

Moorhead High School

Professional Learning Community (PLC)
Block schedule (very positive for certain classes, i.e. hands on activity based)
More co-teaching/more inclusion of special education
Test scores up
Parents/students have more access to grades
9th grade wing student/teacher relationship
Added technology
Building growth and cosmetics, remodeling
Food program better
Enrollment increases
More collaboration time for staff
Better placement of 8th graders in both special and regular education
Detention and ISS working well
Excel program
Fieldhouse
Follow up with staff development days
Improvement in our attendance policy
Increased course offerings
Large group detentions
MAP testing/interventions
More AP classes, less students leaving for Post-Secondary
More floor space to accommodate students
More options for students (electives, etc.)
New school
Principal visits
Strong transition for 9th graders to the High School
Student Assistance Team
Students aren't traveling as far across building (changing classrooms)
Transition between grades/schools equals student focused
Truancy being addressed
Using data to form goals

Red River Area Learning Center/ West Central Juvenile Center

8th Grade Excel
Building updates
CLP (Continual Learning Plan) Planning
Drug programs, Day treatment
Excel Communication
Improved school interactions (RRALC/ MHS/ Horizon)
MSUM and community partnership
MSUM projects - kids (RRALC) on campus
New buildings
NWEA testing
Parental and community involvement
Police liaison collaboration - Relationship building
PowerSchool - recording easier (parents and grades)
Professional Learning Communities
Reading Group Levels (MAP)
Say it Right Sheets for language at RRALC
School within a school
SS - Staff and Students - Experts

Student Assistance Meetings
Students - Excel Intervention
Summer School - Science Center Collaboration, MHS Staff
Technology - More computers
Uniform and focused staff development
Updated curriculum

Horizon Middle School

New facilities
Team time
House system in Middle School
Increased enrollment
Technology (team pages and PowerSchool)
PLC's after school reading strategies
Better integration of special learner groups
Communication with parents
Expectations per team
Extracurricular activities
Healthier lunches
Housing development to increase student population
Incredible focus and flexibility of curriculum
PE spaces
Raise reading and math
Science/Therapy RM's excellent
Staff development choices/input good

Robert Asp

Asking for feedback
Community growth
New building
Technology
Building projects (new schools)
Deliberate about curriculum goals
Increased enrollment
Learning/collaboration attempts teaming
MAPS
Rooms for specialists
Staff development opportunities

Ellen Hopkins

Collaboration
Neighborhoods
New schools/remodeled
Study groups
Technology (LCD, computers, etc.)
Core Curriculum Committee
Reading and math coaches
Guided reading libraries
New technology
Responsive classroom
A more efficient before school and lunch routine

Aligned curriculum
Art, music, PE programs are excellent
Better access to curriculum materials for special education
Collaboration for English speaking classrooms
Common assessments
EXCEL
Focus on student achievement
Growth in district
Having requests met for Phy Ed needs
Literacy Collaborative
Location of nurse's offices near office/social services is beneficial
MAP assessments: data you can use/guides instruction
More kids equal more money
New reading curriculum
PEP
Plentiful parking
Professional development improved
Referendum and vision of district's future
Research based instruction
Student Support Team
Structured collaboration
Unified testing in curriculum

SG Reinertsen

Applicable professional development
Collaboration time
Community spaces
EXCEL after-school program
Focus on collaboration/PLC
Growing enrollment
Keep library classroom
Made AYP
MAP testing
Music, Art and PE in one space (Music and PE everyday)
New schools
Organize data and analyzing
Transition to new computer tech
Ideas to Move Forward
Neighborhood concept
Collaboration time/support (time during day)
Relationship building (students, staff)
Increase equity for collaboration time among groups (LSS, paras)
Space issues within building
New schools built/remodeled
Student growth
LCD/technology
Building collegial relationships improving within grade level
Neighborhood concept
Collaboration time/support
Relationship building

Adult Basic Education

Federal testing
K-12 connection
Referendum
School growth
Technology - more computers and time on computers for students

Early Childhood

Development of pods/houses
Early Learning center development
EIS has more space than had at FSC
Facilitator
Increased collaboration
Job consolidation
More computers and communication
New schools
New staff development has increased learning
Playground equipment
Same programs across buildings
Teachers work as teams

Food Service

Keep children growing and learning with computers and other equipment
The attempt to become more up to date and computerized
New schools and newly remodeled schools
Listening to student input
Staff able to use facilities - walking track, etc
Choices for students - meals a la carte

