

WBWF School Site Improvement Goals & Results

2021-2022 School Year

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BEMIDJI ALTERNATIVE EDUCATION CENTER GOALS & RESULTS

The Bemidji Alternative Education Center (AEC) is a state-approved alternative program providing an independent study option for students wanting to earn a high school diploma. It provides 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.

1. Credits

Percentage of students enrolled yearlong will earn at least 5.75 credits by the end of the 2022 school year.

a. Goal: 57% Result: 78.26%

BEMIDJI HIGH SCHOOL SITE GOALS & RESULTS

Bemidji High School (BHS) serves students in grades 9-12 with approximately 1,440 students, with over 331 course offerings for students. BHS 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. The school offers a Credit Recovery program to keep students on track for graduation. BHS's curriculum features Advanced Placement (A.P.) courses, Post-Secondary Education Options (PSEO), and College in the Classroom courses through partnerships with Bemidji State University and Northwest Technical College, Jr. ROTC, and the Project Lead the Way pre-engineering program. And through BHS, college agreements, and community partnerships, the Bemidji Career Academies provides students with a path to the workforce having the opportunity to earn college credit and certifications in 15 areas.

1. Credits

Percentage of students will earn at least 7 of 8 credits by the end of the 2021-2022 school year.

a. Goal: 91% Result: 93.83%

2. Attendance

Percentage of student attendance increase by the end of the 2021-2022 school year.

a. Goal: 87.7% to 90% Result: 88.7%

BEMIDJI MIDDLE SCHOOL SITE GOALS & RESULTS

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!

1. Reading

Students will increase their MCA III test proficiency by the end of the 2022 school year.

- a. “All Student” group students increase by 6.6% from 45.9%.
 - i. Goal: 52.5% Results: 52.8%
- b. “Special Education” subgroup students increase by 5.6% from 17.4%.
 - i. Goal: 23% Results: 24.3%
- c. Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Review MCA benchmark data at Staff Dev Day				
6-8 LA cont. to align curriculum maps to benchmarks	6-8th grade LA Staff	-Meet on 10.4 & 2.18 staff dev day -Identify areas of need	-MCA benchmark -Use ALDs (MDE’s Testing 123)	-staff dev day -depart meeting
6-8th grade content area teachers focus on informational ELA standards for support	6-8th grade LA Staff & other content areas		-Curriculum dev time -Bring in curric district spes to deliver areas of need to each subject area	-½ day fall or spring time to meet with subject area
Formative and Summative assessments	6-8th grade LA Staff PLCs or Staff dev		-Curriculum dev time -Prof dev grant	October 4th and February 18th staff dev day
Further insight into Trauma Informed Practices & equity	All staff		-Staff dev training on <u>actionable</u> steps for students with trauma	-Taskforce meetings

2. Mathematics

Students will increase their MCA III test proficiency by the end of the 2022 school year.

- a. “All Student” group students increase by 8.3% from 36.7%.
 - i. Goal: 45% Results: 44.8%

- b. "Special Education" subgroup students increase by 6.1% from 13.9%.
 i. Goal: 20% Results: 19.3%
- c. Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Review MCA benchmark data at Staff Dev Day			Time to review individual student data.	
Hold all IEP reviews by Dec. 1 st	-Case managers		-Scheduling timeline	
Learn service options to help with regression	-Special Ed Department	-September 1st SpEd Mtg	-Gain baseline data through pre-assessment (MAP)	September 1st SpEd Mtg.
Formative & Summative assessments	6-8th grade LA Staff PLCs or Staff dev		-Curriculum dev time -Prof dev grant	October 4th and February 18th staff dev day
Further insight into Trauma Informed Practices & equity	All staff Math Dept Principal		-Staff dev training on <u>actionable</u> steps for students w/ trauma	-Taskforce meetings Staff Dev Day
Review MCA/MAP benchmark data	-Math Department	-meeting Oct. 4 th	-MCA/Fall MAP Benchmark data	-staff development day
6-8th grade curric alignment towards ID'd struggling benchmarks	-Math Department -Principal	-district grant written by Sept. 15th	-MCA/Fall MAP Benchmark data -write staff dev grant	-staff development day -PLCs

3. Science

Grade 8 Students will increase their MCA III test proficiency by the end of the 2022 school year.

