide
- Reading Recovery for Grade 1
- Leveled Literacy for Grades K-2<sup>nd</sup> will continue to be implemented
- Minnesota Reading Corps program will also be utilized in grades K-3
- Title 1 staff will provide small group interventions

<b>Staff Development Activities:</b>
<ul style="list-style-type: none"> <li>• Staff will be trained in the use of Think Central, the Houghton-Mifflin technology component.</li> <li>• Guided Reading - 1) Daily 5 training for staff to develop differentiated learning for students. 2) Research articles based on oral language and informational text shared with staff and put into practice.</li> <li>• Collaboration - Grade level meetings with grade levels above and below to develop vertical alignment of ELO's.</li> <li>• MAP Training - Training in data collection and identification of data that would improve instructional strategies.</li> <li>• Cross Curricular - Training to support oral language and vocabulary for students across multiple subject areas.</li> <li>• Use of a District wide Reading Specialist as a teacher resource. Specialist will model and provide training to staff in the areas of Reading identified during RtI team meetings.</li> </ul>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
<ul style="list-style-type: none"> <li>• Kindergarten students will improve Phoneme Segmentation percentage meeting Tier I from 77% to 80% in Spring 2016 as measured by AIMSweb.</li> <li>• Grade 1 students will improve Curriculum Based Measurement percentage meeting Tier I from 76.8% to 78.8% in Spring 2016 as measured by AIMSweb.</li> <li>• Grade 2 students will improve their overall Mean RIT score from 189.7 to 192.7 in Spring 2016 as measured by NWEA MAP.</li> </ul>

### **2015-2016 School Improvement Goals**

<b>School Improvement Goal #4:</b>
In an effort to reduce bullying behaviors at Lincoln Elementary we will implement a school wide behavior program. Our goal is to reduce the number of Behavior Infraction Reports by 10%. We will also decrease our code violations by 10%. Lincoln Elementary will continue to implement the Safe School Ambassador program.
<b>Baseline Data used To Select Goal:</b>
Discipline reports from Skyward. Data compiled from behavior infraction report.
<b>Desired Result:</b>
Decreased number of offenses at Lincoln Elementary

**Means to Achieve the School Improvement Goal**

<b>Staff Development Goal(s):</b>
<ul style="list-style-type: none"><li>- Every staff member given an overview of the PBIS program.</li><li>- Consistent behavior program school wide</li><li>- Development of Lincoln Pride program.</li><li>- Implement SSA program for 5th graders.</li></ul>
<b>Staff Development Activities:</b>
<ul style="list-style-type: none"><li>• Staff training for Take A Break from Stellher Mental Health.</li><li>• Continued monthly discipline meetings to develop processes throughout the school.</li><li>• Staff meetings to distribute information from the discipline committee.</li><li>• Staff and student trainings for the SSA program.</li></ul>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Our goal is to reduce the number of Behavior Infraction Reports by 10%. We will also decrease our code violations by 10%.
<b>Desired Result:</b>
Reduce bullying behaviors throughout the school, providing a safe environment for students.

**BEMIDJI AREA SCHOOLS  
Building School Improvement Plan  
Academic Year 2015-2016**

**Building**      Lumberjack High School

**Building Principal**      Brian Stefanich

**School Improvement Site Team Chair**      Rebecca Rittenour

**Building School Improvement Site Team Members:**

<u>Brian Stefanich</u>	<u>Daniel Schneck</u>
<u>Brent Colligan</u>	<u>Heather Ritchie</u>
<u>Ranae Seykora</u>	<u>Janice Sande</u>
<u>Bob Czech</u>	
<u>Jenny Fraley</u>	
<u>Kelley Hengel</u>	
<u>Rebecca Rittenour</u>	
<u>Leigh Swanson</u>	

- 2015-2016 School Improvement SMART Goals:**
- 1** 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 2016.
  - 2** Bemidji Lumberjack High School staff and students will improve the 10<sup>th</sup> grade reading scores from 10% proficiency to 15% proficiency on the MCA test in the spring of 2016.
  - 3** Bemidji Lumberjack High School staff and students will improve the attendance rate to 85% for all students in 2015-2016.

**2015-2016 School Improvement Goals**

School Improvement Goal #1:
Bemidji Lumberjack High School staff and students will improve the 11 <sup>th</sup> grade math scores from 0% proficiency rate to 10% proficiency on the spring MCA in 2016.
Baseline Data used To Select Goal:
Data Source: 2015 MCA math test and MMR reports.
Desired Result:
Improve 11 <sup>th</sup> grade math scores from 0% proficiency rate to 10% proficiency on the spring MCA in 2016.



### Means to Achieve the School Improvement Goal

<b>Staff Development Goal(s):</b>
<ul style="list-style-type: none"><li>• All LHS teachers in all areas of study will become more familiar with the MCA/ACT tests and will receive training on interpretation of test data.</li><li>• All teachers will be trained on the use of a data warehouse, Viewpoint.</li><li>• Teacher training in Compass/PLATO to provide test prep remediation and supplementary instruction.</li><li>• Utilize the knowledge and expertise of Indian Career Advisor and Liaison to increase awareness of cultural concerns.</li><li>• Teacher training in Positive Interventions and Supports (PBIS) to improve school culture and increase school pride.</li><li>• Book study, Embedding Formative Assessment, Practical Techniques for K-12 Classrooms.</li></ul>
<b>Staff Development Activities:</b>
<ul style="list-style-type: none"><li>• Interpret data and gear teaching practices to improve the math, reading, and writing scores.</li><li>• Continue PBIS</li><li>• Lead weekly home-room activities to improve school culture and prepare students for next steps after high school using the “Ramp up to Readiness” curriculum.</li><li>• All LHS teachers will have opportunities to attend staff development meetings or conferences to address best practices in the classroom ensuring curriculum benchmarks are met.</li><li>• Staff development on: suicide prevention and early onset of mental illness.</li><li>• Teacher trainings on reading strategies to increase comprehension skills across the curriculum.</li><li>• Technology training to increase student engagement and 21st Century skills for the workplace.</li><li>• Weekly collaboration with administration and counselors, as well as Indian Ed and school social worker.</li></ul>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
<ul style="list-style-type: none"><li>• Teachers will focus on student learning and will effectively guide students through content by setting objectives, using formative assessments, and providing feedback to students.</li><li>• Formative assessment will define re-teaching strategies.</li><li>• Students will meet or exceed the goals set for improving math scores. Success in this area should also translate into better learning in all areas.</li><li>• Walk through visits, as well as, formal observation provides teacher with feedback on how they are progressing. These visits also provide administrators with evidence of future staff development planning.</li></ul>

### 2015-2016 School Improvement Goals

<b>School Improvement Goal #2:</b>
Bemidji Lumberjack High School staff and students will improve the 10 <sup>th</sup> grade reading scores from 10% proficiency to 15% proficiency on the MCA test in the spring of 2016.

Baseline Data used To Select Goal:
Data Source: 2015 MCA reading test and MMR reports.
Desired Result:
Improve the 10 <sup>th</sup> grade reading scores from 10.0% proficiency rate to 15.0% proficiency on the spring MCA in 2016.

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

Staff Development Goal(s):
<ul style="list-style-type: none"> <li>• Teacher trainings instead of teacher staff meetings to include “Ramp up to Readiness” training. This curriculum prepares students for the next step after high school and helps foster a positive relationship with a caring adult. Teacher trainings also include staff development in reading strategies for increased comprehension across the curriculum.</li> <li>• Teacher training in technology tools for teaching and increasing student engagement and skills for 21st Learners.</li> <li>• All teachers in all areas of study will become familiar with the MCA/Grad math test and will receive training on interpretation of test data from the MCA and MAP tests.</li> <li>• Teachers will learn to apply best practice in curriculum planning to create safety nets. Students will be placed into math classes that will prepare them to pass MCA tests.</li> <li>• All BHS teachers will focus on teaching for the standards and benchmarks in their subject areas</li> <li>• MAP testing of 9th grade students for prescriptive placement will be used to guide instructions through interpretation of data.</li> <li>• Teacher training on Compass Learning/PLATO to provide test prep remediation and supplementary math instruction.</li> <li>• Teacher training in Positive Behavior Interventions and Supports (PBIS) to improve school culture, address behavior concerns, and create school pride.</li> <li>• All teachers will be trained in Viewpoint, a data warehouse.</li> <li>• As technology becomes available, (SMART boards, iPads, LCD projectors, doc cams, etc.) and teaching platforms for blended model instruction such as D2L are explored, teachers will be provided professional development. These tools increase student engagement and prepare them for 21st century skills in the workplace.</li> <li>• Utilize expertise of Indian Career Advisor and Liaison for cultural concerns.</li> <li>• Book study, Embedding Formative Assessment, Practical Techniques for K-12 Classrooms.</li> </ul>
Staff Development Activities:
<ul style="list-style-type: none"> <li>• Interpret data and gear teaching practices to improve the math, reading, and science scores.</li> <li>• Continue PBIS</li> <li>• Lead weekly home-room activities to improve school culture and prepare students for next steps after high school using the “Ramp up to Readiness” curriculum.</li> <li>• All LHS teachers will have opportunities to attend staff development meetings or conferences to address best practices in the classroom ensuring curriculum benchmarks are met.</li> </ul>

- Staff development on: suicide prevention and early onset of mental illness.
- Teacher trainings on reading strategies to increase comprehension skills across the curriculum.
- Technology training to increase student engagement and 21st Century skills for the workplace.
- Weekly collaboration with administration and counselors, as well as Indian Ed and school social worker.

