



World's Best Workforce

2018-2019 Report

This report is available on Bemidji Area Schools website at:
<https://www.bemidji.k12.mn.us/curriculum/worlds-best-workforce/worlds-best-workforce-reports/>



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Bemidji Area Schools



We are committed to creating an environment where:

- Each learner will be challenged to develop his/her full potential.
- Basic knowledge, skills and attitudes are necessary for success.
- Learning is a life-long process that enriches our lives.
- Education is a partnership with family and community.
- Each person will show sensitivity and respect for self and others.
- There are expectations of quality for ourselves and for others.

LETTER FROM THE SUPERINTENDENT

Dear Patrons of Bemidji Area Schools:

The 2018-2019 World's Best Workforce Report reflects school district progress and provides an opportunity for you to review the performance of Bemidji Area Schools. I am confident you will conclude that Bemidji students are receiving an excellent education and are provided countless opportunities for success both in and outside of the classroom.

Despite the fact that many of Bemidji School District's students struggle economically, most students continue to thrive and achieve academically. The latest reports indicate that over 47% of Bemidji Area Schools' students qualify to receive free or reduced price lunches which should be an indicator of poor performance. That is not the case in Bemidji's public schools. In addition, 20.0% of the students in Bemidji Area Schools are participating in some form of special education, compared to 16.2% Statewide in Minnesota. Yet, reports indicate that Bemidji Area Schools have seen many students grow academically over the past year.

Such social issues as trauma, poverty, and homelessness have made it necessary for the ISD 31 school board, administration, and teachers to seek solutions to these difficult and unique problems. However, Bemidji Area Schools have much to celebrate as well. Let me highlight some of the successes and bright spots within the Bemidji Area Schools.

While it is true that some test scores do indicate that students are not proficient in Reading, Math, or Science, we are proud of the growth we saw in our students last year. Not only does ISD 31 have wonderful teachers and paraprofessionals to work with our students, but other staff provide great support in the form of positive relationships with students. School counselors, social workers, and other interventionists provide additional supports to students. In addition, bus drivers, food service personnel, and custodial staff all find ways to connect with students throughout each day. All of this support from caring adults makes a huge difference in the daily growth of our students.

Last year, the district and its schools sent administrators, teachers, and other support staff to several training opportunities geared towards improving school climate and culture. As a result, we have seen significant improvements in student behaviors, as well as in how we, as educators, respond to difficult behaviors when they arise. Compared to the previous year, our incidents of suspensions and expulsions were down drastically last year. Our goal is to keep students in school as much as possible, and we were able to do that much more often last year.

Bemidji School District's students are provided with many additional opportunities for success through extra-curricular activities outside of their classrooms. Such activities support the growth of our students by teaching such skills as teamwork, collaboration, perseverance, and leadership. As a result, a great majority of our athletic and other extra-curricular teams are leaders in the state when it comes to academic, athletic, and artistic achievements.

I am very proud of the fact that Bemidji Area Schools provide so many opportunities for students to grow both academically and personally beginning in our pre-school programs and all the way through graduation from high school. Thanks to partnerships and support from parents and families, as well as from our entire community, including numerous business and industry leaders, Bemidji School District has been able to offer an excellent and comprehensive educational program with countless opportunities for students to learn and thrive.

Sincerely,

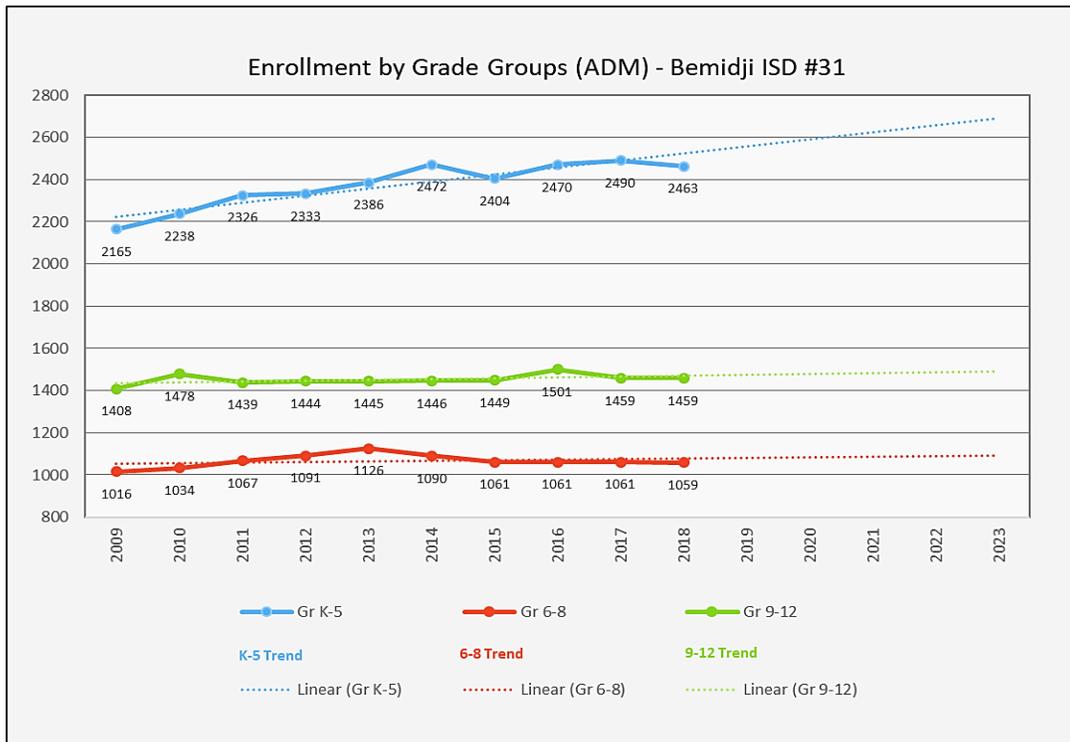
Tim Lutz
Superintendent of Schools

BEMIDJI AREA SCHOOLS ENROLLMENT

Fifteen Bemidji Area Schools serve 5,230 students in grades K-12. A brief summary of student demographics can be found in the table below. Beside each school name is the number of students enrolled on October 1, 2018, the official date for calculating enrollment. Also listed are poverty rates for each school, calculated by the number of students who qualify to receive free and reduced lunches; students receiving special education services; percent of minority students and a percent of students with two or more races. The data reported is the official data as calculated by the Minnesota Department of Education.

School	# Enrolled	% Poverty	% Special Ed	% Two or More Races	% Minority
State of Minnesota	889,304	36.9%	16.2%	5.0%	34.3%
Total Bemidji District	5,230	47.2%	20.0%	7.9%	29.0%
Bemidji AEC	40	35.0%	22.5%	7.5%	37.5%
Bemidji BYLaW	11	100%	100%	0.0%	45.5%
Bemidji High School	1,416	35.2%	16.8%	3.1%	20.6%
Bemidji Lumberjack ALC	51	82.4%	0	11.8%	68.6%
Bemidji Middle School	1,096	47.6%	17.0%	10.8%	30.0%
Central Elementary	172	73.3%	32.0%	14.5%	43.0%
First City School (NMJC)	41	100%	39.0%	2.5%	68.3%
Gene Dillon Elementary	838	51%	18.6%	10.0%	33.4%
Horace May Elementary	297	36.7%	29.0%	2.0%	14.8%
J. W. Smith Elementary	261	77.0%	28.4%	17.6%	60.5%
Lincoln Elementary	406	53.7%	23.7%	10.1%	31.8%
Northern Elementary	291	37.8%	18.6%	7.2%	18.2%
Oshki Manidoo Center	9	Not Available	Not Available	11.1%	100%
Paul Bunyan Center	160	40.6%	16.9%	5.0%	22.5%
Solway Elementary	141	53.2%	23.4%	5.0%	20.6%

The following chart shows Bemidji Area Schools' Average Daily Membership (ADM) by grade level 2009-2018, with a projected trend to 2023.



BEMIDJI DISTRICT SCHOOL IMPROVEMENT GOALS

Bemidji Area schools strives to empower each learner to succeed in our diverse and changing world. With this mission in mind and in accordance with the World's Best Workforce Legislation (Section 120B.11) we will share our goals and results for the 2018-2019 school year.

World's Best Workforce Goals:

- All children are ready for school
- All students in third grade are achieving at Grade Level Literacy
- All racial and economic achievement gaps between students are closed
- All students graduate from high school
- All students are ready for career and college by graduation

All Students Are Ready For School

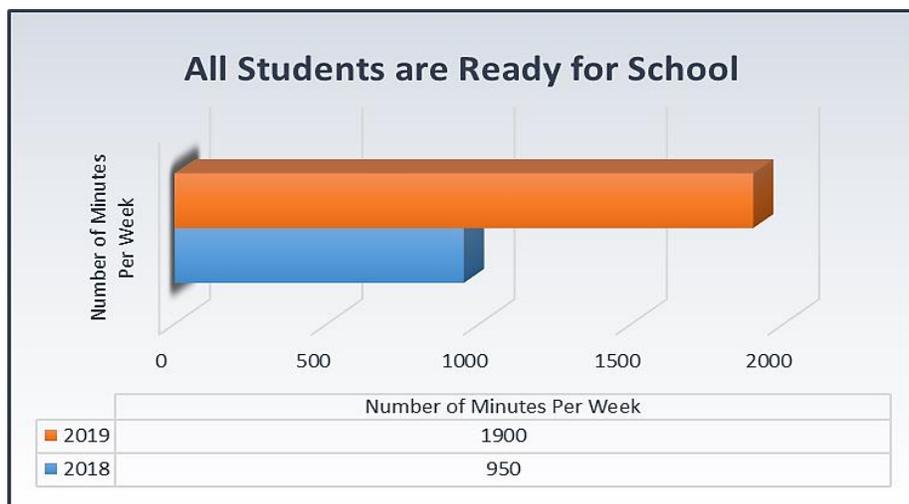
Goal 1: Bemidji Area Schools District’s four-year-old preschool program will increase from two and a half days a week to five days a week before the spring of 2020.

Goal 2: Literacy Knowledge – Bemidji Area Schools District’s four-year-old preschool program will improve the foundational skills of letter knowledge for students enrolled in the Pre-K programs so that 75% of students will demonstrate acquisition of 10 out of 26 capital letters measured by the Spring 2019 Pre-K assessment.

Goal 3: Math Knowledge – At least 80% of students enrolled in Bemidji Area Schools Pre-K programs will improve their foundational skills of one-to-one counting of 10 objects as measured by the Spring 2019 Pre-K assessment.

Results:

- *The Bemidji Area School district’s four-year-old preschool program increased their education time from 950 minutes a week (two and a half days a week) to 1900 per week (five days a week).*
- *In the school readiness pre-k program, 80% of students achieved the goal of capital letter knowledge by the spring of 2019, which meets our Literacy Knowledge goal.*
- *In the school readiness pre-k program, 98% of students achieved the goal of one-to-one counting of 10 objects by the spring of 2019.*



All Students in Third Grade are Achieving at Grade Level Literacy

Below are the Bemidji Area School goals and results that were set to meet the *All Third Graders Can Read at Grade Level* goal and reading goals for students in grades K-10:

Kindergarten - Third Grade NWEA Reading Goal 2018 - 2021:

Bemidji Area Schools Kindergarten through third grade students will increase from 56.75% to 62.75% of the students reaching the Spring Mean Average RIT score identified by the NWEA Reading Assessment:

- *Kindergarten Spring Mean Average RIT Target – 158.1
- *First Spring Mean Average RIT Target – 177.5
- *Second Spring Mean Average RIT Target – 188.7
- *Third Spring Mean Average RIT Target – 198.6

Kindergarten - Third Grade NWEA Reading Results:

The number of students in the MAP Growth Count in grades K-3 was 1,448 in 2019. Of this set, 796 students met the growth projection, which is 54.97%, a slight decrease from 2018 (56.75%).

- Kindergarten NWEA MAP overall Mean RIT score increased from 140.1 in Fall 2018 to 155.2 in Spring 2019.
- Grade 1 NWEA MAP overall Mean RIT score increased from 156.0 in Fall 2018 to 175.2 in Spring 2019.
- Grade 2 NWEA MAP overall Mean RIT score increased from 170.9 in Fall 2018 to 186.5 in Spring 2019.
- Grade 3 NWEA MAP overall Mean RIT score increased from 186.5 in Fall 2018 to 197.9 in Spring 2019.

Bemidji Area Schools							
NWEA MAP District Student Growth Summary							
Fall 2018 to Spring 2019							
Reading							
Grade	# Students	Fall 2018 Mean RIT	Spring 2019 Mean RIT	Actual Growth	Projected Growth	Percent Meeting Growth Target	NWEA Target Meeting Growth
K	332	140.1	155.2	15.1	17.2	43	60
1st	377	156.0	175.2	19.2	16.6	60	60
2nd	371	170.9	186.5	15.7	14.1	58	60
3rd	369	186.5	198.0	11.5	10.4	58	60
4th	383	196.9	204.4	7.5	7.8	54	60
5th	409	205.2	211.3	6.2	6.1	56	60
6th	336	211.3	214.5	3.2	4.8	50	60
7th	337	217.9	220.0	2.1	3.6	45	60
8th	320	223.4	224.1	0.7	2.6	46	60
9th	241	238.0	226.9	-1.1	1.6	37	60

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

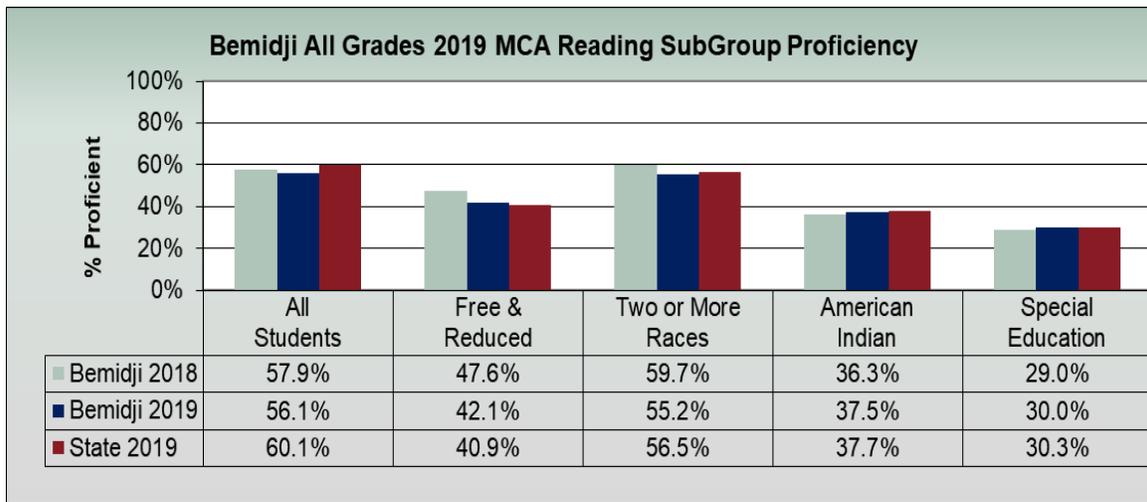
Green indicates the Mean RIT is 3.0 or more points above the Norm Mean RIT

Third-Tenth Grade MCA Reading Goal 2018-2021: Bemidji Area Schools district-wide “All Students” group will increase their proficiency of 57.17% in the spring of 2018 to 63% in the Spring of 2021 as measured by the MCA Reading Assessment and identified on the North Star Report.

Third-Tenth Grade MCA Reading Results 2018-2021

The Bemidji Area School District scored 56.1% on the 2019 MCA Reading Assessment. Our district result was 4.0% below the state.

- *Bemidji grades 7 and 8 outperformed the State in 2019 MCA Reading.*



All racial and economic achievement gaps between students are closed

Third-Tenth Grade MCA Reading Closing the Achievement Gap Goal 2018-2021

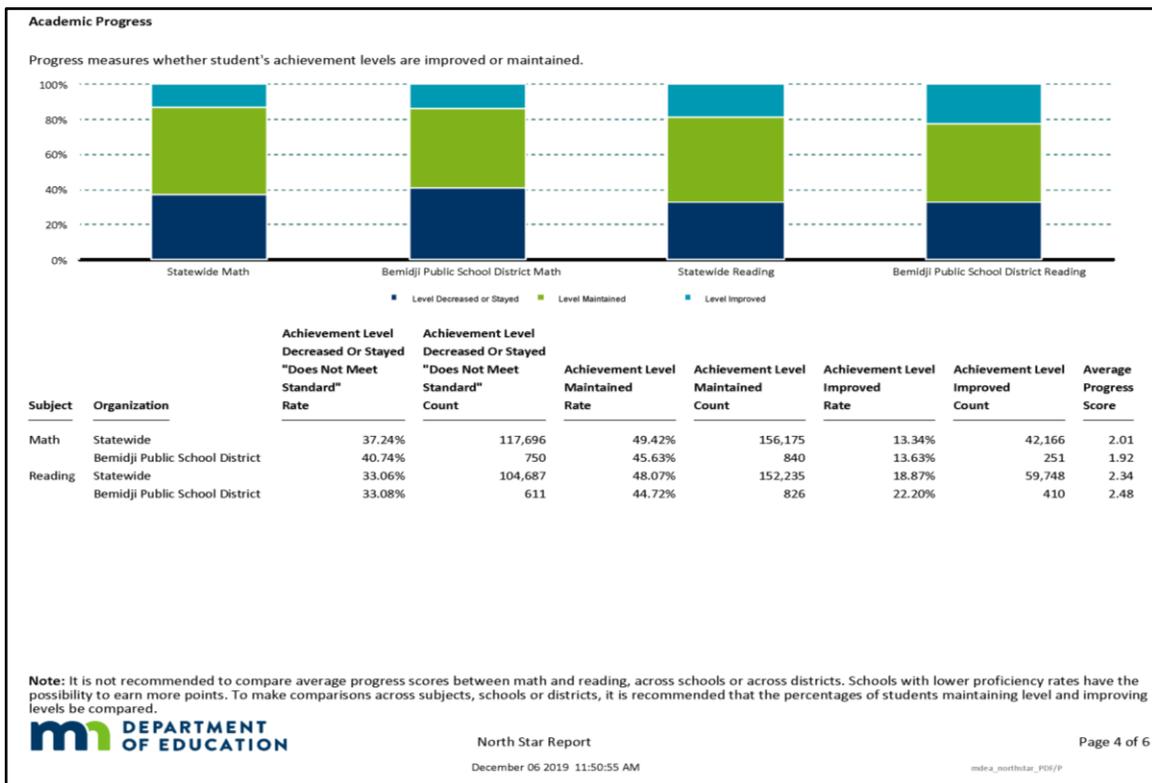
The Bemidji Area Schools will close the achievement gap for the following subgroups as measured by the MCA Reading Assessment and identified on the North Star Report.

- Special Education students’ “achievement level improved” rate will increase from 20.7 in the Spring of 2018 to 26.7% in the Spring of 2021.
- American Indian students’ “achievement level improved” rate will increase from 24.1% in the Spring of 2018 to 30.1% in the Spring of 2021.
- Free and Reduced Lunch students’ “achievement level improved” rate will increase from 23.8% in the Spring of 2018 to 26.8% in the Spring of 2021.
- Two or More Races students’ “achievement level improved” rate will increase from 25.8% in the Spring of 2018 to 28.8% in the Spring of 2021.

