



WBWF School Site Improvement Goals & Results

2023-2024 School Year

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BEMIDJI ALTERNATIVE EDUCATION CENTER GOALS & RESULTS

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

1. Attendance

Students will increase their overall consistent attendance during the 2023-2024 school year as measured by tracking to mean two days a week.

Goal: 50%

Result: 40.6%

2. Graduation

Students will increase their graduation percentage.

Goal: 40%

Result: 33.3%

Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Team will create a tracking system to monitor and support students	staff	use google sheet	google sheet Attendance records time to meet	Wednesday, Aug 30, 2023
Implementing MEIRS - set attendance thresholds	staff	Staff will create a to threshold worksheet	time	Monday, August 28
Student choice added to CLP on what 2 days they wish to attend	Staff, advisor	CLPS and MEIRS process	time google tracking sheet	
Setting meeting calendars to collaborate on collected data Advisors will collect their own data. Twice a month, staff will come together to share information and discern which students are flagged	Staff, Advisors	Calendar and meeting agendas	google tracking sheet	

BEMIDJI HIGH SCHOOL SITE GOALS & RESULTS

Bemidji High School (BHS) serves students in grades 9-12 with approximately 1,540 students, with over 370 course offerings for students. BHS seeks to serve all students to provide the best possible education for students of all ability levels, economic status, ethnic backgrounds, or post-secondary plans. The school offers a Credit Recovery program to keep students on track for graduation. BHS's curriculum features Advanced Placement (A.P.) courses, Post-Secondary

Education Options (PSEO), and College in the High School (CIHS) courses through partnerships with Bemidji State University and Northwest Technical College, Jr. ROTC, and the Project Lead the Way pre-engineering program. And through BHS, college agreements, and community partnerships, the Bemidji Career Academies provides students with a path to the workforce having the opportunity to earn college credit and certifications in 15 areas.

1. Graduation

Students will increase their graduation percentage.

Goal: 84%

Result: 84.6%

2. Credits

Percentage of Grade 9 students will obtain at least 8 of 10 credits by the end of the 2023-2024 school year.

Goal: 78%

Result: 90.38%

3. Attendance

Percentage of student attendance increase by the end of the 2023-2024 school year.

Goal: 90%

Result: achieved and exceeded

Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Add academic enrichment math and reading classes for 9th grade students 9th grade core classes sending home progress reports.	Classroom teachers, support staff, and site team	Look at credit attainment of the students in the class.	students enrolled in classes and monitoring the grades of those students	identify students who would benefit from being enrolled in the class (data from BMS)
Advocate for smaller class sizes especially in the academic enrichment courses	Site team and classroom teachers	Look at the classroom size numbers to see if they are going down	smaller class sizes, more sections? Support from admin and school board	Have less students enrolled in core classes- specifically AE/ math reading, but also core 9th grade classes
Site team will meet monthly and look at data to monitor student graduation rate/credit attainment numbers	Site team- Sara Beldo (run reports) dates will be posted here or on large agenda for site team	Pull attendance data (viewpoint or Skyward?) and Student F report data	Meet monthly and carry out data analysis -Take students from F list and share with students support- Indian ed, truancy can help step in.	Take students from the F list and also share it with students support- maybe Indian ed, truancy can help step in.
Send progress reports to parents/guardians/ students at least every 2 weeks	Classroom teachers	Check in with teachers/remind teachers to send progress reports (department chairs??)	Teacher support and training on how to send out reports via skyward	Teacher training on how to send out progress reports and reminders to send out in Friday notes
Offering 21st century/ Before and after school tutoring	Tutors and a program coordinator	Talk to the coordinator	access to students and tutors	TBD

BEMIDJI MIDDLE SCHOOL SITE GOALS & RESULTS

Bemidji Middle School is the home of the 6th-8th grade Lumberjacks. We have over 27 different sports and activities for 975 students to participate in (85% will find their way into one of them). We offer more than 25 different elective courses so our students have a variety of options to help receive a balanced education. Our band, choir, and orchestra programs educate over 500 students each year in the arts. Our Band/Choir/Orchestra Concerts, Art Show, Science Fair, BASH Night, Yearbook, Family Activity Night, National Junior Honor Society, and AAAA Award nights are great opportunities for our students to showcase their impressive skills. BMS is always looking to ensure that our students receive the support they need with special education, adaptive physical education, and smaller class settings for students who qualify. The bottom line is, our staff at BMS work diligently each day to make Bemidji Middle School ROCK!

1. Reading

Students will increase their reading proficiency from Spring 2023 to Spring of 2024 as measured by the MCA Reading Assessment.

All Students, All Grades Group

Goal: 55.1%

Result: 49.6%

Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Support all reading staff members through professional development	-Professional development	-Teacher evaluation -3-min walk through	-Time set aside during staff development days -staff dev grant proposals for specific to the language arts department	-two staff dev days -teacher depart .5 days for prof dev -16hrs of PLC time -time set aside for paras to receive reading specific reports during prof dev.
Support new language arts teachers through mentorship program.	-Building admin and Q-comp mentor teacher	-Teacher evaluation -3min walk-through	-Consistent time set aside for mentee work	-Ongoing support with the mentorship program throughout the school year
Reinforce the use of reading and writing across all content areas.	-Content area teachers	-Teacher evaluation -3min walk-through	-Training on development or use of terms	-Ongoing throughout the school year
Reinforce the use of common reading vocabulary across content areas	-Content area teachers	-Teacher evaluation -3min walk-through	-Common vocabulary	-Ongoing throughout the school year

2. Mathematics

Students will increase their mathematics proficiency from Spring 2023 to Spring of 2024 as measured by the MCA Mathematics Assessment.

All Students, All Grades Group

Goal: 48.3%

Result: 45.4%

Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Support all math staff members through professional development	-Professional development	-Teacher evaluation -3-min walk through	-Time set aside during staff development days -staff development grant proposals for specific to the math department	-two staff dev days -teacher depart .5 days for prof dev -16hrs of PLC time -time set aside for paras to receive math specific reports during prof dev.
Support new math teachers through mentorship program.	-Building admin and Q-comp mentor teacher	-Teacher evaluation -3min walk-through	-Consistent time set aside for mentee work	-Ongoing support with the mentorship program throughout the school year
Reinforce the use of math terminology across all content areas.	-Content area teachers	-Teacher evaluation -3min walk-through	-Training on development or use of terms	-Ongoing throughout the school year

3. Science

Grade 8 Students will increase their science proficiency from Spring 2023 to Spring of 2024 as measured by the MCA Mathematics Assessment.

