

4. Student Outcomes/Goals & Guardrails

- Goal 1 targets 80% proficiency in math. However, progress measures target 75%, 66%, and 80% for grades K-2, 3-5, and 6-8+10, respectively. Similarly, Goal 2 targets 80% proficiency in ELA, but progress measures target 80%, 66%, and 80%. How is it that the goal targets can be expected to be reached based on the progress measures when those progress measures have lower targets than the goals? *The goals and goal progress measures are definitely a work in progress. I chose lower percentages in some areas because I felt the amount of improvement necessary to get to 80% was too much of a hill to climb. However, that leaves us short of the goal to reach 80%. I have been in conversations with Mr. Bratrud that are focused on revising the goals and goal progress measures.*
- The board elected to make Objective 3 proficiency a goal for quarter 2. One of the conditions for proficiency is, “The board, where appropriate, relied on comprehensive student needs assessment and/or student data to inform the identification and prioritization of superintendent guardrails”. What needs assessments/data is available to inform the identification and prioritization of the guardrails? Can we put this item on the agenda in the course of the second quarter in order to achieve this condition? *Due to the circumstances in your district this past year, this was not data driven with reports. However, my recollection is that your board had a robust conversation about what the needs are to accomplish the goals. For example, and outcomes-based measure for teacher quality, lesson plans, etc. From my perspective, your board probably meets this criteria in your board eval. Please let me know if you would still like this on discussion.*
- The board elected to make Objective 4 novice a goal for quarter 2. The framework stipulates that the board “has been provided copies of the superintendent’s implementation plan(s) to make progress towards the student outcome goals”. Do such plan(s) exist? *We will not have this until after Mr. Bratrud arrives. In the meantime, it would be appropriate to ask your Mr. Hetler for his plans for the rest of the school year for your students related to the data in the reports.*

5. Consent Agenda

5.A. Regular Meeting Minutes *Updated and attached*

- Spelling is Amoré van Rensburg both in the Call to Order as well as 5.H.
- 6.A.I says that the counselor is currently in the school 50 percent of the time. My understanding is that it is 60 percent.
- 6.A.II should state “ad hoc” committee rather than “Hot” committee.

- 6.B. The motion was to hold an election on June 10th to fill the members of the current 7-person board while anticipating a separation later election to move to a 5-person board.
- 8. Adjournment information is incomplete.

7. Reports

7.B. Principal's Report

- I.d. Regarding professional development, is there any data collected to assess the teachers' satisfaction of the professional development provided? Is there data collected on the effectiveness of the professional development? *Mr. Hetler will send out a survey to teachers on our professional development from this year for feedback and obtain ideas for the upcoming year.*
- II.a. How old is the current social studies materials? Does the age/condition/content of the current materials impact student outcomes? /I've been hearing that "because of budget reasons we will not be updating the Social Studies curriculum. I don't believe this is an area that we can make cuts; curriculum needs to be prioritized for students. *Mr. Hetler does speak to this in his report, they do have 2 samples already as the current curriculum is 20 years old, this would also be for the entire school K-12.*
- II.b. How does the current math instructional materials impact student outcomes? Are there suggested replacements? What is the current process for renewing instructional materials? *Getting a new math curriculum would help student outcomes because it will allow math students to go back to the book to get further review and instruction in math skills. The teacher wants a new math curriculum for high school. The current curriculum does not allow for that. We would have to research replacements. The current process for reviewing curriculum is to get samples from publishers and review the materials. I rely heavily on teacher input.*

Follow up from last month's Q&A

- Has any progress been made getting teacher input on meeting student outcome goal targets? *There was some discussion in a staff meeting, but nothing further. This will be part of the retooling of these goals is to engage the teaching staff for recommendations.*
- Did insurance cover the \$750 bus towing bill? *Yes, Kayla is working with Farmers Union to submit claim, if not done already.*

Other questions:

- Was the counselor offered a full-time contract? Was it accepted? *This has been offered, just working through details to see if she would be willing to accept, we might not know until after negotiations are complete.*
- Given the teachers' resignations, what is the current staffing plan for next year? *This has been added to the Discussion Agenda.*
- Can we put something on the agenda for coordinating attendance at the staff meetings? *This has been added to Discussion Agenda*
- With another elementary teacher resigning how are we addressing the retention issues. *There is a state paid group called Vital Networks whose purpose is to help schools with retention of teachers. They do that by surveying and providing resources that assist leaders and teachers to see what needs to be addressed, and what is going well. It might be something to look into for this coming fall. I'm not completely sure if the state will pay for them again, but I know the request has been made and so far, it is in DPI's budget.*