	ED-02401-06	TITLE I SCHOOLWIDE PROGRAM (SWP) APPLICATION AND PLAN School Year 2012-2013	DUE: 9/1/12
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GENERAL INFORMATION AND INSTRUCTIONS: The information on this report is a requirement of Public Law 107-110, the No Child Left Behind Act of 2001. All 10 components must be addressed in order to be considered. Please complete an application for each Title I SWP school and upload the document with the ESEA application. Contact Noemi Treviño at 651-582-8233 or noemi.trevino@state.mn.us.

I. Identification Information

Choose one and enter year.

Original planning year:	2012-2013
Implementation year:	2012-2013

Enter grade span for each level included in your plan.

Elementary School: J.W. Smith Elementary	K-5
Middle School:	
High School:	

District Name:	Bemidji School District	District Number:	#31
Superintendent Name:	Dr. James Hess	Superintendent E-mail:	jhess@bemidji.k12.mn.us
School Name:	J.W. Smith Elementary	School Number:	(218) 333-3290
Principal:	Patricia Welte	Principal E-mail:	pwelte@bemidji.k12.mn.us
Telephone:	(218) 333-3290	Fax	(218) 333-3296
Address:	3300 Gillett Dr. NW	City: Bemidji, MN	Zip: 56601

Enter current building-level student demographics by percentage of total.

American Indian:	34.8%
Asian:	1.7%
Black:	5.1%
Hispanic:	3.4%
White:	55.0%
Limited English Proficient:	1%
Special Education:	16.8%
Free or Reduced-Price Lunch:	79.8%

Title I Schoolwide Coordinator Name:	Audra Allen & Michele Green
Coordinator E-mail:	audra_allen@bemidji.k12.mn.us & Michele_Green@bemidji.k12.mn.us
Coordinator Telephone:	(218) 333-3290
Coordinator Address:	3300 Gillett Dr. NW
Coordinator City:	Bemidji, MN
Coordinator Zip:	56601

II. General Information

1. Executive Summary of School-wide Program (SWP) Plan. Provide an overview of your school. Include enough information for the reader to become acquainted with the SWP plan.

II. GENERAL INFORMATION

1. Executive Summary of School-wide Program (SWP)

Through a comprehensive school-wide examination of student achievement data, school programs, curriculum and instruction, demographic information, staff development programs, and student/teacher/parent perception data, school-wide goals in math, reading, and school climate were created.

*The overall grades 3-5 percentage of students proficient on the 2012 Math MCA III was 64.2%. Our overall **math goal** is to increase our % proficient on the MCA III by 4% or greater.* 2012 MCA III scores in **math** indicated proficiency gaps for American Indian and Free/Reduced lunch students, and a need to focus on instruction in the areas of Geometry and Data Analysis and Probability for all students. Our MAP Fall 2012 scores in math indicate no relative areas of need in the all student group, but because a student can achieve a proficiency level but not make a year's growth, examining growth gains continues to be an important tool for measuring student achievement. According to MAP data in the Spring of 2012, all students met the 2011-2012 goal and only 5th grade students have a goal of at least 70% of them meeting their growth targets.

No new training in Every Day Math will be offered in the 2012 – 2013 school year; however, teachers will revisit instructional strategies in math in their PLC's. We will continue to focus on units that cover spatial sense, geometry, and measurement and data, statistics, and probability; and we will add more focus on number sense and algebra. Family math and reading activity night will be offered during the 2012 – 2013 school year. Our family activity night and family reading/math days will acquaint parents with our curriculum and provide families with fun, engaging ideas for math and reading enrichment at home. Teachers will attend district and building training sessions, participate in Professional Learning Communities (study groups). These training opportunities will provide our staff with research based instructional practices to meet the diverse needs of our students and families.

*Our overall grades 3-5 percentage of students proficient on the 2012 Reading MCA II was 77.7%. Our overall **reading goal** is to increase our % proficient on the MCA II by 4% or greater.* 2012 MCA II scores in **reading** indicated proficiency gaps for American Indian students. Problem areas indicated on the MCA-II were in grades 3 and grade 4 Literature and grade 5, Vocabulary. Our local NWEA Measures of Academic Progress Assessment in the Fall of 2012 indicated that the relative problem areas are Literature and Narrative Comprehension. According to MAP data in the Spring of 2012, students in Grades 2, 4, and 5 met the 2011-2012 goal of having 53% of students meeting their NWEA growth targets (exceeding the 50% recommended target).

A new language arts curriculum (Houghton Mifflin) was adopted by the district for the (2011 – 2012) school year. Staff development in reading will include Professional Learning Communities and instructional coaching. Family reading day and family math/reading activity night will be offered during the (2012-2013) school year. The activities will provide families with fun, engaging ideas for reading and math enrichment. The Scholastic Book Fair will be held in conjunction with Family Reading Night to offer families an opportunity to purchase books at a discounted rate. Scholastic Book Vouchers will be offered to students so they may purchase free books during the Scholastic Book Fair. A new Minnesota Reading Corps program (K-3) was implemented by our district for the (2012-2013) school year. This program provides supplemental reading practice to students who are just below proficiency in reading.

Our school climate goal is to have K-5th grade students improve their attendance from 93.49% to 94% from Spring of 2012 to Spring of 2013. In addition, our SW survey of parents and students indicated a concern about supervision at school and a need for students to demonstrate more respect for one another. 4th and 5th grade student surveys indicated that students are still experiencing bullying, especially on the playground. As part of our school discipline policy (Lester Bauer Program) we track the number and types of disciplinary referrals. This information, along with district-wide concerns, precipitated the implementation of the Olweus Anti-bullying Program. The Olweus Program is research based and designed to help principals, teachers, and parents implement a school-wide approach to the problem of bullying. Most of our staff has received training in the Olweus Program as well as the Lester Bauer Discipline Program adopted by our school. Our school has adopted anti-bullying curriculum designed to equip students with techniques to deter bullying. More in-depth training for all staff will help us to fully implement strategies that promote positive student interaction in efforts to successfully deter bullying and increase attendance. Within the classroom, cooperative learning groups are encouraged and training sessions and materials are available through our district. We have also added a component to our discipline policy that encompasses School-wide behavior skills showing respect. Students will role play, debate, research, observe, and participate in discussions involving small group activities centering on showing respect to others. Activities such as these will allow students to differentiate between respect for self, as well as discussing various resolutions that would affect different people. Students will choose a solution that shows respect to others. We continue to communicate with parents through weekly newsletters, conferencing, school and grade level web sites, PTO meetings, volunteer opportunities, and family activity nights. Attendance and participation is monitored to determine which activities are worthwhile and determine strategies for improving communication and parental involvement in our school.

2. SWP Planning Team.

- a. List the names of people and programs represented in the development of this plan. There should be at least one participant from each of the following groups.

Parent Name(s)	Linda Newby/PAC Representative	Parent Contact Information	(218) 444-9366 / sports@paulbunyan.net
Teacher Name(s)/Grade	Audra Allen- SW Teacher Michele Green- SW Teacher Kim Bolte – 1 st grade Nancy Aiken - Kindergarten Traci Vaughn – Kindergarten Mike Wavrin – Technology Jen St. Peter – 2 nd grade Barry Olson – 5 th grade	Teacher Contact Information (218) 333-3290	audra_alleln@bemidji.k12.mn.us Michele_Green@bemidji.k12.mn.us kbolte@bemidji.k12.mn.us naiken@bemidji.k12.mn.us tvaughn@bemidji.k12.mn.us mwavrin@bemidji.k12.mn.us jst.peter@bemidji.k12.mn.us bolson@bemidji.k12.mn.us
Community Member	Peggy Moller District #31 Retired Teacher	Community Member Contact Information	hmoller@paulbunyan.net (218) 751 - 9705

Other Staff Name(s)	Sue Abbott – SW Para	Other Staff Contact Information	sabbott@bemidji.k12.mn.us (218) 333-3290
Pupil Service Personnel Name(s)		Pupil Personnel Contact Information	
Principal's Name	Patricia Welte	Principal Contact Information	pwelte@bemidji.k12.mn.us (218) 333-3290
Students Name(s) if secondary school program		Student Contact Information	
Program Administrator (Administrators of the programs that are to be consolidated in the SWP plan)	Kathy Palm, Director of Curriculum	Program Administrator Contact Information	kpalm@bemidji.k12.mn.us (218) 333-3100 Ext. 103
Technical Assistance Provider	Tony Andrews, District Tech Coordinator	Provider Contact Information	(218) 333-3100 Ext. 132
Additional Member Name and Role	Kim Kusler, District RTI Specialist	Additional Member Contact Information	(218) 333-3250 Ext. 233 kkusler@bemidji.k12.mn.us

B. How do all staff, parents, and community members provide input in the development, implementation, and evaluation of the SWP plan?

- Our School-wide Team is comprised of our principal, two School-wide teachers, one parent-, one paraprofessional, a community member, and seven classroom teachers. These committee members represent a complete profile of our school community to ensure diversification of ideas, concerns, and instructional levels.
- Each spring a comprehensive needs assessment takes place using our most current SW data allowing us to revise and set new goals.
- All faculty members receive a copy of our updated School-wide Plan in the spring. In the fall SW goals outlined in the new plan are reviewed by staff and shared with parents at our PTO meetings through our SW facilitator and parent representative.
- Our parent representative attends district-wide monthly meetings to share ideas, concerns, and receive updates on local educational issues.
- Minutes of these meetings are shared with our SW Team. District-wide, parents are surveyed each spring regarding the effectiveness of our Parent Involvement Policy.
- SW Teachers, the school principal, and grade-level classroom teachers meet at the beginning of the year to set goals and mid-year to review progress toward goals.
- Our leadership team meets *at least* quarterly during the school year to review SW goals, evaluate progress towards those goals, and set the course of action outlined in our action plan. Leadership Team reports are shared and discussed at regularly scheduled faculty meetings.
- The Foster Grandparent and RSVP Programs provide additional academic support to children at our school.
- Our district requires a School Improvement Plan for all schools, including those with existing Title 1 SW Plans.

- J.W. Smith's District School Improvement Plan is reviewed and written each fall using the *most current* MCA data and also the most current district assessments. The SI Plan is reviewed mid-year to determine progress toward goals.
- Goals outlined in **both** the District School Improvement Plan and the School-wide Plan are **aligned** to ensure continuity and focus. As both of our school plans address academics, staff development, and school climate, we are assured that our goals and the evaluation of our goals, are comprehensive and continuous.
- Our School Improvement goals are published each fall in a Bemidji Area Schools Systems Accountability Report that is sent to each family and also published in our local paper.

C. Describe the team's plan for communicating with the school and community.

- Each year our district provides all families with the Bemidji Area Schools Annual Report of Curriculum, Instruction, and Student Achievement. This report is mailed to parents and published in our local paper, as well as on our district web site. The report provides parents and community members with our District's mission statement, programs, general budget funds, demographic information, School Improvement Goals, and our State report card are also included. *Individual school profiles, which include each school's mission statement, demographics, reading and math goals, and school climate goals are clearly outlined.*
- Copies of this annual report are also available at our district office and at each individual school office. Through involvement with our Parent Teacher Organization, as well as by conferencing with parents and community members, we hope to ensure that our goals are clearly voiced and our doors are open for input and discussion.
- Our SW Program provides each student with a Take-Home folder. This folder is used to house all-important communications, which include: J.W. Smith Weekly All Star Bulletin, classroom newsletters and notes, and homework. A weekly log on the cover of this folder requests a parent signature to ensure that parents have read and received the information.
- Our school website, classroom web pages, as well as our district website, also provide families with current information about activities and events.

