



MOORHEAD

AREA PUBLIC SCHOOLS

**School Improvement
and Accountability**

Memo ASLA.17.28

TO: Instruction and Curriculum Advisory Committee

FROM: Missy Eidsness, Assistant Superintendent of Learning and Accountability

DATE: March 9, 2017

RE: March 16, 2017 Meeting

The Instruction and Curriculum Advisory Committee (ICAC) will meet on Thursday, March 16, 2017 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 9, 2017 (Attachment A) |
| 7:10-7:30 | 3. Horizon Middle School Update – Jeremy Larson (Attachment B) |
| 7:30-7:45 | 4. Red River Area Learning Center Update – Deb Pender |
| 7:45-8:00 | 5. Adult Basic Education Update – Tammy Schatz (Attachment C) |
| 8:00-8:15 | 6. Community Education Update – Lauri Winterfeldt (Attachment D) |
| 8:15-8:20 | 7. Other |

Future Meetings: scheduled in the Board Room at Probstfield Center for Education April 13, May 11

**Instruction and Curriculum Advisory Committee
Jan. 19, 2017, Meeting Minutes**

Members Present: Karen Jacowitz, Chizuko Shastri, Cassidy Bjorklund, Dana Haagenson, Josh Haag, Mary Flesberg, Sadie Anderson, Leigh Dornfeld, John Wirries, Missy Eidsness, Julie Wellnitz, Teresa Shume, Rachel Hohn, Carol Ladwig, Bill Tomhave and Pam Gibb.

Guests: Jim Duncan, Moorhead High math teacher, Craig Fahrendorf, Horizon Middle School math teacher, Deb Pender, director of alternative education, Sarah Martin, Ellen Hopkins Elementary School resource strategist and Excel coordinator, and Vicki Breneman and Andrea Manston, instructional math coaches.

1. Approval of Jan. 19, 2017, Minutes

Carol Ladwig moved, Karen Jacowitz seconded, to approve the minutes. Motion carried.

2. Update on Secondary Mathematics Adoption

Jim Duncan, Moorhead High math teacher, and Craig Fahrendorf, Horizon Middle School math teacher, provided updates on the resource adoption for secondary mathematics. Missy Eidsness, assistant superintendent of learning and accountability, explained that the state standards are not changing, but in the nine years since the last adoption resources have changed with the need for digital resources. Last year the order for a couple of courses changed as AP Calculus was moved to the junior year with AP Statistics in the senior year.

At Moorhead High, Duncan said the teachers are preparing for new materials for next year. They are surveying students and parents and making site visits to Chaska and Bloomington Jefferson, which have somewhat similar populations but slightly higher Minnesota Comprehensive Assessments scores. They have reviewed some curriculum materials already and have found options that include more application problems, not just solving equations, and electronic versions. Eidsness said the district has a nine-year adoption cycle, but that textbook companies have a six-year license so she has had to work with that. There was discussion about whether it makes sense to move to a 1-to-1 technology environment at Moorhead High, that a graphing calculator is required for mathematics and they work with students to purchase those. Students need to be familiar with the calculator so they know how to use it. There was discussion of implementing a lease-to-own option for the calculators, and that teachers would like to have classroom sets of calculators available.

Fahrendorf said the Horizon math department is looking at the transition from the elementary Bridges math to grades 6-8 math and then transitioning to high school math. With the literacy goals at Horizon they are hoping to find curriculum that includes text for students to read in each chapter. The Minnesota mathematics standards are not the Common Core standards, but textbooks are written to meet the Common Core. One option being considered is the Minnesota Partnership for Collaborative Curriculum being developed by Minnesota school districts. Eidsness said they need to evaluate the quality, and pricing would include hiring teachers to review the grade-level units. If the district develops the curriculum then there wouldn't be licensing fees, but print copies would still be made. There are students/classes that want the book.

