



MOORHEAD

AREA PUBLIC SCHOOLS

**School Improvement
and Accountability**

Memo ASLA.19.34

TO: Instruction and Curriculum Advisory Committee

FROM: Tamara Uselman, Assistant Superintendent of Learning and Accountability

DATE: May 3, 2019

RE: May 9, 2019 Meeting

The Instruction and Curriculum Advisory Committee (ICAC) will meet on Thursday, May 9, 2019 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 April 11, 2019 Meeting (Attachment A)

7:10-8:10 3. School Improvement Updates

- Horizon West Middle School – Carla Smith (Attachment B)
- Horizon East Middle School – Jeremy Larson (Attachment C)
- Moorhead High School – Dave Lawrence (Attachment D)
- Early Intervention Services – Ashley Nelson (Attachment E)
- Adult Basic Education – Tammy Schatz (Attachment F)
- Red River Area Learning Center – Deb Pender

8:10-8:15 4. Other

**Instruction and Curriculum Advisory Committee
April 11, 2019, Meeting Minutes**

Members Present: Donna Norquay, Rebecca Guest, Karen Jacowitz, Pam Gibb, Rachel Stone, Carol Ladwig, Chizuko Shastri, Brycen Lunak, Cassidy Bjorklund, Julie Wellnitz, Amelia Bjorklund and John Wirries.

Guests: Lynnelle Dirksen, Ellen Hopkins Elementary principal, Josh St. Louis, S.G. Reinertsen Elementary principal, Chris Triggs, Robert Asp Elementary principal, and Robin Grooters, Dorothy Dodds Elementary principal.

1. Approval of March 21, 2019, Minutes

Carol Ladwig moved, Donna Norquay seconded, to approve the minutes. Motion carried.

2. Ellen Hopkins Elementary Update

Lynnelle Dirksen, Ellen Hopkins Elementary principal, provided committee members with an update on the 2018-19 improvement plan for Hopkins. The mathematics objective is to increase grades 3-4 mathematics proficiency from 58 percent to 65.7 percent on the 2019 Minnesota Comprehensive Assessments and to achieve a proficiency of 49.3 percent for students eligible for free and reduced-price lunch. Efforts in mathematics are continuing to implement the new Bridges math curriculum and Number Corner with fidelity, math learning labs for grades 3 and 4 teachers to work with the math specialist on teaching strategies, and holding a math night where MSUM basketball players came in to assist students with math games.

The 4Cs (communication, creativity, collaboration and critical thinking) objective is to provide students with experiences to develop an understanding of the design cycle. The Hopkins resource strategist has been focusing on this with research projects at each grade level and lessons to teach the teachers about using the makerspace supplies so they can use those with their students. Teachers can check out design-thinking materials from the media center.

The literacy objective is to increase grades 3-4 reading proficiency from 50 percent to 55.6 percent on the 2019 Minnesota Comprehensive Assessments and to achieve a proficiency of 38.4 percent for students eligible for free and reduced-price lunch. MCA reading testing is being completed this week; results from the MCAs won't be available until summer. This year Hopkins added a text level target for K-4 students, which is to have 80 percent of students meeting their text level target for their grade. Dirksen said a new strategy in reading was the implementation of a small group planning template. Literacy Learning Walks continued this year, teachers complete a practice profile (self-assessment) three times throughout the year, professional learning communities meet twice a month, two literacy coaches (one for Spanish Immersion and one for English classrooms) work with teachers, and optional small-group professional development sessions and mentorship framework are offered on Wednesdays.

The behavior objectives are a 20 percent reduction in major incidents from 283 to 226, reduction in the daily incident rate from an average of 1.7 incidents per day to 1.4 incidents per day, and increase the attendance rate from 87.8 percent to 92 percent.

As of April 2019, they have seen 120 incident reports this year (compared to 230 major incidents last year). Efforts to achieve that include having all teachers submit classroom management plans, having all teachers follow the Hopkins daily social skills outline during classroom morning meetings, monthly PBIS team meetings to review data, student leadership team, and focus on positives with monthly SPUD meetings for all grades to recognize students.

There was discussion of how to grow the proficiency of students eligible for free/reduced lunch. Dirksen said some of the students may not have an adult reading to them every evening. Students often receive additional instruction with a Title specialist, and student leaders are reading with grades K-1 students.

