

Bagley Public Schools School Board Meeting Agenda

Monday, November 21, 2016 at 7:00 PM
Public Hearing - WBWF
High School Room 101

1. CALL TO ORDER

A. Pledge - Chairman Broden

2. PUBLIC HEARING

A. WBWF 2015-2016 MDE Report

B. WBWF 2016-2017 Summary Plan

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3. ADJOURNMENT

* If any one board member wishes to remove an item from the consent agenda for discussion, that item should be added to the board meeting agenda prior to its approval.

Bagley Area Schools

2016-2017

World's Best Workforce Plan



Bagley School District's Mission Statement

"Pursuing Educational Excellence for All -

In partnership with parents and community, Bagley Public Schools will support, challenge, and empower students to become responsible, productive citizens."

The **2016-2017 World’s Best Workforce Plan** is the Bagley School District’s comprehensive strategic plan to improve teaching instruction and increase student academic performance for the current school year. The WBWF Plan contains five major goals including:

1. **All children are ready to start kindergarten.**
2. **All third graders can read at grade level.**
3. **All achievement gaps between students are closed.**
4. **All students are ready for career and/or postsecondary education.**
5. **All students graduate from high school.**

The World’s Best Workforce Report shows student achievement goals that were established in 2015 and the strategies and initiatives used by the School District to meet the goals. The report also describes the progress made on those goals by the end of the 2015-2016 school year.

The Bagley Public Schools offers a world class education for students, with modern facilities, diverse curriculums and one-to-one student device technology to enhance learning. The District has highly qualified teachers and staff, an exemplary School Board, and strong administrative leaders to support the educational programs.

School District Leadership Team for 2016-2017

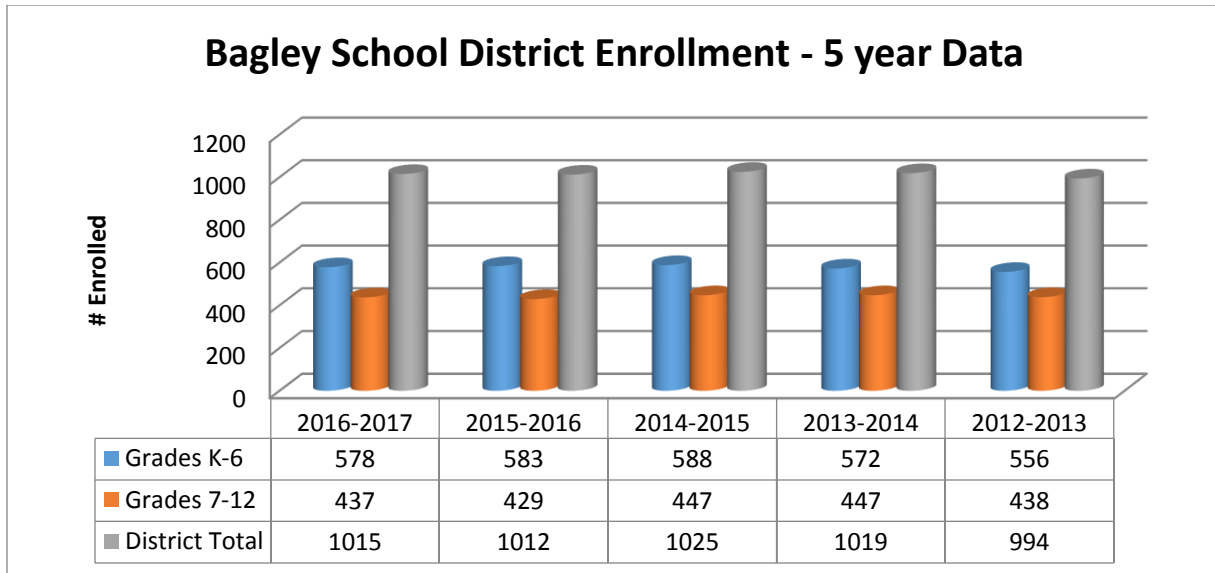
scairns@bagley.k12.mn.us	Steve Cairns, Superintendent	694-6184 ext. 3103
bschermerhorn@bagley.k12.mn.us	Belinda Schermerhorn, Truancy, Parent	694-3120 ext. 2120
ndolan@bagley.k12.mn.us	Neil Dolan, School Resource Officer	694-3120 ext. 2320
cvik@bagley.k12.mn.us	Carol Vik, Title VII Director	694-3120 ext. 2126
lfurusest@bagley.k12.mn.us	Lee Furusest, Elementary Principal	694-6528 ext. 3104
dzierer@bagley.k12.mn.us	Doreen Zierer, Dean/Athletics	694-6528 or 694-4051
dgooch@bagley.k12.mn.us	David Gooch, High School Principal	694-3120 ext. 2123
jfraley@bagley.k12.mn.us	Jenny Fraley, Counselor	694-3129 ext. 2121
cnorden@bagley.k12.mn.us	Casey Norden, Technology Director	694-6528 ext. 3251
bdukek@bagley.k12.mn.us	Brenda Dukek, Tech Teacher, Parent	694-6528 ext. 3253
sanderson@bagley.k12.mn.us	Stephanie Anderson, Teacher, Parent	694-3232 ext. 3113
Aedman@bagley.k12.mn.us	Aaron Edman, Transportation Director	694-6122
dlavine@bagley.k12.mn.us	Dan LaVine, Co-Head Custodian	694-3120 ext. 2125
cuhlr@bagley.k12.mn.us	Corrie Uhlir, Community Education	694-3232 ext. 2107

Bagley Public School District Demographics

The Bagley School District has a K-6 Elementary School and a 7-12 High School that serves 1014 students in school year 2016-2017. The demographic data is depicted in the chart below. The enrollment is taken from the October 1st count. The demographic data is taken from the Minnesota Department of Education’s annual report card for schools. The chart depicts each school’s: the percentage of minority students; poverty rates which are calculated by the percentage of students eligible for free and reduced priced lunches; and the percentage of students receiving special education services.

School	# Enrolled	% Minority	% Poverty	% Special Education
Bagley School District	1015	28.0	52.2	18.7
Bagley Elementary School	578	29.6	57.2	19.7
Bagley High School	437	25.7	45.1	17.1

The following chart shows trend data in School District enrollment. The enrollment data is taken from the October 1st count from each school year. The chart data shows although enrollment fluctuates up and down slightly between the two schools, the overall District enrollment remains fairly stable over the past five years.



**2015-2018 Strategic Plan Bagley
Public School District #162
School Board Adopted: February 17, 2015**

Mission Statement

Pursuing Educational Excellence for All

In partnership with parents and community, Bagley Public Schools will support, challenge, and empower students to become responsible, productive citizens.

District Focuses and Goals Tied to the World's Best Workforce

FOCUS 1: High Student Achievement for College and Career Success

Goal 1 All students will meet or exceed annual State and/or local proficiency expectations in Mathematics, Reading, Writing, and Science.

Goal 2 Creativity, critical thinking and collaboration, are critical aspects of teaching and learning.

Goal 3 To create and maintain a plan for all students to successfully transition to postsecondary education and employment.

FOCUS 2: Welcoming Environment that is Safe and Secure

Goal 4 Facilities, policies and procedures will promote safety and security.

Goal 5 Students and staff will demonstrate respectful and appropriate behavior.

Goal 6 Parents, businesses, and community members are included as valued and active educational partners.

FOCUS 3: Efficient and Effective Educational Programs

Goal 7 All employees will strive for continuous improvement to ensure a highly qualified workforce stays focused on student achievement.

Goal 8 Financial resources are used to maximize opportunities for student achievement, while maintaining fiscal responsibility.

FOCUS 4: Innovation and Technology

Goal 9 Technology is used as tools to fulfill identified needs in teaching, learning and communications.

Goal 10 The District will begin implementation of a grades K-12 student "one-to-one" device initiative, including hardware acquisition and adopting policies to support the process.

2015-2016 District Improvement Reading Goals

Reading Goal #1: The percentage of students enrolled on October 1st, who earn achievement levels of Meets the Standards or Exceeds the Standards on the 2016 Reading MCA will increase from 44.7% to 48.7%.

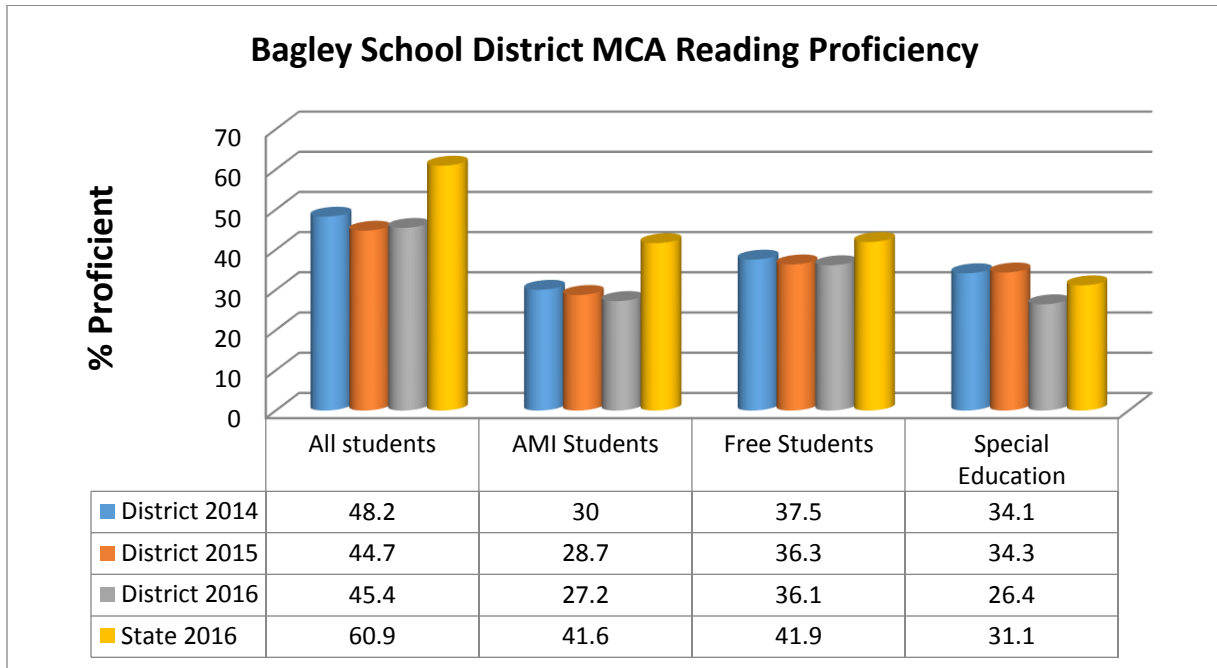
Reading Results: The MCA District Reading proficiency increased from 44.7% in 2015 to 45.4% in 2016. The district did not accomplish the Reading goal. The Bagley School District performed below the State average in 2016.

Reading Goal #2: The Bagley School District will close the achievement gaps in Reading for the following subgroups as measured by the 2016 Reading MCA.

- a. To increase AMI student proficiency from 28.7% in 2015 to 32.7% in 2016.
- b. To increase Free/Reduced Lunch student proficiency from 36.3% in 2015 to 40.3% in 2016.
- c. To increase Sp Ed student proficiency from 34.3% in 2015 to 38.3% in 2016.

Reading Achievement Gap Results:

- a. AMI students 2016 MCA Reading proficiency decreased from 28.7% to 27.2%.
- b. Free/Reduced Lunch students 2016 MCA Reading proficiency decreased from 36.3% to 36.1%.
- c. Special Ed. students 2016 MCA Reading proficiency decreased from 34.3% to 26.4%.



2015-2016 District Improvement Math Goals

Math Goal #1: The percentage of students enrolled on October 1st, who earn achievement levels of Meets the Standards or Exceeds the Standards on the 2016 Math MCA will increase from 48.1% to 52.1%.

