



MOORHEAD

AREA PUBLIC SCHOOLS

**School Improvement
and Accountability**

Memo ASLA.21.17

TO: Instruction and Curriculum Advisory Committee

FROM: Dr. Jeremy Larson, Assistant Superintendent of Learning and Accountability

DATE: January 7, 2021

RE: January 14, 2021 Meeting

The Instruction and Curriculum Advisory Committee (ICAC) will meet on Thursday, January 14, 2021 at 7 a.m. and will be held virtually.

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| 7:00-7:05 | 1. Introductions |
| 7:05-7:20 | 2. New District Strategic Priorities – Jeremy Larson (Attachment A) |
| 7:20-7:35 | 3. Indian Ed Concurrence Report – Amy Zanotti (Attachment B) |
| 7:35-7:50 | 4. Assessment Update – Courtney Seiler (Attachment C) |
| 7:50-8:05 | 5. Project Lit Book Club – Lisa Melby and Alexis Lundberg (Attachment D) |
| 8:05-8:10 | 6. Other |

Future Meetings: February 11, March 11, April 8, and May 13, scheduled in the Board Room at Moorhead Schools Operation Center.

Moorhead Area Schools Strategic Plan

Spud Spirit Belief Statements

We believe:

SPUD Spirit statements:

Students, staff, parents, families, and the Moorhead community

Passionate, engaged, innovative, and growing in safe environments

Unique, worthy, respectful, and relationship-based

Diversity enriches our school and community

Stewards of the public's trust in effective and efficient operations

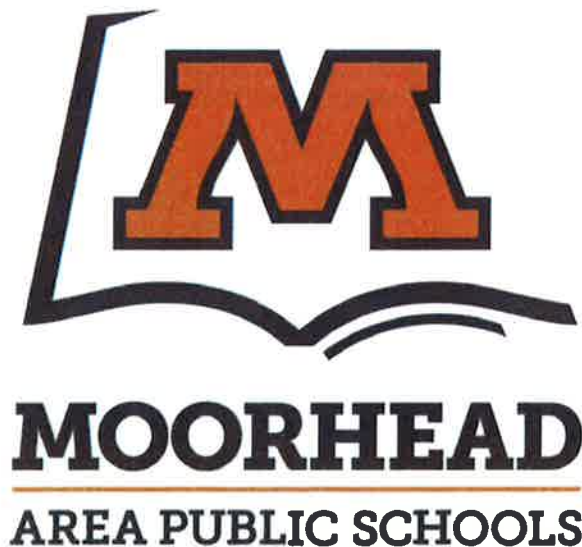


Mission Statement

To develop the maximum potential of every learner to thrive in a changing world

Vision Statement

Cultivating Excellence



FOCUS AREA	GOALS	OBJECTIVES
STUDENT ACHIEVEMENT	1. We will achieve the goals of the World's Best Workforce (WBWF) for all students in the school district.	1.1. We will annually evaluate the success of meeting the five goals of the WBWF: <ul style="list-style-type: none"> ▪ All students are kindergarten ready; ▪ All students reading at grade level by third grade; ▪ Closing the achievement gap for identified student groups; ▪ All students graduating career and college ready; and ▪ All students graduating on time.
	2. Increase the academic engagement of all students through authentic and cross curricular experiences aligned to a career pathway of their choosing.	2.1. By 2021-2022, build and expand a definition and understanding of personalized learning at all levels (preK-12) as a foundation for academic engagement. 2.2. By 2023-2024, ensure all Moorhead High School students will have the opportunity to take multiple courses each year that aligns with a pathway at the Moorhead Area Career Academy. 2.3. By 2023-2024, all Moorhead High School students will choose an academy by the end of their sophomore year. 2.4. By 2022-2023, biyearly review of the course offerings to ensure relevance related to career pathways. 2.5. By 2023-2024, develop community and business partnerships that align with each pathway. 2.6. By 2024-2025, provide seniors with an authentic/hands on learning experience through business internships (capstone project).
	3. Establish an instructional framework that includes the attributes of the portrait, a plan of progress for each student, and relevant curriculum at all levels.	3.1. By 2020-2021, develop an instructional framework based on the attributes of the portrait of a graduate. 3.2. By 2021-2022, define what the attributes of the portrait of a graduate look like at building levels. 3.3. By 2022-2023, implement an assessment plan for the instruction framework.
	4. Ensure all students receive a guaranteed and viable curriculum with aligned assessments.	4.1. By 2021-2022, develop a plan for PLCs to meet consistently in the calendar to review DuFour's 4 questions each year. 4.2. By 2021-2022, train building leaders on the PLC process with a yearly summer review to ensure fidelity. 4.3. By 2021-2022, continue and refine the cross-building collaboration in K-4 to ensure all students receive an equitable curriculum. 4.4. By 2022-2023, create standards based common assessments to recognize gaps in learning and provide research-based interventions to support students in closing those gaps.
