

MEMO TO: Board of Education
TOPIC: Special School Board Meeting
FROM: Steve D. Cairns, Superintendent
DATE: October 4, 2017

A Special School Board Meeting of the Board of Education will be held October 9, 2017 at 5:30 PM in the High School Room 100.

Agenda

1. CALL TO ORDER

A. Pledge - Chairman Broden

2. SCHOOL BOARD ACTION

A. School Board Strategic Planning

1) MSBA Board Listening Session

2) Review of Strategic Planning Advisory Committee

3) Public Listening and Worlds Best Work Force Sessions to Follow

2

3. ADJOURNMENT

Bagley Area Schools

2017-2018

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 **2017-2018 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 2016-2017 World’s Best Workforce Report shows student achievement goals that were established in 2016 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 2016-2017 school year. The Bagley Public Schools offers an excellent 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 Advisory Committee for 2017-2018

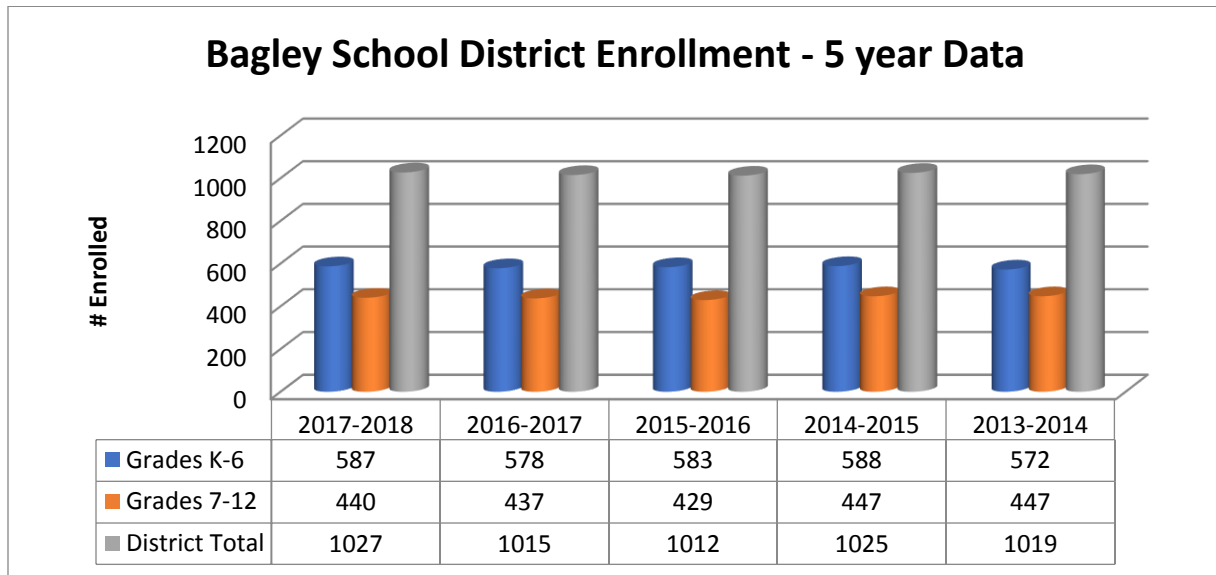
scairns@bagley.k12.mn.us	Steve Cairns, Superintendent	694-6184 ext. 3103
jdavies@bagley.k12.mn.us	Jeremy Davies	657-2247
ndolan@bagley.k12.mn.us	Neil Dolan, School Resource Officer	694-3120 ext. 2320
cvik@bagley.k12.mn.us	Carol Vik, Title VII Director	694-3120 ext. 2126
lfuruseth@bagley.k12.mn.us	Lee Furuseth, Elementary Principal	694-6528 ext. 3104
sanderson@bagley.k12.mn.us	Stephanie Anderson, Teacher	694-6528
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
bdukek@bagley.k12.mn.us	Brenda Dukek, Technology Director/Parent	694-6528 ext. 3251
akent@bagley.k12.mn.us	Amy Kent, DAC, Parent	694-6528 ext. 3253
mreynolds@bagley.k12.mn.us	Mia Reynolds, Teacher, Parent	694-3120
kobeirne@bagley.k12.mn.us	Kristie O’ Beirne, Teacher/Parent	694-6122
dlavine@bagley.k12.mn.us	Dan LaVine, Co-Head Custodian	694-3120 ext. 2125
cuhlir@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 serving 1027 students in school year 2017-2018. The demographic data is depicted in the chart below. The enrollment is taken from the October 1, 2017 enrollment count. The demographic data is taken from the Minnesota Department of Education’s annual report card for schools. The chart depicts: 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	1027	28.7%	51.1%	19.0%
Bagley Elementary School	577	28.6%	57.0%	19.4%
Bagley High School	440	29.2%	42.8%	18.6%

The following chart shows trend data in the School District enrollment. The enrollment data is taken from the October 1st count from each school year. The data chart shows although enrollment fluctuates slightly up and down, the overall District enrollment has remained 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.

2017-2018 District Improvement Reading Goals

Reading Goal #1: The percentage of ALL students enrolled on October 1st, who earned achievement levels of Meets or Exceeds Standards on the 2017 Reading MCA, will increase proficiency by 10% from 42.1% to 46.3% in 2018.

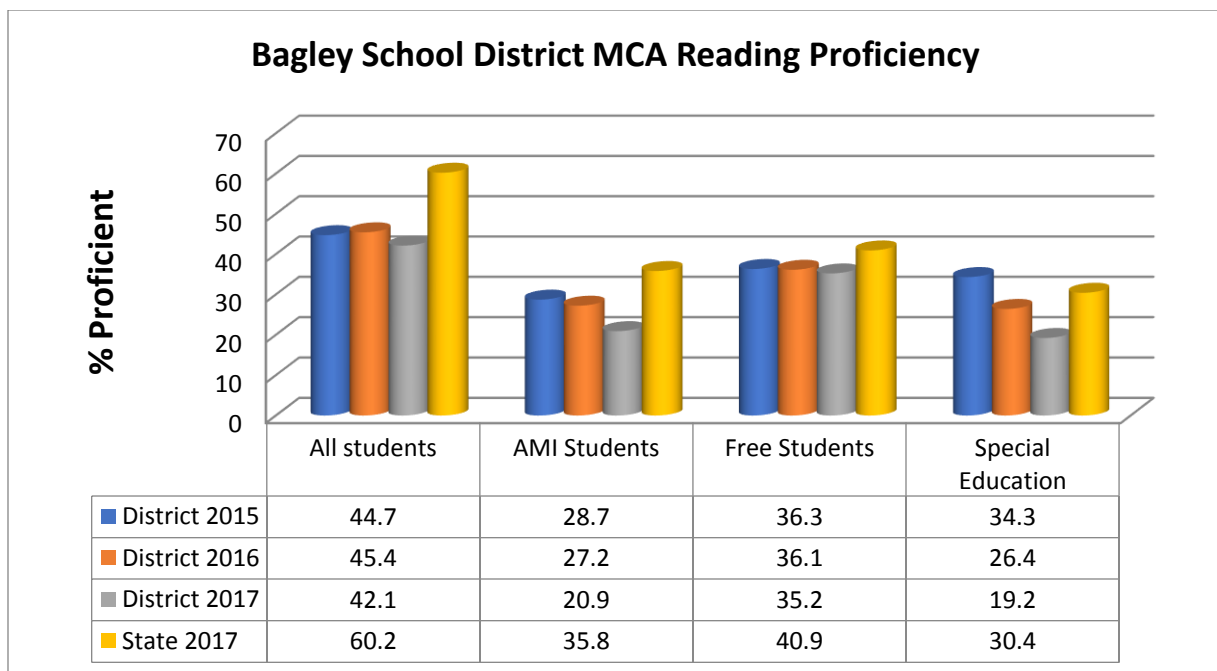
2017 Reading Results: The MCA District Reading proficiency for ALL students decreased by 8% from 45.4% in 2016 to 42.1% in 2017. The District did not accomplish its Reading goal. The District performed below the State average of 60.2% in 2017.

Reading Goal #2: The Bagley School District will close the achievement gap in Reading for the following subgroups as measured by the 2018 Reading MCA.

- a. To increase AMI student proficiency by 10% from 20.9% in 2017 to 23.89% in 2018.
- b. To increase Free/Reduced Lunch student proficiency by 10% from 36.1% in 2017 to 39.7% in 2018.
- c. To increase Sp Ed student proficiency by 10% from 26.4% in 2017 to 29.1% in 2018.

2017 Reading Achievement Gap Results:

- a. AMI student MCA Reading proficiency decreased from 27.2% in 2016 to 20.9% in 2017.
- b. Free/Reduced Lunch student MCA Reading proficiency decreased from 36.1% in 2016 to 35.2% in 2017.
- c. SpEd Student MCA Reading proficiency decreased from 26.4% in 2016 to 19.2% in 2017.



