

Barnum Public Schools

World's Best Workforce Report

Completed by the District Advisory Committee
School Board Approved: 11/19/19
2018-2019



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REPORT SUMMARY

District or Charter Name: Barnum Public Schools

Contact Person Name and Position: David Bottem - Superintendent, Judi Vitito - Elementary Principal, Brian Kazmierczak - High School Principal

Stakeholder Engagement

Report web link: <http://barnumw.com/>

"World's Best Workforce" means striving to do the following:

- Have all students meet school readiness goals.
- Have all third grade students achieve grade-level literacy.
- Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers.
- Have all students graduate from high school.
- Have all students attain college and career preparedness.

Annual Public Meetings

WBWF Meeting & Review	2017-2018	2018-2019
Barnum Leadership Team	Monthly, third Thursday	Monthly, third Thursday
School Board	11/20/18	11/19/19

District Advisory Committee

Membership 2014-Present	Date Seated	Role
Linda Redetzke	2012	Education Minnesota-Barnum
David Bottem	2012	Superintendent
Jill Litfin	2012	Education Minnesota-Barnum
Judi Vitito	2018	Principal
Brian Kazmierczak	2012	Principal
Sheri Kolb	2012	Office Manager
Tim Peterson	2018	School Board/Parent/Community Member
Tony Newman	2015	School Board/Parent/Community Member
Paul Coughlin	2018	School Board Chair/Parent/Community Member
Josh Rye	2016	School Psychologist
Alicia Bigelow	2018	ECFE
Ann-Marie Vossler	2012	ADSIS Teacher
Nicole Biondich	2018	Title 1 Program

Goals and Results

SMART Goal	2018-2019 Goals	2018-2019 Goal Results
All Students Ready for Kindergarten	According to the Jump Start for Kindergarten data provided by Carlton County, Barnum preschool students will increase their school readiness from 77% to 79% on the Brigance.	According to the Jump Start for Kindergarten data provided by Carlton County, the 2018-19 Barnum preschool students met the goal. 81% of the students demonstrated school readiness according to the Brigance data.
All Students in Third Grade Achieving Grade-Level Literacy	All Barnum 3 rd graders will increase their Reading MCA scores from 71.7% meets or exceeds in spring of 2018 to 73.7% meets or exceeds in 2019.	According to the 2019 Reading MCA scores, Barnum Elementary 3rd grade students were 69.1% proficient. We did not meet our goal.
Close the Achievement Gap(s) Among All Groups	<p>Barnum Public Schools will Close the Achievement Gap with schoolwide student proficiency goal(s) in Math:</p> <p>All Students will increase from 66.2% meets or exceeds in 2018 to 68.2% meets or exceeds in 2019.</p> <p>Barnum Public Schools will Close the Achievement Gap with school-wide student proficiency goals in Reading:</p> <p>All students will increase reading proficiency from 69% proficient in 2018 to 71% proficient in 2019.</p>	<p>Barnum Public Schools will Close the Achievement Gap with schoolwide student proficiency goal(s) in Math:</p> <p>All Students achievement rate was 63.5% in 2019. We did not meet our goal.</p> <p>Barnum Public Schools will Close the Achievement Gap with school-wide student proficiency goals in Reading:</p> <p>All students were 70.5% proficient according to the MCAs in spring 2019. We did not meet our goal.</p>
All Students Career- and College-Ready by Graduation	Barnum High School maintains a goal of having more than 69% of graduating seniors attend college.	Barnum High School met the College and Career Readiness goal.
All Students Graduate	During the 2019-2020 school year, Barnum High School will graduate 100% of the eligible students.	Barnum High School graduation rate goal for 2019 was 97.9%. Barnum High School did not meet that goal.

Needs Assessment & Data

Barnum students are performing well on state and local progress assessments. To strive for continued improvement, several data sets are analyzed annually. District needs, descriptions and data can be found below.

Programs	Description & Data
Early Childhood	Continue to increase student school readiness. Data analyzed - Brigance school readiness (age 4) and Kindergarten (age 5), program enrollment and Early Childhood Indicators of Progress (ECIPS)
K-12	Continue to increase student achievement and close the achievement gap. Data analyzed - MCA's, proficiency scores, Benchmark Reports, Minnesota Academic

	Standards, Minnesota Report Card, ACT, graduation rates, post secondary participation, attendance, and behavior referrals.

Students

Barnum Public Schools offers many programs to students to support academic achievement. Programs incorporate academic, social, emotional and cultural components to consider and support the whole student. The Barnum Leadership Team and PLC groups meet monthly to review MCA and classroom data as well as academic standards and student benchmarks. Math, Reading, Science, Graduation, Career and College Readiness, ACT and Kindergarten Readiness goals, data, best practice strategies and action steps are reviewed and revised annually in an effort to achieve continual improvement. Goals, best practice strategies and actions steps are specifically outlined for All students, Free and Reduced Lunch students, Special Education students and American Indian students. All goals are written using the SMART format and are data driven. Key indicators include data from MCA, behavior, attendance, ACT, graduation, post secondary participation, and Brigance measurements. Specific student programs are listed and described below.

Student Programs	Description
Title I Program (Nicole Biondich)	Academic intervention program for reading at Barnum Elementary School. Interventions are completed in small groups and are centered around the students phonemic awareness, phonics, decoding, sight words, fluency & comprehension needs.
Special Education Program (Heidi Halker)	Identifies children with disabilities and provides individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. Special education staff work collaboratively with general education staff to modify and adapt curricula for identified students in order to support educational goals.
ECSE (Early Childhood Special Education) (Kelly McKibbon)	Identifies children birth-5 with disabilities and provides individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. Special education staff work collaboratively with general education staff to modify and adapt curricula for identified students in order to support educational goals.
Backpack Program (Cathy Mattei)	A food program to feed hungry young children over the weekend who may not have access to any food. It is funded by private donations and operating in cooperation with Second Harvest Food Bank.
Homeless Support Program (David Bottem)	Barnum’s Homeless Liaison works to promote awareness and ensure protection for homeless students and families through the expectations outlined in the McKinney-Vento Act. Once qualified, students are guaranteed breakfast and lunch at no cost, transportation assistance and are directed to community resources as needed.
Operation Community Connect (Nikki Kresky)	Barnum Elementary School’s Counselor promotes and provides resources to Carlton County’s “Operation Community Connect” to our families. OCC is a community event put on annually to provide resources to individuals and families who are homeless or at risk of becoming homeless. Those attending the event can get winter clothing, blankets, food, a warm meal, health screenings, flu shots, and legal/financial/employment/ transportation/medical resources. Over the past three years around 1,000 people have been served through the event.

