



MOORHEAD

AREA PUBLIC SCHOOLS

**School Improvement
and Accountability**
Memo ASLA.16.021

TO: Instruction and Curriculum Advisory Committee

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

DATE: March 10, 2016

RE: March 17, 2016

The Instruction and Curriculum Advisory Committee (ICAC) will meet on Thursday, April 14, 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 February 11, 2016 (Attachment A) |
| 7:10-7:30 | 3. Horizon Middle School Update – Jeremy Larson (Attachment B) |
| 7:30-7:50 | 4. Red River Area Learning Center Update – Deb Pender-Tilleraas (Attachment C) |
| 7:50-8:05 | 5. Adult Basic Education Update – Tammy Schatz (Attachment D) |
| 8:05-8:20 | 6. Community Education Update – Lauri Winterfeldt |
| 8:20-8:25 | 7. Other |

Future Meetings: scheduled in the Board Room at Probstfield Center for Education April 14, May 12

**Instruction and Curriculum Advisory Committee
February 11, 2016, Meeting Minutes**

Members Present: Missy Eidsness, John Wirries, Karen Jacowitz, Rebecca Guest, Dana Haagenson, Carol Ladwig, Bill Tomhave, Julie Wellnitz, Pam Gibb, Mary Flesberg, Sadie Anderson, Lauren Graftaas, Chizuko Shastri, Josh Haag and Leigh Dornfeld.

Guests: Heather Arntson and Greg Salvevold, Moorhead High physical education teachers; Sandy Van Dyke, Probstfield Elementary physical education teacher; Kaylee Jaeger, Ellen Hopkins Elementary physical education teacher; Jeremy Larson, Horizon Middle School principal; and Christy Leier and Cory Holten, Horizon Middle School teachers.

1. Approval of January 14, 2016, Minutes

Dana Haagenson moved, Carol Ladwig seconded, to approve the minutes. Motion carried.

2. Update on Physical Education and Health Resource Adoption

Physical education teachers provided the committee with an update on the resource adoption. Sandy Van Dyke described the Spark curriculum adopted for grades K-2 and grades 3-6. It includes assessment for units, common vocabulary and a Spanish component to use with immersion students (vocabulary and materials for the immersion teachers to use in the classroom). The scaffolding builds on skills from year to year. They began using the new curriculum in October. Teachers are team teaching in physical education because the curtain wall makes it too loud for separate classes. They are discussing more permanent walls in the new school. Phy ed and health are part of the six-day rotation. Health includes the Great Body curriculum adopted two years ago and fitness, which focuses more on personal fitness and uses the bike fleet and a classroom set of snowshoes. Bikes are shared with the other schools, and teachers were trained to teach bike safety. Robert Asp also does ice skating. Fitness testing is still done, but that is under review.

At Moorhead High, physical education is primarily an elective subject. Heather Arntson and Greg Salvevold shared information about the secondary curriculum with the committee. Every ninth grader takes a PE 9 course, either co-ed, all girls, all boys or human performance. Students need to take one more course before they graduate. Lifetime fitness is the main objective of the high school curriculum. The district is able to offer more activities than a smaller school may have. With three or four classes at the same time, they can't all do the same activity if there isn't enough equipment. A matching grant was received for tennis equipment. Health received updated equipment. There was discussion that students can become first aid/CPR certified with an additional fee.

The health class focuses on the seven aspects of wellness and includes having students get to know themselves through vision boards, goal setting and decision making, which is connected to drug, alcohol and sex education. The teacher is working on revamping the curriculum, including new visuals that are impactful and give students information to make informed decisions. There was discussion of whether the material needs to be covered earlier than grade 10 as students are making decisions before they are taking the

health class. Guest speakers are brought in to share personal stories. There were questions related to what is included in the Horizon health course and how that is taught.

