

School Focus

2015-2016 Annual Report



TO:
**Community
Patrons & the
School Board**

FROM:
**Tamara Uselman
Superintendent**

Five years ago, my husband and I made Bismarck our home. Our new community was facing two kinds of floods: one from the river and one from a tsunami of children new to the district. While the Missouri receded, the students did not. While enrollment varies from day to day, BPS is still growing. On opening day in 2011, enrollment rose by 233 students, in 2012 by 409, in 2013 by 329, in 2014 by 273, and last year by 361. In response, the community said yes to construction of new schools.

In addition, the BPS School Board has invested in every single school to improve building safety and security, add and upgrade classrooms, expand cafeterias, improve kitchens, provide air conditioning, and more. Over 12,400 students attend school at BPS during the year and about 4,000 during the summer. Schools are well used by adults, too, for recreational activities and educational programs.

Soon middle schools will be over-capacity. If not one single additional student moved into the district, BPS would run out of middle school space in a few years. Current middle school capacity is 850-900 students. Horizon and Simle have about 1,000 students; Wachter has 855. In the next three years, they should each have 1,200 students. A 75 member Community Task Force was created to advise the Board. This task force toured schools, studied enrollment and achievement data, reviewed constituent input from three public forums and then advised the Board to add on to the three middle schools rather than build a fourth middle school or

re-configure grade levels, or re-draw boundaries. Make high schools more equitable, the committee said. And, study elementary needs separately.

The Board directed administration to get architectural sketches and rough cost estimates to assess if it is possible to make improvements without increasing the debt load beyond what it is today. This work will continue during the 2016-17 school year.

In addition to providing space, the School Board has other goals. First the Board said to “Ensure the academic achievement and success skills of every single BPS student.” Multiple measures are used: graduation vs. dropout rate, proficiency on end of year academic and success skills reports, growth on Measures of Academic Progress (MAP), data from the ACT and Aspire tests, and attendance patterns.

Teaching matters. Thus, the Board said, “Empower BPS staff through professional development and focused initiatives to master the standards-based teaching, learning, assessing, and reporting cycle to positively impact growth in student learning.” Professional learning has centered on 5 “big rocks”: standards-based education, project-based learning, professional learning communities, multi-tiered systems of support for all learners, and data informed decision making. Teachers need more collaborative work time to hone in on a few important initiatives.

BPS is owned by the community. To that end, the Board said, “Engage stakeholders through communication and collaboration to build understanding of and support for student achievement.” Communication with parents and stakeholders happens from the classroom, school, and district offices. In addition to face-to-face communication and traditional media, BPS uses social media and is upgrading its website.

Finally, our Board completed an intense policy review over the last two years. The process was public as policy was presented, reviewed, discussed, debated, and finalized at monthly board meetings.

Bismarck Public Schools has made huge progress in serving all students well. We remain mission driven.

BPS Mission Statement:

All students will have the academic, social, and personal skills to be college, career, and community ready.

BPS Vision Statement:

Together, we inspire a passion for learning, discovery, and excellence.

2016-2017 Calendar

Aug. 22-24	Staff Development Days
Aug. 25	First day of school
Sept. 5	Labor Day, no school
Oct. 19	Staff Dev. Day, no school
Oct. 20-21	Teacher Convention, no school
Nov. 11	Veteran's Day, no school
Nov. 24-25	Thanksgiving break, no school
Dec. 22	Last day of school
Dec. 23	Parent-Teacher Conf., no school
Jan. 3	School resumes after holidays
Jan. 16	MLK Jr. Day, no school
Feb. 20	President's Day, no school
Feb. 21	Staff Dev. Day, no school
*Mar. 10	Storm Make Up Day, no school
Mar. 13	Staff Dev. Day, no school
Apr. 14	Good Friday, no school
Apr. 17	Parent-Teacher Conf., no school
May 25	Last day of school
May 25	SCHS graduation, 4 pm
May 25	ALC graduation, 7 pm
*May 26	Teacher Work Day/ Storm Make Up Day
May 28	LHS graduation, 1 pm
May 28	BHS graduation, 4 pm
May 28	CHS graduation, 7 pm
May 29	Memorial Day, no school
June 5-July 18	Camp Adventure
June 5-23	Gr. 6-12 summer school #1
June 26-July 18	Gr. 6-12 summer school #2
July 3-4	July 4th break, no school

* storm make up days

Interesting statistics...

Enrollment

Fall	2013	2014	2015
K	996	997	999
1-6	4,643*	4,879	5,042
7-9	2,524*	2,652	2,755
10-12	3,493*	3,459	3,562
Total	11,656	11,987	12,358

Table reflects end of first 9 weeks (w/o BECEP).

* In fall 2013, changed to a K-5, 6-8, & 9-12 model.

Average Class Size, K-5/6

Fall	2013	2014	2015
Grades K-5	20	20	20
Grades 6-8	23	23	24
Grades 9-12	21	21	22

Reflects end of first 9 weeks (w/o BECEP/SCHS).

Percent of Attendance

	'13-14	'14-15	'15-16
K-12	96.5%	96.1%	96.6%

Educators 2015-16

Experience	#	%	Degree	#
0-4 years	312	31%	BA	218
5-9 years	235	24%	BA+	297
10-14 years	156	16%	MA	193
15-19 years	114	12%	MA+	282
20-24 years	83	8%	Phd/ED	1
25-29 years	64	6%		
30-34 years	18	2%	Total FTEs:	
35+ years	9	1%	Teachers=990	

Technology

Spring	Students	Computers	Ratio
2014	11,680	5,899	2.0 to 1
2015	11,961	8,533	1.4 to 1
2016	12,233	9,448	1.3 to 1

Year end numbers don't include Manchester House, BECEP, Adult Learning Center, Boys & Girls Ranch.

Graduates (annual vs. 9-12th grade cohort)

May	2014	2015	2016
BHS	371	380	369
CHS	418	380	428
SCHS	32	34	25
Total	821	794	822

Dropouts (annual vs. 9-12th grade cohort)

May	2014	2015	2016
BHS	1.9% (32)	1.4% (19)	1.2% (15)
CHS	.03% (5)	1.4% (20)	0.3% (4)
Total	1.2% (37)	1.4% (39)	0.7% (19)

Table reflects students who dropped out of BHS or CHS; some go on to attend South Central.

Post-Secondary Plans

Class of 2015	BHS	CHS
4-year college	54.3%	51.0%
2-year college	31.5%	38.0%
Tech school	0%	1.5%
Military	3.7%	1.5%
Work/Job Market	4.0%	5.4%
Undecided	6.5%	2.6%

Student Race

	'13-14	'14-15	'15-16
Caucasian	87%	85%	84%
American Indian	8%	8%	9%
Other	5%	7%	7%

Table does not include BECEP, Manchester House, or non-BPS students in classes at Career/Tech Center.

Total Employees 2015-16

Teaching Staff	1,050
Support Staff	943
Professional Support Staff	93
Administrators	53
Total for fall 2014	2,139

Number of people vs. full time equivalents--FTEs--at BPS at the beginning of the 2015-16 school year.

ND State Assessment

Grade	Reading	Math	Science
	ND/BPS	ND/BPS	ND/BPS
3	46%/44%	51%/54%	-----
4	43%/41%	43%/49%	66%/68%
5	49%/48%	37%/41%	-----
6	43%/49%	36%/38%	-----
7	43%/44%	38%/35%	-----
8	42%/46%	35%/40%	60%/60%
11	55%/63%	37%/41%	64%/64%

Scores represent students who are proficient or advanced in math, reading and science on the ND State Assessment. Scores include all students taking the NDSA, including those with disabilities who were tested with accommodations. ND Alternate Assessment scores are not included in these calculations. Reading and math scores are from spring of the 2014-15 school year; science is from the fall of 2014.

ACT Test Scores (2014-2015)

Group	BHS	CHS	ND	USA
Students	396	390	7,162	1.9 M
English	19.5	22.5	19.6	20.4
Math	20.8	22.4	20.6	20.8
Reading	20.3	22.5	20.7	21.4
Science	20.7	22.3	20.8	20.9
TOTAL	20.5	22.5	20.6	21.0

All Bismarck Public School juniors take the American College Test free of charge and typically score near or above state and national averages.

