U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

MAGNET SCHOOLS ASSISTANCE PROGRAM-APPLICATION PACKAGE
CFDA # 84.165A
PR/Award # U165A100049

OMB No. 1855-0011, Expiration Date: 05/31/2010
Closing Date: MAY 03, 2010

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Application for Federal Assistance SF-424 Version 02

* 1. Type of Submission
[ ] Preapplication
[X] Application
[ ] Changed/Corrected Application

* 2. Type of Application:
[X] New
[ ] Continuation
[ ] Revision

* If Revision, select appropriate letter(s):
* Other (Specify)

* 3. Date Received:
5/2/2010

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:
NA

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Independent School District 197 (West St Paul-Mendota Heights-Eagan Area Schools)

* b. Employer/Taxpayer Identification Number (EIN/TIN):
416007628

* c. Organizational DUNS:
066537218

d. Address:

* Street1: 1897 Delaware Avenue
Street2:
* City: Mendota Heights
County: Dakota
State: MN
Province:
* Country: USA
* Zip / Postal Code: 55118

e. Organizational Unit:

Department Name:
Independent School District 197

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mr.
* First Name: Jay
Middle Name:

* Last Name:	Haugen
Suffix:	
Title:	Superintendent of Schools
Organizational Affiliation:	
School District 197 administrator	
* Telephone Number:	(651)403-7002
Fax Number:	(651)403-7010
* Email:	JAY.HAUGEN@ISD197.ORG

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165A

CFDA Title:

Magnet Schools Assistance Program-Application Package

*** 12. Funding Opportunity Number:**

ED-GRANTS-030410-001

Title:

Magnet Schools Assistance Program

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Independent School District 197, serving West St Paul, Mendota Heights, Eagan,

Mendota, Sunfish Lake, Lilydale, and Inver Grove Heights in Dakota County

*** 15. Descriptive Title of Applicant's Project:**

Magnet Schools Assistance Program

Attach supporting documents as specified in agency instructions.

Attachment:
Title :
File :

Attachment:
Title :
File :

Attachment:
Title :
File :

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:
* a. Applicant: 4 * b. Program/Project: 4

Attach an additional list of Program/Project Congressional Districts if needed.
Attachment:
Title :
File :

17. Proposed Project:
* a. Start Date: 7/1/2010 * b. End Date: 6/30/2013

18. Estimated Funding ($):

a. Federal	$
b. Applicant	$
c. State	$
d. Local	$
e. Other	$
f. Program Income	$
g. TOTAL	$ 0

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

[ ] a. This application was made available to the State under the Executive Order 12372 Process for review on .
[ ] b. Program is subject to E.O. 12372 but has not been selected by the State for review.
[X] c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

[ ] Yes [X] No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

[X] ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	Mr.	* First Name:	Jay
Middle Name:			
* Last Name:	Haugen		
Suffix:			

Title:	Superintendent of Schools

* Telephone Number:	(651)403-7002	Fax Number:	(651)403-7010

* Email:	JAY.HAUGEN@ISD197.ORG

* Signature of Authorized Representative:	* Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Independent School District 197 ...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 438,564	$ 438,205	$ 441,471	$ 0	$ 0	$ 1,318,240
2. Fringe Benefits	$ 151,870	$ 162,535	$ 168,338	$ 0	$ 0	$ 482,743
3. Travel	$ 49,820	$ 42,320	$ 42,320	$ 0	$ 0	$ 134,460
4. Equipment	$ 143,860	$ 128,652	$ 41,510	$ 0	$ 0	$ 314,022
5. Supplies	$ 845,111	$ 853,555	$ 890,766	$ 0	$ 0	$ 2,589,432
6. Contractual	$ 413,532	$ 422,701	$ 428,919	$ 0	$ 0	$ 1,265,152
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 141,880	$ 106,540	$ 112,200	$ 0	$ 0	$ 360,620
9. Total Direct Costs (lines 1-8)	$ 2,184,637	$ 2,154,508	$ 2,125,524	$ 0	$ 0	$ 6,464,669
10. Indirect Costs*	$ 145,028	$ 145,558	$ 143,956	$ 0	$ 0	$ 434,542
11. Training Stipends	$ 39,715	$ 77,961	$ 82,373	$ 0	$ 0	$ 200,049
12. Total Costs (lines 9-11)	$ 2,369,380	$ 2,378,027	$ 2,351,853	$ 0	$ 0	$ 7,099,260

***Indirect Cost Information** ***(To Be Completed by Your Business Office)*:**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [ ] Yes [X] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: __/__/____ To: __/__/____ (mm/dd/yyyy)
Approving Federal agency: [ ] ED [ ] Other (please specify): _____ The Indirect Cost Rate is 0%
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[ ] Is included in your approved Indirect Cost Rate Agreement? or, [X] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 6.52%

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Independent School District 197 ...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Jay Haugen
Title: Superintendent of Schools
Date Submitted: 04/27/2010

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action:	2. Status of Federal Action:	3. Report Type:
[ ] Contract [X] Grant [ ] Cooperative Agreement [ ] Loan [ ] Loan Guarantee [ ] Loan Insurance	[ ] Bid/Offer/Application [X] Initial Award [ ] Post-Award	[X] Initial Filing [ ] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: [X] Prime [ ] Subawardee Tier, if known: 0 Name: Independent School District 197 Address: 1897 Delaware Avenue City: Mendota Heights State: MN Zip Code + 4: 55118- **Congressional District, if known:**	**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:** Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:	
6. Federal Department/Agency: U.S. Department of Education	**7. Federal Program Name/Description:** Magnet Schools Assistance Program CFDA Number, if applicable: 84.165A	
8. Federal Action Number, if known:	**9. Award Amount,** if known: $0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Name: Jay Haugen Title: Superintendent of Schools Applicant: Independent School District 197 (West St Paul-Mendota Heights-Eagan Area Schools) Date: 04/27/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

APPLICANT'S ORGANIZATION

Independent School District 197 (West St Paul-Mendota Heights-Eagan Area Schools)

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr First Name: Jay Middle Name:

Last Name: Haugen Suffix:

Title: Superintendent of Schools

Signature: _____ Date: 04/27/2010

ED 80-0013 03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:
Title : GEPA Statement
File : C:\fakepath\197-GEPA STATEMENT.pdf

GEPA STATEMENT

SECTION 427

Independent School District 197 is serious about eliminating barriers to an excellent and equitable education. Our magnet schools project has procedures in place to ensure equal access to all activities and services to those with special needs due to gender, race, national origin, color, disability or age. We are already taking proactive steps to ensure equity to students and employees.

For example, we have programs in place to ensure equal access to Spanish speakers. All parent communications are routinely translated into Spanish, including weekly newsletters from the principals. Parent surveys at ALL schools in the district to assess interest in magnet programs and themes were translated into Spanish, and focus groups were also conducted in Spanish. Translators are and will be available at conferences and community events. Translators will be available at all meetings connected to this project so Spanish-speaking parents can continue to provide input and their children can benefit from project services. In addition, all materials developed as part of this project will be translated into Spanish to ensure equal enrollment opportunity. These materials will be proactively shared through the district's ground-breaking programs that already serve Spanish-speaking families: Building Bridges for Las Familias Latinas and ALMAS.

The needs of diverse learners and those with special needs have been considered throughout the development of our project, and the district's director of special programs served on our magnet steering committee. We know that project-based activities and enhanced use of technology are effective strategies for English Language Learners and special education students since instruction can be adapted to accommodate individual needs. Support will be provided for

students who need supplemental services or support to access project activities, such as large-print materials, wheelchair assistance at Dodge Nature Center, or assistive technology, to name just a few possibilities. We are especially excited about the possibilities of the new technology detailed in our project because of the opportunities to offer differing levels of complexity to meet individual needs. For instance, students who learn best by seeing or hearing, or need larger print, can be easily accommodated with the technology included as part of this project. The schools in our project will all offer multiple means of engagement to support success for all learners.

Magnet facilitators at Pilot Knob and Heritage will sponsor teams of girls, who are traditionally under-represented in challenging math courses, at a University of Minnesota Saturday program called Girls Excel in Math. The principal at Pilot Knob already selects under-represented students for participation in a free Saturday science program at the Science Museum of Minnesota. Magnet facilitators will continue to look for opportunities such as this to promote new opportunities.

We will recruit a diverse group of applicants for all positions made possible under this program and make whatever accommodations are necessary to ensure equity in opportunity for all qualified applicants.

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mr.	Jay		Haugen	

Address:

* Street1: 1897 Delaware Ave

Street2:

* City: Mendota Heights

County: Dakota

* State: MN* Zip / Postal Code: 55118 * Country: **USA**

* Phone Number (give area code)	Fax Number (give area code)
(651)403-7002	(651)403-7010

Email Address:

JAY.HAUGEN@ISD197.ORG

2. Applicant Experience

Novice Applicant [ ] Yes [X] No [ ] Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

[ ] Yes [X] No

Are ALL the research activities proposed designated to be exempt from the regulations?

[ ] Yes Provide Exemption(s) #:

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:
Title :
File :

Project Narrative

Project Narrative-Project Abstract

Attachment 1:
Title: **Project Abstract** Pages: **0** Uploaded File: **197-Abstract.pdf**

ABSTRACT

Community engagement in *the process* has been the hallmark of Independent School District 197's preparation to submit this request for funding under the Magnet Schools Assistance Program. Staff, parents, and representatives of partner organizations worked together to develop the vision and plans for implementation. Both major state newspapers covered our all-inclusive approach, and students are already benefitting from the increased involvement of parents, the renewed energy of staff, and the support of enthusiastic partners. Our project includes three schools. Heritage is partnering with Dodge Nature Center and others to become **Heritage E-STEM Middle School (850 students)** with the environment serving as the integrating context for science, technology, engineering, math (STEM) and all other curricular areas. Pilot Knob Elementary is partnering with Lockheed Martin and others to become **Pilot Knob STEM School (430 students)**. Moreland Elementary is partnering with esteemed organizations in the arts and fitness/health fields to become **Moreland Arts & Health Sciences Magnet School (410 students)**. The three schools will emphasize rigorous, standards-based instruction; use an inquiry-based instructional model and interdisciplinary curriculum; and feature engaging, hands-on projects and active learning environments. Desegregation goals are to reduce the minority group isolation of Hispanic students at Heritage and Moreland and eliminate minority group isolation of Black and Asian students at Pilot Knob. Other key goals are to increase parental choice; increase measurable achievement in math, reading and science for every student and student subgroup and transform the two schools not making AYP into high-performing schools; find and nurture the "spark" in each student that will lead to personal success; ensure students have the 21st century skills they need to succeed in a global society; and build dynamic, sustainable programs that lead to systemic change in our district and beyond.

Project Narrative

Project-Narrative-Table of Contents

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Project Narrative

Project Narrative-Competitive Preference Priority 1-Need for Assistance

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Priority 1 – Need for Assistance

The charts below show (a) the costs of fully implementing the magnet schools project as proposed; (b) the resources available to the district (regular instruction resource allocation to schools); and (c) the extent to which the costs of the project exceed the district's resources.

FY 2010-11	Moreland	Pilot Knob	Heritage
(a) Costs of fully implementing magnet schools as proposed	$2,735,811	$2,769,884	$6,622,198
(b) Resources available to district	$2,255,994	$2,277,756	$5,520,848
(c) Extent to which costs exceed district resources	$479,817	$492,128	$1,101,350

FY 2011-12	Moreland	Pilot Knob	Heritage
(a) Costs of fully implementing magnet schools as proposed	$3,027,807	$3,199,470	$7,103,278
(b) Resources available to district	$2,546,154	$2,705,742	$5,993,842
(c) Extent to which costs exceed district resources	$481,653	$493,728	$1,109,436

FY 2012-13	Moreland	Pilot Knob	Heritage
(a) Costs of fully implementing magnet schools as proposed	$3,453,685	$3,591,144	$7,696,009
(b) Resources available to district	$2,974,140	$3,119,220	$6,590,900
(c) Extent to which costs exceed district resources	$479,545	$471,924	$1,105,109

District Office	FY 2010-11	FY 2011-12	FY 2012-13
(a) Cost of proposed magnet programs	$2,647,453	$2,704,827	$2,768,647
(b) Central Administrative Allocation	$2,409,954	$2,470,203	$2,531,958
(c) Unfunded program costs	$296,085	$292,467	$294,526

(d) **The difficulty of effectively carrying out the approved plan …**

Independent School District 197 is in its third year of full implementation for Garlough Environmental Magnet School in partnership with Dodge Nature Center. Although transporting students in choice programs has special challenges, we believe the experience with our existing magnet school and transporting non-public school students (required by state statute) has fully prepared us to meet the new challenge. Our transportation program is already taking advantage of our high school's geographical location in the center of the district to use the high school as a transfer hub. The bus lanes and entrance/exit points for all vehicles were recently redesigned/ repaved to provide a safe and efficient transfer point, providing a cost-effective method of transporting students from any point within the district to their school of choice. One possible challenge to effectively carrying out our plan relates to the timing of notification to successful applicants should awards not be announced before the start of the new school year because of the anticipated need to re-route buses and notify families. The number of changes could be significant because of the excitement for the proposed magnets generated by our extended and very public planning process. Needless to say, that is a challenge we would be delighted to have!

Note: Due to the financial challenges facing all districts in our state, the three schools in our project cannot be magnet schools without MSAP funding, but they are already ***better*** *schools as a result of going through the application process.*

Project Narrative

Project Narrative-Competitive Preference Priority 4-Expanding Capacity to Provide Choice

Attachment 1:
Title: **Priority 4** Pages: **0** Uploaded File: **197-Priority 4.pdf**

Priority 4 – Expanding Capacity to Provide Choice

(1) Help parents whose children attend low-performing schools

(a) **Two of the schools in our project are low-performing schools**.

Students at **Heritage Middle School** in West St. Paul did not achieve annual proficiency targets on state reading and math tests and did not meet the state requirements for Adequate Yearly Progress (AYP). The school did not achieve proficiency targets in reading for All Students and Limited English Proficient. The school did not achieve proficiency targets in mathematics for All Students, Hispanic, Black, Limited English Proficient, and Free/Reduced Price Lunch. When the school becomes **Heritage E-STEM Middle School**, the quality of teaching and instruction will be improved through school-wide staff inquiry training, meaningful collaborative projects, differentiation coaching, an in-house technology integrationist, and regular training in research-based best practices such as the use of data to guide evidence-based interventions. In addition, the level of student engagement will increase as technology and environmental projects are integrated across the curriculum. These are areas where middle school students have identifiable "sparks" that engage them in their own learning.

Moreland Elementary School in West St. Paul did not achieve the state's annual proficiency target in Hispanic Math and was required to implement school choice in 2009-10 (Program Improvement status under Title I). The school has improved dramatically since the 2007-08 school year when students did not make AYP in five subgroups. A major part of the plan to implement an Arts and Health Sciences theme is to continue improving the quality of teaching and instruction through the addition of inquiry training for all staff and the continuing use of data to guide evidence-based interventions. Moreland is the process of full implementation of district initiatives in the areas of differentiation, Response to Intervention, culturally inclusive

classrooms, Cognitively Guided Instruction, three-minute walk-throughs, professional learning communities, and a guaranteed and viable curriculum.

(b) **One is a high-performing school**

Pilot Knob Elementary School is a high-performing Title I school. Students in grades 3 and 4 take the state's MCA-IIs to determine if the school is making AYP under ESEA. In the spring of 2009, Pilot Knob (PK) students significantly outperformed the Minnesota state averages (MN) of students deemed proficient in reading and math and met AYP in all measurable subgroups:

Grade 3 Math	Grade 3 Reading	Grade 4 Math	Grade 4 Reading
86 PK / 82.1 MN	82.7 PK / 78.4 MN	85.7 PK / 74.8 MN	83.3 PK / 74.5 MN

Pilot Knob also meets the District's definition of a school that is segregated or is in danger of becoming segregated. When the school becomes a STEM magnet, we will concentrate recruiting on under-represented Hispanic and White students but are making it an absolute priority for available spaces to be offered first to resident students attending a low-performing school.

(2) Effectively inform parents whose children attend low-performing schools about choices that are available to them in the magnet schools funded under the project.

An aggressive, dual-language marketing campaign is planned for this project. **Every** district parent will be mailed a colorful, easy-to-read brochure (English and Spanish versions) describing the magnet choices and how to apply on the included application. Personalized letters describing available options will be sent to every parent with a child in a low-performing school; these letters will be in the parent's native language. We will also market magnet choices through our Building Bridges for Las Familias Latinas program, press releases and ads in both English and Spanish news media, strategically placed signs and banners, magnet fairs and open houses, community parades, community events, web/DVD videos, and much more.

Project Narrative

Project Narrative-Selection Criteria-Quality of project services (25 points)-Refer to Federal Notice for content.

Attachment 1:
Title: **Quality of Project Services** Pages: **0** Uploaded File: **197-Quality of Project Services.pdf**

(a) QUALITY OF PROJECT SERVICES

(1) Introduction

Independent School District 197 is located in the northern part of Dakota County on the urban fringe of St. Paul, Minnesota. Within the district, housing runs the gamut from multi-block, low-income apartment complexes populated primarily by recent immigrants to waterfront estates. The district's 4379 students are served by one high school (grades 9-12), two middle schools (grades 5-8), and five elementary schools (E-4 and K-4) located in West St. Paul, Mendota Heights, and the northwest section of Eagan. The district also serves the communities of Lilydale, Sunfish Lake, and Mendota, plus a corner of Inver Grove Heights.

We have a far-reaching vision for what our project will accomplish! What you are about to read represents the heart and soul of a district: the vision not just of administrators and educational experts but also of those who do the daily work in our schools; not just the parents who support public education but also those whose children are not yet in school and those who have chosen non-district options; not just parents with "regular" kids but also those with special-needs and those with special gifts; not just English speakers but also recent immigrants who understand that the process we have gone through aligns with their hopes and dreams for their children's future; not just token community partners but businesses and nonprofits who have rolled up their sleeves and done the hard work with us.

In many ways, we are like the little engine that could. Our one existing magnet school, developed over a period of years without MSAP assistance, was named the top new/emerging magnet school in the nation in the spring of 2009. In the fall of 2009, the state's Commissioner of Education made special visits to our three Title I elementary schools, including two that are part of this project, to thank the staff for the amazing gains posted by their students on the state

tests used to determine Adequate Yearly Progress – 20 percentage points higher than expected based on our demographics! Midway through the second year of our elementary counseling program (The Kindness Project, funded by the Office of Safe and Drug Free Schools), we have shared with schools nationwide how to create a caring, inclusive school climate with a strong character-education component (*ASCA School Counselor*, Jan./Feb. 2010). And Jay Haugen, our Superintendent of Schools, is a state and national leader in visioning the future by helping communities understand what it will take for every child to be successful – the subject of his work as the Minnesota Association of School Administrators 2009-10 Richard Green Scholar.

The **community engagement work** that guided our magnet plan began in 2005 with a comprehensive magnet-interest survey of every parent in the district, including parents of children not yet in kindergarten and those whose children attended non-district schools. The survey results showed strong parental interest in themes related to science, technology, math, the environment, and the arts. The next three years centered on the creation of Garlough Environmental Magnet School (GEMS) in partnership with Dodge Nature Center (a nationally recognized urban nature facility) and the school's transformation from a minority isolated, low-performing school to a high-achieving, inquiry-based environmental school. In the winter and spring of 2008-09, a Blue Ribbon panel of community leaders recommended additional magnets as a way to foster integration, model systemic reforms, and engage students in their own learning. A Futures Planning task force built on the work of the Blue Ribbon panel, collecting and studying data related to demographics, parental choices, community interest, and opportunities to effect systemic reform. Three convergent factors that emerged from the data led us to believe *now is the time*:

1. Rapidly changing demographics. In 1998, the minority population in our schools was less than 10 percent. In 2003, it was 20 percent. Today, minority students make up 37.7 percent of the student population with much higher percentages of certain race and ethnic groups in some schools than in others. In West St. Paul, the dominant immigrant group is Hispanic; in the Eagan area of the district, immigrant families from Asia and Africa are more prevalent than those from Spanish-speaking countries. This year the district commissioned a major demographic study from Team Works International (TWI) to help analyze trends and plan for the future. Projections through 2014 show that the minority population density by race will continue to grow at approximately the same rate as it has in the past decade, leading to even more minority-group isolation if dramatic changes are not made now.

2. Optimal opportunity to effect change. The TWI demographic study showed that less than 23 percent of the district's total population is non-white – a 65 percent difference between the school district's student population and what we would expect based on the resident population ($^{37.7}/_{23}$ =165%). This is at least partially explained by the fact that **37 percent of the district's school-age students attend non-district schools** or are home schooled. A recent study published by the Institute on Race and Poverty at the University of Minnesota Law School supports the establishment of magnet schools as soon as demographic trends become clear since it becomes progressively harder to fully integrate schools as the degree of existing segregation grows. The Institute's research shows that the best time to establish magnets is when the district's minority student population is between 30-40 percent, and we are already near the high end of this optimal spectrum at 37 percent. By offering the high-quality magnet programs that parents want most, and mounting an aggressive marketing/recruiting campaign to publicize

choice options, we believe our magnet schools will attract the resident students needed to prevent, eliminate, or reduce minority group isolation.

3. The nationally recognized success of the district's only magnet school. Now in its third year as a fully operational magnet school, Garlough Environmental Magnet School (GEMS) in partnership with Dodge Nature Center has dramatically increased student achievement and staff capacity. Children from the nearby middle-class neighborhoods have started returning to the school, which is also attracting the children of staff and families devoted to environmental issues, reversing the previous years' trajectory to complete minority group isolation and reintegrating the learning community. Student enrollment has increased dramatically with the addition of 130 new students to the school, filling it to capacity. The staff has received many individual honors in recognition of their outstanding work. **GEMS was named the top new/emerging magnet school in the nation** at the 2009 Magnet Schools of America conference and was a Magnet School of Excellence in both 2009 and 2010. The school was developed over a period of years (2005-2008) with funding from the district, the Minnesota Department of Education, and multiple environmental groups and supporters.

Our district's demographic transition has been compounded by the school-funding crisis in our state. Like other school systems in Minnesota, we must periodically convince community residents to increase their taxes and approve the 20% or so of basic school funding our legislature has determined should come from local levies. After the overwhelming failure of a levy referendum in 2006 necessitated deep program reductions, we launched a major initiative that included meaningful dialogue with all segments of our community. Through focus groups, town hall meetings, and community outreach efforts, we gathered a significant amount of data about what our citizens expect from their public schools in exchange for their hard-earned tax

dollars. The process of actively engaging the community helped us realized that systemic change is required to win the kind of ongoing community support needed for every child to achieve success. Instead of a laundry list of narrowly defined goals, our district subsequently adopted a strategic plan with a short list of clear goals and measurable objectives, data-driven strategies for meeting those objectives, and scorecards for transparent reporting of results. By 2009, a random-sample scientific survey of 550 residents showed that, by a stunning 80% to 8% margin, residents agreed with this statement: "Our community receives a good value from its investment in local public schools."

A district-level Magnet Steering Committee set the following goals to ensure the magnet project directly aligned with the district's strategic vision, goals, and scorecards:

1. Promote desegregation and increase parental choice. Promote desegregation by **eliminating Black and Asian** minority group isolation at Pilot Knob Elementary School, and **reducing Hispanic** minority group isolation at Heritage Middle School and Moreland Elementary School. Our goal is to achieve a racial balance at these schools that more closely reflects the racial balance of the communities we serve and narrows the racial imbalance that currently exists and will continue to widen if demographic projections are even remotely accurate. The magnet schools must increase parental choice by offering highly desirable options that parents in our district have embraced.

2. Increase measurable achievement for every student and student subgroup – especially in math, reading and science – and transform the two schools not making AYP into high-performing schools. Create innovative, academically challenging programs that encourage problem solving and engage students in learning through collaborative inquiry projects. Instructional delivery by a highly trained cadre of teachers must use research-based strategies

that are clearly aligned to performance goals. Staff must work with experts to integrate magnet themes and align the curriculum with state and national standards using the Understanding by Design framework for both curriculum design and school and district improvement efforts. Much of this work will take place in Professional Learning Communities that focus on differentiation, Response to Intervention, Cognitively Guided Instruction, Culturally Responsive Instruction, and Sheltered Instruction Observation Protocol. Targeted Services will afford extended opportunities beyond normal school hours for at-risk students to receive additional instruction and experiences.

3. Find and nurture the "spark" in each student that will lead to personal success. Through our partnership with the nationally recognized Search Institute, we are focused on helping students identify and develop the "spark" that will lead them to personal success. Our magnet programs directly support this district-wide goal by offering students more choices within the district and within buildings. Flexible groups based on interest will be formed across grade levels and ethnicities, providing even more opportunities for students to develop their "spark" through cooperative learning. In-depth inquiry and problem-solving opportunities related to the theme will be offered during school, after-school, on weekends, and during the summer. The magnet programs will feature a Personal Learning Plan (PLP) for each student that addresses individual needs and goals. Each student must feel supported by one or more adults – and every staff member, including specialists, must collaborate on providing multiple opportunities for students to achieve success.

4. Increase enrollment and ensure stable funding by building and sustaining world-class magnet schools. Our three proposed magnet schools are located in buildings with available space. One of our goals is to build sustainable world-class magnet schools that can attract a large, diverse applicant pool and lead to stable enrollment with the optimal number of students. Grant

funding will pay for the needed expertise and equipment to establish the programs, build internal capacity to sustain them, and publicize the choice options. Stable enrollment and the active involvement of community partners will allow the district to fund and maintain all four of its magnet schools at the highest possible level.

5. Prepare students for a global society. Develop positive and respectful learning and working environments with culturally responsive classrooms and culturally competent staff. By understanding diverse perspectives, we can contribute to the development and growth of students, families and staff. Integral to all of our programs are the 21st Century skills that students will need to find success in a global society – technological literacy, problem-solving ability, and experience working collaboratively across socio-economic and ethnic strata.

6. Build an engaged and committed partnership around the District Vision and the goals of the magnet schools among students, families, staff, neighbors, School Board members, and community partners in the business and nonprofit sectors.

Throughout the fall, we held meetings with the staff at every district school to discuss the district's rapidly changing demographics and solicit feedback on staff enthusiasm and support for the kind of whole-scale change a comprehensive magnet program would require. As part of our work with the Search Institute, teachers were already discussing their own "sparks" and working collaboratively to use that information to re-engage with students and the curriculum. At buildings where the demographics supported moving forward with a magnet, staff members divided into teams to research themes for which they had a passion – a passion strong enough to sustain them through months of uncompensated planning and visioning with the entire school community and potential partners as well as with each other. After merging the mountains of

data representing input from every segment of the community as well as research into best practices and programs, we identified three schools and themes for inclusion in the project.

Heritage Middle School (630 students in grades 5-8) will become **Heritage E-STEM Middle School**. The theme will be Science, Technology, Engineering and Math with **inquiry teaching and learning and projects related to the environment** (the E in E-STEM). This was the top middle school choice of parents across all demographic groups. The primary partners will be Dodge Nature Center and the City of West St. Paul. Our plan follows the model for middle school reform by focusing on preparing all students for success in high school and beyond. The school is located in West St. Paul and is the district's northernmost school (St. Paul is located a few blocks to the north). The 12-year-old building has been beautifully maintained and could accommodate an **additional 220 students (or more with reconfiguration)**.

Pilot Knob Elementary School (290 students in grades K-4) will become **Pilot Knob STEM School**. The theme will be Science, Technology, Engineering and Math with **inquiry teaching and learning** and projects related to scientific discovery and problem solving. An elementary STEM school was the top choice of the entire community in random-sample scientific surveys commissioned in 2009 and 2010 as well as on staff and parent surveys completed at every district school and in a variety of focus groups and interviews with under-represented segments of the population. The major partners will be Lockheed-Martin and the Science Museum of Minnesota. The school is located in the northwest corner of Eagan. It was built in 1969, totally renovated in 2006, and could accommodate an **additional 140 students (or more with reconfiguration)**.

Moreland Elementary School (296 students in grades K-4) will become **Moreland Arts & Health Sciences Magnet School**. The theme is Arts and Health Sciences and will feature

school-wide inquiry projects related to health and fitness and creative projects related to the arts. In addition to enjoying broad community support and reflecting the enthusiasm of Moreland staff and families, the new school will serve as an incubator of effective practices in the often-neglected areas of health and fitness. The primary partners will be the Ordway Center for the Performing Arts, the Minnesota Orchestra, the MNCOME Foundation, Dakota County Public Health, and the YMCA. The school is located in the northern part of West St. Paul. The building was renovated in 2006 and could accommodate an **additional 110 students (or more with reconfiguration)**.

We have been working with a contracted evaluator, Dr. Deidra Honeywell of DKH Consulting Services, Inc., to ensure objectives to be evaluated align with district goals and the purposes of the Magnet Schools Assistance Program. These are our ***Project Objectives and Performance Measures:***

Objective 1: To eliminate, reduce, or prevent minority group isolation in the targeted schools without negatively impacting feeder schools.

Performance Measure 1.a.: In the second year of the project and for each succeeding year, the percentage of Latino students in Heritage E-STEM Middle School will be lower than in the previous school year. (Year 1 baseline, Year 2 down from baseline by 1 percentage point, Year 3 down from baseline by 2 percentage points, & projection for fall 2013 down from baseline by 6 percentage points)

Performance Measure 1.b.: In the second year of the project and for each succeeding year, the percentage of Asian and Black students in Pilot Knob STEM School will decrease. (Year 1 baseline, Year 2 down from baseline by 2 percentage points, Year 3 down from baseline by 4 percentage points, & projection for fall 2013 down from baseline by 6 percentage points)

Performance Measure 1.c: In the second year of the project and for each succeeding year, the percentage of Latino students at Moreland Arts and Health Sciences Magnet School will be lower than in the previous school year. (Year 1 baseline, Year 2 down from baseline by 1 percentage point, Year 3 down from baseline by 2 percentage points, & projection for fall 2013 down from baseline by 6 percentage points)

Performance Measure 1.d: By June 30, 2011, and for each succeeding school year, as a result of the recruitment for the new school-wide magnet programs at the target schools, there will be no resulting negative impact – becoming minority group isolated – on the feeder schools, as verified by school and district enrollment records. (Significant impact is defined as a projected increase in MGI by more than 2 percentage points, which would be caused by students leaving the feeder school to attend one of the MSAP-funded magnet schools. Data will only be analyzed for district schools that exceed the minority enrollment average of identified subgroups at district schools of the same grade levels.)

Objective 2: To design and develop innovative educational methods and practices, which promote diversity and increase choices for parents and students.

Performance Measure 2.a: At least 50% of magnet teachers responding to the Year 1 online survey will agree that magnet classroom instruction includes: 1) innovative, challenging instructional materials and content that promote diversity and choice, while meeting state performance standards, 2) the use of MSAP-identified research-based "best practices" (minimum of 3 per year), 3) strategies that encourage students from different racial and ethnic groups to interact, and 4) at least 120 minutes of theme-related instruction for magnet students per week. (Year 2 target 75% - 150 minutes, Year 3 target 90% - 180 minutes)

Performance Measure 2.b: At least 50% of magnet teachers responding to the Year 1 online survey will agree that their magnet school provides students with a resource-rich, interactive learning environment. (Year 2 target 75%, Year 3 target 90%)

Performance Measure 2.c: In the second year of the project and for each succeeding year, at least 50% of the classroom-visit reports by outside evaluators and/or school-based personnel will confirm that the magnet program provides a resource-rich, interactive learning environment, equipped with computers and other technology. (Year 3 target 75%)

Objective 3: To improve the capacity of Independent School District 197, including through professional development, to continue operating each of the magnet schools at a high performance level.

Performance Measure 3.a: At least 50% of staff responding to the Year 1 online survey will report that project staff development activities have increased their content knowledge, improved their instructional skills, and supported innovative practices. (Year 2 target 75%, Year 3 target 90%)

Performance Measure 3.b: At least 80% of magnet teachers responding to the Year 1 online survey will agree that they participate in PLC's, these groups meet regularly, team members reinforce strategies learned in staff development, and they coach each other. (Year 2 target 90%, Year 3 target 100%)

Performance Measure 3.c: In Year 1, at least 50% of the magnet teachers at the school will earn at least 90 hours of staff development credits. (Year 2 target 75% & Year 3 target 90%)

Objective 4: To develop and implement magnet school programs that provide all students the opportunity to meet challenging State academic content standards and student academic achievement standards.

Performance Measure 4.a: At least 70% of teachers responding to the Year 1 online survey will agree that 1) the instructional staff at their magnet school has a clear understanding of state content and performance standards, and 2) the staff uses curriculum aligned with these standards. (Year 2 target 85% and Year 3 target 90%)

Performance Measure 4.b: At least 50% of staff responding to the Year 1 online survey will agree that 1) parents have an active role in magnet implementation and 2) community partners work with staff and are active in the design and implementation of the magnet program. (Year 2 target 75%, Year 3 target 90%)

Performance Measure 4.c: In the second year of the project and for each succeeding year, at least 70% of the classroom-visit reports by the outside evaluator and/or school-based personnel will show evidence of the: 1) use of challenging instructional materials (Year 3 target 90%), and 2) use of content aligned with state performance standards. (Year 3 target 90%)

Objective 5: To develop courses of instruction that will substantially strengthen student knowledge of academic subjects and the attainment of tangible and marketable vocational, technological, and professional skills (SCANS competencies).

Performance Measure 5.a: At least 50% of teachers responding to the Year 1 online survey will agree their magnet school offers a curriculum and course of instruction that provides students with the tools and opportunities to 1) think conceptually, 2) solve complex problems, 3) communicate ideas effectively, and 4) gain tangible and marketable vocational, technological, and professional skills, as well as other SCANS competencies. (Year 2 target 75%, Year 3 target 90%)

Performance Measure 5.b: In the second year of the project and for each succeeding year, more than 50% of the curriculum content reviewed by the outside evaluator will show

evidence of instructional strategies designed to help students think conceptually, solve complex problems, communicate ideas effectively, gain tangible and marketable vocational, technological, and professional skills, as well as other SCANS competencies. (Year 3 target 75%)

Objective 6: To ensure that all students enrolled in the magnet school programs have equitable access to high quality education programs that will enable the students to succeed academically and continue with postsecondary education or productive employment.

Performance Measure 6.a: In the second year of the project and for each succeeding year, the percentages of minority students in the magnet school meeting Reading AYP proficiency on the Minnesota Comprehensive Assessment (MCA-II or subsequent iterations) will equal or exceed the State average proficiency when adjusted proportionately for district demographics. If below the State Standard, the gap between the percentages of minority students at the school meeting the standard and the Minnesota averages for the same groups will decrease when compared to the previous year's data. (Baseline 2011)

Performance Measure 6.b: In the second year of the project and for each succeeding year, the percentages of minority students in the magnet school meeting Mathematics AYP proficiency on Minnesota Comprehensive Assessment (MCA-II or subsequent iterations) will equal or exceed the State average proficiency when adjusted proportionately for district demographics. If below the State Standard, the gap between the percentages of minority students at the school meeting the standard and the Minnesota averages for the same groups will decrease when compared to the previous year's data. (Baseline 2011)

(2) Strategies for ensuring equal access and treatment

Independent School District 197 is committed to the spirit and the law of equal educational opportunity and complies with all federal and state laws and regulations prohibiting discrimination and harassment. The district does not engage in, nor does it tolerate, discrimination based upon race, religion, color, national origin, sex, sexual preference, or disability in employment, assignment of students to schools and courses of instruction, and designing or operating extracurricular activities. We are committed to ensuring that no barriers impede equitable access. Our project is designed to provide a high-quality educational program for *all* participating students and high-quality staff development for *all* participating teachers (including specialists, ESL instructors, and special education staff). All materials developed as part of the project will be adapted for use with English Language Learners and students with disabilities (according to their IEPs). In addition, the project coordinator will review all materials to ensure they meet district guidelines for inclusive instruction and are sensitive to gender, race, national origin, color, disability, and age. Materials shared with parents and the community will be translated into the major native languages of the school district.

Our district has many programs already in place to ensure not only equal access but also **welcome access**. The district has been a recognized leader in embracing the area's rapidly changing demographics with programs that promote on-going multicultural interaction and understanding. For example, in 1995 we developed an Early Learning program called Building Bridges for Las Familias Latinas, which currently serves dozens of families at two sites. Through this program, Spanish-speaking families with children not yet in kindergarten learn how to prepare their children for school in this country and how to access community resources. The program's potential to become a national model is currently undergoing stringent evaluation as part of a United Way grant. At Henry Sibley High School, our ALMAS program has received

several grants and awards for its success engaging Hispanic students and dramatically lowering the Latino drop-out rate. All of our elementary schools have full-time counselors who promote mutual respect and understanding through our Kindness Project and its successful efforts to make our schools welcoming, safe places. Our schools also have Family Support Workers funded by 360 Communities (formerly the Dakota County Community Action Council) whose missions are to remove barriers to learning for ALL students and foster family participation in the schools.

Because two of our proposed magnets are STEM schools, we expect to see a sizeable increase in the number of girls pursuing rigorous studies in areas where they have typically been under-represented: engineering and math. Both STEM schools are planning to recruit and sponsor teams for Girls Excel in Math (GEM), a program offered for girls in grades 4-7 by the University of Minnesota School of Mathematics Center for Educational Programs.

The magnet school enrollment guidelines have been written to ensure a fair and open process for enrolling students in the magnet schools. **No academic or racial criteria will be used**. Transportation will be provided from anywhere in the district in accordance with busing guidelines, including transportation on days when optional extended hours are offered for Targeted Services and extended-day programs. A complete description of the enrollment process and lottery priorities is included in the attached Voluntary Desegregation Plan.

The strategies for ensuring **equal access** are rooted in law and have been complemented in our district with the added emphasis on welcome access. It is only in recent years, however, that strategies for ensuring **equal treatment** have moved to the forefront, driven at least partially by our rapidly changing demographics and the spotlight ESEA testing and reporting requirements have cast on the achievement gap. Unfortunately, the learning expectations that

some educators have for underperforming students aligns with what Villegas and Lucas (2002) call "the deficit perspective" which occurs when teachers see students as lacking the ability to achieve due to a misunderstanding of cultural/linguistic nuances, low socioeconomic status, or other family circumstances. To reinforce the district's imperative of high expectations for *all* students and the importance of an affirming attitude toward students, we are in the process of institutionalizing **Culturally Responsive Instruction (CRI).** Since a teacher's belief system or frame of reference can impact the ability to build quality relationships with students (Gay, 2000 and Kunjufu, 2005), all teachers in our magnet schools will receive ongoing training in CRI with the site and district magnet coordinators and the building diversity leader. These ongoing discussions will focus on the critical components of CRI: learning about students and their communities to build relationships, possessing an affirming attitude toward students from culturally and linguistically diverse backgrounds, understanding the constructivist foundations of culturally responsive teaching, mastering the practice of culturally responsive teaching, gaining socio-cultural consciousness, and encouraging staff members to see their individual potential to act as agents of change. We will continue to capitalize on our 10-year partnership with the East Metro Integration District (EMID) to tap resources at the Multi-Cultural Resource Center and utilize the expertise of the EMID professional development staff.

(3) (i) Services appropriate to needs of intended recipients/beneficiaries

Although services will vary by site/theme, all of the services to be provided as part of this project directly support measurable achievement for every student and student subgroup in reading, math, and science (our state tests, the MCA-IIs, test achievement in all three areas to determine AYP under ESEA). Services are also designed to help find and nurture the "spark" in each student that will lead to personal success. A **guaranteed and viable curriculum** is

standardized throughout district schools and will be enriched by the interdisciplinary **Inquiry Model** being adopted at the new magnet schools. In addition to a commitment to inquiry-based teaching and learning in an academically rigorous, standards-based environment, the three schools included in our project will share additional commonalities: **collaborative/cooperative projects** and learning experiences; **data-driven interventions**; **differentiation** in all subject areas; and the seamless integration of **up-to-date technology** to improve teaching and learning.

A guaranteed and viable curriculum is the most powerful school-level factor in determining overall student achievement (Marzano). In our district, we strive to see that the intended curriculum is implemented consistently by teachers. At the elementary level, we offer a balanced literacy program (*Scott Foresman Core Reading Curriculum)* that is designed to help K-6 teachers build readers through motivating and engaging literature, scientifically research-based instruction, and a wealth of reliable teaching tools. Reading interventions are delivered outside of the 90-minute uninterrupted reading block utilizing the RtI framework that matches evidence-based interventions to student needs. Intervention specialists use the programs *Read Naturally* and *Sidewalks* as tier-two interventions. Next year, both elementary schools included in this project will have a member of the Minnesota Reading Corp working with low-achieving K-3 students using 10 specific research-based interventions. Students in grades 7-8 use *Prentice Hall Literature* for the core curriculum, with instruction aligned with the Academic Standards in Language Arts to include reading and literature; writing; and listening, speaking and viewing. Standards that include components of reading are included in the Language Arts Standards.

The standards-based math curriculum ***Everyday Mathematics*** is used in grades K-5 and the ***Holt Mathematics Curriculum*** is used in grades 6-8. The elementary curriculum is based on connecting mathematical experiences to the world while teaching young children mathematical

concepts. The curriculum builds on students' math understanding, skills, and proficiency at each grade level by integrating concepts such as number and operations, algebra, geometry, measurement, and data analysis and probability. Staff has been trained in differentiation strategies and materials are available in Spanish. *Holt Mathematics* has a proven instructional design that is grounded in research and aligns with the Minnesota standards and the curriculum used at the high school. It has comprehensive differentiated instruction with online lesson tutorials, including modified materials for Special Education students, plus assessment and intervention resources. All elementary teachers and all math middle school teachers have, or will have, training in **Cognitively Guided Instruction (CGI)**, which builds teachers' understanding of the knowledge that students bring to the math learning process and how they connect that knowledge with formal math concepts and operations. The research (*Children's Mathematics*, 1999) provides a detailed explanation of the problem-solving and computational processes that virtually all children use as their numerical thinking develops. CGI training helps teachers focus on what students know so they can build future understanding based on present knowledge. The goal is to improve children's mathematical skills by increasing teachers' knowledge of students' thinking, by changing teachers' beliefs regarding how children learn, and by ultimately changing teaching practices.

The Full Option Science System (FOSS) is the inquiry-based science program used in the district's K-5 classrooms. This science curriculum has been identified as research-based (National Science Foundation) and successfully field-tested with diverse and low-income students. It provides opportunities for students to learn science concepts through hands-on activities and provides a structure for guiding, enhancing and enriching the science experiences. It helps students develop the skills to reflect on and communicate about experiences and

observations and provides a context for integrating mathematics and communication skills. Moreland and Pilot Knob will use the FOSS units but will go further in-depth in those units, providing for a deeper understanding and stronger scientific knowledge base. The Science Museum of Minnesota has supplementary hands-on activities that align with the FOSS kits, and these will enrich the units at Pilot Knob and Moreland. FOSS will also be used in grade 5 at Heritage but will be supplemented and enriched with inquiry projects related to the environment and field experiences at Dodge Nature Center. Grades 6-8 at Heritage use the **Holt series – Physical Science (6), Life Science (7), and Earth Science (8)** – including online resources. This standards-based curriculum focuses on inquiry into authentic questions generated from student experiences as the central strategy for teaching science. Cross-curricular inquiry projects and field experiences with partner organizations will provide multiple experiences on which to build authentic questions.

Inquiry teaching and learning are integral to our project. As the old adage so succinctly puts it – "Tell me and I forget, show me and I remember, involve me and I understand." Inquiry as process and pedagogy is a **research-based best practice** that is effective in building student understanding and literacy and a major emphasis of the National Science Education Standards and the Minnesota Academic Standards of Science. At our district's award-winning Garlough Environmental Magnet School (GEMS) in partnership with Dodge Nature Center, inquiry-based teaching and learning have contributed significantly to not only the rapid rise in test scores, but more importantly to the students' ability to convert information and data into knowledge they can apply in multiple situations. Inherent in the process is a cycle of discovery, questions, research, investigation, and communication. The **National Science Education Standards** are based on this inquiry premise. As a district that has experienced success with inquiry-based

teaching and learning, our project calls for building on that success in additional settings as we transition our students and staff to a world where they must generate, transmit, and process a constantly expanding fund of knowledge. It is no longer enough to memorize facts and information. Students (and teachers!) must learn to ask the questions that can lead to appropriate resolutions and gain the ability to become lifelong learners. Inquiry training planned as part of this project is not just for students! When staff members ask the questions and work collaboratively on resolutions – from seeking the best possible outcome for an individual student to the best way to integrate interdisciplinary inquiry projects that align with and support state and national standards – everyone in the building benefits.

Cooperative learning, collaborative projects, and place-based learning experiences go hand-in-hand with inquiry and are effective in meeting the needs all learners, including those from culturally diverse backgrounds and those with disabilities (Goor and Schwenn). Within a conceptual framework, inquiry learning and active learner involvement can lead to important outcomes in the classroom. They can also foster relationships in an integrated environment as students work in teams to make observations, collect, analyze, and synthesize information, and draw conclusions. All of the collaborative inquiry experiences planned for our project will stress problem-solving skills, which students can apply in other areas as well. The long-term projects, especially, are also important components of our "sparks" philosophy: each student will bring a strength to the project that can be developed and nurtured over time, allowing the student to experience success in a meaningful way. As part of the inquiry training, staff will learn how to maximize cooperative and collaborative learning by creating environments where students feel safe and challenged, groups are small so everyone has a meaningful role, and tasks are clearly defined. Interwoven into the projects are opportunities to practice respect, celebrate diversity,

resolve conflicts, draw on past experience, and get students invested in their own learning (Slavin, Success for All/Roots and Wings). Of course all projects will be oriented toward meeting standards, ranging from mastery of basic skills to presentation skills to higher-order thinking skills.

Data-driven interventions are another important way our project will ensure services are appropriate for intended recipients. In 2008-2009, we began using the NWEA Measures of Academic Progress (MAP) with all students in grades K-10. This assessment tool provides data that tracks individual student progress three times a year. In the fall, end-of-the-year target scores are determined for each student, making it possible for teachers to establish reasonable individual progress goals throughout the year. At parent/teacher conferences, teachers review RIT growth targets with parents and students and discuss ways the school and home can work together to help students attain their goals. Information from the MAP RIT scores and targets is also correlated with prediction of proficiency on the state's assessments. Principals and teachers use this information to identify students at risk of not demonstrating proficiency on the MCA-IIs. MAP scores and individual RIT growth targets will be shared and used by all staff to improve instruction. Students who do not make adequate progress toward their growth target by January will participate in intervention programs designed to meet their specific needs. Progress monitoring of individual students on a timely basis will help teachers see if research-based intervention strategies are working, so they can monitor and adjust accordingly.

Differentiation and the seamless integration of technology will be hallmarks of the three schools included in our project and will be an important way we guarantee services will meet the needs of all learners. Differentiated instruction is a scientifically based strategy (Tomlinson, 2001) that makes it possible to teach essential content in ways that address the

varied learning needs of students with the goal of **maximizing the possibilities of each learner**. Tomlinson and Dimersky Allen (2000) provide a knowledge base that will help teachers learn proven ideas for how to match instructional approaches to the readiness, interests, and talents of all students. Additionally, differentiation addresses the structure of the lesson so that content, process and products can be scaffolded. Although all staff have had training in differentiation strategies, our project includes a differentiation coach and technology integrationist at each site who will work with PLCs as well as one-on-one with teachers to help them differentiate to meet the needs of all learners, including suggesting strategies and materials, modeling their use, and helping the teacher implement them in day-to-day practice.

Three years ago, our district put laptop Apple computers in the hands of every teacher and has provided extensive instruction and tools to maximize technological efficiency in classrooms. We also have mobile carts of the same computers available for classroom use. If our project is selected for funding, each classroom will have a Promethean ActivBoard that allows teachers to seamlessly integrate technology and instruction and connect with computing devices that students are using (iBooks, iPads, and iPod Touches). The opportunities to effectively differentiate instruction in such a classroom are multiplied many times over, but a differentiation coach who can provide hands-on assistance to teachers as they integrate new technology and use it to differentiate curriculum is a critical component – a component that we believe will ensure the services of our project directly benefit every student in every classroom.

(3) (iii) Services reflect up-to-date knowledge from research and effective practice

Our project will incorporate strategies based on research to strengthen core academic subjects and ensure the successful integration of each school's theme. We are adjusting the schedules at all three schools to allow for daily meetings of grade-level teams and high-

functioning **Professional Learning Communities (PLC)** whose mission is to work and learn together to ensure high levels of learning for ALL students. The characteristics of our PLCs are based on the work of DuFour and Eaker (1998) and stress shared mission, vision, values and goals; collective inquiry; collaborative teams; an action orientation that focuses on results versus good intentions; and an understanding that continuous improvement in teacher and student learning is the way business is done in schools – not a task to complete.

In earlier sections we discussed research-based practices such as differentiation, a guaranteed and viable Curriculum, Response to Intervention, Culturally Responsive Instruction, and Cognitively Guided Instruction. In addition, our **Kindness Project**, which funds one full-time counselor in each elementary school, is based upon the award-winning *Second Step* violence prevention program, which is research-based and approved for funding on many federal agency lists. It has been shown to reduce discipline referrals, improve school climate by building feelings of inclusiveness and respect, and increase student confidence and responsibility.

In order to have systemic change happen within a school and district, it is imperative that administrators inspect what they expect. A viable curriculum that's core is academic standards is only valuable if teachers are teaching it and students are learning. Our project schools will use **Three Minute Walk-Throughs** as a way for principals to guide teachers in self-initiated professional development. A walk-through is a brief, focused classroom visit followed by reflection. The principal assumes the role of coach as opposed to judge, leading teachers to reflective practices and to dialogue focused on curriculum and instruction (Downey, et. al).

All three project schools have already begun using the **Sheltered Instruction Observation Protocol** (SIOP) model to facilitate high-quality instruction for English Learners in content area teaching by extending the time students have for receiving English language support

while they learn content subjects (Echevarria, Vogt & Short, 2000). Our goal is to integrate language and content while infusing socio-cultural awareness. Teachers are learning (and will continue to learn) how to scaffold instruction to aid student comprehension of content topics and objectives by adjusting their speech and instructional tasks, and by providing appropriate background information and experiences. The ultimate goal is accessibility for English language learners to grade-level content standards and concepts while they continue to improve their English language proficiency.

All three schools included in this project will also offer extended day and extended school year activities (Obama, Duncan, and many others) as part of our **Targeted Services program**, which is funded by the state and includes transportation. Most students that are identified as at-risk have a learning style that is incompatible with the traditional environment. Targeted services serve to meet the students' individual learning style, which is usually hands-on and activity based. Programming is more than academic and includes a social/emotional component. Students are scheduled into instruction that meets their specific needs – often with their regular classroom teacher. Individual student learning plans include baseline data in reading and/or math and allow for specific instruction to meet student needs. While each site differs in the individual classes offered, the objective of all targeted services is to provide intensive, supplementary instruction in academics, particularly reading and math, to identified students. Although students participating in targeted services must qualify as at-risk as defined by the Minnesota Department of Education, we will be offering free extended day opportunities to all students included in the magnet project on the days Targeted Services are offered and transportation can be provided.

And finally, a word about "sparks." Our district is working with the Search Institute, a nationally recognized organization committed to helping create healthy communities for every young person. Although best known for its work on assets, the Search Institute has been studying thriving since 1990 and researching the core marker of thriving called "sparks" since 2003. A spark is defined as "an interest, talent, skill, asset, or dream that truly excites a young person and helps them discover their true passions, whether they be academic, relational, athletic, artistic, or intellectual—anything that inspires and motivates." The idea is that sparks might go out if they are not nurtured and strengthened by supportive peers and adults (Dr. Peter Benson, *Sparks*). Our work with sparks thus goes to the heart of what our magnets schools will be: places where students find joy with caring adults and peers who help them develop their strengths as well as overcome their weaknesses.

(3) (iv) Likely impact on intended recipients and (vii) likelihood that services will lead to improvements in academic achievement

- **Professional Learning Communities (PLC):** With the direct involvement of the site magnet facilitator and the differentiation coach/technology integrationist, plus common planning time (daily) and extended curriculum integration time (monthly), PLCs will move beyond informal gatherings to conversations that are focused on curriculum, assessment, and strategies/interventions that will improve instruction for all students.
- **Differentiation/Technology:** By putting up-to-date technology in every classroom and mobile computing devices in the hands of every student, and a technology integrationist who also serves as a differentiation coach in classrooms to help teachers maximize resources to meet individual as well as group needs, achievement will be improved for all students.

- **Guaranteed and Viable Curriculum/Three-Minute Walkthroughs:** By ensuring curriculum is consistent across subject and grade levels and appropriately implemented in conjunction with the school's theme, we can ensure all students receive rigorous and relevant standards-based instruction.
- **Response to Intervention:** RtI will impact student achievement by targeting scientifically based interventions at the specific area of each student's need. Through progress monitoring, data will be collected to document student growth in response to the intervention. If the student does not make the expected growth, the intervention will be modified or changed until the intended effect is achieved. RtI will ensure appropriate instructional strategies for all students.
- **Cognitively Guided Instruction:** CGI will ensure all students receive math instruction that builds upon their prior understanding of mathematical concepts and moves them toward grade-level proficiency.
- **Culturally Responsive Instruction:** Staff members will be trained on specific cultural needs and guided to view their students through a lens of acceptance, learning to make connections with their students that build a sense of safety and trust and allow students to feel more secure in their learning environment. Teachers will see the need to adjust and individualize instruction as they acknowledge a plurality of ways to think, talk, behave and learn.
- **Sheltered Instruction Observation Protocol (SIOP):** English language learners will meet grade-level standards and master concepts in content areas at the same time they are improving their English language proficiency.
- **Targeted Services/Extended Learning Opportunities:** Targeted services and extended learning opportunities are taught by licensed staff who are highly qualified and motivated to

improve student achievement. The extra time in engaging, relevant, hands-on activities improves learning for students who participate.

- **"Sparks":** Each student will have a Personal Learning Plan that helps identify his/her sparks, and one or more staff members to help develop, nurture, and validate them. When school is only about overcoming weaknesses, many students disengage from the learning process. Within the themes at each school in our project, we are building in many opportunities for students to find success and develop expertise in areas most likely to engage them in their own learning. And because sparks are personal and the support for them is personal, the likely impact on students will be profound.

(3) (v) Professional development leads to improvements in practice

At the core of professional development in our new magnet schools will be the work of the magnet facilitator and various specialists with the grade-level and department-level PLCs. We will be using Understanding by Design (UbD) as the framework for integrating the curriculum and improving student achievement. UbD emphasizes the teacher's role in the design of student learning and is especially effective with a standards-driven curriculum like ours. The UbD process helps teachers "clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities" (Wiggins and McTighe).

Our district has contracted with one of the leading practitioners of UbD in a standards-based environment, Kathleen Lundgren (see next section), who guided the GEMS staff from the very beginning of curriculum revision and expansion and will be advising the teams involved in this project. The three-stage design process called "backward design" delays the planning of many classroom activities and the setting of curricular benchmarks until goals have been clarified and assessments designed. As the staff at GEMS gradually designed, used, and revised

assessments based on the goals of the standards, they were better able to evaluate student understanding. Finally and patiently, they revised and crafted learning activities designed to improve student achievement. This ongoing work of exploring goals, standards, and devising assessments led everyone to grow professionally, improved learning activities for students, and deepened the staff's own content knowledge. This process will be followed with our proposed magnet schools. One of the first standard-based goals will be scientific inquiry. Working with staff from the Science Museum of Minnesota (Pilot Knob and Heritage) and Hamline University (Moreland and Heritage), our teachers will not only come to understand inquiry-based teaching and learning, but they will also come to understand that **inquiry is not limited to science: it is a best practice in most learning areas**.

Previous sections have provided details on many of the other initiatives related to professional development that are associated with this project, but we want to reiterate some of the ways the training will lead to actual improvements in practice. First, with time scheduled throughout the year for staff to meet in PLCs with the magnet facilitator and technology/ differentiation integrationist, we expect to see much more peer coaching and sharing of ideas as we use the UbD process to integrate the theme into all curricular areas. Our project has built-in support for classroom practice, coaching, modeling, and hands-on assistance, both one-on-one and in PLCs. The emphasis on using MCA-II and MAP testing results (summative and formative) to inform instruction will be coupled with training to assist teachers in using and accessing data, including identifying learning goals for students through use of NWEA goal-setting worksheets. In addition, teachers will have better access to more student data through improved technology (iCue, PLPs) and the resulting focus on using data to inform instruction.

(3) (viii) Involvement of appropriate partners for maximizing project services

Each school in our project has worked with community partners throughout the visioning and planning process. One of the reasons **Pilot Knob** was selected for the elementary STEM school was the high level of involvement of Lockheed Martin; the company's Minnesota headquarters is located less than a mile from the school. Lockheed Martin has a history of deep concern with, and involvement in, the education of our country's future engineers and innovators. More than 60 Lockheed-Martin employees come to the school each week to mentor math one-on-one and in small groups, and the school's high scores on the MCA-II mathematics test reflect this involvement. Lockheed Martin investments in Pilot Knob range from a donated planetarium to active participation in the science night and science fair. The company is willing to become even more involved in the proposed STEM school and has offered direct support for an initiative called "STEM-Choice Fridays." The school's other major partner is the Science Museum of Minnesota, which will work with our entire staff on STEM inquiry training and provide extensive support for our FOSS science kits and science lab. Five Pilot Knob teachers have been selected by the Science Museum to receive one week of *Materials and Understanding for STEM Educators (MUSE)* training in July, free of charge, to jump-start the transition to a STEM school. These institutes are designed to help educators develop more effective tools for STEM teaching including an understanding of subject-matter integration, inquiry, nature of science and engineering, links to algebra readiness, culturally relevant pedagogies, better understanding of student needs and more. Museum staff spent a week at Pilot Knob this spring for an engineering residency funded by the PTA. Supporting partners include The Works (engineering museum), the Bell Museum of Natural History at the University of Minnesota, Dakota County and the State Health Improvement Program (SHIP), and the University of Minnesota Department of Fisheries, Wildlife, and Conservation Biology.