All Students Group

Goal: 29.5%

Result: 31.9%

Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
-Development of curriculum mapping and implementation of new science curriculum	-content area teachers	-3 min walk throughs -Teacher evaluation	-Time set aside during staff development days -staff dev grant proposals for specific to the science department	-two staff dev days -teacher department .5 days for prof dev -16hrs of PLC time
-Development of crosscutting concepts across 6-8th grade standards	-content area teachers	-3 min walk throughs -Teacher evaluation	-staff dev grant proposals for specific to the science department	-two staff dev days -teacher depart .5 days for prof dev -16hrs of PLC time
-Math concepts and Reading strategies in the science classroom	-Content area teachers	-3 min walk throughs -Teacher evaluation	-A clear set of expectations -MTSS support for development of resources	-Two staff dev days

FIRST CITY SCHOOL SITE GOALS & RESULTS

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

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

1. Reading

Students will increase their reading proficiency from Spring 2023 to Spring of 2024 as measured by the MCA Reading Assessment.

All Students Group

Goal: 45%

Result: 25%

Students will increase their reading growth percentage during the 2023-2024 school year as measured by the STAR Reading Test; prorated for the length of attendance

Goal: 14%

Result: 16.5%

Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Build Vocabulary	Teachers in all three units Secure, Non-Secure and Residential.	Star Assessment pre and post test	Reading programs - short stories, Scholastic Action Magazines	Students will take a pretest on intake to FCS and posttest when discharged (Any student that is with FCS 30 or more days)
Closed Reading				
Non-Fiction reading (inferencing, sequencing comprehension)				
Utilize graphic organizers to enhance comprehension				

2. Mathematics

Students will increase their mathematics proficiency from Spring 2023 to Spring of 2024 as measured by the MCA Mathematics Assessment.

All Students Group

Goal: 7%

Result: 0%

Students will increase their mathematics growth percentage during the 2023-2024 school year as measured by the STAR / Freckle Math Test; prorated for the length of attendance

All Students Group

Goal: 11%

Result: 12.3%

Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Word walls, intentional vocabulary instruction	Math, science and other	Bi-weekly vocabulary assessments.	Vocabulary posters for all relevant classrooms.	Create an essential vocabulary list.

	relevant teachers	Quarterly Star assessments.		Ongoing throughout the school year.
Standard & Metric Measurement	Math, science and other relevant teachers	Quarterly review and practice of skills.	Poster and handouts for student reference.	Ongoing practice throughout the school year.

3. Safe & Welcoming

Staff will teach and implement a total of eight evidence-based, self-regulating social emotional strategies by April 12, 2024.

Goal: 2 per term

Result: 2 per term

Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Each teacher will learn 2 self-regulation strategies to teach each term.	Each teacher TOSA will obtain lessons	Each teacher will review evidence-based Positive Peer Relations (PPR) Strategies focused on self-regulation.	Positive Peer Relationship digital lessons compiled by a district social worker.	October 2, 2023
Teach 2 self-regulation strategies per term in designated class as determined by each unit.	Classroom Teachers	An individual data log will be kept by each teacher with the final results compiled in a spreadsheet to track the implementation and student progress for the site.	computer, PPR strategies	Two tracked each term. Record progress by the end of the week of the following term.

GENE DILLON ELEMENTARY SITE GOALS & RESULTS

Gene Dillon Elementary is an elementary school designed and staffed to meet the instructional and social emotional needs of students in fourth and fifth grades. We have a balanced educational focus on academics including science, math, language arts and social studies within eight houses throughout our school. We also have a number of additional exploratory and growth opportunities in the areas of the arts, special education, gifted & talented, music and STEAM (Science-Technology-Engineering-Art & Math). We are incredibly appreciative of the support we have received and continue to receive from our district staff and community. Gene Dillon Elementary is a school that practices kindness and strives for all our staff and students to embed Safe, Respectful and Responsible behavior.

1. Reading

Grades 4 & 5 students will increase their reading proficiency from Spring 2023 to Spring of 2024 as measured by the MCA Reading Assessment.

- a. All Students Group Goal: 53.4% Result: 46.7%
- b. Special Education Subgroup Goal: 39.8% Result: 12.7%
- c. Free & Reduced Subgroup Goal: 39.8% Result: 34.3%
- d. American Indian Subgroup Goal: 35.7% Result: 28.6%

Development to Support Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Guided Language Arts Groups (reading, writing, grammar, etc.) and / or Indvl Student Conferencing	Classroom, Title I, & Special Ed Teachers	Formative assessments (exit tickets, checklists, rubrics, etc.)	Pearson Guided Reading Library LLI Resources Writing Workshop Materials Book sets Phonics Inst'l Mat'ls	Routinely- Teacher pulls small groups or conduct indiv'l conf daily. Skill-driven or reading level-driven
Technology Integration	Classroom Teacher	Educational Platform Reports	IXL, Epic, Prodigy, etc. Computers	Weekly- students use IXL to practice current classroom focus standards
Student Independent Reading	Classroom Teacher	Goal Setting and achievement AR Reading /Vocabulary Tests	AR Reading (including vocab tests); Student self-selected books (at their level)	Daily- Give students time to read self-selected books. Teacher conf with students about their reading goals.
Teacher Interactive Read Aloud	All Staff	Formative assessments (book talks, vocabulary activities, AR quizzes, etc.)	Literary and Informational Texts	Daily- Teachers designate read aloud time. Model a variety of reading strategies while reading books aloud. *Add 'guest' readers where staff member does interactive read-a-loud in SY
Discuss learning targets in the classroom in "student friendly" terms	Classroom Teacher	Use formative assessments (exit slips) for snapshot of how students are understanding learning targets. Use summative at end of each chapter / unit to determine student progress	Minnesota Academic Standards	Sept 2023-May 2024 --Learning targets are discussed in the classroom
Use Pearson MyView Literacy Curriculum with fidelity	Classroom Teacher	Curriculum created assessments	Curriculum	Daily- teacher will teach the Pearson MyView curriculum
Monthly MTSS House / Team Meetings	Classroom & Special Ed Teachers	Monthly Notes Sheets	Team / House binders, MTSS Google File / Note Sheet	Monthly-teachers review student data, identify at-risk students, interventions, progress toward building goals, etc.

