BOARD AGENDA
INDEPENDENT SCHOOL DISTRICT 191

Burnsville High School Senior Campus
Diamondhead Education Center
Regular Meeting
October 7, 2010
6:30 PM

I. Call to Order
   A. Welcome
   B. Pledge of Allegiance

II. Business Meeting
   A. Approval of Agenda
   B. Consent Agenda
      Although Board action is required, it is generally unnecessary to hold discussion on these items. In the event a Board member wishes to discuss an item, that item will be moved for separate consideration.
      1. Minutes of September 16, 2010 Board Meeting and Closed Session, and September 23, 2010 Special Board Meeting 2
      2. Human Resources Report 6
      3. Donation of paper valued at $930 from Performance Office Papers to Sioux Trail Elementary; the following donations to Nicollet Junior High: reward cards valued at $50 from Wendy's, 2 passes valued at $30 from Grand Slam, pizza coupons valued at $20 from Davanni's, coupons valued at $20 from Harry's Cafe, and 2 trombones valued at $400 from Jim Swindel 8
      4. Approve a $1,000 Dropout Prevention Grant from the PACER Center 10
      5. Approve the revised job descriptions for the positions of Burnsville High School Theatre Operations Manager and Instructional Interventionist 11

III. Unfinished Business

IV. New Business
   A. Adopt the Board Strategic Goals for the 2010-11 school year (10 minutes) (Clegg) 18
   B. Receive a report on the status of the Harriet Bishop Elementary Gifted & Talented Magnet (15 minutes) (Nelson) 26

V. Reports
   A. Student Advisor
   B. Superintendent
   C. Board Members

VI. Adjourn to Board Workshop on Board Policy

School Board Minutes
INDEPENDENT SCHOOL DISTRICT 191
September 16, 2010

The meeting of the Board of Education was called to order by Chair Currier at 6:30 p.m. at the Burnsville High School Senior Campus in the Diamondhead Education Center.	Call to Order
Members present: Directors Banyard, Hill, Martin, Morrison, Sweep and Chair Currier. Others in attendance were Superintendent Clegg, administrators and staff. Members absent: Director Luth	Attendance
Chair Currier welcomed the audience and asked Director Banyard to lead the Pledge of Allegiance.	Pledge of Allegiance
Moved by Director Banyard, seconded by Director Sweep, to approve the agenda. Motion carried unanimously (6,0).	Agenda
Moved by Director Morrison, seconded by Director Hill, to approve the consent agenda	Consent Agenda
- Minutes of the September 2, 2010 board meeting	Minutes
- Personnel changes for A. Arakawa, S. Fagerlind, S. Heyden, D. Hoins, T. Kraft, J. Moe, J. Rodriguez, K. Troseth, P. Yates, J. Calnon, A. Dettling, D. Jamison, H. Grant, T. Hall, A. Pond, B. Herby, S. Olsen, K. Weber, P. Wendling, J. Hargest, N. Novak, D. Arps, R. Richardson	HR Report
- Donation of infection control supplies valued at $1,155 from the Dakota County Department of Health to ISD 191; school supplies valued at $800 from the Burnsville Lions Club to the district's elementary schools; $500 from the Black and Gold Foundation to the BHS Hall of Fame fund; $12,242.57 from Target's Take Charge of Education program to the BHS Blaze Fund; school supplies from Fairview Ridges Hospital to ISD 191; $153.48 from the Wells Fargo Community Support Campaign to Hidden Valley Elementary; $100 from RMG's "Refer a friend" program to Sioux Trail Elementary; landscaping materials valued at $535.98 from Wayne Mosey to Hidden Valley Elementary; and $55 from the Wells Fargo Foundation Educational Matching Gift program to Harriet Bishop Elementary	Donations
- Approve August payroll checks numbered 714718-714785, and Direct Deposit notices numbered 402502-404235, in the net amount of $2,300,434.07. August & September claims to date represented by checks numbered 401405-401960, 1001456-	Payroll, Claims and Receipts

