

Bemidji District Curriculum Advisory Committee

7:00-8:00 a.m., Tuesday, December 13, 2016
District Board Room, Downtown Education Center

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

Agenda

1. Breakfast beginning at 6:30 a.m.
2. Introductions—tell us who you are and where you work
3. Review Minutes from the October 11, 2016, District Curriculum Advisory Meeting
4. 2015-2016 World's Best Workforce Summary—posted on the web at:
<http://www.bemidji.k12.mn.us/> under Curriculum & World's Best Workforce (see handout)
5. 2015-2016 Staffing from the Minnesota Report Card website (see handout)
6. 2016-2017 School Improvement Plans—posted on the web at:
<http://www.bemidji.k12.mn.us/> under Curriculum & World's Best Workforce (see booklet)
7. Fall 2016 NWEA Measures of Academic Progress and AIMSweb Results (see handouts)
8. New ESSA Requirements for Transporting Students in Foster Care (see handouts)
9. 2016-2017 Curriculum Review—Business, Family & Consumer Science, Industrial Technology & Medical Careers
10. Other?
11. The District Curriculum Advisory Committee meets at 7:00 a.m. the second Tuesday every other month and additional times as needed. The following schedule is set for 2016-2017 at the District Board Room, Downtown Education Center:
 - Tuesday, October 11, 2016, 7:00 a.m.
 - Tuesday, December 13, 2016, 7:00 a.m.
 - **Tuesday, February 14, 2017, 7:00 a.m.**
 - **Tuesday, May 9, 2017, 7:00 a.m.**

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

2015-2016 World's Best Workforce Report Summary

District or Charter Name: Bemidji Area Schools, District #0031-01
Grades Served: Grades PreK-12
Contact Person Name and Position: Kathy Palm, Director of Curriculum & Administrative Services

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2015-2016 report summary. Districts must submit this completed template by **December 15, 2016**, to:
MDE.WorldsBestWorkForce@state.mn.us.

1. Stakeholder Engagement

1a. Annual Report

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

- <http://www.bemidji.k12.mn.us/wp-content/uploads/2014/04/2015-2016-Annual-Report.pdf>

1b. Annual Public Meeting

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

- *September 19, 2016*

1c. District Advisory Committee

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

- *The 2015-2016 Bemidji District Advisory Committee included the following 27 members: 3 School Board members, Superintendent, Director of Curriculum & Administrative Services, 2 high school principals, 2 middle school principals, 2 elementary principals, Indian Education Coordinator, 3 Bemidji State University professors (2 parents, 1 American Indian), 2 high school teachers, 2 middle school teachers (1 special education), 1 elementary teacher, 2 District Rtl Specialists, 2 retired teachers, 1 American Indian parent & early childhood special education teacher, 2 community members/parents.*
- *The Bemidji District Advisory Committee makes recommendations to the Bemidji School Board.*
- *All committee agendas and minutes are posted on the district World's Best Workforce website at: <http://www.bemidji.k12.mn.us/curriculum/district-curriculum/district-curriculum-advisory-committee-01/>*
- *We post notices in the district fall news and in the World's Best Workforce Report inviting parents and community members to join this committee.*

2. Goals and Results

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

2a. All Students Ready for Kindergarten

Goal	Result	Goal Status
<i>In Bemidji Area Schools the number of students participating in district preschool programs will increase from 527 students to 579 students in the Spring of 2016.</i>	<ul style="list-style-type: none"> <i>The goal numbers include all children attending preschools in Bemidji. Community preschool numbers maintained, and district numbers increased.</i> <i>Our school readiness enrollment increased from 140 in 2014 to 190 students in in the fall of 2015 to 193 students in the spring of 2016. That is an increase of almost 38%.</i> <i>The district Early Childhood Intervention program served over 200 birth to age 5 children in 2015-2016, compared to 195 in 2014-2015.</i> <i>The district K-1 program served 40 age five students not yet ready for kindergarten in 2015-2016. This number is the same as previous years.</i> <i>Bemidji School Readiness students participate in 45 minutes of direct reading instruction per day using PreK-3 aligned curriculum and will enter kindergarten ready to learn.</i> <i>School Readiness staff work with parents to encourage them to continue education in the home. Parents are given take-home activities and suggestions to promote literacy with their preschooler.</i> <i>Each elementary school provides a kindergarten registration at their school in the spring. In the fall schools provide a kindergarten orientation to inform students and</i> 	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>

	<p>parents of what to expect in kindergarten.</p> <ul style="list-style-type: none"> • <i>At the fall orientation, every district and nonpublic kindergartener receives a Kindergarten Packet from District Title I. This packet includes math numbers and number line, reading letters and sight words, a reading book, a math literacy book, pencil, colors, glue stick, and bookmark to assist parents in working with their children at home.</i> • <i>Bemidji formed a Ready for Kindergarten Committee in 2014-2015 to discuss how we can improve preschool screening and preparing students for kindergarten. This committee is composed of early childhood teachers, elementary principals, special education, and curriculum/Title director.</i> • <i>Bemidji's Early Childhood Family Education (ECFE) staff surveyed parents regarding their reading to their children, and they noted an increase compared to last year in the number of parents reading to their children and the amount of time they read.</i> • <i>ECFE also works with the public library on field trips and encourages families to go to the library. The number of library cards issued to ECFE families has increased compared to last year.</i> • <i>Bemidji planned to greatly expand our pre-school opportunities for 2016-2017, but we were denied the new voluntary state pre-school funding. We hope to expand in future years with State support.</i> 	
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2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>To support all students Reading Well by Third Grade, Bemidji Area Schools kindergarten and grades 1 and 2 will improve their reading in the following:</p> <ul style="list-style-type: none"> Kindergarten students will improve Phoneme Segmentation percentage meeting Tier I from 56.3% to 61.3% in Spring 2016 as measured by AIMSweb. Grade 1 students will improve Reading Curriculum Based Measurement percentage meeting Tier I from 65.6% to 70.6% in Spring 2016 as measured by AIMSweb. Grade 2 students will improve their overall Mean RIT score from 186.9 to 188.7 in Spring 2016 as measured by NWEA MAP. 	<ul style="list-style-type: none"> Kindergarten AIMSweb Phoneme Segmentation decreased from 56.3% in Spring 2015 to 55% in Spring 2016. Grade 1 AIMSweb Reading Curriculum-Based Measurement increased from 65.6% in Spring 2015 to 66% in Spring 2016. Grade 2 NWEA MAP overall Mean RIT score increased from 186.9 in Spring 2016 to 188.6 in Spring 2016. Title II and District Staff Development Grants provided teachers with training in Jan Richardson's Guided Reading, district reading interventions, and Daily 5 Cafe. Minnesota Reading Corps provided tutors to work with K-3 students who were just below proficiency. Bemidji Rtl teams meet at every school to discuss student progress and recommend reading interventions according to student needs. Every elementary school provides reading interventions including: Reading Recovery, Fountas & Pinnell's Leveled Literacy Intervention, Great Leaps, Reading PALS, Read Naturally, PAST, and interventions within the Houghton Mifflin Journeys series. 	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p>Improvement shown in grades 1 and 2 reading.</p>

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<p>Reading: Bemidji Area Schools district-wide will close achievement gaps for the following subgroups as measured by the MCA in Reading:</p>	<p>Reading:</p> <ul style="list-style-type: none"> Bemidji Special Education 2016 MCA Reading proficiency increased by 3.3% to 30.5%, just short of our goal of 30.7%. 	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p>

<ul style="list-style-type: none"> • <i>Special Education students' proficiency to improve from 27.2% to the State Special Education proficiency level of 30.7% in Spring 2016 as measured by the MCA in Reading.</i> • <i>American Indian students' Reading proficiency will improve from 40.6% to 42.6% in Spring 2016 as measured by the MCA in Reading.</i> • <i>Bemidji Area Schools students receiving Free & Reduced Lunch will improve proficiency from 47.1% to 49.1% in Spring 2016 as measured by the MCA in Reading.</i> <p>Math: Bemidji Area Schools district-wide will close achievement gaps for the following subgroups as measured by the MCA in Mathematics:</p> <ul style="list-style-type: none"> • <i>Special Education students' proficiency to improve from 25.6% to the State Special Education proficiency level of 31.9% in Spring 2016 as measured by the MCA in Mathematics.</i> • <i>American Indian students' proficiency will improve from 43.3% to 45.3% in Spring 2016 as measured by the MCA in Mathematics.</i> • <i>Bemidji Area Schools Free & Reduced Lunch students' proficiency will improve from 53.4% to 55.4% in Spring 2016 as measured by the MCA in Mathematics.</i> 	<ul style="list-style-type: none"> • <i>Bemidji American Indian 2016 MCA Reading proficiency increased by 1.7% to 41.8%, short of our goal of 42.6%.</i> • <i>Bemidji Free & Reduced Lunch 2016 MCA Reading proficiency increased by 0.7% to 47.7%, short of our goal of 49.1%.</i> • <i>Bemidji students receiving Free and Reduced Lunch, Mobile, and American Indian students outperformed the State.</i> • <i>Bemidji Special Education students did not outperform the State, but they closed the gap to 0.6%.</i> • <i>District Title II added a fulltime RtI Reading Specialist to provide coaching, mentoring, and professional development for all teachers.</i> <p>Math:</p> <ul style="list-style-type: none"> • <i>Bemidji's Special Education 2016 MCA Math proficiency increased by 4.3% to 29.9%, short of our goal of 31.9%.</i> • <i>Bemidji's American Indian 2016 MCA Math proficiency decreased by 0.7% to 41.8% and short of our goal of 45.3%.</i> • <i>Bemidji Free & Reduced Lunch 2016 MCA Math proficiency decreased by 4.4% to 48.8% and short of our goal of 55.4%.</i> • <i>Bemidji students receiving Free and Reduced Lunch, Mobile, and American Indian students outperformed the State in math.</i> • <i>Bemidji Special Education students did not outperform the State, but they closed the gap to 1.5%.</i> • <i>District Title II added a fulltime RtI Math Specialist to provide coaching, mentoring, and professional development for all teachers.</i> 	<p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><i>Improvement shown in all three subgroups for reading and in special education for math.</i></p>
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2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>Bemidji Area schools will increase by 10% the number of students participating in college and career opportunities such as: Lumberjack Academies, Ramp Up to Readiness, and college and career courses as documented with a participant survey and the actual number of students participating. (Baseline Data of number of students participating in college and career courses: 2013-2014 = 262, 2014-2015 = 307.) Goal of 331 for 2015-2016.</i></p>	<ul style="list-style-type: none"> • Over the last three years, the number of students completing college courses has increased from 262 in 2013-14, to 307 in 2014-15, to 352 in 2015-16, an increase of 34%, surpassing our goal of 331. • Over the last three years, the number of college credits earned has increased from 1,328 in 2013-14, to 1,590 in 2014-15, to 2,058 in 2015-16, an increase of 55%. • During the 2015-2016 school year, 352 Bemidji High School students completed: <ul style="list-style-type: none"> ○ 501 College in the High School Courses ○ 1,818 credits through Bemidji State University ○ 189 credits in Project Lead the Way through University of Minnesota ○ 51 credits in Project Lead the Way through St. Cloud State University • Elementary and Middle schools participated in MN Higher Education's Get Ready program, which provided curriculum to address college and career preparation. • Many Bemidji students and their parents have no knowledge of how to prepare for college. For that reason we arrange for Grade 5 students to tour Bemidji State University and Grade 7 students to tour Bemidji Northwest Technical College every year. These tours give them the vision of the possibilities for their future. • The Bemidji Career Academy Advisory Committee, which includes district educators, area businesses, the Chamber of Commerce, BSU, and NTC 	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

	<p><i>continues to provide input for the creation of Career Academies for high school students.</i></p> <ul style="list-style-type: none"> ○ <i>The Bemidji Career Academies provide students with coursework, college credit, and hands-on information for careers that interest them. The Academies ready to be implemented in 2016-2017 include: Manufacturing/Mechatronics, Health Care/Careers, Construction Trades/Management, Accounting and Business, Project Lead the Way, and Light and Sound Technician.</i> ● <i>Other Career Academies that will soon be implemented are: Skilled Trades: Welding, Marine Mechanics, Small Engine Repair; Computer/Digital Technology/Graphic Design; Information Technology; Automotive Technologies; Environmental Conservation/Forestry/Natural Resources; Engineering; and Emergency Medical Technician.</i> ● <i>Through the Rural and Low Income Grant, the district hired a .44 FTE College and Career Interventionist to work with the alternative programs and Bemidji High School to catch students from falling between the cracks, graduate, and make college and career plans.</i> ● <i>Bemidji High School provides student advisory sessions every week where advisors share career information.</i> ● <i>Ramp Up to Readiness provides high school students with career inventories and information about careers and college.</i> ● <i>The Career Center at Bemidji High School provides college and</i> 	
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	<p>career information and arranges for student scholarships.</p> <ul style="list-style-type: none"> • District Special Education provides a Transition Expo where students on IEPs can visit with different businesses, organizations, and colleges to help them transition after high school. • Bemidji High School provides over 250 course options including: pre-AP, eleven Advanced Placement, eleven College on Campus, Post-Secondary Enrollment Options, Project Lead the Way, and Work Experience courses that prepare students for future college and career success. • Orientations are 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. 	
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2e. All Students Graduate

Goal	Result	Goal Status
<p>Bemidji High School: The Bemidji High School student graduation rate as measured by MDE's Four-Year Graduation Rate calculations will increase to 90% for all students in 2015-2016. (Baseline Data: Bemidji High School Four-year Graduation Rate: 2010 = 82.5%, 2011 = 83.2%, 2012 = 86.6%, 2013 = 85.8%, 2014 = 83.2%.)</p> <p>Bemidji District: During the 2015-2016 school year Bemidji Area Schools will increase by 5% the Four-Year on Time Graduation Rate for "All Students" as measured by the Minnesota Department of Education. (Baseline Data: 2010 = 69.3%, 2011 = 68.9%, 2012 = 75.3%, 2013 = 76.6%, 2014 = 72.3%.)</p>	<ul style="list-style-type: none"> • According to the MDE web site, Bemidji High School's 2015 four-year graduation rate increased to 86.2%, short of our 90% goal. The 2016 graduation information is not yet available. • According to the MDE web site, Bemidji District's 2015 four-year graduation rate increased to 73.8%, short of our goal. The 2016 graduation information is not yet available. • Bemidji High School's 2015 five-year graduation rate is 87.7%, and the six-year rate is 90.3% • Bemidji District's 2015 five-year graduation rate is 78.7%, and the six-year rate is 81.7%. 	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p> <p>Improvement shown at both Bemidji High school (by 3.6%) and Bemidji District (by 2.1%) but not yet 90%.</p>

	<ul style="list-style-type: none"> • <i>Through the Rural and Low Income Grant, we hired a .44 FTE College and Career Interventionist to work with the alternative programs and Bemidji High School to catch kids from falling between the cracks, graduate, and make college and career plans.</i> • <i>Bemidji Indian Education provides an annual graduation meal and ceremony to honor the American Indian graduates.</i> 	
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3. Identified Needs Based on Data

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

- *List and describe the district's needs that were identified at the start of the 2015-2016 school year and the data the needs were based upon.*
 - *Include only the key data used to determine identified needs.*
- Limit response to 200 words.*

IDENTIFIED NEEDS:

- *Bemidji MCA Reading for grades 3, 5, 10, and special education decreased from 2014 to 2015, and Bemidji special education performs below State special education in MCA Reading.*
- *Bemidji MCA Math for grades 3-5 and special education decreased from 2014 to 2015, and Bemidji special education performs below State special education in MCA Math.*
- *The Bemidji High School and Bemidji District 2014 Four-Year Graduation Rates are below the required 90%.*

READING DATA:

- *According to the 2015 MCA Reading assessments, Bemidji grades 3, 5, and 10 decreased proficiency compared to 2014. (Grade 3 from 61.1% in 2014 to 56.7% in 2015, Grade 5 from 71.6% to 69.2%, Grade 10 from 60.9% to 57.2%)*
- *Bemidji's special education students decreased proficiency from 27.9% in 2014 to 27.2% in 2015 and perform below the State in reading (30.7%).*
- *The 2015 special education reading gap increased slightly from 38.5% to 39.9%.*

MATH DATA:

- *According to the 2015 MCA Math assessments, Bemidji grades 3, 4 and 5 decreased proficiency compared to 2014. (Grade 3 from 72.5% in 2014 to 69.1% in 2015, Grade 4 from 68.4% to 67.5%, Grade 5 from 62.6% to 54.0%)*
- *Bemidji's special education students decreased proficiency from 27.3% in 2014 to 25.6% in 2015 and perform below the State in math (31.9%).*
- *The 2015 special education math gap increased from 42.0% to 45.6%.*

GRADUATION RATE:

- Bemidji High School's 2014 four-year graduation rate decreased from 2013 (85.8%) to 2014 (83.2%), and Bemidji District's 2014 four-year graduation rate decreased from 2013 (76.6%) to 2014 (72.3%). Both are below the 90% required four-year graduation rate.

4. Systems, Strategies and Support Category

4a. Students

- Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.
 - Process for assessing and evaluating student progress toward meeting state and local academic standards.
 - Process to disaggregate data by student group.
 - At the annual District Data Retreat, school and district teams examine MDE secure data for all state accountability tests based on October 1 student enrollment, analyzing academic standard strands, trends over time, grade levels, and subgroups compared to the State.
 - The data teams examine their data, analyze Root Cause, and create an Action Plan and SMART Goals. They report their results to their school staffs during the August teacher workshop.
 - A fall district staff development day provides school staffs time to discuss data and plan their goals, school improvement strategies, and better meeting their academic standards.
 - Schools prepare a School Improvement Plan, which is printed and posted on the district website, and shared with the Leadership Team, District Curriculum Advisory Committee, District Staff Development Committee, and Bemidji School Board.
 - Throughout the school year, Bemidji schools and district evaluate students with MCA data, OLPA, NWEA MAP (fall and spring), and AIMSweb data (three times a year). Besides proficiency, we focus on individual student growth.
 - With the Viewpoint Data Warehouse teachers and principals can track specific student assessments, demographics, discipline, and attendance to better help students succeed.
 - In the spring, the schools prepare School Improvement Reports, used to write the World's Best Workforce Report.

4b. Teachers and Principals

- Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.
 - System to review and evaluate the effectiveness of:
 - Instruction
 - Curriculum
 - Teacher evaluations
 - Principal evaluations

- *Principals are the instructional leaders in their schools. They evaluate teachers and through regular communication check teachers' lesson planning for alignment to the standards and their classroom performance on standardized tests.*
- *The district curriculum review process brings teachers together from all schools, grades, and special education to examine their standards, align curriculum to the standards, survey teachers, and select materials. In 2014-2015 Bemidji reviewed PreK-12 math curriculum, and in 2015-2016 art, music, health, physical education, and world language. The review committee reports to the District Curriculum Advisory Committee and the Bemidji School Board, which approves the new standards-aligned curriculum outcomes. Teachers are provided training in the new curriculum. To determine the effectiveness of the curriculum, teachers complete surveys about how well it meets the academic standards. Standardized and formative assessments are analyzed and compared to the previous year for students' meeting benchmarks.*
- *The Teacher Evaluation and Principal Evaluation processes follow the state guidelines, and 35% is based on student achievement data. The Superintendent meets individually with administrators to discuss their progress at meeting their goals. Principals conduct pre and post observation meetings to discuss instruction and standards. A committee oversees evaluation and organizes training to meet teacher and administrator needs.*
- *Through Response to Intervention, Bemidji school teams analyze data to provide research-based reading and math interventions for all students needing academic support.*

4c. District

- *Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.*
 - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
 - *Technology*
 - *Collaborative professional culture*
 - *The district technology manager and several technology support specialists provide support for all schools in connectivity, purchasing hardware, and using technology.*
 - *In 2015-2016, we purchased five Chromebook carts with Rural & Low Income Grant to support testing and instruction.*
 - *Title II provides a district RtI Reading/Social Studies Specialist and an RtI Math/Science Specialist to support teachers, provide training, mentor new teachers, and model teach.*
 - *The district provides four Early Release days to allow time for teachers to participate in Professional Learning Communities (PLCs) and training time for paraprofessionals.*
 - *The district provides a District Staff Development Day in September for schools to address School Improvement planning.*
 - *District Staff Development grants and Title II provide after-school reading, math, data training, differentiation, SMARTBoard, and Google training.*
 - *The district provides online professional development training through Infinites, which provides training on multiple topics.*
 - *Bemidji High School sponsors Tuesday Tech to provide support for Google Docs and technology.*

- *The district Leadership Team is comprised of all principals, coordinators, and district administrators and meets monthly to address all district topics and issues.*
- *Each school has a site team that analyzes the data and keeps track of their progress at meeting their school goals.*

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

- *Describe the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.*
 - *Include how the district reviews data to examine the equitable distribution of teachers.*
 - *Include how the district uses the data to set forth strategies to ensure low-income and minority children have equitable access to excellent teachers.*
 - *Limit response to 200 words.*
 - *Bemidji Area Schools hire the most highly qualified teachers. We do not eliminate considering a teacher who has more experience or education because he/she would cost more.*
 - *According to the MN School Report Card, 56.2% of Bemidji Area Schools teachers hold Master's degrees, and 99.2% meet highly qualified requirements. The percent of teachers with more than ten years' experience is 67.6%, 27.1% have 3-10 years' experience, and 5.4% have less than three years' experience.*
 - *We use the same quality hiring practices for all of our schools. We also apply the same district staff to student ratios for all schools.*

- *The Cabinet reviews the final STAR report and any discrepancies in staff licensing, and the Leadership Team examines how staff are distributed among schools.*
- *All staffing information is reported to the District Curriculum Advisory Committee and Bemidji School Board.*
- *We actively encourage staff to advance their education by salary adjustments which are offered several times per year. Many district sponsored staff development activities offer both recertification credit and salary advancement credit. At times we offer stipends for staff to take advanced hours or training.*
- *We try creative recruitment ideas to attract high-quality teachers during this time of teacher shortages.*

2015-2016 Bemidji District & School Staffing

Available on MDE Website for Minnesota Report Card

	Staffing Profile							% Highly Qualified		Teacher Qualifications				Years Experience			Student Teacher Ratios		
Site	% Teachers	% Media Specialists	% Other Licensed	% Paras	% Administrators	% Other Staff	# Total Staff	Teachers	Paras	Bachelor's Degree	Master's Degree	Licensed	With Special Permission	Less than 3 Years	3-10 Years	More Than 10 Years	Licensed Teacher	Teacher & Support Staff	Total Licensed Staff
State	47.7%	0.5%	7.3%	12.3%	2.6%	29.6%	117,607.95	97.6%	97.1%	44.5%	53.4%	97.7%	2.2%	9.7%	32.0%	58.3%			
District	44.0%	0.6%	3.8%	4.9%	2.1%	44.7%	777.84	99.1%	100.0%	43.8%	56.2%	99.2%	0.8%	5.4%	27.1%	67.6%	16	14	13
Central	50.2%	1.0%	2.4%	22.8%	1.2%	22.4%	40.83	97.6%	100.0%	56.1%	43.9%	97.8%	2.2%	14.8%	43.4%	41.8%	12	11	11
Horace May	47.1%	1.0%	1.7%	0.0%	1.7%	48.4%	58.89	100.0%		56.7%	43.3%	100.0%	0.0%	6.5%	10.8%	82.7%	15	14	13
JW Smith	55.3%	1.2%	1.7%	23.0%	1.1%	17.7%	45.95	100.0%	100.0%	38.4%	61.6%	100.0%	0.0%	3.9%	39.7%	56.3%	14	14	13
Lincoln	55.8%	0.8%	2.3%	23.8%	1.6%	15.7%	64.46	97.9%	100.0%	44.4%	55.6%	97.4%	2.6%	11.1%	24.9%	64.0%	16	15	15
Northern	59.9%	1.0%	2.1%	0.0%	2.0%	35.0%	51.23	100.0%		38.4%	61.6%	100.0%	0.0%	5.9%	32.6%	61.6%	17	16	15
Paul Bunyan	53.3%	1.2%	3.6%	0.0%	4.1%	37.8%	24.21	100.0%		44.4%	55.6%	100.0%	0.0%	7.8%	38.2%	54.0%	15	14	13
Solway	52.4%	2.3%	2.3%	12.4%	2.3%	28.1%	21.28	96.7%	100.0%	59.7%	40.3%	97.4%	2.6%	11.9%	31.3%	56.8%	14	13	12
Middle School	56.7%	0.6%	3.3%	0.0%	2.5%	39.9%	117.88	100.0%		43.3%	56.7%	100.0%	0.0%	0.6%	21.3%	78.2%	17	15	15
High School	46.9%	0.6%	2.5%	0.0%	1.9%	48.0%	155.46	98.1%		33.4%	66.7%	98.8%	1.2%	2.7%	29.7%	67.6%	19	18	17
AEC	64.7%	0.0%	0.0%	0.0%	2.9%	32.4%	4.48	100.0%		65.5%	34.5%	100.0%	0.0%	17.2%	19.7%	63.1%	21	21	20
BYLaW	41.3%	0.0%	0.0%	0.0%	1.8%	56.9%	5.52	100.0%		100.0%	0.0%	88.2%	11.8%	12.3%	0.0%	87.7%	4	4	4
First City	74.5%	0.0%	0.0%	0.0%	0.9%	24.6%	14.77	100.0%		18.2%	81.8%	100.0%	0.0%	0.0%	0.0%	100.0%	6	6	6
Lumberjack	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.37	100.0%		100.0%	0.0%	100.0%	0.0%	21.5%	28.3%	50.2%	24	24	24
Middle ALP	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.83	100.0%		23.7%	76.2%	100.0%	0.0%	0.0%	44.9%	55.1%			
Oshki	90.2%	0.0%	0.0%	0.0%	9.9%	0.0%	1.33	100.0%		16.7%	83.3%	85.0%	15.0%	16.7%	0.0%	83.3%	3	3	2

	Above State Average Less than 3 Years
	Above State Average More than 10 Years

**BEMIDJI AREA SCHOOLS
BEMIDJI, MINNESOTA
Fall 2016 MAP & AIMSweb Results**

Measures of Academic Progress (MAP):

The Northwest Evaluation Association (NWEA) MAP assessments are computerized norm-referenced assessments. Grades 2-9 complete MAP reading and math assessments in the fall and spring. MAP is aligned with the Minnesota Academic Standards and provides detailed information and growth measures that help teachers determine areas to focus instruction.

