



# BEMIDJI

## AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 311



# World's Best Workforce

## 2019-2020 Report

## LETTER FROM THE SUPERINTENDENT

Dear Patrons of Bemidji Area Schools:

The 2019-2020 World's Best Workforce Report will look quite different from the reports of previous years due to the COVID-19 pandemic. In addition, this letter will also have a drastically different message than ever before.

By all appearances, the 2019-2020 school year was progressing normally and in a fashion that was similar to every other year until Sunday, March 15<sup>th</sup>, when Governor Tim Walz ordered the temporary shutdown of public schools to allow administrators and teachers to make plans for switching to distance learning. From that day forward, the delivery of public education in Minnesota took a form that had never been seen or experienced before.

One direct result of distance learning was the cancellation of all Minnesota Comprehensive Assessments (MCA), which are a primary tool utilized by schools and districts to measure the effectiveness of their teaching and their curricula. Indeed, one of the reasons this year's World's Best Workforce Report will look so much different is that no MCA testing data will be included in the report.

While it is true that no MCA tests were conducted, the effort shifted, last year, from assessment of student learning to assessment of equitable access to distance learning platforms, including access to the Internet and to devices such as computers and tablets. During the eight days of distance-learning preparation, ISD 31 administrators spent numerous hours surveying families about access. As we learned about families and students who did not have access, the district worked with Paul Bunyan Communications and MIDCO to provide Internet and/or wireless access in homes, along with hotspots in public places. Bemidji Area Schools is grateful to both of these telecom companies for their generosity and support during our distance learning period.

The school district also stepped up to make sure every family had access to a Chromebook or other device with which to access the Internet so that online classrooms could be taught and students could feel connected to their teachers and classmates. As the weeks of distance learning progressed, school leaders discussed equity and ways to ensure that equitable distance learning was being provided to all students and their families. We are proud of the collaboration that took place between teachers, families, and the community.

While the last two and a half months of the school year looked very different from any school year in history, I am proud of what we accomplished. Our teachers moved the needle forward in leaps and bounds when it came to technology. In addition, the majority of students and families remained engaged in distance learning. Finally, many students stepped up to take true ownership of their education in ways that probably would not have occurred under normal circumstances. My heart goes out to the class of 2020 who had to miss out on so many senior-year experiences. One experience they did not miss out on, however, was an excellent education in their senior year.

The old axiom, "Drastic times call for drastic measures" seemed to bear itself out as all of us collaborated to grow and to learn together: teachers learned about distance learning, and students learned how better to grow through inquiry and hard work.

During the pandemic, ISD 31 moved from being an excellent school district to an even better one, despite, and perhaps due to very difficult circumstances.

Sincerely,

*Tim Lutz*

Tim Lutz  
Superintendent of Schools



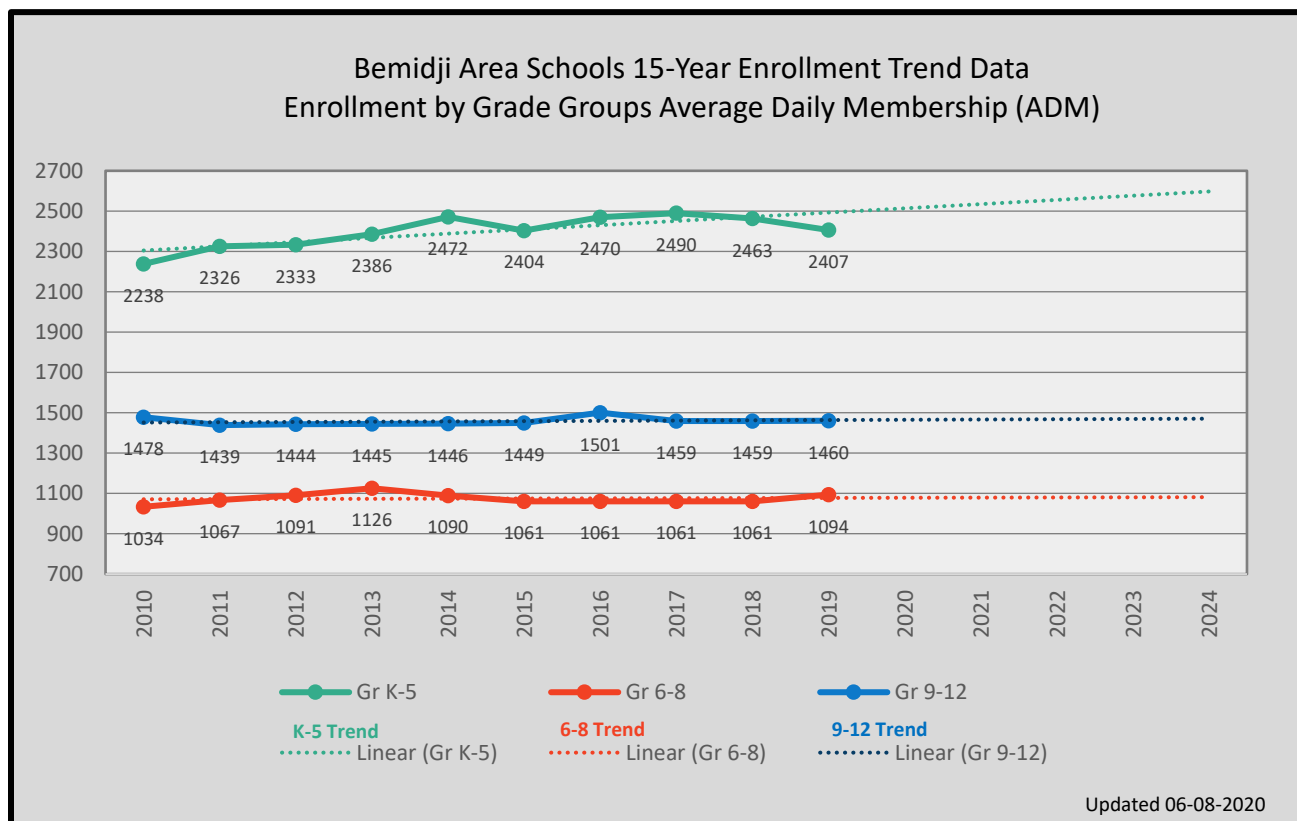
## BEMIDJI AREA SCHOOLS ENROLLMENT

Fifteen Bemidji Area Schools serve approximately 5,300 students in grades K-12. A brief summary of student demographics is available in the table below. Beside each school name is the number of students enrolled on October 1, 2019, 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; the percent of students with two or more races and the percent of minority students. This data is official as calculated by the Minnesota Department of Education.

School	# Enrolled	% Poverty	% Special Ed	% Two or More Races	% Minority
State of Minnesota	893,203	35.8%	16.7%	5.4%	35.2%
<b>Total Bemidji District</b>	<b>5,290</b>	<b>45.4%</b>	<b>20.5%</b>	<b>9.0%</b>	<b>31.5%</b>
Bemidji AEC	49	46.9%	22.5%	0	28.6%
Bemidji High School	1,432	34.0%	17.0%	4.8%	21.8%
Bemidji Lumberjack ALC	71	77.5%	0	11.3%	63.4%
Bemidji Middle School	1,163	45.7%	16.4%	11.0%	33.6%
Central Elementary	142	76.1	26.1%	16.2%	47.9%
First City School (NMJC)	53	100%	64.2%	0	67.9%
Gene Dillon Elementary	804	50.8%	18.8%	11.8%	35.0%
Horace May Elementary	324	34.3%	21.0%	7.1%	19.4%
J. W. Smith Elementary	227	76.2%	20.3%	18.1%	67.4%
Lakeside Learning Center	10	100%	100%	20.0%	80.0%
Lincoln Elementary	370	45.7%	21.1%	11.4%	34.0%
Northern Elementary	342	30.7%	14.3%	6.4%	19.0%
Oshki Manidoo Center	5	Not Available	Not Available	20.0%	100%
Paul Bunyan Center	149	63.1%	100%	6.7%	43.0%
Solway Elementary	149	45.0%	10.7%	8.1%	23.5%

From: MN Department of Education Data Reports and Analytics/Student Data

The following chart shows Bemidji Area Schools' Average Daily Membership (ADM) by grade level 2010-2019, with a projected trend to 2024. This is the most current ADM data as the information becomes available through the Minnesota Department of Education in mid-academic year.



## BEMIDJI AREA SCHOOLS DISTRICT 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 2019-2020 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: Literacy Knowledge:** Students will improve the foundational skill of letter knowledge for students enrolled in Bemidji Area School Pre-K programs so that 80% of students will demonstrate acquisition of 10 out of 26 upper case letters as measured by the Spring 2020 Pre-K assessment.

**Goal 2: Math Knowledge:** We will improve the foundational skill of number recognition for students enrolled in Bemidji Area School Pre-K programs so that 75% will demonstrate number recognition of 0-10 as measured by the Spring 2020 Pre-K assessment.

**Goal 3: Improved Attendance Rates:** The students of Bemidji Area Schools Paul Bunyan 5-day a week Preschool will consistently attend programming in a full day Pre-K program 85% of the time as measured by the spring 2020 classroom attendance records.

### Results:

Goal 1:

- In the school readiness pre-k program, 80% of students achieved the goal of capital letter knowledge by the spring of 2020.

Goal 2:

- In the school readiness pre-k program, 96% of students achieved the goal of number recognition of 0-10 by the spring of 2020.

Goal 3:

- The students in Bemidji Area Schools pre-k program met the 85% overall attendance goal during the 2019-20 school year. The school readiness pre-k program had an overall attendance of 92%.

## 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:

**Due to the COVID-19 Pandemic, Bemidji Area Schools did not assess students in Spring 2020.**

Elementary students did perform the Winter 2020 NWEA MAP Reading. For measurement, following are Winter Mean Average RIT scores identified by the NWEA Reading Assessment, following the 2015 NWEA Status Norms:

Kindergarten Winter Mean Average RIT Target – 151.3

First Winter Mean Average RIT Target – 171.5

Second Winter Mean Average RIT Target – 184.2

Third Winter Mean Average RIT Target – 195.6

### Kindergarten - Third Grade NWEA Reading Results:

The number of students in the MAP Growth Count in grades K-3 was 1,425 in Winter 2020. Of this set, 734 students met the growth projection, which is 51.49%.

- Kindergarten NWEA MAP overall Mean RIT score increased from 139.4 in Fall 2019 to 148.4 in Winter 2020.
- Grade 1 NWEA MAP overall Mean RIT score increased from 154.7 in Fall 2019 to 167.6 in Winter 2020.
- Grade 2 NWEA MAP overall Mean RIT score increased from 168.3 in Fall 2019 to 179.6 in Winter 2020.
- Grade 3 NWEA MAP overall Mean RIT score increased from 186.15 in Fall 2019 to 193.3 in Winter 2020.

## Bemidji Area Schools

### NWEA MAP District Student Growth Summary Fall 2019 to Winter 2020

Reading							
Grade	# Students	Fall 2019 Mean RIT	Winter 2020 Mean RIT	Actual Growth	Projected Growth	Percent Meeting Growth Target	NWEA Target Meeting Growth
K	341	139.4	148.4	9.0	10.4	41	60
1	337	154.7	167.6	12.9	10.7	61	60
2	372	168.3	179.6	11.3	9.5	54	60
3	375	186.1	193.3	7.2	7.4	50	60
4	356	198.3	203.0	4.7	5.4	51	60
5	379	204.2	208.8	4.6	4.2	56	60
Red indicates the percent meeting growth is 3.0 or more points below the target Green indicates the percent meeting growth is 3.0 or more points above the target							

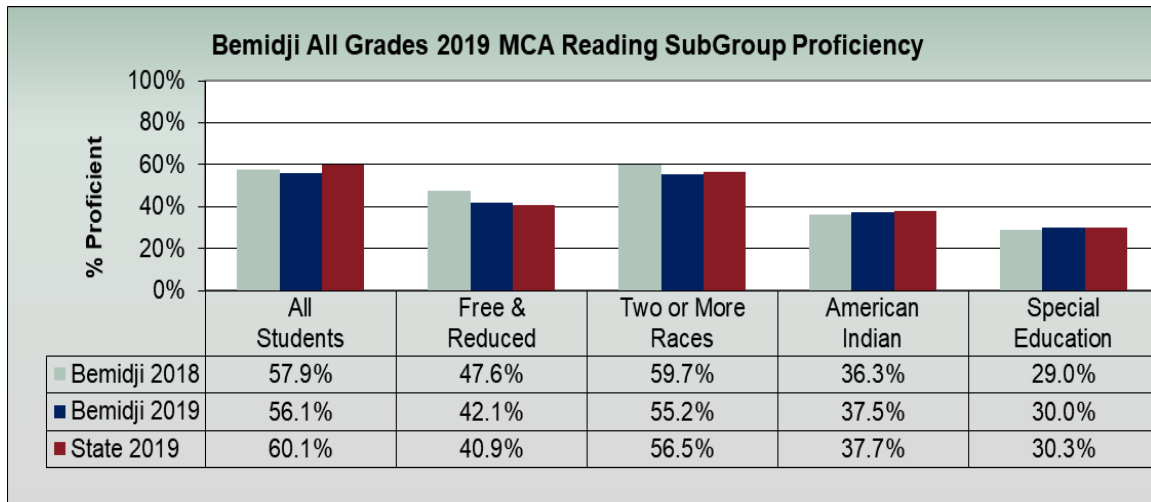
Due to the COVID-19 Pandemic in the spring of 2020, there was no Third-Tenth Grade Reading MCA administration.

**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.
- State assessments were not administered in the spring of 2020. Unable to report.