Third-Tenth Grade MCA Reading Closing the Achievement Gap Results 2018-2021

- Bemidji Special Education students’ “achievement level improved” rate decreased from 20.7 in the Spring of 2018 to 18.1% in the Spring of 2021.
- Bemidji American Indian students’ “achievement level improved” rate decreased from 24.1% in the Spring of 2018 to 20.9% in the Spring of 2021.
- Bemidji Free & Reduced Lunch students’ “achievement level improved” rate decreased from 23.8% in the Spring of 2018 to 20.6% in the Spring of 2021.
- Bemidji Two or More Races students’ “achievement level improved” rate decreased from 25.8% in the Spring of 2018 to 22.2% in the Spring of 2021.
- Bemidji student Reading Achievement Gaps for all subgroups decreased in 2019 compared to 2018.

For additional information, please see the Minnesota Report Card at: <https://rc.education.mn.gov/#mySchool/p--3>



Bemidji Area Schools Math Academic Goals and Results

Kindergarten - Third Grade NWEA Math Goal 2018 - 2021:

The Bemidji Area Schools Kindergarten through third grade students will increase from 60.25% to 66.25% of students reaching the Mean Average RIT score as identified by NWEA Mathematics Assessment:

- Kindergarten Spring Mean Average RIT Target –158.0
- First Spring Mean Average RIT Target –181.9
- Second Spring Mean Average RIT Target –189.7
- Third Spring Mean Average RIT Target – 203.2

Kindergarten - Third Grade NWEA Mathematic Results 2018-2021:

The number of students in the MAP Growth Count in grades K-3 was 1,447 in 2019. Of this set, 821 students met the growth projection, which is 56.74%, a slight decrease from 2018 (60.25%).

- Kindergarten NWEA MAP overall Mean RIT score increased from 139.9 in Fall 2018 to 158.4 in Spring 2019.
- Grade 1 NWEA MAP overall Mean RIT score increased from 158.9 in Fall 2018 to 180.3 in Spring 2019.
- Grade 2 NWEA MAP overall Mean RIT score increased from 173.6 in Fall 2018 to 190.0 in Spring 2019.
- Grade 3 NWEA MAP overall Mean RIT score increased from 189.1 in Fall 2018 to 203.2 in Spring 2019.

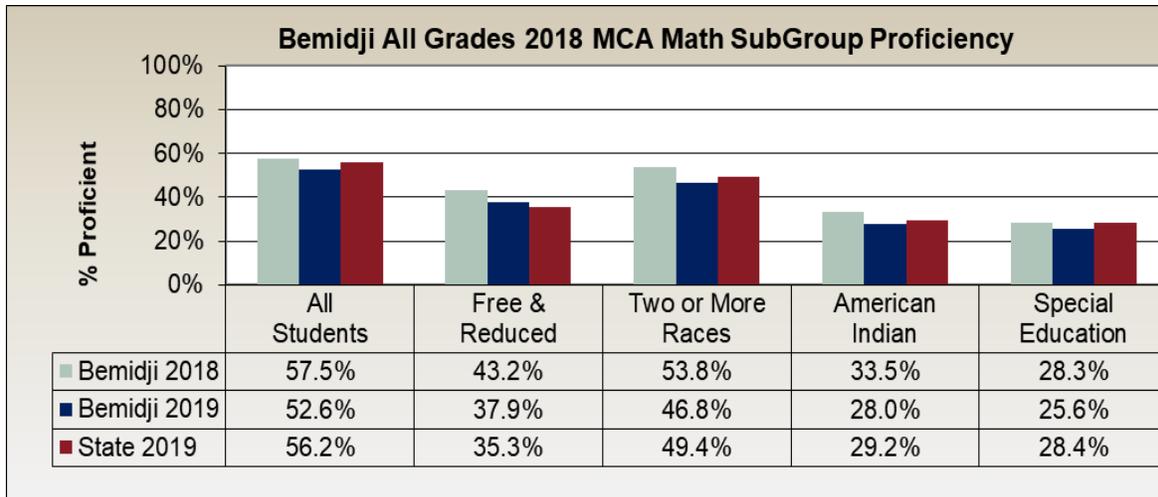
Bemidji Area Schools							
NWEA MAP District Student Growth Summary							
Fall 2018 to Spring 2019							
Mathematics							
Grade	# Students	Fall 2018 Mean RIT	Spring 2019 Mean RIT	Actual Growth	Projected Growth	Percent Meeting Growth Target	NWEA Target Meeting Growth
K	331	139.9	158.4	18.5	19.1	47	60
1st	372	158.9	180.3	21.3	18.5	66	60
2nd	373	173.6	190.0	16.4	15.3	56	60
3rd	371	189.1	203.2	14.2	12.9	57	60
4th	383	201.6	210.3	8.7	11.5	36	60
5th	408	211.3	221.1	9.8	9.9	52	60
6th	346	218.2	225.5	7.3	7.7	52	60
7th	334	227.1	231.4	4.3	6.2	44	60
8th	322	236.3	239.0	2.7	5.3	48	60
9th	254	242.1	243.7	1.5	4.0	49	60
<p style="text-align: center;">Red indicates the Mean RIT is 3.0 or more points below the Norm Mean RIT</p> <p style="text-align: center;">Green indicates the Mean RIT is 3.0 or more points above the Norm Mean RIT</p>							

Third-Tenth Grade MCA Mathematic Goal 2018-2021:

The Bemidji Area Schools district-wide, the “All Students” group will increase their proficiency of 56.84% in Spring 2018 to 62.84% in Spring 2021 as measured by the MCA Mathematics Assessment and identified on the North Star Report.

Third-Tenth Grade MCA Mathematic Result 2018-2021:

- Bemidji District 2019 MCA Math proficiency decreased 4.9% to 52.6%.
- Bemidji grades 6, 8, and 11 outperformed the State in 2019 MCA Math.



Closing the Mathematics Achievement Gap

Third-Tenth Grade MCA Mathematic Closing the Achievement Gap Goal 2018-2021

The Bemidji Area Schools will close the achievement gap for the following subgroups as measured by the MCA Mathematic Assessment and identified on the North Star Report.

- Special Education students’ “achievement level improved” rate will increase from 16.03% in the Spring of 2018 to 18.03% in the Spring of 2021.
- American Indian students’ “achievement level improved” rate will increase from 13.29% in the Spring of 2018 to 16.29% in the Spring of 2021.
- Free and Reduced Lunch students’ “achievement level improved” rate will increase from 17.02% in the Spring of 2018 to 20.02% in the Spring of 2021.
- Two or More Races students’ “achievement level improved” rate will increase from 19.32% in the Spring of 2018 to 22.32% in the Spring of 2021.

Third-Tenth Grade MCA Mathematic Closing the Achievement Gap Results 2018 2021

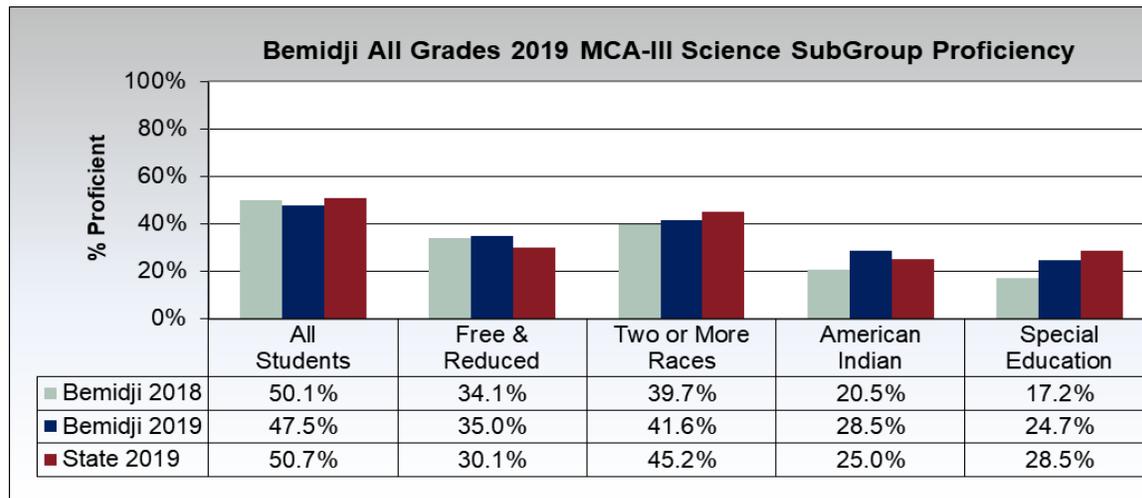
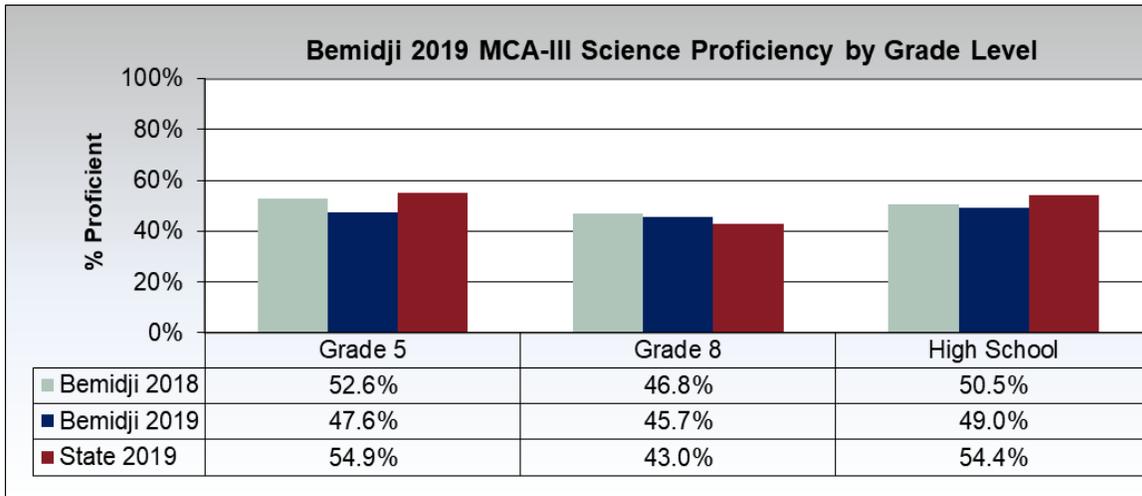
- Bemidji Special Education students’ “achievement level improved” rate decreased from 16.03 in the Spring of 2018 to 12.67%% in the Spring of 2021.
- Bemidji American Indian students’ “achievement level improved” rate decreased from 13.29% in the Spring of 2018 to 10.63% in the Spring of 2021.
- Bemidji Free & Reduced Lunch students’ “achievement level improved” rate decreased from 17.02% in the Spring of 2018 to 14.21% in the Spring of 2021.
- Bemidji Two or More Races students’ “achievement level improved” rate decreased from 19.32 in the Spring of 2018 to 15.51% in the Spring of 2021.
- In Mathematics the Achievement Gaps for all subgroups decreased in 2019 compared to 2018.

Please see the MN Department of Education “Academic Progress” Report on page 7.

Bemidji Area Schools Science Results:

MCA Science Results 2018-2021:

- Bemidji students receiving Free and Reduced Lunch and American Indian students outperformed the State in science for 2019.
- Bemidji's eighth grade students outperformed the state on the 2019 MCA Science by 2.7%.



Actions into Results

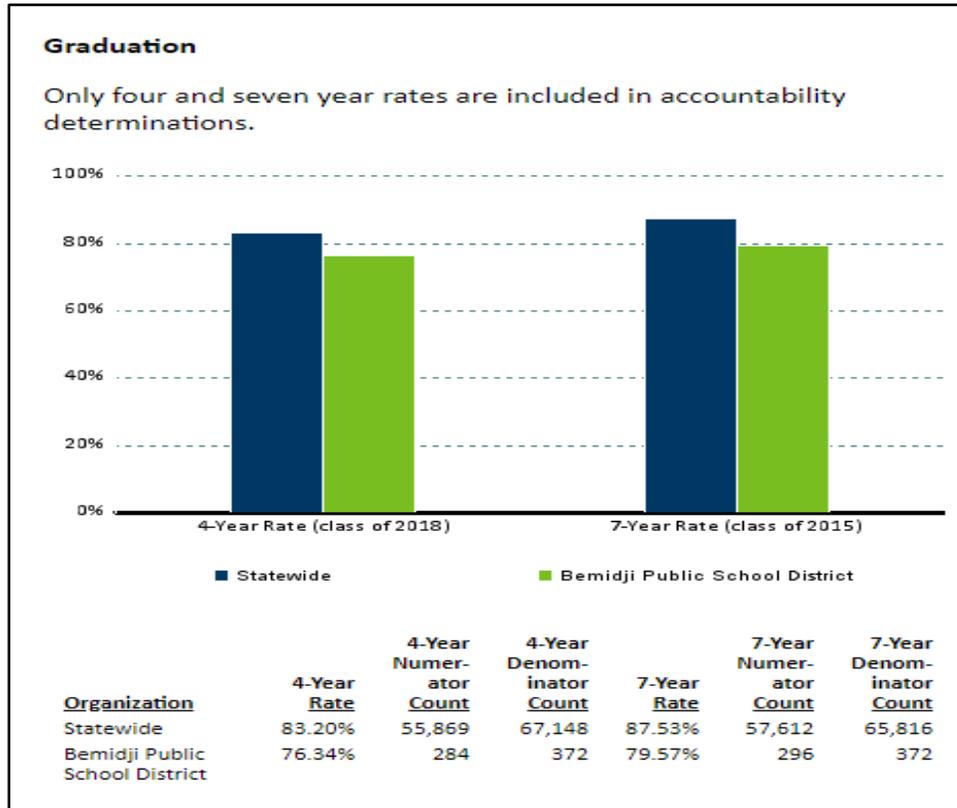
- As part of our district-wide plan we have created actions to improve in Reading, Mathematics, Science and Closing the Achievement Gap. Below are our action steps to improve:
- Provide a rigorous and relevant curriculum by realigning our Reading and Mathematics Curriculum to the Minnesota State Standards and developing learning targets that will be formatively and summatively assessed.
- Embed culturally relevant teaching techniques so all students can connect to learning
- Re-introduce the Multi-Tiered Systems of Support framework which provides for tiered support of student learning in reading and mathematics

All Students Graduate From High School

Graduation Goal- Bemidji Area Schools four-year graduation rate will increase from 75.85% in 2018 to 81.9% in the Spring of 2021 as measured by the MDE four-year graduation rate and identified on the North Star Report.

Results:

Bemidji Area Schools four-year graduation rate increased slightly from 75.85% in 2018 to 76.34% in 2019.



Goal 1A: The Bemidji Area Schools will close the achievement gap for the following subgroups as measured by the MDE four-year graduation rate and identified on the North Star Report.

- Special Education students' graduation rate will increase from 69.8% to 75.8% in the Spring of 2021.
- American Indian students' proficiency will improve from 46% in the Spring of 2018 to 52% in the Spring of 2021.
- Free and Reduced Lunch students' proficiency will improve from 55.9% in the Spring of 2018 to 61.9% in the Spring of 2021.

1A Results - North Star Report Four-Year Sub-Group Graduation Rates

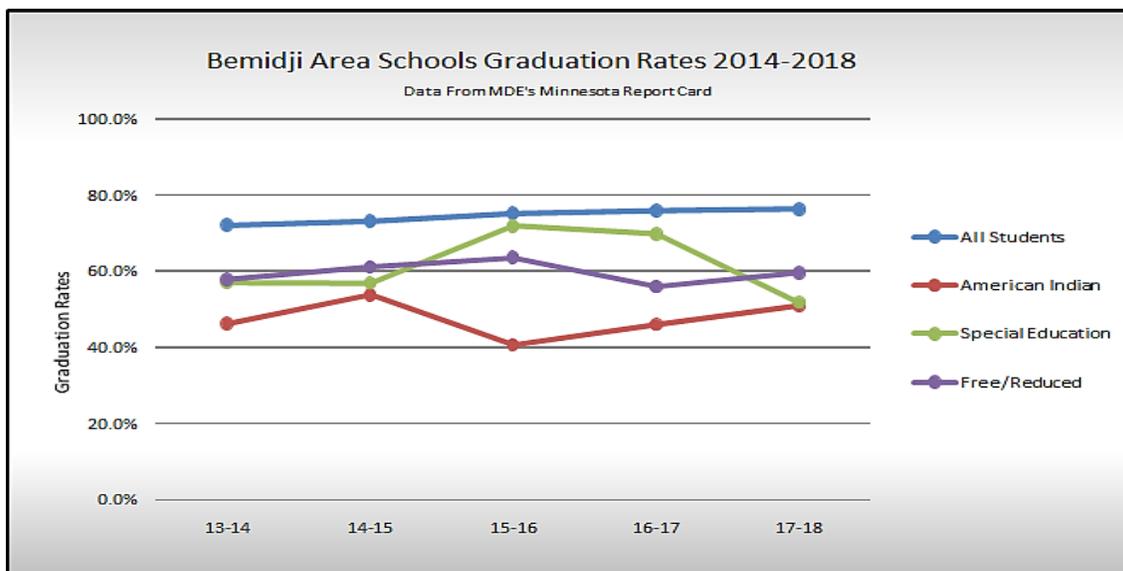
- The graduation rate for Special Education students decreased to 51.81%
- The graduation rate for American Indian students increased to 50.98%
- Students eligible for Free and Reduced Lunch had an increased graduation rate of 59.56%

Goal 2A: Bemidji High Schools four-year graduation rate will increase from 88.3% to 94.3% in the spring of 2021.

- Bemidji Areas Learning Center’s four-year graduation rate will increase from 14.6% to 20.6% in the Spring of 2021.
- Bemidji Lumberjack High Schools four-year graduation rate will increase from 39.1% to 45.1% in the Spring of 2021.
- Bemidji First City Schools four-year graduation rate will increase from 4.5% to 10.5% in the Spring of 2021.

2A Results - North Star Report Four-Year Graduation Rates 2019

- *The 2019 Bemidji High School graduation rate decreased to 85.25%.*
- *The graduation rate for the Bemidji Area Learning Center increased to 26.53%.*
- *The graduation rate for Bemidji Lumberjack High School increased to 64.29%*
- *There was a slight decrease in the graduation rate for First City School, with 3.23% rate.*



Student Engagement Goal:

Bemidji Area Schools will implement Social Emotional Learning strategies that will increase the engagement of students. The effectiveness of these strategies will be measured through the DIRS reporting system. It is our goal to decrease of the number of referrals from 742 in the Spring of 2018 to 630 in the Spring of 2021 (15% reduction) as measured by the Discipline Incident Report System (DIRS).

