

# Bagley Public Schools School Board Meeting Agenda

Monday, October 26, 2015 at 7:30 PM

Public Hearing

High School Room 101

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**1. CALL TO ORDER**

A. Pledge - Chairman Broden

**2. PUBLIC HEARING**

A. School District's World's Best Work Force Strategic Plan/Title I 2

**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**

**ISD# 162**

**2014-2015**

## **World's Best Workforce Report**

October 26, 2015

### **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."***

## **MDE Website Information on the World's Best Workforce**

### **What is the World's Best Workforce?**

The World's Best Workforce bill was passed in 2013 to ensure every school district in the state is making strides to increase student performance. Each district must develop a plan that addresses the following five goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

### **Why is Minnesota focused on this idea?**

For Minnesota to be competitive, we must have students who are college and career ready, students who are poised to lead the state's workforce. This is important because:

- Our population is aging.
- Seventy percent of jobs will require more than a high school diploma by 2018.
- We don't have qualified candidates to fill many good-paying jobs.
- The fastest growing segment of our future workforce is students of color, and they currently have the state's lowest graduation rate.
- Minnesota has one of the worst black-white achievement gaps in the country.

### **How will we measure progress?**

Each district will create their own plan to align curriculum and instruction so that students are college and career ready. The success of each plan will be measured by:

- Closing the gap by student group
- MCA scores
- High school graduation rates
- Career and college readiness

### **What do Minnesota school boards need to do?**

School boards across the state must establish an advisory committee that will:

- Involve the community during plan development.
- Include members that reflect the diversity of the district and its schools
- Make recommendations to the school board on rigorous academic standards and student achievement goals and measures.
- District leaders will post an annual report on their progress, hold annual public meetings, and are required to submit a summary report to the Minnesota Department of Education.

### **What role does the Minnesota Department of Education play?**

While each district's World's Best Workforce plan will be developed and implemented locally, the Minnesota Department of Education will offer support to districts when needed. This could mean helping to identify areas where a district is struggling, or sharing best practices that might help a district raise student performance.

## **2014-2015 World's Best Workforce Report and Report Summary**

Under Minnesota Statutes, section 120B.11, school districts are to develop a World's Best Workforce (WBWF) Annual Report and report summary for each school year. This summary should document the WBWF student achievement goals that were established in the past year, the strategies and initiatives that the district engaged in to meet the goals, and the subsequent progress made on those goals by the end of the school year. The 2014-2015 Report Summary is due to MDE by December 1, 2015

Bagley Public Schools has posted the Annual Report on the District website at:

<http://www.bagley.k12.mn.us/education/components/docmgr/default.php?sectiondetailid=4884&>

### **Introduction**

Bagley Public Schools strives to provide the best educational opportunities for all children. Providing an education to youth that leads to creating the WBWF is a goal that must be addressed early on in every child's life. In order to create the WBWF, it is imperative that identified academic achievement gaps are closed among all racial and ethnic groups of students and between students living in poverty and not living in poverty as well as for students who receive or do not receive special education. The WBWF Annual Report is intended to serve as a foundational document to align educational initiatives that serve to ensure reaching intended student outcomes from pre-kindergarten to graduation.

The District will also utilize plans and strategies that are currently in place such as the Title I Plan, Bagley High School Improvement Plan and the Bagley Elementary Focus Plan; School Readiness Program Plan; Local Literacy Plan; Student Transition Plan to College and Career Readiness; Plan for Educator Effectiveness, Alternative Delivery of Specialized Instructional Services. The District's WBWF Annual Report illustrates how the various other plans fit together and serve as a blueprint to create a quality workforce.

### **MDE Annual Evaluation**

The MDE Commissioner of Education must collaborate with districts throughout the state to identify effective targeted strategies, practices, and use of resources by districts and school sites in striving for the WBWF. The commissioner must identify those districts in any consecutive three-year period not making sufficient progress on goals toward improving teaching, learning and striving for the WBWF. Only schools receiving federal Title I funds are eligible for the school designations (Priority, Focus, Continuous Improvement, Celebration Eligible and Reward). *The Bagley Elementary was identified as a "Focus School" beginning in school year 2014-2015.*

Focus Schools are required to work collaboratively with parents, their communities, their districts, Regional Centers of Excellence and MDE to develop school improvement plans aimed at improving the performance of their low-performing student subgroups. This plan is to be locally tailored by the school and district with technical assistance and strategic support from Regional Centers of Excellence and MDE. Focus Schools maintain their status and continue working on their improvement plans for three years unless they meet exit criteria. Focus Schools are required to set aside the equivalent of 20 percent of their Title I funds for activities related to their turnaround plan.