Probstfield

Technology - improvements for the better
Increase test scores
Staff development and better focus
Small learning communities
Community access to buildings
Pods and houses for Middle School and 9th graders
Residential growth
NCLB - highly qualified teachers
New schools/ remodeling and referendum
Block scheduling
Spanish Immersion

Moorhead High School

Enrollment growth
Block scheduling (better relationships with students)
Staff workroom in humanities building camaraderie
9th Grade teacher interaction with the rest of their department
Bad MCAs forced a focus on classroom education
Co-teaching creates an awareness of different job roles
Hectic Wed. schedule with early morning sessions w/PLCs and ALTs same day
High School students like Moorhead High
Housing
Increase use of computer labs
Interest/attention to district (more people involved)
Many diverse cultures moving to Moorhead - Global culture focus
Math and science connection
Moorhead High pride-new schools
More flexibility in scheduling
More males in Special Education
More parent/student responsibility for grades
New/young teachers hired
PLC (more planning time)
PowerSchool's availability on-line
Special Education number team-taught sections
Support staff (office not as busy, fewer tardies and unexcused)
Teachers are meeting the needs of all students

Red River Area Learning Center/ West Central Juvenile Center

Art program for students (RRALC, WCRJC)
CLP (Continual Learning Plan) and collaboration follows into day (student)
CLP (Continual Learning Plan) consulting over everything carries into lunch
Community involvement
Community service choices
Excel - collaboration
More focused on reading and quality
MSUM - RRALC Great interaction and peer review

MSUM - RRALC Partnership has developed and expanded to include several projects
MSUM - Tech connections, community exposure
Parent Nights (RRALC)
Positive involvement with drug agencies
Say it Right Sheets - Positive collaboration with outside agencies
SS - improved our program
Staff changes - positive additions, ie. teachers, custodian, etc.
Student choice - alternative programs

Summer School - improved planning, materials. Improved interaction with all staff.

Horizon Middle School

6th grade recruiting opportunities
Ability to comply with online testing required by the state
Beautiful building (not equipped well)
Behavior and morale up

Communication per team
Emphasis on reading and math across curriculum
Enrollment up
Fewer students in hallway at one time in-between classes
Help available for students
Increased student diversity
NCLB - Math coach
NCLB - good, but lack of appropriate funding
NCLB - great emphasis on curriculum
Strong leadership from faculty
Support of house teachers in parent meetings
Teaching to test
Team planning without paras
Using our facility for outside uses
Visitors check in at office

Robert Asp

Better city image
Brought in a diverse population
Cultural diversity
Each building is unique
Growing faster
Increased technology
Increased understanding of other roles
Learning new ways of doing things
Meeting new people with new ideas

Ellen Hopkins

Acoustics
Assessment data
Building changes forced collaboration
Building culture improving
Collaboration
Decisions made by committees
Equality among elementary schools
Great lounge
Looking at best practices
More staff development

SG Reinertsen

Growing businesses
Growing culture
MAP testing
Quicker growth of population because of new schools
Staff changes - getting to know new professionals

Adult Basic Education

NCLB
Moorhead population increased
More grant writing
People learning to create new internet sites for lesson sharing

Early Childhood

Administration is not so scary now that we know them
Central administration sees us and hears us
Increased student enrollment
Keeping Probstfield as recognized name
More grant writing happening
More programs being developed
New relationships among staff
Some competition among houses and good way for fundraisers

Probstfield

Cooperation of staff after budget cuts
Care and maintenance of buildings
Awareness of security in buildings due to national incidents
Community support
Excellence in unexpected areas
Fine arts is best in community
Growth in enrollment
Increased enrollment (this year)
Shift to data driven decision making