3. Robert Asp Elementary Update

Chris Triggs, Robert Asp Elementary principal, provided an update to the committee. The math and reading goals mirror each other and emphasis is on engagement in small group instruction. The mathematics goal is to increase mathematics proficiency from 52 percent to 60 percent on the 2019 Minnesota Comprehensive Assessments. The majority of Robert Asp teachers have been trained in AVMR (Add+Vantage Math Recovery). New this year is that grade levels participate in a coaching cycle with the district coach. The principals do a design-thinking lockbox activity with students while the teachers have professional learning communities with the math coach. The teachers choose the area where they want support. The math night/game night engages parents and students in math and STEM games.

Triggs said that Title I intervention has shown growth, but it had leveled out. As a schoolwide Title school, they used funds to target certain grade levels to reduce class size. Triggs said the students who need it the most should be getting small group instruction at least four times a week now, which they hope will make a difference.

The reading goals are to increase reading proficiency from 43.4 percent to 50 percent on the 2019 Minnesota Comprehensive Assessments and for 80 percent of K-4 students to achieve one year's growth from fall to spring as measured by the Benchmark literacy assessment. Triggs said they are trying to schedule students for additional support using the double dose approach, but without pulling them for reading during math time and vice versa. To strengthen core instruction they are working on making small group reading lessons appropriate for students. Staff members continued training by Ginger Hill, a former Reading Recovery trainer. Learning walks are done using Jan Richardson's rubric, making sure Richardson's components are happening in classes visited during the learning walk. They are working to incorporate the 4Cs of critical thinking, communication, collaboration and creativity into lessons. They continue to emphasize writing and having students write about reading to increase their reading comprehension.

The PBIS culture / climate goal is for students to demonstrate an increase in behavior that communicates care, consideration and respect of self that will be reflected in a 10 percent reduction of major and minor incidents. The climate committee meets monthly to analyze incident data and plan for positive incentives. Crew Slips are awarded to students who made positive choices. Social skills such as problem solving, growth mindset, debugging

system, etc. are part of the morning broadcast by the principals or counselor. This creates common language in the school. Staff members are in the third year of trauma training to recognize how to be sensitive to students coming with different needs. Triggs said they are teaching students to self-regulate and use the calming spot to build capacity in students. They are looking at restorative practices as part of the discipline plan.

4. S.G. Reinertsen Elementary Update

Josh St. Louis, S.G. Reinertsen Elementary principal, noted that Reinertsen Elementary has one vision/goal and similar objectives as the other schools related to MCA scores. Their objectives are for 55 percent of grades 3-4 students to be proficient on the 2019 reading MCA and 70 percent to be proficient on the 2019 mathematics MCA. They also added objectives for grades K-2 students to have 80 percent of students score at or above the skill target score set by May 2019 as measured by the aimswebPlus reading assessment and to have 60 percent of K-2 students score 75 percent or higher on the mathematics comprehensive growth assessment. Test scores will be available later this spring and summer.

A leadership team went to the PLC Institute to strengthen professional learning communities. To make PLC a weekly period of time, the leadership team created a schedule that provides common prep for grade-level teachers. They are looking at essential learner outcomes and vertical teaming to see what skills students need coming out of a grade and going into the next grade and how this aligns. They have had initial conversations about common formative assessments and will focus more on this next year. Learning Walks and coaching are continuing.

For mathematics, they are using math coaching cycles, Dreambox, and the second year of third-grade math club, which targets students with additional math intervention. Teachers meet with the math coach and look at data, and the PLC teams review student data.

The PBIS objective is to decrease the major office discipline referrals from 2.1 referrals per day to 1.5 referrals a day. Incidents by month have dropped significantly since fall. They are using weekly counselor tips and Second Step curriculum. Principals share daily videos, sometimes with students demonstrating kindness or problem solving, and teachers use Rusty social/emotional learning videos to work on common language and social skills. They have continued to focus on positives and relationship building with #SGRSpudoftheWeek tweets and phone calls to parents.

For the 4Cs goal, the objective is for students to have the opportunity to participate in 4C-based activities. Students have co-taught design-thinking lessons with the media strategist and use the green room (makerspace with the green wall for video production) for videos, Lego wall and other 4C activities.