## **STAKEHOLDER ENGAGEMENT**

### **World's Best Work Force Public Meeting**

The Bagley School Board held a public meeting on October 26, 2015, to review the goals, outcomes and strategies of the 2014-2015 WBWF School District Annual Report. The public was given the opportunity to provide input and review the performance of Bagley Public Schools. The data gathered at the public meeting and through the various advisory committees, will be used to revise the student achievement goals, local assessment outcomes, building level strategies, and practices for improving curriculum and instruction during the 2015-2016 school year.

### **2014-2015 SY District Advisory Committee (Twice per month)**

- Steve Cairns - Superintendent
- Helen Kennedy – High School Principal
- Lee Furuseth – Elementary Principal
- Neal Anderson – Technology Director/Parent
- Neil Dolan – School Resource Officer
- Keith Gebhardt – Community Education/Parent
- Bob Garland – Transportation Director/Head Buildings and Grounds
- Doreen Zierer – Athletic Director/Elementary Dean of Students
- Gina Drellack – Media Centers/Parent
- Kari Anderson – High School Counselor

### **2014-2015 SY Elementary Advisory Committee (Twice per month)**

- Lee Furuseth – Elementary Principal
- Matt Cage – 5<sup>th</sup> and 6<sup>th</sup> grade Teacher/Parent
- Sara Tramm -4<sup>th</sup> grade Teacher/Parent
- Janelle Melbo – 3<sup>rd</sup> grade Teacher/Parent
- Sarah Klinkhammer – 1<sup>st</sup> grade Teacher
- Kari Gerbracht – Kindergarten & 1<sup>st</sup> grade Teacher/Parent
- Julie Paulson – ADSIS Teacher
- Belinda Schermerhorn – Co-agency/Parent
- Stephanie Anderson – Pre-school/Parent
- Lori Agnew – 4<sup>th</sup> grade Teacher/Parent
- Becca Neal – MDE Advocate

### **2014-2015 SY High School Advisory Committee (Monthly)**

- Helen Kennedy – High School Principal
- Joel Hood – High School Teacher
- Gina Drellack – Media Center/Parent
- Greg Norum – Social Studies Teacher/Parent
- Kathy Steinmetz – Special Education Teacher
- Darris Dahl – English Teacher/Parent
- Kari Anderson – School Counselor
- Mary White – Specialist Teacher
- Ole Anderson – Science Teacher/Parent

### **High School Ramp-up to Readiness Team - (Monthly)**

- Helen Kennedy – High School Principal
- Mary White – Specialist Teacher
- Kari Anderson – Counselor
- Susan Yell – Ramp-up Coordinator

### **Bagley Indian Parent Committee Survey - May 2014**

- Reduce the number of Native American students that are behind in reading, language, and math and help students do well in school through tutoring/paraprofessional services. (54)
- Reduce the dropout rate among Native American students. (45)
- Increase alcohol and drug prevention awareness among the school age population. (41)
- Increase daily attendance among Native American students. (34)
- Help to develop curriculum and obtain materials specific to Native American culture, increase cultural awareness and self-esteem. (31)
- Provide cultural activities for students and the community. (31)
- Increase the number of Native American parents and community members involved in school programs and activities. (30)
- Increase communication between school and home. (25)
- Provide counseling services for Native American students at all grade levels. (25)
- Reduce the disciplinary referrals among Native American students. (19)
- Provide training for the school staff, to help them develop skills and understanding of issues relating to Native American education. (16)

### **Supplemental educational services that you feel are most helpful**

- After-School tutoring (65)
- Field Trips (57)
- Financial Support for Extra/Co-Curricular Fees (54)
- Transportation Home (49)
- Quiz Bowls (34)
- In-School Tutoring (33)
- Summer School (27)

### **Elementary Title I Parent Survey - April 2014** – items of highest priority

#### **The school staff listens to my ideas.**

- Raise levels of Strongly Agree and Agree from 72.5% to 77.5%.
- Create a parent/public suggestion box.
- Create an electronic suggestion box.
- Report ideas and changes in the Buzz/District Website/others.
- Create opportunities for exchanges between parents and teachers/staff, such as Parent/Teacher Conferences with opportunity for exchanges.