Less than Positive/ Intended

January 19, 2007

Moorhead High School

Block Scheduling (scheduling conflicts, unused hours in day)
9th grade wing - social isolation (students and staff)
Too many kids wandering the halls
Large class sizes, less material covered
Open schedules - free periods 9-12
9th Grade students are not maturing both socially and academically
Added pressure to change teaching style due to block scheduling
Attendance Policy - no follow through (backbone)
Class interrupted by students looking for instructor (changing classrooms)
Core areas over-crowded class sizes - electives being cut for lack of students
Co-taught classes as a dumping ground with high percentage of IEPs
Decreased attendance at conferences
Disruption of school day schedule (Wednesday)
Dropped remedial programs - AOM Math, after school BST prep
Electives being squeezed
Elective teacher taken away from their dept. to supervise students due to PLC
Electives get no (ALT) Assisted Learning Time
Filthy building - kids don't respect it
Hard to have computer time for grades, e-mail, etc.
Having PLC on same day as 7:10 meeting - no time to prep for day
ILT (Individual Learning Time) - core teachers have an extra prep while elective teachers babysit. Core teachers have make-up work done within their teaching day while elective teachers are forced to stay before and after school.
Inclusion of special services (i.e. speech, OT) in classroom setting
Increase fee for towing
ISS - Detention/Attendance
Jammed Library on Wednesday morning
Larger schools - multiple floors (safety concerns)
Less communication between departments
Less money for attending conferences and workshops
Locker bays
Longer school day equals staff camaraderie
Lost study (ILT) time for elective areas due to PLC
Lunch area bigger - students don't use it
MAP testing takes time away from class and is difficult to schedule
More busing
More restricted Web sites
Narrow perspective of "teaching to the test" student might "miss out"
Need for technology equipment update in wood shop
Neighborhoods will decay
No time after school
No time or funding for new courses
No time to train staff in new technology
Regular Ed and Special Ed staff conflicts with IEP meetings
Safety issues in commons area
School start/end times (time available to meet with students)
Special education children feel singled out from peers
Special education shifted to rooms that fit up to 8 (some classes have 12)
Staff development not applicable to the valued staff (message to our students "Only cores really matter")
Still not enough space

Less than Positive/ Intended

January 19, 2007

Student work files are becoming non transferring within the classroom
Students complain about late lunch
Students taking more core classes than required
Technology is too tightly controlled
Testing, testing, testing
Too much open time
Unclear expectations about how homeroom is kept
What are expectations of special education students in regular education classes

Red River Area Learning Center/ West Central Juvenile Center

6th grade curriculum is ambiguous - elementary or middle level?
7th/8th grade ending up RRALC - Bella without supports in place
Area growth may be too fast
DARE - students - results are poor
In-service (1/15) - Hispanics - RRALC bashed. Racism promoted. Not productive
Limited staff development choices for teachers and staff
Non college vocational track missing
PowerSchool not always functioning
Parents think schools are too large. Don't feel as connected
Teachers feel less connected in district
Teacher input is missing in student assistance meetings
Technology - not enough computers available for classrooms
Transportation - reorganization - kids on bus for a long time

Horizon Middle School

Exploratory/LSS/ELL "left out"
Building issues - result of design (bathroom issues/safety/air quality/locker bays)
Middle School Philosophy - Keep promise to community to: school-wide Web sites, have highly qualified teachers, have small class sizes
Larger class sizes (doesn't adequately provide for student/teacher needs)
Schedule - short class times (length of day)
Less teachers/counselors
No consequences related to zero tolerance
Reducing reading program
Too few principals
Disproportionate money spent on technology
Inadequate staffing for music
Lack of student study time during day
Less phy ed
Need more cameras - security
No interacting for Special Education
No study hall
Not enough time to plan
Not meeting needs of diversity of population
Paras not included in team planning
Too many different schedules
Too much testing

Less than Positive/ Intended

January 19, 2007

Robert Asp

1/2 day Kindergarten
Boundaries not equal
Class sizes too large
Climate control (no fresh air)
Communication (teachers to parents and district to parents)
Curriculum additional expectations
Cut back on teachers
Forced small learning communities
Implementing curriculum - Scott Foresman Reading and Everyday Math
Increased para load
Less cross community in our elementary
Loss of smaller community
Lunch and recess schedules
Neighborhood swing room concept
Overcrowding
Recess plan (takes too much time away from curriculum)
Staff reduction
Too many assessments

Ellen Hopkins

All day kindergarten not considered
All students should be outside in morning
Buildings are full
Block scheduling
Class sizes too large
Classroom space
Creative, spontaneity challenge
Data collection replaces teaching
Difficult to get special education services and Title
Funding not meeting mandates
Lack of neighborhood philosophy
Loss of scheduled Special Education time within the work day
Lunchroom is too restrictive
More curriculum/lack of time
Need for parent friendly entrances and places in each building
Need more paras in classrooms
Neighborhoods have actually segregated staff and students
No natural light
Noise in halls and cafeteria
Not all technology delivered as promised
Not enough training in technology
Creative, spontaneity challenge
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Less than Positive/ Intended

