Clay County (Minn.): Independent School District No. 152 (Moorhead).

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09 Sept 2013

INDEPENDENT SCHOOL DISTRICT #152
School Board Meeting
Board Room 224 - Probstfield Center for Education
2410 14th Street South
Moorhead, Minnesota

September 9, 2013
7:00 p.m.

MISSION STATEMENT: To develop the maximum potential of every learner to thrive in a changing world.

ATTENDANCE:

Lisa Erickson _____	Kristine Thompson _____
Cindy Fagerlie _____	Bill Tomhave _____
Laurie Johnson _____	Matt Valan _____
Scott Steffes _____	Dr. Lynne A. Kovash _____

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

   B. Preview of Agenda - Dr. Lynne A. Kovash, Superintendent

   C. Approval of Meeting Agenda

   Moved by _____ Seconded by _____
   Comments _____

   D. "We Are Proud"

   We Are Proud of Moorhead High speech team members for placing at the 2013 National Forensic League national speech tournament June 16-21 in Birmingham, Ala. Nina Grollman placed second in humorous interpretation, and Anne Totten placed 10th in humorous interpretation. Moorhead High School received a School of Excellence award in speech based on the team's performance. Rebecca Meyer-Larson is the speech coach.

   F. Matters Presented by Citizens/Other Communications (Non-Agenda Items) (Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.)

G. Acceptance of School Board Resignation - Lisa Erickson, Chair

Suggested Resolution: Move to accept the resignation of Kristine Thompson, School Board Director, effective immediately, and therefore declare a vacancy on the School Board.

Moved by _____ Seconded by _____
Comments _____

2. **CONSENT AGENDA**

All items on the Consent Agenda are considered to be routine, and have been made available to the School Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a School Board member or citizen so requests, in which event that item will be removed from this agenda and considered under separate resolution. To the extent possible, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. SUPERINTENDENT MATTERS - Kovash
   (1) Approval of August 12 and 26, 2013 Meeting Minutes - Pages 5-16

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
   (1) Approval of September Claims - Page 17

C. HUMAN RESOURCES MATTERS - Dehmer
   (1) Approval of Family/Medical Leave - Page 18
   (2) Approval of Change in Contracts - Pages 19-20
   (3) Approval of Resignations - Page 21
   (4) Approval of New Employees - Pages 22-23

Suggested Resolution: Move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____
Comments _____

3. **ELLEN HOPKINS SCHOOL IMPROVEMENT PLAN**: Kovash
Page 24

Suggested Resolution: Move to approve the Ellen Hopkins School Improvement Plan as presented.

Moved by _____ Seconded by _____
Comments _____

4. **ROBERT ASP SCHOOL IMPROVEMENT PLAN**: Kovash
   Page 25

5. **OPENING ENROLLMENT**: Kazmierczak
   Pages 26-27

6. **SCHOOL DISTRICT FACILITIES**: Kazmierczak
   Page 28

7. **MCA III TEST RESULTS FOR MATHEMATICS, READING AND SCIENCE**: Kovash
   Pages 29-33

8. **PROCESS FOR SELECTION OF SCHOOL BOARD VACANCY**: Erickson

9. **SUPERINTENDENT REPORT**

10. **COMMITTEE REPORTS**

11. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**

12. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Staff Development Committee:	September 10		
Secondary		7-8 a.m.	MHS
Elementary		3:15-4:15 p.m.	PCE
Hopkins PTAC	September 10	6:30 p.m.	Media Center
Asp PTAC	September 10	6:30 p.m.	Media Center
Reinertsen PTAC	September 10	6:30 p.m.	Media Center
MSBA Fall Area Meeting	September 10	7-8:30 p.m.	Fergus Falls
Instr and Curr Advisory Com	September 12	7 a.m.	PCE
MSBA Fall Area WebEx	September 12	3-5 p.m.	PCE
Early Chldhd Family Educ Adv Com	September 12	6:30-8 p.m.	PCE
Safe and Healthy Learners Com	September 17	3 p.m.	PCE
Community Educ Advisory Council	September 17	7 p.m.	PCE
MREA Fall Area Meeting	September 18	7-9 p.m.	Lake Park
Citizen Finance Adv Committee	September 19	5:30 p.m.	PCE
Horizon PTAC	September 19	6:30 p.m.	Media Center
Homecoming Parade	September 20	4:30 p.m.	MSCTC
MH Hall of Honor Induction	September 21	5 p.m.	MSUM
School Board	September 23	7 p.m.	PCE
Activities Advisory Council	September 24	7 a.m.	MHS
District Technology Committee	September 24	3:45 p.m.	PCE
Superintendent's Advisory Council	September 26	7-8:30 p.m.	PCE
RRALC Family Night	September 30	5:30-7:30 p.m.	RRALC

MEMBERS PRESENT: Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Scott Steffes, Kristine Thompson, Bill Tomhave, and Dr. Lynne A. Kovash.

MEMBERS ABSENT: Matt Valan.

CALL TO ORDER: Chair Erickson called the meeting to order at 7:00 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Kovash recommended approval of the agenda to proceed with revisions to pages 15 and 18 and page 4 of the Horizon Middle School Student Handbook.

APPROVAL OF AGENDA: Steffes moved, seconded by Fagerlie, to approve the agenda as revised. Motion carried 6-0.

WE ARE PROUD:

We Are Proud of Jill Skarvold, director of learner support services for Moorhead Area Public Schools, for having served as president of Minnesota Administrators for Special Education (MASE) for the 2012-13 school year. Skarvold will complete her three-year term with MASE by serving as past president for the 2013-14 school year. MASE promotes professional leadership for its members, who are directors of special education or other administrators for special education in public or private schools, cooperative regional, state and other educational administrative units.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

CONSENT AGENDA: Fagerlie moved, seconded by Johnson, to approve the following items on the Consent Agenda:

Minutes - Approve the July 15, 2013 Special Meeting Minutes and July 15, 2013 Regular Meeting Minutes as presented.

Claims - Approve the August Claims, subject to audit, in the amount of $1,350,098.05.

General Fund:	$1,258,084.01
Food Service Fund:	$72,371.01
Community Service Fund:	$19,193.03
Post Employment Benefits Debt Service Fund:	$450.00

TOTAL	$1,350,098.05

The July Wire Payments, subject to audit, in the amount of $2,159,100.55.

General Fund:	$1,841,169.80
Post Employment Irrevocable Trust Fund:	$87,237.00
Post Employment Benefits Debt Service Fund:	$230,693.75
TOTAL	$2,159,100.55

Continuing Contract/Tenure - Approve the Continuing Contract/Tenure of Alaine Anderson, Julie Arnold, Kaylee Black, Karie Currie, Angela Doll, Daniel Dooher, Jennifer Haugo, Kacie Holcomb, Kirsten Johnson, Jeremy Larson, Stephanie Lorz, Melissa Nelson, Brian Olmanson, Jessica Rome, Kayla Sprenger, Deb Walter, Nicole Wiesner, and Sarah Wothe.

Change in Contracts

Amy Jensen - Jump Start Teacher, Probstfield Center for Education, 3 hours per day to Jump Start Teacher, Probstfield Center for Education, 6 hours per day, effective July 22, 2013 (replaces Joanna Struck).

Kathy Brekke - Music Teacher, Moorhead High School, from .83 FTE to 1.0 FTE, effective with the 2013-2014 school year (additional per AOP).

Pat Sullivan - LSS Facilitator, District Wide .5 FTE to .5 FTE Facilitator and .5 ASD Consultant, effective for the 2013-2014 school year (replaces .5 ASD).

Early Retirements

Keith Hillstrom - Bus Driver, Transportation, effective September 1, 2013.

Gwen Umlauf - Bus Driver, Transportation, effective August 9, 2013.

Alice Ellingsberg - Paraprofessional, Moorhead High School, effective August 15, 2013.

Resignations

Lindsay Buchholz - Assistant Cross Country Coach, Moorhead High School, effective July 8, 2013.

Tyler Carlson - Paraprofessional, Probstfield Center for Education, effective August 1, 2013.

Linda Life - Lunchroom Computer Operator, S.G. Reinertsen Elementary, effective July 24, 2013.

John Schmidt - Boys Diving Coach, Moorhead High School, effective July 15, 2013.

Charles Hedstrom - Paraprofessional, Horizon Middle School, effective August 7, 2013.

Noreen Knutson - Food and Nutrition Server, Probstfield Center for Education, effective August 7, 2013.

Nicole Such - Administrative Assistant, Business Services, effective August 30, 2013.

Other Leave

Alyssa Bakken - COTA, EIS, effective August 26, 2013 until June 30, 2014.

New Employees

Jon Ammerman - Head Boys Hockey Coach, Moorhead High School, .120, Step 3, $4,848, effective with the 2013-2014 season (replaces Peter Cullen).

Jessica Anderson - Family Consumer Science Teacher, Horizon Middle School, 1.0 FTE, MA (8) $50,527, effective at the beginning of the 2013-2014 school year (replaces Pam Midthune).

Stephanie Baker - Jump Start Teacher, Probstfield Center for Education, 6 hours per day, $25.96 per hour, effective at the beginning of the 2013-2014 school year (replaces Lisa Hasbargen).

Katelynn Bondy - Math Teacher, Moorhead High School, 1.0 FTE, BA (0) $33,823.00, effective at the beginning of the 2013-2014 school year (replaces Joshua Ogaard).

Ondrea Cook - Science Teacher, Horizon Middle School, 1.0 FTE, BA (7) $41,890, effective at the beginning of the 2013-2014 school year (replaces Charlotte Magin).

Amanda Getscher - COTA, District Wide, B31 (2) $19.60 per hour, 6.75 hours per day, effective August 26, 2013 (reallocation of FTE).

Nicole Kahler - Kindergarten Teacher, Ellen Hopkins Elementary, .6 FTE, BA (0) $20,293.80, effective at the beginning of the 2013-2014 school year (addition of All-Day Kindergarten).

Rebecca Klein - Technical Production Director, District Wide, B31 (0-2) $17.94 per hour, 8 hours per day, 12 months (replaces Joseph Stodala).

Isaac Monke-Lundberg - Social Studies Teacher, Horizon Middle School, 1.0 FTE, MA (0) $39,304, effective at the beginning of the 2013-2014 school year (replaces Craig Lachowitzer).

Erin Monteith - English Teacher, Moorhead High School, 1.0 FTE, BA+30 (6) $45,977, effective at the beginning of the 2013-2014 school year (replaces Mary Kvebak).

John O'Neill - Bus Driver, Transportation, 4 hours per day, $13.76 per hour, effective June 17, 2013 (replaces Kayte Ward).

Amy Pederson - 4th Grade Teacher, Ellen Hopkins Elementary, 1.0 FTE, BA (6) $40,734, effective at the beginning of the 2013-2014 school year (replaces Sarah Martin).

Vicky Pettow - Health Tech., Ellen Hopkins Elementary, B21 (0-2) $15.78 per hour, 6.5 hours per day, effective August 26, 2013 (replaces Janet Arnold).

Julie Rosendfeldt - Kindergarten Physical Ed. Teacher, Ellen Hopkins Elementary, .60 FTE, MA+30 (10) $36,793, effective at the beginning of the 2013-2014 school year (addition of All-Day Kindergarten).

Kendra Routh - Speech and Language Pathologist, District-Wide, 1.0 FTE, MA (8) $50,527, effective at the beginning of the 2013-2014 school year (new position).
Diane Sandland - Bus Assistant, Transportation, $12.86, 4 hours per day, effective with the 2013-2014 school year (replaces Gwen Umlauf).
Kathleen Sayler - Occupational Therapist, District-Wide, 1.0 FTE, MA (5) $46,322, effective at the beginning of the 2013-2014 school year (replaces Janet Olson).
Ethan Schnabel - Physical Ed. Teacher, Robert Asp Elementary, 1.0 FTE, BA (0) $33,823, effective at the beginning of the 2013-2014 school year (Kindergarten and part-time Guy Kimball).
Michael Thompson - Head Boys Track and Field Coach, Moorhead High School, .100 Step 5, $4295, effective with the 2013-2014 season (replaces Jon Moe).
Joseph Wateland - Health and Fitness Teacher, Ellen Hopkins Elementary, 1.0 FTE, BA (5) $39,590, effective at the beginning of the 2013-2014 school year (new position).
Emily Yule - ECSE Teacher, Probstfield Center for Education, .50 FTE, BA+20 (6) $22,112.50, effective at the beginning of the 2013-2014 school year (new position).

Indian Education Success for the Future Grant Award - Accept the new Success for the Future grant from the Minnesota Department of Education, Indian Education Office for $138,138.00 for the 2013-14 and 2014-15 school years.

Clay County Interagency Purchase of Services Agreement - Approve the July 1, 2013 to December 30, 2013 renewal agreement with Clay County Social Services in cooperation with Lakeland Mental Health Center to continue mental health services to identified students and their families as part of the Clay County Mental Health and Outreach Treatment Program not to exceed the amount of $120,276.00

Motion carried 6-0.

APPROVAL OF STANDALONE SELF-INSURED HEALTH BENEFIT PLAN AND PREFERRED ONE AS THIRD PARTY ADMINISTRATOR: Aaron Casper and Linda Fenwick from National Insurance Services (NIS) provided an overview of self-insured health benefit plans and reviewed the results of the standalone self-insured health benefit plan request for proposals (RFP) that NIS conducted on the district's behalf.

Lauren Rood, 614 3rd Avenue SE, Barnesville - Commented on behalf of Education Moorhead in support of the standalone self-insured health benefit plan and Preferred One as the third party administrator.

Fagerlie moved, seconded by Steffes, to approve the district's conversion to a standalone self-insured health benefit plan, contingent upon ratification by Education Moorhead, with an implementation date of January 1, 2014. Motion carried 6-0.

Tomhave moved, seconded by Johnson, to approve the district's Assistant Superintendent and Director of Human Resources to enter into final discussions with Preferred One for third party administrative services. Motion carried 6-0.

MOORHEAD ELEMENTARY SCHOOLS PARENT AND STUDENT HANDBOOK: Anne Moyano, S.G. Reinertsen School principal, and Jacob Scandrett, Robert Asp School assistant principal, reviewed the updated student handbook with the board.

Johnson moved, seconded by Thompson, to approve the 2013-14 Moorhead Elementary Schools Parent and Student Handbook as presented. Motion carried 6-0.

HORIZON MIDDLE SCHOOL STUDENT HANDBOOK: Lori Lockhart, Horizon Middle School principal, reviewed the updated student handbook.

Fagerlie moved, seconded by Tomhave, to approve the 2013-14 Horizon Middle School Student Handbook as presented. Motion carried 6-0.

TELEVISED SCHOOL BOARD MEETINGS: Kovash indicated that at the July 15, 2013 work session, information was provided to the board regarding televising School Board meetings from the Probstfield Center for Education board room. Data collected from the citizen engagement process focused on enhancing communication with the public, and televised meetings would also be another means of providing information to the public regarding Moorhead Area Public Schools.

A comparison was made between the proposal from Moorhead Community Access Media (MCAM) and district-provided service. The cost from MCAM would be $13,560 and the district-provided service would be $53,500.

At the work session, discussion was held and a suggestion was made that the district consider holding board meetings at either the city council chambers or the county commission room to use existing technology for televising meetings.

Discussion was held regarding televised School Board meetings. Fagerlie moved, seconded by Steffes, to authorize Moorhead Community Access Media (MCAM) to televise School Board meetings in the Probstfield Center for Education Board Room at an approximate cost of $13,560

and explore a shared location for board meetings with the city and county. A roll call vote was taken and the motion failed 3-3 for lack of majority. Discussion was held and board members recommended administration further explore televising board meetings and bring back the item to the full board at a later date.

SUPERINTENDENT REPORT: Superintendent Kovash provided information related to her attendance at the MSBA Summer Seminar and MASA/MDE Superintendents' Conference. She noted she was providing a back-to-school welcome at each school building and reminded board members of the back-to-school events planned for Aug. 21 and 29. Dr. Kovash updated board members regarding the kindergarten enrollment and the need to add an additional classroom at Probstfield Center for Education.

COMMITTEE REPORTS: A brief report was heard related to the Education Minnesota Teacher Development/ Evaluation Training in St. Cloud.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Superintendent Kovash updated board members of the MSBA Fall Area and MREA Fall Area meetings scheduled for September 10 and September 18 with a WebEx offered for the MSBA Fall Area meeting on September 12. Kovash informed the board that the MSBA Leadership Conference is scheduled for January 16-17, 2014.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:24 p.m.

MEMBERS PRESENT: Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Scott Steffes, Kristine Thompson, Bill Tomhave, Matt Valan, and Dr. Lynne A. Kovash.

MEMBERS ABSENT: None.

CALL TO ORDER: Chair Erickson called the meeting to order at 7:00 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Kovash recommended approval of the agenda to proceed with revisions to pages 2, 28, 30 and 32.

APPROVAL OF AGENDA: Fagerlie moved, seconded by Steffes, to approve the agenda as revised. Motion carried 7-0.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

CONSENT AGENDA: Johnson moved, seconded by Valan, to approve the following items on the Consent Agenda:

Increase to Adult Meal Prices - Approved the adult meal price of $3.35 for the 2013-14 school year.

Lease Agreement with Clay County - Approved the lease agreement with Clay County for classroom space at the West Central Regional Juvenile Center as presented.

Early Retirements
James Honek - Night Custodian, Ellen Hopkins Elementary, effective September 30, 2013.
Debra McDonald - Paraprofessional, Horizon Middle School, effective August 20, 2013.

Family/Medical Leaves
Katherine Hanson - Teacher, Moorhead High School, effective approximately October 29 through March 13, 2015.
Nancy Leitheiser - Teacher, Ellen Hopkins Elementary, effective approximately October 30, 2013 through December 20, 2013.

Other Leave
Matthew Retzer - Paraprofessional, Moorhead High School, effective with the 2103-2014 school year.

Resignations

Bethanne Weltmer - Interpreter, Horizon Middle School, effective August 19, 2013.
Ann Krier - Independent Study Teacher, District, effective August 7, 2013.
Teresa Haider - Jumpstart Teacher, Probstfield Center for Education, effective August 27, 2013.
Paul Kelly - Bus Driver, Transportation, effective August 11, 2013.
Margaret Neutzling - Kindergarten Teacher, Robert Asp Elementary, effective August 20, 2013.
Sarah Anderson - Paraprofessional, K+ Paraprofessional, Probstfield Center for Education, effective August 12, 2013.
Del Ahmed - Paraprofessional, Robert Asp Elementary, effective August 12, 2013.
Ferial Ali - Paraprofessional, Robert Asp Elementary, effective August 12, 2013.
Stacey Swanson - Food and Nutrition Server, Moorhead High School effective August 9, 2013.
Sharon Lee - Food and Nutrition Server, Horizon Middle school, effective August 12, 2013.
Sarah Score - Food and Nutrition Server, S.G. Reinertsen Elementary, effective August 12, 2013.
Leah Tvedt - Food and Nutrition Server, Horizon Middle School, effective August 12, 2013.
JoAnn Narum - Head Cook, Robert Asp Elementary, effective August 30, 2013.
Alexandra Thorson - Paraprofessional, Horizon Middle School, effective August 20, 2013.
Keith Manzella - Bus Driver, Transportation, effective August 21, 2013.
Lyman Hanson - Paraprofessional, Moorhead High School, effective August 26, 2013.
Samantha Collette - Food and Nutrition Server, S.G. Reinertsen Elementary, effective August 23, 2013.

Change in Contracts

Maggie Thoreson - Elementary Teacher, Ellen Hopkins Elementary to Title 1 Instructional Coach, Ellen Hopkins Elementary, effective with the beginning of the 2013-2014 school year (replaces Heidi Moe).
Eugene Life - Crossing Guard and Food and Nutrition Server, S.G. Reinertsen Elementary to Paraprofessional, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective with the beginning of the 2013-2014 school year (replaces Eileen Rick).
Tanya Stuhaug - .5 FTE Early Riser Family Advocate, Ellen Hopkins Elementary, to 1.0 FTE Early Riser Family Advocate, effective August 26, 2013 (increase to approved FTE).
Tracy Alderman - K+ Paraprofessional to LSS Paraprofessional, Elllen Hopkins Elementary, effective at the beginning of the 2013-2014 school year (replaces Mary Fluto).
Nicole Boersma - Kindergarten Specialists, S.G. Reinertsen Elementary, .7 FTE to .9 FTE,

effective with the beginning of the 2013-2014 school year (All-Day Kindergarten enrollment increase).

Tina VanHoecke - .5 K+ Paraprofessional, to 1.0 FTE LSS Paraprofessional, Ellen Hopkins Elementary, effective at the beginning of the 2013-2014 school year (replaces Lea Gonzalez).

Ann Lysne - .5 FTE Paraprofessional, to 1.0 FTE Paraprofessional, Ellen Hopkins Elementary, effective with the beginning of the 2013-2014 school year (additional FTE approved).

Isidro Lopez - Paraprofessional, Horizon Middle School to Student Resource and Security, Horizon Middle School, B21 (10) $18.30 per hour, 8 hours per day, 183 days per year, effective August 26, 2013 (new position).

Deb Walter - .35 FTE Literacy Teacher, S.G. Reinertsen Elementary to .75 FTE, Literacy Teacher, S.G. Reinertsen Elementary, effective at the beginning of the 2013-2014 school year (increase in Alternative Delivery funding).

Davis Kosen - Kindergarten Physical Education Teacher, S.G. Reinertsen Elementary at PCE, .7 FTE to .9 FTE, $30,440.70, effective with the 2013-2014 school year. (All-Day Kindergarten enrollment increase).

Judy Schaible - Title 1 Teacher, Ellen Hopkins Elementary from .75 FTE to 1.0 FTE, effective with the 2013-2014 school year (increase in Ellen Hopkins Title 1 funding).

Julie Kummer - LSS Teacher, Horizon Middle School to LSS Facilitator, District Wide, effective with the 2013-2014 school year (replaces Michele Mogen).

<u>New Employees</u>

Glenn From - Bus Driver, Transportation, 4 hours per day, $13.76 Per hour, effective August 12, 2013 (replaces Keith Hillstrom).

Matthew Beiswanger - JV Soccer Coach, Moorhead High School, .070 (0) $2,559.00, effective August 6, 2013 (replaces Tyler Syverson).

Ahmed Mohammed - Bus Driver, 4 hours per day, $13.76, effective August 12, 2013 (replaces Alice Ross).

Rebecca Flores - Food and Nutrition Server, Horizon Middle School, 2.75 hours per day, $10.00 per hour, effective September 3, 2013 (replaces Leah Tvedt).

Desirae Gilmour - Food and Nutrition Server, Robert Asp Elementary, 2.75 hours, $10.00 per hour, effective September 3, 2013 (replaces LaShawn Ware).

Andrea Werth - Paraprofessional, Robert Asp Elementary, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective August 26, 2013 (replaces Jennifer Maxfield).

Alicia Ryland - Jumpstart Teacher, Probstfield Center for Education, $25.96 per hour, 6.5 hours per day, effective August 14, 2013 (new position, increased enrollment).

Rachel Bartz - Early Riser Family Advocate, Robert Asp Elementary, C41 (12) $31.32 per hour, 7.25 hours per day, 183 days per year, effective August 26, 2013 (replaces Nadine Moon and increase to approved FTE).

Jordyn Braun - Certified Occupational Therapy Assistant, EIS, B31 (1) $19.11 per hour, 6.75

hours per day, effective August 26, 2013 (replaces Alyssa Bakken).
Matthew Beiswanger - STEM Teacher, Horizon Middle School, MA+30 (4) $51,398.00, 1.0 FTE, effective with the 2013-2014 school year (replaces Jon Moe).
Rita Thompson - Bus Driver, Transportation, $13.76 per hour, 4 hours per day, effective August 27, 2013 (replaces Paul Kelly).
Derek Thompson - Assistant Boys Varsity Hockey Coach, .10 (6) $4,423.00, effective with the 2013-2014 season (replaces Jason Gregoire).
Sean Bertie - Assistant Boys Hockey Coach, .08 (4) $3,334.00, effective with the 2013-2014 season (replaces Jim McFarlane).
Tony Kunka - Assistant Boys Varsity Hockey Coach, .10 (13) $5,318.00, effective with the 2013-2014 season (replaces Dale Lund).
Virginia Rutter - Media Center Administrative Assistant, Probstfield Center for Education, A12 $14.56 per hour, 8 hours per day, 186 days per year (new position).
Duane Arnold - Media Specialist, Robert Asp Elementary, BA (0) 33,823.00, effective with the 2012-2013 school year (replaces Ann Woell).
Lyndsay Wentz - Paraprofessional, Moorhead High School, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective August 26, 2013 (replaces Matt Retzer).
Linda Ambuehl - Lunchroom Supervisor/Crossing Guard, S.G. Reinertsen Elementary, 5 hours per day, $10.00 per hour, effective September 3, 2013 (replaces Stephanie Grunberg and Eugene Life).
Katie Tonn - Lunchroom Supervisor, Probstfield Center for Education, 3 hours per day, $10.00 per hour, effective September 3, 2013 (new position).
Ryan Murfield Paraprofessional, Horizon Middle School, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective August 26, 2013 (replaces Alexandra Thorson).
Lyndsey Patnaude - Paraprofessional, Probstfield Center for Education, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective August 26, 2013 (replaces Sarah Anderson).

Motion carried 7-0.

MOORHEAD HIGH SCHOOL HALL OF HONOR: Moorhead High School principal Dave Lawrence reported the Moorhead High School (MHS) Hall of Honor recognizes alumni, faculty, staff and other community members who have demonstrated notable accomplishments or provided significant contributions to their school, community or society.

Beginning with eight inaugural members in 2004, 49 members have been inducted into the Hall of Honor. This fall the three 2013 members to the Hall of Honor will be recognized at an induction ceremony on September 21. The MHS Hall of Honor 2013 inductees are Marion Eldridge Gillespie, Larry Knutson and Ken Tangen.

The Hall of Honor Committee reviewed nominations and conducted research of records to select outstanding candidates. The Hall of Honor Committee members are Curt Borgen, Russ Henegar, Mary Flesberg, Pam Gibb, Dean Haugo, Darvin Miller, Donna Richards, Rick Westra, and Arnold Ellingson. Corporate sponsors of the MHS Hall of Honor are Moorhead Public Service, State Bank and Trust and Gate City Bank.

REFERENDUM REVENUE AND LOCATION EQUITY REVENUE: Kazmierczak explained two specific changes made during the 2013 legislative session in the area of school finance. The first change is a provision allowing schools boards to levy up to $300 per Adjusted Pupil Unit (APU) on Referendum Market Value (RMV). The second change is Location Equity Index (LEI), which was added as new General Education Revenue for districts with over 2,000 students outside the seven county metropolitan area. Eligible districts that wish to participate in LEI need to do nothing, as no board action results in the district's participation. As a result of participating, the district's operating referendum authority would be reduced by $212.

Kazmierczak reviewed information provided by the Minnesota Department of Education (MDE) and following recommendation from the district's financial advisory, Ehlers and Associates, it is recommended that the district take no action on the LEI. The provision allowing school boards to levy up to $300 was also discussed, but no action being recommended at this time. Should the board choose to levy this amount in the future, a corresponding decrease in the district's voter-approved operating levy would result. It should be noted that these changes do not result in increased revenue for the school district. It should also be noted that the LEI would increase the amount of state aid the district receives and would have an offsetting reduction in the local levy amount resulting in a property tax decrease.

ACT TEST RESULTS: Missy Eidsness, Director of School Improvement and Accountability, reviewed ACT test results. Average composite scores decreased slightly for Moorhead's 2012 graduates from 22.7 in 2012 to 22.4 in 2013, which is .7 below the Minnesota state average. Work is being done to improve scores and increase student participation.

2013-14 EMPLOYEE HANDBOOK: Dehmer reviewed the revised version of the Employee Handbook for the 2013-14 school year.

Steffes moved, seconded by Johnson, to approve the 2013-2014 Employee Handbook as presented. Motion carried 7-0.

SUPERINTENDENT REPORT: Superintendent Kovash reminded board members of the MSBA Fall Area meeting in Fergus Falls on September 10 or the option of a MSBA Fall Area

WebEx on September 12. She also reminded them of the MREA Fall Area meeting scheduled for September 18 at the Lake Park Audubon High School. Board members were asked to contact Michelle with travel plans. Kovash said the MCA III test scores were to be released on August 27 with the results presented at the September 9 board meeting. Kovash reminded board members of the upcoming back-to-school activities and announced U.S. Senator Al Franken, DFL-Minn., would be providing a back-to-school welcome at the all-staff assembly. Kovash recognized how the heat was affecting athletic practices and indicated the district was taking precautions as needed. Kovash updated the board related to the current kindergarten enrollment of 473 and the need for administrative transfers. Kovash briefly noted information related to the "Framework for Teaching," which is the foundation for the teacher evaluation system. Kovash presented information regarding two new programs, Teacher Innovation Grants and Superintendent's Spud Awards, that she is implementing for the 2013-14 school year.

COMMITTEE REPORTS: Brief reports were heard related to the Horizon Back-to-School Night, Instruction and Curriculum Advisory Committee and the MSBA Summer Seminar.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:28 p.m.

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Laurie Johnson, Clerk

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: September 3, 2013

SUBJECT: September Claims

The September claims are as follows:

General Fund	$1,787,508.94
Food Service Fund	$33,220.99
Community Service Fund	$15,835.66
Post Employment Benefits Debt Service Fund	$0.00
TOTAL	$1,836,565.59

The August wire payments are as follows:

General Fund	$1,324,155.66
Post Employment Irrevocable Trust Fund	$46,496.50
Post Employment Benefits Debt Service Fund	$0.00
TOTAL	$1,370,652.16

Suggested Resolution: Move to approve the September claims, subject to audit, in the amount of $1,836,565.59 and the August wire payments, subject to audit, in the amount of $1,370,652.16.

WAK

Department of Human Resources
Moorhead Area Public Schools

Memo HR.14.024

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: September 3, 2013

SUBJECT: Family/Medical Leave

The administration requests Family/Medical Leave for the following person:

Jackie Gilbertson	Paraprofessional, Robert Asp Elementary, effective August 26, 2013 for an undetermined amount of time.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave pursuant to Article VIII, Section 3 of the Paraprofessional Master Agreement.

KLD:smw

Department of Human Resources
Moorhead Area Public Schools

Memo HR.14.022

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: September 3, 2013

SUBJECT: Change in Contract

Alicia Ryland	Jump Start teacher, Probstfield Center for Education to Kindergarten Teacher, 1.0 FTE, BA (1) $34,980.00, effective at the beginning of the 2013-2014 school year. (Increased enrollment)
Darla Aagenes	Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, $10.00 per hour, effective September 3, 2013. (New position due to addition of all day Kindergarten)
Wiley Wisnewski	Teacher, Red River Area Learning Center, from .786 FTE to 1.0 FTE, effective with the 2013-2014 school year. (Replace .214 of Mary Cihlar)
Julie Rosenfelddt	Kindergarten Physical Education .6 FTE to Kindergarten Physical Education/DAPE teacher, Ellen Hopkins Elementary .8 FTE, effective with the 2013-2014 school year. (Increase due to all day Kindergarten)
Nicole Kahler	Kindergarten Teacher, .6 FTE, Ellen Hopkins Elementary, to 1.0 FTE Kindergarten Teacher, Robert Asp Elementary, effective with the 2013-2014 school year. (Replaces Margaret Neutzling)
Khalisa Yasin	Lunchroom Supervisor/Salad Prep, S. G. Reinertsen Elementary, 5 hours per day, to Lunchroom Supervisor/Salad Prep/Breakfast Supervisor, 5.75 hours per day, effective September 3, 2013. (Replaces Stephanie Gruenberg)
Amanda Johnson	Administrative Assistant, Ellen Hopkins to Administrative Assistant to Assistant Superintendent, B23 (3) $17.11 per hour, 8 hours per day, effective September 16, 2013. (Replaces Nicole Such)
Jeana Krabbenhoft	Paraprofessional, Red River Area Learning Center, 5 hours per day reducing to 4.75 hours per day, effective with the 2013-2014 school year. (Reduction in N & D Grant)
Nicole Boersma	Kindergarten Specialist, Probstfield Center for Education, .9 FTE to 1.0 FTE. (Increase due to all day Kindergarten enrollment)

Davis Kosen	Kindergarten Physical Education, Probsfield Center for Education, .9 FTE to 1.0 FTE, effective with the 2013-2014 school year. (Increase due to all day Kindergarten enrollment)

SUGGESTED RESOLUTION: Move to approve the Change in Contract for Alicia Ryland, Darla Aagenes, Wiley Wisnewski, Julie Rosenfeldt ,Nicole Kahler, Khalisa Yasin, Amanda Johnson, Jeana Krabbenhoft, Nicole Boersma and Davis Kosen as presented.

KI Dismw

Department of Human Resources
Moorhead Area Public Schools

Memo HR.14.023

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: September 3, 2013

SUBJECT: Resignations

The administration requests approval of the resignation of the following people:

Leslie McCollum	Paraprofessional, West Central Detention Center, effective August 23, 2013.
Ginger Meyer	Lunchroom Supervisor, Horizon Middle School, effective August 28, 2013.
Kassandra Zimmer	Sign Language Interpreter, High School, effective August 26, 2013.
Kristen Robinholt	Computer Operator, S. G. Reinertsen Elementary, effective August 23, 2013.
John Stadter	Network Administrator, Probstfield Center for Education, effective September 30, 2013.

SUGGESTED RESOLUTION: Move to approve the resignations of Leslie McCollum, Ginger Meyer, Kassandra Zimmer, Kristen Robinholt and John Stadter as presented.

KLD:smw

Department of Human Resources
Moorhead Area Public Schools

Memo HR.14.021

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: September 3, 2013

SUBJECT: New Employees

The administration requests the approval of the following new employees subject to satisfactory completion of federal, state and school statute and requirements.

Kelly Zimmerman	Title One Teacher, Robert Asp Elementary, 1.0 FTE, BA (9) $44,201.00, effective with the 2013-2014 school year. (Replaces Diana Johnson)
Lyndsay Coulombe	Grade 3 Teacher, Ellen Hopkins Elementary, 1.0 FTE, BA (1) $34,980.00, effective with the 2013-2014 school year. (Replaces Maggie Thoreson)
Codi Fandrich	Kindergarten Teacher, Probstfield Center for Education, 1.0 FTE, BA (0) $33,823.00, effective at the beginning of the 2013-2014 school year. (Increased enrollment due to all day Kindergarten)
Abby Klang	Jump Start Teacher, Probstfield Center for Education, $25.96 per hour, 6.5 hours per day, effective August 27, 2013. (Replaces Alicia Ryland)
Mary Jaszkowiak	Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, $10.00 per hour, effective September 3, 2013. (New position due to addition of all day Kindergarten)
Patricia Walker	Food and Nutrition Server Assistant, Robert Asp Elementary, 2.75 hours per day, $10.00 per hour, effective September 3, 2013. (Replaces Jennifer Clow)
Margo Johnson	Paraprofessional, Horizon Middle School, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective September 3, 2013. (Replaces Deb McDonald)
Elizabeth Hoffman	Paraprofessional, High School, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective September 3, 2013. (Replaces Lyman Hanson)

Sarah Anderson	Paraprofessional, Robert Asp Elementary, B21 (3) $15.58 per hour, 6.75 hours per day, effective August 28, 2013. (Replaces Delkaz Ahmed)
Amanda Craig	Kindergarten Teacher, Probstfield Center for Education, 1.0 FTE, BA (0) $33,823.00, effective with the 2013-2014 school year. (Increased enrollment due to all day Kindergarten)
Jill Meyer	Paraprofessional, High School, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective August 26, 2013. (Replaces Alice Ellingsburg)
Ben Fraase	Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective August 26, 2013. (Replaces Mary Eluto)
Kristine Thompson	Service Learning Coordinator, Probstfield Center for Education, C41 (5) $26.47 per hour, 20 hours per week for 36 weeks, effective September 10, 2013. (Replaces Anne Larson)
Alison Morgan	Teacher, Ellen Hopkins Elementary, 1.0 FTE, BA (0) $33,823.00, effective with the 2013-2014 school year. (Replaces Nicole Kahler and increase in Title of .4)

SUGGESTED RESOLUTION: Move to approve the employment of Kelly Zimmerman, Lyndsay Coulombe, Codi Fandrich, Abby Klang, Mary Jaszkowialk, Patricia Wallker, Margo Johnson, Elizabeth Hoffman, Sarah Anderson, Amanda Craig, Jill Meyer, Ben Fraase, Kristine Thompson and Alison Morgan as presented.

KLD:smw

Department of School Improvement and Accountability
Moorhead Area Public Schools

Memo SIA.14.003R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Missy Eidsness, Director of School Improvement and Accountability ME

DATE: September 4, 2013

SUBJECT: Ellen Hopkins School Improvement Plan

Ellen Hopkins Elementary School was designated as a Focus School by the Minnesota Department of Education (MDE) in 2012. A Focus School is in the ten percent of Title I schools making the biggest contribution to the state's achievement gap. Focus Schools are identified once every three years; this is the second year of this designation for Hopkins Elementary.

Identified schools are required to work with their districts, MDE and the statewide system of support to develop an improvement plan that must be approved by the School Board. The plans are required to be in place at the beginning of the 2013-14 school year so that implementation can begin immediately.

Ryan LaDage will present the attached school improvement plan at the September 9 board meeting.

Suggested Resolution: Move to approve the Ellen Hopkins School Improvement Plan as presented.

MOE:mde
Attachment

Minnesota Department of Education	School Support Division 1500 Highway 36 West Roseville, MN 55113-4266	Priority, Focus and Continuous Improvement School Plans	DRAFT 2013-14

DISTRICT INFORMATION	
District Name and Number: **Moorhead Area Public Schools 152**	Phone: **(218) 284-3330**
Superintendent (Director): **Dr. Lynne Kovash**	Fax: **(218) 284-3332**
District Address: **2410 14th Street South, Moorhead; 56560**	Email: **lkovash@moorheadschools.org**
SCHOOL INFORMATION	
School Name and Number: **Ellen Hopkins Elementary**	Phone: **(218) 284-4300**
School Address: **2020 11th Street South, Moorhead; 56560**	Fax: **(218) 284-4333**
Principal: **Mr. Ryan LaDage**	Email: **rladage@moorheadschools.org**

Check one:	**Check if applies:**	**Check one (Regional Centers of Excellence):**
□Priority School X **Focus School** □Continuous Improvement School	X **Schoolwide plan**	X **North** □South/Central □SE/Metro
Priority School	**Focus School**	**Continuous Improvement School**
2012-13 MMR: ____ % 2013-14 MMR: ____ %	2012-13 FR: **81.96%** 2013-14 FR: ____ %	2012-13 MMR: ____ % 2013-14 MMR: ____ %

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education/Charter Board of _____ *(LEA Name)* has authorized _____ *(Name)* at a monthly meeting on _____ *(Date)* to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2013-14. The LEA Representative will ensure that the school district (LEA) will maintain compliance with the appropriate federal statutes, regulations, and procedures and will act as the responsible authority in all matters relating to the administration of this improvement plan. The local Board of Education/Charter Board ensures that its designee(s) will periodically update the Board regarding goals and strategies/practices, participate as a member of the school leadership implementation team, and work in collaboration with the Regional Centers of Excellence and/or MDE providing technical assistance through the Minnesota Statewide System of Support (SSOS).

_____ _____

(Signature of Superintendent/Charter School Board Chair) *(Date)*

GENERAL INSTRUCTIONS

- Template: This Word document will guide leadership implementation teams in completing Title I Priority and Focus school improvement plans in accordance with the ESEA Flexibility Request. This may also serve as the Title I Schoolwide plan for eligible Priority and Focus schools. Priority and Focus school improvement plans for 2013-14 must be submitted in this MDE template and are due September 2013.

- Directions: Complete and update Priority and Focus school plans with the assistance of your Regional Center of Excellence staff (see page 3). Begin by examining what instructional strategies or practices you have in place that can be continued in your action plan efforts. Use multiple data sources to determine needs and prioritize strategies or practices. It is highly recommended to limit the number of instructional strategies or practices, three to five, ensuring effective school action plan implementation. Fill in MMR and FR information under School Information (page 1) when data is available.

- Progress Checks: MDE will conduct quarterly progress checks during 2013-14 for Priority or Focus school plans. Plans that have not met ESEA Flexibility Request guidelines will be returned for changes and/or additional information. Priority and Focus schools will be required to submit updated improvement plans four times each year to MDE and the Regional Center of Excellence; twice a year these same plans will be uploaded to the SERVS system as required. (When identification of Continuous Improvement schools occurs, timelines will be determined for developing Continuous Improvement school plans.)

MESSAGE FROM THE CABINET

Minnesota Department of
Education

A Message from Commissioner Cassellius and the Cabinet: Purpose of the School Improvement Plan and Essential Partnerships for Improvement Planning

A school improvement plan is an organized, focused, inclusive and public way to plan improvement for student benefit. It guides a school to ask new and deeper questions about teacher and student learning as well as conditions and strategies for success. The School Improvement Plan supports our shared mission: *Leading for Educational Excellence and Equity Every day for Every One.*

Regional Centers of Excellence—Provide a Statewide System of Support (SSOS) to Focus and Priority Schools that enables implementation leadership teams at district and school to effectively implement evidence-based practices impacting positive student outcomes. Regional Center staff with support from the Minnesota Department of Education specialists, will work on site in participating schools. Building capacity to support growth and improved reading, mathematics and graduation outcomes for all students will focus on closing the achievement gap.

District and Charter School Boards—Set direction and provide support for the School Improvement process. Establish policies to ensure that school teams, staff, parents, and other community partners have meaningful roles in developing, communicating, monitoring, and evaluating student benefit as a result of SIP (School Improvement Plan) planning and implementation. Celebrate incremental successes as schools reach established benchmarks for student achievement.

District and School Leadership—Meet together regularly about progress towards school goals and needed support for students. Determine next step supports for teaching and learning based on classroom practices and teacher feedback. Monitor the progress of strategies or practices and report progress to stakeholders on a regular basis.

School Staff—Lead and participate in assessing and establishing priority needs for student equity and achievement. Understand the root cause of student performance challenges. Ensure that classroom strategies for improvement address the needs of students at all levels of learning.

Parents and Families—Learn how to actively contribute to improved academic achievement. Continue a dialogue with school staff about the type of parent engagement that will best support student learning for all students.

Students—Participate in strategies to reach individual and school goals. Be responsible for personal learning and achievement. Celebrate progress with teachers, students and parents.

Continuous Improvement is the shared learning goal and responsibility of our entire culture. Together, let us continue to explore better information about student performance, better information about factors that impact performance, and increase our focus on improvement planning, progress, and results.

REGIONAL CENTERS OF EXCELLENCE: STATEWIDE SYSTEM OF SUPPORT (SSOS)

The ESEA Flexibility Request states:

"The primary goal of Regional Centers of Excellence/SSOS is to focus schools and districts on closing the persistent achievement gap between high and low performing children, especially the achievement gaps between minority and nonminority students and between disadvantaged children and their more advantaged peers."

The Department has established three Regional Centers of Excellence to:

- Bring together Statewide System of Support (SSOS) implementation teams with specific expertise
- Build state capacity to support regional teams
- Provide equitable technical assistance in evidence-based practices for Focus and Priority Schools
- Assist school leadership teams in taking evidenced-based practices to scale

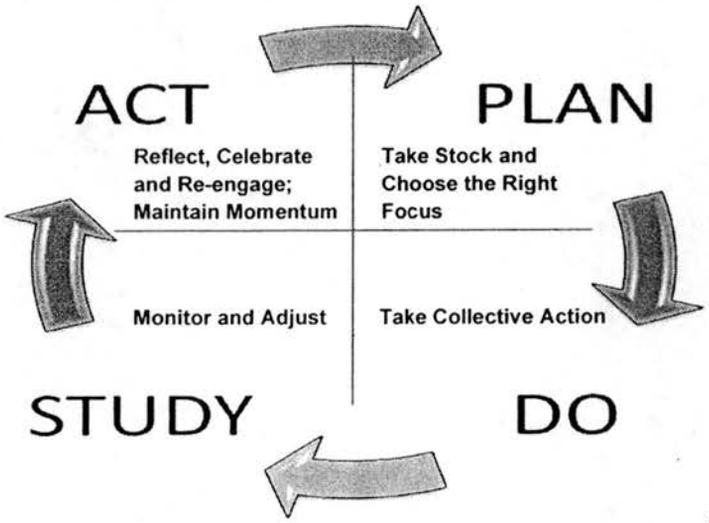
The vision of the Regional Centers of Excellence/SSOS is to create an infrastructure that will support a common, coherent implementation of evidence-based strategies and practices, and apply the Common Principles of Effective Practice (WHAT) and key components of implementation (HOW) to support the infrastructure.

The roles of Center staff which will include a director, and several educational specialists in the areas of reading, mathematics, English language development, special education, and implementation science to:

- Determine the district's or school's current operational and performance status
- Assist the district and school with school improvement planning (SIP) to prioritize instructional strategies or practices based on identified needs
- Provide consultation, training and technical assistance to support the school's or district's implementation of its specific planned instructional strategies or practices
- Monitor the district's or school's progress with implementation and provide support for necessary modifications to the plan

PLAN DO STUDY ACT (PDSA) IMPROVEMENT CYCLE

The **PDSA Improvement Cycle** is an ongoing effort to identify student learning challenges and change instruction for student benefit. Continual follow-up and assessment of implementation and impact for each instructional strategy or practice informs next right steps to support both teacher instruction and student learning.



LEADERSHIP IMPLEMENTATION TEAM REFLECTION QUESTIONS (NO WRITTEN RESPONSES REQUIRED)

PLAN *(Take Stock and Choose the Right Focus)*: ***What is the school plan for identifying the need and instructional strategy or practice(s) to close the achievement gap?***

- ∞ Is there an existing team that serves as the instructional leadership implementation team? Is there appropriate representation of stakeholders based on identified student groups?
- ∞ How does the school Comprehensive Needs Assessment determine math/reading SMART goals, appropriate strategies/ practices and supports that will best increase student achievement?
- ∞ How will instructional strategy or practice planning be aligned with the school's mission, vision and goals?
- ∞ How will the leadership team target a root cause of student performance challenges?
- ∞ How do implementation and results data from the previous school action plan inform the next right steps?
- ∞ How will the leadership implementation team prioritize student needs, plan for implementation of targeted instructional strategies/practices, and evaluate the action plan as the central focus of the continuous improvement process (Plan Do Study Act)?
- ∞ How do selected instructional strategies/practices fit with current culture, other initiatives, supports and planned parent engagement?
- ∞ What technical assistance, professional development and resources are available for each selected strategy/practice? What will strategies and practices look like when successfully implemented?
- ∞ What ongoing data will be collected to assess fidelity of implementation and measure student learning? What will be frequency of data collection?
- ∞ How will the leadership implementation team plan for immediate results (Quick Wins) in math/reading?

DO *(Take Collective Action)*: ***How is strategy/practice being implemented?***

- ∞ How will Person(s) Responsible communicate action steps, roles, staff responsibilities, and parent/community partner roles and responsibilities?
- ∞ How will the leadership implementation team engage stakeholders?
- ∞ When will best practice coaching in reading/math begin and how will implementation data and student outcomes be measured and monitored?

STUDY *(Monitor and Adjust)*: ***How is the strategy/practice being implemented and impacting student achievement within the PDSA improvement cycle?***

- ∞ What do Benchmarks (e.g., unit tests, short-cycle assessments or system-wide quarterly common assessments) predict about proficiency and growth of student learning?
- ∞ How does Progress Monitoring (e.g., teacher observation, learning team minutes, coaching logs, interim assessments and classroom formative assessment processes) determine training, retraining, reteaching and resource needs?
- ∞ How will job-embedded professional development (e.g., instruction-focused learning teams) and coaching strengthen the impact of the strategy/practice on teacher instruction and student learning?
- ∞ Are expected changes in teacher instruction addressing root causes of the challenges to student performance?

ACT *(Reflect, Celebrate and Re-engage; Maintain Momentum)*: ***What evidence supports continuing or moving to a new PDSA cycle?***

- ∞ How does student performance data, Benchmarks, inform next steps for implementation?
- ∞ How does feedback from staff implementation practices, Progress Monitoring, inform school (and district) leadership about needed supports?
- ∞ How will available funds and resources continue to sustain the evidence-based strategies and practices?
- ∞ How will new staff be oriented and supported in the implementation of strategies/practices?

LEADERSHIP IMPLEMENTATION TEAM (IF APPROPRIATE, SCHOOLWIDE)

A formal leadership implementation team should be in place to lead the process of developing the school plan. Primarily, this team should organize and oversee the Comprehensive Needs Assessment process; lead the development of an improvement plan focused on root cause analysis, oversee implementation of evidence-based instructional strategies/practices, and evaluate the effectiveness and impact of strategy/practice within a PDSA cycle.

The school action plan for each evidence-based instructional strategy or practice is a dynamic document to be changed and added to on a continuous basis by the team. It reflects a running record of short improvement cycles, approximately four to six weeks, focused on adjusting instruction using both implementation and student achievement data related to the selected strategy or practice.

The school will want to consider these questions to determine the selection of the leadership implementation team:

- Is there an existing team or committee that can serve as the school leadership implementation team?
- If a new team is established, how will members be selected and recruited?
- Is the team membership periodically adjusted to meet changing instructional support needs with attention to inclusion of staff with expertise related to both selected strategies/practices and improvement of most challenging student subgroups?

Leadership Implementation Team membership must represent identified school needs. Principal, Title I staff, data coach, reading & math instructors/coaches, parent representatives, and specialists as determined by the Multiple Measurements Rating or Focus Rating (e.g., special education, English Language Development).

Name	Role
1. Ryan LaDage	**Principal**
2. Diana Johnson	**Assistant Principal**
3. Maggie Thoreson	**Instructional Coach**
4. Sarah Martin	**Media Specialist & Gifted Education**
5. Dawn Hanson	**Grade 1 Classroom Teacher**
6. Diana Cobbs	**Grade 2 Spanish Immersion Classroom Teacher**
7. Kari Yates	**District Program Manager for Literacy & ELL**
8.	
9.	
10.	

Please address the following questions:

1. **Explain how the team composition represents the prioritized needs of the school.**

Our Building Leadership Team is comprised of staff members that represent all building stakeholders. We took the time to recruit and include faculty from all areas of the school. Ellen Hopkins' Leadership Team includes classroom teachers from primary grades (Dawn Hanson and Diana Cobbs) and those that work with intermediate grades as well (Maggie Thoreson and Sarah Martin). These two Leadership Team members also work with our "specials" staff, including: Title 1, Special Education, English Language Learners, Art, Music, and Physical Education). Additionally, we have district representation with the addition of our Literacy and ELL Program Manager (Kari Yates). We know the needs of our students and feel that these team members can best serve our school and lead us towards implementing changes to positively impact instruction.

2. **How will the leadership implementation team establish working relationships among themselves including consistent use of agendas/meeting best practices and a collaborative decision making process focused on instructional issues?**

To begin, our Leadership Team will be using the protocols and techniques included in "Cognitive Coaching" and "Unleashing the Power of Collaborative Inquiry." These two practices support teamwork, collegiality, and problem solving. With Cognitive Coaching, our team will be able to guide teachers in reflection and discussion of unit planning, instructional practices, and assessment design. The Collaborative Inquiry process is a systematic approach of effectively looking at data in a way that guides instruction. Both of these provide practical opportunities for staff members to take ownership of the process, their instruction, and the results.

We will also institute the "Seven Norms of Collaboration" that are included in the Collaborative Inquiry process. These will provide a focus for our Leadership Team and each grade level PLC throughout the school year. The leadership and guidance that our team gives to our PLCs will support our teachers in their instruction. These techniques will serve as a vehicle to Leadership Team planning and implementation.

3. **How will the leadership implementation team implement a systemic continuous improvement framework to guide instructional changes to increase student learning?**

The Ellen Hopkins Elementary School Building Leadership Team will implement not only the "Plan, Do, Study, Act" cycle, but also the "Collaborative Inquiry" framework as well. Each of these protocols are designed to lead a team through successfully looking at what's working and what's not working well at the building, uncovering the root causes of achievement and instructional gaps, developing solutions to each problem, and monitoring the progress of each implemented solution. By following the stages of these frameworks, our Leadership Team will be able to target areas for improvement and professional development while positively impacting instruction.

4. **How will the leadership implementation team communicate and establish feedback loops with stakeholders?**

Meeting agenda will be distributed to Leadership Team member prior to each meeting. Detailed minutes will be taken during the meeting and share electronically with all staff members. Additionally, each Leadership Team member represents a grade level and/or department. It is their responsibility to touch base with their respective group and report back on any developments from the Team. They will also collect questions, comments, and concerns from the rest of the staff. Furthermore, Ryan LaDage and Diana Johnson will regularly attend our school's PTAC meetings. This will provide an opportunity to inform parents and families about what is occurring at Ellen Hopkins and collect feedback.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

The leadership implementation team should:

- ∞ Summarize the evidence gathered during the comprehensive needs assessment,
- ∞ Prioritize student needs, and
- ∞ Identify evidence-based instructional strategies/practices to address root cause of low student academic performance and/or gaps.

The evidence should be linked to student achievement, both state accountability tests and local achievement data aligned to Minnesota Academic Standards.

Use tables below to summarize the achievement data, implementation data, and other related information to determine instructional strengths and challenges that have emerged. By answering the questions following the tables, the team will be able to reflect on prioritized needs and potential solutions to challenges.

Instructional Strengths: After evaluating the effect of current implemented instructional strategies or practices, list the instructional strategies/practices showing the greatest effect on mathematics learning, reading learning, or graduation. Please summarize at least two data sources (i.e., Benchmarks) to show impact on student achievement. Provide current fidelity of implementation data (i.e., Progress Monitoring) to show level of implementation. Use the 'Next Right Steps' column to document your team's answer to: What evidence supports continuing or moving to a new instructional strategy or practice? *Add rows as needed.*

Instructional Strengths	Student Achievement Data	Fidelity of Implementation Data	Next Right Steps
All students below grade level were progress monitored as directed from our Read Well plan	- - 64% of third-fifth graders were at or above grade level on the spring AIMSweb R-CBM assessment - - 69% of students in K-2 were at or above grade level in DRA or F&P Benchmark text leveling	Three time a year parents received Read Well summaries and progress monitoring updates	Progress monitoring of below level students will continue throughout this school year

Instructional Challenges: List other instructional challenges not addressed with the implementation of the instructional strengths listed above; they may be past challenges that remain or have grown over the past year as well as new challenges to student learning. Please summarize at least two data sources (i.e., Benchmarks) that shows these are challenges. List the root causes identified for each instructional challenge. Provide one to three evidence-based instructional strategies/practices being considered to address the instructional challenge that is aligned to the identified root cause. *Add rows as needed.*

Instructional Challenges	Data Analyzed/Reviewed	Root Causes	Possible Instructional Solutions
A lack of sufficient leveled texts in our guided reading library	- - 64% of third-fifth graders were at or above grade level on the spring AIMSweb R-CBM assessment - - 69% of students in K-2 were at or above grade level in DRA or F&P Benchmark text leveling	Instructional resources were allocated to other areas of need besides leveled texts	Interactive Read Alouds
Inconsistent writing program	- - 64% of third-fifth graders were at or above grade level on the spring AIMSweb R-CBM assessment - - 69% of students in K-2 were at or above grade level in DRA or F&P Benchmark text leveling	The district has not implemented a writing program across all elementary grade levels	District facilitated writing PLC meetings

The data should be shared with all stakeholders for feedback and reflection on capacity to implement identified instructional strategies/practices. Once sharing has taken place, the team will work with the school staff to prioritize needs and determine the focus of SIP Action Plan instructional strategies or practices.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

Using the information on instructional strengths and challenges in the previous two tables, answer the following questions.

1. **What priority needs does the data suggest? Include rationale/process for prioritizing needs. Consider:**
   - **Is student performance in one content area weaker than another?**
   - **Is the school gap for a subgroup significantly larger for one group than another?**
   - **Is the size of a subgroup significantly larger than another?**
   - **Does the school have greater capacity to implement one instructional strategy/practice?**

The first step that our school's leadership completed when analyzing the MCA-III results for both reading and math was to make predictions on how our students performed. We took the time to predict achievement results for each subgroup and compare those predictions to the entire testing population. Next, we looked at the data and created visuals for viewing the results. This provided a better illustration for seeing how well our students succeeded. Making observations of the data was the third step in this process. The team made quantitative comparisons between subgroups and recorded those results. Lastly, we asked questions and made inferences about why the results looked like they did and how we can make changes towards success.

After thoroughly analyzing the achievement results of our students, we have been able to identify priorities for improvements. The first comparison we made was how our students performed in reading compared to math. While student achieved better in math (59.6&) than in reading (54.8%), it was only by 4.8%. This shows our Building Leadership Team that both content areas are a priority.

The more significant priority came about when looking at our subgroup performance. In reading, our White population achieved at a 63.0%. All other recorded subgroups (Black, Hispanic, American Indian, ELL, SPED, and FRP) performed much lower than this mark. On average, these six groups achieved 35.2% below their White peers. The results in math are quite similar. White students at Ellen Hopkins achieved at a 67.8% level, while the six other subgroups listed above performed, on average, 31.5% lower. These numbers are striking, and give us the evidence to see that targeting our subgroup populations is another priority for our teachers.

When further analyzing our subgroup achievement results, we couldn't help but notice the difference in population sizes of each. Our White student subgroup is by far the largest group we have at Hopkins. Coming in at just under 300 tested students, it is significantly bigger than the others. The FRP tested subgroup is the next largest population of children at Hopkins, with 205 students taking the MCA-III assessments. All of our other subgroups have a tested student population of under 60; with the largest being 58 students (SPED) and the smallest totaling 17 students (Black).

Our leadership team believes that we have the capacity to implement each of our strategies equally. We have the financial and personnel resources to support successful implementation across the board. These resources will allow us to purchase instruction materials and provide professional development training opportunities for all our staff.

2. **What evidence-based instructional strategies or practices will be selected for mathematics, reading, and/or graduation based on prioritized needs? How was Root Cause Analysis used to determine instructional strategies or practices?**

Our Building Leadership Team took much time in selecting appropriate instructional strategies for our areas of need. In each instance, the team discussed the strengths and challenges of the programs that were currently being used in each respective area (literacy, mathematics, and school climate/culture). After listing those components, our team brainstormed possible interventions to implement into our classrooms, keeping in mind what resources we currently had to support a successful implementation; and what additional resources we would still need. Once those lists were complete, we talked about which one would be the best fit for Ellen Hopkins and made a consensus agreement on which way to go.

The team chose to focus on interactive read alouds for our literacy goal. This involves the teacher reading a piece of quality text aloud to the entire class and stopping at planned points to ask questions that require deeper level thinking and to share their own thinking as a reader. It also allows opportunities for the students to listen to quality reading and support their own growth of ideas.

For our mathematics goals, the team decided to focus on Advantage Math Recovery (AVMR) instructional strategies. This technique allows the teacher the opportunity to better understand the students' strengths and weaknesses by providing the children learning experiences that illustrate their mathematical thinking, problem solving skills, and vocabulary.

We currently have not selected a school climate and culture program to implement throughout the building. Our leadership team will take the time to research, study, and assess the strengths and challenges of many various programs to determine which will be the most appropriate and effective for the Hopkins' learning community.

3. Define the SIP implementation work being carried-out by instruction-focused learning teams (sometimes called professional learning communities). How is the research being used to support the implementation work (e.g., defining critical features of implementation, identifying student subgroups expected to make greatest gains, etc.)?

In all areas of Ellen Hopkins' improvement plan, our professional learning communities will be working each week towards perfecting their craft in order to better ensure student growth and success. With our literacy focus being the implementation of interactive read alouds, one of the most practical things our staff will do is discuss and share various texts that can be used for an effective read aloud. Additionally, teachers will have the opportunity to practice read alouds with their PLC members and receive constructive feedback on their performance. These model and practice sessions will not simply be confined to our weekly PLC meetings. Rather, teachers will have the chance to receive coaching and support in their classrooms from Hopkins' instructional coach, the principal, or assistant principal. These lessons can come in the form of either the classroom teacher being observed conducting an interactive read aloud or watching someone else facilitate the read aloud to their students. Along these similar lines, practice profiles will be developed to provide teachers a protocol for self-reflection and track progress with suggestions on what they should see and hear during an interactive read aloud. Further professional development will also be provided through completing staff book studies, observing video recordings of experts conducting interactive read alouds, and inviting other educators to Hopkins' classrooms for walkthrough observations.

When looking at our math focus of utilizing the AVMR instructional strategies, there will be plenty of opportunities to discuss and share learning in during our PLC meetings. We at Hopkins will rely on the district math coach to support teachers in analyzing the results obtained through AVMR assessments and organizing student intervention groups. This will aid in the creation of instructional tasks for similar groups of students. Also, math progress monitoring tool(s) will be developed, modeled, and used to assess students' academic performance and evaluate the effectiveness of the intervention.

Lastly, when looking at our school culture and climate goal of implementing a climate program, the training and education that is involved in learning the program will occur during our PLC meetings. Our building leadership team will study various programs and report back what has been learned with the rest of the staff. Once a program has been selected, professional development will be occurring regularly in order to best support our staff.

4. **How will the learning team leadership (principal and learning team facilitators) bi-monthly meetings be used to support the ongoing implementation of selected instructional strategies/practices?**

The Ellen Hopkins' Building Leadership Team will meet twice each month to discuss the implementation of all instructional and behavioral strategies. This will include collecting teacher input between meetings and sharing the strengths and challenges of each strategy in our improvement plan. By discussing what is working and what is not working in the classrooms, the BLT will be able to better plan for professional development on each strategy. Additionally, this gives the other staff members an outlet for their comments and concerns in a way that lets them know their thoughts are being valued. In addition to the verbal/written comments from staff, the leadership team will also be continually looking at the data for signs of success and progress. These results, too, will help the team to know what areas of training are going well and what areas need to be targeted more.

5. **How is the district (LEA) providing support and assistance to implement the evidence-based instructional strategies/practices? How will the district intervene if strategies/practices are not implemented with fidelity or are not providing significant increases in student achievement?**

Moorhead Area Public Schools fully supports and assists the implementation of Ellen Hopkins' School Improvement Plan. By allowing us at Hopkins the freedom to "earmark" certain funds for school improvement, we are better able to support the teachers' instruction. We will have the ability to purchase books for a full-staff book study, along with texts that teachers can use for the implementation of interactive read alouds. Additionally, funds have been set aside for the school's Building Leadership Team to meet during non-contract time. Trainings for AVMR instructional strategies and our selected school climate and culture program can also be used with money from this account. Monies from this account can also be used for various other trainings and materials that are needed throughout the year.

Beyond financial support, the district also provides human support in the form of Mrs. Missy Eidness (Director of School Improvement and Accountability), Mrs. Kari Yates (Program Manager for Literacy and ELL), and Mrs. Vicki Breneman (District Math Coach). These three people provide guidance, training, and district level leadership to our school leadership throughout the year.

To keep the lines of communication open during the course of the school year, the leadership of Ellen Hopkins Elementary School will frequently discuss the progress of the SIP. These meetings will be centered around the fidelity of our targeted interventions and monitoring student progress. If interventions are not implemented correctly, these individuals will provide a greater level of leadership to the building and direct more of the meetings and expectations.

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1 School Action Plan

[Copy School Action Plan template to address separate goals (math, reading, and/or graduation). Each template should provide detail for only one selected instructional strategy or practice. Instructions for completing each section provided on following pages.]

2	3 SMART Goal:
____ Math _X_ Reading ____ Graduation (if applicable)	To meet the state average in all subgroups. Specifics will be announced once our MMR rating is finalized.

4a INSTRUCTIONAL STRATEGY OR PRACTICE: All teachers will implement Interactive Read Alouds through quality intentional instruction. Interactive Read Aloud is a time when the teacher reads a piece of quality writing aloud to the whole class and stops at planned points to ask questions that elicit student response. Students learn to think deeply about text, to listen to others, and to grow their own ideas.

4b INSTRUCTIONAL CHANGE MANAGER: Ryan LaDage, Diana Johnson, Maggie Thoreson, Kari Yates, & Mary Jacobson

5 ACTION STEPS (What actions are needed to implement Instructional Strategy or Practice with fidelity?)	6 PERSONS RESPONSIBLE	7 RESOURCES	8 BENCHMARKS	9 TIMELINES	10 PROGRESS MONITORING	11 EVIDENCE
Plan:						
• Building Leadership Team analyzing strengths and weaknesses of literacy program	BLT members	BLT meeting time	N/A	August 2013	N/A	Charts to record discussion points were created and shared with the entire staff
• Building Leadership Team reviewed SIP from 2012-2013 school year	BLT members	BLT meeting time	N/A	August 2013	N/A	Discussion points were recorded
Do:						
• Staff book study on *The Read-Aloud Handbook* by Jim Trelease	R. LaDage D. Johnson M. Thoreson	60 copies of book: $900	Practice profiles	Fall 2013	Monthly book study discussions	Record of monthly book study discussions
• Purchase and study Interactive Read Aloud series bundle (K-1, 2-3, 4-5) by Linda Hoyt	R. LaDage D. Johnson M. Thoreson	$160	Practice profiles	Fall 2013	Monthly discussions and use of read aloud	Record of discussions and completed profiles
• Provide instructional coaching and practice sessions for read alouds	M. Thoreson	Time during school day	Practice profiles	2013-2014 school year	Coaching sessions	Record of instructional coaching sessions
• Purchase 5-7 texts for each classroom teacher to add to their read aloud collection	R. LaDage D. Johnson	$2,400	Practice profiles	2013-2014 school year	Texts for read alouds	Delivery and use of text during classroom read alouds
• Create practice profiles for self-reflection and track progress of read alouds	BLT members	BLT meeting days	Completed profiles	Fall 2013	Completed profiles	Use of profiles during read alouds

• Present read alouds during PLC meetings	All instructional staff	PLC meeting days	Practice profiles	2013-2014 school year	Completed profiles	Collection of profiles from instructional staff during PLC meetings
• Conduct learning walks focused on read alouds	R. LaDage D. Johnson Instructional staff	Time during school day	Practice profiles	November 2013 & February 2014	Completed profiles	Discussion of results collected from the practice profiles
Study:						
• Look at progress monitoring data three times a year using the "Collaborative Inquiry" process	BLT members Instructional staff	PLC meeting days & Data Days $2,100 for subs	AIMSweb progress monitoring	Fall 2013, Winter & Spring 2014	Practice profile Collaborative inquiry discussions	Completed practice profiles Documented charts of the four stages of collaborative inquiry data analysis
Act:						
• Continue looking at progress monitoring data and practice profiles of interactive read aloud implementation	BLT members Instructional staff	PLC meeting days & Data Days	AIMSweb progress monitoring	Fall 2013, Winter & Spring 2014	Practice profile Collaborative inquiry discussions	Completed practice profiles Documented charts of the four stages of collaborative inquiry data analysis

Use above as template to copy and paste rows into Action Plan as needed.

12 School Action Plan Review (Check each box if template addresses the following questions):

- □ Who will coach the strategy/practice, support conditions for instructional change and monitor learning progress (include both name and assigned roles)?
- □ What will be the role of local common assessments aligned to academic standards/benchmarks?
- □ How often will this review cycle occur throughout the school year (must be more specific than "ongoing")?
- □ How will you know this strategy/practice works? What progress monitoring tools will you use to measure fidelity of implementation?
- □ How will the school's data system or process collect and report implementation data and student achievement data periodically to inform teacher instructional practices?

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1 School Action Plan

[Copy School Action Plan template to address separate goals (math, reading, and/or graduation). Each template should provide detail for only one selected instructional strategy or practice. Instructions for completing each section provided on following pages.]

2 _X_ Math ____ Reading ____ Graduation (if applicable)	3 SMART Goal: To meet the state average in all subgroups. Specifics will be announced once our MMR rating is finalized.

4a INSTRUCTIONAL STRATEGY OR PRACTICE: All students will participate in a differentiated math group based on AVMR assessments. The AVMR data will be analyzed to guide instruction in numeracy or numbers/operations.

4b INSTRUCTIONAL CHANGE MANAGER: Ryan LaDage, Diana Johnson, Maggie Thoreson, Vicki Breneman, & Mary Jacobson

5 ACTION STEPS (What actions are needed to implement Instructional Strategy or Practice with fidelity?)	6 PERSONS RESPONSIBLE	7 RESOURCES	8 BENCHMARKS	9 TIMELINES	10 PROGRESS MONITORING	11 EVIDENCE
Plan:						
• Analyzing strengths and weaknesses of mathematics program	R. LaDage D. Johnson V. Breneman	Meeting days	N/A	August 2013	N/A	Discussion notes regarding strengths and challenges of the school's mathematic program
• Building Leadership Team reviewed SIP from 2012-2013 school year	BLT members	BLT meeting days	N/A	August 2013	N/A	Discussion points were recorded
Do:						
• Vicki Breneman (district mathematic coach) will collaborate with grade level teams	V. Breneman	Meeting days	AVMR assessment results Intervention groups	2013-2014 school year	AVMR Assessment results Instructional tasks for intervention groups	Completed data charts for AVMR assessment results List of appropriate instructional tasks for intervention groups
• Create a progress monitoring tool to assess students' academic performance	V. Breneman	Meeting days to review and put into practice	AVMR assessments	Fall 2013	AVMR Assessment results Progress monitoring results	Completed progress monitoring tool

Study:						
• Look at progress monitoring data three times a year using the "Collaborative Inquiry" process	V. Breneman BLT members Instructional staff	PLC meeting days & Data Days	AVMR progress monitoring	Fall 2013, Winter & Spring 2014	Collaborative inquiry discussions	Documented charts of the four stages of collaborative inquiry data analysis
Act:						
• Continue looking at progress monitoring data	V. Breneman BLT members Instructional staff	PLC meeting days & Data Days	AVMR progress monitoring	Fall 2013, Winter & Spring 2014	Collaborative inquiry discussions	Documented charts of the four stages of collaborative inquiry data analysis

Use above as template to copy and paste rows into Action Plan as needed.

12 School Action Plan Review (Check each box if template addresses the following questions):

- □ Who will coach the strategy/practice, support conditions for instructional change and monitor learning progress (include both name and assigned roles)?
- □ What will be the role of local common assessments aligned to academic standards/benchmarks?
- □ How often will this review cycle occur throughout the school year (must be more specific than "ongoing")?
- □ How will you know this strategy/practice works? What progress monitoring tools will you use to measure fidelity of implementation?
- □ How will the school's data system or process collect and report implementation data and student achievement data periodically to inform teacher instructional practices?

1 School Action Plan

[Copy School Action Plan template to address separate goals (math, reading, and/or graduation). Each template should provide detail for only one selected instructional strategy or practice. Instructions for completing each section provided on following pages.]

2	3
____ Math ____ Reading ____ Graduation (if applicable) _X_ School Climate	**SMART Goal:** In partnerships to develop caring, respectful, and conscious students, Ellen Hopkins Elementary School will begin to create and implement a school-wide climate plan that involves administration, faculty, staff, students, and their families.

4a INSTRUCTIONAL STRATEGY OR PRACTICE: All staff will be trained in a research-based school climate program focusing on positive student behavior in order to develop common expectations, language, rules, and procedures.

4b INSTRUCTIONAL CHANGE MANAGER: Ryan LaDage, Diana Johnson, & Mary Jacobson

5 ACTION STEPS (What actions are needed to implement Instructional Strategy or Practice with fidelity?)	6 PERSONS RESPONSIBLE	7 RESOURCES	8 BENCHMARKS	9 TIMELINES	10 PROGRESS MONITORING	11 EVIDENCE
Plan:						
• Analyzing strengths and weaknesses of climate/culture program	BLT & PBIS Teams	Meeting days	N/A	August & September 2013	N/A	Discussion notes regarding strengths and challenges of the school's climate/culture program
Do:						
• Explore research-based school climate/culture programs	BLT & PBIS Teams	Meeting days	Scoring rubric	September & October 2013	N/A	Completed scoring rubric of researched programs and selection of the most appropriate one
• Implement and train staff on selected climate/culture program	R. LaDage D. Johnson BLT & PBIS Teams	Meeting days Cost TBA based on which program is selected	All staff trained in program	Fall 2013	Attendance of trainings	Documented attendance sheets of training sessions
• Discuss the climate/culture program's effectiveness	R. LaDage D. Johnson BLT & PBIS Teams	Meeting days	Discipline referral data	2013-2014	Tracking discipline referral data	Documented charts of the four stages of collaborative inquiry data analysis

Study:						
• Look at progress monitoring data three times a year using the "Collaborative Inquiry" process	BLT & PBIS team members Instructional staff	PLC meeting days & Data Days	Discipline referral data	Fall 2013, Winter & Spring 2014	Collaborative inquiry discussions	Documented charts of the four stages of collaborative inquiry data analysis
Act:						
• Look at progress monitoring data three times a year using the "Collaborative Inquiry" process	BLT & PBIS team members Instructional staff	PLC meeting days & Data Days	Discipline referral data	Fall 2013, Winter & Spring 2014	Collaborative inquiry discussions	Documented charts of the four stages of collaborative inquiry data analysis

Use above as template to copy and paste rows into Action Plan as needed.

12 School Action Plan Review (Check each box if template addresses the following questions):

- ☐ Who will coach the strategy/practice, support conditions for instructional change and monitor learning progress (include both name and assigned roles)?
- ☐ What will be the role of local common assessments aligned to academic standards/benchmarks?
- ☐ How often will this review cycle occur throughout the school year (must be more specific than "ongoing")?
- ☐ How will you know this strategy/practice works? What progress monitoring tools will you use to measure fidelity of implementation?
- ☐ How will the school's data system or process collect and report implementation data and student achievement data periodically to inform teacher instructional practices?

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SCHOOL ACTION PLAN INSTRUCTIONS

1 School Action Plan(s) (Copy School Action Plan template as needed for each instructional strategy or practice.)

All Title I Priority and Focus schools must use the Action Plan template based on the ESEA Waiver Request. Continuous Improvement schools may use this Action Plan template or a similar form of their choosing. This Action Plan will also fulfill Title I Schoolwide requirements. The purpose of the Action Plan is to select high leverage evidence-based instructional strategies or practices linked to prioritized needs for reading, mathematics, and/or graduation which may be specific to a struggling student subgroup in the school. The leadership implementation team is responsible for writing meaningful and relevant action plans that are actionable and aligned with processes, people and measures to address increasing student learning and/or achievement gaps. Consider the following:

- Use multiple data sources to determine and prioritize student needs.
- Begin by examining what currently implemented evidence-based instructional strategies/practices are effective and should be refined/sustained as part of the school improvement process.
- It is highly recommended that the number of instructional strategies or practices identified for implementation be at least three and no more than five to focus improvement efforts and ensure effective implementation.

Note: Each selected instructional strategy or practice requires a separate ongoing Action Plan be developed by the leadership implementation team.

2 ____ Math ____ Reading ____ Graduation (Check area that SMART goal and strategy/practice will address.)

All Priority, Focus and Continuous Improvement schools must have at least one reading and one math goal. Graduation must be addressed if this was an area of school identification. Use separate template for reading, math and/or graduation.

3 Strategic/Specific, Measurable, Attainable, Results-based and Time-bound (SMART) Goal (Provide SMART Goal.)

SMART Goals- Once priority needs and potential instructional strategies/practices have been identified, it is time for the leadership implementation team to draft goals that set the course for the schoolwide program. Goal statements are broad indicators of intention; they must be connected to specific objectives, strategies, practices, and action steps to become effective targets that truly guide improvement. A well-written action plan goal is strategic/specific, measurable, attainable, results-based, time-bound and, most importantly, focused on increasing achievement for all students in the school.

4a Instructional Strategy or Practice

Select an Instructional Strategy or Practice to address the root cause of student challenges related to SMART goal. Begin by examining current instructional strategies and practices that can be continued or eliminated. Review in-depth data analysis and the comprehensive needs analysis to determine focus of instructional change/improvement needed to support struggling student subgroups. Identify potential evidence-based instructional strategies and/or practices that have shown significant increases in student achievement for identified struggling student subgroups. For each potential strategy/practice list the critical components needed to implement the instructional strategy/practice with fidelity. Assess the school's capacity and readiness to implement each potential instructional strategy/practice as well as developing a hypothesis about the potential impact. Using this information, select an evidence-based instructional strategy/practice with the greatest impact on the root cause of student learning. Whatever instructional strategy or practice is selected must be responsive to the school's specific needs, context, and culture.

4b Instructional Change Manager

Select an Instructional Change Manager with content expertise related to selected, evidence-based instructional strategy or practice. This person will be responsible for the overall guidance of the implementation process to ensure fidelity of implementation as well as use of 'best practices' for content area.

SCHOOL ACTION PLAN INSTRUCTIONS

5 Actions (Determine actions you will take to plan and implement the strategy/practice.)
Action steps establish boundaries for results. The PDSA Cycle details the implementation of the selected strategy/practice and helps the school define the work of school improvement.

PDSA Improvement Cycle- The stages of Plan, Do Study, Act are essential to continuous improvement success and are the basis for a four-step improvement process:

(1) ***Plan: Take Stock and Choose the Right Focus/Instructional Strategy or Practice.*** Determine professional development needs, instruction-focused learning team support and one-to-one coaching for implementation. Consider alignment of other initiatives and resources such as time and funding. Ensure school staff has a clear vision of expected instructional changes as well as an understanding about sources, types and uses of data.

(2) ***Do: Take Collective Action***. Determine who will do the instructional strategy/practice and how it will be implemented. Communicate selected instructional strategy/practice actions and persons responsible to staff, parents and community partners. Provide best practice coaching. Ensure data systems are in place for measuring implementation and reporting student outcomes. Review and document initial implementation strengths and challenges.

(3) ***Study: Monitor and Adjust***. Benchmarks are used to assess student learning. Progress monitoring is used to ensure full fidelity of implementation. Determine training and re-training needs based on coaching, feedback loops, and progress monitoring.

(4) ***Act: Reflect, Celebrate and Re-engage; Maintain Momentum***. Analyze data to make decisions about full implementation Purpose, Processes and Outcomes. Determine funds and resources to continue support for sustaining effective evidence-based strategies/practices.

Reflect and re-engage in multiple internal cycles as needed within the larger Action Plan to adjust the implementation of the instructional strategy/practice. *If embedded cycles need to repeat, please copy the row with the appropriate section description to allow easy monitoring of the Action Plan cycles.*

Plan for Family Engagement related to strategy/practice– A cohesive action plan will incorporate related activities or connections with the family to involve their support for implementation of the strategy/practice. Include appropriate steps in the PDSA Cycle so families/community partners are intentionally included as part of the improvement plan.

Plan for a Quick Win cycle- "Quick wins" can accelerate strategy/practice implementation. Turnaround schools often make one or a few visible improvements ("quick wins") early in the improvement process to generate buy-in and gain momentum. Quick wins are very focused accomplishments within the first weeks and may include strategic climate/behavioral and/or academic supports.

The length of the PDSA is determined by strategically evaluating whether the school has maximized the impact of the instructional strategy/practice on student learning after progress monitoring shows a reasonable period of full implementation has occurred.

6 Persons Responsible (Identify Action Plan leaders by name and role.)
Carefully select Person(s) Responsible from the leadership implementation team who has the expertise to add value and can support each action step with guidance from the Instructional Change Manager for the strategy/practice.

SCHOOL ACTION PLAN INSTRUCTIONS

7 **Resources** (Identify support/time/funds to implement selected instructional strategy/practice.)
Determine funding requirements and available funds needed to complete each action step to implement and sustain the evidence-based instructional strategy/practice as intended. Total resources should reflect the required 20% Title I Building Setaside.

- ***Priority and Focus Schools*** will be required to reassess the use of Title I, II and III funds to address the specific components of their schoolwide plan. Consider coordination of funds to optimize the use of time, staff, supplies, materials and technology.
- ***Priority Schools***, to achieve turnaround, will be required to set aside 20 percent of their Title I funds for MDE approved school improvement activities. These funds must be earmarked in a Priority School's turnaround plan to ensure that resources are being directed to the specific aspects of a school's plan.
- ***Focus Schools***, to close achievement gaps and improve graduation rates, will be required to set aside 20 percent of their Title I funds for state-approved school improvement activities. These funds must be earmarked to ensure that resources are being directed to the specific aspects of a Focus School's plan.

8 **Benchmarks** (Identify Benchmark assessments.)

Benchmarks, aligned to state standards, are identified to assess proficiency and growth in student learning as well as student progress toward graduation. Benchmark assessment data are frequently and systematically collected across a grade level, content area, or school system at several predetermined times throughout the school year. They may have a variety of titles, such as unit tests, short-cycle assessments or system-wide quarterly common assessments. Benchmark assessments can provide a great deal of information by content standard/benchmark for instruction-focused learning teams to analyze and use for adjusting instruction. The regular feedback on the strengths and weaknesses of instruction should be an integral part of feedback loops for the leadership implementation team so they can adjust the Action Plan to reflect evolving school needs.

9 **Timelines** (Establish timelines for PDSA action steps.)

Targets or timelines have been established by the leadership implementation team to assist in determining progress with PDSA action steps.The timelines should be sufficient for completing the action while also reflecting the urgency to move forward in the improvement process.

10 **Progress Monitoring** (Track progress of Instructional Strategy or Practice implementation)

Document changes in teacher practice related to critical components needed for success of implementation of selected instructional strategy/practice. Data collection may include teacher observation, learning team minutes, coaching logs and classroom formative assessment processes.

11 **Evidence** (Continue or move to a new PDSA cycle.)

Document evidence of: 1) changes in instruction or learning or 2) completion of each action step. Benchmark data should address root causes of student learning challenges as well as progress toward the Action Plans SMART goal. Progress monitoring data in early steps will focus on fidelity of implementation while later steps will attend to full implementation. Evidence for some steps will focus on documenting the completion of different products or processes to be completed as part of the action step, rather than specific Benchmark or Progress Monitoring information. Use the evidence to determine next action steps in one of the four different sections of the PDSA process as appropriate.

12 **School Action Plan Review** (Check each box if template addressed the questions in this section.)

The purpose of questions under section 12 is to ensure the "who, how and what questions" have been addressed within the School Action Plan template for each selected evidence-based strategy/practice.

ENSURING TITLE I SCHOOLWIDE COMPONENTS (ONLY FOR SCHOOLS CHOOSING SCHOOLWIDE PLAN OPTION)

As stated in the general instructions on page 1, this template may also serve as the Title I Schoolwide plan for schools classified as Priority, Focus or Continuous Improvement schools. The plan template has readily addressed the following Title I Schoolwide Components:

- Identify reform strategies, aligned with the needs assessment, that are research-based and provide opportunities for all children to meet the State's proficient or advanced levels of academic achievement
- Offer high-quality, ongoing professional development
- Identify measures to include teachers in decisions regarding the use of academic assessments

All Title I Schoolwide Components could be addressed in the School Action Plan Template. To ensure that all Components are proficiently addressed, please respond to the following questions.

HIGHLY QUALIFIED STAFF

1. **Do all teachers and paraprofessionals meet the highly qualified (HQ) requirements?**

Yes, all teachers and paraprofessionals at Ellen Hopkins Elementary School meet the highly qualified requirements.

2. **Are all teachers assigned to the areas in which they are certified to teach?**

Yes, all teachers at Ellen Hopkins Elementary School are assigned to the areas in which they are certified to teach.

3. **How does the district plan and establish policy that recruits, assigns, and retains HQ staff based on student learning needs?**

As hiring agents at Moorhead Area Public Schools, we continually look at how our students are performing in all subject areas. This performance includes not only achievement results, but also growth over time. If particular student needs become apparent than administrators discuss what can be done to make improvement. If the decision is made to add additional staff members, job openings are posted and applications are collected. Building and district administrators develop a list of experiences and backgrounds that will be best suited for the position; and look through all submitted applications to filter out those candidates that will be called in for an interview. Once a candidate has accepted the offer of employment, it is the administrator's responsibility to provide appropriate and timely professional development to train staff members on areas of need. By including these learning experiences to our staff, we are able to keep these highly qualified teachers and staff members in the building.

CREATE STRATEGIES TO INCREASE PARENT ENGAGEMENT

1. What types of parent engagement will best support priority learning needs?

Thinking in the most positive way, any type of parent engagement will support the learning needs of our high priority students. Speaking more specifically though, the Building Leadership Team is developing practical strategies and plans that allow ease to parents in the support of their child. One of the most effective things that we are planning is to get books into the hands of our students and provide them texts to read. These opportunities can be organized at the school itself and provides a wonderful chance to get our families into the building. While they are here, facilitating brief and focused sessions for parents to learn easy reading strategies at home will also build additional support and engagement.

Because many of our targeted students are Free and Reduced Lunch status children or English Language Learners, the feasibility and obtaining books and logistics of coming to school may be a challenge. Visiting our students' homes and/or providing reading tutoring in the homes or neighborhoods is yet another method for drawing in greater levels of parent engagement.

2. How will parent feedback inform parent/community involvement in the planning, implementation and monitoring of the school plan?

The Building Leadership understands the importance of including parents and community members into the discussions and decision-making processes for our School Improvement Plan. One method for obtaining their feedback is to utilize the involvement of our Parent Teacher Advisory Council (PTAC). Updating them at their meetings and collecting their input is one way for us to keep parents in the loop. Additionally, we will host Title 1 parent meetings in the fall and spring. We also will use the feedback collected from the district's community involvement survey, in addition to developing and distributing our own building level parent survey to collect feedback on literacy, mathematics, and school climate/culture. Lastly, we will recruit a parent representative to attend Building Leadership Team meetings.

ADDITIONAL AND TIMELY ASSISTANCE FOR STUDENTS HAVING DIFFICULTY MASTERING THE STANDARDS

1. What evidence indicates the school is providing equal access to standards-based instruction for all students?

We at Ellen Hopkins Elementary School have many things in place to ensure equal access to standards-based instruction for all of our students. For one, we have created a block schedule of literacy and math services across all grade levels. This allows specialists to work with targeted groups of students on their appropriate academic needs. We also provide guidance and direction to teachers during Professional Learning Community meetings. Much of this support will come in the way of Collaborative Inquiry and the data-driven decision making process. Lastly, our instructional coach will provide support to all teaching staff on effective instructional strategies and analysis of student assessment results.

2. How does the school choose strategies/practices and additional assistance/learning time for students not meeting Minnesota performance standards for proficiency?

Ellen Hopkins' Building Leadership Team takes the time and effort to systematically target and decide on strategies and instructional practices to best meet the needs of our students. The BLT discusses the strengths and challenges of numerous practices before making a decision. The method we use for this is through the Collaborative Inquiry process and looking deeply at all of the data we have available.

When looking at our additional assistance and learning time, Hopkins students have many options that are available. The most widely used method is through our daily intervention time. These are times during the school day that students are working in smaller groups for targeted assistance in Tier I or Tier II reading and/or math instruction. In addition to these school-day services, Hopkins Elementary also provides a before and after school EXCEL program. Lastly, summer school is available to students to reinforce and re-teach skills.

COORDINATE AND INTEGRATE FEDERAL, STATE AND LOCAL SERVICES AND PROGRAMS

1. Is the school coordinating resources to implement and sustain evidence-based strategies and practices as intended?

Yes, Ellen Hopkins Elementary School has continued to coordinate its resources inside and outside of Moorhead Area Public Schools. The building administration, along with the BLT, continually work and communicate with other Moorhead schools and with district-level administration to ensure sufficient resources and professional development are available to our faculty. Hopkins Elementary also participates in district organized walkthroughs to observe instructional practices in all classrooms.

Furthermore, the implementation team works collaboratively with Mrs. Mary Jacobson of the Northwest Service Cooperative and the Center of Excellence. Mrs. Jacobson is able to provide guidance to our leadership team and suggest implementation and resource suggestions that are available throughout the region.

2. Has the leadership implementation team reassessed the use of their Title I, II and III funds to address the specific components of their Title I Schoolwide plan? (Consider coordination of funds to optimize the use of data systems, time, staff, supplies, materials and technology.)

Yes, budget responsibilities are part of the duties of the Ellen Hopkins Leadership Implementation team. School administration regularly communicates and discusses with district-level leadership about the fund balances and allocation amount for Title I, II, and III. We here at Ellen Hopkins have needs across each of these targeted populations. We take seriously the job of providing effective and appropriate services to each of them. In August 2013, the principal and assistant principal met with the district's Director of School Improvement and Accountability, along with the district Program Manager for Literacy and ELL, to assess budget allotments. This included staffing needs, coordinate resources, and program scheduling for our building.

EARLY LEARNING TRANSITION STRATEGIES (ELEMENTARY SCHOOLS ONLY)

1. Does the district or school offer early learning programming (Pre—K)? If so, please describe the program.

Yes, Moorhead Area Public Schools does offer early learning programming. The goals of Moorhead's early childhood programs are to strengthen families and support parents in providing the best possible environment for the healthy growth and development of their children, ages birth to kindergarten entry. Parents are a child's first teachers, and our early childhood programs support children's optimal physical, intellectual, social and emotional development during the important early years of life by encouraging parents to be involved in their children's learning, development and education; helping parents develop informed expectations about raising children; and encouraging healthy relationships and communication between parents, children and the school.

2. Describe the collaborations and strategies that are evident between the elementary school and feeder early learning programs (e.g. Head Start, community-based programs, school readiness) to transition early learning students, especially those considered "at-risk"?

Children in Minnesota are required to complete an Early Childhood Screening to find out how they are growing and developing before they enter kindergarten. At the screening, early childhood specialists observe the children's vision, hearing, speech, and development. These screening will help identify any conditions that might hamper a child's learning and assists parents in taking steps to help the child. A report of the findings will be placed in each student's file with the school district. Before these students enter kindergarten early childhood staff will share information regarding at-risk students with staff at the elementary school.

3. Describe how the collaboration with early learning providers in the implementation of the District K-3 Literacy Plan and the B-12 Blueprint for Literacy plan aligns the feeder early learning program to the elementary school reading achievement.

Moorhead Area Public Schools has a very strong early learning program that provides a wealth of educational opportunities to our youngest children. These programs include Jump Start and Head Start, Keys to Kindergarten, Early Childhood Family Education services, and Early Intervention Services. Each of these programs includes a large focus on early literacy skills along with peer interaction and social/emotional development. All of these service help to support the literacy instruction and reading achievement at Ellen Hopkins Elementary School.

Department of School Improvement and Accountability

Moorhead Area Public Schools

Memo SIA.14.004R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Missy Eidsness, Director of School Improvement and Accountability me

DATE: September 4, 2013

SUBJECT: Robert Asp School Improvement Plan

Robert Asp Elementary School is designated as a Title I school. As a Title I school, the attached improvement plan was developed through a collaborative process involving teachers, community members and administrators. The plan does not require School Board approval. Approval of the school improvement plan is only required for schools designated as Focus or Priority Schools.

Chris Triggs will present the school improvement plan at the September 9 board meeting.

MOE:mde
Attachment

Minnesota Department of Education	ESEA Title Programs1500 Highway 36 West Roseville, MN 55113-4266	**TITLE I SCHOOLWIDE PROGRAM (SWP) APPLICATION AND PLAN**	*ED-02401-06* Due: 09/01/13

GENERAL INFORMATION AND INSTRUCTIONS: The information on this report is a requirement of Public Law 107-110, the No Child Left Behind Act of 2001. All ten components must be addressed in order to be considered. Please complete an application for each Title I SWP school and upload the document with the ESEA application. Contact Noemi Treviño at 651-582-8233 or noemi.trevino@state.mn.us with any questions regarding SWP.

School Year: 2013-2014

I. IDENTIFICATION INFORMATION

Plan Status
☐ Original Planning Year (2011/2012)
X Implementation Year (2012/13)

X Elementary School (grade span K-5)
☐ Middle School (grade span _____-_____)
☐ High School (grade span _____-_____)

Approved Q-Comp: N/A

District Name Moorhead Area Public School	District Number ISD 152	Superintendent Name Lynne Kovash	Superintendent Email lkovash@moorhead.k12.mn.us
School Name Robert Asp Elementary School	School Number 187	Telephone Number (218) 284 - 6330	Fax Number (218) 284 - 6333
Building Principal Chris A. Triggs	Email ctriggs@moorhead.k12.nd.us		
Address 910 11th Street North	City Moorhead		Zip Code 56560

Current Student Demographics (building level)

% American Indian	% Hispanic	% Limited English Proficient
% Asian	% White	% Special Education
% Black		% Free/Reduced-price Lunch

Title I Schoolwide Coordinator Chris Triggs	Telephone Number (218) 284 - 6332	Fax Number (218) 284 - 6333
Address 910 11th Street North	City Moorhead	Zip Code 56560
Email ctriggs@moorhead.k12.mn.us		

II. GENERAL INFORMATION

1. Executive Summary of SWP Plan

Provide an overview of your school with adequate information for the reader to become acquainted with the SWP plan.

Robert Asp Elementary School is a Kindergarten through fifth grade school. R. Asp serves a dominant population of white students (78.2%), along with Hispanic (10.5%), American Indian (4.8%), Black (4.6%), and Asian (1.9%) students. R. Asp Elementary has 852 students with a 95% attendance rate. The free and reduced population includes 52% of the students who attend R. Asp. Compared to the State of Minnesota we are 5% higher in the White population, 3% higher Hispanic population, and 10% higher free/reduced meal population. Our special education population is 14.7% and English Language Learner students comprise 7.5%, both of these are comparable to the State's average.

Robert Asp Elementary is one of three elementary schools in Moorhead Public School District. Two of the three elementary sites our classified as Title One School Wide schools. Moorhead is a sister city to Fargo, ND and is located in the Red River Valley.

Robert Asp's AYP Status is 4.1 in Reading and Math. In 2007, Asp entered AYP in the area of Math in the area of

Hispanic. In 2008, the school made AYP in Math. In 2009, the school was again identified as In Need Of Improvement in the subgroup of Special Education. 2010 they continued to be in AYP for the area of Special Education and added Free and Reduced Population. For the 2011-12 school year, the site was identified In Need of Improvement in the area of Special Education. According to the 2012 MCA results, Robert Asp has demonstrated improvement in the area of special education but the area of reading and math still demonstrate a slight gap between how the state and our district performs. Last year's results for Robert Asp's Multiple Measures Rating was 76.40% up from 38.77% (2011) and 48.28% (2010) making us a Celebration Eligible school.

In 2008, the school was identified as In Need of Improvement in reading in Limited English Proficiency and Special Education. They continued in AYP in 2009 in the areas of Hispanic, Special Education, and Free and Reduced Population. In 2010 they were identified as In Need of Improvement in the All subgroup along with Special Education and Free and Reduced Population. For this current year, the focus will remain on our core instruction in reading and math because our aggregate MCA results in these areas is below the recommended 75% proficiency. The subgroup performance will be addressed through our emphasis on differentiated practices in the small group reading and math times identified as large blocks of time on our master schedule.

