



# Gifted & Talented

## PURPOSE:

To provide differentiated instruction to meet the academic needs of high-achieving gifted students in an academically-rich learning environment to engage with like-minded students.

**GRADES:** K-5, 6-12

## INDIVIDUALS SERVED:

- All students in kindergarten through second grade
- Identified students in third through fifth grade
- Identified students 6-12 receive accelerated curriculum

## WHAT IT LOOKS LIKE:

- Students in grades K-2 receive ACHIEVE services
  - whole-group instruction within the classroom through creative thinking lessons taught by the ACHIEVE teacher.
- Identified students in grades 3-5 receive instruction through a weekly pullout program that provides students with the opportunity to explore three units
  - 2 per year for 3 years. These units include the Intellect Unit (language/poetry and math manipulation), Creative Thinking Unit (creativity/inventions and cultures/archeology), and Motivation Unit (science fair and famous gifted people). Additionally, students participate in an Independent Study Unit in the spring of each year
    - completing a total of three research projects.

## GOALS:

- Provide differentiated and challenging educational programs or services beyond those in general school program

## THINGS TO NOTE:

- Early entrance for kindergarteners - policy #5031
- Secondary students are identified for acceleration in curriculum



# Social Emotional

## PURPOSES:

1. To meet the social emotional needs of students including anxiety, depression, stress, and different types of conflict.
2. To support students in their academics and with postsecondary and career planning

**GRADES:** K-12

## INDIVIDUALS SERVED:

- Identified or referred students K-5
- All students 6-12
- Teaching and support staff

## WHAT IT LOOKS LIKE:

- One-on-one meetings and check ins with students
- Instructing students on life/emotional skills
- Classroom guidance lessons
- Small group counseling
- Collaborative work to support students and teachers by addressing student needs in meetings and individual consultation with school staff
- Social emotional learning into advisory lessons
- Caring Environment Day

## GOALS:

1. For all students to know that there are resources available to them (including a counselor)
2. For students to know it is okay to reach out for help when they are struggling with their social and emotional needs.
3. For students to recognize that they already possess many tools to respond to stress and conflict
4. Help make school a positive place and experience for students

## THINGS TO NOTE:

- We are proud of the connections the counseling staff makes with students and parents who have social emotional needs.
- We want students to know that we do so much more than just change schedules and talk about college.



# Equity

## PURPOSE:

To provide each and every student with what he/she needs to learn and succeed by addressing inequality and removing barriers that inhibit student progress.

**GRADES:** K-12

## INDIVIDUALS SERVED:

- All students
- Teaching staff K-12

## WHAT IT LOOKS LIKE:

- On-going professional development
- Culturally-responsive teaching
- Restorative justice
- Counter-narratives
- Student groups
- Educator book studies

## GOALS:

- Disrupt predictability in student measures.
- Engage all families, especially the historically underserved.

## THINGS TO NOTE:

- This is a journey.



# Athletics & Activities

## PURPOSE:

To change the world for better, making better people - not just better performers - by providing transformational student experiences focused on both physical and moral development through educational activities opportunities.

**GRADES:** K-12

## INDIVIDUALS SERVED:

- All interested students

## WHAT IT LOOKS LIKE:

- Over 800 participants from 82+ offerings
- SAVHS: 27 athletic programs, 14 activities, 7 clubs
- SAMS: 21 athletic programs, 3 activities, 7 clubs
- Wilshire Park: 2 activities, 1 club

## GOALS:

- To have an enjoyable experience while furthering life skills and relationships that will last a lifetime.

## THINGS TO NOTE:

- Students who are more engaged with their school and involved in school activities have improved attendance rates and higher grades than those who do not participate.





# Health & Wellness

## PURPOSE:

To assure a school environment that promotes and protects all students' health, well-being, and ability to learn by supporting nutrition education, healthy eating, and physical activity.

