Bemidji Area Schools

*School Improvement &
Staff Development Plans*

2016-2017

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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...

1. *each learner will be challenged to develop to his/her full potential.*

2. *basic knowledge, skills and attitude are necessary for success.*

3. *learning is a life-long process that enriches our lives.*

4. *education is a partnership with family and community.*

5. *each person will show sensitivity and respect for self and others.*

6. *there are expectations of quality for ourselves and for others.*

School Improvement
Bemidji Area Schools

What is School Improvement?
School Improvement is a process in which schools assess and monitor student achievement by collecting and analyzing multiple forms of data and implement school improvement plans based on the findings of the data.

What is the purpose of School Improvement?
The purpose of school improvement is to increase student achievement in academic, behavioral, and social areas of development as well as improve school climate.

How is School Improvement measured?
Accountability standards and performance measures are articulated and used to determine program effectiveness.

Bemidji Area Schools

Bemidji, Minnesota
2016-2017 District Aims, Goals and Measures

I. Academic Goals

Reading:
In Bemidji Area Schools district-wide the "All Students" group will increase their proficiency of 60.7% in the Spring of 2016 to 63.7% in the Spring of 2017 as measured by the MCA/MTAS in Reading for students enrolled October 1.

Reading Achievement Gaps:
Special Education students' proficiency to improve from 30.5% by 3% to above the State Special Education proficiency level of 31.5% in Spring 2017 as measured by the MCA/MTAS in Reading for students enrolled October 1.

American Indian students' Reading proficiency will improve from 41.8% to 44.8% in Spring 2017 as measured by the MCA/MTAS in Reading for students enrolled October 1.

Bemidji Area Schools students receiving Free & Reduced Lunch will improve proficiency from 47.7% to 50.7% in Spring 2017 as measured by the MCA/MTAS in Reading for students enrolled October 1.

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 Phoneme Segmentation percentage meeting Tier I from 20.0% to 60.0% in Spring 2017 as measured by AIMSweb.
- Grade 1 students will improve Curriculum Based Measurement percentage meeting Tier I from 66.0% to 70.0% in Spring 2017 as measured by AIMSweb.
- Grade 2 students will improve their overall Mean RIT score from 188.6 to 191.6 in Spring 2017 as measured by NWEA MAP.
- Grade 3 students will improve MCA/MTAS Reading percent proficient from 49.6% to 60.0% in the Spring of 2017 for students enrolled October 1.

Mathematics:
In Bemidji Area Schools district-wide, the "All Students" group will increase their proficiency of 61.3% in the Spring of 2016 to 64.3% in the Spring of 2017 as measured by the MCA/MTAS in Mathematics for students enrolled October 1.

Math Achievement Gaps:
Special Education students' proficiency to improve from 29.9% by 3% to above the State Special Education proficiency level of 31.4% in Spring 2017 as measured by the MCA/MTAS in Mathematics for students enrolled October 1.

American Indian students' proficiency will improve from 41.8% to 44.8% in Spring 2017 as measured by the MCA/MTAS in Mathematics for students enrolled October 1.

Bemidji Area Schools Free & Reduced Lunch students' proficiency will improve from 48.8% to 51.8% in Spring 2017 as measured by the MCA/MTAS in Mathematics for students enrolled October 1.

Graduation Rate:
The Bemidji High School student graduation rate as measured by MDE's Four-Year Graduation Rate calculations will increase to 90% for all students in 2016-2017. (Baseline Data: Bemidji High School Four-year Graduation Rate: 2011 = 83.2%, 2012 = 86.6%, 2013 = 85.8%, 2014 = 83.2%, 2015 = 86.2%).

All Students Ready for Kindergarten:
In Bemidji Area Schools the number of students participating in district preschool programs will increase from 527 students to 579 students in the Spring of 2017.

II. Responsive Classroom Goals

A. By the conclusion of the 2016-2017 school year, Responsive Classroom Plans will be present in at least 50% of all K-5 classrooms as identified in a district-wide survey.
B. By the start of the 2017-2018 school year, 100% of all elementary classroom teachers will have received training in Responsive Classroom Strategies.
C. On the 2016-2017 DIRS Report we will see at least a 10% reduction in two areas:

	Baseline 2015-2016	10% Reduction 2016-2017
Assaults	152	137
Fighting	90	81

III. Improved Attendance Rates

A. At the end of the 2016-2017 school year, all schools will have at least 95% attendance rates for students as measured by MARSS.
Baseline 2015-2016 Attendance Rates:

Bemidji High School	90.7%
Bemidji Middle School	94.34%
Lumberjack High School	66.67%
Central	94.02%
Horace May	94.99%
J.W. Smith	94.75%
Lincoln	95.24%
Northern	95.10%
Solway	94.86%
Paul Bunyan	_____

B. At the conclusion of the 2016-2017 school year, the number of students who missed more than 20 days during the year without valid excuses will be reduced by 10% as measured by Viewpoint.

School	#Students	#Days	Average Days/Student
Bemidji AEC	31	990.00	31.94
Bemidji BYLaW	5	184.10	36.82
Bemidji High School	145	4537.20	31.29
Bemidji Middle School	52	1848.30	35.54
Central	11	276.50	25.14
First City School	11	292.30	26.57
Horace May	3	65.00	21.67
J.W. Smith	18	482.50	26.81
Lincoln	21	587.00	27.95
Lumberjack ALC	21	616.60	29.36
Northern	4	91.50	22.88
Paul Bunyan	5	179.50	35.90
District Totals	327	10150.50	31.04

BEMIDJI AREA SCHOOLS
2016-2017 District Professional Development Goals

Highest Levels of Student Success:
    A. Provide training for staff to increase reading proficiency for all students.
    B. Provide training for staff to increase mathematics proficiency for all students.
    C. Provide training for staff to increase the graduation rate for all students.

Safe and Welcoming Environment
    A. Provide training for staff in Positive Behavioral Interventions and Supports (PBIS) and Responsive Classroom to improve student behavior.

Effective and Efficient Operations
    A. Provide training for staff to maintain the percentage of certified staff and paraprofessionals listed as highly qualified.

School Improvement Planning
2016-2017

District school staffs work hard to make school improvement an integral, working component of the school program. They have developed plans which link data collection and analysis to staff development. A summary of school initiatives is listed below.

Bemidji Alternative Education Center (AEC)   Tama Wesely, Principal
1. **Reading:** Bemidji Alternative Education Center students will increase their MCA Reading test proficiency scores from 37.5% in the spring of 2016 to 42% in the spring of 2017.
2. **Mathematics:** Bemidji Alternative Education Center students will increase their MCA Math test proficiency scores from 5% in the spring of 2016 to 10% in the spring of 2017.
3. **Graduation Rate:** The AEC will increase the number of completed credit referrals from BHS dual enrolled students 10% from 28% in the spring of 2016 to 38% in the spring of 2017.

Bemidji High School   Brian Stefanich, Principal
1. **Attendance:** Bemidji High School students will improve attendance rates from 89.45% to 95% for all students by the conclusion of the 2016-2017 school year measured by Skyward attendance.
2. **Math:** Bemidji High School staff and students will improve the 11th grade all student math scores from 56.4% to 60% proficiency in the Geometry and Measurement strand on the spring MCA in 2017.
3. **Math:** Bemidji High School staff and students will improve 11th grade Special Education math scores from 16.7% proficiency to 20.0% proficiency in the spring of 2017 on the MCA.
4. **Reading:** Bemidji High School staff and students will improve 10th grade Special Education reading scores from 27.3% proficiency to 30.0% proficiency in the spring of 2017 on the MCA.
5. **Graduation Rate:** Bemidji High School staff and students will improve our graduation rate as measured by MDE's four-year calculations and increase from 86.2% to 90% for all students for the 2016-2017 school year.

Bemidji Middle School   Drew Hildenbrand, Principal
1. **Math:** Students at Bemidji Middle School in the "All-Students" group will increase their proficiency in mathematics from 65.6% in the spring of 2016 to 67% in the spring of 2017 as measured by the MCA-III. (Increase of 1.4%)
2. **Reading:** Students at Bemidji Middle School in the "All-Students" group will increase their proficiency in reading from 63.9% in the spring of 2016 to 65% in the spring of 2017 as measured by the MCA-III. (Increase of 1.1%)
3. **Science:** Students at Bemidji Middle School in the "All-Students" group will increase their proficiency in science from 48.8% in the spring of 2016 to 51.8% in the spring of 2017 as measured by the MCA-III. (Increase of 3%)
4. **Informational Text:** Students at Bemidji Middle School in the "All-Students" group will increase their proficiency in Informational Text/Non-Fiction reading percentage from 58.7% in the spring of 2016 to 62.5% in the spring of 2017 as measured by the 2017 MCA-III Reading Test. (Increase of 3.8%)
5. **Attendance:** Students at Bemidji Middle School in the "All-Students" group will increase their attendance rate from 94.34% to 95% in the spring of 2017 as measured by Skyward.

Bemidji Youth Learning and Working Program (BYLaW)   Tama Wesely, Principal
1. **Reading:** In Bemidji BYLaW Program, the "ALL Students" group will increase their proficiency on the MCA from 1 student passing in the spring of 2016 to at least 2 students passing in the spring of 2017 as measured by the MCA Reading test for students enrolled October 1.
    a. The BYLaW students 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.
2. **Math:** In Bemidji BYLaW Program, the "ALL Students" group will increase their proficiency on the MCA tests from 0 passing in the spring of 2016 to at least 1 passing in the spring of 2017 as measured by the MCA Math test for students enrolled October 1.
    a. The BYLaW students 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.
3. **Attendance:** During the 2016-2017 school year, 0 students will miss more than 20 days of school without valid excuses. (Baseline data: In the BYLaW Program at the conclusion of the 2016-2017 school year, 5 students missed more than 20 days during the school year without valid excuses, with an average of 36.82).

Central Elementary School   Patricia A. Welte, Principal
1. **Reading:** The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 49% in spring 2016 to 52% in spring 2017 as measured by the MCA Reading Assessment.
    a. The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary will increase from 41.8% in spring 2016, to 44.8% in spring 2017 as measured by the MCA / MTAS Reading Assessment.
    b. The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary will increase from 40% in spring 2016, to 43% in spring 2017, as measured by the MCA Reading Assessment.
    c. To support all students Reading Well by Third Grade:
        - Kindergarten students will improve the Letter Sound Fluency percentage meeting Tier 1 from 52.5% in fall 2016 to 60% in spring 2017, as measured by AIMSweb assessment.
        - First grade students will improve the Nonsense Word Fluency   percentage meeting Tier 1 from 49% in fall 2016 to 54% in spring 2017, as measured by AIMSweb assessment.
        - Second grade students will improve their Mean RIT score in Reading from 165.4 in fall 2016 to 183.9 in spring 2017.
2. **Math:** The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 54.9% in spring 2016, to 57.9% in spring 2017, as measured by the MCA III Math Assessment.
    a. The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary, will increase from 50.7% in spring 2016, to 53.7% in Spring 2017, as measured by MCA / MTAS Math Assessment.
    b. The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary, will increase from 44% in Spring 2016, to 47% in Spring 2017, as measured by MCA Math Assessment
    c. To support all students in achieving math growth:

- Kindergarten students will improve the Quantity Discrimination percentage meeting Tier 1 from 54% in fall 2016 to 60% in spring 2017, as measured by AIMSweb assessment.
- First Grade students will improve the Number Identification percentage meeting Tier 1 from 56% in fall 2016 to 61% in spring 2017, as measured by AIMSweb assessment.
- Second grade students will improve their Mean RIT score in Math from 168.9 in fall 2016 to 183.9 in spring 2017.

3. **Attendance:** Central Elementary students, grades K-5, will reduce the number of students with 30+absences/tardies, from 34 in spring 2016, to 24 in spring 2017, as measured by the Attendance monitor.

ECFE & School Readiness Sandy Eberhart, Community Education Coordinator
1. **Letter Knowledge:** At least 75% of students enrolled in Bemidji Area Schools Pre-K programs will increase their letter knowledge by 50% from the 2016 fall assessment to the 2017 Spring assessment.
2. **Math:** At least 60% of students enrolled in Bemidji Area Schools Pre-K programs will demonstrate one-to-one number correspondence up to 12 objects on the 2017 spring assessment.
3. **Safe and Welcoming Environment:** Bemidji Area Schools Pre-K programs will maintain student attendance at 75% in all full-day programming.

Early Intervention (EIC)   Kathy VanWert, Principal
1. The Early Intervention Program will use the Brigance Inventory of Early Learning III to determine individual literacy development data with a sample of 6 students per staff member. Eighty percent of our student sample will achieve at least one year's growth from the fall of 2016 to the spring of 2017. (For example: Student A has a chronological age of 4y 3m and had a literacy age of 3y 0m; we will strive for a literacy development growth of at least 4y).

First City School Tama Wesely, Principal
1. **Reading:** In the First City School the "All Students" group will increase proficiency from 21.1% in the spring of 2016 to 25% in the spring of 2017 as measured by the MCA in Reading.
   a. 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.
2. **Math:** In the First City School the "All Students" group will increase proficiency from 4.2% in the spring of 2016 to 8.2% in the spring of 2017 as measured by the MCA in Math.
   a. 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.
3. **Graduation Rate:** The First City School student graduation rate will increase from 0% in 2016 to 4% in 2017 as measured by MDE's Graduation Rate calculations.

Horace May Elementary School Ami Aalgaard, Principal
1. **Reading:** The first graders will improve their Curriculum Based Measurement percentage meeting Tier I from 82% to 85% in the spring of 2017 as measured by the AIMsweb assessment.

a. The second graders will improve their overall Mean score of students reaching their Percent Growth Target from 65.5% to 68.5% in the spring of 2017 as measured by the NWEA MAP assessment.

b. The Horace May **"All Students"** group will increase their proficiency from 68.0% to 71% in the spring of 2017 as measured by the Reading MCA III.

    i. The Horace May **"Special Education"** sub-group will increase their proficiency from 50.0% to 53.0% in the spring of 2017 as measured by the Reading MCA III assessment.

    ii. The Horace May **"American Indian"** sub-group will increase their proficiency from 42.1% to 45.1% in the spring of 2017 as measured by the Reading MCA III assessment.

    iii. The Horace May **"Free & Reduced"** sub-group will increase their proficiency from 57.1% to 60.1% in the Spring of 2017 as measured by the Reading MCA

2. **Math:** The first graders will improve their Curriculum Based Measurement percentage meeting Tier I from 98.6% to 99.6% in the spring of 2017 as measured by the AIMsweb assessment.

a. The second graders will improve their overall Mean score of students reaching their Percent Growth Target from 74.2% to 77.2% in the spring of 2017 as measured by the NWEA MAP assessment.

b. The Horace May "**All Students**" group will increase their proficiency from 72.3% to 75.3% in the spring of 2017 as measured by the Mathematics MCA III.

    i. The Horace May **"Special Education"** sub-group will increase their proficiency from 50.0% to 53.0% in the spring of 2017 as measured by the Mathematics MCA III assessment.

    ii. The Horace May **"American Indian"** sub-group will increase their proficiency from 55.6% to 58.6% in the spring of 2017 as measured by the Mathematics MCA III assessment.

    iii. The Horace May **"Free & Reduced"** sub-group will increase their proficiency from 59.2% to 62.2% in the spring of 2017 as measured by the Mathematics MCA III assessment.

3. **Science:** The Horace May 5th graders in the **"All Students"** group will increase their proficiency from 64.5% to 67.5% in the spring of 2017 as measured by the Science MCA III.

a. The Horace May 5th graders in the **"Special Education"** sub-group will increase their proficiency from 0% to 50.0% in the spring of 2017 as measured by the Mathematics MCA III assessment.

b. The Horace May 5th graders in the **"American Indian"** sub-group will increase their proficiency from 66.7% to 69.7% in the spring of 2017 as measured by the Mathematics MCA III assessment.

c. The Horace May 5th graders in the **"Free & Reduced"** sub-group will increase their proficiency from 52.4% to 55.4% in the spring of 2017 as measured by the Mathematics MCA III assessment.

4. **Safe & Welcoming Environment:** The Horace May "All Students" group will decrease their incidences of physical aggression, which includes: fights, assaults and bullying; that are recorded in the DIRS system by 10% from 37 incidences to 33 or fewer incidences during the 2016-17 school year.

a. **Responsive Classroom:** By the conclusion of the 2016-2017 school year; Responsive Classroom Plans will be present in at least 50% of all 1-5 classrooms as identified in a school-wide survey.

b. **Responsive Classroom:** By the start of the 2017-2018 school year, 100% of all elementary classroom teachers will have received training in Responsive Classroom Strategies.