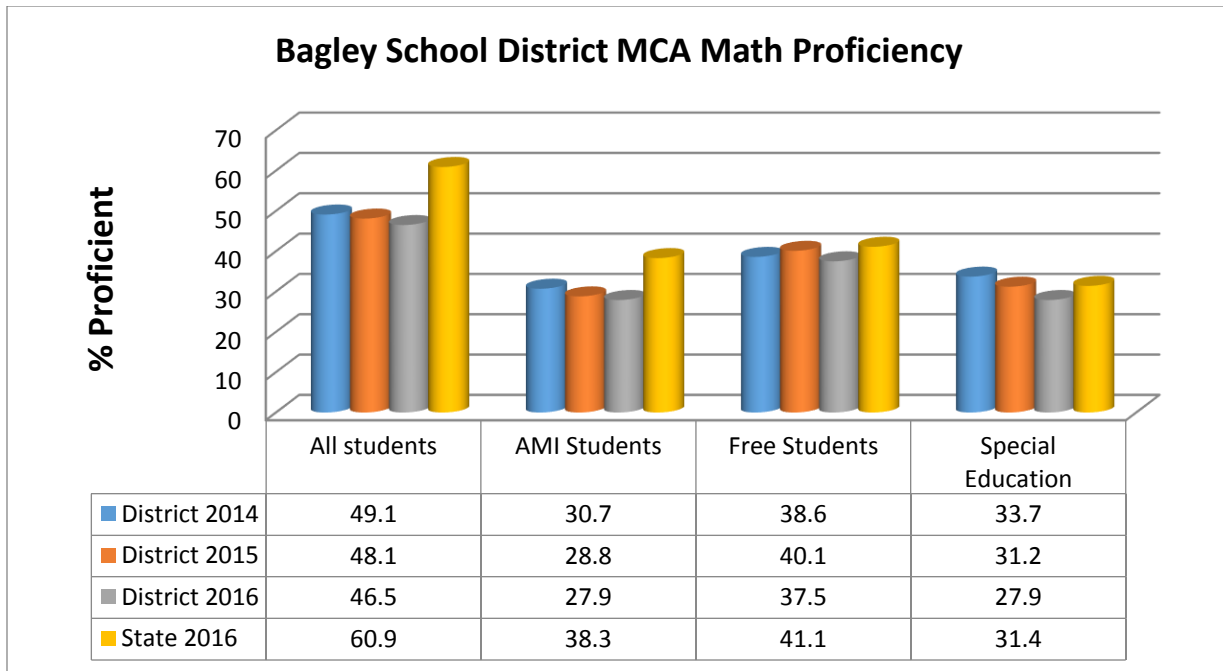
Math Results: The MCA District Math proficiency decreased from 48.1% in 2015 to 46.5% in 2016. The district did not accomplish the Math goal. The Bagley School District performed below the State average in 2016.

Math Goal #2: The Bagley School District will close the achievement gaps in Math for the following subgroups as measured by the 2016 Math MCA.

- a. To increase AMI student proficiency from 28.8% in 2015 to 32.7% in 2016.
- b. To increase Free/Reduced Lunch students proficiency from 40.1% in 2015 to 42.3% in 2016.
- c. To increase Sp Ed student proficiency from 31.2% in 2015 to 38.3% in 2016.

Math Achievement Gap Results:

- a. AMI students 2016 MCA Math proficiency decreased from 28.8% to 27.9%.
- b. Free/Reduced Lunch students 2016 MCA Math proficiency decreased from 40.1% to 37.5%.
- c. Sp Ed students 2016 MCA Math proficiency decreased from 31.2% to 27.9%.



2016-2017 District Improvement Reading Goals

Reading Goal #1: The percentage of students enrolled on October 1st, 2016, who earn achievement levels of Meets the Standards or Exceeds the Standards on the 2017 Reading MCA will increase from 45.4% to 50.4%.

Reading Goal #2: The Bagley School District will close the achievement gaps in Reading for the following subgroups as measured by the 2017 Reading MCA.

- a. To increase AMI student proficiency from 27.2% in 2016 to 32.2% in 2017.
- b. To increase Free/Reduced Lunch student proficiency from 36.1% in 2016 to 41.1% in 2017.
- c. To increase Sp Ed student proficiency from 26.4% in 2016 to 31.4% in 2017.

2016-2017 District Improvement Math Goals

Math Goal #1: The percentage of students enrolled on October 1st, 2016 who earn achievement levels of Meets the Standards or Exceeds the Standards on the 2017 Math MCA will increase from 48.1% to 52.1%.

Math Goal #2: The Bagley School District will close the achievement gaps in Math for the following subgroups as measured by the 2016 Math MCA.

- a. To increase AMI student proficiency from 37.5% in 2016 to 42.5% in 2017.
- b. To increase Free/Reduced Lunch students proficiency from 40.1% in 2016 to 42.3% in 2017.
- c. To increase Sp Ed student proficiency from 27.9% in 2016 to 32.9% in 2017.

BAGLEY ELEMENTARY

2016-2017

WORLD'S BEST WORKFORCE PLAN



Focus Leadership Team

Stephanie Anderson, Early Childhood Teacher
Susie Brovold, Kindergarten Teacher
Sarah Klinkhammer, First Grade Teacher
Sara Tramm, Second Grade Teacher
Suzanne Vivier, Third Grade Teacher
Ashley Norlund, Fourth Grade Teacher
Peter Larson, Fifth Grade Teacher
Kari Gerbracht, Sixth Grade Teacher
Julie Paulson, Reading Recovery (RR) and Special Education Teacher
Christine Musselman, Special Education
Charles Rerick, Specialist (Music)
Belinda Schermerhorn, Parent
Warren Taylor, Northwest Center of Excellence Advocate
Lee Furuseeth, Elementary Principal

Alternative Delivery of Specialized Services (ADSIS), Early Childhood Advisory Committee, and Title I Advisory Committee

Belinda Schermerhorn, Parent
Corrie Uhlir, Community Education and Early Childhood Director
Stephanie Anderson, Early Education Teacher
Sarah Klinkhammer, First Grade Teacher
Kristi Strandberg, Parent
Ashley Nelson, Parent
Lee Furuseeth, Elementary Principal
Kathi Sloan, Reading Recovery and Special Education Teacher
Julie Paulson, Reading Recovery and Special Education Teacher
Sheri Minske, Leveled Literacy Instruction Teacher
Kathy Conger, Leveled Literacy Instruction Teacher
Terri Standlien, READ 180/System 44 Teacher

Early Childhood Initiative (ECI) Committee

Aricka Marsh, Early Childhood Teacher
Stephanie Anderson, Early Childhood Teacher
Dawn McLean, Speech and Language Pathologist
Rachel St. Michel, Early Childhood Special Ed Teacher
Deb Cage, Community Advocate
Karen Edevold, Librarian
Vicki Hanson, RN Nursing Services
Chris Hagen, Early Childhood Teacher
Corrie Uhlir, Community Education and Early Childhood Director

Data Analysis and Goal Setting

MMR (Multiple Measurement Rating):

Student Proficiency Reading and Math.

Pages 3-4.

Goal Acquisition: Student Proficiency Comparison to Target Scores

Page 5.

Gap Reduction: Student Proficiency Sub-Group to Whole Group

Pages 6-8.

Bagley Elementary (BES) MMR				Goal	Goal
<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
29.23	22.61	17.45	16.47	25.00	35.00

Bagley Elementary School will improve all elementary student's achievement levels, as measured in multiple ways (MMR), based on MCA-III Reading and Mathematics Assessments from 16.47 in 2015-16 to 25.00 in 2016-17. Furthermore, from 25.00 2016-17 to 35.00 in 2017-18.

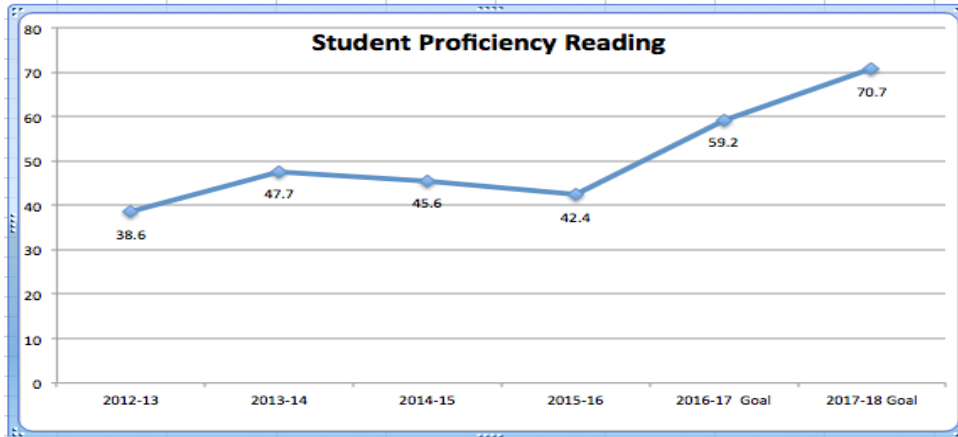
BES Focus Rating				Goal	Goal
<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
39.35	25.55	13.96	9.22	25.00	40.00

Bagley Elementary School will improve all elementary student's achievement levels, as measured in multiple ways and given a percentile ranking (Focus), based on MCA-III Reading and Mathematics Assessments from 9.22 in 2015-16 to 25.00 in 2016-17. Furthermore, from 25.00 2016-17 to 40.00 in 2017-18.

Student Proficiency Reading

BES Proficiency Reading				Goal	Goal
2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
38.6	47.7	45.6	42.4	59.2	70.7
	+9.1	-2.1	-3.2	+16.8	+11

Note: Estimated 25% change of students each year.

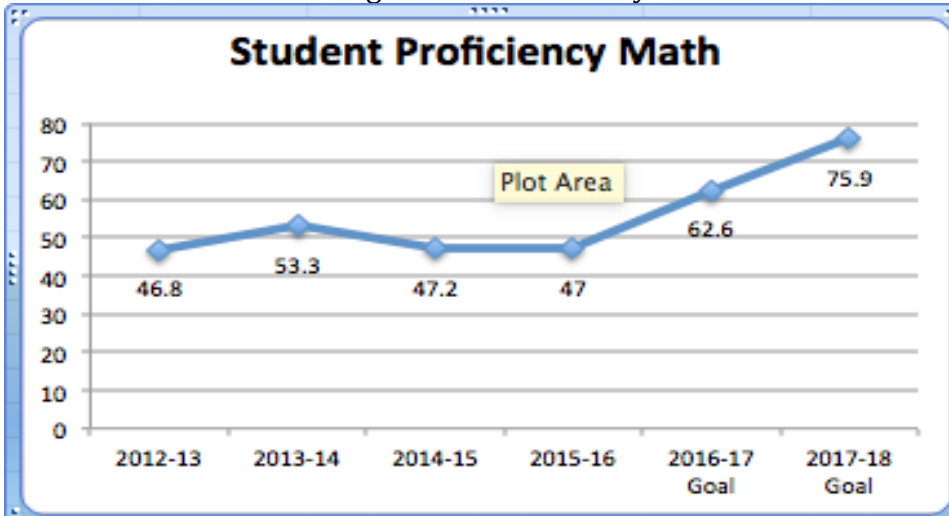


Bagley Elementary School will improve all elementary student's achievement levels, based on MCA-III Reading Assessments from 42.4 in 2015-16 to 59.2 in 2016-17. Furthermore, from 59.2 2016-17 to 70.7 in 2017-18.

Student Proficiency Math

BES Proficiency Math				Goal	Goal
2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
46.8	53.3	47.2	47.0	62.6	75.9
	+6.5	-6.1	-2	+15.6	+13.2

Note: Estimated 25% change of students each year.

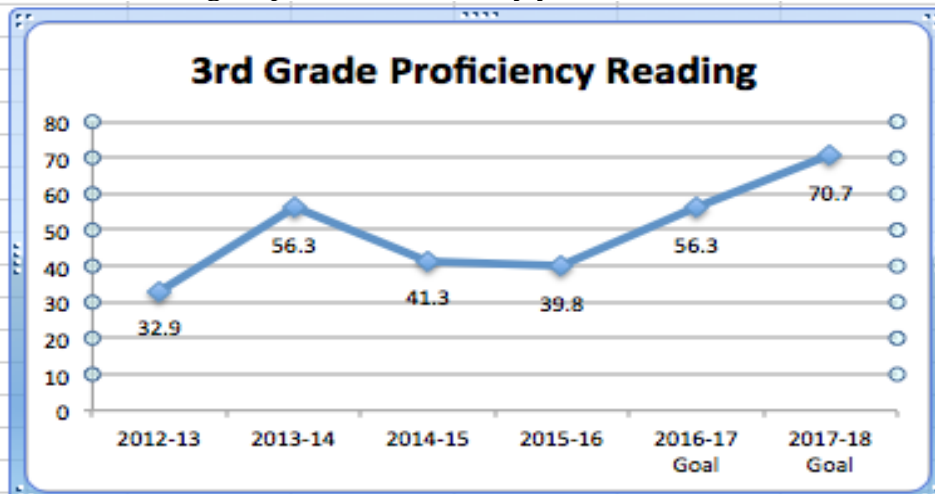


Bagley Elementary School will improve all elementary student's achievement levels, based on MCA-III Mathematics Assessments from 47.0 in 2015-16 to 62.6 in 2016-17. Furthermore, from 60.6 2016-17 to 75.9 in 2017-18.

