

## **Agenda**

1. **CALL TO ORDER** (*Action*)
2. **APPROVAL OF GENERAL MEETING AGENDA** (*Action*)
3. **OPEN FORUM** (*Information*)
4. **APPROVAL OF CONSENT AGENDA** (*Action*)
  - 4.1. General Board Meeting Minutes from May 24, 2012
5. **SHARE THE SUCCESS & RECOGNITIONS** (*Information*)
  - 5.1. US Department of Fish and Wildlife Arts National Award
  - 5.2. Spotlight DVD Presentation
  - 5.3. Graduation Recap
6. **SUPERINTENDENT'S REPORT - (10 minutes)**
  - 6.1. Comprehensive Arts Planning Process Arts Grant (*Action*)
7. **INSTRUCTIONAL REPORT - (30 minutes)** (*Information*)
  - 7.1. Annual Accountability & Student Literacy Report
8. **BOARD BUSINESS - (10 minutes)** (*Information*)
  - 8.1. Policy/Procedure Review & Revision - None
  - 8.2. Board Reports
    - 8.2.1. Chair Report
      - 8.2.1.1. Superintendent Evaluation Summary (*Information*)
    - 8.2.2. AMSD Report (Ann Bremer) (*Information*)
  - 8.3. **District News** (*Information*)
    - 8.3.1. School Board Planning Calendar
    - 8.3.2. June 14, 2012 School Board Event Calendar
    - 8.3.3. June 2012 Local Uniflyer
  - 8.4. Once Around the Table
  - 8.5. Bloomington Public Schools – Closed Session (*Information*)
9. **ADMINISTRATIVE SERVICES REPORT - (20 minutes)**
  - 9.1. Financial Report - None
  - 9.2. Facilities Report - None
  - 9.3. Human Resource Report
    - 9.3.1. Employee Issue- Closed Session (*Information*)
    - 9.3.2. Negotiations - Closed Session (*Information*)
    - 9.3.3. Tentative Agreement with SEIU (*Action*)
    - 9.3.4. Administrative and Unaffiliated Guides (*Action*)
10. **ADJOURNMENT**

**DISTRICT 287 REGULAR BOARD MEETING**  
**Intermediate District 287**  
**May 24, 2012**  
**MINUTES**

**1. CALL TO ORDER**

Chair Ann Bremer called the regular meeting to order at 6:31 PM at the North Education Center (NEC). A tour of the North Education Center preceded the meeting. A quorum was declared with the following members in attendance:

286	Brooklyn Center	Greg Thielsen
272	Eden Prairie	Carol Bomben
273	Edina	Peyton Robb
276	Minnetonka	Robert (Bob) Quam
278	Orono	Michèle Kunz
279	Osseo	Dean Henke
280	Richfield	Nancy Rowley
281	Robbinsdale	Sherry Tyrrell
283	St. Louis Park	Nancy Gores
284	Wayzata	Carter Peterson
277	Westonka	Ann Bremer

Absent: 270/Ronbeck

Guests: Amber Brevig

287 Administration: Sandra Lewandowski, Colleen Baumtrog, Laura Keller-Gautsch, Jane Holmberg, Char Myklebust, Anne Becker, Janet Johnson, Tom Shultz, Chad Maxa, and Wauneen Mgeni

287 Staff Members: Bruce Mulder, Chris Kenny, and Shawn Garvey

**2. APPROVAL OF GENERAL MEETING AGENDA**

The general meeting agenda was presented for approval with the following agenda item changes 9.3.2. – Employee-Closed Session has been scratched from the agenda. *Motion by Ann Bremer, seconded by Sherry Tyrrell, to approve the meeting agenda. All in favor. Motion carried unanimously.*

**3. OPEN FORUM FOR COMMUNITY COMMENTS - None**

**4. APPROVAL OF CONSENT AGENDA**

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from May 10, 2012; North Education Center (NEC) Change Order; and approval of the Routine Human Resource Activities for May 24, 2012. *Motion by Ann Bremer, seconded by Carter Peterson, to approve the Consent Agenda as presented. Motion carried.*

**5. SHARE THE SUCCESS & RECOGNITIONS - None**

**6. SUPERINTENDENT'S REPORT**

Superintendent Lewandowski introduced Amber Brevig, Honors Mentor Connection student from Richfield, who also has been Sandy's mentee throughout the 2011-2012 school year. Amber presented to the Board the findings of her major project, a student satisfaction survey conducted to provide insights to the Hennepin County Graduation Initiative.

Sandy introduced Dr. Char Myklebust, Executive Director Mental Health / Partnerships provided to the Board an update on the recent Substance Abuse and Mental Health Services Administration / MacArthur Foundation Award received by the Minnesota partnership. As the pilot implementation site, District 287 will have the fortunate vantage point to integrate what will be learned through this grant into the Hennepin County regional work on dropout prevention and recovery. Char also foreshadowed district involvement in another grant opportunity to provide additional counseling services to the ALC.

Sandy introduced Dr. Jane Holmberg, Executive Director Teaching and Learning provided an overview on two additional grants-in-progress: 1) the district is a partner in an application that Hennepin Technical College has made to the Gates Foundation in order to establish an early college program for high school students on the college campuses, and 2) an application is being prepared for the Next Generation Learning grant solicitation to create a new school model that will build on the district's work with online learning, personalizing education, and programming engaging learning for students who are at risk of not graduating.

Sandy briefly updated the Board on the August 23, 2012 ribbon-cutting ceremony.

Sandy reminded Board members of the many upcoming graduation and award ceremony events to which they are invited.

## **7. INSTRUCTIONAL REPORT – None**

## **8. ADMINISTRATIVE SERVICE REPORTS**

### **Financial Report**

Mrs. Janet Johnson, Director of Finance Services, presented the monthly financial report for April 2012. *Motion by Ann Bremer, seconded by Greg Thielsen, to approve the monthly financial report as presented. All in favor. Motion carried unanimously.*

### **Facilities Report**

Board Facility Committee Chair Robb, and Mr. Tom Shultz, Director of Facilities, provided a brief overview on the progress at the North Education Center.

Mr. Tom Shultz, Director of Facilities presented and recommended approval of the renewal of the Northwest Tech Center Lease in accordance with the long-term facilities plan. *Motion by Peyton Robb, seconded by Michèle Kunz, to approve the renewal of the Northwest Tech Center Lease in accordance with the long-term facilities plan as presented. All in favor. Motion carried unanimously.*

### **Human Resources Report**

Mrs. Anne Becker, General Counsel/Human Resource Director, presented three resolution motions: *Resolution motion by Ann Bremer, seconded by Dean Henke, to waive the reading and approve the Non-Renewal of Probationary Non-Licensed employees as provided by the printed documentation shared. The following voted in favor: Bremer, Gores, Thielsen, Quam, Henke, Bomben, Tyrrell, Kunz, Robb, Rowley, and Peterson. There were no abstentions or no votes cast. Resolution motion by Ann Bremer, seconded by Carol Bomben, to waive the reading and approve the Termination & Non-Renewal Probationary Teaching Contract of the Following Probationary Teachers as provided by the printed documentation shared. The following voted in favor: Thielsen, Gores, Rowley, Robb, Peterson, Kunz, Tyrrell, Bomben, Henke, Bremer, and Quam. There were no abstentions or no votes cast. Resolution motion by Ann Bremer, seconded by Carol Bomben, to waive the reading and approve the staff Termination & Non-Renewal Employees Hired Under Licensure Waivers as provided by the printed documentation shared. The following voted in favor: Gores, Rowley, Thielsen, Robb, Quam, Peterson, Kunz, Bomben, Henke, Bremer, and Tyrrell. There were no abstentions or no votes cast.*

## **9. BOARD BUSINESS**

### **Policy Review & Revision**

Mrs. Anne Becker, Director of Human Resources, presented and recommended approval of the Facilities Policy Bucket (FAC). *A motion was made by Ann Bremer, seconded by Michèle Kunz, to waive the reading of the Facilities Policy Bucket (FAC) as presented. No discussion. Motion carried unanimously.*

### **Chair Report**

Chair Bremer briefly updated the Board on the Intermediate District 287 Retirement celebration, recognizing all the retirees for all of their years of services.

Chair Bremer thanked Board members for their active and thoughtful participation in the Superintendent's evaluation.

**AMSD Report**

Chair Bremer briefly updated the Board on the AMSD meeting held May 4.

**Human Resources Report – Closed Session**

At the recommendation of Board Chair Bremer, *a motion was made by Ann Bremer, seconded by Sherry Tyrrell, the school Board may hold a closed meeting to consider strategy for labor negotiations. All in favor. Motion carried unanimously. All in favor. Motion carried unanimously.* The meeting was closed to the public at 7:12 PM. *A motion was made by Carter Peterson, seconded by Dean Henke, to reopen the general meeting. All in favor. Motion carried unanimously.* The general meeting reopened at 8:43 PM.

**Once Around the Table**

**10. ADJOURNMENT**

*Motion was heard and seconded to adjourn the meeting.* Meeting adjourned at 8:44 PM.

The next general meeting will be held on June 14, 2012, at 6:30 PM in the DSC Board Room.

Submitted by  
Wauneen Mgeni  
Secretary to the Board

Signed: Chair \_\_\_\_\_ Clerk \_\_\_\_\_

Date \_\_\_\_\_ Date \_\_\_\_\_

**INTERMEDIATE DISTRICT 287**  
**PLYMOUTH, MINNESOTA**  
**BOARD OF EDUCATION**

Regular Meeting – June 14, 2012

**AGENDA SECTION:** SUPERINTENDENT’S REPORT

**ITEM:** Comprehensive Arts Planning Program Arts Grant

**PRESENTED BY:** Superintendent Lewandowski

**1. Background Information**

Board member Michele Kunz and Executive Director of Teaching and Learning Dr. Jane Holmberg will present for Board approval the Comprehensive Arts Planning Process (CAPP) five year plan. CAPP planning is guided by a two year grant from the Perpich Center for Arts Education.

**2. Fiscal Impact/Funding Source: None**

**3. RECOMMENDED ACTION: Recommendation for Board approval of the Comprehensive Arts Planning Process (CAPP) five year plan as presented.**

Motion by: \_\_\_\_\_ Yes \_\_\_\_ Passed \_\_\_\_

Second by: \_\_\_\_\_ Yes \_\_\_\_ Failed \_\_\_\_

Abstentions: \_\_\_\_\_



# Intermediate District 287

Perpich Center for Arts Education

## *Comprehensive Arts Planning Process (CAPP)* 2012-2017

### **Vision:**

The vision of the ISD 287 CAPP initiative is to address all students' unique learning needs through enhanced arts offerings.

## Mission:

The mission of the ISD 287 CAPP initiative is to build upon and enrich its arts curriculum by tapping all resources available to the district.

*Photo of Karina Orillo from North Vista Area Learning Center with US Department of Fish and Wildlife national-award winning painting of seven endangered species.*



## Core Values:

### Because the arts

- provide a pathway to learning about ourselves and others,
- facilitate learning within other disciplines,
- stimulate creativity,
- offer a multi-sensory approach to meet mental, social, and emotional needs,
- add value to everyone's lives, providing alternate ways to communicate, **we believe in the importance of bringing the arts to all students by effectively using staff and community resources to create additional arts opportunities.**

## Committee Members

Jesse Lesnau, Co-Chair  
Rosemary Ruffenach, Co-Chair  
Jane Holmberg, District Liaison  
Michele Kunz, Board Liaison

Jason Backes  
Jeremy Anderson  
Sandi Shetka  
Susan Dunbar  
Megan Dargis  
Amy Sward  
Kris Trueting  
Lea Dahl  
Debra Edmonson  
Leah Hughes, Minnetonka Center for the Arts

## Goals

1. Intermediate District 287 has declared the importance of arts education for all students in its special education, Area Learning Center, and Care & Treatment programs.
2. Intermediate District 287 has expanded arts education opportunities for students.
3. Intermediate District 287 has incorporated arts education systematically into the educational program of its unique student population.

# Forecast

## Economic Trends

The future of education and the arts is significantly impacted by the economic health of the state. Regional and local communities in Hennepin County demonstrated a slow rise in population growth, increasing 3.2 percent overall between 2000 and 2010 to 1.15 million people. Economic growth in the next 25 years is anticipated to be about half what it was in the last 25 years. State revenue growth will slow, while spending pressures will accelerate. Increased unemployment, the mortgage/foreclosure crisis, and the tax revolt have created taxpayers who vote down school levies. Some businesses are prospering, but there also have been recent large layoffs at Cargill, and closings of the Ford plant and some Sears and Kmart stores. The governor is proposing a New Jobs Tax Credit to encourage businesses to hire 10,000 new employees. Abrupt changes in prices or profitability of goods and services produced in our community are not expected, but prices will continue to rise. There will be higher interest rates, less consumption, chronic government cuts in services, and more uncertainty in our personal, national and global futures. This will affect local funding for education and programs, such as the arts, and the community as a whole.

## Population Trends

Population totals and age aren't large factors in our service delivery, as they balance out across the region. However, the overall enrollment for the district is shifting in character, with increased numbers of students with multiple disorders and significant behavioral needs. Also, new immigrant families moving into the area have increased the number of students who speak multiple languages or have the need to become proficient in multiple languages. Consequently, families are increasingly seeking out public school choices that reflect cultural differences. Meanwhile, deaf and hard-of-hearing services can be reduced, as students, particularly those born in this country, have access to cochlear implants.

