

**Independent School District 279
Osseo Area Schools**

Final Report and Recommendations of the

**District Planning
Advisory Council**

**To the Superintendent and
Board of Education**

2009-2010

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2009-10 Membership List

Parents:

Basswood Elementary..... Jennifer Smith
Birch Grove Elementary No representation
Cedar Island Elementary..... No representation
Crest View Elementary No representation
Edinbrook Elementary Amy Gibson
Elm Creek Elementary Robin Dolan
Elm Creek Elementary Laura Reavis
Fair Oaks Elementary..... No representation
Fernbrook Elementary..... Karen Kieser
Garden City Elementary..... No representation
Oak View Elementary..... No representation
Palmer Lake Elementary..... No representation
Park Brook Elementary No representation
Rice Lake Elementary Greg Hulne
Rice Lake Elementary Becky Swartz

Rice Lake Elementary..... Danielle Carter
Rush Creek..... Shannon Heim
Weaver Lake Elementary..... Jacki Girtz
Woodland Elementary..... Jen Hale
Zanewood Elementary No representation
Brooklyn Junior High Marjorie Holmes
Brooklyn Junior High Kathy Frederickson
Maple Grove Junior High Diane Dahle-Koch
Maple Grove Junior High Tom Laughlin
North View Junior High No representation
Osseo Junior High..... No representation
Osseo Senior High No representation
Maple Grove Senior High..... Brenda Troiani
Park Center Senior High No representation

Students:

Geoff Cohn – OSH
Kemea Kouvovin – PCSH
Easha Narayan – MGSB
Ayushi Narayan – MGSB
Nhut Phan – PCSH
Alicia Stromberg – PCSH
Tim Truong – PCSH
Maysy Yang – PCSH

Community:

Lisa Berglund
Pam Paulsen
Sara Ferber

Staff:

Eric Schneider
Ann Kern
Sharon Meyerring
Don Pascoe
Cari Jo Kiffmeyer
Wendy Biallas-Odell
Lorilee Andreini
Christine Voightlander

School Board:

Lin Myszkowski

2009-2010 Steering Committee Membership

Brenda Troiani, co-chair Greg Hulne, co-chair
Eric Schneider Don Pascoe
Kathy Frederickson

SUBCOMMITTEE MEMBERSHIP

Program Assessment & Review

Eric Schneider, Director
Wendy Biallas-Odell
Danielle Carter
Robin Dolan
Jen Hale
Shannon Helm
Marjorie Holmes
Greg Hulne
Tom Laughlin
Ayushi Narayan
Laura Reavis
Jennifer Smith
Alicia Stromberg
Becky Swartz
Tim Truong

Student Services

Sharon Meyerring, Director
Ann Kern, Assistant Director
Lorilee Andreini
Sara Ferber
Kathy Frederickson
Kemea Kouvovin
Lin Myszkowski
Easha Narayan
Nhut Phan
Brenda Troiani
Maysy Yang

Achievement & Evaluation

Don Pascoe, Director
Lisa Berglund
Geoff Cohn
Diane Dahle-Koch
Amy Gibson
Jacki Girtz
Karen Kieser
Cari Jo Kiffmeyer
Ayushi Narayan
Pam Paulsen

SECTION 1

Final Report and Recommendations of the District Planning Advisory Council

**Final Report and Recommendations of the
District Planning Advisory Council**

2009-10

I. INTRODUCTION

The purpose of the District Planning Advisory Council is to assure community-school cooperation in setting improvement goals, evaluating progress toward meeting annual objectives and in reporting of findings and recommendations to the entire school community.

The major functions of the Council are listed under Board Policy 651 – Community-School Cooperation in Setting Goals, Evaluating Program and Planning Implementation in the Instructional Program: District Planning Advisory Council, as follows:

- A. To periodically review and recommend revisions in District policies pertaining to:
 - 1. the Mission of the District;
 - 2. measurable achievement objectives;
 - 3. required and elective District-wide instructional programs;
 - 4. extracurricular activities;
 - 5. required components of District-wide programs;
 - 6. procedures for evaluating progress toward District instructional goals; and
 - 7. procedures for reporting progress toward District instructional goals.

