MOORHEAD
AREA PUBLIC SCHOOLS

TO: Instruction and Curriculum Advisory Committee

FROM: Missy Eidsness, Assistant Superintendent of Learning and Accountability

DATE: December 4, 2015

RE: December 10, 2015

The Instruction and Curriculum Advisory Committee (ICAC) will meet on Thursday, December 10, 2015 at 7 a.m. in the Board Room at Probstfield Center for Education.

7:00-7:05	1. Introductions
7:05-7:10	2. Minutes from November 12, 2015 (Attachment A)
7:10-7:30	3. Technology Integration Task Force Update – Middle School House 8 B, Jacob Scandrett, Dan Markert
7:30-7:50	4. Gifted and Talented Update – Leigh Dornfeld (Attachment B)
7:50-8:10	5. Title I Update – Tony Huseby
8:10-8:15	6. Other

Future Meetings: scheduled in the Board Room at Probstfield Center for Education Jan. 14, Feb. 11, March 17 (third Thursday), April 14, May 12

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Instruction and Curriculum Advisory Committee
November 12, 2015, Meeting Minutes

Members Present: Josh Haag, Rebecca Guest, John Wirries, Donna Norquay, Carol Ladwig, Pam Gibb, Dave Tack, Teresa Shume, Karen Jacowitz, Chizuko Shastri, Mary Flesberg, Sadie Anderson, Lauren Graftaas, Leigh Dornfeld, Bill Tomhave and Missy Eidsness.

Guests: Lynne Kovash, superintendent, Carla Smith, S.G. Reinertsen Elementary principal, Ryan LaDage, Ellen Hopkins Elementary principal, Dave Lawrence, Moorhead High School principal, Jessica Rieniets, Ellen Hopkins Elementary teacher, and Corian Carter and Jayme Krsnak, S.G. Reinertsen Elementary teachers.

1. Approval of October 8, 2015, Minutes

Bill Tomhave moved, Dave Tack seconded, to approve the minutes. Motion carried.

2. Technology Integration Task Force Update

Missy Eidsness, assistant superintendent of learning and accountability, explained there are one-to-one technology pilots in three elementary classrooms, three Horizon houses and two Moorhead High classes this school year. During the year the committee will have presentations from the three levels. Jessica Rieniets at Hopkins and Corian Carter and Jayme Krsnak at Reinertsen submitted proposals and were the three elementary teachers selected for the pilots.

Corian Carter explained the goal with her proposal was to increase student engagement and strengthen 21st century skills by using Chromebooks in multiple subjects. She introduced the pilot to parents and students at the fall back-to-school day and at conferences met with parents about taking the Chromebooks home. The students use a blog to share their writing with others and Haiku to make Wiki pages on research topics that they research, create a project and share with others. They use YouTube to learn the mathematics lesson so they can practice during class. The flipped classroom concept means parents can learn how math is taught. Carter said the pilot has been a positive experience. She said the students are more engaged, challenged at their level, and exploring tools they will be using in their everyday lives. She noted they are more independent and better problem solvers.

Jayme Krsnak explained her goal was to experiment with making learning exciting so students are focused on their learning because engagement is crucial. She also introduced the pilot to parents and students on the back-to-school day, and students could take the Chromebooks home after parents signed the contract at fall conferences. Two parents opted not to have the Chromebooks go home. She provided students with inexpensive bags for carrying the Chromebooks, but those have not held up. Students are writing using Google Docs, shared folders and peer editing. They use Haiku as their hub for websites, information, library, self-check and quizzes. They practice typing, research for social studies, use Front Row for mathematics which places students so they learn at the level they are at, and communicate with others. Students read books to show what they know. After reading they fill out a bookmark with parts of the book and then make a poster, slide show and Prezi (presentation program) for the third one. Krsnak noted that 11 students have forgotten their Chromebooks at home so they had to work on paper that day. She has

been impressed with the products that students are turning in and sharing with other students and their parents. She said students are engaged, work is differentiated for each student, and there are many topics to explore.

Jessica Rieniets also introduced the one-to-one pilot at the back-to-school sessions. All parents have consented for devices to go home with students, although a few parents have limited taking them home if students are behind on other work. Some homework is to be completed on the Chromebooks and some is other assignments. Students use Haiku for book discussion and recommendations, they create their own videos explaining what is done in school to parents and each other (such as a video explaining how to do a subtraction problem), and created videos of weather questions for KVRR news. Rieniets gave students and parents a survey, and 91 percent of students responded they enjoy using the Chromebooks. All of them felt having the Chromebooks helped them be more successful at school; parents reported 75 percent. Parents reported they felt students were more responsible and in charge of learning, more adept with technology and more motivated to complete homework and extra practice. Rieniets noted one challenge is that students' typing can slow them down. The students use Typing Club in the morning to practice. Some of the positives she has seen are more student-centered learning, increased student engagement, increased investment in learning and work completion, greater independence, increased teamwork and problem-solving skills, and being easier for substitute teachers since activities are student-led.

