

**Independent School District 279  
Osseo Area Schools**

Final Report and Recommendations of the

**District Planning  
Advisory Council**

**To the Superintendent and  
School Board**

**2014-2015**

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## 2014–2015 Membership

### Parents

Birch Grove Elementary.....	Dominique Scott	Weaver Lake Elementary.....	Open
Basswood Elementary.....	Amy Chouinard	Zanewood Elementary.....	Marjorie Holmes
Cedar Island Elementary.....	Open	Zanewood Elementary.....	Roberta Martin
Crest View Elementary.....	Open	Brooklyn Junior High.....	Cicely Eames
Edinbrook Elementary.....	Sami Jaber	Brooklyn Junior High.....	LaTasha Sims
Edinbrook Elementary.....	Heather Kay	Brooklyn Junior High.....	Melissa Stein
Elm Creek Elementary.....	Robin Dolan	Maple Grove Junior High.....	Pooja Arora
Fernbrook Elementary.....	Open	Maple Grove Junior High.....	Karen Kieser
Fair Oaks Elementary.....	Open	Maple Grove Junior High.....	Georgia Miller-Kamara
Garden City Elementary.....	Frankie Miamen	North View Junior High.....	Open
Garden City Elementary.....	Marcellus Washington	Osseo Junior High.....	Robin Dolan
Oak View Elementary.....	Marty Cohen	Osseo Junior High.....	April Tatur
Park Brook Elementary.....	Open	Maple Grove Senior High.....	Mary Jo Sandretsky
Palmer Lake Elementary.....	Sharon Salz	Maple Grove Senior High.....	Greg Hulne
Palmer Lake Elementary.....	Ginny White	Osseo Senior High.....	Robin Dolan
Rice Lake Elementary.....	Heather Ayer	Park Center Senior High.....	Open
Rush Creek Elementary.....	Lorie Humphrey	Park Center Senior High.....	Derrick Strom
Rush Creek Elementary.....	Doreen Lindbloom	Park Center Senior High.....	Mark Strohfus
Woodland Elementary.....	Brian LaRose	Osseo Sec Trans Center.....	Kathy Frederickson

### Students

Rajiv Dharnipragada - MGJH  
Hamzeh Salti - OSH  
Holly Dolan - OSH  
Erin Nistler - OSH  
Mia Smutny - OSH

### Community

Lisa Berglund  
Pam Paulsen  
Brenda Troiani

### School Board

Robert Gerhart  
Linda Etim

### ESC Staff

Wendy Biallas-Odell  
Kate Emmons  
Don Pascoe  
Sandra Day

## 2014–2015 Steering Committee Membership

Marty Cohen, Chair

Kathy Frederickson      Heather Ayer  
Kate Emmons              Wendy Biallas-Odell  
Don Pascoe

### Subcommittee Membership

#### Program Assessment & Review

Wendy Biallas-Odell, Director  
Pooja Arora  
Amy Chouinard  
Marty Cohen  
Robin Dolan  
Holly Dolan  
Bob Gerhart  
Marjorie Holmes  
Erin Nistler  
Mia Smutny  
April Tatur

#### Student Services

Kate Emmons, Assistant Director  
Heather Ayer  
Kathy Frederickson  
Greg Hulne  
Karen Kieser  
Brian LaRose  
Frankie Miamen  
Brenda Troiana  
Marcellus Washington

#### Achievement & Evaluation

Don Pascoe, Director  
Lisa Berglund  
Rajiv Dharnipragada  
Romeo Gono  
Pam Paulson  
Sharon Salz  
Mark Strohfus

**Final Report and Recommendations of the  
District Planning Advisory Council  
2014-2015**

**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. Membership of the District Planning Advisory Council includes parents/guardians, community members, senior high students, classroom teachers, administrators, staff and a School Board member. The council meets on a regular basis with no fewer than eight meetings. 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 2013-2014 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.**

**RECOMMENDATIONS FOR IMPLEMENTATION in  
2015-16**

## **2014-15 HIGH PRIORITY DISTRICT PLANNING ADVISORY COUNCIL RECOMMENDATIONS FOR IMPLEMENTATION IN 2015-16**

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

### **ACHIEVEMENT AND EVALUATION SUBCOMMITTEE**

#### **Recommendation 1**

We recommend strengthening the district's formal, structured system of differentiated support for underperforming schools whose growth and gap closing scores are insufficient to ensure equitable achievement. The goal is to have all schools earn scores above the 50th percentile on both the state growth and gap closing measures.

#### **Recommendation 2**

Continue the strong district improvement in four year graduation rate with a focus on two goals;

1. Increase the district overall four year graduation rate to 90% by the class of 2017.
2. Accelerate improvement of subgroups where the graduation rates are low and have dropped or remained stagnant over the last five years.

### **STUDENT SERVICES SUBCOMMITTEE**

#### **Recommendation 1**

We recommend the district continue the commitment to equitable student achievement by training all staff on racial equity and cultural responsiveness.

#### **Recommendation 2**

We recommend the district implement Trauma-Informed Practices consistently throughout our district to decrease behavioral referrals and increase students' capacity to become efficacious learners.

Trauma-Informed Care is an approach which recognizes the presence of trauma symptoms, acknowledges those symptoms and promotes a healthy environment.

The word "trauma" is used to describe experiences or situations that are emotionally painful and distressing, and that overwhelm people's ability to cope, leaving them powerless.

### **PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE**

#### **Recommendation 1**

Develop and implement a middle level school structure for enrichment and explorations within advisory time; twice per month. These experiences would be organized by staff members to create / offer "club like" opportunities for exploration for students in grades 6-8.

#### **Recommendation 2**

Develop after-school clubs at the middle schools level that are of interest to middle level learners and have continuity with high school club offerings.

