

BEMIDJI AREA SCHOOLS
2018-2019 Building School Improvement Plans
Due to Colleen Cardenuto: October 25, 2018

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

Bemidji Area Schools

I. Academic Goals

BEMIDJI AREA SCHOOLS
Building School Improvement Plan
Academic Year 2018-2019
Due to Colleen Cardenuto: October 25, 2018

Building J. W. Smith Elementary

Building Principal Patricia Welte

School Improvement Site Team Chair Sarah Nielsen

Building School Improvement Site Team Members:

Patricia Welte, Building Principal

Kelli Peterson, Grade 1 Teacher

Diane Whalen, Spec. Ed. Teacher

Sarah Scofield, Kindergarten Teacher

Ken Grantier, Grade 2 Teacher

Michael Domish, Grade 3 Teacher

Samantha Baker, Grade 1 Teacher

Michele Green, Title 1 Teacher

Sarah Nielsen, Title 1 Teacher

Bradley Johnson, Grade 3 Teacher

Jennifer St. Peter, Grade 2 Teacher

2018-2019 School Improvement SMART Goals:

1 Reading:

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

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

Goal 1A:

To support all students **Reading Well by Third Grade**, the students at J.W. Smith

Elementary will improve their reading in the following:

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

Goal 1B:

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

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

2 Math:

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

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

Goal 2A:

To support all students in achieving math growth:

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

Goal 2B:

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

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

September of 2018 to 44.9% in May of 2019.

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

- 3** J. W. Smith Kindergarten through Third grade students will increase their overall attendance percentage from 67.8% during the 2017-2018 school year to 69.8% during the 2018-2019 school year.
- 4** During the 2018-2019 school year, one hundred percent (100%) of all classroom teachers will implement the Responsive Classroom Program in an effort to reduce the number of behavior infractions.

2018-2019 School Improvement Goals

School Improvement Goal #1:

Reading

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

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

Goal 1A:

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

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

Goal 1B:

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

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

Baseline Data used To Select Goal:

Based on the 2018 MCA-III Reading Assessment results, the baseline data used to create the goal at J. W. Smith Elementary was the following:

- Third grade students' proficiency percentage was 33.3% in the Spring of 2018.

Based on the 2018 -2019 NWEA Measures of Academic Progress Reading Assessment results, the baseline data used to create the goals for J. W. Smith Elementary School were the following:

- Kindergarten students' lowest area in Reading was Foundational Skills with a mean RIT score of 133.0 in September of 2018. The overall RIT score for the Kindergarten students was 137.5 in September of 2018 and a proficiency percentage of 55.8%.
- First grade students' lowest areas in Reading were both, Language/Writing and Foundational Skills with mean RIT scores of 151.0 in September of 2018. The overall RIT score for the first grade students was 152.5 in September of 2018 and a proficiency percentage of 41.9%.
- Second grade students' lowest areas in Reading were both, Informational Text and Literature with mean RIT scores of 166.0 in September of 2018. The overall RIT score for the second grade students was 166.3 in September of 2018 and a proficiency percentage of 32.2%.
- Third grade students' lowest area in Reading was Informational Text with a mean RIT score of 181.0 in September of 2018. The overall RIT score for the third grade students was 183.2 in September of 2018 and a proficiency percentage of 53%.

Based on the 2018 -2019 NWEA Measures of Academic Progress Reading Assessment results, the baseline data used to create the goals for the subgroups at J. W. Smith Elementary were as follows:

Special Education subgroup:

J. W. Smith Elementary Special Education students, K-3, had an overall proficiency percentage of 19.4%.

- At this time, there is no data available for Special Education students in Kindergarten.
- First grade Special Education students had a mean RIT score of 146.1 in September of 2018.
- Second grade Special Education students had a mean RIT score of 163.4 in September of 2018.
- Third grade Special Education students had a mean RIT score of 167.8 in September of 2018.

Native American subgroup:

J. W. Smith Elementary Native American students, K-3, had an overall proficiency percentage of 37.2% in September of 2018.

- Kindergarten Native American students had a mean RIT score of 134.8 in September of 2018.
- First grade Native American students had a mean RIT score of 154.0 in September of 2018.
- Second grade Native American students had a mean RIT score of 163.4 in September of 2018.
- Third grade Native American students had a mean RIT score of 181.2 in September of 2018.