Socio-Economic Status (SES)

2009-10	2,512 or 23.6% of all students
2010-11	2,470 or 23.3% of all students
2011-12	2,692 or 24.3% of all students
2012-13	2,627 or 23.0% of all students
2013-14	2,607 or 22.3% of all students
2014-15	2,663 or 22.2% of all students
2015-16	2,711 or 22.1% of all students

Table does not including BECEP, Manchester House, Career Academy or the Tech Center. SES is measured by the number of students who received free or reduced school meals at the end of the year in May 2016.

Here are some things we are proud of...

2015-16 Goals

ACADEMIC EXCELLENCE

Students in grades 4, 8, & 11 typically score at or above the state average on the ND State Assessment in reading and math. All juniors take the ACT free of charge and typically score at or above state and national levels. Freshmen take the Aspire assessment at no charge.

In grades 10-12, 15% of our students were inducted into the 2015-16 National Honor Society (12% at BHS; 18% at CHS); 24% of our total seniors earned President's Education Awards, having an A- or higher grade point average and an 85th percentile or above on a national test (16% at BHS; 31% at CHS).

Our high school students must have 24 credits for graduation, which is higher than the state requirement of 22 credits.

Over 50% of juniors and seniors take at least one Advanced Placement (AP) course: English 11 & 12, psychology, government, U.S. history, biology, physics I & II, chemistry, calculus AB & BC, and computer science. Credits transfer to colleges upon successful test completion.

About 86% of BHS seniors and 90% of CHS seniors plan to pursue further education after high school (2-to-4 year college or tech school).

All of our schools are accredited by the ND Dept. of Public Instruction and the North Central Association (NCA). Also, BHS, CHS, Horizon, Myhre, Highland Acres and Northridge are "Blue Ribbon" schools, the highest state/national honor.

Many of our K-5 students receive levels 3-4 gifted services through the LOS program.

QUALITY STAFF

We employ nearly 1,100 teachers and 50% of them have master's degrees or higher.

We provide staff development opportunities to employees. Many staff win local, state, and national awards and honors.

GOOD INVESTMENT

BPS spent approximately \$9,926 in fiscal year 2015-16 to educate each student. The N.D. average was \$10,523 for 2015-16.

Our projected budget for 2016-17 will be about \$159 million. A taxpayer with a \$100,000 home will pay about \$449 in school taxes.

2015-16 BUDGET

State	\$ 107,007,124	71%
Local	\$ 31,166,031	21%
Federal	\$ 12,667,289	8%
TOTAL Revenue	\$ 150,840,444	100%
Salary/Fringe	\$ 126,926,703	83%
Purchased Services	\$ 7,849,933	5%
Supplies/Materials	\$ 6,043,803	4%
Capital Improvements	\$ 8,959,772	6%
Utilities	\$ 2,480,000	2%
TOTAL Expenses	\$ 152,260,211	100%

IMPRESSIVE STATISTICS

Our average daily attendance for 2015-16 was 96.6%. Our annual dropout rate was 0.7%.

Our average class size in our elementary schools (K-5) in 2015-2016 was 20 students.

We are the largest school district in ND with 12,358 students in K-12 in August 2015.

BPS had 9,448 student computers in 2015-16 for a student-to-computer ratio of 1.3 to 1.

All of our schools offer lunch and breakfast. On an average day we serve 1,705 breakfasts and 8,595 lunches to students and staff for a total of 295,644 breakfasts and 1,724,409 lunches during the 2015-16 school year.

In calendar year 2015, BPS paid \$71 million in wages to 2,979 full time, part time, and temporary staff, making us one of the largest employers in the Bismarck-Mandan area.

Goal: Student Achievement

Ensure the academic achievement and success skills of every single BPS student.

Measure: graduation rate, dropout rate, proficiency on end of year standards-based grading reports, success skills as impacting scores of 3.5 to 4 on proficiency on end of year standards-based grading reports, MTSS benchmark data, MAP growth, ACT scores, Aspire data, and attendance data will be studied as per the work plan in the AdvancEd planning document.

Goal: Staff

Empower BPS staff through professional development and focused initiatives to master the standard-based teaching, learning, assessing and reporting cycle to positively impact growth in student learning.

Measure: a regressive analysis will be completed on the Dec. 2015 standards-based practices survey taken by staff vs. the same survey in Dec. 2016. A professional development plan in response to needs expressed in the survey will be presented in Feb. 2016 showing action steps. Student academic growth scores will be analyzed annually in June.

Goal: Stakeholders

Engage stakeholders through communication and collaboration to build understanding of and support for student achievement goals.

Measure: stakeholder survey(s).

Goal: Facilities

Work with the community to develop a fiscally responsible 3-year facilities plan that meets the district's future needs in ensuring a safe and optimal learning environment for BPS students and staff.

Measure: in the spring of 2016, School Board minutes will reflect the Board's response to Community Facility Task Force recommendations.

Preschool

BECEP @ Richholt 323-4400

(Bismarck Early Childhood Education Program)
Michelle Hougen, Coordinator

Enrollment	'13-14	'14-15	'15-16
Head Start (HS)	207	271	201
Early Intervention (EI)	240	258	294
<i>Average; home base</i>			
Early Childhood Special Education (ECSE)	129	147	164
TOTAL Enrollment	576	676	659
Right Track (RT)	1,311	1,300	1,420

# transitions to grade K	200	189	206
% of Attendance	89.8%	86.4%	91.4%

For Head Start & ECSE only.

2015-2016 Staff	HS	EI	ECSE	RT
Classroom teachers	8	N/A	12	N/A
Other teachers	0	6	2	1
Other personnel	17.5	17.5	35.5	17
Total FTE staff	25.5	23.5	49.5	18

ND DPI fall report data:

Classroom Teachers	8.00
Other teachers	2.50
Other Personnel	32.55
Total Instructional Staff	43.05

Students of low SES	82%	100%	100%
----------------------------	-----	------	------

Low socio-economic status; free & reduced meals.

Parents at fall conferences:	87%	87%	89%
Breakfast & Lunch Programs (Head Start)			yes
Lunch only (Early Childhood Special Education)			yes

Goals for 2016-2017:

Head Start & Early Childhood Special Education:

1. develop a 5-year-plan to address staff and space needs in all programs at BECEP.
2. provide staff information/training on the impact of single & multiple trauma on students/families.
3. identify gaps in curriculum/environment, staff training & procedures in developing a positive behavior support system.
4. increase district & public awareness of BECEP.

Early Intervention & Right Track:

1. have adequate staff to complete evaluations, consults & home visits; hire new consultants.
2. help staff feel comfortable sharing behavior supports with families.
3. better identify children with social emotional needs and link them to services.

Elementary Schools: 2015-2016

Centennial: 323-4290

Michele Svihovec, Principal

Enrollment	'13-14	'14-15	'15-16
Kindergarten	72	62	63
Grade 1	64	72	64
Grade 2	84	70	77
Grade 3	62	85	78
Grade 4	75	66	90
Grade 5	96	77	74
Total	453	432	446
Avg. class size	20.5	20.6	21.3
% of Attendance	96.7%	96.25%	96.7%
Classroom teachers	25.40	22.00	22.00
Other teachers	4.15	4.65	4.65
Other personnel	19.03	19.03	19.03
Total instructional	48.58	45.68	45.68
Student promotions	462	449	446
Student retentions	1	1	1
Students of low SES	12%	14%	14%

(Low socio-economic status; free & reduced meals)

Technology	2.8 to 1	1.6 to 1	1.3 to 1
-------------------	----------	----------	----------

(Student to computer ratio)

Parents at fall conferences: 98% 93% 96%

ND State Assessment: Proficient & Advanced Scores

Grade:	3	4	5
Reading:	54%	67%	80%
Math:	56%	73%	63%
Science:	-----	83%	-----

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: complete PBL staff training & incorporate refreshers; engage coaching plan; encourage projects; collaborate with library media.

Standards Based Education: review K-5 curriculum maps; plan instruction using data; develop assessments for students to get to a level 4 in math; have students monitor progress on standards; communicate frequently with parents; etc.

Professional Learning Community: use data more to drive instruction (Walk to Learn); teachers drive PLC agenda with shared ownership; increase # of times student work samples are discussed at PLC; increase # of PLCS using action research to address student needs.