On the tables below, green indicates 3 or more points above the norm RIT; red indicates 3 or more points below the norm RIT. Shading indicates the strand with the lowest RIT score.

READING MAP:

- In all grades and strands except the grades 2 and 3 Information Text strand, students are performing within 3 points of the Reading norm mean RIT. This is the first time second graders have taken this computerized assessment, and it can be stressful for some.
- The reading strand with the greatest concern is **Informational Text**, a new focus with the Common Core Language Arts Standards.
- Bemidji students are performing well in Literature. Grades 6 and 8 need more focus on Vocabulary.
- Grades 6, 7, 8 & 9 are performing more than three points above the norm RIT in every reading strand.

Reading				Strands			2015 Norm Mean RIT
Group	Grade	# Students	Mean RIT	Literature Mean RIT	Informational Text Mean RIT	Vocabulary Mean RIT	
Fall 2016	2	394	171.9	172.7	<u>170.1</u>	172.9	174.7
Fall 2016	3	431	186.1	186.8	<u>185.2</u>	186.4	188.3
Fall 2016	4	397	196.5	196.7	195.9	197.0	198.2
Fall 2016	5	386	205.3	205.3	205.1	205.5	205.7
Fall 2016	6	346	<u>214.7</u>	<u>215.0</u>	<u>214.8</u>	<u>214.5</u>	211.0
Fall 2016	7	332	<u>219.6</u>	<u>219.9</u>	<u>219.2</u>	<u>220.0</u>	214.4
Fall 2016	8	361	<u>223.0</u>	<u>223.2</u>	<u>222.9</u>	<u>222.9</u>	217.2
Fall 2016	9	364	<u>226.4</u>	<u>226.4</u>	<u>225.7</u>	<u>227.0</u>	220.2

MATHEMATICS MAP:

- Grades 3-9 students are performing within 3 points of the math norm mean RIT and strands.
- Grade 2 students are performing below three points of the mean in all but one strand.
- The math strands with the greatest concern are:
 - Number & Operations for Grades 2 & 4
 - Algebra for Grades 3 & 8
 - Geometry and Measurement for Grades 7 & 9
 - Data Analysis for Grades 5 & 6
- Overall, Bemidji students are performing well in math.
- Grades 6, 7, 8 & 9 are performing more than three points above the norm RIT in every math strand except Grade 6 in Data Analysis.

Mathematics				Strands				2015 Norm Mean RIT
Group	Grade	# Students	Mean RIT	Number & Operation Mean RIT	Algebra Mean RIT	Geometry & Measurement Mean RIT	Data Analysis Mean RIT	
Fall 2016	2	391	173.5	172.1	175.3	173.9	172.9	176.9
Fall 2016	3	430	189.2	189.2	188.8	189.6	189.2	190.4
Fall 2016	4	398	201.7	201.5	202.0	201.8	201.8	201.9
Fall 2016	5	388	211.3	212.1	212.1	212.1	208.8	211.4
Fall 2016	6	345	221.6	222.1	221.7	222.4	219.9	217.6
Fall 2016	7	331	228.7	230.1	226.7	228.4	229.5	222.6
Fall 2016	8	362	236.4	236.0	235.2	237.0	237.4	226.3
Fall 2016	9	374	241.1	241.2	243.4	239.4	240.3	230.3

In May, we will measure the student growth from Fall 2016 to Spring 2017.

AIMSweb:

Pearson's AIMSweb is the district assessment for Kindergarten and Grade 1. It is administered to students individually three times a year to measure their growth in reading and math. The AIMSweb data is used by Response to Intervention (RtI) teams to determine which students need interventions in reading or math. We also report the reading results to MDE to comply with the Reading Well by Third Grade requirements.

The information below shows the percentage of students who are in Tier I, or expected grade level. According to RtI, the ideal percentage for students in Tier I is 80%. Bemidji is not yet at 80% in all tests, but we have shown excellent improvement each year. Tier I reflects core instruction, Tier II requires intervention and monitoring, and Tier III requires intensive interventions.

Key:

- **Red** = Less than 60% in Tier I
- **Black** = 60% - 74%
- **Green** = 75% or higher in Tier I

FALL 2015 & 2016 AIMSweb READING:

The following data shows the Fall 2015 and 2016 AIMSweb results for Kindergarten and Grade 1. These results show that our youngest students are stronger in math than reading. We will measure and report their growth in the spring of the year.

	Kindergarten		Grade 1	
	% at Tier I		% at Tier I	
	Fall 2015	Fall 2016	Fall 2015	Fall 2016
Letter Naming Fluency	52.0%	56.0%	54.0%	49.0%
Letter Sound Fluency	50.0%	57.0%	54.7%	52.0%
Phoneme Segmentation			58.1%	56.0%
(Phoneme Segmentation is the ability to break words down into individual sounds.)				
Nonsense Word Fluency			49.4%	45.5%

FALL 2015 & 2016 AIMSweb MATHEMATICS:

	Kindergarten		Grade 1	
	% at Tier I		% at Tier I	
	Fall 2015	Fall 2016	Fall 2015	Fall 2016
Oral Counting	60.0%	62.0%	67.0%	62.0%
Number Identification	63.5%	63.0%	59.0%	56.0%
Quantity Discrimination	64.0%	67.2%	69.2%	66.5%
Missing Number	67.3%	73.0%	67.0%	61.0%
Math Computation			74.0%	66.0%

Impact to Transportation Funding for Children Awaiting Foster Care Based on Changes in the Every Student Succeeds Act

The McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) was amended by the Every Student Succeeds Act (ESSA) on December 10, 2015. One of the key provisions is that “children awaiting foster care” was removed from the definition of “homeless children and youths”. Under this provision, schools cannot use McKinney-Vento funds to serve children and youth who are in and awaiting foster care. Districts will no longer be able to access state special education funds that have been available to cover the additional costs of transporting students awaiting foster care to their school of origin. This affects students initially placed for foster care on or after December 10, 2016. Students that are awaiting foster care before December 10, 2016 would be eligible to generate Special Education Aid to cover their additional transportation cost until the end of the school year. However, students that are awaiting foster care on or after December 10, 2016 would not be eligible to generate Special Education Aid for transportation. No special education transportation dollars will be available for children awaiting foster care beginning in the 2017-2018 school year. This does not relieve a district’s obligation to provide transportation to the school the children were enrolled at the time of placement.

ESSA provides that Local Education Agencies (LEAs) receiving Title IA funds collaborate with state or local child welfare agencies on local procedures for transportation for students in foster care. Child welfare agencies must ensure that children placed in foster homes or awaiting foster care stay in the school in which the children were enrolled at the time of placements (unless it is not in their best interest to do so). Therefore, LEAs and child welfare agencies should work together to ensure that school transportation is provided when needed.

Past Practice: In the past, MDE provided guidance that students initially placed in the foster system in Minnesota may meet the McKinney-Vento definition of homeless until the required court hearings have been completed and the student is formally placed into long term foster care. Districts were instructed to have each district’s and charter school’s homeless liaison interview these families and students to make the actual determination. If the homeless liaison determined that a student does meet the homeless definition, whether through the initial foster placement or otherwise, the Minnesota Automated Reporting Student System (MARSS) coordinator flagged the student on MARSS as homeless. The student would have been eligible for special transportation to the school of origin and the district would have been reimbursed the additional transportation costs through Special Education Aid.

New Guidance: Until the provision takes place on December 10, 2016, a student awaiting foster placement may still be considered to be homeless by the district or charter school’s homeless liaison. This would authorize the payment of state special education aid to cover the additional cost of transportation for the student through the end of the 2016-17 school year as a formerly homeless student.

Minnesota Statutes 123B.92 provides, in part, state aid for transportation of homeless students:

For purposes of computing special education initial aid under section 125A.76, the cost of providing transportation for children with disabilities includes (A) the additional cost of transporting a homeless student from a temporary nonshelter home in another district to the school of origin, or a formerly homeless student from a permanent home in another district to the school of origin but only through the end of the academic year; and (B) depreciation on district-owned school buses purchased after July 1, 2005, and used primarily for transportation of pupils with disabilities, calculated according to paragraph (a), clauses (ii) and (iii). Depreciation costs included in the disabled transportation category must be excluded in calculating the actual expenditure per pupil transported in the regular and excess transportation categories according to paragraph (a). For purposes of subitem (A), a school district may transport a child who does not have a school of origin to the same school attended by that child's sibling, if the siblings are homeless.

Beginning December 10, 2016, students that are identified as children awaiting foster care are no longer considered homeless and will therefore not be eligible for McKinney-Vento services unless they meet the revised definition of “homeless children and youths”. The students would no longer be eligible to be reported as homeless on MARSS. The students would not qualify for Special Education Aid for transportation. According to ESSA, the district would be responsible to provide transportation to the school of origin for students awaiting foster care if applicable. However, the cost would not be eligible in UFARS under Finance Code 728 for Special Education Aid. In addition, the student cannot be reported in MARSS with 06 - Special Transportation Category if the student is provided modified transportation because he/she is awaiting foster care.

How Many Children in Foster Care or Awaiting Foster Care Will Require Transportation To Stay in the Same School?

Children Not Requiring Transportation: Not every child in foster care or awaiting foster care requires transportation to remain in their current school. For example, the following categories of children will not require transportation:

- Children who are placed within the school boundaries and are within walking distances.
- Children whose “best interest” prescribes that they should be immediately enrolled in a new school.
- Children who have completed high school.

Children Requiring Transportation at Minimal or No Additional Cost: Some students requiring transportation can be transported for minimal or no additional cost. Here are some examples:

- Children who meet the definition of “homeless” children under the McKinney-Vento Act. If the district or charter school’s homeless liaison identifies a student awaiting foster care as also homeless, i.e. children living in emergency and transitional shelters, children abandoned in hospitals, unaccompanied homeless youth, etc., special transportation may

be provided because of the homelessness. The district would receive additional funding for providing special transportation through Special Education Aid.

- Children who have transportation written into their IEPs for special education accommodations or adaptations. If the related service of transportation is written into a student's IEP based on the student's disability, the district may claim the cost under special education transportation and receive additional funding through Special Education Aid.
- Children who are placed within the school boundaries and can access regular transportation.
- Children who move within the same school district may access available transportation options across attendance lines. For example, school districts that have existing transportation options such as magnet schools, special education and McKinney-Vento routes. If students of different categories ride on the same bus, for example a regular student riding on a special education bus, a cost-per-student would need to be determined. Allocated expenditures would need to be reported in the appropriate finance dimensions.

Can Title, Part A homeless set-aside funds be used to fund transportation for homeless children?

The Every Student Succeeds Act (ESSA) authorizes the use of Title I, Part A funds for transportation to the school of origin for homeless children and youth for costs of transportation if other state and local funding sources are exhausted. Title IA funds can also be used to help fund other kinds of transportation, such as transportation to early childhood education programs, extra-curricular activities and academic enrichment services for homeless children and youth. However, Title I, Part A funds cannot be used for transportation of children in or awaiting foster care.

Title IV-E Dollars

Federal child welfare reimbursement dollars are available to assist with transportation. To be eligible for IV-E reimbursement, the child must meet all eligibility requirements under Title IV-E of the Social Security Act for foster care, including that the child has been:

- Removed from an income-eligible home pursuant to a voluntary placement agreement or as a result of a judicial determination that continuation in the home would be contrary to the welfare of the child,
- Placed in the care of the child welfare agency, and
- Placed with a licensed foster family home or in a licensed child-care institution.

These costs can be reimbursed for Title IV-E eligible children in the following ways by:

- Including transportation in a child's Minnesota Assessment of Parenting for Children and Youth (MAPCY), the assessment that calculates the foster care maintenance payment to the foster parent for the care of the child.

- Making a separate payment for a child's transportation costs to foster parents through mileage reimbursement or gas cards.
- Making separate payments to another provider, such as the local school district or third party provider.
- Paying for public transportation through the use of bus cards.

Program Guidance: Districts and charter schools should seek other resources to cover their transportation expenditures for transporting students in foster care or awaiting foster care. Local counties may have funds available.

Other Provisions: Students in foster care or awaiting foster care continue to be eligible for free meals, Title I services before and after the December 10, 2016 change. Including future years.

Contact Information: If you have questions or need further information, contact:

[Julie Belisle](#), MDE Student Transportation Specialist, 651-582-8265

[Roberto Reyes](#), MDE State McKinney Vento Homeless Coordinator, 651-582-8302

[Kelly Wosika](#), MDE Student Accounting Specialist, 651-582-8855

ESSA

Every Student Succeeds Act



Minnesota State Plan

The Transition to ESSA

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), which replaced No Child Left Behind (NCLB) and changed many portions of the Elementary and Secondary Education Act (ESEA). The U.S. Department of Education (USDE) has issued some guidance for a clear and orderly transition during the 2016-17 school year. Educators, school leaders and district administrators are encouraged to contact the Minnesota Department of Education (MDE) with questions. If unsure about which MDE staff member to contact, email mde.essa@state.mn.us for assistance. For more information on the Every Student Succeeds Act, visit the ESSA page of the MDE website: education.state.mn.us/MDE/ESSA

Funding

The U.S. Department of Education (USDE) will award and administer FY2016 formula grant funds in accordance with the ESEA as in effect on the day before ESSA's enactment. USDE will make FY2016 formula grant awards for the 2016-2017 school year to states and districts receiving funds under ESEA non-competitive formula grants in the same manner and using the same allocation formula it did with FY2015 formula grant funds for the 2015-2016 school year. States must make formula subgrant allocations to LEAs in the same manner and using the same allocation formulas as used for the 2015-2016 school year.

School Accountability

Following federal guidance for a clear and orderly transition to ESSA, Minnesota schools' MMR performance for the 2015-16 school year will be released near the beginning of the 2016-17 school year. Minnesota's accountability system under ESSA will be developed over the course of the 2016-17 school year. According to proposed federal regulations, the ESSA-defined accountability system will be used to identify schools at the beginning of the 2017-18 school year using data from the 2016-17 school year.

- All schools designated as Priority or Focus schools for the 2015-16 school year will continue to be designated as such for the 2016-17 school year. No new Priority or Focus designations will be made.
- Continuous Improvement schools that did not meet their criteria for exiting Continuous Improvement status will continue to be designated as Continuous Improvement schools. Those that did meet exit criteria will no longer be designated as Continuous Improvement schools. No new Continuous Improvement designations will be made.
- Reward school designations will be made as they have been in the past.
- No Celebration Eligible schools will be identified.

Teacher and Paraprofessional Requirements

- No Child Left Behind (NCLB) requirements regarding highly qualified status no longer apply. No data about highly qualified status needs to be reported, and no notifications need to be made to parents when their child has been taught for four or more consecutive weeks by a teacher who is not highly qualified. Teachers must meet state laws and rule to be appropriately licensed for their assignment. This means that all active Minnesota teachers must hold a valid Minnesota teaching license and/or special permission, as defined by Minnesota licensing statutes and Minnesota licensure rules, and be teaching within the assignment and grade range of the valid license and/or special permission.
- Professional standards requirements for paraprofessionals remain the same as under No Child Left Behind for the 2016-17 school year. Paraprofessional requirements will be included in MDE's ESSA planning and state plan submission for 2017-18.

Educational Stability

Responsibility for ensuring the educational stability of children in and awaiting foster care is included in Title I of ESSA. This builds upon the existing educational stability provisions and the emphasis on cross-agency collaboration in the Fostering Connections to Success and Increasing Adoptions Act of 2008.

- MDE will be designating a coordinator to serve as a point of contact for LEAs and child welfare agencies with respect to providing services to children in foster care.
- At the local level, section 1112(c)(5) of the ESEA as amended by ESSA requires an LEA that receives Title I funds to develop and implement clear written procedures, in collaboration with the State or local child welfare agency, governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of a child's time in foster care.
- Additionally, an LEA must designate a point of contact regarding children in foster care if the corresponding child welfare agency notifies the LEA in writing that it has designated a point of contact.

Effective December 10, 2016, children awaiting placement in foster care are removed from the definition of "homeless" in the McKinney-Vento Homeless Assistance Act and are no longer eligible for services funded by that program.

Annual Measurable Achievement Objectives

Annual measurable achievement objectives (AMAOs) will no longer be required under Title III in future years. MDE will release AMAO results for the 2015-16 school year in early September of 2016, but LEAs will not be required to take action based on AMAO designations.

- As a result, LEAs are not required to provide notice to parents of failure to meet one or more AMAOs.
- Through the Consolidated State Performance Report (CSPR), MDE will report to USDE the number and target number of English learners making progress and English learners attaining proficiency on ACCESS in the 2015-16 school year.

Bemidji Area Schools

*School Improvement &
Staff Development Plans*

2016-2017

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Bemidji Area Schools Mission Statement

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

We are committed to creating an environment where...

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

School Improvement Bemidji Area Schools

What is School Improvement?

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

What is the purpose of School Improvement?

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

How is School Improvement measured?

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

Bemidji Area Schools

Bemidji, Minnesota 2016-2017 District Aims, Goals and Measures

I. Academic Goals

Reading:

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

Reading Achievement Gaps:

Special Education students’ proficiency to improve from 30.5% by 3% to above the State Special Education proficiency level of 31.5% in Spring 2017 as measured by the MCA/MTAS in Reading for students enrolled October 1.

American Indian students’ Reading proficiency will improve from 41.8% to 44.8% in Spring 2017 as measured by the MCA/MTAS in Reading for students enrolled October 1.

Bemidji Area Schools students receiving Free & Reduced Lunch will improve proficiency from 47.7% to 50.7% in Spring 2017 as measured by the MCA/MTAS in Reading for students enrolled October 1.

To support all students **Reading Well by Third Grade**, Bemidji Area Schools kindergarten and grades 1, 2, and 3 will improve their reading in the following:

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

Mathematics:

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

Math Achievement Gaps:

Special Education students’ proficiency to improve from 29.9% by 3% to above the State Special Education proficiency level of 31.4% in Spring 2017 as measured by the MCA/MTAS in Mathematics for students enrolled October 1.

American Indian students' proficiency will improve from 41.8% to 44.8% in Spring 2017 as measured by the MCA/MTAS in Mathematics for students enrolled October 1.

Bemidji Area Schools Free & Reduced Lunch students' proficiency will improve from 48.8% to 51.8% in Spring 2017 as measured by the MCA/MTAS in Mathematics for students enrolled October 1.

Graduation Rate:

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

All Students Ready for Kindergarten:

In Bemidji Area Schools the number of students participating in district preschool programs will increase from 527 students to 579 students in the Spring of 2017.

II. Responsive Classroom Goals

- A. By the conclusion of the 2016-2017 school year, Responsive Classroom Plans will be present in at least 50% of all K-5 classrooms as identified in a district-wide survey.
- B. By the start of the 2017-2018 school year, 100% of all elementary classroom teachers will have received training in Responsive Classroom Strategies.
- C. On the 2016-2017 DIRS Report we will see at least a 10% reduction in two areas:

	Baseline <u>2015-2016</u>	10% Reduction <u>2016-2017</u>
Assaults	152	137
Fighting	90	81

III. Improved Attendance Rates

- A. At the end of the 2016-2017 school year, all schools will have at least 95% attendance rates for students as measured by MARSS.
Baseline 2015-2016 Attendance Rates:

Bemidji High School	90.7%
Bemidji Middle School	94.34%
Lumberjack High School	66.67%
Central	94.02%
Horace May	94.99%
J.W. Smith	94.75%
Lincoln	95.24%
Northern	95.10%
Solway	94.86%
Paul Bunyan	_____

- B. At the conclusion of the 2016-2017 school year, the number of students who missed more than 20 days during the year without valid excuses will be reduced by 10% as measured by Viewpoint.

School	#Students	#Days	Average Days/Student
Bemidji AEC	31	990.00	31.94
Bemidji BYLaW	5	184.10	36.82
Bemidji High School	145	4537.20	31.29
Bemidji Middle School	52	1848.30	35.54
Central	11	276.50	25.14
First City School	11	292.30	26.57
Horace May	3	65.00	21.67
J.W. Smith	18	482.50	26.81
Lincoln	21	587.00	27.95
Lumberjack ALC	21	616.60	29.36
Northern	4	91.50	22.88
Paul Bunyan	5	179.50	35.90
District Totals	327	10150.50	31.04

BEMIDJI AREA SCHOOLS
2016-2017 District Professional Development Goals

Highest Levels of Student Success:

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

Safe and Welcoming Environment

- A. Provide training for staff in Positive Behavioral Interventions and Supports (PBIS) and Responsive Classroom to improve student behavior.