4. Dorothy Dodds Elementary Update

Robin Grooters, Dorothy Dodds Elementary principal, said as they near the end of the second year, that they are significantly ahead of the first year when they didn't know each other. In the first year as a school, they set broad building goals because they didn't know the students. She said they are pleased they are on track.

For literacy, they set text level goals for the percent of students proficient at the designated instructional text level for each grade. For kindergarten emphasis is on comprehension questioning and formative assessment, grade 1 is emphasizing reading for meaning and comprehension questions to facilitate conversation among students, for grade 2 emphasis is on providing coaching and feedback to readers, in grade 3 emphasis is on small group instruction for transitional readers, and for grade 4 emphasis is on lesson planning using a common template. Grooters said they continue to conduct Learning Walks and need to work on small group instruction with fidelity for grades 3-4. For math, they are using proficiency on Unit 4 assessments. They are better utilizing the math coach this year.

The 4Cs goal is looking at collaboration and communication with an emphasis on critical thinking. The morning meeting and video news announcements highlight character traits, and they are exploring makerspace opportunities. The behavior goal is to reduce daily incident reports from 2.5 to 1.5. This is currently on track. Grooters noted they are still working on finding the right supports for some of the top tier students with most incidents. One change is having the principal go to the classroom to support the teacher instead of sending a student to the office because of behavior. Also, staff are working on positive communication with parents through SpudTastic postcards and/or phone calls.

6. Other

There was a question about the transition of students from grade 4 to grade 5. The special education teachers are meeting with Horizon West special education teachers as part of April 18 professional development, and early learning staff meet with the elementary teachers. There was discussion about supporting students who lack housing, the needs seen with students who haven't been in school before or are in school inconsistently, that about a third of students in each classroom face challenges, professional development such as trauma training to support teachers, support for teachers as they manage classrooms, and resilience of students.

Horizon West School Improvement Plan 2018-19

Literacy

Literacy Vision Statement: The vision of Horizon Middle School West is to establish a culture of learning that supports the needs of the 21st century learner and inspires lifelong learning in every student. All students will apply skills and strategies aligned with grade level standards, habits, and motivation to become lifelong readers and writers.

Literacy Objective: Sixty-five percent of fifth and sixth grade students (45% for fifth and 49% for sixth grade students receiving free/reduced meals) will show proficiency in reading achievement, demonstrated by a Reading Battery score of 481 or higher for fifth grade and 500 or higher for sixth grade by the end of the 2018-19 school year as measured by the AimsWeb Plus Assessment.

- Strategy #1: Teachers will follow the Literacy Framework Guide to Implementation for the fifth grade and the Language Arts Curriculum Map for sixth grade.
- Strategy #2: Consistent literacy professional development including job-embedded professional development.
- Strategy #3: Implementation of Professional Learning Communities aligned with standards and student data to answer the four Dufour questions.

Math

Mathematics Vision Statement: The vision of Horizon West is to establish a culture of learning that supports the needs of the 21st century learner and inspires lifelong learning in every student. All students will apply skills and strategies aligned with grade level standards, habits, and motivation to become flexible and efficient math thinkers.

Mathematics Objective: Horizon West students in fifth and sixth grade will increase their overall mathematics achievement as measured by their proficiency levels on the 2018-19 MCA Math Assessment. Horizon West fifth and sixth grade students (including special populations) will match the proficiency levels of the state for the 2018-19 school year.

- Strategy #1: Continued implementation of Bridges and Number Corner in the fifth grade and Eureka in the sixth grade. following the Bridges and Number Corner pacing guide for fifth grade and following the sixth grade Math Curriculum Map and Eureka curriculum.
- Strategy #2: Collect and use data with the assistance of the math instructional coaches to drive instruction.
- Strategy #3: Implementation of Professional Learning Communities aligned with standards and student data to answer the four Dufour questions.

Horizon West School Improvement Plan 2018-19

PBIS/Behavioral

PBIS/Behavioral Vision Statement: Horizon West is a safe and welcoming environment where the diversity of each individual is recognized and respected. All students are nurtured and supported as they strive toward personal excellence.

PBIS/Behavioral Objective: Horizon West students in fifth and sixth grade will demonstrate an increase in positive behavior that communicates respect, responsibility, and safety. The change will be reflected in a 10% reduction of major incidents.