3rd Grade Student Proficiency Reading

BES Proficiency Reading				Goal	Goal
2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
32.9	56.3	41.3	39.8	56.3	70.7
	+23.4	-15.0	-1.5	+16.5	+14.4

Note: Different group of students every year.

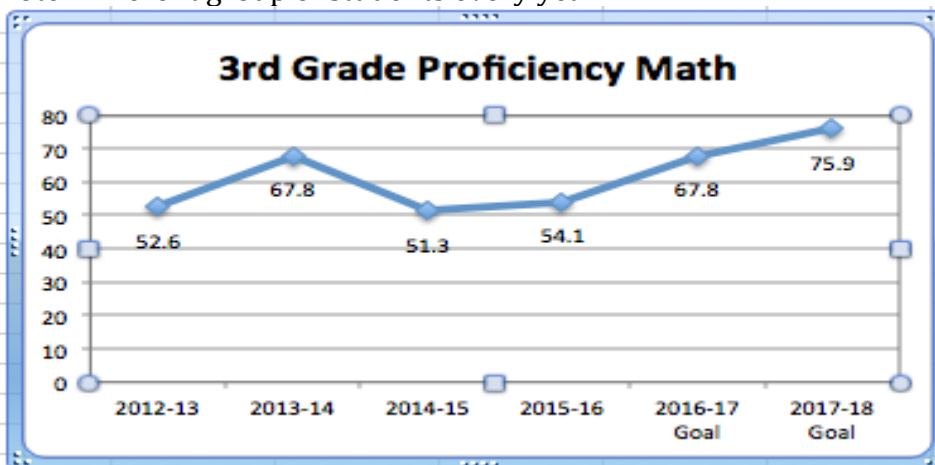


Bagley Elementary School will improve 3rd Grade student's achievement levels, based on MCA-III Reading Assessments from 39.8 in 2015-16 to 56.3 in 2016-17. Furthermore, from 56.3 2016-17 to 70.7 in 2017-18.

3rd Grade Student Proficiency Math

BES Proficiency Math				Goal	Goal
2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
52.6	67.8	51.3	54.1	67.8	75.9
	+15.2	-16.5	+2.8	+13.7	+8.1

Note: Different group of students every year.



Bagley Elementary School will improve 3rd Grade student's achievement levels, based on MCA-III Mathematics Assessments from 54.1 in 2015-16 to 67.8 in 2016-17. Furthermore, from 67.8 2016-17 to 75.9 in 2017-18.

Percentage Reading MCA Goals Reading

BES % Reaching Goal				Goal	Goal
2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
		-2791	-1921	+051	+101

Bagley Elementary School will improve all elementary student's goal acquisition, based on MCA-III Reading Assessment from -1921 in 2015-16 to +0.51 in 2016-17. Furthermore, from +0.51 2016-17 to +1.01 in 2017-18.

Note: any difference of 0.5 is considered significant. Continuing at current rate will result in -0.5.

Percentage Reading MCA Goals Math

BES % Reaching Goal				Goal	Goal
2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
		-3328	-2054	+051	+101

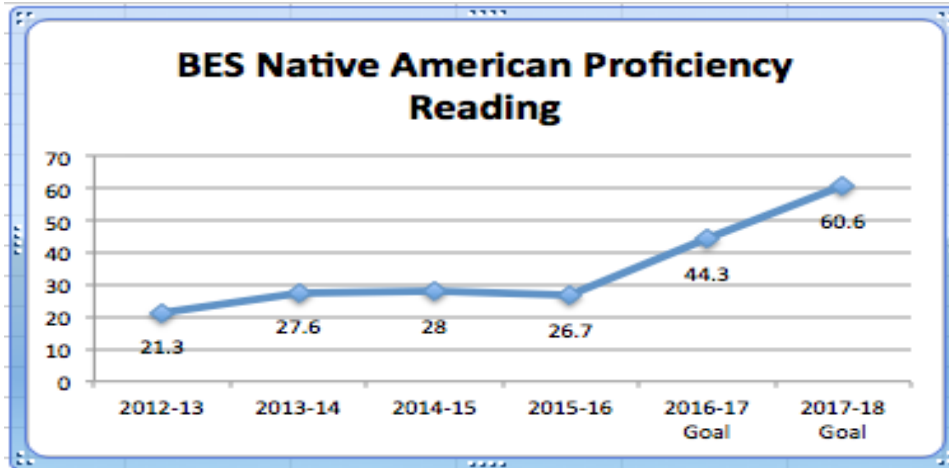
Bagley Elementary School will improve all elementary student's goal acquisition, based on MCA-III Mathematics Assessment from -2054 in 2015-16 to +0.51 in 2016-17. Furthermore, from +0.51 2016-17 to +1.01 in 2017-18.

Note: any difference of 0.5 is considered significant. Continuing at current rate will result in -0.5.

Closing the Gap Reading Bagley Elementary School- 25.7% Native American

Student Proficiency Reading

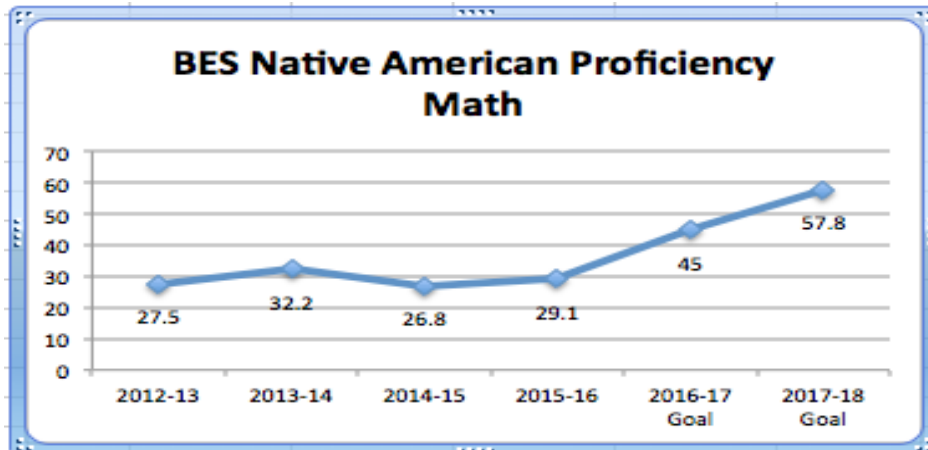
BES Native American Proficiency Reading				Goal	Goal
2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
21.3	27.6	28.0	26.7	44.3	60.6
	+6.3	+0.4	-1.3	+17.6	+16.3



Bagley Elementary School will improve Native American student's achievement levels, based on MCA-III Reading Assessments from 26.7 in 2015-16 to 44.3 in 2016-17. Furthermore, from 44.3 2016-17 to 60.6 in 2017-18.

Closing the Gap Math-Student Proficiency Math

BES Native American Proficiency Math				Goal	Goal
2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
27.5	32.2	26.8	29.1	45.0	57.8
	+4.7	-5.4	+2.3	+15.9	+12.8

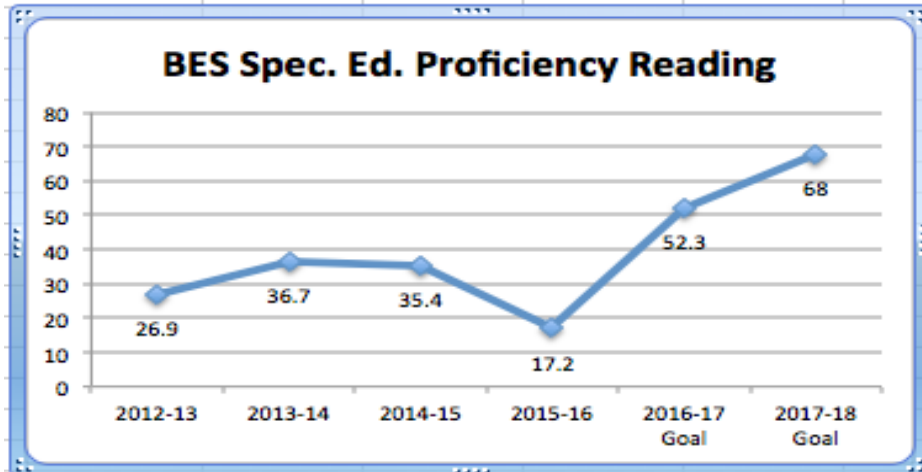


Bagley Elementary School will improve Native American student's achievement levels, based on MCA-III Mathematics Assessments from 29.1 in 2015-16 to 45.0 in 2016-17. Furthermore, from 45.0 2016-17 to 57.8 in 2017-18.

Closing the Gap Reading-Bagley Elementary School- 19.7% Special Education

Student Proficiency Reading

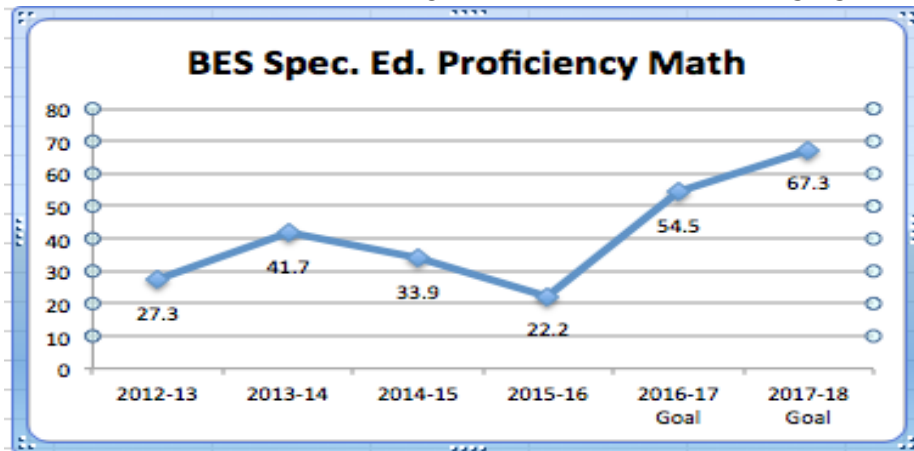
BES Special Ed. Proficiency Reading				Goal	Goal
2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
26.9	36.7	35.4	17.2	52.3	68.0
	+9.8	-1.3	-18.2	+35.1	+15.7



Bagley Elementary School will improve Special Education student’s achievement levels, based on MCA-III Reading Assessments from 17.2 in 2015-16 to 52.3 in 2016-17. Furthermore, from 52.3 2016-17 to 68.0 in 2017-18.

Closing the Gap Math-Student Proficiency Math

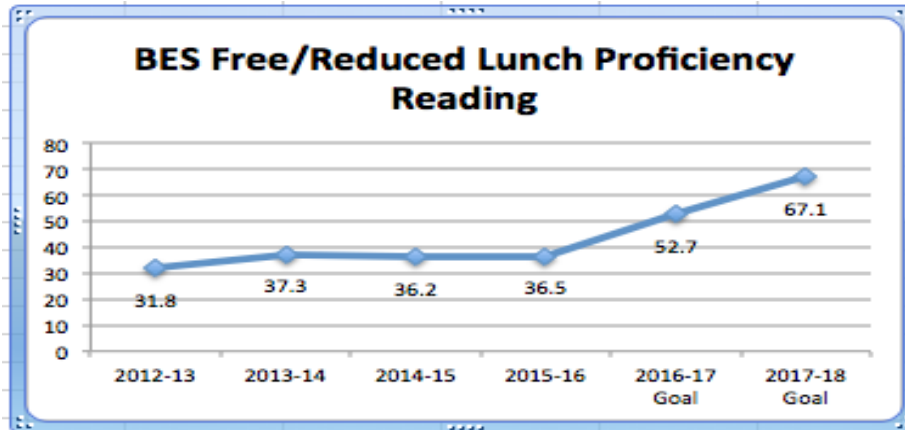
BES Special Ed. Proficiency Math				Goal	Goal
2012-13	2013-14	2014-15	2015-16	2015-16	2016-17
27.3	41.7	33.9	22.2	54.5	67.3
	+14.4	-7.8	-11.7	+32.3	+12.8



Bagley Elementary School will improve Special Education student’s achievement levels, based on MCA-III Mathematics Assessments from 22.2 in 2015-16 to 54.5 in 2016-17. Furthermore, from 54.5 2016-17 to 67.3 in 2017-18.

