

# Bagley Public Schools School Board Meeting Agenda

Monday, November 5, 2018 at 7:30 PM  
Public Hearing  
High School Room 101

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**1. CALL TO ORDER**

A. Pledge - Chairman Broden

**2. SCHOOL BOARD ACTION**

A. 2018-2019 District's World's Best Work Force 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

2018-2019

## World's Best Workforce Plan



### Bagley School District's Mission Statement

*"Pursuing Educational Excellence for All -*

*Provide a learning environment which inspires and prepares each student to achieve his/her dreams, contribute to community, and engage in lifelong learning."*

## School District Advisory Committee for SY 2018-2019

scairns@bagley.k12.mn.us	Steve Cairns, Superintendent	694-6184 ext. 3103
tkerr@bagley.k12.mn.us	Tony Kerr, High School Principal	694-3120 ext. 2123
kmoritz@bagley.k12.mn.us	Kristi Moritz, Elementary Principal	694-6528 ext. 3104
jfraley@bagley.k12.mn.us	Jenny Fraley, Support Staff	694-3120 ext. 2121
khalverson@bagley.k12.mn.us	Kim Halverson, Support Staff	694-3120 ext. 2128
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dboe@bagley.k12.mn.us	Dixie Boe, Parent	694-6528
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auggie1833@gmail.com	Shane Auginaush, Parent	358-1502
igerbracht@student.bagley.k12.mn.us	Izabell Gerbracht, Student	358-0471
ttramm@student.bagley.k12.mn.us	Tessa Tramm, Student	556-7943
jdavies@bagley.k12.mn.us	Jeremy Davies, Community Member	657-2247
dnordlund@gvtel.com	Don Nordlund, Community Member	785-2494

The **2018-2019 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 **2018-2019 World's Best Workforce Report** shows student achievement goals that were established in 2017 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 2017-2018 school year. The Bagley Public

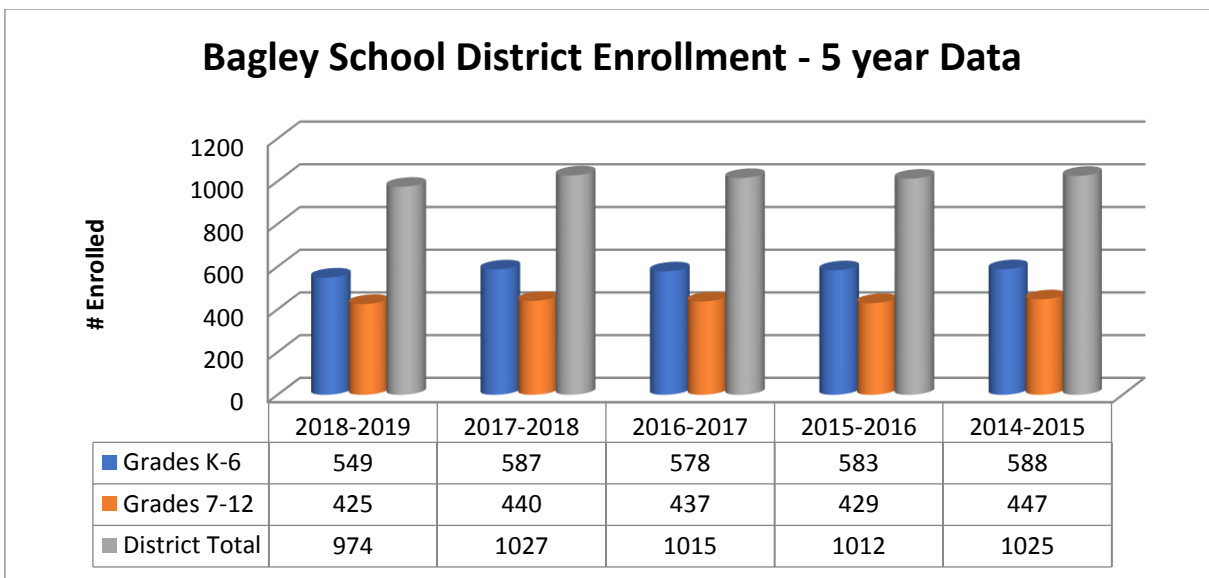
Schools offers an excellent education for students, with modern facilities, diverse curriculums and one-to-one student device technology to enhance learning. The District has highly qualified teachers and staff, an exemplary School Board, and strong administrative leaders to support the educational programs.

## Bagley Public School District Demographics

The Bagley School District has a K-6 Elementary School and a 7-12 High School and an Alternative Learning Program serving 974 students in school year 2018-2019. The demographic data is depicted in the chart below. The enrollment is taken from the October 1, 2018 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
<b>Bagley School District</b>	974	29.1%	49.6%	18.7%
<b>Bagley ALP</b>	3	33.3%	100.0%	33.3%
<b>Bagley Elementary School</b>	549	28.4%	55.0%	18.1%
<b>Bagley High School</b>	425	30.0%	41.9%	19.4%

The following chart shows trend data in the School District enrollment. The enrollment data is taken from the October 1<sup>st</sup> count from each school year. The data chart shows although enrollment fluctuates slightly up and down, the overall District enrollment has remained relatively stable over the past five years. The 2018-19 enrollment is concerning lower.



# Bagley Public Schools

## Strategic Plan | 2018-2023

### BELIEF STATEMENTS

The Bagley Public Schools believe:

- All people work harder when they feel valued.
- It takes an engaged community to develop our students to their fullest potential.
- In the continuous improvement of our school district to increase the quality of learning.
- Students are unique individuals with distinct educational talents.
- Partnerships with parents and the community are keys to success.

### MISSION STATEMENT

The mission of the Bagley Public Schools is to:

- Provide a learning environment which inspires and prepares each student to achieve his/her dreams, contribute to community, and engage in lifelong learning.

### VISION STATEMENT

A community united as the cornerstone that inspires excellence in academics, athletics, and the arts.



**Bagley School District 162**  
Pursuing Education Excellence for All

FOCUS AREA	GOALS	OBJECTIVES
STUDENT SUPPORT	Build a pre-K to Grade 12 program that promotes positive behavior on campus, at school events, and in the community.	<ol style="list-style-type: none"> <li>1. By May 2019, identify and implement plans to support and expand the SOARR and Flyer Pride programs.</li> <li>2. By May 2019, implement a plan to increase the number of students engaged in school activities.</li> <li>3. During the 2019-2020 school year, build awareness and determine the need for pre-K-12 mental health/social/emotional programs and support.</li> <li>4. By May 2021, identify resources and implement programs that meet identified mental health/social/emotional needs of all students.</li> <li>5. By May 2023, identify a process to consistently reinforce expectations of student behavior.</li> <li>6. Annually track the progress of the plan and report the results to the school board in June of each year.</li> </ol>
STUDENT ACHIEVEMENT	<ol style="list-style-type: none"> <li>1. Achieve the goals of the World's Best Workforce for all students in the school district.</li> <li>2. All students set high academic goals that ensure student achievement at an increased level of performance as compared to current performance levels.</li> <li>3. Increase academic achievement of all students through effective instruction.</li> <li>4. Increase student opportunities through a challenging and engaging curriculum.</li> <li>5. Reduce achievement gaps between identified student groups and all students across all subject areas.</li> </ol>	<ol style="list-style-type: none"> <li>Annually set goals to ensure:               <ol style="list-style-type: none"> <li>1A. Kindergarten readiness.</li> <li>1B. Reading at grade level by third grade.</li> <li>1C. Closing the achievement gap for all identified student groups.</li> <li>1D. 100 percent graduation rate.</li> <li>1E. Graduating career and college ready.</li> </ol> </li> <li>2. By May 2020, students, in collaboration with teachers and parents/guardians, will develop a personalized learning plan including goals for achievement and plans for their future.</li> <li>3A. By May 2019, all curriculum/ instruction standards will be aligned to assessments.</li> <li>3B. By May 2021, all instructional practices will be measured for quality of the instruction.</li> <li>4A. By May 2020, teachers will challenge students to expected standards/levels.</li> <li>4B. On an ongoing basis, analyze strengths and weaknesses in curriculum to augment areas of strength and eliminate and replace areas of deficiency.</li> <li>5. Annually set and achieve targets to reduce achievement gaps for identified student groups.</li> </ol>
WORKFORCE	Hire, support, and retain highly qualified staff for all positions in the school district.	<ol style="list-style-type: none"> <li>1. By June 2018, and regularly thereafter, create and implement a comprehensive plan to retain staff within the district.</li> <li>2. Implement a staff mentoring/induction and orientation plan by May 2019.</li> <li>3. By May 2020, work with staff to develop and implement a two-way communication plan that builds and enhances employee relationships.</li> <li>4. By May 2020, identify and implement plans to increase the number of applicant for all open positions within the school district. Track the results of the plan on an annual basis.</li> <li>5. Compose a staff development committee to focus professional development activities to the Strategic Plan by May 2021.</li> </ol>

