

**K – 12 Language Arts Vertical Team Meeting Notes
October 29, 2014**

Members

Kirsten Armbrust	IGHMS	Monica Atneosen	Hilltop
Susan Barnard	Simley	Carlene Bray	Hilltop
Linda Brunsvold	Simley	Maryann Curro	Hilltop
Sheri Dobesh	Hilltop	James Eich	IGHMS
Ashley Ellevold	Salem Hills	Catherine Ford	Simley
Heidi Frana	Pine Bend	Miriam Freidson	Hilltop
Natalie Giese	IGHMS	Kelly Goodnature	Salem Hills
Michele Haedrich	Salem Hills	Sheila Hetzel	Salem Hills
Adam Hubley	Pine Bend	Penny Kaszas	District Office
Jennifer Kelly	Pine Bend	Heidi Klukas	Simley
Erin Kylo	Pine Bend	Mary Landis	Pine Bend
Ashley Leseman	Pine Bend	Jen Moe	IGHMS
Sara Pacht	Pine Bend	Genesee Rasmussen	District Wide
Joel Rogness	Simley	Cindy Seagren	Pine Bend
Jessica Swanson	Atheneum	Carol Swanson	Hilltop
Joyce Ursin	Hilltop	Debbie VanSchooten	IGHMS
Jodi Wendel	IGHMS	Tina Willette	Salem Hills

***Bold** – Members in Attendance

I. Review 2013-2014 Action Steps

- A. Team reflection and conversation regarding last year's decision to choose a focus on Standards 1 – 3 in Reading.

II. Review District Assessment Results

- A. Review 2012-2013 proficiency levels and predict outcomes from 2013-2014 MCA – III Reading test results.
- B. The team posted 2013-2014 proficiency results, made direct observations, developed inferences, and asked questions.
- C. Summary:
 1. Results: See Attachment 1
 2. Celebrations:
 - a. Grade 5 students continue to perform well and to be significantly above the state average
 - b. Students performed above state average in several grades
 - c. Most grade levels showed improvement from between the two years
 - d. As a system, we are improving (scores are moving up)
 3. Concerns:
 - a. There are no grade levels at 80% proficiency yet.
 - b. Drop in middle school results.

- c. Are content area teachers (science, social studies, math, and other technical subjects) embedding ELA standards as required by statute?
- d. Improving and increasing reading at home.

III. Proficiency versus Growth

- A. The team discussed the focus for several years on proficiency.
- B. The team reviewed the College and Career Readiness trajectories (Attachment 2).
- C. Members reviewed district MAP Growth charts which show the percentage of students in each quartile of MAP performance (1st – 24th, 25th – 49th, 50th – 74th, 75th – 99th) who met individual MAP growth goals during the 2013-2014 school year.

IV. ACT Plus Writing Test

- A. The team was updated on the new Minnesota expectation that all students in grade 11 take the ACT Plus Writing Test starting this year.

V. Writing

- A. Elementary team members began the unpacking process of the MN English Language Arts writing standards. Middle school team members did extensive unpacking and rubric creation during summer curriculum writing.
- B. The team shared K – 8 the change in complexity as the standards advance. In addition, there is a complete shift in the standard's expectation at grade 6.

VII. Next Steps for the Language Arts Vertical Team

- A. Elementary will collect a list of current writing practices. This will be brought back to the team in January. The team's goal is to identify one common product per grade level, aligned with ELA standards. Middle level rubrics and standards will be used to backward map rubrics for each grade level.
- B. Middle school teachers may decide to join the portion of the meeting when writing standards are discussed.
- C. High school and middle school teachers will compare writing rubrics for alignment specifically between the grade 8 to grade 9 transition.

VIII. Wrap-Up

- A. Team members completed an exit survey

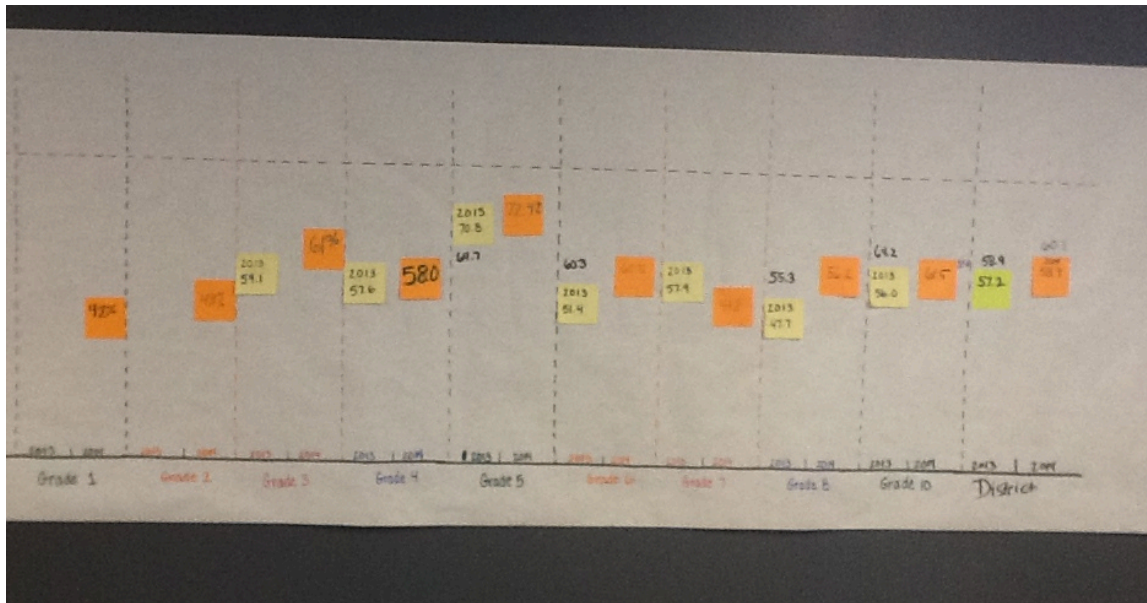
Attachment 1: District Results MCA III Reading Test 2012-2013 and 2013-2014

Key:

2012-2013: Yellow

2013-2014: Orange

Note: Grades 1 and 2 reflect MAP Reading Assessment



Attachment 2: College and Career Readiness Trajectories