Dodge Nature Center and the City of West St. Paul are the primary partners for **Heritage Middle School** and have played key roles in the visioning and planning of the new E-STEM magnet. Dodge is located directly across the street from GEMS (our district's existing magnet) and only a mile from Heritage on 320 acres in the heart of West St. Paul and Mendota Heights. It currently offers more than 50 curriculum topics related to its prairies, lakes, wetlands, hardwood forests, miles of hiking trails, working farm, orchard, and bee apiary. Discussions centered on an environmental middle school program have been ongoing since the official opening of Garlough Environmental Magnet School in partnership with Dodge Nature Center in 2007. Although progress has been slowed by financial limitations, we have piloted some wonderful inquiry experiences at Dodge, and there has been no limit on ideas for place-based activities and inquiry projects, including real-world projects that reflect high expectations for middle-school students working with a Master Naturalist (see Section C for details). The school's second major partnership is with the City of West St. Paul, which recently acquired a property with several greenhouses and gardens located directly behind the school and adjoining the City's Harmon Park. The greenhouses are currently leased to Gerten's, a large area nursery. Lou Gerten (the nursery owner), a City Council member, and the director of the City's Parks and Recreation Department have all been working with the school to develop projects that take advantage of this ready-made laboratory and make a lasting contribution to the community. Additional partners include the Science Museum of Minnesota, Hamline University's Center for Global Environmental Education, Underwater Adventures, the University of Minnesota Institute of Technology, and the University of Minnesota College of Food, Agriculture, and Natural Resources Sciences.

The proposed **Moreland Arts and Health Sciences Magnet School** has been developed in partnership with multiple businesses and nonprofits with input from one of the nation's leading researchers on the connection between physical activity and improved brain function (Dr. Charles Hillman, University of Illinois). The major partners in the health sciences are the MNCOME Foundation (a medical firm with a diverse staff; the CEO is a former school board member), Dakota County Public Health, the University of Minnesota, and the YMCA. Arts partners include the Ordway Center for the Performing Arts, Stages Theatre Company, and the Minnesota Orchestra, with services and support coming from several other area arts organizations as well.

Project Narrative

Project Narrative-Selection Criteria-Quality of personnel (15 points)-Refer to Federal Notice for content.

Attachment 1:
Title: **Quality of Personnel** Pages: **0** Uploaded File: **197-Quality of Project Personnel.pdf**

(b) QUALITY OF PERSONNEL

Several teams were involved in building this proposal, including the key players on the team that created our Magnet School of Excellence – the top new/emerging magnet school in the nation. A district magnet steering committee oversaw work in the schools and community and make policy decisions ranging from alignment with the district vision and scorecards to priorities for student selection. Site steering committees that included staff, parents and representatives from partner organizations met in the schools to develop the individual programs. A "Futures Planning" group studied demographic data, ensured alignment of all schools within the district, and prioritized initiatives. The shared vision was to create three more "schools of excellence."

Our district has never had MSAP funding, but we understand fully the magnitude of what we are proposing. It is hard to convey on paper the absolute belief we share in the vision and plans set forth in this application. As a group, we are dedicated to seeing that our project succeeds, and though no one of us could do this alone, we are confident that our combined experiences in creating the district's existing magnet school and our passion for the new magnet schools will indeed reduce and even eliminate minority group isolation in our schools, resulting in systemic change in our district and beyond. And we are confident in the abilities of Deidre Honeywell and her team to help us carefully document and track every step of the implementation process in accordance with evaluation requirements and best practices.

(1) Qualifications of the personnel the applicant plans to use on the project

Complete job descriptions and qualifications for personnel who will be employed by this project are included at the beginning of the "Resumés" attachment (per Rosie Kelley). Positions include a District Magnet Coordinator and site facilitators/theme specialists at each of the three sites. At Heritage Middle School, we have also included a Teacher on Special Assignment to act

as assistant facilitator and science specialist. This is because our plan is based on strategies that have proven successful in middle school reform, including the need to protect instructional time in the classroom. Rather than pulling middle school teachers out of their classrooms for curriculum writing and inquiry training, the Heritage facilitator must be an instructional leader and hands-on trainer who meets with the school's PLCs throughout the day. This is possible because of the school's block schedule. The facilitator will also function as a coach, spending time with teachers to provide hands-on assistance in theme integration, best practices such as inquiry and using data to inform instruction, and other district's initiatives to improve instruction. As a result, however, we need an assistant facilitator to handle the day-to-day work involved in program implementation: giving tours and answering calls related to recruitment, overseeing equipment and purchases, training staff on new equipment, working with partners on field projects and helping teachers implement them, overseeing the development of outdoor classrooms, and so much more. Our plan also calls for a contracted technology integrationist at Heritage to help teachers fully incorporate the new technology into their teaching. At Pilot Knob and Moreland, the contracted technology integrationist will also be a differentiation specialist. We have set very high standards and expectations for all of these positions and have included complete job descriptions for each in the "Resumés" attachment.

(2) (i) The extent to which the project director is qualified to manage the project

The District Magnet Program Coordinator will oversee magnet activities and provide assistance to magnet schools with curriculum development, staff training, recruitment, screening and selection, articulation and dissemination of innovative practices at the district level. The Coordinator will work towards furthering student integration and educational equity by promoting best practices, collaborating with district departments, and the District 197

community. The Coordinator will also oversee communications in accordance with the district's vision that *every* parent will be aware of choice options that are part of this plan and work with the district's communications officer to select the best contractors to implement that comprehensive vision. The Coordinator will be a key member of the district's leadership team, and we **will** find someone with the right qualifications who shares our passion for the project. A complete list of qualifications and essential job functions is included in the "Resumés" attachment.

(2) (ii) Qualifications of other key personnel

In this section you will find summary information about the key project personnel who served on our district's magnet steering committee and are dedicated to ensuring the project's success. We have attached resumés and/or curriculum vitae for each.

• Jay Haugen, Superintendent of Schools

Jay is an outstanding leader, speaker, writer and lobbyist who is able to translate innovate ideas into action plans that result in improvements to the delivery of education. This year he has been the state superintendent association's Richard Green scholar, an honor bestowed on a Minnesota leader with a vision and concrete action plan for improving education for all students. The subject of Jay's work is community engagement, which has been the hallmark of our magnet project. Jay was the public face of our successful $40 million levy referendum in 2007; he presented to more than 50 community groups and connected with people from all walks of life. He led our district's technology initiative, providing laptop computers for every teacher and mobile carts of laptops for every school to jump-start the integration of technology into all reaches of the curriculum. He has met with Apple executives and researchers at their national and regional headquarters to better understand future possibilities of leading-edge technology

and ensure the technology purchases included in our project are the best ones possible for that exciting future. He is currently leading an initiative to build a high-tech corridor from the Wisconsin border through the Twin Cities area, extending 100 miles west to St. Cloud. He pledges the district's unconditional support to guaranteeing the success of this project (see attached letter).

• **Jean Menard, Executive Director of Curriculum and Staff Development**

Jean oversees the Federal programs in our district under ESEA as well as our $1.2 million elementary counseling grant. She was the architect of the district initiatives that raised achievement in our three Title I elementary schools 20 points higher than state expectations based on demographics. She has proven success recruiting and hiring quality staff in multiple curricular areas. She has instituted an outstanding Curriculum Review Cycle and is an expert at motivating staff and directing staff development. She was the project director for the state grants that supported the development of Garlough Environmental School in partnership with Dodge Nature Center. She has extensive training in differentiation strategies and using data to inform instruction as well as current training/knowledge in best practices in education. Jean will supervise, train, and work closely with the new Magnet Coordinator.

• **Gloria Gritz, Special Projects Assistant to the Superintendent**

Our district's former communications coordinator and on-call "Special Projects Assistant to the Superintendent," Gloria led the community engagement efforts for this project, including designing surveys, meeting with staff at every school, and conducting focus groups across the district. She is known and trusted by employee and parent groups alike as a result of her past work, including writing many successful grants and heading successful levy and bond referenda for the district; she has also written about our innovative staff, classrooms and programs for

local, state and national publications. She has a deep knowledge of our schools and communities as well as finely honed skills in small-group dynamics. She worked with the three school site teams to ensure every voice was heard and all stakeholders were kept informed at each stage of the process. She was also a cheerleader for staff, parents and partners as they put in countless uncompensated hours to "dream big" in the quest to envision and develop a future where all children could find success.

• **Kathleen Lundgren, Magnet Facilitator at Garlough Environmental Magnet School** Kathleen spent 10 years as the Science/Environmental Curriculum Specialist for the Minnesota Department of Education and helped develop the Minnesota State Science and EE Standards and assessments. She provided direction to schools in curriculum development, program enhancement, teacher licensing, instructional strategies, assessment, and resource location and development. She is a recognized expert at using the Understanding by Design process to integrate curriculum and increase teachers' content knowledge. She has done a phenomenal job at Garlough and will be a key advisor to the new magnet facilitators.

• **Sue Powell, Principal, Garlough Environmental Magnet School** and Minnesota Science Principal of the Year, advised the team at every step based on collective experiences in the development and successful implementation of the district's award-winning magnet school; she regularly hosts educators from around the country and the globe, sharing the strategies that have made Garlough students so successful.

• **Tom Schoepf, Director of Special Programs**, helped ensure that children with special needs (and their parents!) were considered in every detail of the plan and had input into the project.

• **Charles Duarte, Coordinator of Gifted and Talented Programs**, advised the group on differentiation possibilities with the full implementation of technology, helped develop

partnerships with the University of Minnesota, and involved his advisory group in the process.

• **Chris Hiti, Principal of Heritage Middle School**, led efforts to integrate an environmental program into the curriculum at Heritage and headed the site advisory group that developed the E-STEM model; based on the heretofore unsatisfactory test results at Heritage (and all other middle schools in our area!), he is committed to embedding reforms that align with best practices in middle schools and building a school culture that keeps students focused on a promising future regardless of family circumstances.

• **Amanda Anderson, Teacher on Special Assignment, Heritage Middle School,** has worked with all grade-level and department PLCs at Heritage to incorporate the new science standards, embed environmental concepts across the curriculum, and develop meaningful inquiry projects; she has also worked extensively with the Heritage partners to engage students in their studies and benefit the community.

• **Tom Benson, Principal of Pilot Knob Elementary School**, has led the community-engagement and partnership efforts to transform Pilot Knob into a STEM school; under Tom's enthusiastic leadership, the school has posted impressive gains on the state tests, partnerships are flourishing, and the community is 100% behind the planned STEM transformation.

• **Jennifer Parker, Teacher, Pilot Knob Elementary School**, a 2009 finalist for Minnesota Teacher of the Year and science teacher extraordinaire, worked tirelessly with Pilot Knob staff, the site and district steering committees, and multiple partners. Her work with the Science Museum of Minnesota led to five Pilot Knob teachers being selected for special STEM training this summer and multiple other staff development and student opportunities.

• **Peter Otterson, Principal of Moreland Elementary School**, is an instructional leader who has implemented the initiatives that so dramatically improved achievement last year; he has led

the site team at Moreland and engaged staff, parents and partners as they worked together, visited other magnet schools, and turned a shared vision into a concrete plan.

• **Deanna Hernandez, Teacher, Moreland Elementary School**, volunteered countless hours of evening and weekend time to develop the Moreland vision and plans for implementation; her contagious enthusiasm captivated partners and has already resulted in benefits to current students, including free tickets and transportation to world-class performances and free water safety classes at the Y.

• **Susan Brott, Chief Marketing and Communications Officer,** worked with both the Blue Ribbon panel and the Futures Planning group on strategic directions for the district and organized the demographic studies and community surveys that helped guide this project; she is a recognized state and national leader in the field of school public relations and will help guide the communications associated with this project.

• **Carl Colmark, Director of Business Services**, brought us down to earth when we started dreaming too big; he is already working on the transportation plan that will need to be implemented on short notice if our project is chosen for funding.

• **Dr. Bernadette Wood, Director of Community Education**, provided a plan for theme-related offerings for parents, children in school-age care programs at the three magnet sites, and exciting, relevant enrichment classes that could be offered during non-school hours.

Our district teams are confident in all areas but one: the evaluation. We have thus engaged one of the country's leading experts in evaluating educational programs. Since 2002, **Dr. Deidra K. Honeywell, president of DKH Consulting Services, Inc.,** has provided consulting evaluation for various districts and agencies. Her company currently provides grant evaluation services for 13 projects to eight districts in four different states. She helped design and

write our evaluation and signed a Letter of Understanding with the district to provide evaluation services if our project is chosen for funding. Her resumé is included in the attachments.

(2) (iii) Qualifications of teachers to implement the special curriculum

All teachers who will provide instruction in the participating magnet schools are in full compliance with state licensure requirements, and 100% of the teachers meet the federal requirements for highly qualified. Teachers at every building have already started preparing themselves for the transition, and several teams have been accepted into summer programs, including Heritage and Pilot Knob teachers who will attend all-expenses-paid summer STEM integration training at the Science Museum of Minnesota (see school sections for more details). Staff qualifications and "sparks" were important factors in the selection of magnet themes. If a school did not have the internal capacity and passion to fully embrace the theme – if there was even a chance the project would be considered just added work – we knew it could not achieve the heights envisioned. The teachers who will be implementing the special curriculum are dedicated to its success and are committed to the staff development and theme integration processes that have guided the program design (a few announced retirements are anecdotally linked to the increased work necessary for successful implementation:).

(2) (iv) Nondiscrimination in employment

Our district is committed to the letter *and* the spirit of nondiscrimination laws and policies. Personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability. The district proactively seeks to employ a workforce reflective of the population and has a history of offering scholarships to minority students enrolled in certification programs who agree to student teach in our district – a program that has been successful in helping us identify and hire high-quality employees from underrepresented groups. Two scholarship student teachers now work at Pilot Knob, and one is a finalist for this year's

Minnesota Teacher of the Year. We provide information on accommodations for persons with disabilities in all advertising for positions and encourage applications. We also provide information in various formats for Limited English Proficient, the visually impaired, and deaf and hard of hearing. Hiring notices are widely disseminated, including to universities and museums throughout the Midwest for posting on their websites; for positions included in this project, we will also run advertisements in the two daily newspapers with state-wide distribution and actively recruit bilingual personnel. These efforts will include working with placement offices at universities located in other states and advertising in national journals.

(3) Experience and training in curriculum development and desegregation strategies

Curriculum development is a district strength that is addressed throughout this application. Desegregation strategies, too, permeate these pages, including culturally responsive instruction and curriculum, nation-leading programs to integrate Latino families, and an emphasis on cooperative learning to foster integration. Our district is a member of the East Metro Integration District, and the three schools included in our project are teamed with students from mostly white schools for cross-cultural experiences. However, these desegregation strategies (and more) only hint at our deeper purpose. For three years now, our high school's basketball team has played in the state championship tournament. These have all been dream teams, not so much for their athletic ability as for the teamwork and friendship that blended black and white and every shade of brown, that included members of long-time Minnesota families and newcomers from Laos and Mexico and Liberia, that achieved great heights because of their common passion. And that is what we are trying to do with our new magnet schools: bring students and families together, united by a common theme and a shared goal of excellence, so our students can be prepared in all the ways that matter to become contributing members of the global community.

Project Narrative

Project Narrative-Selection Criteria-Quality of project design (25 points)-Refer to Federal Notice for content.

Attachment 1:
Title: **Quality of Project Design** Pages: **0** Uploaded File: **197-Quality of Project Design.pdf**

QUALITY OF PROJECT DESIGN – HERITAGE E-STEM MIDDLE SCHOOL
Serving students in grades 5-8

Mission: Heritage E-STEM Middle School is a diverse, inclusive community dedicated to creating inquisitive learners, problem solvers, and environmental stewards.

Vision: Our E-STEM vision is to ensure our students have the 21st century skills they need to succeed in a global society:

- **Scientific curiosity** and a firm foundation in the fundamentals of scientific inquiry through environmental projects that engage students in real, purposeful learning
- **Technological skills** and the ability to apply them in diverse situations that span the curriculum and have career and higher-learning applications
- An understanding of the **Engineering** design process that fosters **problem-solving** ability by instilling the need to ask, imagine, plan, create, and improve
- The ability to apply **Mathematical** concepts and skills in complex situations as well as in everyday life
- Exceptional **literacy** skills and the ability to **communicate** effectively

The interdisciplinary approach at Heritage stresses inquiry and uses the environment as an integrating context to improve academic achievement by engaging students in their own learning. Activities are based on high expectations and challenging content standards. Collaboration is key: students learn to work together, staff members collaborate across grade levels and curricular areas, parents are involved in the school and in decision making, and partner organizations provide meaningful learning opportunities that benefit students and the community.

Staff, **parents**, and representatives of **partner organizations** developed these new Heritage E-STEM mission and vision statements over a period of months as they worked together to plan the new school. The curriculum-integration effort was led by a Teacher on Special Assignment, who worked with grade-level PLCs to align the E-STEM plan to the state's rigorous new science standards and design cross-curricular inquiry-based projects that would engage students in meaningful learning and prepare them for success in high school and college. Principal Chris Hiti has been deeply involved in all aspects of the plan and has worked tirelessly to ensure our E-STEM magnet is based on best practices in middle school education with the goal of making the short list of our country's most successful middle schools.

Background: Heritage Middle is the district's northernmost school located nearest to the St. Paul urban core. The minority population at Heritage has been on an upward trajectory, growing from less than 18% ten years ago to over 52% today. The desegregation goal at Heritage is to **reduce minority group isolation of Hispanic students**, who currently comprise 34% of the student body. On the 2009 state tests used to measure Adequate Yearly Progress (AYP), Heritage fell short in seven subgroups: All Students and Limited English Proficient in reading; All Students, Hispanic, Black, Limited English Proficient, and Free/Reduced Price Lunch in math. This was quite a wake-up call and proof positive that the strategies that resulted in decent test scores just a few short years ago were no longer adequate to meet the needs of today's learners – underscored by the fact that no middle school or junior high school in our geographical area made AYP in 2009. The alarm we heard at Heritage was even louder given the success of students at the district's first magnet, Garlough Environmental Magnet School (GEMS) in partnership with Dodge Nature Center, which is located just a mile from Heritage. Clearly, the GEMS partnership with Dodge Nature Center, the intensive inquiry-based staff

development, and the emphasis on cooperative learning through place-based inquiry projects have contributed to that school's quick turnaround in student achievement. Families began lobbying for a high-quality continuation environmental program that extended beyond fourth grade almost as soon as GEMS opened, yet every demographic group in the district rated STEM the top magnet choice. Both President Obama and Governor Pawlenty have been stressing STEM and our country's need for engineers and scientists and innovators to bring about changes in the environment and help us make sense of the world. Our new E-STEM model fits perfectly with that vision as well as with the educational goals of the communities we serve.

(i) Promote desegregation and increase interaction

A growing body of research supports the powerful learning possible with inquiry-based teaching and cooperative learning. In today's ever-shrinking world with its endlessly changing technologies, we need to teach students how to become critical thinkers who can synthesize information as opposed to just memorizing it. One of the wonderful things about using the environment as an integrating context is that it necessitates students taking part in complex, meaningful projects that require sustained engagement and collaboration across the curriculum. Students at every grade level will take part in such projects through our partnerships with Dodge Nature Center, Dakota County, the City of West St. Paul, and many others. These projects have been designed so students work on authentic problems that people care about in the real world while capitalizing on this age group's natural inclination to be advocates for something. As we design and refine the magnet program, we are building into the curriculum proven motivational strategies that allow students to experience the kind of success, understanding, self-expression, and cooperative learning that will lead to high achievement while promoting desegregation and increasing interaction.

In addition, Heritage has some powerful programs already in place. Foremost of these is a student leadership program called "WEB" – Welcome Everybody. Eighth-grade WEB leaders are trained to help fifth-grade students and other new students get off to a great start in an integrated environment by teaching them strategies for success. WEB leaders work with their own small groups throughout the year by leading social and academic follow-up activities that model cooperation, study skills, respect, and other important character-building lessons. As part of the new E-STEM program, we are adding an internal social networking component and environmental projects to strengthen the mentoring bond. Overnight field experiences in 5th and 7th grades will provide additional opportunities for integrated groups to come together in a meaningful way, and field trips to the University of Minnesota will encourage *all* students to envision a future that includes college. A great tradition sponsored by the PTA called "A Taste of Heritage" brings families together to share food and performances reflective of our students' varied cultural heritages. Our building's diversity leader organizes training in **culturally responsive instruction** for staff, facilities SEED book studies, and works with student performance groups that share various cultural perspectives with their peers and students at other schools. Data is studied to ensure equity in all programming.

(ii) Improve student academic achievement

In the most extensive study to date of the characteristics of successful middle schools (*Gaining Ground in the Middle Grades: Why Some Schools Do Better,* Feb. 2010), the Ed Source team of researchers identified strategies that focused on preparing students for the future. These strategies form the basis of our plan to improve student academic achievement and have been endorsed by the National Association of Secondary Principals, the National Middle School Association, and the National Forum to Accelerate Middle-Grades Reform.

• **Effective use of assessment data to improve instruction and learning**: Heritage is divided into six professional learning communities called "houses." Each house follows a block schedule that allows an hour a day for the house team to meet as a Professional Learning Community (PLC) while students participate in a Creative Arts Block that includes music, art, technology, physical education, and family and consumer science. The house PLCs are charged with using all available data to improve instruction and learning. In addition to summative and formative data aligned with the curriculum, the PLC's rely heavily on data generated from **Measures of Academic Progress (MAP)**, which students take three times a year; this data is studied by strand and used to set growth targets for each student. Each PLC sets measurable goals, and the school administration will use this data to set building goals for improving benchmark test scores aligned to the district scorecards. **MCA-II math and reading** results are not usually available from the state until summer, but this data is disaggregated by ESEA subgroups as soon as it becomes available to determine if students are making progress, to pinpoint areas of instruction that must be improved to increase learning, and to assess issues related to the achievement gap and equity in educational opportunities. **AIMSweb** assessments are given three times a year to benchmark all students on **Curriculum Based Measures** and to identify students in need of interventions or additional challenges.

• **Proactive interventions**: Based on the AIMSweb universal screening and other available data, the PLCs are able to proactively intervene for every student who needs help. The school has a dedicated Response to Intervention (RtI) specialist who works with the teaching team and any student in need of literacy-related interventions; these interventions are monitored in the reading lab in conjunction with AIMSweb progress monitoring and adjusted or changed if not proving effective. Any student in need of math intervention works with teachers and a full-time,

dedicated math interventionist who recommends and progress monitors multiple tiers of interventions.

• **Critical role of leadership**: The principal is the school's instructional leader. He will work in tandem with the site magnet facilitator to convey on a daily basis the school's high expectations for all students and single-minded focus on standards-based curriculum that prepares students for rigorous coursework in high school. District administrators are giving the full weight of their support to the project's success. The technology department has developed a data-tracking program that makes it possible for building leaders to record observations related to teaching and learning on an iPod Touch during their three-minute walk-throughs. This data can be downloaded and disaggregated by teacher and team to form the basis for reflection, coaching and improvement efforts.

• **Setting measurable goals for improvement**: Multiple layers of data will be used to set SMART goals for each student, each teacher, each House PLC, each Department PLC, and the school. At each level, the goals must be specific, measurable, attainable, realistic, and timely. Teachers will be responsible for working with each **individual student** on an annual Personalized Learning Plan (PLP) that aligns with the district's scorecard for **Strategic Direction B – Finding and nurturing the "spark" in each student that will lead to personal success**. Each PLP must include one or more data driven needs-based or growth-based SMART goals and an annual report of progress related to the SMART goal(s); it must also include a statement of volunteer service, an identified "spark," and identified "spark" supporters. House and Department PLCs will develop SMART goals for each teacher as well as each team, aligning professional improvement goals with MAP student growth goals and results. The school's SMART goals will align with the district scorecards for **Strategic Direction A – Increasing**

measurable achievement for every student and subgroup: **NWEA MAP Growth** in reading and math by student group (% of all students who meet or exceed expected growth in RIT targets); **Learning Gap** as measured by the **MCA-II** broken down by ethnicity, social economic status, and all students (difference in MCA-II scores between racial groups in poverty compared to white students not in poverty); and **Proficiency** in reading, math and science as measured by the **MCA-II**.

• **Effective communication with students and their families**: The annual PLPs form the basis for teacher/student communication related to academic achievement and "sparks." They also provide the starting point for discussions related to academic rigor, the correlation between middle school performance and high school classes and a not-so-distant future, and the need to develop strengths as well as overcome weaknesses. Students must also identify one or more adults who support their "spark" – in cases where students cannot identify a supportive adult, the teacher suggests specialists within the school or community or flags the file for discussion within the house PLC. The PLP helps keep parent conferences centered on academic achievement and long-term goals as well as the need for adults to support their child's learning and personal goals. In the new E-STEM model, the PLPs will be revisited on a regular basis with aspects incorporated into homeroom, house and school social networks. "Sparks" can be updated, volunteer service logged, and supportive peer groups formed around common interests with homeroom time set aside to keep discussions focused on how today will impact the future. As we move toward a paperless environment, daily communications with students and parents via ListServ and email are already a reality for about 70% of our families. Once all students have personal computing devices, we will be able to set up accounts for parents to communicate with the school via their student's device. During the transition period, paper and electronic

communications are both necessary. Important communications, including the principal's weekly newsletter, are routinely translated into Spanish. Ongoing **SIOP training** is in place so teachers can more effectively help English language learners master content standards as they learn English and communicate more effectively with parents with limited English ability.

(iii) Implement high-quality activities that are directly related to improving student academic achievement

The environment will be the integrating context for the four STEM domains – science, technology, engineering and math – as well as social studies, language arts, and all other areas. Through inquiry-based learning and cooperative projects, the new interdisciplinary curriculum will be woven together so students become self-reliant, technologically literate problem solvers, innovators, inventors, and logical thinkers (Morrison, 2006). The curriculum will adhere to rigorous Minnesota standards, the National Science Education Standards, the National Council of Teachers of Mathematics Standards, the National Education Technology Standards for Students, and National Environmental Education Standards developed by the North American Association for Environmental Education. The design of our program follows the format set out by HB Lantz (2009). It begins with the standards, backward maps the curriculum using UbD, uses inquiry-based teaching and learning, has students work collaboratively on projects and problem solving, uses both formative and summative assessments, and integrates digital teaching with digital curriculum.

Because of the intense, school-wide focus on improving academic outcomes, we will **protect instructional time in the classroom** by scheduling regular, ongoing staff development with classroom teachers during the house's interdisciplinary PLC block, before and after school, and during the summer. The new magnet facilitator for Heritage (see job description in the

appendix) will engage teachers as they work together to implement inquiry-based approaches to teaching that are effective across the curriculum and contribute to the creation of a truly **learner-centered, inclusive instructional culture**. The facilitator will spend time in classrooms, helping teachers with differentiation strategies. Together, the facilitator and teachers will integrate student-driven inquiry into teaching across content areas and master more consistent use of outdoor learning areas, student-led investigations, and interdisciplinary learning such as the JASON Project, which uses technology to connect students with great explorers and great events. The facilitator will work with each PLC on the backward design of the curriculum so it aligns with state and national standards. The facilitator will be assisted throughout the year by the inquiry team from Hamline University's Center for Global Environmental Education, and all teachers (including specialists) will participate as a staff in summer STEM Inquiry training at the Science Museum of Minnesota. This training will be slanted toward environmental integration.

Through our work at GEMS and the planning for Heritage, we have collected significant research that documents the learning benefits of nature-based experiences, including a better ability to focus, reduced stress, and rigorous educational experiences that masquerade as fun. The American Institutes for Research (2005) cites studies that found students in outdoor science programs increased their science test scores by 27% and showed significant gains in social studies, language arts, and math. Other studies show ADHD can be significantly reduced when children are engaged with nature (Kuo & Taylor, 2004). Our program is being built with the "whole child" in mind, including health-related opportunities related to growing and eating fresh produce and walking/biking to partner locations.

SCIENCE AND THE ENVIRONMENT: Standards-based curriculum will come to life for students as a result of hands-on inquiry projects based on the science units but allowing for

deeper, cross-curricular learning. One of the benefits of Heritage's block schedule is the flexibility it affords for project-based learning. The **E-STEM Advisory Committee** (staff, parents, partners) worked together to design inquiry projects by grade level that align with the curriculum and rigorous standards, utilize partner expertise, engage students, are observation driven, can lead to evidence-based discussions, shift control of learning to the student, and improve students' ability to gather and analyze data, identify patterns, and communicate finds. This sample of the first year's projects shows how inquiry, science standards, cooperative learning, and an interdisciplinary focus will provide high-quality activities that are directly related to improving student learning:

5th Grade – Dodge Nature Center Area Study

Students work cooperatively and individually in the conduct of a yearlong field study of a prairie/pond ecosystem at Dodge Nature Center, supplementing their FOSS science curriculum with ongoing field experiences that align to the state standards in "environments" and "landforms." This project includes water-quality testing, tree study, site mapping, and evaluating environmental variables. Students will conduct comparison studies of other sites on the property and use their journals to compile, graph, and analyze the collected data. They will meet with a naturalist weekly to work on furthering their observation skills, preparing for the next visit, and identifying wildlife. Major student activities include a comprehensive tree study, wildlife identification, and land mapping. The engineering component is to design and plant a tulip garden as part of an on-site and on-line global tulip project through Journey North®. The culminating project will be a three-day inquiry study trip to Eagle Bluff Environmental Learning Center to increase students' understanding of the natural world and environmental issues and impart life skills such as respect, stewardship, accountability, and teamwork.

6th Grade – Engineering and Alternative Energy (Physical Science)

Students will do an integrated study of solar and wind energy, exploring how these energy sources can be used at home and at school. They will learn why we need to conserve fossil fuels by changing to more renewable forms of energy. Major activities include radiation and energy transfer, cooking with solar power, experimenting with wind power, "tooning" into renewable energy (language arts), studying length of shadows (math), measuring wind speed (math), and experimenting with water delivery systems (social studies). Students will be involved in engineering design and construction of devices that utilize alternative energy sources, including a solar oven, wind turbine, slow tunnel, and anemometers. The culminating event is a field trip (provided at no expense) to the University of Minnesota for an experience called "Energy and U."

7th Grade – Greenhouse and Reclamation (Life Science)

Students will work with Gerten's Greenhouses on a West St. Paul city-owned property adjacent to the school to investigate variables that are necessary for plant health and growth and grow native prairie plants. They will conduct an advanced area study at Dodge Nature Center's undeveloped Lily property, including identification of native and non-native plant species and a survey of wild animal populations. Major activities include plant experiments in the greenhouse, site mapping, live animal trapping, video sampling of animals, and native seed scarification and transplantation. Engineering/design components include designing and building classroom greenhouses, building live traps, and designing scale models of greenhouse plots. The culminating experience is a three-day trip to Wolf Ridge Environmental Learning Center for sessions related to raptor adaptation, and other animal and plant-related activities and programs that also foster team-building and personal growth.

8th Grade – Exploring Our Watershed (Earth Science)

Students will study the Mississippi watershed and become environmental stewards in our community. They will conduct and design experiments that involve monitoring water quality factors. They will work at both Thompson Lake and Marthalar Lake in West St. Paul. The data they collect will be compiled into a formal analysis of the water quality of both lakes, which will be submitted to the Dakota County Environmental Engineer. Major activities include underground water experiments, indoor water quality analysis, monitoring lake water quality, and writing a scientific paper. They will design and construct water-quality instruments and build a water purification system. The culminating activity will be a wilderness inquiry field experience on the Mississippi River.

TECHNOLOGY: Our project calls for technology to be an integral part of the E-STEM experience with classrooms equipped with ActivBoards and a cart of laptop computers and iPod Touches in each house. In addition, we are planning for **each student to have a mobile computing device** to use throughout the day and take home for additional study. The iPads we are currently studying for this purpose may not be available until winter and will need to be phased in over a two-year period, but these forward-looking devices will allow all students 24/7 access to learning. Teachers will be able to load each student's device with assignments and supplemental materials on a daily basis. Written reports, PLPs, newsletters, digital versions of projects, and even artwork can all be uploaded to the device, providing a digital portfolio and record of student progress and work. The devices are field-hardy and easier for students to manage than a pack of books as we transition into an age where the most recent versions of textbooks and study materials will soon be accessible in digital format, leading to an environmentally friendly, virtually paperless school by the final year of the project. Digital

probes and microscopes are also included to further scientific inquiry. To ensure that the new technology is fully integrated across the curriculum, our project calls for a dedicated technology integration specialist to work with teachers to maximize classroom possibilities.

ENGINEERING: Although engineering is integrated into the inquiry projects, we are adding a new level of rigor with the adoption of the Project Lead The Way (PLTW) middle school program, *Gateway to Technology*. This activities-oriented program is taught in conjunction with a rigorous academic program, and the three units we are initially adopting align with our E-STEM focus: automation and robotics, design and modeling, and energy and the environment. PLTW's middle school program challenges and engages the natural curiosity and imagination of middle school students and opens the door for additional partnerships and guest speakers. Engineering projects incorporated into the curriculum will allow students to take the lead in designing, developing and building areas suitable for outdoor classrooms. The district is planning to adopt the high school PLTW curriculum in 2011 to provide a seamless continuation for E-STEM students. All students will participate on teams and showcase cross-curricular projects at an annual E-STEM Fair.

MATH: Holt mathematics has a proven instructional design that is grounded in research and aligns with the Minnesota standards. It comes with comprehensive differentiated instruction and online lesson tutorials where EVERY lesson is illustrated. These tutorials will be loaded on student computing devices so students have a 24/7 personal tutor that aligns with their learning style and parents have access to all materials. Also included are modified materials for students with disabilities and point of use teaching strategies to reach all types of learners with built-in assessment and intervention resources. Mathematics is integrated into the environmental projects to allow students to refine and practice their skills in a real-world setting and experience the

relevance of mastery. We currently use Holt Algebra with advanced eighth graders, and plan to make linear algebra the standard goal for all eighth graders.

TARGETED SERVICES AND EXTENSIONS TO THE SCHOOL DAY: The regular school day is simply not long enough to achieve all of our project's goals! Therefore, one of the important ways we will improve student achievement is by extending the number of hours our students have to learn. Our district currently offers Targeted Services before and after school for at-risk students, but middle school participation has not met optimistic projections. Our plan calls for blending the Targeted Services model with extensions to the school day that are open to ALL students for 16 weeks during the school year – four weeks per quarter – twice a week after school. These E-STEM related classes will be free of charge, with bus transportation provided in accordance with busing guidelines. Since approximately half of our students qualify for Targeted Services with transportation, the cost to offer this extended learning opportunity to all students is minimized. Extending the learning day with high-interest, project-oriented classes and activities will add tremendous value to our project. Classes under consideration include music technology, television studio production, an electronic newspaper, nature art, themed garden creation (butterfly garden, rain garden), robotics, engineering challenge, and many more. Dodge Nature Center has suggested a Junior Naturalist certification course, and partners like Underwater World at the Mall of America are interested in sponsoring courses related to aquatic life. As new partners come on board, the possibilities are endless! Saturday programming will include a team of girls participating in Girls Excel in Math at the University of Minnesota, extended place-based projects on the school grounds and at Dodge Nature Center, and participation in free Saturday programs at the Science Museum of Minnesota. Our district's Community Education Department is planning theme-related classes for students as well as for parents. At-risk students will also

participate in a free extended summer session with breakfast and lunch provided.

Encourage greater parental decision-making and involvement

The E-STEM Advisory Committee will continue to meet quarterly to oversee all aspects of implementation. Parents are notified of meeting dates and are encouraged to attend. Meeting notes are sent to interested parents and partners who are unable to attend to keep them involved in the collaborative process and empower them in the decision-making process. A team of parents is already involved in site preparation and planning community involvement in outdoor learning areas. Heritage has an active PTA in place and multiple family events throughout the year, including the popular "Taste of Heritage" that showcases the many cultures that make up our school community. Additional E-STEM events planned for families include events at Dodge Nature Center, science and invention fairs, healthy eating and gardening classes, and hands-on technology events that showcase student work and give families the opportunity to try new technologies. We are working with the City of West St. Paul and Dakota County on a plan to establish community gardens on a large city-owned property that adjoins the school grounds and an adjacent park; this project would provide many learning opportunities for students and engage apartment-dwelling families in growing their own produce.

Parent Contract: As part of the process to put mobile computing devices in the hands of every student, we are planning a series of parent meetings, by house, to introduce the new technology, explain how it will work, set up parent/school communication tools, and provide opportunities for hands-on practice. Every parent will be asked to sign a contract with the school that clearly outlines student, parent, and school responsibilities not only for the new technology but also for each student's Personal Learning Plan (PLP).

Mission Statement: Pilot Knob STEM School is a diverse and inclusive community dedicated to creating life-long learners with the 21st century skills they will need to succeed in a global society – technological literacy, scientific and mathematical ability, problem-solving skills, and experience working collaboratively.

The Pilot Knob STEM Steering Committee developed this mission statement over a period of several weeks as staff, parents, and community partners came together to vision and plan our proposed magnet school. A core cadre of 25 dedicated parents and staff members, plus a much larger pool of 100-plus parents and teachers and community partners who participated at some level, worked side-by-side on the plan.

Because of the school's proximity to Lockheed Martin and the company's bounty of volunteers who serve as math mentors and help with science-related activities and events, plus Lockheed Martin's national association with STEM through sponsorship of Project Lead the Way, Pilot Knob was a natural choice for the district's elementary STEM magnet. STEM enjoys overwhelming support among all segments of the district's population: in a 2009 scientific, random-sample survey of 550 district residents conducted by Decision Resources, Inc., 88% of respondents were in favor of an elementary STEM magnet. District surveys conducted in 2009-10 showed STEM was the top choice among every parent demographic group, including Spanish speakers who, in previous surveys, had rated a language immersion magnet highest –an important factor since the school plans to recruit Latino students. And a comprehensive survey of Pilot Knob families showed 100% support for becoming a STEM magnet: not even one parent was mildly opposed, much less strongly opposed. The only concerns expressed by parents at the

early magnet exploratory meetings centered on ensuring their own children could continue at the school and wanting to make sure the same caring attitudes, high expectations, and emphasis on student achievement would not be diluted. The staff's primary concern related to the time commitment: with no Teacher on Special Assignment to lead the effort, everyone would need to help. Nonetheless, the school's leadership team voted unanimously to proceed and prepared a presentation for the entire staff that focused on changing demographics, declining enrollment, and the opportunity afforded by the MSAP to figure out exactly what it would take to go from being a very good school – one that significantly outperformed the state average in every category – to being THE best school in the state (and the nation!). It was with this ambitious goal that the serious planning to become a STEM magnet began.

The popularity of STEM is at least partially rooted in the wide publicity it has received in recent years. In 2005, when the district did its first magnet-interest survey, the most popular choice was "math, science and technology." The moniker "STEM" did not enjoy widespread use locally until early 2006, when the governor used his state of the state address to launch a community-wide action plan designed to help Minnesota students succeed in the STEM subjects, which he called "the currency of our new economy." In recent months, President Obama's STEM advocacy has further advanced the interest in a STEM magnet school with the "Educate to Innovate" campaign. Despite massive amounts of publicity, however, the nation's K-12 system still gets an average grade of D when it comes to engaging minority and female students in the STEM subjects (*Education Week*, March 22, 2010). A recent National Science Foundation report discusses how social and environmental factors contribute to this underrepresentation. Pilot Knob's school community has already demonstrated the skill and the will to overcome

social and environmental factors, making our school an ideal place to help more girls and minorities become captivated, confident, and capable in their study of the STEM subjects.

Background: Pilot Knob is the high-achieving magnet option presented as part of our project, and it is also racially isolated (see Priority 4). In 1999, when the district joined the East Metro Integration District (EMID), Pilot Knob's minority population was 23%. Today the minority percentage is 55% with disproportionate numbers of Asian and Black students, many of them recent immigrants from Asia and Africa. In 1999, our students were paired with a more diverse school for partnership activities that encouraged diversity; today, we are the diverse half of a partnership with Stillwater Area Schools. Although the school is academically strong, it has seen significant "white flight" as it has grown more diverse; in 1999, enrollment was 473 students; today it is only 290. Ten percent of students are English Language Learners with the most common languages being Arabic, Cambodian, Hindi, Spanish, and Vietnamese. The school is located in the northwest section of Eagan near a major industrial area and serves several older, isolated neighborhoods in addition to well-established single-family neighborhoods, a large area of subsidized housing, and multi-block apartment complexes. The desegregation goal is to **eliminate racial isolation** at Pilot Knob.

As the school's demographics changed, staff at Pilot Knob recognized the challenges that were facing our low-income and ELL students and worked diligently to provide the extra support and additional opportunities that have allowed students to experience academic success. Pilot Knob has 100% of its teachers in compliance with state licensure requirements, and 100% of our teachers meet the federal requirements for highly qualified. The school has also been an incubator for systemic reform. It was at Pilot Knob that the Kindness Project was born as an innovative way to welcome diversity, accept differences, and create a school climate that feels so

safe and welcoming that external factors that detract from a student's ability to learn are mitigated. Although the program now incorporates the *Second Step* violence prevention curriculum, even that is twisted slightly to accentuate the positive – kindness, after all, is the very antithesis of any form of violence. The early efforts at Pilot Knob led to the district elementary counseling model, now being duplicated in schools around the country.

Pilot Knob has also been a leader in the use of **Targeted Services** to improve achievement, scheduling after-school classes twice a week, occasional Saturday school, spring break school, and an extended summer session. To maximize the potential for at-risk students to receive **extra time in school**, two years ago the district changed school hours so elementary schools started at 7:45 a.m. instead of 9:15 a.m., allowing additional time for after-school programming. Although the change has contributed to the dramatic achievement of at-risk students, an unintended consequence was the loss of some middle-class families who preferred a later start. We have anecdotal evidence that some of these neighborhood families are interested in returning to Pilot Knob when it becomes a STEM school. The "buzz" generated by our well-publicized, all-inclusive planning process is getting the program off to a great start!

(i) Promote desegregation and increase interaction

As a result of the Kindness Project, our entire school community has a common language to discuss differences and effectively bridge divides. The school has a diverse Kindness Patrol of older students who promote interaction and mutual respect and work closely with the school counselor to design classroom skits and activities that promote interaction and kindness. Our staff has also taken the lead in helping other schools, both in the district and without, promote desegregation and embrace diversity. Tom Benson, the Pilot Knob principal, is the district's diversity leader, and the Pilot Knob teaching staff currently includes four certified, highly trained

SEED facilitators (Seeking Educational Equity and Diversity); most of the teaching staff have completed at least one year of SEED study and have a strong sense of what is required to create multi-culturally equitable and gender-balanced curriculum. As a staff, Pilot Knob has learned to take the time necessary to reflect on diversity with a sense of integrity and coherence. As we were preparing this application, we were asked if our students self-segregated at lunch or on the playground, which brought us up a bit short since it has been at least a couple of years since we addressed that particular subject. We are happy to report that lunch tables and playground groups are truly integrated across racial, ethnic, economic and social groups – and we were so used to it being that way that no one could quite remember when it stopped being special.

(ii) Improve student academic achievement

The district's **guaranteed and viable core curriculum** and strategies in place to improve student academic achievement were discussed in detail in Section A: **Culturally Responsive Classrooms**, **Response to Intervention**, **Three-Minute Walk-Throughs**, **Cognitively Guided Instruction**, **Professional Learning Communities** (PLC), and **Sheltered Instruction Observation Protocol** (SIOP) are all in place at Pilot Knob. In addition, most of the staff is trained in **Responsive Classroom** (RC), which brings together social and academic learning and stresses the importance of knowing children individually, culturally, and developmentally. RC also stresses how important it is that we know the families of the children we teach and supports our work in PLCs by underscoring that how we work together is as important as our individual competence. We plan to continue this training so that, as the school grows, every staff member can ensure every new student and new family feel welcome and supported at Pilot Knob.

In addition to collaborating on curriculum and projects, our PLCs spend a great deal of time studying and reflecting on MAP and MCA-II data and student work, then **using the data to**

plan interventions and guide instruction. All teachers have been trained in Cognitively Guided Instruction, and half have had advanced instruction. The powerful mathematics program in place in classrooms is supplemented with **Lockheed Martin math mentors**, some of whom work in small groups with gifted children while others work one-on-one with students who need extra attention. Virtually every teacher is a reading teacher at Pilot Knob, and next year we will have a literacy tutor provided by the Minnesota Reading Corp on staff to provide even more help to low-achieving students using specific, research-based interventions. The school is rich in "reading buddies" like our well-loved "Grandma Tutors" and a large contingent of area employees who volunteer during their lunch breaks. Our popular Principal's Book Club is one way we boost family involvement in the reading program, and the computer lab is open extended hours to encourage students to take Accelerated Reader quizzes or work on the Skills Tutor computer program, which can also be accessed via the Internet. The school has specialists who teach Physical Education, Music, Art and Spanish. These specialists play a critical role in our school and take responsibility for helping develop the "sparks" of students with a passion or strong interest in their area. Our art teacher, a Minnesota Elementary Art Teacher of the Year, is already designing high-tech art lessons that incorporate the STEM theme and developing student projects that "scream the theme" for our hallways.

(iii) Implement high-quality activities that are directly related to improving student academic achievement

We believe full integration of the four STEM domains – science, technology, engineering and math – has the potential to dramatically improve student academic achievement. To be most effective, these domains should not be taught in isolation but rather be part of an interdisciplinary curriculum. According to Morrison (2006), the four domains need to be woven together so

students become self-reliant, technologically literate problem solvers, innovators, inventors, and logical thinkers. Although Minnesota's new science standards (to be piloted next year) will incorporate engineering, we are working to make sure our program adheres not only to the new state standards but also to the National Science Education Standards, the National Council of Teachers of Mathematics Standards, and the National Education Technology Standards for Students (which incorporate engineering standards). The design of our program follows the format set out by HB Lantz (2009), a leading expert on the integration of STEM curriculum: begin with the standards, backwards map the curriculum using UbD, use inquiry-based teaching and learning, have students work collaboratively on problem solving, use both formative and summative assessments, and integrate digital teaching with digital curriculum.

The two STEM bookends, science and math, are included in the core curriculum that is so strong at Pilot Knob. Thanks to the *Everyday Mathematics* curriculum and the training that accompanied its implementation, the extensive CGI training of staff, and the Lockheed Martin math mentors, Pilot Knob is already extremely strong in math: **6.3 percentage points higher** than the MCA-II state average on the tests of third graders, and **9.2 percentage points higher** on the tests of fourth graders. When the school's demographics are factored in, these are amazing results indeed! The one area where we could do better is to have a proven curriculum resource for our math mentors to use. We are recommending the adoption of "Hands-on Equations" – a pre-algebra curriculum – and the appropriate training to add a new level of rigor to the curriculum and maximize the volunteer hours of our Lockheed Martin friends.

Science is also strong at Pilot Knob. Jennifer Parker, the third-grade teacher who is our volunteer project leader, has directed an exemplary Science Fair each spring since 2002, serves on the district's science committee, completed a master's program in curriculum, and was a

finalist for Minnesota Teacher of the Year in 2009. The enthusiasm of the staff for science as a way to engage students is reflected in their own studies and training: two teachers have already had the University of Minnesota Monarch/Insect training, planned for the entire staff in the fall; our Spanish teacher is certified in Project Wet and Wild; a second-grade teacher has studied insect field ecology at the University of Minnesota and has had inquiry training at Hamline University; the speech pathologist and a third-grade teacher have had StarLab training; and a Title I teacher is now a lead teacher in a summer course offered through The Bell Museum at the University of Minnesota called "Inquiring Minds: Itasca Field Biology (grades K-6)." And five Pilot Knob teachers, including project-leader Jennifer Parker, have been selected for an intensive one-week course this summer at the **Science Museum of Minnesota (SMM)** designed to help educators develop more effective tools for STEM teaching including an understanding of subject-matter integration, inquiry, nature of science and engineering, links to algebra readiness, culturally relevant pedagogies, better understanding of student needs and more. This course is being provided at no charge to help the school transition to a STEM magnet.

The Full Option Science System (FOSS) is used successfully as the core curriculum in the district's K-5 classrooms (see Section A) and will be supplemented with materials that directly align with the FOSS kits from the Science House at the SMM. As a result of our school's work to prepare to become a STEM magnet, the district is purchasing a membership to the SMM, which will allow us to access these supplemental resources for no additional fee (all district teachers will now have this access!). The missing piece at Pilot Knob is a well-equipped science lab. Currently, science is taught in classrooms, limiting the options for scientific inquiry. At magnet sites the staff and parents have visited, the science lab has been the heart of every STEM school, and our project calls for converting one classroom into a science lab. The school

will support a paraprofessional to set up and clean up to preserve every possible second of instructional time. Staff at The Works (an engineering museum) and The Bell Museum at the University of Minnesota, as well as lead science teachers at magnets we have visited, provided guidance in the visioning of the new science area: lab tables and stools, cabinets and storage, digital microscopes and probes, live animals and habitats, incubators, glassware, balances and supplies for hands-on inquiry activities. Students will also be connected to other students around the world through Journey North® projects and other interactive curricula. A weather station and outdoor classrooms will enrich the experience of all students and help integrate studies across curricular areas.

According to the literature (Lantz, 2009, and others), most K-12 schools are especially weak when it comes to integrating the "T" and "E" into an inter-disciplinary STEM curriculum. Although we are just starting down the STEM path, that statement rings true at Pilot Knob! We do a great job with math, a very good job with science (given the lack of a lab), and merely an okay job with technology, an area where funding challenges have resulted in serious deficits. And this year marks the beginning of our quest to integrate engineering.

Here is where we are with classroom technology: All of our teachers have Mac laptops and use them; we have two carts of Mac laptops for students to use; we have Internet access throughout the building and, after a long, expensive process, have a high-speed connection to the district as well; we have two interactive whiteboards and two document readers. But a STEM education curriculum should be designed to take full advantage of the digital format since digital curriculum has many advantages over paper-based curriculum: it can be web-based, accessible from any of our computers, with more opportunities for differentiation, and updated without the costs associated with traditional textbooks. Digital teaching technologies and the training to use

them effectively are needed to implement digital curriculum delivery. An appropriate starting point is to make sure there are interactive whiteboards and projection systems in every classroom along with the hands-on training and encouragement that will ensure teachers incorporate these technologies successfully throughout the day, including differentiating instruction. We also need to fully integrate mobile computing devices in the hands of students; our plan also calls for the integration of digital cameras, digital microscopes, and a digital television studio and weather station.

This year, we started familiarizing ourselves with how to integrate engineering. The Science Museum of Minnesota was a great resource, and our PTA paid for a one-week SMM Engineering Residency at the school, using materials adapted from the *Engineering Is Elementary* curriculum developed at Boston's Science Museum. As a result of this engineering week, our staff lost much of their fear of engineering, and our students experienced the excitement of becoming problem solvers. We followed-up with an all-day, all-staff experience at The Works, a hands-on engineering museum where our teachers participated in the collaborative, inquiry-based engineering design process and became more comfortable with the "E" in STEM. Because of the multicultural focus and the excellent training provided in its standards-based, integrated-learning approach, we are planning to add *Engineering Is Elementary* to the core curriculum. This will be supplemented with an initiative we are calling **"STEM-CHOICE FRIDAYS."** Our Lockheed Martin partners have every other Friday off for community involvement and are eager to help us design and execute engineering challenges that incorporate all four STEM domains. In a practice session, the paper-airplane project was a grand slam!

At the heart of the staff development is **intensive inquiry training** for the entire staff, as a staff, at the **Science Museum of Minnesota (SMM)**. This training is planned for one-week

sessions each summer of the project (STEM Inquiry I, II, III) with follow-up sessions in the building. SMM staff has attended national symposia on implementing and supporting the use of inquiry-based learning and STEM integration. SMM Teacher Programs provide experienced, well-respected facilitators for staff development in STEM integration and inquiry.

The Magnet School Facilitator will work with the grade-level and school-wide PLCs to backwards design the curriculum integration using the Understanding by Design process and stressing project-based learning that aligns with the SMM Inquiry Model. Teams will meet for one-half day each month (10 months) for the entire three years of the project since we know that this is a process that takes time if it is to be done right (grade-level teams will continue to meet daily to work with data, strategize interventions, and collaborate on STEM-Choice projects). The curriculum integration process will have additional support from the Magnet Project Coordinator, our district's UbD specialist, and the contracted differentiation coach/technology integrationist. The district is providing us with a full day of monarch staff training this summer to kick off our first school-wide inquiry project. We also plan to rotate attendance at regional NSTA conferences to keep abreast of the most current pedagogies and effective STEM strategies, and local TIES conferences that focus on technology integration strategies. Attendees will present information learned at conferences to the entire staff. We also plan to rotate attendance at the national magnet school conference to maximize the opportunity to visit other magnet sites and, by year two and three of our project, hopefully be prepared to share with others some of the successful strategies at Pilot Knob.

Targeted Services/Extended-day opportunities: One of the key ways our project will improve student achievement is by extending the number of hours our students have to learn. For 16 weeks during the school year – four weeks per quarter – we will be offering two-hour STEM-

related classes twice a week after school, free of charge, with bus transportation provided in accordance with busing guidelines. Since approximately half of our students qualify for Targeted Services with transportation, the cost to offer this extended learning opportunity to all students is minimized. In addition, we will continue to offer high-quality Saturday, spring-break, and summer learning opportunities to all at-risk students. For example, this year our principal has taken two groups of 20 students each to a multi-week program called "EMID Science Saturdays" at the Science Museum of Minnesota, a program specifically designed for at-risk students in grades 4-5. Next year, our Magnet Site Facilitator will sponsor and transport a team of girls to the University of Minnesota Saturday program, Girls Excel in Math. This year we offered a four-day spring break school and are offering a six-week summer session (three days per week), complete with daily breakfast and lunch served by area churches. Our district's Community Education department offers additional enrichment opportunities after school and runs a School Age Care program on site. We are working together to maximize the STEM potential of both of these programs, including opportunities related to Legos and technology.

(iv) Encourage greater parental decision-making and involvement

The Pilot Knob STEM Steering Committee, composed of equal numbers of parent and staff volunteers, worked together on every aspect of this plan. Parents were especially terrific at suggesting STEM-related activities to engage families throughout the year, ranging from an Invention Fair to a Lego Night sponsored by LegoLand at the nearby Mall of America to community gardens on the expansive school grounds. As we were working through the STEM process, two of our parents wrote a successful Community Garden Grant, securing a $2000 award from Dakota County and the State Health Improvement Initiative (SHIP) to start a community garden right now. Students will learn about plant life as they plant vegetables in this

new outdoor learning space, and families will work together to produce a harvest that can be shared with the community. Lockheed Martin has suggested family activities related to Space Day and Women in Engineering Day, and the University of Minnesota has volunteered evening programs related to Physics and Chemistry outreach.

The STEM Steering Committee has been so successful that it will continue with quarterly meetings to ensure community involvement throughout the implementation process. The meetings to date have been heavily publicized, and parents are welcome to come to one or all as they are able; since we do most of our work in small groups to ensure everyone can provide input, we are able to accommodate as many parents as are interested. Our school has a strong PTA and regular events, such as the Principal's Book Club and PIE Nights for Title I families, that are focused on literacy and math activities. We also have a monthly night at a local eatery, where staff teams take turns acting as hosts and use the school's share of the proceeds for special purposes such as supplies or a field trip. Boy and Girl Scout troops meet at the school, and we are encouraging ideas to design and build outdoor classrooms for Eagle Scout projects. Special family nights include a family dinner in the fall (everyone is invited to wear a costume), a family fun night in the winter, our fabulous science fair in the spring, a cultural and fine arts show near the end of the year, and a family night as the culminating event of week-long residences such as the recent Engineering Residency. Many of these events attract hundreds of parents and family members – we make sure grandparents know they are welcome at Pilot Knob, too! We also have concerts and other special events throughout the year as well as a huge evening celebration of kindergarten graduation. We anticipate the inauguration of many more family-engagement activities when our STEM school becomes a reality.

MORELAND ARTS & HEALTH SCIENCES MAGNET SCHOOL
Serving students in kindergarten through grade four

Moreland's mission is to help each child learn in an environment enriched by the arts and health sciences. Our vision is to honor the whole child by building relationships that include families and the community; enhancing and supporting learning in all areas; fostering creative expression and nurturing individual "sparks"; encouraging higher-order thinking skills; exploring and using 21st century technologies; giving children the tools they need to lead healthy, well-balanced lives; and inspiring them to become lifelong learners.

These new mission and vision statements capture the essence of a long process that has led our school community to examine who we are and envision what we can become. They represent not just our plans for the future, but also a roadmap to get us there. And they represent something else, too – a renewed sense of energy and a new sense of joy.

Background: Moreland is located in the northern part of West St. Paul. The area around the school consists of decades-old homes interspersed with apartment complexes. The recession has hit the area hard. The main thoroughfare into the St. Paul urban core, a couple of blocks from the school, is lined with at least one of virtually every fast-food franchise in the Midwest. In the last 10 years, minority enrollment has grown from 18% to 46% with the Hispanic student population now at 34%. The desegregation goal is to **reduce Hispanic racial isolation** at Moreland. Well over half of the students qualify for free/reduced meals, 17% receive English as a Second Language services, and 22% receive Special Education services including a disproportionate number of students with Emotional and Behavioral Disorders (the school houses the district's Level 3 EBD program). Three years ago, Moreland had 377 students. This year, it has 296. In 2007-08, our school did not make Adequate Yearly Progress (AYP) in

reading in Special Education and free/reduced price meals, and in math with all students, Hispanic, Special Education, and free/reduced price meals. In 2008-09 we entered **Program Improvement** status under Title I when our Hispanic students did not make AYP in math. Our 2008-09 test scores improved so dramatically that the state's Commissioner of Education visited the school to congratulate the staff, so it was discouraging to be required to notify every family of their option to attend another district school.

As our staff became consumed with overcoming weaknesses reflected in the test scores, the idea of developing strengths and "sparks" got put on the back burner; the school day revolved around making sure every student had measurable achievement in reading and math. Then, in the fall, all district schools began discussing the district's changing demographics and plans for the future, including the district's interest in competing for the Magnet Schools Assistance Program. As part of that larger process, our staff looked at our own demographic and student enrollment data along with a list of themes that were popular with parents throughout the district. Based on demographics, Moreland was a possible candidate for inclusion in the MSAP application, but we didn't have any consensus on what kind of theme would suit our community best or if we even had the internal will to tackle a project of that magnitude on top of all the initiatives so critical to improving achievement in reading and math.

The idea of magnet themes tied into the district's "sparks" initiative, so we decided to form teams to research a few options. The caveat was that team members had to feel a passion – or at least a "spark" – for what they presented to the larger group. The staff was blown away by two presentations: one that focused on the arts and one that focused on fitness/nutrition/health. Both themes had powerful research behind them, and just discussing the possibilities upped the building's energy level. We followed up with a comprehensive staff survey and preliminary

discussions with parents. As enthusiasm continued to build, we designed an all-inclusive parent survey. When not enough responses were returned, we gave it to parents at a few high-attendance school events (conferences, PIE nights, and a family dance) and took the Spanish version to our Building Bridges program. We enlisted the help of our Family Support Worker, ESL teacher, and others to get additional feedback from underrepresented populations. The response was overwhelmingly positive: **96% of Moreland parents were in favor of pursuing an arts and health sciences magnet**. And 50 of them signed up to be on a Moreland Magnet Steering Committee! When we approached potential partners, something equally amazing happened: they said yes! At the best magnet schools our teams visited, we saw immediately what our school had been missing – a palpable sense of excitement coalesced around a theme that engaged students in their learning and energized the school community. And so we came together in the Media Center – parents, teachers, support staff, and representatives from partner organizations – and started visioning a future enriched by both the arts and the health sciences.