FOCUS AREA	GOALS	OBJECTIVES
BRANDING & MARKETING	Attract, develop, and retain students and families by highlighting our strong community partnerships, high quality facilities, and diverse education opportunities and options.	<ol style="list-style-type: none"> <li>1. During the 2020-2021 school year, publish stories in a variety of media formats of students who have had unique education opportunities in the Bagley Public Schools.</li> <li>2. By May 2022, identify a plan to publish to the school community Bagley graduates who have used their Bagley experience to launch into success.</li> <li>3. By May 2023, implement a plan where community partners are invited to have in-school brand placement.</li> <li>4. By May 2023, design and put into action activities and events to showcase the facilities of the Bagley Public Schools.</li> </ol>
COMMUNICATION & ENGAGEMENT	Create effective targeted communication that raise public awareness to engage them as partners in education.	<ol style="list-style-type: none"> <li>1. By May 2020, utilize electronic and social media to invite family and community to participate in school programs and activities.</li> <li>2. By May 2021, identify and implement strategies for increasing staff, parent/guardian, and community involvement in our schools.</li> <li>3. By May 2021, develop and offer a service learning class to promote student involvement in the community.</li> </ol>
ACADEMIC PROGRAM	Establish a teaching and learning framework that includes 21st Century skills, a personalized plan of progress for each student, and rigorous and relevant curriculum at all levels.	<ol style="list-style-type: none"> <li>1. Continue with the curriculum review cycle and approach it with purpose to ensure that pre-K to 12th-grade standards, assessment, and alignment are guaranteed.</li> <li>2. By May 2019, increase technology integration into classroom instructional practices by providing cutting edge training for staff and students.</li> <li>3. By May 2020, enhance career and life skills opportunities.</li> <li>4. By May 2021, develop and implement plans to partner with community to enhance career and life skills opportunities.</li> <li>5. By May 2021, through a variety of delivery models, expand the number and variety of courses that offer college credit.</li> </ol>



## 2018-2019 District Improvement Reading Goals

Reading Goal #1: The percentage of ALL students enrolled on October 1<sup>st</sup>, who earned achievement levels of Meets or Exceeds Standards on the 2018 Reading MCA, will increase proficiency by 10% from 50.4% to 55.44% in 2019.

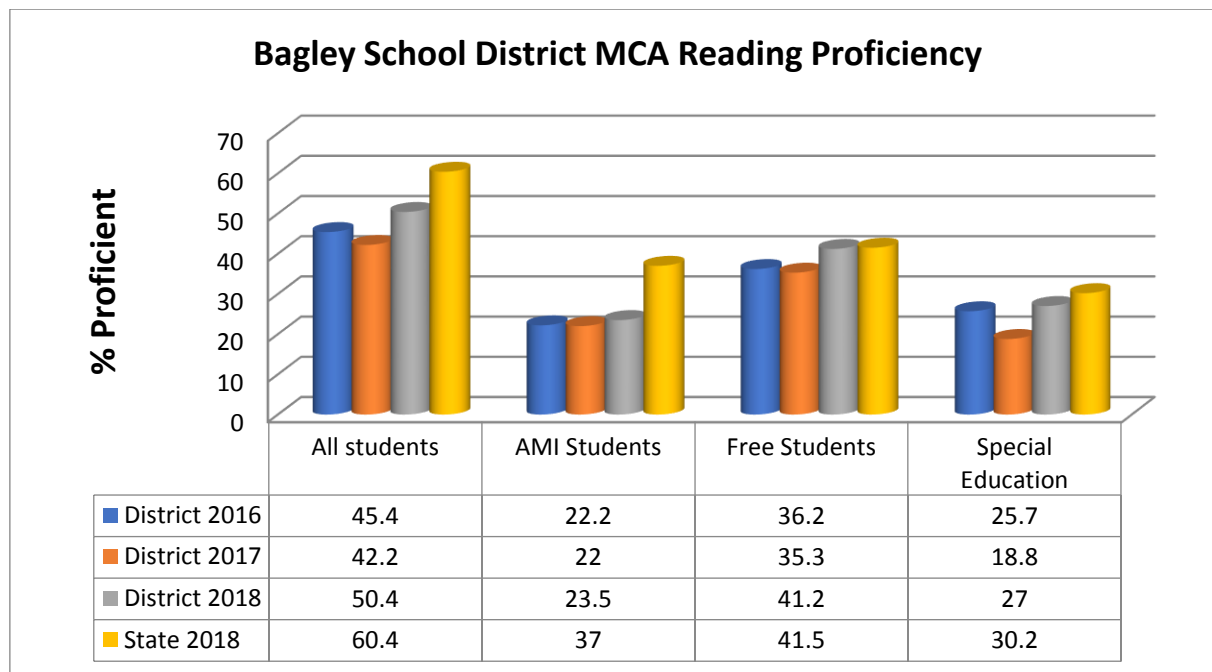
2018 Reading Results: The MCA District Reading proficiency for ALL students **increased** by 19.5% from 42.2% in 2017 to 50.4% in 2018. The District **did** accomplish its Reading goal. The District performed below the State average of 60.4% in 2018.

Reading Goal #2: The Bagley School District will close the achievement gap in Reading for the following subgroups as measured by the 2019 Reading MCA.

- To increase AMI student proficiency by 10% from 23.5% in 2018 to 25.85% in 2019.
- To increase Free/Reduced Lunch student proficiency by 10% from 41.2% in 2018 to 45.41% in 2019.
- To increase Sp Ed student proficiency by 10% from 27% in 2018 to 29.7% in 2019.

2018 Reading Results by Subgroups:

- AMI student MCA Reading proficiency **increased** from 22% in 2017 to 23.5% in 2018.
- Free/Reduced Lunch student MCA Reading proficiency **increased** from 35.3% in 2017 to 41.2% in 2018.
- Sp Ed Student MCA Reading proficiency **increased** from 18.8% in 2017 to 27% in 2018.



## 2018-2019 District Improvement Math Goals

**Math Goal #1:** The percentage of ALL students enrolled on October 1<sup>st</sup>, who earned achievement levels of Meets or Exceeds Standards on the 2018 Math MCA, will increase proficiency by 10% from 42.8% to 47.08%.

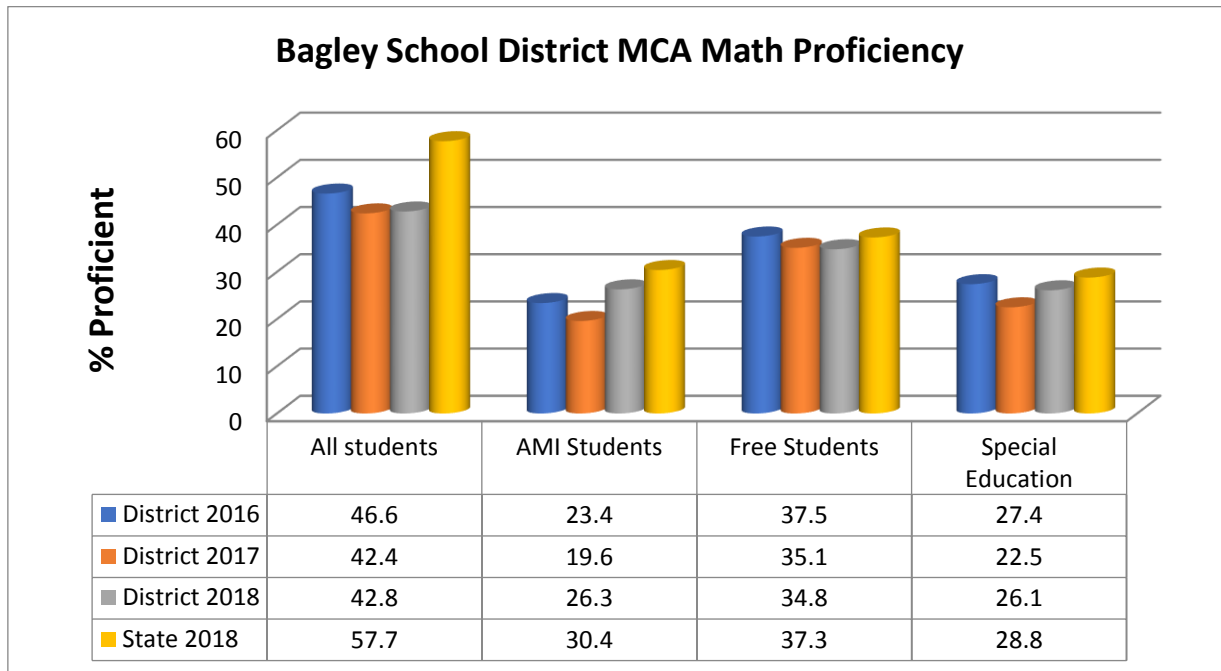
**2017 Math Results:** The MCA District Math proficiency for ALL students increased .05% from 42.4% in 2017 to 42.8% in 2018. The District did **not** accomplish its Math goal. The Bagley School District performed below the State average of 57.7% in 2018.