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

- Teachers will focus on student learning and will effectively guide students through content by setting objectives, using formative assessments, and providing feedback to students.
- Formative assessment will define re-teaching strategies.
- Students will meet or exceed the goals set for improving reading scores. Success in this area should also translate into better learning in all areas.
- Walk through visits, as well as, formal observation provides teacher with feedback on how they are progressing. These visits also provide administrators with evidence of future staff development planning.

**2015-2016 School Improvement Goals**

<b>School Improvement Goal #3:</b>
Bemidji Lumberjack High School staff and students will improve our attendance rate to 85% for all students in 2015-2016.
<b>Baseline Data used To Select Goal:</b>
AYP/MMR reports and Skyward and Viewpoint attendance.
<b>Desired Result:</b>
Improve student attendance to 85% by the spring of 2015.

**Means to Achieve the School Improvement Goal**

<b>Staff Development Goal(s):</b>
<ul style="list-style-type: none"> <li>• All LHS staff will become familiar with all students, interacting on a daily basis outside the classroom, hallways, and lunchroom.</li> <li>• All LHS staff serve as advisors to a given list of students. Staff will meet weekly with advisees and maintain contact with them and their parents regarding their progress.</li> <li>• All LHS staff will provide a safe and welcoming environment.</li> <li>• Utilize the knowledge and expertise of Indian Career Advisor and Liaison to increase awareness of cultural concerns.</li> <li>• Create an incentive plan based on attendance and grades.</li> <li>• Engaging technologies training to increase 21st Century Learners' skills for the workplace.</li> </ul>

Staff Development Activities:

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

Evidence of Teacher Learning and Improved Student Performance:

- Students will meet or exceed the attendance goal.
- Students and families will respond favorably to the contacts made by the advisor, translating into better attendance.

**BEMIDJI AREA SCHOOLS**  
**Building School Improvement Plan**  
**Academic Year 2015-2016**

**Building**      Northern Elementary

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**Building Principal**      Wendy K. Templin

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**School Improvement Site Team Chair**      Anna Grand

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**Building School Improvement Site Team Members:**

Janelle Alexander

Stephany McDermott

Paul Daman

Chris Wade

Anna Grand

Janet Forte

**2015-2016 School Improvement SMART Goals:**

**1** We will increase the overall percentage of all Northern Elementary students in grades 3-5 so that there will be an increase in the number of students that will demonstrate proficiency by 2% in **reading** as measured by the MCA's 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 57.4% to 59.4%
- 3<sup>rd</sup> Grade – Grow from 55.1% to 57.1%
- 4<sup>th</sup> Grade – Grow from 46.5% to 48.5%
- 5<sup>th</sup> Grade – Grow from 69.4% to 71.4%
- All American Indian Students – 33.3% to 35.3%
- All Free/Reduced Students -33.6% to 35.6%
- All Special Education Students – 17.8% to 30.7%

**2** We will increase the overall percentage of all Northern Elementary students in grades 3-5 so that there will be an increase in the number of students that will demonstrate proficiency by 2% in **mathematics** as measured by the MCA-III's 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 66.6% to 68.6%
- 3<sup>rd</sup> Grade – Grow from 70.8% to 72.8%
- 4<sup>th</sup> Grade – Grow from 64.6% to 66.6%
- 5<sup>th</sup> Grade – Grow from 64.8% to 66.8%
- All American Indian Students – 52.8% to 54.8%

- All Free/Reduced Students – 51.6 to 53.6%
  - All Special Education Students – 31.1 to 33.1%
- 3** We will increase the overall percentage of all Northern Elementary students in grade 5 so that there will be an increase in the number of students that will demonstrate proficiency by 1% in **science** as measured by the MCA-II's 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.
- 5th Grade – Grow from 73.6% to 74.6%
  - All American Indian Students – 58.3% to 59.3%
  - All Free/Reduced Students – 56.1% to 57.1%
  - All Special Education Students – 35.7% to 36.7
- 4** We will increase the overall climate of Northern Elementary as a safe and welcoming school by utilizing the implementation of our PBIS, Safe School Ambassadors, and Restorative Behavior Charting programs resulting in decreased office referrals, physical aggressions and bullying incidents by 5% during the 2015-2016 school year.  
Baseline Data: Monthly discipline records and SSA data.

**2015-2016 School Improvement Goals**

School Improvement Goal #1:
We will increase the overall percentage of all Northern Elementary students in grades 3-5 so that there will be an increase in the number of students that will demonstrate proficiency by 2% in <b>reading</b> as measured by the MCA's 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.
Baseline Data used To Select Goal:
Spring 2016 MCA reading Assessment results.
Desired Result:
To increase each grade level performance by 2% and sub-cells by 1-2% proficiency.

**Means to Achieve the School Improvement Goal**

Staff Development Goal(s):
To gain insight and information regarding best practice methods of teaching reading in the classrooms and to implement these methods consistently with all teachers.

<p><b>Staff Development Activities:</b></p> <ol style="list-style-type: none"> <li>1. Increase the usage of data to evaluate student needs and determine appropriate reading supports.</li> <li>2. Develop and implement instructional learning teams (ILTs) that meet weekly (Wednesdays) to determine best practice instructional strategies for all students.</li> <li>3. Focus special education instruction on basic reading skills at individual reading levels and goals.</li> <li>4. Continue to utilize the Librarian for weekly instruction on literature and informational text.</li> <li>5. Implement an individual reading intervention for all students using the new Chrome Lab with various on-line reading tools (RAZ books, Tumble books, Pebble Go).</li> <li>6. Increase individual student reading time (SSR) on a daily basis to increase fluency, vocabulary, and comprehension.</li> <li>7. Implement student-led reading goals to promote learning accountability for student success.</li> <li>8. Review and align the Common Core Standards to the current reading curriculum.</li> <li>9. Continue AIMSweb and Site Word assessments and interventions for 1<sup>st</sup> grade to support all students <b>Reading Well by Third Grade.</b></li> <li>10. Implement STAR assessments and interventions for 2<sup>nd</sup> grade to support all students <b>Reading Well by Third Grade.</b></li> </ol>
<p><b>Evidence of Teacher Learning and Improved Student Performance:</b></p> <ol style="list-style-type: none"> <li>1. Improved scores on the MCA-III and NWEA assessments.</li> <li>2. Shared knowledge and information gained at RTI, district and staff meetings.</li> <li>3. Application of new knowledge and information focused in instructional best practices.</li> </ol>

**2015-2016 School Improvement Goals**

<p><b>School Improvement Goal #2:</b></p> <p>We will increase the overall percentage of all Northern Elementary students in grades 3-5 so that there will be an increase in the number of students that will demonstrate proficiency by 2% in <b>mathematics</b> as measured by the MCA-III's 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.</p>
<p><b>Baseline Data used To Select Goal:</b></p> <p>Spring 2016 MCA reading Assessment results.</p>
<p><b>Desired Result:</b></p> <p>To increase each grade level by 2% and sub-cells by 1-2% proficiency.</p>

**Means to Achieve the School Improvement Goal**

<b>Staff Development Goal(s):</b>
To gain insight and information regarding best practice methods of teaching mathematics in the classrooms and to implement these methods.
<b>Staff Development Activities:</b>
<ol style="list-style-type: none"> <li>1. Increase the usage of data to evaluate student needs and determine appropriate math supports.</li> <li>2. Develop and implement instructional learning teams (ILTs) that meet weekly (Wednesdays) to determine best practice instructional strategies for all students.</li> <li>3. Implement conceptual and illustrational (drawing) math instructional strategies.</li> <li>4. Focus special education instruction on basic reading skills at individual math levels and goals.</li> <li>5. Utilize the MCA math resource student books for extended practice in grade 3-5.</li> <li>6. Review and align the Minnesota Math Standards to the current math curriculum.</li> <li>7. Implement student-led math goals to promote learning accountability for student success.</li> <li>8. Continue the implementation of 90-minute math instruction daily.</li> </ol>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
<ol style="list-style-type: none"> <li>1. Improved scores on the MCA-III and NWEA assessments.</li> <li>2. Shared knowledge and information gained at RTI, district and staff meetings.</li> <li>3. Application of new knowledge and information focused in instructional best practices.</li> </ol>

**2015-2016 School Improvement Goals**

<b>School Improvement Goal #3:</b>
We will increase the overall percentage of all Northern Elementary students in grade 5 so that there will be an increase in the number of students that will demonstrate proficiency by 1% in <b>science</b> as measured by the MCA-II's 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.
<b>Baseline Data used To Select Goal:</b>
Spring 2016 MCA reading Assessment results.
<b>Desired Result:</b>
To increase each grade level by 1% and sub-cells by 1% proficiency.