(i) Promote desegregation and increase interaction

Moreland is home to the district's evening section of **Building Bridges for Las Familias Latinas**. In addition to providing learning experiences for future students, the program helps parents understand that schools in this country encourage parental involvement and directs them to services that can help their families. Up to 50 families participate at Moreland each week. When new families move to the area, their neighbors are quick to tell them about the "escuela" at Moreland. The program helps a traditionally under-represented group feel comfortable in our building and know that they are a welcome and valued addition to the Moreland community.

As a **Kindness Project** school, our students and staff have a common language to discuss differences and foster mutual understanding. The addition of a school counselor and weekly

lessons in every class that follow the *Second Step* violence prevention curriculum reinforce the kindness message at every level of the school. In addition, the counselor facilitates small groups built around common themes, including integrated friendship groups that help new students assimilate. The school's Spanish-speaking family support worker engages with parents to promote literacy activities and regular attendance. The school has an amazing diversity coordinator who makes it her mission to ensure students, staff and parents feel supported and welcome at Moreland; she is legendary for doing whatever it takes to make sure kids learn, including home visits. As part of our emphasis on **Culturally Responsive Instruction**, we share strategies at monthly and quarterly staff development sessions and invite guest speakers. A recent presentation on immigration helped us understand what it means to be an alien, get a green card, and go through the naturalization process. Speakers from Somalia and Mexico have shared struggles common to the immigrant experience and discussed specific cultural issues that might impede student success. A multi-cultural potluck dinner celebrates the foods and cultures of our students' countries of origin. All teachers have been trained in **SIOP**, and the principal's three-minute walk-throughs ensure SIOP implementation remains a priority.

With the exception of lunch, students do not have unstructured time during the school day; because the staff works to ensure project-based activities have integrated groups, our students have few opportunities to self-segregate. On rare occasions, the counselor or principal or another staff member might spot a segregated lunch table and join the group, engaging students in conversation and encouraging others from nearby tables to join the discussion.

Technology has also helped us increase interaction. For example, this year our third graders created their own social network through Ning and have been interacting through blog posts, podcasts, videos, and school materials. Each student has posted a "life list" of things they

hope to accomplish, what their personal "spark" is and where they hope it takes them, plus class projects like artwork and digital book reports. The site has allowed students to share things with one another that they wouldn't normally have the opportunity to share, served as an archive of work (a highlight at conferences!), and solidified cross-cultural friendships. This project was so successful that we plan to expand internal social networks next year.

(ii) Improve student academic achievement

Moreland's strategies to improve student academic achievement are already showing impressive results: on the 2009 MCA-II state tests, the school had a 16-point gain in math and an 11-point gain in reading over 2008. Scores are still below the state average but should continue to rise in math because of the increased staff training in **Cognitively Guided Instruction**; teachers of grades 1-2 have had advanced training with a leading CGI trainer, and teachers of grades 3-4 are scheduled to have advanced training in 2010-11. A **School Wide Assessment Team (SWAT)** consisting of three Special Education teachers, a speech/language pathologist, an occupational therapist, two Title I teachers, a literacy coach/basic skills teacher, the school psychologist, and the principal conducts **Universal Screening** in the fall and winter to identify students who might need interventions in oral reading fluency or early literacy.

Initiatives to improve student academic achievement are consistent with the state and district goals and focus on individual student growth. We have implemented **Professional Learning Communities** that are focused on data, including disaggregating MAP and MCA-II math and reading results by ESEA subgroups to determine if students are making progress. We review disaggregated data from **Curriculum Based Measures** on a weekly basis for students who need interventions; our focus is on helping *each* student learn. We secured a grant for extensive RtI training and have implemented it building wide with interventions scheduled

outside the 90-minute literacy block and the 60-minute math block. Six teachers and the principal have had **advanced RtI training**. We wrote and won a grant for a K-3 literacy tutor from the Minnesota Reading Corps. Our principal has been doing three-minute walk-throughs to ensure the district's guaranteed and viable curriculum and implementation of all district initiatives designed to improve achievement. Approximately 75% of the staff has had **Responsive Classroom** (RC) training, which stresses team competence and the importance of knowing children and families individually, culturally, and developmentally. Those not trained in RC will need to complete the basic course in year one so the entire staff, as a staff, can take the week-long RC training called "Building Academic Communities Through the Arts" in the summer of 2011.

We host PIE nights six times a year for Title I parents and children to help parents assist their children in math and literacy. We increased the hours of instruction for at-risk students by adding more Targeted Services after school and in the summer and have lengthened the regular school day by 15 minutes. We serve breakfast to all students free of charge.

(iii) Implement high-quality activities that are directly related to improving student academic achievement

The **arts and health sciences** will be integrated throughout the school day in an interdisciplinary, phased-in approach that incorporates technology and improves student achievement. Students will engage in **inquiry-based learning** with projects related to health, fitness, and nutrition and track their own fitness level using technology. Increased activity throughout the day will improve their academic performance and their health, and new opportunities in the arts will stimulate creativity and improve all areas of the curriculum. The district's guaranteed and viable core curriculum will be followed in math, language arts, and

social studies. Science lessons will be based on the FOSS curriculum but enriched by the health sciences and supplemental materials provided by the Science Museum of Minnesota. Specialists will provide instruction in Spanish, physical education, art and music.

The arts bridge differences in culture, background, and ability. They bring subjects to life and make abstract concepts more easily understood. Literature, visual arts, music, dance and drama all include elements of best practices in learning/teaching strategies (National Art Education Association). They are student-centered and provide opportunities for discovery. They encourage students to use emotions and expressions to deeply engage ideas. They attend to student differences and encourage learning by doing. They provide opportunities for reflection and challenging experiences that foster higher-order thinking. Drama, music and dance are intensely collaborative activities, and all of the arts help students make connections to the world beyond the classroom. Because the arts have been the deepest expression of cultures throughout the ages, they are especially effective at bridging divides and leading to cross-cultural understanding. Through the arts, students make connections to other academic subjects in a meaningful way and achievement is raised – our ultimate goal!

From the beginning, our **interdisciplinary arts program** will interconnect visual and cultural literacy with what we think of as traditional literacy. Dr. Lynell Burmark *(Visual Literacy: Learn to See, See to Learn)* reminds us that visual literacy is the primary literacy of the 21st century. Pictures, graphics, and images of every kind dominate today's communications, so students need to be able to process both words and pictures and move fluently between the two. Our arts program thus begins with the adoption of *Picturing Writing* in year one and *Image-Making Within the Writing Process* in year two. These art-and-literature programs meet the needs of students with diverse learning styles and have been validated by the U.S. Department of

Education as innovate and effective literacy programs. Art carts with all the needed supplies will make creative literacy an integral part of every classroom! In addition, 60 minutes of art instruction are offered each week using the district's discipline-based curriculum that blends art history and art criticism with art production and aligns with the state and national standards for visual arts education. Additional elective and extended day opportunities (with transportation) centered on technology and a variety of visual arts will also be offered.

Students will experience all of the arts through our **partnerships** with the Ordway Center for the Performing Arts, the Minnesota Orchestra, The Children's Theatre Company (TCTC), the Perpich Center for the Arts, Stages Theatre, Opera for the Young, and Young Audiences of Minnesota. Residencies and field trips to performances will introduce students to arts, music, dance and poetry from around the world and enrich the core curriculum in social studies and language arts while helping students find their "sparks" through new, engaging experiences. The Ordway, for example, will sponsor our students twice a year, providing transportation and deeply discounted tickets to appropriate events. Staff development from the Perpich Center for the Performing Arts will show teachers how to integrate dance and movement into daily practice and tie in seamlessly with the emphasis on health. We envision every school day beginning with music and joyful expression through improvised dance, followed by daily announcements and the official start of the day.

Our plan calls for more fully integrating **music** in the second year of the project and theatre/video production in the third year. Significant research shows the connection between music and math, including studies that show a neurological connection between music and students' spatial-reasoning skills (National Association for Music Education). Other studies show how music promotes the use of higher-order thinking skills, provides a way to understand

other cultures, promotes motor development, fosters discipline and commitment, and provides a therapeutic outlet. All Moreland students currently receive 90 minutes a week of music instruction using the standards-based Silver Burdett *Making Music* series. Beginning in year two, all students will also learn music reading skills and have keyboard instruction as well as elective opportunities related to strings and other instruments. They will have multiple ways to incorporate music into presentations and projects using GarageBand and other software. **Theatre** will be introduced in years one and two and emphasized in year three when we add a stage, and educators from Stages Theatre work with students and staff to build a full-scale production. The Moreland television studio will also become fully operational in year three.

The integration of the **health sciences** into Moreland's school culture is already under way. Deanna Hernandez, the volunteer leader of our project, worked with her team to secure a grant for WittFitt stability balls to provide all second graders with an active alternative to traditional chairs – a resounding success we plan to adopt school-wide. Some classes have already implemented the "jammin' minute" to energize students throughout the day. Dakota County sponsored a project to introduce first graders to new fruits and vegetables and rated their likeability by this group of notoriously picky eaters. The YMCA has developed a plan to offer water-safety classes to all Moreland students, a potentially life-saving consideration in this land of 10,000 lakes. Several staff members served as a focus group for a local company developing fitness carts to encourage more student activity throughout the day; the YMCA is helping us assemble similar carts for a fraction of the cost. We received support and input from local medical practitioners as well as one of the leading researchers into the brain-based connection of physical activity and academic performance, Dr. Charles Hillman (see support letter), whose work has demonstrated that even moderate exercise such as walking relates to higher academic

achievement (2009). Research published in *Educational Leadership* (December 2009) draws a clear link between physical activity and test scores and corroborates Dr. Hillman's findings.

As our community worked on visioning our new school, we saw an indoor track encircling the building on an existing internal corridor (eight laps = 1 mile). When students arrive at school in the morning, they can immediately snap on their pedometers and begin walking, even on the frigid Minnesota days when it's too cold to be outside. Before leaving at the end of the day, they can walk again, and parents can join them. One of the inquiry projects we are planning incorporates a walk around the world, with students collectively logging the miles to get to "their" country, which they will explore in-depth, integrating physical activity with math, social studies, and literacy. Presentations and projects related to the country will add a new dimension to our multi-cultural family dinner, which will be the culminating activity of our "Walk Around the World." Cross-curricular projects that blend art, fitness, literacy and math are possible with a magnetic climbing wall (Magna Wall) that features activities like wall scrabble, following route maps, mirroring actions with a partner, and even a "Climber's Spider Web" that lets students create interesting patterns as they unravel a ball of yarn while climbing.

We are planning to adopt THE GREAT BODY SHOP curriculum, which is aligned to state and national standards for health education as well as the Healthy People 2010 initiative. The curriculum has tools for selecting activities to meet various learning styles, suggestions for integrating health into other curricular areas, adjustments for Special Education students, and informative parent handouts. The lesson design is based around questions that align with the inquiry model and encourage critical thinking. Becky Gonzales-Campoy, Executive Director of the Minnesota Center for Obesity, Metabolism & Endocrinology (MNCOME) Foundation, has been a valuable resource to us concerning the prevalence of juvenile diabetes and risk factors

associated with the Latino community. MNCOME has a diverse medical staff eager to engage our students, both to encourage healthy lifestyles and to introduce possible careers in the biomedical sphere. And we are fortunate to have a nutrition partner in the University of Minnesota Extension's "Simply Good Eating" program, an evidence-based curriculum that involves food service personnel, teachers, students, and families. Science projects will include growing healthy food and exploring the needs of the human body and will feature engaging inquiry projects on such child-centric topics as how sweat is produced.

Technology will be integral to all facets of the curriculum. Half of our classrooms have interactive whiteboards and projection systems, but as we move further into the digital age, it is imperative that all classrooms can effectively access web-based enhancements and take advantage of the new digital delivery systems. All of our teachers have Mac laptops and use them; we have two carts of Mac laptops and one cart of iPods for students, and plan to add iPads, which have unlimited potential for digital curriculum. The building has Internet access, but we need more bandwidth and our staff needs intensive training to fully embrace digital curriculum. To ensure teachers incorporate these technologies successfully throughout the day and integrate mobile computing devices in the hands of every student, our plan calls for a .5 contracted **technology integrationist/differentiation coach**. We need someone to coach PLCs and individual teachers so they become comfortable with the full-range of possibilities and use them to improve achievement for all students.

A .5 Magnet School Facilitator/.5 arts specialist and .3 fitness/health specialist will work with the grade-level and school-wide PLCs to backwards design the curriculum integration of the arts and health sciences using the **Understanding by Design** process and stressing project-based inquiry learning. (The fitness specialist will also oversee activities and data related to school

participation in the President's Challenge and involvement in Let's Move.) All staff will participate in **inquiry training** from Hamline University. Teams will meet for one-half day each month (10 months) for the entire three years of the project since we know that this is a process that takes time if it is to be done right. Grade-level teams will continue to meet daily to work with data, strategize interventions, and collaborate on school and grade-level projects. The curriculum integration process will have additional support from the Magnet Project Coordinator, our district's UbD specialist, and the contracted differentiation coach/technology integrationist. We also plan to rotate attendance at regional arts and health-related conferences to keep abreast of the most current pedagogies and effective integration strategies. Attendees will present information learned at conferences to the entire staff. We also plan to rotate attendance at the national magnet school conference to maximize the opportunity to visit out-of-state magnet sites and, by year two and three of our project, be prepared to share with others some of the successful strategies at Moreland.

Targeted Services/Extended-day opportunities: One of the key ways our project will improve student achievement is by extending the number of hours our students have to learn. For 16 weeks during the school year – four weeks per quarter – we will be offering two-hour theme-related classes twice a week after school, free of charge, with bus transportation provided in accordance with busing guidelines. Since approximately half of our students qualify for Targeted Services with transportation, the cost to offer this extended learning opportunity to all students is minimized. In addition, we will continue to offer extended summer learning opportunities to all at-risk students. Our district's Community Education department offers additional enrichment opportunities after school and runs a School Age Care program on site. We are working together to maximize the arts and health-related potential of both of these programs, including

opportunities related to music instruction and technology.

(iv) Encourage greater parental decision-making and involvement

The Moreland Magnet Steering Committee has been a true collaboration of parents, staff, and community partners. All meetings were in the evening, on rotating days of the week, with 50 parents involved at some level. The enthusiasm of our parents for an arts and health sciences magnet has re-energized our community, and we plan to transition the magnet group to a site committee that provides significant input during the implementation years. One group of parents is taking the lead to get healthier food choices for the cafeteria. Another parent group, under the leadership of the current PTA president, is designing a family track and field day and transitioning to healthy refreshments at school events. Many believe the indoor track will motivate more parents to come to school more often. Parents want to be involved in a Moreland cookbook, a school calendar featuring student artwork, and DVDs featuring student performances. Parents are working with a local restaurant to offer a Moreland night each month that features student performances and sends a percentage of the profits to the school – the restaurant loved the idea and offered support in terms of sound equipment and performance space. Others suggested including entertainment at the multicultural potluck, involving families of different heritages in the sharing of their traditions as well as their foods. A local dance studio offered to teach students some dances from around the world as part of that event. For too many years too many of our parents had the idea that school should be left to professional educators: what a joy it has been to embrace them as full partners in the planning of this project!

Project Narrative

Project Narrative-Selection Criteria-Budget and resources-Refer to Federal Notice for content.

Attachment 1:
Title: **Budget and Resources** Pages: **0** Uploaded File: **197-Budget and Resources.pdf**

(d) BUDGET AND RESOURCES

The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including--

(1) The adequacy of the facilities that the applicant plans to use;

Heritage E-STEM Middle School (grades 5-8): The 12 year-old building has been beautifully maintained and is located on spacious grounds that adjoin a city park and a former nursery now leased to a major gardening firm. Both the city and the firm are eager for students to use the greenhouses. The school is divided into six houses, each with a cluster of classrooms located around a central area and a separate office/conference area ideally suited for PLC work. Each house has a science lab. The central area holds desks with computers for student use and tables and chairs ideally suited for cross-curricular cooperative learning. The central areas will be decorated with theme-related materials: animals, plants, robotics displays, student art, and engineering projects are all possibilities. The school can easily accommodate 850 students (it currently has 627). With minor reconfiguration, it could house 900 or more.

Pilot Knob STEM School (grades K-4): Pilot Knob was built in 1969 and totally renovated in 2006. A large media center is in the center of the school with classrooms located on both sides of the internal hallway that encircles the building. The magnet plan calls for one classroom to be converted to a science lab. The school currently houses 290 students. In its boom years, it had 500-plus. An ideal capacity would be 430 but with minor reconfiguration, it could comfortably house more.

Moreland Arts & Health Sciences Magnet School (grades K-4): Moreland also underwent major renovations in 2006. The main floor has an internal corridor that circles the school and is ideally suited for an indoor walking track. Eight laps equal one mile. Classrooms line the outer perimeter. Two gyms, a media center, a cafeteria, and offices are in the center. A partial lower level houses the kindergarten classes. The school currently has 296 students but was designed for far more: 410 with the current configuration with the possibility of housing 450 comfortably with only minor reconfiguration of space.

(2) The adequacy of the equipment and supplies that the applicant plans to use;

District Office: The district office budget reflects the supplies and equipment needed by the District Magnet Coordinator. The district is supplying a desk and some other necessities, so the budget only reflects what is not available. The district office has a portable interactive white board that the District Magnet Coordinator will be able to use for presentations.

Heritage E-STEM Middle School: The *Project Lead the Way* curriculum is necessary for the engineering component of the program. In addition to the curriculum, there is a budget category for the supplies and technology that are required to implement this program. The video conferencing equipment and Jason Project curriculum will allow students to connect with scientists and explorers from around the globe. The television studio is needed for students to undertake technology projects and share weather information and student work as well as write and produce shows on E-STEM subjects. This will contribute to student literacy and enhance communication skills. The large aquarium will set the theme for the school when one walks through the door and provide a lab for scientific inquiry related to aquatic life. The school sign is needed to let the community know about the school and will be a valuable recruitment tool.

Technology supplies are necessary to integrate technology across the curriculum. These include interactive whiteboards in every classroom, carts of computers for student use, required software and computers for the engineering lab, and iPad mobile technology that will make one-to-one computing a reality by the end of the project and enable our E-STEM school to be paperless in year three. The mobile technology will allow every student, whether Internet connected at home or not, to have 24/7 access to learning tools and the day's assignments. The iPod Touch technology will be used in music and physical education classes and in field studies that require the smallest technology possible. Supplies such as microscopes, GPS devices, and lab quests with probes will enhance the integration of the environment into science classes and assist in science projects in the field. The school already has the basic science lab equipment, such as stools and tables, and so those are not included.

As a project-based learning environment, the school's budget includes the supplies that

are needed to enhance this kind of student-centered learning. The supplies listed under inquiry projects are necessary to carry out work involving these integral projects. A weather station and hallway television sets will keep students involved in scientific inquiry. Under other supplies, we have included aquariums, animals, terrariums and curriculum resources to enhance E-STEM instruction and engage students in their learning. The supplies for engineering/building projects will engage students in engineering and the environment as they design and build outdoor learning areas such as bird gardens, raised-bed gardens, and other areas. The supplies in our budget relate primarily to inquiry projects that integrate E-STEM across the curriculum.

Pilot Knob STEM School: The equipment purchases at Pilot Knob are related to incorporating technology in every area of learning. Each class will have an interactive white board and access to computers. Teachers will have document readers and work stations to help incorporate technology. By the end of the project, all third and fourth grade students will have mobile computing devices (iPads), and this new technology will be available for younger students as well. Supplies center on equipping a new science lab, which the school does not currently have and which will be a centerpiece of the school. Materials include science kits, project materials, enhanced media and book collections related to the thme, and curriculum resources; we have also included supplies for all-school inquiries and STEM-Choice Fridays, which are key to the theme integration. Engineering curriculum and supplies will enable students to engage in problem solving, cooperative learning, and creating. Students will also be engaged in using digital equipment to produce television shows, illustrate reports, and produce high-quality work reflective of the school's theme, which will be integrated throughout the curriculum. The supplies for art classes will provide new creative learning opportunities and help set the theme by providing quality art to decorate the hallways.

Moreland Arts & Health Sciences Magnet School: The portable stage will provide a place for students to put on performances as part of the arts integration. The walking track will set the theme for fitness and the pedometer-based inquiry project "Walk Around the World." The indoor walking area will also encourage parental involvement as parents will be able to

walk with their children. Technology integration is necessary for students to develop the 21st century skills they will need, and our project includes interactive white boards in every class, iPods, iPads, and computers in the hands of students, and additional technology such as digital cameras to allow for integration across the curriculum. Equipment to integrate the arts theme is divided by year, with visual arts being concentrated in the first year. Equipment includes art carts for every class to integrate visual literacy, a kiln for art projects, software, and display items. Music equipment is concentrated in year two and includes instruments and music books to incorporate music into the curriculum and allow each child to read music and experience different instruments. Equipment and supplies related to health include a magnetic climbing wall where students can exercise and do literacy and math games at the same time, pedometers for health-related inquiry projects, heart-rate monitors and more. Students will have the option of sitting on stability balls in class instead of traditional chairs; balls in classrooms have been shown to improve posture and enhance attention and concentration while strengthening the body. Health related items include durable microscopes, equipment for growing vegetables, fitness carts to incorporate fitness activities throughout the day, and various items to enhance health/anatomy instruction. Media and library supplies will enhance the total learning experience.

(3) The adequacy and reasonableness of the budget for the project in relation to the objectives of the project.

The budget requests included here are the result of many hours of staff, parent and partner involvement in determining exactly what would be needed to achieve program objectives. You will note that the budget for the central magnet office is very low (at least in comparison to samples provided). This is because our district prides itself on running a lean, efficient operation. Thanks to technology, support personnel can be kept to a minimum; with the exception of the superintendent, no director or coordinator in the district office has dedicated secretarial assistance. Our community expects us to put as many dollars as possible into the schools, and that is exactly what we are doing. The district office budget begins on page 5, Heritage E-STEM on page 7, Pilot Knob STEM on page 18, and Moreland Arts & Health Sciences on page 26.

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

DISTRICT OFFICE

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	**FY 2011**	**FY 2012**	
PERSONNEL				
District Magnet Coordinator (1 FTE)	75,000	77,000	79,000	Oversees magnet activities and provides assistance to magnet schools with curriculum development, staff training, recruitment, screening and selection, articulation and dissemination of innovative practices at the district level. Furthers student integration and educational equity by promoting best practices, collaborating with district departments, and the District 197 community.
SUBTOTAL – FTE Personnel Salaries	**75,000**	**77,000**	**79,000**	
SUBTOTAL – FTE Fringe Benefits	**30,352**	**31,263**	**32,201**	Projected cost for Year 1 FICA, TRA, Health, Dental, Life, LTD, 403B; 3% increase years 2 & 3
TRAVEL				
Magnet Schools of America conference	2,000	2,000	2,000	To network with other coordinators and keep current on best practices in magnet schools across the country
Mileage	1,000	1,000	1,000	For conferences, meetings, presentations
SUBTOTAL – Travel	**3,000**	**3,000**	**3,000**	
SUPPLIES				
MacBook Computer with dongle	1,300			For record keeping, presentations, budget tracking and more
Wireless keyboard, mouse	120			To use with MacBook
iPad with cover	740			Mobile computing device
Monitor	400			For desktop use with MacBook

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

DISTRICT OFFICE

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	**FY 2011**	**FY 2012**	
LCD projector	1,600			For presentations
Office supplies	1,000	2,000	1,000	Paper, envelopes, recording media, file folders, etc.
Office furniture	2050			Bookshelf, desk chair, small round table, 3 chairs
Professional membership	400			To stay current on desegregation strategies and magnet schools
SUBTOTAL – Supplies	**7,610**	**2,000**	**1,000**	
CONTRACTUAL				
DKH Consulting Services, Inc.	55,000	55,000	55,000	Project evaluation and grant reporting requirements
Communications District Contribution (.25 since magnet communications will include one existing magnet school)	80,000 -20,000	80,000 -20,000	80,000 -20,000	Write, design and produce brochures, web movies, advertising materials, banners, signs, letters, forms, press releases, presentation materials, booth displays and more for wide variety of uses
Data entry 200 hours/year @10 hour	2,000	2,000	2,000	Support for fall enrollment, pre- and post-lottery data
SUBTOTAL – Contractual	**117,000**	**117,000**	**117,000**	
OTHER				
Advertising and communicating (District contribution .25)	60,000 -15,000	60,000 -15,000	60,000 -15,000	Printing of brochures, media purchases, CDs, banner production, display backdrops, and more
SUBTOTAL – Other	**45,000**	**45,000**	**45,000**	

SUBTOTAL -DIRECT COSTS	**277,962**	**275,263**	**277,201**	
INDIRECT COSTS	**18,123**	**17,947**	**18,074**	@6.52%
TOTAL	**296,085**	**292,467**	**294,526**	

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

HERITAGE E-STEM MIDDLE SCHOOL

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	**FY 2011**	**FY 2012**	
PERSONNEL				
Site Magnet Facilitator (1 FTE)	70,000	71,500	73,000	Directs each stage of E-STEM implementation. Works with principal and PLCs on integration of Inquiry Model, use of data, differentiation and other teaching strategies, and writing curriculum using Understanding by Design format. Responsible for planning and scheduling staff development activities, ordering and organizing materials and equipment, working with partners and parents, overseeing site budget, and organizing/ implementing all program extensions.
Science Teacher on Special Assignment (.5 FTE)	32,000	33,500	35,000	Organizes and assists with all field and classroom projects related to E-STEM integration, including equipment set-up and training. Works with students, staff and partners on site development to create outdoor learning areas
Site Magnet Resource Teacher (.5 FTE)	32,000	33,500	35,000	Assists Site Magnet Facilitator with materials and equipment, student recruitment, data collection and reporting, special events, curriculum integration and more
SUBTOTAL – FTE Personnel Salaries	**134,000**	**138,500**	**143,000**	
SUBTOTAL – FTE Fringe Benefits	**58,663**	**59,990**	**60,790**	Actual cost for Year 1 FICA, TRA, Health, Dental, Life, LTD, 403B; 3% increase years 2 & 3

HERITAGE E-STEM MIDDLE SCHOOL

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	FY 2011	FY 2012	
PERSONNEL, continued				
Certificated substitute teachers (total 25 days @ 105 per day)	2625	2625	2625	For teachers to attend E-STEM workshops and critical training
Hourly rate for certificated teachers to teach E-STEM extended learning opportunities	8320	8320	8320	4 hours a week for 16 weeks x $32.50
SUBTOTAL – Certificated Personnel	**10,945**	**10,945**	**10,945**	
SUBTOTAL – Certificated Fringe Benefits	**1440**	**1440**	**1440**	Calculation for determining employee benefits .1315

TRAVEL				
Conference expenses for teachers including registration, transportation, lodging, meals and parking NSTA Conference (3 teachers x 3 days)	6000	6000	6000	National Science Teachers Association regional conference; for teachers to increase knowledge and stay current
MCTM Conference (3 teachers x 2 days) registration, transportation, lodging, meals and parking	1200	1200	1200	Minnesota Council of Teachers of Mathematics; for teachers to increase knowledge and stay current
MnSTA Conferences registration, transportation, parking	1000	1000	1000	Minnesota Science Teachers Association conferences; for teachers to increase knowledge and stay current
Site Visits to exemplary programs	7500			For principal and facilitator to visit out-of-state schools that have full 1-to-1 technology in place to study security and implementation

HERITAGE E-STEM MIDDLE SCHOOL

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	FY 2011	FY 2012	
TRAVEL, continued				
National magnet conference/site visits registration, transportation, lodging, meals and parking (2 teachers x 3 days year one; 3 teachers x 3 days year two)	4000	6000	6000	For staff to visit out-of-state sites with related themes and share information on E-STEM (years two and three)
SUBTOTAL – Travel	**19,700**	**14,200**	**14,200**	
EQUIPMENT				
Project Lead The Way (PLTW): Purchase supplies for 3 PLTW Gateway to Technology modules (year one) and refresher modules (years two and three)	12,000	2,000	2,000	To develop the specialized technology/engineering program that will engage students in accelerated, challenging, high-tech engineering curriculum. Units are automation and robotics, design & modeling, and engineering & the environment,
Video conferencing equipment	20,000			Technology to support video conferences with NASA, the International Wolf Center, the Mayo Clinic and more
Televison Studio		8,800		Complete studio with computers, microphones, video camera and charging station to engage students in production and technology
300-gallon salt water aquarium		7,000		Front display to set the theme when one enters the school
School sign		30,000		Electronic scrolling display to advertise E-STEM events
SUBTOTAL – Equipment	**32,000**	**47,800**	**2,000**	

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

HERITAGE E-STEM MIDDLE SCHOOL

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	FY 2011	FY 2012	
SUPPLIES				
Technology				
Promethean Activboards @3249 each 12 year one; 10 year two; 10 year three	38,988	32,490	32,490	One interactive whiteboard per classroom by project's end (school has or will purchase for remaining classrooms)
Promethean hardware	732	610	610	Brackets needed to install
MacBook Computers @$1300 each 64 per year	76,800	76,800	76,800	32 computers = one mobile cart in each house (6 houses in the school)
MacBook Cart/charging station @2000 each	4000	4000	4000	One cart per house to charge the MacBook computers and move from class to class
iPad 64 gb Mobile Technology @ $700 each 380 per year	266,000	266,000	266,000	One per student and teacher to put technology in the hands of everyone by third year
iPad covers @40 each 380 per year	15,020	15,020	15,020	To make iPads safe for students to use in the field and take home
iPad mobile charging station @2000 each 11 stations per year	22,000	22,000	22,000	Needed to charge and synchronize student iPads, load daily work
MacBooks for synching iPad carts @1200 each One per station/11 per year	13,200	13,200	13,200	So teacher can control content on iPads including applications, books, assignments, etc.
PLTW Gateway software annual subscription	Free	1,000	1,000	Required to be a Project Lead The Way site
Microsoft Office Suite 20-seat license @932 each	1864			Two licenses for software necessary to operate PLTW Gateway to Technology
PC computers required for PLTW laboratory 33 @1060 each	District provided		35,000	New lease on PLTW PCs
PC charging station			2,000	For computers in PLTW lab
PLTW Instructor PC	2,400			Recommended for instructor
Digital microscopes @1000 each	15,000	15,000	15,000	15 microscopes per for each of three 7/8 science labs

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

HERITAGE E-STEM MIDDLE SCHOOL

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	FY 2011	FY 2012	
Microscope storage cart	1,000	1,000	1,000	1 cart per 7/8 science lab
Digital cameras @120 each, 25 per year	3,000	3,000	3,000	For students to use in class and in the field
Digital camcorders @300 each, 3 per year	900	900	900	Flip cameras for use in field study and classroom projects
Proscope digital microscopes	400	400	400	For science labs
Vernier Lab Quests with probes @1076 each Set of 30 per year	32,280	32,280	32,280	Mobile data gathering technology for use in field study
Telescope	2,200			To be mounted on school property for teacher/student use
ELMO document readers @2000 each	4,000	4,000	4,000	To display manipulatives and hands-on demonstrations (one per house by project's end)
iPod Touch @300 each 32 per year	9,600	9,600	9,600	For use in music and physical education classes and in the field
iPod Touch cart	2,500	2,500	2,500	Charging station
iPod Touch cases @10 each/ 32 per year	320	320	320	To protect iPods in the field
Weather Bug	1,500			Weather monitoring system to aid in study of meteorology
Digital scales @94 each	475	475	475	Needed for science labs
Vernier Photogate sensor 8 @45 each	360			Used to study moving objects (science lab, field)
Vernier soil conductivity 15 probes @95 each	1,425			Needed for greenhouse study
Dissolved oxygen sensor @209 each	209	209	209	For water testing
GPS units @200 each	2,000			For field use in orienteering
Cameras with sensors @200 each	400	400	400	For tracking wildlife at Dodge Nature Center
Bike generator @1310 each	1,310	2,620	1,310	Used to help students learn about energy
Bike 3-way panel	799			Used in energy study

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

HERITAGE E-STEM MIDDLE SCHOOL

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	**FY 2011**	**FY 2012**	
Bike battery pack	549			Used in energy study
Bike combiner box			349	Used in energy study
Bike power pack			549	Used in energy study
Printer/scanner @800 each 2 each year	1600	1600	1600	One per house for teacher and student use to scan documents related to curriculum & projects and print for displays
Hallway display televisions @600 each	1,800	1,800	1,800	To display information, pictures, weather data, announcements and student work
SUBTOTAL – Technology	**524,631**	**507,224**	**543,812**	
Supplies – Inquiry Projects				
5th grade study materials for projects	1350	1350	1350	Waders, inflatable raft, storage bins, backpacks, field journals
Ice augers @210	210		210	For studies related to measuring pond ice and exploring beneath the ice
6th grade study materials for projects	1850	800	800	Convex lenses, Kidwind wind kits, solar kits, wind meters, heat lamps, Leyden jar, erlenmeyer flasks, density blocks, velocity tube, vacuum tube, handheld discharge electrode, viscosity demonstrator
Vacuum pressure station	250			For physics lab study
Van de Graaff generator	200			For physics lab study
Fundamentals of Physics		3720		Classroom set of books for supporting the physics curriculum

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

HERITAGE E-STEM MIDDLE SCHOOL

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	FY 2011	FY 2012	
7th grade study materials for projects				
Weed wrenches @200 each	1,000	1,000	1,000	Used in prairie restoration
Greenhouse kits @30 each	1,500	1,500	1,500	For classroom plant experiments
Materials for live traps @15 each	750	750	750	Animal monitoring at Dodge Nature Center
Metal storage box	800			To store prairie restoration tools on the Lilly property
8th grade study materials for pond water monitoring and reporting projects	1,536	1,446	1,446	Waders, inflatable raft, seine net, storage bin, dissolved oxygen kits, Accuvac dissolved oxgen test, water sampling bottles
Accuvac Nitrate Test @101 each	1,010	1,010	1,010	For use in local pond water monitoring/reporting
Accuvac phosphorus test @93.19 eac	931	931	931	For use in local pond water monitoring/reporting
SUBTOTAL – Inquiry Project Supplies	**11,387**	**12,507**	**8,997**	
Supplies – Other				
Salt water aquarium	1,629	1,629	1,629	One each for science labs
Stock for salt-water aquariums	1,000	1,000	1,000	Fish and organisms for the aquariums
Fresh water aquarium	750	750	750	Classroom study aquariums; one for each science lab
Fresh water fish	400	400	400	Fish and organisms for the fresh water acquariums
Salt-water fish for the display aquarium	1500	1500	1500	For front-entry display
Front terrarium conversion	200			Change an existing display area into a reptile enclosure

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

HERITAGE E-STEM MIDDLE SCHOOL

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	FY 2011	FY 2012	
Green tree pythons	1600			For the reptile enclosure
Classroom animals and displays/cages for the six science labs/houses	6,000	6,000	6,000	For new animals and enclosures for animals studied in science classes
Printer ink	400	800	1200	Consumables for printer/ scanners
Jason Project: Energy, Ecology, and Geology 3 units @ $2500 each		7,500		Curriculum for grades 6-8 integrating digital and print content into inquiry-based instruction
Theme-related curriculum resources to support E-STEM curriculum	1,000	2,500	4,300	Books, applications, and media resources
SUBTOTAL – Supplies Other	**14,479**	**22,079**	**16,779**	
Supplies for Project Lead The Way (PLTW)				
Furniture for PLTW computer Lab	5780			Tables, chairs, presentation cart for PLTW computer lab
Shop furnishings and exhaust for PLTW Shop	16,137			Shop tables and stools and exhaust system recommended for PLTW Shop
Tools for PLTW Shop	2290			Miter saw, soldering irons, glue guns and tools for PLTW Shop
SUBTOTAL – Supplies Project Lead The Way	**24,207**			
Supplies for Engineering/ Building Projects				
Table Saw	1250			Needed to build raised bed gardens, benches, birdhouses
Two-speed planer	650			For building projects
Power drill	380			For building projects

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

HERITAGE E-STEM MIDDLE SCHOOL

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	**FY 2011**	**FY 2012**	
Router table	225			For building projects
Belt/disc sander	1500			For building projects
Disk grinder	300			For building projects
Building materials	3,000	3,000	3,000	Lumber, bolts and supplies for site projects
SUBTOTAL – Supplies for Building Projects	**7,305**	**3,000**	**3,000**	
CONTRACTUAL				
TIES computer training	2,400	2,400	2,400	Training teachers in new or relevant technologies
Dodge Nature Center (naturalist to work with staff and students)	44,400	46,400	48,400	Naturalist time for inquiry projects at school, at Dodge, and at undeveloped Lilly property
Journey North Training	2,500			On-site teacher training for interactive on-line inquiry curriculum/projects
Science Museum of Minnesota		21,000	21,000	One-week staff E-STEM Inquiry Training during the summer
Hamline University (three 1/2 day sessions)	5,200	5,200	5,200	Inquiry training at the school during regular Staff Development days
Installation of ActivBoards	6,000	5,000	5,000	To install new interactive whiteboards in classrooms
Technology Integrationist	50,000	51,000	52,000	To help teachers master all of the new technology; hands-on help in classrooms
Survey and increase wireless connectivity infrastructure	25,000			Cost to increase building bandwidth and infrastructure to support one-on-one computing throughout the building
Enclosed courtyard retrofitting for outdoor classroom	9,900			Doors and panic hardware to meet the State fire codes and make the school's enclosed courtyard safe for classroom use

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

HERITAGE E-STEM MIDDLE SCHOOL

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	**FY 2011**	**FY 2012**	
Project Lead the Way for mandatory training	District Providing	2,600	2,600	Fee for mandatory summer training
SUBTOTAL – Contractual	**145,400**	**133,600**	**136,600**	
OTHER				
Wilderness Inquiry Field Experience for 8th graders @$45 per student	7,200	8,100	9,000	Mississippi River canoe/river study
The Works field trip ($13 per student)	2,080	2,340	2,600	Hands-on engineering museum
Wolf Ridge Environmental Center 3-day trip @115 per student	19,000	20,700	23,000	7th grade field experience with 3 days of environmental classes and outdoor experiences
Eagle Bluff Environmental Learning Center 3-day trip @110 per student	18.500	19,800	22,000	5th grade environmental camp with outdoor learning and specialty classes
Theme-related field experiences	1,000	2,000	2,000	Admission to nearby sites
Office supplies	2,000	2,000	2,000	For mailings, printing letters, recruiting and follow-up
SUBTOTAL – Other	**49,780**	**54,940**	**60,600**	

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

HERITAGE E-STEM MIDDLE SCHOOL

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	FY 2011	FY 2012	
TRAINING STIPENDS				
Extra hourly pay for teachers for summer Inquiry Training 24ppl x 40hrs x $32.50		31,200	31,200	Additional inquiry training at the Science Museum of Minnesota for one week in August
FICA/TRA		4,103	4,103	For training stipends
SUBTOTAL – Training Stipends		**35,303**	**35,303**	

SUBTOTAL -DIRECT COSTS	**1,033,937**	**1,041,528**	**1,037,466**	
INDIRECT COSTS	**67,413**	**67,908**	**67,643**	@6.52%
TOTAL	**1,101,350**	**1,109,436**	**1,105,109**	

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

PILOT KNOB STEM SCHOOL

Item	FY2010	FY2011	FY2012	Explanation
Personnel Site Magnet Resource Teacher (1 FTE)	**$62,000**	**$63,860**	**$65,776**	To monitor and coordinate the program, including staff development, challenge plan, recruitment, liaison to partners, give tours, maintain budget, parent involvement and education, evaluation of the program, support staff in science, math and engineering curriculum integration, collecting and reporting data.
FICA/TRA and benefits for site magnet resource teacher:				Calculation for determining employee benefits is average health/dental premiums plus 13% of salary for licensed staff for FICA and TRA.
FICA	4481	4615	4754	
TRA	3221	3318	3417	
Subtotal	**$7702**	**$7933**	**$8171**	
Health	8530	8530	8530	
Dental	360	360	360	
Life	54	54	54	
LTD	234	234	234	
403b	600	600	600	
FTE Fringe Benefits Subtotal-	**$9778**	**$9778**	**$9778**	
Monthly curriculum integration- on site by grade level (sub rate $105 x 18 teachers per ½ day for 10 months)	$9450	$9450	$9450	Work in professional learning communities to develop and integrate curriculum to reflect STEM theme while addressing all MN state standards
FICA TRA (x.1315)	$1250	$1250	$1250	
Subs for workshops/site visits (63 days)	$6300	$6300	$6300	Coverage for all conferences and site visits
FICA TRA (x .1315)	$830	$830	$830	
Teachers for after- school STEM extension programs	$6240	$6240	$6240	Two days a week, four teachers for special-interest extension classes – transportation covered by district (3 hours for 16 weeks x $32.50)
FICA TRA (x.1315)	$825	$825	$825	

PILOT KNOB STEM SCHOOL

Spring School				District provides
Summer School				District provides
Total Personnel	**$104,375**	**$106,466**	**$108,620**	
Travel Engineering is Elementary workshop 3-days Boston MA	$ 2000			Site Magnet Resource attendee: Airfare: $400, hotel $900, workshop $400
NSTA Conference (3)	$6000	$6000	$6000	Fall conferences: Nat'l Science Teachers Assoc. (3x 400 airfare, 3x 900 hotel, 3x 500 conference)
MCTM Conference (3)	$1500	$1500	$1500	Duluth, MN- MN Council of Teachers of Mathematics conference
TIES conference (3)	$1100	$1100	$1100	Local 2 day conference for technology x$200 held in December
Local Site Visits (20)				Coverage arranged by staff/admin after school
Conference Magnet Schools/site visits	$7500	$7500	$7500	Site visits included and presentations by our staff at conference ($600 x3 conference, 3x 400 airfare, 3 x 900 hotel)
Total Travel	**$18,100**	**$16,100**	**$16,100**	
Staff Dev andTraining				
Inquiry Training compensation 27ppl x 40hrs x $32.50 (year two 29 ppl, year three 32 ppl)	$35,100	$37,700	$41,600	All classroom teachers and specialists receive 40 hours (1 week) summer inquiry training at Science Museum MN
FICA TRA	$4615	$4958	$5470	
Monarch Training staff (7 hours during district staff development hours)				District contribution
Technology Integration training				Provided during staff designated staff development days
Professional library and digital media collection	$4,000	$1500	$2500	Correlated to professional training and understanding of STEM
Total Staff Training/Development	**$43,715**	**$44,158**	**$49,570**	
Equipment				
One mobile Laptop LabCart		$43,292		Locking 30-Unit Laptop Recharging Cart with 30 student laptops
Promethean Activboards	11 x $6260 = $68,860	6x $6260 = $37,560	3x 6260 = $18,780	Every classroom will have students using and learning from Activboards

PILOT KNOB STEM SCHOOL

Inquiry Area Display Substrate	$9000			Student products displayed around school fabric/laminate product
Total Equipment	**$77,860**	**$80,852**	**$18,780**	
Supplies				
Science Lab				Existing classroom adapted
Lab Tables (8 x $400)	$3200			Accommodates 32 students
Demo Table	$500			Teacher demonstration area
Stools (32x $45)	$1440			
Tote tray cabinet	$2100			To hold student supplies for daily labs
Glass display cabinets for Collectors' Corner Trading Museum	$3000			All students will be encouraged to investigate and research natural artifacts, write reports about their findings and then can earn points to trade for other artifacts.
Trading Museum Artifacts	$500	$500	$500	Natural artifacts such as shells, sand specimens, rocks, crystals and minerals to be used for teaching and traded in Collector's Corner Museum
Storage for Science and Engineering Kits	$5000			Large enough to accommodate Foss and Engineering bins
Computer digital microscopes (set of 15) QX5 school edition and curriculum guide		$4400		Students will be able to examine and research objects under varieties of magnification
Pro-scope digital microscope for teaching	$400			Set of four different magnifications to be used with Activboards and laptops
Appliances	$2500			Sanitizing lab ware, student lab coats, refrigerating and storing perishable biological supplies and experiments requiring temperature gradients.
Lab Coats (50 x $10)	$500	$250	$250	Student use for science lab in a variety of sizes.
Commercial grade hot plate	$200			Used for heating during science experiments
Live animals and habitats	$3000	$300	$300	Includes terrariums, substrates, live specimens and necessary supplies
Incubators (2)		$750		For use with classes studying life cycles
Bug catchers/viewers		$300		Portable magnifiers and nets to be used in arthropod study
Petri dishes	$100	$150	$200	Disposable Containers to examine and isolate specimens for study
LCD Projector	$1500			

PILOT KNOB STEM SCHOOL

Glassware	$400			
Balances	$500			Single arm balances for accurate measurement
Goggles	$400			Safety eyewear for student use
Miscellaneous student and curricular supplies	$1000	$1000	$1000	Posters, models, and misc. student materials such as scissors, adhesives and other classroom supplies for science lab
Subtotal science lab:	**$26,240**	**$7650**	**$2250**	
Materials:				
FOSS kits				District contribution
Engineering is Elementary (5 kits per year x $350)	$1750	$1800	$1900	Refurbishing of kits provided by district
Monarch project materials	$1500	$1500	$1500	School wide inquiry designed to differentiate learning for all students using inquiry. This program designed by the University of Minnesota.
Non-fiction and digital media student Library collection	$9000	$9500	$10,000	Includes literature and digital media from National Geographic and other publishers to enhance our STEM curriculum
Hands-On Equations	$750	$750	$750	A pre-algebraic curriculum which will be used by our Lockheed Martin math mentors and classroom teachers grades 2-4.
Quarterly All-School Inquiries	$600	$700	$800	Supplies for the entire student body to encourage inquiry process as experiments to be completed outside of school. Examples include solar beads, miniature magnets, water polymers
Science Journals	$300	$360	$430	A journal for each student to learn the scientific methods of predicting, planning, observing and reflecting.
Seeds/soil		$100	$300	To be used by students in our outside garden area.
Building and designing materials for students (Legos, K'nex, blocks)	$2000	$2000	$2000	To be used during STEM Choice time each week and with the after-school program.
Supplies for STEM Choice time (20 teachers x $300 per year)	$6000	$6000	$6000	Each teacher in the building will have a $300 annual budget to purchase supplies for their STEM Choice classes, which may include designing robots, floatation devices, animal studies, landforms, etc.

StarLab canister upgrades			4 x $1500 = $6000	Used with our portable planetarium. New canisters show constellations as seen by cultures around the world, and different seasons of the night sky.
Subtotal materials	**$21,900**	**$22,710**	**$29,680**	
Technology				
Classroom:				
Presentation work stations	16x $500 = $8000	$1000	$1500	The presentation work stations are shelving units (frequently on wheels) where the various pieces of equipment a teacher would use for presentations involving a projector are kept. There is a place for a computer. Typically there would be a document camera. They are wired so all the equipment has a convenient place to plug in. There can also be storage cabinets for classroom cameras, Pro Scopes etc.
ELMO document cameras	5 x $650 = $3250	$1300	$1950	One per grade level first year, additional to specialists in year 2 and 3
Video flip cameras (10)		$2000		Set of 10 portable video cameras to be checked out by students for small group video projects
iPad for teaching staff (27x $700, + 2, +3)	$18,900	$1400	$2100	64 gb
iPad class cart set three sets for (K-4), adding carts in year 3 so all 3rd and 4th grade students have use of an iPad (carts: 30x $700)		$63,000	$84,000	64 gb Year 2: 3 class sets and Year 3: 4 additional class sets
Charging stations per class set ($2000 each)		$6,000	$8,000	Portable stations on wheels for recharging class iPad sets
iPad covers $40 each	$1080	$3680	$4920	Year one: 27, yr 2: 92, yr 3: 123
Digital student cameras ($150 per camera)	$2700	$1500	$3000	Year one: one per classroom, year 2 and 3: class sets available to check out for group projects
Flashdrive memory cards $10 each	$3000	$3500	$4000	One per student
Subtotal classroom tech:	**$36,930**	**$83,380**	**$109,470**	
Studio:				Video conferencing is used to allow people to communicate with a classroom

				from a remote location. This communication is two-way. There is also a camera in the classroom so people presenting lessons can see and hear their audience. NASA and The Minnesota Wolf Center, as well as many others, offer video conferencing classes for grade school students.
Video cameras		$1500		
Still camera & lenses		$2500		
Recording media		$500	$500	
Tripods		$500		
Lights & stands		$1000		
Microphones		$300		
Worktables		$1000		
Green screen	District provided			
iMacs (2)		$1500		
Server (Apple xserve)		$3000		
Hard drive (Apple Time Capsule)		$300		
Photo printer		$1000		
Ink & paper		$2500	$2500	
Paper trimmers/supplies		$1000		
Video Conferencing system			$5000	
Large Screen display for entrance	$1000			
Subtotal Studio:	**$1000**	**$16,600**	**$8000**	
Art Room:				
HP compact photo printer	$100		$100	
Canon Pixma Pro9000	$525			
Ink for canon printer	$150	$200	$250	
Ink for HP printer	$25	$40	$50	
Canon EOS 50DSLR camera	$1150			
Wacom digital tablet (25)	$85x25 = $2585			
Animationish software site license	$4000	$4000	$4000	
Subtotal Art:	**$8535**	**$4240**	**$4400**	
Total Supplies:	**$94,605**	**$134,580**	**$153,800**	

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

PILOT KNOB STEM SCHOOL

Contracted Services:				
Building:				
Installation of Activboards $350 x 11 (+6, +3)	$3850	$2100	$1047	
Plumbing/venting of science lab sinks and necessary adjustments	$3000			
Electrical upgrades science lab	$1200			For heating and cooling appliances
Site Survey and expanded (band width) access points			$15,000	To accommodate additional iPad and studio technology usage by students
Staff Development:				
Inquiry Training (40 hours)	$21,700	$22,351	$23,021	Science Museum MN (SMM) 3 FT staff provide inquiry training at SMM
Monarch Training U of M (7 hours)	$700	$700	$700	All –school project to kick-off year differentiated projects by grade level
FOSS kit training by SMM (each grade level two half day training)	$5000	$5000	$5000	Staff to be instructed on methods to incorporate the Science House resources with our new FOSS science kits
Hands-On Equations training	$400	$1200	$400	Algebra program
Engineering is Elementary training – one teacher per grade level		$2000	$2000	Workshop fees
Quarterly STEM residency for students school-wide	$4000	$4000	$4000	Provided by SMM, The Works, Lockheed Martin, Bell Museum
Differentiation/Technology Integration Coordinator (.75 contracted)	$40,000	$41,000	$42,000	Provide instruction, support, leadership and be a resource to staff and students as they learn to integrate new technology 30 hours a week
Total Contracted Services:	**$79,850**	**$78,351**	**$93,168**	
Other:				
Signage	$40,000			Digital message board- pylon sign
Display Cabinets front	$3000			
Gear Directory Project	$500			Student-designed directory supervised by art teacher
Theme related field trips		$3000	$3000	Transportation provided by district. Field trips include trips to The Works engineering museum, Bell Museum and

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

PILOT KNOB STEM SCHOOL

				Science Museum of MN
Total Other	**$43,500**	**$3000**	**$3000**	
Subtotal Direct Costs	**$462,005**	**$463,507**	**$443,038**	
Indirect Costs (6.52%)	**$30,123**	**$30,221**	**$28,886**	
TOTAL	**$492,128**	**$493,728**	**$471,924**	

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

MORELAND ARTS & HEALTH SCIENCES MAGNET SCHOOL

ITEM	FY 2011	FY 2012	FY 2013	EXPLANATION
PERSONNEL				
Magnet Facilitator .5	$30,000	$31,000	$32,000	Responsible for integration of school theme across the curriculum; assure alignment of curriculum with state standards; planning and scheduling SD; ordering and organizing materials and equipment; recruiting and scheduling community presenters; designing and assisting with assessments; parent and community outreach and education related to program implementation and support; identifying instructional specialists to consult on components of program.
.5 Fine Arts Integrationist	$30,000	$31,000	$32,000	Responsible for integrating the arts across the curriculum
.3 Physical Education Teacher	$17,869			Additional hours to bring .7 PE teacher to 1.0 for health sciences integration and project coordination.
Certified hourly teacher rate for professional development outside of the school day	$42,900	$50,050	$42,900	At $32.5/hr *Year 2- will require 10 additional hours of summer training for a total of 40 hours. (22 teachers with Facilitator, 30 additional hours each during school year and 30* more during the summer.)
FICA TRA (x.1315)	$1250	$1250	$1250	
Monthly curriculum integration by grade level substitute rate $105 per teacher.	$11,550	$11,550	$11,550	Work in Professional Learning Communities to develop and integrate curriculum to reflect fine arts and health sciences theme while addressing all MN State Standards.
FICA TRA (x.1315)	$1250	$1250	$1250	
Substitutes for workshops/site vistis (22 days at $105)	$2,310	$2,310	$2,310	State content specialist workshops and site visits.
FICA TRA (x.1315)	$1250	$1250	$1250	
SUBTOTAL FRINGE BENEFITS	$37,280	$45,476	$49,303	Calculation for determining employee benefits is average health/dental premiums plus 13% of salary for licensed staff & 15% for non-licensed staff.
SUBTOTAL PERSONNEL SALARY/CONTRACT	**$175,659**	**$175,136**	**$173,813**	

MORELAND ARTS & HEALTH SCIENCES MAGNET SCHOOL

CONTRACTED SERVICES				
Stages Artist in Residence	$3,500	$3,500	$3,500	This person will work on-site to help teachers incorporate theatrical techniques in to everyday curriculum. These activities will be based on MN State Standards and will strengthen skills in the areas of reading, social studies, math, and science.
Stages Fully Produced After School Musical			$20,000	Stages will produce a musical on site. They will teach staff members the process so that that we can be self-sufficient in the future.
.5 FTE Technology Integrationist/Differentiation Coach	$25,000	$26,500	$28,045	This person will work with staff to integrate technology into to all areas of teaching and learning. Model use and provide feedback to classroom teacher.
.2 String Instructor	$6,000	$6,000	$6,000	This person will provide an introduction to the stringed instruments as well as provide instruction.
Picturing Writing Trainer	$7,700		$7,700	Picturing Writing is a dynamic art-and-literature based approach to writing that will meet the needs of students with diverse learning styles.
Image Making Within the Writing Process Trainer		$7,700		These innovative approaches give children access to visual and kinesthetic as well as verbal modes of thinking at each and every stage of the writing process.
WittFitt Trainer (2.5 hours)	$850			Teacher training is designed to meet the needs of each teacher based upon the unique classroom environments, student needs & school/district standards. During the training they will occur all aspects of integrating the **stability balls** into the classroom: from inflation and sizing, to the lessons and implementation strategies.
Opera for the Young	$1500	$1500	$1500	Opera By Design (1 ½ day residency)
Ordway Residency ($750 x 3 grade levels)	$2,250	$2,250	$2,250	Theater arts learning opportunities for grades 2-4 (see attached letter)
Technology Wireless Upgrade		$15,000		Survey and increase wireless connectivity infrastructure
Installation of ActiBoards/ActivSound	$8,302	$4,410	$1,556	To help install devices in classrooms
Responsive Classroom1 ($695x4 teachers)	$2,780			RC1 is a prerequisite for the Building Academics Through the Arts training.