2017-2018 District Improvement Math Goals

Math Goal #1: The percentage of ALL students enrolled on October 1st, who earned achievement levels of Meets or Exceeds Standards on the 2017 Math MCA, will increase proficiency by 10% from 48.1% to 52.9%.

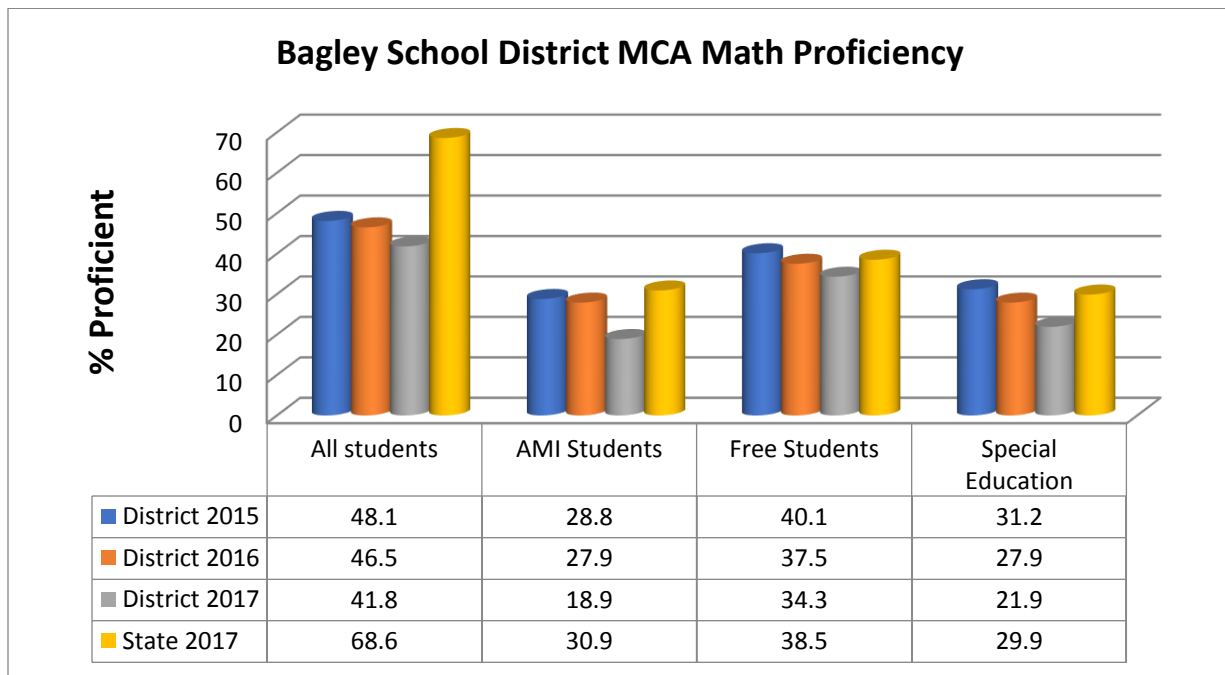
2017 Math Results: The MCA District Math proficiency for ALL students decreased 11.3% from 46.5% in 2016 to 41.8% in 2017. The District did not accomplish its Math goal. The Bagley School District performed below the State average of 68.6% in 2017.

Math Goal #2: The Bagley School District will close the achievement gaps in Math for the following subgroups as measured by the 2018 Math MCA.

- a. To increase AMI student proficiency by 10% from 18.9% in 2017 to 20.8% in 2018.
- b. To increase Free/Reduced Lunch students proficiency by 10% from 34.3% in 2017 to 37.7% in 2018.
- c. To increase Sp Ed student proficiency by 10% from 21.9% in 2017 to 24.1% in 2018.

2017 Math Achievement Gap Results:

- a. AMI student MCA Math proficiency decreased from 27.9% in 2016 to 18.9% in 2017.
- b. Free/Reduced Lunch student MCA Math proficiency decreased from 37.5% in 2016 to 34.3% in 2017.
- c. Sp Ed student MCA Math proficiency decreased from 27.9% in 2016 to 21.9% in 2017.

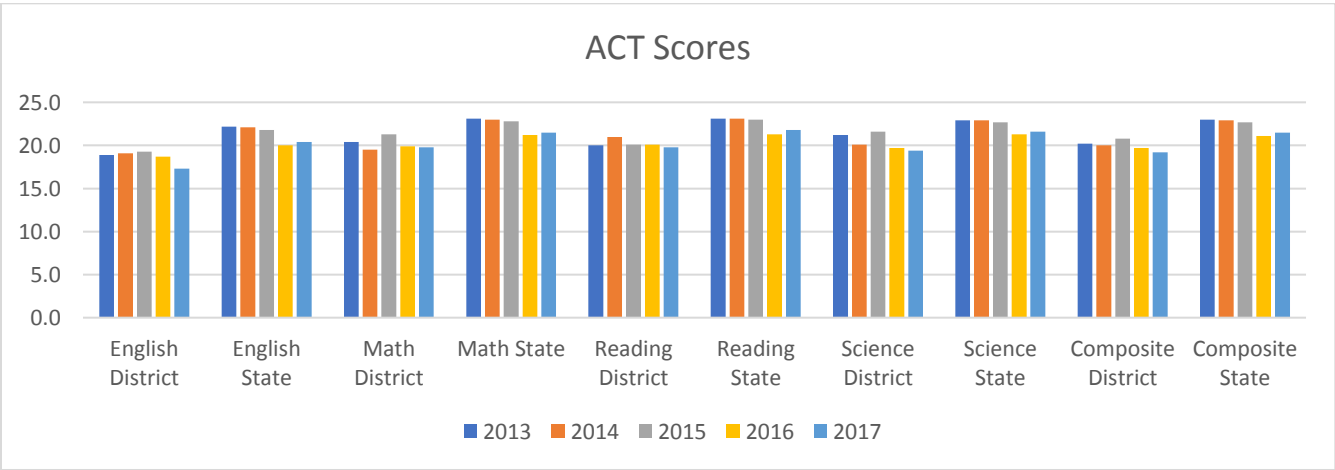


2017-2018 College Readiness

This chart reflects the achievement of Bagley District graduates on the ACT over a five-year period. The ACT is an indicator of the extent students are prepared for college-level coursework in English, math, reading, and science.

	Total Tested		English		Math		Reading		Science		Composite	
Grad Yr	District	State	District	State	District	State	District	State	District	State	District	State
2013	40	44,676	18.9	22.2	20.4	23.1	20.0	23.1	21.2	22.9	20.2	23.0
2014	43	45,305	19.1	22.1	19.5	23.0	21.0	23.1	20.1	22.9	20.0	22.9
2015	25	46,862	19.3	21.8	21.3	22.8	20.1	23.0	21.6	22.7	20.8	22.7
2016	54	64,145	18.7	20.0	19.9	21.2	20.1	21.3	19.7	21.3	19.7	21.1
2017	60	61,101	17.3	20.4	19.8	21.5	19.8	21.8	19.4	21.6	19.2	21.5

In 2015, the State Legislature of Minnesota enacted a law requiring that all juniors must take the ACT. This legislative change doubled the number of Bagley graduates taking the ACTs in 2016 and 2017. The resulting test scores show a marked decrease in student performance in all ACT subject areas.



Benchmark scores are considered the minimum score needed on a subject area ACT test to indicate a 50% chance of obtaining a “B” or higher or about a 75% chance of obtaining a “C” or higher in the corresponding college courses.

- **English Composition: 18 on the ACT English Test**
- **College Algebra: 22 on the ACT Math Test**
- **Social Science: 22 on the ACT Reading Test**
- **Biology: 23 on the ACT Science Test**

BAGLEY ELEMENTARY

2017-2018

WORLD'S BEST WORKFORCE PLAN



2017-2018 Elementary World's Best Work Force Leadership Committee Structure

Leadership PLC

Stephanie Anderson, Early Childhood Teacher
Sarah Klinkhammer, First Grade Teacher
Sarah Larson, Second Grade Teacher
Kalie Gray, Third Grade Teacher
Ashley Nordlund, Fourth Grade Teacher
Peter Larson, Fifth Grade Teacher
Matt Cage, Sixth Grade Teacher
Kari Gerbracht, Sixth Grade Teacher
TBA, Interventionist Teacher
Christine Musselman, Special Ed. Teacher
Belinda Schermerhorn, Truancy
TBA, Northwest Center of Excellence Advocate
Lee Furusest, Elementary Principal

Math Leadership PLC

CeeGee Muller, Kindergarten
Randie Blumhagen, First Grade Teacher
Sarah Schwegel, Second Grade Teacher
JaNelle Melbo, Third Grade Teacher
Lori Agnew, Fourth Grade Teacher
Rich Loehlein, Fifth Grade Teacher
Amanda Sorgaard, Chair, Sixth Grade Teacher
Colleen Mayer, Special Education Teacher
Lee Furusest, Elementary Principal