**Math Goal #2:** The Bagley School District will close the achievement gaps in Math for the following subgroups as measured by the 2019 Math MCA.

- To increase AMI student proficiency by 10% from 26.3% in 2018 to 28.93% in 2019.
- To increase Free/Reduced Lunch students' proficiency by 10% from 34.8% in 2018 to 38.28% in 2019.
- To increase Sp Ed student proficiency by 10% from 26.1% in 2018 to 28.71% in 2019.

### 2018 Math Results by Subgroups:

- AMI student MCA Math proficiency **increased** from 19.6% in 2017 to 26.3% in 2018.
- Free/Reduced Lunch student MCA Math proficiency decreased from 35.1% in 2017 to 34.8% in 2018.
- Sp Ed student MCA Math proficiency **increased** from 22.5% in 2017 to 26.1% in 2018.



# 2018-2019 Achievement Gap Reduction Goals

## Math

- The achievement gap between White students and American Indian students in grades 3-8 & 11 on all State accountability tests for Math will decrease from 20.6 points in 2018 to 18.54 points in 2019.
- The achievement gap between Free & Reduced Lunch and Non-Free & Reduced Lunch students in grades 3-8 & 11 on all State accountability tests for Math will decrease from 12.0 points in 2018 to 10.8 points in 2019.
- The achievement gap between Special Education and Non-Special Education students in grades 3-8 & 11 on all State accountability tests for Math will decrease from 20.7 points in 2018 to 18.63 in 2019.
- The percent of White students enrolled on October 1 in grades 3-8 & 11 who earn an achievement level of at least meets the standards in Math on all State accountability test will increase from 46.8% in 2018 to 51.48% in 2019.

## Reading

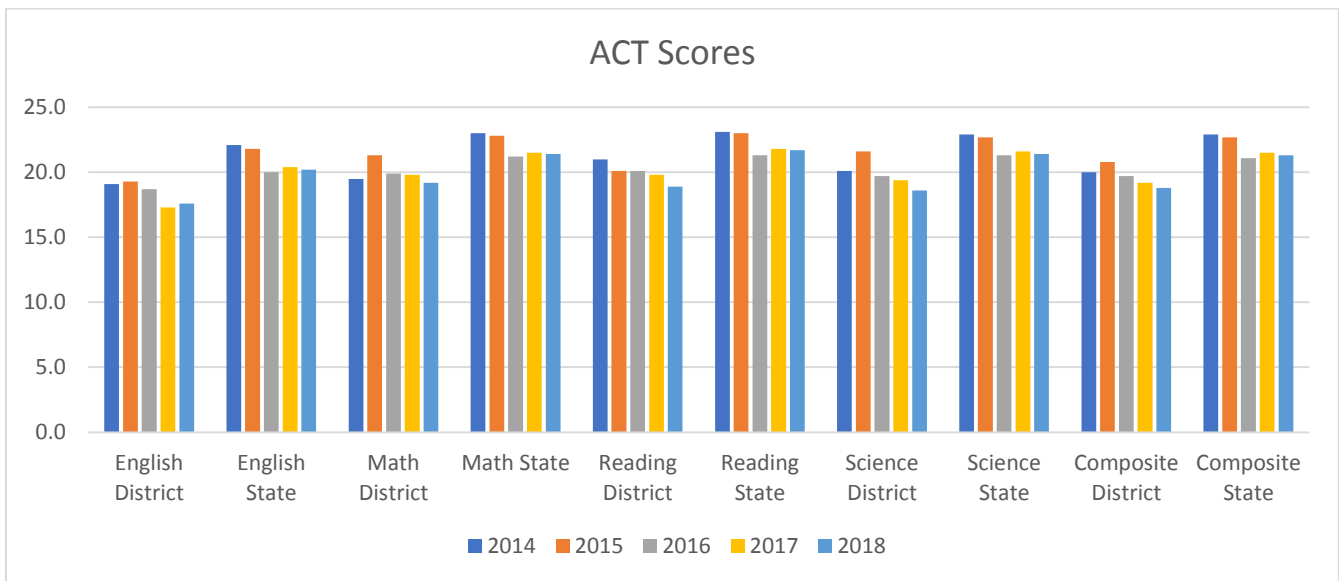
- The achievement gap between White students and American Indian students in grades 3-8 & 10 on all State accountability tests for Reading will decrease from 33.5 points in 2018 to 30.15 points in 2019.
- The achievement gap between Free & Reduced Lunch and Non-Free & Reduced Lunch students in grades 3-8 & 10 on all State accountability tests for Reading will decrease from 15.9 points in 2018 to 14.31 points in 2019.
- The achievement gap between Special Education and Non-Special Education students in grades 3-8 & 10 on all State accountability tests for Reading will decrease from 30.0 points in 2018 to 27.0 points in 2019.
- The percent of White students enrolled on October 1 in grades 3-8 & 10 who earn an achievement level of at least meets the standards in Reading on all State accountability test will increase from 57.0% in 2018 to 62.7% in 2019.

## 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
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
2018	68	61,253	17.6	20.2	19.2	21.4	18.9	21.7	18.6	21.4	18.8	21.3

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

2018-2019

## WORLD'S BEST WORKFORCE PLAN



### Bagley School District's Mission Statement

*"Pursuing Educational Excellence for All -*

*Provide a learning environment which inspires and prepares each student to achieve his/her dreams, contribute to community, and engage in lifelong learning."*

**2018-2019 Elementary World's Best Work Force  
Leadership Committee Structure**

**Leadership Team**

Stephanie Anderson, Early Childhood Teacher  
CeeGee Muller, Kindergarten Teacher  
Sarah Klinkhammer, First Grade Teacher  
Sarah Larson, Second Grade Teacher  
Kalie Gray, Third Grade Teacher  
Melanie Nelson, Fourth Grade Teacher  
Cassie Dahl, Fifth Grade Teacher  
Amanda Sorgaard, Sixth Grade Teacher  
Kathy Conger, Interventionist Teacher  
Christine Musselman, Special Ed. Teacher  
Britta Kilber, Specials Teacher  
Kristi Moritz, Elementary Principal

**PreK-1 PLC**

**CeeGee Muller, Kindergarten**

Alyssa Carlson, First Grade Teacher  
Andrew Floyd, Kindergarten Teacher  
Cheryl Hutchens, First Grade Teacher  
Chris Hagen, Preschool Teacher  
Julie Melander, Kindergarten Teacher  
Sarah Klinkhammer, First Grade Teacher  
Stephanie Anderson, Preschool Teacher  
Susie Brovold, Kindergarten Teacher  
Lois Julin, Intervention Teacher

**2-3 PLC**

JaNelle Melbo, Third Grade Teacher  
**Kalie Gray, Third Grade Teacher**  
Kathy Conger, Intervention Teacher  
Marcie Gargano, Special Education Teacher  
Reva Renollet, Second Grade Teacher

Sarah Larson, Second Grade Teacher  
Sarah Schwegel, Second Grade Teacher  
Sonya Brewer, Second Grade Teacher  
Suzanne Vivier, Third Grade Teacher  
Becca Halverson, Special Education Teacher

**4-5 PLC**

Ashley Nordland, Fourth Grade Teacher  
Cassie Dahl, Fifth Grade Teacher  
Christine Musselman, Special Education Teacher  
LeeAnne Crane, Fifth Grade Teacher  
Marie Bozovsky, Fourth Grade Teacher  
**Melanie Nelson, Fourth Grade Teacher**  
Richard Loehlein, Fifth Grade Teacher  
Terri Standlien, Intervention Teacher  
Lori Agnew, Fourth Grade Teacher  
Molly Jeska, Special Education Teacher

**6<sup>th</sup> and Specials PLC**

**Amanda Sorgaard, Sixth Grade Teacher**  
Britta Kilber, Specials Teacher  
Colleen Mayer, Special Education Teacher  
Kari Gerbracht, Sixth Grade Teacher  
Sara Tramm, Sixth Grade Teacher  
Sarah Kohlase, Specials Teacher  
Tersea Dunn, Intervention Teacher  
Tom Higgins, Specials Teacher  
Melissa Williams, Special Education Teacher  
Pete Larson, Sixth Grade Teacher  
Lee Furuseth, Specials Teacher

# Data Analysis and Goal Setting

## Ready for Kindergarten

<u>Assessment Area</u>	<u>Year Assessed</u>	<u>Below</u>	<u>Meets</u>	<u>Exceeds</u>
<b>Social Emotional</b>	2016-2017	59.5%	36.7%	3.8%
	2017-2018	75.7%	10.8%	13.5%
<b>Physical</b>	2016-2017	57%	41.8%	1.3%
	2017-2018	77%	16.2%	6.8%
<b>Language</b>	2016-2017	67.1%	26.6%	6.3%
	2017-2018	77%	20.3%	2.7%
<b>Cognitive</b>	2016-2017	70.9%	29.1%	0%
	2017-2018	86.5%	12.2%	1.4%
<b>Literacy</b>	2016-2017	25.3%	70.9%	3.8%
	2017-2018	43.2%	55.4%	1.4%
<b>Mathematics</b>	2016-2017	79.8%	20.3%	0%
	2017-2018	74.3%	25.7%	0%

\*Bagley Elementary School kindergarteners assessed include students that have not received preschool programming.