We will also reduce our average of daily incidences from 4.4 to 4.0 during the 2018-2019 school year working to prevent spikes of behaviors in the months of April and May.

- Strategy #1: Teachers and staff will follow the PBIS plan as created by the PBIS committee.
- Strategy #2: Data will be shared in a monthly newsletter and at quarterly staff meetings to assist in rewarding and reteaching expectations to students.

4Cs

4Cs Vision Statement: The vision of Horizon Middle School West is to establish a culture of learning that supports the needs of the 21st century learner and inspires lifelong learning in every student.

4Cs Objective: Horizon West students in fifth and sixth grade will become more intentional and purposeful with the implementation of critical thinking, creativity, collaboration, and communication within their classroom lessons which will be assessed through the use of the Metro 4C's rubric.

- Strategy #1: Horizon West staff will receive ongoing professional development related to the 4Cs.
- Strategy #2: Staff at Horizon West will use at least one slice of a 4C rubric of their choice with their class three times during the 18-19 school year.

Our Process

- Work is done by our Building Leadership Team (BLT) via a retreat in August and monthly meetings.
- The School Improvement Plan was shared with and agreed upon by the entire staff during our back to school week in the fall of 2018.
- We do monthly check ins to stay on track, reflect and adjust.

HZNE 2018-2019 INSTRUCTIONAL PLAN FOR PERSONALIZED LEARNING

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

Vision = E³

We will Engage, Excite, Empower 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.

2018-2019 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.

Building Norms for ALL: Be on Time, Be on Task, Focus on Learning

Horizon Action Steps through AVID school wide strategies

1. 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 **Focused Notes Process** 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**)
2. PLCs will use Understanding by Design (UbD) structure for unit planning review and to drive instructional practices by focusing on the following:
 - a. PLCs & departments will review their big ideas/power standards to ensure they align to current content standards and benchmarks
 - b. PLCs will review their assessments & instructional practices to ensure they align with the big ideas/power standards, check the rigor level and provide formative feedback (Costa's level of questioning - 25%, 50%, 25%)
 - c. PLCs will update their year at a glance for authentic assessments AND/OR a plan for using authentic assessments for creating academic supports during Advising/RtI period and building in student reflections.
3. 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.
5. Implement Literacy/AVID Learning Walks to recognize best practices and check for PD needs among staff. Goal of 1 per semester.
6. Ensure that all students make a connection with at least 1 adult in the building by expanding our check and connect program, continue mind up curriculum and restorative justice practices.

"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"

Attachment D

MHS ICAC School Improvement Plan Update
Thursday, May 9th

Goals Areas

1. Vision/ Goal Statement (Literacy Based)

Moorhead High School will prepare students to be college and career ready with a strong focus on literacy.

2. Vision/ Goal Statement (Mathematics Based)

Moorhead High School will prepare students to be college and career ready with a strong focus on mathematics.

3. Vision/ Goal Statement (PBIS based/Graduation)

Moorhead High School will prepare students to be college and career ready with a student-centered based culture focused on student growth and achievement.

Math Support Classes

Intermediate Algebra Support 35 students currently enrolled

Through semester 1

2018-19 - 22 of 35 (63%) received a passing grade in Int Alg

2017-18 - 14 of 18 (78%) received a passing grade in Int Alg

2016-17 - 15 of 22 (68%) received a passing grade in Int Alg

Geometry Support 15 students currently enrolled

Through semester 1

2018-19 - 16 of 19 (84%) received a passing grade in Geometry

2017-18 - 11 of 15 (73%) received a passing grade in Geometry

2016-17 - 10 of 14 (72%) received a passing grade in Geometry

Advanced Algebra Support 15 students currently enrolled

Through semester 1

2018-19 - 14 of 15 (93%) received a passing grade in Geometry

2017-18 - 13 of 16 (81%) received a passing grade in Geometry

2016-17 - 14 of 15 (93%) received a passing grade in Geometry

Reading Support Courses

Reading Enhancement (Reading +)

