



# MOORHEAD

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## AREA PUBLIC SCHOOLS

School Improvement  
and Accountability  
Memo ASLA.16.018

TO: Instruction and Curriculum Advisory Committee

FROM: Missy Eidsness, Assistant Superintendent of Learning and Accountability *Me*

DATE: February 5, 2016

RE: February 11, 2016

The Instruction and Curriculum Advisory Committee (ICAC) will meet on Thursday, February 11, 2016 at 7 a.m. in the Board Room at Probstfield Center for Education.

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| 7:00-7:05 | 1. Introductions   |
| 7:05-7:10 | 2. Minutes from January 14, 2016 (Attachment A)  |
| 7:10-7:50 | 3. Update on Physical Education and Heath Resource Adoption – Kaylee Jaeger, Heather Arntson, Greg Salvevold |
| 7:50-8:10 | 4. Technology Integration Task Force Update - Middle School House 6C, Jeremy Larson                          |
| 8:10-8:20 | 5. Update on Curriculum Cycle – Missy Eidsness (Attachment B)  |
| 8:20-8:25 | 6. Other   |

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

**Instruction and Curriculum Advisory Committee  
January 14, 2016, Meeting Minutes**

**Members Present:** Carol Ladwig, Josh Haag, Dana Haagenon, Mary Flesberg, Sadie Anderson, Chizuko Shastri, Karen Jacowitz, Dave Tack, Teresa Shume, Pam Gibb, Mark Altenburg, Rebecca Guest, Kari Yates (for Missy Eidsness), and John Wirries.

**Guests:** Duane Borgeson, executive director of learner support services; Dan Markert, executive director of information systems and instructional support; and Brian Olmanson and Eric Stenehjelm, Moorhead High School teachers.

**1. Approval of December 10, 2015, Minutes**

Rebecca Guest moved, Karen Jacowitz seconded, to approve the minutes as corrected. Motion carried.

**2. Special Education Update**

Duane Borgeson, introduced himself as the new executive director for learner support services. He explained that about 1,100 students ages 0-21 are being served through special education. Nearly 250 students ages 0-5 are being served for developmental delay. Speech and language services are provided to about 200 students, and specific learning disabilities, other health impairments and autism are the other three highest areas.

Borgeson provided data showing the 2012-13 school year special education graduation rate. The statewide rate for graduation rate is 58.2 percent while the target is 90 percent. The district rate is 58.2 percent for students with IEPs graduating in four years. The 2012-13 percentage of students with IEPs dropping out of high school is 7.6 percent, while the statewide rate is 4.1 and the statewide target is 4.3 percent. The district had no suspensions or expulsions of students with IEPs for more than 10 days in the school year, which is another state indicator.

The goal related to instructional setting is to increase the percentage of students who are educated in regular classrooms at least 80 percent of the day from 54 percent to 63 percent (55 percent in 2014). For 2013-14 school year, 55 percent were served inside the regular class for 80 percent or more of the day compared to the statewide target of 62.5 percent and the statewide rate of 62.1 percent. The district served 13.9 percent inside the regular class less than 40 percent of the day compared to 10.1 percent for the statewide rate and 8.8 percent for the statewide target. Only .6 percent were served in off-site programs or facilities compared to statewide 4.2 percent. For students with specific learning disabilities 48 percent were served in setting 1 or served inside the regular class for 80 percent or more of the day. Borgeson explained that if high school students are out of the regular setting for one block, then they fall under setting 2, which is being served inside the regular classroom for 21-60 percent of the day. Setting 3 is if more than 60 percent of the time they are served out of the regular classroom. For emotional behavior disabilities, half the students are in the general classroom 80 percent of the time, with the other half split between settings 2 and 3. For other health impaired, nearly half are served in setting 2. Autism spectrum disorder is fairly split between the three settings, with a few more in setting 1 than setting 3.

For settings for 3-5 years old, the district in 2013-14 had 61.8 percent of students receiving the majority of their services in the regular early childhood programs, compared to the statewide rate and target of 53 percent.

For post-school outcomes, the percent of students who had IEPs and have been enrolled in higher education or competitively employed is 66.7 percent compared to the statewide rate of 66.6 percent and the statewide target of 66 percent. The district does not have disproportionate representation.