2. Mathematics

Grade 4 & 5 students will increase their mathematics proficiency from Spring 2023 to Spring 2024 as measured by the MCA Mathematics Assessment.

a. All Students Group Goal: 48.4% Result: 50.3%

- b. Special Education Subgroup Goal: 25.6% Result: 22.8%
- c. Free & Reduced Subgroup Goal: 38.7% Result: 36.5%
- d. American Indian Subgroup Goal: 33.0% Result: 34.0%

Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Math games, problem solving tasks, and activities	Classroom & Title Teachers	Observation	Games, Cards, Dice	School Year 2023-2024
Technology Implementation	Classroom Teacher	Observation and reports from programs	IXL, Xtra Math, Prodigy, Khan Academy, Google Suite, Gimkit, Kahoot, Blooket, etc.	School Year 2023-2024
Math teachers post vocab for each unit standard	Classroom Teacher	Pre- & Post-assessments	Unit's vocab list materials, MN Academic Standards	School Year 2023-2024
Number Sense	Classroom Teacher	Pre- & Post-assessments	Number sense games, lessons, etc.	School Year 2023-2024
Teach to math standards	Classroom teacher	Convos to align standards to what's being taught	Standards, curriculum, IXL, standards-based resources	School Year 2023-2024

3. Science

Grade 5 Students will increase their science proficiency from Spring 2023 to Spring 2024 as measured by the MCA Science Assessment.

- a. All Students Group Goal: 49.9% Result: 42.6%
- b. Special Education Subgroup Goal: 37.4% Result: 19.7%
- c. Free & Reduced Subgroup Goal: 39.6% Result: 32.1%
- d. American Indian Subgroup Goal: 25.1% Result: 24.7%

Development to Support Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Mystery Science (4th & 5th Gr)	Classroom Teachers	Unit/Chapter tests	Mystery Science- Look at alignment to the Minnesota State Standards.	School Year 2023-2024 Mystery implemented twice a month
Technology integration	Classroom Teachers	Teacher Observation	IXL Science, Discovery Science Curriculum	School Year 2023-2024
STEAM	STEAM Specialists	Teacher Observation	STEAM teachers will integrate grade level science standards.	School Year 2023-2024
Test Taking Strategies	Classroom Teachers	Teacher Observation	Charts, Eagle Eye News, practice assessments	School Year 2023-2024

4. Attendance

Students will increase their attendance during the 2023-2024 school year as measured by the Skyward Attendance Database.

Goal: 93.85%

Result: 91.29%

Development to Support Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
At orientation, remind parents of the importance of attendance (schedule for appts. AFTER school if possible).	Classroom Teachers	ALL teachers will include this information in their orientation materials Self-Reported	Send a notice to teachers to include this information.	Sept 1, 2023--Student Orientation
Hold daily morning meetings in an effort to build a sense of community and belonging.	Classroom Teachers	Self-Reported	Second Step training Responsive Classroom Training	Daily morning meetings in Responsive Classroom format. Teacher's implement the Social/Emotional Learning skills of Second Step program— 2023-24 school year
Bi-Weekly Attendance Committee Mtgs- review, evaluate and intervene with attendance concerns	Attendance Team Community Stakeholders	Skyward Attendance Records	Skyward Attendance Secretary to print out bi-weekly attendance	2023-2024 school year
Free & Reduced Students: Social Worker Support as Needed	Social Worker			
Special Ed Students: Use some type of goal system to monitor students' attendance and participation For example: Class Dojo- receive points when there and on time	Special Education Teacher	Tally/track attendance data For example: Class Dojo will tally data	For example: Promethean Board Small Prizes	-ex: When students are present and on time, they get points on Class Dojo and the points add up to get prizes. -Set a point goal for the week -On Friday they would get their reward (free time or treat)
American Indian Students: American Indian Liaison Support as Needed	American Indian Liaison			

5. Social-Emotional Learning

Students will increase their SEL skills during the 2023-2024 school year.

The Second Step Social Emotional Curriculum was continued as well as Responsive Classroom, Non-Exclusionary Discipline, and CARE Team of Professionals.

Development to Support Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
SEL Presentation Weekly interactive teaching of SEL with two classrooms in gymnasium will take place on Monday mornings.	Assistant Principal School Counselor	Self-Reported	Prepare use of gymnasium. Preparation of interactive lessons which coordinate with weekly lesson.	30-minute SEL lessons weekly throughout the school year.
Responsive Classroom Hold daily morning meetings in an effort to build a sense of community and belonging.	Classroom Teachers	Self-Reported	RC Training School Counselor will meet with new teachers and staff to review SEL programming at Gene Dillon	ALL teachers hold daily morning meetings, following the Responsive Classroom format. 2023-2024 SY
Weekly SEL Topic. SEL keywords announced during the Pledge of Allegiance. Practice and teaching of weekly topic will be reviewed during daily morning meetings, and skill practice and teaching preferably during Wednesday Second Step meeting.	School Counselor to introduce topic, form topic calendar and distribute. Classroom Teachers review and teach on Wed (pref) Principals utilize key lang during Mon morning announcements.	Student report of topics / lessons learned.	Second Step Curriculum School Counselor will meet with new teachers and staff to review SEL programming at GDE Add'l / supl lessons will be shared in a shared google drive.	Calendar for topics will be distributed prior to the start of the school year. Teacher's implement the Social/Emotional Learning skills of Second Step program-- 2023 2024 school year
Counselor Classroom Presentations	School Counselor Assistant Principal	Weekly presentations to single classrooms on Wednesday mornings	Lessons used to teach a variety of SEL topics including empathy, friendship, conflict resolution, drug and alcohol use, peer pressure, social media, etc.	A calendar of presentations and will be provided, teachers input for presentation topic will be requested one week prior to presentation.
Skill Videos	School Counselor X-Steam Teachers Student Council	A min of 4 videos with explanations of skills made with student council members demonstrating appropriate use of skills taught in SEL curriculum	Second Step Manual used as a resource	Videos created during weekly service projects with student council members and school counselor
CARE Cards	Assistant Principal School Counselor	CARE Cards will be drawn weekly on Eagle Eye News (1 card per wing will be drawn weekly)	CARE Cards will be distributed to ALL GDE Staff	Weekly drawings of CARE Cards

