

BEMIDJI AREA SCHOOLS
School Improvement Planning
2013-2014

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. In the AEC the “ALL Students” group will increase their proficiency of 20% in the Spring of 2013 to 28% in the Spring of 2014 as measured by the MCA in Reading.
2. In the AEC School the “ALL Students” group will increase their proficiency of 0% in the Spring of 2013 to 10% in the Spring of 2014 as measured by the MCA in Math.
3. In the AEC Program “All Students” will improve their attendance rate from 75% in the Spring of 2013 to 85% in the Spring of 2014 as measured by Skyward attendance records.

Bemidji High School Brian Stefanich, Principal

1. Bemidji High School staff and students will improve the 11th grade American Indian math scores from 20.8% proficiency rate to 28.15% proficiency on the first testing attempt on the spring MCA in 2014.
2. Bemidji High School staff and students will improve out 10th grade American Indian reading scores from 44.7% proficiency to 63.8% proficiency on the first testing attempt on the MCA test in the spring of 2014. The gap to decrease per year is 3.5% from 2011 to 2017.
3. Bemidji High School staff and students will improve our 11th grade Special Education math scores from 10.8% passing rate to 21.5% passing rate on the first attempt in the spring of 2014. The gap to decrease per year is 3.575% per year from 2011 to 2017.
4. Bemidji High School staff and students will improve 10th grade Special Education reading scores from 38.1% proficiency to 51.5% proficiency on the first attempt in the spring of 2014 on the MCA. The gap to decrease per year is 3.5% from 2011 to 2017.
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 2013-2014.

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 58.4% in the spring of 2013 to 63.4% in the spring of 2014 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 2014 MCA-III.

Grades 6-8 American Indian – 31.8% to 35.5%
Grades 6-8 Free and Reduced – 40.7% to 45.0%
Grades 6-8 Special Education – 32.6% to 36.0%

2. **Reading:** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in reading from 55.1% in the spring of 2013 to 60.1% in the spring of 2014 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 2014 MCA-III.
3. **Science:** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in Science from 32.5% in the spring of 2013 to 38% in the spring of 2014 as measured by the MCA-III.
Goal 3A: Students at Bemidji Middle School will increase proficiency in American Indian, Free & Reduced Lunch and Special Education subgroups in science to close achievement gaps as measured by the spring 2014 MCA-III.
4. **Attendance:** Students at Bemidji Middle School will improve their overall attendance rate from 93.44% to 94.44% as measured by the Department of Education 2014 MDE AYP Report.

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

1. In the BYLaW Program the “ALL Students” group will increase their proficiency of 12.5% in the Spring of 2013 to 20% in the Spring of 2014 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 assessment in the STAR Reading tests.
2. In the BYLaW Program the “ALL Students” group will increase their proficiency of 0% in the Spring of 2013 to 10% in the Spring of 2014 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 in the STAR Math tests.
3. In the BYLaW Program “All Students” will improve their attendance rate from 65% in the Spring of 2013 to 75% in the Spring of 2014 as measured by Skyward attendance records.

Central Elementary School Patricia A. Welte, Principal

1. **Reading:** The proficiency percentage of all students, grades 3-5, at Central Elementary, will increase from 48.6% in Spring 2013, to 52.6 % in Spring 2014 as measured by the MCA III Reading assessment.
Goal 1A: Central school will close the achievement gap for the following sub group as measured by the MCA in reading; special education gap will decrease by 4% from 36.1% in the spring of 2013 to 32.1% in the spring of 2014.
2. **Math:** The proficiency percentage of all students, grades 3-5, at Central Elementary, will increase from 46.6 % in Spring 2013 to 50.6% in Spring 2014, as measured by the MCA III Math assessment.
Goal 2A: Central school will close the achievement gap for the following sub group as measured by the MCA in math; special education gap will decrease by 4% from 41.9% in the spring of 2013 to 37.9% in the spring of 2014.

