Pride *in our* **Purpose**

Moorhead Area Public Schools

October 7, 2014

Strategic Priorities and World's Best Workforce

Priority: *Moorhead Area Public Schools will establish a culture of learning that supports the needs of the 21st century learner and develops the whole student.*

Priority: *Build comprehensive and responsive communication systems and partnerships with community stakeholders to promote and advance quality education for all learners.*

Priority: *Provide equitable education facilities, technological tools and the infrastructure needed across the district to meet the needs of students, families and communities.*

Priority: *Provide programs and services to eliminate race and socio-economic indicators as predictors of student success.*

Priority: *Create a safe, caring and welcoming environment for all students, where the unique qualities and diversity of student are recognized and respected.*

Priority: *Provide processes for the quality, effectiveness and continuity of staff through the use of comprehensive recruitment, retention, professional development, supervision and evaluation.*

Education That Works

"Education That Works" Task Force

THE 3 GOALS OF THE "EDUCATION THAT WORKS" COLLABORATION INCLUDE:

3 GOALS

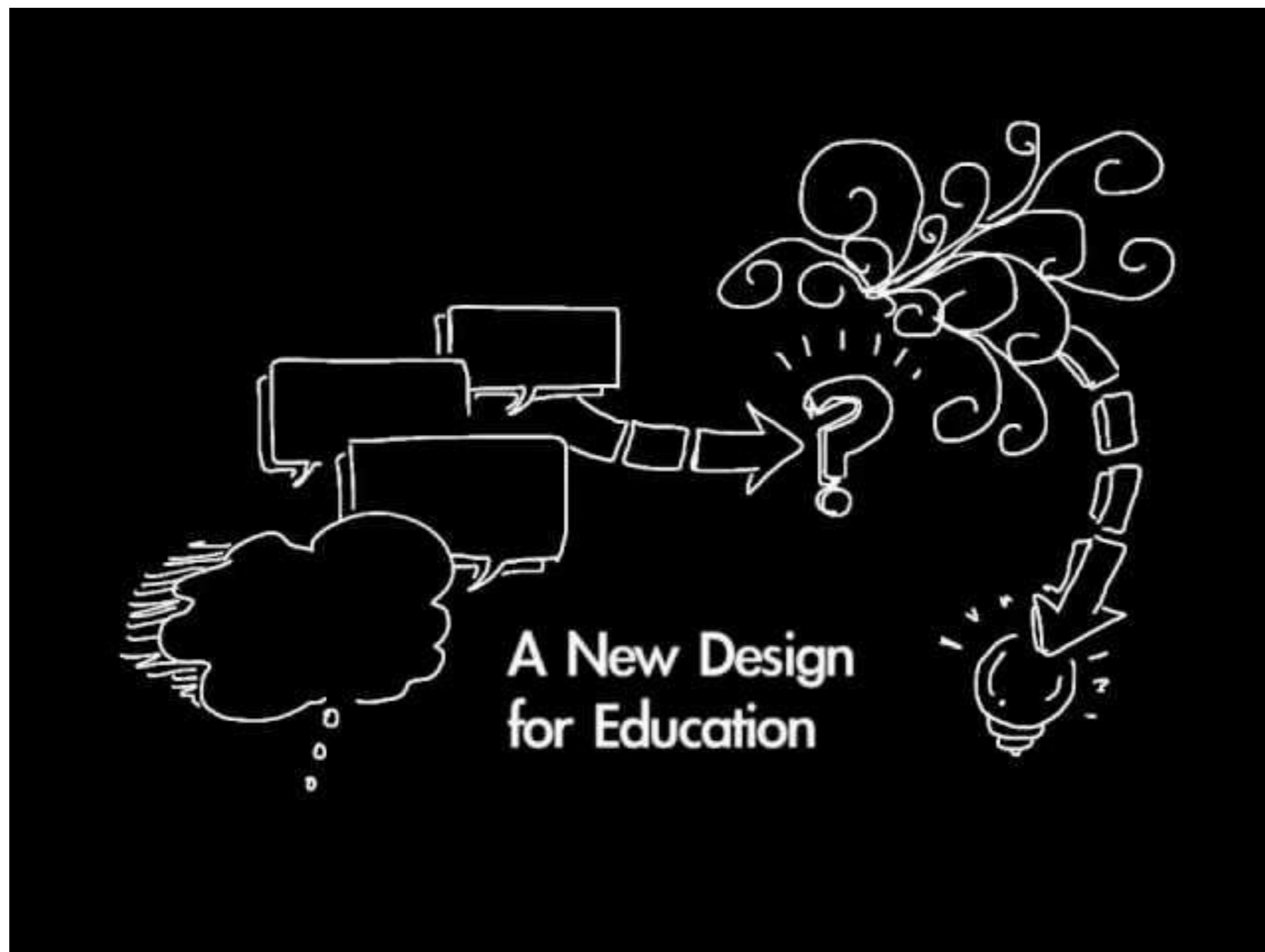Providing enhanced professional development for current educators.