HORACE MAY ELEMENTARY SITE GOALS & RESULTS

Horace May Elementary is one of five elementary schools in the Bemidji Area School District and is a school in which we practice the Big K, Kindness! We are a kindergarten through third

grade school and have an average enrollment of 250 students. Our school is also home to two developmentally cognitively delayed (DCD) self-contained classrooms. The inclusion of students with disabilities strengthens our caring and kind school community; we believe all of our students are a gift with talents and knowledge to share. Horace May has an inclusive playground designed to encourage independence and cooperative play. Being compassionate with each other is very important to all of us at Horace May; we celebrate kindness and emphasize it daily. Horace May has an onsite forest with trails and an amphitheater. Our teachers bring their students to the forest to learn about the different ecosystems and experience nature with hands-on activities that help to develop a lifelong appreciation for the great outdoors! We also have a new hallway that brings the outdoor diversity trail inside; providing trail information and includes beautiful photographs of what can be seen on the trail.

1. Reading

Students will increase their reading proficiency from Spring 2023 to Spring of 2024 as measured by the MCA Reading Assessment.

All Students Group

Goal: 31%

Result: 35.8%

Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Provide UFLI to piloted classrooms, gr 1 and 2	Classroom teachers, principal	Daily instruction Weekly Progress Monitoring	UFLI items	30-minute daily lessons, throughout school year
Heggerty program for kindergarten students	Kindergarten teachers, principal	Progress Monitoring	Heggerty manuals	10 minutes daily throughout the year
Grade level teachers meet weekly with interventionists and SpEd teachers for collaboration efforts	Teachers, interventionists, special education teachers, principal	Documented meetings	Goals/objectives from IEP, academic data	One day per week throughout the school year
Roll out reading proficiency scales	Curriculum Director, principal, design team	Roll out timeline	Proficiency scales per grade level	Throughout school year
Added: individualized sight words work in gr 3	classroom teachers	daily instruction	Sight word lists	communicate with parents

2. Mathematics

Students will increase their mathematics proficiency from Spring 2023 to Spring of 2024 as measured by the MCA Mathematics Assessment.

All Students Group

Goal: 57%

Result: 67.9%

Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Interventionist will support struggling students, grades K-2	Teachers, interventionists	Progress Monitor on IXL	Number Worlds	Training on Number Worlds, throughout school year
Grade level teachers meet weekly with interventionists and SpEd teachers for collaboration efforts	Teachers, interventionists, special education teachers, principal	Documented meetings	Goals/objectives from IEP, academic data	One day per week throughout the school year
Roll out math proficiency scales	Curriculum Director, principal, design team	Roll out timeline	Proficiency scales per grade level	Throughout school year

3. Safe & Welcoming Environment

Horace May will implement CASEL’s School-Wide SEL Rubric and Walkthrough Protocol for Explicit SEL and Adult SE.

Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Continue and strengthen adult SEL while referencing CASEL’s School wide SEL Rubric and Walkthrough protocol	Principal	CASEL’s School wide SEL Rubric and Walkthrough protocol	CASEL’s 3 Signature Practices Playbook Center of Excellence partnership	Done in staff meetings throughout the year
Use of Second Step Curriculum (explicit SEL) in all classrooms weekly while referencing CASEL’s School wide SEL Rubric and Walkthrough protocol	Classroom teachers	CASEL’s School wide SEL Rubric and Walkthrough protocol	Second Step Curriculum	Weekly lessons

J.W. SMITH ELEMENTARY SITE GOALS & RESULTS

J.W. Smith Elementary has a population of roughly 240 students in grades Pre-Kindergarten through third with minority rate of over 75 percent making J.W. Smith one of the most culturally diverse schools within the Bemidji School district. To make the goal of achieving high levels of success in each student a reality, we feel it is important to provide a safe and nurturing environment for everyone to learn in. Equally, we feel it is important to create a school culture, which promotes pride within our school through respect and support for our school community.

1. Reading

Students will increase their reading proficiency in Spring 2024 as measured by the MCA Reading Assessment.

All Students Group

Goal: 27%

Result: 30.2%

The average percentage of grade K-3 students meeting or exceeding their reading growth projection from Spring 2023 to Spring 2024 as measured by the MAP Growth Assessment.

Goal: 55.25% Result: 46.66%

Development to Support Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Marzano Instructional Approach: Implementation of Priority Standards and Proficiency Scales	Licensed Staff	Regular MTSS meetings/ PLC Meetings	Identified Priority Standards and Proficiency Scales	MTSS Monthly Meetings/ All Staff Training with Marzano/ Design Team Meetings
Complete Initiative Inventory and strategic abandonment process	Design Team with & Center of Excellence	Monthly Meetings	Initiative Invt/ Abandonment Tool	Monthly Meetings with Design Team/ Site Team
Identify Tier 1 framework for all grade levels	Licensed Staff	Regular MTSS meetings/ PLC Meetings	My View Curriculum/ Pioneer Valley	MTSS meetings will focus on what teachers are using for resources, and address scope and sequence
Work as collaborative grade level teams to review data and make instructional decisions	Licensed Staff	Regular MTSS meetings/PLC meetings/meeting agendas and minutes	Classroom level data MAP data	Gr 1-3 begin with Tier 2 beginning at the start of the school year, K will be added in Jan. January- review data to re-assess placement in Tier 2 interventions
21st Century Program: Collaboration between JW Smith and Boys and Girls Club of Bemidji	Licensed Staff/ Boys and Girls Club Staff	Communication with Site Coordinator and Lead Teachers	Project Learn SEL resources 90 students will be served	Program begins September 25th- End of School year for 3 years

2. Mathematics

Students will increase their mathematics proficiency in Spring 2024 as measured by the MCA Mathematics Assessment.