III. Ten Required Components

Under section 1114(b)(1) of Title I of No Child Left Behind, the SWP must address the following 10 components. Please describe how the school will implement each of the components.

III. TEN REQUIRED COMPONENTS

1. Comprehensive Needs Assessment

A. Provide a brief description of your school including demographics of your school and community, academic achievement and other relevant information.

- J. W. Smith Elementary School is located in the heart of the community near Bemidji State University and the downtown areas. We have over 350 students with three sections of Kindergarten, three sections of First Grade, three sections of Second Grade, and two sections of Third through Fifth grade.
- J.W. Smith Elementary School was nationally recognized in 2007-2008 as a Blue Ribbon School by the United States Department of Education for increasing our AYP.
- The Minnesota Business Partnership (comprised of 110 chief executives of Minnesota's largest employers) recognized J.W. Smith Elementary School with the "Minnesota Future Award" in 2008 for succeeding in closing the academic achievement gap between white, minority, and low-income students. This award is given to two Minnesota schools each year. Our school received a \$10,000 grant, two new computers, and other recognition from the Minnesota Business Partnership and its sponsors.
- Close proximity to Bemidji State University, our public library, and our downtown business area, provides accessibility of programs, faculty, students, and social service agencies. Although some students live in local neighborhoods and can walk to school, most of our students are bussed. Older neighborhoods near our school provide rental homes and apartments for our families.
- At 79.8%, J.W. Smith has the second highest percentage of elementary school students receiving free and reduced lunch in the district.
- Attendance for the past ten years has stayed relatively consistent at approximately 90% or greater. As of May 2012, attendance for the 2011-2012 school year was 93.49%. An attendance monitor at our school tracks classroom attendance, promotes attendance through awards and classroom parties, and also serves as a liaison for parents to assist them in getting their children to school in a safe and timely manner.
- Mobility rates based on 2011-2012 enrollment data indicate that J.W. Smith Elementary has a high mobility rate (29.4%) compared to both Bemidji School District (21.5%) and state (13.4%) percentages.
- Attendance at parent teacher conferences remains fairly consistent averaging around 90%. Our fall attendance in 2011 was 90.6%. This percentage so far indicates a 2.8 % increase in parent attendance from Fall of 2010 school year at 87.8%. (Attendance at conferences has been consistently tracked by our SW program for over ten years.)
- According to 2010 – 2011 MDE demographic data, our Native American population at 34.8%.
- During the 2009-10 school year J. W. Smith Elementary was on first-year AYP status for not making adequate gains with our Native American population in math. The MCA-II results from 2010 - 2011 prove that we are no longer on AYP.
- Native American, Free/Reduced Lunch, and Special Education subgroups continue to show the greatest achievement gaps. (*See specific data in Needs Assess. Part B, and listed on goal pages*)
- School Climate data indicates a need to improve attendance and for additional training for students, parents, and staff about bullying, respect, and socially responsible behavior to create a safe and more welcoming environment for learning (based on SW parent/student/staff surveys and SW discipline referral data). J.W. Smith adopted a new behavior plan for the 2011 - 2012 school year. Training and implementation of our anti-bullying program, Bully Prevention Program, year began in the fall of 2008. According to a Spring 2009 Olweus student survey, 33% of 3rd and 4th grade students indicated that they had been bullied at least once a week to several times per week. According to our spring 2012 School-wide Student Survey, 37% of 4th and 11% of 5th grade students indicated that other students did not treat them with respect.
- Parents, college students, and community members are actively involved at our school. The Foster Grandparent Program, RSVP Program and Bemidji State University provide valuable people and resources for students and teachers alike.
- A Home-School Liaison through the district Indian Education program provides educational and social support to the Native American students two days per week at our school. This person establishes and maintains communication with students and school staff for support services and consults with teachers, administrators and other school staff regarding Indian Culture and learning styles of the Native American students. The liaison also makes numerous home visits opening up communication lines between home and school.

B. Describe the process used to collect and analyze data across the five SWP planning dimensions:
Evaluation is ongoing and continuous.

- **MCA II data** is evaluated in the Fall and Spring (Principal shares district-wide trends at staff meetings, SW Team evaluates data and adjusts SW goals to align with most current scores, teachers review data relevant to their grade/students)
- **MCA II Results**
 1. Overall data, as well as disaggregated data, is examined to determine SW and grade level trends in reading, math, & writing,
 2. Gaps in proficiency are determined by state guidelines, as well as comparing our students to district and state proficiency rates.
 3. Subgroups and strands with greatest gaps in proficiency are determined
- **School-wide Plan and District School Improvement Plan** – Goals aligned/adjusted each fall when our district SI Plan is due.
- **NWEA MAP** scores in reading, math, & language are evaluated in October and April
- **MAP growth data is evaluated** to identify students who are at proficient levels *or above*, but are not meeting expected growth gains (issues that relate to underachievement are evaluated such as appropriately challenging materials, attendance, behavior, health, homework, work habits, teacher expectations)
- **Reading & Math Curriculum** baseline assessments, unit assessments, and rubrics provide ongoing information
- **AIMSweb/Assessment:** We transitioned from DIBELS in the fall to AIMSweb in the winter and spring of 2012.
- **STAR Reading & Math Assessments** in Fall, Winter, Spring, (also on an *as needed basis*) provide guidelines for instructional levels and independent levels in reading & math. Scores help determine Accelerated Reading levels, as well as guided reading levels and planning for small group and independent work.
- **Collaboration Time** – Hourly grade level collaboration meetings are held with the principal and Schoolwide staff at least two times per year to review goals and check progress on timelines.
- **Students identified at-risk** (emphasis on students in subgroup with greatest proficiency gap) are closely monitored. Discussion and determination of instructional needs takes place and additional instructional time and/or small group instruction in reading or math is scheduled
- **Parents informed** – parents are informed that their child will be receiving additional instructional time
- **SW Teachers and Classroom teachers provide ongoing assessment/evaluation of at-risk students** (observations, informal reading/math inventories, reading rate, retelling, basic math facts assessment & grade level specific rubrics from the state standards and district curriculum are used). *See grade level specific assessments listed.*
- **Students determined still at-risk needing intervention are identified** - Child Study Team meetings take place to set up interventions and possible further assessment. CS Team meets again within *six to eight weeks to reevaluate* and make possible referrals for other services and assessment. (Parents are given formal notification and permission for further assessment is received.)
- **Formal Assessments** - take place if student is still not making satisfactory progress after the intervention period, determination of Special Education placement or specific programs takes place

<i>Dimension</i>	<i>Identification of Priority Needs</i>	<i>Data/Evidence to Support Identification of Priority Needs</i>	<i>Goal</i>
Curriculum and Instruction	<p>Need: Math Implementation of <u>Everyday Mathematics</u> curriculum by all teaching staff</p> <ul style="list-style-type: none"> • Geometry and Measurement • Data Analysis & Probability <p>Need: Reading Implementation of best practices</p> <ul style="list-style-type: none"> • Vocabulary • Literature <p>Need: Teacher collaboration time</p>	<p>Evidence: In 2007-08 Our District adopted new K-5 math curriculum</p> <ul style="list-style-type: none"> • 2012 MCA-III indicated these were our lowest strands • MAP data indicated that students met or exceeded <p>Evidence: Research-based strategies proven to accelerate learning</p> <ul style="list-style-type: none"> • 2012 MCA-II and MAP data indicates these were our lowest strands <p>Evidence: As most current data is available in fall and spring, teachers need time to evaluate data and plan for differentiating instruction</p>	<p>Math Goal: All teachers will receive training in <u>Everyday Math</u> curriculum</p> <ul style="list-style-type: none"> • Target Geometry & Meas, & Data Analysis and Probability units in our EM curriculum <p>Reading: All teachers will use best practices and resources</p> <ul style="list-style-type: none"> • Teachers will target vocabulary and literature skills <p>Goal: Scheduled time for data evaluation and collaboration across</p>

			grade levels; 12 PLC's a year
Family and Community Involvement	<p>Need: Better supervision at school and programs that promote student respect for one another</p> <p>Need: Better parental understanding of the use and value of our parent/student compact, the new behavior expectation plan, and for information on our Title I program & services offered at J.W. Smith as well as the district</p>	<p>Evidence: Student & Parent Survey Results indicated that parents and students have concerns with student's respect for one another and also for supervision at school</p> <p>Evidence: District-wide Parent & Student Survey in Spring 2011 - Results indicate parents need to better understand our parent/student compact. Also needed is an increased awareness for Title I services offered at J.W. Smith and throughout the district. (Our survey also indicated that parent teacher conferences & the JW Smith All Star bulletin were highly effective resources for parent involvement participation.)</p>	<p>Goal: Parent survey will indicate decreased concern for school supervision.</p> <p>The number of discipline referrals and reports of bullying will decrease.</p> <p>Goal: At our Fall Orientation & (or) at Fall Conferences parents will be informed about parent/student compacts, new behavior expectation plan as well as the Title I services offered at J.W. Smith and throughout the district. (Parents will participate in family math and reading activities offered at our school during the school year.)</p>
Professional Development	<p>Professional Learning Communities</p> <p>Guided Reading Training and Houghton-Mifflin Harcourt Training in new curriculum materials.</p> <p>AimsWeb</p>	<p>Math and Reading, Data Analysis and Student Work Analysis</p> <p>Evidence-based instructional strategies in reading.</p> <p>Reading</p>	<p>All teaching staff will participate and attend bi-monthly meetings.</p> <p>Training offered to all teachers.</p> <p>Training for all teachers.</p>
School Context and Organization	Need: Alignment and integration of School-wide Plan and District School Improvement Plan utilizing site leadership teams	Data: Both plans have reading, math, staff development, and school climate goals that drive our school.	Goal: Develop site leadership team to streamline efforts and goals outlined in both SW and SI Plans