**Means to Achieve the School Improvement Goal**

<b>Staff Development Goal(s):</b>
To gain insight and information regarding best practice methods of teaching science in the classrooms and to implement these methods by utilizing the Fusion Curriculum.
<b>Staff Development Activities:</b> <ol style="list-style-type: none"> <li>1. Identify Core Standards on the assessment and develop lessons to support science skills.</li> <li>2. Develop a peer-teaching model at the fifth grade level to increase instructional consistency.</li> <li>3. Develop and implement authentic science assessments.</li> </ol> Align the Fusion Science curriculum with the state standards to prioritize science instruction content.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
<ol style="list-style-type: none"> <li>1. Improved scores on the MCA-III.</li> <li>2. Shared knowledge and information gained at district and staff meetings.</li> <li>3. Application of new knowledge and information focused in instructional best practices.</li> </ol>

**2015-2016 School Improvement Goals**

<b>School Improvement Goal #4:</b>
We will increase the overall climate of Northern Elementary as a safe and welcoming school by utilizing the implementation of our PBIS, Safe School Ambassadors, and monthly character education programs resulting in decreased office referrals, physical aggressions and bullying incidents by 5% during the 2015-2016 school year.
<b>Baseline Data used To Select Goal:</b>
Monthly discipline records and the Spring 2016 Skyward Student Management Systems reports. Building discipline data 2014-2015: Student out of school suspensions- 42 Physical Assaults/aggressions- 107 Bullying/harassment- 3 Disruptions/Defiance - 50
<b>Desired Result:</b>
To decrease each grade level the number of severe discipline incidents by 5%.

**Means to Achieve the School Improvement Goal**

<b>Staff Development Goal(s):</b>
To gain insight and information regarding best practice of classroom/school-wide behavior methods in the classrooms by implementing these methods with the PBIS and SSA programs.
<b>Staff Development Activities:</b>
<ol style="list-style-type: none"><li>1. Increase the understanding of behavior interventions and data based decision-making through the RTI process.</li><li>2. Utilize Safe Schools Ambassador program with 5<sup>th</sup> grade students to help peer relationships in decreasing bullying.</li><li>3. Continue to utilize the identified common behavior expectations on the matrix and develop lessons to model and support those skills each week.</li><li>4. Continue our Character Education instruction by the principal within the monthly Timberwolf Assemblies.</li><li>5. Promote positive behavior within an award system and acknowledgments monthly.</li><li>6. Create and implement a Native American Celebration Night in November.</li><li>7. Teachers will participate in the Northern PTO on a monthly basis to increase parent/teacher relationships.</li><li>8. Train staff and implement the Zones of Regulation strategy with emotional needy students to de-escalate aggressive behaviors.</li><li>9. Provide teachers with continued training on mental health issues utilizing the building school psychologist and ACEs trainers.</li></ol>
<b>10. Evidence of Teacher Learning and Improved Student Performance:</b>
<ol style="list-style-type: none"><li>11. Decreased office referrals and suspensions.</li><li>12. Shared knowledge and information gained within staff meetings.</li><li>13. Continue application of knowledge and information of PBIS.</li></ol>

**BEMIDJI AREA SCHOOLS  
Building School Improvement Plan  
Academic Year 2015-2016**

**Building**      Oshki Manidoo School

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**Building Principal**      Tami Wesely

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**School Improvement Site Team Chair**      Robert Beckstrom

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**Building School Improvement Site Team Members:**

Robert Beckstrom

Brandon Bahr

Tami Wesely

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**2015-2016 School Improvement SMART Goals:**

- 1** In the Oshki Manidoo School the “ALL Students” group will increase their proficiency of 0% in the Spring of 2015 to 2% in the Spring of 2016 as measured by the MCA in Reading.  
  
**1A** “All Students” in the Oshki Manidoo School will demonstrate academic growth of 1.1 grade levels or better as measured by pre and post assessment.
- 2** In the Oshki Manidoo School the “ALL Students” group will increase their proficiency of 0% in the Spring of 2015 to 2% in the Spring of 2016 as measured by the MCA in Math.  
  
**2A** “All Students” in the Oshki Manidoo School will demonstrate academic growth of 1.1 grade levels or better as measured by pre and post assessment.
- 3** In the Oshki Manidoo School, students will complete a vocational aptitude inventory and develop a portfolio which contains information about career interests and at least 3 letters of application and a resume.
- 4** In the Oshki Manidoo School, teachers and students will communicate using a journal about assigned work and/or current issues at least 3 times a week as measured by school records.

**2015-2016 School Improvement Goals**

<b>School Improvement Goal #1:</b>
In the Oshki Manidoo School the “ALL Students” group will increase their proficiency of 0% in the Spring of 2015 to 2% in the Spring of 2016 as measured by the MCA in Reading.
<b>Baseline Data used To Select Goal:</b>
Results of the spring 2015 MCA and STAR assessments are used for baseline data.
<b>Desired Result:</b>
All students will demonstrate growth in their reading skills leading to a higher percentage of proficiency on the MCA assessments.

**Means to Achieve the School Improvement Goal**

<b>Staff Development Goal(s):</b>
Teachers will incorporate research-based techniques/strategies in their instruction of reading and in reading across the curriculum. State, regional, and local staff development opportunities will be available to teachers.
<b>Staff Development Activities:</b>
Reading will be integrated in all curricular areas. Project-based and online techniques will be incorporated in the curriculum.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Observations of techniques and increases in reading scores will measure effectiveness.

**2015-2016 School Improvement Goals**

<b>School Improvement Goal #2:</b>
In the Oshki Manidoo School the “ALL Students” group will increase their proficiency of 0% in the Spring of 2015 to 2% in the Spring of 2016 as measured by the MCA in Math.
<b>2A</b> “All Students” in the Oshki Manidoo School will demonstrate academic growth of 1.1 grade levels or better as measured by pre and post assessment.
<b>Baseline Data used To Select Goal:</b>
Results of the Spring 2015 MCA and STAR assessment are used for baseline data.
<b>Desired Result:</b>
All students will demonstrate growth in math skills leading to increased proficiency on the MCA tests.

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

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

### **2015-2016 School Improvement Goals**

<b>School Improvement Goal #3:</b>
In the Oshki Manidoo School, students will complete a vocational aptitude inventory and develop a portfolio which contains information about career interests and at least 3 letters of application and a resume.
<b>Baseline Data used To Select Goal:</b>
Students will complete an interest inventory to identify possible career interests and aptitudes.
<b>Desired Result:</b>
Students will identify 3 areas of post-secondary interests and will research requirements, schools where training is available, and future employment opportunities in each area of interest.

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

<b>Staff Development Goal(s):</b>
Staff will incorporate researched based strategies and techniques to differentiate instruction. State, regional, and local staff development opportunities will be available for teachers.
<b>Staff Development Activities:</b>
Project-based, hands-on, and online learning will be incorporated into the curriculum.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Observation of implementation of the programming techniques will be evidenced by student engagement.

### 2015-2016 School Improvement Goals

School Improvement Goal #4:
In the Oshki Manidoo School, teachers and students will communicate using a journal about assigned work and/or current issues at least 3 times a week as measured by school records.
Baseline Data used To Select Goal:
Since journaling has not been part of the daily routines at Oshki, baseline data indicates that completion of this information is 0 times per week.
Desired Result:
Students and staff will increase their communication through journal, which in turn helps build a more positive relationship between staff and students. A positive relationship leads to higher student achievement.