Closing the Gap Reading-Bagley Elementary School- 57% Free/Reduced Lunch Student Proficiency Reading

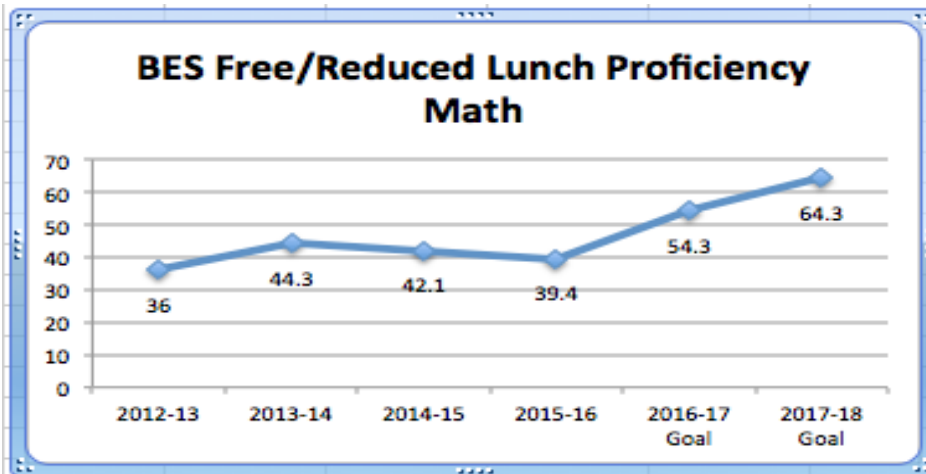
BES Free/Reduced Proficiency Reading				Goal	Goal
2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
31.8	37.3	36.2	36.5	52.7	67.1
	+5.5	-1.1	+3	+16.2	+14.4



Bagley Elementary School will improve Free/Reduced Lunch student's achievement levels, based on MCA-III Reading Assessments from 36.5 in 2015-16 to 52.7 in 2016-17. Furthermore, from 52.7 2016-17 to 67.1 in 2017-18.

Closing the Gap Math-Student Proficiency Math

BES Free/Reduced Proficiency Math				Goal	Goal
2012-13	2013-14	2014-15	2015-16	2015-16	2016-17
36.0	44.3	42.1	39.4	54.3	64.3
	+8.3	-2.2	-1.7	+12.2	+10.0



Bagley Elementary School will improve Free/Reduced Lunch student's achievement levels, based on MCA-III Mathematics Assessments from 39.4 in 2015-16 to 54.3 in 2016-17. Furthermore, from 54.3 2016-17 to 64.3 in 2017-18.

Ready for Kindergarten

“The Kindergarten Entry Profile (KEP) includes comprehensive assessment tools, which districts choose based on the needs of their students and teachers. These tools provide real-time data to help districts in their planning and practice,” as described by the Minnesota Department of Education, Early Learning Division. Bagley Elementary School has selected Teaching Strategies Gold as the KEP assessment tool. Gold includes nine domains (categorical areas), of which seven pertain to the Bagley School System. The domains are:

1. Social Emotional
2. Physical-Gross Motor
3. Physical-Fine Motor
4. Language
5. Cognitive
6. Literacy
7. Mathematics

Please note: Teaching Strategies Gold initial use on or about Oct. 15-31, 2016.

Preschool to Kindergarten Assess %

	Goal 2015-16	Actual 2016-17	Goal 2016-17 Assessed in Fall 2017
1.	65%	41%	45%
2.	75%	37%	41%
3.	73%	44%	48%
4.	49%	33%	36%
5.	51%	29%	32%
6.	49%	75%	82%
7.	49%	20%	22%

Systems, Strategies and Support Category

All Students Ready for Kindergarten:

School Readiness: Bagley School District offers high-quality early learning while preparing students for a smooth transition to kindergarten. The Early Childhood staff works closely with kindergarten teachers to develop a list of desired age appropriate skills which should be mastered in preschool. Once these skills are mastered students have a better chance for a successful transition to kindergarten.

Early Education Screening: Coordinates the preschool developmental screening that is required by the State of Minnesota prior to entrance to kindergarten and as a requirement to qualify for Pathway Scholarships. As part of the screening process we provide referral information to families seeking programming for preschool-age children.

Early Childhood Family Education (ECFE): ECFE is a public school program that offers education and support for families with children ages 0- Kindergarten. Parents are encouraged to participate to promote their skills as the primary educator of their child and parent skills. This support is provided mainly through 10 week parent/child classes, twice per year. We offer classes both during the day and in the even. In addition our ECFE program offers special events open to all families with young children such as Dad & Me, infant massage, and pumpkin patch. We also coordinate/partner with many local groups to provide additional events such as Healthy kids fair, Wiggles & Giggles play times, Santa day's, and WIC clinic support.

Early Childhood Special Education (ECSE): is special education and early intervention services for young children from birth to 7 who have an identified disability or significant delay in their developmental skills. The identification of children that qualify for ECSE services typically starts with (but is not limited to) a referral from a doctor, child care provider, school staff member, or parent who is concerned that the child is not developing age-appropriately. ECSE Staff will work with the family providing a comprehensive evaluation regarding concerns while assessing the child's present skill levels in all developmental areas (social, adaptive, communication, motor, and cognition). If the child is found to have a disability or significant delay, ECSE staff will begin providing individualized special education services. Typically for children ages birth to three, these services are provided in the child's natural environment (home or daycare). For children ages three to seven, these services are typically provided in the school setting. The goal of early childhood special education is to increase children's developmental skills and allow them to live up to their full potential.

Mahube/Otwa Head Start: is a nation-wide federal grant program funded by the U.S. Dept. of Health and Human Services. It is a comprehensive child development program for families with young children in the areas of education, social services, health and family involvement. Head Start preschool programs are for children from birth to 5 yrs and their families, with classes for 3 & 4 year olds.. Head Start is mandated to assume a leadership role in the development of partnerships with community agencies and service providers.

Kindergarten Round-up: Communicating information and expectations for Kinder. Early May. Parent/Student participation 40% of eligible population.

*See Appendix A for description of Voluntary Pre-Kindergarten

Focus Implementation Plan.

1. Focus Leadership Team will read and discuss the *Best Practice: Bringing Standards to Life in America's Classrooms*. by Zemelman, Daniels, and Hyde.

Best Practice is defined as "...serious, thoughtful, informed, responsible state of the art teaching."

- Focus Team summarizes the main points of chapter 1 & 2.
- Focus Team studies chapters 1 & 2 to gain the understanding of the main principles of Best Practice.

2. Choose an area of need to for focus from the Best Practices book, examples: Reading, Writing, Math, Science, or Social Studies.

- a. Focus Team reads the chapter in the Best Practice book about the identified area.
- b. Focus Team identifies the main points.
- c. Every team member finds a research article on how to effectively teach the concern area.
- d. Each Focus Team member summarizes the article, lists the key points and presents what they find to the Focus Team.
- e. Focus Team uses a Venn diagram to compare both the Best Practice main points and the findings from the research articles.
- f. A classroom rubric(s) is/are created by the team that identifies the universal points. The rubric follows the increase/decrease chart from Best Practice book.
- g. Center of Excellence and/or other resource individuals could conduct an inventory of our staff/school identifying the best practice strategies
- h. The rubric is given to staff to complete as a self-evaluation of their use of Best Practice strategies.
- i. Rubrics are collected and tallied by the Focus Team.
- j. Focus Team analyzes the results, identifying the greatest need(s) from the staff.
- k. Focus Team makes recommendations for whole staff training.
- l. Possible Training:
 - i. MDE personnel
 - ii. Center for School Excellence
 - iii. Other teachers outside of the district
 - iv. Inside staff "experts", trained in the area of concern.
- m. Staff development and training.
- n. PLCs identify the best practice strategies from the training(s), create a list and bring to the Focus Team.
- o. Focus Team highlights and compiles the main points from the trainers and the PLC's
- p. Focus Team creates a triple Venn diagram to compare Best Practice data, research articles data and trainer's data.
- q. PLC's use team created triple Venn diagram or create their own triple Venn diagram.
- r. Triple Venn diagram is then used to create a rubric to be used in the concern area to design curriculum and to choose a backbone (text or program) that has the following guidelines:

- i. Curriculum must be aligned with MN standards.
 - ii. Curriculum must be sequential from grade to grade.
 - iii. Curriculum must be intentional
 1. Objective clearly defined.
 2. Assessments built in.
 - iv. Curriculum must be researched-based
 1. Best Practice
 2. Triple Venn diagram
3. The school will use the results of the model, adjust based on results and reflection, and determine next steps.

Additional Systems, Strategies and Supports

Scholastic READ 180/System 44, Title I Program. Services provided for Fourth through Sixth Grade Students.

Reading Recovery RR, ADSIS Program. Reading. Services provided for First Grade Students.

Leveled Literacy Instruction LLI, ADSIS Program. Services provided for Kindergarten through 3rd Grade Students.

Guided Reading, Title I Program. Services provided for Kindergarten through First Grade Students.

Guided Reading, Title II Program. Services provided for Second Grade through Fourth Grade Students.

Extended Day (Tutoring), Title I Program. Services provided for Fourth Grade through Sixth Grade Students.

Summer School, Title Program/ADSIS Program. Services provided for Kindergarten through Third Grade Students.

**Student Survey 2015-2016 with results
and *goals for 2016-2017 (bold)**

1. My teacher/other adults at school listen to me.
Yes-51.2% ***56.0%**
Maybe. sometimes, "I don't know", or not sure-40.6%
No-8.2% ***7.5%**

2. My teacher and the staff are friendly and I know they care for me.
Yes-69.0% ***77.0%**
Maybe. sometimes, "I don't know", or not sure-26.4%
No-4.6% ***4.0%**

3. I feel like "I can do well" when I am at school.
Yes-60.4% ***67.0%**
Maybe. sometimes, "I don't know", or not sure-31.3%
No-8.4% ***7.5%**

4. The school is neat and clean.
Yes-48.0% ***53.0%**
Maybe. sometimes, "I don't know", or not sure-40.8%
No-11.2% ***10.0%**

5. I am safe at school.
Yes-68.8% ***74.0%**
Maybe. sometimes, "I don't know", or not sure-25.0%
No-8.2% ***7.5%**

6. I feel safe using my Ipad.
Yes-79.1% ***88.0%**
Maybe. sometimes, "I don't know", or not sure-16.1%
No-4.8% ***4.0%**

7. My school stops bullying as soon as it happens.
Yes-27.9% ***30.0%**
Maybe. sometimes, "I don't know", or not sure-41.6%
No-30.5% ***26.0%**

8. I think the things I learn in school are important.
Yes-79.0% ***88.0%**
Maybe. sometimes, "I don't know", or not sure-16.8%
No-4.2% ***3.5%**

9. My best effort makes a difference (learning).

Yes-73.8% ***81.0%**
Maybe. sometimes, "I don't know", or not sure-21.4%
No-4.8% ***4.0%**

10. People at school greet me with a smile.
Yes-48.9% ***54.0%**
Maybe. sometimes, "I don't know", or not sure-39.5%
No-11.6% ***10.0%**

11. Even when I make mistakes I feel like I am learning.
Yes-56.1% ***61.0%**
Maybe. sometimes, "I don't know", or not sure-32.9%
No-11.0% ***10.0%**

12. The playground is a safe place.
Yes-48.4% ***53.0%**
Maybe. sometimes, "I don't know", or not sure-36.8%
No-14.8% ***13.0%**

13. I get help when I need it.
Yes-54.3% ***59.0%**
Maybe. sometimes, "I don't know", or not sure-37.1%
No-8.6% ***7.5%**

14. I listen to my teachers and to others.
Yes-78.0% ***84.0%**
Maybe. sometimes, "I don't know", or not sure-19.8%
No-2.2% ***2.0%**

Bagley Elementary School will improve All Elementary Students' responses on the student survey, goals in 2016-17 printed in **bold**.