Free & Reduced Lunch subgroup:

J. W. Smith Elementary students who qualify for Free & Reduced Lunch, K-3, had an overall proficiency percentage of 39.2% in September of 2018.

- Kindergarten students who qualify for Free & Reduced Lunch had a mean RIT score of 136.1 in September of 2018.
- First grade students who qualify for Free & Reduced Lunch had a mean RIT score of 152.7 in September of 2018.
- Second grade students who qualify for Free & Reduced Lunch had a mean RIT score of 163.2 in September of 2018.
- Third grade students who qualify for Free & Reduced Lunch had a mean RIT score of 180.1 in September of 2018.

Desired Result:

Based on the 2019 MCA-III Reading Assessment, the desired results are as follows:

- The Third grade will increase their proficiency on the MCA-III Reading Assessment from 33.3% in the Spring of 2018 to 35.3% in the Spring of 2019.

Based on the 2018-2019 NWEA Measures of Academic Progress Reading Assessment, the desired results are as follows:

- Kindergarten students will increase their mean RIT score in the goal area of Foundational Skills to 150.1 in the Spring of 2019 and will increase their overall RIT score to 154.5 in May of 2019, with a desired proficiency percentage of 57.8%.
- First grade students will increase their mean RIT score in the goal areas of Language/Writing and Foundational Skills to 167.8 in the Spring of 2019 and will increase their overall RIT score to 169.3 in May of 2019, with a desired proficiency percentage of 43.9%.
- Second grade students will increase their mean RIT score in the goal areas of Informational Text and Literature to 180.0 in the Spring of 2019 and will increase their overall RIT score to 180.3 in May of 2019, with a desired proficiency percentage of 34.2%.
- Third grade students will increase their mean RIT score in the goal area of Informational Text to 191.3 in the Spring of 2019 and will increase their overall RIT score to 193.5 in May of 2019, with a desired proficiency percentage of 55%.

Based on the 2018-2019 NWEA Measures of Academic Progress Reading Assessment, the desired results for the following subgroups are as follows:

Special Education subgroup:

J. W. Smith Elementary Special Education students, K-3, will increase their overall proficiency percentage to 21.4% in May of 2019.

- At this time, there is no data available for Special Education students in Kindergarten.
- First grade Special Education students will increase their mean RIT score to 162.9 in May of 2019.
- Second grade Special Education students will increase their mean RIT score to 177.4 in May of 2019.
- Third grade Special Education students will increase their mean RIT score to 178.1 in May of 2019.

Native American subgroup:

J. W. Smith Elementary Native American students, K-3, will increase their overall proficiency percentage to 39.2% in May of 2019.

- Kindergarten Native American students will increase their mean RIT score to 151.9 in May of 2019.
- First grade Native American students will increase their mean RIT score to 170.9 in May of 2019.
- Second grade Native American students will increase their mean RIT score to 177.4 in May of 2019.
- Third grade Native American students will increase their mean RIT score to 191.5 in May of 2019.

Free & Reduced Lunch subgroup:

J. W. Smith Elementary students who qualify for Free & Reduced Lunch, K-3, will increase their overall proficiency percentage to 41.2% in May of 2019.

- Kindergarten students who qualify for Free & Reduced Lunch will increase their mean RIT score to 153.2 in May of 2019.
- First grade students who qualify for Free & Reduced Lunch will increase their mean RIT score to 169.5 in May of 2019.
- Second grade students who qualify for Free & Reduced Lunch will increase their mean RIT score to 177.2 in May of 2019.
- Third grade students who qualify for Free & Reduced Lunch will increase their mean RIT score to 190.4 in May of 2019.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):

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

Staff Development Activities:

Teachers of Reading will:

- Have the opportunity to attend the Reading in-service workshops provided by the District Reading Specialist.
- Continue flexible groups.
- Attend RtI to address the needs of students.
- Implement RtI strategies shared at semi-monthly meetings.
- Collaborate with Minnesota Reading Corp (K-3) and Indian Education program to share and assist with data and intervention planning.
- Increase the use of SMART Boards and/or other technology hardware/software (i.e. Think Central, Accelerated Reader, Tumble Books, Teach your Monster) into reading instruction.
- Provide a minimum of 120 minutes of daily reading instruction.
- Emphasize nonfiction books in all classrooms.
- Plan and develop family reading events school-wide in collaboration with Title 1.
- Implement Head Sprout Phonics Program with Special Education students.
- Implement AIMSweb Progress Monitoring with Special Education students.
- Implement Cultural Awareness Activities school-wide in collaboration with Title 1 and Indian Education Services.

