



# 2013-2014 World's Best Workforce Report

October 1, 2014



## **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  
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Bemidji, Minnesota 56601  
(218) 333-3100  
<http://www.bemidji.k12.mn.us>

This report is available on the Bemidji Area Schools Website under District and Curriculum:  
<http://www.bemidji.k12.mn.us/curriculum/district-curriculum/>

Dear Patrons of Bemidji Area Schools:

The 2013-2014 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 52% of Bemidji Area Schools’ students qualify for free or reduced price lunches, while 15.3% 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 22.6% (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 2013-2014 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 and Boys Nordic Ski.

The following teams were sectional or conference champions and competed at the state level: Girls Track – 5<sup>th</sup> place in the State, Girls Cross Country – Section Champs, Girls Swim – Section 8A Champions, and Wrestling - Matt King Conference Champs.

Bemidji High School students were up to the task academically as 186 students completed 275 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 74.6% compared to a national average rate of 58.7%. 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*

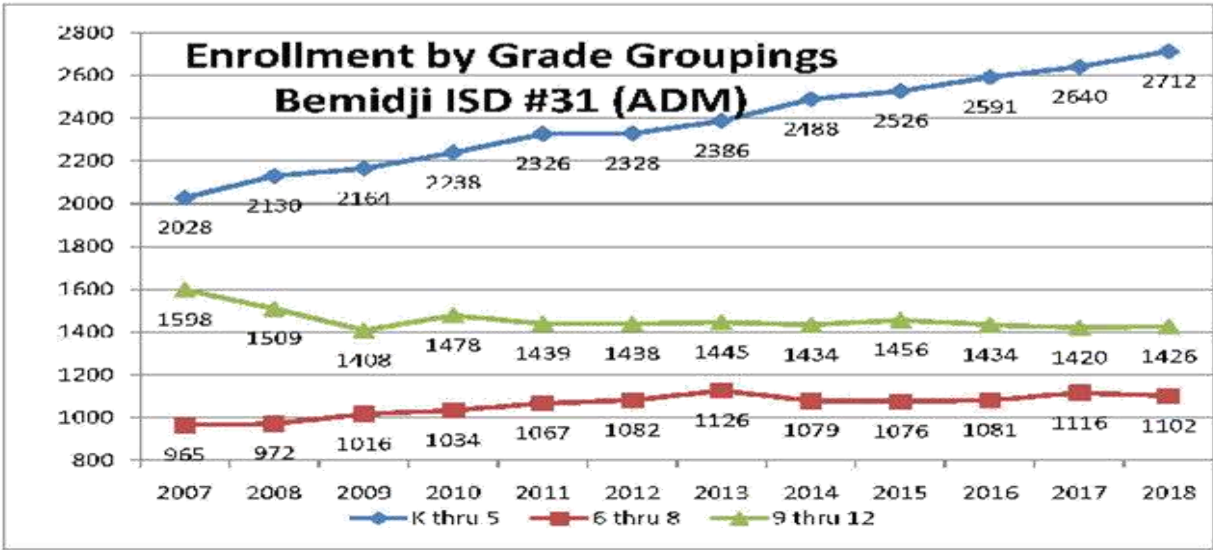
James A. Hess, Ed. D.  
Superintendent of Schools

BEMIDJI AREA SCHOOLS ENROLLMENT

Fourteen Bemidji Area Schools serve 5,067 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, 2013, 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	836,207	38.5%	13.4%	28.5%	13.1%
Total Bemidji District	5,067	51.6%	15.3%	24.0%	22.6%
Bemidji AEC	47	36.2%	34.0%	44.7%	173.6%
Bemidji BYLaW	9	77.8%	100.0%	44.4%	153.9%
Bemidji High School	1,354	40.0%	14.0%	16.9%	10.7%
Bemidji Lumberjack ALC	62	87.1%	9.7%	56.5%	70.8%
Bemidji Middle School	1,080	51.7%	16.9%	24.5%	18.8%
Central Elementary	220	80.0%	20.5%	39.5%	48.9%
First City School (NMJC)	55	100.0%	54.5%	67.3%	243.9%
Horace May Elementary	381	42.5%	13.9%	12.3%	16.3%
J. W. Smith Elementary	382	79.1%	12.8%	49.2%	31.1%
Lincoln Elementary	575	56.3%	13.9%	26.3%	18.0%
Northern Elementary	533	43.5%	13.1%	17.6%	11.2%
Oshki Manidoo Center	8	100.0%	37.5%	100.0%	30.0%
Paul Bunyan Center	216	47.2%	12.0%	9.3%	16.3%
Solway Elementary	145	53.1%	10.3%	20.7%	18.3%

The chart below shows Bemidji Area Schools’ Average Daily Membership (ADM) by level from 2007, projected to 2018. From 2009 to 2013, Bemidji has increased 369 ADM.



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.

2013-2014 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 55.9% in the Spring of 2013 to 61% in the Spring of 2014 and to 66% in the Spring of 2015 as measured by the MCA in Reading.

Result:

- Bemidji District 2014 MCA Reading proficiency increased 3.7% to 59.6%, just short of our 61% goal.
- Bemidji District and grades 3, 4, and 5 outperformed the State in 2014 MCA Reading.

Goal A1

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

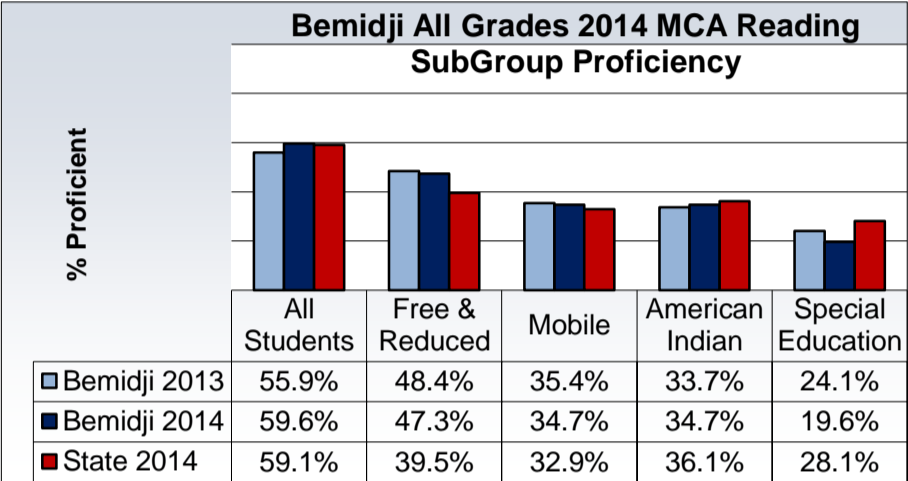
Special Education gap will decrease by 4.2% from 36.9% in the Spring of 2013 to 32.7% in the Spring of 2014.

American Indian gap will decrease by 4.2% from 28.2% in the Spring of 2013 to 24% in the Spring of 2014.

Free and Reduced Lunch gap will decrease by 0.2% from 10.6% in the Spring of 2013 to 10.4% in the Spring of 2014.

