

Lynd Public School

Lynd, Minnesota - Home of the Panthers - K-8



School District 415

ANNUAL REPORT

ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT

2008-2009 SCHOOL YEAR

Superintendent: Bruce Houck & Principal: Jason Swenson



Home of the Panthers!



About this report...

The 2008-2009 *Annual Report on Curriculum, Instruction, and Student Achievement* is prepared by the District 415 Staff Development Committee to inform residents about developments in curriculum, instructional practices and student learning throughout the district.

The report is reviewed and approved by the School Board. A copy of this state-required report is available on the district website at www.lyndschoool.org.

This report contains the following information and more from the 2008-2009 school year:

- Advisory/Staff Development Committee
- District 415 School Board Members & Mission/Vision Statements
- Student Achievement Goals
- State and Local Testing
- Results of State Assessments
- School Improvement Plan (Including Staff Development Goals)
- District Progress toward Goals/Improvement Plan
- Revenue Allocated



The 2008-2009 *Annual Report on Curriculum, Instruction and Student Achievement* was approved by the District 415 School Board on September 14, 2009.

Advisory/Staff Development Committee

Thank you to the following staff for their dedicated service on the District 415 Staff Development Committee/Curriculum and Instruction Advisory Council during the 2008-2009 School Year:

Committee Members

Jason Swenson	Administrator
Laurie VanOverbeke	Teacher
Connie Demers	Teacher
Cheryl Allen	Teacher
Roshawn Sook	Teacher
Jennifer Mahan-Deitte	Facilitator

Due to the size of Lynd's staff and student body (we service grades K-8), the term that each member serves lasts for one year. If a member chooses to step down, notification of said intentions will be made to the committee's facilitator no later than April 1 of the final year of service. Parents, board members, community representatives, and students are all encouraged to serve on the Staff Development Committee. Any interest should be directed to the school's current Principal: Jason Swenson.

District 415 School Board Members, Mission and Vision Statements

Michelle Williams
Randy Kor
Crystal Pochardt
Diane Miller
Mike Pochardt
Amy Korman

DISTRICT 415 MISSION STATEMENT

Lynd Public School has a safe, educational environment and high-quality, individualized curriculum which is the foundation that promotes student success and prepares students to become life-long learners.

DISTRICT 415 VISION STATEMENT

Being a leader in curriculum and technology will enable Lynd Public School to be a regional school of choice.

Student Achievement Goals for Meeting State Academic Standards 2008-2009

In 2008, Lynd Public School had two groups not make AYP (Adequate Yearly Progress) in Math: Hispanic and LEP (Limited English Proficiency). Our district student goals, therefore, addressed those needs:

Goal #1: The ELL population within the Lynd Public School District will make AYP by meeting its Target Index Rate for 2009 in Math upon completing the MCA IIs.

Goal #2: The LEP population within the Lynd Public School District will make AYP by meeting its Target Index Rate for 2009 in Math upon completing the MCA IIs.

Goal #3: The entire student body (grades 3-8) within the Lynd Public School District will continue to make AYP by meeting or exceeding its Target Index Rate for 2009 in Math and Reading upon completing the MCA IIs.

State and Local Testing

District 415 uses a variety of tests to measure student achievement and performance to determine student ability and evaluate curriculum. The following is a descriptive list of the tests used at Lynd Public School:

- **AIMSweb** This Math and Reading test is administered one-on-one, and occasionally to a whole class, using paper and pencil. AIMSweb is a progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention.
- **MCA IIs (Minnesota Comprehensive Assessments)** These Math, Reading, Writing, and Science tests are state-developed tests in Reading for grades 3-8 and 10, and Math for all students in grades 3-8 and 11. The MCA IIs are used to measure individual student achievement, and there are no passing score requirements. A student falls into one of 4 categories: D=Does not meet Proficiency; P=Partially meets Proficiency; M=Meets Proficiency; and E=Exceeds Proficiency. The Science test is administered to grades 5, 8 and High School.
- **STAR** This computerized reading test focuses on a student's ability to select appropriate vocabulary for completing a sentence or phrase. Once complete, a range for selecting Accelerated Reader books appropriate for independent reading is given to the child and parent.
- **DRA (Developmental Reading Assessment)** The *DRA2* for grades K-8 measures accuracy, fluency, and comprehension. Administered one-on-one with a trained teacher, this test allows for pinpointing a student's strengths and abilities as readers. It allows teachers to identify each child's instructional level for reading and select the appropriate text that will promote sustained reading that presents opportunities to practice good reading strategies.
- **TEAE (Test of Emerging Academic English)** The TEAE is designed to assess the progressing acquisition of academic English by students with limited English proficiency (LEP).
- **MTAS (Minnesota Test of Academic Skills)** The Minnesota Test of Academic Skills is Minnesota's new alternative assessment based on alternative achievement standards. The MTAS is part of the statewide assessment program designed to measure the extent to which students with significant cognitive disabilities are making progress in the general curriculum.