J. W. Smith Elementary School   Patricia A. Welte, Principal
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 2016 to the Spring of 2017.
   - Third grade students will meet or exceed J.W. Smith Elementary School's proficiency average of 42.6% on the spring 2017 MCA-III Reading Assessment.
   - Fourth grade students will increase from 42.6% in the spring of 2016 to 45.6% in the spring of 2017 on the MCA-III Reading Assessment.
   - Fifth grade students will increase from 50% in the spring of 2016 to 53% in the spring of 2017 on the MCA-III Reading Assessment.
   a. 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 29.2% in the spring of 2016 to 26.2% in the spring of 2017 on the MCA-III Reading Assessment.
      - The American Indian gap will decrease from 26.4% in the spring of 2016 to 23.4% in the spring of 2017 on the MCA-III Reading Assessment.
      - The Free & Reduced Lunch gap will decrease from 12.9% in the spring of 2016 to 9.9% in the spring of 2017 on the MCA-III Reading Assessment.
   b. 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:
      - J.W. Smith Kindergarten students will increase their proficiency on the Letter Sound Fluency as measured by the AIMSweb Assessment from 48% in September of 2016 to 65% in May of 2017.
      - J. W. Smith First grade students will increase their proficiency on Letter Sound Fluency as measured by the AIMSweb Assessment from 48% in September of 2016 to 65% in May of 2017.
      - J. W. Smith Second grade students will increase their proficiency on the Measures of Academic Progress Reading Assessment from 168.2 in September of 2016 to 182.2 in May of 2017.
2. **Math:** Third, fourth and fifth graders at J.W. Smith Elementary will increase their proficiency percentage on MCA-III Math Assessment from the Spring of 2016 to the Spring of 2017.
   - Third grade students will meet or exceed J.W. Smith Elementary School's proficiency average of 51.1% on the spring 2017 MCA-III Math Assessment.
   - Fourth grade students will increase from 51.1% in the spring of 2016 to 54.1% in the spring of 2017 on the MCA-III Math Assessment.
   - Fifth grade students will increase from 59.3% in the spring of 2016 to 62.3% in the spring of 2017 on the MCA-III Math Assessment.
   a. J. W. Smith school-wide will close the achievement gaps for the following subgroups as measured by the MCA-III Math Assessment.
      - The Special Education gap will decrease from 28.1% in the spring of 2016 to 25.1% in the spring of 2017 on the MCA-III Math Assessment.
      - The American Indian gap will decrease from 20.2% in the spring of 2016 to 17.2% in the spring of 2017 on the MCA-III Math Assessment.

- The Free & Reduced Lunch gap will decrease from 14.2% in the spring of 2016 to 11.2% in the spring of 2017 on the MCA-III Math Assessment.
   b. To support all students in achieving math growth:
      - J. W. Smith Kindergarten students will increase their proficiency in Oral Counting as measured by the AIMSweb Assessment from 35.4% in September of 2016 to 60% in May of 2017,
      - J.W. Smith First grade students will increase their proficiency in Number Identification measured by the AIMSweb Assessment from 38% in September of 2016 to 60% in May of 2017.
      - J. W. Smith Second grade students will increase their proficiency on the Measures of Academic Progress Math Assessment from 170.9 in September of 2016 to 186.1 in May of 2017.
3. **Attendance:** J. W. Smith Kindergarten through Fifth grade students will increase their overall attendance percentage from 92.19% during the 2015-2016 school year to 95% during the 2016-2017 school year.
4. **Responsive Classroom:** During the 2016-2017 school year, one hundred percent (100%) of classroom teachers will implement the Responsive Classroom Program in an effort to reduce the number of behavior infractions.

Lincoln Elementary School   Jason Luksik, Principal
1. **Reading:**
   a. 2016-2017 Smart Reading Goal: Kindergarten students will improve Letter Sound Fluency percentage meeting Tier I from 73.4% to 76.4% in spring 2017 as measured by AIMSweb.
   b. 2016-17 Smart Reading Goal: The first graders will improve their Curriculum Based Measurement percentage meeting Tier I from 83% to 86% in the spring of 2017 as measured by the AIMSweb assessment.
   c. 2016-17 Smart Reading Goal: The second graders will improve their overall Mean RIT score from 191.5 to 194.5 in the spring of 2017 as measured by the NWEA MAP assessment.
   d. 2016-17 Smart Reading Goal: The Lincoln **"All Students"** group will increase their proficiency from 58.2% to 61.2% in the spring of 2017 as measured by the Reading MCA III.
      i. 2016-17 Smart Reading Goal: The Lincoln **"American Indian"** sub-group will increase their proficiency from 42.3% to 45.3% in the spring of 2017 as measured by the Reading MCA III assessment.
      ii. 2016-17 Smart Reading Goal: The Lincoln **"Free & Reduced"** sub-group will increase their proficiency from 44.7% to 47.7% in the spring of 2017 as measured by the Reading MCA III assessment.
2. **Mathematics:** 2016-17 Smart Mathematics Goal: The Lincoln **"All Students"** group will increase their proficiency from 58.1% to 61.1% in the spring of 2017 as measured by the Mathematics MCA III.
   a. 2016-17 Smart Mathematics Goal: The Lincoln **"American Indian"** sub-group will increase their proficiency from 38.7% to 41.7% in the spring of 2017 as measured by the Mathematics MCA III assessment.

b. 2016-17 Smart Mathematics Goal: The Lincoln **"Free & Reduced"** sub-group will increase their proficiency from 43.9% to 46.9% in the spring of 2017 as measured by the Mathematics MCA III assessment.

3. **Science:** 2016-17 Smart Science Goal: The Lincoln 5th graders in the **"All Students"** group will increase their proficiency from 60.0% to 63.0% in the spring of 2017 as measured by the Science MCA III.

    a. 2016-17 Smart Science Goal: The Lincoln 5th graders in the **"American Indian"** sub-group will increase their proficiency from 37.5% to 40.5% in the spring of 2017 as measured by the Science MCA III assessment.

    b. 2016-17 Smart Science Goal: The Lincoln 5th graders in the **"Free & Reduced"** sub-group will increase their proficiency from 44.9% to 47.9% in the spring of 2017 as measured by the Mathematics MCA III assessment.

4. **Safe & Welcoming Environment:**

    a. 2016-17 Safe & Welcoming Environment Goal: The Lincoln **"All Students"** group will decrease their incidences of physical aggression, which includes: fights, assaults and bullying; that are recorded in the DIRS system by 10% from 39 incidences to 35 or fewer incidences during the 2016-17 school year.

    b. **Attendance:** At Lincoln Elementary for the 2016-2017 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.

Lumberjack High School   Brian Stefanich, Principal

1. **Math:** Bemidji Lumberjack High School staff and students will improve the 11th grade math scores from 0% proficiency rate to 10% proficiency on the spring MCA in 2017.

2. **Reading:** Bemidji Lumberjack High School staff and students will improve the 10th grade reading scores from 85.7% proficiency to 88% proficiency on the MCA test in the spring of 2017.

3. **Attendance:** Bemidji Lumberjack High School staff and students will improve the attendance rate from 75.72% in 2015-2016 to 85% for all students in 2016-2017 as measured by Skyward.

Northern Elementary School   Wendy Templin, Principal

1. **Reading:** We will increase the overall percentage of all Northern Elementary students in grades 3-5 so that there will be an increase in the number of students that will demonstrate proficiency by 3% in reading as measured by the MCA's by the spring of 2017. Northern School will meet or exceed the State average and increase the individual student scores annually to lessen the achievement gap throughout the student population.

   - All Students- Grow from 52.6% to 55.6%
   - 3rd Grade – Grow from 46.5% to 49.5%
   - 4th Grade – Grow from 48.9% to 51.9%
   - 5th Grade – Grow from 62.5% to 65.5%
   - All American Indian Students – 36.6% to 39.6%
   - All Free/Reduced Students -33.3% to 36.3%
   - All Special Education Students – 22.5% to 25.5%

2. **Math:** We will increase the overall percentage of all Northern Elementary students in grades 3-5 so that there will be an increase in the number of students that will demonstrate proficiency by 3% in mathematics as measured by the MCA-III's by the spring of 2017. Northern School

will meet or exceed the State average and increase the individual student scores annually to lessen the achievement gap throughout the student population.

- All Students- Grow from 63% to 66%
- 3rd Grade – Grow from 70.3% to 73.3%
- 4th Grade – Grow from 66.3% to 69.3%
- 5th Grade – Grow from 52.1% to 55.1%
- All American Indian Students – 56.1% to 59.1%
- All Free/Reduced Students – 46.3% to 49.3%
- All Special Education Students – 42.5% to 45.5%

3. **Science:** We will increase the overall percentage of all Northern Elementary students in grade 5 so that there will be an increase in the number of students that will demonstrate proficiency by 3% in science as measured by the MCA-II's by the spring of 2016. Northern School will meet or exceed the State average and increase the individual student scores annually to lessen the achievement gap throughout the student population.

- 5th Grade – Grow from 60.2% to 63.2%
- All American Indian Students – 50% to 53%
- All Free/Reduced Students – 37.1% to 40.1%
- All Special Education Students – 38.5% to 41.5%

4. **Responsive Classroom:** We will increase the overall climate of Northern Elementary as a safe and welcoming school by implementing Responsive Classroom to reduce office referrals and assaults by 10% during the 2016-2017 school year. Baseline Data: Monthly discipline records.

Oshki Manidoo School   Tama Wesely, Principal

1. **Reading:** In Oshki Manidoo School the "ALL" students group will increase their proficiency from 0 students proficient on the MCA in reading in the Spring of 2016 to at least 1 student proficient in the Spring of 2017 as measured by the MCA in Reading.
2. **Math:** In Oshki Manidoo School the "ALL" students group will increase their proficiency from 0 students proficient on the MCA in math in the Spring of 2016 to at least 1 student proficient in the Spring of 2017 as measured by the MCA in Math.
3. **Graduation Rate:** In the Oshki Manidoo School "ALL" student groups 50% of the students enrolled for 90 days or more will earn at least 1 credit toward graduation. (Baseline data: Prior to the 2016-2017 school year, students earned credit hours toward core courses. No students have completed credits while attending Oshki School.)

Paul Bunyan Elementary School   Kathy VanWert, Principal

1. **Reading:** Using the AIMSweb Letter Sound Fluency Assessment, 65% of our students will obtain the Spring Benchmark of 33: in the fall of 2016 2% of our students have reached the Spring Benchmark and in spring of 2017 65% will reach the Spring Benchmark.
2. **Reading:** Using the AIMSweb Phoneme Segmentation Assessment, 65% of our students will obtain the Spring Benchmark of 41. The assessment will be given in the winter of 2017 and spring 2017.
3. **Math:** Using the AIMSweb Number Identification Assessment: in the fall of 2016 9% of our students have reached the Spring Benchmark and in spring of 2017 65% will reach the Spring Benchmark of 55.
4. **Math:** Using the AIMSweb Quantity Discrimination Assessment, 65% of our students will obtain the Spring Benchmark of 25: in the fall of 2016 17% of our students reached the Spring Benchmark and in spring of 2017 65% will reach the Spring Benchmark.

Solway Elementary School   Tama Wesely, Principal

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 3%, from 61.8% in 2016 to 64.8% in 2017.
    - 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 from 18.2% in 2016 to 21.2% in 2017.
    - 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 from 10% in 2016 to 13% in 2017.
    a. To support all students **Reading Well by Third Grade**, Solway Elementary School in grades 1 and 2 will improve their reading in the following:
        - Grades 1 will improve Curriculum Based Measurement percentage meeting Tier 1 from 71 % in the spring of 2016 to 73% in spring 2017; as measured by AIMSweb.
        - Grade 2 students will improve their overall Mean RIT score from 185.0   in the spring of 2016 to 191.6 in spring 2017; as measured by NWEA MAP.
2. **Math:** 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 4%, from 59.8% in 2016 and 63.8% in 2017.
    - 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 from 27.3% in 2016 to 31.3% in 2017.
    - 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 from 20% in 2016 to 24% in 2017.
3. **Attendance:** Solway Elementary School will increase student attendance by 1%, from 94.86% at the end of the 2015-2016 school year, to 95.86% by the end of the 2016-2017 school year.

Building School Improvement Plan
Academic Year 2016-2017

Building   Alternative Education Center (AEC)

Building Principal   Tami Wesely

School Improvement Site Team Chair   Brian Murphy

Building School Improvement Site Team Members:

Tami Wesely	Jean Benner
Brian Murphy	Erica Hubert
Heather Ritchie	Robert Beckstrom

2016-2017 School Improvement SMART Goals:

1   Reading:
Bemidji Alternative Education Center students will increase their MCA Reading test proficiency scores from 37.5% in the Spring of 2016 to 42% in the Spring of 2017.

2   Math:
Bemidji Alternative Education Center students will increase their MCA Math test proficiency scores from 5% in the Spring of 2016 to 10% in the Spring of 2017.

3   Graduation Rate:
The AEC will increase the number of completed credit referrals from BHS dual enrolled students 10% from 28% in the Spring of 2016 to 38% in the Spring of 2017.

2016-2017 School Improvement Goals

School Improvement Goal #1:
Reading Bemidji Alternative Education Center students will increase their MCA Reading test proficiency scores from 37.5% in the Spring of 2016 to 42% in the Spring of 2017.
Baseline Data used To Select Goal:
Spring 2016 MCA data was used.
Desired Result:
An increase in the percentage of students passing the MCA test in reading. The purpose is to prepare students to function successfully in a post-secondary/ career environment.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Staff will utilize state, regional, and district development opportunities. AEC staff members will attend the 2017 Minnesota Association of Alternative Programs (MAAP) conference.
Staff Development Activities:
AEC staff members will attend the MAAP conference. Staff will work to incorporate the Edgenuity online learning program into the main curriculum at the AEC.
Evidence of Teacher Learning and Improved Student Performance:
Observation of techniques applied and increased student reading scores will measure effectiveness.

2016-2017 School Improvement Goals

School Improvement Goal #2:
Math: Bemidji Alternative Education Center students will increase their MCA Math test proficiency scores from 5% in the Spring of 2016 to 10% in the Spring of 2017.
Baseline Data used To Select Goal:
Spring 2016 MCA data was used.
Desired Result:
A larger percentage of students will pass the MCA test in Math. The purpose is to provide students with the skills necessary to be successful in post-secondary/career settings.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Staff will utilize state, regional, and district development opportunities.
Staff Development Activities:
AEC staff members will attend the MAAP conference. Staff will work to incorporate the Edgenuity online learning program into the main curriculum at the AEC.
Evidence of Teacher Learning and Improved Student Performance:
Observation of techniques applied and increased student Math MCA scores will measure effectiveness.

2016-2017 School Improvement Goals

School Improvement Goal #3:
Graduation Rate: The AEC will increase the number of completed credit referrals from BHS dual enrolled students 10% from 28% in the Spring of 2016 to 38% in the Spring of 2017.
Baseline Data used To Select Goal:
The baseline data used will be the District graduation rate data and the 2015-2016 list of dual enrolled students referred to the AEC program from BHS.
Desired Result:
A 5% increase to the "On Time" graduation rate for the Bemidji School District ISD 31.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Staff will incorporate and utilize Edgenuity online learning programs as well as Google Classroom to give students enrolled at AEC additional pathways for earning credit, thus creating pathways to an "on-time" graduation.
Staff Development Activities:
Staff will work to align online and independent study curriculum to better meet the needs of diverse learners at the AEC. Staff will create and maintain a shared concurrent student referral list and track progress of students at AEC.
Evidence of Teacher Learning and Improved Student Performance:
The dual enrolled student's referral completion data will be used to measure success.

Building   Bemidji High School

Building Principal   Brian Stefanich

School Improvement Site Team Chair   Lynn Falk

Building School Improvement Site Team Members:

Brian Stefanich	Amy Sheffield
Jason Stonach	Jackie Deer
Ranae Seykora	Carly Chaffee
Bob Czech	All BHS Department Chairs
Jen Voge	
Kelley Hengel	
Lynn Falk	
Ann Bardwell	

2016-2017 School Improvement SMART Goals:

1   Bemidji High School students will improve attendance rates from 89.45% to 95% for all students by the conclusion of the 2016-2017 school year measured by Skyward attendance.

2   Bemidji High School staff and students will improve the 11th grade all student math scores from 56.4% to 60% proficiency in the Geometry and Measurement strand on the spring MCA in 2017.

3   Bemidji High School staff and students will improve 11th grade Special Education math scores from 16.7% proficiency to 20.0% proficiency in the spring of 2017 on the MCA.

4   Bemidji High School staff and students will improve 10th grade Special Education reading scores from 27.3% proficiency to 30.0% proficiency in the spring of 2017 on the MCA.

5   Bemidji High School staff and students will improve our graduation rate as measured by MDE's four-year calculations and increase from 86.2% to 90% for all students for the 2016-2017 school year.

2016-2017 School Improvement Goals

School Improvement Goal #1:
Bemidji High School students will improve attendance rates from 89.45% to 95% for all students by the conclusion of the 2016-2017 school year measured by Skyward attendance.

Baseline Data used To Select Goal:
Skyward attendance reports including all excused and unexcused absences for the past three years: 2015-2016 89.45% 2014-2015 89.59% 2013-2014 90.30%

Desired Result:
Bemidji High School student attendance will increase to 95% or higher in an effort to also increase student achievement.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
• 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. • BHS and NTC and community manufacturing companies will expand course offerings and employment opportunities to provide pathways for trades certification and post-secondary credit. • BHS 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.

Staff Development Activities:

- Staff will continue to reinforce PBIS concepts to continually improve school culture.
- The staff will lead weekly homeroom activities to improve school culture and prepare students from the next step after high school using Ramp up to Readiness curriculum.
- All BHS teachers will have opportunities to attend staff development meetings or conferences to address best practices in the classroom ensuring curriculum benchmarks are met.
- Staff will receive staff development training on: suicide prevention and the early onset of mental illness.
- 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 to increase academic success. Students will be placed into math classes that will prepare them to pass MCA tests.
- All BHS 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 instructions through interpretation of data.
- 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. Teacher trainings also include staff development in reading strategies for increased comprehension across the curriculum.
- Teachers will receive training in technology tools for teaching and increasing student engagement and skills for 21st Learners.
- Teachers will be key stakeholders in developing strong academies and they will meet and collaborate with post secondary institutions as well as community partners.

Evidence of Teacher Learning and Improved Student Performance:

Attendance will increase to 95% and proficiency on standardized assessments will increase for all students.
- Increased attendance
- Increased graduation rates
- Improved student performance on summative assessments: MAP, ACT, Accuplacer, MCA
- Professional growth plans and reflective statements.
- PLC work to collaborate and increase student achievement.
- Attendance will increase to 95% and proficiency on standardized assessments will increase for all students.