Evidence of Teacher Learning and Improved Student Performance:

Teacher Learning:

- Attend RtI meetings where individual goals are revised and new strategies developed.
- Share about reading strategies and programming at staff meetings.
- Increase the use of SMART Boards and/or other technology hardware/software into reading.
- Implement reading best practice strategies and interventions.

Improved Student Performance:

- Kindergarten students will increase their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 55.8% in September of 2018 to 57.8% in May of 2019.
- First grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 41.9% in September of 2018 to 43.9% in May of 2019.
- Second grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 32.2% in September of 2018 to 34.2% in May of 2019.
- Third grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 53% in September of 2018 to 55% in May of 2019.

2018-2019 School Improvement Goals

School Improvement Goal #2:

2018-2019 School Improvement Plan

Math:

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

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

Goal 2A:

To support all students in achieving math growth:

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

Goal 2B:

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

- The students who qualify for Special Education will increase their proficiency percentage on the NWEA Measures of Academic Progress Mathematics Assessment from 18.8% in September of 2018 to 20.8% in May of 2019.
- The American Indian students will increase their proficiency percentage on the NWEA Measures of Academic Progress Mathematics Assessment from 42.9% in September of 2018 to 44.9% in May of 2019.
- The students who qualify for Free & Reduced Lunch will increase their proficiency percentage on the NWEA Measures of Academic Progress Mathematics Assessment from 42.8% in September of 2018 to 44.8% in May of 2019

Baseline Data used To Select Goal:

Based on the 2018 MCA-III Mathematics Assessment results, the baseline data used to create the goal at J. W. Smith Elementary was the following:

- Third grade students' proficiency percentage was 57.4% in the Spring of 2018.

Based on the 2018 NWEA Measures of Academic Progress Mathematics Assessment, the baseline data used to create the goals for J. W. Smith Elementary School were the following:

- Kindergarten students' lowest area in Mathematics was Algebra with a mean RIT score of 134.0 in September of 2018. The overall RIT score for the Kindergarten students was 136.0 in September of 2018, with a proficiency percentage of 63.5%.
- First grade students' lowest area in Mathematics was Geometry and Measurement with a mean RIT score of 150.0 in September of 2018. The overall RIT score for the first grade students was 152.3 in September of 2018, with a proficiency percentage of 41.9%.
- Second grade students' lowest area in Mathematics was Geometry and Measurement with a mean RIT score of 165.0 in September of 2018. The overall RIT score for the second grade students was 167.5 in September of 2018, with a proficiency percentage of 38.7%.
- Third grade students' lowest areas in Mathematics were Algebra and Data Analysis with mean RIT scores of 186.0 in September of 2018. The overall RIT score for the third grade students was 186.8 in September of 2018, with a proficiency percentage of 53%.

Based on the 2018 -2019 NWEA Measures of Academic Progress Mathematics Assessment results, the baseline data used to create the goals for the subgroups at J. W. Smith Elementary was the following:

Special Education subgroup:

J. W. Smith Elementary Special Education students, K-3, had an overall proficiency percentage of 18.8%.

- At this time, there is no data available for Special Education students in Kindergarten.
- First grade Special Education students had a mean RIT score of 147.9 in September of 2018.
- Second grade Special Education students had a mean RIT score of 168.6 in September of 2018.
- Third grade Special Education students had a mean RIT score of 173.7 in September of 2018.

Native American subgroup:

J. W. Smith Elementary Native American students, K-3, had an overall proficiency percentage of 37.2% in September of 2018.

- Kindergarten Native American students had a mean RIT score of 132.6 in September of 2018.
- First grade Native American students had a mean RIT score of 154.8 in September of 2018.
- Second grade Native American students had a mean RIT score of 165.8 in September of 2018.
- Third grade Native American students had a mean RIT score of 185.5 in September of 2018.

Free & Reduced Lunch subgroup:

J. W. Smith Elementary students who qualify for Free & Reduced Lunch, K-3, had an overall proficiency percentage of 39.2% in September of 2018.

