

Prairie Seeds Academy -- District # 4126
Board of Director's Annual Meeting
2:45 PM at 6200 W Broadway Avenue North, Brooklyn Park, MN 55428
May 18, 2017 Minutes

Mission

Prairie Seeds Academy, in cooperation with families and community, provides leadership in rigorous education, to develop inquiring, knowledgeable and caring citizens who help create a better and more peaceful world through intercultural understanding and respect.

Board of Directors' Purpose

To provide leadership, set policy, and develop accountability practices that will ensure high student achievement.

Call to order: by Board Chair, Mindy Lomen at 2:35 p.m.

Role Call:

Present: Melanie Bradshaw, Jeff Culp, Sue Moua

Absent: Becky Buckley

I. Reports:

- Title Grant
 - How the grant works
 - Requirements of the grant

Jeanne Miller reports:

How grant works : PSA started out as a Targeted Assistance school. Every year a budget and narrative must be submitted by Sept. 1. The grant is updated yearly and submitted. It must be approved by state. The grant then has to be approved by the state of MN. Funds must be requested through special programs that access is limited to only those authorized access. Funding is dispersed as it is used. Meanwhile PSA is accountable for all federal \$\$ and meeting the criteria of the spending, the goals, and the narratives.
ESSA -attending training to know what is expected of the federal law

Requirements of the grant

The Elementary and Secondary Education Act (ESEA), currently authorized as the Every Student Succeeds Act (ESSA) of 2015, is federal legislation that promotes student achievement through school and district reform. ESSA requires each state to develop and implement a system for holding all districts and schools accountable for the education of students.

An educational targeted site can serve all students at PSA.

Schoolwide Program (SWP)

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards.

Title I - is for reading support

In general, a Title I school may operate as a schoolwide program only if a minimum of 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families.

While Title I targeted assistance programs provide educational services only to identified individual students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The

emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal.

Schoolwide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

A school must go through a year of planning to become a schoolwide program. The process begins when the building principal submits the Intent to Apply form to the Minnesota Department of Education. Many Minnesota schools have combined the School Improvement framework and the schoolwide model to focus on the redesign of instructional delivery for all students in a Title I school.

- Benefits of a schoolwide program include:
- Flexibility – combining resources, serving all students, redesigning the school and its services.
- Coordination and Integration – reduction in curricular and instructional fragmentation.
- Accountability – clear and coordinated; all students are responsible for achieving the same high standards.
- Unified Goals – schoolwide programs bring parents, the community and the school together to redesign and improve the school.
- Require- Budget with narrative is submitted by Sept 1 of each year.
- Funding must be used as designated in the budget
- Set aside if the school is not performing.
- Homeless portion within the grant. \$\$ are set aside to assist students who are homeless.

The Title II is for staff development

Program provides professional development funding to Local Education Agencies (LEAs) that is tied to research-based curriculum that impacts student achievement. These funds are intended to increase the academic achievement of students by improving teacher and principal quality. In particular, Title II funds are used to provide continuous, ongoing training that helps teachers better understand academic subjects and to learn new instructional strategies focused on improved student learning.

- Required: the staff development funded through this and/ or any other funding source is to be tracked for actual implementation in the classroom.

The focus of Title III, money may change because Title III may reading Title II

a component of the Elementary and Secondary Education Act (ESEA), is to help local education agencies (LEAs) ensure that English learners (ELs) and immigrant students attain English proficiency and meet the same challenging state standards required of all other students. To achieve this goal, districts that receive Title III funds must provide high-quality professional development activities to staff involved in the instruction of ELs, including elementary education, content, English as a Second Language (ESL), and Bilingual Education (BE) teachers and paraprofessionals. In addition, Title III funds may be used to enhance the language instruction education program (LIEP) already offered by the LEA. Supplementary activities funded by Title III must be grounded in scientifically based research on teaching EL and immigrant children and youth.

