



Minnesota Principals Academy

UNIVERSITY OF MINNESOTA
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ACTION LEARNING PROJECT CONFERENCE
FERGUS FALLS & STAPLES COHORTS
JUNE 2019

OVERVIEW

- The presentation numbers indicate room numbers 1-7.
- One page ALP summaries will be available online at z.umn.edu/mnpa.)

MORNING

Welcome: 8:30-8:45**Keynote: 8:45-9:45**

Peter Brown

Session A: 10:00-10:20

1. Technology Staff Development
2. Character Education at the Core
3. Addressing Chronic Absenteeism
4. Program Implementation and Evaluation: Dream Box
5. Daily Collaborative Teacher Planning Time
6. Check In, Check Out: Reducing Behaviors at Challenger Elementary

Session B: 10:30-10:50

1. Creating Data Users to Enhance PLC Development
2. Reading Success For All
3. Family Engagement: Creating Connections
4. Student Engagement
5. Preparing Students for Success through Specialized Sixth Grade Strategies
6. Social Emotional Learning for All

Session C: 11:00-11:20

1. Brainerd Principal Evaluation and Stakeholder Survey
2. Keep Calm and Collaborate!
3. Grading for Learning K-8
4. Junior High Performance
5. The Efficacy of the DLHS Freshman Seminar Program
6. Grades with Meaning
7. Effective Use of Formative Assessments and Progress Monitoring for Reading Instruction and Intervention

Session D: 11:30-11:50

1. Demonstrating Progress through Video Portfolios
2. Academic Parent Teacher Teams (APTT): Cultivating Authentic Family School Partnerships
3. Tackling Tardies at NYMHS
4. Data Warehousing and MTSS Effectiveness Revisiting the Block
5. Literacy Leadership to Build Systematic Collaboration, Reflection, and Refinement of Literacy Instruction
6. Revisiting the Block
7. Technology Integration and Student Engagement

AFTERNOON

Lunch: 12:00-1:00**Session E: 1:00-1:20**

1. Informal Relationship Building and Effects on 9th Grade Performance
2. A Standards Based Learning and Grading Journey
3. Improving Teacher Practice with Learning Sciences International
4. Can Middle School Advisory Change the World?
5. Flexible Learning Program: Ability to Provide Students What They Need
6. Aligning Stakeholders to Reclaim Space for Education-Based Athletics
7. High-Quality Professional Development for New Staff

Session F: 1:30-1:50

1. Teaching Resiliency with Secondary Students
2. This Is Us: Creating a Vision for Culture
3. High Poverty / High Expectations
4. Social Emotional Learning: Essential for Students and Staff
5. School-Wide Social Skill Instruction and Measurement... Was It Worth It?
6. Teacher Formal Evaluation Revision in ISD 186
7. Are Early Interventions Having a Lasting Impact?

Session G: 2:00-2:20

1. Third Grade Math Club
2. Standards Based Grading
3. Is a Grade Level Problem Solving Process the Best Model for MTSS Implementation?
4. Systemic Academic Interventions at Brainerd High School
5. Implementation of Family Guided Routines Based Intervention
6. How We Learn

Session H: 2:30-2:50

1. Developing Developmental Relationships
2. The I.S.S. Room: "Interventions, Support and Success"
3. Advisory Program Implementation at Minnewaska Area High School
4. Implementing a College and Career Readiness Program for Non-Traditional College Bound Students

WELCOME



Welcome to the culminating event of the Minnesota Principals Academy: the Action Learning Project Conference! Over 70 school leaders from the Fergus Falls and Staples Cohorts have been deeply engaged in ongoing professional learning for the past two years using the National Institute of School Leadership's Executive Development Program tailored for Minnesota educators at The University of Minnesota. This professional learning is made possible through generous funding from the Minnesota Legislature, the Minnesota Department of Education, The University of Minnesota, Sourcewell, Lakes Country Service Cooperative, and the local school districts of all of the participants. We are so excited to be able to share the outcomes of the work that participants have been doing surrounding a self-identified 'problem of practice' in their settings. Participants have read research, collaborated with colleagues, developed strategies, evaluated progress and are prepared to share today what they have learned.

Katie Pikel, EdD

Director, Minnesota Principals Academy

KEYNOTE

**Peter Brown**

A best-selling writer and novelist living in St. Paul, Minnesota, and retired from a career as a management consultant, Peter Brown is the author of five books. His work has appeared in national and international publications including *The New Yorker*, *The New York Times*, *Times of London*, *Toronto Globe*, *Salon.com*, and *American Public Radio*. Brown wrote *Make it Stick, the Science of Successful Learning* (Harvard University Press, 2014) with two cognitive scientists at Washington University in St. Louis, Henry L. Roediger and Mark A. McDaniel. The collaboration joined empirical research with the arts of storytelling and metaphor to engage a broad audience in the emerging science of how we learn and remember, and the implications for how we spend our time. *Make it Stick* has received international acclaim.



