

Bemidji District Curriculum Advisory Committee

7:00-8:00 a.m., Tuesday, February 13, 2018
District Board Room, Downtown Education Center

Committee Members: Ami Aalgaard, Jared Blanche, Erin Curran, Michelle Dahlby, Mary Fairbanks, Taylor Gish, John Gonzalez, Jim Hess, Donna Hickerson, Drew Hildenbrand, Lindsey Hildenbrand, Carol L. Johnson, Kim Kusler, Ann LongVoelkner, Amanda Mix, Gigi Nicoson, Kathy Palm, Craig Rypkema, Ken Schreiber, Jason Stanoch, Brian Stefanich, Chris Tolman, John Truedson, Kathy VanWert, Sonia Wadena

Agenda

1. Breakfast beginning at 6:30 a.m.
2. Introductions—tell us who you are and where you work
3. Minutes: December 12, 2017 meeting (see handout)
4. Progress on Gene Dillon Elementary – Ami Aalgaard, Principal, & Travis Whittington, Technology Teacher
5. Bemidji Indian Education Program – Sonia Wadena, Indian Education Coordinator
 - a. What does Indian Education offer families and students?
 - b. New Tribal Consultation Required by ESSA for Title programs
 - c. New Cultural Curriculum Specialist position – Jared Blanche
6. Winter 2018 NWEA MAP Results, Grades K-5 (see handout)
7. Minnesota’s Every Student Succeeds Plan (ESSA) (see handout)
8. Other
9. The District Curriculum Advisory Committee meets at 7:00 a.m. the second Tuesday every other month and additional times as needed. The following schedule is set for 2017-2018 at the District Board Room, Downtown Education Center:
 - Tuesday, October 10, 2017, 7:00 a.m.
 - Tuesday, December 12, 2017, 7:00 a.m.
 - **Tuesday, February 13, 2018, 7:00 a.m.**
 - Tuesday, May 8, 2018, 7:00 a.m.

Thank you for your dedication to Bemidji Area Schools and our students!

Bemidji District Curriculum Advisory Committee

7:00-8:00 a.m., Tuesday, December 12, 2017
District Board Room, Downtown Education Center

Members Attending: Ami Aalgaard, Jared Blanche, Erin Curran, Dr. Mary Fairbanks, Dr. John Gonzalez, Dr. James Hess, Donna Hickerson, Drew Hildenbrand, Carol L. Johnson, Amanda Mix, Gigi Nicoson, Kathy Palm, Ken Schreiber, Dr. Jason Stanoch, Brian Stefanich, Chris Tolman, Kathy VanWert, Sonia Wadena

Agenda

1. Members introduced themselves and said where they work. Then we reviewed the minutes from the October 10, 2017 meeting.
2. Following the Bemidji School Board's recommendation, the newly formed Curriculum Policy Committee met October 25 to address culturally relevant curriculum and the revision of policy SBR 400-30-8. The Curriculum Policy Committee members included: Gina Bernard, Jared Blanche, Leah Bratlien, Susan Eichstadt, Dr. Mary Fairbanks, Dr. John Gonzalez, Matt Menne, Amanda Mix, Kathy Palm, and Sonia Wadena. The committee members discussed their process and brought their recommendation to the Curriculum Advisory Committee as an action item. After a motion by Drew Hildenbrand and a second by Dr. Mary Fairbanks, the Curriculum Committee voted unanimously to approve the Curriculum Policy Committee's recommendation. Kathy will bring this recommendation to the Bemidji School Board's December 18, 2017, meeting.

We discussed how our district is addressing culture this year. The middle school surveyed their students, and they found that students did not understand the meaning of diversity. The teachers found they need to teach diversity and transgender more for student understanding. Dr. Hess is requiring the Leadership Team to address Cultural Leadership in our goals this year, so all principals and administrators are focusing on more cultural experiences for themselves and their staff. The Language Arts Curriculum Review Committee is purposefully looking for resources that address culture and especially American Indian culture to meet Minnesota Standards. They are pleased to be working with our new Cultural Curriculum Specialist, Jared Blanche. The District Staff Development Committee adopted a goal to provide more professional development this school year on culture and poverty, and Amanda Mix and Jared Blanche shared some of the trainings they are offering. A concern was mentioned that with the training we provide after school, not all teachers are able to attend because of other after-school activities. We need to find other times to present this training.