MORELAND ARTS & HEALTH SCIENCES MAGNET SCHOOL

Building Academics Through the Arts @ $695x22 teachers)		$15,290		BACTA is a weeklong workshop for teachers to practice ideas for integrating storytelling, drawing and other visual art-making, casual singing, movement, and poetry into the learning day.
Inquiry Training Through Hamline	$4,500	$3,000	$3,000	Teachers will gain an understanding of the features of classroom inquiry and how to implement inquiry-based instruction in to their classroom.
The Great Body Shop Basic Teacher Orientation (Full Day) *GBS*	$900			Trains teachers how to implement THE GREAT BODY SHOP curriculum. Provides an in-depth overview of the curriculum, including demonstration lessons, active participation in activities, and how to use the curriculum effectively in the classroom.
GBS Coordinated School Health Training (half day)		$600		Trains district staff how to implement THE GREAT BODY SHOP Coordinated School Health Program. Provides an in-depth overview of GBS curriculum and the CSH Kit. Includes demonstration lessons, active participation in activities, and scheduling of monthly school-based wellness activities.
GBS Follow-Up Training (half day)			$600	This workshop offers an opportunity for teachers to come together after teachers have taught several of **THE GREAT BODY SHOP** lessons to share successes and problem solve implementation challenges. Participants will explore cross-curricular applications, examine new curricular strands and identify strategies for enhancing the instructional experience.
Perpich Center for the Arts Teacher Training	$1,200	$1,200	$1,200	This training teaches staff members to incorporate arts infused themes in to their every day curriculum while meeting the MN State Standards.
Young Audiences of Minnesota @ $1,700 per residency	$6,800	$6,800	$6,800	These residencies will cover various arts, music, dance, and written art from around the world. They will work with students once per quarter.
SUBTOTAL CONTRACTED SERVICES	**$71,282**	**$93,750**	**$82,151**	

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

MORELAND ARTS & HEALTH SCIENCES MAGNET SCHOOL

TRAVEL				
Conference expenses for teachers including registration, transportation, lodging, meals, and parking, and site visits to other schools/programs				Site staff travel to attend specialized conferences, seminars and other training programs relevant to Arts & Health Science programs for elementary schools
MN Music Teacher Assoc. Convention (x2 staff members @ $160)	$320	$320	$320	Allows staff to visit other Arts & Health Science schools
Art Educators of Minnesota conference (x2 staff members @ $400)	$800	$800	$800	The AEM Fall Conference is held annually in early November. This great event provides a quality professional development opportunity for art educators across Minnesota. The conference offers two wonderful keynote speakers, a wide variety of workshops for teachers of all levels, off-site tours and hands-on workshops, exhibitors of art supply and education materials
Conference Magnet Schools/site visits (x2 staff members)	$7,500	$7,500	$7,500	Site visits included and presentations by our staff at conference ($600 x3 conference, 3x 400 airfare, 3 x $900 hotel)
MN National PE Conference (x2 staff members @ $200)	$400	$400	$400	Teachers will utilize strategies of differentiated Instruction, they will be given ideas for international games, assessment, gymnastics, challenge activities, dance, curriculum, and learn to incorporate PE and Technology—ex. Promethean Boards in the gym.
SUBTOTAL-TRAVEL	**$9,020**	**$ 9,020**	**$9,020**	

MORELAND ARTS & HEALTH SCIENCES MAGNET SCHOOL

EQUIPMENT –				
Performing Arts				
1 Portable Stage			$20,730	This includes handrails, a 3-step platform, and move-and store carts.
Vinyl Tack Boards	$9,000			Student products displayed around school fabric/laminate product
SUBTOTAL-PERFORMING ARTS EQUIPMENT	***$9,000***	***$0.00***	***$20,730***	
Health Sciences				
Indoor Walking Track	$25,000			It will encircle the building on an existing indoor corridor. This will b utilized by the community as well. We will use this to integrate movement and math.
SUBTOTAL-HEALTH SCIENCES EQUIPMENT	***$25,000***			
SUBTOTAL-ALL EQUIPMENT	**$34,000**	**$0.00**	**$20,730**	

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MORELAND ARTS & HEALTH SCIENCES MAGNET SCHOOL

SUPPLIES				
Technology				
Promethean ActivBoards	10 x $6260= $62,600	4 x $6260= $25,040		Every classroom will have students using and learning from ActivBoards
ActivSound @ $1,756	8 x $1,756= $14,048	6 x $1,756= $10,536	4 x $1,756= $9,336	Every classroom will have enhanced sound via speakers placed in the ceiling. Students will have the option of using a handheld microphone as well.
1 iPod cart	$11,960			Will include 30 iPod touches along with iPod cart.
iPod covers @ $10	$300			Protective covering to keep iPods clean and dry
Mobile Computing Devices @ $500	$21,000	$63,000	$63,000	Year 1-iPad for staff members. Year 2-ipads for all 3rd graders. Year 3-ipads for incoming 3rd graders. (By the end of year 3 all students at two grade levels will be doing one to one computing)
Protective Covers for Mobile Computing Devices @ $40	$1,680	$5,040	$5,040	Protective covering to keep mobile computing devices clean and dry
15 digital cameras @ $89.99	$1,350	$1,350	$1,350	Cameras will be used for classroom projects
5 Tripods @ $14			$70	Tripods will be used for classroom projects
15 flash memory cards @ $9.97	$150	$150	$150	To store camera memory
15 flip video cameras @ $129.99	$1,950	$1,950	$1,950	To be used for classroom projects
5 Flip Camera Tripods @ $14.99		$75		To be used for classroom projects
iPad carts @ $3000		$9,000	$9,000	Will be used by teachers to upload, download, and sync iPads
iMac 18 @ $1,200			$21,600	iMacs will replace current pc's in our computer lab
SUBTOTAL-TECH SUPPLIES	***$115,038***	***$116,141***	***$111,496***	

MORELAND ARTS & HEALTH SCIENCES MAGNET SCHOOL

Performing Arts				
32 Keyboards @ $374		$11,968		Yamaha P70 Digital Piano has76 full-size keys with touch response. Includes a large selection of realistic voices and Your Tempo mode that lets you learn to play at your own pace. Features built in recorder and built in multi-track sequencer can store up to five performances at a time
32 Keyboard tabletop stands @ $81		$2,592		An extremely strong stand that is fully adjustable. Recommend use with Yamaha P70 Digital Piano
32 Keyboard benches @ $32		$1,024		An all purpose bench for keyboard
1 LC3 Music Lab		$3,000		Piano lab base unit for students and teacher to be synced together
LC3 expansions @ $1,699		$3,398		This expansion kit offers music educators an intuitive, flexible way to teach a group of students all at once, one-on-one, or split into smaller groups
5 Jamtown Percussion sets @ $223.80			$1,119	Grade level sets of percussion instruments
5 Scarf and CD sets @ $55	$275			Grade level set of scarves/CD for movement
5 Scarf Mini set @ $22.60	$113			Additional scarf set to bring scarf number to 32
1 set Wenger flipFORMS *Shipping			$2636 *225	Seated or standing platform for students. flipFORMS can transfer into whatever shape you need. They so wherever you need them. The pocket molded hand grips, easy moving recessed wheels, and lightweight design make it easy to flip them up or roll them away.
1 set Wenger footnotes *Shipping			$392 *$75	Kids learn notation when it's this much fun! Walk, jump, or dance. This rug is stain and moisture resistant, rolls up for easy storage and is action-backed to resist skidding. Includes activity book.
32 Alfred Bas. Piano Book1 @ $9.95		$319		Students books to be used during music instruction time
32 Alfred Bas. Piano Book2 @ $9.95		$319		Students books to be used during music instruction time
32 Alfred Bas. Piano Book3 @ $9.95		$319		Students books to be used during music instruction time
10 ½ Size Violins @ $191		$1,910		Violins for students to play during instruction time

MORELAND ARTS & HEALTH SCIENCES MAGNET SCHOOL

10 ¾ Size Violins @ $191		$1,910		Violins for students to play during instruction time
15 Replacement Strings @ $20		$300	$300	Replacement strings for violins
20 Kun Chin Rests @ $24		$480		This rest is adjustable in three directions, and the end members are fitted with a patented locking device to ensure that it will never touch the instrument
15 Music Stands @ $65.33		$980		Stands for students to place sheet music on
Music Purchases		$1,500		Teacher will need to purchase music for students to play
32 Student String Books @ $9.00		$288		Student books to be used during stringed instrument instruction
SUBTOTAL-PERFORMING ARTS SUPPLIES	***$388***	***$30,307***	***$4,747***	
Media Arts				
Kiln	$1,587			To be used for art projects
Display Shelves @ $2,415	$2,415		$4,830	Glass cases to display student art work
Color Printer		$599		To be used for digital media projects done by students
*1 Ink/Toner Cartridges (4)		$537		*1 cartridge at $174.99/3 cartridges at $120.99
Fully supplied art kit (2 per grade level)	$5,000	$5,000	$5,000	Art supplies for teachers to utilize with the Picturing Writing model
Art Supplies for Art Teacher	$3,600		$3,600	Supplies for our art specialist to use with students
Kidspiration Site Lic.		$687		Software that gives students a way to visually explore and understand words, numbers, and concepts
SUBTOTAL-MEDIA SUPPLIES	***$12,602***	***$6,823***	***$13,430***	

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Health Science				
8' x 20' MagnaWall	$4,449			This climbing wall is magnetic allowing PE teacher to use cross-curricular activities including literacy and math
400 Pedometers @ $2.00	$800		$800	Students will wear pedometers to track their mileage around the school building as well as for theme related inquiry projects.
32 PolarTech Heart Rate Monitors @ $156.25			$5,000	These heart rate monitors are simple enough to use with children, yet sophisticated enough to collect crucial exercise data. Developed specifically for PE with extensive feedback from physical educators.
Wii Fit Student Package			$5,837	This will provide a class set of Wii Fit devices for the physical education teacher. These devices are industrial strength and meant specifically for multiple uses per day.
400 Witt Fitt Stability Balls	150 @ $28= $4,200	150 @ $28= $4,200	100 @ $28= $2,800	Stability balls in the classroom will help with improving posture, enhancing attention and concentration, improving learning through movement, and by incorporating wellness into the school day. They also promote "active sitting"- with little to no disturbance, improves blood flow to all parts of the body, especially the brain, strengthens core (postural) & back muscle groups, and improves balance and coordination. They are also customized to fit the individual
Teacher Stability Balls	15 @ $32= $480	10 @ $32= $320	5 @ $32= $96	Teachers stability balls offer the same benefits as student stability ball but are custom made for adults. Sizes are still customized to fit the individual
1 Air Compressor	$175			This is used to inflate the stability balls
450 teacher and student water bottles @ $1.20	$540			Used to hydrate students and teachers throughout the day while increasing oxygen and blood flow to the brain.
Magiscopes @ $625 (5 per grade level)	$3,125		$3,125	A simple, tough, and versatile microscope that could be used indoors or out, on everything from slides to rocks

MORELAND ARTS & HEALTH SCIENCES MAGNET SCHOOL

All About Me Slide Set (2 sets per grade level=10) @ $38	$380		$380	Slides to be used with magiscopes. These slides contain samples or various items that make up the human body.
Hang Up Skeleton Model		$395		Made of bonelike plastic material and articulated to show normal posture, its extremities are removable for individual study. The skull has 32 teeth and a spring-held jaw. this human skeleton model comes with an identification key and *Human Anatomy Manual*.
Human Body Torso Model			$525	Twelve-part miniature torso has removable head that opens to show internal structures, including detailed, removable half brain. Front portions of both lungs are removable, exposing pulmonary vasculature and respiratory airways (right lung) and general appearance of internal tissue (left lung). Other features include removable 2-part heart with valves and vascular connections, liver with gallbladder, and stomach. Intestinal assembly includes small and large intestines and pancreas. Mounted on a durable polymer base.
Growlab 3-Tier, 6 Bulb (2 @ $943.50)		$1,887	$1,887	GrowLab is ideal for larger projects or crowded classrooms. Fixtures give ample light to grow seedlings and vegetables to maturity indoors.
The Great Body Shop Curriculum-	$2,960	$1,925	$2,255	Yr 1-includes 15 teacher manuals + 320 student & parent monthly magazines. Yr 2 – 350 student/parent monthly magazines. Yr. 3 – 410 student/parent monthly magazines.
Fitness Cart	$2,000	$2,000	$2,000	The Fitness Cart is designed to bring health, nutrition, and physical education into the classroom. The cart provides general education classroom teachers with product and easy-to-use activity guides to teach nutrition and healthy eating in addition to physical activities including cardio, core strength, bone strength, and flexibility.
SUBTOTAL-HEALTH SCIENCE SUPPLIES	***$19,109***	***$10,727***	***$24,705***	

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MORELAND ARTS & HEALTH SCIENCES MAGNET SCHOOL

LIBRARY/DIGITAL MEDIA MATERIALS				
Theme Related Teacher Resources	$250			Teacher resources related to the arts and health sciences. These resources will assist teachers in the implementation of theme related activities
Health Science Related Student Books/Digital Media	$1,750			Book and digital media related to health sciences. These items will be used by students
Arts Related Student Books/Digital Media	$1,750			Books and digital media related to the arts. These items will be used by students
Theme Related Dvd's		$667		Dvd's to be used with curriculum
Guided Reading Theme Related Books/Digital Media	$3,500	$3,500	$1,500	Theme related books to be used during the guided reading portion of our balanced literacy program.
Guided Reading Supplies	$1,000			Shelves, book baskets, labels, etc.
Mobile Device Applications and Digital Media	$1,500	$2,500	$5,000	Educational applications including digital curricular materials for the mobile computing devices
SUBTOTAL-LIBRARY DIGITAL MEDIA	***$9,750***	***$6,667***	***$6,500***	
SUBTOTAL-ALL SUPPLIES	**$156,887**	**$170,665**	**$160,878**	
OTHER				
Minnesota Orchestra Field Trip (400 tickets @ $6.00)	$2,400	$2,400	$2,400	Students will visit the MN Orchestra Hall to experience various performances
Ordway Field Trip (400 tickets @ $3.00)	$1,200	$1,200	$1,200	Students will see Terrance Simien and the Zydeco Experience at the Ordway in year one. Future performances are to be announced.
SUBTOTAL-OTHER	**$3,600**	**$3,600**	**$3,600**	
SUBTOTAL – DIRECT COSTS	**$450,448**	**$452,171**	**$450,192**	
INDIRECT COSTS	**$29,369**	**$29,482**	**$29,353**	@6.52%
TOTAL	**$479,817**	**$481,653**	**$479,545**	

Project Narrative

Project Narrative-Selection Criteria-Evaluation plan (10 points)-Refer to Federal Notice for content.

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(e) EVALUATION PLAN

Introduction

Using an outside evaluator can reduce bias and better ensure the integrity of data and reports; therefore, our district has identified and worked with an outside evaluator in the preparation of this application. The program evaluation will be conducted by Deidra K. Honeywell, Ph.D., president of DKH Consulting Services, Inc. She has 1) extensive experience evaluating, designing, and implementing state and federally funded projects; 2) over 40 years of progressive educational experience; and 3) worked on project or program evaluations in 14 school districts in 12 states. Her evaluation experience includes four federal programs: Magnet Schools Assistance Program (9 districts); Teaching American History (3 districts); Advanced Placement Incentive Program (2 districts/3 projects) and Smaller Learning Communities (2 districts/3 projects). At this time, DKH Consulting Services, Inc. has 13 evaluation contracts with eight school districts in four states. Dr. Honeywell has a Ph.D. in curriculum & instruction, a Master's in gifted education, and a Bachelor's in secondary mathematics education. Dr. Honeywell has written a number of funded MSAP applications and was a project director for two MSAP grant cycles.

(1) The extent to which the evaluation includes methods that are appropriate to the project.

The evaluation plan developed for this project 1) is based on the project's desired outcomes and performance measures; 2) uses a Modified* CIPP (Context, Input, Process, Product) design [Daniel Stufflebean, Western Michigan University – *Note modifications make the model more appropriate for educational evaluation]; 3) includes two evaluation components – formative and summative; and 4) all test data will be gathered and analyzed using the subgroups defined in the MSAP and CEEP data tables. The outside evaluator and district personnel have identified six project objectives, each of which is directly aligned with one of the six purposes of the Magnet

Schools Assistance Program. Each objective has one or more project performance measures. In the Annual and Final Performance Reports, CEEP data reports for GPRA Performance Measures will be submitted and each Project/GPRA Performance Measure will be addressed in the ED524B template provided by the USED. The evaluation of each Performance Measure will follow four procedures. They include: 1) Document and Monitor Activities, 2) Determine Targets for the Current Performance Period, 3) Assess Progress, and 4) Explain Progress. A sample of the ED524B format is shown below:

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

The following chart provides an abbreviated overview of the six project objectives and the performance measures selected for each objective. [Note: *full* text versions of the objectives and performance measures can be found in the Quality of Project Services and in the appendix.]

MSAP Purposes Project Objectives	Performance Measures
Reduce/eliminate MGI – no negative impact on feeder schools	• Reduce Hispanic MGI at Heritage • Reduce Hispanic MGI at Moreland • Eliminate Asian and Black MGI at Pilot Knob • Feeder schools do not become more MGI
Develop innovative educational methods	• Magnet teachers agree instruction includes 1) innovative materials that promote diversity & choice, 2) use MSAP best practices, 3)

& practices - promote diversity & choice	encourage students to interact, & 4) provide the target number of minutes of theme-related instructions • Magnet teachers agree their school provides students with a resource-rich, interactive learning environment • Beginning in year 2, classroom visit reports confirm school provides students with resource-rich, interactive learning environments
Improve capacity to cont. operating magnet schools at high level of performance	• Magnet teachers agree that staff development increased content knowledge, improved instructional skills, and supported innovative practices • Magnet teachers agree they participate in PLCs: they meet regularly, team members reinforce staff development, and they coach each other • Magnet teachers will earn 90 hours of staff development credits
Develop & implement magnet programs - students meet challenging state standards	• Magnet teachers agree that 1) teachers have understanding of state content & performance standards & 2) staff uses curriculum aligned with standards • Magnet teachers agree that 1) parents have an active role in magnet implementation, 2) community partners work with staff and are active in the design and implementation of magnet • Beginning in year 2, classroom visit reports will show evidence of 1) use of challenging instructional materials, 2) use of content aligned with standards
Develop courses of instruction that will	• Magnet teachers agree their magnet offers curriculum & courses that provide students with tools and opportunities to 1) think

strengthen student knowledge of … vocational, technological and professional skills (SCANS)	conceptually, 2) solve complex problems, 3) communicate ideas effectively, 4) gain tangible and marketable vocational, technological, and professional skills as well as other SCANS competencies • Beginning in year 2, curriculum content reviewed by outside evaluator will show evidence of instructional strategies designed to help students think conceptually, solve complex problems, communicate ideas effectively, gain tangible and marketable skills … as well as other SCANS competencies
Ensure students in magnet program have equitable access to high quality program – succeed academically & continue education or employment	• Beginning in year 2, percentages of students in racial subgroups meeting proficiency in Reading AYP will equal or exceed state average – OR – the gap between the percentage meeting the target and the state average for the same groups will decrease • Beginning in year 2, percentages of students in racial subgroups meeting proficiency in Mathematics AYP will equal or exceed state average – OR – the gap between the percentage meeting the target and the state average for the same groups will decrease

(2) The extent to which evaluation will determine how successful the project is ….

The evaluation plan is written in accordance with the notice inviting applications for the Magnet School Assistance Program for fiscal year 2010 (CFDA Number: 84.165A). Specifically, the plan will determine how effective the three schools and their magnet programs are in meeting their goals for school improvement, reducing Latino minority group isolation in Heritage and Moreland populations, reducing Asian and Black minority group isolation in Pilot Knob

populations, increasing diversity, improving instruction, and increasing student achievement. There are six primary objectives that form the framework for the evaluation plan and each one is aligned with one of the six MSAP purposes. Two or more performance measures (each including annual benchmarks) were identified for each of the objectives. Based on benchmarks set for each performance measure, data indicators will determine the extent to which the three schools meet their objectives.

A series of reports will be created by the evaluator and the members of the assessment team over the project period: formative, summative and final. Formative evaluations are carried out on a regular basis and findings are used to guide program improvements. Formative evaluation reports will be generated from site visits conducted three times each year and will conform to the format of the site observation checklist. Areas of strength and areas needing improvement, as well as recommendations, will be summarized by school. The findings will be presented to those administrators and supervisors directly involved with the magnet program.

Summative evaluations provide information on the extent to which project objectives and goals have been met. The extent to which the magnet schools were successful in meeting their yearly objectives will be summarized in each Annual Performance Report (APR) and will be supported by the relevant data. In addition, GPRA data will be submitted on the CEEP data collection form. Summative evaluation reports will be produced on an annual basis and use the ED524.b format. Annually, the reports will address each magnet school individually and results will be presented to school administrators and district staff at the conclusion of the school year. Recommendations for improvements based on a review of the data will also be included.

A final report will be written at the conclusion of the project. The final report examines long-term goals and objectives. While the summative report will address issues on an annual basis,

the final report will look at program effects over the project period (three years). This report will address each Project/GPRA Performance Measure using the ED524.b format, provided by the USDE and include GPRA data as reported in CEEP & MSAP tables. The purpose of the final report is to share the results of this project with other stakeholders and audiences who may use the information to make major program decisions. Program modifications are not made using the final report since the report is not completed until the particular study has concluded. However, information in the report may influence future studies and interventions and the decision as to whether to continue the magnet program. Findings will be shared with school and district personnel and an executive summary will be distributed to parents and the community.

(3) The extent to which the project includes methods that are objective and will produce data that are quantifiable.

The following chart summarizes the evaluation process and identifies the types of data to be collected, when it will be collected, the methods to be used, and instruments.

The methods utilized to assess the performance measures/indicators are objective and will yield quantitative as well as qualitative data. Methods are replicable, will produce data that can be generalized to similar populations, and are fully explained in all of the procedures. Benchmarks and goals have been set in terms of numerical units. In addition to standardized tests, surveys, and observation rubrics, other instruments will be developed to systematically collect information that is specific to the project. In addition, all GRPA data will be collected and reported as indicated by CEEP.

Types of Output data	When collected	Method	Instruments
# of staff development (SD) activities & PLC meetings	Ongoing	Reports from program specialists	Copies of staff development plan
# of teachers/# of hrs attending SD	At activity	Sign in sheets	Spreadsheet report
Various docs re: recruiting and marketing	As available	Collected by Magnet Prog. Coordinator (MPC)	No instrument needed
Coaching hours	Quarterly	Teacher & content teachers' survey data	Evaluator (Eval) developed survey
Magnet Leadership Committee schedule	Quarterly	Reports from Magnet School Facilitators (MSF)	Copies of implementation plan
Implementation progress	Three times/yr	Reports from MSF	Eval developed school reports
Formative Evaluation data	Three times/yr	Feedback from eval team	Eval developed school reports
Types of Outcome Data	When collected	Method	Instruments
Applicant pool data	Annually -Spring	Magnet office report	Spreadsheets provided by evaluator
Enrollment data by subgroups for district, magnet schools & feeder	Annually - Oct	District enrollment - official count	USED developed MSAP tables & CEEP forms

schools			
Curriculum Improvements	Annually - Feb	Self reported tea. survey	Eval & MPC developed survey & interview/focus groups (SIFG) items
Curriculum Improvements	Yr 2 - April/May	Classroom observations	Evaluator & MPC developed rubric
Understanding & use of standards	Annually - Feb	Self reported survey data	Evaluator & MPC developed SIFG items
Understanding & use of standards	Yr 2 - April/May	Classroom observations	Evaluator & MPC developed rubric
Student knowledge of marketable skills	Annually - Feb	Self reported survey data	Evaluator & MPC developed SIFG items
Student knowledge of marketable skills	Yr 2 - April/May	Classroom observations	Evaluator & MPC developed rubric
Student achievement & equitable access	Annually - Feb	Self reported survey data	Evaluator & MPC developed SIFG items
Student achievement & equitable access	Yr 2 - April/May	Classroom observations	Evaluator & MPC developed rubric
Student achievement & equitable access	Annually - Oct	State AYP report cards	State test results

Eval –evaluator; MPC – Magnet Project Coordinator (project manager); MSF – Magnet School Facilitator;

Sch – school; Dist – district

Procedures for Performance Measures Related to MGI: The number and percentage of Latinos, Blacks, Asians and other racial groups enrolled in the magnet schools and feeder schools will be reviewed by the project evaluator in October of 2010, 2011 and 2012. 'Racial sub-groups' on which data will be collected are those outlined in the MSAP and CEEP tables. District enrollment data will be used to determine the number and percentage of students in each racial group in the magnet school and in the appropriate feeder schools (schools students would attend if **they had not applied** to the magnet school). Enrollment for appropriate sub-groups at targeted feeder schools will be compared to their previous levels to determine whether the magnet programs had any impact. As part of the final report in 2013, enrollment data for each school will be examined across all three (3) years. Results will be disaggregated according to racial subgroups and will be presented in a table with a narrative summarizing the results. Possible explanations for the inability to meet projected enrollment percentages for each year of the grant, if applicable, will be explored in terms of the contextual variables of each magnet school.

Procedures For Performance Measures Related to Survey Data: A survey will be administered to teachers, students, and parents in the spring of each project year (February or March). The staff (teachers & other school staff) survey will include items related to practices described in the MSAP application and observed by the assessment team throughout the year. The parent survey will gather input on the implementation, culture, and success of the magnet programs. Students will also provide data on the success of the magnet programs and their operations. All three surveys will be online and responses will be correlated by school and item. Results will be analyzed and reported back to project management and the individual schools. The questions will be designed to gather the information necessary for the APR as well as for program

improvement. In the APR, results from the surveys will be presented as ratios and percentages and accompanied by a brief narrative.

Procedures For Performance Measures Related to Observations & Interviews: The assessment team will assess the type and frequency of strategies employed by school staff in each grade level designed to encourage participation and interaction among all magnet students through interviews/observations with school personnel. Beginning in year 2, the assessment team will use an observation rubric as it observes 3-4 classes per school. The assessment team will be comprised of the project evaluator and one (1) educator from outside of the district with an appropriate background and expertise. Annually, the team will make three (3) site visits to the magnet schools to conduct evaluation activities, review implementation templates prepared by school personnel, provide oral feedback, and help staff make plans for improvements. Each site visit will be followed-up by a written formative report for each school, which will summarize the results of the site visit and highlight areas of strength and areas needing improvement. Formative reports will be relatively informal and will be presented to school and district staff by the assessment team.

***Procedures for Performance Measures Related to State Testing*:**

The percentage of students, disaggregated by the subgroups identified in MSAP & CEEP tables, meeting adequate yearly progress standards (in both reading and math) as defined by the state will be reviewed by the project evaluator in the fall of each year of the project. The percentage of students in each subgroup meeting the standards for AYP should equal or exceed the state standard or, if the percentage of minority students meeting AYP is below the state standard, the gap between the percentages making AYP at the school versus state averages will decrease.

Description of Surveys and Other Instruments: The following instruments will be developed for this evaluation plan: student survey, parent survey, staff survey, standard questions for interviews with school personnel, standard questions for interviews with district personnel, classroom observation rubric, school environment rating form, staff development spreadsheet, and a site observation checklist. The instruments will be designed by the evaluator with input and feedback from school and district personnel. The student, parent and staff surveys will include items that relate to specific objectives and indicators. After the first year of the project, the surveys will be reviewed in each subsequent year to determine whether questions are to be modified, deleted or added. A standard set of questions for use in interviews with school and district personnel will be developed to ensure that the evaluation team members collect the same data using the same questions. Interview questions will also be reviewed to determine usefulness and applicability. Rubrics will be created for use in assessing the classroom environment and magnet curriculum/instruction. Finally, a site observation checklist will be created to serve as a data collection tool for the assessment team when conducting site visits. The checklist will serve as an outline for the formative evaluation reports. The evaluator will train assessment team members on the proper use of interview and rating forms. The purpose of the training will be to reduce variability in interpretation so as to limit errors in scores. These instruments will consist of Likert-scale, multiple choice and open-response items.

Timetable: Project evaluation activities will be carried out according to the schedule presented below. Each task is listed as well as the person(s) responsible and the month and project year in which the activity is expected to be completed. The evaluator will work with the district to ensure that tasks adhere to the timetable.

Timetable for project evaluation activities

Tasks	Responsible Per.	Year 1	Year 2	Year 3
Review evaluation plan	Eval & sch/dist staff	Aug	Aug	Aug
Identify dates for evaluation activities	Eval & sch/dist staff	Aug	Aug	Aug
Distribute timeline to appropriate staff	Evaluator	Sept	Sept	Sept
Form assessment team(s)	Evaluator	Sept	Sept	Sept
Develop surveys and other measures	Evaluator & MPC	Sept/Oct	Sept/Oct	Sept/Oct
Review/modify surveys, etc.	Eval & sch/dist staff		Sept	Sept
Submit enrollment data to evaluator.	District staff	Oct	Oct	Oct
Conduct site observations - interview staff - observe classes	Evaluation team	Oct, Feb May	Oct, Feb May	Oct, Feb May
Complete formative eval reports - submit to staff	Evaluation team	Oct, Feb May	Oct, Feb May	Oct, Feb May
Administer online staff, student and parent surveys	School staff	Feb-Mar	Feb-Mar	Feb-Mar
Compile results of surveys	Evaluator	April	April	April
Prepare & submit APR	Evaluator & MPC	May	May	May
Compile and submit state test scores for magnet school students	District staff	Sept	Sept	Sept
Prepare & submit Ad Hoc APR	Evaluator & MPC	Oct/Nov	Oct/Nov	Oct/Nov
Review APR results & update plan	Evaluator/dist staff	Dec	Dec	Dec
Complete and present final APR	Evaluator			Sept

Project Narrative

Project Narrative-Selection Criteria-Commitment and capacity (15 points)-Refer to Federal Notice for content.

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Title: **Commitment and Capacity** Pages: **0** Uploaded File: **197-Commitment and Capacity.pdf**

(f) COMMITMENT AND CAPACITY

In the beginning, we called the contents of this application the "heart and soul" of a district. Our commitment does indeed run that deep. It can be summed by the hard work of hundreds of people and the input of thousands more. Yes, we commissioned a demographic study. And yes, we hired a reputable firm to conduct scientific, random-sample surveys to assess community interest. But we didn't stop there. We sought input from every parent with a child in our schools. We asked parents of special-needs children how a magnet could benefit their child, and we asked parents of children with special gifts the same question. We asked parents whose children are still in diapers about their hopes and dreams for their children's future. We took these same questions to Spanish-speaking parents and listened carefully to their answers. We asked parents who send their children to private schools and charter schools and schools in other districts *why*. We asked every teacher in every school to contribute to the discussion, to examine their own strengths, to think of ways to make OUR schools the ones OUR parents choose for their children. We asked businesses and non-profits and parents to join us in planning the future. We asked the news media to be part of the discussion, too, and they took us up on the offer. Both major dailies in our state covered the *process* in our district and our district alone. One reporter sat at the table with parents, staff and partners as we envisioned what one of our schools could and should be. Our district's commitment to this project has been extraordinarily public and "home grown." And the support of the communities we serve has been overwhelmingly positive.

Yet it was not always so. Five years ago, when planning began for the district's first magnet school, Garlough Environmental Magnet School (GEMS) in partnership with Dodge Nature Center, we had an abundance of skeptics. The vision then, as now, was to create an integrated community of learners in a school that realized the dream of success for all children.

Idealistic and impossible, some said. Certainly one of the tragic consequences of No Child Left Behind was that when a school like Garlough showed up on the failing list year after year, many more families abandoned the school, taking precious resources with them and contributing even further to the school's segregation and decline. We know from hard-earned experience just how much work it takes to turn a Garlough into GEMS, to go from being a failing school to being the BEST new/emerging magnet school in the nation, a school that exceeded the state average in reading in its second year by 3% and in math by a whopping 13%. We know how many partnerships had to be nurtured, how many small grants written, how long the hours. It is enough, perhaps, that the broader community knows the results. And it is because of those results that many more of our residents now know that success for all children just might be possible.

(1) Likelihood of continuing the magnet school after MSAP assistance ends ...

GEMS did not receive MSAP assistance. But now we can apply all the lessons we learned in the long, sometimes-bumpy road to its success to the schools included here. With financial assistance to establish the programs and the experience and will to do things right, we are absolutely certain of our ability to continue operating the schools included in this project at the highest possible level after the assistance provided under this program ends.

(2) (i) The extent to which the applicant is committed to the magnet schools project …

There is only one answer to this question, and it is 110%.

(2) (ii) The extent to which the applicant has identified other resources …

GEMS has been fully embraced as one of our district's schools, and the three schools included in this project will have the same committed support. Basic support will come from current state and federal funding; additional funding will result from the projected increase in student enrollment. Supplemental funding will come from partners and private grants. We have

already received amazing offers of support, including some that benefit today's students, just by reaching out to potential partners whose purposes and goals align with one of our proposed themes. These new relationships are full of extraordinary promise. Here is a list, by school, of partnerships that are already committed to helping our new magnets succeed. We believe this list is only the beginning!

- **Heritage E-STEM Middle School**: Dodge Nature Center, the City of West St. Paul, Gerten's (greenhouses and nursery), Underwater World, the Commercial Club, the University of Minnesota Institute of Technology, Hamline University Center for Global Environmental Education, Dakota County, 360 Communities, and the University of Minnesota College of Food, Agriculture and Natural Resources Sciences
- **Pilot Knob STEM School**: Lockheed-Martin, Science Museum of Minnesota, The Works (engineering museum), The Bell Museum of Natural History, The University of Minnesota (Department of Fisheries, Wildlife, and Conservation Biology), Jostens, 360 Communities, Dakota County, and the Minnesota State Health Improvement Initiative (SHIP)
- **Moreland Arts & Health Sciences Magnet School**: The Ordway Center for the Performing Arts, the Minnesota Orchestra, Stages Theatre Company, Perpich Center for the Performing Arts, the MNCOME Foundation (Minnesota Center for Obesity, Metabolism & Endocrinology Foundation), Dakota County Public Health, University of Minnesota Extension, 360 Communities, and the South Family YMCA

Add the support of parent groups and other community organizations and businesses, and we will have a wonderful base of community support upon which to build a dynamic, successful, sustainable future that results in integrated schools, dramatically improved student achievement and engagement, and systemic reform in our district and beyond.

Project Narrative

Project Narrative-Desegregation Plan Information Form-Download form from the program's website and upload form here.

Attachment 1:
Title: **Desegregation Plan** Pages: **0** Uploaded File: **ISD197-Desegregation Plan Information Forms_1.pdf**

IV. DESEGREGATION PLAN INFORMATION FORMS

Type of Desegregation Plan ***(Check One & Attach the Appropriate Documents)***	
☐ A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies. Attach the Following Documents • A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan. • Note: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice. Any desegregation plan modification should be mailed to: Anna Hinton US Department of Education Office of Innovation & Improvement 400 Maryland Avenue SW, Rm 4W229 Washington, DC 20202-5970	☒ A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964. Attach the Following Documents • A copy of the plan • A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

VOLUNTARY DESEGREGATION PLAN

West St. Paul – Mendota Heights – Eagan Area Schools
Minnesota Independent School District 197

Meeting the purpose specified in Section 5301(b) of the Elementary & Secondary Education Act (ESEA): The purpose of this voluntary desegregation plan is to provide all students served in Independent School District 197 equitable access to a high quality education in a desegregated environment. This plan proposes to:

- Prevent, reduce or eliminate racial or ethnic isolation in schools with substantial proportions of minority students
- Promote and foster the benefits of student integration and diversity in preparing all students for success in a global society
- Ensure equal educational opportunity for all students
- Assist in the achievement of systemic reforms

Non-discrimination policies: Independent School District 197 is committed to the law of equal educational opportunity and complies with all federal and state laws and regulations prohibiting discrimination and harassment. The district does not engage in discrimination based upon race, religion, color, national origin, sex, sexual preference, or disability in employment, assignment of students to schools and courses of instruction, and designing or operating extracurricular activities.

Definition of schools that are segregated or are in danger of becoming segregated: This plan defines schools as segregated or in danger of becoming segregated if the following four conditions exist:

1. The school's minority enrollment is at least nine (9) percentage points higher than the district average in one or more of the non-white race and ethnic categories identified in Sec. 280.4 (b) as a minority group; and
2. The school's minority enrollment in the identified category(ies) is at least nine (9) percentage points higher than the total population in the identified category(ies) in the

school's attendance area based on the most recent census data and projections (TWI, March 2010); and

3. The school's white enrollment is at least nine (9) percentage points lower than the district average; and
4. The school's white enrollment is at least 18 percentage points lower than the total white population in the school's attendance area based on the most recent census data and projections (TWI, March 2010).

Plans to prevent, eliminate, or reduce minority group isolation: The principal strategy used by District 197 to prevent, eliminate, or reduce the isolation of minority students will be the establishment of three additional magnet schools, bringing the total number of district magnet schools to four. Magnet schools are defined as schools that prevent, eliminate, or reduce minority group isolation by offering a special curriculum capable of attracting substantial numbers of students of different racial backgrounds.

Unique circumstances leading to the selection of the new magnet schools and themes: In accordance with our understanding of the MSAP regulations in 34 CFR part 280, as amended by the interim final regulations, the Board of Education of Independent School District 197 will address the three primary factors that guided the overall development of this Voluntary Desegregation Plan.

- **Rapidly changing demographics.** In 1998, the minority population in our schools was less than 10 percent. In 2003, it was 20 percent. Today, minority students make up 37.7 percent of the student population with much higher percentages of certain race and ethnic groups in some schools than in others. Our district serves all or part of seven separate communities, each with unique demographics that make it hard to characterize the district as a whole since neighborhoods range from waterfront estates to multi-block, low-income apartment complexes populated almost exclusively by recent immigrants. In West St. Paul, the dominant immigrant group is Hispanic; in the Eagan area of the district, immigrant families from Asia and Africa are more prevalent than those from Spanish-speaking countries. This year the district commissioned a major demographic study from Team Works International (TWI) to help analyze trends and plan for the future.

Projections through 2014 show that the minority population density by race will continue to grow at approximately the same rate as it has in the past decade, leading to even more minority-group isolation if dramatic changes are not made now.

- **Optimal opportunity to effect change.** The TWI demographic study showed that less than 23 percent of the district's total population is non-white – a 65 percent difference between the school district's student population and what we would expect based on the resident population. This is at least partially explained by the fact that 37 percent of the district's school-age students attend non-district schools or are home schooled. A recent study published by the Institute on Race and Poverty at the University of Minnesota Law School supports the establishment of magnet schools as soon as demographic trends become clear since it becomes progressively harder to fully integrate schools as the degree of existing segregation grows. The Institute's research shows that the best time to establish magnets is when the district's minority student population is between 30-40 percent, and we are already near the high end of this optimal spectrum at 37 percent. By offering the high-quality magnet programs that parents want most, and mounting an aggressive marketing/recruiting campaign to publicize choice options, we believe our magnet schools will attract the resident students needed to prevent, eliminate, or reduce minority group isolation (see below for unique circumstances at each proposed magnet school).

- **The nationally recognized success of the district's only magnet school.** Now in its third year as a fully operational magnet school, Garlough Environmental Magnet School (GEMS) in partnership with Dodge Nature Center has dramatically increased student achievement and staff capacity. Children from the nearby middle-class neighborhoods have started returning to the school, which is also attracting the children of staff and families devoted to environmental issues, thus reducing minority group isolation as defined by the State of Minnesota from 78 percent to 69 percent in just two years. Student enrollment has increased dramatically with the addition of 130 new students to the school, filling it to capacity. The staff has received many individual honors in recognition of their outstanding work. GEMS was named the top new/emerging magnet

school in the nation at the 2009 Magnet Schools of America conference and was a Magnet School of Excellence in both 2009 and 2010. The school was developed over a period of years with funding from the district, the Minnesota Department of Education, and multiple environmental groups and supporters.

The three new magnet schools are listed below along with their grade levels, themes, partners, and unique circumstances.

- **Heritage Middle School** (630 students in grades 5-8) will become Heritage E-STEM Middle School. The theme will be Science, Technology, Engineering and Math with inquiry projects related to the environment. This was the top middle school choice of parents across all demographic groups. The primary partners will be Dodge Nature Center and the City of West St. Paul. The school is located in West St. Paul and is the district's northernmost school (St. Paul is a located a few blocks to the north). The 12-year-old building has been beautifully maintained and could accommodate an additional 220 students. Heritage did not achieve annual proficiency targets on state reading and math tests and did not meet the state requirements for Adequate Yearly Progress. The school did not achieve proficiency targets in reading for the following subgroups: All Students and Limited English Proficient. The school did not achieve proficiency targets in mathematics for the following subgroups: All Students, Hispanic, Black, Limited English Proficient, and Free/Reduced Price Lunch. All participation and attendance requirements were met.

  The desegregation goal at Heritage is to reduce the minority group isolation of Hispanic students by attracting substantial numbers of resident students of other races who currently attend non-district schools. Heritage meets the District's definition of a school that is segregated or is in danger of becoming segregated:

  1. The school's Hispanic enrollment is 13 percentage points higher than the district average.

2. The school's Hispanic enrollment is 34 percent. The Hispanic population in the attendance areas of the two elementary schools that feed into Heritage is 7.7 percent (Somerset Heights) and 16.4 percent (Moreland).
3. The school's white enrollment is 14 percentage points lower than the district average.
4. The school's white enrollment is 49 percent. The white population in the attendance areas of the two elementary schools that feed into Heritage is 87.2 percent (Somerset Heights) and 73.4 percent (Moreland).

- **Pilot Knob Elementary School** (290 students in grades K-4) will become Pilot Knob STEM School. The theme will be Science, Technology, Engineering and Math with inquiry projects related to scientific discovery and problem solving. An elementary STEM school was the top choice of the entire community in random-sample scientific surveys commissioned in 2009 and 2010 as well as on staff and parent surveys completed at every district school and in a variety of focus groups. The major partners will be Lockheed-Martin and the Science Museum of Minnesota. The school is located in the northwest corner of Eagan. It was built in 1969, totally renovated in 2006, and could accommodate an additional 140 students.

  The desegregation goal at Pilot Knob is to eliminate the minority group isolation of Asian and Black students by attracting substantial numbers of the resident white students who currently attend non-district schools and Hispanic students who currently attend district and non-district schools; in addition, the school will provide a high-performing option for students attending Program Improvement elementary schools. Although it is a high performing school, Pilot Knob meets the District's definition of a school that is segregated or is in danger of becoming segregated:

  1. At 20 percent, the Asian enrollment is 15 percent higher than the district average; at 20%, the Black enrollment is 10 percent higher than the district average.

2. The Asian enrollment is 10 percentage points higher than the total population in the school's attendance area, and the Black enrollment is 11 percentage points higher.
3. The school's white enrollment is 17 percentage points lower than the district average.
4. The school's white enrollment is 45 percent. The population in the school's attendance area is 74 percent white.

- **Moreland Elementary School** (296 students in grades K-4) will become Moreland Arts & Health Sciences Magnet School. The theme is Arts and Health Sciences and will feature school-wide inquiry projects related to health and fitness and creative projects related to the arts. The primary partners will be the MNCOME Foundation, Dakota County Public Health, and Stages Theatre Company. The school is located in the northern part of West St. Paul. The building was renovated in 2006 and could accommodate an additional 110 students. The school has been identified as not making Adequate Yearly Progress and was required to implement School Choice in 2009-10 and submit an Improvement Plan to the state.

The desegregation goal at Moreland is to reduce the minority group isolation of Hispanic students by attracting substantial numbers of resident students of other races who currently attend non-district schools. Moreland meets the District's definition of a school that is segregated or is in danger of becoming segregated:

1. The Hispanic enrollment is 13 percentage points higher than the district average.
2. The Hispanic enrollment is 18 percentage points higher than the total Hispanic population in the school's attendance area.
3. The school's white enrollment is 11 percentage points lower than the district average.
4. The school's white enrollment is 53 percent. The total population in the school's attendance area is 73 percent white.

School boundary adjustment: The Board of Education regularly reviews demographic changes in neighborhoods and schools and may adjust the boundaries for neighborhood schools to meet integration goals and/or to make more space available at the magnet schools.

General school choice: Parents will be advised annually of district, TriDistrict, and East Metro Integration District options available through open enrollment. This notification will include a description of all options and describe the procedure for application for alternative attendance areas.

MAGNET SCHOOL ENROLLMENT GUIDELINES

1. District 197 will provide a fair and open process for enrolling students in the magnet schools. **No academic or racial criteria will be used**.
2. Each year, the district will publish the timeline and process for application and selection in district publications, TriDistrict publications, and area-wide press releases. This information will also be mailed to district families in a brochure describing magnet choices.
3. The District Magnet Coordinator will administer the annual application and selection process.
4. To apply for a magnet school, a family must complete and submit an application that is received on or before the published January deadline. Applications received after the deadline will be accepted and processed on a first-come, first-served basis when there are available spaces.
5. If the number of applicants exceeds available space, a random selection process will determine placement or wait pool status for each of the magnet schools.
6. Families will be notified of placement or wait pool status by mid-February.
7. Once enrolled, students may remain at the magnet school as long as their enrollment continues uninterrupted.
8. Guidelines will be reviewed annually to monitor fairness and balance.

ENROLLMENT PRIORITY PROCESS

Phase One: No magnet school application necessary

The following students will be enrolled to attend the magnet school without the need for a magnet school application:

1. Current students and students who live or attend day care in the attendance area of a magnet school.
2. Siblings of students who attend the magnet school.

Phase Two: Magnet school application required

1. **Absolute Priority**: District 197 residents attending schools identified by the state as not making Adequate Yearly Progress have priority for available spaces on a first-come, first-served basis until the day before the announced deadline.
2. **Random Draw Category One:** Sixty percent of remaining available spaces will be reserved for students who are residents of School District 197.
3. **Random Draw Category Two:** Thirty percent of remaining available spaces will be reserved for students making an application under Minnesota's open enrollment law or tuition transfer who currently attend a school in the East Metro Integration District identified by the state as not making Adequate Yearly Progress.
4. **Random Draw Category Three:** Up to 10 percent of remaining available spaces may be reserved for students who have a recognized affiliation with the magnet school's named partner (when applicable) or whose parents are employed by the school district.
5. **Random Draw Category Four:** In the event all of the available spaces did not fill in one or more of the random draw categories above, the names will be merged for a random draw to fill any remaining spaces.
6. **Random Draw Category Five:** When space is available, a random draw of all other students who would be making an application under Minnesota's open enrollment law or tuition transfer will be conducted.

TRANSPORTATION

Students will receive busing to District 197 magnet schools from any location within the school district in accordance with the district's busing guidelines.

APPROVAL

The Independent School District 197 Board of Education agrees to implement this Voluntary Desegregation Plan upon the award of assistance.

Extract from Minutes of the Board meeting of April 5, 2010:

Voluntary Desegregation/Integration Plan (Attachment C):

Superintendent Haugen explained part of the district's application for the federal Magnet School Assistance Program (MSAP) grant requires the district to have a voluntary desegregation plan. The plan outlines the goals of the magnet schools to help integrate district schools and the application processes to the magnet schools. This plan is contingent upon the district receiving the MSAP.

Mr. Colmark corrected final wording of the plan.

Moved by Ms. Tostrud and seconded by Ms. Barnum to approve the Voluntary Desegregation Plan contingent upon the district being awarded the federal Magnet School Assistant Program grant. The Voluntary Desegregation Plan was previously reviewed at the March 15 work session and at the March 1 business meeting.

The motion passed unanimously.

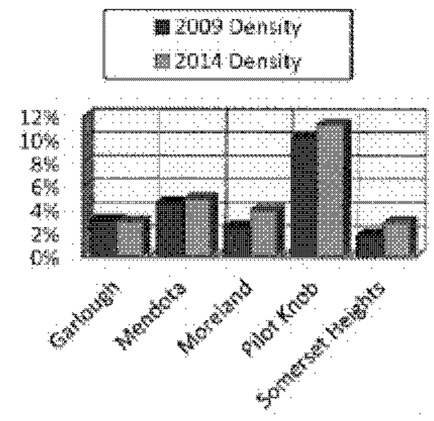
ATTACHMENTS

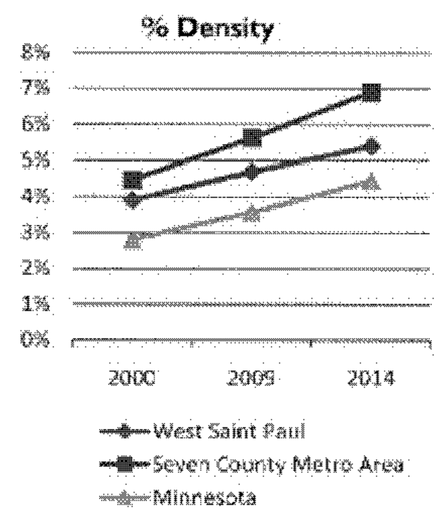
Charts detailing the district's total population by race

From the demographic analysis created for Independent School District 197 (West St. Paul – Mendota Heights – Eagan Public Schools) by the Insight Services Department at TeamWorks International, Inc. (TWI), March 2010

Total Population by Race: Asian

Study Areas	% Density			Historical 2000 - 2009		Projected 2009 - 2014	
West St. Paul Attendance Areas	**2000**	**2009**	**2014**	**Change**	**%**	**Change**	**%**
Garlough Elementary School	2.9%	3.0%	2.9%	2	0.6%	-18	-5.6%
Mendota Elementary School	4.1%	4.5%	4.8%	58	12.3%	39	7.3%
Moreland Elementary School	2.0%	2.5%	3.9%	50	31.6%	112	53.8%
Pilot Knob Elementary School	7.9%	10.1%	11.2%	278	38.5%	140	14.0%
Somerset Heights Elementary	1.6%	1.8%	2.8%	10	11.4%	56	57.1%
West St. Paul Public Schools	**3.9%**	**4.7%**	**5.4%**	**398**	**22.6%**	**329**	**15.2%**
Surrounding School Districts	**2000**	**2009**	**2014**	**Change**	**%**	**Change**	**%**
Bloomington	4.8%	6.1%	7.3%	1,023	24.8%	1,048	20.3%
Burnsville - Eagan - Savage	4.5%	8.0%	10.4%	2,827	92.1%	1,975	33.5%
Inver Grove Heights	1.1%	2.8%	4.8%	487	183.8%	609	81.0%
Minneapolis	6.2%	6.5%	7.3%	916	3.9%	2,806	11.4%
Richfield	4.5%	5.6%	6.6%	363	20.0%	342	15.7%
Rosemount - Apple Valley - Eagan	2.9%	5.1%	7.2%	3,597	100.4%	3,598	50.1%
South St. Paul	0.9%	1.3%	2.4%	90	45.0%	246	84.8%
St. Paul	12.2%	12.8%	13.5%	714	2.0%	2,466	6.9%
Other Comparisons	**2000**	**2009**	**2014**	**Change**	**%**	**Change**	**%**
Seven County Metro Area	4.5%	5.6%	6.9%	42,209	35.8%	45,992	28.7%
Minnesota	2.8%	3.6%	4.4%	50,517	36.5%	57,028	30.2%





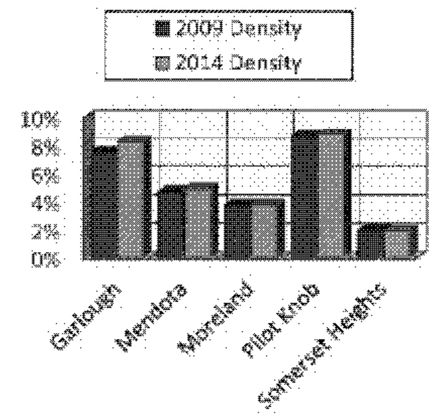
Demographic data is based on the U.S. Census and estimated / projected by STI: PopStats.

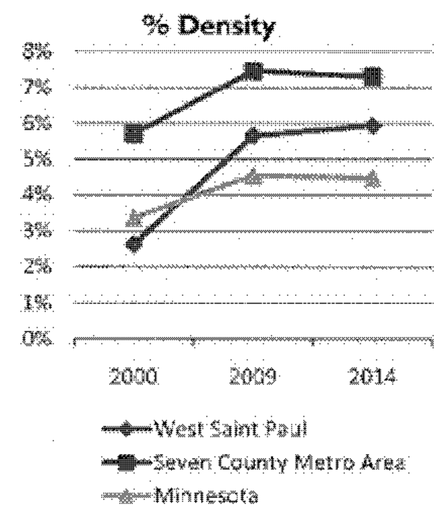
Team Works International
March 2010

West St. Paul, Mendota Heights, Eagan Public Schools
Demographic Report 2000 - 2014

Total Population by Race: Black

Study Areas	% Density			Historical 2000 - 2009		Projected 2009 - 2014	
West St. Paul Attendance Areas	**2000**	**2009**	**2014**	**Change**	**%**	**Change**	**%**
Garlough Elementary School	2.5%	7.5%	8.2%	516	186.3%	65	8.2%
Mendota Elementary School	1.8%	4.6%	4.8%	343	169.0%	27	4.9%
Moreland Elementary School	2.8%	3.7%	3.8%	87	39.2%	2	0.6%
Pilot Knob Elementary School	4.8%	8.6%	8.7%	414	94.5%	36	4.2%
Somerset Heights Elementary	0.8%	1.9%	1.9%	61	138.6%	-1	-1.0%
West St. Paul Public Schools	**2.6%**	**5.7%**	**5.9%**	**1,421**	**120.0%**	**129**	**5.0%**
Surrounding School Districts	**2000**	**2009**	**2014**	**Change**	**%**	**Change**	**%**
Bloomington	3.4%	4.7%	4.7%	1,066	36.7%	27	0.7%
Burnsville - Eagan - Savage	3.6%	7.6%	7.6%	3,137	128.6%	205	3.7%
Inver Grove Heights	2.0%	3.9%	4.0%	560	111.3%	65	6.1%
Minneapolis	17.4%	21.2%	21.1%	13,186	19.8%	-287	-0.4%
Richfield	6.4%	7.6%	7.7%	369	14.2%	-28	-0.9%
Rosemount - Apple Valley - Eagan	2.5%	4.4%	4.4%	3,081	99.7%	439	7.1%
South St. Paul	1.5%	3.0%	3.1%	335	98.2%	11	1.6%
St. Paul	11.0%	15.0%	15.2%	10,234	32.4%	1,213	2.9%
Other Comparisons	**2000**	**2009**	**2014**	**Change**	**%**	**Change**	**%**
Seven County Metro Area	5.7%	7.5%	7.3%	62,012	41.2%	5,836	2.7%
Minnesota	3.4%	4.5%	4.5%	74,648	45.2%	7,269	3.0%





Demographic data is based on the U.S. Census and estimated / projected by STI: PopStats.

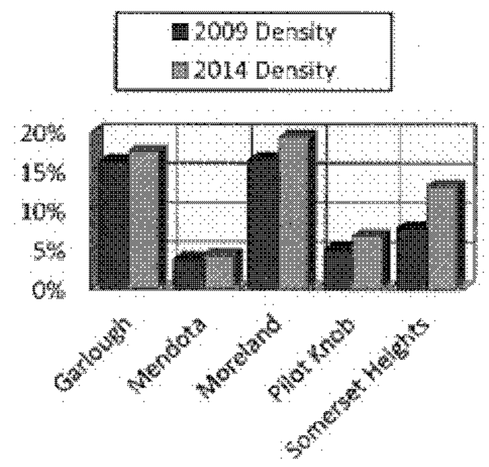
Team works international

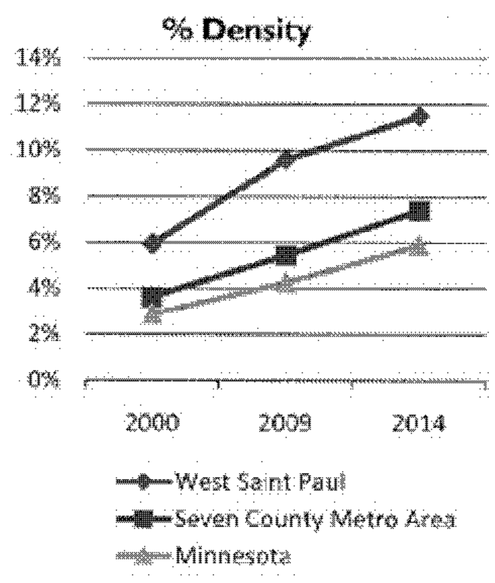
March 2010

West St. Paul, Mendota Heights, Eagan Public Schools
Demographic Report 2000 - 2014

Total Population by Race: Hispanic

Study Areas	% Density			Historical 2000 - 2009		Projected 2009 - 2014	
West St. Paul Attendance Areas	**2000**	**2009**	**2014**	**Change**	**%**	**Change**	**%**
Garlough Elementary School	10.2%	16.1%	17.4%	583	51.7%	111	6.5%
Mendota Elementary School	2.7%	3.7%	4.2%	128	41.4%	64	14.6%
Moreland Elementary School	10.1%	16.4%	19.3%	567	71.1%	226	16.6%
Pilot Knob Elementary School	2.7%	4.9%	6.7%	236	94.8%	192	39.6%
Somerset Heights Elementary	3.6%	7.7%	13.0%	223	113.8%	284	67.8%
West St. Paul Public Schools	**5.9%**	**9.6%**	**11.5%**	**1,737**	**64.8%**	**877**	**19.9%**
Surrounding School Districts	**2000**	**2009**	**2014**	**Change**	**%**	**Change**	**%**
Bloomington	2.6%	5.4%	9.1%	2,407	109.4%	3,120	67.7%
Burnsville - Eagan - Savage	2.8%	4.5%	6.6%	1,423	74.9%	1,660	50.0%
Inver Grove Heights	4.2%	7.3%	9.3%	930	90.5%	655	33.5%
Minneapolis	7.6%	12.2%	15.6%	17,006	58.5%	12,709	27.6%
Richfield	5.4%	9.0%	13.0%	1,278	58.3%	1,493	43.0%
Rosemount - Apple Valley - Eagan	1.9%	3.3%	5.6%	2,326	99.4%	3,767	80.8%
South St. Paul	6.0%	10.2%	12.3%	939	71.0%	451	19.9%
St. Paul	7.9%	9.8%	11.4%	4,808	21.2%	4,663	17.0%
Other Comparisons	**2000**	**2009**	**2014**	**Change**	**%**	**Change**	**%**
Seven County Metro Area	3.6%	5.4%	7.4%	58,892	61.4%	65,379	42.3%
Minnesota	2.9%	4.3%	5.9%	83,911	59.2%	99,517	44.1%





Demographic data is based on the U.S. Census and estimated / projected by STI: PopStats.

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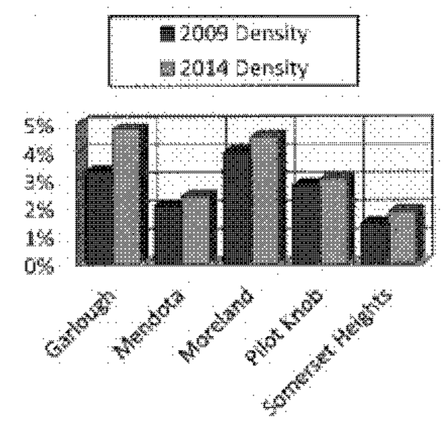
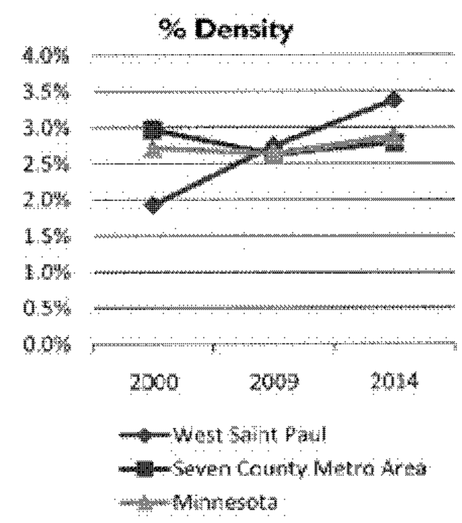
Total Population by Race: Other

Study Areas	% Density			Historical 2000 - 2009		Projected 2009 - 2014	
West St. Paul Attendance Areas	**2000**	**2009**	**2014**	**Change**	**%**	**Change**	**%**
Garlough Elementary School	1.3%	3.3%	4.8%	205	143.4%	151	43.4%
Mendota Elementary School	1.3%	2.0%	2.4%	85	56.3%	44	18.6%
Moreland Elementary School	2.6%	3.9%	4.5%	123	60.0%	44	13.4%
Pilot Knob Elementary School	3.4%	2.8%	3.0%	-33	-10.7%	31	11.3%
Somerset Heights Elementary	1.1%	1.4%	1.9%	18	30.5%	23	29.9%
West St. Paul Public Schools	**1.9%**	**2.7%**	**3.4%**	**398**	**46.0%**	**293**	**23.2%**
Surrounding School Districts	**2000**	**2009**	**2014**	**Change**	**%**	**Change**	**%**
Bloomington	2.3%	1.6%	1.7%	-577	-29.2%	86	6.1%
Burnsville - Eagan - Savage	3.3%	2.7%	2.5%	-287	-12.6%	-84	-4.2%
Inver Grove Heights	2.3%	2.5%	2.7%	111	19.4%	65	9.5%
Minneapolis	6.1%	6.0%	6.3%	-614	-2.6%	992	4.4%
Richfield	3.0%	2.2%	2.5%	-338	-28.2%	96	11.2%
Rosemount - Apple Valley - Eagan	2.4%	2.1%	2.2%	-102	-3.4%	299	10.2%
South St. Paul	1.3%	2.5%	3.4%	277	98.6%	187	33.5%
St. Paul	4.7%	4.0%	4.1%	-2,431	-18.0%	434	3.9%
Other Comparisons	**2000**	**2009**	**2014**	**Change**	**%**	**Change**	**%**
Seven County Metro Area	3.0%	2.6%	2.8%	-3,365	-4.3%	8,224	11.0%
Minnesota	2.7%	2.6%	2.9%	6,174	4.6%	19,572	14.0%





Demographic data is based on the U.S. Census and estimated / projected by STI: PopStats.