1001510, 100437 and wire transfers and adjustments, totaling $4,795,255.66. Also, that the Board accepts August receipts of $15,575,087.33 and investments for General Operations and Alt. Facilities and OPEB of $22,418,477.71 as of August 31, 2010	
- Approve the following meeting schedule changes: Joint Board Work Session with the Burnsville City Council from October 7, 2010 to Thursday, October 14, 2010 at 5:30 p.m. at the Burnsville High School Senior Campus Commons in the Diamondhead Education Center; cancel the Superintendent Listening Session scheduled for 6:00 p.m. on October 14, 2010; and, reschedule the start time for the October 14, 2010 board meeting from 6:30 p.m. to 7:00 p.m.	Meeting Schedule Changes
- Schedule a Closed Session, pursuant to Minnesota Statute 13.D.05, Subdivision 2, 4b, during the scheduled Board meeting on August 5, 2010 for preliminary consideration of allegations against an employee	Schedule Closed Session
- Schedule a Special Board Meeting on Thursday, September 23, 2010 at 5:30 p.m. at the Administrative Services Center to certify the proposed property tax levy for taxes payable in 2011 and authorize the Clerk to execute the levy certification forms in the "Maximum Amount."	Schedule a Special Board Meeting
Chair Currier made special mention of the generous donations. Motion carried unanimously (6,0).	
Assistant Superintendent Chris Lindholm provided an overview of the new Welcome Center operations. He reported the concept has been well received by residents and, since opening in June, the Welcome Center has enrolled approximately 780 students. Feedback from building administrators has also been very positive.	Welcome Center
Moved by Director Martin, seconded by Director Morrison, to approve the 2009-10 Annual Report on Curriculum, Instruction and Student Achievement. Motion carried (6,0).	Annual Curriculum Report
Board members recessed to Closed Session at 7:05 p.m. Chair Currier reconvened the meeting at 8:06 p.m. and adjourned to a Board Workshop on Board Operational Goals and Use of Ed Jobs Bill Funds.	Recess Reconvene Adjourn
_____ Sandra M. Sweep, Clerk	

Closed Session Notes
INDEPENDENT SCHOOL DISTRICT 191
September 16, 2010

The School Board Closed Session was called to order by Chair Currier at 7:06 p.m. at the Burnsville High School Senior Campus in the Diamondhead Education Center.	Call to Order
Members present: Directors Banyard, Hill, Martin, Morrison, Sweep and Chair Currier	Attendance
Others in Attendance: Randy Clegg, Superintendent Jon Deutsch, Operations & Properties Director Maggie Wallner, Attorney, Kennedy & Graven*	
The following item(s) were discussed: Preliminary consideration of allegations against an employee.	Agenda
The Closed Session adjourned at 8:03 p.m.	Adjourn

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Sandra M. Sweep, Clerk

*Tele-conference: 7:18 p.m.-8:00 p.m.

Special School Board Meeting Minutes
INDEPENDENT SCHOOL DISTRICT 191
September 23, 2010

The meeting of the Board of Education was called to order by Chair Currier at 5:30 p.m. at the Administrative Services Center. — Call to Order

Members present: Directors Hill, Martin, Morrison, Sweep and Chair Currier. — Attendance

Members absent: Directors Banyard and Luth

Chair Currier welcomed the audience and asked Director Sweep to lead the Pledge of Allegiance. — Pledge of Allegiance

Moved by Director Hill, seconded by Director Martin, to certify the proposed property tax levy for taxes payable in 2011 and authorize the Clerk to execute the levy certification forms in the "Maximum Amount" and estimated as follows: — Property Tax Levy

General RMV Voter Approval	$17,911,830.67
General RMV Other	976,028.40
General NTC Other	5,062,066.15
Community Services	976,206.59
General Debt Voter Approved	4,587,111.17
General Debt Other	2,742,701.00
OPEB/Pension Other	1,657,320.00
Total	$33,913,263.98

The Truth in Taxation hearing is scheduled for the regular School Board Meeting on December 16, 2010 at 6:30 p.m. at the Diamondhead Education Center.

Motion carried unanimously (5,0).