	<p>Need: Collaboration time to evaluate and share data results</p> <p>* Communication across grade levels is needed to gain a clear “school-wide” profile of student progress</p>	<p>Data: <i>Increase</i> in the number of required assessments and curriculum requirements necessitates increased time for evaluation and collaboration</p>	<p>Goal: Scheduled time for data evaluation and collaboration across grade levels; 5-7 PLCs a year</p>
Student Achievement			
MATH	<p>2012 Math MCA III indicates achievement gaps between Caucasian and American Indian populations in Grades 3, 4, and 5; (27.1%).</p> <p>Spring 2012 MAP data indicates that the lowest strand areas are Number and Operations, Algebra and Data Analysis</p> <p>RIT Growth – continue focus on expected growth for all students.</p> <p>AIMSweb data: Tests of Early Numeracy</p> <ul style="list-style-type: none"> In Grade K, fewer than 75% of students reached the target scores in Oral Counting, Number ID and Quantity Discrimination. Grade 1 – Fewer than 75% of students reached the target scores in all 4 of the Aimsweb measures. 	<p>According to 2012 Math MCA III:</p> <p>Overall Grades 3-5 Math Proficiency Percentage = 64.2%</p> <p>The school scored below the state in all 4 strands in 4th and 5th grades.</p> <p><u>Subgroup Gaps in Proficiency Levels:</u> Between Caucasian and American Indian Populations</p> <p>Grade 3 gap = 42.9%</p> <p>Grade 4 gap = 27%</p> <p>Grade 5 gap = 20.8%</p> <p>Between Free/Reduced and Non-free/Reduced:</p> <p>Grade 3 gap = 22.9%</p> <p>Grade 4 gap = 13.5%</p> <p>Grade 5 gap = 16%</p> <p>According to NWEA’s Measures of Academic Progress assessment, in the Spring of 2012, 69.8% of students in grades 2-5 were achieving at expected RITS. The lowest levels of achievement were indicated in:</p> <p style="padding-left: 40px;">Algebra – (5 out of 9)</p> <ul style="list-style-type: none"> Number & Operations (for 6 out of 9 classrooms. Data Analysis (for 2 out of 7 classrooms). <p>AIMSweb – Spring of 2012 Percent at Benchmark:</p> <p>Oral Counting:</p> <ul style="list-style-type: none"> Grade K – 61% Grade 1 – 54% 	<p>MCA III Math Goal: From spring 2011 to spring 2012 J.W. Smith 3rd, 4th and 5th graders will increase the math proficiency percentage by at least 4% (from 55.8% to 59.8%). (Actual proficiency percentage will be calculated when 2012 MCA data is posted.)</p> <p>Subgoal #1: Decrease the gap in proficiency between American Indian and Caucasian students and between Free/Reduced and non Free/Reduced lunch students by at least 8% in grades 3, 4, and 5 (with a focus on Geometry and Data Analysis & Probability.</p> <p>MAP Math Goal: In grades 2 through 5, at least 60% of students will meet their math RIT growth target from Fall 2012-Spring 2013.</p> <p>AIMSweb Goal: In grade K, at least 70% of students will be at benchmark on the Oral Counting and Number Identification assessment by the Spring of 2013.</p> <p>In grade 1, at least 70% of students will be at benchmark on all 4, Aimsweb & Early Numeracy Assessments by Spring of 2013.</p>

<p>Student Achievement:</p>	<p>2012 Reading MCA II indicates achievement gaps between the white and the American Indian population and between Free/Reduced and Non-Free/Reduced:</p>	<p>Number Identification:</p> <ul style="list-style-type: none"> • Grade K – 59% • Grade 1 – 59% <p>Quantity Discrimination:</p> <ul style="list-style-type: none"> • Grade K – 73% • Grade 1 – 68% <p>Missing Numbers:</p> <ul style="list-style-type: none"> • Grade K – 78% • Grade 1 – 64% <p>According to 2012 Reading MCA II:</p> <p>Overall Grades 3-5 Proficiency Percentage = 77.7%; American Indian 62.0%. The gap between Caucasian and American Indian is 25%</p> <p>The greatest gaps between school and state scores are as follows:</p> <p>Grade 5: Vocabulary (-8.6%), Literature (-3.9%)</p> <p>Grades 3: Scored above the state in the areas of Comprehension and Literature</p> <p>Grades 4: Scored above the state in the areas of Vocabulary, Comprehension and Literature</p> <p>Subgroup Gaps in Proficiency Levels: Between White and American Indian Populations</p> <p>Grade 3 gap = 31.7%</p> <p>Grade 4 gap = 24.3%</p> <p>Grade 5 gap = 15%</p> <p>Subgroup Gaps in Proficiency Levels: Between Free/Reduced and Non-free/Reduced:</p> <p>Grade 3 gap = 23%</p> <p>Grade 4 gap = 13.6%</p> <p>Grade 5 gap = 11.4%</p> <p>According to NWEA’s Measures of Academic Progress (MAP) assessment information from Spring of 2012, the lowest levels of achievement were</p>	<p>MCA II Reading Goal: From spring 2012 to spring 2013 J.W. Smith 3rd, 4th and 5th graders will increase the reading proficiency percentage from 80% to 84%. (Actual proficiency percentage will be calculated when 2011 MCA data is posted.)</p> <p>Subgoal #1: From spring 2012 to spring 2013 J.W. Smith 3rd, 4th and 5th graders will increase the reading percentage of points earned in grade 4 from 67% to 71% in Literature and 76% to 80% in Comprehension. In grade 5, increase the percentage of points earned from 81 to 84% in Literature and 74 to 77% in Comprehension.</p> <p>MAP Reading Goal: From the</p>
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<p>READING</p>	<p>2012 Reading MCA II and Spring 2012 MAP data indicates problem areas in:</p> <ol style="list-style-type: none"> 1. Vocabulary and Word Recognition 2. Informational Comprehension <p>RIT Growth – continue focus on expected growth for all students. Not enough students in grades 4 are achieving expected RIT growth.</p> <p>AIMSweb: Spring 2012 Assessments</p> <p><u>Kindergarten: (2011-2012)</u></p> <ul style="list-style-type: none"> • Letter Naming • Letter Sounds • Phoneme Segmentation <p><u>1st Grade:</u></p> <ul style="list-style-type: none"> • Oral Reading Fluency • Letter Sound Fluency <p><u>2nd, 3rd, and 5th Grade:</u></p> <ul style="list-style-type: none"> • Oral Reading Fluency 	<p>indicated in:</p> <ul style="list-style-type: none"> • Informational Comprehension (6 out of 9 classrooms). • Word Recognition and Vocabulary (5 out of 9 classrooms). • The following percentages of students met their growth targets on NWEA MAP from Fall 2011 to Spring 2012: <ul style="list-style-type: none"> • Grade 2 – 62.1% • Grade 3 – 48.8% • Grade 4 – 63% • Grade 5 – 77.8% <p>AIMSweb Data:</p> <ul style="list-style-type: none"> • In Kindergarten; Letter Naming Fluency – 55% of students are at benchmark: • Letter Sound Fluency – 53% of students are at benchmark. • Phonemic Segmentation Fluency- 50% of students are at benchmark. • In First grade: 80% are at benchmark in Phoneme Segmentation Fluency. • 62% of students were at benchmark in the Nonsense Word Fluency. • In Oral Reading Fluency - 59% of 1st graders were at benchmark, 81% of 2nd graders were at benchmark, in grade 3, 57% were at benchmark, grade 4, 75% were at benchmark and grade 5, 61% were at benchmark. 	<p>Fall of 2012 to the Spring of 2013, in grades 2-5, at least 65% of students will meet their expected reading RIT growth target from Fall 2012 to Spring 2013.</p> <p>K-1 Reading Goals:</p> <p><u>Kdgn:</u> In the Spring of 2013, at least 75% of kindergarteners will reach the benchmark target in Letter Sound Fluency.</p> <p><u>1st Grade:</u></p> <p>In the Spring of 2012, at least 75% of first graders will be at benchmark on the Oral Reading Fluency Assessment of the AIMSweb.</p> <p>In the Spring of 2012, at least 75% of first graders will be at benchmark in Letter Sound Fluency of AIMSweb.</p> <p><u>2nd Grade:</u> In the Spring of 2012, at least 75% of second graders will be at benchmark on the Oral Reading Fluency of AIMSweb.</p>
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Summarize how your goals match your identified priority need areas as the means to educate all students in the school to meet the state's academic content and achievement standards.

- Our academic goals for reading and math were determined through evaluation of MCAII and III data which includes; demographics, subgroups, and strands.

- Priority needs were determined by proficiency gaps and local assessment results.
- Our FR/L rate of 79.8%, 34.8% American Indian subgroup, and 16.8% Special Education subgroup were of special consideration when reviewing data and prioritizing needs.
- By a clearly defined assessment process (*see process listed under part B above*) specific staff development training was determined to address our need to differentiate instruction, provide best practice reading training, address issues of poverty, and learn to use the new reading curriculum.
- Focus on these goals will enable us to make informed decisions about instruction and better equip us to meet the specific needs of our students
- Scheduled times for evaluation and collaboration will ensure that decisions that affect instruction will be ongoing and based on our most current student data.

III. TEN REQUIRED COMPONENTS (*CONTINUED*)

2. School-wide Program (SWP) Reform Strategies

- A. Describe the school's implementation of SWP reform strategies that will provide opportunities for all children to meet the **State's proficient and advanced levels of student academic achievement**.

Our major **academic reform strategy** is providing *differentiated instruction* in all areas of the curriculum, with particular emphasis in reading and math.

- Scheduled and ongoing systematic review of all academic data will provide the basis for sound instructional decisions.
- A clearly defined process for determining students at risk, as well as students who need more rigorous instruction has been established. (Section III, Comprehensive Needs Assessment Part B)
- Ongoing staff development activities will provide teachers with SBR methods for addressing the diverse needs within our classrooms and differentiating instruction.
- Ongoing study groups (PLCs) will provide opportunity for study, evaluation, and collaboration
- Implementation of Reading Recovery in Grade 1 and Leveled Literacy Intervention in Grades K-3 will address individual students needs in the area of reading within small group or 1-1 instruction.
- Minnesota Reading Corps Program (K-3) will address individual student needs with interventions in the reading areas.

Our major **reform strategies for addressing underprivileged/disadvantaged students and school climate** are the application of our Ruby Payne

Poverty Training, our Olweus Anti-bullying and Bully Prevention Curriculum Training.

- Scheduled training sessions offered throughout the year within our school and district
- Collaboration time and sharing of school-wide data to assess student progress
- Survey (perception data) as well as discipline referrals and attendance data to assess school climate progress
- Parent Involvement Opportunities – PTO, classroom volunteering, math & reading activities, involvement on District PAC and SW Team

B. Describe the selection process for choosing effective methods and instructional strategies established on scientifically based research that strengthens the **core academic program** of the school.

Reading:

- Three years of extensive training through a Reading First Grant in partnership with the University of Minnesota and the Minnesota Department of Education provided extensive teacher training in SBR methods of instruction for Kindergarten-3rd Grade. SBR methods focused on *actively engaging students in the learning process*. RF provided ongoing teacher evaluation with *focus on student centered* rather than teacher centered activities to *engage all learners*. The grant also provided money for curriculum resources that were aligned with state standard and research based
- All reading resource material was evaluated using a rigorous rubric to ensure they were research-based
- Study groups provided evaluation of resources and strategies
- All handouts, materials, study groups were made available to all staff members to encourage the reform effort through all grades
- Houghton Mifflin Reading Curriculum was chosen by the district curriculum committee with a focus on finding a series that adhered to evidence-based strategies.
- Minnesota Reading Corps (K-3) reading intervention program.

Math:

- A district wide Elementary Math Committee comprised of teachers from all grade levels, administration, and curriculum specialists, were involved in a year-long investigation of math curriculums that would best fit the needs of our student population, align with state standard and provide sound scientifically based instructional practices. A math committee chairperson at each school site provided ongoing information about the evaluation process. Everyday Mathematics Curriculum was chosen.
- Currently 48% of Minnesota school districts are using Everyday Mathematics and report improved math scores on the MCA
- Everyday Mathematics as well as our Accelerated Math Program provide for differentiating instruction using current student data, extended learning time for skill mastery, and hands-on activities in scientifically based practices

C. Describe how the SWP reform strategies will use effective methods and instructional strategies to **increase the amount and quality of learning time**.