Literacy Leadership PLC

Susie Brovold, Kindergarten
Sarah Durand, First Grade Teacher
Sara Tramm, Second Grade Teacher
Lois Julin, Third Grade Teacher
Ashley Nordlund, Fourth Grade Teacher
Cassie Dahl, Fifth Grade Teacher
Kari Gerbracht, Sixth Grade Teacher
Kathy Conger, Chairperson, Interventionist Teacher
Teresa Dunn, Intervention Teacher
Julie Paulson, Special Education Teacher
Lee Furusest, Elementary Principal

Teacher Assistance Team PLC

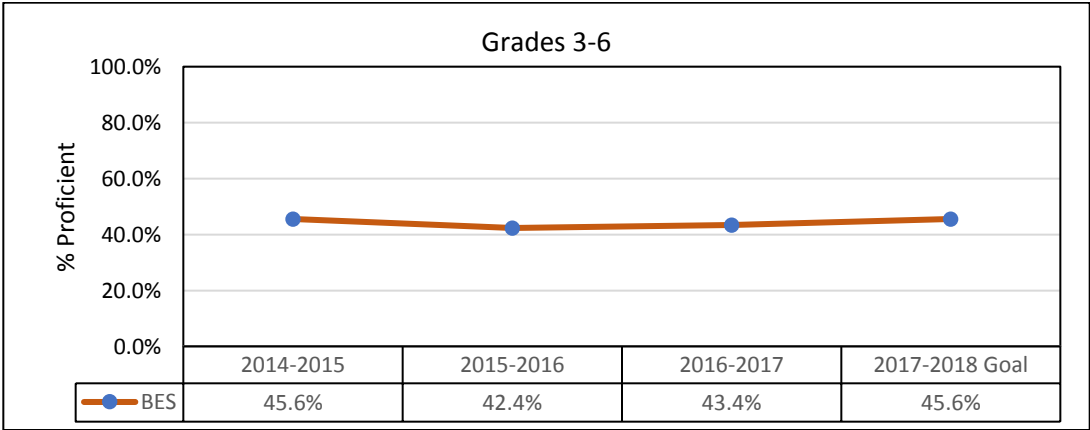
Andrew Floyd, Kindergarten
Britta Kilber, Kindergarten PLC, Music Teacher
Alyssa Carlson, First Grade Teacher
Cheryl Hutchens, Second Grade PLC, Art Teacher
Suzanne Vivier, Third Grade Teacher
Tom Higgins, Fourth Grade PLC, Phy. Ed. Teacher
LeeAnne Crane, Fifth Grade Teacher
Sheri Minske, Interventionist Teacher (LLI)
Becca Halvorson, Special Education Teacher
Renaé Donaghue, Ex-Official, BRIC Supervisor
Lee Furuseth, 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
Sherry Muruska, Parent
Lee Furuseth, 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 Standien, READ 180/System 44 Teacher
Michelle Hanevold, Parent

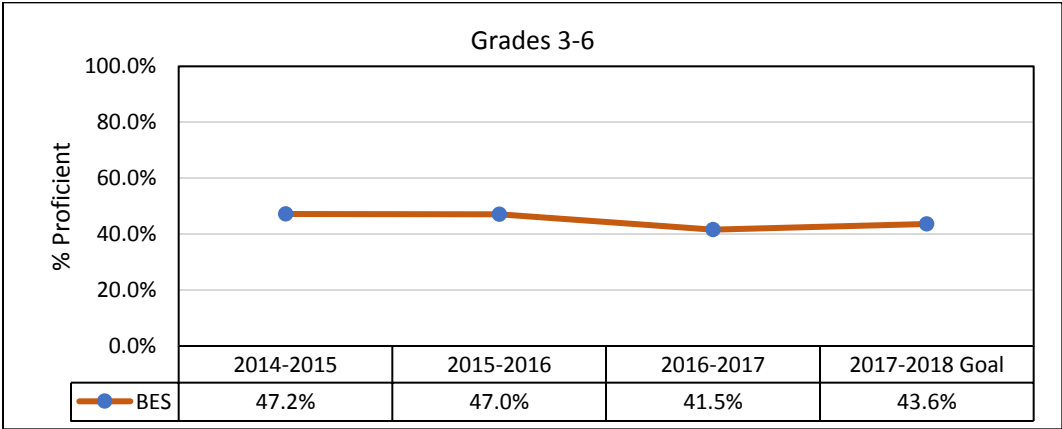
Data Analysis and Goal Setting

BES Student Proficiency in Reading



**Note: Estimated 25% change of students each year.
 Three-year results mostly flat.

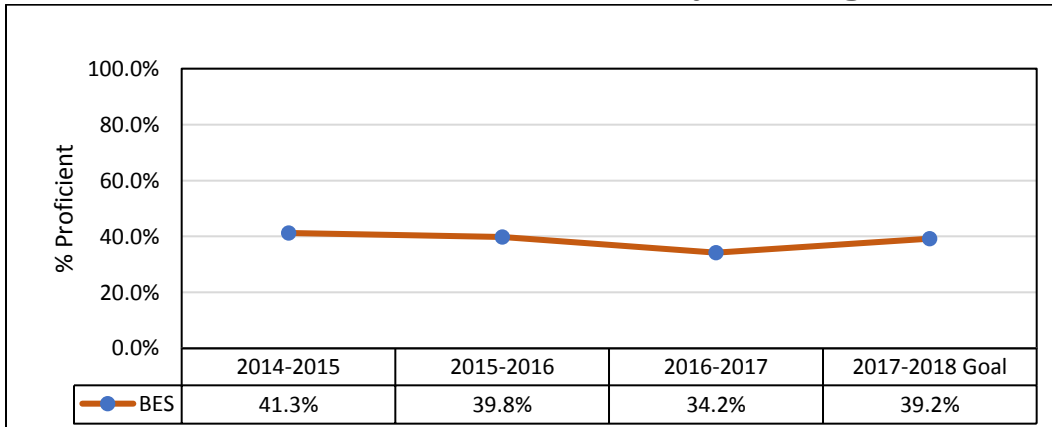
BES Student Proficiency in Math



**Note: Estimated 25% change of students each year.

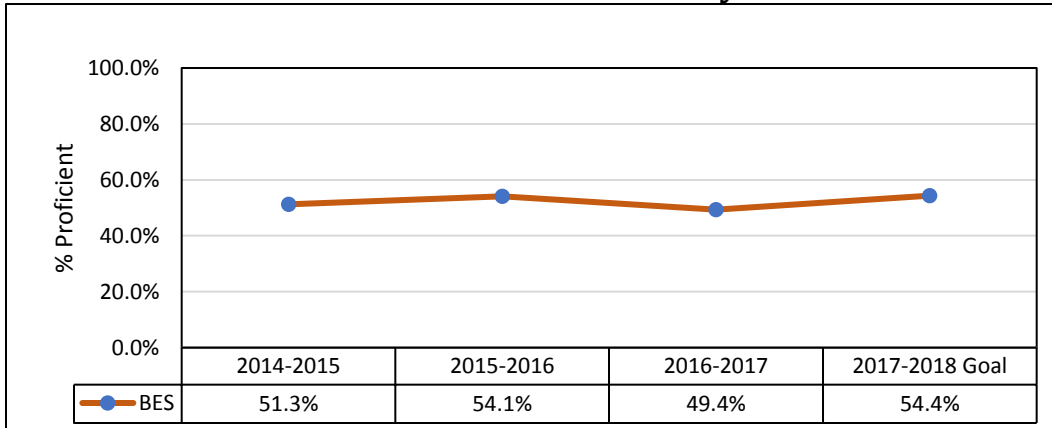
Three-year overall reduction of 5.5%.