2016-2017 School Improvement Goals

School Improvement Goal #2:

Bemidji High School staff and students will improve the 11th grade all student math scores from 56.4% to 60% proficiency in the Geometry and Measurement strand on the spring MCA in 2017.

Baseline Data used To Select Goal:

Data Source: 2016 MCA math test and MMR reports.
Desired Result:
Improve the 11th grade math scores from 56.4% to 60% proficiency in the Geometry and Measurement strand on the spring MCA in 2017. A focus on Geometry and Measurement will increase math MCA scores for all students.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
- 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.   - 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 BHS 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.   - 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 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.
Staff Development Activities:
- The Math PLC will continue for the purpose of improving instructional practices to increase student achievement.   - Staff will be trained to interpret data and gear teaching practices to improve math, reading, and writing scores.   - Staff will continue to reinforce PBIS concepts to continually improve school culture.   - The staff will lead weekly homeroom activities to improve school culture and prepare students from the next step after high school using Ramp up to Readiness curriculum.   - All BHS teachers will have opportunities to attend staff development meetings or conferences to address best practices in the classroom ensuring curriculum benchmarks are met.

- Staff will receive staff development training on: suicide prevention and the early onset of mental illness
- Staff training will focus on formative assessment.
- There will be Google Drive Classroom training for all staff.

Evidence of Teacher Learning and Improved Student Performance:

- Teachers will focus on student learning and will effectively guide students through content by setting objectives, using formative assessment and providing feedback to students.
- Formative assessment will be used by teachers and will define re-teaching strategies.
- Students will meet or exceed the goals set for improving math scores. Success in this area should also translate into better learning in all areas.
- Administrative walk through visits, professional growth plans, and formal observations provide teachers with feedback on how they are progressing. These visits also provide administrators with evidence for future staff development planning and training.
- Indicators of improved student performance will include increased scores as measured by: MAP, MCA, Accuplacer, and ACT assessments.

2016-2017 School Improvement Goals

School Improvement Goal #3:

Bemidji High School staff and students will improve 11th grade Special Education math scores from 16.7% proficiency to 20.0% proficiency in the spring of 2017 on the MCA.

Baseline Data used To Select Goal:

Data Source: 2016 MCA math test and MMR reports.

Desired Result:

Improve the 11th grade Special Education math scores from 16.7% proficiency rate to 20.0% proficiency on the spring MCA in 2017. Improved student test scores and passing ratio due to implementing a change in curriculum: Math 180, and My Path in Edgenuity is a new system for students in special education to improve foundation skills in math.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):

- 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 BHS 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, (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 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 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.

Staff Development Activities:

- The Math PLC will continue for the purpose of improving instructional practices to increase student achievement.
- Staff will be trained to interpret data and gear teaching practices to improve math, reading, and writing scores.
- Staff will continue to reinforce PBIS concepts to continually improve school culture.
- The staff will lead weekly homeroom activities to improve school culture and prepare students from the next step after high school using Ramp up to Readiness curriculum.
- All BHS teachers will have opportunities to attend staff development meetings or conferences to address best practices in the classroom ensuring curriculum benchmarks are met.
- Staff will receive staff development training on: suicide prevention and the early onset of mental illness
- Staff training will focus on formative assessment.
- There will be Google Drive Classroom training for all staff.

Evidence of Teacher Learning and Improved Student Performance:

- Teachers will focus on student learning and will effectively guide students through content by setting objectives, using formative assessment and providing feedback to students.
- Formative assessment will be used by teachers and will define re-teaching strategies.
- Students will meet or exceed the goals set for improving math scores. Success in this area should also translate into better learning in all areas.
- Administrative walk through visits, professional growth plans, and formal observations provide teachers with feedback on how they are progressing. These visits also provide administrators with evidence for future staff development planning and training.
- Indicators of improved student performance will include increased scores as measured by: MAP, MCA, Accuplacer, and ACT assessments.

2016-2017 School Improvement Goals

School Improvement Goal #4:
Bemidji High School staff and students will improve 10th grade Special Education reading scores from 27.3% proficiency to 30.0% proficiency in the spring of 2017 on the MCA.
Baseline Data used To Select Goal:
Data Source: 2016 MCA reading test and MMR reports
Desired Result:
Improve 10th grade Special Education reading scores from 27.3% proficiency to 30.0% proficiency in the spring of 2017 on the MCA.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):

- 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 BHS.
- All teachers in all areas of study will become familiar with the MCA reading 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, (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.
- 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 Infinitec to get web -based training on disability specific issues.

Staff Development Activities:

- An English department PLC will continue for the purpose of improving instructional practices to increase student achievement.
- Teachers will interpret data and gear teaching practices to improve math, reading, and writing scores.
- Teachers will continue to reinforce PBIS concepts.
- The staff will lead weekly homeroom activities to improve school culture and prepare students for a career or a post-secondary experience after high school.

- All BHS teachers will have opportunities to attend staff development meetings or conferences to address best instructional practices in the classroom ensuring curriculum benchmarks are met.
- All staff will receive staff development on: suicide prevention and early onset of mental illness.
- Staff trainings will focus on the use of formative assessment and creating re-teaching opportunities.

Evidence of Teacher Learning and Improved Student Performance:

- Teachers will focus on student learning and will effectively guide students through content by setting objectives, using formative assessment and providing feedback to students.
- Teachers will use formative assessment and define re-teaching strategies.
- Students will meet or exceed the goals set for improving reading scores. Success in this area should also translate into better learning in all areas.
- Administrative walk through visits, professional growth plans, and formal observations will provide teachers with feedback on how teachers are progressing in improved instruction. These visits also provide administrators with evidence of future staff development planning and training.
- Indicators of improved student performance will include increased scores as measured by: MAP, MCA, Accuplacer, and ACT assessments.

2016-2017 School Improvement Goals

School Improvement Goal #5:

Bemidji High School staff and students will improve our graduation rate as measured by MDE's four year calculations and increase to 90% for all students in 2016-2017.

Baseline Data used To Select Goal:

Baseline data included in the 2016 AYP/MMR report.

Desired Result:

Improve graduation rate for the class of 2017 to 90% or higher.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
- 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, (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.
- BHS and NTC and community manufacturing companies will expand course offerings and employment opportunities to provide pathways for trades certification and post-secondary credit.
- BHS 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.

Staff Development Activities:

- Staff will continue to reinforce PBIS concepts to continually improve school culture.
- The staff will lead weekly homeroom activities to improve school culture and prepare students from the next step after high school using Ramp up to Readiness curriculum.
- All BHS teachers will have opportunities to attend staff development meetings or conferences to address best practices in the classroom ensuring curriculum benchmarks are met.
- Staff will receive staff development training on: suicide prevention and the early onset of mental illness.
- 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 to increase academic success. Students will be placed into math classes that will prepare them to pass MCA tests.
- All BHS 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 instructions through interpretation of data.
- 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. Teacher trainings also include staff development in reading strategies for increased comprehension across the curriculum.
- Teachers will receive training in technology tools for teaching and increasing student engagement and skills for 21st Learners.
- Teachers will be key stakeholders in developing strong academies called Bemidji Career Academies, and teachers will meet and collaborate with post secondary institutions as well as community partners.

Evidence of Teacher Learning and Improved Student Performance:

- Increased graduation rates
- Improved student performance on summative assessments: MAP, ACT, Accuplacer, MCA
- Professional growth plans and reflective statements.
- PLC work to collaborate and increase student achievement.
- Students will register and complete certifications in the new Bemidji Career Academies.

Building   Bemidji Middle School

Building Principal   Drew Hildenbrand

School Improvement Site Team Chair   Brandon Bjerknes

Building School Improvement Site Team Members:

Keven Waller	Brandon Bjerknes
Mark Studer	Maura Johnson
Doug Johnson	Drew Hildenbrand
Kyle McMartin	Stephen Schreiber
Becky Skipper	Andra Vaughn
Nina Lubarski	Ross Randall
Nissa Tharaldson	Scott Schuette
Todd Djonne	Melinda Phillips

2016-2017 School Improvement SMART Goals:

1 Students at Bemidji Middle School in the "All-Students" group will increase their proficiency in mathematics from 65.6% in the spring of 2016 to 67% in the spring of 2017 as measured by the MCA-III. (increase of 1.4%)

2 Students at Bemidji Middle School in the "All-Students" group will increase their proficiency in reading from 63.9% in the spring of 2016 to 65% in the spring of 2017 as measured by the MCA-III. (increase of 1.1%)

3 Students at Bemidji Middle School in the "All-Students" group will increase their proficiency in science from 48.8% in the spring of 2016 to 51.8% in the spring of 2017 as measured by the MCA-III. (increase of 3%)

4 Students at Bemidji Middle School in the "All-Students" group will increase their proficiency in Informational Text/Non-Fiction reading percentage from 58.7% in the spring of 2016 to 62.5% in the spring of 2017 as measured by the 2017 MCA-III Reading Test. (Increase of 3.8%)

5 Students at Bemidji Middle School in the "All-Students" group will increase their attendance rate from 94.34% to 95% in the spring of 2017 as measured by Skyward.

2016-2017 School Improvement Goals

School Improvement Goal #1:

Math: Students at Bemidji Middle School in the "All-Students" group will increase their proficiency in mathematics from 65.6% in the spring of 2016 to 67% in the spring of 2017 as measured by the MCA-III. (increase of 1.4%)
 	
Goal A1: 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 2016 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%)

Baseline Data used To Select Goal:
2016 MCA-III Math Results
Desired Result:
A 1.4% improvement in our overall math scores according to the 2017 MCA Results. We also want to see our American Indian scores increase by 5%, Special Education increase by 5% and Free and Reduced increase by 3.4%.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
BMS Staff will gain insight and knowledge on best practice of teaching math skills; including algebra, data analysis and probability, geometry and measurement and number and operations.
Staff Development Activities:
- Math teachers will have monthly grade level meeting to look at curriculum horizontally and vertically.   - Further develop yearly calendars to ensure standards are all taught prior to taking the MCA test including TransMath curriculum.   - Introduce and study Edgenuity and use it in the math classrooms   - Align the TransMath curriculum with the MN state standards
Evidence of Teacher Learning and Improved Student Performance:
Continued success on tests and exit slips throughout the school year and use of the technology to increase student understanding and motivation for learning.

2016-2017 School Improvement Goals

School Improvement Goal #2:
Reading: Students at Bemidji Middle School in the "All-Students" group will increase their proficiency in reading from 63.9% in the spring of 2016 to 65% in the spring of 2017 as measured by the MCA-III. (increase of 1.1%)
Goal B1: 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 2016 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%)

Baseline Data used To Select Goal:
2016 MCA-III Reading Results

Desired Result:
A 1.1% improvement in our overall math scores according to the 2017 MCA Results. We also want to see our American Indian scores increase by 5%, Special Education increase by 5% and Free and Reduced increase by 5%.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
BMS Staff will gain insight and information regarding best practice methods of teaching reading comprehension, vocabulary and literature. All staff will also focus on best practices for increasing nonfiction/Informational text understanding.

Staff Development Activities:
- Reading teachers will have monthly grade level meeting to look at curriculum horizontally and vertically.   - Teachers facilitate individual goal setting with students and continue to monitor and revisit the goal quarterly.   - Meetings to focus on informational text and writing.   - Special Education alignment in Academic Enrichment classes   - The addition of literature circles in 6th grade   - Language arts and science teachers will collaborate to develop a non-fiction scientific reading lesson focused on Earth and Space.

Evidence of Teacher Learning and Improved Student Performance:
Students will have goals for success in Language arts. Teachers will review goals on a regular basis to ensure students are on track to meet their goal targets.

2016-2017 School Improvement Goals

School Improvement Goal #3:
Science: Students at Bemidji Middle School in the "All-Students" group will increase their proficiency in science from 48.8% in the spring of 2016 to 51.8% in the spring of 2017 as measured by the MCA-III. (increase of 3%)

Goal C1: Students at Bemidji Middle School will increase proficiency in American Indian subgroups in science to close achievement gaps as measured by the spring 2017 MCA-III.
       Grade 8 American Indian – 18.3% to 20% (increase of 1.7%) |

Baseline Data used To Select Goal:
2016 MCA Science Results

Desired Result:
A 3% improvement in our overall science scores according to the 2016 MCA Results.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
BMS Staff will gain insight and information regarding best practice methods of teaching science concepts. All staff will also focus on best practices for increasing nonfiction/Informational text understanding.
Staff Development Activities:
- Science teachers will have bi-monthly meetings to refine curriculum implementation calendars.   - Science teachers will develop opportunities to enhance informational text in the writing process   - Language arts and science teachers will collaborate to develop a non-fiction scientific reading lesson focused on Earth and Space.   - All students will have a review of science concepts prior to the MCA testing
Evidence of Teacher Learning and Improved Student Performance:
A 3% improvement in our overall science scores according to the 2016 MCA Results.

201-2017 School Improvement Goals

School Improvement Goal #4:
Social Studies and Allied Arts: Students at Bemidji Middle School in the "All-Students" group will increase their proficiency in Informational Text/Non-Fiction reading percentage from 58.7% in the spring of 2015 to 62.5% in the spring of 2016 as measured by the 2017 MCA-III Reading Test. (Increase of 3.8%)
Baseline Data used To Select Goal:
2016 MCA-III Reading Results
Desired Result:
A 3.8% improvement in proficiency in Informational Text/Non-Fiction reading percentage for all students.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Increase Informational Text/Non-Fiction reading scores
Staff Development Activities:
- Increase Informational Text/Non-Fiction reading percentage school wide by developing additional writing/reading passages in all content areas.   - Language arts and science teachers will collaborate to develop a non-fiction scientific reading lesson focused on Earth and Space.   - In-service for further use of Google Docs
Evidence of Teacher Learning and Improved Student Performance:

End of the quarter writing assignments in all allied arts classes. We will also show improvement on MCA reading scores, specifically informational text.

2016-2017 School Improvement Goals

School Improvement Goal #5:
Attendance: Students at Bemidji Middle School in the "All-Students" group will increase their attendance rate from 94.34% to 95% in the spring of 2017 as measured by Skyward. (increase of .66%)
Baseline Data used To Select Goal:
MARSS Data from 2016
Desired Result:
To match the school district goal of 95%

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
BMS will implement a SPARK program. Teachers will support and monitor students throughout the school year in an attempt to increase days attended.
Staff Development Activities:
Meet 2 times in the first month to properly launch the program. Teachers will meet with students on a weekly basis to monitor their progress throughout the school year.
Evidence of Teacher Learning and Improved Student Performance:
Attendance will improve; resulting in more days attended yielding better results in school work.

Building School Improvement Plan
Academic Year 2016-2017

Building   Bemidji Youth Learning and Working (BYLaW)

Building Principal   Tami Wesely

School Improvement Site Team Chair   Shannon Heifort

Building School Improvement Site Team Members:

Shannon Heifort	Eric Niskanen
Tami Wesely	Matt Peabody
Joe Prokup	Romi Rudolph
Meredith Kehoe	

2016-2017 School Improvement SMART Goals:

1   In Bemidji BYLaW Program, the "ALL Students" group will increase their proficiency on the MCA from 1 student passing in the spring of 2016 to at least 2 students passing in the spring of 2017 as measured by the MCA Reading test for students enrolled October 1.
   A. The BYLaW students 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.

2   In Bemidji BYLaW Program, the "ALL Students" group will increase their proficiency on the MCA tests from 0 passing in the spring of 2016 to at least 1 passing in the spring of 2017 as measured by the MCA Math test for students enrolled October 1.
   A. The BYLaW students 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.

3   During the 2016-2017 school year, 0 students will miss more than 20 days of school without valid excuses. (Baseline data: In the BYLaW Program at the conclusion of the 2016-2017 school year, 5 students missed more than 20 days during the school year without valid excuses, with an average of 36.82).

2016-2017 School Improvement Goals

School Improvement Goal #1:
In Bemidji BYLaW Program, the "ALL Students" group will increase their proficiency on the MCA from 1 student passing in the spring of 2016 to at least 2 students passing in the spring of 2017 as measured by the MCA Reading test for students enrolled October 1.   A. The BYLaW students 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.
Baseline Data used To Select Goal:
Results of the Spring 2016 MCA and STAR assessments are used as baseline data.
Desired Result:
All students will demonstrate growth in their reading skills leading to a higher percentage of proficiency on the MCA assessments.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
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.
Staff Development Activities:
Reading will be integrated in all curricular areas. Online techniques will be incorporated in the curriculum including Edgenuity. Study current best practice education strategies and techniques to better meet student's emotional and educational needs.
Evidence of Teacher Learning and Improved Student Performance:
Observations of improved techniques and increases in reading scores will measure effectiveness.

2016-2017 School Improvement Goals

School Improvement Goal #2:
In Bemidji BYLaW Program, the "ALL Students" group will increase their proficiency on the MCA tests from 0 passing in the spring of 2016 to at least 1 passing in the spring of 2017 as measured by the MCA Math test for students enrolled October 1.   B. BYLaW students 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.
Baseline Data used To Select Goal:
Results of the Spring 2016 MCA and STAR assessments are used for baseline data.
Desired Result:
All students will demonstrate growth in math skills leading to increased proficiency on the MCA tests.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Staff will incorporate researched based strategies and techniques to differentiate instruction. State, regional, and local staff development opportunities will be available for teachers.
Staff Development Activities:
Project-based, hands-on, and online learning will be incorporated into the curriculum. Study current best practice education strategies and techniques to better meet student's emotional and educational needs.
Evidence of Teacher Learning and Improved Student Performance:
Observation and implementation of new educational techniques and increased student growth in math will be indicators of the effectiveness of these activities.