BARNUM PUBLIC SCHOOLS WORLD'S BEST WORKFORCE PLAN

<p>Carlton County School Support Workers</p>	<p>A school and community liaison is available at the following for Barnum upon request. The liaison between home and school to provide support to students and families for emotional, behavioral, and/or domestic concerns. Students and families are referred to available community resources and services to assist in basic needs issues including food, housing, family therapy, behavior, youth shelters and parenting.</p>
<p>Tutoring (Alycia Dammer)</p>	<p>BHS provides tutoring support assigned to students in need. Students meet during homeroom or in the BHS media center after school. The media center is open from 3:15-4:30.</p>
<p>Mental Health (ALL)</p>	<p>Collaborate with the Human Development Center to refer families and children for therapeutic services both in and outside of school.</p>
<p>Ramp Up (BHS) (Courtney Oetterer)</p>	<p>Ramp-Up to Readiness is a school-wide guidance program designed to increase the number and diversity of students who graduate from high school with the knowledge, skills, and habits necessary for postsecondary success. The heart and framework of the program rests on five pillars: Academic Readiness, Admissions Readiness, Career Readiness, Financial Readiness, and Personal and Social Readiness.</p>
<p>PBIS</p>	<p>PBIS is a framework used at BHS for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS is a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students. Barnum Elementary School conducted a needs assessment and PBIS survey. The results indicated a need in this area and a team of educators formed to join a PBIS cohort to bring these practices to BES.</p>
<p>ESY - Extended School Year (ALL)</p>	<p>A program which offers academic and transition skills during the summer for PreK-12 students identified and receiving special education services (SPED) that demonstrate regression and a delay in recoupment or require maintenance of skills.</p>
<p>Advisory (BHS) (Brian Kazmierczak)</p>	<p>A daily advisor/advisee program for grades 7-12 that encourages the development of academic skills, positive behavior and student self-worth and dignity. Students work on organization, homework completion, and realistic goal setting.</p>
<p>Northern Lights Special Education Cooperative</p>	<p>Barnum Public Schools work in collaboration with the NLSEC to ensure the needs of our special education students are met.</p>
<p>Boys Town (ALL) (Erin Langhorst and Jackie Lewis)</p>	<p>A curriculum implemented K-12 which teaches targeted skills to students that are on a daily monitor, behavior plan and/or an IEP which focuses on positive behavior interventions and replacement skills.</p>
<p>EDHS - Extended Day High School (CAAEP) (Shannon Sams)</p>	<p>EDHS is a credit recovery option that allows students to make up failed courses, at night or in the summer, in order to stay on course towards graduation. In many cases, students are able to recover lost credits in a timely manner that allows them to still graduate on time with their class.</p>
<p>District Technology Initiative(s)</p>	<p><i>The goal of Barnum's Technology Initiatives are collaboration between students, parents, teachers, and the global community to improve student learning.</i></p>

<p>(Evan Lembke)</p>	<p>Program Components:</p> <ol style="list-style-type: none"> 1. Digitize and organize curriculum resources so they are accessible for collaboration. 2. Provide teachers and students with a common device and robust infrastructure to access curriculum resources and communicate. 3. Develop a culture of collaboration, creativity, problem solving, resource and idea sharing, and celebrating learning. 4. Plan to evaluate and adjust our 1:1 instructional technology needs as they change. 5. Maintain two Technology Integrationists in place that are providing support to staff and students.
<p>ADSIS (Elementary) (Judi Vitito, Ann-Marie Vossler)</p>	<p>This program targets students who fall below the 25th percentile in math at Barnum Elementary School. Once identified, students will enter a multitiered system of services. Services include interventions that supplement our core math instruction (Bridges). BES students in the program are progress monitored on a bi-weekly basis using the Fastbridge suite of assessment tools.</p> <p>Barnum Elementary School students receive behavioral interventions from a licensed elementary school counselor and classroom teachers. Students will enter into ADSIS behavioral intervention services through the behavior committee process. Students will be identified through general education teacher referrals. They will also be identified utilizing the following guidelines: if students receive repeated Office Discipline Referrals (ODR's) they will be discussed with the behavior team to determine if they need more intensive interventions. Students receiving ADSIS interventions will be progress monitored weekly using a variety of data/progress monitoring tools.</p>
<p>Reading & Math Corp at Barnum Elementary (Judi Vitito)</p>	<p>During the 2018-19 school year, BES did not have tutors fulfill these positions. We did work extensively with the Americorps recruiter, yet were unable to find available tutors. We will continue our recruitment efforts for the 2019-20 school year.</p>

Teachers & Principals

Barnum Public Schools offer support for teachers and principals. This support is directed to ensure that staff are always learning and growing professionally so that students can have the best possible education. Teachers are evaluated by the building principals using the Charlotte Danielson Framework. The Barnum Leadership Team works to ensure that the teacher evaluation process is consistently and clearly communicated across the district. Principal goals are concentrated on maintaining AYP status for schools and students. Activities and programs which close the achievement gap are specifically targeted. State reports on AYP and MMR scores are used to assess progress. Program implementation and progress for student and program improvement may not be reflected in test scores.

<p>Teacher & Principal Programs</p>	<p>Description</p>
<p>New & Non-tenured Teacher Mentorship</p>	<p>New teachers are provided mentors from the same content area or grade level. Mentors and mentees meet regularly throughout the year for support. Teachers are offered extra time at the beginning of the year to prepare their classrooms and meet with district staff.</p>

(Nikki Biondich, Ann Finifrock)	
Teacher Evaluation (Linda Redetzke, Jill Litfin, Judi Vitito, and Brian Kazmierczak)	The Charlotte Danielson Framework, Tiers, and District Approved Evaluation System are used to provide feedback to teachers and assist them in meeting goals for continual improvement.
Peer Observation (All)	Teachers are encouraged and supported to visit peer classrooms and learn from one another.
Membership Organizations	MASSP, MESPA, NEA, NAESP, MEA, ASHA, NASSP
Principal Evaluation (David Bottem)	Principal evaluations are conducted annually by the superintendent. The evaluation includes (1) staff survey and self-assessment of skills based on job descriptions, (2) academic (value added) and professional goals, (3) superintendent observations, and (4) portfolio files. Principals work with the Barnum Leadership Team (BLT) and building staff members to assess student progress and to set building WBWF and Health & Safety goals. Principals work with the BLT, WBWF Coordinator, Title I Coordinator, and District Assessment Coordinator to assess student progress. Principals also work with building staff in data review meetings to identify students who need additional support.

District

Barnum Public Schools help students meet goals by providing district level programs, leadership, collaborations and support for students, parents, staff and the community. Barnum Schools use district, building and department level Professional Learning Community (PLC) groups to increase student achievement, by aligning and reviewing curriculum based on the state standards, creating formative and summative assessments, reviewing assessment data, developing instructional strategies, and developing a "pyramid of classroom interventions." The district also provides teachers with inservice opportunities in reading, positive behavioral intervention strategies, making appropriate academic accommodations for students, key warning signs for mental illnesses in children and adolescents, and integrating technology to increase student learning. Faculty and staff are given training on how to better integrate technology into the curriculum and teaching, as well as using technology to better track student performance and communicate with parents and families. The district uses a learning management system to house digital collaborations and staff development resources in addition to providing frequent building and district level opportunities for professional development and idea sharing. Our Barnum Leadership Team (BLT) organizes and monitors staff development progress based on pre and post staff development surveys and staff feedback. District level programs and support are listed and described below.

Staff Development Goals	Description
District Staff Development Goal A	In order to increase student achievement, the Barnum Leadership Team supports Professional Learning Communities based on best teaching practices to meet the needs of diverse learners.
District Staff Development Goal B	The Barnum Leadership Team supports the expansion of staff development opportunities within the Northeast Area Schools Consortium, (NASC).
District Staff	The Barnum Leadership Team supports continued refinement of the Teacher Evaluation

Development Goal C	Process, utilizing discussion between the teacher and principal.
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District Programs	Description
Barnum Leadership Team (BLT)	<p>The Barnum School District’s curriculum will focus on essential student learning determined by state and national standards, educational research, and community values. The BLT will:</p> <ul style="list-style-type: none"> ● Be a positive resource to the Building Site Teams to enhance student and staff learning. ● Establish and coordinate a staff development plan in conjunction with the development of the school district calendar. ● Support and encourage collaboration with the Northeast Area School Consortium. ● Support staff development, with emphasis on Professional Learning Communities.
PLC (BLT & Curriculum Committees)	<p>Departments/Professional Learning Communities (PLC): Groups of teachers that are grade level, topic, and/or subject specific work together to improve teacher effectiveness and student achievement. PLCs are allotted time to work during district in-service days, Wednesday morning(s), and/or through requested building SDM time.</p> <p>These two terms, Departments and PLCs, are used interchangeably, depending upon what they are doing. PLC’s will function in different ways among the various sites, as they work with their building administration and faculty.</p> <p>Professional Learning Communities refer to group work that improves WHAT is taught and HOW to teach it effectively. Professional Learning Communities are focused on:</p> <ul style="list-style-type: none"> ● aligning curriculum to state standards, ● designing and/or implementing common assessments, ● deepening teacher collaboration and professional conversation around interpreting the data of common assessments, and ● allowing the data to inform teachers’ practices.
Gathering of Great Minds	<p>Members of the Northeast Area Schools Consortium (NASC) hold an in-service day each winter known as the Gathering of Great Minds. Educators will have the opportunity to be inspired by a nationally-known presenter on best practices in education and how to be an innovative educator for the benefit of students. Breakout sessions in various licensure areas and topics in education are offered throughout the day. Educators also have the option of being a presenter in an area in which they have expertise. This is also an opportunity to meet and discuss current trends in education with fellow educators in similar content areas and grade levels.</p>
Fall EdCamp	<p>Members of the Northeast Area Schools Consortium (NASC) provide area schools with an EDCAMP opportunity each fall. This staff development opportunity allows groups of educators in similar content areas and grade levels to discuss current topics in education and how to best improve teaching and learning in the classroom. Staff members can suggest topics and take the time to research these topics with fellow educators. Those with expertise in an</p>