The meeting adjourned to a board workshop at 5:47 p.m. — Adjourn

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Sandra M. Sweep, Clerk

Burnsville-Eagan-Savage Public Schools
Independent School District 191
Human Resources Office

TO: Members, Board of Education
Randall Clegg, Superintendent

FROM: Tania Z. Chance, Ph.D., Executive Director Human Resources

DATE: October 7, 2010

RE: Recommended Personnel Changes

Certified

Appointment

Krista Bird	-Replacement-Long term substitute, Grade 4, SO, 1.0 FTE, effective 9/20/10 - 11/12/10
Jeffrey Clear	-Replacement-Q Comp Reserve Teacher, 7 hrs per day/ 153 days per year, effective 9/27/10
Cynthia Giannakakis	-New-Teacher, Title 1, SO, .6 FTE, effective 9/21/10
Sarah Johnson	-Replacement-Q Comp Reserve Teacher, 7 hrs per day/153 days per year, effective 9/27/10
Matthew Madson	-Replacement-Q Comp Reserve Teacher, 7 hrs per day/153 days per week, effective 9/27/10
Crystal Nurmela	-Replacement-Teacher, Title I, HV, .8 FTE, effective 9/20/10
Barbara Odenwald	-Replacement-Q Comp Reserve Teacher, 7 hrs per day/153 days per year, effective 9/27/10

Change in Assignment

Sarah Sproul	-Teacher, GP, assignment increases with the addition of .5 FTE, Grade 3, for a total of 1.0 FTE, effective 9/29/10

Recall from Termination

Erin Kosmalski	-Teacher, Grade 3, SO, .5 FTE, effective 9/20/10

Resignation

C.C. Linstroth	-Literacy Coordinator, effective 9/9/10
Ellen Shulman	*Integration Coordinator, effective 10/8/10

Classified

Appointment

Adrienne Dugas	-Replacement-MEA, NJH, 7 hrs/day, effective 9/16/10
Samantha Lind	-Replacement-Cook Helper, BHS, 3.75 hrs/day, effective 9/22/10

*added to original report
Burnsville-Eagan-Savage #191
Board Meeting – 10/07/2010

Change in Assignment

Tausha Chamberland	*2nd Cook, BHS, assignment increases to 6 hrs/day, effective 9/28/10
Mary Holewa	*2nd Cook, Neill, 7 hrs/day, effective 8/30/10
Heidi Lindstrom	*2nd Cook, BHS, assignment increases to 6.25 hrs/day, effective 9/28/10
Joseph Woodford	*Custodian, requests a medical leave of absence, effective 9/21/10 for a period of 6 weeks

Recall from Termination

Cindy Gillis	-MEA, HV, 6.5 hrs/day, effective 9/16/20
Janell Pofahl	-MEA, NJH, 6.5 hrs/day, effective 9/15/10

Resignation

Norma Cahill	-MEA (currently on leave), effective 8/26/10
Wanda Evans	-Cook helper, effective 10/8/10
Justina Lein	*EA, ST, effective 10/7/10
John Washington	-Custodian, effective 9/28/10

Community Education Appointment

Kimberly Adamson	-New-Kindergarten Plus EA, SO, 4 hrs a day/5 days a week, effective 9/28/10
Barb Smith	*New-Kindergarten Plus EA, GP, 4 hrs/student contact day, effective 9/9/10

*added to original report

TO: Board of Education II.B.3
Dr. Randall Clegg, Superintendent

FROM: Taber Akin, Principal – Sioux Trail School

DATE: September 29, 2010

RE: Donation

Sioux Trail received the following donation from Performance Office Papers. The donation came through 360 Communities and our Family Support Worker.

I request that the following donation be accepted by our district for Sioux Trail Elementary School:

26 Cases of White Paper @approx. $30 each	$780.00
15 Color End Rolls of Paper @approx. $10 each	$150.00
	$930.00

Contact Information:

Brad DeFauw –Manager of Supply Chain/Logistics
Performance Office Papers
21565 Hamburg Avenue
Lakeville, MN 55044
952-985-7928

NICOLLET JUNIOR HIGH

MEMO

II.B.3
October 7, 2010

To: Dr. Clegg

From: Renee Brandner RB

Date: September 17, 2010

Re: Donations to Nicollet Junior High School

I would like to recommend that ISD 191 accept the following donation to NJH:

1. Wendy's — Reward Cards -value $50
   2101 Co Rd 42 W
   Burnsville MN 55337

2. Grand Slam — 2 passes -value $30
   12425 River Ridge Blvd
   Burnsville MN 55337

3. Davanni's — 2 pizza coupons-value $20
   1100 Xenium Lane North
   Plymouth MN 55441

4. Harry's Café — 10 coupons for free drink or dessert-value #20
   20790 Keokuk Ave
   Lakeville MN 55044

5. Mr. Jim Swindel — 2 trombones-value $400
   117 E 135th St
   Burnsville MN 55337

Thank you notes have been sent from Nicollet.