Result:

- In spite of improvement in the 2014 MCA Reading assessments, Bemidji did not close the achievement gaps this year because the norm groups showed more growth than the sub groups for students enrolled October 1:
  - Bemidji’s Special Education 2014 gap is 38.5% compared to the State gap 29.4%.
  - Bemidji’s American Indian 2014 gap is 28.9% compared to the State gap 28.7%.
  - Free & Reduced Lunch 2014 gap is 23.5% compared to the State gap 30.6%.
- Bemidji students receiving Free and Reduced Lunch and Mobile students outperformed the State in reading.



Goal B: Mathematics:

In Bemidji Area Schools district-wide, the “All Students” group will increase their proficiency of 58.9% in the Spring of 2013 to 64.9% in the Spring of 2014 and to 70.9% in the Spring of 2015 as measured by the MCA in Mathematics.

Result:

- Bemidji District 2014 MCA Math assessment proficiency increased 3.0% to 61.9%, short of our 64.9% goal.
- Bemidji District and Grades 3 and 8 outperformed the State in 2014 MCA Math, 61.9% compared to the State’s 61.4%.
- Bemidji Grade 8 students (73.6%) outperformed State Grade 8 students (59.7%) in 2014.

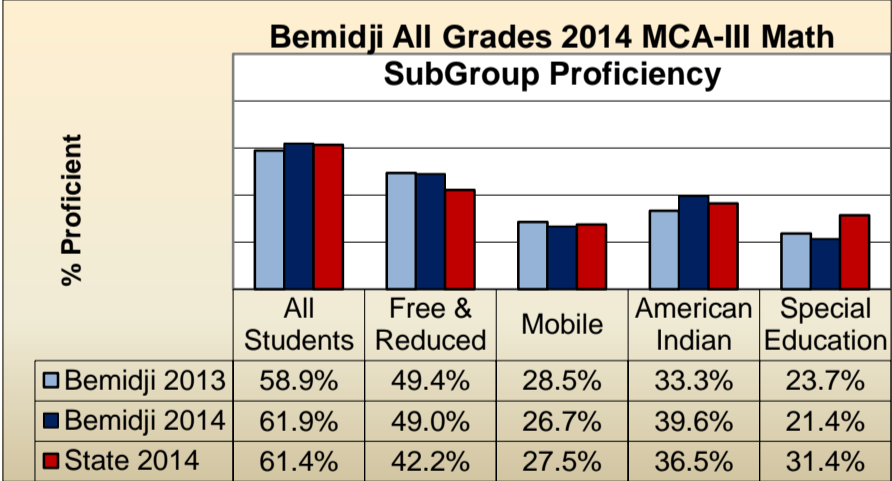
Goal B1:

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

- Special Education gap will decrease by 6.4% from 40.9% in the Spring of 2013 to 34.5% in the Spring of 2014.
- American Indian gap will decrease by 5.2% from 33.7% in the Spring of 2013 to 28.5% in the Spring of 2014.
- Free and Reduced Lunch gap will decrease by 0.8% from 13.5% in the Spring of 2013 to 12.7% in the Spring of 2014.

Result:

- In spite of improvement in the 2014 MCA Math assessments, Bemidji closed only the American Indian gap because the other norm groups showed more growth than the sub groups for students enrolled October 1:
  - Bemidji’s Special Education 2014 gap is 42.0% compared to the State gap 33.2%.
  - Bemidji’s American Indian 2014 gap is 26.3% compared to the State gap 30.7%.
  - Free & Reduced Lunch 2014 gap is 24.8% compared to the State gap 30.3%.
- Bemidji American Indian increased proficiency by 6.3% to 39.6%.
- Bemidji students receiving Free and Reduced Lunch (49.0%) and American Indian students (39.6%) outperformed the State (42.2% and 36.5%) in Math.

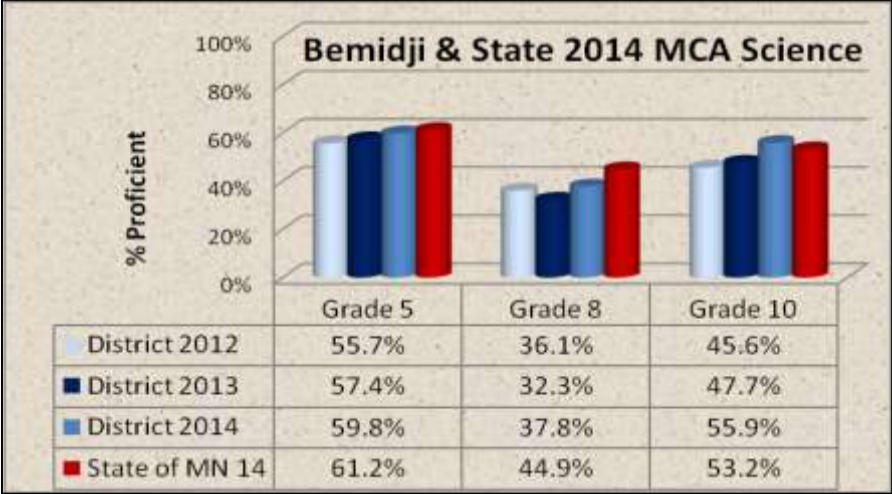


Goal C: Science:

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 46.2% to equal or exceed Minnesota State average scores (52.1% in 2013).

Result:

- Bemidji District’s overall 2014 MCA Science proficiency increased by 5.2% to 51.4% compared to the State’s 53.2% from 2013 to 2014. Bemidji students fell short of meeting our goal, but we closed the gap because the State’s increase in proficiency was only 1.1%.
- Bemidji Grades 5, 8, and high school increased their 2014 MCA Science proficiency:
  - Horace May Elementary (71.3%) and Solway Elementary (90.3%) outperformed State Grade 5 students (61.2%).
  - Bemidji District (55.9%) and Bemidji High School students (57.0%) outperformed State (53.2%) high school students.



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

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.

**Results:**

- According to the MDE web site, Bemidji High School’s 2013 four-year graduation rate was 85.8%, short of our 90% goal. The 2014 graduation information is not yet available.
- The graduation rates for Bemidji High School sub groups increased from 2012 to 2013:
  - American Indian students increased from 53.1% to 62.1%.
  - Special Education students from 54.3% to 71.7%.
  - Students receiving Free and Reduced Lunch increased from 70.2% to 74.1%.
- **Ramp up to Readiness** has been very successful at Bemidji High School. Throughout the year, Bemidji High School students engage in five Ramp-Up Workshops. The Ramp-Up Workshops are designed to provide students with a time period to engage with each of the five Ramp-Up to Readiness™ Pillars:
  - **Academic Readiness:** The ability to succeed in first-year, credit bearing courses at a technical college, a community college or a four-year college or university
  - **Admissions Readiness:** The ability to meet admissions requirements at a range of postsecondary institutions
  - **Career Readiness:** The ability to identify careers that match personal, financial, and other goals and an understanding of the skills, credentials, and experiences required to succeed in those careers
  - **Financial Readiness:** The ability to cover the cost of the first term of study at a postsecondary institution through savings, loans, and financial aid
  - **Personal and Social Readiness:** The ability to set educational goals, make and monitor progress toward them, and create relationships with peers and adults that support academic success.
- In 2013 and 2014, all Bemidji 5th graders visited Bemidji State University and 7th graders visited Northwest Technical College.
- 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.

**Goal D1:**

During the 2013-2014 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 = 65.38%, 2011 = 62.94%, and 2012 = 67.97 %,).