2016-2017 School Improvement Goals

School Improvement Goal #3:
During the 2016-2017 school year, 0 students will miss more than 20 days of school without valid excuses. (Baseline data: In the BYLaW Program at the conclusion of the 2016-2017 school year, 5 students missed more than 20 days during the school year without valid excuses, with an average of 36.82).
Baseline Data used To Select Goal:
2016 MDE data was used as a baseline for documentation of unexcused absences exceeding 20 days.
Desired Result:
Through initiatives in the BYLaW program, students will improve their attendance and parents will actively involved in monitoring absences.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Staff will incorporate researched based strategies to motivate and engage students in learning. State, regional, and local staff development opportunities will be available for teachers.
Staff Development Activities:
Staff will develop attendance incentives to encourage students to improve attendance. Case managers will increase communication with parents to monitor absences. The Edgenuity program will be added as an option to increase motivation.
Evidence of Teacher Learning and Improved Student Performance:
Observations and implementation of techniques learned and increased attendance will be used to determine improvements.

Building School Improvement Plan
Academic Year 2016-2017

Building   Central Elementary

Building Principal   Patricia Welte

School Improvement Site Team Chair   Vince Collyard

Building School Improvement Site Team Members:

Christine Christiansen	Vince Collyard
Kelli Jensen	Patricia Welte
Ashley Willard	
Katie Brandt	
Brad Johnson	
Laci Podmore	
Terri Forseth	
Kelly Blair	

2016-2017 School Improvement SMART Goals:

1   Reading
The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 49% in Spring 2016 to 52% in Spring 2017 as measured by the MCA Reading Assessment.

1a. The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary will increase from 41.8% in Spring 2016, to 44.8% in Spring 2017 as measured by the MCA / MTAS Reading Assessment.

1b. The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary will increase from 40% in Spring 2016, to 43% in Spring 2017, as measured by the MCA Reading Assessment.
To support all students Reading Well by Third Grade:
- Kindergarten students will improve the Letter Sound Fluency percentage meeting Tier 1 from 52.5% in Fall 2016 to 60% in Spring 2017, as measured by AIMSweb assessment.
- First grade students will improve the Nonsense Word Fluency percentage meeting Tier 1 from 49% in Fall 2016 to 54% in Spring 2017, as measured by AIMSweb assessment.
- Second grade students will improve their Mean RIT score in Reading from 165.4 in Fall 2016 to 183.9 in Spring 2017.

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2 Math
The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 54.9% in Spring 2016, to 57.9% in Spring 2017, as measured by the MCA III Math Assessment.

2a. The proficiency percentage of the Free and Reduced subgroup, grades 3-5, at Central Elementary, will increase from 50.7% in Spring 2016, to 53.7% in Spring 2017, as measured by MCA / MTAS Math Assessment.

2b. The proficiency percentage of the American Indian subgroup, grades 3-5, at Central Elementary, will increase from 44% in Spring 2016, to 47% in Spring 2017, as measured by MCA Math Assessment

To support all students in achieving math growth:
- Kindergarten students will improve the Quantity Discrimination percentage meeting Tier 1 from 54% in Fall 2016 to 60% in Spring 2017, as measured by AIMSweb assessment.
- First Grade students will improve the Number Identification percentage meeting Tier 1 from 56% in Fall 2016 to 61% in Spring 2017, as measured by AIMSweb assessment.
- Second grade students will improve their Mean RIT score in Math from 168.9 in Fall 2016 to 183.9 in Spring 2017.

3 Safe and Welcoming Environment
Central Elementary students, grades K-5, will reduce the number of students with 30+absences/tardies, from 34 in Spring 2016, to 24 in Spring 2017, as measured by the Attendance monitor.

2016-2017 School Improvement Goals

School Improvement Goal #1:
The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 49% in Spring 2016 to 52% in Spring 2017 as measured by the MCA Reading Assessment.
Baseline Data used To Select Goal:
MCA III Reading proficiency of all students, grades 3-5, at Central Elementary, was 49% in Spring 2016.
Desired Result:
The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 49% in Spring 2016 to 52% in Spring 2017 as measured by the MCA Reading Assessment.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Central Elementary staff, grades K-5 will: • Collaborate twice monthly using data: MAP, MCA, AIMSweb, 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 2-4 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 • Fountas and Pinnell Benchmark Assessment Kits K-5
Staff Development Activities:
• Teachers will continue flexible grouping, oral reading fluency practice, and frequent progress monitoring in grades K-5 • Classroom teachers, Title 1, and Special Education teachers will collaborate regarding large group lessons and intervention strategies. • All grade level teachers and intervention specialists will collaborate using scope and sequence of curriculum. Using assessment data, teachers will distinguish students that need more individualized instruction. • Grade level teachers will meet monthly to collaborate and plan • Staff will be trained in the use of Think Central, the Houghton-Mifflin technology component. • K-5 Houghton-Mifflin reading materials will be used, focusing on leveled readers, flexible grouping, and intensive small group interventions. A collaborative, consistent effort for assessment and teaching strategies will be used grades K-5. • Classroom teachers, grades K-5, will provide a minimum of 120 minutes of reading instruction daily. • Nonfiction/informative books from the Central School library and the Guided Reading library will be emphasized in all classrooms.

- Teachers will implement RtI strategies during the school year.Individual teacher coaching and building level staff development will be provided by the district RtI specialist for grades K-5.
- All teachers are part of a literacy-based RtI team.
- Teachers will align reading curriculum to Common Core standards.
- Teachers will continue to implement "Student Engagement Strategies", such as; Say Something, Write Something, Do Something.
- Benchmark screening data, all grade levels, will be used to determine groupings for interventions, at risk students, and progress.
- Staff will plan and develop Family Reading events by grade level.
- By grade level as appropriate, staff will implement Best Practices for letter sound fluency, vocabulary, phonemic awareness, and oral reading fluency.
- Kindergarten, first and second grade students will participate in a lending library program.
- Kindergarten families will be receiving a Kindergarten reading packet.
- The Responsive Classroom morning meetings will be held in each classroom to promote class involvement.
- Implementing technology using Chromebooks, iPads, and educational websites.

Evidence of Teacher Learning and Improved Student Performance:

The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 49% in Spring 2016 to 52% in Spring 2017 as measured by the MCA Reading Assessment.

2016-2017 School Improvement Goals

School Improvement Goal #2:

The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 54.9% in Spring 2016, to 57.9% in Spring 2017, as measured by the MCA Math Assessment.

Baseline Data used To Select Goal:

MCA III Math proficiency percentage of all students, grades 3-5, at Central Elementary, was 54.9% in Spring 2016.

Desired Result:

The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 54.9% in Spring 2016, to 57.9% in Spring 2017, as measured by the MCA Math Assessment.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):

Central Elementary staff, grades K-5, will:
- Collaborate using data twice monthly: MAP, MCA, AIMSweb and Houghton-Mifflin Expressions assessments.
- Individual student math needs will be determined utilizing the data, as well as student work and teacher observation.
- Staff will attend training in Houghton-Mifflin Expressions math curriculum.

Staff Development Activities:

- Classroom teachers, grades k-5, will provide 90 minutes of Math instruction daily, including math games to reinforce the skills.
- All grade level teachers and intervention specialists will collaborate using scope and sequence Houghton-Mifflin Expressions curriculum. Using assessment data, teachers will distinguish students that need more individualized instruction in math.
- Technology specialist will reinforce math concepts using math programs.
- Math concepts will be integrated into other daily activities.
- Homework/Remembering papers are sent regularly to encourage parents' participation in math, in everyday life.
- Staff will explore and implement Best Practices based on grade level needs, including number identification, number and operations, and geometry.
- Math literature will be integrated to supplement Houghton-Mifflin Expressions curriculum.
- Teachers will be introduced to math strategies and interventions during RtI meetings.
- Benchmark screening data will be used to guide instruction.
- Staff will plan and develop Family Math events by grade level.
- In RtI team settings K-5, staff will share data and assist in intervention planning for math.
- Teachers will implement "Student Engagement Strategies".
- Teachers will work to align math curriculum to Minnesota standards.
- Kindergarten families will receive a math packet.

- Teachers will continue training with P.A.L.S. (Peer Assisted Learning Strategies) math.
- Morning meetings will be held in each classroom to promote class involvement.

Evidence of Teacher Learning and Improved Student Performance:

The proficiency percentage of all students, grade 3-5, at Central Elementary, will increase from 54.9% in Spring 2016, to 57.9% in Spring 2017, as measured by the MCA Math Assessment.

2016-2017 School Improvement Goals

School Improvement Goal #3:
Safe and Welcoming Environment Central Elementary students, grades K-5, will reduce the number of students with 30+absences/tardies, from 34 in Spring 2016, to 24 in Spring 2017, as measured by the Attendance monitor.
Baseline Data used To Select Goal:
The number of students with 30+ absences/tardies, in Spring 2015, was 34.
Desired Result:
Safe and Welcoming Environment Central Elementary students, grades K-5, will reduce the number of students with 30+absences/tardies, from 34 in Spring 2016, to 28 in Spring 2017, as measured by the Attendance monitor.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Central Elementary students, grades K-5, will reduce the number of students with 30+absences/tardies, from 34 in Spring 2016, to 24 in Spring 2017, as measured by the Attendance monitor.
Staff Development Activities:
• Monthly attendance awards/certificates • All classroom teacher received Responsive Classroom training • Morning meetings will be held in each classroom to promote class involvement/attendance.
Evidence of Teacher Learning and Improved Student Performance:
Central Elementary students, grades K-5, will reduce the number of students with 30+absences/tardies, from 34 in Spring 2016, to 24 in Spring 2017, as measured by the Attendance monitor.

Building   Early Childhood Family Education (ECFE) & School Readiness Pre-K

Building Principal   Sandy Eberhart

School Improvement Site Team Chair   Janelle Saiger

Building School Improvement Site Team Members:
Alicia Samson
LeAnn Engen
Deb Vikre
Danielle Stittsworth
Cailee Furer
Valerie Olson
Janelle Saiger

2016-2017 School Improvement SMART Goals:

1 **Letter Knowledge:** At least 75% of students enrolled in Bemidji Area Schools Pre-K programs will increase their letter knowledge by 50% from the 2016 Fall assessment to the 2017 Spring assessment.

2 **Math:** At least 60% of students enrolled in Bemidji Area Schools Pre-K programs will demonstrate one-to-one number correspondence up to 12 objects on the 2017 Spring assessment.

3 **Safe and Welcoming Environment:** Bemidji Area Schools Pre-K programs will maintain student attendance at 75% in all full-day programming.

School Improvement Goal #1:
Letter Knowledge: At least 75% of students enrolled in Bemidji Area Schools Pre-K programs will increase their letter knowledge by 50% from the 2016 Fall assessment to the 2017 Spring assessment.
Baseline Data used To Select Goal:
Baseline data will be documented on the 2016 Fall Letter Recognition assessment.
Desired Result:
Through implementation of the Houghton-Mifflin Pre-K reading curriculum, student outcomes will show 50% progress as documented on the 2017 Spring Letter Recognition assessment. These results will be incorporated into each child's DRDP portfolio, be utilized at parent-teacher conferences and be placed in their cumulative folder.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Teachers will meet bi-monthly to collaborate teaching techniques and methods utilizing the Houghton-Mifflin Reading Pre-K curriculum.
Staff Development Activities:
During School Readiness Pre-K meetings, teachers will examine student Fall/Spring data to strategize differentiated instruction to meet individual student needs.
Evidence of Teacher Learning and Improved Student Performance:
Peer collaboration and reflection of Fall to Spring assessments of student performance will provide evidence of professional growth as documented in peer reviews.

2016-2017 School Improvement Goals

School Improvement Goal #2:
Math: At least 60% of students enrolled in Bemidji Area Schools Pre-K programs will demonstrate one-to-one number correspondence up to 12 objects on the 2017 Spring assessment.
Baseline Data used To Select Goal:
Baseline data will be the documented in the Fall assessment of one-to-one number correspondence up to 12 objects.
Desired Result:
Utilizing the Houghton-Mifflin Pre-K math curriculum and classroom experiences, 60% of the student population will achieve one-to-one correspondence up to 12 objects. These results will be incorporated into each child's DRDP portfolio, utilized at parent-teacher conferences, and placed in their cumulative folder.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Teachers will meet bi-monthly to collaborate teaching techniques and methods utilizing the Houghton-Mifflin math Pre-K curriculum.
Staff Development Activities:
During School Readiness Pre-K meetings, teachers will examine student Fall/Spring data to strategize differentiated instruction to meet individual student needs.
Evidence of Teacher Learning and Improved Student Performance:
Peer collaboration and reflection of examining Fall to Spring assessments of student performance will provide evidence of professional growth as documented in peer reviews.

2016-2017 School Improvement Goals

School Improvement Goal #3:
Safe and Welcoming Environment: Bemidji Area Schools Pre-K programs will maintain student attendance at 75% for all full-day programming.
Baseline Data used To Select Goal:
Daily attendance recording by each classroom teacher.
Desired Result:
Achieving a program wide attendance rate of 75%.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Collaboration and communication with families regarding the importance of timely, school attendance.
Staff Development Activities:
Attend the MNAFEE (Minnesota Association for Family and Early Education) training on "Promoting Parent-Child Relationships: The Key to Optimal Developmental Outcomes for Both Child and Parent."
Evidence of Teacher Learning and Improved Student Performance:
Teachers will strategize with families on tips and techniques to get improved attendance throughout the 2016-17 school year.

Building   Early Intervention Program (EIC)

Building Principal   Kathy Van Wert

School Improvement Site Team Chair   Laura Engelstad

Building School Improvement Site Team Members:

Karen Sherf	Linda Simons
Sheri Jahner	Suzanne Julin
Angie Dahlberg	Beata Grantier
Jen Kondos	Beth Hadrava
Lisa Friedt	Jennifer Seitz
Erica Ward	Ashleigh Swanson

2016-2017 School Improvement SMART Goals:

1 The Early Intervention Program will use the Brigance Inventory of Early Learning III to determine individual literacy development data with a sample of 6 students per staff member. Eighty percent of our student sample will achieve at least one year's growth from the Fall of 2016 to the Spring of 2017. (For example: Student A has a chronological age of 4y 3m and had a literacy age of 3y 0m; we will strive for a literacy development growth of at least 4y).

2016-2017 School Improvement Goals

School Improvement Goal #1:
The Early Intervention Program will use the Brigance Inventory of Early Learning III to establish individual literacy development data with a sample of 6 students per staff member. Eighty percent of our student sample will achieve at least one year's growth from the Fall of 2016 to the Spring of 2017. (For example: Student A has a chronological age of 4y 3m and had a literacy age of 3y 0m; we will strive for a literacy development growth of at least 4y).
Baseline Data used To Select Goal:
The Brigance Inventory of Early Learning III will be used to gather data from students in the Fall of 2016.
Desired Result:
To obtain 80% of our student sample to make at least 1 year's literacy growth from Fall of 2016 to Spring of 2017.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Staff development will include information on increasing literacy in the educational setting for center based students and in the home for home based students.
Staff Development Activities:
1. Early Literacy development information from RtI specialist. 2. Time will be set aside for teachers to share literacy strategies. 3. First books will be provided to children's homes.
Evidence of Teacher Learning and Improved Student Performance:
Student literacy growth will be at least one year during 16-17 school year of the sample students.

Building   First City School

Building Principal   Tami Wesley

School Improvement Site Team Chair   Ross Richards

Building School Improvement Site Team Members:

Jeff Fleet	Mike Kingbird
Mark Boyer	James Walker
Linda Barsness	
Doyle Turner	
Joel Steffen	
Ernie Heifort	
Deb Best	
Bryan Anderson	

2016-2017 School Improvement SMART Goals:

1   In the First City School the "All Students" group will increase proficiency from 21.1% in the Spring of 2016 to 25% in the Spring of 2017 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.

2   In the First City School the "All Students" group will increase proficiency from 4.2% in the Spring of 2016 to 8.2% in the Spring of 2017 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.

3   The First City School student graduation rate will increase from 0% in 2016 to 4% in 2017 as measured by MDE's Graduation Rate calculations.

2016-2017 School Improvement Goals

School Improvement Goal #1:
In the First City School the "All Students" group will increase proficiency from 21.1% in the Spring of 2016 to 25% in the Spring of 2017 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.
Baseline Data used To Select Goal:
Results of the Spring 2016 MCA and STAR assessments are used as baseline data.
Desired Result:
All students will demonstrate growth in their reading skills leading to a higher percentage of proficiency on the MCA assessments.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
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.
Staff Development Activities:
Reading will be integrated in all curricular areas. Online techniques will be incorporated in the curriculum. Study current best practice education strategies and techniques to better meet student's emotional and educational needs.
Evidence of Teacher Learning and Improved Student Performance:
Observations of improved techniques and increases in reading scores will measure effectiveness.

2016-2017 School Improvement Goals

School Improvement Goal #2:
In the First City School the "All Students" group will increase proficiency from 4.2% in the Spring of 2016 to 8.2% in the Spring of 2017 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.
Baseline Data used To Select Goal:
Results of the Spring 2016 MCA and STAR assessments are used for baseline data.
Desired Result:
All students will demonstrate growth in math skills leading to increased proficiency on the MCA tests.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Staff will incorporate researched based strategies and techniques to differentiate instruction. State, regional, and local staff development opportunities will be available for teachers.
Staff Development Activities:
Project-based, hands-on, and online learning will be incorporated into the curriculum. Study current best practice education strategies and techniques to better meet student's emotional and educational needs.
Evidence of Teacher Learning and Improved Student Performance:
Observation and implementation of new educational techniques and increased student growth in math will be indicators of the effectiveness of these activities.