Based on our Needs Assessment, a systematic approach for teaching literacy and math needs to be implemented while using data for diagnostic interpretation for our specific subgroups including special education. Utilizing a PLC approach allows teaching staff to collaborate about student data, identifying student needs, and adjust instruction that provides the diagnostic approach that is needed when working with low progress students. In addition, focusing on state standards in both math and reading within the PLC model will assist teachers on the essential outcomes all students need when developing their lesson plans. Instructional coaches will also provide support for all teaching staff in using effective instructional practices through professional development and coaching sessions.

In the 2011-12 school year Robert Asp Elementary developed a comprehensive master schedule that provides common instructional times for each grade level in reading, writing and math. This allows students with similar academic needs an opportunity to work with small groups with Learner Support Staff. Our 2013-14 school year we will block service time for special education, title one, and English Language support so that students receive this service time during one half of the math and/or reading small group/differentiated time. Classroom teachers will provide a small group guided reading time for those same students during the other half of the differentiated block allowing for a 'double dosing' of reading instruction.

Blocks were staggered to allow service providers the ability to flexibly service students during this differentiated time and allow the classroom teacher to instruct the student at their level for reading and math. School principal's organized the master schedule so service time could be in larger blocks within each grade level allowing for flexible service and more efficient scheduled time for reading and math service. During the spring of 2013, we organized class placement by student need and text level to maximize service potential, organize small groups for reading, and to ensure a balance of student needs. Our master schedule reflects staggered blocks of reading and math based on the students needs at each grade level allowing for our service providers to more efficiently service by grade level.

District info:

The district is best known for three things: the superior academic achievement of its students, its far-reaching extracurricular activities, and its efficiency in operating costs.

Ellen Hopkins Elementary School, Robert Asp Elementary School, and S.G. Reinertsen Elementary School serve students in grades K-5, Horizon Middle School serves grades 6-8, and Moorhead High School serves grades 9-12. The Red River Area Learning Center offers an alternative school setting and independent study options for middle school and high school learners in the district as well as region.

Besides addressing the needs of K-12 students, the district also provides educational, social and recreational opportunities for learners of all ages.

Learning in Moorhead begins at birth with a wide range of Early Childhood Family Education classes for parents and children, birth though age five. Early Intervention Services provides special education services to children, birth through age five, in the district.

Each year, Community Education, a program of the Moorhead School District, offers approximately 1,000 enrichment courses to thousands of area residents. GED preparation and instruction in basic skills are offered through Adult Basic Education.

The Moorhead School District, which covers 216 square miles along the Red River, is 34 miles long and 9.5 miles wide. The district includes the cities of Moorhead, Georgetown and Sabin. The district's budget exceeds $50 million.

The school district's demographics in 2012-13 were as follows: American Indian, 3.7%; Asian, 1.5%; Hispanic, 7.5%; Black, 4.6%; White, 82.8%; LEP, 4.5%; Special Education, 17%; and Free and Reduced Lunch, 37.8%. The attendance rate was 95% while the graduation rate for Moorhead Area Public Schools is 89%.

The 2010 Quality Indicators Survey, the 2012-13 District Improvement Plan and AMAO plans have guided staff development efforts and aided in the development of district and building level SMART goals and instructional improvements over the years. Based on the 2012 Minnesota State Assessment results, the district did not meet targets for proficiency in math and reading. In math the following sub-groups did not meet their target: All, American Indian, and Special Education. In reading the following sub-groups did not meet their target: Hispanic, Black, LEP, Special Education, and Free and Reduce Program. The Moorhead District is currently in stage 2.1, continuing need of improvement. Our district believes from our data that we need to strength our core instruction to meet the needs of all of our students. At this time, we do not have enough intervention time or individuals to serve the students who struggle in small groups. Across our district we need to provide support and training to differentiate our core instruction to make the content comprehensible for all learners, through the SIOP model.

5412 students

- **1 High School**
- **3 Elementary**
- **2 Middle Schools**
- **1 Alternative Learning**
- **Spanish Immersion Program**
- **32.6% Free/Reduced**
- **26 languages serviced**
- **4.5% EL**
- **17.0 Special Services**
-

Stakeholder involvement - June 2012

- **Teacher 100% vote to go school wide Title I**

Goals:

- **Math**
- **Reading**
- **School Climate**

II. GENERAL INFORMATION (*CONTINUED*)

2. SWP Planning Team

A. List the names of people and programs represented in the development of this plan. (There should be at least one participant from each of the following groups).

Category	*Name*	*Contact Information*
Parent Name(s)	Lisa Schmidt	landongo@cableone.net
Teacher Name(s) and Respective Grade	Diana Johnson	djohnson@moorheadschools.org
Community Member	Joy Grotberg	jgrotberg@moorheadschools.org
Other Staff Name(s)	Char Lien	clien@moorheadschools.org
Pupil Service Personnel Name(s)	Barb Osvold	bosvold@moorheadschools.org
Principal's Name	Chris Triggs	ctriggs@moorheadschools.org
Students Name(s) if secondary school program		
Program Administrator (*Administrators of the programs that are to be consolidated in the SWP plan*)	Missy Eidsness	meidsness@moorheadschools.org
Technical Assistance Provider	Sarah Suchy	ssuchy@lcsc.org
Additional Member Name and Role	Chad Durand	cdurand@moorheadschools.org

B. How do all staff, parents, and community members provide input into the development, implementation, and evaluation of the SWP plan?
Stakeholder

A school decision-making process has been established at Robert Asp Elementary (2011-12) and was implemented in the 2012-13 school year. The process is a multifaceted approach that involves data review at the classroom, grade level, and school wide level. At the school wide level we have established study teams in the area of reading and school climate. They researched the current practices used at Robert Asp in the area of literacy instruction and classroom management. Both study teams analyzed current data for reading and student incidents and made specific recommendations for strategies/interventions that will help our school community improve in their perspective areas. Study teams meet each month to review their target area goal, analyze current data available, determined student needs in these areas, and made specific steps for action for improvement.

Robert Asp's building leadership team meets each month and has representation from each grade level's professional learning team and we review the past month's PLC work at each level and then set an agenda for the upcoming month. These facilitators are responsible to communicate the school's plan to their team and lead the implementation at their perspective grade level or special area. The other major responsibilities of our leadership team is to facilitate data review at their grade level, develop the school wide plan from each grade level data review, analyze the school wide data, and take recommendations of the target area study teams. This consolidation of achievement and perceptual data occurs at our annual retreat held on May (May 23rd and 24th, 2013). At this time, our building leadership team evaluated our school wide plan and integrated all of the information provided by each study team and developed the details of our school wide plan.

Following the retreat a tentative school improvement plan is submitted back to the entire staff and then those building leadership team members take feedback on the plan for action, and adjust/modify the school wide plan as needed. On June 4th, 2013 we met as an entire staff to review our school improvement plan and agree on its direction through open discussion. This year our building leadership team members were solely responsible for the presentation of our school improvement plan. By this time all staff have reviewed the plan and had opportunity to provide feedback to building leadership team members. On October 8th, 2013, Parent Teacher Association meeting will be spent reviewing the direction of the plan and have opportunity to make recommendations for the direction of our school improvement plan. Parent representatives on our school wide planning team are present at this meeting and summarize the key points of our plan.

C. Describe the team's plan for communicating with the school and community.

Robert Asp's schoolwide plan will be communicated to all stakeholders through the following activities:

- April 3rd, 2013- Study teams in each area presented their team's recommendations to our entire teaching staff – School Climate, Literacy, and recommendation to form math study team.
- May 22nd, 2013 – Professional Learning team's conduct a year end review of student assessment data in reading and math. A summary for each grade level was completed, information provided to our building leadership team for our BLT retreat.
- May 23rd and 24th, 2013 - Building Leadership Team Retreat - Data analysis of school wide data sources. Compile study team recommendations into a detailed school improvement plan to go back to stakeholders for review.
- August 19th, 2013 – Building Leadership Planning day – review MCA Reading results and complete needs assessment on Reading goal area.
- September 6th, 2013 Newsletter - School Newsletter will identify goals/objectives of plan and overview key activities with plan for the upcoming school year.
- September 10th, 2012 - Review School wide plan with Parent Teacher Association, outline goals and action plan.
- Building Leadership team - October 21st, 2013 – Review PLC direction in plan, progress monitor reading and school climate goal – screening data from reading assessments in September.
- December 16th, 2013 – BLT review School Climate data – overall view of student incidents in school, comparative data with previous year.
- January 27th 2014 - Review study team work study teams report focus work, review student incident data.
- February 17th, 2014 – Building Leadership Team – Review reading second benchmark assessments – go visual with growth in AIMS, Benchmark Running records, Read 180.
- May 6th, 2014 - Study teams meet to analyze target area data and make recommendations for interventions/strategies to address identified need areas (Reading, Writing, and School Climate)
- May 7th, 2014 – Faculty meeting – study teams share their year's focus with staff and outline recommendations for intervention, strategies to address needs.
- May 21st, 2014 - All PLCs meet to complete data review and summarize their reading and math proficiency and growth levels Student needs are identified and prioritized.
- May 21st, 2014 – All PLCs submit completed data review form to the Building Leadership team.
- May 22nd and 23rd, 2014 - Building Leadership Team Retreat – Review data/ summarize progress/identify needs/ interventions and strategies from action research teams.
- May 24th – 31st, 2014, All staff receive copy of goal summary and recommended strategies and interventions to address identified needs. Leadership team communicates to stakeholders and bring back pertinent feedback for final plan. Recommendations are recorded and suggested changes are included in plan to be shared last day of teachers.
- May 30th, 2014 - All staff meeting- review key aspects of plan – prioritize needs and identify activities for upcoming school year – review summer writing and training.
- August 12th and 13th, 2014– School Improvement planning with Building Leadership Team.
- August 13th, 2014 – Develop parent education component of plan.
- August 27th, 2014 - Review professional development of schoolwide plan and develop PLC norms and SMART goals.
- August 26th, 2014 - 5:30-7:30pm - Parent Meeting: Outline parent and family opportunities for 2014-15.
- September 5th, 2014 - School Newsletter will identify goals/objectives of plan and overview key activities with plan for the upcoming school year.

III. TEN REQUIRED COMPONENTS

Under section 1114(b)(1) of Title I of No Child Left Behind, the SWP must address the following ten components. Please describe HOW the school will implement each of the ten components.

Data Review- May 23rd and 24th, 2013 - Robert Asp Elementary School

District Priority Area 1: Academic - Mathematics - Needs Assessment

Level of need based on: *Based on preliminary MCA data 70.3% in 2012 have met exceeded proficiency from 2011 where we were at 60.8%, and 2010 71.2% proficient. This is a 9.5% growth over the past two years. 55.6% of our students on federal meal benefit were proficient, 30.8% of our special education students were proficient, 55% of our Hispanic population were proficient, 58.8% of our Native American students were proficient, and 31.4% English Language Learners were proficient.*

	S	M	A	R	T	
	Strategic & Specific: Identify a long-term goal focused on the Grade Level or Department's specific needs.	**Measurable:** Explain how you will know if results changed because of the actions specified in the goal.	**Attainable:** Be sure not to set goals that are too conservative or impossible to reach.	**Results-Based or Research-Based:** Describe how you will know when your goal has been met.	**Time-Bound:** Assign a timeframe in which you will achieve the goal.	
Goal Components						Indicator Met / Did not meet
Goal #__1__	Students in grades 3-5 at Robert Asp Elementary will increase their math proficiency from 70% to 77% on the 2013 MCA III Math Assessment. Students in grades 3-5 at Robert Asp Elementary will (growth and closing the achievement gap negative range). Robert Asp's English Language Learners will grow from 31.4% to 40.0% proficient, Special Education from 30.8% to 40%, Native American students from 58.8% to 65% proficient, and students on federal meal benefit from 55.6% to 62% proficient.					Did not meet this indicator .

	What activities will be done to reach goal?	How will you know if you met your goal?	Who is responsible?	How will you monitor progress toward the goal? (i.e., what will be monitored, who will monitor, how frequently monitor?)	What resources are needed? (include anything that requires dollars, i.e., staff time, materials, trainer). Explain.	

	What activities will be done to reach goal?	How will you know if you met your goal?	Who is responsible?	How will you monitor progress toward the goal? (i.e., what will be monitored, who will monitor, how frequently monitor?)	What resources are needed? (include anything that requires dollars, i.e., staff time, materials, trainer). Explain.	
	1. Each grade level will participate in a quarterly PLC which will do the following: Add AVMR activities and strategies to supplement Everyday Math.	Each grade level team will develop curriculum/ pacing guided to include supplimenta ry strategies and activities from AVMR.	Grade Level teachers and the Math Coach	Each grade level with have a written curriculum/pacing guide by the end of the school year.	* Resources needed: Jim Wright resource books Red Book, add collaboration time..... *Each grade level meet three times (November/February/April 2013) 6 substitutes x half day each grade level x 3 days/grade x$90/substitute cost= $1620.00	
	2. Each teacher will analyze mid year common assessment s using a standards based scales rubric. In addition, meet in January to collaborate with grade level teachers and math	Each teacher will have a completed rubic and identify strengths and areas of concern.	Grade Level teachers, including LSS that teach core math and the Math Coach	Each grade level with have a written rubric.	**Math Collaboration time – last week of the month grades K-5, 7:30am-8:30am.** ***Analyze assessment - January 2013 - 27 classroom teachers/rotated x 6 substitutes x $90/day = $540.00 ***	

Data Summary - Strengths and Concerns and Questions

*3rd grade 63% were proficient/ 4th grade 72% proficient(63% from 3rd grade) / 5th Grade 73% (80% in 4th grade)

*Increased math result from third grade to fourth grade (cohort group) by 10%.

*Decreased from fourth to fifth grade by 7%, only able to write MCA Math once versus three times last year – district down 6% trend across district.

*Compare math and reading – more time and resources dedicated to math. In 2011-12 the composite reading result was 76% versus 70% for the math. State wide and district wide trend.

*Met collaboratively for AVMR two times during the 2012-13 with focus on assessment, MCA practice, AVMR assessment response, and reviewing pacing guide prior to MCA.

*Special education used math PLC time to find/develop those resources to supplement Everyday math. More training on interventions using AVMR.

*Common assessment been implemented in Winter and Spring – not reviewed.

*Every grade had a block for math time – all grades followed pacing guide and broke into intervention groups (3rd, 4th, and 5th) and 2nd grade broke into intervention groups within the classroom (Guided math practice).

Questions/Identified Concerns:

*How can we offer more math time at the kindergarten level ?

*Need for AVMR intervention training – how do we respond to the assessment results?

*Time to administer AVMR assessments takes away instructional time that is needed for core curriculum and intervention groups – need to use these assessments to alter instruction.

*What do we do with those students who are not at grade level? There is not identified staff at the upper grade to service mathematics.

G. Measurable Reading Goal and Action Plan:

2012-13 School Year - School Improvement Plan – Needs Assessment 2013

Robert Asp Elementary School

District Priority Area 2: Academic - Reading

Level of need based on: *Based on preliminary MCA data 75.9% in 2012 have met exceeded proficiency from 2011 where we were at 74.7%, 2010 68.5% proficient. This is a 7.4% growth rate over the last three years. 64.1% of our students on federal meal benefit were proficient, 50.9% of our special education students were proficient, 60% of our Hispanic population were proficient, 81.3% of our Native American students were proficient, and English Language Learners were 35.3% proficient.*

	S	M	A	R	T	
	Strategic & Specific: Identify a long-term goal focused on the Grade Level or Department's specific needs.	**Measurable:** Explain how you will know if results changed because of the actions specified in the goal.	**Attainable:** Be sure not to set goals that are too conservative or impossible to reach.	**Results-Based or Research-Based:** Describe how you will know when your goal has been met.	**Time-Bound:** Assign a timeframe in which you will achieve the goal.	
Goal Components						
Goal # __2__	Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 75.9% to 83.4% on the 2013 MCA III Reading Assessment. Our ELL will increase their reading proficiency from 35.3% to 42%, Special Education from 50.9% proficiency to 58% proficient, Hispanic students from 60% proficiency to 68% proficiency, Native American students 81.3% to 85% proficient, and students receiving federal meal benefit from 64.1% proficient to 70% proficient.					
Overall Goal Performance						

	What activities will be done to reach goal?	**How will you know if you met your goal?**	**Who is responsible?**	**How will you monitor progress toward the goal? (i.e., what will be monitored, who will monitor, how frequently**	**What resources are needed? (include anything that requires dollars, i.e., staff time, materials, trainer). Explain.**	

				monitor?)		
	1. **PLC Focus:** Teachers will be provided time to collaborate in PLCs to: •focus on writing a curriculum map for K-5 writing standards with integration of science and social studies as possible • design a writing rubric that aligns with MN core standards to assess student writing • analyze literacy data 3 times/year • share writing curriculum map across grade levels 2x/year • develop common language for components of literacy **(Literacy team)**	A curriculum map for writing and a writing rubric for narrative writing will be completed for each grade level. 100% participation of teachers analyzing data and making instructional decsions.	All PLC participants	*Three PLC meetings per month will be designated to construct the curriculum map and rubric. • 3x/year PLCs will analyze literacy data. -October 3rd, 2012 -January 30th, 2013 -May 22nd, 2013 *Special education/Title one/ELL - determine common PLC day.	Continuum of Literacy Learning K-8 manuals at a resource tool for grades 3-5. (15 manuals) *$50 x 16 classrooms = $800.00 *Building Leadership Team meeting - train PLC facilitators in September BLT - share 1st grade template for mapping writing. Standing agenda item for BLT throughout the 2012-13 school year. *Writing rubric - BLT agenda standing item. **Assessment Review:** ***October 3rd/ January 30th/May 15th, 2013 PLC -** Data Days - release time for 45 minutes per grade- 7 subs @ $100 per equals $700 x 2 days = $1400.00 **Dates used for Writing Mapping:** -September 19th, 26th, October 24th, 31st; November 14th, 28th; Dec 5th; January 9th, 16th, 23rd; February 6 and 20th; March 6, 13, 20, 27; April 3rd; April 3rd and 10th; May 1st, 2013 *May 23 and 24th, 2013 - Retreat Dates Special Education - meet as at team on the 2nd PLC time of the month and then would integrate into the different grade levels the remainder. *ELL/PE/Music/Art - 1st and 3rd PLC times. *Speech/OT/PT - 1st and 3rd PLC times.	
	2. Re-develop building's master schedule design: A specific uninterrupted time will be scheduled for literacy and math.	A building schedule will be developed.	Building Principal and Building Scheduling Team	Principal	*Created a master schedule based on student needs and research supported time allocations. (Dufour and Shanahan) *T ime, consistent blocks of time for literacy - 90 minutes of reading and 60 minutes of writing. Identified small group reading/math time (60 min) and whole group reading/math time (30 min). Need the time to meet needs and for students to improve. *Created a sixty minute daily common planning time for teachers – working towards guaranteed viable curriculum every class, collaboration to define us, become more eficient	

					in how we plan quality lessons/units. *Special education, title one, and ELL service small group literacy time - 30 minutes x 2 times per grade in 60 min small group time. Allows classroom teacher to instruct that student at their level. Moving towards a flexible service option and inclusive practices.	
	3. Professional development options for implementation of writing instruction.	Instructional coaches pairs with classroom teachers and has prepared effective lessons.	Instructional coaches and identified teachers.	Other teaching staff will observe in the model classrooms at least one time during the school year.	**Professional Development options:** 1. Individual - coinvestigative model - work with coach based on student literacy needs. Receive individual coaching in reading or writing. Coach rotates 1-10 days at a time into the classroom modeling lessons, and supporting new practices being implemented. Professional development will be included with the coaching. Substitute time will be provided for professional development or could be done as as outside time if you choose. 2. Research Classroom - focused on collaboratively	

					with coach, a classroom that becomes fully implementational. Involves use of some preparation time to plan lesson collaboratively with the coach. 3. Individual or partner or team implementation (without coaching) - book study - Literacy team decide literature. ***Teachers will select an option for implementation. *One sub/classroom teacher for 8 half days per classroom teacher x 2 classrooms x $90 substitute cost = $1440.00 in order to plan with instructional coach. $$?? One half-day sub for teacher observation opportunities. $$??	
	4. Literacy team to investigate a writing model for our building.	*Determine a building philosophy for writing practices and resources to be used.	Literacy team.		1. Literacy team meets one time per month - one hour per month	
	5. Balanced Literacy support of new teachers	To be determined	Literacy coaches			
	6. Survey practices of special education, title one, and ELL service providers of literacy.	*Literacy Team/principals will survey practiced used to support students in reading and writing to ensure fidelity and consistent	Literacy Team/Principals - October Literacy meeting		*Use similar process used in 2011-12 to survey literacy practices used by classroom teachers.	

		practices across the building.				
	7. Use Sheltered Instruction Observation Protocol to plan and organize writing and reading lessons.				**During mapping of reading and writing incorporate content and language objectives in student-friendly language.** *Write how to build background language/vocabulary in lesson design in writing maps at each grade level.	*3 buildng walk throu hs-s date:
	8. Read 180/System 44 implementation				***Identify 30 students to receive the Read 180 and System 44 intervention.**	

Data Summary - Strengths and Concerns and Questions- Reading Goal #2

*2nd grade saw a strong connection between fluency and self-correction on the benchmark assessment.

*comprehension not matching fluency – need to teach comprehension through interactive read alouds and guide reading. Need to understand the depth of the common core curriculum for reading.

*running records took away instructional time – assessment team was helpful for first grade and kindergarten.

*Need for more instructional support for teachers to teach writing.

*Doing re-reads with our most at-risk students who receive service not a consistent practice across grade levels - need to make sure that the supplemental service is supported in the classroom.

*Need for time to analyze student reading data and how interventions will support the findings of these assessments.

*Read 180 – 67% students who participated in the Read 180 program made at least a year's worth of growth, 80% of them made at least a half to a full year's growth. These students were identified as motivated readers in the classroom.

*Need to identify those LLI students and identify their growth in reading. An example from one first grade classroom, 75% of these students made a year's worth of growth.

**In first grade 50% of the students who did not reach grade level expectations made a year or more worth of growth. Kindergarten 80% made a half year's worth of growth. In 2nd grade 57% that did not meet expectations still made a year's worth of growth.

*Independent reading is a concern about how it is built into a our daily schedule.

*78% of 5th grade students(CBM-AIMS) , 86% of 2nd grade students for benchmark (BMRR) versus 60% at 2nd grade met grade level standards for AIMS(CBM).

*1st grade had 48% of students who achieved one year and beyond grade level expectations, 2nd grade had 53%.

2012-13 School Year - School Improvement Plan- Needs Assessment 2013

District Priority Area 3: School Climate - Needs Assessment

Increase student learning and success in all academic & behavior areas.

For your building, check one: X *High Need* *Moderate Need* *Low Need*

Level of need based on: Based on preliminary 499 incidents recorded throughout the 2011-12 school year. Twenty-five students combined for 46% of total incidents.

Goal #__3__	*All students will demonstrate an increase in behavior that communicates care, consideration, and respect of self that will be reflected in a ten percent reduction of total major and minor incidents (499 incidents to 495 incidents).*					
	What activities will be done to reach goal?	**How will you know if you met your goal?**	**Who is responsible?**	**How will you monitor progress toward the goal? (i.e., what will be monitored, who will monitor, how frequently monitor?)**	**What resources are needed? (include anything that requires dollars, i.e., staff time, materials, trainer). Explain.**	
	1. Use staff meetings to practice dealing with student issues/concerns. Emphasis on intervening with difficult behaviors.	Staff meeting plan that includes how to use our reporting system with incident scenarios. September - 2nd week/ October - 2nd week. January 2013- 2nd week-focus on interventions/strategies. * Staff meeting- 1st Wednesday of month - behavior RTI team discussion.	Principal/School Climate Team	*Building Leadership Team will analyze school incident data in November and February 2013. *School Climate team review incident data each month at the beginning of each meeting. *Identify one time per month (15 minutes) to discuss RTI behavior students and share practices being used in classroom to deal with challenging behaviors.	***School climate team - October BLT Progress Monitoring:** *Interventions on disruptive behavior- alternative approaches. *Scenarios - shared responses to hear differing ways of dealing with situations. Could group K-2/3-5 with behaviorists. *Ask for a team to prepare to share a behavior situation.	
	2. Continue to practice using a consistent method of reporting moderate/major level of incidents.	*Two staff meetings dedicated to review of procedures for minor and major reporting. Provide scenarios to staff to discuss and come to an intervention.	Robert Asp's School Climate team - principal, counselor, classroom and specialist representatives.	School Climate team will develop forms and Building Level support team will review, revise, and approve.	*School climate will meet in November and will analyze incident data and make recommendations for changes. *Hard to measure this.	

	3. Continue with a study team to review target area data, research best practices, and develop a plan to address our school climate goal.	Select a school climate team chairperson from an open process to staff. Form team with representatives from each area of our building.	School Leadership Team Building Principal	School Climate team will establish a monthly agenda with standing agenda items tied to our school plan and keep minutes from each meeting. This team will report our progress towards goals at our May 2013(2nd week) staff meeting and outline recommendations for our school wide plan in 2013-14	*Compensate school climate chairperson for facilitating action research team/study group each month - $27.00/hour($31 with benefits) x 7 meetings= $227.00	
	4. Train new staff in how to utilize the moderate/major level incident referrals.	August 23rd, 2012 - PM - 1-3pm	Principal and assistant principal	Train new staff in how to use school discipline plan in their classroom. Assist them in developing a classroom management plan that includes school procedures. Review and practice using school reporting of incidents with all new staff.	*New teacher induction training focused on behavior/discipline and de-bugging system.	
	5. Continue to develop consistent school wide procedures, rules, student recognition system and practices throughout the building.	Use morning news, SPUD meetings each month, and classroom follow up of these communications .	All Staff	*Principal/assistant principal will work with school climate team to develop an annual outline that includes a monthly theme for SPUD meetings, weekly message for news, and follow up plan for classrooms. *Develop a staff handbook for our school discipline plan, include classroom management plans.	Summer writing project for 3-4 people = Half days. (40 hours x 2 people x $27.50= $2200.00) October 2012 progress monitoring – morning news still used as an avenue – suggest trying to align guidance curriculum and add scenario for classroom discussion. *Maret Kashmark does guidance sessions related to the de-bugging system. (K-2) *Spud meeting monthly with a focus related to our goals – recognize students each month.	
	6. Meet monthly with new staff members to review classroom discipline plans, answer questions about their classroom, and assist in long-range planning.	Develop a classroom management plan aligned to school's plan - include rules, procedures,	Assistant principal and principal.		*Provide a one-credit class through NDSU on classroom management and organization. BLT October Progress monitoring meeting: *Will poll new teachers to see if this is a needed support for them.	

		and nonverbal strategies. (August 23rd, 1-3pm New Teacher Workshop)			*Do we need to assign teacher mentors to have open discussion to support them?	
	7. Staff will contribute $1 per week to wear jeans at their job. Money will be contributed to a scholarship fund for Robert Asp graduates who is going to a post-secondary institution.	*Sunshine committee will collect dues from staff at the beginning of the year. PTAC will be asked to contribute matching amount to scholarship.	Sunshine Committee		*Sunshine committee will ask for volunteers to choose who receives applicant awards for scholarship.	
	8. Establish a student council at Robert Asp Elementary School with our fourth/fifth grade students.	*Student council leader will oversee K-kids, school patrol, morning news, newspaper, monitors, and special events with student leaders.		*Principal/Assistant Principal	*Hire a student council leader from our staff. *Develop an application form for students and ask students interested to apply for this position. *Identify activities for the school year- newspaper, monitors, natural helpers on playground, K-kids, and homework help.	
	9. Continue the use of positive reinforcement for students making good choices.	***Use blue slips as the school wide behavior plan**		School Climate team	-The specific behavior focus will change by the trimester - Blue slips will no longer used as a part of individual classroom behavior plans -Blue slips can only be given by other teachers (classroom teachers will not give their own students blue slips). Substitute teachers and bus may give out blue slips as an incentive. *Support staff (lunch, breakfast, supervision, custodian, nurse assistant, bus) will	

					administer blue slip practice. Orientation will occur for these people on Friday, August 31st, @9am - Principal *October PM meeting BLT- reminder to staff to continue blue slip use. Intended for specials, hallways, lunchroom, and bus. Classrooms using this to reward at goal points.	
	10. All teachers will develop their substitute plans to include proactive approach to student discipline.	*Include name tags in sub folder for subs to use. *Blue slips to ramp up positive reinforcement - explain how this is used. *Classroom discipline procedures.		School Climate team	*August 31st, 2012- workshop time - 1 hour - classroom management plans and substitute plans.	
	11. Address repeat offenders (5 or more incidents) in our building ensuring each are on a targeted behavior plan.	*Establish a team meeting for students who are at 5 incidents for the year. *Students at 5 or more incidents will be referred to Robert Asp's Response to Intervention team. *Students who are repeat offenders will be progress monitored each month.		*Principal/Assistant Principal/Counselor/ Classroom teacher/Support teachers.	*	

2012-13 School Year - School Improvement Plan- Needs Assessment 2013

Data Summary - Strengths and Concerns and Questions

*Incidents increased from 499 to 511(May 23rd number), there was a steady increase the first four months of school. Team attributed this to staff becoming more familiar with the reporting system.

*Incidents in May were significantly lower with the focus on the school wide reward system (Blue Slips) and a high percentage of our repeat offenders on plans for behavior.

*Hallway incidents decreased from 78 incidents to 38 incidents in 2012-13 due to increased presence of staff and consistent procedures for transitioning students. Beginning of day entrance with adults escorting and end of day with teachers escorting students to south and north doors. Overall increase of staff presence in building has had a significant impact on our school climate.

*Morning messages are organized and scripted to facilitate classroom social skills instruction. Are we systematically using this for a morning meeting or social skills time in the classroom?

*Bus incidents have a large increase partly due to proactive approach with assistant principal addition and part due to increased number of students on each bus.

*Classroom incidents and minor disruption are the largest categories identified.

*Bullying and major assault incidents have doubled this past year – is this because it is more prominent or because being dealt with when reported? Students are more aware and there is a school wide effort to report issues of bullying. Teaching difference between reporting and tattling.

Guidance for School wide Plan 2013-14

1. **Improve our core curriculum in mathematics to ensure we can address all levels of learners – not making adequate progress on our MCA III in mathematics.**

Math Interventions and Strategies to address this concern

- Professional Development for AVMR Interventions should be specific to teacher needs – Vicki Brenneman – one time a month of early morning release time – 4th week of the month (Monday-1st/Tuesday-2nd/ Wednesday-3rd/ Thursday-4th/ Friday- 5th Grade(7:30-8:25am) – 1st -5th grade. Kindergarten- 1st and 3rd week on Thursday. Create a release time in schedule so grade levels can meet with math support specialists to analyze student math data, look at what we are doing for that student, and ensure classroom-specialist on the same page. Use additional PE/music time to cover this.
- Math Block – Clarification and Professional development on the structure of the differentiated math time (guided math approach-differentiated time) On differentiating instruction for all students-morning meeting monthly.
- Math support for intermediate grades.
- Schedule a parent informational night to communicate our math plan and home support- need to hire a staff member to organize this(Administration)

2. **Improve our core curriculum in reading to ensure we can address all levels of learners – not making adequate progress on our reading assessments (AIMS, MCA III, BMRR in K, and Observation Survey)**

Reading Interventions and Strategies to address this concern:

- Establish a systematic approach for how we organize our writing, provide instruction, and assessments. Guaranteed viable curriculum in each classroom and grade level- curriculum mapping of our writing at each grade level to provide an annual outline, integrate social studies and science standards, and develop lessons/units.
- Explore writing curriculum resources and assessment rubrics – district literacy team and Robert Asp Literacy study team.
- Improve reading comprehension beyond literal thinking by teaching our teachers to use effective questioning techniques, read alouds, and connecting reading to writing.
- Identify vocabulary that needs to be taught across all grade levels. When do we introduce, practice with, and apply.
- Scheduling - Allow time so teachers can see their small group reading with targeted students still served. Uninterupted block of time – ensuring that there is a common approach to scheduling intervention teachers. Build in consistent intervention time of 35 minutes to ensure the fidelity of the tool being used (LLI).
- Create a release time in schedule so grade levels can meet with reading support specialists to analyze student reading data, look at what we are doing for that student, and ensure classroom-specialist on the same page - 3rd week in September 16-20th, 2013/ November 18th-22nd, 2013

- Running record training and analysis for new and formerly trained teachers – 90 minute training – release time with rotating substitutes – Tuesday, September 24th, 2013. 5 substitutes ($100 x 5 = $500)
- Site visitation - focus – observe literacy block time in Alexandria, MN - September 30th, 2013 - representative from 3rd/4th/5th and 3 additional teachers. 6 substitute teachers x $100 = $600.00/ transportation - $500.00

**October 1st – literacy planning meeting with visitation group – Vicki Anderson*

- identify what they would like support with from the instructional coach.

- Instructional coaching: focus on new teachers and those who choose this as a professional development model. Literature review option for professional development –
- Exploring the use of a writing resource (Calkins) – mapping focused on 'what to teach' and the resource will focus on 'how to teach.' Purchase the Lucy Calkins writing material for each grade level and two additional kits for specialists to check out - $239/kit x 3= $720 (grades 3-5 kit) $179/kit x 3= $600 *All classroom teachers have the Calkins curriculum guide.
- Curriculum writing – June 2014- identify common vocabulary for teaching writing using the Calkins resource – 12 hours x 3 people x $30/hour =
- Reading Recovery on-going training – Ginger Hill - $500/2 teachers = $1000.00(Paid by District)
- Communication – set up a Haiku page for our PLCs so they have the ability to save and share documents from our PLC work - June 2013 - administrative practicum.
- PLC in common location – use individual Chrome books for curriculum mapping and classroom incentive plan (Class Dojo)- 65 x $250= $13000
- Special education PLC group and special education coordinator will investigate how many of our special education students are writing the regular MCA in reading and math who are reading two grades or more below grade level standard.
- Schedule a parent informational night to communicate our reading plan and home support - August 27th, 2013/March 2014- need to hire a staff member to do (Administration)

PLC outline – 2013-14

Priorities -

*Mapping writing – continue mapping throughout the year - integrate social studies and science standards - lesson and unit planning – assessment.

*Moorhead District - once a month there will be a grade level training focused on writing instruction.

*Staff meeting- December/March – organize /outline PLC – when will we identify what we are doing in reading and writing – improve the communication between classroom and specialists.

*Grade Level Support Collaboration time –Staff meetings - communicate focus for reading, writing, and math. (Grade level support)

*Cross – grade level collaboration - December 4th, 2013/ April 2nd, 2014

*Workshop day - PLC collaborative time scheduled - outline each PLC time – September – December.

*Review data from common assessments for reading – early morning release data days – covered by specialists. (7:30-8:25am)

3. **Need to reduce the number of student incidents at our school, specifically in the areas identified: disruptive/non compliant behaviors, bullying, and aggressive/angry behaviors.**

- ∞ Use early morning release time to implement a character/social skills curriculum that addresses our wellness standards. Implement building wide message. Character, sportsmanship, problem-solving.
- ∞ Use 'Fill your bucket' slips as a school wide PBIS approach. Increase the frequency of this reinforcement at our historic high incident times – September, November, February, April, and May.
- ∞ Develop a curriculum map for essential school wide behaviors – identifying common language and practices- June 2013-curriculum writing- 8 hours x 1-2 people. Consider the morning release time when writing this curriculum. Outline a message for students on morning news – question or written response.
- ∞ Friday Finish and Fun time – 15 minutes of rewarded free time for those who have completed work or without incident. Teacher discretion. Grade level can choose a different day.
- ∞ Ensure all classrooms are watching the morning news and using a meeting structure to communicate the character message or role-play problem solving/anti bullying strategies.
- ∞ Schedule a parent communication regarding our school wide plan for behavior – August 27th, 2013

***Paraprofessionals** - half a day to review snapshot of IEP – communicate with classroom teachers about expectations for students and their role in the classroom.

- ∞ Schedule once a month for them to meet with case managers about students – strategies to manage behavior and adapting material. Positive reinforcement strategies. Become more knowledgeable about the disability their student has - Special education coordinator.

*Rotate paraprofessionals on the Friday Fun time - 20 minutes

*New staff /new grade level- balanced literacy framework, running record training, read alouds (half day), classroom management (1/2 day) plan development.

Robert Asp Celebrations - 2012-13 Review

*The quantity and quality of student writing had a significant positive impact in our building. All classrooms have made this a priority and the mapping of the writing standards has helped to improve overall writing in our building. A number of our intermediate classrooms worked to connect the reading and the writing (writer's notebook, response journaling, writer's workshop)

*50% of the students who did not reach grade level (1st grade) expectations at least made one or more years worth of growth in reading. 2nd grade was 57%.

*Read 180 students, almost 100% of these students made one year or more growth in the area of reading (based on lexile results)

*72% of our 4th grade students were proficient on the MCA-111 in math this year. This was an increase from 63%.

*Every grade implemented a consistent math and literacy block of time – a number of classrooms in our intermediate grades began to use a guided approach in reading and math. An example 2nd grade using a guided math approach to differentiate curriculum.

*There was a strong connection between student's reading fluency and their ability to self-correct on the benchmark assessment.

*Even with an increase of overall incidents there was a significant reduction of incidents in the months we were systematically using positive reinforcement (Blue Slips)

*Monthly student recognition of a high percentage of our students.

*Significant decrease in hallway incidents from this year to last year – supporting positive reinforcement to obtain desired behavior.

*Staff using and hearing common language for anti-bullying and reporting.

2 of Ten Required Components. SWP Reform Strategies

A. **Describe the school's implementation of SWP reform strategies that will provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement.**

Professional Learning Community (PLC)- Emphasis on Writing

A Professional Learning Community (PLC) is "a group of teachers who meet on a continuing basis, focusing on student work [through assessment]. On the basis of their assessment results, those teachers then strategically "change their instructional practice accordingly to get better results", (Michael Fullan, On Common Ground p.xii). "The framework of a professional learning community is inextricably linked to the effective integration of standards, assessment, and accountability. . . the leaders of professional learning communities balance the desire for professional autonomy with the fundamental principles and values that drive collaboration and mutual accountability." (Reeves, 2005). It is through our PLCs that we are able to answer the essential questions of What do we want our students to learn?, How will we know that they have learned it?, What will we do for those students who haven't learn it?, and What will we do for those students who have learned it? The focus for the 2013-14 school year will be spend PLC time identifying what it is we want students to know in reading, writing, and math. Each team completed an annual curriculum map for writing and will now enter into how to develop specific units and lesson plans. Our teams will take their science and social studies standards and integrate them into their writing through the development of units of study, projects, or lessons that address these standards through writing.

Each month we have established in our schedule a time when all of our specials will enter grade level classrooms to implement a social skills curriculum (Project Wisdom) while classroom teachers This will be when we complete an extensive review of our Benchmark assessments as a whole grade level, but will monitor progress of those students who receive intervention in title one, ELL, and special education students. ***(Oct 7-11th, 2013/ February 3-7th, 2014/ PLC Meeting – May 21st, 2014)***

Master Schedule Development -

The master schedule has been re-designed to support research on block scheduling of literacy and math time. In two years we have a well-established schedule that focuses on the core in reading, writing, and math, building consistent time blocks to allow for ninety-minute blocks for reading and math, with sixty minutes of small group/differentiated time. Writing is a focus in our building so we allocated sixty minutes of writing time that was scheduled next to our social studies and science time in our intermediate grades to allow for an integrated, project based approach at this level.

The other key reasons for our block change is to address our time allocated to service for reading and math. We were able to make major changes to the schedule design allowing for staggered literacy and math small group time, allowing service providers to serve flexibly with the sixty-minute block of time. In addition to this the classroom teacher will be able to provide a double dose of small group instruction within that block of time. The principal and assistant principal will work with teacher to develop organizational grids for small group reading instruction to ensure all students receive guided reading from their classroom teacher.

Here are the highlights of our master schedule design:

*Created a master schedule based on student needs and research supported time allocations. (Dufour and Shanahan)
*Time, consistent blocks of time for literacy - 90 minutes of reading and 60 minutes of writing. Identified

small group reading/math time (60 min) and whole group reading/math time (30 min). Need the time to meet needs and for students to improve.
*Created a common planning time for teachers – working towards guaranteed viable curriculum every class, collaboration to define us, become more efficient in how we plan quality lessons/units.

*Special education, title one, and ELL service small group literacy time - 30 minutes x 2 times per grade in 60 min small group time. Allows classroom teacher to instruct that student at their level. Moving towards a flexible service option and inclusive practices.

*Key changes - Continued PE/Music and art times for most in 60 min blocks, to accomplish this we had to divide one class per grade to go into the other classrooms for PE/Music/Art time.

Class List Development

This year we used a layered approach to scheduling students into the classrooms. The first layer of scheduling was having our special education, title one, and English Language learner teachers identify reading and math levels for their students serviced and then place them into a classroom that would allow for a double dose of instruction in reading and math, as well as group them in a classroom where they would be grouped according to their reading level in a small group. The next layer was to identify students and their text level/reading level and place them into small groups in each grade level classroom.

Moorhead School District has altered Power School so classroom teachers at the end of each school year will enter student achievement, behavior, and learning style information onto a SPIN document. Administration collected these documents and used a specific process to develop class rosters for the upcoming school year. Students were divided according to their reading and math performance and placed so teachers could have four or five distinct reading groups in their classroom. This allows them to conduct guided reading in the hour block of time provided, and provide daily instruction to those students who do not meet grade level standards. English Language Learner and Learning disabled students were clustered into two classrooms per grade level allowing for flexible service with the option to push into the classroom.

Standards Alignment and Viable Curriculum:

Standards Based Learning is integrating the standards into curricula which can greatly enhance the chances that standards will thrive while facilitating student achievement. (Perna & Davis, 2007, p.8). Standards based instruction allows teachers and students to be on the same page by specifying how teachers and students will meet their education goals, including specific concepts, order, or instructional materials (Krueger & Sutton, 2001). Standards delineate what content is essential for all students, provide clarity and a fixed point of reference for students and teachers, guide instruction so that it is focused on student learning, provide a common language to have conversations, help ensure equal educational opportunities, assist in identifying struggling students, and meet federal guidelines (Ohio Department of Education, 2001). When students know what their learning goals/objectives are, their performance, on average has been shown to be 27% higher than students who do not know what their learning objectives are (Marzano, 2006). In addition, PLC leaders were trained by Larry Ainsworth on step-by-step process to understand what each standard is requiring a student to know and be able to do. In addition, to learning how to unwrap standards, many of the PLC leaders attended a training by Mike Schmoker on what is essential for schools. Mr. Schmoker outlined three simple things: reasonably coherent curriculum (what we teach); sound lesson (how we teach) and integrating reading and writing in every discipline. Our second Action Step is to analyze student writing. In addition to using the research from Reeves, Ainsworth and Schmoker, our PLCs focus on the work by J. Echevarria , D. Short , and M. Vog on how to improve our instruction by using a model for lesson planning and implementation of high quality sheltered instruction.

During PLC time for the 2012-13 school year our Robert Asp teachers will be using the Minnesota State Standards document to curriculum map writing identifying the essential outcomes, activities/lessons/units for the year, and establish rubrics for how we will measure our standards. Teams that complete the writing will begin the reading process and extend this work into the 2013-14 school year. This will be a building wide focus and majority of PLC time will be spent developing our writing at each level.

Instructional Coaching:

Instructional reading coaches provide support by modeling, sharing effective strategies and peer observations. Instructional coaches provide insight into student learning and help teachers analyze student data and plan for instruction. Coaching is powerful when providing suggestions for differentiation of instruction for students that are at risk. (J. Knight, *Instructional Coaching: A Partnership Approach to Improving Instruction*). For the 2013-14 school year we will use title one dollars to allow one half time coach who is Literacy Collaborative Ohio State trained to work with our new teachers and provide additional professional development for our K-5 teachers with an emphasis on the Writer's workshop approach to writing. **We will be exploring the use of a writing resource (Calkins) – mapping focused on 'what to teach' and the resource will focus on 'how to teach.'**

Study Teams:

The purpose of these teams is to identify current practices being used in the areas of reading and writing and identify best practices as well as provide direction for our school's approach to literacy instruction. A math study team will begin in the 2013-14 school year. Teams will consist of a facilitator and groups of eight to twelve professional staff. A facilitator will be compensated through our title one budget and other active members will have the opportunity for credit through Moorhead State University.

Study teams will identify the direction of our school improvement plan in each target goal area through data analysis and studying of best practice. They also will be charged with monitoring of our target area goal and activities when they meet each month ensuring fidelity of implementation.

The 2013-14 focus for our study teams is as follows:

Reading and writing
*Implementation of small group reading at the intermediate level - workshop approach vs. Daily Five
*Monitor the use of Calkins as a writing resource across grade levels.
*Analyze three years of reading MCA data to identify specific standard areas in the curriculum.
*Conduct a site visit to a balanced literacy elementary – Alexandria, MN – with emphasis on teaching balanced literacy in the intermediate grades.

School Climate
*Analyze student incident data identifying the location and type of incident – recommend interventions.
*Bucket filler approach – implement and monitor school wide.
*outline annual social skills curriculum – morning announcements, Spud meeting each month, and focus for 'bucket filling.'
*Review those students considered 'repeat offenders' (3 or more incidents) – make recommendations for behavior plans (Tier 2 and 3) and strategies that work.

Data Analysis for Identifying Student Learning:

Our Building Leadership Team and PLCs analyzes the data of the MCA-II, MCA-III, NWEA, and other common formative assessments. We look at the strands of each of the sub groups and grade levels. When we analyze the data we are able to identify learning strengths/needs and then formulate strategies for our learners in reading and math. (A. Buffum, M. Mattos and C. Webber, *Pyramid Response to Intervention RTI; Professional Learning Communities and How to Respond When Kids Don't Learn*). Our early morning release time for classroom teams will allocate one time per month where they will analyze student reading progress using benchmark running records, AIMS, and/or student writing samples. The August 19th, 2013 Building Leadership Planning retreat will conduct a data review of our MCA III reading assessment data over the last three years.

Block Schedule/Double Dosing – Reading and Mathematics:

Large blocks of service time are provided in each classroom, and the learning team must determine the most appropriate service option for the student based on student needs. The thrust behind this practice is to place emphasis on the strategies/interventions that are successful with a child versus using interventions based on the label. Students who are not proficient are identified through 2 or more data points and will be serviced through title one, special education, and/or English Language Learner instruction in a 'double dosing' practice. They will be serviced within the literacy block on one of the three Daily times or if intensive pull-out is required it could occur during the interdisciplinary time.

This includes taking steps to ensure that service provided to students is addressing their specific areas of strength or needed development. Supporting teachers are asked to support instructional interventions with data collection. Learning teams will meet weekly to plan collaboratively with a focus on strategies and instructional practices that is most suitable for student needs and curriculum.

We will use Leveled Literacy (Title one) Instructional intervention for those students on Tier two and three plans for reading instruction. This is intended to be a 16-20 week intervention that will help accelerate a child's ability to read closer to their grade level.

Reading Recovery/Reading Specialist (2.0 Reading Recovery/ 3.0 Title One Reading Specialists):

To address the area of language arts and more specifically reading proficiency, Robert Asp will employ three half time Reading Recovery instructor who will work intensely with sixteen of our lowest reading students. This will be an intensive 18-20 week reading instructional intervention that will accelerate a student to be at or close to their grade level in reading.

The title one position will be responsible to implement the Leveled Literacy Intervention for our students reading below grade level in the K - 3. This is a program based on the research of Fountas and Pinnell and has been proven effective literacy intervention. We will use Leveled Literacy with our title one and special education staff for reading intervention and use a consistent approach for our building's reading intervention for students in need of intensive intervention.

Read 180 Intervention – Grades Four and Five

For a portion of our intermediate title one instructor time we will implement the Read 180 program from Scholastic. A four-year U.S. Department of Education evaluation of adolescent literacy programs shows that students in Newark, N.J., Springfield/Chicopee, Mass., and the Ohio State Department of Youth Services who were enrolled in their READ 180® programs significantly outperformed students who were not placed in READ 180 as part of the study. The data was made available as part of the Striving Readers report released by the U.S. DOE's Institute of Education Services. READ 180, created by Scholastic (NASDAQ: SCHL), the global children's publishing, education and media company, and one of the most thoroughly researched and widely-used adolescent literacy programs in the country, was one of several programs included in the Striving Readers pilot program, which has been evaluated yearly since 2007.

Students will be identified the week of August 27-30th, 2012 with the assistance of our fourth and fifth grade teachers. These students will be pulled out for ninety minutes a day from half of their small group reading time and their social studies and science time. This will be students who are in need of intensive intervention for reading and already do not receive special education in the area of reading. We will use System 44, a lower level reading intervention designed by Read 180 to meet the reading needs of our learning disabled. A ninety minute time slot has been scheduled in our fourth and fifth grade schedule for those who require this intensive intervention.

Instructional Coaching:

Instructional reading and math coaches provide support by modeling, sharing effective strategies and peer observations. Instructional coaches provide insight into student learning and help teachers analyze student data and plan for instruction. Coaching is powerful when providing suggestions for differentiation of instruction for students that are at risk. (J. Knight, *Instructional Coaching: A Partnership Approach to Improving Instruction*).

C. Describe how the SWP reform strategies will use effective methods and instructional strategies to increase the amount and quality of learning time.

Robert Asp's plan for improvement has a strong emphasis on increasing time in the areas of literacy and math through our re-development of the building's master schedule. The master schedule reflects research-based time guidelines for literacy (90 minutes of uninterrupted time) and mathematics time (90 minutes) uninterrupted. In addition to this we have incorporated a 60 minute block for writer's workshop scheduled together with social studies and science time in our intermediate grades to allow for integration of science and social studies. Literacy and math blocks are carefully staggered to allow for efficient scheduling of our support service and paraprofessionals. They are able to use a flexible service method in the small group reading and math time.

The schedule reflects a common planning time for teachers and this is where our instructional coaches will meet with individuals and teams to help them develop their instructional practices in reading and writing.

Our plan has a strong emphasis on written language across all grades and each grade has an hour of writer's workshop time. The professional learning teams will use their time this year to map their writing curriculum and integrate science and social studies standards.

D. Describe the instructional strategies that will address the needs of all children in the school, particularly the needs of historically underserved populations and low-achieving children.

- **Extended School Year is a program for special education students in efforts to maintain their academic and behavioral progress made during the year. This is only a six-week, 3 day a week, two or four hours each day program where a small percentage of special education students qualify.**
- **The Early Risers program is a part of the Extended Day program.**

- **Excel After School and Summer Programs: Students are identified for Excel After School and summer programs (targeted services) based upon needs as indicated through district assessments (NWEA MAP, AIMSweb) and additional curriculum assessments in reading and math as well as teacher recommendation. Each student has an individual continual learning program to supplement instruction in the classroom in grades K-5.**
  All students' progress is monitored through Aimsweb.
  Goals:
  - To improve skills in reading and writing
  - To improve skills in math
  - To create effective organizational skills
  - To improve social skills
- **The STARS program is an additional extended summer program focusing on three subgroups: migrant students, homeless students and Native American students. Academics and community building are stressed.**
- **The S.M.A.R.T. curriculum, is a multi-sensory approach to learning, designed to develop and enhance the physiological and neurological readiness skills students need to succeed in school. The program consists of activities for developing students' large and small muscle skills, visual perception and eye-hand coordination. This is organized and implemented by special education teachers to support those students who struggle with sensory integration and social concerns.**
- **The Moorhead School district has been heavily invested in the Sheltered Instructional Observation Protocol (SIOP) and teachers have focused on writing clear learning objectives and using student engagement strategies. These are the emphasis on our school district's plan and will continue to measure its implementation through out Learning Walks. Learning Walks are scheduled each trimester in teams that consist of our staff and other outside district staff. They are very valuable for our learning and implementation.**

E. Describe how the SWP reform strategies are consistent with, and designed to implement, the state and local school improvement plans.

The AYP Regional Support Team from Lakes Country Service Cooperative will assist the school in developing the Corrective Action Plan.

- **A regional workshop provided the initial information to start and develop the AYP plan for the school.**
- **The AYP Regional Support Team conducted the Quality Systems Review Exercise which included a survey and group discussion. They also completed a site visit. A feedback report assisted the school with formulating this plan.**

F. Measurable Mathematics Goal and Action Plan:

2013-2014 School Year - School Improvement Plan- Robert Asp Elementary School

District Priority Area 1: Academic - Math

Level of need based on: *Based on preliminary MCA data 73.3% at 5th Grade, 73% at 4th grade, and 63% at 3rd Grade – all grades had 68.0% met standards in 2013, 68.8% in 2012, 60% in 2011, and in 2010 we were at 69.7% in 2009 we were at 68.3%.* District average for math in 2013 was 60.7% and state average of 60.2%. 2013 Hispanic students were 43.4% (highest in district – 32.2%), students with federal meal benefit were 53.8% (higher then district average), English Language Learners were 26.5% proficiency (higher then district average).

	S	M	A	R	T
	STRATEGIC & SPECIFIC: IDENTIFY A LONG-TERM GOAL FOCUSED ON THE GRADE LEVEL OR DEPARTMENT'S SPECIFIC NEEDS.	MEASURABLE: EXPLAIN HOW YOU WILL KNOW IF RESULTS CHANGED BECAUSE OF THE ACTIONS SPECIFIED IN THE GOAL.	ATTAINABLE: BE SURE NOT TO SET GOALS THAT ARE TOO CONSERVATIVE OR IMPOSSIBLE TO REACH.	RESULTS-BASED OR RESEARCH-BASED: DESCRIBE HOW YOU WILL KNOW WHEN YOUR GOAL HAS BEEN MET.	TIME-BOUND: ASSIGN A TIMEFRAME IN WHICH YOU WILL ACHIEV GOAL.
Goal Components					
Goal # __1__	Students in grades 3-5 at Robert Asp Elementary will increase their math proficiency from 68.8% t on the 2013 MCA III Math Assessment. Our Hispanic students will improve from 43.4% to 50%; on Federal Meal benefit increase from 53.8% to 60% proficient; English Language Learners will in from 26.5% to 35% proficiency.				
Overall Goal Performance					

	What activities will be done to reach goal?	How will you know if you met your goal?	Who is responsible?	How will you monitor progress toward the goal? (i.e., what will be monitored, who will monitor, how frequently monitor?)	What resources are nee (include anything that re dollars, i.e., staff time, materials, trainer). Expl

	∞ **1. Professional Development for AVMR Interventions should be specific to teacher needs – embedded professional development with emphasis on core curriculum.** ∞ **Vicki Brenneman – one time a month of early morning release time – 4th week of the month (Monday-1st/Tuesday-2nd/ Wednesday-3rd/ Thursday-4th/ Friday- 5th Grade(7:30-8:25am) – 1st - 5th grade. Kindergarten-1st and 3rd week on Thursday. Create a release time in schedule so grade levels can meet with math support specialists to analyze student math data, look at what we are doing for that student, and ensure classroom-specialist on the same page. Use additional PE/music time to cover this.**	a. Teachers are able to implement AVMR approaches, will be reflected in student AVMR growth. Increase our MCAIII result on the 2014 assessment. Demonstrate a 5%	-Math Coach -Teachers	Teachers will monitor progress through AVMR assessments.	AVMR Materials Resource Time provided from 7:3(on the fourth week of each month.
	∞ **2. Math Block – Analyze AVMR assessments to determine areas in the math standards that need to be addressed.**	*Adequate progress in 75% of students at grade level.	-Principal -Math Coach -Teachers	Adequate yearly growth on AVMR scores, Unit tests, and MCA scores.	AVMR Materials Supplementary Curriculum for reg special education.
	∞ Math support for intermediate grades.				*Hire and train math tutors to supp intermediate students who are cons partially proficient based on the M

	Form a math study team to further develop our goal area.	Study team meeting each month beginning in January 2014.	Principal Assistant principal	*Study team minutes and 2014-15 recommendations developed from meetings.	*Compensate Math chairperson facilitating action research team group each month - $27.00/hou with benefits) x 10 meetings= $ Additional Preparation: 5 hours $155.00
	∞ **Schedule a parent informational night to communicate our math plan and home support- need to hire a staff member to organize this(Administration)**	Informational meeting has strong parent attendance.	-Principal -Staff who participate in informational night.	Progress will be measured through a survey parents fill out at the end of the informational night.	Copy of our math plan Informational packets for parents Parent surevey

G. Measurable Reading Goal and Action Plan:

2013-2014 School Year - School Improvement Plan- Robert Asp Elementary School

District Priority Area 2: Academic - Reading

Level of need based on: *Based on our 2013 MCA reading results we had 53.0% met standard. The district was 54.5% proficient on the reading - 74.3% met standards in 2012, 73.8% in 2011, and in 2010 we were at 69.7% in 2009 we were at 68.3%. In 2013, our students on federal meal benefit were 38.7%, English Language Learners were 2.9% proficient, Hispanic students 32.1% proficient, By grade level – 3rd grade – 47.3% proficient; 4th grade – 46% proficient; 5th Grade – 62.7%.*

	S	M	A	R	T		
	Strategic & Specific: Identify a long-term goal focused on the grade level or department's specific needs.	**Measurable:** Explain how you will know if results changed because of the actions specified in the goal.	**Attainable:** Be sure not to set goals that are too conservative or impossible to reach.	**Results-Based or Research-Based:** Describe how you will know when your goal has been met.	**Time-Bound:** Assign a timeframe in which you will achieve the goal.		
Goal Components							
Goal # 2	Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from **53.0% to 60%** on the 2013 MCA III Reading Assessment. Our students on federal meal benefit will increase their reading proficiency from 38.7% to 45%.						
Overall Goal Performance							
	What activities will be done to reach goal?	**How will you know if you met your goal?**	**Who is responsible?**	**How will you monitor progress toward the goal? (i.e., what will be monitored, who will monitor, how frequently monitor?)**	**What resources are needed? (include anything that requires dollars, i.e., staff time, materials, trainer). Explain.**		

	1. **PLC Focus:** Teachers will be provided time to collaborate in PLCs to: •focus on writing a curriculum map for K-5 writing standards with integration of science and social studies as possible • design a writing rubric that aligns with MN core standards to assess student writing • analyze literacy data 3 times/year • share writing curriculum map across grade levels 2x/year • develop common language for components of literacy **(Literacy team)**	A curriculum map for writing and a writing rubric for narrative writing will be completed for each grade level. 100% participation of teachers analyzing data and making instructional decsions.	All PLC participants	*Three PLC meetings per month will be designated to construct the curriculum map and rubric. • 3x/year PLCs will analyze literacy data. -October 3rd, 2012 - January 30th, 2013 - May 22nd, 2013 *Special education/Title one/ELL - determine common PLC day.	Continuum of Literacy Learning K-8 manuals at a resource tool for grades 3-5. (15 manuals) *$50 x 16 classrooms = $800.00 *Building Leadership Team meeting - train PLC facilitators in September BLT - share 1st grade template for mapping writing. Standing agenda item for BLT throughout the 2012-13 school year. *Writing rubric - BLT agenda standing item. **Assessment Review:** ***October 3rd/ January 30th/May 15th, 2013 PLC -** Data Days - release time for 45 minutes per grade- 7 subs @ $100 per equals $700 x 2 days = $1400.00 **Dates used for Writing:** - September 19th, 26th, October 24th, 31st; November 14th, 28th; Dec 5th; January 9th, 16th, 23rd; February 6 and 20th; March 6, 13, 20, 27; April 3rd; April 3rd and 10th; May 1st, 2013 *May 23 and 24th, 2013 - Retreat Dates Special Education - meet as at team on the 2nd PLC time of the month and then would integrate into the different grade levels the remainder. *ELL/PE/Music/Art - 1st and 3rd PLC times. *Speech/OT/PT - 1st and 3rd PLC times.		
	2. A specific uninterrupted time will be scheduled for literacy.	A building schedule will be developed.	Building Principal and Building Scheduling Team	Principal			

	3. Professional development options for implementation of writing instruction.	Instructional coaches pairs with classroom teachers and has prepared effective lessons.	Instructional coaches and identified teachers.	Other teaching staff will observe in the model classrooms at least one time during the school year.	**Professional Development options:** 1. Individual - coinvestigative model - work with coach based on student literacy needs. Receive individual coaching in reading or writing. Coach rotates 1-10 days at a time into the classroom modeling lessons, and supporting new practices being implemented. Professional development will be included with the coaching. Substitute time will be provided for professional development or could be done as as outside time if you choose. 2. Research Classroom - focused on collaboratively with coach, a classroom that becomes fully implementational. Involves use of some preparation time to plan lesson collaboratively with the coach. 3. Individual or partner or team implementation (without coaching) - book study - Literacy team decide literature. ***Teachers will select an option for implementation. *One sub/classroom teacher for 8 half days per classroom teacher x 2 classrooms x $90 substitute cost = $1440.00 in order to plan with instructional coach. $$?? One half-day sub for teacher observation opportunities. $$??		
	4. Literacy team to investigate a writing model for our building.	*Determine a building philosophy for writing practices and resources to be used.	Literacy team.		1. Literacy team meets one time per month - one hour per month. *Compensate Literacy chairperson for facilitating action research team/study group each month - $27.00/hour ($31 with benefits) x 10 meetings= $310.00) Additional Preparation: 5 hours x $31= $155.00		
	5. Balanced Literacy support of new teachers	*Instructional coach will work with new teachers in the classroom.	Literacy coaches		*12 teachers x 1 hour x $31/hour ($27 hr/$4 benefit) x 6 months= $2232.00 *Instructional coach will be compensated through time release.		

	6. Survey practices of special education, title one, and ELL service providers of literacy.	*Literacy Team/principals will survey practiced used to support students in reading and writing to ensure fidelity and consistent practices across the building.	Literacy Team/Principals - October Literacy meeting		*Use similar process used in 2011-12 to survey literacy practices used by classroom teachers.		

2013-14 School Year - School Improvement Plan
School: Robert Asp Elementary School

District Priority Area 3: School Climate

Increase student learning and success in all academic & behavior areas.

For your building, check one: _X_ **High Need** ____ **Moderate Need** ____ **Low Need**

Level of need based on: Based on preliminary incidents recorded throughout the 2011-12 and 2012-13 school year we increased from 499 major and minor incidents to 511 incidents. The most frequent incidents occurred in the classroom and the highest incident type were classroom disruption. Twenty-five students combined for 46% of total incidents.

Goal #__3__	*All students will demonstrate an increase in behavior that communicates care, consideration, and respect of self that will be reflected in a ten percent reduction of total major and minor incidents (511 incidents to 495 incidents).*					
	What activities will be done to reach goal?	**How will you know if you met your goal?**	**Who is responsible?**	**How will you monitor progress toward the goal? (i.e., what will be monitored, who will monitor, how frequently monitor?)**	**What resources are needed? (include anything that requires dollars, i.e., staff time, materials, trainer). Explain.**	
	1. Use early morning release time to implement a character/social skills curriculum that addresses our wellness standards.	Release time improves socials skills and character school wide.	Principal/Specialists (physical education, music, and art teachers)	Progress will be monitored by incident reports (Power School)	*Social skills curriculum – Project Wisdom	
	2. Develop a curriculum map for essential school wide behaviors and problem solving methods.	Curriculum map is presented to staff.	*Principal and 1-2 teachers	School Climate team will update staff at staff meetings.	*Compensate 1-2 teachers for assisting in writing the curriculum map- $27/hour ($31 with benefits) x 8 hours = ~$336	
	3. Continue with a study team to review target area data, research best practices, and develop a plan to address our school climate goal.	Select a school climate team chairperson from an open process to staff. Form team with representatives from each area of our building.	School Leadership Team Building Principal	School Climate team will establish a monthly agenda with standing agenda items tied to our school plan and keep minutes from each meeting. This team will report our progress towards goals at our May 2013(2nd week) staff meeting and outline recommendations for our school wide plan in 2013-14	*Compensate school climate chairperson for facilitating action research team/study group each month - $27.00/hour ($31 with benefits) x 10 meetings= $310.00) Additional Preparation: 5 hours x $31= $155.00	
	4. Friday Finish and Fun Time - 15 minutes of rewarded free time for those who have completed work or without incident	Every Friday of the school year or grade level can choose a different day	All Staff	Progress will be monitored with more students completing classroom work on time.	None	

	5. Continue to develop consistent school wide procedures, rules, student recognition system and practices throughout the building.	Use morning news, SPUD meetings each month, and classroom follow up of these communications.	All Staff	*Principal/assistant principal will work with school climate team to develop an annual outline that includes a monthly theme for SPUD meetings, weekly message for news, and follow up plan for classrooms. *Develop a staff handbook for our school discipline plan, include classroom management plans.			
	6. All classrooms are watching the morning news and using a meeting structure to communicate the character message or role-play problem solving/anti-bullying strategies.	A decrease in classroom incidents will be documented.	Assistant principal and principal.	Reviewing the data at staff meetings and school climate team.	None		
	7. Hold a parent communication meeting regarding our school wide plan for behavior	Parents will understand the Robert Asp behavior plan.	*All Staff	Increase in parental understanding.	*August 29th, 2013		
	8. Establish a student council at Robert Asp Elementary School with our fourth/fifth grade students.	a*Student council leader will oversee K-kids, school patrol, morning news, newspaper, monitors, and special events with student leaders.		*Principal/Assistant Principal	*Hire a student council leader from our staff. *Develop an application form for students and ask students interested to apply for this position. *Identify activities for the school year- newspaper, monitors, natural helpers on playground, K-kids, and homework help.		

	9. Continue the use of positive reinforcement for students making good choices.	*Use "Fill Your Bucket" slips as the school wide behavior plan	All staff	School Climate team will collect and summarize data.	-Use "Fill Your Bucket" slips as a school wide PBIS approach. Increase the frequency of this reinforcement at our historic high incident times- September, November, February, April, and May. -"Fill Your Bucket" slips will not be used as a part of individual classroom behavior plans -"Fill Your Bucket" slips can only be given by other teachers (classroom teachers will not give their own students "Fill Your Bucket" slips). Substitute teachers and bus may give out blue slips as an incentive. *Support staff (lunch, breakfast, supervision, custodian, nurse assistant, bus) will administer "Fill Your Bucket" slip practice. Orientation will occur for these people on Friday, August 29th, @9am - Principal		
	10. All teachers will develop their substitute plans to include proactive approach to student discipline.	**Include name tags in sub folder for subs to use. *"Fill the Bucket" slips to ramp up positive reinforcement - explain how this is used. *Classroom discipline procedures.			*August 31st, 2012- workshop time - 1 hour - classroom management plans and substitute plans.		
	11. Address repeat offenders (5 or more incidents) in our building ensuring each are on a targeted behavior plan.	**Establish a team meeting for students who are at 5 incidents for the year. *Students at 5 or more incidents will be referred to Robert Asp's Response to Intervention team. *Students who are repeat offenders will be progress monitored each month.		*Principal/Assistant Principal/Counselor/ Classroom teacher/Support teachers.			

3 of Ten Required Components. Instruction by Highly Qualified (HQ) Teachers

A. All teachers must meet the HQ requirements set forth in PL Section 1119(a)(1).

Describe how the school will ensure and maintain that only HQ staff are instructing students in the SWP.

See HR department

I verify that copies of teacher qualifications are maintained at the school as well as the district office AND are available to any member of the general public upon request. By signing this section of the application, the principal of this school attests in writing that the school is in compliance and meets the highly qualified teacher requirements.

Principal's verification (Name) and date
(Keep original signature on file at the school.)

NOTE: follow this link for more detailed explanation of what it means to be HQ
[http://education.state.mn.us/MDE/EdExc/Licen/HighQualTeach/]

B. All paraprofessionals must meet the HQ requirements set forth in PL Section 1119© and 1119(d). New and Existing Paraprofessionals working in programs supported by Title I, Part A shall satisfy the requirements of:

1. completed at least 2 years of study at an institution of higher education,
2. obtained an associate's (or higher) degree, or
3. met a rigorous standard of quality and can demonstrate through a formal state or local academic assessment

Describe how the school will ensure and maintain that only HQ staff are instructing students in the SWP.

I verify that copies of paraprofessional qualifications are maintained at the school as well as the district office AND are available to any member of the general public upon request. By signing this section of the application, the principal of this school attests in writing that the school is in compliance and meets the highly qualified paraprofessional requirements.

Principal's verification (signature, printed name and date)
(Keep original signature on file at the school.)

NOTE: follow this link for more detailed explanation of what it means to be HQ.
[http://education.state.mn.us/MDE/EdExc/Licen/HighQualTeach/]

4 of Ten Required Components. Professional Development

The school must describe how it will implement high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff.

- **All staff participate in Professional Learning Communities for 1 hour each week to discuss job embedded techniques such as teacher effectiveness, viable curriculum, and literacy.**
- **All staff are focused on teaching to the essential standards as outlined by the state of** Minnesota. Through our PLC's, staff continue to collaborate on aligning the essential standards with their curriculum.
- **The PLC facilitators will be guiding the PLC groups in basics of SIOP (Sheltered Instruction Observation Protocol) to strengthen best instructional practices. This includes using content and language objectives along with meaningful activities in order to strengthen their instructional routines for all students in every subject area. The building principal will be conducting formal observation walk throughs to assist staff in implementing this model.**
- **Each PLC group will be asked to collect an electronic or paper version of a portfolio showing evidence of their on-going work to address our school's goals through their PLCs.**
- **Collaboration time will be used for data analysis and programming for student instruction using state and local assessments.**
- **The PLC groups will be writing common assessments in the area of literacy.**
- **The school is a part of RtI training and implementation. All literacy staff will be utilizing progress monitoring to measure and guide their instructional practices.**
- **Special Ed and Title I staff will be given professional development opportunities with literacy interventions including the Leveled Literacy Intervention kits.**
- **The elementary instructional math coach is providing professional development in Advantage Math Recovery to grades 1st-5th grade teachers and specialists.**
- **The Literacy Coordinator is providing professional development in the Literacy Collaborative framework to K-2nd grade teachers and specialists.**
- **The Literacy Coordinator will work with Literacy study team to determine practices being used in literacy across our building and determine what best practices are in the area of reading and writing.**

The building principal has attended professional development training in the following areas:
This training provided a foundation for understanding in order to build the professional learning community model as it pertains to the RtI process. In collaboration with building staff, the principal gained methods for instilling leadership qualities in order to facilitate the implementation of the PLC and SIOP models. The principal will conduct learning walks in the classrooms to ascertain the need for further support

5 of Ten Required Components. Highly Qualified Teacher to High Needs Schools

What is the school doing to attract and retain highly qualified teachers to its school?

Robert Asp Elementary School is in the Fargo-Moorhead community which has three colleges – Concordia, Moorhead-State, and North Dakota State University – with teacher education programs that place students in our school and district. We have many opportunities to partner with these education programs and have formed strong relationships with the College faculty who advise and evaluate the performance of new teachers. When we have open positions we have typically over three hundred applicants for positions at the elementary school. Even areas like music and art, typically known as challenging positions to fill in the rural areas, we have over one hundred applicants for these spots. This area has historically attracted strong teachers right out of the college program or bring back those former community members who once resided here and have gained teaching experience in another location in the state or country. Many of our hiring opportunities are with experienced teachers.

The Moorhead School district values professional development with their commitment to instructional coaching in our buildings, and offer a range of opportunities for teachers to become better in their area. The colleges work with us to offer continuing education credit and master's and doctoral level programming for our teachers and administrators. The teacher pay scale rates among one of the highest in the state and the salary schedule encourages continuing education for all.

Robert Asp Elementary has placed a strong emphasis on writing and literacy, and we are a leader in our district with this movement. We also offer block scheduling for literacy and math times daily, as well as daily team planning time for teachers. This is a great place to be for a student and a teacher, and there is not a great deal of turnover of staff.

6 of Ten Required Components. Parent Involvement

A. **Describe how parents will be involved in the design, implementation and evaluation of the SWP. NOTE: If the evaluation results show that the SWP plan is not satisfactory to parents, the school is required to submit these comments to the LEA.**

Robert Asp parents will be involved in the design and evaluation of our schoolwide plan through the parent representation on our leadership team as well as the scheduled communication through Parent Teacher meetings and newsletters. Members of our leadership team including our parent representatives will participate in the annual plan evaluation retreat held on May 23rd and 24th, 2013. At this time we will analyze our school wide data for each goal area, complete a needs assessment, prioritize needs, and develop a plan of action. On August 13 and 14th, 2013 we will complete the assessment portion of our school wide plan and the parent involvement portion of the plan for the upcoming year.

Documentation from our May retreat will be entered into our annual evaluation and review of our plan and will be contained in our school wide needs assessment.

On August 27th, 2013 our school and district has reformatted our back to school night into a much more formal parent meeting which is focused on curricular and behavioral expectations. Parents will register for small group times (no more then 6 in a group) and will participate in a formal presentation with their child's teacher and have the opportunity to access the teacher in a small group setting. Teachers developed presentations on our June 3rd 2013 professional development time with an emphasis on behavior, curriculum, and academic expectations of the school and grade level.

We will continue to offer our media night once a month on the first Tuesday of the month from 5:30-6:30pm, opening up our libraries for parents and students to access together. There are four scheduled parent events that are aligned to our building goals.

*Tuesday, August 27th, 2013 – Parent-student orientation meetings with classroom teachers - small group meetings with curriculum and behavioral expectations outlined - parents sign school compact /agreement at this time.

*Friday, September 27th - 3-5pm – Concordia Science Academy – K – 5 students and families – Concordia College science department will host a science academy at Robert Asp providing a number of hands-on science learning opportunities for our students and families.

*Tuesday, October 1st, 2013 – Family Media Night – 5-6:30pm – provide opportunity for our families to access our media center to check out books and explore technology resources that could be used at home (This month is every month on the first Tuesday at the same time)

*October 14th and 15th - 3-8:30pm – Parent-Teacher Conferences – during progress reporting on student reading and math.

*December 16th, 2013 – Math games night – Robert Asp Gym and Cafeteria – offer parent support sessions for the Everyday math program.

*Thursday, February 13th, 2014 – Energize Night – Family fitness night hosted by Sanford Health – 6-8pm – emphasis on nutrition and active lifestyles.

*Tuesday, March 18th, 2014 – Read Across America night – family night for our K-5 students and parent instructional support presentation on how to support a young reader at home. We will have literature give-aways, and offer a range of fun literacy based activity throughout our building.

*Thursday, April 17th, 2014 – Kindergarten orientation for new families and recruitment night – 6-7:30pm.

B. Describe how the school will provide parents with assistance in understanding the SWP.

This is a multiple prong approach that is scheduled throughout the school year. Our plan for communication includes sending home a school newsletter in September that outlines key components of our school wide plan and a follow up meeting to review and answer questions will occur at the October 2013 Parent Teacher Association meeting. The newsletter and PTA meeting will be key areas for communication as we progress monitor our school's plan. This year we will use the December, February, and May parent-teacher meetings to review data from specific target goal areas. December we will review the School Climate goal and incident data. February we will share our winter benchmark assessment data, and in May the MCA results for math and reading if they are available.

Here is an outline of our school's parent involvement plan that will support parents in our target goal areas:

The following programs were developed through the implementation of strategies outlined in the School, Family, and Community Partnerships by J.L Epstein.

- Teachers use the Home Links through Everyday Math to provide parent involvement in the area of mathematics. The Mathematics coach will be providing parents the opportunity to have a math resource manual for home. Fifth grade teachers allow parents to check out math manuals for the school year to keep at home.
- Home reading logs/book bags are sent home with all children each day to share with parents so they can see growth.
- The school has planned a reading and math night to support parent involvement in the areas of reading and math. Book Fairs and the school carnival provide opportunities for parents to be involved in the school and promote a positive school climate.
- The Title I Parent Coordinator plans resource nights at school in the media center. Parents are able to use computers, learn about homework opportunities, how to use Powerschool, check out parent resource books, help their students pick out books to read at home, and are provided opportunities for increased parent-school connections. Math games will also be modeled so parents can see how they may be utilized at home.
- The Early Risers Program continues to provide a connection with home and school for at-risk students. Family Support is a support, consultation, and empowerment intervention that is individually tailored to address unique sources of parent, child, and family needs. The program begins with a process of child and family needs and strengths assessment, initiates further strengths-building through goal setting and strategic planning, and accesses formal and informal community resources and professional services through a negotiated contract with the participants. The incipient goal of Family Support is to reduce parent/family-level risk by remedying the conditions that produce or perpetuate stress in the lives of families and adversely affect parents' capacity to nurture and support their child's health development.
- The Title I Parent Coordinator and school climate chairperson will conduct a parent survey in the fall of 2013. The survey evaluated the effectiveness of parental involvement strategies. We will continue to survey parents on an annual basis.

C. Describe the services that will be provided to parents as part of the SWP.

Robert Asp has a full-time counselor, half-time social worker, and a half time Early Riser's coordinator. Each of these people are a strong support for parents in our building and are key people in helping parents receive outside service or support with their students. Solutions is a community behavioral specialist we work collaboratively with in and out of the school. We make direct referrals for students and families who need additional support and Solutions will provide skills trainers as needed in the regular classroom to help our teachers implement a behavioral plan for that child.

Academic support comes through our math and reading nights scheduled on alternate months. These parent trainings are intended to teach parents how to support their child's additional practice for these areas at home. The math nights are valuable because they balance a family fun event with the education of the parents in how to use the Everyday Math curriculum from a home support standpoint.

The Early Risers program has been an invaluable program for these students that are deemed at-risk in the first grade. Students who are identified at-risk are matched with students who are positive role models for that student. Parents of these students have regular communication with our Early Riser coordinator and are supported by the Early Riser person.

D. Describe the process of annual evaluation of the Parent Involvement Policy/Procedures and Parent/Teacher Compact.

The parent-teacher compact will be provided and explained to parents on Thursday, August 28th (kindergarten) and 30th, 2013. Compacts will be signed by teacher, parent, student, and principal. The compact will be a tool we will utilize throughout the year if there is a parent meeting regarding a student academic and/or behavioral concerns. Our annual evaluation of the parent compact will occur in our August retreat and August PTA meeting.

REMINDER: The current **Parent Involvement Plan** and **Parent/Teacher Compact** must be uploaded with the Title I application in SERVS.

7 of Ten Required Components. Preschool Transitioning

A. Describe how the SWP will coordinate the transition of preschool children from early childhood programs to the local elementary schools.

PRESCHOOL TRANSITION STRATEGIES (ELEMENTARY SCHOOLS)

1. What kinds of collaborations and strategies are evident between the elementary school and preschool programs (i.e. Head Start, Even Start) to transition pre-school students, especially those considered "at risk"?
2. How does the K-3 District Literacy Plan and the B-12 Blueprint for Literacy inform pre-school program alignment to reading achievement?

1. Collaboration efforts between Hopkins Elementary and preschool programs include the following:

A. Keys to Kindergarten: This program will provide important school readiness experiences to age eligible, low-income children and their parents. This collaborative effort develops a partnership between parents and schools to ensure children possess positive social, emotional, physical and Cognitive skills for a seamless transition to kindergarten. Parents will also become familiar with one another and their Children's future classmates through this experience. The program targets children four or five years of age who will start kindergarten the following

fall.

B.

C. Early Childhood Family Education: ECFE is a program for every family with young children birth to kindergarten entry offered by Community Education, a program of Moorhead Area Public Schools. Families from Moorhead, Fargo, West Fargo and the surrounding areas are all welcome to attend ECFE classes. ECFE is based on the idea that the family provides a child's first and most important learning environment, and parents are a child's first and most significant teachers. Licensed and experienced teachers keep up to date on the latest research on early brain development, parent-child relationships, child development and guidance techniques. They provide useful and practical information to parents and families.

2. The MAPS Literacy Plan and the MN Birth-12 Blueprint for Literacy provides meaningful alignment for pre-school programming for reading achievement in the following ways:

A. The MAPS Literacy Plan provides stakeholders with a community wide message of the importance language development and reading for pre-school learners and their literacy development.

B. The MAPS Literacy Plan provides a plan for family involvement that enhances early learning opportunities through communication, opportunities for family literacy activities, and parent education. The plan proactively engages families with the district elementary schools by establishing literacy goals and encouraging achievement toward those goals.

C. The MAPS Literacy Plan provides and explains the standards based, balanced literacy curriculum used within the MAPS. It clearly establishes a scaffolding of skills, instruction, and assessments that align with the MN Early Childhood Indicators of Progress, Head Start Outcomes and the MN ELA Academic Standards.

D. The MAPS Literacy Plan lays the ground work for further development of early childhood literacy programming for preschool children entering the MAPS. The plan ensures preschoolers equal access to the literacy standards and readiness activities appropriate to their level of growth and development.

B. Describe how the SWP will coordinate, to the extent feasible and appropriate, parent involvement programs and activities with other state or federally run preschool programs (Section 1118).

Robert Asp and Moorhead schools implement the following parent involvement strategies to enhance academic and social development of our students:

- Teachers use the Home Links through Everyday Math to provide parent involvement in the area of mathematics. The mathematics coach will be providing parents the opportunity to have a math resource manual for home. Parents are allowed to check out math manuals for the school year to keep at home.
- PowerSchool is a tool for parents to use to track attendance and lunch accounts. • The Title I Parent Coordinator holds resource nights at the school library. Parents are able to use

computers at the library, learn about homework opportunities, learn how to use PowerSchool, and have opportunities for increased parental-school connections. This occurs nearly every Tuesday night at Robert Asp, Hopkins and S.G. Reinertsen.

- The district uses interpreters to assist with parent communication. • Parent-Teacher Conferences in the fall and spring continue to be a strong means for parent

communication, setting student goals and monitoring student progress. On-going communication

with parents is encouraged and supported at the district level. • The Early Risers Program provides a connection with home and school for at-risk students. Family

Support is a support, consultation and empowerment intervention that is individually tailored to address unique sources of parent, child and family needs. The program begins with a process of child and family needs and strengths assessment, initiates further strengths — building through goal setting and strategic planning, and accesses formal and informal community resources and professional services through a negotiated contract with the participants. The incipient goal of Family Support is to reduce parent/family-level risk by remedying the conditions that produce or perpetuate stress in the lives of families and adversely affect parents' capacity to nurture and support their child's health development.

- Student homework folders/planners in grades 1 through 5 provide additional home-school communication and provide a vehicle for reporting progress.
- Parent involvement nights will help in the elementary schools. Many of the sessions will be held to provide support and assistance to parents in core academic areas.
- The Title I Parent Coordinator is constructing a parent survey to be given at spring conferences. The survey will evaluate the effectiveness of parental involvement strategies. The school partners with community agencies to provide services for parents.
- The Title I Parent Involvement Committee will take the winter meeting to draft an overview sheet of additional services available to elementary children to improve academics. This one-page handout will describe the service, qualifications and process to be involved. It will include Title services, SES, and other local programming.
- At the middle and high school, our district literacy coach will design two parent nights. One will be for all sixth-grade students' parents and the other will be for all eighth- and tenth-grade students and parents. These are transitional years for students in our system and better communication is needed to make this transition easier. The sixth-grade meeting will focus on the importance of middle school math as a springboard into the high school. The research is taken from the ACT article "The Forgotten Middle." The eighth- and tenth-grade parent night will review the students' Explore and PLAN exams, including both academic skills and career selection. The research for this was taken from the ACT article "College or Work Ready: Same or Different?"

8 of Ten Required Components. Measures to Include Teachers in Decision-Making Regarding the Use of Assessments

how teachers are included in the decision-making process regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students in the overall instructional program.

on and Administration of Assessments

Scientifically based reading research has identified phonemic awareness, phonics, fluency, vocabulary development, and comprehension as the critical components of early literacy. Research has shown that students who achieve grade-level pr of third grade. Robert Asp Elementary school will use three types of assessment critical to making decisions about whole class and small group instruction. Screening assessments can help teachers identify students' strengths and weaknesses picture of which students are ready to progress in the program and which students are likely to struggle with grade-level reading instruction. Diagnostic testing provides data to identify which students need specialized instructional support for ing of student progress in acquiring the skills the program is intended to develop. As research shows, early diagnosis of any reading difficulty is critical, so assessments must be built in to monitor achievement and to diagnose areas of specific

ert Asp Elementary School will utilize the following assessment tools:

S Web-based program for Early Literacy Measures, Reading Fluency, and MAZE-Comprhension will be administered in the spring with grades Kindergarten through fifth grade. These will be used as a screening and progress monitoring asse ents.

elopmental Reading Assessment. This formative monitoring assessment will be used to provide a thorough picture of every child's reading ability based on the critical components of literacy. It can be used annually or more often as needed fc ered in the fall in kindergarten through third grade.

esota State Assessment. This assessment will provide an outcome-based measurement result for all five components and will be administered in the spring to grades 3 through 6.

hmark Running Records (Fountas and Pinnell). Formal benchmark running records will be conducted in the fall and spring to measure all five components.

mal Running Records/Checklists. Informal running records will be administered to each individual student at least twice a month to determine regular student progress and diagnose specific reading needs. Checklists will be used to monitor s kly informal and formal assessment.

nent Framework- Robert Asp Elementary School – 2013-2014

g- Fall

	Grade K	Grade 1	Grade 2	Grade 3	Grades 4 - 5
	AIMS Battery *Letter Identification Hearing and Recording Sounds in Words	*Hearing and Recording Sounds in Words *Benchmark Running Record Assessment Text Level-all students (DONE BY ASSESSMENT TEAM)	NA	NA	NA
	*Pre-K screening(Aug) *LNF/Beg. Sound Fluency	*Observational Survey(new students/at risk for RR) *LNF-BSF-PSF/NW- AIMS	NA	NA	NA
lary	*Sentence Dictation	*Observational Survey (new students) *Sentence Dictation			*MAZE-F/W/S- AIMS
			*CBM – AIMS *BMRR – all classroom teachers	*CBM – AIMS- Classroom teachers *BMRR – all new students by classroom teacher or by building team.	*CBM – AIMS- Classroom teachers *BMRR – all new students by classroom teacher or by building team.
hension	*Observational Survey (optional)	*Observational Survey(optional – used for RR identification) *Benchmark running record (fall team administers)	*BMRR – all coached teachers	*CBM – AIMS- Classroom teachers *BMRR – all new students by classroom teacher or by building team.	**CBM – AIMS- Classroom teachers *BMRR – all new students by classroom teacher or by building team.
Language					

ark Assessment *Administered 3 times per year. (Fall/Winter/Spring)

	Grade K	Grade 1	Grade 2	Grade 3	Grades 4 - 5
	*Letter Identification *Hearing and *Recording Sounds in Words – F/W/S *Word Test (optional) *BMRR – Winter (District Team) AIMSweb o LSF o PSF o NWF (spring)	*Hearing and Recording Sounds in Words *Benchmark Asssessment Text Level-all students (DONE BY ASSESSMENT TEAM in spring – Level M ceiling)	NA	NA	NA
	*Pre-K screening(Aug) *LNF/Beg. Sound Fluency	*LNF/BSF/PSF/NW- AIMS	NA	NA	NA
ıry	Spring: Word Test (optional) Concepts About Print (optional) Writing Vocabulary (optional)	Hearing and Recording Sounds in Words OS-all RR students			*MAZE-F/W/S- AIMS
		*CBM – AIMS (W/S)	*CBM – AIMS (FWS) *BMRR – F/W/S – spring administered by team - Level M- ceiling in spring.	*CBM – AIMS (FWS) *BMRR – F/W/S – spring administered by team - Level T- ceiling in spring.	*CBM – AIMS (FWS) *BMRR – F/W/S – spring administered by team - Level W (4th grade) and Z (5th)- ceiling in spring.
ension	*Text level – Winter and Spring	*Observational Survey (Reading Recovery students) *Spring BMRR – Level I ceiling	*BMRR – F/W/S – spring administered by team - Level M- ceiling in spring.	*BMRR – F/W/S – spring administered by team - Level T- ceiling in spring.	*BMRR – F/W/S – spring administered by team - Level W (4th grade) and Z (5th)- ceiling in spring.

c/Response To Intervention Students – Weekly/Bi-Weekly (Progress ag)

	Grade K	Grade 1	Grade 2	Grade 3	Grades 4 - 5
	*AIMS- ELB *Local Checklist	*AIMS- ELB *Local Checklist	NA	NA	NA
	*AIMS- ELB *Local Checklist	*AIMS- ELB *Local Checklist	NA	NA	NA
y	*AIMS- ELB	*AIMS- ELB *Writing Spree	*AIMS- CBM *Writing Spree	*AIMS- CBM *Writing Spree (ELL) *Dev. Spelling	*AIMS- CBM *Writing Spree(ELL) *Dev. Spelling
	NA	*AIMS- CBM *Running Record	*AIMS- CBM *Running Record	*AIMS- CBM *Running Record	*AIMS- CBM *Running Record
nsion	NA	*Running Record *AIMS- MAZE	*Running Record *AIMS- MAZE	*Running Record *AIMS- MAZE	*Running Record *AIMS- MAZE

Learning Plan will define what assessments will be utilized – team selects most appropriate tool .)

	Grade K	Grade 1	Grade 2	Grade 3	Grades 4 - 5
	*AIMS-Spring (LNF/LSF/PSF/NW)	* AIMS-Spring (NW)	NA	NA	NA
	* AIMS-Spring (LNF/LSF/PSF/NW)	* AIMS-Spring (NW)	*Dibels-Fall	NA	NA
y	*Observational Survey (screened group for RR)	* AIMS-Spring (LNF/LSF/PSF/NW) *Writing Spree *Develop Spelling	* AIMS-Spring (CBM) *MAP Language(Spr) *Writing Spree *Develop Spell	* AIMS-Spring (CBM) *Minnesota State Assessment (MSCII) *Writing Spree *Develop Spell	Minnesota State Assessment (MSCII
	*Benchmark Running Record	* AIMS- Spring (CBM) *Benchmark Running Record	* AIMS- Spring (CBM) – *Benchmark Running Record	* AIMS- Spring (CBM) *Benchmark Running Record(coached teachers)	* AIMS- Spring (CBM) *Benchmark Running Record(coached teachers)
nsion	*Benchmark Running Record	*Benchmark Running Record	* AIMS-Spring (MAZE) optional *Benchmark Running Record	* AIMS-Spring (MAZE) optional *Benchmark Running Record (coached teachers) *Minnesota State Assessment (MSC II)	* AIMS-Spring (MAZE) optional * Benchmark Running Record (coached teachers) * Minnesota State Assessment (MSC II)

ent Usage

ools

he fall we will screen all of our K-1 students in Phonics and Phonemic Awareness – Tier One. Grades 2 – 5th grade will measure Reading Fluency for all students. Those students who are at-risk in this measure and another measure wou If there is 20% or more of the students not meeting proficiency then a Tier One intervention (large group or whole class) needs to be considered.

R – K-5th Grade : In the fall classroom teachers and special service teachers will administer the DRA/BMRR to identify student reading strengths and concerns, patterns, and grouping of students. **Classroom teachers will administer the what strategies used consistently) and areas for continued growth communicated to the classroom team for those students that will work with that child. Each classroom should demonstrate organization based on these result uction should only reflect common needs for most of the classroom.**

3R in the fall only needs to be completed on those students considered at-risk based on AIMS and/or MAP.

ens to those students who are at-risk in two or more categories in a reading component?

ecific needs for these students – ask what it is the child does well in reading and what are things that are missing.
student already have an Individual Learning Plan? If not, the team will begin progress monitoring the student each month specific to the targeted area the intervention is trying to improve. If part of the intervention is student goal setting a eks of progress monitoring and targeted intervention, the classroom team will determine if a student needs to be on a formal Individual Learning Plan. Specific strategies and interventions will be identified that are aligned to the goal.

lonitoring – Tier Two and Tier Three Students

ioving from Tier 2 to Tier 3 following a Building Level Support Team recommendation - Use diagnostic assessment to specify student concerns, identify strengths, and formulate a goal for the student's tier 3 plan that has focused interver

it teams formed for fall Benchmark running record – Instructional coach will train this group.
teachers and grades 3-5th grade teachers in coaching track will be trained to administer Benchmark running record. Our literacy coach will train one classroom teacher in the third, fourth, and fifth grade to assess using the Benchmark Run

ection Responsibility and Dissemination of Data

eachers will be provided the option of using an electronic assessment file management system (AIMS/ SASI) to document student assessment information or to use a hard copy of student assessment results in a binder. All assessments wi

are to be identified for an analysis of classroom interventions. Teachers must provide the assessment information at a monthly 'data chat' that will be an opportunity for all instructors to analyze and discuss student achievement data. It a

s for non-proficient students.

et goal area action research teams will be responsible to view student data related to their academic area. During this time staff will participate in discussion about best practice, receive training on each of the classroom assessments to ens

used by our school's site-based committee to determine school improvement focus and identify specific training needs. Building principal, action teams, and the site-based council will be responsible to compile school wide data to analy

coordinator will be responsible to ensure that the collection and entering of data for schools be done in a timely manner and presented in an easily interpreted format (Microsoft excel file).

s will be provided a release time in schedule so grade levels can meet with reading support specialists to analyze student reading data, look at what we are doing for that student, and ensure cla 013/ November 18th-22nd, 2013/and February

for Data Usage

; data release time to identify those students not at grade level and identify through the Continuum of learning the reading behaviors needed at that text level. Done in grade level group.

ading recovery teachers/instructional coach to facilitate text level analysis using the Continuum of learning.

essional Learning teams – each grade level team will schedule a review of data time with their teams at their PLC, one month.
Analysis – PLCs and supporting teachers - every trimester we have a scheduled teacher release time so grade level teams can analyze reading and math data and plan for interventions/strategies which will include flexible grouping

et Goal Area Action Research Teams: Each target goal area committee is responsible to ensure that regular monitoring of student progress is occurring through their collection and discussion of student assessment information.
ol Improvement Planning: Three half-day in-services will be designated as school improvement workshops (September/January/March) where data from assessments will be used to develop a plan for staff development as well as measur

Description/Glossary

ing Fluency (LNF) assesses how fluently students can give the names of letters in one minute. Students are shown upper and lower case re arranged in random order.
d Fluency (LSF) measures how fluently students can give the sound of upper and lower case letters in one minute.
egmentation Fluency (PSF) is a slightly more advanced measure of phonemic awareness. It tests a student's ability to pronounce the individual phonemes (sounds) in words that have three and four phonemes (e.g., cat, rest).
/ord Fluency (NWF) requires students to identify and say the sounds in non-real words for one minute.
culum Based Measurement (R-CBM) measures a student's ability to read grade-level text fluently and accurately for one minute.
Evaluation Assessment (NWEA) assesses the improvement of grades 2 and 3 students in the skills of reading.
Reading Assessment (DRA) is an individual assessment providing teachers with information regarding a student's independent reading level.
s Instructional Design and Assessment (WIDA) are the instruments provided by WIDA (W-APT & ACCESS) to provide an index of achievement for Moorhead's English Learners. Data from these instruments validate placement and c
Comprehensive Assessment (MCA) measures student growth related to standards established by the state of Minnesota for reading.

