

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mrs. Patricia A. Welte
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name J.W. Smith Elementary
(As it should appear in the official records)

School Mailing Address 3300 Gillett Drive NW
(If address is P.O. Box, also include street address.)

Bemidji MN 56601- 5668
City State Zip Code+4 (9 digits total)

County Beltrami State School Code Number* 31-040

Telephone (218) 333-3290 Fax (218) 333-3296

Web site/URL <http://jwsmith.bemidji.k12.mn.us/> E-mail pwelte@bemidji.k12.mn.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. James Hess
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bemidji Area Schools ISD #0031 Tel. (218)333-3100

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. John Pogleasa
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 6 Elementary schools
 1 Middle schools
 0 Junior high schools
 1 High schools
 6 Other

 14 TOTAL
2. District Per Pupil Expenditure: \$9,358

 Average State Per Pupil Expenditure: \$8,680

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 13 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	29	8	37	7			
K	28	26	54	8			
1	23	19	42	9			
2	20	30	50	10			
3	21	26	47	11			
4	25	21	46	12			
5	18	29	47	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							323

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| <u>65</u> | % White |
| <u>2</u> | % Black or African American |
| <u>3</u> | % Hispanic or Latino |
| <u>0.4</u> | % Asian/Pacific Islander |
| <u>30</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 19 % (includes students transferring between schools)

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	29
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	25
(3)	Total of all transferred students [sum of rows (1) and (2)]	54
(4)	Total number of students in the school as of October 1	323
(5)	Total transferred students in row (3) divided by total students in row (4)	.17
(6)	Amount in row (5) multiplied by 100	17%

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 2
Specify languages: English & Ojibwe

9. Students eligible for free/reduced-priced meals: 75 %

Total number students who qualify: 218

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{15}{49}$ %
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>9</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>0</u>	<u>1</u>
Classroom teachers	<u>13</u>	<u>1</u>
Special resource teachers/specialists	<u>7</u>	<u>2</u>
Paraprofessionals	<u>13</u>	<u>0</u>
Support staff	<u>5</u>	<u>5</u>
Total number	<u>38</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	93%	94%	94%	93%	94%
Daily teacher attendance	95%	97%	95%	95%	95%
Teacher turnover rate	17%	4%	8%	8%	4%
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

Increase in teacher turnover rate due to retirements.

PART III - SUMMARY

J. W. Smith Elementary School is located in Bemidji, Minnesota. Bemidji is in the heart of northern Minnesota's lakes and forests. It is the first city on the Mississippi River and home of the legendary Paul Bunyan. From Santa Lucia Festivals to Powwows, Scandinavian and American Indian cultures are woven into the tapestry of Bemidji's history. It is the curling capital of the United States and home to the 2006 Olympic Bronze Medal Team. Bemidji is the educational, financial, governmental, medical, recreational, and cultural hub of north central Minnesota.

The mission of Bemidji Area Schools is "to empower each learner to succeed in our diverse and changing world". For many years, Bemidji Area Schools has aligned the K-12 curriculum to the Minnesota Academic Standards and served as a model to other school districts.

J. W. Smith School is one of six public elementary schools serving the students of the Bemidji area. Built in 1954, the school is in the center of the community and adjacent to Bemidji State University. There are over 300 students with two sections each of pre-kindergarten through fifth grade. Our educational program balances strong academics with the arts and physical education, providing a foundation of academic excellence. We provide an environment where everyone can feel valued and safe. Our school motto is "Success for Every Learner".

J. W. Smith School is in its tenth year as a Schoolwide Title 1 program. Seventy-five percent of J. W. Smith School's student population qualifies for free and reduced meals, far exceeding the Federal Schoolwide Title 1 requirement of 40%. J. W. Smith School averages 20% student mobility and 30% American Indian ethnicity. Teachers and support staff have received training in various areas of professional development, which are closely aligned with target goals set each year. The purpose of the School Improvement Plan is to establish processes to increase student achievement in academic, behavioral, and social areas of development and to improve school climate.

