

4. Continuous Improvement

A. ELA Progress Monitoring

- What evidence is there to support or challenge the suitability of NWEA MAP in measuring student ELA learning outcomes? *NWEA MAP is suitable in measuring student ELA outcomes. The tool diagnosis capability is adequate because of the quality data it provides. It gives a diagnosis for each student on what the focus should be and what the strengths are.*
 - Have other tools for measuring ELA learning outcomes been investigated? *There are other tools out there to measure student progress in reading and math. ND A+, the state assessment tool, has a tool that measures student progress with interim assessments outside of the summative assessment that is considered the new state assessment. The advantage of the ND A+ interim assessment is that it is a strong predictor if a student will be proficient because it is directly tied to the state assessment. The disadvantage is that it doesn't provide the diagnostic depth for each student.*
 - Have tools other than tests been evaluated for measuring ELA learning outcomes? *There are other ways outside of tests to measure student progress. There are individual and group projects in the classroom that also measure progress.*
 - What evidence is there to indicate whether or not monitoring such as NWEA MAP testing has a negative impact on student learning? *The negative of using the NWEA MAP test is that it is intrusive. It takes a considerable amount of time for students to take the test. It takes at least 30-45 minutes for students to adequately take each test. It can take students over an hour for each test. The NWEA MAP test takes away instructional time.*
- There is a concerning decline in ELA proficiency, as measured by the NWEA MAP, in all age groups this school year.
 - Is the decline in NWEA MAP scores indicative of the actual student learning in ELA? *The MAP scores are a sign that there is a decline in actual student learning. There are good signs too. There is quality ELA instruction taking place in classrooms. After classroom observations by Mr. Dietzman and myself, we can honestly say we have quality teachers inside each classroom.*
 - What specific steps have been taken or will be taken to identify the cause for this decline? *Each student in grades K-8 and 10 have been evaluated using NWEA MAP to diagnose areas of focus and areas of strength through the monitoring report. I have talked to the principal at Hebron. The scores at Hebron were very similar to our scores a few years ago. What they have done is provide incentives for students to do well on the tests. This has been done with great success.*
 - In what specific ELA areas are we struggling? *We are struggling in the areas of key ideas and details. We also struggle in grades K-2 in the area of phonics. Other areas of focus are point of view, purpose, perspective, rhetorical language, figurative and connotative meanings, tone, academic context, vocabulary, characters and events, cause and effect.*

- What are the teachers' opinions on the cause for this decline? How are the teacher's opinions obtained? *The high school English teacher believes students are tested too much and this has a negative effect on test scores. She believes the Spring tests will show improvement. I had a conversation with the high school English teacher and communicated my concern with the scores. The MTSS Team is looking at the reasons for the decline in scores and will look at strategies to improve scores. One strategy the MTSS Team will evaluate is placing students in groups in grades K-6 according to their instructional level. Studies show that when students receive instruction and reading materials at their current level, their achievement and skills will improve. I am in the process of getting other teacher's input.*
- The ELA test results fall short of annual targets in all age groups.
 - What specific actions will be taken for improvement? *Ways to improve are four-fold: 1) Starting this year, provide student incentives for improved scores. 2) Group students in grades K-6 according to their instructional level. 3) Starting next year, ensure teacher lesson plans are aligned to state priority standards. 4) Focus classroom instruction on student areas of focus according to NWEA MAP.*
 - What is the evaluation of current classroom materials supporting ELA curriculum? If adequate, please provide evidence in support. *Our current K-5 Reading and ELA curriculum is only in its 2nd year of use. We are still adjusting to the curriculum. Last summer K-5 teachers received professional development to effectively teach the curriculum. The curriculum was chosen because it is scientifically proven to improve student achievement in ELA and reading.*
 - What are the teachers' suggestions for action to meet the targets? How are the teachers' suggestions obtained? *I am still in the process of getting teacher input on meeting the targets. I will have conversations with teachers to this end. Teachers want the targets to be growth-minded over time. The MTSS Team will look at this March 11.*
 - What is some evidence to support or challenge whether or not the targets are reasonable? *Right now, the targets are unreasonable. I made the targets according to last year's student data. This year's student makeup is different than last year.*
 - What is some evidence to support or challenge whether or not our ELA goal is attainable? *The targets are attainable, it will just take time.*
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- What are some of our district's success stories in ELA learning outcomes? *Success stories are informational and literary text: key ideas and details. Another area of success is vocabulary: acquisition and use.*

5. Consent Agenda:

C. Financial Reports

- The revenue report shows some negative values in the current month. What are negative values in regard to revenue? Why aren't they just expenses? *In most cases, a negative revenue happens when revenue is realized, then there was an error, so money has to be returned. If we have a specific fund in question, Kayla and Brandt could review further.*

- What makes up the \$7920 of miscellaneous income for the month? *This was from Mercer County and Gary Schantz Estate*
- What is the \$3,275 charge for Houghton Mifflin Publishing? *NWEA license and map growth K-12*

D. March Bills

- \$750 to tow Bearcat 3 to Ruds: is this re-imbursed by insurance? *Kayla is checking to see if this can be covered by insurance.*

E. Open Enrollment

- Is there a reason they are transferring? *They have been open enrolling for several years, unsure what the initial reasoning was for this decision in the past.*

