

# World's Best Work Force

## 2016-2017 Staff Development Report

BEMIDJI AREA SCHOOLS

**Bemidji Area Schools 2016-2017 Staff Development Report**

					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
<b>Bemidji Alternative Education Center (AEC)</b>  Tami Wesely, Principal	1. 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. Staff will utilize state, regional, and district development opportunities. AEC staff members will attend the 2017 Minnesota Association of Alternative Programs (MAAP) conference.	1. No staff attended the MAAP conference, mainly due to location. It was located in Mankato, MN this year rather than Duluth.	1. Students were given the opportunity to utilize an online learning program to earn credits. The program allowed for flexibility to increase student achievement.	1. Teachers were able to facilitate learning complementary to the program, rather than being the sole source of instruction. Time spent with students was more focused and direct and less repetitive.	5 of 5	100%	1 of 1	100%
	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. Staff will utilize state, regional, and district development opportunities.	2. Staff attended district trainings regarding Edgenuity and Peer Review, and participated in a PLC. All staff utilized the Edgenuity program in their course offerings and some utilized Google Classroom.	2. Students were given the opportunity to utilize an online learning program to earn credits. The program allowed for flexibility to increase student achievement.	2. Teachers learned to utilize another delivery method of instruction and content for students as well as how to provide positive peer feedback to each other. Teachers collaborated to implement strategies that could positively influence student achievement in credits completed.				
	3. The AEC will increase the number of completed credit referrals from BHS dual enrolled students 10%	3. All staff did attend training on and incorporate the Edgenuity online	3. All staff utilized the Edgenuity program in their course offerings	3. Teachers were able to facilitate learning complementary to the program, rather than				

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	from 28% in the Spring of 2016 to 38% in the Spring of 2017. 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.	learning program into the curriculum at AEC.	and some utilized Google Classroom.	being the sole source of instruction. Time spent with students was more focused and direct and less repetitive.				
<b>Bemidji High School (BHS)</b>  Brian Stefanich, Principal	1. 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	1. Strand data is not officially available until July. BHS students increased from 55.6% to 56.4% on the Math MCA which combines all strands.	1. Teachers offered tutorial support during their preparation period, before school, and after school. Interventions provided by staff helped student’s struggling to better understand concepts. Applied Geometry was added as a smaller class for students needing more instruction presented at a slower pace. An online program titled, Edgenuity, offered alternative means for math instruction	1. Teachers offered tutorial support during their preparation period, before school, and after school. Staff training on 504’s gave teachers tools to accommodate for needs and provide interventions when students are not doing well. Math teachers were trained on Edgenuity to provide alternative means of instruction to meet varying learning styles.	97 of 97	100%	51 of 55	93%

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			based on placement using My Path. This also provided students the opportunity to earn credit.					
	2. Bemidji High School staff and students will improve 11 <sup>th</sup> grade Special Education math scores from 16.7% proficiency to 20.0% proficiency in the spring of 2017 on the MCA.	2. Special education math MCA scores dropped from 14.3% proficient to 5.1% proficient.	3. Additional math classes in the special education setting were offered to students. As with goal 1, Edgenuity was used for both support and as an alternative for math instruction. Math 180 continues to be offered as a structured math program.	2. Math teachers learned the Edgenuity program.				
	3. Bemidji High School staff and students will improve 10 <sup>th</sup> grade Special Education reading scores from 27.3% proficiency to 30.0% proficiency in the spring of 2017 on the MCA. MDE data will be official in July.	3. Special education reading scores increased from 23.1% proficient to 28.8% proficient. MDE date will be official in July.	3. One special education teacher used Read Naturally, an evidence-based online program to improve reading skills. Edgenuity was used as an alternative and for credit. Students were offered reading instruction through the program Read 180. Two English teachers and two paraprofessionals	3. The additional paraprofessional support in the general education classes and academic enrichment allowed special education teachers in English work more closely with students. Reading programs provided structure to improve reading skills.				

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			were available in the general education setting. A paraprofessional in the Academic Enrichment program provided support on papers and assignments assigned in the general education setting.					
<b>Bemidji Middle School (BMS)</b>  Drew Hildenbrand, Principal	1. As our district moves towards using a Google platform for classroom and teacher collaboration, our administration has worked to provide training in the following areas: <ul style="list-style-type: none"> <li>• Gmail (moving contacts, creating mail lists, etc.)</li> <li>• Google Drive (sharing folders and documents, making documents, making presentations)</li> <li>• Google Classroom (creating a classroom, creating an assignment, and correcting assignments)</li> </ul>	1. Teachers have completed the following trainings: <ul style="list-style-type: none"> <li>• Gmail: moving contacts from First Class to Gmail, Creating mail lists, sending group messages, logging in</li> <li>• Google Drive: Sharing folders and documents, making documents, making presentations</li> <li>• Google Classroom: Creating a classroom, creating an assignment, and giving feedback/ correcting assignments of students</li> </ul>	1. This is ongoing and varied amongst the teaching staff based on their strengths with the program and their willingness to implement the training.	1. A survey was conducted to assess teacher participation in Google Classroom. Of the approximately 64 teachers in the building, 28 have responded as of 6/6/2017. The results are as follows: <ul style="list-style-type: none"> <li>• 46.4% have used Google Classroom with their students</li> <li>• 89.3% have started using G-mail</li> <li>• 89.3% have shared a document using Google Drive</li> <li>• 67.9% use other apps Google has to offer besides just the training we have provided.</li> </ul>	72	100%	32	100%

