



Bemidji Area Schools

World's Best Workforce 2017-2018 Report

This report is available on the Bemidji Area Schools web site under District, Curriculum, and World's Best Workforce: <http://www.bemidji.k12.mn.us/curriculum/worlds-best-workforce/>

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BEMIDJI AREA SCHOOLS

MISSION STATEMENT

*Our Mission is to empower
each learner to succeed in our
diverse and changing world.*

We are committed to creating an environment where...

- each learner will be challenged to develop his/her full potential.
- basic knowledge, skills and attitudes are necessary for success.
- learning is a life-long process that enriches our lives.
- education is a partnership with family and community.
- each person will show sensitivity and respect for self and others.
- there are expectations of quality for ourselves and for others.

LETTER FROM THE SUPERINTENDENT

Dear Patrons of Bemidji Area Schools:

The 2017-2018 World's Best Workforce Report reflects school district progress and provides an opportunity for you to review the performance of Bemidji Area Schools. I'm confident you will conclude Bemidji students are receiving an excellent education and are provided countless opportunities for success both in and out of their classrooms.

District demographics reveal Bemidji students face real challenges in their pursuit of knowledge. In the latest state report 48.1% of Bemidji Area Schools' students qualify for free or reduced price lunches, while 17.2% are participating in some form of special education, compared to 14.2% Statewide in Minnesota. Bemidji students significantly exceed the mobility rates for the state as well with 19.4% (nearly one child in every five) changing residence during the school year, thus creating many challenges for classroom teachers.

Some notable accomplishments for the Bemidji Area Schools in the 2017-2018 school year were:

- Bemidji High School was again named by *U.S. News & World Report* as one of the best high schools in Minnesota and in the nation.
- The following Bemidji High School teams were honored by receiving All State Academic Awards by the Minnesota State High School League: Girls' Cross Country, Boys' Cross Country, Volleyball, Football, Girls' Soccer, Girls' Tennis, Boys' Soccer, Girls' Nordic Ski, Gymnastics, Boys' Nordic Ski, Girls' Basketball, Boys' Basketball, Wrestling (Academic Team Champs – 3.77 GPA), Baseball, Boys' Track, Girls' Track, Boys' Tennis, and Softball.
- The following teams were section or conference champions and competed at the state level: Boys' Track, Boys' Cross Country – 5th place at State, Girls' Soccer, Girls' Swimming, Boys' Soccer, and Wrestling, Girls Nordic Ski, and Softball.
- In addition, the following activities and clubs were state participants again this year: Show Choir, Math League, Knowledge Bowl, Science Olympiad, and Mock Trial,

Bemidji High School students were up to the task academically as students completed 305 Advanced Placement (AP) tests. Bemidji High School students earned college credit through AP exams with scores of 3, 4, or 5 at a rate of 70.49%. There were 220 Bemidji High School students earning college credit through PSEO coursework; College in the Schools collaboration with Bemidji State University and the University of Minnesota, Crookston; and concurrent enrollment programs with several colleges and universities.

With continued community support, Bemidji Area Schools continue to offer an excellent comprehensive educational program with countless opportunities for students to thrive in academics and extracurricular activities. In addition, as we move into the 2018-19 school year, ISD 31 will begin working on providing students with opportunities to grow in social and emotional aptitude and to further explore career interests and goals through our expanding Career Academies at the high school.

Please examine the following pages of this report to learn more about the quality programs and terrific learning opportunities offered by Bemidji Area Schools.

Sincerely,

Tim Lutz

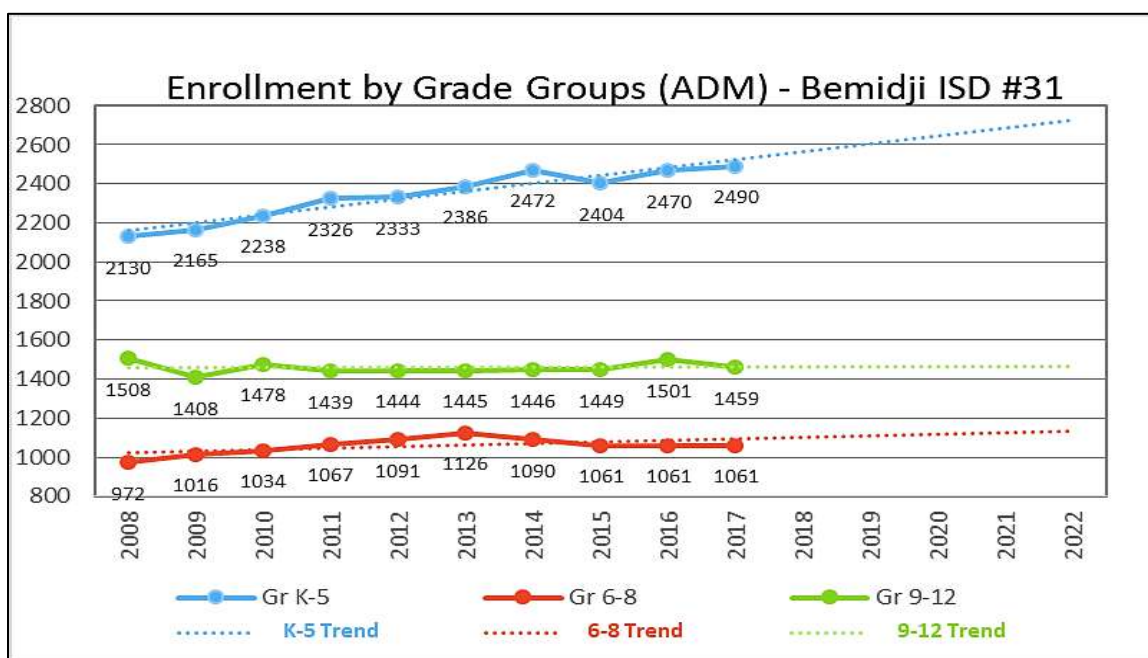
Superintendent of Schools

BEMIDJI AREA SCHOOLS ENROLLMENT

Fifteen Bemidji Area Schools serve 5,231 students in grades K-12. A brief summary of student demographics can be found in the table below. Beside each school name is the number of students enrolled on October 1, 2017, the official date for calculating enrollment. Also listed are poverty rates for each school, calculated by the number of students who qualify for free and reduced lunches; students receiving special education services; percent of minority students; percent of students with two or more races; and student mobility. The data reported is the official data as calculated by the Minnesota Department of Education.

School	# Enrolled	% Poverty	% Special Ed	% Minority	% 2 or More Races	% Mobility
State of Minnesota	884,852	37.2%	15.7%	33.5%	4.7%	12.4%
Total Bemidji District	5,231	48.8%	19.2%	28.7%	7.9%	19.4%
Bemidji AEC	53	37.7%	24.5%	28.3%	7.5%	163.2%
Bemidji BYLaW	8	100.0%	100.0%	62.5%	25.0%	150.0%
Bemidji High School	1,413	36.9%	17.7%	19.5%	2.9%	14.2%
Bemidji Lumberjack ALC	44	88.6%	2.3%	78.2%	6.8%	85.5%
Bemidji Middle School	1,053	48.6%	14.4%	29.0%	8.2%	13.5%
Central Elementary	248	77.0%	28.2%	49.2%	15.3%	37.4%
First City School (NMJC)	54	100.0%	46.3%	59.3%	1.9%	6.4%
Horace May Elementary	468	38.9%	25.6%	14.7%	5.1%	13.0%
J. W. Smith Elementary	417	78.2%	24.5%	64.3%	19.4%	29.0%
Lincoln Elementary	575	56.3%	19.8%	33.9%	11.8%	16.3%
Northern Elementary	507	37.1%	16.8%	22.9%	7.7%	13.9%
Oshki Manidoo Center	8	100.0%	62.5%	100.0%	0.0%	25.0%
Paul Bunyan Center	226	41.2%	11.5%	14.2%	5.8%	10.3%
Solway Elementary	157	54.1%	20.4%	18.5%	9.6%	18.1%

The chart on the following page shows Bemidji Area Schools' Average Daily Membership (ADM) by grade level 2008-2017, with a projected trend to 2022.



BEMIDJI DISTRICT SCHOOL IMPROVEMENT GOALS

School Improvement is a process for the district and schools to assess and monitor student achievement. We collect and analyze multiple forms of data and implement school improvement and staff development plans based on the data. The purpose of school improvement is to increase student academic achievement, improve behavioral and social student development, and improve school climate. The Bemidji School Board and Leadership Team set the following three aims and supporting goals and measures.

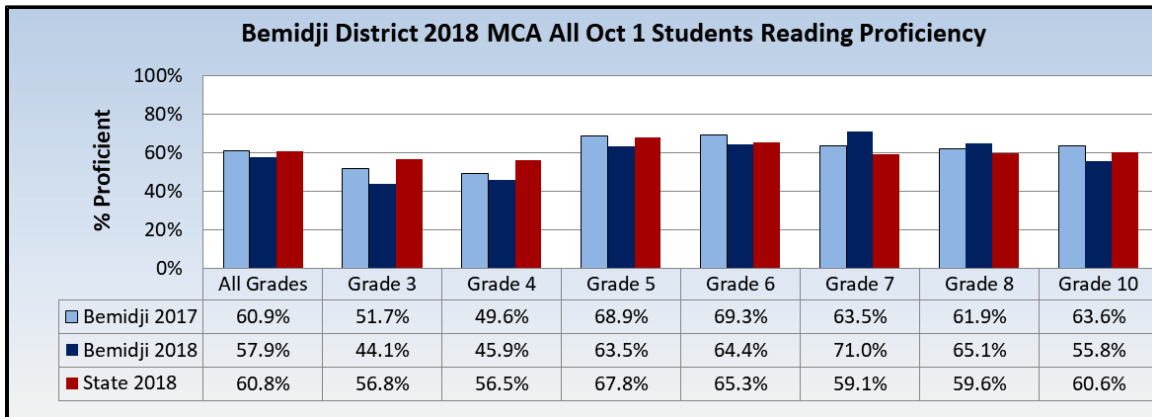
2017-2018 District School Improvement

I. Academic Goals:

Goal 1: Reading: In Bemidji Area Schools district-wide the “All Students” group will increase their proficiency of 60.8% in the spring of 2017 to 62.8% in Spring 2018 as measured by the MCA in Reading for students enrolled October 1.

Reading Results:

- Bemidji District 2018 MCA Reading proficiency decreased by 3.0% from 60.9% to 57.9%.
- Bemidji grades 5, 6, 7, 8, and 10 outperformed the State in 2017 MCA Reading.

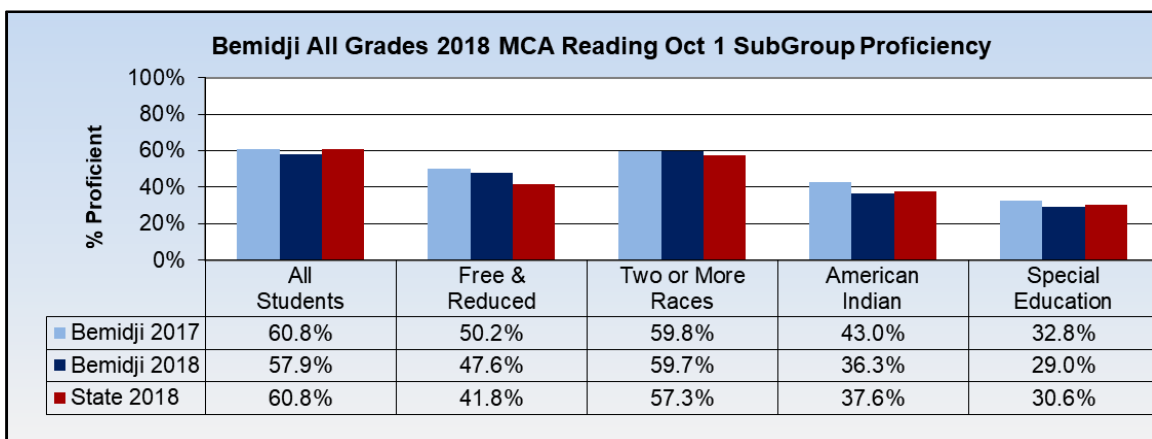


Goal 1A: Bemidji Area Schools district-wide will close achievement gaps for the following subgroups as measured by MCA Reading:

- Special Education students' proficiency will improve from 32.8% in Spring 2017 to 34.8% in Spring 2018 as measured by the MCA in Reading.
- American Indian students' Reading proficiency will improve from 43.0% in Spring 2017 to 45.0% in Spring 2018 as measured by the MCA in Reading.
- Bemidji Area Schools students receiving Free & Reduced Lunch will improve proficiency from 50.2% in Spring 2017 to 52.2% in Spring 2018 as measured by the MCA in Reading.

Reading Achievement Gap Results:

- Bemidji Special Education 2017 MCA Reading proficiency decreased by 2.8% to 29.0%.
- Bemidji American Indian 2017 MCA Reading proficiency decreased by 6.7% to 36.3%.
- Bemidji Free & Reduced Lunch 2017 MCA Reading proficiency decreased by 2.6% to 47.6%.
- Bemidji students receiving Free and Reduced Lunch and having Two or More Races outperformed the State.
- Bemidji student Reading Achievement Gaps for all subgroups increased in 2018 compared to 2017.



Goal 1B: To support all students **Reading Well by Third Grade**, Bemidji Area Schools kindergarten and grades 1, 2, and 3 will improve their reading in the following:

- Kindergarten students will improve their overall Mean RIT score from 140.3 in Fall 2017 to 158.1 in Spring 2018 as measured by NWEA MAP.
- Grade 1 students will improve their overall Mean RIT score from 155.3 in Fall 2017 to 177.5 in Spring 2018 as measured by NWEA MAP.
- Grade 2 students will improve their overall Mean RIT score from 169.7 in Fall 2017 to 188.7 in Spring 2018 as measured by NWEA MAP.
- Grade 3 students will improve MCA Reading percent proficient from 51.7% in Spring 2017 to 56.7% in Spring 2018.

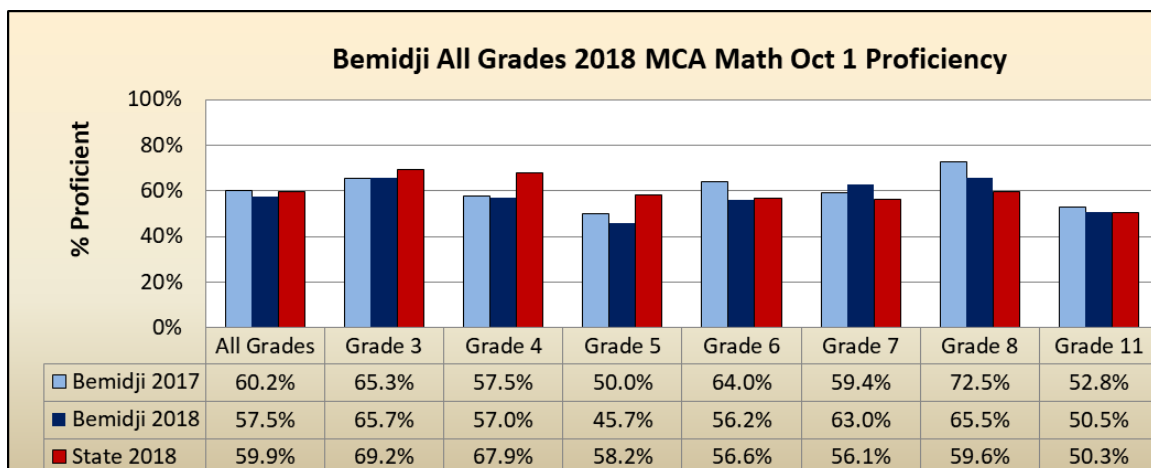
Reading Well By Third Grade Results:

- Kindergarten NWEA MAP overall Mean RIT score increased from 140.3 in Fall 2017 to 153.8 in Spring 2018.
- Grade 1 NWEA MAP overall Mean RIT score increased from 155.3 in Fall 2017 to 176.0 in Spring 2018.
- Grade 2 NWEA MAP overall Mean RIT score increased from 169.7.6 in Fall 2017 to 187.3 in Spring 2018.
- Grade 3 improved MCA Reading proficiency decreased 51.7% in Spring 2017 to 44.1% in Spring 2018.

Goal 2: Mathematics: In Bemidji Area Schools district-wide, the “All Students” group will increase their proficiency of 60.2% in Spring 2017 to 62.23% in Spring 2018 as measured by the MCA Mathematics.

Math Results:

- Bemidji District 2018 MCA Math proficiency decreased 2.7% to 57.5%.
- Bemidji grades 7, 8, and 11 outperformed the State in 2018 MCA Math.

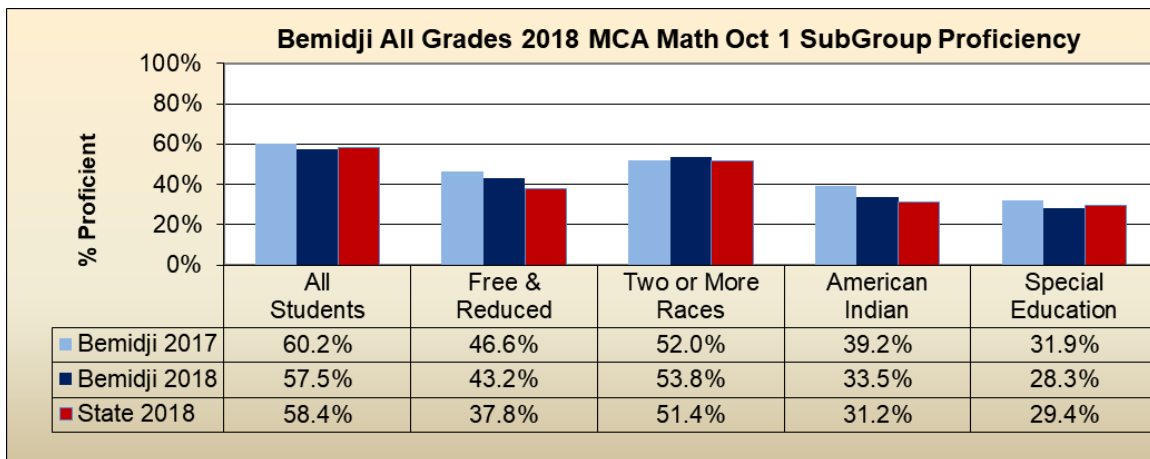


Goal 2A: Bemidji Area Schools district-wide will close achievement gaps for the following subgroups as measured by MCA Math:

- Special Education students' proficiency to improve from 31.9% in Spring 2017 to 33.9% in Spring 2018 as measured by the MCA in Mathematics.
- American Indian students' proficiency will improve from 39.2% in Spring 2017 to 41.2% in Spring 2018 as measured by the MCA in Mathematics.
- Bemidji Area Schools Free & Reduced Lunch students' proficiency will improve from 46.6% in Spring 2017 to 48.6% in Spring 2018 as measured by the MCA in Mathematics.