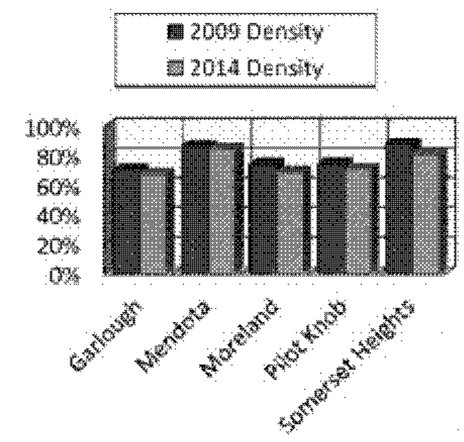
Team Works International

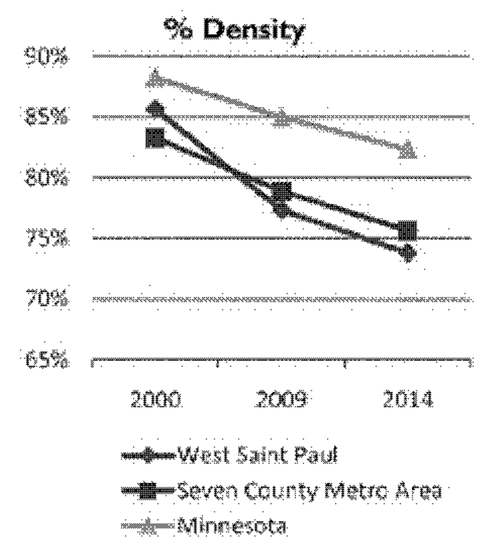
March 2010

West St. Paul, Mendota Heights, Eagan Public Schools
Demographic Report 2000 - 2014

Total Population by Race: White

Study Areas	% Density			Historical 2000 - 2009		Projected 2009 - 2014	
West St. Paul Attendance Areas	**2000**	**2009**	**2014**	**Change**	**%**	**Change**	**%**
Garlough Elementary School	83.1%	70.0%	66.7%	-1,786	-19.4%	-439	-5.9%
Mendota Elementary School	90.1%	85.1%	83.7%	-357	-3.4%	-110	-1.1%
Moreland Elementary School	82.4%	73.4%	68.6%	-376	-5.8%	-451	-7.4%
Pilot Knob Elementary School	81.3%	73.7%	70.3%	-143	-1.9%	-166	-2.3%
Somerset Heights Elementary	93.0%	87.2%	80.4%	-364	-7.1%	-401	-8.5%
West St. Paul Public Schools	**85.6%**	**77.3%**	**73.8%**	**-3,026**	**-7.8%**	**-1,567**	**-4.4%**
Surrounding School Districts	**2000**	**2009**	**2014**	**Change**	**%**	**Change**	**%**
Bloomington	86.8%	82.2%	77.2%	-3,934	-5.3%	-4,431	-6.3%
Burnsville - Eagan - Savage	85.8%	77.2%	72.8%	-1,898	-3.2%	-1,698	-3.0%
Inver Grove Heights	90.4%	83.5%	79.2%	134	0.6%	-192	-0.9%
Minneapolis	62.7%	54.0%	49.6%	-36,588	-15.3%	-16,811	-8.3%
Richfield	80.6%	75.6%	70.3%	-3,204	-9.9%	-2,361	-8.1%
Rosemount - Apple Valley - Eagan	90.3%	85.1%	80.6%	7,047	6.3%	884	0.7%
South St. Paul	90.3%	82.9%	78.9%	-1,521	-7.6%	-955	-5.2%
St. Paul	64.1%	58.4%	55.8%	-20,609	-11.2%	-5,835	-3.6%
Other Comparisons	**2000**	**2009**	**2014**	**Change**	**%**	**Change**	**%**
Seven County Metro Area	83.2%	78.9%	75.6%	49,071	2.2%	11,549	0.5%
Minnesota	88.2%	85.0%	82.3%	152,613	3.5%	57,694	1.3%





Demographic data is based on the U.S. Census and estimated / projected by STI: PopStats.

Team works international
March 2010

Project Narrative

Project Narrative-Table 1 and 2 Information-LEA-Level Enrollment Data-Download tables from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **Table 1 and Table 2** Pages: **0** Uploaded File: **Table 1 and Table 2.pdf**

Table 1: Enrollment Data-LEA Level (LEAs that have NOT converted to new race and ethnic categories) **OMB-1855-0011- Expiration 05/31/2010**

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)

X *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Actual Enrollment **Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)**
(Current School Year—October 1, 2009)

Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students
K	4	1%	19	5%	28	7%	83	22%	242	64%	376
1	3	1%	19	6%	41	12%	84	26%	175	54%	322
2	3	1%	32	9%	33	10%	85	25%	190	55%	343
3	4	1%	16	5%	33	10%	77	24%	192	60%	322
4	4	1%	22	6%	43	13%	70	21%	202	59%	341
5	5	2%	12	4%	39	13%	64	21%	179	60%	299
6	4	1%	14	5%	46	15%	75	24%	171	55%	310
7	6	2%	21	6%	43	13%	103	30%	167	49%	340
8	5	2%	15	5%	27	9%	65	23%	177	61%	289
9	5	2%	11	3%	28	8%	60	17%	241	70%	345
10	4	1%	12	3%	31	8%	71	19%	262	69%	380
11	5	2%	15	4%	27	8%	57	16%	257	71%	361
12	1	1%	14	4%	30	9%	33	9%	272	78%	350
Total	53	1%	222	5%	449	10%	927	21%	2727	62%	4379

Projected Enrollment **Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)**
(Year 1 of Project—Oct 1, 2010)

Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students
K	5	2%	16	4%	25	6%	75	18%	299	71%	420
1	2	1%	18	5%	27	8%	81	22%	234	65%	362
2	3	1%	19	6%	39	12%	83	26%	172	55%	316
3	1	1%	31	9%	32	10%	84	25%	187	56%	335
4	4	1%	15	5%	32	10%	77	24%	189	60%	317
5	4	1%	24	6%	46	12%	70	18%	239	62%	383
6	5	2%	12	4%	40	13%	65	21%	181	60%	303
7	4	1%	14	4%	46	15%	77	25%	173	55%	314
8	6	2%	21	6%	45	13%	101	30%	169	49%	342
9	5	2%	16	5%	29	9%	70	23%	189	61%	309
10	5	2%	11	3%	27	8%	58	17%	236	70%	337
11	4	1%	12	3%	30	8%	68	19%	249	69%	363
12	5	2%	14	4%	25	8%	54	16%	241	71%	339
Total	53	1%	223	5%	443	10%	963	22%	2758	62%	4440

Table 2: Year of Implementation for Existing Magnet Schools included in the Project

School Name: No existing magnet schools are included in the project

First School Year as a Magnet School: NA

PR/Award # U165A100049

Table 1 (Cont'd): Enrollment Data-LEA Level (LEAs that have NOT converted to new race and ethnic categories)

Projected Enrollment **Independent School District 197**
(West St. Paul-Mendota Heights-Eagan Area Schools)
(Year 2 of Project—Oct 1, 2011)

Grade Level	American Indian /Alaskan Native (Number)	American Indian / Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students
K	6	1%	20	4%	26	6%	65	14%	338	74%	455
1	5	2%	15	4%	25	6%	73	18%	291	71%	409
2	4	1%	18	6%	26	7%	79	22%	229	64%	356
3	3	1%	18	6%	38	12%	81	26%	170	55%	310
4	3	1%	29	9%	31	9%	83	25%	185	56%	331
5	5	2%	18	5%	37	9%	72	19%	254	66%	386
6	4	1%	24	6%	47	12%	71	18%	242	62%	388
7	5	2%	12	4%	40	13%	66	22%	181	60%	304
8	4	1%	14	4%	47	15%	77	25%	174	55%	316
9	6	2%	23	6%	46	13%	110	30%	179	49%	364
10	5	2%	16	5%	28	9%	68	23%	185	61%	302
11	5	2%	10	3%	26	8%	55	17%	226	70%	322
12	4	1%	11	3%	28	8%	63	19%	236	69%	342
Total	59	1%	228	5%	445	10%	963	21%	2890	63%	4585

Projected Enrollment **Independent School District 197**
(West St. Paul-Mendota Heights-Eagan Area Schools)
(Year 3 of Project—Oct 1, 2012)

Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students
K	4	1%	19	4%	30	6%	74	15%	358	74%	485
1	6	1%	19	4%	25	6%	63	14%	328	74%	441
2	5	2%	15	4%	24	6%	71	18%	287	71%	402
3	4	1%	17	5%	26	7%	77	22%	226	65%	350
4	3	1%	18	6%	38	12%	81	26%	168	55%	308
5	3	1%	35	9%	35	9%	59	14%	276	68%	408
6	5	2%	18	5%	37	9%	73	19%	257	66%	390
7	5	2%	24	6%	47	12%	72	18%	244	62%	392
8	5	2%	12	4%	40	13%	66	22%	183	60%	306
9	5	2%	15	5%	49	15%	80	24%	183	55%	332
10	6	2%	22	6%	45	13%	107	30%	175	49%	355
11	5	2%	15	5%	27	9%	65	23%	177	61%	289
12	4	1%	10	3%	25	8%	52	17%	212	70%	303
Total	60	1%	239	5%	448	9%	940	20%	3074	65%	4761

Table 2 (Cont'd): Year of Implementation for Existing Magnet Schools included in the Project

School Name: No existing magnet schools are included in the project

First School Year as a Magnet School: NA

Project Narrative

Project Narrative-Table 3 Information-Magnet Schools Enrollment Data-Download table from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **Table 3** Pages: **0** Uploaded File: **Table 3(three schools).pdf**

Table 3: Enrollment Data-Magnet Schools (LEAs that have NOT converted to new race and ethnic categories) **OMB-1855-0011- Expiration 05/31/2010**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment **Heritage Middle School**
(Current School Year—October 1, 2009)

Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students
5	3	2%	4	3%	18	14%	33	26%	70	55%	128
6	1	1%	4	2%	23	14%	53	33%	82	50%	163
7	3	2%	7	4%	21	11%	79	42%	78	41%	188
8	3	2%	7	5%	14	9%	49	33%	75	51%	148
Total	**10**	2%	22	4%	76	12%	214	34%	305	49%	627

Projected Enrollment **Heritage E-STEM Middle School**
(Year 1 of Project—Oct 1, 2010)

Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students
5	2	1%	11	5%	25	11%	45	20%	139	63%	222
6	3	2%	4	3%	18	14%	34	26%	71	55%	130
7	1	1%	4	2%	24	14%	56	33%	87	50%	172
8	3	2%	7	4%	21	11%	79	42%	78	41%	188
Total	9	1%	26	4%	88	12%	214	30%	375	53%	712

Table 3 (Cont'd): Enrollment Data-Magnet Schools (LEAs that have NOT converted to new race and ethnic categories)

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment **Heritage E-STEM Middle School**
(Year 2 of Project—Oct 1, 2011)

Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students
5	3	1%	8	3%	18	8%	47	19%	163	68%	239
6	2	1%	11	5%	25	11%	46	20%	141	63%	225
7	3	2%	4	3%	20	14%	35	26%	75	55%	137
8	1	1%	4	2%	24	14%	56	33%	87	50%	172
Total	9	1%	27	3%	87	11%	184	24%	466	60%	773

Projected Enrollment **Heritage E-STEM Middle School**
(Year 3 of Project—Oct 1, 2012)

Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	Total Students
5	1	1%	10	4%	12	5%	31	13%	182	77%	*236
6	3	1%	8	3%	19	8%	47	19%	165	68%	242
7	3	1%	11	5%	26	11%	48	20%	148	63%	235
8	3	2%	4	3%	19	14%	35	26%	75	55%	137
Total	10	1%	33	4%	76	9%	161	19%	570	67%	850

*** In subsequent years, enrollment in grade 5 may be capped at 225 students to accommodate all students as they move through the grade levels.**

Table 3: Enrollment Data-Magnet Schools (LEAs that have NOT converted to new race and ethnic categories) **OMB-1855-0011- Expiration 05/31/2010**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment **Moreland Elementary School**

(Current School Year—October 1, 2009)

Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**
K	1	2%	2	4%	3	6%	17	36%	25	51%	48
1	2	4%	2	4%	5	9%	22	39%	24	44%	55
2	0	0%	1	2%	2	4%	24	42%	30	53%	57
3	2	3%	1	2%	3	5%	19	29%	41	62%	66
4	2	3%	2	3%	10	14%	20	29%	36	51%	70
Total	7	2%	8	3%	23	8%	102	34%	156	53%	296

Projected Enrollment **Moreland Arts & Health Sciences Magnet School**

(Year 1 of Project—Oct 1, 2010)

Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**
K	2	2%	4	4%	5	6%	13	16%	59	71%	83
1	1	2%	2	4%	3	6%	18	36%	26	51%	50
2	2	4%	2	4%	5	9%	21	39%	24	44%	54
3	0	0%	1	2%	2	4%	23	42%	30	53%	56
4	2	3%	1	2%	3	5%	20	29%	42	62%	68
Total	7	2%	10	3%	18	6%	95	31%	181	58%	311

Table 3: Enrollment Data-Magnet Schools (LEAs that have NOT converted to new race and ethnic categories) **OMB-1855-0011- Expiration 05/31/2010**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment **Moreland Arts & Health Sciences Magnet School**

(Year 2 of Project—Oct 1, 2011)

Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**
K	2	2%	4	4%	7	6%	12	11%	80	76%	105
1	2	2%	4	4%	5	6%	14	16%	61	71%	86
2	1	2%	2	4%	3	6%	18	36%	25	51%	49
3	2	4%	2	4%	5	9%	21	39%	24	44%	54
4	0	0%	1	2%	2	4%	24	42%	30	53%	57
Total	7	2%	13	4%	22	6%	89	25%	220	63%	351

Projected Enrollment **Moreland Arts & Health Sciences Magnet School**

(Year 3 of Project—Oct 1, 2012)

Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**
K	3	2%	5	4%	8	6%	7	6%	98	81%	*121
1	2	2%	4	4%	7	6%	12	11%	78	76%	103
2	2	2%	4	4%	5	6%	14	16%	59	71%	84
3	1	2%	2	4%	3	6%	17	36%	25	51%	48
4	2	4%	2	4%	5	9%	21	39%	24	44%	54
Total	10	2%	17	4%	28	7%	71	17%	284	69%	410

*** In subsequent years, kindergarten enrollment may be capped at 100 students to accommodate all students as they move through the grade levels.**

Table 3: Enrollment Data-Magnet Schools (LEAs that have NOT converted to new race and ethnic categories) **OMB-1855-0011- Expiration 05/31/2010**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment **Pilot Knob Elementary School**

(Current School Year—October 1, 2009)

Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**
K	2	3%	13	17%	11	14%	11	14%	39	51%	76
1	0	0%	6	13%	10	22%	8	18%	21	47%	45
2	2	3%	22	33%	14	21%	6	9%	22	33%	66
3	1	2%	6	13%	10	21%	5	11%	24	53%	46
4	2	4%	10	18%	12	21%	8	14%	24	43%	56
Total	7	2%	57	20%	57	20%	38	13%	130	45%	289

Projected Enrollment **Pilot Knob STEM School**

(Year 1 of Project—Oct 1, 2010)

Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**
K	2	3%	8	9%	6	6%	9	9%	67	72%	92
1	2	3%	12	17%	11	14%	11	14%	37	51%	73
2	0	0%	6	13%	10	22%	7	18%	20	47%	43
3	2	3%	21	33%	13	21%	6	9%	21	33%	63
4	1	2%	5	13%	9	21%	5	11%	23	53%	43
Total	7	2%	52	17%	49	15%	38	12%	168	53%	314

Table 3 (Cont'd): Enrollment Data-Magnet Schools (LEAs that have NOT converted to new race and ethnic categories)

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment **Pilot Knob STEM School**

(Year 2 of Project—Oct 1, 2011)

Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**
K	3	3%	11	10%	8	7%	9	7%	86	73%	117
1	2	3%	8	9%	6	6%	8	9%	64	72%	89
2	2	3%	12	17%	10	14%	10	14%	35	51%	69
3	0	0%	5	13%	9	22%	7	18%	19	47%	40
4	2	3%	19	33%	12	21%	5	9%	20	33%	58
Total	9	2%	56	15%	45	12%	39	11%	224	60%	373

Projected Enrollment **Pilot Knob STEM School**

(Year 3 of Project—Oct 1, 2012)

Grade Level	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian / Pacific Islander (Number)	Asian / Pacific Islander (%)	Black (Number) *Not of Hispanic Origin*	Black (%) *Not of Hispanic Origin*	Hispanic (Number)	Hispanic (%)	White (Number)	White (%)	**Total Students**
K	1	1%	10	8%	9	7%	13	10%	94	74%	*126
1	3	3%	11	10%	8	7%	9	7%	84	73%	115
2	2	3%	8	9%	6	6%	8	9%	62	72%	86
3	2	3%	11	17%	9	14%	9	14%	33	51%	65
4	0	0%	5	13%	8	22%	7	18%	18	47%	38
Total	8	2%	45	10%	40	9%	46	11%	291	68%	430

*** In subsequent years, kindergarten enrollment may be capped at 100 students to accommodate all students as they move through the grade levels.**

Project Narrative

Project Narrative-Table 5 Information-Feeder School Enrollment Data-Download table from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **Table 5** Pages: **0** Uploaded File: **197-Table 5.pdf**

Instructions for Table 5: Feeder School Enrollment Data

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.

Table 5: Feeder School Enrollment Data

Schools		Actual Enrollment as of October 1, 2009 (Current School Year)										
FEEDER	**MAGNET(S)**	**American Indian /Alaskan Native (Number)**	**American Indian /Alaskan Native (%)**	**Asian/Pacific Islander (Number)**	**Asian/Pacific Islander (%)**	**Black (Number) *Not of Hispanic Origin***	**Black (%) *Not of Hispanic Origin***	**Hispanic (Number)**	**Hispanic (%)**	**White (Number)**	**White (%)**	**Total Students**
Mendota Elementary School	**Pilot Knob STEM, Moreland Arts & Health Sciences**	0	0%	12	4%	16	5%	7	2%	296	89%	331
Somerset Elementary School	**Pilot Knob STEM, Moreland Arts & Health Sciences**	1	1%	19	5%	17	4%	51	14%	290	76%	378
Friendly Hills Middle School	**Heritage E-STEM**	10	2%	40	6%	79	13%	93	15%	389	64%	611

Note: 37% of district students do NOT currently attend district schools and thus are not counted in the feeder school enrollment data above, yet these are the very students at the heart of our magnet recruitment plan. By making our new magnet schools the best schools in the area and thus attracting our own residents, we will be able to meet and even exceed our integration goals without negatively impacting the feeder schools.

Table 5: Feeder School Enrollment Data (Continued)

Schools		Projected Enrollment as of October 1, 2010 (Year 1 of Project)										
FEEDER	**MAGNET(S)**	**American Indian /Alaskan Native (Number)**	**American Indian /Alaskan Native (%)**	**Asian/Pacific Islander (Number)**	**Asian/Pacific Islander (%)**	**Black (Number) *Not of Hispanic Origin***	**Black (%) *Not of Hispanic Origin***	**Hispanic (Number)**	**Hispanic (%)**	**White (Number)**	**White (%)**	**Total Students**
Mendota Elementary School	**Pilot Knob STEM, Moreland Arts & Health Sciences**	0	0%	11	3%	14	4%	8	3%	288	90%	321
Somerset Elementary School	**Pilot Knob STEM, Moreland Arts & Health Sciences**	1	1%	16	4%	14	4%	48	13%	283	78%	362
Friendly Hills Middle School	**Heritage E-STEM**	10	2%	45	8%	83	13%	96	16%	366	61%	600

Table 5: Feeder School Enrollment Data (Continued)

Schools		Projected Enrollment as of October 1, 2011 (Year 2 of Project)										
FEEDER	**MAGNET(S)**	**American Indian /Alaskan Native (Number)**	**American Indian /Alaskan Native (%)**	**Asian/Pacific Islander (Number)**	**Asian/Pacific Islander (%)**	**Black (Number) *Not of Hispanic Origin***	**Black (%) *Not of Hispanic Origin***	**Hispanic (Number)**	**Hispanic (%)**	**White (Number)**	**White (%)**	**Total Students**
Mendota Elementary School	**Pilot Knob STEM, Moreland Arts & Health Sciences**	0	0%	8	2%	14	5%	8	2%	300	91%	330
Somerset Elementary School	**Pilot Knob STEM, Moreland Arts & Health Sciences**	1	1%	14	4%	9	2%	46	12%	297	81%	367
Friendly Hills Middle School	**Heritage E-STEM**	8	2%	42	7%	78	13%	97	16%	365	62%	590

Table 5: Feeder School Enrollment Data (Continued)

Schools		Projected Enrollment as of October 1, 2012 (Year 3 of Project)										
FEEDER	**MAGNET(S)**	**American Indian /Alaskan Native (Number)**	**American Indian /Alaskan Native (%)**	**Asian/Pacific Islander (Number)**	**Asian/Pacific Islander (%)**	**Black (Number) *Not of Hispanic Origin***	**Black (%) *Not of Hispanic Origin***	**Hispanic (Number)**	**Hispanic (%)**	**White (Number)**	**White (%)**	**Total Students**
Mendota Elementary School	Pilot Knob STEM, Moreland Arts & Health Sciences	0	0%	6	2%	11	4%	7	2%	297	92%	321
Somerset Elementary School	Pilot Knob STEM, Moreland Arts & Health Sciences	1	1%	10	2%	6	2%	43	11%	310	84%	370
Friendly Hills Middle School	Heritage E-STEM	8	2%	57	9%	78	12%	104	17%	370	60%	617

Project Narrative

Project Narrative-Table 7 and 8 Information-LEA-Level (Converted) Enrollment Data-Download tables from the application package available on the program's website and upload table information here.

Project Narrative

Project Narrative-Table 9 Information-Magnet Schools (Converted) Enrollment Data-Download table from the application package available on the program's website and upload table information here.

Project Narrative

Project Narrative-Table 11 Information-Feeder-(Converted) Enrollment Data-Download table from the application package available on the program's website and upload table information here.

Project Narrative

Project Narrative-Table 13 Information-Selection of Students-Download table from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **Table 13** Pages: **0** Uploaded File: **197-Table13.pdf**

Table 13: Selection of Students-Competitive Preference 3

Instructions:

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the "Magnet School(s)" identify all of the schools for which the student selection process applies.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

Magnet School(s): Heritage E-STEM Middle School, Pilot Knob STEM School, Moreland Arts & Health Sciences Magnet School

Check the appropriate box:

☐ ☐ Academic examination is a criterion in the magnet school student selection process.

☒ ☒ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

Weighted lottery unless live in the attendance area (see next page for selection criteria)

Magnet School(s):

Check the appropriate box:

☐ ☐Academic examination is a criterion in the magnet school student selection process.

☐ ☐Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

MAGNET SCHOOL ENROLLMENT GUIDELINES

1. District 197 will provide a fair and open process for enrolling students in the magnet schools.

   No academic or racial criteria will be used.

2. Each year, the district will publish the timeline and process for application and selection in district publications, TriDistrict publications, and area-wide press releases. This information will also be mailed to district families in a brochure describing magnet choices.

3. The District Magnet Coordinator will administer the annual application and selection process.

4. To apply for a magnet school, a family must complete and submit an application that is received on or before the published January deadline. Applications received after the deadline will be accepted and processed on a first-come, first-served basis when there are available spaces.

5. If the number of applicants exceeds available space, a random selection process will determine placement or wait pool status for each of the magnet schools.

6. Families will be notified of placement or wait pool status by mid-February.

7. Once enrolled, students may remain at the magnet school as long as their enrollment continues uninterrupted.

8. Guidelines will be reviewed annually to monitor fairness and balance.

STUDENT SELECTION PROCESS

Phase One: No magnet school application necessary

The following students will be enrolled to attend the magnet school without the need for a magnet school application:

1. Current students and students who live or attend day care in the attendance area of a magnet school.
2. Siblings of students who attend the magnet school.

Phase Two: Magnet school application required

1. **Absolute Priority**: District 197 residents attending schools identified by the state as not making Adequate Yearly Progress have priority for available spaces on a first-come, first-served basis until the day before the announced deadline.
2. **Random Draw Category One**: Sixty percent of remaining available spaces will be reserved for students who are residents of School District 197.
3. **Random Draw Category Two**: Thirty percent of remaining available spaces will be reserved for students making an application under Minnesota's open enrollment law or tuition transfer who currently attend a school in the East Metro Integration District identified by the state as not making Adequate Yearly Progress.
4. **Random Draw Category Three**: Up to 10 percent of remaining available spaces may be reserved for students who have a recognized affiliation with the magnet school's named partner (when applicable) or whose parents are employed by the school district.
5. **Random Draw Category Four**: In the event all of the available spaces did not fill in one or more of the random draw categories above, the names will be merged for a random draw to fill any remaining spaces.
6. **Random Draw Category Five**: When space is available, a random draw of all other students who would be making an application under Minnesota's open enrollment law or tuition transfer will be conducted.

Project Narrative

Project Narrative-Table 14 Information-Revised Magnet Schools-Download table from the application package available on the program's website and upload table information here.

Attachment 1:
Title: **Table 14** Pages: **1** Uploaded File: **Table14.pdf**

Table 14: New or Revised Magnet School Projects-Competitive Preference 4
Instructions: For each magnet school identified in Tables 1 – 11: ▪ Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and ▪ Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc. ▪ If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first "Nature of Revision or Change to the Magnet School" box. • Use additional sheets, if necessary.
Magnet School:
Nature of Revision or Change to the Magnet School: **No revised magnet schools participating in the project**
Explanation of How or Why the Revision is Significant:

Project Narrative

Project Narrative-Magnet Schools Assistance Program Assurances-Download form from the application package available on the program's website and upload form here.

Attachment 1:
Title: **MSAP Assurances** Pages: **0** Uploaded File: **MSAPassurances.pdf**

VI. ASSURANCES AND CERTIFICATIONS

Magnet Schools Assistance Program Assurances

In accordance with section 5305(b)(2) of the ESEA, the applicant hereby assures and certifies that it will—

(A) use grant funds under this part for the purposes specified in section 5301(b);

(B) employ highly qualified teachers in the courses of instruction assisted under this part;

(C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;

(D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;

(E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;

(F) carry out a high-quality education program that will encourage greater parental decision-making and involvement; and

(G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

* * * * * * * * * * * *

If the applicant has an approved desegregation plan—

The applicant hereby assures and certifies that it is implementing that desegregation plan as approved.

Signature of Authorized Representative	Date
[signature]	4/28/10

Project Narrative

Project Narrative-Resumes-Refer to: Instructions for Other Documents and Attachments

Attachment 1:
Title: **Resumes** Pages: **0** Uploaded File: **197-Resumes-JobDescriptions.pdf**

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

Job Descriptions for Proposed Positions and Resumés of Key Personnel

Job Descriptions of Proposed Positions

1. District Magnet Program Coordinator 3
2. Heritage E-STEM Magnet Coordinator 5
3. Heritage E-STEM Science Specialist 7
3. Magnet Facilitator: Moreland Arts & Health Sciences Magnet School 8
4. Magnet Facilitator: Pilot Knob STEM School 9

Contracted Positions:

1. Technology Integrationist at Heritage 11
2. Technology Integrationist and Differentiation Coach Pilot Knob and Moreland 13
3. Communications & Marketing 15

Resumés of Members of the District 197 Magnet Schools Steering Committee

1. Jay Haugen, Superintendent of Schools 16
2. Jean Menard, Executive Director of Curriculum & Staff Development 21
3. Gloria Gritz, Special Assistant to the Superintendent (Magnet Schools Process) ... 23
4. Kathleen Lundgren, Magnet Facilitator, Garlough Environmental Magnet School .24
5. Sue Powell, Principal, Garlough Environmental Magnet School 26
6. Tom Schoepf, Director of Special Programs 28
7. Charles Duarte, Coordinator of Gifted and Talented Programs 30
8. Chris Hiti, Principal of Heritage Middle School 33
9. Amanda Anderson, Teacher on Special Assignment, Heritage Middle School 35
10. Tom Benson, Principal of Pilot Knob Elementary School 36

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11. Jennifer Parker, Teacher, Pilot Knob Elementary School 39

12. Peter Otterson, Principal of Moreland Elementary School 41

13. Deanna Hernandez, Teacher, Moreland Elementary School 44

14. Susan Brott, Chief Marketing and Communications Officer 46

15. Carl Colmark, Director of Business Services 49

16. Dr. Bernadette Wood, Director of Community Education 50

Resumé of Evaluator: Dr. Deidre Honeywell 53

VACANCY ANNOUNCEMENT
INDEPENDENT SCHOOL DISTRICT NO. 197
1897 Delaware Ave., Mendota Heights, MN 55118

TO: All School District Employees and Interested Parties
FROM: MaryAnn Thomas, Director of Human Resources
DATE: August 1, 2010
SUBJECT: **District Magnet Program Coordinator**

Effective immediately the School District will accept letters of interest and resumes for the District Magnet Program Coordinator. The position will begin immediately. The salary range is based on education and experience with specific hours and days worked to be flexible.

Description Summary:
The District Magnet Program Coordinator will oversee magnet activities and provide assistance to magnet schools with curriculum development, staff training, recruitment, screening and selection, articulation and dissemination of innovative practices at the district level. The District Magnet Program Coordinator will work towards furthering student integration and educational equity by promoting best practices, collaborating with district departments, and the District 197 community.

Line of Supervision: Reports to the Executive Director of Curriculum and Staff Development. Is a member of the District Leadership Team.

Qualifications:
- Prefer candidates with an administrative license, Minnesota Teaching license, a minimum of 5 years teaching experience, and experience in desegregation/equity strategies.
- Demonstrated leadership ability.
- Excellent oral and written communications.
- Thorough knowledge of state and national standards and assessments.
- Experience with program and curriculum development and implementation.
- Experience with successful grant writing, oversight and management.
- Knowledge of best practice in content areas and staff development.
- Independent worker that demonstrates initiative and high-level task completion.
- Proven ability to establish and maintain cooperative, effective working relationships with others.
- Experience with magnet schools and grants preferred.

Essential functions of the job include but are not limited to the following:
- Facilitate open and consistent communication between the magnet school sites in the district and all other district schools.
- Create and coordinate magnet specific district-wide marketing in conjunction with the Communications Specialist.
- Create and maintain district communication about magnet schools.
- Establish guidelines and assist with the preparation of budget, financial reports, requisition and inventory.
- Manage and monitor grants and district funds that support magnet school programs.
- Maintain accurate, well-organized records to facilitate monitoring of program goals and objectives.
- Provide leadership in ongoing evaluation of the magnet schools in conjunction with an external evaluator.
- Confer with prospective parents and students about magnet school enrollment through telephone, e-mail, or in person in a timely manner.

- Identify curriculum needs in collaboration with school and district staff and monitor curriculum writing as needed.
- Coordinate resources for magnet schools (i.e. instructional materials, etc.).
- Coordinate professional development opportunities for both magnet school and district-wide staff.
- Develop collaborative partnerships with community resources.
- Collaborate with district departments to support magnet schools (i.e. Special Education, Gifted & Talented, ELL etc.).
- Facilitate and provide leadership for the Magnet Schools Steering Committee.
- Support the goals of the District 197 Integration & Education Equity Plan.
- Implement and evaluate magnet recruitment policies and procedures.
- Conduct the annual magnet schools student selection process, analyze results, and prepare reports.
- Other duties and responsibilities as appropriate.

To be considered for this position, apply on-line at www.isd197.org by _____.

VACANCY ANNOUNCEMENT
INDEPENDENT SCHOOL DISTRICT NO. 197
1897 Delaware Ave., Mendota Heights, MN 55118

TO: All School District Employees and Interested Parties
FROM: MaryAnn Thomas, Director of Human Resources
DATE: August 1, 2010
SUBJECT: **Heritage E-STEM Magnet Program Coordinator**

Description Summary:
The Heritage E-STEM Magnet Program Coordinator will serve as an instructional leader overseeing magnet activities. The Coordinator will regularly work with staff in PLC's to provide direction for curriculum development, inquiry training, articulation and dissemination of innovative practices at Heritage. The Heritage E-STEM Magnet Program Coordinator will work towards furthering student integration and educational equity by promoting best practices, collaborating with district departments, and the Heritage community.

Line of Supervision: Reports to the Heritage E-STEM Principal and the District Magnet Program Coordinator.

Qualifications:
- Prefer candidates with an administrative license, a Minnesota Teaching license, a minimum of 5 years teaching experience, and experience in desegregation/equity strategies.
- Demonstrated leadership ability.
- Excellent oral and written communications.
- Thorough knowledge of state and national standards and assessments.
- Experience with program and curriculum development and implementation.
- Experience with successful grant writing, oversight and management.
- Knowledge of best practice in content areas and staff development.
- Independent worker that demonstrates initiative and high-level task completion.
- Proven ability to establish and maintain cooperative, effective working relationships with others.
- Experience with magnet schools and grants preferred.

Essential functions of the job include but are not limited to the following:
- Direct each stage of the Magnet development. Duties include research, planning, facilitating process and reporting of findings. Understanding By Design will be used as the framework for curriculum development and documentation.
- Develop and deliver professional development opportunities for staff.
- Create and coordinate magnet specific Heritage E-STEM marketing in conjunction with the ISD 197 District Magnet Coordinator.
- Create and maintain Heritage E-STEM communication.
- Facilitate open and consistent communication.
- Establish guidelines and assist with the preparation of budget, financial reports, requisition and inventory.
- Manage and monitor grants and site funds that support the Heritage E-STEM Magnet Program.
- Maintain accurate, well-organized records to facilitate monitoring of Program goals and objectives.
- Provide leadership in ongoing evaluation of the Heritage E-STEM Magnet Program in conjunction with an external evaluator.
- Confer with prospective parents and students about magnet school enrollment through telephone, e-mail, or in person in a timely manner.
- Identify curriculum needs in collaboration with school and district staff and monitor curriculum writing as needed.

- Manage resources for Heritage E-STEM Magnet School (i.e. instructional materials, etc.).
- Develop collaborative partnerships with community resources.
- Serve as primary contact to answer magnet related questions for parents, teachers, administrators and the Heritage community.
- Support the goals of the District 197 Integration & Education Equity Plan.
- Other duties and responsibilities as appropriate.

To be considered for this position, apply on-line at www.isd197.org by _____.

VACANCY ANNOUNCEMENT
INDEPENDENT SCHOOL DISTRICT NO. 197
1897 Delaware Ave., Mendota Heights, MN 55118

TO: All School District Employees and Interested Parties
FROM: MaryAnn Thomas, Director of Human Resources
DATE: August 1, 2010
SUBJECT: **Heritage E-STEM Science Specialist - TOSA**

Effective immediately the School District will accept letters of interest and resumes for the Heritage E-STEM Science Specialist. The position will begin immediately. The salary range is based on education and experience with specific hours and days worked to be flexible.

PRIMARY FUNCTION: Assist the Heritage E-STEM Magnet Program Coordinator in the development of the Heritage E-STEM Magnet School.

LINE OF SUPERVISION: Reports to the Heritage E-STEM Magnet Program Coordinator and Heritage E-STEM Magnet School Principal.

QUALIFICATIONS:

- Prefer candidates with a teaching license, Master's Degree, and teaching experience.
- Demonstrated experience in science, and inquiry.
- Demonstrated leadership and organizational skills.
- Excellent oral and written communication skills.
- Knowledge of curriculum planning and implementation.
- Thorough knowledge of state and national standards and assessments.
- Experience with magnet schools preferred.
- Experience working in diverse setting.
- Knowledge of best practice in content areas and staff development.
- Belief that all students can achieve success.
- Proven ability to establish and maintain cooperative, effective working relationships with others.

ESSENTIAL FUNCTIONS OF THE JOB INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING:

- Assist the Site Facilitator in E-STEM integration, curriculum writing, inquiry projects, and other areas as needed.
- Answer questions from prospective parents, give school tours, and work on recruitment activities.
- Organize field experiences and assist/coach teachers; manage equipment and supplies and coordinate with partner organizations.
- Manage equipment purchases and successful installation and use (i.e. WeatherBug, telescope, digital microscopes); train staff on new science equipment.
- Keep accurate financial and equipment records.
- Develop website academic content and keep current.
- Organize annual Science Fair and Inventors Fair.
- Work with students, parents, partners and staff on place-based learning and development of outdoor classrooms.
- Organize and publicize quarterly Advisory Committee meetings.
- Organize and lead before-school environmental opportunities for students.
- Oversee tulip project and Journey North activities and other hands-on and/or interactive learning opportunities for students.
- Recruit and schedule guest speakers and organize special events.
- Other duties as assigned.

To be considered for this position, apply on-line at www.isd197.org by _____.

VACANCY ANNOUNCEMENT
INDEPENDENT SCHOOL DISTRICT NO. 197
1897 Delaware Ave., Mendota Heights, MN 55118

TO: All School District Employees and Interested Parties
FROM: MaryAnn Thomas, Director of Human Resources
DATE: August 1, 2010
SUBJECT: **Magnet School Facilitator**

Effective immediately the School District will accept letters of interest and resumes for the Moreland Arts and Health Sciences Magnet School Facilitator. The position will begin immediately. The salary range is based on education and experience with specific hours and days worked to be flexible.

PRIMARY FUNCTION: Development of the Moreland Arts and Health Sciences Magnet School

LINE OF SUPERVISION: Reports to the Executive Director of Curriculum and Moreland Arts and Health Sciences Magnet School Principal.

QUALIFICATIONS:

- Prefer candidates with a teaching license, Master's Degree, and teaching experience.
- Demonstrated leadership and organizational skills.
- Excellent oral and written communication skills.
- Knowledge of curriculum planning and implementation.
- Thorough knowledge of state and national standards and assessments.
- Experience with magnet schools preferred.
- Experience working in diverse setting.
- Successful grant writing and implementation.
- Knowledge of best practice in content areas and staff development.
- Belief that all students can achieve success.
- Independent worker that demonstrates initiative and high-level task completion.
- Proven ability to establish and maintain cooperative, effective working relationships with others.

ESSENTIAL FUNCTIONS OF THE JOB INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING:

- Responsible for providing leadership in developing and implementing Moreland Arts and Health Sciences Magnet School Program in coordination with the District Magnet Coordinator.
- Direct each stage of the Magnet development. Duties include research, planning, facilitating process and reporting of findings. Understanding By Design will be used as the framework for curriculum development and documentation.
- Document, direct, create and implement a professional development plan for successful magnet implementation.
- Work with building principal and teams to develop strategies for marketing school which will be documented in a Moreland Arts and Health Sciences Magnet School Marketing Plan in coordination with the District Magnet Coordinator.
- Serve as primary contact to answer magnet related questions for parents, teachers, administrators and the community.
- Create and present material about the school's magnet program to community groups.
- Create quarterly newsletter.
- Communicate progress monthly.
- Attend monthly Magnet Leadership Site and District meetings.
- Keep diligent records and budgets of all magnet work and expenditures
- Other duties as assigned.

To be considered for this position, please apply on-line at www.isd197.org by _____.

VACANCY ANNOUNCEMENT
INDEPENDENT SCHOOL DISTRICT NO. 197
1897 Delaware Ave., Mendota Heights, MN 55118

TO: All School District Employees and Interested Parties
FROM: MaryAnn Thomas, Director of Human Resources
DATE: August 1, 2010
SUBJECT: **Pilot Knob STEM Magnet School Facilitator**

Effective immediately the School District will accept letters of interest and resumes for the Pilot Knob STEM Magnet School Facilitator. The position will begin immediately. The salary range is based on education and experience with specific hours and days worked to be flexible.

PRIMARY FUNCTION: Development of the Pilot Knob STEM Magnet School

LINE OF SUPERVISION: Reports to the District Magnet Program Coordinator and Pilot Knob STEM Magnet School Principal.

QUALIFICATIONS:

- Prefer candidates with a teaching license, Master's Degree, and teaching experience.
- Demonstrated experience in science, inquiry, and teaching adult learners.
- Demonstrated leadership and organizational skills.
- Excellent oral and written communication skills.
- Knowledge of curriculum planning and implementation.
- Thorough knowledge of state and national standards and assessments.
- Experience with magnet schools preferred.
- Experience working in diverse setting.
- Successful grant writing and implementation.
- Knowledge of best practice in content areas and staff development.
- Belief that all students can achieve success.
- Independent worker that demonstrates initiative and high-level task completion.
- Proven ability to establish and maintain cooperative, effective working relationships with others.

ESSENTIAL FUNCTIONS OF THE JOB INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING:

- Responsible for providing leadership in developing and implementing Pilot Knob STEM Magnet School Program in coordination with the District Magnet Coordinator.
- Direct each stage of the Magnet development. Duties include research, planning, facilitating process and reporting of findings. Understanding By Design will be used as the framework for curriculum development and documentation.
- Document, direct, create and implement a professional development plan for successful magnet implementation.
- Work with building principal and teams to develop strategies for marketing school which will be documented in a Pilot Knob STEM Magnet School Marketing Plan in coordination with the District Magnet Coordinator.
- Serve as primary contact to answer magnet related questions for parents, teachers, administrators and the community.
- Create and present material about the school's magnet program to community groups.
- Create quarterly newsletter.
- Communicate progress monthly.

- Attend monthly Magnet Leadership Site and District meetings.
- Keep diligent records and budgets of all magnet work and expenditures
- Other duties as assigned.

To be considered for this position, apply on-line at www.isd197.org by _____.

Heritage Site Technology Integration Specialist
(contract position)

Description Summary:
The Site Technology Integration Specialist will oversee and support the integration of technology for a curricular purpose in classrooms throughout the assigned building. The Site Technology Integration Specialist will provide assistance to classroom teachers with curriculum development, professional development, articulation and dissemination of innovative practices that focus on technology integration strategies. The Site Technology Integration Specialist will work toward furthering teacher use and understanding of integrating technology tools and strategies to enhance student learning.

Line of Supervision: Reports to the school site principal and is a member of the District Tech Integration Team.

Qualifications:
- Preference will be given to candidates with a Minnesota Teaching license, a minimum of 5 years teaching experience including advanced work in instructional technology applications and experience with staff development as it pertains to technology integration
- Demonstrate strong interpersonal skills and leadership ability
- Excellent oral and written communications
- Thorough knowledge of state standards, national standards, and assessments
- Experience with program development, curriculum development, and implementation
- Knowledge of best practices in content areas and staff development
- Independent worker that demonstrates initiative and high-level task completion
- Proven ability to establish and maintain cooperative, effective working relationships with others
- Experience with magnet schools and grants

Essential functions of the job include but are not limited to the following:
- Collaborate with teachers in classrooms to develop and model lessons that use technology to support and achieve academic goals
- Collaborate with teachers and students in classrooms to assist in sustaining the use of technology tools and strategies to enhance the learning process
- Facilitate open and consistent communication between teachers and grade levels
- Seek out staff to assist in creating and coordinating technology-based projects that support the curriculum and student achievement
- Provide leadership in ongoing evaluation of classroom technology integration
- Identify curricular technology needs in collaboration with school and district staff and monitor technology-based curriculum writing as needed
- Coordinate professional development opportunities for both magnet school and district-wide staff in the area of technology integration
- Collaborate with district departments to support curriculum and learning through a technology integration focus

- Provide for the instructional application of technology within the educational program
- Maintain current knowledge of emerging information, trends, and applications for technology
- Promote communication among and with other school and district staff
- Other duties and responsibilities as assigned

Skills, Knowledge, and Abilities:

- Knowledge and current understanding of best instructional practices
- Knowledge and current understanding of appropriate pedagogical classroom approaches
- Ability to read and interpret student data
- Organization and management abilities
- Communication skills including writing, speaking, and listening
- Troubleshooting and problem-solving skills related to software and hardware support
- Ability to work with diverse groups of students, staff, and community members
- Working knowledge of technology hardware and software
- Working knowledge of Macintosh computers
- Working knowledge of interactive whiteboards
- Working knowledge of handheld learning devices to support curriculum and learning

Site Technology Integration/Differentiation Specialist
(contracted positions at Moreland and Pilot Knob)

Description Summary:
The Site Technology Integration/Differentiation Specialist will oversee and support the integration of technology for a curricular purpose in classrooms throughout the assigned building. The Site Technology Integration/Differentiation Specialist will provide assistance to classroom teachers with curriculum development, professional development, articulation and dissemination of innovative practices that focus on technology integration and differentiation strategies. The Site Technology Integration/Differentiation Specialist will work toward furthering teacher use and understanding of integrating technology tools and differentiation strategies to enhance student learning.

Line of Supervision: Reports to the school site principal and is a member of the District Tech Integration Team.

Qualifications:
- Preference will be given to candidates with a Minnesota Teaching license, a minimum of 5 years teaching experience including advanced work in instructional technology applications and experience with staff development as it pertains to technology integration and differentiation
- Demonstrate strong interpersonal skills and leadership ability
- Excellent oral and written communications
- Thorough knowledge of state standards, national standards, and assessments
- Experience with program development, curriculum development, and implementation
- Knowledge of best practices in content areas and staff development
- Independent worker that demonstrates initiative and high-level task completion
- Proven ability to establish and maintain cooperative, effective working relationships with others
- Experience with magnet schools and grants

Essential functions of the job include but are not limited to the following:
- ***Collaborate with teachers in classrooms to develop and model lessons that use technology as well as differentiation to support and achieve academic goals***
- ***Collaborate with teachers and students in classrooms to assist in sustaining the use of technology tools and differentiation strategies to enhance the learning process***
- Facilitate open and consistent communication between teachers and grade levels
- Seek out staff to assist in creating and coordinating technology-based projects that support the practice and implementation of differentiation
- Provide leadership in ongoing evaluation of technology integration and differentiation
- Identify curricular differentiation needs in collaboration with school and district staff and monitor technology-based curriculum writing as needed
- Coordinate professional development opportunities for both magnet school and district-wide staff in the areas of technology integration and differentiation.

- Collaborate with district departments to support differentiation of curriculum through a technology integration focus.
- Provide for the instructional application of technology within the educational program.
- Maintain current knowledge of emerging information, trends, and applications for technology and differentiation.
- Promote communication among and with other school and district staff.
- Other duties and responsibilities as assigned

Skills, Knowledge, and Abilities:

- Knowledge and current understanding of best instructional practices
- Knowledge and current understanding of appropriate pedagogical classroom approaches
- Ability to read and interpret student data
- Organization and management abilities
- Communication skills including writing, speaking, and listening
- Troubleshooting and problem-solving skills related to software and hardware support
- Ability to work with diverse groups of students, staff, and community members
- Working knowledge of technology hardware and software
- Working knowledge of Macintosh computers
- Working knowledge of interactive whiteboards
- Working knowledge of handheld learning devices to support curriculum and learning

Communications & Marketing in support of Magnet Schools
(contracted: multiple positions likely)

Explanation: Our district has a long history of contracting with specialists for specific jobs that they do extraordinarily well. Sometimes, the job is for a limited period of time. Other times, the best person for the job simply does not want a traditional job. This is particularly true in the field of communications/marketing where some of the most creative people do not function well when put in a cubicle. Sometimes, the cost of providing the equipment or training to do the job far exceeds the cost of contracting it out. In addition, we believe the new District Magnet Coordinator should have considerable input into what it will take to ensure every family in our district understands the choice options available to them as a result of this project and helps select the people who are best equipped to make that happen.

District Vision: The new District Magnet Coordinator will work with the Chief Marketing and Communications Officer to ensure communications and marketing materials are consistent with district standards and will accomplish all objectives, including marketing that targets specific populations that may be underrepresented in the applicant pool.

Ideas for implementation: Below is a partial list of some of the ways we foresee various contractors providing services that ensure the most comprehensive communications and marketing possible in support of the district's magnet schools.

- Write press releases, letters to parents, and work with local media to generate publicity about the new options
- Develop comprehensive websites for each school
- Produce a video for each school that captures the excitement of the magnet program and is featured on the front page of the school's website
- Write and produce a brochure describing all of the district's magnet options that includes an insert with the application and procedures for applying; produce the same brochure/materials in Spanish
- Develop miscellaneous communications relating to parent contracts, technology, etc.
- Design and produce an exciting display booth for use at recruitment events
- Help organize and run a dynamic district magnet fair
- Design and produce posters, banners, and advertisements in English and Spanish
- Provide support and publicity for parades and community events
- Design and develop lots of fun stuff: pencils, magnets, postcards, penlights, stickers ...
- Support for each site to develop additional partners, keep parents involved, and perhaps even write some of the smaller grants for specific projects
- Support and ideas for marketing opportunities at each site: school calendars and note cards featuring student work, publicity for special projects and events, work with advertisers/sponsors, support relationships with partners

Jay Haugen

(b)(6)

Work Phone: 651-681-2313

(b)(6)

ACADEMIC PREPARATION

Sixth Year Credential in Educational Administration (Major: Educational Administration) Specialty Options: Secondary School Principal, Superintendent of Schools, Business Manager. May 1989, Tri-College University.

Master of Science degree (Major: Education), Emphasis: Educational Administration and Curriculum and Instruction. May 1989, Tri-College University.

Certification (Secondary Science Education), 1984, North Dakota State University.

Bachelor of Science degree (Major: Biology; Minor: Anthropology), 1982, North Dakota State University.

CERTIFICATION

7-12	Teacher, Life Sciences
Secondary	Secondary School Principal
District	School Business Officer
District	Superintendent

PROFESSIONAL EXPERIENCE

West Saint Paul, Mendota Heights and Eagan Area Schools, 2006-present. Superintendent. Chief Executive Officer for a metro area school district of 5000 E-12 students, encompassing all or portions of seven communities with a total population of 40,000.

- Engaged constituents from multiple walks of life to win voter approval of $40 million in operating funds over the next 10 years.
- Led campaign to upgrade district technology and give each teacher a laptop computer, encouraging integration of technology and learning.
- Led community-wide "Goals Campaign" to foster community support, transparent accountability, and the acceleration of excellence in our public schools; have presented this initiative to state-level professional groups and was named MASA Richard Green Scholar to write more extensively about community engagement
- Inaugurated annual faculty awards called "Haugen's Heroes" to honor classroom innovation.
- Co-chair of federal advocacy committee for Minnesota Association of School Administrators (MASA) and member of the Board of Directors.

- Serve on two task forces for the Minnesota Board of Teaching: one to update technology licensure and the other for Science.
- Regularly present to education and legislative groups, including the national MASA Conference and the National Community Education Conference and cohorts of aspiring principals and superintendents for educational administration programs at Hamline University and the University of Minnesota Mankato.
- Invited to participate in state initiative called "The Mayors' Forum: One Minnesota. Best Practices for a Unified Education."
- Recent publications include "School Funding: A Case of Civil Rights" (Minneapolis Star Tribune), "Why Public Education Funding Is Failing" (St. Paul Pioneer Press), "Public Podcasts: How one superintendent reaches the digital natives" (School Administrator), and multiple columns on various education topics for local newspapers.

Sleepy Eye Public Schools, Sleepy Eye, Minnesota, 1996-2006. Superintendent. Chief Executive Officer for a school district centered in a community of approximately 3700 people.

Minnesota Department of Education, Redwood Falls, Minnesota, 1994-1996. SW/WC Regional Coordinator. Guide school districts in SW Minnesota as they implement various State Department and Legislative initiatives such as MEEP (Minnesota Educational Effectiveness Program) and Graduation Standards.

Redwood River Education District, Morton, Minnesota, 1989-1994. Curriculum/Staff Development Coordinator. Facilitated the development, implementation, and reinforcement of curriculum and instruction restructuring for a consortium of six school districts in rural Minnesota. Also had duties as a principal.

Redwood County Tele-Network, Redwood Falls, Minnesota, 1989-1994. Program consultant. Responsible for curriculum planning, programming, and staffing for an Interactive Television Network consisting of five schools.

North Dakota State University, Fargo, North Dakota. Summers, 1986-1989. Instructor, Upward Bound. Developed and taught high school science curriculum.

North Dakota State University, Fargo, North Dakota. 1986-1989. Graduate Assistant. Supervised student teachers, evaluated student micro-teaching lessons, organized and taught student teacher seminar, media and technology specialist, research.

Herreid Independent School District, Herreid, South Dakota. 1984 -1986. Science Teacher, Grades 7-12. Taught Life Science, Earth Science, Physical Science, Biology, Advanced Biology, Chemistry, Physics.

Chair of the Three Counties for Kids, Children's Mental Health Collaborative. 1998-2002 (member from 1997 - 2006).

Member of the Families First Collaborative of Brown County. 1997–2006.

Board member for the Southwest Telecommunications system. 1996-2006.

Member of the Steering Committee for the Riverbend Education District. 1996-2006.

Community Leader on such initiatives as housing, downtown development, waterpark, and the development of a cultural center. 1996 - 2006.

Member of the Tri-Valley Opportunity Council Policy Board. 2001-2005.

Minnesota Representative to IMEC (Interstate Migrant Education Council). 2000–2002.

Region V Governance Board member. 1999-2002.

Acting Superintendent for the Cottonwood River Technical Center. 1999-2000.

Member, Redwood Falls School District Steering Committee, 1993 - 1996.

Member, Chamber of Commerce Education Committee, 1993 - 1995.

Member of the Minnesota Department of Education MIDEBANK Task Force. 1993-1994.

Member of the Minnesota Department of Education's Educational Software Committee, 1991-1992.

Consultant for the Minnesota Department of Education Performance Based Assessment Committee. 1992.

Coordinator for the Midwest Council of Educational Admin. annual meeting, 1989.

Tri-college University Educational Administration Program Advisory Council, 1989. (Member).

Graduate Student Council, 1989. (Member).

School of Education Curriculum Committee, 1987-1988. (Member).

PROFESSIONAL ACTIVITIES

Charter member of the Exemplary Leader Learning Community Fellowship established through the Center for Engaged Leadership at Minnesota State University Mankato. 2005 - 2007.

Numerous presentations to groups of aspiring superintendents and other educational leaders though such forums as the MEEP Leadership Conference and MSU's Educational Administration courses. 2001 - present.

Graduate of the Blandin Community Leadership Program and member of the steering committee as well as ongoing member of the Brown County Congress of Elected and Appointed Officials. 2001- 2006.

Participant in a professional study group through the Leadership Association. 1998 - present.

Graduation Standards and Performance Assessment Trainer. 1996.

Title I Support Team member. 1996.

MEEP (Minnesota Educational Effectiveness Program) Trainer. 1994 - 1996.

Trainer in the Quality Schools Model process from Johnson City, New York. 1992-1996.

Institute Leader for the Department of Educational Leadership, Mankato State University, Mankato, Minnesota. 1992-1995.

Author and Project Director of a $52,000 grant dedicated to developing a coherent computer management system that coordinates curriculum, instruction, and assessment. 1991.

Participated in the National Association of Secondary School Principals Assessment Center. 1989. Attended on a scholarship awarded through the North Dakota Leadership in Educational Administration Development (LEAD) Center. 1989.

Authored two Educational Programs for the Macintosh Computer. 1988.

Consultant on a project to develop Curriculum Software. 1988. North Dakota Division of Independent Study (Foreign Language Department).

Consultant for a Superintendent Search. 1988. Dilworth/Glyndon-Felton School Districts.

Authored a full year Physics Course. 1987. North Dakota Division of Independent Study.

SPECIAL TRAINING

- Exemplary Leader Fellowship
- Blandin Community Leadership
- Systems Theory and Organizations
- Negotiations
- School District Budgeting and Finance
- Educational Law
- Group Process
- Performance Assessment
- Title I Program Review
- Control Theory/Reality Therapy
- Interdisciplinary-Thematic Instruction
- Brain-Based Learning
- Outcome Driven Development Model
- Clinical Supervision
- Joyce and Weil's "Models of Teaching"
- Cooperative Learning

- Learning Styles

PROFESSIONAL ORGANIZATIONS/Past and Present

- American Association for School Administrators
- Minnesota Association for School Administrators
- Minnesota Association for School Personnel Administrators
- American Educational Research Association
- Association for Supervision and Curriculum Development
- National Staff Development Council
- Phi Delta Kappa
- MENSA

Member of West Saint Paul/Mendota Heights Rotary. 2006-present.
Charter member working to establish Sleepy Eye Rotary. 2004-2006.
Member Sleepy Eye's Blandin Get Broadband Initiative. 2004-2006.
Member of Sleepy Eye Chamber of Commerce. 1996-present.
Lay Ministry Board Member, Trinity Lutheran Church. 1998-2002.
Church Council Member, Gloria Dei Lutheran Church. 1991-1995.
Member, Morton Lions Club, Morton Minnesota. 1989-1993.
Emergency Medical Technician, Herreid, South Dakota. 1985-86.
Dock Worker, Super-Value Warehouse, Fargo, North Dakota. 1982-1983.
Farm-Worker, Family Farm, Dazey, North Dakota. 1970-1982.

Jean M. Menard

(b)(6)

EDUCATIONAL PROFESSIONAL with extensive experience in administration, program development, professional development, curriculum development and collegial coaching. Proven organizational, communication and motivational abilities within a creative and dynamic program structure.

- Creativity and enthusiasm
- Program and staff administration
- Curriculum development and implementation
- Group facilitation and presentation skills

SUMMARY OF EXPERIENCE

Executive Director of Curriculum and Staff Development
Independent School District 197, Mendota Heights, Minnesota 2000-present
Oversee curriculum development, adoption, implementation and evaluation for all curricular areas PreK-12. Coordinate district professional development for all staff. Plan, organize, and evaluate curriculum, staff development, and elementary principals. Oversee ESEA Federal programs and federal counseling grant; coordinate services and funding with nonpublic schools. Coordinate all Title I services at three sites. Plan and oversee gifted and talented programming within the district. Manage all local and state assessments.

- Successfully implemented a thoughtful, research-based curriculum review cycle. In ten years, all curriculum areas have been reviewed and revised.
- Have administered grants in excess of $1,500,000, all with successful outcomes.
- Expert at motivating staff and directing staff development.
- Proven success recruiting and hiring quality staff in multiple curricular areas.
- Serve as instructional leader and coach for administrators.
- Extensive training and accomplished trainer in differentiation strategies and using data to inform instruction; current training/knowledge of all best practices in education.

Student Services Coordinator/Graduation Standards Specialist 1996-2000
Pilot Knob Elementary School, Eagan, Minnesota
Multiple roles included Gifted and Talented Program resource, staff development specialist, Minnesota Graduation Standards implementation facilitator, and assistant to the principal in the area of discipline and assessment.

- Administered and served as a resource for the Gifted and Talented Program and the facilitator of numerous school-wide enrichment opportunities for students.

- Planned and provided staff development for building and district staff. Focus areas included curriculum development, assessment, literacy, math, professional learning communities, and strategies for meeting the needs of gifted and talented learners.
- Worked closely with the principal to enhance communications between administration, staff, parents and students. Organized many school-wide events to help foster a sense of community.
- Designed and developed a community mentoring program for students in need of extra support and nurturing from caring adults.