3rd Grade Student Proficiency Reading



**Note: Different group of students every year.
Three-year overall reduction of 7%.

3rd Grade Student Proficiency Math



**Note: Different group of students every year.
Three-year overall reduction of 2%.

Percentage Reading MCA Goals

BES % Reaching Goal

2014-2015	2015-2016	2016-2017	2017-2018 Goal
-0.2791	-0.1921	-0.1794	-0.1705

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

Percentage Math MCA Goals

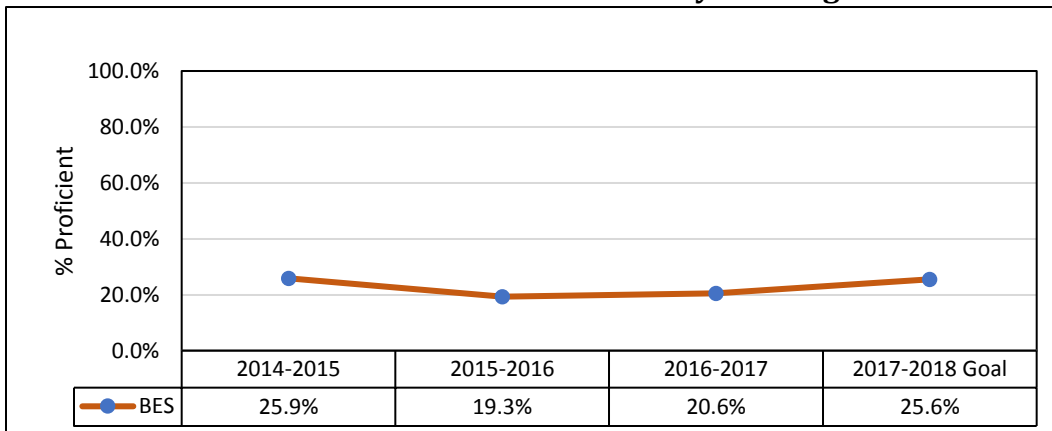
BES % Reaching Goal

2014-2015	2015-2016	2016-2017	2017-2018 Goal
-0.3328	-0.2054	-0.2775	-0.2136

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

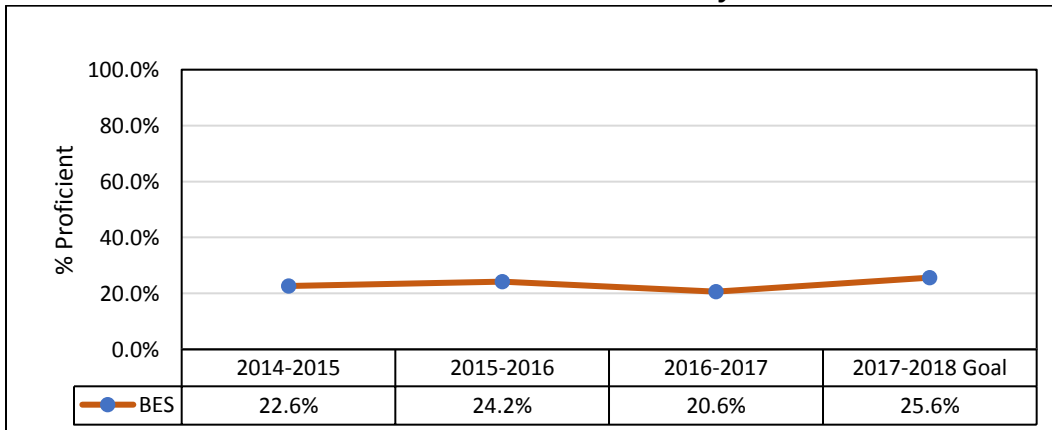
Closing the Gap
Bagley Elementary School - 25.7% Native American

BES Native American Proficiency Reading



Three-year overall reduction of 5%.

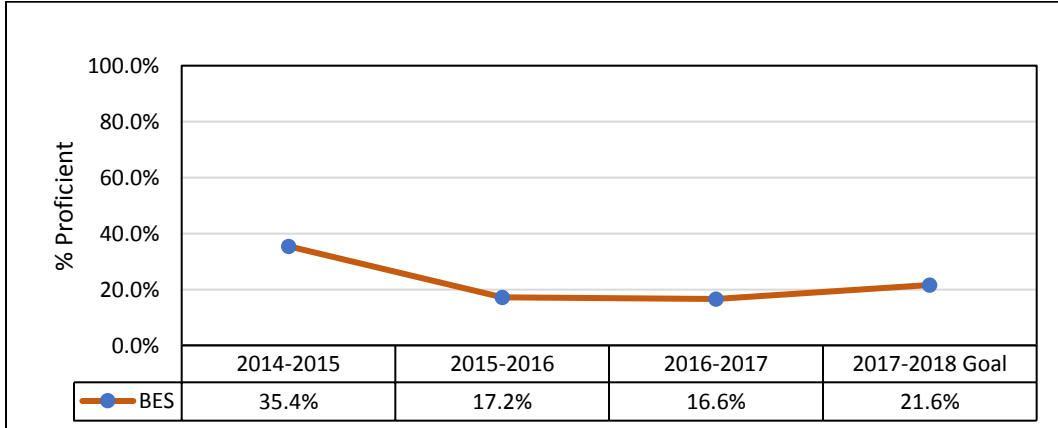
BES Native American Proficiency Math



Three-year overall reduction of 2%.

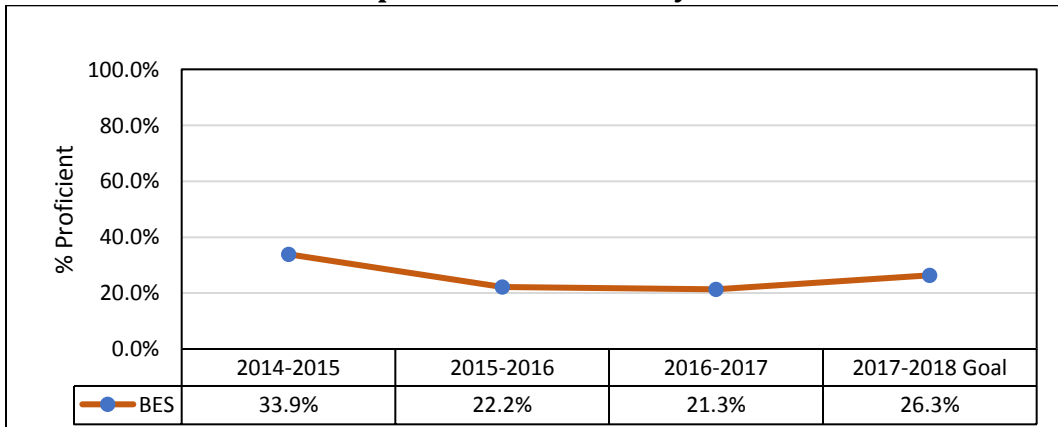
Closing the Gap
Bagley Elementary School- 19.7% Special Education

BES Special Ed. Proficiency Reading



Three-year overall reduction of 19%.

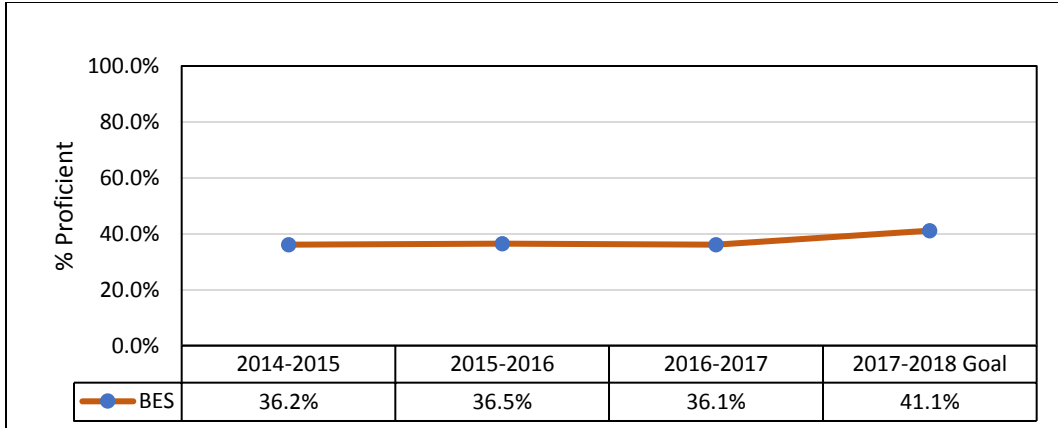
BES Special Ed. Proficiency Math



Three-year overall reduction of 12.6%.

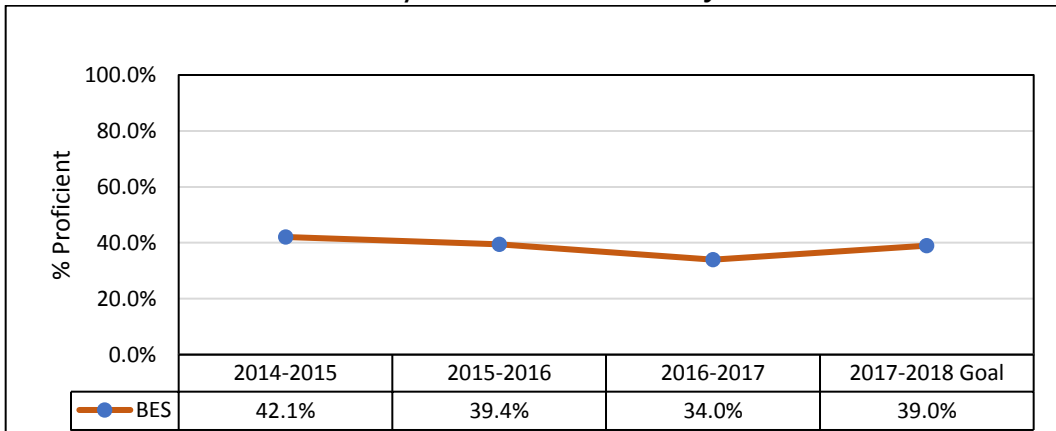
Closing the Gap
Bagley Elementary School- 57% Free/Reduced Lunch (40% Free)

BES Free/Reduced Proficiency Reading



Three-year overall flat.