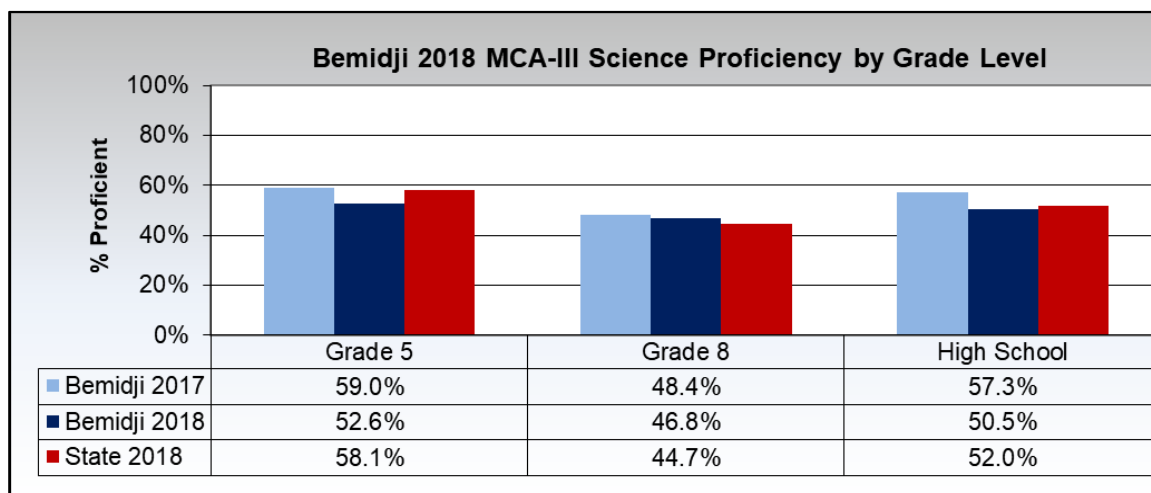
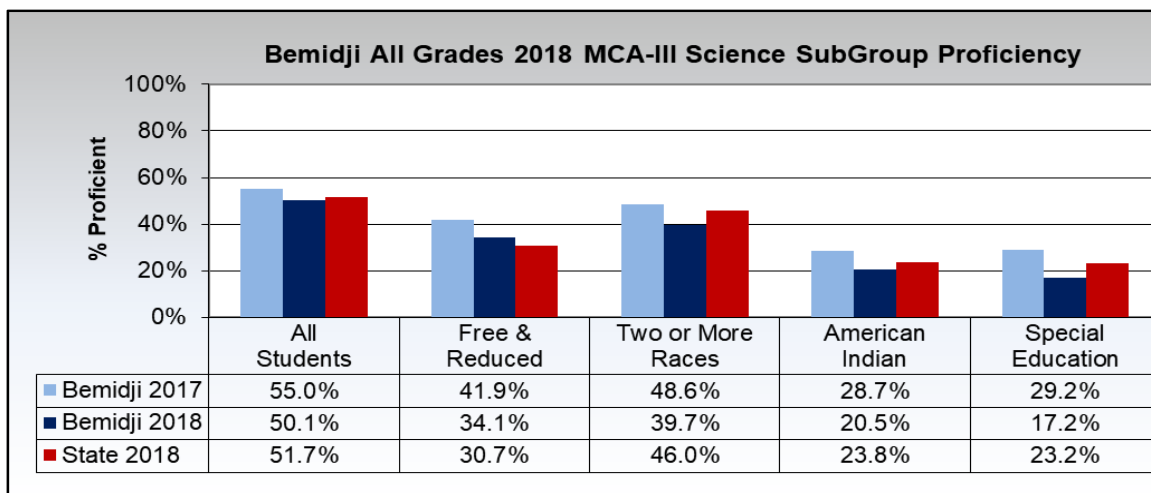
Math Achievement Gap Results:

- Bemidji's Special Education 2018 MCA Math proficiency decreased by 3.6% to 28.3%.
- Bemidji's American Indian 2018 MCA Math proficiency decreased by 5.7% to 33.5%.
- Bemidji Free & Reduced Lunch 2018 MCA Math proficiency decreased by 3.4% to 43.2%.
- Bemidji students receiving Free and Reduced Lunch, Two or More Races, and American Indian students outperformed the State in math.
- The Math Achievement Gaps for American Indian and Special Education increased 4.4% and 2.2% compared to 2017 and the math gap for Free and Reduced Lunch increased by 1.5%.



MCA Science Results:

- Bemidji students receiving Free and Reduced Lunch outperformed the State in science.
- Bemidji District's 2018 MCA Science Grade 8 outperformed the State.



Goal 3: Graduation Rate: The Bemidji High School student graduation rate as measured by MDE's Four-Year Graduation Rate calculations will increase to 87.4% for all students in 2016-2017 and to 88.4% for all students in 2017-2018. (Baseline Data: Bemidji High School Four-year Graduation Rate: 2011 = 83.2%, 2012 = 86.6%, 2013 = 85.8%, 2014 = 83.2%, 2015 = 86.2%, 2016 = 86.4%).

BHS Graduation Result:

- According to the MDE Data Reports and Analytics, Bemidji High School's 2017 four-year graduation rate increased by 1.9% to 88.3%, surpassing our goal of 87.4%. The 2018 graduation information is not yet available.

District Graduation Result:

- According to the MDE Data Reports and Analytics, Bemidji District's 2017 four-year graduation rate increased by 0.9% to 75.9%, compared to the 2016 rate. The 2018 graduation information is not yet available.

Goal 4: All Students Ready for Kindergarten: In Bemidji Area Schools the number of students participating in district 3 and 4 year old preschool programs will increase 10% from 200 students Spring 2017 to 220 students in Spring 2018.

All Students Ready for Kindergarten Results:

Bemidji has 364 children enrolled in 4-year-old preschool programs, an increase of 12 from last year's 352. Of that number, Bemidji Community Education serves 171. Community Education also serves 48 three-year old children in preschool, but we do not have the numbers for other Bemidji preschool programs that serve children under age 4. Community Education Early Childhood Family Education program served 131 children in 2017-2018 compared to 122 children in 2016-2017.

According to the December 2017 Child Count, Early Childhood Special Education served 122 (52 birth-2 & 70 3-4) students in 2016-2017 and 137 (70 birth-2 & 67 3-4) in 2017-2018; a 15 student increase.

Bemidji Preschool Students Served:

Age & Program	2016-17	2017-18	Change
Community Ed School Readiness 4 year olds	140	171	+31
Other Bemidji 4-year-old Preschools	212	193	-19
Community Ed School Readiness 3 year olds	60	48	-12
Community Ed. Early Childhood Students	199	131	-68
Early Childhood Special Education Birth to 4	122	137	+15
Totals	733	680	-53

Overall Bemidji served 680 preschool students in 2017-2018 compared to 733 students in 2016-2017. That is a decrease of 8.8%. The Community Education ECFE program also served 150 parents.

Community Education completed 294 of 372 (79%) preschool screenings in 2017-2018, 334 of 410 (82%) in 2016-2017, 344 of 427 (81%) in 2015-2016, and 244 of 387 (63%) in 2014-2015. Community Education has made it a priority to inform parents and schedule according to parents' needs.

II. School Climate Goal:

Goal 1: On the 2017-2018 DIRS Report we will see at least a 5% reduction in two areas:

	Baseline 2016-2017	5% Reduction 2017-2018
Assaults	99	94
Fighting	49	46

Discipline Result:

- According to the State DIRS report, we did not meet our 5% goal. Assaults increased from 99 in 2016-2017 to 117 in 2017-2018, an 18.9% increase. Fights increased from 49 in 2016-2017 to 91 in 2017-2018, which is an 85.7% increase.

III. Improved Attendance Rates:

Goal 1A: At the end of the 2017-2018 school year, all schools will have at least 94% attendance rates for students as measured by MARSS.

Attendance Rates Results:

- According to the MARSS data listed below, District attendance increased from 91.92% to 93.34% from 2017 to 2018, and most schools' attendance saw an increase.

	Baseline 2016-2017	Actual 2017-2018
	<u>Attendance Rates:</u>	<u>Attendance Rates:</u>
Bemidji AEC	99.25%	---
Bemidji High School	89.15%	93.90%
Bemidji Middle School	92.36%	94.16%
Bemidji BYLaW	71.94%	72.10%
Lumberjack High School	82.12%	77.92%
Central	92.54%	93.83%
First City School	99.55%	---
Horace May	94.35%	95.39%
J.W. Smith	91.58%	92.43%
Lincoln	93.76%	95.84%
Northern	93.47%	95.49%
Solway	94.27%	94.82%
Paul Bunyan	<u>92.09%</u>	<u>93.84%</u>
District	91.92%	93.34%

IV. College & Career Ready:

Goal 1: During the 2017-2018 school year, Bemidji High School will develop and initiate the next six Career Academies and develop community partnerships to support them. At least five students will enroll in each academy.

Results: The Bemidji Area School District met their goal. Our district implemented the following Career Academies with support from our community partners:

1. Business Management
2. Health Careers
3. Mechatronics
4. PLTW-Pre Engineering
5. Light, Sound & Video
6. Construction Trades

District Assessments for 2017-2018:

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 Dates: Jan. 29–March 23, 2018	K-12 English Learners	ACCESS for ELLs is given 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 Dates: Sept. 25-Oct. 18, 2017 Jan. 8-Feb. 2, 2018 May 7-31, 2018	K-9	This computerized test is given in fall and spring to measure students' growth in meeting the state standards. Some schools test some students in the winter to measure progress.	Reading MAP 45-60 min. Math MAP 45-60 min. Administered twice a year
Minnesota Comprehensive Assessments (MCAs) Reading: Grades 3-8, 10 Math: Grades 3-8, 11 Test Dates: March 5-May 4, 2018 Science: Grades 5, 8 & HS Test Dates: March 5-May 11, 2018	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 Dates: March 5-May 4, 2018	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. 2016-2017 is the last year we will offer OLPA.	Reading 45-60 min. Math 30-60 min. Science 30-60 min.
College & Career Ready Assessments: ACT Plus Writing: Grade 11 & 12 Test Dates: Feb. 27, 2018 (make-up) March 20, 2018	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.

Describe the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.

- Bemidji Area Schools hire the most highly qualified teachers. We do not eliminate considering a teacher who has more experience or education because he/she would cost more.
- According to the MN School Report Card, 56.2% of Bemidji Area Schools' teachers hold Master's degrees, and 99.2% meet highly qualified requirements. The percent of teachers with more than ten years' experience is 67.6%, 27.1% have 3-10 years' experience, and 5.4% have less than three years' experience.
- We use the same quality hiring practices for all of our schools. We also apply the same district staff to student ratios for all schools.
- The Cabinet reviews the final STAR report and any discrepancies in staff licensing, and the Leadership Team examines how staff are distributed among schools.
- All staffing information is reported to the District Curriculum Advisory Committee and Bemidji School Board.
- We actively encourage staff to advance their education by salary adjustments which are offered several times per year. Many district sponsored staff development activities offer both recertification credit and salary advancement credit. At times we offer stipends for staff to take advanced hours or training.
- We try creative recruitment ideas to attract high-quality teachers during this time of teacher shortages.
- We attempt to hire teachers from diverse backgrounds by posting and recruiting at locations where they would likely be connected.

BEMIDJI ALTERNATIVE EDUCATION CENTER- TAMI WESELY, 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 the educational program for youth residing at the Evergreen Shelter.

2016-2017 School Improvement

Goal 1 Reading:

The Bemidji Alternative Education Center (AEC), "ALL Students" group will increase their proficiency of 16.7% in the spring of 2017 to 20% in the spring of 2018 as measured by the MCA Reading.

Results:

Results from the 2018 MCA indicate that 33.3% of "All Students" were proficient, signifying this goal was met.

Goal 2 Mathematics:

In Bemidji Alternative Education Center (AEC), the “ALL Students” group will increase their proficiency of 8.3% in the spring of 2017 to 12% in the spring of 2018 as measured by the MCA Math test for students enrolled October 1.

Results:

Results from the 2018 MCA indicate that 14.3% of “All Students” (including those assessed via MTAS) were proficient in mathematics, implying success in achieving this goal.

Goal 3 Attendance:

In Bemidji Alternative Education Center (AEC), student attendance for weekly sessions will increase from 55% during the 2016-2017 school year to 60% during the 2017-2018 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 50%, failing to meet our goal.

STAFF DEVELOPMENT GOALS & RESULTS

Staff Development Goal 1:

In Bemidji Alternative Education Center (AEC), the “ALL Students” group will increase their proficiency of 16.7% in the spring of 2017 to 20% in the spring of 2018 as measured by the MCA Reading test for students enrolled October 1.

What were the findings for this goal? *Results from the 2018 MCA indicate that 14.3% of “All Students” (including those assessed via MTAS) were proficient in mathematics, implying success in achieving this goal.*

Results from the 2018 MCA indicate that 33.3% of “All Students” were proficient, signifying this goal was met.

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

MCA Reading		Does Not Meet		Partially Meets		Meets		Exceeds		Proficient		Average Score	2017 MCAs
Grade	# Tested	#	%	#	%	#	%	#	%	#	%		
10	3	1	33.3%	1	33.3%	1	33.3%	0	0.0%	1	33.3%	1042	14.3%

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 of 8.3% in the spring of 2017 to 12% in the spring of 2018 as measured by the MCA Math test for students enrolled October 1.

What were the findings for this goal?

Results from the 2018 MCA indicate that 14.3% of “All Students” (including those assessed via MTAS) were proficient in mathematics, implying success in achieving this goal.

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

MCA Math		Does Not Meet		Partially Meets		Meets		Exceeds		Proficient		Average Score	2017 MCAs
Grade	# Tested	#	%	#	%	#	%	#	%	#	%		
11	21	16	76.2%	3	14.3%	2	9.5%	0	0.0%	2	9.5%	1131	13.3%
											With MTAS	13.6%	

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 55% during the 2016-2017 school year to 60% during the 2017-2018 school year.

What were the findings for this goal?

We found that many A.E.C. students struggle with attending regularly. For many, the issues that caused them to leave their regular school are still issues with regard to attending here, and transportation to our facility is not provided by the district. As a result, attendance hovered at approximately 50%, failing to meet our goal.

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

When students attend regularly, they learn more.

What was the impact on teacher practice?

In order to attempt to increase student attendance, we tried offering snacks for the kids who come after school, and signing up parents on Edgenuity so they could use a personal account to monitor their students’ progress.

Number of Staff Participating in 2017-2018 Professional Development Activities:

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

BEMIDJI HIGH SCHOOL- BRIAN STEFANICH, 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 1,400 students. Bemidji High School was named by the US News and World Report Magazine as one of the best high schools in Minnesota and ranked number 50 in the state this past spring. BHS is honored and fortunate to be among such professional faculty and talented students.

With over 250 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 on Campus 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 earn college credit and certifications in the following areas: Construction Trades, Mechatronics, Light, Sound & Video, Health Careers, Business Management, and PLTW Engineering, Natural Resources Management, Child Care & Education, Information Technology, Art & Design, Automotive Technology & Aerospace Technology.

2017-2018 School Improvement

Goal 1 Attendance:

Bemidji High School students will improve attendance rates from 89.3% to 92% for all students by the conclusion of the 2017-2018 school year.

Results:

Attendance rates at Bemidji High School increased from 89.3% to 90.1% during the 2017-2018 school year.

Goal 2 Mathematics:

Bemidji High School staff and students will improve the 11th grade all student math scores from 57.3% to 60% proficiency in the Data Analysis strand on the spring MCA in 2018.

Results:

Bemidji High School students decreased from 57.3% to 54.0% proficiency on the 11th grade Math MCA in the spring of 2018.

Goal 3 Special Education Mathematics:

Bemidji High School staff and students will improve 11th grade Special Education math scores from 7.0% proficiency to 11.0% proficiency in the spring of 2018 on the MCA.

Results:

Bemidji High School students increased from 7.0% to 20.9% proficiency on the 11th grade Special Education math MCA in the spring of 2018.

Goal 4 Science:

Bemidji High School staff and students will improve 10th grade science scores from 58.2% proficiency to 60.2% proficiency in the spring of 2018 on the MCA. This is the School Q-Comp Goal.

Results:

Bemidji High School students decreased from 58.2% to 52.9% proficiency in the spring of 2018 on the science MCA. The Q-Comp goal was not met.

Goal 5 Graduation:

Bemidji High School staff and students will improve the graduation rate as measured by MDE's four-year calculations from 88.2% to 90% for all students for the 2017-2018 school year.

Results:

According to the new North Star Report Bemidji High Schools graduation rate was 88.27.

STAFF DEVELOPMENT GOALS & RESULTS:**Staff Development Goal 1:**

- All departments have created an attendance goal, and individual teachers have a SMART goal to increase attendance in their classes.
- Teachers will receive training on Edgenuity online to provide test prep remediation and supplementary instruction in all core subject areas.
- Teachers will receive training in Positive Behavior Interventions and Supports (PBIS) to improve school culture, reduce behavior issues, and create school pride.
- Teachers and paraprofessionals will receive training in ALICE (Alert, Lockdown, Inform, Counter, Evacuate), to make informed decisions in the event of a violent act in the school.
- Select teachers and paraprofessionals will be trained in CPI (Crisis Prevention Intervention) in order to have de-escalation strategies to use when students are acting out.
- All teachers will be trained in Viewpoint, a data warehouse.
- As technology becomes available, (SMARTboards, ipads, LCD projectors, doc cams, etc.) and teaching platforms for blended model instruction such as D2L are explored, teachers will be provided professional development. These tools increase student engagement and prepare them for 21st century skills in the workplace.
- A District team will attend MEIRS training, and reports will be distributed to Student Support. Teams including RTI, and Homeroom teachers to put interventions in place for students needing extra support.

Staff Development Goal 1:

- Bemidji High School, NTC and community manufacturing companies will expand course offerings and employment opportunities to provide pathways for trades certification and post-secondary credit.
- Bemidji High School, 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.
- Staff development training in Native American Culture
- Staff development training in Poverty based on book, Disrupting Poverty

What were the findings for this goal?