There was discussion of the additional sheltered math for English learners taught by both the math and EL teachers, that some resources may need to be in multiple languages since students with interrupted education may not have basic math skills, the importance of vocabulary for mathematics, and that the departments have been taking time to reflect on how to make programming better for students.

3. Extended-Day Learning

Deb Pender, director of alternative education, and Sarah Martin, Ellen Hopkins Elementary School resource strategist and Excel coordinator, shared information about extended-day learning, which is another program under the alternative education umbrella. The K-8 targeted services program is called EXCEL in Moorhead and served 771 students last year. That includes after-school and summer programming and Saturday school just at Horizon. Red River Area Learning Center is focused on dropout prevention so the targeted services programs support students at risk of not making grade-level progression. About 18 percent of the district's students are served. Students receiving Learner Support Services or EL services are similar to the district averages. Pender said the students served should be similar in demographics to the district. Students eligible for free and reduced-price meals is higher than district average (55 percent compared to 40 percent) and there is still overrepresentation of Hispanic and Black students compared to district percentages. A legislative report was included in the agenda with additional information.

There was discussion of measuring growth and how to determine whether the extra support is working, and that the district has an area learning center instead of an alternative program, which allows for this additional programming.

Martin provided an overview of the elementary EXCEL program, which is offered after-school at the elementary schools. Students receive extra support on Tuesday and Thursday afternoons. At Hopkins the math support is one night while the literacy support is the other night. Some students only need reading support. Students work on math vocabulary and the same mathematics curriculum is used. Hopkins also offers a breakfast program for grades 1-2 that uses AmeriCorps volunteers to have students work on reading and comprehension skills.

During the summer, a three-week Jumpstart program allows students to prepare for the new school year. There are also transition activities for students moving to Horizon. The focus is on literacy, mathematics and school success skills. There is time for re-teaching and practice for students who meet qualifications.

EXCEL programs are cost-contained. Students earn a .2 ADM for 204 hours of targeted services a year. Some Title funds help with transportation. Moorhead High has struggled to get enough students to attend a program; the students generate the funds to run the program. The coordinators hire staff to meet the students' needs (i.e., EL teacher, para services).

There was discussion that around grades 3 and 4 students shift from learning to read to reading to learn, and that shift can leave some kids behind. EXCEL helps grades 3-4 students focus on the learning to read piece because the teachers are moving on. There are

needs at other levels, including serving Probstfield kindergarten. Further discussion focused on student growth, affect of inconsistent attendance on growth, MCA performance, and that students who are behind need to make a larger jump in growth. Growth isn't attributable just to EXCEL, since it's a team effort with services provided during the school day.

4. Update on First Year of Elementary Math Adoption

Instructional coaches Vicki Breneman and Andrea Manston provided information about the implementation of the new Bridges in Mathematics curriculum, noting that it has been a smooth and positive adoption cycle. Bridges in Mathematics is a comprehensive K-5 curriculum developed through The Math Learning Center. It meets and exceeds the Minnesota standards. The curriculum is rigorous and engaging, and it helps students become confident mathematical thinkers. This curriculum embraces the current research on how children learn math and how we should be teaching math.

Pioneers at each school in different grade levels used the curriculum last year. The program includes 60 minutes of problems and investigations. Problems are posted for the whole class, students think and work independently or talk in pairs before sharing, and the teacher monitors the discussion. The other component is Number Corner, which is set up around the calendar and includes exercises or games (such as Beat the Calculator) for students to work on skills or in small groups.

Professional development and support for teachers has including initial and ongoing support from Bridges, including two days of training during the summer (half day with each grade level), online support, professional learning communities, and the pioneers, math committee members and math instructional coaches. Right now the focus is just on learning the curriculum as each new unit includes information for teachers to read. Family communication is through newsletters, free math apps, media centers/SPUDS Landing, Bridges online support for families, home connections, math night, and a curriculum guide that is in draft stage.

There was discussion about whether there are strategies to use in early childhood programming, addressing parents' math anxiety, whether parents are using the resources, and that the curriculum is designed to help students develop the strategies and mathematical thinking first before rote learning.