The recent economic downturn has increased student mobility, particularly among the homeless population, will affect school services and the need to share data across districts. Fewer families, however, will seek out private schools. Changes in industry that will affect our population, above what already has occurred because of the economic downturn, are not anticipated.

## Social and Political Trends

With the rise in unemployment and the struggling economy seen in recent years, families are increasingly stressed economically, emotionally and mentally. The growth of the immigrant population over the last couple of decades has brought Minnesota amazing cultural diversity and increased challenges. The Hmong, Somali, and other African immigrant groups bring diversity to the district; however, at times diverse cultures can create barriers. As we interact with these cultural differences, district staff will be able to learn new arts.

Greater opportunities will be available to invite culturally-diverse artists into classrooms to demonstrate different mediums, styles, and techniques and cultural exchanges can bring new foods, music and visual arts to the schools. However, funding for the arts in the area has been minimal.

## **External Educational Trends**

Our school art programs have been impacted by the Minnesota Academic Standards. The testing focuses on reading, math, and science and promotes teaching to the test. With this testing requirement in place, art has been an afterthought. Many buildings do not have a licensed art teacher. This is unfortunate because we can incorporate art in many of the academic areas.

Our school district open-enrolls many students so they have access to our services. Some of our students go to Hennepin Technical College (HTC). These students participate in either a mechanics class or culinary arts class. We could offer these students courses that could be a prerequisite to help them succeed in the HTC class. The arts program can also give these students an opportunity to unite their secondary and HTC programs.

In the past, we had a music program that encouraged some of the most challenging students to work together. These students have been excluded from many other activities and are looking for an area in which to excel. The visual arts also give students a chance to express themselves. Art classes can help students control their emotions and learn techniques to use in future leisure activities. Exposure to artistic mediums and techniques can be a valuable experience. Incorporating dance and movement into our curriculum could help our students with structure and being cooperative with and respectful to others. During classes in the arts, they can practice getting along with one another in a peaceful realm.

## **Technology Trends**

Technology is quickly changing the face of education as it rapidly changes in the world around us. Educational institutions are attempting to improve and individualize the learning experience for students through personalized learning environments. In addition, they are reducing costs through the use of digital resources and cloud technologies. The use of online experiences, tablets and interactive boards are changing the way educators are delivering lessons to tap into the electronic generation. Individuals will be bringing and using more smartphones to school along with their own personal devices to use within the classroom.

As technology expands and becomes more available to the average individual, free access to information is being explored by educators. E-textbooks are being downloaded on students' Kindles, PCs, iPads and blackberry devices along with videos, text, simulations, and visualizations. In addition, we will be seeing more open resources becoming available for the common consumer, our students. We will be seeing more classes that are either offered on-line or become a hybrid of online resources with in-class work.

As we move forward in this fluid world of change we will see more ways that will get people to move with their technology and they will demand more and easier access to it. Students are becoming bigger and bigger consumers of information through their technology. They are connecting with each other socially, gaming with each other and creating more and more with blogs, webpages and countless other web-based things. The technology of today is much different than the technology of just five years ago and is different from the technology that will be here five years from now.

## Our CAPP Story

The nature of our school district is to offer individualized programming to students who are in special education and alternative learning settings. Because of this, we offer learning experiences that will meet the graduation plan of each student. Some students in our programs enroll having already met their district's arts requirement and some have not. In our on-site programs, we have identified district-wide, essential components of our literature courses to meet the graduation requirements, but we do not have district-wide curriculum for our visual arts, music or theatre offerings that are taught primarily in special education. We also augment learning for certain students with our on-line program, Northern Star Online. These courses all have identified standards as part of state approval to be an online provider.

Intermediate District 287 is a consortium of 12 school districts in western Hennepin County. We therefore consider our community to be our member districts. Most of these districts have a clear commitment to the arts for the students they educate and would endorse ISD 287 reflecting that commitment.

The mission of District 287 is to be the premier provider of innovative specialized services to ensure that each member district can meet the unique learning needs of its students. To do this, we provide programming for some of their most challenging student populations. In addition to our many part-time offerings that augment what local districts can provide, we also operate full-time special education programs in five facilities and full-time alternative learning programs in four facilities. Because our member districts also support a degree of alternative programming and special education programming in their own facilities, we most often educate students with the greatest unmet learning and social-emotional needs.

Our individual district programs have a history of collaborating with community and state arts organizations, particularly those organizations whose missions align with educating students at risk of not graduating from high school or who have significant learning differences from typical populations. In the past several years we have been able to host programming with Climb Theater and COMPAS artists. We have received access grants from VSA Minnesota, the state organization on arts and disability that have allowed us to sponsor residencies such as one in African drumming. We also have been recently awarded an Arts Learning Grant from the Minnesota State Arts Board for an extended residency that will produce community art in the public spaces at our South Education Center in Richfield.

Several aspects of District 287 programming make **systematic curriculum planning in the arts** difficult. First, all special education students come with their own Individual Education Plan (IEP) that the district must address. The variety of academic, social, and vocational needs identified on the plans make the notion of a school-wide, guaranteed and viable curriculum not entirely workable in any area, much less the arts. In addition the many needs identified can crowd out arts experiences unless there is an understanding about how arts can address these needs and a plan for delivering high quality arts experiences. Second, all alternative program students also come to our programs with an expectation that the curriculum will fill in gaps in their previous educational histories. Because many students are so significantly behind in their academic credits, our response is often to plan a program lacking in arts experiences, even though integrating arts into academic programming is certainly recognized as being effective for learning both the academic and arts content.

Curriculum planning will also need **identified resources and staffing**. The continual pressures to maintain low tuition rates in special education programs and to live within a constrained General

Education Revenue budget in the Area Learning Center often mean cuts to investments in arts experiences, courses, and materials. Also, coordinating properly licensed staffing to meet all of the students' needs at our various sites is a challenge in lean times.

Our special education and Area Learning Center programs consistently enroll about 1200 students. Within the four ALC sites, we have dedicated only .2 FTE for visual arts, affecting about 50 students within a year. Within the five special education sites, we have .5 FTE for visual arts, affecting about 200 students within a year. In addition to this level of visual arts staffing, we also do offer the literary arts standards through the English/Language arts courses at the high school level, and this is the arts area in which most of our students complete their required arts standard. Our goal is to increase the variety of arts in which students could complete the standard as well as more arts opportunities in general.

## Five Year Overview of Goals and Results

	Year One	Year Two	Year Three	Year Four	Year Five
<b>Goal 1</b> ISD 287 will have declared the importance of arts education for all students in our special education and Area Learning Center programs.	Adopt CAPP plan premised on a vision of addressing all students' unique learning needs through enhanced arts offerings.	Analyze the collective internal arts resources of the district, including licensed and non-licensed staff, and determine best use of CAPP funds to augment existing staff.	Adopt sustainable expectations for arts involvement for all students that will be a guideline for the extent to which students gain arts credits and experiences during the time they attend 287 sites.	Enact a plan that maximizes staff talents in the arts and ability to offer credit for students	Adopt a plan that recognizes and celebrates the artistic talents and products of 287 students.
<b>Goal 2</b> ISD 287 will have expanded arts education opportunities for students.	Expand arts opportunities for students through coordinated staffing of arts-licensed staff for 2012-2013.	Conduct an internal and external assessment of resources, considering member districts' assets.	Acquire additional arts resources based on internal and external assessment and sufficient to enact individual involvement expectation of the plan.	Implement expectations for student involvement, promoting external partnerships to augment district staffing.	Evaluate extent to which expectations for student involvement are being met.
<b>Goal 3</b> ISD 287 will have incorporated a sustainable arts education systematically into the education program of its unique student population.	Create arts curriculum subgroup to carry out curriculum expectations of the plan.	Offer arts residency program provided through CAPP resources.	Provide professional development in order to realize the individual involvement expectation and provide arts integration into several curricular areas.	Ensure sustainability of the plan for student involvement in the arts by coordinating efforts among the leadership and systems both within our district and with member districts.	Emphasize assessment of student work as phase II of incorporating arts systematically.

# Five Year Proposed Outline of Activities to Align State CAPP Goals with District Plan

The working CAPP Goals and Logic Model is available on the District 287 CAPP Wiki which can be accessed at [District 287 CAPP Wiki](#)

## Evaluation Plan for First Implementation Year (Year 2)

CAPP OUTCOMES	EVALUATION QUESTIONS	INDICATOR	INFORMATION SOURCE	METHOD	TIME FRAME
<b>Which outcome(s) will you evaluate in 2012-13? (1 - 3 outcomes)</b>	<b>What do we want to know from this evaluation?</b>	<b>What does it look like if the desired outcome has been achieved? How do we know if the program has been successful?</b>	<b>Where do we get the information? Who has that information?</b>	<b>What data collection method will produce the best information?</b>	<b>When do the data need to be collected? Is baseline information needed?</b>
1aa--Standards-based student learning in the arts is reported to the district.	What is our baseline? What is the extent of a standards-based art curriculum in the district?	Each year's report demonstrates more students are receiving standards-based arts curriculum.	Year 1: Building leaders  Year 2: CAPP committee and arts curriculum group	Google survey	May 2013
2b—Yearly CAPP review process is in place to monitor Capp plan progress and adjust the plan goals for the coming year.	To what extent is the district following the plan?  Is there a need for plan adjustment?	Written recommendation to the co-chairs detailing achievements and any plan adjustments needed	CAPP committee	Google survey and discussion	May 2013

## 2011-2012 District 287 PLC Summary Report: Teaching & Learning, Special Education, Care & Treatment and Administrative Services:

### FULL TIME PROGRAMS:

District-wide goal for full time programs: By June 2012, we will increase student achievement in literacy in our full time programs as measured by standardized assessments.

Site	Goal	Standardized Summative Assessment Instrument Used	Summative Assessment Results	Site Goal Met?	Formative Assessment Reflection	Summative Assessment Reflection
<b>City West Academy</b>	By June 2012 100% of all CWA students will have completed at least 1 CWA Book Club book, participated in an all school discussion, and passed the common assessment for the book with a minimum score of 80%	Common Program-developed Assessments	100% of all students who participated in CWA's all school read passed the common assessment with a score of 80% or better	Yes	<ol style="list-style-type: none"> <li>Students loved the All –school read; being read to was their favorite way to participate in reading.</li> <li>Staff was able to direct students into genre's which they may not have picked for themselves— and to the student's surprise they liked all the books</li> </ol>	After reading the book it was difficult to get the students to complete a written assessment—they wanted to 'talk the book through.' Next year we will design summative assessments which include 'talking it through' as well as a paper and pencil test.
<b>Edgewood ALC</b>	By May 2012 80% of all Edgewood ALC students whose attendance is at or above 75% within the three week marking period will increase vocabulary acquisition by two vocabulary words in each content area class.	MAP testing	87% of the ALC students that had attendance above 75% met the vocabulary goal.	Yes	We need to continue to look at the data from the formative assessment to continue adjusting the instruction. It would be beneficial to use the 101 ways to formative assessment to provide a variety of ways to seeing were out students are at.	We need to utilize the strands from the MAP scores. This will help guide us on the student's strengths and weaknesses and plan our instruction accordingly.
	By May 2012 75% of all Edgewood ALC students who utilize the READ 180 program on a daily basis and participate for both pre and post testing will increase their lexile level by a minimum of 75 lexile points over the course of one school year.	SRI	We had 8 students that attend all school year and 6 of the 8 met the goal which is 75%.	Yes	Collecting formative assessment is a critical step in providing and adjusting literacy instruction to student. The data collected must be examined regularly and used to drive instruction. Next we will refine our process of reviewing our data on a regular basis.	We have learned that we may want to incorporate that data of those students that attend part of the year because growth was shown for those individuals. However, it needs to be for an extended period of time so they can get accustomed to the routine and foundation of the Read 180 environment.