- a. "All Student" group students increase by 3.4% from 34.6%
 i. Goal: 38% Results: 40.7%
- b. Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Review MCA benchmark data at Staff Dev Day	-science department	-Add time to Oct. 4th staff dev. day -Create action plan for gr level implementation	-gain benchmark data by end of September	-review on staff development day
Grade level alignment through PLC	-science department	-Grade leads ID gaps in achievement & report back	-curriculum development time	

6-8th grade band alignment	-science department	-Gr levels report achievement deficiencies to the depart -Develop curricular plan	-test specs -state benchmarks	
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FIRST CITY SCHOOL SITE GOALS & RESULTS

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. 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.

1. Reading

Students will increase test scores from Spring 2019 to Spring 2022.

- a. "All Student" group students increase MCA proficiency.
 - i. Goal: 42% to 44% Result: n/a
- b. "All Student" group students increase reading growth percentage on the STAR Reading Test during the 2021-2022 school year; prorated for the length of attendance time
 - i. Goal: Average of 10% Results: 7%
- c. Development to Support Teacher Quality, Performance, & Effectiveness
 - i. Incorporate research-based techniques/strategies in instruction to engage students.
 - ii. Reading and online techniques will be integrated in all curricular areas.
 - iii. Professional Learning Community - The Top 20 Teachers book will provide staff information regarding applicable concepts and practical tools for creating a safe culture in schools where students & staff enjoy working and learning together.

2. Mathematics

Students will increase test scores from Spring 2019 to Spring 2022.

- a. "All Student" group students increase MCA proficiency from 17% to 19%.
 - i. Goal: 17% to 19% Result: n/a
- b. "All Student" group students increase reading growth percentage on the STAR / Freckle Math Test during the 2021-2022 school year; prorated for the length of attendance time
 - i. Goal: Average of 8% Results: 6.5%

- c. Development to Support Teacher Quality, Performance, & Effectiveness
 - i. Incorporate research-based techniques/strategies in instruction to engage students.
 - ii. Project-based, hands-on, and online learning will be incorporated into curriculum.
 - iii. Professional Learning Community - The Top 20 Teachers book will provide staff information regarding applicable concepts and practical tools for creating a safe culture in schools where students & staff enjoy working and learning together.

GENE DILLON ELEMENTARY SITE GOALS & RESULTS

Gene Dillon Elementary is an elementary school designed and staffed to meet the instructional and social emotional needs of students in fourth and fifth grades. We have a balanced educational focus on academics including science, math, language arts and social studies within eight houses throughout our school. We also have a number of additional exploratory and growth opportunities in the areas of the arts, special education, gifted & talented, music and STEAM (Science-Technology-Engineering-Art & Math). We are incredibly appreciative of the support we have received and continue to receive from our district staff and community. Gene Dillon Elementary is a school that practices kindness and strives for all our staff and students to embed Safe, Respectful and Responsible behavior.

1. Reading

Students will increase MCA III proficiency from Spring 2021 to Spring 2022.

- a. All Students Group Goal: 56.5% to 58.5% Result: 52.3%
 - i. Special Education Subgroup Goal: 28.9% to 30.9% Result: 27.3%
 - ii. American Indian Subgroup Goal: 36.4% to 38.4% Result: 30.2%
 - iii. Free & Reduced Subgroup Goal: 37.3% to 39.3% Result: 34.6%
- b. Development to Support Quality, Performance, & Effectiveness
 - i. Teachers used small group instruction, leveled readers, reading logs, and literature circles.
 - ii. Daily implementation of pair-share, Accelerated Reading with vocab tests, Reading PALS, and reading notebooks
 - iii. Inclusion modeling was utilized for students receiving special education services.

2. Mathematics

Students will increase MCA III proficiency from Spring 2021 to Spring 2022.

- a. All Students Group Goal: 41.9% to 43.9% Result: 45.1%
 - i. Special Education Subgroup Goal: 23% to 25% Result: 26.2%

- ii. American Indian Subgroup Goal: 21.1% to 23.1% Result: 18.3%
- iii. Free & Reduced Subgroup Goal: 24.1% to 26.1% Result: 23.7%

b. Development to Support Quality, Performance, & Effectiveness

- i. Teachers implement Exit slips, Math Minutes, Number Talks, Khan Academy, small group instruction, Freckly Math, and Study Island.
- ii. Inclusion modeling was utilized for students receiving special education services

3. Science

Students will increase MCA III proficiency from Spring 2021 to Spring 2022.