BURNSVILLE EAGAN SAVAGE
INDEPENDENT SCHOOL DISTRICT 191

OFFICE OF INDIVIDUALIZED STUDENT SERVICES

TO: Randall Clegg, Superintendent II.B.4

FROM: Stephanie Corbey, Executive Director

DATE: September 19, 2010

RE: Accept Grant Funds

Recommendation: That the Board of Education accept a $1,000 grant from the PACER Center to conduct activities associated with a Minnesota Department of Education Dropout Prevention Grant

PACER (Parent Advocacy Coalition for Educational Rights) is requesting to enter into a subcontract with ISD 191 to collaborate on the provision of workshops and trainings for parents and students.

All parents of students with disabilities who are concerned about their children's risk of dropping out will be included in the project. Hassan Samantar, PACER's multicultural parent advocate and trainer, will work closely with staff and families to implement the project goals and activities.

The project activities will primarily take place at Burnsville High School but will be open to families and students at other sites. We look forward to this third year of this successful collaboration with PACER.

BURNSVILLE EAGAN SAVAGE
INDEPENDENT SCHOOL DISTRICT 191
Human Resources

To: Members, Board of Education
Randy Clegg, Superintendent

Agenda Item II.B.5
October 7, 2010

From: Tania Z. Chance, Ph.D.
Executive Director of Human Resources

Date: October 7, 2010

RE: Approve revised job descriptions for the positions of Burnsville High School Theatre Operations Manager and Instructional Interventionist

Recommendation: That the Board of Education approve the revised job descriptions for the positions of Burnsville High School Theatre Operations Manager and Instructional Interventionist.

Discussion

The inclusion of Envision created an opportunity to review and revise the job description of the Burnsville High School Theatre Operations Manager. The revised job description has more specific duties delineated to provide more clarity to the role.

Our ultimate goal is to be sure that students are mastering the core reading curriculum at expected pace. In order to ensure that we accomplish this essential goal, Instructional Interventionists are put into place to assist students who may be behind in their progress towards a learning target, but can get back on track with assistance that targets their learning needs.

ISD 191 Job Description
(TCHRINSTRINT)
JOB TITLE: Teacher, Instructional Interventionist

Exempt (Y/N): YES DATE: October 4, 2010
DEPARTMENT: BEA/TOSA
SUPERVISOR: Principal

The Instructional Interventionist needs to have:

- an Elementary Teaching License
- At least one of the following:
  - Reading Licensure and/or
  - Master's Degree in Reading and/or
  - Master's Degree in Curriculum and Instruction
- Experience in Kindergarten-Third Grade
- Leadership experience

The Instructional Interventionist will provide intensive, daily instruction that advances reading proficiency in students who show minimal progress at the intensive or strategic level as identified by AIMSWeb benchmarking and the MWS Four Learners' Chart. The Instructional Interventionist will use benchmark and diagnostic assessments when collaborating with classroom and other teachers to develop intervention plans. The Instructional Interventionist will progress monitor students (using AIMSweb) on a regular basis to inform instruction.

The Instructional Interventionist will design focused and targeted interventions, beginning with the greatest area of need at the earliest stage of reading acquisition and build upon this development by strategically scaffolding interventions to incrementally bring students to grade level expectation.

The Instructional Interventionist understands the reading process and the process of learning to read and can use developmentally appropriate research-based instruction and interventions to advance students' reading proficiency.

The Instructional Interventionist will:

- Have an in-depth knowledge and understanding of reading research and best practices (the specifics of NCLB, the National Reading Panel, and other research and policy related to reading instruction and assessment).
- Have an in-depth knowledge and thorough understanding of MN Language Arts standards and the district 191's Language Arts scope and sequence.
- Have familiarity with the Minnesota Language Arts Standards and the content and rigor of the MCAs.

- Possess knowledge of and have the ability to design and deliver scientifically based reading instruction and interventions in language development, phonemic awareness, phonics, comprehension, vocabulary, and fluency.

- Be proficient in analyzing reading problems and using problem solving strategies to design targeted instruction and select effective interventions to address these needs.

- Demonstrate an ability to accelerate the acquisition of reading skills and strategies individually or in small groups for students with reading difficulties.