In February 2004, J. W. Smith School was awarded a No Child Left Behind (NCLB) Reading First grant, becoming one of the first schools to be included in this partnership with the University of Minnesota and the Minnesota Department of Education. The grant provided extensive, rigorous teacher training in scientifically based reading research for kindergarten through third grade. Along with training, this grant provided resources for guiding reading instruction with an emphasis on meeting the needs of all students through flexible grouping, consistent assessment, and data analysis. J. W. Smith's staff is sustaining the grant's initiatives and incorporating them into the continuing plan for school improvement.

Our school provides services in several categories of special education: speech/language, emotional/behavioral disorders, specific learning disabilities, other health disabilities, autism spectrum disorders, and developmental/cognitive disabilities. Related services include fine and gross motor skill development from occupational therapy and adaptive physical education. The use of effective learning interventions, collaborative teacher partnerships, and the push-in model are important to the instructional delivery.

The school community strives to create a culture that promotes school pride through respect and support for students, staff, parents, and community. Parents, college students, and community members are actively involved in J. W. Smith School. The Foster Grandparent Program, Retired Senior Volunteer Program, Bemidji State University, Junior Achievement of America, and Parent Teacher Organization (PTO) provide valuable people and resources for students and staff. The dedication of volunteers and generosity of the community contribute to our school's success.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The Minnesota Department of Education has developed an assessment system to measure student proficiency with the Minnesota Academic Standards. All tests are standardized and criterion-referenced. They provide summary data on student performance aligned and compared to grade-level standards. The Minnesota Comprehensive Assessments, reported as MCAs in 2002-2005 and MCA-IIs in 2006, are the state tests that help districts measure student progress toward achieving Minnesota's Academic Standards and meeting the requirements of No Child Left Behind. The assessments are used to determine whether schools make adequate yearly progress toward all students being proficient in 2014. All third and fifth grade students (fourth grade was added in 2006) at J. W. Smith School are given this test every spring.

MCA Scoring (2002-2005)

Student results are reported as levels. Scores of 1420 and above indicate proficiency in 2002-2005.

- Level I - students performing below grade level
- Level II - students scoring slightly below grade level
- Level III - students scoring at grade level
- Level IV - students scoring above grade level
- Level V - students demonstrating advanced academic performance

MCA-II Scoring (2006-present)

According to the Minnesota Department of Education, MCA-IIs cannot be compared to MCAs from past years. There is no trend data for MCA-IIs. The raw score totals are converted mathematically to a scaled score for each test subject and grade. Each year, the test will be equated for difficulty with the previous year's test. For each test, the scaled score can range from G01 to G99, with G=Grade. Students are assigned an achievement level based on their scaled scores. The proficient score is 50 and above plus grade level (ie: Grade 3, 350; Grade 4, 450; Grade 5, 550).

MCA-IIs scoring (2006)

There are four achievement levels for the MCA-IIs:

- Does Not Meet the Standards (D)
- Partially Meets the Standards (P)
- Meets the Standards (M)
- Exceeds the Standards (E)

Grade 3 MCA Reading Highlights

- In 2006, 74% of third grade students met or exceeded the standards.
- Over the past 5 years, students who qualified for free and reduced meals made significant gains.
- From 2002-2005, the percent of American Indian students who exceeded the standards, rose from 15% to 56%.

Grade 3 MCA Math Highlights

- In 2006, 72% of third grade students met or exceeded the standards.
- In 2004 and 2005, 59% of our students were above grade level proficiency.
- From 2002-2005, the percent of American Indian students who met or exceeded the standards, rose from 42% to 86%.

Grade 4 MCA Reading Highlights (data is only available for 2006)

- In 2006, 67% of fourth grade students receiving free and reduced meals met or exceeded the standards.
- In 2006, 67% of fourth grade students met or exceeded the standards.

Grade 4 MCA Math Highlights (data is only available for 2006)

- In 2006, 61% of fourth grade students receiving free and reduced meals met or exceeded the standards.
- In 2006, 62% of fourth grade students met or exceeded the standards.

Grade 5 MCA Reading Highlights

- In 2006, the average scaled score was above the state average.
- In 2006, 85% of American Indian students met or exceeded the standards.
- In 2006, 85% of fifth grade students met or exceeded the standards.