BES Free/Reduced Proficiency Math



Three-year overall reduction of 8%.

Ready for Kindergarten

Assessment name:	Below	Meets	Exceeds	Goal (meets & exceeds)
2016-2017 top				
2015-2016 under				
Social Emotional	59.5%	37%	4%	43.5%
	52%	43%	5%	
Physical Gross	57%	42%	1.3%	45.4
	52%	48%	0%	
Physical Fine	NA*	NA*	NA*	
	43%	52%	5%	
Language	67%	27%	6%	35%
	57%	34%	8%	
Cognitive	71%	29%	0%	31%
	62%	38%	0%	
Literacy	25%	71%	4%	79%
	24%	76%	0%	
Mathematics	80%	20%	0%	21%
	69%	31%	0%	

* Combined Gross and Fine Scores.

Parent Involvement: (Survey)

Top four priorities Results and Goal

The school listens to ideas: 71.5%---75%

- 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 2018 Parent Survey.

Regularly Informed: Homework and Tests 66%---69%

Regularly Informed: Academic Progress 75.2%---79%

- 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 2018 Parent Survey.

School Discipline Procedures 62.3%---66%

- Create parent workshops and seminars to provide opportunities to better understand Responsive Classroom.
- Full implementation of the components of SEL (Social and Emotional Learning) along with resources provided through Peacemaker Resources.
- Full implementation of the SOARR Manual.
- 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 2018 Parent Survey.

SOARR Student (Survey)

Top three priorities:	Results (2016-17/2015-16)		and	Goal (2017-2018)
	Yes	Sometimes	No	Goal/Yes
I Feel Safe at School.	66.8/66.8	24.6/25	8.6/8.2	70.2
My School Stops Bullying.	30.0/27.9	46.3/41.6	23.7/30.5	33.0
My Best Effort Makes a Difference (Learning).	71.3/73.8	23.5/21.4	5.2/4.8	74.5

Systems, Strategies and Supports

Best Practices in Instruction

The Bagley Elementary Leadership PLC Committee has developed a *Best Practice Rubric*. The *Rubric* will be used to identify instructional practices considered to be the most effective practices. Furthermore, the BES Leadership PLC Committee has and will continue to research the most effective best practices and provide staff development training opportunities for teachers and staff.

Selection of New Math Curriculum: Pearson EnVisions Math 2.0.

“EnVision Math 2.0 is a comprehensive K-6 mathematics curriculum with superior focus, coherence, and rigor.” “EnVisions ensures ‘success at every level with problem-based learning, embedded visual learning, and personalization to empower every teacher and student.’” Bagley Elementary School is excited to match the computer components of Pearson EnVisions Math with our 1-to-1 deployment of iPads. Math can follow our students home with Apps for the iPads and connections through the internet.

Staff Development: Reading Small Group Instruction (Guided Reading)

The Bagley Elementary Literacy PLC Committee has and will continue to explore Best Practices in Guided Reading and small group instructional practices. Guided Reading is defined as: A teacher works with an individual student or convenes a small group of students to listen to them read and provide specific support that helps them use strategies to decode and comprehend text. The BES Literacy PLC Committee has and will provide staff development training opportunities for teachers and staff.

Teacher Assistance Team (TAT): Differentiation

TAT Committee has two purposes:

1. Meet with teachers and staff to provide specific modification and intervention ideas to assist the teacher in the development of Best Practices in instruction and provide differentiated instruction for the identified students.
2. Provide a repository of differentiated instructional approaches and materials for teachers to use to meet the needs of students. The TAT PLC Committee will meet regularly on a monthly basis. The TAT PLC Committee will hold meetings as needs to address specific needs of teachers and staff.

SOARR: Behavioral Program. SOARR means (Safe, Optimistic, Achiever, Respectful, Responsible). It is the mission of SOARR to facilitate effective teaching, create a positive learning environment, and help every child reach their greatest potential at Bagley Elementary School. Our school has developed three vision statements:

1. At Bagley Elementary School students confidently face academic and social challenges encountered in the World, Community, School and Classroom.
2. At the Bagley Elementary School, staff and teachers work collaboratively to create and facilitate behavior expectations and share best practices for the improvement of academic achievement.
3. At Bagley Elementary School, the families and community are integral to the success of our students and school. Families are activity engaged and welcomed partners in their child's education.

The school has developed the SOARR Manual, often referred to as Flyers SOARR. A behavioral matrix has been developed to create common behavioral expectations and uniform language that can be used in many varying aspects of our school and beyond into the community. Every day will begin with conversations during "Morning Meeting" or "Circle Time" focused on an individual aspect of the behavioral matrix. Finally, SOARR has identified three overarching goals that we want every student to strive to know and be able to say. The goals are: 1. "I feel safe at my school." 2. "My school stops bullying as soon as it happens." and 3. My best effort really makes a difference (learning).

Preschool/Kindergarten:

1. Provide sufficient preschool opportunities (seats) to ensure that every student (preschooler) has a high-quality preschool education/classroom.
2. KEP Assessment (Gold) administered multiple times during preschool education/class.
3. All students attend Kindergarten Round-up and/or visit kindergarten classrooms.
4. Align assessment Preschool (Spring) to Kindergarten (Fall).
5. Implement thorough placement process providing sufficient communication between preschool teachers and kindergarten teachers and staff.

Additional Systems, Strategies and Supports

Scholastic READ 180/System 44, Title I Program- Services provided for 3rd through 6th grade students.

Reading Recovery RR, ADSIS Program- Reading. Services provided for 1st 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 Fourth Grade Students.

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

Summer School, Title Program/ADSI Program- Services provided for Kindergarten through Sixth Grade Students.

Evaluation Process

Kindergarten Entry Profile

Relationship and Social Habits

- Expresses and Regulates Emotions
- Follows Expectations
- Self Care (Own Needs)
- Interacts with Adults
- Interacts with Students
- Solves Social Problems

Self Confidence and Attitudes Towards Learning

- Transitions Independently
- Tries New Things
- Asks for Help
- Self-Directed.
- Shows Eagerness to Learn

Physical and Self-Help Skills

- Gross Motor
- Fine Motor
- Demonstrates Self-Care and Dressing

Language Arts/Literacy Skills

- Conversational. Uses Language. Responsive and Receptive.
- Early Literacy Skills; Phonologic Awareness, Alphabet Knowledge, Letter Sounds.

Math

Shows Interest in Math Concepts.
Spatial Relationship, Positioning, and Shapes.
Recognizes Patterns, Continues Patterns.
Compare and Measurement.
Time Concepts.
Explores Cause and Effect.

STAR Reading: All students in grades 1-6, and as kindergarten students become familiar with reading text. Conducted up to five times each year. Benchmarks (fall) and at the end of each quarter.

- Nationally normed grades K-12
Kindergarten students with 100+ word reading vocabulary
- 34 questions
- 15-20 minutes average test length

STAR Early Literacy:

- Nationally normed grades K-3
- 27 questions
- 10 minutes average test length
- Headphones required

STAR Math: All students. Conducted up to five times each year. Benchmark (fall) and at the end of each quarter.

- Nationally normed grades 1-12
- Kindergarten students may take the test
- 34 questions
- 20-25 minutes average test length
- Audio available with built in calculator

MCA Reading : Conducted in the spring; April.

MCA Math: Conducted in the spring; April.

Aligned Report Cards/Assessments: Report cards and assessment conducted quarterly.

BES Parent Survey: Conducted in the spring (April) during Parent/Teacher Conferences.

BES Student Survey: Conducted three times each year; fall, winter, spring.



Bagley High School
2017-2018 School Improvement Plan

Bagley High School Leadership Team

David Gooch, High School Principal

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

Mia Reynolds, Language Arts Teacher, AIW Coach

Carol Bliss-Quinn, Social Studies Teacher, AIW Coach

Sam Roepke, Science Teacher, AIW Coach

Kristie O'Beirne, Math Teacher, AIW Coach

Barrett Willard, Ind. Tech. Teacher, AIW Coach

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.

2017-2018 School Improvement Smart Goals

BHS Reading 2016 & 2017 Proficiency Count Comparison (Grades 7, 8 & 10)

2016	2017		Grand Total
	N	Y	
Y	17	61	78
N	97	25	122
Grand Total	114	86	200

- Of the 78 students that were proficient in 2016, 61 of those students stayed proficient while 17 students dropped to not proficient in 2017.
- Of the 122 students that were not proficient in 2016, 97 stayed not proficient while 25 students bumped up to proficient in 2017.
- BHS had a gain of 8 students as far as proficiency in Reading.

