



BEMIDJI

AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT 31



World's Best Workforce

2020-2021 Report

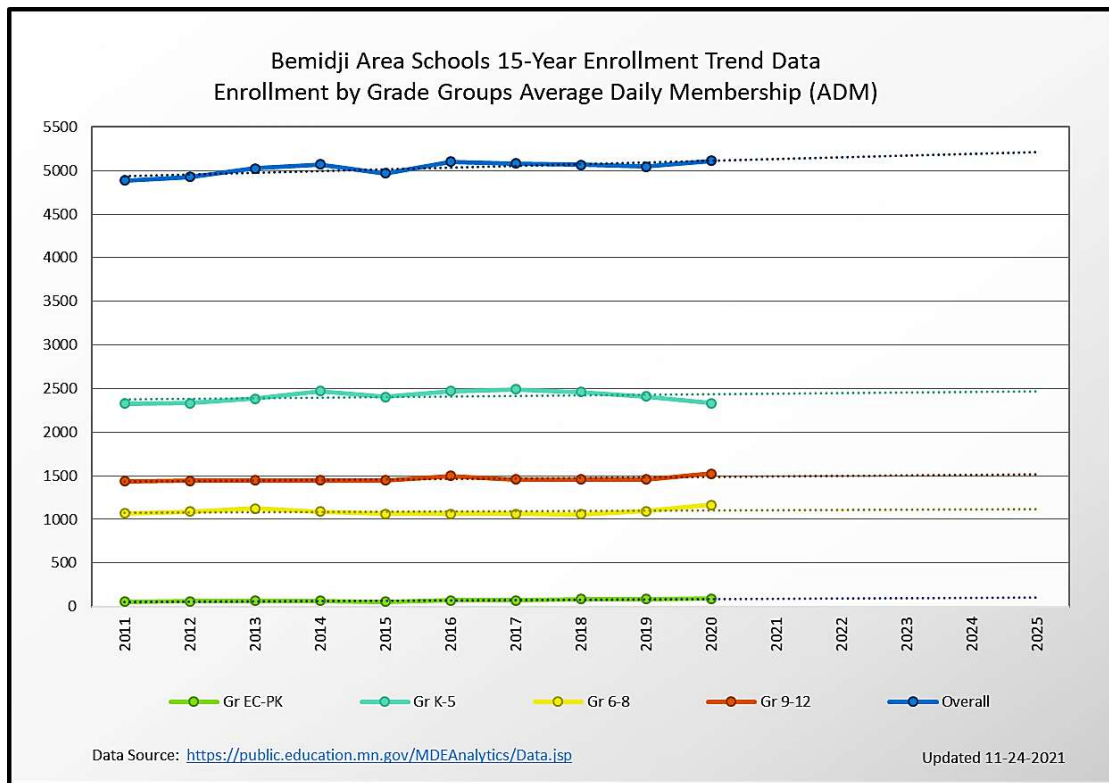
BEMIDJI AREA SCHOOLS ENROLLMENT

Fifteen Bemidji Area Schools serve approximately 5,000 students in grades K-12. A brief summary of student demographics is available in the table below. Beside each school name is the number of students enrolled on October 1, 2020, the official date for calculating enrollment. Also listed are poverty rates for each school, calculated by the number of students who qualify to receive free and reduced lunches; students receiving special education services; the percent of students with two or more races and the percent of minority students. This data is official as calculated by the Minnesota Department of Education.

School	# Enrolled	% Poverty	% Special Ed	% Two or More Races	% Minority
State of Minnesota	872,083	32.2%	16.7%	5.7%	36.3%
Total Bemidji District	4,971	37.7%	20.5%	5.3%	32.3%
Bemidji AEC	52	36.5%	25.0%	11.5%	44.2%
Bemidji High School	1,455	27.7%	16.6%	2.3%	25.3%
Bemidji Lumberjack ALC	62	50.0%	0	1.6%	51.6%
Bemidji Middle School	1,126	38.6%	18.2%	4.7%	34.4%
Central Elementary	119	71.4%	27.7%	10.9%	52.1%
First City School (NMJC)	48	100%	56.3%	6.3%	66.7%
Gene Dillon Elementary	746	38.7%	19.8%	6.7%	33.1%
Horace May Elementary	278	32.7%	21.6%	6.5%	20.9%
J. W. Smith Elementary	187	67.4%	22.5%	12.3%	66.3%
Lakeside Learning Center	8	Not Available	Not Available	0.0%	87.5%
Lincoln Elementary	340	37.1%	20.0%	8.8%	37.1%
Northern Elementary	307	28.7%	13.0%	3.9%	19.9%
Oshki Manidoo Center	2	Not Available	Not Available	0.0%	50.0%
Paul Bunyan Center	112	Not Available	100%	8.9%	45.5%
Solway Elementary	129	45.0%	14.0%	7.8%	21.7%

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

The following chart shows Bemidji Area Schools' Average Daily Membership (ADM) by grade level from 2011-2020, with a projected trend to 2025. This is the most current ADM data as the information becomes available through the Minnesota Department of Education in mid-academic year.



BEMIDJI AREA SCHOOLS DISTRICT IMPROVEMENT GOALS ✓

Bemidji Area Schools strives to empower each learner to succeed in our diverse and changing world.

With this mission in mind and in accordance with the World's Best Workforce Legislation (Section 120B.11), we will share our goals and results for the 2020-2021 school year.

World's Best Workforce Goals:

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

All Students Are Ready For School

Goal 1: Literacy Knowledge: Students enrolled in Bemidji Area Schools Pre-K programs will improve their foundational skill of letter knowledge so that 75% of students will demonstrate acquisition of 10 out of 26 upper case letters as measured by the Spring DRDP 2021 Pre-K assessment.

Goal 2: Math Knowledge: Students enrolled in Bemidji Area Schools Pre-K programs will improve the foundational skill of number recognition so that 70% will recognize 8 out of 11 numbers (0-10) by the Spring DRDP 2021 Pre-K assessment.

Goal 3: Safe & Welcoming Environment - During the 2020-2021 school year, one hundred (100%) of all classroom teachers will implement the Second Step Social Emotional Curriculum in an effort to reduce the number of behavior infractions.

Results:

Goal 1:

- In the school readiness pre-k program, 87% of students achieved the goal of capital letter knowledge by the spring of 2021.

Goal 2:

- In the school readiness pre-k program, 87% of students achieved the goal of number recognition of 0-10 by the spring of 2021.

Goal 3:

- In the school readiness pre-k program, 100% of the classroom teachers achieved the goal of implementing the Second Step Social Emotional Curriculum.

All Students in Third Grade are Achieving at Grade Level Literacy

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

Kindergarten - Third Grade NWEA Reading Goal: In support of all students Read Well By Third Grade, Bemidji Area Schools Kindergarten through third grade students will increase from 56.75% to 62.75% of the students reaching the Spring Mean Average RIT score identified by the NWEA Reading Assessment: Elementary students did perform the spring 2021 NWEA MAP Reading. Target Spring RIT scores used for measurement, following the 2020 NWEA Status Norms are:

Kindergarten Spring Mean Average RIT Target – 153.09

First Spring Mean Average RIT Target – 171.40

Second Spring Mean Average RIT Target – 185.57

Third Spring Mean Average RIT Target – 197.12

Kindergarten - Third Grade NWEA Reading Results:

The number of students in the MAP Growth Count in grades K-3 was 1,058 in spring 2021. Of this set, 635 students met the growth projection, which is 60.02%.

- Kindergarten NWEA MAP overall Mean RIT score increased from 140.3 in fall 2020 to 155.74 in spring 2021.
- Grade 1 NWEA MAP overall Mean RIT score increased from 153.6 in fall 2020 to 172.5 in spring 2021.
- Grade 2 NWEA MAP overall Mean RIT score increased from 166.7 in fall 2020 to 183.3 in spring 2021.
- Grade 3 NWEA MAP overall Mean RIT score increased from 184.6 in fall 2020 to 195.3 in spring 2021.

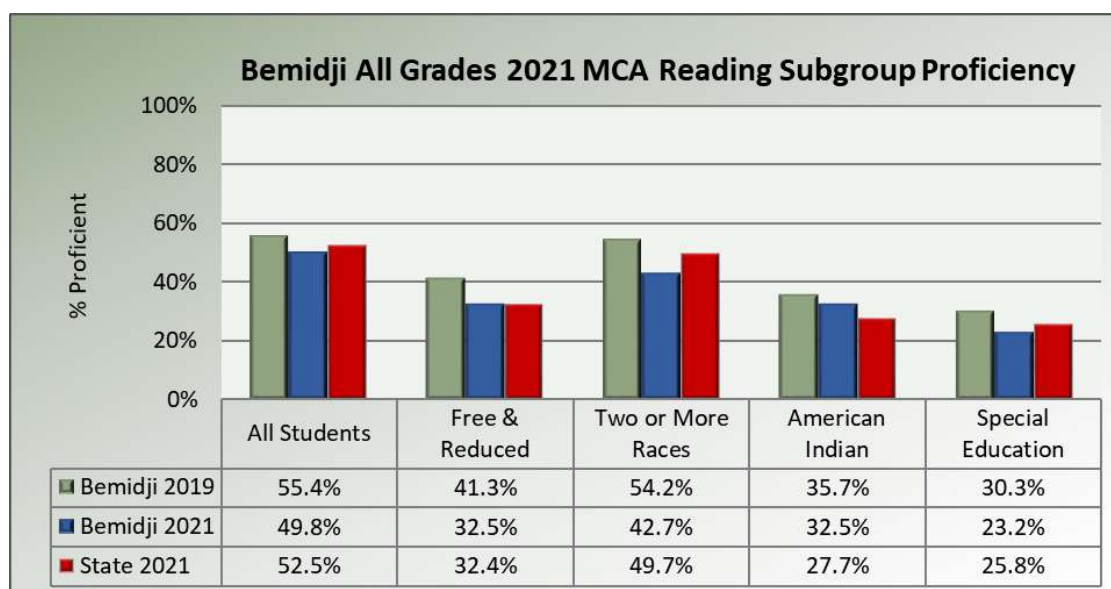
Bemidji Area Schools							
NWEA MAP District Student Growth Summary							
Fall 2020 to Spring 2021							
Reading							
Grade	# Students	Fall 2020 Mean RIT	Spring 2021 Mean RIT	Actual Growth	Projected Growth	Percent Meeting Growth Target	NWEA Target Meeting Growth
K	221	140.3	155.7	15.4	16.5	52	60
1st	283	153.6	172.5	18.9	15.5	70	60
2nd	282	166.7	183.3	16.6	13.2	63	60
3rd	272	184.6	195.3	10.7	10.5	53	60
4th	272	197.5	206.1	8.6	8.2	59	60
5th	275	206.3	213.1	6.8	6.5	57	60
Red indicates the Actual Growth is 3.0 or more points below the Target Growth							
Green indicates the Actual Growth is 3.0 or more points above the Target Growth							

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

Third-Tenth Grade MCA Reading Results 2018-2021

The Bemidji Area School District scored 49.8% on the 2021 MCA Reading Assessment. Our district result was 2.7% below the state.

- Bemidji grades 7 and 8 outperformed the State in 2019 MCA Reading.
- State assessments were not administered in the spring of 2020. Unable to report.
- Bemidji grades 5 and 10 outperformed the State in 2021 MCA Reading.



All Racial and Economic Achievement Gaps between Students Are Closed

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

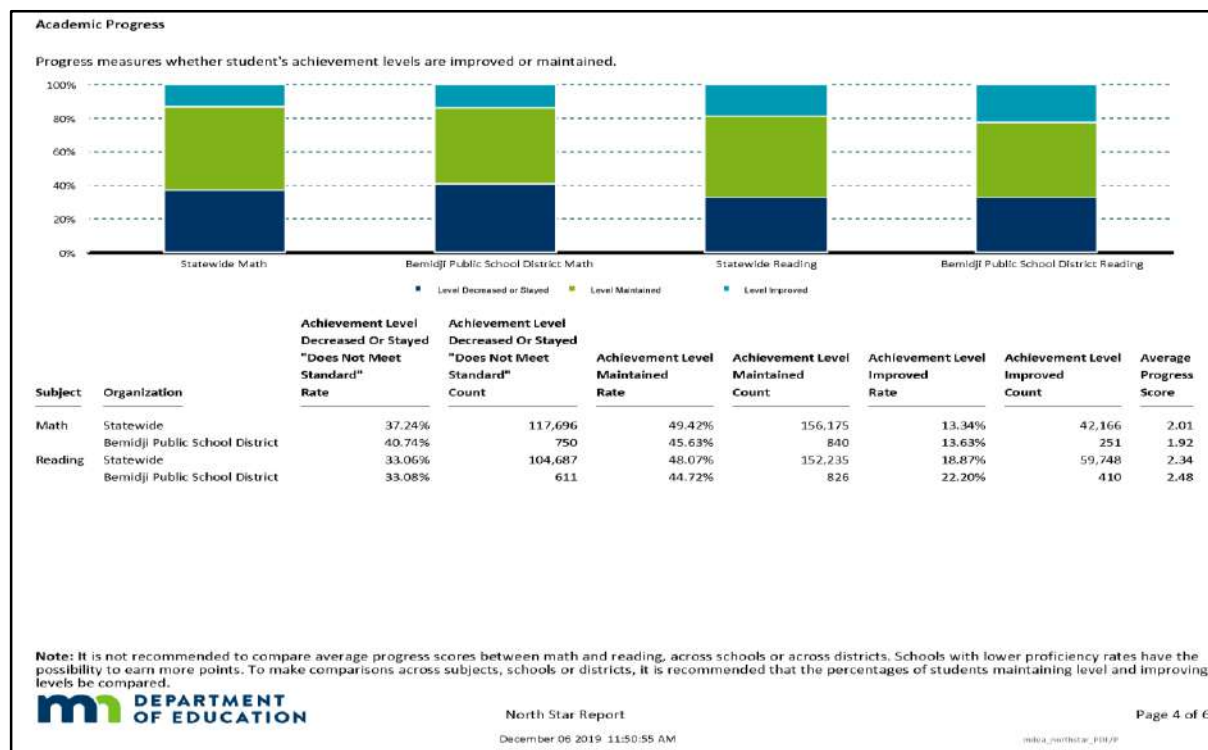
Bemidji Area Schools will close the achievement gap for the following subgroups as measured by the MCA Reading Assessment and identified on the North Star Report.

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

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

- Bemidji Special Education students' "achievement level improved" rate increased from 20.7% in the spring of 2018 to 23.2% in the spring of 2021.
- Bemidji American Indian students' "achievement level improved" rate increased from 24.1% in the spring of 2018 to 32.59% in the spring of 2021.
- Bemidji Free & Reduced Lunch students' "achievement level improved" rate increased from 23.8% in the spring of 2018 to 32.5% in the spring of 2021.
- Bemidji Two or More Races students' "achievement level improved" rate increased from 25.8% in the spring of 2018 to 42.7% in the spring of 2021.
- Bemidji student Reading Achievement Gaps for all subgroups decreased in 2019 compared to 2018.

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



Bemidji Area Schools Math Academic Goals and Results

Kindergarten - Third Grade NWEA Math Goal 2018 - 2021:

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

- Kindergarten Spring Mean Average RIT Target –157.11
- First Spring Mean Average RIT Target –176.40
- Second Spring Mean Average RIT Target –189.42
- Third Spring Mean Average RIT Target – 201.08

Kindergarten - Third Grade NWEA Mathematic Results 2018-2021:

The number of students in the MAP Growth Count in grades K-3 was 1,045 in spring 2021. Of this set, 672 students met the growth projection, which is 64.31%.