Student Engagement Results:

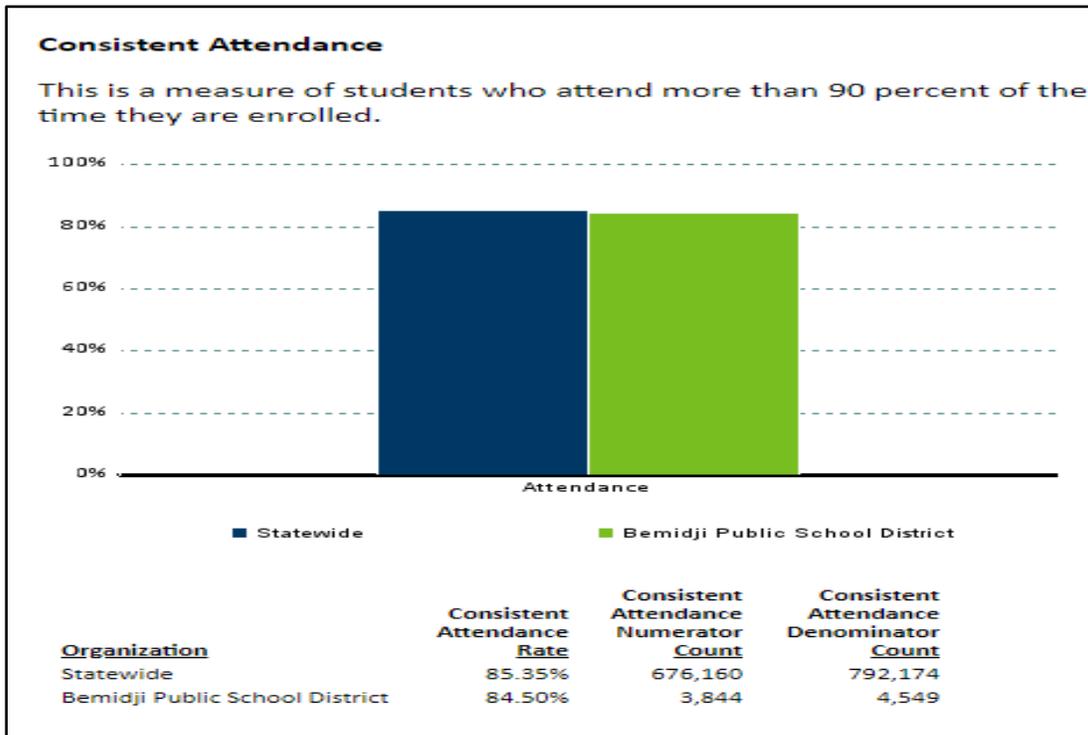
The Bemidji Area School decreased the number of referrals from 742 in the 2017-2018 school year to 573 in the 2018-2019 school year. This is an encouraging 22.8% decline.

Attendance Rates Results:

The North Star Report provides the Rate of Consistent Attendance (RoCA) data. This is a measure of students who attend school on a regular basis and are not frequently absent. A student is considered consistently attending if they attend more than 90 percent of the time the student is enrolled during the

year. The district attendance increased from 72.11% to 84.50% from 2018 to 2019, and most schools experienced an increase in attendance.

	<u>2017-2018 RoCA</u>	<u>2018-2019 RoCA</u>
Bemidji AEC	100.00%	100.00%
Bemidji High School	59.85%	87.17%
Bemidji Middle School	75.26%	82.87%
Bemidji BYLaW	11.11%	14.28%
Lumberjack High School	45.09%	32.69%
Central	76.41%	81.09%
First City School	---	---
Gene Dillon	---	---
Horace May	85.09%	90.24%
J.W. Smith	67.80%	78.16%
Lincoln	81.74%	86.53%
Northern	78.45%	90.44%
Solway	81.98%	89.11%
District	72.11%	84.50%



All students are ready for career and college by graduation

IV. College & Career Ready:

Goal 1: During the 2018-2019 school year, Bemidji High School will develop and initiate the next six Career Academies and develop community partnerships to support them. At least five students will enroll in each academy.

Results:

The Bemidji Area School District met their goal. Our district implemented the following Career Academies with support from our community partners:

1. Agriculture
2. Culinary Arts
3. Entrepreneur
4. Fire and Rescue
5. Law Enforcement
6. Leadership

District Assessments for 2018-2019:

Each year the Bemidji Area Schools is required to provide a chart of district-wide assessments. Below is the required chart:

Test Name & Test Dates	Grades Tested	Objectives and Use	Time Required
Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) Test Window: Jan. 28–March 22, 2019	K-12 English Learners	ACCESS for ELLs is administered annually to monitor students' progress in acquiring academic English.	Listening Up to 40 min. Reading Up to 35 min. Speaking Up to 30 min. Writing Up to 65 min.
Measures of Academic Progress (MAP) and Primary MAP Northwest Evaluation Association Test Windows: Sept. 24-Oct. 19, 2019 Jan. 14-Feb. 22, 2019 Apr. 29-May 24, 2019	K-9	This computerized test is given in fall and spring to measure students' growth in meeting the state standards. Some schools test some students in the winter to measure progress.	Reading MAP 45-60 min. Math MAP 45-60 min. Administered twice a year
Minnesota Comprehensive Assessments (MCAs) Reading: Grades 3-8, 10 Math: Grades 3-8, 11 Test Window: March 4-May 3, 2019 Science: Grades 5, 8 & HS Test Window: March 4-May 3, 2019	3-8, 10 & 11	These are assessments required by the state of MN to measure student growth, closing achievement gaps, and school and district progress at meeting state standards.	Grade 3-8 Reading 2.5-3.5 hours Grade 10 Reading 2-3 hours Grade 3-6 Math 1.5-2 hours Grade 7-8 Math 2-2.5 hours Grade 11 Math 1.5-2.5 hours Grade 5 & 8 Science 1.75 hours Grade HS Science 2 hours

Minnesota Test of Academic Skills (MTAS) Reading: Grades 3-8, 10 Math: Grades 3-8, 11 Science: Grades 5, 8 & HS Test Window: March 4-May 3, 2019	IEP Students 3-8, 10 & 11	These are alternative state assessments available for students with disabilities whose Individual Education Plan (IEP) states they need an alternative assessment	Reading 45-60 min. Math 30-60 min. Science 30-60 min.
College & Career Ready Assessments: ACT Plus Writing: Grade 11 & 12 Test Dates: April 2, 2019 (make-up) April 24, 2019	11 12 if did not test in grade 11	Districts provide this free to students who have not had this opportunity to measure how well they are prepared for college and career opportunities after high school.	English 45 min. Math 60 min. Reading 35 min. Science 35 min. Writing 40 min.

BEMIDJI ALTERNATIVE EDUCATION CENTER- BRIAN STEFANICH, PRINCIPAL

The AEC is a state approved Alternative Program that provides an independent study option for students wanting to earn a high school diploma. Alternative Educational Programs provide year-round education toward a high school diploma for students 16 years of age through adult on a full or part-time basis. Most students who attend the AEC have had personal circumstances that have led to difficulties completing graduation requirements in the traditional high school setting. The AEC also provides the educational program for youth residing at the Evergreen Shelter.

2018-2019 School Improvement

Goal 1 Reading:

The Bemidji Alternative Education Center (AEC), the “ALL Students” group will increase their proficiency of 33.3% in the spring of 2018 to 38% in the spring of 2019 as measured by the MCA Reading Assessment.
Results:
<i>MCA Reading results indicate that 30% of the 11 AEC Sophomore students met proficiency.</i>

Goal 2 Mathematics:

In Bemidji Alternative Education Center (AEC), the “ALL Students” group will increase their proficiency of 14.3% in the spring of 2018 to 18% in the spring of 2019 as measured by the MCA Math Assessment.
Results:
<i>MCA math results indicate that 20% of 16 AEC junior students were proficient.</i>

Goal 3 Attendance:

Bemidji Alternative Education Center (AEC), student attendance was reported at 100%.
Results:
<i>Results: The AEC student attendance rates was reported at 100% in the 2017-2018 school year to 100% in the 2018-2019 school year.</i>

Goal 4 Graduation Rate:

Bemidji Alternative Education Center (AEC), student 4 Year Graduation Rates will increase for each subgroup below in the Spring Of 2019.

- White - 14.6% to 17.3%
- American Indian - 16.7% to 19.7%
- Free & Reduced - 12.8% to 15.8%

Results:

*Bemidji Alternative Education Center (AEC), student 4 Year Graduation Rates result is 26.53%
The subgroup results are:*

- *White -36.11%*
- *American Indian – 0%*
- *Free and Reduced – 17.65%*

There were 5 of 26 AEC students who are seniors or higher that attended commencement exercises this spring.

BEMIDJI HIGH SCHOOL- JASON STANOCH, PRINCIPAL



Bemidji High School is located on 200 acres of land with the Mississippi River forming its southwest property line. The school serves grades 9-12 with approximately 1,439 students. BHS is honored and fortunate to be among such professional faculty and talented students.

With over 331 course offerings, the school features a full selection of academic opportunities for students. Bemidji High School's curriculum features: eleven Advanced Placement (A.P.) courses, pre-A.P. classes for ninth grade students, Post-Secondary Education Options (PSEO), 15 College in the Classroom courses through partnerships with Bemidji State University and Northwest Technical College, Jr. ROTC, and Project Lead the Way pre-engineering program. BHS also offers a Credit Recovery program to keep students on track for graduation. Bemidji High School seeks to serve all students to provide the best possible education for students of all ability levels, economic status, ethnic backgrounds, or post-secondary plans.

Bemidji Career Academies through Bemidji High School, community partnerships, and college agreements provide students with a path to the workforce. Students have the opportunity to earn college credit and certifications in the following 18 areas: Agriculture, Aerospace Technology, Art & Design, Automotive Technology, Business Management, Child Care & Education, Construction Trades, Culinary Arts, Entrepreneur, Fire and Rescue, Health Careers, Information Technology, Law Enforcement, Leadership, Mechatronics, Light, Sound & Video, Natural Resources Management, and PLTW Engineering.

2018-2019 School Improvement

Goal 1 Reading:
The percentage of all students enrolled in grades 10 at Bemidji High School for at least half a school year who are proficient on the MCA Reading tests (MCA and MTAS) will increase from 55.4% in 2018 to 58.4% in 2019.
Note: The “for at least a half a school year” phrase is used in conjunction with “Only those meeting enrollment criteria” under Students Included on the Minnesota Report Card.
Results:
<i>Bemidji High School students decreased to 54.2% during the 2018-2019 school year.</i>

Goal 2 Attendance:
Bemidji High School students will improve consistent attendance rates (measures students who attend more than 90% of the time they are enrolled) from 59.85% to 80% by the conclusion of the 2018-2019 school year.
Results:
<i>Bemidji High School students improved consistent attendance rates from 59.85% to 87.17% at the conclusion of the 2018-2019 school year.</i>

Goal 3 Graduation:
Bemidji High School students and staff will improve the graduation rate as measured by MDE’s four-year calculations from 88.3% to 90% for all students for the 2018-2019 school year.
Results:
<i>Bemidji High School students’ graduation rate decreased from 88.3% to 85.25% in Spring 2019.</i>

Bemidji High School

NWEA Measures of Academic Progress Results

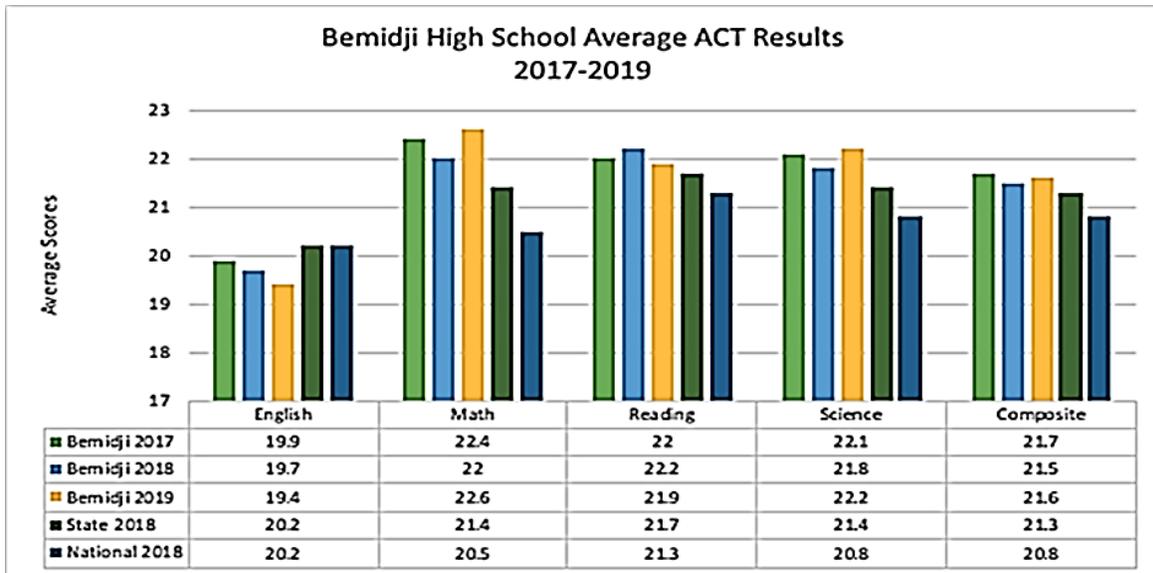
Spring 2019

Reading				Strands			2015 Norm Mean RIT	
Group	Grade	# Students	Mean RIT	Literature Mean RIT	Informational Text Mean RIT	Vocabulary Mean RIT		
Spring 2019	9	290	225.0	223.3	224.1	227.7	221.9	
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
Spring 2019	9	280	241.9	242.4	243.7	241.8	240.0	233.4

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

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

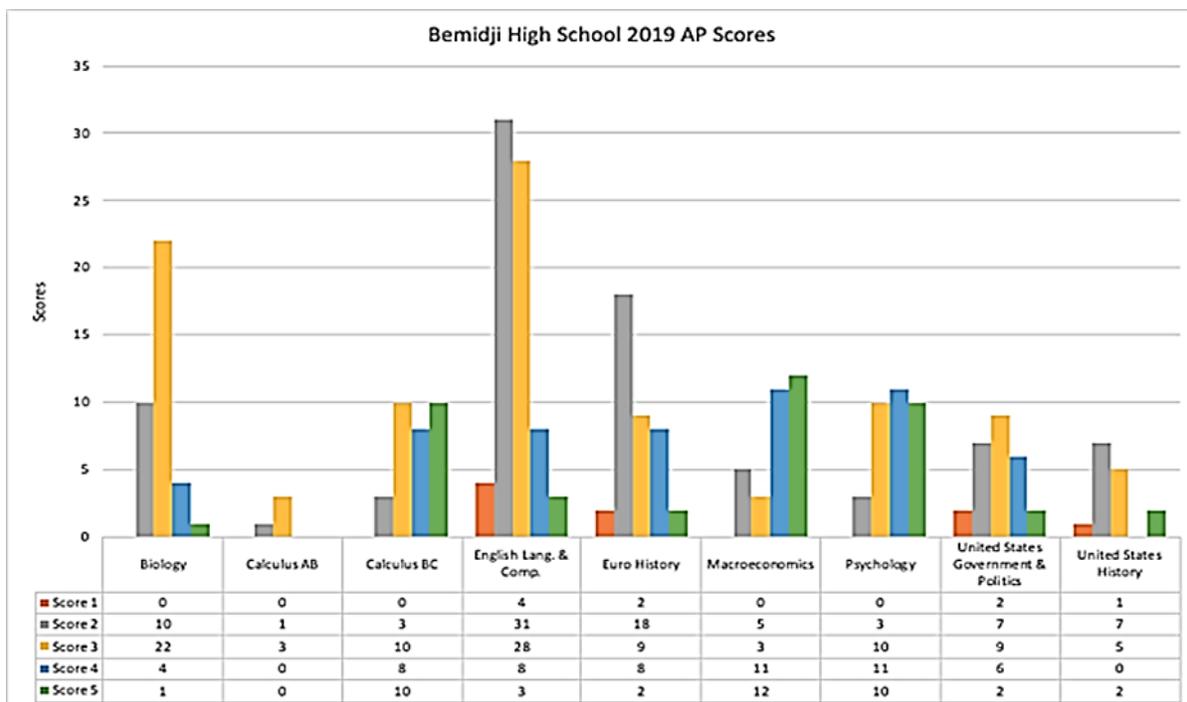
Shading indicates the lowest strand score



- Bemidji 2020 Graduates outperformed the State and Nation in every subject area except English.
- Grade 11 students had the opportunity to take the ACT Plus Writing during the school day, and was paid for through district funds, and was free of charge for students.

2019 Advanced Placement Results:

- Bemidji High School Grade 10-12 students completed 291 Advanced Placement tests.
- Bemidji students received 165 (67%) passing scores of 3, 4 or 5. Passing scores can earn student's college credits.



College & Career Ready:

During the 2019-2020 school year, there were 26 concurrent enrollment courses offered at Bemidji High School articulated through Bemidji State University. Enrollment for these courses had a total count of 565 students. Over 316 Senior students took at least one accelerated placement course. Bemidji High School offered 13 college level course. Students have the potential to earn 1,978 college credits through Bemidji State University. Post-secondary educational option students totaled 13 students.

BEMIDJI MIDDLE SCHOOL- DREW HILDENBRAND, PRINCIPAL



Bemidji Middle School mission is to recognizes the uniqueness of middle level students, and are committed to the development of academic and decision making skills, creating opportunities of exploration, the cultivation of individual strengths and talents in a supportive environment, respecting individual and cultural differences. With this mission in mind Bemidji Middle School students are placed into “pods.” Each pod consists of a math, reading, science, and social studies teacher to create a “school within a school.” With each new grade level, the students are reconfigured so they can get to know their entire class of students. Bemidji Middle School is proud of the following ways we promote student success:

- Positive Peer Relations (PPR) curriculum works on developing social emotional skills of our students and developing the whole child. This course takes place weekly for the entire school.
- This school implements an inclusion program that supports our students with special needs. This includes specialized support classrooms for students with Autism, DCD, EBD, and LD.
- We have a choice of 26 different extra-curricular activities for our students to choose and participate in. This number does not include our club offerings.
- Bemidji Middle School has 22 different elective course offerings for all students based on grade level.

2018-2019 School Improvement

Goal 1 Mathematics:

Math: Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in mathematics from 60.4% in the Spring of 2018 to 65% in the Spring of 2019 as measured by the MCA-III. (increase of 4.6%)

Goal 1A: Students at Bemidji Middle School will increase proficiency in American Indian, Free & Reduced Lunch and Special Education subgroups in mathematics to close achievement gaps as measured by the spring 2019 MCA-III.

