

DISTRICT GOALS

Kindergarten Readiness: The percentage of children proficient on the Early Childhood summative assessment in Reading will increase from 76% in 2022 to 79% in 2023.

Third-Grade Literacy: The percentage of children proficient on the Grade 3 Minnesota Comprehensive Assessment in Reading will increase from 55.1% in 2022 to 58.1% in 2023.

Achievement Gap Closure: The proficiency gap between students in Special Education and Non-Special Education on state Reading accountability tests will decrease from 38.5% in 2022 to 35.5% in 2023.

Career and College Readiness: The percentage of high school 10th graders who met or exceeded the MCA Career and College Readiness Benchmark will increase from 34% in 2022 to 37% in 2023.

Attendance: The percentage of all students who attend 90% or more school days will increase from 65% in 2022 to XXX .

High School Graduation: The percentage of high school students on track for graduation will increase from a 4-year graduation rate of 86.5% in 2021 to 89.5% in 2022.

A-COMP GOAL

A-Comp goals are site specific. The district does not set one.

IMPROVEMENT DESIGN - SUMMARY OF ACTION PLANS

Social Emotional Learning:

There is currently a district level committee established to develop and bring forward a common, viable, and guaranteed SEL curriculum for the purpose of addressing the growing social and emotional needs of students. At this time, we are in the process of identifying priority assessment standards for all grade levels across the district.

Curriculum Writing Process:

Step 1: Identify priority assessment standards

Step 2: Benchmarks and Learning Targets

Step 3: Determine how we will Assess

Step 4: Develop units of study

Step 5: Determine how to serve students who are not learning.

Step 6: Determine how to serve students who already have the skills.

Step 7: Select resources

Step 8: Evaluate and revise continuously

Multi-Tiered Systems of Support (MTSS)

Vision Statement: Brainerd Public Schools believes that every child can learn and thrive when provided differentiated, high-quality instruction that is matched to the child's specific needs.

Mission Statement: The mission of MTSS is to implement a continuum of evidence-based practices that support the whole child academically, behaviorally, social and emotionally, and developmentally. The MTSS framework encourages proactive, early-intervention services that adjust to the student needs in a problem-solving model. MTSS involves ongoing collaboration between education professionals, families, specialists, and community partners.

Goals:

1. Provide for the design and delivery of culturally and linguistically responsive, effective, standards-based core instruction in safe, supportive environments inclusive of every student as a necessary foundation for tiered supports
2. Systematize the continuous school improvement process and coordinate with other district initiatives and teams
3. Ensure there is equitable access and distribution of resources and opportunities for all learners across all buildings
4. Focus on student growth and belonging through a systematic assessment process that informs instruction through timely and meaningful data
5. Use qualitative and quantitative data from a variety of sources to allocate resources, improve student learning, facilitate educational decision-making, and support staff in the implementation of MTSS.
6. Promote trust and ongoing collaboration across multi-disciplinary teams through the shared responsibility of using evidence-based supports, monitoring student learning progress, and proactively adjusting the intensity of support across a multi-level system.
7. Honor the collective knowledge and assets of education professionals, families, specialists, and community partners to create shared responsibility for student learning
8. Conduct ongoing professional learning to support education professionals, parents, caregivers, and the community in reaching the goals, mission, and vision of MTSS to sustain implementation

Equity

The District Equity Task Force will continue its work of examining district structures and system making recommendations for consideration in the following areas:

Buckets

1. Curriculum and Assessment
2. Hiring and Retention

2022 - 2023 CONTINUOUS IMPROVEMENT PLAN SUMMARY

3. District Policies and Procedures
4. Community Engagement
5. Student Support Services
6. Behavior Interventions
7. Student Experiences and Activities
8. Student Safety and Engagement

2022 - 2023 CONTINUOUS IMPROVEMENT PLAN SUMMARY

School: Brainerd Learning Center – BLC

SITE GOALS

BLC's proficiency rate on the Reading state accountability tests will increase from 29.8% in 2021 to 32.8% in 2022. Meeting this target will result in 2 additional students meeting or exceeding standard.