- **MTELL (Mathematics Test for English Language Learners)** The MTELL is a new series of online assessments that will serve as a bridge to the math MCA IIs for qualifying English Language Learners in grades 3-8 and 11.

Grade	Assessment	Subject Area	Dates
K-8	AIMSweb	Reading & Math	Fall/Winter/Spring
K-8	STAR - Accelerated Reader	Reading	Fall
K-4	DRA (Development Reading Assessment)	Reading	Fall/Spring
3-8	MCA IIs (Minnesota Comprehensive Assessments, Series II)	Reading & Math	Spring
3 & 7	MTAS (Minnesota Test of Academic Skills - Special Ed. Only)	Reading & Math	Spring
3-8	MTELL (Mathematics Test for English Language Learners)	Math	Spring
3-8	TEAE (Test of Emerging Academic English - ELL only)	Reading & Writing	Spring

Results of State Testing

2009 MCA IIs Reading Results % of students				
Grade	<u>D</u> State/District	<u>P</u> State/District	<u>M</u> State/District	<u>E</u> State/District
3	11.2 / 18.2	10.5 / 9.1	27.9 / 27.3	50.5 / 45.5
4	10.9 / 10	14.6 / 10	36.5 / 60	38.0 / 20
5	10.1 / 27.3	17.6 / 18.2	43.5 / 36.4	28.7 / 18.2
6	11.7 / 20	15.7 / 20	35.2 / 30	37.4 / 30
7	15.6 / 30.8	19.6 / 23.1	27.3 / 15.4	37.5 / 30.8
8	14.3 / 38.5	18.9 / 15.4	31.0 / 38.5	35.8 / 7.7

2009 MCA IIs Math Results % of students				
Grade	<u>D</u> State/District	<u>P</u> State/District	<u>M</u> State/District	<u>E</u> State/District
3	4.2 / 0	13.7 / 0	43.9 / 83.3	38.2 / 16.6
4	8.0 / 0	17.1 / 0	44.6 / 16.6	30.2 / 83.3
5	14.3 / 14.28	20.3 / 28.57	35.2 / 57.14	30.3 / 0
6	15.2 / 0	21.0 / 16.7	42.2 / 50	21.5 / 33.3
7	15.9 / 0	21.5 / 0	41.7 / 100	20.9 / 0
8	18.3 / 12.5	22.0 / 25	38.4 / 50	21.2 / 12.5

Test Comparisons to Last Year

MCA II Reading Proficiency	
Grade	2008 / 2009
3	83% / 73%
4	55% / 80%
5	73% / 55%
6	64% / 60%
7	33% / 46%
8	63% / 46%

MCA II Math Proficiency	
Grade	2008 / 2009
3	89% / 100%
4	100% / 100%
5	70% / 57%
6	86% / 83%
7	44% / 100%
8	67% / 63%

School Improvement Plan (Including Staff Development Goals)

School Improvement Plan:

- 1. In keeping with the Federal government's NCLB (No Child Left Behind Act), the following Growth Index has been created for the upcoming school years for Lynd Public School to ensure 100% proficiency on the Minnesota Comprehensive Assessments by 2014:**

Growth Index for Students Meeting or Exceeding Proficiency on State Mandated Tests

Math	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
3	100%	100%	100%	100%	100%	100%
4	100%	100%	100%	100%	100%	100%
5	57%	67%	77%	87%	97%	100%
6	83%	88%	93%	98%	100%	100%
7	100%	100%	100%	100%	100%	100%
8	100%	100%	100%	100%	100%	100%

Reading	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
3	73%	79%	85%	91%	97%	100%
4	80%	85%	90%	95%	100%	100%
5	55%	65%	75%	85%	95%	100%
6	60%	68%	74%	82%	90%	100%
7	46%	57%	68%	79%	90%	100%
8	46%	57%	68%	79%	90%	100%

2. Staff Development Goals:

Goal #1: Through PLCs (Professional Learning Communities), 100% of the staff will become more fluent in the understanding of Guided Reading, Building Background Knowledge, and RtI. Hand-selected books will provide the information necessary to understand, implement, and maintain these strategies/programs for this year and beyond.

Goal #2: Teachers instructing grades 6-8 in Math will participate in the MSTA (Math

and Science Teachers' Academy) wherein they will learn new strategies for problem-solving math, create lessons with colleagues allowing for time to study the effects of their planning, and become more familiar with the Minnesota State Standards that should (along with differentiated lessons) be driving instruction.

Goal #3: Using the SIOP model, teachers will begin creating differentiated lessons as they co-teach various subject areas keeping the focus on improving student language usage through writing effective Content and Language Objectives.

3. Professional Development during the 2008-2009 school year included attending the Southwest/West Central Service Cooperative's Annual Teaching and Learning Conference, PLCs run throughout the year on a monthly basis, training on Curriculum Mapping and Guided Reading. Each continues to be the focus of collaborative meetings between staff and administration. Sustained work with Guided Reading and Curriculum Mapping are still being evaluated during each team meeting. Student Achievement/Data was and will remain the focus of decisions made during this PLC time.
4. As a continued effort to improve student achievement, Lynd Public School has created ample opportunities for parents to become involved with their student's learning and progress. Open House, parent/teacher conferences, maintaining a Home & School Connection newsletter, and keeping the school's website up to date were a few of those avenues for parents to access a better connections with their children's school and teachers.