- B. To annually participate in the:
 - 1. evaluation of progress toward achievement objectives representing District instructional goals;
 - 2. development of annual objectives for improving student achievement;
 - 3. development of annual program and staff development plans for meeting the above objectives;
 - 4. evaluation of progress toward annual objectives; and
 - 5. reporting of findings and recommendations to the entire school community.

The work calendar of the District Planning Advisory Council during the 2009-2010 school year was guided by the provisions of Board Policy 651. The Council's bylaws directed its internal operations. In accordance with the aforementioned policy and procedures, the District Planning Advisory Council submits this annual report and recommendations for the instructional improvement plan for the next school year to the Superintendent of Schools and Board of Education.

II. 2009-10 HIGH PRIORITY DISTRICT PLANNING ADVISORY COUNCIL RECOMMENDATIONS

Each subcommittee identified and considered a set of objectives. The full set of objectives considered is contained in Section 3, Subcommittee Reports. The eight high priority recommendations are listed below.

ACHIEVEMENT AND EVALUATION SUBCOMMITTEE

1. Increased Access to Accelerated Math Curriculum

We recommend that more students be given access to accelerated (advanced) math options in grades 7 and 8 so that all students have the opportunity to learn at their skill level and reach their potential.

- Consider reviewing selection criteria and process (opportunities to accelerate each year).
- Selection should be score driven and the number of seats should not be limited.
- Consider communicating with all 6th grade families about math options at the junior high.

Rationale:

A high percentage of students in the 3rd and 4th quartile, as measured on the Northwest Evaluation Association (NWEA), who are not in High Performance (HP) Math, are not meeting their growth goals. MN State Graduation requirements indicate that beginning with the graduating class of 2015 (8th graders in 2010-2011) students must complete Algebra I credit by the end of 8th grade.

2. Set a Target for Growth on NWEA from Spring to Spring

We recommend the district set a target percentage of students making their expected growth on the annual NWEA assessments.

- Consider 60% as a target. This appears reasonable considering general trends in the district's data.
- Consider setting the target by ethnicity and grade level.

Rationale:

Nationally, growth in schools during any particular year averages 50%. Osseo Public Schools is at or above the 50% average at all levels from 3rd through 8th grade. However, when the data is disaggregated it becomes clear that some schools and grade levels within certain schools see significantly less growth. By setting a target we would be able to help schools pinpoint areas of need and encourage the allocation of resources to those areas.

3. Reduction of the Achievement Gap

We recommend the district continue to work towards reduction of the achievement gap through:

- Inspiring individual students to reach their full potential.
- Improved curriculum and instruction and high expectations for all students to assure they are well prepared.
- Comprehensive collaboration with the African American community.
- Leveraging assets available within the broader community.

Rationale:

Multiple measures show a persistent and growing achievement gap between ethnic groups with the largest gap found between African American and white students. A review of district data shows that although students in all subgroups are growing, growth by African American students tends to be lower than all other ethnic groups.

PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE

1. Increase implementation of Full Option Science System (FOSS) kits for K-6.

We recommend continued use (and increased implementation) of Full Option Science System (FOSS) kits for K-6. This recommendation includes accelerating the ongoing replacement of selected District kits with FOSS kits more relevant to state science standards. Staff development would be needed to effectively implement new resources.

Rationale:

Schools must implement the revised Minnesota Academic Science Standards (MASS) not later than the 2011-12 school year. State standards require banded courses and impact our curriculum with requirements in different grades. In addition, some of the kits currently in place do not meet any science standard. The revised standards will be part of the MCA III assessment, scheduled for the spring of 2012.

2. Effective classroom technology in grades 7-12.

We recommend continued support and consideration for effective classroom technology in grades 7-12. We further recommend The District should create a tiered technology classification system (i.e. beginning, intermediate, and advanced) to help clarify site needs and to strategically place resources based on capacity at the site level.

Rationale:

District efforts in this area currently include the Technology Integration and Coordination Team (TICT) Initiative, a highly successful staff development program started in 2005. This initiative provides teachers with tools to transform teaching and learning in their classrooms. TICT teachers choose from equipment including data projector, document camera, voice amplification, interactive whiteboard, video cameras, and other technology resources indicated by science educators or technological developments. To effectively utilize the technology, we must continue to provide training for staff regarding the implementation of content management and delivery. In doing so, it may be advantageous to develop technology pilot sites that would explore new applications.

