<div align="center">

BEMIDJI AREA SCHOOLS
2018-2019 Building School Improvement Plans
Due to Colleen Cardenuto: October 26, 2018

</div>

This Building School Improvement Plan format combines school improvement and staff development goals into one cohesive plan. For each school improvement goal there must be a staff development goal(s). The building principal is responsible for forwarding this information to the site team and staff development chairs. By June 2019, each building team will be asked to report their success in meeting their school improvement and staff development goals. The final building reports will appear in the 2018-2019 World's Best Workforce Report. Schools must align their goals with the District Goals. Buildings may articulate both academic and culture goals, but this process will be more manageable if site teams limit themselves to two or three SMART (Specific, Measureable, Attainable, Results based & Time bound) goals. Just because I provided five goal areas does not mean you need to have five goals. Your school improvement plan does not need to be long.

When a draft of the 2018-2019 District Goals is available, I will share that with you.

Directions for Completing the School Improvement Form:
The following form is a Microsoft Word table, which will grow with the length of your narrative. Click on the shaded areas and begin to type. As you type, your words will replace the shaded box. The shading will not appear when you print.

Building   Central Elementary

Building Principal   Tami Wesely

School Improvement Site Team Chair   Terri Forseth/Vince Collyard

Building School Improvement Site Team Members:

Tami Wesely	Leighann Mensen
Vince Collyard	
Terri Forseth	
Laci Podmore	
Rance Bahr	
Kelly Blair	
Jenny Annette	
Kelli Jensen	

2018-2019 School Improvement SMART Goals:

1 Reading

The proficiency percentage of All students, grade 3, at Central Elementary, will increase from 23.3% in Spring 2018 to 25.3% in Spring 2019 as measured by the MCA III/MTAS Reading Assessment.

1a. The proficiency percentage of the Free and Reduced subgroup, grade 3, at Central Elementary will increase from 16.1% in Spring 2018, to 18.1% in Spring 2019 as measured by the MCA III / MTAS Reading Assessment.

1b. The proficiency percentage of the American Indian subgroup, grade 3, at Central Elementary will increase from 10% in Spring 2018, to 12% in Spring 2019, as measured by the MCA III/MTAS Reading Assessment.

1c. The proficiency percentage of the Special Education subgroup, grade 3, at Central Elementary will increase from 0% in Spring 2018, to 2% in Spring 2019, as measured by the MCA III/MTAS Reading Assessment.

To support all students **Reading Well by Third Grade**:
- The Mean RIT score of Kindergarten students, at Central Elementary, will increase from 136.4 in Fall 2018 to 141.4 in Spring 2019 as measured by the NWEA MAP Reading assessment.
- The Mean RIT score of Grade 1 students, at Central Elementary, will increase from 153.9 in Fall 2018 to 158.9 in Spring 2019 as measured by the NWEA MAP Reading Assessment.
- The Mean RIT score of Grade 2 students, at Central Elementary, will increase from 164.7 in Fall 2018 to 169.7 in Spring 2019 as measured by the NWEA MAP Reading assessment.
- The Mean RIT score of Grade 3 students, at Central Elementary, will increase from 179.9 in Fall 2018 to 184.9 in Spring 2019 as measured by the NWEA MAP Reading assessment.

2 <u>**Math**</u>
The proficiency percentage of all students, grade 3, at Central Elementary, will increase from 34.9% in Spring 2018, to 36.9% in Spring 2019, as measured by the MCA III/MTAS Math Assessment.

2a. The proficiency percentage of the Free and Reduced subgroup, grade 3, at Central Elementary, will increase from 22.6% in Spring 2018, to 24.6% in Spring 2019, as measured by MCA III / MTAS Math Assessment.

2b. The proficiency percentage of the American Indian subgroup, grade 3, at Central Elementary, will increase from 0% in Spring 2018, to 2% in Spring 2019, as measured by MCA III/MTAS Math Assessment

2c. The proficiency percentage of the Special Education subgroup, grade 3, at Central Elementary, will increase from 0% in Spring 2018 to 2% in Spring 2019, as measured by the MCA III/MTAS Math assessment.

To support all students in **achieving math growth**:
- The Mean RIT score of Kindergarten students, at Central Elementary, will increase from 135.6 in Fall 2018 to 140.6 in Spring 2019 as measured by the NWEA MAP Math assessment.
- The Mean RIT score of Grade 1 students, at Central Elementary, will increase from 161.4 in Fall 2018 to 166.4 in Spring 2019 as measured by the NWEA MAP Math assessment.

- The Mean RIT score of Grade 2 students, at Central Elementary, will increase from 170.3 in Fall 2018 to 175.3 in Spring 2019 as measured by the NWEA MAP Math assessment.
- The Mean RIT score of Grade 3 students, at Central Elementary, will increase from 185.3 in Fall 2018 to 190.3 in Spring 2019 as measured by the NWEA MAP Math assessment.