#### **Recommendation 3**

Monitor the implementation and effectiveness of science core curriculum that is taught at K-5 schools and grade levels. Use supplemental methods to enhance science content knowledge.

#### **Recommendation 4**

Require use of electronic data entry for K-5 grade information, including common summative assessments and report cards. The goal is to allow review of curriculum by academic department staff.

# **PROGRESS on the 2013-14 RECOMMENDATIONS**

# **PROGRESS TOWARD ACHIEVEMENT OF RECOMMENDATIONS MADE IN 2013-14 FOR IMPLEMENTATION IN 2014-15**

## **ACHIEVEMENT AND EVALUATION SUBCOMMITTEE**

We recommend the implementation of a formal, structured system of differentiated support for schools based on their productivity to ensure equitable student achievement. The goal is to have all schools earn scores above the 50th percentile on both the state growth and gap closing measures.

### **Progress**

- a. A formal, documented support system was designed to be implemented during the 2014-15 school year.
- b. Two schools were identified for to receive differentiated support.
- c. Directors were assigned to the schools to support integration of resources during the staffing process.
- d. Curriculum staff was assigned to schools in a way that helped assure that higher need schools had additional support.
- e. The assigned directors meet weekly with the identified schools to support implementation of their improvement plan.
- f. An assistant superintendent meets monthly with each schools team to monitor progress.
- g. Title I resources were flexed to support targeted schools to provide additional capacity building specific to the site's needs.

## **STUDENT SERVICES SUBCOMMITTEE**

### **Recommendation 1**

We recommend that the Osseo Area Schools continue its commitment to training all staff on racial equity and cultural responsiveness.

### **Progress**

Progress continues on the recommendation to continue emphasis on reducing disproportionality issues within the district EBD rate as well as the suspension rate for black students; the disproportionality in the discipline of black students still needs improvement. 749 employees were trained this year in the "Beyond Diversity" formal classes. This brings the total up to roughly 1426 of 2706 employees to be trained as part of the DPAC recommendation. The commitment to this training must be ongoing in order to realize the benefit of initial and follow-up training. This transformational change requires time to implement. As employees retire and the district rehires, this training is an ongoing effort. We are in year three of this recommendation. We expected a period of time for implementation and we are on track to meet the 4-6 year implementation timeline.

### **Recommendation 2**

We recommend the development of a school transition communication framework for: Kindergarten, Elementary to Middle School and Middle School to High School.

### **Progress**

The recommendation on improving communications was heard and some attention focused on this. Under the leadership of Kim Riesgraf, a multiple modality approach to communication of changes was taken pertaining to the realignment of grades to include the middle school designation. Counselors also visit each site to inform incoming students of the registration process for classes and things to look forward to in the coming school year. Due to the grade reconfiguration, other communications were developed such as the Guide to Middle School. This guide was written to help parents learn more about the middle school and

how the district is prepared to help their son or daughter thrive in the middle years. We will be asking Kim Riesgraf for a report on what worked and what didn't in the communication plan on the middle school restructuring project. We expect to revisit our original recommendation.

For students receiving special education services, transitioning between levels is an important consideration for IEP teams as students and families get ready for the next step of their education. To that end, each IEP team considers how best to meet the individual needs of students.

## **PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE**

### **Recommendation 1**

Create and implement a K-12, district-wide plan for tiered math intervention and enrichment. This includes ongoing assessment to identify students at-risk in math.

#### **Progress**

Phase 1: Math interventions are being implemented in grades 2-6. Data collection is occurring throughout the interventions to determine its effectiveness and likelihood of success across our district.

Grade 2: Number Sense, Addition and Subtraction, Fractions, Geometry and Measurement.

Grades 3 & 4: Numeration, Addition and Subtraction, Multiplication and Division basic facts and problem solving, Fractions, Decimals, Geometry and Measurement.

Grades 5 & 6: Number, Reasoning and Data, Fractions, Decimals and Percents, Geometry, Measurement and Graphing.

Phase 2: Create a menu of interventions to use based on the skill need and deficit.

Phase 3: Provide Professional Development in 2015-16 to strengthen the core components of the math program.

### **Recommendation 2**

Develop and implement a focused curriculum for advisory for all secondary students. The curriculum taught during the advisory period should include practical activities that incorporate the social and emotional needs of students, life skills, career education, academic planning, and other site goals. In addition, the Advisory program should include an intentional parent-communication component so parents are better able to advocate for their children and help their children advocate for themselves.

#### **Progress**

Advisory curriculum is developed and implemented at each of our high schools with a consistent focus on college / career readiness with site autonomy on character education. Middle School Advisory curriculum will be consistent in the delivery of the three components in each of our middle schools starting in 2015-16. The Middle School Advisory curriculum is being developed with three areas: College / Career Readiness, Social-Emotional Learning and Academic oversight. Julie Halverson, Coordinator of Career and Technical Education, is working with Middle School counselors to develop the curriculum.

### **Recommendation 3**

Revise the Program Improvement Process to reflect our district's priorities, including a focus on equitable student achievement gains. This revision includes updating the phases of the Program Improvement Process to include the need for intentional focus on diversity and culturally relevant instructional materials and instructional practices in all classrooms.

#### **Progress**

The Program Improvement Process was revised in the Summer of 2014 by Kris Rouleau.

# **ACHIEVEMENT AND EVALUATION SUBCOMMITTEE FULL REPORT**

**2014 – 2015**  
**ACHIEVEMENT AND EVALUATION SUBCOMMITTEE REPORT**  
**DISTRICT PLANNING ADVISORY COUNCIL**

Osseo Area Schools  
Independent School District 279

**Subcommittee Membership**

Don Pascoe, Lisa Berglund, Rajiv Dharnipragada, Romeo Gono, Pam Paulson, Sharon Salz, Mark Strohfus

**SECTION I: High Priority Recommendations**

**Recommendation 1**

We recommend strengthening the district's formal, structured system of differentiated support for underperforming schools whose growth and gap closing scores are insufficient to ensure equitable achievement. The goal is to have all schools earn scores above the 50th percentile on both the state growth and gap closing measures.