Multi-tiered System of Supports: MTSS-A: train teachers on referrals; learn more about small group instruction; revise coaching cycles; implement Work Their Way in gr. 3; train/implement K-3 Benchmark Reading. MTSS-B: discussing tiering behavior 5 times/year; monthly behavior & attendance awards; train supervisors; trauma awareness; Conscious Discipline book study, etc.

Data Driven Decision Making: refine data use based on teacher feedback; increase analysis of student work at PLCs; increase use of behavior data, etc.

Grimsrud: 323-4150

Willie Nelson, Principal

Enrollment	'13-14	'14-15	'15-16
Kindergarten	28	38	35
Grade 1	44	35	39
Grade 2	39	41	35
Grade 3	43	42	38
Grade 4	37	43	44
Grade 5	45	36	44
Total	236	235	235

Avg. class size	19.7	19.5	19.4
% of Attendance	96.9%	94.8%	96.6%
Classroom teachers	12.00	12.00	12.00
Other teachers	4.20	3.70	3.25
Other personnel	8.76	8.15	9.44
Total instructional	24.96	23.85	24.69

Student promotions	238	239	132
Student retentions	0	0	0
Students of low SES	17%	17%	22%

(Low socio-economic status; free & reduced meals)

Technology	1.9 to 1	1.1 to 1	1.8 to 1
-------------------	----------	----------	----------

(Student to computer ratio)

Parents at fall conferences: 96% 97% 96%

ND State Assessment: Proficient & Advanced Scores

Grade:	3	4	5
Reading:	35%	49%	53%
Math:	48%	41%	51%
Science:	-----	73%	-----

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: use data to ask questions, set grade level & individual goals, guide training; use Success Skills 4 Staff; train new team members in PBL; revise/embed/implement assessments & scaffold standards; use BIE template.

Standards Based Education: align concept maps & look for gaps/overlaps; continue Triad Model, Guided Reading, Writing, Math Focus; refine theme nights; use gr. 3-5 as core tool.

Professional Learning Community: design Google classroom as communications tool; build best practices into calendar; analyze student work to drive next steps; create PLC map; create schedules for PLCs.

Multi-tiered System of Supports: MTSS-A: fidelity of use; identify K-1 data; use multiple data; etc. MTSS-B: do trauma/mental health training; use multiple data evidence to create action plans, etc.

Data Driven Decision Making: create/use student portfolios to collect evidence of growth; use Question Wall; use multiple data to drive interventions, etc.

All goals: set learning goals for all students.

Elementary Schools: 2015-2016

Highland Acres: 323-4160

Dr. Shawn Oban, Principal

Enrollment	'13-14	'14-15	'15-16
Kindergarten	13	24	30
Grade 1	22	19	26
Grade 2	24	21	20
Grade 3	19	25	26
Grade 4	24	18	24
Grade 5	22	24	19
Total	124	131	145

Avg. class size	20.7	21.8	17.75
% of Attendance	97.0%	96.2%	96.3%

Classroom teachers	6.00	6.00	8.00
Other teachers	1.59	1.49	1.49
Other personnel	6.80	6.31	7.91
Total instructional	14.39	13.80	17.40

Student promotions	127	133	143
Student retentions	1	0	0
Students of low SES	12%	12%	9%

(Low socio-economic status; free & reduced meals)

Technology	1.4 to 1	2.1 to 1	1.6 to 1
-------------------	----------	----------	----------

(Student to computer ratio)

Parents at fall conferences: 100% 98% 98%

ND State Assessment: Proficient & Advanced Scores

Grade:	3	4	5
--------	---	---	---

Reading: 65% 47% 60%

Math: 56% 59% 36%

Science: ----- 59% -----

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: new teachers attend PBL 101; other staff attend PBL Gold Training.

Standards Based Education: use student work, not just formal assessments, to inform instruction, e.g. math & writing samples; spread out assessments by using year-round curriculum mapping; more purposeful common formative assessments; make non-prioritized standards more prominent.

Professional Learning Community: all PLC goals will be based on growth; discuss how scores are calculated in Gradebook; expand understanding of rubrics; advance understanding on vertical alignment of standards and rubrics; add peer coaching to enhance teacher/student learning.

Multi-tiered System of Supports: build a robust foundation of interventions in reading, math and behavior; push-in model of support; training on implementing interventions with integrity; behavior goals based on growth; behavior tiering, interventions & monitoring.

Data Driven Decision Making: implement changes based on participant feedback from previous year.

Liberty: 323-4320

Terry Kuester, Principal, 2015-16

Linnett Schmidkunz, Principal, 2016-17

** School opened at Hughes; no 5th grade.

Enrollment	'13-14	'14-15	'15-16
Kindergarten	70	96	87
Grade 1	78	86	95
Grade 2	83	94	94
Grade 3	82	100	104
Grade 4	53	100	104
Grade 5	--	64	98
Total	366	540	582

Avg. class size	20.0	20.7	21.5
% of Attendance	97.4%	96.8%	97.1%

Classroom teachers	18.00	26.0	27.00
Other teachers	3.60	8.00	12.19
Other personnel	4.34	8.22	19.11
Total instructional	25.94	42.22	58.30
Student promotions	377	548	590
Student retentions	0	2	1
Students of low SES	4%	5%	5%

(Low socio-economic status; free & reduced meals)

Technology	2 to 1	1.8 to 1	1.4 to 1
-------------------	--------	----------	----------

(Student to computer ratio)

Parents at fall conferences: 100% 99% 99%

ND State Assessment: Proficient & Advanced Scores

Grade:	3	4	5
--------	---	---	---

Reading: 51% 52% 55%

Math: 62% 57% 48%

Science: ----- 77% -----

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: schoolwide calendar with learning targets/end goals; all staff to have PBL 102 training; all grade levels complete 3-4 PBL projects; all specialists take part in projects.

Standards Based Education: use learning continuum in MAP skills to determine specific student needs; update curriculum map; do staff training on formative assessments and use them to drive instruction.

Professional Learning Community: Guided Reading will be used schoolwide (all grade levels, LOS, special ed.); use PLC time to look at student data weekly to determine next steps and update curriculum calendars to decide what standards need to be reviewed or retaught; create grade level goals from data.

Multi-tiered System of Supports: identify students who don't meet growth targets and develop interventions; continue Conscious Discipline training; track & tier behavior; develop interventions for tiered behavior.

Data Driven Decision Making: train teachers on specific interventions to meet needs of all students.

Lincoln: 323-4310

Shelly Swanson, Principal

** New school opened with no 5th grade class.

Enrollment	'13-14	'14-15	'15-16
Kindergarten	83	109	96
Grade 1	71	89	117
Grade 2	75	78	98
Grade 3	51	83	77
Grade 4	81	63	84
Grade 5	--	94	56
Total	361	516	528

Avg. class size	19.0	21.5	19.8
% of Attendance	97.1%	96.5%	97.2%

Classroom teachers	19.0	24.00	27.00
Other teachers	7.5	6.60	6.85
Other personnel	.8	23.00	23.75
Total instructional	27.3	56.60	57.60

Student promotions	359	506	524
Student retentions	0	0	0
Students of low SES	25%	26%	21%

(Low socio-economic status; free & reduced meals)

Technology	1.8 to 1	1.6 to 1	1.7 to 1
-------------------	----------	----------	----------

(Student to computer ratio)

Parents at fall conferences: 99% 98% 97%

ND State Assessment: Proficient & Advanced Scores

Grade:	3	4	5
--------	---	---	---

Reading: 34% 38% 28%

Math: 53% 47% 28%

Science: ----- 59% -----

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: train all staff in PBL 101; sustain support for planning units of instruction; add to maps: being there experiences, guest speakers, community outreach & learning trips.

Standards Based Education: curriculum mapping of concepts/skills (summer 2016); further training in explicit vs. inquiry instruction; training in student engagement; improve student feedback; further develop student portfolios; find time for weekly/bi-weekly student conferences; improve parent feedback about how students are graded.

Professional Learning Community: use data to determine plan for students not experiencing growth; analyze fall data to set new student goals; write grade level SMART goals to determine PLC focus; determine grade levels learning cycles; increase classroom observations by leaders & peers with timely feedback.