- Kindergarten NWEA MAP overall Mean RIT score increased from 144.3 in fall 2020 to 161.5 in spring 2021.
- Grade 1 NWEA MAP overall Mean RIT score increased from 158.8 in fall 2020 to 178.7 in spring 2021.
- Grade 2 NWEA MAP overall Mean RIT score increased from 172.5 in fall 2020 to 190.0 in spring 2021.
- Grade 3 NWEA MAP overall Mean RIT score increased from 187.1 in fall 2020 to 202.6 in spring 2021.

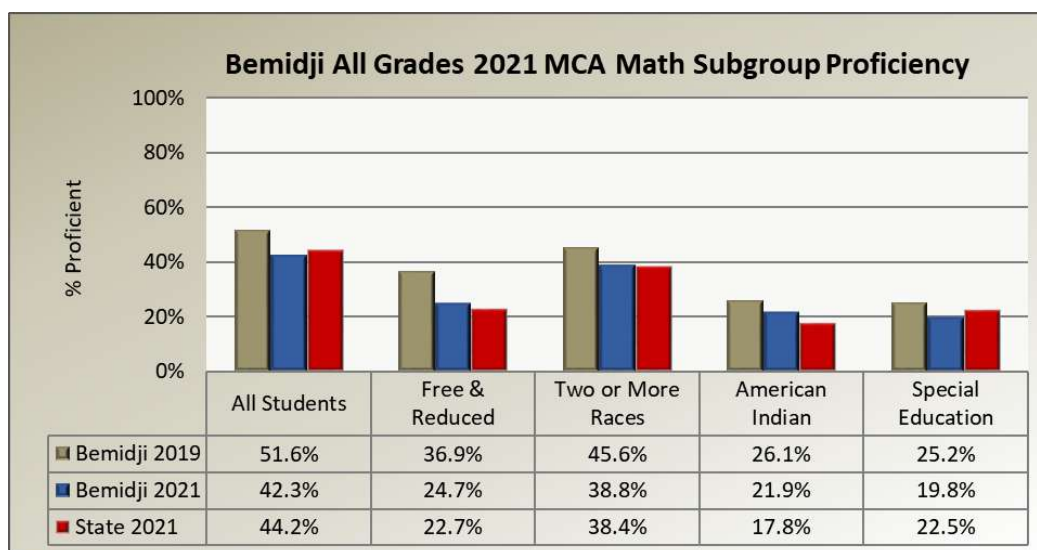
Bemidji Area Schools							
NWEA MAP District Student Growth Summary							
Fall 2020 to Spring 2021							
Mathematics							
Grade	# Students	Fall 2020 Mean RIT	Spring 2021 Mean RIT	Actual Growth	Projected Growth	Percent Meeting Growth Target	NWEA Target Meeting Growth
K	225	144.3	161.5	17.2	17.5	57	60
1	265	158.8	178.7	22.6	16.4	70	60
2	282	172.5	190.0	17.5	14.4	65	60
3	273	187.1	202.6	15.5	12.6	70	60
4	276	200.1	210.3	10.2	11.0	49	60
5	271	208.4	221.0	12.6	9.6	63	60
Red indicates the Actual Growth is 3.0 or more points below the Target Growth							
Green indicates the Actual Growth is 3.0 or more points above the Target Growth							

Third-Tenth Grade MCA Mathematics Goal 2018-2021:

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

Third-Tenth Grade MCA Mathematic Result 2018-2021:

- Bemidji District 2021 MCA Math proficiency decreased to 42.3%.
- Bemidji American Indian, Two or More Races, and Free & Reduced students outperformed the State in 2021 MCA Math.



Closing the Mathematics Achievement Gap

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

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

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

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

- Bemidji Special Education students' "achievement level improved" rate increased from 16.03 in the spring of 2018 to 19.8% in the spring of 2021.
- Bemidji American Indian students' "achievement level improved" rate increased from 13.29% in the spring of 2018 to 21.9% in the spring of 2021.
- Bemidji Free & Reduced Lunch students' "achievement level improved" rate increased from 17.02% in the spring of 2018 to 24.7% in the spring of 2021.
- Bemidji Two or More Races students' "achievement level improved" rate increased from 19.32% in the spring of 2018 to 38.8% in the spring of 2021.

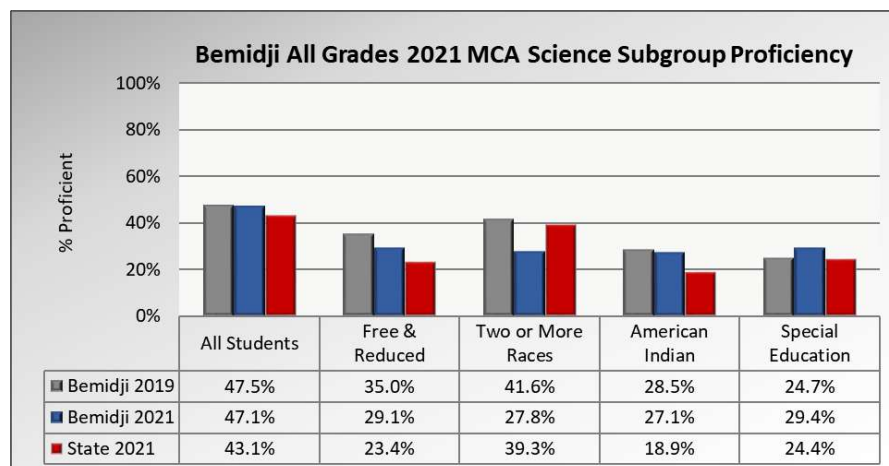
- Student Mathematics Achievement Gaps for all subgroups decreased in 2019 compared to 2018.

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

Bemidji Area Schools Science Results:

MCA Science Results 2018-2021:

- All Bemidji subgroups except "Two or More Races" outperformed the State in science for 2021.
- Bemidji's "All Students" outperformed the state on the 2021 MCA Science by 4.0%.



Actions into Results

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

All Students Graduate from High School

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

Results:

Per data via MDE's Minnesota Report Card, Bemidji Area Schools' four-year graduation rate increased nicely from 85.8% in 2019 to 87.9% in 2020, the most current available data.

Bemidji Area Schools										
Four-Year Graduation Rates										
American Indian and All Students										
	American Indian 4-Year Graduation Rates					All Students 4-Year Graduation Rates				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
State of Minnesota	49.5%	50.7%	51.0%	50.8%	55.7%	82.5%	82.7%	83.2%	83.7%	83.8%
Beltrami County	27.5%	38.3%	33.8%	33.7%	35.8%	62.7%	66.2%	64.6%	64.9%	68.3%
Bemidji District	40.7%	46.0%	51.0%	46.0%	46.8%	75.1%	75.9%	76.3%	78.1%	78.0%
Bemidji High School	48.7%	68.0%	57.6%	57.6%	64.3%	83.3%	88.3%	85.3%	85.8%	87.9%

Sources: MDE Data Reports and Analytics/Student Data
Updated June 14, 2021

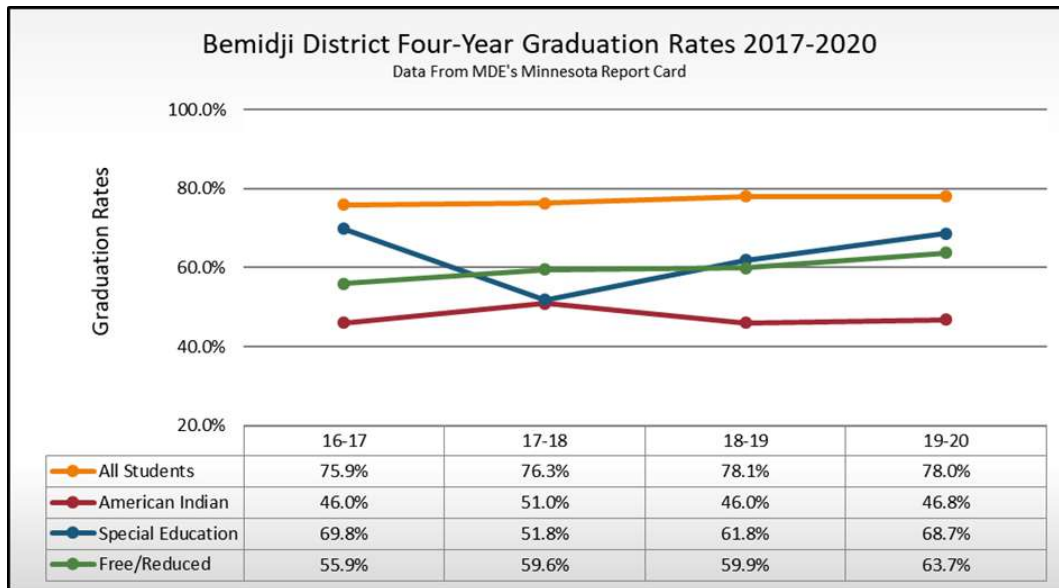
Goal 1A: The Bemidji Area Schools will close the achievement gap for the following subgroups as measured by the MDE four-year graduation rate and identified on the North Star Report.

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

1A Results – MN Report Card Four-Year Sub-Group 2020 Graduation Rates

- The graduation rate for Special Education students increased from 61.8% to 68.7%.
- The graduation rate for American Indian students increased from 46.0% to 46.8%.

- Students eligible for Free and Reduced Lunch had an increased graduation rate from 59.9% to 63.7%.



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

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

2A Results – Minnesota Report Card Four-Year Graduation Rates 2020

- The Bemidji High School graduation rate increased from 85.8% to 87.9%.
- The graduation rate for the Bemidji Area Learning Center decreased from 25.7% to 22.2%.
- The graduation rate for Bemidji Lumberjack High School increased from 46.2% to 54.2%.
- The graduation rate for First City School remained steady with 4.5% rate.

Bemidji Area Schools 2020 Four-Year Graduation Rates									
School	Total Students	Graduates		Continue		Drop Outs		Unknown	
		#	%	#	%	#	%	#	%
Bemidji AEC	45	10	22.2%	13	28.9%	0	0.0%	22	48.9%
Bemidji High School	315	277	87.9%	7	2.2%	15	4.8%	16	5.1%
Lumberjack ALC	24	13	54.2%	2	8.3%	5	20.8%	4	16.7%
First City School	22	1	4.5%	6	27.3%	4	18.2%	11	50.0%
Lakeside Learning	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Oshki Manidoo	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Bemidji District	387	302	78.0%	23	5.9%	20	5.2%	42	10.9%
State of Minnesota	67,618	56,684	83.8%	5,877	8.7%	2,525	3.7%	2,532	3.7%

Data from MDE's Minnesota Report Card

June 14, 2021

Student Engagement Goal:

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

Student Engagement Results:

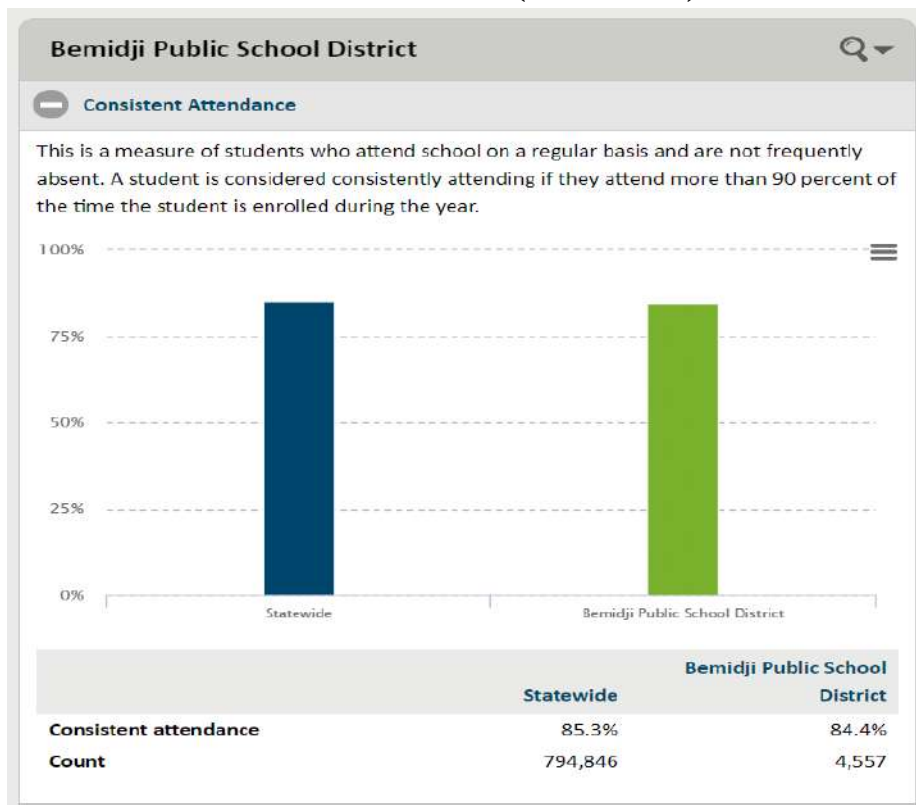
Bemidji Area School's number of referrals increased slightly. Reports indicate there were 573 in the 2018-2019 school year and 610 in 2019-2020.

Attendance Rates Results:

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

School	2017-2018	2018-2019	2019-2020
AEC	100%	100%	---
Bemidji High School	59.6%	87.2%	87.7%
Bemidji Middle School	75.3%	82.9%	82.7%
Central Elementary	76.4%	81.1%	78.0%
First City School	---	---	---
Gene Dillon Elementary	---	---	83.3%
Horace May Elementary	85.1%	90.3%	91.2%
J.W. Smith Elementary	67.8%	78.2%	74.3%
Lakeside Learning Center	11.1%	14.3%	---
Lincoln Elementary	81.7%	86.5%	88.0%
Lumberjack High School	45.1%	32.7%	24.2%
Northern Elementary	78.4%	90.4%	94.8%
Solway Elementary	82.0%	89.1%	90.4%
Bemidji District	72.1%	84.5%	84.4%
State of Minnesota	85.6%	85.4%	85.3%

North Star Consistent Attendance 2020 (most current)



All students are ready for career and college by graduation

IV. College & Career Ready:

Goal 1: During the 2019-2021 school years, Bemidji High School will develop and initiate the next six Career Academies and develop community partnerships to support them. At least five students will enroll in each academy.