Effective and Efficient Operations

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

BEMIDJI AREA SCHOOLS
School Improvement Planning
2016-2017

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

Bemidji Alternative Education Center (AEC) Tama Wesely, Principal

1. **Reading:** Bemidji Alternative Education Center students will increase their MCA Reading test proficiency scores from 37.5% in the spring of 2016 to 42% in the spring of 2017.
2. **Mathematics:** Bemidji Alternative Education Center students will increase their MCA Math test proficiency scores from 5% in the spring of 2016 to 10% in the spring of 2017.
3. **Graduation Rate:** The AEC will increase the number of completed credit referrals from BHS dual enrolled students 10% from 28% in the spring of 2016 to 38% in the spring of 2017.

Bemidji High School Brian Stefanich, Principal

1. **Attendance:** Bemidji High School students will improve attendance rates from 89.45% to 95% for all students by the conclusion of the 2016-2017 school year measured by Skyward attendance.
2. **Math:** Bemidji High School staff and students will improve the 11th grade all student math scores from 56.4% to 60% proficiency in the Geometry and Measurement strand on the spring MCA in 2017.
3. **Math:** Bemidji High School staff and students will improve 11th grade Special Education math scores from 16.7% proficiency to 20.0% proficiency in the spring of 2017 on the MCA.
4. **Reading:** Bemidji High School staff and students will improve 10th grade Special Education reading scores from 27.3% proficiency to 30.0% proficiency in the spring of 2017 on the MCA.
5. **Graduation Rate:** Bemidji High School staff and students will improve our graduation rate as measured by MDE's four-year calculations and increase from 86.2% to 90% for all students for the 2016-2017 school year.

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 65.6% in the spring of 2016 to 67% in the spring of 2017 as measured by the MCA-III. (Increase of 1.4%)
2. **Reading:** Students at Bemidji Middle School in the "All-Students" group will increase their proficiency in reading from 63.9% in the spring of 2016 to 65% in the spring of 2017 as measured by the MCA-III. (Increase of 1.1%)
3. **Science:** Students at Bemidji Middle School in the "All-Students" group will increase their proficiency in science from 48.8% in the spring of 2016 to 51.8% in the spring of 2017 as measured by the MCA-III. (Increase of 3%)
4. **Informational Text:** Students at Bemidji Middle School in the "All-Students" group will increase their proficiency in Informational Text/Non-Fiction reading percentage from 58.7% in the spring of 2016 to 62.5% in the spring of 2017 as measured by the 2017 MCA-III Reading Test. (Increase of 3.8%)
5. **Attendance:** Students at Bemidji Middle School in the "All-Students" group will increase their attendance rate from 94.34% to 95% in the spring of 2017 as measured by Skyward.

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

1. **Reading:** In Bemidji BYLaW Program, the “ALL Students” group will increase their proficiency on the MCA from 1 student passing in the spring of 2016 to at least 2 students passing in the spring of 2017 as measured by the MCA Reading test for students enrolled October 1.
 - a. The BYLaW students will increase reading scores by an average of 1.3 GE for each year of instruction. STAR Reading pre and post test scores will be used to measure growth.
2. **Math:** In Bemidji BYLaW Program, the “ALL Students” group will increase their proficiency on the MCA tests from 0 passing in the spring of 2016 to at least 1 passing in the spring of 2017 as measured by the MCA Math test for students enrolled October 1.
 - a. The BYLaW students will increase math scores by an average of 1.3 GE for each year of instruction. STAR Math pre and post test scores will be used to measure growth.
3. **Attendance:** During the 2016-2017 school year, 0 students will miss more than 20 days of school without valid excuses. (Baseline data: In the BYLaW Program at the conclusion of the 2016-2017 school year, 5 students missed more than 20 days during the school year without valid excuses, with an average of 36.82).

Central Elementary School Patricia A. Welte, Principal

1. **Reading:** The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 49% in spring 2016 to 52% in spring 2017 as measured by the MCA Reading Assessment.
 - a. The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary will increase from 41.8% in spring 2016, to 44.8% in spring 2017 as measured by the MCA / MTAS Reading Assessment.
 - b. The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary will increase from 40% in spring 2016, to 43% in spring 2017, as measured by the MCA Reading Assessment.
 - c. To support all students Reading Well by Third Grade:
 - Kindergarten students will improve the Letter Sound Fluency percentage meeting Tier 1 from 52.5% in fall 2016 to 60% in spring 2017, as measured by AIMSweb assessment.
 - First grade students will improve the Nonsense Word Fluency percentage meeting Tier 1 from 49% in fall 2016 to 54% in spring 2017, as measured by AIMSweb assessment.
 - Second grade students will improve their Mean RIT score in Reading from 165.4 in fall 2016 to 183.9 in spring 2017.
2. **Math:** The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 54.9% in spring 2016, to 57.9% in spring 2017, as measured by the MCA III Math Assessment.
 - a. The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary, will increase from 50.7% in spring 2016, to 53.7% in Spring 2017, as measured by MCA / MTAS Math Assessment.
 - b. The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary, will increase from 44% in Spring 2016, to 47% in Spring 2017, as measured by MCA Math Assessment
 - c. To support all students in achieving math growth:

- Kindergarten students will improve the Quantity Discrimination percentage meeting Tier 1 from 54% in fall 2016 to 60% in spring 2017, as measured by AIMSweb assessment.
 - First Grade students will improve the Number Identification percentage meeting Tier 1 from 56% in fall 2016 to 61% in spring 2017, as measured by AIMSweb assessment.
 - Second grade students will improve their Mean RIT score in Math from 168.9 in fall 2016 to 183.9 in spring 2017.
3. **Attendance:** Central Elementary students, grades K-5, will reduce the number of students with 30+absences/tardies, from 34 in spring 2016, to 24 in spring 2017, as measured by the Attendance monitor.

ECFE & School Readiness Sandy Eberhart, Community Education Coordinator

1. **Letter Knowledge:** At least 75% of students enrolled in Bemidji Area Schools Pre-K programs will increase their letter knowledge by 50% from the 2016 fall assessment to the 2017 Spring assessment.
2. **Math:** At least 60% of students enrolled in Bemidji Area Schools Pre-K programs will demonstrate one-to-one number correspondence up to 12 objects on the 2017 spring assessment.
3. **Safe and Welcoming Environment:** Bemidji Area Schools Pre-K programs will maintain student attendance at 75% in all full-day programming.

Early Intervention (EIC) Kathy VanWert, Principal

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

First City School Tama Wesely, Principal

1. **Reading:** In the First City School the "All Students" group will increase proficiency from 21.1% in the spring of 2016 to 25% in the spring of 2017 as measured by the MCA in Reading.
 - a. The First City School will increase reading scores by an average of 1.3 GE for each year of instruction. STAR Reading pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance time.
2. **Math:** In the First City School the "All Students" group will increase proficiency from 4.2% in the spring of 2016 to 8.2% in the spring of 2017 as measured by the MCA in Math.
 - a. The First City School will increase math scores by an average of 1.3 GE for each year of instruction. STAR Math pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance time.
3. **Graduation Rate:** The First City School student graduation rate will increase from 0% in 2016 to 4% in 2017 as measured by MDE's Graduation Rate calculations.

Horace May Elementary School Ami Aalgaard, Principal

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

- a. The second graders will improve their overall Mean score of students reaching their Percent Growth Target from 65.5% to 68.5% in the spring of 2017 as measured by the NWEA MAP assessment.
 - b. The Horace May **“All Students”** group will increase their proficiency from 68.0% to 71% in the spring of 2017 as measured by the Reading MCA III.
 - i. The Horace May **“Special Education”** sub-group will increase their proficiency from 50.0% to 53.0% in the spring of 2017 as measured by the Reading MCA III assessment.
 - ii. The Horace May **“American Indian”** sub-group will increase their proficiency from 42.1% to 45.1% in the spring of 2017 as measured by the Reading MCA III assessment.
 - iii. The Horace May **“Free & Reduced”** sub-group will increase their proficiency from 57.1% to 60.1% in the Spring of 2017 as measured by the Reading MCA III assessment.
2. **Math:** The first graders will improve their Curriculum Based Measurement percentage meeting Tier I from 98.6% to 99.6% in the spring of 2017 as measured by the AIMSweb assessment.
 - a. The second graders will improve their overall Mean score of students reaching their Percent Growth Target from 74.2% to 77.2% in the spring of 2017 as measured by the NWEA MAP assessment.
 - b. The Horace May **“All Students”** group will increase their proficiency from 72.3% to 75.3% in the spring of 2017 as measured by the Mathematics MCA III.
 - i. The Horace May **“Special Education”** sub-group will increase their proficiency from 50.0% to 53.0% in the spring of 2017 as measured by the Mathematics MCA III assessment.
 - ii. The Horace May **“American Indian”** sub-group will increase their proficiency from 55.6% to 58.6% in the spring of 2017 as measured by the Mathematics MCA III assessment.
 - iii. The Horace May **“Free & Reduced”** sub-group will increase their proficiency from 59.2% to 62.2% in the spring of 2017 as measured by the Mathematics MCA III assessment.
3. **Science:** The Horace May 5th graders in the **“All Students”** group will increase their proficiency from 64.5% to 67.5% in the spring of 2017 as measured by the Science MCA III.
 - a. The Horace May 5th graders in the **“Special Education”** sub-group will increase their proficiency from 0% to 50.0% in the spring of 2017 as measured by the Mathematics MCA III assessment.
 - b. The Horace May 5th graders in the **“American Indian”** sub-group will increase their proficiency from 66.7% to 69.7% in the spring of 2017 as measured by the Mathematics MCA III assessment.
 - c. The Horace May 5th graders in the **“Free & Reduced”** sub-group will increase their proficiency from 52.4% to 55.4% in the spring of 2017 as measured by the Mathematics MCA III assessment.
4. **Safe & Welcoming Environment:** The Horace May **“All Students”** group will decrease their incidences of physical aggression, which includes: fights, assaults and bullying; that are recorded in the DIRS system by 10% from 37 incidences to 33 or fewer incidences during the 2016-17 school year.
 - a. **Responsive Classroom:** By the conclusion of the 2016-2017 school year; Responsive Classroom Plans will be present in at least 50% of all 1-5 classrooms as identified in a school-wide survey.

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

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

1. **Reading:** Third, fourth and fifth grade students at J.W. Smith Elementary will increase their proficiency percentage on the MCA-III Reading Assessment from the Spring of 2016 to the Spring of 2017.
 - Third grade students will meet or exceed J.W. Smith Elementary School's proficiency average of 42.6% on the spring 2017 MCA-III Reading Assessment.
 - Fourth grade students will increase from 42.6% in the spring of 2016 to 45.6% in the spring of 2017 on the MCA-III Reading Assessment.
 - Fifth grade students will increase from 50% in the spring of 2016 to 53% in the spring of 2017 on the MCA-III Reading Assessment.
- a. J. W. Smith school-wide will close the achievement gaps for the following subgroups as measured by the MCA-III Reading Assessment:
 - The Special Education gap will decrease from 29.2% in the spring of 2016 to 26.2% in the spring of 2017 on the MCA-III Reading Assessment.
 - The American Indian gap will decrease from 26.4% in the spring of 2016 to 23.4% in the spring of 2017 on the MCA-III Reading Assessment.
 - The Free & Reduced Lunch gap will decrease from 12.9% in the spring of 2016 to 9.9% in the spring of 2017 on the MCA-III Reading Assessment.
- b. To support all students Reading Well by Third Grade, J.W. Smith Kindergarten, First and Second grade students will improve their reading in the following:
 - J.W. Smith Kindergarten students will increase their proficiency on the Letter Sound Fluency as measured by the AIMSweb Assessment from 48% in September of 2016 to 65% in May of 2017.
 - J. W. Smith First grade students will increase their proficiency on Letter Sound Fluency as measured by the AIMSweb Assessment from 48% in September of 2016 to 65% in May of 2017.
 - J. W. Smith Second grade students will increase their proficiency on the Measures of Academic Progress Reading Assessment from 168.2 in September of 2016 to 182.2 in May of 2017.
2. **Math:** Third, fourth and fifth graders at J.W. Smith Elementary will increase their proficiency percentage on MCA-III Math Assessment from the Spring of 2016 to the Spring of 2017.
 - Third grade students will meet or exceed J.W. Smith Elementary School's proficiency average of 51.1% on the spring 2017 MCA-III Math Assessment.
 - Fourth grade students will increase from 51.1% in the spring of 2016 to 54.1% in the spring of 2017 on the MCA-III Math Assessment.
 - Fifth grade students will increase from 59.3% in the spring of 2016 to 62.3% in the spring of 2017 on the MCA-III Math Assessment.
- a. J. W. Smith school-wide will close the achievement gaps for the following subgroups as measured by the MCA-III Math Assessment.
 - The Special Education gap will decrease from 28.1% in the spring of 2016 to 25.1% in the spring of 2017 on the MCA-III Math Assessment.
 - The American Indian gap will decrease from 20.2% in the spring of 2016 to 17.2% in the spring of 2017 on the MCA-III Math Assessment.

- The Free & Reduced Lunch gap will decrease from 14.2% in the spring of 2016 to 11.2% in the spring of 2017 on the MCA-III Math Assessment.
- b. To support all students in achieving math growth:
 - J. W. Smith Kindergarten students will increase their proficiency in Oral Counting as measured by the AIMSweb Assessment from 35.4% in September of 2016 to 60% in May of 2017,
 - J.W. Smith First grade students will increase their proficiency in Number Identification measured by the AIMSweb Assessment from 38% in September of 2016 to 60% in May of 2017.
 - J. W. Smith Second grade students will increase their proficiency on the Measures of Academic Progress Math Assessment from 170.9 in September of 2016 to 186.1 in May of 2017.
- 3. **Attendance:** J. W. Smith Kindergarten through Fifth grade students will increase their overall attendance percentage from 92.19% during the 2015-2016 school year to 95% during the 2016-2017 school year.
- 4. **Responsive Classroom:** During the 2016-2017 school year, one hundred percent (100%) of classroom teachers will implement the Responsive Classroom Program in an effort to reduce the number of behavior infractions.

Lincoln Elementary School Jason Luksik, Principal

1. Reading:

- a. 2016-2017 Smart Reading Goal: Kindergarten students will improve Letter Sound Fluency percentage meeting Tier I from 73.4% to 76.4% in spring 2017 as measured by AIMSweb.
- b. 2016-17 Smart Reading Goal: The first graders will improve their Curriculum Based Measurement percentage meeting Tier I from 83% to 86% in the spring of 2017 as measured by the AIMSweb assessment.
- c. 2016-17 Smart Reading Goal: The second graders will improve their overall Mean RIT score from 191.5 to 194.5 in the spring of 2017 as measured by the NWEA MAP assessment.
- d. 2016-17 Smart Reading Goal: The Lincoln “**All Students**” group will increase their proficiency from 58.2% to 61.2% in the spring of 2017 as measured by the Reading MCA III.
 - i. 2016-17 Smart Reading Goal: The Lincoln “**American Indian**” sub-group will increase their proficiency from 42.3% to 45.3% in the spring of 2017 as measured by the Reading MCA III assessment.
 - ii. 2016-17 Smart Reading Goal: The Lincoln “**Free & Reduced**” sub-group will increase their proficiency from 44.7% to 47.7% in the spring of 2017 as measured by the Reading MCA III assessment.
- 2. **Mathematics:** 2016-17 Smart Mathematics Goal: The Lincoln “**All Students**” group will increase their proficiency from 58.1% to 61.1% in the spring of 2017 as measured by the Mathematics MCA III.
 - a. 2016-17 Smart Mathematics Goal: The Lincoln “**American Indian**” sub-group will increase their proficiency from 38.7% to 41.7% in the spring of 2017 as measured by the Mathematics MCA III assessment.

- b. 2016-17 Smart Mathematics Goal: The Lincoln “**Free & Reduced**” sub-group will increase their proficiency from 43.9% to 46.9% in the spring of 2017 as measured by the Mathematics MCA III assessment.
3. **Science:** 2016-17 Smart Science Goal: The Lincoln 5th graders in the “**All Students**” group will increase their proficiency from 60.0% to 63.0% in the spring of 2017 as measured by the Science MCA III.
 - a. 2016-17 Smart Science Goal: The Lincoln 5th graders in the “**American Indian**” sub-group will increase their proficiency from 37.5% to 40.5% in the spring of 2017 as measured by the Science MCA III assessment.
 - b. 2016-17 Smart Science Goal: The Lincoln 5th graders in the “**Free & Reduced**” sub-group will increase their proficiency from 44.9% to 47.9% in the spring of 2017 as measured by the Mathematics MCA III assessment.
4. **Safe & Welcoming Environment:**
 - a. 2016-17 Safe & Welcoming Environment Goal: The Lincoln “**All Students**” group will decrease their incidences of physical aggression, which includes: fights, assaults and bullying; that are recorded in the DIRS system by 10% from 39 incidences to 35 or fewer incidences during the 2016-17 school year.
 - b. **Attendance:** At Lincoln Elementary for the 2016-2017 school year, the number of students who missed more than 20 days during the school year without valid excuses will be reduced by 10% as measured by MARSS.

Lumberjack High School Brian Stefanich, Principal

1. **Math:** Bemidji Lumberjack High School staff and students will improve the 11th grade math scores from 0% proficiency rate to 10% proficiency on the spring MCA in 2017.
2. **Reading:** Bemidji Lumberjack High School staff and students will improve the 10th grade reading scores from 85.7% proficiency to 88% proficiency on the MCA test in the spring of 2017.
3. **Attendance:** Bemidji Lumberjack High School staff and students will improve the attendance rate from 75.72% in 2015-2016 to 85% for all students in 2016-2017 as measured by Skyward.

Northern Elementary School Wendy Templin, Principal

1. **Reading:** We will increase the overall percentage of all Northern Elementary students in grades 3-5 so that there will be an increase in the number of students that will demonstrate proficiency by 3% in reading as measured by the MCA’s by the spring of 2017. Northern School will meet or exceed the State average and increase the individual student scores annually to lessen the achievement gap throughout the student population.
 - All Students- Grow from 52.6% to 55.6%
 - 3rd Grade – Grow from 46.5% to 49.5%
 - 4th Grade – Grow from 48.9% to 51.9%
 - 5th Grade – Grow from 62.5% to 65.5%
 - All American Indian Students – 36.6% to 39.6%
 - All Free/Reduced Students -33.3% to 36.3%
 - All Special Education Students – 22.5% to 25.5%
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 by 3% in mathematics as measured by the MCA-III’s by the spring of 2017. Northern School

will meet or exceed the State average and increase the individual student scores annually to lessen the achievement gap throughout the student population.

- All Students- Grow from 63% to 66%
 - 3rd Grade – Grow from 70.3% to 73.3%
 - 4th Grade – Grow from 66.3% to 69.3%
 - 5th Grade – Grow from 52.1% to 55.1%
 - All American Indian Students – 56.1% to 59.1%
 - All Free/Reduced Students – 46.3% to 49.3%
 - All Special Education Students – 42.5% to 45.5%
3. **Science:** We will increase the overall percentage of all Northern Elementary students in grade 5 so that there will be an increase in the number of students that will demonstrate proficiency by 3% in science as measured by the MCA-II's by the spring of 2016. Northern School will meet or exceed the State average and increase the individual student scores annually to lessen the achievement gap throughout the student population.
- 5th Grade – Grow from 60.2% to 63.2%
 - All American Indian Students – 50% to 53%
 - All Free/Reduced Students – 37.1% to 40.1%
 - All Special Education Students – 38.5% to 41.5%
4. **Responsive Classroom:** We will increase the overall climate of Northern Elementary as a safe and welcoming school by implementing Responsive Classroom to reduce office referrals and assaults by 10% during the 2016-2017 school year. Baseline Data: Monthly discipline records.

Oshki Manidoo School Tama Wesely, Principal

1. **Reading:** In Oshki Manidoo School the “ALL” students group will increase their proficiency from 0 students proficient on the MCA in reading in the Spring of 2016 to at least 1 student proficient in the Spring of 2017 as measured by the MCA in Reading.
2. **Math:** In Oshki Manidoo School the “ALL” students group will increase their proficiency from 0 students proficient on the MCA in math in the Spring of 2016 to at least 1 student proficient in the Spring of 2017 as measured by the MCA in Math.
3. **Graduation Rate:** In the Oshki Manidoo School “ALL” student groups 50% of the students enrolled for 90 days or more will earn at least 1 credit toward graduation. (Baseline data: Prior to the 2016-2017 school year, students earned credit hours toward core courses. No students have completed credits while attending Oshki School.)

Paul Bunyan Elementary School Kathy VanWert, Principal

1. **Reading:** Using the AIMSweb Letter Sound Fluency Assessment, 65% of our students will obtain the Spring Benchmark of 33: in the fall of 2016 2% of our students have reached the Spring Benchmark and in spring of 2017 65% will reach the Spring Benchmark.
2. **Reading:** Using the AIMSweb Phoneme Segmentation Assessment, 65% of our students will obtain the Spring Benchmark of 41. The assessment will be given in the winter of 2017 and spring 2017.
3. **Math:** Using the AIMSweb Number Identification Assessment: in the fall of 2016 9% of our students have reached the Spring Benchmark and in spring of 2017 65% will reach the Spring Benchmark of 55.
4. **Math:** Using the AIMSweb Quantity Discrimination Assessment, 65% of our students will obtain the Spring Benchmark of 25: in the fall of 2016 17% of our students reached the Spring Benchmark and in spring of 2017 65% will reach the Spring Benchmark.

Solway Elementary School Tama Wesely, Principal

1. **Reading:** The percentage of “*ALL Students*” enrolled at Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA reading test will increase by 3%, from 61.8% in 2016 to 64.8% in 2017.
 - The percentage of American Indian students enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test will increase from 18.2% in 2016 to 21.2% in 2017.
 - The percentage of Special Education students enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test will increase from 10% in 2016 to 13% in 2017.
 - a. To support all students **Reading Well by Third Grade**, Solway Elementary School in grades 1 and 2 will improve their reading in the following:
 - Grades 1 will improve Curriculum Based Measurement percentage meeting Tier 1 from 71 % in the spring of 2016 to 73% in spring 2017; as measured by AIMSweb.
 - Grade 2 students will improve their overall Mean RIT score from 185.0 in the spring of 2016 to 191.6 in spring 2017; as measured by NWEA MAP.
2. **Math:** The percentage of “*ALL Students*” enrolled in Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA math test will increase by 4%, from 59.8% in 2016 and 63.8% in 2017.
 - The percentage of American Indian students enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA math test will increase from 27.3% in 2016 to 31.3% in 2017.
 - The percentage of Special Education students enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test will increase from 20% in 2016 to 24% in 2017.
3. **Attendance:** Solway Elementary School will increase student attendance by 1%, from 94.86% at the end of the 2015-2016 school year, to 95.86% by the end of the 2016-2017 school year.

BEMIDJI AREA SCHOOLS
Building School Improvement Plan
Academic Year 2016-2017

Building Alternative Education Center (AEC)

Building Principal Tami Wesely

School Improvement Site Team Chair Brian Murphy

Building School Improvement Site Team Members:

Tami Wesely

Jean Benner

Brian Murphy

Erica Hubert

Heather Ritchie

Robert Beckstrom

2016-2017 School Improvement SMART Goals:

- 1** Reading:
Bemidji Alternative Education Center students will increase their MCA Reading test proficiency scores from 37.5% in the Spring of 2016 to 42% in the Spring of 2017.
- 2** Math:
Bemidji Alternative Education Center students will increase their MCA Math test proficiency scores from 5% in the Spring of 2016 to 10% in the Spring of 2017.
- 3** Graduation Rate:
The AEC will increase the number of completed credit referrals from BHS dual enrolled students 10% from 28% in the Spring of 2016 to 38% in the Spring of 2017.