3. The proficiency percentage of students, grade 5, at Central Elementary, will increase from 64.7% in Spring 2013 to 68.7% in Spring 2014, as measured by the MCA III Science assessment.
4. The percentage of attendance at Central Elementary, will improve from 94% in Spring 2013 to 94.5% in Spring 2014, as measured by the attendance monitor.

First City School Tama Wesely, Principal

1. In the First City School the “All Students” group will increase proficiency of 37.5% in the Spring of 2013 to 45% in the Spring of 2014 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 of 37.5% in the Spring of 2013 to 45% in the Spring of 2014 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.

Horace May Elementary School Ami Aalgaard, Principal

AIM 1 Highest Levels of Student Success

1. 2013-14 Smart **Reading** Goal: The Horace May “All Students” sub-group will increase their proficiency of 61.5% to 66.6%, in the spring of 2014; and to 71.6% in the spring of 2015 as measured by the MCA III Reading Test.

Goal 1A: 2013-14 Smart **Reading** Goal: The Horace May “American Indian” sub-group will increase their proficiency of 43.5% to 47.7%, in the spring of 2014; and to 51.9% in the spring of 2015 as measured by the MCA III Reading Test.

Goal 1B: 2013-14 Smart **Reading** Goal: The Horace May “Free & Reduced” sub-group will increase their proficiency of 50.8% to 51%, in the spring of 2014; and to 51.2% in the spring of 2015 as measured by the MCA III Reading Test.

Goal 1C: 2013-14 Smart **Reading** Goal: The Horace May “Special Education” sub-group will increase their proficiency of 29% to 33.2%, in the spring of 2014; and to 37.4% in the spring of 2015 as measured by the MCA III Reading Test.
2. 2013-14 Smart **Math** Goal: The Horace May “All Students” sub-group will increase their proficiency of 62.9% to 68.9%, in the spring of 2014; and to 75% in the spring of 2015 as measured by the MCA III Math Test.

Goal 2A: 2013-14 Smart **Math** Goal: The Horace May “American Indian” sub-group will increase their proficiency of 39.1% to 45.1%, in the spring of 2014; and to 50.3% in the spring of 2015 as measured by the MCA III Math Test.

Goal 3B: 2013-14 Smart **Math** Goal: The Horace May “Free & Reduced” sub-group will increase their proficiency of 50.8% to 51.6%, in the spring of 2014; and to 52.4% in the spring of 2015 as measured by the MCA III Math Test.

Goal 4C: 2013-14 Smart **Math** Goal: The Horace May “Special Education” sub-group will increase their proficiency of 22.6% to 28.6%, in the spring of 2014; and to 35% in the spring of 2015 as measured by the MCA III Math Test.
3. 2013-14 Smart **Science** Goal: The Horace May “All Students” sub-group will increase their proficiency of 67.1% to 73%, in the spring of 2014; and to 78.9% in the spring of 2015 as measured by the MCA III Science Test.

Goal 3A: 2013-14 Smart **Science** Goal: The Horace May “American Indian” sub-group will increase their proficiency of 36.4% to 41.4%, in the spring of 2014; and to 47.3% in the spring of 2015 as measured by the MCA III Science Test.

Goal 3B: 2013-14 Smart **Science** Goal: The Horace May “Free & Reduced” sub-group will increase their proficiency of 50% to 55.9%, in the spring of 2014; and to 61.8% in the spring of 2015 as measured by the MCA III Science Test.

Goal 3C: 2013-14 Smart **Science** Goal: The Horace May “Special Education” sub-group will increase their proficiency of 40% to 45.9%, in the spring of 2014; and to 51.8% in the spring of 2015 as measured by the MCA III Science Test.

AIM 2 Safe and Welcoming Environment:

4. 2013-14 Smart Safe & Welcoming Environment Goal: Bemidji Area Schools’ students will reduce the incidences of assaults and fights by 5% as reported y school principals on the Skyward Student Management Data System for 2013-14. (Baseline Data: 2012-13 Grades K-5 = 152, Grades 6-8 = 47 and Grades 9-12 = 40).

