

Centennial School District #12



ANNUAL REPORT

Curriculum, Instruction and Student Achievement

2010-11



Governor Dayton reads with Centennial students.

About this report

The 2010-11 Annual Report on Curriculum, Instruction and Student Achievement has been prepared by the Centennial School District's Teaching and Learning staff in compliance with Minnesota Statute 120B.11.

This report informs residents about developments in curriculum, instructional practices, and student learning.

This report is available on the district website at www.isd12.org.

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Curriculum Development 2010-11

In an effort to continuously respond to the needs of our students, the Centennial School District has adopted a four-year review cycle for examining all areas of curriculum and instruction. During each of these review cycles, teachers in the respective discipline(s) meet to examine student performance data; instructional research and trends; to identify student needs, update learner outcomes relative to the identified needs; and to identify instructional methods, strategies, and resources that will maximize student learning. During the 2010-11 school year, the focus areas were social studies, science and math. The English Language Arts curriculum review was initiated and will be continued in 2011-12. Minnesota has elected to be part of the National Common Core Standards which are new for 2012-13.

Social Studies

The continuation of the Social Studies curriculum review consisted mainly of reorganizing courses at the high school. This is necessitated by the change in the daily schedule at the high school and alignment with the state graduation requirements. A committee of teachers realigned the state standards to meet these needs. Textbook needs were also addressed and curricular materials have been updated.

Science

The curriculum review for Science was initiated in 2008-09. Though most of the work was completed in the 09-10 school year, new textbooks and curricular materials needed to be selected so as to implement the 2009 state standards at the high school level. A committee of teachers reviewed and selected materials relative to the state standards and best practice instructional methods in science.

Elementary teachers adopted and implemented new materials to align with the 2009 standards in 2009-10. These materials were utilized for the first full school year in 2010-11.

The district curriculum review process and schedule can be viewed by clicking on this [link](#).

Testing Results from 2010-11

Additional district testing information including, but not limited to, descriptions, calendar, purposes and results is available by clicking on this [link](#).

For more information regarding State testing requirements, click on this [link](#).

MCA II Assessment Results (Reading and Mathematics)

MCA – Series II Achievement Levels: READING Performance of All Students					MCA – Series II (III) Achievement Levels: MATHEMATICS Performance of All Students			
Grade	Average Scale Score		Percent Proficient		Average Scale Score		Percent Proficient	
	Centennial	State	Centennial	State	Centennial	State	Centennial	State
3	369.1	364.3	88.2%	78.5%	363.4	356.9	83.8%	70.1%
4	463.5	458.7	85.2%	75.2%	466.1	456.3	85.4%	67.2%
5	565.9	560.3	93.2%	80.3%	558.2	550.0	79.6%	53.6%
6	660.6	657.6	83.4%	75.1%	654.3	649.0	67.9%	50.3%
7	758.2	755.7	77.8%	69.6%	753.7	749.2	67.1%	51.7%
8	857.2	855.2	74.6%	68.1%	852.2	849.8	59.8%	53.2%
10/11	1058.5	1056.7	82.8%	75.3%	1159.0	1146.7	74.5%	48.6%

MCA II Assessment Results (Science)

MCA – Series II Achievement Levels: Science Performance of All Students				
Grade	Average Scale Score		Percent Proficient	
	Centennial	State	Centennial	State
5	551.5	547.7	57.8%	46.0%
8	851.5	847.8	60.3%	44.4%
High School	1051.1	1049.0	58.0%	53.8%

For a look at each school's complete state report card, visit the Minnesota Department of Education [Report Card Information site](#) and select the school you wish to review.

Measures of Academic Progress (MAP) Testing

District average scores compared to national norms (2010-2011)

Scores are reported as a scale score called a RIT score.