- Required: Letter of notification

➤ Description and explanation of the school's curriculum

(General Curriculum features – GRR and standards aligned, hands-on, highlight features. – post on website)

Secondary Math uses Pearson because it is rigorous, flexible and data driven.

Secondary Science utilizes texts that focus on real world application, followed up with classroom experiments.

High school science has Glenco interactive science and integrated science

Secondary ELA has purchased the HMH Collections curriculum which aligns to reading and writing benchmarks. It has a substantial amount of informational texts, digital resources, and cross curricular content.

Secondary EL using the National Geographic Edge and Inside textbooks which focus on content based instruction and literacy skill support. They

Humanities uses a combination of Holt and Glencoe, which feature analysis and comprehension based questions which support both the humanities standards and overall literacy.

- Elementary Reading uses the Lucy Calkins Reading Units of Study. It is aligned to the Common Core standards, and is in the process of being aligned to the MN state standards. We chose Lucy Calkins Reading Units of study because it moves students

through increasing levels of complex text and thinking in a collaborative environment, all while providing scaffolding for students and professional development for teachers. Added Lucy Clakins writing this year.

- K-12 Literacy intervention uses LLI
- Elementary Science uses FOSS kits. FOSS is an active, hands-on science curriculum with connections to literacy through big books and science journaling. More detailed information on all school-wide curriculum can be found on our school website.
- K-5 uses Math Expressions curriculum. It has been aligned to MN state math standards. We have been using Math Expressions for over 5 years and it has proven to be the most teacher & student friendly and compatible curriculum. It interweaves mathematics contents together and revisits them by building onto concepts throughout the curriculum to strengthen usability of math skills. Some highlights of this curriculum include the following:
- PSA using it for over 5 years and it is a very teacher friendly and student friendly for both users
 - Daily math practice & real-world application components
 - Ongoing assessments such as quizzes and unit tests
 - English Language learner techniques for added support
 - Intervention as well as extension activities for differentiation options.
 - Lesson plans that include whole group, small group and individual format activities
 - Home-connection information & homework connected to what is taught at school
 - Large variety of supplemental resource materials & manipulatives
 - Online access for technology-based teaching & learning

: K-5 Social Studies uses TCI Social Studies Alive curriculum. As K-5 students move through the curriculum, they learn about their world, family, community, beyond their community, regions of the country, and America's past

➤ Description of the Academic assessments used to measure student progress

(Assessment Matrices for Reading and Math – post on website)

- Detailed information on assessments given to K-12 students is located on our school website. Elementary reading uses formative assessments to check progress of students along each unit. At the end of each quarter, students are given a summative benchmark assessment based on the reading unit they studied. This assessment is tracked on a data document. Students' Reading Levels are assessed 3 times a year to monitor for growth and in order to allow teachers to match students with appropriate levels of books.
- Elementary math summative assessments are done by unit chapters. There is usually one pre-test given at the beginning of a unit; its purpose is to determine what students already know and what students still need to learn. This informs teacher planning on how to teach the unit better by meeting student needs. Additionally, formative assessments are given within a unit chapter in between every few lessons; the purpose of these quizzes is to monitor the progress that students are making in between lessons so that further support can be given within the lessons. Math assessments are tracked on a data document where the usage of the math curriculum is monitored. This helps inform needs or adjustments for next year and serves as a good discussion-base among teachers and coaches.
- Following up on both our reading and math curriculum assessments, we use the FAST assessment system for both content areas. FAST is taken 4 times a year). We have used this data to evaluate larger school-wide needs and student growth .
- All reading and math data from big scale assessments are compiled into a larger document (named our DATA WALL) where we will get a bigger picture of each of our students. This document helps us track students growth from year to year as they move to a new grade level. Some of the assessment scores on this document are the MCAs, FAST aReading & aMath, ASSESS NOW reading levels, and the Wida ACCESS scores.
- Secondary Math uses FAST 4 times a year and MCA proficiency and then to diagnose what content should be focused on in class.
- Secondary Math also created a benchmark based Comprehensive exam to guide instruction throughout the year.
- Students each quarter take benchmark assessments to assess their progress on the MN state reading standards. Formative assessments are also given in class. Akin to elementary, secondary takes the FAST aReading test 4 times a year. Data such as aReading scores, lexile levels, and MCA data are entered into a 6-10th grade spreadsheet and is shared with all secondary instructors.