3. Technology Integration Task Force Update

The committee heard from Horizon Middle School teachers Christy Leier and Cory Holten about the one-to-one technology pilot in House 6C. Pilots are being done in three elementary classrooms, three Horizon houses and two Moorhead High classes this school year. The roll out of the pilot included high turnout at the parent meeting and enthusiasm regarding the educational uses for their students. Topics at the parent meeting were Haiku, permission slips for taking Chromebooks home and acceptable use policy. Students could take home the Chromebooks beginning around fall conference time.

Educational advantages the teachers noted include differentiated instruction in math (Stride Academy), students can better monitor their grades/assignments, increased engagement in learning, increased use of Haiku (opportunities for discussion boards, wiki projects, practice opportunities with online quizzes, common starting point), increased opportunities for collaboration on a variety of different types of assignments (vocabulary presentations, engineering projects), increased writing and quick formatting.

Some teachers post to Haiku with the daily schedule while others post unit by unit. They incorporate a discussion board with students responding to an article. Sometimes students who aren't willing to share in class are willing to type out their ideas. Nearpod lets them do a slideshow with questions. Students did a Land Yacht Challenge focused on the engineering process where they used Chromebooks to take photos, and projects were posted to Haiku for other students to view. GoGuardian App allows teachers to monitor what students are doing. There was discussion about the use of Newsela, incorporating self-reflection in units, and expectations for Haiku. It was noted that at Moorhead High, Haiku is a great tool, but they need to find the balance for students who just want to go to school on Haiku and not attend class.

4. Update on Curriculum Cycle

Missy Eidsness, assistant superintendent of learning and accountability, provided an update on the district's curriculum cycle. The cycle starts with looking at guiding principles for instruction, developing a rubric and then looking at materials that meet the criteria. Materials are reviewed for about six months with some pilots (pioneers) using what is selected for the remaining months of the year. Some areas that curriculum must meet are the needs for differentiation, diversity, special education and Spanish immersion.

Eidsness noted that Minnesota recommends a nine-year cycle because that is when standards are reviewed. It's also tied to affordability to update. She hopes to stay with this schedule, but noted that every time the district has faced a financial situation the textbook adoption was delayed. The elementary social studies curriculum did become outdated with the delays. There was discussion of going online with textbooks, which is difficult with teachers' varying levels of comfort with technology. Online books aren't necessarily cheaper, but reduce shipping cost. However more devices requires more tech support.

There was discussion about the curriculum maps used for each subject, content included in health courses, and the need to be equitable between schools.

5. Other

Eidsness will work with Red River Area Learning Center, Adult Basic Education and Community Education to have information about adult diploma brought to a spring meeting. The district is leasing the second level of the Globe University building beginning July 1 to use for Red River ALC, ABE and Outreach. Globe is discontinuing its programming here so more space could be available for lease in the future. The goal is to bring Early Childhood Family Education back to Probstfield Center for Education.

There was a concern related to registration at Moorhead High School and if a course isn't listed on the sheet students receive then students don't think they can take that course. Josh Haag, Moorhead High assistant principal, noted they are continuing to work on fixing the sheets used with the online registration and planning guide. Videos have been added in the registration guide for some of the departments.

There was discussion about the use of Chromebooks for English learners or alternative education. Non-pilot houses at Horizon have 50 devices. Devices are available in EL classrooms and some have checkout to take home. Students use them for adaptive software such as Stride Academy or to find an appropriate language level.

HORIZON SCHOOL INSTRUCTIONAL PLAN 2015-2016

Mission Statement: Our purpose takes precedence over test scores...we are in the business of maximizing the value (social, emotional, educational) of the students we serve.

Vision: Engage, Excite, Empower student learning through a rigorous curriculum with high literacy and high expectations/accountability for all.

2015-2016 Non-Negotiables:

1. Literacy-Infused Instruction: We will read and write (levels of writing) every day -- 60 minutes content based reading strategies and practice/40 minutes writing strategies and practice
2. High Engagement: We will use high levels of questioning in each lesson/activity "We will live in II and visit III": Costa's Levels: 25% - 50% - 25%
3. High Accountability: **Culture of Self-Discipline** (students, staff, administration)... "compassion teamed with accountability is a powerful force" Jim Collins.