The goal of 92% attendance was not met, but Bemidji High School students improved their attendance from 89.3% to 90.1% according to our MARRS report..

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

Teachers were able to provide more interventions for student learning as they implement strategies based on culture, poverty, trauma, and MEIRS information. Students were provided flexible opportunities to demonstrate learning and earn credits. The addition of clubs provided increased opportunity for student engagement. The additional career academies provided enriched learning experiences including hands-on internships in fields of interests to prepare students in post-secondary learning and employment.

What was the impact on teacher practice?

Teachers began allowing students to make up work and to retake exams to show their understanding. Teachers have better understanding of student issues including trauma and life circumstances which prevent them from being in school every day. Teachers took steps to encourage attendance such as making contact with home when students are gone for more than two days consecutively.

Staff Development Goal 2:

- Staff will receive Google Classroom training.
- Staff training will focus on formative assessment.
- Math department will meet daily/weekly as a PLC to work on common assessments and strategies for developing lessons for geometry and measurement. They also emphasized data analysis.
- All teachers in all areas of study will become familiar with the MCA math test and will receive training on interpretation of test data from the MCA and MAP tests.
- Teachers will learn to apply best practice in curriculum planning to create safety nets of academic support. Students will be placed into math classes that will prepare them to pass MCA tests.
- All Bemidji High School teachers will focus on teaching for the standards and benchmarks in their subject areas.
- MAP testing of 9th grade students for prescriptive placement will be used to guide instruction through interpretation of data.

Staff Development Goal 2:

- Teachers will receive training on Edgenuity to provide test prep remediation and supplementary math instruction.
- All teachers will be trained in Viewpoint, a data warehouse.
- As technology becomes available, (SMART boards, iPad, LCD projectors, doc cams, etc.) and teaching platforms for blended model instruction such as D2L are explored, teachers will be provided professional development. These tools increase formative assessment options to increase student engagement and prepare them for 21st century skills in the workplace.
- Special education math teachers will be trained in Math 180 and provide the course to students who qualify.

What were the findings for this goal?

Bemidji High School students decreased from 57.3% to 56.0% proficiency on the 11th grade Math MCA Data Analysis Strand in the spring of 2018.

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

Students increased their understanding of data analysis, a sub-category identified as needing improvement for the 2017-18.

What was the impact on teacher practice?

Through PLC staff development, math teachers increased their knowledge base regarding teaching students how to understand and apply data analysis.

Staff Development Goal 3:

- Staff will receive Google Classroom training.
- Staff training will focus on formative assessment.
- All teachers in all areas of study will become familiar with the MCA math test and will receive training on interpretation of test data from the MCA and MAP tests.
- Teachers will learn to apply best practice in curriculum planning to create safety nets of academic support. Students will be placed into math classes that will prepare them to pass MCA tests.
- All Bemidji High School teachers will focus on teaching for the standards and benchmarks in their subject areas.
- MAP testing of 9th grade students for prescriptive placement will be used to guide instruction through interpretation of data.
- Teachers will receive training on Edgenuity to provide test prep remediation and supplementary math instruction.
- Teachers will receive training in Positive Behavior Interventions and Supports (PBIS) to improve school culture, reduce behavior issues, and create school pride.
- All teachers will be trained in Viewpoint, a data warehouse.
- As technology becomes available, (SMART boards, iPad, LCD projectors, doc cams, etc.) and teaching platforms for blended model instruction such as D2L are explored, teachers will be provided professional development. These tools increase formative assessment options to increase student engagement and prepare them for 21st century skills in the workplace.

Staff Development Goal 3:

<ul style="list-style-type: none"> • Special Education Math Teachers will be trained in Math 180 and Edgenuity (My Path) and provide the course to students who qualify. • Special Education Math Teachers will focus on geometry and measurement lessons to increase proficiency on that strand, thereby increasing overall scores on the MCA.
What were the findings for this goal?
Bemidji High School students increased from 7.0% to 20.9% proficiency on the 11 th grade Special Education math MCA in the spring of 2018.
What was the impact on student learning? If appropriate, include assessment data.
Students had access to special education support from individuals knowledgeable in math content.
What was the impact on teacher practice?
Special Education Teachers within their department as well as with the general education teachers in the math department collaborated to research, develop, and implement programming and strategies to meet student specific needs. Increased paraprofessional staff development provided increased effective support for students and teachers.

Staff Development Goal 4:

<ul style="list-style-type: none"> • Staff trainings will include reading strategies for comprehension improvement skills to be used across the curriculum. • Staff will utilize the knowledge and expertise of the Indian Career Advisor and Liaison to increase awareness of cultural concerns at Bemidji High School. • All teachers in all areas of study will become familiar with the MCA science test and will receive training on interpretation of test data from the MCA and MAP tests. • Teacher will receive training on Edgenuity to provide test prep remediation and supplementary reading instruction for low performing students. • Teachers will receive training in Positive Behavior Interventions and Supports (PBIS) to improve school culture, reduce the number of behavior violations, and create school pride. • All teachers will be trained in Viewpoint, a data warehouse. • As technology becomes available, (SMART boards, iPad, LCD projectors, doc cams, etc.) and teaching platforms for blended model instruction such as D2L are explored, teachers will be provided professional development. These tools increase student engagement and prepare them for 21st century skills in the workplace. • Staff trainings will focus on formative assessments, how to use data to improve lessons, TAT/CST process, and strategies to increase attendance. • Paraprofessionals and teachers will utilize Infinites to get web -based training on disability specific issues.
What were the findings for this goal?
Bemidji High School students decreased from 58.2% to 53.4% proficiency in the spring of 2018 on the science MCA. The Q-Comp goal was not met.
What was the impact on student learning? If appropriate, include assessment data.
More effective efforts in staff development need to be implemented for students to be successful.

Staff Development Goal 4:

What was the impact on teacher practice?

Teachers identified a need to collaborate within the department and with the special education teachers to enhance delivery of content.

Staff Development Goal 5:

- Teachers will receive training on Edgenuity online to provide test prep remediation and supplementary instruction in all core subject areas.
- Teachers will receive training in Positive Behavior Interventions and Supports (PBIS) to improve school culture, reduce behavior issues, and create school pride.
- Teachers and paraprofessionals will receive training in ALICE (Alert, Lockdown, Inform, Counter, Evacuate), to make informed decisions in the event of a violent act in the school.
- Teacher trainings to include “Ramp up to Readiness” training. This curriculum prepares students for the next step after high school and helps foster a positive relationship with a caring adult.
- Select teachers and paraprofessionals will be trained in CPI (Crisis Prevention Intervention) in order to have de-escalation strategies to use when students are acting out.
- All teachers will be trained in Viewpoint, a data warehouse.
- As technology becomes available, (SMART boards, iPads, LCD projectors, doc cams, etc.) and teaching platforms for blended model instruction such as D2L are explored, teachers will be provided professional development. These tools increase student engagement and prepare them for 21st century skills in the workplace.
- A District team will attend MEIRS training, and reports will be distributed to Student Support. Teams including RTI, and Homeroom teachers to put interventions in place for students needing extra support.
- Bemidji High School, NTC and community manufacturing companies will expand course offerings and employment opportunities to provide pathways for trades certification and post-secondary credit.
- Bemidji High School, NTC will increase CNA classes to allow more high school students the opportunity to be Certified Nursing Assistants. Three terms of 15 students for the 2017-2018 school year.
- 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.

What were the findings for this goal?

308 students graduated. 49 Honor students, 126 students took at least one accelerated placement course and over 131 seniors took 260 college level courses for a total of 938 credits earned through Bemidji State University.

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

Nearly 500 students registered for career academies for the 2018-2019 school year. 31 students graduated with academies including business management, construction trades, health careers, light, sound & video, mechatronics, and PLTW engineering.

What was the impact on teacher practice?

Teachers provide focused scope on what students need to be successful in career areas and they connect with community members to guide students to the world of work. Teachers not

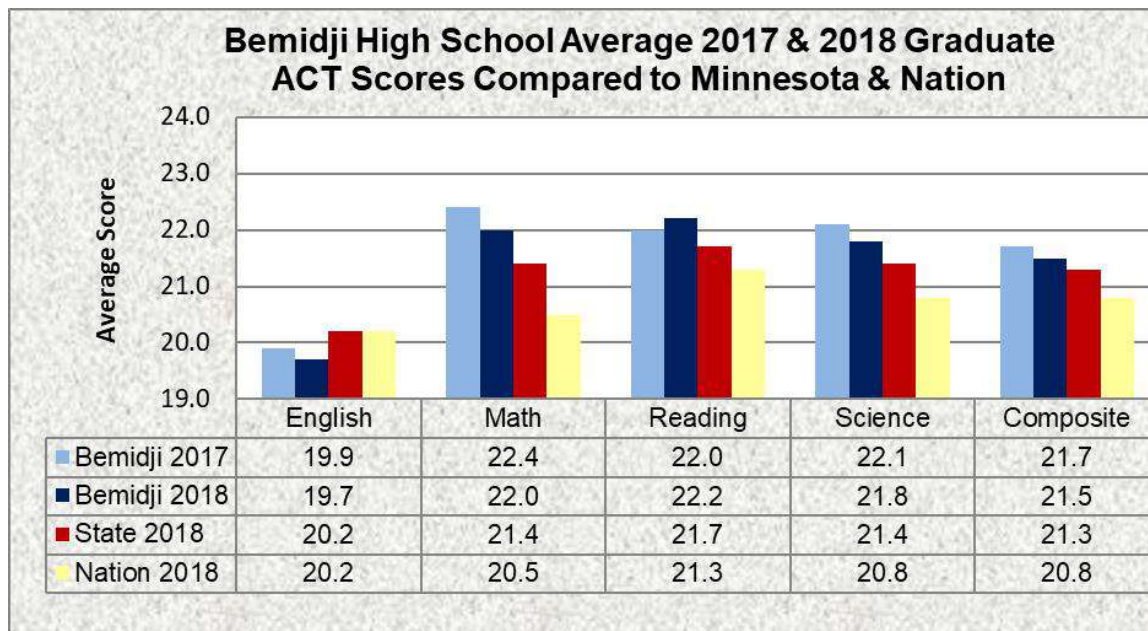
Staff Development Goal 5:

directly involved with academies have a better understanding of what they are and how they improve student success. They use this information to encourage students demonstrating interest in academy fields. Academy opportunities are increasing signifying an increase of teacher involvement to collaborate with school and community in providing programming to prepare students for the workforce.

Number of Staff Participating in 2017-2018 Professional Development Activities:

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

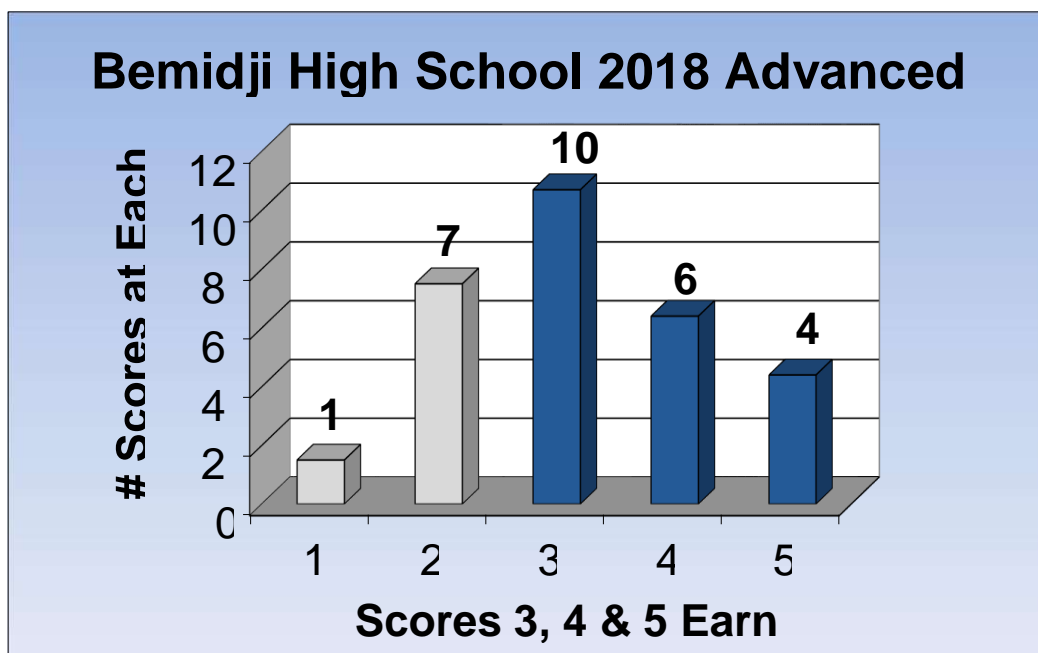
ACT Results



- Bemidji 2018 Graduates outperformed the State and Nation in every subject area except English.
- Grade 11 students had the opportunity to take the ACT Plus Writing in 2015 through 2018 for free during the school day. The Bemidji Area School Board supported funding for this assessment when needed.

2018 Advanced Placement Results:

- Bemidji High School Grade 10-12 students completed 305 Advanced Placement tests.
- Bemidji students received 215 (70.49) passing scores of 3, 4 or 5.
- Bemidji's 2018 average score was 3.15 which is an increase from 3.13 in 2017.

**College & Career Ready:**

During the 2017-2018 school year, 126 senior students took at least one accelerated placement course and over 131 seniors took a 260 College level course. Nine hundred and thirty-eight college credits were through Bemidji State University.



Bemidji Middle School receives all students from Gene Dillon Elementary School. Each incoming class of students is placed into three distinct groups called “pods.” Each pod consists of a math, reading, science, and social studies teacher to create a “school within a school.” With each new grade level, the students are reconfigured so they can get to know their entire class of students. Bemidji Middle School is proud of the following ways we promote

student success:

- Positive Peer Relations (PPR) curriculum works on developing social emotional skills of our students and developing the whole child. This course takes place weekly for the entire school.
- The Bemidji Middle School implements an inclusion program that supports our students with special needs. This includes specialized support classrooms for students with Autism, DCD, EBD, and LD.
- We have a choice of 26 different extra-curricular activities for our students to choose and participate in. This number does not include our club offerings.
- Bemidji Middle School has 22 different elective course offerings for all students based on grade level.
- Bemidji Middle School boasts over a 90% attendance rate.

2017-2018 School Improvement

Goal 1 Mathematics:

Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in mathematics from 65.5% in the Spring of 2017 to 67.5% in the Spring of 2018 as measured by the MCA-III. (Increase of 2%)

Goal 1A: Students at Bemidji Middle School will increase proficiency in American Indian, Free & Reduced Lunch and Special Education subgroups in mathematics to close achievement gaps as measured by the spring 2018 MCA-III.

- Grades 6-8 American Indian – 42.5% to 47.5% (increase of 5%)
- Grades 6-8 Free and Reduced – 51.6% to 55% (increase of 3.4%)
- Grades 6-8 Special Education – 25.0% to 30.0% (Increase by 5%)

Results:

Goal 1: Students achieved 61.8% proficiency in the all students group

Goal 1A:

33.1%- American Indian

47.6%- Free and Reduced

27.5%- Special Education

Goal 2 Reading:

Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in reading from 65% in the Spring of 2017 to 67% in the Spring of 2018 as measured by the MCA-III. (increase of 2%)

Goal 2A: Students at Bemidji Middle School will increase proficiency in American Indian, Free & Reduced Lunch and Special Education subgroups in reading to close achievement gaps as measured by the spring 2018 MCA-III.

- Grades 6-8 American Indian – 44.3% to 49.3% (increase of 5%)
- Grades 6-8 Free and Reduced – 49.9% to 54.9% (increase of 5%)
- Grades 6-8 Special Education – 28.4% to 33.4% (increase of 5%)

Results:

Goal 2: Students achieved 67% proficiency in the All Students group.

Goal 2A:

44.6% proficiency- American Indian

57.4% proficiency- Free and Reduced

34.7% proficiency- Special Education

Goal 3 Science:

Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in science from 48.5% in the Spring of 2017 to 50.5% in the Spring of 2018 as measured by the MCA-III. (increase of 2%)

Goal 3A: Students at Bemidji Middle School will increase proficiency in American Indian subgroups in science to close achievement gaps as measured by the spring 2018 MCA-III.

- Grade 8 American Indian – 18.3% to 20.3% (increase of 2%)

Results:

Goal 3: Students achieved 47.1% proficiency in the All Students group

Goal 3A: 15.1% American Indian

Goal 4 Informational Text/Nonfiction:

Students at Bemidji Middle School in the “All-Students” group will increase their proficiency in Informational Text/Non-Fiction reading percentage from 59.1% in the Spring of 2017 to 62.5% in the Spring of 2018 as measured by the 2018 MCA-III Reading Test. (Increase of 3.4%)

Results:

Bemidji Middle School MAP scores posted a strong finish of 1.7 RIT points above the mean in 6th grade, 4.9 RIT points above the Norm Mean in 7th grade, and 8.2 RIT points above the Norm Mean in the 8th grade.

Goal 5 Attendance:

Students at Bemidji Middle School in the “All-Students” group will decrease their unexcused absences from 231 total days to 220 total unexcused days in the Spring of 2018 as measured by Skyward.

Results:

Due to new reporting, results for this goal were inconclusive. However, when using new reports, Bemidji Middle School did not achieve this goal.

According to the new North Star report Bemidji Middle School attendance rate was 75.26%.

STAFF DEVELOPMENT GOALS & RESULTS:

Staff Development Goal 1:

Bemidji Middle School 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.
What were the findings for this goal?
Teachers focused further on analysis and probability during this year's professional development time.
What was the impact on student learning? If appropriate, include assessment data.
Teachers aligned curriculum and outcomes to benchmarks to better serve the student population.
What was the impact on teacher practice?
Because of curriculum alignment, remedial algebra class was removed in the 8th grade for 2018-2019.

Staff Development Goal 2:

Bemidji Middle School 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.
What were the findings for this goal?
Reading informational text, interpreting passages, and summarizing events were increased across all curricular areas.
What was the impact on student learning? If appropriate, include assessment data.
Grades 6, 7, and 8 all improved on MAP RIT scores in the informational text area. 7th and 8th grade improved by over six points respectively.
What was the impact on teacher practice?
Teachers adjusted curriculum delivery to increase access to non-fiction reading and writing as well as establishing difference between fact and opinion.

Staff Development Goal 3:

Bemidji Middle School Staff will gain insight and information regarding best practice methods of teaching science concepts.
What were the findings for this goal?
Teachers looked to group all lessons by state benchmarks allowing them to review MCA testing data more effectively.
What was the impact on student learning? If appropriate, include assessment data.