- a. All Students Group Goal: 53.3% to 55.3% Result: 49%
 - i. Special Education Subgroup Goal: 31.8% to 33.8% Result: 29.7%
 - ii. American Indian Subgroup Goal: 30% to 32% Result: 27.7%
 - iii. Free & Reduced Subgroup Goal: 24.1% to 26.1% Result: 29.6%

b. Development to Support Quality, Performance, & Effectiveness

- i. Students utilize Mystery Science, Mystery Doug, Science Readers, Hydroponic plants, Hands-on Experiments, and Raising Trout.
- ii. Freshwater Day, After-school science club, STEAM classes, and hands-on experiments are offered.

4. Attendance

Students will increase their attendance during the 2021-2022 school year as measured by Skyward.

- a. All Students Group Goal: 83.3% to 85.3% Result: 89.58%
 - i. Special Education Subgroup Goal: 93.31% to 95.31% Result: 92.40%
 - ii. American Indian Subgroup Goal: 82.5% to 84.5% Result: 86.83%
 - iii. Free & Reduced Subgroup Goal: 93.5% to 95.5% Result: n/a

b. Development to Support Teacher Quality, Performance, & Effectiveness

- i. Teachers utilize Responsive Classroom to build community in the classroom, as well as manage discipline and behavior intervention.
- ii. Parent & guardian contact & communication to involve them in the education process using common language and expectations within our school.

HORACE MAY ELEMENTARY SITE GOALS & RESULTS

Horace May Elementary is one of five 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 third

grade school and have an average enrollment of 325 students. Our school is also home to two developmentally cognitively delayed (DCD) self-contained classrooms. The inclusion of students with disabilities strengthens our caring and kind school community; we believe all of our students are a gift with talents and knowledge to share. Horace May has an inclusive playground designed to encourage independence and cooperative play. Being compassionate with each other is very important to all of us at Horace May; we celebrate kindness and emphasize it daily. Horace May has an onsite forest with trails and an amphitheater. Our teachers bring their students to the forest to learn about the different ecosystems and experience nature with hands-on activities that help to develop a lifelong appreciation for the great outdoors! We also have a new hallway that brings the outdoor diversity trail inside; providing trail information and includes beautiful photographs of what can be seen on the trail.

1. Reading

Students will increase their MCA III test proficiency from 30.3% in Spring 2021 to 32.3% in Spring 2022.

- a. Result: 35%
- b. Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Assessments will be used, <u>documented</u> , & shared at MTSS grade level team meetings	Teachers Principal	MTSS documents		21-22 SY
Teachers will collaborate with special ed & Title teachers on reading skills / strategies	Teachers Principal			21-22 SY
Staff will utilize a leveled library center	HM leveled reader committee	Book sign up		Create asap
Grade levels will discuss where gaps & holes are within curriculum how to fill	Teachers MTSS reps			21-22 SY
Use progress monitoring / interventions for students not meeting benchmarks				
Provide multiple opportunities to practice writing using age appropriate sentence structure	Teacher MTSS grade level team		Title I teachers	

2. Mathematics

Students will increase their MCA III test proficiency from 46.1% in Spring 2021 to 48.1% in Spring 2022.

- a. Result: 50%
- b. Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Assessments will be used, documented & share at MTSS grade level team meetings	Teacher MTSS grade level team	MTSS grade level meeting documents		21-22 SY
Incorporate technology for extra practice	Teachers	Teacher sharing Program data	Programs	21-22 SY
Explore Number Talks to use with students will increase discussion	Principal	Teacher sharing	TOSA; Center of Excellence; Shari Parrish books	21-22 SY
Teachers collaborate with special ed & Title teachers reading skills / strategies				

3. Social Emotional

Students decrease behavior referrals from 18 in Spring 2021 to 16 in Spring 2022.