Grade 5 MCA Math Highlights

- In 2006, the average scaled score was above the state average.
- In 2006, 50% of special education students met or exceeded the standards.
- In 2006, 70% of fifth grade students met or exceeded the standards.

The Minnesota Department of Education School Report Card, which reports on all public schools in the state, is accessible at <http://education.state.mn.us>.

J. W. Smith School uses disaggregated MCA data in the School Improvement Plan to set goals and determine appropriate school programming. The teachers determine patterns and concerns regarding the various subgroups. For example, the mobility rate of our special education population is disproportionately high when compared to regular education students, contributing to lower than expected achievement and test scores.

We are aware that some students have not progressed as hoped. These students require intensive study and we continue to look for additional ways to improve their achievements.

J. W. Smith School staff members work with hearts, souls, hands, and minds to deliver academically rigorous programs that help all children succeed. We are here to change lives. We respect and honor diversity and strive to create a safe environment. We want to prepare all children to function as emotional, social, and intellectual adults in a diverse and changing world.

2. Using Assessment Results: Teachers and paraprofessionals are involved in the use of assessment data. Results of the data provide a framework for the School Improvement Plan, including staff development goals and activities. Data results also drive instructional practices. J. W. Smith School uses a multiple measurement matrix which displays: state test scores (MCA, MCA-II), Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in reading/math/language usage, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Renaissance Learning in math/reading, and Work Sampling. Other assessment data we use includes: report card grades, writing samples, formative assessments in science, social studies, reading, math, health/fitness, and the arts.

Disaggregated data (identifying strands, trends and subgroups), together with consideration for uniqueness of behavior and personality, give teachers comprehensive profiles of students. Instruction, interventions, and enrichments are developed to meet individual needs.

The Schoolwide Title 1 program uses assessment data to design Title 1 services for academic acceleration. Targeted Services Program and the 21st Century grant use the information to identify students eligible for the after-school and summer programs. Special Education uses comprehensive individual assessment data when writing IEP goals and objectives. Early in the school year, teachers conference with parents to review data and set goals. Suggestions are given to parents to help them reinforce learning at home.

Throughout the year teachers consistently use formal and informal benchmark assessments and publisher developed chapter/unit tests to document progress. Grade level collaboration occurs daily. Cross-grade level teams have opportunities to meet quarterly to examine assessment data, plan instruction, and design interventions.

3. Communicating Assessment Results: J. W. Smith School communicates student performance to parents, students, and the community on a weekly basis. We believe this communication is vital to ensure student success. Information is shared with the Bemidji area through the Internet, community and statewide newspapers, television news and feature stories. The official site for district assessment data is the Minnesota Department of Education web site <http://education.state.mn.us>.

The *Annual Report on Curriculum, Instruction, and Student Achievement* is mailed to all school district residents by October 1 of each year and posted on the Bemidji Area Schools web site at: <http://www.bemidji.k12.mn.us/pdf/Annual%20Report06.pdf>. This report contains student assessment and achievement results, information on how each school meets their School Improvement Goals, and school demographic and financial data.

The district and all schools maintain a web site (<http://www.bemidji.k12.mn.us>) that provides a wealth of information. It contains the latest announcements, curricular information, course outcomes, and parent resources. The web site also offers Family Access, an online site where parents can view their children's grades, assignments, meal account balances, and library information. Parents are actively involved in their children's progress. J. W. Smith School provides regular family newsletters. Teachers communicate through fall and spring parent conferences, email, phone calls, Friday take home folders, and report cards.

Test results are shared with parents to inform them of their children's progress toward achieving Minnesota Academic Standards. The data helps parents work with the school to provide the best opportunities for their children's academic growth. Teachers conference with students daily to review progress, use individual records of continuing growth, and set goals. It is important that students are able to assess their own learning through conferencing, rubrics, portfolios, class work, and testing.