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	2. All licensed staff members participated in a PLC group of their choice. Each PLC developed a core goal based around student achievement on MCA III testing. To help build cohesiveness and understanding amongst our peer groups, we have had all staff complete a Strengths Finder assessment.	2. Here is a snapshot of our BMS staff strengths: <ul style="list-style-type: none"> <li>• 30% of our staff have the strength of Executing</li> <li>• 40% of our staff have the strength of Relationship Building</li> <li>• 21% of staff have the strength of Strategic Thinking</li> <li>• -9% of staff have the strength of Influencing</li> </ul>	2. This project is meant to have an indirect impact on students by building more understanding amongst our staff about their own strengths. By knowing themselves and by knowing the strengths of others, the goal is for our staff to interact and build off of one another's strengths for the betterment of their PLCs, thereby affecting student achievement.	2. This is an ongoing project that we will complete in the fall of next year during staff development time. We will gather more data on the effectiveness of the program at that point.				
	3. Each teacher in the building was required to participate in a Professional Learning Community (PLC). The topic of the PLC must pertain to raising student achievement levels directly or indirectly connected district goals and Q-Comp goals.	3. The findings our PLCs are reflected in our MCA III data posted above.	3. Math- increase of .1% <ul style="list-style-type: none"> <li>• Reading- increase of 1.8%</li> <li>• Science- decrease of .3%</li> <li>• Non-Fiction Reading- In progress</li> </ul>	3. As required by Q-Comp, each teacher reported at least two new strategies they have used in their classrooms to help improve student achievement.				
<b>Bemidji Youth Learning and Working (BYLaW)</b>	1. In Bemidji BYLaW Program, the "ALL Students" group will	1. The increased focus on reading and reading related skills across the	1. Internal testing using the STAR Reading test indicated	1. Staff members are more tuned into the various ways reading,	2 of 2	100%	3 of 3	100%

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Tami Wesely, Principal	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 Goal 1A: 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. Teachers will incorporate research-based techniques/ strategies in their instruction of reading and in reading across the curriculum.	curriculum had a positive impact on both students and teachers. Both were more tuned into the curriculum being taught and the ways reading and reading related skills were related to the curriculum content.	students improve their reading score by an average of 2.5 Grade Equivalents for each year of instruction.	and the teaching of reading related concepts, can be incorporated across all curricular areas.				
	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.	2. Increasing the use of new strategies and teaching techniques across curriculum areas caused both staff and students to interact with the content being covered in new and more interesting ways, which increased interest and enjoyment.	2. Students were more engaged and they enjoyed the learning experience more. The interactions between teacher and student were also more positive and productive in nature due to many of the	2. Teachers were encouraged to try new techniques and strategies to present and cover curricular areas being taught. The changes that were implemented brought new energy and insights into how the materials being taught				

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	<p>Goal 2 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. Staff will incorporate researched based strategies and techniques to differentiate instruction. 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.</p>		different strategies being used.	could be covered in new, and more interesting ways.				
	<p>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).</p>	<p>3. Student's awareness of graduation requirements and expectations were improved and how attendance impact their performance in school. Many of our students have a limited understanding of what is actually required for them to earn their high school diploma.</p>	<p>3. Students were more engaged and had a better understanding of the importance of consistent attendance, and the importance of completing all classroom requirements, in order to pass their</p>	<p>3. Teachers were better prepared to discuss graduation expectations and credit requirements with all students and how attendance impacts student performance.</p>				



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			classes and earn credit. During the 2016-2017 school year both of the senior students who could earn their diploma earned their diploma.					
<b>Central Elementary School</b>  Patricia Welte, Principal	1. Staff, grades K-5 will collaborate twice monthly using data: MAP, MCA III, AIMSweb, and Houghton-Mifflin reading assessment, along with student work and teacher observation. Guided Reading, Daily 5 literacy framework, Reading Recovery, Leveled Literacy Intervention, MN Reading Corps program, and Title I small group interventions continue to be implemented school-wide. All teachers are part of a literacy based RtI team. Classroom will provide a minimum of 120 minutes of reading instruction daily. Nonfiction/informative books emphasized in all classrooms. Trainings from Reading Specialist	1. The proficiency percentage of all students, grades 3-5, at Central Elementary increased from 49% in Spring 2016 to 54.3% in Spring 2017, as measured by the MCA III Reading assessment. Free and Reduced subgroup, grades 3-5, increased proficiency. American Indian subgroup, grades 3-5, increased proficiency. Kindergarten improved Letter Sound Fluency. First grade improved Nonsense Word Fluency. Second grade students improved Mean RIT Map Reading scores.	1. Students showed improvement and individual growth enough to meet the reading goal.	1. Teachers continue to use “best practices” in teaching strategies and meet regularly to review and discuss student learning and intervention concerns. Teachers will continue to teach 120 minutes daily. PLC teams reviewed strategies and focused on specific literacy components to enhance teaching and student learning.	18 of 25	72%	9 of 11	82%

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	<p>were offered throughout the year. Teachers aligned curriculum to MN state standards. Responsive Classroom practices were implemented.</p> <p>Professional Learning Community (PLC) groups were formed to address literacy components (Predicting/Inferring, Questioning, Main Idea).</p>							
	<p>2. Classroom teachers, grades K-5, provided 90 minutes of math instruction daily, including math games and whiteboards to reinforce skills. Teachers and intervention specialists collaborate and distinguish students who need more individualized instruction. Technology reinforced math concepts using numerous math programs. Home Links were sent home regularly to encourage parents to participate in math. Teachers aligned curriculum to MN state standards. AIMSweb Math probes and benchmark</p>	<p>2. The proficiency percentage of all students, grades 3-5, at Central Elementary increased from 54.9% in Spring 2016 to 55.2% in Spring 2017, as measured by the MCA III Math assessment. Free and Reduced subgroup, grades 3-5, decreased proficiency. American Indian subgroup, grades 3-5, decreased proficiency. Kindergarten improved Quantity Discrimination. First grade improved Number Identification. Second grade improved</p>	<p>2. Students did show significant individual growth but did not meet the Math goal.</p>	<p>2. Teachers will continue to teach 90 minutes daily, and meet regularly to address student learning and intervention concerns. PLC teams reviewed strategies and focused on math fluency to enhance teaching and student learning.</p>				