**I receive timely responses to my concerns/inquiries.**

- Raise levels of Strongly Agree and Agree from 82% to 87%.
- Create a Norm/Standard Procedure for responses to concerns/inquiries.
- Place the procedure in the Handbook.

**I am regularly informed if my child is not doing homework or passing tests.**

- Raise levels of Strongly Agree and Agree from 72% to 77%.

**The School discipline procedures improve student behavior.**

- Raise levels of Strongly Agree and Agree from 60% to 65%.
- Create parent workshops and seminars to provide opportunities to better understand Responsive Classroom.
- Continue to provide Professional Staff Development in Responsive Classroom and related trainings.

**I am regularly informed about my child's academic progress.**

- Raise levels of Strongly Agree and Agree from 79% to 84%.
- Create a grade reporting system based in Synergy.
- Create parent workshops and seminars to provide opportunities to better understand Synergy.
- Create a Norm/Standard Procedure for grading in Synergy.

**BES provides enough before and after school physical fitness or athletic activities.**

- Raise levels of Enough/Adequate from 80% to 85%.
- Create additional opportunities for before and after school activities.

**BES provides enough before and after school academic support/activities.**

- Raise levels of Enough/Adequate from 83% to 88%.
- Create additional opportunities for before and after school activities.

**I have attended..... school events.**

- Most frequently attended events are: Parents mostly watching or observing their child, i.e. concerts/roller skating/book fairs/ pastries.
- Increase opportunities/events for more parent/school staff exchanges of ideas, information and parenting techniques/strategies.

**I have used... communication tools.... Communication tools are isolated from other tools.**

- i. Increase Co-compatibility of Communication Tools.

# Bagley School District's Strategic Plan

- 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 Encourage creativity, critical thinking and collaboration, as critical aspects of teaching and learning.
- Goal 3 To create and maintain a plan for all students to successfully transition into 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.

## **2014-2015 Bagley Elementary Goal Areas and Results**

### **Goal 1. The school staff will listen to parent and community ideas.**

Raise levels of Strongly Agree and Agree from 72.5% to 77.5%.

Strategies:

- i. Create a parent/public suggestion box.
- ii. Create an electronic suggestion box.
- iii. Report ideas and changes in the Buzz/District Website/others.
- iv. Create opportunities for exchanges between parents and teachers/staff, such as Parent/Teacher Conferences with opportunity for exchanges.

Goal Results:

- i. Did not reach goal. Parent Survey showed a slight satisfaction decline of 1.0 to 71.5%

### **Goal 2. The school staff will respond timely to concerns/inquiries.**

Raise levels of Strongly Agree and Agree from 82% to 87%.

Strategies:

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

Goal Results:

- i. Did not reach goal. Parent Survey showed an increase 3.8 to 85.8%

### **Goal 3. The school will regularly inform parents on how children are doing regarding homework or passing tests.**

- i. Raise levels of Strongly Agree and Agree from 72% to 77%.
- ii. Regularly inform parents about student academic progress.
- iii. Raise levels of Strongly Agree and Agree from 79% to 84%.

Strategies:

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

Goal Results:

- i. Did not reach goal. Parent Survey showed a decline of 0.5 to 71.5% in the first area and decline of 3.8 to 75.2% respectively.

### **Goal 4. The School discipline procedures improve student behavior.**

Raise levels of Strongly Agree and Agree from 60% to 65%.

Strategies:

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

Goal Results:

- i. Did not reach goal. Parent Survey showed an increase of 2.3 to 62.3%

**Goal 5. WBWF - All Students Ready for Kindergarten**

100% of all beginning kindergarten students will have participated in a recognized enriching (4-star rated or other) preschool program, which prepares students, academically and socially, for entrance into kindergarten.

Strategies:

- i. Through Title I funds and Race to the Top Funds, the District will continue to provide adequate early childhood enrollment spaces so that no student is on the waiting list. Also, Bagley School District has expanded programming to include early childhood education for 3-year-olds.