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

**Result:**

- According to the MDE web site, Bemidji District’s 2013 four-year graduation rate increased by 1.3% to 76.6%, short of our goal. The 2014 graduation information is not yet available.

**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 2013-2014. (Baseline Data: 2012-2013 Grades K-5 – 152, Grade 6-8 – 47, grades 9-12 – 40).

**Result:**

- We surpassed our goal. According to the Skyward Student Management Data System, the incidences of assaults and fights reported decreased 15.9% from 2012-2013 to 2013-2014: 126 for Grades K-5, 28 for Grades 6-8, and 47 for Grades 9-12.

**Goal B      Anti- Bullying**

School administrators will report on anti-bullying activities during the 2013-2014 school year in their end of year report.

Bemidji elementary schools will implement 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 2014.

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

**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 2013-2014, 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.

**AIM 3: Effective and Efficient Operations**

**Goal A:**

During 2013-2014, Bemidji Area Schools will participate in a pilot study of teacher evaluation policies and practices, which reflect current best practices and research. A district teacher evaluation committee will make recommendations for policy changes to the Bemidji School Board by June 2014.

**Result:**

- On July 15, 2013, the Bemidji School Board approved the district’s piloting the new teacher evaluation model during the 2013-2014 school year.
- During the 2013-2014 school year the District Teacher Evaluation committee improved the forms and provided assistance for the new teacher evaluation model based on the new State Statute with 35% focused on student achievement.
- On July 21, 2014, Bemidji School Board adopted the new teacher evaluation policy, and they signed the agreement with the Bemidji Education Association.

**Goal B:**

During the 2013-2014 school year, Bemidji Areas Schools will complete the development of a Master Facilities Plan with the participation of community youth sports associations and recognized experts in recreational facility planning, and funded by the Neilson Foundation.

**Result:**

- Throughout 2013-2014, the district conducted 20 public Ideation sessions to gather input from various groups about the facilities needs for Bemidji Area Schools.
- In Spring 2014, the district surveyed staff, parents, students, and community members about the district’s facilities needs.

Spring 2014 Bemidji Facilities Survey Results:

1. I am a (choose one best answer):		
Answer Options	Response Percent	Response Count
Student	1.1%	7
Parent	33.4%	219
Community Member	31.9%	209
School District Staff Member	33.6%	220
answered question		655

2. I have children currently attending the following school/schools:		
Answer Options	Response Percent	Response Count
Alternative Education Center	0.2%	1
Bemidji High School	16.6%	109
Bemidji Middle School	14.5%	95
Bemidji Youth Learning and Working	0.0%	0
Central Elementary	0.9%	6
Early Childhood Family Education	3.8%	25
Early Childhood Special Education	1.4%	9
First City School	0.0%	0
Horace May Elementary	6.4%	42
Jack & Jill Preschool	1.2%	8
J.W. Smith Elementary	1.5%	10
Lincoln Elementary	8.4%	55
Lumberjack High School	0.5%	3
Northern Elementary	6.9%	45
Oshki Manidoo	0.2%	1
Paul Bunyan Elementary	4.7%	31
Solway Elementary	1.5%	10
No children in District 31 schools	54.5%	357
answered question		655

3. During our listening sessions the past several months, it was clear that our stakeholders feel strongly the district’s biggest issue is to address elementary growth. Several solutions were identified to address this challenge. We would like your input on how you feel about some of these potential solutions. Please select the appropriate response for each potential solution.							
Answer Options	Strongly Support	Support	Neutral	Do Not Support	Strongly Do Not Support	Rating Average	Response Count
Build additions to existing elementary school buildings where possible.	160	212	97	74	77	3.49	620
Construct new K-5 elementary school and redraw existing elementary school boundaries.	168	178	82	74	119	3.33	621
Construct new 4th & 5th grade intermediate school and keep same boundaries with K-3 schools.	92	102	97	145	181	2.64	617
Move 5th grade to Bemidji Middle School and 8th grade to Bemidji High School.	109	84	61	105	272	2.45	631
answered question							651

4. During our listening sessions several indoor/outdoor recreational ideas were identified by various stakeholder groups as high priorities for the district and community. We would like your input on how you feel about some of these ideas. Please select the appropriate response for each potential solution.							
Answer Options	Strongly Support	Support	Neutral	Do Not Support	Strongly Do Not Support	Rating Average	Response Count
Improve the existing football field at Bemidji High School to host all home varsity football games (add lights, restrooms, concessions, press box, and additional seating).	96	156	145	104	146	2.93	647
Move the varsity soccer field to Bemidji High School and host all varsity games at BHS.	95	185	195	79	91	3.18	645
Construct second sheet of ice at Bemidji Community Arena and hold all varsity and junior varsity boys and girls’ hockey games and practices at that arena.	113	140	194	78	117	3.08	642
Construct an indoor activity center or field house which could be operated with city, school, community partnership (i.e. YMCA/YWCA) and provide indoor year-round practice space.	201	161	102	86	97	3.44	647
Add more gym space at our schools for district and community use.	98	144	181	124	96	3.04	643
answered question							652

5. In addition, several specific educational facility ideas were identified by various stakeholder groups as high priorities for district consideration. We would like your input on how you feel about some of these ideas. Please select the appropriate response for each potential solution.							
Answer Options	Strongly Support	Support	Neutral	Do Not Support	Strongly Do Not Support	Rating Average	Response Count
Improve Bemidji Middle School's indoor air quality (heating, ventilation, air conditioning system).	143	248	184	40	28	3.68	643
Improve Bemidji Middle School security by installing walls and doors in the 7th and 8th grade pods, similar to the 6th grade pods.	175	231	171	42	28	3.75	647
Construct an auditorium at Bemidji Middle School.	54	119	183	162	123	2.72	641
Construct/Purchase indoor school bus storage.	43	137	227	129	101	2.83	637
Construct/Acquire additional preschool classroom space to expand preschools in community.	109	185	171	96	74	3.25	635
Enhance district Wi-Fi backbone and access to technology.	164	228	173	46	38	3.67	649
Purchase additional computers, iPads, and software for students to extend learning throughout the day.	185	191	145	76	49	3.60	646
answered question							652

6. Any improvements to facilities will come with a price tag. How should Bemidji Area Schools fund facility additions or renovations? Please select one response:		
Answer Options	Response Percent	Response Count
a. I would prefer keeping my school taxes level or approximately the same as they currently are.	28.8%	184
b. I would favor a slight increase of my school taxes (less than \$300 per year).	42.9%	274
c. I would favor a moderate increase to my school taxes (less than \$500 per year).	20.3%	130
d. I am not in favor of any type of facility improvements at this time.	8.0%	51
answered question		639

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 are required by the state of MN to measure how well students are prepared for college and career opportunities after high school.

District Staff Development Goals:

- Continue training all K-12 teachers in reading, math and writing standards across the curriculum.
- Continue teacher and administrator training in using test data effectively to determine student achievement and instruction (District Data Retreat, School Improvement Planning, & Viewpoint Data Warehouse).
- Continue Professional Learning Communities, Response to Intervention, and Vertical Teaming training to provide collaboration among teachers across grades and subjects.
- Provide administrators with teacher evaluation training and teachers with peer review training to align with the new state teacher evaluation statute.