GRADE		READING		MATHEMATICS	
		Fall 10	Spring 11	Fall 10	Spring 11
2	District	179.8	195.8	185.5	201.4
	National	179.7	189.6	179.5	190.8
3	District	198.5	206.5	202.0	213.2
	National	191.6	199.0	192.1	202.4
4	District	206.4	213.2	214.3	224.7
	National	200.1	205.8	203.0	211.4
5	District	214.9	220.1	226.2	238.2
	National	206.7	211.1	211.7	219.2
6	District	219.1	*	232.5	*
	National	211.6	214.8	218.3	223.8
7	District	221.3	*	236.7	*
	National	215.4	217.9	224.1	228.3
8	District	225.8	*	240.5	*
	National	219.0	221.2	229.3	232.7

* only selected students were tested; sample size too small to present valid mean scores

District Staff Development Goals 2010-11

The following district curriculum and instruction goals were established for the 2010-2011 school year. They were produced in response to needs indicated by student performance data, surveys, and communications with multiple stakeholders. While focusing on curriculum, instruction, and student achievement relative to Minnesota's Academic Standards, these goals serve as the cornerstone for annual building-level staff development planning.

Goal 1: Collect, analyze and use data to identify students who will receive targeted interventions in reading and mathematics

Goal 2: Enhance instruction through the identification and use of instructional strategies and interventions that will close the achievement gap for targeted subgroups in reading and mathematics

Goal 3: Increase collaboration between all staff (general education, special education, ESL, Title I, gifted services, etc.) to increase student achievement

Goal 4: Provide new teacher induction and ongoing teacher mentoring

Goal 5: Increase K -12 horizontal and vertical curricular/instructional alignment

Goal 6: Increase the integration of technology into instruction, with a focus on the effective use of existing technology

As a complement to these district goals, each school site also completes an annual needs assessment. This assessment process results in the development of goals to address identified need. These goals and corresponding action strategies are included in a yearly School Improvement Plan (SIP). The SIP provides a common focus for building staff relative to curriculum, instruction and staff development efforts. Additionally, each of these plans includes measureable performance targets for each of the goal areas. Data is collected to determine the effectiveness of strategies in meeting these predetermined performance targets.

The upcoming pages provide a summary of each school's SIP for 2010-11, including goals, action strategies and progress made relative to each.

Academic Goals and Progress By School Site

Each building in the district formulates and submits an annual School Improvement Plan consisting of building wide objectives, measurable goals and their accompanying action strategies. Buildings usually have from one to five annual goals and report on their progress at the end of each school year. Below is a summary of objectives, goals and progress for each building in the district.

Blue Heron Elementary

Objective: Improve Math Achievement

Stated Goal: Blue Heron will increase the percentage of students proficient on the Math MCA from 84.2% in the spring of 2010 to 92.06% by the spring of 2012.

Action Strategies: Examples

- Lessons from Everyday Math curriculum
- Compass Learning and IXL math support for appropriate students
- Everyday Math games focusing on money, math boxes, function machine, counting by 2's, 5's, 10's, number stories, fact families
- Music and Physical Education will help students practice and apply their math skills

Stated Goal Progress:

84.12 % of Blue Heron Elementary students were proficient on the MCA II Math assessment in the spring of 2010. 81.55% of Blue Heron Elementary students were proficient on the MCA III Math assessment in the spring of 2011. Though these scores are above the state average and reflect the more rigorous 2007 State Math Standards, they do not represent progress toward our school improvement goal.

Objective: Improve Reading Achievement

Stated Goal: The percentage of Blue Heron Elementary student's proficient on the 2010-11 MTAS and MCA II reading test will increase from 83.01% in 2010 to 85.25% in 2011. This rate of increase will result in the targeted 92% proficiency standard by the 2014 test administration.

Action Strategies: Examples

- Guided reading, journal writing, games, small group practice and instruction, Compass learning program, literacy stations, monthly fluency check points
- Treasures and Triumphs curriculum use
- Vocabulary on weekly assessment, small group/guided reading work with vocabulary words, leveled readers, vocabulary in large groups, writing activities encouraging use of new vocabulary words
- Use of SMART technology and games to increase student engagement

Stated Goal Progress:

89.21% of Blue Heron Elementary students were proficient on the 2011 spring MCA II reading assessment. This represents significant progress and exceeds our school improvement goal.

Centennial Elementary

Objective: Foster appropriate student behavior through the use of Responsive Classroom, Peaceful Playground and Love & Logic

Stated Goal: During the 2010-11 school year, the number of cited student - to - student conflicts or bullying behaviors will decrease by 10% in grades K – 5.