3. Implement Science, Technology, Engineering and Math (STEM) into K-12 Scope and Sequence.

We recommend implementation of Science, Technology, Engineering and Math (STEM) standards into K-12 Scope and Sequence. We further recommend the Board implement the important and necessary staff development related to the integration of STEM into K-12 classrooms.

Rationale:

The modification of the former History of Nature and Science strand to its current state, Nature of Science and Engineering emphasizes the need for learning related to the relationship between Science, Technology, Engineering and Mathematics. Numerous resources are required to embed this standard into our classrooms. For example, the District should incorporate more programs like Engineering is Elementary (EiE), a research-based curriculum development project focused on creating engineering and technology curriculum units to supplement core science instruction. Each EiE unit is designed to build on and reinforce a science topic through exploration and development of a related technology.

4. Implement Science Notebook Program into K-6 curriculum. (with potential for 7-12)

We recommend implementation of a Science Notebook Program into the K-6 curriculum, with potential for 7-12.

Rationale:

Research suggests that the act of writing by its very nature may enhance thinking. Writing demands that the student organize complex thoughts and language in a manner that cements the core knowledge. Student science notebooks give not only stability and permanence to students' work but also purpose and form.¹ Each student would develop and maintain a permanent notebook containing science curriculum and enrichment writing content. This process would most likely be implemented during the 2012-13 school year.

¹ NSTA Report, Dec 2009: Making Notebooks Interactive, page 20.

STUDENT SERVICES SUBCOMMITTEE

1. **Based on emerging data, we recommend that all teachers working with English Language Learners (ELLs) have training on use of the Sheltered Instruction Observation Protocol (SIOP) model. We further recommend that the SIOP model be implemented in all classrooms with ELLs and other high risk students. The long term goal will be for all teachers to use the SIOP model district wide as applicable.**

Rationale:

- a. The SIOP model is based on current knowledge and research-based practices for promoting learning with all students, especially ELLs. Critical features of high quality instruction for ELLs are embedded within the SIOP model.
- b. Use of the SIOP model increases student access to challenging academic content and required graduation credit opportunities.
- c. The recent Minnesota Department of Education 2009-10 ELL Program Review highly recommended the SIOP model for teachers working with ELL students.
- d. The SIOP model is currently used in hundreds of schools across the U.S. as well as several other countries.

SECTION 2

Progress Toward Achievement of 2008-09 District Planning Advisory Council High Priority Recommendations

III. PROGRESS TOWARD ACHIEVEMENT OF 2008-09 DISTRICT PLANNING COUNCIL HIGH PRIORITY RECOMMENDATIONS

ACHIEVEMENT AND EVALUATION SUBCOMMITTEE

1. We recommend the School Board press the Legislature for reasonable changes in the Graduation Required Assessment for Diploma (GRAD) testing requirements that will result in graduation standards achievable by ALL students.

Progress:

- MN Legislature passed a statute referred to as the “good faith” rule. Graduating seniors in the class of 2009 through the graduating class of 2014 have three chances to pass the GRAD Math test. If they do not pass the test after the third attempt, they are allowed a diploma.
- Students may choose to continue to attempt to pass the test, but are not required to for graduation. Transcripts will indicate if students passed the GRAD math or if they were allowed a diploma because they attempted the test three times but did not pass.
- The school district continues to follow legislation and hearings in regard to the graduation rules for class of 2015 and beyond.
- We expect the state will move to end of course tests for their graduation requirements, and we continue to comment on proposed legislation as it comes out of the governor’s office.

2. We recommend the district work to increase the achievement of mobile students via three routes:

- Work collaboratively with neighboring districts to assure student transitions are more efficient.
- Implement earlier assessment to assure proper student placement.
- Provide information and connect families to community support in order to reduce mobility and assure more stability for our students.

Progress:

- Schools now have access to the NWEA in the fall, as opposed to just in the spring, so that they can assess students new to the district start the year with us.
- The NWEA can be administered in January as a mid-year assessment as a form of progress monitoring.
- At the elementary level, all students are assessed with a DIBELS (Dibels Oral Reading Fluency) assessment in reading when they start in many of our buildings. (The DIBELS assessments is used to assess whether the student is reading orally at grade level, students who are found to be below the 50% are generally put into progress monitoring.)
- The district continues to work with the state to create a family services center at the district’s enrollment center to cover all of the recommendations listed in the bullets.