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	tests were given throughout the year to track student progress. Rtl teams met to share data and plan interventions. Title I small group interventions continue to be implemented school-wide. Professional Learning Community (PLC) groups were formed to address math fluency (Signaling, Whiteboard Usage, Math Talks).	Mean RIT Map Math scores.						
<b>Early Intervention Program (EIC)</b>  Kathy VanWert, Principal	Staff development will include information on increasing literacy in the educational setting for center based students and in the home for home based students.	Time was set aside during staff meetings for staff to share literacy strategies; staff also shared information learned at workshops. First books were provided to children's home.	Assessment data is above. Anecdotally, families thoroughly enjoyed the first books. Teachers modeled reading to the child at home based meetings. At center based classes, teachers and para took time to read to whole groups, small groups and individual children.	Intention to ensure reading to children was done daily or at every home visit.	14 of 14	100%	0 of 9	0%
<b>First City School</b>  Tami Wesely, Principal	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	1. The increased focus on reading and reading related skills across the curriculum had a positive impact on both students and teachers.	1. Internal testing using the STAR Reading test indicated students improve their reading score by an average of 2.7	1. Staff members are more tuned into the various ways reading, and the teaching of reading related concepts, can be	11 of 11	100%	3 of 3	100%

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	<p>measured by the MCA in Reading.                      Goal 1A: 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.                      Teachers will incorporate research-based techniques/strategies in their instruction of reading and in reading across the curriculum.</p>	<p>Both were more tuned into the curriculum being taught and the ways reading and reading related skills were related to the curriculum content.</p>	<p>Grade Equivalents for each year of instruction.</p>	<p>incorporated across all curricular areas.</p>				
	<p>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.                      Goal 2A: 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</p>	<p>2. Increasing the use of new strategies and teaching techniques across curriculum areas caused both staff and students to interact with the content being covered in new and more interesting ways which increased interest and enjoyment.</p>	<p>2. Students were more engaged and they enjoyed the learning experience more. The interactions between teacher and student were also more positive and productive in nature due to many of the different strategies being used.</p>	<p>2. Teachers were encouraged to try new techniques and strategies to present and cover curricular areas being taught. The changes that were implemented brought new energy and insights into how the materials being taught could be covered in new, and more interesting ways.</p>				

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	<p>prorated for length of attendance time.</p> <p>Staff will incorporate researched based strategies and techniques to differentiate instruction. 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.</p>							
	<p>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.</p> <p>Increased credit reviews for students in the 11th and 12th grade. Increased discussions with students pertaining to graduation requirements.</p> <p>Study current best practice educational strategies and techniques to better meet student's emotional and educational needs.</p> <p>Increased discussions with</p>	<p>3. Student's awareness of graduation requirements and expectations were improved. Many of our students have a limited understanding of what is actually required for them to earn their high school diploma. By spending more time focused on this area, students had a better understanding of how their choices in school have impacted their ability to complete their diploma.</p>	<p>3. Students were more engaged and had a better understanding of the importance of consistent attendance, and the importance of completing all classroom requirements, in order to pass their classes and earn credit.</p> <p>During the 2016-2017 school year 4 of the 5 senior students who could earn their</p>	<p>3. Teachers were better prepared to discuss graduation expectations and credit requirements with all students. For the students we serve, this is often an area they do not fully understand and have limited accurate information regarding.</p>				

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	at risk students pertaining to graduation and its importance.		diploma earned their diploma.					
<b>Horace May Elementary School</b>  Ami Aalgaard, Principal	1. Research, develop, implement and evaluate reading strategies for all students attending Horace May Elementary. <ul style="list-style-type: none"> <li>• 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 instructional support groups of students as our “Bubble Clubs”.</li> <li>• We will have a Student Growth (Data) Team, multiple RtI teams, etc. to professionally collaborate on a bi-weekly and/or monthly basis.</li> <li>• We will seek outside opportunity to attend workshops to foster reading instructional strategies and employ the support of the District Reading RtI</li> </ul>	1. We have completed our Reading Curriculum Alignment Document and uploaded it to the google.doc format so all staff can access it.	1. Our students showed increased performances in multiple reading assessed areas using MCA III and NWEA’s MAP results as measured from spring to spring and/or fall to spring at all grade levels. We have also identified some growth areas and will be looking at research-based strategies to implement during the 2017-18 school year to support those identified instructional areas.	1. Our teacher collaboration strategies have fostered increased understanding of the Minnesota Reading Standards, the tools present and those that need to be supplemented by our Journey’s curriculum and created strong supportive grade level teams.	31 of 31	100%	24 of 24	100%

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	<p>Specialist throughout the school year.</p> <ul style="list-style-type: none"> <li>Selected specialist staff will create enrichment and remediation opportunities for students to foster growth in the area of reading.</li> <li>As a staff we will collaborate to complete the Reading Curriculum Alignment Document tool we have developed to curriculum map in preparation for our spring assessments.</li> </ul>							
	<p>2. Research, develop, implement and evaluate mathematics strategies for all students attending Horace May Elementary.</p> <ul style="list-style-type: none"> <li>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 of students as our "Bubble Clubs".</li> </ul>	<p>2. We will evaluate our level of goal attainment by reviewing the results of the 2017 AIMSweb, MAP &amp; MCA III Mathematics assessment data.</p>	<p>2. Our students showed increased performances in multiple mathematics assessed areas using MCA III and NWEA's MAP results as measured from spring to spring and/or fall to spring at all grade levels. We have also identified some growth areas and will be looking at research-based strategies to implement during the</p>	<p>2. Our teacher collaboration strategies have fostered increased understanding of the Minnesota Mathematics Standards, the tools present and those that need to be supplemented by our Math Expressions curriculum and created strong supportive grade level teams.</p>				

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	<ul style="list-style-type: none"> <li>• We will have a Student Growth (Data) Team, multiple RtI teams, etc. to professionally collaborate on a bi-weekly and/or monthly basis.</li> <li>• 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.</li> <li>• Selected specialist staff will create enrichment and remediation opportunities for students to foster growth in the area of mathematics.</li> <li>• 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.</li> <li>• We will be offering classes for students that will focus on computer</li> </ul>		2017-18 school year to support those identified instructional areas.					