	area can share their experiences with others and share methods of communication so discussions can continue after EDCAMP is complete.
SDM (Site Team/Building Principals)	Groups at each building discuss staff development options.
Technology Integration and Instruction Specialist (Evan Lembke)	This district position provides leadership and direction in educational technology initiatives, one-on-one teacher mentoring, district strategic planning, staff development and curriculum, and instructional support.
Student Assistance Teams (All)	Each site has a process for getting input about struggling students from staff and parents and then working to develop a plan to help the student be successful in school. Teams include: Child Study Team (CST), Problem Solving Team (PST), and MTSS.
School Social Worker (Judi Vitito & Brian Kazmierczak)	Our school social worker met weekly with principals and counselors in efforts to support families and students. Through this process, our social worker connected with families to support their individual needs.
County Truancy Program (Josh Hagen)	The district has a truancy officer from Carlton County. The Fond Du Lac (FDL) Reservation also has a truancy officer that works with Native American/American Indian/Alaska Native students who are often handled in tribal court for more severe issues. The officer meets with building principals, counselors, and social workers, makes home visits, will get kids out of bed who refuse, and will file court petitions for truancy. Parents are then encouraged to deal with the issue and work with a social worker on a plan of action to get the child in school and to keep them there. The truancy officer attends attendance meetings and helps decide which families need letters, visits, or petitions filed.
School Counselors (Nikki Kresky & Alycia Dammer)	The district provides school counselors for BES and BHS The school counselor supports all students with social and emotional growth within his or her school, home and community. To meet this goal, counseling services are provided through classroom guidance lessons, short term individual counseling and small group counseling, as well as consultation with parents, school personnel and outside agencies.
School Psychologists (Joshua Rye)	The district provides school psychologists for BES and BHS
Northern Lights Service Cooperative (Dena Hagen)	The purpose of the Northern Lights Special Education Cooperative is to provide, by cooperative efforts, comprehensive special education services within member districts for children and youth having significant learning needs due to disability or developmental delay.

Equitable Access to Excellent Teachers

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers. On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states

to address long-term needs for improving equitable access of all students to great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

ACCESS TO EXPERIENCED AND QUALIFIED TEACHERS

- Due to the size of the district there are two school buildings; preK-6 elementary and 7-12 middle/high school. 95.2% of the faculty have achieved a continuing contract and 4.8% are probationary teachers. All of the continuing contract faculty have reached the “highly qualified” criteria through the former No Child Left Behind legislation. The district does not cluster students based on English Learner, racial, or Free/Reduced Price Lunch designation so they are equitably distributed. There is no one department or grade level that has more than one probationary teacher.

All grades and subject area maintain a Highly Qualified Teacher. For FY19, our district had 3 LTS for a teacher on a Leave of Absence (2 LTS filled this position for 7 months - both fully licensed teachers) and one teacher who resigned (1 LTS filled this position for 2 months - Tier 1 license).

- The district will continue to monitor and make sure that students are not disproportionately served by ineffective, out-of-field, or inexperienced teachers.

ACCESS TO DIVERSE TEACHERS:

- To address this, the school district is assessing and evaluating student's access to effective teachers who reflect the diversity of enrolled students every 3 years. The District evaluates and adjusts its recruitment plan to recruit and retain teachers who represent the diversity of enrolled students by contacting universities and colleges about future teacher and student teaching placements as well as accessing media sources that focus on diversity efforts.
- The District also looks at data from surrounding districts as well as comparable statewide data. Currently, Barnum has relatively low turnover with licensed teachers which results in minimal change to teaching staff year after year.

Current Student Achievement Plans

The Barnum School district maintains many plans to help students meet their goals. Each plan is listed and described below.

Achievement Plans	Description
<p>Read Well by 3rd Grade - ISD #91 Local Literacy Plan (Judi Vitito & Nikki Biondich)</p>	<p>School district plan which includes a process to assess student levels of reading proficiency, notify and involve parents, provide academic interventions, and identify and meet staff development needs. The plan can be found at http://isd91.org/elementary/parent-resources/</p>
<p>Community Education School Readiness Plan (Alicia Bigelow)</p>	<p>The Community Education School Readiness Plan uses the Early Childhood Indicators of Progress and Minnesota’s Early Learning Standards. The plan involves providing a framework for understanding and communicating a common set of developmentally appropriate expectations for young children within a context of shared responsibility and accountability for helping children meet expectations. The goals are:</p> <ul style="list-style-type: none"> • To increase understanding of all areas of a child's development and to recommend strategies for supporting optimum development.

	<ul style="list-style-type: none"> ● To expand understanding of the multiple influences on the education and life success of young children. ● To support families by providing examples of strategies that facilitate and enhance children's development. ● To provide teachers, caregivers, and administrators in early childhood education and care programs and settings with a common conceptual framework and guidelines for planning curriculum, instruction, and assessment of young children. ● To provide a resource for community members and policymakers to use in assessing the impact of current policies and resources on the optimal development of young children.
Special Education Plan (Heidi Halker)	The district plan is to increase student achievement on test scores, that all students are ready for career and college and that all students graduate from high school. Data used to measure the success of the plan will be the number of students to complete E-College as a measure for career and college readiness. Special education graduation rates from the state report card will be used to measure the high school graduation rate. http://rc.education.state.mn.us/#graduation/orgId--10091002000__graduationYearRate-4__categories--specialEd__p--1
Title I (Nikki Biondich, teacher)	Title I is a federally funded program that provides educational interventions to at-risk students in the areas of reading.
Indian Education Plan (Brian Kazmierczak)	Barnum’s American Indian Education Plan is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access for all students. This plan includes preparing students for college and career readiness, instructional support, reducing attendance rates, increasing graduation rates, and providing opportunities for student success. The plan is based on advocating, supporting, and building relationships with students and families to focus on academic excellence with a correspondence of blending culturally relevant and best teaching practices.
District Teacher Evaluation Plan (Brian Kazmierczak, Judi Vitito, Linda Redetzke & Jill Litfin)	The district, in collaboration with the teachers (EM-B), has developed a teacher assessment plan that provides for growth and continual improvement from the probationary level of teaching through the master level of teaching. Much of the model for teacher development and assessment is based on the Danielson professional teaching model. If needed, teachers are given additional help and mentoring for improvement prior to any disciplinary measures taken due to poor performance. Our teachers and district promote documented improvement of our students’ performance and professional development and collaboration with this teacher assessment model.
Facilities Plan (David Bottem)	The District updated the HVAC controls at the high school, reconfigured the district and high school office/admin area, painted the locker rooms, put in a new elementary playground, leased one new bus, replaced 6 bus garage doors and put in a family bathroom in the high school commons area.
Technology Plan (Evan Lembke)	Our district is in compliance with state and federal requirements regarding the development of a technology plan and technology policies pertaining to student use of technology. We have increased the capacity of our infrastructure and increased the number and types of technology tools that are being used by our students and teachers. Desktop computers, personal devices, Smart Boards, a new learning management system, and a new mobile device management tool are examples of how we are using

	technology to increase our capacity for learning. The district has developed a 3 year 1:1 plan which incorporates a blended learning model combining online learning and classroom instruction.
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Key Indicators of Progress

