



# Robbinsdale Area Schools School Board Meeting Agenda

Monday, June 2, 2014 at 6:15 PM

Work Session

Education Service Center Boardroom, 4148 Winnetka Avenue North,  
New Hope, Minnesota

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| 1. Program Evaluation                   | 2  |
| Presenter: Lori Simon and Cheryl Videen |    |
| 2. Student Handbook Revisions           | 16 |
| Presenter: Mike Favor                   |    |
| 3. Other                                |    |



MEMO

DATE: June 2, 2014

TO: Members of the School Board  
Aldo Sicoli, Superintendent of Schools

FROM: Lori Simon, Executive Director of Academics and Elementary Schools

RE: Program Evaluation Update

The board will hear an overview of the work being done to evaluate several program areas. Program areas undergoing evaluation include:

2013-2014

- Middle School Redesign – Year 2
- Robbinsdale Middle School STEM
- National Urban Alliance (NUA)
- Personalized Learning 1.0: 5<sup>th</sup> Grade One to One Chromebooks
- Great Start

2014-2015

- Achievement and Integration
- Personalized Learning 2.0: Middle School
- NUA – Year 2
- Personalized Learning 2.0: 5<sup>th</sup> Grade – Year 2
- Great Start – Year 2

The presenters will be Lori Simon, Executive Director of Academics and Elementary Schools; and Dr. Cheryl Videen, Program Director for Research, Evaluation, and Assessment.

Program Evaluation

# Robbinsdale Area Schools

# Program Evaluation

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## 2013-14

- Middle School Redesign – Year 2
- RMS STEM
- NUA
- Personalize Learning 1.0: 5<sup>th</sup> Grade One to One Chromebooks
- Great Start

## 2014-15

- Achievement and Integration
- Personalized Learning 2.0: Middle School
- NUA – Year 2
- Personalize Learning 1.0: 5<sup>th</sup> Grade – Year 2
- Great Start – Year 2

# Middle School Redesign – Year 2

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- To what extent is innovative best practice instruction employed in the classroom? (reading and math)
- To what extent are students positive about extension classes?
- To what extent are students performing academically?
  - MAP growth
  - MCA achievement

# Robbinsdale Middle School STEM

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- Change in perceptions of teachers' knowledge level and preparedness to apply skills discussed during professional learning at the Science Museum of Minnesota.
- To what extent are students performing academically?
  - MAP growth
  - MCA achievement

# NUA: National Urban Alliance

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Document early implementation and impact of NUA principles

- Nature of involvement
- Barriers and supports
- Changes in teaching and student learning with regard to NUA Pedagogy of Confidence and related High Operational Practices.

Data collection methods:

- Principal and Teacher Coach Interviews
- Teacher Surveys
- Early impact on student achievement (MAP growth for participating teachers)

# Personalized Learning 1.0

## 5<sup>th</sup> Grade One to One Chromebooks

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**Program goal: Improve students learning and engagement by personalizing learning using a 1:1 device.**

❖ Does access to a primary computing platform increase achievement in:

### **writing**

- Has student composition improved?
- Are students writing routinely?
- Do students have basic keyboarding skills?

### **information and technology literacy**

- Are 5th grade students information and technology literate?
- Did teachers assign topics covered in training on regular basis?

### **Comprehending informational texts**

- Have students accessed ebooks and used note-taking technologies?

# Personalized Learning 1.0

## 5<sup>th</sup> Grade One to One Chromebooks

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- ❖ Does taking the device home affect these learning areas?
  - How are Chromebooks being used at home?
  - What do teachers, parents, students believe about the effect of home use on student learning?

# Great Start

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## **Program Goal 1: Academic Achievement: Students will be academically ready for kindergarten**

- Are **literacy skills** of program participants substantially higher than students who did not participate in a pre-school program?
- To what extent are student scores in the areas of **Language and Literacy** improving from fall to spring?
- To what extent are student scores in the area of **Emergent Writing** improving from fall to spring?

### Data:

- Fall and Spring District Early Childhood Assessments (setting baseline)
- Fall of Kindergarten – FAST: Program vs. Comparison Group

# Great Start

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**Program Goal 1: Academic Achievement: Students will be academically ready for kindergarten**

- Are **number sense skills** of program participants substantially higher than students who did not participate in a pre-school program?
- To what extent are student scores in the areas of **Mathematical Thinking** improving from fall to spring?