**Recommendation 2**

Continue the strong district improvement in four year graduation rate with a focus on two goals;

1. Increase the district overall four year graduation rate to 90 % by the class of 2017.
2. Accelerate improvement of subgroups where the graduation rates are low and have dropped or remained stagnant over the last five years.

**SECTION II: Rationale**

**Rationale 1**

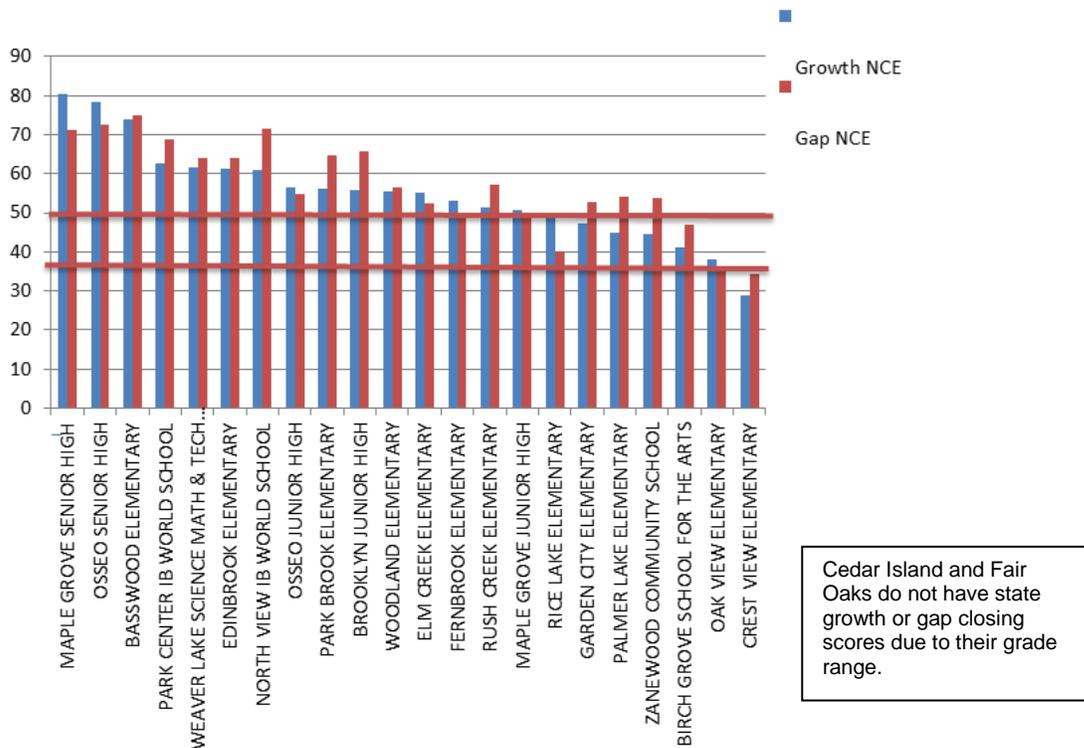
The state Multiple Measures Report and Focus Report clearly displays the inequity in the productivity of schools in math and reading (see graph below). The Growth and Gap Closing part of these reports provide a relatively fair way to describe this productivity. When district schools are reviewed there are large and persistent differences between schools within the district on these measures. The broad improvement efforts pursued by the district in the past have raised overall performance but have not addressed the specific needs of schools with low productivity and has not closed the production gap between schools.

In 2013 a recommendation was made to shift to a focused approach where resources and oversight are targeted to the sites most needing the support based on productivity data. This differentiated support system uses the logic as the RTI (Response to Intervention) system used with individual students. This approach is modeled after the state "School Improvement System" which has successfully improved the production of schools that participated, such as NVJH and GC.

Although some elements of this approach were implemented for school year 2014 the work was still informal and unstructured. For school year 2015 Crestview and Palmer Lake were identified and additional support has been provided. Early indications at each school suggest that this approach is having a positive effect.

Based on the success of this approach we recommend continuing and strengthening district differentiated support.

Productivity data from the state Multiple Measures Report – 2014



Strategies for improvement:

Identify schools that are making acceptable to excellent gains of above the 50<sup>th</sup> Normal Curve Equivalent (N.C.E.) on both the state growth and gap closing measures. These are the Tier 1 schools. A majority of schools will be expected to be in this category. These schools will receive the standard support to implement district curriculum and manage the site improvement process. This will include district wide staff development, site improvement planning and regular visits.

Schools whose gains fall slightly below district expectations will receive Tier II support. At this level, schools will get more focused support and monitoring from existing district level staff. Work will be more tightly focused on the site improvement plan. Follow up and monitoring will be more rigorous.

Schools whose gains fall significantly below district expectations will be moved to Tier III. These schools are in the bottom quarter of the state on these measures. These schools will receive more directed, formalized support including specific expectations and monitoring. The district will also provide capacity building resources. Support will be provided by district level staff and by identified highly productive “Promising Practice” teachers.

Identifying Tiers:

The growth and gap closing percentile ranks for the state MMR report are a good example of measures of productivity. An example of process for identifying tiers using those measures follows.