- Grades 6-8 American Indian – 30.87% to 35.87% (increase of 5%)
- Grades 6-8 Free and Reduced – 46.02% to 50.02% (increase of 4%)
- Grades 6-8 Special Education – 29.31% to 31.51% (Increase by 2.5%)

Results:
<i>Goal 1: Students fell short of their 2019 MCA-III goal by achieving 54.2% proficiency in the “All Students” category, per the Academic Achievement portion of the North Star Report.</i>
<i>Goal 1A:</i>
<ul style="list-style-type: none"> • <i>Grade 6-8 American Indian - 24.4% proficiency</i> • <i>Free and Reduced - 37.9% proficiency</i> • <i>Special Education - 28.5% proficiency</i>

Goal 2 Reading:
Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in reading from 65.68% in the Spring of 2018 to 67.68% in the Spring of 2019 as measured by the MCA-III. (increase of 2%)
Goal 2A: Students at Bemidji Middle School will increase proficiency in American Indian, Free & Reduced Lunch and Special Education subgroups in reading to close achievement gaps as measured by the spring 2016 MCA-III.
<ul style="list-style-type: none"> • Grades 6-8 American Indian – 42.95% to 45.95% (increase of 3%) • Grades 6-8 Free and Reduced – 55.8% to 58.8% (increase of 3%) • Grades 6-8 Special Education – 35.36% to 38.36% (increase of 3%)

Results:
<i>Goal 2: The 2019 North Star Report shows that achieved 60.9% proficiency in the “All Students” group.</i>
<i>Goal 2A:</i>
<ul style="list-style-type: none"> • <i>Grades 6-8 American Indian - 43.0% proficiency</i> • <i>Grades 6-8 Free and Reduced - 48.8% proficiency</i> • <i>Grades 6-8 Special Education - 33.0% proficiency</i>

Goal 3 Science:
Science: Students at Bemidji Middle School in the “All-Students” group will achieve a proficiency score that is 3% above the state average on the MCA III Science test in 2019. (An increase of 3%)
Goal 3A: Students at Bemidji Middle School will increase proficiency in American Indian subgroups in science to close achievement gaps as measured by the spring 2018 MCA-III.
<ul style="list-style-type: none"> • Grade 8 American Indian – 27.1% to 30.1% (increase of 3%)
Results:
<i>Goal 3: The 2019 North Star Report indicates students achieved 44.8% proficiency in the “All Students” group.</i>
<ul style="list-style-type: none"> • <i>Grade 8 American Indian – 18.4% proficiency</i>

Goal 4 Attendance:
Attendance: Students at Bemidji Middle School in the “All-Students” group will decrease their unexcused absences from 75.26% in the spring of 2018 to 80% in the Spring of 2019 as measured by MDE Consistent Attendance measurement.
Results:
<i>The 2019 North Star Report indicates Bemidji Middle School’s Consistent Attendance Rate is 82.87%, surpassing their goal.</i>

Bemidji Middle School							
NWEA MAP District Student Growth Summary							
Fall 2018 to Spring 2019							
Reading							
Grade	# Students	Fall 2016 Mean RIT	Fall 2017 Mean RIT	Mean Growth	Mean Growth Target	Percent Meeting Growth Target	Target Growth
6	336	211.3	214.5	3.2	4.8	50	60
7	338	217.9	220.0	2.1	3.6	45	60
8	320	223.4	224.1	0.7	2.6	46	60
Mathematics							
Grade	# Students	Fall 2016 Mean RIT	Fall 2017 Mean RIT	Mean Growth	Mean Growth Target	Percent Meeting Growth Target	Target Growth
6	346	218.2	225.5	7.3	7.7	52	60
7	335	227.1	231.3	4.2	6.2	44	60
8	322	236.3	239.0	2.7	5.3	48	60
<p style="text-align: center;">Above Average Growth = Mean +3.00 or more</p> <p style="text-align: center;">Below Average Growth = Mean -3.00 or more</p>							

Bemidji Middle School Staff Development

Math: Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in mathematics from 60.4% in the Spring of 2018 to 65% in the Spring of 2019 as measured by the MCA-III. (increase of 4.6%)
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. • Continually develop yearly calendars to ensure standards are all taught prior to taking the MCA • Teachers will participate in PLC collaboration • Teachers will develop two cross curricular lessons with science teachers

Evidence of Teacher Learning and Improved Student Performance:
Continued analysis of test scores and learning outcomes Continued participation in PLCs Staff development on ACEs and SEL Two cross-curricular lesson plans with science teachers
Reading: Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in reading from 65.68% in the Spring of 2018 to 67.68% in the Spring of 2019 as measured by the MCA-III. (increase of 2%)
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 meet throughout the year to make sure curriculum is aligned vertically and horizontally. • Meetings to focus on informational text and writing. • Special Education alignment in Academic Enrichment classes • Language arts and social studies teachers will collaborate to develop co-curricular lessons
Evidence of Teacher Learning and Improved Student Performance:
Continued analysis of test scores and learning outcomes Continued participation in PLCs Two cross curricular lesson plans with social studies teachers
Science: Students at Bemidji Middle School in the “All-Students” group will achieve a proficiency score that is 3% above the state average on the MCA III Science test in 2019. (An increase of 3%)
Goal C1: Students at Bemidji Middle School will increase proficiency in American Indian subgroups in science to close achievement gaps as measured by the spring 2018 MCA-III. <ul style="list-style-type: none"> • Grade 8 American Indian – 27.1% to 30.1% (increase of 3%)
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 cross-curricular lessons with the math department.
Staff Development Activities:
<ul style="list-style-type: none"> • Science teachers will continue to map their science curriculum by benchmark. • Science teachers will collaborate with math teachers to develop two cross-curricular lesson plans • Science teachers are working in PLCs regarding science teaching methods and benchmark studies. • 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 2019 MCA Results. Continued analysis of student test scores in science PLC participation Two cross curricular lesson plans with math teachers

<p>Social Studies and Allied Arts: Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in Informational Text/Non-Fiction reading percentage from 59.3% in the Spring of 2018 to 62.5% in the Spring of 2019 as measured by the 2019 MCA-III Reading Test. (Increase of 3.2%)</p>
<p>Staff Development Goal(s): Increase Informational Text/Non-Fiction reading score sub-score average percentage from 59.13% to 63% average of all three grades.</p>
<p>Staff Development Activities:</p> <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. • Reading across the 6th grade science curriculum will continue to take place. • Social studies teachers will collaborate on effective lessons across grade levels in non-fiction reading and writing. • Allied arts classes will continue to implement non-fiction reading and writing into their lessons. • Social studies and language arts staff will develop two cross-curricular lessons
<p>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.</p>

<p>Attendance: Students at Bemidji Middle School in the “All-Students” group will decrease their unexcused absences from 75.26% in the spring of 2018 to 80% in the Spring of 2019 as measured by MDE Consistent Attendance measurement.</p>
<p>Staff Development Goal(s): Send home 3 ROCKs cards. -Implement Responsive Classroom at the 6th grade level -Conversation with Indian Ed and Native American community members, and former graduates</p> <p>Staff in Bemidji Middle School will have a total of 200 postcards per quarter (3 per teacher) sent to students by spring of 2018.</p>
<p>Staff Development Activities:</p> <p>Meet 2 times with SPARK student 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.</p> <p>All staff receive ACEs Training to help improve school climate 6th grade receives responsive classroom training Peacemaker resources presentation on SEL, ACEs, and Trauma Sensitive schools</p>
<p>Evidence of Teacher Learning and Improved Student Performance: Attendance will improve; resulting in more days attended yielding better results in school work.</p>

MS ALTERNATIVE LEARNING PROGRAM- DREW HILDENBRAND, PRINCIPAL

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

BEMIDJI YOUTH LEARNING AND WORKING-BYLaW-BRIAN STEFANICH, PRINCIPAL

Bemidji Youth Learning and Working (BYLaW)/ Lakeside Learning Center (LLC) is a level IV special education program for middle and high school individuals with emotional and/or Behavior difficulties. Students demonstrating difficulty being successful in special education programming at Bemidji Middle School or Bemidji High School may be referred to the BYLaW/ LLC Advisory Committee. Once a student's Individual Education Program (IEP) makes a team decision to move a student to BYLaW/Lakeside's level IV setting, students are provided an individualized diagnostic curriculum designed to further their abilities in all areas, but focused on improving their math, reading, and written language skills as well as prepare them to earn their diploma. Students, families, and staff are vital members of each student's team. The ultimate goal of the BYLaW/Lakeside program is to assist each student in becoming a productive and contributing member of his/her community.

2018-2019 School Improvement

Goal 1 Reading:

In the BYLaW School the "All Students" group will increase proficiency from 25% in the Spring of 2018 to 28% in the Spring of 2019 as measured by the MCA in Reading.

* The BYLaW 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.

Results:

MCA Reading results indicate that 0% of our sophomore BYLaW student passed the MCA test. This goal did not meet our expectations.

STAR reading pre and post test results indicate that students showed a growth of 2.9 grade equivalent. This goal exceeded expectations.

Goal 2 Mathematics:

In the BYLaW School the "All Students" group will increase proficiency from 0% in the Spring of 2018 to 3% in the Spring of 2019 as measured by the MCA in Math.

The BYLaW 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.

Results:
<i>MCA math results indicate that 20% of the BYLaW junior students passed the MCA test. This goal exceeded our expectations.</i>
STAR math pre and post test results indicate that students showed growth of 2.9 grade equivalents. This goal exceeded expectations.

Goal 3 Attendance:
The BYLaW School student attendance rate will increase from 72.10% in 2018 to 90% in 2019 as measured by skyward & the BYLaW School records.
Results:
<i>The BYLaW student attendance rate for the 2018-2019 school year was 85%, just under the goal of 90%.</i>
<i>The North Star Report indicates 14.28% Consistent Attendance for BYLaW in 2019.</i>

CENTRAL ELEMENTARY- TAMI WESELY, PRINCIPAL



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

Current programs at Central Elementary School are:

- Family Reading Days
- American Indian Academic Advisor Grades K-3
- Fall Festival/Dance
- An extensive Guided Reading Library
- Reading Recovery Grade 1
- Fountas and Pinnell Benchmarking Assessment Kit
- Minnesota Reading Corps Program
- Relay for Life, a community based event
- Movie Nights
- Rusty- School Tools TV
- Technology- Chromebooks, Ipads, IXL website, Khan Academy, Prodigy, Xtra Math, Spelling City, STAR, Accelerated Reader, and Super Teacher Worksheets
- Free Dinner 3 nights/week
- Parent Teacher compacts
- Math Mornings With Muffins
- After School 21st Century Learning Community, Grade 2-5
- American Indian home-school liaison
- Responsive Classroom teaching practices
- Leveled Literacy Intervention Program K-4
- Collaboration between Bemidji State University and Central School
- Lending Library for grades 1-2
- Barnyard Day
- Upper Mississippi Mental Health Counselors
- Healthy Food Snack Program 3 days/week Free Breakfast for every student
- Community Service Visits
- Homeless Liaison- Social work support
- Backpack Buddy Program

2018-2019 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.

Results:

MCA Reading results per North Star Report in Spring 2018 and Spring 2019:

<u>Group</u>	<u>2018</u>	<u>2019</u>
All Students	25.0%	40.0%
FR	18.8%	37.03%
AI	10.0%	55.55%
SpEd	25.0%	11.1%

MAP Mean RIT Scores in Reading Fall 2018 and Spring 2019:

<u>Grade</u>	<u>2018</u>	<u>2019</u>
K	136.8	154.1
1	154.0	173.9
2	168.0	177.4
3	178.8	189.9

Central Elementary School
NWEA MAP District Student Growth Summary
Fall 2018 to Spring 2019

Reading

Grade	# Students	Fall 2018 Mean RIT	Spring 2019 Mean RIT	Mean Growth	Mean Growth Target	Percent Meeting Growth Target	Target Growth
K	24	136.8	154.1	17.3	17.7	50	60
1	27	154.0	173.9	<u>20.0</u>	16.5	63	60
2	37	168.0	177.4	11.4	14.1	30	60
3	38	178.8	189.9	11.1	10.9	47	60

Mathematics

Grade	# Students	Fall 2018 Mean RIT	Spring 2019 Mean RIT	Mean Growth	Mean Growth Target	Percent Meeting Growth Target	Target Growth
K	24	136.3	156.1	19.8	19.8	42	60
1	27	160.9	181.3	20.4	18.4	56	60
2	36	171.3	182.1	10.8	15.3	33	60
3	37	184.9	197.2	12.3	12.8	38	60

Red Italic indicates the Percent Meeting Growth Target is 3.0 or more points below the Target

Green Underline indicates the Percent Meeting Growth Target is 3.0 or more points above the Target

Central Elementary Staff Development

Staff Development Goal(s):

One hundred percent (100%) of the teachers that teach Reading will participate in semi-monthly MTSS 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, Pearson My View reading assessment, along with student work and teacher observation. Guided Reading, Daily 5 literacy framework, 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 MTSS 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:
<p>Teacher Learning:</p> <ul style="list-style-type: none"> • Attend MTSS 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 Reading Comprehension Strategies: Think, Write, Share; Journaling; Word Walls for written responses. <p>Improved Student Performance:</p> <p>The proficiency percentage of All students, grade 3, at Central Elementary, will increase from 40.5% in Spring 2019 to 42.5% in Spring 2020 as measured by the MCA III/MTAS Reading Assessment.</p>

Staff Development Goal(s):
<p>Math Goal:</p> <p>One hundred percent (100%) of the Math teachers will participate in semi-monthly MTSS meetings to discuss best practices in math; prepare to differentiate instruction; and examine student data.</p>
Staff Development Activities:
<p>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. MTSS 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.</p>
Evidence of Teacher Learning and Improved Student Performance:
<p>Teacher Learning:</p> <ul style="list-style-type: none"> • Attend MTSS 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).
Staff Development Goal(s):
<p>Attendance Goal:</p> <p>Central Elementary will monitor attendance on a monthly/quarterly basis and award students.</p>
Staff Development Activities:
<p>Teachers will:</p> <ul style="list-style-type: none"> • 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.

<p>Evidence of Teacher Learning and Improved Student Performance:</p> <p>Teacher Learning:</p> <ul style="list-style-type: none"> Analyze/review monthly attendance reports. Communicate with students and families with attendance concerns. <p>Improved Student Performance:</p> <p>Central Elementary students, Grades K-3, will increase their overall attendance percentage from 81.09% during the 2018-2019 school year to 83.09% during the 2019-2020 school year as measured by the MDE/Consistent Attendance Indicator. (This is a measure of students who attend more than 90% of the time they are enrolled.)</p> <p>The proficiency percentage of all students, grade 3, at Central Elementary, will increase from 45.2% in Spring 2019, to 47.2% in Spring 2020, as measured by the MCA III/MTAS Math Assessment.</p>

GENE DILLON ELEMENTARY SCHOOL- AMI AALGAARD, PRINCIPAL



Gene Dillon Elementary is one of seven elementary schools in the Bemidji Public School District. We have an average enrollment of eight hundred and twenty students in the fourth and fifth grades. Meeting the needs and support of our students' academic interests and the Minnesota Academic Standard; our classroom teachers collaborate in teams of four instructors. Each House is named after various constellations. On the first floor of our academic wing we have four fourth grade houses; Ursa Minor, Draco, Delphinus and Taurus. On the second floor of our academic wing we have four fifth grade houses: Ursa Major, Pisces, Orion and Pegasus. We also have several classrooms designated for our specialist: STEAM (Science, Technology, Engineering, Art & Math), Art, Music (General, Choir & Orchestra), Media (Library Sciences), Physical Education (two competition size gymnasiums).

At Gene Dillon Elementary, we have a clear focus to build daily instruction to include a balance of academic challenges & supports along with health & social emotional learning curriculums. Each day our classroom teachers begin the school day with Responsive Classroom components such as Morning Meeting and work throughout their school day embedding components of Responsive Classroom as the primary scaffolding for behavior management, energizer moments, etc. We also have adopted the social emotional learning curriculum of Second Step, which focuses its lessons on specific examples of how students can learn about & practice empathy, being safe, respectful and responsible in a variety of settings. We strive each day for our students to know that we care so they will in turn care what we know.

Our school also has an active Parent Teacher Organization (PTO). We meet, at a minimum, the second Monday of the Month at 6:00 p.m. in the Gene Dillon Elementary Media Center. We invite all of our parents to participate in our PTO. We have parent leaders; President, Vice-President, Treasurer and Secretary. This group helps to organize Family Fun Nights, Track & Field Day, and many more events.

The Gene Dillon Elementary grounds span approximately 160 acres of a variety of terrain. We have a beautiful fully inclusive playground that offers our students a vast array of core, arm and leg exercises, individual and cooperative play opportunities, etc. Our collaboration with Community Education allows for creative after school learning opportunities such as: volleyball, basketball, Harry Potter Club, One Act Plays, Food Preparation Club. We are in the process of collaborating with our local DNR, Fisheries to enhance our outdoor terrestrial and aquatic learning opportunities and experiences. Our Gene Dillon Eagles are learning to be stewards of our planet as they study and explore the natural beauty of our school’s grounds. We Love Our School!

Goal 1: Mathematics

<p>2018-19 Smart Mathematics Goal: The Gene Dillon “All Students” group will increase their mathematics proficiency from 50.9% in the spring of 2018 to 52.9% in the Spring of 2019 as measured by the Mathematics MCA III.</p> <ul style="list-style-type: none"> i. 2018-19 Smart Mathematics Goal: The Gene Dillon “Special Education” sub-group will increase their proficiency from 30.0% in the spring of 2018 to 32.0% in the spring of 2019 as measured by the Mathematics MCA III assessment. ii. 2018-19 Smart Mathematics Goal: The Gene Dillon “American Indian” sub-group will increase their proficiency from 29.1% in the spring of 2018 to 31.1% in the spring of 2019 as measured by the Mathematics MCA III assessment. iii. 2018-19 Smart Mathematics Goal: The Gene Dillon “Free & Reduced” sub-group will increase their proficiency from 36.1% in the spring of 2018 to 38.1% in the spring of 2019 as measured by the Mathematics MCA III assessment.

Results:

<p><i>2018-19 Smart Mathematics Goal: The Gene Dillon “All Students” group will increase their mathematics proficiency from 50.9% in the spring of 2018 to 52.9% in the spring of 2019 as measured by the Mathematics MCA III. Result = 45.76%</i></p> <ul style="list-style-type: none"> <i>iv. 2018-19 Smart Mathematics Goal: The Gene Dillon “Special Education” sub-group will increase their proficiency from 30.0% in the spring of 2018 to 32.0% in the spring of 2019 as measured by the Mathematics MCA III assessment. Result = 24.85%</i> <i>v. 2018-19 Smart Mathematics Goal: The Gene Dillon “American Indian” sub-group will increase their proficiency from 29.1% in the spring of 2018 to 31.1% in the spring of 2019 as measured by the Mathematics MCA III assessment. Result = 23.35%</i> <i>vi. 2018-19 Smart Mathematics Goal: The Gene Dillon “Free & Reduced” sub-group will increase their proficiency from 36.1% in the spring of 2018 to 38.1% in the spring of 2019 as measured by the Mathematics MCA III assessment. Result = 31.70%</i>
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Goal 2: Reading

2018-19 Smart Reading Goal: The Gene Dillon “**All Students**” group will increase their reading proficiency from 53.8% in the spring of 2018 to 55.8% in the Spring of 2019 as measured by the Reading MCA III.

- i. 2018-19 Smart Reading Goal: The Gene Dillon “**Special Education**” sub-group will increase their proficiency from 27.3% in the spring of 2018 to 29.3% in the spring of 2019 as measured by the Reading MCA III assessment.
- ii. 2018-19 Smart Reading Goal: The Gene Dillon “**American Indian**” sub-group will increase their proficiency from 30.9% in the spring of 2018 to 32.9% in the spring of 2019 as measured by the Reading MCA III assessment.
- iii. 2018-19 Smart Reading Goal: The Gene Dillon “**Free & Reduced**” sub-group will increase their proficiency from 41.8% in the spring of 2018 to 43.8% in the spring of 2019 as measured by the Reading MCA III assessment.