- Use assessment data and repertoire of successful teaching strategies to create individual reading plans (interventions); matching student ability and learning style to accelerate growth

- Possess a large repertoire of successful teaching strategies and be able to adapt instruction to different learning styles.

The Instructional Interventionist understands how to assess the reading development of individual students and groups of students, how to use assessment data to design appropriate reading curriculum and instruction based on the assessment data, and how to communicate this information to relevant audiences.

The Instructional Interventionist will:

- Be able to support teachers by analyzing data guiding teachers to appropriate interventions to improve student achievement with the goal of moving students to the benchmark criteria of the Four Learners' Chart

- Actively participate in YESS (Yearlong Education Success for Students) Team Meetings, TAT (teacher Asistance Team) Meetings, PLC Meetings and/or other building meetings where expertise will be beneficial as directed

- Be proficient administering and interpreting data from AIMSweb benchmarking, progress monitoring and other formative and summative reading assessments

- Be able to collect, maintain, and share data on student achievement

- Be very knowledgeable about assessments and diagnosis for reading and have the ability to use that knowledge to design intervention instruction

- Have experience with English Language Learners and students of low socio-economic status

- Serve as a resource for classroom teachers

Other expectations of the position:

The Instructional Interventionist will:

- Have strong communication skills and collaborative experience with staff members and parents

- Be able to flexibly and appropriately schedule their day based on the goals of the program

- Communicate with the principal, other teachers and the YESS Team
- Communicate to staff in a confidential manner

ISD 191 Job Description

(NON AFFILIATED THSTOPSM)

JOB TITLE: Burnsville High School Theater Operations Manager

Exempt (Y/N): YES DATE: October 4, 2010

DEPARTMENT: Administration

SUPERVISOR: Principal, BHS

SUMMARY: Plans, directs and oversees operations of the MRAZ Center, manages Envision Productions, inputs data regarding facility usage and signage, and assists with various purchasing assignments.

ESSENTIAL DUTIES AND RESPONSIBILITIES: include the following. Other duties may be assigned.

Facilitates short-range planning for the theater and oversees daily operation

Coordinates the scheduling of school, district and community events I the theater

Oversees operation of the theater when district users schedule an event; works in collaboration with directors and instructors for BHS and community productions

Maintains an inventory of all theater equipment and supplies

Orders and maintains appropriate inventory control for store merchandise

Coordinates capital and supply procurement for the theater

Directs and coordinates storing and securing theater supplies and equipment

Assesses audience and customer needs and selects merchandise to support financial solvency of the theater

Assists in supervision and securing of the theater and when an event is scheduled

Establishes and fills theater and store work schedules; ensures appropriate coverage when unexpected absences occur

Coordinates student volunteer schedules with the appropriate teaching staff

Trains employees, students, and volunteers in proper use of theater equipment including technical equipment

Ensures compliance with cash and credit procedures including secure handling and accurate accounting, using appropriate budget codes, tracking revenues and expenditures and staying within budget guidelines

Develops marketing materials for theater productions suitable for website, e-mail, and print under the direction of building administration and center users

Researches and recommends information technology solutions to sell tickets on-line and on-site at school locations

Resolves minor complaints with theater and store patrons

Coordinate between instructors and professional staff of Burnsville Performance Arts Center to implement stage productions

Coordinate the use of resources between Envision & MRAZ

Secure purchases for MRAZ, Envision, School Store, and other assigned areas

Assist with School Store operations, supplies, equipment, schedule/fill-in, marketing efforts, and purchases as directed

SUPERVISORY RESPONSIBILITIES: This position supervises facility users, student volunteers, and volunteers of the theater

QUALIFICATION REQUIREMENTS: To perform this job successfully, and individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE: High school diploma or GED required. Two - four years of college preferred. Five to seven years of experience with all aspects of theater production (artistic and technical) required.

LANGAUGE SKILLS: Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of students, parents, volunteers, or employees of the District in English.

MATHEMEATICAL SKILLS: Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry. Ability to understand budget and mathematical concepts necessary to determine fees, etc.