		<b>GAP CLOSING %TILE</b>		
		<b>Above 50 N.C.E.</b>	<b>50-36 N.C.E.</b>	<b>36 N.C.E</b>
<b>GROWTH %TILE</b>	<b>50 and above</b>	Tier 1	Tier 2	Tier 2
	<b>49-25</b>	Tier 2	Tier 2	Tier 3
	<b>Below 25</b>	Tier 2	Tier 3	Tier 3

## Rationale 2

Graduation is a powerful step in a student's success in meeting the district's strategic objectives. Research also clearly indicates the economic and social impact high school diplomas have on the student's future. The on time (four year) graduation rate for Osseo students has shown steady increase over the last 5 years (2010-2014) improving from 80.7% to 86.0%. Some groups of students have made large jumps in their graduation rate during that 5 year period contributing to the overall increased graduation rate.

- Black students +15.8% 55.5% to 71.3%
- Asian students +12.4% 78.6% to 91.0%
- Free and Reduced lunch +15.8% 60.9% to 76.7%
- English Language Learners +25.5% 44.9% to 70.4%

All students have not benefited from our significant increases. Specifically the graduation rates for Hispanic, male and special education students lag behind other groups or have not shown consistent improvement.

## SECTION III: 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 2013-14. These results were primarily found in five areas:

- District developed Excel data analysis tools.
- District developed Improvement Planning data reports
- District balanced Scorecard
- State Department of Education web-based data analysis system.
- State accountability reports.

## SECTION IV: Data Summary

### A. Data Reviewed

The committee reviewed results from:

#### State Tests:

- Minnesota Comprehensive Assessments (MCA III) ..... Grades 3-11
- State Multiple Measure and Focus Reports (MMR and FR)

#### District Tests:

- Northwest Evaluation Association Achievement Level Tests (NWEA) ..... Grades 2-8
- ACT Scores

#### Graduation data:

- 4, 5 and 6 year graduation rate patterns

### 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.
- Graduation rates have improved markedly for most groups

2. Areas of Concern:

- Some schools have persistently lower growth and achievement scores.
- Students in grades 6- 8 math and grade 7 reading grew at a lower rate than expected.
- Gaps between student subgroups (ethnic, socio-economic and program) continue to persist on all tests and in graduation rates.
- New students tend to start out significantly behind students already in the district. This gap is higher when students enter in a later grade. New students entering in grade eight, on average, are three years behind established district students.
- Graduation rates have remained stagnant for Hispanic, male and special education students.

## **SECTION V: PROGRESS ON 2013-14 RECOMMENDATION**

### **2013-14 Recommendation**

We recommend the implementation of a formal, structured system of differentiated support for schools based on their productivity to ensure equitable student achievement. The goal is to have all schools earn scores above the 50th percentile on both the state growth and gap closing measures.

### **Progress**

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- g. Title I resources were flexed to support targeted schools to provide additional capacity building specific to the site's needs.

**STUDENT SERVICES SUBCOMMITTEE  
FULL REPORT**

**2014 – 2015**  
**STUDENT SERVICES SUBCOMMITTEE REPORT**  
**DISTRICT PLANNING ADVISORY COUNCIL**

Osseo Area Schools  
Independent School District 279

**Subcommittee Membership**

Kate Emmons, Heather Ayer, Kathy Frederickson, Greg Hulne, Karen Kieser, Brian LaRose, Frankie Miamen, Brenda Troiani, Marcellus Washington

**SECTION I: High Priority Recommendations**

**Recommendation 1**

We recommend the district continue the commitment to equitable student achievement by training all staff on racial equity and cultural responsiveness.

**Recommendation 2**

We recommend the district implement Trauma-Informed Practices consistently throughout our district to decrease behavioral referrals and increase students' capacity to become efficacious learners.

Trauma-Informed Care is an approach which recognizes the presence of trauma symptoms, acknowledges those symptoms and promotes a healthy environment.

The word "trauma" is used to describe experiences or situations that are emotionally painful and distressing, and that overwhelm people's ability to cope, leaving them powerless.

**SECTION II: Rationale**

**For Recommendation 1**

The disproportionality issue in identification of Emotional Behavioral Disorder students continues to need attention.

The disproportionality in the discipline of black students still needs improvement.

The commitment to this training must be ongoing in order to realize the benefit of initial and follow-up training. We recognize this transformational change requires time to implement.

Another 749 employees have been trained in this year, this is an improved rate over the 677 trained last year. We are in year three of this effort. We expected a 4-6 year length of implementation.

**For Recommendation 2**

Fight, Flight and Freeze are natural human responses caused by trauma induced stress. Trauma-Informed Practices provide teaching methodologies to identify, anticipate, and ease reactions to trauma-triggers.

Trauma in the mind and body alters brain chemistry which changes behavior and decreases the ability for learning.

The would be building on the ongoing Positive Behavior supports as well as the mental health work of District 279 in expanding the capacity of staff to respond appropriately to students Fair Oaks (mindfulness), Park Center (Wellness Room).

### **SECTION III: Committee Activities**

We were interested in delving into possible solutions to behavior issues in school PRIOR to suspension. Kate Emmons mentioned that it sounded like it might be Trauma-Informed Care and pointed us to district topic experts Sandy Buechel and Mitzi Heath. Both have deep experience and credentials on the topic of Trauma-Informed Care and Practices and in fact, have previously presented to the School Board on this topic. They have described how it can be used within all levels of our education system, how some facets are being used now in limited areas such as Park Center or Fair Oaks. The Practice lends itself to both prevention and relief of trauma in our students. The biggest point of information that changed our perceptions is how the student brain responds to life traumas with the Fight / Flight reptilian brain instead of the Executive function and decision-making processes. We further explored how well it fits with our Positive Behavior Intervention and Supports Model.

Further research was done on-line, with hard-copy reports, and further visits from both Sandy and Mitzi.