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	programming, robot operation, etc. within our vision of Elementary STEAM opportunities.							
	<p>3. 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.</p> <ul style="list-style-type: none"> <li>• 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 of students as “Bubble Clubs”.</li> <li>• We will have a Student Growth (Data) Team, multiple Rtl teams, etc. to professionally collaborate on a bi-weekly and/or monthly basis.</li> <li>• We will seek outside opportunity to attend workshops to foster science instructional strategies and employ</li> </ul>	<p>3. We will evaluate our level of goal attainment by reviewing the results of the 2017 MCA III Science assessment data.</p>	<p>3. Our students showed increased performances in multiple science-assessed areas using MCA III results as measured from spring to within our 5<sup>th</sup> grade student reports. We have also identified some growth areas and will be looking at research-based strategies to implement during the 2017-18 school year to support those identified instructional areas.</p>	<p>3. Our teacher collaboration strategies have fostered increased understanding of the Minnesota Mathematics Standards, the tools present and those that need to be supplemented by our Houghton Mifflin Science curriculum and created strong supportive grade level teams. We have supplemented this curriculum with a mobile science cart that the principal and other teachers utilize to create science demonstrations, hands-on learning opportunities, etc. throughout the school year.</p>				

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	the support of the District Science Rtl Specialist throughout the school year. <ul style="list-style-type: none"> <li>Selected specialist staff will create enrichment and remediation opportunities for students to foster growth in the area of science.</li> <li>As a staff we will collaborate to complete the template of the Science Curriculum Assessment Document tool we developed to curriculum map in preparation for our spring assessments.</li> <li>We will be offering classes for students that will focus on computer programming, robot operation, etc. within our vision of Elementary STEAM opportunities.</li> </ul>							
	4. Research, develop, implement and evaluate social and emotional support strategies for all students attending Horace May Elementary.	4. The first wave of Responsive Classroom implementation led to several cooperative efforts within the student's classrooms throughout their	4. By decreasing the number of out-of-school suspensions by 37 % the students that struggle with making safe, respectful and responsible behavioral	4. Our teachers participated in PLTs, Rtl, etc. meetings that allowed them to collaborate and create instructional and social-emotional strategies to				

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	<ul style="list-style-type: none"> <li>• Our Instructional Team will begin the implementation of Responsive Classroom within our school’s classrooms, hallways, playground, bus, cafeteria, etc.</li> <li>• We will offer Professional Learning Teams to support and explore the successes and growth areas of our implementation of Responsive Classroom.</li> <li>• 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.</li> <li>• We will evaluate the number of incidences, of physically aggressive actions, reported via the DIRS system in the spring of 2017.</li> <li>• We will also create a survey for staff, parent</li> </ul>	<p>school; which fostered common language, expectations, etc. which led to positive transitions throughout their school day.</p> <ul style="list-style-type: none"> <li>• The Second Step program assisted all children with increasing their personal awareness of being mindful of their feelings, stressors and how they process their school environment. This fostered positive verbal exchanges with student-to-student and teacher-to-student communication.</li> <li>• The Horace May “All Students” group decreased the number of incidences that had out-of-school suspension from 37 incidences during the 2015-16 school year to 23 incidences during the 2016-17 school year.</li> </ul>	<p>choices were present in class more and this fostered a positive sense of belonging in our school community for several individual students.</p>	<p>meet the ever-changing needs of their students in a supportive safe way. We conducted a survey of our staff’s experiences involving Responsive Classroom and those results will be compiled and shared with staff in the fall of 2017 as we look to build on our current Responsive Classroom foundation.</p>				

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
	and students to gather their feedback on the implementation of Responsive Classroom and Second Step programs.							
<b>J. W. Smith Elementary School</b>  Patricia Welte, Principal	1. One hundred (100%) of classroom teachers will participate in semi-monthly RtI meetings to discuss reading best practices, prepare to differentiate instruction and examine student data.	1. One hundred percent (100%) of classroom teachers: <ul style="list-style-type: none"> <li>Utilized flexible groups with Title 1 assistants.</li> <li>Progress monitored using AIMSweb, RtI, district assessments and/or grade level assessments.</li> <li>Implemented RtI strategies shared at semi-monthly meetings.</li> <li>Utilized SMART Boards, computer lab, and mobile carts for Reading A-Z, Think Central, Moby Max, Accelerated Reader, Flocabulary and Tumble Books.</li> <li>provided a minimum of 120 minutes of daily reading instruction</li> </ul>	<ul style="list-style-type: none"> <li>Third grade students had an overall proficiency of 53.6% on the 2017 MCA-III Reading test.</li> <li>Fourth grade students did not increase, nor decrease on the 2017 MCA-III Reading test.</li> <li>Fifth grade students increased on the 2017 MCA-III Reading test from 50.0% in the Spring of 2016 to 67.8% in the Spring of 2017.</li> <li>Kindergarten students increased their proficiency on the Letter Sound Fluency Assessment as measured by AIMSweb, from 58.1% in September of 2016 to 58.1% in May of 2017.</li> </ul>	1. One hundred percent (100%) of classroom teachers: <ul style="list-style-type: none"> <li>Attended RtI meetings where goals were revised and new strategies were developed.</li> <li>Increased the use of SMART Boards and/or other technology hardware/software into reading.</li> <li>Progress monitored using AIMSweb, RtI, district assessments, and/or grade level assessments.</li> <li>Implemented reading best practice strategies and interventions.</li> </ul>	26 of 26	100%	11 of 11	100%