2016-2017 School Improvement Goals

School Improvement Goal #3:
The First City School student graduation rate will increase from 0% in 2016 to 4% in 2017 as measured by MDE's Graduation Rate calculations.
Baseline Data used To Select Goal:
Results of the Spring 2016 MDE's Four-Year Graduation Rate calculations report.
Desired Result:
A higher percentage of students served by the First City School will earn their high school diploma.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
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.
Staff Development Activities:
Study current best practice educational strategies and techniques to better meet student's emotional and educational needs. Increased discussions with at risk students pertaining to graduation and its importance.
Evidence of Teacher Learning and Improved Student Performance:
Observation and implementation of new educational techniques and increased student graduation rate will be indicators of the effectiveness of these activities.

Building   Horace May Elementary

Building Principal   Mrs. Ami Aalgaard

School Improvement Site Team Chair   Mr. Travis Whittington

Building School Improvement Site Team Members:

Danielle Olson – Special Education	Ami Aalgaard - Principal
Kelly Wolf – 1st Grade Teacher	Lisa Gorick – Special Education
Lindsi Shanahan – 2nd Grade Teacher	
Scott Peterson – 3rd Grade Teacher	
Jon Shorter – 4th Grade Teacher	
Patrick Greendahl – 5th Grade Teacher	
Zach McDermott – 3rd Grade Teacher	
Karen Propeck – Reading Specialist	

2016-2017 School Improvement SMART Goals:

1   **Reading:**

   A. 2016-17 Smart Reading Goal: The first graders will improve their Curriculum Based Measurement percentage meeting Tier I from 82% to 85% in the Spring of 2017 as measured by the AIMsweb assessment.

   B. 2016-17 Smart Reading Goal: The second graders will improve their overall Mean score of students reaching their Percent Growth Target from 65.5% to 68.5% in the Spring of 2017 as measured by the NWEA MAP assessment.

   C. 2016-17 Smart Reading Goal: The Horace May **"All Students"** group will increase their proficiency from 68.0% to 71% in the Spring of 2017 as measured by the Reading MCA III.

      i.   2016-17 Smart Reading Goal: The Horace May **"Special Education"** sub-group will increase their proficiency from 50.0% to 53.0% in the Spring of 2017 as measured by the Reading MCA III assessment.

      ii.   2016-17 Smart Reading Goal: The Horace May **"American Indian"** sub-group will increase their proficiency from 42.1% to 45.1% in the Spring of 2017 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 57.1% to 60.1% in the Spring of 2017 as measured by the Reading MCA III assessment.

2   Mathematics:

   A. 2016-17 Smart Mathematics Goal: The first graders will improve their Curriculum Based Measurement percentage meeting Tier I from 98.6% to 99.6% in the Spring of 2017 as measured by the AIMsweb assessment.

   B. 2016-17 Smart Mathematics Goal: The second graders will improve their overall Mean score of students reaching their Percent Growth Target from 74.2% to 77.2% in the Spring of 2017 as measured by the NWEA MAP assessment.

   C. 2016-17 Smart Mathematics Goal: The Horace May "All Students" group will increase their proficiency from 72.3% to 75.3% in the Spring of 2017 as measured by the Mathematics MCA III.

      i.   2016-17 Smart Mathematics Goal: The Horace May **"Special Education"** sub-group will increase their proficiency from 50.0% to 53.0% in the Spring of 2017 as measured by the Mathematics MCA III assessment.

      ii. 2016-17 Smart Mathematics Goal: The Horace May **"American Indian"** sub-group will increase their proficiency from 55.6% to 58.6% in the Spring of 2017 as measured by the Mathematics MCA III assessment.

      iii. 2016-17 Smart Mathematics Goal: The Horace May **"Free & Reduced"** sub-group will increase their proficiency from 59.2% to 62.2% in the Spring of 2017 as measured by the Mathematics MCA III assessment.

3   Science:

   2016-17 Smart Science Goal: The Horace May 5th graders in the **"All Students"** group will increase their proficiency from 64.5% to 67.5% in the Spring of 2017 as measured by the Science MCA III.

      i.   2016-17 Smart Science Goal: The Horace May 5th graders in the **"Special Education"** sub-group will increase their proficiency from 0% to 50.0% in the Spring of 2017 as measured by the Mathematics MCA III assessment.

      ii. 2016-17 Smart Science Goal: The Horace May 5th graders in the **"American Indian"** sub-group will increase their proficiency from 66.7% to 69.7% in the Spring of 2017 as measured by the Mathematics MCA III assessment.

      iii. 2016-17 Smart Science Goal: The Horace May 5th graders in the **"Free & Reduced"** sub-group will increase their proficiency from 52.4% to 55.4% in the Spring of 2017 as measured by the Mathematics MCA III assessment.

4 **Safe & Welcoming Environment:**
  A. 2016-17 Safe & Welcoming Environment Goal: The Horace May "All Students" group will decrease their incidences of physical aggression, which includes: fights, assaults and bullying; that are recorded in the DIRS system by 10% from 37 incidences to 33 or fewer incidences during the 2016-17 school year.

  B. **Responsive Classroom Goals**
     i. By the conclusion of the 2016-2017 school year; Responsive Classroom Plans will be present in at least 50% of all 1-5 classrooms as identified in a school-wide survey.

     ii. By the start of the 2017-2018 school year, 100% of all elementary classroom teachers will have received training in Responsive Classroom Strategies.

School Improvement Goal #1:

Reading:
    A. 2016-17 Smart Reading Goal: The first graders will improve their Curriculum Based Measurement percentage meeting Tier I from 82% to 85% in the Spring of 2017 as measured by the AIMsweb assessment.
 	
    B. 2016-17 Smart Reading Goal: The second graders will improve their overall Mean score of students reaching their Percent Growth Target from 65.5% to 68.5% in the Spring of 2017 as measured by the NWEA MAP assessment.
 	
    C. 2016-17 Smart Reading Goal: The Horace May **"All Students"** group will increase their proficiency from 68.0% to 71% in the Spring of 2017 as measured by the Reading MCA III.
 	
       i. 2016-17 Smart Reading Goal: The Horace May **"Special Education"** sub-group will increase their proficiency from 50.0% to 53.0% in the Spring of 2017 as measured by the Reading MCA III assessment.
 	
       ii. 2016-17 Smart Reading Goal: The Horace May **"American Indian"** sub-group will increase their proficiency from 42.1% to 45.1% in the Spring of 2017 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 57.1% to 60.1% in the Spring of 2017 as measured by the Reading MCA III assessment.

Baseline Data used To Select Goal:
Spring of 2016 AIMsweb, MAP & MCA III Reading results.
Desired Result:
All Horace May students gain a minimum of 3% points of growth in their overall assessed reading performance as measured by the AIMsweb, MAP and/or MCA III Reading assessment.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Research, develop, implement and evaluate reading strategies for all students attending Horace May Elementary.
Staff Development Activities:
Our staff will organize several small groups to work as teams to develop, implement and evaluate strategies to improve reading instruction at Horace May Elementary. We will refer to these groups as our "Bubble Club Kiddos".   We will have a Student Growth (Data) Team, multiple RtI teams, etc. to professionally collaborate on a bi-weekly and/or monthly basis.   We will seek outside opportunity to attend workshops to foster reading instructional strategies and employ the support of the District Reading RtI Specialist throughout the school year.

Selected specialist staff will create enrichment and remediation opportunities for students to foster growth in the area of reading.
As a staff we will collaborate to complete the Reading Essential Learner Outcome tool we have developed to curriculum map in preparation for our spring assessments.

Evidence of Teacher Learning and Improved Student Performance:
We will evaluate our level of goal attainment by reviewing the results of the 2017 AIMsweb, MAP & MCA III Reading assessment's data.

2016-2017 School Improvement Goals

School Improvement Goal #2:

Mathematics:
A. 2016-17 Smart Mathematics Goal: The first graders will improve their Curriculum Based Measurement percentage meeting Tier I from 98.6% to 99.6% in the Spring of 2017 as measured by the AIMsweb assessment.
B. 2016-17 Smart Mathematics Goal: The second graders will improve their overall Mean score of students reaching their Percent Growth Target from 74.2% to 77.2% in the Spring of 2017 as measured by the NWEA MAP assessment.
C. 2016-17 Smart Mathematics Goal: The Horace May "All Students" group will increase their proficiency from 72.3% to 75.3% in the Spring of 2017 as measured by the Mathematics MCA III.
i. 2016-17 Smart Mathematics Goal: The Horace May **"Special Education"** sub-group will increase their proficiency from 50.0% to 53.0% in the Spring of 2017 as measured by the Mathematics MCA III assessment.
ii. 2016-17 Smart Mathematics Goal: The Horace May **"American Indian"** sub-group will increase their proficiency from 55.6% to 58.6% in the Spring of 2017 as measured by the Mathematics MCA III assessment.
iii. 2016-17 Smart Mathematics Goal: The Horace May **"Free & Reduced"** sub-group will increase their proficiency from 59.2% to 62.2% in the Spring of 2017 as measured by the Mathematics MCA III assessment.

Baseline Data used To Select Goal:
Spring of 2016 AIMsweb, MAP & MCA III Mathematics results.

Desired Result:
All Horace May students gain a minimum of 3% points of growth in their overall assessed mathematic performance as measured by the AIMsweb, MAP and/or MCA III Mathematics assessment.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):

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

Staff Development Activities:

Our staff will organize several small groups to work as teams to develop, implement and evaluate strategies to improve mathematics instruction at Horace May Elementary. We will refer to these groups as our "Bubble Club Kiddos".

We will have a Student Growth (Data) Team, multiple RtI teams, etc. to professionally collaborate on a bi-weekly and/or monthly basis.

We will seek outside opportunity to attend workshops to foster mathematics instructional strategies and employ the support of the District Mathematics RtI Specialist throughout the school year.

Selected specialist staff will create enrichment and remediation opportunities for students to foster growth in the area of mathematics.

As a staff we will collaborate to review the completed Mathematics Essential Learner Outcome tool we developed to curriculum map in preparation for our spring assessments.

We will be offering classes for students that will focus on computer programming, robot operation, etc. within our vision of Elementary STEAM opportunities.

Evidence of Teacher Learning and Improved Student Performance:

We will evaluate our level of goal attainment by reviewing the results of the 2017 AIMsweb, MAP & MCA III Mathematics assessment's data.

2016-2017 School Improvement Goals

School Improvement Goal #3:

Science:

2016-17 Smart Science Goal: The Horace May 5th graders in the **"All Students"** group will increase their proficiency from 64.5% to 67.5% in the Spring of 2017 as measured by the Science MCA III.

   i. 2016-17 Smart Science Goal: The Horace May 5th graders in the **"Special Education"** sub-group will increase their proficiency from 0% to 50.0% in the Spring of 2017 as measured by the Mathematics MCA III assessment.

   ii. 2016-17 Smart Science Goal: The Horace May 5th graders in the **"American Indian"** sub-group will increase their proficiency from 66.7% to 69.7% in the Spring of 2017 as measured by the Mathematics MCA III assessment.

   iii. 2016-17 Smart Science Goal: The Horace May 5th graders in the **"Free & Reduced"** sub-group will increase their proficiency from 52.4% to 55.4% in the Spring of 2017 as measured by the Mathematics MCA III assessment.

Baseline Data used To Select Goal:

Spring of 2016 MCA III Science results.

Desired Result:
All Horace May students gain a minimum of 3% points of growth in their overall assessed 5th grade science performance as measured by the MCA III Science assessment.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Research, develop, implement and evaluate mathematics strategies for all students attending Horace May Elementary.

Staff Development Activities:
Our staff will organize several small groups to work as teams to develop, implement and evaluate strategies to improve science instruction at Horace May Elementary. We will refer to these groups as our "Bubble Club Kiddos".   We will have a Student Growth (Data) Team, multiple RtI teams, etc. to professionally collaborate on a bi-weekly and/or monthly basis.   We will seek outside opportunity to attend workshops to foster science instructional strategies and employ the support of the District Mathematics RtI Specialist throughout the school year.   Selected specialist staff will create enrichment and remediation opportunities for students to foster growth in the area of science.   As a staff we will collaborate to complete the template of the Science Essential Learner Outcome tool we developed to curriculum map in preparation for our spring assessments.   We will be offering classes for students that will focus on computer programming, robot operation, etc. within our vision of Elementary STEAM opportunities.

Evidence of Teacher Learning and Improved Student Performance:
We will evaluate our level of goal attainment by reviewing the results of the 2017 MCA III Science assessment's data.

2016-2017 School Improvement Goals

School Improvement Goal #4:

Safe & Welcoming Environment:
    A. 2016-17 Safe & Welcoming Environment Goal: The Horace May "All Students" group will decrease their incidences of physical aggression, which includes: fights, assaults and bullying; that are recorded in the DIRS system by 10% from 37 incidences to 33 or fewer incidences during the 2016-17 school year.
 	
    B. **Responsive Classroom Goals**
      i.   By the conclusion of the 2016-2017 school year; Responsive Classroom Plans will be present in at least 50% of all 1-5 classrooms as identified in a school-wide survey.
 	
      ii.   By the start of the 2017-2018 school year, 100% of all elementary classroom teachers will have received training in Responsive Classroom Strategies.

Baseline Data used To Select Goal:
Spring of 2016 DIRS data reported via Skyward & Viewpoint.

Desired Result:
All Horace May students will demonstrate a reduction of physical aggression, fights & assaults during the 2016-17 school year by a minimum of 10%. The target number of reduction for incidences receiving an out-of-school suspension, as a consequence for a physically aggressive act, from 22 incidences that occurred during the 2015-16 school year to 19 or fewer incidences during the 2016-17 school year.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Research, develop, implement and evaluate social and emotional support strategies for all students attending Horace May Elementary.

Staff Development Activities:
Our Instructional Team will begin the implementation of Responsive Classroom within our school's classrooms, hallways, playground, bus, cafeteria, etc. We will offer Professional Learning Teams to support and explore the successes and growth areas of our implementation of Responsive Classroom. Our teachers will be incorporating "Second Step" social and emotional curriculum into their Morning Meetings, Health discussions, etc. to foster awareness of a child's own mindfulness and how their choices and behaviors affect others.

Evidence of Teacher Learning and Improved Student Performance:
We will evaluate the number of incidences, of physically aggressive actions, reported via the DIRS system in the spring of 2017.
We will also create a survey for staff, parent and students to gather their feedback on the implementation of Responsive Classroom and Second Step programs.

Building School Improvement Plan
Academic Year 2016-2017

Building   J. W. Smith Elementary School

Building Principal   Patricia Welte

School Improvement Site Team Chair   Barry Olson

Building School Improvement Site Team Members:

Sarah Nielsen, Title 1 Teacher	Patricia Welte, Building Principal
Patricia Marquardt, Spec. Ed Teacher	Jana Norgaard, Grade 3 Teacher
Sarah Scofield, Kindergarten Teacher	Kim Pepin, 4th Grade Teacher
Samantha Baker, Grade 1 Teacher	Barry Olson, Grade 5 Teacher
Ken Grantier, Grade 2 Teacher	

2016-2017 School Improvement SMART Goals:

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 2016 to the Spring of 2017.
- Third grade students will meet or exceed J.W. Smith Elementary School's proficiency average of 42.6% on the Spring 2017 MCA-III Reading Assessment.
- Fourth grade students will increase from 42.6% in the Spring of 2016 to 45.6% in the Spring of 2017 on the MCA-III Reading Assessment.
- Fifth grade students will increase from 50% in the Spring of 2016 to 53% in the Spring of 2017 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 29.2% in the Spring of 2016 to 26.2% in the Spring of 2017 on the MCA-III Reading Assessment.
- The American Indian gap will decrease from 26.4% in the Spring of 2016 to 23.4% in the Spring of 2017 on the MCA-III Reading Assessment.
- The Free & Reduced Lunch gap will decrease from 12.9% in the Spring of 2016 to 9.9% in the Spring of 2017 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:
- J.W. Smith Kindergarten students will increase their proficiency on the Letter Sound Fluency as measured by the AIMSweb Assessment from 48% in September of 2016 to 65% in May of 2017.

- J. W. Smith First grade students will increase their proficiency on Letter Sound Fluency as measured by the AIMSweb Assessment from 48% in September of 2016 to 65% in May of 2017.
- J. W. Smith Second grade students will increase their proficiency on the Measures of Academic Progress Reading Assessment from 168.2 in September of 2016 to 182.2 in May of 2017.

2 Math

Third, fourth and fifth graders at J.W. Smith Elementary will increase their proficiency percentage on MCA-III Math Assessment from the Spring of 2016 to the Spring of 2017.

- Third grade students will meet or exceed J.W. Smith Elementary School's proficiency average of 51.1% on the Spring 2017 MCA-III Math Assessment.
- Fourth grade students will increase from 51.1% in the Spring of 2016 to 54.1% in the Spring of 2017 on the MCA-III Math Assessment.
- Fifth grade students will increase from 59.3% in the Spring of 2016 to 62.3% in the Spring of 2017 on the MCA-III Math Assessment.

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

- The Special Education gap will decrease from 28.1% in the Spring of 2016 to 25.1% in the Spring of 2017 on the MCA-III Math Assessment.
- The American Indian gap will decrease from 20.2% in the Spring of 2016 to 17.2% in the Spring of 2017 on the MCA-III Math Assessment.
- The Free & Reduced Lunch gap will decrease from 14.2% in the Spring of 2016 to 11.2% in the Spring of 2017 on the MCA-III Math Assessment.