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Staff development opportunities at the state and local level are available to staff. Staff will be trained in PBIS (Positive Behavior Interventions and Supports).
Staff Development Activities:
Staff will implement PBIS strategies into the educational program at Oshki. Building positive relationships with students will be a focus when planning schedules and lessons.
Evidence of Teacher Learning and Improved Student Performance:
Positive relationships between students and staff will be evidenced by fewer discipline referrals and better student engagement.

**BEMIDJI AREA SCHOOLS**  
**Building School Improvement Plan**  
**Academic Year 2015-2016**

**Building**      Paul Bunyan Elementary

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**Building Principal**      Kathy Van Wert

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**School Improvement Site Team Chair**      Alisha Rude

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**Building School Improvement Site Team Members:**

<u>Teresa Kuleta</u>	<u>Nancy Sullivan</u>
<u>Alisha Rude</u>	<u>Hannah Marsh</u>
<u>Amy Eklund</u>	<u>Michele Strand</u>
<u>Lana Hunsberger</u>	<u>Kristi Hernandez</u>
<u>Wendy Boyer</u>	<u>Lindsay Potter</u>
<u>Lori Gelen</u>	<u>Michael Quillin</u>
<u>Kimberly Grahek</u>	<u>Lenore Siems</u>
<u>Christine Thronson</u>	

**2015-2016 School Improvement SMART Goals:**

- 1** Using the AIMSweb Letter Naming Fluency (LNF) Assessment, the following percentages of kindergarten students will score within the Tier 1 (meeting benchmark target): from 60% at Fall of 2015 to 62% at Winter 2016 Benchmark and 64% at Spring 2016 Benchmark.
- 2** Using the AIMSweb Letter Sound Fluency (LSF) Assessment, the following percentages of kindergarten students will score within Tier 1 (meeting benchmark target): from 56% at Fall of 2015 to 58% at Winter 2015 Benchmark to 60% at Spring 2016 Benchmark.
- 3** Using AIMSweb Oral Counting (OCM) Assessment, the following percentages of kindergarten students will score within Tier I (meeting benchmark target): from 65% at Fall of 2015 to 67% at Winter 2016 Benchmark to 69% at Spring 2016 Benchmark.
- 4** Using AIMSweb Number Identification (NIM) Assessment, the following percentages of kindergarten students will score within Tier I (meeting benchmark target): from 72% at Fall 2015 to 74% at Winter 2016 Benchmark to 76% at Spring Benchmark.
- 5** Using AIMSweb Phoneme Segmentation (PSF) Assessment, the following percentages of kindergarten students will score within Tier I (meeting benchmark target) from an unknown percentage at Winter 2016 Benchmark to 2% higher than Winter 2016 Benchmark in Spring 2016 Benchmark.

### 2015-2016 School Improvement Goals

School Improvement Goal #1:
Using the AIMSweb Letter Naming Fluency (LNF) Assessment, the following percentages of kindergarten students will score within the Tier 1 (meeting benchmark target): from 60% at Fall of 2015 to 62% at Winter 2016 Benchmark and 64% at Spring 2016 Benchmark.
Baseline Data used To Select Goal:
AIMSweb Fall 2015 LNF data shows 60% at Tier 1, 30% at Tier 2 and 10% at Tier 3.
Desired Result:
Paul Bunyan Elementary is aiming for 64% of our student to be within Tier 1 at Spring 2016 Benchmark.

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):
To gain insight and best practice information on instructional practice as it pertains to Letter Naming Fluency and to implement best practice instruction during core instructional time as well as during small group lessons.
Staff Development Activities:
<ol style="list-style-type: none"><li>1. RtI groups will meet 3 times per month focusing on Tier 1 instruction, formative assessment review and individual student concerns.</li><li>2. Increase understanding of interventions and data based decision making through discussion and research.</li><li>3. Utilization of Reading Corps tutor for Tier 2 students.</li><li>4. Attempt to obtain volunteers to work with struggling Tier 3 students in a 1:1 practice time.</li><li>5. Provide opportunities for staff to work with district reading interventionist.</li><li>6. Specialists will integrate some lessons around reading focus.</li></ol>
Evidence of Teacher Learning and Improved Student Performance:
<ol style="list-style-type: none"><li>1. Winter and Spring goals will be met.</li><li>2. Courageous conversations will take place in RtI groups and between administrator and teacher on strategies, best practice.</li><li>3. Teachers will share tried strategies at staff meetings and RtI groups.</li></ol>

### 2015-2016 School Improvement Goals

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



<b>Baseline Data used To Select Goal:</b>
AIMSweb Fall 2015 data shows 56% of students at Tier 1 in LSF, 12% at Tier 2 and 32% at Tier 3.
<b>Desired Result:</b>
Paul Bunyan Elementary is aiming for 60% of our students meeting LSF Benchmark in Spring of 2016.

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

<b>Staff Development Goal(s):</b>
To gain insight and best practice information on instructional practice as it pertains to Letter Sound Fluency and to implement best practice instruction during core instructional time as well as during small group lessons.
<b>Staff Development Activities:</b>
<ol style="list-style-type: none"> <li>1. RtI groups will meet 3 times per month focusing on Tier 1 instruction, formative assessment review and individual student concerns.</li> <li>2. Increase understanding of interventions and data based decision making through discussion and research.</li> <li>3. Utilization of Reading Corps tutor for Tier 2 students.</li> <li>4. Attempt to obtain volunteers to work with struggling Tier 3 students in a 1:1 practice time.</li> <li>5. Provide opportunities for staff to work with district reading interventionist.</li> <li>6. Specialists will integrate some lessons around reading focus.</li> </ol>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
<ol style="list-style-type: none"> <li>1. Winter and Spring goals will be met.</li> <li>2. Courageous conversations will take place in RtI groups and between administrator and teacher on strategies, best practice.</li> <li>3. Teachers will share tried strategies at staff meetings and RtI groups.</li> </ol>

### **2015-2016 School Improvement Goals**

<b>School Improvement Goal #3:</b>
Using AIMSweb Oral Counting (OCM) Assessment, the following percentages of kindergarten students will score within Tier I (meeting benchmark target): from 65% at Fall of 2015 to 67% at Winter 2016 Benchmark to 69% at Spring 2016 Benchmark.
<b>Baseline Data used To Select Goal:</b>
AIMSweb Fall 2015 data shows 65% of students at Tier 1, 19% at Tier 2 and 16% at Tier 3.
<b>Desired Result:</b>
Paul Bunyan Elementary is aiming for 69% of our students meeting Tier 1 OC benchmark in Spring of 2016.

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

<b>Staff Development Goal(s):</b>
To gain insight and best practice information on instructional practice as it pertains to Oral Counting and to implement best practice instruction during core instructional time as well as during small group lessons.
<b>Staff Development Activities:</b>
<ol style="list-style-type: none"> <li>1. RtI groups will meet 3 times per month focusing on Tier 1 instruction, formative assessment review and individual student concerns.</li> <li>2. Increase understanding of interventions and data based decision making through discussion and research.</li> <li>3. Utilization of Reading Corps tutor for Tier 2 students.</li> <li>4. Attempt to obtain volunteers to work with struggling Tier 3 students in a 1:1 practice time.</li> <li>5. Provide opportunities for staff to work with district math interventionist.</li> <li>6. Specialists will integrate some lessons around math focus.</li> </ol>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
<ol style="list-style-type: none"> <li>1. Winter and Spring goals will be met.</li> <li>2. Courageous conversations will take place in RtI groups and between administrator and teacher on strategies, best practice.</li> <li>3. Teachers will share tried strategies at staff meetings and RtI groups.</li> </ol>

### **2015-2016 School Improvement Goals**

<b>School Improvement Goal #4:</b>
Using AIMSweb Number Identification (NIM) Assessment, the following percentages of kindergarten students will score within Tier I (meeting benchmark target): from 72% at Fall 2015 to 74% at Winter 2016 Benchmark to 76% at Spring Benchmark.
<b>Baseline Data used To Select Goal:</b>
AIMSweb Fall 2015 data shows 72% of students at Tier 1, 20% at Tier 2 and 8% at Tier 3.
<b>Desired Result:</b>
Paul Bunyan Elementary is aiming for 76% of our student to be within Tier 1 at Spring 2016 Benchmark.

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

<b>Staff Development Goal(s):</b>
To gain insight and best practice information on instructional practice as it pertains to number identification and to implement best practice instruction during core instructional time as well as during small group lessons.