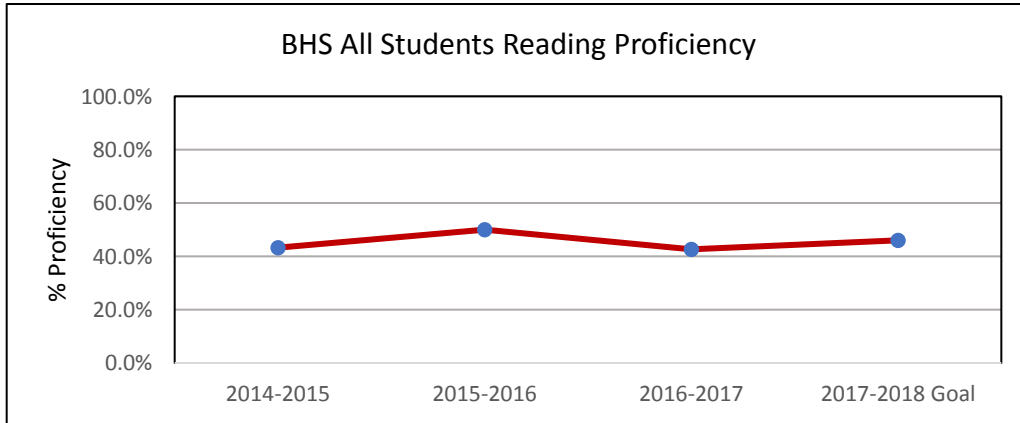
BHS Mathematics 2016 & 2017 Proficiency Count Comparison (Grades 7, 8 & 11)

2016	2017		Grand Total
	N	Y	
Y	25	74	99
N	98	12	110
Grand Total	123	86	209

- Of the 99 students that were proficient in 2016, 74 of those students stayed proficient while 25 students dropped to not proficient in 2017.
- Of the 110 students that were not proficient in 2016, 98 stayed not proficient while 12 students bumped up to proficient in 2017.
- BHS had a loss of 13 students as far as proficiency in Math.

BHS Reading Proficiency

for Students Enrolled October 1

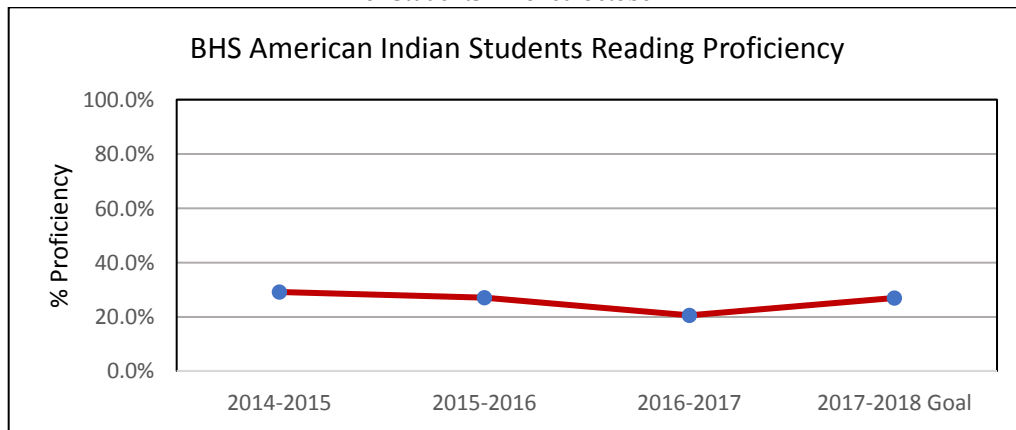


	2014-2015	2015-2016	2016-2017	2017-2018 Goal
Proficiency Percent	43.3%	50.0%	42.6%	46%
Proficiency Counts	90	105	87	

Bagley High School will improve all students' proficiency percentage on MCA-III Reading Assessment in 2018 from 42.6% in 2017 to 46 %.

BHS American Indians Reading Proficiency

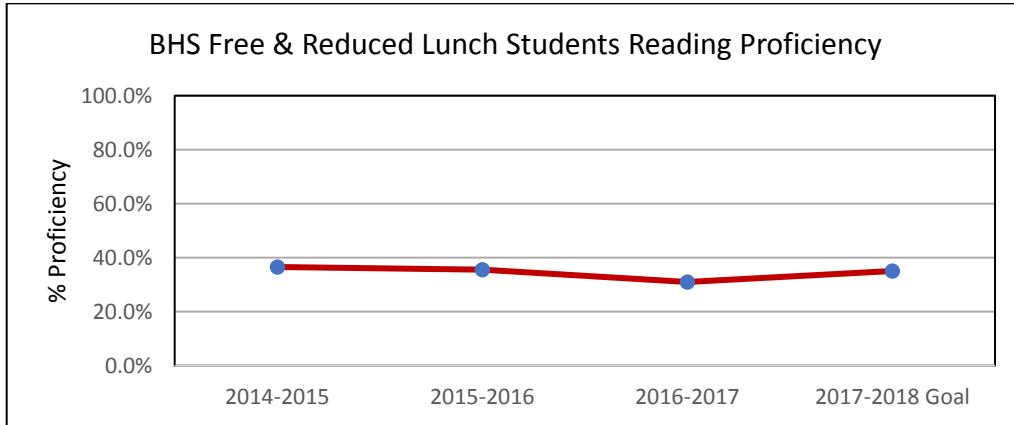
for Students Enrolled October 1



	2014-2015	2015-2016	2016-2017	2017-2018 Goal
Proficiency Percent	29.2%	27.1%	20.6%	27%
Proficiency Counts	14	13	7	

Bagley High School will improve its American Indian students' proficiency percentage on MCA-III Reading Assessment in 2018 from 20.6% in 2017 to 27 %.

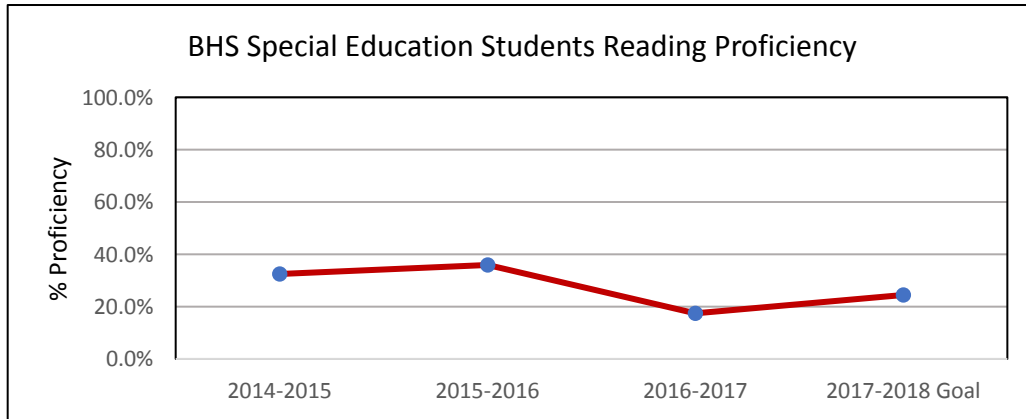
BHS Free & Reduced Lunch Reading Proficiency
for Students Enrolled October 1



	2014-2015	2015-2016	2016-2017	2017-2018 Goal
Proficiency Percent	36.5%	35.6%	31.0%	35%
Proficiency Counts	38	31	27	

Bagley High School will improve its Free & Reduced Lunch students' proficiency percentage on MCA-III Reading Assessment in 2018 from 31% in 2017 to 35%.

BHS Special Education Reading Proficiency
for Students Enrolled October 1

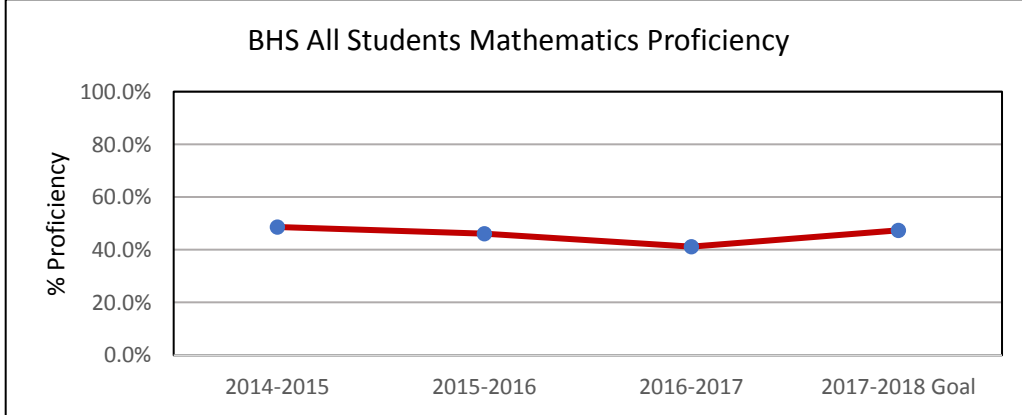


	2014-2015	2015-2016	2016-2017	2017-2018 Goal
Proficiency Percent	32.5%	36.0%	17.5%	24.5%
Proficiency Counts	13	18	7	

Bagley High School will improve its Special Education students' proficiency percentage on MCA-III Reading Assessment in 2018 from 17.5% in 2017 to 24.5%.