3. We recommend the district continue to work towards reduction of the achievement gap through:

- Inspiring individual students to reach their full potential.
- Improved curriculum and instruction and high expectations for all students to assure they are well prepared.
- Comprehensive collaboration with the African American community.
- Leveraging assets available within the broader community.

Progress:

- The American Recovery and Reinvestment Act (ARRA) money (federal stimulus dollars) that the district received late this summer has provided more resources, effort and time in this area. The stimulus dollars came to the district as part of Title I and Special Education.
- Through this funding the district was able to hire a Coordinator in Research, Assessment and Accountability that supports data driven decision making as we aim to close the achievement gap.
- Additionally, the funding provided for five literacy coaches at the elementary level and we are able to add an additional seven literacy coaches next year. The literacy coaches work with teachers to help them improve individual teaching skills, more effective use of data, implement consistent tiered intervention.
- At three elementary sites, Woodland, Garden City and Edinbrook, we are using AIMSweb an online data management tool to progress monitor students in reading.
- The district has provided PBIS – Positive Behavioral Intervention System training for some elementary sties and is part of the state’s PBIS grant.

- The district continues its expansion of IB and AP sources and is offering more access to HP courses. The department of teaching and learning has provided professional development on ELF (Efficacious Learner Framework) across the district. We have been meeting with the AAAC to work collaboratively with the African American community. Additionally the district put together a task force referred to as “Mission Forward” with the purpose of thinking about the future of the district, the district was intentional with its collaboration and assured that a variety of voices, perspectives and cultures made up that task force.

PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE

1. Create a focused, district-wide effort at early identification and intervention for students in grades K-3 who are reading below grade level.

Progress:

- Five Literacy Coaches were hired in the fall of the 2009-10 school year with the specific task of identifying struggling readers and coaching teachers on the appropriate intervention strategies.
- An “Intervention Manual” was introduced in the 2009-10 school year providing assessment tools for teachers to learn more about the reading abilities of their students.
- Literacy Coaches were trained in the use of MCA and NWEA data to support their work with classroom teachers in the early identification process.
- Specific training was provided in the five areas of reading instruction: phonics, phonemic awareness, fluency, vocabulary, and comprehension.
- Literacy Coaches met with grade-level teams to identify at-risk students based on DIBELS scores.
- Increased student monitoring came as a result of these grade-level team meetings.
- Literacy Coaches provided diagnostic support to classroom teachers by helping match the most appropriate intervention strategy for each student.
- Three research-based intervention reading programs were reviewed and endorsed by ISD 279: Soar to Success, Early Success, and Read Naturally.
- These three reading programs were purchased with FY11 capital budget dollars.

2. Identify and implement a district-wide, research-based writing program at the K-6 level in order to ensure that all students have the opportunity to develop and progress in their writing skills.

Progress:

- Literacy Coaches began work with teachers on a district-supported “Writer’s Workshop” model.
- Reading / Language Arts specialists declared this as priority work as the content group moves into the development phase of the Program Improvement Process.
- ELL program adopted a “Writer’s Workshop” program and is currently sharing materials with mainstream classroom teachers.
- Teacher Advisory Teams in English/Language Arts are engaged in conversations about a coordinated and integrated K-12 approach to writing (Writing Across the Curriculum).

3. Foster greater student self-reliance in reading by providing personalized guidance that encourages them to read on their own, at their reading level and in their areas of interest.

Progress:

- System-level focus on Differentiated Instruction sets expectation that all teachers will focus on individual needs of each student.
- System-wide training and development for Daily Five literacy program supports teachers in the area of personalized, leveled reading.
- Daily Five activities allow students to be engaged in meaningful reading while teacher works with guided reading groups.

STUDENT SERVICES SUBCOMMITTEE

1. We recommend the development of a district-wide, integrated and sustainable model that enables guidance and career counselors to effectively and efficiently deliver services in fulfilling the district mission.