Reading:

- Reading blocks were extended to no less than 90 minutes to accommodate the addition of small group guided reading time and specific skill instruction based on ongoing assessments.
- Small group time allows us to provide extended learning time and provide appropriately leveled instruction for all students. Resource teachers, parents, SW facilitators, classroom teachers and student teachers all provide opportunities to meet individual student needs.
- Reading Recovery and Leveled Literacy Intervention will provide at-risk students with an additional 30-40 minutes of small group or 1-1 reading time to address learning needs.
- Specific skill instruction is always given by licensed teachers
- Minnesota Reading Corps (K-3) reading intervention program
- Extended Day Services in our SW Resource Room provides students with extra practice in reading and math (2:20 – 3:20)

Math:

- IXL Computer Math supplements our curriculum and gives students additional practice time for mastery of specific skills
- SW facilitators, assistants, and resource teachers provide opportunities for individuals and small groups

Other school programs:

- Bemidji After School Learning Community in conjunction with Targeted Services - provides students with reading and math activities for enrichment and additional practice (two times a week, 3:00-5:00p.m.)
- Bemidji Summer Learning Community (June-July, 9:00-4:30, M-Th) District-wide program for reading & math enrichment instruction (Transportation, lunch, as well as before school supervision, is provided)

D. Describe the instructional strategies that will address the needs of all children in the school, particularly the needs of **historically underserved populations** and **low-achieving children**.

Ruby Payne Training - A Framework for Understanding Poverty: A leading expert on the mindset of Poverty, Middle Class, and Wealth provides insights to understanding the issues that affect the prosperity and education of disadvantaged populations.

- Schoolwide reform strategies focus on how to develop support systems, provide role models, create relationships, provide discipline, and appropriate instructional practices (some of the instructional strategies included in our training will be Higher order thinking skills, cooperative learning groups, graphic organizers, question-answer relationships/QAR, think-a loud cross curricular connections)
- Training has been provided by aha Process-trained district leaders.

Olweus Anti-bullying Training – Program was developed by internationally recognized expert on bullying - Professor Olweus.

- School-wide and district wide initiative will train teachers and students to recognize bullying and its affects on behavior and learning
- Students and teachers will be trained in effective ways to deal with bullying and on how to encourage reporting of incidences to create a safer learning environment
- Our school has adopted a new anti-bullying curriculum, Bully Prevention Curriculum, A Student Assistance Program, from Racine Unified School District. Teachers received training in this program in December of 2008.
- Staff Development opportunities that provide insights and understanding of American Indian culture and current issues that affect American Indian students will be encouraged.

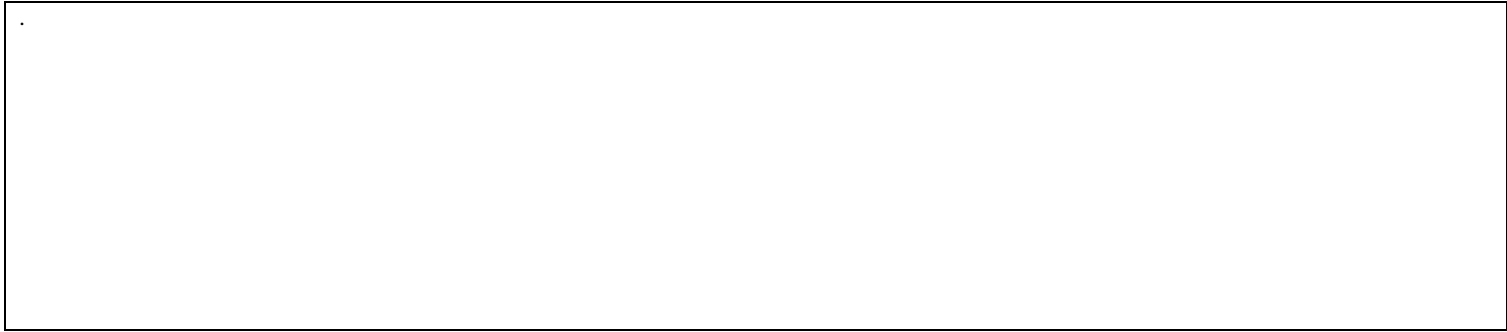
American Indian Academic Advisors and Home School Liason – provide educational and social support to the Native American students two days per week at our school. Our liason establishes and maintains communication with students and school staff for support services. She consults with teachers, administrators and other school staff regarding Indian Culture and learning styles of the Native American students. She helps mediate situations with school district personnel involving school disciplinary issues, complaints, truancy, suspension and behavioral problems. She facilitates communication between home and school. She makes numerous home visits per year including transporting parents to IEP meetings. Teachers will refer students to her and she sets up a time to work with students on a pullout basis. She works with them on math, reading, and social skills.

E. Describe how the SWP reform strategies are consistent with, and designed to implement, the state and local school improvement plans.

Two comprehensive plans presently govern our school and set priorities for instruction: **Staff Development and School Climate**.

They are:

- District School Improvement Plan (district requirement) - Reviewed and revised each fall, winter, and spring
- Title 1 School-wide Plan (State and Federal requirement) - Reviewed and revised along with the School Improvement Plan (F, W, S)
- All schools in our district are required to have a School Improvement Plan that is evaluated and revised using the most current assessment information.
- The comprehensiveness of the Title 1 School-wide Plan incorporates all the elements of our district plan and covers additional areas that address school-wide reform. Written/revised in the spring, the SW Plan is used to steer the development/revision of our district School Improvement Plan each fall.
- Revision/adjustment of our academic, staff development, and school climate goals takes place in the fall when our most current MCA data is made available.



I Measurable Mathematics Goal and Action Plan:

In the spring of 2013, the percentage of 3-5 grade students meeting or exceeding Minnesota mathematics performance standards will increase from 64.2% % to 68.2% % as measured by the Mathematics MCA.

Measurable Mathematics Goal and Action Plan:

School Profile data which relates to this goal: (most recent Math MCA II data used to create baseline for above goal)

According to 2012 Math MCA III:

Overall Grades 3-5 Math Proficiency Percentage = 64.2%

The school scored below the state (-1.2%) and the district (-0.7%). The lowest strand areas in:

Grade 3: Geometry (-8.2%)

Grade 4: Geometry (-2.7%)

Grade 5: Data Analysis & Probability (-10.9%)

Subgroup Gaps in Proficiency Levels: Between Caucasian and American Indian Populations

Grade 3 gap = 42.9%

Grade 4 gap = 27 %

Grade 5 gap = 20.8 %

Subgroup Gaps in Proficiency Levels: Between Free/Reduced & Non-Free/Reduced:

Grade 3 gap = 22.9%

Grade 4 gap = 13.5 %

Grade 5 gap = 16%

2012 Math MCA III indicates Achievement Gaps between Caucasian and American Indian populations in grades 3, 4, and 5 (31.8 %).

According to NWEA's Measures of Academic Progress assessment information from Fall of 2012, 66.4% of students in grades 2-5 were achieving at expected RITS. The lowest levels of achievement were indicated in:

- **Number & Operations** (for 7 out of 9 classrooms),
- **Data Analysis** (for 2 out of 7 classrooms).

Description of how student progress toward this goal will be measured: (local math assessment)

- Spring 2012 MCA III data will be reviewed at an August 2012 Data Retreat. Goals will be adjusted as necessary. Spring 2012 MCA III data will be reviewed to determine progress toward goal.
- Fall 2012 and spring 2013 NWEA Math MAP scores will be evaluated and strands indicating greatest need will be identified and compared with previous data.
- Our district math curriculum, Everyday Mathematics, will provide ongoing evaluation of individual student progress in all grades K-5 as well as baseline, midyear, and EOY assessments.
- Math scores from AIMSweb Early Numeracy in grades K & 1st and Renaissance Learning STAR Math assessments in grades 2-5 will provide additional assessment at least twice during the year.

Description of procedures for reporting student progress toward this goal to parents:

All parents receive the results of their student's MCA-III, NWEA MAP, Accelerated Math, as well as our Everyday Math assessments. MCA results are mailed to parents, and other assessments are sent home to parents in take-home packets, and/or reviewed with parents at fall and spring conferences. Parents are encouraged and welcome to conference with teachers anytime they need clarification of assessment results or have questions pertaining to our math curriculum. Parents of students in grades 3-5 are able to access their child's classroom assignments, math progress, and report cards online.

Strategy, Method or Action	Who is Responsible?	Timeline	Resources	Evidence	Evaluation Methods
What will you do?	Who will provide the leadership to assure that this strategy is accomplished?	When will this strategy or action begin and end?	What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	What indicators will demonstrate progress in the implementation of this strategy?	How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Instructional Strategies to support this goal <ul style="list-style-type: none"> • Flexible Grouping • Mathematical modeling • Cross-curricular connections 	<ul style="list-style-type: none"> • All licensed teaching staff – classroom teachers and specialists • Principal and Leadership Team will aid in promoting the strategies within the classrooms and provide direction and 	<ul style="list-style-type: none"> • Fall of 2012 through Spring of 2013 	<ul style="list-style-type: none"> • <u>Everyday Mathematics</u> – Bemidji's K-5 Math Curriculum • Math manipulatives 	<ul style="list-style-type: none"> • Teachers will use flexible grouping in their classrooms • Teachers will model 	<ul style="list-style-type: none"> • Teacher Survey will be given in the fall and spring to measure the use of listed instructional strategies • School-wide Team will evaluate the surveys to determine the frequency,

<ul style="list-style-type: none"> • Integrated Instruction • Higher Level Questioning 	<ul style="list-style-type: none"> • feedback about progress • RtI Specialist 		<ul style="list-style-type: none"> • Library & Media Center books • Technology CDs to enhance learning and practice skills (Math Facts in a Flash, Math Blasters, Accelerated Math Program) • Highly Qualified teaching assistants to support facilitation of small groups • Professional Learning Communities 	<ul style="list-style-type: none"> • instructional strategies through the use of manipulatives and think alouds • Teacher Survey measuring use of instructional strategies • Attendance at Professional Learning Community meetings; PLC notes 	<ul style="list-style-type: none"> • duration, and use of instructional strategies • PLC Notes • Student assessment data
<p>Professional Development to support this mathematics goal.</p> <p>Professional Learning Communities</p>	<ul style="list-style-type: none"> • RtI Specialist • Professional Learning Community Facilitators • Teaching Staff 	<ul style="list-style-type: none"> • Professional Learning Communities (study groups) will meet 12 times during the year 	<ul style="list-style-type: none"> • RtI Specialist • Everyday Mathematics Curriculum Guides & Materials 	<ul style="list-style-type: none"> • Teachers will participate in PLC's • PLC Meeting Notes & Action Plans 	<ul style="list-style-type: none"> • PLC Facilitator will examine notes and Action Plans to determine progress
<p>Family/Community Involvement Activities to support mathematics goal.</p> <p>Family Math Activity Night sponsored by J.W. Smith</p> <p>Grade level specific math curriculum meetings</p>	<ul style="list-style-type: none"> • SW Facilitators, all teaching staff, • Principal 	<ul style="list-style-type: none"> • Fall 2012 • Bimonthly and during staff development days (Nov. and Feb.) 	<ul style="list-style-type: none"> • Everyday Math Curriculum Activities • Math games, computer lab CD's • Programs • District Parent Advisory Council 	<ul style="list-style-type: none"> • Parents and families will participate in family math activity night(s) during the school year • Teachers will participate in training sessions 	<ul style="list-style-type: none"> • Attendance taken at activities • Parent Surveys to determine value and effectiveness of activities

		<ul style="list-style-type: none"> • Two sessions offered during the year 			
Other: (please specify)					

J. Measurable Reading Goal and Action Plan

In the spring of 20 13, the percentage of 3-5 grade students meeting or exceeding Minnesota Reading performance standards will increase from 77.7% to 81.7% as measured by the Reading MCA.

Measurable Reading Goal and Action Plan:

School Profile data which relates to this goal: (most recent Math MCA data used to create baseline for above goal)

According to 2012 Reading MCA II:

Overall Grades 3-5 Reading Proficiency Percentage = 77.7%

The school's average percent of points earned in each grade level and for each strand were significantly different than the state scores in grade 5.