Results:

The Bemidji Area School District met their goal. Our district implemented 15 Career Academies in all. Thanks to the support from our community partners, we are offering the following Career Academies:

<i>Aerospace Technology</i>	<i>Child Care and Professional Ed.</i>	<i>Light, Sound & Video</i>
<i>Agriculture</i>	<i>Construction Trades</i>	<i>Mechatronics/Manufacturing</i>
<i>Art and Design</i>	<i>Culinary Arts</i>	<i>Natural Resources Management</i>
<i>Automotive Technology</i>	<i>Health Careers</i>	<i>PLTW Pre-Engineering</i>
<i>Business</i>	<i>Leadership</i>	<i>Public Services</i>

District Assessments for 2020-2021

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

Test Name & Test Dates	Grades Tested	Objectives and Use	Time Required
Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) Test Window: Jan. 25–April 16, 2021	K-12 English Learners	ACCESS for ELLs is administered annually to monitor students' progress in acquiring academic English.	Listening Up to 40 min. Reading Up to 35 min. Speaking Up to 30 min. Writing Up to 65 min.
Measures of Academic Progress (MAP) and Primary MAP Northwest Evaluation Association Test Windows: Sept. 14-Oct. 23, 2020 Jan. 11-Feb. 12, 2021 Apr. 26-May 21, 2021	K-9	This computerized test is given in the fall and spring to measure students' growth in meeting the state standards. Some schools test some students in the winter to measure progress.	Reading MAP 45-60 min. Math MAP 45-60 min. Administered two or three times per year
Minnesota Comprehensive Assessments (MCAs) Reading: Grades 3-8, 10 Math: Grades 3-8, 11 Test Window: March 8-May 7, 2021 Science: Grades 5, 8 & HS Test Window: March 8-May 14, 2021	3-8, 10 & 11	These are assessments required by the state of MN to measure student growth, closing achievement gaps, and school and district progress at meeting state standards.	Grade 3-8 Reading 2.5-3.5 hours Grade 10 Reading 2-3 hours Grade 3-6 Math 1.5-2 hours Grade 7-8 Math 2-2.5 hours Grade 11 Math 1.5-2.5 hours Grade 5 & 8 Science 1.75 hours Grade HS Science 2 hours
Minnesota Test of Academic Skills (MTAS) Reading: Grades 3-8, 10 Math: Grades 3-8, 11 Science: Grades 5, 8 & HS Test Window: March 8-May 7, 2021	IEP Students 3-8, 10 & 11	These are alternative state assessments available for students with disabilities whose Individual Education Plan (IEP) states they need an alternative assessment	Reading 45-60 min. Math 30-60 min. Science 30-60 min.
College & Career Ready Assessments: ACT Plus Writing: Grade 11 & 12 Test Dates: March 30, 2021 (make-up) April 13, 2021	11 12 if did not test in grade 11	Districts provide this free to students who have not had this opportunity to measure how well they are prepared for college and career opportunities after high school.	English 45 min. Math 60 min. Reading 35 min. Science 35 min. Writing 40 min.

BEMIDJI ALTERNATIVE EDUCATION CENTER- JASON STANOCH, PRINCIPAL ✓

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

2020-2021 SCHOOL IMPROVEMENT

Goal 1 Reading:

The percentage of all full time students in grades 10-12 with no significant gap in enrollment at Bemidji Alternative Education Center who meet or exceed proficiency on the MCA in Reading will increase from 30% in 2019 to 33% in 2021.

Results:

Results from the 2021 MCA indicate 33% of "All Students" were proficient, signifying this goal was met.

Goal 2 Mathematics:

Bemidji Alternative Education Center (AEC), the "ALL Students" group will increase their proficiency of 0.0% in the spring of 2019 to 3% in the spring of 2021 as measured by the MCA Math test for students enrolled October 1.

Results:

Results from the 2021 MCA indicate that 0% of "All Students" (including those assessed via MTAS) were proficient in mathematics, implying the need to work towards achieving this goal.

Goal 3 Attendance:

In Bemidji Alternative Education Center (AEC), student attendance for weekly sessions will increase from 34.69% during the 2019-2020 school year to 36.69% during the 2020-2021 school year.

Results:

We found that many A.E.C. students struggle with attending regularly. For many, the issues that caused them to leave their regular school are still issues with regard to attending here. As a result, attendance hovered at approximately 33%.

STAFF DEVELOPMENT GOALS & RESULTS

Staff Development Goal 1:

The percentage of all full time students in grades 10-12 with no significant gap in enrollment at Bemidji Alternative Education Center who meet or exceed proficiency on the MCA in Reading will increase from 30% in 2019 to 33% in 2021.
What were the findings for this goal? <i>Results from the 2021 MCA indicate that 33% of "All Students" (including those assessed via MTAS) were proficient in reading, implying success in achieving this goal.</i>
What was the impact on student learning? If appropriate, include assessment data.
Preparing to educate students on the importance and impact of their high school graduation drives the motivation to succeed.
What was the impact on teacher practice?
As our students are independent learners by definition, there was minimal impact on teacher practice.

Staff Development Goal 2:

In Bemidji Alternative Education Center (AEC), the “ALL Students” group will increase their proficiency from 0.0% in the spring of 2019 to 3% in the spring of 2021 as measured by the MCA Math test for students enrolled October 1.
What were the findings for this goal?
<i>Results from the 2021 MCA indicate that 0% of “All Students” (including those assessed via MTAS) were proficient in mathematics, implying the need to work towards achieving this goal.</i>
What was the impact on student learning? If appropriate, include assessment data.
Preparing to educate students on the importance and impact of their high school graduation drives the motivation to succeed.
What was the impact on teacher practice?
Students at the A.E.C. are independent learners. They are assigned pre-designed learning paths to recover missing credit. Hence, MCA results do not alter the learning paths.

Staff Development Goal 3:

In Bemidji Alternative Education Center (AEC), student attendance for weekly sessions will increase from 36.2% during the 2019-2020 school year to 38.2% during 2020-2021.
What were the findings for this goal?
We found that many A.E.C. students struggle with attending regularly. For many, the issues that caused them to leave their regular school are still issues with regard to attending here, and transportation to our facility is not provided by the district. As a result, attendance hovered at approximately 32.6%.
What was the impact on student learning? If appropriate, include assessment data.
When students attend regularly, they learn more.
What was the impact on teacher practice?
In order to attempt to increase student attendance, we tried offering snacks for the kids who come after school, and signing up parents to use a personal account for monitoring their students’ progress.

Number of Staff Participating in 2020-2021 Professional Development Activities:

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

BEMIDJI HIGH SCHOOL- JASON STANOCH, PRINCIPAL ✓



Bemidji High School is located on 200 acres of land with the Mississippi River forming its southwest property line. The school serves grades 9-12 with approximately 1,455 students. BHS is honored and fortunate to be among very professional faculty and talented students.

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

Bemidji Career Academies through Bemidji High School, community partnerships, and college agreements provide students with a path to the workforce. Students have the opportunity to earn college credit and certifications in the following 12 areas: Construction Trades, Mechatronics, Light, Sound & Video, Health Careers, Business Management, Natural Resources Management, Aerospace Technology, Child Care & Education, Automotive Technology, Art & Design, Information Technology, and PLTW Engineering.

2020-2021 SCHOOL IMPROVEMENT

Goal 1 Reading:

The percentage of all students enrolled in grades 10 at Bemidji High School for at least half a school year who are proficient on the MCA Reading tests (MCA and MTAS) will increase from 55.8 % in 2019 to 58.8% in 2021.

Note: The “for at least a half a school year” phrase is used in conjunction with “Only those meeting enrollment criteria” under Students Included on the Minnesota Report Card.

Results:

Bemidji High School students increased proficiency from 55.8% to 64.6% during the 2020-2021 school year, surpassing the goal.

Goal 2 Attendance:

Bemidji High School students will improve consistent attendance rates (measure of students who attend more than 90% of the time they are enrolled) from 87.2% to 90% by the conclusion of the 2019-2021 school year.

Results:

Bemidji High School students improved consistent attendance rates from 87.2% to 87.7% at the conclusion of the 2019-2020 school year (most current data available).

Goal 3 Graduation:

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

Results:

Bemidji High School students graduation rate increased from 85.2% to 87.9% in the spring of 2020 (most current data available).

STAFF DEVELOPMENT GOALS & RESULTS

Staff Development Goal 1:

The percentage of all students enrolled in grade 10 at Bemidji High School for at least half a school year who are proficient on the MCA Reading tests (MCA and MTAS) will increase from 55.1 % in 2019 to 58.1% in 2021.

Note: The “for at least a half a school year” phrase is used in conjunction with “Only those meeting enrollment criteria” under Students Included on the Minnesota Report Card.

What were the findings for this goal?

Bemidji High School students increase reading scores from 55.1% to 64.6% proficiency on the 10th grade Reading MCA in the spring of 2021.

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

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

What was the impact on teacher practice?

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

Staff Development Goal 2:

Bemidji High School students will improve consistent attendance rates (measure of students who attend more than 90% of the time they are enrolled) from 87.17% to 90% by the conclusion of the 2020-2021 school year.

What were the findings for this goal?

Bemidji High School students improved consistent attendance rates from 87.2% to 87.7% at the conclusion of the 2019-2020 school year (most current data available).

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

Students increased consistent class attendance, which in turn increases the amount of time being educated.

What was the impact on teacher practice?

Teachers were more consistent and accurate in their attendance taking.

Staff Development Goal 3:

Bemidji High School students and staff will improve the graduation rate as measured by MDE’s four-year calculations from 85.2% to 90% for all students for the 2020-2021 school year.

What were the findings for this goal?

Bemidji High School students graduation rate increased from 85.2% to 87.9% in the spring of 2020 (most current data available).

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

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

What was the impact on teacher practice?

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

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

70	How many licensed staff are in your building?
70	How many licensed staff participated in professional development?
100%	Percentage of licensed staff who participated (divide B by A)
46	How many non-licensed staff are in your building?
46	How many non-licensed staff participated in professional development?
100%	Percentage of non-licensed staff who participated.

BEMIDJI MIDDLE SCHOOL- DREW HILDENBRAND, PRINCIPAL ✓



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

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

2020-2021 SCHOOL IMPROVEMENT

Goal 1 Mathematics:

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

Results:

The proficiency for Bemidji Middle School “All Students” for spring 2021 MCA Math is 36.7%.

Goal 2 Reading:

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

Results:

The proficiency for Bemidji Middle School “All Students” for spring 2021 MCA Reading is 45.9%.

Goal 3 Science:

Science: Students in the Bemidji Middle School in the “all students” group will increase their proficiency in science three percent on average above the state by 2021, according to the state MCA results.

Results:

The proficiency for Bemidji Middle School “All Students” for spring 2021 MCA Science is 34.6%.

Goal 4 Attendance:

Attendance: Students at Bemidji Middle School in the “All-Students” group will increase their attendance rate from 82.87% to 86% by 2021.

Results:

The 2020 North Star Consistent Attendance Report (most current data available) indicates Bemidji Middle School’s Consistent Attendance Rate is steady, currently at 82.7%.

BEMIDJI MIDDLE SCHOOL STAFF DEVELOPMENT

Math: Students in the Bemidji Middle School in the “all students” group will increase their proficiency in mathematics from 54.3% to 65% by 2021, according to the state MCA results.
Staff Development Goal(s): BMS Staff will gain insight and knowledge on best practice of teaching math skills; including algebra, data analysis and probability, geometry and measurement and number and operations.
Staff Development Activities: • Math teachers will have monthly grade level meeting to look at curriculum horizontally and vertically. • Continually develop yearly calendars to ensure standards are all taught prior to taking the MCA • Teachers will participate in PLC collaboration • Teachers will develop two cross curricular lessons with science teachers
Evidence of Teacher Learning and Improved Student Performance: The proficiency for Bemidji Middle School “All Students” for spring 2021 MCA Math is 36.7% Continued analysis of test scores and learning outcomes Continued participation in PLCs Staff development on ACEs and SEL Two cross-curricular lesson plans with science teachers
Reading: Students in the Bemidji Middle School in the “all students” group will increase their proficiency in reading from 61% to 67% by 2021, according to the state MCA results.
Staff Development Goal(s): BMS Staff will gain insight and information regarding best practice methods of teaching reading comprehension, vocabulary and literature. All staff will also focus on best practices for increasing nonfiction/Informational text understanding.
Staff Development Activities: • Reading teachers will meet throughout the year to make sure curriculum is aligned vertically and horizontally. • Meetings to focus on informational text and writing. • Special Education alignment in Academic Enrichment classes • Language arts and social studies teachers will collaborate to develop co-curricular lessons
Evidence of Teacher Learning and Improved Student Performance: The proficiency for Bemidji Middle School “All Students” for spring 2021 MCA Reading is 45.9%. Unable to report 2020 MCA results Continued analysis of test scores and learning outcomes Continued participation in PLCs Two cross curricular lesson plans with social studies teachers

Science: Students in the Bemidji Middle School in the “all students” group will increase their proficiency in science three percent on average above the state by 2021, according to the state MCA results.
Staff Development Goal(s): BMS Staff will gain insight and information regarding best practice methods of teaching science concepts. All staff will also focus on best practices for increasing cross-curricular lessons with the math department.
Staff Development Activities:
• Science teachers will continue to map their science curriculum by benchmark. • Science teachers will collaborate with math teachers to develop two cross-curricular lesson plans • Science teachers are working in PLCs regarding science teaching methods and benchmark studies. • All students will have a review of science concepts prior to the MCA testing
Evidence of Teacher Learning and Improved Student Performance:
The proficiency for Bemidji Middle School “All Students” for spring 2021 MCA Science is 34.6%. Continued analysis of student test scores in science PLC participation Two cross curricular lesson plans with math teachers

Attendance: Students at Bemidji Middle School in the “All-Students” group will increase their attendance rate from 82.87% to 86% by 2021.
Staff Development Goal(s): Send home 3 ROCKs cards. -Implement Responsive Classroom at the 6th grade level -Conversation with Indian Ed and Native American community members, and former graduates Staff in Bemidji Middle School will have a total of 200 postcards per quarter (3 per teacher) sent to students by spring of 2018.
Staff Development Activities:
Meet 2 times with SPARK student in the first month to properly launch the program. Teachers will meet with students on a weekly basis to monitor their progress throughout the school year. All staff receive ACEs Training to help improve school climate 6th grade receives responsive classroom training Peacemaker resources presentation on SEL, ACEs, and Trauma Sensitive schools
Evidence of Teacher Learning and Improved Student Performance:
Attendance will improve; resulting in more days attended yielding better results in schoolwork.

BMS ALTERNATIVE LEARNING PROGRAM- DREW HILDENBRAND, PRINCIPAL

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

CENTRAL ELEMENTARY- PAT WELTE, PRINCIPAL ✓



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

Central Elementary is one of seven elementary schools in the Bemidji Public School District. The school is a neighborhood school located near the downtown area of Bemidji. There is an average enrollment of 120 students in grades K-3. Central Elementary follows the curriculum guidelines of the school district.

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

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

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

Current programs at Central Elementary School are:

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

2020-2021 SCHOOL IMPROVEMENT

Goals & Results:

Goal 1:

Reading

The proficiency percentage of All students, grade 3, at Central Elementary, will increase from 40.5% in Spring 2019 to 42.5% in Spring 2021 as measured by the MCA III/MTAS Reading Assessment.

1a. The proficiency percentage of the Free and Reduced subgroup, grade 3, at Central Elementary will increase from 37.9% in Spring 2019, to 39.9% in Spring 2021 as measured by the MCA III / MTAS Reading Assessment.

1b. The proficiency percentage of the American Indian subgroup, grade 3, at Central Elementary will increase from 50% in Spring 2019, to 52% in Spring 2021, as measured by the MCA III/MTAS Reading Assessment.

1c. The proficiency percentage of the Special Education subgroup, grade 3, at Central Elementary will increase from 1.1% in Spring 2019, to 3.1% in Spring 2021, as measured by the MCA III/MTAS Reading Assessment.

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

- The Mean RIT score of Kindergarten students, at Central Elementary, will increase from 142 in Fall 2019 to 147 in Spring 2021 as measured by the NWEA MAP Reading assessment.
- The Mean RIT score of Grade 1 students, at Central Elementary, will increase from 152.6 in Fall 2019 to 157.6 in Spring 2021 as measured by the NWEA MAP Reading Assessment.
- The Mean RIT score of Grade 2 students, at Central Elementary, will increase from 165.8 in Fall 2019 to 170.8 in Spring 2021 as measured by the NWEA MAP Reading assessment.
- The Mean RIT score of Grade 3 students, at Central Elementary, will increase from 177.3 in Fall 2019 to 182.3 in Spring 2021 as measured by the NWEA MAP Reading assessment.