Action Strategies: Examples

- Take a Break, buddy room, role-play desired student behaviors
- RC Buddy Teacher technique
- 5th grade annual kindness retreat
- Morning meetings in each classroom
- Optional staff training in "Love and Logic" techniques
- Visual reinforcements such as reward charts
- Student instruction in bullying, rumors, child-centered expectation and rule setting (grades 4 and 5)
- Cougar Club Good Choice award program
- Mix-it-up at Lunch day
- Fall review of school wide behavior programs for all staff

Stated Goal Progress:

- All teachers have received in-house Responsive Classroom, and Love and Logic training, and some have extensive training. Students' feelings about school and subsequent behavior reflected a positive response to RC practices
- All teachers continued to implement Morning Meeting, Rules & Logical Consequences, and Guided Discovery throughout the school year. Students' feelings about school and their subsequent behavior reflected a positive response to RC practices.
- Each fall a review of our student management philosophies and techniques will be provided.
- All training fees will be paid out of Staff Development dollars or grants.

Objective: Improve student achievement in math with technology integrated

Stated Goal: By May 2011;

- **Grade K**
 - 80% of students will identify 100% of numbers 0 – 30 in random order
- **Grade 1**
 - 80% of students will achieve 100% on the first grade skip counting assessment
- **Grade 2**
 - Students will increase their grade level average from 76% to 86% on a common “ten point problem solving” assessment
- **Grade 3**
 - 80% of students will improve 20% from their baseline test or reach 90% + on a monthly skills test of number sense and computation.
- **Grade 4**
 - Students will exceed the expected growth of 10 points in the areas of Geometry, Spatial Sense, and Measurement. Average math RIT scores will increase from 207.2 to 217.2 as measured spring to spring.
- **Grade 5**
 - The mean RIT score on the spring NWEA Number Sense/Computation/Operations strand will increase from 222.7 to 232.7 as measured spring to spring. This is 2.5 points above the expected growth target.

Action Strategies: Examples

- Practice skip-counting to develop number sense skills
- Solve daily word problems
- Incorporate SMART board activities and games
- Solve daily computation problems which focus on +, -, ÷, x,. Select students will use FASTT Math to increase math fact fluency
- Use math software in technology labs
- Utilize Everyday Math Curriculum

Stated Goal Progress:

- 84% of Kindergarten students identified 100% of the numbers from 0 – 30 in random order
- Grade 1 had an 89% achievement rate of 100% on the first skip count assessment
- Grade 2 met their goal by March of 2011 and were challenged them to continue their improvement, which they did by an average of 5%
- Grade 3 had 88% of their students meet their goal
- Grade 4 has a mean RIT score of 230.7 in geometry/spatial sense/measurement for Spring of 2011 and exceeded their goal. Students scoring below 50% dropped from 24% to 11%. Students scoring above 90% increased from 21% to 54%
- Grade 5 has a mean RIT score of 238.8 in number sense/computation/operations for Spring of 2011 and met their goal

Objective: Improve student achievement in reading with technology integrated.

Stated Goal: Students' typical Mean Overall Reading RIT growth fall to spring will meet or exceed RIT growth targets for their respective grade level.

Action Strategies: Examples

- Practice word-family words using games and supplemental materials
- Fill out reading monthly logs
- Incorporate PALS instruction to improve student reading fluency.
- Use Treasures curriculum to improve reading skills
- Use multiple Playaways for listening comprehension; use Compass technology software for differentiation

- Continue using “Reading Counts” program, used mainly during student library time.
- Continue grade level discussions surrounding teaching strategies and instructional best practices.
- Music and Physical Education teachers will help students apply their reading strategies in class
- Utilize Accelerated Reader and Compass Learning programs with identified students

Stated Goal Progress:

- 96% of Kindergarten students read 22 or more high frequency words.
- Although only 16% of first grade students were reading at the desired level in fall, 82% met the goal in May. This surpasses the total by 12%.
- On the Spring 2011 MAP test grade 2 averaged 196.1 which meets our goal.
- 89% of third grade students reached their reading comprehension in music.
- Fourth grade students improved their narrative comprehension from 201.7 to 213.9 which exceeds our goal of 208.7 and represents 12.2 growth points.
- In fifth grade, we raised our score from 212.8 to 217.3. Although we did not reach our stated goal, we surpassed the expected national growth by a tenth of a point. We are very confident that the strategies we used this year moved our kids forward in their ability to read and understand informational selections. If we make this a focus again in the future, we need to do more research to find out specifically how this strand is covered on the test.
- 100% of Title 1 and CERF students read at least 85% of the 60 Triumphs high frequency words accurately. After reviewing the assessments results in January, we were concerned that we would not reach our goal. We added additional opportunities for students to practice reading the sight words in isolation and within text. This additional practice appears to have been beneficial since the percent of students reaching the goal increased in six weeks from 53% to 100%.

Centerville Elementary

Objective: Improve Math

Stated Goal: The mean RIT score in Number Sense and Computation for students in Grades 2-5 will increase at least 3%. Grades 3-5 will compare Spring 2010 to Spring 2011MAP data. Grade 2 will compare Fall 2010 to Spring 2011MAP data.

Action Strategies: Examples

- Continue to implement Everyday Math curriculum modifications
- Each PLC will develop a SMART goal to improve number sense and computation
- Identify clusters of students for math in grades 2-5 and adjust teaching practices to meet the specific needs of each cluster

Stated Goal Progress:

Grade 2: 9.1 %
 Grade 3: 9.4%
 Grade 4: 9.3%
 Grade 5: 9.5%

Objective: Improve Reading

Stated Goal: The mean RIT score in Word Recognition/Analysis/Vocabulary Expansion for students in Grades 2-5 will increase at least 3%. Grades 3-5 will compare Spring 2010 to Spring 2011 MAP data. Grade 2 will compare Fall 2010 to Spring 2011 MAP data.

Action Strategies: Examples

- Continue to implement Treasures and Triumphs curriculum modifications
- Each PLC will develop a SMART goal to improve Word Recognition/Analysis/Vocabulary Expansion
- Identify clusters of students for reading in grades 2-5 and adjust teaching practices to meet the specific needs of the clusters

Stated Goal Progress:

Grade 2: 9.3%

Grade 3: 9.7%

Grade 4: 9.7%

Grade 5: 9.7%

Golden Lake Elementary

Objective: Improve MCA II reading and math scores for targeted student sub groups.

Stated Goal: Achieve annual school and subgroup AYP targets.

Action Strategies:

- Implement additional research-based strategies that support our curriculum by using PLC groups to increase the level of collaboration between our Special Education and General Education staff.
- Provide additional training for staff in reading, math, and special education such as S.I.O.P.
- Use PLC groups to effectively implement student progress monitoring.
- Provide extended day opportunities for targeted students and parents.
- Develop strategies to address cultural differences and differentiate instruction.

Stated Goal Progress

- Golden Lake Elementary met all of its annual school and subgroup AYP targets for the spring of 2011.

Objective: Increase parent involvement through community initiatives and efforts.

Stated Goal: Evaluate the effectiveness of current parent involvement strategies and explore possibilities for community partnerships.

Action Strategies:

- Create Individual Improvement Plans at the beginning of the school year with at risk students and their parents to be re-evaluated throughout the year
- Increase opportunities for parents, students, teachers and other school staff to collaborate on the learning goals and progress of our students
- Visit at-risk neighborhood children both during the school year and four times during summer break

Stated Goal Progress: Golden Lake hosted a new event called the “Back to School Blast” which included a classroom open house and grade level orientation for parents and teachers. Parent information nights were held to provide information on skills required for students in reading and math. A parent survey was developed to gather additional information and feedback about Golden Lake’s communication efforts and outreach programs.

Rice Lake Elementary

Objective: Increase student achievement in math

Stated Goal: 50% of students in grades 2-5 whose MAP scores predict they will not “meet” or “exceed” the standard on the MCA test will move from “does not meet” to “partially meets” or “partially meets” to “meets” on the spring 2011 MCA test.

Action Strategies: Examples

- Students will receive direct instruction from a math teacher each day based on their learning needs
- Students will receive 15-30 minutes of daily instruction at their math level using an individualized technology program

Stated Goal Progress: 57% of students in quartile 1 and quartile 2 moved up at least one quartile on the spring 2009 to spring 2010 NWEA MAP test in math.