STUDENT SUPPORT	5. Provide the resources, programs and personnel that enable all students to be successful.	5.1. By 2021-2022 we will create a mental health system, including personnel and programming, that is responsive to the changing needs of all students. 5.2. By 2022-2023 we will create a full range of academic, social, emotional, and behavioral interventions that are responsive to the changing needs of all students. 5.3. By 2021-2022, we will implement an innovative program for the recruitment of staff to work in special education and related fields in our district. 5.4. By 2023-2024, we will increase the amount of time our students who are in special education spend in general ed classrooms. 5.5. We will continually use technology to support and enhance learning for all students in the district.

FOCUS AREA	GOALS	OBJECTIVES
DIVERSITY, EQUITY, AND INCLUSION	6. Develop policies, procedures, and practices that are fair and equitable for all students and staff.	6.1. By 2022-23, develop an equity framework for Moorhead Area Public Schools. 6.2. By fall 2021, communicate the equity framework and the work completed to internal and external stakeholders. 6.3. By the end of the 2020-21 school year, obtain diverse stakeholder feedback on the revised code of conduct. 6.4. By fall 2021, implement the revised code of conduct.
	7. Ensure all school district staff are equipped to address bias, exclusionary language, and behavior when it occurs.	7.1. By fall 2020, identify a long-term plan for providing job-embedded, meaningful professional development regarding bias, exclusionary language, and behavior. 7.2. By 2022-23, utilize tools to gather school and community data to identify equity gaps in the school district programming.
	8. Provide a learning environment where each student is included and has a sense of belonging.	8.1. By fall 2021, review and revise practices for equity and diversity in hiring.
	9. Dismantle barriers that may impede access and opportunity for certain groups of people.	9.1. We will annually analyze data and design of district programming that may be a barrier to opportunity, including discipline, special education referrals, student involvement, etc.
COMMUNICATIONS, OUTREACH, AND MARKETING	10. We will develop a clear communication strategic plan and annual goals that support district strategic priorities.	10.1. By the beginning of school year 2021-22, develop a strategic plan document. 10.2. Annually develop goals to support district strategic priorities. 10.3. By school year 2021-22, develop monthly reports to track communication analytics.
	11. We will establish a clear brand identity for the district to build our image and reputation.	11.1. By fall 2021, refresh or replace the district's website. 11.2. By fall 2021, evaluate providing a districtwide app. 11.3. By spring 2022, develop social media protocols, process. 11.4. Provide annual staff training in brand ambassador skills.
	12. We will utilize a variety of communication tactics to maximize awareness and support of the district's goals, priorities, and programs.	12.1. We will continuously produce regular digital, print, and video communication to provide timely and relevant information. 12.2. We will continue to expand social media reach by at least 3% each school year.
	13. We will develop and maintain positive, collaborative relationships with all stakeholders to promote community involvement and strengthen support for Moorhead Area Public Schools.	13.1. Build and maintain community relationships by developing a twice a year community newsletter annually. 13.2. By school year 2021-22, build and maintain staff relationships and COT visibility in the schools. 13.3. By school year 2022-23, develop and implement proactive media relations practices to enhance the district's image.