3 Safe and Welcoming Environment/Responsive Classroom

Central Elementary students, Grades K-3, will increase their overall attendance percentage from 76.41% during the 2017-2018 school year to 78.41% during the 2018-2019 school year as measured by the MDE/Consistent Attendance Indicator.

School Improvement Goal #1: **Reading**

Reading

The proficiency percentage of All students, grade 3, at Central Elementary, will increase from 23.3% in Spring 2018 to 25.3% in Spring 2019 as measured by the MCA III/MTAS Reading Assessment.

1a. The proficiency percentage of the Free and Reduced subgroup, grade 3, at Central Elementary will increase from 16.1% in Spring 2018, to 18.1% in Spring 2019 as measured by the MCA III / MTAS Reading Assessment.

1b. The proficiency percentage of the American Indian subgroup, grade 3, at Central Elementary will increase from 10% in Spring 2018, to 12% in Spring 2019, as measured by the MCA III/MTAS Reading Assessment.

1c. The proficiency percentage of the Special Education subgroup, grade 3, at Central Elementary will increase from 0% in Spring 2018, to 2% in Spring 2019, as measured by the MCA III/MTAS Reading Assessment.

To support all students **Reading Well by Third Grade**:
- The Mean RIT score of Kindergarten students, at Central Elementary, will increase from 136.4 in Fall 2018 to 141.4 in Spring 2019 as measured by the NWEA MAP Reading assessment.
- The Mean RIT score of Grade 1 students, at Central Elementary, will increase from 153.9 in Fall 2018 to 158.9 in Spring 2019 as measured by the NWEA MAP Reading Assessment.
- The Mean RIT score of Grade 2 students, at Central Elementary, will increase from 164.7 in Fall 2018 to 169.7 in Spring 2019 as measured by the NWEA MAP Reading assessment.
- The Mean RIT score of Grade 3 students, at Central Elementary, will increase from 179.9 in Fall 2018 to 184.9 in Spring 2019 as measured by the NWEA MAP Reading assessment.

Baseline Data used To Select Goal:

The goals were selected based on the 2018 MCA III/MTAS Reading and NWEA MAP Reading assessment results.

Desired Result:

The proficiency percentage of All students, grade 3, at Central Elementary, will increase from 23.3% in Spring 2018 to 25.3% in Spring 2019 as measured by the MCA III/MTAS Reading Assessment.
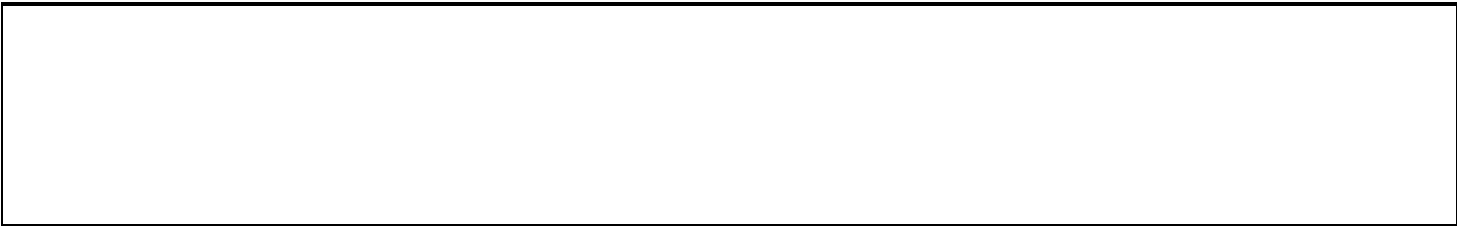
Means to Achieve the School Improvement Goal

Staff Development Goal(s):
One hundred percent (100%) of the teachers that teach Reading will participate in semi-monthly RtI meetings to discuss best practices in reading, prepare to differentiate instruction, and examine student data.

Staff Development Activities:
Staff, grades K-3 will collaborate twice monthly using data: MAP, MCA III, Houghton-Mifflin reading assessment, along with student work and teacher observation. Guided Reading, Daily 5 literacy framework, Reading Recovery, Leveled Literacy Intervention, MN Reading Corps program, and Title I small group interventions continue to be implemented school-wide. All teachers are part of a literacy based RtI team. Classroom will provide a minimum of 120 minutes of reading instruction daily. Nonfiction/informative books emphasized in all classrooms. Improve Reading Comprehension with the use of writing based assessments (Think/Write/Share, Journaling, Word Walls). Trainings from Reading Specialist will be offered throughout the year. Teachers will use aligned curriculum to MN state standards. Responsive Classroom practices will be implemented. Professional Learning Community (PLC) groups will be ongoing. Implement Cultural Awareness activities school-wide in collaboration with Title I, Indian Education Services, and the district American Indian Culture and Curriculum Specialist.

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

Teacher Learning:
- Attend RtI meetings where goals are revised and new strategies discussed.
- Use of SMART boards and other technology (iPads, Chrome books).
- Implement best practice strategies and interventions.