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

- J. W. Smith Kindergarten students will increase their proficiency in Oral Counting as measured by the AIMSweb Assessment from 35.4% in September of 2016 to 60% in May of 2017,
- J.W. Smith First grade students will increase their proficiency in Number Identification measured by the AIMSweb Assessment from 38% in September of 2016 to 60% in May of 2017.
- J. W. Smith Second grade students will increase their proficiency on the Measures of Academic Progress Math Assessment from 170.9 in September of 2016 to 186.1 in May of 2017.

3 J. W. Smith Kindergarten through Fifth grade students will increase their overall attendance percentage from 92.19% during the 2015-2016 school year to 95% during the 2016-2017 school year.

4 During the 2016-2017 school year, one hundred percent (100%) of classroom teachers will implement the Responsive Classroom Program in an effort to reduce the number of behavior infractions.

2016-2017 School Improvement Goals

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 Spring of 2016 to Spring of 2017.

- Third grade students will meet or exceed J.W. Smith Elementary School's proficiency average of 42.6% on the Spring 2017 MCA-III Reading Assessment.
- Fourth grade students will increase from 42.6% in the Spring of 2016 to 45.6% in the Spring of 2017 on the MCA-III Reading Assessment.
- Fifth grade students will increase from 50% in the Spring of 2016 to 53% in the Spring of 2017 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 29.2% in the Spring of 2016 to 26.2% in the Spring of 2017 on the MCA-III Reading Assessment.
- The American Indian gap will decrease from 26.4% in the Spring of 2016 to 23.4% in the Spring of 2017 on the MCA-III Reading Assessment.
- The Free & Reduced Lunch gap will decrease from 12.9% in the Spring of 2016 to 9.9% in the Spring of 2017 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:

- J.W. Smith Kindergarten students will increase their proficiency on the Letter Sound Fluency as measured by the AIMSweb Assessment from 48% in September of 2016 to 65% in May of 2017.
- J. W. Smith First grade students will increase their proficiency in Letter Sound Fluency as measured by the AIMSweb Assessment from 48% in September of 2016 to 65% in May of 2017.
- J. W. Smith Second grade students will increase their proficiency on the Measures of Academic Progress Reading Assessment from 168.2 in September of 2016 to 182.2 in May of 2017.

Baseline Data used To Select Goal:

Based on the 2016 MCA-III Reading Assessment results, the baseline data used to create the goals were as following:

- The Third grade J.W. Smith Elementary School's proficiency percentage was 42.6% in the Spring of 2016.
- The Fourth grade student proficiency percentage was 42.6% in the Spring of 2016.
- The Fifth grade student proficiency percentage was 50% in the Spring of 2016.

Desired Result:

Based on the 2017 MCA-III Reading Assessment, the desired results are as follows:

- The Third grade will meet or exceed J.W. Smith Elementary School's proficiency percentage of 42.6% on the Spring 2017 MCA-III Reading Assessment.
- The Fourth grade will increase the proficiency percentage to meet or exceed 45.3% on the Spring 2017 MCA-III Reading Assessment.

- The Fifth grade will increase the proficiency percentage to meet or exceed 53% on the Spring 2017 MCA-III Reading Assessment.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):

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

Staff Development Activities:

Teachers will:
- All teachers of Reading will have the opportunity to attend reading in-service provided by the district specialist.
- Continue flexible groups.
- Progress monitor using AIMSweb, RtI, district assessment, grade level assessment and Read Naturally.
- Implement RtI strategies shared at semi-monthly meetings.
- Share about reading strategies and programming at PLC meetings
- Include in their RtI team settings K-3 Minnesota Reading Corp and Indian Education programming, and will share data and assist in intervention planning of these programs.
- Increase the use of SMART Boards and/or other technology hardware/software (i.e. Reading A-Z, Read Naturally, Think Central, Moby Max, Accelerated Reader, Tumble Books, Flocabulary) into reading instruction.
- Classroom teachers, grades K-5, will provide a minimum of 120 minutes of daily reading instruction.
- Nonfiction books will be emphasized in all classrooms
- All paraprofessionals will attend reading in-service.
- Staff will plan and develop family reading events by grade level.
- Special Education staff will implement Sprout Head Phonic's Program.

Evidence of Teacher Learning and Improved Student Performance:

Teacher Learning:
- Attendance of RtI meetings where goals are revised and new strategies developed.
- Use of AIMSweb progress monitoring to document student performance.
- Sharing about reading strategies and programming at staff meetings.
- Increase the use of SMART Boards and/or other technology hardware/ software into reading.
- Implementation of reading best practice strategies and interventions.

Improved Student Performance:
- The Third grade will meet or exceed J.W. Smith Elementary School's proficiency percentage average of 42.6% on the Spring 2017 MCA-III Reading Assessment.
- The Fourth grade will increase the proficiency percentage to meet or exceed 45.6% on the Spring 2017 MCA-III Reading Assessment.

- The Fifth grade will increase the proficiency percentage to meet or exceed 53% on the Spring 2017 MCA-III Reading Assessment.

2016-2017 School Improvement Goals

School Improvement Goal #2:

Math
Third, fourth and fifth grade students at J.W. Smith Elementary will increase their proficiency percentage on MCA-III Math Assessment from Spring of 2016 to Spring of 2017.
- Third grade students will meet or exceed the district's proficiency average of 51.1% on the Spring 2017 MCA-III Math Assessment.
- Fourth grade students will increase from 51.1% in the Spring of 2016 to 54.1% in the Spring of 2017 on the MCA-III Math Assessment.
- Fifth grade students will increase from 59.3% in the Spring of 2016 to 62.3% in the Spring of 2017 on the MCA-III Math Assessment.

Goal 2A: J. W. Smith school-wide will close the achievement gaps for the following subgroups as measured by the MCA-III Math Assessment.
- The Special Education gap will decrease from 28.1%in the Spring of 2016 to 25.1% in the Spring of 2017 on the MCA-III Math Assessment.
- The American Indian gap will decrease from 20.2% in the Spring of 2016 to 17.2% in the Spring of 2017 on the MCA-III Math Assessment.
- The Free & Reduced Lunch gap will decrease from 14.2% in the Spring of 2016 to 11.2% in the Spring of 2017 on the MCA-III Math Assessment.

Goal 2B: To support all students in achieving math growth:
- J. W. Smith Kindergarten students will increase their proficiency in Oral Counting as measured by the AIMSweb Assessment from 35.4% in September of 2016 to 60% in May of 2017,
- J.W. Smith First grade students will increase their proficiency in Number Identification as measured by the AIMSweb Assessment from 38% in September of 2016 to 60% in May of 2017.
- J. W. Smith Second grade students will increase their proficiency on the Measures of Academic Progress Math Assessment from 170.9 in September of 2016 to 186.1 in May of 2017.

Baseline Data used To Select Goal:

Based on the 2016 MCA-III Math Assessment results, the baseline data used to create the goals were as following:
- The Third grade J.W. Smith Elementary School's proficiency percentage was 51.1% in the Spring of 2016.
- The Fourth grade student proficiency percentage was 51.1% in the Spring of 2016.
- The Fifth grade student proficiency percentage was 59.3% in the Spring of 2016.

Desired Result:

Based on the 2017 MCA-III Math Assessment, the desired results are as following:
- The Third grade students will meet or exceed J.W. Smith Elementary School's proficiency percentage average of 51.1% on the Spring 2017 MCA-III Math Assessment.
- The Fourth grade students will increase the proficiency percentage to meet or exceed 54.1% on the MCA-III Math Assessment.
- The Fifth grade students will increase the proficiency percentage to meet or exceed 62.3% on the MCA-III Math Assessment.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):

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

Staff Development Activities:

Teachers of mathematics will:
- All teachers of Math will have the opportunity to attend math in-service provided by the district specialist.
- Continue flexible math groups such as Number Worlds and Rhymes N' Times.
- Progress monitor using AIMSweb, RtI, district assessments and/or grade level assessments.
- Implement RtI strategies shared at semi-monthly meetings.
- Increase the use of SMART Boards and/or other technology hardware/software (i.e. IXL, Xtra Math, Moby Max, ThinkCentral) into math instructions.
- Analyze student data and formulate appropriate interventions.
- Discuss and share ideas with District Mathematics Specialist.
- Classroom teachers (Grade K-5) will provide 90 minutes daily of math instruction, including math games to reinforce skills.
- Staff will plan and develop Family Math events by grade level.
- All paraprofessionals will attend a math workshop.
- Teachers will work to align math curriculum to Minnesota standards.

Evidence of Teacher Learning and Improved Student Performance:

Teacher Learning:
- Attendance at RtI meetings where goals are revised and new strategies developed.
- RtI by using student data, learning rates and levels of performance to make important educational decisions.
- Sharing about math strategies and programming at staff meetings.
- Analyze grade level math data such as AIMSweb, MAP and MCA
- Increase the use of SMART Boards and/or other technology hardware/software into math.
- Implementation of math best practice strategies and intervention.

Improved Student Performance:
• The Third grade students will meet or exceed the district proficiency percentage average of 51.1% on the Spring 2017 MCA-III Math Assessment.
• The Fourth grade students will increase the proficiency percentage to meet or exceed 54.1% on the MCA-III Math Assessment.
• The Fifth grade students will increase the proficiency percentage to meet or exceed 62.3% on the MCA-III Math Assessment.

2016-2017 School Improvement Goals

School Improvement Goal #3:
J. W. Smith Kindergarten through Fifth grade students will increase their overall attendance percentage from 92.19% during the 2015-2016 school year to 95% during the 2016-2017 school year.
Baseline Data used To Select Goal:
Based on to the 2015-2016 attendance data provided by the J. W. Smith attendance monitor, the overall percentage was 92.19%.
Desired Result:
Based on the 2016-2017 attendance data provided by the J. W. Smith attendance monitor, the overall percentage will increase to 95%.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
J. W. Smith Elementary School will monitor attendance on a monthly basis and award students with exemplary attendance.
Staff Development Activities:
Teachers will: • Utilize Responsive Classroom Morning Meeting and Closing Circle to create a positive classroom community that will encourage students to attend school.   • Present monthly attendance certificates to students who have up to one tardy and/or one absence during the month.   • Present special incentives to students with perfect attendance.   • Communicate with the attendance monitor to ensure phone calls are made to parents/ guardians if a student is absent for two consecutive days.
Evidence of Teacher Learning and Improved Student Performance:
Teacher Learning: • Share about individual attendance improvement strategies at staff meetings.   • Share Monthly Attendance Reports.   • Student interviews to guide interventions.
Improved Student Performance:

- Based on the year-end attendance data, J. W. Smith will increase their overall attendance from 92.19% during the 2015-2016 school year to 95% during the 2016-2017 school year.

Building   Lincoln Elementary

Building Principal   Jason Luksik

School Improvement Site Team Chair   Liana Schaefer

Building School Improvement Site Team Members:
Doreen Felts
Krista Klinke
Lisa Schussman
John Williams
Kristen Johanneck
Deb Brown
Liana Schaefer

2016-2017 School Improvement SMART Goals:

1   D. Reading:

1. 2016-2017 Smart Reading Goal: Kindergarten students will improve Letter Sound Fluency percentage meeting Tier I from 73.4% to 76.4% in spring 2017 as measured by AIMSweb.
2. 2016-17 Smart Reading Goal: The first graders will improve their Curriculum Based Measurement percentage meeting Tier I from 83% to 86% in the Spring of 2017 as measured by the AIMSweb assessment.
3. 2016-17 Smart Reading Goal: The second graders will improve their overall Mean RIT score from 191.5 to 194.5 in the Spring of 2017 as measured by the NWEA MAP assessment.
4. 2016-17 Smart Reading Goal: The Lincoln **"All Students"** group will increase their proficiency from 58.2% to 61.2% in the Spring of 2017 as measured by the Reading MCA III.
    i. 2016-17 Smart Reading Goal: The Lincoln **"American Indian"** sub-group will increase their proficiency from 42.3% to 45.3% in the Spring of 2017 as measured by the Reading MCA III assessment.
    ii. 2016-17 Smart Reading Goal: The Lincoln **"Free & Reduced"** sub-group will increase their proficiency from 44.7% to 47.7% in the Spring of 2017 as measured by the Reading MCA III assessment.

2   A. Mathematics:
> I. 2016-17 Smart Mathematics Goal: The Lincoln **"All Students"** group will increase their proficiency from 58.1% to 61.1% in the Spring of 2017 as measured by the Mathematics MCA III.
>> i. 2016-17 Smart Mathematics Goal: The Lincoln **"American Indian"** sub-group will increase their proficiency from 38.7% to 41.7% in the Spring of 2017 as measured by the Mathematics MCA III assessment.
>> ii. 2016-17 Smart Mathematics Goal: The Lincoln **"Free & Reduced"** sub-group will increase their proficiency from 43.9% to 46.9% in the Spring of 2017 as measured by the Mathematics MCA III assessment.

3   A. Science:
> I. 2016-17 Smart Science Goal: The Lincoln 5th graders in the **"All Students"** group will increase their proficiency from 60.0% to 63.0% in the Spring of 2017 as measured by the Science MCA III.
>> i. 2016-17 Smart Science Goal: The Lincoln 5th graders in the **"American Indian"** sub-group will increase their proficiency from 37.5% to 40.5% in the Spring of 2017 as measured by the Science MCA III assessment.
>> ii. 2016-17 Smart Science Goal: The Lincoln 5th graders in the **"Free & Reduced"** sub-group will increase their proficiency from 44.9% to 47.9% in the Spring of 2017 as measured by the Mathematics MCA III assessment.

4   A. Safe & Welcoming Environment:
> I. 2016-17 Safe & Welcoming Environment Goal: The Lincoln **"All Students"** group will decrease their incidences of physical aggression, which includes: fights, assaults and bullying; that are recorded in the DIRS system by 10% from 39 incidences to 35 or fewer incidences during the 2016-17 school year.

B. Attendance
> I. At Lincoln Elementary for the 2016-2017 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.

2016-2017 School Improvement Goals

School Improvement Goal #1:
A. Reading:
I. 2016-2017 Smart Reading Goal: Kindergarten students will improve Letter Sound Fluency percentage meeting Tier I from 73.4% to 76.4% in spring 2017 as measured by AIMSweb.
II. 2016-17 Smart Reading Goal: The first graders will improve their Curriculum Based Measurement percentage meeting Tier I from 83% to 86% in the Spring of 2017 as measured by the AIMSweb assessment.
III. 2016-17 Smart Reading Goal: The second graders will improve their overall Mean RIT score from 191.5 to 194.5 in the Spring of 2017 as measured by the NWEA MAP assessment.
IV. 2016-17 Smart Reading Goal: The Lincoln **"All Students"** group will increase their proficiency from 58.2% to 61.2% in the Spring of 2017 as measured by the Reading MCA III.
i. 2016-17 Smart Reading Goal: The Lincoln **"American Indian"** sub-group will increase their proficiency from 42.3% to 45.3% in the Spring of 2017 as measured by the Reading MCA III assessment.
ii. 2016-17 Smart Reading Goal: The Lincoln **"Free & Reduced"** sub-group will increase their proficiency from 44.7% to 47.7% in the Spring of 2017 as measured by the Reading MCA III assessment.
Baseline Data used To Select Goal:
MCA III, NWEA MAP and AIMSweb
Desired Result:
Increased proficiency in reading for all students and decrease the achievement gap for subgroups.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
• Collaborate three times a month using data: MAP, MCA III, AIMSweb, 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
Staff Development Activities:
• Staff will be trained in the use of Think Central, the Houghton-Mifflin technology component.
• Guided Reading – 1) Daily 5 training for staff to develop differentiated learning for students.   2) Research articles based on oral language and informational text shared with staff and put into practice.

- Collaboration- 1) Grade level meetings with grade levels above and below to develop vertical alignment of ELO's.
- MAP Training- Training in data collection and identification of data that would improve instructional strategies.
- Cross Curricular- Training to support oral language and vocabulary for students across multiple subject areas.

Evidence of Teacher Learning and Improved Student Performance:

In Lincoln Elementary the "All Students" group will increase their proficiency of 58.2% in the Spring of 2016 to 61.2% in the Spring of 2017 as measured by the MCA in Reading

2016-2017 School Improvement Goals

School Improvement Goal #2:

A. Mathematics:
 I. 2016-17 Smart Mathematics Goal: The Lincoln **"All Students"** group will increase their proficiency from 58.1% to 61.1% in the Spring of 2017 as measured by the Mathematics MCA III.
  i. 2016-17 Smart Mathematics Goal: The Lincoln **"American Indian"** sub-group will increase their proficiency from 38.7% to 41.7% in the Spring of 2017 as measured by the Mathematics MCA III assessment.
  ii. 2016-17 Smart Mathematics Goal: The Lincoln **"Free & Reduced"** sub-group will increase their proficiency from 43.9% to 46.9% in the Spring of 2017 as measured by the Mathematics MCA III assessment.

Baseline Data used To Select Goal:

MCA III

Desired Result:

Increased proficiency in Math for all students and decrease the achievement gap for subgroups.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):

Lincoln Elementary staff, grades K-5, will:
- Collaborate using data three times monthly: MAP, MCA III, AIMSweb and Houghton Mifflin 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.

Staff Development Activities:

- Staff will be trained in the use of Think Central, the Houghton-Mifflin technology component.
- Guided Math – 1) Differentiated learning groups addressing the needs of the student. Identified by Common Formative Assessment.

• Collaboration- 1) Grade level meetings with grade levels above and below to develop vertical alignment of ELO's.
• MAP Training- Training in data collection and identification of data that would improve instructional strategies.
• Cross Curricular- Training to support oral language and vocabulary for students across multiple subject areas.
• Viewpoint Training- Training to provide teachers with data to identify student concerns and adjust instructional strategies.
• Use of Math Specialist as a teacher resource. Specialist will model and provide training to staff in the areas of Math identified during RtI team meetings.