Progress:

- Counselor summer writing team reviewed the completed K-12 end of year reports to organize and summarize a compilation of 08-09 counseling services.
- Counselor summer writing team updated the format of the annual report for more consistency in reports.
- Counselors prepared American School Counselor Model (ASCA) notebooks and provided an overview and training in the ASCA model with all counselors at the fall back to school workshop.
- Counselors given the expectation to develop an annual 2009-2010 plan based on school assessment to determine needs.
- Counseling Supervisor met with each department to review plan and how plan meets school needs.

In December staff changed and a new Counseling Supervisor began work in February, 2010. Work on the recommendation will continue in 2010-2011.

SECTION 3

Subcommittee Reports

**Osseo Area Schools
Independent School District 279
DISTRICT PLANNING ADVISORY COUNCIL
2009-10 PROGRAM IMPROVEMENT SUBCOMMITTEE REPORT
ACHIEVEMENT AND EVALUATION SUBCOMMITTEE**

Subcommittee Membership:

Lisa Berglund, Geoff Cohn, Diane Dahle-Koch, Amy Gibson, Jacki Girtz, Karen Kieser, Cari Jo Kiffmeyer, Ayushi Narayan, Don Pascoe, Pam Paulsen

SECTION I: Committee Activities

The committee reviewed the District Testing Plan and the characteristics and purposes of the assessments administered by the District.

The committee reviewed assessment results from 2008-09. These results were primarily found in two areas:

- District developed Excel data analysis tools.
- State Department of Education web-based data analysis system.

SECTION II: Data Summary

A. Data Reviewed

The committee reviewed results from:

State Tests:

- Minnesota Comprehensive Assessments II.....Grades 3-11
- GRAD – Reading & MathGrades 10-12

District Tests:

- Northwest Evaluation Association Achievement Level TestsGrades 2-8

MN State Graduation Requirements

- Class of 2010 – 2014
- Class of 2015 and beyond

B. Summary of Evaluation of Data

1. District Strengths:

- Growth for students was generally higher than national average growth.
- Scores on the NWEA were above typical national scores.
- By grade four, students who have been in the district for two years consistently perform about one year's growth above the national average.

2. Areas of Concern:

- Students in grades 7 and 8, NOT in HP Math, who score above the national average on the NWEA in Math did NOT grow nearly as well as students that were in HP Math.
- Gaps between subgroups continue to persist on all tests.
New students tend to start out significantly behind students already in the district. This gap is higher when students enter in a later grade. There is a three year gap by grade 8. 60% of the new students are no longer in the district at the end of the next year.

SECTION III: Listing of Subcommittee High Priority Recommendations

1. Increased Access to Accelerated Math Curriculum

We recommend that more students be given access to accelerated (advanced) math options in grades 7 and 8 so that all students have the opportunity to learn at their skill level and reach their potential.

- Consider reviewing selection criteria and process (opportunities to accelerate each year).
- Selection should be score driven and the number of seats should not be limited.
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Rationale:

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Rationale:

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**Osseo Area Schools
Independent School District 279
DISTRICT PLANNING ADVISORY COUNCIL
2009 - 2010 PROGRAM IMPROVEMENT SUBCOMMITTEE REPORT
PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE**

Subcommittee Membership: Wendy Biallas-Odell, Danielle Carter, Robin Dolan, Jennifer Hale, Shannon Heim, Marjorie Holmes, Greg Hulne, Tom Laughlin, Ayushi Narayan, Laura Reavis, Eric Schneider, Jennifer Smith, Alicia Stromberg, Becky Swartz, Tim Truong

SECTION I: Committee Activities

The committee completed an initial review of the following curricular areas:

- Music
- Visual Arts
- Science – The committee elected to submit recommendations for consideration in Science.

SECTION II: Data Summary

A. Data Reviewed

The Committee reviewed the presentations from the three curricular areas in their Development 1 phase of the Program Improvement Process:

Music – Wendy Barden, Coordinator

Presentation: What is the current status of the music program?

- Music department has successfully completed a departmental mission/vision statement and has aligned all departmental work to these documents.
- Music department is looking closely at the “masterworks repertoire” and considering different ways to strengthen this aspect of the music program.
- Music department is piloting new software that gives immediate feedback on pitch for singers.
- Music department is looking for ways to integrate and collaborate given the logistical challenges of working as singletons in a variety of sites.