Improved Student Performance:

- The proficiency percentage of All students, grade 3, at Central Elementary, will increase from 23.3% in Spring 2018 to 25.3% in Spring 2019 as measured by the MCA III/MTAS Reading Assessment.

School Improvement Goal #2: **Math**

Math

The proficiency percentage of all students, grade 3, at Central Elementary, will increase from 34.9% in Spring 2018, to 36.9% in Spring 2019, as measured by the MCA III/MTAS Math Assessment.

2a. The proficiency percentage of the Free and Reduced subgroup, grade 3, at Central Elementary, will increase from 22.6% in Spring 2018, to 24.6% in Spring 2019, as measured by MCA III / MTAS Math Assessment.

2b. The proficiency percentage of the American Indian subgroup, grade 3, at Central Elementary, will increase from 0% in Spring 2018, to 2% in Spring 2019, as measured by MCA III/MTAS Math Assessment

2c. The proficiency percentage of the Special Education subgroup, grade 3, at Central Elementary, will increase from 0% in Spring 2018 to 2% in Spring 2019, as measured by the MCA III/MTAS Math assessment.

To support all students in **achieving math growth**:
- The Mean RIT score of Kindergarten students, at Central Elementary, will increase from 135.6 in Fall 2018 to 140.6 in Spring 2019 as measured by the NWEA MAP Math assessment.
- The Mean RIT score of Grade 1 students, at Central Elementary, will increase from 161.4 in Fall 2018 to 166.4 in Spring 2019 as measured by the NWEA MAP Math assessment.
- The Mean RIT score of Grade 2 students, at Central Elementary, will increase from 170.3 in Fall 2018 to 175.3 in Spring 2019 as measured by the NWEA MAP Math assessment.
- The Mean RIT score of Grade 3 students, at Central Elementary, will increase from 185.3 in Fall 2018 to 190.3 in Spring 2019 as measured by the NWEA MAP Math assessment.

Baseline Data used To Select Goal:

The goals were selected based on the 2018 MCA III/MTAS Math and NWEA MAP Math assessment results.

Desired Result:

The proficiency percentage of all students, grade 3, at Central Elementary, will increase from 34.9% in Spring 2018, to 36.9% in Spring 2019, as measured by the MCA III Math Assessment.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
One hundred percent (100%) of the teachers that teach Math will participate in semi-monthly RtI meetings to discuss best practices in math, prepare to differentiate instruction, and examine student data.

Staff Development Activities:
Classroom teachers, grades K-3, will provide 90 minutes of math instruction daily, including math games and whiteboards to reinforce skills. Teachers and intervention specialists will collaborate and distinguish students who need more individualized instruction. Technology reinforces math concepts using numerous math programs. Home Links are sent home regularly to encourage parents to participate in math. Teachers will use aligned curriculum to MN state standards. AIMSweb Math probes and benchmark tests will be given throughout the year to track student progress. RtI teams will meet to share data and plan interventions. Title I small group interventions will continue to be implemented school-wide. Professional Learning Community (PLC) groups will be ongoing.

Evidence of Teacher Learning and Improved Student Performance:
Teacher Learning: • Attend RtI meetings where goals are revised and new strategies discussed. • Use of SMART boards and other technology (iPads, Chrome books). • Implement best practice strategies and interventions. • Use of student white boards, signaling, and exit slips. • Analyze grade level math data (M-Comp probes, MAP, and MCA III assessments). Improved Students Performance: • The proficiency percentage of all students, grade 3, at Central Elementary, will increase from 34.9% in Spring 2018, to 36.9% in Spring 2019, as measured by the MCA III Math Assessment.

School Improvement Goal #3:
Safe and Welcoming Environment/Responsive Classroom Central Elementary students, Grades K-3, will increase their overall attendance percentage from 76.41% during the 2017-2018 school year to 78.41% during the 2018-2019 school year as measured by the MDE/Consistent Attendance Indicator.
Baseline Data used To Select Goal:
The goal was selected based on the 2017-2018 attendance data provided by the MDE/Consistent Attendance Indicator. The overall percentage was 76.41 in Spring 2018.
Desired Result:
Central Elementary students, Grades K-3, will increase their overall attendance percentage from 76.41% during the 2017-2018 school year to 78.41% during the 2018-2019 school year as measured by the MDE/Consistent Attendance Indicator.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Central Elementary will monitor attendance on a monthly/quarterly basis and award students.
Staff Development Activities:
Teachers will: • Utilize Responsive Classroom procedures including Morning Meeting and Closing Circle to create a positive classroom community that will encourage students to attend school. • Communicate with attendance monitor to ensure phone calls are made to parents/guardians with attendance concerns. • Present students with award incentives.

Evidence of Teacher Learning and Improved Student Performance:

Teacher Learning:
- Analyze/review monthly attendance reports.
- Communicate with students and families with attendance concerns.

Improved Student Performance:

Central Elementary students, Grades K-3, will increase their overall attendance percentage from 76.41% during the 2017-2018 school year to 78.41% during the 2018-2019 school year as measured by the MDE/Consistent Attendance Indicator.