Preparing tomorrow's educators differently.

Communicating 21st century skill developments with stakeholders and the business community.

4Cs: Critical Thinking, Creativity, Collaboration, Communication

http://educationthatworksndmn.org/

Personalized Education

A New Design for Education

2013-15 Technology Plan

The technology program strives to address the program needs of students, the information delivery needs of teachers and administration, the data delivery requirements of government services, and the communication needs of district staff, parents and community stakeholders. To meet the constantly changing needs of the district and the fast-paced changes of technology, Moorhead Area Public Schools will make or has made the following adjustments:

- Promote, support and assist instructional staff to make data-driven decisions using student assessment information, including Minnesota Comprehensive Assessments, Literacy Assessments and common assessments.
- Promote, support and assist instructional staff with the use of electronic grade book, parent portal, student portal and classroom Web pages to expand home-to-school communication.
- Enhance, supplement and differentiate district curriculum and improve student achievement.
- Adopt an Instructional Management System and a Learning Management System for students and staff to drive instruction, guide curricular decisions, promote 21st Century skills and provide a consistent student experience.

Enchantment Projections

Enrollment Projections

October 2014 Projections			Weighted Average								
	ACTUAL ENROLLMENT					PROJECTED ENROLLMENT					
	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
Kindergarten	417	388	434	484	497	503	490	480	480	480	480
Grade 1	408	431	404	442	488	497	520	507	496	496	496
Grade 2	409	421	431	416	430	513	497	520	506	496	496
Grade 3	440	401	420	441	431	456	515	498	521	508	497
Grade 4	393	448	405	422	433	436	458	517	500	524	510
Grade 5	416	393	444	407	418	440	445	468	528	511	535
Grade 6	393	432	398	445	416	435	455	460	483	545	528
Grade 7	393	417	417	400	449	427	442	462	468	492	555
Grade 8	402	413	425	439	399	441	433	448	468	474	498
Grade 9	382	398	420	424	453	413	455	446	462	483	488
Grade 10	445	437	409	417	432	461	416	458	450	466	487
Grade 11	424	384	436	402	409	423	460	415	457	449	465
Grade 12	476	433	397	439	405	444	418	454	410	451	443
Grades K-5	2483	2482	2538	2612	2697	2845	2925	2989	3032	3015	3014
Grades 6-8	1188	1262	1240	1284	1264	1303	1329	1370	1419	1511	1580
Grades 7-12	2522	2482	2504	2521	2547	2609	2624	2684	2715	2814	2935
Grades 9-12	1727	1652	1662	1682	1699	1741	1749	1774	1779	1849	1883
Grades K-12	5398	5396	5440	5578	5660	5889	6003	6133	6230	6374	6478
Increase/Decline		-2	44	138	82	229	114	131	97	143	104
Percent		-0.04%	0.82%	2.56%	1.51%	4.11%	2.01%	2.22%	1.62%	2.34%	1.66%

Capacity

| Facility	Capacity	Enrollment	Difference
Ellen Hopkins Elementary	750	833	-83
Probstfield Elementary & EIS	650	511	139
Outreach & Detention Center	36	36	0
Red River Area Learning Center	140	97	43
Robert Asp Elementary	775	884	-109
SG Reinertsen Elementary	750	833	-83
Horizon Middle School	1300	1298	2
Moorhead High School	1800	1608	192
Total:	6201	6100	101

The capacity at the time the buildings were designed. Learning spaces, swing classrooms, special education and other intervention rooms have been converted to classrooms to provide additional space. All-Day Kindergarten has impacted space by doubling classrooms. Probstfield also houses early education classes.