2016-2017 School Improvement Goals

School Improvement Goal #1:
Reading Bemidji Alternative Education Center students will increase their MCA Reading test proficiency scores from 37.5% in the Spring of 2016 to 42% in the Spring of 2017.
Baseline Data used To Select Goal:
Spring 2016 MCA data was used.
Desired Result:
An increase in the percentage of students passing the MCA test in reading. The purpose is to prepare students to function successfully in a post-secondary/ career environment.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Staff will utilize state, regional, and district development opportunities. AEC staff members will attend the 2017 Minnesota Association of Alternative Programs (MAAP) conference.
Staff Development Activities:
AEC staff members will attend the MAAP conference. Staff will work to incorporate the Edgenuity online learning program into the main curriculum at the AEC.
Evidence of Teacher Learning and Improved Student Performance:
Observation of techniques applied and increased student reading scores will measure effectiveness.

2016-2017 School Improvement Goals

School Improvement Goal #2:
Math: Bemidji Alternative Education Center students will increase their MCA Math test proficiency scores from 5% in the Spring of 2016 to 10% in the Spring of 2017.
Baseline Data used To Select Goal:
Spring 2016 MCA data was used.
Desired Result:
A larger percentage of students will pass the MCA test in Math. The purpose is to provide students with the skills necessary to be successful in post-secondary/career settings.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Staff will utilize state, regional, and district development opportunities.
Staff Development Activities:
AEC staff members will attend the MAAP conference. Staff will work to incorporate the Edgenuity online learning program into the main curriculum at the AEC.
Evidence of Teacher Learning and Improved Student Performance:
Observation of techniques applied and increased student Math MCA scores will measure effectiveness.

2016-2017 School Improvement Goals

School Improvement Goal #3:
Graduation Rate: The AEC will increase the number of completed credit referrals from BHS dual enrolled students 10% from 28% in the Spring of 2016 to 38% in the Spring of 2017.
Baseline Data used To Select Goal:
The baseline data used will be the District graduation rate data and the 2015-2016 list of dual enrolled students referred to the AEC program from BHS.
Desired Result:
A 5% increase to the “On Time” graduation rate for the Bemidji School District ISD 31.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Staff will incorporate and utilize Edgenuity online learning programs as well as Google Classroom to give students enrolled at AEC additional pathways for earning credit, thus creating pathways to an “on-time” graduation.
Staff Development Activities:
Staff will work to align online and independent study curriculum to better meet the needs of diverse learners at the AEC. Staff will create and maintain a shared concurrent student referral list and track progress of students at AEC.
Evidence of Teacher Learning and Improved Student Performance:
The dual enrolled student’s referral completion data will be used to measure success.

BEMIDJI AREA SCHOOLS
Building School Improvement Plan
Academic Year 2016-2017

Building Bemidji High School

Building Principal Brian Stefanich

School Improvement Site Team Chair Lynn Falk

Building School Improvement Site Team Members:

Brian Stefanich

Jason Stonach

Ranae Seykora

Bob Czech

Jen Voge

Kelley Hengel

Lynn Falk

Ann Bardwell

Amy Sheffield

Jackie Deer

Carly Chaffee

All BHS Department Chairs

2016-2017 School Improvement SMART Goals:

- 1** Bemidji High School students will improve attendance rates from 89.45% to 95% for all students by the conclusion of the 2016-2017 school year measured by Skyward attendance.
- 2** Bemidji High School staff and students will improve the 11th grade all student math scores from 56.4% to 60% proficiency in the Geometry and Measurement strand on the spring MCA in 2017.
- 3** Bemidji High School staff and students will improve 11th grade Special Education math scores from 16.7% proficiency to 20.0% proficiency in the spring of 2017 on the MCA.
- 4** Bemidji High School staff and students will improve 10th grade Special Education reading scores from 27.3% proficiency to 30.0% proficiency in the spring of 2017 on the MCA.
- 5** Bemidji High School staff and students will improve our graduation rate as measured by MDE's four-year calculations and increase from 86.2% to 90% for all students for the 2016-2017 school year.

2016-2017 School Improvement Goals

School Improvement Goal #1:
Bemidji High School students will improve attendance rates from 89.45% to 95% for all students by the conclusion of the 2016-2017 school year measured by Skyward attendance.
Baseline Data used To Select Goal:
<p>Skyward attendance reports including all excused and unexcused absences for the past three years:</p> <p>2015-2016 89.45%</p> <p>2014-2015 89.59%</p> <p>2013-2014 90.30%</p>
Desired Result:
Bemidji High School student attendance will increase to 95% or higher in an effort to also increase student achievement.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
<ul style="list-style-type: none"> • All departments have created an attendance goal, and individual teachers have a SMART goal to increase attendance in their classes. • Teachers will receive training on Edgenuity online to provide test prep remediation and supplementary instruction in all core subject areas. • Teachers will receive training in Positive Behavior Interventions and Supports (PBIS) to improve school culture, reduce behavior issues, and create school pride. • Teachers and paraprofessionals will receive training in ALICE (Alert, Lockdown, Inform, Counter, Evacuate), to make informed decisions in the event of a violent act in the school. • Select teachers and paraprofessionals will be trained in CPI (Crisis Prevention Intervention) in order to have de-escalation strategies to use when students are acting out. • . All teachers will be trained in Viewpoint, a data warehouse. • As technology becomes available, (SMARTboards, ipads, LCD projectors, doc cams, etc.) and teaching platforms for blended model instruction such as D2L are explored, teachers will be provided professional development. These tools increase student engagement and prepare them for 21st century skills in the workplace. • A District team will attend MEIRS training, and reports will be distributed to Student Support. Teams including RTI, and Homeroom teachers to put interventions in place for students needing extra support. • BHS and NTC and community manufacturing companies will expand course offerings and employment opportunities to provide pathways for trades certification and post-secondary credit. • BHS and NTC will increase CNA classes to allow more high school students the opportunity to be Certified Nursing Assistants. • Six “Bemidji Career Academies” will be launched this year to provide pathways to careers. These academies include, Light, Sound, and Video Technician, Mechatronics, Health Careers, Business Management, Construction Trades, and Project Lead the Way.

Staff Development Activities:
<ul style="list-style-type: none"> • Staff will continue to reinforce PBIS concepts to continually improve school culture. • The staff will lead weekly homeroom activities to improve school culture and prepare students from the next step after high school using Ramp up to Readiness curriculum. • All BHS teachers will have opportunities to attend staff development meetings or conferences to address best practices in the classroom ensuring curriculum benchmarks are met. • Staff will receive staff development training on: suicide prevention and the early onset of mental illness. • All teachers in all areas of study will become familiar with the MCA math test and will receive training on interpretation of test data from the MCA and MAP tests. • Teachers will learn to apply best practice in curriculum planning to create safety nets to increase academic success. Students will be placed into math classes that will prepare them to pass MCA tests. • All BHS teachers will focus on teaching for the standards and benchmarks in their subject areas. • MAP testing of 9th grade students for prescriptive placement will be used to guide instructions through interpretation of data. • Teacher trainings to include “Ramp up to Readiness” training. This curriculum prepares students for the next step after high school and helps foster a positive relationship with a caring adult. Teacher trainings also include staff development in reading strategies for increased comprehension across the curriculum. • Teachers will receive training in technology tools for teaching and increasing student engagement and skills for 21st Learners. • Teachers will be key stakeholders in developing strong academies and they will meet and collaborate with post secondary institutions as well as community partners.
Evidence of Teacher Learning and Improved Student Performance:
<p>Attendance will increase to 95% and proficiency on standardized assessments will increase for all students.</p> <ul style="list-style-type: none"> • Increased attendance • Increased graduation rates • Improved student performance on summative assessments: MAP, ACT, Accuplacer, MCA • Professional growth plans and reflective statements. • PLC work to collaborate and increase student achievement. • Attendance will increase to 95% and proficiency on standardized assessments will increase for all students.

2016-2017 School Improvement Goals

School Improvement Goal #2:
<p>Bemidji High School staff and students will improve the 11th grade all student math scores from 56.4% to 60% proficiency in the Geometry and Measurement strand on the spring MCA in 2017.</p>
Baseline Data used To Select Goal:

Data Source: 2016 MCA math test and MMR reports.
Desired Result:
Improve the 11 th grade math scores from 56.4% to 60% proficiency in the Geometry and Measurement strand on the spring MCA in 2017. A focus on Geometry and Measurement will increase math MCA scores for all students.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
<ul style="list-style-type: none"> • Staff will receive Google Classroom training. • Staff training will focus on formative assessment. • Math department will meet daily/weekly as a PLC to work on common assessments and strategies for developing lessons for geometry and measurement. • All teachers in all areas of study will become familiar with the MCA math test and will receive training on interpretation of test data from the MCA and MAP tests. • Teachers will learn to apply best practice in curriculum planning to create safety nets of academic support. Students will be placed into math classes that will prepare them to pass MCA tests. • All BHS teachers will focus on teaching for the standards and benchmarks in their subject areas. • MAP testing of 9th grade students for prescriptive placement will be used to guide instruction through interpretation of data. • Teachers will receive training on Edgenuity to provide test prep remediation and supplementary math instruction. • All teachers will be trained in Viewpoint, a data warehouse. • As technology becomes available, (SMARTboards, ipads, LCD projectors, doc cams, etc.) and teaching platforms for blended model instruction such as D2L are explored, teachers will be provided professional development. These tools increase formative assessment options to increase student engagement and prepare them for 21st century skills in the workplace. • Special education math teachers will be trained in Math 180 and provide the course to students who qualify.
Staff Development Activities:
<ul style="list-style-type: none"> • The Math PLC will continue for the purpose of improving instructional practices to increase student achievement. • Staff will be trained to interpret data and gear teaching practices to improve math, reading, and writing scores. • Staff will continue to reinforce PBIS concepts to continually improve school culture. • The staff will lead weekly homeroom activities to improve school culture and prepare students from the next step after high school using Ramp up to Readiness curriculum. • All BHS teachers will have opportunities to attend staff development meetings or conferences to address best practices in the classroom ensuring curriculum benchmarks are met.

- Staff will receive staff development training on: suicide prevention and the early onset of mental illness
- Staff training will focus on formative assessment.
- There will be Google Drive Classroom training for all staff.

Evidence of Teacher Learning and Improved Student Performance:

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

2016-2017 School Improvement Goals

School Improvement Goal #3:

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

Baseline Data used To Select Goal:

Data Source: 2016 MCA math test and MMR reports.

Desired Result:

Improve the 11th grade Special Education math scores from 16.7% proficiency rate to 20.0% proficiency on the spring MCA in 2017. Improved student test scores and passing ratio due to implementing a change in curriculum: Math 180, and My Path in Edgenuity is a new system for students in special education to improve foundation skills in math.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):

- Staff will receive Google Classroom training.
- Staff training will focus on formative assessment.
- All teachers in all areas of study will become familiar with the MCA math test and will receive training on interpretation of test data from the MCA and MAP tests.
- Teachers will learn to apply best practice in curriculum planning to create safety nets of academic support. Students will be placed into math classes that will prepare them to pass MCA tests.
- All BHS teachers will focus on teaching for the standards and benchmarks in their subject areas.

- MAP testing of 9th grade students for prescriptive placement will be used to guide instruction through interpretation of data.
- Teachers will receive training on Edgenuity to provide test prep remediation and supplementary math instruction.
- Teachers will receive training in Positive Behavior Interventions and Supports (PBIS) to improve school culture, reduce behavior issues, and create school pride.
- All teachers will be trained in Viewpoint, a data warehouse.
- As technology becomes available, (SMARTboards, ipads, LCD projectors, doc cams, etc.) and teaching platforms for blended model instruction such as D2L are explored, teachers will be provided professional development. These tools increase formative assessment options to increase student engagement and prepare them for 21st century skills in the workplace.
- Special education math teachers will be trained in Math 180 and Edgenuity (My Path) and provide the course to students who qualify.
- Special education math teachers will focus on geometry and measurement lessons to increase proficiency on that strand, thereby increasing overall scores on the MCA.

Staff Development Activities:

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

Evidence of Teacher Learning and Improved Student Performance:

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

2016-2017 School Improvement Goals

School Improvement Goal #4:
Bemidji High School staff and students will improve 10 th grade Special Education reading scores from 27.3% proficiency to 30.0% proficiency in the spring of 2017 on the MCA.
Baseline Data used To Select Goal:
Data Source: 2016 MCA reading test and MMR reports
Desired Result:
Improve 10 th grade Special Education reading scores from 27.3% proficiency to 30.0% proficiency in the spring of 2017 on the MCA.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
<ul style="list-style-type: none"> • Staff trainings will include reading strategies for comprehension improvement skills to be used across the curriculum. • Staff will utilize the knowledge and expertise of the Indian Career Advisor and Liaison to increase awareness of cultural concerns at BHS. • All teachers in all areas of study will become familiar with the MCA reading test and will receive training on interpretation of test data from the MCA and MAP tests. • Teacher will receive training on Edgenuity to provide test prep remediation and supplementary reading instruction for low performing students. • Teachers will receive training in Positive Behavior Interventions and Supports (PBIS) to improve school culture, reduce the number of behavior violations, and create school pride. • All teachers will be trained in Viewpoint, a data warehouse. • As technology becomes available, (SMARTboards, ipads, LCD projectors, doc cams, etc.) and teaching platforms for blended model instruction such as D2L are explored, teachers will be provided professional development. These tools increase student engagement and prepare them for 21st century skills in the workplace. • Staff trainings will focus on formative assessments, how to use data to improve lessons, TAT/CST process, and strategies to increase attendance. • Paraprofessionals and teachers will utilize Infinitac to get web -based training on disability specific issues.
Staff Development Activities:
<ul style="list-style-type: none"> • An English department PLC will continue for the purpose of improving instructional practices to increase student achievement. • Teachers will interpret data and gear teaching practices to improve math, reading, and writing scores. • Teachers will continue to reinforce PBIS concepts. • The staff will lead weekly homeroom activities to improve school culture and prepare students for a career or a post-secondary experience after high school.

<ul style="list-style-type: none"> • All BHS teachers will have opportunities to attend staff development meetings or conferences to address best instructional practices in the classroom ensuring curriculum benchmarks are met. • All staff will receive staff development on: suicide prevention and early onset of mental illness. • Staff trainings will focus on the use of formative assessment and creating re-teaching opportunities.
Evidence of Teacher Learning and Improved Student Performance:
<ul style="list-style-type: none"> • Teachers will focus on student learning and will effectively guide students through content by setting objectives, using formative assessment and providing feedback to students. • Teachers will use formative assessment and define re-teaching strategies. • Students will meet or exceed the goals set for improving reading scores. Success in this area should also translate into better learning in all areas. • Administrative walk through visits, professional growth plans, and formal observations will provide teachers with feedback on how teachers are progressing in improved instruction. These visits also provide administrators with evidence of future staff development planning and training. • Indicators of improved student performance will include increased scores as measured by: MAP, MCA, Accuplacer, and ACT assessments.

2016-2017 School Improvement Goals

School Improvement 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 2016-2017.
Baseline Data used To Select Goal:
Baseline data included in the 2016 AYP/MMR report.
Desired Result:
Improve graduation rate for the class of 2017 to 90% or higher.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
<ul style="list-style-type: none"> • Teachers will receive training on Edgenuity online to provide test prep remediation and supplementary instruction in all core subject areas. • Teachers will receive training in Positive Behavior Interventions and Supports (PBIS) to improve school culture, reduce behavior issues, and create school pride. • Teachers and paraprofessionals will receive training in ALICE (Alert, Lockdown, Inform, Counter, Evacuate), to make informed decisions in the event of a violent act in the school. • Teacher trainings to include "Ramp up to Readiness" training. This curriculum prepares students for the next step after high school and helps foster a positive relationship with a caring adult.

- Select teachers and paraprofessionals will be trained in CPI (Crisis Prevention Intervention) in order to have de-escalation strategies to use when students are acting out.
- . All teachers will be trained in Viewpoint, a data warehouse.
- As technology becomes available, (SMARTboards, ipads, LCD projectors, doc cams, etc.) and teaching platforms for blended model instruction such as D2L are explored, teachers will be provided professional development. These tools increase student engagement and prepare them for 21st century skills in the workplace.
- A District team will attend MEIRS training, and reports will be distributed to Student Support. Teams including RTI, and Homeroom teachers to put interventions in place for students needing extra support.
- BHS and NTC and community manufacturing companies will expand course offerings and employment opportunities to provide pathways for trades certification and post-secondary credit.
- BHS and NTC will increase CNA classes to allow more high school students the opportunity to be Certified Nursing Assistants.
- Six “Bemidji Career Academies” will be launched this year to provide pathways to careers. These academies include, Light, Sound, and Video Technician, Mechatronics, Health Careers, Business Management, Construction Trades, and Project Lead the Way.

Staff Development Activities:

- Staff will continue to reinforce PBIS concepts to continually improve school culture.
- The staff will lead weekly homeroom activities to improve school culture and prepare students from the next step after high school using Ramp up to Readiness curriculum.
- All BHS teachers will have opportunities to attend staff development meetings or conferences to address best practices in the classroom ensuring curriculum benchmarks are met.
- Staff will receive staff development training on: suicide prevention and the early onset of mental illness.
- All teachers in all areas of study will become familiar with the MCA math test and will receive training on interpretation of test data from the MCA and MAP tests.
- Teachers will learn to apply best practice in curriculum planning to create safety nets to increase academic success. Students will be placed into math classes that will prepare them to pass MCA tests.
- All BHS teachers will focus on teaching for the standards and benchmarks in their subject areas.
- MAP testing of 9th grade students for prescriptive placement will be used to guide instructions through interpretation of data.
- Teacher trainings to include “Ramp up to Readiness” training. This curriculum prepares students for the next step after high school and helps foster a positive relationship with a caring adult. Teacher trainings also include staff development in reading strategies for increased comprehension across the curriculum.
- Teachers will receive training in technology tools for teaching and increasing student engagement and skills for 21st Learners.
- Teachers will be key stakeholders in developing strong academies called Bemidji Career Academies, and teachers will meet and collaborate with post secondary institutions as well as community partners.

Evidence of Teacher Learning and Improved Student Performance:

- Increased graduation rates
- Improved student performance on summative assessments: MAP, ACT, Accuplacer, MCA
- Professional growth plans and reflective statements.
- PLC work to collaborate and increase student achievement.
- Students will register and complete certifications in the new Bemidji Career Academies.

BEMIDJI AREA SCHOOLS
Building School Improvement Plan
Academic Year 2016-2017

Building Bemidji Middle School

Building Principal Drew Hildenbrand

School Improvement Site Team Chair Brandon Bjerknes

Building School Improvement Site Team Members:

<u>Keven Waller</u>	<u>Brandon Bjerknes</u>
<u>Mark Studer</u>	<u>Maura Johnson</u>
<u>Doug Johnson</u>	<u>Drew Hildenbrand</u>
<u>Kyle McMartin</u>	<u>Stephen Schreiber</u>
<u>Becky Skipper</u>	<u>Andra Vaughn</u>
<u>Nina Lubarski</u>	<u>Ross Randall</u>
<u>Nissa Tharaldson</u>	<u>Scott Schuette</u>
<u>Todd Djonne</u>	<u>Melinda Phillips</u>

2016-2017 School Improvement SMART Goals:

- 1** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in mathematics from 65.6% in the spring of 2016 to 67% in the spring of 2017 as measured by the MCA-III. (increase of 1.4%)
- 2** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in reading from 63.9% in the spring of 2016 to 65% in the spring of 2017 as measured by the MCA-III. (increase of 1.1%)
- 3** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in science from 48.8% in the spring of 2016 to 51.8% in the spring of 2017 as measured by the MCA-III. (increase of 3%)
- 4** Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in Informational Text/Non-Fiction reading percentage from 58.7% in the spring of 2016 to 62.5% in the spring of 2017 as measured by the 2017 MCA-III Reading Test. (Increase of 3.8%)
- 5** Students at Bemidji Middle School in the “All-Students” group will increase their attendance rate from 94.34% to 95% in the spring of 2017 as measured by Skyward.

2016-2017 School Improvement Goals

School Improvement Goal #1:
<p>Math: Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in mathematics from 65.6% in the spring of 2016 to 67% in the spring of 2017 as measured by the MCA-III. (increase of 1.4%)</p> <p>Goal A1: Students at Bemidji Middle School will increase proficiency in American Indian, Free & Reduced Lunch and Special Education subgroups in mathematics to close achievement gaps as measured by the spring 2016 MCA-III.</p> <p style="padding-left: 40px;">Grades 6-8 American Indian – 42.5% to 47.5% (increase of 5%)</p> <p style="padding-left: 40px;">Grades 6-8 Free and Reduced – 51.6% to 55% (increase of 3.4%)</p> <p style="padding-left: 40px;">Grades 6-8 Special Education – 25.0% to 30.0% (Increase by 5%)</p>
Baseline Data used To Select Goal:
2016 MCA-III Math Results
Desired Result:
A 1.4% improvement in our overall math scores according to the 2017 MCA Results. We also want to see our American Indian scores increase by 5%, Special Education increase by 5% and Free and Reduced increase by 3.4%.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
BMS Staff will gain insight and knowledge on best practice of teaching math skills; including algebra, data analysis and probability, geometry and measurement and number and operations.
Staff Development Activities:
<ul style="list-style-type: none"> ▪ Math teachers will have monthly grade level meeting to look at curriculum horizontally and vertically. ▪ Further develop yearly calendars to ensure standards are all taught prior to taking the MCA test including TransMath curriculum. ▪ Introduce and study Edgenuity and use it in the math classrooms ▪ Align the TransMath curriculum with the MN state standards
Evidence of Teacher Learning and Improved Student Performance:
Continued success on tests and exit slips throughout the school year and use of the technology to increase student understanding and motivation for learning.

2016-2017 School Improvement Goals

School Improvement Goal #2:
<p>Reading: Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in reading from 63.9% in the spring of 2016 to 65% in the spring of 2017 as measured by the MCA-III. (increase of 1.1%)</p> <p>Goal B1: Students at Bemidji Middle School will increase proficiency in American Indian, Free & Reduced Lunch and Special Education subgroups in reading to close achievement gaps as measured by the spring 2016 MCA-III.</p>

<p>Grades 6-8 American Indian – 44.3% to 49.3% (increase of 5%)</p> <p>Grades 6-8 Free and Reduced – 49.9% to 54.9% (increase of 5%)</p> <p>Grades 6-8 Special Education – 28.4% to 33.4% (increase of 5%)</p>
Baseline Data used To Select Goal:
2016 MCA-III Reading Results
Desired Result:
A 1.1% improvement in our overall math scores according to the 2017 MCA Results. We also want to see our American Indian scores increase by 5%, Special Education increase by 5% and Free and Reduced increase by 5%.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
BMS Staff will gain insight and information regarding best practice methods of teaching reading comprehension, vocabulary and literature. All staff will also focus on best practices for increasing nonfiction/Informational text understanding.
Staff Development Activities:
<ul style="list-style-type: none"> ▪ Reading teachers will have monthly grade level meeting to look at curriculum horizontally and vertically. ▪ Teachers facilitate individual goal setting with students and continue to monitor and revisit the goal quarterly. ▪ Meetings to focus on informational text and writing. ▪ Special Education alignment in Academic Enrichment classes ▪ The addition of literature circles in 6th grade ▪ Language arts and science teachers will collaborate to develop a non-fiction scientific reading lesson focused on Earth and Space.
Evidence of Teacher Learning and Improved Student Performance:
Students will have goals for success in Language arts. Teachers will review goals on a regular basis to ensure students are on track to meet their goal targets.