Centennial Middle School

Objective: Improve Math, Reading and Science Achievement

Stated Goal: Centennial Middle School will increase student proficiency in Math, Reading and Science for all identified sub groups by 5% on the 2010-11 MCA II (III) relative to the 2009-10 results.

Action Strategies:

Examples

- Utilize common formative assessments to measure academic progress relative to the state benchmarks in all subject areas

Stated Goal Progress:

- **Science:** Science scores for Grade 8 actually dropped from 62.57% to 60.3%. This does not meet the goals established for the 2010-11 school year.
- **Math:** Centennial Middle School students scored 65.06 % proficient on the MCA III math test in the spring of 2011. This represents a decrease from 73.7 % in 2010.
- **Reading:** Centennial Middle School students scored 78.84 % proficient on the MCA II reading test in the spring of 2011. This is an increase from 76.5 % in 2010.

Objective: Develop instructional strategies that build interdisciplinary connections among curricular areas.

Stated Goal: PLC groups will investigate research-based best practices in interdisciplinary instruction and develop learning initiatives which utilize these findings.

Action Strategies:

- Identify cross-discipline instructional opportunities
- Build formal connections among curricular areas

Stated Goal Progress:

- All teams at CMS completed instruction of interdisciplinary units of study in grades 6-8. Initiatives will be developed and implemented during the 2011-12 school year, which build on these endeavors.

Objective: Improve student performance in math

Stated Goal: 74.23% or more students will meet proficiency on the MCA II Math Assessment for 2010-11.

Action Strategies: Examples

- Every teacher will complete a SMART goal that is aligned with one of the MCA II math strands
- Every teacher will know and be able to effectively implement multiple research based math strategies designed to strengthen student math skills
- Teachers will use data to accurately identify student math strengths and areas of need and use appropriate instructional strategies to address them
- Formal and informal classroom observations by certified high school staff will provide feedback on the effectiveness of instructional strategies used
- The Math department will continue to improve the instruction provided in the math skills course and use the Compass program for math remediation
- The Math department will integrate technology, including graphing calculators and SMART boards, with current instructional practices
- The Math department will team with high school administrators and the department of Teaching and Learning to continuously improve the content and instructional strategies for the math MCA II brush up course

Stated Goal Progress:

75.59 % of students scored proficient on the 2011 MCA II math assessment. This exceeds the target set by our school improvement goal.

Objective: Improve student performance in reading.

Stated Goal: At least 89.28% of students will meet proficiency on the MCA II Reading assessment in the spring of 2011.

Action Strategies: Examples

- Utilize research-based comprehension teaching strategies throughout all content areas.
- Use non-fiction and/or fiction content specific reading assignments with identified reading strategies in classes
- Promote higher level thinking strategies through reading activities
- Pursue making the completion of an MCA II reading and Writing “practice test” a school-wide required homeroom task
- Promote the use of a reading specialist for at risk students
- Promote a student book club

Stated Goal Progress

84.04% of students scored proficient on the 2011 MCA II reading assessment. This does not meet our school improvement target of 89.28%.

Objective: Improve special education MCA II scores

Stated Goal:

- 6.25% will “exceed” the standard for math in 2010-11
- 19% will “meet” the standard for math in 2010-11
- 27% will “exceed” the standard for reading in 2010-11
- 31% will “meet” the standard for reading in 2010-11

Action Strategies: Examples

- Examine, review and update current assessment and accommodation data
- Create a “positive campaign” for special education students to complete testing
- Examine, review and update testing settings for all students
- Increase collaboration with mainstream staff regarding curriculum and analysis of student data
- Institute a “problem of the week” practice protocol
- Continue to improve the use of Compass Learning as a remediation tool for both math and reading

Stated Goal Progress:

- 16.7 % of Special Education students tested in spring of 2011 on the MCA II math test exceeded the standard. This exceeds our school improvement target.
- 50.0% of Special Education students met the standard for math on the MCA II assessments in 2011. This significantly exceeds our school improvement target.
- 14.3 % of Special Education students tested in spring of 2011 on the MCA II reading test exceeded the standard. This does not meet our school improvement goal.
- 63.26 % of Special Education students met the standard for reading on the MCA II assessments in 2011. This significantly exceeds our school improvement target.