Horizon Action Steps

1. Continue to implement AVID elect and AVID school wide strategies
 - a. Review/Modify student criteria and Avid mission
 - b. College & Career Readiness activities tied to our Spud Pride Days
2. Efficient use of Notes Building Wide
 - a. Start w/Essential Question and/or Content Objectives for all students
 - b. **Cornell Way** for analyzing & interacting with notes → **(10-24-7 rule)**
 - c. Critical Reading & Writing in all content areas each day: annotate text, write student created questions in the margins, student summarize learning (Task, Text, Talk)
3. Implement Binders for all 6th graders. 6th grade staff will create common expectations for students.
4. Review/Edit common assessments/unit exams checking for Rigor using Costa's levels of questioning. PLCs will use their CFA's to drive student comprehension (RtI) and instructional practices.
5. PLCs will review their big ideas/power standards to ensure they align to current standards and benchmarks. PLCs will review lesson plans to ensure majority of questions and/or activities are level II or higher.
6. All departments will choose 1 component of WICOR to focus on for the year with the understanding that WICOR is the umbrella for our overall school improvement plan. Department Chair Learning Walks will be conducted quarterly for peer review.
7. Critical Reading one time per month per teacher.
8. Implement Literacy Walks, Dept Chair Walks and Avid Learning walks to recognize best practices and check for PD needs among staff. Goal of 1 per quarter Dept Chair Walks, and 1 per semester for Literacy and Avid Learning Walks.

"People not programs make the biggest difference. Success that is tied to test scores is fleeting, significance is tied to the process and it is lasting"

Alternative Education Dropout Prevention - At Risk Students

Alternative education provides viable educational options for students who are experiencing difficulty in the traditional system. Alternative programs are year round and may be offered during the day and after school. They are characterized by smaller class sizes and a hands-on/experiential approach to learning. Instruction is designed to meet individual student learning styles as well as their social and emotional needs. Teachers build connections with students and focus on college and career readiness, including independent study options. Community, county and state partnerships provide additional support and resources. Students are eligible for alternative education if they meet one or more of the following criteria (MN Statute 124D.68):

- Performs substantially below the performance level for students of the same age/grade;
- Is behind in satisfactorily completing coursework or obtaining credits for graduation;
- Is pregnant or a parent;
- Has been assessed as chemically dependent;
- Has been excluded or expelled;
- Is a victim of physical or sexual abuse;
- Has experienced mental health problems;
- Has experienced homelessness in the past six months;
- Speaks English as a second language or is an English learner;
- Has withdrawn from school or is chronically truant;

Alternative Education

Red River Area Learning Center Separate Site Program

The mission of the Red River Area Learning Center is to engage students in the learning process, prepare them to meet the same challenging standards of grade mates, and to provide them with a solid background for meeting college and career aspirations beyond high school.

Growth initiatives that are being emphasized for the 2015-2016 school year include the following:

- To establish an advisor - advisee program to ensure that every student has a mentoring relationship with at least one caring adult;
- To continue to study and implement promising practices to promote positive school - family relationships;
- To maximize partnerships between the ALC, higher education, local businesses, and other stakeholders (eg. Lakes Country Carl Perkins, CEP, etc.), to ensure that all students graduate "college and career ready."
 - Early/Middle College Program

Alternative Education

Separate Site Program Goals 2015-2016

Program goals for the Red River Area Learning Center Separate Site Program include the following:

- **Goal 1** Red River ALC High School Seniors (enrolled for one academic quarter or longer) who meet graduation requirements and/or continue their high school education will increase from 51.4% to 67%.
- **Goal 2** Red River Area Learning Center students (enrolled for one academic quarter or longer) who meet a minimum productivity standard of 6.5 credits annually will increase from 25% to 33.3%.
- **Goal 3** Red River Area Learning Center students (enrolled for one academic quarter or longer) who meet a minimum attendance standard of 85% will increase from 24% to 40%.
- **Goal 4** Red River Area Learning Center will provide a personalized learning environment for every student with the implementation of an advisor-advisee program in 2015-2016. Students will receive 60 minutes of direct contact with a teacher-mentor daily.