Visual Arts – Candace Gordon, Curriculum Specialist

Presentation: What is the current status of the visual arts program?

- Visual Arts department survey data suggests that the current curriculum is highly supported by teachers across the system.
- Visual Arts department staff are closely aligned across ISD 279.
- Visual Arts department demonstrates strong support for current K-12 scope and sequence curriculum.
- Visual Arts department continues to strengthen aspects of Aesthetics, Art History, Art Criticism, and Art Production.
- Visual Arts department continues to focus on the five elements of art and the seven principles of design.
- Visual Arts department anticipates needs in the areas of technology (document cameras, projectors) to support instruction.
- Visual Arts department is exploring online material in an effort to provide more support for the current curriculum.

Science – Darrell Olson, Curriculum Specialist

Presentation: What is the current status of science curriculum in ISD 279?

- Science department is working with revised standards that have added an “Engineering” strand.
- Science department is studying new standards as well as new MCA test to revise curriculum.
- Science department is cross-referencing state data with TIMSS data to identify gaps.
- Science department is studying current elementary kits to identify alignment with new standards.
- Science department has increased its emphasis on instructional technologies and is interested in continuing this effort.

SECTION III: Committee High Priority Recommendations and Rationale

1. Increase implementation of Full Option Science System (FOSS) kits for K-6.

We recommend continued use (and increased implementation) of Full Option Science System (FOSS) kits for K-6. This recommendation includes accelerating the ongoing replacement of selected District kits with FOSS kits more relevant to state science standards. Staff development would be needed to effectively implement new resources.

Rationale:

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We recommend implementation of Science, Technology, Engineering and Math (STEM) standards into K-12 Scope and Sequence. We further recommend the Board implement the important and necessary staff development related to the integration of STEM implement STEM into K-12 classrooms.

Rationale:

The modification of the former History of Nature and Science strand to its current state, Nature of Science and Engineering emphasizes the need for learning related to the relationship between Science, Technology, Engineering and Mathematics. Numerous resources are required to embed this standard into our classrooms. For example, the District should incorporate more programs like Engineering is Elementary (EiE), a research-based curriculum development project focused on creating engineering and technology curriculum units to supplement core science instruction. Each EiE unit is designed to build on and reinforce a science topic through exploration and development of a related technology.

4. Implement Science Notebook Program into K-6 curriculum. (with potential for 7-12)

We recommend implementation of a Science Notebook Program into the K-6 curriculum, with potential for 7-12.

Rationale:

Research suggests that the act of writing by its very nature may enhance thinking. Writing demands that the student organize complex thoughts and language in a manner that cements the core knowledge. Student science notebooks give not only stability and permanence to students' work but also purpose and form.² Each student would develop and maintain a permanent notebook containing science curriculum and enrichment writing content. This process would most likely be implemented during the 2012-13 school year.

² NSTA Report, Dec 2009: Making Notebooks Interactive, page 20.

**ISD 279 - Osseo Area Schools
DISTRICT PLANNING ADVISORY COUNCIL
2009-10 PROGRAM IMPROVEMENT SUBCOMMITTEE REPORT
STUDENT SERVICES SUBCOMMITTEE**

Subcommittee Membership:

Lorilee Andrei, Sara Ferber, Kathy Frederickson, Ann Kern, Kemea Kouvoivin, Sharon Meyerring, Lin Myszkowski, Easha Narayan, Nhut Phan, Brenda Troiani, Maysy Yang

SECTION I: Committee Activities

The subcommittee focused on gathering information on the district's English Language Learners (ELL) Program. The subcommittee reviewed information on Sheltered Instruction Observation Protocol (SIOP), regular education and ELL training and current implementation of this model, national research, delivery methods, and standards of practice.