Objective: Improve Science MCA II scores

Stated Goal: At least 60.0 % of students will meet proficiency on the MCA II Science assessment for 2010-11.

Action Strategies: Examples

- Examine current assessment and accommodation data
- Prepare all grade 10 students for MCA II content
- Complete curriculum alignment to better address state standards in life science
- Implement training on instruction and best practice through our curriculum review cycle

Stated Goal Progress: MCA Science scores at the high school show a proficiency rate of 58.7%. This is significantly below the desired level indicated in our school improvement goals. Additional strategies must be implemented to address the lack of improvement shown by this data.

Objective: Enhance and strengthen vertical and horizontal course alignment among high school courses.

Stated Goal: Adequately articulate in writing the alignment of curriculum by department and examine the impact of weighted grades for Advanced Placement and College in the Schools courses.

Action Strategies: Examples

- Departments and certified staff will collaborate on vertical and horizontal alignment tasks
- Through the department of Teaching and Learning, all staff will participate in district wide vertical and horizontal teams
- Focused discussion within content areas on common assessments, grading scales and skill mastery
- Participate in the district wide grade weighting conversation through committee representation

Stated Goal Progress:

- District wide staff development was completed by all staff and included vertical and horizontal team discussion, collection of student artifacts and reflective practice

- Building and PLC time was productively used to begin the implementation of required common assessments in all departments at the completion of each semester of instruction during the 2011-12 school year
- Weighted grades were successfully implemented in the district following committee review and recommendation

Objective: Continue to raise the level of awareness of food vs. non-food rewards, incentives and fundraisers per the district wellness policy.

Stated Goal: Healthy eating styles will be evident and observable in both our staff and student body.

Action Strategies: Examples

- Form a wellness committee of staff and student volunteers
- Offer non-food options and suggestions to replace food choices as related to student/staff rewards and incentives
- Conduct monthly educational opportunities in the lunchroom setting

Stated Goal Progress:

- Conversations about wellness and healthy choices have dramatically increased at Centennial High School. This information has been gathered and recorded by the District Nurse, Donna McKenny, and high school health teacher, Phyllis Hitchcock.
- Fruit is offered as a healthy snack option at faculty gatherings.
- “Foodie Fridays” has been implemented in the student cafeterias. Students answer food fact questions to win non-consumable prizes during their lunch time.
- Student groups have been organized to promote good food choices and wellness education. (“Catalyst” is one such organization)

Objective: Support and expand the use of existing college and career readiness information and resources for students, parents and staff.

Stated Goal: Increase the post high school enrollment of our students at universities, colleges, technical colleges and other post-secondary educational institutions.

Action Strategies: Examples

- Continue to administer and evaluate the data from the EPAS system of assessment as supplied through the state of Minnesota and ACT
- Increase student understanding of EPAS test results through homeroom activities, student assemblies and utilization of our career center and its resources
- Offer instructional opportunities for students as they prepare for the ACT test through our community education program

Stated Goal Progress:

The classes of 2010 and 2011 completed student exit surveys which indicate the following:

	<u>2010</u>	<u>2011</u>
• Plan to enroll at a four year college or university	67.4%	71.2%
• Plan to enroll at a two year college or university	19.6%	16.7%
• Plan to enlist in a branch of the military	3.7%	1.6%
• Plan to enroll at a technical college or trade school	4.1%	3.9%

Early Childhood Family Education

Objective: Increase families' knowledge and appreciation of nature.

Stated Goal: Families will increase knowledge level of the importance of spending time in the outdoors with their children as shown by increased level of time spent outdoors year round with their families.

Action Strategies:

- Increase in number of outdoor play areas
- Provide winter gear for children in need
- Provide families with information and materials to use as they explore the environment

Stated Goal Progress:

Parents responded in end of the year evaluations that due to the knowledge they learned from classes, newsletters and the enthusiasm of their children they learned more strategies for playing with their children outdoors. Some parents also said that due to the environmental education we provided they were more compelled to just spend time outside and realized they did not need to provide "activities" for their children. Teachers found that kids skills while playing outdoors were enhanced as the year progressed and that they became more independent in exploring the area with peers. Language and vocabulary skills increased as a result of exposure to new experiences in our outdoor nature area.