Grade 4 strand scores were all significantly higher than the state's.

The greatest gaps between school and state scores are as follows:

Grade 5: Vocabulary (-8.6%), Literature (-3.9%)

Grades 3: Scored above the state in the areas of Comprehension and Literature

Grades 4: Scored above the state in the areas of Vocabulary, Comprehension and Literature

Subgroup Gaps in Proficiency Levels: Between White and American Indian Populations

Grade 3 gap = 31.7%

Grade 4 gap = 24.3%

Grade 5 gap = 15%

Subgroup Gaps in Proficiency Levels: Between Free/Reduced and Non-free/Reduced:

Grade 3 gap = 23%

Grade 4 gap = 13.6%

Grade 5 gap = 11.4%

According to NWEA’s Measures of Academic Progress (MAP) assessment information from Spring of 2012, the lowest levels of achievement were indicated in:

- **Informational Comprehension** (the lowest or 2nd lowest goal area RIT score in 7 of 8 classrooms),
- **Word Recognition/Vocabulary** (the lowest or 2nd lowest RIT score in 6 of 8 classrooms),

In 2 of 8 classrooms, Informational Comprehension RIT Means were significantly discrepant (3 or more RIT points) from the classroom’s total mean score.

AIMSweb Data:

Kindergarten:

- Letter Naming Fluency – 48% of students are at risk or at some risk (as compared to 36% at the district level)
- Phoneme Segmentation Fluency – 42% of students are at risk or at some risk (as compared to 22% at the district level)
- Nonsense Word Fluency - 55% of students are at risk or at some risk (as compared to 45% at the district level)

1st Grade:

- Oral Reading Fluency - 35% are at risk or at some risk (as compared to 32% at the district level)
- Nonsense Word Fluency - 49% are not established (as compared to 38% at the district level)

2nd Grade:

- Oral Reading Fluency – 28% are at risk or some risk

Description of how student progress toward this goal will be measured: (local reading assessment)

- Spring 2012 MCA II data will be reviewed at our August, 2012 Data Retreat. Goals will be adjusted as necessary. Spring 2012 MCA II data will be reviewed to determine progress toward goal.
- Fall 2012 and spring 2012 NWEA Reading MAP scores will be evaluated and strands indicating greatest need will be identified and compared with previous data.
- Our district Houghton-Mifflin Harcourt Reading series provided unit and benchmark assessments in order to measure progress more frequently.
- Renaissance Learning, STAR Reading assessments in grades 2-5 will provide additional assessment at least twice during the year.
- AIMSweb and other K-2 reading assessments will be completed three times yearly to assess progress in primary students.
- The Observation Survey (Gr. 1) and running records will be used to determine progress of students in Reading Recovery and Leveled Literacy Intervention.

Description of procedures for reporting student progress toward this goal to parents:

All parents receive the results of their student’s MCA 11, NWEA MAP, Accelerated Reading, as well as Houghton Mifflin Harcourt Unit assessments. K-5 AIMSweb assessment results are presented to parents in the fall and spring. MCA results are mailed to parents, and other assessments are sent home to parents in take-home packets, and/or reviewed with parents at fall and spring conferences. Parents are encouraged and welcome to conference with teachers anytime they need clarification of assessment results or have questions pertaining to our reading curriculum.

Parents of students in grades 3-5 are able to access their child’s classroom assignments, reading progress, and report card online.

Strategy, Method or Action	Who is Responsible?	Timeline	Resources	Evidence	Evaluation Methods
What will you do?	Who will provide the leadership to assure that this strategy is accomplished?	When will this strategy or action begin and end?	What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	What indicators will demonstrate progress in the implementation of this strategy?	How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Professional Development to support this reading goal. <ul style="list-style-type: none"> • District Reading 	<ul style="list-style-type: none"> • Teaching Staff 	<ul style="list-style-type: none"> • 2012-2013 Ongoing 	<ul style="list-style-type: none"> • Kim Kusler – RII Specialist 	<ul style="list-style-type: none"> • All teachers will participate in 	<ul style="list-style-type: none"> • Track attendance and participation at

<p>Curriculum Training Sessions</p> <ul style="list-style-type: none"> Professional Learning Communities BER Training Videos (Guided Reading, Phonemic Awareness, Comprehension Skills, Word Walls, Six Trait Writing) 	<ul style="list-style-type: none"> Kim Kusler- RtI Specialist Professional Learning Community Facilitators District staff Teaching Staff Teaching Staff 	<ul style="list-style-type: none"> PLC's meet 12 times throughout the yr. 2012-2013 Ongoing 2012 – 2013 Ongoing 	<ul style="list-style-type: none"> Study Group Model/Guidelines <u>R. Payne: A Framework for Understanding Poverty</u> (books & WB) BER Videos (housed in Resource Rm.) 	<p>Grade Level Meetings</p> <ul style="list-style-type: none"> Teachers will participate in Professional Learning Communities PLC Meeting Notes & Action Plans Staff will participate in training sessions Teachers will view training videos on as needed basis Staff will participate in training sessions 	<p>Grade Level meetings</p> <ul style="list-style-type: none"> PLC Facilitator will examine notes and Action Plans to determine progress Attendance at PLC meeting sessions Sign-out sheet will track use Attendance at training sessions
<p>Family/Community Involvement Activities to support reading goal</p> <ul style="list-style-type: none"> Family Reading Day & Read Across America Activities Family Reading Night/Scholastic Book Fair J.W. Smith Parent Reading Activities District Parent Advisory Council Fall Orientation Parent Teacher Conferences 	<ul style="list-style-type: none"> SW Teachers & Teaching Staff Media Specialist SW Teachers SW Teaching Staff Linda Newby, PAC Rep. Parents, Teachers, Principal, & Administrators All Teachers and Principal 	<ul style="list-style-type: none"> December 2012, March 2013 Spring 2013 Fall 2012 and Spring 2013 Monthly & throughout year Fall and/or winter September 2012 	<ul style="list-style-type: none"> Scholastic Book give away, Read Across America Web sites, units on file, library books Rdg. First Materials/Guided. Reading Materials Bureau of Education & Research (BER) Training Video PAC reps., SW teachers, administrators, & Principals from Bemidji Elementary Schools attend monthly meetings Families receive fall orientation invite Communication between parents and teachers on student reading progress Weekly All Star Bulletin 	<ul style="list-style-type: none"> Parents and families will participate in reading activities and parent night(s) offered within our school and district throughout the school year Parents and Staff will participate in training sessions J.W. Smith will host PAC meeting in Spring 2013 Parents and students will attend Fall Orientation Parents will attend fall and spring conferences 	<ul style="list-style-type: none"> Attendance will be tracked and surveys providing parent feedback about events will be evaluated to determine the value and effectiveness of the activities Attendance and Parent Survey Attendance at PAC Meeting Attendance at Fall Orientation Attendance percentage will be monitored by classroom teachers

<ul style="list-style-type: none"> • PTO Meetings • Student Take – home Folders 	<ul style="list-style-type: none"> •All Teachers, Students & Parents •PTO Co-Presidents, Annie Laituri and Jessica Sandberg, teaching staff and parents •All Teachers, Students & Parents 	<ul style="list-style-type: none"> • October & February • Monthly • Weekly (year-long) 	<ul style="list-style-type: none"> • Student Take-home Folders provided by SW Program 	<ul style="list-style-type: none"> • PTO meetings are open to all Smith parents and staff • Parents will check weekly folder for communication about assignments and school events 	<ul style="list-style-type: none"> • Attendance at PTO meetings • Parent signatures are required and monitored by classroom teachers
Other: (please specify)					

K. Measurable School Goal and Action Plan

In the spring of 20 13, our school goal will focus on: 94%

Measurable School Goal and Action Plan: Non-Instructional Goal – Included here because it is part of our school improvement plan

Kindergarten through 5th grade students will improve their attendance from 93.49% in the 2011-2012 school year to 94% in the 2012-2013 school year.

School Profile data which relates to this goal:

- Attendance data for the school

As of May 2012, overall school attendance was 93.49%

School attendance by grade level was as follows:

- Kindergarten: 91.74%
- First Grade: 94.26%
- Second Grade: 94.63%
- Third Grade: 92.48%
- Fourth Grade: 94.70%
- Fifth Grade: 93.22%

- Bullying Profile: According to a Spring 2009 Olweus Bullying Student Survey, 33% of 3rd to 4th grade students indicated that they had been bullied about once a week to several times a week, and 49% of students are afraid of being bullied in the school sometimes to very often. If incidences of bullying decrease, student attendance may increase.

Description of how student progress toward this goal will be measured:

- Our school attendance tracker will keep attendance records and provide summary statements per quarter.
- A school Student Survey will be completed in the Spring of 2013.

Description of procedures for reporting student progress toward this goal to parents:

- Attendance results will be shared with parents in our weekly newsletter.

Strategy, Method or Action What will you do?	Who is Responsible? Who will provide the leadership to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress in the implementation of this strategy?	Evaluation Methods How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Instructional Strategies to support this goal <ul style="list-style-type: none"> Positive Attendance Reinforcement and Relationship-building with students Olweus Anti-Bullying Program 	<ul style="list-style-type: none"> Kathy White, Attendance Monitor All teaching staff All teaching staff 	<ul style="list-style-type: none"> Year-long Year-long 	<ul style="list-style-type: none"> School Attendance Data Olweus Instructional Materials 	<ul style="list-style-type: none"> Increase in attendance per grade level Decrease in bullying behaviors 	<ul style="list-style-type: none"> Attendance Monitor will track and report attendance Discipline Referral Tracking
Professional Development to support this school goal. <ul style="list-style-type: none"> Lester Bauer All-Win Discipline Program Olweus Anti-bullying Program 	<ul style="list-style-type: none"> Jon Ness (Climate Chair) Principal/ Teaching Staff Angie Lauderbaugh (Olweus Trainer) & Committee Members 	<ul style="list-style-type: none"> Year-long Year-long 	<ul style="list-style-type: none"> Lester Bauer materials Olweus Anti-Bullying: & New <u>Bully Prevention Curriculum</u> Guide 	<ul style="list-style-type: none"> All staff will be trained in our All-Win Discipline Program All staff will be trained in and implement new anti-bullying strategies 	<ul style="list-style-type: none"> Staff survey to determine training needs Staff survey to determine training needs

<ul style="list-style-type: none"> • Ruby Payne Training 	<ul style="list-style-type: none"> • District Staff Development 	<ul style="list-style-type: none"> • 2012 - 2013 School year 	<ul style="list-style-type: none"> • <u>A Framework for Understanding Poverty</u>-Textbook 	<ul style="list-style-type: none"> • All staff will be offered Ruby Payne training 	<ul style="list-style-type: none"> • Staff survey to determine training needs
<p>Family/Community Involvement Activities to support school goal.</p> <ul style="list-style-type: none"> • PTO Meetings – Sharing & discussion of our discipline and anti- bullying programs • Newsletters & handouts, Take-home folders, J.W. Smith web pages • Activity Day/Nights, Conferences, Fall Orientation Classroom Volunteer 	<ul style="list-style-type: none"> • Principal & Teaching Staff • All Staff • All Staff 	<ul style="list-style-type: none"> • Year-long • Year-long • Year-long 	<ul style="list-style-type: none"> • Pamphlets/handouts • Pamphlets/handouts District website • Schedules, report cards, parent and community members 	<ul style="list-style-type: none"> • Parents and staff will attend PTO meetings • Parent response to newsletter & communication forms • Parents & community will attend sponsored activities 	<ul style="list-style-type: none"> • Attendance at PTO meetings • Parent signatures on Take-home folders and response forms • Attendance at SW functions • Parent Surveys

Other: (please specify)					

3. Instruction by Highly Qualified (HQ) Teachers

- D All teachers must meet the HQ requirements set forth in PL Section 1119(a)(1). Describe how the school will ensure and maintain that only HQ staff are instructing students in the SWP:

I verify that copies of teacher qualifications are maintained at the school as well as the district office and are available to any member of the general public upon request. By signing this section of the application, the principal of this school attests in writing that the school is in compliance and meets the highly qualified teacher requirements.