The subcommittee reviewed information from:

- ELL coordinator
- ELL students
- Refugee adult
- ELL and Regular Education Teachers who implement SIOP

SECTION II: Data Summary

A. Data Reviewed

Lorilee Andreini, ELL Coordinator

Lorilee Andreini provided an overview of the ELL population district wide, SIOP as a research based model for teaching, and the planning and implementing of SIOP professional development

- MN has an unique ELL population, mostly made up of refugees and a diverse population.
- The #1 issue for our ELL students in Osseo is interrupted formal education.
- SIOP has been field tested since 1996 and with a research study in 2001 found SIOP to be reliable and valid.
- Providing professional training for ELL and general education teachers on SIOP is critical for inclusive programming with a focus on "in addition to" vs. "instead of". SIOP training focuses on building links to past learning and encourages the use of supplementary materials - simply put - it is good teaching with common sense techniques.

Timka Boston, Refugee Guest Speaker

Timka Boston, guest, shared the story of her family as refugees from Bosnia. Timka and her family came to the U.S. in 1999, arriving here from Bosnia through Germany. Ms. Boston discussed how important it is to remember that even when students are English language proficient it does not necessarily mean that the parents are language proficient. Too often we expect students to be the interpreters for their parents which does not always communicate information accurately to family members.

Current ELL Students

Three ELL students who attend Park Center High School shared their educational experiences within our district and told us their personal story on their cultural journey coming to the United States and to Osseo Area Schools.

Angela Vivatson, Ben Nicholson, Cheryl Maxwell, Margaret Sausen, and Pang Yang: Teachers using SIOP in their daily teaching

The above regular education and ELL teachers shared their experiences of incorporating SIOP into their daily teaching. One teacher commented that the SIOP training was the best training she has had in 25 years. In general, the teachers agreed that understanding the SIOP model has made a huge impact on their teaching with great benefits for students.

B. Summary of Evaluation of Data

1. District Strengths:
 - The SIOP model is currently being used in our secondary schools and four elementary schools: GC, FO, OAK, and ZW focusing on the intermediate grades (4,5, 6).
 - We have a network of SIOP trained teachers who meet monthly to collaboratively work on lesson plans and implement the features of the sheltered component.
 - 110 teachers district wide have had comprehensive SIOP training with most being at BJH and PCSH.
 - This year MN Dept. of Education reviewed our ELL program and their recommendation was that we increase SIOP training for more teachers who work with large numbers of ELL students in order for them to access challenging academic content and meet graduation requirements.

2. Areas of Concern:
 - We are only in our second year of measurement in Osseo Area Schools and thus it is hard to measure success at this early date.
 - We need more textbooks where our students can see themselves represented. Spanish and Hmong are our most common language areas.
 - It takes 7-10 years for a student to become academically proficient. In MN there are only funds for ELL programming for five years.
 - Our SIOP grant funding ends at the close of 2009-10 school year.

SECTION III: Committee High Priority Recommendations and Rationale

1. **Based on emerging data, we recommend that all teachers working with English Language Learners (ELLs) have training on use of the Sheltered Instruction Observation Protocol (SIOP) model. We further recommend that the SIOP model be implemented in all classrooms with ELLs and other high risk students. The long term goal will be for all teachers to use the SIOP model district wide as applicable.**

Rationale:

- a. The SIOP model is based on current knowledge and research-based practices for promoting learning with all students, especially ELLs. Critical features of high quality instruction for ELLs are embedded within the SIOP model.
- b. Use of the SIOP model increases student access to challenging academic content and required graduation credit opportunities.
- c. The recent Minnesota Department of Education 2009-10 ELL Program Review highly recommended the SIOP model for teachers working with ELL students.
- d. The SIOP model is currently used in hundreds of schools across the U.S. as well as several other countries.

SECTION 4

DPAC Work Calendar

DISTRICT PLANNING ADVISORY COUNCIL
2009-10 Work Calendar
7:00-9:00pm, ESC

Monday, SEPTEMBER 14, 2009 (ESC, Room W41 @ 6:30)

Planning Committee

1. Review and confirm suggestions for 2009-10 made at April meeting.
2. Review 2009-10 work calendar.
3. Review subcommittee report format.