Results:

Reading

The proficiency percentage of All students, grade 3, at Central Elementary, 25.9.

1a. The proficiency percentage of the Free and Reduced subgroup, grade 3, 23.8.

1b. The proficiency percentage of the American Indian subgroup, grade 3, 16.7.

1c. The proficiency percentage of the Special Education subgroup, grade 3, cluster too small to report.

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

- The Spring Mean RIT score of Kindergarten students, at Central Elementary, 158.9.
- The Spring Mean RIT score of Grade 1 students, 176.7.
- The Spring Mean RIT score of Grade 2 students, 177.1.
- The Spring Mean RIT score of Grade 3 students, 188.2.

Goal 2:

Math

The proficiency percentage of all students, grade 3, at Central Elementary, will increase from 45.2% in Spring 2019, to 47.2% in Spring 2021, as measured by the MCA III/MTAS Math Assessment.

2a. The proficiency percentage of the Free and Reduced subgroup, grade 3, at Central Elementary, will increase from 41.2% in Spring 2019, to 43.2% in Spring 2021, as measured by MCA III / MTAS Math Assessment.

2b. The proficiency percentage of the American Indian subgroup, grade 3, at Central Elementary, will increase from 50% in Spring 2019, to 52% in Spring 2021, as measured by MCA III/MTAS Math Assessment

2c. The proficiency percentage of the Special Education subgroup, grade 3, at Central Elementary, will increase from 2.2% in Spring 2019 to 4.2% in Spring 2021, as measured by the MCA III/MTAS Math assessment.

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

- The Mean RIT score of Kindergarten students, at Central Elementary, will increase from 140 in Fall 2019 to 145 in Spring 2021 as measured by the NWEA MAP Math assessment.
- The Mean RIT score of Grade 1 students, at Central Elementary, will increase from 149.9 in Fall 2019 to 154.9 in Spring 2021 as measured by the NWEA MAP Math assessment.
- The Mean RIT score of Grade 2 students, at Central Elementary, will increase from 170.3 in Fall 2019 to 175.3 in Spring 2021 as measured by the NWEA MAP Math assessment.
- The Mean RIT score of Grade 3 students, at Central Elementary, will increase from 180.5 in Fall 2019 to 185.5 in Spring 2021 as measured by the NWEA MAP Math assessment.

Results:

The proficiency percentage of all students, grade 3, at Central Elementary, 39.3.

2a. The proficiency percentage of the Free and Reduced subgroup, grade 3, at Central Elementary, 36.4.

2b. The proficiency percentage of the American Indian subgroup, grade 3, at Central Elementary, 30.8.

2c. The proficiency percentage of the Special Education subgroup, grade 3, at Central Elementary, 10.0.

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

- The Spring Mean RIT score of Kindergarten students, at Central Elementary, 163.3.
- The Spring Mean RIT score of Grade 1 students, at Central Elementary, 180.4.
- The Spring Mean RIT score of Grade 2 students, at Central Elementary, 185.2.
- The Spring Mean RIT score of Grade 3 students, at Central Elementary, 195.6.

Goal 3:

Safe and Welcoming Environment/Responsive Classroom

Central Elementary students, Grades K-3, will increase their overall attendance percentage from 81.09% during the 2018-2019 school year to 83.09% during the 2019-2021 school year as measured by the MDE/Consistent Attendance Indicator. (This is a measure of students who attend more than 90% of the time they are enrolled.)

Results:

Overall school attendance declined by 3.1% from 2019 to 2020 (most current data).

STAFF DEVELOPMENT GOALS & RESULTS

Staff Development Goal 1:

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

Staff, grades K-3 will collaborate twice monthly using data: MAP, MCA III, FASTBridge assessments, Pearson My View reading assessment, along with student work and teacher observation. Guided Reading, Daily 5 literacy framework, Leveled Literacy Intervention, MN Reading Corps program, and Title I small group interventions continue to be implemented school-wide. All teachers are part of a literacy based MTSS team. Classroom will provide a minimum of 120 minutes of reading instruction daily. Nonfiction/informative books emphasized in all classrooms. Improve Reading Comprehension with the use of writing based assessments (Think/Write/Share, Journaling, Word Walls). Trainings from Reading Specialist will be offered throughout the year. Teachers will use aligned curriculum to MN state standards. Responsive Classroom practices will be implemented. Professional Learning Community (PLC) groups will be ongoing. Implement Cultural Awareness activities school-wide in collaboration with Title I, Indian Education Services, and the district American Indian Culture and Curriculum Specialist.

What were the findings for this goal?

Meetings were held, but COVID had an impact

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

Data was affected by COVID

What was the impact on teacher practice?

Meetings were productive, but COVID made it difficult to determine the outcome

Staff Development Goal 2:

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

Classroom teachers, grades K-3, will provide 90 minutes of math instruction daily, including math games and whiteboards to reinforce skills. Teachers will improve Math Fluency and student engagement with the use of M-Comp probes/benchmark assessments, Computational based exit tickets (signaling, whiteboards), use of math vocabulary word walls. Teachers and intervention specialists will collaborate and distinguish students who need more individualized instruction. Technology reinforces math concepts using numerous math programs. Home Links are sent home regularly to encourage parents to participate in math. Teachers will use aligned curriculum to MN state standards. AIMSweb Math probes and benchmark tests will be given throughout the year to track student progress. MTSS teams will meet to share data and plan interventions. Title I small group interventions will continue to be implemented school-wide. Professional Learning Community (PLC) groups will be ongoing.

What were the findings for this goal?

Meeting were held, but COVID had an impact

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

Data was effected by COVID

What was the impact on teacher practice?

Meetings were productive, but COVID made it difficult to determine the outcome

Number of Staff Participating in 2020-2021 Professional Development Activities:

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

First City School- Tiffany Palmer, Site Administrator

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

Residential Treatment
Satellite Homes
Non-secure Detention
Secure Detention

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

GOALS/RESULTS

School Improvement Goal #1:

In the First City School the "All Students" group will increase proficiency from 42% in the Spring of 2019 to 44% in the Spring of 2021 as measured by the MCA in Reading.

The First City School will increase reading scores by an average of 1.6 GE for each year of instruction. STAR Reading pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance time.

Results:

The proficiency rate for "All Students" in MCA Reading for spring 2021 is 29.2%.

FCS STAR Reading scores increased by 2.8 GE on the May 2021 Post-test. The goal exceeded expectations.

MEANS TO ACHIEVE THE SCHOOL IMPROVEMENT GOAL

Staff Development Goal(s):
Teachers will incorporate research-based techniques/strategies in their instruction to engage students across the curriculum. State and local staff development opportunities will be available.
Staff Development Activities:
Reading will be integrated in all curricular areas. Online techniques will be incorporated in the curriculum. Study current best practice education strategies and techniques to better engage students. PLC - Read and incorporate strategies from the book <i>The Revolution in American Education; The Top 20 Teachers</i> by Paul Bernabei, Tom Cody, Willow Sweeney, Mary Cole, and Michael Cole.
Results:
The proficiency rate for “All Students” in MCA Reading for spring 2021 is 29.2%. FCS STAR Reading scores increased by 2.8 GE on the May 2021 Post-test. The goal exceeded Expectations. Teachers were provided staff development opportunities focused on reading instruction and teaching strategies. In addition, staff were provided individual training opportunities to learn about researched-based strategies and how they could be implemented in their instruction for reading and in reading across the curriculum. Teachers also attended training opportunities focused on best practice strategies and techniques to better meet students’ emotional and educational needs including Crisis Intervention Prevention. Non Licensed staff were also provided these opportunities. In addition, teachers participated in a professional learning community (PLC) in which they learned about and discussed how they could incorporate strategies in their classroom focused best practices for teachers.
What was the impact on student learning?
The implementation of strategies for learning provided by <i>The Revolution in American Education: The Top 20 Teachers</i> and other professional development opportunities provided teachers additional skills related to building relationships and providing instruction.
School Improvement Goal #2:
In the First City School the “All Students” group will increase proficiency from 17% in the Spring of 2019 to 19% in the Spring of 2021 as measured by the MCA in Math. The First City School will increase math scores by an average of 1.5 GE for each year of instruction. STAR Math pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance time.
Results
The proficiency rate for “All Students” in MCA Math for spring 2021 is 6.9%. FCS STAR Math scores increased by 1.6 GE on the May 2021 Post-test. The goal was met.

MEANS TO ACHIEVE THE SCHOOL IMPROVEMENT GOAL

Staff Development Goal(s):
Staff will incorporate researched based strategies and techniques to engage students. State and local staff development opportunities will be available to them.
Staff Development Activities:
Project-based, hands-on, and online learning will be incorporated into the curriculum. Study current best practice education strategies and techniques to better engage students. PLC - Read and incorporate strategies from the book <i>The Revolution in American Education; The Top 20 Teachers</i> by Paul Bernabei, Tom Cody, Willow Sweeney, Mary Cole, and Michael Cole.
Results:
The proficiency rate for “All Students” in MCA Math for spring 2021 is 6.9%. FCS STAR Math scores increased by 1.6 GE on the May 2021 Post-test. The goal was met. Teachers were provided staff development opportunities focused on math instruction and teaching strategies. In addition, staff were provided individual training opportunities to learn about researched-based strategies and how they could be implemented in their instruction for math. Teachers also attended training opportunities focused on best practice strategies and techniques to better meet students’ emotional and educational needs including Crisis Intervention Prevention. Non Licensed staff were also provided these opportunities. In addition, teachers participated in a professional learning community (PLC) in which they learned about and discussed how they could incorporate strategies in their classroom focused best practices for teachers.
What was the impact on student learning?
Staff utilize and implement strategies learned to individualize math instruction to meet students at their level. Students receive individual instruction based on the STAR Math results to ensure learning tailored to each student.

School Improvement Goal #3:
The First City School student graduation rate will increase from 62% in 2019 to 65% in 2021 as measured by MDE’s Graduation Rate calculations and First City School records.
Results:
100% of FCS students within the residential unit graduated (It should be referenced that the residential unit had one 1th grade student). Students in the secure and non-secure units were not factored in due to the short time they attend FCS.

MEANS TO ACHIEVE THE SCHOOL IMPROVEMENT GOAL

Staff Development Goal(s):
Staff will incorporate researched based strategies and techniques to engage students. State, regional, and local staff development opportunities will be available for teachers. Increased credit reviews for students in the 11 th and 12 th grade. Increased discussions with students pertaining to graduation requirements.
Staff Development Activities:
Study current best practice educational strategies and techniques to better meet student's emotional and educational needs. Increased discussions with at risk students pertaining to graduation and its importance. PLC - Read and incorporate strategies from the book <i>The Revolution in American Education; The Top 20 Teachers</i> by Paul Bernabei, Tom Cody, Willow Sweeney, Mary Cole, and Michael Cole.
Results:
100% of FCS students within the residential unit graduated (It should be referenced that the residential unit had one 1 th grade student). Students in the secure and non-secure units were not factored in due to the short time they attend FCS.
What was the impact on student learning?
Staff utilize and implement strategies learned to engage students and foster positive relationships. Case managers make sure students take classes to gain credit towards graduation. Students often enter FCS behind on credit and the relationships built and education provided support students in gaining those needed credits.



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

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

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

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

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

SOAR High Eagles!

Goal 1: Mathematics

2019-2021 Smart Mathematics Goal: The Gene Dillon “**All Students**” group will increase their mathematics proficiency from 45.76% in the spring of 2019 to 47.76% in the Spring of 2021 as measured by the Mathematics MCA III.

- i. 2019-2021 Smart Mathematics Goal: The Gene Dillon “**Special Education**” sub-group will increase their proficiency from 24.85% in the spring of 2019 to 26.85% in the spring of 2021 as measured by the Mathematics MCA III assessment.
- ii. 2019-2021 Smart Mathematics Goal: The Gene Dillon “**American Indian**” sub-group will increase their proficiency from 23.35% in the spring of 2019 to 25.35% in the spring of 2021 as measured by the Mathematics MCA III assessment.
- iii. 2019-2021 Smart Mathematics Goal: The Gene Dillon “**Free & Reduced**” sub-group will increase their proficiency from 31.70% in the spring of 2019 to 33.70% in the spring of 2021 as measured by the Mathematics MCA III assessment.

Results:

2019-2021 Smart Mathematics Goal: Gene Dillon MCA proficiency for

“All Students” Math in spring 2021 is 41.9%

“Special Education” subgroup Math in spring 2021 is 23.0%

“American Indian” subgroup Math in spring 2021 is 21.1%

“Free & Reduced” subgroup Math in spring 2021 is 24.1%

Goal 2: Reading

2019-2021 Smart Reading Goal: The Gene Dillon “**All Students**” group will increase their reading proficiency from 51.93% in the spring of 2019 to 53.93% in the Spring of 2021 as measured by the Reading MCA III.

- i. 2019-20 Smart Reading Goal: The Gene Dillon “**Special Education**” sub-group will increase their proficiency from 27.68% in the spring of 2019 to 29.68% in the spring of 2021 as measured by the Reading MCA III assessment.
- ii. 2019-20 Smart Reading Goal: The Gene Dillon “**American Indian**” sub-group will increase their proficiency from 32.33% in the spring of 2019 to 34.33% in the spring of 2021 as measured by the Reading MCA III assessment.
- iii. 2019-20 Smart Reading Goal: The Gene Dillon “**Free & Reduced**” sub-group will increase their proficiency from 35.89% in the spring of 2019 to 37.89% in the spring of 2021 as measured by the Reading MCA III assessment.

Results:

2019-2021 Smart Reading Goal: Gene Dillon MCA proficiency for

“All Students” Reading in spring 2021 is 56.5%

“Special Education” subgroup Reading in spring 2021 is 28.9%

“American Indian” subgroup Reading in spring 2021 is 36.4%

“Free & Reduced” subgroup Reading in spring 2021 is 37.3%

Goal 3: Science

2019-2021 Smart Science Goal: The Gene Dillon 5th graders in the “**All Students**” group will increase their proficiency from 47.6% in the spring of 2019 to 49.6% in the Spring of 2021 as measured by the Science MCA III.

- i. 2019-20 Smart Science Goal: The Gene Dillon 5th graders in the “**Special Education**” sub-group will increase their proficiency from 20.5% in the spring of 2019 to 22.5% in the spring of 2021 as measured by the Science MCA III assessment.
- ii. 2019-20 Smart Science Goal: The Gene Dillon 5th graders in the “**American Indian**” sub-group will increase their proficiency from 25.5% in the spring of 2019 to 27.5% in the spring of 2021 as measured by the Science MCA III assessment.
- iii. 2019-20 Smart Science Goal: The Gene Dillon 5th graders in the “**Free & Reduced**” sub-group will increase their proficiency from 33.0% in the spring of 2019 to 35.0% in the spring of 2021 as measured by the Science MCA III assessment.

Results:

2019-2021 Smart Science Goal: Gene Dillon MCA proficiency for

“All Students” Science in spring 2021 is 53.3%

“Special Education” subgroup Science in spring 2021 is 32.9%

“American Indian” subgroup Science in spring 2021 is 30.0%

“Free & Reduced” subgroup Science in spring 2021 is 35.0%

Goal 4: Attendance

2019-2021 Smart Attendance Goal: The Gene Dillon “**All Students**” group will obtain baseline data on attendance for the spring of 2019 as measured by the Minnesota Department of Education’s North Star Report.