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Session Descriptions

SESSION A: 10:00-10:20

Room 1: Sarah Porisch

Technology Director, Brainerd Public Schools

Technology Staff Development

This Action Learning Project implemented a systematic approach to identifying the need for and implementing technology staff development. As educational technology and devices become an integral part of teaching and learning, the need to ensure a systematic and verifiable technology staff development program becomes ever more important.

Room 2: Sarah Suchy

Principal, Minnewaska Area Elementary and Intermediate

Character Education at the Core

Often we hear adults talking about “kids these days” when referring to how students behave in social settings. We also recognized a lack of consistent core instruction along with a rise in risk assessments with our K-6 student population. Troubled by all this, our Leadership Team worked together to focus on Star Qualities we thought were vital to students being able to learn life skills to cope with the world around them and demonstrate success in any environment. My presentation will focus on the history of the project, the beginning steps we are in and how we plan to carry out Character Education at the core in each classroom.

Room 3: Josh Haag

Assistant Principal, Moorhead High School

Addressing Chronic Absenteeism

Student absenteeism is a problem that is faced by almost every school across the country to some level. Regardless of definition or reason for absences, gone is gone. Any time a student is missing class, it takes away the opportunity to learn. The goal of my project is to identify reasons our students are not attending class and to use positive problem solving ideas to find solutions.

Room 4: Diana Johnson

Assistant Principal, Ellen Hopkins Elementary

Program Implementation and Evaluation: Dream Box

Over the past two years, Moorhead has implemented Dream Box as a pilot program. Dream Box is an adaptive, online K-6 program designed to complement classroom mathematical instruction. What does research say about Dream Box? What data was collected to support its implementation, what professional development is needed to be successful and moving forward how will Moorhead evaluate its impact on student learning?

Room 5: Todd Sauer

Principal, Lowell Elementary

Daily Collaborative Teacher Planning Time

Principals have always tried to find common planning time for teachers to meet, yet it is extremely difficult to do with contract, curricular and other time constraints. But, does common planning time make a difference for student achievement? If we expect students to collaborate now and in their future, shouldn't we as educators do the same? This ALP looks at why it is important to have daily collaborative planning time for our teachers and some essential components to make it work.

Room 6: Brian Loe

Dean of Students, Challenger Elementary

Check In, Check Out: Reducing Behaviors at Challenger Elementary

Challenger Elementary School in Thief River Falls, MN is in its 5th year of PBIS implementation. Over the past two years, we have been working on reducing behaviors from our Tier 2 student population. We have seen quite a bit of success in reducing behaviors from Tier 2 students through the usage of a “Check-in, Check-out” program, which is accompanied with a behavior sheet with specific goals for individual needs.

SESSION B: 10:30-10:50

Room 1: Joel Swenson

Principal, Royalton Middle / High School

Creating Data Users to Enhance PLC Development

We are working on instilling a stronger sense of data proficiency with teachers in an effort to enhance the development of our PLC's. Teachers need to develop evidence based practices when making important decisions about curriculum, assessment, and instruction. We have worked on some building level data tools to help teachers feel more comfortable working and interpreting data as we develop our new PLC process.

Room 2: Jason Kuehn & Trisha Mariotti

Principal, Rossman Elementary School;

Principal, Roosevelt Elementary School

Reading Success for All

Our vision for the Detroit Lakes elementary schools is to have all 3rd Grade students reading proficiently by the end of 3rd Grade. This project aligns to this vision in that we are developing a data-driven system of instructional supports for all students in the area of reading. The purpose of this project is to evaluate the effectiveness of our implementation of the Pathways to Reading Excellence in School Sites (PRESS) at the Tier 2 level during our Reading Intervention Block. We will review our implementation of PRESS over the past two years and outline our next steps.

Room 3: Carla Smith

Principal, Horizon West Middle School

Family Engagement: Creating Connections

As a brand new building in 2017, we had two PTAC members and zero ideas on how to bring families together to share ideas and insight into how to best serve students. Learn more about how we are working to create sustained family engagement with fifth and sixth grade families by bringing teachers and community members together to meet family needs. Find out more about how we have utilized community partnerships and utilized our student leadership team to focus our work.

Room 4: Nate Merseeth

Assistant Principal, Brainerd High School

Student Engagement

We have a population of students that leave Brainerd High School for other programming options. Many of these students are academically capable, have no discipline or attendance issues, yet, are one year behind their grade level peers. I identified twelve students that met this criteria and gathered information through interviews and informal surveys. I learned through this process that we have a segment of our students that are disengaged and feel no connection to school. I hope to use the student feedback as a resource/tool for current staff as we continue to work on developing positive relationships with all students.