## All racial and economic achievement gaps between students are closed

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

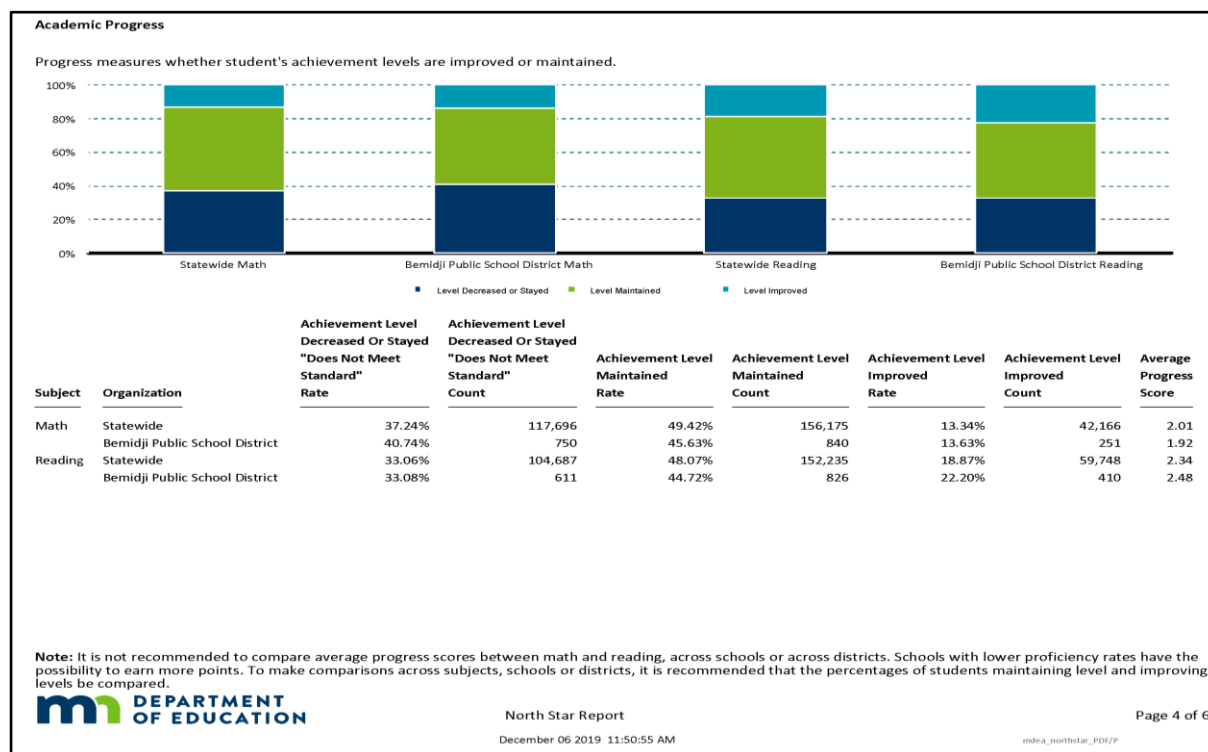
Bemidji Area Schools will close the achievement gap for the following subgroups as measured by the MCA Reading Assessment and identified on the North Star Report.

- 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 2019. Data is not available for spring of 2020. Unable to report.
- Bemidji American Indian students' "achievement level improved" rate decreased from 24.1% in the spring of 2018 to 20.9% in the spring of 2019. Data is not available for spring of 2020. Unable to report.
- 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 2019. Data is not available for spring of 2020. Unable to report.
- 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 2019. Data is not available for spring of 2020. Unable to report.
- Bemidji student Reading Achievement Gaps for all subgroups decreased in 2019 compared to 2018. Data is not available for the spring of 2020. Unable to report.

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 Winter Mean Average RIT Target –151.5
- First Winter Mean Average RIT Target –173.8
- Second Winter Mean Average RIT Target –186.4
- Third Winter Mean Average RIT Target – 198.2

### Kindergarten - Third Grade NWEA Mathematic Results 2018-2021:

*The number of students in the MAP Growth Count in grades K-3 was 1,417 in winter 2020. Of this set, 797 students met the growth projection, which is 56.22%, a slight decrease from 2019 (56.74%).*

- *Kindergarten NWEA MAP overall Mean RIT score increased from 138.5 in fall 2019 to 149.0 in winter 2020.*
- *Grade 1 NWEA MAP overall Mean RIT score increased from 157.7 in fall 2019 to 172.2 in winter 2020.*
- *Grade 2 NWEA MAP overall Mean RIT score increased from 173.2 in fall 2019 to 183.7 in winter 2020.*
- *Grade 3 NWEA MAP overall Mean RIT score increased from 188.4 in fall 2019 to 197.0 in winter 2020.*



# Bemidji Area Schools

## NWEA MAP District Student Growth Summary (2015 Norms) Fall 2019 to Winter 2020

### Mathematics

Grade	# Students	Fall 2019 Mean RIT	Winter 2020 Mean RIT	Actual Growth	Projected Growth	Percent Meeting Growth Target	NWEA Target Meeting Growth
K	339	138.5	149.0	10.5	11.6	47	60
1	331	157.7	172.2	14.5	11.5	65	60
2	371	173.2	183.7	10.5	9.5	54	60
3	376	188.4	197.0	8.6	7.8	59	60
4	360	200.1	205.6	5.5	6.7	43	60
5	380	208.1	213.6	5.5	5.6	48	60

Red indicates the percent meeting growth is 3.0 or more points below the target

Green indicates the percent meeting growth is 3.0 or more points above the target

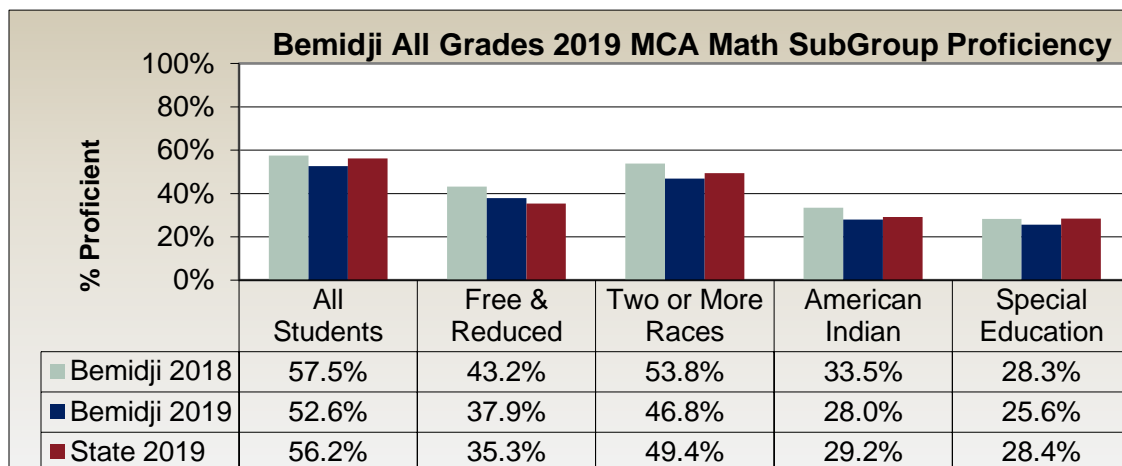
Due to the COVID-19 Pandemic in spring 2020, the Third-Tenth Grade Mathematics MCAs were not administered.

### Third-Tenth Grade MCA Mathematics Goal 2018-2021:

Bemidji Area Schools district-wide “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%. Data is not available for spring of 2020. Unable to report.
- Bemidji grades 6, 8, and 11 outperformed the State in 2019 MCA Math. Data is not available for spring of 2020. Unable to report.



## Closing the Mathematics Achievement Gap

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

The Bemidji Area Schools will close the achievement gap for the following subgroups as measured by the MCA Mathematics 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

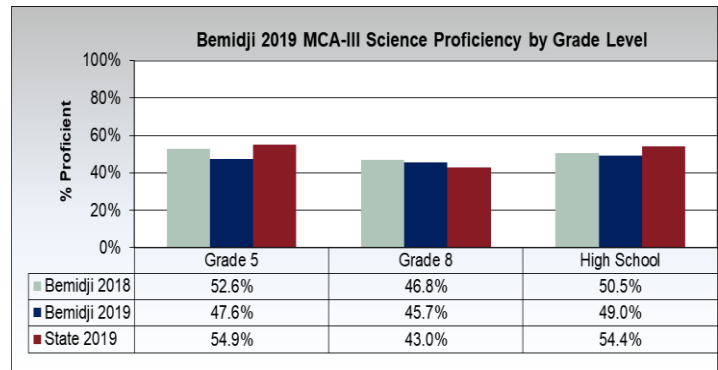
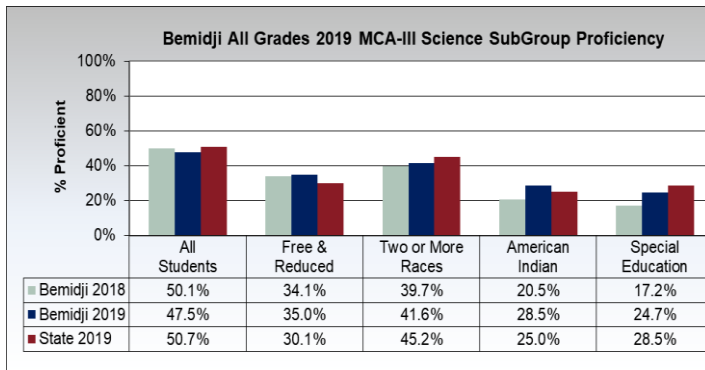
- Bemidji Special Education students' "achievement level improved" rate decreased from 16.03 in the spring of 2018 to 12.67% in the spring of 2019. Data is not available for spring of 2020. Unable to report.
- Bemidji American Indian students' "achievement level improved" rate decreased from 13.29% in the spring of 2018 to 10.63% in the spring of 2019. Data is not available for spring of 2020. Unable to report.
- 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 2019. Data is not available for spring of 2020. Unable to report.
- 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 2019. Data is not available for spring of 2020. Unable to report.
- In Mathematics, the Achievement Gaps for all subgroups decreased in 2019 compared to 2018. Data is not available for spring of 2020. Unable to report.

*Please see the MN Department of Education "Academic Progress" Report on page 7.*

## Bemidji Area Schools Science Results:

### MCA Science Results 2018-2021:

- Bemidji American Indian students and students receiving Free and Reduced Lunch outperformed the State in science for 2019. Data is not available for spring of 2020. Unable to report.
- Bemidji's eighth grade students outperformed the state on the 2019 MCA Science by 2.7%. Data is not available for spring of 2020. Unable to report.



## Actions into Results

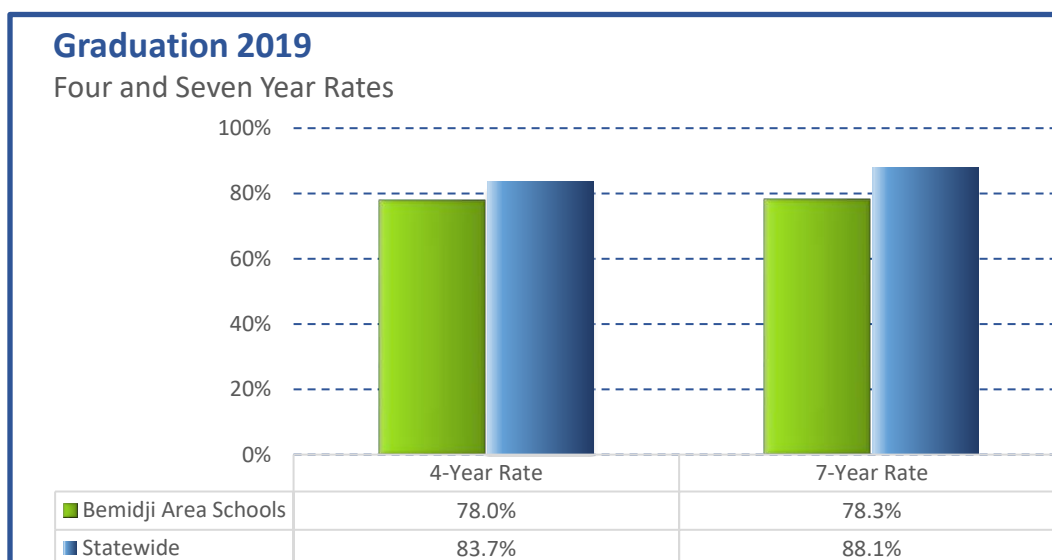
- As part of our district-wide plan we have created actions to improve in Reading, Mathematics, Science and Closing the Achievement Gap. Below are our action steps to improve:
- Provide a rigorous and relevant curriculum by realigning our Reading and Mathematics Curriculum to the Minnesota State Standards and develop formative and summative assessable learning targets.
- Embed culturally relevant teaching techniques so all students can connect to learning.
- Re-introduce the Multi-Tiered Systems of Support framework which provides 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:

*Per data via MDE's Minnesota Report Card, Bemidji Area Schools' four-year graduation rate increased slightly from 76.3% in 2018 to 78.0% in 2019, the most current available data.*

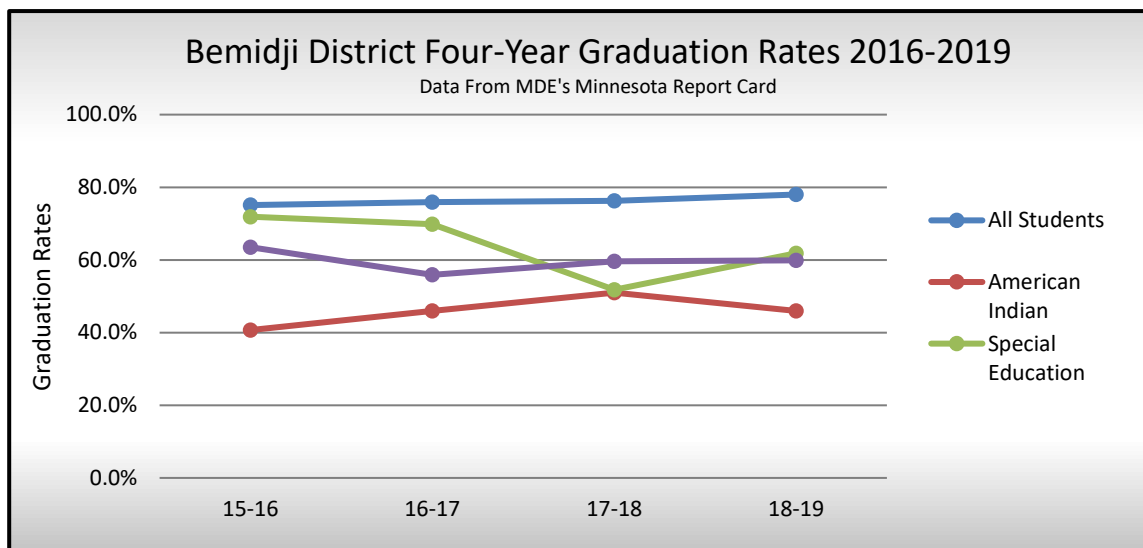


**Goal 1A:** The Bemidji Area Schools will close the achievement gap for the following subgroups as measured by the MDE four-year graduation rate and identified on the North Star Report.