Moorhead Indian Education Resolution 2020-2021				
Recommendations for Concurrence	Who's Responsible	Timeline	Resources Needed	Progress
1. Staff Development/Curriculum Integration				
Continue to explore funding sources to purchase additional American Indian curricular materials.	Principals Superintendent Media Specialist Indian Education Assistant Superintendent Supervisor of Secondary Learning and Accountability	Ongoing	Funding Coordination with department and library/media selection specialists List of needed materials.	<p>Created an American Indian page on District Powerschool learning page to provide American Indian curricular information/resources to staff. Continue to add resources for students and families.</p> <p>Additional Leveled literacy kits were purchased for our 4 elementary schools</p> <p>Indigenous Representations resources aligned to K-12 ELA Benchmarks purchased for all buildings.</p> <p>Additional resources added to media center educator resources.</p>

Continue to offer American Indian cultural training for staff and integration of cultural materials into curriculums.	Principals Superintendent Media Specialist Indian Education Assistant Superintendent Supervisor of Secondary Learning and Accountability	Ongoing	Funding Determination of needed and Appropriate training	Continued American Indian Cultural staff development at appropriate professional development sessions. Continued cultural curriculum integration into all subject areas. Develop an attendance incentive program during hybrid and distance learning. Indian Education liaisons are forming partnerships with classroom materials regarding the integration of cultural materials into curriculums.
2. Special Education/Alternative Programs				
Continue to carefully monitor the potential of overrepresentation of American Indian students being referred for Special Education and Alternative Programs.	Principals Superintendent Indian Education Assistant Superintendent Supervisor of Secondary Learning and Accountability Director of Learner Support Services	Ongoing	Monitoring of yearly student counts and student achievement data Progress monitoring data/educational interventions Staff development on reducing bias.	Continued emphasis on careful consideration of exclusionary factors in Special Education assessment and referral process. Ongoing staff development regarding Special Education assessment. Academic interventions and support have reduced the number of referrals with exclusionary factors. Moorhead K-6 is participating in the Dream Catcher project (year 2) with Indian Education. Indian Education liaisons are attending IEP team meetings.

<p>The percentage of American Indian students being placed in alternative school classes needs to continue to be monitored. Procedures for determining transfer in and out of alternative programs need to be consistent while also taking into account individual student needs.</p>	<p>Principals Superintendent Indian Education Assistant Superintendent Supervisor of Secondary Learning and Accountability Director of Learner Support Services</p>	<p>Yearly</p>	<p>Child study facilitator support & principal support</p> <p>Staff Development on Reducing Bias</p> <p>Progress monitoring of data/educational interventions</p>	<p>Child study teams carefully consider exclusionary factors.</p> <p>Indian Education liaisons are attending IEP team meetings.</p> <p>Indian Education staff has been included on Students' support teams.</p> <p>Indian Education has added an additional liaison to support our growing enrollment.</p>
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Other types of academic interventions and research based practices need to continue to be put into place to support student success within the general educational setting and to provide a continuum of services within general education and special education	Alternative Education Director Principals Indian Education Staff Assistant Superintendent Supervisor of Secondary Learning and Accountability	Ongoing	Funding for research based interventions. Funding for professional development Monitoring data of student progress of those receiving interventions. Progress monitoring of data/educational interventions	Providing transportation through MN Indian Ed Formula Grant. Specialized staff development for American Indian cultural awareness training, Trauma Training, Implicit Bias training and an introduction to Talking Circles and Restorative Practices. MIEA and NIEA Elementary Indian Education Liaisons are partnering with building principals to determine American Indian students who are in need of intentional positive relationships. Liaisons are spending time in classrooms to support students.
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3. Collaboration: School, Community, Organizations				
Continued collaboration with school and community organizations.	Indian Education Staff School and Community Program Directors	Quarterly and ongoing as needed	<p>Materials for parents, technology assistance, computer access/training for parents</p> <p>Conversations with available organizations on possible ways to collaborate.</p> <p>Search out new presenters.</p>	<p>Family engagement activities during the evenings in our schools. Following a meal, families can engage with educators regarding the importance of at home reading routines and math games families can play together. Indian Education organizes the events and collaborates with literacy and math coaches.</p> <p>Information on area American Indian related events at the colleges and other area organizations sent to staff and American Indian Parents.</p> <p>Continued collaboration with Fargo/West Fargo Indian Education Programs to offer joint events/training with Moorhead Area Public Schools.</p>