Site	Goal	Standardized Summative Assessment Instrument Used	Summative Assessment Results	Site Goal Met?	Formative Assessment Reflection	Summative Assessment Reflection
Edgewood Education Center	By June of 2012, 80% of Explore middle school students that utilize the Read 180 program on a daily basis and participate in both pre and post testing will demonstrate an increase in their lexile level a minimum of 1.33 lexiles per week or 50 lexile points over the course of one school year.	Scholastic Reading Inventory	64% (9 students) of the Explore students showed an increase of 1.33 lexiles per week or 50 lexiles for the year. One student did make a gain of 46 lexile points and the other four students did not reach the goal.	No	Collecting formative assessment is a critical step in providing and adjusting literacy instruction to student. The data collected must be examined regularly and used to drive instruction. Next we will refine our process of reviewing our data on a regular basis.	We have learned that some students are not ready for Read 180 when they arrive, so we need to provide alternative instruction for those individuals. Students need to be here for an extended period in order for their social and emotional skills to improve to the point that they can engage in and benefit from daily instruction. The implication for next year is to only include the growth of the students who have been here for at least six weeks when evaluating the success of our goal.
	By June of 2012, 80% of Phase Transition students who are readers will demonstrate a one point increase in their literacy skill in one strand of the MAP assessment.	NWEA Reading	4 out of 6 students demonstrated at least one point increase on their reading portion of the MAP test.	No	The formative assessment was helpful because it was curriculum based. However, it was difficult to adjust the curriculum to individual student needs. We will need to address a way to modify and individualize the curriculum better.	Next year we would like to take the MAP scores and break down each student's scores into the various strands. Then take the weakest strand and try to incorporate that into the Ventures curriculum, hoping for growth in that strand area when they take the MAP test in the Spring.
	By June of 2012, 80% of Phase Transition students who are beginning readers will increase one area of their literacy skills as demonstrated by growth on the WTP assessment.	WTP	72% of the 32 students that took the WPT meet their literacy goal.	No	The formative assessment that was taken each month really helped drive our literacy instruction. It made us look at those students who were not making progress and adjusted their curriculum.	Overall we felt the WTP assessment was a success. Next year we need to make sure that the stories used in the WPT assessment correlate with the correct grade level when we do our formative assessments.
	By June of 2012 80% of Phase Transition students who are non-readers will increase at least one pre-reading skills by one level of independence as measured with a Literacy Development Checklist.	Literacy Checklist	83% of the 35 students that were assessed with the Literacy Checklist met their literacy goal.	Yes	The formative assessment that was taken each month really helped drive our literacy instruction. It made us look at those students who were not making progress and adjusted their curriculum.	The Literacy Checklist was created by our Literacy Task Force over the summer for those students that are cognitively low. We felt it was a very successful tool that reflected exactly where our students were at. Next year we would like to continue this process and continue to enhance our lower level literacy curriculum.

Site	Goal	Standardized Summative Assessment Instrument Used	Summative Assessment Results	Site Goal Met?	Formative Assessment Reflection	Summative Assessment Reflection
<b>Epsilon Care &amp; Treatment</b>	By June 2012, 80% of students will improve their MAP test scores by one month for each month enrolled in care and treatment programs in 287.	Students are given the NWEA MAP Test upon entering the program and again before exiting the program.	By May 2012, 67% of students improved their MAP test scores by one month for each month enrolled in the Epsilon Program.  79% of students who completed both tests wither made gains or tested at or above a 10 <sup>th</sup> grade level.	No	For those who became comfortable with formative assessment it was used it to make informative decisions in the direction of lesson planning for the students in the classes at Epsilon. For others it is a newer endeavor and learning and planning are coming along. Epsilon has a great supportive team in place and we are all supporting each other in growing in the classroom. Next year we will continue to add planned formative assessments in our classrooms.	<p>We continue to have students who do not try on the intake tests. Their ability is updated through a running Google doc. which records actual reading levels after further assessment has taken place. Next year we will continue to encourage students to do their best on the intake test. Exit testing has gone well and most students have been doing their best work.</p> <p>One difference to note is last year we were able to have one person proctoring the test who was able to get great buy in and cooperation out of the students. This year that same enthusiasm did not seem present. Next year we will look at returning to having an enthusiastic individual administer testing.</p> <p>As we move into the coming years, we want to build the capacity of teachers to understand and incorporate that data we receive from the larger summative test scores. By building this capacity, we will be able to continue to nurture student's specific skill deficits to better address and support their academic achievement.</p>
<b>Headway Academy Care &amp; Treatment</b>	By June 2012, 80% of students will improve their MAP test scores by one month for each month enrolled in care and treatment programs in 287. Fomative progress will be monitoring throughout the semester.	Pre and Post MAP Testing.	Headway did not meet its goal of raising 80% of the students MAP Reading scores. It did however raise 56% of the student's MAP scores.  However, 83% of students who took both tests either	No	At Headway Academy, formative assessment analysis and use dissection indicated the importance for teachers to use the data on an individual student basis, in addition to the whole class. Students at Headway have many attendance, emotional, social, and academic challenges, creating a need for on-	Utilizing the MAP results from the pre testing is a good way to pinpoint literacy challenges in each student if the Long version is given to the students. This version can give explicit direction for the teachers, regardless of content area, where the student needs the greatest level of help to reach their class reading level, and the PLC goals.

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<b>Headway Academy Care &amp; Treatment</b>			made gains or tested at or above their grade level.		going running records/assessments for each student.  Data collection for individual students may be a better place for the teachers to put their time and energy into rather than whole class formative assessments.  Future professional development on how to perform running records/ assessments is necessary.	Literacy growth for the PLC needs to be assessed and reported in a different way than just an increase in the RIT score. Consult Donna Moe concerning the "strands."
<b>NEC @ Sandburg - Reading</b>	Given an Informal Reading Inventory, <b>90%</b> of students at the NEC at Sandburg, who took the pre test and post test, will show an increase in their individualized assessment profile of literacy skills in one of the following assessment areas: Word Identification skills Language Comprehension skills Print Processing skills (Silent Reading) The literacy skills growth will be measured by a baseline assessment completed by September 16, 2011 and a post assessment completed by May 11, 2012.	Whole To Part Assessment. We also use the following tests to gather data: MAP, SPI, SRI, Bridge (Portfolio assessment for emergent literacy learners), ERSI (Early Reading Screening Inventory)	90% of the students at the NEC @ Sandburg grew in 1 area of the WTP. 61% of students tested grew in 2 or more areas. 28% of students grew in all 3 areas.	Yes	<ol style="list-style-type: none"> <li>We learned that staff use formative assessments and are able to document and post assessments used (Over 650).</li> <li>Formative Assessments have helped us achieve our PLC goal of 90% of the students making progress on at least 1 are of the WTP assessment. The formative assessments have been used to inform instruction to meet student needs.</li> <li>Data + Instruction + Formative Assessments = Student Academic Achievement</li> </ol>	<ol style="list-style-type: none"> <li>We have growth in more than 1 area of the WTP with over 60% of our students. As a result of this, we could reframe our goal to focus on 2 areas of growth on the WTP and lower the % to 75% of students.</li> <li>PLC structure will be changed to reflect the varying needs of the building.</li> <li>We are seeing the value of the WTP in all programs of the building including the ALC.</li> <li>We need to expand our use of Formative Assessments to inform our instruction.</li> <li>We realized that we need an alternate assessment for our lower readers (Bridge, ERSI or some blend of the 2).</li> </ol>
<b>North Vista Education Center</b>	By May 2012, 80% of high school students who are below grade level will have advanced one grade level in one year of instruction as measured by the	MAP Pre and Post Testing.	By May 2012, 57% of high school students who are below grade level will have advanced one grade level in one year of	No	With focusing on formative assessment, staff was able to improve instruction and to know when students need more time to finish tasks. Teachers were able to	There seems to be inconsistencies in the data. Scores were highest in the winter with a large drop in spring. Students whose scores were above grade level had the most significant decreases at the end of the year.

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North Vista Education Center	NWEA MAP test.		instruction as measured by the NWEA MAP test.		also move faster for students that could understand quicker. In the future having more data will assist teachers in quickly assessing student progress	
	After three months of instruction 80% of high school students below grade level will have advanced ½ of one grade level as measured by the NWEA MAP test.	MAP Pre and Post Testing.	After three months of instruction 48% of high school students below grade level will have advanced ½ of one grade level as measured by the NWEA MAP test.	No	With focusing on formative assessment, staff was able to improve instruction and to know when students need more time to finish tasks. Teachers were able to also move faster for students that could understand quicker. In the future having more data will assist teachers in quickly assessing student progress	There seems to be inconsistencies in the data. Scores were highest in the winter with a large drop in spring. Students whose scores were above grade level had the most significant decreases at the end of the year.
	By May 2012, 80% of high school students that utilize the Read 180 program on a daily basis and participate for both pre and post testing at North Vista Education Center will increase their lexile level by a minimum of 75 lexile points.	SRI	In May 2012, 80% of high school students that utilized the Read 180 program on a daily basis and participated for both pre and post testing at North Vista Education Center have increased their lexile level by a minimum of 75 lexile points.	Yes	The Read 180 program offers multiple opportunities for formative assessments. The computer program is able to assist programs in their learning, while offering quizzes to check for understanding.	Students who participated in the Read 180 program continue to have success with the state assessments. Many of the students in the program passed the GRAD test and so were not included in the final data.
By May 2012, 80% of students receiving special education services that utilize the Read 180 program on a daily basis and participate for both pre and post testing at North Vista Education Center will increase their lexile level by a minimum of 25 lexile points.	SRI	In May 2012, 75% of students receiving special education services that utilized the Read 180 program on a daily basis and participated for both pre and post testing at North Vista Education	No			

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<b>North Vista Education Center</b>			Center have increased their lexile level by a minimum of 25 lexile points.			
<b>North Vista Education Center Early Learning Center</b>	Every early learning center student will meet 80% of the behaviors in the communication and cognitive domains of the preschool first curriculum by the end of each stage of growth.	Preschool First	Every early learning center student has meet 87% (averaged) of the behaviors in the communication (89%) and cognitive (85%) domains of the preschool first curriculum by the end of each stage of growth.	Yes	The PCS's were able to complete many formative assessments through accessing the preschool first checklists on the I pads.	We started a google Doc tracking sheet about midway through the year. Since implemented the staff have done a good job updating it. More work could be done to insure smooth transitions between rooms and across age groups.
<b>NWTC Transition VECTOR/ InVEST</b>	By May, 2012, at least 50% of the NWTC transition course curriculum will be digitally documented to include embedded course vocabulary, curriculum-based measures and quarter class progress report documentation with students in 3 <sup>rd</sup> quarter who have at least 70% attendance demonstrating measurable growth in the course vocabulary using 3 <sup>rd</sup> quarter data.	Curriculum-based measures; pre and post vocabulary assessments; quarter class progress reports	<ul style="list-style-type: none"> <li>• 58% of the NWTC Transition course curriculum is digitally documented to include embedded course vocabulary, curriculum-based measures and quarter class progress report documentation.</li> <li>• 91% of students in 3rd quarter who had at least 70% attendance demonstrated measurable growth in the course vocabulary (66 students participated; 60 made growth).</li> </ul>	Yes	The use of formative assessments impacted the effectiveness and quality of staff instruction because it resulted in modifying instruction and assessment methods to best meet the needs of each student. Staff now "get" and believe in the importance of formative assessments and also in continuing their use next year, so much that many staff are talking about expanding formative assessment use to all classes taught.	It worked well to have the vocabulary and curriculum-based measures embedded into the course curriculum so staff could see the connection of literacy improvement to content understanding, and it was very easy to navigate because it was digitally documented. The goal for next year is to fine-tune the instruction of the vocabulary and the formative assessment process, as well as to continue to digitally document the remainder of our curriculum.

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<b>Northwest Tech Center INVEST AND VENTURE HIGH SCHOOL PROGRAMS</b>	By May 2012, through instruction and monitoring using the Read 180 and Language Arts curriculum, 80% of the VENTURE and INVEST High School students at NWTC will increase their reading level by a minimum of 50 Lexiles, as measured by either the Scholastic Reading Inventory (SRI) or Measures of Academic Progress (MAP) Reading pre and post assessments and regular monitoring using CBM's or READ 180 progress reports.	Measure of Academic Progress (MAP); Scholastic Reading Inventory (SRI); curriculum-based measures	<u>54%</u> of the VENTURE and InVEST High School students increased their reading level by 50 Lexiles.	No	The use of formative assessments impacted the effectiveness and quality of staff instruction because it resulted in modifying instruction and assessment methods to best meet the needs of each student. Staff now "get" and believe in the importance of formative assessments and also in continuing their use next year, so much that many staff are talking about expanding formative assessment use to all classes taught.	The use of multiple measures this year (both MAP and SRI) to gauge student learning was a good idea due to the fluctuation of academic ability caused by mental health issues, though it is still a struggle to get accurate data from isolated test instances. Through formative assessments and anecdotal data, staff all agreed there was academic growth by most students, but the standardized test scores did not always reflect that, especially near the end of the year (the mid-year growth for most students was better). Next year staff will continue to use standardized testing but will consider testing dates, conditions, and frequency, among other ideas, to more accurately record student growth.
<b>Omegon Care &amp; Treatment</b>	During the 2011-2012 school year, By June 2012, 80% of students will improve their MAP test scores by one month for each month enrolled in care and treatment programs in 287.	MAP Pre and Post Testing.	Our data shows that 66% of the students who were pre-and post-tested did reach or exceed one month of academic growth for every month they attended Omegon.  94% of students who took both tests either made gains or tested at or above a 10 <sup>th</sup> grade level.	No	The staff understood what formative assessments are and why they are so essential for maintaining high quality instruction. All staff incorporated frequent formative assessments in their classrooms which informed their instruction. As a result of informed instruction and the documentation of the results, staff were better able to track student gains and alter at a moment's notice the instruction they provided.	By using the Map test as our assessment we put trust in our students to complete the test to the best of their ability. On occasion students do not give their best efforts and it skews the data that we receive.  As we move into the coming years, we want to build the capacity of teachers to understand and incorporate that data we receive from the larger summative test scores. By building this capacity, we will be able to continue to nurture student's specific skill deficits to better address and support their academic achievement.
<b>Prairie Center Academy</b>	By May 2012 80% of all PCA students whose attendance is at or above 75% within the one month marking period will increase vocabulary acquisition	Teacher data collection of formative assessments.	By May 2012 96% of all PCA students whose attendance was at or above 75% within the one month marking period	YES	Data collection should start earlier.	Having access to 101 Formative Assessments was helpful. It was also helpful to have a structure for data collection.