- 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 – MN Report Card Four-Year Sub-Group 2019 Graduation Rates

- The graduation rate for Special Education students increased to 61.8%
- The graduation rate for American Indian students decreased to 46.0%
- Students eligible for Free and Reduced Lunch had an increased graduation rate to 59.9%



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

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

#### 2A Results – Minnesota Report Card Four-Year Graduation Rates 2019

- The Bemidji High School graduation rate decreased to 85.8%.
- The graduation rate for the Bemidji Area Learning Center increased to 25.7%.
- The graduation rate for Bemidji Lumberjack High School increased to 46.2%
- There was a slight increase in the graduation rate for First City School, with 5.0% 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:**

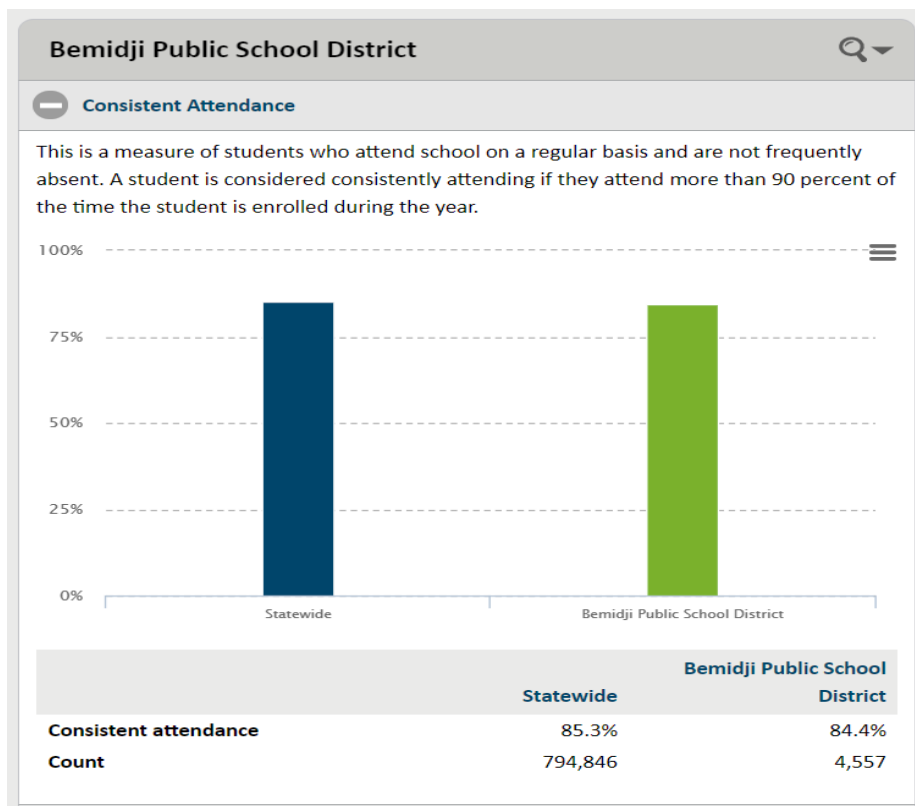
*Bemidji Area School's number of referrals increased slightly. Reports indicate there were 573 in the 2018-2019 school year and 610 in 2019-2020.*

**Attendance Rates Results:**

*The North Star Report provides the Rate of Consistent Attendance (RoCA) data, which is from the previous year. This percentage is a measure of students who attend school on a regular basis and are not frequently absent. A student is consistently attending if they attend more than 90 percent of the time of a student's enrollment during the year. The district attendance was nearly steady from 84.5% in 2019 to 84.4% in 2020. Most schools either saw a slight increase in their RoCA, or were close to the same as in the previous year.*

School	2017-2018	2018-2019	2019-2020
AEC	100%	100%	---
Bemidji High School	59.6%	87.2%	87.7%
Bemidji Middle School	75.3%	82.9%	82.7%
Central Elementary	76.4%	81.1%	78.0%
First City School	---	---	---
Gene Dillon Elementary	---	---	83.3%
Horace May Elementary	85.1%	90.3%	91.2%
J.W. Smith Elementary	67.8%	78.2%	74.3%
Lakeside Learning Center	11.1%	14.3%	---
Lincoln Elementary	81.7%	86.5%	88.0%
Lumberjack High School	45.1%	32.7%	24.2%
Northern Elementary	78.4%	90.4%	94.8%
Solway Elementary	82.0%	89.1%	90.4%
District	72.1%	84.5%	84.4%

## North Star Consistent Attendance 2020



## All students are ready for career and college by graduation

### IV. College & Career Ready:

**Goal 1:** During the 2019-2020 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 2019-2020

Each year 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
<b>Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)</b> <b>Test Window:</b> Jan. 27–March 20, 2020	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.
<b>Measures of Academic Progress (MAP) and Primary MAP</b> Northwest Evaluation Association <b>Test Windows:</b> Sept. 9-Oct. 16, 2019 Jan. 13-Feb. 7, 2020 <del>Apr. 29-May 24, 2020</del>	K-9	This computerized test is given in the 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
<b>Minnesota Comprehensive Assessments (MCAs)</b> Reading: Grades 3-8, 10 Math: Grades 3-8, 11 <b>Test Window:</b> March 2-Mar 27, 2020  Science: Grades 5, 8 & HS <b>Test Window:</b> March 2-March 27, 2020	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
<b>Minnesota Test of Academic Skills (MTAS)</b> Reading: Grades 3-8, 10 Math: Grades 3-8, 11 Science: Grades 5, 8 & HS <b>Test Window:</b> March 2-March 27, 2020	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.
<b>College &amp; Career Ready Assessments:</b> ACT Plus Writing: Grade 11 & 12 <del>Test Dates: March 24, 2020</del> <del>(make up) April 7, 2020</del>	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- JASON STANOCH, 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 educational programs for youth residing at the Evergreen Shelter.

### 2019-2020 School Improvement

#### Goal 1 Reading:

The percentage of all full time students in grades 10-12 with no significant gap in enrollment at Bemidji Alternative Education Center who meet or exceed proficiency on the MCA in Reading will increase from 30% in 2019 to 33% in 2020.

##### **Results:**

*Unable to report.*

#### Goal 2 Mathematics:

Bemidji Alternative Education Center (AEC), the “ALL Students” group will increase their proficiency of 0.0% in the spring of 2019 to 3% in the spring of 2020 as measured by the MCA Math test for students enrolled October 1.

##### **Results:**

*Unable to report.*

#### Goal 3 Attendance:

In Bemidji Alternative Education Center (AEC), student attendance for weekly sessions will increase from 32.69% during the 2018-2019 school year to 34.69% during the 2019-2020 school year.

##### **Results:**

*We found that many A.E.C. students struggle with attending regularly. For many, the issues that caused them to leave their regular school are still issues with regard to attending here. As a result, attendance hovered at approximately 32.6%.*

### STAFF DEVELOPMENT GOALS & RESULTS

#### Staff Development Goal 1:

The percentage of all full time students in grades 10-12 with no significant gap in enrollment at Bemidji Alternative Education Center who meet or exceed proficiency on the MCA in Reading will increase from 30% in 2019 to 33% in 2020.
What were the findings for this goal? <i>Unable to report</i>
What was the impact on student learning? If appropriate, include assessment data. <i>Unable to report.</i>
What was the impact on teacher practice? As our students are independent learners by definition, there was minimal impact on teacher practice.



### Staff Development Goal 2:

In Bemidji Alternative Education Center (AEC), the “ALL Students” group will increase their proficiency from 0.0% in the spring of 2019 to 3% in the spring of 2020 as measured by the MCA Math test for students enrolled October 1.
What were the findings for this goal?
<i>Unable to report.</i>
What was the impact on student learning? If appropriate, include assessment data.
<i>Unable to report.</i>
What was the impact on teacher practice?
Students at the A.E.C. are independent learners. They are assigned pre-designed learning paths to recover missing credit. Hence, MCA results do not alter the learning paths.

### Staff Development Goal 3:

In Bemidji Alternative Education Center (AEC), student attendance for weekly sessions will increase from 36.2% during the 2018-2019 school year to 38.2% during the 2019-2020 school year.
What were the findings for this goal?
We found that many A.E.C. students struggle with attending regularly. For many, the issues that caused them to leave their regular school are still issues with regard to attending here, and transportation to our facility is not provided by the district. As a result, attendance hovered at approximately 32.6%.
What was the impact on student learning? If appropriate, include assessment data.
When students attend regularly, they learn more.
What was the impact on teacher practice?
In order to attempt to increase student attendance, we tried offering snacks for the kids who come after school, and signing up parents on Edgenuity so they could use a personal account to monitor their students’ progress.

### Number of Staff Participating in 2019-2020 Professional Development Activities:

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

## 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 very 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 12 areas: Construction Trades, Mechatronics, Light, Sound & Video, Health Careers, Business Management, Natural Resources Management, Aerospace Technology, Child Care & Education, Automotive Technology, Art & Design, Information Technology, and PLTW Engineering.

### 2019-2020 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 55.1 % in 2019 to 58.1% in 2020.

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:**

Unable to report.

#### **Goal 2 Attendance:**

Bemidji High School students will improve consistent attendance rates (measure of students who attend more than 90% of the time they are enrolled) from 87.17% to 90% by the conclusion of the 2019-2020 school year.

#### **Results:**

Bemidji High School students improved consistent attendance rates from 87.17% to 90% at the conclusion of the 2019-2020 school year.

#### **Goal 3 Graduation:**

Bemidji High School students and staff will improve the graduation rate as measured by MDE's four-year calculations from 85.2% to 90% for all students for the 2019-2020 school year.

#### **Results:**

*Bemidji High School students graduation rate decreased from 85.2% to 90% in the spring of 2020*

## STAFF DEVELOPMENT GOALS & RESULTS:

### Staff Development Goal 1:

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 55.1 % in 2019 to 58.1% in 2020.

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.

What were the findings for this goal?

Bemidji High School students decreased reading scores from 55.1% to XXX% proficiency on the 10th grade Reading MCA in the spring of 2020.

What was the impact on student learning? If appropriate, include assessment data.

Unable to report.

What was the impact on teacher practice?

Unable to report.

### Staff Development Goal 2:

Bemidji High School students will improve consistent attendance rates (measure of students who attend more than 90% of the time they are enrolled) from 87.17% to 90% by the conclusion of the 2019-2020 school year.

What were the findings for this goal?

Bemidji High School students improved consistent attendance from 87.2% to 90% by the conclusion of the 2019-2020 school year.

What was the impact on student learning? If appropriate, include assessment data.

Students increased consistent class attendance.

What was the impact on teacher practice?

Teachers were more consistent and accurate in their attendance taking.

### Staff Development Goal 3:

Bemidji High School students and staff will improve the graduation rate as measured by MDE’s four-year calculations from 85.2% to 90% for all students for the 2019-2020 school year.

What were the findings for this goal?

Bemidji High School students and staff increased our four-year graduation rate from 85.2% to 85.8% in the spring of 2020.

What was the impact on student learning? If appropriate, include assessment data.

Preparing to educate students on the importance and impact of their high school graduation drives the motivation to succeed.

What was the impact on teacher practice?

Teachers were more aware of students’ needs for motivators towards graduation.

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

81	How many licensed staff are in your building?
81	How many licensed staff participated in professional development?
100%	Percentage of licensed staff who participated (divide B by A)
40	How many nonlicensed staff are in your building?
40	How many nonlicensed staff participated in professional development?
100%	Percentage of nonlicensed staff who participated.

## BEMIDJI MIDDLE SCHOOL- DREW HILDENBRAND, PRINCIPAL



Bemidji Bemidji Middle School is the home of the 6th-8th grade Lumberjacks. We have over 27 different sports and activities for 1,100 students to participate in (85% will find their way into one of them). Our student achievement scores in the core subject areas (math, language arts, and science) are consistently at or above state averages. We offer more than 25 different elective courses so our students have a variety of options to help receive a balanced education. Our band, choir, and orchestra programs educate over 500 students each year in the arts. Our

Band/Choir/Orchestra Concerts, Art Show, Science Fair, BASH Night, Yearbook, Family Activity Night, National Junior Honor Society, and AAAA Award nights are great opportunities for our students to showcase their impressive skills. BMS is always looking to ensure that our students receive the support they need with special education, adaptive physical education, and smaller class settings for students who qualify. The bottom line is, our staff at BMS work diligently each day to make Bemidji Middle School ROCK!!

### 2019-2020 School Improvement

<b>Goal 1 Mathematics:</b>
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<b>Math:</b> Students in the Bemidji Middle School in the “all students” group will increase their proficiency in mathematics from 54.3% to 65% by 2021, according to the state MCA results.
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<b>Results:</b>
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<i>Unable to report.</i>
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<b>Goal 2 Reading:</b>
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<b>Reading:</b> Students in the Bemidji Middle School in the “all students” group will increase their proficiency in reading from 61% to 67% by 2021, according to the state MCA results.
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<b>Results:</b>
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<i>Unable to report.</i>
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<b>Goal 3 Science:</b>
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<b>Science:</b> Students in the Bemidji Middle School in the “all students” group will increase their proficiency in science three percent on average above the state by 2021, according to the state MCA results.
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<b>Results:</b>
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<i>Unable to report.</i>
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<b>Goal 4 Attendance:</b>
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<b>Attendance:</b> Students at Bemidji Middle School in the “All-Students” group will increase their attendance rate from 82.87% to 86% by 2021.
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<b>Results:</b>
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<i>The 2020 North Star Consistent Attendance Report indicates Bemidji Middle School’s Consistent Attendance Rate is increasing, currently at 85.3%, surpassing their goal.</i>
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## Bemidji Middle School Staff Development

**Math:** Students in the Bemidji Middle School in the “all students” group will increase their proficiency in mathematics from 54.3% to 65% by 2021, according to the state MCA results.

### **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:**

- 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:**

Unable to report 2020 MCA results  
 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 in the Bemidji Middle School in the “all students” group will increase their proficiency in reading from 61% to 67% by 2021, according to the state MCA results.