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 adults 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.

2013-2014 School Improvement

Goal 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.

Results:

- AEC students improved proficiency by almost 4%, and 18.2% of the “All Students” group met or exceeded proficiency on the 2014 MCA Reading test compared to 14.3% in 2013.

Goal 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.

Results:

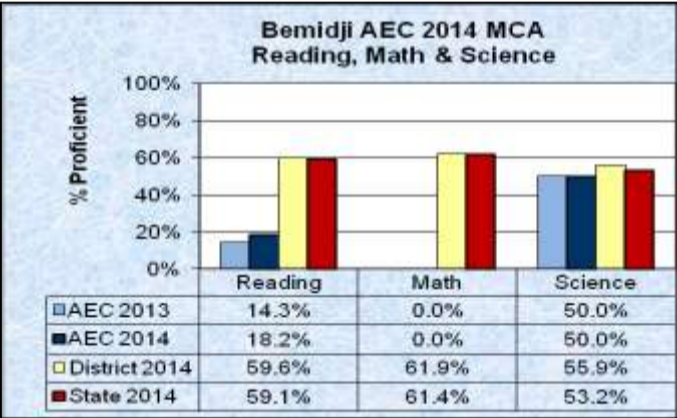
- 0.0% of the “All Students” group met or exceeded proficiency on the 2014 MCA Math tests.

Goal 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.

Results:

- The All Students rate of attendance for AEC students has increased from 75% to 79% during the 2013-2014 school year.



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 2013-2014 at BHS. During the 2013-2014 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 with a rank of 22 in the state of Minnesota! BHS is honored and fortunate to be among such a professional faculty and talented student body.

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), eight 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.

2013-2014 School Improvement

Goal 1:

Bemidji High School staff and students will improve the 11<sup>th</sup> 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. The gap to decrease per year is 2.45% from 2011 to 2017.

Results:

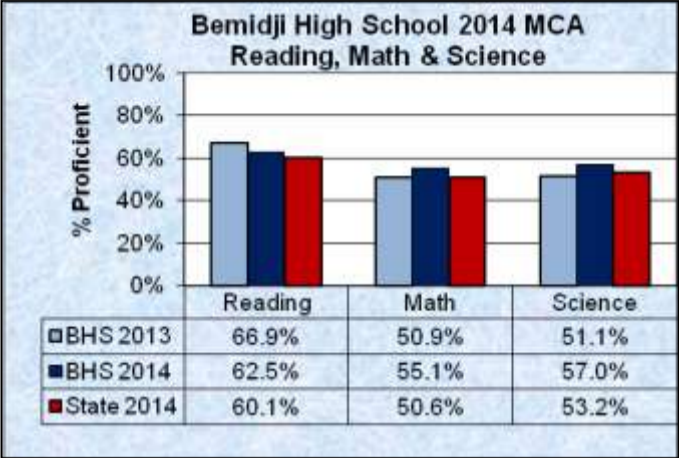
- BHS Grade 11 outperformed the State (50.6%) in All Students Math proficiency, increasing from 50.9% in 2013 to 55.6% in 2014.
- BHS Grade 11 students American Indian students’ MCA Math scores increased 25.9% from 20.8% to 46.7% proficiency.

Goal 2:

Bemidji High School staff and students will improve our 10<sup>th</sup> 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.

Results:

- BHS All Students (62.5%) outperformed the State (60.1%) in Grade 10 2014 MCA Reading proficiency.
- BHS 10th Grade American Indian Reading scores decreased from 44.7% to 38.1% proficiency.



Goal 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.

Results:

- Special Education students’ MCA Math scores increased 5.3% from 10.8% to 16.1% proficiency.

Goal 4:

Bemidji High School staff and students will improve 10<sup>th</sup> 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.

Results:

- BHS Special Education Reading scores decreased from 38.1% to 19% proficiency.

Goal 5:

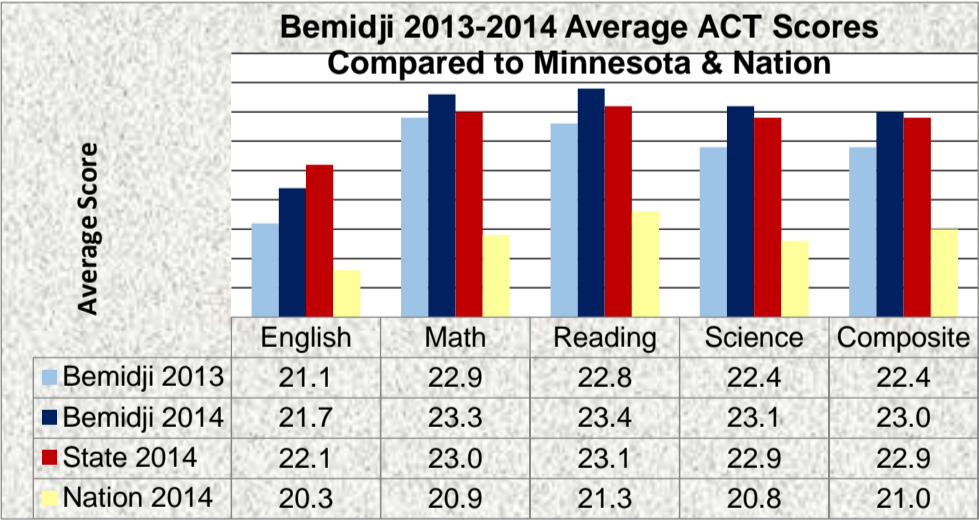
Bemidji High School staff and students will improve our graduation rate as measured by MDE’s four year calculations and increase to 90% for all students in 2013-2014.

Graduation Results:

- According to the MDE web site, Bemidji High School’s 2013 four-year graduation rate was 85.8% and short of our 90% goal. The 2014 graduation information is not yet available.
- 310 Seniors graduated in the spring of 2014. There were 46 Honor Graduates (GPA 3.9 or higher), 99 Academic Letter winners, 63 National Honor Society members and 14 International Exchange Students.
- In the eight years of Credit Recovery classes, 930 students have been served and 724 credits have been earned.
- BHS hosts a 21st Century Summer School program for students to recoup credits to increase the number of on time graduation rates. Fifty nine students registered for the summer of 2014.
- For six years, staff has trained Link Leaders from the ranks of upperclassmen to serve as mentors for 9<sup>th</sup> graders and to provide other services to help freshmen be successful and involved at BHS. Over 100 Link Leaders took on a big role during the 9<sup>th</sup> grade orientation in September and retreat in October.

2014 ACT Results:

- For the ninth year in a row, Minnesota high school seniors were top in the nation on the ACT with 76% of Minnesota graduates completing the ACT.
- Bemidji Students outperformed the State in every subject except English.
- Bemidji students improved in every subject from 2013 to 2014.



2014 Advanced Placement Results:

- 186 BHS Grade 10-12 students completed 275 Advanced Placement tests
- Bemidji students received 205 (74.6%) passing scores of 3, 4 or 5 compared to 65.6% of all Minnesota students passing, and 58.7% students passing in the United States.
- Bemidji students’ 2014 average test score of 3.24 was above the other averages: Minnesota at 3.05, U.S. at 2.87, and Global at 2.89.