This will be an on-going process that will continue into the next year. The need for this is explained in this year's proficiency in MCA III science test scores decreasing from the 2016-2017 school year.
What was the impact on teacher practice?
Teachers will be able to analyze testing data and hold conversations regarding their practices and lessons being taught to improve identified areas of need.

Staff Development Goal 4:

Continue to improve informational text and non-fiction reading percentage for all students on the reading MCA III test scores.
What were the findings for this goal?
Teachers collaborated with pre developed lessons to increase effectiveness of lesson delivery.
What was the impact on student learning? If appropriate, include assessment data.
Students increased MAP test scores in informational text by 1.7 RIT points above the mean in 6th grade, 4.9 RIT points above the Norm Mean in 7th grade, and 8.2 RIT points above the Norm Mean in the 8th grade.
What was the impact on teacher practice?
Teachers were able to spend more time working on social studies work with their peers to collaborate on non-fiction writing and reading as it pertained to their subject matter.

Staff Development Goal 5:

Bemidji Middle School will continue the SPARK program. Teachers will support and monitor students throughout the school year in an attempt to increase days attended.
Staff in Bemidji Middle School will have a total of 200 postcards per quarter (3 per teacher) sent to students by spring of 2018.
What were the findings for this goal?
All teachers reached out to at least three students per quarter using the ROCKs cards. Each teacher was given at least two students to connect with throughout the year to help increase their attendance.
What was the impact on student learning? If appropriate, include assessment data.
We believe by reaching out to students on a personal level, staff will be providing students with a warm and welcoming environment that adds to our personal climate here at BMS.
What was the impact on teacher practice?
Teachers wrote at least three ROCKs postcards to students and made connections with at least two students who have been identified as having attendance issues. Students who were identified as needing extra support due to identified past attendance issues of five or more unexcused absences were reached by teachers through incentives, ROCKs cards, and purposeful discussions.

Number of Staff Participating in 2017-2018 Professional Development Activities:

75	How many licensed staff are in your building?
75	How many licensed staff participated in professional development?
100%	Percentage of licensed staff who participated (divide B by A)
62	How many nonlicensed staff are in your building?
55	How many nonlicensed staff participated in professional development?
88%	Percentage of nonlicensed staff who participated (divide E by D).

MS 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.

BEMIDJI YOUTH LEARNING AND WORKING-BYLaW-TAMI WESELY, PRINCIPAL

BYLaW is a separate site, self-contained, level IV, district wide EBD program. All youth are at risk of school failure and exhibit numerous educational challenges including: mental health issues, chemical dependency issues, low academic skills, previous school difficulties, transient issues, conduct disorders, as well as numerous behavioral difficulties. All of the youth served are on active Individualized Education Plans requiring Special Education services in EBD as primary disability but also may have secondary disabilities such as DCD, ADHD, OHD and others.

2017-2018 School Improvement

Goal 1 Reading:

In the BYLaW School the “All Students” group will increase proficiency from 0% in the Spring of 2017 to 3% in the Spring of 2018 as measured by the MCA in Reading.

* The BYLaW School will increase reading scores by an average of 1.3 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:

MCA reading tests results indicate that 25% of BYLaW students passed the reading test.

STAR reading pre and post test scores indicate that BYLaW students demonstrated a growth of 2.2 grade level equivalents. The reading goal was exceeded.

Goal 2 Mathematics:

In the BYLaW School the “All Students” group will increase proficiency from 0% in the Spring of 2017 to 3% in the Spring of 2018 as measured by the MCA in Math.

*The BYLaW School will increase math scores by an average of 1.3 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:

MCA math results indicate that 0% of BYLaW students passed the MCA test.

STAR math pre and post test results indicate that students showed a growth of 2.9 grade equivalents. This goal exceeded expectations.

Goal 3 Attendance:

The BYLaW School student attendance rate will increase from 71.94% in 2017 to 83% in 2018 as measured by NCLB Adequate Yearly Progress and BYLaW School records.

Results:

For the students who attended BYLaW for the entire year, the average rate of attendance for the 2017-2018 school year was 94.2% which exceeded the goal.

STAFF DEVELOPMENT GOALS & RESULTS:

Staff Development Goal 1:

The BYLaW School “All Students” group will increase proficiency from 0% in the Spring of 2017 to 3% in the Spring of 2018 as measured by the MCA in Reading.

* The BYLaW School will increase reading scores by an average of 1.3 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.

Teachers will incorporate research-based techniques/strategies in their instruction of reading and in reading across the curriculum. State, regional, and local staff development opportunities will be available to teachers.

What were the findings for this goal?

BYLaW students exceeded the reading goal that was set for them through the STAR test. Staff have found that the STAR tests is a more accurate reflection of student growth because it is shorter in length which allows students a better opportunity to remain focused for the entire test.

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

The impact on student learning is bore out objectively by the increase in STAR reading scores.

What was the impact on teacher practice?

The BYLaW teaching staff became more motivated as they witnessed the reading gains that students were displaying; not to mention the pleasure in seeing previously non-readers with their noses in a book during non-reading times.

Staff Development Goal 2:

The BYLaW School “All Students” group will increase proficiency from 0% in the Spring of 2017 to 3% in the Spring of 2018 as measured by the MCA in Math.

*The BYLaW School will increase math scores by an average of 1.3 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.

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

What were the findings for this goal?

A team and curriculum wide approach was used in helping students become better student workers and more focused on completion of assignments.

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

Assessment results show a significant student growth of 2.9 grade levels.

What was the impact on teacher practice?

Teacher worked better as team to help meet the needs of individual students.

Staff Development Goal 3:

The BYLaW School student attendance rate will increase from 71.94% in 2017 to 83% in 2018 as measured by NCLB Adequate Yearly Progress and BYLaW School records. Increased discussions with students pertaining to attendance, calls made home daily to parents/guardians.

What were the findings for this goal?

BYLaW staff found that more frequent calls to home bore many positives including better attendance and better teacher/parent (guardian) collaboration and relationships.

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

Increased time in the classroom has led to student gains in all academic areas as shown in test score gains and social functioning. Social functioning gains are most evident in the number of BYLaW students who are currently holding down jobs.

What was the impact on teacher practice?

Teachers gain motivation as they witness the gains and milestones in their students.

Number of Staff Participating in 2017-2018 Professional Development Activities:

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

CENTRAL ELEMENTARY- PATRICIA 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. 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
- Backpack Buddy Program
- 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

2016-2017 School Improvement

Goal 1 Reading:

The proficiency percentage of All students, grade 3-5, at Central Elementary, will increase from 54.6% in Spring 2017 to 56.6% in Spring 2018 as measured by the MCA III/MTAS Reading Assessment.

1a. The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary will increase from 52.2% in Spring 2017, to 54.2% in Spring 2018 as measured by the MCA III / MTAS Reading Assessment.

1b. The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary will increase from 47.6% in Spring 2017, to 49.6% in Spring 2018, as measured by the MCA III/MTAS Reading Assessment.

1c. The proficiency percentage of the Special Education subgroup, grades 3-5, at Central Elementary will increase from 47.8% in Spring 2017, to 49.8% in Spring 2018, 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 138.6 in Fall 2017 to 146.6 in Spring 2018 as measured by the NWEA MAP Reading assessment.
- The Mean RIT score of Grade 1 students, at Central Elementary, will increase from 152.2 in Fall 2017 to 160.2 in Spring 2018 as measured by the NWEA MAP Reading Assessment.
- The Mean RIT score of Grade 2 students, at Central Elementary, will increase from 167.2 in Fall 2017 to 172.2 in Spring 2018 as measured by the NWEA MAP Reading assessment.

Results:

The proficiency percentage of “All students”, grades 3-5, at Central Elementary decreased from 54.6% in spring 2017 to 43.9% in spring 2018 as measured by the MCA III/MTAS Reading assessment.

1a. The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary decreased from 52.2% in spring 2017 to 33.8% in spring 2018, as measured by the MCA III/MTAS Reading assessment.

1b. The proficiency percentage of the American Indian subgroup, in grades 3-5, at Central Elementary decreased from 47.6% in spring 2017 to 31.3% in spring 2018, as measured by the MCA III/MTAS Reading assessment.

1c. The proficiency percentage of the Special Education subgroup, grades 3-5, at Central Elementary increased from 47.8% in Spring 2017 to 43.5% in Spring 2018, as measured by the MCA III/MTAS Reading Assessment.

To support all students in Reading Well by 3rd Grade:

- The Mean RIT score of Kindergarten students, at Central Elementary, increased from 138.6 in Fall 2017 to 149.5 in Spring 2018 as measured by the NWEA MAP Reading assessment.*
- The Mean RIT score of Grade 1 students, at Central Elementary, increased from 152.2 in Fall 2017 to 169.6 in Spring 2018 as measured by the NWEA MAP Reading Assessment.*
- The Mean RIT score of Grade 2 students, at Central Elementary, increased from 167.2 in Fall 2017 to 183.4 in Spring 2018 as measured by the NWEA MAP Reading assessment.*

Goal 2 Mathematics:

The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 57.7% in Spring 2017, to 59.7% in Spring 2018, as measured by the MCA III/MTAS Math Assessment.

2a. The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary, will increase from 53.6% in Spring 2017, to 55.6% in Spring 2018, as measured by MCA III / MTAS Math Assessment.

2b. The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary, will increase from 42.9% in Spring 2017, to 44.9% in Spring 2018, as measured by MCA III/MTAS Math Assessment

2c. The proficiency percentage of the Special Education subgroup, grades 3-5, at Central Elementary, will increase from 47.8% in Spring 2017 to 49.8% in Spring 2018, 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 135.8 in Fall 2017 to 145.8 in Spring 2018 as measured by the NWEA MAP Math assessment.
- The Mean RIT score of Grade 1 students, at Central Elementary, will increase from 154.8 in Fall 2017 to 162.8 in Spring 2018 as measured by the NWEA MAP Math assessment.
- The Mean RIT score of Grade 2 students, at Central Elementary, will increase from 172.9 in Fall 2017 to 177.9 in Spring 2018 as measured by the NWEA MAP Math assessment.

Results:

The proficiency percentage of all students, grades 3-5, at Central Elementary decreased from 57.7% in spring 2017 to 47.7% in spring 2018 as measured by the MCA III/MTAS Math assessment.

2a. The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary decreased from 53.6% in spring 2017 to 39.2% in spring 2018, as measured by the MCA III/MTAS Math assessment.

2b. The proficiency percentage of the American Indian subgroup, in grades 3-5, at Central Elementary decreased from 42.9% in spring 2017 to 34.4% in spring 2018, as measured by the MCA III/MTAS Math assessment.

2c. The proficiency percentage of the Special Education subgroup, grades 3-5, at Central Elementary, increased from 47.8% in Spring 2017 to 43.5% in Spring 2018, 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, increased from 135.8 in Fall 2017 to 153.0 in Spring 2018 as measured by the NWEA MAP Math assessment.*
- *The Mean RIT score of Grade 1 students, at Central Elementary, increased from 154.8 in Fall 2017 to 174.9 in Spring 2018 as measured by the NWEA MAP Math assessment.*
- *The Mean RIT score of Grade 2 students, at Central Elementary, increased from 172.9 in Fall 2017 to 189.8 in Spring 2018 as measured by the NWEA MAP Math assessment.*

Goal 3 Safe and Welcoming Environment/Responsive Classroom:

Central Elementary students, Grades K-5, will increase their overall attendance percentage from 92.55% during the 2016-2017 school year to 93.55% during the 2017-2018 school year as measured by the Attendance Monitor.

Results:

Central Elementary students, Grades K-5, increased their overall attendance percentage from 92.55% during the 2016-2017 school year to 93.34% during the 2017-2018 school year as measured by the Attendance Monitor.

STAFF DEVELOPMENT GOALS & RESULTS:

Staff Development Goal 1:

Staff, grades K-5 will collaborate twice monthly using data: MAP, MCA III, AIMSweb, Houghton-Mifflin reading assessment, along with student work and teacher observation. Guided Reading, Daily 5 literacy framework, Reading Recovery, 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 RtI team. Classroom will provide a minimum of 120 minutes of reading instruction daily. Nonfiction/informative books emphasized in all classrooms (KWL chart, FQR chart, RCRC strategy). Trainings from Reading Specialist were offered throughout the year. Teachers aligned curriculum to MN state standards. Responsive Classroom practices were implemented. Professional Learning Community (PLC) groups were formed to address components of Responsive Classroom and components of Daily 5 in the classroom.

What were the findings for this goal?

The proficiency percentage of all students, grades 3-5, at Central Elementary decreased from 54.6% in Spring 2017 to 46.4% in Spring 2018, as measured by the MCA III/MTAS Reading assessment. Free and Reduced subgroup, grades 3-5, decreased proficiency. American Indian subgroup, grades 3-5, decreased proficiency. Grades K-2 increased proficiency as measured by the MAP Reading assessment.

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

Students did show improvement and individual growth.

What was the impact on teacher practice?

Teachers continue to use “best practices” in teaching strategies and meet regularly to review and discuss student learning and intervention concerns. Teachers will continue to teach 120 minutes of reading daily. PLC teams will continue to review strategies and focus on literacy components to enhance teaching and student learning.

Staff Development Goal 2:

Classroom teachers, grades K-5, provided 90 minutes of math instruction daily, including math games and whiteboards to reinforce skills. Teachers and intervention specialists collaborate and distinguish students who need more individualized instruction. Technology reinforced math concepts using numerous math programs. Home Links were sent home regularly to encourage parents to participate in math. Teachers aligned curriculum to MN state standards. AIMSweb Math probes and benchmark tests were given throughout the year to track student progress. RtI teams met to share data and plan interventions. Title I small group interventions continue to be implemented school-wide. Staff improved use of student engagement strategies through grade level “Exit Tickets”, such as Plickers, whiteboards, paper/pencil, and signaling.

What were the findings for this goal?
The proficiency percentage of all students, grades 3-5, at Central Elementary decreased from 57.7% in Spring 2017 to 46.4% in Spring 2018, as measured by the MCA III/MTAS Math assessment.
Free and Reduced subgroup, grades 3-5, decreased proficiency. American Indian subgroup, grades 3-5, decreased proficiency. Grades K-2 increased proficiency as measured by the MAP Math assessment.
What was the impact on student learning? If appropriate, include assessment data.
Students did show significant individual growth.
What was the impact on teacher practice?
Teachers will continue to teach 90 minutes daily, and meet regularly to address student learning and intervention concerns. RtI teams reviewed strategies and focused on math fluency to enhance teaching and student learning.

Number of Staff Participating in 2017-2018 Professional Development Activities:

23	How many licensed staff are in your building?
20	How many licensed staff participated in professional development?
87%	Percentage of licensed staff who participated (divide B by A)
12	How many nonlicensed staff are in your building?
7	How many nonlicensed staff participated in professional development?
58%	Percentage of nonlicensed staff who participated (divide E by D).

EARLY INTERVENTION (EIC)- KATHY VANWERT, PRINCIPAL

The Bemidji Public School's Early Intervention Program is comprised of three areas: a home based program for birth to age 3 children with special needs, a center based program for 3-5-year-old children and an inclusion program for 3-5-year-old children with special needs. Our home based program is a year round program and our center based and inclusion programs follow the Bemidji Schools calendar. We served nearly 180 students during the 2016-2017 school year.

2016-2017 School Improvement

Goal 1 Literacy:

The Early Intervention Programs will use the Brigance Inventory of Early Development III or the Preverbal Skills Checklist to determine literacy growth of selected students. A baseline will be taken in Fall of 2017 and growth will be determined by Spring of 2018. Eighty percent of selected students will add at least two new literacy skills to their baseline by Spring of 2018.

Results:

This school year our staff chose six students on their caseload and focused on intentional literacy growth. Eight-seven students and families began the year and 82 finished the school year. Of the students and families that finished the year; 2 gained 0-2 literacy skills, 48 gained between 3 and 8 skills, 25 gained between 9 and 14 skills and 5 obtained between 15-20 skills. Ninety-nine percent of our students gained at least 2 literacy skills as measured by the Brigance Inventory of Early Development III or the Preverbal Skills Checklist.

STAFF DEVELOPMENT GOALS & RESULTS:

Staff Development Goal 1:

Staff development will include information on increasing literacy skills in the educational setting for center based students and in the home for home based students.
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What were the findings for this goal?

Time was set aside at staff meetings for staff to share ideas, activities, methods about literacy they used with their students and families. Training was provided to staff on the Brigance Inventory of Early Development III in August of 2017. According to teachers, literacy was emphasized at home visits and also center based teachers and speech therapists read books to their students at the majority of their sessions.

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

The data speaks for itself; 99% of students gained at least 2 skill levels, 58% gained 3-8 skills, 35% gained 9-14 skills and 6% gained over 15 skills. Students and families are impacted.

What was the impact on teacher practice?
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Teachers were encouraged to ensure intentionality of focused literacy became a part of their practice.
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Number of Staff Participating in 2017-2018 Professional Development Activities:

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

FIRST CITY SCHOOL- TAMI WESELY, PRINCIPAL

The First City School partners with the Northwest Minnesota Juvenile Center to provide educational services to a unique population of youth from eight Northern Minnesota counties. The Joint Powers counties include: Beltrami, Hubbard, Cass, Clearwater, Pennington, Roseau, Kittson, and Lake of the Woods counties. Students are also accepted from an additional 15 counties from across the state of Minnesota as well as from the White Earth, Leech Lake, Red Lake, and Mille Lacs Lake Reservations. Students are educated in three distinct and different educational settings within the First City School. All youth are considered to be at risk of school failure and exhibit numerous educational challenges including: mental health issues, chemical dependency issues, low academic skills, previous school difficulties, transient issues, conduct disorders, as well as numerous behavioral difficulties. Roughly 60% of the youth served are on active Individualized Education Plans requiring Special Education services to meet a variety of emotional, behavioral, and academic needs. Two of the educational settings associated with First City School serve only short term students. Students in these settings are generally in placement for less than 30 school days and the population of students can change on a daily basis.

2016-2017 School Improvement

Goal 1 Reading:

The First City School “All Students” group will increase proficiency from 25.9% in the Spring of 2017 to 28% in the Spring of 2018 as measured by the MCA in Reading.

The First City School will increase reading scores by an average of 1.3 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:

- *According to the results of the 2018 MCA Reading, 35% of the “All students” met proficiency, which is an increase. We exceeded our reading goal. STAR Reading pre and post test results indicate that “Long Term Students” demonstrated a growth of 2.8 grade level increase in reading. We exceeded our reading goal.*

Goal 2 Mathematics:

The First City School “All Students” group will increase proficiency from 4.2% in the Spring of 2017 to 6.2% in the Spring of 2018 as measured by the MCA in Math.