### **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:**

- 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:**

Unable to report 2020 MCA results  
 Continued analysis of test scores and learning outcomes  
 Continued participation in PLCs  
 Two cross curricular lesson plans with social studies teachers

<b>Science:</b> Students in the Bemidji Middle School in the “all students” group will increase their proficiency in science three percent on average above the state by 2021, according to the state MCA results.
<b>Staff Development Goal(s):</b> 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.
<b>Staff Development Activities:</b>
<ul style="list-style-type: none"> <li>• Science teachers will continue to map their science curriculum by benchmark.</li> <li>• Science teachers will collaborate with math teachers to develop two cross-curricular lesson plans</li> <li>• Science teachers are working in PLCs regarding science teaching methods and benchmark studies.</li> <li>• All students will have a review of science concepts prior to the MCA testing</li> </ul>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Unable to report 2020 MCA results Continued analysis of student test scores in science PLC participation Two cross curricular lesson plans with math teachers

<b>Attendance:</b> Students at Bemidji Middle School in the “All-Students” group will increase their attendance rate from 82.87% to 86% by 2021.
<b>Staff Development Goal(s):</b> 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  Staff in Bemidji Middle School will have a total of 200 postcards per quarter (3 per teacher) sent to students by spring of 2018.
<b>Staff Development Activities:</b>
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.  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
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Attendance will improve; resulting in more days attended yielding better results in schoolwork.

### **BMS 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.

## 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.

Central Elementary is one of seven elementary schools in the Bemidji Public School District. The school is a neighborhood school located near the downtown area of Bemidji. There is an average enrollment of 130 students in grades K-3. Central Elementary follows the curriculum guidelines of the school district.

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 of instruction that address the students' cultural and social needs.

Central Elementary has a Title 1 Schoolwide Program. The free and reduced lunch population determines the federal Schoolwide status. This program provides funding for educational materials and funding for teachers. This is for all students who need additional help in reading and math.

Parent Teacher Organization (PTO) meets monthly to discuss fundraisers, events, and various needs for the school. Title 1 and PTO schedule events and activities throughout the year, which provide opportunities for family, community, and school to work together to enhance student learning and experiences.

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

## 2019-2020 School Improvement

### GOALS & RESULTS:

#### Goal 1:

##### **Reading**

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.

**1a.** The proficiency percentage of the Free and Reduced subgroup, grade 3, at Central Elementary will increase from 37.9% in Spring 2019, to 39.9% in Spring 2020 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 50% in Spring 2019, to 52% in Spring 2020, 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 1.1% in Spring 2019, to 3.1% in Spring 2020, 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 142 in Fall 2019 to 147 in Spring 2020 as measured by the NWEA MAP Reading assessment.
- The Mean RIT score of Grade 1 students, at Central Elementary, will increase from 152.6 in Fall 2019 to 157.6 in Spring 2020 as measured by the NWEA MAP Reading Assessment.
- The Mean RIT score of Grade 2 students, at Central Elementary, will increase from 165.8 in Fall 2019 to 170.8 in Spring 2020 as measured by the NWEA MAP Reading assessment.
- The Mean RIT score of Grade 3 students, at Central Elementary, will increase from 177.3 in Fall 2019 to 182.3 in Spring 2020 as measured by the NWEA MAP Reading assessment.

#### **Results:**

**Data not available due to Corona Virus pandemic, distance learning and Department of Education decision to forego spring State testing.**

##### **Reading**

The proficiency percentage of All students, grade 3, at Central Elementary, unable to report.

**1a.** The proficiency percentage of the Free and Reduced subgroup, grade 3, unable to report.

**1b.** The proficiency percentage of the American Indian subgroup, grade 3, unable to report.

**1c.** The proficiency percentage of the Special Education subgroup, grade 3, unable to report.

To support all students **Reading Well by Third Grade:**

- The Mean RIT score of Kindergarten students, at Central Elementary, unable to report.
- The Mean RIT score of Grade 1 students, unable to report.
- The Mean RIT score of Grade 2 students, unable to report.
- The Mean RIT score of Grade 3 students, unable to report.



Goal 2:

**Math**

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.

**2a.** The proficiency percentage of the Free and Reduced subgroup, grade 3, at Central Elementary, will increase from 41.2% in Spring 2019, to 43.2% in Spring 2020, as measured by MCA III / MTAS Math Assessment.

**2b.** The proficiency percentage of the American Indian subgroup, grade 3, at Central Elementary, will increase from 50% in Spring 2019, to 52% in Spring 2020, as measured by MCA III/MTAS Math Assessment

**2c.** The proficiency percentage of the Special Education subgroup, grade 3, at Central Elementary, will increase from 2.2% in Spring 2019 to 4.2% in Spring 2020, as measured by the MCA III/MTAS Math assessment.

To support all students in **achieving math growth**:

- The Mean RIT score of Kindergarten students, at Central Elementary, will increase from 140 in Fall 2019 to 145 in Spring 2020 as measured by the NWEA MAP Math assessment.
- The Mean RIT score of Grade 1 students, at Central Elementary, will increase from 149.9 in Fall 2019 to 154.9 in Spring 2020 as measured by the NWEA MAP Math assessment.
- The Mean RIT score of Grade 2 students, at Central Elementary, will increase from 170.3 in Fall 2019 to 175.3 in Spring 2020 as measured by the NWEA MAP Math assessment.
- The Mean RIT score of Grade 3 students, at Central Elementary, will increase from 180.5 in Fall 2019 to 185.5 in Spring 2020 as measured by the NWEA MAP Math assessment.

**Results:**

**Data not available due to Corona Virus pandemic, distance learning and Department of Education decision to forego spring State testing.**

The proficiency percentage of all students, grade 3, at Central Elementary, unable to report.

**2a.** The proficiency percentage of the Free and Reduced subgroup, grade 3, at Central Elementary, unable to report.

**2b.** The proficiency percentage of the American Indian subgroup, grade 3, at Central Elementary, unable to report.

**2c.** The proficiency percentage of the Special Education subgroup, grade 3, at Central Elementary, unable to report.

To support all students in **achieving math growth**:

- The Mean RIT score of Kindergarten students, at Central Elementary, unable to report.
- The Mean RIT score of Grade 1 students, at Central Elementary, unable to report.
- The Mean RIT score of Grade 2 students, at Central Elementary, unable to report.
- The Mean RIT score of Grade 3 students, at Central Elementary, unable to report.

Goal 3:

**Safe and Welcoming Environment/Responsive Classroom**

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.)

**Results:**

**Data not available due to Corona Virus pandemic. Overall school attendance declined by  $\frac{3}{4}$  of a % over the past three-year cycle. Distance learning attendance is not included in this figure which would account for over 25% of 2019-20 total attendance.**

Central Elementary students, Grades K-3, increased their overall attendance percentage unable to report.

**STAFF DEVELOPMENT GOALS & RESULTS:** This section is now REQUIRED for each school for the World's Best Workforce Report and replaces the online Staff Development Report. You do not need to have a staff development goal for every school improvement goal.

**Staff Development Goal 1:**

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, grades K-3 will collaborate twice monthly using data: MAP, MCA III, FASTBridge assessments, 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.

**What were the findings for this goal?**

**Data not available due to Corona Virus pandemic, distance learning and Department of Education decision to forego spring State testing.**

Unable to report.

**What was the impact on student learning? If appropriate, include assessment data.**

Unable to report.

**What was the impact on teacher practice?**

Unable to report.

**Staff Development Goal 2:**

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

Classroom teachers, grades K-3, will provide 90 minutes of math instruction daily, including math games and whiteboards to reinforce skills. Teachers will improve Math Fluency and student engagement with the use of M-Comp probes/benchmark assessments, Computational based exit tickets (signaling, whiteboards), use of math vocabulary word walls. 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.

**What were the findings for this goal?**

**Data not available due to Corona Virus pandemic, distance learning and Department of Education decision to forego spring State testing.**

Unable to report.

**What was the impact on student learning? If appropriate, include assessment data.**

Unable to report.

**What was the impact on teacher practice?**

Unable to report.

Number of Staff Participating in 2019-2020 Professional Development Activities:

15 A How many licensed staff are in your building?

15 B How many licensed staff participated in professional development?

100% C Percentage of licensed staff who participated (divide B by A)

8 D How many nonlicensed staff are in your building?

8 E How many nonlicensed staff participated in professional development?

100% F Percentage of nonlicensed staff who participated (divide E by D).

## **FIRST CITY SCHOOL – TIFFANY PALMER, BUILDING ADMINISTRATOR**

### **First City School- Tiffany Palmer, Site Administrator**

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 the 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 III Exams as well as preparing students to earn their diploma or GED certificate.

### **Goals/Results**

#### **School Improvement Goal #1:**

In the First City School the "All Students" group will increase proficiency from 42% in the Spring of 2019 to 44% in the Spring of 2020 as measured by the MCA in Reading.

The First City School will increase reading scores by an average of 1.6 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.

#### **Baseline Data used To Select Goal:**

Results of the Spring 2020 MCA and STAR assessments are used as baseline data.

#### **Desired Result:**

All students will demonstrate growth in their reading skills leading to a higher percentage of proficiency on the MCA assessments.

## Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Teachers will incorporate research-based techniques/strategies in their instruction of reading and in reading across the curriculum. State and local staff development opportunities will be available to teachers including those within the district by the District's reading specialist.
Staff Development Activities:
Reading will be integrated in all curricular areas. Online techniques will be incorporated in the curriculum. Study current best practice education strategies and techniques to better meet student's emotional and educational needs.  PLC - Read and incorporate strategies from the book <i>Fostering Resilient Learners: Strategies for Creating a Trauma Sensitive Classroom</i> by Kristin Souers.
Evidence of Teacher Learning and Improved Student Performance:
Observations of improved techniques and increases in reading scores will measure effectiveness.  <b>Unable to report.</b>  Students at First City School (FCS) were unable to complete the MCA testing before schools in Minnesota moved to distance learning as a result of the COVID-19 pandemic. STAR assessment results show a growth in reading levels by 1.7 GE.  Teachers were provided state and local staff development opportunities by the district's reading specialist. In addition, staff were provided individual trainings to learn about researched-based strategies and how they could be implemented in their instruction for reading and in reading across the curriculum.  Teachers also attended training opportunities focused on best practice strategies and techniques to better meet students' emotional and educational needs including Crisis Intervention Prevention and Fostering Resilient Learners. Nonlicensed staff were also provided these opportunities. In addition, teachers participated in a professional learning community (PLC) in which they learned about and discussed how they could incorporate strategies in their classroom focused on fostering resilient learners and making their classroom a trauma-sensitive one.

School Improvement Goal #2:
In the First City School the "All Students" group will increase proficiency from 17% in the Spring of 2019 to 19% in the Spring of 2020 as measured by the MCA in Math.  The First City School will increase math scores by an average of 1.5 GE for each year of instruction. STAR Math pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance time.
Baseline Data used To Select Goal:
Results of the Spring 2020 MCA and STAR assessments are used for baseline data.
Desired Result:
All students will demonstrate growth in math skills leading to increased proficiency on the MCA tests.

## Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Staff will incorporate researched based strategies and techniques to differentiate instruction. State and local staff development opportunities will be available to teachers including those within the district by the District's math specialist.
Staff Development Activities:
<p>Project-based, hands-on, and online learning will be incorporated into the curriculum. Study current best practice education strategies and techniques to better meet student's emotional and educational needs.</p> <p>PLC - Read and incorporate strategies from the book <i>Fostering Resilient Learners: Strategies for Creating a Trauma Sensitive Classroom</i> by Kristin Souers.</p>
Evidence of Teacher Learning and Improved Student Performance:
<p>Observation and implementation of new educational techniques and increased student growth in math will be indicators of the effectiveness of these activities.</p> <p><b>Unable to report.</b></p> <p>Students FCS were unable to complete the MCA testing before schools in Minnesota moved to distance learning as a result of the COVID-19 pandemic. STAR assessment results show a growth in math levels by 2.3 GE.</p> <p>Teachers were staff development opportunities to incorporate project-based, hands-on, and online learning. Due to the nature of the school setting (within a correctional facility) and distance learning, these tasks were limited to when school was provided on-site.</p> <p>Teachers also attended training opportunities focused on best practice strategies and techniques to better meet students' emotional and educational needs including Crisis Intervention Prevention and Fostering Resilient Learners. Nonlicensed staff were also provided these opportunities. In addition, teachers participated in a professional learning community (PLC) in which they learned about and discussed how they could incorporate strategies in their classroom focused on fostering resilient learners and making their classroom a trauma-sensitive one.</p>

School Improvement Goal #3:
The First City School student graduation rate will increase from 62% in 2019 to 65% in 2019 as measured by MDE's Graduation Rate calculations and First City School records.
Baseline Data used To Select Goal:
Results of the Spring 2020 MDE's Four-Year Graduation Rate calculations report and First City School follow up records.
Desired Result:
A higher percentage of students served by the First City School will earn their high school diploma.



## Means to Achieve the School Improvement Goal

### Staff Development Goal(s):

Staff will incorporate researched based strategies and techniques to differentiate instruction. State, regional, and local staff development opportunities will be available for teachers.

Increased credit reviews for students in the 11<sup>th</sup> and 12<sup>th</sup> grade. Increased discussions with students pertaining to graduation requirements.

### Staff Development Activities:

Study current best practice educational strategies and techniques to better meet student's emotional and educational needs.

Increased discussions with at risk students pertaining to graduation and its importance.

PLC - Read and incorporate strategies from the book *Fostering Resilient Learners: Strategies for Creating a Trauma Sensitive Classroom* by Kristin Souers.

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

Observation and implementation of new educational techniques and increased student graduation rate will be indicators of the effectiveness of these activities.

Students at FCS are enrolled anywhere from a couple of days to a school year. The majority come from their home schools behind on credits. Of the seniors in the residential unit (those enrolled for the majority of the school year or more, 50% graduated this year.

Teachers attended training opportunities focused on best practice strategies and techniques to better meet students' emotional and educational needs including Crisis Intervention Prevention and Fostering Resilient Learners. Nonlicensed staff were also provided these opportunities. In addition, teachers participated in a professional learning community (PLC) in which they learned about and discussed how they could incorporate strategies in their classroom focused on fostering resilient learners and making their classroom a trauma-sensitive one.