BLC will increase the percent of all students who graduate in 4 years from 39.5% in 2020 to 42.5% in 2021. Meeting this target would result in 3 additional students being on-track for graduation.

Creating a purposeful connection time 2 times a day, 5 days a week will increase student engagement.

Foster a school environment that promotes learning for all students and staff.

A-COMP SITE GOAL

The percentage of all students enrolled in grades 9-12 at Brainerd Learning Center who are proficient on the Math tests (MCA and MTAS) will increase from 2.8% in 2022 to 5.8% in 2023.

IMPROVEMENT DESIGN - SUMMARY OF ACTION PLANS

We will spend our time this school year focusing on Behavioral Interventions for all the programs (MLAP, BLCA, AEC). We will learn and implement strategies from Life Space Intervention.

We will be utilizing Intellispark for all staff (using surveys, tags, recent activity, action requests and notetaking). We will implement the surveys and the pre/post tests for students and use the data to support specific students' needs.

2022 - 2023 CONTINUOUS IMPROVEMENT PLAN SUMMARY

School: Baxter Elementary

SITE GOALS

Baxter's proficiency rate on the Math state accountability tests will increase from 59.2% in 2021 to 62.2% in 2022. Meeting this target will result in 6 additional students meeting or exceeding standard.

Baxter's proficiency rate on the Reading state accountability tests will increase from 54.2% in 2021 to 57.2% in 2022. Meeting this target will result in 6 additional students meeting or exceeding standard.

100% of Baxter staff will be trained in social emotional learning, (i.e. zones of regulation, catalyst approach, yoga calm) and implement strategies learned.

100% of our students will be educated in social emotional learning, (i.e. zones of regulation, catalyst approach, yoga calm) and apply the skills they've learned in everyday situations.

A-COMP SITE GOAL

The percentage of all students enrolled in grades 3 and 4 at Baxter Elementary who are proficient on the reading tests (MCA and MTAS) will increase from 55.9% in 2022 to 58.9% in 2023.

IMPROVEMENT DESIGN - SUMMARY OF ACTION PLANS

Through a focus on social emotional learning for both staff and students, we are building a foundation for student learning and student achievement. We will provide additional staff development in the Catalyst Approach, Zones of Regulation, and Yoga Calm. In the academic areas of reading and math, we will focus on implementing the curriculum with fidelity both in time and components. Through PLCs, we will collaborate to examine and analyze data with core teachers, special education teachers, and interventionists. Through these meetings, we will identify student needs and strengths, to help staff adjust instruction and interventions.

2022 - 2023 CONTINUOUS IMPROVEMENT PLAN SUMMARY

School: Brainerd High School – BHS

SITE GOALS

The percentage of high school students on track for graduation will increase from a 4-year graduation rate of 90.68% in 2021 to 93.68% in 2022.

The percentage of all students who attend 90% or more school days will increase from 67.54% in 2022 to 70.54% in 2023.

A-COMP SITE GOAL

The percentage of all students enrolled in grade 10 at Brainerd High School who are proficient on the Reading tests (MCA and MTAS) will increase from 56.2 % in 2022 to 59.2% in 2023.

IMPROVEMENT DESIGN - SUMMARY OF ACTION PLANS

BHS staff will learn about Tier 1 and 2 interventions and also work to provide inviting and supportive spaces. The goal is to provide inviting and supported learning spaces to ensure students have positive attendance which will lead to increased student success.

2022 - 2023 CONTINUOUS IMPROVEMENT PLAN SUMMARY

School: Early Childhood Program Wide

SITE GOALS

The percentage of all Early Childhood VPK students proficient in literacy using TS Gold will increase from 82% in 2022 to 85% in 2023.

A-COMP SITE GOAL

The percentage of all Early Childhood VPK students at the Warrior Early Learning Center who are proficient on the Teaching Strategies GOLD in the literacy domain will increase from 82% in 2022 to 85% in 2023.