Goal: 40.6% Result: 30.2%

Development to Support Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Marzano Instructional Approach: Implementation of Priority Standards and Proficiency Scales	Licensed Staff	Regular MTSS meetings/ PLC Meetings	Identified Priority Standards and Proficiency Scales	MTSS Monthly Meetings/ All Staff Training with Marzano/ Design Team Meetings
Complete Initiative Inventory and strategic abandonment process	Design Team with support of the Center of Excellence	Monthly Meetings	Initiative Inventory/ Abandonment Tool	Monthly Meetings with Design Team/ Site Team

Identify Tier 1 framework for all grade levels	Licensed Staff	Regular MTSS meetings/ PLC Meetings	Math Expressions	MTSS meetings will focus on what teachers are using for resources, and address scope and sequence
Work as collaborative grade level teams to review data and make instructional decisions	Licensed Staff	Regular MTSS meetings/PLC meetings/meeting agendas and minutes	Classroom level data MAP data	Gr 1-3 will begin with Tier 2 beginning at the start of the school year, K will be added in Jan. January- review data to re-assess placement in Tier 2 interventions
21st Century Program: Collab with Boys and Girls Club of Bemidji	Licensed Staff/Boys and Girls Club Staff	Communication with Site Coord and Lead Teachers	90 students will be served	Program begins Sept 25 th - End of SY for 3 years

3. Attendance & Climate

Kindergarten through Third graders increase overall attendance during the school year.

Goal: 86.72% Result: 84.82%

Development to Support Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Engaging Academics	Licensed Staff	Student Data for attendance, checked quarterly Student survey	Attendance Monitor, Skyward Data, attendanceworks.com	Continued utilization of weekly attendance monitors and team
Positive Classroom Community -Responsive Classroom Morning Meetings -Attendance Incentive Program; targeted and differentiated - "All Present" parties -Random Attendance Drawings	All Staff	Measured through attendance data Student survey	Calming Corner/ Self-Regulation Space in every room	Daily: Morning Meetings in every classroom Family Events <u>Examples:</u> Family Fair, Trunk or Treat, Holiday Store, Winterfest, Game Night, Water Day
Developing Responsive Teaching Strategies	All Staff	Monitor progress through attendance data Student survey	-Second Step Curriculum -Principal All Star Assemblies -Responsive Classroom Basics -Little Spot Curriculum	Daily: Morning mtg, SEL Read Aloud, Calming Spot being used each day, teachers using proactive and positive language throughout the day
Maintaining Effective Management Strategies	All Staff	Monitor progress through attendance data Student survey	Every classroom has a 'take a break' system	Daily: Morning mtg, SEL Read Aloud, Calming Spot being used each day, teachers using proactive and positive language throughout the day

LAKESIDE LEARNING CENTER SITE GOALS & RESULTS

Lakeside Learning Center (LLC) is a special education program for middle and high school students with emotional and/or behavior difficulties. Students demonstrating difficulty being successful in special education programming at Bemidji Middle School or Bemidji High School may be referred to the LLC Individual Education Program (IEP) Advisory Committee. Students are provided an individualized diagnostic curriculum designed to further their abilities focusing on improving their math, reading, and written language. The ultimate goal of the Lakeside program is to assist each student in becoming a productive and contributing member of his/her community.

1. Reading

Students will increase their reading proficiency in Spring 2024 as measured by the MCA Reading Assessment.

Goal: 3.0%

Result: not enough students tested to publish results

Students will increase their average reading growth percentage during the 2023-2024 school year per the STAR Reading Test. Scores will be prorated for students' length of attendance time.

Goal: 6.0%

Result: 0.0%

Development to Support Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
The team will use a variety of approaches. Using individual worksheets, sight cards, and out loud reading. This will help to build word/ sight recognition, help students to gain confidence in their ability to read and gain a better understanding of how reading and improving their skills can benefit them in their future.	Teachers will implement the instruction which then can be followed up with and worked on daily with professional staff.	Progress will be monitored using teacher data charts, practice shared reading, STAR testing.	Use of different activities that help to engage students in building their vocabulary, such as vocabulary BINGO, word cards, books that pique their interest.	April 1 2024
By the end of the year students will read at grade level orally, with accuracy, and with expression. 2 out of 3 times with 75% accuracy.	Professional staff	STAR testing, teacher data charts.	Books related to their genre.	April 1 2024
The team will use a variety of approaches. Using individual worksheets, sight cards, and out loud reading. This will help to build word/ sight recognition, help students to gain confidence in their ability to read and gain a better understanding of how reading and improving their skills can benefit them in their future.	Teachers will implement the instruction which then can be followed up with and worked on daily with professional staff.	Progress will be monitored using teacher data charts, practice shared reading, STAR testing.	Use of different activities that help to engage students in building their vocabulary, such as vocabulary BINGO, word cards, books that pique their interest.	April 1 2024

2. Mathematics

Students will increase their math proficiency in Spring 2024 as measured by the MCA Mathematics Assessment.

Goal: 3%

Result: not enough students tested to publish results

Students will increase their average math growth percentage during the 2023-2024 school year as measured by the STAR Freckle Math Test. Scores will be prorated for students' length of attendance time.

STAR Growth Goal: 5.0%

Result: 0.0%

Development to Support Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
The team will take a hands-on-approach using counting blocks to help students get a real world understanding of how math looks and feels in their life.	The team will be responsible for instruction and to keep the students on task using the counting blocks.	The team will track if students are doing work correctly by using daily worksheets and exit slips, or if they need more assistance with guided learning.	Counting Blocks	April 1st, 2024
The team will use verbal and written mathematics to help students understand math problems and communicate their thought process.	The professional staff will be responsible for giving out reasonable instruction and allowing students to make mistakes.	Tracking how often the student needs to be corrected, or redirected. This will be done by daily problems that the students will voice and read out loud to help with word comprehension and comm & math skills.	Daily problems and different staff member directions will allow students to complete their problems and build rapport with different staff.	April 1st, 2024
The team will use physical play money to help students learn how to handle money and budget.	The team will be responsible for giving clear and concise instruction.	Progress will be tracked by the team by exit slips and in class participation of counting money, paying pretend fees/bills throughout the month.	The team will use physical pretend money to allow students the ability to count and hold the money they are working with.	April 1st, 2024

3. Social Emotional Learning

Students will improve their ability to regulate their emotions using strategies taught to them during the 2023-2024 school year based on behavior tracking charts.