Multi-tiered System of Supports: MTSS-A: see PLC. MTSS-B: see further staff training; study/develop/expand behavior interventions; incorporate student date monitors of lunchroom/playground.

Data Driven Decision Making: throughout all goals.

Elementary Schools: 2015-2016

Miller: 323-4170

John Alstad, Principal

Enrollment	'13-14	'14-15	'15-16
Kindergarten	77	62	66
Grade 1	82	69	60
Grade 2	56	70	75
Grade 3	80	55	70
Grade 4	69	70	55
Grade 5	64	69	70
Total	428	395	396

Avg. class size	20.4	19.75	20.8
% of Attendance	97.0%	96.5%	96.6%
Classroom teachers	21.00	20.00	19.00
Other teachers	6.90	7.90	7.80
Other personnel	18.60	26.21	27.47
Total instructional	46.50	54.11	54.27
Student promotions	420	402	398
Student retentions	1	1	2
Students of low SES	29%	26%	26%
<i>(Low socio-economic status; free & reduced meals)</i>			
Technology	2.1 to 1	1.6 to 1	1.4 to 1
<i>(Student to computer ratio)</i>			
Parents at fall conferences:	100%	95%	95%

ND State Assessment: Proficient & Advanced Scores

Grade:	3	4	5
Reading:	50%	31%	56%
Math:	59%	28%	36%
Science:	-----	45%	-----

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: finish Gold Standard training & add to curriculum maps; provide grade level time to collaborate on PBL; create/revise PBL projects.

Standards Based Education: use student tracking sheets in at least 1 subject & use self check-ins; incorporate I Cans in easier ways; provide timely feedback so students can track scores; set goals & action plans; revisit curriculum docs at PLC.

Professional Learning Community: develop agenda & items aligned to the vision; review curriculum map; use assessment/standards in correlation with curriculum map & common formative assessments; decide best time to have PLC & use specialist time.

Multi-tiered System of Supports: MTSS-A: continue to develop co-teaching, push-in, & walk-to-learn; more Guided Reading & DMI training; revise intervention doc. MTSS-B: train new staff; do Second Step with fidelity; use survey results about behavior & attendance; teach/re-teach the matrix; be consistent in Fixit writing, etc.

Data Driven Decision Making: use student data binders to guide learning; use PLC agenda to assess data & develop action steps at each grade level, etc.

Moses: 323-4180

Dr. Jason Hornbacher, Principal

Enrollment	'13-14	'14-15	'15-16
Kindergarten	78	59	61
Grade 1	74	81	57
Grade 2	55	59	75
Grade 3	53	49	55
Grade 4	49	50	48
Grade 5	71	48	46
Total	380	346	342

Avg. class size	19.8	20.35	20.2
% of Attendance	95.2%	95.6%	95.9%
Classroom teachers	19.00	17.00	21.38
Other teachers	6.80	6.87	4.87
Other personnel	17.20	19.98	17.87
Total instructional	43.00	42.85	44.12
Student promotions	372	328	351
Student retentions	1	1	0
Students of low SES	49%	48%	54%
<i>(Low socio-economic status; free & reduced meals)</i>			
Technology	2.4 to 1	2.0 to 1	1.7 to 1
<i>(Student to computer ratio)</i>			
Parents at fall conferences:	87%	89%	93%

ND State Assessment: Proficient & Advanced Scores

Grade:	3	4	5
Reading:	43%	29%	40%
Math:	48%	35%	31%
Science:	-----	65%	-----

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: continue building vocabulary & instructional practices related to integrated instruction; continue looking at Crellin Elementary School practices; hold PBL 101 training Oct.-Dec.

Standards Based Education: plan curriculum for the year & ensure standards are met; provide guideline for all specialists to ensure consistency; accountability; plan at PLCs & informal check-ins; create curriculum based on teacher input & district-suggested pace.

Professional Learning Community: continue guided & unguided grade level meetings; refine weekly aide meetings; every teacher is a coach.

Multi-tiered System of Supports: continue IE math & reading; every teacher as coach; implement classroom sensory kits.

Data Driven Decision Making: use data via DDDM & MTSS; learn from others in PLCs; map curriculum to know what & when to teach subject matter; document & share student growth.

Murphy: 323-4190

Matt Fricke, Principal

Enrollment	'13-14	'14-15	'15-16
Kindergarten	76	97	79
Grade 1	78	68	95
Grade 2	77	78	67
Grade 3	70	72	86
Grade 4	69	72	69
Grade 5	67	69	75
Total	437	456	471

Avg. class size	19.1	19.8	21.2
% of Attendance	96.9%	97.0%	97.0%
Classroom teachers	23.00	24.50	23.00
Other teachers	6.06	6.13	5.36
Other personnel	12.94	11.96	11.93
Total instructional	42.00	42.59	40.29
Student promotions	434	447	464
Student retentions	3	2	1
Students of low SES	15%	12%	13%
<i>(Low socio-economic status; free & reduced meals)</i>			
Technology	2.0 to 1	2.4 to 1	1.4 to 1
<i>(Student to computer ratio)</i>			
Parents at fall conferences:	98%	98%	97%

ND State Assessment: Proficient & Advanced Scores

Grade:	3	4	5
Reading:	40%	29%	41%
Math:	50%	40%	35%
Science:	-----	65%	-----

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: review curriculum map this fall to identify projects; gather addl. student survey & rubric info on 4Cs; have staff self-assess using PBL rubric to determine next projects; train on PBL Gold Standard; move from PBL being an event to inquiry learning embedded in weekly instruction.

Standards Based Education: revise curriculum maps; collaborate in planning, instruction & assessment; increase student involvement in their learning; increase specific, timely student & parent feedback.

Professional Learning Community: improve PLC agendas; use Google Docs for team collaboration; increase specialist attendance at grade level PLCs; do SMART goals for PLC teams; assess/analyze PLC work; continue to develop a culture of professional inquiry to increase student learning.

Multi-tiered System of Supports: develop/implement behavior tiering; identify Tier 2-3 interventions in reading/math; implement positive behavior supports; strengthen core academic instruction.

Data Driven Decision Making: collect data/monitor progress; use data to develop action plans; find ways to measure social/emotional growth; identify measures to show student growth in one year.

Elementary Schools: 2015-2016

Myhre: 323-4200

Alivia Wamboldt, Principal

Enrollment	'13-14	'14-15	'15-16
Kindergarten	54	42	42
Grade 1	48	58	36
Grade 2	54	44	52
Grade 3	35	55	42
Grade 4	46	32	46
Grade 5	37	43	37
Total	274	274	255

Avg. class size	18.1	18.1	20.0
% of Attendance	95.6%	95.7%	95.0%

Classroom teachers	20.00	19.71	13.00
Other teachers	3.27	3.27	7.60
Other personnel	17.85	16.20	19.90
Total instructional	41.12	39.18	40.50

Student promotions	279	274	240
Student retentions	0	0	0
Students of low SES	71%	76%	66%

(Low socio-economic status; free & reduced meals)

Technology	2.2 to 1	2.1 to 1	1.6 to 1
-------------------	----------	----------	----------

(Student to computer ratio)

Parents at fall conference: 96% 88% 90%

ND State Assessment: Proficient & Advanced Scores

Grade:	3	4	5
Reading:	22%	3%	30%
Math:	21%	9%	15%
Science:	-----	42%	-----

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: train new staff & a specialist in PBL 101; all grades to implement & refine 2-3 projects; implement PBL 102; more technology.

Standards Based Education: use PowerSchool Visualizer; train staff on Viewpoint; continue to use common formative assessments & analyze data; enter behavior indicators/add specific notes, etc.

Professional Learning Community: weekly PLC meetings with time to embed data; shared agenda and time to discuss/compare common formative assessments; establish norms; set PLC smart goals & effectiveness rubric; accountability, etc.

Multi-tiered System of Supports: MTSS-A & B: train staff; document interventions; measure/record behaviors; tier behavior support/data; continue sensory room & data review; do flow chart & behavior plans; IEP at a glance; Walk to Learn, etc.

Data Driven Decision Making: continue to use test data to make decisions; survey staff/parents/students twice a year; review behavior data, etc.