G. Approve Board Election Day, Location, and hiring of workers – *this item is being moved to discussion agenda B*

- The background agenda lists the election day as “June 3rd Regular Election/Special Election). *June 10th* Is the special election for moving to a 5-person board? *That was the original thought, however, might not be possible due to timing guidelines set forth by the secretary of state.*
- What positions are up for election? *I have attached the list of positions that are up for election.*
- Is the Municipal Building available for a location more consistent with the biennial municipal elections? *There will be no local election held in June. We could ask if we can use the space, to hold the election*
- Why was the 1st Tuesday in June selected when the 2nd Tuesday is more consistent with the biennial municipal elections? *Initial date selection was an error, I have included the notice that Kayla drafted after the initial agenda items went out.*

H. Business Manager Evaluation

- Did all members contribute feedback/scores for the B.M. evaluation? If we oversee the business manager, shouldn't we be required to provide feedback/evaluation? *It has never been required for the board to evaluate, however encouraged to complete the forms by the deadline, not all board members evaluated this round and that has happened in the years past as well.*

I. Weight Room Consent Form – *this item has been moved to discussion agenda C*

- It's not clear to me what “Add cost for student weight room membership” means. Does it mean that students can use the weight room for just the \$5 cost of a key until graduation? If that's the case, please consider rewording. *Yes, the Business Manager and Office staff would recommend a great charge for students to use the weight room facility, possibly an annual charge or month charge similar to what the public pays to gain access. Currently it is \$5 for the life of the student.*

6. Items for Discussion

- Can you add an item for Board Strategic Planning? A start of things to discuss there: *These have been added to the discussion agenda*
 - Consideration of staffing and retention matters
 - Improving communication with stakeholders
 - Involving Mr. Bratrud before July

Business Manager Report

- Can we show where we were reimbursed in the past? And are there numbers for this "draw down." Does that mean it is entirely reimbursed? What is the total cost of Be Legendary and what have we been reimbursed? *This is for this year; you can see we were granted \$12K and I have drawn down \$10K so far so we have \$2k left.*

Total	\$12,000.00	\$10,000.00	\$0.00	\$10,000.00	\$2,000.00	\$0.00	\$10,000.00	\$2,000.00
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This one is from last year. You were awarded \$24K for Be Legendary and as you can see you it was drawn down to zero.

ID	Type	Status	Start Date	End Date	Last Submitted Date	Paid Date	Claim Amount
37756 - 001	Reimbursement	Paid	08/11/2023	02/08/2024	04/11/2024	04/30/2024	\$12,000.00
37756 - 002	Reimbursement	Paid	05/01/2024	09/17/2024	10/18/2024	10/29/2024	\$12,000.00
Submitted Amount:							\$0.00
Approved Amount:							\$0.00
Awaiting Payment Amount:							\$0.00
Paid Amount:							\$24,000.00
Total Amount:							\$24,000.00

- For Title Funds: What does that mean financially? What are the numbers? Will we continue to have Title I next year? *Correct, there will be Title 1 Funds, it looks like they will be reduced for Glen Ullin because of a change in how the state allocates those funds. A preliminary estimate is that Glen Ullin will see about a \$30,000 decrease in Title 1 Funding. The first number is what the allocation would have been this year if the system that DPI is going to would have been in place, the second number is what the current allocation is for Glen Ullin.*

Glen Ullin 48	45,753	74,746
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The unknown at this time would be what happens to these Title Funds if the Department of Education is shut down. Most likely it seems that the money would come to the states as a block grant, so I don't see that funding going away.

- What is the e-rate grant?? *This is a federal grant that allows discounts on internet services and telecommunications for schools and libraries.*
- TC Energy Grant will be used for what? *Access points is what the grant was put in for, per Kayla.*
- Special Education Grant? *Kayla is working with Morton-Sioux Special Education Unit to understand how the district is set-up for this grant, at the time of completion of Q & A this item was still outstanding. MSU helps support where we get some funds, but funding of this area primarily comes from the district funding.*

Principal's Report

- As the highest leadership in the building, I requested a calendar of leave for Mr. Hetler to accompany his board report. I feel it's important for the board to know when we have leadership on site and when we do not. Is it possible for that to be provided to the board? Or can it be assumed that he will only be out of office for March 10-March 13th? *I don't plan on being out of the building after my trip March 10-13. The only way I will be out of the building is if I have an unforeseen illness. If that is the case, the plan will be the same as when I am gone March 10-13.*
- Last, I included a response to Mr. Hetler's monitoring report. I am not positive that I am interpreting the data correctly, but it may be easier for the board to understand with a trendline and an analysis of data. To me, this data is very concerning. *Excel document labeled Progress Monitoring Report 3.2025 GUHS*
- Communication regarding NEWA testing: *Individual teachers have sent out communication to parents in regards to when the NWEA MAP is going to happen. This hasn't been done by all teachers. In the future, we will send out a message to all parents when the NWEA MAP and the state assessment will occur and the importance of eating breakfast and getting enough sleep. Right now, I evaluate each student's scores in reading and math NWEA MAP in grades K-8 and 10. When students in grades K-11 score below the 41st percentile on the test in reading and math, they will be placed in interventions. Unfortunately, we don't have incentives when students score in the 61st percentile or above. I hope to change that with my proposal. The state allows an opt out option for the state assessment to parents. Currently, we have one student whose family has opted out of the state assessment. Mr. Dietchman has spoken with each student in grades 3-8 and 10 about the importance of the NWEA MAP and the state assessment. We will improve our communication to families on the importance of the tests.*