The First City School will increase math scores by an average of 1.3 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:

- *According to the results of the 2018 MCA Math, 0% of the “All students” met proficiency which is 6.2% away from meeting the stated goal. Our math goal was not met.*
- *STAR Math pre and post test results indicate that “Long Term Students” demonstrated a growth of 4.0 grade level increase in math. We exceeded our math goal.*

Goal 3 Graduation:

The First City School student graduation rate will increase from 5% in 2017 to 7% in 2018 as measured by MDE’s Graduation Rate calculations and First City School records.

Results:

- *According to MDE, First City achieved a 2017 four-year graduation rate of 4.54%, compared to 0% in 2015.*

STAFF DEVELOPMENT GOALS & RESULTS:**Staff Development Goal 1:**

The First City School “All Students” group will increase proficiency from 25.9% in the Spring of 2017 to 28% in the Spring of 2018 as measured by the MCA in Reading. Teachers will incorporate research-based techniques/strategies in their instruction of reading and in reading across the curriculum. State, regional, and local staff development opportunities will be available to teachers.

What were the findings for this goal?

The increased focus on reading and reading related skills in all curriculum areas has a positive impact on both students and teachers. Both are more tuned into the curriculum being taught in the classroom as it relates to reading skill.

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

Internal testing using the STAR assessment indicates that students improved their reading score by 2.8 grade levels showing significant improvement in their skills.

What was the impact on teacher practice?

Staff members are tuned into various ways reading, and the teaching of reading related concepts, can be incorporated across all curricular areas.

Staff Development Goal 2:

The First City School “All Students” group will increase proficiency from 4.2% in the Spring of 2017 to 6.2% in the Spring of 2018 as measured by the MCA in Math. Staff will incorporate researched based strategies and techniques to differentiate instruction. State, regional, and local staff development opportunities will be available for teachers.

What were the findings for this goal?

Internal testing using the STAR assessment indicates that students improved their math score by 4.0 grade levels showing significant improvement in their skills.

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

Students are more engaged and enjoy their learning experiences more when teachers differentiate instruction.

What was the impact on teacher practice?

Teachers are encouraged to try new techniques and strategies to present and cover curricular areas being taught. Trying new things seems to bring more energy and insights into the classroom.

Staff Development Goal 3:

The First City School student graduation rate will increase from 5% in 2017 to 7% in 2018 as measured by MDE’s Graduation Rate calculations and First City School records. Staff will incorporate researched based strategies and techniques to differentiate instruction. State, regional, and local staff development opportunities will be available for teachers. Increased credit reviews for students in the 11th and 12th grade. Increased discussions with students pertaining to graduation requirements.

What were the findings for this goal?

Students’ awareness of graduation requirements and expectations has improved. Many of the students have limited understanding of the requirements for earning a diploma and where they are at with their own credits. By spending more time focused on this area, students have a better understanding of how their choices in school have impacted their ability to complete their diploma.

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

Students are more engaged and focused on completing credits.

What was the impact on teacher practice?

Teachers are better prepared to discuss graduation expectations and credit requirements with students.

Number of Staff Participating in 2017-2018 Professional Development Activities:

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

HORACE MAY ELEMENTARY- AMI AALGAARD, PRINCIPAL



Horace May Elementary is one of seven elementary schools in the Bemidji Public School District. We have an average enrollment of four hundred and forty students in the first through fifth grades. Our school has typically been a three-sections per grade level school; however, with ever expanding enrollment we are quickly growing into a four-sections per grade level school. The growth is exciting and encouraging on one hand; but it brings space growing pains on the other. We have adapted, in the past with flexible specialist, like “Art-on-a-Cart” or “Mobile Music”, to have enough classroom space for our growing community on the south end of Bemidji.

Horace May Elementary is also the host for four District-Wide Special Education Programs. We have a total of four classrooms designated to the supportive educational needs for our District-Wide EBD & DCD Program Students. The inclusion of students with disabilities strengthens our caring and kind school community. All children are a gift and have knowledge and talents to share. We are actively working on the third phase of implementing our Inclusive Playground. This playground is designed to have play stations that encourage independence, cooperative play and fun for all of our Horace May Huskies. If you would like more information about our Inclusive Playground Project, please contact Ami Aalgaard at 218-333-3240.

Horace May Elementary is also unique in that we have an onsite school forest. This allows our students to experience science and nature with a hands-on approach in a living ecosystem. This outdoor classroom includes an amphitheater and trail system, which allows our students the rich opportunity to experience nature with a blend of hands-on education and life-long appreciation for the outdoors. Our Horace May Huskies also learn to be stewards of their natural surroundings as opposed to only consumers of nature.

2017-2018 School Improvement

Goal 1 Reading:

2017-18 Smart Reading Goal: The first through fifth graders will improve the overall percent of students reaching their Growth Target from 53% in the fall of 2017 to 55% in the Spring of 2018 as measured by the NWEA MAP reading assessment.

2016-17 Smart Reading Goal: The Horace May “**All Students**” group will increase their reading proficiency from 64.6% in the spring of 2017 to 66.6% in the Spring of 2018 as measured by the Reading MCA III.

- i. 2017-18 Smart Reading Goal: The Horace May “**Special Education**” sub-group will increase their proficiency from 52.5% in the spring of 2017 to 54.5% in the Spring of 2018 as measured by the Reading MCA III assessment.
- ii. 2017-18 Smart Reading Goal: The Horace May “**American Indian**” sub-group will increase their proficiency from 61.1% in the spring of 2017 to 63.1% in the Spring of 2018 as measured by the Reading MCA III assessment.
- iii. 2016-17 Smart Reading Goal: The Horace May “**Free & Reduced**” sub-group will increase their proficiency from 55.4% in the spring of 2017 to 57.4% in the Spring of 2018 as measured by the Reading MCA III assessment.

Results:

2017-18 Smart Reading Goal: The first through fifth graders will improve the overall percent of students reaching their Growth Target from 53% in the fall of 2017 to 55% in the Spring of 2018 as measured by the NWEA MAP reading assessment. **Result = 68.4%**

2017-2018 Smart Reading Goal: The Horace May “**All Students**” group will increase their reading proficiency from 64.6% in the spring of 2017 to 66.6% in the Spring of 2018 as measured by the Reading MCA III. **Result = 53.1%**

- iv. 2017-18 Smart Reading Goal: The Horace May “**Special Education**” sub-group will increase their proficiency from 52.5% in the spring of 2017 to 54.5% in the Spring of 2018 as measured by the Reading MCA III assessment. **Result = 30%**
- v. 2017-18 Smart Reading Goal: The Horace May “**American Indian**” sub-group will increase their proficiency from 61.1% in the spring of 2017 to 63.1% in the Spring of 2018 as measured by the Reading MCA III assessment. **Result = 21.4%**
- vi. 2016-17 Smart Reading Goal: The Horace May “**Free & Reduced**” sub-group will increase their proficiency from 55.4% in the spring of 2017 to 57.4% in the Spring of 2018 as measured by the Reading MCA III assessment. **Result = 35.6%**

Goal 2 Mathematics:

2017-18 Smart Mathematics Goal: The first through fifth graders will improve the overall percent of students reaching their Growth Target from 45.8% in the fall of 2017 to 47.8% in the Spring of 2018 as measured by the NWEA MAP reading assessment.

2016-17 Smart Mathematics Goal: The Horace May “**All Students**” group will increase their mathematics proficiency from 62.8% in the spring of 2017 to 64.8% in the Spring of 2018 as measured by the Mathematics MCA III.

- i. 2017-18 Smart Mathematics Goal: The Horace May “Special Education” sub-group will increase their proficiency from 55% in the spring of 2017 to 57% in the Spring of 2018 as measured by the Mathematics MCA III assessment.
- ii. 2017-18 Smart Mathematics Goal: The Horace May “American Indian” sub-group will increase their proficiency from 50% in the spring of 2017 to 52% in the Spring of 2018 as measured by the Mathematics MCA III assessment.
- iii. 2017-18 Smart Mathematics Goal: The Horace May “Free & Reduced” sub-group will increase their proficiency from 52.5% in the spring of 2017 to 54.5% in the Spring of 2018 as measured by the Mathematics MCA III assessment.

Results:

2017-18 Smart Mathematics Goal: The first through fifth graders will improve the overall percent of students reaching their Growth Target from 45.8% in the fall of 2017 to 47.8% in the Spring of 2018 as measured by the NWEA MAP reading assessment. **Results = 68.0%**

2016-17 Smart Mathematics Goal: The Horace May “**All Students**” group will increase their mathematics proficiency from 62.8% in the spring of 2017 to 64.8% in the Spring of 2018 as measured by the Mathematics MCA III. **Result = 64.8%**

- iv. 2017-18 Smart Mathematics Goal: The Horace May “Special Education” sub-group will increase their proficiency from 55% in the spring of 2017 to 57% in the Spring of 2018 as measured by the Mathematics MCA III assessment. **Result = 38%**
- v. 2017-18 Smart Mathematics Goal: The Horace May “American Indian” sub-group will increase their proficiency from 50% in the spring of 2017 to 52% in the Spring of 2018 as measured by the Mathematics MCA III assessment. **Result = 42.9%**
- vi. 2017-18 Smart Mathematics Goal: The Horace May “Free & Reduced” sub-group will increase their proficiency from 52.5% in the spring of 2017 to 54.5% in the Spring of 2018 as measured by the Mathematics MCA III assessment. **Result = 47.8%**

Goal 3 Science:

2017-18 Smart Science Goal: The Horace May 5th graders in the “**All Students**” group will increase their proficiency from 59.5% in the spring of 2017 to 61.5% in the Spring of 2018 as measured by the Science MCA III.

- i. 2017-18 Smart Science Goal: The Horace May 5th graders in the “Special Education” sub-group will increase their proficiency from 40% in the spring of 2017 to 42% in the Spring of 2018 as measured by the Science MCA III assessment.
- ii. 2017-18 Smart Science Goal: The Horace May 5th graders in the “American Indian” sub-group will increase their proficiency from 12.5% in the spring of 2017 to 14.5% in the Spring of 2018 as measured by the Science MCA III assessment.
- iii. 2017-18 Smart Science Goal: The Horace May 5th graders in the “Free & Reduced” sub-group will increase their proficiency from 46.7% in the spring of 2017 to 48.7% in the Spring of 2018 as measured by the Science MCA III assessment.

Results:

2017-18 Smart Science Goal: The Horace May 5th graders in the “**All Students**” group will increase their proficiency from 59.5% in the spring of 2017 to 61.5% in the Spring of 2018 as measured by the Science MCA III. **Result = 71.0%**

- iv. 2017-18 Smart Science Goal: The Horace May 5th graders in the “Special Education” sub-group will increase their proficiency from 40% in the spring of 2017 to 42% in the Spring of 2018 as measured by the Science MCA III assessment. **Result = 50.0%**
- v. 2017-18 Smart Science Goal: The Horace May 5th graders in the “American Indian” sub-group will increase their proficiency from 12.5% in the spring of 2017 to 14.5% in the Spring of 2018 as measured by the Science MCA III assessment. **Result = 50%**
- vi. 2017-18 Smart Science Goal: The Horace May 5th graders in the “Free & Reduced” sub-group will increase their proficiency from 46.7% in the spring of 2017 to 48.7% in the Spring of 2018 as measured by the Science MCA III assessment. **Result = 58.6%**

Goal 4 Safe and Welcoming Environment:

2017-18 Smart Safe & Welcoming Goal: The Horace May “All Students” group will increase their participation in Responsive Classroom strategies during the 2017-18 school year from 92.3% in the fall of 2017 to 100% in the spring of 2018 as measured with a Google survey.

Results:

2017-18 Smart Safe & Welcoming Goal: The Horace May “All Students” group increased their participation in Responsive Classroom strategies during the 2017-18 school year from 92.3% in the fall of 2017 to 100% in the spring of 2018 as measured with a Google survey.

STAFF DEVELOPMENT GOALS & RESULTS:.

Staff Development Goal 1: READING

Research, develop, implement and evaluate reading strategies for all students attending Horace May Elementary.

1st Grade: Incorporated phonograms, writing of sight words, writing sight words in sentences for correct sentence structure, sight word phrases, unscrambling of sight words, sight word games, decodable readers and flexible leveled reading groups along with Reading Recovery/AOM small groups for identified students.

2nd Grade: Incorporated daily sentence writing using sight words, spelling words, and reading vocabulary words. We used the Ayres list of high frequency words for spelling along with the basal words. Taught and spelled using phonograms. Used small groups for reading experiences. Used “Scholastic News” to enhance non-fiction reading. Continued using the Accelerated Reading Program including goal setting. The lack of Star Reading tests made an impact on reading motivation.

3rd Grade: Shared digital resources to enhance student engagement: Readworks, Skoolbo, etc., Constructed sites to individualize pacing of instruction, Literature circles.

4th Grade: Daily 5 and CAFE for direct instruction and skill practice, literature circles to give students exposure to on level text, Moby Max to increase vocabulary, literature, and nonfiction reading time, class dedicated to informational text, and highlighting vocabulary found in standards.

5th Grade: Utilized literature circles along with mini-lessons. Small group leveled reading, Moby Max for Vocabulary, Literature and Informational text. Interactive activities to practice skills. Time in class to read independently to practice skills. Music lyrics to demonstrate and practice skills.

What were the findings for this goal?

We did not meet our goal as a school; however, we had incredible success in certain grade levels with sight words and solid gains with our students that qualify for Free or Reduced lunch. This will be an area of study that we continue to monitor and explore additional research-based interventions to add to our core reading curriculum. We are also looking at replacing our Journey’s basal in reading by conducting several pilot programs next year at the primary and intermediate elementary grade levels.

What was the impact on student learning? If appropriate, include assessment data.
<p>2017-2018 Smart Reading Goal: The Horace May “All Students” group will increase their reading proficiency from 64.6% in the spring of 2017 to 66.6% in the Spring of 2018 as measured by the Reading MCA III. Result = 53.1%</p> <p>vii. 2017-18 Smart Reading Goal: The Horace May “Special Education” sub-group will increase their proficiency from 52.5% in the spring of 2017 to 54.5% in the Spring of 2018 as measured by the Reading MCA III assessment. Result = 30%</p> <p>viii. 2017-18 Smart Reading Goal: The Horace May “American Indian” sub-group will increase their proficiency from 61.1% in the spring of 2017 to 63.1% in the Spring of 2018 as measured by the Reading MCA III assessment. Result = 21.4%</p> <p>2016-17 Smart Reading Goal: The Horace May “Free & Reduced” sub-group will increase their proficiency from 55.4% in the spring of 2017 to 57.4% in the Spring of 2018 as measured by the Reading MCA III assessment. Result = 35.6%</p>
What was the impact on teacher practice?
Collaboration and sharing of resources along with our focus on which students needed more instructional support allowed for accelerated growth for both students and teachers.

Staff Development Goal 2: MATHEMATICS

<p>Research, develop, implement and evaluate mathematics strategies for all students attending Horace May Elementary.</p> <p>1st grade: created and implemented smartboard activities, small group stations, PALS math activities, daily calendar math.</p> <p>2nd Grade: Added digital resources such as Prodigy and Math Playground games. Incorporated morning math activities. Provided intense focus on story problems and multiple strategies for problem solving.</p> <p>3rd Grade: Added digital resources to enhance engagement. Classkick was a great way to give private feedback to students, Google forms also gives instant feedback to the kids, so they can quickly recognize and correct mistakes. Khan provided independent enrichment opportunities.</p> <p>4th Grade: Prodigy and Moby Max to practice math facts and work on skills at a differentiated level. Multiplication timed tests to increase fact fluency. Used standard based assessments to gather data and drive instruction for large and small group instruction. Created and implemented small group stations to practice math skills. Used projects to enhance instruction and give real world problem solving skills.</p> <p>5th Grade: Large and Small group instruction. Prodigy and Moby Max to practice skills at a differentiated levels. Utilizing chromebooks for Kahoots, Xtra Math, Khan Academy, Nearpod, Classflow and Google forms. Vocabulary word activity. Real world activities to promote skills.</p>

What were the findings for this goal?
<p>2016-17 Smart Mathematics Goal: The Horace May “All Students” group will increase their mathematics proficiency from 62.8% in the spring of 2017 to 64.8% in the Spring of 2018 as measured by the Mathematics MCA III. Result = 64.8%</p> <p>vii. 2017-18 Smart Mathematics Goal: The Horace May “Special Education” sub-group will increase their proficiency from 55% in the spring of 2017 to 57% in the Spring of 2018 as measured by the Mathematics MCA III assessment. Result = 28%</p> <p>viii. 2017-18 Smart Mathematics Goal: The Horace May “American Indian” sub-group will increase their proficiency from 50% in the spring of 2017 to 52% in the Spring of 2018 as measured by the Mathematics MCA III assessment. Result = 42.9%</p> <p>ix. 2017-18 Smart Mathematics Goal: The Horace May “Free & Reduced” sub-group will increase their proficiency from 52.5% in the spring of 2017 to 54.5% in the Spring of 2018 as measured by the Mathematics MCA III assessment. Result = 47.8%</p>
What was the impact on teacher practice?
Creating smart board lessons for math that aligned with our standards allowed for more in depth focus on the mathematical strands and student needs.

Staff Development Goal 3: SCIENCE

<p>Research, develop, implement and evaluate science strategies for all students attending Horace May Elementary.</p> <p>1st Grade: Activities that met the science standards were implemented in Responsive Classroom morning meetings. Hands on activities were used to motivate and help students to understand and therefore meet the standards.</p> <p>2nd Grade: Weekly STEM challenge. Used “Scholastic News” to increase content knowledge in science. Incorporated science activities with basal reading text. Slightly increased time on task for science. Incorporated hands-on projects.</p> <p>3rd Grade: Science was taught in a constructive manner that gave a concrete experience to attach the content to. They were taught engineering and problem solving strategies.</p> <p>4th Grade: All students receive instruction from instructor to increase fidelity across grade level. Incorporated science standards into nonfiction reading instruction and Morning Meeting activities. Weekly STEM activities to promote real world application.</p> <p>5th Grade: Incorporated videos to go along with standards and topics. Weekly STEM activities to promote real world application. Incorporated Science content into Morning Meeting</p>

What were the findings for this goal?
<p>2017-18 Smart Science Goal: The Horace May 5th graders in the “All Students” group will increase their proficiency from 59.5% in the spring of 2017 to 61.5% in the Spring of 2018 as measured by the Science MCA III. Result = 71.0%</p> <p>vii. 2017-18 Smart Science Goal: The Horace May 5th graders in the “Special Education” sub-group will increase their proficiency from 40% in the spring of 2017 to 42% in the Spring of 2018 as measured by the Science MCA III assessment. Result = 50.0%</p> <p>viii. 2017-18 Smart Science Goal: The Horace May 5th graders in the “American Indian” sub-group will increase their proficiency from 12.5% in the spring of 2017 to 14.5% in the Spring of 2018 as measured by the Science MCA III assessment. Result = 50%</p> <p>ix. 2017-18 Smart Science Goal: The Horace May 5th graders in the “Free & Reduced” sub-group will increase their proficiency from 46.7% in the spring of 2017 to 48.7% in the Spring of 2018 as measured by the Science MCA III assessment. Result = 58.6%</p>
What was the impact on student learning? If appropriate, include assessment data.
Students were engaged in the hands on learning and were able to apply the concepts learned.
What was the impact on teacher practice?
As a district we trained and implemented many strategies involving Responsive Classroom, One Voice, and other school-wide trainings that assisted our staff and students to be on the same page with a great deal of our Social & Emotional Curriculum and Practices.