Smart Goal: The percentage of all Bagley Elementary School kindergarteners assessed during the first month of school will demonstrate an improved preparedness for kindergarten, based on KEP Assessment (TS Gold), at an average percentage rate improving from 27.7% over six domains in 2018 to 30.5% over the same six domains in 2019.

Results: Bagley Elementary Kindergarten students demonstrated an average preparedness rate of 27.7% in 2018 as compared to 42.5% in 2017.

## Systems, Strategies and Supports

### 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.
2. Align assessment Preschool (Spring) to Kindergarten (Fall).
3. Implement thorough placement process providing sufficient communication between preschool teachers and kindergarten teachers and staff.

## 2018-2019 Bagley Elementary Improvement Reading Goals

**Reading Goal #1:** The percentage of ALL students enrolled on October 1<sup>st</sup>, who earned achievement levels of Meets or Exceeds Standards on the 2018 Reading MCA, will increase proficiency by 10% from 47.8% to 52.6% in 2019.

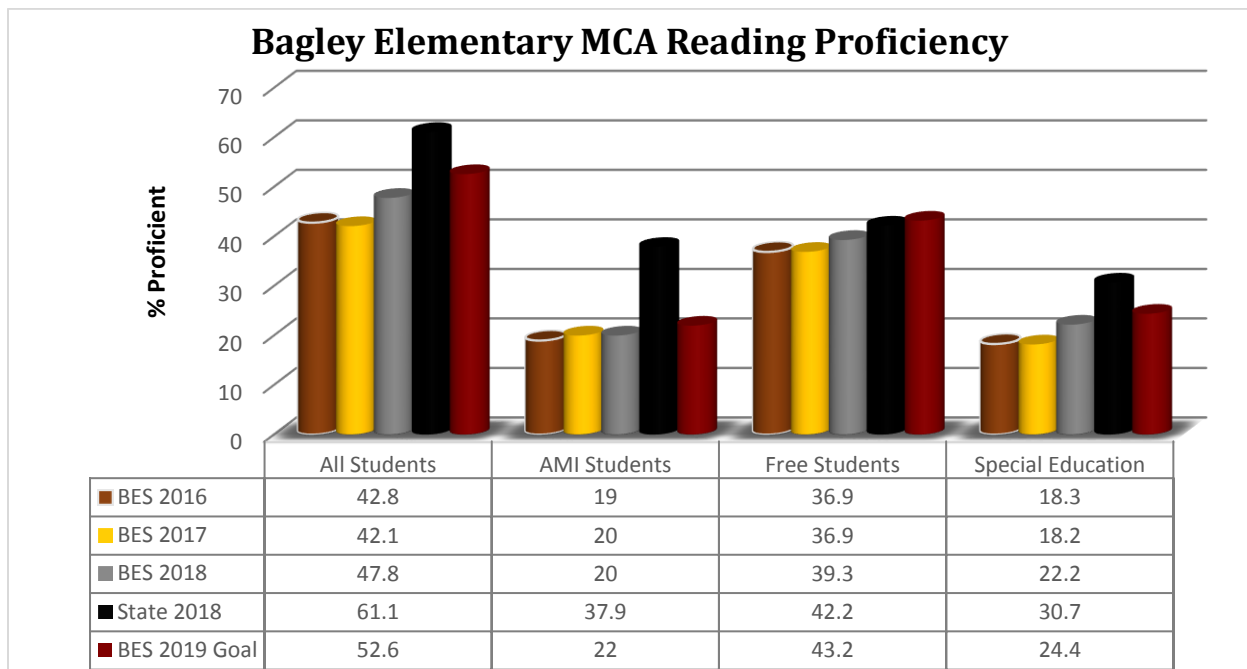
**2018 Reading Results:** The Bagley Elementary MCA Reading proficiency for ALL students **increased** from 42.1% in 2017 to 47.8% in 2018. The District **did** accomplish its Reading goal.

**Reading Goal #2:** The Bagley Elementary will close the achievement gap in Reading for the following subgroups as measured by the 2019 Reading MCA.

- To increase AMI student proficiency by 10% from 20% in 2018 to 22% in 2019.
- To increase Free/Reduced Lunch student proficiency by 10% from 39.3% in 2018 to 43.2% in 2019.
- To increase Sp Ed student proficiency by 10% from 22.2% in 2018 to 24.4% in 2019.

**2018 Reading Results by Subgroups:**

- AMI student MCA Reading proficiency stayed the same from 20% in 2017 to 20% in 2018.
- Free/Reduced Lunch student MCA Reading proficiency **increased** from 36.9% in 2017 to 39.3% in 2018.
- SpEd Student MCA Reading proficiency **increased** from 18.2% in 2017 to 22.2% in 2018.



## 2018-2019 Reading Achievement Gap Goals

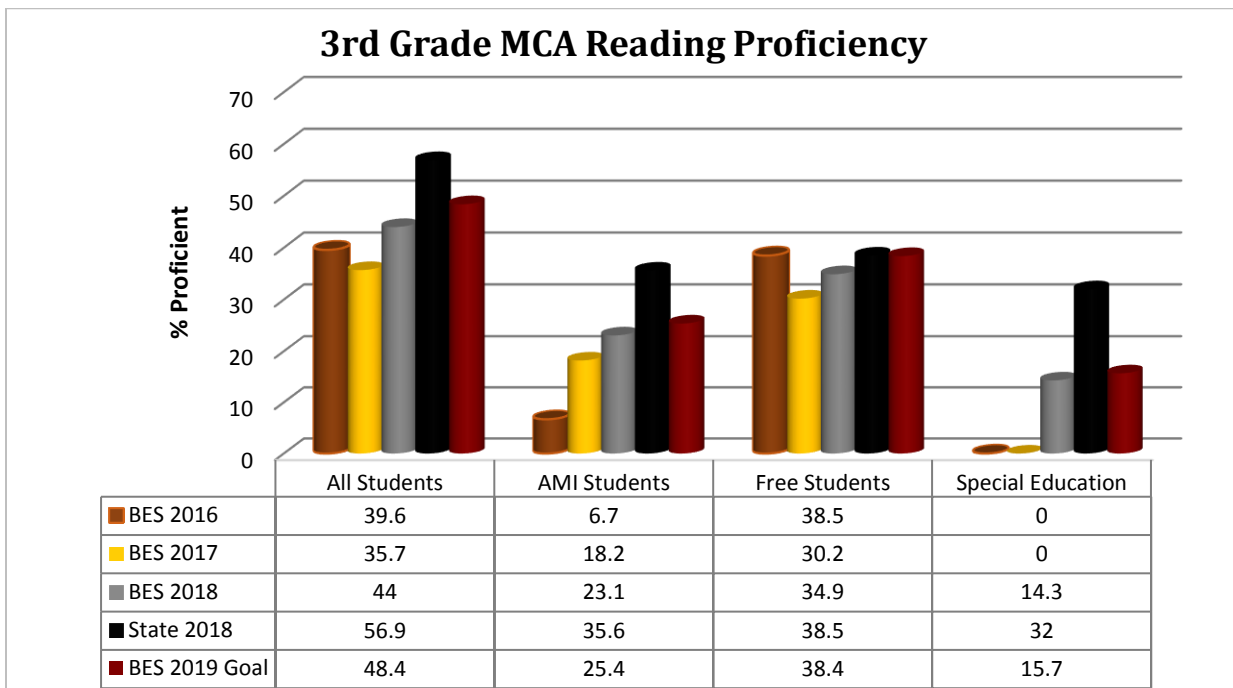
- The achievement gap between White students and American Indian students in grades 3-6 on all State accountability tests for Reading will decrease from 34% in 2018 to 30% in 2019.

- The achievement gap between Free & Reduced Lunch and Non-Free & Reduced Lunch students in grades 3-6 on all State accountability tests for Reading will decrease from 19.7% in 2018 to 17.5% in 2019.
- The achievement gap between Special Education and Non-Special Education students in grades 3-6 on all State accountability tests for Reading will decrease from 30.8% in 2018 to 27.75% in 2019.