Results:

*2018-19 Smart Reading Goal: The Gene Dillon “**All Students**” group will increase their reading proficiency from 53.8% in the spring of 2018 to 55.8% in the Spring of 2019 as measured by the Reading MCA III. **Result = 51.93%***

- iv. *2018-19 Smart Reading Goal: The Gene Dillon “**Special Education**” sub-group will increase their proficiency from 27.3% in the spring of 2018 to 29.3% in the spring of 2019 as measured by the Reading MCA III assessment. **Result = 27.68%***
- v. *2018-19 Smart Reading Goal: The Gene Dillon “**American Indian**” sub-group will increase their proficiency from 30.9% in the spring of 2018 to 32.9% in the spring of 2019 as measured by the Reading MCA III assessment. **Result = 32.33%***
- vi. *2018-19 Smart Reading Goal: The Gene Dillon “**Free & Reduced**” sub-group will increase their proficiency from 41.8% in the spring of 2018 to 43.8% in the spring of 2019 as measured by the Reading MCA III assessment. **Result = 35.89%***

Goal 3: Science

2018-19 Smart Science Goal: The Gene Dillon 5th graders in the “**All Students**” group will increase their proficiency from 53.8% in the spring of 2018 to 55.8% in the Spring of 2019 as measured by the Science MCA III.

- i. 2018-19 Smart Science Goal: The Gene Dillon 5th graders in the “**Special Education**” sub-group will increase their proficiency from 38.0% in the spring of 2018 to 40.0% in the spring of 2019 as measured by the Science MCA III assessment.
- ii. 2018-19 Smart Science Goal: The Gene Dillon 5th graders in the “**American Indian**” sub-group will increase their proficiency from 25.8% in the spring of 2018 to 27.8% in the spring of 2019 as measured by the Science MCA III assessment.
- iii. 2018-19 Smart Science Goal: The Gene Dillon 5th graders in the “**Free & Reduced**” sub-group will increase their proficiency from 39.2% in the spring of 2018 to 41.2% in the spring of 2019 as measured by the Science MCA III assessment.

Results:

2018-19 Smart Science Goal: The Gene Dillon 5th graders in the “All Students” group will increase their proficiency from 53.8% in the spring of 2018 to 55.8% in the Spring of 2019 as measured by the Science MCA III.

Result = 47.6%

iv. *2018-19 Smart Science Goal: The Gene Dillon 5th graders in the “Special Education” sub-group will increase their proficiency from 38.0% in the spring of 2018 to 40.0% in the spring of 2019 as measured by the Science MCA III assessment.*

Result = 20.5%

v. *2018-19 Smart Science Goal: The Gene Dillon 5th graders in the “American Indian” sub-group will increase their proficiency from 25.8% in the spring of 2018 to 27.8% in the spring of 2019 as measured by the Science MCA III assessment.*

Result = 25.5%

vi. *2018-19 Smart Science Goal: The Gene Dillon 5th graders in the “Free & Reduced” sub-group will increase their proficiency from 39.2% in the spring of 2018 to 41.2% in the spring of 2019 as measured by the Science MCA III assessment.*

Result = 33.0%

Goal 4: Attendance

2018-19 Attendance Goal: The Gene Dillon “All Students” group will increase their attendance during the 2018-19 school year from 85.5% during the 2017-18 school year to 87.5% during the 2018-19 school year as measured with our Skyward system.

- i. *2018-19 Attendance Goal: The Gene Dillon “Special Education” group will increase their attendance during the 2018-19 school year from 93.31% during the 2017-18 school year to 95.31% during the 2018-19 school year as measured with our Skyward system.*
- ii. *2018-19 Attendance Goal: The Gene Dillon “American Indian” group will increase their attendance during the 2018-19 school year from 82.5% during the 2017-18 school year to 84.5% during the 2018-19 school year as measured with our Skyward system.*
- iii. *2018-19 Attendance Goal: The Gene Dillon “Free/Reduced” group will increase their attendance during the 2018-19 school year from 93.5% during the 2017-18 school year to 95.5% during the 2018-19 school year as measured with our Skyward system.*

Results:

*2018-19 Attendance Goal: The Gene Dillon “All Students” group will increase their attendance during the 2018-19 school year from 85.5% during the 2017-18 school year to 87.5% during the 2018-19 school year as measured with our Skyward system. **Result = 94.03%***

*iv. 2018-19 Attendance Goal: The Gene Dillon “Special Education” group will increase their attendance during the 2018-19 school year from 93.31% during the 2017-18 school year to 95.31% during the 2018-19 school year as measured with our Skyward system. **Result = 93.16%***

*v. 2018-19 Attendance Goal: The Gene Dillon “American Indian” group will increase their attendance during the 2018-19 school year from 92.65% during the 2017-18 school year to 94.65% during the 2018-19 school year as measured with our Skyward system. **Result = 90.62%***

*vi. 2018-19 Attendance Goal: The Gene Dillon “Free/Reduced” group will increase their attendance during the 2018-19 school year from 93.5% during the 2017-18 school year to 95.5% during the 2018-19 school year as measured with our Skyward system. **Result = 97.83%***

Gene Dillon Elementary School							
NWEA MAP District Student Growth Summary							
Fall 2018 to Spring 2019							
Reading							
Grade	# Students	Fall 2018 Mean RIT	Spring 2019 Mean RIT	Mean Growth	Mean Growth Target	Percent Meeting Growth Target	Target Growth
4	383	196.9	204.4	7.5	7.8	<i>54</i>	60
5	409	205.2	211.3	6.2	6.1	<i>56</i>	60
Mathematics							
Grade	# Students	Fall 2018 Mean RIT	Spring 2019 Mean RIT	Mean Growth	Mean Growth Target	Percent Meeting Growth Target	Target Growth
4	383	201.6	210.3	8.7	11.5	<i>36</i>	60
5	408	211.3	221.1	9.8	9.9	<i>52</i>	60
<i>Red Italic indicates the Percent Meeting Growth Target is 3.0 or more points below the Target</i>							
<u>Green Underline indicates the Percent Meeting Growth Target is 3.0 or more points above the Target</u>							

Gene Dillon Staff Development

Staff Development Goal 1: Mathematics Research, develop, implement and evaluate mathematical strategies for all students attending Gene Dillon Elementary.
What were the findings for this goal?
2018-19 Smart Mathematics Goal: The Gene Dillon “ All Students ” group will increase their mathematics proficiency from 60.4% in the spring of 2018 to 62.4% in the spring of 2019 as measured by the Mathematics MCA III. Result = 45.76%
i. 2018-19 Smart Mathematics Goal: The Gene Dillon “ Special Education ” sub-group will increase their proficiency from 27.2% in the spring of 2018 to 29.2% in the spring of 2019 as measured by the Mathematics MCA III assessment. Result = 24.85%
ii. 2018-19 Smart Mathematics Goal: The Gene Dillon “ American Indian ” sub-group will increase their proficiency from 39.3% in the spring of 2018 to 41.3% in the spring of 2019 as measured by the Mathematics MCA III assessment. Result = 23.35%
iii. 2018-19 Smart Mathematics Goal: The Gene Dillon “ Free & Reduced ” sub-group will increase their proficiency from 46% in the spring of 2018 to 48% in the spring of 2019 as measured by the Mathematics MCA III assessment. Result = 31.70%
What was the impact on student learning?
All students at Gene Dillon Elementary utilized several of the following activities to enrich mathematics education. Math activities included XtraMath, Khan Academy, Small group instruction, Prodigy, Math Masters, Study Island, and Math PALS.

What was the impact on teacher practice?
Teachers at Gene Dillon Elementary implemented: Exit slips, Math Minutes, Number Talks, Khan Academy, small group instruction, Freckle Math, and Study Island. The Inclusion model was utilized for special education.

Staff Development Goal 2: Reading Research, develop, implement and evaluate reading strategies for all students attending Gene Dillon Elementary.
What were the findings for this goal?
2018-19 Smart Reading Goal: The Gene Dillon “ All Students ” group will increase their reading proficiency from 43.8% in the spring of 2018 to 45.8% in the Spring of 2019 as measured by the Reading MCA III. Result = 51.93%
iv. 2018-19 Smart Reading Goal: The Gene Dillon “ Special Education ” sub-group will increase their proficiency from 15.1% in the spring of 2018 to 17.1% in the spring of 2019 as measured by the Reading MCA III assessment. Result = 27.68%
v. 2018-19 Smart Reading Goal: The Gene Dillon “ American Indian ” sub-group will increase their proficiency from 24.4% in the spring of 2018 to 26.4% in the spring of 2019 as measured by the Reading MCA III assessment. Result = 32.33%
vi. 2018-19 Smart Reading Goal: The Gene Dillon “ Free & Reduced ” sub-group will increase their proficiency from 31.85% in the spring of 2018 to 33.85% in the spring of 2019 as measured by the Reading MCA III assessment. Result = 35.89%
What was the impact on student learning?
Students at Gene Dillon Elementary participated in literature circles, leveled reading activities, accelerated reader, media center enrichment, as well as technology integrated instruction.

What was the impact on teacher practice?
Teachers at Gene Dillon Elementary used small group instruction, leveled readers, Accelerated Reader, reading logs, and literature circles, implemented daily reading logs, pair-share, Accelerated Reading with vocabulary tests, Reading PALS, and reading notebooks. The Inclusion model was utilized for special education.

Staff Development Goal 3: Science
Research, develop, implement and evaluate science strategies for all students attending Gene Dillon Elementary.

What were the findings for this goal?
<p>2018-19 Smart Science Goal: The Gene Dillon 5th graders in the “All Students” group will increase their proficiency from 52.6% in the spring of 2018 to 54.6% in the Spring of 2019 as measured by the Science MCA III. Result = 47.6%</p> <ul style="list-style-type: none"> i. 2018-19 Smart Science Goal: The Gene Dillon 5th graders in the “Special Education” sub-group will increase their proficiency from 27.1% in the spring of 2018 to 29.1% in the spring of 2019 as measured by the Science MCA III assessment. Result = 17.1% ii. 2018-19 Smart Science Goal: The Gene Dillon 5th graders in the “American Indian” sub-group will increase their proficiency from 19.7% in the spring of 2018 to 21.7% in the spring of 2019 as measured by the Science MCA III assessment. Result = 29.7% iii. 2018-19 Smart Science Goal: The Gene Dillon 5th graders in the “Free & Reduced” sub-group will increase their proficiency from 37.1% in the spring of 2018 to 39.1% in the spring of 2019 as measured by the Science MCA III assessment. Result = 32.4%

What was the impact on student learning?
Gene Dillon Elementary students impacted by Freshwater Day, After school science club, STEAM classes, and hands-on experiments.

What was the impact on teacher practice?
Inclusion model for special education Gene Dillon Elementary students utilized Mystery Science, Mystery Doug, Science Readers, Hydroponic plants, Hands- on Experiments, Raising Trout, and Google Classroom.

<p>Staff Development Goal 4: Attendance 2018-19 Attendance Goal: The Gene Dillon “All Students” group will increase their attendance during the 2018-19 school year from 91.7% during the 2017-18 school year to 93.7% during the 2018-19 school year as measured with our Skyward system.</p>
<p>What were the findings for this goal?</p> <p><i>2018-19 Attendance Goal: The Gene Dillon “All Students” group will increase their attendance during the 2018-19 school year from 91.7% during the 2017-18 school year to 93.7% during the 2018-19 school year as measured with our Skyward system.</i></p> <p>iv. <i>2018-19 Attendance Goal: The Gene Dillon “All Students” group will increase their attendance during the 2018-19 school year from 91.7% during the 2017-18 school year to 93.7% during the 2018-19 school year as measured with our Skyward system. Result = 94.03%</i></p> <p>v. <i>2018-19 Attendance Goal: The Gene Dillon “Special Education” sub-group will increase their attendance during the 2018-19 school year from 89.3% during the 2017-18 school year to 91.3% during the 2018-19 school year as measured with our Skyward system. Result = 93.16%</i></p> <p>vi. <i>2018-19 Attendance Goal: The Gene Dillon “American Indian” sub-group will increase their attendance during the 2018-19 school year from 85.6% during the 2017-18 school year to 87.6% during the 2018-19 school year as measured with our Skyward system. Result = 90.62%</i></p> <p>vii. <i>2018-19 Attendance Goal: The Gene Dillon “Free & Reduced” sub-group will increase their attendance during the 2018-19 school year from 88.4% during the 2017-18 school year to 90.4% during the 2018-19 school year as measured with our Skyward system. Result = 97.83%</i></p>
<p>What was the impact on student learning?</p> <p>All students at Gene Dillon Elementary benefited from Responsive Classroom, creating a positive climate across our classrooms and school campus. The school wide efforts of our students and staff created common language and expectations within our school grounds.</p>
<p>What was the impact on teacher practice?</p> <p>Teachers at Gene Dillon Elementary utilized Responsive Classroom to build community in the classroom, as well as manage classroom discipline and behavior intervention. Teachers frequently used parent contact and communication to involve parents and guardians in the education process.</p>

Number of Staff Participating in 2018-2019 Professional Development Activities:

- 53 A How many licensed staff are in your building?
- 53 B How many licensed staff participated in professional development?
- 100% C Percentage of licensed staff who participated (divide B by A)
- 56 D How many non-licensed staff are in your building?
- 56 E How many non-licensed staff participated in professional development?
- 100% F Percentage of non-licensed staff who participated (divide E by D).

EARLY INTERVENTION (EIC)- TAMI WESELY, PRINCIPAL AND PAT WELTE, PRINCIPAL

The Bemidji Public School's Early Intervention Program is comprised of two components; a home based program for birth to age 3 children with special needs, a center based program for 3-5 year-old children with special needs. Our home based program is a year round program and our center based program follow the Bemidji School District's calendar. We served over 200 students during the 2018-2019 school year.

Goals:
The Early Intervention Programs will use the Brigance Inventory of Early Development III or the Preverbal Skills Checklist to determine literacy growth of selected students. A baseline will be taken in Fall of 2018 and growth will be determined by Spring of 2019. Eighty percent of selected students will add at least two new literacy skills to their baseline by Spring of 2019.
Results:
<i>One hundred percent of students enrolled at the Early Intervention Program in the fall of 2018 and in the spring of 2019 added at least two literacy skills to their baseline according to the Brigance Inventory of Early Development III or the Preverbal Skills Checklist.</i>

STAFF DEVELOPMENT GOALS & RESULTS:

Staff Development Goal 1:

Staff development will include information on increasing literacy skills in the educational setting for center based students and in the home for home based students.
What were the findings for this goal?
<i>Time was set aside at staff meetings for staff to share ideas, activities, methods about literacy they used with their students and families. Ongoing training was provided to staff on the Brigance Inventory of Early Development III. According to teachers, literacy was emphasized at home visits and also center based teachers and speech therapists read books to their students at the majority of their sessions.</i>
What was the impact on student learning? If appropriate, include assessment data.
Evidence from assessment indicate that these activities were successful in increasing student skills. Staff meeting were held monthly which gave staff opportunities to share what they were doing in class and student successes.
What was the impact on teacher practice?
Teachers use colleague input to add additional activities to their repertoire which help increase student achievement.

Number of Staff Participating in 2017-2018 Professional Development Activities:

<u>15</u>	A	How many licensed staff are in your building?
<u>15</u>	B	How many licensed staff participated in professional development?
<u>100%</u>	C	Percentage of licensed staff who participated (divide B by A)
<u>14</u>	D	How many nonlicensed staff are in your building?
<u>0</u>	E	How many nonlicensed staff participated in professional development?
<u>0</u>	F	Percentage of nonlicensed staff who participated (divide E by D).

FIRST CITY SCHOOL- BRIAN STEFANICH, PRINCIPAL

The First City School serves youth ages 10 to 18 residing at the Northwestern Minnesota Juvenile Center. Our school educates students through four separate programs, each designed to meet a specific needs of the courts:

- Residential Treatment
- Satellite Homes
- Non-secure Detention
- Secure Detention

First City School provides an individualized curriculum designed to further students’ abilities in all areas, but is focused on improving their math, reading, and written language skills. The diagnostic, prescriptive curriculum stresses the skills necessary to pass the Minnesota Comprehensive Assessment II Exams as well as preparing students to earn their diploma or GED certificate.

2018-2019 School Improvement

<p>Goal 1 Reading:</p> <p>In the First City School the “All Students” group will increase proficiency from 57.9% in the Spring of 2018 to 60.9% in the Spring of 2019 as measured by the MCA in Reading.</p> <p>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.</p>
<p>Results:</p> <p><i>In the All Students group, 44.4% of the twelve FCS sophomore students were proficient on the spring MCA Reading in 2019.</i></p> <p><i>FCS STAR Reading scores increased by 1.4 GE on the May 2019 Post-test. This goal exceeded expectations.</i></p>

Goal 2 Mathematics:
In the First City School the “All Students” group will increase proficiency from 29.3% in the Spring of 2018 to 32.3% in the Spring of 2019 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.
Results:
<i>Results: 17% of the twelve FCS junior students were proficient on the spring MCA Math in 2019. FCS STAR Math scores increased by 1.3 GE on the May 2019 Post-test. This goal exceeded expectations.</i>

Goal 3 Graduation:
The First City School student graduation rate will increase from 4.55% in 2018 to 7% in 2019 as measured by MDE’s Graduation Rate calculations and First City School records.
Results:
The First City School student graduation rate will increase from 4.55% in 2018 to 3.23% in 2019 as measured by MDE’s Graduation Rate calculations and First City School records.

MDE Test Results Summary indicate 2019 MCA Math for All Students = 7.1% proficient and 32.1 % partially meet. This is a nice improvement from 2018, when there were none proficient and 27.3% partially meeting.

HORACE MAY ELEMENTARY- KATHY VAN WERT, PRINCIPAL

Horace May Elementary is one of seven elementary schools in the Bemidji Area School District and a school in which we practice the Big K, Kindness! It is a Kindergarten through grade 3 school and has an average enrollment of 325 students.

Our school is also a district site for our DCD self-contained classrooms and our EBD self-contained classroom. The inclusion of students with disabilities strengthens our caring and kind community. All our students are a gift with knowledge and talents to share. Horace May has an inclusive playground designed to encourage independence and cooperative play. We also have a huge husky head on our playground where students start their recess time with encouragement to be kind to each other and include one another in play. Being kind to each other is very important to all of us at Horace May; we celebrate kindness and encourage it daily.

Horace May also has an onsite forest with trails and an amphitheater. Our teachers bring students to the forest to learn about the different ecosystems, experience nature with hands on learning, and help develop a lifelong appreciation for the great outdoors!

2018-2019 School Improvement

Goal 1 Reading:

Goal 1A: Using the NWEA Measures of Academic Progress Growth 2 - 5 Reading Assessment, 55% of our grade 1 - 3 students will meet their grade level reading RIT score by Spring of 2019.

Goal 1B: The Horace May “All Students” group will increase their reading proficiency from 53.1% in the spring of 2018 to 55.1% in the spring of 2019 as measured by the Reading MCA II/MTAS assessment.