41 students enrolled in Reading Enhancement

2018-19 - 32 of 36 (89%) passed all classes 1st semester

2017-18 - 35 of 41 (85%) passed all classes 1st semester

2016-17 - 27 of 35 (77%) passed all classes 1st semester

Reading 180

10 students currently enrolled

2018-19 - 9 of 10 (90%) passed all classes 1st semester

2017-18 - 4 of 6 (67%) passed all classes 1st semester

2016-17 - 19 of 23 (83%) passed all classes 1st semester

AVID 2018-19

AVID I

(35 - 9th-grade students) 22 enrolled for the 2017-18 sy

24 of 35 (65%) students enrolled in a Honors, AP, Foreign Language or music class for the current school year. 12 of 22 - 55% for the 2017-18 sy

Avg Semester 1 GPA = 2.71. 16 students with over a 3.0 GPA

AVID II

(22 - 10th grade students) 18 enrolled for the 2017-18 sy

17 of 22 (77%) students enrolled in a Honors, AP, foreign Language or music class for the current school year. 16 of 18 - 89% for the 2017-18 sy

Avg Cum GPA = 2.59. 9 students with over a 3.0 GPA

AVID III

(17 - 11th grade students) 19 enrolled for the 2017-18 sy

10 of 17 = (59%) students enrolled in a Honors, AP, foreign Language or music class for the current school year. 14 of 19 - 74% for the 2017-18 sy

Avg Cum GPA = 3.1. 10 students with over a 3.0 GPA

AVID IV

(16 - 12th grade students) 18 enrolled for the 2017-18 sy

13 of 16 = (81%) students enrolled in a Honors, AP, foreign Language or music class for the current school year. 18 of 18 - 100% for the 2017-18 sy

Avg Cum GPA 2.75. 10 students with over a 3.0 GPA

Shelter Courses 2018-19

English

16 of 16 (100%) students enrolled were receiving a passing grade at end of 1st semester

Math Skills

9 of 12 (75%) students enrolled were receiving a passing grade at end of 1st semester

Physical Science

16 of 21 (76%) students enrolled were receiving a passing grade at end of 1st semester

World History

16 of 16 (100%) students enrolled were receiving a passing grade at end of 1st semester

Shelter Courses 2017-18

English

12 of 12 (100%) students enrolled were receiving a passing grade at end of 1st semester

Math Skills

15 of 15 (100%) students enrolled were receiving a passing grade at end of 1st semester

Physical Science

17 of 18 (94%) students enrolled were receiving a passing grade at end of 1st semester

U.S. History

9 of 9 (100%) students enrolled were receiving a passing grade at end of 1st semester

Shelter Courses 2016-17

English

16 of the 17 (94%) students enrolled were receiving a passing grade at end of 1st semester

Intermediate Algebra

16 of 16 (100%) students enrolled were receiving a passing grade at end of 1st semester

Physical Science

19 of 21 (90%) students enrolled were receiving a passing grade at end of 1st semester

World History

12 of 16 (75%) students enrolled were receiving a passing grade at end of 1st semester

	2012-13	2013-14	2014-15	2015-16	2016-17
	ISS/OSS totals	ISS/OSS totals	ISS/OSS totals	ISS/OSS totals	ISS/OSS totals
1st Qrt	95 Students missed 1055 Class Periods	44 Students missed 433 Class Periods	27 Students missed 350 Class Periods	25 Students missed 253 Class Periods	36 Students missed 416 Class Periods
2nd Qrt	135 Students missed 1430 Class Periods	56 Students missed 637 Class Periods	30 Students missed 298 Class Period	27 Students missed 343 Class Period	33 Students missed 213 Class Period
3rd Qrt	67 Students missed 709 Class Periods	46 Students missed 749 Class Periods	34 Students missed 383 Class Periods	21 Students missed 195 Class Periods	42 Students missed 458 Class Periods
3 Quarter Totals	297 Students missed 3,194 Class Periods	146 Students missed 1,819 Class Periods	91 Students missed 1,031 Class Periods	73 Students missed 791 Class Periods	111 Students missed 1087 Class Periods

	2017-18	2018-19
	ISS/OSS totals	ISS/OSS totals
1st Qrt	30 Students missed 405 Class Periods	26 Students missed 345 Class Periods
2nd Qrt	30 Students missed 234 Class Periods	60 Students missed 617 Class Periods
3rd Qrt	45 Students missed 441 Class Periods	35 Students missed 308 Class Periods
3 Quarter Totals	105 Students missed 1080 Class Periods	121 Students missed 1,270 Class Periods