M.ED Program Facilitator **1998-2000**

St. Mary's University of Minnesota, Winona, Minnesota

Facilitated a learning community of 65 teachers completing their masters degrees in education. Planned and delivered a quality program that challenged participants to high levels of performance.

- Coordinated and assisted in the creation of an emerging curriculum based on the principles of adult learning.
- Coached the participants through a framework of broad-based knowledge of the teaching domain. Modeled constructivism, performance assessment, collegial coaching, community building, and action research structured around the National Board of Teaching Standards.

EDUCATION

ST. MARY'S UNIVERSITY, Winona, Minnesota
Masters of Education with an emphasis in curriculum development

AUGSBURG COLLEGE, Minneapolis, Minnesota
Bachelor of Arts in Elementary Education/ Minor – Psychology

LICENSURE

Elementary Education, K-6 Minnesota, Illinois. Wisconsin and New York

AWARDS

Eagan Rotary, Educator of Excellence, 2000

AFFILIATIONS

- Member, Association of Supervision and Curriculum Development (ASCD)
- Member, National Staff Development Council (NSDC)
- Member, National Association for Gifted Children (NAGC)

Gloria Gritz

(b)(6)

Summary

Rich, varied background encompassing community engagement, writing, editing, photography, design, publishing, and all aspects of project management. Extensive training in small-group dynamics; adept motivator with passion for public education. Award-winning writer and designer with huge portfolio of published articles, corporate/educational communications, and print advertisements. Strong track record in turning concepts into finished products. Awards for educational publications include several Golden Achievement Award and Special Purpose Publication Awards of Excellence from the National School Public Relations Association and multiple awards from the Minnesota School Public Relations Association.

Recent Professional Experience

Special Projects Assistant to the Superintendent (Contract position) **2006-Present**
School District 197, Mendota Heights, MN
Work directly for and with the superintendent on a wide variety of projects, including major initiatives such as the "Goals Campaign" designed to redefine excellence and provide transparent accountability for results and successful levy and bond referenda campaigns. Significant community engagement work involving staff and community members includes facilitating focus groups, designing surveys, leading steering committees, and more. Work included the writing and design of brochures, all photography, website content, podcasts, Powerpoint presentations, and more. Conceptualized, designed, wrote and took photos for school calendar highlighting "opportunities for greatness" and "proud past, bold future" (also thought up those taglines and more). Worked extensively on the development and implementation of Garlough Environmental Magnet school in partnership with Dodge Nature Center, including visioning work with grant-development teams and writing of grants, marketing materials, web content and more. Researched and wrote $1.2 million elementary counseling grant (The Kindness Project).

Communications Coordinator (Contract position) **2004-2006**
School District 197, Mendota Heights, MN
Developed and worked with media contacts to ensure publication of "good news" and significant press coverage of district events. Developed, wrote, designed and took photos for multiple brochures, community newsletters, weekly staff newsletters, regular press releases, the district website and more. Worked with school board and superintendent on projects ranging from columns on educational subjects to contract negotiations to recruiting/hiring a new superintendent. Also wrote grants, helped with project development, and much more.

Gloria Gritz Communications **1989-Present**
Carlisle Barracks, PA; San Francisco, CA; and Eagan, MN
Wrote, designed, photographed and handled all aspects of print projects from concept through print production for multiple clients: school districts, cities, organizations, and corporations. Projects ranged from high-end glossy advertisements to 100-plus page brochures and catalogs. Organized and developed marketing plans for various successful referenda, including both bond and levy campaigns in Minnesota School Districts 196, 197 and 199.

Teaching and Other Experience

During husband's 27-year military career and 21 relocations in the U.S. and abroad, taught professional writing, technical writing, and writing for publication for the U.S. Marine Corps, Department of the Navy, and multiple corporate clients. Taught college composition, developmental English, and various literature and humanities courses at Lassen Community College. Taught technical writing and speech for Embry Riddle Aeronautical University. Taught English at multiple locations including a K-8 Catholic school, high schools, and adult programs. Worked as a librarian, corporate marketing specialist, editor and freelance writer with stories and photos published in countless regional, national and international publications. Won money and other prizes writing jingles (i.e., "Ophthamology: The Correct Decision to Protect Your Vision"). Also ghost wrote and edited books, textbooks, articles and columns.

Education

Master of Arts, English (San Diego State University)
Bachelor of Arts, English (University of Texas at El Paso)

ABBREVIATED VITA
Kathleen A. Lundgren

(b)(6)

Professional Goals

To provide leadership for projects that focus on:

- Increasing student learning in the areas of science, technology and the environment;
- Improving student achievement; and
- Developing partnerships that are mutually beneficial to all parties.

Professional Experience

Magnet Facilitator **2006 to present**
Garlough Environmental Magnet School
ISD 197 West St. Paul

Magnet facilitator provides leadership in the development of the program and management of an emerging magnet program at the K-4 level. This work includes professional development for staff members in the areas of inquiry, science, and environmental concepts; initiation of an Understanding by Design process to assist in using the environment as an integrating context for student learning; establishing inquiry as a teaching and learning strategy; and providing oversight to the development of grants, the outdoor classroom spaces, partnerships, and program expansion.

Founder and CEO **2003 to present**
Kathleen's Group

Kathleen's Group is a small consulting business that connects educators with businesses or schools in need of a consultant to provide expertise in many areas of the education process but particularly in the areas of environmental content, science content, science safety, teaching strategies, curriculum development and revision, and program development.

Science/Environmental Curriculum Specialist **1993 - 2003**
Minnesota Department of Education
(MN Department of Children, Families and Learning)

Science/environment education specialist provided leadership in areas of science safety, science and environmental science content, the development of the Minnesota State Science and EE Standards and assessments. This position also collaborated on many documents produced by Department of Children, Families, and Learning, MN Office of Environmental Assistance, GreenPrint Council, CSSS, Environment as an Integrating Concept and SciMathMN that provided direction to schools in curriculum development, program enhancement, teacher licensing, instructional strategies, assessment, and resource location and development.

Examples of Additional Experiences in Science and Environmental Education

- Director of School Programs at the Science Museum of Minnesota
  Represented the Science Museum in the establishment and cooperative management of the Museum Magnet school in Rondo Education Center

- Curator of Education at the Minnesota Zoo
  Represented the Zoo in the development of Apple Valley School District's Environmental High School
- Instructor at St. Cloud State University – Department of Biology
- Science Teacher – Burnsville, MN High School
- Instructor at City Institute for Talented Youth
- Curriculum writer for several state agencies, as well as Newton's Apple, Trend, Inc.

Degrees Granted

- BS Science Education – University of Minnesota
- MA Curriculum and Instruction – University of Minnesota

SUSAN J. POWELL

4053 Sunnyside Road ♦ Edina, MN 55424-1213 ♦ (952) 927-7896 ♦ suepowell@mn.rr.com

SUMMARY of PROFESSIONAL QUALIFICATIONS

- **Accomplished and Innovative Educator** with a proven record of performance and leadership in diverse educational environments.
- Collaborative leader with strong interpersonal and organizational skills.
- Effective in creating and sustaining relationships with students, teachers and parents.
- Experienced in curriculum, program and staff development.
- Dedicated, flexible and creative; committed to student achievement.

EXPERTISE

- **School Administration**
- **Community Building**
- **Team Leadership & Mentoring**
- **Student Centered Environment**
- **Multicultural Population**
- **Minnesota Graduation Standards**
- **Shared Decision Making**
- **Curriculum Development**
- **Program Innovation**
- **Parent Involvement**

CAREER HIGHLIGHTS

Principal / Instructional Leader of Garlough Environmental Magnet School. Faculty of 32 licensed teachers and 25 certified staff. Structured elements of the school day to maximize relationship building, student learning, student-teacher contact, student responsibility and grade level teaming.

- Lead transformation from neighborhood school to nationally recognized magnet school.
- Recipient of over $500,000 in grant monies for environmental magnet school
- Student body increase of over 160 students in three years
- Commended for open and frequent communication to address change and staff concerns.

Assumed a variety of elementary school administrative responsibilities for start-up of Interdistrict Downtown School. As one of ten anchor teachers, developed school vision, mission and goals.

- Developed multi-age program and curriculum for a diverse student body.
- Created organizational structure and master schedule.
- Planned community based learning activities.
- Commended by colleagues, senior administration and parents for strong support of new teachers, collaborative skills and meaningful curriculum development.

As Dean of Students at Roosevelt Middle School, served as administrator for eleven core teachers (sixth and eighth grade teams) and 350 students.

- Developed strong trust based relationships with students, staff, parents and administration.
- Revitalized student recognition program, resulting in increased student participation.
- Chaired a team of 13 subject and grade level facilitators engaged in Curriculum Mapping.

EXPERIENCE

WEST ST. PAUL, MENDOTA HEIGHTS, EAGAN SCHOOLS, Mendota Heights, MN
Principal/Magnet Development 2005 to present
Full administrative responsibility for K – 4 building

GLENCOE – SILVER LAKE SCHOOLS, Glencoe, MN
Principal/Migrant Program/Title One 2004 to 2005
Full administrative responsibility for K – 2 building

COLUMBIA HEIGHTS PUBLIC SCHOOLS, Columbia Heights, MN
Assistant Principal/Classroom Teacher 1991 to 2004
District Facilitator / Mentor Program / District & Building Shared Decisions
Interdistrict Downtown School / Testing Coordinator / Program Developer

SUSAN J. POWELL

Résumé of Qualifications

LICENSURE

State of Minnesota, Administration K-12 (current)
State of Minnesota, Elementary Education 1-6 (current)

EDUCATION

UNIVERSITY OF MINNESOTA, Minneapolis, MN
Masters of Education in Teacher Leadership (4.00 GPA) 1996
Bachelor of Science in Elementary Education (3.84 GPA) 1990
Bachelor of Arts in Psychology; minor in Child Psychology 1985

LEADERSHIP & RECOGNITION

- **Participant,** Fulbright Japan Exchange Program (2010)
- **Recipient,** 2010 Minnesota Elementary Math and Science Principal of the Year
- **Recipient,** National Magnet School of Excellence, 2009 & 2010
- **Recipient,** Hogan and Hartson Award, #1 Magnet School in the nation
- **Recipient,** Minnesota Principal's Academy
- **Recipient,** Bush Educators Program
- **Recipient,** WMEP-Mini Sabbatical
- **Recipient,** Minnesota Humanities Commission Award
- **Recipient,** PEO Educational Fund
- **Recipient,** Inclusive Education Grant
- **Facilitator,** Consensus Building and Diversity Workshop

AFFILIATIONS & ACTIVITIES

- **Presenter,** National Magnet Schools Conference, NV & TN
- **Presenter,** International NAEYC Conference, Atlanta, GA
- **Presenter,** NSTA Regional Conference, Mpls, MN
- **Presenter,** Nuts and Bolts Middle Level Conference, Boulder, CO
- **Participant,** MESPA & NAESP
- **Participant,** Seeking Educational Equity and Diversity (SEED, 7 years)
- **Participant,** Metropolitan Principal's Academy
- **Member,** Delta Kappa Gamma, Honorary Educational Fraternity
- **Member,** Association for Supervision and Curriculum Development
- **Member,** Pi Lambda Theta, Honorary Educational Fraternity
- **Member,** Association for Childhood Education
- **Finisher,** Seven total Annual Grandma's Marathons, Duluth, MN
- **Finisher,** 20th and 21st Annual Twin Cities Marathon, Minneapolis, MN
- **Finisher,** Numerous races including 5K, 7K, ½ marathons, triathlons, duathlons

PROFESSIONAL DEVELOPMENT

- Tucker Signing Strategies
- Peer Coaching
- DuFour Institute (PLC training)
- Project Wet/Wild
- AIMS (Activities Integrating Math & Science)
- Equals Basic
- Nuts and Bolts Middle Level Conference
- Dealing with Difficult Staff
- Peaceworks Conflict Resolution Training
- Continuous Improvement
- Consensus Building
- Journey North
- Smartboards in the classroom
- Family Math & Family Science
- Quality in the Classroom (MAEF)
- Cooperative Learning
- Nonviolent Crisis Prevention Institute
- Community Building

Thomas J. Schoepf

(b)(6)

651-403-7004 (Work)

Objective: To secure a leadership position as a Director of Special Education

Education:

University of Minnesota, Minneapolis
Licensure Program; School Administration – 2000

St. Cloud State University; Licensure Programs
Early Childhood Special Education – 1981
Supervisor of Special Education – 1981
Director of Special Education – 1987

University of Wisconsin Eau Claire
Master of Science – 1978
Concentration in Communication Disorders with emphasis in child language development

University of Minnesota Duluth
Bachelor of Arts – 1974
Major: Communication Disorders; Minor: Psychology

Minnesota Certification:

Director of Special Education
Supervision of Special Education
Early Childhood Special Education
Communication Disorders - Preschool-12th Grade

Experience:

Director of Special Programs 2000-2010
Responsibilities for administration in the areas of Special Education, English as a Second Language, Non-public Aids, Section 504, and Home School

Program Coordinator 1979-2000
Mid-state Education District Little Falls, MN
Responsibilities included supervision and administration of the following programs and services; Early Childhood Special Education, Early Childhood Family Education, Learning Readiness, Early Childhood Screening, Speech/Language Services, Occupational and Physical Therapy Services, Vision Services, and Deaf/Hard of Hearing Programs.

Experience: Adjunct Faculty – Child and Family Studies 1987-2000
St. Cloud State University, St. Cloud, MN
Responsibilities included teaching courses in early childhood education and supervision of student teachers.

Early Childhood Special Education 1977-1979
Merrill Area Schools, Merrill, WI

Speech/Language Clinician 1974-1977
D. C. Everest Schools, Schofield, WI

Additional Training: Alliance for Renewal in Special Education 1986-1987
Leadership training sponsored by the Minnesota Department of Education for selected participants. This program provided 187 hours of training in the following focus areas: leadership and management, current and future trends, decision making and problem solving, systems theory, corporate cultures, leadership styles, understanding power and influence, conflict management, interagency communications, and public relations.

Principal K-12 Internship – completed fall 1999
This experience required 320 hours of practicum under the direction of a licensed principal. I worked with James Sylvester at Lincoln Elementary School and Phil force at the Little Falls High School.

Memberships: Council for Exceptional Children
Minnesota Association of School Administrators
American Speech, Language and Hearing Association – Certificate of Clinical Competence

References: Available upon request

Charles Arnold Duarte

(b)(6)

(559) 331-7578 · cduarte@isd197.org

Objective: To guide, inspire, enrich, and educate all students in constructing an efficient knowledge base in order to function in, and contribute to, today's world.

Highlights:

- Excellent interpersonal and leadership skills
- Applied classroom strategies/support: Implementation of differentiation and enrichment models, integration of instructional technology, curriculum and assessment design
- Proficient with Apple/Mac, Windows, Linux, iWork, Microsoft Office
- Fluent in the use of Promethean Technologies, SMART Technologies, iPod/iPad classroom integration, and applied web design
- Ability to communicate in basic Spanish
- Children's songwriter

Education:

M.Ed. Educational Leadership at Northern Arizona University
2005-2007
Masters/Teacher Prep Program at California Lutheran University
2003-2004
BA in Liberal Studies with a concentration in Art at California Lutheran University
1999-2003

Credentials:

Minnesota K-6 Multiple Subject Credential
Minnesota K-12 Administrative Credential
Arizona K-12 Administrative Credential
Arizona K-8 Multiple Subject Credential
California K-6 Multiple Subject Credential

Work Experience:

Independent School District 197 **Mendota Heights, MN 2/2010-Present**

- Engaged and instructed staff in classroom differentiation strategies
- Modeled lessons grounded in the effective use of differentiation strategies and technology integration
- Developed enrichment opportunities/projects with staff to better meet the needs of high potential learners
- Facilitated the grade acceleration process for students district-wide
- Facilitated the gifted and talented identification process for students district-wide
- Facilitated and administered the Cognitive Abilities Test district-wide
- Facilitated the continued use of the Total School Cluster Grouping and Differentiation model
- Engaged and instructed the district administrative team in the development of new technology skills
- Worked with families to explore student options for enrichment
- Facilitated and supported the use of personal learning networks among students to extend learning beyond the classroom
- Served as the Gifted and Talented Advisory Council Chairperson
- Served on the district staff development committee
- Served on the district magnet development committee

- Served on the district technology plan writing committee
- Served on the district social networking advisory committee

Moreland Elementary School **West St. Paul, MN** **8/2009-1/2009**

- Engaged and instructed students in the content standards of a second grade class
- Implemented lessons in language arts, mathematics, science, social studies art, technology, and music
- Implemented consistent differentiation strategies including the practice of the Email Differentiation Model and The Daily Five for Language Arts instruction
- Implemented consistent enrichment strategies including the practice of interest-based learning projects to extend curricula
- Developed curriculum centered on interactive classroom technology focused on a student-driven classroom
- Utilized various forms of technology to enhance and engage student learning
- Provided professional development/support for the use of iPods as classroom learning tools
- Provided professional development/support for the use of various technology-based classroom equipment
- Served as the Sparks Initiative District Representative
- Served as a Diversity Leadership Team Member
- Served as a Technology Initiative Development Team Member
- Served as an AYP Plan Writing and Revision Team Member

Annie R. Mitchell Elementary School **Visalia, CA** **2008-2009**
Teacher Grade 5

- Instructed students in the content standards in a fifth grade class
- Implemented lessons in language arts, mathematics, science, social studies, art, and music
- Developed and implemented a student peer coaching enrichment model to support the use of integrative technology school-wide
- Wrote and recorded student generated music
- Utilized various forms of technology to enhance and engage student learning
- Provided professional development/support for the use of Wordpress Teacher blogs
- Provided professional development/support for the use of various technology-based classroom equipment
- Participated in the Wonder Project – a district-wide technology grant which promoted the development of integrative technology instructional strategies

Desert Mountain Elementary School **Queen Creek, AZ** **2007-2008**
Administrative Intern

- Developed a school-wide schedule for students and staff to follow
- Calculated budget and developed priorities for spending monies
- Served as a member of the Site-Based Council Committee
- Technology Initiative Development Team Member for Queen Creek USD
- Attended Arizona Educational Evaluators Workshop/Conference
- Conducted teacher evaluations
- Served as a district IEP Representative
- Fostered and advanced a working partnership between Arizona State University and the Queen Creek Unified School District
- Served as a mentor teacher for pre-service student teachers
- Conducted interviews to find qualified candidates for teaching positions within the school

- Effectively dealt with student discipline concerns

Desert Mountain Elementary School **Queen Creek, AZ** **2007-2008**
Teacher Grade 4

- Instructed students in the content standards in a fourth grade class
- Implemented lessons in language arts, mathematics, science, art, music, and physical education
- Developed and implemented a cross-curricular, inter-classroom, differentiation model spanning the subjects of social studies, science, and mathematics
- Utilized various forms of technology to enhance and engage student learning
- Provided Professional Development for the use of SMART Technology
- Collaborated with teachers district-wide to design SMART Curriculum
- Charter member of the Desert Mountain Practitioners Research Group
- Technology Initiative Development Team Member for Queen Creek USD

Desert Mountain Elementary School **Queen Creek, AZ** **2004-2007**
Teacher Grade 1

- Instructed students in the content standards in a first grade class
- Implemented lessons in language arts, mathematics, science, social studies, art, music, and physical education
- Differentiated instruction and implemented curriculum enrichment based on student interest
- Established an engineering enrichment program through participation in the F.I.R.S.T. Lego League
- Utilized various forms of technology to enhance and engage student learning
- Provided Professional Development for the use of SMART Technology
- Collaborated with teachers district-wide to design SMART Curriculum
- Charter member of the Desert Mountain Practitioners Research Group

Significant Professional Contributions:

- (2010, Januay) **Minnesota School Board Convention** – I led a team of staff and students to present iPod curricular integration in the classroom at the Minnesota School Board Convention. We presented for school board members and superintendents from across the state.
- (2009, December) **TIES Exceptional Teacher Award** – I was nominated and selected as a TIES Exceptional Teacher for the integration of instructional technology in my classroom.
- (2008, February) **Use of SMART Technology and E-Instruction Remote Data** – Presented the basic and intermediate use of a SMART Board and the E-Instruction remote assessment/data system to enhance instruction among all grades K-12. Presentation for Queen Creek Unified Teachers, Queen Creek, AZ
- (2007, January) **Practitioner Research Group** – Presented the group's research topics. Presented and described my goals and findings of working toward a paperless classroom environment. Presentation for Desert Mountain Elementary School, Queen Creek, AZ
- (2007, September) **Use of Data During Parent/Teacher Conferences** – Presented various types of data and how to effectively use it when talking to parents. Presentation for third through fifth grade teachers in a district wide in-service at Desert Mountain Elementary School, Queen Creek, AZ

Chris Hiti
(b)(6)
(b)(6) 651-403-7401 (office)

CAREER OBJECTIVE

To promote and influence successful learning communities in an administrative position.

CERTIFICATIONS

Administrative License Principal K-12

Social Studies 7-12

Elementary Education 1-6

Coaching Certificate 7-12

EDUCATION

Saint Mary's University – Minneapolis Minneapolis, Minnesota June 2000
Educational Administration

Saint Mary's University - Minneapolis, Minnesota July 1998
Masters of Education

University of Wyoming -Laramie, Wyoming May 1989
Bachelor of Arts in Social Studies Education & Elementary Education

PROFESSIONAL EXPERIENCE

Principal July 2005 - Present
(Heritage Middle School, Independent School District 197, West St. Paul, Minnesota)

- Oversee and manage 700 students and 100 employees
- Coordinate allocation of financial and Human Resources
- Develop curriculum and supervise teachers implementing curriculum in classroom
- Facilitate cooperative and collaborative community relations
- Support delivery and administration of district educational programs
- Support schools mission, vision and values

Assistant Principal 2004 – 2005
(Friendly Hills Middle School, Independent School District 197, Mendota Heights, Minnesota)

- Oversee and manage student discipline of 700 students in grades 5-8
- Supervise special education department and child study process
- Supervise teachers and work with staff developing curriculum
- Coordinate state and district testing
- Oversee and coordinate building safety and supervision plans
- Develop master schedule

Summer School Coordinator 1999
(Henry Sibley High School – Mendota Heights, Minnesota)
Social Studies Teacher 1998 – 2000
(Henry Sibley High School, Mendota Heights, Minnesota)
Social Studies Teacher 1997 – 1998
(Friendly Hills Middle School, Mendota Heights, Minnesota)
Social Studies Teacher 1994 – 1997
(Roseville Area Learning Center, Roseville, Minnesota)

OTHER WORK/LEADERSHIP EXPERIENCES

Head Girls Basketball Coach 1997 – 2004
Henry Sibley High School, Mendota Heights, Minnesota

Assistant Varsity Football Coach 1997 – 2000
Henry Sibley High School, Mendota Heights, Minnesota

Assistant Varsity Baseball Coach 1997 – 2000
Henry Sibley High School, Mendota Heights, Minnesota

PROFESSIONAL MEMBERSHIPS

- National Association of Secondary School Principals
- Association for Supervision and Curriculum Development
- Minnesota Middle School Principals Association

Amanda Anderson

16518 Fallbrook Drive Farmington, Minnesota 55024
(952)432-8821
Amanda.anderson@isd197.org

Licensure: Elementary Education 1-6
Middle School Life 5-8 (Life Sciences, Physical Sciences, Earth and Space Sciences)

Education: MA in Science Education, 2006
BS in Education, *Cum Laude,* 1997
University of Wisconsin – Eau Claire

Professional Experience:

2009-2010 Heritage Science Coordinator and E-STEM Teacher on Special Assignment

Work with Heritage Middle School teachers to integrate an Environmental Science Curriculum in preparation for the school to become an E-STEM magnet (Science, Technology, Engineering and Math with inquiry projects related to the environment)

- Facilitate curriculum writing, ensuring adherence to rigorous state standards and developing curriculum benchmarks
- Developed a site advisory committee composed of staff, parents and representatives of partner organizations; take a lead role in organizing meetings, assigning tasks, and distributing follow-up meeting notes
- Design and implement field experiences for students, focusing on collaborative inquiry projects
- Create activities to develop school grounds
- Develop and foster community partnerships
- Facilitate curriculum area and team meetings
- Communicate and partner with district administration
- Participate on input and decision making district committees, including the district-level Magnet Steering Committee

2006-2009 Heritage Middle School – ISD #197, West Saint Paul, MN
Life and Earth Science Teacher: 7th and 8th Grade

2001-2006 Friendly Hills Middle School – ISD#197, Mendota Heights, MN
Life and Earth Science Teacher: 7th and 8th Grade

2000-2001 Metcalf Junior High
Burnsville, Minnesota
Earth Science Teacher: 8th Grade

1997-1999 Tomah Middle School, Tomah, WI
Life Science Teacher: 7th Grade

Thomas R. Benson

(b)(6)

Work 651-403-7901
Tom.benson@isd197.org

Objective

To be an effective leader and administrator of Pilot Knob Elementary creating an equitable and safe atmosphere that allows each child to achieve their dreams.

Leadership Experiences

Principal/Diversity Coordinator Pilot Knob Elementary School Eagan, Minnesota
Fall 2007-present *Pre K – 4th Grade School* *651-403-7900*

- § Responsible for all administration duties, including staffing all positions, supervising all staff, supporting the implementation of new initiatives, developing and managing the budget, and ensuring and providing for the safety and education of 300 students, 60 staff members and five bus routes
  Co-authored and received State and local grants for: Community/School Garden, America Corps Reading Instructor, Safe Routes to School, Family Literacy/Book Club, Family Partnership Program
- § Lead district equity team and develop district equity plan
- § Implemented monthly recognition "Rallies" to promote high achievement and expectations
- § Implemented Response to Intervention (RtI) and organized a problem solving team to help support low ability students in the areas of literacy, math and behavior
- § Utilize NWEA/MAP data to assess and monitor student progress and assist staff in setting goals to maximize student achievement
- § Implemented Professional Learning Communities (PLC's)
- § Developed a school-wide leadership team to focus on student achievement and staff development
- § Working with the district to complete a federal magnet grant application to secure funding to transition Pilot Knob to a STEM Magnet
- § Conduct "3 Minute Walk-Throughs" to coach teachers to improve classroom instruction
- § Promote and support 21st Century Learning Skills; advocated for the investment in and use of interactive whiteboards, MacBook laptop computers and iPod touches in classrooms to integrate technology throughout the school day
- § Organized and implemented Targeted Services after-school program, Spring Break school and Saturday school programs

Principal **Solana Highlands Elementary School** **Solana Beach, CA**
2006-2007 *K-4, National Blue Ribbon School* *858-794-4300*

- § Responsible for maintaining National Blue Ribbon School expectations and achievement
- § Organized safety patrol schedules and managed all bus and crossing guard duties
- § Monitored and evaluated paraprofessionals
- § Coordinated paraprofessional supervision schedules

- Created a positive student behavior and fitness program during lunch and recess
- Coordinated, developed and implemented 504 Plans
- Monitored student discipline and attendance in grades K-4
- Member of school district's strategic planning team for implementation of professional learning plans
- Instituted Principal's Book Club to encourage family literacy

Principal **Oak Grove Elementary** Bloomington, Minnesota
2004-2006 *K-5, National Blue Ribbon School* *952-681-6800*

- Under my tenure Oak Grove received National Blue Ribbon School award for achievement
- Worked with staff to develop insure that all students, parents and families had equal access to all educational activities and learning tools
- Managed budget and the hiring process
- Implemented Professional Learning Communities with constant standards and high expectations
- Helped all teachers learn and see that all students can attain rigorous standards

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Principal **Lincoln Center Elementary** South St. Paul, Minnesota
1999-2004 *K-6 Elementary* *651-457-9426*

- Responsible for all administration duties for over 950 students and 75 staff members Team Leader and responsible for directing and leading my team
- Principal

Educational Specialist **Minnesota Department of Education** St. Paul, Minnesota
1993-1999

- Member of Graduation Standards Team
- Provided help and support to schools and districts
- Member of the MEEP Team (Minnesota Educational Effectiveness Program)

Bi-lingual Teacher **Western Avenue Elementary** Los Angeles, California
1986-1993 *Principal: Linda Kim*

- Taught 2nd and 3rd grade students in English and Spanish
- Created a PAL's Program (Parent Assistance League) to bring together Latino and African-American parents in service projects or Western Avenue Elementary

Education

Doctoral Work	St. Mary's University (coursework completed)
Principal Licensure	K-12 Administration Certification Saint Mary's University of Minnesota, 1998

Master of Education	Educational Leadership
Bachelor of Science	International Studies/Spanish Portland State University, Portland, Oregon

Professional Organization Memberships

Minnesota Principal Academy (MPA) *1998-present*
Minnesota Elementary School Principal Academy (MESPA) *2006-present*
Association of Curriculum and Staff Developers *1998- present*

References

Mr. Jay Haugen, Superintendent of Schools, ISD 197, (651) 403-7001
Dr. Gary Prest, Former Superintend of Bloomington Schools, (952) 681-6800
Dr. David Metzen, Former Superintendent of South St. Paul School, (651) 455-3020

Jennifer Parker

(b)(6)

Objective: Elementary Education Educator/Science Coordinator

Licensure: Minnesota Certification Grades 1-6

Professional Experience: Classroom Teacher, Science Coordinator-
1998-present
1-4th grades, Pilot Knob and Garlough
Elementary Schools
ISD 197 West St. Paul-Mendota Heights, MN

Substitute Teacher, 1997-98
ISD 197

Teacher Intern, coordinator of Discover Room
1990-91
EXPO for Excellence Magnet School
St. Paul Public Schools, MN

Education: Master of Arts Program in Curriculum and Instruction
Certified Elementary Grades 1-6
University of St. Thomas
St. Paul, MN
Dates Attended: 1989-91

Bachelor of Science, Zoology and Art
Northwest Missouri State University (NWMSU)
Maryville, MO
August, 1986

Additional Experience/Honors related to Teaching Profession

- Recipient of the 2009 Regional WEM Foundation Outstanding Educator Award
- Finalist for 2009 MN Teacher of the Year
- Recipient of the 2007 Innovator Award for District 197
- Trained SEED Facilitator 2005-present
- District Mentor Coach 2004-2008
- District Science Committee and Science Fair Director 2002-present
- Service on the following district committees:
    - Elementary Science Curriculum
    - Elementary Social Studies Curriculum
    - Talented and Gifted
    - Technology
    - PTA Teacher Liaison

PETER M. OTTERSON

(b)(6)

Work 651.403.7801
peter.otterson@isd197.org

Objective

To be an effective leader and administrator of Oak Ridge Elementary School by creating a safe atmosphere conducive to learning for each student and staff member

Leadership Experiences

Principal	**Moreland Elementary School**	West Saint Paul, Minnesota
Fall 2006-present	*Pre K – 4th Grade School*	*651.403.7800*

- Responsible for all administration duties, including staffing all positions, supervising all staff, supporting the implementation of new initiatives, developing and managing the budget, and ensuring and providing for the safety and education of 350 students, 60 staff members and five bus routes
- Oversee and support six ECSE/ECFE preschool classrooms
- Oversee and support on-site Level III EBD and DCD special education programs
- Develop master block schedules, recess schedules and MCAII assessment schedules
- Implemented Response to Intervention (RtI) and organized a problem solving team to help support low ability students in the areas of literacy, math and behavior
- Participated in the development and implementation of an assessment team (SWAT) to assess and monitor the progress of all students (K-4) three times per year using AIMSweb data
- Participated in grant application process for Minnesota Reading Corps of America and Read Naturally; received grant awards in the form of staff training and software to provide Moreland Elementary students with additional support in literacy
- Worked with the Minnesota Department of Education to transition from a Targeted Assistance Title 1 School to a School-Wide Title 1 School
- Utilize NWEA/MAP data to assess and monitor student progress and assist staff in setting goals to maximize student achievement
- Developed a district-wide and site AYP plan as part of district-wide AYP Team
- Implemented Professional Learning Communities (PLC's)
- Developed a school-wide leadership team to focus on student achievement and staff development
- Working with the district to complete a federal magnet grant application to secure funding to transition Moreland to a Health/Sciences and Arts Magnet
- Conduct "3 Minute Walk-Throughs" to coach teachers to improve classroom instruction
- Follow the Frameworks for Teaching from Charlotte Danielson for teacher evaluations
- Promote and support 21st Century Learning Skills; advocated for the investment in and use of interactive whiteboards, MacBook laptop computers and iPod touches in classrooms to integrate technology throughout the school day
- Organized and implemented Targeted Services after-school program
- Member of several district-wide committees and teams, including the Kindness Collaborative, Calendar Committee, Strategic Planning Team, Marketing Team, Secretary Negotiations Team and AYP Planning Team
- Worked closely with contractors during a two year building renovation construction project

Dean of Students **Valley View Elementary School** Bloomington, Minnesota
Fall 2004-Fall 2006 *Principal: Paul Helberg* *952.681.5700*

- Assisted principal in leading, directing and managing 520 students, 50 staff members, 9 bus routes and was responsible for all duties while principal was out of building
- Participated in the University of Minnesota Reading First Seminars and received training in research based balanced literacy techniques
- Responsible for coordinating interpreters and translators for all staff and their ESL families
- Oversaw all transportation duties including bus discipline issues and parent concerns
- Organized safety patrol schedules and managed all bus and crossing guard duties
- Monitored and evaluated paraprofessionals
- Coordinated paraprofessional supervision schedules
- Supervised breakfast program for over 250 students
- Created, supervised and managed lunch schedule and recess duties
- Responsible for developing master schedule
- Developed and implemented an innovative fine dining program for grades K-5 to encourage and reward positive student behavior during lunch and recess
- Organized and coordinated staff schedules for parent/teacher conferences
- Coordinated, developed and implemented 504 Plans
- Monitored student discipline and attendance in grades K-5
- Developed and coordinated character education program to promote positive student climate
- Member of school district's strategic planning team for implementation of professional learning plans
- Helped create staff handbook and substitute folder guidelines
- Assisted principal in interviewing and hiring paraprofessionals and long call teachers

Summer School Coordinator **Red Pine Elementary School** Eagan, Minnesota
Summer of 2003 *Principal: Bill Mack* *651.423.7870*

- Responsible for directing and managing 98 students, 12 staff members and 4 bus routes
- Created qualification standards for teachers to identify summer school students
- Organized and targeted goals for 98 students in grades 1-5 and developed registration forms
- Constructed and managed a budget for the summer school program
- Assembled class lists for grades 1-5
- Interviewed and hired teachers, secretarial staff and ESL tutors
- Conducted formal observations using the Danielson model of supervision

Teaching Experience

Grade 4 Teacher **Red Pine Elementary School** Eagan, Minnesota
1997-2004 *Principal: Gary Anger* *651.423.7870*

- Responsible for all administration duties for over 800 students and 75 staff members while principal was out of building
- Team Leader and responsible for directing and leading my team
- Assisted principal with interview process for all fourth grade staff
- Helped mentor and worked side-by-side with eight probationary teachers
- Developed class lists, parent handbooks, completed supply and capital outlay budgets and organized field trips
- School Safety Patrol Advisor
- Honored with several Minnesota Outstanding Safety Patrol Achievement Awards
- Managed transportation discipline issues on 12 bus routes

- Summer School Coordinator, Summer School Teacher, and After School Program Teacher
- Chaired Playground Committee and assisted in the development of an elaborate new playground addition

Grade 5 Teacher	**Westview Elementary School**	Apple Valley, Minnesota
1995-1997	*Principal: Karen Toomey*	*952.431.8380*

- School Patrol and Student Council Advisor
- Co-chaired Playground Committee and member of many other school committees
- Judged Inventors Fair, Science Fair and Fifth Grade Writing Assessments

Chapter 1 Teacher	**Westview Elementary School**	Apple Valley, Minnesota
1993-1995	*Principal: Bill Mack*	*952.43.8380*

- Worked in a small group setting with students and supplemented activities to compliment the language arts and math curriculum to help meet the needs of lower achieving students

Education

Principal Licensure	K-12 Administration Certification Saint Mary's University of Minnesota, 2004
Master of Education	Elementary Education Saint Mary's University of Minnesota, 1998
Bachelor of Science	Elementary Education Concordia University of Saint Paul, 1993

Professional Organization Memberships

Minnesota Principal Academy (MPA) *2006-present*

Minnesota Elementary School Principal Academy (MESPA) *2006-present*

References

Mr. Jay Haugen, Superintendent of Schools, ISD 197, (651) 403-7001

Mr. Paul Helberg, Principal, Valley View Elementary School, (952) 681-5700

Mr. Gary Anger, Principal, Red Pine Elementary School, (651) 423-7870

Mr. Bill Mack, Principal, Crystal Lake Elementary School, (952) 469-7302

Mr. Richard Oscarson, Principal, Eastview Elementary School, (952) 469-7641

Deanna Hernandez

(b)(6)

EDUCATION

B.S. in Elementary Education Minor: Early Childhood
University of Wisconsin-River Falls (UWRF), May 2004
3.3/4.0 GPA, Dean's List, Senior Merit
Masters in Education
University of Saint Mary's-Minneapolis, May 2008
4.0/4.0 GPA

TEACHING EXPERIENCE

First and Second Grade Teacher, Moreland Elementary, West Saint Paul, MN –
Aug 2004-June 2008
Currently teach second grade but am flexible to the meet the needs of the school so have also taught first grade and first/second combination class. Have done extensive research on the connection between fitness and academic performance; worked on a successful Innovation Grant to incorporate stability balls in second-grade classrooms; instituted "jamming minute" exercise breaks for students; and worked with multiple partner organizations, staff, and parents to draft the transition of our traditional elementary school to one that stresses the arts and health sciences.

- Adapt curriculum to meet the needs of many students ranging from English as a Second Language, Gifted and Talented. Deaf/Hard of Hearing, and Special Needs
- Utilize data to drive instruction
- Use the Scott Foresman Reading Streets curriculum
- Set weekly team goals with staff and implemented them in to daily activities and lessons
- Administer D.R.A. and Star Early Literacy to find instructional reading levels
- Implement a discipline plan which promoted student responsibility, problem solving skills, and student accountability
- Make use of Responsive Classroom techniques each day
- Developed thematic unit on magnets around major instructional standards

Kindergarten Student Teacher, Skyview Elementary, Oakdale, MN
Jan 2004-Mar 2004

- Utilized various forms of research such as the internet and curriculum guides to prepare two week long units on Dental Health and Health and Body
- Used the Work Board approach to create fifteen different daily activities
- Arranged for an anesthesiologist to come and speak to the children about germs, healthy bodies, and the importance of washing our hands
- Helped create graphs using Microsoft Excel to anonymously show student progress
- Prepared student portfolios for parent teacher conferences

OTHER TEACHING EXPEREINCE

- Used a sound field system to assist a hard of hearing student
- Co-directed Moreland's Kid's Council
- Trained in the Love and Logic behavioral curriculum
- Attended an RtI seminar during Moreland's implementation of RtI

- An active member of Staff Development. PTA. And Sunshine
- Taught summer school and after school classes
- Assisted the principal on our interview team
- Received formal training at a week long Responsive Classroom seminar

Deanna Hernandez

(b)(6)

REFERENCES

Peter Otterson
Moreland Principal
(651) 405-2535

Carolyn Hartwigsen
Westwood Principal
(952) 806-7200

Lynn Loney
Moreland First Grade
(651) 405-2504

Lois Marschinke
Retired Moreland First Grade
(651) 457-5326

SUSAN K. BROTT, APR

SUMMARY

Communications Professional with extensive experience in communications, marketing, and community engagement. Background includes developing and dispensing district communication information, instructing college communications courses, and consulting colleagues with communication-related issues. Strong communication experience with expertise in writing, referenda campaigns and media relations. Recognized as an action-oriented, strategic thinker with strong organizational and leadership skills.

PROFESSIONAL EXPERIENCE

INDEPENDENT SCHOOL DISTRICT NO. 197, Mendota Heights, MN
Chief Marketing and Communications Officer — 2008-present

INDEPENDENT SCHOOL DISTRICT NO. 624, White Bear Lake, MN
Communications Coordinator — 1999-2008
Community Services Coordinator — 1995-1999

ST. JOHN'S UNIVERSITY, Collegeville, MN — 1998-2002
Adjunct Communications Instructor

NETWORK F.O.B., INC., Eagan, MN — 1994-1995
Marketing/Communications Analyst

INDEPENDENT SCHOOL DISTRICT NO. 196, Rosemount, MN — 1994-1995
Communications Consultant

UNIVERSITY OF PITTSBURGH, Pittsburgh, PA — 1992-1994
Communications Instructor

EDUCATION

UNIVERSITY OF PITTSBURGH, Pittsburgh, PA — 1994
Masters of Arts – Rhetoric and Communication

Major in political rhetoric with emphasis on presidential rhetorical criticism
Minor in political communication

COLLEGE OF ST. BENEDICT, St. Joseph, MN — 1992
Bachelor of Arts – Communication and Mathematics ***(double major)***

PROFESSIONAL ACCOMPLISHMENTS

Communications

- Responsible for all strategic communications planning, external and internal district communications, media relations and community relations
  - Foster relationship with local media - print, radio and television.
  - Write and dispatch news releases and media advisories to local media.
  - Serve as liaison between community members and school board/district administration.
  - Advise and counsel board and administration on issues of communication, marketing, and community engagement.
  - Helped steer seven local referendum campaigns, including successful campaigns in 1997, 2000, 2002, 2003 and 2007; work encompassed communications planning and implementation for information and advocacy campaigns, voter surveys and campaign literature.
  - Helped coordinate creation of local legislative action committee to engage residents in citizen lobbying for public schools.
  - Conducted focus groups and public engagement sessions throughout community on variety of issues including proposed budget cuts, grade configuration, redistricting/attendance areas, operating levy and bond referenda, district marketing, and futures planning.
  - Coordinated a comprehensive communications audit with the National School Public Relations Association to thoroughly analyze the district's effectiveness in communications and assist it in better meeting the informational needs of the community.
  - Compose and implemented communications plans for various projects and programs.
  - Write correspondences for district superintendent and school board.
  - Work closely with district cultural liaisons on issues of communicating with non-English speaking families.
- Achieved Accreditation in Public Relations (APR) in 2007 from National Universal Accreditation Board of Public Relations Society of America.
- Member of P.S. Minnesota board, assisting with communications from inception of organization
- Member of statewide communications advisory committee for public education issues (Minnesota Dept. of Education).
- Adjunct instructor of university rhetorical theory and communications courses.

Community Involvement

- District representative with Association of Metropolitan School Districts (AMSD)
- District representative with Schools for Equity in Education (SEE)
- Served on School Board Communications Committee, assessing needs and goals for district communications.
- Established relationships with a wide variety of district staff and community residents.
- Served on CONNECT Board, a community based healthy-communities initiative (White Bear Lake Area)
- Volunteer with Aliveness Project, an outreach service agency serving Twin Cities residents living with HIV/AIDS.
- Volunteered as an advocate for victims of sexual assault with Ramsey County Sexual Offense Services
- Served on Planning Committee and Executive Board member of St. Mary's Basilica Block Party (Minneapolis), helping to organize 1,500 volunteers.
- Volunteered with various political campaigns (local, statewide, national)

Leadership

- Key member of district administrative team
- Responsible for coordination of district data and analysis (surveys, demographic studies, etc.)
- Responsible for oversight of district technology department
- Board of Directors member for Minnesota School Public Relations Association, including serving as its president in 2007-08.
- Chair of Executive Board Search Committee for National School Public Relations Association.
- Steering Committee member of 1999, 2000, 2002, 2003, 2006 and 2007 district referendum campaigns
- Coordinated large youth programs involving 400-500 area youth and staff.
- Frequent presenter with other statewide professional associations (MASA, MSBA, MASE) and with administrative licensure graduate classes on issues of communications and community relations.

PROFESSIONAL MEMBERSHIPS

Minnesota School Public Relations Association

Board of Directors 2000-2003 & 2006-2009
President 2007-08
President-elect 2006-07
Treasurer 2001-03
Presenter at 2003 MinnSPRA conference, member of panel on crisis communications

MinnSPRA Awards Received

Recipient of "Rookie of the Year" Award in 2001
Local Referendum Campaign "Vote Yes for Kids" awarded Project of the Year 2001
Two-time Star Award recipient for electronic (staff e-newsletter) and print (activity calendar/family handbook) publications, 2010

National School Public Relations Association

Executive Board Search Committee 2006-08
Chair 2007-08
Accreditation Committee 2008-present (mentor to members seeking APR)
Presenter at 2007 & 2008 NSPRA Seminar

NSPRA Awards

Recipient of the NSPRA Front-Runner Award in 2006
Local Referendum Campaign "Vote Yes for Kids" recipient of Gold Achievement Award 2001
2006-07 Activities Calendar recipient of 2007 Award of Excellence
2006-07 Kindergarten Program Brochure recipient of 2007 Award of Merit

Carl Colmark Resume

Eight years in public accounting (1975-1982 and 1985-1987) serving as an audit manager specializing in non profit and governmental organizations

Three years as City Accountant for the City of Moorhead, Mn (1982-1985)

Fifteen years as the Executive Director of Administrative Services for Mounds View Public Schools (1987-2002)

Seven years as the Director of Business Services for West St. Paul Public Schools (2002-Current)

Non-practicing Certified Public Accountant (passed the 1982 State of Minnesota examination)

Former member of the New Brighton Rotary, Fargo Eagles and Richfield Masonic Lodge

I am excited for the District opportunity to participate in Federal magnet grants based on the recent success of Garlough Environmental Magnet School in attracting students, achieving racial balance and improving student performance.

(b)(6)

(b)(6)

Work 651-306-3601

(b)(6)

Email:bwood@sspps.org

Dr. Bernadette E. Wood

Education

Ed. D Educational Leadership, University of Saint Thomas, St. Paul, MN
MA Community Education, College of Saint Thomas, St. Paul, MN
BA Social Work, College of Saint Catherine, St. Paul, MN

Professional Experience

Director of Community Education,
Inver Grove, South Saint Paul and West Saint Paul, (District 197)
September 2000 to present. I started directing the District 197 program in July 2003
Responsibilities and duties include:

- Successfully manage a three-district, Community Education department with programs in Early Childhood, Preschool, School Aged Childcare, Adult and Youth enrichment, Older Adults, Aquatics, Adults with Disabilities, Facilities, both of the three district Adult Basic Education Consortium and Drivers Education programs and facilities scheduling. All three communities combined have 87,000 residents and 15,363 Pre K to 12 students.
- Manage three separate department budgets totaling over 7 million dollars and supervise a staff of 125, 30 are direct reports
- Successfully completed a pay for performance project in 2006-07. I worked with the superintendent and the district administrators to revise and update the District's Administrative Regulations handbook. The new handbook will be completed by May of 2008 and distributed to all administrators as a reference guide for handling non-policy issues covered in the administrative regulations.
- Provide facility management and oversight to a leased 24,000 square feet building in South Saint Paul housing the Community Education staff, the Head Start program and the Head Start Day Care program
- Actively participate in all three district wide marketing committees, all bond and levy campaigns and the Inver Grove and South Saint Paul's District Wide AYP committees
- Served as a South Saint Paul staff representative the East Metro Integration District, (EMID) Community Collaborative committee from December 2007 to March 2008. We successfully updated EMID's work plan for the next four years.
- Serve as the Inver Grove Heights staff representative on the American Indian Parent Advisory Committee and we are in the process of applying for a Title VII grant for the committee to purchase curriculum materials for the school district from January 2008 to the present.
- Developed a three district adult enrichment position and created a combined three district Community Education catalogue in September 2007
- Manage and supervise the activities and staff for the 3 year Project Northland Grant and for the new, larger and more extensive 5 year Project Northland II grant starting in 2006
- Provide leadership and support to a combined three school district citizen advisory board to develop and evaluate current programs and services offered by Community Education
- Developed and disseminated staff driven, goal orientated, marketing and outreach campaigns which include information about Community Education through quarterly course catalogues, individual program description brochures, news releases, and power point presentations to various community groups and school board meetings
- Developed a three district youth program starting in February 2004 and when a evaluation process determined this method to be less than effective, I created three separate youth programs in the summer of 2007
- Developed and maintain a successful three-district online registration page while maintaining three separate Community Education web sites in each school district
- Provided a fee based elementary band program for Inver Grove Community Schools, from 2002-2005
- Served as chair of the Family Service Collaborative policy group for South Saint Paul and Inver Grove and served as chair for the Dakota County Collaborative from 1998 to 1999 and from 2001 to 2002

Director of Community Services

Rochester Public Schools, Rochester, MN
December 1998 - July 2000
Responsibilities and duties include:

- Administer all Community Education programs, the Home School program, and 5 Alternative School programs
- Served as a member of the District Cabinet,
- Successfully managed a 5 million dollar budget in a community of 101,000 residents and 16,000 pre K to grade 12 students
- Supervised a staff of 250 individuals 50 of which were direct reports
- Provide leadership and school district representation to the Olmsted County's Family Service Collaborative, (FACES)
- Served as a resource to the Community Service Advisory Council
- Participated in Consensus Building and Continuous Improvement training and provided leadership to staff in both areas
- Supervised the design, and remodeling of the Northrop Community Services Building, a 40,000 square foot former elementary school building
- Organized the move of entire Community Education staff to temporary offices during the remodeling of Northrop
- Redesigned and updated the youth, adult, ECFE and Preschool Community Education brochures
- Supervised the installation of new software, RECWARE, a registration, facility reservation and brochure copy software

Director of Community Education
Farmington Public Schools, Farmington, MN
September 1992 – December 1998
Responsibilities and duties include:

- Administered a comprehensive Community Education program
- Restored a deficit budget to fiscal health and achieved an overall positive fund balance in two years
- Facilitated and provided leadership for Family Service Collaborative activities in Farmington as part of the 3 District Consortium of Schools including Randolph and Lakeville
- Doubled youth and adult enrichment class offerings for a community of 17,000 residents and 3800 pre K to grade 12 students
- Started the first District Preschool program in 1993 and received NAEYC accreditation in 1998 on the first attempt
- Tripled revenue, staff and sites in School Aged Child Care; Doubled sites, staff, and class offerings at Early Childhood Family Education sites in fall 1997
- Participated in the design, construction, programming and staffing of the new Middle School pool, beginning in January, 1997
- Started a Teen Center at the District Service Center in fall of 1997 in response to student and community requests
- United Way Campaign Chair from 1994 to 1998; the 1998 campaign realized a 32% increase from the previous year
- Provided key leadership in the program design, structure, and staffing for the new Dakota Prairie Area Learning Center which opened in September, 1998
- Helped to start Farmington's Healthy Communities Initiative and obtained funding for a part time coordinator position
- Participated in the Adults with Disabilities consortium along with Burnsville, District 196, Hastings, Lakeville and Randolph school districts

Director of Community Education and Recreation
Randolph Public Schools, Randolph, MN
September 1986- September 1992
Responsibilities and duties include:

- Managed a budget of $75,000, a staff of 5,in a community of 2500 residents and 500 students
- Started the first District Early Childhood Family Education, Learning Readiness and School Aged Child Care programs and Started the Meals on Wheels program for Homebound Seniors in 1990
- Designed and offered recreational programs and enrichment classes for adults, youth and Older Adults

Community Education Coordinator
Minneapolis Public Schools, Minneapolis, MN
September 1985-September 1986
Responsibilities and duties include:

- Designed and offered youth and adult enrichment classes
- Supervised and hired pool staff and provided classes and programs to ensure community use of the pool
- I designed the catalogue pages describing the classes at Olson Elementary School for the combined north side of Minneapolis Community Education brochure and I designed the individual flyers for youth enrichment classes

Professional Memberships

- Member of Minnesota Community Education Association for 23 years; served as a board member and secretary from 1991 to 1993
- Member of the MCEA Professional Development Committee from 2003 to 2006
- Member of the Dakota Area Community Education Directors for 23 years, from 1986 to the present; Chair from 1989 to 1991 and from 2005 to 2007
- Member of Minnesota Association of School Administrators 2006 to present

Professional Activities

- Served as the chair of the Minnesota Community Education Association's "Leadership Days" conference from March 2007 to January 2008. The workshop was held January 17 and 18, 2008 in St. Cloud, Minnesota.
- Serve as a Community Education Director Licensure panelist for the University of Minnesota's Graduate College of Education, Educational Policy and Administration Department. I have served on two panels and reviewed the portfolios of four Community Education licensure candidates since 2007.
- Member of Castle Rock, Empire, Eureka and Farmington, CEEF, (a community celebrations and enhancement group) from 1992 to 2007
- Member of Farmington Community Education Advisory Council from 2003 to 2004

Professional Training

- Cultural Competence and Courageous Leadership with Gary Howard, 5 days, 2007
- Reaching and Teaching African American Students and their Families, 3 evenings, 2007
- Social Norms Marketing, 2 days, November, 2007
- Grant Writing Seminar, 3 days, August, 2007
- Facing the Meth Threat, January, 2006
- Strategies to Engage Latino Students and their Families, 3 evenings, November, 2006
- Communities Mobilizing for Change Against Alcohol, 3 days, November, 2006
- Program Evaluation, March, 2005
- Dismantling Racism and Systemic Change, 1 day, January, 2004
- A Framework for Understanding Poverty (Ruby Payne), April, 2003
- Setting the Standard for Innovative Learning in K-12, October, 2003
- Poverty Discipline and Resiliency, October, 2003
- Continuous Improvement Training, 5 days, during the 2000 2001 school year
- From Conflict to Consensus Training, 2 days, October , 1999
- Blandin Rural Leadership Development Training, 5 days, 1994

Computer Software Skills

- Microsoft Outlook, Word, PowerPoint, Excel and Access and Mac Word and Excel
- Group Wise email and Inspiration 8
- Registration (SBSI) and Facilities Software (R-Schools Today) Relational Data Bases

Deidra K. Honeywell, Ph.D.

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Applicable Employment Background

2002 – Present **President, DKH Consulting Services, Inc.,** Largo, FL. Provide consulting evaluation and grant writing services for various districts and agencies. The company is currently providing grant evaluation services for 13 projects to eight districts in four different states.

1994 - 2003 **Grants Specialist, Special Projects Office**, Pinellas County Schools, Largo, FL. This position was responsible for preparing competitive district grant applications; working with curriculum personnel to develop curriculum objectives, activities, and evaluations; coordinating grants with private schools; and offering training to in-county and out-of-county personnel on preparing grants. Cumulative total of competitively funded grants was nearly $32.4 million.

1991 - 1994 **Project Manager, Magnet School Grant**, Pinellas County Schools, Largo, FL. This position supervised and managed the Federal Magnet Schools Assistance Grant for the Center for Advanced Technologies and a K-8 math, science, and technology magnet program and a K-8 fine arts and performing arts program. Duties included: responsibility for up to a $3 million annual budget, interpreting and meeting federal guidelines, preparing and submitting required federal reports and project evaluations, supervising a three person staff, increasing female and minority participation in the programs, and coordinating and working with the business community to publicize the programs and to develop business partnerships.

1989 - 2002 **Adjunct Professor**, University of South Florida, Tampa, FL and National Lewis University, Tampa, FL. Taught both the undergraduate and masters= level curriculum and instruction courses (EDG 4620 & EDG 6693-95). Both classes are offered simultaneously for elementary, middle, and high school level educators. Previously taught for Nova University, Ft. Lauderdale, FL. Taught various undergraduate courses including EDU 447, "Teaching: Principles and Practices" and EDU 448, "Classroom Management" to mature students.

1988 - 1994 **Program Director, Educators In Industry**, Supervised the program and collaborated with representatives from SPJC, USF, and the business community to provide inservice training for administrators, counselors, and classroom teachers in order to prepare them to assist students in making career decisions. Duties included: registering participants, preparing all staff development paperwork, coordinating the eight site visits, conducting an annual banquet, budget responsibilities, and the evaluation process.

1981 - 1991 **Coordinator Executive Internship Program**, Pinellas County Schools, Clearwater, Florida. This program is one of the oldest and most respected business and education partnerships in Florida. Duties included: recruiting businesses and participants, evaluating applicants, matching business sites and applicants, monitoring and evaluating placements, and maintaining good business and community relations. Conducted a program evaluation.

1980 - 1989 **Coordinator Advanced Placement Program,** Pinellas County Schools. While supervising this program, the number of course offerings increased by 400%, the number of students

Résumé Deidra K. Honeywell, Ph.D.

involved increased from less than 100 to over 2000, the number of teachers increased from two to over 80, and the program budget which had not existed in 1980 had increased to over $200,000. In 1988, the program earned over $700,000 in additional funding for the district. Duties included: planning and conducting staff development training, handling budget responsibilities, planning annual state-wide conference, coordinating county-wide testing program, preparing reports on the program, and representing the district at various College Board Meetings.

1979 - 1980 **Acting Supervisor Gifted Program**, Pinellas County Schools. While the supervisor was on a medical leave, was responsible for all duties of the program. In 1980, the department had forty teachers who worked with over 2,000 students in more than 100 schools.

1969 -1979 **Classroom Teacher of Secondary Gifted and Mathematics Students,** Pinellas County Schools. Was one the first teachers of secondary gifted students in the county. Mathematics classes were general and advanced.

Education

1976 - 1987 **Doctor of Philosophy,** Educational Leadership, University of South Florida. Program included course work in curriculum, administration, supervision, educational leadership, computer science, statistics and research techniques.

1973 - 1976 **Master of Arts,** Gifted Education, University of South Florida. Program included courses in working with able students, teaching and developing creativity, and counseling techniques.

1967 - 1969 **Bachelor of Arts,** Secondary Mathematics Education, University of South Florida. Program included course work for the equivalent of a liberal arts degree in mathematics and several computer language courses.

1966-1967 **Associate of Arts,** St. Petersburg Junior College.

1964 - 1965 **University of Florida.** Took courses toward a liberal arts degree in mathematics.

Professional Organizations
Pinellas Grants Collaborative
Association for Supervisors and Curriculum Development
Phi Delta Kappa
Pinellas County Supervisor's Association
Environmental Excellence Awards Foundation, former board member
Florida Executive Internship Association, past Director and past President
National High School Executive Internship Association, past Vice Chairman and Director

Résumé Deidra K. Honeywell, Ph.D.