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<b>Prairie Center Academy</b>	by at least two vocabulary words in each content area class.  By June 2012 75% of all PCA students who utilize the READ 180 program on a daily basis and participate for both pre and post testing will increase their lexile level by a minimum of 75 lexile points over the course of one school year.	SRI Testing	increased vocabulary acquisition by at least two vocabulary words in each content area class.  By June 2012 75% of all PCA students who utilized the READ 180 program on a daily basis and participated for both pre and post testing increase their lexile level by a minimum of 75 points over the course of one school year. The average increase was 94 lexile points.	Yes	Data collection should start earlier.	READ 180 is a much more effective program when students attend on a regular basis.
<b>South Education Center Alternative (SECA)</b>	80% of students continuously enrolled in SECA from October 1, 2011 to May 1, 2012 will meet their reading growth targets as determined by the NWEA MAP Reading Assessment.	NWEA/MAP Reading with goals	80% of the students continuously enrolled between the dates of October 11 and May 1 <sup>st</sup> met growth targets in at least one sub-strand of the NWEA MAP Reading test.	YES	SECA staff learned that by using formative assessment before, during and after teaching, student learning increases because teacher instruction narrows to meet individual needs. This learning will be foundational next year as we begin looking at differentiation for rigor and relevance. We are now aware of the different learning needs in our classrooms, and we need to focus on using the data to inform our instruction in a wider variety of models including project based learning.	Working to achieve this goal has shown us that even our most transient students can show growth while they are attending our program. It also illuminates the need to continue to reflect upon our standards based instructional practices, academic learning, and the way we report progress and grading to ensure transcripts reflect learning for all students in fair and equitable ways.
<b>SECA Early Learning Center</b>	SECA Early Learning Center infants and toddlers that are enrolled for at least 3 months during the 2011-2012 school	Preschool First	More than 90% of the infants and toddlers enrolled at SECA Early Learning Center met 80%	No	The Parent Child Specialists (PCS) were able to complete a higher number of observations than in previous years. They were also given	Staff will receive updated training on Preschool First and have the opportunity to observe children in additional classrooms to insure inter-rater reliability. In addition, we

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<b>SECA Early Learning Center</b>	year, will meet 80% of the behaviors in the cognitive and communication domains of the Preschool First curriculum.		of the behaviors in the cognitive and communication domains of Preschool First.		training in formative assessment and received a demonstration on the Bridge screening tool to support early literacy work.	will add monthly conferences with parents to work towards gains in the area of cognitive and communication domains.
<b>South Education Center – Communication Interaction Program (CIP)</b>	<p><b>SEC Goal</b> By June 2012, given evidence-based reading assessments, at least 80% of SEC students who complete pre- and post-tests will demonstrate reading progress commensurate with professionally recognized expectations and individual growth targets.</p> <p><b>CIP at SEC Goal</b> Given instruction using Read180, 80% of students enrolled and participating in Read180 will increase their Lexile score by 25 points on the Scholastic Reading Inventory (SRI.)</p>	NWEA-MAP, Scholastic Reading Inventory (SRI)	<ul style="list-style-type: none"> <li>Two of seven students (29%) with valid Fall and Spring MAP scores demonstrated reading progress.</li> <li>The SRI assessment results with Read180 were not valid enough to be used for progress measurement.</li> </ul>	No	<ul style="list-style-type: none"> <li>Formative assessment and regular meetings in which assessment results informed instruction were extremely useful. These helped teachers and the reading specialist to problem-solve throughout the year as they addressed the challenge of implementing Read180 to students in CIP South.</li> <li>The teachers could not implement Read180 with fidelity, particularly during the 2<sup>nd</sup> half of the year, due to social, emotional, and behavioral challenges CIP students present. Therefore, based on this year’s work, CIP knows to use next year a greater variety of curriculum options to achieve better learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Many students in CIP experience high anxiety around formal assessments and the NWEA-MAP test was new to them. Therefore, summative results must be interpreted with caution.</li> <li>Attention next year must be given to alternative measures of annual progress given the challenge CIP faces with producing valid formal assessment results.</li> </ul>

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South Education Center – FOCUS	<p><b>SEC Goal</b> By June 2012, given evidence-based reading assessments, at least 80% of SEC students who complete pre- and post-tests will demonstrate reading progress commensurate with professionally recognized expectations and individual growth targets through one of the following progress measures: NWEA-MAP, Modified Qualitative Reading Inventory (whole-to-part), Bridge (portfolio assessment for emergent literacy learners), ERSI (Early Reading Screening Inventory.)</p>	<ul style="list-style-type: none"> <li>• NWEA-MAP</li> <li>• Modified Qualitative Reading Inventory (whole-to-part)</li> </ul>		No	<p><b>Implications for Next Year:</b> This was the first year that the NWEA-MAP was administered in the special education programs. Given the nature of their disabilities, many factors impact a student’s ability to demonstrate progress on a standardized measure. Therefore, it is important to consider multiple measures when determining a student’s reading proficiency.</p> <p>This is the third year that the Modified QRI has been used, so students are familiar and less anxious with the assessment. Both measures provide valuable information and will continue to be administered.</p>	
South Education Center – FOCUS	<p><b>2011-2012 FOCUS Program Goal:</b> Given opportunities for self-selected reading, 80% of students enrolled in the FOCUS program will increase their affective level in reading from a baseline determined on an initial self-assessment of reading attitudes to a positive increase in at least one aspect/area as measured on a final assessment of reading attitudes.</p>	<ul style="list-style-type: none"> <li>• Reading Interest-a-Lyzer</li> </ul>	<p>75% of students (9/12) who completed one or both of the pre- and post-assessments demonstrated reading progress that was commensurate with professionally recognized expectations and individual growth targets, or were at the highest level attainable on the Modified QRI (whole-to-part).</p> <p>100% of students (8/8) enrolled in the FOCUS</p>	Yes	<p>Next steps: Increase access to reading materials, and increasing opportunities for active dialogue when interacting with text.</p> <p><b>Implications for Next Year:</b> One of the greatest challenges in this program was engaging students in reading. As staff embraced the program PLC goal of “Igniting a Passion for Reading” and focused on recognizing opportunities for reading throughout the day, student attitudes toward reading began to shift, as evidenced by changes in their response to questions on the Reading Interest-a-Lyzer. It is</p>	

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South Education Center - FOCUS			program who completed both a Fall and a Spring Reading Interest-a-Lyzer increased their affective level in reading from a baseline determined on an initial self-assessment of reading attitudes to a positive increase in at least one aspect/area as measured on the final assessment of reading attitudes.		important to maintain the momentum of this goal to continue increasing engagement in reading for new and returning students. Next steps: determine if the Interest-a-Lyzer continues to be an appropriate instrument for measurement, increase access to reading materials, and increase opportunities to respond to what is read.	
South Education Center – SUN Transition, Intersect and Phase	<p><b>SEC Goal</b> By June 2012, given evidence-based reading assessments, at least 80% of SEC students who complete pre- and post-tests will demonstrate reading progress commensurate with professionally recognized expectations and individual growth targets.</p> <p><b>STIP Programs Goal</b> Given instruction adapted from the Ventures series, 80% of students will increase their literacy skills from a level of absent or emergent vocabulary and skills to a level of 50% vocabulary comprehension and adding at least one transition-based literacy skill per unit as measured by pre- and post-unit checklists.</p>	NWEA-MAP and Qualitative Reading Inventory (QRI) Modified Whole-to-Part	Overall, 57% of students demonstrated progress using the summative assessments	No	<ul style="list-style-type: none"> <li>Formative assessment and regular meetings in which assessment results informed instruction were very useful. The collaborative instructional planning using the new curriculum was especially beneficial to the teacher team.</li> <li>Ventures is a reading program that addresses vocabulary and language comprehension within the context of basic adult life skills. The formative assessments and regular</li> </ul>	<ul style="list-style-type: none"> <li>Overall, STIP programs did not meet the site goal even though formative assessments indicated good progress within the Ventures curriculum. This suggests (1) the curriculum as implemented this year was not as effective as we wished it to be or (2) the summative assessment tools may not adequately measure progress of some of students.</li> <li>Specific to (1), teachers next year must modify how they use Ventures to ensure literacy improvement with more students</li> </ul>

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South Education Center – SUN Transition, Intersect and Phase					PLC meetings provided an effective structure within which teachers could review, adapt, and create lessons with Ventures.	<p>than this year.</p> <ul style="list-style-type: none"> <li>Specific to (2), ERSI (Early Reading Screening Inventory) and Bridge (portfolio assessment for emergent literacy learners) were introduced to STIP programs this year, because they may measure learning rate of some students more sensitively than the NWEA-MAP and QRI. However, we did not have sufficient data this year to measure their effectiveness. Next year, with more data available, we can report on the use of these as alternatives in STIP programs.</li> </ul>
South Education Center – SUN	<p><b>SEC Goal</b> By June 2012, given evidence-based reading assessments, at least 80% of SEC students who complete pre- and post-tests will demonstrate reading progress commensurate with professionally recognized expectations and individual growth targets.</p> <p><b>SUN at SEC Goal</b> Given students in the SUN program who are participating in instruction using the Early Learning Skills Builder (ELSB) curriculum, 80% will increase literacy skills from a level of absent or emergent skills to a level of increasing skill in at least one area.</p>	<ul style="list-style-type: none"> <li>Qualitative Reading Inventory (QRI) Modified Whole-to-Part)</li> <li>ERSI (Early Reading Screening Inventory) or</li> <li>Bridge (portfolio)</li> </ul>	Overall, 68% (15/22) demonstrated reading progress.	No	Formative assessment and regular meetings in which assessment results informed instruction were extremely useful. These helped teachers and the reading specialist explore the new reading curriculum and get used to intentional, collaborative analysis of formative assessment results.	<p>The data show that the ERSI and Bridge may be more sensitive to growth measurement for most SUN students than the QRI. If some of the 8 students tested with QRI were tested with ERSI instead, the overall percentage showing satisfactory progress may have been higher.</p> <p>SUN's program goal focused specifically on student participation in the ELSB curriculum, intending that it will impact student achievement enough for the SUN program to achieve SEC's site goal, as measured by</p>

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South Education Center – SUN		assessment for emergent literacy learners)				<p>summative assessments. Teachers reviewed formative assessment results in their PLC meetings and identified noticeable progress – enough to suggest that at least 80% of the students would show satisfactory progress on the summative assessments. However, that was not the case. This could be due to an unreliable correlation between ELSB and the summative assessment tools or due to the questions raised in the first paragraph. We are confident in ELSB progress data reliability; however, the summative assessments do not show that same degree of progress.</p> <p>Implication for next year: continued use of ELSB, more reliance on ERSI and Bridge for summative assessments, and a thorough comparative analysis of summative assessment results and ELSB progress results.</p>
South Education Center – VECTOR and InVEST	<p><b>SEC Goal</b> By June 2012, given evidence-based reading assessments, at least 80% of SEC students who complete pre- and post-tests will demonstrate reading progress commensurate with professionally recognized expectations and individual growth targets through one of the following progress measures: NWEA-MAP, Modified Qualitative Reading Inventory (whole-to-part), Bridge (portfolio assessment for emergent literacy learners), ERSI (Early Reading Screening Inventory.)</p>	<ul style="list-style-type: none"> <li>NWEA-MAP</li> <li>Modified Qualitative Reading Inventory (whole-to-part)</li> </ul>	<p>90% of students who completed one or both of the pre- and post-assessments demonstrated reading progress that was commensurate with professionally recognized expectations and individual growth targets, or were at the highest level attainable on the Modified QRI (whole-to-part).</p>	Yes	<p><b>Implications for Next Year:</b> This was the first year that the NWEA-MAP was administered in the special education programs. Given the nature of their disabilities, many factors impact a student’s ability to demonstrate progress on a standardized measure. Therefore, it is important to consider multiple measures when determining a student’s reading proficiency. 49% of students who completed the NWEA-MAP demonstrated progress, while 89% of students who completed the Modified QRI (whole-to-part) demonstrated progress, or demonstrated proficiency at the</p>	