9 of Ten Required Components. Effective and Timely Assistance

Describe the step-by-step process to ensure that students who are experiencing difficulty mastering the proficient or advanced levels of academic achievement standards receive effective and timely assistance.

We will employ reading specialists who will work as a team teacher and provide a variety of service options based on student needs pertaining to the current curriculum. The teaming approach will allow us to provide higher quality instruction and feedback to an entire classroom. It also will enhance our ability to assess student progress in reading through the collection of running records during guided reading time. Students entering the first grade will have the Observational Survey assessment completed to determine student's strengths and areas of need in reading, and use this to identify students for the reading recovery intensive intervention at the first grade. Each month our title one instructors will facilitate a student review and selection meeting to ensure student's who are not reading at grade level will be serviced in a small group reading instruction.

The other major change in our plan that will significantly impact student's with reading needs will be effort to provide a 'double dosing' approach with those partially proficient and basic reading level students. Our building schedule has built in sixty minutes of differentiated reading instruction and math time where students will be grouped according to their needs. In reading a student will receive guided reading at their text level of understanding and will receive small group reading instruction from their classroom teacher four to five days a week in addition to our supplemental instruction provided to a student in title one, English Language Learner, and special education instruction. (Double dosing)

Parent-teacher conferences will be scheduled at the end of the 1st and 3rd quarters, and will be an opportunity for our teaching staff to share pertinent information regarding what parents can do to help. If a student is not proficient in a subject area, then teacher contact will occur within the middle of the quarter.

Use of Data to Match Student Need to Intervention Program:
Grade-level and student support teams use multiple data points from diagnostic assessments (see above assessment chart) to select from a menu of research-based interventions illustrated on the district Literacy Toolbox. The interventions are selected from a continuum of needs to address phonemic awareness, phonics, fluency, vocabulary and reading comprehension.

Interventions and Supports	Who	How Often	Specific Purpose
Leveled Literacy Intervention	Licensed Teacher	Daily	Fluency, Phonemic Awareness, Phonics, Vocabulary, Reading Comprehension
America Reads using its adopted research-based strategies	America Reads Tutor	One to two times per week	Phonemic Awareness, Vocabulary, Background Knowledge, Comprehension
Minnesota Reading Corps. using its adopted research-based strategies	Minnesota Reading Corps. Tutor	Daily	Phonics, Phonemic Awareness, Fluency
Classroom Teacher	Classroom Teacher	As needed; selected intervention implemented	Fluency, Phonemic Awareness, Phonics, Vocabulary, Reading Comprehension

10 of Ten Required Components. Coordination of Programs

Describe the coordination and integration of federal, state and local services and programs.

For this upcoming school year we will employ three reading recovery teachers using alternative delivery funding through federal IDEA funding. This is a strong intervention that is research-proven and targets students at the first grade, accelerating their reading level to a point where special services will not always be required.

IV. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

A. Describe how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3).

During our October and February conferences individual interpreters are hired to communicate academic assessment and student performance to those parents where English is a second language for them.

Parent Notification and Involvement:
Moorhead Area Schools will communicate with families through a grade level specific literacy newsletter twice a year written by the District Literacy Committee. The newsletter, which will be available at conference time, will provide parents with activities to accelerate literacy development for their children. The school district will also post the newsletter to the website for parents to view. The WIDA assessments will be sent home in the family's native language. The school district will continue to involve parents in the naturally occurring committees. In addition, the district will tap the existing structure of parent involvement as observed in the buildings level Parent Teacher Advisory Councils and the district level committees as embodied in the Instructional and Curriculum and Special Education Parent Advisory Councils.

B. Describe additional measures, other than the MCA, which will be used to identify successes and/or problems with the SWP.

An annual review of our school wide plan and a complete data analysis will occur on May 23rd and 24th, 2013. This is an annual part of our school wide planning and decision making process at Robert Asp Elementary school. Study teams are formed for each target goal area and meet monthly to monitor their target area goal and make recommendations for intervention/strategies to address needs identified in the data analysis. Each team will analyze target area data from each grade level and will establish findings from their study team and will outline specific recommendations for our school wide plan. The Building Leadership team at Robert Asp Elementary school will gather recommendations from each team, and complete the details of our school wide plan at our annual plan review and retreat held in May.

C. Describe the plan for measuring and reporting student progress during the year.

Robert Asp Elementary teachers will follow our assessment plan and begin screening students in reading and mathematics the first week of school. Students identified at-risk on two or more data points will be listed and have a matched intervention. Our school district's Reading Well (State of Minnesota) plan requires those students who are a grade level or below must be progress monitored using a research-based intervention assessment tool (AIMS, BMRR/DRA) that matches their identified need area in reading (one of the components). Progress monitoring results must be communicated weekly with the student and monthly with the student's parent. Title one and English Language Learner teachers will conduct the progress monitoring assessments weekly and make a determination of progress. One Professional Learning community meeting per four week period will be scheduled to analyze student progress and success of the intervention.

D. Describe how disaggregated data will be used to identify groups of students and determine whether or not they are making progress.

We will utilize the disaggregated data at the team level on each summative assessment to determine our overall progress made in our identified sub-groups. The Building Leadership team will receive a breakdown of our assessment data at the fall, winter, and spring benchmark periods. This will be reported in our data analysis in our school wide plan and our school's goals will reflect the progress needed in each sub-group area.

E. Describe how the results of your student assessment data and other measures will be used to improve instructional practice as part of the evaluation process for continuous improvement.

The PLCs will meet on May 15th, 2013 to summarize their reading and mathematics data as a grade level and all teams will use the same outline for collecting and analyzing data. Each grade level will submit their data analysis to our Building Leadership team for our May 23rd and 24th, 2013 annual evaluation of our school's plan. The study team role in our building is to become the experts in their area and make recommendations that are based on our data and sound research for best practices. This year they will identify literature to read and make recommendations in the area of reading and balanced literacy. These team members will make specific recommendations for intervention based on our school wide data.

Staff members – Title one Funding 2013-2014
*Char Lien – Title one – 76% (Intermediate grades) – 24% Title 2 District
*Julie Hayes – 100% Alternative delivery
*Karla Brewster – 50% Alternative delivery
*Lori Schroeder- Title one - .50%
*Pam Kiser – 50% Alternative Delivery (1st grade Title 2)
*– 100% (50% title one for 2012-13 year)
*Vicki Anderson – 50% title one / 50% learner development
*Vicky Brenneman- 25% learner development

V. TECHNICAL ASSISTANCE

Provide a list of technical assistance providers who have contributed to the development of this SWP plan. Include meeting dates and topics.

er Name	Date	Type of Assistance	Provider's Experience in SWP Programming

er Name	Date	Type of Assistance	Provider's Experience in SWP Programming
er Name	Date	Type of Assistance	Provider's Experience in SWP Programming
er Name	Date	Type of Assistance	Provider's Experience in SWP Programming
er Name	Date	Type of Assistance	Provider's Experience in SWP Programming

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.14.020 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: September 3, 2013

SUBJECT: Opening Enrollment

Attached please find a copy of the opening enrollment data for September 3, 2013. Included are enrollment data from the district's elementary and secondary schools and the district's off-site educational programs.

Opening K-12 enrollment was 5,688, which is 24 students more than opening enrollment from a year ago and 205 more students than were enrolled at the end of the 2012-2013 school year. The largest class in the district is kindergarten with 503 students followed by grade 1 with 490 students. Eighth grade is the smallest grade level in the district with 400 students. Please note that the May 1, 2013 enrollment for the 2012-2013 senior class was 414 students. Also worth noting is the substantial increase in Early Intervention Services (EIS), 263 students, compared to 240 students at the close of the 2012-2013 school year and the 2012-2013 opening day figure of 181 students.

Enrollment typically fluctuates the first few weeks of the school year before stabilizing in October and November. An updated enrollment report and projected figures for the next several school years will be presented to the School Board in November.

WAK
Attachment

MOORHEAD AREA PUBLIC SCHOOLS
ENROLLMENT
September 3, 2013

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total	Month Ago Comparison 05/01/13	Opening Enrollment 09/03/13	Year Ago Comparison 09/04/12
Robert Asp Elementary	22 24 24 22 23 21	23 24 23 23 23 24 23	25 26 26 25 25 25	26 26 27 27 26	25 24 25 25 25 25	28 28 29 29 28				
	136	163	152	132	149	142	874	823	874	847
Ellen Hopkins Elementary	23 23 24 24	22 20 21 22 22	20 20 22 22	27 27 27 27	26 25 24 26	29 29 29				
Self		1	2		2	2				
SI	24 24	25 24	25	30	26 9	16 26				
	142	157	111	138	138	131	817	833	817	845
SG Reinertsen Elementary		25 24 25 25 22 25 24	24 24 25 24 25 24	27 27 27 27 27 27	26 29 27 28 29	25 26 26 26 26 25				
		170	146	162	139	154	771	754	771	775
Probstfield Elementary	23 23 23 23 23 23 22 22 23 20									
	225						225	170	225	168
Total Enrollment - District	503	490	409	432	426	427	2687	2580	2687	2635
Average Class Size - District	22.9	23.3	23.9	27.0	25.7	27.4				

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total			
Horizon Middle School^	423	440	398	N/A	N/A	N/A	N/A	1261	1262	1261	1311
Moorhead High School	N/A	N/A	N/A	461	410	386	376	1633	1499	1633	1623
Red River ALC	N/A	N/A	N/A	5	18	19	44	86	94	86	73
Red River ALC - Middle	0	0	1	N/A	N/A	N/A	N/A	1	17	1	0
Outreach Program (HS & MS)	N/A	0	0	0	3	2	1	6	10	6	10
Detention Center & Shelter Care	0	1	1	5	3	2	2	14	21	14	12
Total Enrollment by Grade	423	441	400	471	434	409	423	3001	2903	3001	3029
TOTAL K-12 ENROLLMENT								5688	5483	5688	5664
Early Intervention Services (EIS)								263	240	263	181

*Self-contained classroom, figures not included in average class size calculation
SI = Spanish Immersion; shaded cells indicate multi-age classroom
^15 sections in core classes in grades 6-8; 16 sections in exploratory classes in grades 6-8

PRINTED AT 1:36 PM ON 9/3/13

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.14.022 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: September 4, 2013

SUBJECT: School District Facilities

As a follow up to the facilities-related discussion at the July 15, 2013 School Board work session, further discussion will take place at the Monday, September 9, 2013 School Board meeting. One specific item to be revisited will be options for the 2014-2015 school year as the district prepares for an impending shortage of elementary classrooms and other instructional spaces.

WAK

Department of School Improvement and Accountability
Moorhead Area Public Schools

Memo SIA.14.002R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Missy Eidsness, Director of School Improvement and Accountability ME

DATE: September 4, 2013

SUBJECT: Minnesota Comprehensive Assessment (MCA) III Test Results for Mathematics, Reading and Science

The Minnesota Comprehensive Assessments measure how students are achieving on state academic standards in mathematics, reading and science. 2013 MCA results were released Aug. 27.

Mathematics

- Moorhead scored above the state average.
- Scores decreased slightly from 2012. In 2012, students were allowed to test three times and use the best score.
- The MCA III was first given in 2011 to grades 3-8 students. Grade 11 students are currently taking the MCA II.

Reading

- Moorhead scored below the state average.
- This is the first year students in grades 3-8 and 10 took the new tests that are based on more challenging reading standards.

Science

- Moorhead scored .2% below the state average.
- The MCA III was first given in 2012.

When a new test based on new standards is given, a drop in scores is to be expected, but if we want our students to compete in a global world we must continue to hold them to higher standards. As teachers and students become more familiar with the new standards, and as teachers better align their curriculum to teach the standards, we will see growth in test scores, as evidenced in the past when a new test has been introduced.

These results are just one piece of the overall picture of how a student and school are doing. The best information comes from looking at multiple measures of individual student performance.

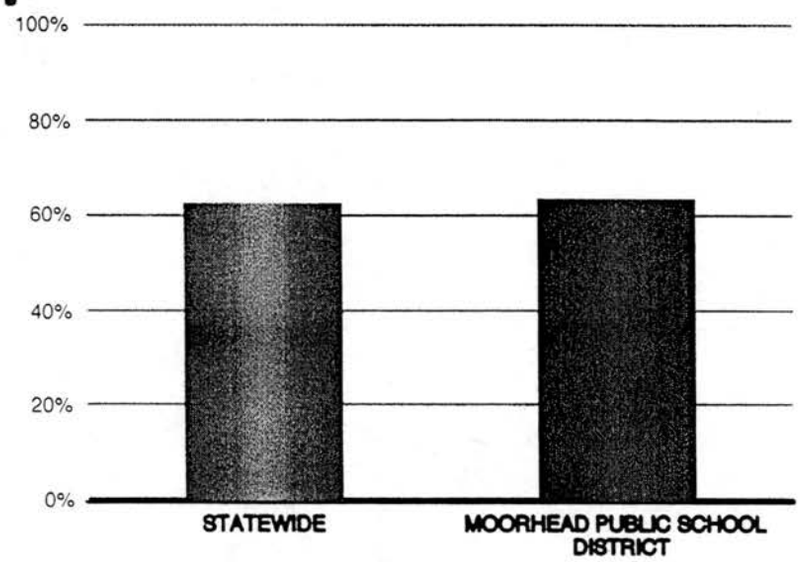
We will continue to improve our students' opportunities to learn using this data to identify areas of challenges, and then do the hard work it takes every day — not just testing day — to ensure every child is successful.

Attached are the 2012-13 mathematics, reading and science MCA results for Moorhead Area Public Schools that will be presented at the September 9 board meeting.

MOE:mde
Attachment

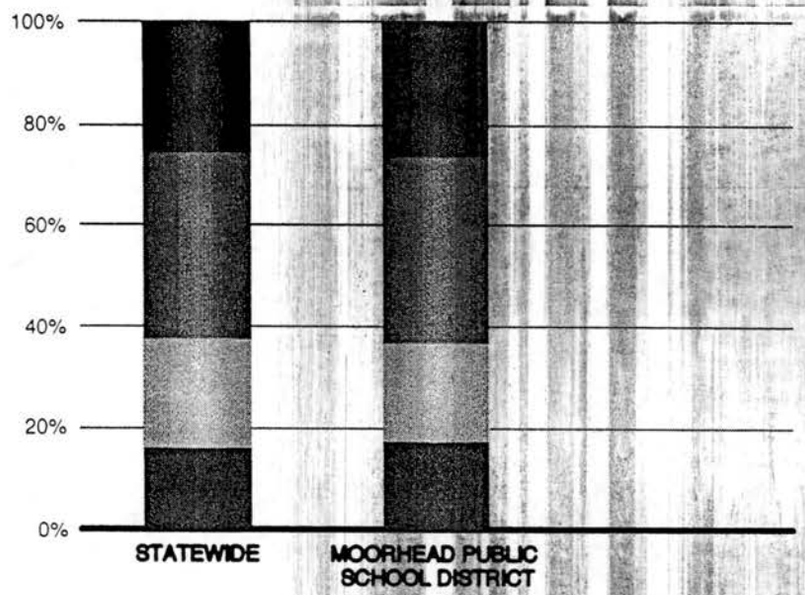
31

Summary Proficiency
2013 Math MCA-III Grade All Grades



Organization	Percent Proficient	Number Tested
STATEWIDE	62.6%	360,266
MOORHEAD PUBLIC SCHOOL DISTRICT	63.2%	2,444

Student Achievement Level
2013 Math MCA-III Grade All Grades

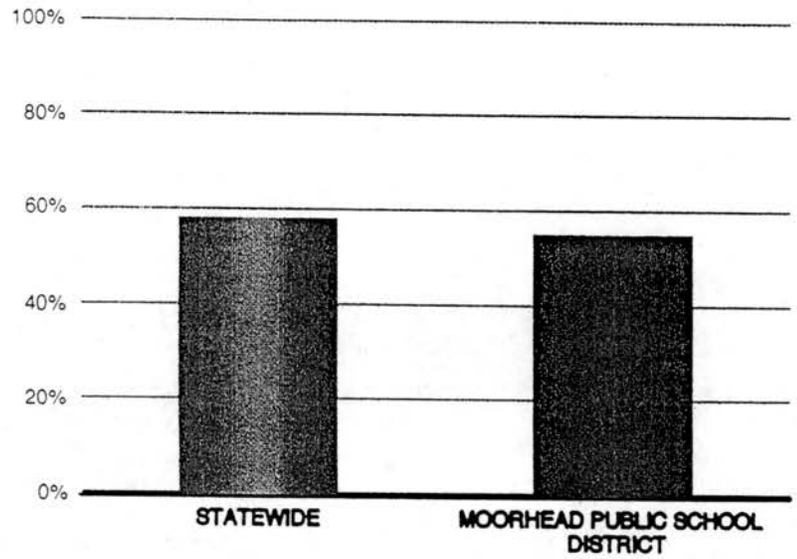


Measure	Exceeds	Meets	Partially Meets	Does Not Meet
STATEWIDE				
Count	91,914	133,563	77,297	57,492
Percent	25.5%	37.1%	21.5%	16.0%
MOORHEAD PUBLIC SCHOOL DISTRICT				
Count	646	898	479	421
Percent	26.4%	36.7%	19.6%	17.2%

Minnesota Department of Education

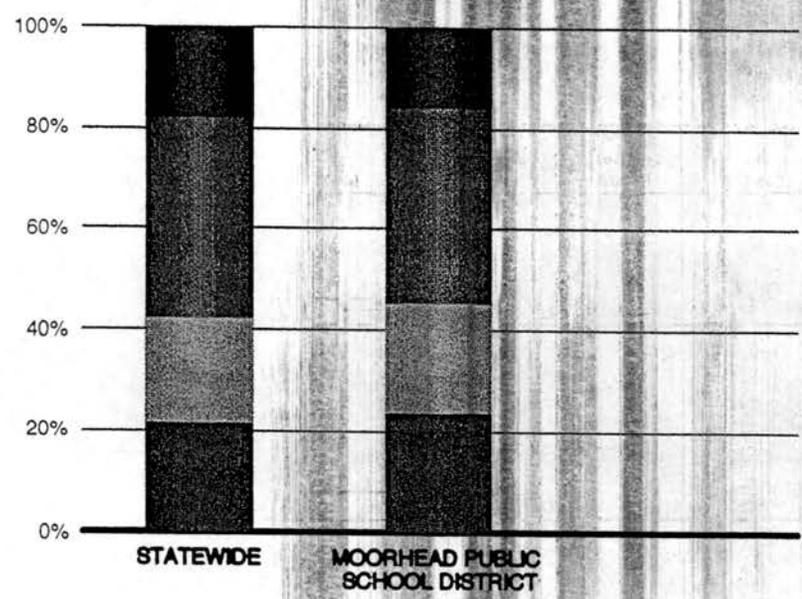
Test Results Download on September 3, 2013

Summary Proficiency
2013 Reading MCA-III Grade All Grades



Organization	Percent Proficient	Number Tested
STATEWIDE	57.8%	420,170
MOORHEAD PUBLIC SCHOOL DISTRICT	54.8%	2,836

Student Achievement Level
2013 Reading MCA-III Grade All Grades



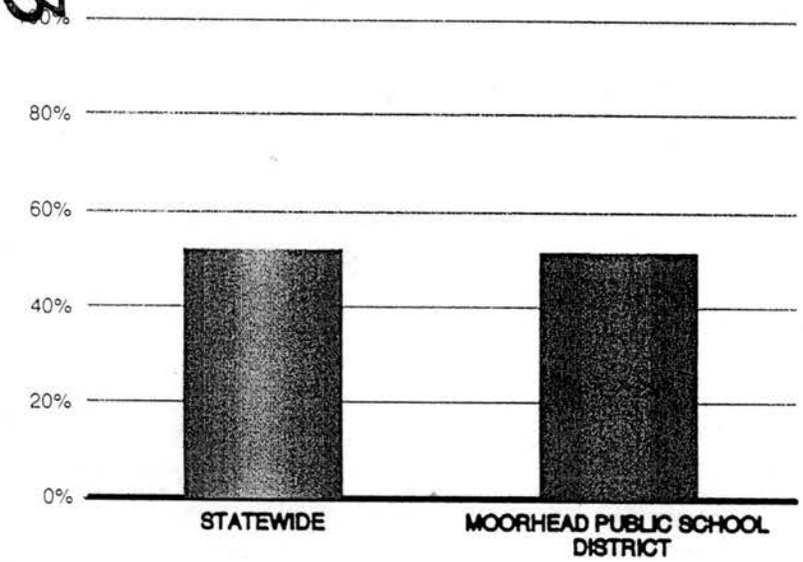
Measure	Exceeds	Meets	Partially Meets	Does Not Meet
STATEWIDE				
Count	75,810	167,139	86,447	90,774
Percent	18.0%	39.8%	20.6%	21.6%
MOORHEAD PUBLIC SCHOOL DISTRICT				
Count	453	1,102	613	668
Percent	16.0%	38.9%	21.6%	23.6%

Minnesota Department of Education

Test Results Download on August 29, 2013

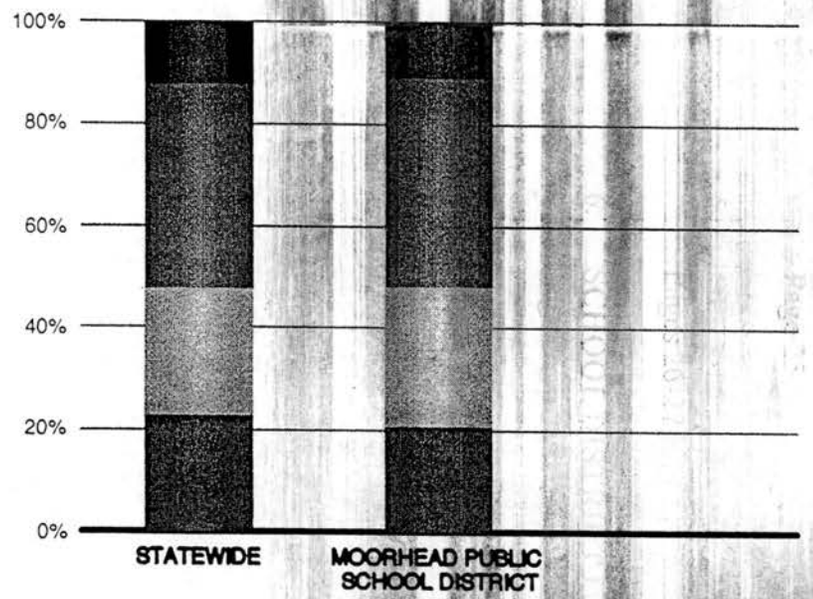
Summary Proficiency
2013 Science MCA-III Grade All Grades

33



Organization	Percent Proficient	Number Tested
STATEWIDE	52.1%	175,661
MOORHEAD PUBLIC SCHOOL DISTRICT	51.9%	1,171

Student Achievement Level
2013 Science MCA-III Grade All Grades



Measure	Exceeds	Meets	Partially Meets	Does Not Meet
STATEWIDE				
Count	21,017	70,526	44,274	39,844
Percent	12.0%	40.1%	25.2%	22.7%
MOORHEAD PUBLIC SCHOOL DISTRICT				
Count	126	482	317	246
Percent	10.8%	41.2%	27.1%	21.0%

Minnesota Department of Education

Test Results Download on August 29, 2013

mdea_reports/mdea_ep_boatman_print_driver.fex/?

S-M9-B05
23 Sept 2013

INDEPENDENT SCHOOL DISTRICT #152
School Board Meeting
Board Room 224 - Probstfield Center for Education
2410 14th Street South
Moorhead, Minnesota

September 23, 2013
7:00 p.m.

MISSION STATEMENT: To develop the maximum potential of every learner to thrive in a changing world.

ATTENDANCE:

Lisa Erickson _____	Bill Tomhave _____
Cindy Fagerlie _____	Matt Valan _____
Laurie Johnson _____	Trudy Wilmer _____
Scott Steffes _____	Dr. Lynne A. Kovash _____

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

   B. Preview of Agenda - Dr. Lynne A. Kovash, Superintendent

   C. Approval of Meeting Agenda

   Moved by _____ Seconded by _____
   Comments _____

   D. Resolution Filling School Board Vacancy by Appointment: Erickson

RESOLUTION

WHEREAS, a vacancy exists in the office of the school board member with a term expiring the first Monday in January, 2015; and

WHEREAS, the vacancy has occurred on or after the first day to file affidavits of candidacy for the school general election or less than two years remain in the unexpired term; and

WHEREAS, Trudy Wilmer meets the qualifications established by Minnesota law to serve as a school board member,

NOW THEREFORE BE IT RESOLVED by the School Board of Independent School District No. 152, State of Minnesota, as follows:

Pursuant to Minnesota Statutes, Section 123B.09, Subd. 5, Trudy Wilmer is hereby appointed to fill the vacancy and to serve the remainder of the unexpired term ending the first Monday in January, 2015 and until a successor is elected and qualifies.

Suggested Resolution: Move to approve the Resolution Filling School Board Vacancy by Appointment as presented.

Moved by _____ Seconded by _____
Comments_____

E. Oath of Office

F. Matters Presented by Citizens/Other Communications (Non-Agenda Items) (Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.)

2. **CONSENT AGENDA**

All items on the Consent Agenda are considered to be routine, and have been made available to the School Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a School Board member or citizen so requests, in which event that item will be removed from this agenda and considered under separate resolution. To the extent possible, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. SUPERINTENDENT MATTERS - Kovash
   (1) Approval of School Resource Officer Agreement - Pages 6-9

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak

C. HUMAN RESOURCES MATTERS - Dehmer
   (1) Approval of Request for Administrative Personnel Variance - Page 10
   (2) Approval of Change in Contracts - Page 11
   (3) Approval of Retirement - Page 12
   (4) Approval of Resignations - Page 13
   (4) Approval of New Employees - Page 14

Suggested Resolution: Move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____
Comments _____

3. **YMCA SCHOOL AGE PROGRAM UPDATE**: Kazmierczak
Page 15

4. **ROBERT ASP SCHOOL IMPROVEMENT PLAN**: Kovash
Page 16

5. **HORIZON MIDDLE SCHOOL PROGRAM DEVELOPMENT: AVID**: Kovash
Pages 17-21

6. **CERTIFICATION OF 2013 PAYABLE 2014 PROPOSED PROPERTY TAX LEVY**: Kazmierczak
Pages 22-24

Suggested Resolution: Move to approve the Maximum for the 2013 Payable 2014 Proposed Property Tax Levy.

Moved by _____ Seconded by _____
Comments _____

7. **2012-13 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT**: Kovash
Pages 25-26

Suggested Resolution: Move to approve the draft 2012-2013 Annual Report on Curriculum, Instruction and Student Achievement.

Moved by _____ Seconded by _____
Comments _____

8. **SCHOOL BOARD WORK SESSION**: Kovash
Page 27

Suggested Resolution: Move to approve Monday, October 14, 2013 from 5:30 to 6:45 p.m. to conduct a School Board work session to discuss school district facilities.

Moved by _____ Seconded by _____
Comments _____

9. **SUPERINTENDENT REPORT**

10. **COMMITTEE REPORTS**

11. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**

12. **CLOSE PUBLIC MEETING**: Erickson

Suggested Resolution: Move to close the public meeting at _____ p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies.

Moved by _____ Seconded by _____
Comments _____

13. **OPEN PUBLIC MEETING**: Erickson

Suggested Resolution: Move to open the public meeting at _____ p.m.

Moved by _____ Seconded by _____
Comments _____

14. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Superintendent's Advisory Council	September 26	7-8:30 p.m.	PCE
RRALC Family Night	September 30	5:30-7:30 p.m.	RRALC
Continuing Education Committee	October 1	6:45 a.m.	Village Inn
Asp PTAC and School and District Title I Advisory Com	October 1	6:30 p.m.	Media Center
Joint Powers Committee	October 3	7 a.m.	Dilworth
MHS PTAC	October 7	6:30 p.m.	Conf Room
Staff Development Committee - Secondary	October 8	7 a.m.	MHS Conf Rm
Staff Development Committee - Elementary	October 8	3:15 p.m.	PCE
Hopkins PTAC and School and District Title I Advisory Com	October 8	6:30 p.m.	Media Center
Reinertsen PTAC	October 8	6:30 p.m.	Media Center
Instr and Curr Advisory Com	October 10	7 a.m.	PCE
Health/Safety/Wellness Com	October 10	9:30 a.m.	PCE
Horizon PTAC	October 10	6:30 p.m.	Media Center
School Board Work Session	October 14	5:30 p.m.	PCE
School Board	October 14	7 p.m.	PCE
Policy Review Committee	October 21	7 p.m.	PCE
District Technology Com	October 22	3:45 p.m.	PCE
School Board	October 28	7 p.m.	PCE
Special Educ Parent Adv Com	October 29	12 p.m.	PCE

Superintendent of Schools

Moorhead Area Public Schools

Memo S.14.019C

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: September 16, 2013

SUBJECT: School Resource Officer Agreement

Attached please find an agreement from the City of Moorhead for two (2) Moorhead Police Department School Resource Officers who will serve at Horizon Middle School and Moorhead High School.

Suggested Resolution: Move to approve the School Resource Officer Agreement for the 2013-14 school year in the amount of $33,000.

LAK:mde
Attachment

SCHOOL RESOURCE OFFICER AGREEMENT

THIS AGREEMENT, made and entered into this 10th day of September, 2013 (hereinafter referred to as the "effective date") by and between the City of Moorhead, a Minnesota Home Rule Charter City, whose address is PO Box 779, 500 Center Avenue; Moorhead, MN 56561-0779 (hereinafter referred to as the "City"), and Moorhead Area Public Schools, 2410 14th Street South; Moorhead, MN 56560 (hereinafter referred to as the "School").

WHEREAS, School desires to have two (2) Moorhead Police Department School Resource Officers (hereinafter referred to as the "Resource Officers") available to serve at the Horizon Middle School and Moorhead High School; and

WHEREAS, City desires to receive reimbursement for part of the costs associated with the Resource Officers; and

WHEREAS, School agrees to reimburse City for some of the costs associated with the Resource Officers pursuant to the terms and conditions of this Agreement.

NOW, THEREFORE, IT IS AGREED AS FOLLOWS:

1. Purpose. The intent of this Agreement is to establish a framework under which the School will reimburse the City for the costs associated with Resource Officers and to establish the procedures which will govern the Resource Officers.

2. Term. This Agreement shall have a term of approximately nine (9) months commencing on September 1, 2013 and ending on June 1, 2014.

3. Services Provided. City shall provide School with two (2) Resource Officers who will serve at the Horizon Middle School and Moorhead High School during regular school hours during the regular school year. City provide one (1) DARE officer who will provide classes for all 5th and 7th grade students, based on the national DARE curriculum. The DARE Officer will also act as a School Resource Officer for all Moorhead Area Public Elementary Schools.

4. Procedures/Fees. City and School agree that Resource Officers shall be employees of the City of Moorhead. The Resource Officers shall report to the City of Moorhead Chief of Police, and all City employment policies, discipline procedures and other matters related to employment shall be the sole responsibility of the City of Moorhead. In consideration of these services, School agrees to pay City a Thirty-Three Thousand Dollar ($33,000.00) payment for a DARE officer and reimburse the City the sum of Fifty-One Thousand Forty-Eight Dollars ($51,048.00) for nine months of salary and benefits for one of the School Resource Officers. These payments shall be made in a single lump sum payment on or before December 31st, 2013.

5. Regular Hours and Overtime. The Resource Officers shall be present at School locations during regular weekly school hours at the school to which they are assigned. In the event that School desires to have a School Resource Officer attend after-school activities, it shall notify City, and City may invoice the costs associated with after-school activities to the School.

6. Service as Moorhead Police Officer. During all times, each Resource Officer shall retain his/her status as a Moorhead Police Officer, and all of the powers, authority and responsibilities of said position shall be vested in the Resource Officer.

7. Workers' Compensation. Each party shall be responsible for injuries or death of its own personnel. Each party will maintain workers' compensation insurance or self-insurance coverage, covering its own personnel while they are providing assistance pursuant to this Agreement. Each party waives the right to sue the other party for any workers' compensation benefits paid to its own employee or volunteer or their dependents, even if the injuries were caused wholly or partially by the negligence of any other party or its officers, employees, or volunteers.

8. Uniforms and Equipment. The City shall provide the Resource Officers with the uniforms and equipment necessary to perform his/her duties pursuant to this Agreement.

9. Damage to Equipment. Each party shall be responsible for damages to or loss of its own equipment. Each party waives the right to sue any other party for any damages to or loss of its equipment, even if the damages or losses were caused wholly or partially by the negligence of any other party or its officers, employees, or volunteers.

10. Liability. For the purposes of the Minnesota Municipal Tort Liability Act (Minn. Stat. Ch. 466), the employees and officers of a party are deemed to be employees (as defined in Minn. Stat. §466.00, subdivision 6) of that party. Under no circumstances shall a party, irrespective of whether it may have waived the limit of liability set forth in Chapter 466 of Minnesota Statutes, be required to pay on behalf of itself or the other party, any amounts in excess of the limits on liability established in Minnesota Statutes Chapter 466 applicable to any one party. The limits of liability for some or all of the parties may not be added together to determine the maximum amount of liability for each party.

11. Merger Clause. This Agreement constitutes the entire agreement by and between the parties, and any other prior representations or agreements are deemed merged herein, and those not specified herein do not represent any agreements or promises or covenants or representations on the party of either party hereto.

12. Written Amendment Required. No amendment, modification, or waiver of any condition, provision or term shall be valid or of any effect unless made in writing signed

by the party or parties to be bound, or a duly authorized representative, and specifying with particularity the extent and nature of such amendment, modification or waiver. Any waiver by any party of any default of another party shall not affect or impair any right arising from any subsequent default. Except as expressly and specifically stated otherwise, nothing herein shall limit the remedies and rights of the parties thereto under and pursuant to this Agreement.

13. Grammatical Construction. Whenever the singular number is used herein, the same shall include the plural where appropriate, and the words of any gender shall include any other genders where appropriate.

14. Severability Clause. Each provision, section, sentence, clause, phrase, and word of this Agreement is intended to be severable. If any provision, section, sentence, clause, phrase, or word hereof is held by a court with jurisdiction to be illegal or invalid for any reason whatsoever, such illegality or invalidity shall not affect the validity of the remainder of this Agreement.

15. Agreement Binding on Successors. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective personal representatives, successors and assigns.

16. Minnesota Law Applies. This Agreement shall be controlled by the laws of the State of Minnesota, and any action brought as a result of any claim, demand or cause of action arising under the terms of this Agreement shall be brought in an appropriate venue in the State of Minnesota.

17. Execution of Counterparts. This Agreement may be executed in counterparts with both City and School having a fully-executed counterpart.

CITY OF MOORHEAD

BY: _____

Mayor

BY: _____

City Manager

MOORHEAD SCHOOL DISTRICT

BY: _____

ITS: _____

BY: _____

ITS: _____

Department of Human Resources
Moorhead Area Public Schools

Memo HR.14.033

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: September 17, 2013

SUBJECT: Request for Administrative Personnel Variance

A Request for Administrative Personnel Variance has been submitted to the Board of School Administrators on behalf of the Assistant Principal of Ellen Hopkins Elementary School. This variance will allow for the Assistant Principal to complete the required coursework to obtain Administrative Licensure.

An individual or entity who may be opposed to this variance may submit a written argument to the Board of School Administrators, or may be permitted to present an oral argument in opposition to the variance.

SUGGESTED RESOLUTION: Move to approve the Request for Administrative Personnel Variance for the Assistant Principal of Ellen Hopkins Elementary School.

KLD:smw

Department of Human Resources
Moorhead Area Public Schools

Memo HR.14.032

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: September 17, 2013

SUBJECT: Change in Contract

The administration requests approval of Change in Contract for the following people:

Lorrie Frendin	.5 K+ Paraprofessional, Probstfield to 1.0 FTE LSS Paraprofessional, Probstfield, effective September 3, 20. (Replaces Tyler Carlson)
Leisha Allen	Lunchroom Supervisor, Robet Asp to .6 FTE, LSS Paraprofessional, Robert Asp Elementary, B21 (0-2) $15.37 per hour, effective September 3, 2013.
Eng Nguyen	.5 FTE K+ Paraprofessional, Robert Asp Elementary, to /66 FTE LSS Paraprofessional, effective September 3, 2013.
Amanda Carlsrud	.5 FTE K+ Paraprofessional, Robert Asp Elementary, to .66 FTE, LSS Paraprofessional, effective September 3, 2013.
Kathy Kunkel	Health Tech Administrative Assistant, Horizon Middle School, increase in hours from 6.75 to 7.25 hours per day, effective September 23, 2013.
Barb Skjefte	Health Tech Administrative Assistant, Robert Asp Elementary, increase in hours from 6.75 to 7.25 hours per day, effective September 23, 2013.
Karen Opgrand	Health Tech Administrative Assistant, S. G. Reinertsen Elementary, increase in hours from 6.75 to 7.25 hours per day, effective September 23, 2013.
Vicky Pettow	Health Tech Administrative Assistant, Ellen Hopkins Elementary, increase in hours from 6.75 to 7.25 hours per day, effective September 23, 2013.
Monica Dickman	Health Tech Administrative Assistant, Probstfield Center for Education, increase in hours from 6.75 to 7.25 hours per day, effective September 23, 2013.

SUGGESTED RESOLUTION: Move to approve the Change in Contracts for Lorrie Frendin, Leisha Allen, Eng Nguyen, Amanda Carlsrud, Kathy Kunkel, Barb Skjefte, Karen Opgrand, Vicky Pettow and Monica Dickman as presented.

Department of Human Resources
Moorhead Area Public Schools

Memo HR.14.031

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: September 17, 2013

SUBJECT: Retirement

The administration requests approval of Retirement for the following person:

Elaine Halverson	Food and Nutrition Worker, Robert Asp Elementary, effective September 16, 2013.

SUGGESTED RESOLUTION: Move to approve the Retirement of Elaine Halverson as presented.

KLD:smw

Department of Human Resources
Moorhead Area Public Schools

Memo HR.14.030

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: September 17, 2013

SUBJECT: Resignations

The administration requests approval of the resignation of the following people:

Shila Tobosa	Administration Assistant, Horizon Middle School, effective September 25, 2013.
Walter Johnson	Night Custodian, Ellen Hopkins Elementary, effective September 27, 2013.
Damara Boatright	Bus Assistant, Transportation, effective September 12, 2013.
Ryan Murfield	Paraprofessional, Horizon Middle School, effective September 20, 2013
Natasha Osowski	Paraprofessional, S. G. Reinertsen Elementary, effective August 26, 2013.

SUGGESTED RESOLUTION: Move to approve the resignation of Shila Toboso, Walter Johnson, Damara Boatright, Ryan Murfield and Natasha Osowski as presented.

KLD:smw

Department of Human Resources
Moorhead Area Public Schools

Memo HR.14.029

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: September 17, 2013

SUBJECT: New Employees

The administration requests the approval of the following new employees subject to satisfactory completion of federal, state and school statute and requirements.

Teo Vucic	Hall Monitor, Horizon Middle School, B21 (0-2) $15.37 per hour, 7.5 hours per day, effective September 9, 2013 (New position)
Daniel Berg	Lunchroom Supervisor, Horizon Middle School, $10.00 per hour, 2 hours per day, effective September 9, 2013 (Replaces Ginger Meyer)
Kaitlyn Theisen	Sign Language Interpreter, District wide, $27.83 per hour, 7 hours per day, effective September 23, 2013. (Replaces Bethanne Weltmer)
Rachel Burcham	Sign Language Interpreter, District wide, $27.04 per hour, 3.5 hours per day, effective September 23, 2013. (Replaces Kassie Zimmer)

SUGGESTED RESOLUTION: Move to approve the employment of Teo Vucic, Daniel Berg, Kaityln Theisen and Rachel Burcham as presented.

KLD:smw

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.14.024 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: September 17, 2013

SUBJECT: YMCA School Age Program Update

Becky Mueller, School Age Director with YMCA of Cass and Clay Counties, will be in attendance at the September 23, 2013 School Board meeting to provide an update regarding the school age programs that are offered by the YMCA before and after school in the district's elementary schools.

WAK:ajj

Department of School Improvement and Accountability

Moorhead Area Public Schools Memo SIA.14.004R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Missy Eidsness, Director of School Improvement and Accountability ME

DATE: September 17, 2013

SUBJECT: Robert Asp School Improvement Plan

Robert Asp Elementary School is designated as a Title I school. As a Title I school, the attached improvement plan was developed through a collaborative process involving teachers, community members and administrators. The plan does not require School Board approval. Approval of the school improvement plan is only required for schools designated as Focus or Priority Schools.

Chris Triggs will present the school improvement plan at the September 23 board meeting.

MOE:mde
Attachment

Minnesota Department of Education	ESEA Title Programs1500 Highway 36 West Roseville, MN 55113-4266	**TITLE I SCHOOLWIDE PROGRAM (SWP) APPLICATION AND PLAN**	*ED-02401-06* **Due: 09/01/13**

GENERAL INFORMATION AND INSTRUCTIONS: The information on this report is a requirement of Public Law 107-110, the No Child Left Behind Act of 2001. All ten components must be addressed in order to be considered. Please complete an application for each Title I SWP school and upload the document with the ESEA application. Contact Noemi Treviño at 651-582-8233 or noemi.trevino@state.mn.us with any questions regarding SWP.

School Year: 2013-2014

I. IDENTIFICATION INFORMATION

Plan Status
☐ Original Planning Year (2011/2012)
X Implementation Year (2012/13)

X Elementary School (grade span K-5)
☐ Middle School (grade span _____-_____)
☐ High School (grade span _____-_____)

Approved Q-Comp: N/A

District Name Moorhead Area Public School	District Number ISD 152	Superintendent Name Lynne Kovash	Superintendent Email lkovash@moorhead.k12.mn.us
School Name Robert Asp Elementary School	School Number 187	Telephone Number (218) 284 - 6330	Fax Number (218) 284 - 6333
Building Principal Chris A. Triggs	Email ctriggs@moorhead.k12.nd.us		
Address 910 11th Street North	City Moorhead		Zip Code 56560

Current Student Demographics (building level)

% American Indian	% Hispanic	% Limited English Proficient
% Asian	% White	% Special Education
% Black		% Free/Reduced-price Lunch

Title I Schoolwide Coordinator Chris Triggs	Telephone Number (218) 284 - 6332	Fax Number (218) 284 - 6333
Address 910 11th Street North	City Moorhead	Zip Code 56560
Email ctriggs@moorhead.k12.mn.us		

II. GENERAL INFORMATION

1. Executive Summary of SWP Plan

Provide an overview of your school with adequate information for the reader to become acquainted with the SWP plan.

Robert Asp Elementary School is a Kindergarten through fifth grade school. R. Asp serves a dominant population of white students (78.2%), along with Hispanic (10.5%), American Indian (4.8%), Black (4.6%), and Asian (1.9%) students. R. Asp Elementary has 852 students with a 95% attendance rate. The free and reduced population includes 52% of the students who attend R. Asp. Compared to the State of Minnesota we are 5% higher in the White population, 3% higher Hispanic population, and 10% higher free/reduced meal population. Our special education population is 14.7% and English Language Learner students comprise 7.5%, both of these are comparable to the State's average.

Robert Asp Elementary is one of three elementary schools in Moorhead Public School District. Two of the three elementary sites our classified as Title One School Wide schools. Moorhead is a sister city to Fargo, ND and is located in the Red River Valley.

Robert Asp's AYP Status is 4.1 in Reading and Math. In 2007, Asp entered AYP in the area of Math in the area of

Hispanic. In 2008, the school made AYP in Math. In 2009, the school was again identified as In Need Of Improvement in the subgroup of Special Education. 2010 they continued to be in AYP for the area of Special Education and added Free and Reduced Population. For the 2011-12 school year, the site was identified In Need of Improvement in the area of Special Education. According to the 2012 MCA results, Robert Asp has demonstrated improvement in the area of special education but the area of reading and math still demonstrate a slight gap between how the state and our district performs. Last year's results for Robert Asp's Multiple Measures Rating was 76.40% up from 38.77% (2011) and 48.28% (2010) making us a Celebration Eligible school.

In 2008, the school was identified as In Need of Improvement in reading in Limited English Proficiency and Special Education. They continued in AYP in 2009 in the areas of Hispanic, Special Education, and Free and Reduced Population. In 2010 they were identified as In Need of Improvement in the All subgroup along with Special Education and Free and Reduced Population. For this current year, the focus will remain on our core instruction in reading and math because our aggregate MCA results in these areas is below the recommended 75% proficiency. The subgroup performance will be addressed through our emphasis on differentiated practices in the small group reading and math times identified as large blocks of time on our master schedule.

Based on our Needs Assessment, a systematic approach for teaching literacy and math needs to be implemented while using data for diagnostic interpretation for our specific subgroups including special education. Utilizing a PLC approach allows teaching staff to collaborate about student data, identifying student needs, and adjust instruction that provides the diagnostic approach that is needed when working with low progress students. In addition, focusing on state standards in both math and reading within the PLC model will assist teachers on the essential outcomes all students need when developing their lesson plans. Instructional coaches will also provide support for all teaching staff in using effective instructional practices through professional development and coaching sessions.

In the 2011-12 school year Robert Asp Elementary developed a comprehensive master schedule that provides common instructional times for each grade level in reading, writing and math. This allows students with similar academic needs an opportunity to work with small groups with Learner Support Staff. Our 2013-14 school year we will block service time for special education, title one, and English Language support so that students receive this service time during one half of the math and/or reading small group/differentiated time. Classroom teachers will provide a small group guided reading time for those same students during the other half of the differentiated block allowing for a 'double dosing' of reading instruction.

Blocks were staggered to allow service providers the ability to flexibly service students during this differentiated time and allow the classroom teacher to instruct the student at their level for reading and math. School principal's organized the master schedule so service time could be in larger blocks within each grade level allowing for flexible service and more efficient scheduled time for reading and math service. During the spring of 2013, we organized class placement by student need and text level to maximize service potential, organize small groups for reading, and to ensure a balance of student needs. Our master schedule reflects staggered blocks of reading and math based on the students needs at each grade level allowing for our service providers to more efficiently service by grade level.

District info:

The district is best known for three things: the superior academic achievement of its students, its far-reaching extracurricular activities, and its efficiency in operating costs.

Ellen Hopkins Elementary School, Robert Asp Elementary School, and S.G. Reinertsen Elementary School serve students in grades K-5, Horizon Middle School serves grades 6-8, and Moorhead High School serves grades 9-12. The Red River Area Learning Center offers an alternative school setting and independent study options for middle school and high school learners in the district as well as region.

Besides addressing the needs of K-12 students, the district also provides educational, social and recreational opportunities for learners of all ages.

Learning in Moorhead begins at birth with a wide range of Early Childhood Family Education classes for parents and children, birth though age five. Early Intervention Services provides special education services to children, birth through age five, in the district.

Each year, Community Education, a program of the Moorhead School District, offers approximately 1,000 enrichment courses to thousands of area residents. GED preparation and instruction in basic skills are offered through Adult Basic Education.

The Moorhead School District, which covers 216 square miles along the Red River, is 34 miles long and 9.5 miles wide. The district includes the cities of Moorhead, Georgetown and Sabin. The district's budget exceeds $50 million.

The school district's demographics in 2012-13 were as follows: American Indian, 3.7%; Asian, 1.5%; Hispanic, 7.5%; Black, 4.6%; White, 82.8%; LEP, 4.5%; Special Education, 17%; and Free and Reduced Lunch, 37.8%. The attendance rate was 95% while the graduation rate for Moorhead Area Public Schools is 89%.

The 2010 Quality Indicators Survey, the 2012-13 District Improvement Plan and AMAO plans have guided staff development efforts and aided in the development of district and building level SMART goals and instructional improvements over the years. Based on the 2012 Minnesota State Assessment results, the district did not meet targets for proficiency in math and reading. In math the following sub-groups did not meet their target: All, American Indian, and Special Education. In reading the following sub-groups did not meet their target: Hispanic, Black, LEP, Special Education, and Free and Reduce Program. The Moorhead District is currently in stage 2.1, continuing need of improvement. Our district believes from our data that we need to strength our core instruction to meet the needs of all of our students. At this time, we do not have enough intervention time or individuals to serve the students who struggle in small groups. Across our district we need to provide support and training to differentiate our core instruction to make the content comprehensible for all learners, through the SIOP model.

5412 students

- **1 High School**
- **3 Elementary**
- **2 Middle Schools**
- **1 Alternative Learning**
- **Spanish Immersion Program**
- **32.6% Free/Reduced**
- **26 languages serviced**
- **4.5% EL**
- **17.0 Special Services**
-

Stakeholder involvement - June 2012

- **Teacher 100% vote to go school wide Title I**

Goals:

- **Math**
- **Reading**
- **School Climate**

II. GENERAL INFORMATION (*CONTINUED*)

2. SWP Planning Team

A. List the names of people and programs represented in the development of this plan. (There should be at least one participant from each of the following groups).

Category	*Name*	*Contact Information*
Parent Name(s)	Lisa Schmidt	landongo@cableone.net
Teacher Name(s) and Respective Grade	Diana Johnson	djohnson@moorheadschools.org
Community Member	Joy Grotberg	jgrotberg@moorheadschools.org
Other Staff Name(s)	Char Lien	clien@moorheadschools.org
Pupil Service Personnel Name(s)	Barb Osvold	bosvold@moorheadschools.org
Principal's Name	Chris Triggs	ctriggs@moorheadschools.org
Students Name(s) if secondary school program		
Program Administrator (***Administrators of the programs that are to be consolidated in the SWP plan***)	Missy Eidsness	meidsness@moorheadschools.org
Technical Assistance Provider	Sarah Suchy	ssuchy@lcsc.org
Additional Member Name and Role	Chad Durand	cdurand@moorheadschools.org

B. How do all staff, parents, and community members provide input into the development, implementation, and evaluation of the SWP plan?
Stakeholder

A school decision-making process has been established at Robert Asp Elementary (2011-12) and was implemented in the 2012-13 school year. The process is a multifaceted approach that involves data review at the classroom, grade level, and school wide level. At the school wide level we have established study teams in the area of reading and school climate. They researched the current practices used at Robert Asp in the area of literacy instruction and classroom management. Both study teams analyzed current data for reading and student incidents and made specific recommendations for strategies/interventions that will help our school community improve in their perspective areas. Study teams meet each month to review their target area goal, analyze current data available, determined student needs in these areas, and made specific steps for action for improvement.

Robert Asp's building leadership team meets each month and has representation from each grade level's professional learning team and we review the past month's PLC work at each level and then set an agenda for the upcoming month. These facilitators are responsible to communicate the school's plan to their team and lead the implementation at their perspective grade level or special area. The other major responsibilities of our leadership team is to facilitate data review at their grade level, develop the school wide plan from each grade level data review, analyze the school wide data, and take recommendations of the target area study teams. This consolidation of achievement and perceptual data occurs at our annual retreat held on May (May 23rd and 24th, 2013). At this time, our building leadership team evaluated our school wide plan and integrated all of the information provided by each study team and developed the details of our school wide plan.

Following the retreat a tentative school improvement plan is submitted back to the entire staff and then those building leadership team members take feedback on the plan for action, and adjust/modify the school wide plan as needed. On June 4th, 2013 we met as an entire staff to review our school improvement plan and agree on its direction through open discussion. This year our building leadership team members were solely responsible for the presentation of our school improvement plan. By this time all staff have reviewed the plan and had opportunity to provide feedback to building leadership team members. On October 8th, 2013, Parent Teacher Association meeting will be spent reviewing the direction of the plan and have opportunity to make recommendations for the direction of our school improvement plan. Parent representatives on our school wide planning team are present at this meeting and summarize the key points of our plan.

C. Describe the team's plan for communicating with the school and community.

Robert Asp's schoolwide plan will be communicated to all stakeholders through the following activities:

- April 3rd, 2013- Study teams in each area presented their team's recommendations to our entire teaching staff – School Climate, Literacy, and recommendation to form math study team.
- May 22nd, 2013 – Professional Learning team's conduct a year end review of student assessment data in reading and math. A summary for each grade level was completed, information provided to our building leadership team for our BLT retreat.
- May 23rd and 24th, 2013 - Building Leadership Team Retreat - Data analysis of school wide data sources. Compile study team recommendations into a detailed school improvement plan to go back to stakeholders for review.
- August 19th, 2013 – Building Leadership Planning day – review MCA Reading results and complete needs assessment on Reading goal area.
- September 6th, 2013 Newsletter - School Newsletter will identify goals/objectives of plan and overview key activities with plan for the upcoming school year.
- September 10th, 2012 - Review School wide plan with Parent Teacher Association, outline goals and action plan.
- Building Leadership team - October 21st, 2013 – Review PLC direction in plan, progress monitor reading and school climate goal - screening data from reading assessments in September.
- December 16th, 2013 – BLT review School Climate data – overall view of student incidents in school, comparative data with previous year.
- January 27th 2014 - Review study team work study teams report focus work, review student incident data.
- February 17th, 2014 – Building Leadership Team – Review reading second benchmark assessments – go visual with growth in AIMS, Benchmark Running records, Read 180.
- May 6th, 2014 - Study teams meet to analyze target area data and make recommendations for interventions/strategies to address identified need areas (Reading, Writing, and School Climate)
- May 7th, 2014 – Faculty meeting – study teams share their year's focus with staff and outline recommendations for intervention, strategies to address needs.
- May 21st , 2014 - All PLCs meet to complete data review and summarize their reading and math proficiency and growth levels. Student needs are identified and prioritized.
- May 21st, 2014 – All PLCs submit completed data review form to the Building Leadership team.
- May 22nd and 23rd , 2014 - Building Leadership Team Retreat – Review data/ summarize progress/identify needs/ interventions and strategies from action research teams.
- May 24th – 31st, 2014, All staff receive copy of goal summary and recommended strategies and interventions to address identified needs. Leadership team communicates to stakeholders and bring back pertinent feedback for final plan. Recommendations are recorded and suggested changes are included in plan to be shared last day of teachers.
- May 30th, 2014 - All staff meeting- review key aspects of plan – prioritize needs and identify activities for upcoming school year – review summer writing and training.
- August 12th and 13th, 2014– School Improvement planning with Building Leadership Team.
- August 13th, 2014 – Develop parent education component of plan.
- August 27th, 2014 - Review professional development of schoolwide plan and develop PLC norms and SMART goals.
- August 26th, 2014 - 5:30-7:30pm - Parent Meeting: Outline parent and family opportunities for 2014-15.
- September 5th, 2014 - School Newsletter will identify goals/objectives of plan and overview key activities with plan for the upcoming school year.

III. TEN REQUIRED COMPONENTS

Under section 1114(b)(1) of Title I of No Child Left Behind, the SWP must address the following ten components. Please describe HOW the school will implement each of the ten components.

Data Review- May 23rd and 24th, 2013 - Robert Asp Elementary School

District Priority Area 1: Academic - Mathematics - Needs Assessment

Level of need based on: *Based on preliminary MCA data 70.3% in 2012 have met exceeded proficiency from 2011 where we were at 60.8%, and 2010 71.2% proficient. This is a 9.5% growth over the past two years. 55.6% of our students on federal meal benefit were proficient, 30.8% of our special education students were proficient, 55% of our Hispanic population were proficient, 58.8% of our Native American students were proficient, and 31.4% English Language Learners were proficient.*

	S	M	A	R	T	
	Strategic & Specific: Identify a long-term goal focused on the Grade Level or Department's specific needs.	**Measurable:** Explain how you will know if results changed because of the actions specified in the goal.	**Attainable:** Be sure not to set goals that are too conservative or impossible to reach.	**Results-Based or Research-Based:** Describe how you will know when your goal has been met.	**Time-Bound:** Assign a timeframe in which you will achieve the goal.	
Goal Components						Indicator Met / Did not meet
Goal #__1__	Students in grades 3-5 at Robert Asp Elementary will increase their math proficiency from 70% to 77% on the 2013 MCA III Math Assessment. Students in grades 3-5 at Robert Asp Elementary will (growth and closing the achievement gap negative range). Robert Asp's English Language Learners will grow from 31.4% to 40.0% proficient, Special Education from 30.8% to 40%, Native American students from 58.8% to 65% proficient, and students on federal meal benefit from 55.6% to 62% proficient.					Did not meet this indicator.

	What activities will be done to reach goal?	How will you know if you met your goal?	Who is responsible?	How will you monitor progress toward the goal? (i.e., what will be monitored, who will monitor, how frequently monitor?)	What resources are needed? (include anything that requires dollars, i.e., staff time, materials, trainer). Explain.	

	What activities will be done to reach goal?	How will you know if you met your goal?	Who is responsible?	How will you monitor progress toward the goal? (i.e., what will be monitored, who will monitor, how frequently monitor?)	What resources are needed? (include anything that requires dollars, i.e., staff time, materials, trainer). Explain.	
	1. Each grade level will participate in a quarterly PLC which will do the following: Add AVMR activities and strategies to supplement Everyday Math.	Each grade level team will develop curriculum/ pacing guided to include supplimenta ry strategies and activities from AVMR.	Grade Level teachers and the Math Coach	Each grade level with have a written curriculum/pacing guide by the end of the school year.	* Resources needed: Jim Wright resource books Red Book, add collaboration time..... *Each grade level meet three times (November/February/April 2013) 6 substitutes x half day each grade level x 3 days/grade x$90/substitute cost= $1620.00	
	2. Each teacher will analyze mid year common assessment s using a standards based scales rubric. In addition, meet in January to collaborate with grade level teachers and math	Each teacher will have a completed rubic and identify strengths and areas of concern.	Grade Level teachers, including LSS that teach core math and the Math Coach	Each grade level with have a written rubric.	**Math Collaboration time – last week of the month grades K-5, 7:30am-8:30am.** ***Analyze assessment - January 2013 - 27 classroom teachers/rotated x 6 substitutes x $90/day = $540.00** *	

Data Summary - Strengths and Concerns and Questions

***MCA Results** - 3rd grade 63% were proficient/ 4th grade 72% proficient(63% from 3rd grade) / 5th Grade 73% (80% in 4th grade)

*MCA III Math – White – 75.2% proficient, Hispanic – 44.2%, Black – 66.7%, Asian – 85.4%, American Indian – 41.7%, and Free/Reduced Population – 54.2%.

*Achievement gap - 21% White vs. Free and Reduced Population

*Increased math result from third grade to fourth grade (cohort group) by 10%.

*Decreased from fourth to fifth grade by 7%, only able to write MCA Math once versus three times last year – district down 6% trend across district.

*Compare math and reading – more time and resources dedicated to math. In 2011-12 the composite reading result was 76% versus 70% for the math. State wide and district wide trend.

*Met collaboratively for AVMR two times during the 2012-13 with focus on assessment, MCA practice, AVMR assessment response, and reviewing pacing guide prior to MCA.

*Special education used math PLC time to find/develop those resources to supplement Everyday math. More training on interventions using AVMR.

*Common assessment been implemented in Winter and Spring – not reviewed.

*Every grade had a block for math time - all grades followed pacing guide and broke into intervention groups (3rd, 4th, and 5th) and 2nd grade broke into intervention groups within the classroom (Guided math practice).

Questions/Identified Concerns:

*How can we offer more math time at the kindergarten level ?

*Need for AVMR intervention training – how do we respond to the assessment results?

*Time to administer AVMR assessments takes away instructional time that is needed for core curriculum and intervention groups - need to use these assessments to alter instruction.

*What do we do with those students who are not at grade level? There is not identified staff at the upper grade to service mathematics.

*Concern about gap between white population and free and reduced population.

*Dropped result identified between the 5th grade cohort – less advanced achievers – why?

G. Measurable Reading Goal and Action Plan:

2012-13 School Year - School Improvement Plan – Needs Assessment 2013

Robert Asp Elementary School

District Priority Area 2: Academic - Reading

Level of need based on: *Based on preliminary MCA data 75.9% in 2012 have met exceeded proficiency from 2011 where we were at 74.7%, 2010 68.5% proficient. This is a 7.4% growth rate over the last three years. 64.1% of our students on federal meal benefit were proficient, 50.9% of our special education students were proficient, 60% of our Hispanic population were proficient, 81.3% of our Native American students were proficient, and English Language Learners were 35.3% proficient.*

	S	M	A	R	T	
	Strategic & Specific: Identify a long-term goal focused on the Grade Level or Department's specific needs.	**Measurable:** Explain how you will know if results changed because of the actions specified in the goal.	**Attainable:** Be sure not to set goals that are too conservative or impossible to reach.	**Results-Based or Research-Based:** Describe how you will know when your goal has been met.	**Time-Bound:** Assign a timeframe in which you will achieve the goal.	
Goal Components						
Goal # __2__	Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 75.9% to 83.4% on the 2013 MCA III Reading Assessment. Our ELL will increase their reading proficiency from 35.3% to 42%, Special Education from 50.9% proficiency to 58% proficient, Hispanic students from 60% proficiency to 68% proficiency, Native American students 81.3% to 85% proficient, and students receiving federal meal benefit from 64.1% proficient to 70% proficient.					
Overall Goal Performance						

	What activities will be done to reach goal?	**How will you know if you met your goal?**	**Who is responsible?**	**How will you monitor progress toward the goal? (i.e., what will be monitored, who will monitor, how frequently**	**What resources are needed? (include anything that requires dollars, i.e., staff time, materials, trainer). Explain.**	

				monitor?)		
	1. **PLC Focus:** Teachers will be provided time to collaborate in PLCs to: •focus on writing a curriculum map for K-5 writing standards with integration of science and social studies as possible • design a writing rubric that aligns with MN core standards to assess student writing • analyze literacy data 3 times/year • share writing curriculum map across grade levels 2x/year • develop common language for components of literacy **(Literacy team)**	A curriculum map for writing and a writing rubric for narrative writing will be completed for each grade level. 100% participation of teachers analyzing data and making instructional decsions.	All PLC participants	*Three PLC meetings per month will be designated to construct the curriculum map and rubric. • 3x/year PLCs will analyze literacy data. -October 3rd, 2012 -January 30th, 2013 -May 22nd, 2013 *Special education/Title one/ELL - determine common PLC day.	Continuum of Literacy Learning K-8 manuals at a resource tool for grades 3-5. (15 manuals) *$50 x 16 classrooms = $800.00 *Building Leadership Team meeting - train PLC facilitators in September BLT - share 1st grade template for mapping writing. Standing agenda item for BLT throughout the 2012-13 school year. *Writing rubric - BLT agenda standing item. **Assessment Review:** ***October 3rd/ January 30th/May 15th, 2013 PLC -** Data Days - release time for 45 minutes per grade- 7 subs @ $100 per equals $700 x 2 days = $1400.00 **Dates used for Writing Mapping:** -September 19th, 26th, October 24th, 31st; November 14th, 28th; Dec 5th; January 9th, 16th, 23rd; February 6 and 20th; March 6, 13, 20, 27; April 3rd; April 3rd and 10th; May 1st, 2013 *May 23 and 24th, 2013 - Retreat Dates Special Education - meet as at team on the 2nd PLC time of the month and then would integrate into the different grade levels the remainder. *ELL/PE/Music/Art - 1st and 3rd PLC times. *Speech/OT/PT - 1st and 3rd PLC times.	
	2. Re-develop building's master schedule design: A specific uninterrupted time will be scheduled for literacy and math.	A building schedule will be developed.	Building Principal and Building Scheduling Team	Principal	*Created a master schedule based on student needs and research supported time allocations. (Dufour and Shanahan) *Time, consistent blocks of time for literacy - 90 minutes of reading and 60 minutes of writing. Identified small group reading/math time (60 min) and whole group reading/math time (30 min). Need the time to meet needs and for students to improve. *Created a sixty minute daily common planning time for teachers – working towards guaranteed viable curriculum every class, collaboration to define us, become more efficient	

					in how we plan quality lessons/units. *Special education, title one, and ELL service small group literacy time - 30 minutes x 2 times per grade in 60 min small group time. Allows classroom teacher to instruct that student at their level. Moving towards a flexible service option and inclusive practices.	
	3. Professional development options for implementation of writing instruction.	Instructional coaches pairs with classroom teachers and has prepared effective lessons.	Instructional coaches and identified teachers.	Other teaching staff will observe in the model classrooms at least one time during the school year.	**Professional Development options:** 1. Individual - coinvestigative model - work with coach based on student literacy needs. Receive individual coaching in reading or writing. Coach rotates 1-10 days at a time into the classroom modeling lessons, and supporting new practices being implemented. Professional development will be included with the coaching. Substitute time will be provided for professional development or could be done as as outside time if you choose. 2. Research Classroom - focused on collaboratively with coach, a classroom	

					that becomes fully implementational. Involves use of some preparation time to plan lesson collaboratively with the coach. 3. Individual or partner or team implementation (without coaching) - book study - Literacy team decide literature. ***Teachers will select an option for implementation. *One sub/classroom teacher for 8 half days per classroom teacher x 2 classrooms x $90 substitute cost = $1440.00 in order to plan with instructional coach. $$?? One half-day sub for teacher observation opportunities. $$??	
	4. Literacy team to investigate a writing model for our building.	*Determine a building philosophy for writing practices and resources to be used.	Literacy team.		1. Literacy team meets one time per month - one hour per month	
	5. Balanced Literacy support of new teachers	To be determined	Literacy coaches			
	6. Survey practices of special education, title one, and ELL service providers of literacy.	*Literacy Team/principals will survey practiced used to support students in reading and writing to ensure fidelity and consistent practices	Literacy Team/Principals - October Literacy meeting		*Use similar process used in 2011-12 to survey literacy practices used by classroom teachers.	

		across the building.				
	7. Use Sheltered Instruction Observation Protocol to plan and organize writing and reading lessons.				**During mapping of reading and writing incorporate content and language objectives in student-friendly language.** *Write how to build background language/vocabulary in lesson design in writing maps at each grade level.	*3 build ng walk throu hs-s date
	8. Read 180/System 44 implementation				***Identify 30 students to receive the Read 180 and System 44 intervention.**	

Data Summary - Strengths and Concerns and Questions- Reading Goal #2

*2nd grade saw a strong connection between fluency and self-correction on the benchmark assessment.

*comprehension not matching fluency – need to teach comprehension through interactive read alouds and guide reading. Need to understand the depth of the common core curriculum for reading.

*running records took away instructional time – assessment team was helpful for first grade and kindergarten.

*Need for more instructional support for teachers to teach writing.

*Doing re-reads with our most at-risk students who receive service not a consistent practice across grade levels - need to make sure that the supplemental service is supported in the classroom.

*Need for time to analyze student reading data and how interventions will support the findings of these assessments.

*Read 180 – 67% students who participated in the Read 180 program made at least a year's worth of growth, 80% of them made at least a half to a full year's growth. These students were identified as motivated readers in the classroom.

*Need to identify those LLI students and identify their growth in reading. An example from one first grade classroom, 75% of these students made a year's worth of growth.

**In first grade 50% of the students who did not reach grade level expectations made a year or more worth of growth. Kindergarten 80% made a half year's worth of growth. In 2nd grade 57% that did not meet expectations still made a year's worth of growth.

*Independent reading is a concern about how it is built into a our daily schedule.

*78% of 5th grade students(CBM-AIMS) , 86% of 2nd grade students for benchmark (BMRR) versus 60% at 2nd grade met grade level standards for AIMS(CBM).

*1st grade had 48% of students who achieved one year and beyond grade level expectations, 2nd grade had 53%.

2012-13 School Year - School Improvement Plan- Needs Assessment 2013

District Priority Area 3: School Climate - Needs Assessment

Increase student learning and success in all academic & behavior areas.

For your building, check one: _X_ High Need ___ Moderate Need ___ Low Need
Level of need based on: Based on preliminary 499 incidents recorded throughout the 2011-12 school year. Twenty-five students combined for 46% of total incidents.

Goal #__3_	*All students will demonstrate an increase in behavior that communicates care, consideration, and respect of self that will be reflected in a ten percent reduction of total major and minor incidents (499 incidents to 495 incidents).*					
	What activities will be done to reach goal?	**How will you know if you met your goal?**	**Who is responsible?**	**How will you monitor progress toward the goal? (i.e., what will be monitored, who will monitor, how frequently monitor?)**	**What resources are needed? (include anything that requires dollars, i.e., staff time, materials, trainer). Explain.**	
	1. Use staff meetings to practice dealing with student issues/concerns. Emphasis on intervening with difficult behaviors.	Staff meeting plan that includes how to use our reporting system with incident scenarios. September - 2nd week/ October - 2nd week. January 2013- 2nd week-focus on interventions/strategies. * Staff meeting- 1st Wednesday of month - behavior RTI team discussion.	Principal/School Climate Team	*Building Leadership Team will analyze school incident data in November and February 2013. *School Climate team review incident data each month at the beginning of each meeting. *Identify one time per month (15 minutes) to discuss RTI behavior students and share practices being used in classroom to deal with challenging behaviors.	***School climate team - October BLT Progress Monitoring:** *Interventions on disruptive behavior-alternative approaches. *Scenarios - shared responses to hear differing ways of dealing with situations. Could group K-2/3-5 with behaviorists. *Ask for a team to prepare to share a behavior situation.	
	2. Continue to practice using a consistent method of reporting moderate/major level of incidents.	*Two staff meetings dedicated to review of procedures for minor and major reporting. Provide scenarios to staff to discuss and come to an intervention.	Robert Asp's School Climate team - principal, counselor, classroom and specialist representatives.	School Climate team will develop forms and Building Level support team will review, revise, and approve.	*School climate will meet in November and will analyze incident data and make recommendations for changes. *Hard to measure this.	

	3. Continue with a study team to review target area data, research best practices, and develop a plan to address our school climate goal.	Select a school climate team chairperson from an open process to staff. Form team with representatives from each area of our building.	School Leadership Team Building Principal	School Climate team will establish a monthly agenda with standing agenda items tied to our school plan and keep minutes from each meeting. This team will report our progress towards goals at our May 2013(2nd week) staff meeting and outline recommendations for our school wide plan in 2013-14	*Compensate school climate chairperson for facilitating action research team/study group each month - $27.00/hour($31 with benefits) x 7 meetings= $227.00	
	4. Train new staff in how to utilize the moderate/major level incident referrals.	August 23rd, 2012 - PM - 1-3pm	Principal and assistant principal	Train new staff in how to use school discipline plan in their classroom. Assist them in developing a classroom management plan that includes school procedures. Review and practice using school reporting of incidents with all new staff.	*New teacher induction training focused on behavior/discipline and de-bugging system.	
	5. Continue to develop consistent school wide procedures, rules, student recognition system and practices throughout the building.	Use morning news, SPUD meetings each month, and classroom follow up of these communications .	All Staff	*Principal/assistant principal will work with school climate team to develop an annual outline that includes a monthly theme for SPUD meetings, weekly message for news, and follow up plan for classrooms. *Develop a staff handbook for our school discipline plan, include classroom management plans.	Summer writing project for 3-4 people = Half days. (40 hours x 2 people x $27.50= $2200.00) October 2012 progress monitoring – morning news still used as an avenue – suggest trying to align guidance curriculum and add scenario for classroom discussion. *Maret Kashmark does guidance sessions related to the de-bugging system. (K-2) *Spud meeting monthly with a focus related to our goals – recognize students each month.	
	6. Meet monthly with new staff members to review classroom discipline plans, answer questions about their classroom, and assist in long-range planning.	Develop a classroom management plan aligned to school's plan - include rules, procedures,	Assistant principal and principal.		*Provide a one-credit class through NDSU on classroom management and organization. BLT October Progress monitoring meeting: *Will poll new teachers to see if this is a needed support for them.	

		and nonverbal strategies. (August 23rd, 1-3pm New Teacher Workshop)			*Do we need to assign teacher mentors to have open discussion to support them?	
	7. Staff will contribute $1 per week to wear jeans at their job. Money will be contributed to a scholarship fund for Robert Asp graduates who is going to a post-secondary institution.	*Sunshine committee will collect dues from staff at the beginning of the year. PTAC will be asked to contribute matching amount to scholarship.	Sunshine Committee		*Sunshine committee will ask for volunteers to choose who receives applicant awards for scholarship.	
	8. Establish a student council at Robert Asp Elementary School with our fourth/fifth grade students.	*Student council leader will oversee K-kids, school patrol, morning news, newspaper, monitors, and special events with student leaders.		*Principal/Assistant Principal	*Hire a student council leader from our staff. *Develop an application form for students and ask students interested to apply for this position. *Identify activities for the school year- newspaper, monitors, natural helpers on playground, K-kids, and homework help.	
	9. Continue the use of positive reinforcement for students making good choices.	***Use blue slips as the school wide behavior plan**		School Climate team	-The specific behavior focus will change by the trimester - Blue slips will no longer used as a part of individual classroom behavior plans -Blue slips can only be given by other teachers (classroom teachers will not give their own students blue slips). Substitute teachers and bus may give out blue slips as an incentive. *Support staff (lunch, breakfast, supervision, custodian, nurse assistant, bus) will	

					administer blue slip practice. Orientation will occur for these people on Friday, August 31st, @9am - Principal *October PM meeting BLT- reminder to staff to continue blue slip use. Intended for specials, hallways, lunchroom, and bus. Classrooms using this to reward at goal points.	
	10. All teachers will develop their substitute plans to include proactive approach to student discipline.	*Include name tags in sub folder for subs to use. *Blue slips to ramp up positive reinforcement - explain how this is used. *Classroom discipline procedures.		School Climate team	*August 31st, 2012- workshop time - 1 hour - classroom management plans and substitute plans.	
	11. Address repeat offenders (5 or more incidents) in our building ensuring each are on a targeted behavior plan.	*Establish a team meeting for students who are at 5 incidents for the year. *Students at 5 or more incidents will be referred to Robert Asp's Response to Intervention team. *Students who are repeat offenders will be progress monitored each month.		*Principal/Assistant Principal/Counselor/ Classroom teacher/Support teachers.	*	

2012-13 School Year - School Improvement Plan- Needs Assessment 2013

Data Summary - Strengths and Concerns and Questions

*Incidents increased from 499 to 511(May 23rd number), there was a steady increase the first four months of school. Team attributed this to staff becoming more familiar with the reporting system.

*Incidents in May were significantly lower with the focus on the school wide reward system (Blue Slips) and a high percentage of our repeat offenders on plans for behavior.

*Hallway incidents decreased from 78 incidents to 38 incidents in 2012-13 due to increased presence of staff and consistent procedures for transitioning students. Beginning of day entrance with adults escorting and end of day with teachers escorting students to south and north doors. Overall increase of staff presence in building has had a significant impact on our school climate.

*Morning messages are organized and scripted to facilitate classroom social skills instruction. Are we systematically using this for a morning meeting or social skills time in the classroom?

*Bus incidents have a large increase partly due to proactive approach with assistant principal addition and part due to increased number of students on each bus.

*Classroom incidents and minor disruption are the largest categories identified.

*Bullying and major assault incidents have doubled this past year – is this because it is more prominent or because being dealt with when reported? Students are more aware and there is a school wide effort to report issues of bullying. Teaching difference between reporting and tattling.

2012-13 School Year - School Improvement Plan- Needs Assessment 2013

Guidance for School wide Plan 2013-14

1. **Improve our core curriculum in mathematics to ensure we can address all levels of learners – not making adequate progress on our MCA III in mathematics.**

Math Interventions and Strategies to address this concern

- Professional Development for AVMR Interventions should be specific to teacher needs – Vicki Brenneman – one time a month of early morning release time – 4th week of the month (Monday-1st/Tuesday-2nd/ Wednesday-3rd/ Thursday-4th/ Friday- 5th Grade(7:30-8:25am) – 1st -5th grade. Kindergarten- 1st and 3rd week on Thursday. Create a release time in schedule so grade levels can meet with math support specialists to analyze student math data, look at what we are doing for that student, and ensure classroom-specialist on the same page. Use additional PE/music time to cover this.
- Math Block – Clarification and Professional development on the structure of the differentiated math time (guided math approach-differentiated time) On differentiating instruction for all students-morning meeting monthly.
- Math support for intermediate grades.
- Schedule a parent informational night to communicate our math plan and home support- need to hire a staff member to organize this(Administration)

2. **Improve our core curriculum in reading to ensure we can address all levels of learners – not making adequate progress on our reading assessments (AIMS, MCA III, BMRR in K, and Observation Survey)**

Reading Interventions and Strategies to address this concern:

- Establish a systematic approach for how we organize our writing, provide instruction, and assessments. Guaranteed viable curriculum in each classroom and grade level- curriculum mapping of our writing at each grade level to provide an annual outline, integrate social studies and science standards, and develop lessons/units.
- Explore writing curriculum resources and assessment rubrics – district literacy team and Robert Asp Literacy study team.
- Improve reading comprehension beyond literal thinking by teaching our teachers to use effective questioning techniques, read alouds, and connecting reading to writing.
- Identify vocabulary that needs to be taught across all grade levels. When do we introduce, practice with, and apply.
- Scheduling - Allow time so teachers can see their small group reading with targeted students still served. Uninterupted block of time – ensuring that there is a common approach to scheduling intervention teachers. Build in consistent intervention time of 35 minutes to ensure the fidelity of the tool being used (LLI).
- Create a release time in schedule so grade levels can meet with reading support specialists to analyze student reading data, look at what we are doing for that student, and ensure classroom-specialist on the same page - 3rd week in September 16-20th, 2013/ November 18th-22nd, 2013

- ∞ Running record training and analysis for new and formerly trained teachers – 90 minute training – release time with rotating substitutes – Tuesday, September 24th, 2013. 5 substitutes ($100 x 5 = $500)
- ∞ Site visitation - focus – observe literacy block time in Alexandria, MN - September 30th, 2013 - representative from 3rd/4th/5th and 3 additional teachers. 6 substitute teachers x $100 = $600.00/ transportation - $500.00

**October 1st – literacy planning meeting with visitation group - Vicki Anderson*

- ∞ identify what they would like support with from the instructional coach.

- ∞ Instructional coaching: focus on new teachers and those who choose this as a professional development model. Literature review option for professional development –
- ∞ Exploring the use of a writing resource (Calkins) – mapping focused on 'what to teach' and the resource will focus on 'how to teach.' Purchase the Lucy Calkins writing material for each grade level and two additional kits for specialists to check out - $239/kit x 3= $720 (grades 3-5 kit) $179/kit x 3= $600 *All classroom teachers have the Calkins curriculum guide.
- ∞ Curriculum writing – June 2014- identify common vocabulary for teaching writing using the Calkins resource – 12 hours x 3 people x $30/hour =
- ∞ Reading Recovery on-going training – Ginger Hill - $500/2 teachers = $1000.00(Paid by District)
- ∞ Communication – set up a Haiku page for our PLCs so they have the ability to save and share documents from our PLC work - June 2013 - administrative practicum.
- ∞ PLC in common location – use individual Chrome books for curriculum mapping and classroom incentive plan (Class Dojo)- 65 x $250= $13000
- ∞ Special education PLC group and special education coordinator will investigate how many of our special education students are writing the regular MCA in reading and math who are reading two grades or more below grade level standard.
- ∞ Schedule a parent informational night to communicate our reading plan and home support - August 27th, 2013/March 2014- need to hire a staff member to do (Administration)

PLC outline – 2013-14

Priorities -

*Mapping writing – continue mapping throughout the year - integrate social studies and science standards - lesson and unit planning – assessment.

*Moorhead District - once a month there will be a grade level training focused on writing instruction.

*Staff meeting- December/March – organize /outline PLC – when will we identify what we are doing in reading and writing – improve the communication between classroom and specialists.

*Grade Level Support Collaboration time –Staff meetings - communicate focus for reading, writing, and math. (Grade level support)

*Cross – grade level collaboration - December 4th, 2013/ April 2nd, 2014

*Workshop day - PLC collaborative time scheduled - outline each PLC time – September – December.

*Review data from common assessments for reading – early morning release data days – covered by specialists. (7:30-8:25am)

3. **Need to reduce the number of student incidents at our school, specifically in the areas identified: disruptive/non compliant behaviors, bullying, and aggressive/angry behaviors.**

   - ∞ Use early morning release time to implement a character/social skills curriculum that addresses our wellness standards. Implement building wide message. Character, sportsmanship, problem-solving.
   - ∞ Use 'Fill your bucket' slips as a school wide PBIS approach. Increase the frequency of this reinforcement at our historic high incident times – September, November, February, April, and May.
   - ∞ Develop a curriculum map for essential school wide behaviors – identifying common language and practices- June 2013-curriculum writing- 8 hours x 1-2 people. Consider the morning release time when writing this curriculum. Outline a message for students on morning news – question or written response.
   - ∞ Friday Finish and Fun time – 15 minutes of rewarded free time for those who have completed work or without incident. Teacher discretion. Grade level can choose a different day.
   - ∞ Ensure all classrooms are watching the morning news and using a meeting structure to communicate the character message or role-play problem solving/anti bullying strategies.
   - ∞ Schedule a parent communication regarding our school wide plan for behavior – August 27th, 2013

*__Paraprofessionals__ - half a day to review snapshot of IEP – communicate with classroom teachers about expectations for students and their role in the classroom.

- ∞ Schedule once a month for them to meet with case managers about students – strategies to manage behavior and adapting material. Positive reinforcement strategies. Become more knowledgeable about the disability their student has - Special education coordinator.

*Rotate paraprofessionals on the Friday Fun time - 20 minutes

*New staff /new grade level- balanced literacy framework, running record training, read alouds (half day), classroom management (1/2 day) plan development.

Robert Asp Celebrations - 2012-13 Review

*The quantity and quality of student writing had a significant positive impact in our building. All classrooms have made this a priority and the mapping of the writing standards has helped to improve overall writing in our building. A number of our intermediate classrooms worked to connect the reading and the writing (writer's notebook, response journaling, writer's workshop)

*50% of the students who did not reach grade level (1st grade) expectations at least made one or more years worth of growth in reading. 2nd grade was 57%.

*Read 180 students, almost 100% of these students made one year or more growth in the area of reading (based on lexile results)

*72% of our 4th grade students were proficient on the MCA 111 in math this year. This was an increase from 63%.

*Every grade implemented a consistent math and literacy block of time – a number of classrooms in our intermediate grades began to use a guided approach in reading and math. An example 2nd grade using a guided math approach to differentiate curriculum.

*There was a strong connection between student's reading fluency and their ability to self-correct on the benchmark assessment.

*Even with an increase of overall incidents there was a significant reduction of incidents in the months we were systematically using positive reinforcement (Blue Slips)

*Monthly student recognition of a high percentage of our students.

*Significant decrease in hallway incidents from this year to last year – supporting positive reinforcement to obtain desired behavior.

*Staff using and hearing common language for anti-bullying and reporting.

2 of Ten Required Components. SWP Reform Strategies

A. **Describe the school's implementation of SWP reform strategies that will provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement.**

Professional Learning Community (PLC)- Emphasis on Writing

A Professional Learning Community (PLC) is "a group of teachers who meet on a continuing basis, focusing on student work [through assessment]. On the basis of their assessment results, those teachers then strategically "change their instructional practice accordingly to get better results", (Michael Fullan, On Common Ground p.xii). "The framework of a professional learning community is inextricably linked to the effective integration of standards, assessment, and accountability. . . the leaders of professional learning communities balance the desire for professional autonomy with the fundamental principles and values that drive collaboration and mutual accountability." (Reeves, 2005). It is through our PLCs that we are able to answer the essential questions of What do we want our students to learn?, How will we know that they have learned it?, What will we do for those students who haven't learn it?, and What will we do for those students who have learned it? The focus for the 2013-14 school year will be spend PLC time identifying what it is we want students to know in reading, writing, and math. Each team completed an annual curriculum map for writing and will now enter into how to develop specific units and lesson plans. Our teams will take their science and social studies standards and integrate them into their writing through the development of units of study, projects, or lessons that address these standards through writing.

Each month we have established in our schedule a time when all of our specials will enter grade level classrooms to implement a social skills curriculum (Project Wisdom) while classroom teachers This will be when we complete an extensive review of our Benchmark assessments as a whole grade level, but will monitor progress of those students who receive intervention in title one, ELL, and special education students. ***(Oct 7-11th, 2013/ February 3-7th, 2014/ PLC Meeting – May 21st, 2014)***

Master Schedule Development -

The master schedule has been re-designed to support research on block scheduling of literacy and math time. In two years we have a well-established schedule that focuses on the core in reading, writing, and math, building consistent time blocks to allow for ninety-minute blocks for reading and math, with sixty minutes of small group/differentiated time. Writing is a focus in our building so we allocated sixty minutes of writing time that was scheduled next to our social studies and science time in our intermediate grades to allow for an integrated, project based approach at this level.

The other key reasons for our block change is to address our time allocated to service for reading and math. We were able to make major changes to the schedule design allowing for staggered literacy and math small group time, allowing service providers to serve flexibly with the sixty-minute block of time. In addition to this the classroom teacher will be able to provide a double dose of small group instruction within that block of time. The principal and assistant principal will work with teacher to develop organizational grids for small group reading instruction to ensure all students receive guided reading from their classroom teacher.

Here are the highlights of our master schedule design:

*Created a master schedule based on student needs and research supported time allocations. (Dufour and Shanahan)

*Time, consistent blocks of time for literacy - 90 minutes of reading and 60 minutes of writing. Identified

small group reading/math time (60 min) and whole group reading/math time (30 min). Need the time to meet needs and for students to improve.
*Created a common planning time for teachers – working towards guaranteed viable curriculum every class, collaboration to define us, become more efficient in how we plan quality lessons/units.

*Special education, title one, and ELL service small group literacy time - 30 minutes x 2 times per grade in 60 min small group time. Allows classroom teacher to instruct that student at their level. Moving towards a flexible service option and inclusive practices.

*Key changes - Continued PE/Music and art times for most in 60 min blocks, to accomplish this we had to divide one class per grade to go into the other classrooms for PE/Music/Art time.

Class List Development

This year we used a layered approach to scheduling students into the classrooms. The first layer of scheduling was having our special education, title one, and English Language learner teachers identify reading and math levels for their students serviced and then place them into a classroom that would allow for a double dose of instruction in reading and math, as well as group them in a classroom where they would be grouped according to their reading level in a small group. The next layer was to identify students and their text level/reading level and place them into small groups in each grade level classroom.

Moorhead School District has altered Power School so classroom teachers at the end of each school year will enter student achievement, behavior, and learning style information onto a SPIN document. Administration collected these documents and used a specific process to develop class rosters for the upcoming school year. Students were divided according to their reading and math performance and placed so teachers could have four or five distinct reading groups in their classroom. This allows them to conduct guided reading in the hour block of time provided, and provide daily instruction to those students who do not meet grade level standards. English Language Learner and Learning disabled students were clustered into two classrooms per grade level allowing for flexible service with the option to push into the classroom.

Standards Alignment and Viable Curriculum:
Standards Based Learning is integrating the standards into curricula which can greatly enhance the chances that standards will thrive while facilitating student achievement. (Perna & Davis, 2007, p.8). Standards based instruction allows teachers and students to be on the same page by specifying how teachers and students will meet their education goals, including specific concepts, order, or instructional materials (Krueger & Sutton, 2001). Standards delineate what content is essential for all students, provide clarity and a fixed point of reference for students and teachers, guide instruction so that it is focused on student learning, provide a common language to have conversations, help ensure equal educational opportunities, assist in identifying struggling students, and meet federal guidelines (Ohio Department of Education, 2001). When students know what their learning goals/objectives are, their performance, on average has been shown to be 27% higher than students who do not know what their learning objectives are (Marzano, 2006). In addition, PLC leaders were trained by Larry Ainsworth on step-by-step process to understand what each standard is requiring a student to know and be able to do. In addition, to learning how to unwrap standards, many of the PLC leaders attended a training by Mike Schmoker on what is essential for schools. Mr. Schmoker outlined three simple things: reasonably coherent curriculum (what we teach); sound lesson (how we teach) and integrating reading and writing in every discipline. Our second Action Step is to analyze student writing. In addition to using the research from Reeves, Ainsworth and Schmoker, our PLCs focus on the work by J. Echevarria , D. Short , and M. Vog on how to improve our instruction by using a model for lesson planning and implementation of high quality sheltered instruction.

During PLC time for the 2012-13 school year our Robert Asp teachers will be using the Minnesota State Standards document to curriculum map writing identifying the essential outcomes, activities/lessons/units for the year, and establish rubrics for how we will measure our standards. Teams that complete the writing will begin the reading process and extend this work into the 2013-14 school year. This will be a building wide focus and majority of PLC time will be spent developing our writing at each level.

Instructional Coaching:

Instructional reading coaches provide support by modeling, sharing effective strategies and peer observations. Instructional coaches provide insight into student learning and help teachers analyze student data and plan for instruction. Coaching is powerful when providing suggestions for differentiation of instruction for students that are at risk. (J. Knight, *Instructional Coaching: A Partnership Approach to Improving Instruction*). For the 2013-14 school year we will use title one dollars to allow one half time coach who is Literacy Collaborative Ohio State trained to work with our new teachers and provide additional professional development for our K-5 teachers with an emphasis on the Writer's workshop approach to writing. **We will be exploring the use of a writing resource (Calkins) – mapping focused on 'what to teach' and the resource will focus on 'how to teach.'**

Study Teams:

The purpose of these teams is to identify current practices being used in the areas of reading and writing and identify best practices as well as provide direction for our school's approach to literacy instruction. A math study team will begin in the 2013-14 school year. Teams will consist of a facilitator and groups of eight to twelve professional staff. A facilitator will be compensated through our title one budget and other active members will have the opportunity for credit through Moorhead State University.

Study teams will identify the direction of our school improvement plan in each target goal area through data analysis and studying of best practice. They also will be charged with monitoring of our target area goal and activities when they meet each month ensuring fidelity of implementation.

The 2013-14 focus for our study teams is as follows:

Reading and writing
*Implementation of small group reading at the intermediate level - workshop approach vs. Daily Five
*Monitor the use of Calkins as a writing resource across grade levels.
*Analyze three years of reading MCA data to identify specific standard areas in the curriculum.
*Conduct a site visit to a balanced literacy elementary – Alexandria, MN – with emphasis on teaching balanced literacy in the intermediate grades.

School Climate
*Analyze student incident data identifying the location and type of incident – recommend interventions.
*Bucket filler approach – implement and monitor school wide.
*outline annual social skills curriculum – morning announcements, Spud meeting each month, and focus for 'bucket filling.'
*Review those students considered 'repeat offenders' (3 or more incidents) – make recommendations for behavior plans (Tier 2 and 3) and strategies that work.

Data Analysis for Identifying Student Learning:

Our Building Leadership Team and PLCs analyzes the data of the MCA-II, MCA-III, NWEA, and other common formative assessments. We look at the strands of each of the sub groups and grade levels. When we analyze the data we are able to identify learning strengths/needs and then formulate strategies for our learners in reading and math. (A. Buffum, M. Mattos and C. Webber, *Pyramid Response to Intervention RTI; Professional Learning Communities and How to Respond When Kids Don't Learn*). Our early morning release time for classroom teams will allocate one time per month where they will analyze student reading progress using benchmark running records, AIMS, and/or student writing samples. The August 19th, 2013 Building Leadership Planning retreat will conduct a data review of our MCA III reading assessment data over the last three years.

Block Schedule/Double Dosing – Reading and Mathematics:

Large blocks of service time are provided in each classroom, and the learning team must determine the most appropriate service option for the student based on student needs. The thrust behind this practice is to place emphasis on the strategies/interventions that are successful with a child versus using interventions based on the label. Students who are not proficient are identified through 2 or more data points and will be serviced through title one, special education, and/or English Language Learner instruction in a 'double dosing' practice. They will be serviced within the literacy block on one of the three Daily times or if intensive pull-out is required it could occur during the interdisciplinary time.

This includes taking steps to ensure that service provided to students is addressing their specific areas of strength or needed development. Supporting teachers are asked to support instructional interventions with data collection. Learning teams will meet weekly to plan collaboratively with a focus on strategies and instructional practices that is most suitable for student needs and curriculum.

We will use Leveled Literacy (Title one) Instructional intervention for those students on Tier two and three plans for reading instruction. This is intended to be a 16-20 week intervention that will help accelerate a child's ability to read closer to their grade level.

Reading Recovery/Reading Specialist (2.0 Reading Recovery/ 3.0 Title One Reading Specialists):

To address the area of language arts and more specifically reading proficiency, Robert Asp will employ three half time Reading Recovery instructor who will work intensely with sixteen of our lowest reading students. This will be an intensive 18-20 week reading instructional intervention that will accelerate a student to be at or close to their grade level in reading.

The title one position will be responsible to implement the Leveled Literacy Intervention for our students reading below grade level in the K - 3. This is a program based on the research of Fountas and Pinnell and has been proven effective literacy intervention. We will use Leveled Literacy with our title one and special education staff for reading intervention and use a consistent approach for our building's reading intervention for students in need of intensive intervention.

Read 180 Intervention – Grades Four and Five

For a portion of our intermediate title one instructor time we will implement the Read 180 program from Scholastic. A four-year U.S. Department of Education evaluation of adolescent literacy programs shows that students in Newark, N.J., Springfield/Chicopee, Mass., and the Ohio State Department of Youth Services who were enrolled in their READ 180® programs significantly outperformed students who were not placed in READ 180 as part of the study. The data was made available as part of the Striving Readers report released by the U.S. DOE's Institute of Education Services. READ 180, created by Scholastic (NASDAQ: SCHL), the global children's publishing, education and media company, and one of the most thoroughly researched and widely-used adolescent literacy programs in the country, was one of several programs included in the Striving Readers pilot program, which has been evaluated yearly since 2007.

Students will be identified the week of August 27-30th, 2012 with the assistance of our fourth and fifth grade teachers. These students will be pulled out for ninety minutes a day from half of their small group reading time and their social studies and science time. This will be students who are in need of intensive intervention for reading and already do not receive special education in the area of reading. We will use System 44, a lower level reading intervention designed by Read 180 to meet the reading needs of our learning disabled. A ninety minute time slot has been scheduled in our fourth and fifth grade schedule for those who require this intensive intervention.

Instructional Coaching:

Instructional reading and math coaches provide support by modeling, sharing effective strategies and peer observations. Instructional coaches provide insight into student learning and help teachers analyze student data and plan for instruction. Coaching is powerful when providing suggestions for differentiation of instruction for students that are at risk. (J. Knight, *Instructional Coaching: A Partnership Approach to Improving Instruction*).

C. Describe how the SWP reform strategies will use effective methods and instructional strategies to increase the amount and quality of learning time.