2016-2017 School Improvement Goals

School Improvement Goal #3:
<p>Science: Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in science from 48.8% in the spring of 2016 to 51.8% in the spring of 2017 as measured by the MCA-III. (increase of 3%)</p> <p><i>Goal C1:</i> Students at Bemidji Middle School will increase proficiency in American Indian subgroups in science to close achievement gaps as measured by the spring 2017 MCA-III.</p> <p>Grade 8 American Indian – 18.3% to 20% (increase of 1.7%)</p>
Baseline Data used To Select Goal:
2016 MCA Science Results
Desired Result:
A 3% improvement in our overall science scores according to the 2016 MCA Results.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
BMS Staff will gain insight and information regarding best practice methods of teaching science concepts. All staff will also focus on best practices for increasing nonfiction/Informational text understanding.
Staff Development Activities:
<ul style="list-style-type: none"> Science teachers will have bi-monthly meetings to refine curriculum implementation calendars. Science teachers will develop opportunities to enhance informational text in the writing process Language arts and science teachers will collaborate to develop a non-fiction scientific reading lesson focused on Earth and Space. All students will have a review of science concepts prior to the MCA testing
Evidence of Teacher Learning and Improved Student Performance:
A 3% improvement in our overall science scores according to the 2016 MCA Results.

201-2017 School Improvement Goals

School Improvement Goal #4:
<i>Social Studies and Allied Arts:</i> Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in Informational Text/Non-Fiction reading percentage from 58.7% in the spring of 2015 to 62.5% in the spring of 2016 as measured by the 2017 MCA-III Reading Test. (Increase of 3.8%)
Baseline Data used To Select Goal:
2016 MCA-III Reading Results
Desired Result:
A 3.8% improvement in proficiency in Informational Text/Non-Fiction reading percentage for all students.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Increase Informational Text/Non-Fiction reading scores
Staff Development Activities:
<ul style="list-style-type: none"> Increase Informational Text/Non-Fiction reading percentage school wide by developing additional writing/reading passages in all content areas. Language arts and science teachers will collaborate to develop a non-fiction scientific reading lesson focused on Earth and Space. In-service for further use of Google Docs
Evidence of Teacher Learning and Improved Student Performance:

End of the quarter writing assignments in all allied arts classes. We will also show improvement on MCA reading scores, specifically informational text.
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2016-2017 School Improvement Goals

School Improvement Goal #5:

Attendance: Students at Bemidji Middle School in the “All-Students” group will increase their attendance rate from 94.34% to 95% in the spring of 2017 as measured by Skyward. (increase of .66%)
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Baseline Data used To Select Goal:

MARSS Data from 2016

Desired Result:

To match the school district goal of 95%
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Means to Achieve the School Improvement Goal

Staff Development Goal(s):

BMS will implement a SPARK program. Teachers will support and monitor students throughout the school year in an attempt to increase days attended.
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Staff Development Activities:

Meet 2 times in the first month to properly launch the program. Teachers will meet with students on a weekly basis to monitor their progress throughout the school year.
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Evidence of Teacher Learning and Improved Student Performance:
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Attendance will improve; resulting in more days attended yielding better results in school work.
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BEMIDJI AREA SCHOOLS
Building School Improvement Plan
Academic Year 2016-2017

Building Bemidji Youth Learning and Working (BYLaW)

Building Principal Tami Wesely

School Improvement Site Team Chair Shannon Heifort

Building School Improvement Site Team Members:

<u>Shannon Heifort</u>	<u>Eric Niskanen</u>
<u>Tami Wesely</u>	<u>Matt Peabody</u>
<u>Joe Prokup</u>	<u>Romi Rudolph</u>
<u>Meredith Kehoe</u>	

2016-2017 School Improvement SMART Goals:

- 1** In Bemidji BYLaW Program, the “ALL Students” group will increase their proficiency on the MCA from 1 student passing in the spring of 2016 to at least 2 students passing in the spring of 2017 as measured by the MCA Reading test for students enrolled October 1.
 - A. The BYLaW students will increase reading scores by an average of 1.3 GE for each year of instruction. STAR Reading pre and post test scores will be used to measure growth.
- 2** In Bemidji BYLaW Program, the “ALL Students” group will increase their proficiency on the MCA tests from 0 passing in the spring of 2016 to at least 1 passing in the spring of 2017 as measured by the MCA Math test for students enrolled October 1.
 - A. The BYLaW students will increase math scores by an average of 1.3 GE for each year of instruction. STAR Math pre and post test scores will be used to measure growth.
- 3** During the 2016-2017 school year, 0 students will miss more than 20 days of school without valid excuses. (Baseline data: In the BYLaW Program at the conclusion of the 2016-2017 school year, 5 students missed more than 20 days during the school year without valid excuses, with an average of 36.82).

2016-2017 School Improvement Goals

School Improvement Goal #1:
In Bemidji BYLaW Program, the “ALL Students” group will increase their proficiency on the MCA from 1 student passing in the spring of 2016 to at least 2 students passing in the spring of 2017 as measured by the MCA Reading test for students enrolled October 1. A. The BYLaW students will increase reading scores by an average of 1.3 GE for each year of instruction. STAR Reading pre and post test scores will be used to measure growth.
Baseline Data used To Select Goal:
Results of the Spring 2016 MCA and STAR assessments are used as baseline data.
Desired Result:
All students will demonstrate growth in their reading skills leading to a higher percentage of proficiency on the MCA assessments.

Means to Achieve the School Improvement Goal

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

2016-2017 School Improvement Goals

School Improvement Goal #2:
In Bemidji BYLaW Program, the “ALL Students” group will increase their proficiency on the MCA tests from 0 passing in the spring of 2016 to at least 1 passing in the spring of 2017 as measured by the MCA Math test for students enrolled October 1. B. BYLaW students will increase math scores by an average of 1.3 GE for each year of instruction. STAR Math pre and post test scores will be used to measure growth.
Baseline Data used To Select Goal:
Results of the Spring 2016 MCA and STAR assessments are used for baseline data.
Desired Result:
All students will demonstrate growth in math skills leading to increased proficiency on the MCA tests.

Means to Achieve the School Improvement Goal

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

2016-2017 School Improvement Goals

School Improvement Goal #3:
During the 2016-2017 school year, 0 students will miss more than 20 days of school without valid excuses. (Baseline data: In the BYLaW Program at the conclusion of the 2016-2017 school year, 5 students missed more than 20 days during the school year without valid excuses, with an average of 36.82).
Baseline Data used To Select Goal:
2016 MDE data was used as a baseline for documentation of unexcused absences exceeding 20 days.
Desired Result:
Through initiatives in the BYLaW program, students will improve their attendance and parents will actively involved in monitoring absences.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Staff will incorporate researched based strategies to motivate and engage students in learning. State, regional, and local staff development opportunities will be available for teachers.
Staff Development Activities:
Staff will develop attendance incentives to encourage students to improve attendance. Case managers will increase communication with parents to monitor absences. The Edgenuity program will be added as an option to increase motivation.
Evidence of Teacher Learning and Improved Student Performance:
Observations and implementation of techniques learned and increased attendance will be used to determine improvements.

BEMIDJI AREA SCHOOLS
Building School Improvement Plan
Academic Year 2016-2017

Building Central Elementary

Building Principal Patricia Welte

School Improvement Site Team Chair Vince Collyard

Building School Improvement Site Team Members:

Christine Christiansen

Vince Collyard

Kelli Jensen

Patricia Welte

Ashley Willard

Katie Brandt

Brad Johnson

Laci Podmore

Terri Forseth

Kelly Blair

2016-2017 School Improvement SMART Goals:

1 Reading

The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 49% in Spring 2016 to 52% in Spring 2017 as measured by the MCA Reading Assessment.

1a. The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary will increase from 41.8% in Spring 2016, to 44.8% in Spring 2017 as measured by the MCA / MTAS Reading Assessment.

1b. The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary will increase from 40% in Spring 2016, to 43% in Spring 2017, as measured by the MCA Reading Assessment.

To support all students Reading Well by Third Grade:

- Kindergarten students will improve the Letter Sound Fluency percentage meeting Tier 1 from 52.5% in Fall 2016 to 60% in Spring 2017, as measured by AIMSweb assessment.
- First grade students will improve the Nonsense Word Fluency percentage meeting Tier 1 from 49% in Fall 2016 to 54% in Spring 2017, as measured by AIMSweb assessment.
- Second grade students will improve their Mean RIT score in Reading from 165.4 in Fall 2016 to 183.9 in Spring 2017.

2 Math

The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 54.9% in Spring 2016, to 57.9% in Spring 2017, as measured by the MCA III Math Assessment.

2a. The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary, will increase from 50.7% in Spring 2016, to 53.7% in Spring 2017, as measured by MCA / MTAS Math Assessment.

2b. The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary, will increase from 44% in Spring 2016, to 47% in Spring 2017, as measured by MCA Math Assessment

To support all students in achieving math growth:

- Kindergarten students will improve the Quantity Discrimination percentage meeting Tier 1 from 54% in Fall 2016 to 60% in Spring 2017, as measured by AIMSweb assessment.
- First Grade students will improve the Number Identification percentage meeting Tier 1 from 56% in Fall 2016 to 61% in Spring 2017, as measured by AIMSweb assessment.
- Second grade students will improve their Mean RIT score in Math from 168.9 in Fall 2016 to 183.9 in Spring 2017.

3 Safe and Welcoming Environment

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

2016-2017 School Improvement Goals

School Improvement Goal #1:
The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 49% in Spring 2016 to 52% in Spring 2017 as measured by the MCA Reading Assessment.
Baseline Data used To Select Goal:
MCA III Reading proficiency of all students, grades 3-5, at Central Elementary, was 49% in Spring 2016.
Desired Result:
The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 49% in Spring 2016 to 52% in Spring 2017 as measured by the MCA Reading Assessment.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Central Elementary staff, grades K-5 will: <ul style="list-style-type: none">• Collaborate twice monthly using data: MAP, MCA, AIMSweb, Houghton-Mifflin reading assessment, along with student work and teacher observation• Guided Reading will be implemented school-wide• Reading Recovery for Grade 1• Leveled Literacy for Grades 2-4 will continue to be implemented• Minnesota Reading Corps program will also be utilized in grades K-3• Title 1 staff will provide small group interventions• Fountas and Pinnell Benchmark Assessment Kits K-5
Staff Development Activities:
<ul style="list-style-type: none">• Teachers will continue flexible grouping, oral reading fluency practice, and frequent progress monitoring in grades K-5• Classroom teachers, Title 1, and Special Education teachers will collaborate regarding large group lessons and intervention strategies.• All grade level teachers and intervention specialists will collaborate using scope and sequence of curriculum. Using assessment data, teachers will distinguish students that need more individualized instruction.• Grade level teachers will meet monthly to collaborate and plan• Staff will be trained in the use of Think Central, the Houghton-Mifflin technology component.• K-5 Houghton-Mifflin reading materials will be used, focusing on leveled readers, flexible grouping, and intensive small group interventions. A collaborative, consistent effort for assessment and teaching strategies will be used grades K-5.• Classroom teachers, grades K-5, will provide a minimum of 120 minutes of reading instruction daily.• Nonfiction/informative books from the Central School library and the Guided Reading library will be emphasized in all classrooms.

- Teachers will implement RtI strategies during the school year. Individual teacher coaching and building level staff development will be provided by the district RtI specialist for grades K-5.
- All teachers are part of a literacy-based RtI team.
- Teachers will align reading curriculum to Common Core standards.
- Teachers will continue to implement “Student Engagement Strategies”, such as; Say Something, Write Something, Do Something.
- Benchmark screening data, all grade levels, will be used to determine groupings for interventions, at risk students, and progress.
- Staff will plan and develop Family Reading events by grade level.
- By grade level as appropriate, staff will implement Best Practices for letter sound fluency, vocabulary, phonemic awareness, and oral reading fluency.
- Kindergarten, first and second grade students will participate in a lending library program.
- Kindergarten families will be receiving a Kindergarten reading packet.
- The Responsive Classroom morning meetings will be held in each classroom to promote class involvement.
- Implementing technology using Chromebooks, iPads, and educational websites.

Evidence of Teacher Learning and Improved Student Performance:

The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 49% in Spring 2016 to 52% in Spring 2017 as measured by the MCA Reading Assessment.

2016-2017 School Improvement Goals

School Improvement Goal #2:

The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 54.9% in Spring 2016, to 57.9% in Spring 2017, as measured by the MCA Math Assessment.

Baseline Data used To Select Goal:

MCA III Math proficiency percentage of all students, grades 3-5, at Central Elementary, was 54.9% in Spring 2016.

Desired Result:

The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 54.9% in Spring 2016, to 57.9% in Spring 2017, as measured by the MCA Math Assessment.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
<p>Central Elementary staff, grades K-5, will:</p> <ul style="list-style-type: none"> • Collaborate using data twice monthly: MAP, MCA, AIMSweb and Houghton-Mifflin Expressions assessments. • Individual student math needs will be determined utilizing the data, as well as student work and teacher observation. • Staff will attend training in Houghton-Mifflin Expressions math curriculum.
Staff Development Activities:
<ul style="list-style-type: none"> • Classroom teachers, grades k-5, will provide 90 minutes of Math instruction daily, including math games to reinforce the skills. • All grade level teachers and intervention specialists will collaborate using scope and sequence Houghton-Mifflin Expressions curriculum. Using assessment data, teachers will distinguish students that need more individualized instruction in math. • Technology specialist will reinforce math concepts using math programs. • Math concepts will be integrated into other daily activities. • Homework/Remembering papers are sent regularly to encourage parents' participation in math, in everyday life. • Staff will explore and implement Best Practices based on grade level needs, including number identification, number and operations, and geometry. • Math literature will be integrated to supplement Houghton-Mifflin Expressions curriculum. • Teachers will be introduced to math strategies and interventions during RtI meetings. • Benchmark screening data will be used to guide instruction. • Staff will plan and develop Family Math events by grade level. • In RtI team settings K-5, staff will share data and assist in intervention planning for math. • Teachers will implement "Student Engagement Strategies". • Teachers will work to align math curriculum to Minnesota standards. • Kindergarten families will receive a math packet. • Teachers will continue training with P.A.L.S. (Peer Assisted Learning Strategies) math. • Morning meetings will be held in each classroom to promote class involvement.
Evidence of Teacher Learning and Improved Student Performance:
<p>The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 54.9% in Spring 2016, to 57.9% in Spring 2017, as measured by the MCA Math Assessment.</p>

2016-2017 School Improvement Goals

School Improvement Goal #3:
<u>Safe and Welcoming Environment</u> Central Elementary students, grades K-5, will reduce the number of students with 30+absences/tardies, from 34 in Spring 2016, to 24 in Spring 2017, as measured by the Attendance monitor.
Baseline Data used To Select Goal:
The number of students with 30+ absences/tardies, in Spring 2015, was 34.
Desired Result:
<u>Safe and Welcoming Environment</u> Central Elementary students, grades K-5, will reduce the number of students with 30+absences/tardies, from 34 in Spring 2016, to 28 in Spring 2017, as measured by the Attendance monitor.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Central Elementary students, grades K-5, will reduce the number of students with 30+absences/tardies, from 34 in Spring 2016, to 24 in Spring 2017, as measured by the Attendance monitor.
Staff Development Activities:
<ul style="list-style-type: none"> • Monthly attendance awards/certificates • All classroom teacher received Responsive Classroom training • Morning meetings will be held in each classroom to promote class involvement/attendance.
Evidence of Teacher Learning and Improved Student Performance:
Central Elementary students, grades K-5, will reduce the number of students with 30+absences/tardies, from 34 in Spring 2016, to 24 in Spring 2017, as measured by the Attendance monitor.

BEMIDJI AREA SCHOOLS
Building School Improvement Plan
Academic Year 2016-2017

Building Early Childhood Family Education (ECFE) & School Readiness Pre-K

Building Principal Sandy Eberhart

School Improvement Site Team Chair Janelle Saiger

Building School Improvement Site Team Members:

Alicia Samson

LeAnn Engen

Deb Vikre

Danielle Stittsworth

Cailee Furer

Valerie Olson

Janelle Saiger

2016-2017 School Improvement SMART Goals:

- 1 Letter Knowledge:** At least 75% of students enrolled in Bemidji Area Schools Pre-K programs will increase their letter knowledge by 50% from the 2016 Fall assessment to the 2017 Spring assessment.
- 2 Math:** At least 60% of students enrolled in Bemidji Area Schools Pre-K programs will demonstrate one-to-one number correspondence up to 12 objects on the 2017 Spring assessment.
- 3 Safe and Welcoming Environment:** Bemidji Area Schools Pre-K programs will maintain student attendance at 75% in all full-day programming.

2016-2017 School Improvement Goals

School Improvement Goal #1:
Letter Knowledge: At least 75% of students enrolled in Bemidji Area Schools Pre-K programs will increase their letter knowledge by 50% from the 2016 Fall assessment to the 2017 Spring assessment.
Baseline Data used To Select Goal:
Baseline data will be documented on the 2016 Fall Letter Recognition assessment.
Desired Result:
Through implementation of the Houghton-Mifflin Pre-K reading curriculum, student outcomes will show 50% progress as documented on the 2017 Spring Letter Recognition assessment. These results will be incorporated into each child's DRDP portfolio, be utilized at parent-teacher conferences and be placed in their cumulative folder.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Teachers will meet bi-monthly to collaborate teaching techniques and methods utilizing the Houghton-Mifflin Reading Pre-K curriculum.
Staff Development Activities:
During School Readiness Pre-K meetings, teachers will examine student Fall/Spring data to strategize differentiated instruction to meet individual student needs.
Evidence of Teacher Learning and Improved Student Performance:
Peer collaboration and reflection of Fall to Spring assessments of student performance will provide evidence of professional growth as documented in peer reviews.

2016-2017 School Improvement Goals

School Improvement Goal #2:
Math: At least 60% of students enrolled in Bemidji Area Schools Pre-K programs will demonstrate one-to-one number correspondence up to 12 objects on the 2017 Spring assessment.
Baseline Data used To Select Goal:
Baseline data will be the documented in the Fall assessment of one-to-one number correspondence up to 12 objects.
Desired Result:
Utilizing the Houghton-Mifflin Pre-K math curriculum and classroom experiences, 60% of the student population will achieve one-to-one correspondence up to 12 objects. These results will be incorporated into each child's DRDP portfolio, utilized at parent-teacher conferences, and placed in their cumulative folder.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Teachers will meet bi-monthly to collaborate teaching techniques and methods utilizing the Houghton-Mifflin math Pre-K curriculum.
Staff Development Activities:
During School Readiness Pre-K meetings, teachers will examine student Fall/Spring data to strategize differentiated instruction to meet individual student needs.
Evidence of Teacher Learning and Improved Student Performance:
Peer collaboration and reflection of examining Fall to Spring assessments of student performance will provide evidence of professional growth as documented in peer reviews.

2016-2017 School Improvement Goals

School Improvement Goal #3:
Safe and Welcoming Environment: Bemidji Area Schools Pre-K programs will maintain student attendance at 75% for all full-day programming.
Baseline Data used To Select Goal:
Daily attendance recording by each classroom teacher.
Desired Result:
Achieving a program wide attendance rate of 75%.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Collaboration and communication with families regarding the importance of timely, school attendance.
Staff Development Activities:
Attend the MNAFEE (Minnesota Association for Family and Early Education) training on "Promoting Parent-Child Relationships: The Key to Optimal Developmental Outcomes for Both Child and Parent."
Evidence of Teacher Learning and Improved Student Performance:
Teachers will strategize with families on tips and techniques to get improved attendance throughout the 2016-17 school year.

BEMIDJI AREA SCHOOLS
Building School Improvement Plan
Academic Year 2016-2017

Building Early Intervention Program (EIC)

Building Principal Kathy Van Wert

School Improvement Site Team Chair Laura Engelstad

Building School Improvement Site Team Members:

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

2016-2017 School Improvement SMART Goals:

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

2016-2017 School Improvement Goals

School Improvement Goal #1:
The Early Intervention Program will use the Brigance Inventory of Early Learning III to establish individual literacy development data with a sample of 6 students per staff member. Eighty percent of our student sample will achieve at least one year's growth from the Fall of 2016 to the Spring of 2017. (For example: Student A has a chronological age of 4y 3m and had a literacy age of 3y 0m; we will strive for a literacy development growth of at least 4y).
Baseline Data used To Select Goal:
The Brigance Inventory of Early Learning III will be used to gather data from students in the Fall of 2016.
Desired Result:
To obtain 80% of our student sample to make at least 1 year's literacy growth from Fall of 2016 to Spring of 2017.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Staff development will include information on increasing literacy in the educational setting for center based students and in the home for home based students.
Staff Development Activities:
<ol style="list-style-type: none">1. Early Literacy development information from RtI specialist.2. Time will be set aside for teachers to share literacy strategies.3. First books will be provided to children's homes.
Evidence of Teacher Learning and Improved Student Performance:
Student literacy growth will be at least one year during 16-17 school year of the sample students.

BEMIDJI AREA SCHOOLS
Building School Improvement Plan
Academic Year 2016-2017

Building First City School

Building Principal Tami Wesley

School Improvement Site Team Chair Ross Richards

Building School Improvement Site Team Members:

Jeff Fleet

Mike Kingbird

Mark Boyer

James Walker

Linda Barsness

Doyle Turner

Joel Steffen

Ernie Heifort

Deb Best

Bryan Anderson

2016-2017 School Improvement SMART Goals:

- 1** In the First City School the “All Students” group will increase proficiency from 21.1% in the Spring of 2016 to 25% in the Spring of 2017 as measured by the MCA in Reading.
 - The First City School will increase reading scores by an average of 1.3 GE for each year of instruction. STAR Reading pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance time.
- 2** In the First City School the “All Students” group will increase proficiency from 4.2% in the Spring of 2016 to 8.2% in the Spring of 2017 as measured by the MCA in Math.
 - The First City School will increase math scores by an average of 1.3 GE for each year of instruction. STAR Math pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance time.
- 3** The First City School student graduation rate will increase from 0% in 2016 to 4% in 2017 as measured by MDE’s Graduation Rate calculations.

2016-2017 School Improvement Goals

School Improvement Goal #1:
In the First City School the “All Students” group will increase proficiency from 21.1% in the Spring of 2016 to 25% in the Spring of 2017 as measured by the MCA in Reading. <ul style="list-style-type: none">• The First City School will increase reading scores by an average of 1.3 GE for each year of instruction. STAR Reading pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance.
Baseline Data used To Select Goal:
Results of the Spring 2016 MCA and STAR assessments are used as baseline data.
Desired Result:
All students will demonstrate growth in their reading skills leading to a higher percentage of proficiency on the MCA assessments.

Means to Achieve the School Improvement Goal

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

2016-2017 School Improvement Goals

School Improvement Goal #2:
In the First City School the “All Students” group will increase proficiency from 4.2% in the Spring of 2016 to 8.2% in the Spring of 2017 as measured by the MCA in Math. <ul style="list-style-type: none">• The First City School will increase math scores by an average of 1.3 GE for each year of instruction. STAR Math pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance time.
Baseline Data used To Select Goal:
Results of the Spring 2016 MCA and STAR assessments are used for baseline data.
Desired Result:
All students will demonstrate growth in math skills leading to increased proficiency on the MCA tests.

Means to Achieve the School Improvement Goal

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

2016-2017 School Improvement Goals

School Improvement Goal #3:
The First City School student graduation rate will increase from 0% in 2016 to 4% in 2017 as measured by MDE's Graduation Rate calculations.
Baseline Data used To Select Goal:
Results of the Spring 2016 MDE's Four-Year Graduation Rate calculations report.
Desired Result:
A higher percentage of students served by the First City School will earn their high school diploma.