Evidence of Teacher Learning and Improved Student Performance:
At Lincoln Elementary, the "All Students" group will increase their proficiency of 58.1% in the Spring of 2016 to 61.1% in the Spring of 2017 as measured by the MCA in Mathematics.

2016-2017 School Improvement Goals

School Improvement Goal #3:

A. Science:
I.   2016-17 Smart Science Goal: The Lincoln 5th graders in the **"All Students"** group will increase their proficiency from 60.0% to 63.0% in the Spring of 2017 as measured by the Science MCA III.
     i.   2016-17 Smart Science Goal: The Lincoln 5th graders in the **"American Indian"** sub-group will increase their proficiency from 37.5% to 40.5% in the Spring of 2017 as measured by the Science MCA III assessment.
     ii.   2016-17 Smart Science Goal: The Lincoln 5th graders in the **"Free & Reduced"** sub-group will increase their proficiency from 44.9% to 47.9% in the Spring of 2017 as measured by the Mathematics MCA III assessment.

Baseline Data used To Select Goal:
MCA II

Desired Result:
Increase proficiency of 5th grade students in science for all students and decrease the achievement gap for subgroups.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Lincoln Elementary staff, Grades K-5, will implement the new Houghton-Mifflin <u>Fusion</u> Science curriculum.

Staff Development Activities:
• Teachers will instruct 75-90 minutes per week, based on grade level.
• Houghton-Mifflin Fusion curriculum will be implemented.
• Staff will integrate the new science standards.
• Staff will be trained in the use of Think Central, the Houghton-Mifflin technology component.
• Science leveled readers will be used K-5.

• Multimedia resources are available for supplemental science instruction.

Evidence of Teacher Learning and Improved Student Performance:
At Lincoln Elementary "All Students" group will increase their proficiency on the MCA Science Test given in grade 5 from 60% to 63% as measured by the MCA in Science.

2016-2017 School Improvement Goals

School Improvement Goal #4:

A. Safe & Welcoming Environment:
  I. 2016-17 Safe & Welcoming Environment Goal: The Lincoln **"All Students"** group will decrease their incidences of physical aggression, which includes: fights, assaults and bullying; that are recorded in the DIRS system by 10% from 39 incidences to 35 or fewer incidences during the 2016-17 school year.
B. Attendance
  II. I. At Lincoln Elementary for the 2016-2017 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.

Baseline Data used To Select Goal:
SKYWARD data resource system

Desired Result:
Decreased number of suspensions for physical aggression and fighting in 2016-2017. Decreased number of students missing 20 or more days during the school year.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
1) Every staff member given an overview of the PBIS program. 2) Consistent behavior program school wide- implementation of Responsive Classroom. 3) Development of Lincoln Pride program. 4) Mentorship guidelines for teachers.

Staff Development Activities:
• Continued monthly discipline meetings to develop processes throughout the school. • Staff meetings to distribute information from the discipline committee. • Staff and student trainings for the mentorship program.

Evidence of Teacher Learning and Improved Student Performance:
Reduce student physical behaviors by 10 % over the school year from last year. Improve attendance of students who have missed 20 or more days in the previous year.

School Improvement Goal #4:
During the 2016-2017 school year, one hundred percent (100%) of classroom teachers will implement the Responsive Classroom Program in an effort to reduce the number of behavior infractions.
Baseline Data used To Select Goal:
Based on the 2015-2016 behavior data reported through the Disciplinary Incident Reporting System (DIRS), the number of incidents reported for J. W. Smith Elementary was 70.
Desired Result:
Based on the 2016-2017 school year, one hundred percent (100%) of classroom teachers will implement the Responsive Classroom Program in an effort to reduce the number of behavior infractions.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
J. W. Smith Elementary will implement the Responsive Classroom program in an effort to increase student achievement and improve the school climate. The Responsive Classroom program will lead to engaging academics, positive community, effective management, and developmentally responsive teaching.
Staff Development Activities:
Teachers will: - Receive training in the Responsive Classroom program.   - Implement Morning/ Closing Meetings each school day.   - Utilize J.W. Smith Elementary School's behavior action team.
Evidence of Teacher Learning and Improved Student Performance:
Teacher Learning: - Share about Responsive Classroom strategies and ideas at staff and RtI meetings.   - Using the Skyward Student Management System, discipline incidences will be reviewed at the end of the 2016-2017.   - Monitor Behavior Infraction Reports quarterly.   - Opportunities for teachers to attend training related to behavior intervention strategies.   - Responsive Classroom training will be provided for staff not yet trained.   Improved Student Performance: - Based on the 2016-2017 DIRS report, J. W. Smith Elementary will see a 10% decrease in the number of incidences reported.

Building School Improvement Plan
Academic Year 2016-2017

Building   Lumberjack High School

Building Principal   Brian Stefanich

School Improvement Site Team Chair   Heather Ritchie

Building School Improvement Site Team Members:

Brian Stefanich	Leigh Swanson
Jason Stonach	Heather Ritchie
Ranae Seykora	Erica Hubert
Bob Czech	Janice Sande
Janice Sande	
Jen Voge	
Kelley Hengel	
Jean Benner	

2016-2017 School Improvement SMART Goals: LUMBERJACK HIGH SCHOOL

1   Bemidji Lumberjack High School staff and students will improve the 11th grade math scores from 0% proficiency rate to 10% proficiency on the spring MCA in 2017.

2   Bemidji Lumberjack High School staff and students will improve the 10th grade reading scores from 85.7% proficiency to 88% proficiency on the MCA test in the spring of 2017.

3   Bemidji Lumberjack High School staff and students will improve the attendance rate from 75.72% in 2015-2016 to 85% for all students in 2016-2017 as measured by Skyward.

2016-2017 School Improvement Goals

School Improvement Goal #1:
Bemidji Lumberjack High School staff and students will improve the 11th grade math scores from 0% proficiency rate to 10% proficiency on the spring MCA in 2017.
Baseline Data used To Select Goal:
Data Source: 2016 MCA math test and MMR reports.
Desired Result:
Improve 11th grade math scores from 0% proficiency rate to 10% proficiency on the spring MCA in 2017.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):

- 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.
- 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.

Staff Development Activities:

- Interpret data and gear teaching practices to improve the math, reading, and writing scores.
- Continue PBIS
- Lead weekly home-room activities to improve school culture and prepare students for next steps after high school using the "Ramp up to Readiness" curriculum.
- All LHS teachers will have opportunities to attend staff development meetings or conferences to address best practices in the classroom ensuring curriculum benchmarks are met.
- Staff development on: suicide prevention and early onset of mental illness.
- Teacher trainings on reading strategies to increase comprehension skills across the curriculum.

- Technology training to increase student engagement and 21st Century skills for the workplace.
- Weekly collaboration with administration and counselors, as well as Indian Ed and school social worker.

Evidence of Teacher Learning and Improved Student Performance:

- Teachers will focus on student learning and will effectively guide students through content by setting objectives, using formative assessments, and providing feedback to students.
- Formative assessment will define re-teaching strategies.
- Students will meet or exceed the goals set for improving math scores. Success in this area should also translate into better learning in all areas.
- Walk though visits, as well as, formal observation provides teacher with feedback on how they are progressing. These visits also provide administrators with evidence of future staff development planning.
- Students will earn certifications/college credit through the Bemidji Career Academies.

2016-2017 School Improvement Goals

School Improvement Goal #2:

Bemidji Lumberjack High School staff and students will improve the 10th grade reading scores from 85.7% proficiency to 88% proficiency on the MCA test in the spring of 2017.

Baseline Data used To Select Goal:

Data Source: 2016 MCA math test and MMR reports.

Desired Result:

Improve the 10th grade reading scores from 85.7% proficiency to 88% proficiency on the MCA test in the spring of 2017.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):

- 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. Teacher trainings also include staff development in reading strategies for increased comprehension across the curriculum.
- Teacher training in technology tools for teaching and increasing student engagement and skills for 21st Learners.
- All teachers in all areas of study will become familiar with the MCA/Grad 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. Students will be placed into math classes that will prepare them to pass MCA tests.
- All LHS 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 instructions through interpretation of data.
- Teacher training on Edgenuity to provide test prep remediation and supplementary math instruction.
- Teacher training in Positive Behavior Interventions and Supports (PBIS) to improve school culture, address behavior concerns, and create school pride.
- 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.
- Utilize expertise of Indian Career Advisor and Liaison for cultural concerns.
- 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.

Staff Development Activities:

- Interpret data and gear teaching practices to improve the math, reading, and science scores.
- Continue PBIS
- Lead weekly home-room activities to improve school culture and prepare students for next steps after high school using the "Ramp up to Readiness" curriculum.
- All LHS teachers will have opportunities to attend staff development meetings or conferences to address best practices in the classroom ensuring curriculum benchmarks are met.
- Staff development on: suicide prevention and early onset of mental illness.
- Teacher trainings on reading strategies to increase comprehension skills across the curriculum.
- Technology training to increase student engagement and 21st Century skills for the workplace.
- Weekly collaboration with administration and counselors, as well as Indian Ed and school social worker.

Evidence of Teacher Learning and Improved Student Performance:

- Teachers will focus on student learning and will effectively guide students through content by setting objectives, using formative assessments, and providing feedback to students.
- Formative assessment will define re-teaching strategies.
- Students will meet or exceed the goals set for improving reading scores. Success in this area should also translate into better learning in all areas.
- Walk though visits, as well as, formal observation provides teacher with feedback on how they are progressing. These visits also provide administrators with evidence of future staff development planning.

Students will earn certifications/college credit through the Bemidji Career Academies.

2016-2017 School Improvement Goals

School Improvement Goal #3:
Bemidji Lumberjack High School staff and students will improve the attendance rate from 75.72% in 2015-2016 to 85% for all students in 2016-2017 as measured by Skyward.
Baseline Data used To Select Goal:
AYP/MMR reports and Skyward and Viewpoint attendance.
Desired Result:
Improve student attendance to 85% by the spring of 2017.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):

- All departments have created an attendance goal, and individual teachers have a SMART goal to increase attendance in their classes.
- All LHS staff will become familiar with all students, interacting on a daily basis outside the classroom, hallways, and lunchroom.
- All LHS staff serve as advisors to a given list of students. Staff will meet weekly with advisees and maintain contact with them and their parents regarding their progress.
- All LHS staff will provide a safe and welcoming environment.
- Utilize the knowledge and expertise of Indian Career Advisor and Liaison to increase awareness of cultural concerns.
- Create an incentive plan based on attendance and grades.
- Engaging technologies training to increase 21st Century Learners' skills for the workplace.
- BHS/LHS and NTC and community manufacturing companies will expand course offerings and employment opportunities to provide pathways for trades certification and post-secondary credit.
- BHS/LHS and NTC will increase CNA classes to allow more high school students the opportunity to be Certified Nursing Assistants.
- Six "Bemidji Career Academies" will be launched this year to provide pathways to careers. These academies include, Light, Sound, and Video Technician, Mechatronics, Health Careers, Business Management, Construction Trades, and Project Lead the Way.

Staff Development Activities:

- All LHS staff will make weekly contact with advisees, encouraging and assisting wherever needed, as well as preparing them for the next steps after high school by using the "Ramp up to Readiness" curriculum.
- Weekly collaboration with administration and counselors, as well as Indian Ed and school social worker.
- All LHS staff will make monthly contact with advisee families, discussing attendance, assignments and attitude.

- All LHS staff will attend weekly meetings to discuss issues and successes.
- All LHS staff will meet with their advisory group to review and update continuous learning plans.

Evidence of Teacher Learning and Improved Student Performance:

- Students will meet or exceed the attendance goal.
- Students and families will respond favorably to the contacts made by the advisor, translating into better attendance.
- Students will earn certifications/college credit through the Bemidji Career Academies.

Building   Northern Elementary

Building Principal   Wendy K. Templin

School Improvement Site Team Chair   Anna Grand

Building School Improvement Site Team Members:

Janelle Alexander

Stephany McDermott

Paul Daman

Chris Wade

Anna Grand

Janet Forte

2016-2017 School Improvement SMART Goals:

1   We will increase the overall percentage of all Northern Elementary students in grades 3-5 so that there will be an increase in the number of students that will demonstrate proficiency by 3% in **reading** as measured by the MCA's by the spring of 2017. Northern School will meet or exceed the State average and increase the individual student scores annually to lessen the achievement gap throughout the student population.

All Students- Grow from 52.6% to 55.6%

3rd Grade – Grow from 46.5% to 49.5%

4th Grade – Grow from 48.9% to 51.9%

5th Grade – Grow from 62.5% to 65.5%

All American Indian Students – 36.6% to 39.6%

All Free/Reduced Students -33.3% to 36.3%

All Special Education Students – 22.5% to 25.5%

2   We will increase the overall percentage of all Northern Elementary students in grades 3-5 so that there will be an increase in the number of students that will demonstrate proficiency by 3% in **mathematics** as measured by the MCA-III's by the spring of 2017. Northern School will meet or exceed the State average and increase the individual student scores annually to lessen the achievement gap throughout the student population.

All Students- Grow from 63% to 66%

3rd Grade – Grow from 70.3% to 73.3%

4th Grade – Grow from 66.3% to 69.3%

5th Grade – Grow from 52.1% to 55.1%

All American Indian Students – 56.1% to 59.1%

All Free/Reduced Students – 46.3% to 49.3%

All Special Education Students – 42.5% to 45.5%

3 We will increase the overall percentage of all Northern Elementary students in grade 5 so that there will be an increase in the number of students that will demonstrate proficiency by 3% in **science** as measured by the MCA-II's by the spring of 2016. Northern School will meet or exceed the State average and increase the individual student scores annually to lessen the achievement gap throughout the student population.
5th Grade – Grow from 60.2% to 63.2%
All American Indian Students – 50% to 53%
All Free/Reduced Students – 37.1% to 40.1%
All Special Education Students – 38.5% to 41.5%

4 We will increase the overall climate of Northern Elementary as a safe and welcoming school by implementing Responsive Classroom to reduce office referrals and assaults by 10% during the 2016-2017 school year.
Baseline Data: Monthly discipline records.

2016-2017 School Improvement Goals

School Improvement Goal #1:
We will increase the overall percentage of all Northern Elementary students in grades 3-5 so that there will be an increase in the number of students that will demonstrate proficiency by 3% in **reading** as measured by the MCA's by the spring of 2017. Northern School will meet or exceed the State average and increase the individual student scores annually to lessen the achievement gap throughout the student population.
Baseline Data used To Select Goal:
Spring 2017 MCA reading Assessment results.
Desired Result:
To increase each grade level performance by 3% and sub-cells by 3% proficiency.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
We will establish a clear vision for school wide data use by making data part of an on-going cycle of instructional improvement that includes teaching students to examine their own data and set their own learning goals.
Staff Development Activities:
1. All reading teachers will utilize the Journeys reading curriculum to establish comprehension for informational text and literature (50%). 2. Teachers will be reviewing the reading standards to create Essential Learning Outcomes embedded in the current Journeys curriculum mapped out for the schoolyear. 3. All reading teachers will utilize the pretest and posttest instructional strategy. 4. Students will be individually involved in their learning success by examining their individual data. 5. Reading coaches will support at-risk (bubble) students to improve reading comprehension. 6. Staff development sessions will be provided in guided reading, Pals, running records, etc. by district and building specialists. 7. Utilizing the building librarian, students will focus on high-interest individual reading opportunities.
Evidence of Teacher Learning and Improved Student Performance:
1. Improved scores on the MCA-III and NWEA assessments. 2. Shared knowledge and information gained at RTI, district and staff meetings. 3. Application of new knowledge and information focused in instructional best practices.

2016-2017 School Improvement Goals

School Improvement Goal #2:
We will increase the overall percentage of all Northern Elementary students in grades 3-5 so that there will be an increase in the number of students that will demonstrate proficiency by 3% in **mathematics** as measured by the MCA-III's by the spring of 2017. Northern School will meet or exceed the State average and increase the individual student scores annually to lessen the achievement gap throughout the student population.
Baseline Data used To Select Goal:
Spring 2017 MCA reading Assessment results.
Desired Result:
To increase each grade level by 3% and sub-cells 3% proficiency.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
We will establish a clear vision for school wide data use by making data part of an on-going cycle of instructional improvement that includes teaching students to examine their own data and set their own learning goals.
Staff Development Activities:
1. All math teachers will utilize the Math Expressions curriculum to improve math skills, especially geometry. 2. Teachers will be reviewing the math standards to update Essential Learning Outcomes embedded in the current Math Expressions curriculum mapped out for the school year. 3. All math teachers will utilize the pretest and posttest instructional strategy. 4. Students will be individually involved in their learning success by examining their individual data. 5. The District math specialist will provide staff development sessions.
Evidence of Teacher Learning and Improved Student Performance:
1. Improved scores on the MCA-III and NWEA assessments. 2. Shared knowledge and information gained at RTI, district and staff meetings. 3. Application of new knowledge and information focused in instructional best practices.

2016-2017 School Improvement Goals

School Improvement Goal #3:
We will increase the overall percentage of all Northern Elementary students in grade 5 so that there will be an increase in the number of students that will demonstrate proficiency by 3% in **science** as measured by the MCA-II's by the spring of 2016. Northern School will meet or exceed the State average and increase the individual student scores annually to lessen the achievement gap throughout the student population.