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<b>South Education Center – VECTOR and InVEST</b>	<b>2011-2012 VECTOR/InVEST Program Goal:</b> Given vocabulary from VECTOR courses, 80% of students enrolled in the VECTOR/InVEST programs will increase their vocabulary comprehension from a baseline established on a course or unit vocabulary pretest to 80% vocabulary comprehension as measured by a course or unit posttest.	<ul style="list-style-type: none"> <li>Teacher-created vocabulary tests for each course or unit.</li> </ul>	Given vocabulary from VECTOR courses, 70% of students who completed both a pre- and post-vocabulary test in VECTOR/InVEST program courses increased their vocabulary comprehension from a baseline established on a course or unit vocabulary pretest to 80% vocabulary comprehension as measured by a course or unit posttest.	No	<p>highest level attainable. 43% of students who completed NWEA-MAP and Modified QRI (whole-to-part) pre- and post-assessments demonstrated progress on both measures. Both measures provide valuable information when planning for students' literacy needs and should continue to be used next year.</p> <p>Assessment results for this goal were analyzed as student data points, with each data point representing a student who completed both a pre- and a post-test. Even though the program did not meet the goal of 80%, students demonstrated significant progress. On pre-test, 45% of students demonstrated at least 80% vocabulary comprehension; on post-test, the percentage of students demonstrating at least 80% vocabulary increased to 70%. It would be beneficial to further explore student vocabulary development for this population.</p>	
<b>West Academy Care &amp; Treatment</b>	During the 2011-2012 school year, By June 2012, 80% of students will improve their MAP test scores by one month for each month enrolled in care and treatment programs in 287.	MAP Pre and Post Testing.	Our data shows that 57% of the students who were pre-and post-tested did reach or exceed one month of academic growth for every month they attended West Academy.	No	<p>The staff understood what formative assessments are and why they are so essential for maintaining high quality instruction. All staff incorporated frequent formative assessments in their classrooms which informed their instruction. As a result of informed instruction and the documentation of the results, staff</p>	<p>By using the Map test as our assessment we put trust in our students to complete the test to the best of their ability. On occasion students do not give their best efforts and it skews the data that we receive.</p> <p>As we move into the coming years, we want to build the capacity of teachers to understand and incorporate that data we</p>

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<b>West Academy Care &amp; Treatment</b>			85% of students who took both tests either made gains or tested at or above a 10 <sup>th</sup> grade level.		were better able to track student gains and alter at a moment's notice the instruction they provided.	receive from the larger summative test scores. By building this capacity, we will be able to continue to nurture student's specific skill deficits to better address and support their academic achievement.
<b>West Education Center Special Education Programs</b>	During the 2011-2012 school year, 75% of READ 180 students who are enrolled with 70% attendance in the READ 180 classroom for the entire year will increase their reading levels by at least 50 Lexiles; students enrolled with 70% attendance for less than the full school year, but for at least four months, will increase their reading levels by at least 25 Lexiles, as measured by the Scholastic Reading Inventory (SRI) or the Measures of Academic Progress (MAP) Reading pre and post assessments and regular monitoring of READ 180 progress reports.	SRI (Scholastic Reading Inventory) and MAP (Measures of Academic Progress)	Full-year students meeting criteria: <u>77%</u> increased their reading levels by at least 50 Lexiles (10/13 students)  Students enrolled at least four months but less than the full year meeting criteria: <u>100%</u> increased their reading levels by at least 25 Lexiles (8/8 students)	Yes	The focus on formative assessments this school year was well-received by the licensed teachers. The groups that struggled more with this concept were the social workers and EAs. One implication for next year is to increase buy-in from these two groups – to help the staff see the importance of formative assessments and how this relates to their position within the West Education Center. One possible idea for next year is to have some hand's-on formative assessment training for EAs.	Summative assessments are much easier for instructional staff to use and understand – as these have been used within classrooms for decades. The important piece for this year was connecting these to the formative assessments that were being completed on a regular basis. As far as implications for next year, I think it is crucial that WEC curriculum groups use common SUMMATIVE assessments and the results of these assessments impact the work of these groups and influence instruction.
	During the 2011-2012 school year, 75% of Bren Road students who are enrolled with 70% attendance for the entire year will learn and retain at least 50 new academic/ functional vocabulary terms by May 2012; students enrolled with 70% attendance for less than the full school year, but for at least four	Unit pre- and post-tests.	Full-year students meeting criteria: <u>22%</u> learned at least 50 new academic/ functional vocabulary terms (5/23 students)  Students enrolled at least four months but less than the full year meeting	Full year students: No; Partial year stu-	See above.	See above.

Site	Goal	Standardized Summative Assessment Instrument Used	Summative Assessment Results	Site Goal Met?	Formative Assessment Reflection	Summative Assessment Reflection
<b>West Education Center Special Education Programs</b>	<p>months, will learn and retain at least 25 new academic/functional vocabulary terms, as measured by scores from pre and post-tests given for each new unit introduced and by regular formative progress monitoring throughout the unit.</p>		<p>criteria: <u>93%</u> learned at least 25 new academic/functional vocabulary terms (13/14 students)</p>	<p>dents: Yes</p>		
	<p>During the 2011-2012 school year, 75% of System 44 students who are enrolled with 70% attendance in the System 44 classroom for the entire year will improve their phonics fluency score a minimum of 30 points; students enrolled with 70% attendance for less than the full school year, but for at least four months will increase their phonics fluency score by a minimum of 15 points, as measured by the Scholastic Phonics Inventory (SPI) pre and post tests and regular monitoring of System 44 progress reports</p>	<p>SPI (Scholastic Phonics Inventory)</p>	<p>N/A  Not enough students qualified for System 44 for this goal during the 2011-12 school year.</p>	<p>N/A</p>	<p>See above.</p>	<p>See above.</p>

## PART TIME AND ITINERANT PROGRAMS:

District-wide goal for part time programs: By June 2012, we will increase student achievement in our part time and itinerant instructional service programs as measured by objective assessments.

Site	Goal	Objective Summative Assessment Instrument Used	Summative Assessment Results	Site Goal Met?	Formative Assessment Reflection	Summative Assessment Reflection
<b>Career Tech: Brooklyn Park and Eden Prairie Campuses</b>	By June 2012, students enrolled in career and technical courses that complete one semester at Brooklyn Park or Eden Prairie Campuses will obtain a passing rate of at least 70% on the occupational vocabulary assessment which is content specific to their program. Vocabulary (20 new words each semester.) Attainment will be measured by scores from pre and post-tests given at the beginning and end of each new semester. Fomative assessment progress will be monitored throughout the second semester.	Pre and Post Vocabulary Testing.	Data shows that on the average HTC students achieved a 76% on post testing for vocabulary attainment.	Yes	Through the use of formative assessments the staff were able to use this data to drive instruction and realize when re-teaching was needed. Most of HTC's classes rely on teacher demonstration and the staff maintained understanding of student mastery through kinesthetic formative assessment strategies.  HTC teachers recorded 25% more of the required formative assessment data collection on Google Docs. This implies data collection remains a mindful way for teachers to use formative assessments and the data it produces to drive great instruction.	Teachers learned the importance of teaching vocabulary strategies for their particular content area. For example the Medical Careers classes demand a different approach to vocabulary attainment than the Auto Mechanics class. Albeit, the teachers did utilize a variety of vocabulary teaching strategies across the curriculum.  It was also noted by the Culinary Teachers that their most challenged students did not always score at 70% or better on the vocabulary post-testing, these students increased at least 70% better that on the pre-test. I recommend this be taken into account on the next PLC goal.

Site	Goal	Objective Summative Assessment Instrument Used	Summative Assessment Results	Site Goal Met?	Formative Assessment Reflection	Summative Assessment Reflection
<b>Itinerant D/HH and Audiology</b>	D/HH students will increase their use of communication repair strategies from initial baseline data to a level that shows growth	SCRIPT	100% of D/HH students demonstrated an increase of communication strategies from initial baseline. (based on formative assessment data only)	YES	All students improved on formative assessments after working on strategies. Students were assessed in 1:1 situations and in different settings with D/HH teacher and in mainstream settings with adults and peers.	Observations of students in academic settings were used in place of a summative assessment.
	Given the Transition Skills Survey, 80% of students will demonstrate increased knowledge of D/HH accommodations, responsibilities designated to the D/HH adult, post-secondary, and/or employee rights protected by the ADA as measured by pre and post test data.	Teacher designed Google Document Survey	Given the Transition Skills Survey, students demonstrated 97% growth in 8 areas addressed.	YES	We made our assessment tool and our ongoing quest for data showing growth transparent to our learners and found they more readily joined us in wanting to increase desired outcomes.	Students were motivated by the technology presented (Google Doc Form). Our assessment tool is a work in progress. We need to find a way to measure emotional growth. For example, someone finally starts to wear their hearing aids, what transpired internally? How do we quantify the process that occurred? Next year we would like to refine the original assessment tool and find materials to assist in teaching ADA/IDEA on levels that are not too overwhelming (more student friendly and engaging).
	Given the QRI Graded Word Lists in November 2011 and May 2012, 85% of students will demonstrate increased word identification skills as	QRI Word List	Given the QRI Graded Word Lists in November 2011 and May 2012, 100% of students demonstrated increased	YES	Formative assessments are the day-to-day activities we do to monitor progress toward the goal. If data were all consistent, it establishes	It gives a baseline to commence instruction and set realistic expectations. It is helpful to compare this

Site	Goal	Objective Summative Assessment Instrument Used	Summative Assessment Results	Site Goal Met?	Formative Assessment Reflection	Summative Assessment Reflection
<b>Itinerant D/HH and Audiology</b>	measured by pre and post test data		word identification skills as measured by pre and post test data		validity and/or credibility of summative. Some formative assessments were not indicative of progress.	assessment with results from other district-wide data.
	By April 2012, students ages 2-5 will show an increase in their self-advocacy/compensatory skills, measured by a pre and post-test (checklist)	Pre and Post Self-Advocacy Compensatory Skills Checklist	By April 2012, 85% of students ages 2-5 showed an increase in self-advocacy/compensatory skills measured by pre and post-test (checklist)	YES	It was very beneficial to share these lists with parents. In this way the whole team was working on the goals. Have expanded examples of specific ways to work on each skill listed right on the checklist itself. More room for comments.	Make the checklist specific to hearing age. Include age ranges of when we expect students to start working on each item of the checklist.
	To provide information on the Assistive Listening Devices (ALDs) to increase the D/HH Transition student knowledge from basic awareness to functional knowledge as measured by an informal ALD checklist during a student instructional session.	An informal assessment was developed by the team rather than a standardized form, to provide information on assistive listening devices (ALDs) to dhh students in transition with the purpose of increasing student knowledge from basic awareness to functional levels of knowledge. This was done during an instructional session with the educational audiologist	100% of student's increased their score on the ALD checklist indicating functional understanding of the material presented.	YES	Our dhh transition students are in need of more instruction and awareness of ALDs, such as blue tooth technology.	Due to the student's lack of basic knowledge of ALD's revealed in the PLC, we would like to expand our PLC next year and devise a template and organizational chart (alerting devices, Bluetooth) for students to gain a deeper understanding of devices.

Site	Goal	Objective Summative Assessment Instrument Used	Summative Assessment Results	Site Goal Met?	Formative Assessment Reflection	Summative Assessment Reflection
<b>RAMP-UP (known as ALC Admin PLC)</b>	By June 2012, 90% of the reading students who complete the RAMP-UP! program will see an increase in reading skills in a minimum of 2 of the 6 strands after receiving approximately 20 hours of reading remediation as measured by their pre and post test results.	i-Ready Reading Assessment	By May 2012, 98% of the 120 reading students who completed the RAMP-UP! program saw an increase in reading skills in a minimum of 2 of the 6 reading stands after receiving approximately 20 hours of reading remediation as measured by their pre and post test results.	Yes	<p>This year we learned that telling the students what they would be learning each day in the tutoring session and following the lesson plan helped with their engagement as they knew what to expect. Additionally, sitting with the students while they were working on their computer lessons and watching and commenting on their daily progress increased on-task behavior and comprehension of the various lessons.</p> <p>Unfortunately RAMP-UP! will not be running next year due to the waiver that the MN Department of Education was granted which affected this NCLB provision.</p>	<p>This year we learned that conferencing with the students to discuss the results of their pre-test and their individual reading goals (which are based on their pre-test results) gave the students a purpose to their guided reading and on-line reading lessons. This in turn helped with their ability to focus and their determination to learn.</p> <p>Unfortunately RAMP-UP! will not be running next year due to the waiver that the MN Department of Education was granted which affected this NCLB provision.</p>
<b>VET – Northland Vocational Education and Training</b>	By March 2012 Northland VET students participating in the WorkGo Job Readiness Skills program will demonstrate an increase in knowledge of employer expectations of positive behavior at work through a 50% increase in test scores from pre to post testing.	Pre and Post Test – Curriculum Based	100% of the students increased by at least 50%.	Yes	<p>This was a valuable curriculum for our students, but required much modification. Each unit had a test which enabled staff to determine whether to continue on in the curriculum or re-teach the previous unit. We will continue to use this curriculum next year.</p>	<p>Using an assessment that was curriculum based made for an authentic evaluation of student gains. We will continue to use this curriculum next year.</p>

## Administrative and Related Services:

District-wide goal for full time programs: By June 2012, our administrative and related services will increase our staff capacity to positively impact student achievement as measured by objective assessments.