Means to Achieve the School Improvement Goal

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

BEMIDJI AREA SCHOOLS
Building School Improvement Plan
Academic Year 2016-2017

Building Horace May Elementary

Building Principal Mrs. Ami Aalgaard

School Improvement Site Team Chair Mr. Travis Whittington

Building School Improvement Site Team Members:

Danielle Olson – Special Education

Ami Aalgaard - Principal

Kelly Wolf – 1st Grade Teacher

Lisa Gorick – Special Education

Lindsi Shanahan – 2nd Grade Teacher

Scott Peterson – 3rd Grade Teacher

Jon Shorter – 4th Grade Teacher

Patrick Greendahl – 5th Grade Teacher

Zach McDermott – 3rd Grade Teacher

Karen Propeck – Reading Specialist

2016-2017 School Improvement SMART Goals:

1 Reading:

- A. 2016-17 Smart Reading Goal: The first graders will improve their Curriculum Based Measurement percentage meeting Tier I from 82% to 85% in the Spring of 2017 as measured by the AIMsweb assessment.
- B. 2016-17 Smart Reading Goal: The second graders will improve their overall Mean score of students reaching their Percent Growth Target from 65.5% to 68.5% in the Spring of 2017 as measured by the NWEA MAP assessment.
- C. 2016-17 Smart Reading Goal: The Horace May “**All Students**” group will increase their proficiency from 68.0% to 71% in the Spring of 2017 as measured by the Reading MCA III.
 - i. 2016-17 Smart Reading Goal: The Horace May “**Special Education**” sub-group will increase their proficiency from 50.0% to 53.0% in the Spring of 2017 as measured by the Reading MCA III assessment.
 - ii. 2016-17 Smart Reading Goal: The Horace May “**American Indian**” sub-group will increase their proficiency from 42.1% to 45.1% in the Spring of 2017 as measured by the Reading MCA III assessment.
 - iii. 2016-17 Smart Reading Goal: The Horace May “**Free & Reduced**” sub-group will increase their proficiency from 57.1% to 60.1% in the Spring of 2017 as measured by the Reading MCA III assessment.

2 Mathematics:

- A. 2016-17 Smart Mathematics Goal: The first graders will improve their Curriculum Based Measurement percentage meeting Tier I from 98.6% to 99.6% in the Spring of 2017 as measured by the AIMSweb assessment.
- B. 2016-17 Smart Mathematics Goal: The second graders will improve their overall Mean score of students reaching their Percent Growth Target from 74.2% to 77.2% in the Spring of 2017 as measured by the NWEA MAP assessment.
- C. 2016-17 Smart Mathematics Goal: The Horace May “All Students” group will increase their proficiency from 72.3% to 75.3% in the Spring of 2017 as measured by the Mathematics MCA III.
 - i. 2016-17 Smart Mathematics Goal: The Horace May “**Special Education**” sub-group will increase their proficiency from 50.0% to 53.0% in the Spring of 2017 as measured by the Mathematics MCA III assessment.
 - ii. 2016-17 Smart Mathematics Goal: The Horace May “**American Indian**” sub-group will increase their proficiency from 55.6% to 58.6% in the Spring of 2017 as measured by the Mathematics MCA III assessment.
 - iii. 2016-17 Smart Mathematics Goal: The Horace May “**Free & Reduced**” sub-group will increase their proficiency from 59.2% to 62.2% in the Spring of 2017 as measured by the Mathematics MCA III assessment.

3 Science:

2016-17 Smart Science Goal: The Horace May 5th graders in the “**All Students**” group will increase their proficiency from 64.5% to 67.5% in the Spring of 2017 as measured by the Science MCA III.

- i. 2016-17 Smart Science Goal: The Horace May 5th graders in the “**Special Education**” sub-group will increase their proficiency from 0% to 50.0% in the Spring of 2017 as measured by the Mathematics MCA III assessment.
- ii. 2016-17 Smart Science Goal: The Horace May 5th graders in the “**American Indian**” sub-group will increase their proficiency from 66.7% to 69.7% in the Spring of 2017 as measured by the Mathematics MCA III assessment.
- iii. 2016-17 Smart Science Goal: The Horace May 5th graders in the “**Free & Reduced**” sub-group will increase their proficiency from 52.4% to 55.4% in the Spring of 2017 as measured by the Mathematics MCA III assessment.

4 Safe & Welcoming Environment:

A. 2016-17 Safe & Welcoming Environment Goal: The Horace May “All Students” group will decrease their incidences of physical aggression, which includes: fights, assaults and bullying; that are recorded in the DIRS system by 10% from 37 incidences to 33 or fewer incidences during the 2016-17 school year.

B. Responsive Classroom Goals

- i. By the conclusion of the 2016-2017 school year; Responsive Classroom Plans will be present in at least 50% of all 1-5 classrooms as identified in a school-wide survey.
- ii. By the start of the 2017-2018 school year, 100% of all elementary classroom teachers will have received training in Responsive Classroom Strategies.

2016-2017 School Improvement Goals

School Improvement Goal #1:
Reading: <ul style="list-style-type: none"> A. 2016-17 Smart Reading Goal: The first graders will improve their Curriculum Based Measurement percentage meeting Tier I from 82% to 85% in the Spring of 2017 as measured by the AIMsweb assessment. B. 2016-17 Smart Reading Goal: The second graders will improve their overall Mean score of students reaching their Percent Growth Target from 65.5% to 68.5% in the Spring of 2017 as measured by the NWEA MAP assessment. C. 2016-17 Smart Reading Goal: The Horace May “All Students” group will increase their proficiency from 68.0% to 71% in the Spring of 2017 as measured by the Reading MCA III. <ul style="list-style-type: none"> i. 2016-17 Smart Reading Goal: The Horace May “Special Education” sub-group will increase their proficiency from 50.0% to 53.0% in the Spring of 2017 as measured by the Reading MCA III assessment. ii. 2016-17 Smart Reading Goal: The Horace May “American Indian” sub-group will increase their proficiency from 42.1% to 45.1% in the Spring of 2017 as measured by the Reading MCA III assessment. iii. 2016-17 Smart Reading Goal: The Horace May “Free & Reduced” sub-group will increase their proficiency from 57.1% to 60.1% in the Spring of 2017 as measured by the Reading MCA III assessment.
Baseline Data used To Select Goal:
Spring of 2016 AIMsweb, MAP & MCA III Reading results.
Desired Result:
All Horace May students gain a minimum of 3% points of growth in their overall assessed reading performance as measured by the AIMsweb, MAP and/or MCA III Reading assessment.

Means to Achieve the School Improvement Goal

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

Selected specialist staff will create enrichment and remediation opportunities for students to foster growth in the area of reading.
As a staff we will collaborate to complete the Reading Essential Learner Outcome tool we have developed to curriculum map in preparation for our spring assessments.
Evidence of Teacher Learning and Improved Student Performance:
We will evaluate our level of goal attainment by reviewing the results of the 2017 AIMsweb, MAP & MCA III Reading assessment's data.

2016-2017 School Improvement Goals

School Improvement Goal #2:
Mathematics: <ul style="list-style-type: none"> A. 2016-17 Smart Mathematics Goal: The first graders will improve their Curriculum Based Measurement percentage meeting Tier I from 98.6% to 99.6% in the Spring of 2017 as measured by the AIMsweb assessment. B. 2016-17 Smart Mathematics Goal: The second graders will improve their overall Mean score of students reaching their Percent Growth Target from 74.2% to 77.2% in the Spring of 2017 as measured by the NWEA MAP assessment. C. 2016-17 Smart Mathematics Goal: The Horace May "All Students" group will increase their proficiency from 72.3% to 75.3% in the Spring of 2017 as measured by the Mathematics MCA III. <ul style="list-style-type: none"> i. 2016-17 Smart Mathematics Goal: The Horace May "Special Education" sub-group will increase their proficiency from 50.0% to 53.0% in the Spring of 2017 as measured by the Mathematics MCA III assessment. ii. 2016-17 Smart Mathematics Goal: The Horace May "American Indian" sub-group will increase their proficiency from 55.6% to 58.6% in the Spring of 2017 as measured by the Mathematics MCA III assessment. iii. 2016-17 Smart Mathematics Goal: The Horace May "Free & Reduced" sub-group will increase their proficiency from 59.2% to 62.2% in the Spring of 2017 as measured by the Mathematics MCA III assessment.
Baseline Data used To Select Goal:
Spring of 2016 AIMsweb, MAP & MCA III Mathematics results.
Desired Result:
All Horace May students gain a minimum of 3% points of growth in their overall assessed mathematic performance as measured by the AIMsweb, MAP and/or MCA III Mathematics assessment.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):

Research, develop, implement and evaluate mathematics strategies for all students attending Horace May Elementary.
Staff Development Activities:
<p>Our staff will organize several small groups to work as teams to develop, implement and evaluate strategies to improve mathematics instruction at Horace May Elementary. We will refer to these groups as our “Bubble Club Kiddos”.</p> <p>We will have a Student Growth (Data) Team, multiple RtI teams, etc. to professionally collaborate on a bi-weekly and/or monthly basis.</p> <p>We will seek outside opportunity to attend workshops to foster mathematics instructional strategies and employ the support of the District Mathematics RtI Specialist throughout the school year.</p> <p>Selected specialist staff will create enrichment and remediation opportunities for students to foster growth in the area of mathematics.</p> <p>As a staff we will collaborate to review the completed Mathematics Essential Learner Outcome tool we developed to curriculum map in preparation for our spring assessments.</p> <p>We will be offering classes for students that will focus on computer programming, robot operation, etc. within our vision of Elementary STEAM opportunities.</p>
Evidence of Teacher Learning and Improved Student Performance:
We will evaluate our level of goal attainment by reviewing the results of the 2017 AIMswb, MAP & MCA III Mathematics assessment’s data.

2016-2017 School Improvement Goals

School Improvement Goal #3:
<p>Science:</p> <p>2016-17 Smart Science Goal: The Horace May 5th graders in the “All Students” group will increase their proficiency from 64.5% to 67.5% in the Spring of 2017 as measured by the Science MCA III.</p> <ol style="list-style-type: none"> 2016-17 Smart Science Goal: The Horace May 5th graders in the “Special Education” sub-group will increase their proficiency from 0% to 50.0% in the Spring of 2017 as measured by the Mathematics MCA III assessment. 2016-17 Smart Science Goal: The Horace May 5th graders in the “American Indian” sub-group will increase their proficiency from 66.7% to 69.7% in the Spring of 2017 as measured by the Mathematics MCA III assessment. 2016-17 Smart Science Goal: The Horace May 5th graders in the “Free & Reduced” sub-group will increase their proficiency from 52.4% to 55.4% in the Spring of 2017 as measured by the Mathematics MCA III assessment.
Baseline Data used To Select Goal:
Spring of 2016 MCA III Science results.

Desired Result:
All Horace May students gain a minimum of 3% points of growth in their overall assessed 5 th grade science performance as measured by the MCA III Science assessment.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Research, develop, implement and evaluate mathematics strategies for all students attending Horace May Elementary.
Staff Development Activities:
<p>Our staff will organize several small groups to work as teams to develop, implement and evaluate strategies to improve science instruction at Horace May Elementary. We will refer to these groups as our “Bubble Club Kiddos”.</p> <p>We will have a Student Growth (Data) Team, multiple RtI teams, etc. to professionally collaborate on a bi-weekly and/or monthly basis.</p> <p>We will seek outside opportunity to attend workshops to foster science instructional strategies and employ the support of the District Mathematics RtI Specialist throughout the school year.</p> <p>Selected specialist staff will create enrichment and remediation opportunities for students to foster growth in the area of science.</p> <p>As a staff we will collaborate to complete the template of the Science Essential Learner Outcome tool we developed to curriculum map in preparation for our spring assessments.</p> <p>We will be offering classes for students that will focus on computer programming, robot operation, etc. within our vision of Elementary STEAM opportunities.</p>
Evidence of Teacher Learning and Improved Student Performance:
We will evaluate our level of goal attainment by reviewing the results of the 2017 MCA III Science assessment’s data.

2016-2017 School Improvement Goals

School Improvement Goal #4:
<p>Safe & Welcoming Environment:</p> <p>A. 2016-17 Safe & Welcoming Environment Goal: The Horace May “All Students” group will decrease their incidences of physical aggression, which includes: fights, assaults and bullying; that are recorded in the DIRS system by 10% from 37 incidences to 33 or fewer incidences during the 2016-17 school year.</p> <p>B. Responsive Classroom Goals</p> <p>i. By the conclusion of the 2016-2017 school year; Responsive Classroom Plans will be present in at least 50% of all 1-5 classrooms as identified in a school-wide survey.</p> <p>ii. By the start of the 2017-2018 school year, 100% of all elementary classroom teachers will have received training in Responsive Classroom Strategies.</p>

Baseline Data used To Select Goal:
Spring of 2016 DIRS data reported via Skyward & Viewpoint.
Desired Result:
All Horace May students will demonstrate a reduction of physical aggression, fights & assaults during the 2016-17 school year by a minimum of 10%. The target number of reduction for incidences receiving an out-of-school suspension, as a consequence for a physically aggressive act, from 22 incidences that occurred during the 2015-16 school year to 19 or fewer incidences during the 2016-17 school year.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Research, develop, implement and evaluate social and emotional support strategies for all students attending Horace May Elementary.
Staff Development Activities:
<p>Our Instructional Team will begin the implementation of Responsive Classroom within our school's classrooms, hallways, playground, bus, cafeteria, etc.</p> <p>We will offer Professional Learning Teams to support and explore the successes and growth areas of our implementation of Responsive Classroom.</p> <p>Our teachers will be incorporating "Second Step" social and emotional curriculum into their Morning Meetings, Health discussions, etc. to foster awareness of a child's own mindfulness and how their choices and behaviors affect others.</p>
Evidence of Teacher Learning and Improved Student Performance:
<p>We will evaluate the number of incidences, of physically aggressive actions, reported via the DIRS system in the spring of 2017.</p> <p>We will also create a survey for staff, parent and students to gather their feedback on the implementation of Responsive Classroom and Second Step programs.</p>

BEMIDJI AREA SCHOOLS
Building School Improvement Plan
Academic Year 2016-2017

Building J. W. Smith Elementary School

Building Principal Patricia Welte

School Improvement Site Team Chair Barry Olson

Building School Improvement Site Team Members:

Sarah Nielsen, Title 1 Teacher
Patricia Marquardt, Spec. Ed Teacher
Sarah Scofield, Kindergarten Teacher
Samantha Baker, Grade 1 Teacher
Ken Grantier, Grade 2 Teacher

Patricia Welte, Building Principal
Jana Norgaard, Grade 3 Teacher
Kim Pepin, 4th Grade Teacher
Barry Olson, Grade 5 Teacher

2016-2017 School Improvement SMART Goals:

1 Reading

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

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

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

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

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

- J.W. Smith Kindergarten students will increase their proficiency on the Letter Sound Fluency as measured by the AIMSweb Assessment from 48% in September of 2016 to 65% in May of 2017.

- J. W. Smith First grade students will increase their proficiency on Letter Sound Fluency as measured by the AIMSweb Assessment from 48% in September of 2016 to 65% in May of 2017.
- J. W. Smith Second grade students will increase their proficiency on the Measures of Academic Progress Reading Assessment from 168.2 in September of 2016 to 182.2 in May of 2017.

2 Math

Third, fourth and fifth graders at J.W. Smith Elementary will increase their proficiency percentage on MCA-III Math Assessment from the Spring of 2016 to the Spring of 2017.

- Third grade students will meet or exceed J.W. Smith Elementary School's proficiency average of 51.1% on the Spring 2017 MCA-III Math Assessment.
- Fourth grade students will increase from 51.1% in the Spring of 2016 to 54.1% in the Spring of 2017 on the MCA-III Math Assessment.
- Fifth grade students will increase from 59.3% in the Spring of 2016 to 62.3% in the Spring of 2017 on the MCA-III Math Assessment.

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

- The Special Education gap will decrease from 28.1% in the Spring of 2016 to 25.1% in the Spring of 2017 on the MCA-III Math Assessment.
- The American Indian gap will decrease from 20.2% in the Spring of 2016 to 17.2% in the Spring of 2017 on the MCA-III Math Assessment.
- The Free & Reduced Lunch gap will decrease from 14.2% in the Spring of 2016 to 11.2% in the Spring of 2017 on the MCA-III Math Assessment.

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

- J. W. Smith Kindergarten students will increase their proficiency in Oral Counting as measured by the AIMSweb Assessment from 35.4% in September of 2016 to 60% in May of 2017,
- J.W. Smith First grade students will increase their proficiency in Number Identification measured by the AIMSweb Assessment from 38% in September of 2016 to 60% in May of 2017.
- J. W. Smith Second grade students will increase their proficiency on the Measures of Academic Progress Math Assessment from 170.9 in September of 2016 to 186.1 in May of 2017.

3 J. W. Smith Kindergarten through Fifth grade students will increase their overall attendance percentage from 92.19% during the 2015-2016 school year to 95% during the 2016-2017 school year.

4 During the 2016-2017 school year, one hundred percent (100%) of classroom teachers will implement the Responsive Classroom Program in an effort to reduce the number of behavior infractions.

2016-2017 School Improvement Goals

School Improvement Goal #1:

Reading

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

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

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

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

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

- J.W. Smith Kindergarten students will increase their proficiency on the Letter Sound Fluency as measured by the AIMSweb Assessment from 48% in September of 2016 to 65% in May of 2017.
- J. W. Smith First grade students will increase their proficiency in Letter Sound Fluency as measured by the AIMSweb Assessment from 48% in September of 2016 to 65% in May of 2017.
- J. W. Smith Second grade students will increase their proficiency on the Measures of Academic Progress Reading Assessment from 168.2 in September of 2016 to 182.2 in May of 2017.

Baseline Data used To Select Goal:

Based on the 2016 MCA-III Reading Assessment results, the baseline data used to create the goals were as following:

- The Third grade J.W. Smith Elementary School's proficiency percentage was 42.6% in the Spring of 2016.
- The Fourth grade student proficiency percentage was 42.6% in the Spring of 2016.
- The Fifth grade student proficiency percentage was 50% in the Spring of 2016.

Desired Result:

Based on the 2017 MCA-III Reading Assessment, the desired results are as follows:

- The Third grade will meet or exceed J.W. Smith Elementary School's proficiency percentage of 42.6% on the Spring 2017 MCA-III Reading Assessment.
- The Fourth grade will increase the proficiency percentage to meet or exceed 45.3% on the Spring 2017 MCA-III Reading Assessment.

- The Fifth grade will increase the proficiency percentage to meet or exceed 53% on the Spring 2017 MCA-III Reading Assessment.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
One hundred percent (100%) of the teachers teaching Reading will participate in semi-monthly RtI meeting to discuss reading best practices, prepare to differentiate instruction and examine student data.
Staff Development Activities:
<p>Teachers will:</p> <ul style="list-style-type: none"> • All teachers of Reading will have the opportunity to attend reading in-service provided by the district specialist. • Continue flexible groups. • Progress monitor using AIMSweb, RtI, district assessment, grade level assessment and Read Naturally. • Implement RtI strategies shared at semi-monthly meetings. • Share about reading strategies and programming at PLC meetings • Include in their RtI team settings K-3 Minnesota Reading Corp and Indian Education programming, and will share data and assist in intervention planning of these programs. • Increase the use of SMART Boards and/or other technology hardware/software (i.e. Reading A-Z, Read Naturally, Think Central, Moby Max, Accelerated Reader, Tumble Books, Flocabulary) into reading instruction. • Classroom teachers, grades K-5, will provide a minimum of 120 minutes of daily reading instruction. • Nonfiction books will be emphasized in all classrooms • All paraprofessionals will attend reading in-service. • Staff will plan and develop family reading events by grade level. • Special Education staff will implement Sprout Head Phonic's Program.
Evidence of Teacher Learning and Improved Student Performance:
<p>Teacher Learning:</p> <ul style="list-style-type: none"> • Attendance of RtI meetings where goals are revised and new strategies developed. • Use of AIMSweb progress monitoring to document student performance. • Sharing about reading strategies and programming at staff meetings. • Increase the use of SMART Boards and/or other technology hardware/ software into reading. • Implementation of reading best practice strategies and interventions. <p>Improved Student Performance:</p> <ul style="list-style-type: none"> • The Third grade will meet or exceed J.W. Smith Elementary School's proficiency percentage average of 42.6% on the Spring 2017 MCA-III Reading Assessment. • The Fourth grade will increase the proficiency percentage to meet or exceed 45.6% on the Spring 2017 MCA-III Reading Assessment.

- The Fifth grade will increase the proficiency percentage to meet or exceed 53% on the Spring 2017 MCA-III Reading Assessment.

2016-2017 School Improvement Goals

School Improvement Goal #2:

Math

Third, fourth and fifth grade students at J.W. Smith Elementary will increase their proficiency percentage on MCA-III Math Assessment from Spring of 2016 to Spring of 2017.

- Third grade students will meet or exceed the district's proficiency average of 51.1% on the Spring 2017 MCA-III Math Assessment.
- Fourth grade students will increase from 51.1% in the Spring of 2016 to 54.1% in the Spring of 2017 on the MCA-III Math Assessment.
- Fifth grade students will increase from 59.3% in the Spring of 2016 to 62.3% in the Spring of 2017 on the MCA-III Math Assessment.

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

- The Special Education gap will decrease from 28.1% in the Spring of 2016 to 25.1% in the Spring of 2017 on the MCA-III Math Assessment.
- The American Indian gap will decrease from 20.2% in the Spring of 2016 to 17.2% in the Spring of 2017 on the MCA-III Math Assessment.
- The Free & Reduced Lunch gap will decrease from 14.2% in the Spring of 2016 to 11.2% in the Spring of 2017 on the MCA-III Math Assessment.

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

- J. W. Smith Kindergarten students will increase their proficiency in Oral Counting as measured by the AIMSweb Assessment from 35.4% in September of 2016 to 60% in May of 2017,
- J.W. Smith First grade students will increase their proficiency in Number Identification as measured by the AIMSweb Assessment from 38% in September of 2016 to 60% in May of 2017.
- J. W. Smith Second grade students will increase their proficiency on the Measures of Academic Progress Math Assessment from 170.9 in September of 2016 to 186.1 in May of 2017.

Baseline Data used To Select Goal:

Based on the 2016 MCA-III Math Assessment results, the baseline data used to create the goals were as following:

- The Third grade J.W. Smith Elementary School's proficiency percentage was 51.1% in the Spring of 2016.
- The Fourth grade student proficiency percentage was 51.1% in the Spring of 2016.
- The Fifth grade student proficiency percentage was 59.3% in the Spring of 2016.

Desired Result:

Based on the 2017 MCA-III Math Assessment, the desired results are as following:

- The Third grade students will meet or exceed J.W. Smith Elementary School's proficiency percentage average of 51.1% on the Spring 2017 MCA-III Math Assessment.
- The Fourth grade students will increase the proficiency percentage to meet or exceed 54.1% on the MCA-III Math Assessment.
- The Fifth grade students will increase the proficiency percentage to meet or exceed 62.3% on the MCA-III Math Assessment.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):

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

Staff Development Activities:

Teachers of mathematics will:

- All teachers of Math will have the opportunity to attend math in-service provided by the district specialist.
- Continue flexible math groups such as Number Worlds and Rhymes N' Times.
- Progress monitor using AIMSweb, RtI, district assessments and/or grade level assessments.
- Implement RtI strategies shared at semi-monthly meetings.
- Increase the use of SMART Boards and/or other technology hardware/software (i.e. IXL, Xtra Math, Moby Max, ThinkCentral) into math instructions.
- Analyze student data and formulate appropriate interventions.
- Discuss and share ideas with District Mathematics Specialist.
- Classroom teachers (Grade K-5) will provide 90 minutes daily of math instruction, including math games to reinforce skills.
- Staff will plan and develop Family Math events by grade level.
- All paraprofessionals will attend a math workshop.
- Teachers will work to align math curriculum to Minnesota standards.