- The Horace May “Special Education” sub-group will increase their proficiency from 37.9% in the spring of 2018 to 39.9% in the spring of 2019 as measured by the Reading MCA II/MTAS assessment.
- The Horace May “American Indian” sub-group will increase their proficiency from 26.6% in the spring of 2018 to 28.6% in the spring of 2019 as measured by the Reading MCA II/MTAS assessment.
- The Horace May “Free and Reduced” sub-group will increase their proficiency from 35.4% in the spring of 2018 to 37.4% in the spring of 2019 as measured by the Reading MCA II/MTAS assessment.

Results in Reading for 2019 NWEA MAP all grades 1-3 met or exceeded their grade level Norm Mean RIT scores. Grade 1 with 178.5, grade 2 with 189.2 and grade 3 with 200.2 Mean RIT scores. The 2019 North Star Report shows the MCA Reading results for All Students at 53.28%; Special Education at 37.93%; American Indian at 26.66%; and Free and Reduced at 35.48%.

Goal 2 Mathematics:

Goal 2A: Using the NWEA Measures of Academic Progress Growth 2 - 5 Math Assessment, 55% of our grade 1 - 3 students will meet their grade level math RIT score by Spring 2019.

Goal 2B: The Horace May “All Students” group will increase their math proficiency from 64.8% in the spring of 2018 to 66.8% in the spring of 2019 as measured by the Mathematics MCA III/MTAS assessment.

- The Horace May “Special Education” sub-group will increase their proficiency from 46.5% in the spring of 2018 to 48.5% in the spring of 2019 as measured by the Mathematics MCA II/MTAS assessment.
- The Horace May “American Indian” sub-group will increase their proficiency from 46.6% in the spring of 2018 to 48.6% in the spring of 2019 as measured by the Mathematics MCA II/MTAS assessment.
- The Horace May “Free and Reduced” sub-group will increase their proficiency from 47.3% in the spring of 2018 to 49.3% in the spring of 2019 as measured by the Mathematics MCA II/MTAS assessment.

Results in Math for 2019 NWEA MAP indicate all grades 1-3 exceeded their grade level Norm Mean RIT scores. Grade 1 with 182.7, grade 2 with 193.3 and grade 3 with 206.0 Mean RIT scores. The 2019 North Star Report shows the MCA Math results for All Students at 64.86%; Special Education at 46.55%; American Indian at 26.66%; and Free and Reduced at 47.31%.

Horace May Elementary School

NWEA MAP District Student Growth Summary

Fall 2018 to Spring 2019

Reading							
Grade	# Students	Fall 2018 Mean RIT	Spring 2019 Mean RIT	Mean Growth	Mean Growth Target	Percent Meeting Growth Target	Target Growth
1	81	155.9	178.5	<u>22.6</u>	16.6	79	60
2	78	172.5	189.2	16.7	14.0	63	60
3	82	186.8	200.2	13.3	10.4	68	60

Mathematics							
Grade	# Students	Fall 2018 Mean RIT	Spring 2019 Mean RIT	Mean Growth	Mean Growth Target	Percent Meeting Growth Target	Target Growth
1	80	158.7	182.7	<u>24.0</u>	18.5	79	60
2	79	176.2	193.3	17.1	15.2	62	60
3	84	190.2	206.0	15.8	13.0	68	60

Red Italic indicates the Percent Meeting Growth Target is 3.0 or more points below the Target

Green Underline indicates the Percent Meeting Growth Target is 3.0 or more points above the Target

Goal 4 Safe and Welcoming Environment:

Behavior: Horace May “All Students” group will decrease student incidents of suspendable offenses that are recorded in DIRS system from 11 incidents in 2017-2018 school year to 8 or fewer incidents during the 2018-2019 school year.

Results: *Horace May increased their number of* student incidents of suspendable offenses that are recorded in DIRS system from 11 to 21.

Attendance: Because our school has changed demographics and is now a grade 1 - 3 building (soon to be a K-3 building); our school is creating a baseline for attendance this year with our new configuration. Attendance percentage will be reported at the end of the school year.

The North Star Report indicates Horace May Consistent Attendance in 2019 is 59.37%

Horace May Elementary Staff Development

Staff Development Goal(s):
To gain insight and best practice information on instructional practice and interventions as it pertains to grades one through three reading skills. To implement best practice instruction during core instructional time, using guided reading techniques along with individual and small group interventions.
Staff Development Activities:
<ol style="list-style-type: none">1. We will meet as grade level RtI groups twice a month to focus on Tier 1 instruction, guided reading strategies, and interventions for struggling students.2. We will encourage the use of peer observations of a colleague to help promote sharing of ideas, strategies and collaboration.3. We will work on improving our leveled library by increasing the quantity of books available.4. We will use “Never lose a minute” backpacks with students as they wait in line in the hallway for during the school day.5. We will utilize the district’s reading interventionist for information on best practice, modeling guided reading and balanced literacy.6. We will utilize our specialists to help provide additional nonfiction practice7. We will incorporate the use of PALS reading.8. We will explore progress monitoring methods to know when students are making progress.
Evidence of Teacher Learning and Improved Student Performance:
<ol style="list-style-type: none">1. Spring benchmark will be met.2. Our MCAII/MTAS goal will be met.

J.W. SMITH ELEMENTARY- PATRICIA WELTE, PRINCIPAL



Centrally located in the hub of Bemidji, Minnesota; J.W. Smith Elementary has a population of roughly 200 students in grades Kindergarten through third. The school’s minority rate of over 60 percent makes J.W. Smith one of the most culturally diverse schools within the Bemidji School district. With a Free and Reduced Lunch population of 77%, J. W. Smith is a designated Federal Title I School, which has been servicing students school-wide for the past 20 years.

High expectations for our entire school community; staff, students and parents, makes learning one of our top priorities. We, at J.W. Smith Elementary, strive to achieve high levels of success with every student. To make this goal a reality, we feel it is important to provide a safe and nurturing environment for everyone to learn in. Equally important, we also feel it is important to create a school culture, which promotes pride within our school through respect and support for our school community.

J.W. Smith focuses its instruction based upon best educational practice. Teachers and support staff receive training in diverse areas of professional development, along with areas of study that closely align with the target goals set each year. Since our American Indian population is 36 percent, we are fortunate to provide the district's Indian Education program to our at-risk students with the assistance of an academic advisor and an American Indian Home-School Liaison.

In addition to the Indian Education program, J.W. Smith is also fortunate to implement the following programs to aide in the learning of our students: The Foster Grandparent Program, Minnesota Reading Corps Intervention Program, RSVP Program, Bemidji State University and the County Extension Nutrition Program. These are only some of the extra involvement that connects our school to some of the valuable people and resources in our community. Others include the parents, university students and community members that actively participate in our school.

2018-2019 School Improvement

Goal 1 Reading: The third grade students at J. W. Smith will increase their proficiency on the MCA-III Reading Assessment from 33.3% in the Spring of 2018 to 35.3% in the Spring of 2019.

- Third grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 53% in September of 2018 to 55% in May of 2019.

Goal 1A: To support all students **Reading Well by Third Grade**, the students at J. W. Smith Elementary will improve their reading in the following:

- Kindergarten students will increase their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 55.8% in September of 2018 to 57.8% in May of 2019.
- First grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 41.9% in September of 2018 to 43.9% in May of 2019.
- Second grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 32.2% in September of 2018 to 34.2% in May of 2019.

Goal 1B: J. W. Smith school-wide will monitor the proficiency of the following subgroups as measured by the NWEA Measures of Academic Progress Reading Assessment:

- The students who qualify for Special Education will increase their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 19.4% in September of 2018 to 21.4% in May of 2019.
- The American Indian students will increase their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 37.2% in September of 2018 to 39.2% in May of 2019.
- The students who qualify for Free & Reduced Lunch will increase their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 39.2% in September of 2018 to 41.2% in May of 2019.

Results: Goal 1: The third students at J. W. Smith Elementary met both of the goals that were created in the Fall of 2018 according to the data uploaded into the Viewpoint Data Warehouse from the Spring 2019 MCA-III Reading Assessment and NWEA Measures of Academic Progress Reading Assessment.

- *The third grade students at J. W. Smith Elementary had an overall proficiency of 44.68% on the 2019 MCA-III Reading Assessment, which exceeded the proficiency percentage of 33.3% on the 2018 MCA-III Reading Assessment. This showed an overall growth of 10.0% and a growth of 8.0% from the desired goal created in the Fall of 2018.*
- *Third grade students increased their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 53% in September of 2018 to 64.1% in May of 2019. This indicated an overall growth of 11.1% and a growth of 9.1% from the goal created in the Fall of 2018.*

Goal 1A: The second grade students met the goal that was created in Fall of 2018 according to the results uploaded into the Viewpoint Data Warehouse from the NWEA Measures of Academic Progress Reading Assessment. The kindergarten and first grade students did not meet the goal created in the Fall of 2018 according to the data uploaded into the Viewpoint Data Warehouse from the NWEA Measures of Academic Progress Reading Assessment.

- *Kindergarten students decreased their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 55.8% in September of 2018 to 49.1% in May of 2019. This indicated an overall growth of -6.7% and a growth of -4.7% from the desired goal created in the Fall of 2018.*
- *First grade students decreased their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 41.9% in September of 2018 to 35.9% in May of 2019. This indicated an overall growth of 6.0% and a growth of 8.0% from the desired goal created in the Fall of 2018.*
- *Second grade students increased their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 32.2% in September of 2018 to 57.2% in May of 2019. This indicated an overall growth of 25.0% and a growth of 23.0% from the desired goal created in the Fall of 2018.*

Goal 1B: The following subgroups; Special Education, American Indian and Free & Reduced Lunch met the goal that was created in the Fall of 2018 according to the data uploaded into the Viewpoint Data Warehouse from NWEA Measures of Academic Progress Reading Assessment.

- *The Special Education students increased their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 19.4% in September of 2018 to 33.3% in May of 2019. This indicated an overall growth of 13.9% and a growth of 11.9% from the desired goal created in the Fall of 2018.*
- *The American Indian students increased their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 37.2% in September of 2018 to 45.2% in May of 2019. This indicated an overall growth of 8% and a growth of 6% from the desired goal created in the Fall of 2018.*
- *The students who qualify for Free & Reduced Lunch increased their proficiency on the NWEA Measures of Academic Reading Assessment from 39.2% in September of 2018 to 45.2% in May of*

2019. This indicated an overall growth of 6% and a growth of 4% from the desired goal created in the Fall of 2018.

Goal 1B: The following subgroups; Special Education, American Indian and Free & Reduced Lunch met the goal that was created in the Fall of 2018 according to the data uploaded into the Viewpoint Data Warehouse from NWEA Measures of Academic Progress Reading Assessment.

- *The Special Education students increased their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 19.4% in September of 2018 to 33.3% in May of 2019. This indicated an overall growth of 13.9% and a growth of 11.9% from the desired goal created in the Fall of 2018.*
- *The American Indian students increased their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 37.2% in September of 2018 to 45.2% in May of 2019. This indicated an overall growth of 8% and a growth of 6% from the desired goal created in the Fall of 2018.*
- *The students who qualify for Free & Reduced Lunch increased their proficiency on the NWEA Measures of Academic Reading Assessment from 39.2% in September of 2018 to 45.2% in May of 2019. This indicated an overall growth of 6% and a growth of 4% from the desired goal created in the Fall of 2018.*

Goal 2:

The third grade students at J. W. Smith Elementary will increase their proficiency on the MCA-III Mathematics Assessment from 57.4% in the Spring of 2018 to 59.4% in the Spring of 2019.

- Third grade students will increase their proficiency on the NWEA Measures of Academic Progress Mathematics Assessment from 53.0% in September of 2018 to 55.0% in May of 2019.

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

- Kindergarten students will increase their proficiency percentage on the NWEA Measures of Academic Progress Mathematics Assessment from 63.5% in September of 2018 to 65.5% in May of 2019.
- First grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Mathematics Assessment from 41.9% in September of 2018 to 43.9% in May of 2019.
- Second grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Mathematics Assessment from 38.7% in September of 2018 to 40.7% in May of 2019.

Goal 2B: J. W. Smith school-wide will monitor the proficiency percentages of the following subgroups as measured by the NWEA Measures of Academic Progress Mathematics Assessment:

- The students who qualify for Special Education will increase their proficiency percentage on the NWEA Measures of Academic Progress Mathematics Assessment from 18.8% in September of 2018 to 20.8% in May of 2019.
- The American Indian students will increase their proficiency on the NWEA Measures of Academic Progress Mathematics Assessment from 42.9% in September of 2018 to 44.9% in May of 2019.

- The students who qualify for Free & Reduced Lunch will increase their proficiency percentage on the NWEA Measures of Academic Progress Mathematics Assessment from 42.8% in September of 2018 to 44.8% in May of 2019.

Math

Results: Goal 2: The third grade students at J. W. Smith Elementary did not meet the goal but showed growth from the goal created in the Fall of 2018 according to the data uploaded into the Viewpoint Data Warehouse from the 2019 MCA-III Mathematics Assessment, but exceeded the NWEA Measures of Academic Mathematics Assessment goal created in the Fall of 2018.

- *The third grade students at J. W. Smith Elementary had an overall proficiency of 63.82% on the 2019 MCA-III Mathematics Assessment.*
- *Third grade students increased their proficiency on the NWEA Measures of Academic Progress Mathematics Assessment from 53% in September of 2018 to 69.8% in May of 2019. This indicated an overall growth of 16.8% and a growth of 14.8% from the goal created in the Fall of 2018.*

Goal 1A: The First and Second grade students met the goals created in the Fall of 2018 according to the data uploaded into the Viewpoint Data Warehouse from the NWEA Measures of Academic Progress Mathematics Assessment; and the Kindergarten students showed growth but did not meet the goal according to the data uploaded into the Viewpoint Data Warehouse from the NWEA Measures of Academic Progress Mathematics Assessment goal created in the Fall of 2018.

- *Kindergarten students increased their proficiency percentage on the NWEA Measures of Academic Progress Mathematics Assessment from 63.5% in September of 2018 to 64.0% in May of 2019. This indicated an overall growth of 0.5% and a growth of -1.5% from the desired goal created in the Fall of 2018.*
- *First grade students increased their proficiency percentage on the NWEA Measures of Academic Progress Mathematics Assessment from 41.9% in September of 2018 to 48.4% in May of 2019. This indicated an overall growth of 6.5% and a growth of 4.5% from the desired goal created in the Fall of 2018.*
- *Second grade students increased their proficiency percentage on the NWEA Measures of Academic Progress Mathematics Assessment from 38.7% in September of 2018 to 63.0% in May of 2019. This indicated an overall growth of 24.3% and a growth of 22.3% from the desired goal created in the Fall of 2018.*

Goal 1B: The following subgroups; Special Education, American Indian and Free & Reduced Lunch met the goal that was created in the Fall of 2018 according to the data uploaded into the Viewpoint Data Warehouse from NWEA Measures of Academic Progress Mathematics Assessment.

- *The Special Education students increased their proficiency on the NWEA Measures of Academic Progress Mathematics Assessment from 20.8% in September of 2018 to 43.3% in May of 2019. This indicated an overall growth of 22.5% and a growth of 20.5% from the desired goal created in the Fall of 2018.*
- *The American Indian students increased their proficiency on the NWEA Measures of Academic Progress Mathematics Assessment from 42.9% in September of 2018 to 51.6% in May of 2019.*

This indicated an overall growth of 8.7% and a growth of 6.7% from the desired goal created in the Fall of 2018.

- The students who qualify for Free & Reduced Lunch increased their proficiency on the NWEA Measures of Academic Mathematics Assessment from 44.8% in September of 2018 to 54.8% in May of 2019. This indicated an overall growth of 10.0% and a growth of 8.0% from the desired goal created in the Fall of 2018.

J.W. Smith Elementary School							
NWEA MAP District Student Growth Summary							
Fall 2018 to Spring 2019							
Reading							
Grade	# Students	Fall 2018 Mean RIT	Spring 2019 Mean RIT	Mean Growth	Mean Growth Target	Percent Meeting Growth Target	Target Growth
K	44	137.6	151.9	<i>14.3</i>	17.6	<i>30</i>	60
1	52	152.6	166.9	14.3	16.5	<i>38</i>	60
2	54	167.1	187.2	<u>20.1</u>	14.1	<u>74</u>	60
3	45	183.4	199.0	<u>14.6</u>	10.5	<u>64</u>	60
Mathematics							
Grade	# Students	Fall 2018 Mean RIT	Spring 2019 Mean RIT	Mean Growth	Mean Growth Target	Percent Meeting Growth Target	Target Growth
K	43	136.6	155.9	19.3	19.7	<i>51</i>	60
1	50	152.4	174.0	21.6	18.7	<u>68</u>	60
2	56	167.9	191.3	<u>23.4</u>	15.3	<u>80</u>	60
3	46	186.6	203.2	<u>16.5</u>	12.9	<u>74</u>	60
<i>Red Italic indicates the Percent Meeting Growth Target is 3.0 or more points below the Target</i>							
<u>Green Underline indicates the Percent Meeting Growth Target is 3.0 or more points above the Target</u>							

Goal 3 Attendance:

J. W. Smith Kindergarten through third grade students will increase their overall attendance percentage from 67.8% during the 2017-2018 school year to 69% during the 2018-2019 school year.

Results:

J. W. Smith Kindergarten through third grade students decreased their overall attendance percentage from 67.8% during the 2017-2018 school year to 78.16% during the 2018-2019 school year.

- J. W. Smith Elementary students in Kindergarten through third grade increased their overall attendance percentage from 92.09% during the 2017-2018 to 92.24% during the 2018-2019 school year. This was an overall growth of 0.15%.

During the 2018-2019 school year, one hundred percent (100%) of all classroom teachers will implement the Responsive Classroom Program in an effort to reduce the number of behavior infractions.

- *During the 2018-2019 school year, the number of behavior infractions decreased from 95 incidences in the Spring of 2018 to 16 incidences in the Spring of 2019. This was an overall decrease of incidences by 79.*

**Responsive Classroom was effective in reducing the number of students with minor classroom behaviors, but overall, we found Responsive Classroom less effective in decreasing the number of major classroom behaviors that resulted in a write-up using the District Code of Consequences.*

J.W Smith Staff Development

<p>Staff Development Goal 1: One hundred percent (100%) of the teachers teaching Reading will participate in semi-monthly RtI meetings to discuss reading best practices; prepare to differentiate instruction and examine student data.</p>
<p>What were the findings for this goal?</p> <p><i>One hundred (100%) of classroom teachers:</i></p> <ul style="list-style-type: none"> • <i>Continued flexible groups throughout the school year.</i> • <i>Had various opportunities to attend Reading in-service workshops provided by the District Reading Specialist.</i> • <i>Implemented RtI strategies shared at semi-monthly meetings.</i> • <i>Collaborated with Minnesota Reading Corps (K-3) and the Indian Education program to share and assist with data and intervention programming.</i> • <i>Provided a minimum of 120 minutes of daily reading instruction.</i> • <i>Increased the use of SMART Boards and/or other technology hardware/software (i.e. Think Central, Accelerated Reader, Tumble Books, Teach Your Monster) into reading instruction.</i> • <i>Emphasized nonfiction books in the classroom.</i> • <i>Planned and developed family reading events school-wide in collaboration with Title 1.</i> • <i>Implemented Head Sprout Phonics Program with Special Education students.</i> • <i>Implemented AIMSweb Progress Monitoring with Special Education students.</i>
<p>What was the impact on student learning?</p>
<p>What was the impact on teacher practice?</p> <p>One hundred percent (100%) of classroom teachers:</p> <ul style="list-style-type: none"> • Attended RtI meetings where goals were revised and new strategies were developed. • Increased the use of SMART Boards and/or other technology hardware/ software into reading. • Shared about reading strategies and programming during staff meetings. • Implemented reading best practice strategies and interventions.