4. Curricular & Extra Curricular				
Regular review and discussion of proportions of American Indian students in co-curricular and extracurricular activities.	Co-curricular and extracurricular Activities Director Indian Education Staff	Yearly and Ongoing	Department and Administration support. Technical support for data collection.	Discussions with staff and American Indian parents on issues and possible program offerings. Help with payment or scholarships for the Activity Fees for football; basketball; band, etc. Indian Education purchased a drum and six hand drums. We have plans to start a drum and dance group for students once it is safe to do so.
Promotion, recruitment & support for American Indian student participation.	Principals, Activities Director Indian Education Staff American Indian Parent Committee	Ongoing, and particularly before new activities begin	Power School information on students' activity enrollment Activities flyers, activity dates, timelines, and specifications, Newsletters, flyers or other media as needed. Indian Education PowerSchool Learning page.	Improving data collection processes. Funding for field trips to White Earth Career Fair, Area College Pow-Wow, Graduation Celebration through MN Indian Ed Formula Grant- when we are able to resume these activities.
Search for funding/scholarship support for fees and creative solutions to transportation issues.	Indian Education Staff Transportation Director	Yearly meeting & ongoing as needed	Resources for barriers such as fees and access to transportation.	Staff referral of students to Schools Sports waiver forms for activity scholarships. Indian Ed will support. PTAC support of students unable to participate due to financial difficulty continues but is limited.

Activity options for students who don't start out in activities in elementary school and/or who move into the District from other districts; Offer greater variety of activities, and culturally related activities.	Activity Director, Indian Education Parent Committee, Indian Education Staff (Donna Norquay), Community Education Director (Lauri Winterfeldt)	Yearly meeting & ongoing as needed	Continued collaboration with other groups to offer American Indian related activities. Updating list of community members willing to teach & share talents.	<p>Winter Gathering for Indian Ed families when we are able to resume this event.</p> <p>Moorhead's second Indigenous Peoples' Day included virtual events this year.</p> <p>The Annual Woodland/High Plains Powwow in March of each spring We pay admission fees; help students with regalia classes in February and March. We will continue if the event is able to happen.</p>

5. Curricular & Extra Curricular				
American Indian Education Committee representation on each specific subject area Curriculum Review Committee.	Curriculum Review Committees Indian Education Staff Learning and Accountability	Follow the curriculum review cycle and as needed.	Curricular materials review information and results forwarded to American Indian Parent Committee and Indian Education Coordinator. Access to curriculum being reviewed and in use.	Continued Indian Education representation on the ICAC Committee. Appropriate and ongoing staff development relating to American Indian Culture and Reducing Bias. Information sent to staff on techniques for evaluating and considering American Indian related curricular materials. Addition of a District's Powerschool learning page to help teachers access American Indian related information & curriculum. Inclusion of American Indian representatives on curriculum review committees.

6. Middle School & Secondary Education				
Secondary Administration, Middle School Administration, Alternative School Administration, Staff, and Indian Education Representative(s) need to meet to discuss issues and solutions.	Middle School, Secondary & Alternative School Administrators and counselors, Indian Education Staff	Biannually		Hiring of four full time Indian Home School Liaison, Organizing in-person support during distance learning for our American Indian students who are struggling with distance learning.
Strengthen connections with local and tribal colleges to expand, promote, and encourage post secondary options for American Indian Students.	Superintendent Principals Indian Education Staff	Annually		Graduation Celebration- if we are able to safely hold this event in collaboration with Fargo Indian Education.
Coordinate services between area High School and our Alternative School including pre referral and entrance procedures.	Indian Education Staff Superintendent	Annually	Outreach and collaborative meetings.	Discussion continues to ensure support for students. Credit recovery options for those in need.
7. Community Education				