Goal Results:

- ii. Did not reach goal. Did not have a reliable tool to measure results. Reportedly 94% of all kindergarteners were in an accredited early childhood program. 60% of kindergarteners exhibited entrance level skills as measured by three assessments taken during the first three weeks of school.

**Goal 6. WBWF - All Students in Third Grade Achieving Grade Level Literacy**

- i. 60% of third grade students will score at or above the benchmark on the MCA tests.
- ii. 60% of third grade students will receive an NWEA score at or above the grade level benchmark.

Strategies:

- i. Implementation of Focus Practice Profile: Learning Targets.
- ii. Responsive Classroom (RC) has been fully implemented in grades kindergarten through sixth grade. All staff has had either one or two summers of RC training.
- iii. The Bagley Elementary School has adopted the Bagley Elementary K-6 Literacy Plan. Bagley Public Schools is committed to using disaggregated student achievement results and growth data of all kindergarten through third grade student groups, including Free and Reduced, American Indian, and Special Education.
- iv. The Bagley Elementary Continuous Improvement Title I Plan includes the following strategies and practices:
  - a. Place State Standards
  - b. Name Assessments
  - c. Establish Benchmarks
  - d. Record and Report Student Achievements
  - e. Identify Students by At-risk Levels
  - f. Match Tier I, Tier II, Tier III Interventions with Identified Students
  - g. Progress Monitor.
- v. Alternative Delivery of Specialized Instructional Services includes Reading Recovery, which is an intense 1-on-1 reading instruction opportunities for first grade students. Also, Leveled Literacy Instruction, which is a small group (3 students with one teacher) reading instruction for students in kindergarten through third grade.

Goal Results:

- i. Did not reach goal and with 41.3% of students at or above the benchmark on the 2015 MCA tests.
- ii. Also, 40.5% of students at or above the benchmark on the 2015 Spring NWEA Test.

**Goal 7. WBWF - Close the Achievement Gap(s) Among All Groups in Reading**

Strategies for all sub groups, (A) Native American, (B) Special Education and (C) Free and Reduced Lunches:

- i. Full implementation of the Focus Practice Profile: Learning Targets.
- ii. Adoption of the Bagley Elementary K-6 Literacy Plan. Bagley Public Schools is committed to using disaggregated student achievement results and growth data of all kindergarten through sixth grade student groups, including Free and Reduced, American Indian, and Special Education.
- iii. Extended learning opportunities - summer school.
- iv. Intervention programs for identified at risk students: READ 180 at third, fourth, fifth and sixth grades. LLI (Leveled Literacy Instruction at kindergarten as well as first, second, and third grades.
- v. Small group instruction in the primary grades, with targeted instruction for at risk students identified using disaggregated assessment data.

- A. The percentage of AMI Students in grades 3-6, earning achievement levels of Meets or Exceeds the State Standards on the MCA III, will increase from 27.6% in 2014, to 44.9% in 2015.

Goal Results:

- i. Did not reach the goal, but showed an increase 0.4 to 28.0%.

- B. The percentage of Special Education Students in grades 3-6, earning achievement levels of Meets or Exceeds the State Standards on the MCA III, will increase from 36.6% in 2014 to 52.3%, in 2015.

Goal Results:

- i. Did not reach the goal and decreased 1.2 to 35.4%.

- C. The percentage of Free/Reduced Lunch Students in grades 3-6, who earned achievement levels of Meets or Exceeds the State Standards on the MCA III, will increase from 38.3% in 2014, to 52.7 in 2015.

Goal Results:

- i. Did not reach the goal and decreased 2.1 to 36.2%.

**Goal 8. WBWF - Close the Achievement Gap(s) Among All Groups in Math Strategies for all sub groups, (A) Native American, (B) Special Education and (C) Free and Reduced Lunches:**

- i. Full implementation of Focus Practice Profile: Learning Targets.
- ii. Small group instruction with targeted instruction for at risk students identified using disaggregated assessment data.
- iii. Extended learning opportunities – summer school.

A. The percentage of AMI Students in grades 3-6, who earned achievement levels of Meets or Exceeds the State Standards on the MCA III, will increase from 32.2% in 2014, to 45.0% in 2015.

Goal Results:

- i. Did not the reach goal and decreased 5.4 to 26.8%.