Parent Involvement: (Survey)

The school listens to ideas: 72.5% to 77.5%

- Create a Norm/Standard Procedure for responses to concerns/inquiries.
- Place the procedure in the Handbook.

Evidence of implementation will be:

- Report of changes to the 2016-2017 Student Handbook.
- Responses to the 2016 Parent Survey.

Regularly Informed: Homework and Tests 72%-77%

Regularly Informed: Academic Progress 79%-84%

- Create a grade reporting system based in Synergy.
- Create parent workshops and seminars to provide opportunities to better understand Synergy.
- Create a Norm/Standard Procedure for grading in Synergy.

Evidence of implementation will be:

- Report, including attendance rosters, parent workshops and seminars.
- Responses to the 2016 Parent Survey.

School Discipline Procedures 60%-65%

- Create parent workshops and seminars to provide opportunities to better understand Responsive Classroom.
- Continue to provide Professional Staff Development in Responsive Classroom and related trainings.

Evidence of implementation will be:

- Report, including attendance rosters, parent workshops and seminars.
- Responses to the 2016 Parent Survey.

Evaluation Process

All Students Ready for Kindergarten:

Bagley Elementary School's comprehensive assessment tool is Teaching Strategies Gold, which is one of the Kindergarten Entry Profile (KEP) assessment tools provided by MDE. Gold includes nine domains (categorical areas), of which seven pertain to the Bagley School system. The domains are:

1. Social Emotional
2. Physical-Gross Motor
3. Physical-Fine Motor
4. Language
5. Cognitive
6. Literacy
7. Mathematics

All Students in Third Grade Achieving Grade Level Literacy:

The Bagley Elementary School will use three assessment tools to measure student achievement levels in literacy proficiency. These three tools are:

1. STAR Literacy and Early STAR Literacy.
2. MCA III Reading Achievement.
3. Report Cards, and Classroom/Grade Level Assessments. Aligned to Minnesota State Standards.

Closing the Achievement Gap(s) Among All Groups

The Bagley Elementary School will use three assessment tools to measure student achievement levels for the purpose of analyzing closing the achievement gap. These three tools are:

1. STAR Literacy and Early STAR Literacy.
2. MCA III Reading and Math Achievement.
3. Report Cards, Class/Grade Level Assessments. Aligned to Minnesota State Standards.

Appendix A:

Voluntary Pre-Kindergarten

Voluntary Pre-Kindergarten (VPK): To incorporate the new VPK program into the E-12 system by providing instruction through play-based learning to foster children's development. This program will increase access to high-quality early learning programming for 4-year-olds regardless of their ability to pay; reduce educational achievement gaps; and help ensure every child is ready to succeed in school. VPK will provide comprehensive program content aligned with state early learning standards and K through grade 3 academic standards. VPK funding allowed the Bagley School District another all day section, transportation and meals while preparing Minnesota's youngest learners for success in school. With the funding we are allowed increase the teacher relationship time with student by providing one-to-ten staff-child ratios and a maximum group size of 20 children. With the additional funding we anticipate an increase in attendance and program availability to instruction through play-based learning.

We will establish an assessment to measure our success of the Voluntary Pre-Kindergarten program by the following methods:

All Students Ready for Kindergarten:

1. Bagley Elementary School's comprehensive assessment tool is Teaching Strategies Gold, which is one of the Kindergarten Entry Profile (KEP) assessment tools provided by MDE.

All Students attendance and teacher relationship time will increase by offering transportation, additional allday class and staffing.

1. Participating students will be included in the district school enrollment, Average Daily Membership (ADM) and pupil units.

Bagley Elementary Staff Development Report

2015-16 Staff Development Team

Sheri Minske, InterventionTeacher

Suzanne Vivier, Classroom Teacher/Parent

Rich Loehlein, Classroom Teacher

Julie Paulson, Intervention Teacher

Christine Musselman, Special Education Teacher

Bagley Secondary Staff Development Goals

Content Area: Reading

Build teacher understanding and effective utilization of AR Reading , STAR and STAR Early Literacy Assessment, MCA and other reading testing data. Focus Plan, Best Practices in teaching strategies, will be the focus in PLC groups. An emphasis on the following: 1. Focus Team reads and discusses the Best Practice Book. 2. Choose an area of need to focus on from the Best Practices book. Also a-r. (see: Elementary World's Best Work Force, page 11, Focus Implementation Plan). 3 The school will use the results of the model, adjust based on results and reflection, and determine next steps. Increase teaching strategies and collaboration. Provide time for curriculum review and standard placement. The Focus Plan effective teaching strategies will be a focus in PLC groups.

Content Area: Math

Build teacher understanding and effective utilization of AR Math, IXL Math, and MCA math testing data. Focus Plan, Best Practices in teaching strategies, will be the focus in PLC groups. An emphasis on the following:

1. Focus Team reads and discusses the Best Practice Book.
2. Choose an area of need to focus on from the Best Practices book. Also a-r. (see: Elementary World's Best Work Force, page 11, Focus Implementation Plan).
3. The school will use the results of the model, adjust based on results and reflection, and determine next steps. Increase teaching strategies and collaboration. Provide time for curriculum review and standard placement. The Focus Plan effective teaching strategies will be a focus in PLC groups. Provide time for curriculum review and standard placement.

How does the school site goal align with district staff development goal(s)?

Bagley Elementary Staff Development Goals aligned with the District Staff Development Goals, with implementation in the areas of the Focus Plan. The Focus model is in cooperation with the Northern Lights Center for Excellence, a regional school support network of the Minnesota Department of Education. Bagley Elementary did have a site goal for the one-to-one device implementation similarly to the District.

High School

2016-2017 School Improvement Plan



Bagley High School Leadership Team

David Gooch, High School Principal, AIW Coach

Jenny Fraley, School Guidance Counselor

Amy Kent, District Assessment Coordinator

Brandon Schwegel, Social Studies Teacher, AIW Coach

Dave Christensen, Special Education Teacher, AIW Coach

Mickey Newland, Mathematics Teacher, AIW Coach, Parent

Mia Reynolds, Language Arts Teacher, AIW Coach

Carol Bliss-Quinn, Social Studies Teacher, AIW Coach

Sam Roepke, Science Teacher, AIW Coac

MN World's Best Workforce

In 2013 the Minnesota Legislature passed the World's Best Workforce legislation, which requires school to develop a plan that addresses five goals, the following three which are specific to secondary schools:

1. All racial and economic achievement gaps between students are closed.
2. All students are ready for career and college.
3. All students graduate from high school.

2016-2017 School Improvement Smart Goals

All racial and economic achievement gaps between students are closed

Bagley High School MMR (Multiple Measurement Rating)

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017 Goal
62.84%	61.81%	56.74%	37.43%	39.5%

Bagley High School will increase its MMR rating from 37.43% in 2016 to 39.5% in 2017

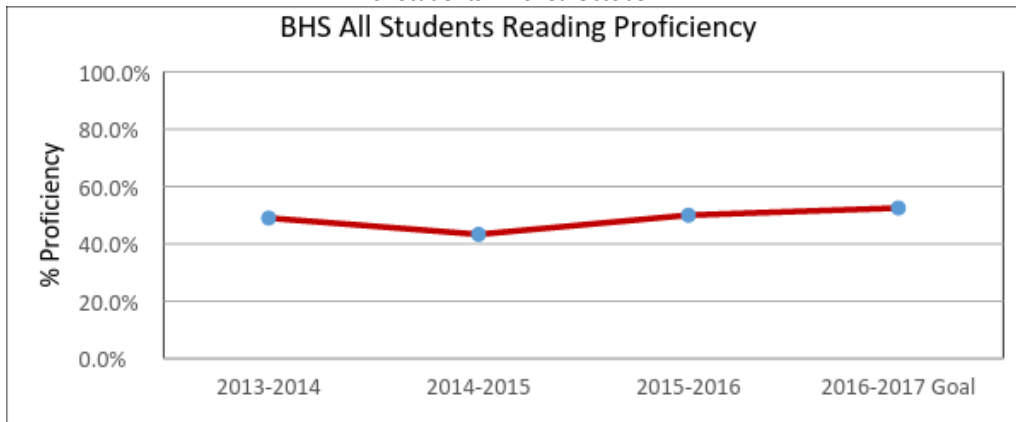
FR (Focus Rating)

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017 Goal
64.80%	55.94%	38.63%	26.98%	32%

Bagley High School will increase its FR rating from 26.98% in 2016 to 32% in 2017

BHS Reading Proficiency

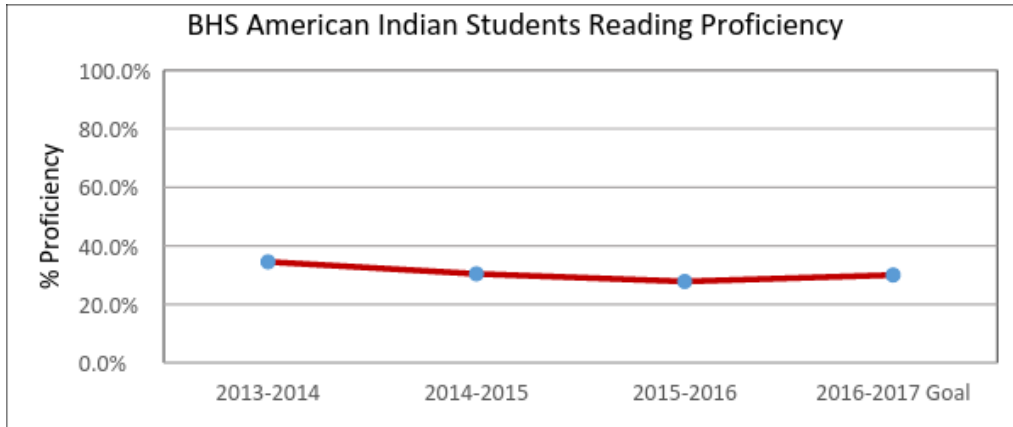
for Students Enrolled October 1



Bagley High School will improve all students' proficiency percentage on MCA-III Reading Assessment in 2017 from 50% in 2016 to 52.5%.

BHS American Indians Reading Proficiency

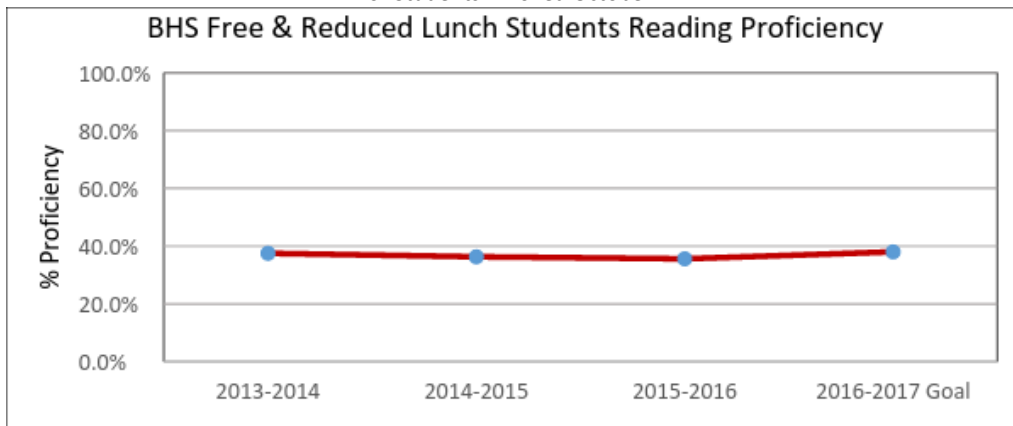
for Students Enrolled October 1



Bagley High School will improve its American Indian students' proficiency percentage on MCA-III Reading Assessment in 2017 from 27.8% in 2016 to 30%.