- Kindergarten students who qualify for Free & Reduced Lunch had a mean RIT score of 134.0 in September of 2018.
- First grade students who qualify for Free & Reduced Lunch had a mean RIT score of 152.6 in September of 2018.
- Second grade students who qualify for Free & Reduced Lunch had a mean RIT score of 166.2 in September of 2018.
- Third grade students who qualify for Free & Reduced Lunch had a mean RIT score of 184.9 in September of 2018.

Desired Result:

Based on the 2019 MCA-III Mathematics Assessment, the desired results are the following:

- The Third grade will increase their proficiency on the MCA-III Mathematics Assessment from 57.4% in the Spring of 2018 to 59.4% in the Spring of 2019.

Based on the 2018-2019 NWEA Measures of Academic Progress Mathematics Assessment, the desired results are as follows:

- Kindergarten students will increase their mean RIT score in the goal area of Algebra to 153.1 in the Spring of 2019 and will increase their overall RIT score to 154.7 in May of 2019, with a desired proficiency percentage of 65.5%.
- First grade students will increase their mean RIT score in the goal area of Geometry and Measurement to 168.4 in the Spring of 2019 and will increase their overall RIT score to 170.7 in May of 2019, with a desired proficiency percentage of 43.9%.
- Second grade students will increase their mean RIT score in the goal area of Geometry and Measurement to 180.2 in the Spring of 2019 and will increase their overall RIT score to 182.7 in May of 2019, with a desired proficiency percentage of 40.7%.
- Third grade students will increase their mean RIT scores in the goal areas of Algebra and Data Analysis to 199.0 in the Spring of 2019 and will increase their overall RIT score to 199.8 in May of 2019, with a desired proficiency percentage of 55.0%.

Based on the 2018-2019 NWEA Measures of Academic Progress Reading Assessment, the desired results for the following subgroups are as follows:

Special Education subgroup:

J. W. Smith Elementary Special Education students, K-3, will increase their overall proficiency percentage to 20.8% in May of 2019.

- At this time, there is no data available for Special Education students in Kindergarten.
- First grade Special Education students will increase their mean RIT score to 166.3 in May of 2019.
- Second grade Special Education students will increase their mean RIT score to 183.8 in May of 2019.
- Third grade Special Education students will increase their mean RIT score to 186.7 in May of 2019.

Native American subgroup:

J. W. Smith Elementary Native American students, K-3, will increase their overall proficiency percentage to 39.2% in May of 2019.

- Kindergarten Native American students will increase their mean RIT score to 151.7 in May of 2019.
- First grade Native American students will increase their mean RIT score to 173.2 in May of 2019.
- Second grade Native American students will increase their mean RIT score to 181.0 in May of 2019.
- Third grade Native American students will increase their mean RIT score to 198.5 in May of 2019.

Free & Reduced Lunch subgroup:

J. W. Smith Elementary students who qualify for Free & Reduced Lunch, K-3, will increase their overall proficiency percentage to 41.2% in May of 2019.

- Kindergarten students who qualify for Free & Reduced Lunch will increase their mean RIT score to 153.1 in May of 2019.
- First grade students who qualify for Free & Reduced Lunch will increase their mean RIT score to 171.0 in May of 2019.
- Second grade students who qualify for Free & Reduced Lunch will increase their mean RIT score to 181.4 in May of 2019.
- Third grade students who qualify for Free & Reduced Lunch will increase their mean RIT score to 197.9 in May of 2019.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):

One hundred percent (100%) of all teachers of Mathematics will participate in semi-monthly RtI meetings to discuss math best practices, prepare differentiated instruction and examine student data.

Staff Development Activities:

Teachers of Mathematics will:

- Have the opportunity to attend math in-service provided by the District Math Specialist.
- Continue flexible math groups such as Number Worlds and Rhymes N' Times if needed.
- Increase the use of SMART Boards and/or other technology hardware/software (i.e. Xtra Math, ThinkCentral, iXL) into math instructions.
- Analyze student data and formulate appropriate interventions.
- Provide 90 minutes daily of math instruction, including math games to reinforce skills.
- Plan and develop Family Math events by grade level and school-wide in collaboration with Title 1.
- Implement AIMSweb Progress Monitoring with Special Education students.
- Implement and reinforce math skills/ activities within different specialist

Evidence of Teacher Learning and Improved Student Performance:

Teacher Learning:

- Attend RtI meetings where goals are revised and new strategies developed.