IMPROVEMENT DESIGN - SUMMARY OF ACTION PLANS

Literacy - Using the TS GOLD and consistently using common language in all early childhood classrooms to improve overall achievement in literacy. All EC staff will review common language and best practice around pre literacy skills and OS testing to provide scaffolding and introduction experiences around literacy as they transition to Kindergarten.

2022 - 2023 CONTINUOUS IMPROVEMENT PLAN SUMMARY

School: Forestview Middle School - FMS

SITE GOALS

Forestview's proficiency rate on the Math state accountability tests will increase from 44.3% in 2021 to 47.3% in 2022. Meeting this target will result in 48 additional students meeting or exceeding standard.

Forestview's proficiency rate on the Reading state accountability tests will increase from 60.3% in 2021 to 63.3% in 2022. Meeting this target will result in 47 additional students meeting or exceeding standard.

By the end of 2022, SEL educational programming (Second Step) will provide all FMS students the mindset, knowledge and skills to successfully navigate adolescence.

With the implementation of a stronger, more articulated MTSS model, all Forestview students' strengths and needs will be better articulated, shared with teachers, and addressed so that growth can be obtained wherever needed - socially, emotionally, educationally, etc. MTSS spreadsheets will be a record of student progress throughout the year.

A-COMP SITE GOAL

The percentage of all students enrolled in grades 5-8 at Forestview Middle School who are proficient on the Reading MCA will increase from 57.4% in 2022 to 60.4% in 2023.

IMPROVEMENT DESIGN - SUMMARY OF ACTION PLANS

- FMS will create and have all staff involved in 6 study groups. Each study group will focus on an aspect that focuses on improving appropriate, academically centered student behavior, and school environment.
- FMS will review and improve our school wide Literacy Initiative. We will provide professional development - so all are teaching similarly and effectively.
- FMS staff will teach an improved SEL educational programming so students will be equipped with the skills, knowledge, and mindsets that will help them successfully navigate adolescence.
- Improve our implementation of MTSS (Multi-Tiered Systems of Support) with Fidelity Across the School so that all staff will be able to:
 - Understand and implement pre-referral strategies before student intervention
 - Understand the process to implement academic and/ or behavioral interventions
 - Independently implement a behavioral/academic interventions
- Science curriculum review and improvement process.

2022 - 2023 CONTINUOUS IMPROVEMENT PLAN SUMMARY

School: Garfield Elementary

SITE GOALS

Garfield Elementary's proficiency rate on the Reading state accountability tests will increase from 48.0% in 2022 to 51 % in 2023. Meeting this target will result in 4 additional students meeting or exceeding standard.

A-COMP SITE GOAL

The percentage of all students enrolled in grade(s) 3 and 4 at Garfield Elementary who are proficient on the MCA READING tests will increase from 47.6 % in 2022 to 50.6% in 2023.

IMPROVEMENT DESIGN - SUMMARY OF ACTION PLANS

Vision of Action #1 Core Literacy Instruction - increase small group planning supports and continue learning on best practices for instructional strategies - Improve small group planning skills for Guided Reading: Classroom teachers will be provided additional training, resources and support to increase their organizational and planning skills for guided reading. These training sessions will take place 3 times during our Data/Team meeting structure. Staff will be provided time to dig deeper into their understanding of the text levels and also to prepare and align resources to better support student learning needs. Staff will also receive training on Best Practice Instructional Strategies as part of our ELL training on March 3.

Vision of Action #2 MTSS - increase staff understanding of tier 1 supports and tier 2 referrals - Our goal is to continue to refine our MTSS Problem Solving Team support system for teachers to help increase their intervention capacity for tier 1 and tier 2 supports in literacy, math and behavior management.

Vision of Action #3 SEL - strengthen staff and student relationships in the learning environment - We are hoping to strengthen staff to staff, staff to student, and student to student relationships by working to improve the learning environment. Strengthening these relationships will help to positively impact our school culture. All teachers and EAs will receive Catalyst training on Oct. 7.