Northridge: 323-4210

Kathy Rooke, Principal

Enrollment	'13-14	'14-15	'15-16
Kindergarten	85	77	82
Grade 1	73	74	77
Grade 2	85	69	73
Grade 3	65	86	62
Grade 4	72	67	88
Grade 5	98	62	70
Total	478	435	452

Avg. class size	21.7	20.7	19.65
% of Attendance	96.1%	95.6%	95.95%

Classroom teachers	22.00	21.00	23.00
Other teachers	8.58	8.83	8.64
Other personnel	15.05	15.63	17.08
Total instructional	45.63	45.46	48.72

Student promotions	472	435	434
Student retentions	2	1	0
Students of low SES	27%	31%	30%

(Low socio-economic status; free & reduced meals)

Technology	1.9 to 1	1.9 to 1	1.5 to 1
-------------------	----------	----------	----------

(Student to computer ratio)

Parents at fall conference: 98% 97% 99%

ND State Assessment: Proficient & Advanced Scores

Grade:	3	4	5
Reading:	38%	41%	55%
Math:	57%	46%	53%
Science:	-----	68%	-----

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: survey staff on PBL needs & revisit PBL design; create schoolwide PBL map; engage in Project Learning Loop.

Standards Based Education: develop content maps; engage PLC in authentic assessments; focus on student work during PLC; increase student ownership of learning targets linked to standards.

Professional Learning Community: analyze student work to drive instruction; update standards/content maps; reestablish norms & implement more vertical PLCs; intensify focus on identifying teacher/student learning behaviors to increase achievement.

Multi-tiered System of Supports: MTSS-A: analyze student work in PLCs; use leveled book room for cross curricular work; explore more Walk to Learn opportunities; address limited math intervention options; begin to become a Schoolwide Title 1 school. MTSS-B: identify next steps in response to behavior tiers; explore Conscious Discipline; teach expected behaviors; implement Meaningful Work.

Data Driven Decision Making: use Title 1 funds for additional math interventions; research math interventions; analyze student work during PLCs, bi-monthly review of progress towards year's growth.

Pioneer: 323-4220

Jim Jeske, Principal

Enrollment	'13-14	'14-15	'15-16
Kindergarten	44	34	43
Grade 1	50	42	33
Grade 2	40	53	43
Grade 3	38	37	57
Grade 4	48	43	45
Grade 5	39	53	40
Total	259	262	261

Avg. class size	19.9	20.15	19.6
% of Attendance	96.5%	95.7%	96.1%

Classroom teachers	13.00	13.00	13.00
Other teachers	5.93	5.47	5.59
Other personnel	8.02	10.33	11.85
Total instructional	26.95	28.80	30.44

Student promotions	268	254	260
Student retentions	1	0	0
Students of low SES	38%	41%	43%

(Low socio-economic status; free & reduced meals)

Technology	2.4 to 1	1.8 to 1	1.3 to 1
-------------------	----------	----------	----------

(Student to computer ratio)

Parents at fall conferences: 95% 91% 90%

ND State Assessment: Proficient & Advanced Scores

Grade:	3	4	5
Reading:	48%	31%	41%
Math:	49%	28%	51%
Science:	-----	71%	-----

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: (none reported)

Standards Based Education: continue content mapping; communicate progress more often to parents; monthly teacher progress check on content map; share grade level common formative assessments during PLC to consistently score student work.

Professional Learning Community: look at running records for reading to drive instruction; look at student work more frequently; set up peer-to-peer observations.

Multi-tiered System of Supports: MTSS-A: all teachers & specialists will have DMI training; continue Guided Reading; use Title 1 math specialist & Title 1 aide to assist students struggling with math. MTSS-B: do resiliency training; identify behavioral supports for Tier 2-3 students; report behavior data 3 or more times; complete Second Step pacing guide; complete procedure signs for entire building.

Data Driven Decision Making: look at data to change reading & math instruction for push-in model; review data in PLCs prior to PST process; take more time in PLCs to more closely look at student work.

Elementary Schools: 2015-2016

Prairie Rose: 323-4280

Brenda Beiswenger, Principal

Enrollment	'13-14	'14-15	'15-16
Kindergarten	25	24	28
Grade 1	30	26	27
Grade 2	35	31	26
Grade 3	25	33	33
Grade 4	26	23	36
Grade 5	36	26	25
Total	177	163	175

Average class size	19.7	20.25	16.2
% of Attendance	96.6%	96.6%	96.4%
Classroom teachers	9.00	8.00	10.00
Other teachers	6.20	2.45	2.20
Other personnel	8.24	9.80	8.80
Total instructional	23.44	20.25	21.00
Student promotions	173	161	180
Student retentions	0	0	1
Students of low SES	12%	12%	18%

Low socio-economic status; free & reduced meals)

Technology	'13-14	'14-15	'15-16
(Student to computer ratio)	1.5 to 1	1.2 to 1	1.5 to 1

Parents at fall conferences: 99% 98% 97%

ND State Assessment: Proficient & Advanced Scores

Grade:	3	4	5
Reading:	20%	29%	58%
Math:	50%	59%	54%
Science:	-----	67%	-----

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: facilitate PBL Learning Loop in each grade level; learn, teach, use success skills & rubrics; build in PBL planning time; do a vertical map and timeline of project topics.

Standards Based Education: revise curriculum maps with new team members; continue using academic vocabulary when explaining standards/objectives to students; use out-of-grade level standards for intervention & enrichment.

Professional Learning Community: write SMART goal for each PLC; do differentiated staff training based on each PLC goal; include specialists in PLCs.

Multi-tiered System of Supports: MTSS-A: improve use of IE time; develop a system of individualized math services/interventions for out-of-level students to use during IE time; improve automaticity of math facts with addl. resources; create a guide to match intervention options. MTSS-B: continue Conscious Discipline training with trauma/mental health; develop behavior management process; implement system of tiers & supports.

Data Driven Decision Making: use growth data to group students & guide instruction; train teachers.

Roosevelt: 323-4240

Dr. Shawn Oban, Principal

Enrollment	'13-14	'14-15	'15-16
Kindergarten	20	22	18
Grade 1	17	24	19
Grade 2	31	22	19
Grade 3	22	30	26
Grade 4	19	20	26
Grade 5	20	14	20
Total	129	132	128

Avg. class size	18.4	18.9	16.4
% of Attendance	96.4%	96.0%	96.4%

Classroom teachers	7.00	6.00	6.00
Other teachers	3.10	2.40	2.50
Other personnel	5.60	6.00	8.80
Total instructional	15.70	14.40	17.30

Student promotions	136	133	132
--------------------	-----	-----	-----

Student retentions	0	0	0
--------------------	---	---	---

Students of low SES	34%	34%	37%
---------------------	-----	-----	-----

(Low socio-economic status; free & reduced meals)

Technology	'13-14	'14-15	'15-16
(Student to computer ratio)	1.3 to 1	1.9 to 1	1.6 to 1

Parents at fall conferences: 98% 91% 93%

ND State Assessment: Proficient & Advanced Scores

Grade:	3	4	5
Reading:	33%	20%	80%
Math:	50%	44%	53%
Science:	-----	56%	-----

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: new teachers attend PBL 101; other staff attend PBL Gold Training.

Standards Based Education: use student work, not just formal assessments, to inform instruction, e.g. math & writing samples; spread out assessments by using year-round curriculum mapping; more purposeful common formative assessments; make non-prioritized standards more prominent.

Professional Learning Community: all PLC goals will be based on growth; discuss how scores are calculated in Gradebook; expand understanding of rubrics; advance understanding on vertical alignment of standards and rubrics; add peer coaching to enhance teacher/student learning.

Multi-tiered System of Supports: build a robust foundation of interventions in reading, math and behavior; push-in model of support; training on implementing interventions with integrity; behavior goals based on growth; behavior tiering, interventions & monitoring.

Data Driven Decision Making: implement changes based on participant feedback from previous year.