Robert Asp's plan for improvement has a strong emphasis on increasing time in the areas of literacy and math through our re-development of the building's master schedule. The master schedule reflects research-based time guidelines for literacy (90 minutes of uninterrupted time) and mathematics time (90 minutes) uninterrupted. In addition to this we have incorporated a 60 minute block for writer's workshop scheduled together with social studies and science time in our intermediate grades to allow for integration of science and social studies. Literacy and math blocks are carefully staggered to allow for efficient scheduling of our support service and paraprofessionals. They are able to use a flexible service method in the small group reading and math time.

The schedule reflects a common planning time for teachers and this is where our instructional coaches will meet with individuals and teams to help them develop their instructional practices in reading and writing.

Our plan has a strong emphasis on written language across all grades and each grade has an hour of writer's workshop time. The professional learning teams will use their time this year to map their writing curriculum and integrate science and social studies standards.

D. Describe the instructional strategies that will address the needs of all children in the school, particularly the needs of historically underserved populations and low-achieving children.

- **Extended School Year is a program for special education students in efforts to maintain their academic and behavioral progress made during the year. This is only a six-week, 3 day a week, two or four hours each day program where a small percentage of special education students qualify.**
- **The Early Risers program is a part of the Extended Day program.**

- **Excel After School and Summer Programs: Students are identified for Excel After School and summer programs (targeted services) based upon needs as indicated through district assessments (NWEA MAP, AIMSweb) and additional curriculum assessments in reading and math as well as teacher recommendation. Each student has an individual continual learning program to supplement instruction in the classroom in grades K-5.**
  All students' progress is monitored through Aimsweb.
  Goals:
  - To improve skills in reading and writing
  - To improve skills in math
  - To create effective organizational skills
  - To improve social skills
- **The STARS program is an additional extended summer program focusing on three subgroups: migrant students, homeless students and Native American students. Academics and community building are stressed.**
- **The S.M.A.R.T. curriculum, is a multi-sensory approach to learning, designed to develop and enhance the physiological and neurological readiness skills students need to succeed in school. The program consists of activities for developing students' large and small muscle skills, visual perception and eye-hand coordination. This is organized and implemented by special education teachers to support those students who struggle with sensory integration and social concerns.**
- **The Moorhead School district has been heavily invested in the Sheltered Instructional Observation Protocol (SIOP) and teachers have focused on writing clear learning objectives and using student engagement strategies. These are the emphasis on our school district's plan and will continue to measure its implementation through out Learning Walks. Learning Walks are scheduled each trimester in teams that consist of our staff and other outside district staff. They are very valuable for our learning and implementation.**

E. Describe how the SWP reform strategies are consistent with, and designed to implement, the state and local school improvement plans.

The AYP Regional Support Team from Lakes Country Service Cooperative will assist the school in developing the Corrective Action Plan.

- **A regional workshop provided the initial information to start and develop the AYP plan for the school.**
- **The AYP Regional Support Team conducted the Quality Systems Review Exercise which included a survey and group discussion. They also completed a site visit. A feedback report assisted the school with formulating this plan.**

F. Measurable Mathematics Goal and Action Plan:

2013-2014 School Year - School Improvement Plan- Robert Asp Elementary School

District Priority Area 1: Academic - Math

Level of need based on: *Based on preliminary MCA data 73.3% at 5th Grade, 73% at 4th grade, and 63% at 3rd Grade – all grades had 68.0% met standards in 2013, 68.8% in 2012, 60% in 2011, and in 2010 we were at 69.7% in 2009 we were at 68.3%.* District average for math in 2013 was 60.7% and state average of 60.2%. 2013 Hispanic students were 43.4% (highest in district – 32.2%), students with federal meal benefit were 53.8% (higher then district average), English Language Learners were 26.5% proficiency (higher then district average).

	S	M	A	R	T
	Strategic & Specific: Identify a long-term goal focused on the Grade Level or Department's specific needs.	**Measurable:** Explain how you will know if results changed because of the actions specified in the goal.	**Attainable:** Be sure not to set goals that are too conservative or impossible to reach.	**Results-Based or Research-Based:** Describe how you will know when your goal has been met.	**Time-Bound:** Assign a timeframe in which you will achiev goal.
Goal Components					
Goal # __1__	Students in grades 3-5 at Robert Asp Elementary will increase their math proficiency from 68.8% t the 2014 MCA III Math Assessment. Our Hispanic students will improve from 43.4% to 50%; stu Federal Meal benefit increase from 53.8% to 60% proficient; English Language Learners will incre 26.5% to 35% proficiency.				
Overall Goal Performance					

	What activities will be done to reach goal?	How will you know if you met your goal?	Who is responsible?	How will you monitor progress toward the goal? (i.e., what will be monitored, who will monitor, how frequently monitor?)	What resources are nee (include anything that re dollars, i.e., staff time, m trainer). Explain.

	∞ **1. Professional Development for AVMR Interventions should be specific to teacher needs – embedded professional development with emphasis on core curriculum.** ∞ ∞ **Vicki Brenneman – one time a month of early morning release time – 4th week of the month (Monday-1st/Tuesday-2nd/ Wednesday-3rd/ Thursday-4th/ Friday- 5th Grade(7:30-8:25am) – 1st - 5th grade. Kindergarten-1st and 3rd week on Thursday. Create a release time in schedule so grade levels can meet with math support specialists to analyze student math data, look at what we are doing for that student, and ensure classroom-specialist on the same page. Use additional PE/music time to cover this.**	a. Teachers are able to implement AVMR approaches, will be reflected in student AVMR growth. Increase our MCAIII result on the 2014 assessment. Demonstrate a 5%	-Math Coach -Teachers	Teachers will monitor progress through AVMR assessments.	AVMR Materials Resource Time provided from 7:3(the fourth week of each month.
	∞ **2. Math Block – Analyze AVMR assessments to determine areas in the math standards that need to be addressed.**	*Adequate progress in 75% of students at grade level.	-Principal -Math Coach -Teachers	Adequate yearly growth on AVMR scores, Unit tests, and MCA scores.	AVMR Materials Supplementary Curriculum for reg special education.
	∞ Math support for intermediate grades.				*Hire and train math tutors to supp intermediate students who are cons partially proficient based on the M

	Form a math study team to further develop our goal area.	Study team meeting each month beginning in January 2014.	Principal Assistant principal	*Study team minutes and 2014-15 recommendations developed from meetings.	*Compensate Math chairpersor facilitating action research tean group each month - $27.00/hou benefits) x 10 meetings= $310. Additional Preparation: 5 hours $155.00
	∞ **Schedule a parent informational night to communicate our math plan and home support- need to hire a staff member to organize this(Administration)**	Informational meeting has strong parent attendance.	-Principal -Staff who participate in informational night.	Progress will be measured through a survey parents fill out at the end of the informational night.	Copy of our math plan Informational packets for parents Parent surevey

G. **Measurable Reading Goal and Action Plan:**

2013-2014 School Year - School Improvement Plan- Robert Asp Elementary School

District Priority Area 2: Academic - Reading

Level of need based on: *Based on our 2013 MCA reading results we had 53.0% met standard. The district was 54.5% proficient on the reading - 74.3% met standards in 2012, 73.8% in 2011, and in 2010 we were at 69.7% in 2009 we were at 68.3%. In 2013, our students on federal meal benefit were 38.7%, English Language Learners were 2.9% proficient, Hispanic students 32.1% proficient, . By grade level – 3rd grade – 47.3% proficient; 4th grade – 46% proficient; 5th Grade – 62.7%.*

	S	M	A	R	T		
	STRATEGIC & SPECIFIC: IDENTIFY A LONG-TERM GOAL FOCUSED ON THE GRADE LEVEL OR DEPARTMENT'S SPECIFIC NEEDS.	**MEASURABLE:** EXPLAIN HOW YOU WILL KNOW IF RESULTS CHANGED BECAUSE OF THE ACTIONS SPECIFIED IN THE GOAL.	**ATTAINABLE:** BE SURE NOT TO SET GOALS THAT ARE TOO CONSERVATIVE OR IMPOSSIBLE TO REACH.	**RESULTS-BASED OR RESEARCH-BASED:** DESCRIBE HOW YOU WILL KNOW WHEN YOUR GOAL HAS BEEN MET.	**TIME-BOUND:** ASSIGN A TIMEFRAME IN WHICH YOU WILL ACHIEVE THE GOAL.		
Goal Components							
Goal # 2	Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 53.3% to 60% on the 2014 MCA III Reading Assessment. Our students on federal meal benefit will increase their reading proficiency from 39.2% to 45%.						
Overall Goal Performance							
	What activities will be done to reach goal?	**How will you know if you met your goal?**	**Who is responsible?**	**How will you monitor progress toward the goal? (i.e., what will be monitored, who will monitor, how frequently monitor?)**	**What resources are needed? (include anything that requires dollars, i.e., staff time, materials, trainer). Explain.**		

	1. **PLC Focus:** Teachers will be provided time to collaborate in PLCs to: •focus on writing a curriculum map for K-5 writing standards with integration of science and social studies as possible • design a writing rubric that aligns with MN core standards to assess student writing • analyze literacy data 3 times/year • share writing curriculum map across grade levels 2x/year • develop common language for components of literacy **(Literacy team)**	A curriculum map for writing and a writing rubric for narrative writing will be completed for each grade level. 100% participation of teachers analyzing data and making instructional decsions.	All PLC participants	*Three PLC meetings per month will be designated to construct the curriculum map and rubric. • 3x/year PLCs will analyze literacy data. -October 3rd, 2012 - January 30th, 2013 - May 22nd, 2013 *Special education/Title one/ELL - determine common PLC day.	Continuum of Literacy Learning K-8 manuals at a resource tool for grades 3-5. (15 manuals) *$50 x 16 classrooms = $800.00 *Building Leadership Team meeting - train PLC facilitators in September BLT - share 1st grade template for mapping writing. Standing agenda item for BLT throughout the 2012-13 school year. *Writing rubric - BLT agenda standing item. **Assessment Review:** ***October 3rd/ January 30th/May 15th, 2013 PLC -** Data Days - release time for 45 minutes per grade- 7 subs @ $100 per equals $700 x 2 days = $1400.00 **Dates used for Writing:** - September 19th, 26th, October 24th, 31st; November 14th, 28th; Dec 5th; January 9th, 16th, 23rd; February 6 and 20th; March 6, 13, 20, 27; April 3rd; April 3rd and 10th; May 1st, 2013 *May 23 and 24th, 2013 - Retreat Dates Special Education - meet as at team on the 2nd PLC time of the month and then would integrate into the different grade levels the remainder. *ELL/PE/Music/Art - 1st and 3rd PLC times. *Speech/OT/PT - 1st and 3rd PLC times.		
	2. A specific uninterrupted time will be scheduled for literacy.	A building schedule will be developed.	Building Principal and Building Scheduling Team	Principal			

	3. Professional development options for implementation of writing instruction.	Instructional coaches pairs with classroom teachers and has prepared effective lessons.	Instructional coaches and identified teachers.	Other teaching staff will observe in the model classrooms at least one time during the school year.	**Professional Development options:** 1. Individual - coinvestigative model - work with coach based on student literacy needs. Receive individual coaching in reading or writing. Coach rotates 1-10 days at a time into the classroom modeling lessons, and supporting new practices being implemented. Professional development will be included with the coaching. Substitute time will be provided for professional development or could be done as as outside time if you choose. 2. Research Classroom - focused on collaboratively with coach, a classroom that becomes fully implementational. Involves use of some preparation time to plan lesson collaboratively with the coach. 3. Individual or partner or team implementation (without coaching) - book study - Literacy team decide literature. ***Teachers will select an option for implementation. *One sub/classroom teacher for 8 half days per classroom teacher x 2 classrooms x $90 substitute cost = $1440.00 in order to plan with instructional coach. $$?? One half-day sub for teacher observation opportunities. $$??		
	4. Literacy team to investigate a writing model for our building.	*Determine a building philosophy for writing practices and resources to be used.	Literacy team.		1. Literacy team meets one time per month - one hour per month. *Compensate Literacy chairperson for facilitating action research team/study group each month - $27.00/hour ($31 with benefits) x 10 meetings= $310.00) Additional Preparation: 5 hours x $31= $155.00		
	5. Balanced Literacy support of new teachers	*Instructional coach will work with new teachers in the classroom.	Literacy coaches		*12 teachers x 1 hour x $31/hour ($27 hr/$4 benefit) x 6 months= $2232.00 *Instructional coach will be compensated through time release.		

	6. Survey practices of special education, title one, and ELL service providers of literacy.	*Literacy Team/principals will survey practiced used to support students in reading and writing to ensure fidelity and consistent practices across the building.	Literacy Team/Principals - October Literacy meeting		*Use similar process used in 2011-12 to survey literacy practices used by classroom teachers.		

2013-14 School Year - School Improvement Plan
School: Robert Asp Elementary School

District Priority Area 3: School Climate

Increase student learning and success in all academic & behavior areas.

For your building, check one: _X_ High Need ____ Moderate Need ____ Low Need

Level of need based on: Based on preliminary incidents recorded throughout the 2011-12 and 2012-13 school year we increased from 499 major and minor incidents to 511 incidents. The most frequent incidents occurred in the classroom and the highest incident type were classroom disruption. Twenty-five students combined for 46% of total incidents.

Goal #_3_	*All students will demonstrate an increase in behavior that communicates care, consideration, and respect of self that will be reflected in a ten percent reduction of total major and minor incidents (511 incidents to 460 incidents).*						
	What activities will be done to reach goal?	**How will you know if you met your goal?**	**Who is responsible?**	**How will you monitor progress toward the goal? (i.e., what will be monitored, who will monitor, how frequently monitor?)**	**What resources are needed? (include anything that requires dollars, i.e., staff time, materials, trainer). Explain.**		
	1. Use early morning release time to implement a character/social skills curriculum that addresses our wellness standards.	Release time improves socials skills and character school wide.	Principal/Specialists (physical education, music, and art teachers)	Progress will be monitored by incident reports (Power School)	*Social skills curriculum – Project Wisdom		
	2. Develop a curriculum map for essential school wide behaviors and problem solving methods.	Curriculum map is presented to staff.	*Principal and 1-2 teachers	School Climate team will update staff at staff meetings.	*Compensate 1-2 teachers for assisting in writing the curriculum map- $27/hour ($31 with benefits) x 8 hours = ~$336		
	3. Continue with a study team to review target area data, research best practices, and develop a plan to address our school climate goal.	Select a school climate team chairperson from an open process to staff. Form team with representatives from each area of our building.	School Leadership Team Building Principal	School Climate team will establish a monthly agenda with standing agenda items tied to our school plan and keep minutes from each meeting. This team will report our progress towards goals at our May 2013(2nd week) staff meeting and outline recommendations for our school wide plan in 2013-14	*Compensate school climate chairperson for facilitating action research team/study group each month - $27.00/hour ($31 with benefits) x 10 meetings= $310.00) Additional Preparation: 5 hours x $31= $155.00		
	4. Friday Finish and Fun Time - 15 minutes of rewarded free time for those who have completed work or without incident	Every Friday of the school year or grade level can choose a different day	All Staff	Progress will be monitored with more students completing classroom work on time.	None		

	5. Continue to develop consistent school wide procedures, rules, student recognition system and practices throughout the building.	Use morning news, SPUD meetings each month, and classroom follow up of these communications.	All Staff	*Principal/assistant principal will work with school climate team to develop an annual outline that includes a monthly theme for SPUD meetings, weekly message for news, and follow up plan for classrooms. *Develop a staff handbook for our school discipline plan, include classroom management plans.			
	6. All classrooms are watching the morning news and using a meeting structure to communicate the character message or role-play problem solving/anti-bullying strategies.	A decrease in classroom incidents will be documented.	Assistant principal and principal.	Reviewing the data at staff meetings and school climate team.	None		
	7. Hold a parent communication meeting regarding our school wide plan for behavior	Parents will understand the Robert Asp behavior plan.	*All Staff	Increase in parental understanding.	*August 29th, 2013		
	8. Establish a student council at Robert Asp Elementary School with our fourth/fifth grade students.	a*Student council leader will oversee K-kids, school patrol, morning news, newspaper, monitors, and special events with student leaders.		*Principal/Assistant Principal	*Hire a student council leader from our staff. *Develop an application form for students and ask students interested to apply for this position. *Identify activities for the school year- newspaper, monitors, natural helpers on playground, K-kids, and homework help.		

	9. Continue the use of positive reinforcement for students making good choices.	*Use "Fill Your Bucket" slips as the school wide behavior plan	All staff	School Climate team will collect and summarize data.	-Use "Fill Your Bucket" slips as a school wide PBIS approach. Increase the frequency of this reinforcement at our historic high incident times- September, November, February, April, and May. -"Fill Your Bucket" slips will not be used as a part of individual classroom behavior plans -"Fill Your Bucket" slips can only be given by other teachers (classroom teachers will not give their own students "Fill Your Bucket" slips). Substitute teachers and bus may give out blue slips as an incentive. *Support staff (lunch, breakfast, supervision, custodian, nurse assistant, bus) will administer "Fill Your Bucket" slip practice. Orientation will occur for these people on Friday, August 29th, @9am - Principal		
	10. All teachers will develop their substitute plans to include proactive approach to student discipline.	**Include name tags in sub folder for subs to use. *"Fill the Bucket" slips to ramp up positive reinforcement - explain how this is used. *Classroom discipline procedures.			*August 31st, 2012- workshop time - 1 hour - classroom management plans and substitute plans.		
	11. Address repeat offenders (5 or more incidents) in our building ensuring each are on a targeted behavior plan.	**Establish a team meeting for students who are at 5 incidents for the year. *Students at 5 or more incidents will be referred to Robert Asp's Response to Intervention team. *Students who are repeat offenders will be progress monitored each month.		*Principal/Assistant Principal/Counselor/ Classroom teacher/Support teachers.			

3 of Ten Required Components. Instruction by Highly Qualified (HQ) Teachers

A. All teachers must meet the HQ requirements set forth in PL Section 1119(a)(1).
Describe how the school will ensure and maintain that only HQ staff are instructing students in the SWP.

See HR deparment

I verify that copies of teacher qualifications are maintained at the school as well as the district office AND are available to any member of the general public upon request. By signing this section of the application, the principal of this school attests in writing that the school is in compliance and meets the highly qualified teacher requirements.

Principal's verification (Name) and date
(Keep original signature on file at the school.)

NOTE: follow this link for more detailed explanation of what it means to be HQ
[http://education.state.mn.us/MDE/EdExc/Licen/HighQualTeach/]

B. All paraprofessionals must meet the HQ requirements set forth in PL Section 1119© and 1119(d). New and Existing Paraprofessionals working in programs supported by Title I Part A shall satisfy the requirements of:

1. completed at least 2 years of study at an institution of higher education;
2. obtained an associate's (or higher) degree; or
3. met a rigorous standard of quality and can demonstrate through a formal state or local academic assessment

Describe how the school will ensure and maintain that only HQ staff are instructing students in the SWP.

I verify that copies of paraprofessional qualifications are maintained at the school as well as the district office AND are available to any member of the general public upon request. By signing this section of the application, the principal of this school attests in writing that the school is in compliance and meets the highly qualified paraprofessional requirements.

Principal's verification (signature, printed name and date)
(Keep original signature on file at the school.)

NOTE: follow this link for more detailed explanation of what it means to be HQ.
[http://education.state.mn.us/MDE/EdExc/Licen/HighQualTeach/]

4 of Ten Required Components. Professional Development

The school must describe how it will implement high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff.

- **All staff participate in Professional Learning Communities for 1 hour each week to discuss job embedded techniques such as teacher effectiveness, viable curriculum, and literacy.**
- **All staff are focused on teaching to the essential standards as outlined by the state of** Minnesota. Through our PLC's, staff continue to collaborate on aligning the essential standards with their curriculum.
- **The PLC facilitators will be guiding the PLC groups in basics of SIOP (Sheltered Instruction Observation Protocol) to strengthen best instructional practices. This includes using content and language objectives along with meaningful activities in order to strengthen their instructional routines for all students in every subject area. The building principal will be conducting formal observation walk throughs to assist staff in implementing this model.**
- **Each PLC group will be asked to collect an electronic or paper version of a portfolio showing evidence of their on-going work to address our school's goals through their PLCs.**
- **Collaboration time will be used for data analysis and programming for student instruction using state and local assessments.**
- **The PLC groups will be writing common assessments in the area of literacy.**
- **The school is a part of RtI training and implementation. All literacy staff will be utilizing progress monitoring to measure and guide their instructional practices.**
- **Special Ed and Title I staff will be given professional development opportunities with literacy interventions including the Leveled Literacy Intervention kits.**
- **The elementary instructional math coach is providing professional development in Advantage Math Recovery to grades 1st-5th grade teachers and specialists.**
- **The Literacy Coordinator is providing professional development in the Literacy Collaborative framework to K-2nd grade teachers and specialists.**
- **The Literacy Coordinator will work with Literacy study team to determine practices being used in literacy across our building and determine what best practices are in the area of reading and writing.**

The building principal has attended professional development training in the following areas:
This training provided a foundation for understanding in order to build the professional learning community model as it pertains to the RtI process. In collaboration with building staff, the principal gained methods for instilling leadership qualities in order to facilitate the implementation of the PLC and SIOP models. The principal will conduct learning walks in the classrooms to ascertain the need for further support

5 of Ten Required Components. Highly Qualified Teacher to High Needs Schools

What is the school doing to attract and retain highly qualified teachers to its school?

Robert Asp Elementary School is in the Fargo-Moorhead community which has three colleges – Concordia, Moorhead-State, and North Dakota State University – with teacher education programs that place students in our school and district. We have many opportunities to partner with these education programs and have formed strong relationships with the College faculty who advise and evaluate the performance of new teachers. When we have open positions we have typically over three hundred applicants for positions at the elementary school. Even areas like music and art, typically known as challenging positions to fill in the rural areas, we have over one hundred applicants for these spots. This area has historically attracted strong teachers right out of the college program or bring back those former community members who once resided here and have gained teaching experience in another location in the state or country. Many of our hiring opportunities are with experienced teachers.

The Moorhead School district values professional development with their commitment to instructional coaching in our buildings, and offer a range of opportunities for teachers to become better in their area. The colleges work with us to offer continuing education credit and master's and doctoral level programming for our teachers and administrators. The teacher pay scale rates among one of the highest in the state and the salary schedule encourages continuing education for all.

Robert Asp Elementary has placed a strong emphasis on writing and literacy, and we are a leader in our district with this movement. We also offer block scheduling for literacy and math times daily, as well as daily team planning time for teachers. This is a great place to be for a student and a teacher, and there is not a great deal of turnover of staff.

6 of Ten Required Components. Parent Involvement

A. **Describe how parents will be involved in the design, implementation and evaluation of the SWP. NOTE: If the evaluation results show that the SWP plan is not satisfactory to parents, the school is required to submit these comments to the LEA.**

Robert Asp parents will be involved in the design and evaluation of our schoolwide plan through the parent representation on our leadership team as well as the scheduled communication through Parent Teacher meetings and newsletters. Members of our leadership team including our parent representatives will participate in the annual plan evaluation retreat held on May 23rd and 24th, 2013. At this time we will analyze our school wide data for each goal area, complete a needs assessment, prioritize needs, and develop a plan of action. On August 13 and 14th, 2013 we will complete the assessment portion of our school wide plan and the parent involvement portion of the plan for the upcoming year.

Documentation from our May retreat will be entered into our annual evaluation and review of our plan and will be contained in our school wide needs assessment.

On August 27th, 2013 our school and district has reformatted our Back to school night into a much more formal parent meeting which is focused on curricular and behavioral expectations. Parents will register for small group times (no more then 6 in a group) and will participate in a formal presentation with their child's teacher and have the opportunity to access the teacher in a small group setting. Teachers developed presentations on our June 3rd, 2013 professional development time with an emphasis on behavior, curriculum, and academic expectations of the school and grade level.

We will continue to offer our media night once a month on the first Tuesday of the month from 5:30-6:30pm, opening up our libraries for parents and students to access together. There are four scheduled parent events that are aligned to our building goals:

*Tuesday, August 27th, 2013 – Parent-student orientation meetings with classroom teachers – small group meetings with curriculum and behavioral expectations outlined - parents sign school compact /agreement at this time.

*Friday, September 27th - 3-5pm – Concordia Science Academy – K – 5 students and families – Concordia College science department will host a science academy at Robert Asp providing a number of hands-on science learning opportunities for our students and families.

*Tuesday, October 1st, 2013 – Family Media Night - 5-6:30pm – provide opportunity for our families to access our media center to check out books and explore technology resources that could be used at home (This month is every month on the first Tuesday at the same time)

*October 14th and 15th - 3-8:30pm – Parent-Teacher Conferences – outline progress reporting on student reading and math.

*December 10th, 2013- Math games night – Robert Asp Gym and Cafeteria – offer parent support sessions for the Everyday math program.

*Thursday, February 13th, 2014 - Energize Night – Family fitness night hosted by Sanford Health - 6-8pm – emphasis on nutrition and active lifestyles.

*Tuesday, March 18th, 2014 - Read Across America night - family night for our K-5 students and parent instructional support presentation on how to support a young reader at home. We will have literature give-aways, and offer a range of fun literacy based activity throughout our building.

*Thursday, April 17th, 2014 – Kindergarten orientation for new families and recruitment night - 6-7:30pm

B. Describe how the school will provide parents with assistance in understanding the SWP.

This is a multiple prong approach that is scheduled throughout the school year. Our plan for communication includes sending home a school newsletter in September that outlines key components of our school wide plan and a follow up meeting to review and answer questions will occur at the October 2013 Parent Teacher Association meeting. The newsletter and PTA meeting will be key areas for communication as we progress monitor our school's plan. This year we will use the December, February, and May parent-teacher meetings to review data from specific target goal areas. December we will review the School Climate goal and incident data. February we will share our winter benchmark assessment data, and in May the MCA results for math and reading if they are available.

Here is an outline of our school's parent involvement plan that will support parents in our target goal areas:

The following programs were developed through the implementation of strategies outlined in the School, Family, and Community Partnerships by J.L. Epstein.

- Teachers use the Home Links through Everyday Math to provide parent involvement in the area of mathematics. The Mathematics coach will be providing parents the opportunity to have a math resource manual for home. Fifth grade teachers allow parents to check out math manuals for the school year to keep at home.
- Home reading logs/book bags are sent home with all children each day to share with parents so they can see growth.
- The school has planned a reading and math night to support parent involvement in the areas of reading and math. Book Fairs and the school carnival provide opportunities for parents to be involved in the school and promote a positive school climate.
- The Title I Parent Coordinator plans resource nights at school in the media center. Parents are able to use computers, learn about homework opportunities, how to use Powerschool, check out parent resource books, help their students pick out books to read at home, and are provided opportunities for increased parent-school connections. Math games will also be modeled so parents can see how they may be utilized at home.
- The Early Risers Program continues to provide a connection with home and school for at-risk students. Family Support is a support, consultation, and empowerment intervention that is individually tailored to address unique sources of parent, child, and family needs. The program begins with a process of child and family needs and strengths assessment, initiates further strengths-building through goal setting and strategic planning, and accesses formal and informal community resources and professional services through a negotiated contract with the participants. The incipient goal of Family Support is to reduce parent/family-level risk by remedying the conditions that produce or perpetuate stress in the lives of families and adversely affect parents' capacity to nurture and support their child's health development.
- The Title I Parent Coordinator and school climate chairperson will conduct a parent survey in the fall of 2013. The survey evaluated the effectiveness of parental involvement strategies. We will continue to survey parents on an annual basis.

C. Describe the services that will be provided to parents as part of the SWP.

Robert Asp has a full-time counselor, half-time social worker, and a half time Early Riser's coordinator. Each of these people are a strong support for parents in our building and are key people in helping parents receive outside service or support with their students. Solutions is a community behavioral specialist we work collaboratively with in and out of the school. We make direct referrals for students and families who need additional support and Solutions will provide skills trainers as needed in the regular classroom to help our teachers implement a behavioral plan for that child.

Academic support comes through our math and reading nights scheduled on alternate months. These parent trainings are intended to teach parents how to support their child's additional practice for these areas at home. The math nights are valuable because they balance a family fun event with the education of the parents in how to use the Everyday Math curriculum from a home support standpoint.

The Early Risers program has been an invaluable program for these students that are deemed at-risk in the first grade. Students who are identified at-risk are matched with students who are positive role models for that student. Parents of these students have regular communication with our Early Riser coordinator and are supported by the Early Riser person.

D. Describe the process of annual evaluation of the Parent Involvement Policy/Procedures and Parent/Teacher Compact.

The parent-teacher compact will be provided and explained to parents on Thursday, August 28th(kindergarten) and 30th, 2013. Compacts will be signed by teacher, parent, student, and principal. The compact will be a tool we will utilize throughout the year if there is a parent meeting regarding a student academic and/or behavioral concerns. Our annual evaluation of the parent compact will occur in our August retreat and August PTA meeting.

REMINDER: The current **Parent Involvement Plan** and **Parent/Teacher Compact** must be uploaded with the Title I application in SERVS.

7 of Ten Required Components. Preschool Transitioning

A. Describe how the SWP will coordinate the transition of preschool children from early childhood programs to the local elementary schools.

PRESCHOOL TRANSITION STRATEGIES (ELEMENTARY SCHOOLS)

1. What kinds of collaborations and strategies are evident between the elementary school and preschool programs (i.e. Head Start, Even Start) to transition pre-school students, especially those considered "at risk"?
2. How does the K-3 District Literacy Plan and the B-12 Blueprint for Literacy inform pre-school program alignment to reading achievement?

1. Collaboration efforts between Hopkins Elementary and preschool programs include the following:

A. Keys to Kindergarten: This program will provide important school readiness experiences to age eligible, low-income children and their parents. This collaborative effort develops a partnership between parents and schools to ensure children possess positive social, emotional, physical and Cognitive skills for a seamless transition to kindergarten. Parents will also become familiar with one another and their Children's future classmates through this experience. The program targets children four or five years of age who will start kindergarten the following

fall.

B.
C. Early Childhood Family Education: ECFE is a program for every family with young children birth to kindergarten entry offered by Community Education, a program of Moorhead Area Public Schools. Families from Moorhead, Fargo, West Fargo and the surrounding areas are all welcome to attend ECFE classes. ECFE is based on the idea that the family provides a child's first and most important learning environment, and parents are a child's first and most significant teachers. Licensed and experienced teachers keep up to date on the latest research on early brain development, parent-child relationships, child development and guidance techniques. They provide useful and practical information to parents and families.

2. The MAPS Literacy Plan and the MN Birth-12 Blueprint for Literacy provides meaningful alignment for pre-school programming for reading achievement in the following ways:
A. The MAPS Literacy Plan provides stakeholders with a community wide message of the importance language development and reading for pre-school learners and their literacy development.
B. The MAPS Literacy Plan provides a plan for family involvement that enhances early learning opportunities through communication, opportunities for family literacy activities, and parent education. The plan proactively engages families with the district elementary schools by establishing literacy goals and encouraging achievement toward those goals.
C. The MAPS Literacy Plan provides and explains the standards based, balanced literacy curriculum used within the MAPS. It clearly establishes a scaffolding of skills, instruction, and assessments that align with the MN Early Childhood Indicators of Progress, Head Start Outcomes and the MN ELA Academic Standards.
D. The MAPS Literacy Plan lays the ground work for further development of early childhood literacy programming for preschool children entering the MAPS. The plan ensures preschoolers equal access to the literacy standards and readiness activities appropriate to their level of growth and development.

B. Describe how the SWP will coordinate, to the extent feasible and appropriate, parent involvement programs and activities with other state or federally run preschool programs (Section 1118).

Robert Asp and Moorhead schools implement the following parent involvement strategies to enhance academic and social development of our students:

- Teachers use the Home Links through Everyday Math to provide parent involvement in the area of mathematics. The mathematics coach will be providing parents the opportunity to have a math resource manual for home. Parents are allowed to check out math manuals for the school year to keep at home.
- PowerSchool is a tool for parents to use to track attendance and lunch accounts. • The Title I Parent Coordinator holds resource nights at the school library. Parents are able to use

computers at the library, learn about homework opportunities, learn how to use PowerSchool, and have opportunities for increased parental-school connections. This occurs nearly every Tuesday night at Robert Asp, Hopkins and S.G. Reinertsen.

- The district uses interpreters to assist with parent communication. • Parent-Teacher Conferences in the fall and spring continue to be a strong means for parent

communication, setting student goals and monitoring student progress. On-going communication

with parents is encouraged and supported at the district level. • The Early Risers Program provides a connection with home and school for at-risk students. Family

Support is a support, consultation and empowerment intervention that is individually tailored to address unique sources of parent, child and family needs. The program begins with a process of child and family needs and strengths assessment, initiates further strengths — building through goal setting and strategic planning, and accesses formal and informal community resources and professional services through a negotiated contract with the participants. The incipient goal of Family Support is to reduce parent/family-level risk by remedying the conditions that produce or perpetuate stress in the lives of families and adversely affect parents' capacity to nurture and support their child's health development.

- Student homework folders/planners in grades 1 through 5 provide additional home-school communication and provide a vehicle for reporting progress.
- Parent involvement nights will help in the elementary schools. Many of the sessions will be held to provide support and assistance to parents in core academic areas.
- The Title I Parent Coordinator is constructing a parent survey to be given at spring conferences. The survey will evaluate the effectiveness of parental involvement strategies. The school partners with community agencies to provide services for parents.
- The Title I Parent Involvement Committee will take the winter meeting to draft an overview sheet of additional services available to elementary children to improve academics. This one-page handout will describe the service, qualifications and process to be involved. It will include Title services, SES, and other local programming.
- At the middle and high school, our district literacy coach will design two parent nights. One will be for all sixth-grade students' parents and the other will be for all eighth- and tenth-grade students and parents. These are transitional years for students in our system and better communication is needed to make this transition easier. The sixth-grade meeting will focus on the importance of middle school math as a springboard into the high school. The research is taken from the ACT article "The Forgotten Middle." The eighth- and tenth-grade parent night will review the students' Explore and PLAN exams, including both academic skills and career selection. The research for this was taken from the ACT article "College or Work Ready: Same or Different?"

8 of Ten Required Components. Measures to Include Teachers in Decision-Making Regarding the Use of Assessments

v teachers are included in the decision-making process regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students in the overall instructional program.

and Administration of Assessments

entifically based reading research has identified phonemic awareness, phonics, fluency, vocabulary development, and comprehension as the critical components of early literacy. Research has shown that students who achieve grade-level pr third grade. Robert Asp Elementary school will use three types of assessment critical to making decisions about whole class and small group instruction. Screening assessments can help teachers identify students' strengths and weaknesses ture of which students are ready to progress in the program and which students are likely to struggle with grade-level reading instruction. Diagnostic testing provides data to identify which students need specialized instructional support for , of student progress in acquiring the skills the program is intended to develop. As research shows, early diagnosis of any reading difficulty is critical, so assessments must be built in to monitor achievement and to diagnose areas of specific

t Asp Elementary School will utilize the following assessment tools

Web-based program for Early Literacy Measures, Reading Fluency, and MAZE-Comprhension will be administered in the spring with grades Kindergarten through fifth grade. These will be used as a screening and progress monitoring asse s.

pmental Reading Assessment: This formative monitoring assessment will be used to provide a thorough picture of every child's reading ability based on the critical components of literacy. It can be used annually or more often as needed to ed in the fall in kindergarten through third grade.

ota State Assessment: This assessment will provide an outcome-based measurement result for all five components and will be administered in the spring to grades 3 through 6.

ıark Running Records (Fountas and Pinnell): Formal benchmark running records will be conducted in the fall and spring to measure all five components.

ıl Running Records/Checklists: Informal running records will be administered to each individual student at least twice a month to determine regular student progress and diagnose specific reading needs. Checklists will be used to monitor s y informal and formal assessment.

nt Framework- Robert Asp Elementary School – 2013-2014

Fall

	Grade K	Grade 1	Grade 2	Grade 3	Grades 4 - 5
	AIMS Battery *Letter Identification Hearing and Recording Sounds in Words	*Hearing and Recording Sounds in Words *Benchmark Running Record Assessment Text Level-all students (DONE BY ASSESSMENT TEAM)	NA	NA	NA
	*Pre-K screening(Aug) *LNF/Beg. Sound Fluency	*Observational Survey(new students at risk for RR) *LNF/BSF/PSF/NW- AIMS	NA	NA	NA
y	*Sentence Dictation	*Observational Survey (new students) *Sentence Dictation			*MAZE-F/W/S- AIMS
			*CBM – AIMS *BMRR – all classroom teachers	*CBM – AIMS- Classroom teachers *BMRR – all new students by classroom teacher or by building team	*CBM – AIMS- Classroom teachers *BMRR – all new students by classroom teacher or by building team
nsion	*Observational Survey (optional)	*Observational Survey(optional – used for RR identification) *Benchmark running record (fall team administers)	 *BMRR – all coached teachers	*CBM – AIMS- Classroom teachers *BMRR – all new students by classroom teacher or by building team	**CBM – AIMS- Classroom teachers *BMRR – all new students by classroom teacher or by building team
nguage					

k Assessment ***Administerred 3 times per year. (Fall/Winter/Spring)**

	Grade K	Grade 1	Grade 2	Grade 3	Grades 4 - 5
	*Letter Identification *Hearing and *Recording Sounds in Words – F/W/S *Word Test (optional) *BMRR – Winter (District Team) AIMSweb o LSF o PSF o NWF (spring)	*Hearing and Recording Sounds in Words *Benchmark Assessment Text Level-all students (DONE BY ASSESSMENT TEAM in spring – Level M ceiling)	NA	NA	NA
	*Pre-K screening(Aug) *LNF/Beg. Sound Fluency	*LNF/BSF/PSF/NW- AIMS	NA	NA	NA
/	Spring: Word Test (optional) Concepts About Print (optional) Writing Vocabulary (optional)	Hearing and Recording Sounds in Words OS-all RR students			*MAZE-F/W/S- AIMS
		*CBM – AIMS (W/S)	*CBM – AIMS (F/W/S) *BMRR – F/W/S – spring administered by team – Level M- ceiling in spring	*CBM – AIMS (F/W/S) *BMRR – F/W/S – spring administered by team – Level T-ceiling in spring	*CBM – AIMS (F/W/S) *BMRR – F/W/S – spring administered by team – Level W (4th grade) and Z (5th)- ceiling in spring
ısion	*Test level – Winter and Spring	*Observational Survey (Reading Recovery students) *Spring BMRR – Level I ceiling	*BMRR – F/W/S – spring administered by team – Level M- ceiling in spring	*BMRR – F/W/S – spring administered by team – Level T-ceiling in spring	*BMRR – F/W/S – spring administered by team – Level W (4th grade) and Z (5th)- ceiling in spring

/Response To Intervention Students – Weekly/Bi-Weekly (Progress g)

	Grade K	Grade 1	Grade 2	Grade 3	Grades 4 - 5
	*AIMS- ELB *Local Checklist	*AIMS- ELB *Local Checklist	NA	NA	NA
	*AIMS- ELB *Local Checklist	*AIMS- ELB *Local Checklist	NA	NA	NA
	*AIMS- ELB	*AIMS- ELB *Writing Spree	*AIMS- CBM *Writing Spree	*AIMS- CBM *Writing Spree (ELL) *Dev Spelling	*AIMS- CBM *Writing Spree(ELL) *Dev Spelling
	NA	*AIMS- CBM *Running Record	*AIMS- CBM *Running Record	*AIMS- CBM *Running Record	*AIMS- CBM *Running Record
sion	NA	*Running Record *AIMS- MAZE	*Running Record *AIMS- MAZE	*Running Record *AIMS- MAZE	*Running Record *AIMS- MAZE

ıal Learning Plan will define what assessments will be utilized – team selects most appropriate tool .)

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	Grade K	Grade 1	Grade 2	Grade 3	Grades 4 - 5
	*AIMS-Spring (LNF/LSF PSF/NW)	*AIMS-Spring (NW)	NA	NA	NA
	*AIMS-Spring (LNF/LSF PSF/NW)	*AIMS-Spring (NW)	*Dibels-Fall	NA	NA
lary	*Observational Survey (screened group for RR)	*AIMS-Spring (LNF/LSF/PSF/NW) *Writing Spree *Develop Spelling	*AIMS-Spring (CBM) *MAP Language(Spr) *Writing Spree *Develop Spell	*AIMS-Spring (CBM) *Minnesota State Assessment (MSCII) *Writing Spree *Develop Spell	Minnesota State Assessment (MSCII
	*Benchmark Running Record	*AIMS- Spring (CBM) *Benchmark Running Record	*AIMS- Spring (CBM) *Benchmark Running Record	*AIMS- Spring (CBM) *Benchmark Running Record(coached teachers)	*AIMS- Spring (CBM) *Benchmark Running Record(coached teachers)
:hension	*Benchmark Running Record	*Benchmark Running Record	*AIMS-Spring (MAZE) optional *Benchmark Running Record	*AIMS-Spring (MAZE) optional *Benchmark Running Record (coached teachers) *Minnesota State Assessment (MSC II)	*AIMS-Spring (MAZE) optional *Benchmark Running Record (coached teachers) *Minnesota State Assessment (MSC II)
ı ıge					

ment Usage

g Tools:

n the fall we will screen all of our K-1 students in Phonics and Phonemic Awareness – Tier One. Grades 2 – 5th grade will measure Reading Fluency for all students. Those students who are at-risk in this measure and another measure wou an. If there is 20% or more of the students not meeting proficiency then a Tier One intervention (large group or whole class) needs to be considered.

fRR - K-5th Grade - In the fall classroom teachers and special service teachers will administer the DRA/BMRR to identify student reading strengths and concerns, patterns, and grouping of students. **Classroom teachers will administer th s (what strategies used consistently) and areas for continued growth communicated to the classroom team for those students that will work with that child. Each classroom should demonstrate organization based on these result struction should only reflect common needs for most of the classroom.**

MRR in the fall only needs to be completed on those students considered at-risk based on AIMS and/or MAP.

ppens to those students who are at-risk in two or more categories in a reading component?

specific needs for these students – ask what it is the child does well in reading and what are things that are missing.
is student already have an Individual Learning Plan? If not, the team will begin progress monitoring the student each month specific to the targeted area the intervention is trying to improve. If part of the intervention is student goal setting a weeks of progress monitoring and targeted intervention, the classroom team will determine if a student needs to be on a formal Individual Learning Plan. Specific strategies and interventions will be identified that are aligned to the goal.

Monitoring – Tier Two and Tier Three Students

s moving from Tier 2 to Tier 3 following a Building Level Support Team recommendation - Use diagnostic assessment to specify student concerns, identify strengths, and formulate a goal for the student's tier 3 plan that has focused interver

:

ıent teams formed for fall Benchmark running record – Instructional coach will train this group.
2 teachers and grades 3-5th grade teachers in coaching track will be trained to administer Benchmark running record. Our literacy coach will train one classroom teacher in the third, fourth, and fifth grade to assess using the Benchmark Run

ollection Responsibility and Dissemination of Data

n teachers will be provided the option of using an electronic assessment file management system (AIMS/ SASI) to document student assessment information or to use a hard copy of student assessment results in a binder. All assessments wi

nts are to be identified for an analysis of classroom interventions. Teachers must provide the assessment information at a monthly 'data chat' that will be an opportunity for all instructors to analyze and discuss student achievement data. It a

ons for non-proficient students.

arget goal area action research teams will be responsible to view student data related to their academic area. During this time staff will participate in discussion about best practice, receive training on each of the classroom assessments to ens

be used by our school's site-based committee to determine school improvement focus and identify specific training needs. Building principal, action teams, and the site-based council will be responsible to compile school wide data to analy:

nt coordinator will be responsible to ensure that the collection and entering of data for schools be done in a timely manner and presented in an easily interpreted format (Microsoft excel file).

ers will be provided a release time in schedule so grade levels can meet with reading support specialists to analyze student reading data, look at what we are doing for that student, and ensure cla 2013/ November 18th-22nd, 2013/and February

le for Data Usage

ng data release time to identify those students not at grade level and identify through the Continuum of learning the reading behaviors needed at that text level. Done in grade level group.

reading recovery teachers/instructional coach to facilitate text level analysis using the Continuum of learning.

ofessional Learning teams – each grade level team will schedule a review of data time with their teams at their PLC, one month.
ata Analysis – PLCs and supporting teachers - every trimester we have a scheduled teacher release time so grade level teams can analyze reading and math data and plan for interventions/strategies which will include flexible grouping

rget Goal Area Action Research Teams: Each target goal area committee is responsible to ensure that regular monitoring of student progress is occurring through their collection and discussion of student assessment information.
hool Improvement Planning: Three half-day in-services will be designated as school improvement workshops (September/January/March) where data from assessments will be used to develop a plan for staff development as well as measur

nt Description/Glossary

ıming Fluency (LNF) assesses how fluently students can give the names of letters in one minute. Students are shown upper and lower case
t are arranged in random order.
und Fluency (LSF) measures how fluently students can give the sound of upper and lower case letters in one minute.
Segmentation Fluency (PSF) is a slightly more advanced measure of phonemic awareness. It tests a student's ability to pronounce the individual phonemes (sounds) in words that have three and four phonemes (e.g., cat, rest).
Word Fluency (NWF) requires students to identify and say the sounds in non-real words for one minute.
rriculum Based Measurement (R-CBM) measures a student's ability to read grade-level text fluently and accurately for one minute.
st Evaluation Assessment (NWEA) assesses the improvement of grades 2 and 3 students in the skills of reading.
ic Reading Assessment (DRA) is an individual assessment providing teachers with information regarding a student's independent reading level.
lass Instructional Design and Assessment (WIDA) are the instruments provided by WIDA (W-APT & ACCESS) to provide an index of achievement for Moorhead's English Learners. Data from these instruments validate placement and c
a Comprehensive Assessment (MCA) measures student growth related to standards established by the state of Minnesota for reading

9 of Ten Required Components. Effective and Timely Assistance

Describe the step-by-step process to ensure that students who are experiencing difficulty mastering the proficient or advanced levels of academic achievement standards receive effective and timely assistance.

We will employ reading specialists who will work as a team teacher and provide a variety of service options based on student needs pertaining to the current curriculum. The teaming approach will allow us to provide higher quality instruction and feedback to an entire classroom. It also will enhance our ability to assess student progress in reading through the collection of running records during guided reading time. Students entering the first grade will have the Observational Survey assessment completed to determine student's strengths and areas of need in reading, and use this to identify students for the reading recovery intensive intervention at the first grade. Each month our title one instructors will facilitate a student review and selection meeting to ensure student's who are not reading at grade level will be serviced in a small group reading instruction.

The other major change in our plan that will significantly impact student's with reading needs will be effort to provide a 'double dosing' approach with those partially proficient and basic reading level students. Our building schedule has built in sixty minutes of differentiated reading instruction and math time where students will be grouped according to their needs. In reading a student will receive guided reading at their text level of understanding and will receive small group reading instruction from their classroom teacher four to five days a week in addition to our supplemental instruction provided to a student in title one, English Language Learner, and special education instruction. (Double dosing)

Parent-teacher conferences will be scheduled at the end of the 1st and 3rd quarters, and will be an opportunity for our teaching staff to share pertinent information regarding what parents can do to help. If a student is not proficient in a subject area, then teacher contact will occur within the middle of the quarter.

Use of Data to Match Student Need to Intervention Program:
Grade-level and student support teams use multiple data points from diagnostic assessments (see above assessment chart) to select from a menu of research-based interventions illustrated on the district Literacy Toolbox. The interventions are selected from a continuum of needs to address phonemic awareness, phonics, fluency, vocabulary and reading comprehension.

Interventions and Supports	Who	How Often	Specific Purpose
Leveled Literacy Intervention	Licensed Teacher	Daily	Fluency, Phonemic Awareness, Phonics, Vocabulary, Reading Comprehension
America Reads using its adopted research-based strategies	America Reads Tutor	One to two times per week	Phonemic Awareness, Vocabulary, Background Knowledge, Comprehension
Minnesota Reading Corps, using its adopted research-based strategies	Minnesota Reading Corps. Tutor	Daily	Phonics, Phonemic Awareness, Fluency
Classroom Teacher	Classroom Teacher	As needed; selected intervention implemented	Fluency, Phonemic Awareness, Phonics, Vocabulary, Reading Comprehension

10 of Ten Required Components. Coordination of Programs

Describe the coordination and integration of federal, state and local services and programs.

For this upcoming school year we will employ three reading recovery teachers using alternative delivery funding through federal IDEA funding. This is a strong intervention that is research-proven and targets students at the first grade, accelerating their reading level to a point where special services will not always be required.

IV. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

A. Describe how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3).

During our October and February conferences individual interpreters are hired to communicate academic assessment and student performance to those parents where English is a second language for them.

Parent Notification and Involvement:
Moorhead Area Schools will communicate with families through a grade level specific literacy newsletter twice a year written by the District Literacy Committee. The newsletter, which will be available at conference time, will provide parents with activities to accelerate literacy development for their children. The school district will also post the newsletter to the website for parents to view. The WIDA assessments will be sent home in the family's native language. The school district will continue to involve parents in the naturally occurring committees. In addition, the district will tap the existing structure of parent involvement as observed in the buildings level Parent Teacher Advisory Councils and the district level committees as embodied in the Instructional and Curriculum and Special Education Parent Advisory Councils.

B. Describe additional measures, other than the MCA, which will be used to identify successes and/or problems with the SWP.

An annual review of our school wide plan and a complete data analysis will occur on May 23rd and 24th, 2013. This is an annual part of our school wide planning and decision making process at Robert Asp Elementary school. Study teams are formed for each target goal area and meet monthly to monitor their target area goal and make recommendations for intervention/strategies to address needs identified in the data analysis. Each team will analyze target area data from each grade level and will establish findings from their study team and will outline specific recommendations for our school wide plan. The Building Leadership team at Robert Asp Elementary school will gather recommendations from each team, and complete the details of our school wide plan at our annual plan review and retreat held in May.

C. Describe the plan for measuring and reporting student progress during the year.

Robert Asp Elementary teachers will follow our assessment plan and begin screening students in reading and mathematics the first week of school. Students identified at-risk on two or more data points will be listed and have a matched intervention. Our school district's Reading Well (State of Minnesota) plan requires those students who are a grade level or below must be progress monitored using a research-based intervention assessment tool (AIMS, BMRR/DRA) that matches their identified need area in reading (one of the components). Progress monitoring results must be communicated weekly with the student and monthly with the student's parent. Title one and English Language Learner teachers will conduct the progress monitoring assessments weekly and make a determination of progress. One Professional Learning community meeting per four week period will be scheduled to analyze student progress and success of the intervention.

D. Describe how disaggregated data will be used to identify groups of students and determine whether or not they are making progress.

We will utilize the disaggregated data at the team level on each summative assessment to determine our overall progress made in our identified sub-groups. The Building Leadership team will receive a breakdown of our assessment data at the fall, winter, and spring benchmark periods. This will be reported in our data analysis in our school wide plan and our school's goals will reflect the progress needed in each sub-group area.

E. Describe how the results of your student assessment data and other measures will be used to improve instructional practice as part of the evaluation process for continuous improvement.

The PLCs will meet on May 15th, 2013 to summarize their reading and mathematics data as a grade level and all teams will use the same outline for collecting and analyzing data. Each grade level will submit their data analysis to our Building Leadership team for our May 23rd and 24th, 2013 annual evaluation of our school's plan. The study team role in our building is to become the experts in their area and make recommendations that are based on our data and sound research for best practices. This year they will identify literature to read and make recommendations in the area of reading and balanced literacy. These team members will make specific recommendations for intervention based on our school wide data.

Staff members - Title one Funding 2013-2014

*Char Lien – Title one – 76% (Intermediate grades) – 24% Title 2 District
*Julie Hayes – 100% Alternative delivery
*Karla Brewster – 50% Alternative delivery
*Lori Schroeder- Title one - 50%
*Pam Kiser – 50% Alternative Delivery (1st grade Title 2)
*– 100% (50% title one for 2012-13 year)
*Vicki Anderson – 50% title one / 50% learner development
*Vicky Brenneman- 25% learner development

V. TECHNICAL ASSISTANCE

Provide a list of technical assistance providers who have contributed to the development of this SWP plan. Include meeting dates and topics.

er Name	Date	Type of Assistance	Provider's Experience in SWP Programming

ider Name	Date	Type of Assistance	Provider's Experience in SWP Programming
ider Name	Date	Type of Assistance	Provider's Experience in SWP Programming
ider Name	Date	Type of Assistance	Provider's Experience in SWP Programming
ider Name	Date	Type of Assistance	Provider's Experience in SWP Programming

Department of School Improvement and Accountability
Moorhead Area Public Schools

Memo SIA.14.007 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Missy Eidsness, Director of School Improvement and Accountability ME

DATE: September 17, 2013

SUBJECT: Horizon Middle School Program Development: AVID

Lori Lockhart, principal at Horizon Middle School, and Jeremy Larson, assistant principal, will be in attendance at the September 23, 2013 School Board meeting to lead a discussion regarding the program development of Advancement Via Individual Determination (AVID).

AVID is a systemic instructional system for students in kindergarten all the way through higher education (K-16). The AVID College Readiness System is a school wide effort focused on leadership, systems, instruction and culture, and is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school. AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in rigorous curriculum. The AVID College Readiness System is a catalyst for developing a school culture that closes the expectation and opportunity gaps many students face, and prepares all students for success in a global society.

The Horizon Site team will closely monitor the initial implementation plan. The site team members are Lori Lockhart, Jeremy Larson, Rick Eidsness, Sue Knorr, Jed Carlson, Darrin Olmscheid, Keith Hartleben, Missy Eidsness and Donna Norquay. This program is being funded through a combination of staff development funds and the Success for the Future grant.

MOE:ajj
Attachment

What is AVID?

AVID, Advancement Via Individual Determination, is a systemic instructional system for students in kindergarten all the way through higher education (K-16). The AVID College Readiness System is a schoolwide transformational effort focused on leadership, systems, instruction and culture, and is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school. AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in rigorous curriculum. The AVID College Readiness System is a catalyst for developing a school culture that closes the expectation and opportunity gaps many students face, and prepares all students for success in a global society.

AVID is...

- Research-based, with proven results of student achievement
- A direct support structure for first-generation college-goers
- A catalyst for systemic reform and change

AVID...

- Develops students as readers and writers
- Teaches specific strategies for critical thinking and higher-level inquiry
- Provides support, so students can meet high expectations
- Influences the belief system, culture and instructional strategies of a campus
- Provides meaningful and motivating professional development

AVID: Elementary through Higher Education

AVID Elementary is a foundational component for elementary sites (grades K-8), designed as an embedded, sequential academic skills resource. It is intended for non-elective, multi-subject, multi-ability level classrooms.

The AVID Elective class is the core of schoolwide implementation in secondary schools. Campuswide, AVID and content-area teachers use AVID strategies in all classes, and students in the AVID Elective class receive additional support.

AVID for Higher Education works with postsecondary institutions to support students with the goal of increasing academic success, persistence and completion rates.

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

AVID by the Numbers

700,000+	Students impacted
25,000+	Educators trained annually
4,900+	AVID schools
45	States
32	Years
28	Institutions of Higher Education
17	Countries/territories

AVID Seniors

89.9%	Planning to attend college
90.8%	Completed college entrance requirements
70.1%	Economically disadvantaged

AVID Senior Data Collection report for 2011-2012

AVID®
Decades *of* College Dreams

Advancement Via Individual Determination

AVID®
Decades *of* College Dreams

www.avid.org

"While others talk about what should be done to prepare students for college, AVID is doing it. For more than 30 years, the AVID College Readiness System has helped thousands of students, many of whom are overlooked and underserved, rise above the obstacles they face to achieve academic success."

Jim Nelson
AVID Center Executive Director

How AVID Works

AVID Center provides meaningful and motivational professional learning opportunities, as well as cutting-edge curriculum, to create college-ready students and cultures across campuses and districts.

Professional Learning

- **Summer Institute** - AVID's annual training where member sites learn the latest in AVID methodologies and strategies for program implementation and refinement
- **National Conference** - Open to AVID and non-AVID district and school leaders and teachers, AVID's annual conference focuses on college readiness, persistence and equity
- **Leadership for College Readiness** - Trains district and school leaders to create and sustain a culture of college readiness
- **Path Trainings** - Content-area trainings focused on utilizing and improving AVID methodologies in the classroom
- **Data Analysis Training** - A workshop focused on showing schools/districts how to interpret data to inform their instructional practices

Curriculum

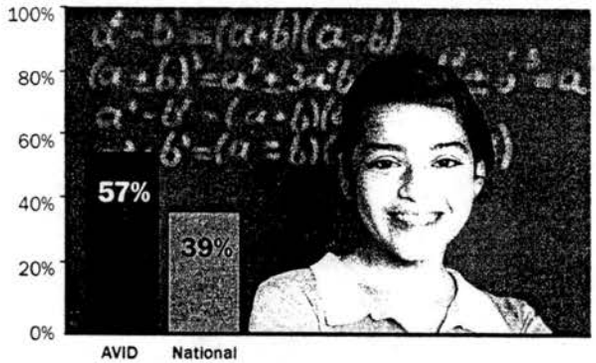
AVID's curriculum is based on...

- Rigorous standards
- WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)
- Cornell note-taking
- Socratic Seminars

Results — AVID Closes the Achievement Gap for ALL Students

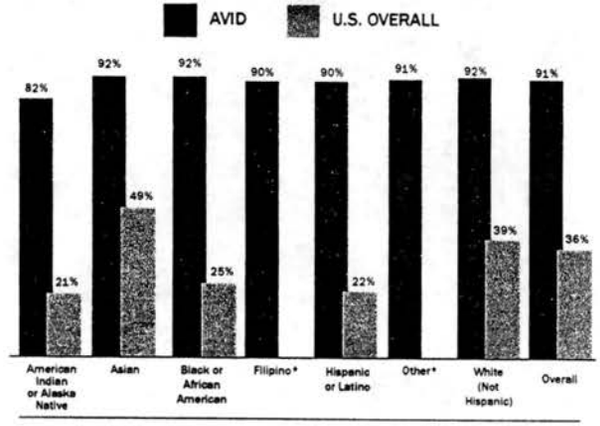
AVID students are more likely than their peers to successfully complete rigorous academic courses, with more than 73 percent of the 2012 AVID seniors reporting taking at least one higher-level course, such as AP®, IB® or Cambridge®, and 61 percent taking the corresponding exam. AVID also significantly closes the achievement gaps between groups of students. Regardless of ethnicity or economic background, AVID students complete courses required for admission into four-year colleges or universities at a rate consistently higher than their peers.

Eighth-Graders Taking Algebra



AVID General Data Collection 2011-2012, 8th-graders enrolled in AVID, n = 70,084
COMPARATOR: National Center for Education Statistics (NCES), Early Childhood Longitudinal Study, 2010
http://nces.ed.gov/pubs2010/2010016.pdf

Completion of Four-Year College Entrance Requirements



- AVID Center-AVID Senior Data Collection, study of 33,204 AVID seniors (2011-2012)
- (Greene, J. P., & Forster G. (September, 2003). Education working paper no. 3: Public high school graduation and college readiness rates in the United States [White paper]. New York, NY: Manhattan Institute for Policy Research. Retrieved from http://www.manhattan-institute.org/html/ewp_03.htm. Most recent national data available.)

*Filipino and Other not classified in this study.

What Others Say

> ***"AVID engages the whole student and the whole campus. Promoting student success is a multidimensional process that requires attention to the student as a whole person."***
>
> *Joseph B. Cuseo*
> *Professor Emeritus, Psychology*
> *Marymount College, California*

> ***"The skills that I learned in AVID were an essential part of my education throughout high school and college. The organizational and note-taking skills play a role not only in my everyday life, but I also try to incorporate these key skills in the lives of students that I work with."***
>
> *Joslyn Gipson*
> *AVID Class of 2005*
> *Earned teaching credential (SDSU) in 2011*

> ***"Our students are actively engaged in college awareness activities earlier and are receiving strong support to access rigorous curriculum and resources that will aid in their success."***
>
> *Dr. Kathy Spencer*
> *Superintendent*
> *Onslow County Schools, North Carolina*

AVID FAQ's

1. How are students selected for AVID? Is participation mandatory?

   Several factors are examined in the selection process:

   - Student ability in the academic middle
   - AVID is academic acceleration, not remediation
   - Student motivation and desire to be a part of the program
   - Consistent attendance
   - Special need (i.e., first generation to attend college, single parent families, etc.)
   - AVID is voluntary

   Student participation is voluntary.

2. What are the expectations for my student once in AVID?

   Students selected for AVID are held to rigorous academic standards. Some standards are:

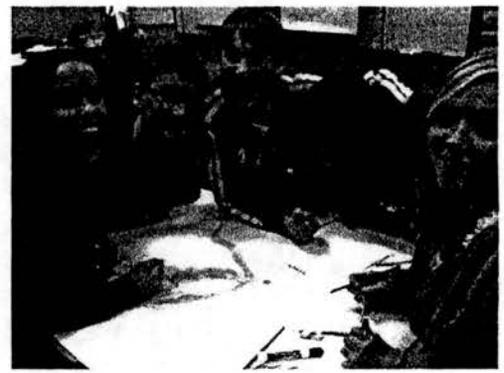
   - A commitment to academic work outside of school hours
   - Maintaining a minimum "C" average
   - Completion of homework assignments
   - Maintaining an organized binder
   - Commitment to taking AP, Honors, or Dual-Credit classes in high school

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

The mission of Moorhead Area Public Schools is to develop the maximum potential of every learner to thrive in a changing world.

AVID

Decades *of* College Dreams



"AVID helps you graduate, not just from high school, but college."

Advancement Via Individual Determination

What is AVID?

AVID is in its first year in the Moorhead Area School District. AVID is a college readiness system for students who are in the "academic middle." AVID prepares students academically for admission to colleges and universities. AVID has a proven track record of bringing out the best in students, and in closing the achievement gap.

AVID is:

- An academic support program during the school day for grades 4-12 that prepares students for college eligibility and success.
- A support system to promote academic success in advanced coursework.
- A program that levels the playing field for access and success in advanced coursework in high school.
- A College Readiness System.

"I want to be somebody in life; AVID helped me realize this dream..."

AVID is a College Readiness System which is based on research and provides all students with the teachers who are trained in the most current "best practices" methodologies. AVID is ACADEMIC ACCELERATION for students who have the individual determination to learn and apply skills to succeed at the highest levels of potential student achievement.

The Moorhead AVID program is currently offered in grades 6-8. Our plan is to follow the current 11th grade with the AVID program through graduation. By the year 2014, the AVID elective will be offered to all students in grades 6-12.

For more information please contact
Principal Don Lockhart or
Assistant Principal Jeremy
Larson at Horizon Middle School
Main Office: (218) 234-7330

AVID Elective

Middle School & High school

In Middle School, AVID is offered as an elective course. Students focus on writing, critical thinking, collaboration, reading, note-taking, study skills, and college/career and motivational activities. Students also visit local and regional colleges and universities.

MOORHEAD
AREA PUBLIC SCHOOLS

To support students in their learning process, tutors are provided twice per week to assist students in reviewing and understanding coursework. The goal of students enrolled in the AVID elective is to take rigorous coursework, which includes honors or AP courses from 9th grade on.

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.14.023 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: September 17, 2013

SUBJECT: Certification of 2013 Payable 2014 Proposed Property Tax Levy

The school board is required to certify to the county auditor the school district's preliminary 2013 Payable 2014 Property Tax Levy by October 1, 2013. Attached are pages 27 and 28 of the Levy Limitation and Certification document from the Minnesota Department of Education (MDE) which show detailed levy amounts broken down by category. The district will certify the maximum levy; certifying the preliminary levy in this manner allows for changes prior to the final levy certification in December. Changes are made for a variety of reasons such as changes to Health and Safety projects or changes to the district's projected enrollment figures.

Preliminary figures indicate that the school district portion of the property tax levy has decreased by 2.80% from a year ago to $13,546,795. Last year's levy amount was $13,937,659. Keep in mind that the figures presented here are preliminary and could change in the coming weeks.

School districts are no longer required to hold a separate Truth in Taxation hearing, but instead are required to discuss the payable 2014 levy and the current year budget (fiscal year 2014) at a regularly scheduled board meeting and allow the public to speak; this will occur at the December 9, 2013 board meeting at 7:00 p.m. The final levy certification will be approved at this same meeting.

Suggested Resolution: Move to approve the Maximum for the 2013 Payable 2014 Proposed Property Tax Levy.

WAK:ajj
Attachments

23

I. COMPUTATION OF 2013 PAYABLE 2014 LEVY LIMITATION BY FUND (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	INITIAL LEVY LIMITATION	LIMITATION ADJUSTMENTS	ABATEMENT ADJUSTMENTS	OFFSET ADJUSTMENTS	TACONITE ADJUSTMENT	MAXIMUM LEVY LIMITATION
GEN-RMV VOTER-EXEMP	2,821,138.37	69,314.99	N/A			2,890,453.36
GEN-RMV OTHER-EXEMP	1,745,345.40	35,884.04-	N/A			1,709,461.36
GEN-NTC VOTER-EXEMP			N/A			
GEN-NTC OTHER-EXEMP	1,758,177.65	23,734.85-	19,889.03			1,754,331.83
TOTAL GENERAL	6,324,661.42	9,696.10	19,889.03			6,354,246.55
COM SERV-EXEMP	421,995.54	37,145.76	1,388.57			460,529.87
DEBT-VOTER-NONEXEMP	5,487,577.00	328,337.43-	23,934.30			5,183,173.87
DEBT-OTHER-NONEXEMP						
TOTAL DEBT SERV	5,487,577.00	328,337.43-	23,934.30			5,183,173.87
OPEB-VOTER-NONEXEMP						
OPEB-OTHER-NONEXEMP	1,546,007.00		2,837.42			1,548,844.42
TOTAL OPEB/PENSION	1,546,007.00		2,837.42			1,548,844.42
TOTAL	13,780,240.96	281,495.57-	48,049.32			13,546,794.71

II. COMPARISON OF 2012 PAYABLE 2013 LEVY LIMITATION WITH 2013 PAYABLE 2014 LEVY LIMITATION (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	2012 PAY 2013 LIMITATION	2013 PAY 2014 LIMITATION	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	6,928,464.96	6,354,246.55	574,218.41-	8.29-
COMMUNITY SERVICE	498,426.76	460,529.87	37,896.89-	7.60-
GENERAL DEBT SERVICE	5,149,696.08	5,183,173.87	33,477.79	.65
OPEB DEBT SERVICE	1,361,070.75	1,548,844.42	187,773.67	13.80
TOTAL	13,937,658.55	13,546,794.71	390,863.84-	2.80-

III. COMPARISON OF 2012 PAYABLE 2013 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS WITH 2012 PAYABLE 2013 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS:

FUND	2012 PAY 2013 CERTIFIED LEVY + ADJUSTMENTS	2013 PAY 2014 CERTIFIED LEVY + ADJUSTMENTS	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	6,928,464.96			
COMMUNITY SERVICE	498,426.76			
GENERAL DEBT SERVICE	5,149,696.08			
OPEB DEBT SERVICE	1,361,070.75			
TOTAL AFTER ADJUSTMENTS	13,937,658.55			

LINE #	LIMITATION COMPONENTS	2012 PAY 2013 LIMITATION	2012 PAY 2013 CERTIFIED LEVY	2013 PAY 2014 LIMITATION	2013 PAY 2014 PROPOSED LEVY	2013 PAY 2014 CERTIFIED LEVY	NOTES
SUBTOTALS BY LEVY CATEGORY							
(5001)	GENERAL-RMV VOTER-JOBZ EXEMPT	4,514,303.38	4,514,303.38	2,890,453.36			
(5002)	GENERAL-RMV OTHER-JOBZ EXEMPT	702,252.90	702,252.90	1,709,461.36			
(5003)	GENERAL-NTC VOTER-JOBZ EXEMPT						
(5004)	GENERAL-NTC OTHER-JOBZ EXEMPT	1,711,908.68	1,711,908.68	1,754,331.83			
(5006)	COMMUNITY SERV-NTC OTHER-EXEMPT	498,426.76	498,426.76	460,529.87			
(5007)	GENL DEBT-NTC VOTER-NONEXEMPT	5,149,696.08	5,149,696.08	5,183,173.87			
(5008)	GENL DEBT-NTC OTHER-NONEXEMPT						
(5010)	OPEB DEBT-NTC VOTER-NONEXEMPT						
(5011)	OPEB DEBT-NTC OTHER-NONEXEMPT	1,361,070.75	1,361,070.75	1,548,844.42			
SUBTOTALS BY FUND							
(5005)	GENERAL FUND	6,928,464.96	6,928,464.96	6,354,246.55			
(5006)	COMMUNITY SERVICES FUND	498,426.76	498,426.76	460,529.87			
(5009)	GENERAL DEBT SERVICE FUND	5,149,696.08	5,149,696.08	5,183,173.87			
(5012)	OPEB/PENSION DEBT SERVICE FUND	1,361,070.75	1,361,070.75	1,548,844.42			
SUBTOTALS BY TAX BASE							
	REFERENDUM MARKET VALUE	5,216,556.28	5,216,556.28	4,599,914.72			
	NET TAX CAPACITY	8,721,102.27	8,721,102.27	8,946,879.99			
SUBTOTALS BY TRUTH IN TAXATION CATEGORY							
	VOTER APPROVED	9,663,999.46	9,663,999.46	8,073,627.23			
	OTHER	4,273,659.09	4,273,659.09	5,473,167.48			
TOTAL LEVY							
	TOTAL LEVY	13,937,658.55	13,937,658.55	13,546,794.71			
GENED LEVY FOR TIF RATE CALCULATION							
(228)	GENERAL-NTC OTHER-GENED LEVY			106,236.55	106,236.55	106,236.55	

NOTE TO COUNTY AUDITORS: CERTIFIED LEVY ON LINE (228) IS EXCLUDED FROM THE TIF RATE CALCULATION PER TO MS 469.177, SUBD.1.A. THIS AMOUNT SHOULD BE DEDUCTED FROM LINE (5004),GENERAL-NTC-OTHER JOBZ EXEMPT LEVY CATEGORY ABOVE.

NOTE TO SCHOOL DISTRICTS: MUST CERTIFY PROPOSED AND FINAL LEVIES VIA THE WEB-BASED LEVY CERTIFICATION SYSTEM AVAILABLE ON THE MDE WEBSITE, HTTP://EDUCATION.STATE.MN.US.

Department of School Improvement and Accountability
Moorhead Area Public Schools

Memo SIA.14.006 R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Missy Eidsness, Director of School Improvement and Accountability ME

DATE: September 17, 2013

SUBJECT: 2012-2013 Annual Report on Curriculum, Instruction and Student Achievement

Attached is the draft copy of the 2012-2013 Annual Report on Curriculum, Instruction and Student Achievement, a report from the Instruction and Curriculum Advisory Committee (ICAC) reviewing the past year's accomplishments in student achievement. The report has been reviewed and approved by the Instruction and Curriculum Advisory Committee.

Also attached is a copy of the state requirements for the report. These requirements are mandated through legislative action. The school board must approve the report by October 1. The report will be distributed in electronic form on the district's website, with printed copies available through the Superintendent's office. The final report with Adequate Yearly Progress (AYP) and Multiple Measurement Ratings (MMR), which will be released Oct. 1, will be presented to the board in October.

Suggested Resolution: Move to approve the draft 2012-2013 Annual Report on Curriculum, Instruction and Student Achievement.

MOE:ajj
Attachment

Guidelines for 2012-2013 School Year

Annual Report on Curriculum, Instruction, and Student Achievement

School districts are no longer required to send a copy of the report to the commissioner of education.

- The annual report is to be titled, Annual Report on Curriculum, Instruction, and Student Achievement and contain the district name and number.

- The report is to be approved by the district Board of Education by October 1.

The annual report includes the following items:

- Student achievement goals for meeting state academic standards.

- Results of local assessment data and any additional test data.

- Annual school district improvement plans including staff development goals under Minnesota Statutes, section 122A.60.

- Information about district and learning site progress in realizing previously adopted improvement plans.

- Districts that have a site decision-making agreement will include information about the amount and type of revenue attributed to each site as defined in Minnesota Statutes, section 123B.04.

- District advisory committee information provides names of committee members, dates terms expire, membership criteria and date for potential new members to apply.

OTHER REPORTING REQUIREMENTS:

- A biennial review of the district testing program that includes the following items:
  Written objectives of testing program
  Names of tests and grade levels tested
  Use of test results
  Student achievement results compared to previous years

- Constituent surveys are reported on a periodic basis.

DRAFT

MOORHEAD
AREA PUBLIC SCHOOLS

2012-13 Annual Report on Curriculum, Instruction and Student Achievement

Moorhead Area Public Schools
Independent School District 152

Welcome to the 2012-13 Annual Report on Curriculum, Instruction and Student Achievement

Inspiring Dreams and Achievement

In the Moorhead Area Public Schools, we are committed to our purpose of developing the maximum potential of every learner to thrive in a changing world.

All-day kindergarten, STEM classes and world languages are just some of the opportunities available as we provide our students with skills they will need for the future. This year's district theme, "Inspiring Dreams and Achievement," encourages us to focus on helping all students achieve their dreams.

As the district begins the third year with the operating levy referendum funding, we are fortunate to have projected balanced budgets for the next three years. Additionally, the district has closely adhered to the five priority areas that were outlined in the fall of 2010. We have restored core class sizes to targeted levels, added secondary world language options, updated technology and increased early education options for our youngest learners. We continue to maximize the use of our resources and look for ways to be efficient.

This report contains results from the 2013 Minnesota Comprehensive Assessments. The state-required MCA-II/IIIs are one of the multiple ways Moorhead Area Public Schools measures student progress and whether students are meeting their learning goals. We also use other sources of information to provide measures for student success. Our district continues efforts to ensure all students are proficient.

Our district holds high expectations for all students as we work to reduce the achievement gap for students and create a strong workforce for the state and region. Our district priorities continue to focus on teacher effectiveness, consistent standards-based curriculum, and literacy to ensure success for all students.

Additionally, our community engagement initiative has provided direction for the district into the future. The district will continue to use the feedback provided by our community through the engagement process as we develop long-range plans. See Page 26 for details.

Thank you for your support as we work together to help our students learn and dream, and celebrate their achievements together.

Sincerely,

Dr. Lynne A. Kovash

Dr. Lynne A. Kovash
Superintendent

This document can be made available in an alternate format such as large print or audio recording.
Call 218-284-3330 to make a request.

If you do not read English and would like help in your own language, please call 284-3330.

Si usted no lee en inglés y le gustaría que le ayudaran en su propio idioma, por favor llame al 284-3330.

Neu ban khong biet doc tieng Anh va muon giup do trong ngon ngu cua ban, xin goi so 284-3330.

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Measuring Student Progress

Minnesota Academic Standards

Minnesota adopted academic standards for language arts, mathematics, the arts, social studies and science, which will be reviewed and revised on a cyclical basis both at the state and district levels.

The standards provide a summary description of what students know or are able to do within a particular subject area and at a particular grade level. Grade-level benchmarks specify the academic knowledge and skills that schools must offer and students must achieve to satisfactorily complete a state standard.

For language arts, Minnesota adopted the common core English Language Arts standards.

In mathematics, Minnesota has decided to continue using the state's new rigorous mathematics standards instead of adopting the common core mathematics standards. The district is continuing to implement the state's revised mathematics standards. This included algebra for all eighth-grade students by 2010-11.

Moorhead has incorporated the standards for language arts, math, social studies and science. When state standards are not available, national or district-developed standards have been incorporated into the K-12 curriculum.

Measuring Achievement

Moorhead Area Public Schools uses a variety of methods to measure student progress and determine whether our students are meeting their learning goals. Methods include:

- Minnesota Comprehensive Assessments (MCA-II/III)
- GRAD
- AIMSweb
- Various Literacy Assessments
- In-class Unit and Skills Assessments
- Common Assessments
- College Admissions Tests

Refer to Pages 27-29 for more information about assessments that will be used in 2013-14.

Among the Highlights

Minnesota Comprehensive Assessments-II/III

The MCA tests measure academic knowledge in the skills of language arts and mathematics. Students in grades 3-8 and 10 take the MCA-III test in reading, which was new in 2012-13. In mathematics, students in grades 3-8 take the MCA-III, and students in grade 11 take the MCA-II.

In 2012-13, students in grades 5 and 8 and high school biology students took the MCA-III in the area of science. This test was new in 2011-12.

A small group of S.G. Reinertsen Elementary fifth-graders read with their teacher.

Results of these tests help the district make decisions about curriculum and measure students' progress toward high academic standards.

On the MCAs, student performance is broken down into four achievement levels with level four indicating exceeding the standards. Students who score in level three are considered meeting state standards. Students scoring in level two partially meet the standards, and students scoring in level one do not meet the standards. Students in levels three and four are considered to be proficient.

The administrative and teaching staff continue to develop programs to address achievement levels of all students.

Teachers at all levels continue to develop and use district-wide common assessments to measure achievement in each grade level.

Refer to Pages 10-13 for district MCA results.

Graduation-Required Assessments

The GRAD (Graduation-Required Assessments for Diploma) tests in reading, mathematics and writing are the high-stakes tests that all students entering grade 8 in 2005-06 or later had been required to pass to graduate from a public high school in Minnesota.

Following new state legislation in 2012-13, students in grades 10, 11 and 12 have options for meeting Minnesota's graduation assessment requirements. Students who have already passed the GRAD have met the requirement. Students may use GRAD retests or take the ACT, WorkKeys or Compass assessments to meet the requirements during the three-year transition.

Students in grade 8 in 2012-13 and later are required to take a career and college assessment in both grade 8 (e.g., EXPLORE) and grade 10 (e.g., PLAN) and then take a college entrance assessment in grade 11 (e.g., ACT).

Instruction and Curriculum Advisory Committee

The Instruction and Curriculum Advisory Committee provides a forum where parents, community members and school officials can work together to evaluate, review and plan the district's academic programming.

The committee helps ensure that there is continuous improvement in what is taught in each and every subject area for students in grades K–12.

Community members are either recommended by various groups including principals, parents, etc., or they can volunteer on their own. All terms are for two years. Members can be re-appointed.

People interested in serving on the Instruction and Curriculum Advisory Committee should express interest to a building administrator or should call 218-284-3310 by Nov. 1.

2012-13 Curriculum and Instruction Advisory Committee

(Year gives expiration date of term)

Amber Bender, 2014
Rep: Robert Asp Parent

Jenifer Bender, 2014
Rep: Special Education

Jamie Church, 2014
Rep: Horizon Parent

Missy Eidsness, 2014
Rep: Administration

Cindy Fagerlie, 2013
Rep: School Board

Charlie Fisher, 2013
Rep: School Improvement

Mary Flesberg, 2014
Rep: Secondary Teacher

Gay Galles, 2013
Rep: Media Specialists

Pam Gibb, Secretary, 2014
Rep: District Communications

Dana Haagenson, 2013
Rep: Moorhead High Parent

Karen Jacowitz, 2013
Rep: Ellen Hopkins Parent

Laurie Johnson, 2013
Rep: Horizon Parent

Mike Kieselbach, 2014
Rep: Secondary Teachers

Carol Ladwig, 2013
Rep: Senior Citizens

Dave Lawrence, 2014
Rep: Principal

Abby Lundborg, 2014
Rep: Junior Class

Donna Norquay, 2013
Rep: Community Diversity

Chizuko Shastri, 2013
Rep: Community Diversity

Teresa Shume, 2013
Rep: Higher Education

Terri Smith, 2013
Rep: Moorhead High Parent

Bill Tomhave, 2014
Rep: Higher Education

Paige Wakefield, 2013
Rep: Senior Class

Trudy Wilmer, 2013
Rep: School Board / Moorhead High Parents

John Wirries, Chair, 2014
Rep: Reinertsen Parent

Curriculum and Instruction Goals of Moorhead Area Public Schools

These student performance goals establish broad curriculum expectations for Moorhead Area Public Schools that encompass the Minnesota Academic Standards and the federal No Child Left Behind Act.

Goal 1: All students will be required to demonstrate essential skills as determined by the School Board at each grade level and in the Minnesota Academic Standards to participate in lifelong learning.

Goal 2: Each student will have the opportunity to acquire 21st century skills, knowledge and expertise to succeed in life and work in the 21st century.

Visit the district website at www.moorhead-schools.org for a copy of School Board Policy 601.

Areas reviewed by the Instruction and Curriculum Advisory Committee

During the 2012-13 school year, the Instruction and Curriculum Advisory Committee addressed the following areas:

- Reviewed curriculum and instruction implications of the district's priority areas through school and committee updates.
- Reviewed district test results and the district's testing program, including a review of progress toward goals.
- Reviewed implications of the No Child Left Behind waiver requirements and the district's continuous improvement efforts, including the district and school improvement plans.
- Reviewed the staff development program and goals, with emphasis on staff development for the implementation of standards-based teaching and assessment.
- Monitored the implementation of the Minnesota Academic Standards.
- Continued to monitor compensatory education programs including Elementary and Secondary Education Act (Title I), special education and Indian Education.
- Reviewed proposals for curricular additions or deletions.
- Reviewed early learning programs.
- Reviewed the automotive program and NATEF standards.
- Discussed implementation of Read 180.
- Reviewed implementation of STEM and world language programs.
- Reviewed community-based concerns related to instruction and curriculum.

No Child Left Behind Waiver

Minnesota focuses on student growth, achievement gap

At the center of the No Child Left Behind Act, the federal education law, are several measures focusing on student achievement and accountability. The federal law requires states to develop academic standards and test students' progress toward achieving the standards.

Minnesota Department of Education's No Child Left Behind (NCLB) waiver request was approved by the U.S. Department of Education and announced in February 2012.

Under NCLB, Adequate Yearly Progress (AYP) is the level of improvement that school districts and schools must achieve each year. School districts have until 2013-14 to achieve 100 percent proficiency for all students in all subgroups (students with limited English proficiency, students with special education needs, students receiving free or reduced lunch, and students who are White, Black, Asian/Pacific Islander, American Indian, and Hispanic).

With the waiver, Minnesota's goal is to close the achievement gaps by 50 percent over the next five years.

NCLB requires that students are tested in grades 3-8 and in high school in reading and mathematics. Minnesota uses the Minnesota Comprehensive Assessments-II/III to meet this requirement. Additionally, NCLB requires annual tests for science once in grades 3-5, once in grades 6-8 and once in grades 9-12.

Results of the Minnesota Comprehensive Assessments-II/III are used to determine whether a school meets AYP participation and proficiency requirements. Attendance and graduation rate for all students are also part of AYP determinations.

However, central to Minnesota's waiver request was to move from a system that uses a single high-stakes test to measure school performance to a system that uses multiple measurements of accountability.

Although AYP is being determined for 2012-13 (see Page 6), the state's new accountability system is based on multiple measures of data to identify schools for recognition, accountability and support. Minnesota's accountability plans look at individual student growth, achievement gap reduction and graduation rates in addition to proficiency rates to generate a Multiple Measurement Rating (MMR) for every school in the state. See Page 7 for more information about the MMR.

What are SMART Goals?

Moorhead Area Public Schools uses SMART goals to enable staff, parents, administrators, School Board members and community members to plan, execute, measure and adjust our work to improve student achievement for all.

SMART goals help educators focus on improving student learning. A SMART goal clarifies exactly what students should learn, the standard of learning expected, and the measures used to determine if students have achieved that standard. School administrators and building leadership teams set the goals for their school each year.

SMART Goal	Indicators	Measure	Targets
Specific & strategic, measurable, attainable, results-based, time-bound	Standards & objectives (weak areas for students)	Tools we'll use to determine where students are now and whether they are improving	The attainable performance level we would like to see

SMART Goals are

Strategic and Specific
- linked to the district improvement plan and focused on specific student learning needs

Measurable
- resulting in real measurable student achievement results

Attainable
- manageable and feasible with the resources at hand

Results-Based
- aimed at well-defined outcomes that can be measured or observed

Time-Bound
- have a clearly defined time frame for accomplishment

(from Conzemius & O'Neill, 2002)

Adequate Yearly Progress

Elementary schools make AYP, secondary schools meet majority of requirements

To be released Oct. 1

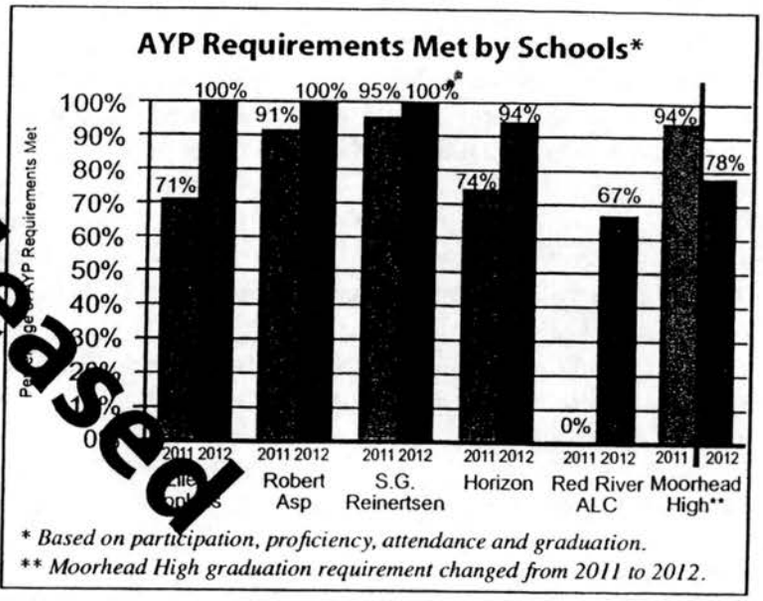
Moorhead Area Public Schools made Adequate Yearly Progress in 2006 and 2007, but did not make AYP based on 2008, 2009, 2010, 2011 and 2012 MCA-II/III results. The district has 38 eligible groups and met 92 percent of the requirements for AYP under No Child Left Behind. All subgroups met the participation requirements; the other AYP requirements are outlined below.

With the state's NCLB waiver, an AYP determination allows more flexibility for districts to meet the students' needs.

In Moorhead, all three elementary schools made AYP. Moorhead High School and Horizon Middle School are in the seventh year of not making AYP because of performance by students in specific subgroups as outlined below. Schools met the requirements for Adequate Yearly Progress under No Child Left Behind as follows:

- Ellen Hopkins Elementary has 23 eligible groups and met 100 percent of the requirements for AYP.
- Robert Asp Elementary has 23 eligible groups and met 100 percent of the requirements for AYP.
- S.G. Reinertsen Elementary has 23 eligible groups and met 100 percent of the requirements for AYP.
- Horizon Middle School has 33 eligible groups and met 94 percent of the requirements for AYP.
- Moorhead High School has 18 eligible groups and met 78 percent of the requirements for AYP.
- Red River Area Learning Center has three eligible groups and met 67 percent of the requirements for AYP.

Moorhead Area Public Schools will continue to work with the continuous improvement plan to focus on increasing achievement for all students.



** Based on participation, proficiency, attendance and graduation.*
*** Moorhead High graduation requirement changed from 2011 to 2012.*

"Yes" means made AYP in that area. "No" means did not make AYP in that area. A "–" means the subgroup was too small to count toward AYP. Subgroup size for proficiency is 20 or more students. "N/A" means not applicable for AYP.

		Proficiency by Student Subgroup										
		All	American Indian	Asian	Hispanic	Black	White	Limited English Proficient	Special Education	Free / Reduced Lunch	Attendance	Graduation
Moorhead School District	**Math**	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Reading	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes		
Ellen Hopkins Elementary	**Math**	Yes	Yes	–	Yes	–	Yes	Yes	Yes	Yes	Yes	N/A
	Reading	Yes	Yes	–	Yes	–	Yes	Yes	Yes	Yes		
Robert Asp Elementary	**Math**	Yes	–	–	Yes	–	Yes	Yes	Yes	Yes	Yes	N/A
	Reading	Yes	–	–	Yes	–	Yes	Yes	Yes	Yes		
S.G. Reinertsen Elementary	**Math**	Yes	–	–	–	Yes	Yes	Yes	Yes	Yes	Yes	N/A
	Reading	Yes	–	–	–	Yes	Yes	Yes	Yes	Yes		
Horizon Middle School	**Math**	Yes	Yes	–	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A
	Reading	Yes	Yes	–	No	Yes	Yes	No	Yes	Yes		
Moorhead High School	**Math**	No	–	–	–	–	No	–	Yes	Yes	N/A	No
	Reading	Yes	–	–	–	–	No	Yes	Yes	Yes		
Red River Area Learning Center	**Math**	No	–	–	–	–	–	–	–	–	Yes	N/A
	Reading	Yes	–	–	–	–	–	–	–	–		

Multiple Measurement Ratings

District focuses on continuous improvement

In May 2012, the Minnesota Department of Education released the Multiple Measurement Rating (MMR) for schools across the state. The initial ratings were based on test results and data averaged from the 2009-10 and 2010-11 school years.

In August 2012, the ratings based on 2011-12 school year data were released. Moorhead elementary schools made dramatic increases compared to the initial ratings.

	Multiple Measurement Rating (MMR)			Focus Rating (FR)		
	Initial Designation	2012	2013	Initial Designation	2012	2013
Ellen Hopkins Elementary	34.2%	82.0%		26.7%	82.0%	
Robert Asp Elementary	43.5%	76.4%		55.5%	98.9%	
S.G. Reinertsen Elementary	63.5%	94.2%		62.8%	93.5%	
Horizon Middle School	30.6%	55.9%		25.5%	36.9%	
Moorhead High School	45.1%	17.4%	20.6%		61.7%	

Previously under the federal No Child Left Behind law, schools were labeled as "failing" or "not failing" based on scores from a single high-stakes test. The MMR rating measures performance in four areas: proficiency in reading and math, student growth from year to year, higher levels of growth in groups of students that are farther behind, and progress in improving high school graduation rates. Schools earn points in each category, and the percentage of possible points a school earns is the school's MMR.

This new tool is part of Minnesota's waiver from No Child Left Behind. Under the waiver, schools and districts will no longer be identified as "in need of improvement" or face sanctions for not making Adequate Yearly Progress (AYP).

The new formula is complex and requires careful examination of data on several levels. The potential is strong for making an inaccurate judgment based on one ranking or determining the quality of a school without a full understanding of what contributed to that ranking.

Focus Rating

A school's Focus Rating (FR) is a secondary measurement within the MMR that measures schools specifically on the performance of student subgroups that may show an achievement gap in Minnesota (Black, Hispanic, Asian, American Indian, Free/Reduced Price Lunch, Special Education and English Learners). The state's goal is to close the achievement gaps by 50 percent over the next six years.

Title I Schools

All schools receive ratings. Additionally, Title I schools may be identified as Reward Schools (15 percent highest-performing Title I schools in the state); Focus Schools (10 percent of Title I schools with the largest achievement gaps in the state); or Priority Schools (bottom 5 percent of Title I schools).

In Moorhead, both Ellen Hopkins Elementary and Robert Asp Elementary are Title I schools. Hopkins Elementary was identified as a Focus School based on the initial MMR last May and wrote a school improvement plan that was presented to the School Board in August 2012. Focus Schools are the 10 percent of Title I schools with the largest achievement gaps in the state. These schools are identified once every three years.

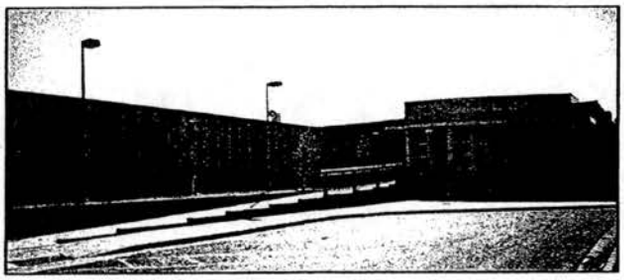
Robert Asp Elementary was designated as celebration eligible, which means it falls in the 10 percent of Title I schools with MMRs between the 60th and 86th percentiles and is eligible to submit an application explaining factors that make the school effective. Only 10 percent of applicants are selected for celebration status. The celebration-eligible status is a turnaround for Robert Asp Elementary, which had been identified for mandated restructuring under the former AYP system.

Graduation Rate Change

At Moorhead High School, the school's MMR decreased in part because the graduation rate is being measured differently in the 2011-12 ratings. The new rate looks at the percentage of ninth-graders in a school who graduate within a four-year period. This is a change from the 2010-11 AYP graduation rate, which looked at the number of students who graduate and drop out in a one-year period.

To be released Oct. 1

Moorhead Area Public Schools



Probstfield Center for Education
2410 14th St. S., Moorhead, MN 56560
218-284-3300

Superintendent: Dr. Lynne Kovash
Assistant Superintendent: Wayne Kazmierczak
Director of School Improvement and Accountability: Missy Eidsness

Attendance Rate (2012-13)	90.7%
Graduation Rate (2012-13)	68.3%
Enrollment by Grade (October 2012)	
• Early Intervention Services	177
• Kindergarten	484
• Grade 1	442
• Grade 2	416
• Grade 3	441
• Grade 4	422
• Grade 5	407
• Grade 6	445
• Grade 7	400
• Grade 8	439
• Grade 9	424
• Grade 10	417
• Grade 11	402
• Grade 12	439
• Total K-12 Enrollment	5,578
Diversity of Student Population (2011-12)	
• American Indian	4.8%
• Asian	1.5%
• Hispanic	7.7%
• Black	5.0%
• White	81.0%
Percentage of Students Eligible for Free or Reduced-Price Lunch	41.2%
Percentage of Students Receiving Learner Support Services	
Special Education	18.0%
English Language Learners	5.4%

District Improvement Goals for 2012-13

Goal 1

We will decrease the achievement gap at each school site by 8 percent in the areas of ethnicity, free and reduced lunch, special education, and English language learners based on 2013 MCA tests.

Progress toward goal:

•

Goal 2

We will increase district reading achievement to exceed state average and be ranked in the top 25 percent of districts in the state based on 2013 MCA tests.

Progress toward goal:

- 54.8% students were proficient compared to 57.8% statewide.

Goal 3

We will increase district mathematics achievement to exceed state average and be ranked in the top 25 percent of districts in the state based on 2013 MCA tests.

Progress toward goal:

- 63.2% of grades 3-8 students were proficient on the MCA-III compared to 62.6% proficient in the state. Grades 5, 6, 7 and 8 were in the top 50 percent in the state, and Grades 3 and 4 were below the top 50 percent.
- 50.1% of grade 11 students were proficient on the MCA-II compared to 52.4% in the state, ranking Moorhead in the top 50 percent in the state.

Continuous Improvement Process 2012-13

District's strategic priorities focus on student achievement

Moorhead Area Public Schools established five strategic priorities for the 2012-13 school year. These efforts and the Reading Well plan guided work in the district.

Previously, the district has focused on Sheltered Instruction Observation Protocol (SIOP) and the implementation of professional learning communities (PLCs). Those continue to be areas of emphasis.