Note: Additional five Special Education students moved from taking the Minnesota Test of Academic Skills (MTAS), to taking the regular MCA test with modifications. MTAS is a test for student with disabilities that qualify and not all of our students qualify. The reported score is 18.5 % drop, but it is really only 8.5% drop because the original 10% of the students were already were classified as Sped. Students.

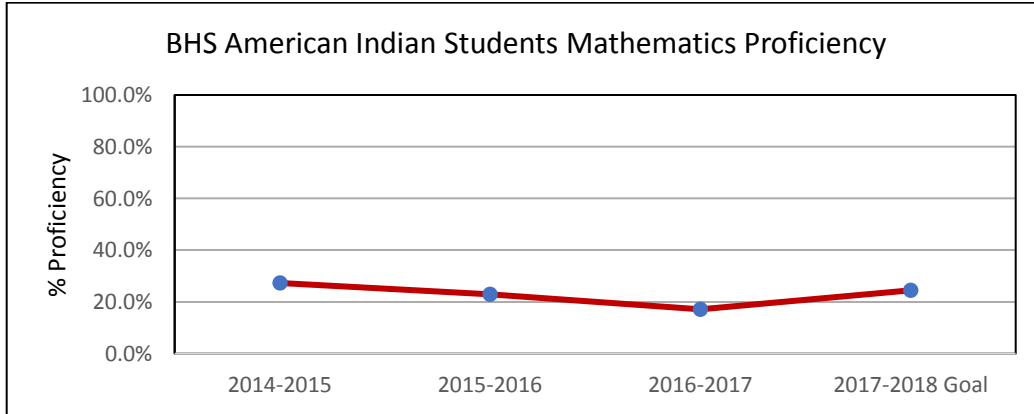
BHS Mathematics Proficiency
for Students Enrolled October 1



	2014-2015	2015-2016	2016-2017	2017-2018 Goal
Proficiency Percent	48.7%	46.2%	41.2%	47.4%
Proficiency Counts	92	90	87	

Bagley High School will improve its proficiency percentage on MCA-III Mathematics Assessment for all students' in 2018 from 41.2% in 2017 to 47.4 %.

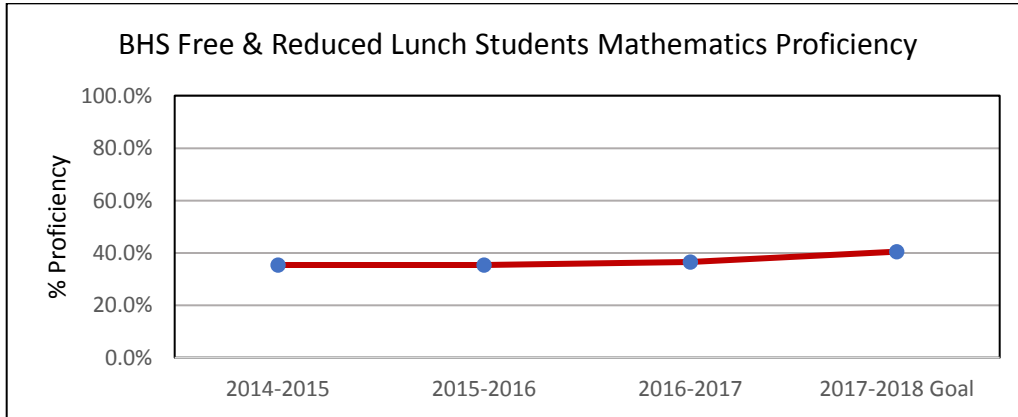
BHS American Indians Mathematics Proficiency
for Students Enrolled October 1



	2014-2015	2015-2016	2016-2017	2017-2018 Goal
Proficiency Percent	27.3%	22.9%	17.1%	24.5%
Proficiency Counts	12	11	7	

Bagley High School will improve its American Indian students' proficiency percentage on MCA-III Mathematics Assessment in 2018 from 17.1% in 2017 to 24.5 %.

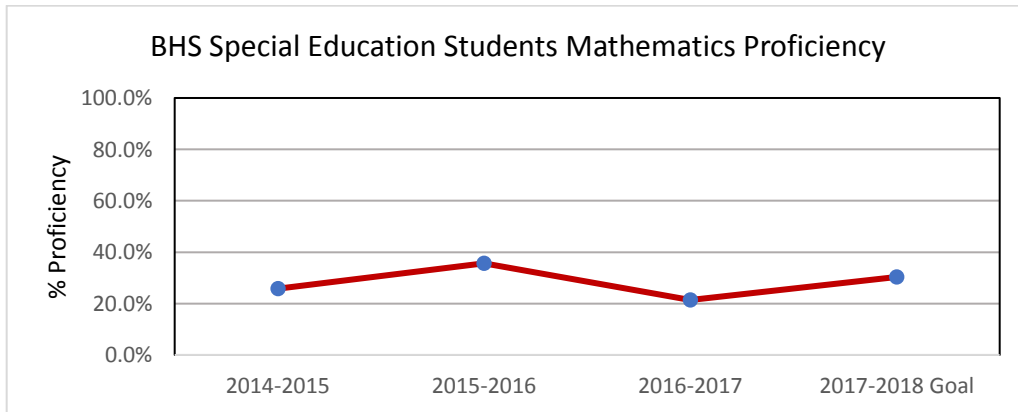
BHS Free & Reduced Lunch Mathematics Proficiency
for Students Enrolled October 1



	2014-2015	2015-2016	2016-2017	2017-2018 Goal
Proficiency Percent	35.4%	35.4%	36.5%	40.5%
Proficiency Counts	34	29	27	

Bagley High School will improve its Free & Reduced Lunch students' proficiency percentage on MCA-III Mathematics Assessment in 2018 from 36.5% in 2017 to 40.5 %.

BHS Special Education Mathematics Proficiency
for Students Enrolled October 1



	2014-2015	2015-2016	2016-2017	2017-2018 Goal
Proficiency Percent	25.8%	35.6%	21.4%	30.4%
Proficiency Counts	8	16	9	

Bagley High School will improve its Special Education students' proficiency percentage on MCA-III Mathematics Assessment in 2018 from 21.4% in 2017 to 30.4 %.

Note: Additional five Special Education students moved from taking the Minnesota Test of Academic Skills (MTAS), to taking the regular MCA test with modifications. MTAS is a test for student with disabilities that qualify and not all of our students qualify.

STRATEGIES for Math and Reading Student Success

- Math, English, and Science teachers will be required to have their students take a pre-test this fall and a post-test this spring using the NWEA test. The NWEA test will allow the teachers to track students on a yearly basis for progress instead of the one to three year gaps the MCA test provides.
- 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.
- Math, English and Science teachers will use NWEA 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, 100% of Bagley Secondary students will have a file in the guidance office or an online portfolio through MCIS that demonstrates exploration of college and career interests.
- By the end of 10th, 100% of Bagley Secondary students will have the opportunity to take the Pre-ACT in preparation for post-secondary planning.
- 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

	# of Students Tested	English		Mathematics		Reading		Science		All Four	
		2017	2018 Goal	2017	2018 Goal	2017	2018 Goal	2017	2018 Goal	2017	2018 Goal
All Students	67	51%	54.5%	25%	28.5%	24%	27.5%	22%	25.5%	18%	21.5%
American Indian	9	22%	30%	0%	30%	11%	30%	0%	30%	0%	30%
White	47	57%	60.5%	32%	35.5%	28%	31.5%	28%	31.5%	21%	24.5%
Hispanic	1	0%	-	0%	-	0%	-	0%	-	0%	-
Two or More	6	50%	53.5%	33%	36.5%	33%	36.5%	33%	36.5%	33%	36.5%
Prefer Not to Respond	4	50%	-	0%	-	0%	-	0%	-	0%	-

Bagley High School will improve ACT College Readiness Benchmark Proficiency Percentages in 2017 by 3.5%.