Objective: Increase family awareness and knowledge of healthy lifestyle choices and their impacts.

Stated Goal: Create awareness of exercising our bodies and eating healthy foods in children and families from a level of making unhealthy choices to a level of awareness of healthier lifestyle choice.

Action Strategies: Examples

- Create a "Healthy Kids, Healthy Bodies" board for families that shares weekly healthy lifestyle tips
- Use the ECFE newsletter to promote the above healthy lifestyle tips

Stated Goal Progress:

Snacks that parents provided during the school year were substantially healthier than those in previous years. Parents were made aware of alternative snacks and were encouraged to involve their children in choosing the snacks they were bringing. Teachers made sure the snacks served were healthy and provided the vocabulary lessons for kids regarding new foods for the children to be exposed to. Vocabulary skills of students increased in the area of common foods.

Systems Accountability Committee 2010-2011

Committee Information

The Systems Accountability Committee (SAC) includes parents, community members, teaching and non-teaching staff, students and administrators charged with representing all stakeholders in the planning and improvement of curriculum, instruction, and assessment throughout the Centennial School District. More specifically, the committee reviews student progress toward meeting standards and examines the strengths and weakness of instruction and curriculum affecting student progress.

Membership on the committee is determined by district guidelines. Teachers are selected by their colleagues; non-teaching staff, students and parents are selected by building principals; and community-at-large representatives are identified by the Office of the Superintendent. Community members interested in serving on this committee should contact the Office of the Superintendent at 763.792.6006. With the exception of students, who serve one-year terms, all members serve a three-year term on this committee.

2010-2011 SYSTEMS ACCOUNTABILITY COMMITTEE MEMBERSHIP

LOCATION	NAME	TERM DATE
1. School Board Alternate	Suzy Guthmueller	2011
2. Senior High Staff	Maxine Peterson	2011
3. Centennial Elementary Staff	Casey Molitor	2011
4. Middle School Principal	Glen Stevens	2011
5. Early Childhood Parent	Robert Elsenpeter	2011
6. Community-at-Large	Kate Cassidy	2011
7. Community At-Large	Debbie Rogan	2011
8. Gifted Services	Patricia Christiansen	2011
9. Golden Lake Elementary Staff	Michelle Bratager	2012
10. Early Childhood Staff	Renee Dietz	2012
11. Senior High Principal	Tom Breuning	2012
12. Rice Lake Elementary Staff	Carolyn Ruhnnow	2012
13. School Board Member	Christina Wilson	2012
14. Community At-Large	Marsha Rusco	2012
15. Community-At-Large	Janet Schmidt	2012
16. Centerville Elementary Parent	Kimberly Jansa	2012
17. Student	Mackenzie Bledsoe	2012
18. Middle School Staff	Katy Hopp	2013
19. Centerville Elementary Staff	Carrie Leisch	2013
20. CALC Staff	Stephanie Miska	2013
21. Blue Heron Staff	Greg Schnagl	2013
22. Elementary Principal	Bob Stevens	2013
23. Senior High Parent	Shanna McLaughlin	2013
24. Centennial Elementary Parent	Charity Grubbs	2013
25. Rice Lake Elementary Parent	Monica McDonald	2013
26. Community At-Large	Kim Pawlak	2013
27. Community At-Large	Michele Erding	2013
28. Community-At-Large	Ann Summerfield	2013

Funds Allocated for Professional Development Improvement Efforts 2010-11

Professional development funds are allocated to school proportionate to the number of teachers at each site. These funds are used to provide both collegial and individual professional development opportunities for staff. These activities align with district and/or site improvement goals and plans.

Site	Professional Development
Blue Heron Elementary	3,359
Centennial Elementary	2,721
Centerville Elementary	2,574
Golden Lake Elementary	2,516
Rice Lake Elementary	2,935
Middle School	7,268
High School	10,454
Area Learning Center	895