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 2013-2014 school year, Bemidji High School students completed
  - 351 College in the High School Courses
  - 1,217 credits through Bemidji State University
  - 111 credits in Project Lead the Way through University of Minnesota



Bemidji Middle School follows the “school within a school” concept for grades 6-8. Each grade has three pods which gives 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 1,150 students from the following demographics:

- 51% Free and reduced lunch
- 14% Special Education
- 76% White
- 20% American Indian
- 4% Black
- 15% Mobility

**2013-2014 School Improvement**

**Goal 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%

**Math Results:**

- BMS students in grades 6-8 did not achieve the goal of 63.4% proficiency. However, each grade continued a three-year trend of growth by increasing from 58.4% to 60.5% proficient.
  - 6<sup>th</sup> grade—increased their 2014 MCA Math proficiency from 51.7% to 51.9%.
  - 7<sup>th</sup> grade—increased their 2014 MCA Math proficiency from 51.1% to 55.7%.
  - 8<sup>th</sup> grade—increased their 2014 MCA Math proficiency from 73.2% to 74.5%.
- Grade 6-8 American Indian students increased their MCA Math proficiency from 31.8% to 34.8%.
- Grade 6-8 Free and Reduced students decreased their MCA Math proficiency from 46.7% to 46.0%.
- Grade 6-8 Special Education students decreased their MCA Math proficiency from 25.2 to 20.3%.

**Goal 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.

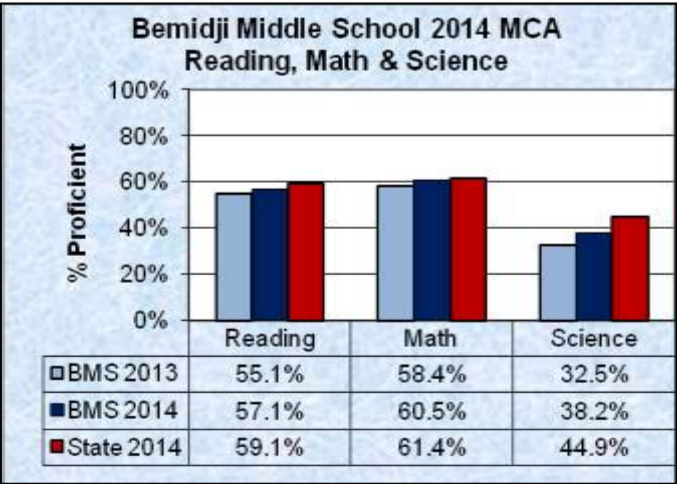
Grades 6-8 American Indian – 32.4% to 37%

Grades 6-8 Free and Reduced – 46.7% to 49.0%

Grades 6-8 Special Education – 21.8% to 26%

**Reading Results:**

- BMS students in grades 6-8 did not achieve the goal of 60.1% proficiency. However, each grade continued a three-year trend of growth by increasing from 55.1% to 57.1% proficient.
  - 6<sup>th</sup> grade—increased from 57.8% to 60.5% proficiency.
  - 7<sup>th</sup> grade—decreased from 55.4% to 54.7% proficiency.
  - 8<sup>th</sup> grade—increased from 51.8% to 56.0% proficiency.
- Grade 6-8 American Indian students increased their MCA Reading proficiency from 32.4% to 33.2%.
- Grade 6-8 Free and Reduced students decreased their MCA Reading proficiency from 46.7% to 44.0%.
- Grade 6-8 Special Education students decreased their MCA Reading proficiency from 21.8% to 15.2%.



**Goal 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.

Grade 8 American Indian – 18.6% to 22%

Grade 8 Free and Reduced – 25% to 30%

Grade 8 Special Education – 12% to 15%

**Science Results:**

- The BMS 8th grade students achieved their goal of increasing proficiency by 5.7% from 32.5% in 2013 to 38.2% in 2014.
- American Indian Students decreased proficiency from 18.6% in 2013 to 14.3% in 2014.
- Free and Reduced Students decreased proficiency from 25.0% in 2013 to 23.3% in 2014.
- Special Education Students decreased proficiency from 12.0% in 2013 to 10.2% in 2014.

**Goal 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.

**Attendance Result:**

- Students at BMS continue to improve upon attendance. The overall attendance rate increased from 93.44% in 2013 to 94.14% in 2014.

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.

2013-2014 School Improvement

Goal 1: Reading:

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.

Result:

- 7.7% of BYLaW students met or exceeded proficiency on the 2014 MCA Reading tests, and they did not meet their 30% goal.
- BYLaW students showed a 1.2 average grade level improvement on STAR Reading pre and post screening assessments during the 2013-2014 school year.

Goal 2: Math:

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.

Result:

- 11.1% of BYLaW students met or exceeded proficiency on the 2014 MCA Math tests, and they met their 10% goal.
- BYLaW students showed a 0.8 average grade level improvement on STAR Math pre and post screening assessments during the 2013-2014 school year.

Goal 3: Attendance:

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.

Result:

The attendance rate for “All Students” during the 2013-2014 school year increased to 67%.

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:

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Family Reading Day</li><li>• Family Math Day</li><li>• Relay for Life, a community-based event</li><li>• After school 21st Century Learning Community, grades 2-5</li><li>• All School Dance</li><li>• Cooperative Life Skills, a conflict resolution program</li><li>• Collaboration between Bemidji State University and Central School</li><li>• An extensive Guided Reading Library</li><li>• A schoolwide discipline program, based on Positive Behavior Intervention Strategies</li></ul> | <ul style="list-style-type: none"><li>• Reading Recovery, Leveled Literacy intervention program, grades 1-3</li><li>• Native American home-school liaison</li><li>• Minnesota Reading Corps program</li><li>• Lending Library for grade 1</li><li>• Math Bingo Night</li><li>• Native American academic advisor, grades K-3</li><li>• Attendance incentives</li><li>• Schoolwide monthly assemblies focused on attendance and positive behavior characteristics</li></ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

2013-2014 School Improvement

Goal 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.

Result:

- The proficiency percentage of all students, grades 3-5, at Central Elementary decreased from 48.6% to 48.3% in Spring 2014, as measured by the MCA III Reading Assessment.
- Special education proficiency decreased to 0.0%, and the achievement gap did not decrease.

Goal 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.

Result:

- Central Elementary met their 2014 Math goal. The proficiency percentage of all students, grades 3-5, at Central Elementary increased by 12.3% from 48.6% to 58.9% in Spring 2014, as measured by the MCA III Math assessment.
- Special Education proficiency decreased from 13.3% to 11.8%, and the achievement gap did not decrease.

**Goal 3: Science:**

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.

**Result:**

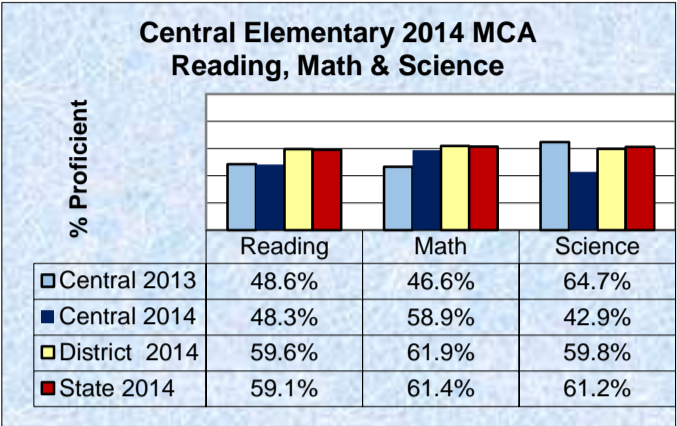
- The proficiency percentage of grade 5 students, at Central Elementary, decreased from 64.7% to 46.6% in Spring 2014 as measured by the MCA III Science assessment.