<b>Staff Development Activities:</b>
<ol style="list-style-type: none"> <li>1. RtI groups will meet 3 times per month focusing on Tier 1 instruction, formative assessment review and individual student concerns.</li> <li>2. Increase understanding of interventions and data based decision making through discussion and research.</li> <li>3. Utilization of Reading Corps tutor for Tier 2 students.</li> <li>4. Attempt to obtain volunteers to work with struggling Tier 3 students in a 1:1 practice time.</li> <li>5. Provide opportunities for staff to work with district math interventionist.</li> <li>6. Specialists will integrate some lessons around math focus.</li> </ol>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
<ol style="list-style-type: none"> <li>1. Winter and Spring goals will be met.</li> <li>2. Courageous conversations will take place in RtI groups and between administrator and teacher on strategies, best practice.</li> <li>3. Teachers will share tried strategies at staff meetings and RtI groups.</li> </ol>

**2015-2016 School Improvement Goals**

<b>School Improvement Goal #5:</b>
Using AIMSweb Phoneme Segmentation (PSF) Assessment, the following percentages of kindergarten students will score within Tier I (meeting benchmark target) from an unknown percentage at Winter 2016 Benchmark to 2% higher than Winter 2016 Benchmark in Spring 2016 Benchmark.
<b>Baseline Data used To Select Goal:</b>
As of Fall 2015 we do not have baseline data. We will obtain baseline data at the Winter Benchmark 2016 period.
<b>Desired Result:</b>
Paul Bunyan Elementary will aim to increase the Winter baseline data by 2% at the Spring 2016 Benchmark.

**Means to Achieve the School Improvement Goal**

<b>Staff Development Goal(s):</b>
To gain insight and best practice information on instructional practice as it pertains to Phoneme Segmentation Fluency and to implement best practice instruction during core instructional time as well as during small group lessons.

**Staff Development Activities:**

1. RtI groups will meet 3 times per month focusing on Tier 1 instruction, formative assessment review and individual student concerns.
2. Increase understanding of interventions and data based decision making through discussion and research.
3. Utilization of Reading Corps tutor for Tier 2 students.
4. Attempt to obtain volunteers to work with struggling Tier 3 students in a 1:1 practice time.
5. Provide opportunities for staff to work with district reading interventionist.
6. Specialists will integrate some lessons around reading focus.

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

1. Spring goal will be met.
2. Courageous conversations will take place in RtI groups and between administrator and teacher on strategies, best practice.
3. Teachers will share tried strategies at staff meetings and RtI groups.

**BEMIDJI AREA SCHOOLS  
Building School Improvement Plan  
Academic Year 2015-2016**

**Building**      Community Education School Readiness

**Building Principal**      Sandy Eberhart

**School Improvement Site Team Chair**      Janelle Saiger

**Building School Improvement Site Team Members:**

- Deb Vikre
- Valerie K. Olson
- Karen Sherf
- Danielle Stittsworth
- Alicia Samson
- LeAnn Engen
- Janelle Saiger
- Sandy Eberhart

**2015-2016 School Improvement SMART Goals:**

- 1** Educators will identify and prioritize the most important literacy skills for kindergarten entry.
- 2** Parents will acquire skills to encourage and promote literacy in the home beginning at birth.
- 3** In Bemidji Area Schools, the number of students participating in Preschool and Pre-K School Readiness programming has a current enrollment of 190 students. The ages for school readiness programming are 3-to-5 years olds. We will increase school readiness enrollment by 5% in the spring of 2016.

**2015-2016 School Improvement Goals**

<b>School Improvement Goal #1:</b>
Educators will identify and prioritize the most important literacy skills for kindergarten entry.
<b>Baseline Data used To Select Goal:</b>
Using the Houghton-Mifflin Pre-K curriculum, teachers will teach the sequence of the alphabet, identify the beginning letters of picture-word cards and create an ABC word wall to develop student’s interest in words and their meanings.

<b>Desired Result:</b>
Teachers will gather observational and work samples to organize into portfolios that show progress towards the DRDP (Desired Results Developmental Profile) assessment. These portfolios will be shared with families at fall and spring conferences.

**Means to Achieve the School Improvement Goal**

<b>Staff Development Goal(s):</b>
Teachers will receive training on research-based reading curriculum and interventions.
<b>Staff Development Activities:</b>
Teachers will participate in Professional Learning Communities to gain knowledge in promoting literacy skills to students. Teachers will meet after the fall DRDP (Desired Results Developmental Profile) assessment and the spring DRDP assessment to review student progress.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Teachers will see student growth using the data from the spring DRDP assessment.

**2015-2016 School Improvement Goals**

<b>School Improvement Goal #2:</b>
Parents will acquire skills to encourage and promote literacy in the home.
<b>Baseline Data used To Select Goal:</b>
A survey of parents will be done in the fall and be repeated in the spring determining what literacy activities they do together in the home setting.
<b>Desired Result:</b>
We will see an increase of 25% of parents doing literacy activities in the home.

**Means to Achieve the School Improvement Goal**

<b>Staff Development Goal(s):</b>
Staff is Parent Aware trained and will study literacy in their PLC's as part of the training plan.
<b>Staff Development Activities:</b>
Parent Aware training will be completed by all staff in school readiness programs.

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

Teachers will have documentation of trainings and the surveys will provide evidence of increased literacy activities in the homes of students. DRDP assessments in literacy development will also measure student progress.

**2015-2016 School Improvement Goals**

**School Improvement Goal #3:**

In Bemidji Area Schools, the number of students participating in Preschool and Pre-K School Readiness programming has a current enrollment of 190 students. The ages for school readiness programming are 3-to-5 year olds. We will increase school readiness enrollment by 5% in the spring of 2016.

**Baseline Data used To Select Goal:**

Each 4-year-old Pre-K classroom has the capacity to hold 20 students. 17 mainstream students and 3 inclusion students.  
Each 3-year-old Preschool classroom has the capacity to hold 15 students. 12 mainstream students and 3 inclusion students.

**Desired Result:**

To have each and every 3-year-old Preschool class and 4-year-old Pre-K class at full capacity.

**Means to Achieve the School Improvement Goal**

**Staff Development Goal(s):**

Staff will be trained and aware of the new online registration process for all Preschool and Pre-K classes.

**Staff Development Activities:**

Staff will meet monthly to discuss current enrollment.  
Staff will work with Early Childhood Intervention staff to enroll special needs students in the regular Pre-K and Preschool classrooms.

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

Preschool and Pre-K classrooms will be at full capacity.

**BEMIDJI AREA SCHOOLS  
Building School Improvement Plan  
Academic Year 2015-2016**

**Building**      Solway Elementary School

**Building Principal**      Tami Wesely

**School Improvement Site Team Chair**      Heather Sande

**Building School Improvement Site Team Members:**

<u>Heather Sande</u>	<u>Nate Blumhagen</u>
<u>Gigi Nicoson</u>	<u>Tiffany Berg</u>
<u>Michelle Dahlby</u>	<u>Tim Slough</u>
<u>Roben Beyer</u>	<u>Amanda Sherwood</u>
<u>Becky Johnson</u>	<u>Julia Simons</u>
<u>Rich Morehouse</u>	

**2015-2016 School Improvement SMART Goals:**

- 1 The percentage of “ALL Students” enrolled at Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA reading test will increase from 58.8% in 2015 to 60.8% in 2016 and 62.8% in 2017.
  - The percentage of the all boys enrolled at Solway Elementary School in grades 3-5 who are proficient on the MCA reading test will increase from 37.1% in 2015 to 41.1% in 2016 and 45.1% in 2017.
  - The percentage of American Indian students enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test will increase from 22.2% in 2015 to 24.2% in 2016 and 26.2% in 2017.
  - The percentage of Special Education students enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test will increase from 10% in 2015 to 30.7% in 2016 and 32.7% in 2017.
  - To support all students **Reading Well by Third Grade**, Solway Elementary School in grades 1 and 2 will improve their reading in the following:
    - Grades 1 will improve Curriculum Based Measurement percentage meeting Tier 1 from 50% in the spring of 2015 to 55% in Spring 2016 as measured by AIMSweb.
    - Grade 2 students will improve their overall Mean RIT score from 187.78 in the spring of 2015 to 189.5 in spring 2016 as measured by NWEA MAP.



- 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 from 56.3% in 2015 to 58.3% in 2016 and 60.3% in 2017.
- The percentage of all boys in grades 3-5 at Solway Elementary School who are proficient on the MCA math test will increase from 44.2% in 2015 to 48.2% in 2016 and 52.2% in 2017.
  - The percentage of American Indian students in grades 3-5 who are proficient on the MCA math test will increase from 22.2% in 2015 to 24.2% in 2016 and 26.2% in 2017.
- 3** Solway Elementary School will provide a safe and welcoming environment for ALL STUDENTS by increasing the implementation of Responsive Classroom/PBIS in 100% of the classrooms by spring of 2016. (Baseline data: 72% of teachers have implemented RC/PBIS in 2014-2015)
- A. Solway Elementary School classroom teachers will develop “Hopes and Dreams” and Classroom Rules consistent with Responsive Classroom/PBIS.
  - B. A School-Wide School Improvement Team will meet monthly to review RC/PBIS implementation and address parent, staff, and student concerns.