B. The percentage of Special Education Students in grades 3-6, who earned achievement levels of Meets or Exceeds the State Standards on the MCA III, will increase from 41.7% in 2014, to 54.5% in 2015.

Goal Results:

- i. Did not the reach goal and decreased 7.8 to 33.9%.

C. The percentage of Free/Reduced Lunch Students in grades 3-6, who earned achievement levels of Meets or Exceeds the State Standards on the MCA III, will increase from 44.3% in 2014, to 54.3% in 2015.

Goal Results:

- ii. Did not the reach goal and decreased 2.2 to 42.1%.

**Bagley Elementary Record of Continuous Improvement (RCI):**

**Practice Profile Development: Learning Targets**

*To raise student achievement: Bagley Elementary School will create specific learning targets, from a student's point of view, and intentionally share them throughout today's lesson so that students can use them to gauge their own learning.*

## 2014-2015 Bagley Secondary Goal Areas and Results

### Goal 1. WBWF - Close the Achievement Gap(s) Among All Groups in Math

Bagley Secondary will improve an overall proficiency on the MCA III Math Test in 2015, from 42.5% proficient (2014) to 60.7% proficient.

Strategies:

- i. Bagley Secondary teachers have aligned their curriculum and teaching to MN State Standards in Math.
- ii. Paraprofessional support was provided in mathematics classes with significant numbers of American Indian students and students on IEPs.
- iii. Math 180, Modified Algebra and Intro to Geometry was provided for students who were not proficient in mathematics based on MCA III, NWEA Map, grades and teacher recommendation.
- iv. Looping in mathematics classes with struggling students.
- v. Check and Connect mentors assigned to struggling students.
- vi. After-school tutoring and transportation home.
- vii. College in the High School mathematics courses and Project Lead the Way (STEM) courses to increase rigor.
- viii. Implementation of Authentic Intellectual Work in PLCs (attended by all secondary teachers) to increase rigor and relevance in all subject areas.

Goal Results in Math - % Proficient:

Group	2014 BHS	2014 State	2015 BHS	2015 State
<b>All Students</b>	<b>43.4</b>	<b>61.4</b>	<b>46.4</b>	<b>60.2</b>
<b>American Indian</b>	<b>28.6</b>	<b>36.5</b>	<b>30.4</b>	<b>35.8</b>
<b>White</b>	<b>47.8</b>	<b>68.9</b>	<b>52.6</b>	<b>68.2</b>
<b>Free/Reduced</b>	<b>30.4</b>	<b>42.2</b>	<b>32.4</b>	<b>40.2</b>
<b>Special Education</b>	<b>18.5</b>	<b>31.4</b>	<b>20.6</b>	<b>27</b>

Although Bagley Secondary did not meet the overall MCA III Math goal, proficiency was increased by all students and each of the special groups, while the state proficiency for each group decreased. More specific goals for each group will be in the 2015-2016 School Improvement Plan.

### Goal 2. WBWF - Close the Achievement Gap(s) Among All Groups in Reading

Bagley Secondary will improve an overall proficiency on the MCA III Reading Test in 2015, from 48.1% proficient (2014) to 73.7% proficient.

Strategies:

- i. Bagley Secondary Language Arts teachers have aligned their curriculum and teaching to MN Common Core Language Arts standards.
- ii. All Bagley Secondary teachers have integrated the MN Common Core Language Arts standards into their respective curricula.

- iii. Paraprofessional support was provided in core classes with significant numbers of American Indian students and students on IEPs.
- iv. Read 180 intervention was provided for students who were not proficient in reading based on MCA III, NWEA Map Testing, grades and teacher recommendation.
- v. Check and Connect mentors assigned to struggling students.
- vi. After-school tutoring and transportation home.
- vii. College in the High School courses to increase rigor.
- viii. Implementation of Authentic Intellectual Work in PLCs (attended by all secondary teachers) to increase rigor and relevance in all subject areas.

Goal Results in Reading - % Proficient

Group	2014 BHS	2014 State	2015 BHS	2015 State
All Students	48.3	59.1	41.6	59.4
American Indian	32.7	36.1	29.5	38.1
White	54.7	66.8	46	67.5
Free/Reduced	35.5	39.5	35.2	39.8
Special Education	25	28.1	26.2	25.8

Bagley Secondary proficiency in reading according to the 2015 MCA III decreased in all groups, with the exception of the Special Education group, while the state proficiency for each group slightly increased, with the exception of the Special Education group. Bagley Secondary Special Education group proficiency exceeded the state proficiency for that group.

**Goal 3. WBWF - All Students Career and College-Ready by Graduation**

By grade 9, at least 95% of Bagley Secondary students will develop and document a plan to explore their education, college and career interests, aptitudes and aspirations.

Strategies:

- i. Ramp Up to Readiness implemented in grades 7-12, met 46 minutes per week; Ramp Up to Readiness (readiness rubric & other lessons) emphasize academic rigor and high expectations for college and career readiness.
- ii. All students in grades 7-12 attended 4 workshops using the Minnesota Career Information System (MCIS) to assist with college and career exploration based on interest inventories.
- iii. Bagley Secondary students completed the EXPLORE, PLAN, ASVAB, and ACT and the aptitude and interest inventories with each test. Results were provided to and explained to students by the Guidance Counselor.
- iv. The Guidance Counselor met individually with all students in grades 8 -11 during registration for the next school year to discuss high school academics, graduation requirements, individual progress and update individual post-secondary plans.

Goal Results:

- i. 100% of Bagley Secondary students in 9th grade in 2014-15, have updated MCIS information digitally and have a post-secondary plan on file in the counselor's office, which will be updated at least annually.

**Goal 4. WBWF - All Students Will Graduate From High School**

The Bagley High School 4-year Graduation Rate for 2014-15, for all students will increase from 87.5% in 2014 to 90% in 2015. The BHS 4-year Graduation Rate from 2014-15 for American Indian students will maintain at 93%, the 2014 Graduation Rate. The BHS 4-year graduation rate for 2014 for White students will increase from 85.5% in 2014 to 90% in 2015. The BHS 4-year Graduation Rate for Free/Reduced students will increase from 87.5% in 2014 to 90% in 2015.

Strategies:

- i. The Guidance Counselor met with all seniors and their parents in the fall of the school year to review graduation requirements and develop a plan for meeting the graduation requirements and post-secondary planning.
- ii. The Guidance Counselor met quarterly with students who are behind in credits to monitor progress toward graduation, looking at current grades and remediation efforts.
- iii. Check and Connect mentors assigned to struggling students to assist them in goal setting and coursework completion.
- iv. Senior Ramp-Up advisors met with seniors weekly to review career and college readiness and progress toward graduation.
- v. The Alternative Learning Program Director met with seniors and students over 16 years of age who were deficient in graduation credits and needed to be enrolled in remedial classes at least two times per to enroll and explain requirements and expectations.

Goal Results for High School Graduation Rates for 2012 – 2014:

Demographic Description	2012 Four Year Count	2012 Four Year Percent	2013 Four Year Count	2013 Four Year Percent	2014 Four Year Count	2014 Four Year Percent	2013 to 2014 Change	Total Increase Needed to Reach 90% Goal by 2020	Average Annual Increase Needed to Reach 90% Goal by 2020
All Students	60	84.5	58	85.3	63	87.5	2.2%	2.5%	.42%
American Indian/Alaskan Native	10	71.4	14	70	15	93.8	23.8%	0%	0%
White, not of Hispanic origin	45	88.2	42	91.3	47	85.5	-5.8%	14.5%	2.41%
Free/Reduced Priced Lunch	30	79	28	77.8	35	87.5	10%	2.5%	.42%

All student groups attained at least 85% graduation rate in 2014, with the American Indian group attaining 93.8% graduation rate.

**Bagley School District Teacher and Principal Supports and Evaluation**

## **Teacher Development and Evaluation (TDE) Agreement**

On September 2, 2014, The TDE Agreement was ratified by the Bagley Education Association and approved by the School Board ISD #162 pursuant to the requirements of MN Statute 122A.40, sub. 8. The TDE Plan is posted to the School District Website.

### **Teacher Growth:**

- i. Individual Growth Plans for teachers are submitted to the principal by October 1.
- ii. Includes a 3-year review cycle for all continuing contract teachers submitted to the Superintendent by September 15.
- iii. Includes 3 evaluations annually for probationary teachers, as required under Minn. Stat. 122A.40, Subd. 5, with the first evaluation occurring within the first 90 days of employment.
- iv. Is aligned with the Minnesota Standards of Effective Practice for Teachers. (MN Rule 8710.2000). ISD #162, will use the Charlotte Danielson Framework for the Teaching Evaluation Instrument.
- v. Provides teachers the opportunity to participate in a professional learning communities on a weekly basis (Wednesdays).
- vi. Coordinates staff development and teacher evaluation. ISD #162 will use survey tools and building leadership team input to establish needs/goals of building staff development in future years in compliance with Minn. Stat. 122A.60 and 122A.61.

### **Development and Evaluation:**

- i. Includes peer coaching/review by trained observers.
  - a. PLC leaders, mentor teachers, AIW coaches, and/or PLC team members work with the teacher to collaborate, coach and/or provide assistance
  - b. Video review of classroom performance
  - c. Team teaching and Peer Review
- ii. One summative evaluation conducted by licensed school administrators who have been trained in the Danielson Framework.
- iii. Includes an option for a teacher to develop and present a portfolio for the summative evaluation.
- iv. Gives teachers not meeting standards support through a teacher improvement plan (TIP) that includes goals and timelines and disciplines a teacher for not making adequate progress in the TIP (Appendix B).

### **Measurement:**

- i. Bases 35 percent of a teacher's evaluation on growth data from local, state and/or federal assessments that are valid, reliable and aligned to local, state and/or federal standards.
- ii. Includes longitudinal data on student engagement and connection and other student outcome measures explicitly aligned with elements of curriculum for which teachers are responsible. This is embedded in the Danielson Model of Rubrics for the Framework for Teaching Evaluation: Element 3C – “Engaging Students in Learning”

## **Principal Development and Evaluation**

On October 21, 2013, the School Board adopted PEER\* Solutions - The PrinEval-MN System a performance-based system model for annually evaluating school principals that is consistent with and designed to implement the requirements of Minnesota Statutes, sections 123B.143, subdivision 1, clause (3), and 123B.147, subdivision 3, paragraph (b).

- i. This evaluation system has been shaped around [“The Evaluation of Minnesota’s School Principals”](#) and [“Measuring Principal Performance in Minnesota.”](#)
- ii. Meets statutory requirements of the state of Minnesota and is tied to [Minnesota’s K-12 Principal Competencies](#)
- iii. Provides agendas for evaluator/principal interaction
- iv. Collects and stores information during each step of the review process
- v. Automates the creation of Professional Growth Plans and Evaluation Summaries
- vi. Gathers critically important and fully anonymous stakeholder survey data
- vii. Compares individual results of the survey across a broad spectrum of school principals.

### **District Supports**

The School District offered the following supports to teachers to help meet the School Board Focuses and Goals set for 2013-2015.

- i. On August 5, 2013, the School Board approved weekly Job Embedded Staff Development through Professional Learning Communities (PLC’s) to begin the first week of school.
- ii. Teacher PLCs met every Wednesday afternoon during the school year to promote an instructional improvement model called Authentic Instructional Work (AIW).
  - a. Develop higher order thinking
  - b. Demonstrate complex understanding of significant disciplinary concepts
  - c. Engage in work that has meaning and value beyond school
  - d. AIW coaching and support deepens reflection and sharpens teacher’s skills to have students perform at a higher quality of intellectual work.
  - e. Develop a Peer Review model of instruction
- iii. A contract was signed between TS Educational Leadership Consultants working with the Center for Authentic Intellectual Work, Dr. Dana Carmichael, Dr. Bruce King, and Dr. Fred Newmann (founders) and the Bagley School District for professional development.
- iv. In August of 2014, the Bagley Secondary continued in the AIW model while the Bagley Elementary adopted a Richard DuFour model developing strategies to create a collaborative teaching and specifically studying Charlotte Danielson’s FRAMEWORK FOR TEACHING. This model included:
  - a. Examining, Developing and Refining: Instruction, The Classroom Environment, Planning and Preparation, and Professional Responsibilities.
  - b. Asking: What is it I intend for the students to know or learn?
  - c. How will I know when the students have learning it?
  - d. How will students know when they have learning it?

- e. What will I do for students who have not learned it?
- f. What will I do for students who have learning it?
- v. Focus School Status for Bagley Elementary School – Collaboration with the Regional Center of Excellence- MDE.
  - a. Implementation of the Focus Practice Profiles: Learning Targets, Interactive Journals.