Borgeson shared the three district priorities that include special education: 21st century schools, equitable education opportunities and mental health. The reading goal is to increase the percentage of special education students proficient on statewide assessments from 24.8 percent to 29 percent as measured on MCAs (25.2 percent in 2014). The math goal is to increase the percentage of special education students proficient on statewide assessments from 20.6 percent to 33 percent (26.4 percent in 2014). Under the area of mental health they will be evaluating the partnerships with Solutions Mental Health and Lakeland Mental Health, looking at establishing a district-wide PBIS committee, and providing some mental health coaching for staff – training for special education and general education teachers. They have just started to investigate how to move more students into general education settings. There was discussion of case loads, which are average, use of paras for support, and looking at co-teaching or team teaching models.

### **3. Technology Integration Task Force Update**

The committee heard from Moorhead High School teachers Brian Olmanson and Eric Stenehjem about the one-to-one technology pilot in their classes. Pilots are being done in three elementary classrooms, three Horizon houses and two Moorhead High classes this school year. Dan Markert, executive director of information systems and instructional support, explained the high school pilots are different since the devices remain with the teacher for all of their classes instead of with the student.

Olmanson explained that he held a parent meeting with low attendance and sent out an email. Reactions were mixed as some students indicated they weren't interested in using technology and others were excited. Students use the same Chromebook each day. The primary uses are for hybrid flipping with tutorial videos for students to view, interactive lessons with students all answering a question before moving on, interactive reviews, a wiki project with honors pre-calculus students, and a survey project.

Stenehjem said he introduced the Chromebooks first with his AP Biology students before using them with the five sophomore biology classes. Getting everyone logged in to their Google Drive took more time than planned. His goal with the pilot is to try different ideas for interactive lectures, but that is a work in progress. Lab groups have been able to collaborate on their lab reports using Google Docs. He has connected with a teacher in another district who is in a one-to-one setting.

Some of the positives they are seeing include increased student engagement, use of Nearpod to have all students answer questions, increased accessibility to material, and instant answers to questions during class. Concerns include connectivity issues, student

resistance to using them, class time lost for check out/login/logout/check in of Chromebooks every class period and increased distraction. There was discussion that GoGuardian, which allows the teacher to see what students are doing, is great in theory, but hard to monitor while teaching. Their recommendations include streamlined connectivity experience with Internet, increased collaboration time and more time for creation of material, research time with current one-to-one teachers in their fields from other schools to collaborate on teaching ideas, technology support (people on site to help), and more time.

Results from a student survey were highlighted. There was discussion that one-to-one would need more support if it were to be more broadly implemented, it's too early to have much data or make assumptions, and there is a learning curve and a need to change classroom management. Dan Markert clarified some of the issues with the wireless and connectivity at the high school. The district receives E-rate funds to cover some of the wireless upgrade costs. Because of the cap on funding, the K-8 buildings were upgraded first since all of those could be done for the same cost as just the high school. Right now the Chromebooks at Moorhead High have the latest wireless technology, but they are trying to connect to an older wireless technology.

#### **4. Update on Secondary English Learning Programming**

Kari Yates, program manager for literacy and English learners, provided an update on midyear improvements at Moorhead High School. She shared the EL specific offerings and current enrollment trends for EL students at Moorhead High. In 2013-14 there were 42 EL students, and this year Moorhead High has 98 EL students. Additionally their English proficiency level is lower with 20 level 1 students this year compared to two students in 2013-14. Yates explained that with more newcomer students and students who are older (entering at 17 years old with few credits and no educational record), they need a full day for them during the initial 6-18 months they are here.

English Language Development has three levels of courses. Literacy offerings include In the USA (SLIFE) for students with low first language literacy and/or new to country. Last year was the first year for sheltered core classes. These are core classes where the teachers are doing things to make the language more accessible while working to achieve the standards from the regular course. They wanted an English learner to be able to earn credits toward core credits. Last year sheltered English and social studies were added and this year they added science and math. Paras provide support in focused study labs and in general education classrooms.

Second semester some extra courses are being added based on enrollment needs. They are adding a sheltered geography class and Life Smarts, an additional skinny course, which is title of an Area Learning Center course, that fits needs for students who need to develop basic skills. It will be taught with a focus on 21<sup>st</sup> century skills and the 4Cs of communication, collaboration, critical thinking and creativity.

Students can be in school until age 21, and even if they come at age 18 they can accumulate credits. There was discussion about partnering with Adult Basic Education and Red River Area Learning Center about an option called adult diploma as the GED has

become more difficult for people to achieve, that EL staffing at Moorhead High has increased and includes teachers from other departments, and WIDA testing for EL students is going online. About 450 ELs are served in the district, and they will take the online assessment in each of the four language domains and be scored against a rubric.