Some of the resources we plumbed were: \*

[Perry: Rhythm Regulates the Brain](#)

[CDC ACE study and results](#)

[Traumatic Stress: The Effect on the Brain](#)

[MN Dept. of Human Service - Trauma-Informed Care](#)

[Dept. of Justice - Importance of Understanding Trauma-Informed Care](#)

### **SECTION IV: Data Summary**

#### **A. Frequency of Occurrence**

1. 1 in 4 American youth experience a serious traumatic event by the time they are 16 years old.
2. 1 in 5 children have a diagnosable disorder.
3. 75% of children in the juvenile justice system have a mental health need.
4. 75 to 80% of children who need mental health services don't get seen by a mental health professional.

#### **B. Trauma can impair learning**

1. May cause jumpiness (Hypervigilance)
2. Intrusive thoughts
3. Interrupted sleep and/or nightmares
4. Anger and moodiness
5. Social withdrawal

#### **C. Trauma Impacts on School Performance**

1. Lower GPA
2. Higher rate of school absenteeism
3. Increase dropout rates
4. More suspensions and expulsions
5. Decreased reading ability

#### **D. NOTE: All may impact concentration and memory**

\* SOURCE: NCTSN – National Child Traumatic Stress Network

## What Does Trauma-Informed Practice Actually Look Like?

*Trauma-Informed Practice incorporates assessment of trauma and trauma symptoms into all routine Practice; it also ensures that clients have access to trauma-focused interventions, that is, interventions that treat the consequences of traumatic stress. A trauma-informed perspective asks clients not “What is wrong with you?” but instead, “What happened to you?” However, trauma-informed Practice also focuses our attention on the ways in which services are delivered and service systems are organized (Bloom & Farragher, 2011).*

*Recognizing that traumatic events made people feel unsafe and powerless, Trauma-Informed Practice seeks to create programs where clients and staff feel safe and empowered. Generally, Trauma-Informed Practice is organized around the principles of safety / trustworthiness, choice / collaboration / empowerment, and a strengths-based approach (Hopper, Bassuk, & Olivet, 2010).*

### Goals of Program

**Improved academic achievement and test scores**

**Improved school climate**

**Improved teacher sense of satisfaction and safety in being a teacher**

**Improved retention of new teachers**

**Reduction of stress for staff and students**

**Reduction in absences, detentions, and suspensions**

**Reduction in student bullying and harassment**

**Reduction in the need for special educational services / classes**

**Reduction in drop-outs**

At a time when schools and teachers are exceedingly stressed and stretched, becoming Trauma-Informed may seem an ambitious and challenging strategy. However, the rewards for everyone involved are real and energizing.

## SECTION V: PROGRESS ON 2013-14 RECOMMENDATIONS

### Recommendation 1

We recommend that the Osseo Area Schools continue its commitment to training all staff on racial equity and cultural responsiveness.

### Progress

Progress continues on the recommendation to continue emphasis on reducing disproportionality issues within the district EBD rate as well as the suspension rate for black students; the disproportionality in the discipline of black students still needs improvement. 749 employees were trained this year in the “Beyond Diversity” formal classes. This brings the total up to roughly 1426 of 2706 employees to be trained as part of the DPAC recommendation. The commitment to this training must be ongoing in order to realize the benefit of initial and follow-up training. This transformational change requires time to implement. As employees retire and the district rehires, this training is an ongoing effort. We are in year three of this recommendation. We expected a period of time for implementation and we are on track to meet the 4-6 year implementation timeline.

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**Progress**

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For students receiving special education services, transitioning between levels is an important consideration for IEP teams as students and families get ready for the next step of their education. To that end, each IEP team considers how best to meet the individual needs of students.

**PROGRAM ASSESSMENT & REVIEW  
SUBCOMMITTEE  
FULL REPORT**

**2014 – 2015**  
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Osseo Area Schools  
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**Subcommittee Membership**

Wendy Biallas-Odell, Pooja Arora, Amy Chouinard, Marty Cohen, Robin Dolan, Holly Dolan, Bob Gerhart, Marjorie Holmes, Erin Nistler, Mia Smutny, April Tatur

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Monitor the implementation and effectiveness of science core curriculum that is taught at K-5 schools and grade levels. Use supplemental methods to enhance science content knowledge.

**Recommendation 4**

Require use of electronic data entry for K-5 grade information, including common summative assessments and report cards. The goal is to allow review of curriculum by academic department staff.

A follow up with TIES may need to occur to determine systematic improvements to allow for rubric style grading.

**SECTION II: Rationale**

The research our committee used was identical to the research conducted by the Middle School Programming Team. The resource of: *This We Believe* - specifically the 16 Characteristics of Effective Middle Schools was paramount to our recommendations. The characteristic of: Curriculum is challenging, exploratory, integrative and relevant drove the work on the first two recommendations. Seldom do students have the opportunity to explore their interests within the school day. By providing options and opportunities for students’ interests and for students to study areas not in the curriculum during the day and after school, students become more engaged and interested in school. These opportunities also enhance relationships and community building with staff and students and with other community organizations as well.

The committee also explored MCA science test data (See below) and discussed options for more exposure to science content than the traditional science curriculum to enhance learning for students.