## 2018-2019 3rd Grade Reading Proficiency

Smart Goal: The percentage of all Bagley Elementary School 3<sup>rd</sup> grade students in Reading achievement levels, based on MCA Reading Assessments, will improve from 44% in 2018 to 48.4% in 2019.

2018 3<sup>rd</sup> Grade Results: Bagley Elementary 3<sup>rd</sup> Grade students' achievement levels, based on MCA Reading Assessments, scored 44% in 2018 and **increased** when compared to 35.7% in 2017.



## Systems, Strategies and Supports

- In Professional Learning Communities, teachers will use data from MCA and NWEA tests to determine which reading standards need improvements. The teachers will use this data to plan their instruction in Plan book. This program will help track the standards taught and the frequency.
- **Staff Development: Reading Small Group Instruction (Guided Reading)**  
The Bagley Elementary will be provided professional development 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.

- Reading Intervention in all grade level provided by reading interventionists.
- Paraprofessional support in all grade levels to support small group instruction

## 2018-2019 Bagley Elementary Improvement Math Goals

**Math Goal #1:** The percentage of ALL students enrolled on October 1<sup>st</sup>, who earned achievement levels of Meets or Exceeds Standards on the 2019 Math MCA, will increase proficiency by 10% from 45.8% to 50.4%.

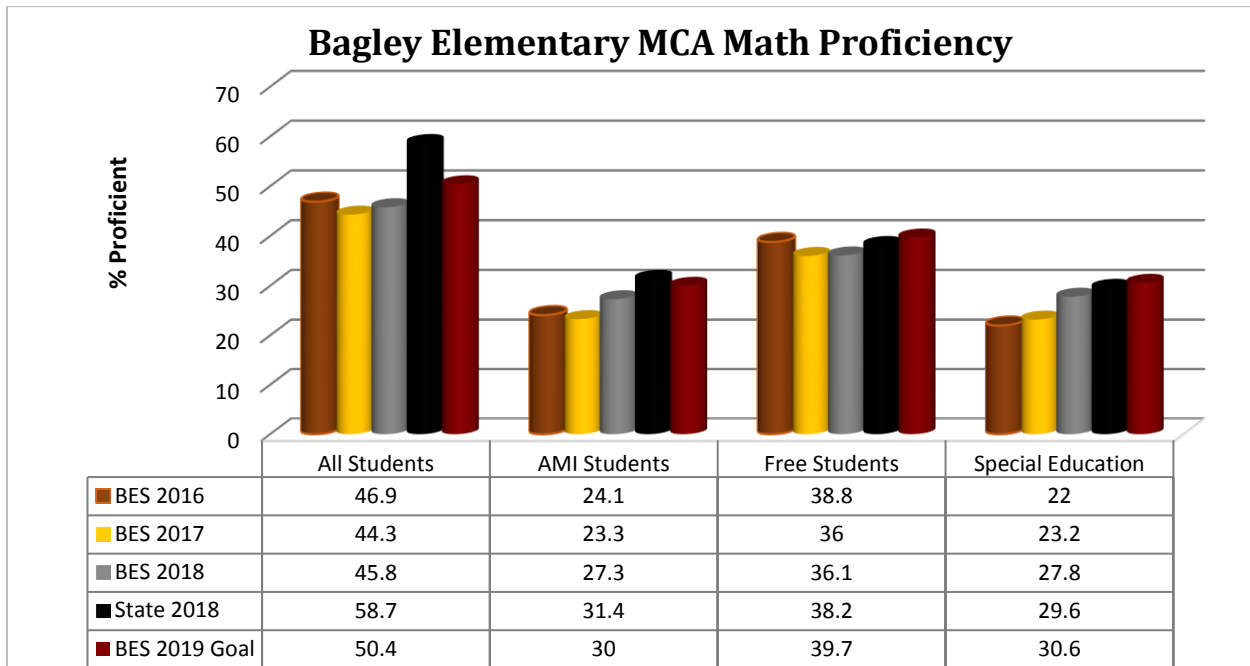
**2018 Math Results:** The Bagley Elementary MCA Math proficiency for ALL students **increased** from 44.3% in 2017 to 45.8% in 2018. The District did not accomplish its Math goal.

**Math Goal #2:** The Bagley Elementary School will close the achievement gaps in Math for the following subgroups as measured by the 2019 Math MCA.

- To increase AMI student proficiency by 10% from 27.3% in 2018 to 30% in 2019.
- To increase Free/Reduced Lunch students' proficiency by 10% from 36.1% in 2018 to 39.7% in 2019.
- To increase Sp Ed student proficiency by 10% from 27.8% in 2018 to 30.6% in 2019.

### 2018 Math Results by Subgroups:

- AMI student MCA Math proficiency **increased** from 23.3% in 2017 to 27.3% in 2018.
- Free/Reduced Lunch student MCA Math proficiency **increased** from 36% in 2017 to 36.1% in 2018.
- Sp Ed student MCA Math proficiency **increased** from 23.2% in 2017 to 27.8% in 2018.



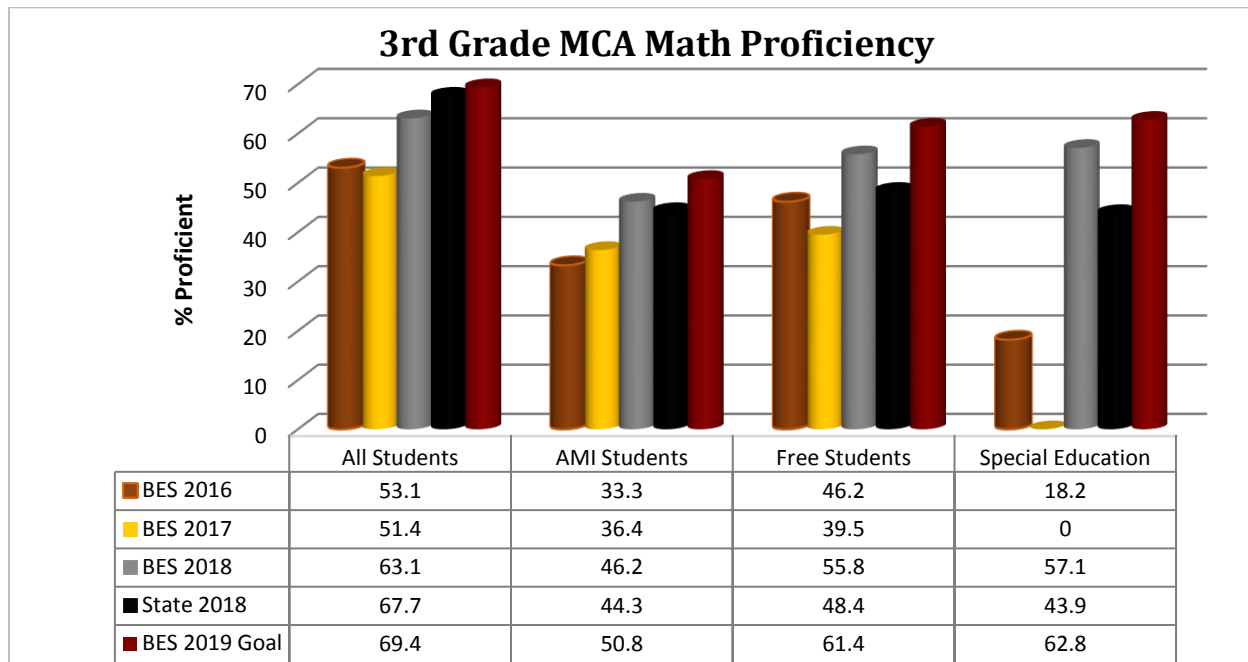
## 2018-2019 Math Achievement Gap Reduction Goals

- The achievement gap between White students and American Indian students in grades 3-6 on all State accountability tests for Math will decrease from 22.9% in 2018 to 20.5% in 2019.
- The achievement gap between Free & Reduced Lunch and Non-Free & Reduced Lunch students in grades 3-6 on all State accountability tests for Math will decrease from 22.6% in 2018 to 20.3% in 2019.
- The achievement gap between Special Education and Non-Special Education students in grades 3-6 on all State accountability tests for Math will decrease from 21.6% in 2018 to 19.4% in 2019.

## 2018-2019 3rd Grade Proficiency Math

**Smart Goal:** The percentage of all Bagley Elementary School 3<sup>rd</sup> grade students in Math achievement levels, based on MCA-III Math Assessments, will improve from 63.1% 2018 to 69.4% in 2019.