**Goal 4: Attendance:**

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.

**Result:**

- The percentage of attendance, at Central Elementary, was 94% during the 2013-2014 school year, as measured by the attendance monitor.



**FIRST CITY SCHOOL– TAMI WESELY, PRINCIPAL**

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

**2013-2014 School Improvement**

**Goal 1: Reading:**

In the First City School the “All Students” group will increase proficiency of 35.7% in the Spring of 2013 to 45% in the Spring of 2014 as measured by the MCA in Reading.

**Goal 1A:**

The First City School will increase reading scores by an average of 1.5 grade equivalency (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:**

- 36.4% of “All Grade 10 Students met or exceeded proficiency on the 2014 MCA in Reading.
- First City School students demonstrated a 1.75 grade equivalency growth in Reading according to the STAR Reading tests.

**Goal 2: Math:**

In the First City School the “All Students” group will increase proficiency of 28.6% in the Spring of 2013 to 35% in the Spring of 2014 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:**

- 9.4% of the “All Grade 11 Students met or exceeded proficiency on the 2014 MCA in Math.
- First City School students demonstrated a 1.2 GE growth in Math according to the STAR Math tests.

**HORACE MAY ELEMENTARY– AMI AALGAARD, PRINCIPAL**



Horace May Elementary is one of seven elementary schools in the Bemidji Public School District. We have and average enrollment of four hundred 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 grade level school. 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 town.

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 education 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 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 and trail ways allow our students the rich opportunity to experience nature with a blend of education and appreciation for the outdoors and they learn to be stewards of nature rather than just consumers of nature.

**2013-2014 School Improvement**

**Goal 1: Reading:**

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:**

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.

**Goal1B:**

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.

Goal1C:

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.

Reading Result:

- Horace May All Students met our goal with 66.4% proficiency of our 3rd, 4th & 5th graders on their 2014 MCA Reading.
- Horace May American Indian students were just shy of our goal with 45.5% MCA Reading proficiency.
- Horace May students receiving Free & Reduced lunch met our goal with 52.0% MCA Reading proficiency.
- Horace May Special Education students did not meet our goal with 28.6% MCA Reading proficiency.

Goal 2: Math:

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:

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 2B:

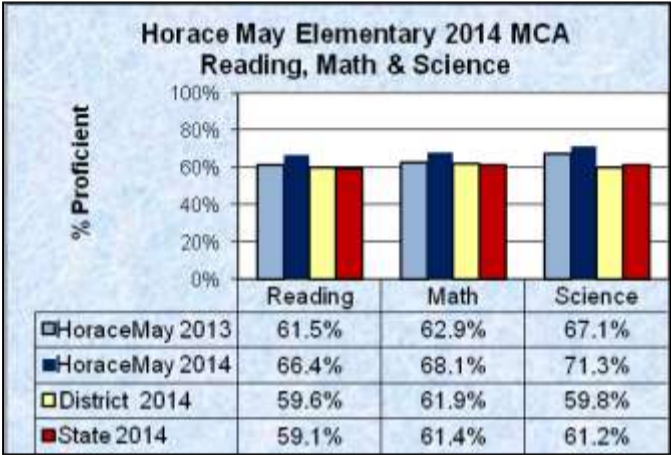
The Horace May “Free & Reduced” sub-group will increase their proficiency of 50.8% to 51.6%, in the spring of 2014; and to 52.4% in the spring of 2015 as measured by the MCA III Math Test.

Goal 2C:

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.

Math Result:

- Horace May All Students were just shy of our goal with 68.1% proficiency of our 3rd, 4th & 5th graders proficiency on their 2014 MCA Math.
- Horace May American Indian students exceeded our goal with 50.0% MCA Math proficiency.
- Horace May students receiving Free & Reduced lunch were shy of our goal with 49.0% MCA Math proficiency.
- Horace May Special Education students met our goal with 28.6% MCA Math proficiency.



Goal 3: Science:

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:

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:

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:

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.

Science Result:

- Horace May All Students were just shy of our goal with 71.3% of our 5th graders scoring with proficiency on their 2014 MCA Science.
- Horace May American Indian students exceeded our goal with 50% MCA Science proficiency.
- Horace May students receiving Free & Reduced lunch exceeded our goal with 52.9% MCA Science proficiency.
- Horace May Special Education did not meet our goal with 28.6% MCA Science proficiency.

Goal 4: Behavior:

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).

Behavior Result:

- Horace May’s Spring of 2014 Behavior Report includes the following data:
  - Special Education Program Students = 29 incidences during the 2013-14 school year.
  - Non-Program Special Education Students = 2 incidences during the 2013-14 school year.
  - Regular Education Students = 8 incidences during the 2013-14 school year.
  - Overall percentages of DIRS reported this year is down by 0.2% for the 2013-14 school year.

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 17 years. Our federal Schoolwide status is based on a free and reduced lunch population of (79.1%). High student mobility (31.1%) provides distinct challenges. Our ethnicity rate of (49.2%) broadens our cultural base. Because of our American Indian population (41.1%), 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.

2013-2014 School Improvement

Goal 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 2013 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.

Reading Results:

- According to 2014 MCA Reading data, J. W. Smith proficiency percentages are: 3rd grade – 68.5%, 4th grade – 58.8%, 5th grade – 58.3%. Only 4<sup>th</sup> grade did not meet their target.
- Special Education students increased their MCA Reading proficiency by 5.3% with 38.4% proficiency.
- American Indian students increased their MCA Reading proficiency by 9% with 42.3% proficiency.
- Students receiving Free and Reduced lunch increased their MCA Reading proficiency by 6.5% to 56.5%.

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 2013 to Spring 2014.

- Third grade will meet or exceed the district’s 2013 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.

Math Results:

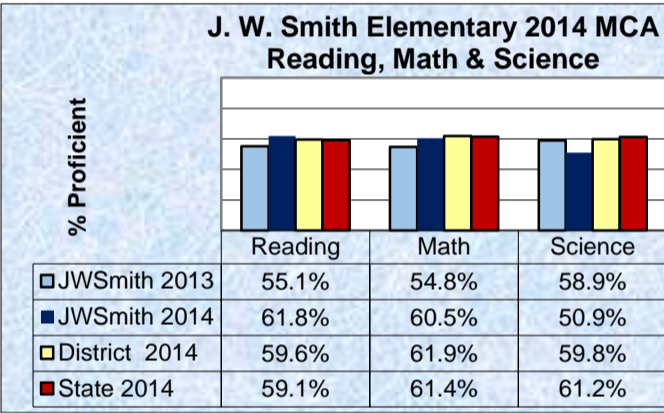
- According to preliminary 2014 MCA Math data, J. W. Smith’s proficiency percentages are: 3rd grade – 63.0%, 4th grade – 71.2%, 5th grade – 49.2%. Only grade 3 did not meet their target.
- Special Education students did not meet their MCA Math goal with 20.8% proficiency.
- American Indian students increased their MCA Math proficiency by 21.1% to 50.7%.
- Students receiving Free and Reduced lunch increased their MCA Math proficiency by 11.2% to 55.6%.