Ten Year Alt. Facilities Plan

MAPS Anticipated Long Range Operational Maintenance Costs 2014-2023
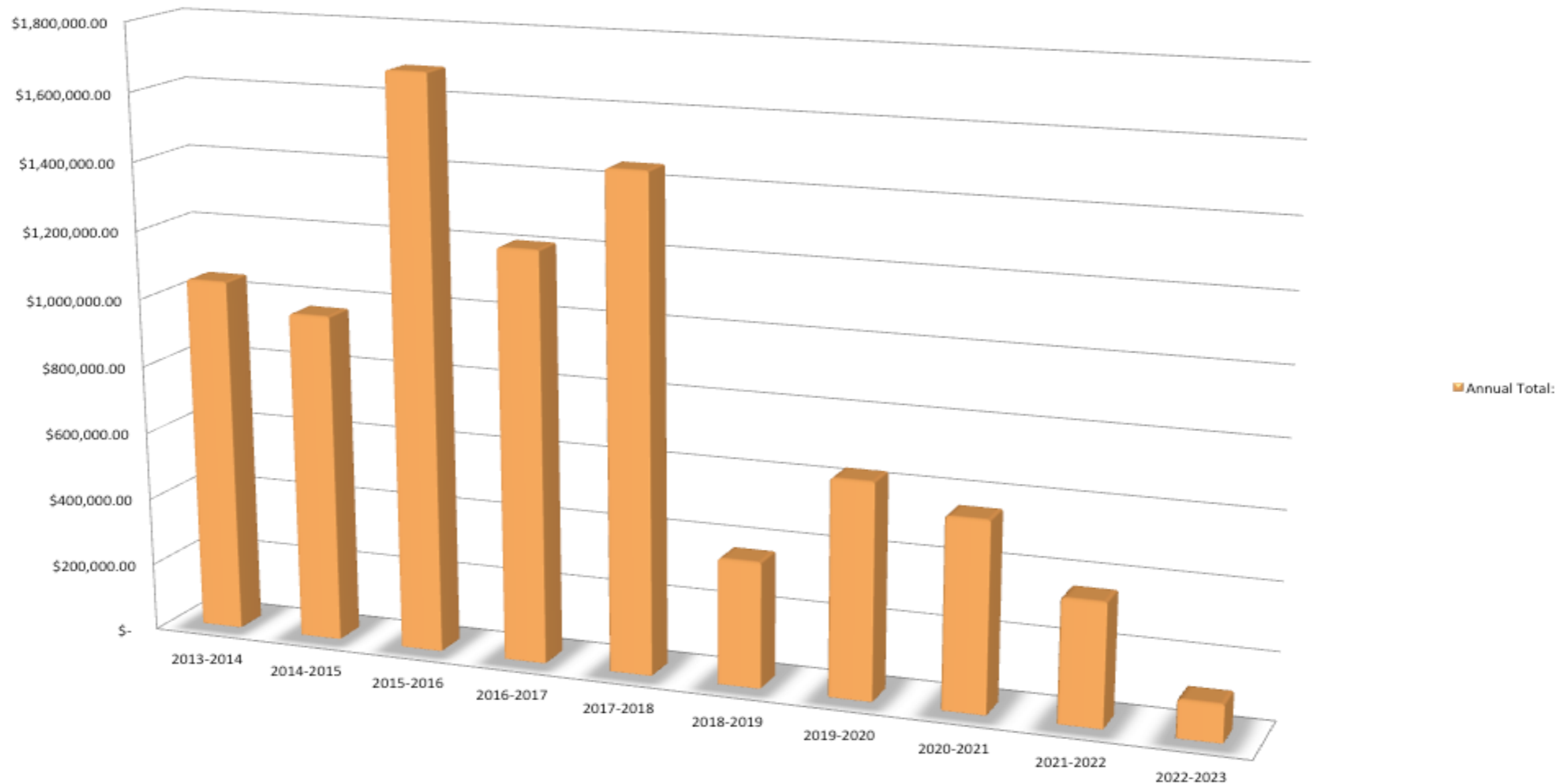
Curriculum Review

2009-10	2010-11	2011-12	2012-13	2013-14
Secondary Math 6-12	Elementary Science	Secondary Science	Elementary Music	Elementary & Secondary Social Studies, Elementary Health

2014-15	2015-16	2016-2017	2017-2018	
Elementary Literacy, Secondary ELA, K-12 PE and Secondary Health	Elective Areas	Elementary Math & Elective Areas	Secondary Math	

The curriculum review cycle includes multiple years of research on instructional strategies, review of appropriate materials and reflection on current instruction and student progress. The departments above are listed for the year they implemented the new revised curriculum maps and materials for each course.

Learner Support Services

- Special Education provides specialized instruction for students with identified disabilities.