<p>Staff Development Goal 2: One hundred percent (100%) of all teachers of math will participate in semi-monthly RtI meetings to discuss math best practices, prepare differentiated instruction and examine student data.</p>
<p>What were the findings for this goal?</p> <p><i>One hundred percent (100%) of all classroom teachers:</i></p> <ul style="list-style-type: none"> • <i>Had opportunities to attend math in-service provided by the District Math Specialist.</i> • <i>Continued flexible math groups such as Number Worlds and Moving with Math.</i> • <i>Increased the use of SMART Boards and/or other technology hardware/software (i.e. Extra Math, Think Central, iXL) into math instructions.</i> • <i>Analyzed student data and formulated appropriate interventions.</i> • <i>Provided 90 minutes of daily math instruction, including math games to reinforce skills.</i> • <i>Implemented AIMSweb Progress Monitoring with Special Education students.</i> • <i>Implemented and reinforced math skills/ activities within different specialists.</i>
<p>What was the impact on student learning?</p>
<p>What was the impact on teacher practice?</p> <p>One hundred percent (100%) of classroom teachers:</p> <ul style="list-style-type: none"> • Attended RtI meetings where goals were revised and new strategies were developed. • Shared about math strategies and programming at staff meetings. • Made important educational decisions by analyzing RtI data in regards to student data, learning rates and levels of performance. • Analyzed grade level math data (i.e grade level assessments, MAP and MCA). • Increased the use of SMART Boards and/or other technology/software into mathematics. • Implemented mathematics best practice strategies and interventions.

<p>Staff Development Goal 3: J. W. Smith Elementary will monitor attendance on a monthly basis and award students with exemplary attendance.</p>
<p>What were the findings for this goal?</p> <p>One hundred percent (100%) of all teachers:</p> <ul style="list-style-type: none"> • <i>Utilized Skyward Management System to monitor students' daily attendance.</i> • <i>Utilized Responsive Classroom procedures including Morning Meeting and Closing Circle to create a more positive classroom community that helped encourage students to attend school.</i> • <i>Communicated with the attendance monitor to ensure phone calls were made to parents/guardians of the students absent for two or more consecutive days.</i>

What was the impact on student learning?

*J. W. Smith Elementary students in Kindergarten through third grade increased their overall attendance percentage from 92.09% during the 2017-2018 school year to 92.24% during the 2018-2019 school year.

2018-2019
J. W. Smith Elementary (K-3)
(Results based upon Skyward)

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	Overall %
Kindergarten	95.41%	89.72%	89.93%	92.51%	92.03%
First Grade	93.28%	87.21%	90.88%	90.70%	90.66%
Second Grade	96.12%	91.86%	92.64%	95.14%	93.99%
Third Grade	93.81%	90.69%	91.38%	92.81%	92.29%
	94.73%	89.98%	91.38%	92.79%	92.24%

**During the 2017-2018 school year, J. W. Smith Elementary was a K-5 school, the results above reflect a K-5 school in 2017-2018 school compared to a K-3 school in 2018-2019 school year.*

What was the impact on teacher practice?

Teachers:

- Shared about individual attendance improvement strategies at staff meetings.
- Implemented student interviews to guide intervention.

Staff Development Goal 4:

J. W. Smith Elementary will implement the Responsive Classroom 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.

What were the findings for this goal?

One hundred percent (100%) of all classroom teachers trained in Responsive Classroom:

- *Implemented Morning Meeting each school day.*
- *Implemented Closing Circle a minimum of 2-3 times a week, schedules allowing.*
- *Utilized J. W. Smith's Behavior Action Team as needed.*

What was the impact on student learning?

During the 2018-2019 school year, the number of behavior infractions decreased from 95 incidences in the Spring of 2018 to 16 incidences in the Spring of 2019. This was an overall decrease of incidences by 79.

- The School Action Team was called upon 5 times during the 2018-2019 school year.

What was the impact on teacher practice?

Teachers:

- Shared about Responsive Classroom strategies and ideas at RtI and staff meetings.
- Used the Skyward Student Management System, to record discipline incidences.
- Had opportunities to attend district in-services related to behavior intervention strategies.

Number of Staff Participating in 2018-2019 Professional Development Activities:

26	A	How many licensed staff are in your building?
26	B	How many licensed staff participated in professional development?
100%	C	Percentage of licensed staff who participated (divide B by A)
18	D	How many nonlicensed staff are in your building?
18	E	How many nonlicensed staff participated in professional development?
100%	F	Percentage of nonlicensed staff who participated (divide E by D).

LINCOLN ELEMENTARY- JASON LUKSIK, PRINCIPAL



Lincoln Elementary is a school of about 375 students. We serve K-3rd Grade with school wide Title I services. During the school day students are taught in the areas of reading, math, science and social studies. Students also participate in music, physical education, art and technology.

The mission of Lincoln Elementary School is to work collaboratively with families, staff and community to provide a welcoming, safe and challenging learning environment where each child is successful and differences are respected.

2018-2019 School Improvement

GOALS & RESULTS:

Goal 1 Reading:
2018-2019 Smart Reading Goal: The Lincoln “All Students” group will increase their proficiency from 55.0% in Spring 2018 to 57.0% in Spring 2019 as measured by the Reading MCA III.
Results:
<i>The Lincoln All Students group were 49.5% proficient on the MCA Reading assessment, per the North Star Report. This fell short of our goal of 57.0%.</i>
Goal 2 Mathematics:
2018-19 Smart Math Goal: The Lincoln “All Students” group will increase their proficiency from 55.1% to 57.1% in the Spring of 2019 as measured by the Mathematics MCA III.
Results:
<i>Lincoln Elementary’s All Students group performed at 62.1% proficiency on the MCA Mathematics assessment, according to the North Star Report. This performance surpassed our goal of 57.1%</i>
Goal 3 Safe & Welcoming Environment:
2018-19 Safe & Welcoming Environment Goal: The Lincoln “All Students” group will decrease their incidences of suspendable offenses that are recorded in the DIRS system by 5% from 19 incidences to 18 or fewer incidences during the 2018-19 school year.

Results:
<i>The All Students group decreased the number of incidences to 7. This was a 63% decrease from the prior year. With the implementation of Responsive Classroom and the Behavior committee reviewing ways to decrease incidences we were able to decrease the number of infractions.</i>
Goal 4 Attendance
The Minnesota Department of Education is tracking Consistent Attendance. Lincoln Elementary will look to increase their rate of attendance by 3.0% from 81.74% in 2018 to 84.74% in 2019.
Results:
<i>The Consistent Attendance rate for Lincoln Elementary in 2019 is 86.53%, which surpasses our goal.</i>

Lincoln Elementary Staff Development

Reading Goal:
I. The percentage of all students in grades K-3 at Lincoln Elementary who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in Reading will increase from 65.25% in spring 2018 to 68.25% in spring 2019.
Staff Development Goal(s):
<ul style="list-style-type: none"> • Collaborate three times a month using data: MAP, MCA III, 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-3 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 • American Indian Home-School Liaison will provide small group interventions
Staff Development Activities:
<p>Staff will be trained in the use of Think Central, the Houghton-Mifflin technology component.</p> <ul style="list-style-type: none"> • 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. • Collaboration- 1) Grade level meetings with grade levels above and below will 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:
2018-19 Smart Reading Goal: The Lincoln “ All Students ” group will increase their proficiency from 58.4% to 60.4% in the Spring of 2019 as measured by the Reading MCA III.

<p>Math Goal:</p> <p>The percentage of all students in grades K-3 at Lincoln Elementary who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in Math will increase from 71.25% in spring 2018 to 74.25% in spring 2019.</p>
<p>Staff Development Goal(s):</p> <p>Lincoln Elementary staff, grades K-5, will:</p> <ul style="list-style-type: none"> • Collaborate using data three times monthly: MAP, MCA III, AIMSweb and <u>Houghton Mifflin</u> 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.
<p>Staff Development Activities:</p> <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. • 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.
<p>Evidence of Teacher Learning and Improved Student Performance:</p> <p>The Lincoln “All Students” group will increase their proficiency from 69.3% to 71.3% in the Spring of 2019 as measured by the Mathematics MCA III.</p>

Means to Achieve the School Improvement Goal

<p>Safe & Welcoming Environment Goal:</p> <p>The Lincoln “All Students” group will decrease their incidences of suspendable offenses that are recorded in the DIRS system by 5% from 19 incidences to 18 or fewer incidences during the 2018-19 school year.</p>
<p>Staff Development Goal(s):</p> <ol style="list-style-type: none"> 1) Every staff member given an overview of the Responsive Classroom program. 2) Consistent behavior program school wide- implementation of Responsive Classroom. 3) Development of Lincoln Pride program.

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 modeling at assemblies.
Evidence of Teacher Learning and Improved Student Performance:
Reduce student physical behaviors by 5% over the school year from last year.

Attendance Goal: At Lincoln Elementary for the 2018-2019 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.

Staff Development Goal(s):
<ol style="list-style-type: none"> Review mentorship guidelines for staff Develop action plan for attendance guidelines. Continue training from Being Present campaign.

Staff Development Activities:
<ol style="list-style-type: none"> Mentorship program for students with 20 or more days absent. Training activities with Being Present staff.

Evidence of Teacher Learning and Improved Student Performance:
10% Improved attendance for students with 20 or more days absent.

LUMBERJACK HIGH SCHOOL- BRIAN STEFANICH, PRINCIPAL

Lumberjack High School (LHS) is a unique alternative program within Bemidji High School. LHS is for students wishing to remain in a traditional, seat-based program to earn credits towards a high school diploma. Students attending LHS earn credits in the core subject areas and access the Bemidji High School for their physical education, health, and elective credits. The staff at LHS focus on improving attendance, building self-esteem, and nurturing relationships with students and families. This setting provides a safe environment that stresses acceptance towards diverse cultures, beliefs, and life styles. Student success and achievement are very important to LHS. Each student is assigned an advisor and meets with his/her advisor weekly to establish relationships and hold discussions on character building, bullying, chemical use, and to review academic progress. LHS recognizes student success through various incentives for high grades and attendance.

Lumberjack High School offers smaller class sizes and shorter class periods. American Indian Education advisors and a social worker work closely with staff and LHS students for optimal student success. LHS staff and a paraprofessional also oversee a credit recovery program during the first and fourth periods to give LHS students an opportunity to earn credit in an online format.

2018-2019 School Improvement

Goal 1 Mathematics:
Bemidji Lumberjack High School staff and students will improve the 11 th grade math scores from 14.3% proficiency rate to 22% proficiency on the spring MCA in 2019.
Results:
<i>MCA math results indicate that 0.0% of the 17 LHS students passed the MCA test.</i>
Goal 2 Reading:
Bemidji Lumberjack High School staff and students will improve the 10 th grade reading scores from 41.7% proficiency to 44.7% proficiency on the MCA test in the spring of 2019
Results:
<i>MCA Reading results indicate that 16.66%% of the 11 sophomore LHS students passed the MCA test.</i>
Goal 3 Attendance:
Bemidji Lumberjack High School staff and students will improve our attendance rate to 90% for all students in 2018-2019.
Results:
<i>Results: The LHS attendance rate for the 2018-2019 school year was 32.69%.</i>

Lumberjack High School Staff Development

Staff Development Goal 1: Mathematics <ul style="list-style-type: none">• 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.• 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.• PLC surrounding book <u>Disrupting Poverty</u>• 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. Six additional academies will be ready for the following year.

What was the impact on teacher practice?

Teachers are using their staff development training to provide the support needed for students to find academic success. Time is spent on building relationships, re-teaching, and allowing for more time to turn in assignments.

- Staff Development Goal 2: Reading**
- 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. Provide a work seminar class so that students may intern in the world of work.
 - 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. Six additional academies will be developed for the following year.
 - LHS staff formed a PLC around Disrupting Poverty

What was the impact on teacher practice?

Teachers were able to use their training on poverty to provide the support needed for students to find success in their academics.

- Staff Development Goal 3: Attendance**
- 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. Six additional academies will be ready for the following year.
- LHS staff formed a PLC around Disrupting Poverty

What was the impact on teacher practice?

Teachers were able to provide more one on one support with students through the freshman coaching program and they were able to build relationships with the LHS students which increased student engagement and attendance.

Number of Staff Participating in 2018-2019 Professional Development Activities:

- 4 How many licensed staff are in your building?
- 4 How many licensed staff participated in professional development?
- 100% Percentage of licensed staff who participated (divide B by A)
- 1 How many nonlicensed staff are in your building? 1
- 1 How many nonlicensed staff participated in professional development?
- 100% Percentage of nonlicensed staff who participated (divide E by D).

PAUL BUNYAN AND JACK AND JILL PRE-KINDERGARTEN PROGRAM, SANDY EBERHART

Jack & Jill Pre-K, Community Services Center Pre-K, and Paul Bunyan Elementary Pre-K are the three Community Education School Readiness sites that offer four or five-year-old pre-k classes. There are currently ten pre-k classes that accommodate 194 students.

The Community Services Center also offers three-year-old drop off preschool classes. Currently, there are five classes that accommodate 80 students.

Early Childhood Family Education (ECFE) classes are also held at the Community Services Center. ECFE classes and family friendly special events are offered during the daytime and in the evening.

GOALS & RESULTS:

Goal 1:

Literacy Knowledge – We will improve the foundational skills of letter knowledge for students enrolled in Bemidji Area Schools Pre-K programs so that 75% of students will demonstrate acquisition of 10 out of 26 capital letters measured by the Spring 2019 Pre-K assessment.

Results:

- In the school readiness pre-k program, 80% of students achieved the goal of capital letter knowledge by the spring of 2019.

Goal 2:

Math Knowledge – At least 80% of students enrolled in Bemidji Area Schools Pre-K programs will improve their foundational skills of one-to-one counting of 10 objects as measured by the Spring 2019 Pre-K assessment.

Results:

- In the school readiness pre-k program, 98% of students achieved the goal of one-to-one counting of 10 objects by the spring of 2019.

Goal 3:

Improved Attendance Rates – We will improve the student attendance of Bemidji Area Schools Pre-K program so that 80% of students will consistently attend programming in all full day Pre-K classrooms as measured by the Spring 2019 classroom attendance records

Results:

- The students in Bemidji Area Schools pre-k program met the 80% overall attendance goal during the 2018-19 school year. The school readiness pre-k program had an overall attendance of 90%.

STAFF DEVELOPMENT GOALS & RESULTS:

Goal 1:

Teachers will meet bi-monthly to collaborate teaching techniques and methods utilizing the Houghton-Mifflin Reading Pre-K curriculum.

Results:

Teachers were able to examine the Fall to Spring letter recognition data of their pre-k students. Teachers then strategized methods of differentiated instruction to meet the whole group and individual needs.

What was the impact on student learning?

Ten pre-k classrooms met and exceeded the 75% goal of letter knowledge recognition. Our students had an 80% overall goal of letter knowledge recognition.

What was the impact on teacher practice?

Teachers were able to reflect on the Fall to Spring assessments of student performance and provided evidence of professional growth as documented in their peer review.

Goal 2:

Teachers will meet bi-monthly to collaborate teaching techniques and methods utilizing the Houghton-Mifflin math pre-k curriculum.

Results:

Teachers were able to examine the Fall to Spring one-to-one counting of 10 objects of their pre-k students. Teachers then strategized methods of differentiated instruction to meet the whole group and individual needs.

What was the impact on student learning?

Ten pre-k classrooms met and exceeded the 80% goal of one-to-one counting of 10 objects. Our students had a 98% overall goal of one-to-one counting of 10 objects.

What was the impact on teacher practice?

Teachers were able to reflect on the Fall to Spring assessments of student performance and provided evidence of professional growth as documented in their peer review.

Goal 3:

Collaboration and communication with families regarding the importance of timely, school attendance.

Results:

Students that attended school on a regular basis were more likely to succeed on the Spring 2019 assessment.

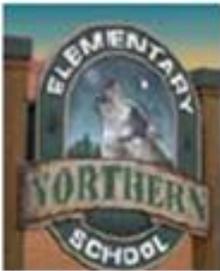
What was the impact on student learning?

Students in the Bemidji Area Schools Pre-K program met their school improvement goals in both reading and math. The average daily attendance of 90% for the 2018-19 school year surpassed the 80% goal.

What was the impact on teacher practice?

Teachers were able to move consistently through curriculum and skill development in order to provide more learning opportunities to students.

NORTHERN ELEMENTARY – WENDY TEMPLIN, PRINCIPAL



Northern Elementary students are filled with hope, optimism, and enthusiasm. Every student brings his or her imagination and creativity to succeed each and every day. As a Northern community, we sing together, play together, and discover together! The hallways, classrooms, playground, library, cafeteria and gymnasium are filled with laughter and learning.

The Northern Timber Wolf is characterized by its dedication to a social unit, keen sensory abilities, and excellent communication skills. Territorial in nature, the Timber Wolf has the ability to remember, associate events and learn. Students at Northern have dedicated themselves to the Northern Pack! Our mascot represents the perceptive, intelligent, and sensitive students of our school.

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

Northern Elementary serves students in K-3rd grade. Presently, we are a three/four- section school encompassing 350 students. We have 15 core classroom teachers, two special educators, one interventionist, along with art, music, and media specialists. We also support the needs of our students with many dedicated paraprofessionals. Northern students are immersed in a highly comprehensive, activity-based curriculum. We address our curriculum through My View reading, Math Expressions, Fusions Science, and numerous other support systems. Measures of Academic Progress (MAP) assessments identify student growth to set goals. Northern's MCA results are reviewed annually to improve instructional practices focused on the Common Core and Minnesota Standards. AmeriCorps offers Reading Corp tutors for individual reading instruction. Northern Elementary is proud of our tradition of educational excellence.

Northern Mission Statement

The mission of the Northern Elementary is to ensure access to a healthy, safe, and comprehensive educational program, encourage a positive and orderly school environment, empower students to reach their highest personal potential, enrich social relationships, citizenship, respect, and sense of community, and embrace life-long learning.

2018-2019 School Improvement

Goals: Reading and Mathematics

Goal: Grade three students will increase their proficiency in reading from 53.5% in the spring of 2018 to 55.4% in the spring of 2019 as measured by the MCA-III.

Results - 64.10%, *Special Ed.* 33.33%. *Ind. Ed.* 33.33%.

Goal: Grade three students will increase their proficiency in math from 61.1% in the spring of 2018 to 63.1% in the spring of 2019 as measured by the MCA-III.

Results - 74.35%, *Special Ed.* 46.66% *Ind. Ed.* 66.66%.

Goals: Safe & Welcoming School/ Attendance

Attendance

Goal: Northern Elementary first through third grade students will increase their consistent attendance rate of 78.45% to 80.45% during the 2018-2019 school year.

Results: *This goal was achieved with the 2019 Consistent Attendance at 90.44%.*

Suspensions

Goal: The Northern "All Students" group will decrease the number of suspensions that are recorded in the DIRS system by 10% from 27 to 24 or fewer incidences during the 2018-2019 school year.