Goal 3: Science:

Fifth grade will meet or exceed the district’s 2013 proficiency average of 57.4% on the Spring 2014 MCA Science assessment.

Science Results:

J. W. Smith grade 5 students achieved 50.9% proficiency on the 2014 MCA Science test, short of their goal.



Goal 4:

J.W. Smith Elementary students will decrease district discipline incidences by 5 as reported by the Skyward Student Management Data System (this does not include transportation incidences).

Behavior Results:

According to the Skyward Student Management Data System, the district discipline incidences (not including transportation incidences) decreased from 60 in 2012-13 to 46 in 2013-14 (the 2013-14 data is accurate through May, 21, 2014). J. W. Smith met this goal during the 2013-2014 school year.

LINCOLN ELEMENTARY— JASON LUKSIK, PRINCIPAL



Lincoln Elementary 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.

2013-2014 School Improvement

Goal 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.

Result:

- At Lincoln Elementary the “All Students” group scored a 56.7% proficiency rate in Reading. This fell short of our goal but was an increase in our previous year’s proficiency of 3.7%.

Goal 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.

Result:

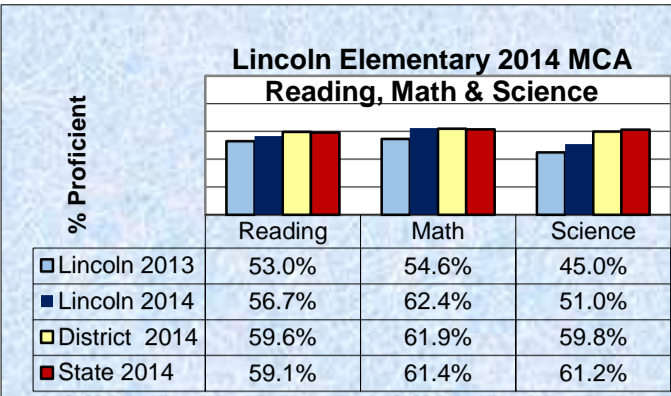
- At Lincoln Elementary the “All Students” group scored a 62.4% proficiency rate in Math. The results were 2.4% better than our goal. Our focus in the three grade levels on Math proficiency showed growth for all grade levels.

Goal 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).

Result:

- At Lincoln Elementary the “All Students” group scored a 51.0% proficiency rate in Science.



**Goal 4:**  
In an effort to reduce bullying behaviors Lincoln Elementary will implement the Safe School Ambassadors program and modify behavior expectations into a simplified matrix.

**Result:**

- The Safe School Ambassadors program was implemented at Lincoln Elementary for the 2013-2014 school year. Thirty-five 4th and 5th grade students were trained to work with the program to help stop bullying. Students reported during a school board meeting that they felt bullying was not happening as frequently as it had in the past. We recorded fewer incidents as a school with the program in place.

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, 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. During the 2013-2014 school year, an American Indian Career Advisor and Indian Education Liaison lead homeroom activities weekly.

2013-2014 School Improvement

**Goal 1: Math:**  
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 first test attempt in the spring of 2014 on the MCA.

**Result:**

- LHS math scores remained at 0%, and did not meet the goal of 20%.

**Goal 2: Literacy:**  
Lumberjack High School staff and students will improve 10<sup>th</sup> grade Reading scores from 50% passing rate to 60% passing rate on the first attempt in the spring of 2014 on the MCA.

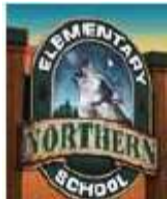
**Result:**

- Lumberjack student scores fell from a 50% passing rate to 0% in the 10th grade on the 2014 MCA.

**Goal 3: Attendance Goal:**  
Lumberjack High School staff and students will improve student attendance to 85% attendance rate for the 2013-14 school year.

**Result:**  
The Lumberjack student attendance for the 2013-2014 school year was at 88% attendance rate, and we achieved our goal.

NORTHERN ELEMENTARY– WENDY TEMPLIN, PRINCIPAL



Northern Elementary School is located over the State Highway 71 bridge and 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 grade. Presently, we service 530 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.

2013-2014 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 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.

- 3<sup>rd</sup> Grade – Grow from 52.2% to 60%
- 4<sup>th</sup> Grade – Grow from 52% to 60%
- 5<sup>th</sup> 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%.

**Reading Result:**

- All student MCA Reading average was 68.0%, which is a 15.7% increase over 2013.
- 3rd Grade – Grew from 52.2% to 65.7%, surpassing our goal by 5.7%.
- 4th Grade – Grew from 52.0% to 65.2%, surpassing our goal by 5.2%.
- 5th Grade – Grew from 52.7% to 73.5%, surpassing our goal by 13.5%.
- American Indian Students grew from 27.3% to 44.4% over all three grades resulting in a 17.1% increase over 2013.
- Special education students grew from 17.5% to 29.4% proficient in Reading in all three grade levels, an 11.9% increase over 2013.
- Students receiving Free and Reduced Lunch grew from 42.9% to 49.2% proficient in Reading at all three grade levels, a 6.3% increase.

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 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%.

Math Result:

- All student MCA Math average was 75.7%, which is an 11.0% increase over 2013.
- 3rd Grade – Grew from 75.2% to 77.8%, surpassing our goal by 0.8%.
- 4th Grade – Grew from 69.4% to 77.7%, surpassing our goal by 5.7%.
- 5th Grade – Grew from 50.0% to 71.4%, surpassing our goal by 16.4%.
- American Indian Students grew from 38.6% to 58.3% over all three grades resulting in a 19.7% increase over 2013.
- Special education students grew from 22.5% to 35.3% proficient in Math in all three grade levels resulting in an increase of 12.8%.
- Students receiving Free and Reduced Lunch grew from 57.1% to 59.2% proficient in Math at all three grade levels, a 2.1% increase.

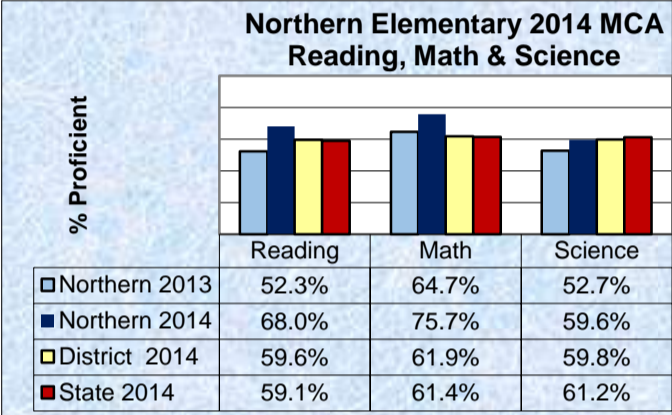
Goal 3: Science:

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 in science as measured by the MCAs 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%.

Science Result:

- Northern 5th Grade students grew from 52.7% to 59.6%, an increase of 6.9%, but just under our goal.
- American Indian Students grew in MCA Science from 29.4% to 30.8%, an increase of 1.4%.
- Special education students grew in MCA Science from 14.3% to 20.0%, an increase of 5.7%.
- Students receiving Free and Reduced Lunch decreased MCA Science proficiency from 47.6% to 40.9%



Goal 4: Behavior:

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 Ambassadors programs.