Site	Goal	Objective Summative Assessment Instrument Used	Summative Assessment Results	Site Goal Met?	Formative Assessment Reflection	Summative Assessment Reflection
<b>Administrative Services Division (Facilities, Finance, HR, IT, Purchasing, SIS, Special Projects, Transportation)</b>	Administrative Services division self efficacy skills will increase 15% by May 31, 2012	<p>NEOS<sup>SM</sup> Tool given in Nov, March, and May 31. Rated our individual confidence when in the context of Server, Learner, and Leader.</p> <p>NEOS<sup>SM</sup> is a <b>process</b> measure. It assesses the way in which a person approaches the challenges in their lives. Specifically, it measures a person's confidence in his/her ability, or self-efficacy, to be open, resourceful and persistent in the context given.</p> <p>During the PLC year, the assessment was used to inform on progress toward meeting a goal -able to focus on steps to advance learning.</p>	Administrative Services division self efficacy skills <b>increased 11.07%</b> from Nov 29, 2011 to May 23, 2012.	No, but YES!  11.07% awesome!	<p><b>Reflection – what was Learned:</b> Using NEOS<sup>SM</sup> -Self Efficacy is measurable.</p> <p>Making adjustments along the way that align with what the NEOS<sup>SM</sup> results were showing as areas of “most” improvement made an impact on the final results.</p> <p><b>Implications for the future:</b> Continue to use the NEOS<sup>SM</sup> Tool as one of the standardized assessment instruments.</p>	<p><b>Reflection- what was Learned:</b> Common language is powerful.</p> <p>Consistency across departments is a key component to PLC.</p> <p>Growth can happen!</p> <p>Training opportunity surfaced – PCM for all staff!</p> <p><b>Implications for the future:</b> Continue to focus on self efficacy and PCM.</p>

Site	Goal	Objective Summative Assessment Instrument Used	Summative Assessment Results	Site Goal Met?	Formative Assessment Reflection	Summative Assessment Reflection
<b>Itinerant Autism Spectrum Disorder Specialists</b>	By June 2012, 14 sample students receiving service from ASD specialists will increase their ability to self manage their behavior by meeting at least one behavior objective on their IEP.	ASD staff will show case-managers and teachers Module 3, "Proactive Behavior Strategies, How's That Working for Ya?" along with other visual tools and strategies used during the year.	14 of 14 students increased their ability to self-manage their behaviors & showed an increase on behavior objective data. However, 12 of 14 met IEP objective criteria.	Yes	<b>Implications for Next Year?</b> Will continue to explore different strategies that increase positive behavior management.	
<b>Itinerant – Augmentative Communication</b>	By June, 2012, the Aug Com staff will increase student access to their learning environments by creating an instructional video about how to use the Click n' Talk app. It will be available to staff, students, and families on YouTube and be viewed by a minimum of 35 individuals	Create an instructional video for the Talk 'n Photo app to be made available to staff, students and families on YouTube and will be viewed by a minimum of 35 individuals.	More than 60 people viewed it since it was created and posted. The link for this video was sent by email to all Itinerant staff as well as building staff at SEC and Sandburg.	Yes	<b>Implications for Next Year?</b> Link will be added to the 287 Tech Training Google site in the Fall.  <a href="http://www.youtube.com/watch?v=G6byiyLc4S8">http://www.youtube.com/watch?v=G6byiyLc4S8</a>	
<b>Itinerant BVI- Blind Visually Impaired</b>	By June 12, 2012, students with visual impairments, working with a Teacher of the Blind/Visually Impaired, will demonstrate a measurable increase	Evidence of success will be measured through: •number of curriculum materials downloaded •number of materials read •demonstration of	A total of 67 students identified. The breakdown of students is as follows: 11 preschools students 32 elementary students 21 secondary	Yes	<b>Implications for Next Year?</b> The vision team will continue to work with their students to increase their ability to access literacy materials using digital and/or electronic formats from preschool through transition age.	

Site	Goal	Objective Summative Assessment Instrument Used	Summative Assessment Results	Site Goal Met?	Formative Assessment Reflection	Summative Assessment Reflection
<b>Itinerant BVI- Blind Visually Impaired</b>	in their ability to access literacy resources found in their curriculum by using digital and/or electronic materials. These formats may include: <ul style="list-style-type: none"> <li>•screen reader</li> <li>•digital book player</li> <li>•iPad</li> <li>•BrailleNote</li> <li>•laptop computer</li> <li>•refreshable braille display</li> </ul>	independent accessing <ul style="list-style-type: none"> <li>•demonstration of independent downloading</li> <li>•increase in number or devices used</li> </ul>	students 3 transition students  The devices used most frequently were the: iPad, laptop computer, and the Victor Stream.  A total of 11 students increased their ability to access literacy materials using digital or electronic formats with a total of 247 books.			
<b>Itinerant PHD – Physical/Health Disabilities</b>	By June 2012, Physical/Health Disabilities Teachers who provide consultative/indirect service to students who are physically impaired will utilize an evaluative, progressive rubric to determine students' level of performance and demonstrate increased student independence in technology usage.	Increased independence with technology usage	Outcomes on progressive rubric showed greater student independence with different technology tools.	Yes – Rubric outcomes showed progress.  No – PLC Work group did not create the rubric. The rubric was derived from another group. Teachers utilized the rubric on 1 student and submitted outcomes.	<b>Implications for Next Year?</b> The P/HD teachers will restructure PLC work sessions by clarifying why we meet as a Professional Learning Community.	
<b>Itinerant Occupational Therapy</b>	The occupational therapists will create a pilot informational	An increase in appropriate use of weighted items with	A video was created and posted on YouTube.	Yes	<b>Implications for Next Year?</b> Link will be shared with educational case-manages & others to obtain feedback on	

Site	Goal	Objective Summative Assessment Instrument Used	Summative Assessment Results	Site Goal Met?	Formative Assessment Reflection	Summative Assessment Reflection
<b>Itinerant Occupational Therapy</b>	multimedia module for case managers and other staff regarding the appropriate use of weighted items with their students.	students			effectiveness.  <a href="http://youtu.be/3L7d4KTZxao">http://youtu.be/3L7d4KTZxao</a>	
<b>Itinerant PT – Physical Therapy</b>	June 2012, student safety and access to learning environments will increase, as indicated on 80% of questionnaires completed by a minimum of 10 students, staff, or caregivers who receive and view the module for basic body mechanics and lifting techniques. An additional module on basic student transfer techniques will be developed, reviewed, and prepared for distribution by the PT PLC team.	An increase in student safety and access to learning environments as indicated on 80% of the questionnaires which were completed by students, staff, or caregivers who viewed the module for basic body mechanics and lifting techniques.	The Physical Therapists in coordination with an outside film production company & the 287 Safety Committee completed a DVD demonstrating proper body mechanics & lifting techniques. A questionnaire on effectiveness is included as part of the DVD.	Yes	<b>Implications for Next Year?</b> Physical Therapists have completed a script for a second DVD on basic student transfer techniques. Work on this DVD will be completed during a summer writing project.	

# Formative Assessments: InFORMed Instruction and FORMed Student Outcomes

An Intermediate District 287 School Board  
Presentation  
June 14<sup>th</sup>, 2012

L I T E R A C Y

# Annual Accountability and Literacy Report

- ❑ Our structure for supporting Professional Learning Communities (PLC) to achieve measureable results is the primary accountability system for the district.
- ❑ Because of our varied population, this annual PLC report to the Board provides school and program-level information on student achievement that is more useful than state measures of accountability.

# A Cultural Shift from Teaching to Learning

- ❑ Professional Learning Communities are an on-going process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.
- ❑ PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.

-DuFour, Dufour, Eaker & Many (2010)

# First Big Idea of PLCs: Focus on Learning

- We accept learning for all students as the fundamental purpose of our district and therefore are willing to examine all practices in light of their impact on learning.

# Second Big Idea of PLCs: A Collaborative Culture

- ❑ We can achieve our fundamental purpose of learning for all students only if we work together.
- ❑ We cultivate a collaborative culture through the development of high performing teams.

# Third Big Idea of PLCs IS NOW BEING EMPHASIZED

- We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

# Organizing for the Third Big Idea

- Focus energy through districtwide goals
- Emphasize literacy in full-time program goals
- Support PLC groups with reading specialists who assist in the use of formative and summative assessments and the instructional strategies to help achieve the goal

# District Goals for 2011-2012

- **By June 2012, we will increase student achievement in literacy in our full time programs as measured by standardized assessments.**
- **By June 2012, we will increase student achievement in our part time and itinerant instructional service programs as measured by objective assessments.**
- **By June 2012, our administrative and related services will increase our staff capacity to positively impact student achievement as measured by objective assessments.**

# PLC Summary Report for 2011-2012

- Includes site/program level SMART goals
- Assessment measures used
- Indicator of whether or not the goal was met
- Reflection on what was learned

# The Third Big Idea through Literacy

- ❑ Use of summative assessment helps us know the overall result for the year, but the real learning and change comes through formative assessment.
- ❑ Use of formative assessment helped PLC members know what students had learned throughout the year.
- ❑ Formative assessments were the most important addition districtwide to our PLC structure this year. That work was spearheaded through the reading specialists.

# Historical Perspective of 287 Literacy Focus

- ❑ State of the District Literacy Status in 2007-2008
  - ❑ Results showed:
    - ❑ Methods used to assess and teach reading were varied, inconsistent and not research-based
    - ❑ 90% of students were 3-10 years behind in reading
    - ❑ Reading interventions had been limited or lacked efficiency
    - ❑ Time spent reading each day was limited
    - ❑ Student motivation issues were prevalent
    - ❑ Staff had access to limited resources and training

# Historical Perspective of 287 Literacy Focus

- Literacy Outcomes from 2008-2012:
  - Literacy became a huge initiative...
  - ...which began the process of developing a Culture of Literacy that permeated the district...

...which led us to the successful use of  
Formative Assessments that  
**inFORMed** our instruction and  
**FORMed** student outcomes!

# What is a Formative Assessment ?

- A formative assessment is a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics. *(Transformative Assessment, W. James Popham p.6)*
- Video
  - Paul Bennett, ISD 287 Teacher of the Year, Prairie Center Alternative
  - Jody Delau, Supervisor, West Education Center
  - Iric Lampert, Teacher, InVEST High School
  - Care and Treatment and Career Tech Top Five Ways Formative Assessment Impacted Student Learning

# Why Formative Assessments?

- The research reported shows conclusively that formative assessment does improve learning.  
(Black and William 1998, p.61)
- Moreover, Black and William concluded that student gains in learning triggered by formative assessment were “*amongst the largest ever reported for educational interventions.*” (p.61)

# Formative Assessments “In Action”: Video Examples

- City West Academy
- Edgewood ALC
- OPTIONS
- Prairie Center Alternative
- PHASE

# Summative Assessments

- **SUMMATIVE ASSESSMENTS** are formal diagnostic measures used to identify skill deficits; staff then build on skills using formative assessments, and then reassess again at the end of learning.
- Summative assessment is characterized as assessment *of* learning and is contrasted with formative assessment, which is assessment *for* learning.

# Summative Assessments

- Whole-to-Part Reading Assessment
- Scholastic Reading Inventory
- Vocabulary Assessments
- Measures of Academic Progress Reading Assessments

# Whole to Part Reading Assessment Summative Results

- The *Whole to Part Reading Assessment* at NEC showed 90% of students made one or more year's reading grade level growth in at least one area with several students growing in more than one area.

# Scholastic Reading Inventory (SRI) Summative Results

- District-wide *READ 180 SRI* results showed an average growth of **77** Lexiles.
  - \*A Lexile measures text difficulty. Expected growth in K-12 regular education settings is 135L for elementary, 70 Lexiles for middle school, and 50 Lexiles for high school.
- SECA READ 180 Students Video

# Vocabulary Growth Summative Results

- Programs across the district focusing on a systematic approach to *Vocabulary Instruction* showed an average of 84% of their students had a measurable increase in content area vocabulary acquisition.

# Measures of Academic Progress Reading Assessment Summative Results

- Programs across the district focusing on literacy growth measured by the *MAP Reading Assessment* data showed 75% of their students had a measurable increase in reading comprehension.
- Using MAP Data Video

# What We Learned - Embedding Formative Assessments into our Instruction

- Video
  - NWTC Video
  - NEC Top 10 Formative Assessment Learnings
  - HTC Top Five Most Valuable Technique and Impact on Instruction

# Moving Forward

- Formal Plan Completed for Minnesota Department of Education, due July 1, 2012
  - *Read Well by Grade 3*
    - ASSESSMENT PLAN for Grades K-3
    - IMPLEMENTATION PLAN for Grades K-3
    - PROFESSIONAL DEVELOPMENT PLAN for staff
    - PARENT COMPONENT
    - DATA OF CURRENT K-3 STUDENTS
    - PLAN FOR ONGOING LITERACY EMPHASIS

# Moving Forward 2012-2013 School Year

- Build on what we've learned in the formative assessment area:
  - Create program specific PLC goals that take the use of formative assessments to the next level
  - Provide training to educational assistants in the area of formative assessments and data collection

# Moving Forward 2012-2013 School Year

- Provide training to reading specialists pertaining to the MDE requirement to embed English Language Arts Common Core Standards into the content areas of science, social studies, and technology subjects
- Develop foundational knowledge of these Common Core Standards with all staff
- Train staff on the Standards-Based Individual Educational Plan in the area of reading/literacy

**In 2011-2012...**

Formative Assessments  
**InFORMed** our instruction  
and **FORMed** student  
outcomes, truly impacting the  
literacy lives of the students  
we serve!