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					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
		<ul style="list-style-type: none"> <li>Developed and implemented schoolwide Family Reading Day sponsored by Title 1.</li> </ul>	<ul style="list-style-type: none"> <li>First grade students increased their proficiency on the Letter Sound Fluency Assessment as measured by AIMSweb from 47% in September of 2016 to 50% in May of 2017.</li> <li>Second grade increased their proficiency as measured by the NWEA Measures of Academic Progress Reading Assessment from 168.2 in September of 2016 to 191.4 in May of 2017.</li> </ul>					
	2. One hundred (100%) of all classroom teachers will participate in semi-monthly RtI meetings to discuss math best practices, prepare differentiated instruction and examine student data.	2. One hundred percent (100%) of all classroom teachers: <ul style="list-style-type: none"> <li>Utilized flexible groups.</li> <li>Progress monitored using AIMSweb, RtI, district assessments, and/or grade level assessments.</li> <li>Implemented RtI strategies shared at</li> </ul>	2. Third grade students had an overall proficiency of 57.4% on the 2017 MCA-III Mathematics Assessment. <ul style="list-style-type: none"> <li>Fourth grade students increased on the 2017 MCA-III Mathematics Assessment from 51.1% in the Spring of 2016 to 53.7% in</li> </ul>	2. One hundred percent (100%) of classroom teachers: <ul style="list-style-type: none"> <li>Attended RtI meetings where goals were revised and new strategies were developed.</li> <li>Utilized progress monitored using AIMSweb, RtI, district assessments, and</li> </ul>				

**Bemidji Area Schools 2016-2017 Staff Development Report**

School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	Participation			
					Licensed		Nonlicensed	
					#	%	#	%
		semi-monthly meetings. • Utilized SMART Boards, computer lab, and mobile carts for axle Math, Prodigy, Flocabulary, Math Facts in a Flash and Moby Max. • Analyzed student data and formulated appropriate interventions. • provided a minimum of 90 minutes of daily mathematics instruction	the Spring of 2017, but not enough to reach the goal of 54.1%. • Fifth grade students decreased on the 2017 MCA-III Mathematics Assessment from 59.3% in the Spring of 2016 to 45.8% in the Spring of 2017. • Kindergarten students increased their proficiency on the Oral Counting Assessment as measured by the AIMSweb from 35.4% in September of 2016 to 70% in May of 2017. • First grade students increased their proficiency on the Number Identification Assessment as measured by AIMSweb 37% in September of 2016 to 43% in May of 2017. • Second grade students increased	grade level assessments. • Increased the use of SMART Boards and/or other technology hardware/software into mathematics. • Implemented mathematics best practice strategies and interventions.				

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					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
			their proficiency on the NWEA Measures of Academic Progress Mathematics Assessment from 170.9 in September of 2016 to 191.8 in May of 2017.					
	3. J. W. Smith Elementary School will monitor attendance on a monthly basis and award students' exemplary attendance.	3. One hundred percent (100%) of all teachers trained in Responsive Classroom: <ul style="list-style-type: none"> <li>Implemented Morning Meeting each school day.</li> <li>Utilized J. W. Smith Elementary School's behavior action team as needed.</li> </ul>	3. J.W. Smith Elementary School students in Kindergarten through fifth-grade decreased their overall attendance percentage from 92.19% during the 2015-2016 school year to 91.15% during the 2016-2017 school year.	3. Teachers: <ul style="list-style-type: none"> <li>Utilized Responsive Classroom strategies and ideas at Rtl meetings.</li> <li>Utilized the Skyward Student Management System, to report and monitor behavior infractions.</li> </ul>				
<b>Lincoln Elementary School</b>  Jason, Luksik, Principal	<b>1. Reading:</b> 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	1. Lincoln Elementary found that student assessment data fell short of our goals. We have seen increased growth but still are working to bring a larger percentage of students to a proficient level across grade levels. Staff is working on teaching the	1. Students were able to develop skills in the areas needed to be proficient in the area of reading. Small group instruction was paired with whole group instruction, allowing students the opportunity to gain knowledge in multiple	1. Lincoln Elementary staff, grades K-5 practice <ul style="list-style-type: none"> <li>Collaborate three times a month using data: MAP, MCA III, AIMSweb, Study Island, Education City, Houghton-Mifflin reading assessment, along with student work</li> </ul>	38 of 38	100%	16 of 16	100%

**Bemidji Area Schools 2016-2017 Staff Development Report**

School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	Participation			
					Licensed		Nonlicensed	
					#	%	#	%
	<p>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.</p> <p>II. 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.</p> <p>V. 2016-17 Smart Reading Goal: The Lincoln <b>“All Students”</b> group will increase their proficiency from 58.2% to 61.2% in the Spring of 2017 as measured by the Reading MCA III.</p> <p>i. 2016-17 Smart Reading Goal: The Lincoln <b>“American Indian”</b> 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.</p>	standards to the students and assessing for understanding.	formats and learning styles.	<p>and teacher observation</p> <ul style="list-style-type: none"> <li>• Guided Reading will be implemented school-wide</li> <li>• Reading Recovery for Grade 1</li> <li>• Leveled Literacy for Grades K-5th will continue to be implemented</li> <li>• Minnesota Reading Corps program will also be utilized in grades K-3</li> <li>• Title 1 staff will provide small group interventions</li> <li>• Staff collaborated to develop Common Formative Assessment for all areas of reading.</li> </ul>				



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					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
	ii. 2016-17 Smart Reading Goal: The Lincoln <b>“Free &amp; Reduced”</b> 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. <b>Mathematics:</b> i. 2016-17 Smart Mathematics Goal: The Lincoln <b>“All Students”</b> group will increase their proficiency from 58.1% to 61.1% in the Spring of 2017 as measured by the Mathematics MCA III. ii. 2016-17 Smart Mathematics Goal: The Lincoln <b>“American Indian”</b> 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. iii. 2016-17 Smart Mathematics Goal: The Lincoln <b>“Free &amp; Reduced”</b> sub-group will increase their proficiency	2. Lincoln Elementary found that student assessment data fell short of our goals. We have seen increased growth but still are working to bring a larger percentage of students to a proficient level across grade levels. Staff is working on teaching the standards to the students and assessing for understanding.	2. Teachers have implemented strategies in math facts and implemented Study island with Education City. This has allowed for more practice in the area of math as a supplement to the curriculum. Students are working on multiple objectives to increase their level of knowledge and understanding.	2. Lincoln Elementary staff, grades K-5, will: <ul style="list-style-type: none"> <li>• Collaborate using data three times monthly: MAP, MCA III, AIMSweb and Houghton Mifflin assessments.</li> <li>• Individual student math needs will be determined utilizing the data, as well as student work and teacher observation.</li> <li>• Increased Math time- 90 minutes of daily instruction.</li> <li>• Implementation of Study Island, Education City and Extramath.org</li> </ul>				