Measure	Site & Description
MCA	Specific school Reading, Math and Science MCA proficiency scores by subgroup.
Attendance	The table below shows very general absence data for each school. This includes any type of absence including excused absences and tardies. A detailed attendance report is maintained at the site level and analyzed regularly by the attendance committee.
Behavior	The report table shows very general behavior referral data for each site. This includes any type of behavior referral including behavior and reward documentation. A detailed behavior report is maintained at the site level and analyzed regularly.
Graduation Rate	Barnum High School graduation data from Minnesota Report Card.
ACT	Barnum High School ACT data from Minnesota Report Card.
Career and College Readiness	Barnum High School data for post secondary participation.
Kindergarten Readiness	Early Childhood data from Brigance measurement.
North Star	District Summary Table for Multiple Measurement Rating
FR	District Summary Table for Focus Rating

Attendance Data	Enrollment 2016-2017	Number of absences 2016-2017	Enrollment 2017-2018	Number of absences 2017-2018	Enrollment 2018-19	Number of absences 2018-19
BES	397	1472	395	2627	365	2638.5
Barnum High School	389	3507	364	2789	340	2799.4

BROAD OUTCOMES IMPACTED

This section is a summary of district focus areas. Focus areas include (1) Kindergarten Readiness, (2) Read Well by Third Grade, (3) Achievement Gap, (4) Career and College Readiness, (5) Graduation Rate.

All Students Ready for Kindergarten

Barnum Public Schools is actively working to ensure that all students are ready for kindergarten. Barnum Schools work actively and intentionally to foster collaboration between school, community, county and district level programs to encourage and support common systematic best practices and the use of state approved assessment tools (Brigance) and curriculums (Opening the World to Learning (OWL)) for early childhood students. In addition to establishing and implementing common systemic best practices and measures for school readiness, the district seeks to increase program enrollment and participation.

Barnum Schools Readiness Data

Based on Barnum 4 and 5 year olds from the Barnum School Readiness Program scoring “above average” and “average” on the Brigance Assessment. Barnum Kindergarten data is also included.

Data	15-16	16-17	17-18	18-19
Barnum Preschoolers Assessed (#)	Fall: 75 Spring: 74	Fall: 68 Spring: 57	Fall: 26 Spring: 27	Fall: 35 Spring: 37
Barnum Preschoolers Ready for Kindergarten (%)	Fall: 84% Spring: 81%	Fall: 70% Spring: 75.7%	Fall: 69.2% Spring: 74.1	Fall: 77% Spring: 81%
Barnum Kindergarteners Ready for Kindergarten (%)	Fall: 66.7 Spring: N/A	Fall: 67.1% Spring: N/A	Fall: 53% Spring: 74%	Fall: 35% Spring: 74%
Barnum Free and Reduced Kindergarteners Ready for Kindergarten (%) (Preschool Demographics)	Fall: 66.7%	Fall: NA	Fall: NA	Fall: NA

*Kindergarteners are only screened in the fall upon school entry. Jump Start data is not available on spring skills. The program does not receive demographic information on kindergarteners so the percentages of Free and Reduced and American Indian readiness rates from the last 2 years reflect preschoolers scores in the fall. All screens from this fall (18-19) are not yet available. Scores from School Readiness are in the table above and childcare and kindergarten scores are still being processed.

All Students in Third Grade Achieving Grade-Level Literacy

0091 Barnum Local Literacy Plan - Reading Well by 3rd Grade - RW3G

Goal: Ensure reading proficiency for all students by the end of 3rd grade. We strive to accomplish this by providing (1) Assessment of all K-3 student levels of reading proficiency and identification of those who are at-risk for learning to read, (2) Comprehensive and scientifically based core reading instruction for all students aligned with the MN state standards, (3) Comprehensive and scientifically based remedial reading instruction for all at-risk learners, (4) Notification to all parents of at-risk learners, (5) Identifying and providing staff development opportunities to improve instructional techniques and strategies. Progress is monitored using MCA-III data.

Barnum Third Grade Reading Literacy Summary Data

Student Group	Grade 3 Reading Proficiency (%) 2016	Grade 3 Reading Proficiency (%) for 2017	Grade 3 Reading Proficiency (%) for 2018	Grade 3 Reading Proficiency (%) for 2019
FRP	54.2	65.4	61.5%	50%
WHT	65.3	72.9	73.2	66%

All	63	72.1	71.7	69.1%
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Closing the Achievement Gap

All schools, subgroups, and grade levels in the areas of School Readiness, Math, Reading, Science, ACT Scores, and Graduation Rate will strive to close the achievement gap. The best practice strategies and action steps used to achieve these goals were developed collaboratively by specialists within each particular field and can be found in each school's detail below. All best practice strategies and action steps take advantage of district plans, programs, staff and resources, as well as community collaborations, to drive achievement forward and seek continued growth. Barnum Public Schools views closing the achievement gap as a shared team effort. Progress is monitored using MCA-III data, graduation rates, ACT scores, Brigrance measurements and post secondary participation.

Barnum Achievement Gap Summary Data 2018 - 2019

Student Group	Subject	2018 Percent Achieving	2019 Percent Achieving	Difference	2019 Count Proficient	2025 Goal
All Students	M	65.6%	63.1%	-2.5%	388	90%
White Students	M	66.2%	63.7%	-2.5%	347	85%
Two or More Races Students	M	72.0%	67.9%	-2.1%	28	85%
Special Education Students	M	48.6%	46%	-2.6%	76	85%
Students Eligible for Free/Reduced Priced Meals	M	54.7%	53.4%	-1.3%	131	85%
Non-Special Education Students	M	69.3%	NA	NA	NA	NA
Students Not Eligible for Free/Reduced Priced Meals	M	70.7%	NA	NA	NA	NA
All Students	R	68.5%	70.1	+1.6	388	90%
White Students	R	68.9%	69.7	+0.8%	347	85%
Two or More Races Students	R	76.0%	79.3%	+3.3%	29	85%
Special Education Students	R	44.0%	51.3%	7.3%	76	85%
Students Eligible for Free/Reduced Priced Meals	R	57.2%	60.6%	+3.4%	127	85%
Non-Special Education Students	R	74.1%		NA	NA	85%
Students Not Eligible for Free/Reduced Priced Meals	R	74.3%	NA	NA	NA	NA

All Students Career- and College-Ready by Graduation

Barnum Public Schools maintains a path for all students to be career and college ready. The district is organizing and facilitating more College/Career Ready assessments including PSAT & ACT (all of Grade 11), ACCUPLACER, and ASVAB. The district vision has a system for conducting senior interviews with every senior each fall to assist with post-secondary planning, college application process, and credit tracking. The district uses post secondary participation to measure progress.

BHS students moving on to attend post secondary education (2 and 4 year).

Post Secondary	2014 - 2015	2015 - 2016	2016 - 2017	2017-2018
4 year public	23%	24%	33%	N/A
4 year private	3%	15%	15%	N/A
4 year out of state	6%	18%	27%	N/A
2 year public	54%	44%	24%	N/A
2 year private	3%	0%	0%	N/A
Total	99%	101%	99%	N/A

All Students Graduate

Barnum Public Schools strives to have all students graduate from high school with the current state target being 90% by 2020. To achieve this goal the district will incrementally seek improvement in each group and subgroup using the Minnesota Report card 4 year graduation rate data to measure progress. A collaborative effort between systemic district programs and staff, building level programs and staff and classroom best practices is used to reach goals. In addition to in-class best practices to reach graduation targets, the district uses strategies including (1) targeted professional development, (2) direct and constructivist instruction models (3) intervention and enrichment programs (4) dual credit opportunities for industrial tech classes (5) College-in-the-Schools program access (6) implementation of Ramp Up to Readiness program (7) increased student/staff advisory processes (8) implementation of MCIS (MN Career Inventory Survey) and (9) utilization of Perkins funds for career and vocational/technology courses.