4. Sharing Success: Principal Patricia Welte is a member of the District Leadership Team and mentors other principals in our district. She serves on the Bemidji State University Professional Elementary Education Committee assisting and providing a program for practicum students, interns, and student teachers. Principal Welte is a mentor for the Principal Field Experience Program at St. Cloud State University. She is a member of Delta Kappa Gamma, an international sorority of exceptional educators. She inspires and supports her professional team of teachers and other staff to provide the best education possible for students.

J. W. Smith School teachers participate in grade level and cross-grade level teams, district curriculum committees, the district data team, and the district staff development committee. Teachers are involved in mentor programs and work with student interns from Minnesota State Universities. The kindergarten through third grade teachers, participating in the Reading First grant, led round table discussions networking with other school districts. Officials from the Minnesota Department of Education, University of Minnesota staff, administrators, and teachers from other districts observed Reading First teachers. In addition, our exemplary teachers presented at statewide Reading First Institutes. Several teachers are

members of the Best Practices Network and our music instructor recently received the Minnesota Music Educator of the Year award.

Visitors to J. W. Smith School can easily observe that student success is shared and valued. Hallways and classroom bulletin boards are filled with student work, certificates, and awards. School and classroom web sites, family and school newsletters, and Friday take home folders are also used to share good news.

The Minnesota Department of Education awarded the 2006-2007 Arts Magnet grant to J. W. Smith School which will provide programs by several nationally recognized artists-in-residence. Schoolwide Title 1 and PTO provide several events throughout the year to promote family involvement and school pride. Families are included in celebrations, such as: 100th Day of School, Medieval Festival, Living History Museum, Word Millionaire Limo Ride, Fifth Grade Graduation, Awards Day, All-School Musicals, and District Elementary Track and Field Day.

Lakeland Public News, Bemidji's public television station, awarded J. W. Smith School the Golden Apple education award several times, most recently for receiving a Reading First grant. Bemidji's newspaper, *The Pioneer*, features J. W. Smith School staff and students regularly. In addition to our academic successes, recent highlights have been published about our Anti-Bullying program, Red Ribbon Week (anti-drug awareness) activities, Read Across America events, 50th Anniversary, science presentations, Class Act (writing excellence feature), contributions to disaster relief and the local food shelf.

State and local newspapers publicized a special honor for J. W. Smith School when, in 2005, our Schoolwide Title 1 Team was named the Minnesota Paraprofessional/Teacher Instructional Team of the Year.

Finally, in a 2006 *St. Paul Pioneer Press* special report, J. W. Smith School "...emerged as one of 13 Minnesota schools that are beating the odds, are doing better than predicted, and seem to have found a way to overcome education's biggest challenge—teaching high numbers of poor students well".

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Bemidji Area Schools provides a unified curriculum aligned with the Minnesota Academic Standards and district learner outcomes, developed by teacher teams. In addition to the strong core curriculum, comprehensive music, art, physical education, and technology programs are provided for all students.

J. W. Smith School has a high population of American Indian students and children who live in poverty. We actively address the diverse academic needs of students by implementing curricular and instructional support through training in Ruby Payne's, *A Framework for Understanding Poverty*. An Arts Magnet grant infuses arts into the core curriculum and provides a teacher for gifted and talented. Our school houses the district's only K-1 program for students who are five years old but not developmentally ready for kindergarten.

Reading/Language Arts: As part of the Reading First grant process, J. W. Smith School's comprehensive reading program for primary grades was designed using the Center for the Improvement of Early Reading Achievement (CIERA) "Beating the Odds" study by Taylor, Clark, and Walpole. The core reading program is delivered through Scott Foresman Reading, a balanced, scientifically research based program. Drs. Olivia Melroe and Lisa Stewart, University of Minnesota-Moorhead, were consulted and the results of their research on Best Practices for literacy development in American Indian students became part of our reading program.

Mathematics: Bemidji Area Schools are reviewing K-12 mathematics curriculum during the 2006-2007 school year. Currently, Houghton Mifflin Math Central is our core program. The National Council of Teachers of Mathematics (NCTM) Content and Process Standards also guide instruction. All classrooms have the necessary tools for hands-on learning.