- i. 2019-2021 Attendance Goal: The Gene Dillon “**Special Education**” group will obtain baseline data on attendance during the 2018-2019 school year as measured by the Minnesota Department of Education’s North Star Report.
- ii. 2019-2021 Attendance Goal: The Gene Dillon “**American Indian**” group will obtain baseline data on attendance during the 2018-19 school year as measured by the Minnesota Department of Education’s North Star Report.
- iii. 2019-2021 Attendance Goal: The Gene Dillon “**Free/Reduced**” group will obtain baseline data on attendance during the 2018-19 school year as measured by the Minnesota Department of Education’s North Star Report.

Results:

The most current Consistent Attendance available is from 2019 (MDE reported on data in 2020)

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

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

GENE DILLON STAFF DEVELOPMENT

Staff Development Goal 1: Mathematics

Research, develop, implement and evaluate mathematical strategies for all students attending Gene Dillon Elementary.

What were the findings for this goal?

2019-2021 Smart Mathematics Goal: The Gene Dillon “All Students” group will increase their mathematics proficiency from 45.76% in the spring of 2019 to 47.76% in the spring of 2021 as measured by the Mathematics MCA III. **Result = Proficiency for “All Students” Math in spring 2021 is 41.9%.**

- i. 2019-2021 Smart Mathematics Goal: The Gene Dillon “Special Education” sub-group will increase their proficiency from 24.85% in the spring of 2019 to 26.85% in the spring of 2020 as measured by the Mathematics MCA III assessment. **Result = Proficiency for “Special Education” subgroup Math in spring 2021 is 23.0%.***
- ii. 2019-2021 Smart Mathematics Goal: The Gene Dillon “American Indian” sub-group will increase their proficiency from 23.35% in the spring of 2019 to 25.35% in the spring of 2020 as measured by the Mathematics MCA III assessment. **Result = Proficiency for “American Indian” subgroup Math in spring 2021 is 21.1%.***
- iii. 2019-2021 Smart Mathematics Goal: The Gene Dillon “Free & Reduced” sub-group will increase their proficiency from 31.7% in the spring of 2019 to 33.7% in the spring of 2020 as measured by the Mathematics MCA III assessment. **Result = Proficiency for “Free & Reduced” subgroup Math in spring 2021 is 24.1%.***

What was the impact on student learning?
All students at Gene Dillon Elementary utilized several of the following activities to enrich mathematics education. Math activities included XtraMath, Khan Academy, Small group instruction, Prodigy, Math Masters, Study Island, and Math PALS.
What was the impact on teacher practice?
Teachers at Gene Dillon Elementary implemented: Exit slips, Math Minutes, Number Talks, Khan Academy, small group instruction, Freckle Math, and Study Island. The Inclusion model was utilized for special education.

Staff Development Goal 2: Reading
Research, develop, implement and evaluate reading strategies for all students attending Gene Dillon Elementary.
What were the findings for this goal?
2019-2021 Smart Reading Goal: The Gene Dillon “All Students” group will increase their reading proficiency from 51.93% in the spring of 2019 to 53.93% in the Spring of 2021 as measured by the Reading MCA III. Result = Proficiency for “All Students” Reading in spring 2021 is 56.5%. i. 2019-2021 Smart Reading Goal: The Gene Dillon “Special Education” sub-group will increase their proficiency from 26.68% in the spring of 2019 to 28.68% in the spring of 2021 as measured by the Reading MCA III assessment. Result = Proficiency for “Special Education” subgroup Reading in spring 2021 is 28.9%. ii. 2019-2021 Smart Reading Goal: The Gene Dillon “American Indian” sub-group will increase their proficiency from 32.33% in the spring of 2019 to 34.33% in the spring of 2021 as measured by the Reading MCA III assessment. Result = Proficiency for “American Indian” subgroup Reading in spring 2021 is 36.4%. iii. 2019-2021 Smart Reading Goal: The Gene Dillon “Free & Reduced” sub-group will increase their proficiency from 35.89% in the spring of 2019 to 37.89% in the spring of 2021 as measured by the Reading MCA III assessment. Result = Proficiency for “Free & Reduced” subgroup Reading in spring 2021 is 37.3%.

What was the impact on student learning?
Students at Gene Dillon Elementary participated in literature circles, leveled reading activities, accelerated reader, media center enrichment, as well as technology integrated instruction.
What was the impact on teacher practice?
Teachers at Gene Dillon Elementary used small group instruction, leveled readers, Accelerated Reader, reading logs, and literature circles, implemented daily reading logs, pair-share, Accelerated Reading with vocabulary tests, Reading PALS, and reading notebooks. The Inclusion model was utilized for special education.

Staff Development Goal 3: Science

Research, develop, implement and evaluate science strategies for all students attending Gene Dillon Elementary.

What were the findings for this goal?

*2019-2021 Smart Science Goal: The Gene Dillon 5th graders in the “All Students” group will increase their proficiency from 47.6% in the spring of 2019 to 49.6% in the Spring of 2021 as measured by the Science MCA III. **Result = Proficiency for “All Students” Science in spring 2021 is 53.3%.***

- i. 2019-2021 Smart Science Goal: The Gene Dillon 5th graders in the “Special Education” sub-group will increase their proficiency from 20.5% in the spring of 2019 to 22.5% in the spring of 2021 as measured by the Science MCA III assessment. **Result = Proficiency for “Special Education” subgroup Science in spring 2021 is 32.9%.***
- ii. 2019-2021 Smart Science Goal: The Gene Dillon 5th graders in the “American Indian” sub-group will increase their proficiency from 25.5% in the spring of 2019 to 27.5% in the spring of 2021 as measured by the Science MCA III assessment. **Result = Proficiency for “American Indian” subgroup Science in spring 2021 is 30.0%.***
- iii. 2019-2021 Smart Science Goal: The Gene Dillon 5th graders in the “Free & Reduced” sub-group will increase their proficiency from 33% in the spring of 2019 to 35% in the spring of 2021 as measured by the Science MCA III assessment. **Result = Proficiency for “Free & Reduced” subgroup Science in spring 2021 is 35.0%.***

What was the impact on student learning?

Gene Dillon Elementary students impacted by Freshwater Day, After school science club, STEAM classes, and hands-on experiments.

What was the impact on teacher practice?

Inclusion model for special education

Gene Dillon Elementary students utilized Mystery Science, Mystery Doug, Science Readers, Hydroponic plants, Hands on Experiments, Raising Trout, and Google Classroom.

Staff Development Goal 4: Attendance 2019-2021 Attendance Goal: The Gene Dillon “All Students” group will obtain baseline data on attendance for the spring of 2019 as measured by the Minnesota Department of Education’s North Star Report.
What were the findings for this goal? 2019-2021 Attendance Goal: The Gene Dillon “<i>All Students</i>” group will obtain baseline data on attendance for the spring of 2019 as measured by the Minnesota Department of Education’s North Star Report. iv. 2019-2021 Attendance Goal: The Gene Dillon “All Students” captured baseline data for the 2018-19 school year from the Minnesota Department of Education’s North Star Report. Result = 83.3% v. 2019-2021 Attendance Goal: The Gene Dillon “Special Education” sub-group captured baseline data for the 2018-2019 school year from the Minnesota Department of Education’s North Star Report. Result = 77.9% iv. 2019-2021 Attendance Goal: The Gene Dillon “American Indian” group captured baseline data for the 2018-19 school year from the Minnesota Department of Education’s North Star Report. Result = 63.4% iv. 2019-2021 Attendance Goal: The Gene Dillon “Free/Reduced” group captured baseline data for the 2018-19 school year from the Minnesota Department of Education’s North Star Report. Result = 75.3%
What was the impact on student learning? All students at Gene Dillon Elementary benefited from Responsive Classroom, creating a positive climate across our classrooms and school campus. The school wide efforts of our students and staff created common language and expectations within our school grounds.
What was the impact on teacher practice? Teachers at Gene Dillon Elementary utilized Responsive Classroom to build community in the classroom, as well as manage classroom discipline and behavior intervention. Teachers frequently used parent contact and communication to involve parents and guardians in the education process.

Number of Staff Participating in 2020-2021 Professional Development Activities:

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



Horace May Elementary is one of six elementary schools in the Bemidji Area Schools District. We are a grade K-3 school and have an average enrollment of 325 students. At Horace May we practice the Big K, Kindness!

Our school houses two developmentally cognitively delayed self-contained classrooms. Because we are able to provide inclusion opportunities to our students with special needs, our school community is strengthened in the areas of kindness and caring. All of our students are a gift with talents and knowledge to share. Horace May has an inclusive playground designed to encourage independent and cooperative play. We also have a huge husky head on our playground where students often start recess for encouragement to be kind and include each other in play. Being compassionate is very important to all of us at Horace May - we celebrate kindness and practice it daily!

Horace May has an onsite forest with trails and an amphitheater. Our teachers bring students to the forest to learn about the different ecosystems and experience nature with hands-on activities, which helps to develop a lifelong appreciation for the great outdoors. We also have a new hallway that brings the outdoor diversity trail inside providing information and beautiful photographs of what one might see on the trail.

Programs for Horace May Elementary School currently include:

- An Extensive Guided Reading Library
- Responsive Classroom teaching practices
- Leveled Literacy Intervention Program K-3
- Husky Home Reading Program K-2
- Title I Family Engagement Activities
- Reading Corp tutors work with students K-3
- Targeted Services Program for grades 1-3
- Sanford Mental Health Counselors
- Technology - Chromebooks, Ipads, IXL website, Khan Academy, Prodigy, Xtra Math, Spelling City, and Accelerated Reader
- Free breakfast and lunch for every student
- Spring fun day relays for all students
- Homeless Liaison - Social work support
- American Indian Liaison support for our American Indian students

2020-2021 SCHOOL IMPROVEMENT

Goal 1 Reading:

The percentage of “*ALL Students*” enrolled at Horace May Elementary School on October 1 in third grade who are proficient on the MCA reading test will increase from 57.6% in 2019 to 59.63% in 2021.

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

- Kindergarten students will improve their overall Mean RIT score from 143 in the fall of 2020 to 145 in spring of 2021, as measured by the NWEA Primary MAP Reading Assessment.
- Grade 1 students will improve their overall Mean RIT score from 151 in the fall of 2020 to 153 in spring 2021; as measured by NWEA MAP Reading Assessment.
- Grade 2 students will improve their overall Mean RIT score from 170 in the fall of 2020 to 172 in spring 2021; as measured by NWEA MAP Reading Assessment.

Results:

- *The “All Students” proficiency for Third Grade MCA Reading in spring 2021 is 30.3%*
- *Kindergarten students MAP RIT in Spring 2021 is 160*
- *Grade 1 students MAP RIT in spring 2021 is 171*
- *Grade 2 students MAP RIT in spring 2021 is 187*

Goal 2 Mathematics:

- The percentage of “ALL Students” enrolled in Horace May Elementary School on October 1 in third grade who are proficient on the MCA math test will increase from 62% in 2019 to 64% in 2021.
- Kindergarten students will improve their overall Mean RIT score from 148 in the fall of 2020 to 150 in the spring of 2021, as measured by the NWEA Primary MAP Math Assessment.
- Grade 1 students will improve their overall Mean RIT score from 158 in the fall of 2020 to 160 in spring of 2021, as measured by the NWEA Primary MAP Math Assessment.
- Grade 2 students will improve their overall Mean RIT score from 176 in the fall of 2020 to 178 in spring of 2021, as measured by NWEA MAP Math Assessment.

Results:

- *The “All Students” proficiency for Third Grade MCA Math in spring 2021 is 46.1%*
- *Kindergarten students MAP RIT in Spring 2021 is 165*
- *Grade 1 students MAP RIT in spring 2021 is 178*
- *Grade 2 students MAP RIT in spring 2021 is 193*

Goal 3 Social Emotional Learning:

Horace May students will decrease behavior referrals from 18 in the spring of 2021 to 16 in the spring of 2021.

Results: During the 2020-21 school year Horace May had 2 playground incidents and 3 DIRS incidents.

STAFF DEVELOPMENT GOALS & RESULTS

Goal 1: READING
To gain insight and best practice information on instructional practice and interventions as it pertains to grades one through three reading skills. To implement best practice instruction during core instructional time, using guided reading techniques along with individual and small group interventions.
Staff Development Activities:
• All Horace May teachers will receive professional development geared at increasing achievement in reading. • Teachers will receive ongoing training on research-based reading interventions and progress monitoring. • All teachers that teach reading will participate in bimonthly MTSS meetings to discuss best practices in reading, prepare to differentiate instruction, and examine student data. • Guided reading, Leveled Literacy Intervention and Title I small group interventions continue to be implemented school-wide. • Classroom will provide a minimum of 120 minutes of reading instruction daily. • Teachers will align curriculum to MN state standards. • Responsive Classroom practices will be implemented. • Professional Learning Community (PLC) groups will be ongoing. • Reading Corp tutors work with identified students K-3.

Goal 2: MATHEMATICS

• All Horace May teachers of mathematics will have the opportunity for professional development training in mathematics best practices and will implement these strategies in their instruction. • MTSS Math Specialist will train staff in math intervention and assist in development of Essential Learning Outcomes in math. • All teachers of math will align the Math Essential curriculum for their grade level with the Essential Learning Outcomes. • Classroom teachers, grades K-3, will provide 90 minutes of math instruction daily. • Teachers and intervention specialists will collaborate and distinguish students who need more individualized instruction. High risk students will be progress monitored bimonthly to track students' progress. • MTSS/Site teams will meet to share data and plan interventions. • Professional Learning Community Groups (PLC) will be ongoing. • Teachers will implement technology math programs that teach math concepts. • Teachers will align curriculum to MN state standards.

Goal 3: SEL

Social Emotional Learning The students of Horace May Elementary receive daily lessons on a variety of social and emotional behavior strategies.

Monthly school-wide assemblies are held to emphasize the character qualities deemed important at Horace May school.

All classrooms participate in a Responsive Classroom morning meeting. Weekly Second Step or Peacemaker lessons are also provided.

J.W. SMITH ELEMENTARY- PATRICIA WELTE, PRINCIPAL ✓



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

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

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

In addition to the Indian Education program, J. W. Smith Elementary is fortunate to implement the following programs to aide in the learning of the students:

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

These are only some of the extra involvement that connects our school to some of the valuable people and resources in our community. Others include the parents, university students and community members that actively participate in our school.

2020-2021 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 43.1% in the Spring of 2019 to 45.1% in the Spring of 2021.

- Third grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 55.0% in the Spring of 2019 to 57.0% in the Spring of 2021.

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 57.8% in the Spring of 2019 to 59.8% in the Spring of 2021.
- First grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 43.9% in the Spring of 2019 to 45.9% in the Spring of 2021.
- Second grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 34.2% in the Spring of 2019 to 36.2% in the Spring of 2021.

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 21.4% in the Spring of 2019 to 23.4% in the Spring of 2021.
- The American Indian students will increase their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 39.2% in the Spring of 2019 to 41.2% in the Spring of 2021.
- The students who qualify for Free & Reduced Lunch will increase their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 41.2% in the Spring of 2019 to 43.2% in the Spring of 2021.

Baseline Data used To Select Goal:

Based on the 2019 MCA-III Reading Assessment results, the baseline data used to create the goal at J. W. Smith Elementary was the following:

- Third grade students at J.W. Smith will increase their proficiency on the MCA-III Reading Assessment from 35.3% in the Spring of 2019 to 37.3% in the Spring of 2021.