Vision of Action #4 Title I - Intervention resources will be utilized to support the neediest learners across K-4 in both math and reading - Supplemental Title I supports will be provided to our neediest learners K-4 as identified by triangulated data from BAS, OS, STAR and district dyslexia screening tools.

2022 - 2023 CONTINUOUS IMPROVEMENT PLAN SUMMARY

School: Harrison Elementary

SITE GOALS

The proficiency gap between students in Special Education and Non-Special Education on state Reading accountability tests will decrease from 40.7% in 2022 to 37.7% in 2023.

Harrison Elementary's proficiency rate on the Reading state accountability tests will increase from 47.7% in 2022 to 50.7 % in 2023. Meeting this target will result in 2 additional students meeting or exceeding standard.

Harrison Elementary's proficiency rate of its students in the SpEd subgroup on the Reading state accountability tests will increase from 20.7% in 2022 to 25.7 % in 2023. Meeting this target will result in 3 additional students meeting or exceeding standard.

A-COMP SITE GOAL

The percentage of all students enrolled in grade(s) 3-4 at Harrison Elementary who are proficient on the Reading Proficiency tests (MCA and MTAS) will increase from 47.7 % in 2022 to 50.7 % in 2023. All State Accountability Tests (MCA and MTAS)

IMPROVEMENT DESIGN - SUMMARY OF ACTION PLANS

We will introduce our CIP goals, Improvement Plan, and overview of the shared reading curriculum will be introduced and discussed with staff during Back to School Week. Our goals will be worked on and addressed through, but not limited to, the following: Weekly PLCs, Team Meetings, Professional Development at Staff Meetings, use of the October 7th CIP day to train and refresh on the materials outlined in our goals, use of March 3rd and April 10th CIP half days to check for fidelity, further training, and keep our plan on track.

We will work to create common anchor charts, plan common language with prompting guides that are grade level appropriate and consistent.

Collaboration opportunities will be used during grade level common planning time with Special Education staff to utilize running records and share common language.

There will be professional development from the literacy coach and coaching opportunities throughout.

K-4 Scope and Sequence work. (Entry/Exit Expectations) Focus on Power Standards. Shared reading provides another opportunity to differentiate during whole group instruction and reinforcement during guided reading. When classroom teachers and Special Education teachers work together it ensures that our students are exposed to core instruction, and then the teachers can collaborate to use data and plan instruction for students' needs.

2022 - 2023 CONTINUOUS IMPROVEMENT PLAN SUMMARY

School: Lincoln Education Center

SITE GOALS

The percentage of all students who attend 90% or more school days will increase from 85.6% in 2019 to 90.0% in 2020. (LEC data was 4 out of 12, 33% of eligible for graduation)

Lincoln Education Center's proficiency rate on the Math state accountability tests will increase from 5.7% in 2021 to 8.7% in 2022. Meeting this target will result in 2 additional students meeting or exceeding standard.

Lincoln Education Center I will increase the percent of all students who graduate in 4 years from 33.3% in 2020 to 36.3% in 2021. Meeting this target would result in 1 additional student being on-track for graduation.

School Wide: Lincoln Education Center will increase the parent and guardian participation in parent teacher conferences, open house and due process expectations for their children.

A-COMP SITE GOAL

The percentage of students enrolled in grades 3-10 at Lincoln Education Center who are proficient on the Reading MCA or MTAS will increase from 3.6% in 2022 to 6.6% in 2023. All State Accountability Tests (MCA and MTAS).

IMPROVEMENT DESIGN - SUMMARY OF ACTION PLANS

The staff at LEC will work collaboratively to create a culture of learning and engagement throughout this school year. We will work to create units of study that embed MN state standards to improve students' reading performance. Teaching staff will work collaboratively to create these units of study with novels that embed MN State standards in ELA and other content areas. These lessons will be easily differentiated and multimodal to increase student engagement and learning. We will also use staff feedback to create a more positive school culture where staff are valued and appreciated leading to increased staff and student attendance and engagement. The staff at Lincoln will work to increase positivity, respect, and appreciation within our staff culture by grouping staff for lunch, sharing common prep time, and increasing the number of staff appreciation activities throughout the school year. We will send out an all staff survey in September asking for staff input on their perception of our school culture and ideas for increasing positive culture. We will offer a follow up survey in May to assess our progress.