**Bemidji Area Schools 2016-2017 Staff Development Report**

School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	Participation			
					Licensed		Nonlicensed	
					#	%	#	%
	from 43.9% to 46.9% in the Spring of 2017 as measured by the Mathematics MCA III assessment.							
	<p><b>3. Science:</b></p> <p>i. 2016-17 Smart Science Goal: The Lincoln 5<sup>th</sup> graders in the <b>“All Students”</b> group will increase their proficiency from 60.0% to 63.0% in the Spring of 2017 as measured by the Science MCA III.</p> <p>ii. 2016-17 Smart Science Goal: The Lincoln 5<sup>th</sup> graders in the <b>“American Indian”</b> 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.</p> <p>iii. 2016-17 Smart Science Goal: The Lincoln 5<sup>th</sup> graders in the <b>“Free &amp; Reduced”</b> 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.</p>	<p>3. The data showed an increase in percent proficient in Science for our school over last year. Our proficiency still fell short of our goal as a school. Students in our free and reduced sub group increased and surpassed our goal for proficiency, showing a positive trend for that subgroup.</p>	<p>3. Students were able to gain knowledge in the area of science to increase proficiency. Students are showing a positive trend in science of increasing scores.</p>	<p>3. Teachers implemented the curriculum across grade levels. In the 5<sup>th</sup> grade level there has been a dedicated time for teaching science to address the standards at an appropriate level.</p>				

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	Participation			
					Licensed		Nonlicensed	
					#	%	#	%
	<p><b>4. Safe &amp; Welcoming</b></p> <p><b>A. Environment:</b> 2016-17 Safe &amp; Welcoming Environment Goal: The Lincoln <b>“All Students”</b> 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.</p> <p><b>B. Attendance</b> 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.</p>	<p>4. Lincoln Elementary found that this goal had a positive impact on learning. Many of our students were in school and participated more often. It allowed for a much safer school environment.</p>	<p>4. Students were able to attend to more of the instruction due to there being less distractions throughout the day.</p>	<ul style="list-style-type: none"> <li>• Staff met monthly to discuss areas of concern and review data to implement new strategies that coincided with our behavior program.</li> <li>• We held monthly assemblies with themes to model expectations and have students demonstrate them for the younger students. This allowed for older students to be leaders within our building.</li> <li>• Teachers implemented behavior strategies consistently throughout the school.</li> </ul>				
<p><b>Lumberjack High School ALC</b></p> <p>Brian Stefanich, Principal</p>	<p>1. Bemidji Lumberjack High School staff and students will improve the 11<sup>th</sup> grade math scores from 5.6% proficiency rate to 10% proficiency on the spring MCA in 2017.</p>	<p>1. Lumberjack students increased from 5.6% proficient on the math MCA to 14.3%.</p>	<p>1. An experienced math teacher known to connect effectively to students and teach concepts in a manageable way replaced a beginning math teacher. Edgenuity, an online</p>	<p>1. The addition of an online program and an experienced math teacher who was trained in the program enabled the math teacher to reach students at their math level, while also</p>	4 of 4	100%	1 of 1	100%

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					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
			program, was used for credit recovery based on placement determined by MyPath. Another licensed math teacher worked with students during this time for additional explanation and support.	reaching them on a personal level. Through their Professional Learning Community (PLC), teachers worked together to develop alternative ways to reach students and teach concepts.				
	2. Bemidji Lumberjack High School staff and students will improve the 10 <sup>th</sup> grade reading scores from 85.7% proficiency to 88% proficiency on the MCA test in the spring of 2017.	2. Lumberjack scores decreased from 42.9% proficiency to 38.5% proficiency.	2. Two new teachers replaced a former experienced teacher. This led to inconsistency and a need to develop rapport with students. Many new 10 <sup>th</sup> grade students were added who were new to the program.	2. The new teachers needed to become familiar with the school and students, adapting their typical instruction for the new population of students they taught for the first time.				
<b>Northern Elementary School</b>  Wendy Templin, Principal	1. We will establish a clear vision for school wide data use by making data part of an on-going cycle of instructional improvement that includes teaching students to examine their own data and set their own learning goals in the area of reading.	1. By teachers reviewing the reading standards, utilizing guided reading and Daily 5, setting up student led data goals, increasing reading expectations for informational text, along with providing staff development sessions to address these areas, Northern	1. The focus on specific reading instructional practices and continuous student learning assessment as improved student reading success by 3.2%. Third grade students increased a substantial 10.1% this school year.	1. Teacher impact and instructional practices have improved by implementing guided reading and Daily 5. Professional development in these areas has resulted in teachers increasing their usage of student data as it is related to reading standards.	34 of 34	100%	13 of 18	72%

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					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
		students in grades 3- 5 improved 3.2 % on the MCA assessment.						
	2. We will establish a clear vision for school wide data use by making data part of an on-going cycle of instructional improvement that includes teaching students to examine their own data and set their own learning goals in the area of math.	2. By teachers reviewing the math standards, utilizing pre and post testing, setting up student led data goals, along with providing staff development sessions to address these areas, Northern students in grades 3- 5 improved 1.7 % on the MCA assessment.	2. The focus on specific math instructional practices and continuous student learning assessment as improved student reading success by 1.7%.	2. Teacher impact and instructional practices have improved by implementing pre and post testing and standards focused practices. Professional development in these areas has resulted in teachers increasing their usage of student data and visual math drawings as it is related to math standards.				
	3. 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.	3. Student office referrals, recess detentions and out of school suspensions has greatly decreased over this school year. Incidents of assault was reduced by 44%. Out of school suspensions had an 81% reduction. The continued use of principal character education monthly sessions and Responsive Classroom procedures have improved the climate of	3. The focus on Responsive Classroom practices and Steven R. Covey's <u>The Leader in Me</u> seven habits improved student academics, school culture and student life skills by reducing behavior incidents.	3. Teacher impact and instructional practices have improved by the implementation of the Responsive Classroom techniques including interactive modeling, morning meetings and peer relationships.				