Science: The science curriculum at J. W. Smith School is a hands-on, inquiry-based program using Full Option Science System and Delta Science kits. Programs and curriculum were created in partnerships with local, state, and federal environmental agencies. Students question, observe, organize data, explain, reflect, and take action to solve problems in physical, life, and earth science.

Social Studies: The Social Studies curriculum incorporates history, culture, geography, government, and economics to prepare students for their roles as informed citizens. Students in kindergarten through second grade use Nystrom *Exploring Where and Why*. Grades three through five use the Houghton Mifflin basal series, *We The People*. Supplemental resources include *National Geographic Explorer*, *Windows on Literacy*, *Geo-Bee*, *Time for Kids*, *Scholastic News*, and a community partnership with Junior Achievement.

Physical Education/Health: Promoting a healthy lifestyle is a priority at J. W. Smith School. Students attend physical education class every day, and they study health and wellness in the classroom. They are expected to demonstrate competency in several major areas: motor skills and movement concepts, healthy level of fitness, responsible personal and social behavior, physical education for personal challenge, and self-expression. Life-long physical activities, such as roller-skating, curling, snowshoeing, and bowling receive additional focus.

Visual Arts/Music: District art and music teachers work with the Quality Evaluation Project directed by Minnesota's Perpich Center for the Arts. Students study elements of art and design; learn the language of art; study art from a variety of cultures and time periods; interact with major art museums of the nation and world via the internet; and participate in the Fifth Grade Invitational Art Exhibit. During 75 minutes per

week of music instruction, students learn music literacy, elements of music through song and movement, instrument techniques, and improvisation. They study the characteristics of music from a variety of cultures and historical times. Students learn the importance of performing for an audience through participation in chorus, orchestra, and musicals.

Library/Technology: The library media center and computer lab are available to all students and staff to assist them in meeting their information needs. Teachers collaborate to plan integrated units of instruction incorporating print and digital resources. In 75 minutes of technology classes per week, skills are taught and projects are produced.

2. Reading: The J. W. Smith School comprehensive reading program was designed using the CIERA “Beating the Odds” study. This study, partnered with No Child Left Behind, provided the framework for the Reading First initiative. School district learner outcomes, aligned with the Minnesota Standards, are the basis of instruction. The outcomes contain quantifiable and clearly defined expectations and benchmarks for the five essential components of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency. The core reading program is delivered using the Scott Foresman Reading series. Internal and independent research show that this series is effective with students of poverty and American Indian students.

Supplemental instruction is correlated with classroom instruction and designed to reinforce learning and accelerate student achievement. Student needs are identified through assessments provided by DIBELS, formal and informal curriculum measures, state and district tests, running records, and individual reading inventories. Differentiated instruction, such as book clubs, provides for gifted students.

Language arts includes instruction in spelling, writing, grammar, and mechanics. Process writing improvement, evidenced by Measures of Academic Progress Language scores, was selected as a goal for the School Improvement Plan. Action steps include establishing rubrics and providing improved instruction for all writers. Many of our teachers use the 6+1 Writing Traits model. Writing methodology is reinforced in the Professional Writing Study Group.

The J. W. Smith School Arts Magnet grant incorporates Ojibwe language, American Indian arts and legends, story telling, family history, and connections to nature and tradition. Cross-curricular opportunities are integrated for students to develop a deeper understanding of American Indian culture.

Reading comprehension strategies are accentuated in all curriculum areas. Understanding the world in and around us is essential. We believe it is imperative to inspire students to value reading, appreciate literature and to be lifelong learners.

3. Additional Curriculum Area - Math: Mathematics is a dynamic and energetic part of every day at J. W. Smith School. Emphasis is placed on a standards-based curriculum with a consistent, meaningful hands-on approach. The teaching staff relies on standards and outcomes developed by the State of Minnesota, NCTM, and the local district.

Math Content Standards include Number and Operations, Algebra, Geometry, Measurement, Data Analysis, and Probability. The Process Standards emphasize ways of acquiring and using content knowledge, including Problem Solving, Reasoning and Proof, Communication, Connections, and Representation.

Based on needs assessments, J. W. Smith School has chosen to include a math goal in the School Improvement Plan every year. This year’s math goal is to improve student achievement through Best Practices in instruction and intensive staff collaboration. Algebra, Probability, and Computation have been

targeted as areas where gains need to be made.