3. Kathy presented the 2016-2017 World's Best Workforce Summary including five goals and other requirements, which is posted on the web at:

<http://www.bemidji.k12.mn.us/> under Curriculum and World's Best Workforce. This summary is due to MDE December 15, 2017; however, Kathy received approval from MDE to send it following the Bemidji School Board's December 18 meeting and approval. The committee members provided good comments and suggested a couple of changes to the report including: removing the reference to the special education Transition Expo under 2d. College and Career Ready and adding clarification to the student ratios language in the final section on 5. Equitable Access to Excellent Teachers. Kathy will incorporate these changes for the Bemidji School Board.

4. Kathy shared the 2017-2018 School Improvement and Staff Development Plans, which are posted on the web at: <http://www.bemidji.k12.mn.us/> under Curriculum and World's Best Workforce. The booklet contains: 2017-2022 Bemidji School Board Strategic Plan, Bemidji District 2017-2018 Goals, 2017-2018 District Staff Development Goals, Summary of School 2017-2018 Goals, and individual school 2017-2018 School Improvement Plans. All schools created their SMART goals, which are aligned with the district goals and their staff development goals.
5. Kathy shared the Fall 2017 NWEA Measures of Academic Progress (MAP) results. This was the first year students in kindergarten and grades 1 and 2 have taken the MAP assessment. Young children are not as adept at using a mouse for this computerized assessment, so we expected lower results from them. The elementary grades are performing just below the national norm, and the secondary grades are performing well above the national norms. Informational Text is the main strand of concern for reading, and Algebra is the math strand with the greatest concern.
6. Kathy and Gigi Nicoson provided an update on the 2017-2018 PreK-12 Language Arts Curriculum Review. Teachers are examining resources and soon will schedule presentations with publishers.
7. Kathy shared that the new 2017 Every Student Succeeds Act requires 67% four-year graduation rate for all subgroups. MDE will identify high schools for improvement when the 2017 graduation results are available in January or February. Kathy will share this information with the committee.

We discussed the new multi-ethnic designation, which has affected the number of students identified for each ethnic group, especially American Indian. The percent American Indian students was 20.9% October 2015, and with the addition of the multi-ethnic category for October 2016, we dropped to 16.3% American Indian in our district.

8. We look forward to adding one or two student representatives to our committee, and hopefully, they can join us in February.
9. Our next meeting will be February 13, 2018. The meeting adjourned at 8:17.



MREA Outlines What to Expect with ESSA Plan Implementation

January 21, 2018

Implementing Minnesota's ambitious ESSA plan and integrating it into the World's Best Work Force are now the challenges of the Minnesota Department of Education (MDE), state policy makers, and school leaders.

MDE anticipates identifying an estimated 300-400 schools through ESSA for support and identifying an estimated 50 districts, or 10 percent of all districts and charters, through the World's Best Work Force (WBWF) for support. These schools and districts will enter an improvement planning year in 2018-19 supported by Regional Centers of Excellence (RCE) staff with improvement plans to be implemented in 2019-20 and 2020-21.

This is a significant increase from the 85 schools currently being supported for improvement and is approximately 20 percent of all schools and charters in the state. MREA has compiled a [one-page table](#) summarizing the categories of school support and types of schools and districts projected to be identified for the support.

“MDE is to be commended for its inclusive outreach in developing an ambitious ESSA plan to ensure all students in Minnesota have what they need to succeed,” said Fred Nolan, executive director MREA. “Putting it into practice will require significant work and collaboration and could have a significant and measurable impact on the educational achievements and graduation [rates](#) of all our state's students.”

MDE received approval of the plan from the U.S. Department of Education on Jan. 10. [View the news release](#) from MDE.

From MREA's discussions with MDE staff responsible for implementation and from the plan and related documents, here is a preview of what to expect:

[February-July](#)

1. **Awareness**

MDE intends to build a greater awareness of the goals and activities included in the plan with awareness and outreach meetings. Ones via the web will be more informational. Regional meetings are intended to be more conversational with more Q&A.

2. **Regional Centers of Excellence**

MDE has been staffing up Regional Centers of Excellence with subject area specialists, graduation specialists and principals' coaches. They have divided the state into thirds, (North, Central and South) to provide all areas of the state access to this specialized support. [View the RCE Organizational Chart](#). These staff will probably be introduced at the regional meetings.

3. **Early Alert**

An early alert will be given to an estimated 180-200 high schools (in districts and charters) graduating fewer than 67 percent overall or for any student group (20 students or more). This

will be based on the three-year average starting in 2015. These schools can appeal their designation. Final designation will occur Aug. 27 and become public Aug. 30. These schools will receive support from the RCE's beginning in 2018-19.