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	Participation			
					Licensed		Nonlicensed	
					#	%	#	%
		the school reducing major discipline incidents.						
<b>Oshki Manidoo Center</b>  Tami Wesely, Principal	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.	1. According to the results of the 2017 MCA Reading, "0%" of the "ALL" students group met proficiency. The goal was not met. The Edgenuity online curriculum was implemented and staff received training.	1. Students had more access to courses that meet individual student needs.	1. Teachers have become more facilitators of learning and have help guide students to use available resources to work through their courses.	1 of 1	100%	1 of 1	100%
	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.	2. According to the results of the 2017 MCA Math, "0%" of the "ALL" students group met proficiency. The goal was not met. The Edgenuity online curriculum was implemented as the main source of instruction. Staff were trained in the implementation process as well as creation of customized courses.	2. Students had more access to courses that meet individual student needs.	2. Teachers have become more facilitators of learning and have help guide students to use available resources to work through their courses.				
	3. In the Oshki Manidoo School "ALL" student groups 50% of the students enrolled for 90 days or more will earn at	3. Staff received training on record keeping strategies. Completion of coursework can be	3. Student grades transfer as credits and portions of credits verses hourly completion.	3. Teachers are better able to track student progress toward graduation.				

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	Participation			
					Licensed		Nonlicensed	
					#	%	#	%
	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.)	reported on a credit basis verses hourly basis.						
<b>Paul Bunyan Elementary School</b>  Kathy VanWert, Principal	1. 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.	1. Fifty six percent of our students met the Spring LSF benchmark; not meeting our 65% goal.	1. All students were given many opportunities to practice letter sounds; whole group, small group and individually. We used every minute available, even while waiting in line for lunch, bathroom use.	1. Teachers were focused on increase of practice time, ensuring small group instruction, use of AIMSweb progress reports and kindergarten assessments to determine which students needed additional practice.	12 of 12	100%	4 of 5	80%
	2. 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.	2. Sixty six percent of our students met the PS Spring benchmark, making our goal.	2. All students were given many opportunities to practice letter sounds; whole group, small group and individually. We used every minute available, even while waiting in line for lunch, bathroom use.	2. Teachers were focused on phoneme segmentation skill development; methods and techniques were discussed at staff meetings as well as Rtl groups.				

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					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
	3. 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 as well as individual/small group instruction.	3. Sixty five percent of our students met the NI Spring benchmark, making our goal.	3. Students were given many opportunities to practice number identification during the school day; in the classroom in whole groups, small groups and also while waiting in line.	3. Teachers were focused on this goal area and paid particular attention to it in the classroom. Information was shared during staff meetings and Rtl meetings.				
	4. To gain insight and best practice information on instructional practice and interventions as it pertains to QD and to implement best practice instruction during core instructional time, using whole group instruction as well as individual/small group instruction.	4. Seventy two percent of our students met the spring benchmark for this goal area, making our goal.	4. Students were given many opportunities to practice quantity discrimination skill; during math time, but also throughout the day as teachers made intentional time to practice.	4. Teachers were very intentional on providing multiple opportunities for student practice during the school day.				
<b>Solway Elementary School</b>  Tami Wesely, Principal	1. The percentage of “ <i>ALL Students</i> ” 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	1. All teachers were trained in Balanced Literacy, One District, One Book and Running Records. Classroom teachers met with district-wide grade level teams to develop Essential Learning Outcomes and curriculum alignment.	1. Staff increased teaching skills to promote higher student achievement. The curriculum was better aligned to state standards as well as MCA test specs. District collaboration has a positive impact on student learning as	1. Teachers had practice in aligning curriculum with district and state standards as well as sequencing curriculum according to test specs. The techniques learned better prepare teachers for assessing	16 of 16	100%	6 of 6	100%



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					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
	<p>students enrolled in grades 3-5 at Solway Elementary School who are proficient on the preliminary results of the MCA reading test will increase from 18.2% in 2016 to 25% in 2017.</p> <ul style="list-style-type: none"> <li>The percentage of Special Education students enrolled in grades 3-5 at Solway Elementary School who are proficient on the preliminary results of the MCA reading test will increase from 10% in 2016 to 13% in 2017.</li> </ul> <p>To support all students <b>Reading Well by Third Grade</b>, Solway Elementary School in grades 1 and 2 will improve their reading in the following:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Grade 2 students will improve their overall</li> </ul>	<p>The trainings were developed to increase staff knowledge of teaching techniques and strategies when teaching reading. Teachers also learned techniques for assessing student progress.</p>	<p>they transition to different schools across the district.</p>	<p>students' progress in reading.</p>				

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					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
	<p>Mean RIT score from 185.0 in the spring of 2016 to 191.6 in spring 2017; as measured by NWEA MAP.</p> <p>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.</p> <ul style="list-style-type: none"> <li>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.</li> <li>The percentage of <i>Special Education students</i> 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.</li> </ul>	<ul style="list-style-type: none"> <li>Students scored a 193.55 in math in spring 2017 as measured by NWEA MAP.</li> <li>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 was 39.1% in 2017.</li> <li>The percentage of American Indian students enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA math test was 12.5% in 2017.</li> <li>The percentage of Special Education students enrolled in grades 3-5 at Solway Elementary School who are proficient on the MCA reading test was 10% in 2017.</li> </ul>	<p>2. There was an increase in teaching skills to promote higher student achievement. The curriculum was better aligned to state standards as well as MCA test specs. District collaboration has a positive impact on student learning as they transition to different schools across the district.</p>	<p>2. All teachers were trained in PALS Math Training. Classroom teachers met with district-wide grade level teams to develop essential learning outcomes and curriculum alignment. The trainings were developed to increase staff knowledge of teaching techniques and strategies when teaching math. Teachers also learned techniques for assessing student progress.</p>				