## Eastern Carver County Schools "INSPIRE" Elementary Program to Personalize Learning

June 2012  
vol 9 ♦ no 9

### AMSD Calendar

**June 15, 2012**

**Executive Committee Meeting, 7:30 a.m., TIES Building, St. Paul**

**July 13, 2012**

**Executive Committee Meeting, 7:30 a.m., TIES Building, St. Paul**

**August 10, 2012**

**Board of Directors Meeting, 7:00 a.m., TIES Building, St. Paul**

**August 24, 2012**

**Executive/Legislative Committee Meeting, 7:30 a.m., TIES Building, St. Paul**

*E*xceptional, personalized learning. That's the promise Eastern Carver County Schools made to the community as it implemented the complete redesign of the middle school and high school program in 2009. In 2010, elementary principals began planning to make the promise a reality in grades K-5 as well.

The INSPIRE initiative began with elementary principals and their site councils. The small leadership groups studied current education research and began discussions surrounding possible changes to the current elementary program.

"Our intent was to strengthen an already strong elementary curriculum," said Cathy Gallagher, director of teaching and learning. "Schools studied a variety of ideas with an eye to selecting program possibilities that make the most sense for our unique community. Then, we tested these ideas through a parent survey emailed to each elementary family and parents of preschoolers."

The survey results helped refine the planning process, pointing smaller planning teams in four directions: Cultural Competence; STEM; Language Immersion and Continuous Progress Instruction.

"We're beginning La Academia, a two-way dual language immersion academy at the kindergarten and first grade levels in September," Gallagher said. "Each elementary school is incorporating STEM into the instructional program this year by using the Boston Museum of Science's Engineering is Elementary curriculum. And cultural competence is being addressed initially through our specialists in art, physical education and music."

"The commitment to personalize learning is at the heart of continuous progress. And, it's the portion of

*Continued on page 2*



### From the Chair

**W**ith candidate filings for state legislative offices closing on June 5, the 2012 campaign is well underway. This will be an incredibly important election with much at stake for everyone concerned about public education in Minnesota. All 201 legislative seats are up for election in new legislative districts following the decennial redistricting process.

Major decisions impacting public education will be made during the 2013 legislative session including the fate of integration funding as is highlighted in this month's research article. AMSD staff is busy preparing an election guide that will be distributed later this summer. The guide will include important data and facts about education funding and policy, as well as nonpartisan election information including sample questions to ask your local candidates. I encourage AMSD members to begin thinking now about holding a candidate forum this fall so your community can find out where the candidates stand on important education issues. It is also a good idea to meet with your local candidates and invite them to tour one or more of your schools so you can answer their questions and provide them with information about your school district.

This election is much too important to stand on the sidelines. We owe it to our students, staff, parents and taxpayers to get involved and make sure important education issues are addressed by those who will represent us at the Capitol.

*George Kimball, school board member from White Bear Lake Public Schools, is chair of AMSD.*

### AMSD's Mission

*To advocate for state education policy that enables metropolitan school districts to improve student learning.*



Association of  
Metropolitan School Districts

## Continuous progress model showing early success in Eastern Carver County

*Continued from page 1*

the INSPIRE initiative requiring the biggest change across schools at the elementary level,” Gallagher said. “The planning team developed an instructional continuum that enabled each school to determine their current status and, in turn, plan for the next steps needed to meet the five-year implementation timeline.”

Clover Ridge Elementary Principal June Johnson led the continuous progress planning group and is now overseeing the first year implementation of continuous progress in math and reading at her school.

“There are lots of articles about continuous progress, but there are no ‘how-to’ manuals,” Johnson said. “Changing an instructional system is an enormous task. There have been no significant changes to the grade-level system since 1847 when Josiah Quincy created the ‘lock-step system.’ Since then, America’s children have been in school 13 years, approximately 172 days a year, and about 6 hours a day. It’s probably time to challenge the status quo.”

“Continuous progress instruction uses a different premise,” she said. “It personalizes learning by allowing children to progress through curriculum as they are able, rather than a strict adherence to age/grade configuration. Based on our experience this first year, I’m concluding that it’s better for kids than the old lock-step method.”

At Clover Ridge, students experience continuous progress instruction in math and reading. “Each child is assessed and placed in a group that best reflects their knowledge level,” Johnson said.

“By working across grade levels, we are able to narrow the range of skills within a group. What we’re seeing is increased comfort level among students when they realize that everyone in their group has equivalent skills. Students are more likely to participate and take chances. Engaged students are better able to move forward through curriculum.”

Johnson notes that teachers are the key to successfully moving to a continuous progress model. “A great deal of planning goes into shifting schedules and aligning multiple grade levels into time frames that reflect common instruction time,” she said. “Teachers need to enter this process with an open mind and the notion that things will not always be the same, in fact, change will be a constant.”

“The focus is collaboration. Staff members need to see themselves as part of the whole,” she said. “More than ever they have to know what teachers in the previous grade or the next grade are doing. They need a wider grasp of curriculum, standards and materials in other grades. So collaboration across teams and within teams becomes a key to successful continuous progress instruction.”



Assessment drives instruction in a continuous progress model.

“Pre-assessments are almost more important than post-assessments,” Johnson said. “Pre-assessments drive instructional efficiency. We use assessment as the instructional road map for teachers. It informs teachers what students need next in order to meet standards and learning objectives.”

Johnson notes that the extra effort teachers exerted this year has paid off in increased MAP scores. “This year, we saw the highest overall percentage of students who made their growth targets,” she said. “These successes were well noted in the math scores where double digit growth was not uncommon.”

A committee continues to oversee continuous progress programming in the district. Members include a middle school principal and the middle level gifted program coordinator. “Obviously, if elementary students arrive at the middle schools already competent in middle school

curriculum, it means changes will have to take place at that level,” Gallagher said. “We are planning now to ensure that continuous progress becomes part of the mix in grades 6-8, as well.”

“Our parents told us in the original survey that they wanted to see more personalization of learning for their children,” Gallagher said. “Our goal is to have every Eastern Carver County elementary school using the continuous progress model within the next four years.”

For more information regarding Eastern Carver County’s INSPIRE initiative, contact Cathy Gallagher, director of teaching and learning at [gallagherc@district112.org](mailto:gallagherc@district112.org).

*This month’s member spotlight was submitted by Lori Kendall, Community Relations, Eastern Carver County Schools.*



## Integration Revenue Program Left in Limbo

One of the most disappointing outcomes of the 2012 legislative session was the failure of the Legislature to take action on the recommendations of the Integration Revenue Replacement Task Force. As a result of the 2011 special session education bill, integration revenue is set to expire at the end of FY 2013. The 2011 education bill also established a 12-member task force charged to “create and sustain opportunities for students to achieve improved educational outcomes.” The Task Force held 10 meetings and spent over 30 hours receiving testimony and finalizing their recommendations. The Task Force adopted their final recommendations on a bi-partisan, 10-2 vote and submitted the report to the Legislature on February 15, 2012.<sup>1</sup> Two AMSD board members, Bob Erickson, school board member from Lakeville Area Schools, and Helen Bassett, school board member from Robbinsdale Area Schools and the West Metro Education Program, served on the task force and were instrumental in drafting the final report. The two dissenting votes were from Peter Swanson, co-chair of the Task Force and Katherine Kersten, a fellow with the Center of the American Experiment.

The Task Force recommendations include transforming the current Integration Revenue Program into a new “Achievement and Integration in Minnesota (AIM)” program funded through existing categorical revenue. The new program would address concerns that have been raised with the current program by requiring the development of a revised integration rule and ensuring accountability and oversight. The new program would focus on providing innovative and integrated learning environments, encouraging family engagement, enhanced professional development and expanded student access to rigorous programs focused on college and career readiness.

Senator Pam Wolf and Rep. Carlos Mariani also served on the Task Force and supported the final report. Rep. Mariani introduced legislation based on the Task Force recommendations in HF 2840 (no Senate companion). On March 27, while hearing HF 2949 (the education omnibus bill), Rep. Mariani offered the contents of HF 2840 as an amendment to the omnibus education bill in the House Education Finance Committee. The amendment did not pass.

Rep. Pat Garofalo, chair of the House Education Finance Committee, scheduled a hearing on the Task Force report on Monday, April 16. The committee heard testimony from Peter Swanson and Scott Thomas, Integration Revenue Replacement Advisory Task Force co-chair and Integration and Education Equity Coordinator for the Rosemount-Apple Valley-Eagan School District – also an AMSD member. Thomas reviewed the Task Force process and provided an overview of the report and Swanson commented on his opposition to the report. The co-chairs responded to questions and provided clarifications on the specifics and intentions of the report. The committee did not take action on HF 2840 (Mariani bill) and testimony was restricted to the co-chairs of the Task Force. The Senate Education Committee did not hear the report. The committee did, however, hold a meeting to hear a presentation from dissenting Task Force Member Katherine Kersten about her publication on the achievement gap (which has been disputed by Susan Eaton in a National Education Policy Center publication).<sup>2</sup>

The AMSD Board of Directors had adopted a position urging the Governor and Legislature to reform the Integration Revenue Program using the recommendations developed by the Integration Revenue Replacement Task Force. The AMSD Board believes integrated and equitable learning environments enhance achievement for ALL students and prepare them to succeed in the 21<sup>st</sup> century global, multicultural world in which they will live. David Kirp, University of California, recently wrote an op-ed in the New York Times citing economists’ studies that conclude that African-American students who attend integrated schools fare better academically, are more likely to graduate high school and attend college.<sup>3</sup> Kirp also cited a study by Rucker C. Johnson,

<sup>1</sup> Minnesota Department of Education, [Integration Revenue Replacement Advisory Task Force Recommendations](#) (Roseville: Minnesota Department of Education, 2012).

<sup>2</sup> Katherine Kersten, “Our Immense Achievement Gap Embracing Proven Remedies While Avoiding a Race-Based Recipe for Disaster,” **Center for the American Experiment** February 2012.

<sup>3</sup> David Kirp, “Making Schools Work,” [New York Times](#) 19 May 2012: SR1.

*Continued on page 4*

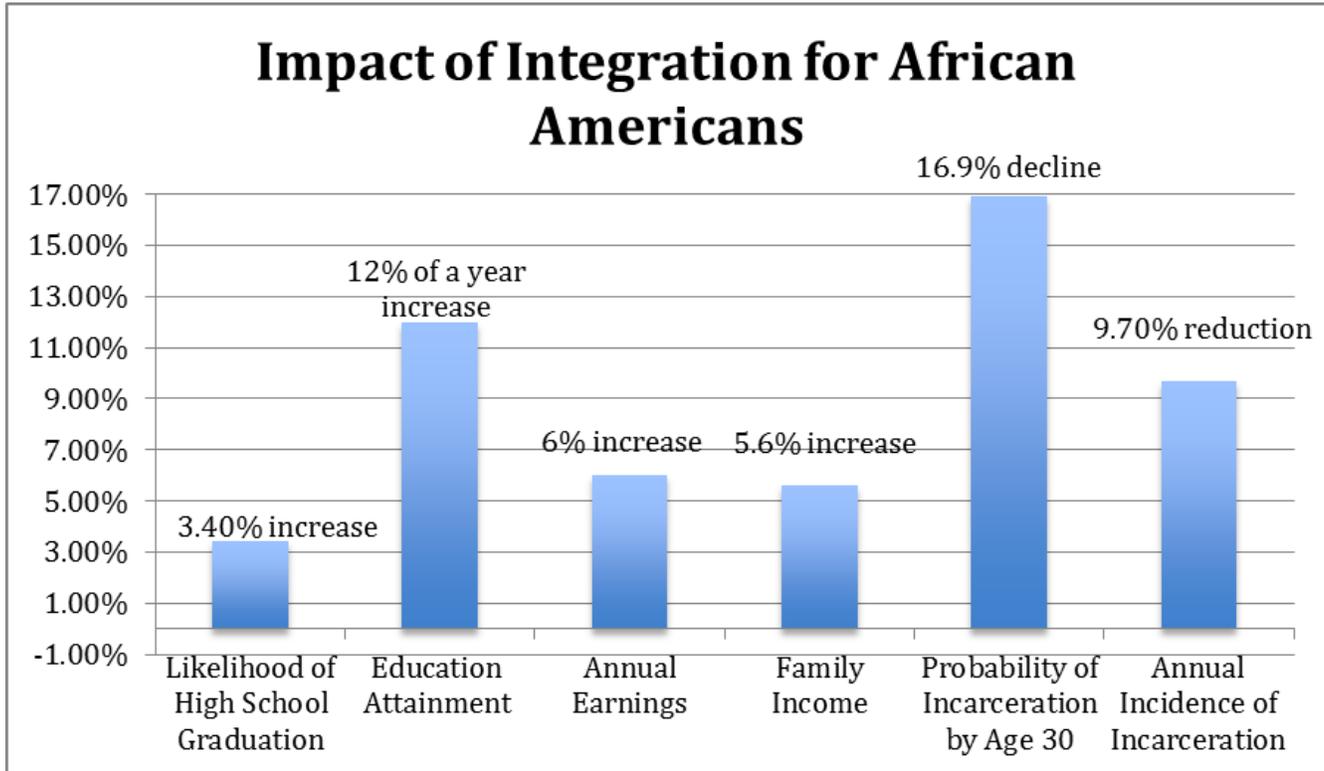
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**AMSD Members:** Anoka-Hennepin, Bloomington, Brooklyn Center, Burnsville-Eagan-Savage, Columbia Heights, East Metro Integration District 6067, Eastern Carver County Schools, Eden Prairie, Edina, Elk River, Fridley, Hopkins, Intermediate District 287, Intermediate District 917 (Associate Member), Inver Grove Heights, Lakeville Area, Mahtomedi, Minneapolis, MSU Mankato Center for Engaged Leadership (Associate Member), Minnetonka, Mounds View, North St. Paul/Maplewood/Oakdale, Northeast Metro District 916 (Associate Member), Northwest Suburban Integration District (Associate Member), Orono, Osseo Area Schools, Richfield, Robbinsdale, Rosemount-Apple Valley-Eagan, Roseville, Shakopee, South St. Paul, South Washington County, Spring Lake Park, St. Anthony/New Brighton, St. Cloud Area, St. Louis Park, St. Paul, Stillwater, TIES (Associate Member), Wayzata, West Metro Education Program, West St. Paul, and White Bear Lake.