January 19, 2007

Need more paras in classrooms
Neighborhood have actually segregated staff and students
No natural light
Noise in halls and cafeteria
Not all technology delivered as promised
Not enough training in technology
Over tested
Paras spread too thin
Parking lot safety
Reading Recovery not fully implemented in each building
School-wide collaboration is lacking
Student placement (personality conflicts)
Support staff doesn't grow with school size
Technological overload
Threw away resources that were in good condition
Time to give and reflect on assessments
Too many initiatives; lose strength
Too much testing
Underdeveloped neighborhoods

SG Reinertsen

Building problems (bathrooms, lockers, library)
Class size increased
Congestion in hallways near lunchroom
Need smaller class sizes
Network infrastructure during construction
No planning time for paras, also no common prep
No Title funds at SGR
Open media center
Professional development (not applicable)

Things to Leave Behind:

Design of building

Issues to Address:

More staff needed for large building (custodians, secretaries, paras, admin)

Needs to Change:

Small PTAC
Lack of time for staff to get to know each other
Lack of building discipline in and out
Parent Involvement (lack of)
Adequate bathrooms: staff and students
Class size high - full schools

Adult Basic Education

Technology: limited access, machine problems

Non-traditional education settings excluded from information about school-wide Web sites
Too much testing causing stress

Less than Positive/ Intended

January 19, 2007

Early Childhood

Block scheduling at High School
EIS needs more space
EIS/ECFE secretary reduced from 1.5 to 1FTE
Handicap accessible for children (no button)
Job consolidation creates larger responsibility
Large class size
More kids than time
No flashing lights for school site
Parents have to meet with whole teams (feels intimidating)
Parking issues at Probstfield
Playground
Probstfield building not parent friendly
Separate Head Start not part of Early Learning Center
Sharing space and materials
Some ECFE classrooms never see children with disabilities
Staff development hard to keep up with in technology
Still more kids in self contained classrooms
Teacher teams in competition - inconsistencies across pods
When technology is down, we're stalled

Food Service

Moorhead Schools are doing fine
The students are not being responsible for their actions - picking up their own garbage (on tables), if they get caught not paying for an a la carte item, they don't receive what I feel is an appropriate punishment and parking where they should not.
Block Scheduling
Late start on Wednesdays
High School late start
Block scheduling

Probstfield

Salary caps
Budget cuts/lay offs
Building schools
Buildings not energy efficient
Closing of neighborhood schools
Differences in percentage of raises between top and bottom
Lack of space - Probstfield
Lack of transportation for Spanish Immersion
Larger schools/fuller classrooms
Layoff of teachers
Leadership in some areas is weak
NCLB mechanics

**Less than
Positive/ Unintended**

January 19, 2007

Moorhead High School

Block schedule (scheduling problems, late lunch, class sizes didn't get smaller)
Funding for new classes and curriculum writing during text adoption
Less camaraderie among teachers
Uncleanliness, dirty, filthy locker bays
Class size
Administrator isolation
Boundary disagreements
Falling behind in class - missing class
Focus on chemical/substance abuse by students
Good safety websites are being blocked by the district
Increase in higher needs students
Kids and families in crisis in our community
Less parental ownership and involvement
Less personal contact with parents
Many technical problems are induced by the technicians
Media coverage
More teachers needed for students to be able to be in a class instead of free hrs.
Needs for flexible schedules
New schools are now becoming overcrowded and will bust.
New teachers get "hardest" students and not much training/support
Not enough emphasis on foreign language
Not enough library/computer space
Placement of ESL students who do not speak English into regular classes after MN law changed to deny English credit for ESL classes.
Positive public relations for ISD 152
Retention policy (students have been passed along in their grades and in 9th grade everything counts (Excel class is full with failed 8th graders instead of identified 9th graders)
RRALC has evolved into "dumping ground" for students that teachers don't know what to do with - especially Hispanic students
Security problems
Segregation of special education students due to lunch schedule
Some staff never meet each other
Staff development should be differential and sequential
Star Rating system awful
State funding
Support staff not included in PLC collaboration time
Support staff responsibilities
Teacher workload (multiple preps)
Technology
Too much emphasis on achievement, less on relationship
Too much time and effort placed on paperwork (especially special education)
Travelers feel excluded
World language cut in grade school

Less than Positive/ Unintended

January 19, 2007

Red River Area Learning Center/ West Central Juvenile Center

Agency involved (self-help - students) needs to be improved in our district

Alternative education - more isolated

Increased enrollment (RRALC) 7/8 grade students at site (inappropriate)

Larger classes

Less special need students - cut in teaching staff. Need more teachers

Need more time - NWEA - lots of effort, but we don't use the data

Push graduation requirements - increase drop out rate. Scare kids off. Set bar so high that not call can achieve them, i.e. Language requirement. Non college track is ignored.