Continued recruitment efforts for American Indian presenters/teachers in Community Education offerings.	Community Education Director Indian Education Staff American Indian Parent Committee	Yearly meeting and ongoing communications	Continued networking and recruitment efforts	Regular communication between Indian Ed. & Community Ed. Directors & Staff concerning program planning and offerings. Renewed recruiting efforts for teachers for classes.
Additional efforts to increase the number of families accessing Community Education & Early Childhood Family Education classes.	Community Education Director Indian Education Staff American Indian Parent Committee	Yearly meeting and ongoing communications	Active promotion and recruitment activities.	Discussion and collaboration continue.

Spring Assessments

Courtney Seiler
District Assessment Coordinator

"Not only is it an important data point for making decisions based on servicing/exiting EL students, we also need to understand the impact of COVID over the course of the year.

We have a requirement to administer these tests on an individual student basis, along with district, state, and federal.

We are asking that districts do their absolute best to get students into the building to administer the tests. It's important to show data on what effects this has had on school districts around the state and country."

-MDE

Minnesota Dept of Education Guidance for 2020

- ACCESS must be done in person; MCA has a remote option
- Social Distancing and guidelines must be followed during all testing
 - Sharing of materials
 - Inventory sharing
- Opt-out codes
- Accountability

ACCESS

January 25-March 19

- English Language Learners beginning in Kindergarten
- Data used to qualify for ELL services by an ELL teacher

Administration

- Administered by an ELL teacher in a small group setting, socially distanced
- On student devices

Spud Academy

- Scheduled according to family for transportation purposes
- Administered by an ELL teacher at PCE

MCA-III

March 8 - May 7

- State assessment given to all students in grades 3-8 & once in high school every year

Administration

- Administered by the classroom teacher on student devices

Spud Academy

- Plans are in process

Reading: MCA or MTAS
(grades 3-8, 10)

Mathematics: MCA or
MTAS (grades 3-8, 11)

Science: MCA or MTAS
(grades 5, 8, and once in
high school)

Questions or Comments?

Project Lit Community Book Club

Horizon West Middle School

What is it?

A book club that is student driven and offers students and their families (if interested) culturally relevant texts to read and discuss in community.



Benefits

- ◆ Book clubs are a motivating and authentic way to express one's comprehension of a text
- ◆ We can build student capacity to lead
- ◆ Increased access to books: students get to keep them!
- ◆ More opportunities for important conversations about our lived human experiences
- ◆ Increased opportunities for community/family engagement

Why Fifth Grade?

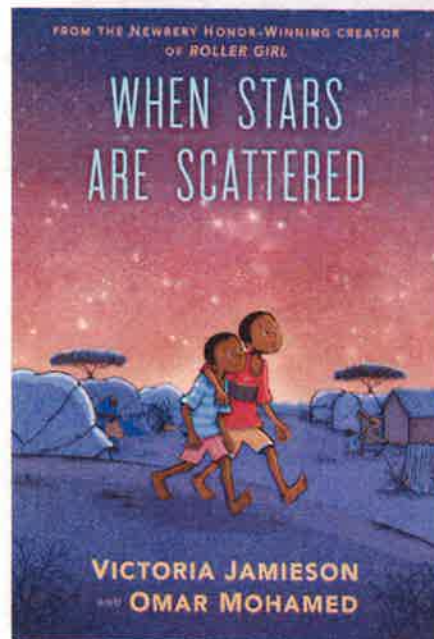
“

We believe by starting with fifth graders we can build a strong community and continue to develop and expand it throughout their years at Horizon.”