Staff Development Goal 4: SAFE & WELCOMING ENVIRONMENT

<p>Research, develop, implement and evaluate social and emotional support strategies for all students attending Horace May Elementary.</p> <p>1st Grade: All classroom teachers used morning meeting as part of Responsive Classroom and energizers to create a sense of belonging,</p> <p>2nd Grade: All classroom teachers used morning meeting as part of Responsive Classroom. Our 2nd grade musical reinforced social and emotional topics addressed in morning meetings.</p> <p>3rd Grade:</p> <p>4th Grade: All classroom teachers used Morning Meeting as part of Responsive Classroom and energizers to create a sense of belonging. Used Responsive Classroom techniques such as: positive language, take a break and energizers in increase our classroom community and relationships.</p> <p>5th Grade: Utilized the Responsive Classroom approach with Morning Meeting and energizers to build community and relationships within our classrooms.</p>

What were the findings for this goal?
2017-18 Smart Safe & Welcoming Goal: The Horace May “All Students” group will increase their participation in Responsive Classroom strategies during the 2017-18 school year from 92.3% in the fall of 2017 to 100% in the spring of 2018 as measured with a Google survey. Results = During the 2016-17 school year we had 22 incidences that required us to report the incident to the Minnesota Department of Education’s DIRS and in 2017-18 we only will be reporting 11 incidences. That is a reduction of 50% at Horace May Elementary.
What was the impact on student learning? If appropriate, include assessment data.
Our students were in class more and thus this helped them develop friendships and routines that helped foster a positive school year.
What was the impact on teacher practice?
Our teachers are consistently sharing their Responsive Classroom activities and lessons with each other to help bolster a Safe, Respectful and Responsible environment within all of our classrooms and create a strong and consistent positive behavioral foundation.

Number of Staff Participating in 2017-2018 Professional Development Activities:

32	How many licensed staff are in your building?
32	How many licensed staff participated in professional development?
100	Percentage of licensed staff who participated (divide B by A)
29	How many non-licensed staff are in your building?
29	How many non-licensed staff participated in professional development?
100	Percentage of non-licensed staff who participated (divide E by D).

J.W. SMITH ELEMENTARY- PATRICIA WELTE, PRINCIPAL



Learning at J. W. Smith Elementary School begins with high expectations for our entire school community: staff, students, and parents. We strive to achieve a high level of success for every learner. To attain this goal, it is important to provide an environment where everyone feels safe and valued. Equally important are our efforts to create a school culture, which promotes pride in our school through respect and support for our students, staff, parents, and community. Instruction, based on educational best practices, is a top priority at J. W. Smith Elementary School.

J.W. Smith Elementary School has been involved in the Title I Schoolwide Program for 20 years. Our federal Schoolwide status is based on a free and reduced lunch population of (80%). High student mobility (34.9%) provides distinct challenges. Our minority rate of (60%) broadens our cultural base. Because of our American Indian population (32.8%), our district's Indian Education program provides our at-risk students with academic advisors and an Indian Home-School Liaison. Teachers and support staff have received training in diverse areas of professional development. These areas of study are closely aligned with the target goals set each year.

Parents, university students, and community members are active participants in our school! The Foster Grandparent Program, Minnesota Reading Corps Intervention Program, RSVP Program, Bemidji State University, and the County Extension Nutrition Program are examples of extra involvement that connects our school with valuable people and resources for students and staff. Our PTO also works to coordinate all-school events, which encourage family participation.

2017-2018 School Improvement

Goal 1 Reading:

Third, Fourth and Fifth grade students at J. W. Smith Elementary will increase their proficiency percentage on the MCA-III Reading Assessment from the spring of 2017 to the spring of 2018.

- Third grade students will meet or exceed J.W. Smith Elementary School's proficiency percentage of 50.8% on the Spring 2018 MCA-III Reading Assessment.
- Fourth grade students will increase from 50.8% in the spring of 2017 to 52.8% in the spring of 2018 on the MCA-III Reading Assessment.
- Fifth grade students will increase from 40.4% in the spring of 2017 to 42.4% in the spring of 2018 on the MCA-III Reading Assessment.

Goal 1A: J. W. Smith school-wide will close the achievement gaps for the following subgroups as measured by the MCA-III Reading Assessment:

- The Special Education gap will decrease from 31.6% in the spring of 2017 to 29.6% in the spring of 2018 on the MCA-III Reading Assessment.
- The American Indian gap will decrease from 28.9% in the spring of 2017 to 26.9% in the spring of 2018 on the MCA-III Reading Assessment.
- The Free & Reduced Lunch gap will decrease from 18.6% in the spring of 2017 to 16.6% in the spring of 2018 on the MCA-III Reading Assessment.

Goal 1B: To support all students **Reading Well by Third Grade**, J. W. Smith Kindergarten, First and Second grade students will improve their reading in the following:

- Kindergarten students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 140.5 in September of 2017 to 157.6 in May of 2018.
- First grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 150.6 in September of 2017 to 167.4 in May of 2018.
- Second grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 164.6 in September of 2017 to 178.6 in May of 2018.

Goal 1 Reading:

Goal 1C: To support all students in achieving Reading growth:

- Third grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 183.8 in September of 2017 to 194.1 in May of 2018.
- Fourth grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 194.6 in September of 2017 to 202.3 in May of 2018.
- Fifth grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 197.9 in September of 2017 to 204.0 in May of 2018.

Results:

Goal 1: The third and fourth grade students at J. W. Smith Elementary did not meet the goal that was created in the fall of 2017 according to the spring 2018 MCA- III Reading Assessment results. The fifth grade students at J. W. Smith Elementary did not meet the goal as well, but did show overall growth from the goal created in the fall of 2017

- *The third grade students at J. W. Smith Elementary had an overall proficiency of 33.3% on the 2018 MCA-III Reading Assessment, which did not meet J. W. Smith's proficiency percentage of 50.8%.*
- *The fourth grade students at J. W. Smith Elementary decreased on the 2018 MCA-III Reading Assessment from 50.8% in the spring of 2017 to 50.7% in the spring of 2018.*
- *The fifth grade students at J. W. Smith Elementary increased on the 2018 MCA-III Reading Assessment from 40.4% in the spring of 2017 to 45.8% in the spring of 2018.*

Goal 1A:

- *Based on the MCA-III Reading Assessment results of all students, the Special Education gap decreased from 27.3% in the spring of 2017 to 25% in the spring of 2018 on the MCA-III Reading Assessment.*
- *Based on the MCA-III Reading Assessment results for all students, the American Indian gap increased from 43.3% in the spring of 2017 to 27.6% in the spring of 2018.*
- *Based on the MCA-III Reading Assessment results for all students, the Free & Reduced Lunch gap increased from 47.3% in the spring of 2017 to 34.7% in the spring of 2018.*

Goal 1B: The first and second grade students met the goal that was created in fall of 2017 according to the NWEA Measures of Academic Progress Reading Assessment and the kindergarten students showed growth but did not meet the goal created in the fall of 2017 according to the NWEA Measures of Academic Reading Assessment.

- *Kindergarten students increased their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 140.5 in September of 2017 to 152.7 in May of 2018. This was an overall growth of 12.2 RIT points and a growth of -4.9 RIT points from the desired goal created in the fall of 2017.*
- *First grade students increased their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 150.6 in September of 2017 to 167.4 in May of 2018. This was an overall growth of 16.8 RIT points and a growth of 0 RIT points from the desired goal created in the fall of 2017.*

Goal 1 Reading:

- *Second grade students increased their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 164.6 in September of 2017 to 186.5 in May of 2018. This was an overall growth of 22.3 RIT points and a growth of 8.3 RIT points from the desired goal created in the fall of 2017.*

Goal 1C: The third grade students met the goal that was created in the fall of 2017 according to the NWEA Measures of Academic Progress Reading Assessment, and the fourth and fifth grade students showed growth but did not meet the goal created in the fall of 2017 according to the NWEA Measures of Academic Progress Reading Assessment.

- *Third grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 183.8 in September of 2017 to 197 in May of 2018. This was an overall growth of 13.2 RIT points and a growth of 2.9 RIT points from the desired goal created in the fall of 2017.*
- *Fourth grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 194.6 in September of 2017 to 202.1 in May of 2018. This was an overall growth of 7.5 RIT points and a growth of -0.2 RIT points from the desired goal created in the fall of 2017.*
- *Fifth grade students will increase their proficiency on the NWEA Measures of Academic Progress Reading Assessment from 197.9 in September of 2017 to 201.7 in May of 2018. This was an overall growth of 3.8 RIT points and a growth of -2.3 RIT points from the desired goal created in the fall of 2017.*

Goal 2: Math

Third, Fourth and Fifth grade students at J. W. Smith Elementary will increase their proficiency percentage on the MCA-III Mathematics Assessment from the spring of 2017 to the spring of 2018.

- Third grade students will meet or exceed J. W. Smith Elementary School's proficiency percentage of 58.1% on the spring 2018 MCA-III Mathematics Assessment.
- Fourth grade students will increase from 58.1% in the spring of 2017 to 60.1% in the spring of 2018 on the MCA-III Mathematics Assessment.
- Fifth grade students will increase from 53.2% in the spring of 2017 to 55.2% in the spring of 2018 on the MCA-III Mathematics Assessment.

Goal 2A: J. W. Smith school-wide will close the achievement gaps for the following subgroups as measured by the MCA-III Mathematics Assessment.

- The Special Education gap will decrease from 14.7% in the spring of 2017 to 12.7% in the spring of 2018 on the MCA-III Mathematics Assessment.
- The American Indian gap will decrease from 31.9% in the spring of 2017 to 29.9% in the spring of 2018 on the MCA-III Mathematics Assessment.
- The Free & Reduced Lunch gap will decrease from 20.1% in the spring of 2017 to 18.1% in the spring of 2018 on the MCA-III Mathematics Assessment.

Goal 2B: To support all students in achieving math growth:

- Kindergarten students will increase their proficiency on the NWEA Measures of Academic Progress Mathematics Assessment from 135.5 in September of 2017 to 154.6 in May of 2018.

Goal 2: Math

- First grade students will increase their proficiency on the NWEA Measures of Academic Progress Mathematics Assessment from 151.3 in September of 2017 to 169.7 in May of 2018.
- Second grade students will increase their proficiency on the NWEA Measures of Academic Progress Mathematics Assessment from 168.3 in September of 2017 to 183.5 in May of 2018.
- Third grade students will increase their proficiency on the NWEA Measures of Academic Progress Mathematics Assessment from 186.2 in September of 2017 to 199.2 in May of 2018.
- Fourth grade students will increase their proficiency on the NWEA Measures of Academic Progress Mathematics Assessment from 198.7 in September of 2017 to 210.3 in May of 2018.
- Fifth grade students will increase their proficiency on the NWEA Measures of Academic Progress Mathematics Assessment from 206.5 in September of 2017 to 216.5 in May of 2018.

Results:

Goal 2: The third grade students at J. W. Smith Elementary met the goal that was created in the fall of 2017 according to the Spring 2018 MCA- III Mathematics results, but the fourth and fifth grade students of J. W. Smith Elementary did not meet the goal that was created in the fall of 2017.

- *The third grade students at J. W. Smith Elementary had an overall proficiency of 57.4% on the 2018 MCA-III Math Assessment, which exceeded the school's proficiency of 58.1%.*
- *The fourth grade students at J. W. Smith Elementary decreased on the 2018 MCA-III Math Assessment from 58.1% in the spring of 2017 to 58.2% in the spring of 2018.*
- *The fifth grade students at J. W. Smith Elementary decreased on the 2018 MCA-III Math Assessment from 53.2% in the spring of 2017 to 20.8% in the spring of 2018.*

Goal 2A:

- *Based on the MCA-III Math Assessment results of all students, the Special Education gap increased from 17.1% in the spring of 2017 to 21.9% in the spring of 2018 on the MCA-III Math Assessment.*
- *Based on the MCA-III Math Assessment results for all students, the American Indian gap decreased from 27.5% in the spring of 2017 to 37.9% in the spring of 2018.*
- *Based on the preliminary MCA-III Math Assessment results for all students, the Free & Reduced Lunch gap increased from 24.7% in the spring of 2017 to 38.9% in the spring of 2018.*

Goal 2B: The first, second, third and fourth grade students met the goal that was created in the fall of 2017 according to the NWEA Measures of Academic Mathematics Assessment in May of 2018. The kindergarten and fifth grade students did not meet the goal that was created in the fall of 2017 according to the NWEA Measures of Academic Mathematics Assessment in May of 2018.

Goal 2: Math

- *The Kindergarten students at J. W. Smith Elementary increased on the NWEA Measures of Academic Progress Mathematics Assessment from an average RIT score of 135.5 in September of 2017 to 154.2 in May of 2018. This showed an overall growth of 18.7 RIT points and a growth of -0.7 RIT points from the desired goal created in September of 2017.*
- *The first grade students at J. W. Smith Elementary increased on the NWEA Measures of Academic Progress Mathematics Assessment from an average RIT score of 151.3 in September of 2017 to 170.1 in May of 2018. This showed an overall growth of 18.8 RIT points and a growth of 0.4 RIT points from the desired goal created in September of 2017.*
- *The second grade students at J. W. Smith Elementary increased on the NWEA Measures of Academic Progress Mathematics Assessment from an average RIT score of 168.3 in September of 2017 to 190.1 in May of 2018. This showed an overall growth of 21.8 RIT points and growth of 6.6 RIT points from the desired goal created in September of 2017.*
- *The third grade students at J. W. Smith Elementary increased on the NWEA Measures of Academic Progress Mathematics Assessment from an average RIT score of 186.2 in September of 2017 to 203.0 in May of 2017. This showed an overall growth of 16.8 RIT points and a growth of 3.8 RIT points from the desired goal created in September of 2017.*
- *The fourth grade students at J. W. Smith Elementary increased on the NWEA Measures of Academic Progress Mathematics Assessment from an average RIT score of 198.7 in September of 2017 to 210.9 in May of 2018. This showed an overall growth of 12.2 RIT points and a growth of 0.6 RIT points from the desired goal created in September of 2017.*
- *The fifth grade students at J. W. Smith Elementary increased on the NWEA Measures of Academic Progress Mathematics Assessment from an average RIT score of 206.5 in September of 2017 to 215.4 in May of 2017. This showed an overall growth of 8.9 RIT points and a growth of -1.1 RIT points from the desired goal created in September of 2017.*

Goal 3 Attendance:

J. W. Smith Kindergarten through Fifth grade students will increase their overall attendance percentage from 91.15% during the 2016-2017 school year to 93.0% during the 2017-2018 school year.

Results:

According to the Skyward Management System:

- *J. W. Smith Elementary students in grades Kindergarten through fifth increased their overall attendance percentage from 91.15% during the 2016-2017 to 92.09% during the 2017-2018 school year. This was an overall growth of 0.94% and a growth of -0.91% from the goal created in the fall of 2017.*

Goal 4: Behavior

During the 2017-2018 school year, one hundred percent (100%) of all classroom teachers will implement the Responsive Classroom Program in an effort to reduce the number of behavior infractions.

Results:

- *During the 2017-2018 school year, the number of behavior infractions increased from 69 incidences in the spring of 2017 to 95 incidences in the spring of 2018. This was an overall growth of -26.*

**Responsive Classroom was effective in reducing the number of students with minor classroom behaviors, but overall, we found Responsive Classroom less effective in decreasing the number of major classroom behaviors that resulted in a write-up using the District Code of Consequences.*

STAFF DEVELOPMENT GOALS & RESULTS:

Staff Development Goal 1:

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

What were the findings for this goal?

One hundred (100%) of classroom teachers:

- Utilized flexible groups with Title 1 assistance.
- Progress monitored using RtI district assessments and/or grade level assessments.
- Implemented RtI strategies shared at semi-monthly meetings.
- Utilized SMART Boards, computer labs and mobile carts for Reading A-Z, Think Central, Moby Max, Accelerated Reader, Flocabulary and Tumble Books.
- Provided a minimum of 120 minutes of daily reading instruction.
- Developed and implemented school wide Family Reading Day and Night sponsored by Title 1.

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

- The third grade students at J. W. Smith Elementary had an overall proficiency of 33.3% on the 2018 MCA-III Reading Assessment, which did not meet J. W. Smith's proficiency percentage of 50.8%.
- The fourth grade students at J. W. Smith Elementary decreased on the 2018 MCA-III Reading Assessment from 50.7% in the spring of 2017 to 47.9% in the spring of 2018.
- The fifth grade students at J. W. Smith Elementary increased on the 2018 MCA-III Reading Assessment from 40.4% in the spring of 2017 to 45.8% in the spring of 2018.

Staff Development Goal 1:

- Based on the preliminary MCA-III Reading Assessment results of all students, regardless of the October 1st enrollment, found on Viewpoint, the Special Education gap decreased from 26.2% in the spring of 2017 to 25% in the spring of 2018 on the MCA-III Reading Assessment.
- Based on the preliminary MCA-III Reading Assessment results for all students, regardless of the October 1st enrollment, found on Viewpoint, the American Indian gap increased from 18.2% in the spring of 2017 to 27.6% in the spring of 2018.
- Based on the preliminary MCA-III Reading Assessment results for all students, regardless of the October 1st enrollment, found on Viewpoint; the Free & Reduced Lunch gap increased from 21.3% in the spring of 2017 to 34.7% in the spring of 2018.

What was the impact on teacher practice?