To Support all students Reading Well by Third Grade:

- The Mean RIT score of Kindergarten students at J.W. Smith Elementary will increase from 135.2 in the Fall of 2020 to 140.2 in the Spring of 2021 as measured by the NWEA MAP Reading Assessment.
- The Mean RIT score of First Grade students at J.W. Smith Elementary, will increase from 149.4 in the Fall of 2020 to 154.4 in the Spring of 2021 as measured by the NWEA MAP Reading Assessment.
- The Mean RIT score of 2nd Grade students, at J.W. Smith Elementary, will increase from 162.9 in the Fall of 2020 to 167.9 in the Spring of 2021 as measured by. The NWEA MAP Reading Assessment.
- The Mean RIT score of 3rd Grade students, at J.W. Smith Elementary will increase from 178.8 in the Fall of 2020 to 183.8 in the Spring of 2021 as measured by the NWEA MAP Reading Assessment.

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 43.1% in the Spring of 2019 to 45.1% in the Spring of 2021.

Based on the 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 the Spring of 2019 to 23.4% to the Spring of 2021.

- 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 the Spring of 2019 to 164.9 in the Spring of 2021.
- Second grade Special Education students will increase their mean RIT score to 177.4 in the Spring to 179.4 in the Spring of 2021.
- Third grade Special Education students will increase their mean RIT score to 178.1 in the Spring to the 180.1 in the Spring of 2021.

Native American subgroup:

J. W. Smith Elementary Native American students, K-3, will increase their overall proficiency percentage to 39.2% in the Spring to 41.2% in the Spring of 2021.

- Kindergarten Native American students will increase their mean RIT score to 151.9 in the Spring of 2019 to 153.9 in the Spring of 2021.
- First grade Native American students will increase their mean RIT score to 170.9 in the Spring to 172.9 in the Spring of 2021.
- Second grade Native American students will increase their mean RIT score to 177.4 in the Spring of 2019 to 179.4 in the Spring of 2021.
- Third grade Native American students will increase their mean RIT score to 191.5 in the Spring to 193.5 in the Spring of 2021.

Free & Reduced Lunch subgroup:

J. W. Smith Elementary students who qualify for Free & Reduced Lunch, K-3, will increase their overall proficiency percentage to 43.2% in the Spring of 2021.

- Kindergarten students who qualify for Free & Reduced Lunch will increase their mean RIT score to 153.2 in the Spring of 2019 to 155.2 in the Spring of 2021.
- First grade students who qualify for Free & Reduced Lunch will increase their mean RIT score to 169.5 in the Spring of 2019 to 171.9 in the Spring of 2021.
- Second grade students who qualify for Free & Reduced Lunch will increase their mean RIT score to 177.2 in the Spring of 2019 to 179.2 in the Spring of 2021.
- Third grade students who qualify for Free & Reduced Lunch will increase their mean RIT score to 190.4 in the Spring of 2019 to 195.4 in the Spring of 2021.

Results:

Goal 1

Reading:

- *J.W. Smith third grade students' proficiency on the MCA-III Reading in spring 2021 is 39.0%*
- *The NWEA MAP Reading proficiency for J.W. Smith Third Grade students in spring 2021 is 24%.*

Goal 1A:

- *The Kindergarten spring 2021 proficiency for MAP Reading is 31%*
- *The First Grade spring 2021 proficiency for MAP Reading is 27%*
- *The Second Grade spring 2021 proficiency for MAP Reading is 9%*

Goal 1B:

- *The subgroup Special Education spring 2021 proficiency for MAP Reading is 20.6%*
- *The subgroup American Indian spring 2021 proficiency for MAP Reading is 44.3%*
- *The subgroup Free & Reduced Lunch spring 2021 proficiency for MAP Reading is 43.4%*

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.
- Due to the Corona Virus Pandemic and Distance Learning in the Spring of 2020, some of the data provided will not be implemented throughout the school year of 2020-2021.

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 57.8% in the Spring of 2019 to 59.8% in the Spring of 2021.
- First grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 43.9% in the Spring of 2019 to 45.9% in the Spring of 2021.
- Second grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 34.2% in the Spring of 2019 to 36.2% in the Spring of 2021.
- Third grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Reading Assessment from 55.0% in the Spring of 2019 to 57.0% in the Spring of 2021.

2020-2021 SCHOOL IMPROVEMENT GOALS

School Improvement Goal #2:

Math:

The third grade students at J. W. Smith Elementary will increase their proficiency on the MCA-III Mathematics Assessment from 59.4% in the Spring of 2019 to 61.4% in the Spring of 2021.

- Third grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Math Assessment from 55.0% in the Spring of 2019 to 57.0% in the Spring of 2021.

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 65.5% in the Spring of 2019 to 67.5% in the Spring of 2021.
- First grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Math Assessment from 43.9% in the Spring of 2019 to 45.9% in the Spring of 2021.
- Second grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Math Assessment from 40.7% in the Spring of 2019 to 42.9% in the Spring of 2021.

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 20.8% in the Spring of 2019 to 22.8% in the Spring of 2021.
- The American Indian students will increase their proficiency percentage on the NWEA Measures of Academic Progress Mathematics Assessment from 44.9% in the Spring of 2019 to 46.9% in the Spring of 2021.
- The students who qualify for Free & Reduced Lunch will increase their proficiency percentage on the NWEA Measures of Academic Progress Mathematics Assessment from 44.8% in the Spring of 2019 to 46.8% in the Spring of 2021.

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 59.4% in the Spring of 2019 to 61.4% in the Spring of 2021.

Based on the 2020-2021- NWEA Measures of Academic Progress Mathematics Assessment, the desired results are as follows in achieving Math growth:

- The Mean RIT score of Kindergarten students, at J.W. Smith Elementary, will increase from 137.2 in the Fall of 2020 to 142.2 in the Spring of 2021.
- The Mean RIT score for 1st grade students, at J.W. Smith Elementary, will increase from 154.4 in the Fall of 2020 to 159.4 in the Spring of 2021.
- The Mean RIT score for 2nd grade students, at J.W. Smith Elementary, will increase from 170.7 in the Fall of 2020 to 175.7 in the Spring of 2021.
- The Mean RIT score for 3rd grade students, at J.W. Smith Elementary, will increase from 180.9 in the Fall of 2020 to 185.9 in the Spring of 2021.

Based on the 2020-2021 - 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 22.8% in the Spring of 2021

- 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 167.3 in the Spring of 2021.
- Second grade Special Education students will increase their mean RIT score to 185.8 in the Spring of 2021.
- Third grade Special Education students will increase their mean RIT score to 188.7 in the Spring of 2021.

Native American subgroup:

J. W. Smith Elementary Native American students, K-3, will increase their overall proficiency percentage to 41.2% in the Spring of 2021.

- Kindergarten Native American students will increase their mean RIT score to 153.7 in the Spring of 2021.
- First grade Native American students will increase their mean RIT score to 175.2 in the Spring of 2021.
- Second grade Native American students will increase their mean RIT score to 183.0 in the Spring of 2021.
- Third grade Native American students will increase their mean RIT score to 200.5 in the Spring of 2021.

Free & Reduced Lunch subgroup:

J. W. Smith Elementary students who qualify for Free & Reduced Lunch, K-3, will increase their overall proficiency percentage to 43.2% in the Spring of 2021.

- Kindergarten students who qualify for Free & Reduced Lunch will increase their mean RIT score to 155.1 in the Spring of 2021.
- First grade students who qualify for Free & Reduced Lunch will increase their mean RIT score to 173.0 in the Spring of 2021.
- Second grade students who qualify for Free & Reduced Lunch will increase their mean RIT score to 183.4 in the Spring of 2021.
- Third grade students who qualify for Free & Reduced Lunch will increase their mean RIT score to 199.9 in the Spring of 2021.

Results:

Goal 2

Mathematics:

- *J.W. Smith third grade students' proficiency on the MCA-III Mathematics in spring 2021 is 53.7%, surpassing the goal.*
- *The NWEA MAP Math proficiency for J.W. Smith Third Grade students in spring 2021 is 47%.*

Goal 1A:

- *The Kindergarten spring 2021 proficiency for MAP Math is 51%*
- *The First Grade spring 2021 proficiency for MAP Math is 29%*
- *The Second Grade spring 2021 proficiency for MAP Math is 6%*

Goal 1B:

- *The subgroup Special Education spring 2021 proficiency for MAP Math is 23.4%*
- *The subgroup American Indian spring 2021 proficiency for MAP Math is 42.2%*
- *The subgroup Free & Reduced Lunch spring 2021 proficiency for MAP Math is 43.6%*

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 65.5% in the Spring of 2019 to 67.5% in the Spring of 2021.
- First grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Math Assessment from 43.9% in the Spring of 2019 to 45.9% in the Spring of 2021.
- Second grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Math Assessment from 40.7% in the Spring of 2019 to 42.7% in the Spring of 2021.
- Third grade students will increase their proficiency percentage on the NWEA Measures of Academic Progress Math Assessment from 55.0% in the Spring of 2019 to 57.0% in the Spring of 2021.

School Improvement Goal #3:
J. W. Smith Kindergarten through third grade students will increase their overall attendance percentage from 69.80% during the 2019-2020 school year to 71.80% during the 2020-2021 school year.
Baseline Data used To Select Goal:
Year to date attendance comparisons and data are not available due to the Corona Virus pandemic and Distance Learning in the Spring of 2020. The missing data, combined with the uncertainty of the type of learning models that could be implemented throughout the year will not allow us to continue with an attendance goal for the 2020-2021 school year.
Desired Result:
Based on the 2020-2021 - attendance data provided by Minnesota Department of Education- North Star Report: Due to the Corona Virus pandemic there is not data available at this time.

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:
Teachers will: • 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:
Teacher Learning: • Share about individual attendance improvement strategies at staff meetings. • Share monthly attendance reports. • Student interviews to guide interventions. Improved Student Performance: • Based on the 2019-2020 - 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 2019 with the hope to increase this to 71.80% in the Spring of 2021.

2020-2021 SCHOOL IMPROVEMENT GOALS

School Improvement Goal #4:
During the 2020-2021 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 2020 behavior data reported through the Disciplinary Incident Reporting System (DIRS), the number of incidents reported for J. W. Smith was 22, this was down 30 reports from 2019. This is due to the Responsive Classroom model and the Distance Learning from Spring of 2020 to the current school year of 2020-2021. This was a -57.69% decrease in the incidents that were reported.
Desired Result:
Based on the 2020-2021 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:
Teachers will: • Implement training in the Responsive Classroom Program. • Implement Morning Meeting/Closing Circle each school day. • Utilize J. W. Smith Elementary School's behavior action team. • PLC's for Google Classroom and engaging students that are also Distance Learning.

Evidence of Teacher Learning and Improved Student Performance:

Teacher Learning:

- 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 2020-2021 school year.
- Opportunities for teachers to attend trainings related to behavior intervention strategies.
- Responsive Classroom training will be provided for staff not yet trained.
- Teachers will be instructing by using Google Classroom and engaging students that are Distance Learning.

Improved Student Performance:

- Based on the 2020-2021 Disciplinary Incident Reporting System (DIRS) report, J. W. Smith Elementary will see a 2% decrease in the number of incidences reported.

Number of Staff Participating in 2020-2021 Professional Development Activities:

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

Lakeside Learning Center-Tiffany Palmer, Site Administrator

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

Goals/Results

School Improvement Goal #1:

In the Lakeside Learning Center (LLC) the "All Students" group will increase proficiency from 0% in the Spring of 2019 to 10% in the Spring of 2021 as measured by the MCA in Reading.

- The LLC School will increase reading scores by an average of 2.0 GE for each year of instruction. STAR Reading pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance.

Result:

Final MCA results show 0% proficiency (4 students tested).
Students at LLC increased reading scores by an average of 1.1 GE on the STAR reading test which is an average growth of 18.17%.

School Improvement Goal #2:

In the LLC the "All Students" group will increase proficiency from 0% in the Spring of 2019 to 3% in the Spring of 2021 as measured by the MCA in Math.

- The LLC will increase math scores by an average of 2.0 GE for each year of instruction. STAR Math pre and post test scores will be used to measure growth. Scores will be prorated for length of attendance time.

Result:

Final MCA results show 0% proficiency (2 students tested).
Students at LLC increased math scores by an average of .5 GE on the STAR math test.

School Improvement Goal #3:
LLC student attendance rate will increase from 85% in 2019 to 87% in 2021 as measured by NCLB Adequate Yearly Progress and LLC School records.
Result:
LLC student attendance rate for the 2020-21 school year was 77.4%. It should be noted that the majority of the school year took place in either the hybrid or distance learning model.

STAFF DEVELOPMENT GOALS AND RESULTS

Goal 1:
Teachers incorporated research-based techniques/strategies in their instruction of reading and in reading across the curriculum. Various staff development opportunities and online resources were shared with staff related to instruction during distance learning due to the COVID-19 pandemic.
Teachers integrated reading in all curricular areas. Online techniques were incorporated in the curriculum. Staff studied current best practice education strategies and techniques to better engage students.
PLC - Read and incorporate strategies from the book <i>The Revolution in American Education; The Top 20 Teachers</i> by Paul Bernabei, Tom Cody, Willow Sweeney, Mary Cole, and Michael Cole.
Teachers provided individualized instruction throughout the school year in all three learning models (on-site, hybrid, and distance learning). Material was individualized for each student and individual Google Meets for instruction were provided during hybrid and distance learning.
Results:
Final MCA results show 0% proficiency (4 students tested).
Students at LLC increased reading scores by an average of 1.1 GE on the STAR reading test, which is an average growth of 18.17%.
What was the impact on student learning? Staff learning and implementing teaching and reading strategies during distance and hybrid learning models increased students' ability to engage in reading and build their reading skills.
What was the impact on teacher practice? Teachers learned how to adapt and provide reading instruction and support for students present on site as well as through distance learning. Learning new strategies provides teachers more flexibility in teaching practice in the future.

MEANS TO ACHIEVE THE SCHOOL IMPROVEMENT GOAL

Goal 2:
Teachers incorporated researched-based strategies and techniques to differentiate instruction. Teachers were presented state and local staff development opportunities to better learn how to incorporate math instruction and activities in various learning models including on-site, hybrid, and distance learning using technology. Project-based, hands-on, and online learning were incorporated into the curriculum. Staff studied current best practice education strategies and techniques to better engage students. PLC - Read and incorporate strategies from the book <i><u>The Revolution in American Education; The Top 20 Teachers</u></i> by Paul Bernabei, Tom Cody, Willow Sweeney, Mary Cole, and Michael Cole. Teachers provided individualized instruction throughout the school year in all three learning models (on-site, hybrid, and distance learning). Material was individualized for each student and individual Google Meets for instruction were provided during hybrid and distance learning.
Results:
Final MCA results show 0% proficiency (2 students tested). Students at LLC increased math scores by an average of .5 GE on the STAR math test.
What was the impact on student progress? Students had curriculum and instructional formats tailored to their individual needs, learning level, and learning preferences.
What was the impact on teacher practice? Teachers learned new ways to incorporate technology in their teaching practices. This will allow teachers to meet a variety of individual student learning preferences more effectively in years to come.

MEANS TO ACHIEVE THE SCHOOL IMPROVEMENT GOAL

Goal 3:
Staff increased discussions with students on the importance of attendance, especially during distance learning scenarios. Daily calls, emails, and/or texts were sent to parents/guardians when students were absent. Teachers studied current best practice educational strategies and techniques to better engage students that provided teachers tools to support students and their attendance. PLC - Read and incorporate strategies from the book <i><u>The Revolution in American Education; The Top 20 Teachers</u></i> by Paul Bernabei, Tom Cody, Willow Sweeney, Mary Cole, and Michael Cole. Staff increased discussions with at risk students pertaining to attendance and its importance. Letters were sent home when needed along with communicating with our assigned truancy tracker.