- a. Result: 9
- b. Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Use playground routine at recess: meet at husky head for direction, kindness to others	Playground supervisor Principal	Observation		
Community Building by topic of the month	Principal Teachers		Mindfulness topics: Gratitude, respect, thankfulness, perseverance, responsibility	Distribute in Sept & 21-22 SY
SEL in the classrooms / morning meeting & afternoon closing	Teachers	Observation	Time	
Peacemakers lessons or Second Step lesson on Wednesdays	Teachers Principal	Observation	Peacemakers file and/or Second Step	21-22 SY

J. W. SMITH ELEMENTARY SITE GOALS & RESULTS

J.W. Smith Elementary has a population of roughly 200 students in grades Kindergarten through third with minority rate of over 60 percent making J.W. Smith one of the most culturally diverse schools within the Bemidji School district. Our American Indian population is 36 percent making us 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. To make the goal of achieving high levels of success in each student a reality, we feel it is important to provide a safe and nurturing environment for everyone to learn in. Equally, we feel it is

important to create a school culture, which promotes pride within our school through respect and support for our school community.

1. Reading

Third graders increase project growth proficiency from Spring 2021 to Spring 2022 per NWEA / MAP.

- a. Overall Goal: 39% to 41% Result: 28.1% Growth: -11.9%
 - i. Kindergarten Goal: 42% Result: 45% Growth: +3%
 - ii. Grade 1 Goal: 42% to 44% Result: 36% Growth: -6%
 - iii. Grade 2 Goal: 65% to 67% Result: 36% Growth: -29%
 - iv. Grade 3 Goal: 54% to 56% Result: 67% Growth: +13%
- b. Development to Support Quality, Performance, & Effectiveness
 - i. All reading teachers participate in monthly MTSS meetings & monitor progress.
 - ii. Utilize flexible groups with Title I assistance, Reading A-Z, Imagine Learning, iXL, to reinforce skills taught in the curriculum.
 - iii. Develop & implement school wide family engagement activities focusing on reading.

2. Mathematics

Third graders increase project growth proficiency from Spring 2021 to Spring 2022 per NWEA / MAP.

- a. Overall Goal: 53.7% to 55.7% Result: 39% Growth: -14.7%
 - i. Kindergarten Goal: 58% Result: 43% Growth: -15%
 - ii. Grade 1 Goal: 58% to 60% Result: 44% Growth: -14%
 - iii. Grade 2 Goal: 69% to 71% Result: 39% Growth: -30%
 - iv. Grade 3 Goal: 21% to 23% Result: 84% Growth: +63%
- b. Development to Support Quality, Performance, & Effectiveness
 - i. All math teachers participate in monthly MTSS meetings & monitor progress.
 - ii. Teachers work in collaboration with Title I & Indian Ed staff to utilize flexible groups and provide 90 minutes of daily math instruction.
 - iii. Develop & implement school wide family engagement activities focusing on math skills and number sense.

3. Attendance & Behavior

Kindergarten through Third graders increase overall attendance during the school year.

- a. Goal: 74.3% to 76.3% Result: 84.53% Growth: +10.23%
- b. Development to Support Quality, Performance, & Effectiveness
 - i. All teachers implement a Morning Meeting, utilize Skyward to monitor students' daily attendance, recognize individual students with Monthly Attendance Awards

All classroom teachers implement Responsive Classroom Program to reduce the number of behavior infractions (suspensions) during the school year.

- a. Goal: Reduce from 3 Result: 5 Growth: +2%
- b. Development to Support Quality, Performance, & Effectiveness
 - i. All teachers implement a Morning Meeting, use Responsive Classroom language & procedures, utilize Behavior Action Team, receive RC II training from MTSS coach.

LAKESIDE LEARNING CENTER SITE GOALS & RESULTS

Lakeside Learning Center (LLC) is a special education program for middle and high school students 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 Individual Education Program (IEP) Advisory Committee. Students are provided an individualized diagnostic curriculum designed to further their abilities focusing on improving their math, reading, and written language. The ultimate goal of the Lakeside program is to assist each student in becoming a productive and contributing member of his/her community.

1. Reading

Students will increase proficiency & growth from Spring 2021 to Spring 2022 per STAR Reading Test pre & post scores.

- a. MCA Proficiency Goal: 0% to 3% Result: n/a
- b. STAR Growth Goal: 18.17% to 20.5% Result: 20%
- c. Development to Support Quality, Performance, & Effectiveness
 - i. Teachers will incorporate research-based techniques/strategies in reading instruction as well as information from the *Top 20 Teachers* book.

2. Mathematics

Students will increase proficiency from Spring 2021 to Spring 2022 per STAR/Freckle Math pre & post scores.