### **2015-2016 School Improvement Goals**

<b>School Improvement Goal #1:</b>
The percentage of “ALL Students” enrolled at Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA reading test will increase from 58.8% in 2015 to 60.8% in 2016 and 62.8% in 2017.
<b>Baseline Data used To Select Goal:</b>
Results from the Spring 2015 MCA assessments are used for baseline data. 58.8% of all Solway students in grade 3-5 scored proficient of the MCA reading test. 37.1% of male students in grades 3-5 scored proficient on the MCA reading test compared to 75.8% female students. 10% of Special Education subgroup scored proficient. 22.2% of American Indian subgroup scored proficient.
<b>Desired Result:</b>
All grades at Solway will increase proficiency by 2% on the Spring 2016 MCA tests in Reading. The percentage of male students meeting proficiency will increase to a level more similar to female students. The Special Education and American Indian achievement gap will decrease by 6%.

### Means to Achieve the School Improvement Goal

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

### 2015-2016 School Improvement Goals

<b>School Improvement Goal #2:</b>
The percentage of “ALL Students” enrolled in Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA math test will increase from 56.3% in 2015 to 58.3% in 2016 and 60.3% in 2017.
<b>Baseline Data used To Select Goal:</b>
Results from the 2015 MCA assessments in math were used as baseline data: 56.3% of all Solway students in grade 3-5 scored proficient of the MCA math test. 44.2% of male students in grades 3-5 scored proficient on the MCA math test compared to 64% female students 30% of Special Education subgroup scored proficient. 22.2% of American Indian subgroup scored proficient.
<b>Desired Result:</b>
All grades at Solway will increase proficiency by 2% on the Spring 2016 MCA tests in math. The percentage of male students meeting proficiency will increase to a level more similar to female students. The Special Education and American Indian achievement gap will decrease by 6%.

### Means to Achieve the School Improvement Goal

<p><b>Staff Development Goal(s):</b></p> <p>All Solway teachers of mathematics will have the opportunity for professional development training in mathematics best practices and will implement these strategies in their instruction. The Math Specialist will train staff in math intervention and assist in development of Essential Learning Outcomes in math. All teachers of math will align the Math Essential curriculum for their grade level with the Essential Learning Outcomes.</p>
<p><b>Staff Development Activities:</b></p> <p>RtI teams will focus on school improvement goals and how those goals can better be met. Curriculum and alignment with standards will be a focus of RtI teams. The district RtI specialist will be available for coaching, modeling, and co-teaching. Teachers will participate in Professional Learning Communities focused on district and building goals.</p>
<p><b>Evidence of Teacher Learning and Improved Student Performance:</b></p> <p>Solway students will demonstrate improved scores on the spring MCA tests. Classroom teachers will apply new techniques, knowledge, and information in their instruction.</p>

### 2015-2016 School Improvement Goals

<p><b>School Improvement Goal #3:</b></p> <p>Solway Elementary School will provide a safe and welcoming environment for ALL STUDENTS by increasing the implementation of Responsive Classroom/PBIS in 100% of the classrooms by spring of 2016. (Baseline data: 72% of teachers have implemented RC/PBIS in 2014-2015)</p> <ul style="list-style-type: none"> <li>A. Solway Elementary School classroom teachers will develop “Hopes and Dreams” and Classroom Rules consistent with Responsive Classroom/PBIS.</li> <li>B. A School-Wide School Improvement Team will meet monthly to review RC/PBIS implementation and address parent, staff, and student concerns.</li> </ul>
<p><b>Baseline Data used To Select Goal:</b></p> <p>72% of Solway teachers used some techniques associated with Responsive Classroom/PBIS in their daily procedures. Specialist has not been trained in Responsive Classroom.</p>
<p><b>Desired Result:</b></p> <p>All staff will implement Responsive Classroom techniques resulting in an increase in social/emotional development as well as increased achievement.</p>

### Means to Achieve the School Improvement Goal

<b>Staff Development Goal(s):</b>
State or regional opportunities for training in Responsive Classroom/PBIS will be available for all teachers. Onsite teachers who have been trained will share their knowledge with other staff, who have not been trained.
<b>Staff Development Activities:</b>
The Continuous Learning Team will meet monthly to discuss and review techniques/strategies in accordance to Responsive Classroom. Modeling DVD's of line basics in the hallway, lunchroom, going to the bus, etc. will be developed to demonstrate the appropriate procedures in these areas.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
A more "Safe and Welcoming" environment will result higher student achievement. Implementation of techniques will be evidence of better teacher understanding of RC.

## Bemidji Area Schools

### NWEA Measures of Academic Progress District Results Fall 2015

#### Reading

Group	Grade	# Students	Mean RIT	Strands			2015 Norm Mean RIT
				Literature Mean RIT	Informational Text Mean RIT	Vocabulary Mean RIT	
Fall 2015	2	434	172.9	174.1	<i>171.0</i>	173.5	174.7
Fall 2015	3	403	185.6	186.0	<i>185.0</i>	185.9	188.3
Fall 2015	4	385	199.1	199.7	198.2	199.2	198.2
Fall 2015	5	386	207.5	208.0	206.9	207.5	205.7
Fall 2015	6	331	<u>215.0</u>	<u>215.0</u>	<u>214.7</u>	<u>215.1</u>	211.0
Fall 2015	7	366	<u>218.7</u>	<u>219.1</u>	<u>218.4</u>	<u>218.7</u>	214.4
Fall 2015	8	333	<u>223.2</u>	<u>223.3</u>	<u>223.0</u>	<u>223.2</u>	217.2
Fall 2015	9	376	<u>226.1</u>	<u>225.9</u>	<u>225.4</u>	<u>226.8</u>	220.2

#### Mathematics

Group	Grade	# Students	Mean RIT	Strands				2015 Norm Mean RIT
				Number & Operation Mean RIT	Algebra Mean RIT	Geometry & Measurement Mean RIT	Data Analysis Mean RIT	
Fall 2015	2	433	175.9	174.7	177.5	175.7	175.4	176.9
Fall 2015	3	401	189.0	188.0	188.8	189.4	189.6	190.4
Fall 2015	4	383	202.8	202.0	203.0	202.8	203.3	201.9
Fall 2015	5	385	212.7	213.4	212.6	214.0	211.1	211.4
Fall 2015	6	330	<u>224.0</u>	<u>225.0</u>	<u>223.0</u>	<u>224.4</u>	<u>223.3</u>	217.6
Fall 2015	7	363	<u>230.3</u>	<u>231.5</u>	<u>228.5</u>	<u>229.6</u>	<u>231.4</u>	222.6
Fall 2015	8	333	<u>235.7</u>	<u>236.1</u>	<u>234.3</u>	<u>236.4</u>	<u>235.8</u>	226.3
Fall 2015	9	374	<u>239.5</u>	<u>238.7</u>	<u>242.2</u>	<u>238.4</u>	<u>238.6</u>	230.3

*Red Italic indicates the Mean RIT is 3.0 or more points below the Norm Mean RIT*

Green Underline indicates the Mean RIT is 3.0 or more points above the Norm Mean RIT

Shading indicates the lowest strand score

### NWEA MAP District Student Growth Summary Fall 2014 to Fall 2015

#### Reading

Grade	# Students	Fall 2014 Mean RIT	Fall 2015 Mean RIT	Mean Growth	Mean Growth Target	Percent Meeting Growth Target	Target Growth
2nd - 3rd	363	170.4	186.1	15.7	13.7	62.8	60.0
3rd - 4th	343	189.4	199.4	10.0	9.8	<i>49.6</i>	60.0
4th - 5th	349	201.3	208.2	6.9	7.2	<i>50.7</i>	60.0
5th - 6th	294	209.5	215.7	6.2	5.2	58.2	60.0
6th - 7th	334	215.0	219.1	4.1	4.3	<i>53.0</i>	60.0
7th - 8th	310	219.6	223.6	4.0	3.6	<i>56.1</i>	60.0
8th - 9th	291	222.7	225.7	3.0	3.0	58.4	60.0

#### Mathematics

Grade	# Students	Fall 2014 Mean RIT	Fall 2015 Mean RIT	Mean Growth	Mean Growth Target	Percent Meeting Growth Target	Target Growth
2nd - 3rd	362	176.0	189.2	13.2	13.3	<i>52.8</i>	60.0
3rd - 4th	341	192.0	203.4	11.4	11.3	<i>53.1</i>	60.0
4th - 5th	355	205.4	213.5	8.1	9.9	<i>42.5</i>	60.0
5th - 6th	295	216.5	224.9	8.4	6.2	<u>70.2</u>	60.0
6th - 7th	332	224.8	231.0	6.2	7.0	<i>47.6</i>	60.0
7th - 8th	311	229.3	236.6	7.3	5.7	<u>63.7</u>	60.0
8th - 9th	289	235.6	240.4	4.8	4.4	<i>56.1</i>	60.0

## 2015-2016 Bemidji District AIMSweb Tier I Reading Percentages by Grade & Benchmark Assessment

Grade	Letter Naming Fluency			Letter Sound Fluency			Phoneme Segmentation			Nonsense Word Fluency			Curriculum Based Measurement		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
K	52.0%			50.0%											
1	55.0%			54.8%			58.0%			50.0%					

\* Indicates limited administration. NWF for Kindergarten is optional. PSF for 1st grade is optional.