REASONING ABILITY: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS AND ABILITIES:

Information technology skills
Organizational and management skills
Ability to run all technical components of the MRAZ and Envision Center sound and lighting systems
Ability to run a cash register and utilize applications for inventory control
Ability to maintain regular attendance
Cultural competence; ability to work with others from culturally diverse backgrounds
Interpersonal skills, including ability to work well with others, be polite, helpful, courteous, and compassionate
Ability and willingness to follow District rules and policies
Ability and willingness to follow directives from supervisors

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand; walk; use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; and talk or hear. The employee is occasionally required to sit. The employee must regularly lift and/or move up to 100 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job, the employee is occasionally exposed to risk of electrical shock and fumes or airborne particles. The noise level in the work environment is usually moderate, but could be very loud, depending on the particular activity in the theater.

BURNSVILLE EAGAN SAVAGE
INDEPENDENT SCHOOL DISTRICT 191
Superintendent of Schools

To: Members, Board of Education

Agenda Item IV.A
October 7, 2010

From: Randy Clegg, Superintendent

Date: September 30, 2010

Re: Board Strategic Goals for 2010-2011

Recommendation: That the Board of Education adopt the Board Strategic Goals for the 2010-11 school year.

Discussion

A clear set of strategic goals is one way in which the Board of Education defines and communicates a vision and priorities for the school system. Communicated through the Superintendent, system goals allow district staff to focus their operational planning and the commitment of time, energy and system resources toward obtaining desired outcomes. The Board of Education has spent several months discussing and refining these goals in order to ensure there is clear direction for the alignment of district efforts and resources in achieving enhanced student learning. Upon adoption the Board of Education will receive quarterly status reports from the Superintendent on the progress toward meeting each specific goal.

Burnsville-Eagan-Savage School District
Board Strategic Goals
Adopted October 7, 2010

The Burnsville-Eagan-Savage Board of Education is committed to the alignment of all district resources to provide a high quality educational program and the attainment of improved student achievement. To this end, we have made the following commitments:

- To engage in constructive debate focused on identifying solutions, resolving factual disagreements, understanding the views and reasoning of others, honestly soliciting and considering public input;
- To make decisions that are based on shared data, research and best-practices;
- To share relevant information with all board members and the superintendent;
- To report honestly/accurately the status of the school system on key performance indicators;
- To maintain the integrity of the open meeting process;
- To develop policies that provide staff with a clear vision of the desired system outcomes;
- To represent the interests of all children by advocating on their behalf with local, state and federal policymakers;
- To engage in a planned program of Board development; and
- To collaborate with other governing bodies within the school community.

The Board of Education has identified the following goals to focus district initiatives and efforts. The superintendent will report to the Board of Education quarterly on the measurable progress made toward the accomplishment of each goal.

Student Achievement

It is the belief of the Board of Education that the primary mission of ISD 191 is to provide every student with relevant and challenging learning experiences that enable each individual to be a responsible, contributing member of a dynamic world community. Their mission is also to ensure all students gain a sound education in the basic skills and develop essential skills in critical thinking, creative problem solving and the systematic inquiry and evaluation of information.

Long-Range Academic Goal: Increase the percentage of students in grades 3-12 who are proficient on the MCAs in reading, mathematics and science to 100 percent by June 2014.

- *Early Academic Intervention Goal.* By June 2014, have systems in place that ensure all students are reading at grade level by the end of 2nd grade as measured by NWEA.
- *Reading Goal*. By June 2014, increase the percentage of students to 100 percent who are capable of reading at grade level by the time they reach 4th grade and maintain proficiency in reading through grade 12.
- *Mathematics Goal.* By June 2014, increase the percentage of students to 100 percent who are capable of grade level math by the time they reach 4th grade.

Graduation Goals By June 2014: Increase the percentage of students to 97 percent who complete their educational program and graduate from ISD 191 with their class and receive a regular diploma.

- By June 2011, all students by the end of their 8th grade year, with parent involvement, will have developed an individualized education plan outlining coursework needed in grades 9-12 to support the students' postsecondary education and career goals, and reviewed annually.
- By June 2014, increase junior high and high school course passage rate to more than 90 percent.
- By June 2014, increase to 75 percent the percentage of all graduating students who have successfully completed an Advanced Placement (AP) course, College In Schools (CIS) course, post-secondary course or a dual credit career and technical education course.

Curriculum and Instruction

It is an expectation of the Board of Education that student achievement will be enhanced through the development of a comprehensive written curriculum that is rigorous and relevant, employs best practices, meets the diverse needs of all students and which is delivered by highly trained professionals.