Demographic Description	2018 Four Year Count	2018 Four Year Percent	Increase needed to reach 90% goal by 2020
All Students	201	95.4%	0.00
White, not of Hispanic origin	195	95.2%	0.00
Special Education	n/a	n/a	n/a
F/R Priced Lunch	69	91.2%	0.0

COMMUNITY EDUCATION: EARLY CHILDHOOD

Goal All	Barnum students will increase their school readiness according to the Brigance data from 77% to 81% by the spring of 2019.
Goal FRL	NA
Goal SPED	NA

COMMUNITY EDUCATION: EARLY CHILDHOOD

BEST PRACTICE STRATEGIES	
<ul style="list-style-type: none"> ● Assess children to identify developmental skill sets and needs, and inform classroom instruction ● Provide a child-centered learning environment that addresses the whole child and all developmental domains (cognitive, language, motor, social-emotional), health, and family context ● Foster communication and continuity between early education and kindergarten, involve families in the process, and provide resources for at-risk families in order to support a smooth transition to school ● Use multisensory teaching ● Use real life experiences within natural environment ● Follow the students lead while they play/interact with others and explore their environment ● Families are a student’s primary, first and most important caregiver and educator 	
ACTION STEPS	
<p>Goal All</p> <ul style="list-style-type: none"> ● Consider methods to increase opportunities for all children to participate in school readiness programs through the use of family events and family education programs ● Review and interpret the Brigance data to adapt lesson planning based on the results ● Use the online Brigance skills inventory resource to create individual and group learning plans ● Observe and document the learning plans throughout the year three or more times ● Administer a spring assessment to determine growth over the year ● Assess preschoolers to identify skills individuals have mastered and those they have yet to master ● Use data to identify individual areas in need of support and to inform classroom instruction ● Provide developmentally appropriate activities and experiences in all domains to support a successful transition to kindergarten ● EC staff participation in Title I data retreats to share data from Brigance ● Area EC providers complete Kdg Transition checklists on the children coming from their program to be viewed by Kdg teachers prior to round-up ● EC staff participation in Kdg Round-up ● EC staff input on child placement in Kdg classes ● Evening Kdg Transition Night where area EC providers can meet face-to-face with Kdg teachers, give input regarding the children coming from their program and gather info on upcoming curriculum changes, trends or concerns to drive the goals and curriculum for the following year ● Summer Kdg Transition program at BES: includes Kdg readiness activities and transition tours of Elementary school 	
<p>Goal FRL</p> <ul style="list-style-type: none"> ● Program fees are offered to accommodate all income levels ● Program rates are based on a sliding fee scale 	

Goal SPED

- Identify students as early as possible
- Include the family as lead interventionists for children birth-3
- Provide opportunities in the least restrictive environment with peer models for children 3-5
- Collaborate with preschool programs to provide quality learning environments
- Use evidenced based research to ensure acquisition of skills
- Meet as an Early Childhood Special Education team monthly within community preschools to program plan and support intervention strategies

Early Childhood & Family Education Programs

Community Education is a department of the school district, and therefore, the following programs are administered by Community Education to prepare children for kindergarten.

Program	Description
Early Childhood Screening (Cathy Mattei)	Early Childhood Screening is a process used to identify potential health or developmental problems in young children who may need a health assessment, diagnostic assessment or an educational evaluation. Required by the State of Minnesota for every child before entering Kindergarten.
Beginnergarten (School Readiness) (Kaitlin Warpula)	Beginnergarten is located in the Elementary School. We offer a Mon-Thurs half-day program for 4-5 year-olds. There are morning or afternoon classes with state licensed teachers as staff.
Leaps and Bounds (Alicia Bigelow)	Leaps and Bounds is located in the Elementary School. We offer a Monday, Wednesday, Thursday half-day program for 4-5 year-olds. These classes are taught with state licensed teachers as staff.
Little Steps (Alicia Bigelow)	Little Steps is located at the Elementary School. We offer a Tuesday/Thursday half-day program for 3 year-olds. These classes are taught with state licensed teachers as staff.
ECFE (Early Childhood Family Education) (Alicia Bigelow)	The ECFE program: located at the Elementary School. This program is for families with children between ages birth to Kindergarten entrance. Includes parent and child interaction time, child only time with a licensed child educator, and parent only time with a licensed parent educator.
Child Network (Roxy Olsen)	Barnum participates in program idea sharing. This is a collaboration of professionals focused on improving services to young children and families throughout Carlton County. This includes networking and collaboration with community and county early childhood programming and services for support to enhance services to families with young children. Mission statement: A community of children and families growing, learning and thriving.
Parent AWARE (Roxy Olsen-Hurst)	This is a state rating scale that is used to assist Early Childhood programs to improve quality and provide parents with additional financial support. http://parentaware.org/

BARNUM ELEMENTARY SCHOOL

BES

Reading Goal ALL	All BES students will increase their reading MCA proficiency scores from 72.9% proficient in spring 2018 to 74.9% proficient by spring 2019. This goal was not met for 2018-19 as BES reached 73.6%. This is consistent with our previous year and an indicator of maintaining proficiency.
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BES Reading MCA Proficiency (%) Data

Measure	2014	2015	2016	2017	2018	2019
MCA Grade 3 All	BES: 61.9 State: 58.1	BES: 86.2 State: 58.7	BES: 63.6 State: 57.3	BES: 71 State: 56.5	BES: 71.7 State: 56.2	BES: 69.1 State: 55.0
MCA Grade 3 FRL	BES: 43.5 State: 39.4	BES: 81.8 State: 40.1	BES: 54.2 State: 38.5	BES: 63 State: 37.7	BES: 61.5 State: 37.8	BES: N/A State:
MCA Grade 3 SPED	BES: 18.2 State: 30.9	BES: 0.0 State: 31.6	BES: 40 State: 29.7	BES: 0.0 State:	BES: 0.0 State:31.5	BES: N/A State:
MCA Grade 4 All	BES: 41.9 State: 55	BES: 57.1 State: 57.9	BES: 73.8 State: 58.3	BES: 64.8 State: 56.8	BES:62.5 State:56.2	BES: 67.4 State: 55.9
MCA Grade 4 FRL	BES: 21.4 State: 34.6	BES: 24.0 State: 38	BES: 79.2 State: 38.2	BES: 55.6 State: 37	BES: 62.2 State:37.1	NA
MCA Grade 4 SPED	BES: 0.0 State: 27.6	BES: 30.0 State: 29.6	BES: 50.0 State: 29.7	BES: 40 State: 29	BES:0.0 State:32.3	NA
MCA Grade 5 All	BES: 71.7 State: 67.6	BES: 77.8 State: 66.7	BES: 79.7 State: 67.7	BES: 87.1 State: 67.5	BES:73.5 State:67.4	BES: 81.0 State: 66.2
MCA Grade 5 FRL	BES: 61.3 State: 48.9	BES: 67.7 State: 48.2	BES: 62.5 State: 48.6	BES: 48.3 State: 83.3	BES:50.0 State:49.6	NA
MCA Grade 5 SPED	BES: 45.5 State: 37.9	BES: 0.0 State: 33.5	BES: 50.0 State: 34.1	BES: 54.5 State: 33.9	BES:0.0 State:36.4	NA
MCA Grade 6	BES: 71.7 State: 67.6	BES: 77.8 State: 66.7	BES: 79.7 State: 67.7	BES: 71.9 State: 63.4	BES:83.3 State:64.9	BES: 75.0 State: 63.2