Baseline Data used To Select Goal:
Spring 2016 MCA reading Assessment results.
Desired Result:
To increase each grade level by 3% and sub-cells by 3% proficiency.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
We will establish a clear vision for school wide data use by making data part of an on-going cycle of instructional improvement that includes teaching students to examine their own data and set their own learning goals.
Staff Development Activities:
1. All science teachers will utilize the Fusion curriculum to improve science knowledge, along with additional hands-on activities. 2. Teachers will be reviewing the science standards to update Essential Learning Outcomes embedded in the current Fusions curriculum mapped out for the school year. 3. All science teachers will utilize the pretest and posttest instructional strategy. 4. Students will be individually involved in their learning success by examining their individual data. 5. Increase the reading of informational science text.
Evidence of Teacher Learning and Improved Student Performance:
1. Improved scores on the MCA-III. 2. Shared knowledge and information gained at district and staff meetings. 3. Application of new knowledge and information focused in instructional best practices.

2016-2017 School Improvement Goals

School Improvement Goal #4:
We will increase the overall climate of Northern Elementary as a safe and welcoming school by implementing Responsive Classroom to reduce office referrals and assaults by 10% during the 2016-2017 school year.
Baseline Data used To Select Goal:
Monthly discipline records and the yearend DIRS reports.
Desired Result:
To decrease each the grade level number of office referrals and severe discipline incidents by 5%.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
We will increase the overall climate of Northern Elementary as a safe and welcoming school by implementing Responsive Classroom guiding principles by providing RC discussion sessions and presentations.
Staff Development Activities:
1. Implementation of Responsive Classroom over the 2016-17 and 2017-18 school years. 2. Elimination of the Clip Chart management system. 3. Staff will be trained in Proactive Discipline techniques and language strategies through Responsive Classroom discussions. 4. Behavior consequences will be managed in the areas of the incident.
Evidence of Teacher Learning and Improved Student Performance:
1. Decreased office referrals and suspensions. 2. Shared knowledge and information gained within staff meetings. 3. Visual evidence of Responsive Classroom guiding principles.

Building School Improvement Plan
Academic Year 2016-2017

Building   Oshki Manidoo School

Building Principal   Tami Wesely

School Improvement Site Team Chair   Robert Beckstrom

Building School Improvement Site Team Members:

Tami Wesely   Anisia Rustand

Robert Beckstrom

2016-2017 School Improvement SMART Goals:

1   In Oshki Manidoo School the "ALL" students group will increase their proficiency from 0 students proficient on the MCA in reading in the Spring of 2016 to at least 1 student proficient in the Spring of 2017 as measured by the MCA in Reading.

2   In Oshki Manidoo School the "ALL" students group will increase their proficiency from 0 students proficient on the MCA in math in the Spring of 2016 to at least 1 student proficient in the Spring of 2017 as measured by the MCA in Math.

3   In the Oshki Manidoo School "ALL" student groups 50% of the students enrolled for 90 days or more will earn at least 1 credit toward graduation. (Baseline data: Prior to the 2016-2017 school year, students earned credit hours toward core courses. No students have completed credits while attending Oshki School.)

School Improvement Goal #1:
In Oshki Manidoo School the "ALL" students group will increase their proficiency from 0 students proficient on the MCA in reading in the Spring of 2016 to at least 1 student proficient in the Spring of 2017 as measured by the MCA in Reading.
Baseline Data used To Select Goal:
Zero students passed the MCA in reading in 2016.
Desired Result:
At least 1 student will pass the MCA. All students will show growth in reading as measured by pre and post tests.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
The Edgenuity Online Program will be implemented as an option for students to improve skills in reading and earn credits in English.
Staff Development Activities:
The teacher will participate in Edgenuity training to develop curriculum suitable for Oshki School. Local, district, and regional staff development trainings will be available.
Evidence of Teacher Learning and Improved Student Performance:
Courses will be customized on Edgenuity to meet individual student needs. More students will complete coursework needed for credit attainment.

2016-2017 School Improvement Goals

School Improvement Goal #2:
In Oshki Manidoo School the "ALL" students group will increase their proficiency from 0 students proficient on the MCA in math in the Spring of 2016 to at least 1 student proficient in the Spring of 2017 as measured by the MCA in Math.
Baseline Data used To Select Goal:
Spring 2016 MCA scores are used to develop goals.
Desired Result:
At least 1 Oshki student will pass the MCA in spring of 2017. All students will show growth in the math skills as measured by pre and post tests.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
The Edgenuity Online Program will be implemented as an option for students to improve skills in reading and earn credits in Math.
Staff Development Activities:
The teacher will participate in Edgenuity training to develop curriculum suitable for Oshki School.   Local, district, and regional staff development trainings will be available.
Evidence of Teacher Learning and Improved Student Performance:
Courses will be customized on Edgenuity to meet individual student needs. More students will complete coursework needed for credit attainment.

2016-2017 School Improvement Goals

School Improvement Goal #3:
In the Oshki Manidoo School "ALL" student groups 50% of the students enrolled for 90 days or more will earn at least 1 credit toward graduation. (Baseline data: Prior to the 2016-2017 school year, students earned credit hours toward core courses. No students have completed credits while attending Oshki School.)
Baseline Data used To Select Goal:
Prior to the 2016-2017 school year, students have earned credit hours is various courses. Students did not earn credits for completion of courses in their short-term, 90 day program.
Desired Result:
Students that are enrolled for the 90 day program, will be able to earn credit toward graduation for completion of courses when using the Edgenuity online program.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
Staff will be trained in Edgenuity to learn to develop and customize courses.
Staff Development Activities:
Staff using Edgenuity will collaborate about courses available and determine techniques for customization.
Evidence of Teacher Learning and Improved Student Performance:
Courses will be developed and customized that meet individual student needs. Students will have a better opportunity to earn credits for courses that transfer to their resident districts.

Building   Paul Bunyan Elementary

Building Principal   Kathy Van Wert

School Improvement Site Team Chair   Kristine Hernandez

Building School Improvement Site Team Members:

Lindsay Potter	Michael Quillin
Teresa Kuleta	Alisha Rude
Amy Eklund	Lana Hunsberger
Michele Strand	Kimberly Grahek
Emily Keller	Hannah Marsh
Christine Thronson	Lenore Siems

2016-2017 School Improvement SMART Goals:

1 Using the AIMSweb Letter Sound Fluency Assessment, 65% of our students will obtain the Spring Benchmark of 33: in the Fall of 2016 2% of our students have reached the Spring Benchmark and in Spring of 2017 65% will reach the Spring Benchmark.

2 Using the AIMSweb Phoneme Segmentation Assessment, 65% of our students will obtain the Spring Benchmark of 41. The assessment will be given in the Winter of 2017 and Spring 2017.

3 Using the AIMSweb Number Identification Assessment: in the Fall of 2016 9% of our students have reached the Spring Benchmark and in Spring of 2017 65% will reach the Spring Benchmark of 55.

4 Using the AIMSweb Quantity Discrimination Assessment, 65% of our students will obtain the Spring Benchmark of 25: in the Fall of 2016 17% of our students reached the Spring Benchmark and in Spring of 2017 65% will reach the Spring Benchmark.

School Improvement Goal #1:
Using the AIMSweb Letter Sound Fluency Assessment, 65% of our students will obtain the Spring Benchmark of 33: in the Fall of 2016 2% of our students have reached the Spring Benchmark and in Spring of 2017 65% will reach the Spring Benchmark.
Baseline Data used To Select Goal:
AIMSweb Fall of 2016 LSF data shows 2% of our students have currently reached the Tier 1 cut score Spring Benchmark of 33. Goal selected due to importance to obtaining reading skills.
Desired Result:
Paul Bunyan is reaching for 65% of our students to reach the Spring Benchmark of 33.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
To gain insight and best practice information on instructional practice and interventions as it pertains to LSF and to implement best practice instruction during core instructional time, using guided reading techniques and individual/small group interventions.
Staff Development Activities:
1. RtI teams will meet 2x/month with a focus on Tier 1 instruction, guided reading and Responsive Classroom. 2. Buddy Teachers will meet 1x/month to focus on teaching strategies, interventions. 3. Utilization of Minnesota Reading Corps Tutor to work with Tier 2 students. 4. Use volunteers and practicum students to assist with interventions of Tier 3 students. 5. Provide opportunities for staff to work with district reading interventionist. 6. Specialists will integrate lessons with a reading focus. 7. Letter Sound cards will be made available at restrooms, cafeteria to provide opportunity for continual practice of letter sounds. 8. AIMSweb Progress Monitoring will be done with students receiving interventions.
Evidence of Teacher Learning and Improved Student Performance:
1. Spring Benchmark will be met by 65% of students. 2. AIMSweb winter benchmark will be analyzed for students in need of additional assistance. 3. Teachers will share strategies at monthly staff meetings.

2016-2017 School Improvement Goals

School Improvement Goal #2:
Using the AIMSweb Phoneme Segmentation Assessment, 65% of our students will obtain the Spring Benchmark of 41. The assessment will be given in the Winter of 2017 and Spring 2017.

Baseline Data used To Select Goal:
AIMSweb Winter of 2016 Phoneme Segmentation Assessment will be used as a baseline, we will strive for 65% of our students to reach the Spring Benchmark of 41. This goal is aligned with the district's goal for kindergarten students.
Desired Result:
Paul Bunyan will work for 65% of students reaching Spring Benchmark, 41, at the 2017 Spring AIMSweb Assessment.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
To gain insight and best practice information on instructional practice and interventions as it pertains to PS and to implement best practice instruction during core instructional time, using guided reading techniques and individual/small group interventions.
Staff Development Activities:
1. RtI teams will meet 2x/month with a focus on Tier 1 instruction, guided reading and Responsive Classroom. 2. Buddy Teachers will meet 1x/month to focus on teaching strategies, interventions. 3. Utilization of Minnesota Reading Corps Tutor to work with Tier 2 students. 4. Use volunteers and practicum students to assist with interventions of Tier 3 students. 5. Provide opportunities for staff to work with district reading interventionist. 6. Specialists will integrate lessons with a reading focus. 7. AIMSweb Progress Monitoring will be done with student's receiving interventions.
Evidence of Teacher Learning and Improved Student Performance:
1. Spring Benchmark will be met by 65% of students. 2. AIMSweb winter benchmark will be analyzed for students in need of additional assistance. 3. Teachers will share strategies at monthly staff meetings.

2016-2017 School Improvement Goals

School Improvement Goal #3:
Using the AIMSweb Number Identification Assessment, 65% of our students will obtain the Spring Benchmark of 55: in the Fall of 2016 9% of our students have reached the Spring Benchmark and in Spring of 2017 65% will reach the Spring Benchmark.
Baseline Data used To Select Goal:
AIMSweb 2016 Fall Number Identification Assessment indicates that 9% of our students reaching the Spring Benchmark of 55. NI data is necessary to help increase student achievement with math concepts.

Desired Result:
Sixty-five percent of Paul Bunyan students will achieve the AIMSweb 2017 Spring Benchmark of 55 in the Spring of 2017.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
To gain insight and best practice information on instructional practice and interventions as it pertains to NI and to implement best practice instruction during core instructional time, using whole group instruction and individual/small group interventions.
Staff Development Activities:
1. RtI teams will meet 2x/month with a focus on Tier 1 instruction. 2. Buddy Teachers will meet 1x/month to focus on teaching strategies, interventions. 3. Use volunteers and practicum students to assist with interventions of Tier 3 students. 4. Provide opportunities for staff to work with district math interventionist. 5. Specialists will integrate lessons with a number focus. 6. AIMSweb Progress Monitoring will be done with student's receiving interventions.
Evidence of Teacher Learning and Improved Student Performance:
1. Spring Benchmark will be met by 65% of students. 2. AIMSweb winter benchmark will be analyzed for students in need of additional assistance. 3. Teachers will share strategies at monthly staff meetings.

2016-2017 School Improvement Goals

School Improvement Goal #4:
Using the AIMSweb Quantity Discrimination Assessment, 65% of our students will obtain the Spring Benchmark of 25: in the Fall of 2016 17% of our students reached the Spring Benchmark and in Spring of 2017 65% will reach the Spring Benchmark.
Baseline Data used To Select Goal:
2016 AIMSweb Quantity Discrimination Assessment will be used as a baseline to further instruction. Quantity Discrimination concepts are foundational to increasing student achievement in math.
Desired Result:
Sixty-five percent of our students will reach the 2017 AIMSweb Quantity Discrimination Spring Benchmark of 25.

Means to Achieve the School Improvement Goal

Staff Development Goal(s):
To gain insight and best practice information on instructional practice and interventions as it pertains to Quantity Discrimination and to implement best practice instruction during core instructional time, using whole group instruction and individual/small group interventions.
Staff Development Activities:
1. RtI teams will meet 2x/month with a focus on Tier 1 instruction. 2. Buddy Teachers will meet 1x/month to focus on teaching strategies, interventions. 3. Use volunteers and practicum students to assist with interventions of Tier 3 students. 4. Provide opportunities for staff to work with district math interventionist. 5. Specialists will integrate lessons with a number focus. 6. AIMSweb Progress Monitoring will be done with student's receiving interventions.
Evidence of Teacher Learning and Improved Student Performance:
1. Spring Benchmark will be met by 65% of students. 2. AIMSweb winter benchmark will be analyzed for students in need of additional assistance. 3. Teachers will share strategies at monthly staff meetings.

Building   Solway Elementary School

Building Principal   Tami Wesely

School Improvement Site Team Chair   Heather Sande

Building School Improvement Site Team Members:

Heather Sande	Nate Blumhagen
Gigi Nicoson	Tiffany Berg
Michelle Dahlby	Tim Slough
Roben Beyer	Amanda Sherwood
Becky Johnson	Julia Simons
Rich Morehouse	Fred Reinke

2016-2017 School Improvement SMART Goals:

1   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 3%, from 61.8% in 2016 to 64.8% in 2017.

- 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 from 18.2% in 2016 to 21.2% in 2017.
- 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 from 10% in 2016 to 13% in 2017.

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

- Grades 1 will improve Curriculum Based Measurement percentage meeting Tier 1 from 71 % in the spring of 2016 to 73% in Spring 2017; as measured by AIMSweb.
- Grade 2 students will improve their overall Mean RIT score from 185.0 in the spring of 2016 to 191.6 in spring 2017; as measured by NWEA MAP.

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2 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 4%, from 59.8% in 2016 and 63.8% in 2017.

- 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 from 27.3% in 2016 to 31.3% in 2017.
- 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 from 20% in 2016 to 24% in 2017.

3 Solway Elementary School will increase student attendance by 1%, from 94.86% at the end of the 2015-2016 school year, to 95.86% by the end of the 2016-2017 school year.

2016-2017 School Improvement Goals

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 3% from 60.9% in 2016 to 63.9% in 2017. • 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 from 18.2% in 2016 to 21.2% in 2017. • 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 from 10% in 2016 to 13% in 2017.
Baseline Data used To Select Goal:
Results from the Spring 2015 MCA assessments are used for baseline data. 60.9% of all Solway students in grade 3-5 scored proficient of the MCA reading test. 18.2% of American Indian subgroup scored proficient. 10% of Special Education subgroup scored proficient.
Desired Result:
All grades at Solway will increase proficiency by 3% on the Spring 2017 MCA tests in Reading.

Means to Achieve the School Improvement Goal

Staff Development Goal(s): *Reading*
All Solway teachers will receive professional development geared at increasing achievement in reading. Teachers will receive ongoing training on research-based reading interventions and progress monitoring. Training in Guided Reading is available for teachers.
Staff Development Activities:
RtI teams will focus on school improvement goals and how those goals can better be met. Curriculum and alignment with standards will be a focus of RtI teams. The district RtI specialist will be available for coaching, modeling, and co-teaching. Teachers will participate in Professional Learning Communities focused on district and building goals.
Evidence of Teacher Learning and Improved Student Performance:
Solway students will demonstrate improved scores on the spring MCA tests. Classroom teachers will apply new techniques, knowledge, and information in their instruction.

2016-2017 School Improvement Goals

School Improvement Goal #2: *Math*
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 4%, from 59.8% in 2016 and 63.8% in 2017.
Baseline Data used To Select Goal:
Results from the 2016 MCA assessments in math were used as baseline data: 59.8% of all Solway students in grade 3-5 scored proficient of the MCA math test. 27.3% of Special Education subgroup scored proficient. 20% of American Indian subgroup scored proficient.
Desired Result:
All grades at Solway will increase proficiency by 4% on the Spring 2016 MCA tests in math.

Means to Achieve the School Improvement Goal

Staff Development Goal(s): *Math*
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.
Staff Development Activities:
RtI teams will focus on school improvement goals and how those goals can better be met. Curriculum and alignment with standards will be a focus of RtI teams. The district RtI specialist will be available for coaching, modeling, and co-teaching. Teachers will participate in Professional Learning Communities focused on district and building goals. Observation of a trained teacher will assist teachers in successful use of PALS Math.
Evidence of Teacher Learning and Improved Student Performance:
Solway students will demonstrate improved scores on the spring MCA Math tests. Classroom teachers will apply new techniques, knowledge, and information in their instruction.

School Improvement Goal #3: *Attendance*
Solway Elementary School will increase student attendance by 1%, from 94.86% to 95.86% by the end of the 2016-2017 school year.
Baseline Data used To Select Goal:
Solway Elementary had a total of 94% attendance for the 2015-2016 school year.
Desired Result:
Solway Elementary will implement attendance incentives quarterly, to support an increase in student attendance.

Means to Achieve the School Improvement Goal

Staff Development Goal(s): *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.
Staff Development Activities:
Responsive Classroom activities will center around the importance of being present at school whenever possible.
Evidence of Teacher Learning and Improved Student Performance:
Attendance reports will be reviewed monthly, by the attendance personnel to monitor for student attendance.