## GENE DILLON ELEMENTARY SCHOOL- AMI AALGAARD, PRINCIPAL



Gene Dillon is a State-of-the-Art Elementary School which houses approximately 800 fourth and fifth grade students. We opened our doors in the fall of 2018 to our first classes of students. Our daily schedule for our students includes a variety of special learning components that offer our students a robust variety of educational opportunities. Our core curriculum is supported with a 2:1 Chromebook allocation. This allows students a balanced approach to learning in our current digital age. We also offer all students daily specialist classes in the areas of Physical Education, Music, Art and STEAM (Science, Technology, Engineering, Art & Math). Our students rotate through these courses on a quarterly basis in both fourth and fifth grade.

Students are thrilled with the opportunities for authentic outdoor experiences! Our grounds include a combination of 160 acres of wooded and grassland grounds, a pond and access to a small lake. We collaborate with our local Department of Natural Resources, Bemidji State University and the Bemidji Science Center to offer a 5th grade Fresh Water Day, Vertebrate and Invertebrate pond organism collection & study, tree planting, grounds care, football fields, soccer fields and a whole host of other outdoor learning and recreational experiences.

We also believe that the whole child and all children have gifts to share and deserve to have the most supportive learning environment possible designed for them. Our playground was designed and built to engage the whole child mentally and physically. There are balance, core strength, spinning and swinging components to our playground. It was also very important to us that **ALL** of our students could play on our playground so it is designed and built to be an Inclusive Playground. This means it is designed and built to allow students of all abilities to have access to and safely play with their friends.

Our school has formed several collaborations with a variety of community stakeholders. We have established a PTO (Parent Teacher Organization) and we have created several fun social events here at the school that include Book Fairs, Open Gym Nights, etc. We really appreciate our parents & guardians and how they support us in a myriad of awesome ways. We have also collaborated with the Bemidji Middle & Bemidji High School to bring the arts into our building and encourage our students to consider participating in Orchestra, Choir, Band, Performing Arts, etc. as they grow through our ISD #31 school system. Another awesome collaboration we have developed is with the Concordia Language Villages. They visit our campus each spring and offer an essay contest for our students to win a scholarship for a one-week camp of their choice.

In closing, Gene Dillon Elementary is an amazing school with a variety of high engagement learning opportunities. We are mindful of the “whole” child and balance our academics with social emotional learning daily. We teach the Second Step curriculum, host morning meetings daily and have adopted the Responsive Classroom behavior & emotional support program. Our staff is highly motivated and qualified to create robust and enriched learning opportunities for all of our Gene Dillon Elementary Eagles!

SOAR High Eagles!

## Goal 1: Mathematics

**2019-20 Smart Mathematics Goal:** The Gene Dillon “**All Students**” group will increase their mathematics proficiency from 45.76% in the spring of 2019 to 47.76% in the Spring of 2020 as measured by the Mathematics MCA III.

- i. 2019-20 Smart Mathematics Goal: The Gene Dillon “**Special Education**” sub-group will increase their proficiency from 24.85% in the spring of 2019 to 26.85% in the spring of 2020 as measured by the Mathematics MCA III assessment.
- ii. 2019-20 Smart Mathematics Goal: The Gene Dillon “**American Indian**” sub-group will increase their proficiency from 23.35% in the spring of 2019 to 25.35% in the spring of 2020 as measured by the Mathematics MCA III assessment.
- iii. 2019-20 Smart Mathematics Goal: The Gene Dillon “**Free & Reduced**” sub-group will increase their proficiency from 31.70% in the spring of 2019 to 33.70% in the spring of 2020 as measured by the Mathematics MCA III assessment.

Results:

*2019-20 Smart Mathematics Goal: **Unable to report.***

## Goal 2: Reading

**2019-20 Smart Reading Goal:** The Gene Dillon “**All Students**” group will increase their reading proficiency from 51.93% in the spring of 2019 to 53.93% in the Spring of 2020 as measured by the Reading MCA III.

- i. 2019-20 Smart Reading Goal: The Gene Dillon “**Special Education**” sub-group will increase their proficiency from 27.68% in the spring of 2019 to 29.68% in the spring of 2020 as measured by the Reading MCA III assessment.
- ii. 2019-20 Smart Reading Goal: The Gene Dillon “**American Indian**” sub-group will increase their proficiency from 32.33% in the spring of 2019 to 34.33% in the spring of 2020 as measured by the Reading MCA III assessment.
- iii. 2019-20 Smart Reading Goal: The Gene Dillon “**Free & Reduced**” sub-group will increase their proficiency from 35.89% in the spring of 2019 to 37.89% in the spring of 2020 as measured by the Reading MCA III assessment.

Results:

*2019-20 Smart Reading Goal: **Unable to report.***

### Goal 3: Science

**2019-20 Smart Science Goal:** The Gene Dillon 5<sup>th</sup> graders in the “**All Students**” group will increase their proficiency from 47.6% in the spring of 2019 to 49.6% in the Spring of 2020 as measured by the Science MCA III.

- i. 2019-20 Smart Science Goal: The Gene Dillon 5<sup>th</sup> graders in the “**Special Education**” sub-group will increase their proficiency from 20.5% in the spring of 2019 to 22.5% in the spring of 2020 as measured by the Science MCA III assessment.
- ii. 2019-20 Smart Science Goal: The Gene Dillon 5<sup>th</sup> graders in the “**American Indian**” sub-group will increase their proficiency from 25.5% in the spring of 2019 to 27.5% in the spring of 2020 as measured by the Science MCA III assessment.
- iii. 2019-20 Smart Science Goal: The Gene Dillon 5<sup>th</sup> graders in the “**Free & Reduced**” sub-group will increase their proficiency from 33.0% in the spring of 2019 to 35.0% in the spring of 2020 as measured by the Science MCA III assessment.

Results:

*2019-20 Smart Science Goal: **Unable to report.***

### Goal 4: Attendance

**2019-20 Smart Attendance Goal:** The Gene Dillon “**All Students**” group will obtain baseline data on attendance for the spring of 2019 as measured by the Minnesota Department of Education’s North Star Report.

- i. 2019-20 Attendance Goal: The Gene Dillon “Special Education” group will obtain baseline data on attendance during the 2018-2019 school year as measured by the Minnesota Department of Education’s North Star Report.
- ii. 2019-20 Attendance Goal: The Gene Dillon “American Indian” group will obtain baseline data on attendance during the 2018-19 school year as measured by the Minnesota Department of Education’s North Star Report.
- iii. 2019-20 Attendance Goal: The Gene Dillon “Free/Reduced” group will obtain baseline data on attendance during the 2018-19 school year as measured by the Minnesota Department of Education’s North Star Report.

Results:

*2019-20 Attendance Goal: The Gene Dillon “All Students” captured baseline data for the 2018-19 school year from the Minnesota Department of Education’s North Star Report. **Result = 83.3%***

- i. *2019-20 Attendance Goal: The Gene Dillon “Special Education” group captured baseline data for the 2018-19 school year from the Minnesota Department of Education’s North Star Report.  
**Result = 77.9%***
- ii. *2019-20 Attendance Goal: The Gene Dillon “American Indian” group captured baseline data for the 2019-20 school year from the Minnesota Department of Education’s North Star Report.  
**Result = 63.4%***
- iii. *2019-20 Attendance Goal: The Gene Dillon “Free/Reduced” group captured baseline data for the 2019-20 school year from the Minnesota Department of Education’s North Star Report.  
**Result = 75.3%***

## 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?

**2019-20 Smart Mathematics Goal:** The Gene Dillon “**All Students**” group will increase their mathematics proficiency from 45.76% in the spring of 2019 to 47.76% in the spring of 2020 as measured by the Mathematics MCA III. **Unable to report.**

- i. 2019-20 Smart Mathematics Goal: The Gene Dillon “**Special Education**” sub-group will increase their proficiency from 24.85% in the spring of 2019 to 26.85% in the spring of 2020 as measured by the Mathematics MCA III assessment. **Result = Unable to report.**
- ii. 2019-20 Smart Mathematics Goal: The Gene Dillon “**American Indian**” sub-group will increase their proficiency from 23.35% in the spring of 2019 to 25.35% in the spring of 2020 as measured by the Mathematics MCA III assessment. **Result = Unable to report.**
- iii. 2019-20 Smart Mathematics Goal: The Gene Dillon “**Free & Reduced**” sub-group will increase their proficiency from 31.7% in the spring of 2019 to 33.7% in the spring of 2020 as measured by the Mathematics MCA III assessment. **Result = Unable to report.**

#### 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?

**2019-20 Smart Reading Goal:** The Gene Dillon “**All Students**” group will increase their reading proficiency from 51.93% in the spring of 2019 to 53.93% in the Spring of 2020 as measured by the Reading MCA III. **Result = Unable to report.**

- iv. 2019-20 Smart Reading Goal: The Gene Dillon “**Special Education**” sub-group will increase their proficiency from 26.68% in the spring of 2019 to 28.68% in the spring of 2020 as measured by the Reading MCA III assessment. **Result = Unable to report.**
- v. 2019-20 Smart Reading Goal: The Gene Dillon “**American Indian**” sub-group will increase their proficiency from 32.33% in the spring of 2019 to 34.33% in the spring of 2020 as measured by the Reading MCA III assessment. **Result = Unable to report.**
- vi. 2019-20 Smart Reading Goal: The Gene Dillon “**Free & Reduced**” sub-group will increase their proficiency from 35.89% in the spring of 2019 to 37.89% in the spring of 2020 as measured by the Reading MCA III assessment. **Result = Unable to report.**

<b>What was the impact on student learning?</b>
Students at Gene Dillon Elementary participated in literature circles, leveled reading activities, accelerated reader, media center enrichment, as well as technology integrated instruction.
<b>What was the impact on teacher practice?</b>
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.

<b>Staff Development Goal 3: Science</b>
Research, develop, implement and evaluate science strategies for all students attending Gene Dillon Elementary.
<b>What were the findings for this goal?</b>
<p>2019-20 Smart Science Goal: The Gene Dillon 5<sup>th</sup> graders in the “<b>All Students</b>” group will increase their proficiency from 47.6% in the spring of 2019 to 49.6% in the Spring of 2020 as measured by the Science MCA III. <b>Result = Unable to report.</b></p> <ul style="list-style-type: none"> <li>i. 2019-20 Smart Science Goal: The Gene Dillon 5<sup>th</sup> graders in the “<b>Special Education</b>” sub-group will increase their proficiency from 20.5% in the spring of 2019 to 22.5% in the spring of 2020 as measured by the Science MCA III assessment. <b>Result = Unable to report.</b></li> <li>ii. 2019-20 Smart Science Goal: The Gene Dillon 5<sup>th</sup> graders in the “<b>American Indian</b>” sub-group will increase their proficiency from 25.5% in the spring of 2019 to 27.5% in the spring of 2020 as measured by the Science MCA III assessment. <b>Result = Unable to report.</b></li> <li>iii. 2019-20 Smart Science Goal: The Gene Dillon 5<sup>th</sup> graders in the “<b>Free &amp; Reduced</b>” sub-group will increase their proficiency from 33% in the spring of 2019 to 35% in the spring of 2020 as measured by the Science MCA III assessment. <b>Result = Unable to report.</b></li> </ul>
<b>What was the impact on student learning?</b>
Gene Dillon Elementary students impacted by Freshwater Day, After school science club, STEAM classes, and hands-on experiments.
<b>What was the impact on teacher practice?</b>
<p>Inclusion model for special education</p> <p>Gene Dillon Elementary students utilized Mystery Science, Mystery Doug, Science Readers, Hydroponic plants, Hands on Experiments, Raising Trout, and Google Classroom.</p>



<p><b>Staff Development Goal 4: Attendance</b></p> <p>2019-20 Attendance Goal: The Gene Dillon “All Students” group will obtain baseline data on attendance for the spring of 2019 as measured by the Minnesota Department of Education’s North Star Report.</p>
<p><b>What were the findings for this goal?</b></p> <p><i>2019-20 Attendance Goal: The Gene Dillon “All Students” group will obtain baseline data on attendance for the spring of 2019 as measured by the Minnesota Department of Education’s North Star Report.</i></p> <p>iv. <i>2019-20 Attendance Goal: The Gene Dillon “All Students” captured baseline data for the 2018-19 school year from the Minnesota Department of Education’s North Star Report.</i>  <b>Result = 83.3%</b></p> <p>v. <i>2019-20 Attendance Goal: The Gene Dillon “Special Education” sub-group captured baseline data for the 2018-2019 school year from the Minnesota Department of Education’s North Star Report.</i>  <b>Result = 77.9%</b></p> <p>iv. <i>2019-20 Attendance Goal: The Gene Dillon “American Indian” group captured baseline data for the 2018-19 school year from the Minnesota Department of Education’s North Star Report.</i>  <b>Result = 63.4%</b></p> <p>iv. <i>2019-20 Attendance Goal: The Gene Dillon “Free/Reduced” group captured baseline data for the 2018-19 school year from the Minnesota Department of Education’s North Star Report.</i>  <b>Result = 75.3%</b></p>
<p><b>What was the impact on student learning?</b></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><b>What was the impact on teacher practice?</b></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 2019-2020 Professional Development Activities:

- 58      A    How many licensed staff are in your building?
- 58      B    How many licensed staff participated in professional development?
- 100%   C    Percentage of licensed staff who participated (divide B by A)
- 26      D    How many non-licensed staff are in your building?
- 18      E    How many non-licensed staff participated in professional development?
- 70%    F    Percentage of non-licensed staff who participated (divide E by D).

## HORACE MAY ELEMENTARY- KATHY VAN WERT, PRINCIPAL



Horace May Elementary is one of six elementary schools in the Bemidji Area School District and is a school in which we practice the Big K, Kindness! We are a kindergarten through grade three school and have an average enrollment of 325 students.

Our school is also home to three district programs, two developmentally cognitively delayed (DCD) self-contained classrooms and one emotionally behaviorally disorder (EBD) self-contained classroom. The inclusion of students with disabilities strengthens our caring and kind school community; all our students are a gift with talents and knowledge 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 compassionate with each other is very important to all of us at Horace May; we celebrate kindness and practice it daily!