**2018 3<sup>rd</sup> Grade Results:** Bagley Elementary 3<sup>rd</sup> Grade students' achievement levels, based on MCA Math Assessments, scored 63.1% an **increase** when compared to 51.4% in 2017



## Systems, Strategies and Supports

- In Professional Learning Communities, teachers will use data from MCA and NWEA tests to determine which math standards need improvements. The teachers will use this data to

plan their instruction in Plan book. This program will help track the standards taught and the frequency.

- Staff Development with the new math curriculum.
- Paraprofessional support in all grade levels to support small group instruction

## **Parent Involvement: (Survey)**

Top four priorities Results and Goal

### **Priority One**

**The school listens to ideas:** (71.5% Strongly Agreed and Agreed)

Goal: The percentage of Strongly Agree and Agree on the Bagley Elementary Parent Survey in 2019 will increase by 10% from 71.5% in 2018 to 78.7% in 2019.

### **Priority Two**

**Regularly Informed: Homework and Tests:** (77.1% Strongly Agreed and Agreed)

Goal: The percentage of Strongly Agree and Agree on the Bagley Elementary Parent Survey in 2019 will increase by 10% from 77.1% in 2018 to 84.8% in 2019.

### **Priority Three**

**Regularly Informed: Academic Progress** (75.2% Strongly Agreed and Agreed)

Goal: The percentage of Strongly Agree and Agree on the Bagley Elementary Parent Survey in 2019 will increase by 10% from 75.2% in 2018 to 82.7% in 2019.

### **Priority Four**

**School Discipline Procedures** (62.3% Strongly Agreed and Agreed)

Goal: The percentage of Strongly Agree and Agree on the Bagley Elementary Parent Survey in 2019 will increase by 10% from 62.3% in 2018 to 68.5% in 2019.

## **Systems, Strategies and Supports**

- Communicate the Student Handbook at all Students and Parents
- Send home information of Parent Vue to monitor their student's grades
- Train all the new teachers in Responsive Classroom
- Train all new teachers in Social and Emotional Learning through Peacemakers Professional Development
- Implementation of SOARR

## **SOARR Student (Survey)**

Top three priorities Results and Goal

### **Priority One**

**I Feel Safe at School.** (61% Yes)

Goal: The percentage of student that answered yes on the Bagley Elementary SOARR Student Survey in 2019 will increase by 10% from 61% in 2018 to 67.1% in 2019.

### **Priority Two**

**My School Stops Bullying.** (27.4% Yes)

Goal: The percentage of student that answered yes on the Bagley Elementary SOARR Student Survey in 2019 will increase by 10% from 27.4% in 2018 to 30.1% in 2019.

**Priority Three**

**My Best Effort Makes a Difference (Learning).** (68.2% Yes)

Goal: The percentage of student that answered yes on the Bagley Elementary SOARR Student Survey in 2019 will increase by 10% from 68.2% in 2018 to 75% in 2019.

**Systems, Strategies and Supports**

- Train all the new teachers in Responsive Classroom
- Train all new teachers in Social and Emotional Learning through Peacemakers Professional Development
- Implementation of SOARR
- Data Talks with students
- Create a positive school climate

**2018-19 Bagley Elementary Professional Development Strategies**

- Guided Reading grades K-6
- TS Gold PreK-K
- Envisions for Math K-5
- Data Driven Instruction
- Using Apple Applications in the Classroom
- Using Technology in the Classroom
- Planbook Training
- Seizures Training

# **School Support Notice**

## **Targeted Support and Improvement**

Dear Parent or Guardian,

Our school is committed to ensuring every child has access to the opportunities and academic experiences needed to be successful. As we begin the 2018-2019 school year, we want to share with you some information about our school's recent identification for support from the Minnesota Department of Education (MDE).

The federal Every Student Succeeds Act (ESSA) provides Minnesota with a limited amount of funding for school support and improvement work. MDE worked with students, families, educators, experts, and community members to create the North Star accountability system. This system helps the state prioritize schools and districts for support. The North Star system uses several measurements organized into three stages to identify schools for different levels of support. Using this system, MDE has identified our school as eligible for support.

Our school has been identified for targeted support and improvement because the performance of one or more student groups across several measurements suggests we would benefit from support.

Our school district will work with the school's leadership team, staff and families to examine the data related to student performance. We will then identify evidence-based practices to use to improve student success. Specialists from Minnesota's Regional Centers of Excellence will support our work for the next three years.

This is an opportunity to build upon the strengths of our school community and address our challenges. Bringing together a variety of perspectives and voices is very important to the success of our efforts to improve our school. We are very interested in including students' families as part of this process. If you would like to be involved in this effort, please contact Kristi Moritz at [kmoritz@bagley.k12.mn.us](mailto:kmoritz@bagley.k12.mn.us) or 218-694-6528.

To compare our school to other schools and to see data about other areas such as student engagement, you will find more information online at [rc.education.state.mn.us](http://rc.education.state.mn.us).

To learn more about the North Star system, including how these measurements are calculated, you will find more information online at <https://education.mn.gov/MDE/dse/account/>.

Thank you,

Kristi Moritz  
Bagley Elementary Principal

# **BAGLEY HIGH SCHOOL**

## **2018-2019**

### **WORLD'S BEST WORKFORCE PLAN**



### **Bagley School District's Mission Statement**

***"Pursuing Educational Excellence for All –***

*Provide a learning environment which inspires and prepares each student to achieve his/her dreams, contribute to community, and engage in lifelong learning."*

**Bagley High School Staff Development & Leadership Team**

Tony Kerr, High School Principal  
Jenny Fraley, School Counselor  
Amy Kent, District Assessment Coordinator  
Doug Liebl, Department Chair-Art  
Mary White, Department Chair- Business  
Marilyn Hood, Department Chair- Language Arts  
Mike Malterud- Department Chair Industrial Technology  
Kristie O'Beirne, Department Chair, Math  
Josh Gunderson, Department Chair- Music  
Allison BArta, Department Chair- Science  
Greg Norum, Department Chair- Social Studies  
Kara Wass, Department Chair- Special Education

## Data Analysis and Goal Setting

### 2018-2019 Bagley High School Improvement Reading Goals

Reading Goal #1: The percentage of ALL students enrolled on October 1<sup>st</sup>, who earned achievement levels of Meets or Exceeds Standards on the 2018 Reading MCA, will increase proficiency by 10% from 54.8% to 60.3% in 2018.

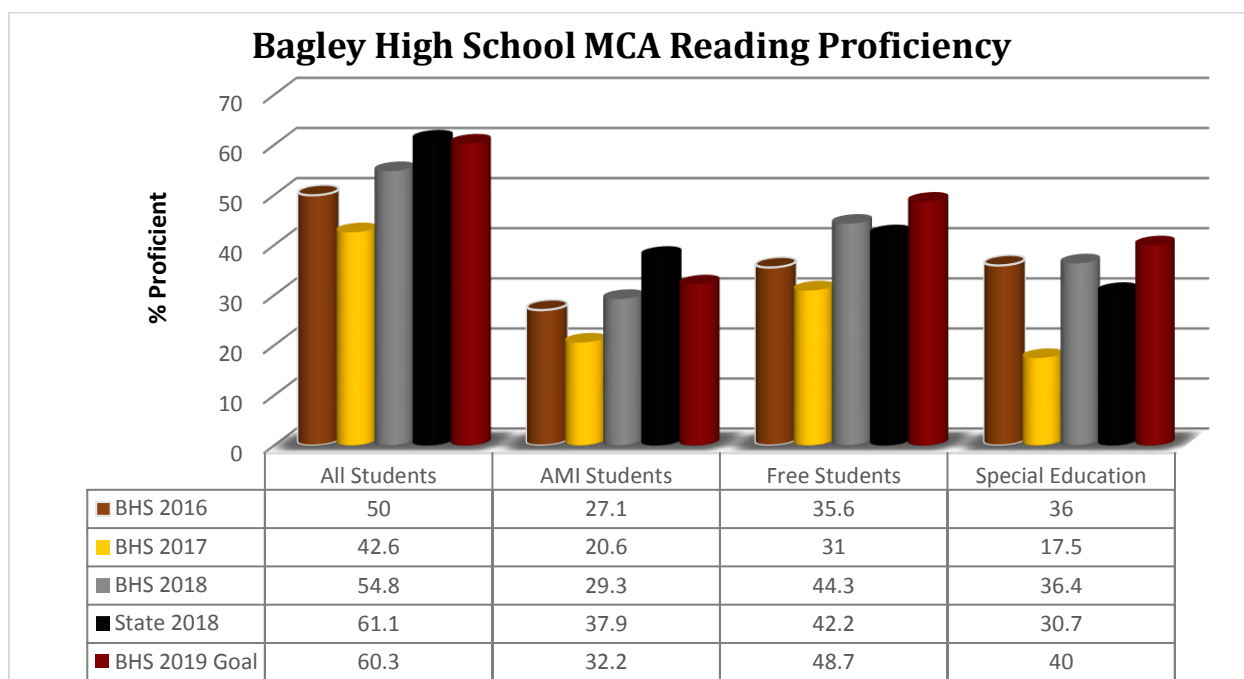
2018 Reading Results: The Bagley High School MCA Reading proficiency for ALL students **increased** by 28% from 42.6% in 2017 to 54.8% in 2018. The District did accomplish its Reading goal. The District performed below the State average of 61.1% in 2018.