Our First Book

When the Stars Are Scattered by Victoria Jamieson and Omar Mohamed



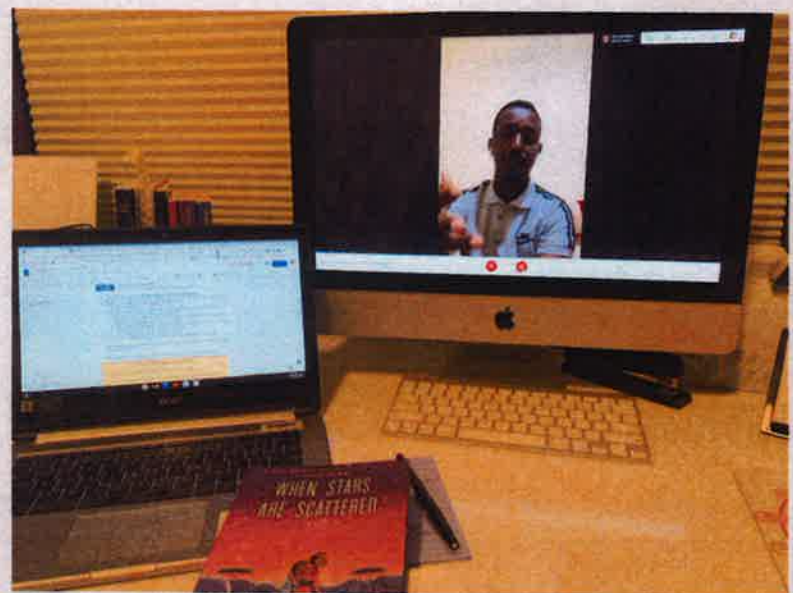
From the Publisher

Omar and his younger brother, Hassan, have spent most of their lives in Dadaab, a refugee camp in Kenya. Life is hard there: never enough food, achingly dull, and without access to the medical care Omar knows his nonverbal brother needs. So when Omar has the opportunity to go to school, he knows it might be a chance to change their future . . . but it would also mean leaving his brother, the only family member he has left, every day.



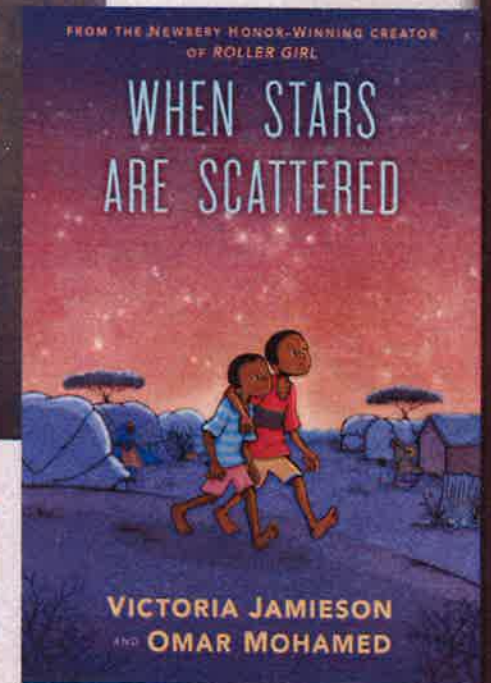
Our First Meeting: 80 students and families and 25 educators and community members

December 2020





Thank you Mr. Omar Mohamed for writing When the stars are scattered. It has really helped me realize what it's like to be in a refugee camp and the conflicts that occur when you live there and it has really helped me more interested in reading more of your books you have given me more confidence to read more and when I get bored I always like to read your book over and over again you have really lifted my reading spirit and I would like to say thank you again.
Nadia Davis



Dear Mr. Mohamed,
Thank you for coming to
the meet, even though it
was 4:00 am where you
were. I learned a lot from
you and your book. It is
inspiring that you grew
from being a refugee to a
award winning author and
leader of a organization
that helps refugees.
Sincerely,
Grace Rieniets