BHS Free & Reduced Lunch Reading Proficiency

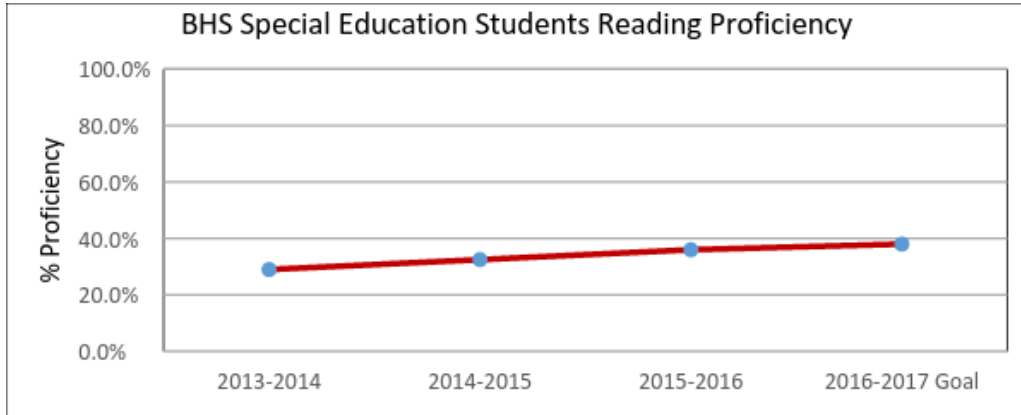
for Students Enrolled October 1



Bagley High School will improve its Free & Reduced Lunch students' proficiency percentage on MCA-III Reading Assessment in 2017 from 35.6% in 2016 to 38%.

BHS Special Education Reading Proficiency

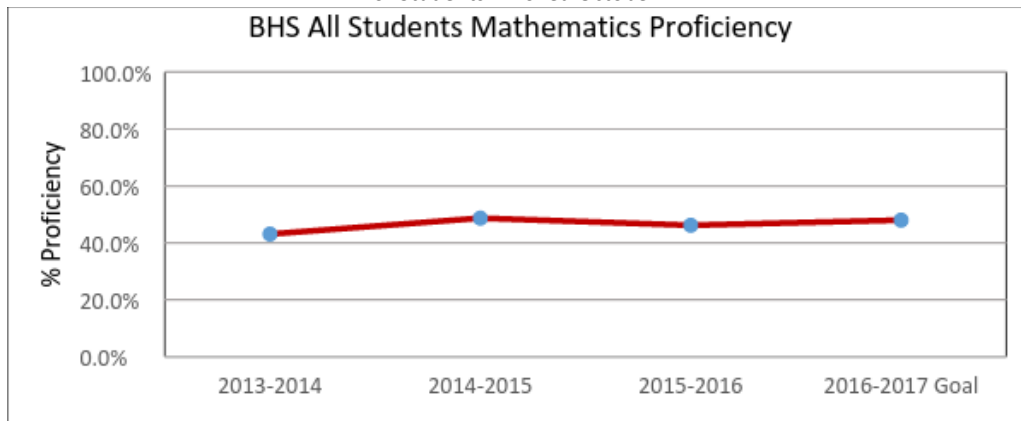
for Students Enrolled October 1



Bagley High School will improve its Special Education students' proficiency percentage on MCA-III Reading Assessment in 2017 from 36.0% in 2016 to 38%.

BHS Mathematics Proficiency

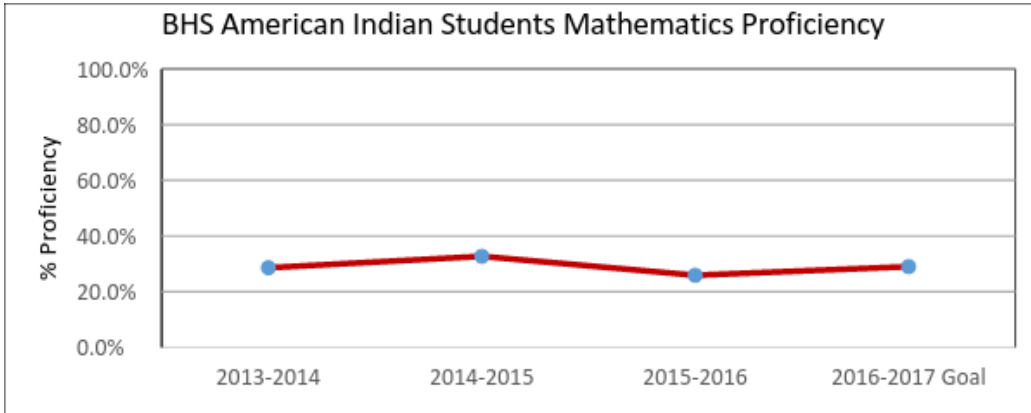
for Students Enrolled October 1



Bagley High School will improve its proficiency percentage on MCA-III Mathematics Assessment for all students' in 2017 from 46.2% in 2016 to 48%.

BHS American Indians Mathematics Proficiency

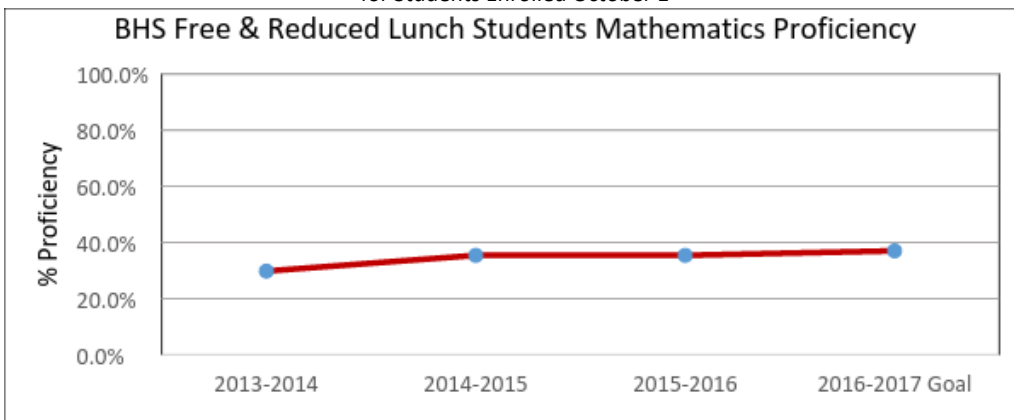
for Students Enrolled October 1



Bagley High School will improve its American Indian students' proficiency percentage on MCA-III Mathematics Assessment in 2017 from 25.9% in 2016 to 29%.

BHS Free & Reduced Lunch Mathematics Proficiency

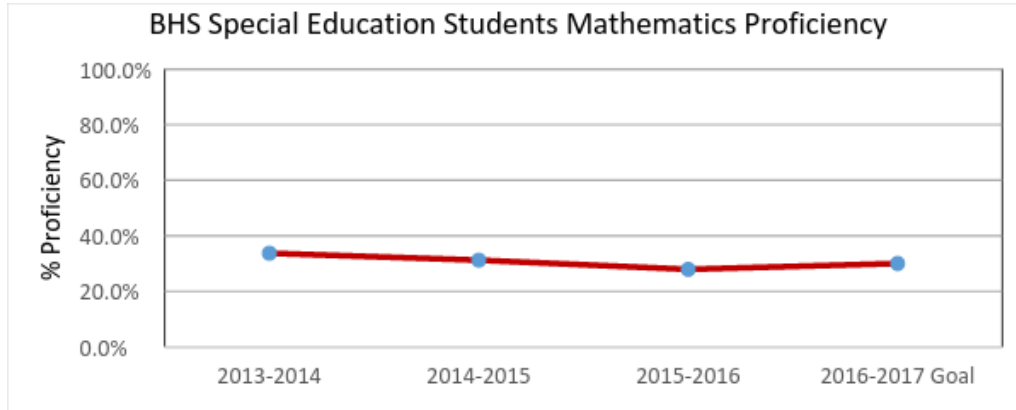
for Students Enrolled October 1



Bagley High School will improve its Free & Reduced Lunch students' proficiency percentage on MCA-III Mathematics Assessment in 2017 from 35.4% in 2016 to 37%.

BHS Special Education Mathematics Proficiency

for Students Enrolled October 1



Bagley High School will improve its Special Education students' proficiency percentage on MCA-III Mathematics Assessment in 2017 from 27.9% in 2016 to 30%.

STRATEGIES for Math and Reading Student Success

- Staff will increase comprehension of new vocabulary within subject area for all students.
- Chromebooks and classroom materials are provided by the district to decrease economic disparities that affect student success.
- 7th and 8th grade teachers will use OLPA data to drive instructional goals
- All teachers will increase instruction on reading in their subject area
- Students will be instructed in cross disciplinary usage for math.
- Promote student involvement in music and arts.
- Read 180 and Mathematics 180 interventions for students who are deficient in reading and mathematics based on MCA & NWEA data, grades, and teacher recommendations.
- Paraprofessional and support staff assist with struggling American Indian students, students with IEP's, and at-risk students.

All Students College and Career Ready

College and Career Ready Goals

- College in the High School, AP courses, Advanced Placement, Project Lead the Way, and electives courses to increase career awareness and readiness.
- By grade 9, 95% of Bagley Secondary students will have a file in the guidance office or an e-file that demonstrates exploration of college and career interests.
- By the end of 11th grade, 100% of Bagley Secondary students will have the opportunity to take the ASVAB and ACT in preparation for post-secondary planning.
- By the middle of grade 12, 100% of Bagley secondary students will have a post-secondary transition plan on file with the guidance office.

BHS Students Who Met ACT College Readiness Benchmarks

	English		Mathematics		Reading		Science		All Four	
	2016	2017 Goal	2016	2017 Goal	2016	2017 Goal	2016	2017 Goal	2016	2017 Goal
All Students	45%	47.5%	28%	30.5%	38%	40.5%	26%	28.5%	16%	18.5%
American Ind	20%	22.5%	20%	22.5%	20%	22.5%	20%	22.5%	20%	22.5%
White	47%	49.5%	34%	36.5%	42%	44.5%	29%	31.5%	16%	18.5%
Asian	100%	NA	0%	NA	100%	NA	0%	NA	0%	NA
Two or More Races	50%	52.5%	17%	19.5%	33%	35.5%	25%	27.5%	17%	19.5%

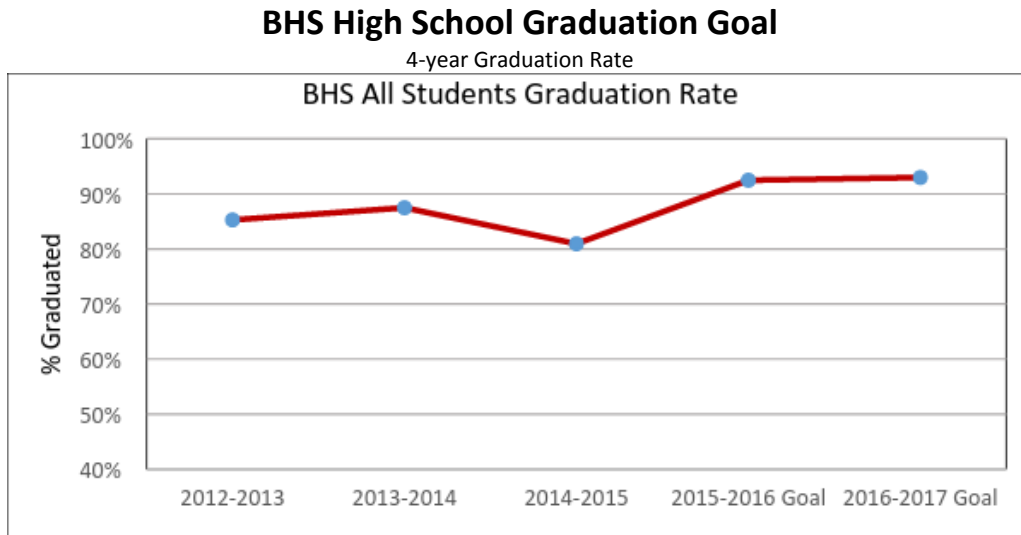
Bagley High School will improve ACT College Readiness Benchmark Proficiency Percentages in
2017
by 2.5%.

