

**Complete End of Year
District Demographics
School Year 10-11**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

Race/Ethnicity	Total Enrollment 193	
	Count	Percent
American Indian	67	34.7%
Asian	1	0.5%
Black	4	2.1%
Hispanic	6	3.1%
White	115	59.6%

	Part B Special Ed Enrollment 185	
	Count	Percent
American Indian	67	34.7%
Asian	1	0.5%
Black	4	2.1%
Hispanic	6	3.1%
White	107	55.4%

	Part C Special Ed Enrollment 8	
	Count	Percent
White	8	4.2%

Gender	Total Enrollment 193	
	Count	Percent
F	64	33.2%
M	129	66.8%

	Part B Special Ed Enrollment 185	
	Count	Percent
F	62	32.1%
M	123	63.7%

	Part C Special Ed Enrollment 8	
	Count	Percent
F	2	1.0%
M	6	3.1%

Disability	Total Enrollment 193	
	Count	Percent
ASD	21	10.9%
DCD Mild	16	8.3%
DCD Severe	3	1.6%
DD	33	17.1%
DHH	3	1.6%
EBD	25	13.0%
OHD	19	9.8%
PI	1	0.5%
S/LI	23	11.9%
SLD	47	24.4%
SMI	2	1.0%

	Part B Special Ed Enrollment 185	
	Count	Percent
ASD	21	10.9%
DCD Mild	16	8.3%
DCD Severe	3	1.6%
DD	26	13.5%
DHH	3	1.6%
EBD	25	13.0%
OHD	18	9.3%
PI	1	0.5%
S/LI	23	11.9%
SLD	47	24.4%
SMI	2	1.0%

	Part C Special Ed Enrollment 8	
	Count	Percent
DD	7	3.6%
OHD	1	0.5%

**Complete End of Year
General District Information
School Year 10-11**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

Date of next MDE validation: 13-14

**Complete End of Year
General District Information
School Year 10-11**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

Significant District Changes:

Bagley Independent School District (ISD) #162 is one of eleven districts that are part of the Bemidji Regional Interdistrict Council (BRIC). This report summarizes data specific to Bagley ISD #162. Bagley School District was scheduled for MDE Compliance Review in March 2009. As part of the 2008-2009 Special Education Compliance Review, Bagley School district submitted the following data elements: parent stakeholder surveys, file review of student records, longitudinal record reviews and the special education director interview. The record review was completed April 6, 2009. Bagley school district is scheduled for record review during the 2011-12 school year which is part of district's monitoring cycle. The self-review will be completed prior to December 1, 2011.

Trends within the District:

According to school report card data, Bagley's student population is 994 students with 75% white and 23% American Indian. Special Education is at 18%. According to preliminary Dec. 1, 2010 child count data, the district's special education child count has increased to 19.39%. Disability categories that have shown increases include Developmental Delay (DD), Developmental Cognitive Delays: Mild-Moderate (DCD:MM), and Speech/Language Impairment (S/LI).

Bagley School District is not making AYP in reading proficiency with American Indian and Free/Reduced groups. Bagley Elementary is currently not making AYP in reading and math, specifically with four student groups. The areas of concern are in Math (special education); Reading (All, Special Education, American Indian, Free & Reduced). Bagley Elementary is at stage 2.1. In the 2010-2012 school years, the improvement plan addresses instructional needs with staff development activities pertaining to assessment and use of data to drive research-based instruction and curriculum decisions, professional development in reading and math best practice strategies and systematic review of data on a monthly basis to drive instruction. Staff development provided to elementary teachers during the 2010-11 school year include: responsive classroom, math cohorts, literacy cohorts and reading academy.

Significant Events/Programs in the District:

*The Bagley school district participates in the Early Childhood Initiative along with Head Start and other community partners. As part of the initiative, District Programs (ECSE, ECFE, SR) have participated in community family fun nights, provided new baby packets to new births in the district outlining community resources, and sponsored continuing ed for area child care providers.

*The local Help Me Grow committee supported the Family Toy Box, a multiple family group therapy program for young children beginning at age 2 and their parents. Families participate in activities focused on building stronger relationships, learning skills in limit setting, communicating and structuring activities to promote success.