All						
MCA Grade 6 FRL	BES: 61.3 State: 48.9	BES: 67.7 State: 48.2	BES: 62.5 State: 48.6	BES: 55.6 State: 43.3	BES:85.0 State:45.7	NA
MCA Grade 6 SPED	BES: 45.5 State: 37.9	BES: 0.0 State: 33.5	BES: 50.0 State: 34.1	BES: 0.0 State:	BES:0.0 State:30.6	NA

BES

READING BEST PRACTICE STRATEGIES

- Common district curriculum and assessments (Making Meaning, Making Meaning Vocabulary, Fountas & Pinnell Phonics and Word Study Programs, Daily 5, and Comprehension Toolkit. Teachers are continuing to build common formative and summative assessments aligned with the standards. Additionally, teachers are working to differentiate the curriculum to meet student needs. Curriculum includes an English Language Learner component should the need arise. We have created a partnership with our regional service cooperative to provide training and resources if needed.)
- Professional Learning Communities, Literacy Coaching, and staff development opportunities
- Align curriculum horizontally and vertically to state standards
- School-wide benchmarking
- Monthly data review
- School-wide intervention program

ACTION STEPS

Reading Goal All

- Students will receive core reading instruction in the regular education classroom.
- Support Block scheduling will be implemented to allow for interventions for at-risk learners in Title I, ADSIS, and Special Ed.
- All teachers will participate in monthly data review sessions to identify students at-risk and schedule them in intervention groups.
- All students who receive intervention in reading & math will be progress monitored weekly.

Reading Goal FRL

- Support Block scheduling will be implemented to allow for interventions for at-risk learners in Title I, ADSIS, and Special Ed.
- All teachers and administration will participate in monthly data reviews to identify students at-risk and schedule them in intervention groups.
- All students who receive intervention in reading will be progress monitored weekly.

- At risk learners will be provided the opportunity to participate in our Targeted Services.
- Small group instruction

Reading Goal SPED

- Support Block scheduling will be implemented to allow for interventions for at-risk learners in Title I, ADSIS, and Special Ed.
- All students who receive intervention in reading will be progress monitored.
- At risk learners will be provided the opportunity to participate in our Targeted Services.
- Small group instruction and testing
- Modified curriculum

BES

Math Goal ALL	All BES students will increase their Math MCA proficiency scores from 76.3% proficient in spring 2018 to 78.3% proficient in spring 2019. This goal was not met for 2018-19 as BES reached 71.4% proficiency.
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BES Math MCA Proficiency (%) Data

Measure	2014	2015	2016	2017	2018	2019
MCA Grade 3 All	BES: 77.4 State: 71.8	BES: 92.3 State: 70.9	BES: 83.6 State: 69.4	BES: 88.5 State: 68.1	BES: 95.7 State:67	BES: 90.9 State: 66.0
MCA Grade 3 FRL	BES: 63.6 State: 54.5	BES: 95.5 State: 52.8	BES: 83.3 State: 50.9	BES: 80.8 State: 49.2	BES:84.6 State:47.5	NA
MCA Grade 3 SPED	BES: 40.0 State: 45.5	BES: 0.0 State: 44.3	BES: 60 State: 42.3	BES: 81.1 State: 66.7	BES: 0.0 State:43.1	NA
MCA Grade 4 All	BES: 58.1 State: 70.3	BES: 74.6 State: 70	BES: 89.2 State: 68.7	BES: 81.1 State: 66.7	BES:81 State:65	BES: 76.6 State: 64.3
MCA Grade 4 FRL	BES: 50.0 State: 52.8	BES: 52.0 State: 51.1	BES: 83.3 State: 49.2	BES: 82.4 State: 47	BES:78.3 State:46.1	NA
MCA Grade 4 SPED	BES: 0.0 State: 41.7	BES: 40.0 State: 41.8	BES: 58.3 State: 40.0	BES: 0.0 State:	BES:0.0 State:40.1	NA

MCA Grade 5 All	BES: 70.7 State: 61.8	BES: 74.6 State: 59.7	BES: 78.0 State: 58.8	BES: 85.7 State: 57.1	BES:65.3 State:55.3	BES: 63.5 State: 52.4
MCA Grade 5 FRL	BES: 55.2 State: 42.3	BES: 71.0 State: 39.6	BES: 58.3 State: 38.1	BES: 83.3 State: 35.8	BES:50.1 State:35.4	NA
MCA Grade 5 SPED	BES: 50.0 State: 33.2	BES: 0.0 State: 28.5	BES: 40.0 State: 27.7	BES: 63.6 State: 26.9	BES:0.0 State:28.2	NA
MCA Grade 6 ALL	BES: 35.5 State: 57.1	BES: 50.0 State: 57.6	BES: 65.6 State: 55.9	BES: 68.4 State: 55.2	BES:66.6 State:54.3	BES: 55.8 State: 50.9
MCA Grade 6 FRL	BES: 32.0 State: 36.2	BES: 33.3 State: 35.6	BES: 53.6 State: 33.6	BES: 33.3 State:32.6	BES:60 State:31.8	NA
MCA Grade 6 SPED	BES: 0.0 State: 33.2	BES: 0.0 State:	BES: 0.0 State:	BES: 0.0 State:	BES:0.0 State:25.1	NA

BES

MATH BEST PRACTICE STRATEGIES
<ul style="list-style-type: none"> • Common district curriculum and assessments (Bridges & CPM) • Professional Learning Communities and staff development opportunities • Align curriculum to state standards • School-wide benchmarking • Monthly Data Review • School-wide intervention program
ACTION STEPS
<p>Math Goal All</p> <ul style="list-style-type: none"> • Students will receive core math instruction in the regular education classroom. • Support Block scheduling will be implemented to allow for interventions for at-risk learners in Title I, ADSIS, and Special Ed. • All teachers will participate in monthly data review to identify students at-risk and schedule them in intervention groups. • All students who receive intervention in math will be progress monitored weekly. • At risk learners will be provided the opportunity to participate in our Targeted Services.
<p>Math Goal FRL</p> <ul style="list-style-type: none"> • Support Block scheduling will be implemented to allow for interventions for at-risk learners in Title I, ADSIS, and Special Ed.

- All teachers will participate in monthly data review to identify students at-risk and schedule them in intervention groups.
- All students who receive intervention in math will be progress monitored weekly.
- At risk learners will be provided the opportunity to participate in our Targeted Services.
- Small group instruction

Math Goal SPED

- Support Block scheduling will be implemented to allow for interventions for at-risk learners in Title I, ADSIS, and Special Ed.
- All students who receive intervention in math will be progress monitored weekly.
- At risk learners will be provided the opportunity to participate in our Targeted Services.
- Small group instruction and testing
- Modified curriculum

BES

Science Goal ALL	All BES fifth graders will increase their Science MCA proficiency scores from 77.6% in the spring of 2018 to 79.6% by the spring of 2019. This goal was not met for 2019 as BES reached 76.2% proficient.
Science Goal FRL	NA
Science Goal SPED	NA

BES Science MCA Proficiency (%) Data

Measure	2014	2015	2016	2017	2018	2019
MCA Grade 5 All	BES: 83.6 State: 61.2	BES: 74.6 State: 59.1	BES: 79.7 State: 61.5	BES: 92.9 State: 59.9	BES: 77.6 State: 58.7	BES:76.2 State: 54.9
MCA Grade 5 FRL	BES: 78.1 State: 41	BES: 64.5 State: 37.9	BES: 66.7 State: 40.0	BES: 94.4 State: 39.0	BES: 68.8 State: 38.5	NA
MCA Grade 5 SPED	BES: 83.3 State: 35	BES: 0.0 State:	BES: 50.0 State: 34.8	BES: 81.8 State: 34.3	BES: 0.0 State:35.5	NA

BES

SCIENCE BEST PRACTICE STRATEGIES

- Utilize science notebooks to collect, analyze and record information
- Incorporate inquiry based experiments and investigations
- Provide hands-on learning opportunities