## Integration Increases Educational Attainment

Continued from page 3

University of California, finding school desegregation for African Americans “significantly increased educational attainment and adult earnings, reduced probability of incarceration and improved health status.”<sup>4</sup> See chart below. Susan Eaton, from Harvard Law School and author of the Kersten review, cited several studies outlining the importance and beneficial impact of racial diversity in schools, including a 2007 National Academy of Education study and several studies published in 2010 by the Teacher’s College Record.<sup>5</sup>



Source: Data from Rucker C. Johnson, “Long-Run Impacts of School Desegregation & School Quality on Adult Attainments,” National Bureau of Economic Research January 2011.

The Integration Revenue Program provides critical resources that allow school districts to offer magnet schools, cultural competency training for teachers and other inter-district collaborative interactions that increase student achievement in integrated learning environments. AMSD board members believe it is critical that school boards continue to have the resources and flexibility to create the programs and partnerships that meet the unique needs of their students and communities.

Given the uncertainty of the fate of the Integration Revenue Program in the upcoming 2013 legislative session, it is very difficult for school officials to develop integration plans, establish budgets and engage in strategic planning. It is important that AMSD members discuss this issue with candidates running for state office in their communities, as it will be a critical issue during the next legislative session.

<sup>4</sup> Rucker C. Johnson, “Long-Run Impacts of School Desegregation & School Quality on Adult Attainments,” National Bureau of Economic Research January 2011: 2.

<sup>5</sup> Susan Eaton, “Review of Our Immense Achievement Gap,” National Education Policy Center March 2012: 5.

# School Board Planning Calendar 2012

1 <sup>st</sup> Meeting of the Month	2 <sup>nd</sup> Meeting of the Month	
<p><b>JANUARY 12, 2012</b>  <b>Board meeting has been <u>CANCELED</u> due to MSBA Leadership Conference</b>  <b>JANUARY 26, 2012 (Start Time 6:30 PM)</b>  <i>Organizational Meeting</i></p>		
<p>Oath of Office                      Bloomington Withdrawal Update                      Financial Report December                      Legislative Initiatives</p>	<p>Election of Board Officers                      FY10 Audit                      NEC Facility Committee Report                      Strategic Plan Review &amp; Measurement Report</p>	
<p><b>FEBRUARY 9, 2012</b>                      Superintendent Mid-Year Evaluation Procedure                      NEC Vote                      Transportation Presentation                      Communication with Local Boards</p>	<p><b>FEBRUARY 23, 2012</b>                      Financial Report February                      Staff Reduction ULA Resolution Changes for following Yr                      FY11 Budget Revision &amp; FY12 Budget Assumptions                      Program Withdrawal Report                      ALC Plus Update                      Diversity Report</p>	
<p><b>MARCH 8, 2012</b>                      Diversity &amp; Recruitment Report                      Pay Equity Report</p>	<p><b>MARCH 22, 2012</b>                      Financial Report February                      NEC Facility Committee Report                      Program Reduction Resolution                      Reduction ULA for tenured staff                      FY13 Budget Reduction Realignment Proposal                      Proposed District 287 School Calendar 2011-2012</p>	
<p><b>APRIL 26, 2012</b>  <i>(Only one Board meeting this month!)</i></p>		
<p>Financial Report March                      Superintendent &amp; Board Evaluation Update</p>	<p>NEC Facility Committee Report</p>	
<p><b>MAY 10, 2012</b>                      Career Tech                      Strategic Plan Report                      Facilities and Technologies Policy Bucket</p>	<p><b>MAY 24, 2012 (Meeting held at NEC Site)</b>                      Financial Report April                      Staff Reduction ULA Resolution                      Spotlight DVD Presentation                      Probationary Licensed, and Non-Licensed                      Non-Renewals/Layoffs                      Amber Brevig Report</p>	
<p><b>JUNE 14, 2012</b>                      Arts Grant Approval on Consent Agenda                      Arts Award Recognition ( Student)                      PLC Data Report                      Possible TA Clerical Unit                      Superintendents Evaluation Update                      Administrative/Unaffiliated Parameters -                      (Closed Session)</p>	<p>2012-13 Budget                      Board Evaluation                      Financial Report May                      Final ULA Resolution for                      Licensed Staff</p>	<p><b>JUNE 28, 2012</b>                      NEC Facility Committee Report                      Possible TA Administrative/Unaffiliated                      Unit                      Superintendent &amp; School Board                      Evaluation to plan for Board Retreat                      outcomes</p>

**INFORMATIONAL ITEMS TO REMEMBER:**

\*\* Board role in setting/supporting goals  
 Board TLC

Community use of Facilities Bucket

# School Board Planning Calendar 2012

1 <sup>st</sup> Meeting of the Month	2 <sup>nd</sup> Meeting of the Month
<b>AUGUST 23, 2012</b> <i>(Only one Board meeting this month!)</i> <b>(Meeting held at NEC Site)</b>	
Administrative Services PLC Approval of Cash Flow Borrowing Resolution C-Train Update Financial Report July Legislative Session Review & Implications for District Operations	NEC Facility Committee Report Report on Crisis Planning School Start Up Program Report “Top Things Board - (Michelle Axell – 10 minutes) What Board Members Should Know About Our 2010-2011 Start-Up” (Colleen, Dolly, Char, and Jane)
<b>SEPTEMBER 13, 2012</b> Superintendent Goals Bloomington – Closed Session (Goal Bucket Re-organize with website and calendar)	<b>SEPTEMBER 27, 2012</b> Financial Report August Resolution to Borrow PLC’s Results/Goals NEC Facility Committee Report Report on Crisis Planning
<b>OCTOBER 11, 2012</b> Prior Year Agenda Review Cash Flow Borrowing	<b>OCTOBER 25, 2012</b> Financial Report September Strategic Plan Update/Innovative Coach
<b>NOVEMBER 8, 2012</b> <i>(Only one Board meeting this month!)</i>	
Financial Report October OPEB Reporting & Funding Food Service Resolution	Prior Year Unaudited Fund Balance Report NEC Facility Committee Report Facilities Management Update
<b>DECEMBER 13, 2012</b> <i>(Only one Board meeting this month!)</i>	
Financial Report November Facilities Management Update - Energy Audit Digital Copy Certificate (Written Report)	Prior Year Audit Review NEC Facility Committee Report Legislative Initiatives

**INFORMATIONAL ITEMS TO REMEMBER:**

**\*\* Board role in setting/supporting goals  
Board TLC**

**Community use of Facilities Bucket**

**INTERMEDIATE DISTRICT 287**  
**June 14, 2012**  
**SCHOOL BOARD CALENDAR**

## June 2012

14	Thursday	General Board Meeting	6:30PM	Board Rm
28	Thursday	General Board Meeting	6:30PM	Board Rm

## August 2012

23	Thursday	North Education Center Open House	1:00PM	NEC
23	Thursday	General Board Meeting	3:30PM	NEC

## September 2012

13	Thursday	General Board Meeting	6:30PM	Board Rm
27	Thursday	General Board Meeting	6:30PM	Board Rm

## October 2012

11	Thursday	General Board Meeting	6:30PM	Board Rm
25	Thursday	General Board Meeting	6:30PM	Board Rm

## November 2012

08	Thursday	General Board Meeting	6:30PM	Board Rm
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## December 2012

13	Thursday	General Board Meeting	6:30PM	Board Rm
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◆ Board Facilities Committee Meeting - Third Tuesday of the Month  
◆ Board Facilities Committee Meeting - Second Tuesday of the Month

◆ General Board Meeting – Date Change  
◆ New Event

## We Salute Our 2012 Retirees!

For your dedication to education, your stewardship of children, and the gift of your life's work. Congratulations, we wish you the best.

*"The trouble with retirement is you never get a day off." – Abe Lemons*

### Sue Comer-Bergen



There were only a hand full of people my age now working in special education when I started thirty-seven years ago. We were young, blazing new trails and figuring out our own best practices. Thanks to our team model I had the support of many tremendous teachers, therapist, coordinators, facilitators, administrators and paraprofessionals throughout the years! For that I thank you!

When I did my student teaching at Cambridge State Hospital I wondered what I got myself into. My first assignment with 287 was an elementary teacher and I quickly realized I loved my profession. I began to question what would be there in the future for our students. As I continued my educational I began taking vocational classes and I found my niche, Work Experience Coordinator, which I have pursued for the last twenty-six years for the Phase, Vocational Outreach Services and Vector Programs.

I'm very fortunate to have lived during a time when a college degree was affordable, you could get a job in your field when you graduated and a good pension was part of the plan. I am grateful to the union officers and negotiating team members for their commitment to represent us throughout the years.

My granddaughter said, "Grandma wants to be famous for having fun with kids". So I'm going to say goodbye to the paper work and go blaze new trails having fun with grandkids, family and friends!

I have been a Physical Education Instructor for thirty-three years with District 287 at some 28 different sites – give or take. Through all the years and with so many different populations of students, I ended up with this philosophy: Include each student in class activities, keep them all moving as much as possible, and most of all, make the activities fun for everyone. I have loved being with students each day and also thoroughly enjoyed the company of so many staff. I miss my students and the staff already, but am enjoying leisurely morning coffee, time with my dog, time in the gardens, and some traveling. I hope to continue doing the same for the following years to come. Goodbye to you all, thank you for befriending me and best wishes to all of those I know.

### Julie Shobe





**Brad Wing**

After spending twenty-five years of my working life with 287, saying goodbye is bittersweet. I've watched many former colleagues move on to other opportunities, and now it's my turn. Over the years I have been given new, exciting and rewarding opportunities. Being a part of the Itinerant Programs, I've worked in each of our twelve member districts and many non-member schools, too. This has given me a wider understanding of how big the district truly is.

I've had the unbelievable privilege of working with amazing people. Along the way I have made some wonderful professional friends who have enriched my life. Many helped me through some of the darker times that come along.

I have enjoyed my time as the program facilitator of the SAFE Program. It was groundbreaking to start a program designed specifically for students prenatally exposed to alcohol. The SAFE Program and District 287 have been recognized nationally as a leader in the education of students with an FASD. I hope to continue this work with both 287 and MOFAS (Minnesota Organization on Fetal Alcohol Syndrome).

I have been blessed by the families who entrusted me to provide support to their most precious jewels – their kids! A very long time ago, during a job interview, a comment was made by the interviewer, "We (special educators) have wonderful lives because something overwhelming happened to someone else's family". I have always tried to remember that. I learned more about myself because of the challenges presented by these wonderfully complex students.

## Mary Sheie

I have worked as a teacher of the Deaf/Hard of

Hearing for twenty-four school years in District 287.

My assignments started in the Itinerant Program, then Harley Hopkins preschool, St. Louis Park Junior and Senior High, then back to Itinerant and finally the DHH Resource Room at Osseo Junior and Senior High School. I am happy and proud to say I have worked with some of the most dedicated and talented teachers, interpreters and students in the state of Minnesota. I will miss them!



After 37 years at District 287 I could write a novel.

The Dedication Page would be to the students, families, and staff that have taught me more than I ever taught them and whose stories have enriched my journey. I would also dedicate my novel to Sandy Lewandowski, Laura Keller Gautsch, Dr. Char Myklebust, Dr. Jane Holmberg, Pam O'Connell and Dolly Lastine. Their collective leadership, vision, and support have offered me opportunities to believe in better itinerant services and the vision of better literacy for all of our students.

The chapters would include stories about teaching students who are deaf/hard of hearing, as an itinerant teacher in each of our member districts and Minneapolis. There would be chapters of my experiences as a resource room teacher at Oak Grove and Lincoln Elementary, Hosterman, Central Junior and St. Louis Park High Schools. Many chapters would include work with our dedicated itinerant teachers of the deaf/hard of hearing and educational audiologists in my role as their Program Facilitator.

The last chapters would include five years of development in the area of literacy to our special education programs and ALCs, where amazing literacy specialists have fostered literacy instruction for all of our students.

The Novel Afterwards would show excerpts of me more traveled, spending precious time with family and friends. There might be glimpses of me trying to again find the creative side of my brain, as I take a writing class at The Loft, dust off my harp, cultivate fairy gardens, and relish even more tea parties with my delightful granddaughter, Evelyn.

Thanks for this amazing journey...

**Sherry L. Landrud**