## 2015-2016 Bemidji District AIMSweb Tier I Math Percentages by Grade & Benchmark Assessment

Grade	Oral Counting			Number Identification			Quantity Discrimination			Missing Number			Math Computation		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
K	60.0%			64.0%			64.0%			67.0%					
1	67.0%			59.0%			69.0%			67.0%			73.0%		

\*Optional Assessment

**Key:**

**Less than 60% in Tier I**

**60%-74% in Tier I**

**75% or Higher in Tier I**

**80% or Higher in Tier I**

**Reading Assessments:**

**LNF** Letter Naming Fluency

**LSF** Letter Sound Fluency

**PSF** Phoneme Segmentation Fluency

**NWF** Nonsense Word Fluency

**R-CBM** Curriculum Based Measurement

**MAZE** Multiple Choice Reading Passage

**Mathematics Assessments:**

**OCM** Oral Counting

**NIM** Number Identification

**QDM** Quantity Discrimination

**MNM** Missing Number

**M-CAP** Mathematics Concepts and Applications

**M-COMP** Math Computation

## The ESEA Q&A

Version:  
Conference Bill Language,  
Dec. 2, 2015

This working document provides a summary of the key changes to the Elementary and Secondary Education Act (ESEA). The first page is an “at a glance” summary, the subsequent pages provide questions and answers. The analysis comes from the latest conference bill, the Every Student Succeeds Act (ESSA), which Congress published on November 30, 2015. The House passed the bill 359 to 64 on Wednesday, and the Senate is expected to take up the bill next week. We will continue to add analysis in the coming days and also respond to specific questions as we receive them. Please send those questions to [david@whiteboardadvisors.com](mailto:david@whiteboardadvisors.com).

### ESSA at a Glance

- **Assessments** are still required, but there are opportunities to develop creative approaches to assessment.
- Schools will be held **accountable** for (i) two kinds of academic achievement, (ii) English language proficiency, and (iii) “other” indicators of school quality or student success.
- The bill does not include anything about highly qualified teachers or teacher evaluation.
- **Interventions** exist for the lowest-performing 5% of all schools and all public high schools failing to graduate one-third or more of students. There is also a focus on schools with consistently under-performing subgroups.
- States may reserve up to 3% of their Title I allocations for “**Direct Student Services**,” which would help pay the costs associated with credit recovery courses, personalized learning activities such as high quality academic tutoring, or transportation for students in a choice program.
- There are more opportunities for **fiscal flexibility**, allowing Title I money to be used for many innovative initiatives.
- The bill does not make any material changes to **student data privacy** matters.
- The bill is favorable to for-profit organizations.

## Q&A:

**When will there be a new law?** The House has passed the bill, and now the Senate must go to a vote, but most education experts anticipate that the President will sign the bill into law by the end of the year. According to Whiteboard Advisors *Education Insider's* latest FLASH ESEA survey (get it [here](#)), about 75% of Insiders now believe that the President will sign a new ESEA into law by the end of December. The remainder expect some delay, but they still see a new law in place by July 2016. On Wednesday, December 2<sup>nd</sup>, the House passed the conference report. That was the hard part, since some House Republicans did not find the conference bill to be conservative enough. The Senate is expected to vote on – and pass – the bill next week, sending it to the President for signature. We will provide you with updates as they unfold.

**What's the layout of the bill?** A simple mental blueprint is helpful. There are nine titles (or major sections), but the basic framework is made of three parts: the requirements for the state plans to the federal government, the requirements for the district plans to the states, and other programs that support or clarify the state and district implementation of these plans.

- **The required state plan** (which goes to the federal government) establishes the basic framework for state standards, academic assessments, the statewide accountability and reporting system, the approach to school improvement and support, and how the state will support evidence-based district program strategies and fiscal flexibility and transparency.
- **The required district plan** (which goes to the state) gets into the weeds of how districts will use the federal funds to ensure that all children receive a high-quality education and close student achievement gaps. Each district has to describe at least 13 aspects of its work. This includes, for example, how it will monitor student progress, implement effective parent and family engagement, coordinate its services with early childhood education programs, integrate career and technical education content, facilitate effective transitions from middle grades to high school and from high school to postsecondary education, and more. Many of the conditions are administrative in nature.



- **The other titles and programs support or clarify the work of the states and districts to carry out their plans.** Notably, the bill repeals 49 programs and creates a new \$1.7 billion dollar Student Support and Academic Enrichment Grant that is *almost* a block grant, except that it steers at least 20% of the formula funds (which go to a district, or a consortium of districts) towards well-rounded educational programs, at least 20% toward safety and health programs, and an undefined portion (up to 60%, one presumes) towards activities to support the effective use of technology, though no more than 15% can go toward technology infrastructure. Among the repealed programs are the Investing in Innovation (i3) Fund and the Innovative Approaches to Literacy (IAL) program. The conference bill does spare a few programs from consolidation, such as 21<sup>st</sup> Century Learning Centers, Promise Neighborhoods grants, and the Preschool Development Grant. It also includes a Full Service Community School program.

**What is the law trying to achieve?** It's notable that this bill does not focus on "college and career readiness," as did some earlier reauthorization drafts. In fact, those words are not in the bill at all. Rather, this bill asks states and districts to take a holistic approach to student learning. For example, a district has to describe how it plans to implement a well-rounded program of instruction, how it will identify students who may be at risk of academic failure, and how it is improving the overall school conditions for student learning. This is a big departure from the current No Child Left Behind Act (NCLB). NCLB asked states and districts to focus their efforts on interventions for students in Title I schools that were failing or at risk of failing the state's academic achievement standards, as measured by annual assessments. This bill, in contrast, seeks to ensure that "all children receive a high-quality education and close student achievement gaps." There is a broader concept of student learning at play here, and that means that there will be a broader meaning of what costs are allowable under the program. This will be an important issue.

**What about the Common Core standards?** Each state has to establish challenging academic standards (prior language about "high-quality" standards has been removed). It is up to the states to make the decision about which standards to use, and the federal government is prohibited from providing

incentives for a specific set of standards.

**What are the basic assessment requirements?** For mathematics and language arts, states must administer an assessment in all grades 3-8, and at least once in grades 9-12. In the case of science, an assessment must be administered not less than one time in each of the three grade spans: 3-5, 6-9, and 10-12. At the state's discretion, the assessments may be administered in a single summative assessment or through multiple state-wide interim assessments during the academic year.

**Can students opt out of the assessments?** That is not for the federal government to decide (a common response in this bill). The bill allows states to create their own rules on testing opt-out, and parents should know about their rights. Parents must receive an annual notification that they may request information regarding state and local policies on participation in assessments. Whatever happens with opt-out needs to reconcile with the federal requirement for a 95% participation rate for all students, as well as for students in subgroups, in the annual state assessment(s). This requirement will be a weighted consideration in the accountability program of the state, but how it will play into the program remains left to the states to decide.

**Can states be creative with the assessments?** The Secretary is authorized to allow up to seven participating states and consortia that include not more than four states to pilot a three-year assessment and accountability demonstration program. Such a system may include competency-based assessments, instructionally embedded assessments, performance-based assessments that combine into an annual summative determination, and other mastery- or proficiency-based programs. States also retain the right to develop and administer computer adaptive assessments, so long as they meet minimum standards for quality consistency and student access.

**Can districts use their own assessments?** Districts can submit a nationally recognized high school academic assessment to the states for approval (this would be something like the ACT or SAT). The state can approve such an assessment so long as it meets certain conditions provided in the bill.