In 2005-2006, staff development focused on math in kindergarten through grade eight. Currently, the district staff is reviewing and revising district outcomes. Classroom, Title 1, and special education teachers have received inservice on state and national mathematics standards, and they explored and implemented inquiry-based NCTM mathematics lessons. The J. W. Smith Professional Math Study Group explores and applies scientifically based mathematics research in math instruction.

Due to the effects of chronic poverty on learning in our student population, the staff utilize varying instructional methods including small group, differentiated instruction, and cooperative learning. Teachers have materials needed to effectively implement a rich math curriculum that prepares students for high level math. A carefully selected basal series provides strong opportunity for skill development and ongoing assessment.

Technology is integrated in a multitude of ways, including Accelerated Math and Math Facts in a Flash. Math Masters of Minnesota gives fifth grade students an intensive and competitive problem solving program. A partnership with community-based Junior Achievement emphasizes mathematics in business and economics. All efforts combine to create an environment rich in mathematics and to promote mathematics literacy for students.

4. Instructional Methods: J. W. Smith School strives to maximize student achievement by utilizing a systematic method of planning and delivering instruction. Formative and summative assessments data drive our instructional practices. Teachers carefully monitor student progress to determine individual learning needs.

Based on dictates of research, student needs, and student interests, we use multiple models of instruction, differentiated and tiered flexible groups, explicit techniques, and uninterrupted instructional time. Emphasis is on active, differentiated learning strategies that include both depth and complexity, such as guided and leveled reading groups, math stations, and novel studies for enrichment. Lessons are developed for whole groups, small groups, and individuals. Students are taught to work independently and in cooperative groups.

J. W. Smith School offers an after-school Targeted Services Program meeting five hours each week to provide remedial and enrichment opportunities in reading and math for students in grades two through five. A six-week Targeted Services Summer Program ensures continuity and best meets individual and family needs. When a student is having difficulty meeting the standards, the Child Study Team addresses the student's strengths, performance, and needs. Title 1 and special education services are provided as needed. Schedules incorporate the push-in model and place resource teachers in classrooms. Title 1 and Special Education teachers work collaboratively with classroom teachers to coordinate instruction.

5. Professional Development: The Bemidji School District provides staff development opportunities, concentrated on district goals, throughout the school year. Time is provided for building-specific staff development. After-school opportunities are also available which include instructional focus in reading, math, science, technology, data-driven assessment/instruction, and differentiated instruction.

J. W. Smith School has three professional study groups:

Writing Study Group has as its goal to teach K-5 students the essentials of good writing: developing strong ideas, voice, effective design, clear language, editing and presentation to an audience. Between meetings, participants read research on writing instruction by nationally recognized practitioners, try writing strategies in classrooms, and bring student writing samples to the group to share and critique. Several teachers have had extensive training in the 6 + 1 Writing Traits model, and apply writing to math, history,

science, music, visual arts, poetry, fiction and nonfiction.

Math Study Group meets regularly to study and discuss math instruction. Using the NCTM ten standards for expert guidance in what should be valued and taught in elementary mathematics education, teachers focus on NCTM publications, *The Content Standards* and *The Process Standards*. The study group members meet to improve student learning in algebra, probability, statistics, and computation which were identified as weaknesses in our School Improvement Plan.

Reading Study Group relies on scientifically based reading research in order to provide systematic and explicit reading instruction for all students. Teachers study and practice the five essential components of reading instruction: phonemic awareness, phonics, oral reading fluency, vocabulary, and comprehension. We share student work, assessment data, and peer observations. Study group members attend sessions on each of the components; however, the greatest emphasis is on reading comprehension strategies. From easy Think/Pair/Share and Venn diagrams to the more sophisticated strategies of Question Answer Relationships (QAR) and Reciprocal Teaching, J. W. Smith School staff continues to increase their knowledge of this critical reading skill.

PART VII - ASSESSMENT RESULTS

Subject READING Grade 3 Test Minnesota Comprehensive Assessment (MCA-II & MCA)
(In 2006, Minnesota changed from the MCA test to the MCA-II test.)