Kagan Cooperative Learning Trainer
CRISS (Creating Independence Through Student Owned Strategies) Trainer
Pinellas County Quality Examiner
Member of District Facilitator Cadre
Former Alternate Representative to the College Board for Pinellas County Schools
Business and Education Technology Task Force
Education Committee, Clearwater Chamber of Commerce
Education Committee, St. Petersburg Chamber of Commerce
Community Alliance Committee - St. Petersburg Chamber of Commerce
Former C&I Connector - Lakewood High School

Conference Presentations

Florida Association of Gifted - June 1998 - Grant Writing Seminar
Florida Hospital Association - April 1998 - Grant Writing Workshop
Secondary Math Teachers ProEd Day - 1997 - Grant Writing Workshop
PTA Saturday Conference - September 1995 - Grant Writing Workshop
International Magnet Schools Conference - April 1994 - Preparing a Magnet Grant
Southeastern Conference for Magnet Schools & Title IV Programs - May 1994
US DOE Conference for Magnet Schools and Desegregation Centers - December 1992
School-Based Grant Writing Workshops for Azalea Middle, Sandy Lane Elementary, Lealman Avenue Elementary, St. Petersburg High School, and Northeast High School

Grant Evaluator Experience

Eisenhower Federal Projects
Magnet Schools Assistance Program
Comprehensive Assistance Centers
Desegregation Assistance Centers
Teacher Mini-Grants
District Retrofit

Publications

Magnet Schools Assistance Program Grant Application, Pinellas County Schools, 1998.
Magnet Schools Assistance Program Grant Application, Pinellas County Schools, 1993.
Dissertation: Student Factor Variables and Success on the Advanced Placement Examinations in American History, Calculus, Computer Science, and English, 1987.
Follow-Up Survey Executive Internship Program, Pinellas County Schools, 1983.
Report on Advanced and Honors Classes Offered in Pinellas County Schools, 1980.

References

Full references will be furnished on request.

Project Narrative

Project Narrative-Letters of Support (Optional)

Attachment 1:
Title: **Letters of Support-Partnership** Pages: **0** Uploaded File: **Letters of Support-Partnership.pdf**

Letters of Support/Partnership

1. **For the District Project** **2**

U.S. Senator Amy Klobuchar

U.S. Representative Betty McCollum
(Heritage and Moreland are in her district)

U.S. Representative John Kline (Pilot Knob is in his district)

Superintendent Jay Haugen

School Board of Independent School District 197

2. **For Heritage E-STEM Middle School** **6**

3. **For Moreland Arts & Health Sciences Magnet School** **15**

4. **For Pilot Knob STEM School** **31**

AMY KLOBUCHAR
MINNESOTA

COMMITTEES:
AGRICULTURE, NUTRITION, AND FORESTRY
COMMERCE, SCIENCE, AND TRANSPORTATION
ENVIRONMENT AND PUBLIC WORKS
JOINT ECONOMIC COMMITTEE
JUDICIARY

United States Senate

WASHINGTON, DC 20510

April 21, 2010

Mr. Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Avenue Southwest
Washington, D.C. 20202

Dear Secretary Duncan:

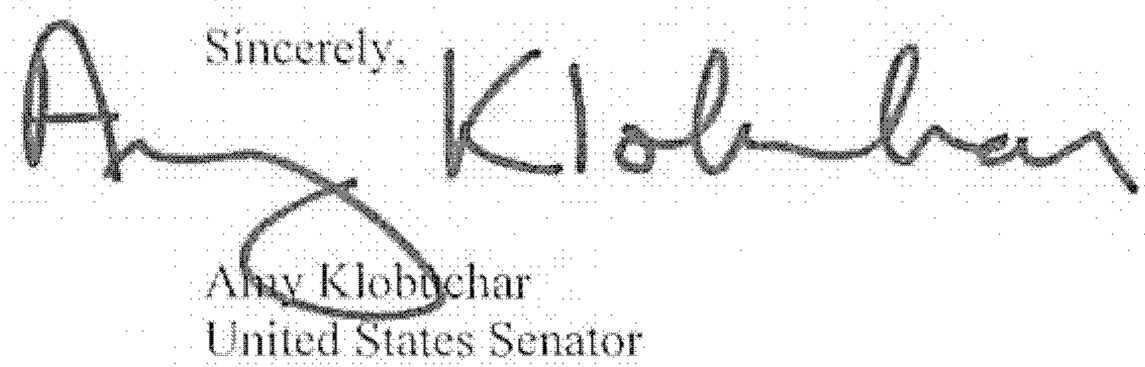
I am writing to urge your strong consideration of the application submitted by School District 197 in Minnesota for a Magnet Schools Assistance Program (MSAP) grant through the United States Department of Education. The grant would be used to fund improvements to three of their magnet schools that have significant minority student populations. The schools are striving to meet the grant program's goal of reducing minority group isolation.

School District 197 serves 4,400 students in a suburban area near the Minneapolis-Saint Paul metropolitan area. The grant will help two of the schools become Science, Technology, Engineering and Math (STEM) schools and one become an arts and health sciences school. The schools will also be collaborating with organizations in these fields, such as the Dodge Nature Center, the City of West Saint Paul, Lockheed Martin and the Science Museum of Minnesota. The funding will help the school district in their efforts to keep up with their changing demographics as the minority student population has risen from 20 to 37 percent in the last seven years.

As the daughter of a public school teacher and the mother of a public school student, I have always believed in the importance of a quality public school education. This grant will allow School District 197 to improve the education of thousands of students in Minnesota.

For the reasons above, I encourage your consideration of this proposal. If you have any questions or need additional information, feel free to contact Jake Spano in my Minnesota office at (612) 727-5220 or by email at Jake_Spano@klobuchar.senate.gov.

Sincerely,



Amy Klobuchar
United States Senator

BETTY McCOLLUM
4TH DISTRICT, MINNESOTA

1714 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-6631
FAX: (202) 225-1968

165 WESTERN AVENUE NORTH
SUITE 17
ST. PAUL, MN 55102
(651) 224-9191
FAX: (651) 224-3056

www.house.gov/mccollum

UNITED STATES
HOUSE OF REPRESENTATIVES

COMMITTEE ON APPROPRIATIONS
SUBCOMMITTEE ON LABOR, HEALTH AND HUMAN SERVICES, EDUCATION
SUBCOMMITTEE ON LEGISLATIVE BRANCH
SUBCOMMITTEE ON STATE DEPARTMENT AND FOREIGN OPERATIONS

COMMITTEE ON THE BUDGET

SENIOR DEMOCRATIC WHIP

CONGRESSIONAL GLOBAL HEALTH CAUCUS, CO-FOUNDER

April 21, 2010

Ms. Gabriella Gomez
Assistant Secretary for Congressional Affairs
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

RE: West St. Paul Public Schools District 197's grant application for Magnet Schools Assistance program,
Funding Opportunity #: ED-GRANTS-030410-001, CFDA #: 84.165A

Dear Assistant Secretary Gomez:

I write in strong support of a grant application submitted by Minnesota Independent School District 197 (ISD197) to the Office of Innovation and Improvement, U.S. Department of Education for the Magnet Schools Assistance Program. This grant will support initiatives to eliminate isolation of minority students at three magnet schools within ISD197.

Independent School District 197 serves all or parts of the communities of Eagan, Inver Grove Heights, Lilydale, Mendota, Mendota Heights, Sunfish Lake and West St. Paul, which are home to a growing Hispanic/Latino student population. Three schools identified in the proposal for the Magnet Schools Assistance program are Pilot Knob Elementary School, Moreland Elementary School and Heritage Middle School. The increase in minority student enrollment for each school has grown by double digit percentages during the past decade. In addition, the schools have implemented Science, Technology, Engineering and Math (STEM) curriculum related to the environment. A success story among many of the initiatives in ISD197 is the Garlough Environmental Magnet School (GEMS) that has won two National Magnet School of Excellence Awards two years in a row 2009-2010.

Recently, I had the opportunity to tour these schools with Superintendent Jay Haugen, and am proud of the many innovative initiatives the school district is implementing. I support the goals and objectives of this grant proposal to eliminate isolation of racial ethnic minority students in the schools and support these schools' STEM programs that prepare students for academic success. Thank you for your consideration of this request.

Sincerely,

Betty McCollum
Member of Congress

cc: Jay Haugen, Superintendent of West St. Paul Public Schools District 197
Ms. Rosie Kelley, Magnet Schools Assistance grant program, U.S. Dept. of Education

PRINTED ON RECYCLED PAPER

JOHN KLINE
2ND DISTRICT, MINNESOTA

COMMITTEE ON EDUCATION AND LABOR
SENIOR REPUBLICAN

COMMITTEE ON ARMED SERVICES

UNITED STATES
HOUSE OF REPRESENTATIVES

1210 LONGWORTH BUILDING
WASHINGTON, DC 20515
(202) 225-2271

101 WEST BURNSVILLE PARKWAY
SUITE 201
BURNSVILLE, MN 55337
(952) 808-1213

KLINE.HOUSE.GOV

April 15, 2010

Ms. Anna Hinton, Ph.D.
Director
Parental Options and Information, MSAP Team
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-3100

Dear Director Hinton:

I would like to express my support for the grant application submitted by Independent School District 197 for a Magnet Schools Assistance Program Grant (DFDA 84.165A).

With a focus on science, technology, engineering, and math, the purposed Pilot Knob STEM School will partner with the Science Museum of Minnesota and Lockheed-Martin, which has provided math mentors at the current school for a number of years.

Responses from parental surveys distributed at every school in the district, as well as consultation with staff and a variety of focus groups, revealed strong support for creating an elementary STEM school. Like many schools in the rapidly expanding 2nd congressional district, ISD 197 has experienced a large growth in minority populations – increasing from 23 percent of the student population in 1999 to 53 percent in 2010. Accordingly they have set a goal to eliminate minority isolation and believe this grant will help them reach their goal.

I respectfully request your full consideration of the ISD 197 grant application. Additionally, I would appreciate if you would keep me apprised of developments as these grants are awarded.

Thank you for your consideration and I look forward to hearing from you.

Sincerely,

JOHN KLINE
Member of Congress

Jay Haugen
Superintendent

Office of the Superintendent
1897 Delaware Avenue
Mendota Heights, MN 55118
(651) 403-7002
www.isd197.org

April 26, 2010

Dear Selection Committee Members:

I am writing this letter on behalf of the staff, partners, parents, community and, of course, the students of our school district. We are a first-ring suburban district composed of the communities of West Saint Paul, Mendota Heights, Eagan, Lilydale, Mendota, Inver Grove Heights and Sunfish Lake. We share a border with St. Paul to our north and Minneapolis to our west. As a school district serving a fast growing population of children and families who live in poverty, including many for whom English is a second language, and bring with them rich and varied cultural backgrounds, we appreciate the opportunity to develop and submit this grant. We are excited about the potential this grant has to support our vision of closing the achievement gap and developing the strengths and full potential of every student, effectively ending the cycle of underachievement and poverty for a whole generation of students.

The beauty of our magnet proposal is that it has been built through far ranging collaboration of staff, parents and community partners, mobilizing their abilities to establish powerful learning environments that appeal to the widest possible range of parents and students. At the same time this effort follows best practice in terms of curriculum development, pedagogy toward student achievement and parental involvement. What's more, it engages a strong and committed group of community partners from business, industry, non-profit groups, public entities, and educational institutions for support and true partnership.

We are confident we can successfully implement this program. This is not a confidence built on hope, but rather on experience. Over the past several years, through grants and partnerships, we have developed one of the most successful magnet school programs anywhere. We have received both state and national recognition for our magnet school, have hosted school groups from both in state, out of state, and out of country, have been in national publications, and had a team present at state and national magnet school conferences. We also are two years into a three year federal counseling grant, "The Kindness Project," which has been widely recognized in our state as a model program, and which is now enjoying a national presence through being published in the American School Counselor Association Magazine. We have an unwavering commitment to sharing our success to the widest possible audience, inspiring other schools and communities and helping them to replicate this success. Our magnet school project has my complete support, and I assure you of my hands-on involvement in ensuring its success.

Thank you for all the time and effort you put into reading and considering our grant and the many others you receive. We believe our school district is uniquely positioned to demonstrate how one school district can find success for every child, show through evidence how this is possible, and become a vision of hope for all schools and communities in our state and nation.

Respectfully yours,

Jay Haugen
Superintendent of Schools

April 30, 2010

Anna Hinton, PhD
Director
U.S. Department of Education OII
Parental Options and Information
MSAP Team
400 Maryland Ave., S.W., Rm. 4W229, LBJ Building
Washington, DC 20202-5961

Dear Ms. Hinton and the MSAP Team,

Thank you for your time in reviewing our School District 197 grant application. The District 197 School Board endorses and supports the district's MSAP application.

Deliberate actions need to be taken to prevent racial isolation. Our three district schools in need of the MSAP grant have substantial proportions of minority students and are at risk of becoming racially isolated due to our districts rapidly changing demographics.

The school board recognizes the benefits of integration in our global society. The winning of this grant would increase the educational choices available in our district, promote balanced integration and with high quality magnet programs available, increase our enrollment.

We want to ensure equal educational opportunities for all students. We endorse this application and appreciate your consideration for our district's approval.

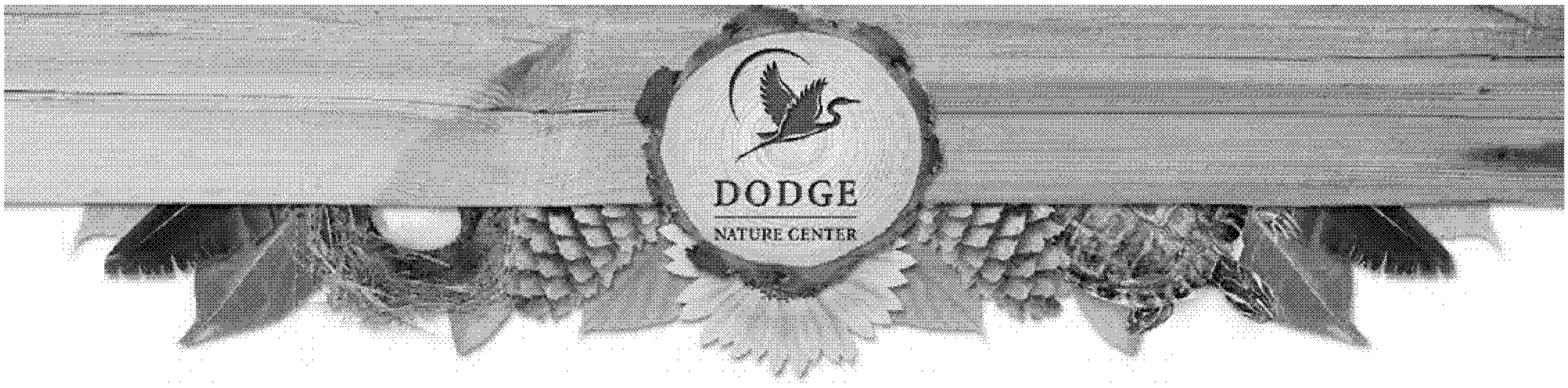
Sincerely,

The District 197 School Board,

Patricia Barnum
Dewayne Dill
Cristina Gillette
David Koziol
Robin Rainford
Mark Spurr

Letters of Support/Partnership for Heritage E-STEM Middle School

1. Dodge Nature Center
2. City of West St. Paul
3. Hamline University Center for Global Environmental Education
4. University of Minnesota, Institute of Technology
5. University Minnesota, College of Food, Agriculture, and Natural Resources Sciences
6. Dakota County Water Resources Department
7. Underwater Adventures
8. 360 Communities
9. Heritage Middle School Staff



April 20, 2010

Dear Reader:

It is my pleasure to submit this letter of support for Heritage Middle School in an effort to obtain a federal magnet grant to become an E-STEM magnet school serving students in grades five through eight. Dodge Nature Center is dedicated to assisting School District 197 in their focus on environment and science throughout each grade level. Already we have proven success in our partnership with ISD 197 Garlough Elementary in becoming an award winning environmental magnet school. Now we see the opportunity to partner at the middle school level in providing expertise in science and the environment—areas we feel are crucial for young people to understand as global changes affect our natural resources and the world in which they will work and live. Already we support a school-wide program for Heritage that prepares students through an E-STEM program in which environmental knowledge and skills in science, technology, engineering, and math are combined to prepare young people for tomorrow's workforce.

We at Dodge Nature Center hold in high regard the partnership we have formed with Heritage Middle School and excitedly look forward to the environmental education opportunities that we will undertake together in the coming years. Located just short of three miles from Heritage in West Saint Paul, Dodge Nature Center offers a variety of experiences for people of all ages – more than 50 different curriculum topics for visiting school groups, operation of a premier nature-based preschool, community education on evenings and weekends, day camp programs for school-aged children throughout the year, miles of hiking trails, a sustainable farm, and prairie and oak savanna restoration projects. The mission of the Dodge Nature Center is to "inspire commitment to the thoughtful care of the environment" by providing exceptional experiences in nature and environmental education. Our enduring partnership with Heritage Middle School stands as an example of how we've implemented the important educational part of our mission for over 30 years.

We stand as ardent supporters of the work being implemented at Heritage Middle School. In partnership, we seek to effectively deepen the environmental focus started this year for fifth graders and to extend the magnet program to grades five through eight in the development of an E-STEM magnet school program. This year's program included class visits to the nature center to conduct site studies at the prairie pond and weekly school visits from our naturalists. We are poised and ready to build on what has been learned this year, and to expand this successful program to more grade levels. We are eager to continue our support in the areas of technical expertise, advice and consulting, curriculum development and conducting classes at the nature center and at the middle school.

By partnering with Heritage Middle School, we work together not only to our mutual benefit, but to that of the numerous environmental stewards we help to prepare. It is our hope that you will also support Heritage Middle School through a grant from your department.

Sincerely,

Jason Sanders, Executive Director

THOMAS IRVINE DODGE NATURE CENTER • 365 MARIE AVE. WEST • WEST ST. PAUL, MN 55118 • 651.455.4531 • www.dodgenaturecenter.org

CITY OF WEST ST. PAUL

1616 HUMBOLDT AVENUE, WEST ST. PAUL, MN 55118-3972
www.ci.west-saint-paul.mn-us

MUNICIPAL CENTER	651-552-4100	
Parks/Recreation/Public Works	651-552-4150	FAX 651-552-4190
Police	651-552-4200	TDD 651-322-2323
South Metro Fire	651-552-4176	

April 20, 2010

To Whom it May Concern:

Heritage Middle School in West Saint Paul, Minnesota, is pursuing this federal magnet grant in order to establish Environmental STEM school and thus to better serve students in grades 5-8.

STEM subjects, which focus on science fields, prepare our youth for careers in numerous fields in the public or private sector. As a woman who retired in 2002 from a career in science, I know that an education in science and mathematics teaches more than these core subjects. It teaches the critical and analytical thinking required in any significant field one may pursue. It wasn't called STEM when I was in high school, but my classes covered the subject areas of science, technology, engineering and mathematics.
These subjects led me to continue my education in chemistry.
When STEM and an environmental education are combined, as they are in an Environmental STEM education, I can think of no better way to prepare our young people to make a significant contribution to the world they will live in. They will be prepared to make innovative contributions to benefit the economy and environment.

The students of West Saint Paul will need to compete in a global market to ensure their own, and their country's, place in the world. Many of these students come from homes where high expectations and academic rigor have not been the focus.

As a member of the West Saint Paul city council, I want to ensure that we develop strong, innovative schools that will attract young families to our community. For this reason, among many others, I am pleased to support this nation-leading endeavor.

Sincerely,

Darlene Lewis
West St Paul City Council
Ward 3

HAMLINE UNIVERSITY
School of Education

Tracy Fredin
Director, Center for Global Environmental Education
Hamline University School of Education
1536 Hewitt Ave. MS-A1760
St. Paul, MN 55104

To Whom It May Concern:

It is with great pleasure that I write to support Heritage Middle School's application to become an E-STEM magnet school. Hamline University's School of Education (HSE) is committed to the continuous improvement of teaching and learning, with a particular emphasis on HSE's identified areas of excellence in Science and Environmental Education and Urban Teaching. The highly acclaimed Center for Global Environmental Education (CGEE) and the Center for Excellence in Urban Teaching (CEUT) focus their scholarship, programming and professional development on helping teachers engage all learners in effective, inclusive education.

HSE is keenly aware that high-quality education in science, technology, engineering and math is critical to the futures of our students, our nation and our world. The proposed STEM program at Heritage is particularly exciting. Heritage proposes to combine STEM education with environmental education, offering their diverse population of urban learners an opportunity to learn globally-important concepts in a local, familiar context, while they perfect the skills and develop the dispositions needed to act on their knowledge. Empowering students to make positive change in their own environments increases students' sense of self efficacy and purpose, preparing them for success in their careers and in their lives.

CGEE has been a partner with Heritage Middle School in teacher professional development in grades 5-8 across all content areas. Our work has focused on helping Heritage Middle School teachers implement inquiry-based approaches to teaching that are observation-driven, shift control of learning to the student, improve students' ability to gather and analyze data, identify patterns, communicate findings, and engage in evidence-based discussions. These strategies are effective across the curriculum, and contribute to the creation of a truly learner-centered instructional culture. We are delighted to be working with Heritage on these important approaches to education and look forward with great excitement to the expanded opportunities the E-STEM magnet school proposal offers.

UNIVERSITY OF MINNESOTA

Twin Cities Campus *Institute of Technology Student Services* *105 Lind Hall*
207 Church St. SE
Minneapolis, MN 55455

Phone: 612-626-7566
Fax: 612-626-1020

April 27, 2010

Anna Hinton, Ph.D.
Director Parental Options and Information, MSAP Team
Department of Education

Dear Dr. Hinton,

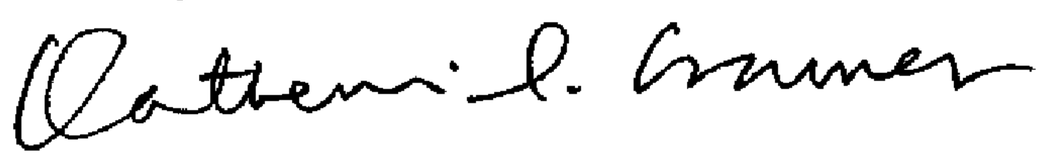
I am writing to express support for the proposed E-STEM magnet at Heritage Middle School and the school's application for the Magnet Schools Assistance Program. I am also writing to express the University of Minnesota College of Science and Engineering (CSE) willingness to support the success of the school through opportunities for both teachers and students.

In the last few years, the educational spotlight has been shining on science, technology, engineering and math (STEM) and our society's need to engage students in these domains. Predictions are that many jobs of the future will in some way involve the environment, and many of the problem solvers of the future will be those with both a strong STEM background and a passion for the environment. By combining STEM and the environment in the E-STEM proposal, the Heritage project is breaking new ground in middle school education. With the natural laboratories provided through the school's established partnerships with Dodge Nature Center and the City of West St. Paul, the opportunities to prepare students for the 21st century workforce are indeed exciting.

We are especially interested in working with students who have traditionally been underrepresented in STEM. The demographics at Heritage and the school's innovative approach to middle school education make them an ideal fit for the educational outreach efforts in the CSE.

The College of Science and Engineering currently engages middle school teachers through professional development opportunities including short courses and research experience opportunities. Additionally, middle school students are regularly invited to campus for events including public lectures, shows such as the Physics Force and Energy and U, and other opportunities for hands-on learning that exposes students to future majors and careers in the STEM disciplines. Heritage teachers and students would have the opportunity to participate in all the above events.

Sincerely,



Katherine Cramer, Ph. D.
Outreach Coordinator

April 26, 2010

Dear Reader:

It is my pleasure to write a letter of support for Heritage Middle School in its effort to obtain a federal magnet grant to become an E-STEM magnet school serving students in grades five through eight. As a world-class land grant institution, the College of Food, Agricultural and Natural Resource Sciences (CFANS) at the University of Minnesota takes its three-tiered mission of education, research and public engagement seriously. The STEM disciplines and related applied sciences are at the core of the college's mission of solution-driven science, and we cannot meet our mission effectively without partnerships. As a result, CFANS strongly supports School District 197's efforts to place significant emphasis on science and the environment throughout its curriculum.

The challenges facing our world are becoming increasingly complex. Issues like climate and environmental change, feeding the world's growing population, meeting increased energy and natural resource demands, and understanding connections between food and human health touch almost every facet of our daily lives. Such interdisciplinary challenges will require bright minds with creative new ideas and approaches if we are to achieve a sustainable future. It is therefore critical for young people to develop a strong foundation in the sciences that is contextually based with real-world examples and which emphasizes creative problem solving. Heritage Middle School's efforts to become an E-STEM magnet school addresses this need and prepares students for success in higher education and tomorrow's workforce by incorporating environmental knowledge with skills in science, technology, engineering and math.
Given the expertise found within CFANS there is significant potential for partnership with an E-STEM program at Heritage Middle School. Over the past year, our college has had several graduate students and faculty members involved in various projects at Garlough Elementary School, ISD 197's award-winning environmental magnet school. CFANS sees increased potential for expanding such partnerships at the middle school level and creating connections between Heritage and the faculty, staff, and students in our college. Possible areas where CFANS may be able to offer support for Heritage's efforts include technical expertise, advice and consulting, curriculum development, and field trips to campus.

We enthusiastically support the work being implemented at Heritage Middle School and its vision to become an E-STEM magnet school. We hope you will support their efforts to prepare future leaders in the environment and science disciplines and award them a grant from your department. We need bright, curious minds with a strong interest in STEM to enter our workforce and institutions of higher learning if we are to meet the many challenges facing our world.

Sincerely,

Allen S. Levine, Dean
College of Food, Agricultural and Natural Resource Sciences
University of Minnesota

Physical Development Division
Lynn Thompson, Director

Dakota County
Western Service Center
14955 Galaxie Avenue
Apple Valley, MN 55124-8579
952.891.7000
Fax 952.891.7031
www.dakotacounty.us

Environmental Mgmt. Department
Office of GIS
Parks and Open Space Department
Surveyor's Office
Transit Office
Transportation Department
Water Resources Department

April 29, 2010

Heritage Middle School - ISD 197
121 West Butler Avenue
West St. Paul, Minnesota

Dear Mr. Doud;
Dakota County applauds your commitment to bringing environmental-focused learning to your students. Your 14-year ongoing water quality monitoring project at Thompson Lake shows a passion for educating and relating to real world studies that may seem a little rare these days. We are very aware that our students are our future and our future depends on our students. We understand that students that will benefit from environmental and science learning experiences.

Dakota County's Environment and Natural Resource Section includes our Parks and Open Space, Land Resources, Water Resources and Environmental Management Departments and as such we are highly concentrated with scientists and environmental professionals. Dakota County takes pride in our quality physical environment and we are continually looking for ways to improve access to our many natural resources for our communities. We are investing in Thompson County Park and Thompson Lake and are looking forward to developing an expanded relationship with your 8th graders that have been monitoring the Lake and what that means for the Lake's future. Dakota County is currently involved in a water quality and habitat improvement project on Thompson Lake. It is a great experience for the students as they learn about water quality, scientific process, and environmental issues; we would also like them to see how that experience relates to the community, our environment, our health and our future.

It is with great pleasure that we write this letter in support of Heritage Middle School's continued environmental endeavors. Please do not hesitate to contact me at david.swenson@co.dakota.mn.us or 952-891-7554.

Best Regards,

David Swenson
Director
Dakota County Water Resources Department

Underwater Adventures
120 East Broadway
Bloomington, MN 55425
phone: 952-883-0202
fax: 952-883-0303
www.sharky.tv

April 20, 2010

To Whom It May Concern:

Underwater Adventures Aquarium is pleased to support Heritage Middle School as they apply for the Federal Magnet Grant. As an organization that is strongly connected to the environment and utilizes science, technology, and math as a part of our daily operations, we feel that emphasizing these areas at Heritage will greatly benefit the students.

We have currently been working with Heritage, by providing them with shark eggs and baby sharks. Students get to learn a great deal about several species of sharks, as they witness their development within the egg and the behavior of adolescent sharks. They also learn about water quality and its' importance in the classroom as well as in the sharks natural environment. This is our fourth year working with the school and we look forward to continuing this relationship.

Receiving this federal grant will allow Heritage to greatly expand their program and incorporate inquiry and engineering throughout their curriculum. The change in programming will provide students with real world skills and problem solving abilities and better prepare them for high school, college, and beyond. We are excited to work with, and further enhance the E-STEM program at Heritage Middle School.

Sincerely,

Craig Atkins
General Manager

360 Communities

Changing lives and strengthening communities to a new degree

April 27, 2010

To Whom It May Concern:

360 Communities' (formerly known as Community Action Council) Partners For Success® program has worked in partnership with ISD 197 for over 10 years to improve student success as measured by grades, attendance and increased parent involvement. ISD 197 and 360 Communities share the belief that success in school has the long-term effect of creating self-sufficient adults.

In order to achieve success and build relationships with families of children who are struggling in school, our Family Support Workers first build relationships and trust with school staff which supports the methods being used in the classroom. In addition, our Family Support Worker at Heritage Middle School works in partnership and collaborates effectively with Heritage Middle School Staff to meet the needs of at-risk families and students.

360 Communities fully supports the work of Heritage Middle School and their goals to become an E-STEM magnet school.

Sincerely,

Anika Rychner

Anika Rychner
Director, Partners For Success®

CELEBRATING 150 YEARS OF EXCELLENCE: 1859-2009

West St. Paul-Mendota Heights-Eagan Area Schools

PROUD PAST. BOLD FUTURE.

Chris Hiti, Principal
Kim Skelton, Associate Principal

Heritage Middle School
121 West Butler Avenue
West St. Paul, MN 55118
(651) 403-7400
Fax (651)403-7410
www.heritage.isd197.org

For the past two years, Heritage Middle School has been exploring the possibility of turning our school into an Environmental STEM (Science, Technology, Engineering and Math) school in partnership with Dodge Nature Center, the city of West St Paul, and several other area supporters. We are building on the extremely successful partnership Heritage has built with Dodge and the extensive partnership that Garlough Environmental Magnet School (GEMS) has created with Dodge. As a staff, we are committed to housing an E-STEM program at our school and are excited about the future of our building. If we are awarded this grant, we look forward to working with experts as well as with our fellow colleagues to develop the new magnet program and ensure it becomes a national model for world-class environmental STEM education for students in grades 5-8.

Sincerely,

The Heritage Staff:

Chris Hiti
Principal

Kim Skelton
Associate Principal

Amanda Anderson
Science Teacher (TOSA)

Letters of Support/Partnership for Moreland Arts & Health Sciences Magnet School

1. Ordway Center for the Performing Arts
2. Minnesota Orchestra
3. Stages Theatre Company
4. Dr. Charles Hillman, University of Illinois
5. MNCOME Foundation
6. South Family YMCA
7. Dakota County Public Health
8. University of Minnesota Extension (Simply Good Eating)
9. 360 Communities
10. Moreland Staff

April 23, 2010

Deborah Nass
Moreland Elemetary
Saint Paul, Minnesota

Dear Ms. Nass,

Thank you for reaching out to the Ordway as you plan and consider partnerships with arts organizations for the 2010-2011 school year. As I spoke with you about, Ordway has a long tradition of both offering a world music and dance performance seasons for school audiences in our venue and as well as working with K-12 schools to design and implement in-school residency work with teaching artists to deeper the arts engagement and learning experience for both teachers and students.

For the 2010-2011 school year, we are excited to create arts learning opportunities for grades 2-4 at Moreland Elementary. In February 2010, 4th grade classrooms will attend a concert by *Terrance Simien and the Zydeco Experience at the Ordway*, surrounding by an in-depth 5-8 day residency for four classrooms on the cultural context and history of Zydeco music, experienced through the creation and playing of their own instruments. In April and May, 2010, 2nd and 3rd grade classrooms will work with two teaching artists in the visual arts field to create grade-level-wide visual art installations for the annual ARTwalk, a student art exhibition in downtown Saint Paul that culminated in the annual Flint Hills International Children's Festival. The themes of the visual art residencies will connect to an international touring performance in the Festival that the students and teachers will then attend as a culminating activity.

The cost of involvement for these experiences is $3 per person (students and teachers) for each ticket to a performance as well as $750 per grade level per residency experience. The Ordway covers all busing costs to and from the theater for performances, provides study guide materials at no extra cost, and subsidizes in part, the cost of tickets and artist fees for residencies.

Thanks again for connecting with the Ordway. We look forward to our upcoming partnership!

Sincerely,

Shelley Quiala
Director of Arts Education and Engagement
Ordway Center for the Performing Arts

Minnesota Orchestra
Osmo Vänskä, Music Director

Orchestra Hall
1111 Nicollet Mall
Minneapolis, MN 55403
admin: 612.371.5600
tickets: 612.371.5656
minnesotaorchestra.org

April 22, 2010

Ms. Debora Nass
Moreland Elementary
217 West Moreland Ave
West St. Paul, MN 55118

Dear Debora,

The Minnesota Orchestra is pleased to be partnering with you as you launch Moreland Academy of Arts and Health Sciences. We applaud your efforts to create an inspiring learning environment with music at its center and will support you in any way we can.

We have agreed to provide both a string quartet and individual musicians from the Minnesota Orchestra to perform and present elementary master classes for your students as they begin to participate in the string program. These visits are part of our Community Links program and will be free of charge to Moreland.

In addition, you may contact our education department to set up preparatory classroom visits in conjunction with the Minnesota Orchestra Young People's Concert programs you are bringing your students to during the 2010-2011 season.

We believe strongly that music education is integral to a child's development and should be a central part of the public school curriculum. We're proud to partner with you as you undertake this venture.

Warm regards,

Mele Willis
Manager of Outreach & Educational Partnerships
Minnesota Orchestra

BOARD CHAIR: Richard K. Davis | PRESIDENT and CEO: Michael Henson | Founded 1903 Minneapolis Symphony Orchestra

Stages Theatre Company

March 24, 2010

To Whom It May Concern:

We are writing in support of Moreland Elementary School and their proposed plan to become an Arts Magnet School. As part of this plan, Stages Theatre Company stands ready to commence an intensive, multi-year Arts Partnership dedicated to training teachers on research-based strategies to integrate the arts across the curriculum. The goals of this partnership will be: to improve student academic achievement by reaching multiple learners through arts-infused curriculum and to provide classroom teachers with the tools and confidence to make the arts a natural, rigorous aspect of life-long learning.

In addition to providing exceptional programming that will have a direct impact on student achievement, STC Arts Partnerships follow an embedded professional development model, creating an environment in which classroom teachers:

- Design curriculum together with a professional teaching artist
- Observe lessons modeled by their artist partner with their students
- Co-teach with their artist partner – creating a safe, supportive professional development environment for classroom teachers
- Reflect with their artist partner and refine lessons developed throughout the partnership – creating a school climate encouraging innovation, rigor, and evaluation for arts integration

STC is a recognized leader in the field of arts integrated learning. The company is a recipient of an Arts Organization Excellence in Educational Programming award from the Minnesota Alliance for Arts in Education and was selected by the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota as a participant in its research that examined the impact of arts-integration on student learning. STC has received recognition and grant support from the NEA, the Bush Foundation, the McKnight Foundation, and Cargill Foundation as well as the Minnesota State Arts Board.

The mission of Stages Theatre Company perfectly suits our desire to build a partnership with Moreland Elementary – a school dedicated to building a future where the arts are infused in the everyday classroom. *Stages Theatre Company is committed to the enrichment and education of children and youth in a professional theatre environment that stimulates artistic excellence and personal growth.* Our core operating values are Integrity, Accessibility, Innovation, Collaboration, Entertainment, Challenge, and Stability, all of which will be important as we seek to develop and deliver high quality arts programs for Moreland Elementary.

This proposed partnership would be a 3-year program beginning as early as the 2010-2011 school year. Please consider supporting Moreland Elementary in their evolution into an Arts Magnet school. Feel free to contact me directly with any additional questions you may have regarding our partnership with Moreland Elementary.

Sincerely,

Sandy Boren-Barrett, Artistic Director
Stages Theatre Company
952-979-1122

1111 Mainstreet ♦ Hopkins ♦ Minnesota ♦ 55343
www.stagestheatre.org
ph: (952) 979-1132

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of Kinesiology & Community Health

317 Louise Freer Hall
906 South Goodwin Avenue
Urbana, IL 61801-3895
217 244-2663 *office*
e-mail: chhillma@illinois.edu
http://www.kch.illinois.edu

April 16, 2010

To Whom It May Concern,

I am pleased to write a letter of recommendation in support of Moreland Elementary School's (West St. Paul, MN) application for a federal magnet school grant, with a focus in the arts and health sciences. I was asked to write this letter because of my extensive knowledge of physical activity to brain health and cognition in child and adult populations. Specifically, my research focuses on the benefits of physical activity to neurocognition to understand factors that relate to increased health and effective functioning of individuals as they progress through the human lifespan. Physical activity benefits appear to be especially significant when individuals are challenged with tasks that require the conscious control of cognition. Childhood inactivity often progresses throughout life and has implications for the increased prevalence of several chronic diseases during adulthood; however, it is only recently that science has informed us that cognitive dysfunctions also accompany a sedentary lifestyle. Such a finding is not surprising given that the human genome adapted to support an active lifestyle. Today, we remain descendents of that same genome, but our lifestyles have transitioned to less activity and greater caloric consumption, leading to increased ill health in both children and adults. Accordingly, my research focuses on exercise effects on cognitive development using basic neuroimaging techniques (i.e., EEG, MRI, fMRI) and applied academic performance measures. Overall, my research has indicated that exercise may be one lifestyle factor that positively contributes to effective cognitive performance as individuals' progress through the lifespan.

Specifically, research in my laboratory has produces over 40 papers on the topic of exercise and cognitive health, and has demonstrated that single bouts of moderately-intense exercise (i.e., walking at 60% of maximum heart rate) relate to better performance on basic cognitive tasks and higher academic achievement (Hillman et al., 2009). Other research in my laboratory has indicated that chronic participation in exercise, leading to increased aerobic fitness relates to better cognitive function (Hillman et al., 2006), greater brain volume in the hippocampus (Chaddock et al., 2010a) and the basal ganglia (Chaddock et al., 2010b) – areas of the brain that support memory and coordinated movement, and higher academic achievement in the areas of mathematics and reading (Castelli et al., 2007). In short, children that are more physically active perform better on measures of cognition and academic achievement (see Hillman, Erickson, & Kramer, 2008 for review).

The goals of Moreland Elementary School are consonant with that of my research and others in my field (e.g., see independent findings from the University of Georgia (Dr. Phil Tomporowski), the University of Maryland (Dr. Brad Hatfield), the University of North Carolina Greensboro (Dr. Jennifer Etnier) and the

University of California Los Angeles (Dr. Fernando Gomez Panilla), to name a few). In fact, no single study in the scientific literature exists to suggest that increased time spent in physical activity is detrimental to academic performance. All studies reported in the literature have identified either a positive association between physical activity participation and academic performance, or no relationship between these factors. However, even in the latter case, one could argue a positive relationship, as more time is spent engaged in physical activity with no adverse effects to academic achievement or learning. As such, Moreland Elementary School's goal of improving physical activity and coordinating it with academic performance is well supported by the scientific literature and would be one of the first practical applications. In my opinion all schools should be following Moreland Elementary School's example to positively encourage better health and learning among school age children.

In closing, I fully support Moreland Elementary School's application to become a magnet school for the arts and health sciences. Their proposal is progressive and consonant with the extant research indicating that physical activity before and throughout the school day leads to healthier individuals who obtain greater academic achievement. Their decision to utilize exercise in the classroom during learning is also well-studied, with results indicating that exercise may be one tool to improve attention and time on task. I urge you to give Moreland Elementary School serious consideration for a federal magnet school grant. Thank you.

Sincerely,

Charles H. Hillman, Ph.D.
Associate Professor
University of Illinois
Department of Kinesiology & Community Health
Department of Psychology
College of Medicine, Division of Internal Medicine
Affiliate of the Beckman Institute for Advanced Science and Technology
Affiliate of the Neuroscience Program
Affiliate of the Division of Nutritional Sciences

Minnesota Center for Obesity, Metabolism & Endocrinology Foundation
880 Blue Gentian Road, Suite 150 Eagan, MN 55122
651-379-1600 www.mncome.com

April 1, 2010

Anna Hinton, Ph.D., Director
Parental Options and Information
Department of Education

RE: Magnet Schools Assistance Program

Dear Dr. Hinton:

I am writing to support Moreland Elementary's grant application to launch its arts and health sciences magnet program. As a parent, a former school board member and now a business partner working to strengthen student achievement in Independent School District 197, I am thrilled Moreland is taking this all-important step to enrich learning opportunities for students.

ISD 197 has the experience to develop a successful elementary magnet program – the numerous awards of excellence earned by Garlough Environmental Magnet School (GEMS) are proof by themselves. However, more compelling is the enthusiasm and trust parents and staff now have to support another program with a different emphasis. I could see this as I participated in the group that developed a draft of the mission statement to guide Moreland's magnet school vision.

"Moreland's mission is to help each child learn
in an environment enriched by the arts and health sciences."

Our vision is to honor the whole child by ...
• Building relationships that include families and the community
• Enhancing and supporting learning in all areas
• Fostering creative expression and nurturing individual "sparks"
• Giving children the tools they need to lead healthy, well-balanced lives
• Encouraging higher-order thinking skills
• Preparing children for success in a global society by promoting mutual respect and offering multiple opportunities for cooperative learning
• Exploring and using the most relevant technologies
• Inspiring our students to become lifelong learners

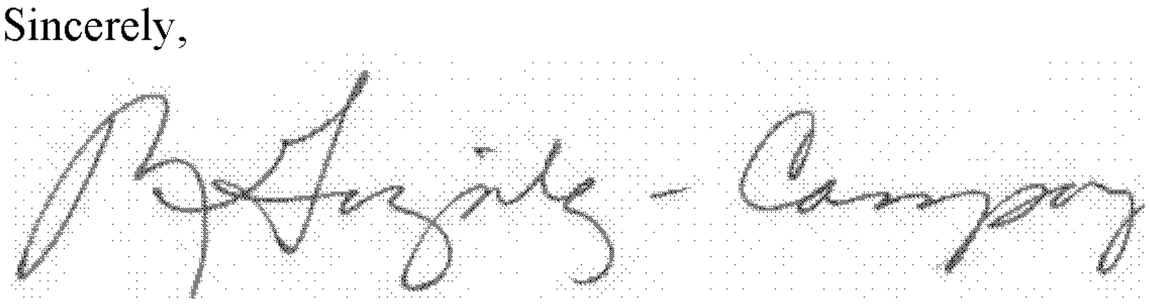
Like GEMS, Moreland families are largely Latino. This is important to me because our medical clinic, the Minnesota Center for Obesity, Metabolism & Endocrinology, is lead by a Latino physician –

Dr. J. Michael Gonzalez-Campoy. We have a diverse staff that provides endocrine care to a diverse patient base. Diabetes and obesity are prevalent in the Latino community. And the medical problems start when the children are elementary school age and younger. We have a valuable opportunity to help improve children's health and, in turn, enhance their learning by creating an environment that promotes both.

I have three children ages 22, nearly 20 and 17. Each learns best in a different way. Choosing to enhance Moreland's curriculum using the arts and health sciences is absolutely brilliant! These areas are interconnected and engage the entire brain. They appeal to and motivate all types of learners. And that's really the essence of it all – getting EACH child to succeed.

I encourage you to support Moreland's magnet school application. We in the communities served by ISD 197 are eager to get to work.

Sincerely,



Rebecca Gonzalez-Campoy
Executive Director, MNCOME Foundation
Chief Operating Officer, MNCOME, PA

South Family YMCA
150 Thompson Avenue East
West Saint Paul, MN 55118-3299
651-457-0048
fax: 651-457-0339

YMCA
We build strong kids,
strong families, strong communities.

April 7, 2010

Anna Hinton, Ph.D., Director
Parental Options and Information
Department of Education

RE: Magnet Schools Assistance Program

Dear Ms. Hinton,

The South Family YMCA is pleased to submit this letter of support for the Moreland Elementary School. The YMCA is committed to building strong kids, strong families, and strong communities and we are looking forward to the opportunity to share our expertise, while partnering and supporting the students and families of Moreland Elementary.

Childhood obesity is a grave concern for many students in our community and it is very exciting to envision students being successful in an environment that improves their health AND their readiness to learn. Health and wellness is so much more than just exercise!

The YMCA is able to provide traditional and non-traditional programs that benefit the whole person, spirit, mind, and body. We provide programs that present a balance of exercise, relaxation, and nutrition information. By participating in programs such as Kids Zumba, Drums Alive, Kids Yoga, or Hip Hop Hustle, students will explore their creative side and discover that there are many ways to express themselves and become active.

The YMCA is known as a leader in aquatics and it is a nationally known statistic that minorities have a significantly higher risk of drowning than Caucasian children. Traditional swim lessons, water safety sessions, and youth water exercise classes would be another great way to expose all students to a lifelong activity in a safe, structured environment. .

The YMCA core values of caring, honesty, respect and responsibility are included in every program we do. It would be our pleasure to share our knowledge and expertise with the students and families of Moreland Elementary, while making a significant impact on the way they experience health and wellness.

Thank you for your time and consideration. If you have any additional questions, please don't hesitate to call me at 651-259-1460.

Most sincerely,

Patty McGrath

Patty McGrath
Executive Director

Dakota
COUNTY

"Partnering to build healthy families and healthy communities"

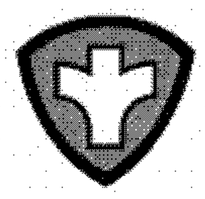
PUBLIC HEALTH DEPARTMENT

BONNIE BRUESHOFF
Public Health Director
Dakota County

REPLY TO:

☐ 1 Mendota Rd W Ste 410
West St Paul, MN 55118-4771
651.554.6100
FAX 651.554.6130
www.dakotacounty.us

☐ 14955 Galaxie Avenue West
Apple Valley, MN 55124
952.891.7500
FAX 952.891.7565



Public Health
Prevent. Promote. Protect.

April 12, 2010

Pete Otterson, Principal
Moreland Elementary
217 West Moreland Ave.
West St. Paul, MN 55118

Dear Mr. Otterson:

I am writing this letter in support of the intent of Moreland Elementary to become a magnet school for Art and Health Sciences. The Dakota County Public Health Department (DCPH) is very pleased that your school is looking to make the transition to a magnet school, with nutrition and fitness becoming key focus areas for your students.

Moreland's vision to "give children the tools they need to lead healthy, well-balanced lives" is a perfect fit with the work of DCPH. We strongly support comprehensive school health, especially in the areas of physical activity, nutrition, and tobacco use prevention. Moreland has been a great partner of DCPH the past two years, starting with our school nutrition work in the *Smart Choices* program and during the current school year with initiatives designed to provide more physical activity into the school day. The positive response students have had to the introduction of new healthy food options is just one small example of our successful work together.

We look forward to continuing our work with Moreland thanks to the support and resources of the Statewide Health Improvement Program (SHIP). A health-focused magnet school will create a school culture that supports student health for a life time rather than simply being a class or program within the school building. Again, this fits perfectly with the work we have started with SHIP as we focus on sustainable changes that can be made to the school environment, which supports the health of current students as well as those who will attend Moreland in the future.

I wish you and your staff much success as you pursue this opportunity. With an increased focus on health through the formation of a magnet school, your organization will serve as a model for other schools in our county.

Healthy regards,

Bonnie Brueshoff

Bonnie Brueshoff, MSN, RN, PHN
Public Health Director

UNIVERSITY OF MINNESOTA
EXTENSION

Extension Regional Center, Farmington

Dakota County Extension & Conservation Center
4100 220th Street W, Suite 100
Farmington, MN 55024

PHONE
(651) 480-7788
(888) 241-0839

FAX
(651) 480-7797

EMAIL
rcfarmington@extension.umn.edu

WEB
www.extension.umn.edu

Making a difference for
- *Communities*
- *the Environment*
- *Families*
- *Food and Agriculture*
- *Youth*

April 15, 2010

Dear Dr. Anna Hinton and Review Committee:

I am pleased to provide this letter of support for Moreland Elementary School as it seeks a Magnet School designation. Moreland's desire to provide its diverse student body with an enriched atmosphere of arts and health sciences is commendable. Their visionary approach for enhancing learning and creating a healthier student body, family, and community is apparent by their desire to partner with groups such as the University of Minnesota Extension's Simply Good Eating Program.

As Program Coordinator for the Simply Good Eating Programs in Dakota and Scott Counties, we have had the opportunity to work with culturally diverse and economically challenged schools and families throughout Dakota County. We educate students on the importance of making healthy food choices and food safety. Our experiential method of teaching leaves the students with practical ways to apply the knowledge gained. Hands-on activities, visuals, hand-outs, and incentives all reinforce each lesson. As Moreland Elementary continues to build a school environment for creative, healthy learning, we look forward to helping them achieve this goal. Giving students the tools for higher order thinking not only boosts their abilities in their decision making, but their self-esteem and life success as well.

As educators in the community, we have seen first hand the result of generating a "spark" for learning and the excitement that comes with learning something new. Our curriculum comes with a school campaign that fits well into Moreland's mission. Within these University of Minnesota approved evidence based lessons, there is room for involvement from every level: food service, teachers, students, and parents. School wide learning takes place whether in the classroom, hallway, cafeteria, or home. This 20009-2010 school year, second graders at Moreland learned that even at their age, they can make important choices that impact their health and learning. The ultimate objective is the formation of healthy lifelong habits.

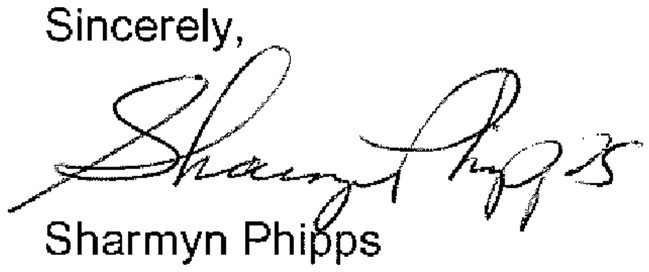
Another noteworthy goal of Moreland's is to involve parents and the community. Parents are the role models, decision makers, and gate keepers for the home. Research has shown that students do better in school and life overall when they have family involvement in school and even family mealtime. Families eat healthier meals when together, and students perform better at school when offered breakfast. We look forward to special events with the parents to educate and create a bigger

sense of community. This holistic approach to involving parents in their child's learning and health benefits the student, family, and community at large. Building relationships within the community and fostering a supportive, safe place to learn are critical to a child's success and well-being. Moreland has made parental and community involvement a priority which is significant to its overall sustainability and success.

Our program will continue to collaborate by providing program nutrition education to the students of Moreland Elementary. We embrace the mission to "help each child learn in an environment enriched by the arts and health sciences", and look forward to helping them achieve its mission. For this reason, I fully support Moreland's application for Magnet School grant funding.

Please contact me at phipp004@umn.edu or by phone at 651-480-7724 if you have any question regarding my letter.

Sincerely,



Sharmyn Phipps
Program Coordinator
Simply Good Eating Program
University Of Minnesota Extension

360 Communities

Changing lives and strengthening communities to a new degree

April 27, 2010

To Whom It May Concern:

360 Communities' (formerly known as Community Action Council) Partners For Success® program has worked in partnership with ISD 197 for over 10 years to improve student success as measured by grades, attendance and increased parent involvement. ISD 197 and 360 Communities share the belief that success in school has the long-term effect of creating self-sufficient adults.

In order to achieve success and build relationships with families of children who are struggling in school, our Family Support Workers first build relationships and trust with school staff which supports the methods being used in the classroom. In addition, our Family Support Worker at Moreland Elementary School works in partnership and collaborates effectively with Moreland Elementary Staff to meet the needs of at-risk families and students.

360 Communities fully supports the work of Moreland Elementary School and their goals to become a School of Arts and Health Sciences magnet school.

Sincerely,

Ben Kanninen

Ben Kanninen
Senior Director, Partners For Success®

CELEBRATING 150 YEARS OF EXCELLENCE: 1859-2009

West St. Paul-Mendota Heights-Eagan Area Schools

PROUD PAST. BOLD FUTURE.

Mr. Peter Otterson, Principal

Moreland Elementary School
217 West Moreland Avenue
West St. Paul, MN 55118
(651) 403-7800
www.moreland.isd197.org

Moreland's mission is to help each child learn.
We will provide a nurturing environment that honors the whole child *by building relationships, enriching skills and guiding* them to reach their highest potential.

Dear Federal Magnet Grant Readers,

Moreland Elementary School has been exploring the possibility of restructuring our school and becoming an Arts and Health Sciences Magnet School. As a staff and a community, we are committed to this theme and believe it will not only improve student achievement, but it will also help our school become one of the best, if not the best magnet school in the state. If we are awarded this grant, we will work hard with experts as well as with each other to develop the best magnet program and ensure it becomes a national model for others to try and replicate.

Sincerely,

The Moreland Staff

Pete Otterson
Principal, Moreland Elementary School

Sara I. Mariano

Letters of Support/Partnership for Pilot Knob STEM School

1. Lockheed Martin
2. The Science Museum of Minnesota
3. University of Minnesota, Bell Museum of Natural History
4. Univeristy of Minnesota, Department of Fisheries, Wildlife, and Conservation Biology
5. The Works (engineering museum)
6. Jostens
7. 360 Communities
8. Pilot Knob Staff

LOCKHEED MARTIN

Richard A. Udicious
Vice President, General Manager
Lockheed Martin
3333 Pilot Knob Road
Eagan, Minnesota USA 55121

April 28, 2019

Anna Hinton, Ph.D.
Director, Parental Options and Information, MSAP Team
Department of Education
Magnet Schools Assistance Program

Lockheed Martin is proud to support the communities in which we live and work. One of our top community goals is the support and promotion of science, technology, engineering and math (STEM) initiatives in our local schools and the education of our country's future engineers and innovators. We are committed to helping spark student interest in an effort to keep the pipeline for STEM related careers strong. We are pleased to support Pilot Knob Elementary School for selection as a STEM magnet school. We are a stakeholder in their students' success, as they are right in our own back yard.

For the past 10 years, employees at our Eagan facility have invested heavily in the support of the students at Pilot Knob. Each year, over 60 Lockheed Martin mentors have participated in the Pilot Knob Reading Buddies and Math Mentors program where volunteers are paired with students and visit the school once a week. Mentors help and challenge students with math problems and work on reading skills. Lockheed Martin also donated the use of the Exploradome, a traveling planetarium for students to learn and experience the wonders of space exploration. In addition, Lockheed Martin employees annually participate in the school's Science Night Fairs providing exhibits and hands-on activities for students and family members.

In an ongoing effort to strengthen and build on our partnership with Pilot Knob Elementary, Lockheed Martin is working with engineers in our Leadership Development Program to create an added initiative to lead engineering activities at the school as part of their community service rotation. Lockheed Martin engineers and teachers at Pilot Knob are also working together to create a program to provide hands-on learning activities for students to use during the school's Friday morning STEM sessions.

Locally we employ 1200 scientists and engineers, so we know it is critical to educate and enable our country's next generation of technology professionals. Building student interest in STEM initiatives at the elementary level is a strategy Lockheed Martin believes will fuel a lifetime yearning to become future innovators. Because of their proximity to Lockheed Martin, we eagerly work with Pilot Knob Elementary to keep this strategy alive.

Rick Udicious

Science Museum of Minnesota

April 30, 2010

Tom Benson
Principal
Pilot Knob Elementary School
West St. Paul-Mendota Heights-Eagan, Independent School District 197

Dear Principal Benson,

I am writing to express the Science Museum of Minnesota's (SMM) enthusiastic commitment as a collaborator in the proposal for the *Magnet Schools Assistance Program* by Pilot Knob School of the District 197. This work builds on the relationship that Pilot Knob has established with SMM Outreach programs through weeklong school-based Residencies and our emerging work in professional development.

Our Professional Development team is committed to continuing to work with your faculty through professional development offerings that support four Guiding Principals: 1) Science, Technology, Engineering, and Math (STEM) integration is a trans-disciplinary process; 2) Intelligence is not fixed but can incrementally increase over time through effort and a growth mindset; 3) Access and equity is supported through culturally relevant pedagogy; and 4) approaching professional development through looking at systems such as standards, school organization, curriculum, and institutional racism. Our professional development is intense, engaging, and warm. Rather than provide educators with ready-made lessons and curricula, we work to translate the best in research-based approaches and theory into classroom practice. This involves engaging teachers in adult-level learning experiences that fully integrate STEM and cultural relevance, reading and discussing germane research articles, and carefully constructing the social environment to promote participation and community. Additionally, our staff has extensive training and experience in helping you to make practical use of national standards documents from the National Research Council (e.g. the *National Science Education Standards*), Project 2061 (e.g. *The Atlas of Science Literacy, Vols I & II*), the National Council of Teachers of Mathematics (e.g. *Principles and Standards for School Mathematics*).

The Professional Development team has combined backgrounds in systemic science education reform, scientific research, university / K-12 partnerships, equity and access, program evaluation, district-level science administration, and teaching at the kindergarten through graduate levels. We have garnered this experience in public and private K-12 schools and colleges, R1 universities, museums, and other non-profit agencies. Over the past several years, we have worked with STEM leadership teams from 23 districts through the Nexus program; conducted district-wide professional development programs for District 196, Bloomington, Burnsville, Mounds View and Richfield Public Schools; and created whole-school Summer Institutes for William Byrne Elementary (Burnsville), Cambridge/Isanti/Mora area elementary schools with their regional partner Anoka Ramsey Community College, Cedar Park STEM Magnet Elementary School (ISD 196), Glacier Hills Arts & Science Magnet (ISD 196), North View Middle School (Osseo), and Weaver Lake Science Magnet Elementary School (Osseo). In addition, we have supported presevice and graduate programs at the University of Minnesota, Metro State University, have a Nexus leadership program specifically for STEM educators in the Minnesota State Colleges and Universities (MnSCU) System in collaboration with Winona State University, and have worked closely with the American Indian Science and Engineering Society (AISES), Bemidji State University, and teachers of Ojibwa students through the State-funded MSP effort called the *TRIBES Project*. With funding from the National Science Foundation, we also provide professional development around gender equity for university faculty, state-level DOE STEM specialists, district coordinators, and museum leaders from Iowa, Massachusetts, Minnesota, South Dakota, Vermont, and Wisconsin

In conversations with the Pilot Knob staff, the SMM Professional Development team is committed to working with you to provide the following services and materials:

1. The Professional Development (PD) Department has accepted a team of five elementary teachers from Knob Hill into our MUSE Summer Institute for Elementary Teachers, which is focused on our Guiding Principals. This has a total value of $1,500 per teacher. This work is funded by the State of Minnesota and will be supported at no cost to your school regardless of the status of this proposal.
2. We will work with a leadership team from District 197 through the highly successful Nexus program for district STEM leaders for the coming academic year pending your district's application. Nexus involves 7 full days of professional development especially focused on the

achievement gap in STEM education. It currently enrolls 65 STEM leaders from over 20 districts in the Twin Cities Metro Area and Greater Minnesota, and is being expanded to include 24 faculty members of the Minnesota State Colleges and Universities. The cost of Nexus is supported by the Medtronic Foundation and will be supported at no cost to your district for 2010-2011 regardless of the status of this proposal.