Monday, OCTOBER 12, 2009

Full Council Meeting (1 hour)

1. Welcome Letter from Superintendent, Susan Hintz.
2. Introduce Board representatives and membership –Brenda Troiani and Greg Hulne.
3. Elect a new recorder for 09-10.
4. Orientation to School District – Eric Schneider
 - a. Overview of District Organizational Chart – Don Pascoe
 - b. Overview of District Strategic Plan and Mission Statement – Don Pascoe
 - c. Overview program improvement planning cycle – Eric Schneider
5. DPAC orientation to DPAC – Brenda Troiani and Greg Hulne
Review section in notebook:
 - DPAC responsibilities and role of DPAC representatives
 - Membership – Recruiting
 - DPAC process
 - 2008-09 DPAC final report and high priority recommendations
6. Review 2009-10 DPAC work calendar – Brenda Troiani and Greg Hulne
7. Overview 2009-10 DPAC handbooks – Brenda Troiani and Greg Hulne
8. Friendly reminder: For new people, it takes a year to learn. For all, please use name cards throughout the year.
9. Describe DPAC subcommittees and role of staff facilitators – Eric Schneider, Don Pascoe, and Sharon Meyerring.
10. Break and subcommittee sign-up
11. When school or after school activities are cancelled, all school-related activities (including DPAC meetings) are also cancelled. Districtwide school closure will be broadcast on TV and radio. No notice will be sent.

Subcommittee Meetings

1. Introduce members - state why chose the subcommittee.
2. Review purposes and expectations - dates, reports, and rough calendar of subcommittee events.
3. Review prior year's subcommittee work.
4. Present information on subcommittee structure, history, data, questions.
5. Identify any issues, questions, concerns coming from the subcommittee membership that could be the focus of subcommittee work.
6. Set agenda for October subcommittee meeting.
7. Elect subcommittee chair, and subcommittee recorder.
8. Pick a mentor for new members.

Monday, OCTOBER 26, 2009

Full Council Meeting - approximately 20 minutes

1. Curriculum website discussion.
2. Make subcommittee announcements; continue sign-up.
3. Review steering committee membership responsibilities and meeting dates.
4. Review program improvement subcommittee report.
5. Orientation, if necessary, for new members.
6. How are we doing on recruiting?

Subcommittee Meetings – balance of the evening

1. Designate steering committee representative in addition to chair.
2. Unfinished items from October 12 subcommittee agenda.
3. Decide on item for review and decide how to gather information.
4. Set your agenda for the year.
5. Make sure all new members have a mentor.

Monday, NOVEMBER 9, 2009

Full Council Meeting - approximately 15 minutes

1. Hear brief subcommittee reports.
2. How are we doing on recruitment?

Subcommittee Meetings - balance of the evening

1. Gather information based on planned agenda, e.g. presentations, resource review, etc.
2. Identify trends, priorities, strengths, and concerns.

Monday, DECEMBER 14, 2009

Subcommittee Meetings

Continue agenda from November meeting.

Monday, JANUARY 11, 2010

Subcommittee Meetings

Prepare 10-minute report to full council.

- Review of work done
- Preview of observations and recommendations

Full Council Meeting - 8:15 PM

Hear subcommittee reports (a maximum of 10-minutes each with 5-minutes for discussion each).

Monday, FEBRUARY 8, 2010

Subcommittee Meetings

1. Draft preliminary report with prioritized recommendations.
2. Prepare 5-minute presentations for report.
3. Submit preliminary report to steering committee.

Monday, FEBRUARY 22, 2010 (ESC, W-41 @ 6:30 PM)

Steering Committee

1. Review preliminary reports.
2. Review, reword, and clarify recommendations.

Monday, MARCH 8, 2010

Subcommittee Meetings

1. Review feedback on recommendations from steering committee.
2. Confirm prioritization of recommendations and finalize subcommittee reports.

Full Council Meeting

1. Hear subcommittee preliminary reports.
 - Five-minute presentation
 - Ten-minute input from full council
2. Review election procedures.
3. Nominate officers.
4. Form a summer planning committee.

APRIL 12, 2010

Full Council Meeting

1. Present program improvement objectives received by the Department of Leadership, Teaching, and Learning (DLTL)
2. Approve final DPAC report and recommendations.
3. Elect officers for 2010-11 DPAC work year.
4. Celebrate!

Planning Committee Meeting

1. Review 2009-10
2. Plan for 2010-11

APRIL 15, 2010

Deliver final report to Superintendent – Eric Schneider

MAY 4, 2010

Report to the School Board by the 2009-10 chairpersons – Brenda Troiani and Greg Hulne.