- a. Proficiency Goal: 0% to 3% Result: n/a
- b. STAR Growth Goal: 0.5% to 0.8% Result: 2.69%

- c. Development to Support Quality, Performance, & Effectiveness
 - i. Teachers will incorporate research-based techniques/strategies in reading instruction as well as information from the *Top 20 Teachers* book.

3. Attendance

Students will increase attendance from Spring 2021 to Spring 2022 as measured by NCLB Adequate Yearly Progress & LLC Records.

- a. Goal: 77.4% to 80% Result: 70.2%
- b. Development to Support Teacher Quality, Performance, & Effectiveness
 - i. Teachers will incorporate research-based techniques/strategies to better engage students as well as information from the *Top 20 Teachers* book.
 - ii. Increased discussions with at-risk students pertaining to attendance and its importance. Send letters to & communicate with assigned Truancy Tracker.

LINCOLN ELEMENTARY SITE GOALS & RESULTS

Lincoln Elementary is a school of about 350 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 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.

1. Reading

The percentage of students reaching the NWEA / MAP Mean Average RIT Score from Spring 2021 to Spring 2022 will increase.

- a. All Student Group Goal: 59.5% to 62.75% Result: 58.1%

The percentage of students who meet or exceed their Fall to Spring Individual RIT Growth Projection will increase

- a. All Student Group Goal: 66.25% to 68.25% Result: 63%

Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Interventions during CORE instruction	Classroom teachers	Informal and formal assessment	FastBridge, Teacher Materials	Weekly thru the year

Title I resources allocated to student identified by data	Classroom & Title I Teachers	MAP, Fastbridge and Kgn screener	Data, Title Staff and Curriculum	Cont. through 2021-2022
Curriculum / Standards -Using standard document to ID gaps -Timeline for teaching standards -Help identify -Vertical alignment	Classroom teachers	-Informal and formal assessments -Lesson plans developed to address gaps in standards -pre and post assessments for each standard	-State Standards -Center of Excellence -5 in 5 out process	Ongoing
Chromebook / IPADS Implt'n -IXL, EPIC, SeeSaw Access to tech-in class & spec time -Access to Think Central -Google Classroom	Classroom teachers / Specialists	-Classrooms are set up in each grade level for Google Classroom -Performance reports for each classroom in IXL	Tech Support Access to Chromebooks / IPADS Access to subscriptions	Ongoing
FastBridge -Interventions -PD for classroom teachers	Admin/Title I teachers	-# of teachers attended training -Implementing program vs not	Training of grade level staff	Ongoing

2. Mathematics

All Students increase their Mean Average RIT Score from Spring 2021 to Spring 2022 per NWEA / MAP.

- a. All Student Group Goal: 65.5% to 66.25% Result: 59.5%
- b. Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Interventions during CORE instruction	Classroom teachers	Informal and formal assessment	FastBridge, Teacher Materials	Weekly thru the year
Title I resources allocated to student identified by data	Classroom & Title I Teachers	MAP, Fastbridge and Kgn screener	Data, Title Staff and Curriculum	Cont. through 2021-2022
Curriculum / Standards -Using standard document to identify gaps -Timeline for teaching standards -Help identify gaps -Vertical alignment	Classroom teachers	-Informal and formal assessments -Lesson plans developed to address gaps in standards -pre and post assessments for each standard	-State Standards -Center of Excellence -5 in 5 out process	Ongoing

Chromebook / IPADS Implt'n -IXL, EPIC, SeeSaw Access to tech-in class & spec time -Access to Think Central -Google Classroom	Classroom teachers / Specialists	-Classrooms are set up in each grade level for Google Classroom -Performance reports for each classroom in IXL	Tech Support Access to Chromebooks / IPADS Access to subscriptions	Ongoing
FastBridge -Interventions -PD for classroom teachers	Admin/Title I teachers	-# of teachers have attended training -Implementing program vs not	Training of grade level staff	Ongoing

3. Safe & Welcoming Environment

All Students group decrease incidences of Behavior Infraction Reports over the 2021-2022 school year.