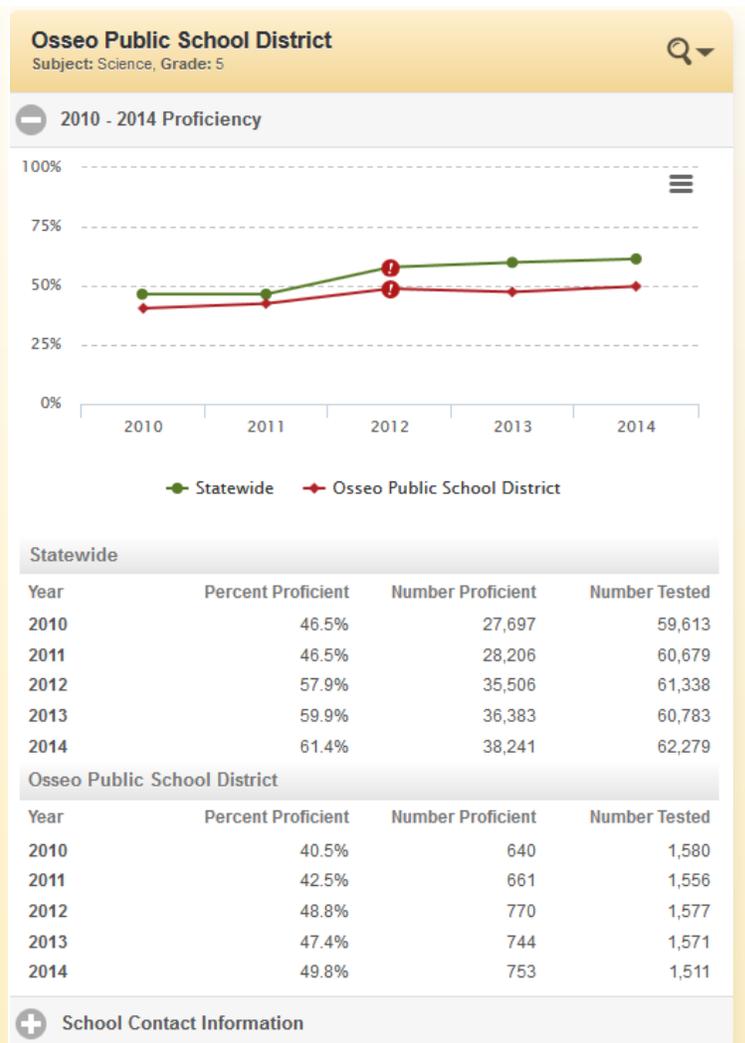
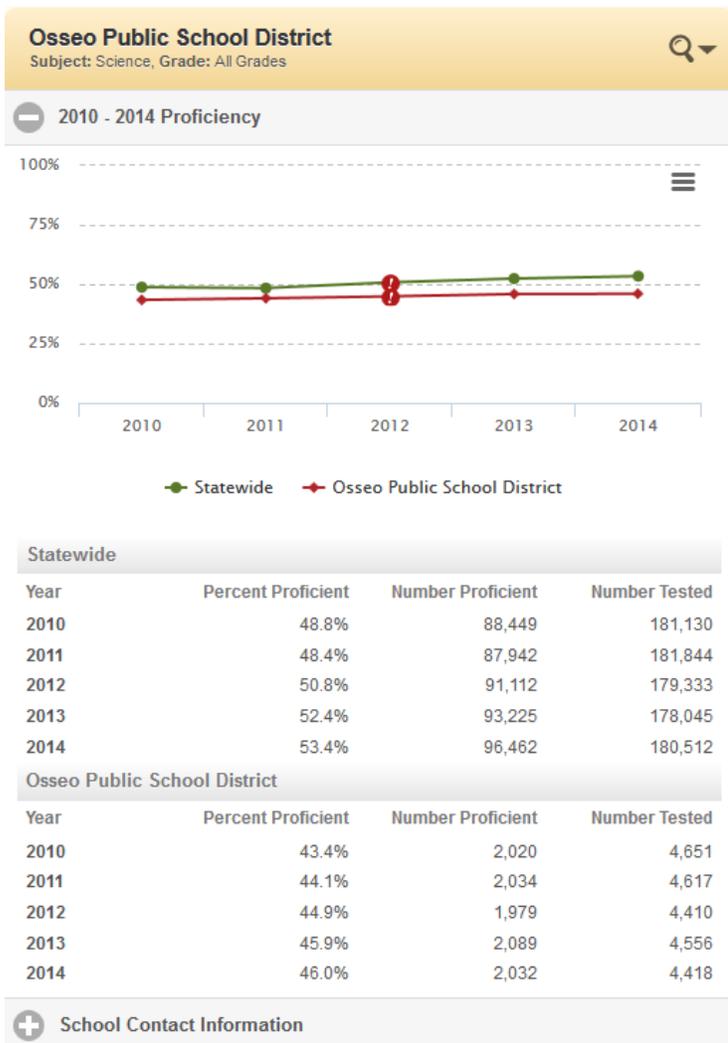
### SECTION III: Committee Activities