Edition/Publication Year 2002-2006 Publisher Pearson Testing (2005-2006), Data Recognition Corp. (2002-2004)

	MCA-II 2005-2006	MCA 2004-2005	MCA 2003-2004	MCA 2002-2003	MCA 2001-2002
Testing month	April	April	March	April	March
SCHOOL SCORES Number of students tested	43	53	42	42	59
Percent at or above Meets Standards	74	78	88	62	68
Percent Exceeds Standards	56	63	76	52	37
Percent of total students tested	100	100	98	98	91
Number of students alternatively assessed	0	1	2	0	0
Percent of students alternatively assessed	0	2	4	0	0
SUBGROUP SCORES					
1. FREE & REDUCED LUNCH # students	32	45	31	26	35
Percent at or above Meets Standards	69	78	84	50	60
Percent Exceeds Standards	47	60	71	35	29
2. SPECIAL EDUCATION # students	10	8	9	8	9
Percent at or above Meets Standards	40	25	50	38	14
Percent Exceeds Standards	20	13	33	0	14
3. AMERICAN INDIAN # students	12	23	13	14	20
Percent at or above Meets Standards	58	78	82	43	50
Percent Exceeds Standards	33	57	46	36	15
4. CAUCASIAN # students	30	25	27	26	36
Percent at or above Meets Standards	80	76	93	69	81
Percent Exceeds Standards	63	60	93	62	58

Subject READING Grade 4 Test Minnesota Comprehensive Assessment (MCA-II)
(2006 was the first year Grade 4 was assessed.)

Edition/Publication Year 2006 Publisher Pearson Testing

	MCA-II 2005-2006	MCA 2004-2005	MCA 2003-2004	MCA 2002-2003	MCA 2001-2002
Testing month	April	April	March	April	March
SCHOOL SCORES Number of students tested	48				
Percent at or above Meets Standards	67				
Percent Exceeds Standards	35				
Percent of total students tested	100				
Number of students alternatively assessed	1				
Percent of students alternatively assessed	2				
SUBGROUP SCORES					
1. FREE & REDUCED LUNCH # students	42				
Percent at or above Meets Standards	67				
Percent Exceeds Standards	36				
2. SPECIAL EDUCATION # students	5				
Percent at or above Meets Standards	20				
Percent Exceeds Standards	0				
3. AMERICAN INDIAN # students	22				
Percent at or above Meets Standards	59				
Percent Exceeds Standards	32				
4. CAUCASIAN # students	22				
Percent at or above Meets Standards	68				
Percent Exceeds Standards	41				

Subject READING Grade 5 Test Minnesota Comprehensive Assessment (MCA-II)
(In 2006, Minnesota changed from the MCA test to the MCA-II test.)
Edition/Publication Year 2002-2006 Publisher Pearson Testing (2005-2006),
Data Recognition Corp. (2002-2004)

	MCA-II 2005-2006	MCA 2004-2005	MCA 2003-2004	MCA 2002-2003	MCA 2001-2002
Testing month	April	April	March	April	March
SCHOOL SCORES Number of students tested	47	51	45	44	77
Percent at or above Meets Standards	85	72	84	82	62
Percent Exceeds Standards	49	64	69	59	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. FREE & REDUCED LUNCH # students	29	33	29	24	50
Percent at or above Meets Standards	76	64	79	75	50
Percent Exceeds Standards	31	55	65	46	30
2. SPECIAL EDUCATION # students	4	11	4	3	10
Percent at or above Meets Standards	50	36	50	33	10
Percent Exceeds Standards	50	27	0	0	0
3. AMERICAN INDIAN # students	13	17	15	17	27
Percent at or above Meets Standards	85	53	80	71	48
Percent Exceeds Standards	15	41	60	41	26
4. CAUCASIAN # students	32	32	28	26	47
Percent at or above Meets Standards	84	81	93	89	72
Percent Exceeds Standards	59	75	79	69	57