Saxvik: 323-4250

Linnett Schmidkunz, Principal (closed June '16)

Enrollment	'13-14	'14-15	'15-16
Kindergarten	42	32	43
Grade 1	39	35	39
Grade 2	31	38	39
Grade 3	39	33	42
Grade 4	33	33	30
Grade 5	37	34	34
Total	221	205	227

Avg. class size	18.4	17.0	18.25
-----------------	------	------	-------

% of Attendance	96.6%	96.4%	96.1%
-----------------	-------	-------	-------

Classroom teachers	14.50	12.00	12.00
--------------------	-------	-------	-------

Other teachers	3.03	5.16	5.31
----------------	------	------	------

Other personnel	11.83	11.80	11.88
-----------------	-------	-------	-------

Total instructional	29.36	28.96	29.19
---------------------	-------	-------	-------

Student promotions	213	210	214
--------------------	-----	-----	-----

Student retentions	0	0	0
--------------------	---	---	---

Students of low SES	61%	62%	63%
---------------------	-----	-----	-----

(Low socio-economic status; free & reduced meals)

Technology	'13-14	'14-15	'15-16
(Student to computer ratio)	1.8 to 1	2.0 to 1	(repurposed)

Parents at fall conferences: 97% 93% 88%

ND State Assessment: Proficient & Advanced Scores

Grade:	3	4	5
Reading:	35%	44%	28%
Math:	40%	53%	11%
Science:	-----	58%	-----

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goal Completion for 2015-2016:

Project Based Learning: 100% of staff completed PBL 101; all grade levels implemented 2-3 projects; PBL work day planned by instructional coach using Critical Friends protocol.

Standards Based Education: shared/posted "I can" statements; completed curriculum maps at each grade level including science & social studies; implemented common formative assessments & summatives; began to implement assessments as part of instruction instead of a separate event.

Professional Learning Community: met weekly at each grade level; each team included a specialist; reviewed student progress; scored student work; planned based on data; provided specific training.

Multi-tiered System of Supports: tiered students academically & behaviorally 3 times/year; matched intervention to student need; documented interventions; monitored student progress; focused on student learning behaviors.

Data Driven Decision Making: all staff trained in DMI & Guided Reading; GR learning rounds with coach; resources aligned to goals; used student work to plan.

Elementary Schools: 2015-2016

Solheim: 323-4260

Charles Dalusong, Principal

Enrollment	'13-14	'14-15	'15-16
Kindergarten	100	80	84
Grade 1	70	106	80
Grade 2	82	74	98
Grade 3	83	88	79
Grade 4	79	87	86
Grade 5	74	84	85
Total	488	519	512
Avg. class size	21.2	20.8	20.5
% of Attendance	97.1%	96.1%	96.8%

Classroom teachers	23.0	25.0	xx.x
Other teachers	4.0	11.6	xx.x
Other personnel	22.5	20.7	xx.x
Total instructional	49.5	57.3	56.6
Student promotions	495	516	509
Student retentions	1	1	0
Students of low SES	16%	17%	17%
<i>(Low socio-economic status; free & reduced meals)</i>			
Technology	2.3 to 1	1.6 to 1	1.6 to 1
<i>(Student to computer ratio)</i>			
Parents at fall conferences:	99%	97%	96%

ND State Assessment: Proficient & Advanced Scores

Grade:	3	4	5
Reading:	59%	54%	57%
Math:	80%	75%	53%
Science:	-----	67%	-----

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: PBL 101 staff training, give feedback to those trained, share projects.

Standards Based Education: across content concept mapping, more communication with parents through PowerGrade, increase student ownership of learning targets, continue work on Visualizer, Viewpoint & PowerGrade, use accommodations & rubrics effectively and efficiently.

Professional Learning Community: analyze more student work to drive instruction, do reflection piece, update standard & content maps, establish vertical PLCs, look at student behavior needed to drive teacher behaviors, continue best practices/Gold Standard, provide PLC facilitating training.

Multi-tiered System of Supports: secure MTSS team & attend conference, share essential components, continue to share learning with staff, self-assess level of understanding, implement Second Steps.

Data Driven Decision Making: collect data & monitor progress, create team & individual SMART goals, increase communication between teachers & specialists, use data to develop action steps, ongoing staff training with assessment tools & curriculum.

Sunrise: 323-4300

Lynn Wolf, Principal

Enrollment	'13-14	'14-15	'15-16
Kindergarten	85	97	105
Grade 1	91	99	105
Grade 2	98	96	101
Grade 3	104	100	100
Grade 4	79	108	105
Grade 5	118	86	109
Total	575	579	625
Avg. class size	20.5	20.9	21.4
% of Attendance	97.3%	96.8%	96.9%

Classroom teachers	35.10	31.10	30.00
Other teachers	5.14	5.31	7.90
Other personnel	3.35	15.16	16.68
Total instructional	53.59	51.57	54.58
Student promotions	587	589	630
Student retentions	1	3	2
Students of low SES	11%	10%	9%
<i>(Low socio-economic status; free & reduced meals)</i>			
Technology	2.4 to 1	2.0 to 1	1.9 to 1
<i>(Student to computer ratio)</i>			
Parents at fall conference:	99%	99%	98%

ND State Assessment: Proficient & Advanced Scores

Grade:	3	4	5
Reading:	53%	47%	59%
Math:	52%	60%	40%
Science:	-----	75%	-----

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: do ongoing staff training on PBL elements, facilitate PBL Learning Loop, develop additional projects & implement by grade level.

Standards Based Education: review, update & use curriculum maps, deepen understanding of rubrics, align student data & feedback to standards/assessments, emphasize need to teach non-prioritized standards, implement Benchmark Literacy grades 3-5, vertical alignment among grade levels.

Professional Learning Community: analyze student data, review student work & create instruction, include specialists in PLCs, continue to develop team unity/trust across grade level teams & specialists for greater student achievement.

Multi-tiered System of Supports: look at/track academic & behavior data to create student learning goals, 1 year of instruction=1 year of growth,

Data Driven Decision Making: collaboration among teachers/specialists focused on student learning, structure PLC time to look at student work & build effective instruction, match interventions to student needs.

Will-Moore: 323-4270

Brad Barnhardt, Principal

Enrollment	'13-14	'14-15	'15-16
Kindergarten	44	42	37
Grade 1	51	48	50
Grade 2	42	44	46
Grade 3	40	44	47
Grade 4	35	34	42
Grade 5	41	37	39
Total	253	249	261
Avg. class size	19.4	17.8	17.1
% of Attendance	96.2%	96.2%	96.5%

Classroom teachers	13.00	13.00	14.00
Other teachers	7.00	4.00	6.00
Other personnel	14.00	13.00	14.40
Total instructional	34.00	30.00	34.40
Student promotions	246	254	249
Student retentions	0	0	0
Students of low SES	42%	44%	39%
<i>(Low socio-economic status; free & reduced meals)</i>			
Technology	1.2 to 1	1.5 to 1	1.0 to 1
<i>(Student to computer ratio)</i>			
Parents at fall conferences:	97%	90%	90%

ND State Assessment: Proficient & Advanced Scores

Grade:	3	4	5
Reading:	48%	44%	46%
Math:	49%	33%	35%
Science:	-----	75%	-----

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: create a calendar for PBL projects, all grade levels will complete a minimum of 3 projects, do Walk to Orlando fundraiser, 35% of teachers will participate in Prof. Learning Loop.

Standards Based Education: all grade levels will discuss/view data in Visualizer during PLCs, teachers will become more familiar with/understand Viewpoint, all grade levels will participate in blind scoring during PLC time, curriculum maps will be used to drive PLC discussions, learn how to score towards the standard.

Professional Learning Community: use best practices, complete curriculum mapping, use PLC rubric.

Multi-tiered System of Supports: continue to implement Conscious Discipline including parent training, Horacio Sanchez training for all staff, use school-wide behavior process videos.

Data Driven Decision Making: teachers will write academic & behavior goals for students, use small group instruction in Guided Reading, Horacio Sanchez Resiliency & Developing Math Ideas Training.