*The Family & Community Involvement Committee was formed in the fall of 2007 and remains active in the school. The committee was developed with the goal of encouraging parents, families and community members to get involved with our school and develop an active partnership which works toward continued improve

ment in the district's educational programming.

*Summer School is offered grades 4 - 12 for students identified "at risk" of drop out or delayed graduation due to attendance concerns and lack of academic progress. The program provides for credit recovery and skill instruction.

*Bagley School District has a multi-needs functional based program that provides services to students with multiple disabilities at both the elementary and high school buildings. Both programs have been provided math curriculum that is aligned to state standards and designed for students who are eligible to take the MTAS.

*Success for the Future Grant: Bagley High School is working to improve achievement, attendance and graduation rates for Native American students providing services with the Success for the Future grant. The grant supports the addition of a program coordinator and 1 paraprofessional. The program activities include parent involvement, academic supports and remediation, cultural activities, career awareness and assistance with establishing post-secondary goals, and transportation. Success for the Future supports a unique and effective after-school peer tutoring program in which paid student tutors provide academic support for other students who are struggling academically. The program is available to students two days per week for two hours. School district provides transportation home for students participating in this program.

*District offered Math and Reading lab after school for grades 4 - 6. The purpose of the labs were to provide support and remediation for those students identified as at risk for not meeting proficiency on MCAs.

*Title VII: A Title VII coordinator and 3 paraprofessionals provide services to Native American students to improve achievement, attendance and graduation rates. District data indicates this program has had significant results in assisting Native American students. Results show increases in attendance, achievement, graduation rates and attending post-secondary institutions. The Title VII interventionist works with Native American students and families providing academic assistance, supports parent/student at IEP meetings and will provide transportation as needed to increase parent involvement in IEP meetings.

*Building problem-solving teams in place at both Bagley High School and Bagley Elementary. Bagley High School team meets as needed to review academic, behavioral and attendance patterns of students. Team members include building administrators, high school counselor, liaison officer, truancy tracker, Title VII interventionist, and Success for Future coordinator.

*The Bagley Elementary team meets one time per month to review referrals. Data indicates the elementary problem solving team is effective in reducing the number of referrals to special education by intervening early to assist students with academic, behavioral and attendance concerns. Data from 08-09 school year indicate 60% of referrals for special education evaluation result in student meeting eligibility requirements and receiving special education services. Data from 09-10 school year indicates 76% of students referred met eligibility which is an improvement from last year and closer to typical rate for Bagley Elementary school. 10-11 data indicates 16 students were referred for special education evaluation with 100% determined eligible for services.

*Bagley Elementary is working toward implementing a tiered intervention model to improve their problem solving team process. Elementary teachers have had training on RTI and have started the process of putting tiered interventions in place for reading with plans to move to math next year.

*The Bagley has Alternative Delivery of Specialized Instructional Services (ADSIS) programs in place. The School-Based Intervention Program (SBIP) / Reading Recovery (RR) programs which are designed to serve the District's at-risk population including students who are low-performing and who have not been identified as needing special education or related services. These students; however, are in need of academic and/or behavioral support in the general education environment and who, without such support, may be in need of formal

special education evaluation and service.

*The Reading Recovery Program is based in the elementary school and serves students in grade one with an emphasis on early identification and intervention focusing on phonemic awareness, phonics, vocabulary, fluency, and oral/written comprehension.

*The School Based Intervention Program at Bagley Elementary School serves students in grades PreK through 6th grade, with emphasis on early identification and intervention focusing on grades PreK through 3. Students are referred to the Interventionist by the pre-referral team, by teaching and/or administrative staff, and/or by parents.

*Bagley School District is a participant in the Clearwater County Collaborative. The collaborative members include representatives from Clearwater County Human Services, White Earth Indian Child Welfare, Clearwater County Courts, White Earth Tribal Court, and Bagley School District. Collaborative funds are used to support the Truancy Tracker program is an intervention program at both the high school and elementary used to improve attendance rates.

*Bagley School District uses the NWEA MAP testing to obtain benchmarks on student progress in reading and math in grades 2 - 11. Kindergarten and grade 1 will be added during the 2010-11 school year. The data generated assists the district in identifying students in need of intervention for remediation and skill building.

*Accelerated reading and math is used at both elementary and high school to supplement general education and special education curriculum in reading and math.