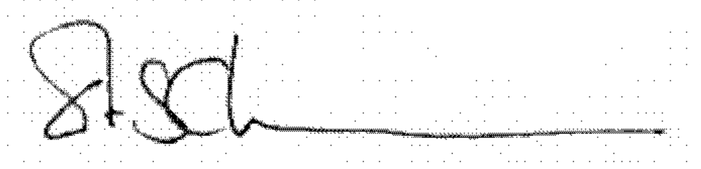
3. The PD Department will make Science House Membership available to District 197. Science House is a Resource Center for STEM Educators in which they can check out a broad array of exemplary, standards-based, classroom sets of hands-on materials in all STEM fields. The value of the Science House collection is over half a million dollars. The cost of Science House Membership is 45¢ per student, and District 197 has already agreed to purchase this membership for 2010-2011.

4. The PD Department is able to provide full-day professional development sessions during the school year and/or one 5-day professional development institute during the summer for a at our Science House Member rates for professional development ($15,000 in labor per 25 teachers plus expenses per 1-week institute). We are able to contract with you for as little or as much professional development as you desire.

5. The PD Department will work with you and your team to customize aspects of any institutes and associated professional development so that it is focused on your needs.

Our entire staff of talented STEM Professional Developers looks forward to our continued work together. We wish you the best of luck in this proposal.

Warmest regards,



Elizabeth (Liesl) S. Chatman
Director of Professional Development

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Bell Museum of Natural History
College of Food, Agricultural and Natural Resource Sciences

300 Bell Museum
10 Church Street S.E.
Minneapolis, MN 55455-0104
Office: 612-624-4112
Fax: 612-626-7704
www.bellmuseum.org
Email: bellmuse@umn.edu

April 29, 2010

To whom it may concern:

We are very pleased to work with Pilot Knob teachers in their planning for the Magnet School Assistance Program. Planning with teachers to develop a STEM program is one of the most rewarding aspects of our work at the Bell Museum. It allows us to bring our expertise in informal education to a formal school setting and allows us to provide our graduate students with powerful first hand experience bringing science to the elementary setting.

We have partnered with a number of schools previously:
• We worked with the St. Paul Public Schools and the Science Museum of Minnesota to start the Museum Magnet School, one of the first schools developed around Howard Gardner's learning styles and museum based education.
• The Bell Museum staffs and develops themes and interactive stations for the Inquiry Zone, a guide inquiry learning space at Crossroads Elementary School in St. Paul.
• Bell staff and the teachers of Cedar Park Elementary School in Apple Valley cooperatively developed the BuzZone, an interactive science room, at their school.

Our previous work and ongoing relationship with teachers at Pilot Knob allow us to understand their educational goals and the opportunities that their school provides.

Specific ideas for development of Bell programming with Pilot Knob, should they receive funding for their STEM initiative includes:
• having graduate student science residencies at the school in which our graduate students, being mentored by Pilot Knob teachers and museum staff, would design and lead science experiments in the school for classes of students.
• Working with graduate students and teachers to create an interactive science room at the school.
• Providing special science days at the schools in which our graduate students and Pilot Knob students could develop science displays together and present them to the students and parents at special family events.

This is an exciting project for us to participate in. What we do in partnership with Pilot Knob will have applications at many other schools in the future.

Sincerely,

Kevin Williams, Curator of Education
Bell Museum of Natural History
Phone: 612-624-3898

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Department of Fisheries, Wildlife and Conservation Biology

College of Food, Agricultural and Natural Resource Sciences

200 Hodson Hall
1980 Folwell Avenue
St. Paul, MN 55108

612-624-3600
Fax: 612-625-5299
http://fwcb.cfans.umn.edu/

Dear Anna Hinton, Ph.D., Director, Parental Options and Information, MSAP Team, Dept. of Education:

Monarchs in the Classroom (MITC) is an inquiry-based science program that promotes the use of science through the use of monarchs and other invertebrates in elementary and secondary classrooms. MITC also invites teachers licensed in Minnesota to come to the University of Minnesota for two weeks of summer workshops, the goal of which is to create a foundation in teaching science, including how to incorporate the scientific method into lesson plans.

Pilot Knob is a new STEM school; fortunately, we work with other STEM schools in the area, like Weaver Lake Elementary in Maple Grove, MN. Teachers at that school have taken our summer workshops, which has given them the skills to raise monarchs from our lab in the fall and to participate in our annual science fair in December.

The steps we've outlined with Pilot Knob Elementary follow a similar path to that of Weaver Lake. Two educators at Pilot Knob Elementary School, Faye Dragich and Ikhlas Abdelkhalig, have already completed our summer workshops in 2006 and 2008, respectively. Both Faye and Ikhlas are coming back this summer (2010) for our workshop for teachers who have previously completed one of our courses.

Additionally, we are working out the details of a workshop for all teachers at Pilot Knob, scheduled for August 31st, 2010, where we will talk about monarch biology, raising monarchs in a classroom setting, and we will also discuss how our monarch curriculum will be used at Pilot Knob. The scaffold curriculum we have discussed involves adding a piece of the scientific method each year. Each grade level will raise monarchs, and they will build upon their knowledge from the previous year. Kindergarten students will make observations about what they see when raising monarchs. First grade students will observe and ask questions about what they see, while second grade students might go through a guided project, where they learn about data and how to record it. The goal is for students to develop the skills needed to think through their own inquiry-based project and present it at our science fair. This might seem out of reach for fourth graders, but we have fourth graders participating in our science fair, including students from Weaver Lake Elementary.

The curriculum not only teaches science, but also includes writing, reading, and math skills. Additionally, students working in small groups or individually will have the ability to learn on their own and explore what interests them by asking their own questions and choosing what type of project they want to pursue. The science fair we coordinate each year is a fantastic way for students of all abilities to shine. At the 2009 fair, we had one teacher tell us how one of her more quiet students, whom she was worried about, absolutely shined while presenting his project to the interviewer. Monarchs in the Classroom is excited to develop a partnership with Pilot Knob Elementary, and to have the opportunity to design their

The Department of Fisheries, Wildlife, and Conservation Biology is the home department of the U.S. Department of the Interior Minnesota Cooperative Fish and Wildlife Research Unit.

Twin Cities Campus

Department of Fisheries, Wildlife and Conservation Biology

College of Food, Agricultural and Natural Resource Sciences

200 Hodson Hall
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St. Paul, MN 55108

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Fax: 612-625-5299
http://fwcb.cfans.umn.edu/

monarch curriculum from the ground up. We look forward to working with them this summer and in the future, and we hope to see their students at our science fair!

Sincerely,

Grant Bowers, Program Coordinator, Monarchs in the Classroom

University of Minnesota
Department of Fisheries, Wildlife, and Conservation Biology
1980 Folwell Ave
200 Hodson Hall
St. Paul, MN 55108

The Department of Fisheries, Wildlife, and Conservation Biology is the home department of the U.S. Department of the Interior Minnesota Cooperative Fish and Wildlife Research Unit.

THE WORKS
A Technology Discovery Center

April 30, 2010

Dr. Anna Hinton, MSAP Team
Director, Parental Options and Information
Minnesota Department of Education

Dear Dr. Hinton,

I write in enthusiastic support of Pilot Knob Elementary School's grant proposal to the Magnet Schools Assistance Program. The educational leaders at Pilot Knob are working hard and smart to become a true STEM school. In addition to strong efforts in science and mathematics, they are committed to tackling the engineering requirements in the new Minnesota academic standards in science.

During the past year, The Works has partnered with Pilot Knob educators in several ways, including field trips for primary students to The Works and a Family Engineering Night at the school. Teachers from Pilot Knob also participated in a transformational teacher professional development session at The Works. Every teacher explored the engineering design process step-by-step and completed the "What Floats Your Boat" challenge. Initially timid and anxious about the very idea of engineering, Pilot Knob's teachers courageously and thoughtfully took the plunge and have become excited and effective neophyte engineering teachers. This will have a huge effect on true hands-on STEM education for their diverse young students.

We look forward to continuing to work in partnership with Pilot Knob Elementary in the future, including focused teacher professional development, student field trips to The Works targeted to meet the new standards and intensive, project based residencies.

The Works is an engineering discover center, dedicated to inspiring the next generation of innovators, problem solvers and STEM professionals. Every year, almost 40,000 people from every walk of life benefit from our unique exhibits and educational programs. The Works is also a leader locally and nationally in elementary engineering professional development. Our annual E4 Conference: Excellence in Elementary Engineering Education is a catalytic force for quality engineering education, right from the start, in Minnesota and beyond.

Working directly with teachers like the Pilot Knob educators vastly increases the quantity, quality and effectiveness of elementary engineering in Minnesota. We look forward to working together to prepare our young people to engineer the future.

Respectfully,

Rebecca Schatz

Rebecca Schatz
President and Founder, The Works

The Works 5701 Normandale Road Edina, MN 55424 www.theworks.org (952) 848-4848

To Whom It May Concern:

A small group from the Eagan location of Jostens has had the opportunity, for the last two years, to be reading buddy volunteers. It has been a wonderful and satisfying experience for our employees. They are able to connect with the students, and see them progress as the year goes on. It's always great when they are able to see their student move up a level in reading and still be successful!

The students, teachers and staff have all been very welcome and receptive to us being at the school. We've always been greeted with smiles from the staff and the students are excited when we arrive. It is great to see so many people thoroughly invested in the future of these students, and providing everything they possibly can to make it a successful one.

We have had two great years volunteering at Pilot Knob and hope to continue our work with them. We are excited to hear that they are working on becoming a STEM Magnet school and completely support them in the in their efforts. Our goal is to help students make it to their graduation, and it is clear we share that with Pilot Knob and their staff.

Sincerely,

Liz Ehresman

Liz Ehresman
Human Resource Coordinator
Jostens – Eagan Tooling & Design

JOSTENS, INC.
Design and Tooling Center

980 Lone Oak Road
Suite 114
Eagan, MN 55121

Telephone: (651) 688-4100

www.jostens.com

360 Communities

Changing lives and strengthening communities to a new degree

April 27, 2010

To Whom It May Concern:

360 Communities' (formerly known as Community Action Council) Partners For Success® program has worked in partnership with ISD 197 for over 10 years to improve student success as measured by grades, attendance and increased parent involvement. ISD 197 and 360 Communities share the belief that success in school has the long-term effect of creating self-sufficient adults.

In order to achieve success and build relationships with families of children who are struggling in school, our Family Support Workers first build relationships and trust with school staff which supports the methods being used in the classroom. In addition, our Family Support Worker at Pilot Knob Elementary School works in partnership and collaborates effectively with Pilot Knob Staff to meet the needs of at-risk families and students.

360 Communities fully supports the work of Pilot Knob Elementary School and their goals to become a STEM magnet school.

Sincerely,

Lisa Lusk

Lisa Lusk
Supervisor, Partners For Success®

April 29, 2010

Dear MSAP Selection Committee:

The teachers, staff and parents at Pilot Knob Elementary School have been learning and thinking about becoming a magnet school for several years. We considered our strengths as a staff and community and decided a STEM (Science, Technology, Engineering and Math) theme would best suit our talents and the needs and interests of our students. This year, with the help, support and encouragement from our parents and community business partners, we dedicated our time and energy to research what it would take to make our dream a reality; not just becoming a themed school, but an exemplary one. We are excited to be applying for the federal grant to become a STEM Magnet school.

We believe that our dedication, energy and passion for teaching, learning and preparing children for the future and becoming the best STEM Magnet school in the country makes us a worthy candidate for this federal grant.

We, the undersigned staff and community members fully support Pilot Knob Elementary School to become a STEM Magnet

Carissa L Ruiz

Ruth Underdahl

Collin Nowicki

Rachel A Montz

Debra Hansen

Lorree Wilson

Karen Olse

Beth Hunger

Leanne Hertz

Cathy Schoster

Mary Hondel

Anita Ruiz

Robin Tichy

Helen Hallberg

Kathie Curry

Jane Hammer

Christine Connor

Mary Rasmussen

School Board of ISD 197, Minnesota: Letters of Support/Partnership 41

Project Narrative

Project Narrative-Joint Application Information (if necessary)-Refer to: Instructions for Other Documents and Attachments

Budget Narrative

Project Narrative-Budget Narrative

Attachment 1:
Title: **Budget Narrative** Pages: **0** Uploaded File: **197-Budget Narrative_1.pdf**

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

DISTRICT OFFICE

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	**FY 2011**	**FY 2012**	
PERSONNEL				
District Magnet Coordinator (1 FTE)	75,000	77,000	79,000	Oversees magnet activities and provides assistance to magnet schools with curriculum development, staff training, recruitment, screening and selection, articulation and dissemination of innovative practices at the district level. Furthers student integration and educational equity by promoting best practices, collaborating with district departments, and the District 197 community.
SUBTOTAL – FTE Personnel Salaries	**75,000**	**77,000**	**79,000**	
SUBTOTAL – FTE Fringe Benefits	**30,352**	**31,263**	**32,201**	Projected cost for Year 1 FICA, TRA, Health, Dental, Life, LTD, 403B; 3% increase years 2 & 3
TRAVEL				
Magnet Schools of America conference	2,000	2,000	2,000	To network with other coordinators and keep current on best practices in magnet schools across the country
Mileage	1,000	1,000	1,000	For conferences, meetings, presentations
SUBTOTAL – Travel	**3,000**	**3,000**	**3,000**	
SUPPLIES				
MacBook Computer with dongle	1,300			For record keeping, presentations, budget tracking and more
Wireless keyboard, mouse	120			To use with MacBook
iPad with cover	740			Mobile computing device
Monitor	400			For desktop use with MacBook

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

DISTRICT OFFICE

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	**FY 2011**	**FY 2012**	
LCD projector	1,600			For presentations
Office supplies	1,000	2,000	1,000	Paper, envelopes, recording media, file folders, etc.
Office furniture	2050			Bookshelf, desk chair, small round table, 3 chairs
Professional membership	400			To stay current on desegregation strategies and magnet schools
SUBTOTAL – Supplies	**7,610**	**2,000**	**1,000**	
CONTRACTUAL				
DKH Consulting Services, Inc.	55,000	55,000	55,000	Project evaluation and grant reporting requirements
Communications District Contribution (.25 since magnet communications will include one existing magnet school)	80,000 -20,000	80,000 -20,000	80,000 -20,000	Write, design and produce brochures, web movies, advertising materials, banners, signs, letters, forms, press releases, presentation materials, booth displays and more for wide variety of uses
Data entry 200 hours/year @10 hour	2,000	2,000	2,000	Support for fall enrollment, pre- and post-lottery data
SUBTOTAL – Contractual	**117,000**	**117,000**	**117,000**	
OTHER				
Advertising and communicating (District contribution .25)	60,000 -15,000	60,000 -15,000	60,000 -15,000	Printing of brochures, media purchases, CDs, banner production, display backdrops, and more
SUBTOTAL – Other	**45,000**	**45,000**	**45,000**	

SUBTOTAL -DIRECT COSTS	**277,962**	**275,263**	**277,201**	
INDIRECT COSTS	**18,123**	**17,947**	**18,074**	@6.52%
TOTAL	**296,085**	**292,467**	**294,526**	

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

HERITAGE E-STEM MIDDLE SCHOOL

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	**FY 2011**	**FY 2012**	
PERSONNEL				
Site Magnet Facilitator (1 FTE)	70,000	71,500	73,000	Directs each stage of E-STEM implementation. Works with principal and PLCs on integration of Inquiry Model, use of data, differentiation and other teaching strategies, and writing curriculum using Understanding by Design format. Responsible for planning and scheduling staff development activities, ordering and organizing materials and equipment, working with partners and parents, overseeing site budget, and organizing/ implementing all program extensions.
Science Teacher on Special Assignment (.5 FTE)	32,000	33,500	35,000	Organizes and assists with all field and classroom projects related to E-STEM integration, including equipment set-up and training. Works with students, staff and partners on site development to create outdoor learning areas
Site Magnet Resource Teacher (.5 FTE)	32,000	33,500	35,000	Assists Site Magnet Facilitator with materials and equipment, student recruitment, data collection and reporting, special events, curriculum integration and more
SUBTOTAL – FTE Personnel Salaries	**134,000**	**138,500**	**143,000**	
SUBTOTAL – FTE Fringe Benefits	**58,663**	**59,990**	**60,790**	Actual cost for Year 1 FICA, TRA, Health, Dental, Life, LTD, 403B; 3% increase years 2 & 3

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

HERITAGE E-STEM MIDDLE SCHOOL

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	**FY 2011**	**FY 2012**	
PERSONNEL, continued				
Certificated substitute teachers (total 25 days @ 105 per day)	2625	2625	2625	For teachers to attend E-STEM workshops and critical training
Hourly rate for certificated teachers to teach E-STEM extended learning opportunities	8320	8320	8320	4 hours a week for 16 weeks x $32.50
SUBTOTAL – Certificated Personnel	**10,945**	**10,945**	**10,945**	
SUBTOTAL – Certificated Fringe Benefits	**1440**	**1440**	**1440**	Calculation for determining employee benefits .1315
TRAVEL				
Conference expenses for teachers including registration, transportation, lodging, meals and parking NSTA Conference (3 teachers x 3 days)	6000	6000	6000	National Science Teachers Association regional conference; for teachers to increase knowledge and stay current
MCTM Conference (3 teachers x 2 days) registration, transportation, lodging, meals and parking	1200	1200	1200	Minnesota Council of Teachers of Mathematics; for teachers to increase knowledge and stay current
MnSTA Conferences registration, transportation, parking	1000	1000	1000	Minnesota Science Teachers Association conferences; for teachers to increase knowledge and stay current
Site Visits to exemplary programs	7500			For principal and facilitator to visit out-of-state schools that have full 1-to-1 technology in place to study security and implementation

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

HERITAGE E-STEM MIDDLE SCHOOL

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	FY 2011	FY 2012	
TRAVEL, continued				
National magnet conference/site visits registration, transportation, lodging, meals and parking (2 teachers x 3 days year one; 3 teachers x 3 days year two)	4000	6000	6000	For staff to visit out-of-state sites with related themes and share information on E-STEM (years two and three)
SUBTOTAL – Travel	**19,700**	**14,200**	**14,200**	
EQUIPMENT				
Project Lead The Way (PLTW): Purchase supplies for 3 PLTW Gateway to Technology modules (year one) and refresher modules (years two and three)	12,000	2,000	2,000	To develop the specialized technology/engineering program that will engage students in accelerated, challenging, high-tech engineering curriculum. Units are automation and robotics, design & modeling, and engineering & the environment,
Video conferencing equipment	20,000			Technology to support video conferences with NASA, the International Wolf Center, the Mayo Clinic and more
Televison Studio		8,800		Complete studio with computers, microphones, video camera and charging station to engage students in production and technology
300-gallon salt water aquarium		7,000		Front display to set the theme when one enters the school
School sign		30,000		Electronic scrolling display to advertise E-STEM events
SUBTOTAL – Equipment	**32,000**	**47,800**	**2,000**	

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HERITAGE E-STEM MIDDLE SCHOOL

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	FY 2011	FY 2012	
SUPPLIES				
Technology				
Promethean Activboards @3249 each 12 year one; 10 year two; 10 year three	38,988	32,490	32,490	One interactive whiteboard per classroom by project's end (school has or will purchase for remaining classrooms)
Promethean hardware	732	610	610	Brackets needed to install
MacBook Computers @$1300 each 64 per year	76,800	76,800	76,800	32 computers = one mobile cart in each house (6 houses in the school)
MacBook Cart/charging station @2000 each	4000	4000	4000	One cart per house to charge the MacBook computers and move from class to class
iPad 64 gb Mobile Technology @ $700 each 380 per year	266,000	266,000	266,000	One per student and teacher to put technology in the hands of everyone by third year
iPad covers @40 each 380 per year	15,020	15,020	15,020	To make iPads safe for students to use in the field and take home
iPad mobile charging station @2000 each 11 stations per year	22,000	22,000	22,000	Needed to charge and synchronize student iPads, load daily work
MacBooks for synching iPad carts @1200 each One per station/11 per year	13,200	13,200	13,200	So teacher can control content on iPads including applications, books, assignments, etc.
PLTW Gateway software annual subscription	Free	1,000	1,000	Required to be a Project Lead The Way site
Microsoft Office Suite 20-seat license @932 each	1864			Two licenses for software necessary to operate PLTW Gateway to Technology
PC computers required for PLTW laboratory 33 @1060 each	District provided		35,000	New lease on PLTW PCs
PC charging station			2,000	For computers in PLTW lab
PLTW Instructor PC	2,400			Recommended for instructor
Digital microscopes @1000 each	15,000	15,000	15,000	15 microscopes per for each of three 7/8 science labs

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HERITAGE E-STEM MIDDLE SCHOOL

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	FY 2011	FY 2012	
Microscope storage cart	1,000	1,000	1,000	1 cart per 7/8 science lab
Digital cameras @120 each, 25 per year	3,000	3,000	3,000	For students to use in class and in the field
Digital camcorders @300 each, 3 per year	900	900	900	Flip cameras for use in field study and classroom projects
Proscope digital microscopes	400	400	400	For science labs
Vernier Lab Quests with probes @1076 each Set of 30 per year	32,280	32,280	32,280	Mobile data gathering technology for use in field study
Telescope	2,200			To be mounted on school property for teacher/student use
ELMO document readers @2000 each	4,000	4,000	4,000	To display manipulatives and hands-on demonstrations (one per house by project's end)
iPod Touch @300 each 32 per year	9,600	9,600	9,600	For use in music and physical education classes and in the field
iPod Touch cart	2,500	2,500	2,500	Charging station
iPod Touch cases @10 each/ 32 per year	320	320	320	To protect iPods in the field
Weather Bug	1,500			Weather monitoring system to aid in study of meteorology
Digital scales @94 each	475	475	475	Needed for science labs
Vernier Photogate sensor 8 @45 each	360			Used to study moving objects (science lab, field)
Vernier soil conductivity 15 probes @95 each	1,425			Needed for greenhouse study
Dissolved oxygen sensor @209 each	209	209	209	For water testing
GPS units @200 each	2,000			For field use in orienteering
Cameras with sensors @200 each	400	400	400	For tracking wildlife at Dodge Nature Center
Bike generator @1310 each	1,310	2,620	1,310	Used to help students learn about energy
Bike 3-way panel	799			Used in energy study

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HERITAGE E-STEM MIDDLE SCHOOL

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	**FY 2011**	**FY 2012**	
Bike battery pack	549			Used in energy study
Bike combiner box			349	Used in energy study
Bike power pack			549	Used in energy study
Printer/scanner @800 each 2 each year	1600	1600	1600	One per house for teacher and student use to scan documents related to curriculum & projects and print for displays
Hallway display televisions @600 each	1,800	1,800	1,800	To display information, pictures, weather data, announcements and student work
SUBTOTAL – Technology	**524,631**	**507,224**	**543,812**	
Supplies – Inquiry Projects				
5th grade study materials for projects	1350	1350	1350	Waders, inflatable raft, storage bins, backpacks, field journals
Ice augers @210	210		210	For studies related to measuring pond ice and exploring beneath the ice
6th grade study materials for projects	1850	800	800	Convex lenses, Kidwind wind kits, solar kits, wind meters, heat lamps, Leyden jar, erlenmeyer flasks, density blocks, velocity tube, vacuum tube, handheld discharge electrode, viscosity demonstrator
Vacuum pressure station	250			For physics lab study
Van de Graaff generator	200			For physics lab study
Fundamentals of Physics		3720		Classroom set of books for supporting the physics curriculum

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ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	FY 2011	FY 2012	
7th grade study materials for projects				
Weed wrenches @200 each	1,000	1,000	1,000	Used in prairie restoration
Greenhouse kits @30 each	1,500	1,500	1,500	For classroom plant experiments
Materials for live traps @15 each	750	750	750	Animal monitoring at Dodge Nature Center
Metal storage box	800			To store prairie restoration tools on the Lilly property
8th grade study materials for pond water monitoring and reporting projects	1,536	1,446	1,446	Waders, inflatable raft, seine net, storage bin, dissolved oxygen kits, Accuvac dissolved oxgen test, water sampling bottles
Accuvac Nitrate Test @101 each	1,010	1,010	1,010	For use in local pond water monitoring/reporting
Accuvac phosphorus test @93.19 eac	931	931	931	For use in local pond water monitoring/reporting
SUBTOTAL – Inquiry Project Supplies	**11,387**	**12,507**	**8,997**	
Supplies – Other				
Salt water aquarium	1,629	1,629	1,629	One each for science labs
Stock for salt-water aquariums	1,000	1,000	1,000	Fish and organisms for the aquariums
Fresh water aquarium	750	750	750	Classroom study aquariums; one for each science lab
Fresh water fish	400	400	400	Fish and organisms for the fresh water acquariums
Salt-water fish for the display aquarium	1500	1500	1500	For front-entry display
Front terrarium conversion	200			Change an existing display area into a reptile enclosure

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HERITAGE E-STEM MIDDLE SCHOOL

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	**FY 2011**	**FY 2012**	
Green tree pythons	1600			For the reptile enclosure
Classroom animals and displays/cages for the six science labs/houses	6,000	6,000	6,000	For new animals and enclosures for animals studied in science classes
Printer ink	400	800	1200	Consumables for printer/ scanners
Jason Project: Energy, Ecology, and Geology 3 units @ $2500 each		7,500		Curriculum for grades 6-8 integrating digital and print content into inquiry-based instruction
Theme-related curriculum resources to support E-STEM curriculum	1,000	2,500	4,300	Books, applications, and media resources
SUBTOTAL – Supplies Other	**14,479**	**22,079**	**16,779**	
Supplies for Project Lead The Way (PLTW)				
Furniture for PLTW computer Lab	5780			Tables, chairs, presentation cart for PLTW computer lab
Shop furnishings and exhaust for PLTW Shop	16,137			Shop tables and stools and exhaust system recommended for PLTW Shop
Tools for PLTW Shop	2290			Miter saw, soldering irons, glue guns and tools for PLTW Shop
SUBTOTAL – Supplies Project Lead The Way	**24,207**			
Supplies for Engineering/ Building Projects				
Table Saw	1250			Needed to build raised bed gardens, benches, birdhouses
Two-speed planer	650			For building projects
Power drill	380			For building projects

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ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	**FY 2011**	**FY 2012**	
Router table	225			For building projects
Belt/disc sander	1500			For building projects
Disk grinder	300			For building projects
Building materials	3,000	3,000	3,000	Lumber, bolts and supplies for site projects
SUBTOTAL – Supplies for Building Projects	**7,305**	**3,000**	**3,000**	
CONTRACTUAL				
TIES computer training	2,400	2,400	2,400	Training teachers in new or relevant technologies
Dodge Nature Center (naturalist to work with staff and students)	44,400	46,400	48,400	Naturalist time for inquiry projects at school, at Dodge, and at undeveloped Lilly property
Journey North Training	2,500			On-site teacher training for interactive on-line inquiry curriculum/projects
Science Museum of Minnesota		21,000	21,000	One-week staff E-STEM Inquiry Training during the summer
Hamline University (three 1/2 day sessions)	5,200	5,200	5,200	Inquiry training at the school during regular Staff Development days
Installation of ActivBoards	6,000	5,000	5,000	To install new interactive whiteboards in classrooms
Technology Integrationist	50,000	51,000	52,000	To help teachers master all of the new technology; hands-on help in classrooms
Survey and increase wireless connectivity infrastructure	25,000			Cost to increase building bandwidth and infrastructure to support one-on-one computing throughout the building
Enclosed courtyard retrofitting for outdoor classroom	9,900			Doors and panic hardware to meet the State fire codes and make the school's enclosed courtyard safe for classroom use

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HERITAGE E-STEM MIDDLE SCHOOL

ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	**FY 2011**	**FY 2012**	
Project Lead the Way for mandatory training	District Providing	2,600	2,600	Fee for mandatory summer training
SUBTOTAL – Contractual	**145,400**	**133,600**	**136,600**	
OTHER				
Wilderness Inquiry Field Experience for 8th graders @$45 per student	7,200	8,100	9,000	Mississippi River canoe/river study
The Works field trip ($13 per student)	2,080	2,340	2,600	Hands-on engineering museum
Wolf Ridge Environmental Center 3-day trip @115 per student	19,000	20,700	23,000	7th grade field experience with 3 days of environmental classes and outdoor experiences
Eagle Bluff Environmental Learning Center 3-day trip @110 per student	18.500	19,800	22,000	5th grade environmental camp with outdoor learning and specialty classes
Theme-related field experiences	1,000	2,000	2,000	Admission to nearby sites
Office supplies	2,000	2,000	2,000	For mailings, printing letters, recruiting and follow-up
SUBTOTAL – Other	**49,780**	**54,940**	**60,600**	

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ITEM	FUNDS REQUESTED			EXPLANATION
	FY 2010	FY 2011	FY 2012	
TRAINING STIPENDS				
Extra hourly pay for teachers for summer Inquiry Training 24ppl x 40hrs x $32.50		31,200	31,200	Additional inquiry training at the Science Museum of Minnesota for one week in August
FICA/TRA		4,103	4,103	For training stipends
SUBTOTAL – Training Stipends		**35,303**	**35,303**	

SUBTOTAL -DIRECT COSTS	**1,033,937**	**1,041,528**	**1,037,466**	
INDIRECT COSTS	**67,413**	**67,908**	**67,643**	@6.52%
TOTAL	**1,101,350**	**1,109,436**	**1,105,109**	

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
Magnet Schools Assistance Program

PILOT KNOB STEM SCHOOL

Item	FY2010	FY2011	FY2012	Explanation
Personnel Site Magnet Resource Teacher (1 FTE)	**$62,000**	**$63,860**	**$65,776**	To monitor and coordinate the program, including staff development, challenge plan, recruitment, liaison to partners, give tours, maintain budget, parent involvement and education, evaluation of the program, support staff in science, math and engineering curriculum integration, collecting and reporting data.
FICA/TRA and benefits for site magnet resource teacher:				Calculation for determining employee benefits is average health/dental premiums plus 13% of salary for licensed staff for FICA and TRA.
FICA	4481	4615	4754	
TRA	3221	3318	3417	
Subtotal	**$7702**	**$7933**	**$8171**	
Health	8530	8530	8530	
Dental	360	360	360	
Life	54	54	54	
LTD	234	234	234	
403b	600	600	600	
FTE Fringe Benefits Subtotal-	**$9778**	**$9778**	**$9778**	
Monthly curriculum integration- on site by grade level (sub rate $105 x 18 teachers per ½ day for 10 months)	$9450	$9450	$9450	Work in professional learning communities to develop and integrate curriculum to reflect STEM theme while addressing all MN state standards
FICA TRA (x.1315)	$1250	$1250	$1250	
Subs for workshops/site visits (63 days)	$6300	$6300	$6300	Coverage for all conferences and site visits
FICA TRA (x .1315)	$830	$830	$830	
Teachers for after- school STEM extension programs	$6240	$6240	$6240	Two days a week, four teachers for special-interest extension classes – transportation covered by district (3 hours for 16 weeks x $32.50)
FICA TRA (x.1315)	$825	$825	$825	

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)
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PILOT KNOB STEM SCHOOL

Spring School				District provides
Summer School				District provides
Total Personnel	**$104,375**	**$106,466**	**$108,620**	
Travel Engineering is Elementary workshop 3-days Boston MA	$ 2000			Site Magnet Resource attendee: Airfare: $400, hotel $900, workshop $400
NSTA Conference (3)	$6000	$6000	$6000	Fall conferences: Nat'l Science Teachers Assoc. (3x 400 airfare, 3x 900 hotel, 3x 500 conference)
MCTM Conference (3)	$1500	$1500	$1500	Duluth, MN- MN Council of Teachers of Mathematics conference
TIES conference (3)	$1100	$1100	$1100	Local 2 day conference for technology x$200 held in December
Local Site Visits (20)				Coverage arranged by staff/admin after school
Conference Magnet Schools/site visits	$7500	$7500	$7500	Site visits included and presentations by our staff at conference ($600 x3 conference, 3x 400 airfare, 3 x 900 hotel)
Total Travel	**$18,100**	**$16,100**	**$16,100**	
Staff Dev andTraining				
Inquiry Training compensation 27ppl x 40hrs x $32.50 (year two 29 ppl, year three 32 ppl)	$35,100	$37,700	$41,600	All classroom teachers and specialists receive 40 hours (1 week) summer inquiry training at Science Museum MN
FICA TRA	$4615	$4958	$5470	
Monarch Training staff (7 hours during district staff development hours)				District contribution
Technology Integration training				Provided during staff designated staff development days
Professional library and digital media collection	$4,000	$1500	$2500	Correlated to professional training and understanding of STEM
Total Staff Training/Development	**$43,715**	**$44,158**	**$49,570**	
Equipment				
One mobile Laptop LabCart		$43,292		Locking 30-Unit Laptop Recharging Cart with 30 student laptops
Promethean Activboards	11 x $6260 = $68,860	6x $6260 = $37,560	3x 6260 = $18,780	Every classroom will have students using and learning from Activboards

PILOT KNOB STEM SCHOOL

Inquiry Area Display Substrate	$9000			Student products displayed around school fabric/laminate product
Total Equipment	**$77,860**	**$80,852**	**$18,780**	
Supplies				
Science Lab				Existing classroom adapted
Lab Tables (8 x $400)	$3200			Accommodates 32 students
Demo Table	$500			Teacher demonstration area
Stools (32x $45)	$1440			
Tote tray cabinet	$2100			To hold student supplies for daily labs
Glass display cabinets for Collectors' Corner Trading Museum	$3000			All students will be encouraged to investigate and research natural artifacts, write reports about their findings and then can earn points to trade for other artifacts.
Trading Museum Artifacts	$500	$500	$500	Natural artifacts such as shells, sand specimens, rocks, crystals and minerals to be used for teaching and traded in Collector's Corner Museum
Storage for Science and Engineering Kits	$5000			Large enough to accommodate Foss and Engineering bins
Computer digital microscopes (set of 15) QX5 school edition and curriculum guide		$4400		Students will be able to examine and research objects under varieties of magnification
Pro-scope digital microscope for teaching	$400			Set of four different magnifications to be used with Activboards and laptops
Appliances	$2500			Sanitizing lab ware, student lab coats, refrigerating and storing perishable biological supplies and experiments requiring temperature gradients.
Lab Coats (50 x $10)	$500	$250	$250	Student use for science lab in a variety of sizes.
Commercial grade hot plate	$200			Used for heating during science experiments
Live animals and habitats	$3000	$300	$300	Includes terrariums, substrates, live specimens and necessary supplies
Incubators (2)		$750		For use with classes studying life cycles
Bug catchers/viewers		$300		Portable magnifiers and nets to be used in arthropod study
Petri dishes	$100	$150	$200	Disposable Containers to examine and isolate specimens for study
LCD Projector	$1500			

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PILOT KNOB STEM SCHOOL

Glassware	$400			
Balances	$500			Single arm balances for accurate measurement
Goggles	$400			Safety eyewear for student use
Miscellaneous student and curricular supplies	$1000	$1000	$1000	Posters, models, and misc. student materials such as scissors, adhesives and other classroom supplies for science lab
Subtotal science lab:	**$26,240**	**$7650**	**$2250**	
Materials:				
FOSS kits				District contribution
Engineering is Elementary (5 kits per year x $350)	$1750	$1800	$1900	Refurbishing of kits provided by district
Monarch project materials	$1500	$1500	$1500	School wide inquiry designed to differentiate learning for all students using inquiry. This program designed by the University of Minnesota.
Non-fiction and digital media student Library collection	$9000	$9500	$10,000	Includes literature and digital media from National Geographic and other publishers to enhance our STEM curriculum
Hands-On Equations	$750	$750	$750	A pre-algebraic curriculum which will be used by our Lockheed Martin math mentors and classroom teachers grades 2-4.
Quarterly All-School Inquiries	$600	$700	$800	Supplies for the entire student body to encourage inquiry process as experiments to be completed outside of school. Examples include solar beads, miniature magnets, water polymers
Science Journals	$300	$360	$430	A journal for each student to learn the scientific methods of predicting, planning, observing and reflecting.
Seeds/soil		$100	$300	To be used by students in our outside garden area.
Building and designing materials for students (Legos, K'nex, blocks)	$2000	$2000	$2000	To be used during STEM Choice time each week and with the after-school program.
Supplies for STEM Choice time (20 teachers x $300 per year)	$6000	$6000	$6000	Each teacher in the building will have a $300 annual budget to purchase supplies for their STEM Choice classes, which may include designing robots, floatation devices, animal studies, landforms, etc.

StarLab canister upgrades			4 x $1500 = $6000	Used with our portable planetarium. New canisters show constellations as seen by cultures around the world, and different seasons of the night sky.
Subtotal materials	**$21,900**	**$22,710**	**$29,680**	
Technology				
Classroom:				
Presentation work stations	16x $500 = $8000	$1000	$1500	The presentation work stations are shelving units (frequently on wheels) where the various pieces of equipment a teacher would use for presentations involving a projector are kept. There is a place for a computer. Typically there would be a document camera. They are wired so all the equipment has a convenient place to plug in. There can also be storage cabinets for classroom cameras, Pro Scopes etc.
ELMO document cameras	5 x $650 = $3250	$1300	$1950	One per grade level first year, additional to specialists in year 2 and 3
Video flip cameras (10)		$2000		Set of 10 portable video cameras to be checked out by students for small group video projects
iPad for teaching staff (27x $700, + 2, +3)	$18,900	$1400	$2100	64 gb
iPad class cart set three sets for (K-4), adding carts in year 3 so all 3rd and 4th grade students have use of an iPad (carts: 30x $700)		$63,000	$84,000	64 gb Year 2: 3 class sets and Year 3: 4 additional class sets
Charging stations per class set ($2000 each)		$6,000	$8,000	Portable stations on wheels for recharging class iPad sets
iPad covers $40 each	$1080	$3680	$4920	Year one: 27, yr 2: 92, yr 3: 123
Digital student cameras ($150 per camera)	$2700	$1500	$3000	Year one: one per classroom, year 2 and 3: class sets available to check out for group projects
Flashdrive memory cards $10 each	$3000	$3500	$4000	One per student
Subtotal classroom tech:	**$36,930**	**$83,380**	**$109,470**	
Studio:				Video conferencing is used to allow people to communicate with a classroom

				from a remote location. This communication is two-way. There is also a camera in the classroom so people presenting lessons can see and hear their audience. NASA and The Minnesota Wolf Center, as well as many others, offer video conferencing classes for grade school students.
Video cameras		$1500		
Still camera & lenses		$2500		
Recording media		$500	$500	
Tripods		$500		
Lights & stands		$1000		
Microphones		$300		
Worktables		$1000		
Green screen	District provided			
iMacs (2)		$1500		
Server (Apple xserve)		$3000		
Hard drive (Apple Time Capsule)		$300		
Photo printer		$1000		
Ink & paper		$2500	$2500	
Paper trimmers/supplies		$1000		
Video Conferencing system			$5000	
Large Screen display for entrance	$1000			
Subtotal Studio:	**$1000**	**$16,600**	**$8000**	
Art Room:				
HP compact photo printer	$100		$100	
Canon Pixma Pro9000	$525			
Ink for canon printer	$150	$200	$250	
Ink for HP printer	$25	$40	$50	
Canon EOS 50DSLR camera	$1150			
Wacom digital tablet (25)	$85x25 = $2585			
Animationish software site license	$4000	$4000	$4000	
Subtotal Art:	**$8535**	**$4240**	**$4400**	
Total Supplies:	**$94,605**	**$134,580**	**$153,800**	

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PILOT KNOB STEM SCHOOL

Contracted Services:				
Building:				
Installation of Activboards $350 x 11 (+6, +3)	$3850	$2100	$1047	
Plumbing/venting of science lab sinks and necessary adjustments	$3000			
Electrical upgrades science lab	$1200			For heating and cooling appliances
Site Survey and expanded (band width) access points			$15,000	To accommodate additional iPad and studio technology usage by students
Staff Development:				
Inquiry Training (40 hours)	$21,700	$22,351	$23,021	Science Museum MN (SMM) 3 FT staff provide inquiry training at SMM
Monarch Training U of M (7 hours)	$700	$700	$700	All –school project to kick-off year differentiated projects by grade level
FOSS kit training by SMM (each grade level two half day training)	$5000	$5000	$5000	Staff to be instructed on methods to incorporate the Science House resources with our new FOSS science kits
Hands-On Equations training	$400	$1200	$400	Algebra program
Engineering is Elementary training – one teacher per grade level		$2000	$2000	Workshop fees
Quarterly STEM residency for students school-wide	$4000	$4000	$4000	Provided by SMM, The Works, Lockheed Martin, Bell Museum
Differentiation/Technology Integration Coordinator (.75 contracted)	$40,000	$41,000	$42,000	Provide instruction, support, leadership and be a resource to staff and students as they learn to integrate new technology 30 hours a week
Total Contracted Services:	**$79,850**	**$78,351**	**$93,168**	
Other:				
Signage	$40,000			Digital message board- pylon sign
Display Cabinets front	$3000			
Gear Directory Project	$500			Student-designed directory supervised by art teacher
Theme related field trips		$3000	$3000	Transportation provided by district. Field trips include trips to The Works engineering museum, Bell Museum and

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PILOT KNOB STEM SCHOOL

				Science Museum of MN
Total Other	**$43,500**	**$3000**	**$3000**	
Subtotal Direct Costs	**$462,005**	**$463,507**	**$443,038**	
Indirect Costs (6.52%)	**$30,123**	**$30,221**	**$28,886**	
TOTAL	**$492,128**	**$493,728**	**$471,924**	

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MORELAND ARTS & HEALTH SCIENCES MAGNET SCHOOL

ITEM	FY 2011	FY 2012	FY 2013	EXPLANATION
PERSONNEL				
Magnet Facilitator .5	$30,000	$31,000	$32,000	Responsible for integration of school theme across the curriculum; assure alignment of curriculum with state standards; planning and scheduling SD; ordering and organizing materials and equipment; recruiting and scheduling community presenters; designing and assisting with assessments; parent and community outreach and education related to program implementation and support; identifying instructional specialists to consult on components of program.
.5 Fine Arts Integrationist	$30,000	$31,000	$32,000	Responsible for integrating the arts across the curriculum
.3 Physical Education Teacher	$17,869			Additional hours to bring .7 PE teacher to 1.0 for health sciences integration and project coordination.
Certified hourly teacher rate for professional development outside of the school day	$42,900	$50,050	$42,900	At $32.5/hr *Year 2- will require 10 additional hours of summer training for a total of 40 hours. (22 teachers with Facilitator, 30 additional hours each during school year and 30* more during the summer.)
FICA TRA (x.1315)	$1250	$1250	$1250	
Monthly curriculum integration by grade level substitute rate $105 per teacher.	$11,550	$11,550	$11,550	Work in Professional Learning Communities to develop and integrate curriculum to reflect fine arts and health sciences theme while addressing all MN State Standards.
FICA TRA (x.1315)	$1250	$1250	$1250	
Substitutes for workshops/site vistis (22 days at $105)	$2,310	$2,310	$2,310	State content specialist workshops and site visits.
FICA TRA (x.1315)	$1250	$1250	$1250	
SUBTOTAL FRINGE BENEFITS	$37,280	$45,476	$49,303	Calculation for determining employee benefits is average health/dental premiums plus 13% of salary for licensed staff & 15% for non-licensed staff.
SUBTOTAL PERSONNEL SALARY/CONTRACT	**$175,659**	**$175,136**	**$173,813**	

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CONTRACTED SERVICES				
Stages Artist in Residence	$3,500	$3,500	$3,500	This person will work on-site to help teachers incorporate theatrical techniques in to everyday curriculum. These activities will be based on MN State Standards and will strengthen skills in the areas of reading, social studies, math, and science.
Stages Fully Produced After School Musical			$20,000	Stages will produce a musical on site. They will teach staff members the process so that that we can be self-sufficient in the future.
.5 FTE Technology Integrationist/Differentiation Coach	$25,000	$26,500	$28,045	This person will work with staff to integrate technology into to all areas of teaching and learning. Model use and provide feedback to classroom teacher.
.2 String Instructor	$6,000	$6,000	$6,000	This person will provide an introduction to the stringed instruments as well as provide instruction.
Picturing Writing Trainer	$7,700		$7,700	Picturing Writing is a dynamic art-and-literature based approach to writing that will meet the needs of students with diverse learning styles.
Image Making Within the Writing Process Trainer		$7,700		These innovative approaches give children access to visual and kinesthetic as well as verbal modes of thinking at each and every stage of the writing process.
WittFitt Trainer (2.5 hours)	$850			Teacher training is designed to meet the needs of each teacher based upon the unique classroom environments, student needs & school/district standards. During the training they will occur all aspects of integrating the **stability balls** into the classroom: from inflation and sizing, to the lessons and implementation strategies.
Opera for the Young	$1500	$1500	$1500	Opera By Design (1 ½ day residency)
Ordway Residency ($750 x 3 grade levels)	$2,250	$2,250	$2,250	Theater arts learning opportunities for grades 2-4 (see attached letter)
Technology Wireless Upgrade		$15,000		Survey and increase wireless connectivity infrastructure
Installation of ActiBoards/ActivSound	$8,302	$4,410	$1,556	To help install devices in classrooms
Responsive Classroom1 ($695x4 teachers)	$2,780			RC1 is a prerequisite for the Building Academics Through the Arts training.

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Building Academics Through the Arts @ $695x22 teachers)		$15,290		BACTA is a weeklong workshop for teachers to practice ideas for integrating storytelling, drawing and other visual art-making, casual singing, movement, and poetry into the learning day.
Inquiry Training Through Hamline	$4,500	$3,000	$3,000	Teachers will gain an understanding of the features of classroom inquiry and how to implement inquiry-based instruction in to their classroom.
The Great Body Shop Basic Teacher Orientation (Full Day) *GBS*	$900			Trains teachers how to implement THE GREAT BODY SHOP curriculum. Provides an in-depth overview of the curriculum, including demonstration lessons, active participation in activities, and how to use the curriculum effectively in the classroom.
GBS Coordinated School Health Training (half day)		$600		Trains district staff how to implement THE GREAT BODY SHOP Coordinated School Health Program. Provides an in-depth overview of GBS curriculum and the CSH Kit. Includes demonstration lessons, active participation in activities, and scheduling of monthly school-based wellness activities.
GBS Follow-Up Training (half day)			$600	This workshop offers an opportunity for teachers to come together after teachers have taught several of **THE GREAT BODY SHOP** lessons to share successes and problem solve implementation challenges. Participants will explore cross-curricular applications, examine new curricular strands and identify strategies for enhancing the instructional experience.
Perpich Center for the Arts Teacher Training	$1,200	$1,200	$1,200	This training teaches staff members to incorporate arts infused themes in to their every day curriculum while meeting the MN State Standards.
Young Audiences of Minnesota @ $1,700 per residency	$6,800	$6,800	$6,800	These residencies will cover various arts, music, dance, and written art from around the world. They will work with students once per quarter.
SUBTOTAL CONTRACTED SERVICES	**$71,282**	**$93,750**	**$82,151**	

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TRAVEL				
Conference expenses for teachers including registration, transportation, lodging, meals, and parking, and site visits to other schools/programs				Site staff travel to attend specialized conferences, seminars and other training programs relevant to Arts & Health Science programs for elementary schools
MN Music Teacher Assoc. Convention (x2 staff members @ $160)	$320	$320	$320	Allows staff to visit other Arts & Health Science schools
Art Educators of Minnesota conference (x2 staff members @ $400)	$800	$800	$800	The AEM Fall Conference is held annually in early November. This great event provides a quality professional development opportunity for art educators across Minnesota. The conference offers two wonderful keynote speakers, a wide variety of workshops for teachers of all levels, off-site tours and hands-on workshops, exhibitors of art supply and education materials
Conference Magnet Schools/site visits (x2 staff members)	$7,500	$7,500	$7,500	Site visits included and presentations by our staff at conference ($600 x3 conference, 3x 400 airfare, 3 x $900 hotel)
MN National PE Conference (x2 staff members @ $200)	$400	$400	$400	Teachers will utilize strategies of differentiated Instruction, they will be given ideas for international games, assessment, gymnastics, challenge activities, dance, curriculum, and learn to incorporate PE and Technology—ex. Promethean Boards in the gym.
SUBTOTAL-TRAVEL	**$9,020**	**$ 9,020**	**$9,020**	

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MORELAND ARTS & HEALTH SCIENCES MAGNET SCHOOL

EQUIPMENT –				
Performing Arts				
1 Portable Stage			$20,730	This includes handrails, a 3-step platform, and move-and store carts.
Vinyl Tack Boards	$9,000			Student products displayed around school fabric/laminate product
SUBTOTAL-PERFORMING ARTS EQUIPMENT	***$9,000***	***$0.00***	***$20,730***	
Health Sciences				
Indoor Walking Track	$25,000			It will encircle the building on an existing indoor corridor. This will b utilized by the community as well. We will use this to integrate movement and math.
SUBTOTAL-HEALTH SCIENCES EQUIPMENT	***$25,000***			
SUBTOTAL-ALL EQUIPMENT	**$34,000**	**$0.00**	**$20,730**	

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SUPPLIES				
Technology				
Promethean ActivBoards	10 x $6260= $62,600	4 x $6260= $25,040		Every classroom will have students using and learning from ActivBoards
ActivSound @ $1,756	8 x $1,756= $14,048	6 x $1,756= $10,536	4 x $1,756= $9,336	Every classroom will have enhanced sound via speakers placed in the ceiling. Students will have the option of using a handheld microphone as well.
1 iPod cart	$11,960			Will include 30 iPod touches along with iPod cart.
iPod covers @ $10	$300			Protective covering to keep iPods clean and dry
Mobile Computing Devices @ $500	$21,000	$63,000	$63,000	Year 1-iPad for staff members. Year 2-ipads for all 3rd graders. Year 3-ipads for incoming 3rd graders. (By the end of year 3 all students at two grade levels will be doing one to one computing)
Protective Covers for Mobile Computing Devices @ $40	$1,680	$5,040	$5,040	Protective covering to keep mobile computing devices clean and dry
15 digital cameras @ $89.99	$1,350	$1,350	$1,350	Cameras will be used for classroom projects
5 Tripods @ $14			$70	Tripods will be used for classroom projects
15 flash memory cards @ $9.97	$150	$150	$150	To store camera memory
15 flip video cameras @ $129.99	$1,950	$1,950	$1,950	To be used for classroom projects
5 Flip Camera Tripods @ $14.99		$75		To be used for classroom projects
iPad carts @ $3000		$9,000	$9,000	Will be used by teachers to upload, download, and sync iPads
iMac 18 @ $1,200			$21,600	iMacs will replace current pc's in our computer lab
SUBTOTAL-TECH SUPPLIES	***$115,038***	***$116,141***	***$111,496***	

MORELAND ARTS & HEALTH SCIENCES MAGNET SCHOOL

Performing Arts				
32 Keyboards @ $374		$11,968		Yamaha P70 Digital Piano has76 full-size keys with touch response. Includes a large selection of realistic voices and Your Tempo mode that lets you learn to play at your own pace. Features built in recorder and built in multi-track sequencer can store up to five performances at a time
32 Keyboard tabletop stands @ $81		$2,592		An extremely strong stand that is fully adjustable. Recommend use with Yamaha P70 Digital Piano
32 Keyboard benches @ $32		$1,024		An all purpose bench for keyboard
1 LC3 Music Lab		$3,000		Piano lab base unit for students and teacher to be synced together
LC3 expansions @ $1,699		$3,398		This expansion kit offers music educators an intuitive, flexible way to teach a group of students all at once, one-on-one, or split into smaller groups
5 Jamtown Percussion sets @ $223.80			$1,119	Grade level sets of percussion instruments
5 Scarf and CD sets @ $55	$275			Grade level set of scarves/CD for movement
5 Scarf Mini set @ $22.60	$113			Additional scarf set to bring scarf number to 32
1 set Wenger flipFORMS *Shipping			$2636 *225	Seated or standing platform for students. flipFORMS can transfer into whatever shape you need. They so wherever you need them. The pocket molded hand grips, easy moving recessed wheels, and lightweight design make it easy to flip them up or roll them away.
1 set Wenger footnotes *Shipping			$392 *$75	Kids learn notation when it's this much fun! Walk, jump, or dance. This rug is stain and moisture resistant, rolls up for easy storage and is action-backed to resist skidding. Includes activity book.
32 Alfred Bas. Piano Book1 @ $9.95		$319		Students books to be used during music instruction time
32 Alfred Bas. Piano Book2 @ $9.95		$319		Students books to be used during music instruction time
32 Alfred Bas. Piano Book3 @ $9.95		$319		Students books to be used during music instruction time
10 ½ Size Violins @ $191		$1,910		Violins for students to play during instruction time

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10 ¾ Size Violins @ $191		$1,910		Violins for students to play during instruction time
15 Replacement Strings @ $20		$300	$300	Replacement strings for violins
20 Kun Chin Rests @ $24		$480		This rest is adjustable in three directions, and the end members are fitted with a patented locking device to ensure that it will never touch the instrument
15 Music Stands @ $65.33		$980		Stands for students to place sheet music on
Music Purchases		$1,500		Teacher will need to purchase music for students to play
32 Student String Books @ $9.00		$288		Student books to be used during stringed instrument instruction
SUBTOTAL-PERFORMING ARTS SUPPLIES	***$388***	***$30,307***	***$4,747***	
Media Arts				
Kiln	$1,587			To be used for art projects
Display Shelves @ $2,415	$2,415		$4,830	Glass cases to display student art work
Color Printer		$599		To be used for digital media projects done by students
*1 Ink/Toner Cartridges (4)		$537		*1 cartridge at $174.99/3 cartridges at $120.99
Fully supplied art kit (2 per grade level)	$5,000	$5,000	$5,000	Art supplies for teachers to utilize with the Picturing Writing model
Art Supplies for Art Teacher	$3,600		$3,600	Supplies for our art specialist to use with students
Kidspiration Site Lic.		$687		Software that gives students a way to visually explore and understand words, numbers, and concepts
SUBTOTAL-MEDIA SUPPLIES	***$12,602***	***$6,823***	***$13,430***	

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Health Science				
8' x 20' MagnaWall	$4,449			This climbing wall is magnetic allowing PE teacher to use cross-curricular activities including literacy and math
400 Pedometers @ $2.00	$800		$800	Students will wear pedometers to track their mileage around the school building as well as for theme related inquiry projects.
32 PolarTech Heart Rate Monitors @ $156.25			$5,000	These heart rate monitors are simple enough to use with children, yet sophisticated enough to collect crucial exercise data. Developed specifically for PE with extensive feedback from physical educators.
Wii Fit Student Package			$5,837	This will provide a class set of Wii Fit devices for the physical education teacher. These devices are industrial strength and meant specifically for multiple uses per day.
400 Witt Fitt Stability Balls	150 @ $28= $4,200	150 @ $28= $4,200	100 @ $28= $2,800	Stability balls in the classroom will help with improving posture, enhancing attention and concentration, improving learning through movement, and by incorporating wellness into the school day. They also promote "active sitting"- with little to no disturbance, improves blood flow to all parts of the body, especially the brain, strengthens core (postural) & back muscle groups, and improves balance and coordination. They are also customized to fit the individual
Teacher Stability Balls	15 @ $32= $480	10 @ $32= $320	5 @ $32= $96	Teachers stability balls offer the same benefits as student stability ball but are custom made for adults. Sizes are still customized to fit the individual
1 Air Compressor	$175			This is used to inflate the stability balls
450 teacher and student water bottles @ $1.20	$540			Used to hydrate students and teachers throughout the day while increasing oxygen and blood flow to the brain.
Magiscopes @ $625 (5 per grade level)	$3,125		$3,125	A simple, tough, and versatile microscope that could be used indoors or out, on everything from slides to rocks

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All About Me Slide Set (2 sets per grade level=10) @ $38	$380		$380	Slides to be used with magiscopes. These slides contain samples or various items that make up the human body.
Hang Up Skeleton Model		$395		Made of bonelike plastic material and articulated to show normal posture, its extremities are removable for individual study. The skull has 32 teeth and a spring-held jaw. this human skeleton model comes with an identification key and *Human Anatomy Manual*.
Human Body Torso Model			$525	Twelve-part miniature torso has removable head that opens to show internal structures, including detailed, removable half brain. Front portions of both lungs are removable, exposing pulmonary vasculature and respiratory airways (right lung) and general appearance of internal tissue (left lung). Other features include removable 2-part heart with valves and vascular connections, liver with gallbladder, and stomach. Intestinal assembly includes small and large intestines and pancreas. Mounted on a durable polymer base.
Growlab 3-Tier, 6 Bulb (2 @ $943.50)		$1,887	$1,887	GrowLab is ideal for larger projects or crowded classrooms. Fixtures give ample light to grow seedlings and vegetables to maturity indoors.
The Great Body Shop Curriculum-	$2,960	$1,925	$2,255	Yr 1-includes 15 teacher manuals + 320 student & parent monthly magazines. Yr 2 – 350 student/parent monthly magazines. Yr. 3 – 410 student/parent monthly magazines.
Fitness Cart	$2,000	$2,000	$2,000	The Fitness Cart is designed to bring health, nutrition, and physical education into the classroom. The cart provides general education classroom teachers with product and easy-to-use activity guides to teach nutrition and healthy eating in addition to physical activities including cardio, core strength, bone strength, and flexibility.
SUBTOTAL-HEALTH SCIENCE SUPPLIES	***$19,109***	***$10,727***	***$24,705***	

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LIBRARY/DIGITAL MEDIA MATERIALS				
Theme Related Teacher Resources	$250			Teacher resources related to the arts and health sciences. These resources will assist teachers in the implementation of theme related activities
Health Science Related Student Books/Digital Media	$1,750			Book and digital media related to health sciences. These items will be used by students
Arts Related Student Books/Digital Media	$1,750			Books and digital media related to the arts. These items will be used by students
Theme Related Dvd's		$667		Dvd's to be used with curriculum
Guided Reading Theme Related Books/Digital Media	$3,500	$3,500	$1,500	Theme related books to be used during the guided reading portion of our balanced literacy program.
Guided Reading Supplies	$1,000			Shelves, book baskets, labels, etc.
Mobile Device Applications and Digital Media	$1,500	$2,500	$5,000	Educational applications including digital curricular materials for the mobile computing devices
SUBTOTAL-LIBRARY DIGITAL MEDIA	***$9,750***	***$6,667***	***$6,500***	
SUBTOTAL-ALL SUPPLIES	**$156,887**	**$170,665**	**$160,878**	
OTHER				
Minnesota Orchestra Field Trip (400 tickets @ $6.00)	$2,400	$2,400	$2,400	Students will visit the MN Orchestra Hall to experience various performances
Ordway Field Trip (400 tickets @ $3.00)	$1,200	$1,200	$1,200	Students will see Terrance Simien and the Zydeco Experience at the Ordway in year one. Future performances are to be announced.
SUBTOTAL-OTHER	**$3,600**	**$3,600**	**$3,600**	
SUBTOTAL – DIRECT COSTS	**$450,448**	**$452,171**	**$450,192**	
INDIRECT COSTS	**$29,369**	**$29,482**	**$29,353**	@6.52%
TOTAL	**$479,817**	**$481,653**	**$479,545**	