Priority Area 1 (Academic): **Increase student learning and success in all academic and behavioral areas through guaranteed and viable curriculum, literacy and teacher effectiveness.**

- At Robert Asp, Ellen Hopkins and S.G. Reinertsen Elementary Schools, 10-12 teachers at each were trained in SIOP.
- At each school, SIOP was one choice for teachers to participate in for three one-hour district-led professional development sessions during the year.
- Learning Walks were performed in November, February and May.
- Haiku pages are a requirement for grades 6-12 teachers.
- SchoolNet was piloted to implement a district-wide common assessment.
- The requirements of Reading Well were incorporated into preschool and grades 4-5.

Priority Area 2 (Human Capital): **Increase growth of all employees through recruitment, retention, training, development and supervision.**

- The state-required evaluation systems for principals was developed, and the Teacher Evaluation Committee met and will continue work in 2013-14.
- A new mentorship program was designed and will be implemented in 2013-14.

Priority Area 3 (Environment): **Provide a safe, healthy and respectful environment.**

- Work continued to implement a system of positive behavior supports and improve school safety.

Priority Area 4 (Community Involvement): **Improve satisfaction and involvement with students, parents and community.**

- The district continued its commitment to referendum priorities and began steps to establish a clear brand identity with the development of the new logo as part of the district communication plan.

Priority Area 5 (Organizational Effectiveness): **Improve overall organizational effectiveness to support high standards throughout the district.**

- The district maintained fiscal accountability by aligning resources to instructional needs and priorities for student achievement and began steps to establish a clear brand identity.

Reading Well by 3rd Grade

Moorhead Area Public Schools developed the state-required Reading Well by 3rd Grade Plan to meet the district's literacy goals.

The district was required to adopt a literacy plan to have every child reading at or above grade level no later than the end of grade 3. The plan needed to include a process to assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs. The district's plan is available at www.moorheadschools.org.

Plan highlights include an emphasis on progress monitoring of students, interventions used, and assessments given to K-5 students, providing elementary parents with a literacy newsletter twice a year that promotes reading and writing, having a literacy consultant assist the district regarding the reading curriculum, and holding a reading institute for K-5 teachers.

Staff Development Plan

To accomplish the district's strategic priorities, Moorhead Area Public Schools is committed to a comprehensive staff development plan.

The purpose of the district staff development plan is to continually improve student achievement in literacy and mathematics. To accomplish this, all district staff will increase their knowledge of using data and improving instruction for all students through reflection, collaboration and the use of research-based practices.

District Improvement Goals for 2013-14

Goal 1 — We will decrease the achievement gap at each school site by 4 percent in the areas of ethnicity, free and reduced lunch, special education, and English language learners based on 2014 MCA tests and/or college readiness tests.

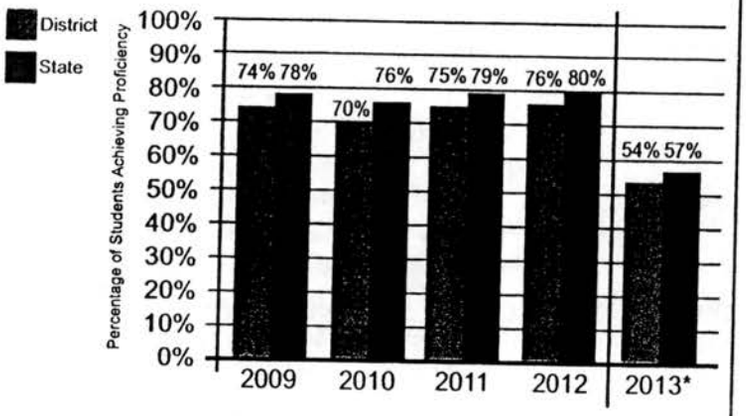
Goals 2 and 3 — We will increase district reading and mathematics achievement to exceed state average and be ranked in the top 50 percent of districts in the state based on 2014 MCA tests and/or college readiness tests.

Goal 4 — All kindergartners will exceed the 2012-13 Aimsweb and AVMR spring data.

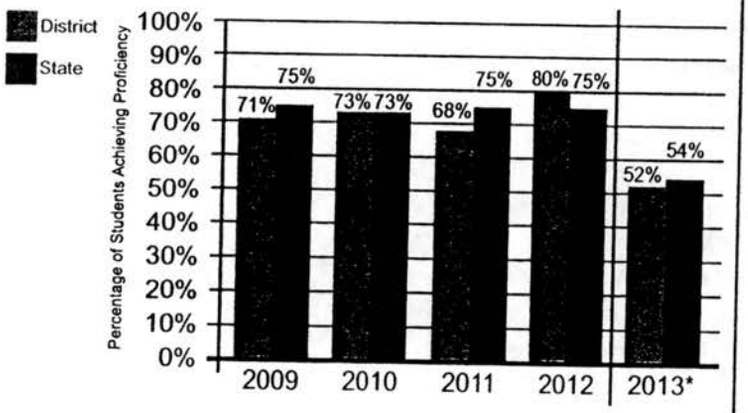
Minnesota Comprehensive Assessments

***In 2013, all grades 3-8 and 10 students took the reading MCA-III, which is aligned to the new reading standards so results are not comparable to previous years.**

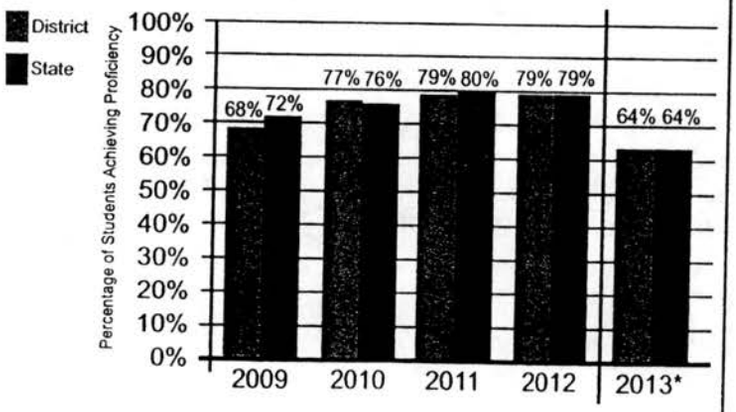
Minnesota Comprehensive Assessments-II/III District Reading – Grade 3



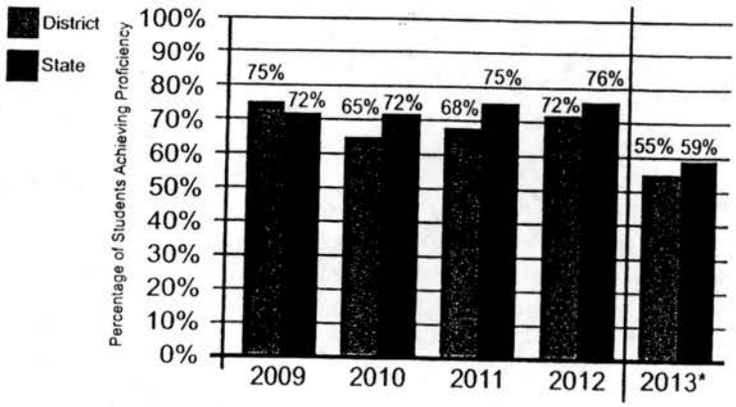
Minnesota Comprehensive Assessments-II/III District Reading – Grade 4



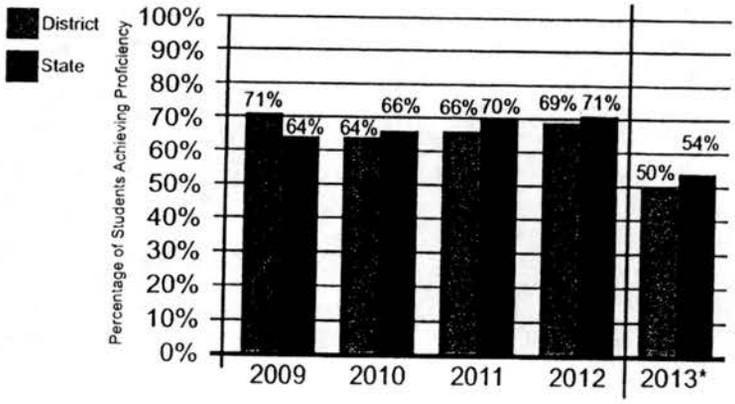
Minnesota Comprehensive Assessments-II/III District Reading – Grade 5



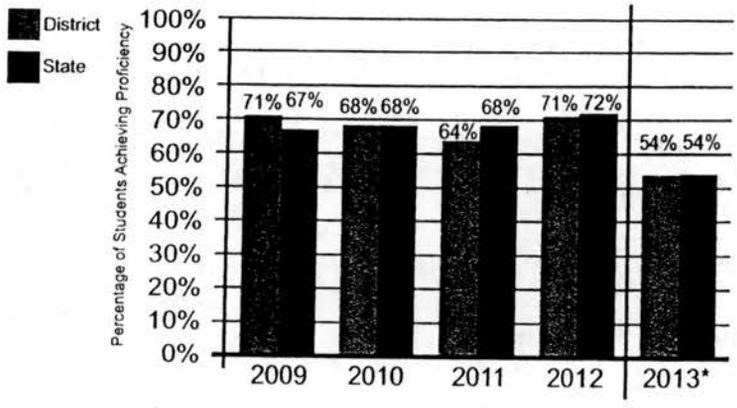
Minnesota Comprehensive Assessments-II/III District Reading – Grade 6



Minnesota Comprehensive Assessments-II/III District Reading – Grade 7



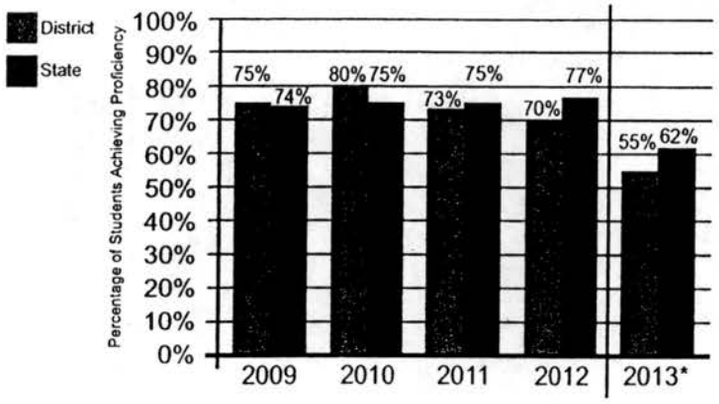
Minnesota Comprehensive Assessments-II/III District Reading – Grade 8



MCA / GRAD Results

***In 2013, all grades 3-8 and 10 students took the reading MCA-III, which is aligned to the new reading standards so results are not comparable to previous years.**

Minnesota Comprehensive Assessments-II/III
District Reading – Grade 10



A Robert Asp Elementary second-grade teachers listens to a student read part of her story as students in the class work on their writing.

Moorhead students on track for meeting Minnesota's graduation requirements

The GRAD (Graduation-Required Assessments for Diploma) tests are a set of high school tests in writing, reading and mathematics that all students entering grade 8 in 2005-06 needed to pass to graduate from a public high school in Minnesota. These tests measure proficiency on the Minnesota Academic Standards and other essential skills.

Students in grade 9 took the GRAD writing test. Students in grade 10 took the reading GRAD and students in grade 11 took the mathematics GRAD as a component of the Minnesota Comprehensive Assessments.

Students who were not proficient on these tests or who didn't pass the GRAD component had several opportunities to retake the GRAD. Remediation plans were developed according to individual student needs.

Special testing accommodations may be made for students with special learning plans (e.g., IEP, 504, LEP). Some students may also be permanently or temporarily exempted.

Following new state legislation in 2012-13, students in grades 10, 11 and 12 have options for meeting Minnesota's graduation assessment requirements. Students who have already passed the GRAD have met the requirement. Students may use GRAD retests or take the ACT, WorkKeys or Compass assessments to meet the requirements during the three-year transition.

Students in grade 8 in 2012-13 and later are required to take a career and college assessment in both grade 8 (e.g., EXPLORE) and grade 10 (e.g., PLAN) and then take a college entrance assessment in grade 11 (e.g., ACT).

Moorhead Area Public Schools' testing and graduation policies are available on the district's website at www.moorheadschools.org.

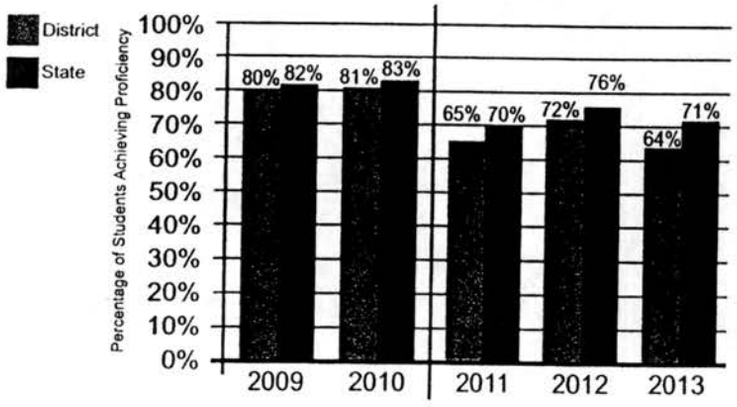
2013 GRAD (Graduation-Required Assessments for Diploma) Results

		District	State
Grade 9 Writing	Percent Passing	86.5%	87.8%
	Percent Not Passing	13.5%	12.2%
Grade 10 Reading	Percent Passing	NA	NA
	Percent Not Passing	NA	NA
Grade 11 Mathematics	Percent Passing	62.7%	66.4%
	Percent Not Passing	37.3%	33.6%

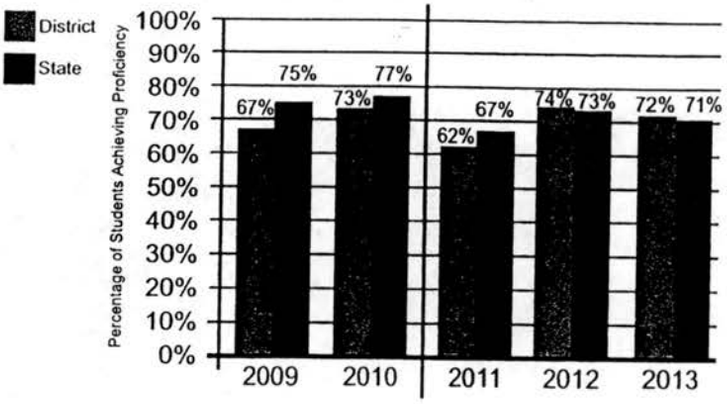
Minnesota Comprehensive Assessments

In 2008-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, all grades 3-8 students took the MCA-III and all grade 11 students took the MCA-II. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

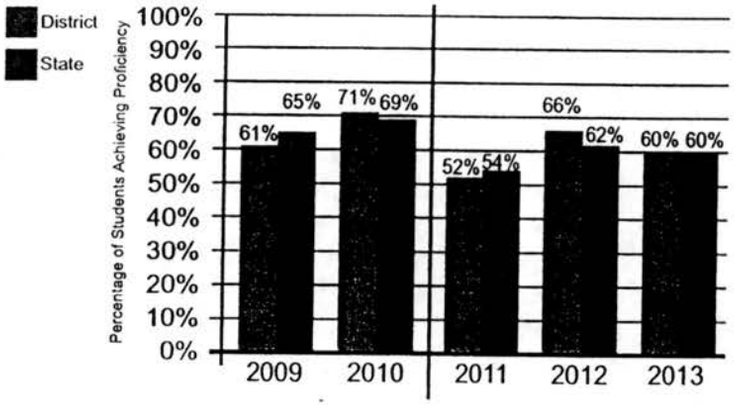
Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 3



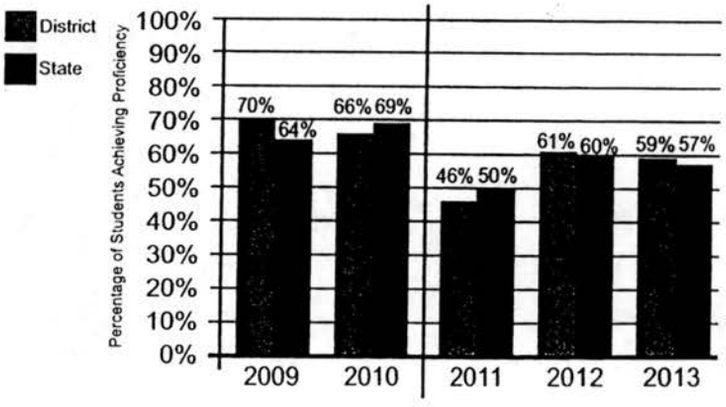
Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 4



Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 5



Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 6



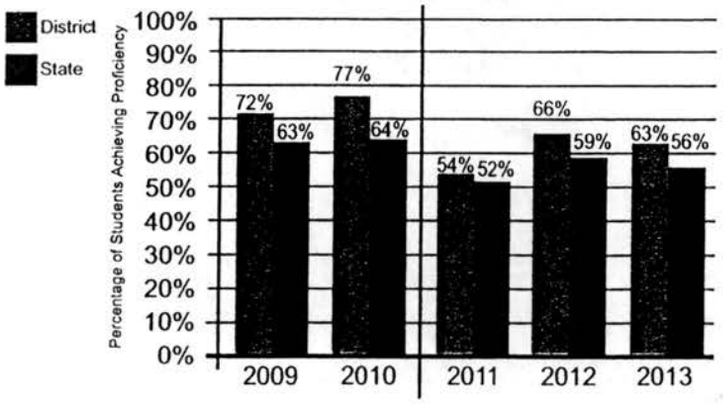
EXAMPLES OF EXCELLENCE

- In 2012-13, Moorhead High School students earned more than $1.5 million in scholarships.
- The Moorhead High School wrestling team placed fifth in the Minnesota Class 3A state team tournament after advancing to state for the first time since 1981.
- With 17 state medals, including three state championships, the Moorhead High School speech team earned more medals and championships than any other team at the 2013 Class AA state speech tournament. Twelve members qualified for the 2013 national tournament where one placed second.
- Two Moorhead Destination Imagination teams advanced to the 2013 Global Finals where the Moorhead High team placed first out of 65 teams in its challenge.
- Two Horizon Middle School students qualified for the 2013 MultiRegion State Spelling Bee.
- Moorhead High students Ken Bye and Bryce Jossund placed sixth in the 2013 New York Automotive Technology Competition.
- Moorhead High's fall musical was recognized for outstanding overall performance in the SpotLight Musical Theatre Awards.
- Fifth-grade Math Masters teams placed first and third in the 2013 regional tournament.
- In 2012-13, Moorhead students were selected for All-State Orchestra, Honors Orchestra and Honor Band.
- The Moorhead High School boys hockey team, boys soccer team, boys and girls cross country teams and football team advanced to the state tournaments in 2012-13.
- Moorhead High students Nina Grollman and Devon Manney were named 2013 Minnesota Scholars of Distinction in Theater Arts.
- The Moorhead High girls and boys 3,200-meter relays both set new school records at the state track meet.

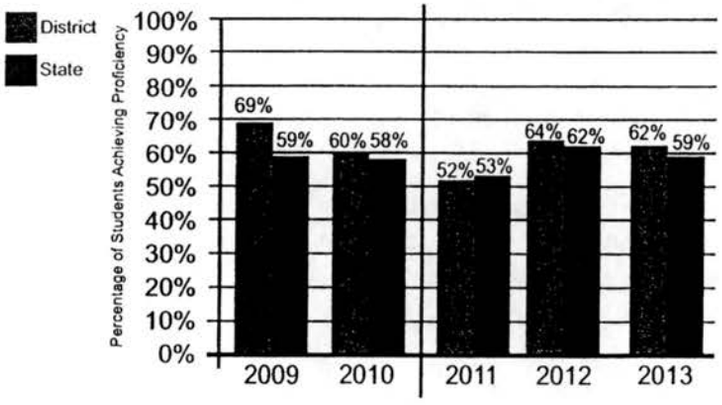
Minnesota Comprehensive Assessments

In 2008-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, all grades 3-8 students took the MCA-III and all grade 11 students took the MCA-II. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

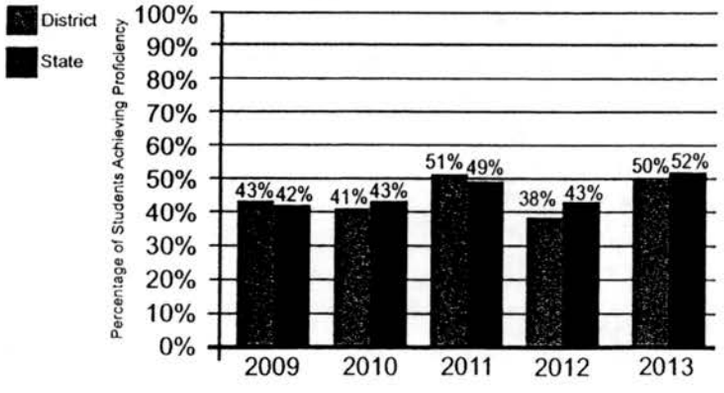
Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 7



Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 8

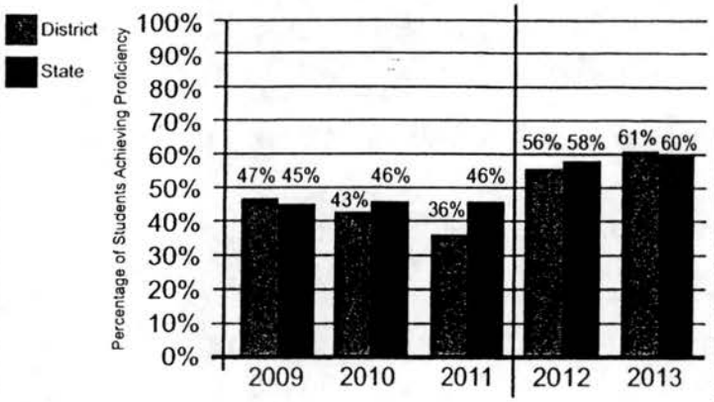


Minnesota Comprehensive Assessments-II
District Mathematics – Grade 11

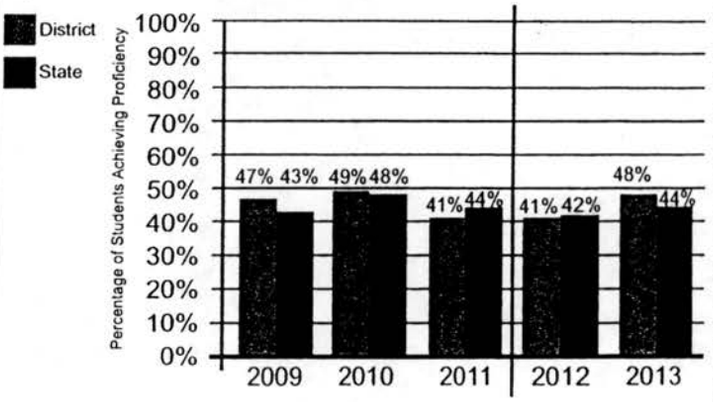


The science MCA-III was first given in 2011-12. 2012 and 2013 results are not comparable to previous years.

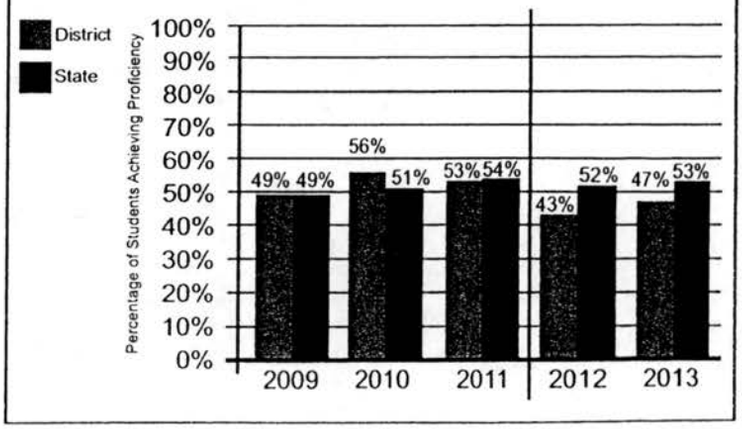
Minnesota Comprehensive Assessments-II/III
District Science – Grade 5



Minnesota Comprehensive Assessments-II/III
District Science – Grade 8



Minnesota Comprehensive Assessments-II/III
District Science – High School



Ellen Hopkins Elementary School

Ellen Hopkins Elementary School
2020 11th St. S., Moorhead, MN 56560
218-284-4300

2012-13 Principal: Dr. Mary Jo Schmid
2012-13 Assistant Principal: Michael Daugs
2013-14 Principal: Ryan LaDage
2013-14 Assistant Principal: Diana Johnson

Original Construction: 1957-58
Most Recent Remodeling: 2011
Square Footage: 111,005

Attendance Rate (2012-13)	94.4%
Enrollment by Grade (October 2012)	
• Kindergarten	156
• Grade 1	141
• Grade 2	138
• Grade 3	151
• Grade 4	125
• Grade 5	120
• Total	831
Diversity of Student Population (October 2012)	
• American Indian	5.4%
• Asian	1.5%
• Hispanic	11.7%
• Black	7.0%
• White	74.4%
Percentage of Students Eligible for Free or Reduced-Price Lunch	53.7%
Percentage of Students Receiving Learner Support Services	
Special Education	16.5%
English Language Learners	9.3%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2012-13

Goal 1 — Ellen Hopkins Elementary School staff will reduce the achievement gap between Hopkins students in all subgroups in grades 3-5 in literacy so that their proficiency increases by 15% on the MCA accountability tests by May 2013.
Progress toward goal:
- Subgroups that met the goal are:

Goal 2 — Ellen Hopkins Elementary School staff will reduce the achievement gap between Hopkins students in all subgroups in grades 3-5 in mathematics so that their proficiency increases by 15% on the MCA accountability tests by May 2013.
Progress toward goal:
- Subgroups that met the goal are:

School Improvement Goals for 2013-14

Goal 1 — Grades 3-5 students will meet or exceed the state proficiency average in literacy by closing the achievement gap between our free and reduced lunch subgroup and our white subgroup by 4% each year for the next five years.

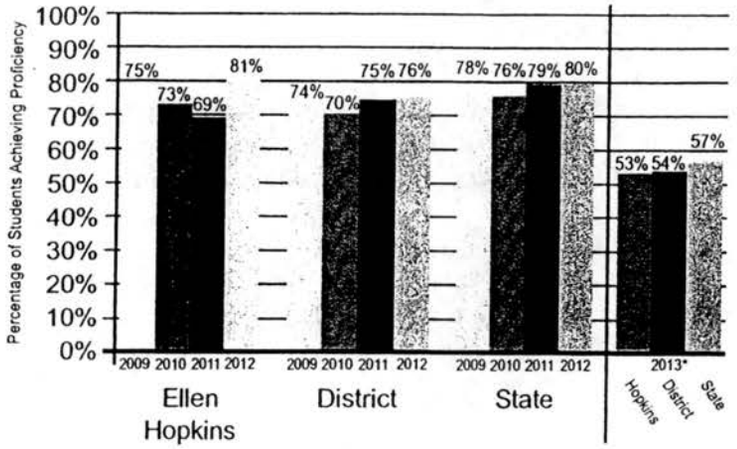
Goal 2 — Grades 3-5 students will meet or exceed the state proficiency average in mathematics by closing the achievement gap between our free and reduced lunch subgroup and our white subgroup by 4% each year for the next five years.

Goal 3 — By January 2014, in partnerships to develop caring, respectful and conscious students, Ellen Hopkins Elementary School will study, create and implement a school-wide culture and climate plan that involves administration, faculty, students and their families.

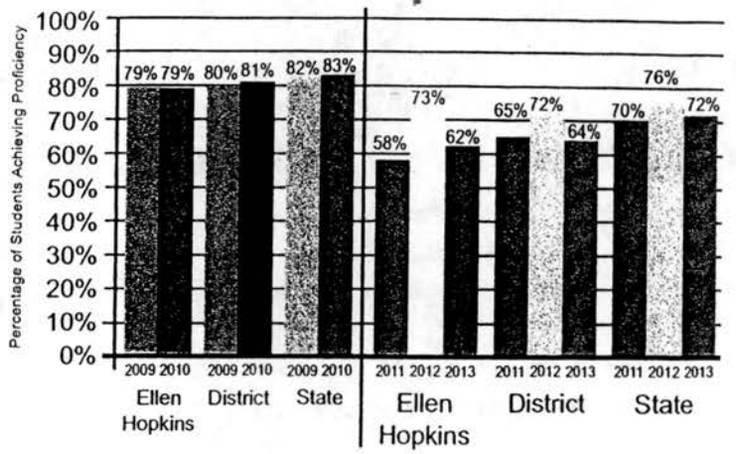
Ellen Hopkins Elementary School

*In 2013, grades 3-5 students took the reading MCA-III. In 2009-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, all grades 3-5 students took the mathematics MCA-III. The MCA-IIIs are aligned to the new standards so results are not comparable to previous

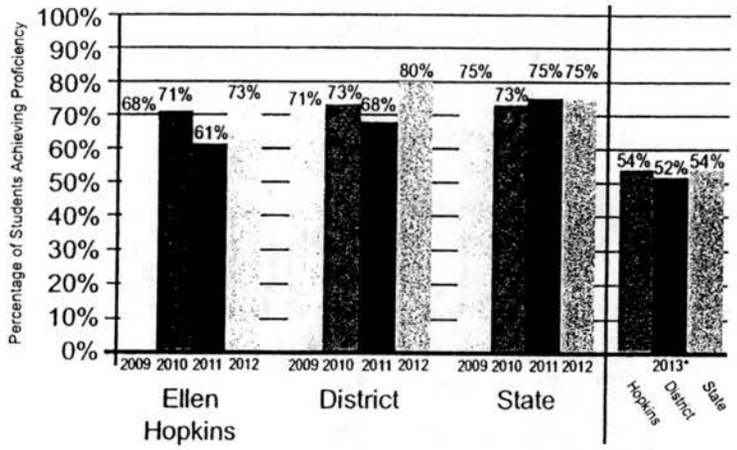
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 3



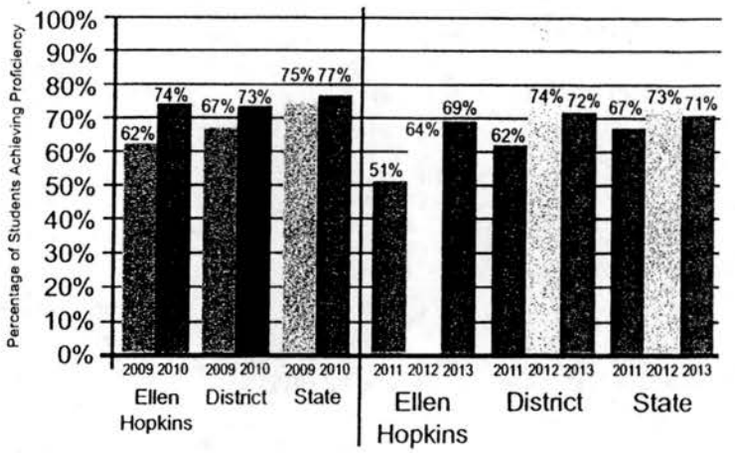
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 3



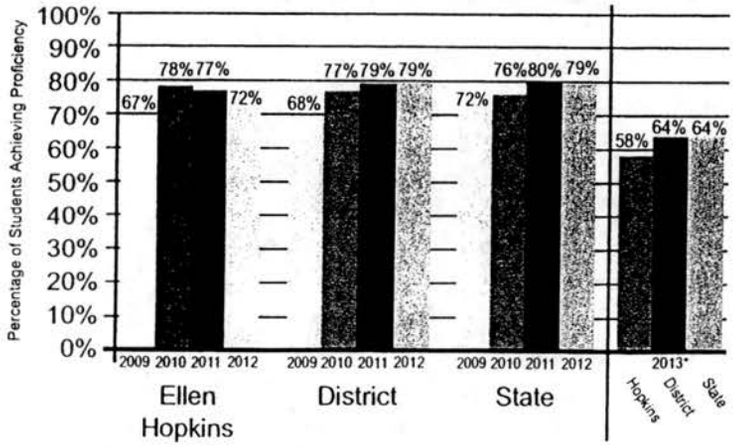
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 4



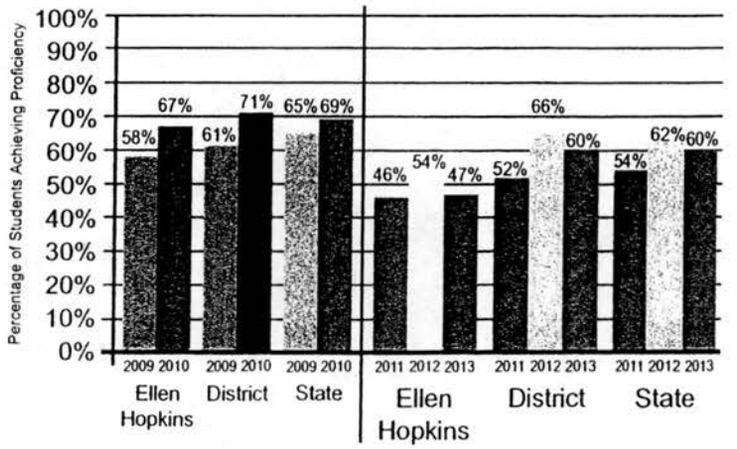
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 4



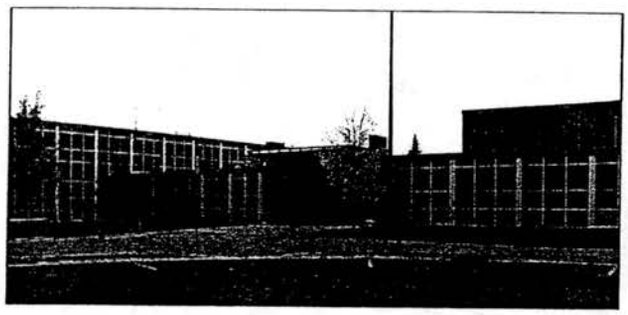
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 5



Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 5



Robert Asp Elementary School



Robert Asp Elementary School
910 11th St. N., Moorhead, MN 56560
(218) 284-6300

Principal: Chris Triggs
Assistant Principal: Jacob Scandrett

Original Construction: 1957-58
Most Recent Remodeling: 2012
Square Footage: 98,510

Attendance Rate (2012-13)	94.4%
Enrollment by Grade (October 2012)	
• Kindergarten	160
• Grade 1	153
• Grade 2	121
• Grade 3	145
• Grade 4	138
• Grade 5	127
• Total	844
Diversity of Student Population (October 2012)	
• American Indian	6.7%
• Asian	2.5%
• Hispanic	10.9%
• Black	5.2%
• White	74.7%
Percentage of Students Eligible for Free or Reduced-Price Lunch	49.7%
Percentage of Students Receiving Learner Support Services	
Special Education	14.1%
English Language Learners	8.2%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2012-13

Goal 1 — Grades 3-5 students will increase their math proficiency from 70% to 77% on the 2013 MCA-III math assessment. English learners will grow from 31.4% to 40.0% proficient, special education from 30.8% to 40%, American Indian students from 58.8% to 65%, and students receiving federal meal benefit from 55.6% to 62%.

Progress toward goal:

- 69% of grades 3-5 students were proficient. Subgroups were proficient as follows: English learners, 27%; special education, 40%; American Indian, 42%; and students receiving federal meal benefit, 54%.

Goal 2 — Grades 3-5 students will increase their reading proficiency from 75.9% to 83.4% on the 2013 MCA-III reading assessment. English learners will increase from 35.3% to 42% proficient, special education from 50.9% to 58%, Hispanic students from 60% to 68%, American Indian students from 81.3% to 85%, and students receiving federal meal benefit from 64.1% to 70%.

Progress toward goal:

- 53% of grades 3-5 students were proficient on the new test. Subgroups were proficient as follows: English learners, 3%; special education, 31%; Hispanic, 33%, American Indian, 50%; and students receiving federal meal benefit, 39%.

Goal 3 — All students will demonstrate an increase in behavior that communicates care, consideration, and respect of self that will be reflected in a 10% reduction of major and minor incidents (550 incidents to 495 incidents).

Progress toward goal:

- Major and minor incidents increased from 499 to 511.

School Improvement Goals for 2013-14

Goal 1 — Students in grades 3-5 at Robert Asp Elementary will increase their math proficiency from 68.8% to 73% on the 2014 MCA-III math assessment.

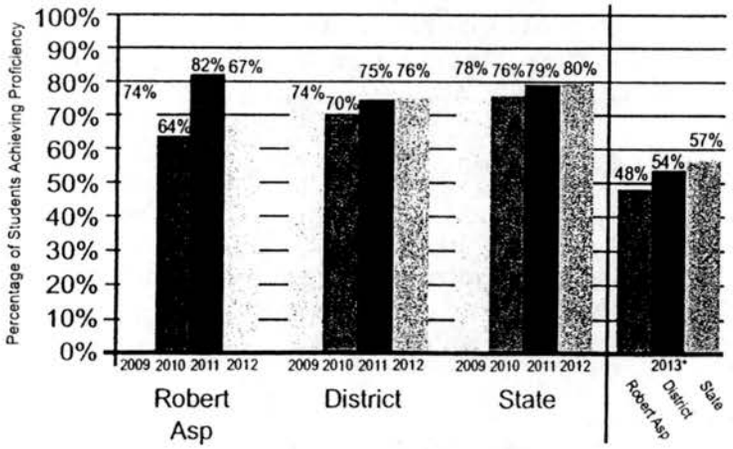
Goal 2 — Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 53% to 60% on the 2014 MCA-III reading assessment.

Goal 3 — All students will demonstrate an increase in behavior that communicates care, consideration, and respect of self that will be reflected in a 10% reduction of major and minor incidents (511 incidents to 460 incidents).

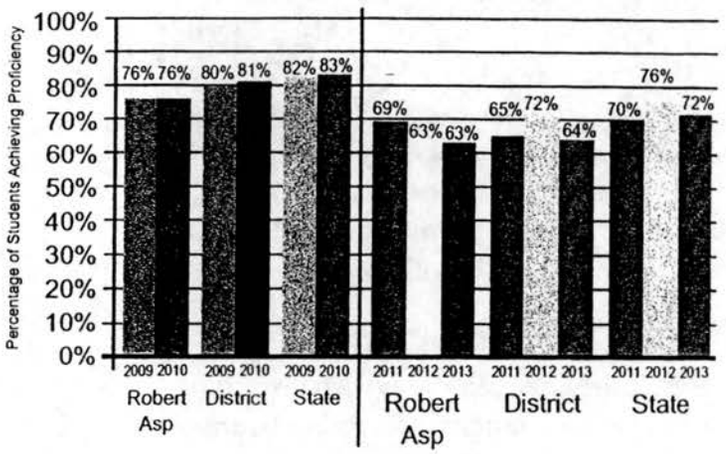
Robert Asp Elementary School

*In 2013, grades 3-5 students took the reading MCA-III. In 2009-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, all grades 3-5 students took the mathematics MCA-III. The MCA-IIIs are aligned to the new standards so results are not comparable to previous

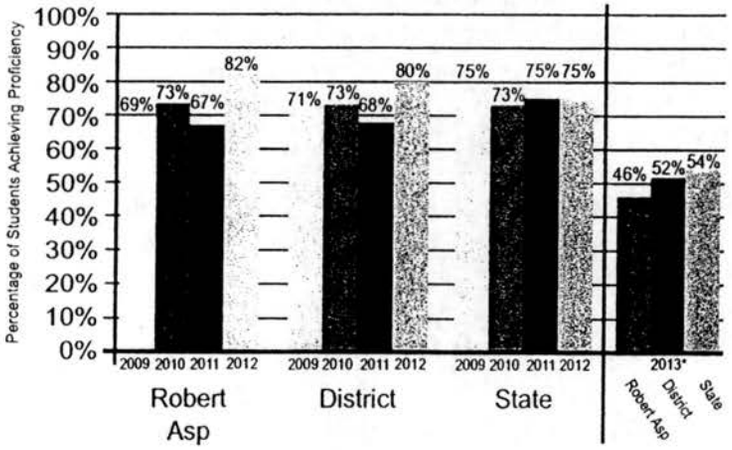
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 3



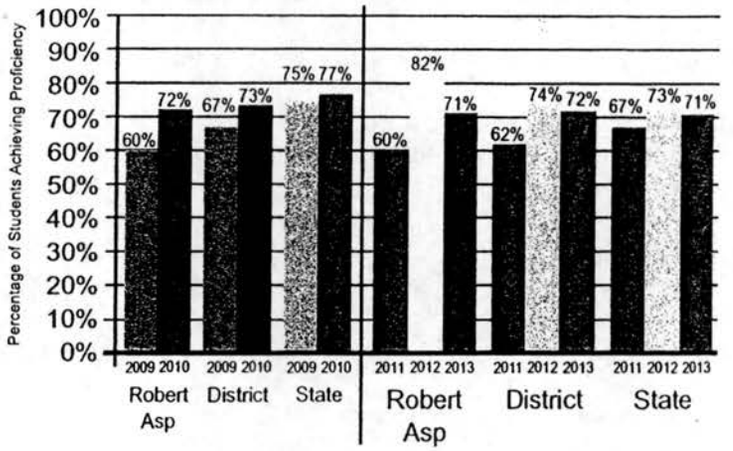
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 3



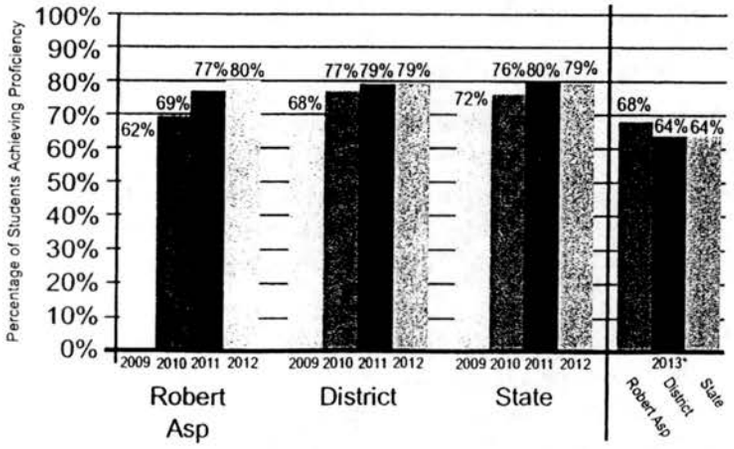
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 4



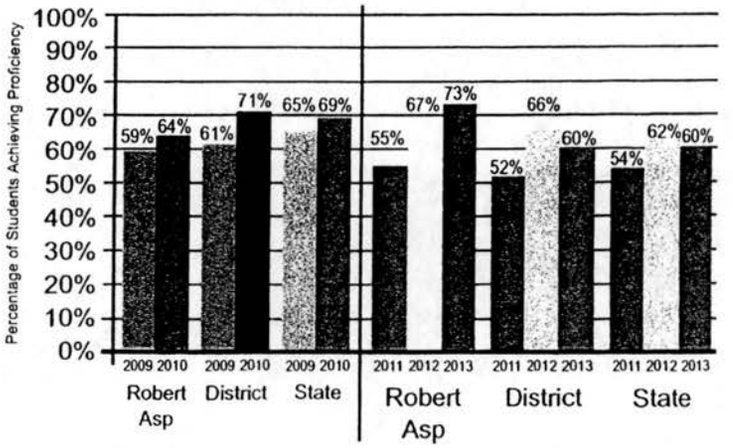
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 4



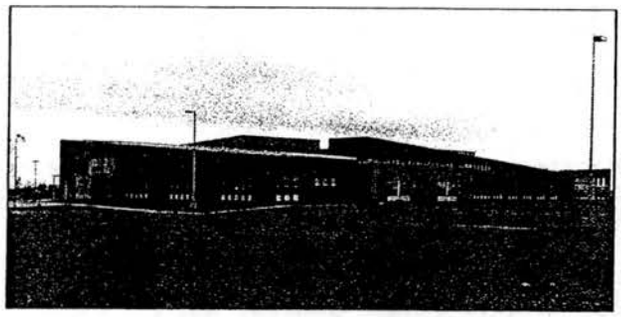
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 5



Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 5



S.G. Reinertsen Elementary School



S.G. Reinertsen Elementary School
1201 40th Ave. S., Moorhead, MN 56560
(218) 284-5300

Principal: Anne Moyano
Assistant Principal: Travis Okerlund
Kindergarten Administrator: Robin Grooters

Original Construction: 2004
Most Recent Remodeling: 2011
Square Footage: 105,960

Attendance Rate (October 2012)	95.5%
Enrollment by Grade (October 2012)	
• Kindergarten at Probstfield Center	168
• Grade 1	148
• Grade 2	157
• Grade 3	145
• Grade 4	159
• Grade 5	160
• Total	937
Diversity of Student Population (October 2012)	
• American Indian	3.1%
• Asian	.8%
• Hispanic	3.6%
• Black	5.8%
• White	86.7%
Percentage of Students Eligible for Free or Reduced-Price Lunch	38.1%
Percentage of Students Receiving Learner Support Services	
Special Education	16.9%
English Language Learners	9.2%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2012-13

Goal 1 — S.G. Reinertsen Elementary staff will improve student math skills and knowledge so that 80% of grades 3-5 students demonstrate proficiency on the 2013 MCA-III mathematics assessment.

Progress toward goal:
- 67% were proficient.

Goal 2 — S.G. Reinertsen Elementary staff will improve student literacy skills and knowledge so that 87% of grades 3-5 students demonstrate proficiency on the 2013 MCA-III reading assessment.

Progress toward goal:
- 66% were proficient on the new reading test, exceeding state proficiency level by 3%.

Goal 3 — When incident reports are totaled at the end of the year, 90% of students will have received no major incident reports. No more than 3% of students will have three or more major incident reports. The total number of playground incidents will reduce from 42 to 34 or less.

Progress toward goal:
- 91% of students had no major incident reports, and 2.8% had three or more incident reports (decrease of 0.3%). Playground incidents decreased from 42 to 36.

School Improvement Goals for 2013-14

Goal 1 — Grade 3 students will exceed the state percentage of grade 3 students proficient on the 2014 math MCA-III by 5 percentage points. Grades 4-5 students will improve proficiency by 5 percentage points from 2013. Grade 4 students will improve from 67% to 72% proficient and grade 5 students will improve from 74% to 79% proficient.

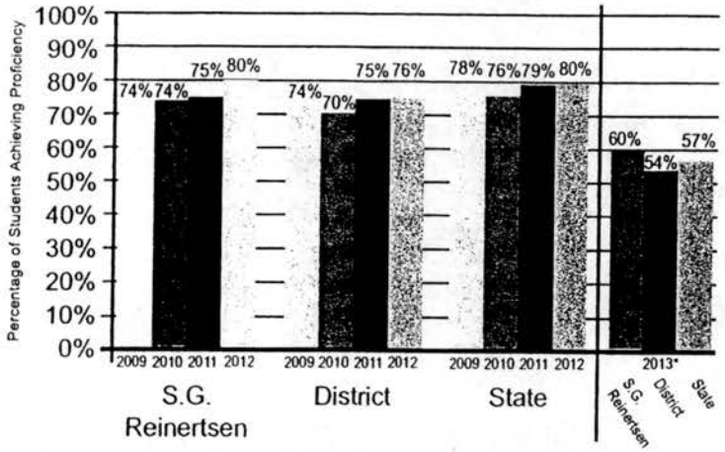
Goal 2 — Grade 3 students will exceed the state percentage of students proficient on the 2014 reading MCA-III by 5 percentage points. Grades 4-5 students will improve proficiency by 5 percentage points from 2013. Grade 4 students will improve from 60% to 65% proficient, and grade 5 students from 57% to 62% proficient.

Goal 3 — When incident reports are totaled at the end of the year, 92% of students will have received no major incident reports. Reduction in playground incidents will be maintained. Incidents identifying "insubordination" will be reduced by 10%.

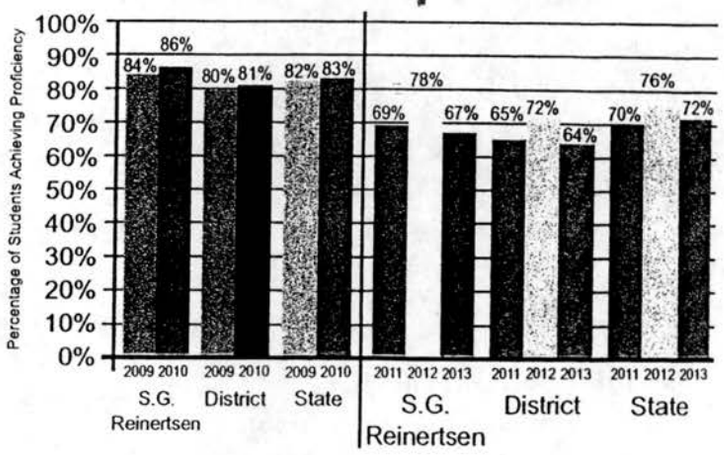
S.G. Reinertsen Elementary School

*In 2013, grades 3-5 students took the reading MCA-IIL In 2009-10, English learners could take the MTELL assessment instead of the mathematics MCA-IL In 2011-13, all grades 3-5 students took the mathematics MCA-IIL The MCA-IIIs are aligned to the new standards so results are not comparable to previous

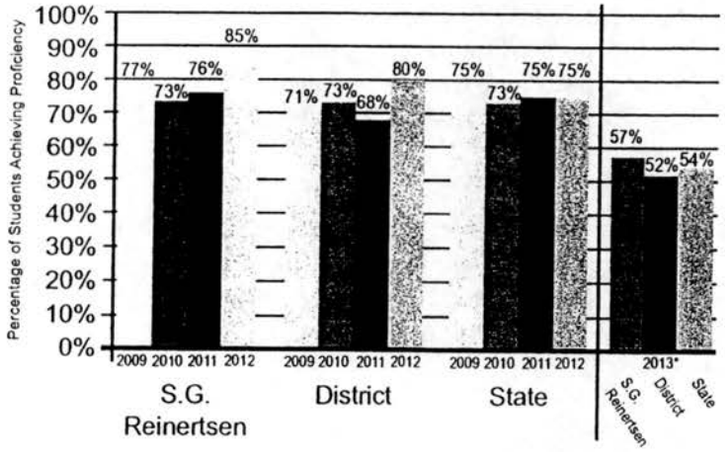
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 3



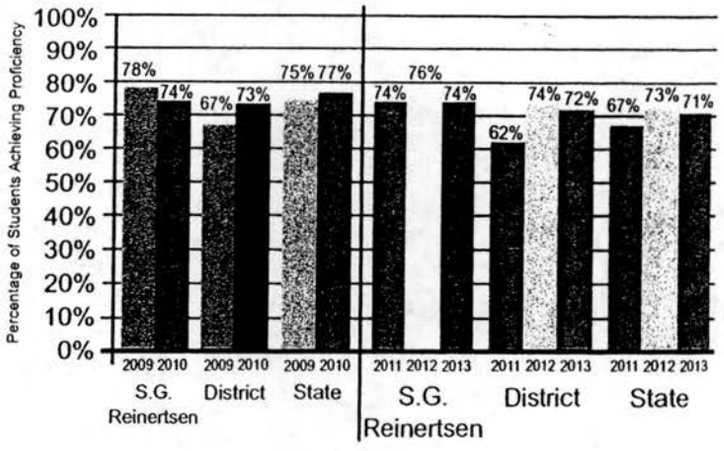
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 3



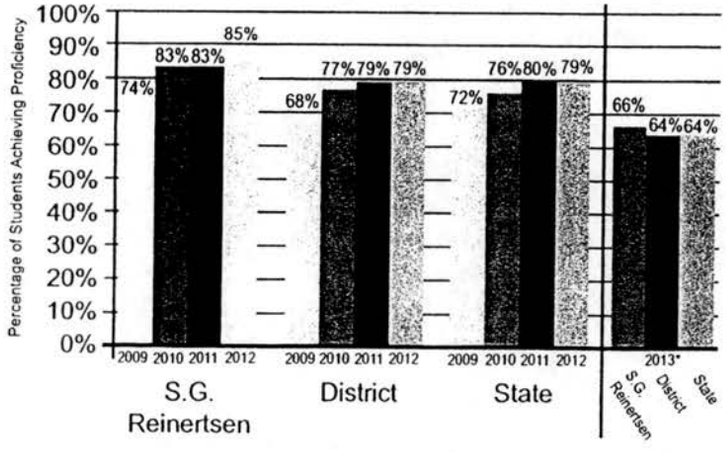
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 4



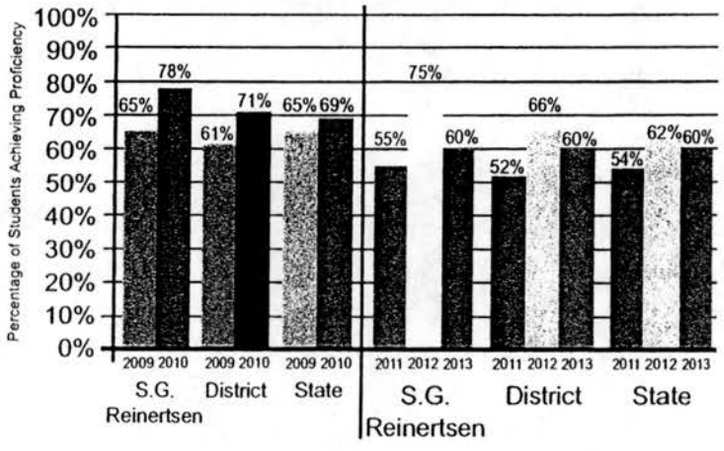
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 4



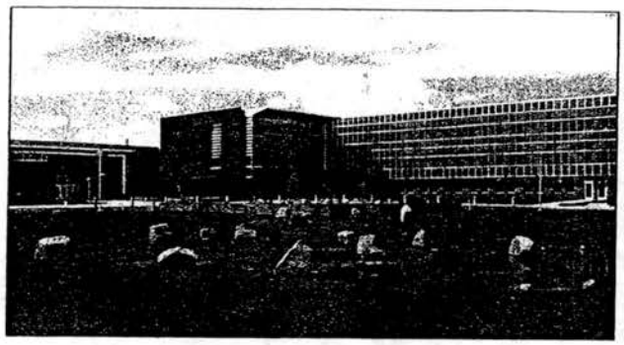
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 5



Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 5



Horizon Middle School



Horizon Middle School
3601 12th Ave. S., Moorhead, MN 56560
(218) 284-7300

Principal: Lori Lockhart
Assistant Principal: Jeremy Larson

Original Construction: 2004
Square Footage: 238,000

Attendance Rate (2012-13)	94.5%
Enrollment by Grade (October 2012)	
• Grade 6	445
• Grade 7	396
• Grade 8	435
• Total	1,276
Diversity of Student Population (October 2012)	
• American Indian	4.9%
• Asian	1.4%
• Hispanic	7.7%
• Black	4.4%
• White	81.6%
Percentage of Students Eligible for Free or Reduced-Price Lunch	41.7%
Percentage of Students Receiving Learner Support Services	
Special Education	15.8%
English Language Learners	5.8%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2012-13

Goal 1

Horizon Middle School will improve the math scores for each grade level 6-8 so the percent of students proficient exceeds the state average as measured by the spring 2013 MCA assessments.

Progress toward goal:

- Met goal based on following results:
  - Grade 6 — 59% proficient; state, 57% proficient
  - Grade 7 — 64% proficient; state, 56% proficient
  - Grade 8 — 63% proficient; state, 59% proficient

Goal 2

Horizon Middle School will improve the reading scores for each grade level 6-8 so the percent of students proficient exceeds the state average as measured by the spring 2013 MCA assessments.

Progress toward goal:

- Goal was not met based on following results:
  - Grade 6 — 55% proficient; state, 59% proficient
  - Grade 7 — 51% proficient; state, 54% proficient
  - Grade 8 — 55% proficient; state, 54% proficient

Goal 3

Horizon Middle School will improve its safe, healthy and respectful learning environment for students by further implementing PBIS as measured by a student and staff survey on PBIS's major components. This will establish baseline data for future goals.

Progress toward goal:

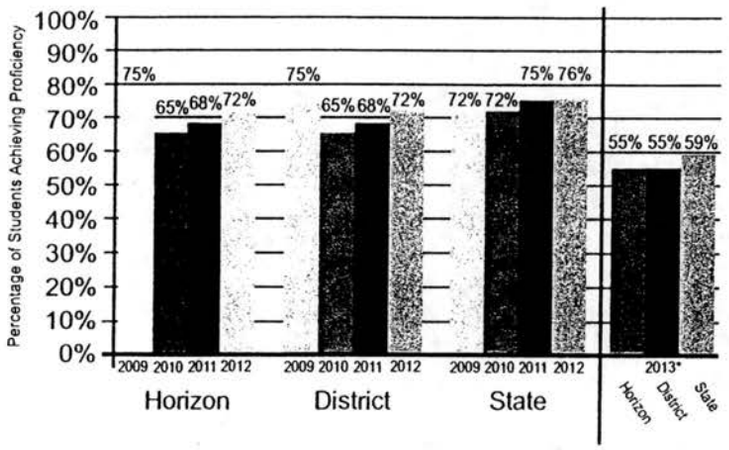
School Improvement Goals for 2013-14

Goal 1

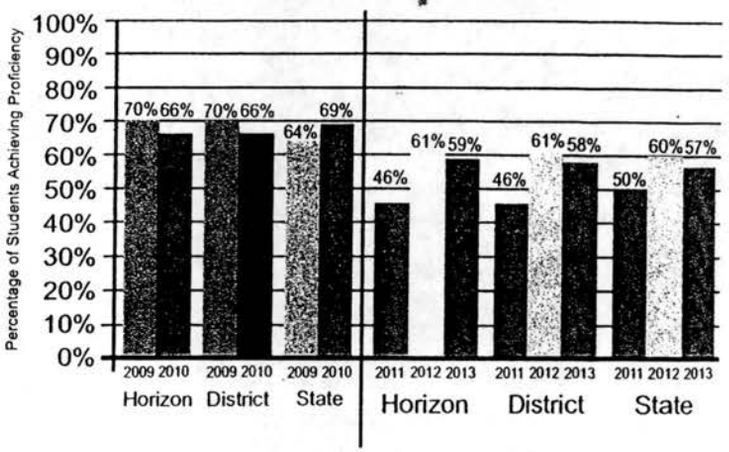
Horizon Middle School

*In 2013, grades 6-8 students took the reading MCA-III. In 2009-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, all grades 6-8 students took the mathematics MCA-III. The MCA-IIIs are aligned to the new standards so results are not comparable to previous

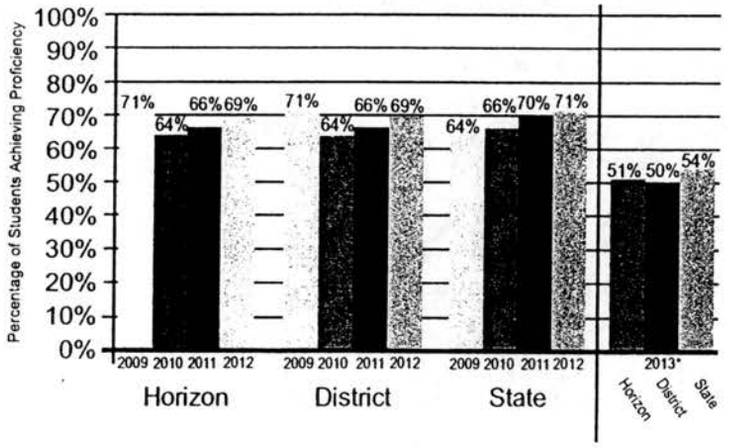
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 6



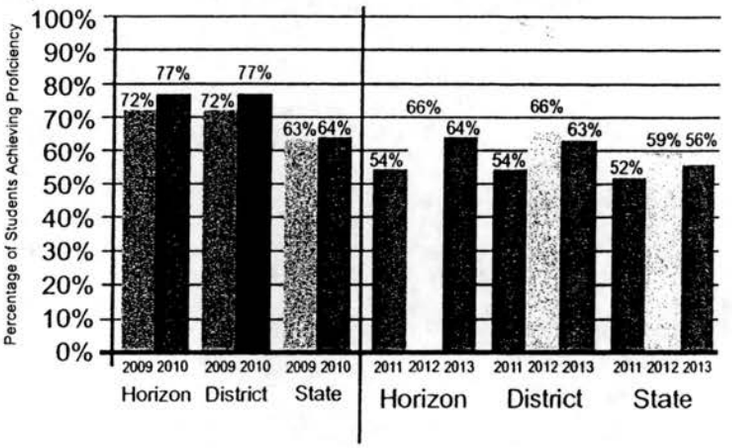
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 6



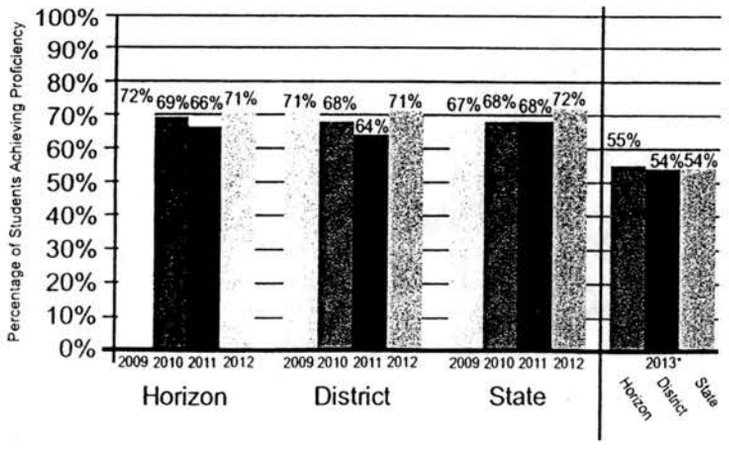
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 7



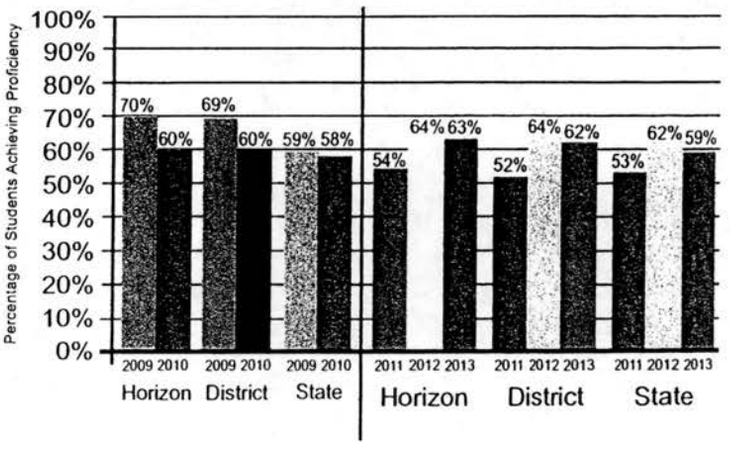
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 7



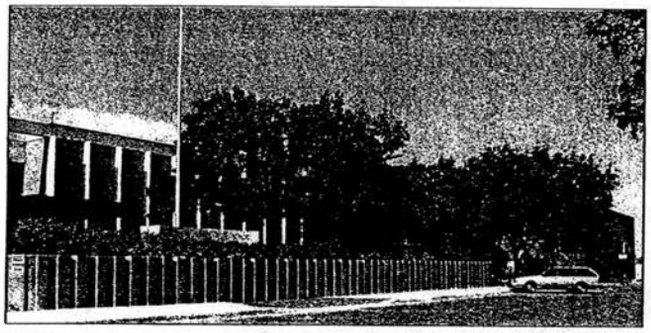
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 8



Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 8



Moorhead High School



Moorhead High School
2300 4th Ave. S., Moorhead, MN 56560
218-284-2300

2012-13 Principal: Russ Henegar
2012-13 Assistant Principals:
Josh Haag and Dave Lawrence
2013-14 Principal: Dave Lawrence
2013-14 Assistant Principals:
Josh Haag and Angela Doll

Original Construction: 1967
Most Recent Remodeling: 2004
Square Footage: 361,797

Attendance Rate (2012-13)	91.4%
Graduation Rate (2012-13)	81.5%
Enrollment by Grade (October 2012)	
• Grade 9	407
• Grade 10	395
• Grade 11	371
• Grade 12	392
• Total	1,565
Diversity of Student Population (October 2012)	
• American Indian	2.8%
• Asian	2.1%
• Hispanic	5.7%
• Black	4.3%
• White	85.1%
Percentage of Students Eligible for Free or Reduced-Price Lunch	30.9%
Percentage of Students Receiving Learner Support Services	
Special Education	12.5%
English Language Learners	2.7%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2012-13

Goal 1
Moorhead High School grade 11 students proficient on the 2013 mathematics MCA will be at or above the state average.

Progress toward goal:
- 51% of the Moorhead High students were proficient compared to 52% for the state.

Goal 2
Moorhead High School grade 10 students proficient on the 2013 reading MCA will be at or above the state average.

Progress toward goal:
- 57% of the Moorhead High students were proficient compared to 62% for the state.

Goal 3
Moorhead High School will increase the graduation rate by 3%.

Progress toward goal:
- Graduation rate decreased from 82.3% to 81.5%.

School Improvement Goals for 2013-14

Goal 1
Moorhead High School students will be at or above the state average for MCAs and college readiness exams in mathematics.

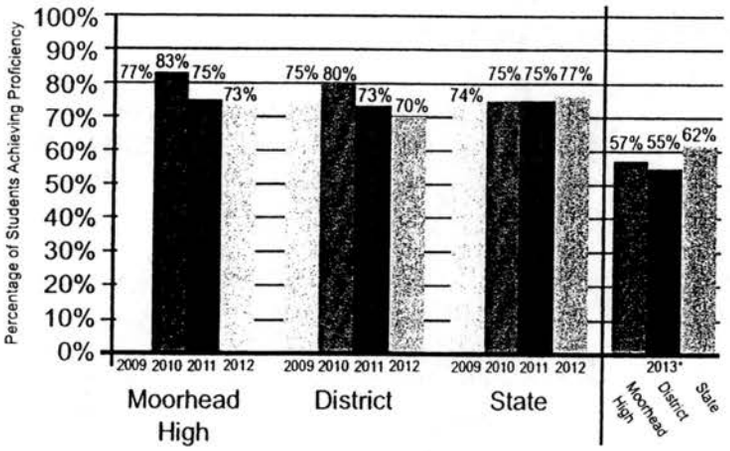
Goal 2
Moorhead High School Students will be at or above the state average for MCAs and college readiness exams in reading.

Goal 3
Moorhead High School will improve graduation rate from 81.5% to 84.5% by creating a positive school culture that emphasizes student/staff learning, importance of relationships, and improving home/school communications.

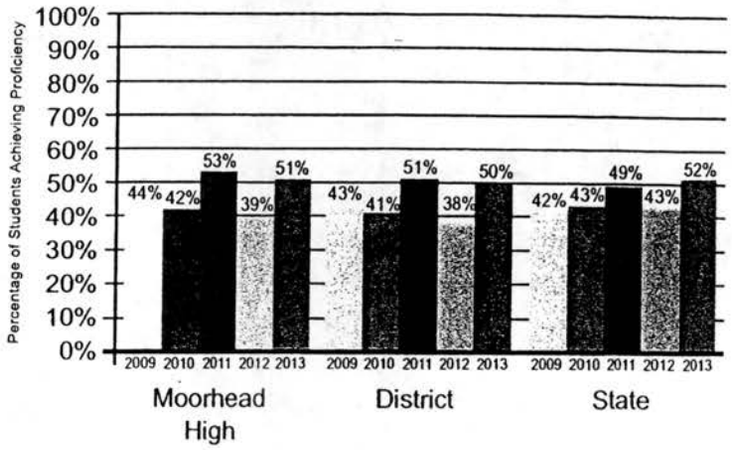
Moorhead High School

*In 2013, grade 10 students took the reading MCA-III. The MCA-IIIs are aligned to the new standards so results are not comparable to previous years. In 2009-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, all grade 11 students took the MCA-II.

Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 10



Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 11

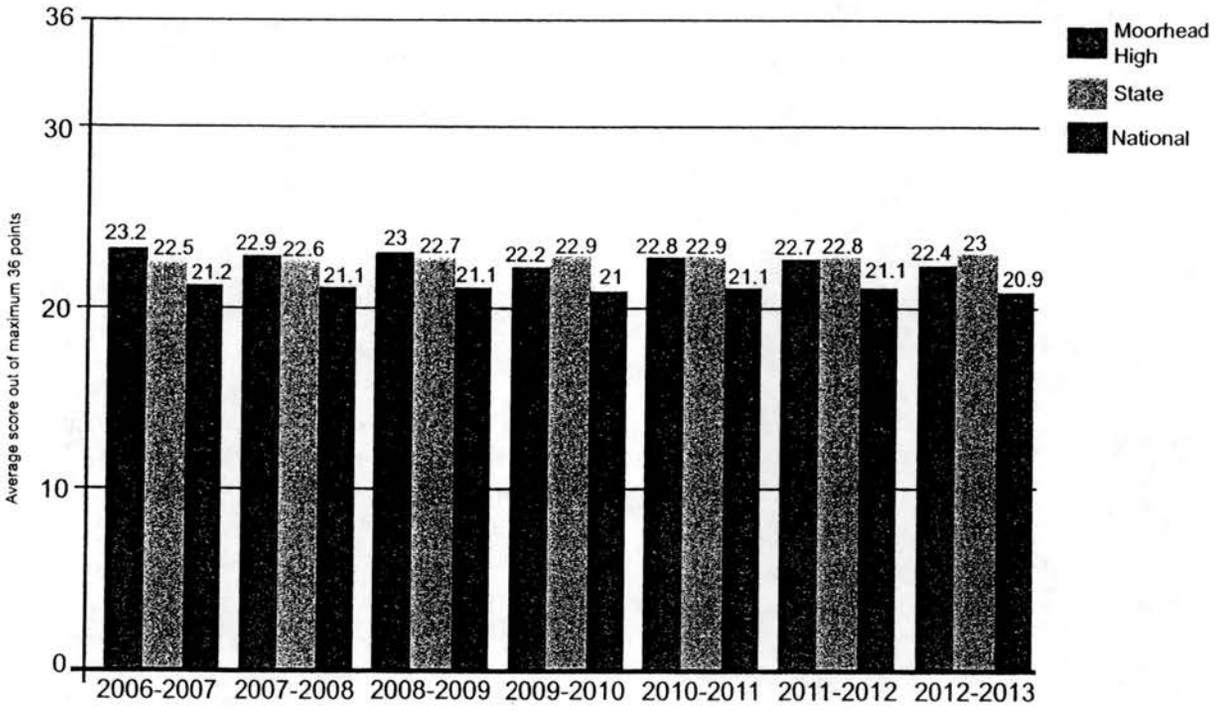


ACT Average Scores from 2006-2007 to 2012-2013

The American College Test or ACT is the admissions test most widely required by colleges in the Midwest. The test has a point range from 1-36.

Number of Moorhead High students taking the test each year:

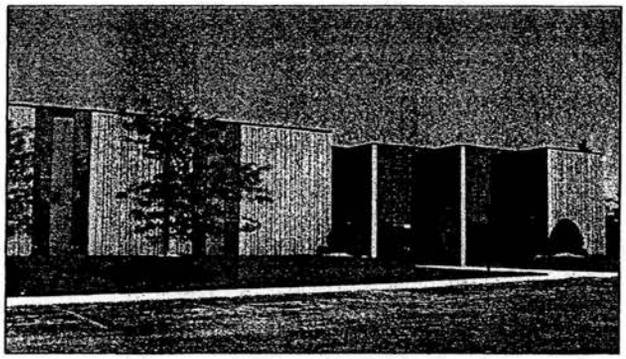
2006-07:	285
2007-08:	288
2008-09:	249
2009-10:	280
2010-11:	267
2011-12:	260
2012-13:	263



Advanced Placement Tests Fast Facts

- In 2013, 320 Moorhead High School students took 630 AP tests in 14 subjects.
- 56 percent of AP students earned scores of 3 or higher on the AP tests.
- 27.8 percent of 2013 Moorhead High graduates scored 3 or higher on at least one AP exam during their high school career.

Red River Area Learning Center



Red River Area Learning Center
1100 32nd Ave. S., Moorhead, MN 56560
(218) 284-2200

Program Manager:
Deb Pender-Tilleraas

Attendance Rate (2012-13)	73.7%
Enrollment by Grade (October 2012)	
• Grade 6	0
• Grade 7	3
• Grade 8	3
• Grade 9	4
• Grade 10	17
• Grade 11	26
• Grade 12	42
• Total	95
Diversity of Student Population (October 2012)	
• American Indian	16.9%
• Asian	1.0%
• Hispanic	20.4%
• Black	7.5%
• White	54.2%
Percentage of Students Eligible for Free or Reduced-Price Lunch	77.8%
Percentage of Students Receiving Learner Support Services	
Special Education	20.4%
English Language Learners	11.4%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school. Red River Area Learning Center has goals related to the learning environment, intervention processes, family involvement, and school climate. Outlined here are student achievement goals.

School Improvement Goals for 2012-13

Goal 1 — Students proficient (or above) on the MCA-II mathematics assessment will increase from 10% in Spring 2012 to 25% in Spring 2013. Students meeting the partial proficiency achievement level on the math MCA-II will increase from 20% to 40%.

Progress toward goal:

- The number of students tested was too small to validate statistically based on Minnesota Department of Education cell sizes.

Goal 2 — The percent of students passing the GRAD mathematics segment of the MCA-II will increase from 29% in Spring 2012 to 50% in Spring 2013.

Progress toward goal:

- The number of students tested was too small to validate statistically.

Goal 3 — The percent of students proficient (or above) on the reading MCA-II will increase from 22% in Spring 2012 to 39% in Spring 2013.

Progress toward goal:

- 7% of grade 10 students were proficient on the MCA-III. The 2013 MCA-III results are not comparable to 2012 MCA-II results.

Goal 4 — The percent of students passing the GRAD reading segment of the MCA-II will increase from 61% in Spring 2012 to 78% in Spring 2013.

- GRAD reading results are not available.

Goal 5 — The percent of students passing the written composition GRAD assessment will increase from 83% in Spring 2012 to 95% in Spring 2013.

Progress toward goal:

- 65% of students passed.

School Improvement Goals for 2013-14

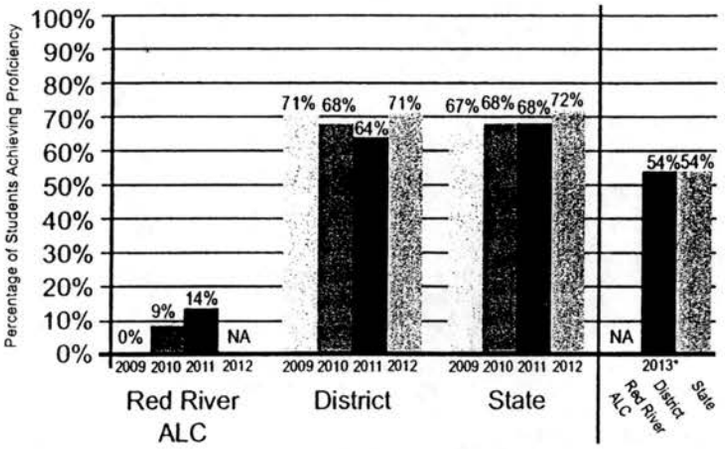
Goals 1 and 2 — Reading and mathematics goals will be set using STAR Assessments results after the assessment process is established.

Goal 3 — Red River ALC will increase attendance from 73.7% to 85%.

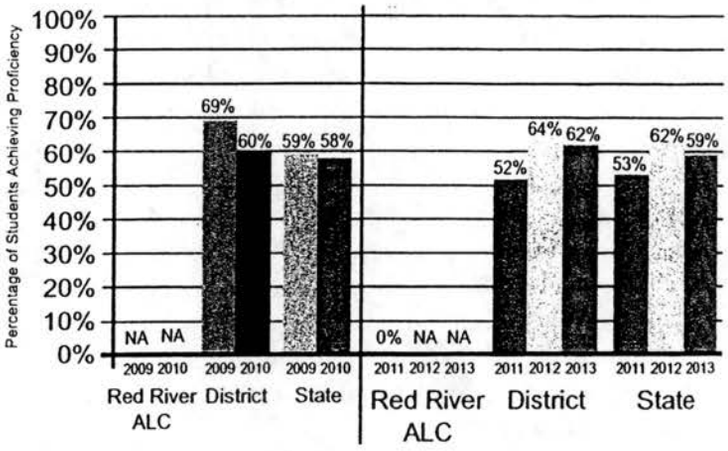
Red River Area Learning Center

*In 2013, grades 8 and 10 students took the reading MCA-III. In 2009-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, all grade 11 students took the MCA-II and all grade 8 students took the MCA-III. The MCA-III is aligned to the new standards so results are not comparable to previous years.

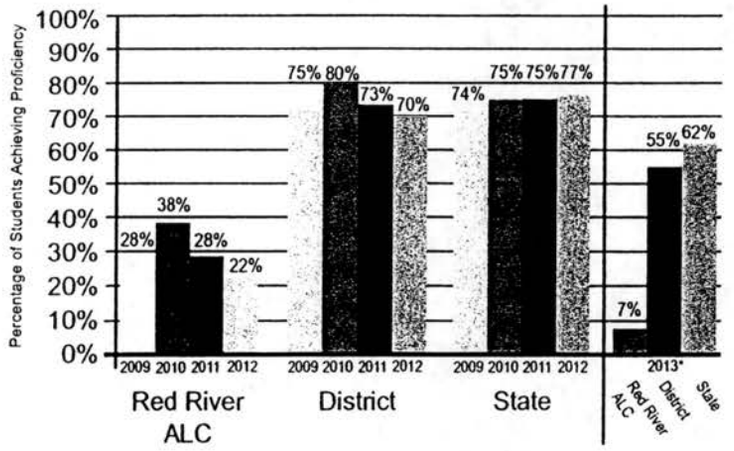
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 8



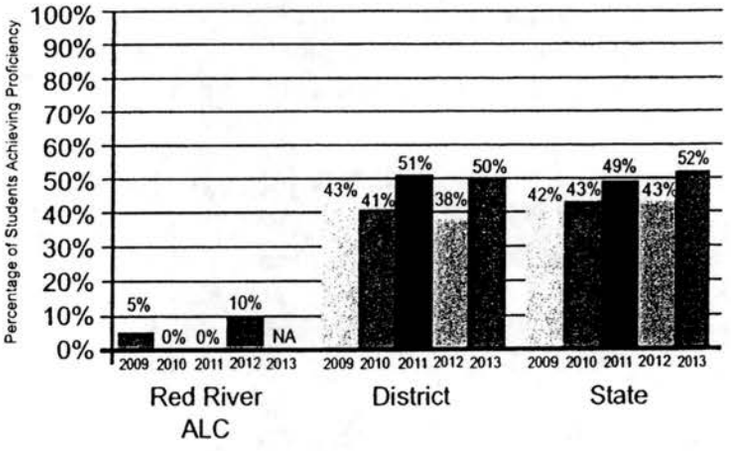
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 8



Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 10



Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 11



Continuous Improvement Process 2013-14

Community Engagement Initiative drives 2013-14 priorities

Approximately 1,000 district stakeholders provided input during Moorhead Area Public Schools' 2012-13 Community Engagement Initiative. The steering committee and core planning team members held community conversations with several hundred stakeholders, about 900 residents and employees responded to surveys, and several employee focus groups were conducted all to provide input into the engagement process.

The five major themes developed and discussed through the community conversations and surveys were what should a 21st century school look like, how best should school and community interact, what should district facilities look like, what does equitable educational opportunities mean, and what should the district be doing about any mental health/ character development needs.

Responses to several questions from the community survey are provided here. Approximately 80 percent of the 538 respondents had students attending a school in the district. 73 percent of respondents were female, and 27 percent male. Most respondents were 31-50 years old. More than 300 employees responded to an employee version of the survey.

Community Survey Results			
	Excellent or Good	**Only Fair or Poor**	**Don't Know or N/A**
District communication with public	51.2%	45.2%	3.6%
School communication with parents	54.1%	24.9%	22.0%
Rate the quality of education provided by Moorhead Schools	76.2%	19.5%	4.4%
	Strongly Agree or Agree	**Disagree or Strongly Disagree**	**Don't Know or N/A**
Improve security	70.5%	17.8%	11.7%
Add all-day kindergarten	78.2%	15.0%	6.8%
Teachers engage students through technology	82.5%	11.5%	6.0%
District should use social media	71.5%	19.8%	8.7%
Satisfied with own child's classroom experience	64.1%	17.1%	18.8%

2013-14 Strategic Priorities

Moorhead Area Public Schools has established the following strategic priorities for the 2013-14 school year. These were developed based on the themes and discussion from the Community Engagement Process.

These priorities will guide work in the district for 2013-14. The assessments outlined on the next several pages will assist the district in measuring student progress.

21st Century Schools
Goal: Establish a culture of learning that supports the needs of the 21st century learner and develops the whole student.

School and Community
Goal: Build comprehensive communication systems and partnerships with community stakeholders to promote and advance quality education for all students.

Facilities
Goal: Provide equitable education facilities, technological tools and the infrastructure needed across the district to meet the needs of students, families and communities.

Equitable Educational Opportunities
Goal: Provide programs and services to eliminate race and socioeconomic indicators as predictors of student success.

Mental Health/Character Development
Goal: Create a safe, caring and welcoming environment for all students, where the unique qualities and diversity of student are recognized and respected.

Human Resources
Goal: Provide processes for the quality, effectiveness and continuity of staff through the use of comprehensive recruitment, professional development, supervision and evaluation. : Maintain fiscal accountability by aligning resources to instructional needs and priorities for student achievement.

Measuring Student Progress 2013-14

Grades K-5: District-Wide Testing for 2013-14

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in: Mathematics MCA-III	3-5	March 10-May 9, 2014	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Reading MCA-III	3-5	March 10-May 9, 2014	
Science MCA-III	5	March 17-May 16, 2014	
ACCESS for ELs (WIDA)	English learners in K-5	Feb. 3-March 21, 2014	To demonstrate growth in reading, writing, listening and speaking and to assess progress in acquiring the academic English language in grades K-5. ELs take ACCESS and reading MCA-II in grades 3-5. For K-2, reading and writing is assessed with a teacher observation rating.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 3-5 as identified in IEP	March 17-May 9, 2014	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II/III
Minnesota Comprehensive Assessments-Modified in: Mathematics		March 10-May 9, 2014	
Reading		March 10-May 9, 2014	
AIMSweb Indicators of Early Literacy/Oral Reading Fluency Skills	K-5	Sept. 4-18, 2013 Jan. 6-17, 2014 April 28-May 9, 2014	To determine a student's level of proficiency with early literacy and reading skills
Various Literacy Assessments	K-5 selected students	Throughout the school year	To determine a student's reading level and skills
Common Math Assessment	K-1	Mid year and end year progress reports	To determine a student's level of proficiency with early numeracy and math skills
National Assessment of Educational Progress (NAEP)	4	Odd-numbered years as determined by Minnesota Department of Education	Districts selected for participation in math or reading NAEP tests must do so to receive state and district Title I funds
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		

Measuring Student Progress 2013-14

Grades 6-8: District-Wide Testing for 2013-14

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II in: Mathematics MCA-III	6-8	March 10-May 9, 2014	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Reading MCA-III	6-8	March 10-May 9, 2014	
Science MCA-III	8	March 17-May 16, 2014	
ACCESS for ELs (WIDA)	English learners in 6-8	Feb. 3-March 21, 2014	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 6-8. ELs take ACCESS and reading MCA-II in grades 6-8.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 6-8 as identified in IEP	March 17-May 9, 2014	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II
Minnesota Comprehensive Assessments-Modified in: Mathematics		March 10-May 9, 2014	
Reading		March 10-May 9, 2014	
AIMSweb Reading Comprehension (MAZE-CBM)	6	Sept. 4-18, 2013 Jan. 6-17, 2014 April 28-May 9, 2014	To determine a student's level of proficiency with reading comprehension skills
EXPLORE	8	Oct. 23, 2013	To provide information and assist in counseling individual college-bound students; norm-referenced achievement tests in reading/language arts, math, science, and social studies; career inventory
Common Math Assessment	6-8	Throughout year as determined by PLCs, grade level and middle school teams	To determine a student's level of proficiency with math skills
National Assessment of Educational Progress (NAEP)	8	Even-numbered years as determined by Minnesota Department of Education	Districts selected for participation in math or reading NAEP tests must do so to receive state and district Title I funds
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		

Measuring Student Progress 2013-14

Grades 9-12: District-Wide Testing for 2013-14

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in:			To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Reading MCA-III	10	April 15 & 16, 2014	
Mathematics MCA-II	11	April 15 & 16, 2014	
Science MCA-II	Biology students	March 17-May 16, 2014	
Graduation-Required Assessments for Diploma (GRAD) in:			To ensure minimum competency in reading, mathematics and writing; one option to meet the graduation requirement
Reading	10	March 11-May 10, 2013	
Mathematics	11	April 16 & 17, 2013	
Writing	10-12 who have not passed	Nov. 7, 2012, April 16, 2013	
	9	April 16, 2012	
ACCESS for ELs (WIDA)	English learners 9-12	Feb. 3-March 21, 2014	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 9-12. ELs take ACCESS and reading MCA-II in grade 10.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 9-12 as identified in IEP	March 17-May 9, 2014	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II
Minnesota Comprehensive Assessments-Modified in: Mathematics		April 15 & 16, 2014	
Reading		April 15 & 16, 2014	
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		
PLAN (pre ACT)	10	TBD week of Nov. 18-22	To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests; PSAT is the National Merit qualifying test
PSAT (pre SAT)	11 (optional)	Oct. 30, 2013	
ACT	11–12 (optional but recommended)	Various Saturdays and locations throughout the year	
SAT / SAT II	11–12 (optional)		
Armed Services Vocational Aptitude Battery (ASVAB)	11–12 (optional)	Nov. 22, 2013	To determine students' vocational aptitude and interests
Common Math Assessment	9-12	Throughout year as set by PLCs and grade level teams	To determine a student's level of proficiency with math skills
Advanced Placement Exams	10, 11, 12	May 5-9, 2013 May 12-16, 2013	To determine college credit related to student scores for students enrolled in AP coursework

MOORHEAD
AREA PUBLIC SCHOOLS

Moorhead Area Public Schools

Independent School District 152

2410 14th St. S., Moorhead, MN 56560
www.moorheadschools.org

2013 School Board

Lisa Erickson, Chair • Cindy Fagerlie, Vice Chair
Laurie Johnson, Clerk • Bill Tomhave, Treasurer
Scott Steffes, Director • Kristine Thompson, Director • Matt Valan, Director

Administration

Dr. Lynne A. Kovash
Superintendent

Wayne Kazmierczak
Assistant Superintendent

The Annual Report on Curriculum, Instruction and Student Achievement is produced and distributed by Moorhead Area Public Schools, ISD 152, Moorhead, Minnesota, in accordance with Minnesota State Law.

This report is available to the public on our district website at www.moorheadschools.org.
Photos in this publication were taken during the 2012-13 school year.
Designed and edited by Pamela J. Gibb.

Moorhead Area Public Schools, ISD 152, is an equal opportunity educator and employer.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.14.020R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: September 16, 2013

SUBJECT: School Board Work Session

A School Board work session is recommended for Monday, October 14, 2013 from 5:30 to 6:45 p.m. in Board Room 224 (PCE). Discussion will focus on school district facilities.

Suggested Resolution: Move to approve Monday, October 14, 2013 from 5:30 to 6:45 p.m. to conduct a School Board work session to discuss school district facilities.

LAK:mde

S-M9-BOS
14 October 2013

INDEPENDENT SCHOOL DISTRICT #152
School Board Meeting
Board Room 224 - Probstfield Center for Education
2410 14th Street South
Moorhead, Minnesota

October 14, 2013
7:00 p.m.

MISSION STATEMENT: To develop the maximum potential of every learner to thrive in a changing world.

ATTENDANCE:

Lisa Erickson _____	Bill Tomhave _____
Cindy Fagerlie _____	Matt Valan _____
Laurie Johnson _____	Trudy Wilmer _____
Scott Steffes _____	Dr. Lynne A. Kovash _____

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

   B. Preview of Agenda - Dr. Lynne A. Kovash, Superintendent

   C. Approval of Meeting Agenda

   Moved by _____ Seconded by _____
   Comments _____

   D. Matters Presented by Citizens/Other Communications (Non-Agenda Items) (Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School

2. **CONSENT AGENDA**

   All items on the Consent Agenda are considered to be routine, and have been made available to the School Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a

School Board member or citizen so requests, in which event that item will be removed from this agenda and considered under separate resolution. To the extent possible, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. SUPERINTENDENT MATTERS - Kovash
   (1) Approval of September 9 and 23, 2013 Meeting Minutes - Pages 5-17

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
   (1) Approval of October Claims - Page 18

C. HUMAN RESOURCES MATTERS - Dehmer
   (1) Approval of Minnesota State Community and Technical College Internship Agreement - Pages 19-22
   (2) Approval of Change in Contracts - Page 23
   (3) Approval of Family/Medical Leaves - Page 24
   (4) Approval of Resignations - Page 25
   (5) Approval of Early Retirement - Page 26
   (6) Approval of New Employees - Page 27

Suggested Resolution: Move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____
Comments _____

3. **PARENT AWARE DESIGNATION**: Kovash
   Page 28

4. **APPROVAL OF PRINCIPAL DEVELOPMENT AND EVALUATION LETTER OF ASSURANCE**: Kovash
   Pages 29-33

   Suggested Resolution: Move to approve the Principal Development and Evaluation Letter of Assurance for Moorhead Area Public Schools.

   Moved by _____ Seconded by _____
   Comments _____

5. **2012-13 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT**: Kovash
   Page 34

Suggested Resolution: Move to accept the 2012-2013 Annual Report on Curriculum, Instruction and Student Achievement.

Moved by _____ Seconded by _____
Comments _____

6. **SUPERINTENDENT REPORT**

7. **COMMITTEE REPORTS**

8. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**

9. **CLOSE PUBLIC MEETING**: Erickson

Suggested Resolution: Move to close the public meeting at _____ p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies.

Moved by _____ Seconded by _____
Comments _____

10. **OPEN PUBLIC MEETING**: Erickson

Suggested Resolution: Move to open the public meeting at _____ p.m.

Moved by _____ Seconded by _____
Comments _____

11. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Policy Review Committee	October 21	7 p.m.	PCE
District Technology Com	October 22	3:45 p.m.	PCE
School Board	October 28	7 p.m.	PCE
Special Educ Parent Adv Com	October 29	12 p.m.	PCE
RRALC Family Night	November 4	5:30 p.m.	RRALC
Indian Education Parent Com	November 4	5:30 p.m.	PCE
State of the District	November 4	6:30 p.m.	PCE
MHS PTAC	November 4	6:30 p.m.	Conf. Rm.
Safe and Healthy Learners Com	November 4	3 p.m.	PCE
Continuing Education Com	November 5	6:30 a.m.	Village Inn
Joint Powers Committee	November 7	7 a.m.	Dilworth
Hopkins PTAC	November 12	6:30 p.m.	Media Center
Asp PTAC	November 12	6:30 p.m.	Media Center
Reinertsen PTAC	November 12	6:30 p.m.	Media Center
School Board	November 12	7 p.m.	PCE
Instr and Curr Adv Com	November 14	7 a.m.	PCE
Early Childhood Family Education Advisory Com	November 14	6:30 p.m.	PCE
Horizon PTAC	November 14	6:30 p.m.	Media Center
MREA Annual Conference	November 17-19		Brainerd
Policy Review Committee	November 18	7 p.m.	PCE
Com Educ Adv Council	November 19	7 p.m.	PCE
Superintendent's Adv Council	November 21	7 p.m.	PCE
School Board	November 25	7 p.m.	PCE
Activities Advisory Council	November 26	7 a.m.	MHS
District Technology Com	November 26	3:45 p.m.	PCE

MEMBERS PRESENT: Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Scott Steffes, Kristine Thompson, Bill Tomhave, Matt Valan, and Dr. Lynne A. Kovash.

MEMBERS ABSENT: None.

CALL TO ORDER: Chair Erickson called the meeting to order at 7:01 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Kovash recommended approval of the agenda to proceed with revisions to pages 1, 2, 18, 26, and 27 and to also remove the Robert Asp School Improvement Plan from the agenda.

APPROVAL OF AGENDA: Tomhave, seconded by Johnson, to approve the agenda as revised. Motion carried 7-0.

WE ARE PROUD:

We Are Proud of Moorhead High speech team members for placing at the 2013 National Forensic League national speech tournament June 16-21 in Birmingham, Ala. Nina Grollman placed second in humorous interpretation, and Anne Totten placed 10th in humorous interpretation. Moorhead High School received a School of Excellence award in speech based on the team's performance. Rebecca Meyer-Larson is the speech coach.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

ACCEPTANCE OF SCHOOL BOARD RESIGNATION: Chair Erickson announced Kristine Thompson was stepping down from the board to take a position as service learning coordinator for the district. State law does not permit School Board members to make more than $8,000 a year from the school district in which they serve. Thompson served on the School Board since 1998 and was chair of the board for several years.

Tomhave moved, seconded by Fagerlie, to accept the resignation of Kristine Thompson, School Board Director, effective immediately, and therefore declare a vacancy on the School Board. Motion carried 6-1 (Thompson abstaining).

School Board Chair Lisa Erickson expressed her gratitude for Thompson's service, and Thompson said that it had been a pleasure and a privilege to serve on the board.

Thompson left the meeting at 7:08 p.m.

CONSENT AGENDA: Fagerlie moved, seconded by Steffes, to approve the following items on the Consent Agenda:

Minutes - Approve the August 12 and 26, 2013 Meeting Minutes as presented.

Claims - Approve the September Claims, subject to audit, in the amount of $1,836,565.59.

General Fund:	$1,787,508.94
Food Service Fund:	$33,220.99
Community Service Fund:	$15,835.66
TOTAL	$1,836,565.59

The August Wire Payments, subject to audit, in the amount of $2,159,100.55.

General Fund:	$1,324,155.66
Post Employment Irrevocable Trust Fund:	$46,496.50
TOTAL	$1,370,652.16

Family/Medical Leave

Jackie Gilbertson - Paraprofessional, Robert Asp Elementary, effective August 26, 2013 for an undetermined amount of time.

Joanna Struck - Kindergarten Teacher, Probstfield Center for Education, effective September 3, 2013 for an undetermined amount of time.

Change in Contracts

Alicia Ryland - Jump Start Teacher, Probstfield Center for Education to Kindergarten Teacher, 1.0 FTE, BA (1) $34,980.00, effective at the beginning of the 2013-2014 school year (increased enrollment).