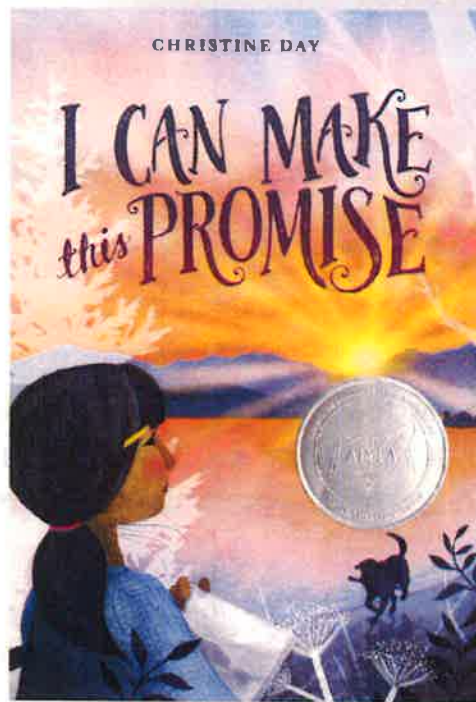


Dear omar mohamed thank for sharing your story with us it is the best story and I hope you have a great time helping refugee camps go refugee strong.

jeremiah



Our Next Book: *I Can Make this Promise* by Christine Day



From the Publisher:

In her debut middle grade novel—inspired by her family’s history—Christine Day tells the story of a girl who uncovers her family’s secrets—and finds her own Native American identity.

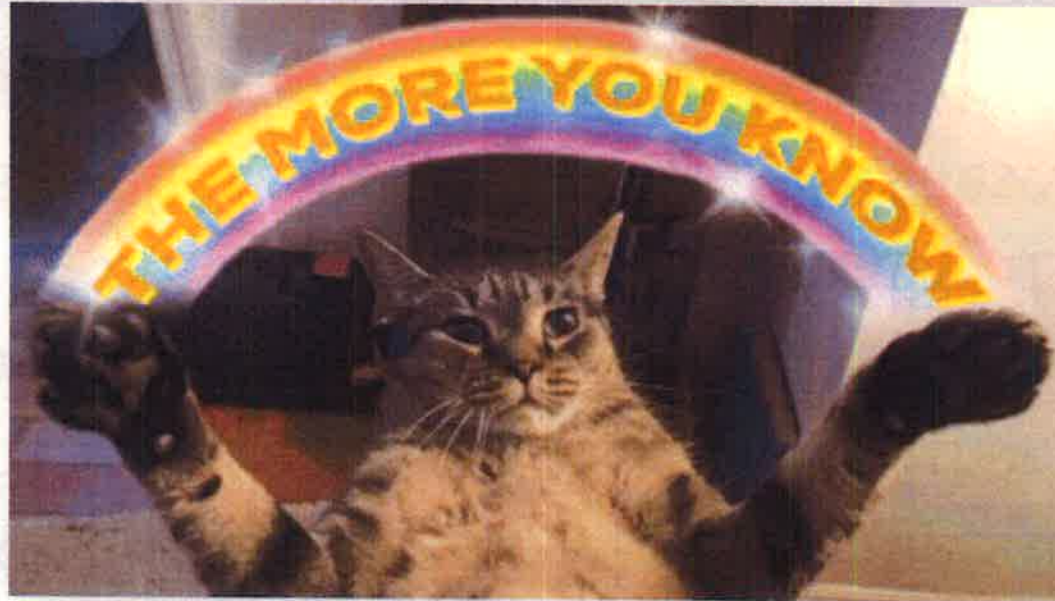
All her life, Edie has known that her mom was adopted by a white couple. So, no matter how curious she might be about her Native American heritage, Edie is sure her family doesn’t have any answers.

Until the day when she and her friends discover a box hidden in the attic—a box full of letters signed “Love, Edith,” and photos of a woman who looks just like her.

Suddenly, Edie has a flurry of new questions about this woman who shares her name. Could she belong to the Native family that Edie never knew about? But if her mom and dad have kept this secret from her all her life, how can she trust them to tell her the truth now?

Looking forward

As we think about next year, we are trying to think of ways of expanding this opportunity to our fifth and sixth graders in ways that are sustainable and equitable for our students and their families within our community. If you have ideas for how we can accomplish these goals, please feel free to contact us with your ideas!



Questions?