Behavior Result:

- Within the new PBIS program, regular education student suspensions went down significantly. 90% of the total suspensions were at-risk, EBD students with special needs for severe behaviors. After a year of implementation, the students will develop a better understanding of the behavior expectations with the PBIS Matrix. Northern Elementary will continue monthly character and anti-bullying education with the Timberwolf Assemblies. This program has substantially increased positive relationships between students and staff. The Safe School Ambassador Program has increased peer mentorships to support each other and reduce bullying and harassing behaviors.

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.

2013-2014 School Improvement

Goal 1: Reading:

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

Reading Result:

- Zero percent of the “All Students” group met or exceeded expectations on the 2014 MCA Reading tests.
- The All Students group demonstrated a 3.4 grade equivalent growth in Reading on the STAR Reading tests.

Goal 2: Math:

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

Math Result:

- 0.0% of the “All Students” group met or exceeded expectation on the 2014 Math MCA tests.
- All students showed an average 2.5 grade equivalent growth on the STAR Math tests.

Goal 3: Behavior:

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).

Behavior Result:

- Eight Code of Conduct incidents were reported in the Skyward Management system for the 2013-2014 school year. Twenty-two incidents were reported in 2012-2013. This is a decrease of 36%.

Paul Bunyan Elementary provides all day/everyday kindergarten, as well as an every other day K1 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.

2013-2014 School Improvement

Goal 1: Reading:

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).

Reading Result:

- The results of our AimsWeb Letter Naming Fluency (LNF) testing were 50% of our students were at Tier 1 at Winter benchmarking and 55% at Spring 2014 benchmarking, short of our 62% goal.
- We started the Fall with only 3% of our students at Tier 1 and ended the school year with 55% of our students at Tier 1 benchmarking for LNF.

Goal 2: Reading:

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).

Reading Result:

- The results of our AIMSweb Letter Sound Fluency testing were 47.1% at Winter benchmarking and 59.2% at Spring 2014 benchmarking, exceeding our 54% goal.
- We began the year with 46.2% of our students at Tier one and ended the year with 59.2% of our students at Tier 1.

Goal 3: Math:

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).

Math Result:

- The results of our AIMSweb Oral Counting Assessment were 66.6% at Winter benchmarking and 69.5% at Spring 2014 benchmarking, falling just short of our 71% goal.
- We began the year with 63.3% of our students at Tier 1 and ended the year with 69.5% of our students at Tier 1.

Goal 4: Math:

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).

Result:

- The results of our AimsWeb Number Identification Assessment were 57% at Winter benchmarking and 58% at Spring 2014 benchmarking, falling short of our 70% goal.
- We started the year with 62% of our students at Tier 1 and ended the year with 58% of our students at Tier 1.



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 to measure response to intervention through the RtI process. Minnesota Reading Corps provide reading intervention for students in grades 1-3. In the 2014-2015 school year, a math specialist position will be added to provide coaching, staff development, and development of math interventions.

2013-2014 School Improvement

Goal 1: Math:

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.

Goal 1A:

The achievement gap in Special Education will decrease by 5% from 20% in the Spring of 2013 to 15% in the Spring of 2014 as measured by the MCA in Math.

Math Result:

- On the spring 2014 MCA Math, 66.7% of Solway “All Students” met or exceeded proficiency.
  - All grades special education proficiency is 14.3%.
  - American Indian proficiency is 45.5%.
  - All grades Free/Reduced Lunch is 71.4%. The poverty subgroup achievement surpassed ALL student proficiency in Math.
- NWEA MAP assessments suggest a target growth in Math of 60%. Solway students demonstrated the following growth percentage from Fall 2013 to Spring 2014: 2nd grade 82.4%, 3rd grade 88%, 4th grade 81.8% 5th grade 80.6%.

Goal 2: Reading:

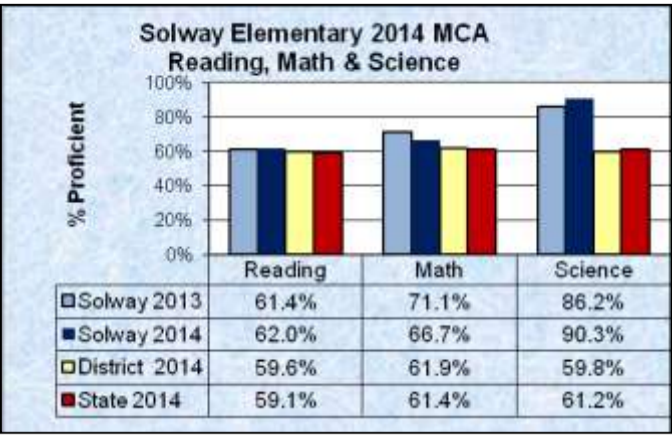
In Solway Elementary School the “All Students” group will increase their proficiency by 4% from 61.4% in the spring of 2013 to 65.4% in the Spring of 2014 as measured by the MCA in Reading.

Goal 2A:

The achievement gap in Special Education will decrease by 5% from 20% in the Spring of 2013 to 15% in the Spring of 2014 as measured by the MCA in Reading.

Reading Result:

- According to the results of the spring 2014 MCA Reading, 62.0% of Solway “All Students” met or exceeded proficiency.
  - All grades special education is 0%.
  - American Indian proficiency is 41.7%.
  - All grades Free/Reduced lunch proficiency is 55.6%.
- NWEA MAP assessments suggest a target growth in Reading of 60%. Solway students demonstrated the following growth percentage from Fall 2013 to Spring 2014: 2nd grade 69.4%, 3rd grade 52%, 4th grade 68.2%, and 5th grade 80.6%.



- Goal 3: Science:**  
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.
- Science Result:**
- On the spring 2014 MCA Science tests, Solway “All Students,” 90.3% met or exceeded proficiency.
- Goal 4: Behavior:**  
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.
- Behavior Result:**
- Solway Elementary School reported one Code of Conduct violation on the Skyward Management Data System during the 2013-2014 school year.

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 its 2013-2014 report September 15, 2014. 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>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>
Art	Vocational	Language Arts	Science	Social Studies	Math
Music	Education				
World					
Language					
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 2014-2015 at the Downtown Education Center, 502 Minnesota Avenue NW:
- Tuesday, October 14, 2014, 7:00 a.m.
  - Tuesday, December 9, 2014, 7:00 a.m.
  - Tuesday, February 10, 2015, 7:00 a.m.
  - Tuesday, May 12, 2015, 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   |
| Vince Beyl       | Donna Hickerson  | Ken Schreiber   |
| Brandon Bjerknes | Drew Hildenbrand | Brian Stefanich |
| Brent Colligan   | Carol L. Johnson | Wendy Thompson  |
| Erin Curran      | Maura Johnson    | Chris Tolman    |
| Michelle Dahlby  | Kim Kusler       | John Truedson   |
| Mary Fairbanks   | Ann LongVoelkner | Kathy VanWert   |
| David Gooch      | Kathy Palm       | Sonia Wadena    |
| Jeff Haack       |                  | Janine Wahl     |