Curriculum Management

- By May 2011, a written curriculum management plan will be developed and approved by the Board of Education that supports high levels of academic achievement for all students and which includes the following components:
  - A philosophical framework for the design of the curriculum;
  - A planned cycle of curriculum review for all subject areas at all grade levels;
  - A description of the roles and responsibilities of the Board, central office staff members, and school-based staff members;
  - The timing, scope and procedures for curricular review;
  - The format and components for curriculum guides;
  - A description of how state and national standards will be included in the curriculum;
  - A description of how assurances will be made that the curriculum is culturally inclusive;
  - An assessment plan and procedures to determine curriculum effectiveness;
  - The approaches by which assessment data will be used to strengthen curriculum and instruction;
  - A plan for linking a comprehensive staff development program to curriculum design and delivery;
  - Procedures for monitoring curriculum delivery; and
  - A communication plan for the process of curriculum design and delivery, as well as celebration of progress and quality.

Curriculum Development

- By September 2016, a written curriculum will be developed for all curricular areas and adopted by the Board of Education that includes:
  - Clearly defined content standards;
  - Clear standards for student performance;
  - Content that is articulated kindergarten through grade 12;
  - Strategies for fostering student engagement through the presentation of information in multiple ways and which allows for diverse avenues of action and expression; and
  - Application of acquired knowledge and skills to future career opportunities and continuing education.

Gifted Talented Education & AVID

- By September 2014, implement a full continuum of rigorous, researched-based gifted education programs, pre-K-12, provided by appropriately qualified personnel, which meets the academic and socio-emotional needs of a diverse population of students who exhibit above-average general and/or specific abilities, high levels of task commitment and high levels of creativity.

- By December 2014, increase the percentage of minority, second language and low income students identified and served in district gifted programs to a level which reflects the district's overall student demographics.
- By December 2014, engage all identified gifted students in Type III enrichment which includes investigative activities and artistic productions.
- By September 2012 be prepared to implement a high school gifted program designed to meet the academic and socio-emotional needs of gifted students in grades 10 through 12.

- By September 2014, all tenured faculty at Nicollet Junior High School will received training in implementation of the AVID program.

- By September 2014, an AVID program will be in place at Burnsville High School capable of supporting all students interested in receiving support through the AVID program.

Professional Development

- Annually, update and implement a comprehensive five-year professional development plan which provides professional staff development opportunities that:
  - Enhances and improves student achievement;
  - Provides for organizational, collegial and individual development;
  - Is sufficiently funded to obtain professional development goals;
  - Reflects a careful analysis of student achievement data and staff needs;
  - Is guided by a multi-year comprehensive plan that is aligned with the district's goals, priorities and curriculum;
  - Focuses on research-based approaches in both content and delivery;
  - Includes follow-up, monitoring and on-the-job application necessary to support acquisition and application of instructional strategies; and
  - Is evaluated in terms of improved academic achievement for all students.

Magnet Program

- By October 2013, prepare for consideration by the Board of Education, recommendations for expanding the number of magnet schools/programs offered in the district which are designed to provide students with increased opportunities to engage in rigorous academic studies, explore areas of significant talent, and prepares them for continuing their education beyond high school.

Climate and Culture

It is a belief of the Board of Education that organizational culture and climate has a profound impact on student achievement. School improvement processes that recognize an organization's existing beliefs, assumptions, expectations, norms and values has the potential to affect the overall culture and climate of the organization. Climate is defined as being the descriptive beliefs and perceptions individuals hold about the organization. Culture is defined as the shared values, beliefs, and expectations that develop from social interactions within the organization.

- By September 2014, all staff will have increased their level of competency in being able to develop meaningful relationships across individual and group differences to ensure that all students achieve at high levels.
    - By March 2011, an analysis of the Minnesota Student Survey results, disaggregated by subgroup, will be completed to gain an understanding of the educational experience of students in District 191 over time. Trend data will be examined and used to inform planning in the area of curriculum design, professional development, student programming, community engagement and leadership focus.
    - By September 2011, a district plan will be developed, including an implementation timeline, on the use of student focus groups to monitor progress in developing and maintaining meaningful relationships with students.
    - By December 2010, a scientific sample of staff will have completed the Intercultural Development Inventory (IDI) and received their individual profile reports. Thereafter, every three years a scientific sample of district employees will be asked to complete the IDI to aid in monitoring the district's capacity for intercultural competence.
    - By March 2012, each school and all operational departments will establish equity goals that reflect the needs of student learning.
    - By March 2012, each school and all operational departments will establish strategies and timelines for increasing the cultural competence of their staff.
    - By March 2012, a series of focus groups will be held throughout the community to identify how District 191 can best partner with them to ensure student success.
    - By December 2014, student enrollment and participation in all district academic and extra-curricular programs will reflect the ethnic and racial make-up of the district's student population.
    - By July 2014, review all district policies, administrative regulations, staff and student handbooks to ensure they are supportive of the district's intercultural goals.
    - By September 2016, all staff will have received Sheltered Instruction Observation Protocol (SIOP) or Seeking Education Equity and Diversity (SEED) training and a system will be in place to train new staff as they become members of the ISD 191 staff.
- By June 2014, reduce the percentage of students in all grades missing 10 or more days of school to five percent or less.