➤ Ways for families to participate

Conferences, Events, Annual Meeting, Hmong New Year, volunteer, website, committee for Title
Home visits, library nights, concerts

Complete surveys to give us feedback on how we are doing
 Website
 Title needs parents volunteer for the Title Committee
 Need WBWF-input from our parents, share or help us improve on

- Special Education opportunity to participate with SEAC organization.

SEAC (pronounced “seek”) is a group that provides input on special education issues to its local school district. Its purpose is to advise and advocate, not to decide policy. Minnesota law requires each school district in the state to have a SEAC, although it does not specify how the groups should be organized or what duties they should perform. As a result, each SEAC may have a unique mission and structure.

Why is SEAC Important?

Local SEACs advise school districts on the development of programs and services to meet the special educational needs of children and families. By sharing their unique perspective of what it is like to use these services, parents can help the district to be more effective. As a result, outcomes for children with disabilities should improve.

Why I may want to participate on SEAC?

Parents give many reasons for joining a SEAC, including these:

- I may be able to help other families and children with disabilities in my school district.
- I can share what I’ve learned since my child began his education.
- I can support the school professionals in my district.
- I will be a good role model for my child.
- I feel good when I make a contribution to this community.
- I will learn information and skills that may help me work more effectively with my school district.
- I will meet others with similar goals, both parents and school professionals.
- I may build positive relationships with others in my district.
- I will become more knowledgeable about special education.
- By sharing my unique perspective and insights as a parent, I may help the school district work more effectively with families and improve outcomes for children

What do I do if I’m interested?

II. New business:

- Election of PSA Board Members

How the process works

Date	Process
February 2017	Board discussion about the election – moved on a committee to work on the election requirements and process
March 16, 2017	Meeting of the committee, timeline determined, paperwork for process created
April 13, 2017	Board update - about the election process
April 15, 2017	<ul style="list-style-type: none"> • Send Process and Nomination Form home with students to families • Place Process and Nomination Form in staff mailboxes
April 22, 2017 By 12:00 PM	All nominations are due back to school: <ul style="list-style-type: none"> • Teachers are to tell students to put forms in the Election Nomination box in the office • Parents were also communicated to turn in the nomination to the election box in the main office • Staff also should place forms in the Election Nomination box in the office
List and Follow through April 24 – April 29	<ol style="list-style-type: none"> 1. Ballots documented by the committee 2. Emails sent for interest to each nominated members 3. Interview questions emailed to each candidate

	4. Interview information returned by May 2
Week of May 1, 2017	The committee: <ol style="list-style-type: none"> 1. Review the interview questions that are returned back, do an in person interview if needed 2. Create a ballot to take to the board
May 11, 2017	Committee brings ballot to the board meeting for approval
May 18, 2017	Election Day: <ul style="list-style-type: none"> • Recognize previous board member for servicing PSA • Candidates on the Ballot will present a 3-5 min speech about themselves and their qualifications for board membership • Ballots are passed out, vote, ballots collected • Votes will be counted • New board member(s) will be announced at the end of the meeting, if possible
June, 2017	Both new and old board members will attend the June board meeting. The new member will be voted in and introduced to the fellow members at the end of the meeting. New members will become voting members for the 17-18 school year, beginning the July, 2017 meeting.

4 board members were elected on May 18th, 2017
Kevin Xiong-community member
Mai Neng Moua-community member
Mee Vang- parent member
Mindy Lomen -teacher

Adjourn: 2:57 p.m.

Next regular meeting: June 26, 2016