**What are the indicators that states need to use for school accountability?** Elementary and middle schools must, for all students and subgroups, annually measure: (1) two kinds of academic achievement, (i) proficiency and (ii) growth (or an equivalent when growth is not available); (2) English language proficiency; and (3) not less than one “other” indicator of school quality or student success. These other indicators may be student engagement, educator engagement, school climate, postsecondary readiness or something else that makes sense to the state. Here we may see some interesting ideas around “college and career readiness” sneak back into the picture, such as a readiness portfolio. High schools also have to include their four-year and extended graduation rates in the mix.

**When will this new indicator mix begin?** The new framework would go into effect in the 2017-2018 school year, making the 2016-2017 school year something of a trial run year.

**How are the indicators weighted?** The non-academic factors (the “other” above) cannot be afforded greater weight than the other factors. What that means will likely be left to the states to sort out. The Secretary of Education will certainly not have a say in the matter. The bill prohibits the Secretary from influencing the weight of any measure or having any meaningful say in state and local policies. Also, the state has to include all student and subgroup participation rates on the state assessments as a weighting factor. As noted above, how that will be done is also left to the states to sort out.

**What must states do with these indicators?** States need to develop their own statewide accountability system. The state must establish state-designed long-term goals that include measures of interim progress that keep track of the all-student category and each individual subgroup. This system has to meaningfully differentiate all public schools in the state on an annual basis.

**Are any categories of school differentiation required?** Beginning in 2017-2018, states have to identify the lowest-performing 5% of all schools, as well as all public high schools failing to graduate one-third or more of students (which is a graduation rate of 67% or less). This is the “comprehensive support and improvement” category of schools (CSI). This identification has to be done at least once every three years.

This is a carry-over of the current waiver requirement to identify “priority schools.”

**What interventions does the law require for these CSI schools?** The state is required to notify each district that is identified by the state-designed system. The district is then required to develop and implement a comprehensive support and improvement plan. Such a plan would be locally designed and rooted in evidence-based interventions, among other considerations. It would also include a review of district and school level budgeting that may contribute to resource inequalities (note that this is a common theme in the bill that focuses on fiscal transparency and efficacy). Such a plan may include a public school choice option that provides all students enrolled in the school the option to transfer to another public school served by the district. Students with the greatest need (lowest-achieving) would get priority access to the choice program.

To support this work, each state must reserve 7% of its Title I allocation and distribute the funds through grants to eligible districts that demonstrate the greatest need and a strong commitment to improving student achievement and outcomes in these schools. The grants may be either competitive or by formula, and for not more than 4 years. (Long live the School Improvement Grant.)

**What other differentiation is required by the law, besides the CSI schools?** States are required to notify districts of schools with consistently under-performing subgroups. These are the Targeted Support and Improvement schools (TSI). Each school receiving such notification is required to develop and implement a school-level targeted support and improvement plan, which focuses on improving student outcomes for that particular subgroup. This is a locally developed intervention plan that is evidence-based and monitored by the district.

**When can a school exit CSI or TSI?** The state establishes its own state-wide exit criteria. If there are no improvements in four years or less in CSI schools, then the state is authorized to ratchet up the intervention and use state-determined intervention strategies to make improvements.

**What about tutoring, course-choice, and support for advanced course work?** States may (they do not have to) reserve up to 3% of their Title I allocations for “Direct Student Services.” These are funds that the

state can use to support districts that have been identified for CSI. The funding can be used to pay the costs associated with advanced course work, credit recovery, accelerated courses, AP or IB courses, personalized learning activities such as high-quality academic tutoring, or transportation for students who transfer from a school identified for support and improvement by the state to a better performing (non-identified) school. There are a lot of interesting policy opportunities packed into this state reservation.

**Will it be easier to combine federal, state, and local funding for innovative programs?** The bill makes big changes to the “supplement not supplant” rule (SNS). To comply with the new SNS requirement, districts would now have to demonstrate that “the methodology used to allocate state and local funds to each school ... ensures that [the] school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under this part.” In other words, the method of distributing state and local funds must ensure that schools get their due of state and local funding. The bill goes on to say that compliance does not include a review of individual cost or services (as it does today). If the districts can meet this methodology test, then that is the end of it.

This may come across as dull and insignificant, but it is not. The change would make it easier for school leaders to use federal funds to help to procure innovative technologies that help to deliver a high-quality education to all children. No longer would a district have to worry about whether a particular program or service is considered core or supplemental. (That analysis may have made sense in the 70’s, but it doesn’t make sense in today’s digital environment, for a long list of reasons.) As long as a district is distributing its state and local funds appropriately, then districts and schools can use federal funds to contribute to smart investments in academic programming that will reasonably serve the law’s objectives (which, as noted, are broader and more holistic than those of its predecessor). This increased procurement flexibility is also supported by the bill’s encouragement to use the schoolwide funding model, which is the long-standing authority that allows schools to blend federal, state, and local funds to improve the academic program of the entire school. Finally, the conference report documents the lawmakers’ intentions: “The Conferees intend that a local educational agency may choose to use Title I money for many innovative initiatives to provide students a well-rounded education... or using funds to support efforts to expand and replicate successful practices...”

**How does the bill promote the blending of federal, state, and local funds?** The bill encourages the use of the Title I schoolwide fiscal model. This model allows districts to consolidate their federal, state, and local funds to upgrade the entire educational program of a school. To do this, at least 40% of the children need to come from low-income families, although the state can now easily waive that requirement. The district must also develop a “schoolwide plan” over a 1-year period, unless the state waives that requirement. This planning document lays out the district’s strategy to support a well-rounded education program. The bill makes it clear that this approach can include early learning services and dual or concurrent enrollment programs, which would include tuition and fees for innovative delivery methods of such programs. This can be supported by the state’s 7% reservation that may be used for “reducing barriers and providing operational flexibility for schools in the implementation of [CSI or TSI] activities.”

**How does the bill treat for-profit providers of educational services?** The bill is favorable to for-profit organizations. It frequently includes references to services and supports provided by for-profit external providers with expertise in evidence-based strategies. These entities are commonly listed alongside nonprofit entities and educational service agencies in the bill.

**Does the bill address student privacy?** The conference bill includes neither revisions to FERPA nor new language impacting student privacy issues. It simply requires compliance with existing privacy laws.

**Does the bill retain Title I portability?** Title I “portability” is not part of the conference bill. However, it does include the pilot program that would allow up to 50 school districts to pool their state and local dollars with federal dollars, and to distribute those dollars according to a weighted student funding formula. The pilot may be expanded to all districts in the 2019-2020 academic year. Unlike the “portability” debate, the weighted distribution authority is with the school district and not the state. This is an important distinction.

**How does the bill change maintenance of effort?** The bill keeps maintenance of effort at 90% of the fiscal effort or aggregate expenditures for the second preceding fiscal year. It does include an exception for a

precipitous decline in financial resources, a lesson learned from the Great Recession. (Comparability does not appear to be in the bill, but that is still under review.)

**What is the fate of the Preschool Development Grants?** The conference bill authorizes the Preschool Development Grants program. This competitive grant program will help to improve coordination, quality, and access for early childhood education and will be administered by the U.S. Department of Health and Human Services jointly with the Department of Education.

**How does the bill change transferability?** The conference bill removes the 50% limitation and replaces it with "all or any lesser amount" of Title II Part A, or Title IV Part A.

**What is the role of literacy education in the new bill?** The conference bill includes a new "Literacy Education for All, Results for the Nation" program. This program invests in improving state literacy instruction plans and distributes funding across the learning spectrum. The state has to provide not less than 15% for birth-Kindergarten grants, not less than 40% for K-5 grants, and not less than 40% for grades 6-12 grants. It does not prescribe what has to happen, but only that the programs must be "evidence-based" and ensure high-quality "comprehensive literacy instruction" (as defined in the bill) for students most in need.

**How does the bill change Title III?** The conference bill does away with the current Title III AMAO structure. Instead, it would require states to measure progress toward language proficiency, and it clarifies the state responsibility to establish statewide entry and exit procedures. The accountability for English learners is embedded into the Title I monitoring of English proficiency.

The bill authorizes subgrants to eligible entities to improve the education of English learners by providing effective professional development, providing and implementing effective activities and strategies that enhance or supplement language instruction educational programs, providing community participation programs and family literacy services, and other activities. Yet, as with the prior Title III program, "Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State and



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local funds, that in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth." This will continue to present challenges for program administrators, and Congress is not signaling an increased investment in Title III to make the juice worth the squeeze.

As noted in the opening paragraph, this is a working document. We will update the document in the coming days and respond to questions as they come in. Those questions will be added to the document.