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 Reading test from Spring 2013 to Spring 2014.
 - Third grade will meet or exceed the district’s proficiency average of 53.8% on the Spring 2014 MCA-III Reading assessment.
 - Fourth grade will increase from 56.6% in 2013 to 60.6% in 2014.
 - Fifth grade will in increase from 38.6% in 2013 to 42.6% in 2014.

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

- Special Education gap will decrease by 4% from 37.9% in the Spring of 2013 to 33.9% in the Spring of 2014.
 - American Indian gap will decrease by 4% from 34.4% in the Spring of 2013 to 30.4% in the Spring of 2014.
 - Third, fourth, and fifth grade students at J.W. Smith Elementary will increase proficiency percentage on the MCA-III Math test from Spring 2013 to Spring 2014.
2. **Math:** Third grade will meet or exceed the state’s proficiency average of 75.6% on the Spring 2013 MCA-III Math assessment
 - Third grade will meet or exceed the district’s proficiency average of 66.8% on the Spring 2014 MCA-III Math assessment.
 - Fourth grade will increase from 58.5% in 2013 to 62.5% in 2014.
 - Fifth grade will increase from 42.1% in 2013 to 46.1% in 2014.

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

- Special Education gap will decrease by 4% from 33.1% in the Spring of 2013 to 29.1% in the Spring of 2014.
 - American Indian gap will decrease by 4% from 36.4% in the Spring of 2013 to 32.4% in the Spring of 2014.
3. **Science:** Fifth grade will meet or exceed the district’s proficiency average of 57.4% on the Spring 2014 MCA Science assessment.

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.

Lincoln Elementary School Jason Luksik, Principal

1. In Lincoln Elementary the “All Students” group will increase their proficiency of 53% in the Spring of 2013 to 58% in the Spring of 2014 as measured by the MCA in Reading.
2. At Lincoln Elementary, the “All Students” group will increase their proficiency of 54.6% in the Spring of 2013 to 60% in the Spring of 2014 as measured by the MCA in Mathematics.
3. At Lincoln Elementary “All Students” group will increase their proficiency on the MCA Science Test given in grade 5 from 45% to equal or exceed Lincoln average scores (51.6% in 2012).
4. In an effort to reduce bullying behaviors Lincoln Elementary will implement the Safe School Ambassador program and modify behavior expectations into a simplified matrix.

Lumberjack High School Brian Stefanich, Principal

1. Lumberjack High School staff and students will improve 11th grade math scores from 0% passing rate to 20% passing rate on the first test attempt in the spring of 2014 on the MCA.
2. Lumberjack High School staff and students will improve 10th grade reading scores from 50% passing rate to 60% passing rate on the first attempt in the spring of 2014 on the MCA.
3. Lumberjack High School staff and students will improve student attendance to 85% attendance rate for the 2013-14 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 in reading as measured by the MCA’s by the spring of 2014. 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.
 - 3rd Grade – Grow from 52.3% to 60%
 - 4th Grade – Grow from 52% to 60%
 - 5th Grade – Grow from 52.7% to 60%
 - American Indian Students – Grow from 27.3% to 30%
 - Closing the gaps for American Indian, FRP, and Special Education by 5%.
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 in mathematics as measured by the MCA-III’s by the spring of 2014. 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.
 - 3rd Grade – Grow from 75.2% to 77%
 - 4th Grade – Grow from 69.4% to 72%
 - 5th Grade – Grow from 50% to 55%
 - American Indian Students – Grow from 38.6% to 40%

- Closing the gaps for American Indian by 5%, FRP by 2%, and Special Education by 8%.
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 in science as measured by the MCA-III's by the spring of 2014. 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 52.7% to 60%
 - American Indian Students – Grow from 15% to 20%
 - Closing the gaps for American Indian by 5%, FRP by 2%, and Special Education by 8%.
 4. We will reduce the overall percentage of severe discipline infractions and bullying incidents at Northern Elementary by utilizing the implementation of the new PBIS and Safe School Ambassador programs.