Results:
LLC student attendance rate for the 2020-21 school year was 77.4%. It should be noted that the majority of the school year took place in either the hybrid or distance learning model.
What was the impact of student progress: Daily contact and letters, when appropriate, demonstrated the importance of attendance to learning to both students and their parents/guardians. In addition, daily contact demonstrated to students and their families their importance to staff at LLC. Without the consistent communication, it is estimated that attendance of students at LLC would be much lower.
What was the impact of teacher practice? Staff learned the importance of student engagement as well as regular contact with families for students in a federal setting IV school. School can be difficult for students, therefore the relationships and communication are key components to student success.

LINCOLN ELEMENTARY- JASON LUKSIK, PRINCIPAL ✓



Lincoln Elementary is a school of about 340 students. We serve K-3rd Grade with school-wide Title I services. During the school day, students are taught in the areas of reading, math, science and social studies. Students also participate in music, physical education, art and technology.

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

2020-2021 SCHOOL IMPROVEMENT

GOALS & RESULTS:

Goal 1 Reading:
2019-2021 Reading Goals: 1) The percentage of all students in grades K-3 at Lincoln Elementary who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in Reading will increase from 65.25% in Spring 2019 to 68.25% in Spring 2021. 2) 2019-2021 Smart Reading Goal: The Lincoln “All Students” group will increase proficiency from 49.5% in the spring of 2019 to 51.5% in the spring of 2021 as measured by the Reading MCA-III assessment.
Results:
<i>The Reading MAP RIT for all students in Spring 2021 is 67.93%.</i> <i>Lincoln’s “All Students” MCA Reading proficiency in Spring 2021 is 59.8%.</i>
Goal 2 Mathematics:
2019-2021 Smart Math Goal: The Lincoln “All Students” group will increase their proficiency from 62.1% in the spring of 2019 to 64.1% in the Spring of 2021 as measured by the Mathematics MCA III.
Results:
<i>Lincoln’s “All Students” MCA Math proficiency in Spring 2021 is 64.6%.</i>
Goal 3 Safe & Welcoming Environment:
2019-2021 Safe & Welcoming Environment Goal: The Lincoln “All Students” group will decrease their incidences of suspendable offenses that are recorded in the DIRS system from seven incidences in 2018-19 to six or fewer incidences during the 2020-21 school year.
Results:
<i>The All Students group decreased the number of incidences to five. This is a significant improvement considering there were only seven reported cases in the prior year. With the implementation of Responsive Classroom and the Behavior committee reviewing ways to decrease the number of incidents, we were able to decrease the number of infractions.</i>

Goal 4 Attendance
The Minnesota Department of Education is tracking Consistent Attendance. Lincoln Elementary will look to increase their rate of attendance by 3.0% from 86.53% in 2019 to 89.53% in 2021.
Results:
<i>The Consistent Attendance rate for Lincoln Elementary in 2020 (the most current data available) is 88.0%, a little shy of our goal.</i>

LINCOLN ELEMENTARY STAFF DEVELOPMENT

Reading Goal:
I. The percentage of all students in grades K-3 at Lincoln Elementary who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in Reading will increase from 65.25% in spring 2019 to 68.25% in spring 2021.
Staff Development Goal(s):
• Collaborate three times a month using data: MAP, MCA III, MyView reading assessment, along with student work and teacher observation • Guided Reading will be implemented school-wide • Reading Recovery for Grade 1 • Leveled Literacy for Grades K-3 will continue to be implemented • Minnesota Reading Corps program will also be utilized in grades K-3 • Title 1 staff will provide small group interventions • American Indian Home-School Liaison will provide small group interventions
Staff Development Activities:
Staff will be trained in the use of MyView web-based content. • Guided Reading – 1) Daily 5 training for staff to develop differentiated learning for students. 2) Research articles based on oral language and informational text, share with staff and put into practice. • Collaboration- 1) Grade level meetings with grade levels above and below will develop vertical alignment of ELO's. • MAP Training- Data collection and identification of data that would improve instructional strategies. • Cross Curricular- Training to support oral language and vocabulary for students across multiple subject areas.
Evidence of Teacher Learning and Improved Student Performance:
COVID Effected

Math Goal:
The Lincoln “All Students” group will increase their proficiency from 62.1% in the spring of 2019 to 64.1% in the Spring of 2021 as measured by the Mathematics MCA III.
Staff Development Goal(s):
Lincoln Elementary staff, grades K-5, will: • Collaborate using data three times monthly: MAP, MCA III, AIMSweb and MyView assessments. • Determine individual student math needs utilizing the data, student work and teacher observation. Increased Math time- 90 minutes of daily instruction.
Staff Development Activities:
• Staff will be trained in the use of Think Central, the Houghton-Mifflin technology component. • Guided Math – Differentiated learning groups addressing the needs of the student. Identified by Common Formative Assessment. • Collaboration- Meetings with grade levels above and below to develop vertical alignment of ELO’s. • MAP Training- Data collection and identification of data that would improve instructional strategies. • Cross Curricular- Training to support oral language and vocabulary for students across multiple subject areas. • Viewpoint Training- Training to provide teachers with data to identify student concerns and adjust instructional strategies. Use of Math Specialist as a teacher resource. Specialist will model and provide training to staff in the areas of Math identified during RtI team meetings.
Evidence of Teacher Learning and Improved Student Performance:
COVID Effected

MEANS TO ACHIEVE THE SCHOOL IMPROVEMENT GOAL

Safe & Welcoming Environment Goal:
The Lincoln “All Students” group will decrease their incidences of suspendable offenses as recorded in the DIRS system from seven incidences in 2018-19 to six or fewer incidences during the 2020-21 school year.
Staff Development Goal(s):
1) Every staff member given an overview of the Responsive Classroom program. 2) Consistent behavior program school wide- implementation of Responsive Classroom. 3) Development of Lincoln Pride program.
Staff Development Activities:
• Continued monthly discipline meetings to develop processes throughout the school. • Staff meetings to distribute information from the discipline committee. • Staff and student modeling at assemblies.
Evidence of Teacher Learning and Improved Student Performance:
Reduced the student offenses by 42.86%.

Attendance Goal: The Minnesota Department of Education is tracking Consistent Attendance. Lincoln Elementary will look to increase their rate of attendance by 3.0% from 86.53% in 2019 to 89.53% in 2021.
Staff Development Goal(s):
1) Review mentorship guidelines for staff 2) Develop action plan for attendance guidelines. 3) Continue training from Being Present campaign.
Staff Development Activities:
1) Mentorship program for students with 20 or more days absent. 2) Training activities with Being Present staff.
Evidence of Teacher Learning and Improved Student Performance:
The Consistent Attendance rate for Lincoln Elementary in 2020 (the most current data available) increased by 1.5% to 88.0%.

LUMBERJACK HIGH SCHOOL – JASON STANOCH, PRINCIPAL ✓

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

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

2020-2021 SCHOOL IMPROVEMENT

Goal 1 Mathematics:

Bemidji Lumberjack High School staff and students will improve the 11th grade math scores from 5.9% proficiency rate to 7.9% proficiency on the spring MCA in 2021.

Results:

LHS students increased from 7.9% proficiency to 15.4% proficiency on the spring 2021 MCA in Math.

Goal 2 Reading:

The percentage of all students enrolled October 1 in grade 10 at Lumberjack High School who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability tests (MCA and MTAS) will increase from 16.7% in 2019 to 18.7% in 2021.

Results:

After LHS students achieved 16.7% proficiency in the 2018-2019 school year, they did not show improvement in 2020-2021 with 7.7% proficiency on the spring MCA in reading.

Goal 3 Attendance:

Bemidji Lumberjack High School staff and students will improve our attendance rate from 32.69% to 35% for all students in 2020-2021.

Results:

The LHS attendance rate for the 2019-2020 school year was 24.2% (the most current data available).

STAFF DEVELOPMENT GOALS & RESULTS

Staff Development Goal 1: MATHEMATICS

- All teachers will be trained on the use of a data warehouse, Viewpoint.
- Teacher training in Edgenuity to provide test prep remediation and supplementary instruction.
- Utilize the knowledge and expertise of Indian Career Advisor and Liaison to increase awareness of cultural concerns.
- Teacher training in Positive Interventions and Supports (PBIS) to improve school culture and increase school pride.
- All LHS teachers in all areas of study will become more familiar with the MCA/ACT tests and will receive training on interpretation of test data.
- PLC surrounding book Disrupting Poverty
- Weekly student support meetings (RtI) to plan interventions for students not passing classes.
- BHS/LHS and NTC and community manufacturing companies will expand course offerings and employment opportunities to provide pathways for trades certification and post-secondary credit.
- BHS/LHS and NTC will increase CNA classes to allow more high school students the opportunity to be Certified Nursing Assistants.
- Six “Bemidji Career Academies” will be launched this year to provide pathways to careers. These academies include, Light, Sound, and Video Technician, Mechatronics, Health Careers, Business Management, Construction Trades, and Project Lead the Way. Six additional academies will be ready for the following year.

What were the findings for this goal?

LHS students increased from 7.9% proficiency to 15.4% proficiency on the spring 2021 MCA in Math.

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

5.9% of LHS students either met or partially met expectations on the math MCA. Just three years ago, the proficiency was at 0%. More students are able to show their understanding of the standards in math.

What was the impact on teacher practice?

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

Staff Development Goal 2: READING

• All LHS teachers in all areas of study will become more familiar with the MCA/ACT tests and will receive training on interpretation of test data. • All teachers will receive training on the use of a data warehouse, Viewpoint. • Teacher training in APEX to provide test prep remediation and supplementary instruction. • Utilize the knowledge and expertise of Indian Career Advisor and Liaison to increase awareness of cultural concerns. • Teacher training in Positive Interventions and Supports (PBIS) to improve school culture and increase school pride. • Weekly student support meetings (RtI) to plan interventions for students not passing classes. • BHS/LHS and NTC and community manufacturing companies will expand course offerings and employment opportunities to provide pathways for trades certification and post-secondary credit. Provide a work seminar class so that students may intern in the world of work. • BHS/LHS and NTC will increase CNA classes to allow more high school students the opportunity to be Certified Nursing Assistants. • Six “Bemidji Career Academies” will be launched this year to provide pathways to careers. These academies include, Light, Sound, and Video Technician, Mechatronics, Health Careers, Business Management, Construction Trades, and Project Lead the Way. Six additional academies will be developed for the following year. • LHS staff formed a PLC around <u>Disrupting Poverty</u>
What were the findings for this goal?
<i>After LHS students achieved 16.7% proficiency in the 2018-2019 school year, they did not show improvement in 2020-2021 with 7.7% proficiency on the spring MCA in reading.</i>
What was the impact on student learning? If appropriate, include assessment data.
No data due to COVID
What was the impact on teacher practice?
No data due to COVID

Staff Development Goal 3: ATTENDANCE

• All departments have created an attendance goal, and individual teachers have a SMART goal to increase attendance in their classes. • All LHS staff will become familiar with all students, interacting on a daily basis outside the classroom, hallways, and lunchroom. • All LHS staff serve as advisors to a given list of students. Staff will meet weekly with advisees and maintain contact with them and their parents regarding their progress. • All LHS staff will provide a safe and welcoming environment. • Utilize the knowledge and expertise of Indian Career Advisor and Liaison to increase awareness of cultural concerns. • Create an incentive plan based on attendance and grades. • Engaging technologies training to increase 21st Century Learners' skills for the workplace. • BHS/LHS and NTC and community manufacturing companies will expand course offerings and employment opportunities to provide pathways for trades certification and post-secondary credit. • BHS/LHS and NTC will increase CNA classes to allow more high school students the opportunity to be Certified Nursing Assistants. • Six "Bemidji Career Academies" will be launched this year to provide pathways to careers. These academies include, Light, Sound, and Video Technician, Mechatronics, Health Careers, Business Management, Construction Trades, and Project Lead the Way. Six additional academies will be ready for the following year. • LHS staff formed a PLC around <u>Disrupting Poverty</u>	
What were the findings for this goal?	
The LHS attendance rate for the 2019-2020 school year was 24.2%.	
What was the impact on student learning? If appropriate, include assessment data.	
54.2% of students graduated from LHS in the spring of 2021.	
What was the impact on teacher practice?	
Teachers were able to provide more one on one support with students through the freshman coaching program and they were able to build relationships with the LHS students which increased student engagement and attendance.	

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

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

NORTHERN ELEMENTARY – WENDY TEMPLIN, PRINCIPAL

Our Mission- Empower Every Student Every Day



Northern Elementary students are Respectful, Responsible, Kind and Peaceful. Every student brings his or her imagination and creativity to succeed each and every day. As a Northern community, we sing together, play together, and discover together! The hallways, classrooms, playground, library, cafeteria and gymnasium are filled with laughter and learning. We take pride in a community-based school filled with individuals of character!

Our mascot, the Northern Timber Wolf is characterized by its dedication to a social unit, keen sensory abilities, and excellent communication skills. Territorial in nature, the Timber Wolf has the ability to remember, associate events and learn. As our mascot reveals, we are a school community built on loyalty, commitment, and family. We Howl for friendship as hard working, optimistic, wonderful learners. Northern students and staff are committed to being Peacemakers not Peacebreakers! Everyone has dedicated themselves to the Northern Pack!

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

Presently, we are a three/four- section school encompassing 310 students. We have 15 core classroom teachers, three special educators, one interventionist, and specialists for physical education, art, music, and media. We also support the needs of our students with many dedicated paraprofessionals. Northern students are immersed in a highly comprehensive, activity-based curriculum. We address our curriculum through My View reading, Math Expressions, Fusions Science, and numerous other support systems. Measures of Academic Progress (MAP) assessments identify student growth to set goals. Northern's MCA results are reviewed annually to improve instructional practices focused on the Common Core and Minnesota Standards. AmeriCorps offers Reading Corp tutors for individual reading instruction. Northern Elementary is proud of our tradition of educational excellence.

2020-2021 SCHOOL IMPROVEMENT

Goals: Reading and Mathematics

Reading

MCA Goal: Grade three students will increase their proficiency in reading from 64.10% in the spring of 2019 to 65% in the spring of 2021 as measured by the MCA-III.

Results – *Northern Grade Three proficiency for MCA Reading in Spring 2021 is 39.8%*

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

Results – *Northern K-3 Spring 2021 MAP Reading Mean Average RIT is 47.25%*

Math

MCA Goal: Grade three students will increase their proficiency in math from 74.35% in the spring of 2019 to 75% in the spring of 2021 as measured by the MCA-III.

Results – *Northern Grade Three proficiency for MCA Math in Spring 2021 is 68.7%.*

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

Results – *Northern K-3 Spring 2021 MAP Math Mean Average RIT is 66.40%*

NORTHERN ELEMENTARY STAFF DEVELOPMENT

Goal 1:

Reading Support Staff Development:

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

What was the impact on student learning? By teachers reviewing the reading standards, utilizing guided reading, setting up student-led data goals, increasing reading expectations for informational text, and providing staff development sessions to address these areas.
What was the impact on teacher practice? Teacher impact and instructional practices have improved by implementing guided reading to differentiate instruction and provide successful interventions. Professional development in these areas has resulted in teachers increasing their usage of student data as it is related to reading standards. By providing teachers consistent, formal staff development for reading instruction, teaching best practices have increased over time.