Finances

It is the expectation of the Board of Education that the district will maintain a long-range financial plan that supports delivery of the district's curriculum and attainment of the district's educational mission and student achievement goals.

- The budget will be reviewed publicly on a semi-annual basis.
- The budget will be driven by curricular needs and priorities with a program-driven budget process fully implemented for the 2011-12 fiscal year with the budget organized and reported in terms of program costs and program benefit.

- By July 2014, per pupil operating costs will be within 10% of the median per pupil operating costs compared to all Minnesota school districts as reported by MDE.
- Beginning with the 2011 fiscal year budget, maintain an unreserved, undesignated fund balance in each Operating Fund to an amount not less than six percent of the district's annual budgeted expenditures.

Human Resources

It is the belief of the Board of Education that the recruitment, selection and retention of a highly skilled and diverse professional workforce is critical to the district achieving its educational goals and serving the needs of children.

- By December 2016, determined on an annual basis, the degree to which applicants in the candidate pool reflect the ethnic and racial make-up of the population living within the school district's boundaries.
- By June 2012, there will be organized efforts to control district health care costs, which will include formal education around sophisticated use of health care benefits, wellness programming, personal financial incentives, and opportunities for individuals to maximize the use of pre-tax benefits.
- By December 2013, processes will be in place to ensure ISD 191 recruits, hires and retains only those who are culturally competent.
- By December 2012, a process for establishing performance appraisals and performance reviews, tied to each employee's individual job functions and the mission and goals of the school district will be in place.

Facilities

It is the belief of the Board of Education that educational facilities that are safe, clean, climate controlled, energy-efficient, integrate the use of technology, and support a wide variety of instructional activities and approaches are essential for achieving the district's student achievement goals.

- Through our on-going energy conservation program, actual energy consumption will not exceed consumption level benchmarks established in FY2008. The Board of Education will be provided an annual report on changes in energy consumption and energy costs.
- By June 2011, all recommendations for upgrading the district's technology network infrastructure and support systems, provided by RSM McGladrey, Inc., will be fully considered and acted upon as appropriate.
- By December 2014, complete a comprehensive renovation of Burnsville High School.

Public Relations

It is a belief of the Board of Education that a comprehensive communications, marketing and customer service program is critical for the improvement of the district's educational program.

- By December 2013, a survey of internal and external customers will indicate an 85% satisfaction with the quality of the school district describing the school district as effective, student oriented, outstanding, progressive, innovative, welcoming, etc.
- By December 2011, complete a communications audit to evaluate how effective the district's written, spoken and electronic interactions are in communicating the district's mission, priorities, programs, services, opportunities and effectiveness. Within 6 months of completion of a communications audit, a written communications plan will be developed identifying the objective, goals and tools for internal and external communications.
- By December 2010, each service department will develop a written customer service plan that includes identifying district service requirements and expectations, a service vision and service policies, and bi-annual service satisfaction surveys.

BURNSVILLE EAGAN SAVAGE
INDEPENDENT SCHOOL DISTRICT 191
Superintendent of Schools

TO: Members, Board of Education

Agenda Item IV.B
October 7, 2010

FROM: Randy Clegg, Superintendent

DATE: October 1, 2010

RE: Harriet Bishop Elementary Gifted & Talented Magnet

Rob Nelson, Harriet Bishop Principal, will present an overview of the first year's experience with the district's Gifted & Talented Magnet. Rob will share enrollment trends and numbers, instructional approach and philosophy, student achievement data, and identification and enrollment process.