ACTION STEPS

<p>Science Goal All</p> <ul style="list-style-type: none"> • Identify and fill one benchmark gap per grade level each year • Ensure all standards are being taught/addressed throughout K-6. • Identify lessons using online resources. • Continue implementation of STEM activities/options.
<p>Science Goal FRL</p> <ul style="list-style-type: none"> • Provide students with needed supplies for experiments and investigations at home and school including science notebooks
<p>Science Goal SPED</p> <ul style="list-style-type: none"> • Make accommodations including extra time and reduced work load • Utilize the resource room • Use strategic student grouping

BARNUM HIGH SCHOOL

BHS Reading

Reading Goal All	The percentage of all students enrolled October 1 in 7, 8 and 10 at Barnum High School who are proficient on all reading state accountability tests (MCA, MOD, MTAS) will increase from 64.0% in 2018 to 64.9% in 2019.
Reading Goal FRL	The percentage of FRL students enrolled October 1 in 7,8 and 10 at Barnum High School who are proficient on all reading state accountability tests (MCA, MOD, MTAS) will increase from 52.3% in 2018 to 57.3% by the fall of 2019.
Reading Goal SPED	The percentage of SPED students enrolled October 1 in 7,8 and 10 at Barnum High School who are proficient on all reading state accountability tests (MCA, MOD, MTAS) will increase from 22.7.0% in 2018 to 26.0% in 2019.

BARNUM HIGH SCHOOL Reading MCA-III Proficiency (%) Data

Measure	2014	2015	2016	2017	2018	2019
MCA Grade 7, 8, 10 All	BHS: 52.6 State: 59.8	BHS: 46.1 State: 60.6	BHS: 58.2 State: 60.9	BHS: 57.1 State: 66.9	BHS: 64.0 State: 60.4	BHS: 66.5 State: 59.7
MCA Grade 7, 8, 10 FRL	BHS: 50.8 State: 40.9	BHS: 30.9 State: 41.4	BHS: 53.4 State: 41.9	BHS: 41.0 State: 40.9	BHS: 52.3 State: 41.5	BHS: 58.2 State: 40.6
MCA Grade 7, 8, 10 SPED	BHS: 44.0 State: 34.5	BHS: 13.6 State: 30.7	BHS: 23.1 State: 31.1	BHS: 26.9 State: 30.4	BHS: 22.7 State: 30.2	BHS: n/a State: n/a

BHS

READING BEST PRACTICE STRATEGIES

- Targeted professional development
- Standards-based and aligned curriculum
- Differentiated classroom instruction
- Determine essential learning standards and provide interventions based on essential targets.

ACTION STEPS

Reading Goal All

- Teachers will engage in PLC groups to reflect on learning standards and collaborate on instructional practices specific to literacy strategies.
- Teachers will benchmark the reading levels and progress of individual students (Assessment to Inform).
- English classrooms will have an extensive collection of reading materials with a wide range of high-interest fiction and nonfiction books to support reading opportunities (Literacy Rich Environment).

Reading Goal FRL

- Teachers will provide explicit instruction, build word knowledge, and directly teach skills and strategies for word analysis.
- Reading and writing will be integrated and used as tools to support learning in all curricular content areas.
- Students will be taught and given opportunities to use cognitive strategies to synthesize, analyze, evaluate and make applications to authentic situations.

Reading Goal SPED

- Teachers will collaborate with SPED resources to engage and integrate reading and writing activities and celebrate students' reading and writing efforts.
- Students will have opportunities to read for a variety of purposes and some co-teaching of English will be implemented.
- Students will have opportunities to read at their independent level every day using co-teaching opportunities with English and SPED instructors.

BHS Math

Math Goal All	The percentage of all students enrolled October 1 in 7,8 and 11 at Barnum High School who are proficient on all math state accountability tests (MCA, MOD, MTAS) will increase from 53.2% in 2018 to 58.2% in 2019.
Math Goal FRL	The percentage of FRL students enrolled October 1 in 7,8 and 11 at Barnum High School who are proficient on all math state accountability tests (MCA, MOD, MTAS) will increase from 38.2% in 2018 to 39.2% in 2019.
Math Goal SPED	The percentage of SPED students enrolled October 1 in 7,8 and 11 at Barnum High School who are proficient on all math state accountability tests (MCA, MOD, MTAS) will increase from 15.0% in 2018 to 20.0% in 2019.

BARNUM HIGH SCHOOL Math MCA-III Proficiency (%) Data

Measure	2014	2015	2016	2017	2018	2019
MCA Grade 7, 8, 11	BHS: 42.2 State: 61.9	BHS: 30.8 State: 61.6	BHS: 38.3 State: 60.9	BHS: 47.3 State: 58.7	BHS: 53.2 State: 57.7	BHS: 53.3 State: 55.5

All						
MCA Grade 7, 8, 11 FRL	BHS: 33.3 State: 43.0	BHS: 28.6 State: 42.1	BHS: 34.4 State: 41.1	BHS: 34.9 State: 38.5	BHS: 38.2 State: 37.3	BHS: 44.8 State: 34.6
MCA Grade 7, 8, 11 SPED	BHS: 20.8 State: 33.3	BHS: 4.8 State: 31.9	BHS: 19.2 State: 31.4	BHS: 8.3 State: 29.9	BHS: 15.0 State: 28.8	BHS: n/a State: n/a

BHS

MATH BEST PRACTICE STRATEGIES	
<ul style="list-style-type: none"> • Targeted professional development • Standards-based and aligned curriculum • Differentiated classroom instruction • Determine essential learning standards and provide interventions based on essential targets. 	
ACTION STEPS	
Math Goal All	
<ul style="list-style-type: none"> • Teachers will engage in PLC groups to reflect on learning standards and collaborate on instructional practices. • Teachers will routinely monitor and assess the mathematics comprehension and skill progress of individual students (Assessment to Inform) and provide individual and small-group intervention processes. • Digital curriculum platforms (iPads, Learning Management Systems, on-line curriculum subscriptions) will be integrated and used as tools to support learning and problem-solving skills. 	
Math Goal FRL	
<ul style="list-style-type: none"> • Professional Learning Communities will meet regularly to reflect and collaborate on instructional practices and student progress. • Teachers will routinely monitor and assess the mathematics comprehension and skill progress of individual students (Assessment to Inform) and provide individual and small-group intervention processes. • Digital curriculum platforms (iPads, Learning Management Systems, on-line curriculum subscriptions) will be integrated and used as tools to support learning and problem-solving skills. 	
Math Goal SPED	
<ul style="list-style-type: none"> • Teachers will collaborate with SPED resources to modify curriculum and engage and integrate mathematics concepts and skills in all curricular content areas. • Teachers will routinely monitor and assess the mathematics comprehension and skill progress of individual students (Assessment to Inform) and provide individual and small-group intervention processes. • Mathematics and problem-solving are integrated and used as tools to support learning in all curricular content areas and use co-teaching opportunities with math and SPED instructors. 	

BHS Science

Science Goal All	The percentage of all students enrolled October 1st in 8th and 10th grade at Barnum High School who are proficient on all science state accountability tests (MCA, MOD, MTAS) will increase from 44.4% in 2018 to 49.4% in 2019.
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Science Goal FRL	The percentage of FRL students enrolled October 1 in 8 and 10 at Barnum High School who are proficient on all science state accountability tests (MCA, MOD, MTAS) will increase from 23.3% in 2018 to 28.3% in 2019.
Science Goal SPED	The percentage of SPED students enrolled October 1 in 8 and 10 at Barnum High School who are proficient on all science state accountability tests (MCA, MOD, MTAS) will increase from 21.4% in 2018 to 22.4% in 2019.