*The District is a school wide Title I district with 52% of students eligible for free and reduced lunch (FARL)School-wide. Title 1 services are provided to students at the elementary level who are in need of supplemental services in the area of reading and math. Title 1 staff includes licensed teachers and paraprofessionals. Full time licensed teachers have been provided training on best practices in reading and math and incorporate these practices into the supplemental reading and math program.

*Sensitivity meetings are held monthly to discuss intervention strategies, new program initiatives, current data trends, political venues and cultural sensitivity. Membership consists of building principals from both elementary and high school, Home-School Interventionists from both elementary and high school, District Superintendent, White Earth Director of Indian Education, members of the Title VII parent committee, White Earth Indian Child Welfare, Success for the Future Coordinator and the athletic director.

Process to develop the Mission and Belief statements:

The BRIC CIMP mission, beliefs and goal statements were originally identified as part of the IDEA implementation planning process in 1999. A group consensus process was used to develop them. In addition, they are reviewed each year by the Leadership team with input from the field on an annual basis.

Mission:

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.

Has your Mission Statement changed?

N

Rationale for changing the Mission Statement:

No data.

Belief Statements:

Everyone can learn. Learning is for everyone.

All learners need to be educated in the least restrictive environment, regardless of race, culture, environment, socioeconomic status or disability.

All learners have unique instructional needs.

Rights of parents and learners must be assured.

A multi-disciplinary approach best meets the unique needs of learners.

Interagency services should be encouraged as needed.

Continuous evaluation of special education services is necessary so the corrective action can be taken when appropriate.

Process to develop the goal statements:

The BRIC CIMP mission, beliefs and goal statements were originally identified as part of the IDEA implementation planning process in 1999. A group consensus process was used to develop them. In addition, they are reviewed each year by the Leadership team with input from the field on an annual basis.

Goal statements:

**Complete End of Year
General District Information
School Year 10-11**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

Leadership Team Selection Process:

The Leadership Team was identified as part of the original IDEA implementation planning process in February 1999. Team members were selected by their member districts and change as deemed appropriate by the member district. BRIC membership includes the director of special education, the coordinator and the State peer monitors. Additional team members were added during 2008-09 school year including building principals, special education teachers, and school psychologist. Native American support staff were added this year to provide Native American community and family perspective in the analysis of data and planning process.

Leadership Team Membership:

<u>Last</u>	<u>First</u>	<u>Position</u>	<u>Length</u>	<u>Responsibility</u>
Ulmer	Denny	Special Education Director	101	Guide process; ensure completion
Williams	Kim	Early Childhood Coordinator	1	Scheduling; data analysis; report writing
Gulbranson	Linda	Special Education Coordinator - Due P	1	Scheduling; data analysis; report writing
Engebretson	Nancy	Special Education Teacher	1	Development, implementation, evaluation of process
Schmidt	Linda	Principal	1	Review AYP data; align CIMP w/ School Improvement
Kennedy	Helen	Principal	3	Review AYP data; align CIMP w/ School Improvement
Sloan	Kathi	Special Education Teacher	2	Review data, make recommendations
Dryburgh	Lorin	Special Education Teacher	2	review data, make recommendations
McLean	Dawn	Early Childhood Special Education Tea	2	review data, make recommendations
Nelson	Heather	Psychologist	1	review & analyze information, develop goals
Ronning	Deb	Support Staff	3	Native American Perspective Analysis & Planning

**Complete End of Year
General District Information
School Year 10-11**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

How parents and community are involved in the MNCIMP:SR planning and analysis:

The MNCIMP:SR Leadership team will present the SR report to the Bagley Parent/Community Involvement committee and the Title VII committee during the 2010-11 school year to review the CIMP report. Parents and community members are part of both teams. Data analysis will be shared with these groups and input will be sought relative to action planning. Native American support staff were added to the leadership team this year to provide Native American community and family perspective in the analysis of data and planning process.

How the MNCIMP:SR status is communicated to parents and the community:

CIMP activities are reported to the BRIC board on a regular basis. MN CIMP information and reports are posted on the BRIC website for anyone in the community can view. Membership districts of BRIC are encouraged to provide a link from district website to BRIC website to provide for more efficient access to MNCIMP status.