- a. All Student Group Goal: 2% Result: 1.55%

Development to Support Teacher Quality, Performance, & Effectiveness

- a. Every staff member given an overview of Responsive Classroom Program & implemented consistently school-wide.
- b. Development of Lincoln Pride program including staff & student modeling at assemblies.
- c. Continued monthly behavior meetings to develop processes throughout school & staff meetings to distribute committee information.

LUMBERJACK HIGH SCHOOL SITE GOALS & RESULTS

Lumberjack High School (LHS) is a unique alternative program within Bemidji High School (BHS). LHS is for students wishing to remain in a traditional, seat-based program to earn credits towards a high school diploma. This program offers smaller class sizes, shorter class periods, where students earn credits in the core subject areas and access BHS for their physical education, health, and elective credits. The staff focus on improving attendance, building self-esteem, and nurturing relationships with students and families. Student success and achievement are very important so each student is assigned an advisor. They meet weekly to establish relationships and hold discussions on character building, bullying, chemical use, and to review academic progress. American Indian Education advisors and social workers work closely with staff and students for optimal student success. A credit recovery program during the first and fourth periods is overseen to give students an opportunity to earn credit in an online format.

1. Credits

Percentage of students enrolled yearlong will earn at least 5.75 credits by the end of the 2022 school year.

- a. Goal: 57% Result: 78.26%

NORTHERN ELEMENTARY SITE GOALS & RESULTS

Northern Elementary School's original school building began in 1946 with just over 2,000 square feet of space. Every student brings their imagination and creativity to succeed each and every day. 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! Northern students and staff are committed to being Peacemakers with everyone has dedicating themselves. The school has core classroom teachers, special educators, an 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 MyView reading, Math Expressions, Fusions Science, and numerous other support systems. AmeriCorps offers Reading Corp tutors for individual reading instruction. Northern Elementary is proud of our tradition of educational excellence.

1. Reading

- a. MCA Goal: Grade 3 students increase their proficiency from Spring 2021 to Spring 2022 as measured by the MCA III.
 - i. All Students Goal: 39.8% to 49.8% Result: 35.8%
 - ii. Special Education Goal: 20% to 30% Result: 11.5%
- b. MAP Goal: Percentage of Kindergarten through grade 3 students reaching the Mean Average RIT Score from Spring 2021 to Spring 2022 as measured by the NWEA.
 - i. All Students Goal: 59.1% to 63% Result: 40.3%

2. Mathematics

- a. MCA Goal: Grade 3 students increase their proficiency from Spring 2021 to Spring 2022 as measured by the MCA III.
 - i. All Students Goal: 68.7% to 75% Result: 54.3%
 - ii. Special Education Goal: 33.3% to 43.3% Result: 26.7%
- b. MAP Goal: Percentage of Kindergarten through Grade 3 students reaching the Mean Average RIT Score from Spring 2021 to Spring 2022 as measured by the NWEA.
 - i. All Students Goal: 67.7% to 70% Result: 70.6%

3. Safe & Welcoming Environment

- a. All Students decrease the number of suspension incidents from Spring 2021 to Spring 2022 by 50% as measured by the DIRS system.
 - i. Goal: 17 to 8 Result: 8

4. Attendance

- a. Kindergarten through Grade 3 students maintain their consistent attendance during the 2021-2022 school year.
 - i. Goal: 94.8% Result: 78.46%

5. Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Reading and Math instruction utilize the Pre/Post assessment strategy	All teachers	Compare the weekly pre/post assessment data	Math and Reading curriculum and other assessments	Weekly assessments Sept 2021-May 2022. Final eval is Spring MAP for growth
Fastbridge	All core reading and math teachers. FB Trainers provide intensive procedure training.	Utilize the FastBridge progress monitoring data daily/weekly for sill support.	FastBridge	Training- Aug & Sept 2021, Utilization Sept 2021-May 2022.
Reading Best Practice Training	Center of Excellence Staff	Staff Attendance and participation survey.	Center of Excellence support	September 2021
MTSS Training / Team Discussions and data sharing.	MTSS team	MTSS meeting data sheets	Data Sheets	Bi-monthly Team mtgs throughout the year
Re-alignment of the curriculum to cover standards	Grade level teams	Team Meetings	MN Standards and MyView Curric, Math Expressions	Bi-Weekly mtgs all year
Responsive Classroom II training	RCII Team/ Center of Excellence support.	Monthly meetings	RCII topic plans: Morning Greeting Instrl component, Academic Choice, ETC.	Monthly Sept 2021-May 2022
Increase use of informational text in reading instruction.	All reading teachers review current curriculum & ID % of informational text.	Keeping data on literature text up to 50% for informational.	MyView Curriculum with student response book.	Sept 2021 -May 2022