Requirements:

  - ■ Serve Birth - 21
  - ■ Provide continuum of services (least restrictive environment to restrictive)
  - ■ All students receiving spec ed services are general education students first

1057+ students

  - ■ Birth to 3 = 5.7% (2.36% state)
  - ■ School age K-12 = 14% (13.8% state)
  - ■ 64% of students 0-preschool are in regular early childhood setting (51.4% state)
  - ■ 69% of students K-12 are in regular school settings (71% state)
  - ■ .1% are in separate site or homebound (4% state)

Considerations

  - ● Evaluation, identification of needs, development of program/plan
  - ● Achievement higher when students in the core with special ed supporting through the continuum of services based on students' needs.
  - ● Must bring supports/accommodations to student to be in least restrictive setting
  - ● Includes extensive related services (speech, OT, PT, Developmental Adaptive PE, nursing
  - ● Regional center for students with significant needs

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Learner Support Services

- Prevention and early intervention services are necessary for academic and behavioral support for ALL students (regardless of having a disability) to support District priorities (to provide equitable education opportunities and safe, caring, and welcoming environments).

  - Alternative Delivery of Specialized Instructional Services (ADSIS) to support District work to provide equitable education opportunities

  - Mental Health Partnerships to support District work aligned with PBIS

  - Truancy Intervention Program (TIPs) to support equitable education opportunities

Community Education Mission & Goals

The mission of Moorhead Area Public Schools Community Education is to improve the quality of life in our school district by extending learning opportunities to residents of all ages and abilities and by identifying community needs and developing cooperative relationships between school and community to meet those needs.

Goals: Support academic achievement and enrichment at all levels.

- By May 2015, Community Education will develop a strategic plan to address:
  - Adult Enrichment
  - Youth Enrichment/Service
  - Summer Camp experiences
  - Early Childhood programs
  - Adult Basic Education
  - Online learning opportunities

Early Learning Goals

- Ensure that all children are ready for school.
- Collaborate to provide leadership and training to early childhood professionals throughout the community to ensure that all students enter school with the skills necessary for success.
- By the fall of 2016, increase the number of students meeting benchmark at kindergarten enrollment.
- Ensure adequate space* for the early learning environments within the school district:
    - Outdoor activity meeting the specified requirements:
        - including 1,500 square feet and at least 75 square feet per child;
        - within 2,000 feet of the center;
        - enclosed if adjacent to traffic and other hazards;
        - free of litter and other hazards; and
        - contain the required outdoor large muscle equipment.
    - **Indoor space**:
        - The licensed capacity is limited by the amount of indoor space. A minimum of 35 square feet required for each child. Hallways, stairways, closets, utility rooms, lavatories, water closets, kitchens, and space occupied by cribs may not be counted as usable indoor space.

As defined by Minnesota Rule 3

Accent on Excellence

Alternative Education
Dropout Prevention/At-Risk Students

Alternative education provides viable educational options for students who are experiencing difficulty in the traditional system. Alternative programs are year round and may be offered during the day and after school. They are characterized by smaller class sizes and a hands-on/experiential approach to learning. Instruction is designed to meet individual student learning styles as well as their social and emotional needs. Teachers build connections with students and focus on college and career readiness, including independent study options. Community, county and state partnerships provide additional support and resources.

Students are eligible for alternative education if they meet one of the following criteria (MN Statute 124D.68):
- Performs substantially below the performance level for students of the same age/grade;
- Is behind in satisfactorily completing coursework or obtaining credits for graduation;
- Is pregnant or a parent;
- Has been assessed as chemically dependent;
- Has been excluded or expelled;
- Is a victim of physical or sexual abuse;
- Has experienced mental health problems;
- Has experienced homelessness in the past six months;
- Speaks english as a second language or is an english learner;
- Has withdrawn from school or is chronically truant;

Alternative Education
Red River Area Learning Center Separate Site Program

The mission of the Red River Area Learning Center is to engage
students in the learning process, prepare them to meet the same
challenging standards of grade mates, and to provide them with a
solid background for meeting college and career aspirations beyond high school.

Enrollment information for the Separate Site Program includes the following:

- 425 students were served by the Red River ALC secondary programs from
  July 1, 2013 - June 30, 2014.
- 101 students were enrolled in the separate site program on October 1, 2014 on a
  full time or part time basis.
- 83 students were enrolled in classes on an hourly basis at the separate site
  program on October 1, 2014.

Questions?

Accent on Excellence