Horace May 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 activities that helps to develop a lifelong appreciation for the great outdoors! We also have a new hallway that brings the outdoor diversity trail inside providing information and beautiful photographs of what we may see on the trail.

### 2019-2020 School Improvement

#### Goal 1 Reading:

**Goal 1A:** Grade 3 Horace May students will increase their reading proficiency from 57.6% in the spring of 2019 to 59.6% in the spring of 2020 as measured by the MCA-III Reading Assessment.

**Results:** *Unable to report*

#### Goal 2 Mathematics:

**Goal 2A:** Grade 3 Horace May students will increase their math proficiency from 62% in the spring of 2019 to 66.8% in the spring of 2020 as measured by the MCA-III Mathematics Assessment.

**Results:** *Unable to report.*

#### Goal 3 Social Emotional:

**Behavior:** Horace May “All Students” group will decrease the amount of behavior referrals from 68 overall and 49 playground referrals in the 2018-19 school year to less than 50 overall and less than 31 playground referrals for the 2019-20 school year and decrease DIRS suspensions from 22 in 2018-19 to less than 18 in 2019-20.

**Results:** During the 2019-20 school year Horace May had 12 playground incidents and 19 DIRS incidents.

## **Horace May Elementary Staff Development**

<b>Staff Development Goal(s):</b>
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.
<b>Staff Development Activities:</b>
<ol style="list-style-type: none"><li>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.</li><li>2. We will encourage the use of peer observations of a colleague to help promote sharing of ideas, strategies and collaboration.</li><li>3. We will work on improving our leveled library by increasing the quantity of books available.</li><li>4. We will use “Never lose a minute” backpacks with students as they wait in line in the hallway for during the school day.</li><li>5. We will utilize the district’s reading interventionist for information on best practice, modeling guided reading and balanced literacy.</li><li>6. We will utilize our specialists to help provide additional nonfiction practice</li><li>7. We will incorporate the use of PALS reading.</li><li>8. We will explore progress monitoring methods to know when students are making progress.</li></ol>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
<ol style="list-style-type: none"><li>1. Spring benchmark will be met.</li><li>2. Our MCAII/MTAS goal will be met.</li></ol>

## **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 Elementary is fortunate to implement the following programs to aide in the learning of the students:

- The Foster Grandparent Program
- Minnesota Reading Corps Intervention Program
- RSVP Program
- Bemidji State University Student Practicum Learning Program
- Beltrami County Extensive 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.

## J.W. Smith Elementary

### Goals and Results

#### Goal 1: Reading

The Third grade students at J. W. Smith Elementary will increase their proficiency on the MCA-III Reading Assessment from 43.1% in the Spring of 2019 to 45.1% in the Spring of 2020.

- The kindergarten students at J. W. Smith Elementary will meet or exceed the 2018-2019 NWEA Measures of Academic Progress Reading Assessment projected growth percentage of 30% in the Spring of 2020.
- The first grade students at J. W. Smith Elementary will increase the percentage of students who met their projected growth on the NWEA Measures of Academic Progress Reading Assessment from 30% in the Spring of 2019 to 32% in the Spring of 2020.
- The second grade students at J. W. Smith Elementary will increase the percentage of students who met their projected growth on the NWEA Measures of Academic Progress Reading Assessment from 38% in the Spring of 2019 to 40% in the Spring of 2020.
- The third grade students at J. W. Smith Elementary will increase the percentage of students who met their projected growth on the NWEA Measures of Academic Progress Reading Assessment from 74% in the Spring of 2019 to 76% in the Spring of 2020.

#### Results:

**Due to the Coronavirus pandemic, and the Minnesota Department of Education's decision to forego state testing in the spring of 2020 we are unable to report the results for this goal.**

The Third grade students at J. W. Smith Elementary will increase their proficiency on the MCA-III Reading Assessment from 43.1% in the Spring of 2019 to 45.1% in the Spring of 2020. **(Unable to report)**

- The kindergarten students at J. W. Smith Elementary will meet or exceed the 2018-2019 NWEA Measures of Academic Progress Reading Assessment projected growth percentage of 30% in the Spring of 2020. **(Unable to report)**
- The first grade students at J. W. Smith Elementary will increase the percentage of students who met their projected growth on the NWEA Measures of Academic Progress Reading Assessment from 30% in the Spring of 2019 to 32% in the Spring of 2020. **(Unable to report)**
- The second grade students at J. W. Smith Elementary will increase the percentage of students who met their projected growth on the NWEA Measures of Academic Progress Reading Assessment from 38% in the Spring of 2019 to 40% in the Spring of 2020. **(Unable to report)**
- The third grade students at J. W. Smith Elementary will increase the percentage of students who met their projected growth on the NWEA Measures of Academic Progress Reading Assessment from 74% in the Spring of 2019 to 76% in the Spring of 2020. **(Unable to report)**

## Goal 2: Math

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 2019 to 59.4% in the Spring of 2020.

- The kindergarten students at J. W. Smith Elementary will meet or exceed the 2018-2019 NWEA Measures of Academic Progress Mathematics Assessment projected growth percentage of 51% in the Spring of 2020.
- The first grade students at J. W. Smith Elementary will increase the percentage of students who met their projected growth on the NWEA Measures of Academic Progress Mathematics Assessment from 51% in the Spring of 2019 to 53% in the Spring of 2020.
- The second grade students at J. W. Smith Elementary will increase the percentage of students who met their projected growth on the NWEA Measures of Academic Progress Mathematics Assessment from 68% in the Spring of 2019 to 70% in the Spring of 2020.
- The third grade students at J. W. Smith Elementary will increase the percentage of students who met their projected growth on the NWEA Measures of Academic Progress Mathematics Assessment from 80% in the Spring of 2019 to 82% in the Spring of 2020.

Results:

**Due to the Coronavirus pandemic, and the Minnesota Department of Education's decision to forego state testing in the spring of 2020 we are unable to report the results for this goal.**

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 2019 to 59.4% in the Spring of 2020. **(Unable to report)**

- The kindergarten students at J. W. Smith Elementary will meet or exceed the 2018-2019 NWEA Measures of Academic Progress Mathematics Assessment projected growth percentage of 51% in the Spring of 2020. **(Unable to report)**
- The first grade students at J. W. Smith Elementary will increase the percentage of students who met their projected growth on the NWEA Measures of Academic Progress Mathematics Assessment from 51% in the Spring of 2019 to 53% in the Spring of 2020. **(Unable to report)**
- The second grade students at J. W. Smith Elementary will increase the percentage of students who met their projected growth on the NWEA Measures of Academic Progress Mathematics Assessment from 68% in the Spring of 2019 to 70% in the Spring of 2020. **(Unable to report)**
- The third grade students at J. W. Smith Elementary will increase the percentage of students who met their projected growth on the NWEA Measures of Academic Progress Mathematics Assessment from 80% in the Spring of 2019 to 82% in the Spring of 2020. **(Unable to report)**



### Goal 3: Attendance

J. W. Smith Elementary kindergarten through third grade students will increase their overall attendance percentage from 92.24% during the 2018-2019 school year to 93% during the 2019-2020 school year.

Results:

**Due to the Coronavirus pandemic, and the Minnesota Department of Education's decision to change the learning model from in-person learning to distant learning we are unable to report accurate results.**

**According to the data, as is from 2019-2020**

J. W. Smith Elementary kindergarten through third grade students increased their overall attendance percentage from 92.24% during the 2018-2019 school year to 92.36% during the 2019-2020 school year, which indicated an increase of 0.12% for the 2019-2020 school year.

**STAFF DEVELOPMENT GOALS & RESULTS:** This section is now REQUIRED for each school for the World's Best Workforce Report and replaces the online Staff Development Report. You do not need to have a staff development goal for every school improvement goal.

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.

What were the findings for this goal?

**Due to the Coronavirus pandemic, and the Minnesota Department of Education's decision to forego state testing in the spring of 2020 we are unable to report the results for this goal.**

What was the impact on student learning? If appropriate, include assessment data.

**Unable to report**

What was the impact on teacher practice?

**Unable to report**

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.

What were the findings for this goal?

**Due to the Coronavirus pandemic, and the Minnesota Department of Education's decision to forego state testing in the spring of 2020 we are unable to report the results for this goal.**

What was the impact on student learning? If appropriate, include assessment data.

**Unable to report**

What was the impact on teacher practice?

**Unable to report**

Staff Development Goal 3:

J. W. Smith Elementary will monitor attendance on a monthly basis and award students with exemplary attendance.
What were the findings for this goal?
<b>Due to the Coronavirus pandemic, and the Minnesota Department of Education's decision to change the learning model from in-person learning to distant learning we are unable to report accurate results. According to the data, as is from 2019-2020</b>
J. W. Smith Elementary kindergarten through third grade students increased their overall attendance percentage from 92.24% during the 2018-2019 school year to 92.36% during the 2019-2020 school year, which indicated an increase of 0.12% for the 2019-2020 school year.
What was the impact on student learning? If appropriate, include assessment data.
<b>Unable to report</b>
What was the impact on teacher practice?
<b>Unable to report</b>

Number of Staff Participating in 2019-2020 Professional Development Activities:

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

## LAKESIDE LEARNING CENTER- TIFFANY PALMER, BUILDING ADMINISTRATOR

### Lakeside Learning Center-Tiffany Palmer, Site Administrator

Lakeside Learning Center (LLC) is a Federal Setting 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 LLC Advisory Committee. Once a student's Individual Education Program (IEP) makes a team decision to move a student to 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 Lakeside program is to assist each student in becoming a productive and contributing member of his/her community.

### Goals/Results

#### School Improvement Goal #1:

In the BYLaW School the "All Students" group will increase proficiency from 0% in the Spring of 2019 to 28% in the Spring of 2020 as measured by the MCA in Reading.

- The BYLaW School will increase reading scores by an average of 3.0 GE for each year of instruction. STAR Reading pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance.

#### Baseline Data used To Select Goal:

Results of the Spring 2020 MCA and STAR assessments are used as baseline data.

#### Desired Result:

All students will demonstrate growth in their reading skills leading to a higher level of proficiency on the MCA and STAR assessments.

### Means to Achieve the School Improvement Goal

#### Staff Development Goal(s):

Teachers will incorporate research-based techniques/strategies in their instruction of reading and in reading across the curriculum. State and local staff development opportunities will be available to teachers including effective reading strategies provided by the District's reading specialist.

#### Staff Development Activities:

Reading will be integrated in all curricular areas. Online techniques will be incorporated in the curriculum. Study current best practice education strategies and techniques to better meet student's emotional and educational needs.

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

Observations of improved techniques and increases in reading scores will measure effectiveness.

Students at Lakeside Learning Center (formerly known as BYLaW) were unable to complete MCA and Post-STAR testing before schools in Minnesota moved to distance learning as a result of the COVID-19 pandemic. Although an end of year post-test was unable to be given using the STAR assessment, regularly given STAR assessments given throughout the year indicates a student growth in reading of a 2.9 GE.

Reading was integrated into other curricular areas including social studies, science, math, and electives. Teachers were presented state and local staff development opportunities to better learn how to include effective reading strategies into their curriculum. The District's Multi-Tiered Systems of Support Specialist was also available for support.

Teachers were also presented opportunities to learn best practices in education regarding strategies and techniques to better meet students' emotional and educational needs including Crisis Prevention Intervention and Fostering Resilient Children training. Teachers also participated in a Professional Learning Community focused on Reading Proficiency.

#### School Improvement Goal #2:

In the BYLaW School the "All Students" group will increase proficiency from 0% in the Spring of 2019 to 3% in the Spring of 2020 as measured by the MCA in Math.

- The BYLaW School will increase math scores by an average of 3.0 GE for each year of instruction. STAR Math pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance time.

#### Baseline Data used To Select Goal:

Results of the Spring 2020 MCA and STAR assessments are used for baseline data.

#### Desired Result:

All students will demonstrate growth in math skills leading to increased proficiency on the MCA and STAR assessments.

### Means to Achieve the School Improvement Goal

#### Staff Development Goal(s):

Staff will incorporate researched based strategies and techniques to differentiate instruction. State and local staff development opportunities will be available to teachers including effective reading strategies provided by the District's reading specialist.

#### Staff Development Activities:

Project-based, hands-on, and online learning will be incorporated into the curriculum. Study current best practice education strategies and techniques to better meet student's emotional and educational needs.

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

Observation and implementation of new educational techniques and increased student growth in math will be indicators of the effectiveness of these activities.

Students at Lakeside Learning Center (formerly known as BYLaW) were unable to complete MCA and Post-STAR testing before schools in Minnesota moved to distance learning as a result of the COVID-19 pandemic. Although an end of year post-test was unable to be given using the STAR assessment, regularly given STAR assessments given throughout the year indicates a student growth in math of a 4.7 GE.

Teachers were presented state and local staff development opportunities to better learn how to differentiate instruction. The District's Multi-Tiered Systems of Support Specialist was also available for support.

Teachers were also presented opportunities to learn best practices in education regarding differentiation and hands-on learning techniques. Staff was also presented opportunities to better meet students' emotional and educational needs including Crisis Prevention Intervention and Fostering Resilient Children training.

STAR assessments were used to identify individual student's strengths and targeted areas for growth. This information was used to differentiate instruction and assignments for students. Students used math skills for hands-on projects such as building items of interest. Students also utilized online math games to practice skills.

School Improvement Goal #3:
The BYLaW School student attendance rate will increase from 85% in 2019 to 90% in 2020 as measured by NCLB Adequate Yearly Progress and BYLaW School records.
Baseline Data used To Select Goal:
Results of the Spring 2020 NCLB Adequate Yearly Progress and BYLaW School follow up records.
Desired Result:
A higher percentage of students served by the BYLaW School will do better on their MCAs and earn their high school diploma.

### Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Increased discussions with students pertaining to attendance, calls made home daily to parents/guardians.
Staff Development Activities:
Study current best practice educational strategies and techniques to better meet student's emotional and educational needs in regards to absences that will in turn keep them in school.
Increased discussions with at risk students pertaining to attendance and its importance.
Host Open Houses each term inviting parents and students to each a pizza dinner with our staff.
Letters are sent home when needed along with communicating with our assigned truancy tracker. Attendance incentives provided to students.
Evidence of Teacher Learning and Improved Student Performance:
Observation and implementation of new educational techniques and increased student attendance will be indicators of the effectiveness of these activities.
Lakeside Learning Center focused on attendance this year in both discussion and practice. Incentives were given to students for improvements in attendance. Phone calls home by both office staff and case managers were made when students were gone without notification. Letters regarding continued absences were sent home and the truancy tracker notified when applicable. Lakeside held monthly open houses, inviting students and their families in for pizza, to build relationships, and to discuss their child's education. This approach is welcoming for students and families. Staff were given opportunities to further their training relating to emotional and educational needs of students such as Positive Learning Environment and Fostering Resilient Children. Professional Learning Community opportunities also provided research into differing ways to provide education in the alternative setting. Overall, the attendance rate for the 20-19-20 school year was 86%.



## 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.

### 2019-2020 School Improvement

#### GOALS & RESULTS:

<b>Goal 1 Reading:</b>
2019-2020 Reading Goals: 1) 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 2019 to 68.25% in Spring 2020. 2) 2019-2020 Smart Reading Goal: The Lincoln “All Students” group will increase proficiency from 49.5% in the spring of 2019 to 51.5% in the spring of 2020 as measured by the Reading MCA-III assessment.
<b>Results:</b>
<i>Unable to report.</i>
<b>Goal 2 Mathematics:</b>
2019-20 Smart Math Goal: The Lincoln “All Students” group will increase their proficiency from 62.1% in the spring of 2019 to 64.1% in the Spring of 2019 as measured by the Mathematics MCA III.
<b>Results:</b>
<i>Unable to report.</i>
<b>Goal 3 Safe &amp; Welcoming Environment:</b>
2019-20 Safe & Welcoming Environment Goal: The Lincoln “All Students” group will decrease their incidences of suspendable offenses that are recorded in the DIRS system from seven incidences in 2018-19 to six or fewer incidences during the 2019-20 school year.
<b>Results:</b>
<i>The All Students group decreased the number of incidences to three. This is a significant improvement considering there were only seven reported cases in 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>
<b>Goal 4 Attendance</b>
The Minnesota Department of Education is tracking Consistent Attendance. Lincoln Elementary will look to increase their rate of attendance by 3.0% from 86.53% in 2019 to 89.53% in 2020.
<b>Results:</b>
<i>The Consistent Attendance rate for Lincoln Elementary in 2020 is 88.0%, a little shy of our goal.</i>

## Lincoln Elementary Staff Development

<b>Reading Goal:</b> 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 2019 to 68.25% in spring 2020.
<b>Staff Development Goal(s):</b> <ul style="list-style-type: none"> <li>Collaborate three times a month using data: MAP, MCA III, MyView reading assessment, along with student work and teacher observation</li> <li>Guided Reading will be implemented school-wide</li> <li>Reading Recovery for Grade 1</li> <li>Leveled Literacy for Grades K-3 will continue to be implemented</li> <li>Minnesota Reading Corps program will also be utilized in grades K-3</li> <li>Title 1 staff will provide small group interventions</li> <li>American Indian Home-School Liaison will provide small group interventions</li> </ul>
<b>Staff Development Activities:</b> Staff will be trained in the use of MyView web-based content. <ul style="list-style-type: none"> <li>Guided Reading – 1) Daily 5 training for staff to develop differentiated learning for students. 2) Research articles based on oral language and informational text, share with staff and put into practice.</li> <li>Collaboration- 1) Grade level meetings with grade levels above and below will develop vertical alignment of ELO's.</li> <li>MAP Training- Data collection and identification of data that would improve instructional strategies.</li> <li>Cross Curricular- Training to support oral language and vocabulary for students across multiple subject areas.</li> </ul>
<b>Evidence of Teacher Learning and Improved Student Performance:</b> <i>Unable to report.</i>

<b>Math Goal:</b> The Lincoln “All Students” group will increase their proficiency from 62.1% in the spring of 2019 to 64.1% in the Spring of 2019 as measured by the Mathematics MCA III.
<b>Staff Development Goal(s):</b> Lincoln Elementary staff, grades K-5, will: <ul style="list-style-type: none"> <li>Collaborate using data three times monthly: MAP, MCA III, AIMSweb and MyView assessments.</li> <li>Determine individual student math needs utilizing the data, student work and teacher observation.</li> </ul> Increased Math time- 90 minutes of daily instruction.
<b>Staff Development Activities:</b> <ul style="list-style-type: none"> <li>Staff will be trained in the use of Think Central, the Houghton-Mifflin technology component.</li> <li>Guided Math – Differentiated learning groups addressing the needs of the student. Identified by Common Formative Assessment.</li> <li>Collaboration- Meetings with grade levels above and below to develop vertical alignment of ELO's.</li> <li>MAP Training- Data collection and identification of data that would improve instructional strategies.</li> <li>Cross Curricular- Training to support oral language and vocabulary for students across multiple subject areas.</li> </ul>

<ul style="list-style-type: none"> <li>Viewpoint Training- Training to provide teachers with data to identify student concerns and adjust instructional strategies.</li> </ul> <p>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>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
<i>Unable to report.</i>

### **Means to Achieve the School Improvement Goal**

<b>Safe &amp; Welcoming Environment Goal:</b> The Lincoln “All Students” group will decrease their incidences of suspendable offenses that are recorded in the DIRS system from seven incidences in 2018-19 to six or fewer incidences during the 2019-20 school year.
<b>Staff Development Goal(s):</b>
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.
<b>Staff Development Activities:</b>
<ul style="list-style-type: none"> <li>Continued monthly discipline meetings to develop processes throughout the school.</li> <li>Staff meetings to distribute information from the discipline committee.</li> <li>Staff and student modeling at assemblies.</li> </ul>
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
Reduced the student offenses by 42.86%.

<b>Attendance Goal:</b> The Minnesota Department of Education is tracking Consistent Attendance. Lincoln Elementary will look to increase their rate of attendance by 3.0% from 86.53% in 2019 to 89.53% in 2020.
<b>Staff Development Goal(s):</b>
1) Review mentorship guidelines for staff 2) Develop action plan for attendance guidelines. 3) Continue training from Being Present campaign.
<b>Staff Development Activities:</b>
1) Mentorship program for students with 20 or more days absent. 2) Training activities with Being Present staff.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
The Consistent Attendance rate for Lincoln Elementary in 2020 increased by 1.5% to 88.0%.

## **LUMBERJACK HIGH SCHOOL- JASON STANOCH, 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 focuses on improving attendance, building self-esteem, and nurturing relationships with students and families. This setting provides a safe environment that stresses acceptance towards diverse cultures, beliefs, and lifestyles. Student success and achievement 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.

### **2019-2020 School Improvement**

#### **Goal 1 Mathematics:**

Bemidji Lumberjack High School staff and students will improve the 11<sup>th</sup> grade math scores from 5.9% proficiency rate to 7.9% proficiency on the spring MCA in 2020.

*Results:*

*Unable to report.*

#### **Goal 2 Reading:**

The percentage of all students enrolled October 1 in grade 10 at Lumberjack High School who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability tests (MCA and MTAS) will increase from 16.7% in 2019 to 18.7% in 2020.

*Results:*

*Unable to report.*

#### **Goal 3 Attendance:**

Bemidji Lumberjack High School staff and students will improve our attendance rate from 32.69% to 35% for all students in 2019-2020.

*Results:*

*Unable to report.*

## STAFF DEVELOPMENT GOALS & RESULTS:

### Staff Development Goal 1: MATHEMATICS

<ul style="list-style-type: none"> <li>• All teachers will be trained on the use of a data warehouse, Viewpoint.</li> <li>• Teacher training in Edgenuity to provide test prep remediation and supplementary instruction.</li> <li>• Utilize the knowledge and expertise of Indian Career Advisor and Liaison to increase awareness of cultural concerns.</li> <li>• Teacher training in Positive Interventions and Supports (PBIS) to improve school culture and increase school pride.</li> <li>• 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.</li> <li>• PLC surrounding book <u>Disrupting Poverty</u></li> <li>• Weekly student support meetings (RtI) to plan interventions for students not passing classes.</li> <li>• 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.</li> <li>• BHS/LHS and NTC will increase CNA classes to allow more high school students the opportunity to be Certified Nursing Assistants.</li> <li>• 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.</li> </ul>
What were the findings for this goal?
LHS students increased the MCA reading score proficiency from 16.7% to 18.7% on the spring Reading MCA in 2020.
What was the impact on student learning? If appropriate, include assessment data.
5.9% of LHS students either met or partially met expectations on the math MCA. Just three years ago, the proficiency was at 0%. More students are able to show their understanding of the standards in math.
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 were the findings for this goal?

Unable to report.

What was the impact on student learning? If appropriate, include assessment data.

Unable to report.

What was the impact on teacher practice?

Unable to report.

### 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.

<ul style="list-style-type: none"> <li>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.</li> <li>LHS staff formed a PLC around <u>Disrupting Poverty</u></li> </ul>
What were the findings for this goal?
The LHS attendance rate for the 2019-2020 school year was 40%, which surpasses the 35% goal mark.
What was the impact on student learning? If appropriate, include assessment data.
83.2% of students graduated from LHS in the spring of 2019.
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 2019-2020 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	How many nonlicensed staff participated in professional development?
100%	Percentage of nonlicensed staff who participated (divide E by D).



## **NORTHERN ELEMENTARY – WENDY TEMPLIN, PRINCIPAL**

### **Our Mission- Empower Every Student Every Day**



Northern Elementary students are Respectful, Responsible, Kind and Peaceful. 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. We take pride in a community-based school filled with individuals of character!

Our mascot, 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. As our mascot reveals, we are a school community built on loyalty, commitment, and family. We Howl for friendship as hard working, optimistic, wonderful learners. Northern students and staff are committed to being Peacemakers not Peacebreakers! Everyone has dedicated themselves to the Northern Pack!

Northern School is located just north of the bridge on State Highway 71 and Irvine Avenue. Historically, the original school building began in 1946 with just over 2,000 square feet of space. Over time, four building additions were added from 1958-1992 to improve the school as it stands today. Northern students not only benefit from a well-maintained school building, but an excellent outdoor environment with a scenic walking path. The school itself is nestled in Bemidji's beautiful lake region.

Presently, we are a three/four- section school encompassing 350 students. We have 15 core classroom teachers, three special educators, one interventionist, and specialists for physical education, art, music, and media. 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.

## 2019-2020 School Improvement

### Goals: Reading and Mathematics

#### Reading

**MCA Goal:** Grade three students will increase their proficiency in reading from 64.10% in the spring of 2019 to 65% in the spring of 2020 as measured by the MCA-III.

**Results** – *Unable to report.*

**MAP Goal:** Northern Kindergarten through third grade students will increase from 57.3% of the students to 60.25% of students reaching the Spring Mean Average RIT score identified by the NWEA Reading Assessment.

**Results** – *Unable to report.*

#### Math

**MCA Goal:** Grade three students will increase their proficiency in math from 74.35 % in the spring of 2019 to 75% in the spring of 2020 as measured by the MCA-III.

**Results** – *Unable to report.*

**MAP Goal:** Northern Kindergarten through third grade students will increase from 50% of the students to 64.25% of the students reaching the Spring Mean average RIT score identified by the NWEA Math Assessment.

**Results** – *Unable to report.*

### Northern Elementary Staff Development

#### Goal 1:

##### **Reading Support Staff Development:**

Teachers participated in staff development sessions to implement reading strategies within grade level teams and specialists. Guided reading is our “best practice” strategy for small group instruction. Teachers utilize the MTSS platform for interventions and individual reading support. Interventionists and Special Education staff progress monitor student growth with the FASTBridge program. All core classroom teachers implement the Minnesota Reading Standards that are aligned within the District MyView reading curriculum.

##### **Results:**

*Unable to report.*

##### **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.

##### **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 utilized the new Makerspace room to support math instruction with STEM. All core classroom teachers implement the Minnesota Math Standards that are aligned within the District Math Expressions math curriculum.

**Results:**

*Unable to report.*

**What was the impact on student learning?**

The focus on specific math instructional practices and continuous student learning assessment has improved student reading success. Students take ownership of their learning and take great risks to improve their skill levels.

**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 and Peacemakers programming to reduce office referrals and assaults by 10% during the 2019-2020 school year.

**Results:**

*Out of school suspensions have greatly decreased over this school year with a 100% reduction.*

**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 and discussions to improve the classroom communities, resulting in supporting the students and their improved attendance.

**Results:**

*Students at Northern Elementary participated in a monthly perfect attendance incentive program.*

*Teachers, the attendance monitor, and the principal reinforced daily attendance each day and during monthly student assemblies.*

**What was the impact on student learning?**

Northern's daily attendance increased resulting in better academic success as recorded with the NWEA MAP score with fall to winter growth.

**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 and participate each day.

## OSHKI MANIDOO SCHOOL- TIFFANY PALMER, BUILDING ADMINISTRATOR

### Oshki Manidoo School- Tiffany Palmer, Site Administrator

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 or leave sooner. The student population fluctuates in age and ability as well as length of stay.