Room 5: Kelly Anderson

Principal / Superintendent, Ada-Borup

Preparing Students for Success through Specialized Sixth Grade Strategies

Our school district recently shifted to more of a middle school model from a traditional K-6 elementary school. In year one we found that our 6th grade students struggled to acclimate to the middle school/high school setting. As a result we have enacted several strategies to support and educate sixth grade students throughout the school year. The strategies have been pulled from a variety of sources in character development, study skills, and neuroscience. There has been marked improvement both academically and socially for our students this year as a result.

Room 6: Nancy Anderson

Principal, Lincoln Education Center

Social Emotional Learning for All

Preparing students to be college or career ready means making sure we are not only giving students the academic skills they need; but that we are also giving the students the social emotional skills they need. Over the past few years, schools have developed strong systems for screening and monitoring student's progress in regards to academic standards. Recent research is showing we need to develop strong systems for screening and progress monitoring students social emotional skills in regards to standards as well. This project is a review of the recent research and one schools journey to develop social emotional standards and implement universal screening.

SESSION C: 11:00-11:20

Room 1: Heidi Hahn

Assistant Superintendent, Brainerd Public Schools

Brainerd Principal Evaluation & Stakeholder Survey

Minnesota Statute 123B.147 requires school districts to “develop and implement a performance-based system for annually evaluating school principals assigned to supervise a school building in the district.” Brainerd Principals have not had a consistent evaluation process due to significant turnover in District Administration. Utilizing research, current evaluation models, and input from Brainerd Principals, the Brainerd Principal Evaluation Tool & Stakeholder Survey were developed.

Room 2: Melissa Hesch

Principal, Eagle View Elementary

Keep Calm and Collaborate!

“Children are the priority. Change is the reality. Collaboration is the strategy.” A High Reliability School defines 5 levels for school improvement. All build upon the first, which is a Safe and Collaborative Culture. A professional learning community is a key element of this. This presentation profiles Eagle View’s journey of building collective efficacy through feedback and reflection, celebrating successes, and identifying areas of focus.

Room 3: Karrie Boser, Dan Stifter, Tom Otte

Principals, Pierz Secondary and Elementary Schools

Grading For Learning K-8

Pierz Schools use traditional letter grades from grades 3-12; approximately eight teachers are currently experimenting with various standards-based grading practices. Our vision is to focus on student learning and demonstrate strategies to allow our staff to relay information to students and parents on actual student learning and growth. We want to remove student “compliance” from the grade.

Room 4: Darren Glynn

Principal, Bertha-Hewitt Public Schools

Junior High Performance

Closing the reading test score achievement gap from 6th grade to 7th and 8th grade. Using evidence based practices to review literacy and impact literacy development.

Room 5: Darren Wolf

Principal, Detroit Lakes High School

The Efficacy of the DLHS Freshman Seminar

The freshman seminar plan was developed in partnership with the Academies of Nashville program and implemented in 2017-18. It creates teams of academic core teachers, along with a seminar teacher, that in addition to working with 125 students, also helps them to examine their own aptitudes and interests and begin to formulate a 10-year career plan. The teams also provide academic support to the students and work together to help them be successful.

Room 6: Corinna Erickson

Principal, Breckenridge Elementary / Middle School

Grades with Meaning

The vision for this project was to design a more accurate way of communicating with families how their child is doing in school based on the Minnesota Academic Standards. With the implementation of standards based report cards in grades 5 and 6, parents, students and other stakeholders would be provided with meaningful, specific, and standards based feedback regarding their child’s growth throughout a school year. This presentation will 1) describe how standards based report cards truly show what students know; 2) describe the steps we took to create the SBRCs, and 3) challenges along this journey because designing the report card was the easy part!

Room 7: Mary Niklaus

Principal, Norman County West School

Effective Use of Formative Assessments and Progress Monitoring for Reading Instruction and Intervention

My project is focused on the “ALL students and meeting their greatest potential” in the reading content area. The goal of my project is to go from research to implementation of efficient and effective ways to use data to enhance reading instruction. This will include formative assessments, progress monitoring and effective data record keeping. This project in essence will use the effective and efficient use of formative assessments and progress monitoring within the RTI model to make instructional decisions. I am focusing on reading instruction because I believe this is a difficult area for teachers efficiently monitor progress and use data for making instructional decisions.

SESSION D: 11:30-11:50

Room 1: Jonathan Clark

Principal, Riverside Elementary

Demonstrating Progress through Video Portfolios

The idea of this project is to be able to show growth in students to parents and teachers who may not show growth in traditional testing. Parents of students with special needs are often told their child is performing below their peers. A video portfolio allows students to show their growth in performance over time, changing the conversation from what they can't do to what they are learning and doing.