Early Intervention Services

Serving Children Birth to Kindergarten entry with Special Needs

Early Childhood Services in Moorhead

*Early Childhood Family Education

*School Readiness - JumpStart Inclusive Preschool

*Early Intervention Services

**Federally and State Mandated

**Education is mandated in MN to serve children from birth

**Special Education timelines, regulations, and mandates apply

Early Intervention Services

- Consists of 28 licenced special education staff (ECSE, OT, PT, S/LP)
 - School Psychologist, Deaf/Hard of Hearing, Vision are also accessed
 - Serving 338 children birth to kindergarten entry
 - (23% of the district Special Ed)
 - Services are provided throughout the community to include: family homes, child care locations, Head Start, ECFE and JumpStart preschool
 - Collaboration with community agencies such as: Public Health, Child Protection, Social Services, Mental Health Agencies, Clay County Early Childhood Initiative
-

How do families and children connect with EIS?

Referrals are made online through MN Help Me Grow, or by contacting the Early Learning Center office. Referral sources include:

- Early Childhood Screening,
 - Community child care providers,
 - Clay County Social Services,
 - Healthcare providers
 - Parent, Family, and Caregivers
-

MN Eligibility for Early Childhood Special Education

Referrals are accepted 12 months out of the year. Children may move in and therefor services start immediately and evaluation to meet MN criteria

*Legally mandated to make contact in a timely fashion (within 10 days) and decipher needs for each child.

*A full evaluation consists of two to five staff contributing a total average of 8-12 hours ECSE, 3-5 for OT and S/LP, etc. For child under age 3, all developmental areas (Cognitive, Language, Motor, Social, and Adaptive) must be considered.

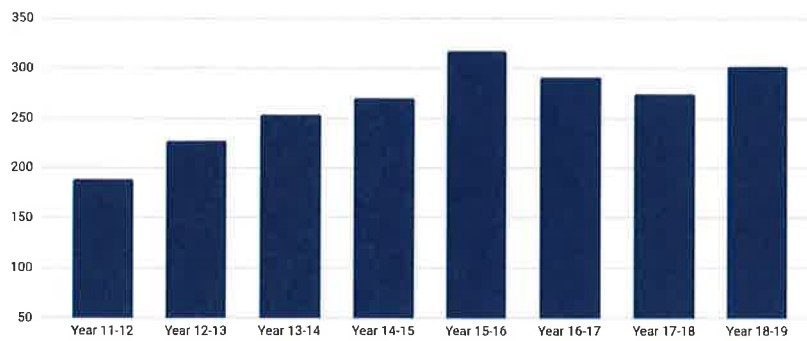
*Must have a minimum of 2 disciplines (ie. ECSE Teacher and Related Service). Evaluations may take anywhere from 8-18 hours total per child.

Mandated Referrals

- Keeping Children and Families Safe Act (2003) Minnesota Statute 626.556

Subd. 10n. **Required referral to early intervention services.** A child under age three who is involved in a substantiated case of maltreatment shall be referred for screening under the Individuals with Disabilities Education Act, part C. Parents must be informed that the evaluation and acceptance of services are voluntary. The commissioner of human services shall monitor referral rates by county and annually report the information to the legislature beginning March 15, 2014. Refusal to have a child screened is not a basis for a child in need of protection or services petition under chapter 260C.

EIS Total Referral Numbers



*So far, 53% of students referred to EIS have qualified for services in 2018-19

*76% of students referred to EIS qualified for services in 2017-18

*68% of student referred to EIS in 2016-17 qualified for services.

EIS Programming: Birth through 2

*Children are served in their natural environments.

*Family Guided Routines Based Intervention model: Families and care providers are integral part of programming. Parents are the provider of the services with modeling and coaching support from IFSP team.

*Generate General Education Funds through Membership and Special Education Service Hour reporting.

*Access to services 12 months out of the year; frequency of visits is based on child's needs

*Children require an evaluation to determine Part B eligibility

EIS Programming: Three to Five

*Same expectation as K-12 in data/assessment (literacy, math, social/emotional). Minnesota Reading Corps supports literacy and math, Pyramid Framework (preK PBIS) supports social/emotional development.

*Also generate General Education Funds through Membership and Special Education Service Hour reporting.

*Teach school readiness skills and work to close the gap by giving children a preschool experience.

*Inclusion of ALL children.

