

Teacher Representatives:

	Present:			Present:	
Clearview	X	Jonette Tschida	Apollo	X	Chris Ann Johnson
Discovery	X	Andrea Coulter	Tech		Brenda Siers
Kennedy	X	Sandy Mergen	North		Bryon Anderson
Lincoln		Linda Cooper	South	X	Jane Barth
Madison			ALC- Wilson	X	Kathy Lyerly
Oak Hill		Kris Nei	ALC – West		Dan Hugo
Talahi		Carla Reeck	SCCH		Bonnie Schwinghammer
Westwood	X	Melissa Gray	Roosevelt Early Educ.	X	Vicki Klein-Ferkinhoff

Other Representatives:

	Present:		Present:	
Elementary		Joni Olson	X	Diane Moeller
Middle Level		Dave Earp		
High School	X	Roger Ziemann		Mark Lindquist
Board		Les Green		
Media	X	Marj Hawkins		Sue Doering
Spec Ed	X	Alicia Jepsen	X	Shawn Gombos
Curriculum	X	Bernice Berns	X	Beth Lovdahl

1. Welcome and Call to Order

Shawn Gombos welcomed the group and called the meeting to order.

2. Positive Behavior Intervention Supports (PBIS) Update (Alicia Jepsen)

Alicia Jepsen explained that this was the first year of a PBIS grant from MDE. St. Cloud is one of three school districts in the state participating. The five schools involved are Apollo, Tech, Lincoln, Westwood and Roosevelt Early Childhood Programs throughout the district. Alicia provided a short powerpoint of how the program works. PBIS provides skills for students, teachers and staff which affect all of the initiatives and learning environments in the schools. The schools started the process with improving student behaviors in the hallways and the next area would be on playgrounds. In order to participate, individual schools had to have 80% buy-in of staff to participate. At Roosevelt they talked about last Spring and then in the fall, staff were asked again to vote to make sure staff were on board. Information about this program is shared at building site council meetings and in parent newsletters. It is hoped that other school sites will start this program in the fall.

3. Reading First Program Grant (Beth Lovdahl and Paula Henry)

Talahi is in year three and Discovery is in their first year of Reading First. Paula Henry gave an overview of the program. The grant has provided many additional resources for students, opportunities for all teachers in K-3 (including SPED, Title I and ELL) in early intervention activities in reading and other professional development opportunities. She had a handout of the activities they have been involved in as part of the grant. At the start of the grant, staff looked at student achievement data, standards and curriculum maps. The staff did a needs assessment of what they are doing and teachers indicated what they wanted to continue to do as instructional strategies. The program has made a difference in student achievement (test scores) and teacher effectiveness. Study groups meet weekly and they had to commit to videotape themselves at least three times during the school year. Teachers feel this has been the most powerful part of the program. It was suggested to have the Talahi staff have a forum where they talk about what they have learned and possibly air it on Channel 6.

4. Q-Comp and PLC/Coaches Update

Shawn Gombos passed out a listing of the 113 PLCs operating in our district. It has a summarized phrase of their focus area, the school they are at and the number of staff involved. At the end of the year each PLC will have to produce a product showcasing their work during the year. The purpose is to get conversations started with all of the PLCs at each site, talk about what they did, what worked and what didn't work so well. Hopefully at the end we will have them do larger presentations to the community, parents and school board members. Shawn gave highlights of what some of the PLCs are

working on. They are hoping that next year they will have more opportunities for the PLCs to share what they are learning with other groups. Mary Parent is a Lead Teacher who works at Apollo but works with PLCs at several sites. Mary has learned so much from attending their meetings and she said it has really been an eye opening learning experience for her. She has a social studies PLC that focuses on teaching students to read the text and get the most out of it.

5. Richard Allington Workshop

A group of staff recently went to his two-day workshop. They received his book and a lot of information. We need to use staff, time and resources differently. He doesn't push a particular program just to have students read a wide variety of books. Maybe for next years PLCs can put together a resource list of what is good for certain ability groups. Students need volume reading, access to leveled books and we need to teach them how to talk about books, and have explicit intervention strategies for struggling readers.

Meeting adjourned at 5:00 p.m. Next meeting Fall 2006, 3:30 p.m., DAO, Board Room A