Data:

- Fall and Spring District Early Childhood Assessments (setting baseline)
- Fall of Kindergarten – District Math Benchmark Assessment: Program vs. Comparison Group

# Great Start

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**Program Goal 2: Personal and Social Development: Students personal/social development that are appropriate for kindergarten.**

- To what extent are student scores in the areas of **Personal and Social Development** improving from fall to spring?

Data:

- Fall and Spring District Early Childhood Assessments (setting baseline)

# Great Start

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**Program Goal 3: Parent Satisfaction Goal: Parents feel their students are benefitting from Great Start program**

- How likely are parents to refer others to the Great Start program?
- To what extent do parents feel their child is better prepared for their next school experience?
- To what extent do parents feel that their child's Great Start classroom provided a safe, welcoming and caring environment?
- Data Collection methods: Parent surveys – fall and spring

# Achievement and Intergration

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## Developing Evaluation Plan for 2014-15

# Personalized Learning 2.0

## Middle School

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### Developing Evaluation Plan for 2014-15

**Program Goal: *Increase student achievement by increasing student ownership of his or her learning.***

- ❖ Accelerating learning for all students by setting and monitoring progress toward learning goals.
- ❖ Sending and receiving rapid cycle feedback: student-to-student, student-to-teacher, teacher-to-student.
- ❖ Making learning relevant by connecting content and skill to a student's culture and prior life experiences.



MEMO

DATE: June 2, 2014

TO: Members of the School Board  
Aldo Sicoli, Superintendent of Schools

FROM: Michael Favor, Executive Director of Student Services and Secondary Schools

RE: Student Handbook Revisions

The board will hear several recommended revisions for the 2014-15 Student Behavior Handbook. Recommendations have been made based on administrator feedback, in response to new state legislation, and in an effort to clarify district policies, procedures, and behavior expectations for students and parents. The Safe and Supportive Minnesota Schools Act model policy is expected to be released in June 2014, at which time the district will examine and revise its current bullying policy according to state guidelines.

The presenter will be Michael Favor, Executive Director of Student Services and Secondary Schools.

# STUDENT HANDBOOK REVISIONS

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School Board Work Session  
Monday, June 2, 2014

# Add “Online Learning Environments” to Behavior Expectation Matrix

	<b>Belong</b>	<b>Empathize</b>	<b>Achieve</b>	<b>Respect</b>
Online Learning Environments	Participate in discussions THINK before you post ( <b>T</b> True, <b>H</b> Helpful, <b>I</b> Inspiring, <b>N</b> Necessary, <b>K</b> Kind)	Communicate clearly Help others by showing what you know	Use technology for learning purposes Avoid online distractions to learning	Use strong passwords Only use your login Honor the creativity of others

# Add “Online Learning Environments” to Behavior Expectation Matrix

	Online Learning Environments
BE RESPECTFUL	<ul style="list-style-type: none"><li>• Use strong passwords</li><li>• Only use your login</li><li>• Honor the creativity of others</li></ul>
ENGAGE IN LEARNING	<ul style="list-style-type: none"><li>• Use technology for learning purposes</li><li>• Avoid online distractions to learning</li></ul>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>• Use school appropriate websites</li><li>• Participate in discussions</li><li>• THINK before you post (<b>T</b>True, <b>H</b>elpful, <b>I</b>nspiring, <b>N</b>ecessary, <b>K</b>ind)</li></ul>
ALWAYS APPLY EMPATHY	<ul style="list-style-type: none"><li>• Be a positive influence</li><li>• Help others find and use resources</li><li>• Communicate clearly and positively</li></ul>

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# Align Transportation Consequences More Closely with Building Consequences

- Consequences for the same incident differed depending on whether the incident occurred on the bus or in the building, which confused families.
- Revise note to read as follows
  - *Note: A severe occurrence of any infraction may be treated as an infraction at a higher level according to the standards of student behavior.*

# Safe and Supportive Minnesota Schools Act Model Policy

- State model policy released on May 29, 2014
- We will examine and revise our current bullying policy according to state guidelines.