**GRADES:** PreK-12

**GOALS:**

## INDIVIDUALS SERVED:

- All students

## WHAT IT LOOKS LIKE:

- Wellness Week
- Healthy Menu Options
- Flu Shots
- Bike/Walk to School
- Health/Wellness Curriculum
- Garden
- Supporting Active Lifestyle
- Application of Wellness Policy (non-food rewards)

## THINGS TO NOTE:

- Multifaceted
- Interdepartmental
- Many Stakeholders
- "It's a marathon, not a sprint."



# Community Programming

## PURPOSES:

ECFE believes family provides a child's first and most significant learning environment and parents are a child's first and most important teachers.

**PRESCHOOL + ALL DAY PRESCHOOL:** Provide a quality early childhood education program and safe and nurturing environment in which children can explore and learn and prepare for success in kindergarten.

**YOUTH ENRICHMENT:** Provides students with extended learning opportunities through educational, recreational, social, and cultural programs and activities.

**VILLAGE KIDS:** Provide quality child care during out of school time hours in a safe and inclusive environment. We are committed to partnering with families, school educators, and other important adults in supporting the care and development of their children.

### EARLY CHILDHOOD FAMILY EDUCATION:

**AGES:** Birth to 5 years old

**GOALS:** ECFE partners with parents to strengthen families and enhance their ability to provide the best possible environment for their child's growth and learning.

#### THINGS TO NOTE:

Six ECFE classes are held each week at St. Anthony Community Center in addition to Stay and Play classes at Wilshire Park Elementary School, The Landings and Autumn Woods Apartment communities.

### PRESCHOOL & ALL DAY PRESCHOOL:

**AGES:** 3 to 5 years old

**GOALS:** Ensure all children have access to a quality preschool program.

#### THINGS TO NOTE:

Preschool options include two mornings a week, three mornings a week, five afternoons a week, or All Day Preschool. Scholarships and transportation are available.

### YOUTH ENRICHMENT:

**GRADES:** PreK-12

**GOALS:** Offer age appropriate learning opportunities and inspire our students to help them grow academically, socially, and emotionally.

#### THINGS TO NOTE:

### VILLAGE KIDS:

**GRADES:** K-5

**GOALS:** Offer age appropriate learning opportunities, activities driven by student interest, and guidance in building positive relationships. Inspire our students and help them grow academically, socially, and emotionally.

#### THINGS TO NOTE:

Village Kids provides before and after school care and full-day care on school release days and in the summer.



## Peer Coaching & Professional Development

### PURPOSE:

To create self-directed teachers with the cognitive capacity for excellence both independently and as members of a community.

**GRADES:** Educators PreK-12

### INDIVIDUALS SERVED:

- Staff members under teaching contract
- All students, inadvertently through the improvement of SANB educators.

### WHAT IT LOOKS LIKE:

- Community of Reflective Educators (CORE)
- New Teacher Mentor Program
- Goal Setting
  - McREL Rubric
  - Student Achievement
  - Q-Comp

### GOALS:

1. Increase teacher intellectual activity.
2. Increase teacher collaboration.

### THINGS TO NOTE:

- Over 30 staff are trained in Cognitive Coaching.



# Title

## PURPOSE:

To provide additional reading support to aid students in reaching grade-level reading benchmarks.

**GRADES:** K-3

## INDIVIDUALS SERVED:

- Students who are below grade-level in standardized reading assessments and who have also qualified based upon additional informal reading assessments and teacher referrals.

## WHAT IT LOOKS LIKE:

- Small pull-out groups of up to 5 students receiving specific, additional, research-based reading instruction and practice.

## GOALS:

- Increase student reading to match grade-level standards.

## THINGS TO NOTE:

- Title is implemented at Wilshire Park.





## Guaranteed & Viable Curriculum

### PURPOSE:

To intentionally plan and teach essential content, skills, and understandings that are grounded in best practices, data, and research so that all students can learn at high levels.