### Goals/Results

School Improvement Goal #1:
<p>In the Oshki Manidoo School the “All Students” group will increase proficiency from 0% in the Spring of 2019 to 3% in the Spring of 2020as measured by the MCA in Reading.</p> <ul style="list-style-type: none"><li>• 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 2019 to 50% in 2020.</li></ul>
Baseline Data used To Select Goal:
Results of the Spring 2020 MCA and STAR assessments are used as baseline data.
Desired Result:
<p>All students will demonstrate growth in their reading skills leading to a higher percentage of proficiency on the MCA assessments.</p> <p>Oshki Manidoo School’s students are enrolled for an average of 90 calendar days. Students most often have a history of school difficulties and sporadic school attendance. STAR assessment is a new tool for measuring student growth with no previous baseline data. It is realistic that half of the students will show growth during their short-term placement at Oshki Manidoo.</p>

## **Means to Achieve the School Improvement Goal**

<b>Staff Development Goal(s):</b>
Teachers will incorporate research-based techniques/strategies in their instruction of reading and in reading across the curriculum. State and local staff development opportunities will be available to teachers including effective reading strategies provided by the District's reading specialist.
<b>Staff Development Activities:</b>
Reading will be integrated in all curricular areas. Online techniques will be incorporated in the curriculum using the Edgenuity Program. Study current best practice education strategies and techniques to better meet student's emotional and educational needs.
<b>Evidence of Teacher Learning and Improved Student Performance:</b>
<p>Observations of improved techniques and increases in reading scores will measure effectiveness.</p> <p>Oshki Manidoo students were only partially able to complete MCA and Post-STAR testing before schools in Minnesota moved to distance learning as a result of the COVID-19 pandemic. In addition, the majority children were pulled from Oshki Manidoo to return home once Governor Walz gave the executive order to shelter in place. Therefore, data for this goal is incomplete.</p> <p>Oshki's teacher was also presented opportunities to learn best practices in education regarding strategies and techniques to better meet students' emotional and educational needs including Crisis Prevention Intervention and Fostering Resilient Children training. He also participated in a Professional Learning Community focused on Alternative Education Models to research best practices providing at risk students an education within an alternative setting.</p>

<b>School Improvement Goal #2:</b>
<p>In the Oshki Manidoo School the "All Students" group will increase proficiency from 0% in the Spring of 2019 to 3% in the Spring of 2020 as measured by the MCA in Math.</p> <ul style="list-style-type: none"> <li>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).</li> </ul>
<b>Baseline Data used To Select Goal:</b>
Results of the Spring 2020 MCA and STAR assessments are used for baseline data.
<b>Desired Result:</b>
All students will demonstrate growth in math skills leading to increased proficiency on the MCA tests.

### **Means to Achieve the School Improvement Goal**

Staff Development Goal(s):
Staff will incorporate researched-based strategies and techniques to differentiate instruction. State and local staff development opportunities will be available to teachers including effective math strategies provided by the District's math specialist.
Staff Development Activities:
The Edgenuity online learning program will be incorporated into the curriculum. Study current best practice education strategies and techniques to better meet student's emotional and educational needs.
Evidence of Teacher Learning and Improved Student Performance:
<p>Observation and implementation of new educational techniques and increased student growth in math will be indicators of the effectiveness of these activities.</p> <p>Oshki Manidoo students were only partially able to complete MCA and Post-STAR testing before schools in Minnesota moved to distance learning as a result of the COVID-19 pandemic. In addition, the majority children were pulled from Oshki Manidoo to return home once Governor Walz gave the executive order to shelter in place. Therefore, data for this goal is incomplete.</p> <p>Oshki's teacher was also presented opportunities to learn best practices in education regarding strategies and techniques to better meet students' emotional and educational needs including Crisis Prevention Intervention and Fostering Resilient Children training. He also participated in a Professional Learning Community focused on Alternative Education Models to research best practices providing at risk students an education within an alternative setting.</p>

## PAUL BUNYAN AND JACK AND JILL PRE-KINDERGARTEN PROGRAM, RACHEL AMDAHL

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.

### GOALS & RESULTS:

#### Goal 1:

<b>Literacy Knowledge:</b> Students will improve the foundational skill of letter knowledge for students enrolled in Bemidji Area School Pre-K programs so that 80% of students will demonstrate acquisition of 10 out of 26 upper case letters as measured by the Spring 2020 Pre-K assessment.
<b>Results:</b>
In the school readiness pre-k program, 80% of students achieved the goal of capital letter knowledge by the spring of 2020.

#### Goal 2:

<b>Math Knowledge:</b> We will improve the foundational skill of number recognition for students enrolled in Bemidji Area School Pre-K programs so that 75% will demonstrate number recognition of 0-10 as measured by the Spring 2020 Pre-K assessment.
<b>Results:</b>
In the school readiness pre-k program, 96% of students achieved the goal of number recognition of 0-10 by the spring of 2020.

#### Goal 3:

<b>Improved Attendance Rates:</b> The students of Bemidji Area Schools Paul Bunyan 5-day a week Preschool will consistently attend programming in a full day Pre-K program 85% of the time as measured by the spring 2020 classroom attendance records.
<b>Results:</b>
The students in Bemidji Area Schools pre-k program met the 85% overall attendance goal during the 2019-20 school year. The school readiness pre-k program had an overall attendance of 92%.



## **SOLWAY ELEMENTARY— BRIAN STEFNAICH, 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 and raised garden beds for each classroom 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, is a focus area at Solway Elementary using the MTSS model for future signs of improvement. 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-2
- Title I Family Fun Night
- S.P.A.R.K.S Summer Reading Program
- School-wide Reading Challenge
- Upper Mississippi/Sanford Mental Health Counselors
- Technology - Chromebooks, Ipads, IXL website, Khan Academy, Prodigy, Xtra Math, Spelling City, and Accelerated Reader
- Free breakfast for every student
- Family Picnic Day
- Homeless Liaison - Social work support

## Results:

- 100% of Solway Elementary teachers are trained using Responsive Classroom practices.
- Minnesota Reading Corps specialist at our school has seen nice gains in her student cohort for the 2019-2020 school year.
- Our November Title I Family night had over 90% attendance from our students and families alike.
- Our Title I teacher and paraprofessional are FAST Bridge trained.
- Monthly Attendance celebrations were critical to our school's success of our school-wide attendance goal of 90% of our students attending 90% of the time. A drawing for a bicycle for each grade level for our students having at least 90% attendance each month.
- Monthly Accelerated Reader celebrations honoring AR Word gains with medals yielded significant results for our 1-3 grade students.
- S.P.A.R.K.S Summer Reading Program is in progress – summer 2020.

## GOALS & RESULTS:

### Goal 1: **READING**

The percentage of "*ALL Students*" enrolled at Solway Elementary School on October 1 in third grade who are proficient on the MCA reading test will increase from 36.7% in 2019 to 40% in 2020.

The percentage of *American Indian students* enrolled in third grade at Solway Elementary School who are proficient on the MCA reading test will increase from 0% in 2019 to 3% in 2020.

The percentage of *Special Education students* enrolled in third grade at Solway Elementary School who are proficient on the MCA reading test will increase from 0% in 2019 to 2% in 2020.

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

- Kindergarten students will improve their overall Mean RIT score from 138 in the fall of 2019 to 141 in spring of 2020; as measured by the NWEA Primary MAP Reading Assessment.
- Grade 1 students will improve their overall Mean RIT score from 154 in the fall of 2019 to 157 in spring 2020; as measured by NWEA MAP Reading Assessment.
- Grade 2 students will improve their overall Mean RIT score from 169 in the fall of 2019 to 172 in spring 2020; as measured by NWEA MAP Reading Assessment.

## Results:

- Improved K-3 MAP scores in Reading from fall to winter.
- No spring 2020 testing due to COVID19.
- Monthly school wide Accelerated Reader celebrations. Four, 3<sup>rd</sup> graders in the Millionaire Club and 100 students earned at least one medallion reading a minimum of 5,000 words.
- MTSS school wide plan utilizing our Reading Action Plans as roadmaps throughout the 2019-2020 school year.

## Goal 2: **MATHEMATICS**

- The percentage of “ALL Students” enrolled in Solway Elementary School on October 1 in third grade who are proficient on the MCA math test will increase from 50% in 2019 to 53% in 2020.
- The percentage of *American Indian students* enrolled in third grade at Solway Elementary School who are proficient on the MCA math test will increase from 0% in 2019 to 3% in 2020.
- The percentage of *Special Education students* enrolled in third grade at Solway Elementary School who are proficient on the MCA reading test will increase from 28% in 2019 to 31% in 2020.
- Kindergarten students will improve their overall Mean RIT score from 135 in the fall of 2019 to 138 in the spring of 2020; as measured by the NWEA Primary MAP Math Assessment.
- Grade 1 students will improve their overall Mean RIT score from 154 in the fall of 2019 to 157 in spring of 2020; as measured by the NWEA Primary MAP Math Assessment.
- Grade 2 students will improve their overall Mean RIT score from 175 in the fall of 2019 to 178 in spring of 2020; as measured by NWEA MAP Math Assessment.

### Results:

- Improved K-3 student MAP scores in Math from fall to winter.
- No spring 2020 testing due to COVID19.
- MTSS school wide plan utilizing our Math Action Plans as roadmaps throughout the 2019-2020 school year.

## Goal 3: **ATTENDANCE**

90% of students enrolled at Solway Elementary School will attend school 90% of the time.

### Results:

- Our students’ cumulative attendance at Solway Elementary was 93.31%! This goal was met!
- We used our school Attendance Action Plan as our guide led to our success.
- Monthly school wide attendance celebrations were held in the multipurpose room honoring our students having 90% or higher attendance 90% of the time.

## **STAFF DEVELOPMENT GOALS & RESULTS:**

### Goal 1: **READING**

- All Solway teachers will receive professional development geared at increasing achievement in reading.
- Teachers will receive ongoing training on research-based reading interventions and progress monitoring.
- All teachers that teach reading will participate in bimonthly MTSS meetings to discuss best practices in reading, prepare to differentiate instruction, and examine student data.
- Guided reading, Leveled Literacy Intervention, MN Reading Corps program, and Title I small group interventions continue to be implemented school-wide.
- Classroom will provide a minimum of 120 minutes of reading instruction daily.
- Training 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.

### Results:

- Responsive classroom trained teachers.
  - All staff received training on MyView Reading series from the school district’s Reading Specialist.
  - All staff received training on Viewpoint Data Warehouse from the school district’s Reading Specialist.
  - All K-3 classrooms provided 120 minutes of reading instruction daily.

<ul style="list-style-type: none"> <li>○ Teachers Professional Learning Community, PLC during 2019-2020 focused on the MyView Reading series.</li> <li>○ MTSS school wide plan utilizing our Reading Action Plans as roadmaps throughout the 2019-2020 school year.</li> <li>○ Numerous professional development opportunities were offered by the school district in reading.</li> </ul>
<p>What was the impact on student learning?</p> <ul style="list-style-type: none"> <li>• Improved MAP test scores from fall to winter testing periods.</li> <li>• Accelerated Reading (AR) monthly celebrations awarding medals for word gains was a huge motivator. Four, 3<sup>rd</sup> graders in the Millionaire Club and 100 students earned at least one medallion reading a minimum of 5,000 words.</li> <li>• Professional development gives teachers knowledge and offers supplemental approaches to teaching the reading curriculum.</li> </ul>
<p>What was the impact on teacher practice?</p> <ul style="list-style-type: none"> <li>• K-3 teachers became comfortable with the new MYView Reading curriculum.</li> </ul>

## Goal 2: **MATHEMATICS**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• MTSS Math Specialist will train staff in math intervention and assist in development of Essential Learning Outcomes in math.</li> <li>• All teachers of math will align the Math Essential curriculum for their grade level with the Essential Learning Outcomes.</li> <li>• Classroom teachers, grades K-3, will provide 90 minutes of math instruction daily.</li> <li>• Teachers and intervention specialists will collaborate and distinguish students who need more individualized instruction. High risk students will be progress monitored bimonthly to track students' progress.</li> <li>• MTSS/Cite teams will meet to share data and plan interventions. Title I small group interventions will continue to be implemented school-wide.</li> <li>• Professional Learning Community Groups (PLC) will be ongoing.</li> <li>• Teachers will implement technology math programs that teach math concepts. <ul style="list-style-type: none"> <li>• Teachers will use aligned curriculum to MN state standards.</li> <li>• Solway teachers will use PALS Math as a supplement to their instruction in math.</li> </ul> </li> </ul>
<p>Results:</p> <ul style="list-style-type: none"> <li>• Responsive classroom trained teachers.</li> <li>• All staff received training on Viewpoint Data Warehouse from the school district's MTSS Specialist.</li> <li>• All K-3 classrooms provided 90 minutes of math instruction daily.</li> <li>• MTSS school wide plan utilizing our Reading Action Plans as roadmaps throughout the 2019-2020 school year.</li> <li>• Numerous professional development opportunities were offered by the school district in math.</li> </ul>
<p>What was the impact on student learning?</p> <ul style="list-style-type: none"> <li>• Improved MAP test scores from fall to winter testing periods.</li> <li>• Teacher knowledge strengthened differentiation &amp; increased student engagement in math.</li> </ul>
<p>What was the impact on teacher practice?</p> <ul style="list-style-type: none"> <li>• K-3 teachers became comfortable with the new math curriculum.</li> <li>• Professional development gives teachers knowledge and offers supplemental approaches to teaching the math curriculum.</li> </ul>

### Goal 3: **ATTENDANCE**

**ATTENDANCE** 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.

Monthly school-wide assemblies (1<sup>st</sup> Friday of each month in the gymnasium) to recognize an honor exemplary student attendance.

#### Results:

- The Solway Elementary Tiger's families and students are informed about the importance of daily attendance and "BEING PRESENT"! Our monthly attendance celebrations honoring our students with 90%, 95% & perfect attendance certificates had a direct impact on our school meeting our attendance goal for the 2019-2020 school year!
- The Solway Tiger school spirit and pride make our school culture & environment a place where students, families & staff want to be!!! GO TIGERS!!!

What was the impact on student learning?

- Student learning is impacted because students are present in school!

What was the impact on teacher practice?

- Teacher are able to reach all students when our students attend school each day!
- Our teacher attendance was also over 95% making it a win-win for our school!

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

2016 – 2017



The presentation of this report to the Bemidji School Board was on June 19, 2017, at which time it received approval.

### 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 2019-2020 report November 16, 2020. 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 annually under review and update using the following cycle, which is subject to change:

<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>
Science	Social Studies	Math	Art	Vocational	Language Arts
			Music	Education:	Media
			World Language	Industrial Technology	
			Phy. Ed.	Business	
			Health	FACS	

## 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 2020-2021 at the Downtown Education Center, 502 Minnesota Avenue NW:

- Tuesday, October 13, 2020, 7:00 a.m.
- Tuesday, December 8, 2020, 7:00 a.m.
- Tuesday, February 9, 2021, 7:00 a.m.
- Tuesday, May 11, 2021, 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	John Gonzales	Ken Schreiber
Colleen Cardenuto	Donna Hickerson	Jason Stanoch
Ashley Charwood	Drew Hildenbrand	Brian Stefanich
Christine Christiansen	Carol L. Johnson	John Truedson
Erin Curran	Ann LongVoelkner	Kathy Van Wert
Michelle Dahlby	Tim Lutz	Sonia Wadena
Mary Fairbanks	Amanda Mix	Dana Woods
Priscilla Fairbanks	Jacque Pearce	