2022 - 2023 CONTINUOUS IMPROVEMENT PLAN SUMMARY

2022 - 2023 CONTINUOUS IMPROVEMENT PLAN SUMMARY

School: Lowell Elementary

SITE GOALS

Lowell Elementary's proficiency rate of its students in the FRP subgroup on the Math state accountability tests will increase from 68.4% in 2022 to 71.4 % in 2023. Meeting this target will result in 3 additional students meeting or exceeding standard.

Lowell Elementary's proficiency rate on the Reading state accountability tests will increase from 70.3% in 2022 to 73.3% in 2023. Meeting this target will result in 5 additional students meeting or exceeding standard.

Lowell Elementary's proficiency rate of its students in the SpEd subgroup on the Reading state accountability tests will increase from 27.8% in 2022 to 30.8 % in 2023. Meeting this target will result in 2 additional students meeting or exceeding standard.

A-COMP SITE GOAL

Lowell Elementary's proficiency rate on the Reading state accountability tests will increase from 70.5% in 2022 to 73.5% in 2023. Meeting this target will result in 5 additional students meeting or exceeding standard. All State Accountability Tests (MCA and MTAS)

IMPROVEMENT DESIGN - SUMMARY OF ACTION PLANS

At Lowell Elementary we are focusing primarily on three strategic goals, with a heavy emphasis on our third goal to embed social emotional learning in a proactive and intentional manner across the school. Ultimately we are working towards building leaders in each of our students by studying the "7 Habits of Happy Kids" throughout the school year both schoolwide and within individual grade levels and classrooms. Our collaborative worker will meet with students around specific social emotional learning needs to process through their choices and make changes as needed. Another goal is focused on customizing literacy instruction for each student. This means teachers are collaborating daily with each other and designing instruction to meet the diverse needs of students. Furthermore, we will continue to delve deeper into the Literacy Continuum by looking at specific high impact instructional strategies. We have a full time literacy coach that works with all teachers to strengthen core instruction and then target and monitor interventions for Tier 2 and 3, providing enrichment and additional support as needed. Lastly, we continue to work on enriching and accelerating all students in math instruction by collaborating within grade levels around instructional decisions and groupings.

2022 - 2023 CONTINUOUS IMPROVEMENT PLAN SUMMARY

School: Middle Level Alternative Program – MLAP

SITE GOALS

The percentage of high school students on track for graduation will increase from a 4-year graduation rate of 50% in 2021 to 53% in 2022.

Brainerd Learning Center's proficiency rate on the Math state accountability tests will increase from 2.8% in 2022 to 5.8% in 2023. Meeting this target will result in 6 additional students meeting or exceeding standard. MLAP's proficiency rate on the Math state accountability tests will increase from 5.9% in 2022 to 8.9% in 2023. Meeting this target will result in 1 additional student meeting or exceeding standard.

A-COMP SITE GOAL

The percentage of all students enrolled in grades 5-8 at the Middle Level Academic Program who are proficient on the Math tests (MCA and MTAS) will increase from 5.9% to 8.9% in 2023.

IMPROVEMENT DESIGN - SUMMARY OF ACTION PLANS

This plan is included in the site plan for the Brainerd Learning Center - BLC.

2022 - 2023 CONTINUOUS IMPROVEMENT PLAN SUMMARY

School: Nisswa Elementary

SITE GOALS

Nisswa Elementary's proficiency rate on the Reading state accountability tests will increase from 67.0% in 2022 to 70% in 2023. Meeting this target will result in adding 3 additional students meeting or exceeding standard.

Nisswa Elementary's proficiency rate of its students in the SpEd subgroup on the Reading state accountability tests will increase from 30.8% in 2022 to 33.8 % in 2023. Meeting this target will result in 1 additional student meeting or exceeding standard.