District Progress toward Goals/Improvement Plan

Staff Development Goals Summary/Achievement:

Goal #1: The entire teaching staff within the Lynd Public School district did participate in year-round / monthly PLCs (Professional Learning Communities). Jason Swenson led book selection, set timelines for completing assigned reading, created probing questions that all groups used to lead discussions during PLC time. Collaboration and the reading of professional documents will continue to be practiced during the 2009-2010 school year.

Goal #2: There were 3 teachers that participated in the MSTA (Math and Science Teacher’s Academy) during the 2008-2009 school year. Throughout this experience, the participants were trained in researched based problem – solving strategies to implement into math instruction, designed collaborative lessons for study and observation by their peers, and discussed assigned literature during their PLC time. Lynd teachers will again participate in the 2009-2010 MSTP (Math and Science Teacher’s Partnership).

Goal #3: There were teachers that participated in designing SIOP lessons while co-teaching during Math and Reading. This allowed for differentiated instruction, especially for those students that were English Language Learners. Specific academic needs were met, but more importantly, a differentiated curriculum was provided to students that required a more robust practice of the English language during lessons without compromising core/grade-level content instruction. Confidence increased and positive results with local testing were documented.

Revenue (Amount and Type Attributed for Staff Development)

Did your district vote to waive the reserve requirement?	N
Percentage of Staff Development Set Aside to be Waived	0.0%
Is your district in SOD?	N
Indicate the amount reserved:	2.00%
Did your district set aside 25% of the staff development revenue for Exemplary Grants?	Y
How many Exemplary Grants were awarded by the district?	1
Does your district participate in Q Comp?	N
Amount Q Comp funds used for Professional Development	\$0.00
Number of lead teachers receiving salary augmentation:	0
Total amount of Q Comp funds used for salary augmentation:	\$0.00
Is the district using part of the 2% set aside to support Q Comp?	N
What is the amount of money being set aside?	\$0.00
Did your district set aside any of the following NCLB funds for professional development?	N
Title I Part A funds for professional development (Does not include AYP set-asides)	\$0.00
Title I Part A district set-aside for districts identified as AYP Needs Improvement?	\$0.00
Title II Part A funds for professional development	\$0.00
Title II Part D (Technology) funds for professional development	\$0.00
Title III (ELL) funds for professional development?	\$0.00
Title V (Innovative Program) funds for professional development	\$0.00

An ongoing review process helps ensure that district curriculum remains current and effective.

The district's curriculum serves as a guide that helps teachers plan day-to-day instruction. The curriculum also provides a clear description of how each area of study is organized and how it connects with what is taught in other subject areas and classes. It is the single most important compass that points teachers in the direction they need to be heading for optimal student learning and achievement.

Each subject area is reviewed on a regular, rotating basis to help ensure the district's curriculum remains current and effective. The following process details our plan for reviewing all subject areas:

- **Research, Assemble and Analyze Data**
 - Data Mine the State Required test results to capture the effectiveness of the current curriculum
 - Curriculum Map the selected subject/content and align the skills to the Minnesota State Standards
 - Identify gaps, repetitions, and inconsistencies within the curriculum to create a consensus map of what should be taught throughout each grade level
- **Research and Planning**
 - Collect samples from publishing companies to peruse for compatibility with the mapped curriculum and state standards
 - Pilot various series in a diverse number of grade levels and student populations
 - Evaluate the series using a rubric to assess its effectiveness, technical support, engaging format and design
- **Plan and Purchase**
 - Purchases are placed following a collaborative review of piloted series
 - Plans are put into place for unpacking new materials, training with a company rep and continued mapping of specified subject to ensure the program is a good match for the districts maps
- **Implementation**
 - Staff adopting the new series teaches a complete year with the materials
 - Reviews are conducted as to the pacing, celebrations, concerns, etc. that have arisen (adjustments for the upcoming year should be recorded at this time)
- **Monitor and Adjust**
 - Collect data on student performance to make sure the curriculum frameworks are having a positive impact on student achievement
 - Team meetings allow for discussion/reflection on the series timing of content and its effectiveness
 - Adaptations for lesson development can be shared
- **Evaluation**
 - Formative, state, and local assessments are used to gauge the strength of the selected series

Through Curriculum Mapping in 2009-2010, the teachers at Lynd Public School will identify any gaps and/or repetitions within the content area of Science. Goals for the upcoming year will center on close examination of curriculum and successfully implementing Guided Reading.

Lynd Public School welcomes any feedback that you may have regarding this report or the work being done within District 415. Parent input is not only

encouraged, it is necessary for building a strong foundation for high achieving citizens. Students and families are the reason the school exists and continues to work toward the set mission and vision statements. Your opinions matter. Please direct questions and comments to either Jason Swenson or Bruce Houck.



Contact Us

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