Principal's Name (Keep original signature on file at the school.)

Date

NOTE: [Read a detailed explanation of what it means to be Highly Qualified.](#)

- L. All paraprofessionals must meet the HQ requirements set forth in PL Section 1119(c) and 1119(d). New and Existing Paraprofessionals working in programs supported by Title I Part A shall satisfy the requirements of :

1. Completed at least two years of study at an institution of higher education;
2. Obtained an associate's (or higher) degree; or,
3. Met a rigorous standard of quality and can demonstrate through a formal state or local academic assessment.

Describe how the school will ensure and maintain that only HQ staff are instructing students in the SWP:

I verify that copies of paraprofessional qualifications are maintained at the school as well as the district office AND are available to any member of the general public upon request. By signing this section of the application, the principal of this school attests in writing that the school is in compliance and meets the highly qualified paraprofessional requirements.

Principal's Name (Keep original signature on file at the school.)

Date

NOTE: [Read a detailed explanation of what it means to be Highly Qualified.](#)

III. TEN REQUIRED COMPONENTS (*CONTINUED*)

3. Instruction by Highly Qualified (HQ) Teachers

- A. All teachers must meet the HQ requirements set forth in PL Section 1119(a)(1). Using data from your annual HQ report, list all teachers that do NOT meet the HQ requirements and the action that the school will take to ensure they meet the HQ requirement.

☒ Yes, all teachers met HQ requirements

☐ No, please complete the chart below

<i>Name of Teachers</i>	<i>Plan Needed</i>	<i>Plan already submitted to MDE</i>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

- B. All paraprofessionals must meet the HQ requirements set forth in PL Section 1119(c) and 1119(d). Be sure to list all paraprofessionals that do NOT meet the HQ requirements and the action that the school will take to ensure they meet the HQ requirement.

☒ Yes, all paraprofessionals met HQ requirements, please skip to 4.

☐ No, please complete the chart below

<i>Name of Paraprofessionals</i>	<i>Reason</i>	<i>Plan of Action</i>

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4. Professional Development

The school must describe how it will implement high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff.

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Math:

- District Elementary RTI Specialist, Kim Kusler, will provide mentorship to teachers during monthly PLC meetings.
- Professional Learning Communities (Study Groups): Teachers will participate in approximately 12 PLC meetings during the school year
- Family Math Activity Night(s) – during the year our staff will provide ideas and strategies for parents to help their child with math at home.

Reading:

- Best Practices in Reading Instruction – training sessions will be offered during the year
- Professional Learning Communities (Study Groups) – 12 sessions facilitated by group leaders and use of Action Plan
- Reading Recovery Teachers will continue their training in the 2011 – 2012 school year
- Family Reading Day/ Activity Night(s) – during the year, our staff will provide ideas and strategies for parents to help their child with reading at home
- Minnesota Reading Corps (K-3) reading interventions

Other: (these address school climate goals as well as academic goals)

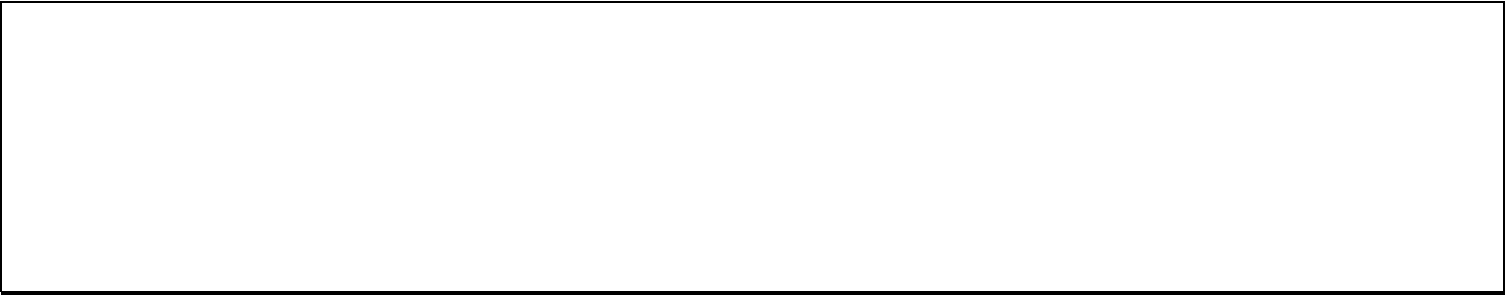
- Lester Bauer Discipline Policy – paras and licensed staff have training - Discipline Committee/Principal provides new staff with training and updating of manual occurs to reflect our current needs

Paraprofessionals/teaching assistants and parents are encouraged and welcome to attend training sessions

5. Highly Qualified Teacher to high needs schools

What is the school doing to attract and retain highly qualified teachers to its school?

- 100% of our teachers meet the Federal requirements for “Highly Qualified”
- 100% of our Paraprofessionals considered “Highly Qualified”
- 53% of our teachers have 10 or more years experience
- 16% have less than 3 years teaching experience
- 40% of our teachers have a master’s degree
- 100% of staff are in compliance with State Licensure requirements
- Average salary \$49,173 is close to the state average of \$49,718
- All teachers go through rigorous interview process which includes Teacher Perceiver Process
- Bemidji State University Education Department provides extensive opportunities for teacher training and mentorship



III. TEN REQUIRED COMPONENTS (*CONTINUED*)

6. Parent Involvement

A. Describe how parents will be involved in the design, implementation and evaluation of the SWP. NOTE: If the evaluation results show that the SWP plan is not satisfactory to parents, the school is required to submit these comments to the LEA.

- SW Parent surveys – provide opportunity for input on academics, school climate and family involvement activities, results of survey are shared in our school newsletter (The survey used was created by our SW Team to specifically address areas in our school.)
- Attendance at SW functions is tracked and used as another indicator for determining effectiveness of activities
- District Parent Advisory Council Representative (PAC) Meets at least once a month
- PAC rep from our school provides input from meetings and shares discussions from district meetings
- PAC Parent survey – given yearly to evaluate effectiveness of the parent activities within our district and school
- Parents receive a copy of our SW Goals in our Systems Accountability Report in the mail, it is also available at fall orientation and throughout the school year upon request
- PTO Meetings – SW goals as well as results of student and parent surveys are shared and discussed at meetings. Parent input from meetings is shared at staff meetings and included in our planning process
- Parent Volunteers – parents are encouraged to volunteer within the classroom which facilitates better understanding of curriculum and instruction thereby helping them make informed decisions about our school

B. Describe how the school will provide parents with assistance in understanding the SWP.

- Readability of parent handouts and brochures is approximately at the 5th grade reading level
- Pictures on brochures and handouts are used whenever possible to aid understanding/readability
- Summaries of SW results are brief and used in place of technical language that could be confusing to many parents
- Licensed interpreters are provided for ESL parents
- Teachers give an oral summary of our goals at orientations and also at parent meetings
- PTO – parent representative, as well as teachers, are available to aid translation and assist in summarizing SW goals

C. Describe the services that will be provided to parents as part of the SWP.

- ‘Bemidji Leads’ is developing a snapshot of our community that will provide information on schools, demographics, social services, and employment.
This “snapshot” will be shared with parents/community and used as a tool for evaluation of our needs.
- Literature for community programs such as Adult Education, Social Services, Head Start, Early Intervention, Alternative Education, Bemidji State University, Community Event Schedules will be made available at our school for parents.
- Math and Reading Activity Day/ Nights – educational math and reading games/activities that parents can do to with their child to encourage and support learning at home
- PTO Sponsored Fall Festival Night, student pictures, Make a Plate Night, book fair(s), health screenings and Holiday Store provide opportunities for family and student involvement that help draw families in who might otherwise feel uncomfortable in the school environment – also provides opportunity to share information about available services

D. Describe the process of annual evaluation of the Parent Involvement Policy/Procedures and Parent/Teacher Compact.

- Parent survey to determine effectiveness of our Parent Involvement Policy annually
- Parent survey to determine effectiveness of our Parent Teacher Compacts annually
- Survey results will be shared with parents through our weekly school newsletter and at PTO meetings
- Changes will be made on our PIP and our Parent Teacher Compact that reflect parents concerns, priorities, and needs

REMINDER: The current **Parent Involvement Policy/Procedures** and **Parent/Teacher Compact** must be uploaded with the EMAP application.

III. TEN REQUIRED COMPONENTS (*CONTINUED*)

7. Preschool Transitioning

A. Describe how the SWP will coordinate the transition of preschool children from early childhood programs to the local elementary schools.

Goal: We will ease the transition into all-day everyday kindergarten for our students by continuing to involve students and parents in orientation programs, through the distribution of home literacy packets, and by continued involvement in, and communication with district agencies that provide early childhood services.

Strategies:

1. Kindergarten Back to School Night – All Kindergarten students and their parents are invited to attend an evening open house at J.W. Smith. Students and parents will receive the J.W. Smith Handbook, a tour of our school, an early reader, treats, and meet with Kindergarten teachers in their classrooms to become acquainted with the classroom materials and routines.
2. Literacy Packets - Kindergarten Literacy and Math Packets are distributed to parents on fall Orientation Day. Packets are compiled and distributed through our school Title I program and include developmentally appropriate materials for parents and students practice at home.
3. September All-School Orientation – Kindergarten students are included in our fall orientation on the first day of school. Short sessions are held throughout the day to accommodate schedules of parents and students.
4. Preschool and Title1 Kindergarten Screening – Preschool screening for all incoming kindergartners is provided by the school district and shared with teachers.
5. Kindergarten Screening – Individual screenings of all kindergartners are given early in the fall to all students in order to determine the need for Title 1 supplemental instruction. Small group instruction occurs everyday using developmentally appropriate materials based on assessment data.
6. On-going Informal Assessment – Using Reading First guidelines for research-based assessments, all kindergartners are progress monitored throughout the year to provide current data that enables us to transition students into small groups that best meet their academic needs.
7. Special Education IEP Meetings, ECFE, Even Start Meetings – Kindergarten teachers, Title 1 Staff, and Special Ed. Staff members participate in joint meetings when possible, to share information and develop plans.

B. Describe how the SWP will coordinate, to the extent feasible and appropriate, parent involvement programs and activities with other state or federally- run preschool programs.

- District Parent Advisory Council meets with Head Start Program leaders to share how they are involved in Title I programming
- J.W. Smith Parent Information Sessions (Reading & Math) - fliers and school newsletters will provide dates & times of sessions
- Head Start Fliers - made available for our parents, as well as providing copies of our programs available to Head Start
- Head Start – records of incoming students are reviewed by teachers and students determined at risk encouraged to participate in a home literacy program that provides books
- Daycare Programs – provide a list of programs available in our area that offer educational programs
- Preschool Screening – data is put on our district Skyward networking system to share information
- Early Childhood Family Education Programs – Four year readiness program to engage families and students in early literacy activities
- Adult Basic Education – Pamphlets made available for information to parents/families in our school
- Ready. Set. Grow. – A series of three meetings was offered in May 2009-March 2010. These meetings will facilitated collaboration between federally funded preschool programs and other parent involvement programs promoting positive transitions from preschool through

Kindergarten.