4. **Tools**

A comprehensive needs assessment tool and a non-exhaustive list of evidence-based practices purchases/products, policies, and programs for school improvement plans will be made available to schools and the public.

August-September

The other categories of schools in ESSA to receive support will get initial notification in early August with the opportunity to appeal the designation.

Final designations will be made Aug. 27 to schools and made public Aug. 30. These designations will be based on MCA scores from 2016-18.

- Bottom 5 percent of schools receiving Title I funds identified through the funnel methodology described in the plan and the Executive Summary
- Schools with any student group performing similarly to the bottom 5 percent of schools
- Schools where one or more groups are consistently underperforming based on the thresholds used to identify the bottom 5 percent of Title I schools
- Title I schools that would have been in the bottom 5 percent except having their consistent attendance high enough not to be identified in the last stage of the funnel.

Additionally, an estimated 50 school districts, or 10 percent of all districts and charters, “not making sufficient progress toward improving teaching and learning for all students” (MS 120B.11) in 2015-17 on their World’s Best Work Force (WBWF) goals will be identified.

2018-19 School Year

1. **Conducting Assessments, Taking Action**

RCE staff will provide technical assistance for identified schools and districts to conduct a comprehensive needs assessment, select evidenced based practices for improvement, create an improvement plan and address resource inequities. School districts will be responsible to support schools designated for support and ensure that their improvement plans will be adequately resourced.

2. **Seeking Input**

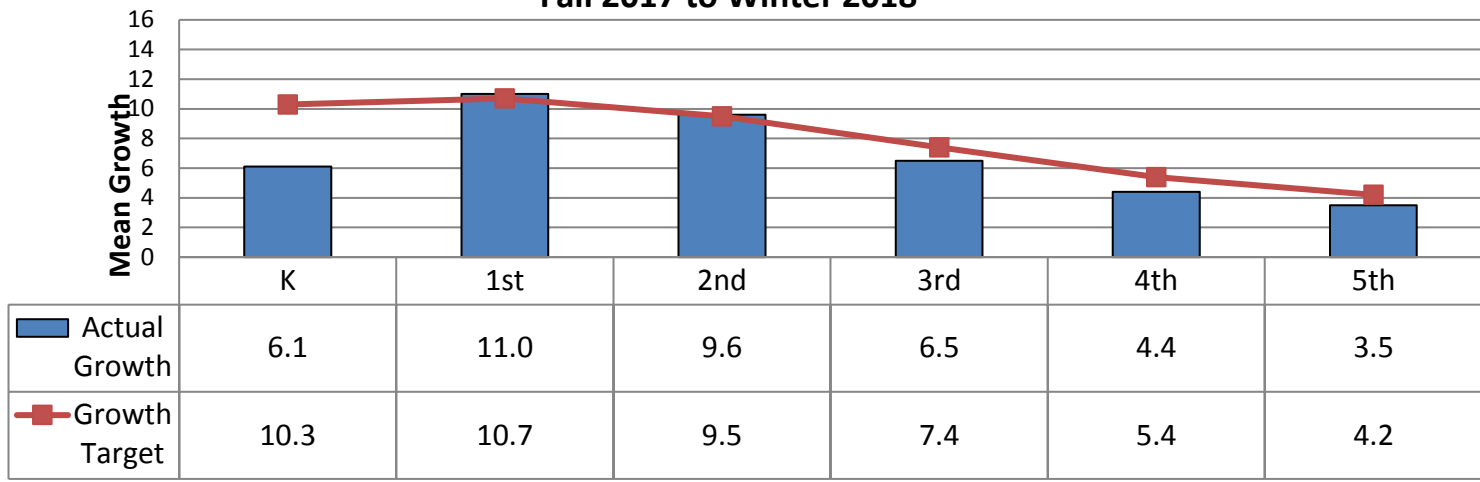
MDE, with input from work groups and focus groups, is working on the following:

- A redesign of the current report card into a “dashboard” with multiple measures
- School recognition
- A measure of ‘well rounded education’ for use in 2024 and beyond.