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					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
		<ul style="list-style-type: none"> <li>The District Math Specialist provided training in PALS Math. She also assisted teachers in implementing better math teaching strategies.</li> </ul>						
	<p>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. Solway Elementary will implement attendance incentives quarterly, to support an increase in student 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.</p>	<p>3. Solway Elementary had a total of 93.85% attendance for the 2016-2017 school year. Solway Elementary implemented attendance incentives quarterly, to support an increase in student attendance. The families and students of Solway Elementary were informed about the importance of attendance at school as part of the being present campaign. Student incentives were offered quarterly, for increased attendance. Each classroom implemented attendance incentives. Attendance reports were reviewed monthly, by the</p>	<p>3. Better attendance promotes higher achievement and helps build a more positive community environment at school. Each classroom implemented incentives to increase student attendance quarterly. Students were recognized for perfect attendance. Drawings were held for prizes. District-wide being present campaign provided parents with the importance of attendance.</p>	<p>3. Better attendance decreases the amount of reteaching that needs to occur. School District policies were reviewed and revised.</p>				

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	Participation			
					Licensed		Nonlicensed	
					#	%	#	%
		attendance personnel to monitor for student attendance.						
<b>Bemidji School District #0031-01</b>  Kathy Palm, Director of Curriculum & Administrative Services	<b>Highest Levels of Student Success:</b> 1. Provide training for staff to increase reading proficiency for all students.	1. More teachers and paras participated in the reading trainings this year, and more are using Guided Reading in their classrooms. A focus this year was training the elementary teachers on the MN Language Arts Standards and MN MCA Test Specifications. Title I paraprofessionals received reading training on an early release day.	1. According to the 2017 MCA Reading results, reading has improved for grades 3, 5, 6, and 7, All Students, American Indian, students receiving free or reduced lunch, and special education compared to 2016. 2017 Spring MAP results show that all grade levels are performing within three points of norm RIT, and grades 6-9 are performing well above the norm RIT. From 2016 to 2017, Kindergarten improved AIMSweb Letter Sound Fluency by 2.3% and Phoneme Segmentation by 15.4%.	1. Teacher evaluations reveal that teachers have positive comments about the after-school reading, writing, and guided reading trainings. Many more are using Guided Reading in their classrooms and feeling confident. The para evaluations were also positive.	381 of 388	98%	175 of 196	89%
	2. Provide training for staff to increase mathematics proficiency for all students.	2. More teachers and paras participated in the math trainings this year, and more are	2. According to the 2017 MCA Math results, math has improved for grades 6 and 11 and special	2. Teacher evaluations reveal that teachers have positive comments about the after-school math				

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School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	Participation			
					Licensed		Nonlicensed	
					#	%	#	%
		<p>using Math Talks in their classrooms. A focus this year was training the elementary teachers on the MN Math Standards and MN MCA Test Specifications. Title I paraprofessionals received math training on an early release day. BMS special education teachers also received math training.</p>	<p>education compared to 2016. 2017 Spring MAP results show that all grade levels are performing within three points of norm RIT, and grades 5-9 are performing well above the norm RIT. From 2016 to 2017, Kindergarten improved AIMSweb Oral Counting by 7.6%, Number Identification by 5.3%, and Quantity Discrimination by 2.7%. Grade 1 improved Quantity Discrimination by 2.1% from 2016 to 2017.</p>	<p>trainings. Many more are using Math Talks in their classrooms and feeling confident. The para evaluations were also positive. BMS special education teachers also responded positively and as a result were more aware of math curriculum resources available to them.</p>				
	<p>3. Provide training for staff to increase the graduation rate for all students.</p>	<p>3. We are seeing a greater interest in poverty training, using Eric Jensen's book, <i>Poor Students, Rich Teaching</i>. Paraprofessionals attended training on poverty, homelessness, and cultural differences.</p>	<p>3. The Bemidji High School graduation rate increased from 86.21% in 2015 to 86.36% in 2016. The district graduation rate increased from 73.83% to 75.0% in 2016.</p>	<p>3. Teachers responded positively to the training and even attended a second training on Jensen's next book. In 2017-2018 we will provide more poverty training and American Indian cultural training.</p>				

**Bemidji Area Schools 2016-2017 Staff Development Report**

					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
	<p><b>Safe and Welcoming Environment:</b> 4. Provide training for staff in Positive Behavioral Interventions and Supports (PBIS) and Responsive Classroom to improve student behavior.</p>	<p>4. District Staff Development provided Responsive Classroom (RC) training and stipends for 60 teachers last summer and another 60 this summer, in addition to 30 paraprofessionals receiving the training during the school year. We needed a consistent way to deal with increasing discipline problems, and RC is working well for the schools.</p>	<p>4. We are seeing fewer discipline reports compared to a year ago. According to Viewpoint preliminary data during 2016-2017, there were 103 incidents of assaults and 45 incidents of fights so far this school year. That is a decrease of 32.2% Assaults and 50% decrease in Fights.</p>	<p>4. Teacher evaluations reveal a great interest in this training. A Survey at the end of the year showed that 82% of teachers have a very positive reaction to Responsive Classroom (RC) and 93% have implemented RC strategies.</p>				
	<p><b>Effective and Efficient Operations:</b> 5. Provide training for staff to maintain the percentage of certified staff and paraprofessionals listed as highly qualified.</p>	<p>5. The District Staff Development Committee and the school committees provided funds for teachers to attend training in their specific teaching areas. These trainings have received positive results, but in some cases teachers were called back because of the lack of substitutes. The district also provided several trainings in all of the</p>	<p>5. Students receive better instruction when teachers are energized with new ideas and strategies.</p>	<p>5. Teachers are energized when they receive professional development that meets their specific needs. In addition to the Staff Development funded activities, 361 teachers (95.7%) also participated in Professional Learning Communities through Q-Comp.</p>				

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					Participation			
					Licensed		Nonlicensed	
School/Administrator	Staff Development Goals	Findings	Student Impact	Teacher Impact	#	%	#	%
		CEU areas required for relicensure. We invite nonpublic, substitute, and community teachers to attend these trainings at no cost.						