C. Describe how the SWP will coordinate other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary options.

- Skyward Data Program - district-wide system used to track all students allows input to and from elementary, Special Education, Middle School, and High School
- Kindergarten Back to School Night - All Kindergarten students and their parents are invited to attend an evening open house at J.W. Smith. Students and parents receive the J.W. Smith Handbook, a tour of our school, an early reader, treats, and meet with Kindergarten J.W. Smith teachers in their classrooms to become acquainted with the classroom materials and routines
- Middle School Orientation - 5th Grade students visit our Middle School to receive a building tour, meet with Principals and teachers, and receive information about activities and programs provided
- Kindergarten Program Orientation/Registration - provides parents and students opportunities to become acquainted with teacher, school & programs

8. Measures to Include Teachers in Decision-Making Regarding the Use of Assessments

Describe how teachers are included in the decision-making, regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students in the overall instructional program.

Evaluation is ongoing and continuous.

Teachers are informed about goals through the following process:

- a. SW Plan Goals based on MCA data are discussed at a SW staff meeting to clarify our target areas
- b. Spring 2012 MCA II data will be reviewed and discussed in the fall with all staff
- c. District School Improvement Plan written to reflect most current data and make adjustments to SW Plan written in spring
- d. All teaching staff receives copies of our plans to ensure our SW academic goals are clearly identified prior to instructional planning

Teachers use and review the following assessments:

- NWEA Measures of Academic Progress (Grades 2-5) Reading & Math – given in October and April – identifies strands, provides individual student profiles and year to year growth charts
- STAR Reading & Math assessments (Grades 1-5) given F, W, S - provides teachers with instructional and independent levels of students
- STAR Early Success (Grades K & 1) – given F, W, S, - provides early literacy skills assessment
- AIMSweb (Grades K-5) – given Fall, Winter, Spring, - provides early literacy and math assessment in individual strands
- Houghton Mifflin Harcourt Reading (K-5) yearlong, Benchmark, Rubrics & Unit Assessments
- Everyday Mathematics Curriculum (K-5) yearlong, Benchmark, Rubrics & Unit Assessments
- Early Intervention – HMH assessment info used to determine for progress monitoring of students at risk
- Reading Recovery and Leveled Literacy Intervention instruction provide progress monitoring of students at risk.
- Observation Survey – 3 times a year to at-risk 1st graders
- Fountas and Pinnell Benchmarking Assessment (as needed to indicate student guided reading levels)

Evaluation takes place in the following ways:

- MCA II & III, STAR, MAP, AIMSweb, Early Success Scores, Curriculum benchmarks are available in the fall for all teachers
- Each teacher reviews data relevant to their class list
- Grade Level Meetings – these occur informally as well as formally throughout the year
- Sharing of conclusions drawn from grade level meetings – hard copy of conclusions and planning shared with all staff
- SW Leadership Team evaluation of grade level evaluation shared with all staff to provide focus on SW goals
- All disaggregated data available is used in the evaluation process listed above
- Data training needs of all teachers is determined by staff survey to identify training needs

Evaluation of assessment tools – as so many tools are available (above those required) we try to assess annually the validity and effectiveness of assessments to streamline and avoid over assessment

9. Effective and Timely Assistance

Describe the step-by-step process to ensure that students who are experiencing difficulty mastering the proficient or advanced levels of academic achievement standards receive effective and timely assistance.

Evaluation is ongoing and continuous.

- **MCA II / III data** is evaluated in the Fall and Spring (Principal shares district-wide trends at staff meetings, SW Team evaluates data and adjusts SW goals to align with most current scores, teachers review data relevant to their grade/students)
- **MCA II / III Results**
 1. Overall data, as well as disaggregated data, is examined to determine SW and grade level trends in reading, math, & writing,
 2. Gaps in proficiency are determined by state guidelines, as well as comparing our students to district and state proficiency rates
 3. Subgroups and strands with greatest gaps in proficiency are determined
- **School-wide Plan and District School Improvement Plan** – goals aligned/adjusted each fall when our district SI Plan is due
- **NWEA MAP** scores in reading, math, & language are evaluated in the October and April
- **MAP growth data is evaluated** to identify students who are at proficient levels *or above*, but are not meeting expected growth gains (issues that relate to underachievement are evaluated such as appropriately challenging materials, attendance, behavior, health, homework, work habits, teacher expectations)
- **Reading & Math Curriculum** baseline assessments, unit assessments, and rubrics provide ongoing information
- **AIMSweb Assessment** and various other primary reading assessments are given three or more times in grades K-5, to assess early literacy skills oral reading fluency, and early math skills.
- **STAR Reading & Math Assessments** Fall, Winter, Spring, (also on *as -needed basis*) provide guidelines for instructional levels and independent levels in reading & math, scores help determine Accelerated Reading and Math levels, as well as guided reading levels and planning for small group and independent work
- **Observation Survey Data** is utilized three times a year to determine student appropriateness for the Reading Recovery program and also to determine student growth. Reading Recovery and Leveled Literacy Intervention instruction provide progress monitoring of students at risk.
- **Minnesota Reading Corps (K-3) reading intervention targeting Tier 2 students at risk.**
- **Fountas and Pinnell Benchmarking Assessment** is utilized as needed to determine student guided reading levels.
- **Collaboration Time** – *Grade level meetings* provided at least twice a year
- **Students identified at-risk** (emphasis on students in subgroup with greatest proficiency gap) are closely monitored, discussion and determination of instructional needs takes place
- **Progress Monitoring** – all students are monitored, however, students identified *at risk* receive specific small group instruction within the classroom setting by a certified teacher with additional time if needed outside the reading or math block
- **Parents informed** – parents are informed that their child will be receiving additional instructional time (generally within the classroom during reading and math block)
- **SW Facilitators and Classroom teachers provide ongoing assessment/evaluation of at-risk students** (observations, informal reading/math inventories, reading rate, retelling, basic math facts assessment, & grade level specific rubrics from the state standards and district curriculum are used) *See grade level specific assessments listed*
- **Students determined still at-risk needing intervention are identified** - Child Study Team meeting takes place to set up interventions and possible further assessment, CS Team meets again within thirty school days to reevaluate and make possible referrals for other services and assessment (Parents are given formal notification and permission for further assessment is received)
- **Formal Assessments** - take place if student is still not making satisfactory progress after the intervention period, determination of Special Education placement or specific programs takes place

Special Education Assessments:

1. **Informal:** Orton-Gillingham checklist of 70 phonograms, High Frequency Word Lists (graded) Spelling with Sound Boxes, Alphabet Knowledge/Production, Phoneme Segmentation/Blending Checklists, Auditory Discrimination Record Sheet, Onset/Rime Sheets, Vowel Combination/patterns, Pre-fixes & suffixes, Comprehension Strategies
 2. **Formal Assessments:** Test of Written Spelling 4, Woodcock-McGrew-Werder Mini-Battery of Achievement, Woodcock-Johnson III Tests of Cognitive Ability, Achievement, Woodcock-Johnson Diagnostic Reading Battery, Key Math Test, Hammill Multi-ability Achievement Test, Wide Range Achievement Test 3, Wide Range Intelligence Test
- **Students at or above desired achievement levels** – Small group Guided Reading Instruction is provide for all students during reading block, classroom teachers, media specialists and SW facilitators and teaching assistants provide challenging materials and independent projects, Accelerated Math provides additional objectives for students needing to be challenged
 - **Targeted Services:** Provides after school extended day activities in reading and math within our school as well as Indian Ed Summer School, Special Ed. Summer School, and Summer Success

10. Coordination of Programs

Describe the coordination and integration of federal, state and local services and programs.

The Bemidji School Board and district administration decide the district goals, based on assessment, demographic and perception data. Bemidji's 2012-2013 aims and goals are not yet School Board approved. Following is a draft of the 2012-2013 District Goals that will be presented to the School Board for approval at their October 15, 2012 meeting:

2012-2013 Bemidji District Aims, Goals and Measures

AIM 1 Highest Levels of Student Success

Goal A Reading:

In Bemidji Area Schools district-wide the "All Students" group will increase their proficiency of 76.1% in the Spring of 2012 to 80% in the Spring of 2013 and to 83% in the Spring of 2014 as measured by the Reading MCA.

Goal A1 In Bemidji Area Schools district-wide the Special Education subgroup will increase their proficiency of 38.7% in the Spring of 2012 to 42% in the Spring of 2013 and 44% in the Spring of 2014 as measured by the Reading MCA.

Goal B Mathematics:

In Bemidji Area Schools district-wide, the "All Students" group will increase their proficiency of 64.9% in the Spring of 2012 to 68% in the Spring of 2013 and to 70% in the Spring of 2014 as measured by the Mathematics MCA.

Goal B1 In Bemidji Area Schools district-wide the Special Education subgroup will increase their proficiency of 28.5% in the Spring of 2012 to 33% in the Spring of 2013 and 35% in the Spring of 2014 as measured by the Mathematics MCA.

Goal C Science:

Waiting for 2012 Science MCA Results.

Goal D Graduation Rate:

The Bemidji High School student graduation rate as measured by MDE's Four-Year Graduation Rate calculations will increase to 90% for all students in 2012-2013. (Baseline Data: Bemidji High School Four-Year Graduation Rate: 2009 = 84.6%, 2010 = 82.5%, 2011 = 83.2%)

AIM 2 Safe and Welcoming Environment

Goal A Demonstrate Respect:

Bemidji Area Schools' students will reduce the incidences of assaults and fights by 5% as reported by school principals on the Skyward Student Management Data System for 2012-2013. (Baseline Data: 2011-2012 Grades K-5 – 76; Grades 6-8 – 48; grades 9-12 – 16).

AIM 3 Effective and Efficient Operations

Goal A Efficient Use of Resources:

During 2012-2013, Bemidji Area Schools will participate in a statewide comprehensive review of teacher evaluation policies and practices, which reflect current best practices and research. A district teacher evaluation committee will make recommendations for changes to the Bemidji School Board by June 2013.

The schools decide their building goals based on the district goals and their assessment and demographic data. They provide the district office with their school improvement and staff development plans every fall, and these are published for Leadership, District Curriculum Committee, and the School Board. Throughout the year, all building and district staff work to achieve their goals and align staff training to these goals. At the end of the year, each building provides a report of how they performed in reaching their goals to the Director of Curriculum. This information becomes part of the district's Annual Public Report of Curriculum, Instruction, and Student Achievement, distributed to the public by October 1 each year and posted on the district web site.

The district provides teachers with MCA, NWEA MAP and AIMSweb test data and helps them analyze their data through data retreats. Most of the Title I teachers participate on their school improvement teams. The Title I AYP set aside provided a data retreat scheduled August 13, 2012. Analyzing data will be a building level focus in 2012-2013. Primary reading is the focus for the Title I AYP Set Aside this year. We will continue to focus on Response to Intervention (RtI), Professional Learning Communities (PLCs), and AIMSweb benchmark training.