Darla Aagenes - Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, $10.00 per hour, effective September 3, 2013 (new position due to addition of All Day Kindergarten).

Wiley Wisnewski - Teacher, Red River Area Learning Center, from .786 FTE to 1.0 FTE, effective with the 2013-2014 school year (replace .214 of Mary Cihlar).

Julie Rosenfelddt - Kindergarten Physical Education .6 FTE to Kindergarten Physical Education/ DAPE Teacher, Ellen Hopkins Elementary .8 FTE, effective with the 2013-2014 school year (increase due to All Day Kindergarten).

Nicole Kahler - Kindergarten Teacher, .6 FTE, Ellen Hopkins Elementary, to 1.0 FTE Kindergarten Teacher, Robert Asp Elementary, effective with the 2013-2014 school year (replaces Margaret Neutzling).

Khalisa Yasin - Lunchroom Supervisor/Salad Prep, S.G. Reinertsen Elementary, 5 hours per day, to Lunchroom Supervisor/Salad Prep/Breakfast Supervisor, 5.75 hours per day, effective September 3, 2013 (replaces Stephanie Gruenberg).

Amanda Johnson - Administrative Assistant, Ellen Hopkins to Administrative Assistant to Assistant Superintendent, B23 (3) $17.11 per hour, 8 hours per day, effective September 16, 2013 (replaces Nicole Such).

Jeana Krabbenhoft - Paraprofessional, Red River Area Learning Center, 5 hours per day reducing to 4.75 hours per day, effective with the 2013-2014 school year (reduction in N & D grant).

Nicole Boersma - Kindergarten Specialist, Probstfield Center for Education, .9 FTE to 1.0 FTE (increase due to All Day Kindergarten enrollment).

Davis Kosen - Kindergarten Physical Education, Probstfield Center for Education, .9 FTE to 1.0 FTE, effective with the 2013-2014 school year (increase due to All Day Kindergarten enrollment).

Resignations

Leslie McCollum - Paraprofessional, West Central Detention Center, effective August 23, 2013.

Ginger Meyer - Lunchroom Supervisor, Horizon Middle School, effective August 28, 2013.

Kassandra Zimmer - Sign Language Interpreter, Moorhead High School, effective August 26, 2013.

Kristen Robinholt - Computer Operator, S.G. Reinertsen Elementary, effective August 23, 2013.

John Stadter - Network Administrator, Probstfield Center for Education, effective September 30, 2013.

New Employees

Kelly Zimmerman - Title I Teacher, Robert Asp Elementary, 1.0 FTE, BA (9) $44,201.00, effective with the 2013-2014 school year (replaces Diana Johnson).

Lyndsay Coulombe - Grade 3 Teacher, Ellen Hopkins Elementary, 1.0 FTE, BA (1) $34,980.00, effective with the 2013-2014 school year (replaces Maggie Thoreson).

Codi Fandrich - Kindergarten Teacher, Probstfield Center for Education, 1.0 FTE, BA (0) $33,823.00, effective at the beginning of the 2013-2014 school year (increased enrollment due to All Day Kindergarten).

Abby Klang - Jump Start Teacher, Probstfield Center for Education, $25.96 per hour, 6.5 hours per day, effective August 27, 2013 (replaces Alicia Ryland).

Mary Jaszkowiak - Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, $10.00 per hour, effective September 3, 2013 (new position due to addition of All Day Kindergarten).

Patricia Walker - Food and Nutrition Server Assistant, Robert Asp Elementary, 2.75 hours per day, $10.00 per hour, effective September 3, 2013 (replaces Jennifer Clow).

Margo Johnson - Paraprofessional, Horizon Middle School, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective September 3, 2013 (replaces Deb McDonald).

Elizabeth Hoffman - Paraprofessional, Moorhead High School, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective September 3, 2013 (replaces Lyman Hanson).

Sarah Anderson - Paraprofessional, Robert Asp Elementary, B21 (3) $15.58 per hour, 6.75 hours per day, effective August 28, 2013 (replaces Delkaz Ahmed).
Amanda Craig - Kindergarten Teacher, Probstfield Center for Education, 1.0 FTE, BA (0) $33,823.00, effective with the 2013-2014 school year (increased enrollment due to All Day Kindergarten).
Jill Meyer - Paraprofessional, Moorhead High School, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective August 26, 2013 (replaces Alice Ellingsburg).
Ben Fraase - Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective August 26, 2013 (replaces Mary Fluto).
Kristine Thompson - Service Learning Coordinator, Probstfield Center for Education, C41 (5) $26.47 per hour, 20 hours per week for 36 weeks, effective September 10, 2013 (replaces Anne Larson).
Alison Morgan - Teacher, Ellen Hopkins Elementary, 1.0 FTE, BA (0) $33,823.00, effective with the 2013-2014 school year (replaces Nicole Kahler and increase in Title of .4).

Motion carried 6-0.

ELLEN HOPKINS SCHOOL IMPROVEMENT PLAN: Ryan LaDage, principal, and Diana Johnson, assistant principal, presented the Ellen Hopkins Elementary School Improvement Plan. Ellen Hopkins Elementary was designated as a Focus School by the Minnesota Department of Education (MDE) in 2012. A Focus School is in the ten percent of Title I Schools making the biggest contribution to the state's achievement gap. Focus Schools are identified once every three years; this is the second year of this designation for Hopkins Elementary.

Identified schools are required to work with their districts, MDE and the statewide system of support to develop an improvement plan that must be approved by the School Board. The plans are required to be in place at the beginning of the 2013-14 school year so that implementation can begin immediately.

Hopkins School Improvement Plan goals:

Goal 1: Literacy -- Students in grades 3-5 will meet or exceed the state proficiency average in literacy by closing the achievement gap between our free and reduced lunch subgroup and white subgroup by 4% each year for the next five years.

Goal 2: Mathematics -- Students in grades 3-5 will meet or exceed the state proficiency average in mathematics by closing the achievement gap between or free and reduced lunch subgroup and white subgroup by 4% each year for the next five years.

Goal 3: School Culture and Climate -- By January 2014, in partnerships to develop caring, respectful, and conscientious students, Ellen Hopkins School will study, create and

implement a school-wide culture and climate plan that involves administration, faculty, students, and their families.

Tomhave moved, seconded by Valan, to approve the Ellen Hopkins School Improvement Plan as presented. Motion carried 6-0.

OPENING ENROLLMENT: Kazmierczak reported the opening K-12 enrollment was 5,712, which is 48 students more than opening enrollment from a year ago and 229 more students than was enrolled at the end of the 2012-13 school year. The largest class in the district is kindergarten with 503 students followed by grade 1 with 490 students. Eighth grade is the smallest grade level in the district with 400 students. Enrollment at Horizon Middle School is 1,261 students, which is 50 students lower than last year's opening enrollment. Moorhead High School's opening day enrollment is 1,633, which is up 10 students from last year's opening enrollment. Enrollment typically fluctuates the first few weeks of school before stabilizing in October and November.

Erickson left the meeting at 8:55 p.m. and returned at 8:58 p.m.

SCHOOL DISTRICT FACILITIES: Kazmierczak provided follow up information to the facilities-related discussion from the July 15, 2013 School Board work session. Facilities considerations and discussion items included:

Ellen Hopkins Elementary (Hopkins) is at capacity and houses grades K-5 including the District's Spanish Immersion program. Twenty-one kindergarten students from the Hopkins attendance area attend school at PCE. A locker room was converted into a kindergarten classroom over the summer of 2013.

S.G. Reinertsen (SGR) is at or near capacity and currently houses grades 1-5. A 2,500 square foot addition to the multi-purpose room (cafeteria) was completed in January 2012. Discussions about an additional gymnasium have occurred periodically for the last two-three years. Zerr-Berg Architects have met with the building administrators to discuss the preliminary drawings that were shared at the July 15, 2013 school board work session. For discussion purposes, the cost to add a gymnasium and modify the music/ orchestra areas would be approximately $3.2 million.

Robert Asp Elementary (Asp) is at or near capacity and houses grades K-5. Twenty-nine kindergarten students from the Asp attendance area attend school at PCE. Discussions about an additional gymnasium have occurred periodically for the last two-three years. Zerr-Berg Architects have met with the building administrators to discuss the preliminary drawings that were shared at the July 15, 2013 school board work session. For discussion

purposes, the cost to add a gymnasium and modify a small number of other areas would be approximately $2.1 million.

Probstfield Center for Education (PCE) is at or near capacity. Pre-school program expansion has allowed the district to meet the needs of our community better than it ever has in the area of preschool; enrollment in School Readiness programs is three-four times what it was in the 2011-2012 school year. PCE also houses kindergarten students who reside in the SGR attendance area as well as a total of 50 students from the Hopkins (21 students) and Asp (29 students) attendance areas. Ten sections of kindergarten are housed at PCE, and several rooms were converted to kindergarten rooms in order to implement all-day kindergarten in the fall of 2013. An additional gymnasium is being discussed along with additional classrooms in order to meet the needs of the district at the elementary level for the next 2-3 years. For discussion purposes, remodeling the existing district office space would create 6 kindergarten classrooms, a media center and other support areas; the cost of this project would be approximately $1.8 million. Adding 8 kindergarten classrooms, a gymnasium and other support areas would cost approximately $5.6 million.

Horizon Middle School (HMS) is nearing capacity and is facing the possibility of large class sizes as current elementary classes advance.

Additional classroom space will be needed in the fall of 2014. Options to address this shortage of classroom space include adding on to an existing building, likely PCE, and/or relocating existing district space in the community to accommodate additional classrooms at PCE. Addressing this shortage of classroom space is a priority, and once this need is addressed, the district will be positioned to plan for long-term facilities challenges. Within the next two months, a decision will be made related to short-term space needs.

MCA III TEST RESULTS FOR MATHEMATICS, READING AND SCIENCE: Missy Eidsness, Director of School Improvement and Accountability, reported the Minnesota Comprehensive Assessments measure how students are achieving on state academic standards in mathematics, reading and science. 2013 MCA results were released Aug. 27.

In mathematics, Moorhead scored above the state average and scores decreased slightly from 2012. In 2012, students were allowed to test three times and use the best score. The MCA III was first given in 2011 to grades 3-8 students. Grade 11 students are currently taking the MCA II.

In reading, Moorhead scored below the state average. This is the first year students in grades 3-8 and 10 took the new tests that are based on more challenging reading standards.

In science, Moorhead scored .2% below the state average and the MCA III was first given in 2012.

Eidsness indicated that when a new test that is based on new standards is given, a drop in scores is to be expected. As teachers and students become more familiar with the new standards, and as teachers better align their curriculum to teach the standards, the district would see growth in test scores, as evidenced in the past when a new test has been introduced. These results are just one piece of the overall picture of how a student and school are doing. The best information comes from looking at multiple measures of individual student performance.

PROCESS FOR SELECTION OF SCHOOL BOARD VACANCY: Erickson indicated the board would appoint a member to fill the vacancy until the next election in November 2014. Consideration was being given to former board member Trudy Wilmer, who was the next highest eligible vote-getter in the last election. If Wilmer accepts, she would be appointed at the next board meeting.

SUPERINTENDENT REPORT: Superintendent Kovash reminded board members of the Sept. 18 MREA Area meeting in Lake Park Audubon. A MSBA Fall Area WebEx will be provided for board members if interested on Sept. 12 at the Probstfield Center for Education.

COMMITTEE REPORTS: Brief reports were heard related to a Spud Meet and Greet event and Indian Education Parent Committee and Joint Powers Committee meetings. Tomhave reported the Intergovernmental Retreat was scheduled for Jan. 24, 2014. Erickson requested the Early Childhood Family Advisory Education Committee administrator be made aware that the board member representative would not be attending the Sept. 12 meeting.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Board members were reminded of the Sept. 20 homecoming parade and the MHS Hall of Honor Induction Ceremony on Sept. 21.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:29 p.m.

_____
Laurie Johnson, Clerk

MEMBERS PRESENT: Lisa Erickson, Cindy Fagerlie, Scott Steffes, Bill Tomhave, Matt Valan, Trudy Wilmer, and Dr. Lynne A. Kovash.

MEMBERS ABSENT: Laurie Johnson.

CALL TO ORDER: Chair Erickson called the meeting to order at 7:01 p.m. and led everyone in attendance with the Pledge of Allegiance.

APPOINTMENT OF CLERK: Erickson moved, seconded by Tomhave, to appoint Cindy Fagerlie to serve as clerk for the meeting. Motion carried 5-0

PREVIEW OF AGENDA: Superintendent Kovash recommended approval of the agenda to proceed with revisions to pages 2 and 14. Kovash indicated under the New Employees consent item that Chuanyu Chen was filling an existing position and not a new position.

APPROVAL OF AGENDA: Tomhave, seconded by Steffes, to approve the agenda as revised. Motion carried 5-0.

RESOLUTION FILLING SCHOOL BOARD VACANCY BY APPOINTMENT: Fagerlie moved, seconded by Valan, to approve the following Resolution Filling School Board Vacancy by Appointment:

> WHEREAS, a vacancy exists in the office of the school board member with a term expiring the first Monday in January, 2015; and
>
> WHEREAS, the vacancy has occurred on or after the first day to file affidavits of candidacy for the school general election or less than two years remain in the unexpired term; and
>
> WHEREAS, Trudy Wilmer meets the qualifications established by Minnesota law to serve as a school board member,
>
> NOW THEREFORE BE IT RESOLVED by the School Board of Independent School District No. 152, State of Minnesota, as follows:
>
> Pursuant to Minnesota Statutes, Section 123B.09, Subd. 5, Trudy Wilmer is hereby appointed to fill the vacancy and to serve the remainder of the unexpired term ending the first Monday in January, 2015 and until a successor is elected and qualifies.

Motion carried 5-0.

OATH OF OFFICE: Chair Erickson led the Oath of Office Ceremony for Trudy Wilmer appointed to fill the vacancy and to serve the remainder of the unexpired term ending the first Monday in January, 2015 and until a successor is elected and qualifies.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: None.

CONSENT AGENDA: Fagerlie moved, seconded by Wilmer, to approve the following items on the Consent Agenda:

School Resource Officer Agreement - Approve the School Resource Officer Agreement for the 2013-14 school year in the amount of $33,000.

Request of Administrative Personnel Variance - Approve the Request for Administrative Personnel Variance for the Assistant Principal of Ellen Hopkins Elementary School.

Change in Contracts
Lorrie Frendin - .5 K+ Paraprofessional, Probstfield to 1.0 FTE, LSS Paraprofessional, Probstfield, effective September 3, 20 (replaces Tyler Carlson).
Leisha Allen - Lunchroom Supervisor, Robert Asp to .6 FTE, LSS Paraprofessional, Robert Asp Elementary, B21 (0-2) $15.37 per hour, effective September 3, 2013.
Eng Nguyen - .5 FTE K+ Paraprofessional, Robert Asp Elementary, to .66 FTE, LSS Paraprofessional, effective September 3, 2013.
Amanda Carlsrud - .5 FTE K+ Paraprofessional, Robert Asp Elementary, to .66 FTE, LSS Paraprofessional, effective September 3, 2013.
Kathy Kunkel - Health Tech Administrative Assistant, Horizon Middle School, increase in hours from 6.75 to 7.25 hours per day, effective September 23, 2013.
Barb Skjefte - Health Tech Administrative Assistant, Robert Asp Elementary, increase in hours from 6.75 to 7.25 hours per day, effective September 23, 2013.
Karen Opgrand - Health Tech Administrative Assistant, S.G. Reinertsen Elementary, increase in hours from 6.75 to 7.25 hours per day, effective September 23, 2013.
Vicky Pettow - Health Tech Administrative Assistant, Ellen Hopkins Elementary, increase in hours from 6.75 to 7.25 hours per day, effective September 23, 2013.
Monica Dickman - Health Tech Administrative Assistant, Probstfield Center for Education, increase in hours from 6.75 to 7.25 hours per day, effective September 23, 2013.

Retirement

Elaine Halverson - Food and Nutrition Worker, Robert Asp Elementary, effective September 16, 2013.

Resignations

Shila Tobosa - Administration Assistant, Horizon Middle School, effective September 25, 2013.
Walter Johnson - Night Custodian, Ellen Hopkins Elementary, effective September 27, 2013.
Damara Boatright - Bus Assistant, Transportation, effective September 12, 2013.
Ryan Murfield - Paraprofessional, Horizon Middle School, effective September 20, 2013.
Natasha Osowski - Paraprofessional, S.G. Reinertsen Elementary, effective August 26, 2013.

New Employees

Teo Vucic - Hall Monitor, Horizon Middle School, B21 (0-2) $15.37 per hour, 7.5 hours per day, effective September 9, 2013 (new position).
Daniel Berg - Lunchroom Supervisor, Horizon Middle School, $10.00 per hour, 2 hours per day, effective September 9, 2013 (replaces Ginger Meyer).
Kaitlyn Theisen - Sign Language Interpreter, District wide, $27.83 per hour, 7 hours per day, effective September 23, 2013 (replaces Bethanne Weltmer).
Rachel Burcham - Sign Language Interpreter, District wide, $27.04 per hour, 3.5 hours per day, effective September 23, 2013 (replaces Kassie Zimmer).
Chuanyu Chen - Chinese Teacher, Horizon Middle School, 1.00 FTE, BA (0) $22,823.00, effective August 26, 2013 (replaces Fengguang Lun; an additional $11,000.00 will be paid directly to Chuanyu Chen from Hanban).

Motion carried 6-0.

YMCA SCHOOL AGE PROGRAM UPDATE: Becky Mueller, School Age Director with YMCA of Cass and Clay Counties; Michelle Nelson, SALC Site Director at Reinertsen; Jeanette Perrault, SALC Site Director at Robert Asp; and Tracy Thorson, SALC Site Director at Ellen Hopkins and Probstfield, provided an update regarding the school age programs that are offered by the YMCA before and after school in the district's elementary schools. The program is serving over 200 school district students.

ROBERT ASP SCHOOL IMPROVEMENT PLAN: Chris Triggs, principal, and Jacob Scandrett, assistant principal, presented the school improvement plan. Robert Asp Elementary is designated as a Title I school. As a Title I school, the school improvement plan was developed

through a collaborative process involving teachers, community members and administrators. The plan does not require board approval. Approval of the school improvement plan is only required for schools designated as Focus or Priority Schools.

Robert Asp School Improvement Plan goals:

> Goal 1: Students in grades 3-5 will increase their math proficiency from 68.8% to 73% on the 2014 MCA III Math Assessment. Asp Hispanic students will improve from 43.4% to 50%; students on federal meal benefits from 53.8% to 60% proficient; and English Language Learners will increase from 26.5% to 35% proficiency.
>
> Goal 2: Students in grades 3-5 will increase their reading proficiency from 53.3% to 60% on the 2014 MCA III Reading Assessment. Asp students on federal meal benefit will increase their reading proficiency from 39.2% to 45%.
>
> Goal 3: All students will demonstrate an increase in behavior that communicates care, consideration, and respect of self that will be reflected in a ten percent reduction of total major and minor incidents.

HORIZON MIDDLE SCHOOL PROGRAM DEVELOPMENT: AVID: Lori Lockhart, Horizon Middle School principal, and Jeremy Larson, assistant principal, presented information regarding the program development of Advancement Via Individual Determination (AVID).

AVID is a systemic instructional system for students in kindergarten through higher education (K-16). The AVID College Readiness System is a school wide effort focused on leadership, systems, instruction and culture, and is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school. AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in rigorous curriculum. The AVID College Readiness System is a catalyst for developing a school culture that closes the expectation and opportunity gaps many students face, and prepares all students for success in a global society. AVID is a direct support structure for first-generation college-goers and is for students who are in the academic middle (GPA 2.0-3.5). Student participation is voluntary and would replace an exploratory class. There may be up to 25 students per classroom in grades 7 and 8 and AVID preparation will begin in grade 6.

The Horizon Site team will closely monitor the initial implementation plan. Site team members are Lori Lockhart, Jeremy Larson, Rick Eidsness, Sue Knorr, Jed Carlson, Darrin Olmscheid, Keith Hartleben, Missy Eidsness, and Donna Norquay. The program is funded through a

combination of staff development funds and the Indian Education Program Success for the Future grant.

CERTIFICATION OF 2013 PAYABLE 2014 PROPOSED PROPERTY TAX LEVY: Kazmierczak reported the School Board is required to certify to the county auditor the school district's preliminary 2013 Payable 2014 Property Tax Levy by October 1, 2013. The district certifies the maximum levy; certifying the preliminary levy in this manner allows for changes prior to the final levy certification in December. Changes are made for a variety of reasons such as changes to Health and Safety projects or changes to the district's projected enrollment figures.

Preliminary figures indicate that the school district portion of the property tax levy has decreased by 2.80% from a year ago to $13,546,795. Last year's levy amount was $13,937,659.

School districts are no longer required to hold a separate Truth in Taxation hearing, but instead are required to discuss the payable 2014 levy and the current year budget (fiscal year 2014) at a regularly scheduled board meeting and allow the public to speak; this will occur at the December 9, 2013 board meeting at 7 p.m. The final levy certification will be approved at this same meeting.

Tomhave moved, seconded by Fagerlie, to approve the Maximum for the 2013 Payable 2014 Proposed Property Tax Levy. Motion carried 6-0.

2012-13 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT: Missy Eidsness, director of school improvement and accountability, reviewed the draft report from the Instruction and Curriculum Advisory Committee (ICAC) of the past year's accomplishments in student achievement. The School Board must approve the report by October 1. The report will be distributed in electronic form on the district's website, with printed copies available through the Superintendent's office. The final report with Adequate Yearly Progress (AYP) and Multiple Measurement Ratings (MMR) will be released Oct. 1 and presented to the board in October.

Valan left the meeting at 8:44 p.m. and returned at 8:47 p.m.

Tomhave moved, seconded by Steffes, to approve the draft 2012-2013 Annual Report on Curriculum, Instruction and Student Achievement. Motion carried 6-0.

SCHOOL BOARD WORK SESSION: Fagerlie moved, seconded by Wilmer, to approve Monday, October 14, 2013 from 5:30 to 6:45 p.m. to conduct a School Board work session to discuss school district facilities. Motion carried 6-0.

COMMITTEE ASSIGNMENTS: Due to the appointment of board member Trudy Wilmer, committee assignments were reviewed and determined.

SUPERINTENDENT REPORT: Superintendent Kovash reported information related to Parent Communication Day held August 27 at all district buildings. Kovash noted School Board Learning Walks would be scheduled in October or November. Superintendent Kovash and board members Fagerlie and Valan will be presenting Learning Walk information at the MSBA Leadership Conference in January. Kazmierczak was preparing background data for the Oct. 14 work session discussion related to facilities.

COMMITTEE REPORTS: Tomhave reported he attended the MSBA Fall Area WebEx at Probstfield but due to technical difficulty it was not available. Brief reports were heard related to the Horizon PTAC, Asp PTAC, Hopkins PTAC, Instruction and Curriculum Advisory Committee, Reinertsen PTAC, Staff Development Committee, and Community Education Advisory Council meetings. Board members participated in the MHS Homecoming Parade and also attended the MREA Area meeting in Lake Park, MHS Hall of Honor Induction Ceremony and MHS football game.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Kovash reminded board members of the Nov. 17-19 MREA Annual Conference in Brainerd and asked them to contact Michelle if planning to attend. Kovash indicated a tour of former Thomas Edison School was scheduled for Sept. 30 at 5 p.m. for board members that are interested.

CLOSE PUBLIC MEETING: Steffes moved, seconded by Valan, to close the public meeting at 9:27 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 6-0.

OPEN PUBLIC MEETING: Steffes moved, seconded by Tomhave, to open the public meeting at 10:23 p.m. Motion carried 6-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 10:24 p.m.

_____
Cindy Fagerlie, Acting Clerk

Assistant Superintendent

Moorhead Area Public Schools

Memo OAS.14.026 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: October 4, 2013

SUBJECT: October Claims

The October claims are as follows:

General Fund	$2,023,592.14
Food Service Fund	$107,238.59
Community Service Fund	$37,193.97
Post Employment Benefits Debt Service Fund	$0.00
TOTAL	$2,231,024.70

The September wire payments are as follows:

General Fund	$10,624,177.47
Post Employment Irrevocable Trust Fund	$67,583.00
Post Employment Benefits Debt Service Fund	$774,593.75
TOTAL	$11,466,354.22

Suggested Resolution: Move to approve the October claims, subject to audit, in the amount of $2,231,024.70 and the September wire payments, subject to audit, in the amount of $11,466,354.22.

WAK:ajj

Department of Human Resources
Moorhead Area Public Schools

Memo HR.14.040

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: October 8, 2013

SUBJECT: Minnesota State Community and Technical College

Attached is an Internship Contract Agreement with Minnesota State Community and Technical College for Moorhead Area Public Schools to serve as an internship education placement center for Sign Language Interpreter. Terms of this agreement begin July 1, 2013. Moorhead Area Public Schools Policy 921 supports the agreements with universities and colleges to provide filed experiences for pre-service teachers.

Moorhead Area Public Schools would provide students of Minnesota State Community and Technical College an opportunity to work cooperatively in a teacher-learning situation with a teacher certified by the State of Minnesota.

SUGGESTED RESOLUTION: Move to approve the Minnesota State Community and Technical College agreement beginning July 1, 2013.

KLD:smw

INTERNSHIP AGREEMENT
BETWEEN

MINNESOTA STATE COMMUNITY AND TECHNICAL COLLEGE
AND
Moorhead Public Schools

This agreement is entered into between the Board of Trustees of the Minnesota State Colleges and Universities, on behalf of Minnesota State Community and Technical College, Moorhead, Minnesota (hereinafter "the College") and Moorhead Public Schools 2410 14th Street South, Moorhead, Minnesota (hereinafter "the Company").

The purpose of this agreement is to establish the roles and responsibilities of Minnesota State Community and Technical College and Moorhead Public Schools as they apply to industry-based training.

The purpose of the industry-based training is to prepare students for employment. The company should have suitable facilities for the educational needs of the student.

I. COLLEGE RESPONSIBILITIES

A. The College is responsible for offering the following program:
Sign Language Interpreter Preparation and is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

B. The College faculty will be available to assist the student during the industry-based training.

C. The College faculty, along with the Company, will be responsible for planning, directing and evaluating the student's learning experience.

D. The College will provide the Company with objectives for the industry-based training. Implementation of those objectives will be accomplished in cooperation with the Company's designated representative.

E. The College will provide the Company with the name, dates, hours, and number of credits the student will work in the industry-based training.

F. The College prohibits discrimination and ensures equal opportunities in its educational programs, activities, and all aspects of employment for all individuals, regardless of race, color, creed, religion, gender, national origin, sexual orientation, veteran's status, marital status, age, disability, status with regard to public assistance, or inclusion in any group or class against which discrimination is prohibited by federal, state, or local laws and regulations.

II. COMPANY RESPONSIBILITIES

A. The Company will allow a reasonable amount of Company staff time for orientation and joint conferences with College faculty, for implementation for the industry-based training and for such other assistance as shall be mutually agreeable.

B. The Company recognizes and supports the College as an equal opportunity educator and employer.

III. MUTUAL RESPONSIBILITIES

A. Personnel of the College and the Company are responsible for communicating information regarding the industry-based training. The communication may include, but not be limited to:

1. Communication regarding the purpose and expectations of the internship.
2. Communication to keep both parties and the parties' personnel informed of changes.
3. Seek immediate solutions to any problems which may arise in the industry-based training during the course of the internship.
4. Facilitate evaluation procedures for the benefit of all.

IV. STUDENT RESPONSIBILITY

Each student is required to complete a background study authorization form. If the background check results indicate you are disqualified or if you do not complete the background authorization, you cannot participate in the industry-based portion of your program. The cost of completing this background study will be the responsibility of the student.

V. LIABILITY

Each party agrees that it will be responsible for its own acts and the results thereof to the extent authorized by law and shall not be responsible for the acts of the other party and the results thereof. The College/University's liability shall be governed by the provisions of the Minnesota Tort Claims Act, Minnesota Statutes, Section 3.732 et seq., and other applicable law.

VI. FINANCIAL CONSIDERATIONS

A. The College and the Company shall each be responsible for their own costs associated with this Agreement.

B. It is the Company's decision whether or not to reimburse the student for any services rendered.

VII. STATE AUDIT

The books, records, documents, and accounting procedures and practices relevant to this Agreement shall be subject to examination by the Legislative Auditor.

VIII. AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE

The Company agrees that in fulfilling the duties of the Agreement, the Company is responsible for acknowledging their responsibilities with the Americans with Disabilities Act. The College is not responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services, or other areas covered by the ADA.

IX. MINNESOTA DATA PRACTICES ACT

The College and the Company agree to comply with the terms of the Minnesota Data Practices Act, which protects the privacy of the students' educational records.

COMPANY APPROVAL:

_____	_____	_____
Name	Title	Date

COLLEGE FACULTY APPROVAL:

_____	_____	_____
Name	Title	Date

COLLEGE ADMINISTRATION APPROVAL:

_____	_____	_____
Name	Title	Date

Department of Human Resources
Moorhead Area Public Schools

Memo HR.14.041

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: October 8, 2013

SUBJECT: Change in Contract

The administration requests approval of Change in Contract for the following people:

Kristi Rowekamp	LSS Teacher, SGR/PCE, .90 FTE to 1.0 FTE Probstfield Center for Education, effective with the 2013-2014 school year. (Increase in Kindergarten enrollment)
Deb Walter	LSS Teacher, SGR/PCE .75 FTE to 1.0 FTE, effective with the 2013-2014 school year. (increased All Day Kindergarten enrollment)
Shari Nelson	Bus Assistant, Transportation 2.25 hours will be added per day for Lunchroom Supervisor, Probstfield Center for Education, effective September 20, 2013. (all day Kindergarten)
Sayid Abdinasir	Night Custodian, Robert Asp Elementary to Night Custodian, Ellen Hopkins Elementary, effective October 7, 2013. (Replaces Jim Honek)
Judy Lewis	Media Administrative Assistant, Horizon Middle School to Administrative Assistant to Principal, B22 (3) $16.54 per hour, 8 hours per day, Horizon Middle School, effective October 11, 2013. (Replaces Shila Tobosa)

SUGGESTED RESOLUTION: Move to approve the change in contracts for Kristi Rowekamp, Deb Walter, Shari Nelson, Sayid Abdinasor and Judy Lewis as presented.

KLD:smw

23

Department of Human Resources
Moorhead Area Public Schools

Memo HR.14.036

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: October 8, 2013

SUBJECT: Family/Medical Leave

The administration requests Family/Medical Leave for the following people:

Carrie Arness	Teacher, Ellen Hopkins Elementary, effective approximately December 9, 2013 for approximately six weeks.
Abby Klang	Jump Start Teacher, Probstfield Center for Education, effective October 21, 2013 until approximately October 25, 2013.

SUGGESTED RESOLUTION: Move to approve the Family/Medical Leave for Carrie Arness and Abby Klan pursuant to Article 28, Section 2 of the Teachers' Master Agreement as presented.

KLD:smw

Department of Human Resources
Moorhead Area Public Schools

Memo HR.14.038

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: October 8, 2013

SUBJECT: Resignations

The administration requests approval of the resignation of the following people:

Chad Durand	Boy's Basketball Junior Varsity coach, High School, effective October 1, 2013.
Bonnie Lyczewski	Food and Nutrition Server, Robert Asp Elementary, effective September 18, 2013.

SUGGESTED RESOLUTION: Move to approve the resignations of Chad Durand and Bonnie Lyczewski as presented.

KLD:smw

Department of Human Resources
Moorhead Area Public Schools

Memo HR.14.039

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: October 8, 2013

SUBJECT: Early Retirement

The administration requests approval of Early Retirement for the following person:

Patricia Noon Paraprofessional, High School, effective November 1, 2013.

SUGGESTED RESOLUTION: Move to approve the Early Retirement of Patricia Noon as presented.

KLD:smw

Department of Human Resources
Moorhead Area Public Schools

Memo HR.14.037

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: October 8, 2013

SUBJECT: New Employees

The administration requests the approval of the following new employees subject to satisfactory completion of federal, state and school statute and requirements.

Enas Alareef	Morning and Lunchroom Supervisor, Probstfield Center for Education, 3.25 hours per day, $10.00 per hour, effective September 20, 2013. (all day Kindergarten)
Heather Keeler-Johnson	Administrative Assistant, Ellen Hopkins Elementary, A13 (3) $15.44 per hour, 8 hours per day, effective September 23, 2013. (Replaces Amanda Johnson)
Kayla Knopp	Paraprofessional, Horizon Middle School, B21 (3) $15.58 per hour, 6.75 hours per day, effective October 3, 2013. (Replaces Ryan Murfield)
Roger Kremer	Assistant Lead Night Custodian, Ellen Hopkins Elementary, A13 (5) $16.17 per hour, 8 hours per day, effective October 7, 2013. (Replaces Walter Johnson)
Stacey Holm	Head Softball Coach, High School, .10 (9) $4806.00, effective with the 2013-2014 season. (Replaces Allison Bakke)

SUGGESTED RESOLUTION: Move to approve the employment of Enas Alareef, Heather Keeler-Johnson, Kayla Knopp, Roger Kremer and Stacey Holm as presented.

KLD:smw

MOORHEAD AREA PUBLIC SCHOOLS

Learner Support Services
Memo LSS.14.003

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: September 5, 2013

RE: Parent Aware – State recognition for Moorhead's Jump Start and other Early Learning programs

Last spring, Moorhead Area Public Schools received notification that the District preschool programs, including Jump Start classrooms and School Readiness programs, were designated as meeting the standards for high quality early education programs. The Jump Start and School Readiness programs were rated on having an approved instructional curriculum that is aligned with Minnesota's Early Childhood Indicators of Progress as well as having approved assessment tools to measure learning outcomes for early learners. Furthermore, the programs had to demonstrate that a minimum standard of professional development was provided to teachers in the area of curriculum and assessment and that the professional development was clearly aligned with the district overall program curriculum and instruction.

The intention of the Minnesota Parent Aware Star Rating is to help parents find programs that go above and beyond childcare and other preschool programs to prepare children for school. It is a system that measures the practices of an early learning program that have been identified as helping children be prepared for kindergarten. The 4-Star Parent Aware designation received by Moorhead Area Public Schools recognizes that the staff at the Probstfield Early Learning Center is providing curriculum and instruction matched to learning outcomes needed for young children in order to be prepared for school.

Robin Grooter, Program Manager for Early Learning Center, will present information about the Parent Aware designation as it relates to Moorhead Area Public Schools programs.

JS:ca

Accent on Excellence

An equal opportunity employer

Superintendent of Schools

Moorhead Area Public Schools

Memo S.14.025R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: October 3, 2013

SUBJECT: Principal Development and Evaluation Letter of Assurance

In the 2011 special session of the Minnesota Legislature, Minnesota Statute 123B.147 was revised requiring all schools to develop and implement a performance-based system for evaluating school principals within the district.

Please find attached the letter of assurance, Minnesota Statute 123B.147 and the principal growth and evaluation process.

Suggested Resolution: Move to approve the Principal Development and Evaluation Letter of Assurance for Moorhead Area Public Schools.

LAK:mde
Attachments

Minnesota Department of Education

School Support
1500 Highway 36 West
Roseville, MN 55113

Letter of Assurance

Letter of Assurance

Principal Development and Evaluation

Dr. Brenda Cassellius, Commissioner
c/o Mr. Gregory Keith, Director of School Support
Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113

This is assurance that Moorhead Area Public Schools (district name), ISD # 152 , has developed and for school year 2013-2014 is implementing a performance-based system for evaluating school principals within the district. I further assure that the system for evaluating

1. Complies with requirements in Minnesota Statute 123B.147, Subdivision 3
2. Is designed to improve teaching and learning by supporting principals in shaping the school's professional environment and developing teacher quality, performance, and effectiveness
3. Is being implemented to enhance principals' leadership skills and support and improve teaching practices, school performance, and student achievement

Dr. Lynne A. Kovash

Superintendent Name | Signature (on behalf of the school board) | Date

Send completed and signed to Wai Wong-Lai , Administrative Specialist, School Support.

We will accept assurance letters that are scanned and e-mailed, faxed, or mailed.

1500 Highway 36 West
Roseville, MN 55113
(651) 582-8517

123B.147 PRINCIPALS.

Subdivision 1. **Supervision of school building.** Each public school building, as defined by section 120A.05, subdivisions 9, 11, and 13, in an independent district may be under the supervision of a principal who is assigned to that responsibility by the board of education in that district upon the recommendation of the superintendent of schools of that district. If pupils in kindergarten through grade 12 attend school in one building, one principal may supervise the building.

Subd. 2. **Valid license required.** Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education.

Subd. 3. **Duties; evaluation.** (a) The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and according to the policies, rules, and regulations of the school board, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

(b) To enhance a principal's leadership skills and support and improve teaching practices, school performance, and student achievement, a district must develop and implement a performance-based system for annually evaluating school principals assigned to supervise a school building within the district. The evaluation must be designed to improve teaching and learning by supporting the principal in shaping the school's professional environment and developing teacher quality, performance, and effectiveness. The annual evaluation must:

(1) support and improve a principal's instructional leadership, organizational management, and professional development, and strengthen the principal's capacity in the areas of instruction, supervision, evaluation, and teacher development;

(2) include formative and summative evaluations;

(3) be consistent with a principal's job description, a district's long-term plans and goals, and the principal's own professional multiyear growth plans and goals, all of which must support the principal's leadership behaviors and practices, rigorous curriculum, school performance, and high-quality instruction;

(4) include on-the-job observations and previous evaluations;

(5) allow surveys to help identify a principal's effectiveness, leadership skills and processes, and strengths and weaknesses in exercising leadership in pursuit of school success;

(6) use longitudinal data on student academic growth as 35 percent of the evaluation and incorporate district achievement goals and targets;

(7) be linked to professional development that emphasizes improved teaching and learning, curriculum and instruction, student learning, and a collaborative professional culture; and

(8) for principals not meeting standards of professional practice or other criteria under this subdivision, implement a plan to improve the principal's performance and specify the procedure and consequence if the principal's performance is not improved.

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The provisions of this paragraph are intended to provide districts with sufficient flexibility to accommodate district needs and goals related to developing, supporting, and evaluating principals.

[See Note.]

History: *Ex1959 c 71 art 4 s 16; 1969 c 9 s 27; 1971 c 144 s 1; 1973 c 492 s 7; 1974 c 37 s 1; 1975 c 162 s 25; 1975 c 432 s 16; 1978 c 706 s 13-15; 1978 c 764 s 31,32; 1979 c 334 art 6 s 8; 1981 c 175 s 1; 1983 c 314 art 7 s 18; 1986 c 444; 1987 c 398 art 8 s 8; 1990 c 562 art 8 s 21,22; 1991 c 265 art 9 s 34,35; 1993 c 224 art 9 s 22; art 12 s 15; 1Sp1995 c 3 art 9 s 19; art 16 s 13; 1998 c 397 art 6 s 55-61,124; art 11 s 3; 1998 c 398 art 5 s 55; art 6 s 16; 2003 c 130 s 12; 1Sp2011 c 11 art 2 s 22; 2012 c 239 art 2 s 8*

NOTE: The amendment to subdivision 3 by Laws 2011, First Special Session chapter 11, article 2, section 22, is effective for the 2013-2014 school year and later. Laws 2011, First Special Session chapter 11, article 2, section 22, the effective date.

NOTE: The amendment to subdivision 3 by Laws 2012, chapter 239, article 2, section 8, is effective for the 2013-2014 school year. Laws 2012, chapter 239, article 2, section 8, the effective date.

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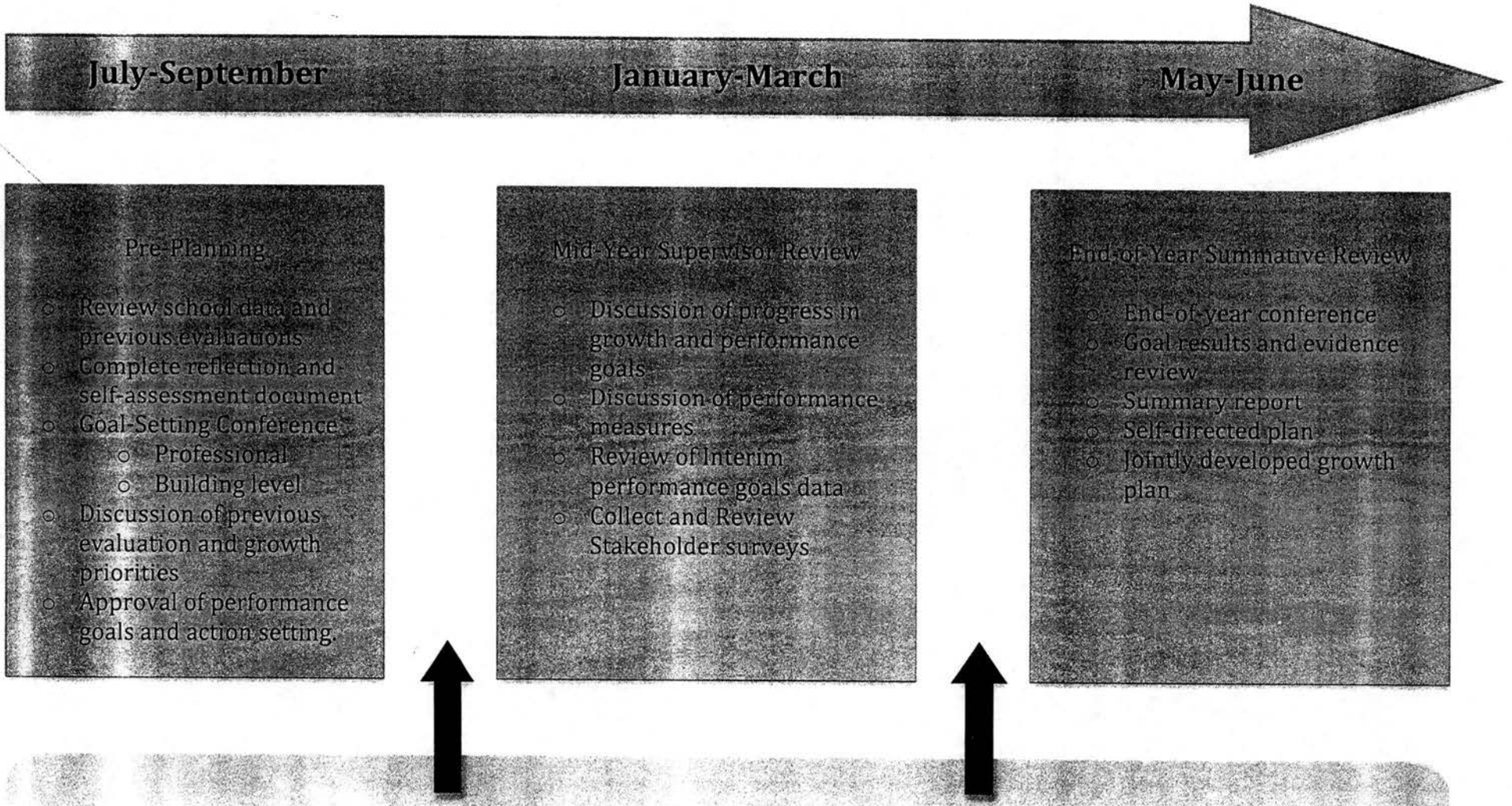
Moorhead Area Public Schools

Principal Growth and Evaluation Process



Plan implementation and evidence collection
Collection of Stakeholder feedback—Survey Administration
On-going feedback conversation model, based on multiple observations, targeting development activities, and evidence

MOORHEAD
AREA PUBLIC SCHOOLS

School Improvement
and Accountability
Memo SIA.14.008

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Missy Eidsness, Director of School Improvement and Accountability me

DATE: October 8, 2013

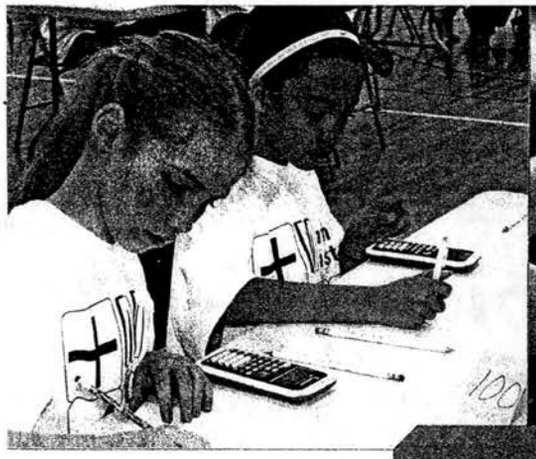
RE: 2012-13 Annual Report on Curriculum, Instruction and Student Achievement

Attached is the updated copy of the 2012-2013 Annual Report on Curriculum, Instruction and Student Achievement, a report from the Instruction and Curriculum Advisory Committee (ICAC) reviewing the past year's accomplishments in student achievement. The final report, which includes the Adequate Yearly Progress (AYP) and Multiple Measurement Ratings (MMR) that were released Oct. 1, will be discussed at the Oct. 14 School Board meeting.

The report will be distributed in electronic form on the district's website, with printed copies available through the Superintendent's office. The attached two-page summary will be mailed to the community this month.

Suggested Resolution: Move to accept the 2012-2013 Annual Report on Curriculum, Instruction and Student Achievement.

MOE:ajj
Attachment



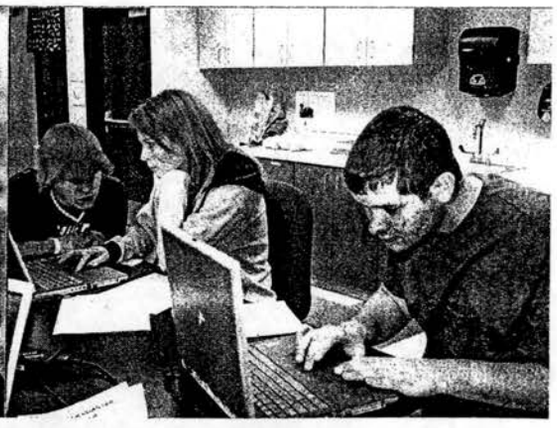
Inspiring dreams & achievement

DRAFT

MOORHEAD
AREA PUBLIC SCHOOLS

2012-13 Annual Report on Curriculum, Instruction and Student Achievement

Moorhead Area Public Schools
Independent School District 152



Welcome to the 2012-13 Annual Report on Curriculum, Instruction and Student Achievement

Inspiring Dreams and Achievement

In the Moorhead Area Public Schools, we are committed to our purpose of developing the maximum potential of every learner to thrive in a changing world.

All-day kindergarten, STEM classes and world languages are just some of the opportunities available as we provide our students with skills they will need for the future. This year's district theme, "Inspiring Dreams and Achievement," encourages us to focus on helping all students achieve their dreams.

As the district begins the third year with the operating levy referendum funding, we are fortunate to have projected balanced budgets for the next three years. Additionally, the district has closely adhered to the five priority areas that were outlined in the fall of 2010. We have restored core class sizes to targeted levels, added secondary world language options, updated technology and increased early education options for our youngest learners. We continue to maximize the use of our resources and look for ways to be efficient.

This report contains results from the 2013 Minnesota Comprehensive Assessments. The state-required MCA-II/IIIs are one of the multiple ways Moorhead Area Public Schools measures student progress and whether students are meeting their learning goals. We also use other sources of information to provide measures for student success. Our district continues efforts to ensure all students are proficient.

Our district holds high expectations for all students as we work to reduce the achievement gap for students and create a strong workforce for the state and region. Our district priorities continue to focus on teacher effectiveness, consistent standards-based curriculum, and literacy to ensure success for all students.

Additionally, our community engagement initiative has provided direction for the district into the future. The district will continue to use the feedback provided by our community through the engagement process as we develop long-range plans. See Page 26 for details.

Thank you for your support as we work together to help our students learn and dream, and celebrate their achievements together.

Sincerely,

Dr. Lynne A. Kovash

Dr. Lynne A. Kovash
Superintendent

This document can be made available in an alternate format such as large print or audio recording.
Call 218-284-3330 to make a request.

If you do not read English and would like help in your own language, please call 284-3330.

Si usted no lee en inglés y le gustaría que le ayudaran en su propio idioma, por favor llame al 284-3330.

Neu ban khong biet doc tieng Anh va muon giup do trong ngon ngu cua ban, xin goi so 284-3330.

ئەگەر تو بە ئینگلیزی نوزانی، بخینی، تو قەیتیت هاریکاری بە زمانەکەی خۆت، هیتیە تەلەفۆنی ئەو ژمارەیە بکەی: 284-3330.

如果你不懂英語，并需要帮助，请打电话给 284-3330.

ถ้าคุณอ่านภาษาอังกฤษไม่ได้ และต้องการความช่วยเหลือ กรุณาโทรศัพท์ 284-3330.

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S.G. Reinertsen Elementary School ..... Pages 18-19
Horizon Middle School ..... Pages 20-21
Moorhead High School ..... Pages 22-23
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Measuring Student Progress

Minnesota Academic Standards

Minnesota adopted academic standards for language arts, mathematics, the arts, social studies and science, which are reviewed and revised on a cyclical basis both at the state and district levels.

The standards provide a summary description of what students know or are able to do within a particular subject area and at a particular grade level. Grade-level benchmarks specify the academic knowledge and skills that schools must offer and students must achieve to satisfactorily complete a state standard.

For language arts, Minnesota adopted the common core English Language Arts standards.

In mathematics, Minnesota has decided to continue using the state's new rigorous mathematics standards instead of adopting the common core mathematics standards. The district is continuing to implement the state's revised mathematics standards. This included algebra for all eighth-grade students by 2010-11.

Moorhead has incorporated the standards for language arts, math, social studies and science. When state standards are not available, national or district-developed standards have been incorporated into the K-12 curriculum.

Measuring Achievement

Moorhead Area Public Schools uses a variety of methods to measure student progress and determine whether our students are meeting their learning goals. Methods include:

- Minnesota Comprehensive Assessments (MCA-II/III)
- GRAD
- AIMSweb
- Various Literacy Assessments
- In-class Unit and Skills Assessments
- Common Assessments
- College Admissions Tests

Refer to Pages 27-29 for more information about assessments that will be used in 2013-14.

Among the Highlights

Minnesota Comprehensive Assessments-II/III

The MCA tests measure academic knowledge in the skills of language arts and mathematics. Students in grades 3-8 and 10 take the MCA-III test in reading, which was new in 2012-13. In mathematics, students in grades 3-8 take the MCA-III, and students in grade 11 take the MCA-II.

In 2012-13, students in grades 5 and 8 and high school biology students took the MCA-III in the area of science. This test was new in 2011-12.

A small group of S.G. Reinertsen Elementary fifth-graders read with their teacher.

Results of these tests help the district make decisions about curriculum and measure students' progress toward high academic standards.

On the MCAs, student performance is broken down into four achievement levels with level four indicating exceeding the standards. Students who score in level three are considered meeting state standards. Students scoring in level two partially meet the standards, and students scoring in level one do not meet the standards. Students in levels three and four are considered to be proficient.

The administrative and teaching staff continue to develop programs to address achievement levels of all students.

Teachers at all levels continue to develop and use district-wide common assessments to measure achievement in each grade level.

Refer to Pages 10-13 for district MCA results.

Graduation-Required Assessments

The GRAD (Graduation-Required Assessments for Diploma) tests in reading, mathematics and writing are the high-stakes tests that all students entering grade 8 in 2005-06 or later had been required to pass to graduate from a public high school in Minnesota.

Following new state legislation in 2012-13, students in grades 10, 11 and 12 have options for meeting Minnesota's graduation assessment requirements. Students who have already passed the GRAD have met the requirement. Students may use GRAD retests or take the ACT, WorkKeys or Compass assessments to meet the requirements during the three-year transition.

Students in grade 8 in 2012-13 and later are required to take a career and college assessment in both grade 8 (e.g., EXPLORE) and grade 10 (e.g., PLAN) and then take a college entrance assessment in grade 11 (e.g., ACT).

Instruction and Curriculum Advisory Committee

The Instruction and Curriculum Advisory Committee provides a forum where parents, community members and school officials can work together to evaluate, review and plan the district's academic programming.

The committee helps ensure that there is continuous improvement in what is taught in each and every subject area for students in grades K–12.

Community members are either recommended by various groups including principals, parents, etc., or they can volunteer on their own. All terms are for two years. Members can be re-appointed.

People interested in serving on the Instruction and Curriculum Advisory Committee should express interest to a building administrator or should call 218-284-3310 by Nov. 1.

2012-13 Curriculum and Instruction Advisory Committee

(Year gives expiration date of term)

Amber Bender, 2014
Rep: Robert Asp Parent

Jenifer Bender, 2014
Rep: Special Education

Jamie Church, 2014
Rep: Horizon Parent

Missy Eidsness, 2014
Rep: Administration

Cindy Fagerlie, 2013
Rep: School Board

Charlie Fisher, 2013
Rep: School Improvement

Mary Flesberg, 2014
Rep: Secondary Teacher

Gay Galles, 2013
Rep: Media Specialists

Pam Gibb, Secretary, 2014
Rep: District Communications

Dana Haagenson, 2013
Rep: Moorhead High Parent

Karen Jacowitz, 2013
Rep: Ellen Hopkins Parent

Laurie Johnson, 2013
Rep: Horizon Parent

Mike Kieselbach, 2014
Rep: Secondary Teachers

Carol Ladwig, 2013
Rep: Senior Citizens

Dave Lawrence, 2014
Rep: Principal

Abby Lundborg, 2014
Rep: Junior Class

Donna Norquay, 2013
Rep: Community Diversity

Chizuko Shastri, 2013
Rep: Community Diversity

Teresa Shume, 2013
Rep: Higher Education

Terri Smith, 2013
Rep: Moorhead High Parent

Bill Tomhave, 2014
Rep: Higher Education

Paige Wakefield, 2013
Rep: Senior Class

Trudy Wilmer, 2013
Rep: School Board / Moorhead High Parents

John Wirries, Chair, 2014
Rep: Reinertsen Parent

Curriculum and Instruction Goals of Moorhead Area Public Schools

These student performance goals establish broad curriculum expectations for Moorhead Area Public Schools that encompass the Minnesota Academic Standards and the federal No Child Left Behind Act.

Goal 1: All students will be required to demonstrate essential skills as determined by the School Board at each grade level and in the Minnesota Academic Standards to participate in lifelong learning.

Goal 2: Each student will have the opportunity to acquire 21st century skills, knowledge and expertise to succeed in life and work in the 21st century.

Visit the district website at www.moorhead-schools.org for a copy of School Board Policy 601.

Areas reviewed by the Instruction and Curriculum Advisory Committee

During the 2012-13 school year, the Instruction and Curriculum Advisory Committee addressed the following areas:

- Reviewed curriculum and instruction implications of the district's priority areas through school and committee updates.
- Reviewed district test results and the district's testing program, including a review of progress toward goals.
- Reviewed implications of the No Child Left Behind waiver requirements and the district's continuous improvement efforts, including the district and school improvement plans.
- Reviewed the staff development program and goals, with emphasis on staff development for the implementation of standards-based teaching and assessment.
- Monitored the implementation of the Minnesota Academic Standards.
- Continued to monitor compensatory education programs including Elementary and Secondary Education Act (Title I), special education and Indian Education.
- Reviewed proposals for curricular additions or deletions.
- Reviewed early learning programs.
- Reviewed the automotive program and NATEF standards.
- Discussed implementation of Read 180.
- Reviewed implementation of STEM and world language programs.
- Reviewed community-based concerns related to instruction and curriculum.

No Child Left Behind Waiver

Minnesota focuses on student growth, achievement gap

At the center of the No Child Left Behind Act, the federal education law, are several measures focusing on student achievement and accountability. The federal law requires states to develop academic standards and test students' progress toward achieving the standards.

Minnesota Department of Education's No Child Left Behind (NCLB) waiver request was approved by the U.S. Department of Education and announced in February 2012.

Under NCLB, Adequate Yearly Progress (AYP) is the level of improvement that school districts and schools must achieve each year. School districts have until 2013-14 to achieve 100 percent proficiency for all students in all subgroups (students with limited English proficiency, students with special education needs, students receiving free or reduced lunch, and students who are White, Black, Asian/Pacific Islander, American Indian and Hispanic).

With the waiver, Minnesota's goal is to close the achievement gaps by 50 percent over the next five years.

NCLB requires that students are tested in grades 3-8 and in high school in reading and mathematics. Minnesota uses the Minnesota Comprehensive Assessments-II/III to meet this requirement. Additionally, NCLB requires annual tests for science once in grades 3-5, once in grades 6-8 and once in grades 9-12.

Results of the Minnesota Comprehensive Assessments-II/III are used to determine whether a school meets AYP participation and proficiency requirements. Attendance and graduation rate for all students are also part of AYP determinations.

However, central to Minnesota's waiver request was to move from a system that uses a single high-stakes test to measure school performance to a system that uses multiple measurements of accountability.

Although AYP is being determined for 2012-13 (see Page 6), the state's new accountability system is based on multiple measures of data to identify schools for recognition, accountability and support. Minnesota's accountability plans look at individual student growth, achievement gap reduction and graduation rates in addition to proficiency rates to generate a Multiple Measurement Rating (MMR) for every school in the state. See Page 7 for more information about the MMR.

What are SMART Goals?

Moorhead Area Public Schools uses SMART goals to enable staff, parents, administrators, School Board members and community members to plan, execute, measure and adjust our work to improve student achievement for all.

SMART goals help educators focus on improving student learning. A SMART goal clarifies exactly what students should learn, the standard of learning expected, and the measures used to determine if students have achieved that standard. School administrators and building leadership teams set the goals for their school each year.

SMART Goal	Indicators	Measure	Targets
Specific & strategic, measurable, attainable, results-based, time-bound	Standards & objectives (weak areas for students)	Tools we'll use to determine where students are now and whether they are improving	The attainable performance level we would like to see

SMART Goals are

Strategic and Specific
- linked to the district improvement plan and focused on specific student learning needs

Measurable
- resulting in real measurable student achievement results

Attainable
- manageable and feasible with the resources at hand

Results-Based
- aimed at well-defined outcomes that can be measured or observed

Time-Bound
- have a clearly defined time frame for accomplishment

(from Conzemius & O'Neill, 2002)

Adequate Yearly Progress

Schools meet majority of AYP requirements

Moorhead Area Public Schools has met 95 percent of the requirements for Adequate Yearly Progress under No Child Left Behind based on 2013 MCA-II/III results. The district has 38 eligible groups. All subgroups met the participation requirements; the other AYP requirements are outlined below.

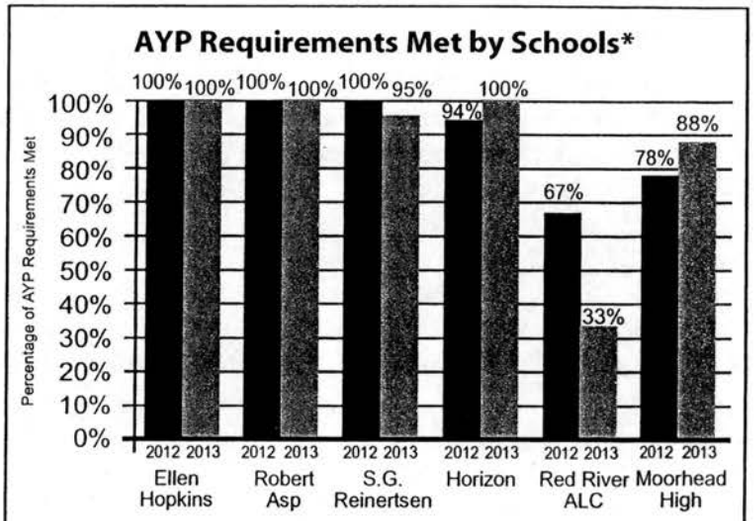
With the state's NCLB waiver, an AYP determination allows more flexibility for districts to meet the students' needs.

In Moorhead, two elementary schools and Horizon Middle School made AYP. S.G. Reinertsen Elementary is in its first year of not making AYP, and Moorhead High School is in the eighth year of not making AYP because of performance by students in specific subgroups as outlined below.

Schools met the requirements for Adequate Yearly Progress under No Child Left Behind as follows:

- Ellen Hopkins Elementary has 23 eligible groups and met 100 percent of the requirements for AYP.
- Robert Asp Elementary has 25 eligible groups and met 100 percent of the requirements for AYP.
- S.G. Reinertsen Elementary has 21 eligible groups and met 95 percent of the requirements for AYP.
- Horizon Middle School has 35 eligible groups and met 100 percent of the requirements for AYP.
- Moorhead High School has 17 eligible groups and met 88 percent of the requirements for AYP.
- Red River Area Learning Center has three eligible groups and met 33 percent of the requirements for AYP.

Moorhead Area Public Schools will continue to work with the continuous improvement plan to focus on increasing achievement for all students.



** Based on participation, proficiency, attendance and graduation.*

Adequate Yearly Progress

"Yes" means made AYP in that area. "No" means did not make AYP in that area. A "–" means the subgroup was too small to count toward AYP. Subgroup size for proficiency is 20 or more students. "N/A" means not applicable for AYP.

		Proficiency by Student Subgroup										
		All	American Indian	Asian	Hispanic	Black	White	Limited English Proficient	Special Education	Free / Reduced Lunch	Attendance	Graduation
Moorhead School District	**Math**	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
	Reading	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Ellen Hopkins Elementary	**Math**	Yes	–	–	Yes	–	Yes	Yes	Yes	Yes	Yes	N/A
	Reading	Yes	–	–	Yes	–	Yes	Yes	Yes	Yes		
Robert Asp Elementary	**Math**	Yes	Yes	–	Yes	–	Yes	Yes	Yes	Yes	Yes	N/A
	Reading	Yes	Yes	–	Yes	–	Yes	Yes	Yes	Yes		
S.G. Reinertsen Elementary	**Math**	Yes	–	–	–	Yes	Yes	No	Yes	Yes	Yes	N/A
	Reading	Yes	–	–	–	Yes	Yes	Yes	Yes	Yes		
Horizon Middle School	**Math**	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A
	Reading	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Moorhead High School	**Math**	Yes	–	–	–	–	Yes	–	No	Yes	N/A	No
	Reading	Yes	–	–	Yes	–	Yes	–	Yes	Yes		
Red River Area Learning Center	**Math**	No	–	–	–	–	–	–	–	–	N/A	Yes
	Reading	No	–	–	–	–	–	–	–	–		

Multiple Measurement Ratings

District focuses on continuous improvement

In May 2012, the Minnesota Department of Education released the Multiple Measurement Rating (MMR) for schools across the state. The initial ratings were based on test results and data averaged from the 2009-10 and 2010-11 school years.

In August 2012, the ratings based on 2011-12 school year data were released, and on Oct. 1, 2013, ratings based on 2012-13 data were released. The 2013 ratings include results from the new reading Minnesota Comprehensive Assessments.

	Multiple Measurement Rating (MMR)			Focus Rating (FR)		
	Initial Designation	2012	2013	Initial Designation	2012	2013
Ellen Hopkins Elementary	34.2%	82.0%	34.2%	26.7%	82.0%	31.4%
Robert Asp Elementary	43.5%	76.4%	81.8%	55.5%	98.9%	86.2%
S.G. Reinertsen Elementary	63.5%	94.2%	38.1%	62.8%	93.5%	27.0%
Horizon Middle School	30.6%	55.9%	47.9%	25.5%	36.9%	38.2%
Moorhead High School	45.1%	17.4%	35.6%	20.6%	61.7%	30.4%

Previously under the federal No Child Left Behind law, schools were labeled as "failing" or "not failing" based on scores from a single high-stakes test. The MMR rating measures performance in four areas: proficiency in reading and math, student growth from year to year, higher levels of growth in groups of students that are farther behind, and progress in improving high school graduation rates. Schools earn points in each category, and the percentage of possible points a school earns is the school's MMR.

This new tool is part of Minnesota's waiver from No Child Left Behind. Under the waiver, schools and districts will no longer be identified as "in need of improvement" or face sanctions for not making Adequate Yearly Progress (AYP).

The new formula is complex and requires careful examination of data on several levels. The potential is strong for making an inaccurate judgment based on one ranking or determining the quality of a school without a full understanding of what contributed to that ranking.

Focus Rating

A school's Focus Rating (FR) is a secondary measurement within the MMR that measures schools specifically on the performance of student subgroups that may show an achievement gap in Minnesota (Black, Hispanic, Asian, American Indian, Free/Reduced Price Lunch, Special Education and English Learners). The state's goal is to close the achievement gaps by 50 percent over the next five years.

Title I Schools

All schools receive ratings. Additionally, Title I schools may be identified as Reward Schools (15 percent highest-performing Title I schools in the state); Focus Schools (10 percent of Title I schools with the largest achievement gaps in the state); or Priority Schools (bottom 5 percent of Title I schools).

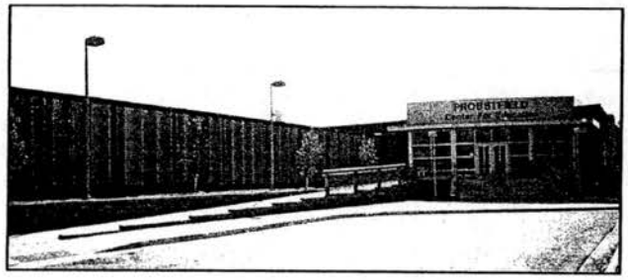
In Moorhead, both Ellen Hopkins Elementary and Robert Asp Elementary are Title I schools. Hopkins Elementary was identified as a Focus School based on the initial MMR and wrote a school improvement plan that was presented to the School Board in August 2012. Focus Schools are the 10 percent of Title I schools with the largest achievement gaps in the state. These schools are identified once every three years.

In August 2012, Hopkins Elementary and Robert Asp Elementary were designated as celebration eligible, which means they fall in the 25 percent of Title I schools with MMRs between the 60th and 86th percentiles and were eligible to submit an application explaining factors that make the school effective. Only 10 percent of applicants are selected for celebration status. In 2013, Robert Asp Elementary was designated as celebration eligible for the second year in a row.

Graduation Rate Change

At Moorhead High School, the graduation rate is measured differently in the 2011-12 and 2012-13 ratings compared to the initial designation. The graduation rate now looks at the percentage of ninth-graders in a school who graduate within a four-year period. This is a change from the 2010-11 AYP graduation rate, which looked at the number of students who graduate and drop out in a one-year period.

Moorhead Area Public Schools



Probstfield Center for Education
2410 14th St. S., Moorhead, MN 56560
218-284-3300

Superintendent: Dr. Lynne Kovash
Assistant Superintendent: Wayne Kazmierczak
Director of School Improvement and Accountability: Missy Eidsness

Attendance Rate (2012-13)	90.7%
Graduation Rate (2012-13)	68.3%
Enrollment by Grade (October 2012)	
• Early Intervention Services	177
• Kindergarten	484
• Grade 1	442
• Grade 2	416
• Grade 3	441
• Grade 4	422
• Grade 5	407
• Grade 6	445
• Grade 7	400
• Grade 8	439
• Grade 9	424
• Grade 10	417
• Grade 11	402
• Grade 12	439
• Total K-12 Enrollment	5,578
Diversity of Student Population (2011-12)	
• American Indian	4.8%
• Asian	1.5%
• Hispanic	7.7%
• Black	5.0%
• White	81.0%
Percentage of Students Eligible for Free or Reduced-Price Lunch	41.2%
Percentage of Students Receiving Learner Support Services	
Special Education	18.0%
English Language Learners	5.4%

District Improvement Goals for 2012-13

Goal 1 — We will decrease the achievement gap at each school site by 8 percent in the areas of ethnicity, free and reduced lunch, special education, and English learners based on 2013 MCA tests.

Progress toward goal:

- District subgroup proficiency was compared to state non-subgroup proficiency to determine achievement gaps for 2012 and 2013. Ethnicity subgroups are compared to the white subgroup proficiency to determine achievement gaps. Students may be included in more than one subgroup.

Reading:

- English learners: Gap increased 2.1%
- Special education: Gap **decreased** 2.5%
- Free and reduced lunch: Gap increased 4.1%
- American Indian: Gap **decreased** 6.2%.
- Black: Gap increased 10.1%
- Hispanic: Gap increased 1.4%

Mathematics:

- English learners: Gap **decreased** 0.4%
- Special education: Gap increased 4.4%
- Free and reduced lunch: Gap increased 0.8%
- American Indian: Gap **decreased** 6.3%.
- Black: Gap **decreased** 6.1%.
- Hispanic: Gap increased 4.3%

Goal 2 — We will increase district reading achievement to exceed state average and be ranked in the top 25 percent of districts in the state based on 2013 MCA tests.

Progress toward goal:

- 54.8% students were proficient compared to 57.8% statewide. Grades 5 and 8 were in the top 50 percent in the state, Grade 4 was at 50 percent, and Grades 3, 6, 7 and 10 were below the top 50 percent.

Goal 3 — We will increase district mathematics achievement to exceed state average and be ranked in the top 25 percent of districts in the state based on 2013 MCA tests.

Progress toward goal:

- 63.2% of grades 3-8 students were proficient on the MCA-III compared to 62.6% proficient in the state. Grades 5, 6, 7 and 8 were in the top 50 percent in the state, and Grades 3 and 4 were below the top 50 percent.
- 50.1% of grade 11 students were proficient on the MCA-II compared to 52.4% in the state, ranking Moorhead in the top 50 percent in the state.

Continuous Improvement Process 2012-13

District's strategic priorities focus on student achievement

Moorhead Area Public Schools established five strategic priorities for the 2012-13 school year. These efforts and the Reading Well plan guided work in the district.

Previously, the district has focused on Sheltered Instruction Observation Protocol (SIOP) and the implementation of professional learning communities (PLCs). Those continue to be areas of emphasis.

Priority Area 1 (Academic): **Increase student learning and success in all academic and behavioral areas through guaranteed and viable curriculum, literacy and teacher effectiveness.**

- At Robert Asp, Ellen Hopkins and S.G. Reinertsen Elementary Schools, 10-12 teachers at each school were trained in SIOP.
- At each school, SIOP was one choice for teachers to participate in for three one-hour district-led professional development sessions during the year.
- Learning Walks were performed in November, February and May.
- Haiku pages are a requirement for grades 6-12 teachers.
- SchoolNet was piloted to implement a district-wide common assessment.
- The requirements of Reading Well were incorporated into preschool and grades 4-5.

Priority Area 2 (Human Capital): **Increase growth of all employees through recruitment, retention, training, development and supervision.**

- The state-required evaluation systems for principals was developed, and the Teacher Evaluation Committee met and will continue work in 2013-14.
- A new mentorship program was designed and will be implemented in 2013-14.

Priority Area 3 (Environment): **Provide a safe, healthy and respectful environment.**

- Work continued to implement a system of positive behavior supports and improve school safety.

Priority Area 4 (Community Involvement): **Improve satisfaction and involvement with students, parents and community.**

- The district continued its commitment to referendum priorities and began steps to establish a clear brand identity with the development of the new logo as part of the district communication plan.

Priority Area 5 (Organizational Effectiveness): **Improve overall organizational effectiveness to support high standards throughout the district.**

- The district maintained fiscal accountability by aligning resources to instructional needs and priorities for student achievement and began steps to establish a clear brand identity.

Reading Well by 3rd Grade

Moorhead Area Public Schools developed the state-required Reading Well by 3rd Grade Plan to meet the district's literacy goals.

The district was required to adopt a literacy plan to have every child reading at or above grade level no later than the end of grade 3. The plan needed to include a process to assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs. The district's plan is available at www.moorheadschools.org.

Plan highlights include an emphasis on progress monitoring of students, interventions used, and assessments given to K-5 students, providing elementary parents with a literacy newsletter twice a year that promotes reading and writing, having a literacy consultant assist the district regarding the reading curriculum, and holding a reading institute for K-5 teachers.

Staff Development Plan

To accomplish the district's strategic priorities, Moorhead Area Public Schools is committed to a comprehensive staff development plan.

The purpose of the district staff development plan is to continually improve student achievement in literacy and mathematics. To accomplish this, all district staff will increase their knowledge of using data and improving instruction for all students through reflection, collaboration and the use of research-based practices.

District Improvement Goals for 2013-14

Goal 1 — We will decrease the achievement gap at each school site by 4 percent in the areas of ethnicity, free and reduced lunch, special education, and English language learners based on 2014 MCA tests and/or college readiness tests.

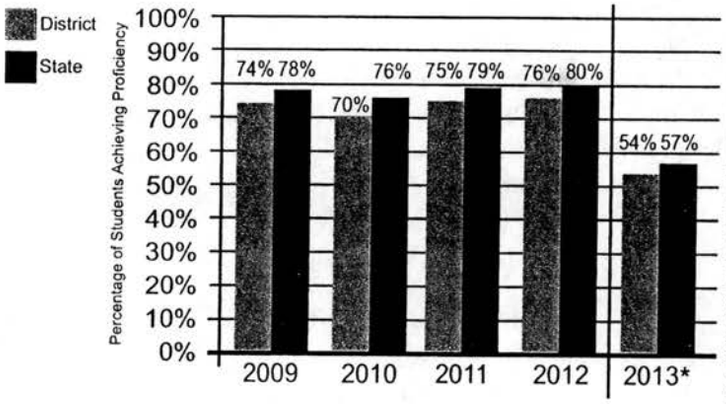
Goals 2 and 3 — We will increase district reading and mathematics achievement to exceed state average and be ranked in the top 50 percent of districts in the state based on 2014 MCA tests and/or college readiness tests.

Goal 4 — All kindergartners will exceed the 2012-13 Aimsweb and AVMR spring data.

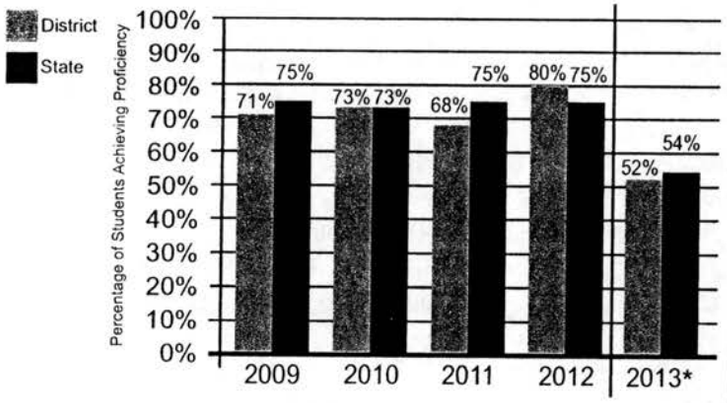
Minnesota Comprehensive Assessments

***In 2013, all grades 3-8 and 10 students took the reading MCA-III, which is aligned to the new reading standards so results are not comparable to previous years.**

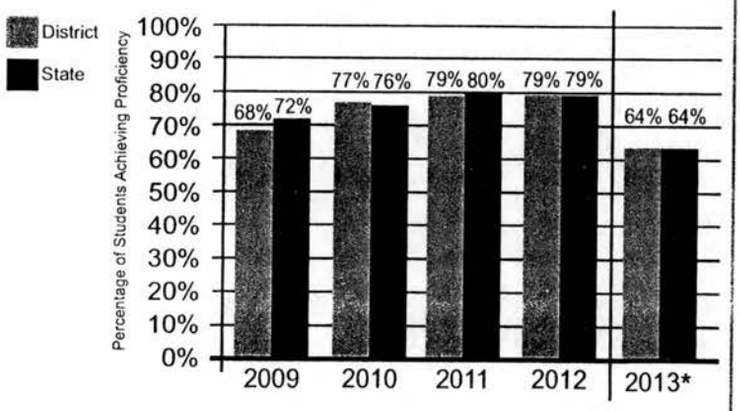
Minnesota Comprehensive Assessments-II/III District Reading – Grade 3



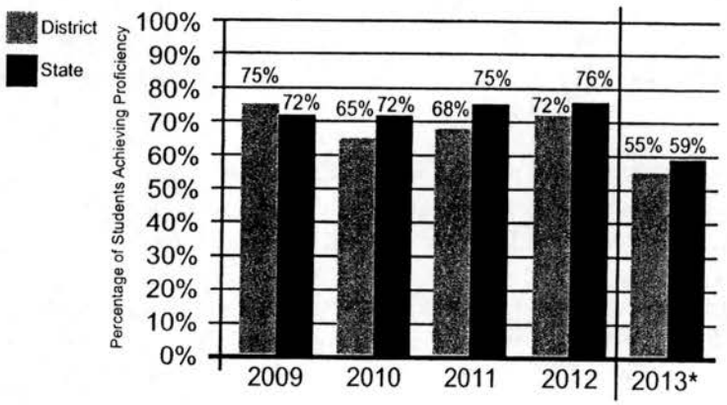
Minnesota Comprehensive Assessments-II/III District Reading – Grade 4



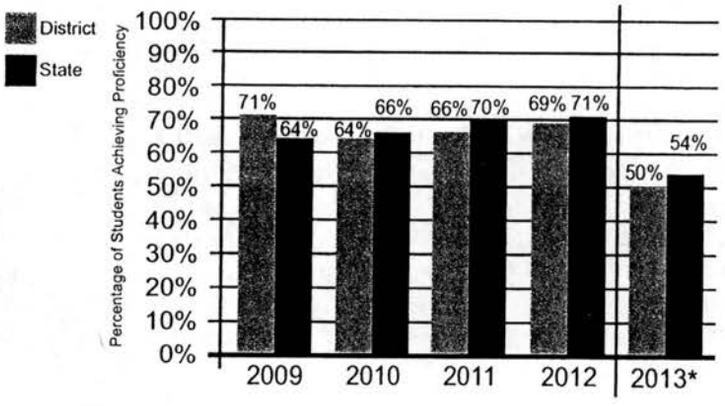
Minnesota Comprehensive Assessments-II/III District Reading – Grade 5



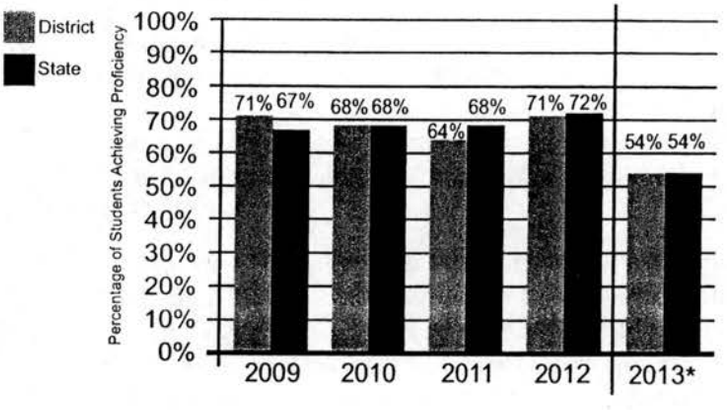
Minnesota Comprehensive Assessments-II/III District Reading – Grade 6



Minnesota Comprehensive Assessments-II/III District Reading – Grade 7



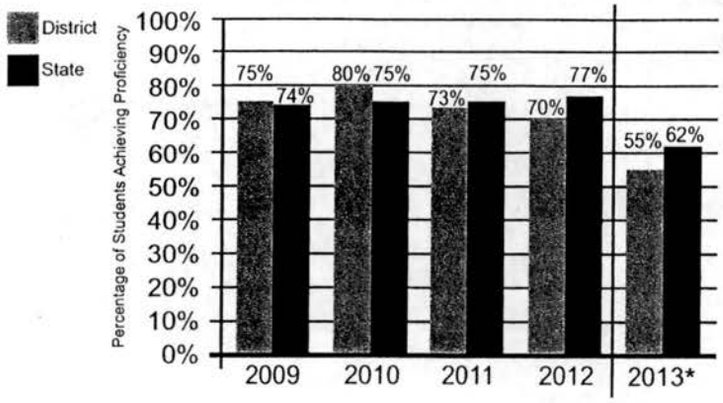
Minnesota Comprehensive Assessments-II/III District Reading – Grade 8



MCA / GRAD Results

***In 2013, all grades 3-8 and 10 students took the reading MCA-III, which is aligned to the new reading standards so results are not comparable to previous years.**

Minnesota Comprehensive Assessments-II/III District Reading – Grade 10



A Robert Asp Elementary second-grade teachers listens to a student read part of her story as students in the class work on their writing.

Moorhead students on track for meeting Minnesota's graduation requirements

The GRAD (Graduation-Required Assessments for Diploma) tests are a set of high school tests in writing, reading and mathematics that all students entering grade 8 in 2005-06 needed to pass to graduate from a public high school in Minnesota. These tests measure proficiency on the Minnesota Academic Standards and other essential skills.

Students in grade 9 took the GRAD writing test. Students in grade 10 took the reading GRAD and students in grade 11 took the mathematics GRAD as a component of the Minnesota Comprehensive Assessments.

Students who were not proficient on these tests or who didn't pass the GRAD component had several opportunities to retake the GRAD. Remediation plans were developed according to individual student needs.

Special testing accommodations may be made for students with special learning plans (e.g., IEP, 504, LEP). Some students may also be permanently or temporarily exempted.

Following new state legislation in 2012-13, students in grades 10, 11 and 12 have options for meeting Minnesota's graduation assessment requirements. Students who have already passed the GRAD have met the requirement. Students may use GRAD retests or take the ACT, WorkKeys or Compass assessments to meet the requirements during the three-year transition.

Students in grade 8 in 2012-13 and later are required to take a career and college assessment in both grade 8 (e.g., EXPLORE) and grade 10 (e.g., PLAN) and then take a college entrance assessment in grade 11 (e.g., ACT).

Moorhead Area Public Schools' testing and graduation policies are available on the district's website at www.moorheadschools.org.

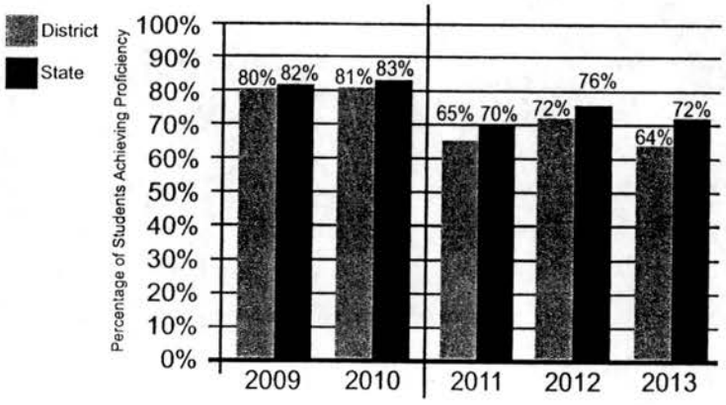
2013 GRAD (Graduation-Required Assessments for Diploma) Results

		District	State
Grade 9 Writing	Percent Passing	86.5%	87.8%
	Percent Not Passing	13.5%	12.2%
Grade 10 Reading	Percent Passing	NA	NA
	Percent Not Passing	NA	NA
Grade 11 Mathematics	Percent Passing	62.7%	66.4%
	Percent Not Passing	37.3%	33.6%

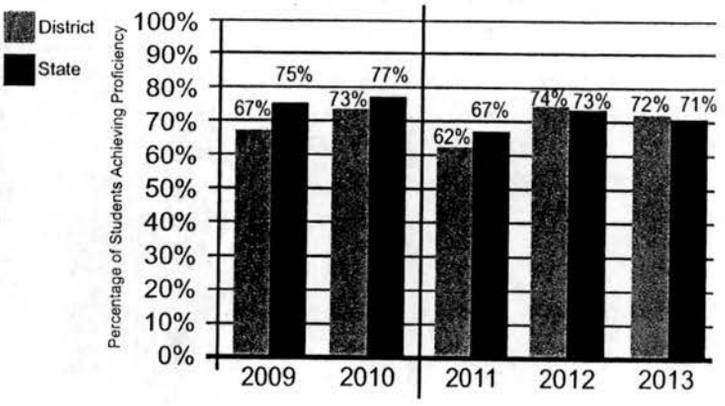
Minnesota Comprehensive Assessments

In 2008-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, all grades 3-8 students took the MCA-III and all grade 11 students took the MCA-II. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

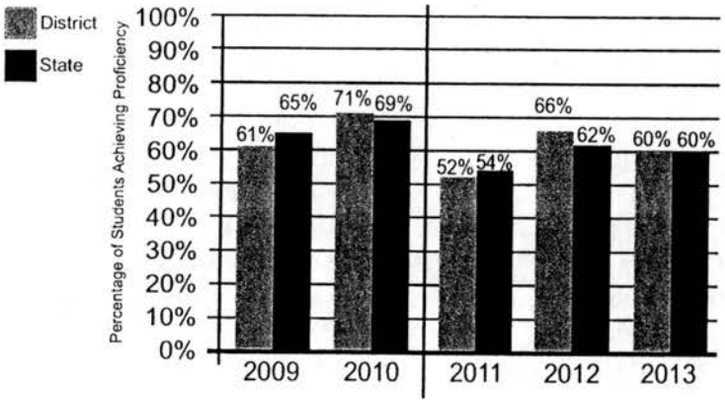
Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 3



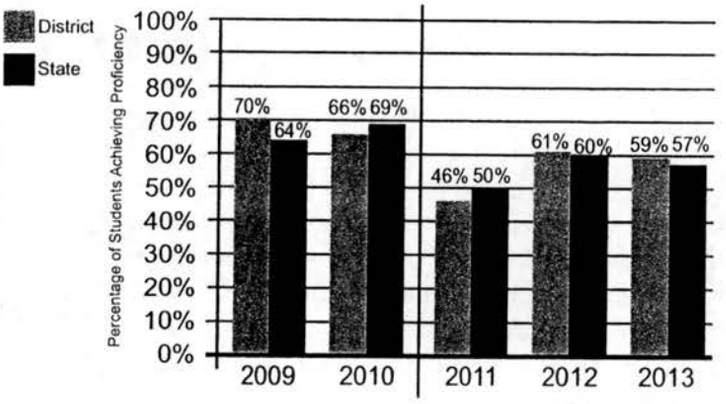
Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 4



Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 5



Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 6



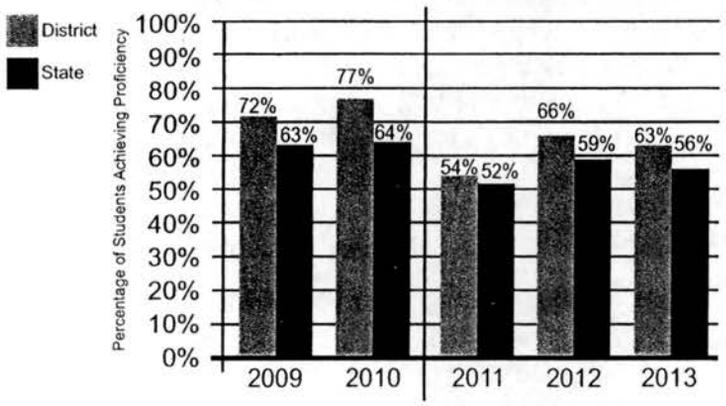
EXAMPLES OF EXCELLENCE

- In 2012-13, Moorhead High School students earned more than $1.5 million in scholarships.
- The Moorhead High School wrestling team placed fifth in the Minnesota Class 3A state team tournament after advancing to state for the first time since 1981.
- With 17 state medals, including three state championships, the Moorhead High School speech team earned more medals and championships than any other team at the 2013 Class AA state speech tournament. Twelve members qualified for the 2013 national tournament where one placed second.
- Two Moorhead Destination Imagination teams advanced to the 2013 Global Finals where the Moorhead High team placed first out of 65 teams in its challenge.
- Two Horizon Middle School students qualified for the 2013 MultiRegion State Spelling Bee.
- Moorhead High students Ken Bye and Bryce Jossund placed sixth in the 2013 New York Automotive Technology Competition.
- Moorhead High's fall musical was recognized for outstanding overall performance in the SpotLight Musical Theatre Awards.
- Fifth-grade Math Masters teams placed first and third in the 2013 regional tournament.
- In 2012-13, Moorhead students were selected for All-State Orchestra, Honors Orchestra and Honor Band.
- The Moorhead High School boys hockey team, boys soccer team, boys and girls cross country teams and football team advanced to the state tournaments in 2012-13.
- Moorhead High students Nina Grollman and Devon Manney were named 2013 Minnesota Scholars of Distinction in Theater Arts.
- The Moorhead High girls and boys 3,200-meter relays both set new school records at the state track meet.

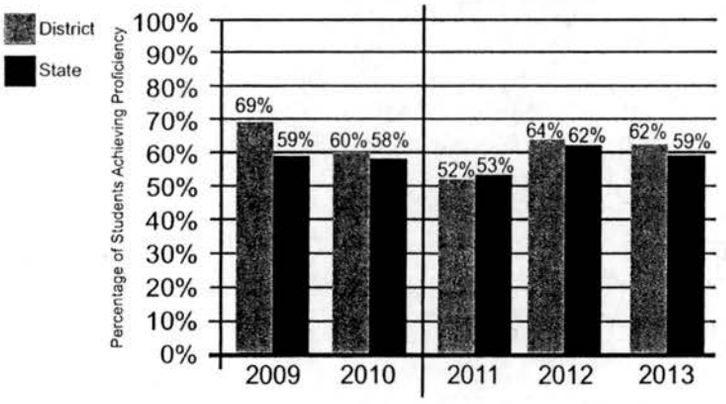
Minnesota Comprehensive Assessments

In 2008-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, all grades 3-8 students took the MCA-III and all grade 11 students took the MCA-II. The MCA-III is aligned to the new mathematics standards so results are not comparable to previous years.

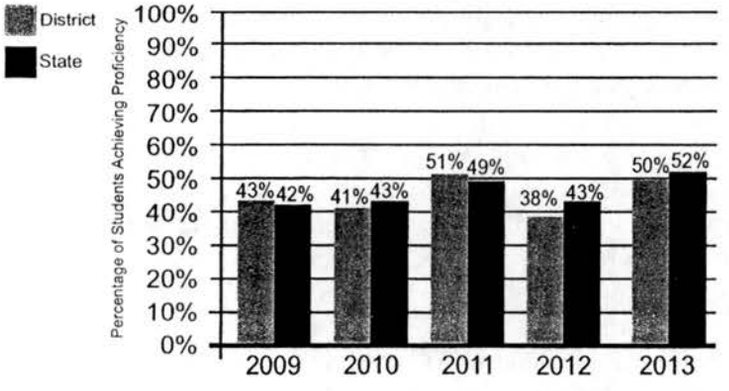
Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 7



Minnesota Comprehensive Assessments-II/III
District Mathematics – Grade 8

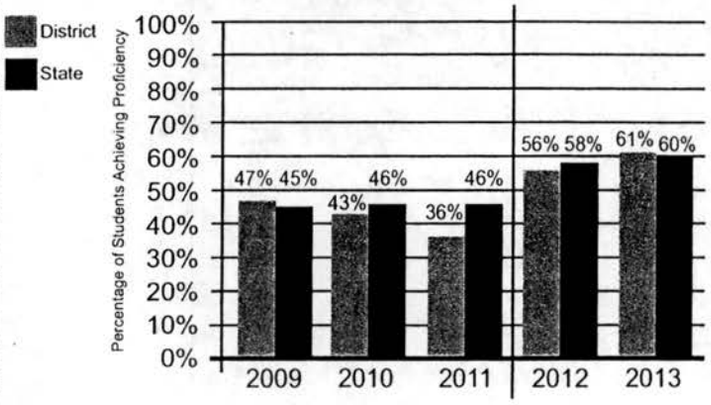


Minnesota Comprehensive Assessments-II
District Mathematics – Grade 11

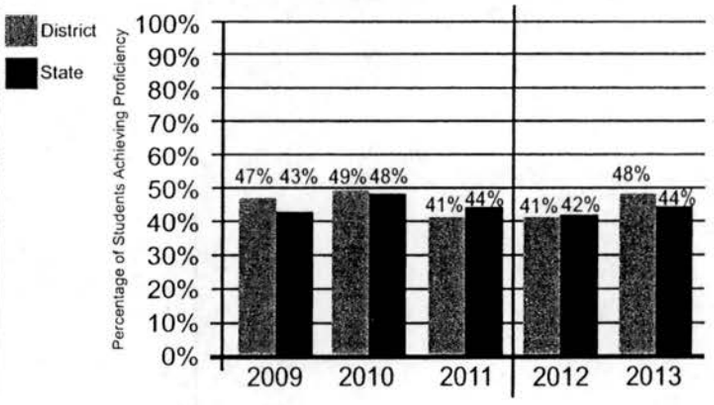


The science MCA-III was first given in 2011-12. 2012 and 2013 results are not comparable to previous years.

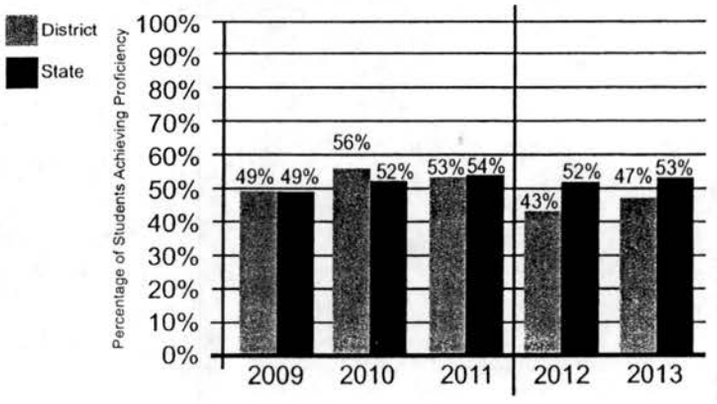
Minnesota Comprehensive Assessments-II/III
District Science – Grade 5



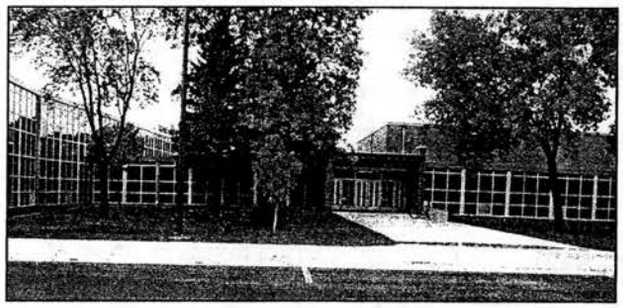
Minnesota Comprehensive Assessments-II/III
District Science – Grade 8



Minnesota Comprehensive Assessments-II/III
District Science – High School



Ellen Hopkins Elementary School



Ellen Hopkins Elementary School
2020 11th St. S., Moorhead, MN 56560
218-284-4300

2012-13 Principal: Dr. Mary Jo Schmid
2012-13 Assistant Principal: Michael Daugs
2013-14 Principal: Ryan LaDage
2013-14 Assistant Principal: Diana Johnson

Original Construction: 1957-58
Most Recent Remodeling: 2011
Square Footage: 111,005

Attendance Rate (2012-13)	94.4%
Enrollment by Grade (October 2012)	
• Kindergarten	156
• Grade 1	141
• Grade 2	138
• Grade 3	151
• Grade 4	125
• Grade 5	120
• Total	831
Diversity of Student Population (October 2012)	
• American Indian	5.4%
• Asian	1.5%
• Hispanic	11.7%
• Black	7.0%
• White	74.4%
Percentage of Students Eligible for Free or Reduced-Price Lunch	53.7%
Percentage of Students Receiving Learner Support Services	
Special Education	16.5%
English Language Learners	9.3%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2012-13

Goal 1 — Ellen Hopkins Elementary School staff will reduce the achievement gap between grades 3-5 students in all subgroups in literacy so that their proficiency increases by 15% on the MCA accountability tests by May 2013 as follows: special education from 35.8% to 50.8%, economically disadvantaged from 64.6% to 79.6%, Limited English Proficient from 55.6% to 70.6%, Hispanic from 43.2% to 58.2%, Black from 68% to 83% and American Indian from 43.5% to 58.5%.