One hundred percent (100%) of classroom teachers:

- Attended RtI meetings where goals were revised and new strategies were developed.
- Increased the use of SMART Boards and/or other technology hardware/ software into reading.
- Progress monitored using RtI, district and/ or grade level assessments.
- Implemented reading best practice strategies and interventions.

Staff Development Goal 2:

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

What were the findings for this goal?

One hundred percent (100%) of all classroom teachers:

- Utilized flexible groups.
- Progress monitored using RtI, district and/or grade level assessments.
- Implemented RtI strategies shared at semi-monthly meetings.
- Utilized SMART Boards, computer lab, and mobile carts for iX Math, Prodigy, Flocabulary, Math Facts in a Flash, and Moby Max.
- Analyzed student data and formulated appropriate interventions.
- Provided a minimum of 90 minutes of daily mathematics instruction.
- Developed and implemented Family Bingo Night sponsored by Title 1.

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

- The third grade students at J. W. Smith Elementary had an overall proficiency of 57.4% on the 2018 MCA-III Math Assessment, which exceeded the school's proficiency of 58.1%.
- The fourth grade students at J. W. Smith Elementary decreased on the 2018 MCA-III Math Assessment from 58.1% in the spring of 2017 to 58.2% in the spring of 2018.
- The fifth grade students at J. W. Smith Elementary decreased on the 2018 MCA-III Math Assessment from 53.2% in the spring of 2017 to 20.8% in the spring of 2018.

Staff Development Goal 2:

- Based on the preliminary MCA-III Math Assessment results of all students, regardless of the October 1st enrollment, found on Viewpoint, the Special Education gap increased from 17.1% in the spring of 2017 to 21.9% in the spring of 2018 on the MCA-III Math Assessment.
- Based on the preliminary MCA-III Math Assessment results for all students, regardless of the October 1st enrollment, found on Viewpoint, the American Indian gap decreased from 27.5% in the spring of 2017 to 37.9% in the spring of 2018.
- Based on the preliminary MCA-III Math Assessment results for all students, regardless of the October 1st enrollment, found on Viewpoint; the Free & Reduced Lunch gap increased from 24.7% in the spring of 2017 to 38.9% in the spring of 2018.

What was the impact on teacher practice?

One hundred percent (100%) of classroom teachers:

- Attended RtI meetings where goals were revised and new strategies were developed.
- Progress Monitored using district and/or grade level assessments as well as RtI.
- Increased the use of SMART Boards and/or other technology/software into mathematics.
- Implemented mathematics best practice strategies and interventions.

Staff Development Goal 3:

J. W. Smith Elementary will monitor attendance on a monthly basis and award students with exemplary attendance.

What were the findings for this goal?

One hundred percent (100%) of all teachers:

- Implemented Morning Meeting each school day.
- Utilized Skyward Management System to monitor students' daily attendance.

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

J. W. Smith Elementary students in grades Kindergarten through fifth increased their overall attendance percentage from 91.15% during the 2016-2017 school year to 92.09% during the 2017-2018 school year.

What was the impact on teacher practice?

Teachers:

- Utilized Responsive Classroom strategies and ideas at RtI meetings.
- Utilized the Skyward Student Management System to record daily attendance.

Staff Development Goal 4:

J. W. Smith Elementary will implement the Responsive Classroom 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 Goal 4:

What were the findings for this goal?
One hundred percent (100%) of all classroom teachers trained in Responsive Classroom: <ul style="list-style-type: none"> • Implemented Morning Meeting each school day. • Implemented Closing Circle a minimum of 2-3 times a week, schedules allowing. • Utilized J. W. Smith Elementary's Behavior Action Team as needed.
What was the impact on student learning? If appropriate, include assessment data.
During the 2017-2018 school year, the number of behavior infractions increased from 69 incidences in the spring of 2017 to 95 incidences in the spring of 2018. This was an overall growth of -26.
What was the impact on teacher practice?
Teachers: <ul style="list-style-type: none"> • Utilized Responsive Classroom strategies and ideas at RtI meetings. • Utilized the Skyward Student Management System to report and monitor behavior infractions.

Number of Staff Participating in 2017-2018 Professional Development Activities:

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

LINCOLN ELEMENTARY- JASON LUKSIK, PRINCIPAL



Lincoln Elementary is a school of about 555 students. We serve K-5th grades with schoolwide 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 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.

2016-2017 School Improvement

GOALS & RESULTS:

Goal 1 Reading:

- I. 2017-2018 Smart Reading Goal: 80% of Kindergarten students will meet the overall Mean RIT score of 158.1 on the NWEA MAP assessment in the spring of 2018.
- II. 2017-18 Smart Reading Goal: 80% of First graders will meet the overall Mean RIT score of 177.5 on the NWEA MAP Assessment in the spring of 2018.
- III. 2017-18 Smart Reading Goal: 80% of second graders will meet the overall Mean RIT score of 188.7 on the NWEA MAP assessment in the spring of 2018.
- IV. 2017-18 Smart Reading Goal: The Lincoln “All Students” group will increase their proficiency from 52.5% to 55.5% in the Spring of 2018 as measured by the Reading MCA III.
 - i. 2017-18 Smart Reading Goal: The Lincoln “American Indian” sub-group will increase their proficiency from 30.8% to 33.8% in the Spring of 2018 as measured by the Reading MCA III assessment.
 - ii. 2017-18 Smart Reading Goal: The Lincoln “Free & Reduced” sub-group will increase their proficiency from 43.6% to 46.6% in the Spring of 2018 as measured by the Reading MCA III assessment.

Results:

- I. *Overall 50.6% of our Kindergarten students met the mean RIT of 158.1. Although we did not reach our goal of 80% of Kindergarten students meeting the mean RIT, our overall average mean RIT for Kindergarten was 158.3. Which was higher than the expected outcome for Kindergarten.*
- II. *Overall 72.1% of 1st grade students met the mean RIT of 177.5. Although we did not reach our goal of 80% of 1st grade students meeting the meant RIT, our overall average mean RIT was 182.9. Which was 5.4 RIT points higher than the expected norm for 1st grade.*
- III. *Overall 56.4% of 2nd grade students met the mean RIT of 188.7. Although we did not reach our goal of 80% of 2nd grade students meeting the meant RIT, our overall average mean RIT was 186.6. Which was 2.1 RIT points lower than the expected norm for 2nd grade.*
- IV. *The Lincoln All Students group were 55.1% proficient on the MCA Reading assessment. This fell short of our goal of 55.5% by .4%. It was an increase from the prior year of 52.5%*
 - A. *The American Indian sub group was 31.5% proficient on the MCA Reading assessment.*
 - B. *The Free and Reduced sub group was 45.3% proficient on the MCA Reading assessment. This fell short of our goal of 46.6% by 2.4%.*

Goal 2 Mathematics:

- I. 2017-18 Smart Mathematics Goal: The Lincoln “**All Students**” group will increase their proficiency from 56.5% to 60% in the Spring of 2018 as measured by the Mathematics MCA III.
 - i. 2017-18 Smart Mathematics Goal: The Lincoln “American Indian” sub-group will increase their proficiency from 32.7% to 35.7% in the Spring of 2018 as measured by the Mathematics MCA III assessment.
 - ii. 2017-18 Smart Mathematics Goal: The Lincoln “Free & Reduced” sub-group will increase their proficiency from 43.6% to 46.6% in the Spring of 2018 as measured by the Mathematics MCA III assessment.

Results:

- I. *The All Students group was 51.9% proficient on the MCA Math Assessment.*
 - A. *The American Indian sub group was 30.2% proficient on the MCA Math assessment.*
 - B. *The Free and Reduced sub group was 40.8% proficient on the MCA Math assessment.*

Goal 3 Science:

The Lincoln 5th graders in the “**All Students**” group will increase their proficiency from 61.2% to 64.2% in the Spring of 2018 as measured by the Science MCA III.

Results:

The All Students group was 47.4% proficient on the MCA Science assessment. This fell short of our goal of 64.2% by 18.6%.

Goal 4 Safe & Welcoming Environment:

The Lincoln “**All Students**” group will decrease their incidences of suspendable offenses that are recorded in the DIRS system by 10% from 39 incidences to 35 or fewer incidences during the 2017-18 school year.

Results:

The All Students group decreased the number of incidences to 15. This was a 61% decrease from the prior year. With the implementation of Responsive Classroom and the Behavior committee reviewing ways to decrease incidences we were able to decrease the number of infractions.

Goal 5 Attendance

At Lincoln Elementary for the 2017-2018 school year, the number of students who missed more than 20 days during the school year without valid excuses will be reduced by 10% as measured by MARSS.

Results:

At Lincoln Elementary we reduced the number of students with 20 or more absences from 41 to 36 for the 2017-2018 school year. This was a 14% reduction from the prior year.

STAFF DEVELOPMENT GOALS & RESULTS:

Staff Development Goal 1: READING

<ul style="list-style-type: none"> • Collaborate three times a month using data: MAP, MCA III, Houghton-Mifflin 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-5th 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
What were the findings for this goal?
Staff at Lincoln met 3 times a month to discuss student achievement. Students were placed in groupings based on assessment data and knowledge base. Title provided intervention and instruction based on student need.
What was the impact on student learning? If appropriate, include assessment data.
Students received instruction based on instructional need. Students were provided instruction at their instructional level and were progressed to the next level once the student could demonstrate they were proficient.
What was the impact on teacher practice?
Teachers were constantly reviewing their practice based off of the assessments given locally and through MAP data. Instruction was changed to meet the needs of the students.

Staff Development Goal 2: MATHEMATICS

<p>Lincoln Elementary staff, grades K-5, will:</p> <ul style="list-style-type: none"> • Collaborate using data three times monthly: MAP, MCA III, AIMSweb, and <u>Houghton Mifflin</u> assessments. • Individual student math needs will be determined utilizing the data, as well as student work and teacher observation. • Increased Math time- 90 minutes of daily instruction.
What were the findings for this goal?
Staff met 3 times per month to review data and plan for instruction. Instructional levels were identified for the students.
What was the impact on student learning? If appropriate, include assessment data.
Students were placed into appropriate groupings to meet each of their individual needs.
What was the impact on teacher practice?
Teachers were able to identify the needs of their students throughout the school year. Instruction and lesson plans were developed to work with each student at their instructional level.

Staff Development Goal 3: SCIENCE

What were the findings for this goal?
Staff implemented the curriculum at each grade level. Our 5th grade scores do not reflect the overall outcomes of the K-5th grade assessments.
What was the impact on student learning? If appropriate, include assessment data.
Students were able to identify key components and standards in Science.
What was the impact on teacher practice?
Teachers identified the areas of our Science curriculum that they need to continue to build in more lessons to their daily routine.

Staff Development Goal 4: SAFE & WELCOMING ENVIRONMENT

<ul style="list-style-type: none">• Every staff member given an overview of the Responsive Classroom program.• Consistent behavior program school wide- implementation of Responsive Classroom.• Development of Lincoln Pride program.
What were the findings for this goal?
We reduced our infractions by 61%.
What was the impact on student learning? If appropriate, include assessment data.
Less students were spending time out of class due to behaviors. More time was spent in class learning the content for the school year.
What was the impact on teacher practice?
Teachers were able to be more efficient while teaching. Spending less time dealing with discipline behaviors and more time teaching.

Staff Development Goal 5: ATTENDANCE

<ul style="list-style-type: none">• Review mentorship guidelines for staff• Develop action plan for attendance guidelines.• Continue training from Being Present campaign.
What were the findings for this goal?
At Lincoln Elementary we reduced the number of students with 20 or more absences from 41 to 36 for the 2017-2018 school year. This was a 14% reduction from the prior year.
What was the impact on student learning? If appropriate, include assessment data.
Research shows that the more students attend school the more proficient they are on assessments.
What was the impact on teacher practice?

Number of Staff Participating in 2017-2018 Professional Development Activities:

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

LUMBERJACK HIGH SCHOOL- BRIAN STEFANICH, 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 focus 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.

2017-2018 School Improvement

Goal 1 Mathematics:

Bemidji Lumberjack High School staff and students will improve the 11th grade math scores from 9.1% proficiency rate to 50% proficiency on the spring MCA in 2018.

Results:

LHS students increased from 9.1% proficiency to 10% proficiency on the spring MCA in 2018.

Goal 2 Reading:

Bemidji Lumberjack High School staff and students will improve the 10th grade reading scores from 44.4% proficiency to 62.0% proficiency on the MCA test in the spring of 2018.

Results:

LHS students decreased from 44.4% to 38.9% proficiency on the spring MCA.

Goal 3 Attendance:

Bemidji Lumberjack High School staff and students will improve our attendance rate to 85% for all students in 2017-2018.

Results:

The LHS attendance rate for the 2017-2018 school year was 82.6%, just under the goal of 85%.

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 9.1% proficiency to 11.1% proficiency on the spring MCA in 2018.

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

33.3% of LHS students wither met or partially met expectations on the math MCA. Just two 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 supports needed for students to find academic success. Time is spent of building relationships, re-teaching, and allowing for more time to turn in assignments.

Staff Development Goal 2: READING

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

What were the findings for this goal?

LHS students decreased from 44.4% to 38.9% proficiency on the spring MCA.

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

55.6% of students either met or partially met expectations on the MCA. Just two years ago, LHS students were at 0% proficiency. More students are learning the standards.

What was the impact on teacher practice?

Teachers were able to use their training on poverty to provide supports needed for students to find success in their academics.

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.

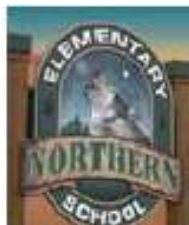
Staff Development Goal 3: ATTENDANCE

<ul style="list-style-type: none"> 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 2017-2018 school year was 82.6%, just under the goal of 85%
What was the impact on student learning? If appropriate, include assessment data.
Nine out of 11 students in the 12 th grade graduated from LHS in the spring of 2018.
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 2017-2018 Professional Development Activities:

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

NORTHERN ELEMENTARY – WENDY TEMPLIN, PRINCIPAL



The mission of the Northern Elementary is to **ensure** access to a healthy, safe, and comprehensive educational program, **encourage** a positive and orderly school environment, **empower** students to reach their highest personal potential, **enrich** social relationships, citizenship, respect, and sense of community, and **embrace** life-long learning.

We serve 480 students in grades 1-5 with a dedicated and caring staff. As our mascot, the Timberwolves will reveal, we are a school community built on loyalty, commitment, and family. We “Howl” for friendship as Hard Working, Optimistic, and Wonderful Learners!

2016-2017 School Improvement

Goal 1 Mathematics:

Students at Northern Elementary in the “All-Students” group will increase their proficiency in mathematics from 65.4% in the spring of 2017 to 67% in the spring of 2018 as measured by the MCA-III. (Increase of 1.6%)

Results: *Northern students did not make our goal*

- All Students -61.1%
- 3rd Grade – 69.6%
- 4th Grade – 63.7%
- 5th Grade –51.4%
- All American Indian Students – 34.8%
- All Free/Reduced Students – 47.4%
- All Special Education Students – 29.2%

Goal 2 Reading:

Students at Northern Elementary in the “All-Students” group will increase their proficiency in reading from 57% in the spring of 2017 to 59% in the spring of 2018 as measured by the MCA-III. (Increase of 2%)

Results: *Northern students did not make our goal stand data pending.*

- All Students – 53.5%
- 3rd Grade – 43.5%
- 4th Grade – 52.9%
- 5th Grade – 62.6%
- All American Indian Students decreased 32.6%
- All Free/Reduced Students – 44.7%
- All Special Education – 20.8%

Goal 3 Science:

Students at Northern Elementary in the “All-Students” group will increase their proficiency in science from 59.6% in the spring of 2017 to 61% in the spring of 2018 as measured by the MCA-III. (Increase of 1.4%)

Results: *Northern students did not make our goal.*

5th Grade – 53.3% (-6.3%)

- All American Indian Students – 22.2%
- All Free/Reduced Students – 37.2%
- All Special Education Students – 31.3%

Goal 4 Attendance:

Northern First through Fifth grade students will increase their overall attendance percentage from 93.47% during the 2016-2017 school year to 94% during the 2017-2018 school year as measured by the NCLB AYP annual report. (Increase 0.6%)

Results:**Attendance Results:**

Quarter 1: 96.79%

Quarter 2: 93.99%

Quarter 3: 93.46%

Quarter 4: 95.23%

Year End: 94.86%

Northern Elementary had 10 students with perfect school year attendance.

STAFF DEVELOPMENT GOALS & RESULTS:**Staff Development Goal 1:**

We will develop monthly staff development time to implement instructional strategies within grade level teams and specialists for math.
What were the findings for this goal?
Grades 2- 5 met their projected growth in math on the MAP from spring to spring growth. MCA scores were down this year.
What was the impact on student learning? If appropriate, include assessment data.
Student impact was noted by individual growth over the school year. 62% of students grades 3-5 made MAP growth.
What was the impact on teacher practice?
Teachers increased their data discussions twice a week to improve instruction.

Staff Development Goal 2:

We will develop monthly staff development time to implement instructional strategies within grade level teams and specialists for reading.
What were the findings for this goal?
Grades 2- 5 met their projected growth in math on the MAP from spring to spring growth. MCA scores were down this year.
What was the impact on student learning? If appropriate, include assessment data.
Student impact was noted by individual growth over the school year. 56.3% of students grades 3-5 made MAP growth.
What was the impact on teacher practice?
Teachers increased their data discussions twice a week to improve instruction.

Staff Development Goal 3:

We will develop monthly staff development time to implement instructional strategies within grade level teams and specialists on social emotional learning and attendance.
What were the findings for this goal?
Northern students made their year-end goal for attendance. 79 students received a total of 170 interventions for attendance this year.
What was the impact on student learning? If appropriate, include assessment data.
As attendance stabilizes and improves, student growth continues to improve throughout the year.
What was the impact on teacher practice?
Teachers increased their SEL/Responsive Classroom discussions twice a week to improve instruction.

Number of Staff Participating in 2017-2018 Professional Development Activities:

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

OSHKI MANIDOO SCHOOL — TAMI WESELY, PRINCIPAL

The Oshki Manidoo School partners with the Oshki Manidoo Center to provide educational services to a unique population of youth from various American Indian reservations in Minnesota. All youth are considered to be at risk of school failure and exhibit numerous educational challenges including: chemical dependency, mental health issues, below grade level skills, previous school difficulties, transient issues, conduct disorders, as well as numerous behavioral difficulties. Roughly 60% of the youth served are on active Individualized Education Plans requiring special education services to meet a variety of emotional, behavioral, and academic needs. Many of the students have not been in school for extended periods of time and have not been in a consistent educational program. Most students are placed for a 90-day program; others may be more long-term. The student population fluctuates in age and ability as well as length of stay.