Goal: 65%

Result: 20%

Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
The team will engage in using mindful meditation	The team is responsible to lead	Asking daily questions & recording behavior	Quiet room logs and daily point sheets	April 1st, 2023

activities during transitions to allow students to do a guided self-check-in to focus on the next class	these activities to help foster a more structured learning environment	each day using quiet room logs and daily points of students that are present.	based on participation	
The team will help students identify their individual feelings and develop skills to help them cope and work through their emotions.	All staff	Daily log sheet, behavioral tracking sheets.	One on one discussions, daily log sheets, behavioral tracking sheets.	April 1,2024

LINCOLN ELEMENTARY SITE GOALS & RESULTS

Lincoln Elementary is a school of about 315 students grades kindergarten through third grade receiving school-wide Title I services. During the school day, students are taught in the areas of reading, math, science, and social studies. Students also participate in music, physical education, art, and technology. The mission of Lincoln Elementary is to work collaboratively with families, staff, and community to provide a welcoming, safe, and challenging learning environment where each child is successful and differences are respected.

1. Reading

Kindergarten to Grade 3 students will increase their overall percentage of achieving the reading mean RIT score in Spring 2023 as measured by the MAP Growth Assessment.

Goal: 63.6%

Result: 66.0%

Kindergarten to Grade 3 students will increase their percentage of meeting or exceeding their reading growth projection from Spring 2023 to Spring 2024 as measured by the MAP Growth Assessment.

Goal: 62.75%

Result: 58.66%

Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Marzano Instructional Approach: 1) Priority Benchmarks identified at each grade level Vertical alignment of priority standards	Design Team	In progress Completed document of Priority Benchmarks	Priority Benchmark shared drive for all grade levels Address Vertical alignment	Fall 2023-2024
Proficiency Scales identified and implemented at each grade level. (What we want students to understand or be able to execute without error.)	Design Team Grade Level Teams			
Creating assessments (How we will help the students move from not knowing, to knowing, to demonstrating understanding.)	Design Team Grade Level Teachers			

Design instruction (How we will help the students move from not knowing, to knowing, to demonstrating understanding.)	Grade Level Teachers			
Interventions during CORE instruction.	Classroom teachers	Informal and formal assessment	1)Teacher Materials 2) IXL-Quiz for grade levels.	Weekly Throughout the year
Title I resources allocated to student identified by data	Classroom / Title I Teachers	MAP, Fastbridge and Kindergarten screener	Data, Title Staff and Curriculum	Continual throughout 2023-2024
Review and identify special ed data in regards to Reading	Classroom / special ed teachers	MCA data-3rd grade	Meeting time and MCA data	Fall 2023
Implementation of UFLI and Heggerty	Classroom teacher K-2	PAST and MAP (Foundational Skills)	Training in UFLI and Heggerty	ongoing 2023-24

2. Mathematics

Kindergarten to Grade 3 students will increase their overall percentage of achieving the math mean RIT score in Spring 2024 as measured by the MAP Growth Assessment.

Goal: 68%

Result: 74.33%

Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Marzano Instructional Approach: 1) Priority Benchmarks identified at each grade level	Design Team	In progress Completed doc of Priority Benchmarks	Priority Benchmark shared drive Address Vertical alignment	Fall 2023-2024
Proficiency Scales identified and implemented at each grade level. (What we want students to understand or be able to execute without error.)	Design Team Grade Level Teams			
Creating assessments (How we will help the students move from not knowing, to knowing, to demonstrating understanding.)	Design Team Grade Level Teachers			
Design instruction (How we will help the students move from not knowing, to knowing, to demonstrating understanding.)	Grade Level Teachers			
Implement IXL at all grade levels	Grade Level Teachers	Pre/Posttests of student data	PD session during MTSS meeting	2023-24

3. Cultural / Community

Improve climate, safety, and wellness of all students during the 2023-24 school year.

Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Morning Circle	Classroom teachers		Updated info and PD from staff	
All school assemblies	All staff	School attendance, test data and surveys	Monthly assembly	
Morning Greeters	Staff			
Responsive Classroom Implementation	All staff	PD opportunities	Training for new staff	
Cultural Committee	Committee Member	Monthly action plans		
Behavior Committee	Committee Member	Monthly action plans		

LUMBERJACK HIGH SCHOOL SITE GOALS & RESULTS

Lumberjack High School (LHS) is a unique alternative program within Bemidji High School (BHS). LHS is for students wishing to remain in a traditional, seat-based program to earn credits towards a high school diploma. This program offers smaller class sizes, shorter class periods, where students earn credits in the core subject areas and access BHS for their physical education, health, and elective course credits. The staff focus on improving attendance, building self-esteem, and nurturing relationships with students and families. Student success and achievement are very important so each student is assigned an advisor. They meet weekly to establish relationships and hold discussions on character building, bullying, chemical use, and to review academic progress. American Indian Education advisors and social workers work closely with staff and students for optimal student success.

1. Reading

Grade 10 students enrolled as of October 1, 2024 will increase their reading proficiency in Spring 2024 as measured by the MCA Reading Assessment.

Goal: 35%

Result: 35%

Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
As a team, discuss and brainstorm ways to incorporate reading into all content areas.	Staff	Refer to list of activities generated and discuss what is working	Time to discuss, brainstorm and monitor	Google sheet for staff to add notes and comments. Time to discuss together
Using MCA prep courses/practice exams.	Staff	All 10th graders have completed practice/prep courses	Class time	Staff have access to MCA prep courses and knowledge of using

NORTHERN ELEMENTARY SITE GOALS & RESULTS

Northern Elementary School’s original school building began in 1946 with just over 2,000 square feet of space. Every student brings their imagination and creativity to succeed each and every day. The hallways, classrooms, playground, library, cafeteria and gymnasium are filled with laughter and learning. We take pride in a community-based school filled with individuals of character! Northern students and staff are committed to being Peacemakers with everyone dedicating themselves. The school has core classroom teachers, special educators, reading interventionists, and specialists for physical education, art, music, and media. We also support the needs of our students with many dedicated education support professionals. Northern students are immersed in a highly comprehensive, activity-based curriculum. We address our curriculum through MyView reading, Math Expressions, Fusions Science, and numerous other support systems. AmeriCorps offers Reading Corp tutors for individual reading instruction. Northern Elementary is proud of our tradition of educational excellence.