Evidence of Teacher Learning and Improved Student Performance:

Teacher Learning:

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

Improved Student Performance:

- The Third grade students will meet or exceed the district proficiency percentage average of 51.1% on the Spring 2017 MCA-III Math Assessment.
- The Fourth grade students will increase the proficiency percentage to meet or exceed 54.1% on the MCA-III Math Assessment.
- The Fifth grade students will increase the proficiency percentage to meet or exceed 62.3% on the MCA-III Math Assessment.

2016-2017 School Improvement Goals

School Improvement Goal #3:

J. W. Smith Kindergarten through Fifth grade students will increase their overall attendance percentage from 92.19% during the 2015-2016 school year to 95% during the 2016-2017 school year.

Baseline Data used To Select Goal:

Based on to the 2015-2016 attendance data provided by the J. W. Smith attendance monitor, the overall percentage was 92.19%.

Desired Result:

Based on the 2016-2017 attendance data provided by the J. W. Smith attendance monitor, the overall percentage will increase to 95%.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):

J. W. Smith Elementary School will monitor attendance on a monthly basis and award students with exemplary attendance.

Staff Development Activities:

Teachers will:

- Utilize Responsive Classroom Morning Meeting and Closing Circle to create a positive classroom community that will encourage students to attend school.
- Present monthly attendance certificates to students who have up to one tardy and/or one absence during the month.
- Present special incentives to students with perfect attendance.
- Communicate with the attendance monitor to ensure phone calls are made to parents/ guardians if a student is absent for two consecutive days.

Evidence of Teacher Learning and Improved Student Performance:

Teacher Learning:

- Share about individual attendance improvement strategies at staff meetings.
- Share Monthly Attendance Reports.
- Student interviews to guide interventions.

Improved Student Performance:

- Based on the year-end attendance data, J. W. Smith will increase their overall attendance from 92.19% during the 2015-2016 school year to 95% during the 2016-2017 school year.

BEMIDJI AREA SCHOOLS
Building School Improvement Plan
Academic Year 2016-2017

Building Lincoln Elementary

Building Principal Jason Luksik

School Improvement Site Team Chair Liana Schaefer

Building School Improvement Site Team Members:

Doreen Felts

Krista Klinke

Lisa Schussman

John Williams

Kristen Johanneck

Deb Brown

Liana Schaefer

2016-2017 School Improvement SMART Goals:

1 D. Reading:

1. 2016-2017 Smart Reading Goal: Kindergarten students will improve Letter Sound Fluency percentage meeting Tier I from 73.4% to 76.4% in spring 2017 as measured by AIMSweb.
2. 2016-17 Smart Reading Goal: The first graders will improve their Curriculum Based Measurement percentage meeting Tier I from 83% to 86% in the Spring of 2017 as measured by the AIMSweb assessment.
3. 2016-17 Smart Reading Goal: The second graders will improve their overall Mean RIT score from 191.5 to 194.5 in the Spring of 2017 as measured by the NWEA MAP assessment.
4. 2016-17 Smart Reading Goal: The Lincoln **“All Students”** group will increase their proficiency from 58.2% to 61.2% in the Spring of 2017 as measured by the Reading MCA III.
 - i. 2016-17 Smart Reading Goal: The Lincoln **“American Indian”** sub-group will increase their proficiency from 42.3% to 45.3% in the Spring of 2017 as measured by the Reading MCA III assessment.
 - ii. 2016-17 Smart Reading Goal: The Lincoln **“Free & Reduced”** sub-group will increase their proficiency from 44.7% to 47.7% in the Spring of 2017 as measured by the Reading MCA III assessment.

- 2 A. Mathematics:**
- I. 2016-17 Smart Mathematics Goal: The Lincoln **“All Students”** group will increase their proficiency from 58.1% to 61.1% in the Spring of 2017 as measured by the Mathematics MCA III.
 - i. 2016-17 Smart Mathematics Goal: The Lincoln **“American Indian”** sub-group will increase their proficiency from 38.7% to 41.7% in the Spring of 2017 as measured by the Mathematics MCA III assessment.
 - ii. 2016-17 Smart Mathematics Goal: The Lincoln **“Free & Reduced”** sub-group will increase their proficiency from 43.9% to 46.9% in the Spring of 2017 as measured by the Mathematics MCA III assessment.
- 3 A. Science:**
- I. 2016-17 Smart Science Goal: The Lincoln 5th graders in the **“All Students”** group will increase their proficiency from 60.0% to 63.0% in the Spring of 2017 as measured by the Science MCA III.
 - i. 2016-17 Smart Science Goal: The Lincoln 5th graders in the **“American Indian”** sub-group will increase their proficiency from 37.5% to 40.5% in the Spring of 2017 as measured by the Science MCA III assessment.
 - ii. 2016-17 Smart Science Goal: The Lincoln 5th graders in the **“Free & Reduced”** sub-group will increase their proficiency from 44.9% to 47.9% in the Spring of 2017 as measured by the Mathematics MCA III assessment.
- 4 A. Safe & Welcoming Environment:**
- I. 2016-17 Safe & Welcoming Environment Goal: The Lincoln **“All Students”** group will decrease their incidences of physical aggression, which includes: fights, assaults and bullying; that are recorded in the DIRS system by 10% from 39 incidences to 35 or fewer incidences during the 2016-17 school year.
- B. Attendance**
- I. At Lincoln Elementary for the 2016-2017 school year, the number of students who missed more than 20 days during the school year without valid excuses will be reduced by 10% as measured by MARSS.

2016-2017 School Improvement Goals

School Improvement Goal #1:	
A. Reading: <ol style="list-style-type: none"> I. 2016-2017 Smart Reading Goal: Kindergarten students will improve Letter Sound Fluency percentage meeting Tier I from 73.4% to 76.4% in spring 2017 as measured by AIMSweb. II. 2016-17 Smart Reading Goal: The first graders will improve their Curriculum Based Measurement percentage meeting Tier I from 83% to 86% in the Spring of 2017 as measured by the AIMSweb assessment. III. 2016-17 Smart Reading Goal: The second graders will improve their overall Mean RIT score from 191.5 to 194.5 in the Spring of 2017 as measured by the NWEA MAP assessment. IV. 2016-17 Smart Reading Goal: The Lincoln “All Students” group will increase their proficiency from 58.2% to 61.2% in the Spring of 2017 as measured by the Reading MCA III. <ol style="list-style-type: none"> i. 2016-17 Smart Reading Goal: The Lincoln “American Indian” sub-group will increase their proficiency from 42.3% to 45.3% in the Spring of 2017 as measured by the Reading MCA III assessment. ii. 2016-17 Smart Reading Goal: The Lincoln “Free & Reduced” sub-group will increase their proficiency from 44.7% to 47.7% in the Spring of 2017 as measured by the Reading MCA III assessment. 	
Baseline Data used To Select Goal:	
MCA III, NWEA MAP and AIMSweb	
Desired Result:	
Increased proficiency in reading for all students and decrease the achievement gap for subgroups.	

Means to Achieve the School Improvement Goal

Staff Development Goal(s):	
<ul style="list-style-type: none"> • Collaborate three times a month using data: MAP, MCA III, AIMSweb, Houghton-Mifflin reading assessment, along with student work and teacher observation • Guided Reading will be implemented school-wide • Reading Recovery for Grade 1 • Leveled Literacy for Grades K-5th will continue to be implemented • Minnesota Reading Corps program will also be utilized in grades K-3 • Title 1 staff will provide small group interventions 	
Staff Development Activities:	
<ul style="list-style-type: none"> • Staff will be trained in the use of Think Central, the Houghton-Mifflin technology component. • Guided Reading – 1) Daily 5 training for staff to develop differentiated learning for students. 2) Research articles based on oral language and informational text shared with staff and put into practice. 	

<ul style="list-style-type: none"> • Collaboration- 1) Grade level meetings with grade levels above and below to develop vertical alignment of ELO's. • MAP Training- Training in data collection and identification of data that would improve instructional strategies. • Cross Curricular- Training to support oral language and vocabulary for students across multiple subject areas.
Evidence of Teacher Learning and Improved Student Performance:
In Lincoln Elementary the “All Students” group will increase their proficiency of 58.2% in the Spring of 2016 to 61.2% in the Spring of 2017 as measured by the MCA in Reading

2016-2017 School Improvement Goals

School Improvement Goal #2:
A. Mathematics: <ol style="list-style-type: none"> I. 2016-17 Smart Mathematics Goal: The Lincoln “All Students” group will increase their proficiency from 58.1% to 61.1% in the Spring of 2017 as measured by the Mathematics MCA III. <ol style="list-style-type: none"> i. 2016-17 Smart Mathematics Goal: The Lincoln “American Indian” sub-group will increase their proficiency from 38.7% to 41.7% in the Spring of 2017 as measured by the Mathematics MCA III assessment. ii. 2016-17 Smart Mathematics Goal: The Lincoln “Free & Reduced” sub-group will increase their proficiency from 43.9% to 46.9% in the Spring of 2017 as measured by the Mathematics MCA III assessment.
Baseline Data used To Select Goal:
MCA III
Desired Result:
Increased proficiency in Math for all students and decrease the achievement gap for subgroups.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Lincoln Elementary staff, grades K-5, will: <ul style="list-style-type: none"> • Collaborate using data three times monthly: MAP, MCA III, AIMSweb and Houghton Mifflin assessments. • Individual student math needs will be determined utilizing the data, as well as student work and teacher observation. • Increased Math time- 90 minutes of daily instruction.
Staff Development Activities:
<ul style="list-style-type: none"> • Staff will be trained in the use of Think Central, the Houghton-Mifflin technology component. • Guided Math – 1) Differentiated learning groups addressing the needs of the student. Identified by Common Formative Assessment.

<ul style="list-style-type: none"> • Collaboration- 1) Grade level meetings with grade levels above and below to develop vertical alignment of ELO's. • MAP Training- Training in data collection and identification of data that would improve instructional strategies. • Cross Curricular- Training to support oral language and vocabulary for students across multiple subject areas. • Viewpoint Training- Training to provide teachers with data to identify student concerns and adjust instructional strategies. • Use of Math Specialist as a teacher resource. Specialist will model and provide training to staff in the areas of Math identified during RtI team meetings.
Evidence of Teacher Learning and Improved Student Performance:
At Lincoln Elementary, the "All Students" group will increase their proficiency of 58.1% in the Spring of 2016 to 61.1% in the Spring of 2017 as measured by the MCA in Mathematics.

2016-2017 School Improvement Goals

School Improvement Goal #3:
A. Science: I. 2016-17 Smart Science Goal: The Lincoln 5 th graders in the " All Students " group will increase their proficiency from 60.0% to 63.0% in the Spring of 2017 as measured by the Science MCA III. <ul style="list-style-type: none"> i. 2016-17 Smart Science Goal: The Lincoln 5th graders in the "American Indian" sub-group will increase their proficiency from 37.5% to 40.5% in the Spring of 2017 as measured by the Science MCA III assessment. ii. 2016-17 Smart Science Goal: The Lincoln 5th graders in the "Free & Reduced" sub-group will increase their proficiency from 44.9% to 47.9% in the Spring of 2017 as measured by the Mathematics MCA III assessment.
Baseline Data used To Select Goal:
MCA II
Desired Result:
Increase proficiency of 5 th grade students in science for all students and decrease the achievement gap for subgroups.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Lincoln Elementary staff, Grades K-5, will implement the new Houghton-Mifflin <u>Fusion</u> Science curriculum.
Staff Development Activities:
<ul style="list-style-type: none"> • Teachers will instruct 75-90 minutes per week, based on grade level. • Houghton-Mifflin Fusion curriculum will be implemented. • Staff will integrate the new science standards. • Staff will be trained in the use of Think Central, the Houghton-Mifflin technology component. • Science leveled readers will be used K-5.

<ul style="list-style-type: none"> • Multimedia resources are available for supplemental science instruction.
Evidence of Teacher Learning and Improved Student Performance:
At Lincoln Elementary “All Students” group will increase their proficiency on the MCA Science Test given in grade 5 from 60% to 63% as measured by the MCA in Science.

2016-2017 School Improvement Goals

School Improvement Goal #4:
<p>A. Safe & Welcoming Environment:</p> <p>I. 2016-17 Safe & Welcoming Environment Goal: The Lincoln “All Students” group will decrease their incidences of physical aggression, which includes: fights, assaults and bullying; that are recorded in the DIRS system by 10% from 39 incidences to 35 or fewer incidences during the 2016-17 school year.</p> <p>B. Attendance</p> <p>II. I. At Lincoln Elementary for the 2016-2017 school year, the number of students who missed more than 20 days during the school year without valid excuses will be reduced by 10% as measured by MARSS.</p>
Baseline Data used To Select Goal:
SKYWARD data resource system
Desired Result:
Decreased number of suspensions for physical aggression and fighting in 2016-2017. Decreased number of students missing 20 or more days during the school year.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
<ol style="list-style-type: none"> 1) Every staff member given an overview of the PBIS program. 2) Consistent behavior program school wide- implementation of Responsive Classroom. 3) Development of Lincoln Pride program. 4) Mentorship guidelines for teachers.
Staff Development Activities:
<ul style="list-style-type: none"> • Continued monthly discipline meetings to develop processes throughout the school. • Staff meetings to distribute information from the discipline committee. • Staff and student trainings for the mentorship program.
Evidence of Teacher Learning and Improved Student Performance:
Reduce student physical behaviors by 10 % over the school year from last year. Improve attendance of students who have missed 20 or more days in the previous year.

201-2017 School Improvement Goals

School Improvement Goal #4:
During the 2016-2017 school year, one hundred percent (100%) of classroom teachers will implement the Responsive Classroom Program in an effort to reduce the number of behavior infractions.
Baseline Data used To Select Goal:
Based on the 2015-2016 behavior data reported through the Disciplinary Incident Reporting System (DIRS), the number of incidents reported for J. W. Smith Elementary was 70.
Desired Result:
Based on the 2016-2017 school year, one hundred percent (100%) of classroom teachers will implement the Responsive Classroom Program in an effort to reduce the number of behavior infractions.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
J. W. Smith Elementary will implement the Responsive Classroom program in an effort to increase student achievement and improve the school climate. The Responsive Classroom program will lead to engaging academics, positive community, effective management, and developmentally responsive teaching.
Staff Development Activities:
<p>Teachers will:</p> <ul style="list-style-type: none"> • Receive training in the Responsive Classroom program. • Implement Morning/ Closing Meetings each school day. • Utilize J.W. Smith Elementary School's behavior action team.
Evidence of Teacher Learning and Improved Student Performance:
<p>Teacher Learning:</p> <ul style="list-style-type: none"> • Share about Responsive Classroom strategies and ideas at staff and RtI meetings. • Using the Skyward Student Management System, discipline incidences will be reviewed at the end of the 2016-2017. • Monitor Behavior Infraction Reports quarterly. • Opportunities for teachers to attend training related to behavior intervention strategies. • Responsive Classroom training will be provided for staff not yet trained. <p>Improved Student Performance:</p> <ul style="list-style-type: none"> • Based on the 2016-2017 DIRS report, J. W. Smith Elementary will see a 10% decrease in the number of incidences reported.

BEMIDJI AREA SCHOOLS
Building School Improvement Plan
Academic Year 2016-2017

Building Lumberjack High School

Building Principal Brian Stefanich

School Improvement Site Team Chair Heather Ritchie

Building School Improvement Site Team Members:

<u>Brian Stefanich</u>	<u>Leigh Swanson</u>
<u>Jason Stonach</u>	<u>Heather Ritchie</u>
<u>Ranae Seykora</u>	<u>Erica Hubert</u>
<u>Bob Czech</u>	<u>Janice Sande</u>
<u>Janice Sande</u>	
<u>Jen Voge</u>	
<u>Kelley Hengel</u>	
<u>Jean Benner</u>	

2016-2017 School Improvement SMART Goals: LUMBERJACK HIGH SCHOOL

- 1** Bemidji Lumberjack High School staff and students will improve the 11th grade math scores from 0% proficiency rate to 10% proficiency on the spring MCA in 2017.
- 2** Bemidji Lumberjack High School staff and students will improve the 10th grade reading scores from 85.7% proficiency to 88% proficiency on the MCA test in the spring of 2017.
- 3** Bemidji Lumberjack High School staff and students will improve the attendance rate from 75.72% in 2015-2016 to 85% for all students in 2016-2017 as measured by Skyward.

2016-2017 School Improvement Goals

School Improvement Goal #1:
Bemidji Lumberjack High School staff and students will improve the 11 th grade math scores from 0% proficiency rate to 10% proficiency on the spring MCA in 2017.
Baseline Data used To Select Goal:
Data Source: 2016 MCA math test and MMR reports.
Desired Result:
Improve 11 th grade math scores from 0% proficiency rate to 10% proficiency on the spring MCA in 2017.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
<ul style="list-style-type: none">• All LHS teachers in all areas of study will become more familiar with the MCA/ACT tests and will receive training on interpretation of test data.• All teachers will be trained on the use of a data warehouse, Viewpoint.• Teacher training in Edgenuity to provide test prep remediation and supplementary instruction.• Utilize the knowledge and expertise of Indian Career Advisor and Liaison to increase awareness of cultural concerns.• Teacher training in Positive Interventions and Supports (PBIS) to improve school culture and increase school pride.• Weekly student support meetings (RtI) to plan interventions for students not passing classes.• BHS/LHS and NTC and community manufacturing companies will expand course offerings and employment opportunities to provide pathways for trades certification and post-secondary credit.• BHS/LHS and NTC will increase CNA classes to allow more high school students the opportunity to be Certified Nursing Assistants.• Six “Bemidji Career Academies” will be launched this year to provide pathways to careers. These academies include, Light, Sound, and Video Technician, Mechatronics, Health Careers, Business Management, Construction Trades, and Project Lead the Way.
Staff Development Activities:
<ul style="list-style-type: none">• Interpret data and gear teaching practices to improve the math, reading, and writing scores.• Continue PBIS• Lead weekly home-room activities to improve school culture and prepare students for next steps after high school using the “Ramp up to Readiness” curriculum.• All LHS teachers will have opportunities to attend staff development meetings or conferences to address best practices in the classroom ensuring curriculum benchmarks are met.• Staff development on: suicide prevention and early onset of mental illness.• Teacher trainings on reading strategies to increase comprehension skills across the curriculum.

<ul style="list-style-type: none"> • Technology training to increase student engagement and 21st Century skills for the workplace. • Weekly collaboration with administration and counselors, as well as Indian Ed and school social worker.
Evidence of Teacher Learning and Improved Student Performance:
<ul style="list-style-type: none"> • Teachers will focus on student learning and will effectively guide students through content by setting objectives, using formative assessments, and providing feedback to students. • Formative assessment will define re-teaching strategies. • Students will meet or exceed the goals set for improving math scores. Success in this area should also translate into better learning in all areas. • Walk through visits, as well as, formal observation provides teacher with feedback on how they are progressing. These visits also provide administrators with evidence of future staff development planning. • Students will earn certifications/college credit through the Bemidji Career Academies.

2016-2017 School Improvement Goals

School Improvement Goal #2:
Bemidji Lumberjack High School staff and students will improve the 10 th grade reading scores from 85.7% proficiency to 88% proficiency on the MCA test in the spring of 2017.
Baseline Data used To Select Goal:
Data Source: 2016 MCA math test and MMR reports.
Desired Result:
Improve the 10 th grade reading scores from 85.7% proficiency to 88% proficiency on the MCA test in the spring of 2017.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
<ul style="list-style-type: none"> • Teacher trainings to include “Ramp up to Readiness” training. This curriculum prepares students for the next step after high school and helps foster a positive relationship with a caring adult. Teacher trainings also include staff development in reading strategies for increased comprehension across the curriculum. • Teacher training in technology tools for teaching and increasing student engagement and skills for 21st Learners. • All teachers in all areas of study will become familiar with the MCA/Grad math test and will receive training on interpretation of test data from the MCA and MAP tests. • Teachers will learn to apply best practice in curriculum planning to create safety nets. Students will be placed into math classes that will prepare them to pass MCA tests. • All LHS teachers will focus on teaching for the standards and benchmarks in their subject areas

- MAP testing of 9th grade students for prescriptive placement will be used to guide instructions through interpretation of data.
- Teacher training on Edgenuity to provide test prep remediation and supplementary math instruction.
- Teacher training in Positive Behavior Interventions and Supports (PBIS) to improve school culture, address behavior concerns, and create school pride.
- All teachers will be trained in Viewpoint, a data warehouse.
- As technology becomes available, (SMARTboards, ipads, LCD projectors, doc cams, etc.) and teaching platforms for blended model instruction such as D2L are explored, teachers will be provided professional development. These tools increase student engagement and prepare them for 21st century skills in the workplace.
- Utilize expertise of Indian Career Advisor and Liaison for cultural concerns.
- BHS/LHS and NTC and community manufacturing companies will expand course offerings and employment opportunities to provide pathways for trades certification and post-secondary credit.
- BHS/LHS and NTC will increase CNA classes to allow more high school students the opportunity to be Certified Nursing Assistants.
- Six “Bemidji Career Academies” will be launched this year to provide pathways to careers. These academies include, Light, Sound, and Video Technician, Mechatronics, Health Careers, Business Management, Construction Trades, and Project Lead the Way.

Staff Development Activities:

- Interpret data and gear teaching practices to improve the math, reading, and science scores.
- Continue PBIS
- Lead weekly home-room activities to improve school culture and prepare students for next steps after high school using the “Ramp up to Readiness” curriculum.
- All LHS teachers will have opportunities to attend staff development meetings or conferences to address best practices in the classroom ensuring curriculum benchmarks are met.
- Staff development on: suicide prevention and early onset of mental illness.
- Teacher trainings on reading strategies to increase comprehension skills across the curriculum.
- Technology training to increase student engagement and 21st Century skills for the workplace.
- Weekly collaboration with administration and counselors, as well as Indian Ed and school social worker.

Evidence of Teacher Learning and Improved Student Performance:

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

- Students will earn certifications/college credit through the Bemidji Career Academies.

2016-2017 School Improvement Goals

School Improvement Goal #3:

Bemidji Lumberjack High School staff and students will improve the attendance rate from 75.72% in 2015-2016 to 85% for all students in 2016-2017 as measured by Skyward.

Baseline Data used To Select Goal:

AYP/MMR reports and Skyward and Viewpoint attendance.

Desired Result:

Improve student attendance to 85% by the spring of 2017.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):

- All departments have created an attendance goal, and individual teachers have a SMART goal to increase attendance in their classes.
- All LHS staff will become familiar with all students, interacting on a daily basis outside the classroom, hallways, and lunchroom.
- All LHS staff serve as advisors to a given list of students. Staff will meet weekly with advisees and maintain contact with them and their parents regarding their progress.
- All LHS staff will provide a safe and welcoming environment.
- Utilize the knowledge and expertise of Indian Career Advisor and Liaison to increase awareness of cultural concerns.
- Create an incentive plan based on attendance and grades.
- Engaging technologies training to increase 21st Century Learners' skills for the workplace.
- BHS/LHS and NTC and community manufacturing companies will expand course offerings and employment opportunities to provide pathways for trades certification and post-secondary credit.
- BHS/LHS and NTC will increase CNA classes to allow more high school students the opportunity to be Certified Nursing Assistants.
- Six "Bemidji Career Academies" will be launched this year to provide pathways to careers. These academies include, Light, Sound, and Video Technician, Mechatronics, Health Careers, Business Management, Construction Trades, and Project Lead the Way.