- RtI by using student data, learning rates and levels of performance to make important educational decisions.
- Share about math strategies and programming at staff meetings.
- Analyze grade level math data such grade level assessments, MAP and MCA.
- Increase the use of SMART Boards and/or other technology hardware/software into math.
- Implement math best practice strategies and intervention.

Improved Student Performance:

- Kindergarten students will increase their proficiency percentage on the NWEA Measures of Academic Progress Math Assessment from 63.5% in September of 2018 to 65.5% in May of 2019.
- First grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Math Assessment from 41.9% in September of 2018 to 43.9% in May of 2019.
- Second grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Math Assessment from 38.7% in September of 2018 to 40.7% in May of 2019.
- Third grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Math Assessment from 53.0% in September of 2018 to 55.0% in May of 2019.

2018-2019 School Improvement Goals

School Improvement Goal #3:
J. W. Smith Kindergarten through third grade students will increase their overall attendance percentage from 67.80% during the 2017-2018 school year to 69.80% during the 2018-2019 school year.
Baseline Data used To Select Goal:
Based on the 2017-2018 attendance data provided by Minnesota Department of Education-North Star Report, the overall attendance percentage was 67.80%.
Desired Result:
Based on the 2017-2018 attendance data provided by Minnesota Department of Education- North Star Report, the J. W. Smith Kindergarten through third grade students will increase their overall attendance rate to meet or exceed 69.80% during the 2018-2019 school year.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
J. W. Smith Elementary will monitor attendance on a monthly basis and award students with exemplary attendance.
Staff Development Activities:
<p>Teachers will:</p> <ul style="list-style-type: none"> • Utilize Responsive Classroom procedures including Morning Meeting and Closing Circle to create a positive classroom community that will encourage students to attend school. • Present monthly attendance certificates to students who have no more than one tardy and/or one absence during the month. • Present special incentives to students with perfect attendance. • Communicate with the attendance monitor to ensure phone calls are made to parents/ guardians if a student is absent for two consecutive days.
Evidence of Teacher Learning and Improved Student Performance:
<p>Teacher Learning:</p> <ul style="list-style-type: none"> • Share about individual attendance improvement strategies at staff meetings. • Share monthly attendance reports. • Student interviews to guide interventions. <p>Improved Student Performance:</p> <ul style="list-style-type: none"> • Based on the 2017-2018 attendance data provided by Minnesota Department of Education- North Star Report, the J. W. Smith Kindergarten through third grade students will increase their overall attendance rate to 69.80% in the Spring of 2018.

2018-2019 School Improvement Goals

School Improvement Goal #4:
During the 2018-2019 school year, one hundred percent (100%) of classroom teachers will implement the Responsive Classroom Program in an effort to reduce the number of behavior infractions.
Baseline Data used To Select Goal:
Based on the 2017-2018 behavior data reported through the Disciplinary Incident Reporting System (DIRS), the number of incidents reported for J. W. Smith was 52.
Desired Result:
Based on the 2018-2019 school year, one hundred percent (100%) of classroom teachers will implement the Responsive Classroom Program in an effort to reduce the number of behavior infractions.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
J. W. Smith Elementary will implement the Responsive Classroom Program in an effort to increase student achievement and improve the school climate. The Responsive Classroom Program will lead to engaging academics, positive community, effective management, and developmentally responsive teaching.
Staff Development Activities:
<p>Teachers will:</p> <ul style="list-style-type: none"> • Receive training in the Responsive Classroom Program. • Implement Morning Meeting/Closing Circle each school day. • Utilize J. W. Smith Elementary School's behavior action team.
Evidence of Teacher Learning and Improved Student Performance:
<p>Teacher Learning:</p> <ul style="list-style-type: none"> • Share about Responsive Classroom strategies and ideas at staff and RtI meetings. • Use the Skyward Student Management System, discipline incidences will be reviewed at the end of the 2018-2019 school year. • Opportunities for teachers to attend trainings related to behavior intervention strategies. • Responsive Classroom training will be provided for staff not yet trained. <p>Improved Student Performance:</p> <ul style="list-style-type: none"> • Based on the 2018-2019 Disciplinary Incident Reporting System (DIRS) report, J. W. Smith Elementary will see a 2% decrease in the number of incidences reported.