Middle Schools: 2015-2016

Horizon: 323-4550

Dr. Tabitha Rabenberg, Principal

Enrollment	'13-14	'14-15	'15-16
Grade 6	302	320	306
Grade 7	296	305	332
Grade 8	293	297	309
Total	891	922	947

% of Attendance 96.7% 96.1% 96.1%

Average class size:

Required subjects	23.6	23.8	26.15
Elective subjects	21.9	23.15	24.2
All subjects=Total	23.3	23.7	24.6

Classroom teachers 47.83 49.00 51.00

Other teachers 14.83 15.00 16.50

Other personnel 42.00 44.60 49.50

Total instructional 104.66 108.60 117.00

Students of low SES 11% 12% 12%

(Low socio-economic status; free & reduced meals)

Technology 1.9 to 1 1.1 to 1 0.9 to 1

(Student to computer ratio)

Parents at fall conferences: 99% 97% 97%

ND State Assessment: Proficient & Advanced Scores

Grade:	6	7	8
Reading:	57%	57%	62%
Math:	47%	44%	53%
Science:	-----	64%	-----

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: all teachers are trained in PBL 101, leadership team had Gold Standard training, and 28 projects were completed. Now focus on process vs. product; have more community involvement (authentic audiences) and student reflection/goal setting piece.

Standards Based Education: most teachers believe student learning is most important and all students learn at different paces; most believe students should be able to demonstrate learning in multiple and varied ways; most believe that academic scores and behavior scores should be separated; all believe students should be able to reassess and revise their work--possibly for full credit.

Professional Learning Community: do fall to spring surveys; focus on norms; use data effectively, including student work; ensure PLC goals support school goals; provide PLC facilitator training.

Multi-tiered System of Supports: working on tiers 1-3 and best practices for interventions; tier 3 problem solving team.

Data Driven Decision Making: use MAP data on academic growth; proficiency scale data; AdvancEd artifacts; behavior data; student/staff/parent surveys.

Simle: 323-4600

Russ Riehl, Principal

Enrollment	'13-14	'14-15	'15-16
Grade 6	259	303	330
Grade 7	283	275	323
Grade 8	281	299	296
Total	823	877	949

% of Attendance 96.3% 95.6% 95.6%

Average class size:

Required subjects	22.1	23.1	28.1
Elective subjects	20.95	26.6	24.5
All subjects=Total	21.8	23.65	25.1

Classroom teachers 40.60 39.26 42.14

Other teachers 18.27 26.60 18.62

Other personnel 41.81 39.01 39.20

Total instructional 100.68 104.87 99.96

Students of low SES 23% 24% 24%

(Low socio-economic status; free & reduced meals)

Technology 2.2 to 1 1.3 to 1 1.0 to 1

(Student to computer ratio)

Parents at fall conferences: 88% 90% 89%

ND State Assessment: Proficient & Advanced Scores

Grade:	6	7	8
Reading:	44%	38%	38%
Math:	29%	32%	31%
Science:	-----	66%	-----

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: more PBL like the 6th grade argumentative writing project where students researched businesses they would like to see come to Bismarck and provided 3 pieces of evidence as to why they should do so.

Standards Based Education: provide staff training on varied formative assessments and training on providing feedback, increase understanding & use of Visualizer in PowerTeacher.

Professional Learning Community: increase presence of administration in grade level content PLCs to support & monitor work on 4 Driving Questions, continue staff training to work on PLC SMART goals, increase PLC time spent on looking at student work & score student work protocols.

Multi-tiered System of Supports: MTSS A: modify student class schedule to provide intervention/enrichment lab time, provide training opportunities on best practice instructional strategies in vocabulary, differentiated instruction and focused note-taking (AVID). MTSS B: more teach-tos, teams to assist with classroom management, instruction, and engagement practices, data sharing and assessment on a regular basis with staff & students.

Wachter: 323-4650

Lee Ziegler, Principal

Enrollment	'13-14	'14-15	'15-16
Grade 6	286	270	296
Grade 7	291	289	266
Grade 8	233	294	297
Total	810	853	859

% of Attendance 96.0% 95.5% 95.9%

Average class size:

Required subjects	23.3	23.4	23.1
Elective subjects	21.0	22.7	22.3
All subjects=Total	22.9	23.3	22.5

Classroom teachers 39.18 40.16 42.04

Other teachers 12.03 12.69 13.19

Other personnel 27.01 26.55 25.55

Total instructional 78.22 79.40 80.78

Students of low SES 33% 33% 34%

(Low socio-economic status; free & reduced meals)

Technology 1.9 to 1 1.1 to 1 1.0 to 1

(Student to computer ratio)

Parents at fall conferences: 95% 94% 95%

ND State Assessment: Proficient & Advanced Scores

Grade:	6	7	8
Reading:	44%	37%	38%
Math:	34%	27%	35%
Science:	-----	57%	-----

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: strengthen teacher/administrator understanding of Gold Standard for PBL projects; increase number of teams & teachers who implement projects in 2016-17.

Standards Based Education: proficiency scales will guide learning; teachers will allow students to show growth by reassessing; teachers will continue to use a variety of formative assessments for evidence of learning; teachers will provide differentiated instruction; behavior expectations will be clearly defined & taught.

Professional Learning Community: develop a SMART goal requiring evidence of student learning; when students don't learn, teachers will provide multiple opportunities to demonstrate learning; when students already know content, we will provide enrichment; look at student work to build on strengths/weaknesses; hold academic PLCs on Thursdays.

Multi-tiered System of Supports: MTSS-A: work on activities to improve math/ELA; use EWS Report; use common vocabulary, Cornell notes & critical thinking in all areas. MTSS-B: use data to assess effectiveness of interventions; create plan for problem areas; teach staff to use Major/Minor document.

Data Driven Decision Making: continue to collect data & monitor progress; analyze perception data; share data with staff, teams, AVID site team, etc.

High Schools: 2015-2016

Bismarck High: 323-4800

David Wisthoff, Principal

Enrollment	'13-14	'14-15	'15-16
Grade 9	302	287	335
Grade 10	451	282	277
Grade 11	420	421	289
Grade 12	403	399	397
Total	1,576	1,389	1,298

% of Attendance	96.9%	96.8%	96.9%
% of Graduates	93.9%	93.7%	N/A

(cohort graduation rate grades 9-12.)

Average class size:

Required subjects	21.55	21.4	19.1
Elective subjects	19.05	19.2	22.5
All subjects=Total	20.75	20.8	21.5
Classroom teachers	75.26	76.01	53.29
Other teachers	20.13	18.13	27.51
Other personnel	64.85	47.26	53.57
Total instructional	160.24	141.40	134.37

Students of low SES	21%	20%	21%
----------------------------	-----	-----	-----

(Low socio-economic status; free & reduced meals)

Technology	2.0 to 1	1.4 to 1	1.5 to 1
-------------------	----------	----------	----------

(Student to computer ratio)

Parents at fall conferences:	36%	26%	46%
-------------------------------------	-----	-----	-----

ND State Assessment: Proficient & Advanced Scores

Grade: 11

Reading: 55%

Math: 36%

Science: 61%

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: train new staff, create a PBL calendar, ask staff to share current/past PBLs.

Standards Based Education: align assessments to proficiency scales (level 3); continue to fine tune scales, ensure scales are in front of students to guide learning; attach standards to assessments in PowerSchool, develop formative assessments for more accurate info to students/parents to help students reach proficiency; form a committee to develop common grading practices.

Professional Learning Community: restructure daily schedule so PLCs meet during school day; retrain staff on PLC process and how to use data.

Multi-tiered System of Supports: MTSS-A: in PLCs, use data to drive instruction; common academic vocabulary; schoolwide focus on reading (AVID). MTSS-B: Demon Pride posters throughout school with 3 Rs; advisory program (9th gr. resiliency); rewards program.

Data Driven Decision Making: MTSS structure based on data; continue to collect data/monitor progress.

Century High: 323-4900

Steve Madler, Principal

Enrollment	'13-14	'14-15	'15-16
Grade 9	288	300	307
Grade 10	431	292	299
Grade 11	393	450	293
Grade 12	440	390	443
Total	1,552	1,432	1,342

% of Attendance	97.4%	97.0%	97.65%
% of Graduates	95.8%	95.0%	N/A

(cohort graduation rate grades 9-12.)