**GRADES:** PreK-12

### INDIVIDUALS SERVED:

- All students
- PreK-12 teaching staff

### WHAT IT LOOKS LIKE:

- Curriculum Review Cycle and Department Work Days
- Purpose Statements
- Essential Standards and/or Essential Questions
- Curriculum Mapping
- Data Collection and Triangulation
- Research on Best Practices
- Site Visits
- Curriculum Purchases

### GOALS:

- To create a cohesive curriculum that reflects with the district's and building's missions and visions and aligns horizontally and vertically with other learning.

### THINGS TO NOTE:

- Departments are on a 6-year curriculum review cycle.
- This work is completed by building and district level committees.
- Special Education will have a representative on each of the core curricular areas: math, social studies, science, and language arts. They will also have their own curriculum review cycle for life skills, social skills, and directed study classes.



# English Learners

## PURPOSE:

To allow English Language Learners to attain proficiency in English to meet grade-level academic standards.

**GRADES:** K-12

## INDIVIDUALS SERVED:

- Students who speak a language other than English can qualify based on ACCESS or WIDA Screener scores.

## WHAT IT LOOKS LIKE:

- Pull-out English Language Development Classes
- Co-Teaching

## GOALS:

- 1. Increase English language proficiency for academic purposes.
- 2. Honor students' multiple language proficiencies.

## THINGS TO NOTE:

- Our EL student population has increased over the past 8 years.



# ADSIS

## PURPOSE:

To provide intense instruction at a student's instructional level when there is an academic or behavioral need.

**GRADES:** 1-5 and 6-8

## INDIVIDUALS SERVED:

- Students in grades 1-5 who score below the 33rd percentile in reading and/or math on the AimsWeb and/or MAP Universal Screener Assessment.

## WHAT IT LOOKS LIKE:

- Research-Based Literacy and Math Curriculum
- Small Group Instruction

## GOALS:

- The goal is to only refer students for special education who are not showing adequate growth with the support of intense academic or behavioral intervention.

## THINGS TO NOTE:

- ADSIS must be applied for every two years with MDE.



# Achievement & Integration

## PURPOSES:

1. Pursue racial and economic integration
2. Increase student achievement
3. create equitable educational opportunities, reduce the academic disparities based on students' diverse backgrounds

**GRADES:** K-12

## INDIVIDUALS SERVED:

- Traditionally underserved students (i.e. Students of Color, English Learners, Free and Reduced Lunch)

## WHAT IT LOOKS LIKE:

- Student Advocate (Elementary, High School)
- Pushing students of color into advanced English/Math classes
- Summer Writing Boost for incoming 9th graders
- Data Coaching (equity and collaboration for teacher teams).

## GOALS:

- 1. Increase academic achievement measured by MCAs.
- 2. Increase student integration.

## THINGS TO NOTE:

- Achievement Integration is state-levy funded, but a new application must be approved every 3 years.



# Special Education

## PURPOSES:

Under the Individuals with Disabilities Education Act (IDEA), students with special needs are entitled to free and appropriate public education (FAPE) in the "least restrictive environment" (LRE).

**AGES:** Birth-21

## INDIVIDUALS SERVED:

- Students who, after an evaluation, meet criteria for an educational disability

## WHAT IT LOOKS LIKE:

- Service based on Individualized Education Plans (IEPs)
- Direct skill instruction on identified needs so that students can meet academic and behavioral expectations
- Identifying and providing accommodations and modifications

## GOALS:

1. Teach students the skills needed to be academically, behaviorally, and socially successful.
2. Prepare students for whatever comes next.
3. Foster positive relationships between staff and students.

## THINGS TO NOTE:

- Mounds View provides EC Sped services from birth - 5, with the exception of speech only services (ages 3-5), which is provided by a St. Anthony speech-language pathologist.
- Intermediate District 916 provides contracted service for low incident disability areas.
- 916 provides transition services (18-21)
- 916 provides specialized programs and services to meet identified student needs (K-12)