Reading Goal #2: The Bagley High School will close the achievement gap in Reading for the following subgroups as measured by the 2019 Reading MCA.

- a. To increase AMI student proficiency by 10% from 29.3% in 2018 to 32.2% in 2019.
- b. To increase Free Lunch student proficiency by 10% from 44.3% in 2018 to 48.7% in 2019.
- c. To increase Sp Ed student proficiency by 10% from 36.4% in 2018 to 40% in 2019.

#### 2018 Reading Results by Subgroups:

- a. AMI students MCA Reading proficiency **increased** from 20.6% in 2017 to 29.3% in 2018.
- b. Free Lunch students MCA Reading proficiency **increased** from 31% in 2017 to 44.3% in 2018.
- c. Sp Ed Students MCA Reading proficiency **increased** from 17.5% in 2017 to 36.4% in 2018.



## 2018-2019 Reading Achievement Gap Goals

- The achievement gap between White students and American Indian students in grades 7-8 & 10 on all State accountability tests for Reading will decrease from 32.4% in 2018 to 29.1% in 2019.
- The achievement gap between Free & Reduced Lunch and Non-Free & Reduced Lunch students in grades 7-8 & 10 on all State accountability tests for Reading will decrease from 19.5% in 2018 to 17.5% in 2019.
- The achievement gap between Special Education and Non-Special Education students in grades 7-8 & 10 on all State accountability tests for Reading will decrease from 23.2% in 2018 to 20.8% in 2019.

## 2018-2019 Bagley High School Improvement Math Goals

Math Goal #1: The percentage of ALL students enrolled on October 1<sup>st</sup>, who earned achievement levels of Meets or Exceeds Standards on the 2018 Math MCA, will increase proficiency by 10% from 38.4% to 42.3%.

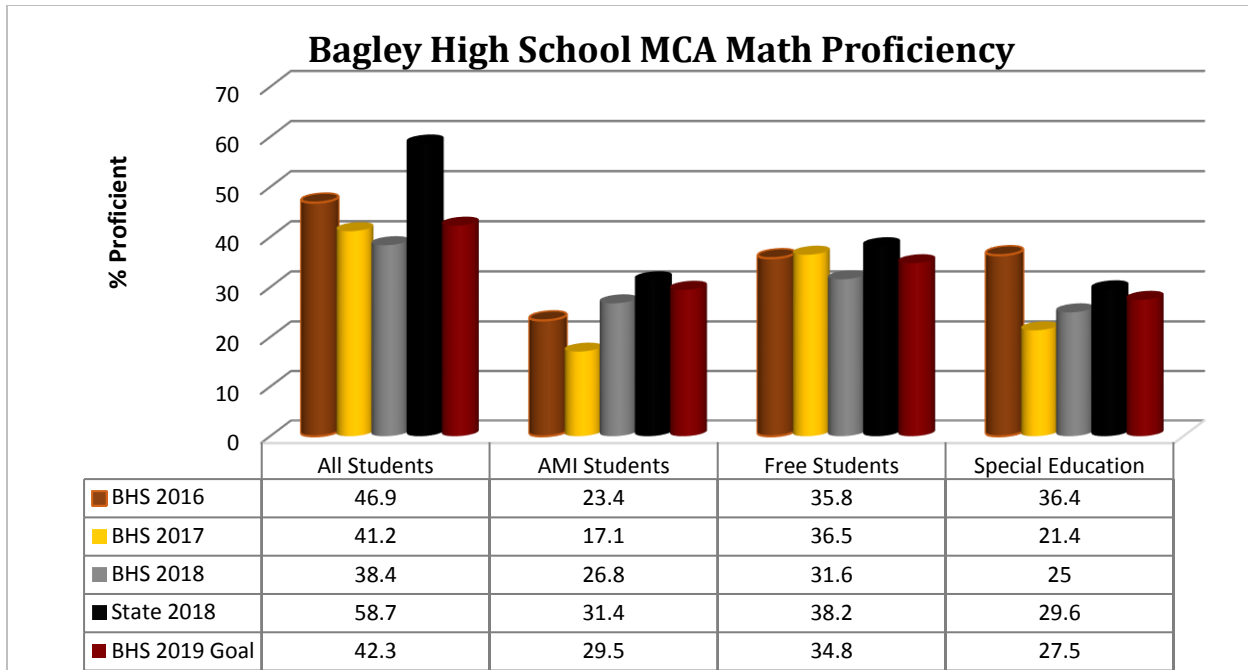
2018 Math Results: The Bagley High School MCA Math proficiency for ALL students decreased 7% from 41.2% in 2017 to 38.4% in 2018. The District did not accomplish its Math goal. The Bagley School District performed below the State average of 58.7% in 2018.

Math Goal #2: The Bagley High School will close the achievement gaps in Math for the following subgroups as measured by the 2019 Math MCA.

- a. To increase AMI student proficiency by 10% from 26.8% in 2018 to 29.5% in 2019.
- b. To increase Free Lunch student proficiency by 10% from 31.6% in 2018 to 34.8% in 2019.
- c. To increase Sp Ed student proficiency by 10% from 25% in 2018 to 27.5% in 2019.

2018 Math Results by Subgroups:

- a. AMI student MCA Math proficiency **increased** from 17.1% in 2017 to 26.8% in 2018.
- b. Free Lunch student MCA Math Proficiency decreased from 36.5% in 2017 to 31.6% in 2018.
- c. Sp Ed student MCA Math proficiency **increased** from 21.4% in 2017 to 25% in 2018.



### 2018-2019 Math Achievement Gap Reduction Goals

- The achievement gap between White students and American Indian students in grades 7-8 & 11 on all State accountability tests for Math will decrease from 14.6% in 2018 to 13.1% in 2019.
- The achievement gap between Free & Reduced Lunch and Non-Free & Reduced Lunch students in grades 7-8 & 11 on all State accountability tests for Math will decrease from 13.4% in 2018 to 12% in 2019.
- The achievement gap between Special Education and Non-Special Education students in grades 7-8 & 11 on all State accountability tests for Math will decrease from 17.2% in 2018 to 15.5% in 2019.

### 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 10<sup>th</sup>, 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 meeting with the school counselor.

### **BHS Students Who Met ACT College Readiness Benchmarks**

	English		Mathematics		Reading		Science		All Four	
	2018	2019 Goal	2018	2019 Goal	2018	2019 Goal	2018	2019 Goal	2018	2019 Goal
<b>All Students</b>	50%	53.5%	35%	38.5%	29%	32.5%	41%	44%	18%	21.5%
<b>American Indian</b>	50%	53.5%	50%	53.5%	50%	53.5%	50%	53.5%	50%	53.5%
<b>White</b>	54%	57.5%	38%	41.5%	33%	36.5%	42%	45.5%	21%	24.5%