PAUL BUNYAN, JACK & JILL PRE-K SITE GOALS & RESULTS

The Jack & Jill Preschool and the Paul Bunyan Center (PBC) are the two Community Education School Readiness sites offering four or five-year-old pre-k classes. There are currently eleven pre-k classes that accommodate 150 students. Both locations offer early childhood special education inclusion into all pre-k classrooms. In addition to inclusion, there are two specialized Early Childhood Special Education (ECS) classrooms located at the PBC. Early Childhood Family Education (ECFE) classes and family friendly special events are also held at the PBC during the day and in the evening.

1. Letter & Math Knowledge

Knowledge of Students enrolled in 5 day-a-week Pre-K School Readiness Program as measured by the Spring 2022 DRDP Pre-K Assessment

- a. Percentage of students demonstrate acquisition of 11 out of 26 upper case letters.
 - i. Goal: 75% Results: 82%
- b. Percentage of students demonstrate knowledge of 8 out of 13 numbers (0-12).
 - i. Goal: 70% Result: 84%

2. Safe & Welcoming Environment

- a. Percentage of classroom teachers who implement the Second Step Social Emotional curriculum.
 - i. Goal: 100% Result: 100%

3. Development to Support Teacher Quality, Performance, & Effectiveness

- a. All teachers utilize the Opening the World of Learning (OWL) curriculum.
- b. Teachers continue professional development growth, peer reviews, and collaborative level meetings.

SOLWAY ELEMENTARY SITE GOALS & RESULTS

Solway Elementary School is a small, rural school with approximately 140 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 along with a beautiful playground with soccer fields, baseball field and a basketball court. The school has a vibrant positive experienced staff. 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. 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.

1. Reading

- a. Students will increase proficiency from Spring 2021 to Spring 2022 as measured by the MCA III.
 - i. All Student Goal: 36.7% to 40% Result: 42%
 - ii. American Indian Goal: 0% to 3% Result: group too small to record
 - iii. Special Education Goal: 0% to 2% Result: group too small to record
- b. Kindergarten through Grade 2 Students improve their overall Mean RIT scores

from Fall 2021 to Spring 2022 as measured by NWEA / MAP.

- i. Kindergarten Goal: 138 to 141 Result: 152
- ii. Grade 1 Goal: 154 to 157 Result: 168
- iii. Grade 2 Goal: 169 to 172 Result: 188

c. Development to Support Teacher Quality, Performance & Effectiveness

- i. All teachers receive professional development geared at increasing achievement in reading on research-based reading interventions and progress monitoring
- ii. All reading teachers participate in bimonthly MTSS meetings & provide a minimum of 120 min daily of reading instruction
- iii. Guided reading, Leveled Literacy Intervention, Title I small group interventions, & Professional Learning Community (PLC) groups continue to be implemented school-wide

2. Mathematics

a. Students will increase proficiency from Spring 2021 to Spring 2022 as measured by the MCA III.

- i. All Student Goal: 50% to 53% Result: 50%
- ii. American Indian Goal: 0% to 3% Result: group too small to record
- iii. Special Education Goal: 28% to 31% Result: group too small to record

b. Kindergarten through Grade 2 Students improve their overall Mean RIT scores from Fall 2021 to Spring 2022 as measured by NWEA / MAP.

- i. Kindergarten Goal: 135 to 138 Result: 158
- ii. Grade 1 Goal: 154 to 157 Result: 177
- iii. Grade 2 Goal: 175 to 178 Result: 190

c. Development to Support Teacher Quality, Performance & Effectiveness

- i. MTSS Math Specialists train staff in interventions & assist in development of Essential Learning Outcomes to align with state standards
- ii. Teachers & Interventions Specialists collaborate & distinguish students who need more individualized instruction. High Risk students' progress monitored bimonthly
- iii. MTSS/Site teams meet to share data & plan interventions. Title I small group interventions & Professional Learning Community (PLC) groups continue school-wide

3. Attendance

Ninety percent of students enrolled will increase attendance.

- a. Goal: 90% Result: 80%