Subject MATHEMATICS Grade 3 Test Minnesota Comprehensive Assessment (MCA-II & MCA)
(In 2006, Minnesota changed from the MCA test to the MCA-II test.)
Edition/Publication Year 2002-2006 Publisher Pearson Testing (2005-2006), Data Recognition Corp.
(2002-2004)

	MCA-II 2005-2006	MCA 2004-2005	MCA 2003-2004	MCA 2002-2003	MCA 2001-2002
Testing month	April	April	March	April	March
SCHOOL SCORES Number of students tested	43	52	42	42	61
Percent at or above Meets Standards	72	79	81	67	56
Percent Exceeds Standards	28	59	60	45	38
Percent of total students tested	100	99	98	98	94
Number of students alternatively assessed	0	1	2	0	0
Percent of students alternatively assessed	0	2	4	0	0
SUBGROUP SCORES					
1. FREE & REDUCED LUNCH # students	32	44	31	26	37
Percent at or above Meets Standards	66	80	76	50	51
Percent Exceeds Standards	22	59	45	31	35
2. SPECIAL EDUCATION # students	10	7	9	7	9
Percent at or above Meets Standards	40	29	29	43	13
Percent Exceeds Standards	10	29	29	14	0
3. AMERICAN INDIAN # students	12	22	13	14	21
Percent at or above Meets Standards	58	86	73	36	43
Percent Exceeds Standards	8	50	46	21	29
4. CAUCASIAN # students	30	25	27	26	35
Percent at or above Meets Standards	77	82	85	81	69
Percent Exceeds Standards	33	73	67	54	46

Subject MATHEMATICS Grade 4 Test Minnesota Comprehensive Assessment (MCA-II)
 (2006 was the first year Grade 4 was assessed.)
 Edition/Publication Year 2006 Publisher Pearson Testing

	MCA-II 2005-2006	MCA 2004-2005	MCA 2003-2004	MCA 2002-2003	MCA 2001-2002
Testing month	April	April	March	April	March
SCHOOL SCORES Number of students tested	47				
Percent at or above Meets Standards	62				
Percent Exceeds Standards	9				
Percent of total students tested	98				
Number of students alternatively assessed	1				
Percent of students alternatively assessed	2				
SUBGROUP SCORES					
1. FREE & REDUCED LUNCH # students	41				
Percent at or above Meets Standards	61				
Percent Exceeds Standards	10				
2. SPECIAL EDUCATION # students	4				
Percent at or above Meets Standards	0				
Percent Exceeds Standards	0				
3. AMERICAN INDIAN # students	21				
Percent at or above Meets Standards	43				
Percent Exceeds Standards	5				
4. CAUCASIAN # students	22				
Percent at or above Meets Standards	77				
Percent Exceeds Standards	14				

Subject MATHEMATICS Grade 5 Test Minnesota Comprehensive Assessment (MCA-II & MCA)
 (In 2006, Minnesota changed from the MCA test to the MCA-II test.)
 Edition/Publication Year 2002-2006 Publisher Pearson Testing (2005-2006), Data Recognition Corp. (2002-2004)

	MCA-II 2005-2006	MCA 2004-2005	MCA 2003-2004	MCA 2002-2003	MCA 2001-2002
Testing month	April	April	March	April	March
SCHOOL SCORES Number of students tested	46	51	45	44	77
Percent at or above Meets Standards	70	67	85	66	48
Percent Exceeds Standards	39	57	69	46	26
Percent of total students tested	98	99	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. FREE & REDUCED LUNCH # students	28	33	29	24	50
Percent at or above Meets Standards	57	58	83	54	30
Percent Exceeds Standards	25	49	62	38	14
2. SPECIAL EDUCATION # students	4	11	4	3	10
Percent at or above Meets Standards	50	36	25	0	0
Percent Exceeds Standards	25	27	0	0	0
3. AMERICAN INDIAN # students	12	17	15	17	27
Percent at or above Meets Standards	50	47	67	59	37
Percent Exceeds Standards	17	35	40	18	15
4. CAUCASIAN # students	32	32	28	26	47
Percent at or above Meets Standards	78	75	96	69	57
Percent Exceeds Standards	50	66	89	65	34