Average class size:

Required subjects	22.7	23.3	22.3
Elective subjects	21.6	21.4	23.8
All subjects=Total	22.3	22.7	23.3

Classroom teachers	67.64	65.01	53.27
Other teachers	17.39	17.26	20.39
Other personnel	54.14	53.90	49.11
Total instructional	139.17	136.17	122.77

Students of low SES	10%	8%	8%
----------------------------	-----	----	----

(Low socio-economic status; free & reduced meals)

Technology	2.2 to 1	1.6 to 1	1.5 to 1
-------------------	----------	----------	----------

(Student to computer ratio)

Parents at fall conferences:	50%	43%	40%
-------------------------------------	-----	-----	-----

ND State Assessment: Proficient & Advanced Scores

Grade: 11

Reading: 70%

Math: 47%

Science: 73%

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: develop a PBL database to determine interdisciplinary connections/overlap; do teacher training on inquiry based questioning & discussion techniques.

Standards Based Education: continue to develop proficiency scales; implement common grading/reporting practice; develop student self-assessment & reassessment practices, Patriot Hub.

Professional Learning Community: further develop personalized PLCs with agendas driven by the team; Lunch & Learn; implement SMART goals to focus PLC agendas.

Multi-tiered System of Supports: train teams in data collection/interpretation; continue to refine framework for A (academic) & B (behavior) initiatives; AVID, Why-Try, NMSI, Reading Strategies Course & Tier 1 Reading Strategies.

Data Driven Decision Making: build SMART goals around initiatives; promote increased data disaggregation at PLC & classroom level.

Legacy High: 323-4850

Tom Schmidt, Principal; LHS opened fall 2015

Enrollment	'13-14	'14-15	'15-16
Grade 9	252	269	283
Grade 10	---	256	270
Grade 11	---	---	254
Grade 12	---	---	---
Total	252	525	807

% of Attendance	96.6%	96.3%	96.7%
% of Graduates	0.0%	0.0%	0.0%

(cohort graduation rate grades 9-12.)

Average class size:

Required subjects	19.0	20.6	20.0
Elective subjects	19.0	18.45	20.5
All subjects=Total	19.0	19.9	19.9

Classroom teachers	11.60	27.00	39.00
Other teachers	6.40	16.00	18.00
Other personnel	9.00	16.00	34.25
Total instructional	27.0	59.00	91.25
Students of low SES	18%	20%	19%

Technology	2.2 to 1	1.1 to 1	0.9 to 1
-------------------	----------	----------	----------

(Student to computer ratio)

Parents at fall conferences:	78%	22%	31%
-------------------------------------	-----	-----	-----

ND State Assessment: Proficient & Advanced Scores

Grade: 11 (no juniors in 2014-15)

Reading: ---%

Math: ---%

Science: ---%

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: train new hires; work with new instructional coach to build staff capacity; better use Critical Friends protocol; develop cross curricular projects.

Standards Based Education: continue to review scales; construct 80% of scales by June 2017; implement completed scales to drive student learning; review feedback from students & scales.

Professional Learning Community: continue to develop 4 questions for all units in each content area; educate new staff on LHS PLC model; use data from proficiency scales to enhance learning.

Multi-tiered System of Supports: MTSS-A: continue AVID training; develop targeted reading strategies; continue to incorporate AVID strategies schoolwide; do quarterly data days; 2nd site visit to Omaha on Flex Schedule. MTSS-B: resilience training; Freshman Academy; operationalized tiers; desegregating behavior data.

Data Driven Decision Making: continue to collect data & teach staff to use it to drive student learning; use Aspire data more universally.

South Central: 323-4520

Joe Kalvoda, Principal

Average class size: maximum class size is 12.

Enrollment	'13-14	'14-15	'15-16
Grade 9	8	5	10
Grade 10	21	17	27
Grade 11	53	38	25
Grade 12	31	53	53
Total	113	113	115

Total # of students served '15-16			225
# of graduates in '15-16			25
% of Attendance			98.2%
Classroom teachers	8	9	4.70
Other teachers	4	2	2.60
Other personnel	12	9	9.39
Total instructional	24	20	16.69

Students of low SES 58% 50% 51%
(Low socio-economic status; free and reduced meals)

Technology 1.4 to 1 1.6 to 1 2.3 to 1
(Student to computer ratio)

Parents at fall conferences: 10% 5% 4%

ND State Assessment: Proficient & Advanced Scores

Grade:	11
Reading:	28%
Math:	29%
Science:	31%

Reading and math "unofficial" scores are from the end of 2014-15; science scores are from fall 2014.

Goals for 2016-2017:

Project Based Learning: continue to work with #Hustle; foster relationships with outside groups; expand leadership group work; better monitor participation.

Standards Based Education: move staff forward in proficiency scales; leverage advisor relationship to encourage student self-monitoring of progress.

Professional Learning Community: have staff share classroom successes/challenges & participate in educational learning rounds in & outside of SCHS.

Multi-tiered System of Supports: MTSS-A: leverage advisor relationship to encourage student self-monitoring of progress; implement new interventions at 4, 6 & 8 incomplete points. MTSS-B: rearrange hallway & increase hallway monitoring by staff.

Data Driven Decision Making: empower PLC to identify gaps in data; develop plan to collect/share data.



BISMARCK
PUBLIC SCHOOLS

College, career,
community ready

Career Academy & Tech Center: 323-4340

Dale Hoerauf, Director

Enrollment	'13-14	'14-15	'15-16
Grade 9	204	125	140
Grade 10	259	237	255
Grade 11	268	303	314
Grade 12	195	217	365
Total	926	882	1,074

Average class size	17	16	16
% of Attendance	97%	N/A	92.75
Classroom teachers	22	26	21.88
Other teachers	0	0	0
Other personnel	12	6	13.00
Total instructional	34	32	34.88
Technology	3 to 1	2 to 1	3 to 1

(Student to computer ratio)

Programs:

Agriculture, Architecture, Auto Collision, Auto Technology, Aviation, Building Systems, Carpentry, Certified Nursing Assistant (CNA), Digital/Graphic Design, Electronics, Energy & Power Systems, Foundations of Engineering, Horticulture, Math for the 21st Century, Medical Related Careers II, Networking, Prevention & Care of Athletic Injuries, Robotics, Technical Video Production and Welding.

Student Clubs & Organizations:

SkillsUSA, Future Farmers of America (FFA), Technology Service Association (TSA), Robotics and Flying Club.

Future Plans

4-year college=18% Military=9%
2-year college=51% Employment=9%
Technical School=13% Undecided=2%
% of students enrolled in Career & Tech programs.

Goals for 2016-2017:

Project Based Learning: model & provide leadership support for PBL at Career Academy & Tech Center.

Standards Based Education: use proficiency scales to drive instruction.

Professional Learning Community: Use PLCs to enhance student learning.

Multi-tiered System of Supports: provide support & resources to assist in differentiated instruction.

Data Driven Decision Making: establish baseline data on student/teacher surveys, industry exams & Career Ready practices.

Strategic Planning Documents

For detailed school district strategic plans, go to www.bismarckschools.org and choose Strategic Plan on the left. You will find our 3-to-5 year assessment required by the state and our most recent N. Central Accreditation Report.

Adult Learning Center (ALC): 323-4530

Dale Hoerauf, Director

Total enrolled in ALC	250
GED completers	40
Total number of FTE instructional staff	2.75

About Adult Education:

Adult Education programs may serve adults who are at least 16 years old, are not enrolled or required to be enrolled in a secondary school under state law, and who:

- * lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
- * do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education;
- * are unable to speak, read or write the English language.

Specific services provided in Bismarck:

- * Displaced Homemaker counseling/support groups
- * Individual career & goals development/counseling
- * Read Right tutoring
- * GED & pre-GED classes
- * English Language Learning
- * Math & reading skills upgrading

Services at all ND Adult Education Centers:

Reading, writing, science, social studies, math, computer literacy and other basic academic skills; English Language (EL) acquisition for adults who are unable to read, speak, or write English; workplace and career planning and readiness; and GED test preparation.



Bismarck Public Schools Foundation: BPSF provides funds to enhance the quality of education in Bismarck Public Schools and to provide tax-deductible opportunities for people to make gifts to support local public education. Learn more at www.bpsfoundation.com or call 701-323-4093.

Bismarck Public Schools does not discriminate on the basis of sex in the education programs or activities which it operates, and that it is required by Title IX and Part 86 of the Dept. of Education regulations not to discriminate in such a manner. This requirement not to discriminate extends to educational programs and activities, as well as to employment. Call Lisa Kudelka, 701-323-4071.