Progress toward goal:

- With the transition from the MCA-II to the MCA-III, results are not comparable and a new baseline is established as follows: special education, 27.3%; economically disadvantaged, 42.5%; Limited English Proficient, 17.6%; Hispanic, 29.1%; Black, 27.8%; and American Indian, 30%.

Goal 2 — Ellen Hopkins Elementary School staff will reduce the achievement gap between grades 3-5 students in all subgroups in mathematics so that their proficiency increases by 15% on the MCA accountability tests by May 2013 as follows: special education from 36.75% to 51.75%, economically disadvantaged from 49.7% to 64.7%, Limited English Proficient from 37% to 52%, Hispanic from 29.7% to 44.7%, Black from 36.8% to 51% and American Indian from 26.1 % to 41.1%.

Progress toward goal:

- A subgroup that met the goal is American Indian, 45%.
  Subgroups that did not meet the goal are: special education, 29%; economically disadvantaged, 44%; Limited English Proficient, 41%; Hispanic, 29%; Black, 33.3%.

School Improvement Goals for 2013-14

Goal 1 — Grades 3-5 students will meet or exceed the state proficiency average in literacy by closing the achievement gap between our free and reduced lunch subgroup and our white subgroup by 4% each year for the next five years.

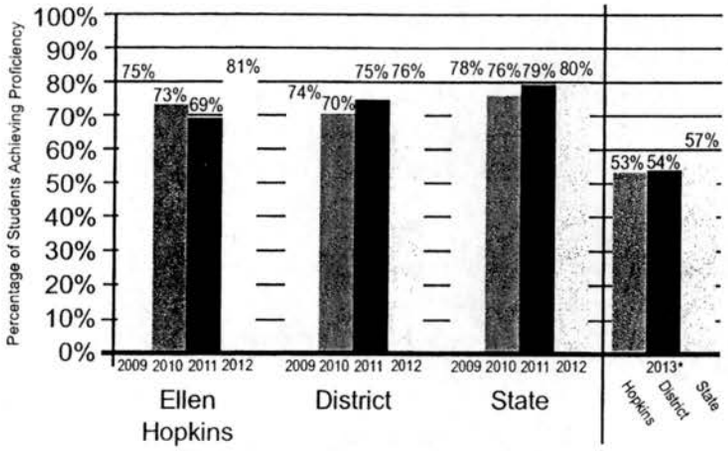
Goal 2 — Grades 3-5 students will meet or exceed the state proficiency average in mathematics by closing the achievement gap between our free and reduced lunch subgroup and our white subgroup by 4% each year for the next five years.

Goal 3 — By January 2014, in partnerships to develop caring, respectful and conscientious students, Ellen Hopkins Elementary will study, create and implement a school-wide culture and climate plan that involves administration, faculty, students and their families.

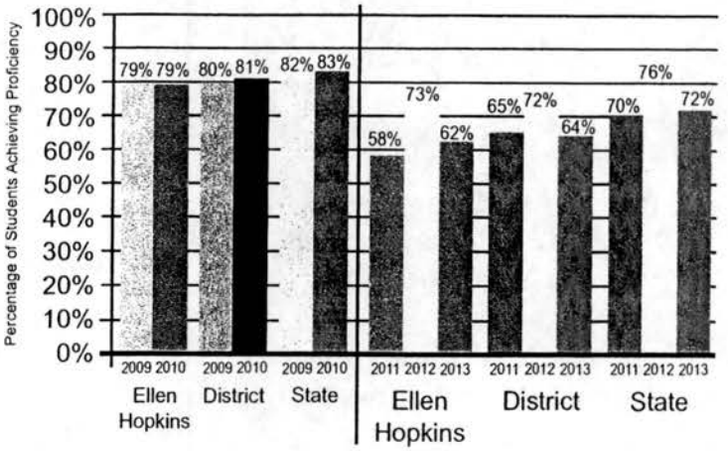
Ellen Hopkins Elementary School

*In 2013, grades 3-5 students took the reading MCA-III. In 2009-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, all grades 3-5 students took the mathematics MCA-III. The MCA-IIIs are aligned to the new standards so results are not comparable to previous years.

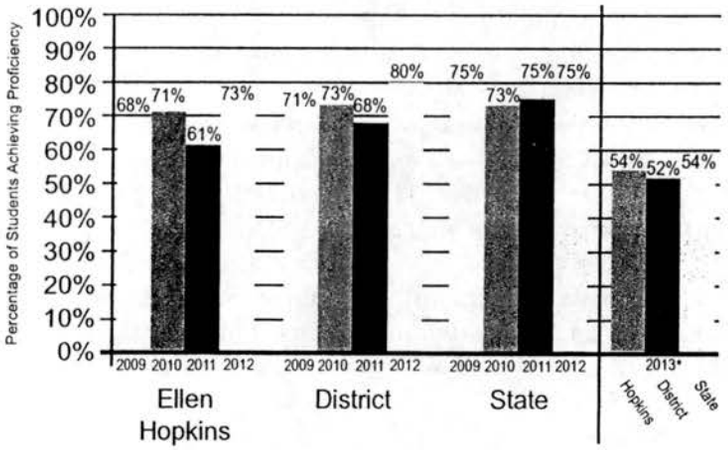
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 3



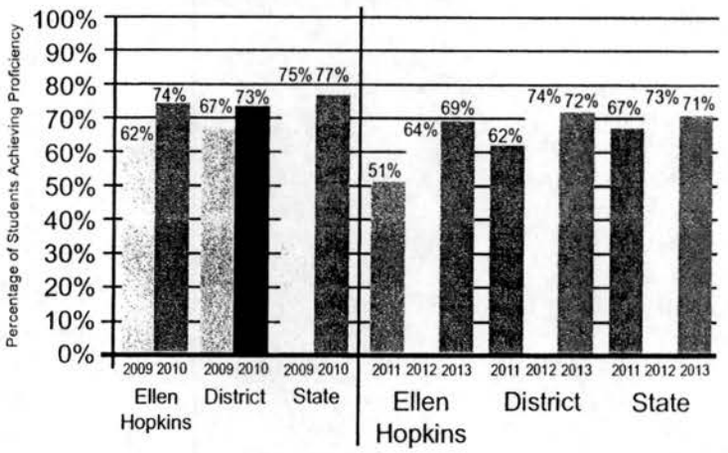
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 3



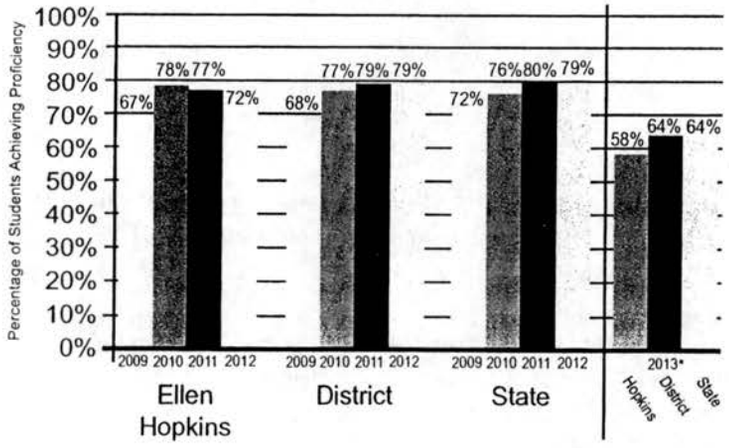
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 4



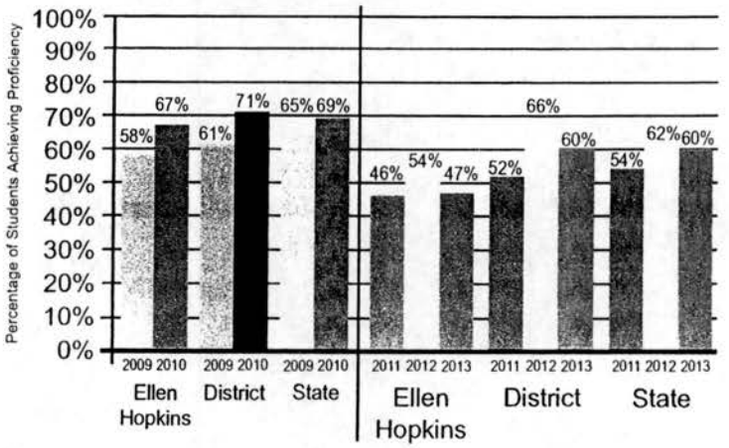
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 4



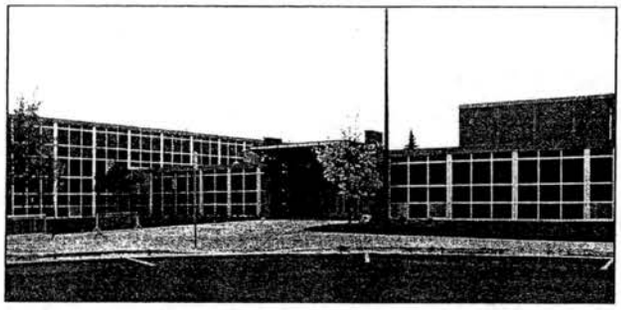
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 5



Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 5



Robert Asp Elementary School



Robert Asp Elementary School
910 11th St. N., Moorhead, MN 56560
218-284-6300

Principal: Chris Triggs
Assistant Principal: Jacob Scandrett

Original Construction: 1957-58
Most Recent Remodeling: 2012
Square Footage: 98,510

Attendance Rate (2012-13)	94.4%
Enrollment by Grade (October 2012)	
• Kindergarten	160
• Grade 1	153
• Grade 2	121
• Grade 3	145
• Grade 4	138
• Grade 5	127
• Total	844
Diversity of Student Population (October 2012)	
• American Indian	6.7%
• Asian	2.5%
• Hispanic	10.9%
• Black	5.2%
• White	74.7%
Percentage of Students Eligible for Free or Reduced-Price Lunch	49.7%
Percentage of Students Receiving Learner Support Services	
Special Education	14.1%
English Language Learners	8.2%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2012-13

Goal 1 — Grades 3-5 students will increase their math proficiency from 70% to 77% on the 2013 MCA-III math assessment. English learners will grow from 31.4% to 40.0% proficient, special education from 30.8% to 40%, American Indian students from 58.8% to 65%, and students receiving federal meal benefit from 55.6% to 62%.

Progress toward goal:

- 69% of grades 3-5 students were proficient. Subgroups were proficient as follows: English learners, 27%; special education, 40%; American Indian, 42%; and students receiving federal meal benefit, 54%.

Goal 2 — Grades 3-5 students will increase their reading proficiency from 75.9% to 83.4% on the 2013 MCA-III reading assessment. English learners will increase from 35.3% to 42% proficient, special education from 50.9% to 58%, Hispanic students from 60% to 68%, American Indian students from 81.3% to 85%, and students receiving federal meal benefit from 64.1% to 70%.

Progress toward goal:

- 53% of grades 3-5 students were proficient on the new test. Subgroups were proficient as follows: English learners, 3%; special education, 31%; Hispanic, 33%, American Indian, 50%; and students receiving federal meal benefit, 39%.

Goal 3 — All students will demonstrate an increase in behavior that communicates care, consideration, and respect of self that will be reflected in a 10% reduction of major and minor incidents (550 incidents to 495 incidents).

Progress toward goal:

- Major and minor incidents increased from 499 to 511.

School Improvement Goals for 2013-14

Goal 1 — Students in grades 3-5 at Robert Asp Elementary will increase their math proficiency from 68.8% to 73% on the 2014 MCA-III math assessment.

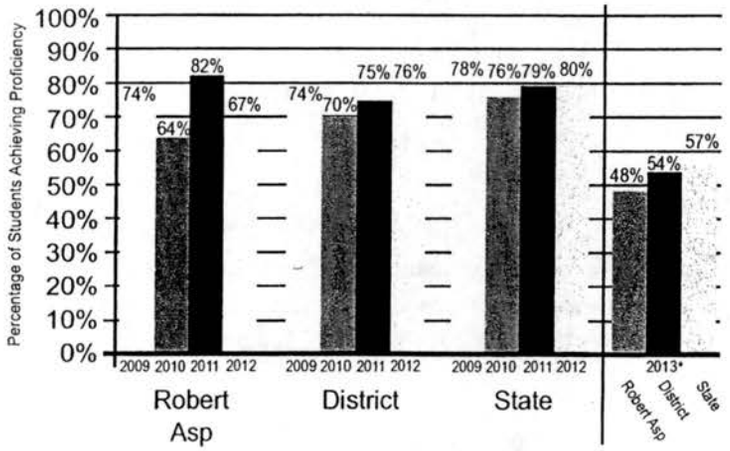
Goal 2 — Students in grades 3-5 at Robert Asp Elementary will increase their reading proficiency from 53% to 60% on the 2014 MCA-III reading assessment.

Goal 3 — All students will demonstrate an increase in behavior that communicates care, consideration, and respect of self that will be reflected in a 10% reduction of major and minor incidents (511 incidents to 460 incidents).

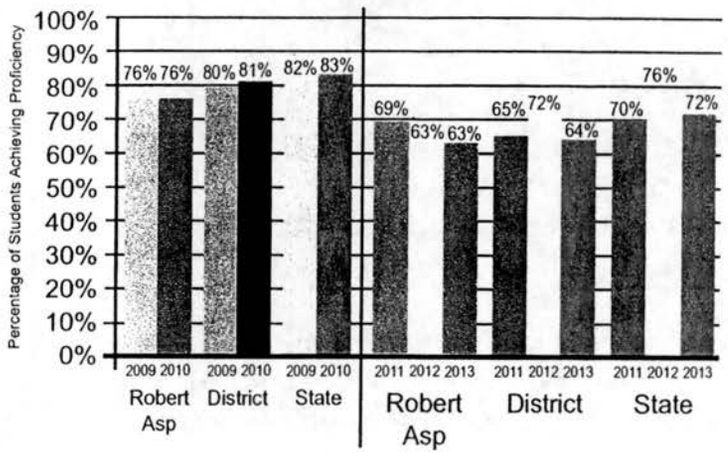
Robert Asp Elementary School

*In 2013, grades 3-5 students took the reading MCA-III. In 2009-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, all grades 3-5 students took the mathematics MCA-III. The MCA-IIIs are aligned to the new standards so results are not comparable to previous years.

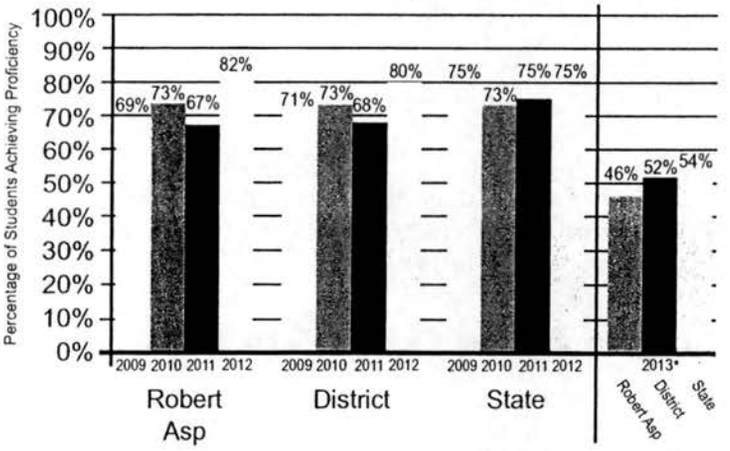
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 3



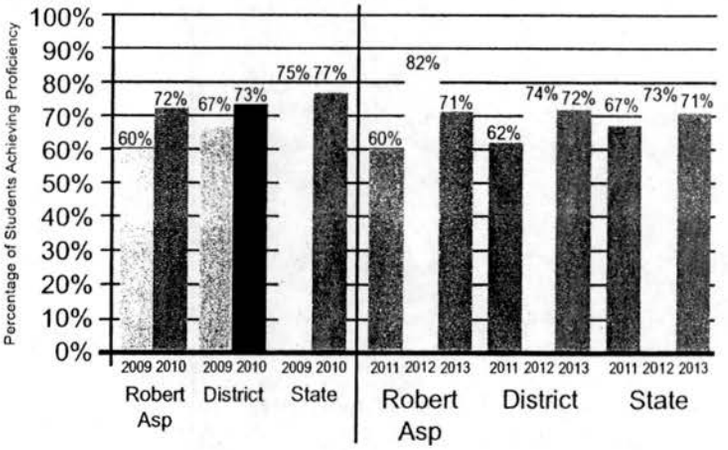
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 3



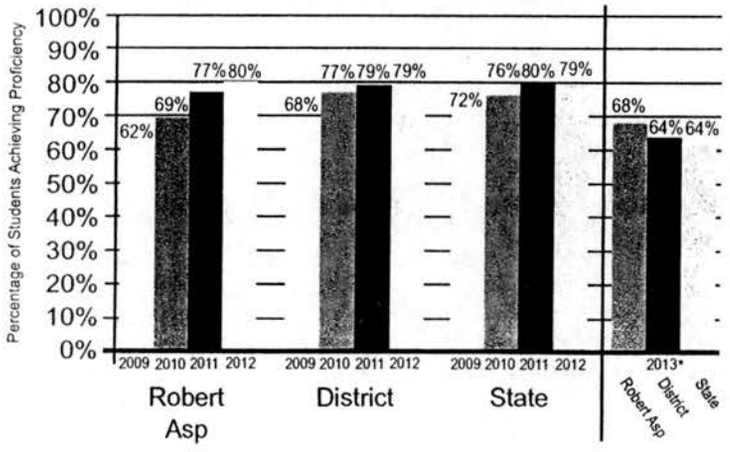
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 4



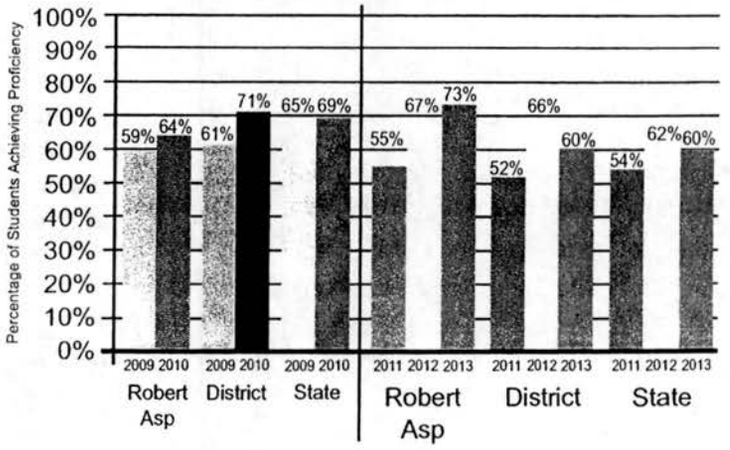
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 4



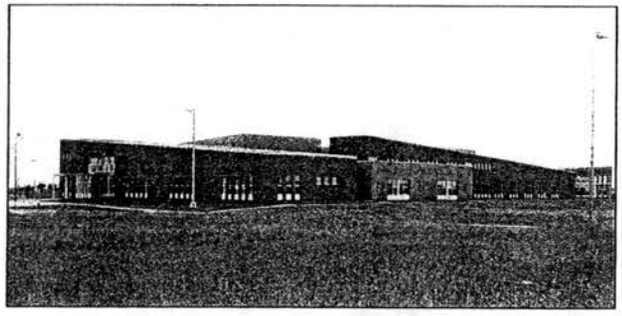
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 5



Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 5



S.G. Reinertsen Elementary School



S.G. Reinertsen Elementary School
1201 40th Ave. S., Moorhead, MN 56560
218-284-5300

Principal: Anne Moyano
Assistant Principal: Travis Okerlund
Kindergarten Administrator: Robin Grooters

Original Construction: 2004
Most Recent Remodeling: 2011
Square Footage: 105,960

Attendance Rate (October 2012)	95.5%
Enrollment by Grade (October 2012)	
• Kindergarten at Probstfield Center	168
• Grade 1	148
• Grade 2	157
• Grade 3	145
• Grade 4	159
• Grade 5	160
• Total	937
Diversity of Student Population (October 2012)	
• American Indian	3.1%
• Asian	.8%
• Hispanic	3.6%
• Black	5.8%
• White	86.7%
Percentage of Students Eligible for Free or Reduced-Price Lunch	38.1%
Percentage of Students Receiving Learner Support Services	
Special Education	16.9%
English Language Learners	9.2%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2012-13

Goal 1 — S.G. Reinertsen Elementary staff will improve student math skills and knowledge so that 80% of grades 3-5 students demonstrate proficiency on the 2013 MCA-III mathematics assessment.

Progress toward goal:
- 67% were proficient.

Goal 2 — S.G. Reinertsen Elementary staff will improve student literacy skills and knowledge so that 87% of grades 3-5 students demonstrate proficiency on the 2013 MCA-III reading assessment.

Progress toward goal:
- 66% were proficient on the new reading test, exceeding state proficiency level by 3%.

Goal 3 — When incident reports are totaled at the end of the year, 90% of students will have received no major incident reports. No more than 3% of students will have three or more major incident reports. The total number of playground incidents will reduce from 42 to 34 or less.

Progress toward goal:
- 91% of students had no major incident reports, and 2.8% had three or more incident reports (decrease of 0.3%). Playground incidents decreased from 42 to 36.

School Improvement Goals for 2013-14

Goal 1 — Grade 3 students will exceed the state percentage of grade 3 students proficient on the 2014 math MCA-III by 5 percentage points. Grades 4-5 students will improve proficiency by 5 percentage points from 2013. Grade 4 students will improve from 67% to 72% proficient and grade 5 students will improve from 74% to 79% proficient.

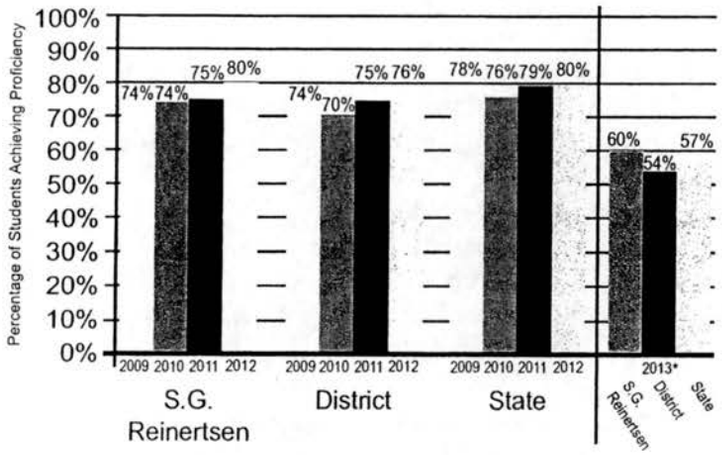
Goal 2 — Grade 3 students will exceed the state percentage of students proficient on the 2014 reading MCA-III by 5 percentage points. Grades 4-5 students will improve proficiency by 5 percentage points from 2013. Grade 4 students will improve from 60% to 65% proficient, and grade 5 students from 57% to 62% proficient.

Goal 3 — When incident reports are totaled at the end of the year, 92% of students will have received no major incident reports. Reduction in playground incidents will be maintained. Incidents identifying "insubordination" will be reduced by 10%.

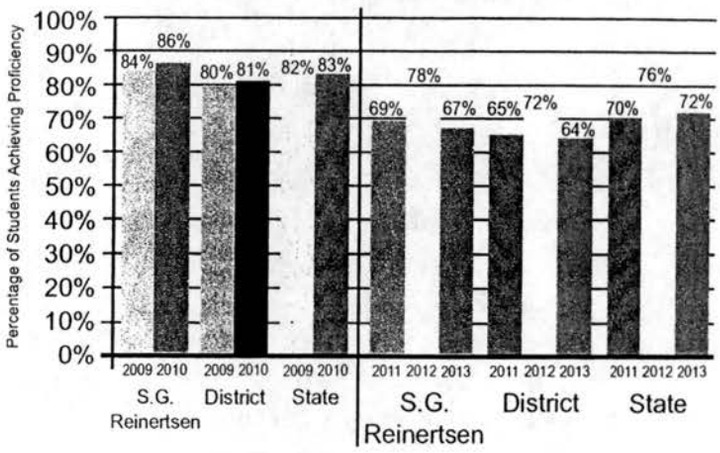
S.G. Reinertsen Elementary School

*In 2013, grades 3-5 students took the reading MCA-III. In 2009-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, all grades 3-5 students took the mathematics MCA-III. The MCA-IIIs are aligned to the new standards so results are not comparable to previous years.

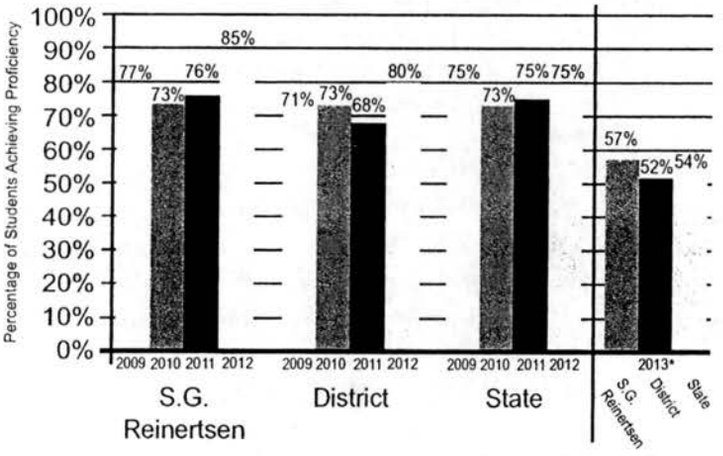
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 3



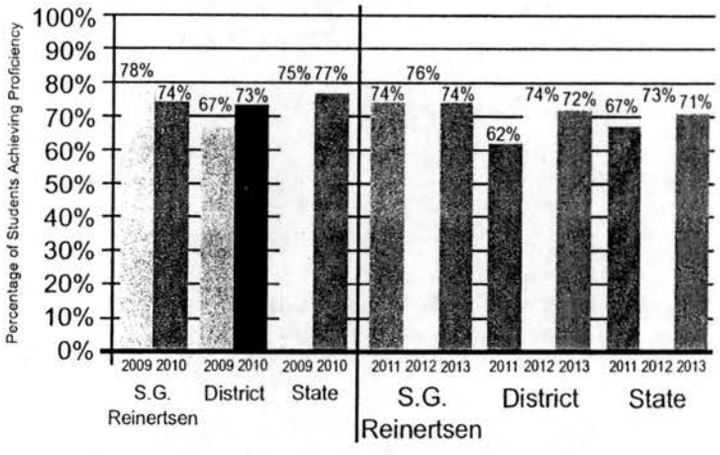
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 3



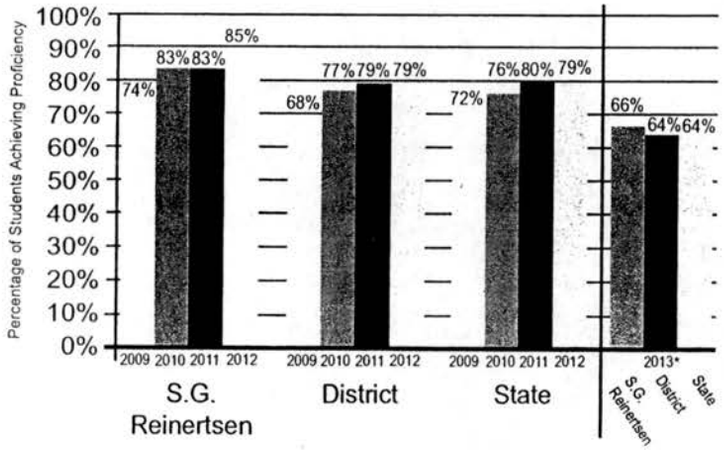
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 4



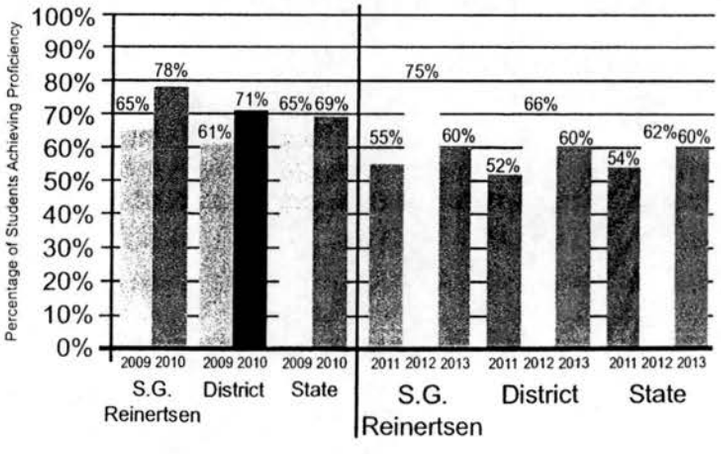
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 4



Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 5



Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 5



Horizon Middle School

Horizon Middle School
3601 12th Ave. S., Moorhead, MN 56560
218-284-7300

Principal: Lori Lockhart
Assistant Principal: Jeremy Larson

Original Construction: 2004
Square Footage: 238,000

Attendance Rate (2012-13)	94.5%
Enrollment by Grade (October 2012)	
• Grade 6	445
• Grade 7	396
• Grade 8	435
• Total	1,276
Diversity of Student Population (October 2012)	
• American Indian	4.9%
• Asian	1.4%
• Hispanic	7.7%
• Black	4.4%
• White	81.6%
Percentage of Students Eligible for Free or Reduced-Price Lunch	41.7%
Percentage of Students Receiving Learner Support Services	
Special Education	15.8%
English Language Learners	5.8%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2012-13

Goal 1

Horizon Middle School will improve the math scores for each grade level 6-8 so the percent of students proficient exceeds the state average as measured by the spring 2013 MCA assessments.

Progress toward goal:

- Met goal based on following results:
  - Grade 6 — 59% proficient; state, 57% proficient
  - Grade 7 — 64% proficient; state, 56% proficient
  - Grade 8 — 63% proficient; state, 59% proficient

Goal 2

Horizon Middle School will improve the reading scores for each grade level 6-8 so the percent of students proficient exceeds the state average as measured by the spring 2013 MCA assessments.

Progress toward goal:

- Goal was not met based on following results:
  - Grade 6 — 55% proficient; state, 59% proficient
  - Grade 7 — 51% proficient; state, 54% proficient
  - Grade 8 — 55% proficient; state, 54% proficient

Goal 3

Horizon Middle School will improve its safe, healthy and respectful learning environment for students by further implementing PBIS as measured by a student and staff survey on PBIS's major components. This will establish baseline data for future goals.

Progress toward goal:

- A survey was not conducted, but incident reporting continued.

School Improvement Goals for 2013-14

Goal 1 — Horizon Middle School will improve the math scores for each grade level 6-8 so the percent of students proficient exceeds the state average by 2% as measured by the 2014 MCA assessments.

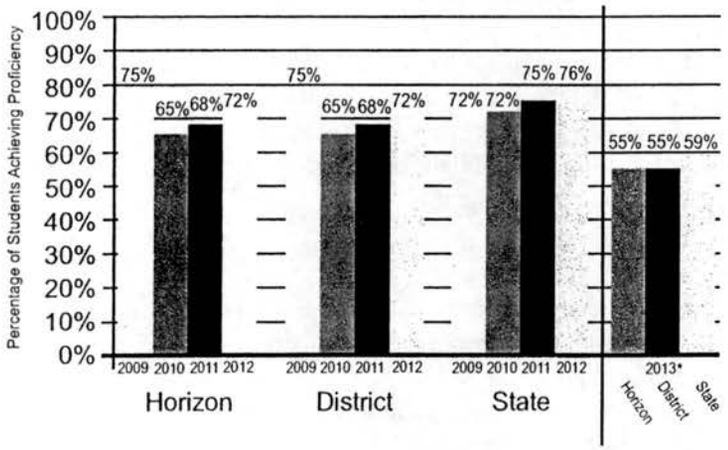
Goal 2 — Horizon Middle School will improve the reading scores for each grade level 6-8 so the percent of students proficient will be at or exceed the state average as measured by the 2014 MCA-III and Explore assessments.

Goal 3 — Horizon Middle School will improve its safe, healthy and respectful learning environment for students by reducing the major incident reports from 630 in 2012-13 to 599 in 2013-14.

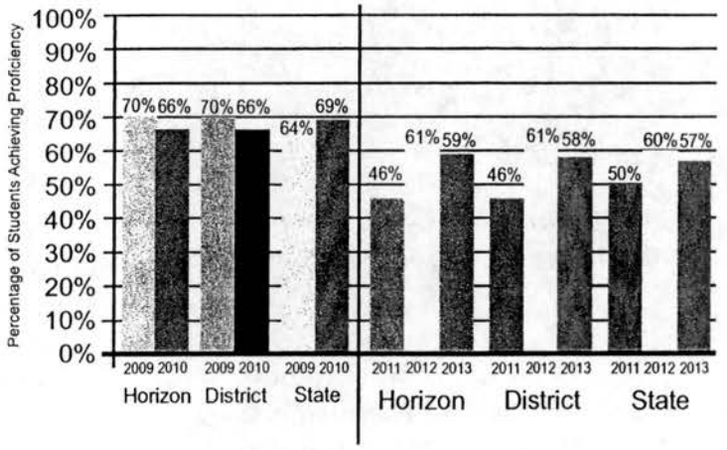
Horizon Middle School

*In 2013, grades 6-8 students took the reading MCA-III. In 2009-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, all grades 6-8 students took the mathematics MCA-III. The MCA-IIIs are aligned to the new standards so results are not comparable to previous years.

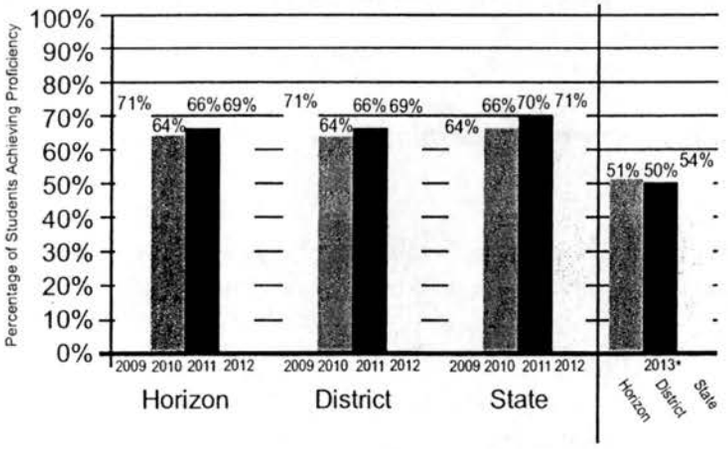
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 6



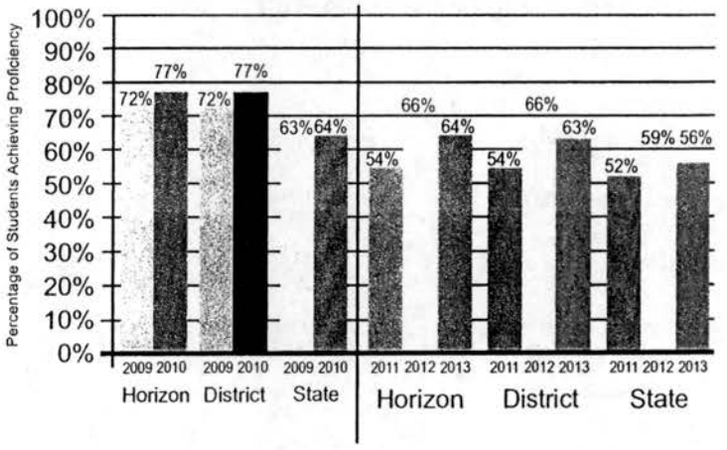
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 6



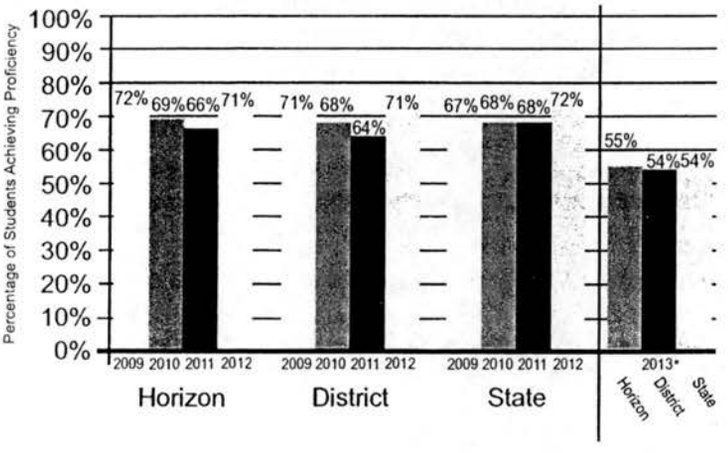
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 7



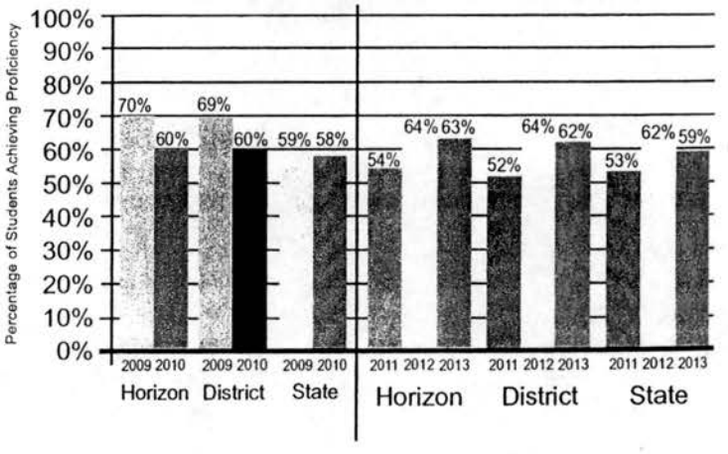
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 7



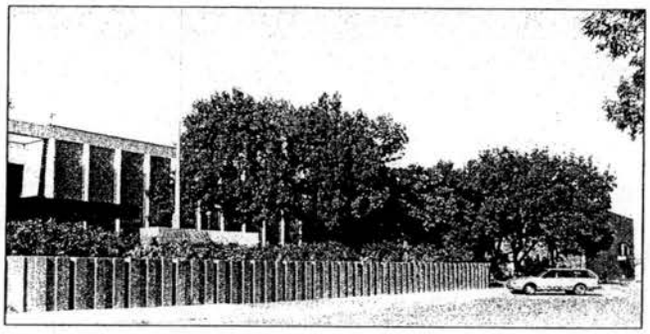
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 8



Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 8



Moorhead High School



Moorhead High School
2300 4th Ave. S., Moorhead, MN 56560
218-284-2300

2012-13 Principal: Russ Henegar
2012-13 Assistant Principals:
Josh Haag and Dave Lawrence
2013-14 Principal: Dave Lawrence
2013-14 Assistant Principals:
Josh Haag and Angela Doll

Original Construction: 1967
Most Recent Remodeling: 2004
Square Footage: 361,797

Attendance Rate (2012-13)	91.4%
Graduation Rate (2012-13)	81.5%
Enrollment by Grade (October 2012)	
• Grade 9	407
• Grade 10	395
• Grade 11	371
• Grade 12	392
• Total	1,565
Diversity of Student Population (October 2012)	
• American Indian	2.8%
• Asian	2.1%
• Hispanic	5.7%
• Black	4.3%
• White	85.1%
Percentage of Students Eligible for Free or Reduced-Price Lunch	30.9%
Percentage of Students Receiving Learner Support Services	
Special Education	12.5%
English Language Learners	2.7%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school.

School Improvement Goals for 2012-13

Goal 1

Moorhead High School grade 11 students proficient on the 2013 mathematics MCA will be at or above the state average.

Progress toward goal:

- 51% of the Moorhead High students were proficient compared to 52% for the state.

Goal 2

Moorhead High School grade 10 students proficient on the 2013 reading MCA will be at or above the state average.

Progress toward goal:

- 57% of the Moorhead High students were proficient compared to 62% for the state.

Goal 3

Moorhead High School will increase the graduation rate by 3%.

Progress toward goal:

- Graduation rate decreased from 82.3% to 81.5%.

School Improvement Goals for 2013-14

Goal 1

Moorhead High School students will be at or above the state average for MCAs and college readiness exams in mathematics.

Goal 2

Moorhead High School Students will be at or above the state average for MCAs and college readiness exams in reading.

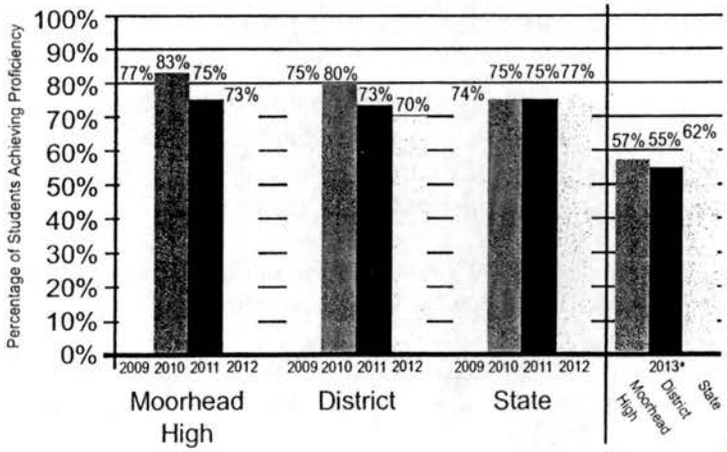
Goal 3

Moorhead High School will improve graduation rate from 81.5% to 84.5% by creating a positive school culture that emphasizes student/staff learning, importance of relationships, and improving home/school communications.

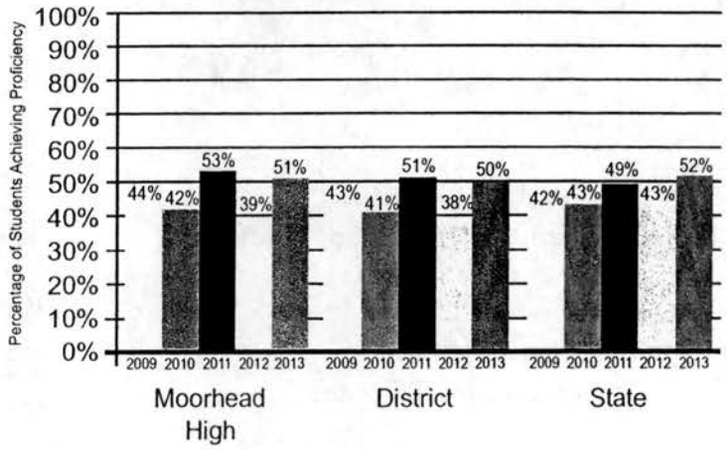
Moorhead High School

*In 2013, grade 10 students took the reading MCA-III. The MCA-IIIs are aligned to the new standards so results are not comparable to previous years. In 2009-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, all grade 11 students took the MCA-II.

Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 10



Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 11

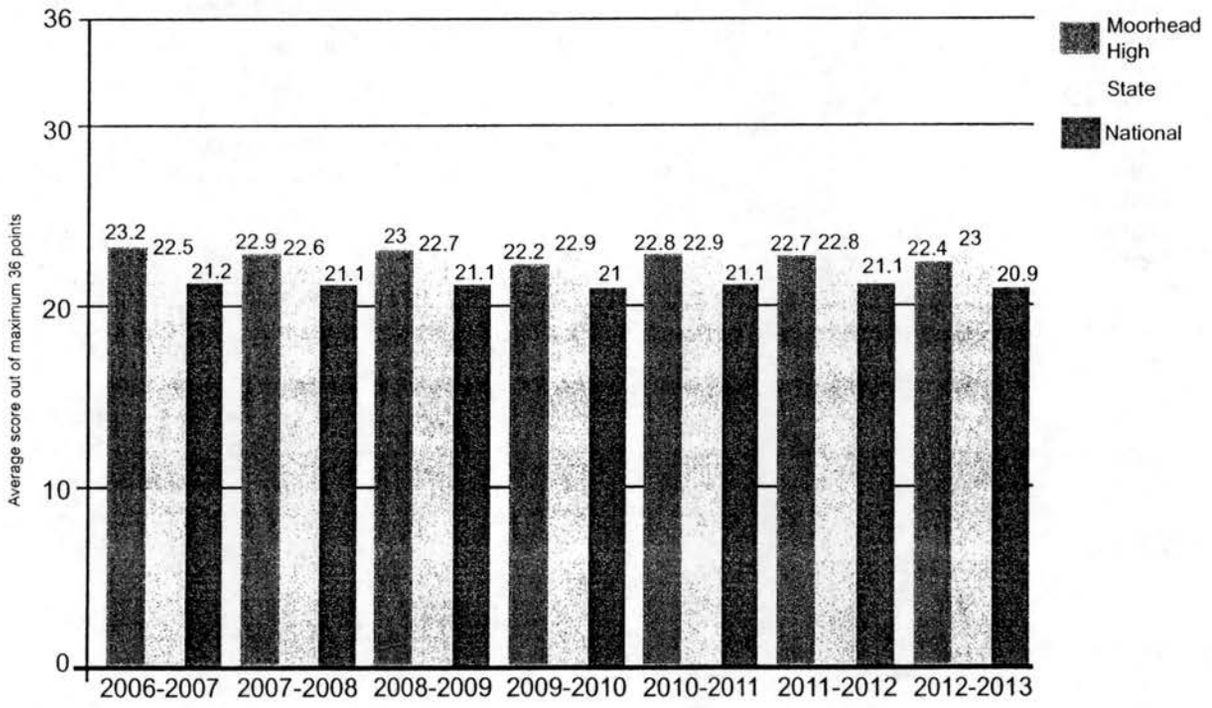


ACT Average Scores from 2006-2007 to 2012-2013

The American College Test or ACT is the admissions test most widely required by colleges in the Midwest. The test has a point range from 1-36.

Number of Moorhead High students taking the test each year:

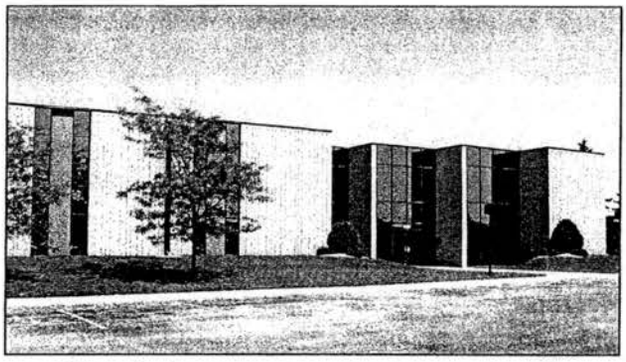
2006-07:	285
2007-08:	288
2008-09:	249
2009-10:	280
2010-11:	267
2011-12:	260
2012-13:	263



Advanced Placement Tests Fast Facts

- In 2013, 320 Moorhead High School students took 630 AP tests in 14 subjects.
- 56 percent of AP students earned scores of 3 or higher on the AP tests.
- 27.8 percent of 2013 Moorhead High graduates scored 3 or higher on at least one AP exam during their high school career.

Red River Area Learning Center



Red River Area Learning Center
1100 32nd Ave. S., Moorhead, MN 56560
218-284-2200

Program Manager:
Deb Pender-Tilleraas

Attendance Rate (2012-13)	73.7%
Enrollment by Grade (October 2012)	
• Grade 6	0
• Grade 7	3
• Grade 8	3
• Grade 9	4
• Grade 10	17
• Grade 11	26
• Grade 12	42
• Total	95
Diversity of Student Population (October 2012)	
• American Indian	16.9%
• Asian	1.0%
• Hispanic	20.4%
• Black	7.5%
• White	54.2%
Percentage of Students Eligible for Free or Reduced-Price Lunch	77.8%
Percentage of Students Receiving Learner Support Services	
Special Education	20.4%
English Language Learners	11.4%

Schools develop improvement goals based on the greatest learning needs of the students in that particular school. Red River Area Learning Center has goals related to the learning environment, intervention processes, family involvement, and school climate. Outlined here are student achievement goals.

School Improvement Goals for 2012-13

Goal 1 — Students proficient (or above) on the MCA-II mathematics assessment will increase from 10% in Spring 2012 to 25% in Spring 2013. Students meeting the partial proficiency achievement level on the math MCA-II will increase from 20% to 40%.

Progress toward goal:

- The number of students tested was too small to validate statistically based on Minnesota Department of Education cell sizes.

Goal 2 — The percent of students passing the GRAD mathematics segment of the MCA-II will increase from 29% in Spring 2012 to 50% in Spring 2013.

Progress toward goal:

- The number of students tested was too small to validate statistically.

Goal 3 — The percent of students proficient (or above) on the reading MCA-II will increase from 22% in Spring 2012 to 39% in Spring 2013.

Progress toward goal:

- 7% of grade 10 students were proficient on the MCA-III. The 2013 MCA-III results are not comparable to 2012 MCA-II results.

Goal 4 — The percent of students passing the GRAD reading segment of the MCA-II will increase from 61% in Spring 2012 to 78% in Spring 2013.

- GRAD reading results are not available.

Goal 5 — The percent of students passing the written composition GRAD assessment will increase from 83% in Spring 2012 to 95% in Spring 2013.

Progress toward goal:

- 65% of students passed.

School Improvement Goals for 2013-14

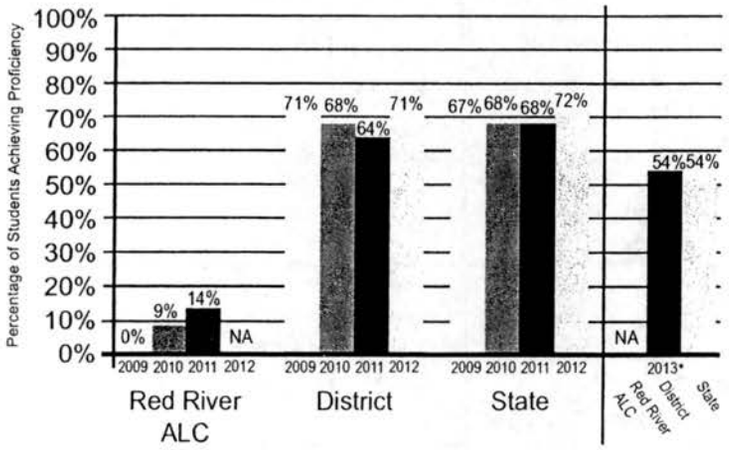
Goals 1 and 2 — Reading and mathematics goals will be set using STAR Assessments results after the assessment process is established.

Goal 3 — Red River ALC will increase attendance from 73.7% to 85%.

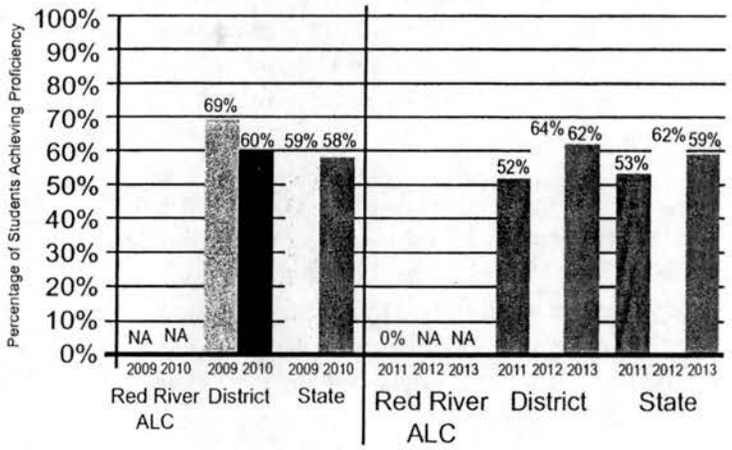
Red River Area Learning Center

*In 2013, grades 8 and 10 students took the reading MCA-III. In 2009-10, English learners could take the MTELL assessment instead of the mathematics MCA-II. In 2011-13, all grade 11 students took the MCA-II and all grade 8 students took the MCA-III. The MCA-III is aligned to the new standards so results are not comparable to previous years.

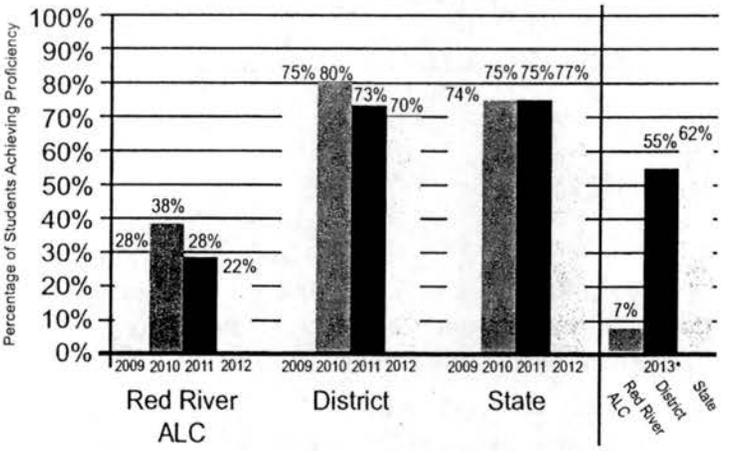
Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 8



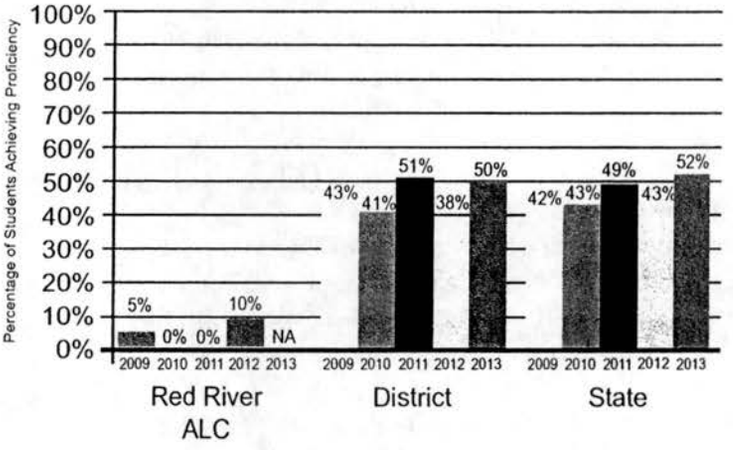
Minnesota Comprehensive Assessments (MCA-II/III) Mathematics – Grade 8



Minnesota Comprehensive Assessments (MCA-II/III) Reading – Grade 10



Minnesota Comprehensive Assessments (MCA-II) Mathematics – Grade 11



Continuous Improvement Process 2013-14

Community Engagement Initiative drives 2013-14 priorities

Approximately 1,000 district stakeholders provided input during Moorhead Area Public Schools' 2012-13 Community Engagement Initiative. The steering committee and core planning team members held community conversations with several hundred stakeholders, about 900 residents and employees responded to surveys, and several employee focus groups were conducted all to provide input into the engagement process.

The five major themes developed and discussed through the community conversations and surveys were what should a 21st century school look like, how best should school and community interact, what should district facilities look like, what does equitable educational opportunities mean, and what should the district be doing about any mental health/ character development needs.

Responses to several questions from the community survey are provided here. Approximately 80 percent of the 538 respondents had students attending a school in the district. 73 percent of respondents were female, and 27 percent male. Most respondents were 31-50 years old. More than 300 employees responded to an employee version of the survey.

Community Survey Results			
	Excellent or Good	**Only Fair or Poor**	**Don't Know or N/A**
District communication with public	51.2%	45.2%	3.6%
School communication with parents	54.1%	24.9%	22.0%
Rate the quality of education provided by Moorhead Schools	76.2%	19.5%	4.4%
	Strongly Agree or Agree	**Disagree or Strongly Disagree**	**Don't Know or N/A**
Improve security	70.5%	17.8%	11.7%
Add all-day kindergarten	78.2%	15.0%	6.8%
Teachers engage students through technology	82.5%	11.5%	6.0%
District should use social media	71.5%	19.8%	8.7%
Satisfied with own child's classroom experience	64.1%	17.1%	18.8%

2013-14 Strategic Priorities

Moorhead Area Public Schools has established the following strategic priorities for the 2013-14 school year. These were developed based on the themes and discussion from the Community Engagement Initiative.

These priorities will guide work in the district for 2013-14. The assessments outlined on the next several pages will assist the district in measuring student progress.

21st Century Schools
Goal: Establish a culture of learning that supports the needs of the 21st century learner and develops the whole student.

School and Community
Goal: Build comprehensive communication systems and partnerships with community stakeholders to promote and advance quality education for all students.

Facilities
Goal: Provide equitable education facilities, technological tools and the infrastructure needed across the district to meet the needs of students, families and communities.

Equitable Educational Opportunities
Goal: Provide programs and services to eliminate race and socioeconomic indicators as predictors of student success.

Mental Health/Character Development
Goal: Create a safe, caring and welcoming environment for all students, where the unique qualities and diversity of students are recognized and respected.

Human Resources
Goal: Provide processes for the quality, effectiveness and continuity of staff through the use of comprehensive recruitment, professional development, supervision and evaluation.

Measuring Student Progress 2013-14

Grades K-5: District-Wide Testing for 2013-14

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in: Mathematics MCA-III	3-5	March 10-May 9, 2014	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Reading MCA-III	3-5	March 10-May 9, 2014	
Science MCA-III	5	March 17-May 16, 2014	
ACCESS for ELs (WIDA)	English learners in K-5	Feb. 3-March 21, 2014	To demonstrate growth in reading, writing, listening and speaking and to assess progress in acquiring the academic English language in grades K-5. ELs take ACCESS and reading MCA-III in grades 3-5. For K-2, reading and writing is assessed with a teacher observation rating.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 3-5 as identified in IEP	March 17-May 9, 2014	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II/III
Minnesota Comprehensive Assessments-Modified in: Mathematics		March 10-May 9, 2014	
Reading		March 10-May 9, 2014	
AIMSweb Indicators of Early Literacy/Oral Reading Fluency Skills	K-5	Sept. 4-18, 2013 Jan. 6-17, 2014 April 28-May 9, 2014	To determine a student's level of proficiency with early literacy and reading skills
Various Literacy Assessments	K-5 selected students	Throughout the school year	To determine a student's reading level and skills
Common Math Assessment	K-1	Mid year and end year progress reports	To determine a student's level of proficiency with early numeracy and math skills
National Assessment of Educational Progress (NAEP)	4	Odd-numbered years as determined by Minnesota Department of Education	Districts selected for participation in math or reading NAEP tests must do so to receive state and district Title I funds
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		

Measuring Student Progress 2013-14

Grades 6-8: District-Wide Testing for 2013-14

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments-II in: Mathematics MCA-III	6-8	March 10-May 9, 2014	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Reading MCA-III	6-8	March 10-May 9, 2014	
Science MCA-III	8	March 17-May 16, 2014	
ACCESS for ELs (WIDA)	English learners in 6-8	Feb. 3-March 21, 2014	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 6-8. ELs take ACCESS and reading MCA-III in grades 6-8.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 6-8 as identified in IEP	March 17-May 9, 2014	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-III
Minnesota Comprehensive Assessments-Modified in: Mathematics		March 10-May 9, 2014	
Reading		March 10-May 9, 2014	
AIMSweb Reading Comprehension (MAZE-CBM)	6	Sept. 4-18, 2013 Jan. 6-17, 2014 April 28-May 9, 2014	To determine a student's level of proficiency with reading comprehension skills
EXPLORE	8	Oct. 23, 2013	To provide information and assist in counseling individual college-bound students; norm-referenced achievement tests in reading/language arts, math, science, and social studies; career inventory
Common Math Assessment	6-8	Throughout year as determined by PLCs, grade level and middle school teams	To determine a student's level of proficiency with math skills
National Assessment of Educational Progress (NAEP)	8	Even-numbered years as determined by Minnesota Department of Education	Districts selected for participation in math or reading NAEP tests must do so to receive state and district Title I funds
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		

Measuring Student Progress 2013-14

Grades 9-12: District-Wide Testing for 2013-14

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in: Reading MCA-III	10	April 15 & 16, 2014	To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Mathematics MCA-II	11	April 15 & 16, 2014	
Science MCA-III	Biology students	March 17-May 16, 2014	
Graduation-Required Assessments for Diploma (GRAD) Retests in: Reading	10-12 who have not passed	As needed	To ensure minimum competency in reading, mathematics and writing; one option to meet the graduation requirement
Mathematics	10-12 who have not passed	As needed	
Writing	10-12 who have not passed	Nov. 6, 2013, April 15, 2014	
ACCESS for ELs (WIDA)	English learners 9-12	Feb. 3-March 21, 2014	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 9-12. ELs take ACCESS and reading MCA-III in grade 10.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 9-12 as identified in IEP	March 17-May 9, 2014	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-II/III
Minnesota Comprehensive Assessments-Modified in: Mathematics		April 15 & 16, 2014	
Reading		April 15 & 16, 2014	
Special Education test as applicable	Specific students in all grades	As needed	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		
PLAN (pre ACT)	10	TBD week of Nov. 18-22	To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests; PSAT is the National Merit qualifying test; ACT is one option to meet the graduation requirement
PSAT (pre SAT)	11 (optional)	Oct. 30, 2013	
ACT	11–12 (optional but recommended)	Various Saturdays and locations throughout the year	
SAT / SAT II	11–12 (optional)		
Armed Services Vocational Aptitude Battery (ASVAB)	11–12 (optional)	Nov. 22, 2013	To determine students' vocational aptitude and interests; one option to meet the graduation requirement
Common Math Assessment	9-12	Throughout year as set by PLCs and grade level teams	To determine a student's level of proficiency with math skills
Advanced Placement Exams	10, 11, 12	May 5-9, 2014 May 12-16, 2014	To determine college credit related to student scores for students enrolled in AP coursework

Moorhead Area Public Schools

Independent School District 152

2410 14th St. S., Moorhead, MN 56560
www.moorheadschools.org

2013 School Board

Lisa Erickson, Chair • Cindy Fagerlie, Vice Chair
Laurie Johnson, Clerk • Bill Tomhave, Treasurer
Scott Steffes, Director • Kristine Thompson, Director • Matt Valan, Director

Administration

Dr. Lynne A. Kovash
Superintendent

Wayne Kazmierczak
Assistant Superintendent

The Annual Report on Curriculum, Instruction and Student Achievement is produced and distributed by Moorhead Area Public Schools, ISD 152, Moorhead, Minnesota, in accordance with Minnesota State Law.

This report is available to the public on our district website at www.moorheadschools.org.
Photos in this publication were taken during the 2012-13 school year.
Designed and edited by Pamela J. Gibb.

Moorhead Area Public Schools, ISD 152, is an equal opportunity educator and employer.

Moorhead Area Public Schools

Summary of the 2012-13 Annual Report on Curriculum, Instruction and Student Achievement

Inspiring Dreams and Achievement

In the Moorhead Area Public Schools, we are committed to our purpose of developing the maximum potential of every learner to thrive in a changing world. All-day kindergarten, STEM classes and world languages are just some of the opportunities available as we provide our students with skills they will need for the future. This year's district theme, "Inspiring Dreams and Achievement," encourages us to focus on helping all students achieve their dreams.

Our district continues efforts to ensure all students are proficient, and we are working together to close the achievement gap for students. The cornerstones of our strategic priorities focus on teacher effectiveness, consistent standards-based curriculum and literacy.

Our district's annual report highlights test scores, district progress toward improvement goals from the past year and goals for this year. The full report is available on the district's website at www.moorheadschools.org or in the Superintendent's Office. This brief summary demonstrates our district's commitment to improving student achievement.

Sincerely,

Dr. Lynne A. Kovash

Dr. Lynne A. Kovash
Superintendent of Schools

Full annual report available online

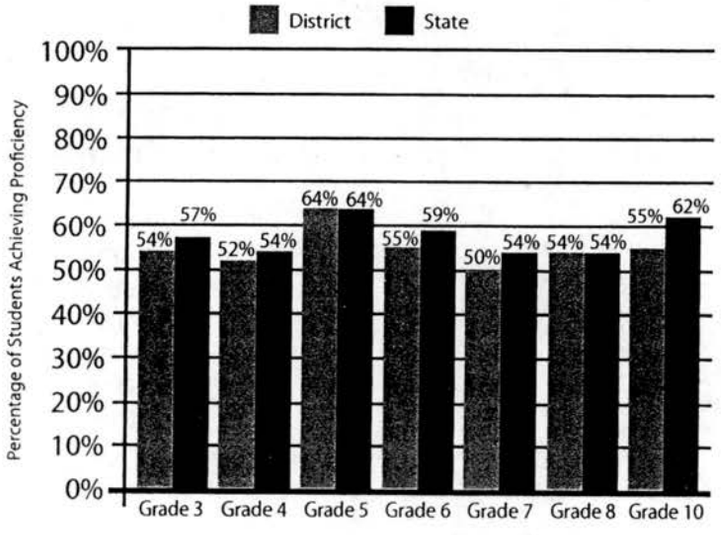
This notice of the district's Annual Report on Curriculum, Instruction and Student Achievement is distributed to the community as required by **Minnesota Statute, Chapter 120B, Subd. 5.** Additional information about student achievement, assessment data and school improvement goals is included in the complete report, which is available on the district's website at www.moorheadschools.org or from the Superintendent's Office.

District test scores remain at or near state averages

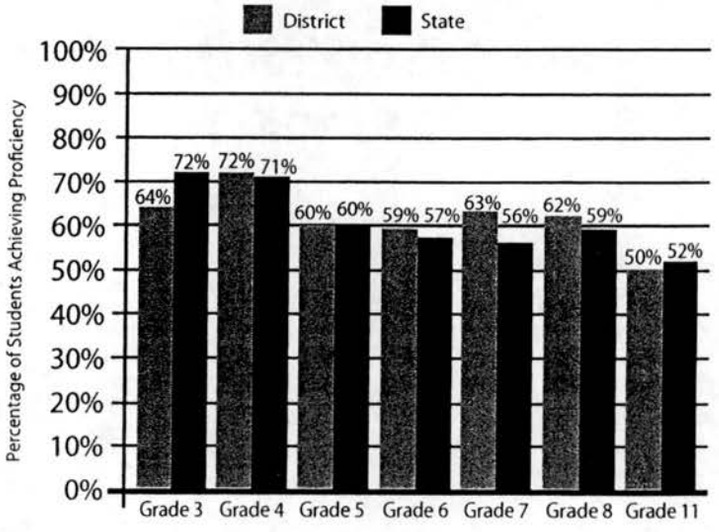
Minnesota's No Child Left Behind waiver requires that all students are tested in grades 3-8 and in high school in reading and mathematics. Minnesota uses the Minnesota Comprehensive Assessments (MCAs) to meet this requirement.

Moorhead Area Public Schools uses the student scores for school accountability, to measure change in student performance, and to analyze the curriculum. The MCAs are just one method the district uses to measure student progress.

Minnesota Comprehensive Assessments-III
Reading Results



Minnesota Comprehensive Assessments-II/III
Mathematics Results



2012-13 Curriculum and Instruction Advisory Committee: Amber Bender, Jenifer Bender, Jamie Church, Missy Eidsness, Cindy Fagerlie, Charlie Fisher, Mary Flesberg, Gay Galles, Pam Gibb (Secretary), Dana Haagenson, Karen Jacowitz, Laurie Johnson, Mike Kieselbach, Carol Ladwig, Dave Lawrence, Abby Lundborg, Donna Norquay, Chizuko Shastri, Teresa Shume, Terri Smith, Bill Tomhave, Paige Wakefield, Trudy Wilmer and John Wirries (Chair).

Visit www.moorheadschools.org or contact the Superintendent's Office at 284-3330 for the complete report.

Community Engagement Initiative drives 2013-14 strategic priorities

More than 1,000 district stakeholders provided input during Moorhead Area Public Schools' 2012-13 Community Engagement Initiative. The district's strategic priorities are based on the themes and discussion from the Community Engagement Initiative.

21st Century Schools: Establish a culture of learning that supports the needs of the 21st century learner and develops the whole student.

School and Community: Build comprehensive communication systems and partnerships with community stakeholders to promote and advance quality education for all students.

Facilities: Provide equitable education facilities, technological tools and the infrastructure to meet the needs of students, families and communities.

Equitable Educational Opportunities: Provide programs and services to eliminate race and socioeconomic indicators as predictors of student success.

Mental Health/Character Development: Create a safe, caring and welcoming environment for all students, where the unique qualities and diversity of students are recognized and respected.

Human Resources: Provide processes for the quality, effectiveness and continuity of staff through comprehensive recruitment, professional development, supervision and evaluation.

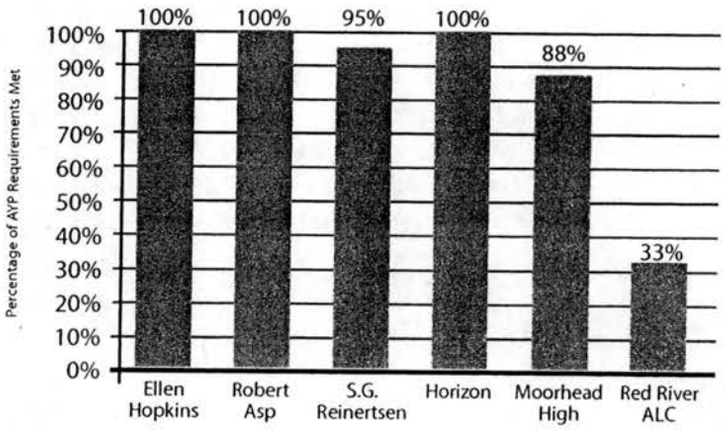
Read more about the engagement process in the complete annual report online.

Three schools make AYP; others meet most requirements

Moorhead Area Public Schools has met 95 percent of the requirements for Adequate Yearly Progress under No Child Left Behind based on 2013 Minnesota Comprehensive Assessments results. The district continues to focus on increasing achievement for all students.

AYP requirements met by Moorhead Schools

Based on participation, proficiency, attendance and graduation



ECRWSS
RESIDENTIAL CUSTOMER

Administration

Dr. Lynne A. Kovash
Superintendent

Wayne Kazmierczak
Assistant Superintendent

2013 School Board

Lisa Erickson, Chair
Cindy Fagerlie, Vice Chair
Laurie Johnson, Clerk
Bill Tomhave, Treasurer
Scott Steffes, Director
Kristine Thompson, Director
Matt Valan, Director

Moorhead Area Public Schools
Independent School District 152
2410 14th St. S.
Moorhead, MN 56560
www.moorheadschools.org

MOORHEAD
AREA PUBLIC SCHOOLS

Non-Profit
Organization
U.S. Postage
PAID
Permit No. 391
Moorhead, MN

S-M9-BOS
14-Oct-2013

INDEPENDENT SCHOOL DISTRICT #152
School Board Work Session
Board Room 224 - Probstfield Center for Education
2410 14th Street South
Moorhead, Minnesota

October 14, 2013
5:30 - 6:45 p.m.

MISSION STATEMENT: To develop the maximum potential of every learner to thrive in a changing world.

ATTENDANCE:

Lisa Erickson _____	Bill Tomhave _____
Cindy Fagerlie _____	Matt Valan _____
Laurie Johnson _____	Trudy Wilmer _____
Scott Steffes _____	Dr. Lynne A. Kovash _____

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

   B. Preview of Agenda - Dr. Lynne A. Kovash, Superintendent

   C. Approval of Meeting Agenda

   Moved by _____ Seconded by _____
   Comments _____

   D. Matters Presented by Citizens/Other Communications (Non-Agenda Items) (Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.)

2. **FACILITIES DISCUSSION**: Kovash/Kazmierczak

3. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Policy Review Committee	October 21	7 p.m.	PCE
District Technology Com	October 22	3:45 p.m.	PCE
School Board	October 28	7 p.m.	PCE
Special Educ Parent Adv Com	October 29	12 p.m.	PCE
RRALC Family Night	November 4	5:30 p.m.	RRALC
Indian Education Parent Com	November 4	5:30 p.m.	PCE
State of the District	November 4	6:30 p.m.	PCE
MHS PTAC	November 4	6:30 p.m.	Conf. Rm.
Safe and Healthy Learners Com	November 4	3 p.m.	PCE
Continuing Education Com	November 5	6:30 a.m.	Village Inn
Joint Powers Committee	November 7	7 a.m.	Dilworth
Hopkins PTAC	November 12	6:30 p.m.	Media Center
Asp PTAC	November 12	6:30 p.m.	Media Center
Reinertsen PTAC	November 12	6:30 p.m.	Media Center
School Board	November 12	7 p.m.	PCE
Instr and Curr Adv Com	November 14	7 a.m.	PCE
Early Childhood Family Education Advisory Com	November 14	6:30 p.m.	PCE
Horizon PTAC	November 14	6:30 p.m.	Media Center
MREA Annual Conference	November 17-19		Brainerd
Policy Review Committee	November 18	7 p.m.	PCE
Com Educ Adv Council	November 19	7 p.m.	PCE
Superintendent's Adv Council	November 21	7 p.m.	PCE
School Board	November 25	7 p.m.	PCE
Activities Advisory Council	November 26	7 a.m.	MHS
District Technology Com	November 26	3:45 p.m.	PCE

S-M9-BOS
28 October 2013

INDEPENDENT SCHOOL DISTRICT #152
School Board Meeting
Board Room 224 - Probstfield Center for Education
2410 14th Street South
Moorhead, Minnesota

October 28, 2013
7:00 p.m.

MISSION STATEMENT: To develop the maximum potential of every learner to thrive in a changing world.

ATTENDANCE:

Lisa Erickson _____	Bill Tomhave _____
Cindy Fagerlie _____	Matt Valan _____
Laurie Johnson _____	Trudy Wilmer _____
Scott Steffes _____	Dr. Lynne A. Kovash _____

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

   B. Preview of Agenda - Dr. Lynne A. Kovash, Superintendent

   C. Approval of Meeting Agenda

   Moved by _____ Seconded by _____
   Comments _____

   D. Matters Presented by Citizens/Other Communications (Non-Agenda Items) (Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School

2. **CONSENT AGENDA**

   All items on the Consent Agenda are considered to be routine, and have been made available to the School Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a

School Board member or citizen so requests, in which event that item will be removed from this agenda and considered under separate resolution. To the extent possible, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. SUPERINTENDENT MATTERS - Kovash

B. ASSISTANT SUPERINTENDENT MATTERS - Kazmierczak
   (1) Acceptance of United Way Grant - Pages 5-10

C. HUMAN RESOURCES MATTERS - Dehmer
   (1) Approval of Change in Contracts - Page 11
   (2) Approval of Other Leave - Page 12
   (3) Approval of Resignations - Page 13
   (4) Approval of New Employees - Page 14
   (5) Approval of Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination - Pages 15-17

D. SCHOOL IMPROVEMENT AND ACCOUNTABILITY
   (1) Approval to Increase 0.7 FTE in English Language Programming - Pages 18-22

Suggested Resolution: Move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____
Comments _____

3. **OVERVIEW OF ENGLISH LANGUAGE PROGRAMMING FOR 2013-2014**: Kovash
   Page 23

4. **2013-14 MOORHEAD AREA PUBLIC SCHOOLS STRATEGIC PRIORITIES**: Kovash
   Page 24

   Suggested Resolution: Move to approve the 2013-14 Moorhead Area Public Schools Strategic Priorities.

   Moved by _____ Seconded by _____
   Comments _____

5. **FIRST READING OF POLICIES**: Kovash
   Pages 25-71

6. **APPROVAL OF TEACHERS' MASTER CONTRACT 2013-2015**: Dehmer
Page 72

Suggested Resolution: Move to approve the Teachers' Master Contract for 2013-2015 as presented with the cost as follows:

Year	Cost	Percentage Increase (Minnesota School Boards Association Costing Method)*	Percentage Increase (District Historical Costing Method)
2013-2014	956,711	N/A	3.09%
2014-2015	1,175,118	N/A	3.68%
TOTAL	$2,131,829	4.98%	6.77%

**MSBA's costing model calculates only a total two-year package percentage increase.*

Moved by _____ Seconded by _____
Comments _____

7. **SUPERINTENDENT REPORT**

8. **COMMITTEE REPORTS**

9. **OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD**

10. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
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MHS PTAC	November 4	6:30 p.m.	Conf. Rm.
Continuing Education Com	November 5	6:30 a.m.	Village Inn
Executive Finance Committee	November 6	2:45 p.m.	PCE
Joint Powers Committee	November 7	7 a.m.	Dilworth
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Activities Advisory Council	November 26	7 a.m.	MHS

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant
Superintendent
Memo OAS.14.028 C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Wayne A. Kazmierczak, Assistant Superintendent

DATE: October 24, 2013

RE: Acceptance of United Way Grant

Attached please find a memorandum of agreement between United Way of Cass-Clay and Moorhead Area Public Schools for a grant in the amount $107,700 per calendar year for three years beginning September 15, 2013 and continuing through December 31, 2016. Robin Grooters, Early Learning Program Manager, successfully authored the grant proposal that was reviewed in August by the United Way's Education Collaborative and awarded in September by the United Way's Board of Trustees. The funds received will be used to expand programming in the broad context of preschool education and will specifically impact the Keys to Kindergarten and Jump Start programs.

Suggested Resolution: Move to accept the United Way grant in the amount of $107,700 for calendar years 2014, 2015 and 2016 as presented.

WAK:ajj
Attachment

United Way of Cass-Clay

MEMORANDUM OF AGREEMENT BY AND BETWEEN:
United Way of Cass-Clay: (Herinafter referred to as United Way)
AND
Moorhead Area Public Schools/Keys to Kindergarten/Jumpstart: (Herinafter referred to as Agency)

This agreement is entered with a spirit of mutual confidence, understanding and trust.

Duration of This Agreement

This Agreement shall become effective on the date of **09/15/2013** and shall end thereafter on **12/31/2016**, unless terminated sooner by either or both of the parties. Termination of this agreement may occur if the subrecipient materially fails to comply with any of this agreement's terms.

It is agreed that:

United Way will:

1. Assume the responsibility for an annual community-wide fund raising campaign in support of the selected and approved Agency or program(s).
2. Set the total annual campaign goal based on program needs, community needs and the prevailing economic conditions.
3. Recognize the right of the Agency to determine its programs and services, its policy of operation and to administer its own internal affairs.
4. Be audited annually by a certified public accountant (copy available upon request).
5. Accept campaign contributions which are designated to the Agency. These dollars will be considered as a source of revenue separate from the normal allocations process.
6. Direct its own public relations and marketing efforts so as to assist the Agency with the educational campaign of its funded programs.
7. Work with the Agency to determine acceptable measures for success.
8. Pay the Agency $107,700 for calendar year 2014, 2015 and calendar year 2016 (January December) to implement and expand program services.This funding amount is subject to the discretion of the United Way of Casss-Clay Board of Trustees and is subject to annual review. Further, this funding amount is subject to the discretion of the United Way of Cass-Clay Board of Trustees who may wish to amend the above amount based on available resources or changes in United Way of Cass-Clay funding priorities.

The Agency will:

1. Maintain its eligibilty for United Way funds as a public agency, including Indian tribes and non-profit private organizations, both secular and faith-based, that serve individuals in Cass County, North Dakota and Clay County, Minnesota. This requires that private nonprofit organizations obtain and maintain a 501(c)(3) status with the Internal Revenue Service. Please make this documentation available upon request.
2. Comply with all applicable state and federal non-discrimination, equal opportunity and affirmative action laws and regulations.

3. Ensure appropriate stewardship of the funds entrusted to them. Under our requirements, each partner must maintain financial management systems that provide accurate, current, and complete disclosure of the financial results of its program. To meet this requirement, United Way partners must have adequate accounting practices and procedures, internal controls, audit trails, and cost allocation procedures. OMB Circular A-133, Audits of States, Local Governments, and Nonprofit Organizations, requires all organizations to have financial audits if they annually expend $500,000 or more. This requirement applies to the organization's total expenditures each fiscal year.

   United Way partners whose expenses total less than $500,000 annually must receive a written statement from a Certified Public Account that attests that the accounting system established The Agency includes internal controls adequate to safeguard the assets of the agency, check the accuracy and reliability of accounting data, promote operating efficiency, and encourage compliance with prescribed management policies of the agency.

4. Agree to receive payments from United Way via electronic funds transfer.

5. Agree to accept payments on a monthly basis with payment on the 15th day of each month through the duration of the agreement.

6. Mention its participation as a United Way Community Partner in all:
   a. Verbal presentations
   b. News and media releases
   c. Social media sites such as Facebook

7. Include the United Way Community Partner logo on:
   a. Website homepage
   b. Letterhead (electronic and print)
   c. Brochures and print materials

8. Comply with all United Way of Cass-Clay branding guidelines as provided.

9. Display the United Way Community Partner signage provided in high-traffic area such as main lobby or reception area

10. Work with members of the United Way staff, the Community Investment Committee, and the United Way Board of Trustees staff to measure program effectiveness.

11. Submit outcome measurement reports to United Way on or before established report due dates. These reports must reflect complete and accurate program data.

12. Conduct an annual United Way campaign among its employees and encourage the participation of its constituency and members in such activities. The operation of your campaign is an important signal to other community investors that you believe in your work and the change we are working toward together.

13. Cooprate with collaborative partners and other organizations in the United Way of Cass-Clay service area to meet collective goals and create measurable, lasting change for individuals in our community.

14. Refrain from encouraging its membership to designate directly to the funded program. We ask that partner organiztions adhere to this policy because the dollars raised through the United Way campaign are used most effectively when they support collaborative problem solving approaches. Designations limit our ability to support multi-faceted solutions that involve a wider set of partner agencies.

15. Revert all funds (in total or unspent) to United Way that are not used for program expenses.

16. Agree to a sound operational plan for a non-profit organization that will comprise the following:
    a. A strategic and/or operating plan(s).
    b. Measures and achievements that are reviewed by the Board of Directors at least annually.
    c. Annual performace review of the the Executive Director or like position.
    d. An organizational budget approved by the Board of Directors annually.
    e. Ethical fundraising standards as determined by the Association of Fundraising Professionals.

Funding of The Agency's programming shall be reviewed annually by the United Way Board of Trustees and will be contingent upon compliance with the terms of this agreement, successful achievement of program outcomes, and full participation in United Way meetings, functions, and processes.

The Agency or the United Way may terminate this agreement upon prior written notice to the other, subject to the following procedures:

1. The Agency shall give the United Way such written notice, as directed by the Agency's Board of Directors, on or before August 31, prior to the next campaign year, i.e., the summer of the same year when funds are raised for the next year.
2. The United Way shall give such notice of termination when so directed by its Board of Trustees.

In signing this agreement the United Way and agency understand and agree to the terms listed above.

Moorhead Area Public Schools
Agency

Sherri J. Thomsen
Sherri J. Thomsen, United Way of Cass-Clay

Keys to Kindergarten | Jumpstart
Program

9/18/13
Date

Robin Grooters
Printed Name of Representative

Program Manager
Title of Representative

Robin Grooters
Signature

9/18/13
Date

United Way of Cass-Clay

United Way of Cass-Clay

DESIGNATION AGREEMENT BY AND BETWEEN:

United Way of Cass-Clay: (Herinafter referred to as United Way)

AND

Moorhead Area Public Schools/Keys to Kindergarten/Jumpstart: (Herinafter referred to as Agency)

As part of the annual United Way campaign, donors/investors are provided with the opportunity to designate all or part of their investment to one or more of the agencies that receive United Way funding. The purpose of this agreement is to clarify the responsibilities of both United Way and the Agency receiving the designated gift. Please read the information below, sign where indicated and return a copy to the United Way.

GENERAL TERMS

A. United Way will accept designations from donors/investors for agencies and other United Ways only. Designations outside of these groups will be returned to the donor.

B. **Agencies and all individuals associated with or on behalf of agencies are prohibited from promoting designations during the United Way campaign as well as at any time during the year by any means.** Self-promotion related to donor designations will be addressed by the United Way Board of Trustees and could result in immediate financial penalties not to exceed the amount of designations related to the incident. Multiple infractions place the agency at risk for loss of future allocations.

C. Designations will be treated as a source of revenue separate from the normal allocations process. Volunteers who review program applications will not be informed as to the amount of designations received by an agency during the campaign.

D. Unless specifically designated to a program, designations can be used apart from United Way funded programs as the agency sees fit.

E. Designations will be processed throughout the campaign and will be paid on the same schedule as the normal program allocations (once per month). Agencies will be notified of the designated amount at the close of the campaign in the first quarter of the year.

F. Designated gifts will be assessed a charge in order to administer and process the donation. The amount of that charge shall be consistent with United Way of Cass-Clay's administrative costs as reported on its most recent Internal Revenue Service Form 990.

In signing this agreement the United Way and agency understand and agree to the terms listed above.

Moorhead Area Public Schools — Agency

Sherri J. Thomsen — Sherri J. Thomsen, United Way of Cass-Clay

Keys to Kindergarten / Jump Start — Program

9/18/13 — Date

Robin Grooters — Printed Name of Representative

Program Manager — Title of Representative

Robin Grooters — Signature

9/18/13 — Date

United Way of Cass-Clay

United Way of Cass-Clay

ANTI-TERRORISM COMPLIANCE MEASURES AGREEMENT BY AND BETWEEN:

United Way of Cass-Clay: (Herinafter referred to as United Way)

AND

Moorhead Area Public Schools/Keys to Kindergarten/Jumpstart: (Herinafter referred to as Agency)

In compliance with the spirit and intent of the USA Patriot Act and other counterterrorism laws, the Agency represents that it takes reasonable steps to:

1. Verify that individuals or entities to which it provides, or from which it receives, funds or other material support or resources are not on the U. S. Government Terrorist Related Lists*;

2. Protect against fraud with respect to the provision of financial, technical, in-kind or other material support or resources to persons or organizations on such lists; and

3. Ensure that it does not knowingly provide financial, technical, in-kind or other material support or resources to any individual or entity that it knows beforehand is supporting or funding terrorism (whether through direct allocation by the United Way of Cass-Clay Board of Directors or through the distribution of donor designated funds which it processes for donors participating in a United Way of Cass-Clay campaign).

*In this form, "U. S. Government Terrorist Related Lists" refers to (a) the list of persons and entities in Executive Order 13244, (b) the master list of Specially Designated Nationals and Blocked Persons maintained by the Treasury Department, and (c) the list of Foreign Terrorist Organizations maintained by the Department of State, as may be updated from time-to-time.

In compliance with the USA PATRIOT Act and other counterterrorism laws, United Way requires that each agency certify the following:

"I hereby certify on behalf of Moorhead Area Public Schools that all
(Name of Agency)
United Way funds and donations will be used in compliance with all applicable anti-terrorist financing and asset control laws, statutes and executive orders."

MAPS

Agency

Keys to Kindergarten | JumpStart

Program

Robin Grooters

Printed Name of Representative

Program Manager

Title of Representative

Robin Grooters

Signature

9/18/13

Date

Sherri J. Thomsen, United Way of Cass-Clay

9/18/13

Date

Department of Human Resources
Moorhead Area Public Schools

Memo HR.14.047

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: October 22, 2013

SUBJECT: Change in Contract

The administration requests approval of Change in Contract for the following person:

Kayla Hoherz	Bus Assistant, Transportation, additional 2.25 hours per day for Food and Nutrition Server, Robert Asp Elementary. (Replaces Shannon Albertson)
Jennifer Clow	Food and Nutrition Assistant Server to Head Cook, Robert Asp Elementary, B21 (0) $14.80 per hour, 8 hours per day, effective October 14, 2013. (Replaces JoAnn Narum)
Bobby Moore	Night Custodian, Robert Asp/Ellen Hopkins Elementary to Night Custodian, Robert Asp Elementary. (Replaces Sayid Abdinasir)

SUGGESTED RESOLUTION: Move to approve the change in contracts for Kayla Hoherz, Jennifer Clow and Bobby Moore as presented.

KLD:smw

11

Department of Human Resources
Moorhead Area Public Schools

Memo HR.14.045

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: October 22, 2013

SUBJECT: Other Leave

The administration requests approval of an Other Leave of Absence for the following person:

Jane Sweeney	Paraprofessional, Robert Asp Elementary, effective January 2, 2014 through April 15, 2014.

SUGGESTED RESOLUTION: Move to approve the Other Leave of Absence for Jane Sweeney pursuant to Article VII, Section 8 of the Paraprofessional Master Agreement.

KLD:smw

Department of Human Resources
Moorhead Area Public Schools

Memo HR.14.043

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: October 22, 2013

SUBJECT: Resignations

The administration requests approval of the resignation of the following people:

Wayne Kazmierczak	Assistant Superintendent, Probstfield Center for Education, effective January 14, 2014.
Darla Aagness	Lunchroom Supervisor, Ellen Hopkins Elementary, effective October 11, 2013.
John Rasmussen	Bus Driver, Transportation, effective September 1, 2013.
Jesse White	Paraprofessional, Adult Basic Education, effective October 23, 2013.

SUGGESTED RESOLUTION: Move to approve the resignations of Wayne Kazmierczak, Darla Aagness, John Rasmussen and Jesse White as presented.

KLD:smw

Department of Human Resources
Moorhead Area Public Schools

Memo HR.14.046

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: October 22, 2013

SUBJECT: New Employees

The administration requests the approval o the following new employees subject to satisfactory completion of federal, state and school statute and requirements.

Diane Rasmussen	Bus Assistant, Transportation, 2.5 hours per day, $12.86 per hour, effective October 14, 2013. (Replaces partial Gwen Umlauf)
Sarah Kluck	Bus Assistant, Transportation, 2.5 hours per day, $12.86 per hour, effective October 14, 2013. (Replaces partial Gwen Umlauf)

SUGGESTED RESOLUTION: Move to approve the employment of Diane Rasmussen and Sarah Kluck as presented.

KLD:smw

Office of Human Resources
Moorhead Area Public Schools

Memo HR.14.026

TO: Lynne A. Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources

DATE: September 4, 2013

RE: Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination

Attached please find the Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination. The second part of the assurance is completed on the Department of Education web site.

The Assurance of Compliance with State and Federal Law Prohibiting Discrimination needs to be submitted annually by November 15.

SUGGESTED RESOLUTION: Move to approve the Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination as presented.

KD:jal

Minnesota Department of Education

Monitoring and Compliance
1500 Highway 36 West
Roseville, MN 55113

Assurance of Compliance with State and Federal Law Prohibiting Discrimination

ED-00199-08
Due 11/15

INSTRUCTIONS: Pursuant to Minnesota Statutes, section 127A.42, subdivision 3, each school board shall annually submit to the Commissioner of Education, a statement of compliance with state and federal laws prohibiting discrimination and provide the designated supporting information to assure that statement. Complete this form as directed and return it to the above address by November 15. Retain a copy for your files.

IDENTIFICATION INFORMATION

Moorhead Area Public Schools	152
School District Name	District Number

Kristin Dehmer	Human Resources Director	218-284-3350	
Name of District Contact	Title	Telephone No.	FAX No.

STATEMENT OF ASSURANCE

The undersigned hereby affirm that the above named school district is in compliance with the following state and federal laws prohibiting discrimination:

1. The Minnesota Human Rights Act (Minn. Stat. § 363.03), which prohibits discrimination in education programs and activities on grounds of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, sexual orientation, disability or age.
2. Title VI of the Civil Rights Act of 1964 (42 USC 2000d, et. seq.; 34 C.F.R. Part 100), which provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the district receives federal financial assistance.
3. Title VII of the Civil Rights Act of 1964 (42 USC 2000e, et. seq.; P.L. 88-352), as amended by the Equal Employment Opportunity Act of 1972 (P.L. 92-261), which prohibits discrimination in employment because of an individual's race, color, religion, sex, or national origin.
4. Title IX of the Education Amendments of 1972 (20 USC § 1681; 34 C.F.R. Part 106), which prohibits discrimination on the basis of sex in education programs and activities receiving or benefiting from federal financial assistance.
5. The Age Discrimination in Employment Act of 1967 (29 USC § 621; 42 USC § 6101; 29 C.F.R. Part 860), which prohibits discrimination on the basis of age (over 40 years).
6. Minnesota Statutes, section 121A.04, which prohibits sex discrimination in athletic programs.
7. Minnesota Statutes, section 121A.03, which requires school districts to have a policy prohibiting sexual/racial/religion harassment and violence which applies to students, teachers, administrators and other school personnel.
8. Minnesota Rules, Chapter 3535, relating to equality of educational opportunity and school desegregation, and prohibition of discriminatory practices.
9. Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. part 104) prohibiting discrimination on the basis of disability.

10. The American with Disabilities Act (42 USC § 12101, et seq.), also prohibiting discrimination on the basis of disability.
11. Minnesota Rules, part 3500.0550, relating to the Inclusive Educational Program Plan.
12. Equal Education Opportunities and Transportation of Students (20 USC § 1703).
13. Title VII of the Civil Rights Act of 1964 Pregnancy Discrimination Act (within Title VII) (42 USC § 2000 e(k)).
14. The Fair Housing Act (42 USC § 3601 et seq.; 24 C.F.R. part 100).
15. The Age Discrimination Act (42 USC § 6101 and 6102; 45 C.F.R. part 100).
16. Prohibition of Discrimination Based on Blindness (20 USC § 1684).
17. Office for Civil Rights Memo – September 27, 1991: Policy Update on Schools' Obligations Toward National Origin Minority Students With Limited-English Proficiency

This assurance is given in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts, property, discounts, or other federal and state financial assistance extended after the date hereof to the district by the U.S. Department of Education and the Minnesota Department of Education (MDE), including installment payments after such date of application for federal financial assistance and state aid allotments which were approved before such date. The district recognizes and agrees that such federal and state financial assistance will be extended in reliance on the representations, supporting information required by Minnesota Statutes, section 127A.42, subdivision 3, and agreements made in this assurance. This assurance is binding on the district and the persons whose signatures appear below and who are authorized to sign on behalf of the district.

Furthermore, the undersigned hereby affirm that there is a copy of each of these laws in each building in the district and that the information given on pages two and three of this form is accurate and complete.