**Complete End of Year
Current Action Plan
School Year 10-11**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

**Complete End of Year
Current Action Plan
School Year 10-11**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

Current Action Plans

Goal Statement:

No Data.

Desired Outcome:

No Data.

Strategies:

No Data.

Collected Data:

No Data.

Progress and Results Analysis:

No Data.

Goal Met? (met, not met, continue)

No Data.

Explanation if goal not met:

No Data.

**Complete End of Year
Future Action Plan
School Year 10-11**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

**Complete End of Year
Future Action Plan
Action Plans**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT(0162-01)

Goal Statement:

BRIC will increase the Part C Family Outcomes Survey response rate for children exiting Part C.

Desired Outcome:

The BRIC Part C Family Outcomes Survey response rate will increase from 26% to 40%.

Strategies:

Remind ECSE staff to include MARRS numbers on Part C Family Outcomes Surveys provided to parents. Continue to provide ECSE staff with periodic reminders about completion of Part C Family Outcomes Survey for children exiting Part C. Continue listing child's age in years and months on ECSE staff due process printouts. Continue use of incentive which is provided to parent upon return of the completed survey in a sealed envelope to ECSE staff for mailing.

Collected Data:

SEAU response rate from MDE for 2010-11.

Need Assistance:

N

**Complete End of Year
Future Action Plan
Action Plans**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT(0162-01)

Goal Statement:

Increase proficiency levels of students with disabilities in the areas of reading and math.

Desired Outcome:

Increase proficiency rates of students with disabilities by 10% in areas of reading and math based on SY 10-11 data and again by 10% based on 11-12 data.

Strategies:

Professional development opportunities in reading and math through multiple on-site trainings. Implementation of Read 180 and System 44 at for grades 4 - 8 with ongoing professional development to ensure implementation fidelity. Data analysis using MCA-II scores, NWEA-MAP testing and Aimsweb progress monitoring for students needing targeted or intensive intervention in reading and math.

Collected Data:

MCA-II Proficiency rates using 2010-11 data

Need Assistance:

N

**Complete End of Year
Future Action Plan
Action Plans**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT(0162-01)

Goal Statement:

Increase percentage of students being served in the regular class 80% or more of the day to be consistent with statewide target of 62.5%

Desired Outcome:

Increase percentage by 5% using 10-11 data to reach state targets and maintain state rate for 11 -12 school year.

Strategies:

Ongoing training and discussion on full continuum of services and placement decisions based on identified special education needs. Staff development on differentiated instruction.

Collected Data:

Data from 2010-11 SY on Federal Instructional Settings for students with IEPs, Ages 6 - 21 rates (Part B-SPP Indicator 5)

Need Assistance:

N

Complete End of Year Program Evaluation

School Year 10-11
Report Year 09-10

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

Please refer to the "Program Evaluation Section Report" for your district's performance and analysis related to SPP/APR indicators.

**Complete End of Year
Post Secondary Follow-up Survey
School Year 10-11**

DistrictNbr/Type: BAGLEY PUBLIC SCHOOL DISTRICT (0162-01)

The following results based on 5 responders.

02. Describe the kind of school or training program you attended. **<i>(CHECK ONE OPTION)</i>**

	Total	Percent
A two year community or technical college	1	20%
No further education or training after high school	2	40%
No Response	2	40%
Total	5	100%

03. Did you complete an entire term (i.e., semester, quarter)?

	Total	Percent
No	1	33%
No Response	1	33%
Yes	1	33%
Total	3	100%

04. In the 12 months after leaving high school have you ever worked?

	Total	Percent
<b style="color:red">NO -> Skip to Question 9.	3	60%
<b style="color:red">No Response -> Skip to Question 9.	1	20%
<b style="color:red">Yes -> Continue with Questions 5, 6, 7 & 8.	1	20%
Total	5	100%

05. Since leaving high school, have you worked at any time for a total of 3 months (about 90 days)?

	Total	Percent
Yes	1	100%
Total	1	100%

06. Did you work on average 20 or more hours per week?

	Total	Percent
Yes	1	100%
Total	1	100%

07. How much money per hour did you make?

	Total	Percent
Less than \$7.25 per hour	1	100%
Total	1	100%

08. Where is your job? **(Read all choices)**

	Total	Percent
In your family's business	1	100%
Total	1	100%