1. Reading

Students will increase their reading proficiency from Spring 2023 to Spring 2024 as measured by the MCA Reading Assessment.

All Students Group Goal: 60% Result: 44.3%

Kindergarten to Grade 3 students will increase their percentage of meeting or exceeding their reading growth projection from Spring 2023 to Spring 2024 as measured by the MAP Growth Assessment.

Goal: 60% Result: 51.66%

Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Develop a building wide schedule that protects core instruction time and incorporates intervention blocks	Principal in consultation with site team	staff feedback at the end of the year	schedule	Shared out at initial staff meeting
Present effective practices info for reading instructional blocks and small groups	Principal in consultation with site team		Reading slide	Initial staff meeting Reading slide
Identify intervention providers and clarify their roles to promote collaboration in support of student growth	Principal in consultation with site team			Initial staff meeting single slide MTSS meetings
Train paraprofessionals in embedded instructional strategies and build capacity to develop student independence	Principal SpEd Site Chair Interventionists			September
Embed Fastbridge as a monitoring tool and intervention resource	Principal SpEd Site Chair Interventionists		Fastbridge	Beginning in October
Vertical alignment of Priority Standards and development of corresponding Proficiency Scales Embed priority standards into MTSS discussions Collab create prof scales	Site Team (Design Team) Licensed Staff	Regular MTSS meetings/ PLC Meetings	Identified Priority Standards and Proficiency Scales	MTSS Monthly Meetings/ All Staff Training with Marzano/ Design Team Meetings

Create assessments demonstrating understanding as measured by proficiency scales	Design Team Grade Level Teachers			Summer 2024
Identify and affirm effective instructional practices that move students to proficiency as defined by scales	Design Team Grade Level Teachers			Summer 2024

2. Mathematics

Students will increase their math proficiency in Spring 2024 as measured by the MCA Reading Assessment.

All Students Group Goal: 70% Result: 68.6%

Kindergarten to Grade 3 students will increase their percentage of meeting or exceeding their math growth projection from Spring 2023 to Spring 2024 as measured by the MAP Growth Assessment.

Goal: 60% Result: 50.33%

Development to Support Teacher Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Develop a building wide schedule that protects core instruction time and incorporates intervention blocks	Principal in consultation with site team	Core instruction blocks are attainable	schedule	Shared out at initial staff meeting
Present effective practices information for math instructional blocks and small groups	Principal in consultation with site team		math slide	Initial staff meeting Math slide
Identify intervention providers and clarify their roles to promote collaboration in support of student growth	Principal in consultation with site team		Google slide	Initial staff meeting single slide MTSS meetings
Train paraprofessionals in embedded instructional strategies and build capacity to develop student independence	Principal SpEd Site Chair Interventionists			September
Vertical alignment of Priority Standards and dev of corresponding Prof Scales Embed standards into MTSS discussions; Collaboratively create proficiency scales	Site Team (Design Team) Licensed Staff	Regular MTSS meetings/ PLC Meetings	Identified Priority Standards and Proficiency Scales	MTSS Monthly Meetings/ All Staff Training with Marzano/ Design Team Meetings
Create assessments demonstrating understanding as measured by proficiency scales	Design Team Grade Level Teachers			Summer 2024
Identify and affirm effective instructional practices that move students to proficiency as defined by scales	Design Team Grade Level Teachers			Summer 2024

Embed Fastbridge as a monitoring tool and intervention resource	Principal SpEd Site Chair Interventionists		Fastbridge	October MTSS meetings and ongoing
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PRE-KINDERGARTEN PROGRAM SITE GOALS & RESULTS

Bemidji Area Schools early childhood programs serve children ages birth through five and their caregivers at the below locations. In total, 14 sections of inclusive preschool options are offered as well as multiple family engagements events throughout the school year.

Paul Bunyan Center (PBC) - Early Childhood Family Education (ECFE) classrooms; three-year-old to five-year-old preschool classrooms; an Early Childhood Special Education (ECSE) specialized classroom and Early Intervention (birth to age three) that offers a variety of schedule options. Jack & Jill Preschool - Four-year-old and five-year-old preschool classrooms offering a variety of schedule options.

J.W. Smith Preschool - Four-year-old and five-year-old preschool classrooms that have a collaboration with BI-CAP Head Start.

1. Literacy

Students enrolled in a district 5-day-a-week pre-k program will improve their foundational skill of literacy of sorting 10 letters out of 20 symbols (as defined by L6.7 of the Early Childhood Indicators of Progress (ECIPs)) as measured by the Spring DRDP 2024 Pre-K assessment.

Goal: 65%

Result: 96%

Development to Support Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Small and large group instruction, carpet games, table games, play-based activities and literacy experiences.	Pre-K teacher with para support.	Lesson planning, checklist of observations, data collection after one-on-one instruction.	Technology, Manipulatives	Individual instruction, small group instruction and large group instruction. Throughout the school year.
Letter recognition	Pre-K teacher with para support	Completed task with checklists and observational notes	Depends on activity (i.e., writing utensils, books, paper, markers, letters, pictures, etc.)	Depends on activity, time of year and readiness of students. Time period is throughout the school year.
Literacy Center	Pre-K teacher with para support	Teacher engagement with checklist and work sampling	paper, writing utensils, manipulative letters	Individual instruction, small group instruction and large group instruction. Throughout the school year.
Stories	Pre-K teacher with para support	Observational notes, videotaping, lesson planning and reflection notations	Books	Individual instruction, small group instruction and large group instruction. Throughout the school year.

Letter rich environment-labeling objects, environmental print	Pre-K teacher with para support	Organized classroom with name wall and birthday wall, items labeled within classroom, visual calendar, word cards with pictures pertaining to content being learned.	label maker, printer, paper, computer, laminator, curriculum word and picture cards	Individual instruction, small group instruction and large group instruction. Throughout the school year.
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2. Mathematics

Students enrolled in a district 5-day-a-week pre-k program will improve their foundational skill of math of sorting 10 numbers out of 20 symbols (as defined by M13.4 of the Early Childhood Indicators of Progress (ECIPs)) as measured by the Spring DRDP 2024 Pre-K assessment.