_____	_____
Signature - School District Superintendent	Date
_____	_____
Signature - President or Chairperson of School Board	Date
_____	_____
Signature - Clerk of School Board	Date

MOORHEAD
AREA PUBLIC SCHOOLS

School Improvement and Accountability
Memo SIA.14.010

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Missy Eidsness, Director of School Improvement and Accountability MAE

DATE: October 22, 2013

RE: 0.7 FTE for an English Language Teacher

As a school district we are charged with providing equitable English Language Programming for students that qualify for language acquisition services. In order to provide each English Learner the recommended level of service, Moorhead Area Public Schools needs to increase English Language Teacher by 0.7 FTE, for the 2013-2014 school year. The recommended level of service is defined in the English Learner Plan of Service 2013-2014. These recommendations were made in partnership with Minnesota Department of Education during consultation for modifying Moorhead's English Learner Plan. These modifications were mandated due to the lack of progress Moorhead Area Public Schools has made on annual measurable achievement objective (AMAO) for the last four years.

Attached is a proposal to add an additional 0.7 FTE for English Language Teacher.

Suggested Resolution: Move to approve the increase of 0.7 FTE in English Language Programming beginning November 15, 2013.

MOE:ajj
Attachment

MOORHEAD AREA PUBLIC SCHOOLS
Moorhead, Minnesota
2013-14 Budget

PROPOSAL FORM

NAME OF BUILDING: Moorhead Area Public Schools

TOPIC OF PROPOSAL: Additional .7 FTE for English Language Teacher

SUBMITTED BY: Missy Eidsness, Kari Yates, and Wayne Kazmierczak

DATE: September 25, 2013

DATE TO BE IMPLEMENTED: November 2013

PERSON RESPONSIBLE TO RECOMMEND TO SUPERINTENDENT: Melissa O. Eidsness

RECOMMENDATION (by person responsible):

Approve ___X___ **Disapprove:** _____ **Hold:** _____ **Date:** _____

District Mission Statement: ***To develop the maximum potential of every learner to thrive in a changing world.***

Complete a description of your program proposal. All six (6) areas must be addressed and support the proposal. The proposal should be as comprehensive as possible and must support the district philosophy.

1. **Describe the proposal for funding:**

Funding for this proposal would come from general funding.

2. **Explain in detail the rationale or purpose of the proposal. (Please relate, if possible, the rationale to the previously identified high priority needs):**

According to the requirements of NCLB and Title III, the Moorhead Schools have failed to reach the target for annual measurable achievement objective (AMAO) for English Learners for four or more years and therefore the *Minnesota Department of Education has required the district to modify its curriculum or program and method of service*.

At the present time we are serving 358 EL students with 8.0 FTE EL teachers. This is an average of 45 students served per FTE.

Our need to improve service to the population of learners is further confirmed by two pieces of local data:

- Currently 33% of EL students are graduating from high school in MAPS.
- Only 7% of EL students in the district were proficient on the MCAIII for reading last year. This is 10% below the average for ELs across the state.

MDE has identified that one of our areas of improvement should be creating a service model that allows us to **differentiate service by proficiency level**. In order to accomplish this, additional staff will be required to:
Consistently meet **minimum time expectations** have been identified for each of the levels of language acquisition in our EL Service Plan.

Move to **more intensive service** for our students at the entering and beginning stages (levels 1 and 2) in all elementary buildings.

Meet the needs of **high numbers of kindergarten students** requiring EL services.

Meet the needs of **high numbers of students at Level 1** (Newcomers) being served at one elementary this year.

We are currently serving 353 EL students in the district with 8.0 FTE. This increase of 0.7 FTE is a conservative request that allows us to meet the immediate needs of our current students, while still leaving our EL teachers to serve an average of 40 students per FTE.

Trend Data for Annual Measurable Achievement Outcomes (AMAO)

Below is a display of the MCA achievement data for Moorhead ELs compared to the state average for the previous five years.

	2009		2010		2011		2012		2013	

The percentage of proficient students has been rounded to provide whole numbers for comparison.

	R	M	R	M	R	M	R	M	R	M
Moorhead ELs	20%	15%	25%	22%	22%	15%	27%	21%	7%	20%
State ELs	33%	32%	33%	36%	38%	26%	38%	31%	17%	27%
Difference	-13%	-17%	-8%	-14%	-16%	-11%	-11%	-10%	-10%	-7%

Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
AMAO Status History	NO	NO	YES	NO	NO	NO	NO	NO	NO	TBA	Given in March of 2014
Number of EL students Served in Moorhead	349	509	433	454	431	366	426	381	356	267	358

3. **State the negative implications if the proposal is not approved.**

Sufficient levels of differentiation by language acquisition level will not be possible, especially in the early grades.

Students will be served in group sizes that prevent adequate instruction based on need.

Students will be served for a less time than is adequate for their needs.

Students at entering and beginning stages will be grouped with students who language needs are very different, negatively impacting the intervention for both groups.

4. **List alternative actions if this proposal is not approved. It is assumed that any alternative listed is less desirable than the proposal.**

Continue with current staffing, serving students in larger groups and at inopportune times of day.

Continue with current staffing and reduce the amount of time for all ELs.

Continue with current staffing and move higher level students back into the regular education classroom sooner.

5. **Estimate the cost implications of this proposal on the following chart.**

PROPOSAL BUDGET

PERSONNEL	Number Requested	Estimated Cost	Reimbursement	Net Cost
Teachers:	.7	$50,000=1 FTE		$35,000
Benefits:	.7	$10,000=1FTE		$6,300

Other Costs	Estimated Cost	Reimbursement	Net Cost
Supplies:			1,000
Capital Outlay:	desk phone,computers-one teacher and 6 student chromebook		$3,600
Other Expenses:	Staff development-Covered by Title III funds		0
TOTAL COSTS			**$45,900**
Revenues and reassigned dollars General Funds			$45,900

Net Cost

6. Comments on budgetary items:

a. **Equipment, remodeling, site improvement, etc:**
None at this time

b. **Review by Business Office before Superintendent's approval:**
Yes, by Denice Sinner

c. **Space implications (short/long range):**
Space is an issue at all buildings, this teacher will be sharing classroom space with our current teaching staff.

d. **Equity implications:**
The current staffing ratios, do not allow us to provide equity service to each EL student based on their language acquisition level at all buildings.

e. **Technology implications:**
A teacher computer, six student chromebooks and desk phone.

f. **Suggested timelines for implementations:**
Second quarter of the 2013-14 school year

g. **Who has been involved in this decision?** Wayne Kazmierczak, Lynne Kovash, Melissa O. Eidsness, Denice Sinner & Kari Yates

h. **Other comments:**

MOORHEAD
AREA PUBLIC SCHOOLS

School Improvement and Accountability
Memo SIA.14.011

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Missy Eidsness, Director of School Improvement and Accountability ME

DATE: October 22, 2013

RE: Overview of English Language Programming for 2013-2014

Attached is the English Learner Plan of Service guidelines Moorhead Area Public Schools English Language Programming for the 2013-14 school year. Kari Yates, Literacy and English Language Program Manager will review, summarize and discuss how it impacts our delivery model for English learner services.

The following is an excerpt summarizing our five areas of identified improvement: According to the requirements of NCLB and Title III, the Moorhead Schools have failed to reach the target for annual measurable achievement objective (AMAO) for four or more years and therefore the ***Minnesota Department of Education (MDE) has required the district to modify its curriculum or program and method of service.*** MDE has partnered with Moorhead Area Publics Schools to modify the district's curriculum and English Language Program of service for students. In every case it is the district's goal and intention to honor the culture and language of the student's home. The goal of our English Learner programs is not to *replace* one language with another, but instead to provide access to and success with the curriculum of the school by supporting development of English as *an additional language*.

The English Learner Plan of Service for 2013-2014 identifies steps for improving the academic performance of English Learners in our schools. The following five areas will be the focus of our improvement efforts in the coming year:

- Clear expectations and target goals for **service delivery differentiated by language proficiency level**.
- More **flexibility in scheduling** to meet the immediate needs of students at the Entering (Level I) and Beginning (Level 2) levels of English proficiency.
- A **shift** from primary emphasis on supporting *reading proficiency* **to a primary emphasis on *language acquisition.***
- **Adoption** of structured **language acquisition curriculums** across for each grade level band, developed specifically for English Learners.
- **Increased**, meaningful **collaboration between EL staff and classroom teachers**, beginning with shared use of the "WIDA Can Do Descriptions".
- Share EL data with administrators and teaching staff in a meaningful manner to impact education.

MOE:ajj
Attachment

Moorhead Area Public Schools
English Learner Plan of Service
2013 - 2014

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Moorhead Area Public Schools
English Learner Plan of Service
2013 – 2014

Introduction

Demographics

The Moorhead Schools serve 5,440 students of which 6.8% have been determined to be English Learners with those students spread between the schools as shown below.

Ellen Hopkins	10.1% of 831
Robert Asp	7.7% of 844
S. G. Reinertsen	10.4% of 937
Horizon Middle School	5.3% of 1276
Moorhead High School	2.6% of 1565
Alternative Learning Center	10.7% of 95

English Learners (ELs) bring varied experiences with education, culture, and family. While many ELs immigrated to the United States with their families, others were born and raised here. Some can read and write in their first language and have experienced formal schooling while others struggle with reading and writing in their primary language and have had little or no formal education prior to enrollment in our school. Some of our ELS have spent most of their childhood in refugee camps. Some have lived their lives in the United States in very close-knit communities where everyone speaks another language, therefore they very little experience with English outside of school.

Purpose of English Learner Programs

In every case it is the district's goal and intention to honor the culture and language of the student's home. The goal of our English Learner programs is not to *replace* one language with another, but instead to provide access to and success with the curriculum of the school by supporting development of English as *an additional language*.

Trend Data for Annual Measurable Achievement Outcomes (AMAO)

Below is a display of the MCA achievement data for Moorhead ELs compared to the state average for the previous five years.

2009	2010	2011	2012	2013

The percentage of proficient students has been rounded to provide whole numbers for comparison.

	R	M	R	M	R	M	R	M	R	M
Moorhead ELs	20%	15%	25%	22%	22%	15%	27%	21%	7%	20%
State ELs	33%	32%	33%	36%	38%	26%	38%	31%	17%	27%

Difference	-13%	-17%	-8%	-14%	-16%	-11%	-11%	-10%	-10%	-7%

Annual Measurable Achievement Objectives (AMAO)

According to the requirements of NCLB and Title III, the Moorhead Schools have failed to reach the target for annual measurable achievement objective (AMAO) for four or more years and therefore the ***Minnesota Department of Education has required the district to modify its curriculum or program and method of service.***

Commitment to Improvement

The English Learner Plan of Service for 2013-2014 identifies steps for improving the academic performance of English Learners in our schools. The following five areas will be the focus of our improvement efforts in the coming year:

- Clear expectations and target goals for **service delivery differentiated by language proficiency level.**
- More **flexibility in scheduling** to meet the immediate needs of students at the Entering(Level I) and Beginning (Level 2) levels of English proficiency.
- A **shift** from primary emphasis on supporting *reading proficiency* **to a primary emphasis on *language acquisition.***
- **Adoption** of structured **language acquisition curriculums** across for each grade level band, developed specifically for English Learners.
- **Increased**, meaningful **collaboration between EL staff and classroom teachers**, beginning with shared use of the "WIDA Can Do Descriptions".
- Share EL data with administrators and teaching staff in a meaningful manner to impact education.

Part I: English Learner Identification Criteria and Procedures

Initial Identification

The Moorhead Schools have established identification criteria and procedures as the first step in serving ELs. Identification consists of two parts:

- Home Language Questionnaire (HLQ)
- Other Developmentally appropriate English proficiency measures

Identification of Home Language

When entering the Moorhead Schools each family must complete a Home Language Questionnaire to determine the primary language of every student, during the registration process. This occurs anytime of the year that a student enters the district. Interpreters and building level secretaries are available to help families complete the survey.

Note: Before the beginning of the 2014-2015 school year the Moorhead Schools will discontinue use of their current HLQ and begin to use the HLQ provided by the state.

At the beginning of each year, the EL teachers in the elementary schools and the counselors in the high school and middle school will review all student records to verify home language status. When new families register, the EL teacher in the building is notified by the building secretary or counselor each time a registering family indicates "yes" to any question on the HLQ.

The student is identified as eligible for EL services if the student:

- first learned a language other than English
- comes from a home where the language other than English is usually spoken.
- usually speaks a language other than English

Developmentally Appropriate Measures for Identification of ELs

In addition to the HLQ, a student must demonstrate a need for EL services through English proficiency assessments and other measures as appropriate. The following three criteria must be met for students to be provided EL services in the Moorhead Area Public Schools:

1. The HLQ, completed by parents, indicates a language other than English is spoken at home

AND

2. The student cannot fully access the district curriculum due to their level of English proficiency as determined by standardized proficiency scores on:
   - W-APT (for students new to a Minnesota district) Levels 1-5
     - The EL teacher will administer the W-APT to any student identified through the HLQ within 10 school days of registration.
   - ACCESS (for existing EL students) Levels 1-5

AND

3. Need for service is verified through one or more of the following developmentally appropriate measures:
   - Minnesota Comprehensive Assessments (MCA)
   - District identified measures of proficiency and achievement
   - Observations
   - Teacher judgment
   - Parent input including, but not limited to, information about previous schooling

After a student have been identified for service using the multiple data points above, parent notification must happen within 30 calendar days of the start of school, or 10 school days after initial service starts. This notification is sent by the EL teacher, who generates it through Power School.

EL teachers communicate with the MARSS coordinator who ensures that information is entered in the three MARSS fields required; "LEP Y", Home Language, and start date of service.

Part II: English Learner Program(s), Amount and Scope of Service

Goal of English Learner Programs

The goal of the EL program is to support students in acquiring English so that they are able to access the school's curriculum and meet academic achievement standards at grade level.

Standards Based Instruction Guided by Assessment

Information from WIDA ACCESS and W-APT are used to identify student progress toward the "The English Language Development Standards - Kindergarten-Grade 12" . MCAs and other district and classroom assessments are used to determine student progress toward the Minnesota Academic Standards.

Individual Student Goals

Individual goals will be set for each EL student, based on the WIDA CAN DO DESCRIPTORS. "The English Language Leaner CAN DO Booklet" serves as a resource.

Collaboration with Classroom Teachers

Although the English language instruction will happen primarily in an EL classroom setting, the EL teacher will collaborate with the classroom teacher in order to help build success for the student in the regular classroom.

- The EL teacher will share individual student goals and CAN DO descriptions with the classroom teacher, as well as strategies for supporting success at each level of language development.
- The classroom teacher will share information about student performance in the classroom and information about curriculum, including both academic and content vocabulary.
- When possible, EL teachers will participate in a co-teaching model within the classroom.

Classroom Instruction Using SIOP

Since the largest portion of a student's day is still spent in the regular classroom with English speaking peers, the Moorhead Schools have worked to train staff in the methods of the Sheltered Instruction Observation Protocol (SIOP), a collection of research-based practices that support learning and help to make language more comprehensible for all students. Approximately 45% of the Moorhead instructional and administrative staff has been trained in SIOP.

Elementary School Service Plan: Grades K-5

Core Instruction and EL Support

At the elementary level, the child's classroom teacher provides core instruction for all academic areas. The EL teacher supports the child's language acquisition, by developing vocabulary and skills associated with speaking, listening, reading and writing. The amount of support is determined by the student's level of English acquisition. The table below is used as a guide to the amount and scope of service.

WIDA Proficiency Level	Language Acquisition Goal	Minimum amount of EL instruction	Target Group Size
1 - Entering	Increase proficiency in basic communication, listening activities, and oral interactions.	60 minutes per day	3-4
2 - Beginning	Increase proficiency in basic and academic language and vocabulary connected to classroom curriculum.	45 – 60 minutes per day	3-4
3 - Developing	Increase proficiency in academic language and vocabulary connected to classroom curriculum.	30 – 45 minutes per day	4-6
4 - Expanding	Increase proficiency in academic language and vocabulary connected to classroom curriculum.	90 – 120 minutes per week	6-8
5 - Bridging	Increase proficiency in academic language and vocabulary connected to classroom curriculum.	60 – 120 minutes per week	6-8
Transition	Facilitate application and generalization of language skills in the mainstream classroom.	10 - 60 minutes per week	Varied

Elementary Language Acquisition Curriculum

During the 2013 -2014 school year EL teachers in grades K-5 will utilize pilot materials from National Geographic REACH and Pearson CORNERSTONES to support language instruction in the EL classroom. _____will be utilized as a pilot with newcomers. These materials are developed specifically for English Learners for the purpose of language acquisition in order to access classroom curriculum. Curriculum adoption decisions will be complete by March.

Middle School Service Plan: Grades 6-8

Core Instruction and EL Support

At the middle school level, the student's classroom teachers provide core instruction for all academic areas. Students eligible for support from an EL teacher are enrolled in an English Learner class. The amount of support is determined by the student's level of English acquisition. The table below is used as a guide to the amount and scope of service.

WIDA Proficiency Level	Language Acquisition Goal	Minimum amount of EL Instruction (60 minute classes)	Target Group Size
1 - Entering	Increase proficiency in basic communication, listening activities, and oral interactions.	2-3 Classes per day	4-6
2 - Beginning	Increase proficiency in basic and academic language and vocabulary connected to classroom curriculum.	1-3 Classes per day	4-6
3 - Developing	Increase proficiency in academic language and vocabulary connected to classroom curriculum.	1-2 Classes per day	6-12
4 - Expanding	Increase proficiency in academic language and vocabulary connected to classroom curriculum.	1-2 Classes per day	8 - 15
5 - Bridging	Increase proficiency in academic language and vocabulary connected to classroom curriculum.	30 minutes per day	8 - 15
Transition	Facilitate application and generalization of language skills in the mainstream classroom.	10 - 60 minutes per week	Varied

Middle School Language Acquisition Curriculum

During the 2013 -2014 school year EL teachers in grades 6-8 will utilize Read I80/System 44 supplemented with pilot language acquisition pilot materials from _____. These materials are developed specifically for English Learners for the purpose of language acquisition in order to access classroom curriculum. Curriculum adoption decisions will be complete by March.

High School Service Plan: Grades 9-12

Core Instruction and EL Support

At the high school level, the student's classroom teachers provide core instruction for all academic areas. Students eligible for support from an EL teacher are enrolled in an English Learner class. The amount of support is determined by the student's level of English acquisition. The table below is used as a guide to the amount and scope of service.

WIDA Proficiency Level	Language Acquisition Goal	Minimum amount of EL Instruction (45 minute classes)	Target Group Size
1 - Entering	Increase proficiency in basic communication, listening activities, and oral interactions.	2-8 Classes per day	4-6
2 - Beginning	Increase proficiency in basic and academic language and vocabulary connected to classroom curriculum.	2-6 Classes per day	4-6
3 - Developing	Increase proficiency in academic language and vocabulary connected to classroom curriculum.	2-4 Classes per day	6-12
4 - Expanding	Increase proficiency in academic language and vocabulary connected to classroom curriculum.	1-2 Classes per day	8 - 15
5 - Bridging	Increase proficiency in academic language and vocabulary connected to classroom curriculum.	30 minutes per week	8 - 15
Transition	Facilitate application and generalization of language skills in the mainstream classroom.	10 - 60 minutes per week	Varied

High School Language Acquisition Curriculum

During the 2013 -2014 school year EL teachers in grades 9 - 12 will utilize Read I80/System 44 supplemented with pilot language acquisition pilot materials from _____. These materials are developed specifically for English Learners for the purpose of language acquisition in order to access classroom curriculum. Curriculum adoption decisions will be complete by March.

Transition During the School Year

If, by using multiple data points, the EL teacher determines during the school year that language is no longer a barrier to accessing the curriculum of the school in English, that student may begin a period of transition out of EL services. This transition should be done gradually, with frequent communication and check-in with both students and classroom teachers. IMPORTANT: Students DO NOT EXIT mid-year. Students who have been in transition are ONLY exited from EL services, and reclassified following the participation in the spring ACCESS assessment.

Part III: English Learner Exit Criteria and Reclassification Plan

When students reach a level of English proficiency that no longer prevents them from fully accessing the core curriculum they may be exited from EL services.

TIme in the Program

Time in the program is affected by many individual circumstances. On average, it takes about 7 years for English Learners in the district to be exited from the program.

Decision to Exit

The decision to exit a student from EL services is based on multiple measures, including teacher recommendation, parent input, and assessment of speaking, listening, reading and writing, and success with the curriculum of the school. When considering multiple data points, the spring WIDA ACCESS scores are given priority.

ACCESS Exit Criteria

On the ACCESS test students need to earn a composite score of 5 and have no scores less than a 4 in each domain area to considered for exit from the EL program.

Reclassification

When the decision to exit a student has been made, the EL teacher communicates with the MARSS coordinator. The MARSS clerk then reclassifies the student from "LEP Y" to "LEP N" in MARSS.

Monitoring

Students who have been exited from EL services will continue to be monitored for a period of two years. If during that time there is evidence that language is still a barrier to accessing the school curriculum, the student will be assessed and reconsidered for participation in the EL program at the appropriate level.

Appendix A: English Learner Plan of Service Communication

Information about Moorhead Area Public Schools English Learner programs:

- is available to parents, educators, and the public on the school website.
- is available in written form, and in a variety of languages, upon request.
- is mailed annually to families of ELs on along with required notification forms in the home language, whenever possible.

Available documents contain information about:

- English Learner Identification Criteria and Procedures
    - Example of Notification of EL Service letter
- English Learner Program(s), Amount and Scope of Service
- English Learner Exit Criteria and Reclassification Plan
    - Example of Exit Letter

The following web links provide additional information that may be of value to stakeholders:

Legislation enacted in 2006 (124D.61) sets forth the minimum program requirements for a district that enrolls one or more children of limited English proficiency.

Individuals with additional questions about Moorhead's English Learner programs can contact:

Kari Yates, Program Manager for Literacy and English Learners
Moorhead Area Public Schools
2410 14th Ave. S
Moorhead, MN 56560
kyates@moorheadschools.org
218-284-3316

Appendix B: Annual Process for Providing English Learner Services

The table below outlines the annual process for providing English Learner services in a consistent, fair, and equitable manner that meets in the individual needs of students.

1. Identification		
	New Student	**Returning Student**
Home Language Questionnaire	HLQ is completed with the help of a secretary and/or interpreter at registration. An answer of **YES** to one or more questions on the **HLQ** indicates that English is not the primary language spoken in the home.	
Assessment	**W-APT** administered within two weeks of HLQ indicates a **score of 1-5.**	Spring **ACCESS score of 1-5** indicates ongoing need.
Verification	Need for service is verified with other developmentally appropriate measures.	Need is verified with other developmentally appropriate measures.
2. Program Entrance		
MARSS Classification	The EL teacher notifies the MARSS clerk of an "LEP Y" status, Home Language, and date for start of service.	The EL teacher verifies a MARSS status of "LEP Y", home language, and start date and contacts MARSS clerk is a correction is needed.
Service Begins	The student begins to receive EL services.	The student continues to receive EL services.
3. Parent Notification		
Timelines for notification	Parents are notified that their child qualifies to receive EL services within 30 days of the start of school, or within 2 weeks for students starting during the school year.	Parents are notified that their child qualifies to receive EL services within 30 days of the start of school.
Home Language	Parent notification is made in home language whenever possible.	
Refused service	Parents who refuse EL programming will contacted by a representative of the district.	

4. Service	
Individualized Goals	The EL teacher will set individualized goals for each EL students based on language proficiency and WIDA CAN DO statements.
Program Focus	The primary focus of the EL service will be language acquisition in order to successfully access curriculum.
Mid-Year Transition	A transition process begins when, during the year, students are determined to longer need EL services. Although the service model may change for these students, they will not EXIT or be reclassified until after they demonstrate proficiency on ACCESS testing in the spring of the year.
5. Annual Progress Evaluation	
WIDA ACCESS	All EL students will participate in the WIDA ACCESS assessment during the spring window established by the state of Minnesota.
Ongoing Service	Students with a composite score of 1-4 are eligible for ongoing service. Students with a composite score of 5 but any sub-scores of 3 or less continue to be eligible for service.
6. Program Exit	
Exit Criteria	Multiple data points including indicate a students is not longer in need of EL services. A student must have a composite ACCESS scores of 5 or 6 and no sub-scores scores less than 4 to be exited. MCAs, district level assessment measures, teacher observation, and parent report should also be considered before exiting a student from EL service.
Notification	Parents are notified that their child is being exited from EL services.
Reclassification	
MARSS	The EL teacher or notifies the MARSS clerk that a child is being exited from EL service. The MARSS clerk reclassifies the student to "LEP N".
Monitoring	The reclassified student is monitored for two years by EL staff to insure that the student is able to access the curriculum without language barriers. If during that time there is evidence that language is still a barrier to accessing the school curriculum, the student will be reassessed using W-APT or ACCESS and considered again for participation in the EL program at the appropriate level.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.14.028R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: October 21, 2013

SUBJECT: 2013-14 Moorhead Area Public Schools Strategic Priorities

Attached are the strategic priorities for Moorhead Area Public Schools. A discussion will be held at Monday's board meeting related to the strategic priorities for 2013-14. Over the next few years we will be focusing on the strategic priorities, goals and strategies. Outcomes for each of the areas will be presented to the board.

Suggested Resolution: Move to approve the 2013-14 Moorhead Area Public Schools Strategic Priorities.

LAK:mde
Attachment

DRAFT

MOORHEAD
AREA PUBLIC SCHOOLS

2013-14 Strategic Priorities

Moorhead Area Public Schools
Independent School District 152

Guiding Philosophy

The guiding philosophy of Moorhead Area Public Schools is continuous improvement.

Mission

The mission of Moorhead Area Public Schools is to develop the maximum potential of every learner to thrive in a changing world.

Vision

Moorhead Area Public Schools will be a progressive school district recognized for excellence at all levels. We will work collaboratively with our community to provide a premier education for every learner to achieve success while providing a safe and nurturing environment that celebrates diversity and practices mutual respect.

Core Values

Moorhead Area Public Schools is committed to the education and well being of each student. We are committed to:

- creating a positive learning environment that values children and youth.
- supporting all learners.
- holding high standards and expectations for all learners.
- making research-based, data-driven, collaborative decisions inclusive of stakeholder perspectives.
- seeking continuous improvement and planning for the future.
- advocating for children and youth within our community and district.
- celebrating students and staff.
- promoting pride in the Moorhead community and schools.

21st Century Schools:

Establish a culture of learning that supports the needs of the 21st century learner and develops the whole student.

Strategies

- We will implement free all-day, every-day, kindergarten and expand early learning programming to build participation.
- We will explore diverse learning environments through technology, service learning, mentorship programs and community experiences.
- We will provide for maximum growth in basic skills, creativity, critical thinking, collaboration, and communication through innovative technology.

School and Community:

Build comprehensive and responsive communication systems and partnerships with community stakeholders to promote and advance quality education for all learners.

Strategies

- We will build trust through the development of an enhanced communication and engagement plan.
- We will create a systematic, school-wide program of service-learning opportunities.

Facilities:

Provide equitable education facilities, technological tools and the infrastructure needed across the district to meet the needs of students, families and communities.

Strategies

- We will use data to educate our public and celebrate our success to promote the need for facilities.
- We will investigate the operational practices of the district to determine if changes might better support students and families.
- We will develop a short-term and long-term plan for the development and deployment of existing and new space.

Equitable Educational Opportunities:

Provide programs and services to eliminate race and socioeconomic indicators as predictors of student success.

Strategies

- We will develop partnerships with our stakeholders to research, assess and identify gaps in programs and services that might exist.
- We will create goals and action plans based on the findings of the research.
- We will hold the district accountable for the results of the plans.

Mental Health / Character Development:

Create a safe, caring and welcoming environment for all students, where the unique qualities and diversity of students are recognized and respected.

Strategies

- We will create a district-wide character development and positive recognition plan.
- We will better engage students, families and schools in the transition experience.
- We will establish a process by which the district explores enhanced counseling and support services.

Human Resources:

Provide processes for the quality, effectiveness and continuity of staff through the use of comprehensive recruitment, professional development, supervision and evaluation.

Strategies

- We will develop and implement a district-wide, consistent, transparent evaluation model to provide high quality feedback that increases teacher effectiveness and results in meeting the learning needs of all students.
- We will provide equitable compensation by reviewing job descriptions upon creation and in conjunction with School Board policy.
- We will integrate new employees into Moorhead Area Public Schools to create a consistent message; feeling of value and welcoming; and a more immediate impact within the district.

Moorhead Area Public Schools

Independent School District 152

2410 14th St. S., Moorhead, MN 56560
www.moorheadschools.org

2013-14 School Board

Lisa Erickson, Chair • Cindy Fagerlie, Vice Chair
Laurie Johnson, Clerk • Bill Tomhave, Treasurer
Scott Steffes, Director • Matt Valan, Director • Trudy Wilmer, Director

Administration

Dr. Lynne A. Kovash
Superintendent

Wayne Kazmierczak
Assistant Superintendent

Moorhead Area Public Schools, ISD 152, is an equal opportunity educator and employer.

Superintendent of Schools

Moorhead Area Public Schools

Memo S.14.029R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: October 22, 2013

SUBJECT: First Reading of Policies

The board will conduct a first reading of the following policies: Name and Legal Status of MAPS 101, Mission Statement 104, Open and Closed School Board Meetings 211, School Board Meeting Minutes 214, Moorhead Area School District Committees 230, School Superintendent 310, Student Surveys 505, Early Admissions 513, MAPS Graduation Policy 640, and Credit for Learning of Minnesota Graduation Standards 653.

LAK:mde
Attachments

Name and Legal Status of Moorhead Area Public Schools

Type:	School Board Policy
Section:	100 SCHOOL DISTRICT
Code:	101
Adopted Date:	8/27/2001
Revised Date(s):	10/10/2005, 10/12/2009
Reviewed Date(s):	10/10/2005, 10/12/2009
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to clarify the legal status, boundaries and name of ~~this~~ Moorhead Area Public ~~s~~School ~~d~~District.

II. GENERAL STATEMENTS ON LEGAL STATUS

A. ~~It is a~~ A primary principle of this nation is that the public welfare demands an educated and informed citizenry. The power to provide public education is a state function vested in the state legislature and delegated to local school districts.

~~A~~B. The Moorhead Area Public Schools is a public corporation subject to the control of the legislature, limited only by constitutional restrictions. The school district was created for educational purposes.

C. The legislature has the authority to prescribe the school district's powers and privileges, its boundaries and territorial jurisdictions.

D. The school district has only the powers conferred on it by the legislature; however, the school district's authority to conduct the business of the school district includes implied powers in addition to any specific powers granted by the legislature.

~~B. Relationship to Other Entities~~ III. RELATIONSHIP TO OTHER ENTITIES

A. The Moorhead Area Public Schools is a separate legal entity.

B. It is coordinate with and not subordinate to the county(ies) in which it is situated or provides services.

C. The school district is not subservient to municipalities within its territory.

IV. POWERS AND AUTHORITY OF THE SCHOOL DISTRICT

~~C~~A. Funds

1. The Moorhead Area Public Schools, through its School Board, has the authority to raise funds for the operation and maintenance of its schools and school property and to manage and expend such

funds as applicable to law.

2. The school district has wide discretion over the expenditure of funds under its control for public purposes, subject to the limitations provided by law.

3. School district officials occupy a fiduciary position in the management and expenditure of funds entrusted to them.

~~D~~B. Raising Funds

1. Moorhead Area Public Schools shall, within the limitations specified by law, provide by levy of tax necessary funds for the conduct of schools, payment of indebtedness, and all proper expenses.

2. The school district may issue bonds in accordance with the provisions of Minne~~sota.~~ Stat. Ch. 475, or other applicable law.

3. ~~And t~~The school district has ~~the~~ authority to accept gifts and donations for school purposes, subject to applicable law.

~~E~~C. Property

1. Moorhead Area Public Schools may acquire property for school purposes. It may sell, exchange, or otherwise dispose of property which is no longer needed for school purposes, subject to applicable law.

2. The school district shall manage its property in a manner consistent of supporting the educational functions of the district.

3. The school district may permit the use of its facilities for community purposes which are not inconsistent with, nor disruptive of, its educational mission.

4. School district officials hold school property as trustees for the use and benefit of students, taxpayers, and the community.

~~F~~D. Contracts

1. Moorhead Area Public Schools is empowered to enter into contracts in the manner provided by law.

2. The school district has the authority to enter into installment purchases and leases with an option to purchase, pursuant to Minne~~sota~~. Stat. 465.71 or other applicable law.

3. The school district has the authority to make contracts with other governmental agencies and units for the purchase, lease, or other acquisition of equipment, supplies, materials, and other property, including real property.

~~G. Employment Contracts -~~ 4. Moorhead Area Public Schools has the authority to enter into employment contracts. As a public employer, the school district, through its designated representatives, shall meet and negotiate with public employees in an appropriate bargaining unit and enter into written collective bargaining agreements with such employees, subject to applicable law.

~~H~~E. Textbooks, Educational Materials and Studies

1. Moorhead Area Public Schools through its School Board and administration, has the authority to determine what textbooks, educational materials, and studies should be pursued.

2. The school district shall establish and apply the school curriculum.

~~I~~F. Actions and Suits

Moorhead Area Public Schools has the authority to sue and to be sued.

~~HH~~V. GENERAL STATEMENTS ON THE NAME OF THE SCHOOL DISTRICT

A. Pursuant to statute, the official name of the school district is Independent School District No. 152. However, the school district is often referred to by other informal names (Moorhead Public Schools, Moorhead Area Public Schools, Moorhead Independent School District 152, etc.). In order to avoid confusion and to encourage consistence in school district letterheads, signage, publications and other materials, the name Moorhead Area Public Schools will be used to refer to the school district.

B. In official communications and on school district ballots, the school district shall be referred to as Independent School District 152 Moorhead Area Public Schools, but inadvertent failure to use the correct name shall not invalidate any legal proceeding or matter or affect the validity of any document executed in the past, present or future.

Legal References:
Minn. Stat. 123A.55 (Classes, Number)
Minn. Const. art. 13, 1
Minn. Stat. Ch. 123B (School Districts, Powers and Duties)
Minn. Stat. 465.035 (Conveyance or Lease of Land)
Minn. Stats. 465.71; 471.345; 471.6161; 471.64 (Rights, Powers, Duties of Political Subdivisions)
Minn. Stat. Ch. 179A (Public Employment Labor Relations)
Minnesota Association of Public Schools v. Hanson, 287 Minn. 415, 178 N.W.2d 846 (1970)
Independent School District No. 581 v. Mattheis, 275 Minn. 383, 147 N.W.2d 374 (1966)
Village of Blaine v. Independent School District No. 12, 272 Minn. 343, 138 N.W.2d 32 (1965)
Huffman v. School Board, 230 Minn. 289, 41 N.W.2d 455 (1950)
State v. Lakeside Land Co., 71 Minn. 283, 73 N.W.970 (1898)

Cross References:
Moorhead School Board Policy 201: School Board Legal Status
Moorhead School Board Policy 601: Curriculum and Instruction Goals for Moorhead Area Public Schools
Moorhead School Board Policy 620: Selection of Textbooks and Instructional Materials
Moorhead School Board Policy 702: Equal Access to Moorhead Area Public Schools Facilities
Moorhead School Board Policy 834: Public Gifts to the School District
MSBA/MASA Model Policy 101: Legal Status of the School District
MSBA/MASA Model Policy 101.1: Name of the School District
MSBA Service Manual, Chapter 3, Employee Negotiations
MSBA Service Manual, Chapter 13, School Law Bulletin "F" (Contract and Bidding Procedures)

Mission Statement

Type:	School Board Policy
Section:	100 SCHOOL DISTRICT
Code:	104
Adopted Date:	11/11/1986
Revised Date(s):	06/12/2006, 12/14/2009
Reviewed Date(s):	07/24/1990, 01/23/1995, 05/10/1999, 08/27/2001, 06/12/2006, 12/14/2009
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to establish a clear ~~statement~~ mission statement for ~~which~~ the Moorhead Area Public Schools ~~exists~~.

II. GENERAL STATEMENT

The Moorhead School Board believes that a mission statement is important. The mission statement should be based on the beliefs and values of the community, should direct any change effort and should be the basis on which decisions are made. The School Board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the school district the School Board governs, the purposes it serves, the constituencies it should consider and the results it intends to produce.

III. MISSION STATEMENT

The mission of Moorhead Area Public Schools is to develop the maximum potential of every learner to thrive in a changing world.

IV. REVIEW

The School Board will review the school district's mission every two years, or when members of the board change. The School Board will conduct a comprehensive review of the school district's mission, including beliefs and values of the community, every five to seven years.

Legal References:
Minn. Stat. 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement)
Minn. Rule Parts 3501.0010-3501.0180
Minn. Rule Parts 3501.0200-3501.0270

Cross Reference:
Moorhead School Board Policy 103: Philosophy of Education of Moorhead Area Public Schools
MSBA/MASA Model Policy 104: School District Mission Statement

Open and Closed School Board Meetings

Type:	School Board Policy
Section:	200 SCHOOL BOARD
Code:	211
Adopted Date:	8/27/2001
Revised Date(s):	10/10/2005, 10/12/2009
Reviewed Date(s):	10/10/2005, 10/12/2009
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide guidelines to assure the rights of the public to be present at School Board meetings~~;~~ while also protecting the individual's right to privacy under law, and to close meetings when the public interest so requires as recognized by law.

II. GENERAL STATEMENT

A. ~~The School Board of the Moorhead Area Public Schools will conduct its business under a presumption of openness in the belief that openness produces better programs, more efficiency in administration of programs and an organization more responsive to public interest and less susceptible to private interest.~~ The School Board shall conduct its business in an open manner. At the same time, the School Board recognizes and respects the privacy rights of individuals as provided by law. There are certain ~~expectations~~ exceptions to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing ~~the~~ a meeting of the School Board.

B. Except as otherwise expressly provided by statute, all meetings of the School Board, including executive sessions and work sessions, shall be open to the public.

C. Meetings will be closed only when expressly authorized by law.

III. DEFINITION

"Meeting" means a gathering of at least a quorum of the School Board, or quorum of a committee or subcommittee of school board members, at which members discuss, decide, or receive information as a group on issues relating to the official business of the School Board. The term does not include a chance or social gathering.

IV. OPEN MEETINGS AND NOTIFICATION ~~PROCEDURES~~

A. ~~Types of~~ Meetings:

1. Regular Meetings

At the first regular meeting in July, the School Board will adopt a schedule of regular meetings of the School Board for the following fiscal year. The schedule will be kept on file in the Superintendent's

office. If the School Board decides to hold a regular meeting at a place and time different from the one stated in the schedule, a notice ~~like that~~ for a special meeting will be given. School Board agendas are posted on the district ~~W~~website at www.moorhead~~.k12.mn.us~~schools.org prior to meetings. Members of the press or interested persons may file a request at the district office for notification and copies of the agenda of regular and special meetings. Requests for such notices will expire June 30 and require refiling each year.

2. Special Meetings

A written notice of the time, date, place and purpose of meeting will be posted at least three (3) days prior to the date of the meeting at the ~~Probstfield Center for Education~~ school district administration office. The notice will also be mailed to those who have requested notification of the district's meetings, including the official newspaper of the district, three days prior to the date of the meeting. The School Board's actions at the special meeting are limited to those topics included in the notice.

3. Emergency Meetings

An emergency meeting is a special meeting called because of circumstances that, in the judgment of the School Board, require immediate consideration. Notice of the emergency meeting shall be given by telephone, e-mail or any other method used to notify the members of the School Board. Posted or published notice of an emergency meeting shall not be required, however the Board Secretary will make good faith efforts to provide notice of the emergency meeting to each news medium that has requested notification and given a telephone and/or fax number. The information will include the subject of the meeting. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.

4. Recessed or Continued Meetings

If a meeting is recessed or is a continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mail notice is necessary.

5. Closed Meetings

The notice requirements of the Minnesota Open Meeting Law apply to closed meetings.

~~5~~6. Actual Notice

If a person receives actual notice of a meeting of the School Board at least 24 hours before the meeting, all notice requirements are satisfied with respect to that person regardless of the method of receipt of notice.

7. Health Pandemic or Declared Emergency

In the event of a health pandemic or an emergency declared under Minn. Stat. Ch. 12, a meeting may be conducted by telephone or other electronic means in compliance with Minn. Stat. 13D.021.

B. Votes

The votes of School Board members shall be recorded in the School Board minutes and available to

the public during normal business hours at the Superintendent's office.

C. ~~Agenda and~~ Written Materials

1. In any open meeting, a copy of the agenda and any printed materials relating to the agenda items prepared or distributed by the School Board or its employees and distributed to or available to all School Board members shall be available at the meeting for inspection by the public while the School Board considers the subject matter.

2. This does not apply to materials not classified by law as public, or materials relating to agenda items of a closed meeting.

D. Data

1. Meetings may not be closed merely because the data to be discussed is not public data.

2. Data that are not public data may be discussed at an open meeting if the disclosure relates to a matter within the scope of the School Board's authority and is reasonably necessary to conduct the business or agenda item before the School Board.

3. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting regardless of form, shall be public.

V. CLOSED MEETING PROCEDURES

A. Labor Negotiations Strategy

1. The School Board may, by a majority vote in a public meeting, decide to hold a closed meeting to consider labor negotiations strategies or developments, or discuss~~ion~~ and review ~~of~~ labor negotiation proposals.

2. The time and place of the closed meeting will be announced at the public meeting. The proceedings shall be electronically recorded, and the recording preserved for two years after the contract discussed at the meeting is signed. The recording shall be available to the public only after all labor contracts are signed by the School Board for the current budget period. A written roll of School Board members and other's present at the closed meeting shall be available to the public after the closed meeting.

B. Sessions Closed by Bureau of Mediation Services

All negotiations, mediation sessions, and hearings between the School Board and its employees or their respective representatives are public meetings. These meetings may be closed only by ~~the except when otherwise provided by~~ the Commissioner of the Bureau of Mediation Services (BMS). ~~A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.~~ The use of recording devices, stenographic records, or other recording methods is prohibited in mediation meetings closed by the BMS.

C. Preliminary Consideration of Charges

The School Board shall close one or more meetings for preliminary consideration of allegations or

charges against an individual subject to its authority. If the School Board members conclude that discipline of any nature may be warranted as a result of those specific charges or allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached must be open. A meeting must also be open at the request of the individual who is the subject of the meeting. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

D. Performance Evaluations

The School Board may close a meeting to evaluate the performance of an individual who is subject to its authority. The School Board shall identify the individual to be evaluated prior to closing a meeting and at its next open meeting shall summarize its conclusions regarding the evaluation. A meeting must be open at the request of the individual who is the subject of the meeting. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

E. Attorney-Client Meeting

A meeting may be closed if permitted by the attorney-client privilege. Attorney-client privilege applies when litigation is imminent or threatened, or when the School Board needs advice about the level of general legal advice, i.e. regarding specific acts and their legal consequences. A meeting may be closed to seek legal advice concerning litigation strategy, but the mere threat that litigation might be a consequence of deciding a matter one way or another does not, by itself, justify closing the meeting. The motion to close the meeting must specifically describe the matter to be discussed at the closed meeting, subject to relevant policy and confidentiality considerations under state and federal law. The law does not require that such a meeting be recorded.

F. Dismissal Hearing

1. A hearing on the dismissal of a licensed teacher shall be public or private at the teacher's discretion. A hearing regarding placement of teachers on unrequested leave of absence shall be public.

2. A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act shall be closed unless the ~~pupil~~ student, parent/guardian requests an open hearing.

3. To the extent a teacher or student dismissal hearing is held before the School Board and is closed, the closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

G. Coaches; Opportunity to Respond

~~a~~1. If the School Board has declined to renew the coaching contract of a licensed or nonlicensed head varsity coach, it must notify the coach within 14 days of that decision.

~~b~~2. If the coach requests the reasons for the nonrenewal, the School Board must give the coach the reasons in writing within 10 days of receiving the request.

~~c~~3. On the request of the coach, the School Board must provide the coach with a reasonable

opportunity to respond to the reasons at a School Board meeting.

~~d~~4. The meeting may be open or closed at the election of the coach unless the meeting is closed as required by Minn. Stat. 13D.05, Subd. 2, to discuss educational or certain other nonpublic data.

~~e~~5. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

H. Meetings to Discuss Certain Not Public Data

Any portion of a meeting must be closed if the following types of data are discussed:

1. data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults; ~~and~~

2. active investigative data collected or created by a law enforcement agency; ~~or~~

3. educational data, health data, medical data, welfare data, or mental health data that are not public data; or

4. an individual's personal medical records.

5. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

I. Purchase and Sale of Property

~~a~~1. The School Board may close a meeting:

~~(1)~~a. to determine the asking price for real or personal property to be sold by the school district.

~~(2)~~b. to review confidential or nonpublic appraisal data; and

~~(3)~~c. to develop or consider offers or counteroffers for the purchase or sale of real or personal property.

~~b~~2. Before closing the meeting, the School Board must identify on the record the particular real or personal property that is the subject of the closed meeting.

~~e~~3. The closed meeting must be electronically recorded at the expense of the school district. The recording must be preserved for eight years after the date of the meeting and be made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the School Board has abandoned the purchase or sale. The real or personal property that is the subject of the closed meeting must be specifically identified on the recording. A list of School Board members and all other persons present at the closed meeting must be made available to the public after the closed meeting.

~~d~~4. An agreement reached that is based on an offer considered at a closed meeting is contingent on its

approval by the School Board at an open meeting. The actual purchase or sale must be approved at an open meeting and the purchase price or sale price is public data.

J. Security Matters

~~a~~1. The School Board may close a meeting to receive security briefings and reports, to discuss issues related to security systems, to discuss emergency response procedures, and to discuss security deficiencies in or recommendations regarding public services, infrastructure, and facilities, if disclosure of the information discussed would pose a danger to public safety or compromise security procedures or responses.

~~b~~2. Financial issues related to security matters must be discussed and all related financial decisions must be made at an open meeting.

~~c~~3. Before closing a meeting, the School Board must refer to the facilities, systems, procedures, services, or infrastructures to be considered during the closed meeting.

~~d~~4. The closed meeting must be electronically recorded at the expense of the school district and the recording must be preserved for at least four years.

K. Other Meetings

Other meetings shall be closed as provided by law, except as provided above. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

L. Procedures for Closing a Meeting

The School Board shall provide notice of a closed meeting just as for an open meeting. A School Board meeting may be closed only after a majority vote at a public meeting. Before closing a meeting, the School Board shall state for the record the specific authority permitting the meeting to be closed and describe the subject to be discussed.

Legal References:
Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. 121A.40-121A.575 (Pupil Fair Dismissal Act)
Minn. Stat. 122A.40 Subd. 14 (Teacher Discharge Hearing)
Minn. Stat. 121A.47 Subd. 5 (Student Dismissal Hearing)
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. 179A.14, Subd. 3 (Labor Negotiations)
Minn~~esota~~. Stat~~ute~~. Ch. 13D (Open Meeting Law)
Minn. Stat. 122A.33, Subd. 3 (Coaches; Opportunity to Respond)
Minn. Rules Part 5510.2810 (Bureau of Mediation Services)
Dep~~art~~ment. of Admini~~stration~~. Advisory Op~~inion~~. No. 04-004 (February 3, 2004)
Brown v. Cannon Falls Township, 723 N.W.2d 31 (Minn. App. 2006)
Brainerd Daily Dispatch v. Dehen, 693 N.W.2d 435 (Minn. App. 2005)
The Free Press v. County of Blue Earth, 677 N.W.2d 71 (Minn. App. 2004)
Prior Lake American v. Mader, 642 N.W.2d 7~~1~~29 (Minn. 2002)
Star Tribune v. Board of Education, Special School District No. 1, 507 N.W.2d 869 (Minn. App.

1993)
Minnesota Daily v. University of Minnesota, 432 N.W.2d 189 (Minn. App. 1988)
Moberg v. Independent School District No. 281, 336 N.W.2d 510 (Minn. 1983)
Sovereign v. Dunn, 498 N.W.2d 62 (Minn. App. 1993), *rev. denied*. (Minn. 1993)
Dept. of Admin. Advisory Op. No. 12-004 (March 9, 2012)
Dept. of Admin. Advisory Op. No. 11-004 (April 18, 2011)
Dept. of Admin. Advisory Op. No. 10-020 (September 23, 2010)
Dept. of Admin. Advisory Op. No. 09-020 (September 8, 2009)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 06-027 (September 28, 2006)

Cross References:
Moorhead School Board Policy 210: School Board Meeting Rules of Order
Moorhead School Board Policy 212: School Board Public Hearings
Moorhead School Board Policy 214: School Board Meeting Minutes
Moorhead School Board Policy 414: Employee Public and Private Personnel Data
Moorhead School Board Policy 504: Protection and Privacy of Student Records
MSBA/MASA Model Policy 205: Open Meetings and Closed Meetings
MSBA Service Manual, Chapter 13, School Law Bulletin "C" (Minnesota's Open Meeting Law)

School Board Meeting Minutes

Type:	School Board Policy
Section:	200 SCHOOL BOARD
Code:	214
Adopted Date:	8/27/2001
Revised Date(s):	10/10/2005, 12/14/2009
Reviewed Date(s):	10/10/2005, 12/14/2009
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to establish procedures relating to the maintenance of records of the School Board of the Moorhead Area Public Schools and publication of its official proceedings.

II. GENERAL STATEMENT

It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.

III. MAINTENANCE OF MINUTES AND RECORDS

A. The Clerk shall keep and maintain permanent records of the School Board, including records of the minutes of School Board meetings and other required records of the School Board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law shall be recorded and maintained on file in the Superintendent's office and available for inspection by members of the public during regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a School Board meeting shall be approved or modified by the School Board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.

B. Recordings of Closed Meetings

1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the expense of the school district. Recordings of closed meetings shall be made separately from the recordings of an open meeting, to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter should be separately recorded.

2. Recordings of closed meetings shall be preserved by the school district for the following time periods:

a. Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.

b. Meetings closed to discuss security matters shall be preserved for at least four (4) years.

c. Meetings closed to discuss the purchase or sale of property shall be preserved for at least eight (8) years after the date of the meeting.

d. All other closed meetings shall be preserved by the school district for at least three (3) years after the date of the meeting.

e. Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the school district's Records Retention Schedule.

3. Recordings of closed meetings shall be classified by the school district as protected non-public data that is not accessible by the public or as governed by applicable law, with the following exceptions:

a. Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the school district for the current budget period.

b. Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school district has abandoned the purchase or sale.

c. Recordings of any other closed meetings shall be classified and/or released as required by court order.

4. Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the school district, with the exception of recordings that have been classified as public data as set forth in Section III.B.3 above. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.

5. Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:

a. The date of the closed meeting;

b. The basis upon which the meeting was closed (i.e.: labor negotiations strategy, purchase or sale of property, educational data, etc.); and

c. The classification of the data.

6. Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3 above.

IV. PUBLICATION OF OFFICIAL PROCEEDINGS

A. The School Board shall cause its official proceedings to be published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceeding occurred.

B. The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. It shall include the date, time, place, type of meeting, and names of School Board members in attendance. It will include the substance of all official actions taken by the School Board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the School Board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the School Board, the proceedings to be published will reflect that fact.

C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the School Boad. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is available for public inspection at the administrative offices of the school district and that a copy of the proceedings, other than attachments to the minutes, is available without cost at the offices of the school district or by means of standard or electronic mail.

Legal References:
Minn. Stat. 123B.09 Subd.10 (Publishing Proceedings)
Minn. Stat. 123B.14, Subd. 7 (Record of Meetings)
Minn. Stat. 331A.01 (Definition)
Minn. Stat. 331A.05, Subd. 8 (Notice Regarding Published Summaries)
Minn. Stat. 331A.08, Subd. 3 (Publication of Proceedings)
Minn. Stat. 13D.01, Subds. 4-6 (Open Meeting Law)
Op. Atty. Gen 161-a-20, December 17, 1970
Ketterer v. Independent School District No. 1, 248 Minn. 212, 79 N.W. 2d 428 (1956)

Cross References:
Moorhead School Board Policy 210: School Board Meeting Rules of Order
Moorhead School Board Policy 414: Employee Public and Private Personnel Data
Moorhead School Board Policy 504: Protection and Privacy of Student Records
MSBA/MASA Model Policy 204: School Board Meeting Minutes

Moorhead Area School District Committees

Type:	School Board Policy
Section:	200 SCHOOL BOARD
Code:	230
Adopted Date:	8/27/2001
Revised Date(s):	10/10/2005, 10/12/2009
Reviewed Date(s):	10/10/2005, 10/12/2009
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide for the structure and operation of committees of the School Board of Moorhead Area Public Schools and Moorhead Area Public Schools.

II. GENERAL STATEMENT

A. It is the policy of the School Board to designate district committees, School Board committees, ad hoc committees, task forces, etc. when it is determined that a committee meeting process facilitates the mission of the school district, completion of a required task and/or is mandated by law.

B. A School Board committee will be formed by School Board resolution which shall outline the duties and purpose of the committee.

C. All committees of the Moorhead Area Public Schools are advisory in nature to the School Board and have only such authority as specified by the School Board. (When appropriate, they need to clarify ~~in any dealings~~ with the public that their powers are only advisory to the School Board.)

D. The School Board retains the right to limit, create, or abolish any district committee, subcommittee, ad hoc committee, School Board committee, or task force as it deems appropriate.

E. The School Board will receive reports or recommendations from a committee for consideration. The School Board, however, retains the right and has the duty to make all final decisions related to such reports or recommendations.

~~C~~F. All district committees, subcommittees, ad hoc committees, School Board committees, task forces, etc. must be in compliance with the Minnesota Open Meeting Laws, designate a secretary to record the minutes, must act only within the guidelines and mission for which it is established, and take action based on majority vote or consensus.

III. DISTRICT COMMITTEES

A. District-Wide Standing Committees - The School Board has determined certain district-wide standing committees facilitate the operation of the School Board and the school district. These committees have a specific purpose established by law or by the School Board; most involve parents, students, and/or members of the community to comprise a cross section of various stake holders within the district, include school staff and an administrator/supervisor; have defined terms; set

meetings dates to be included in the school calendar; and give a presentation to the School Board or file a year-end report with the Superintendent.

Standing Committee agendas and minutes are disseminated to all School Board members. Two School Board members are appointed to each of the district's Standing Committees at the first regular School Board meeting in July. The following Standing Committees may include, but are not limited to:

1. Activities ~~Council~~ Advisory ~~Committee~~ Council
2. Community Education Advisory Council
3. Safe and Healthy Learners Committee
4. ~~Human Rights Committee~~
5. Instruction and Curriculum Advisory Committee (ICAC)
6. ~~Long Range/Strategic Planning Committee~~
7. Policy Review Committee

B. Administrative Committees - These committees are recognized by the School Board and serve in an advisory capacity to the School Board and administration. They serve a specific area, program, or segment of the district; involve members of the staff and others as needed; may or may not include an appointed School Board member designee or liaison; review the purpose/task for the establishment of the committee; record and communicate minutes to appropriate people; may meet for a specific purpose until a task is completed; and/or complete a written report of activities for the Superintendent when task is completed.

The School Board appoints, as needed, members of the School Board to the following Administrative Committees at the first School Board meeting in July. The following Administrative Committees may include, but are not limited to:

1. Calendar Committee
2. Continuing Education Committee
3. Early Childhood Family Education Advisory ~~Council~~ Committee
4. Health/Safety/Wellness Committee
5. Indian Education~~/JOM~~ Parent Committee
6. Legislative Committee
7. Minnesota State High School League
8. Sabbatical Leave Committee
9. Staff Development Committee
10. Superintendent Advisory Committee (SAC)
11. Technology Committee
12. Title I District Parent Advisory Committee

C. Community Committees - These are committees that are not under the full jurisdiction of the school district and/or are shared with other entities and organizations. Term lengths are established by the community committees.

Representatives are appointed by the School Board. Their responsibilities are to serve as a representative of the school district either in a voting or non-voting capacity; and to communicate committee information to the School Board and appropriate persons. The following Community Committee groups may include, but are not limited to:

1. Clay County Joint Powers Committee

2. Clay County ~~Joint Powers~~ Collaborative ~~Committee (CCJPC)~~ Governance Board
~~3. Interagency Early Intervention Committee (IEIC)~~

D. Parent Teacher Advisory Committees - School buildings housing student instructional programs shall have a Parent-Teacher Advisory Committee (PTAC). This building committee is a volunteer group comprised of the principal, teachers, counselors, and parents of students attending that school who are committed to supporting and promoting educational programs, staff and students.

School Board members will be appointed to attend the PTAC meetings as adopt-a-school liaisons at the first regular School Board meeting in July.

PTACs are requested to have a representative to serve on the district's Instruction and Curriculum Advisory Committee (ICAC)~~, Long Range/Strategic Planning Committee,~~ and the Superintendent's Advisory Committee (SAC).

IV. SCHOOL BOARD COMMITTEES

The School Board may appoint at the first regular meeting in July or as needed the following School Board committees, subcommittees, ad-hoc committees, task forces, etc. The following School Board committees may include, but are not limited to:

1. Negotiations Committee
2. MSBA Legislative Liaison
~~3. School Board Goals Subcommittees~~

Legal Reference:
Minn. Stat. Ch. 13D (Open Meeting Law)

Cross References:
Moorhead School Board Policy 101: Name and Legal Status of Moorhead Area Public Schools
Moorhead School Board Policy 231: Instruction and Curriculum Advisory Committee
Moorhead School Board Policy 233: Policy Review Committee
Moorhead School Board Policy 234: Safe and Healthy Learners Committee
~~Moorhead School Board Policy 235: Human Rights Committee~~
Moorhead School Board Policy 236: Activities ~~Council~~ Advisory ~~Committee~~ Council
Moorhead School Board Policy 237: Community Education Advisory Council
MSBA/MASA Model Policy 230: School Board Committees
MSBA Service Manual, Chapter 13, School Law Bulletin "C" (Minnesota's Open Meeting Law)

School Superintendent

Type:	School Board Policy
Section:	300 ADMINISTRATION
Code:	310
Adopted Date:	8/27/2001
Revised Date(s):	10/10/2005, 10/12/2009
Reviewed Date(s):	10/10/2005, 10/12/2009
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to recognize the importance of the role of the Superintendent and the overall responsibility of that position within the school district specifically and the community at large. ~~An employment contract, a position description, and the use of an approved instrument to evaluate performance will be used.~~

II. GENERAL STATEMENT

A. The School Board of the Moorhead Area Public Schools shall employ a Superintendent who shall serve as an ex-officio nonvoting member of the School Board and as chief executive officer of the school district.

B. The Superintendent's contract shall be used to formalize the employment relationship and to identify and clarify all conditions of employment with the Superintendent.

C. The specific duties for which the Superintendent is accountable shall be set forth in a position description for the Superintendent and shall be measured by a performance appraisal instrument approved by the School Board in consultation with the Superintendent. The School Board shall use the instrument to periodically evaluate the performance of the Superintendent. The results of the evaluation will be placed in the Superintendent's personnel file and confirmation the evaluation has been completed announced at a School Board meeting.

III. QUALIFICATIONS AND SELECTION

A. The School Board shall consider applicants who meet or exceed the licensing standards set by the Minnesota Department of Education and qualifications established in the job description for the Superintendent position. State and federal equal employment and non-discrimination requirements shall be observed throughout the recruitment and selection process.

B. The School Board shall consider professional preparation, experience, skill and demonstrated competence of qualified applicants in making a final decision.

C. A process for recruitment, screening, and interviewing of candidates shall be developed by the School Board.

D. The School Board shall provide the contract for the Superintendent and specifically identify all

conditions of employment mutually agreed upon with the Superintendent. In so doing, the School Board shall observe all requirements of state and federal law and School Board policy.

IV. GENERAL RESPONSIBILITIES

A. The Superintendent is responsible for the management of ~~the~~ schools district facilities and programs, the administration of all school district policies, and is directly accountable to the School Board.

B. The Superintendent shall annually evaluate each principal assigned responsibility for supervising a school building in the district.

C. The Superintendent may delegate ~~authority~~ responsibilities to other school district personnel, but shall continue to be ~~responsible~~ accountable for actions taken under such delegation.

~~C~~D. Where responsibilities are not specifically prescribed, nor School Board policy applicable, the Superintendent shall use personal and professional judgment subject to review by the School Board.

Legal Reference:

Minne~~sota~~, Stat~~ute~~, 123B.143 (Superintendent)

Cross References:
Moorhead School Board Policy 202: School Board Officers
Moorhead School Board Policy 216: Out-of-State Travel by School Board Members
Moorhead School Board Policy 221: School Board Policy Development, Adoption, Implementation, and Review
Moorhead School Board Policy 301: School District Administration
Moorhead School Board Policy 311: Superintendent Contract, Duties and Evaluation
Moorhead School Board Policy 540: Student Activities
Moorhead School Board Policy 544: Activities Fundraising
Moorhead School Board Policy 630: Organization of School Calendar and School Day
Moorhead School Board Policy 641: Student Promotion, Retention, Acceleration and Program Design
Moorhead School Board Policy 810: Establishment, Adoption and Modification of the School District's Financial Annual Operating Plan
Moorhead School Board Policy 824: Reimbursement for Travel, Professional Meetings and Conferences
Moorhead School Board Policy 833: Disposition of Obsolete Equipment and Material
Moorhead School Board Policy 905: Visitors to Moorhead Area Public School District Buildings and Sites
Moorhead School Board Policy 907: Rewards
MSBA/MASA Model Policy 302: Superintendent
MSBA Service Manual, Chapter 3, Superintendent of Schools

Student Surveys

Type:	School Board Policy
Section:	500 STUDENTS
Code:	505
Adopted Date:	3/8/2004
Revised Date(s):	02/11/2008
Reviewed Date(s):	02/11/2008
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to establish the parameters of information that may be sought in student surveys. Moorhead Area Public Schools may utilize surveys to obtain student opinions and information about students.

II. GENERAL STATEMENT

Student surveys may be conducted as determined necessary by the school district. Results of surveys will be shared with administrators, staff, students, and parents/guardians as appropriate. Surveys, analyses and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. 1232h.

III. STUDENT SURVEYS IN GENERAL

A. Student surveys will be conducted anonymously ~~and in an indiscernible fashion~~. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. There will be no requirement that the student return the survey, and no record of the student returning a survey will be maintained.

B. The Superintendent or designee may choose not to approve any survey for reasons to include seeking probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin. The survey must meet recognized professional standards.

C. Surveys containing questions pertaining to the student's or the student's parent's(s')/guardian's(s') personal beliefs or practices in sex, family life, morality and religion will not be administered to any student unless the parent(s)/guardians(s) of the student is notified in writing that such survey is to be administered and the parent(s)/guardian(s) of the student gives written permission for the student to participate or the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent/guardian for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.

D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minn. Stat. Ch. 13 (Minnesota Government

Data Practices Act), 20 U.S.C.1232g (Family Educational Rights and Privacy Act) and 34 C.F.R. Part 99.

IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM

A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parent(s)/guardian(s) of the students.

B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent(s)/guardian(s), to submit to a survey that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent(s)/guardians(s);

2. mental and psychological problems of the student or the student's family;

3. sex behavior or attitudes;

4. illegal, antisocial, self-incriminating or demeaning behavior;

5. critical appraisals of other individuals with whom respondents have close family relationships;

6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or

7. religious practices, affiliations, or beliefs of the student or the student's parent(s)/guardian(s); or

8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program),

C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections IV.A. and IV.B., above, concerning student privacy, parent/guardian access to information, and administration of certain physical examinations to minors.

1. The following guidelines are to be adopted in consultation with parent(s)/guardian(s):

a. The right of a parent/guardian to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's/guardian's request for reasonable access to such survey within a reasonable period of time after the request is received.

"Parent" means a legal guardian or other person acting in loco parentis (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.

b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains one or more of the items listed in Section IV.B., above, including the right of a parent/guardian of a student to inspect, on request, any such survey.

c. The right of a parent/guardian of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent/guardian for such access within a reasonable period of time after the request is received.

"Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.

d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. 1400 *et. seq.*).

e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

(1) "Personal information" means individually identifiable information including a student's or parent's/guardian's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

(2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

(a) college or other postsecondary education recruitment or military;

(b) book clubs, magazines, and programs providing access to low cost literary products;

(c) curriculum and instructional materials used by elementary and secondary schools;

(d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;

(e) the sale by students of products or services to raise funds for school-related or education-related activities; and

(f) student recognition programs.

(3) The right of a parent/guardian to inspect, on request, any instrument used in the collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent/guardian for

reasonable access to such an instrument within a reasonable period of time after the request is received.

2. The guidelines adopted under Section IV.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents/guardians of students enrolled in or served by the school district.

a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.

b. The notice will provide parents/guardians with an opportunity to opt out of participation in the following activities:

(1) Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

(2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section IV.B., above.

(3) Any nonemergency invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

"Invasive physical examination" means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2. Subparagraph b., above, are scheduled, or expected to be scheduled.

d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parent/guardian notification.

D. The school district shall give parents/guardians and students notice of their rights under this section.

Legal References:
Minne~~sota~~, Stat~~ute~~, Ch. 13 (Minnesota Government Data Practices Act)
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)

20 U.S.C. 1232h (Protection of Pupil Rights)
34 C.F.R. Part 99 (Family Educational Rights and Privacy Act Regulations)
Gonzaga University v. Doe, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d 309 (2002)
C.N. v. Ridgewood Bd. of Educ., 430 F.3d. 159 (3rd Cir. 2005)
Fields v. Palmdale School Dist., 427 F.3d. 1197 (9th Cir. 2005)

Cross References:
Moorhead School Board Policy 501: Equal Educational Opportunity

Moorhead School Board Policy 502: Student Disability Nondiscrimination
Moorhead School Board Policy 503: Student Parental, Family and Marital Status Nondiscrimination
Moorhead School Board Policy 504: Protection and Privacy of Student Records
MSBA/MASA Model Policy 520 (Student Surveys)

Early Admissions

Type:	School Board Policy
Section:	500 STUDENTS
Code:	513
Adopted Date:	4/8/1980
Revised Date(s):	05/11/2009, 12/10/2012
Reviewed Date(s):	01/26/1991, 12/16/1996, 02/12/2001, 07/05/2001, 01/24/2005, 05/11/2009, 12/10/2012
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide guidelines for early admission to the school district of a student who has not met the established age requirements.

II. GENERAL STATEMENT

Statute specifies that a child must be five years of age on or before September 1 before commencing kindergarten and six years of age on or before September 1 before beginning first grade. The Moorhead Area Public Schools recognize that there may be occasions when it is appropriate to admit a child to school prior to the regular entrance age of five years old.

The administration ~~is authorized to~~ has developed procedures (Administrative Procedure 513.1) that will provide for early admission of students with ~~consideration given to their cognitive abilities, academic abilities, language skills, motor development, social and emotional maturity.~~ a comprehensive evaluation in cognitive, social and emotional developmental domains to help determine the child's ability to meet kindergarten grade expectations and progress to first grade in the subsequent year. The comprehensive evaluation must use valid and reliable instrumentation, be aligned with state kindergarten expectations, and include a parent report and teacher observations of the child's knowledge, skills and abilities. The early admission policy must be made available to parents in an accessible format and is subject to review by the commissioner of education.

Although chronological age is probably the best single factor used to determine eligibility for admission, some younger children may be ready earlier for kindergarten or first grade. Consequently, this policy makes it possible for exceptional children to be considered for early admission if they turn five years old during September 1 -- December 1.

Children may be considered for early entrance to kindergarten/grade one according to the following procedures:

A. The child must be five years old between September 1 -- December 1 of the year in which kindergarten entrance is required or the child must be six years old between September 1 -- December 1 of the year in which grade one entrance is required. A copy of the child's birth certificate is required.

B. Parents/guardians must complete an application (Administrative Procedure 513.1) requesting early admission at least 90 days before the start of the school year.

C. The process must be completed before school starts. Included in the application will be a developmental checklist and questionnaire which must be filled out by the parent/guardian prior to the meeting with the building administrator and teacher.

D. Parents/guardians shall request a meeting with the building administrator and teacher to review the application and developmental information. A review of the entrance criteria will take place at this time.

E. The building administrator and teacher may also obtain additional information as needed (e.g. observations, notes from day care provider, preschool record review).

F. The parent/guardian, building administrator and teacher will meet when the necessary information has been gathered and review the results. If the recommendation of this team is that the child is not a viable candidate for early admissions, then the application process will be terminated. If the team determines that the child may be an appropriate candidate for early admissions, a meeting will be scheduled to develop an assessment plan with appropriate school personnel (e.g. school psychologist, occupational therapist, speech/language clinician). A parent/guardian may be required to pay for the cost of the testing.

G. Following the completion of this assessment, a conference will be held with the assessment team, building administrator, gifted and talented coordinator and teacher to discuss the results and make a final recommendation for early entrance.

H. The Superintendent will make the final determination regarding early admission of a student into Moorhead Area Public Schools. The decision of the Superintendent is final.

Legal References:
Minn. Stat. 120A.20 (Admission to Public School)
Minn. Stat. 124D.02, Subd. 1 (Kindergarten Instruction)

Moorhead Area Public Schools Graduation Policy

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	640
Adopted Date:	7/30/1985
Revised Date(s):	02/11/2008, 06/14/2010
Reviewed Date(s):	04/01/1990, 04/14/1994, 06/08/1998, 05/09/2005, 04/10/2006, 02/11/2008, 06/14/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from Moorhead Area Public Schools.

II. GENERAL STATEMENT

Moorhead High School is a comprehensive high school. Diplomas are awarded to all graduates who meet the requirements established by the Moorhead School Board and the Minnesota Department of Education.

It is the policy of the Moorhead Area Public Schools that all students entering grade 9 in the 2012-13 school year and earlier must ~~pass the Minnesota Comprehensive Assessments Second Edition (MCA-IIs)/Graduation-Required Assessment for Diploma (GRAD)~~ satisfactorily complete all credit requirements, all state and local academic standards and successfully pass graduation examinations ~~as per state requirements and must satisfactorily complete, as determined by the school district, all course requirements and graduation standards,~~ as established by the School Board in order to graduate.

For students entering grade 9 in the 2013-2014 school year and later, the school district's policy is that students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards on a nationally normed college entrance exam. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

A. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.

~~A.~~ B. ~~"Course credit" is equivalent to~~ "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

~~B. "Department" means the Department of Education.~~

~~C. "Unit" means a unit measuring education achievement based on successfully completing the requirements of a given course of study.~~

~~D.~~ C. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

~~E.~~ D. "Individualized Education Program," or "IEP," means a written statement developed for a student eligible by law for special education and services.

~~F.~~ E. "Limited English Proficient" or ~~"LEP"~~ "EL" students means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

F. "GRAD" means the graduation-required assessment for diploma that measures the reading, writing, and mathematics proficiency of high school students.

IV. TEST ADMINISTRATOR

The ~~Assistant Superintendent~~ Director of School Improvement and Accountability shall be named the school district test administrator. Said person shall be in charge of all test procedures and shall bring recommendations to the School Board annually for approval.

V. ~~REQUIREMENTS~~ GRADUATION ASSESSMENT REQUIREMENTS

~~A. All students must satisfactorily complete, as determined by the school district, the MCA-IIs/GRAD. Refer to Administrative Procedure 640.1.~~

~~B. Students beginning ninth grade in the 2004-2005 school year and later must successfully complete the following high school level course credits for graduation:~~

~~1. Four credits of language arts.~~

~~2. Three credits of mathematics, encompassing at least algebra, geometry, statistics and probability sufficient to satisfy the academic standard. Beginning in the 2010-2011 school year, students must satisfactorily complete an algebra I credit by the end of grade 8. Students scheduled to graduate in the 2014-2015 school year or later must satisfactorily complete an algebra II credit or its equivalent.~~

~~3. Three credits of science, including at least one credit in biology. Beginning in the 2010-2011 school year, students scheduled to graduate in the 2014-2015 school year or later must satisfactorily complete a chemistry or physics credit.~~

~~4. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics, or three credits of social studies, encompassing at least United States history, geography, government and citizenship, and world history, and one-half credit of economics taught in a school's social studies, agriculture education or business department.~~

~~5. One credit in the arts.~~

~~6. A minimum of seven elective course credits.~~

~~7. An agriculture science course may fulfill a science credit requirement to the specified science credits in biology or chemistry or physics under Section V.B.3. above.~~

~~C. All students must satisfactorily complete the following required and elective standards, in accordance with the standards adopted by the school district:~~

~~1. 1 Credit School District Standards, Fitness (K-12)~~

~~2. .5 Credit School District Standards, Wellness~~

~~3. At least .5 Credit 9th Grade Explore Class (Maximum 1 Credit) (Class of 2009)~~

~~4. Elective School District Standards~~

~~a. 10.5 Elective Courses and Standards -- Class of 2007 and 2008~~

~~b. Minimum of 9.5 Elective Courses and Standards -- Class of 2009 and Beyond~~

~~D. Academic Standards in health, physical education, world languages, and vocational and technical education will be reviewed as a part of the curriculum cycle.~~

A. Students enrolled in grade 8 through the 2009-2010 school year are eligible to be assessed under:

1. the graduation-required assessment for diploma (GRAD) in reading, mathematics, or writing under Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) and Subd. 1(d) (2012) as follows:

a. for reading and mathematics:

i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota comprehensive assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;

ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;

iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an individualized education program (IEP) or Section 504 (504) plan;

iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or

v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and

b. for writing:

i. achieving a passing score on the GRAD;

ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;

iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or

iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.

c. Students enrolled in grade 8 in any school year from the 2005-2006 school year to the 2009-2010 school year who do not pass the mathematics GRAD under Section V.A.1. are eligible to receive a high school diploma if they:

i. complete with a passing score or grade all state and local coursework and credits required for graduation by the school board granting the students their diploma;

ii. participate in district-prescribed academic remediation in mathematics; and

iii. fully participate in at least two retests of the mathematics GRAD test or until they pass the mathematics GRAD test, whichever comes first.

2. the WorkKeys job skills assessment;

3. the Compass college placement test;

4. the ACT assessment for college admission;

5. a nationally recognized armed services vocational aptitude test; or

6. the school district may also substitute a score from the Accuplacer (comprehensive) or the Scholastic Aptitude Test (SAT) to satisfy the requirements of this paragraph.

B. Students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year are eligible to be assessed under:

1. the GRAD in reading, mathematics, or writing under Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) (2012) as follows:

a. for reading and mathematics:

i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota comprehensive assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;

ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;

iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;

iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or

v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and

b. for writing:

i. achieving a passing score on the GRAD;

ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;

iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or

iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.

2. the WorkKeys job skills assessment;

3. the Compass college placement test;

4. the ACT assessment for college admission;

5. a nationally recognized armed services vocational aptitude test; or

6. the school district may also substitute a score from the Accuplacer (comprehensive) or the Scholastic Aptitude Test (SAT) to satisfy the requirements of this paragraph.

C. For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

1. demonstrate understanding of required academic standards on a nationally normed college entrance exam;

2. achievement and career and college readiness tests in mathematics, reading, and writing. The tests must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation. In addition, the tests must ensure that the foundational knowledge and skills for students' successful performance in postsecondary employment or education and articulated series of possible targeted interventions are clearly identified and satisfy Minnesota's postsecondary admission requirements. To the extent available, the tests should:

a. monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and

b. based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and

3. consistent with this paragraph and Minn. Stat. § 120B.125, age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

4. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

5. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.

6. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college must be actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.

D. Students enrolled in grade 8 through the 2011-2012 school year who have not yet demonstrated proficiency on the Minnesota comprehensive assessments, the GRAD, or the basic skills testing requirements prior to high school graduation may satisfy state high school graduation requirements for assessments in reading, mathematics, and writing by taking:

1. the GRAD in reading, mathematics, or writing Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) (2012) as follows:

a. for reading and mathematics:

i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota comprehensive assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;

ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;

iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;

iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or

v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and

b. for writing:

i. achieving a passing score on the GRAD;

ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;

iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or

iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.

2. the WorkKeys job skills assessment;

3. the Compass college placement test, a nationally recognized armed services vocation aptitude test; or

4. the ACT assessment for college admission.

VI. GRADUATION CREDIT REQUIREMENTS

A. Students beginning 9th grade in the 2011-2012 and 2012-13 school years must successfully complete, as determined by the school district, the following high school level credits for graduation:

1. Four credits of language arts;

2. Three credits of mathematics, encompassing at least algebra, geometry, statistics, and probability sufficient to satisfy the academic standard.

3. Three credits of science, including at least: (a) one credit in biology; (b) one chemistry or physics credit or a career and technical education credit that meets standards underlying the chemistry, physics, or biology credit or a combination of those standards approved by the school district; and (c) meeting biology standards under Section VI.A.3.(b) does not meet the biology requirement under Section VI.A.3.(a);

4. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics, or three credits of social studies, encompassing at least United States history, geography, government and citizenship, and world history, and one-half credit of economics taught in a school's social studies, agriculture education, or business department;

5. One credit in the arts;

6. One credit Moorhead Area Public School District Standards, Fitness

7. .5 credit Moorhead Area Public School District Standards, Wellness

8. At least .5 credit 9th grade Explore Class (Maximum one Credit)

9. A minimum of 9.5 elective credits.

10. Credit equivalencies

a. A credit is equivalent to a student successfully completing an academic year of study or a student mastering the applicable subject matter, as determined by the school district.

b. An agriculture science credit may fulfill a credit requirement other than the specified science credit in biology under Section VI.A.3.

c. A career and technical education credit may fulfill a mathematics or arts credit requirement or a science requirement other than the specified science credit in biology under Section VI.A.2., VI.A.3., or VI.A.5.

B. Students beginning 9th grade in the 2013-2014 school year and later must successfully complete the following high school level credits for graduation:

1. Four credits of language arts sufficient to satisfy all of the academic standards in English language arts;

2. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;

3. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;

4. Three credits of science, including at least one credit of chemistry or physics, and one elective credit of science. The combination of credits under this clause must be sufficient to satisfy:

a. all of the academic standards in either chemistry or physics and

b. all other academic standards in science;

5. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

6. One credit of the arts sufficient to satisfy all of the state or local academic standards in the arts; and

7. One credit Moorhead Area Public School District Standards, Fitness

8. .5 credit Moorhead Area Public School District Standards, Wellness

9. At least .5 credit 9th grade Explore Class (Maximum one Credit)

10. A minimum of 9.5 elective credits.

11. Credit equivalencies

a. A one-half credit of economics taught in an agriculture education or business department may fulfill a one-half credit in social studies under Section VI.B.5. if the credit is sufficient to satisfy all of the academic standards in economics.

b. An agriculture science or career and technical education credit may fulfill the elective science

credit requirement other than the specified science credit under Section VI.B.4. if the course meets academic standards in science as approved by the school district. An agriculture science or career and technical education credit may fulfill the credit in chemistry or physics or the elective science credit required under Section VI.B.4. if:

i. the credit meets the chemistry, physics, or biology academic standards or a combination of these academic standards as approved by the school district; and

ii. the student satisfies either all of the chemistry academic standards, all of the physics academic standards, or all of the applicable elective science standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Section VI.B.4.

c. A career and technical education credit may fulfill a mathematics or arts credit requirement under Section VI.B.2. or Section VI.B.6.

d. An agriculture education teacher is not required to meet the requirements of Minn. Rules Part 3505.1150, Subpart 1, Item B (2012), to meet the credit equivalency requirements of Section VI.B.8.b.

VII. GRADUATION STANDARDS REQUIREMENTS

A. All students must demonstrate their understanding of the following academic standards on a nationally normed college entrance exam:

1. Moorhead Area Public School District Standards, Health and Physical Education (K-12);

2. Moorhead Area Public School District Standards, Vocational and Technical Education (K-12); and

3. Moorhead Area Public School District, World Languages (K-12).

B. Academic standards in health, world languages, and vocational and technical education will be reviewed on a periodic basis as a part of the curriculum review cycle.

C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):

1. Minnesota Academic Standards, Language Arts K-12;

2. Minnesota Academic Standards, Mathematics K-12;

3. Minnesota Academic Standards, Science K-12;

4. Minnesota Academic Standards, Social Studies K-12; and

5. Minnesota Academic Standards, Arts K-12.

D. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

~~VI. MODIFICATION~~

~~Modifications in graduation requirements may be made by the building administrator or a child study team for specific students in compliance with Minnesota state statutes.~~

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minn~~esota~~, Stat~~ute~~. 120B.07 upon meeting the following conditions:

1. All course or standards ~~tests~~ and credit requirements must be met.

2. The building administrator or designee shall conduct an interview with the student and parent(s)/guardian(s), familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision.

3. The building administrator's decision shall be in writing and may be subject to review by the Superintendent and School Board.

~~VIII~~IX. TRANSFER STUDENTS:

~~Students must attend Moorhead Area Public Schools for one semester immediately before they plan to graduate.~~ Students must attend Moorhead Area Public Schools for one semester immediately before graduation to be considered for special honors. All students must meet state and district requirements for graduation. An exemption to the district requirements of the 9th grade Explore Class may be made for student transfers during or after his/her freshman year. For purposes of placement and credit toward graduation requirements, students in grades 9-12 enrolling in Moorhead High School after a semester or more of attending a school other than Moorhead Area Public Schools must complete necessary forms and organize and submit documentation regarding the work which was completed and for which district credit is requested.

Documents should include:

1. Course descriptions and number of credits being requested.

2. Detail about the hours of instruction for each course for which credit is sought. Such hours should be equivalent to or greater than the number which would have occurred in the school district for the same or similar courses.

3. Evidence that the student sufficiently mastered the curriculum, including such items as standardized test results, subject tests, papers, and other examples of work.

The school district will review official transcripts from all schools. The district will determine the amount of credit awarded and/or the grades recorded on the district transcript. Grades may include pass, fail or letter grades.

Legal References:

Minn. Stat. 120B.02 (Educational Expectations for Minnesota's Students)

Minn. Stat. 120B.018 (Definitions)

Minn. Stat. 120B.07 (Early Graduation)

Minn. Stat. 120B.11 (School District Process)

Minn. Stat. 120B.021 (Required Academic Standards)

Minn. Stat. 120B.023 (Benchmarks)

Minn. Stat. 120B.024 (Graduation Requirements; Course Credits)

Minn. Stat. 120B.30 (Statewide Testing and Reporting System)

Minn. Stat. 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)

Minn. Stat 120B.128 (Educational Planning and Assessment System (EPAS) Program)

~~Minn. Rule Parts 3501.0010 to 3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)~~

~~Minn. Rule Parts 3501.0200 to 3501.0290 (Rules Relating to Graduation Standards - Written Composition)~~

~~Minn. Rules Parts 3501.0505-3501.0745 (K-12 Standards)~~

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, 22)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Part 3505.1150, Subpart 1, Item B (2012) (Awarding Science, Mathematics, or Arts Credits through Career and Technical Education)

20 U.S.C. 6301 *et seq*. (No Child Left Behind Act)

Cross References:

Moorhead School Board Policy 104: Mission Statement

Moorhead School Board Policy 660: Moorhead Area Public School State Mandated Testing Plan and Procedure

Moorhead School Board Policy 601: Curriculum and Instruction Goals of Moorhead Area Public Schools

Moorhead School Board Policy 231: Instruction and Curriculum Advisory Committee

Moorhead School Board Policy 620: Selection of Textbooks and Instructional Materials

Moorhead School Board Policy 650: School District System Accountability

Moorhead School Board Policy 653: Credit for Learning of Minnesota Graduation Standards

Moorhead School Board Policy 656: GRAD Testing, Accommodations, Modifications, and Exemptions for IEPs, Section 504 Accommodations and LEP Students

MSBA/MASA Model Policy 613: Graduation Requirements

Credit for Learning of Minnesota Graduation Standards

Type:	School Board Policy
Section:	600 EDUCATION PROGRAMS
Code:	653
Adopted Date:	8/26/2002
Revised Date(s):	05/12/2008, 06/14/2010
Reviewed Date(s):	06/14/2004, 05/09/2005, 05/12/2008, 06/14/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in Postsecondary Enrollment Options and other advanced enrichment programs.

II. GENERAL STATEMENT

It is the policy of Moorhead Area Public Schools to ~~develop and~~ provide processes and procedures ~~by which students may meet a graduation requirement for a content standard, whether the school district offers the content standard in its curriculum or the student accomplishes the work in another learning environment. The school district will provide a process for transfer of standards completed in another Minnesota school district, recognition of work completed in other schools and postsecondary institutions, and credit for standards achieved in extracurricular activities, activities outside the school, previous learning, and community and work experiences. The Moorhead School Board may also waive the content standards for certain students if the criteria for such waivers are met.~~ for awarding students credit toward graduation requirements for credits and grades students complete in other schools, post-secondary or higher education institutions, and online courses and programs.

III. DEFINITIONS

A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).

B. "Blended learning" is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.

C."Commissioner" means the Commissioner of MDE.

D."Digital learning" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.

E."Eligible institution" means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

F. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.

G. "Online learning" is a form of digital learning delivered by an approved online learning provider.

H. "Online learning provider" is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.

~~III. TRANSFER OF CONTENT STANDARDS~~

~~A. The school district will transfer high school content standards achieved in earlier grades or in other schools on standards-based programs to the student's record upon admission, completion of a summer school program or the like.~~

~~B. When a student transfers into the school district from another Minnesota public school district, any standards completed in the sending school district, along with scores recorded by the sending district, shall be recorded as completed with a notation indicating the identity of the school district from which the records are transferred.~~

~~C. Students will be advised of the opportunities available to complete further requirements and electives as part of the registration process.~~

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.

2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least five (5) credits from the Moorhead Area Public School District.

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.

a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.

b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least five (5) credits from the Moorhead Area Public School District.

c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the Moorhead Area Public School District's high school graduation requirements but is comparable to elective credits offered by the Moorhead Area Public School District for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.

d. If no comparable course is offered by the Moorhead Area Public School District for which high school graduation credit would be provided, no credit will be provided to the student.

2. Students transferring from a non-accredited, nonpublic school shall receive credit from the Moorhead Area Public School District upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.

a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.

b. Where the Moorhead Area Public School District determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).

c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the Moorhead Area Public School District's high school graduation requirements but is comparable to elective credits offered by the Moorhead Area Public School District for graduation, the student may be provided elective credit applied toward graduation requirements.

d. If no comparable course is offered by the Moorhead Area Public School District for which local high school graduation credit would be provided, no credit will be provided to the student.

e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

VI. POST-SECONDARY ENROLLMENT CREDIT

A. A student who satisfactorily completes a post-secondary enrollment options course or program under Minn. Stat. 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the content standards adopted by the Moorhead Area Public School District corresponding to that specific rigorous course of study.

B. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.

1. Course credit will be considered by the Moorhead Area Public School District only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the

grade and credit awarded.

2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit per course. Fewer post-secondary credits may be prorated.

3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the Moorhead Area Public School District for graduation, the Moorhead Area Public School District may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

5. If no comparable course is offered by the Moorhead Area Public School District for which high school graduation credit would be provided, the Superintendent will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.

6. When secondary credit is granted for post-secondary credits taken by a student, the Moorhead Area Public School District will record those credits on the student's transcript as credits earned at a post-secondary institution.

C. A list of the courses or programs meeting the necessary requirements may be obtained from the Moorhead Area Public School District.

VII. CREDIT FROM ONLINE LEARNING COURSES

A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.

B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.

C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the Moorhead Area Public School District's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section V.A. above.

VIII. ADVANCED ACADEMIC CREDIT

A. The Moorhead Area Public School District will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.

B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the Moorhead Area Public School District.

C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the Moorhead Area Public School District for graduation, the Moorhead Area Public School District may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

E. If no comparable course is offered by the Moorhead Area Public School District for which high school graduation credit would be provided, the Superintendent will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

IX. PROCESS FOR AWARDING CREDIT

A. The building administrator will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building administrator will notify students in writing of the decision as to how credits and grades will be awarded.

B. A student or the student's parent/guardian may seek reconsideration of the decision by the building administrator as to credits and/or grades awarded upon request of a student or the student's parent/guardian if the request is made in writing to the Superintendent within five school days of the date of the building administrator's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.

C. The decision of the Superintendent as to the award of credits or grades shall be a final decision by the Moorhead Area Public School District and shall not be appealable by the student or student's parent/guardian except as set forth in Section IX.D. below.

D. If a student disputes the number of credits granted by the Moorhead Area Public School District for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the Moorhead Area Public School District's decision to the Commissioner. The decision of the Commissioner shall be final.

E. At any time during the process, the building administrator or Superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

~~IV. RECOGNITION OF COMPLETED WORK~~

~~A. The school district will translate work completed by students, including those with special needs, in schools (K-12, post-secondary or other) which have not reported achievement according to the Minnesota Graduation Standards, into standards completion equalizations.~~

~~B. When a student transfers into the school district with a transcript from a school or school district other than a Minnesota public school district, the following shall be the policy and procedure for recognizing such previous achievement:~~

~~1. A panel consisting of the high school building administrator, counselor and appropriate teaching staff shall review the criteria for judging transfer of student standard completion. When the student has been scored with a performance assessment that fulfills or approximates the provisions of a full standard, the standards completed shall be treated as if they had been accomplished in a Minnesota public school;~~

~~2. When the course, topic or content of a Minnesota high school content standard has been completed, but through requirements which do not parallel or approximate the content standards adopted by the school district, the standard shall be declared achieved, no score shall be assigned, and the transcript shall indicate that the standard has been "equalized from a transcript from [name of sending institution]."~~

~~3. Effort shall be made to ascertain the content of courses, programs, and learning previously achieved to credit the student as fully as possible for previous learning. This may include asking the student or the sending school to verify content of completed courses and programs when that content is not clear from the transcript.~~

~~V~~X. CREDIT BY ASSESSMENT

A. The Moorhead Area Public School District will provide students, including those with special needs, with the opportunity to receive credit for standards achieved in extracurricular activities, activities outside of school, previous learning, and community and work experiences.

B. When a student requests recognition of work completed but for which no academic transcript exists, the student shall make application (Administrative Procedures 653.1 and 653.2) to the building administrator.

C. Not more than sixty (60) days after the application is filed, the building administrator shall inform the student and the student's parents/guardians what evidence must be presented to certify the completion of the standard. Evidence of completion might include letters of support and explanation from individuals or organizations who have actually witnessed the student's demonstration of the standard, oral or written tests or interviews, actual performances or demonstrations assessed by school district staff or others knowledgeable in the specifications of the standard, and/or other as appropriate for the individual situation.

D. Upon the building administrator's determination of successful submission of the required evidence, the standard shall be noted on the transcript, and a notation of where and when the standard was completed and verified.

~~VI. VARIATIONS OF CONTENT STANDARDS~~

~~A. Rigorous Course of Study - Waiver.~~

~~1. Upon application of a student, with approval of the student's parent/guardian and with the recommendation of the student's teacher, the school district must declare that a student has completed a content standard if the School Board determines that:~~

~~a. the student is participating in a course of study, including an advanced placement or a learning opportunity outside the curriculum of the school district that is equally or more rigorous than the~~

~~content standard required by the school district or state Graduation Rule; and~~

~~b. achieving the content standard to be waived would preclude the student from participating in the rigorous course of study or learning opportunity.~~

~~2. Application for a waiver will be considered only if the application is submitted not more than eighteen (18) months and not less than six (6) months prior to the student's anticipated graduation date.~~

~~3. A waiver will be revoked if the student fails to successfully complete the alternative rigorous program.~~

~~VII. POST-SECONDARY ENROLLMENT CREDIT~~

~~A. A student who satisfactorily completes a postsecondary enrollment options course or program or an appropriately accredited online learning course or program under Minn. Statute 124D.09, that has been approved as meeting the necessary requirements, is not required to complete other requirements of the Minnesota Academic Standards adopted by the school district corresponding to that specific rigorous course of study.~~

~~B. Secondary credits granted to a student through a postsecondary enrollment options course or program or an appropriately accredited online learning course or program shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.~~

~~C. A list of the courses or programs meeting the necessary requirements may be obtained from the building administrator or counselor.~~

Legal References:
Minn. Stat. 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. 120B.021 (Required Academic Standards)
Minn. Stat. 120B.11 (School District Process)
Minn. Stat. 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. 124D.095 (Online Learning Option)
Minn. Stat. 120B.14 (Advanced Academic Credit)
Minn. Stat. 123B.02 (General Powers of Independent School Districts)
Minn. Stat. 123B.445 (Nonpublic Education Council)
Minn. Stat. 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Rules Parts 3501.0010-3501.0180 ~~(Rules Relating to~~ Graduation Standards - Mathematics and Reading)
Minn. Rules Parts 3501.0200 - 3501.0290 (~~Rules Relating to~~ Graduation Standards - Written Composition)
~~Minn. Rule Parts 3501.0505 - 3501.0745 (K-12 Standards)~~
Minn. Rules Parts 3501.0505-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)

Cross References:
Moorhead School Board Policy 104: Mission Statement

Moorhead School Board Policy 601: Curriculum and Instruction Goals of Moorhead Area Public Schools

Moorhead School Board Policy 610: Online Learning Options

Moorhead School Board Policy 640: Moorhead Area Public Schools Graduation Policy

Moorhead School Board Policy 650: School District System Accountability

Moorhead School Board Policy 656: GRAD Testing, Accommodations, Modifications, and Exemptions for IEPs, Section 504 Accommodations and LEP Students

Moorhead School Board Policy 660: Moorhead Area Public Schools State Mandated Testing Plan and Procedure

MSBA/MASA Model Policy 653: Credit for Learning

Department of Human Resources
Moorhead Area Public Schools

Memo HR.14.042

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Director of Human Resources KDehmer

DATE: October 14, 2013

SUBJECT: Teachers' Master Contract 2013-2015

After seven negotiating sessions, a new two-year contract was successfully negotiated with Education Moorhead. The new contract will be for the period of July 1, 2013 through June 30, 2015.

Language changes to the new contract were made to the following Articles of the contract:

1. Article 5 Employer's Rights and Obligations
2. Article 38 Leave due to Sickness or Emergency
3. Article 39 Parental Leave for Teachers
4. Article 45 ABE/ECFE Teachers

The financial settlement for the two-year contract is as follows:

Year	Cost	Percentage Increase (Minnesota School Boards Association Costing Method)*	Percentage Increase (District Historical Costing Method)
2013-2014	956,711	N/A	3.09%
2014-2015	1,175,118	N/A	3.68%
TOTAL	$2,131,829	4.98%	6.77%

**MSBA's costing model calculates only a total two-year package percentage increase.*

SUGGESTED RESOLUTION: Move to approve the Teachers' Master Contract for the 2013-15 as presented with the cost as follows:

Year	Cost	Percentage Increase (Minnesota School Boards Association Costing Method)*	Percentage Increase (District Historical Costing Method)
2013-2014	956,711	N/A	3.09%
2014-2015	1,175,118	N/A	3.68%
TOTAL	$2,131,829	4.98%	6.77%

**MSBA's costing model calculates only a total two-year package percentage increase.*

KLD:smw