STRATEGIES for College and Career Readiness

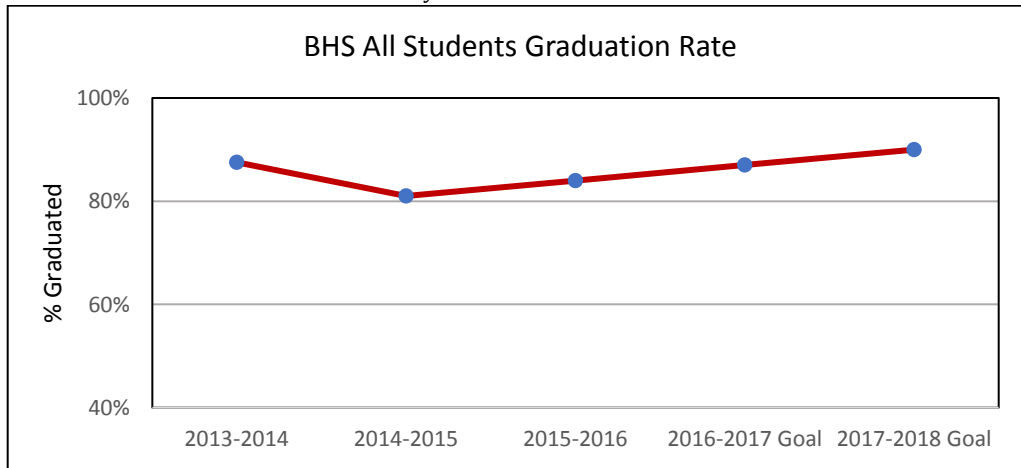
- The ACT will be offered to all students in 11th grade, and in 12th grade if they did not take it in 11th grade during the school day at either the school or an off-school site (includes career interest inventory).
- The Pre-ACT test will be offered to all 10th grade students, including the career interest 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).
- Minnesota Career Information System, MCIS will be used with students in grades 8th-12th to prepare an online portfolio for college and career ready activities which emphasize academic rigor and high expectations for college and career readiness.
- 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 teachers collaborate with Bemidji State University to improve math instruction and curriculum and will be working towards offering a college algebra for college credit.
- Bagley High School and TEAM Industries are working collaboratively to give students opportunities for apprenticeships and possible careers at TEAM.
- The Mechatronics program will continue offering students opportunities to earn certificates in AC/DC, and Hydraulics at Northwest Technical college.
- 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.
- Eligible students will be able to participate in Upward Bound for assistance in college prep and enrollment.

All Students Will Graduate from High School

BHS High School Graduation Goal

4-year Graduation Rate

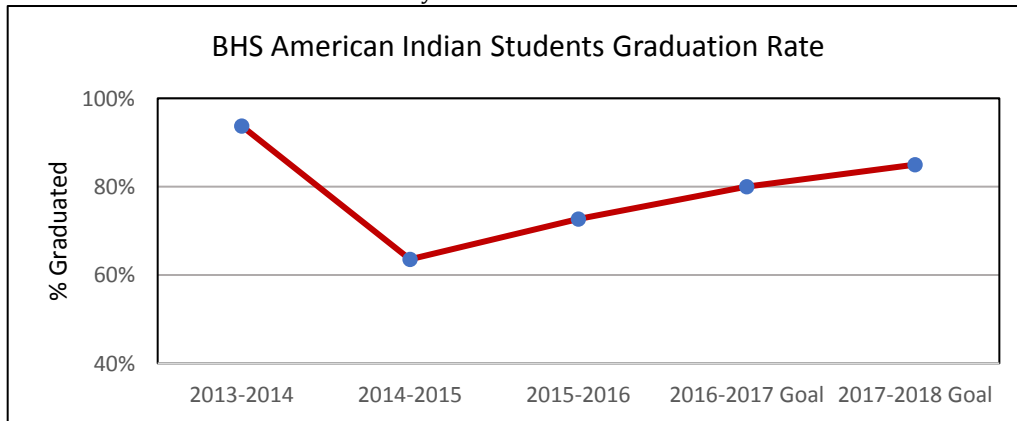


	2013-2014	2014-2015	2015-2016	2016-2017 Goal	2017-2018 Goal
Graduated Percent	87.5%	81.0%	84.0%	87.0%	90%
Graduated Counts	63	51	42		

Bagley High School 4-year Graduation Rate for all students' will increase from 84% in 2016 to 87% in 2017 and 90% in 2018 graduation year.

BHS High School American Indian Graduation Goal

4-year Graduation Rate



	2013-2014	2014-2015	2015-2016	2016-2017 Goal	2017-2018 Goal
Graduated Percent	94%	63.6%	72.7%	80%	85%
Graduated Counts	15	7	8		

Bagley High School 4-year Graduation Rate for American Indian students' will increase from 72.7% in 2016 to 80% in 2017 and 85% in 2018 graduation year.

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.
- 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

2016-17 Staff Development Team

David Gooch, High School Principal
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
Mia Reynolds, Language Arts Teacher, AIW Coach
Carol Bliss-Quinn, Social Studies Teacher, AIW Coach
Sam Roepke, Science Teacher, AIW Coach
Kristie O'Beirne, Math Teacher, AIW Coach
Barrett Willard, Ind. Tech. Teacher, AIW Coach

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.

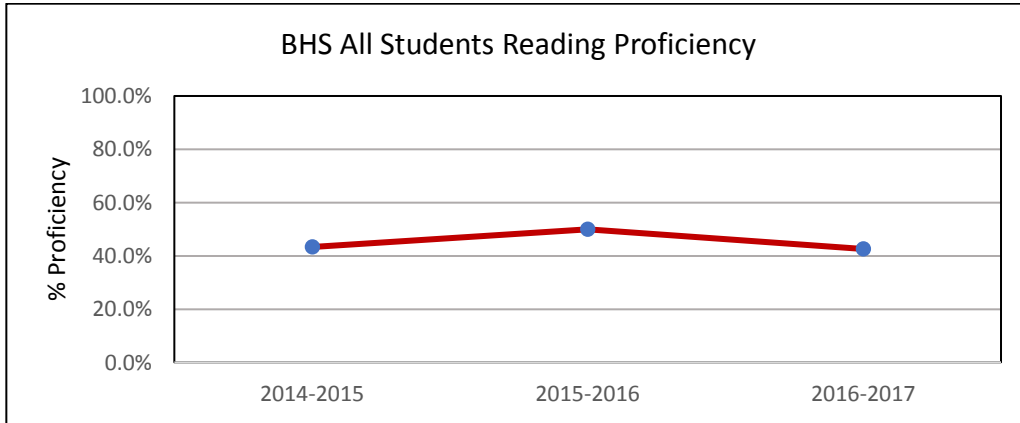
How does the school site goal align with district staff development goal(s)?

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 have a site goal for the one to one devices be available to all students.

Findings of each goal: The impact on student learning.

BHS Reading Proficiency

for Students Enrolled October 1

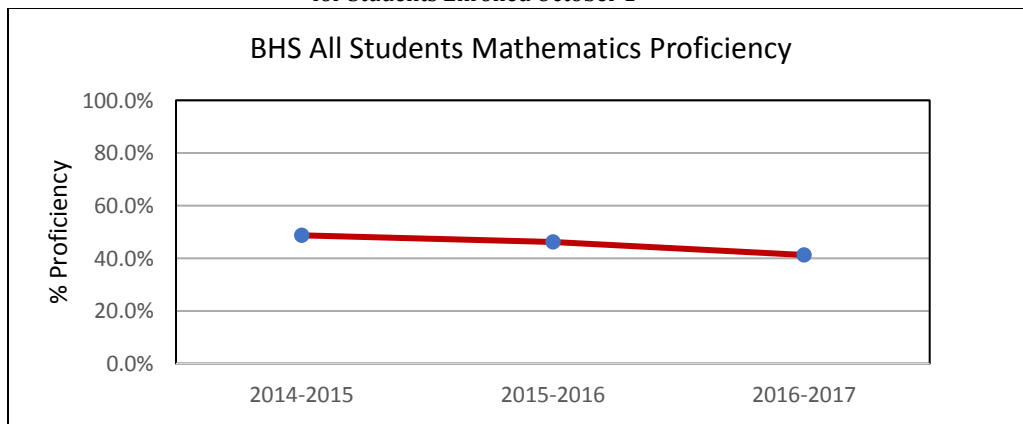


	2014-2015	2015-2016	2016-2017
Proficiency Percents	43.3%	50.0%	42.6%
Proficiency Counts	90	105	87

Bagley Secondary staff development goal of teachers understanding and using an effective utilization of MCA Reading data to improve student achievement has not been a successful goal, with the decrease of 7.4% in reading proficiency for all students.

BHS Mathematics Proficiency

for Students Enrolled October 1



	2014-2015	2015-2016	2016-2017
Proficiency Percents	48.7%	46.2%	41.2%
Proficiency Counts	92	90	87

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 5.0% in math proficiency for all students.

To help meet our goal in reading and math proficiency, the Math, English, and Science teachers will be required to have their students take a pre-test this fall and a post-test this spring using the NWEA test. The NWEA test will allow the teachers to track students on a yearly basis for progress instead of the one to three year gaps the MCA test provides.

Findings of each goal: The impact on teacher practice.

To meet the goals set by the district and Bagley Secondary. Thirty-two Bagley Secondary teachers became aware of the importance of teacher practice and participated in twenty-two different workshops in the 2016-17 school year to improve student achievement.

78% of the Bagley Secondary Teachers were involved in individualized staff development activities.

2017-18 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.
- 5) NWEA testing in Reading, Math, Science in the Fall 2017 to guide instruction and Spring 2018 to measure improvement and facilitate planning for instructional strategies.