The Bemidji School District supports staff development for highly qualified teachers and paraprofessionals. We provide AYP set aside; Title II, Part A; and district General Fund for staff development. The District Staff Development Committee oversees Title II, Part A and the district staff development money to award grants for staff development opportunities that align with district school improvement goals and student achievement. The district provides five days for district-wide staff development. Bemidji's certified Ruby Payne *Framework for Understanding Poverty* trainers provide staff training. Bemidji has made a concerted effort the last eight years to provide teachers with ongoing training opportunities in the five areas required by the MN Board of Teaching for license renewal: teaching reading, behavior modification, adapting curriculum, early onset of childhood mental illness, and using technology for delivering curriculum. Bemidji district also provides training for new teachers.

Title I resources are used to target the greatest academic needs for student achievement and based on the assessment data from the previous year. Reading and math continue to be primary staff development focuses. Building principals oversee Title I purchases for their buildings, the Director of Curriculum approves those purchases, and the district Business Manager approves all final purchases. The Bemidji School District's business office oversees all accounting procedures, provides information to the auditors, and compiles the SERVS information.

The district sets aside at least 1% of all Title I funds for Parent Involvement, and 95% of those funds are used for building-level parent involvement activities and 5% for district-level Parent Advisory Council (PAC) activities. These activities include Title I school newsletters and math and reading activities at Title I schools. Title I staff coordinate parent math and reading activity events for families to help them help their children in these areas.

Other district Title I set asides include the homeless program, which served 250 students last year; Reading Recovery training and materials, Leveled Literacy Intervention training and materials; MN Reading Corps coaches training, and instructional materials for district Limited English Proficiency.

Other areas of school collaboration with district, state and federal programs include:

- **MN Reading Corps** (new in 2012-2013) will provide tutors at every elementary school to focus on students' Reading Well by Third Grade.
- **Title II, Part A** provided four trained **Ruby Payne Framework for Understanding Poverty trainers** who give training for all district staff in the effects of poverty. Because of a better understanding of poverty, our teachers are improving the test scores for students receiving free and reduced lunches.
- **Community Education** also provides specific staff development in the five areas of needed for teacher licensure renewal: teaching reading, adapting curriculum, early onset of childhood mental health, behavior management, and using technology for delivering curriculum. Non-Public, district, substitute teachers and parents attend these classes.
- **Adult Basic Education** provides services to parents with low basic skills and English as Second Language learners. They also provide training in reading and math for district paraprofessionals completing the NCLB highly qualified requirements. ABE brochures are available at the schools.
- **Early Childhood Family Education and Early Intervention Center** (for pre-school special education children) provide services to parents and pre-school children, as well as transition to kindergarten activities. ECFE brochures are available at the schools.
- **Head Start** provides services to parents and pre-school children, as well as transition to kindergarten activities to families who meet financial qualifications. Head Start brochures are available at the schools.
- **District 4-year-old Program** (located at Bemidji State University) started in 2009 with the Title I Stimulus money. The 5-day, morning and afternoon programs are designed to attract at-risk students and will expand in 2012-2013 under Community Education.
- **Targeted Services Alternative Program & 21st Century Grant** offer summer and after-school programming at all six elementaries and the middle school to at-risk students. This program offers math and reading remediation, as well as activities to build student confidence and self esteem.
- **Indian Education** provides services to Native American families and students. They also provide home-school liaisons to connect educational services with the home.
- **Homeless Education** services are provided through Title I, McKinney Vento grant, and the district. A homeless liaison provides homeless children with the connection to our schools, assuring transportation and access to services and resources. The liaison also makes regular contact with the homeless shelters and assures all children have access to school. **Evergreen Shelter** children are provided services at the **Alternative Education Center** with a paraprofessional and highly qualified teachers.

- **District Special Education** provides a wide array of services for all students with disabilities. Our district K-12 special education percentage is 15.3%.
- **District School Nurse** provides services district wide and coordinates with the health paraprofessionals at every building. She is working to provide dental services to students who lack care.
- **District Food Service** provides nutritionally balanced meals. They are replacing high-sugar and high-fat foods in their menu to meet students' nutritional needs. This was a recommendation of the **District Wellness Committee**.
- **Summer Federal Food Program** provides free student breakfasts and lunches to students and low-cost meals to other family members for seven weeks.
- **Bemidji State University** provides interns, student teachers, and volunteers who work with Bemidji students. They also offer teachers, administrators, and paraprofessionals year-round professional development opportunities. BSU and District leadership meet regularly and collaborate.
- **Beltrami County Collaborative** provides a grant that funds the **District Tracker Program**, which works with families of truant students.
- **Upper Mississippi Mental Health** provides mental health social workers for the school district.

IV. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

A. Describe how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3).

- Our district provides ELL services for students and parents, this includes a licensed interpreter for parents to aid in understanding of assessment information. (Our school only has one ELL student attending)
- Parent handouts are written at approximately a sixth grade level to facilitate understanding (we have available technology to assess the readability level of our materials)

Bemidji State University has language instructors available to assist parents

B. Describe additional measures other than MCA II which will be used to identify successes and/or problems with the SWP.

Evaluation is ongoing and continuous – the following measures are used to determine needs within our school

(See pg. 6 of SW Plan: Part III -Ten Required Components- Comprehensive Needs Assessment- Part B)

- NWEA MAP (reading, math, and language scores)
- NWEA MAP DesCartes Program (provides disaggregated data on strands within each content area)
- Reading Houghton Mifflin Hartcourt phonemic awareness assessments
- Math curriculum unit assessments and rubrics provide ongoing information
- AIMSweb assessments are given three or more times in grades K-5 to assess literacy skills and math skills; The Cunningham Primary Spelling Inventory and various other primary measurements are included in the primary reading assessment.
- STAR Early Literacy (K-1 assessment of basic literacy skills)
- Observation Survey – Marie Clay
- Fountas and Pinnell Benchmarking Assessment
- Parent/Student surveys (school climate assessment)
- SW attendance data (tracked quarterly – yr. end results compared to previous years)
- Discipline data (our SW Discipline policy tracks number and type of disciplinary referrals)

Our SW Leadership Team meets at least quarterly to review most current data. Grade level meetings provide teachers time to evaluate their specific data and share conclusions with our SW Team. Demographics, school climate surveys, discipline referrals, and attendance records give us additional information to identify successes or problems.

C. Describe the plan for measuring and reporting student progress during the year.

*See: 1 - Comprehensive Needs Assessment Part B. Describe process to collect and analyze data Page 6

*See: #8 Measures to Include Teachers on Decision Making/Assessments Page 25

*See #9 Effective and Timely Assistance Page 25

D. Describe how disaggregated data be used to identify groups of students and determine whether or not they are making progress

- MCA II and III scores for subgroups and strands from our 2011 scores will be compared to our 2012 scores when we receive them next fall to determine if the proficiency gap has decreased for American Indian Students.
- MCA II and III scores for subgroups and strands from our 2011 scores will be compared to our 2012 scores when we receive them next fall to determine if the following strands have made proficiency gains: Math – Algebra and Number and Operations and Reading- Comprehension & Literature Expansion
- Any new proficiency gaps of concern will identified with fall MCA II data – goals adjusted
- FR/L Population – at 78%, we include this group as part of our whole population but continue to look at MCA II reports for improved proficiency rates for this population
- Teachers use MCA II, as well as all the assessments listed in this document, to identify needs students in their classrooms
- Small group as well as individualized help is developed based on assessments
- Schedules that include SW Teachers, Special Education, and Teaching Assistants is developed around classroom needs prioritized by greatest need
- Progress monitoring of all students is provided through continuous assessments and schedules and small group instruction is adjusted according to progress or lack of progress

*Assessment and evaluation processes have been outlined throughout this document

E. Describe how the results of your student assessment data and other measures will be used to improve instructional practice as part of the evaluation process for continuous improvement.

- Instructional practices are closely aligned with our progress monitoring of subgroups, as well as students who are at or above proficiency levels
- Collaboration time for all teachers, including Special Ed. is provided to determine small group instructional needs
- Schedules for additional help during reading and math blocks is determined by ongoing assessment and are kept flexible
- Flexible grouping of students – groups are progress monitored and changes occur as a result of teacher collaboration and assessment results
- Challenge activities are provided for students at high proficiency levels (this includes working on advanced objectives in Accelerated Math as well as using Accelerated Reading Program to make sure students are reading books at an appropriately challenging level)
- The use of SBR methods outlined for us by our Reading First model has provided us with a wealth of resources to engage students in higher level questioning skills as well as how to use data to create flexible groups
- Continued evaluation of instructional practices through PLC study groups will provide additional feedback about instruction

V. TECHNICAL ASSISTANCE

Provide a list of technical assistance providers who have contributed to the development of this SWP plan. Include meeting dates and topics.

Provider Name	Date	Type of Assistance	Provider's Experience in SWP Programming Director of Curriculum and
Kathy Palm,	2012	Advice	Administrative Services, Director of Title 1 Services since 2003, Provider's

			Experience in SWP Programming Training in School-wide Planning and District Demographics
Provider Name Kim Kusler	Date 2012	Type of Assistance Assessment Analysis, Research Based Practices	Provider's Experience in SWP Programming RtI Specialist Experience in writing School Improvement Plans, Reading First Instructional Training Program. Experience with data analysis
Provider Name	Date	Type of Assistance	
Provider Name Noemi Trevino	Date 2012	Type of Assistance Clarification of SWE application	Provider's Experience in SWP Programming MDE

PARTNERS IN LEARNING

J. W. SMITH ELEMENTARY STUDENT-PARENT-SCHOOL STAFF

TITLE I SCHOOLWIDE COMPACT

This is an agreement to work together. We believe that this agreement can be fulfilled and our goals can be reached by our team effort. Together we can improve teaching and learning.

School Reading Goal: Improve literature and comprehension skills.

School Math Goal: Improve number sense (reading, comparing, and using numbers) and algebra skills.

School Climate Goal: Improve student attendance.

As the J. W. Smith Elementary Principal, I will reinforce the partnerships between parents, students, and staff to foster and maintain high standards of academic achievement and behavior.

Student Agreement: *I want to do my best; therefore, I will:*

- attend school regularly and on time.
- be responsible and obey school rules.
- choose to have a positive attitude toward learning and respect myself and others.
- ask for help and ask questions when I don't understand something.
- always do my best.



Student's Personal Plan to support school goals:

1. _____

2. _____

Student Signature: _____

Parent Agreement: *I want my child to achieve; therefore, I will do my personal best to:*

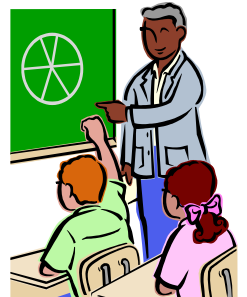
- see that my child is well rested and attends school regularly and on time.
- respect the cultural differences of all students and their families.
- support J. W. Smith Elementary in its efforts to maintain proper discipline.
- stay in contact with school staff regarding my child's progress.
- respond to communications that are sent home.
- praise and encourage my child for his/her effort.
- limit TV viewing, and help and encourage my child with schoolwork each night.
- support my child in achieving his/her Personal Plan.



Parent/Guardian Signature:

Teacher Agreement: *It's important that all students achieve; therefore, I will do my personal best to:*

- provide a safe and caring learning environment.
- respect the cultural differences of all students and their families.
- be available for conferences with you as needed, and keep you informed of your child's progress on a regular basis.
- vary instructional techniques, materials, and pace to meet the needs of your child.
- provide assistance to you so your child can be a successful learner.
- praise and encourage your child's efforts.
- support your child in achieving his/her Personal Plan.



Teacher Signature:
