Bagley Area Schools

2019-2020

World's Best Workforce Plan

Finalized

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."

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The **2019-2020 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:
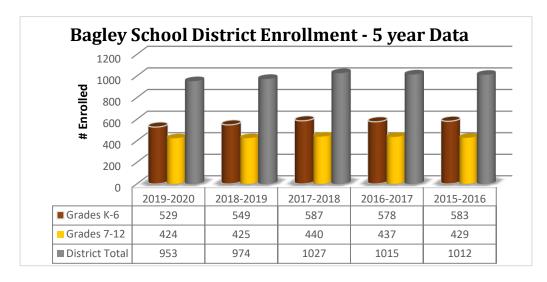
1. **All children are ready to start kindergarten.**
2. **All third graders can read at grade level.**
3. **All achievement gaps between students are closed.**
4. **All students are ready for career and/or postsecondary education.**
5. **All students graduate from high school.**

The 2019-2020 World's Best Workforce Report shows student achievement goals that were established in 2018 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 2018-2019 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 992 students in school year 2019-2020. The demographic data is depicted in the chart below. The enrollment is taken from the October 1, 2019 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 District	992	28.6%	47.9%	18.1%
Bagley ALP	39	56%	67%	23%
Bagley Elementary	529	26.9%	50.2%	16.7%
Bagley High	424	31.1%	46%	16%

Bagley School District Enrollment - 5 year Data

	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Grades K-6	529	549	587	578	583
Grades 7-12	424	425	440	437	429
District Total	953	974	1027	1015	1012

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 that enrollment fluctuates slightly up and down, the District enrollment has seen a dip from 2017-18 to 2018-19.

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.	1. By May 2019, identify and implement plans to support and expand the SOARR and Flyer Pride programs. 2. By May 2019, implement a plan to increase the number of students engaged in school activities. 3. During the 2019-2020 school year, build awareness and determine the need for pre-K-12 mental health/social/emotional programs and support. 4. By May 2021, identify resources and implement programs that meet identified mental health/social/emotional needs of all students. 5. By May 2023, identify a process to consistently reinforce expectations of student behavior. 6. Annually track the progress of the plan and report the results to the school board in June of each year.
STUDENT ACHIEVEMENT	1. Achieve the goals of the World's Best Workforce for all students in the school district.	Annually set goals to ensure: 1A. Kindergarten readiness. 1B. Reading at grade level by third grade. 1C. Closing the achievement gap for all identified student groups. 1D. 100 percent graduation rate. 1E. Graduating career and college ready.
	2. All students set high academic goals that ensure student achievement at an increased level of performance as compared to current performance levels.	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.
	3. Increase academic achievement of all students through effective instruction.	3A. By May 2019, all curriculum/ instruction standards will be aligned to assessments. 3B. By May 2021, all instructional practices will be measured for quality of the instruction.
	4. Increase student opportunities through a challenging and engaging curriculum.	4A. By May 2020, teachers will challenge students to expected standards/levels. 4B. On an ongoing basis, analyze strengths and weaknesses in curriculum to augment areas of strength and eliminate and replace areas of deficiency.
	5. Reduce achievement gaps between identified student groups and all students across all subject areas.	5. Annually set and achieve targets to reduce achievement gaps for identified student groups.
WORKFORCE	Hire, support, and retain highly qualified staff for all positions in the school district.	1. By June 2018, and regularly thereafter, create and implement a comprehensive plan to retain staff within the district. 2. Implement a staff mentoring/induction and orientation plan by May 2019. 3. By May 2020, work with staff to develop and implement a two-way communication plan that builds and enhances employee relationships. 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. 5. Compose a staff development committee to focus professional development activities to the Strategic Plan by May 2021.

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.	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. 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. 3. By May 2023, implement a plan where community partners are invited to have in-school brand placement. 4. By May 2023, design and put into action activities and events to showcase the facilities of the Bagley Public Schools.
COMMUNICATION & ENGAGEMENT	Create effective targeted communication that raise public awareness to engage them as partners in education.	1. By May 2020, utilize electronic and social media to invite family and community to participate in school programs and activities. 2. By May 2021, identify and implement strategies for increasing staff, parent/guardian, and community involvement in our schools. 3. By May 2021, develop and offer a service learning class to promote student involvement in the community.
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.	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. 2. By May 2019, increase technology integration into classroom instructional practices by providing cutting edge training for staff and students. 3. By May 2020, enhance career and life skills opportunities. 4. By May 2021, develop and implement plans to partner with community to enhance career and life skills opportunities. 5. By May 2021, through a variety of delivery models, expand the number and variety of courses that offer college credit.

2019-2020 District Improvement Reading Goals & Results

Reading Goal #1: The percentage of students who meet the Academic Enrollment Criteria and earned achievement levels of Meets or Exceeds Standards on the 2019 Reading MCA, will increase proficiency by 3% from 49.7% to 52.7% in 2020.

2019 Reading Results: The MCA District Reading proficiency for all students enrolled on October 1 **decreased** by 1% from 50.4% in 2018 to 49.4% in 2019. The District **did not** accomplish its Reading goal, which was 55.44%. The District performed below the State average of 60.1% in 2019.
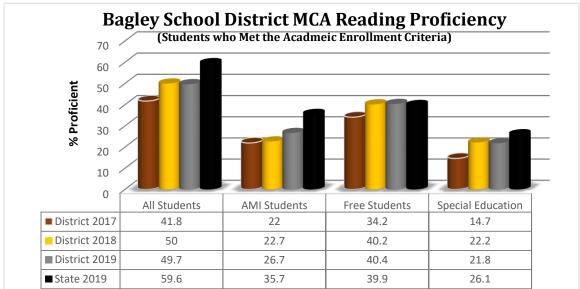
Reading Goal #2: The Bagley School District will close the achievement gap in Reading for the following subgroups as measured by the 2020 Reading MCA.
- To increase AMI student proficiency by 3% from 26.7% in 2019 to 29.7% in 2020.
- To increase Free/Reduced Lunch student proficiency by 3% from 40.4% in 2019 to 43.4% in 2020.
- To increase Sp Ed student proficiency by 3% from 21.8% in 2019 to 24.8% in 2020.

2019 Reading Results by Subgroups:

- AMI students MCA Reading proficiency **increased** from 23.5% in 2018 to 26.3% in 2019.
- Free/Reduced Lunch students MCA Reading proficiency **decreased** from 41.2% in 2018 to 39.6% in 2019.
- Sp Ed students MCA Reading proficiency **decreased** from 27% in 2018 to 22.1% in 2019.

**All 2019 results are based on the students that were enrolled with our school district as of October 1. The goals moving forward are based on the new Academic Enrollment Criteria that came into effect in the 2018-2019 school year.

Bagley School District MCA Reading Proficiency
(Students who Met the Acadmeic Enrollment Criteria)

	All Students	AMI Students	Free Students	Special Education
District 2017	41.8	22	34.2	14.7
District 2018	50	22.7	40.2	22.2
District 2019	49.7	26.7	40.4	21.8
State 2019	59.6	35.7	39.9	26.1

2019-2020 Reading Achievement Gap Reduction Goals
- 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 29.4% in 2019 to 26.4% in 2020.

- The achievement gap between Non-Free & Reduced Lunch and Free & Reduced Lunch students in grades 3-8 & 10 on all State accountability tests for Reading will decrease from 19.2% in 2019 to 16.2% in 2020.
- The achievement gap between Non-Special Education and Special Education students in grades 3-8 & 10 on all State accountability tests for Reading will decrease from 33.4% in 2019 to 30.4% in 2020.

2019-2020 District Improvement Math Goals

Math Goal #1: The percentage of students who meet the Academic Enrollment Criteria and earned achievement levels of Meets or Exceeds Standards on the 2019 Math MCA, will increase proficiency by 3% from 46.6% to 49.6% in 2020.

2019 Math Results: The MCA District Math proficiency for all students enrolled on October 1 **increased** 3.2% from 42.8% in 2018 to 46% in 2019. The District **did not** accomplish its Math goal, which was 47.08%. The Bagley School District performed below the State average of 56.1% in 2019.
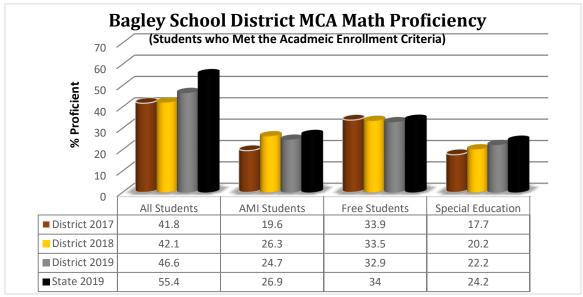
Math Goal #2: The Bagley School District will close the achievement gaps in Math for the following subgroups as measured by the 2020 Math MCA.
- To increase AMI student proficiency by 3% from 24.7% in 2019 to 27.7% in 2020.
- To increase Free/Reduced Lunch students' proficiency by 3% from 32.9% in 2019 to 35.9% in 2020.
- To increase Sp Ed student proficiency by 3% from 22.2% in 2019 to 25.2% in 2020.

2019 Math Results by Subgroups:
- AMI student MCA Math proficiency **decreased** from 26.3% in 2018 to 25% in 2019.
- Free/Reduced Lunch student MCA Math proficiency **decreased** from 34.8% in 2018 to 31.9% in 2019.
- Sp Ed student MCA Math proficiency **decreased** from 26.1% in 2018 to 21% in 2019.

**All 2019 results are based on the students that were enrolled with our school district as of October 1. The goals moving forward are based on the new Academic Enrollment Criteria that came into effect in the 2018-2019 school year.

Bagley School District MCA Math Proficiency
(Students who Met the Acadmeic Enrollment Criteria)

	All Students	AMI Students	Free Students	Special Education
District 2017	41.8	19.6	33.9	17.7
District 2018	42.1	26.3	33.5	20.2
District 2019	46.6	24.7	32.9	22.2
State 2019	55.4	26.9	34	24.2

2019-2020 Math Achievement Gap Reduction Goals

- 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 29.4% in 2019 to 26.4% in 2020.
- 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 27.8% in 2019 to 24.8% in 2020.
- 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 29.1% in 2019 to 26.1% in 2020.

2017-2018 College Readiness

This chart reflects the achievement of the 11th grade students from the Bagley District on the ACT over a four-year period. The ACT is an indicator of the extent students are prepared for college-level coursework in English, Math, Reading, and Science.

	# of Students Tested	English (18)	Math (22)	Reading (22)	Science (23)	Composite
Year Tested						
2016	58	17.6	19.8	20.2	19.6	19.4
2017	67	17.7	19.1	18.8	18.4	18.7
2018	34	17.7	19.8	20.0	20.6	19.7
2019	32	19.3	21.0	21.5	20.7	20.7

Benchmark scores are considered the minimum score needed on a subject area 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**

* Note: 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. Due to this, the resulting test scores show a marked decrease in student performance in all ACT subject areas for those 2 years.

BAGLEY ELEMENTARY
2019-2020

WORLD'S BEST WORKFORCE PLAN

Bagley School District's Mission Statement

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Ready for Kindergarten

All students will meet school readiness goals. The Bagley Area Schools preschool program continues to be a high-quality, Parent Aware, four-star rated program. A collaboration site team was developed, which included teachers in Head Start, Early Childhood Special Education, School Readiness, and administrative members. The team worked on continuity and collaboration among the programs, developed a PLC focusing on the five domains of preschool, and worked to create goals that assess whether preschoolers have the skills necessary for kindergarten readiness and beyond. The team uses the TS Gold assessment when measuring preschool students' progress. This data will show the growth of yearly progress and assess the skills needed to successfully transition into kindergarten. The PLC will focus on the five domains of preschool. This year is focusing on the Literacy Domain. The preschool was awarded Voluntary Preschool funding from the state again this year ensuring a quality preschool program that will support early learning benchmarks for our preschoolers

Systems, Strategies and Supports

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

2019-2020 Bagley Elementary Improvement Reading Goals

Reading Goal #1: The percentage of students who meet the Academic Enrollment Criteria and earned achievement levels of Meets or Exceeds Standards on the 2019 Reading MCA, will increase proficiency by 3% from 50.5% to 53.5% in 2020.

2019 Reading Results: The MCA District Reading proficiency for all students enrolled on October 1 **increased** from 47.8% in 2018 to 50.2% in 2019. The School **did not** accomplish its Reading goal of 52.6%.

Reading Goal #2: The Bagley Elementary will close the achievement gap in Reading for the following subgroups as measured by the 2020 Reading MCA.
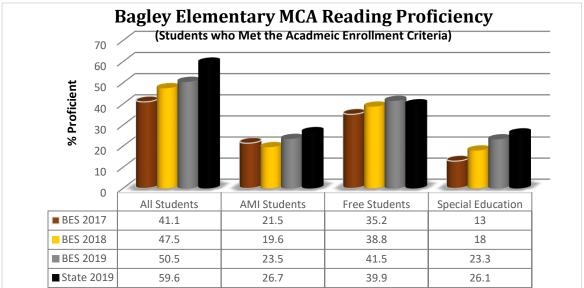- To increase AMI student proficiency by 3% from 23.5% in 2019 to 26.5% in 2020.
- To increase Free/Reduced Lunch student proficiency by 3% from 41.5% in 2019 to 44.5% in 2020.
- To increase Sp Ed student proficiency by 3% from 23.3% in 2019 to 26.3% in 2020.

2019 Reading Results by Subgroups:
- AMI student MCA Reading proficiency **increased** from 20% in 2018 to 22.4% in 2019.
- Free/Reduced Lunch student MCA Reading proficiency **increased** from 39.3% in 2018 to 40.5% in 2019.

- SpEd Student MCA Reading proficiency **increased** from 22.2% in 2018 to 23.8% in 2019.

**All 2019 results are based on the students that were enrolled with our school district as of October 1. The goals moving forward are based on the new Academic Enrollment Criteria that came into effect in the 2018-2019 school year.

Bagley Elementary MCA Reading Proficiency
(Students who Met the Acadmeic Enrollment Criteria)

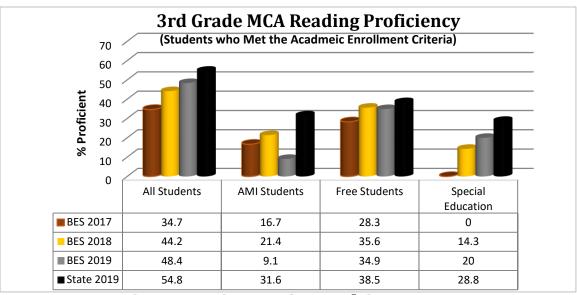|	All Students	AMI Students	Free Students	Special Education
BES 2017	41.1	21.5	35.2	13
BES 2018	47.5	19.6	38.8	18
BES 2019	50.5	23.5	41.5	23.3
State 2019	59.6	26.7	39.9	26.1

2019-2020 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 33.1% in 2019 to 30.1% in 2020.
- The achievement gap between Non-Free & Reduced Lunch and Free & Reduced Lunch students in grades 3-6 on all State accountability tests for Reading will decrease from 19.3% in 2019 to 16.3% in 2020.
- The achievement gap between Non-Special Education and Special Education students in grades 3-6 on all State accountability tests for Reading will decrease from 31.6% in 2019 to 28.6% in 2020.

2019-2020 3rd Grade Reading Proficiency

Smart Goal: The percentage of all Bagley Elementary School 3rd grade students in Reading achievement levels, based on MCA Reading Assessments, will improve from 48.4% in 2019 to 51.4% in 2020.

2019 3rd Grade Results: Bagley Elementary 3rd Grade students' who were enrolled on October 1 achievement levels, based on MCA Reading Assessments, scored 49.2% in 2019 and **increased** when compared to 44% in 2018.

3rd Grade MCA Reading Proficiency
(Students who Met the Acadmeic Enrollment Criteria)

	All Students	AMI Students	Free Students	Special Education
■ BES 2017	34.7	16.7	28.3	0
■ BES 2018	44.2	21.4	35.6	14.3
■ BES 2019	48.4	9.1	34.9	20
■ State 2019	54.8	31.6	38.5	28.8

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

2019-2020 Bagley Elementary Improvement Math Goals

Math Goal #1: The percentage of students who meet the Academic Enrollment Criteria and earned achievement levels of Meets or Exceeds Standards on the 2019 Math MCA, will increase proficiency by 3% of 48.0%, to 51.0%.

2019 Math Results: The MCA District Reading proficiency for all students enrolled on October 1 **increased** from 45.8% in 2018 to 47.4% in 2019. The School did not accomplish its Math goal of 50.4%.
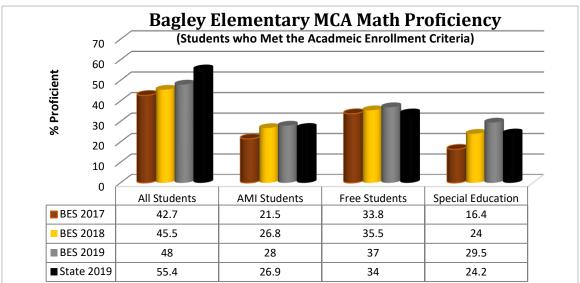
Math Goal #2: The Bagley Elementary School will close the achievement gaps in Math for the following subgroups as measured by the 2020 Math MCA.
- To increase AMI student proficiency by 3% from 28.0% in 2019 to 31.0% in 2020.
- To increase Free/Reduced Lunch students' proficiency by 3% from 37.0% in 2019 to 40.0% in 2020.
- To increase Sp Ed student proficiency by 3% from 29.5% in 2019 to 32.5% in 2020.

2019 Math Results by Subgroups:
- AMI student MCA Math proficiency **increased** from 27.3% in 2018 to 29.2% in 2019.
- Free/Reduced Lunch student MCA Math proficiency **decreased** from 36.1% in 2018 to 36% in 2019.
- Sp Ed student MCA Math proficiency **increased** from 27.8% in 2018 to 27.9% in 2019.

**All 2019 results are based on the students that were enrolled with our school district as of October 1. The goals moving forward are based on the new Academic Enrollment Criteria that came into effect in the 2018-2019 school year.

Bagley Elementary MCA Math Proficiency
(Students who Met the Acadmeic Enrollment Criteria)

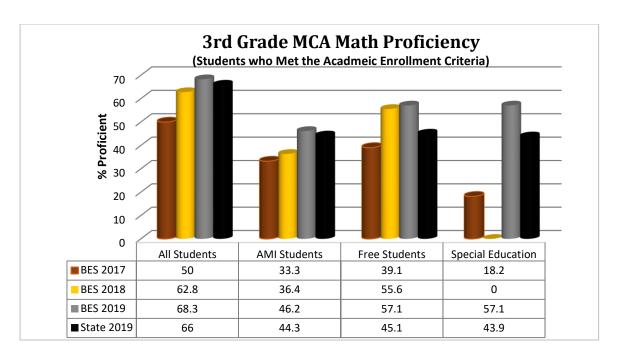|	All Students	AMI Students	Free Students	Special Education
BES 2017	42.7	21.5	33.8	16.4
BES 2018	45.5	26.8	35.5	24
BES 2019	48	28	37	29.5
State 2019	55.4	26.9	34	24.2

2019-2020 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 26.3% in 2019 to 23.3% in 2020.
- The achievement gap between Non-Free & Reduced Lunch and Free & Reduced Lunch students in grades 3-6 on all State accountability tests for Math will decrease from 23.4% in 2019 to 20.4% in 2020.
- The achievement gap between Non-Special Education and Special Education students in grades 3-6 on all State accountability tests for Math will decrease from 21.6% in 2019 to 18.6% in 2020.

2019-2020 3rd Grade Proficiency Math
Smart Goal: The percentage of all Bagley Elementary School 3rd grade students in Math achievement levels, based on MCA-III Math Assessments, will improve from 68.3% 2019 to 71.3% in 2020.

2019 3rd Grade Results: Bagley Elementary 3rd Grade students' who were enrolled on October 1 achievement levels, based on MCA Math Assessments, scored 67.7% in 2019, an **increase** when compared to 63.1% in 2018.

3rd Grade MCA Math Proficiency
(Students who Met the Acadmeic Enrollment Criteria)

	All Students	AMI Students	Free Students	Special Education
BES 2017	50	33.3	39.1	18.2
BES 2018	62.8	36.4	55.6	0
BES 2019	68.3	46.2	57.1	57.1
State 2019	66	44.3	45.1	43.9

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

2019-20 Bagley Elementary Professional Development Strategies

- Positive Action
- Data Driven Instruction
- Using Google
- Using Technology in the Classroom
- Planbook Training
- TS Gold

BAGLEY HIGH SCHOOL
2019-2020

WORLD'S BEST WORKFORCE PLAN

Bagley School District's Mission Statement

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Data Analysis and Goal Setting

2019-2020 Bagley High School Improvement Reading Goals

Reading Goal #1: The percentage of students who meet the Academic Enrollment Criteria and earned achievement levels of Meets or Exceeds Standards on the 2019 Reading MCA, will increase proficiency by 3% from 48.6% to 51.6% in 2020.

2019 Reading Results The MCA District Reading proficiency for all students enrolled on October 1 **decreased** by 6.4% from 64.8% in 2018 to 48.4% in 2019. The School did not accomplish its Reading goal, which was 60.3%. The District performed below the State average of 60.1% in 2019.
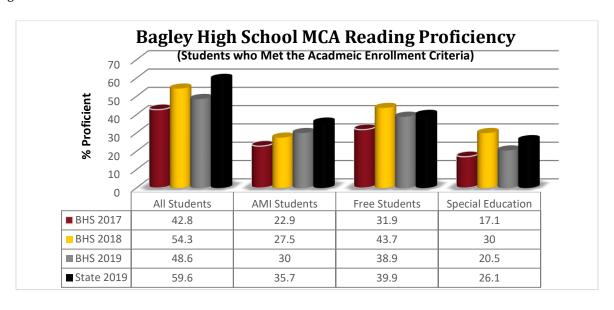
Reading Goal #2: The Bagley High School will close the achievement gap in Reading for the following subgroups as measured by the 2020 Reading MCA.
- To increase AMI student proficiency by 3% from 30% in 2019 to 33% in 2020.
- To increase Free Lunch student proficiency by 3% from 38.9% in 2019 to 41.9% in 2020.
- To increase Sp Ed student proficiency by 3% from 20.5% in 2019 to 23.5% in 2020.

2018 Reading Results by Subgroups:

- AMI students MCA Reading proficiency **increased** from 29.3% in 2018 to 30% in 2019.
- Free Lunch students MCA Reading proficiency **decreased** from 44.3% in 2018 to 38.3% in 2019.
- Sp Ed Students MCA Reading proficiency **decreased** from 36.4% in 2018 to 20.5% in 2019.

**All 2019 results are based on the students that were enrolled with our school district as of October 1. The goals moving forward are based on the new Academic Enrollment Criteria that came into effect in the 2018-2019 school year.

Bagley High School MCA Reading Proficiency
(Students who Met the Acadmeic Enrollment Criteria)

	All Students	AMI Students	Free Students	Special Education
BHS 2017	42.8	22.9	31.9	17.1
BHS 2018	54.3	27.5	43.7	30
BHS 2019	48.6	30	38.9	20.5
State 2019	59.6	35.7	39.9	26.1

2019-2020 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 25.6% in 2019 to 22.6% in 2020.
- The achievement gap between Non-Free & Reduced Lunch and Free & Reduced Lunch students in grades 7-8 & 10 on all State accountability tests for Reading will decrease from 19.1% in 2019 to 16.1% in 2020.
- The achievement gap between Non-Special Education and Special Education students in grades 7-8 & 10 on all State accountability tests for Reading will decrease from 35.2% in 2019 to 32.2% in 2020.

2019-2020 Bagley High School Improvement Math Goals

Math Goal #1: The percentage of students who meet the Academic Enrollment Criteria and earned achievement levels of Meets or Exceeds Standards on the 2019 Math MCA, will increase proficiency by 3% from 44.6% to 47.6%.

2019 Math Results: The MCA District Reading proficiency for all students enrolled on October 1 **increased** 6.2% from 38.4% in 2018 to 44.6% in 2019. The School **did** accomplish its Math goal, which was 42.3%. The Bagley School District performed below the State average of 56.3% in 2019.
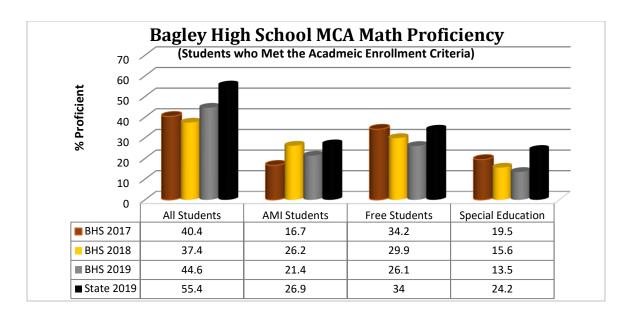
Math Goal #2: The Bagley High School will close the achievement gaps in Math for the following subgroups as measured by the 2019 Math MCA.
- To increase AMI student proficiency by 3% from 21.4% in 2019 to 24.4% in 2020.
- To increase Free Lunch student proficiency by 3% from 26.1% in 2019 to 29.1% in 2020.
- To increase Sp Ed student proficiency by 3% from 13.5% in 2019 to 16.5% in 2020.

2018 Math Results by Subgroups:
- AMI student MCA Math proficiency **decreased** from 26.8% in 2018 to 21.4% in 2019.
- Free Lunch student MCA Math Proficiency **decreased** from 31.6% in 2018 to 25.3% in 2019.
- Sp Ed student MCA Math proficiency **decreased** from 25% in 2018 to 13.5% in 2019.

**All 2019 results are based on the students that were enrolled with our school district as of October 1. The goals moving forward are based on the new Academic Enrollment Criteria that came into effect in the 2018-2019 school year.

Bagley High School MCA Math Proficiency
(Students who Met the Acadmeic Enrollment Criteria)

	All Students	AMI Students	Free Students	Special Education
BHS 2017	40.4	16.7	34.2	19.5
BHS 2018	37.4	26.2	29.9	15.6
BHS 2019	44.6	21.4	26.1	13.5
State 2019	55.4	26.9	34	24.2

% Proficient (y-axis: 0 to 70)

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 32.3% in 2019 to 29.3% in 2020.
- The achievement gap between Non-Free & Reduced Lunch and Free & Reduced Lunch students in grades 7-8 & 11 on all State accountability tests for Math will decrease from 35.1% in 2019 to 32.1% in 2020.
- The achievement gap between Non-Special Education and Special Education students in grades 7-8 & 11 on all State accountability tests for Math will decrease from 38.4% in 2019 to 35.4% in 2020.

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.
- Paraprofessionals 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 meeting with the school counselor.

Percentages of BHS Students Who Met ACT College Readiness Benchmarks in 2019

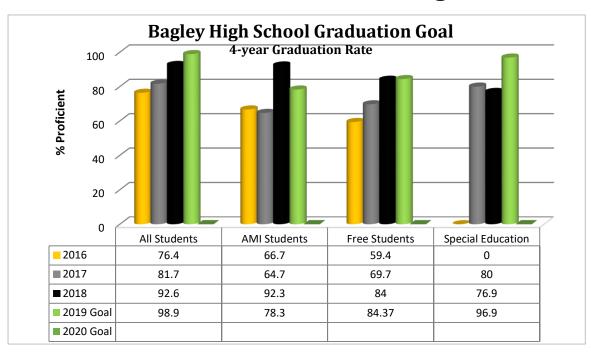|	# of students	English	Mathematics	Reading	Science	All Four
All Students	32	56%	47%	50%	34%	28%
American Indian	2	0%	0%	0%	0%	0%
White	29	59%	48%	52%	34%	28%
Hispanic	1	100%	100%	100%	100%	100%

Bagley High School will improve ACT College Readiness Benchmark Proficiency Percentages in 2020 by 3%.

STRATEGIES for College and Career Readiness

- The Pre-ACT test will be offered to all 10th grade students, with the career interest inventory. The ACT will be offered to all students in 11th grade and in 12th grade students.

- 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.

- School Counselor meets with all seniors to review personal learning plans, college/career goals, and scholarship opportunities

- College and Military visits by recruiters to meet with interested students.

- Opportunities for college visits available to all students to Universities, Tribal and Communities Colleges, and Vocational Programs.

- Online college in the High School and PSEO for eligible 10-12th grade students offered each semester through Distance Minnesota and area Universities.

- Bagley High School and TEAM Industries are working collaboratively to give students opportunities for apprenticeships and possible careers at TEAM.

- Students will have the opportunity to work with the Mechatronics program through at Northwest Technical College and to earn vocational certifications.

- 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.

- Scholarship information is updated daily in the school bulletin, available on the guidance office website and seniors get a monthly scholarship handout. Students are encouraged to apply for scholarships and the Guidance Office assists students with completing scholarship applications.

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

All Students Will Graduate from High School

Bagley High School Graduation Goal

4-year Graduation Rate

% Proficient

	All Students	AMI Students	Free Students	Special Education
2016	76.4	66.7	59.4	0
2017	81.7	64.7	69.7	80
2018	92.6	92.3	84	76.9
2019 Goal	98.9	78.3	84.37	96.9
2020 Goal				

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 & 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 student's achievement by making changes in their instruction. The goal has not been met by attaining a decrease of 6.4% proficiency 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 been met by increasing proficiency by 6.2% 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.

We are taking all data sets and analyzing trends, weaknesses, and strengths. We will find commonalties in areas of focus. Then to implement a best practice strategy to remedy the deficiencies. We will continue with this cycle until we see improvement in classroom performance and benchmark testing.

2019-20 Bagley Secondary Staff Development Strategies and Goals for Student Achievement.

The district will provide training for the following areas of concern:
- ❖ Reading Strategies in the Content Area
  - ➢ Read 180
  - ➢ Math 180
  - ➢ SPED
  - ➢ Accommodation vs Interventions
  - ➢ Classroom Management/Behavior Management
- ❖ Student Retention and Absenteeism
  - ➢ Social Emotional Learning (Student)
  - ➢ Trauma Sensitive Schools (Teacher)
  - ➢ MEIRS 2.0
  - ➢ Learn you way earn your way 7-8th grade core class strategy
  - ➢ Alternatives to suspension programming
- ❖ Culturally Relevant Pedagogy
  - ➢ Expanding the Circle
  - ➢ High School Indian Education and Education Cultural Specialist classroom and student academic support
- ❖ 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
  - ➢ Implementation of best practice school wide strategies with fidelity checks
- ❖ Positive Climate Change
  - ➢ Three positive phone calls home per week per staff.
  - ➢ Celebrating positive actions
  - ➢ High performance mind set
    - ▪ Automatic negative responses
    - ▪ First interaction
    - ▪ Dominate your controllables
- ❖ 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

- ➢ Cross examine standards reports to Pearson access bench mark reports and NWEA predictors
- ❖ Professional Learning Communities
  - ➢ Academic and Behavioral Intervention based
  - ➢ Goal driven
  - ➢ Solution focused
  - ➢ Embedded weekly
  - ➢ School wide strategies with fidelity checks for points of instructional and learning concern.
- ❖ 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.
  - ➢ Researching data with Pearson Access benchmark reports and cross analyzing high and low performing standards with standards reports from planbook.com.

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. 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 in 2018 was 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. Through our needs assessment and data analysis, we have chosen the MEIRS 2.0 program to help intervene with students who are slipping with academic, behavioral and credits earned issues. We are also tightening our credit recovery system by placing students into credit recovery positions very early on. This is to keep the student on track for graduation, or as close to on track to graduation as possible.

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 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