2016-2017 School Improvement

GOALS & RESULTS:

Goal 1 Reading:

In the Oshki Manidoo School the “All Students” group will increase proficiency from 0% in the Spring of 2017 to 3% in the Spring of 2018 as measured by the MCA in Reading.

- The Oshki Manidoo School will increase reading scores by an average of 0.3 GE for students enrolled at least 60 days. STAR Reading pre and post test scores will be used to measure growth. (Students are typically enrolled for no more than 90 days).

Results:

According to the results of the 2018 MCA Reading test, “0%” of the ALL students group made proficiency. The goal was not met.

STAR assessment results in Reading indicate that students that were enrolled in the program for at least 60 days, improved their reading scores by .05 grade levels. The goal was met.

Goal 2 Mathematics:

In the Oshki Manidoo School the “All Students” group will increase proficiency from 0% in the Spring of 2017 to 3% in the Spring of 2018 as measured by the MCA in Math.

- The Oshki Manidoo School will increase math scores by an average of 0.3 GE for students enrolled at least 60 days. STAR Math pre and post test scores will be used to measure growth. (Students are typically enrolled for a maximum of 90 days).

Results:

According to the results of the 2018 MCA Reading math, “0%” of the ALL students group made proficiency. The goal was not met.

STAR assessment results in Math indicate that students that were enrolled in the program for at least 60 days, improved their reading scores by .03 grade levels. The goal was met.

STAFF DEVELOPMENT GOALS & RESULTS:

Staff Development Goal 1:

In the Oshki Manidoo School the “All Students” group will increase proficiency from 0% in the Spring of 2017 to 3% in the Spring of 2018 as measured by the MCA in Reading. Teachers will incorporate research-based techniques/strategies in their instruction of reading and in reading across the curriculum. State, regional, and local staff development opportunities will be available to teachers.

What were the findings for this goal?

Results of the STAR assessment in reading indicate that students are making growth in reading while attending Oshki School. Teachers use the Edgenuity online curriculum to provide instruction.

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

Assessments are available to determine individual student skill level so curriculum can be differentiated to meet student needs.

What was the impact on teacher practice?

Teachers take more of a facilitator role and help guide students to use available resources to work through their courses.

Staff Development Goal 2:

In the Oshki Manidoo School the “All Students” group will increase proficiency from 0% in the Spring of 2017 to 3% in the Spring of 2018 as measured by the MCA in Math. Staff will incorporate researched based strategies and techniques to differentiate instruction. State, regional, and local staff development opportunities will be available for teachers.

What were the findings for this goal?

Results of the STAR assessment in math indicate that students are making growth in math while attending Oshki School. Teachers use the Edgenuity online curriculum to provide instruction.

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

Assessments are available to determine individual student skill level so curriculum can be differentiated to meet student needs.

What was the impact on teacher practice?

Teachers take more of a facilitator role and help guide students to use available resources to work through their courses.

Number of Staff Participating in 2017-2018 Professional Development Activities:

- 1 How many licensed staff are in your building?
- 1 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).

PAUL BUNYAN ELEMENTARY- KATHY VANWERT, PRINCIPAL

Paul Bunyan Elementary is a nine-section kindergarten building with one self-contained, multi categorical special education classroom. Our vision statement is: “Guiding learners on their path to a bright future.” Our school culture centers on the social emotional wellbeing of the child, while providing opportunities to improve their academic skills. We pride ourselves on being sensitive to the needs of children and their families.

2016-2017 School Improvement

GOALS & RESULTS:

Goal 1:

Using the NWEA Measures of Academic Progress Growth K-2 Reading Assessment, 55% of our students will meet the reading mean RIT score of 158.1 by Spring of 2018, as compared to the reading mean RIT score of 145.4 in the Spring of 2017.

Results:

The results of the NWEA Measures of Academic Progress Growth K-2 Reading Assessment is as follows: 34% of our students achieved the Spring RIT Reading goal of 158.1.

Goal 2:

Using the NWEA Measures of Academic Progress Growth K-2 Math Assessment, 55% of our students will meet the math mean RIT score of 159.1 by Spring of 2018, as compared to the math mean RIT score of 144.4 in the Spring of 2017.

Results:

The results of the NWEA Measures of Academic Progress Growth K - 2 Math Assessment is as follows: 32% of our students achieved the Spring RIT Math goal of 159.1.

STAFF DEVELOPMENT GOALS & RESULTS:

Staff Development Goal 1:

To gain insight and best practice information on instructional practice and interventions as it pertains to kindergarten reading skills. To implement best practice instruction during core instructional time, using guided reading techniques along with individual and small group interventions.
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What were the findings for this goal?

Thirty four percent of our students met the Spring RIT goal of 158.1.

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

Students were given many opportunities to practice letter identification/sounds; whole group lessons, small group lessons and individual lessons. We used time in the hallways to practice letter and number identifications, letter sounds and sight words.
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What was the impact on teacher practice?
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Teachers were more intentional with their practice and student activities. A majority of teachers used guided reading instruction in their classroom, were more focused on reading standards.

Staff Development Goal 2:

To gain insight and best practice information on instructional practice and interventions as it pertains to kindergarten math skills. To implement best practice instruction during core instructional time, using best practice math techniques along with individual and small group interventions.

What were the findings for this goal?

Thirty - two percent of our students achieved the Spring RIT Math goal of 159.1.

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

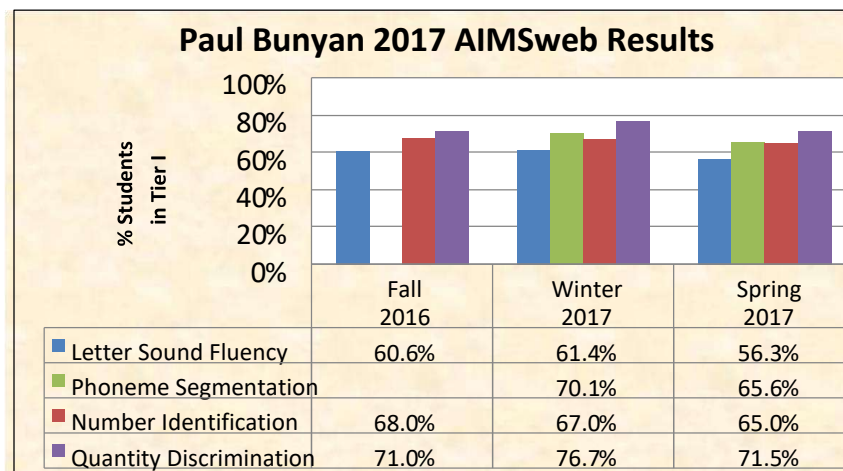
Students were given opportunity to practice math skills in a variety of ways; small and large group and individually as needed.

What was the impact on teacher practice?

More intentionality of the skills needed by students; the understanding the importance of focused practice.

Number of Staff Participating in 2017-2018 Professional Development Activities:

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



Jack & Jill Preschool and the Community Services Center are the two Community Education School Readiness Program sites. There are a total of seven School Readiness three-year-old classes and four School Readiness three-year-old classes. We currently have 140 enrolled in our four-year-old classes and an additional 48 enrolled in our 3-year-old school readiness classes.

2016-2017 School Improvement

Goal 1 Literacy Knowledge:

We will improve the foundational skills of letter knowledge for students enrolled in Bemidji Area Schools Pre-K program so that 75% of students will demonstrate acquisition of 10 out of 26 letters measured by the Spring 2018 Pre-K assessment.

Results:

- *In the school readiness pre-k program, 78% of students achieved the goal of letter knowledge recognition by the spring of 2018.*

Goal 2 Math Knowledge:

We will improve the foundational skills of number recognition for students enrolled in Bemidji Area Schools Pre-K program so that 60% will demonstrate number knowledge of 0-10 as measured by the Spring 2018 Pre-K assessment.

Results:

- *In the school readiness pre-k program, 60% of students achieved the goal of 0-10 numeral recognition by the spring of 2018.*

Goal 3 Improve Attendance Rates:

We will improve the student attendance of Bemidji Area Schools Pre-K program so that 80% of students will consistently attend programming in all full day Pre-K classrooms as measured by the Spring 2018 classroom attendance records.

Results:

- *The students in Bemidji Area Schools pre-k program met the 80% overall attendance goal during the 2017-18 school year. All school readiness pre-k program had an overall attendance of 92%.*

STAFF DEVELOPMENT GOALS & RESULTS:

Staff Development Goal 1:

Teachers will meet bi-monthly to collaborate teaching techniques and methods utilizing the Houghton-Mifflin Reading Pre-K curriculum.
What were the findings for this goal?
Teachers were able to examine the Fall/Spring letter recognition data of their pre-k students. Teachers then strategized methods of differentiated instruction to meet whole group and individual needs.
What was the impact on student learning? If appropriate, include assessment data.
Nine pre-k classrooms met and exceeded the 75% goal of letter knowledge recognition. Our students had a 78% overall goal of letter knowledge recognition.
What was the impact on teacher practice?
Teachers were able to reflect on the Fall to Spring assessments of student performance and provided evidence of professional growth as documented in their peer reviews.

Staff Development Goal 2:

Teachers will meet bi-monthly to collaborate teaching techniques and methods utilizing the Houghton-Mifflin Math pre-k curriculum.
What were the findings for this goal?
Teachers were able to examine the Fall/Spring 0-10 numeral recognition data of their pre-k students. Teachers then strategized methods of differentiated instruction to meet whole group and individual needs.
What was the impact on student learning? If appropriate, include assessment data.
Nine pre-k classrooms met the 60% goal of 0-10 numeral recognition.
What was the impact on teacher practice?
Teachers were able to reflect on the Fall to Spring assessments of student performance and provided evidence of professional growth as documented in their peer reviews.

Staff Development Goal 3:

Collaboration and communication with families regarding the importance of timely, school attendance.
What were the findings for this goal?
Students that attended school on a regular basis were likely to succeed on the Spring assessment.
What was the impact on student learning? If appropriate, include assessment data.

Staff Development Goal 3:

Students in the Bemidji Area Schools pre-k program met their school improvement goals in both reading and math. The average daily attendance of 92% for the 2017-18 school year surpassed the 80% goal.

What was the impact on teacher practice?

Teachers were able to move consistently through curriculum in order to provide more learning opportunities to students.

Number of Staff Participating in 2017-2018 Professional Development Activities:

8		How many licensed staff are in your building?
8	B	How many licensed staff participated in professional development?
100%	C	Percentage of licensed staff who participated (divide B by A)
10	D	How many nonlicensed staff are in your building?
0	E	How many nonlicensed staff participated in professional development?
0%	F	Percentage of nonlicensed staff who participated (divide E by D).

SOLWAY ELEMENTARY—TAMI WESELY, PRINCIPAL



Solway Elementary School is a small, rural school with approximately 165 students in grades 1-5 located in Solway, MN, about 10 miles west of Bemidji. The school provides educational services to students living within a 227 square mile radius. Solway Elementary is a Title 1 Schoolwide 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. The Indian Education Program provides a part-time math interventionist to help support Solway students.

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 provide immediate feedback so teachers can plan learning goals for each student. Solway provides extensive intervention for skill deficits, with screening and benchmarking and frequent monitoring through the Response to Intervention (RtI) process. Reading Recovery is available for grade 1 students, and Minnesota Reading Corps provides reading intervention for students in grades 1-3.

2017-2018 School Improvement

Goal 1 READING:

The percentage of “*ALL Students*” enrolled at Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA reading test will increase by 2%, from 51.1% in 2017 to 53.1% in 2018.

- The percentage of *American Indian students* enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test will increase by 5%, from 25% in 2017 to 30% in 2018.
- The percentage of *Special Education students* enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test will increase by 5%, from 0% in 2017 to 5% in 2018.

To support all students **Reading Well by Third Grade**, Solway Elementary School in grades 1 and 2 will improve their reading in the following:

- Grade 1 students will improve their overall Mean RIT score from 157.6 in the fall of 2017 to 160.6 in spring of 2018; as measured by the NWEA Primary MAP Reading Assessment.
- Grade 2 students will improve their overall Mean RIT score from 176.1 in the fall of 2017 to 179.1 in spring 2018; as measured by NWEA MAP Reading Assessment

Results:

The percentage of “ALL Students” enrolled at Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA reading test decreased by 0.5%, from 51.1% in 2017 to 50.6% in 2018. The goal was not met.

- *The percentage of American Indian students enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test goal was met. American Indian students increased proficiency from 25% in 2017 to 40% in 2018.*
- *The percentage of Special Education students enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test goal was met. Special Education students increased proficiency by 9.1%, from 0% in 2017 to 9.1% in 2018.*
- *Solway students in grades 1 and 2 results of the NWEA MAP test is as follows:*
- *Grade 1 students improved their overall Mean RIT score from 157.6 in the fall of 2017 to 183.9 in the spring of 2018; as measured by the NWEA Primary MAP Reading Assessment. The goal was met.*
- *Grade 2 students improved their overall Mean RIT score from 176.1 in the fall of 2017 to 191.7 in spring 2018; as measured by NWEA MAP Reading Assessment. The goal was met.*

Goal 2 MATHEMATICS:

The percentage of “ALL Students” enrolled in Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA math test will increase by 2%, from 39.1% in 2017 to 41.1% in 2018.

- The percentage of *American Indian students* enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA math test will increase by 5%, from 12.5% in 2017 to 17.5% in 2018.
- The percentage of *Special Education students* enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test will increase by 5%, from 10% in 2017 to 15% in 2018.

Results:

- *The percentage of “ALL Students” enrolled in Solway Elementary School on October 1 in grades 3-5 who are proficient on the MCA math test increased proficiency by 15.9%, from 39.1% in 2017 to 56.3% in 2018. The goal was met.*
- *The percentage of American Indian students enrolled in grades 3-5 at Solway Elementary who are proficient on the MCA math test increased proficiency from 12.5% in 2017 to 20% in 2018. The goal was met.*
- *The percentage of Special Education students enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA math test increased proficiency by 10%, from 10% in 2017 to 20% in 2018. The goal was met.*

Goal 3 ATTENDANCE:

Solway Elementary School will increase student attendance by 0.5%, from 93.85% at the end of the 2016-2017 school year, to 94.35% by the end of the 2017-2018 school year.

Results:

Solway Elementary School attendance increased from 93.85% at the end of the 2016-2017 school year, to 94.25% by the end of the 2017-2018 school year. The goal was not met.

STAFF DEVELOPMENT GOALS & RESULTS:

Staff Development Goal 1: **READING**

<ul style="list-style-type: none">• 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.• Training in Guided Reading is available for teachers.
What were the findings for this goal?
Solway teachers received training in guided reading and Daily 5. Many professional development opportunities in reading were offered in the school district.
What was the impact on student learning? If appropriate, include assessment data.
Teacher knowledge strengthened teacher’s ability to use differentiation, and increased student engagement in reading.
What was the impact on teacher practice?
Professional development gives teachers knowledge and offers supplemental approaches to teaching the reading curriculum.

Staff Development Goal 2: **MATHEMATICS**

<ul style="list-style-type: none"> • 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. • The 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. • Solway teachers will use PALS Math as a supplement to their instruction in math.
What were the findings for this goal?
Solway teachers were offered various opportunities for professional development in math to help guide instruction.
What was the impact on student learning? If appropriate, include assessment data.
Teacher knowledge strengthened differentiation and increased student engagement in math.
What was the impact on teacher practice?
Professional development gives teachers knowledge and offers supplemental approaches to teaching the math curriculum.

Staff Development Goal 3: **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.
What were the findings for this goal?
The families and students at Solway were informed about the importance of “Being Present” and student incentives were offered quarterly. As a result, attendance still decreased slightly. Unfortunately there were some students who were gone for more than 30 days. This affected the results as a whole.
What was the impact on student learning? If appropriate, include assessment data.
Student learning was impacted, because students with excessive absence were missing academic learning content. Therefore falling behind their peers and missing classwork.
What was the impact on teacher practice?
Poor attendance causes the teacher to have to reteach what the student missed. It also takes extra time for the teacher to track what is missed and collect makeup work.

Number of Staff Participating in 2017-2018 Professional Development Activities:

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



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

This report was presented to and approved by the Bemidji School Board June 19, 2017.

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 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.

Measures of Student Growth & Literacy:

Site goals address the measures of student growth and literacy. Teachers also created individual goals focused on improving student learning.

Teacher Evaluations: Objective Evaluation Program:

- Peer Reviews
 - Teachers were required to complete two peer reviews.
 - Teachers had to earn a 2.2 or higher on their peer review.
 - 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= 386

Total Participants = 97.8% (369 total teachers)

Total PLC Participation = 95.7% (361 total teachers)

Total # of Peer Reviews = 458

Planned Changes to Bemidji's 2017-2018 Q-Comp Plan:

- Revise the Site Teams section to allow more team members to participate.
- Revise and expand the Peer Review forms to make them more useable for non-teaching members of the teachers' contract including school psychologists, teacher coaches, counselors, and social workers.
- Change the Staff Development Specialist/IT Integration position from .50 FTE to 1.0 FTE for 2017-2018 because we were unable to fill that position in 2016-2017.

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 available to the public by December 1 each year. The Bemidji Board of Education approved the 2017-2018 report November 19, 2018. Following School Board approval, this report was posted on the district website: <http://www.bemidji.k12.mn.us> under District Curriculum.

CURRICULUM REVIEW CYCLE

Curriculum is reviewed and updated annually using the following cycle:

<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>
Language Arts Media	Science	Social Studies	Math	Art Music World Language Phy. Ed. Health	Vocational Education: Industrial Technology Business 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 2018-2019 at the Downtown Education Center, 502 Minnesota Avenue NW:

- Tuesday, October 9, 2018, 7:00 a.m.
- Tuesday, December 4, 2018, 7:00 a.m.
- Tuesday, February 12, 2019, 7:00 a.m.
- Tuesday, May 14, 2019 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	Drew Hildenbrand	Jason Stanoch
Colleen Cardenuto	Carol L. Johnson	Brian Stefanich
Ashley Charwood	Kim Kusler	Andy Thompson
Christine Christiansen	Ann LongVoelkner	Wendy Thompson
Erin Curran	Tim Lutz	Chris Tolman
Michelle Dahlby	Amanda Mix	John Truedson
Mary Fairbanks	Jacque Pearce	Kathy VanWert
Priscilla Fairbanks	Craig Rypkema	Sonia Wadena
John Gonzalez	Ken Schreiber	Dana Woods
Donna Hickerson		