Oshki Manidoo School Tama Wesely, Principal

1. In the Oshki Manidoo School the “ALL Students” group will increase their proficiency of 14.3% in the Spring of 2013 to 20% 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 in the STAR Reading tests
2. In the Oshki Manidoo School the “ALL Students” group will increase their proficiency of 0% in the Spring of 2013 to 10% in the Spring of 2014 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 in the STAR Math tests
3. In the Oshki Manidoo “All Students” will reduce the incidents of Code of Conduct violations by 5% as reported by the school principal on the Skyward Management Data System for 2013-2014. (Baseline data: 2012-2013 – 22 incidents)

Paul Bunyan Elementary School Kathy VanWert, Principal

1. On the AIMSweb Letter Naming Fluency (LNF) Assessment, the following percentages of kindergarten students will score within Tier 1 (meeting benchmark targets): from 50.4% in Fall to 58% at the Winter 2014 benchmark; 62% at the 2014 spring benchmark. (Sub goal: The percentage of students meeting the spring benchmark target on the AIMSweb LNF assessment will increase from 3% in the Fall of 2013 to 62% in the Spring of 2014).
2. On the AIMSweb Letter Sound Fluency (LSF) Assessment, the following percentages of kindergarten students will score within Tier 1 (meeting benchmark targets): from 46.2% in Fall to 50% at the Winter 2014 benchmark; 54% at the 2014 Spring benchmark. (Sub goal: The percentage of students meeting the spring benchmark target on the AIMSweb Letter Sound Fluency Assessment will increase from 1% to 54% in the Spring of 2014).
3. On the AIMSweb Oral Counting (OCM) Assessment, the following percentages of kindergarten students will score within Tier 1 (meeting benchmark targets): from 63.3% in Fall to 67% at the Winter 2014 benchmark; 71% at the 2014 Spring benchmark. (Sub goal: The percentage of students meeting the spring benchmark target on the AIMSweb

Oral Counting Assessment will increase from 7% in the Fall of 2013 to 71% in the Spring of 2014).

4. On the AIMSweb Number Identification (NIM) Assessment, the following percentages of kindergarten students will score within Tier 1 (meeting benchmark targets): from 62% in Fall to 66% at the Winter 2014 benchmark; 70% at the 2014 Spring benchmark. (Sub goal: The percentage of students meeting the spring benchmark target on the AIMSweb Number Identification Assessment will increase from 10% in the Fall of 2013 to 70% in the Spring of 2014).

Solway Elementary School Tama Wesely, Principal

1. In Solway Elementary School the “All Students” group will increase their proficiency by 4% from 71.1% in the spring of 2013 to 75.1% in the Spring of 2014 as measured by the MCA in Math.
 - The achievement gap in Special Education will decrease by 5% from 20% in the Spring of 2013 to 25% in the Spring of 2014 as measured by the MCA in Math.
2. In Solway Elementary School the “All Students” group will increase their proficiency by 4% from 61.4% in the spring of 2013 to 65.4% in the Spring of 2014 as measured by the MCA in Reading.
 - The achievement gap in Special Education will decrease by 5% from 20% in the Spring of 2013 to 25% in the Spring of 2014 as measured by the MCA in Reading.
3. In Solway Elementary School the “All Students” group will increase their proficiency by 1% from 86% in the spring of 2013 to 87% in the Spring of 2014 as measured by the MCA in Science.
4. Solway Elementary School will reduce the Code of Conduct violations by at least 10%, from 10 incidents in 2012-2013 to no more than 9 incidents in 2013-2014 as reported by the principal o the Skyward Student Management Data System.