Nisswa Elementary's proficiency rate of its students in the FRP subgroup on the Reading state accountability tests will increase from 64.3% in 2022 to 67 % in 2023. Meeting this target will result in 1 additional student meeting or exceeding standard.

Using the We Thinker's Social Emotional rubric, all students in grades K-4 will grow overall during each benchmarking period (November - May).

A-COMP SITE GOAL

The percentage of all students enrolled in grade(s) 3 and 4 at Nisswa Elementary who are proficient on the Reading state accountability tests (MCA and MTAS) will increase from 64.8% in 2022 to 67.8% in 2023. All State Accountability Tests (MCA and MTAS)

IMPROVEMENT DESIGN - SUMMARY OF ACTION PLANS

Vision of Action #1 The percentage of students enrolled in grades 3-4 at Nisswa Elementary who are proficient on the Reading tests (MCA and MTAS) will increase from 67% in 2022 to 70% in 2023. Meeting this target will result in 3 additional students meeting or exceeding standard. Nisswa's proficiency rate of its students in the SpEd subgroup on the Reading state accountability tests will increase from 31% in 2022 to 34% in 2023. Meeting this target will result in 1 additional student meeting or exceeding standard. Nisswa's proficiency rate of its students in the FRP subgroup on the Reading state accountability tests will increase from 64% in 2022 to 67% in 2023. Meeting this target will result in 1 additional student meeting or exceeding standard. We will meet these goals through strategically focusing our staff development and resources in the areas of reading comprehension, academic vocabulary, word study, and shared reading. By placing our focus on the aforementioned areas we will allow teachers to be specific and strategic in their delivery of instruction. While teaching whole groups, instruction teachers will provide opportunities for students to participate in the learning of academic vocabulary, evidence of comprehension around a text, word study through reading and writing. Shared reading will allow for students to learn skills such as using context clues, defining words, and thinking around a text.

Vision of Action #2 During the 2022-2023 staff will support the implementation of a tiered level of support approach to SEL instruction, strategically use our social emotional interventionist and continue our school wide use of our SEL Map and Social Thinking-WE Thinkers / Implementation of Zones of Regulation and executive functioning skill building strategies. On October 7th, all Nisswa Elementary staff will be trained in the Zones of Regulation and be expected to implement the strategies and common language collectively with students.

2022 - 2023 CONTINUOUS IMPROVEMENT PLAN SUMMARY

Teachers will evaluate all students throughout the year using We Thinkers rubrics and executive functioning rubrics. We will respond to that data by reteaching, moving on, placing students in SEL skill groups based on that data and using it to monitor the effectiveness of our overall approach. Additional expansion will occur when utilizing executive functioning strategies from Smart but Scattered text that our entire staff accessed during the 2021-2022 school year. Educators will continue to evaluate and create a checklist regarding necessary social skills based on the Minnesota social emotional guidelines to be met throughout the academic year while utilizing our rubric.

2022 - 2023 CONTINUOUS IMPROVEMENT PLAN SUMMARY

School: Riverside Elementary

SITE GOALS

The percentage of children proficient on the Grade 3 Minnesota Comprehensive Assessment in Reading will increase from 33.8% in 2022 to 50% in 2023.

The proficiency gap between students in Special Education and Non-Special Education on state Reading accountability tests will decrease from 24.8% in 2022 to 20% in 2023.

A-COMP SITE GOAL

The percentage of all students enrolled in grade(s) 4 at Riverside Elementary who are proficient on the Reading MCA and MTAS will increase from 42.6% in 2022 to 45.6% in 2023 All State Accountability Tests (MCA and MTAS).

IMPROVEMENT DESIGN - SUMMARY OF ACTION PLANS

We have teachers in our building that are experts in Zones, Dojo, and Calming Corners. We will have them share short presentations and teachers will be given small tasks to implement over time to ensure that it is digestible change and systemic. We will be purchasing books and having book clubs to help us start to learn about restorative practices and coteaching. We also have a long range plan that we will be adapting as time goes on to ensure that we are meeting our benchmarks in order to achieve our goals by our target dates.