STRATEGIES for College and Career Readiness

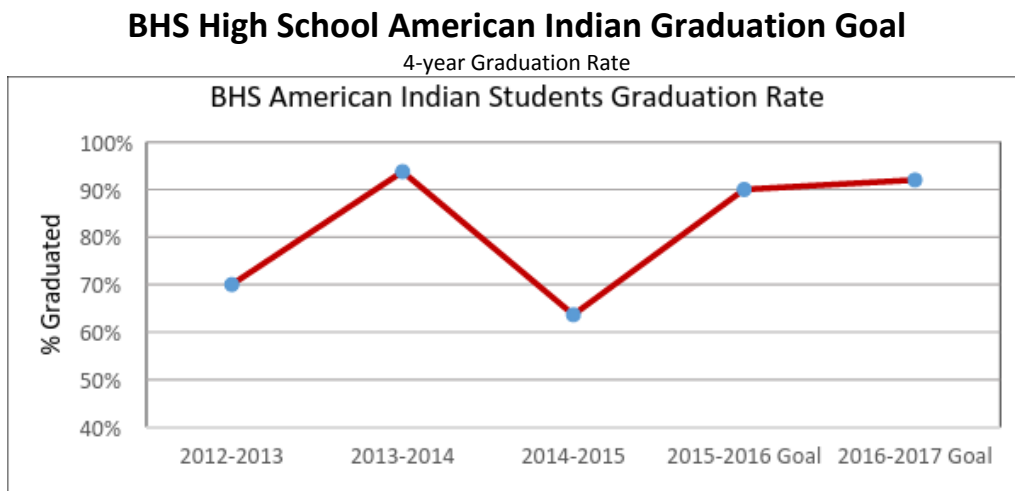
- The ACT will be offered to all students in 11th grade, and in 12th grade if they did not take it in 11th grade during the school day at either the school or an off-school site (includes career interest inventory).
- The Pre-ACT test will be offered to all 10th grade students, including the career interest inventory.
- The ASVAB will be offered to all students in 11th grade and any 12th grade students who have not already taken it (includes career interest inventory).
- Five to seven Student Development Days will be scheduled into the Secondary School schedule to implement career and college preparation utilizing Ramp Up to Readiness, MCIS, and other college and career ready activities which emphasize academic rigor and high expectations for college and career readiness.
- Advisors will meet with all students on Student Development Days to review their grades and document progress,
- Northern AdvantEdge Career Expo opportunity for all 10th grade students.
- College and Military visits by recruiters to meet with interested students.
- College visits sponsored by Indian Education for students who would not be able to visit colleges independently.
- College Fair at Bemidji State University for all seniors.
- Field trips to area business and colleges (TEAM Industries, Northland College -TRFalls, as examples).
- Bagley High School collaborates with Northland Community College and the University of Minnesota Crookston with the College in the High School program (rigor).
- Math teacher collaborate with Bemidji State University to improve math instruction and curriculum.
- Bagley High School and TEAM Industries are working collaboratively to give students opportunities for apprenticeships and possible careers at TEAM.
- Parents are required to review and sign their student's Postsecondary Plan along with the pre-registration form for the next school year. Signed forms are reviewed by the School Counselor and kept in the Guidance Office.
- The School Counselor meets with all students in grades 8-11 to assist with identification of appropriate courses for the following school year.
- Parents and their students are invited to the school for Financial Aid and FAFSA presentation.
- Students in grades 7-12 have the opportunity to take part in College Knowledge Month activities in October.
- Seniors receive assistance and all are encouraged to apply for post-secondary during College Knowledge Month.
- Scholarship information is updated daily in the school bulletin and seniors get a monthly scholarship handout. Students are encouraged to apply for scholarships and the Guidance Office assists students with completing scholarship applications.
- All students are invited to attend a College and Career night in collaboration with and hosted by Clearbrook-Gonvick School.

- Eligible students will be able to participate in Upward Bound for assistance in college prep and enrollment.

All Students Will Graduate from High School



Bagley High School 4-year Graduation Rate for all students' will increase from 80.95% in 2015 to 92.50% in 2016 and 93% in 2017 graduation year.



Bagley High School 4-year Graduation Rate for American Indian students' will maintain at 90% or better for 2016 and 2017. The goal for 2017 is 92%.

STRATEGIES for High School Graduation

- The School Counselor meets with all seniors and their parents during the 1st quarter to review graduation requirements and develop a plan for meeting graduation requirements and post-secondary planning.
- The School Counselor meets quarterly with students who are behind in credits to monitor their progress toward graduation, looking at current grades and remediation efforts.
- Senior Ramp-Up advisors meet with seniors on Student Development Days to review career and college readiness and progress toward graduation.
- The Alternative Learning Program Director, in consultation with the School Counselor, meet with students who are over 16 years old and behind in credits toward graduation to enroll students in credit recovery classes at the ALP.
- Online remediation classes are available at the high school for students who are behind in credits beginning the second semester of 9th grade.
- Summer school is available for students who are behind in credits each June. Students can recover at least 1 credit in summer school beginning at age 16.

Bagley Secondary Staff Development Report

2015-16 Staff Development Team

Bagley Secondary Staff Development Advisory Committee

Greg Norum, High School Social Studies Teacher

Kathy Steinmetz, High School Special Ed. Teacher

Belinda Schermerhorn, High School Truancy Coordinator

Kari Anderson, High School Guidance Counselor

Darris Dahl, High School English Teacher

Helen Kennedy, High School Principal

Joel Hood, High School Math Teacher

Mary White, High School Business Ed. Teacher

Ole Anderson, High School Parent

Bagley Secondary Staff Development Goals

Content Area: Reading

Build teacher understanding and effective utilization of NWEA/MAP and MCA reading testing data. Increase teaching strategies and collaboration. Provide time for curriculum review and standard placement. The AIW model for effective teaching strategies will be a focus in PLC groups.

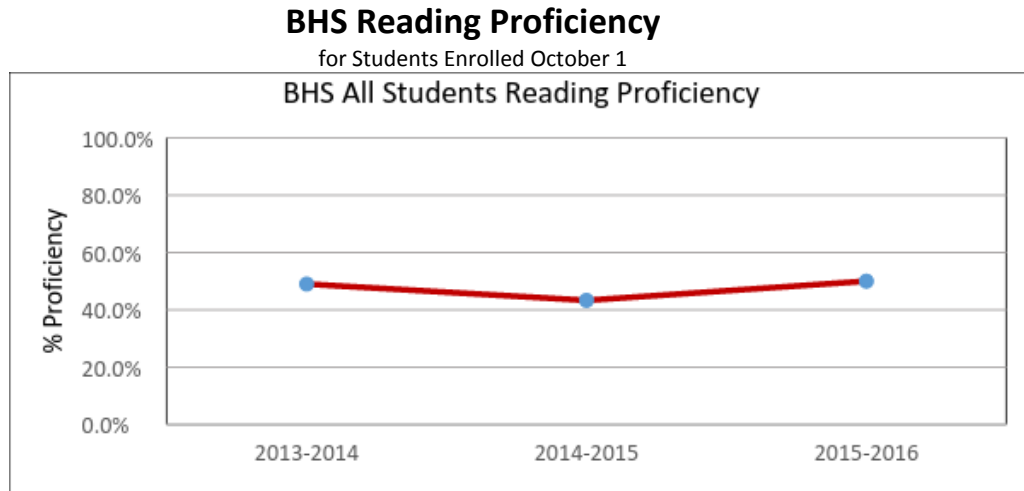
Content Area: Math

Build teacher understanding and effective utilization of NWEA/MAP and MCA math testing data. Increase teaching strategies and collaboration. Provide time for curriculum review and standard placement. The AIW model for effective teaching strategies will be a focus in PLC groups.

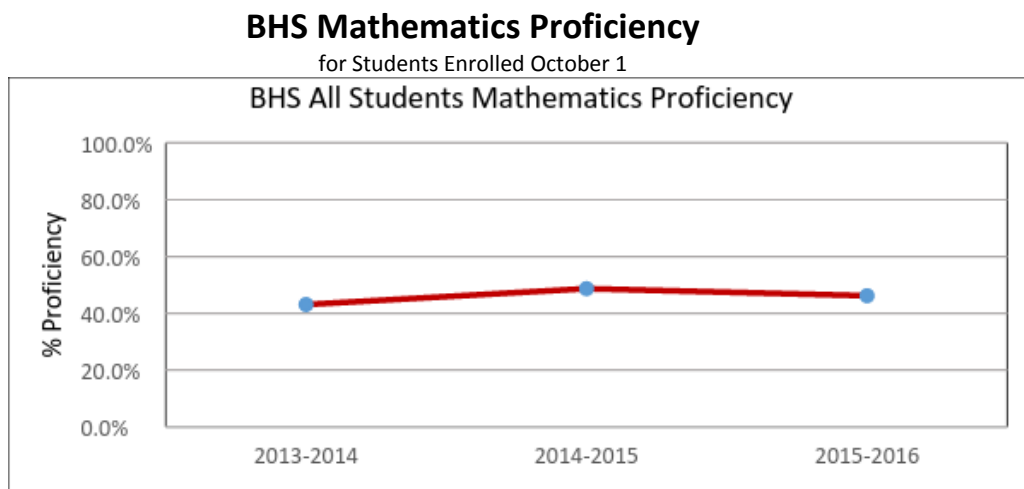
How does the school site goal align with district staff development goal(s)?

Bagley Secondary staff development goals aligned with the district staff development goals very well in the areas of the Authentic Intellectual Work (AIW) model being implemented to promote construction of knowledge, elaborated communication, and value beyond school for grades 7-12 in all subject areas. Bagley Secondary did not have a site goal for the one to one device implementation as did the district.

Findings of each goal: The impact on student learning.



Bagley Secondary staff development goal of teachers understanding and using an effective utilization of MCA Reading data to improve student achievement has been a successful goal, with the increase of 6.7% in reading proficiency for all students.



Bagley Secondary staff development goal of teachers understanding and using an effective utilization of MCA Math data to improve student achievement has not been a successful goal with the decrease of 2.5% in math proficiency for all students.

Findings of each goal: The impact on teacher practice.

To meet the goals set by the district and Bagley Secondary. Twenty-nine Bagley Secondary teachers became aware of the importance of teacher practice and participated in twenty-two different workshops in the 2015-16 school year to improve student achievement.

88% of the Bagley Secondary Teachers were involved in staff development activities.
88% of the Bagley Secondary non-licensed Teachers were involved in staff development activities.

2016-17 Bagley Secondary Staff Development Strategies and Goals for Student Achievement.

- 1) The district will provide training for the following areas of concern:
 - Reading strategies in the content area
 - Economic factors affecting student success
 - Student retention and absenteeism
 - Culturally relevant pedagogy
 - Expand interdisciplinary opportunities
- 2) The district will provide specific training as needed to increase mathematics and reading scores allowing time for analysis of existing reading and math data for grade levels
- 3) School-wide strategy implemented by all teachers to teach students how to engage in Substantive Conversations.
- 4) Increase the capacity to sustain AIW through the collection and utilization of data from AIW walkthroughs, scatterplot data and innovation configuration maps.

2015-2016 World's Best Workforce Report Summary

District or Charter Name: Bagley Public School District #162

Grades Served: Pre-K through Grade 12

Contact Person Name and Position: Superintendent Steve Cairns

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2015-2016 report summary.

Districts must submit this completed template by **December 15, 2016**, to:

MDE.WorldsBestWorkForce@state.mn.us.

1. Stakeholder Engagement

1a. Annual Report

- The School District's 2015-2016 World's Best Workforce Annual Report (WBWF) and 2016-2017 WBWF District Summary Plan was published to the website on Tuesday, November 22, 2016. The web address is www.bagley.k12.mn.us on the District Home Page under the heading "Curriculum".