<b>Two or More</b>	50%	53.5%	25%	28.5%	25%	28.5%	50%	53.5%	0%	25%
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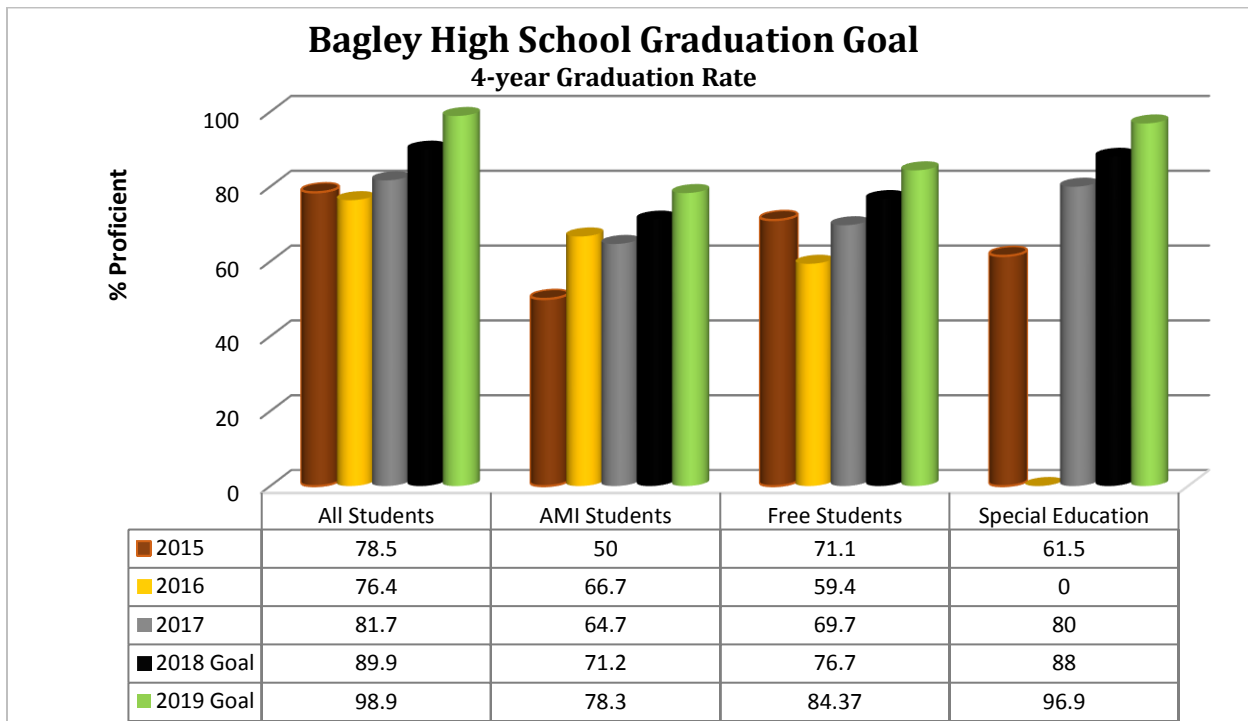
Bagley High School will improve ACT College Readiness Benchmark Proficiency Percentages in 2019 by 3.5%.

## **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.
- ACT prep offered through MCIS to all students and before school leading up to the April ACT test for Juniors.
- 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) is used with students in grades 8-12 during designated classroom time, under the instruction of classroom teachers and with the guidance of the school counselor, to prepare an online personal learning plan and complete tasks related to college and career ready activities.
- 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.
- Field Trips to are colleges (Bemidji State Universities, Northwest Tech, etc.).
- Field trips to area businesses (TEAM Industries, etc.).
- College Fair at Bemidji State University for all seniors.
- Opportunities for college visits for Indian Educations students in a variety of setting (i.e. 4-year Universities, Tribal and Communities Colleges, Vocational Programs, etc.) across, Minnesota, North Dakota, South Dakota & Wisconsin.
- Online college in the High School for eligible 10-12<sup>th</sup> grade students offered each semester through Distance Minnesota.
- Postsecondary Enrollment Options (PSEO) available to eligible 10-12<sup>th</sup> grade students via area colleges and universities.

- 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' review their student's Postsecondary Plan along with the pre-registration form for the next school year. 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



## STRATEGIES for High School Graduation

- The School Counselor meets with all seniors 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**

## **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.

Standards based instruction, best practices, differentiated instruction, common strategies and student engagement will be the focus of PLC time. This will construct knowledge of curriculum gaps, instructional weaknesses, and learning styles, while providing needed support to increase student engagement and achievement.

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.

Standards based instruction, best practices, differentiated instruction, common strategies and student engagement will be the focus of PLC time. This will construct knowledge of curriculum gaps, instructional weaknesses, and learning styles, while providing needed support to increase student engagement and achievement.

### **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 student achievement, engagement, and standards based instructional practices. We are growing our capacity with technology using programs to track how and when specific content standards are being taught, and using these reports to discover gaps and deficiencies in the curriculums enabling opportunities for supplemental instruction and back filling curriculum. We are also utilizing PLC time to analyze learning style indicator test administered to students so we can better understand our learners and adjust the delivery of instruction to engage more learners more effectively.

### **Findings of each goal: The impact on student learning. BHS Reading Proficiency**

Bagley Secondary staff development goals for teachers is to gain understanding and begin to use MCA reading data to help improve students achievement by making changes in their instruction. The goal has been met by increasing proficiency by 12.2% for all students.

Teaching staff began using Planbook.com to restructure and analyze instruction. The program drives a standards based instructional model. The Planbook program when aligned with NWEA, MCA benchmark assessment and student classroom work offer triangulation of data to make instructional decisions based on that standards have been missed, where instructional strengths and deficits are, backfilling gaps in curriculum, and differentiation of instruction.

## **BHS Mathematics Proficiency**

Bagley Secondary staff development goals for teachers is to gain understanding and begin to use MCA reading data to help improve student achievement by making changes in their instruction. The goal has not been met by attaining a decrease of 2.8% 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.

Teaching staff began using Planbook.com to restructure and analyze instruction. The program drives a standards based instructional model. The Planbook program when aligned with NWEA, MCA benchmark assessment and student classroom work offer triangulation of data to make instructional decisions based on that standards have been missed, where instructional strengths and deficits are, backfilling gaps in curriculum, and differentiation of instruction.

### **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, data mining, professional development in high performance mind set, school climate change, standards based instruction, lesson planning, relationship studies, and learning style indicator studies.

All Bagley High School teaching staff have been extensively trained in the Planbook lesson planning and standards reporting program. We are utilizing PLC time to collaborate and uncover gaps and strengths in the curriculum and instruction. We then formulate structures of support to close the gaps through back filling, instructional and curricular review, as well as exploring social and emotional learning needs of the students.

## 2018-19 Bagley Secondary Staff Development Strategies and Goals for Student Achievement.

- 1) The district will provide training for the following areas of concern:
  - a. Reading Strategies in the Content Area
    - Read 180
  - b. Student Retention and Absenteeism
    - Logic vs Emotional response
    - Relationship study
    - Learning style inventory
    - Social Emotional Learning (Student)
    - Trauma Sensitive Schools (Teacher)
  - c. Culturally Relevant Pedagogy
    - Expanding the Circle
    - High School Indian Education and Education Cultural Specialist classroom and student academic support
  - d. Expand Interdisciplinary Opportunities
    - Team teaching opportunities
    - Lesson topic sharing via planbook.com and google classroom
    - Common rubrics for grammar, writing
    - Common postings for word origins
    - Recognition of interdisciplinary work on lessons, and communicating this to students
  - e. Positive Climate Change
    - Three positive phone calls home per week per staff.
    - High performance mind set
      - Automatic negative responses
      - First interaction
      - Dominate your controllables
  - f. Standards Based Instruction and Lesson Planning
    - Planbook.com linked to the MCA benchmark assessment standards and NWEA predictions
    - Lesson plans are based off of reported standards gaps, overflow, frequency
  - g. Professional Learning Communities
    - Academic and Behavioral Intervention based
    - Goal driven
    - Solution focused
    - Embedded weekly
  - h. Differentiated Instruction
    - Learning style indicator tool
    - Reflection on classroom common practice, best practice, skillsets, and capacity

- Classroom observation opportunities for teachers to see other teachers teach.

## **School Support Notice**

### **Comprehensive Support and Improvement**

Dear parent or guardian,

Our school is committed to ensuring every child has access to the opportunities and academic experiences needed to be successful. As we begin the 2018-2019 school year, we want to share with you some information about our school's recent identification for support from the Minnesota Department of Education (MDE).

The federal Every Student Succeeds Act (ESSA) provides Minnesota with a limited amount of funding for school support and improvement work. MDE worked with students, families, educators, experts, and community members to create the North Star accountability system. This system helps the state prioritize schools and districts for support. The North Star system uses several measurements organized into three stages to identify schools for different levels of support. Using this system, MDE has identified our school as eligible for support.

Our school has been identified for comprehensive support and improvement because [we are in the 5 percent of Title I schools most likely to benefit from support] OR [our four-year graduation rate is lower than 67 percent for at least one student group of 20 or more students]. Our school district will work with the school's leadership team, staff and families to examine the data related to student performance. We will then identify evidence-based practices to improve student success. Specialists from Minnesota's Regional Centers of Excellence will support our work for the next three years. This is an opportunity to build upon the strengths of our school community and address our challenges. Bringing together a variety of perspectives and voices is very important to the success of our efforts to improve our school. We are very interested in including students' families as part of this process. If you would like to be involved in this effort, please contact Bagley High School Principal Tony Kerr at [Tkerr@bagley.k12.mn.us](mailto:Tkerr@bagley.k12.mn.us) or call at 218-694-6184.

Bagley High School has been identified as we scored 66.7% for free and reduced graduation rate. The state requirement is 67%. Our goal to meet the extra .3% will be easily met. We strive for success for all of our learners, and we will do all we can to meet those needs.

To compare our school to other schools and to see data about other areas such as student engagement, you will find more information online at <https://rc.education.state.mn.us/#>.

To learn more about the North Star system, including how these measurements are calculated, you can visit <https://rc.education.state.mn.us/#>.

Thank you,

Tony Kerr  
Bagley High School Principal