*Continued collaboration with all outside agencies

Best Practice Efforts

*Moorhead EIS has been a leader in trialing and navigating programming supplements from the MN State Department (implementing and training local and regional)

Pyramid (PBIS at the toddler and preschool level) - MN Centers of Excellence Initiative, Implementation Year 8

FGRBI (Family Guided Routines Based Intervention) - MN Centers of Excellence Initiative, Implementation Year 5

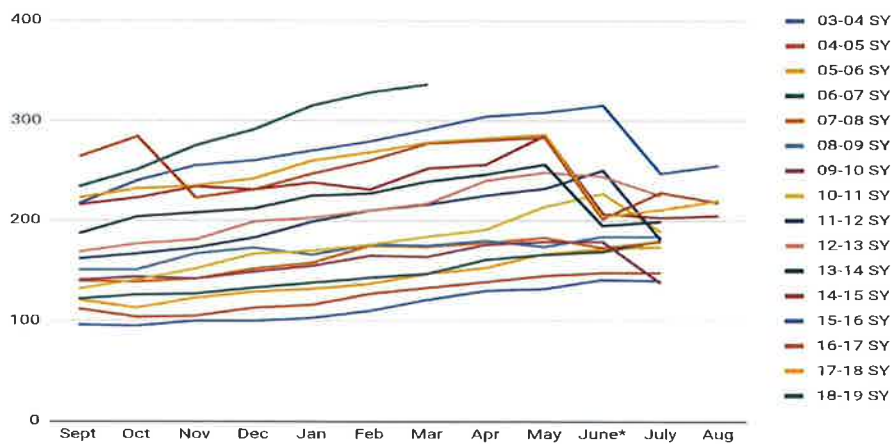
MN Parent Aware - 5 Star Rated

Jump Start School Readiness Inclusion

Participation in Minnesota Reading Corps (MRC) assessment and progress monitoring

What Makes EIS Unique - Growing Enrollment:

EIS Enrollment Tracking



Continued...

- Staff travel between multiple settings
- Best practice (research) investing in our youngest students to maximize their potential.
- Number of children who age out of birth to three
- Staff have two sets of state regulations to navigate through
 - IDEA Part C (birth - age 2)
 - IDEA Part B (age 3 - Kindergarten entry)

Challenges To Being Unique:

*Needs for staff and space as our program enrollment increases throughout the year.

*There is no crystal ball - unable to predict or control numbers/needs of children coming in.

*Developmentally children need adult support (paraprofessionals in preschool classrooms)

Moving Forward Together...



Collaboration with Community Action Lakes and Prairies Head Start and Early Head Start programs and School Readiness/ECFE

Participation in Clay County Early Childhood Initiative:

- Partnering with referral sources to share information on early childhood special education eligibility and community resources for those not eligible.
 - Regional work with MDE on PreK-Grade 3 Leadership cohort including community child care providers, Child Care Aware, Head Start and Moorhead Area Public Schools.
-

Resources

The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families

<http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf>

What is Help Me Grow?: Preschool Special Education

<http://helpmegrowmn.org/HMG/index.htm>

TED Talk-Preschool Economics

https://www.ted.com/talks/timothy_bartik_the_economic_case_for_preschool

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 Vista Center for Education 2777 34th St. South in Moorhead. The consortium includes Clay, Wilkin, and Traverse counties with programming sites in Moorhead, Hawley, Barnesville, Breckenridge, and Wheaton.

ABE Staffing:

13 Instructors, 5 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.



MOORHEAD

AREA PUBLIC SCHOOLS

Adult Basic Education

2777 34th St. S., Moorhead, MN 56560

Office: 218-284-3450 • Fax: 218-284-3455

www.moorheadschoools.org

• **Program Manager:** Tammy Schatz, 218-284-3460

- ☐ 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

Academic Year Calendar Template

<http://www.vertex42.com/calendars/academic-calendar.html>

Year Month Start Day 1: Sunday, 2: Monday

MOORHEAD ADULT BASIC EDUCATION

2018-2019

STUDENT CALENDAR

2777 34TH ST. S.
MOORHEAD, MN 56560
(218) 284-3450

*These dates may change based on ABE funding.

July 18						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 18						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 18						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 18						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 18						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 18						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 19						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 19						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 19						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 19						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 19						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 19						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 19						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 19						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31