Goal: 65%

Result: 95%

Development to Support Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Small and large group instruction, carpet games, table games, play-based activities and literacy experiences.	Pre-K Teacher with para support	Teacher Observation and Checklist	Manipulatives, literature and games	Individual instruction, small group instruction and large group instruction and strategic play-based learning experiences.
Number recognition	Pre-K Teacher with Para Support	Teacher Observation and Checklist	Technology and books	Individual instruction, small group instruction and large group instruction
Number recognition activities during circle time	Pre-K Teacher with para support	Teacher Observation and Checklist	Manipulatives, games, songs and literature	Individual instruction, small group instruction and large group instruction and play based learning
Number recognition activities during classroom routines	Pre-K Teacher with para support	Teacher Observation and Checklist	Manipulatives	Individual instruction, small group instruction and large group instruction
Counting Objects and identifying numerals	Pre-K Teacher with para support	Teacher Observation and Checklist	Manipulatives, numeral representation	Individual instruction, small group instruction and large group instruction

3. Social Emotional Learning

Students enrolled in a district 5-day-a-week pre-k program will improve their understanding of changing expectations for behavior and emotional expressions of sorting 3 out of 4 of the classroom and playground behavior settings (as defined by SE5.22 of the Early Childhood Indicators of Progress (ECIPS)) as measured by the Spring DRDP 2024 Pre-K assessment.

Goal: 75%

Result (Classroom): 98%

Result (Playground): 98%

Development to Support Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Teach identifying emotions using pictures	Teacher and para support	Checklist and observational notes	books, pictures, Second Step, manipulatives	Ongoing throughout school year
Provide visual representation of appropriate emotional and behavioral expectations in the classroom and on the playground.	Teacher and para support	Second Step pictures and Checklist of identifying expectations in pictures and observational notes.	student, staff	Ongoing throughout school year
Provide children with opportunities to practice emotional regulation strategies in different settings.	Teacher and para support	Checklist of identifying self-regulation in pictures and observational notes.	real life experiences and modeling; -pictures of behavioral choices -pictures of regulation strategies	Ongoing throughout school year

SOLWAY ELEMENTARY SITE GOALS & RESULTS

Solway Elementary School is a small, rural school with approximately 145 students in kindergarten through third grade located in Solway, MN, about 10 miles west of Bemidji. The school provides educational services to students living within a 227 square mile radius. We even have our own apple orchard and raised garden beds for each classroom on our school grounds along with a beautiful playground with soccer fields, baseball field and a basketball court. The school has a vibrant positive experienced staff. Solway Elementary is a Title I School-wide Program, and receives funding to provide educational materials and intervention teachers to help all students at the school who need additional help in literacy and mathematics. Solway provides extensive intervention for skill deficits, with screening, assessing, benchmarking and frequent monitoring through the Multiple Tiered Systems & Supports (MTSS) process and Minnesota Reading Corps provides reading intervention for students in first through third grade.

1. Reading

Students enrolled by December 15, 2023 will increase their reading proficiency from Spring 2023 to Spring of 2024 as measured by the MCA Reading Assessment.

All Students Group Goal: 42%

Result: 36.1%

Development to Support Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Utilize the MyView reading curriculum along with the Minnesota State Standards.	Classroom / SpEd / Title teachers School Principal	MCA Fastbridge (K-3) MAP Testing Use and analyze common grade level assessments.	Training on the common core state standards in reading; Consistent Tier 1 Instruction (Marzano framework, implementing prof scales, common grade level assessments).	The fall of 2023 to the spring of 2024.
Training in Fastbridge implementation and how to read the data.	Classroom / SpEd / Title teachers School Principal	PLC Minutes Teacher observations	Teacher Curriculum Manuals MyView Reading Curriculum PRESS interventions UFLI (K and 1st Grade)	The fall of 2023 to the spring of 2024.

PLC's will be ongoing and focus on using the Marzano framework and implementing prof scales in each grade level. Comm to families about goals from administration and classroom teachers.	Classroom / SpEd / Title teachers School Principal	PLC Minutes Teacher observations	Teacher Curriculum Manuals Time MyView Reading Curriculum PRESS interventions UFLI (Kindergarten and First Grade)	The fall of 2023 to the spring of 2024.
MTSS collaboration meetings will be conducted twice a month.	Classroom / SpEd / Title teachers School Principal			Fall 2023 to Spring 2024.

2. Mathematics

Students enrolled by December 15, 2023 will increase their mathematics proficiency from Spring 2023 to Spring of 2024 as measured by the MCA Mathematics Assessment.

All Students Group Goal: 53% Result: 44.4%

Development to Support Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Utilize curriculum along with the MN State Standards; Training in Fastbridge, how to read the data; Use evidence-based math instruction and assessments.	Classroom / SpEd / Title teachers School Principal	MCA Fastbridge (K-3) MAP Testing Use & analyze common level assessments	Training on the Minnesota Math Standards . The MN Math Standards benchmark achievement level descriptors .	The fall of 2023 to the spring of 2024.
PLC's ongoing and focus on using Tier 1 instruction and implementing proficiency scales in each grade level. Comm to families about goals from administration and classroom teachers.	Classroom / SpEd / Title teachers School Principal	PLC Minutes Teacher observations	Teacher Curriculum Manuals Time; Consistent Tier 1 Instruction (Marzano framework, implementing proficiency scales, common grade level assessments).	The fall of 2023 to the spring of 2024.
MTSS collaboration meetings will be conducted twice a month.	Teachers & Principal			Fall of 2023 to Sp 2024

3. Attendance

Students will increase their consistent attendance percentage (90% attendance rate).

Goal: 92% Result: 92.1%

Development to Support Quality, Performance, & Effectiveness

Strategy / Action	Person Responsible	Measurement	Resources	Timeline
Monthly school wide assemblies on the last Friday of each month. Creating a positive school wide culture; Parent communication.	All Staff	Anecdotal reviews Staff mtgs (MTSS) Monthly attendance reports	Solway School Mascot; Skyward Documentation	The 2023-2024 School Year