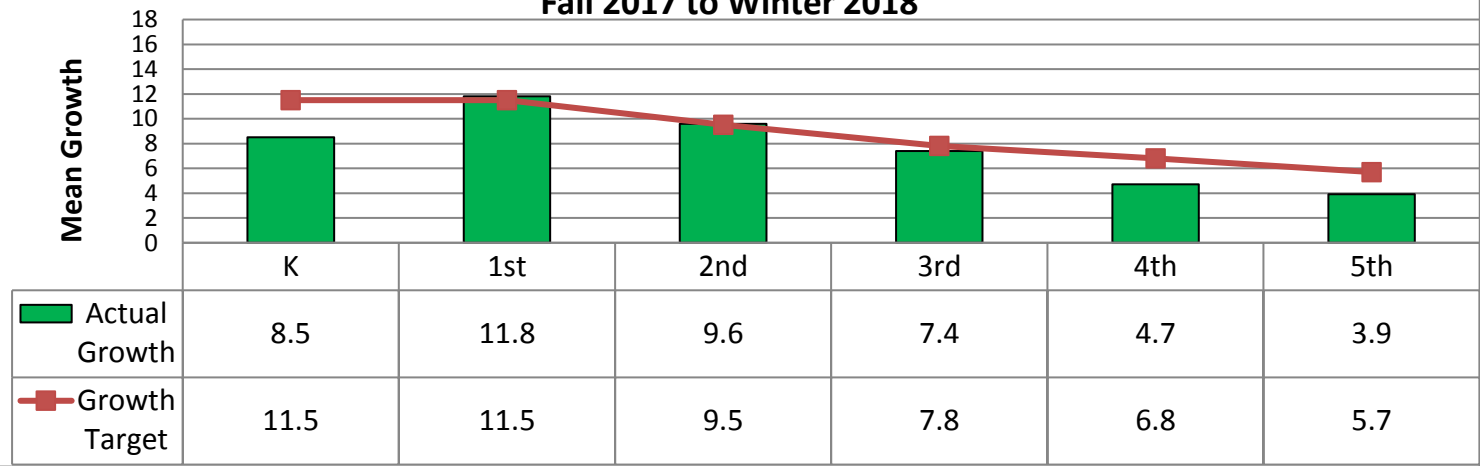
Watch for more information later this year regarding progress on these issues with expected rollout in 18/19.

With the exception of schools where one or more student groups are consistently underperforming, which will occur every year, there will be no further identification of schools or districts for support until 2021.

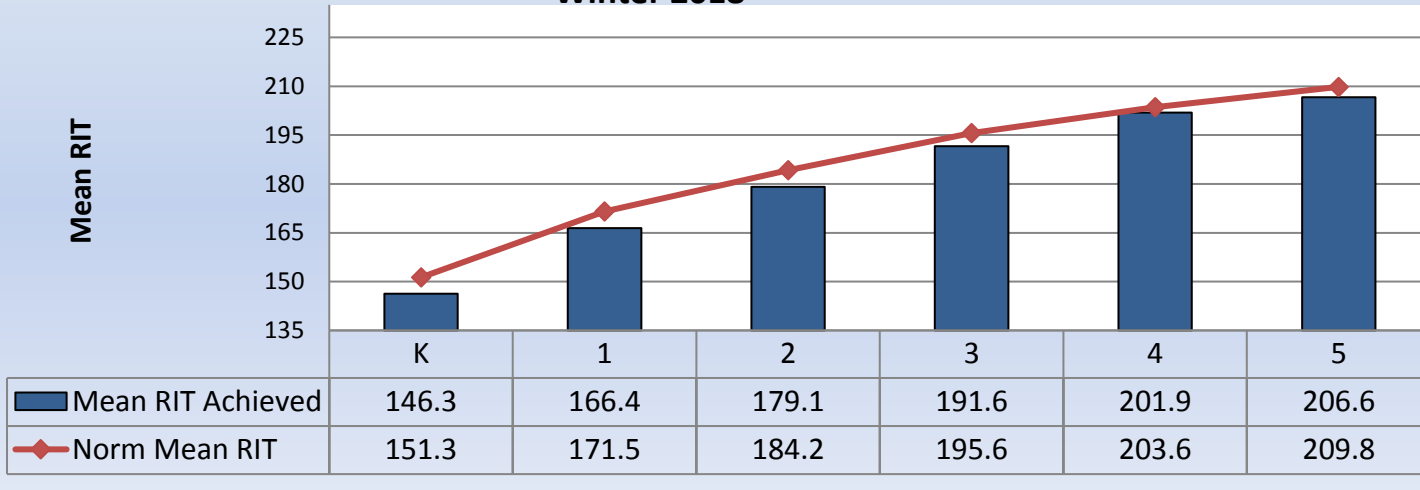
**Bemidji Area Schools NWEA MAP Reading Growth
Fall 2017 to Winter 2018**



**Bemidji Area Schools NWEA MAP Math Growth
Fall 2017 to Winter 2018**



**Bemidji District NWEA MAP Reading RIT Compared to Norm
Winter 2018**



**Bemidji District NWEA MAP Math RIT Compared to Norm
Winter 2018**