Standards - less teacher creativity

Students feel policed (RRALC)

Transportation - kids on bus too long, too early

Watered down classes

Horizon Middle School

Fewer teachers/bigger class size

Lack of school spirit/community/collegiality (caring for bldg)

Communication per department and outside of houses

Schedule times - different in house

Technology driven by testing not in best interest of teachers

Added 100 new students, but did not add FTEs

Air quality

Cohesiveness as a school

Course offerings being cut

Discipline issues

Exclusion of exploratory and non-team staff

Exploratory teacher isolation

Frozen funding

Green space is unusable

Lack of administrative support

Lack of programs to meet NCLB

Less 6th grade opportunities

Loss of large performing groups

Missed AYP

Name of school does not identify community

Need for more intramurals

No upkeep on building blemishes (paint)

Not enough data analysis of tests (availability to teachers)

Not enough room for small groups (for time out)

Physical movement of students - 5th core in other houses

Poor building design (lights, heating, cooling, air quality)

Quality of materials used (doors, pencil sharpeners, light switches)

Supplies are cheap - low bid not always best

Takes away from curriculum/student needs

Teachers teaching in areas they are not highly qualified for

Too few counselors

***Less than
Positive/ Unintended***

January 19, 2007

Robert Asp

Too much testing
Boundary disagreements
Did not meet AYP
Elementary physical room size
Feeling of isolation
I don't know the new staff who are not in my department
Increased work load due to more pres, PLC duties, etc.
Lack of support staff (custodians, etc.)
Large class sizes
Large school safety
Loss of curriculum choices
Loss of instruction time (recess and assessment)
Media coverage
Move to schools hindered working relationships: staff/students
NCLB negative effects, no time
Needs for flexible schedules
No room for growth in building
Not enough emphasis on foreign language
Outgrowing schools
Paperwork
Parents are not engaged
Social emotional needs of all students
Staff reductions
Star Rating system awful
State funding
Support staff responsibilities
Technology

Ellen Hopkins

Large class sizes
Running out of needed space
Stress on staff with many changes in short time span
Stress on students with larger schools
Boundaries changed - more ELL students than capacity to serve
Dismissal times
Lack of instructional time due to testing
Locker positions too small
Longer eating time (30 min)
Need climate control
Need file cabinets
No all day kindergarten
Noisy lunch room
Not enough playground equipment
Not enough support staff/paras/special education/nurse staff
Not recycling
Not wheel-chair friendly
Out of pocket expenses for teachers
School lunch schedule (need to move and talk)
Schools are not equal
Shortage of basic materials
Swing rooms gone

Less than Positive/ Unintended

January 19, 2007

Throwing away so many items during the move, why wasn't it auctioned or donated?

Title funding decrease

Too many meetings and committees

Too much focus on assessments

Too much testing

Unfinished spaces

Weekend use of school is uncontrolled

SG Reinertsen

Boundaries may need to change sooner as growth happened faster

Building too big for staff camaraderie (too many lounges)

Budget cuts (tech. aging computers)

Full schools/building design/large class sizes

Need assistant principal (discipline issues)

No help for low students who don't qualify

Not enough maintenance staff for upkeep

Over 800 students is too much for one administrator

Student behavior - lack of respect

Traffic around schools

Adult Basic Education

Crowded classrooms

Crowded parking lots

Funding freeze

Lack of supplies

Misrepresentation and misinformation (re: staff positions)

Early Childhood

Admin overloaded

Bigger case loads

Families don't all have technology access

Funding cuts at Social Services and other agencies

Horizon staff too large

Lack of space

Need for more inclusive sites

No social worker/nurse/mental health at Probstfield

Overload of special education kids in Head Start and ECFE

School boundary issues

We're considered an off site, not a school building site

Food Service

Not having stricter visitor control - doors not locked and no training for emergencies.

Having expensive TVs, etc., when the plumbing and heating - cooling don't work well.

I feel that NCLB is a detriment to the teaching and well being of the children. I know it is a government mandate, but it hurts those that do well in school by not challenging them in their curriculum and tying the hand of all teachers.

Lunchroom messes

***Less than
Positive/ Unintended***

January 19, 2007

Probstfield

Probstfield intermingling with other buildings
Higher class sizes
Enrollment decline
Funding freeze
Large class size
Legislative constraints
Lower state funding
NCLB high stakes testing
Negative media
Not enough positive reinforcement of support staff
Teacher layoffs
Us versus them mentally (admin not seen in buildings)