1b. Annual Public Meeting

- The Bagley School Board held an annual public meeting on Monday, November 21, 2016, to review progress from the 2015-2016 World's Best Workforce Annual Report (WBWF) and 2016-2017 WBWF District Summary Plan

1c. District Advisory Committee

School District Advisory Committee		
scairns@bagley.k12.mn.us	Steve Cairns, Superintendent	694-6184 ext. 3103
bschermerhorn@bagley.k12.mn.us	Belinda Schermerhorn, Truancy, Parent	694-3120 ext. 2120
ndolan@bagley.k12.mn.us	Neil Dolan, School Resource Officer	694-3120 ext. 2320
cvik@bagley.k12.mn.us	Carol Vik, Title VII Director	694-3120 ext. 2126
lfurusest@bagley.k12.mn.us	Lee Furusest, Elementary Principal	694-6528 ext. 3104
dzierer@bagley.k12.mn.us	Doreen Zierer, Dean/Athletics	694-6528 or 694-4051
dgooch@bagley.k12.mn.us	David Gooch, High School Principal	694-3120 ext. 2123
jfraley@bagley.k12.mn.us	Jenny Fraley, Counselor	694-3129 ext. 2121
cnorden@bagley.k12.mn.us	Casey Norden, Technology Director	694-6528 ext. 3251
bdukek@bagley.k12.mn.us	Brenda Dukek, Tech Teacher, Parent	694-6528 ext. 3253
sanderson@bagley.k12.mn.us	Stephanie Anderson, Teacher, Parent	694-3232 ext. 3113
Aedman@bagley.k12.mn.us	Aaron Edman, Transportation Director	694-6122
dlavine@bagley.k12.mn.us	Dan LaVine, Co-Head Custodian	694-3120 ext. 2125
cuhlr@bagley.k12.mn.us	Corrie Uhlir, Community Education	694-3232 ext. 2107

2. Goals and Results

2a. All Students Ready for Kindergarten

Goal	Result	Goal Status
All Kindergarten students will demonstrate preparedness in fall, based KEP Assessments (Gold) at an average percentage rate of 58.7 over seven domains in 2016.	All Kindergarten students demonstrated preparedness in the fall of 2016, based on KEP Assessments (Gold) at an rate of 40%.	<p><i>Check one of the following:</i></p> <input type="checkbox"/> <i>Goal Met</i> <input checked="" type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i>

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Bagley Elementary School will improve 3 rd Grade students' achievement levels, based on the MCA-III Reading Assessment from 41.3% in 2015 to 56.3 in 2016.	Bagley Elementary School 3 rd Grade student's achievement levels, based on MCA-III Reading Assessments scored 39.8%	<p><i>Check one of the following:</i></p> <input type="checkbox"/> <i>Goal Met</i> <input checked="" type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i>

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
Bagley Elementary School (BES)		
Mathematics Goals		
BES will improve All Student proficiency on the MCA-III Math from 47.2% to 62.6% in 2016.	BES All Students, scored 47.0%	X <i>Goal Not Met</i>
BES will improve AMI Student proficiency on the MCA-III Math from 26.8% to 45.0% in 2016.	BES AMI Students, scored 26.7%	X <i>Goal Not Met</i>
BES will improve Free/Reduced Student proficiency on the MCA-III Math from 42.1% to 54.3% in 2016.	BES Free/Reduced Students, scored 36.5%	X <i>Goal Not Met</i>
BES will improve SpEd Student proficiency on the MCA-III Math from 33.9% to 54.5% in 2016.	BES SpEd Students, scored 22.2%	X <i>Goal Not Met</i>
Reading Goals		
BES will improve All Student proficiency on the MCA-III Reading from 45.6% to 59.2% in 2016.	BES All Students, scored 42.4%	X <i>Goal Not Met</i>
BES will improve AMI Student proficiency on the MCA-III Reading from 28.0% to 44.4% in 2016.	BES AIM Students, scored 29.1%	X <i>Goal Not Met</i>
BSS will improve Free/Reduced Student proficiency on the MCA-III Reading from 36.2% to 52.7% in 2016.	BES Free/Reduced Students, scored 39.4%	X <i>Goal Not Met</i>
BES will improve SpEd proficiency on the MCA-III Reading from 35.4% to 52.3% in 2016.	BES SpEd Students, scored 17.2%	X <i>Goal Not Met</i>

<p>Bagley Secondary School (BSS)</p> <p>Mathematics Goals</p> <p>BSS will improve All Student proficiency on the MCA-III Math from 46.4% to 50.4% in 2016.</p> <p>BSS will improve AIM Student proficiency on the MCA-III Math from 30.4% to 36.4% in 2016.</p> <p>BSS will improve Free/Reduced Student proficiency on the MCA-III Math from 32.4% to 38.4% in 2016.</p> <p>BSS will improve SpEd Student proficiency on the MCA-III Math from 20.6% to 24.6% in 2016.</p> <p>Reading Goals</p> <p>BSS will improve All Student proficiency on the MCA-III Reading from 41.6% to 50.6% in 2016.</p> <p>BSS will improve AMI Student proficiency on the MCA-III Reading from 29.5% to 38.7% in 2016.</p> <p>BSS will improve Free/Reduced Student proficiency on the MCA-III Reading from 35.2% to 41.2% in 2016.</p> <p>BSS will improve SpEd proficiency on the MCA-III Reading from 26.2% to 30.2% in 2016.</p>	<p>BSS All Students, scored 46.2%</p> <p>BSS AMI Students, scored 25.9%</p> <p>BSS Free/Reduced Students scored 35.4%</p> <p>BSS SpEd Students, scored 27.9%</p> <p>BSS All Students, scored 50.0%</p> <p>BSS AMI Students, scored 27.8%</p> <p>BSS Free/Reduced Students scored 35.6%</p> <p>BSS SpEd Students, scored 36.0%</p>	<p><i>X Goal Not Met</i></p> <p><i>X Goal Not Met</i></p> <p><i>X Goal Not Met</i></p> <p><i>X Goal Met</i></p> <p><i>X Goal Not Met</i></p> <p><i>X Goal Not Met</i></p> <p><i>X Goal Not Met</i></p> <p><i>X Goal Met</i></p>
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2d. All Students Career- and College-Ready by Graduation

Goal	Result						Goal Status	
<p>1. Bagley Secondary did not use 2015-16 ACT College Readiness Benchmarks to set the 2015-2016 SMART goals.</p>	<i>Percent of Students who met ACT College Readiness Benchmarks</i>						<p>X - Not Applicable, goal in progress</p> <p>Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>	
	Subjects		English	Mathematics	Reading	Science		All Four
	All Students	2015-2016	45%	28%	38%	26%		16%
	White	2015-2016	47%	34%	42%	29%		16%
	AMI	2015-2016	20%	20%	20%	20%		20%
	Two or More Races	2015-2016	50%	17%	33%	25%		17%
	Asian	2015-2016	100%	0%	100%	0%		0%

2e. All Students Graduate

Goal	Result	Goal Status
<p>1. Bagley Secondary will increase the 4-year graduation rate from 87.5% to 92.5% for all students to graduate.</p>	<p>Bagley Secondary graduation rates are at 92.5%</p>	<p>Check one of the following: X Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in grade 12</p>

3. Identified Needs Based on Data

Bagley Secondary Identified the Following Needs:

- Based on the MCA III, NWEA, and local assessments from SY 14-15 the school identified needs for increased achievement in Mathematics and Reading for all students.
- Based on post-secondary enrollment numbers for graduates of the SY 14-15 Bagley High School increased college and career readiness for all students was identified as need.
- Based on credits earned towards graduation in SY 14-15 as well as graduation rates as reported in spring of 2014 the *identified* need was to increase graduation rates for all students.

Bagley Elementary School Identified the Following Needs:

Based on Kindergarten assessment student achievement data from SY 14-15 the school has identified the *need* for providing more universal high quality early learning opportunities for 3-yr olds and 4-yr old pre-school students. Also, providing an increase in early learning days/hours resulting in additional opportunities for early learning.

- Based on the MCA III, NWEA, STAR and Early Literacy STAR, and local assessments from SY 14-15 the school identified needs for increased achievement in Mathematics and Reading for all students with special emphasis on closing the achievement gap existing for Native American students, Special Education students, and students experiencing lower socio-economic status.
- Based on the MCA III, NWEA, STAR and Early Literacy STAR, and local assessments from SY 14-15 the school identified needs for increased opportunities in programmatic options such as: READ 180/System 44, Leveled Literacy Instruction (LLI), Reading Recovery, extended day/after school programs, and extended year programs (Summer School).

4. Systems, Strategies and Support Category

4a. Students

Focus 1, Goal 1 District strategic plan is for all students will meet or exceed annual State and/or local proficiency expectations in Mathematics, Reading, Writing, and Science.

Bagley Secondary has numerous supports in place to assist students in academic intervention. Bagley Secondary utilizes the district assessment coordinator, (DAC) to assist in gathering, and interpreting the data needed for teachers to help identify the students who are deficient in Math, Reading, Writing, and Science. Interventions for students deficient in math and reading proficiencies were identified and placed in Read 180 and Math 180 classes.

Focus 1, Goal 3 District strategic plan to create and maintain a plan for all students to successfully transition to postsecondary education and employment.

Bagley Secondary met their 4-year graduation goal of 92.5%. The strategy that was implemented and will continue to be implemented to maintain or increase our goal is.

a) Identifying students early using our Student Support Team, (SST). b) Offering the following tests: Pre-ACT test for all sophomores, ASVAB and ACT to all juniors. c) College in the High School. d) Apprenticeship with Team industries. e) Work program for non-special ed. and special ed. students. e) Ramp Up for Readiness curriculum. d) Guidance counselor reviewing student academic records and post-secondary plans with students.

Bagley Elementary School is engaged in the analyses of instructional practices through the use of the book *Best Practices Bringing Standards to Life in America's Classrooms*. Through the use of Best Practices, Bagley Elementary anticipates that All Students achievement scores will improve. Also, Bagley Elementary School has numerous supports in place to assist students in academic intervention. The following supports include: Reading Recovery (First Grade), Leveled Literacy Intervention (LLI, available for grades K-3), Scholastic READ 180 and System 44 (literacy instruction for grades 3-6), Extended Day (Summer School), and Extended Day (after school). Bagley Elementary School utilizes LLI (Fontas and Pinnell), RR Assessment (running records), Scholastic (SPI and SRI), NWEA, STAR Literacy and Early Literacy STAR, and classroom/grade levels assessments to identify the students who are deficient in Math and Reading.

4b. Teachers and Principals

- Pre-K through Grade 12 teachers and principals were provided with the necessary staff development training and financial support to implement the changes needed to gain improvement in each area identified.
- The Bagley Elementary School focused on PLC's implementing the Richard Dufour Model for student academics and teacher instructional improvement.
- The Bagley Secondary School focused on PLC's implementing Authentic Intellectual Work to review and evaluate the effectiveness of instruction with the purpose of increasing rigor and relevance.
- Curriculum alignment of the Minnesota State Standards and/or National State Standards as well as MN Common Core Language Arts Standards.
- Teacher evaluations using the Charlotte Danielson Model.
- Principal evaluations using the PrinEval using the twelve core competencies.

4c. District

FOCUS 1: High Student Achievement for College and Career Success

- Goal 1 All students will meet or exceed annual State and/or local proficiency expectations in Mathematics, Reading, Writing, and Science.
- Goal 2 Creativity, critical thinking and collaboration, are critical aspects of teaching and learning.
- Goal 3 To create and maintain a plan for all students to successfully transition to postsecondary education and employment.

FOCUS 2: Welcoming Environment that is Safe and Secure

- Goal 4 Facilities, policies and procedures will promote safety and security.
- Goal 5 Students and staff will demonstrate respectful and appropriate behavior.
- Goal 6 Parents, businesses, and community members are included as valued and active educational partners.

FOCUS 3: Efficient and Effective Educational Programs

- Goal 7 All employees will strive for continuous improvement to ensure a highly qualified workforce stays focused on student achievement.
- Goal 8 Financial resources are used to maximize opportunities for student achievement, while maintaining fiscal responsibility.

FOCUS 4: Innovation and Technology

- Goal 9 Technology is used as tools to fulfill identified needs in teaching, learning and communications.
- Goal 10 The District will begin implementation of a grades K-12 student “one-to-one” device initiative, including hardware acquisition and adopting policies to support the process.

5. Equitable Access to Excellent Teachers

Bagley is a small rural school district serving approximately 1014 K-12 students. The current District practice is to hire experienced, fully licensed teachers in all core and elective subject areas. All teaching staff currently meet these criteria, with the exception of three teacher specialists. There is one elementary school reading/PE teacher and one ASD special education teacher under variances. The high school has one LD special education teacher under a variance. Because these three specialists do not serve as core or elective subject teachers, there are no Bagley students disproportionately served by ineffective, out-of-field, or inexperienced teachers. Each of the three specialists does hold a valid teaching license in other subject areas.

All students in the Bagley School District do have equitable access to effective teachers. The process used by the school district is to randomly assign elementary students to grade level teachers ensuring equitable distribution. All students in grades 7-12 have the same core subject area teachers. There is only one teacher per core subject area. There is also only one teacher per elective subject area. Students and parents are provided with free choice in selecting elective subjects.