Alternative Education

Early/Middle College Program: Focus on the Future

- Applications for the Early/Middle College Programs were made available in Spring, 2015 by the Minnesota Department of Education (MDE), under authorization from the new 2014 Postsecondary Enrollment Options Act (124D.09) Legislation.
- Moorhead District's Red River Area Learning Center and Minnesota State Community and Technical College Moorhead campus established a partnership that was approved by MDE for Fall, 2015. The new Early/Middle College Program, Focus on the Future, enables students enrolled in a core school day State Approved Alternative Program (SAAP) to earn dual high school and college credit year round.
- Eligible students may earn a high school diploma while also conferring a certification, associate's degree, or up to two years of credit towards a Bachelor's Degree. The students may also enroll in remedial, developmental and other courses that are not at the college level. Students are eligible to take PSEO courses year round.
- The Early/Middle College Program aims to benefit students in the "academic middle" – especially students who are low-income, English Language Learners, first-generation college students or students of color.

Alternative Education

Early/Middle College Program: Focus on the Future: 2015-2016

- Entry level PSEO courses - Automotive:
 - Began in 2009-2010. Seed project for current Early/Middle College partnership.
 - Co taught courses: M State Automotive Instructors and ALC Staff
 - Capacity for 12-14 students in fall and spring.
 - Outcomes:
 - 100+ ALC students have earned PSEO credit to date.
 - ALC students have continued their education at M State after graduation.
- Certification Courses - Automotive
 - Select students have completed M State courses in brakes and suspension.
- Liberal Arts Courses:
 - One ALC student was enrolled in liberal arts courses through Early/Middle College in Fall, 2015.
 - Five ALC students were enrolled in liberal arts courses in Spring, 2016.
- Future Directions:
 - Exploration/expansion of programming options in other areas of study.
 - Expanded opportunities through Early/Middle College Program for older than average students.
 - Expansion of the Early/Middle College Program to M State campuses in Detroit Lakes and Fergus Falls.

MOORHEAD ADULT BASIC EDUCATION

The mission of Adult Basic Education (ABE) in Minnesota is to provide adults with educational opportunities to acquire and improve their literacy skills necessary to become self-sufficient and to participate effectively as productive workers, family members, and citizens.

Eligibility:

Individuals age 17 and over who are not enrolled in a K-12 system and are functioning below the 12th grade level in any of the basic academic areas including reading, math, writing, and speaking English.

Classes / programming that we offer: morning, afternoon, evening and some online options

ELL	Basic literacy skills	Employability skills
GED	College preparation	Citizenship preparation
State Adult Diploma	Beginning computer classes	Customized classes

Who we serve:

Refugees, unemployed, underemployed, college bound, Workers Compensation referrals

Assessments/progression:

All learners are given the Federally required assessments upon enrollment and every 40 hours of academic contact time thereafter. Individuals progress through the program based upon their scores on these assessments.

Community partners:

Employment agencies, post secondary institutions, workforce centers, social services, public library, employers, volunteers

Where we are located:

The Moorhead site is at 2215 12th Avenue South in Moorhead.

The consortium includes Clay, Wilkin, and Traverse counties with programming in Hawley, Barnesville, Breckenridge, and Wheaton.

ABE Staffing:

11 Instructors, 4 Paraprofessionals, 1 Administrative Assistant, 1 Program Manager

Staff professional development for ABE:

This is done statewide and regionally through the Minnesota Department of Education, Hamline University (ATLAS), Minnesota Literacy Council, and Literacy Action Network.