HORIZON SCHOOL INSTRUCTIONAL PLAN 2016-2017

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 (E³) student learning through a rigorous curriculum with high literacy and high expectations/accountability for all.

Building Goal: All students will receive college, career, and life ready preparation.

2016-2017 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 school wide strategies
2. Efficient use of Notes Building Wide (variety of note options)
 - a. Start w/Essential Question and/or Content Objectives for all students → Know, Show and Essential Questions (Back to Basics); EQs should be Costa's level II or III → open ended
 - b. Continue to expand the **Cornell Way** for analyzing & interacting with notes through the use of **10-2-2** note taking model & the 10-24-7 practice for note retention
 - 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. Research/pilot e-binders for the 1 to 1 environment.
4. PLCs will use CFA's to drive student comprehension (RtI) and instructional practices by focusing on the following:
 - a. PLCs will review their big ideas/power standards to ensure they align to current content standards and benchmarks
 - b. PLCs will review their CFA questions to ensure they align with the big ideas/power standards and check the rigor level (Costa's level of questioning - 25%, 50%, 25%)
 - c. PLCs will create a year at a glance for common assessments and common assessment review
 - d. PLCs will create and have students take 1 common assessment per quarter through Naiku
5. All departments will choose 1 component of WICOR to focus on for the year (building on what they choose last 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.
6. Critical Readings will be collected 2 times per quarter for core content areas and 1 time per quarter for 5th core
7. 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"



MOORHEAD ADULT BASIC EDUCATION

2777 34TH STREET SOUTH #223, MOORHEAD, MN 56560, (218) 284-3450

- ☐ GED - PREPARE FOR THE 4 TESTS FOR THE GED EXAM (LANGUAGE ARTS, SOCIAL STUDIES, SCIENCE, MATH)
- ☐ ADULT DIPLOMA - STATE HIGH SCHOOL DIPLOMA OPTION FOR INDIVIDUALS 19 AND OVER
- ☐ BASIC SKILLS - CLASSES TO ASSIST ADULTS IN IMPROVING READING AND MATH SKILLS
- ☐ TRANSITION TO POSTSECONDARY - PREPARATION FOR COLLEGE READING, WRITING, AND MATH
- ☐ ELL - READING, WRITING, SPEAKING, AND LISTENING SKILLS FOR ADULTS WHOSE NATIVE LANGUAGE IS NOT ENGLISH; CITIZENSHIP PREPARATION
- ☐ ACADEMIC CAREER & EMPLOYABILITY SKILLS - EFFECTIVE COMMUNICATION, CRITICAL THINKING, SELF-MANAGEMENT, NAVIGATING SYSTEMS, DEVELOPING A FUTURE PATHWAY, AND LEARNING STRATEGIES
- ☐ DIGITAL LITERACY - NORTHSTAR DIGITAL LITERACY CERTIFICATION, ONLINE SUPPLEMENTAL LEARNING, AND BASIC COMPUTER SKILLS FOR ENROLLED ABE STUDENTS

CLASSES ARE AVAILABLE DAYS & EVENINGS TO QUALIFYING MINNESOTA RESIDENTS AGES 17 AND OVER

CALL (218) 284-3450 TO SCHEDULE AN ORIENTATION APPOINTMENT

Community Education in Moorhead

The state of Minnesota is the only state that supports a separate fund for Community Education. According to state law, Community Education exists:

“To make maximum use of the public schools of Minnesota by the community and to expand utilization by the school of the human resources of the community, by establishing a community education program.”

What we do:

Adult Enrichment

Early Childhood Family Education

School Readiness

Adult Basic Education

Early Childhood Screening

Youth Service

Youth Enrichment

After School

Summer Camps

Classes for Adults with Disabilities

Work with outside agencies, organizations and businesses to provide sponsorships, classes, promotion, and service opportunities.

Some current examples:

MCAM Collaboration

Rourke Art Gallery Classes

Kidsource

River Keepers

Growing Together