Results: *Northern students had three In School Suspensions and zero Out of School Suspensions.*

Northern Elementary School							
NWEA MAP District Student Growth Summary							
Fall 2018 to Spring 2019							
Reading							
Grade	# Students	Fall 2018 Mean RIT	Spring 2019 Mean	Mean Growth	Mean Growth Target	Percent Meeting Growth	Target Growth
1	93	155.0	172.7	17.7	16.6	53	60
2	92	170.2	184.7	14.5	14.1	54	60
3	79	190.1	201.8	11.7	10.2	<u>65</u>	60
Mathematics							
Grade	# Students	Fall 2018 Mean RIT	Spring 2019 Mean	Mean Growth	Mean Growth Target	Percent Meeting Growth	Target Growth
1	93	158.3	177.4	19.1	18.5	49	60
2	92	174.0	187.7	13.7	15.3	39	60
3	79	192.2	206.5	14.3	13.1	62	60
Red Italic indicates the Percent Meeting Growth Target is 3.0 or more points below the Target							
Green Underline indicates the Percent Meeting Growth Target is 3.0 or more points above the Target							

Northern Elementary Staff Development

Goal 1:

Reading Support Staff Development:

We provided and participated in staff development trainings to implement instructional strategies within grade level teams and specialists. Staff development sessions covered reading comprehension, The Joyful Classroom from Responsive Classroom, Fishbone session for special education inclusion strategies and Guided Reading. We will complete our requirements for Targeted Support and Improvement School within the comprehensive needs assessment and building improvement plan, along with the summer 2019 MTSS training by Kim Gibbons from the University of Minnesota.

Results:

Third grade students increased a substantial 11.1% this school year on the MCA's.

What was the impact on student learning?

By teachers reviewing the reading standards, utilizing guided reading, setting up student led data goals, increasing reading expectations for informational text, and providing staff development sessions to address these areas, Northern students in grades 3 improved 10.6% on the MCA assessment.

What was the impact on teacher practice?

Teacher impact and instructional practices have improved by implementing guided reading to differentiate instruction and provide successful interventions. Professional development in these areas has resulted in teachers increasing their usage of student data as it is related to reading standards. By providing teachers consistent, formal staff development for reading instruction, teaching best practices have increased over time.

Northern Elementary Staff Development

Goal 2:

Math Support Staff Development:

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 in the area of math by utilizing Student Data Binders. Teachers participated in the math curriculum alignment sessions and designing the new Makerspace room to support math instruction.

Results:

By teachers reviewing the math standards, utilizing pre and post testing, setting up student led data goals, along with providing staff development sessions to address these areas, Northern students in grade 3 improved 13.25% on the MCA assessment.

What was the impact on student learning?

The focus on specific math instructional practices and continuous student learning assessment has improved student reading success.

What was the impact on teacher practice?

Teacher impact and instructional practices have improved by implementing pre and post testing and standards focused practices. Professional development in these areas has resulted in teachers increasing their usage of student data as it is related to math standards.

Goal 3:

Climate Staff Development: 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 2018-2019 school year.

Results:

Out of school suspensions have greatly decreased over this school year with a 97% reduction. The continued use of principal character education monthly sessions, Peacemakers Program, Second Step Health Curriculum and Responsive Classroom procedures have improved the climate of the school reducing major discipline incidents drastically this school year.

What was the impact on student learning?

The focus on Responsive Classroom practices and Peacemakers Program has improved student academics, school culture and student life skills by reducing behavior incidents. Students remain in the classroom resulting in increased instructional time.

What was the impact on teacher practice?

Teacher impact and instructional practices have improved by the implementation of the Responsive Classroom techniques including interactive modeling, morning meetings and peer relationship activities. Teacher student behavior management within the classroom benefitted student educational success and building strong learning communities.

Goal 4:

Improving Student Attendance Staff Development:

Northern staff participated in staff development opportunities to improve the classroom communities, resulting in supporting the students and their improved attendance. Staff development sessions included social-emotional learning, Native American stories, school climate surveys and MDE pilot project and the targeted school improvement plan. Teachers participated in a learning session on consistent attendance as identified by MDE.

Results:

Students at Northern Elementary participated in a monthly perfect attendance incentive program. Teachers and the principal reinforced daily attendance each day and during monthly student assemblies. Nine hundred and eighty-one perfect monthly attendance incentive tags were given to students as reported on our Skyward report.

What was the impact on student learning?

All of our third grade students that were identified under poor consistent attendance made improvements to 90% or better.

What was the impact on teacher practice?

Teachers have increased social-emotional instructional practices resulting in stronger learning communities for students who then want to come to school.

OSHKI MANIDOO SCHOOL — BRIAN STEFANICH, PRINCIPAL

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

2018-2019 School Improvement

Goals & Results:

Goal 1 Reading:
In the Oshki Manidoo School the “All Students” group will increase proficiency from 0% in the Spring of 2018 to 3% in the Spring of 2019 as measured by the MCA in Reading. The percentage of all students in grades 7-12 that are enrolled for at least 60 days at Oshki Manidoo School who meet or exceed 0.25 Grade Equivalency growth on the Star Assessment in Reading will increase from 0% in 2018 to 50% in 2019.
Results:
<i>Results of the STAR assessment in reading indicate that students are making growth in reading while attending Oshki School. Teachers use the Edgenuity online curriculum to provide instruction. MCA Reading results indicate that 0.0% of the 3 Oshki Manidoo sophomores students passed the MCA test.</i>

Goal 2 Mathematics:
In the Oshki Manidoo School the “All Students” group will increase proficiency from 0% in the Spring of 2018 to 3% in the Spring of 2019 as measured by the MCA in Math. The Oshki Manidoo School will increase math scores by an average of 0.3 GE for students enrolled at least 60 days. STAR Math pre and post-test scores will be used to measure growth. (Students are typically enrolled for a maximum of 90 days).
Results:
Results of the STAR assessment in math indicate that students are making growth in math while attending Oshki School. Teachers use the Edgenuity online curriculum to provide instruction. MCA Reading results indicate that 0.0% of the 2 Oshki Manidoo sophomore students passed the MCA test.

SCHOOL READINESS, COMMUNITY EDUCATION— SANDY EBERHART, COORDINATOR

Jack & Jill Preschool and the Community Services Center are the two Community Education School Readiness Program sites. There are a total of seven School Readiness three-year-old classes and four School Readiness three-year-old classes. We currently have 140 enrolled in our four-year-old classes and an additional 48 enrolled in our 3-year-old school readiness classes.

2018-2019 School Improvement

Goals and Results:

Goal 1:

Literacy Knowledge – We will improve the foundational skills of letter knowledge for students enrolled in Bemidji Area Schools Pre-K programs so that 75% of students will demonstrate acquisition of 10 out of 26 capital letters measured by the Spring 2019 Pre-K assessment.

Results:

In the school readiness pre-k program, 80% of students achieved the goal of capital letter knowledge by the spring of 2019.

Goal 2:

Math Knowledge – At least 80% of students enrolled in Bemidji Area Schools Pre-K programs will improve their foundational skills of one-to-one counting of 10 objects as measured by the Spring 2019 Pre-K assessment.

Results:

In the school readiness pre-k program, 98% of students achieved the goal of one-to-one counting of 10 objects by the spring of 2019.

Goal 3:

Improved Attendance Rates – We will improve the student attendance of Bemidji Area Schools Pre-K program so that 80% of students will consistently attend programming in all full day Pre-K classrooms as measured by the Spring 2019 classroom attendance records.

Results:

The students in Bemidji Area Schools pre-k program met the 80% overall attendance goal during the 2018-19 school year. The school readiness pre-k program had an overall attendance of 90%.

SOLWAY ELEMENTARY— TAMI WESELY, PRINCIPAL



Solway Elementary School is a small, rural school with 157 students in grades K-3 located in Solway, MN, about 10 miles west of Bemidji. The school provides educational services to students living within a 227 square mile radius. We even have our own apple orchard on our school grounds! The Solway School has a vibrant positive experienced staff! The school culture and school pride is at an all-time high with a GO TIGERS attitude!

Solway Elementary is a Title 1 School-wide Program, and receives funding to provide educational materials and intervention teachers to help all students at the school who need additional help in literacy and mathematics.

Student achievement, as measured by the Minnesota Comprehensive Assessments, has historically been above state averages at Solway Elementary. Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) assessments and FastBridge provide immediate feedback so teachers can plan learning goals for each student.

Solway provides extensive intervention for skill deficits, with screening, assessing, benchmarking and frequent monitoring through the Multiple Tiered Systems & Supports (MTSS) process and Minnesota Reading Corps provides reading intervention for students in grades 1-3.

- Programs for Solway Elementary School currently include:
- An Extensive Guided Reading Library
- Responsive Classroom teaching practices
- Leveled Literacy Intervention Program K-3
- Minnesota Reading Corps Program
- Tiger Bag and Tiger Cub Home Reading Program K-
- Title I Family Fun Night
- S.P.A.R.K.S Summer Reading Program

Solway Elementary School							
NWEA MAP District Student Growth Summary							
Fall 2018 to Spring 2019							
Reading							
Grade	# Students	Fall 2018 Mean RIT	Spring 2019 Mean RIT	Mean Growth	Mean Growth Target	Percent Meeting Growth Target	Target Growth
K	32	138.4	153.5	15.0	17.5	41	60
1	30	156.4	175.4	19.1	16.6	<u>63</u>	60
2	29	174.9	191.1	16.2	14.0	<u>72</u>	60
3	29	186.4	191.7	5.3	10.4	31	60
Mathematics							
Grade	# Students	Fall 2018 Mean RIT	Spring 2019 Mean RIT	Mean Growth	Mean Growth Target	Percent Meeting Growth Target	Target Growth
K	32	137.5	154.5	17.0	19.6	41	60
1	30	161.8	180.2	18.4	18.4	60	60
2	29	174.4	192.4	18.0	15.2	<u>69</u>	60
3	29	187.4	199.1	11.7	12.9	38	60
Red Italic indicates the Percent Meeting Growth Target is 3.0 or more points below the Target							
Green Underline indicates the Percent Meeting Growth Target is 3.0 or more points above the Target							

2018-2019 School Improvement

2018-2019 School Improvement SMART Goals:

- 1 The percentage of “*ALL Students*” enrolled at Solway Elementary School on October 1 in 3rd grade who are proficient on the MCA reading test will increase by 2%, from 46.2% in 2018 to 48.2% in 2019.
 - The percentage of *American Indian students* enrolled in 3rd grade at Solway Elementary School who are proficient on the MCA reading test will increase by 2%, from 5.2% in 2018 to 7.2% in 2019.
 - The percentage of *Special Education students* enrolled in 3rd grade at Solway Elementary School who are proficient on the MCA reading test will increase by 2%, from 0% in 2018 to 2% in 2019.To support all students Reading Well by Third Grade, Solway Elementary School in K-2 will improve their reading in the following:
 - Kindergarten students will improve their overall Mean RIT score from 138.3% in the fall of 2018 to 141.3% in spring of 2019; as measured by the NWEA Primary MAP Reading Assessment.
 - Grade 1 students will improve their overall Mean RIT score from 156.5% in the fall of 2018 to 159.5% in spring of 2019; as measured by the NWEA Primary MAP Reading Assessment.
 - Grade 2 students will improve their overall Mean RIT score from 175.1% in the fall of 2018 to 178.1% in spring 2019; as measured by NWEA MAP Reading Assessment.
- 2 The percentage of “*ALL Students*” enrolled in Solway Elementary School in 3rd grade who are proficient on the MCA math test will increase by 2%, from 81.1% in 2018 to 83.1% in 2019.
 - The percentage of *American Indian students* enrolled in 3rd grade at Solway Elementary School who are proficient on the MCA math test will increase by 2%, from 7.9% in 2018 to 9.9% 2019.
 - The percentage of *Special Education students* enrolled in 3rd grade at Solway Elementary School who are proficient on the MCA math test will increase by 2%, from 5.3% in 2018 to 7.3% in 2019.
 - Kindergarten students will improve their overall Mean RIT score from 137.6% in the fall of 2018 to 140.6% in spring of 2019; as measured by the NWEA Primary MAP Math Assessment.
 - Grade 1 students will improve their overall Mean RIT score from 161.1% in the fall of 2018 to 164.1% in spring of 2019; as measured by the NWEA Primary MAP Math Assessment.
 - Grade 2 students will improve their overall Mean RIT score from 173.8% in the fall of 2018 to 176.8% in spring 2019; as measured by NWEA MAP Math Assessment.
- 3 Solway Elementary School will increase student attendance by 2.0% from 81.98% at the end of the 2017-2018 school year, to 83.98% by the end of the 2018-2019 school year according to the Continuous Attendance results.

2018-2019 School Improvement Goals

School Improvement Goal #1: *Reading*

The percentage of “*ALL Students*” enrolled at Solway Elementary School on October 1 in 3rd grade who are proficient on the MCA reading test will increase by 2%, from 81.5% in 2018 to 83.5% in 2019.

- The percentage of *American Indian students* enrolled in 3rd grade at Solway Elementary School who are proficient on the MCA reading test will increase by 2%, from 5.2% in 2018 to 7.2% in 2019.
- The percentage of *Special Education students* enrolled in 3rd grade at Solway Elementary School who are proficient on the MCA reading test will increase by 2%, from 0% in 2018 to 2% in 2019.

To support all students Reading Well by Third Grade, Solway Elementary School in K-2 will improve their reading in the following:

- Kindergarten students will improve their overall Mean RIT score from 139.6 in the fall of 2018 to 142.6 in spring of 2019; as measured by the NWEA Primary MAP Reading Assessment.
- Grade 1 students will improve their overall Mean RIT score from 156.5 in the fall of 2018 to 159.0 in spring of 2019; as measured by the NWEA Primary MAP Reading Assessment.
- Grade 2 students will improve their overall Mean RIT score from 175.1 in the fall of 2018 to 178.1 in spring 2019; as measured by NWEA MAP Reading Assessment.

Baseline Data used To Select Goal:

Results from the Spring 2018 MCA assessments are used for baseline data.
36.66% % of all Solway students in 3rd grade scored proficient of the MCA reading test.
5.2% of American Indian subgroup scored proficient.
0% of Special Education subgroup scored proficient.

Desired Result:

All students, 3rd grade at Solway will increase proficiency by 2% on the Spring 2019 MCA tests in Reading.

Solway Staff Development

Staff Development Goal(s): <i>Reading</i>
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. Classroom teachers will focus on Social-Emotional Learning to include Peacemakers and Responsive Classroom activities.
Evidence of Teacher Learning and Improved Student Performance:
Solway students will demonstrate improved scores on the spring MCA tests. Classroom teachers will apply new techniques, knowledge, and information in their instruction.
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 Curriculum Alignment in math. All staff will participate in ACES training to incorporate social emotional learning.
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. Social Emotional Training will be incorporated into daily lessons. K-1 classes will include Peacemakers lessons.
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.
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. Classroom will incorporate attendance incentives. ACES training will help staff understand trauma and how it can affect students in school.
Staff Development Activities:
Responsive Classroom activities will center around the importance of being present at school whenever possible. Social emotional learning will be part of morning meetings, K-1 lessons, and staff meetings.
Evidence of Teacher Learning and Improved Student Performance:
Attendance reports will be reviewed monthly, by the attendance personnel to monitor for student attendance.

ALTERNATIVE TEACHER PROFESSIONAL PAY SYSTEM (ATPPS) REPORT IN WORLD'S BEST WORKFORCE (WBWF)

2016 – 2017



This report was presented to and approved by the Bemidji School Board June 19, 2017.

Teachers Leader/Career Advancement Options:

- Q-Comp/PLC Coordinator
 - Erin Curran - .4 FTE assignment.
- Peer Review Coordinator
 - Terry Hewitt - .3 FTE assignment.
- Staff Development Specialist/IT Integration
 - Dana Woods- 1 FTE assignment

Job-embedded Learning Opportunities:

- Professional Learning Communities (PLC)
 - 16 hours were required to earn a stipend.
 - Teachers implemented two new teaching strategies.
 - Created SMART goals that aligned with district goals and outcomes.
- PLC Leaders
 - Leaders were responsible for maintaining:
 - Attendance and meeting notes.
 - Record of new teaching strategies.

Schoolwide student achievement gains on Standardized Assessments:

Each Site created an individual Site Goal based on standardized testing. The test used to develop the goal varied from site to site, and ranged from MCA to MAP, and AIMSweb. Site Goals were sent to the Minnesota Department of Education for approval. All of the buildings received approval.

- Non-Tenured teachers had to earn a 2.0.
 - Peer Reviews meeting the requirement resulted in salary lane changes and a stipend.
- Teachers conducting the reviews earned a stipend.

Increased Teacher Compensation for Performance:

- Schoolwide student achievement gains on standardized assessment.
 - MCA
 - MAP
 - AIMSweb
- Measure of student growth and literacy.
 - Individual goals.
 - Site Goals.
- Objective Evaluation Program
 - Peer Review.
 - Site Teams.

Participation Numbers:

Total Teachers in ISD #31= 401; Total Participants = 99.5% (399 total teachers);

Total PLC Participation = 95.7% (384 total teachers); Total # of Peer Reviews = 521

MINNESOTA ACADEMIC STANDARDS

Minnesota's Academic Standards are a set of achievement expectations for all schools and students throughout the state. Minnesota Statute 120B.11 requires every school district in Minnesota to make the annual World's Best Workforce Report Summary available to the public by December 15 each year. The Bemidji Board of Education approved the 2018-2019 report November 25, 2019. Following School Board approval, this report was posted on the district website: <http://www.bemidji.k12.mn.us> under District Curriculum.

CURRICULUM REVIEW CYCLE

Curriculum is reviewed and updated annually using the following cycle:

<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
Science	Social Studies	Math	Art Music World Language Phy. Ed. Health	Vocational Education: Industrial Technology Business FACS	Language Arts Media

DISTRICT CURRICULUM ADVISORY COMMITTEE

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

A District Curriculum Advisory Committee meets at 7:00 a.m. on a Tuesday every other month and additional times as needed. The following schedule is set for 2019-2020 at the Downtown Education Center, 502 Minnesota Avenue NW:

- Tuesday, October 8, 2019, 7:00 a.m.
- Tuesday, December 10, 2019, 7:00 a.m.
- Tuesday, February 11, 2020, 7:00 a.m.
- Tuesday, May 12, 2020, 7:00 a.m.

We welcome all interested individuals to join this committee. Individuals wishing to serve on this committee are encouraged to call Colleen Cardenuto at 333-3100, ext. 31103.

Ami Aalgaard	Donna Hickerson	Brian Stefanich
Colleen Cardenuto	Drew Hildenbrand	Andy Thompson
Ashley Charwood	Carol L. Johnson	Wendy Thompson
Christine Christiansen	Ann LongVoelkner	Chris Tolman
Erin Curran	Tim Lutz	John Truedson
Michelle Dahlby	Amanda Mix	Kathy Van Wert
Mary Fairbanks	Jacque Pearce	Sonia Wadena
Priscilla Fairbanks	Ken Schreiber	Dana Woods
John Gonzales	Jason Stanoch	