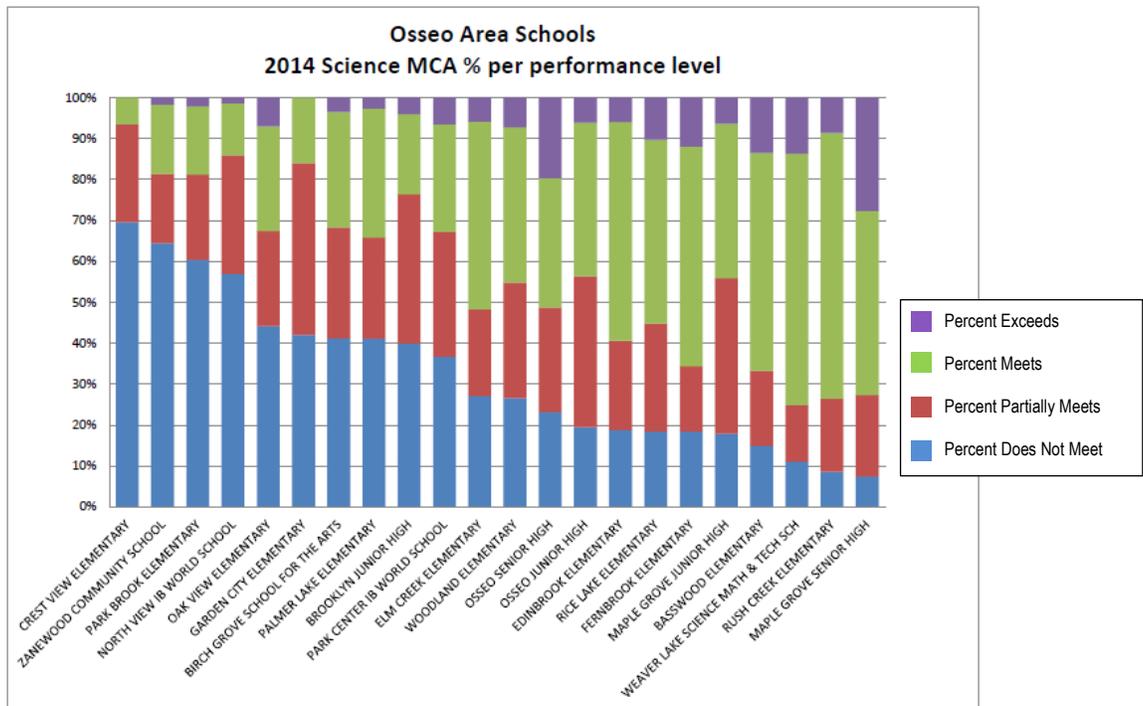
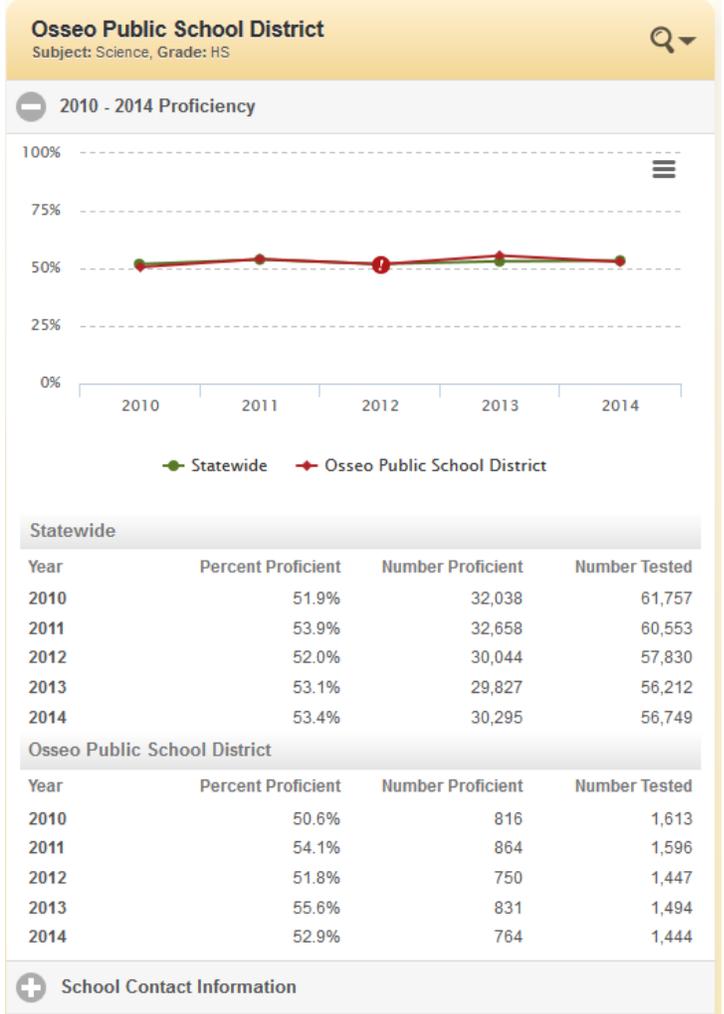
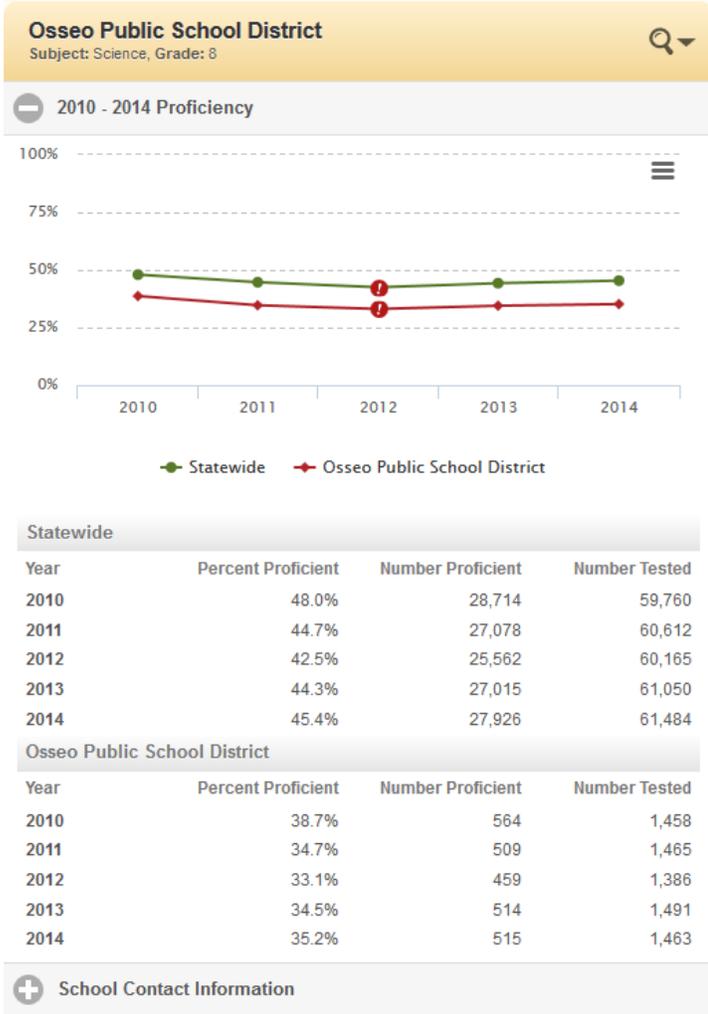
The committee heard reports on:

- Middle Level Design - Wendy Biallas-Odell
- Current clubs and groups at our junior high schools and high schools - Wendy Biallas-Odell
- Digital curriculum - MN Studies - Sandra Day
- Reviewed changes at all grade levels - Wendy Biallas-Odell
- Science in the elementary schools / Kits / Process Implementation
- PIP (Program Improvement Process) Revised cycle

### SECTION IV: Data Summary

- Science Kit Implementation and MCA scores
- Middle Level - Research on Adolescent learners
- Report card data and the grade reporting challenges for teachers and administrators.





## **SECTION V: PROGRESS ON 2013-14 RECOMMENDATIONS**

### **Recommendation 1**

Create and implement a K-12, district-wide plan for tiered math intervention and enrichment. This includes ongoing assessment to identify students at-risk in math.

#### **Progress**

Phase 1: Math interventions are being implemented in grades 2-6. Data collection is occurring throughout the interventions to determine its effectiveness and likelihood of success across our district.

Grade 2: Number Sense, Addition and Subtraction, Fractions, Geometry and Measurement.

Grades 3 & 4: Numeration, Addition and Subtraction, Multiplication and Division basic facts and problem solving, Fractions, Decimals, Geometry and Measurement.

Grades 5 & 6: Number, Reasoning and Data, Fractions, Decimals and Percents, Geometry, Measurement and Graphing.

Phase 2: Create a menu of interventions to use based on the skill need and deficit.

Phase 3: Provide Professional Development in 2015-16 to strengthen the core components of the math program.

### **Recommendation 2**

Develop and implement a focused curriculum for advisory for all secondary students. The curriculum taught during the advisory period should include practical activities that incorporate the social and emotional needs of students, life skills, career education, academic planning, and other site goals. In addition, the Advisory program should include an intentional parent-communication component so parents are better able to advocate for their children and help their children advocate for themselves.

#### **Progress**

Advisory curriculum is developed and implemented at each of our high schools with a consistent focus on college / career readiness with site autonomy on character education. Middle School Advisory curriculum will be consistent in the delivery of the three components in each of our middle schools starting in 2015-16. The Middle School Advisory curriculum is being developed with three areas: College / Career Readiness, Social-Emotional Learning and Academic oversight. Julie Halverson, Coordinator of Career and Technical Education, is working with Middle School counselors to develop the curriculum.

### **Recommendation 3**

Revise the Program Improvement Process to reflect our district's priorities, including a focus on equitable student achievement gains. This revision includes updating the phases of the Program Improvement Process to include the need for intentional focus on diversity and culturally relevant instructional materials and instructional practices in all classrooms.

#### **Progress**

The Program Improvement Process was revised in the Summer of 2014 by Kris Rouleau.

## 2014-15 DISTRICT PLANNING ADVISORY COUNCIL Work Calendar

<b>Date / Time</b>	<b>Group</b>	<b>Room</b>
<b>Monday, 9/22/14</b> 7:00 – 9:00 PM	Full DPAC Meeting	Forum Room
	Assessment & Review Subcommittee	Forum Room
	Special Services Subcommittee	N10
	Achievement/Evaluation Subcommittee	W41
<b>Monday, 10/6/14</b> 7:00 – 9:00 PM	Full DPAC Meeting	Board Room
	Assessment & Review Subcommittee	Board Room
	Special Services Subcommittee	N10
	Achievement/Evaluation Subcommittee	W41
<b>Monday, 10/27/14</b> 7:00 – 9:00 PM	Full DPAC Meeting	Forum Room
	Assessment & Review Subcommittee	Forum Room
	Special Services Subcommittee	N10
	Achievement/Evaluation Subcommittee	W41
<b>Monday, 11/17/14</b> 7:00 – 9:00 PM	Full DPAC Meeting	Board Room
	Assessment & Review Subcommittee	Board Room
	Special Services Subcommittee	W41
	Achievement/Evaluation Subcommittee	W42
<b>Monday, 12/8/14</b> 7:00 – 9:00 PM	Assessment & Review Subcommittee	Board Room
	Special Services Subcommittee	N10
	Achievement/Evaluation Subcommittee	W41
<b>Monday, 1/12/15</b> 7:00 – 9:00 PM	Assessment & Review Subcommittee	Forum Room
	Special Services Subcommittee	N10
	Achievement/Evaluation Subcommittee	W41
<b>Monday, 1/26/15</b> 7:00 – 9:00 PM	Assessment & Review Subcommittee	Forum Room
	Special Services Subcommittee	N10
	Achievement/Evaluation Subcommittee	W41
<b>Monday, 2/9/15</b> 7:00 – 9:00 PM	Steering Committee	N10
<b>Monday, 3/2/15</b> 7:00 – 9:00 PM	Full DPAC Meeting	Forum Room
	Assessment & Review Subcommittee	Forum Room
	Special Services Subcommittee	N10
	Achievement/Evaluation Subcommittee	W41
<b>Monday, 3/16/15</b> 7:00 – 9:00 PM	Steering Committee Meeting	N10
<b>Monday, 4/6/15</b> 7:00 – 9:00 PM	Full DPAC Meeting – Final Approval of Report Draft	Forum
<b>Tuesday, 4/28/15</b> 6:00 PM	School Board Presentation of Final Report	Board Room
<b>Monday, 5/4/15</b> 7:00 – 8:00 PM	Full DPAC Debrief and Celebration	Forum Room