Goal 2:

Math Support Staff Development: We will establish a clear vision for school wide data use by making data part of an on-going cycle of instructional improvement that includes teaching students to examine their own data and set their own learning goals in the area of math by utilizing Student Data Binders. Teachers participated in the math curriculum alignment sessions and utilized the new Makerspace room to support math instruction with STEM. All core classroom teachers implement the Minnesota Math Standards that are aligned within the District Math Expressions math curriculum.
What was the impact on student learning? The focus on specific math instructional practices and continuous student learning assessment has improved student reading success. Students take ownership of their learning and take great risks to improve their skill levels.
What was the impact on teacher practice? Teacher impact and instructional practices have improved by implementing pre and post testing and standards focused practices. Professional development in these areas has resulted in teachers increasing their usage of student data as it is related to math standards.

Goal 3:

Climate Staff Development: We will increase the overall climate of Northern Elementary as a safe and welcoming school by implementing Responsive Classroom and Peacemakers programming to reduce office referrals and assaults by 10% during the 2019-2020 school year.
Results: <i>Out of school suspensions have greatly decreased over this school year with a 100% reduction.</i>
What was the impact on student learning? The focus on Responsive Classroom practices and Peacemakers Program has improved student academics, school culture and student life skills by reducing behavior incidents. Students remain in the classroom resulting in increased instructional time.
What was the impact on teacher practice? Teacher impact and instructional practices have improved by the implementation of the Responsive Classroom techniques including interactive modeling, morning meetings and peer relationship activities.

Teacher student behavior management within the classroom benefitted student educational success and building strong learning communities.

Goal 4:

Improving Student Attendance Staff Development:

Northern staff participated in staff development opportunities and discussions to improve the classroom communities, resulting in supporting the students and their improved attendance.

Results:

Students at Northern Elementary participated in a monthly perfect attendance incentive program. Teachers, the attendance monitor, and the principal reinforced daily attendance each day and during monthly student assemblies.

What was the impact on student learning?

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

What was the impact on teacher practice?

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

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

Jack & Jill Preschool and the Paul Bunyan Center are the two Community Education School Readiness sites that offer four or five-year-old pre-k classes. There are currently eleven pre-k classes that accommodate 150 students.

Both locations offer early childhood special education inclusion into all pre-k classrooms. In addition to inclusion, there are two specialized early childhood special education classrooms located at the Paul Bunyan Center.

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

GOALS & RESULTS:

Goal 1:

Literacy Knowledge: Students enrolled in Bemidji Area Schools Pre-K programs will improve their foundational skill of letter knowledge so that 75% of students will demonstrate acquisition of 10 out of 26 upper case letters as measured by the Spring DRDP 2021 Pre-K assessment.
Results:
In the school readiness pre-k program, 87% of students achieved the goal of capital letter knowledge by the spring of 2021.

Goal 2:

Math Knowledge: Students enrolled in Bemidji Area Schools Pre-K programs will improve the foundational skill of number recognition so that 70% will recognize 8 out of 11 numbers (0-10) by the Spring DRDP 2021 Pre-K assessment.
Results:
In the school readiness pre-k program, 87% of students achieved the goal of number recognition of 0-10 by the spring of 2021.

Goal 3:

Safe & Welcoming Environment - During the 2020-2021 school year, one hundred (100%) of all classroom teachers will implement the Second Step Social Emotional Curriculum in an effort to reduce the number of behavior infractions.
Results:
In the school readiness pre-k program, 100% of the classroom teachers achieved the goal of implementing the Second Step Social Emotional Curriculum.

MEANS TO ACHIEVE SCHOOL IMPROVEMENT GOAL

Goal 1:

Students enrolled in Bemidji Area Schools Pre-K programs will improve their foundational skill of letter knowledge so that 75% of students will demonstrate acquisition of 10 out of 26 upper case letters as measured by the Spring DRDP 2021 Pre-K assessment.

Results:

Teachers utilized the Opening the World of Learning (OWL) curriculum and the Fall state to strategize methods of differentiated instruction to meet the whole group and individual needs of the students throughout the school year. Spring data revealed the outcomes of these implementations.

What was the impact on student learning?

Eleven pre-k classrooms cumulatively met the 75% goal of letter knowledge recognition. 87% of the students demonstrated letter knowledge of at least 10 out of 26 upper case letters.

What was the impact on teacher practice?

Teachers were able to reflect on the Fall to Spring assessments of student performance and the implementation of new practices and instruction to develop their best teaching practices. These reflections provided evidence of professional growth as documented in their peer review as well as collaborative grade level meetings.

Goal 2:

Students enrolled in Bemidji Area Schools Pre-K programs will improve the foundational skill of number recognition so that 70% will recognize 8 out of 11 numbers (0-10) by the Spring DRDP 2021 Pre-K assessment.

Results:

Teachers examined the Fall to Spring data of number recognition 0-10 of their pre-k students. Teachers strategized methods of differentiated instruction to meet the whole group and individual needs through the use of the Opening the World of Learning (OWL) curriculum and classroom experiences.

What was the impact on student learning?

Eleven pre-k classrooms met and exceeded the 75% goal of number recognition 0-10. Our students had an 87% overall number recognition 0-10 outcome.

What was the impact on teacher practice?

Teachers utilized the Opening the World of Learning (OWL) curriculum, mentor meetings, and grade level meetings to collaborate ideas to best teach number recognition, which created a positive impact in teaching practice and collaboration.

Goal 3:

During the 2020-2021 school year, one hundred (100%) of all classroom teachers will implement the Second Step Social Emotional Curriculum in an effort to reduce the number of behavior infractions.

PLC - Using Second Step Curriculum to support social and emotional needs in early childhood.

Results:

100% of the classroom teachers achieved the goal of implementing the Second Step Social Emotional Curriculum.

What was the impact on student learning?

Students in the Bemidji Area Schools pre-k program were taught self-regulation and social-emotional skills with the help of the Second Step Social Emotional Curriculum. These skills included listening, paying attention, managing their behavior and getting along with others.

What was the impact on teacher practice?

Teachers were able to move consistently through the curriculum and skill development in order to provide more learning opportunities for the students to develop self-regulation skills.



Solway Elementary School is a small, rural school with 122 students in grades K-3 located in Solway, MN, about 10 miles west of Bemidji. The school provides educational services to students living within a 227 square mile radius. The Solway School has a vibrant positive experienced staff! The school culture and school pride is at an all-time high with a GO TIGERS attitude!

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

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

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

Programs for Solway Elementary School currently include:

- An Extensive Guided Reading Library
- Responsive Classroom teaching practices
- Leveled Literacy Intervention Program K-3
- Tiger Bag and Tiger Cub Home Reading Program K-2
- Title I Family Fun Night
- S.P.A.R.K.S Summer Reading Program
- School-wide Accelerated Reading Challenge
- Sanford Mental Health Counselors
- Technology - Chromebooks, iPad, IXL website, Khan Academy, Prodigy, Xtra Math, Spelling City, and Accelerated Reader
- Free breakfast and Lunch for every student
- Student Picnic Day
- Homeless Liaison - Social work support

GOALS & RESULTS:

Goal 1: **READING**

The percentage of “*ALL Students*” enrolled at Solway Elementary School on October 1 in third grade who are proficient on the MCA reading test will increase from 36.7% in 2020 to 40% in 2021.

The percentage of *American Indian students* enrolled in third grade at Solway Elementary School who are proficient on the MCA reading test will increase from 0% in 2020 to 3% in 2021.

The percentage of *Special Education students* enrolled in third grade at Solway Elementary School who are proficient on the MCA reading test will increase from 0% in 2020 to 2% in 2021.

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

- Kindergarten students will improve their overall Mean RIT score from 138 in the fall of 2020 to 141 in spring of 2021; as measured by the NWEA Primary MAP Reading Assessment.
- Grade 1 students will improve their overall Mean RIT score from 154 in the fall of 2020 to 157 in spring 2021; as measured by NWEA MAP Reading Assessment.
- Grade 2 students will improve their overall Mean RIT score from 169 in the fall of 2020 to 172 in spring 2021; as measured by NWEA MAP Reading Assessment.

Results: We met our goals except the MCA Grade 3 American Indian subgroup. We only had 3 students test.

MCA Grade 3 - ALL Students: 48.1%

MCA Grade 3 - American Indian students: 0%

MCA Grade 3 - Special Education students: 50%

MAP Grade K – 154.1

MAP Grade 1 – 171.8

MAP Grade 2 – 191.5

Goal 2: **MATHEMATICS**

- The percentage of “*ALL Students*” enrolled in Solway Elementary School on October 1 in third grade who are proficient on the MCA math test will increase from 50% in 2020 to 53% in 2021.
- The percentage of *American Indian students* enrolled in third grade at Solway Elementary School who are proficient on the MCA math test will increase from 0% in 2020 to 3% in 2021.
- The percentage of *Special Education students* enrolled in third grade at Solway Elementary School who are proficient on the MCA reading test will increase from 28% in 2020 to 31% in 2021.
- Kindergarten students will improve their overall Mean RIT score from 135 in the fall of 2020 to 138 in the spring of 2021, as measured by the NWEA Primary MAP Math Assessment.
- Grade 1 students will improve their overall Mean RIT score from 154 in the fall of 2020 to 157 in spring of 2021, as measured by the NWEA Primary MAP Math Assessment.
- Grade 2 students will improve their overall Mean RIT score from 175 in the fall of 2020 to 178 in spring of 2021, as measured by NWEA MAP Math Assessment.

Results: We met are goals except the MCA Grade 3 American Indian subgroup. We only had 3 students test.

MCA Grade 3 - ALL Students; 59.3%

MCA Grade 3 - American Indian students; 0%

MCA Grade 3 - Special Education students: 25%

MAP Grade K – 158.1

MAP Grade 1 – 176

MAP Grade 2 – 194.6

Goal 3: **ATTENDANCE**

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

Results:

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

STAFF DEVELOPMENT GOALS & RESULTS

Goal 1: **READING**

- All Solway teachers will receive professional development geared at increasing achievement in reading.
- Teachers will receive ongoing training on research-based reading interventions and progress monitoring.
- All teachers that teach reading will participate in bimonthly MTSS meetings to discuss best practices in reading, prepare to differentiate instruction, and examine student data.
- Guided reading, Leveled Literacy Intervention and Title I small group interventions continue to be implemented school-wide.
- Classroom will provide a minimum of 120 minutes of reading instruction daily.
- Training from Reading Specialist will be offered throughout the year. Teachers will use aligned curriculum to MN state standards. Responsive Classroom practices will be implemented.
- Professional Learning Community (PLC) groups will be ongoing.

Results:

- All staff received training on MyView Reading series from the school district's Reading Specialist.
- Responsive classroom trained teachers.
- All staff received training on Viewpoint Data Warehouse from the school district's Reading Specialist.
- All K-3 classrooms provided 120 minutes of reading instruction daily.
- Teachers Professional Learning Community, PLC during 2020-2021 focused on the MyView Reading series.
- MTSS school wide plan utilizing our Reading Action Plans as roadmaps throughout the 2020-2021 school year.
- Numerous professional development opportunities were offered by the school district in reading.

- What was the impact on student learning? All K-3 classrooms provided 120 minutes of reading instruction daily.
- Teachers Professional Learning Community, PLC during 2020-2021 focused on the MyView Reading series.
- MTSS school wide plan utilizing our Reading Action Plans as roadmaps throughout the 2020-2021 school year.
- Numerous professional development opportunities were offered by the school district in reading.

- What was the impact on teacher practice? K-3 teachers became comfortable with the new MYView Reading curriculum.

Goal 2: **MATHEMATICS**

- All Solway teachers of mathematics will have the opportunity for professional development training in mathematics best practices and will implement these strategies in their instruction.
- MTSS Math Specialist will train staff in math intervention and assist in development of Essential Learning Outcomes in math.
- All teachers of math will align the Math Essential curriculum for their grade level with the Essential Learning Outcomes.
- Classroom teachers, grades K-3, will provide 90 minutes of math instruction daily.
- Teachers and intervention specialists will collaborate and distinguish students who need more individualized instruction. High-risk students will be progress monitored bimonthly to track students' progress.
- MTSS/Cite teams will meet to share data and plan interventions. Title I small group interventions will continue to be implemented school-wide.
- Professional Learning Community Groups (PLC) will be ongoing.
- Teachers will implement technology math programs that teach math concepts.
- Teachers will use aligned curriculum to MN state standards.

Results: • Responsive classroom trained teachers. • All staff received training on Viewpoint Data Warehouse from the school district's MTSS Specialist. • All K-3 classrooms provided 90 minutes of math instruction daily. • MTSS school wide plan utilizing our Reading Action Plans as roadmaps throughout the 2020-2021 school year. • Numerous professional development opportunities were offered by the school district in math.
• What was the impact on student learning? Improved MAP test scores from fall to winter testing periods. • Teacher knowledge strengthened differentiation & increased student engagement in math.
• What was the impact on teacher practice? K-3 teachers became comfortable with the new math curriculum. • Professional development gives teachers knowledge and offers supplemental approaches to teaching the math curriculum.

Goal 3: **ATTENDANCE**

ATTENDANCE The families and students of Solway Elementary will be informed about the importance of attendance at school, and student incentives will be offered quarterly, for increased attendance. Monthly school-wide assemblies (1st Friday of each month in t our classrooms or the gymnasium) to recognize an honor exemplary student attendance.
Results: • The Solway Elementary Tiger's families and students are informed about the importance of daily attendance and "BEING PRESENT"! Our monthly attendance celebrations honoring our students with 90%, 95% & perfect attendance certificates had a direct impact on our school meeting our attendance goal for the 2020-2021 school year! • The Solway Tiger school spirit and pride make our school culture & environment a place where students, families & staff want to be!!! GO TIGERS!!!
What was the impact on student learning? Student learning is impacted because students are present in school!
• What was the impact on teacher practice? Teacher are able to reach all students when our students attend school each day! • Our teacher attendance was also over 95% making it a win win for our school!



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

Teachers Leader/Career Advancement Options:

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

Job-embedded Learning Opportunities:

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

Schoolwide student achievement gains on Standardized Assessments:

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

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

Increased Teacher Compensation for Performance:

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

Participation Numbers:

Total Teachers in ISD #31= 419; Total Participants = 92.4% (387 total teachers);

Total PLC Participation = 97.7% (374 total teachers); Total # of Peer Reviews = 400

MINNESOTA ACADEMIC STANDARDS ✓

Minnesota's Academic Standards are a set of achievement expectations for all schools and students throughout the state. Minnesota Statute 120B.11 requires every school district in Minnesota to make the annual World's Best Workforce Report Summary available to the public by December 15 each year, posted on the district website: <http://www.bemidji.k12.mn.us> under District Curriculum.

CURRICULUM REVIEW CYCLE ✓

Curriculum is annually under review and update using the following cycle, which is subject to change:

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

DISTRICT CURRICULUM ADVISORY COMMITTEE ✓

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

A District Curriculum Advisory Committee meets at 7:00 a.m. on a Tuesday every other month and additional times as needed. The following schedule is set for 2020-2021 at the Downtown Education Center, 502 Minnesota Avenue NW:

- Tuesday, October 13, 2020, 7:00 a.m.
- Tuesday, December 8, 2020, 7:00 a.m.
- Tuesday, February 9, 2021, 7:00 a.m.
- Tuesday, May 11, 2021, 7:00 a.m.

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

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