#### **5. Other**

It was requested to have more information about Community Education and what is going on with the adult diploma. It was suggested to have Tammy Schatz, Adult Basic Education director, and Deb Pender-Tilleraas, alternative programs director, share information.

# Moorhead Area Public Schools

## ESSA/Academic Standards Curriculum Review Cycle

601.1

<b>Research and Review</b> "How does what we are doing now correlate with the research?" <b>TASKS</b> <ul style="list-style-type: none"> <li>* Review maps or create curriculum</li> <li>* Research instructional methods and content</li> <li>* Review local, state, and national test data, surveys and student work on standards</li> <li>* Develop mission and philosophy</li> <li>* Research related technology integration</li> <li>* Write improvement plan</li> <li>* Summarize work for Board</li> </ul> <b>PRODUCTS</b> <ul style="list-style-type: none"> <li>* Curriculum maps</li> <li>* Summaries of assessment data</li> <li>* Summary of research</li> <li>* Mission and philosophy</li> <li>* Improvement plan</li> <li>* Summary of work</li> </ul>	<b>Appropriate Materials &amp; Instruction</b> "What are we going to do, how are we going to do it, and how will we know that we got it done?" <b>TASKS</b> <ul style="list-style-type: none"> <li>* Write course and grade level outcomes and benchmarks</li> <li>* Determine how students will evidence learning</li> <li>* Develop criteria for the selection of instructional methods and materials</li> <li>* Plan staff development for effective instruction</li> <li>* Select appropriate materials</li> <li>* Summarize work for Board</li> </ul> <b>PRODUCTS</b> <ul style="list-style-type: none"> <li>* Content</li> <li>* Outcomes/benchmark</li> <li>* Performance indicators</li> <li>* Implementation plan</li> <li>* A plan for appropriate staff development</li> <li>* Selection of necessary materials</li> <li>* Summary of work</li> </ul>	<b>Implementation</b> "What does it look like in the classroom?" <b>TASKS</b> <ul style="list-style-type: none"> <li>* When appropriate distribute materials</li> <li>* Deliver staff development and follow up training</li> <li>* Collect and review first year's evidence of learning</li> <li>* Summarize work for Board</li> </ul> <b>PRODUCTS</b> <ul style="list-style-type: none"> <li>* Review of preliminary data</li> <li>* Summary of work</li> </ul>	<b>Implementation Monitor and Adjust</b> "How well is it working and how can we make it work better?" <b>TASKS</b> <ul style="list-style-type: none"> <li>* Review and update curriculum maps</li> <li>* Continue staff development and follow up</li> <li>* Review and update benchmarks and performance indicators</li> <li>* Collect and review evidence of learning</li> <li>* Review implementation plan</li> <li>* Make necessary adjustments</li> <li>* Summarize work for Board</li> </ul> <b>PRODUCTS</b> <ul style="list-style-type: none"> <li>* Updated maps</li> <li>* Updated benchmarks and performance indicators</li> <li>* Updated implementation plan</li> <li>* Summary of work</li> </ul>	<b>Implementation Monitor and Adjust</b> "How well is it working and how can we make it work better?" <b>TASKS</b> <ul style="list-style-type: none"> <li>* Where needed review and update curriculum maps</li> <li>* Continue staff development and follow up</li> <li>* Where needed review and update benchmarks and performance indicators</li> <li>* Collect and review evidence of learning</li> <li>* Review implementation plan</li> <li>* Summarize work for Board</li> </ul> <b>PRODUCTS</b> <ul style="list-style-type: none"> <li>* Where needed updated maps</li> <li>* Where needed updated benchmarks and performance indicators</li> <li>* Summary of work</li> </ul>	<b>Assessment and Evaluation of Improvements</b> "Is what we set out to do happening - are students learning?" <b>TASKS</b> <ul style="list-style-type: none"> <li>* Collect, review and summarize evidence of student learning</li> <li>* Survey graduates</li> <li>* Evaluate success of implementation: tests, assessments, surveys and other data</li> <li>* Summarize work for Board, include learning data, and recommendations</li> </ul> <b>PRODUCTS</b> <ul style="list-style-type: none"> <li>* Summary of student data</li> <li>* Survey results</li> <li>* Summary of implementation success</li> <li>* Summary of work</li> </ul>
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	Research & Review	Appropriate Materials & Instruction	Year										Research & Review	Appropriate Materials & Instruction
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10		
2013-14	World Language	Elementary Literacy and English Language	World Language											
2014-15	Elementary Literacy and English Language	Elementary Literacy and English Language												