Principals Carla Smith and Ryan LaDage commented on what they have seen with the one-to-one pilots. Smith said taking the Chromebooks home is impacting student learning as students are able to explore topics on their own and find their passion, students are using 21st century skills, and the students are writing, communicating and being creative using the Chromebooks as the tool. LaDage said it has been good to see elementary students using technology in a productive way and using the four Cs productively — critical thinking, collaboration, communication and creativity.

It was noted that students have a limited view of what technology could do for them so using the Chromebooks shows them how technology can be much more useful for them. Eidsness explained that everything will need to be reviewed if the district is to go to a large-scale implementation of one-to-one devices. It was found that the Chromebooks purchased last year are a little more sturdy, a management system for the devices has been added, the secondary pilots will be brought to later meetings, and the technology task force will reconvene to discuss the pilots, including whether the district can sustain funding this on a yearly basis.

There was discussion about tech literacy and instruction provided by media strategists, how to be sensitive to family needs with taking the devices home, whether the district has been communicating with other districts, that apps are available in Spanish for immersion students and the media center staff help find more Spanish resources, and the need for Internet access.

3. Referendum Update

Superintendent Kovash thanked committee members for their support following the referendum. She referenced the movie "Most Likely to Succeed," which talks about changing education and engaging students in learning. The referendum helps the district with facilities that create that environment, she said. Kovash provided a framework for the implementation of the construction projects and programming.

The Master Facility Implementation Task Force will oversee the work with the architects and construction management firm. The Elementary School Design Committee will have two subcommittees for elementary remodel and kindergarten. The kindergarten subcommittee will help make sure classrooms are consistent throughout the district for equity, which may not be the same, but provides for same opportunities and programming. The Middle School Design Committee will have subcommittees for grades 5-6 and grades 7-8. The Middle School Implementation Task Force met last year and will now reconvene, and the Elementary Implementation Task Force will discuss programming for all schools.

Other task forces include early learning, the technology task force that will give the recommendations after pilots this year, and the attendance area configuration task force, which will probably begin next fall to look at the attendance areas for the elementary schools. Additional discussion will need to happen regarding school transportation, space for alternative programs, and the high school. Facilitators may be brought in to help work on the high school decision. This work all follows the facilities master plan that was developed last year. Preliminary implementation for the master plan began last spring. Community members will be sought to be involved and provide input.

4. New Course Proposal for Moorhead High School

Dave Lawrence, Moorhead High principal, and Mary Flesberg, business teacher, presented the proposal for a Coding/Computer Programming course at Moorhead High. Coding is taught within some business education and industrial technology courses, but this would be specifically a coding/programming course. Flesberg said the languages taught would need to fit industry standards and work with the school's computer systems.

There was discussion that the Web design class includes some programming, that STEM classes are using some coding, the connection to industry, being able to expand engineering and business applications if you know simple coding, and use of ISTE (International Society for Technology in Education) standards. Carol Ladwig moved, Teresa Shume seconded, a motion to forward the course proposal to administration for further action. Motion carried.

5. Indian Education Act, Concurrence Report for 2015-16

Donna Norquay, liaison, reviewed this year's Indian Education Resolution with the committee. Norquay highlighted areas such as purchase of American Indian curriculum materials as appropriate, staff development, offering Ojibwe language classes and holding a beading class at Red River Area Learning Center, increasing from three tutors to nine tutors, and helping to fund AVID. Eidsness noted the Minnesota Indian Ed formula aid grant funding used to be a competitive grant, but has been changed so support is based on the number of American Indian students in a district.

Other areas highlighted include ongoing community collaborations, curriculum evaluation, and monitoring the representation of American Indian students referred for special education and alternative programs and in co-curricular and extracurricular activities. Norquay said American Indian students are participating in sports and theater.

Eidsness noted they have heard there is need for assistance in navigating the systems like PowerSchool, Haiku or InfoSnap. Norquay said the parents use the sites with their phones or use computers at the libraries. Eidsness said a list of locations with free wi-fi has been compiled and can be shared with the committee.

6. Other
None.

Gifted and Talented Update
2015-2016

District Goal:
21st Century Learning using PBL and the 4C's

Project Based Learning: Partnering with Carrie Leopold from Inspire Innovations Lab
STEM or STEAM
Essential Question
Engineering Design Process

4C's:
Collaboration
Communication
Creative Thinking
Critical Thinking

Student Work:
4th/5th Grade Project:Makey Makey Design
6th/7th/8th Grade Project: Neuroscience Technology

District Goal:
Identifying and Servicing K-2 underrepresented high potential students from diverse backgrounds

Young Scholars Conference December 2015 at MDE

Identification Ideas
-Push-In Whole Group Lessons
-Teacher/GT Teacher each teach one lesson while other teacher observes student's
-Collaborate
-Action Plan for students identified as high potential