Staff Development Activities:

- All LHS staff will make weekly contact with advisees, encouraging and assisting wherever needed, as well as preparing them for the next steps after high school by using the "Ramp up to Readiness" curriculum.
- Weekly collaboration with administration and counselors, as well as Indian Ed and school social worker.
- All LHS staff will make monthly contact with advisee families, discussing attendance, assignments and attitude.

- All LHS staff will attend weekly meetings to discuss issues and successes.
- All LHS staff will meet with their advisory group to review and update continuous learning plans.

Evidence of Teacher Learning and Improved Student Performance:

- Students will meet or exceed the attendance goal.
- Students and families will respond favorably to the contacts made by the advisor, translating into better attendance.
- Students will earn certifications/college credit through the Bemidji Career Academies.

BEMIDJI AREA SCHOOLS
Building School Improvement Plan
Academic Year 2016-2017

Building Northern Elementary

Building Principal Wendy K. Templin

School Improvement Site Team Chair Anna Grand

Building School Improvement Site Team Members:

Janelle Alexander

Stephany McDermott

Paul Daman

Chris Wade

Anna Grand

Janet Forte

2016-2017 School Improvement SMART Goals:

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

All Students- Grow from 52.6% to 55.6%

3rd Grade – Grow from 46.5% to 49.5%

4th Grade – Grow from 48.9% to 51.9%

5th Grade – Grow from 62.5% to 65.5%

All American Indian Students – 36.6% to 39.6%

All Free/Reduced Students -33.3% to 36.3%

All Special Education Students – 22.5% to 25.5%

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

All Students- Grow from 63% to 66%

3rd Grade – Grow from 70.3% to 73.3%

4th Grade – Grow from 66.3% to 69.3%

5th Grade – Grow from 52.1% to 55.1%

All American Indian Students – 56.1% to 59.1%

All Free/Reduced Students – 46.3% to 49.3%

All Special Education Students – 42.5% to 45.5%

- 3** We will increase the overall percentage of all Northern Elementary students in grade 5 so that there will be an increase in the number of students that will demonstrate proficiency by 3% in **science** as measured by the MCA-II's by the spring of 2016. Northern School will meet or exceed the State average and increase the individual student scores annually to lessen the achievement gap throughout the student population.

5th Grade – Grow from 60.2% to 63.2%

All American Indian Students – 50% to 53%

All Free/Reduced Students – 37.1% to 40.1%

All Special Education Students – 38.5% to 41.5%

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

Baseline Data: Monthly discipline records.

2016-2017 School Improvement Goals

School Improvement Goal #1:
We will increase the overall percentage of all Northern Elementary students in grades 3-5 so that there will be an increase in the number of students that will demonstrate proficiency by 3% in reading as measured by the MCA's by the spring of 2017. Northern School will meet or exceed the State average and increase the individual student scores annually to lessen the achievement gap throughout the student population.
Baseline Data used To Select Goal:
Spring 2017 MCA reading Assessment results.
Desired Result:
To increase each grade level performance by 3% and sub-cells by 3% proficiency.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
We will establish a clear vision for school wide data use by making data part of an on-going cycle of instructional improvement that includes teaching students to examine their own data and set their own learning goals.
Staff Development Activities:
<ol style="list-style-type: none"> 1. All reading teachers will utilize the Journeys reading curriculum to establish comprehension for informational text and literature (50%). 2. Teachers will be reviewing the reading standards to create Essential Learning Outcomes embedded in the current Journeys curriculum mapped out for the schoolyear. 3. All reading teachers will utilize the pretest and posttest instructional strategy. 4. Students will be individually involved in their learning success by examining their individual data. 5. Reading coaches will support at-risk (bubble) students to improve reading comprehension. 6. Staff development sessions will be provided in guided reading, Pals, running records, etc. by district and building specialists. 7. Utilizing the building librarian, students will focus on high-interest individual reading opportunities.
Evidence of Teacher Learning and Improved Student Performance:
<ol style="list-style-type: none"> 1. Improved scores on the MCA-III and NWEA assessments. 2. Shared knowledge and information gained at RTI, district and staff meetings. 3. Application of new knowledge and information focused in instructional best practices.

2016-2017 School Improvement Goals

School Improvement Goal #2:
We will increase the overall percentage of all Northern Elementary students in grades 3-5 so that there will be an increase in the number of students that will demonstrate proficiency by 3% in mathematics as measured by the MCA-III's by the spring of 2017. Northern School will meet or exceed the State average and increase the individual student scores annually to lessen the achievement gap throughout the student population.
Baseline Data used To Select Goal:
Spring 2017 MCA reading Assessment results.
Desired Result:
To increase each grade level by 3% and sub-cells 3% proficiency.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
We will establish a clear vision for school wide data use by making data part of an on-going cycle of instructional improvement that includes teaching students to examine their own data and set their own learning goals.
Staff Development Activities:
<ol style="list-style-type: none"> 1. All math teachers will utilize the Math Expressions curriculum to improve math skills, especially geometry. 2. Teachers will be reviewing the math standards to update Essential Learning Outcomes embedded in the current Math Expressions curriculum mapped out for the school year. 3. All math teachers will utilize the pretest and posttest instructional strategy. 4. Students will be individually involved in their learning success by examining their individual data. 5. The District math specialist will provide staff development sessions.
Evidence of Teacher Learning and Improved Student Performance:
<ol style="list-style-type: none"> 1. Improved scores on the MCA-III and NWEA assessments. 2. Shared knowledge and information gained at RTI, district and staff meetings. 3. Application of new knowledge and information focused in instructional best practices.

2016-2017 School Improvement Goals

School Improvement Goal #3:
We will increase the overall percentage of all Northern Elementary students in grade 5 so that there will be an increase in the number of students that will demonstrate proficiency by 3% in science as measured by the MCA-II's by the spring of 2016. Northern School will meet or exceed the State average and increase the individual student scores annually to lessen the achievement gap throughout the student population.

Baseline Data used To Select Goal:
Spring 2016 MCA reading Assessment results.
Desired Result:
To increase each grade level by 3% and sub-cells by 3% proficiency.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
We will establish a clear vision for school wide data use by making data part of an on-going cycle of instructional improvement that includes teaching students to examine their own data and set their own learning goals.
Staff Development Activities:
<ol style="list-style-type: none"> 1. All science teachers will utilize the Fusion curriculum to improve science knowledge, along with additional hands-on activities. 2. Teachers will be reviewing the science standards to update Essential Learning Outcomes embedded in the current Fusions curriculum mapped out for the school year. 3. All science teachers will utilize the pretest and posttest instructional strategy. 4. Students will be individually involved in their learning success by examining their individual data. 5. Increase the reading of informational science text.
Evidence of Teacher Learning and Improved Student Performance:
<ol style="list-style-type: none"> 1. Improved scores on the MCA-III. 2. Shared knowledge and information gained at district and staff meetings. 3. Application of new knowledge and information focused in instructional best practices.

2016-2017 School Improvement Goals

School Improvement Goal #4:
We will increase the overall climate of Northern Elementary as a safe and welcoming school by implementing Responsive Classroom to reduce office referrals and assaults by 10% during the 2016-2017 school year.
Baseline Data used To Select Goal:
Monthly discipline records and the yearend DIRS reports.
Desired Result:
To decrease each the grade level number of office referrals and severe discipline incidents by 5%.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
We will increase the overall climate of Northern Elementary as a safe and welcoming school by implementing Responsive Classroom guiding principles by providing RC discussion sessions and presentations.
Staff Development Activities:
<ol style="list-style-type: none">1. Implementation of Responsive Classroom over the 2016-17 and 2017-18 school years.2. Elimination of the Clip Chart management system.3. Staff will be trained in Proactive Discipline techniques and language strategies through Responsive Classroom discussions.4. Behavior consequences will be managed in the areas of the incident.
Evidence of Teacher Learning and Improved Student Performance:
<ol style="list-style-type: none">1. Decreased office referrals and suspensions.2. Shared knowledge and information gained within staff meetings.3. Visual evidence of Responsive Classroom guiding principles.

BEMIDJI AREA SCHOOLS
Building School Improvement Plan
Academic Year 2016-2017

Building Oshki Manidoo School

Building Principal Tami Wesely

School Improvement Site Team Chair Robert Beckstrom

Building School Improvement Site Team Members:

Tami Wesely

Anisia Rustand

Robert Beckstrom

2016-2017 School Improvement SMART Goals:

- 1** In Oshki Manidoo School the “ALL” students group will increase their proficiency from 0 students proficient on the MCA in reading in the Spring of 2016 to at least 1 student proficient in the Spring of 2017 as measured by the MCA in Reading.
- 2** In Oshki Manidoo School the “ALL” students group will increase their proficiency from 0 students proficient on the MCA in math in the Spring of 2016 to at least 1 student proficient in the Spring of 2017 as measured by the MCA in Math.
- 3** In the Oshki Manidoo School “ALL” student groups 50% of the students enrolled for 90 days or more will earn at least 1 credit toward graduation. (Baseline data: Prior to the 2016-2017 school year, students earned credit hours toward core courses. No students have completed credits while attending Oshki School.)

2016-2017 School Improvement Goals

School Improvement Goal #1:
In Oshki Manidoo School the “ALL” students group will increase their proficiency from 0 students proficient on the MCA in reading in the Spring of 2016 to at least 1 student proficient in the Spring of 2017 as measured by the MCA in Reading.
Baseline Data used To Select Goal:
Zero students passed the MCA in reading in 2016.
Desired Result:
At least 1 student will pass the MCA. All students will show growth in reading as measured by pre and post tests.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
The Edgenuity Online Program will be implemented as an option for students to improve skills in reading and earn credits in English.
Staff Development Activities:
The teacher will participate in Edgenuity training to develop curriculum suitable for Oshki School. Local, district, and regional staff development trainings will be available.
Evidence of Teacher Learning and Improved Student Performance:
Courses will be customized on Edgenuity to meet individual student needs. More students will complete coursework needed for credit attainment.

2016-2017 School Improvement Goals

School Improvement Goal #2:
In Oshki Manidoo School the “ALL” students group will increase their proficiency from 0 students proficient on the MCA in math in the Spring of 2016 to at least 1 student proficient in the Spring of 2017 as measured by the MCA in Math.
Baseline Data used To Select Goal:
Spring 2016 MCA scores are used to develop goals.
Desired Result:
At least 1 Oshki student will pass the MCA in spring of 2017. All students will show growth in the math skills as measured by pre and post tests.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
The Edgenuity Online Program will be implemented as an option for students to improve skills in reading and earn credits in Math.
Staff Development Activities:
The teacher will participate in Edgenuity training to develop curriculum suitable for Oshki School. Local, district, and regional staff development trainings will be available.
Evidence of Teacher Learning and Improved Student Performance:
Courses will be customized on Edgenuity to meet individual student needs. More students will complete coursework needed for credit attainment.

2016-2017 School Improvement Goals

School Improvement Goal #3:
In the Oshki Manidoo School “ALL” student groups 50% of the students enrolled for 90 days or more will earn at least 1 credit toward graduation. (Baseline data: Prior to the 2016-2017 school year, students earned credit hours toward core courses. No students have completed credits while attending Oshki School.)
Baseline Data used To Select Goal:
Prior to the 2016-2017 school year, students have earned credit hours in various courses. Students did not earn credits for completion of courses in their short-term, 90 day program.
Desired Result:
Students that are enrolled for the 90 day program, will be able to earn credit toward graduation for completion of courses when using the Edgenuity online program.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Staff will be trained in Edgenuity to learn to develop and customize courses.
Staff Development Activities:
Staff using Edgenuity will collaborate about courses available and determine techniques for customization.
Evidence of Teacher Learning and Improved Student Performance:
Courses will be developed and customized that meet individual student needs. Students will have a better opportunity to earn credits for courses that transfer to their resident districts.

BEMIDJI AREA SCHOOLS
Building School Improvement Plan
Academic Year 2016-2017

Building Paul Bunyan Elementary

Building Principal Kathy Van Wert

School Improvement Site Team Chair Kristine Hernandez

Building School Improvement Site Team Members:

<u>Lindsay Potter</u>	<u>Michael Quillin</u>
<u>Teresa Kuleta</u>	<u>Alisha Rude</u>
<u>Amy Eklund</u>	<u>Lana Hunsberger</u>
<u>Michele Strand</u>	<u>Kimberly Grahek</u>
<u>Emily Keller</u>	<u>Hannah Marsh</u>
<u>Christine Thronson</u>	<u>Lenore Siems</u>

2016-2017 School Improvement SMART Goals:

- 1** Using the AIMSweb Letter Sound Fluency Assessment, 65% of our students will obtain the Spring Benchmark of 33: in the Fall of 2016 2% of our students have reached the Spring Benchmark and in Spring of 2017 65% will reach the Spring Benchmark.
- 2** Using the AIMSweb Phoneme Segmentation Assessment, 65% of our students will obtain the Spring Benchmark of 41. The assessment will be given in the Winter of 2017 and Spring 2017.
- 3** Using the AIMSweb Number Identification Assessment: in the Fall of 2016 9% of our students have reached the Spring Benchmark and in Spring of 2017 65% will reach the Spring Benchmark of 55.
- 4** Using the AIMSweb Quantity Discrimination Assessment, 65% of our students will obtain the Spring Benchmark of 25: in the Fall of 2016 17% of our students reached the Spring Benchmark and in Spring of 2017 65% will reach the Spring Benchmark.

2016-2017 School Improvement Goals

School Improvement Goal #1:
Using the AIMSweb Letter Sound Fluency Assessment, 65% of our students will obtain the Spring Benchmark of 33: in the Fall of 2016 2% of our students have reached the Spring Benchmark and in Spring of 2017 65% will reach the Spring Benchmark.
Baseline Data used To Select Goal:
AIMSweb Fall of 2016 LSF data shows 2% of our students have currently reached the Tier 1 cut score Spring Benchmark of 33. Goal selected due to importance to obtaining reading skills.
Desired Result:
Paul Bunyan is reaching for 65% of our students to reach the Spring Benchmark of 33.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
To gain insight and best practice information on instructional practice and interventions as it pertains to LSF and to implement best practice instruction during core instructional time, using guided reading techniques and individual/small group interventions.
Staff Development Activities:
<ol style="list-style-type: none">1. RtI teams will meet 2x/month with a focus on Tier 1 instruction, guided reading and Responsive Classroom.2. Buddy Teachers will meet 1x/month to focus on teaching strategies, interventions.3. Utilization of Minnesota Reading Corps Tutor to work with Tier 2 students.4. Use volunteers and practicum students to assist with interventions of Tier 3 students.5. Provide opportunities for staff to work with district reading interventionist.6. Specialists will integrate lessons with a reading focus.7. Letter Sound cards will be made available at restrooms, cafeteria to provide opportunity for continual practice of letter sounds.8. AIMSweb Progress Monitoring will be done with students receiving interventions.
Evidence of Teacher Learning and Improved Student Performance:
<ol style="list-style-type: none">1. Spring Benchmark will be met by 65% of students.2. AIMSweb winter benchmark will be analyzed for students in need of additional assistance.3. Teachers will share strategies at monthly staff meetings.

2016-2017 School Improvement Goals

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

Baseline Data used To Select Goal:
AIMSweb Winter of 2016 Phoneme Segmentation Assessment will be used as a baseline, we will strive for 65% of our students to reach the Spring Benchmark of 41. This goal is aligned with the district's goal for kindergarten students.
Desired Result:
Paul Bunyan will work for 65% of students reaching Spring Benchmark, 41, at the 2017 Spring AIMSweb Assessment.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
To gain insight and best practice information on instructional practice and interventions as it pertains to PS and to implement best practice instruction during core instructional time, using guided reading techniques and individual/small group interventions.
Staff Development Activities:
<ol style="list-style-type: none"> 1. RtI teams will meet 2x/month with a focus on Tier 1 instruction, guided reading and Responsive Classroom. 2. Buddy Teachers will meet 1x/month to focus on teaching strategies, interventions. 3. Utilization of Minnesota Reading Corps Tutor to work with Tier 2 students. 4. Use volunteers and practicum students to assist with interventions of Tier 3 students. 5. Provide opportunities for staff to work with district reading interventionist. 6. Specialists will integrate lessons with a reading focus. 7. AIMSweb Progress Monitoring will be done with student's receiving interventions.
Evidence of Teacher Learning and Improved Student Performance:
<ol style="list-style-type: none"> 1. Spring Benchmark will be met by 65% of students. 2. AIMSweb winter benchmark will be analyzed for students in need of additional assistance. 3. Teachers will share strategies at monthly staff meetings.

2016-2017 School Improvement Goals

School Improvement Goal #3:
Using the AIMSweb Number Identification Assessment, 65% of our students will obtain the Spring Benchmark of 55: in the Fall of 2016 9% of our students have reached the Spring Benchmark and in Spring of 2017 65% will reach the Spring Benchmark.
Baseline Data used To Select Goal:
AIMSweb 2016 Fall Number Identification Assessment indicates that 9% of our students reaching the Spring Benchmark of 55. NI data is necessary to help increase student achievement with math concepts.

Desired Result:
Sixty-five percent of Paul Bunyan students will achieve the AIMSweb 2017 Spring Benchmark of 55 in the Spring of 2017.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
To gain insight and best practice information on instructional practice and interventions as it pertains to NI and to implement best practice instruction during core instructional time, using whole group instruction and individual/small group interventions.
Staff Development Activities:
<ol style="list-style-type: none"> 1. RTI teams will meet 2x/month with a focus on Tier 1 instruction. 2. Buddy Teachers will meet 1x/month to focus on teaching strategies, interventions. 3. Use volunteers and practicum students to assist with interventions of Tier 3 students. 4. Provide opportunities for staff to work with district math interventionist. 5. Specialists will integrate lessons with a number focus. 6. AIMSweb Progress Monitoring will be done with student's receiving interventions.
Evidence of Teacher Learning and Improved Student Performance:
<ol style="list-style-type: none"> 1. Spring Benchmark will be met by 65% of students. 2. AIMSweb winter benchmark will be analyzed for students in need of additional assistance. 3. Teachers will share strategies at monthly staff meetings.

2016-2017 School Improvement Goals

School Improvement Goal #4:
Using the AIMSweb Quantity Discrimination Assessment, 65% of our students will obtain the Spring Benchmark of 25: in the Fall of 2016 17% of our students reached the Spring Benchmark and in Spring of 2017 65% will reach the Spring Benchmark.
Baseline Data used To Select Goal:
2016 AIMSweb Quantity Discrimination Assessment will be used as a baseline to further instruction. Quantity Discrimination concepts are foundational to increasing student achievement in math.
Desired Result:
Sixty-five percent of our students will reach the 2017 AIMSweb Quantity Discrimination Spring Benchmark of 25.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
To gain insight and best practice information on instructional practice and interventions as it pertains to Quantity Discrimination and to implement best practice instruction during core instructional time, using whole group instruction and individual/small group interventions.
Staff Development Activities:
<ol style="list-style-type: none">1. RTI teams will meet 2x/month with a focus on Tier 1 instruction.2. Buddy Teachers will meet 1x/month to focus on teaching strategies, interventions.3. Use volunteers and practicum students to assist with interventions of Tier 3 students.4. Provide opportunities for staff to work with district math interventionist.5. Specialists will integrate lessons with a number focus.6. AIMSweb Progress Monitoring will be done with student's receiving interventions.
Evidence of Teacher Learning and Improved Student Performance:
<ol style="list-style-type: none">1. Spring Benchmark will be met by 65% of students.2. AIMSweb winter benchmark will be analyzed for students in need of additional assistance.3. Teachers will share strategies at monthly staff meetings.

BEMIDJI AREA SCHOOLS
Building School Improvement Plan
Academic Year 2016-2017

Building Solway Elementary School

Building Principal Tami Wesely

School Improvement Site Team Chair Heather Sande

Building School Improvement Site Team Members:

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

2016-2017 School Improvement SMART Goals:

- 1** The percentage of “*ALL Students*” enrolled at Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA reading test will increase by 3%, from 61.8% in 2016 to 64.8% in 2017.
- The percentage of *American Indian students* enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test will increase from 18.2% in 2016 to 21.2% in 2017.
 - The percentage of *Special Education students* enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test will increase from 10% in 2016 to 13% in 2017.

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

- Grades 1 will improve Curriculum Based Measurement percentage meeting Tier 1 from 71 % in the spring of 2016 to 73% in Spring 2017; as measured by AIMSweb.
- Grade 2 students will improve their overall Mean RIT score from 185.0 in the spring of 2016 to 191.6 in spring 2017; as measured by NWEA MAP.

- 2** The percentage of “ALL Students” enrolled in Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA math test will increase by 4%, from 59.8% in 2016 and 63.8% in 2017.
- The percentage of *American Indian students* enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA math test will increase from 27.3% in 2016 to 31.3% in 2017.
 - The percentage of *Special Education students* enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test will increase from 20% in 2016 to 24% in 2017.
- 3** Solway Elementary School will increase student attendance by 1%, from 94.86% at the end of the 2015-2016 school year, to 95.86% by the end of the 2016-2017 school year.

2016-2017 School Improvement Goals

School Improvement Goal #1: <i>Reading</i>
<p>The percentage of “ALL Students” enrolled at Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA reading test will increase by 3% from 60.9% in 2016 to 63.9% in 2017.</p> <ul style="list-style-type: none"> • The percentage of <i>American Indian students</i> enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test will increase from 18.2% in 2016 to 21.2% in 2017. • The percentage of <i>Special Education students</i> enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test will increase from 10% in 2016 to 13% in 2017.
Baseline Data used To Select Goal:
<p>Results from the Spring 2015 MCA assessments are used for baseline data. 60.9% of all Solway students in grade 3-5 scored proficient of the MCA reading test. 18.2% of American Indian subgroup scored proficient. 10% of Special Education subgroup scored proficient.</p>
Desired Result:
<p>All grades at Solway will increase proficiency by 3% on the Spring 2017 MCA tests in Reading.</p>

Means to Achieve the School Improvement Goal

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

2016-2017 School Improvement Goals

School Improvement Goal #2: <i>Math</i>
The percentage of “ALL Students” enrolled in Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA math test will increase by 4%, from 59.8% in 2016 and 63.8% in 2017.
Baseline Data used To Select Goal:
Results from the 2016 MCA assessments in math were used as baseline data: 59.8% of all Solway students in grade 3-5 scored proficient of the MCA math test. 27.3% of Special Education subgroup scored proficient. 20% of American Indian subgroup scored proficient.
Desired Result:
All grades at Solway will increase proficiency by 4% on the Spring 2016 MCA tests in math.

Means to Achieve the School Improvement Goal

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

2016-2017 School Improvement Goals

School Improvement Goal #3: <i>Attendance</i>
Solway Elementary School will increase student attendance by 1%, from 94.86% to 95.86% by the end of the 2016-2017 school year.
Baseline Data used To Select Goal:
Solway Elementary had a total of 94% attendance for the 2015-2016 school year.
Desired Result:
Solway Elementary will implement attendance incentives quarterly, to support an increase in student attendance.

Means to Achieve the School Improvement Goal

Staff Development Goal(s): <i>Attendance</i>
The families and students of Solway Elementary will be informed about the importance of attendance at school, and student incentives will be offered quarterly, for increased attendance.
Staff Development Activities:
Responsive Classroom activities will center around the importance of being present at school whenever possible.
Evidence of Teacher Learning and Improved Student Performance:
Attendance reports will be reviewed monthly, by the attendance personnel to monitor for student attendance.