2014-15	Secondary ELA, Electives-PE, Health	Elementary Literacy and English Language	World Language											
2015-16	Elementary Math and Industrial Tech	Secondary ELA, Electives	Elementary Literacy and English Language	World Language										
2016-17	Secondary Math	Elementary Math and Industrial Tech	Secondary ELA, Electives-PE and Health	Elementary Literacy and English Language	World Language									
2017-18	Art, Music, and other electives	Secondary Math (last initial implementation Fall of 2008 for secondary)	Elementary Math and Industrial Tech	Secondary ELA, Electives-PE and Health	Elementary Literacy and English Language	World Language								
2018-19	Science	Art, Music, and other electives	Secondary Math	Elementary Math and Industrial Tech	Secondary ELA, Electives-PE and Health	Elementary Literacy and English Language	World Language							
2019-20	Language Arts	Science	Art, Music, and other electives	Secondary Math	Elementary Math and Industrial Tech	Secondary ELA, Electives-PE and Health	Elementary Literacy and English Language	World Language						
2020-21	Social Studies	Language Arts	Science	Art, Music, and other electives	Secondary Math	Elementary Math and Industrial Tech	Secondary ELA, Electives-PE and Health	Elementary Literacy and English Language	World Language					
2021-22	World Language	Social Studies	Language Arts	Science	Art, Music, and other electives	Secondary Math	Elementary Math and Industrial Tech	Secondary ELA, Electives-PE and Health	Elementary Literacy and English Language	World Language				
2022-2023	Elementary Literacy and English Language	World Language	Social Studies	Language Arts	Science	Art, Music, and other electives	Secondary Math	Elementary Math and Industrial Tech	Secondary ELA, Electives-PE and Health	Elementary Literacy and English Language	World Language			
2023-2024	Secondary ELA, Electives-PE and Health	Elementary Literacy and English Language	World Language	Social Studies	Language Arts	Science	Art, Music, and other electives	Secondary Math	Elementary Math and Industrial Tech	Secondary ELA, Electives-PE and Health	Elementary Literacy and English Language	World Language		
2024-2025	Elementary Math and Industrial Tech	Secondary ELA, Electives	Elementary Literacy and English Language	World Language	Social Studies	Language Arts	Science	Art, Music, and other electives	Secondary Math	Elementary Math and Industrial Tech	Secondary ELA, Electives-PE and Health	Elementary Literacy and English Language	World Language	
2025-2026	Secondary Math	Elementary Math and Industrial Tech	Secondary ELA, Electives	Elementary Literacy and English Language	World Language	Social Studies	Language Arts	Science	Art, Music, and other electives	Secondary Math	Elementary Math and Industrial Tech	Secondary ELA, Electives-PE and Health	Elementary Literacy and English Language	World Language
2026-2027	Art, Music, and other electives	Secondary Math	Elementary Math and Industrial Tech	Secondary ELA, Electives	Elementary Literacy and English Language	World Language	Social Studies	Language Arts	Science	Art, Music, and other electives	Secondary Math	Elementary Math and Industrial Tech	Secondary ELA, Electives-PE and Health	Elementary Literacy and English Language
2027-2028	Science	Art, Music, and other electives	Secondary Math	Elementary Math and Industrial Tech	Secondary ELA, Electives	Elementary Literacy and English Language	World Language	Social Studies	Language Arts	Science	Art, Music, and other electives	Secondary Math	Elementary Math and Industrial Tech	Secondary ELA, Electives-PE and Health
2028-2029	Language Arts	Science	Art, Music, and other electives	Secondary Math	Elementary Math and Industrial Tech	Secondary ELA, Electives	Elementary Literacy and English Language	World Language	Social Studies	Language Arts	Science	Art, Music, and other electives	Secondary Math	Elementary Math and Industrial Tech
2029-2030	Social Studies	Language Arts	Science	Art, Music, and other electives	Secondary Math	Elementary Math and Industrial Tech	Secondary ELA, Electives	Elementary Literacy and English Language	World Language	Social Studies	Language Arts	Science	Art, Music, and other electives	Secondary Math

-When a content area is under review and revision a study of the related Minnesota Academic Standards must be part of the review process.  
 -Review teams will review instruction and content area for inclusion, technology integration, 21st century skills, WBV requirements, access for second language learners and diversity.  
 -Review Teams will review outcomes, materials and instruction and assessments to assure the are multicultural and gender fair.  
 -Review teams will identify pertinent questions to ask vendors.  
 -Review teams will edit, update or create a year at a glance document, a curriculum map, and student syllabus for each course following backwards Design.