BARNUM HIGH SCHOOL Science MCA-III Proficiency (%) Data

Measure	2014	2015	2016	2017	2018	2019
MCA Grade 8, 10 All	BHS: 42.3 State: 54.5	BHS: 32.8 State: 54.5	BHS: 59.3 State: 56.2	BHS: 46.7 State: 54.2	BHS: 44.4 State: 52.5	BHS: 47.7 State: 50.7
MCA Grade 8, 10 FRL	BHS: 39.0 State: 34.4	BHS: 22.6 State: 33.9	BHS: 55.6 State: 35.9	BHS: 25.7 State: 33.9	BHS: 23.3 State: 32.5	BHS: 34.2 State: 30.1
MCA Grade 8, 10 SPED	BHS: 16.7 State: 29.5	BHS: 17.6 State: 29.3	BHS: 15.4 State: 31.1	BHS: 23.5 State: 30.2	BHS: 21.4 State: 28.5	BHS: n/a State: n/a

BHS

SCIENCE BEST PRACTICE STRATEGIES
<ul style="list-style-type: none"> • Targeted Professional Development • Standards-Based and Aligned Curriculum • Differentiated Classroom Instruction • Determine essential learning standards and provide interventions based on essential targets.
ACTION STEPS
<p>Science Goal All</p> <ul style="list-style-type: none"> • Teachers will engage in PLC groups to reflect on learning standards and collaborate on instructional practices. • Teachers will routinely monitor and assess the comprehension of science concepts and skill progress of individual students (Assessment to Inform) and provide individual and small-group intervention processes. • Digital curriculum platforms (iPads, Learning Management Systems, on-line curriculum subscriptions) will be integrated and used as tools to support learning and problem-solving skills.
<p>Science Goal FRL</p> <ul style="list-style-type: none"> • Professional Learning Communities will meet regularly to reflect and collaborate on instructional practices and student progress. • Teachers will routinely monitor and assess the comprehension and skill of science concepts and progress of individual students (assessment to inform) and provide individual and small-group intervention processes. • Science concepts and inquiry projects are integrated with the science curriculum along with individual and small-group teaching.

Science Goal SPED

- Professional Learning Communities will meet regularly to reflect and collaborate on instructional practices and student progress.
- Teachers will collaborate with the Special Ed resource room and tutors to engage and integrate concepts and skills and celebrate students' efforts.
- Science concepts and inquiry projects are integrated with the science curriculum along with individual and small-group teaching.

BHS ACT

ACT ENGLISH	The ACT English score for Barnum High School students will increase by 0.1 points from 20.2 to 20.3 by the fall of 2019.
ACT MATH	The ACT Math score for Barnum High School students will increase by 0.1 points from 20.7 to 20.8 by the fall of 2019.
ACT READING	The ACT Reading score for Barnum High School students will increase by 0.1 points from 21.1 to 21.2 by the fall of 2019.
ACT SCIENCE	The ACT Science score for Barnum High School students will increase by 0.1 points from 21.5 to 21.6 by the fall of 2019.

BARNUM HIGH SCHOOL AVERAGE ACT SCORES

Measure	2014	2015	2016	2017	2018	2019
ACT ENGLISH Average	BHS: 21.08 State: 21.97	BHS: 22.97 State: 21.87	BHS: 19.8 State: 20.0	BHS: 17.3 State: 20.4	BHS: 20.2 State: 20.2	BHS: 20.0 State: 20.3
ACT MATH Average	BHS: 22.21 State: 23.02	BHS: 21.50 State: 22.95	BHS: 19.7 State: 21.2	BHS: 18.2 State: 21.5	BHS: 20.7 State: 21.4	BHS: 20.2 State: 21.4
ACT READING Average	BHS: 22.04 State: 23.06	BHS: 23.57 State: 23.13	BHS: 21.1 State: 21.3	BHS: 18.8 State: 21.8	BHS: 21.1 State: 21.7	BHS: 22.4 State: 21.7
ACT SCIENCE Average	BHS: 22.42 State: 22.88	BHS: 22.83 State: 22.87	BHS: 20.4 State: 21.3	BHS: 19.3 State: 21.6	BHS: 21.5 State: 21.4	BHS: 21.1 State: 21.6
ACT COMPOSITE Average	BHS: 22.2 State: 22.86	BHS: 22.8 State: 22.8	BHS: 20.4 State: 21.1	BHS: 18.5 State: 21.5	BHS: 20.9 State: 21.3	BHS: 20.9 State: 21.4

BHS

ACT BEST PRACTICE STRATEGIES

<ul style="list-style-type: none"> • Academic readiness • Advisory counseling • Partnership and collaborative services • Offer rigorous courses to prepare students for the ACT.
ACTION STEPS
ACT ENGLISH <ul style="list-style-type: none"> • Standards-based curriculum • Ramp-up to Readiness program • ACT prep workshops and practice tests, ACT test prep App on all iPads
ACT MATH <ul style="list-style-type: none"> • Standards-based curriculum • Ramp-up to Readiness program • ACT prep workshops and practice tests, ACT test prep App on all iPads
ACT READING <ul style="list-style-type: none"> • Standards-based curriculum • Ramp-up to Readiness program • ACT prep workshops and practice tests, ACT test prep App on all iPads
ACT SCIENCE <ul style="list-style-type: none"> • Standards-based curriculum • Ramp-up to Readiness program • ACT prep workshops and practice tests, ACT test prep App on all iPads

BHS Graduation

GRADUATION RATE Goal All	The Barnum High School student population will increase their 4 year graduation rate from 92.9 to 94.9% by the spring of 2019.
GRADUATION RATE Goal FRL	The Barnum High School student FRL population will increase their 4 year graduation rate from 70.2 to 72.2.6% by the spring of 2019.

BARNUM HIGH SCHOOL GRADUATION RATE DATA (Based on 4 Year Rate)

Measure	2014	2015	2016	2017	2018	2019
GRADUATION RATE All	BHS: 93.33 State: 81.2	BHS: 94.3 State: 91.9	BHS: 96.4 State: 82.2	BHS: 97.9 State: 82.7	BHS: 92.9 State: 83.2	BHS: n/a State: n/a
GRADUATION RATE FRL	BHS: 78.6 State: 65.9	BHS: 88.2 State: 67.2	BHS: 92.9 State: 68.2	BHS: 94.1 State: 69.0	BHS: 90.9 State: 70.2	BHS: n/a State: n/a
GRADUATION RATE	BHS: 76.9 State: 58.4	BHS: No Data	BHS: No Data	BHS: 100.0 State: 61.2	BHS: n/a State: 62.3%	BHS: n/a State: n/a

SPED		State: 61.1	State: 60.8			
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BHS

GRADUATION RATE BEST PRACTICE STRATEGIES

- Targeted professional development
- Direct and constructivist instruction models
- Intervention and enrichment programs
- Academic progress reviews weekly
- Interventions developed to assist students not meeting criteria for passing classes
- Home room for all students to assist in setting and meeting goals towards graduation
- Remedial math and reading classes for identified students
- Academic alert/probation: students not passing at least 5 out of 7 classes are placed on academic probation and lose their open lunch privileges
- Credit recovery classes are embedded into the day, as well as after school.

ACTION STEPS

- GRADUATION RATE Goal All**
- Dual credit opportunities for industrial tech classes
 - College-in-the-Schools program access
 - Implementation of Ramp Up to Readiness program
 - Implementation of a Graduation Improvement Course for upperclassmen to complete credit recovery during the regular school schedule
 - Full-time At Risk Coordinator to work with students in jeopardy of not graduating

- GRADUATION RATE Goal FRL**
- Increased student/staff advisory processes
 - Implementation of MCIS (MN Career Inventory Survey)
 - Implementation of Ramp Up to Readiness Program
 - Utilization of Perkins monies for Cadet and Vocational/Technology courses

- GRADUATION RATE Goal SPED**
- Increased student/staff advisory processes
 - Implementation of MCIS (MN Career Inventory Survey)
 - Implementation of Ramp-Up to Readiness Program
 - Utilization of Perkins monies for cadet and vocational/technology courses
 - Utilize Northern Lights Special Education Coop to provided targeted professional development in the area of transitions.