Room 2: Judith Brockway

Principal, New York Mills Elementary

**Academic Parent Teacher Teams (APTT)—
Cultivating Authentic Family School
Partnerships**

Family engagement matters for schools and students; however, most parent involvement opportunities do not help parents engage in their child's grade-level learning goals. This session will focus on a family engagement model that strengthens teacher-family relationships by emphasizing student academic growth and achievement, inviting all families of the same classroom teacher to meet together rather than individually. You will leave with an understanding of how to achieve efficacy and build capacity at your school by promoting these parent conferences that build family knowledge and support student learning at home and in the community!

Room 3: Michelle Young-Lecoustre

Principal, New York Mills High School

Tackling Tardies at NYMHS

I used evidence-based strategies to develop a system to curb a tardy problem at New York Mills High School. I implemented a consistent system and forms to use. I also met with each student who was chronically tardy (more than 3 tardies in one semester). The results were extremely positive and I am excited to share them.

Room 4: Todd Lyscio

Principal, Cross Lake Community School

Data Warehousing and MTSS Effectiveness

Accurate data collection and storing of that data is a critical component to an effective Multi Tiered System of Support framework. This presentation will focus on the use of the Viewpoint system for purposes of storing and retrieving data relative to student success.

Room 5: Joleen DeLaHunt & Kathy Johnson

Principal, Century Elementary;

Principal, Staples-Motley Elementary

**Literacy Leadership To Build Systematic
Collaboration, Reflection, and Refinement of
Literacy Instruction**

Engaging our schools' teacher leadership teams with strong, intentional professional development to build school-wide capacity to grow and sustain best practice in literacy instruction. These teams are involved in a three-year commitment with the Literacy Leadership Academy (LLA), working closely with Sourcewell and the University of Minnesota. The four key components of the LLA will include: assessment, coaching, instruction, and collaboration.

Room 6: Kelly Weets

Dean of Students, Lincoln High School

Revisiting the Block

After nearly 20 years of using a modified block schedule at Lincoln High School, it was time to revisit our daily schedule to see if the benefits were still outweighing the drawbacks. While we originally moved to the block to allow for more course offerings in both core and elective areas and to extend the period to allow for more in-depth learning opportunities, various limitations prompted the need for re-examination of our block schedule. I surveyed students and staff, examined achievement data, and researched schedules to come up with recommendations on how to not only best utilize our current block, but also look to the future of our daily schedule.

Room 7: Ryan Severson

Principal, Battle Lake High School

**Technology Integration and Student
Engagement: Preparing All Students to Meet
the Challenges of a Changing World**

As our district adapts and adjusts to a changing educational landscape we adopted a 1:1 Chromebook initiative. With this new initiative came challenges and opportunities. We developed a 3-year plan with a focus on student learning. My presentation will explain our 3-year plan and share the data measuring its effectiveness.

SESSION E: 1:00-1:20

Room 1: Angela Doll

Assistant Principal, Moorhead High School

Informal Relationship Building and Effects on 9th Grade Performance

This project attempted to answer the question: Could investing in creating a culture where teachers spend time building relationships with at-risk students positively affect progress towards graduation or at least positively affect a student's transition into 9th grade? Students were selected from middle school recommendations on low grades, high incident reports, and attendance issues during 8th grade. Through weekly small group 30 minute sessions with no formal curriculum, Moorhead High School attempted to show that even without using a formal relationship-building program, spending time building relationships and mentoring students could make a difference in both a successful transition and future graduation.

Room 2: Shawn Andress

Principal, Century Middle School

A Standards-Based Learning and Grading Journey"

The SBL and SBG journey has provided insight, reflection, collaboration, discussion, heightened accountability, and overall aligned grading practices at Century Middle School. This session provides an overview of what we learned.

Room 3: Melissa Sparks

Principal, MACCRAY High School

Improving Teacher Practice with Learning Sciences International

The vision for this project was to transform how we teach by making students owners of their own learning which in turn would increase student achievement. This presentation will chronicle the year-long professional development we did with Learning Sciences International. In particular the presentation will focus on 1) the training teachers received on developing learning targets and success criteria and 2) how students were taught to take ownership of their learning.

Room 4: Jon Anderson

Principal, Forestview Middle School

Can Middle School Advisory Change the World?

This session will cover information regarding the development, implementation, evaluation, and effects on academic achievement and student behavior of an advisory program, implemented at Forestview Middle School during the 2018-19 school year.

Room 5: Ehren Zimmerman

Principal, Perham High School

Flexible Learning Program—Ability to Provide Students What They Need

The Flexible Learning Program strengthens the capacity of student learning and staff development. Designed to maximize stakeholders' time, the program employs a daily "Power Hour" format in which students determine the academic supports they need and choose an academic site. Teaching staff, counselors, and paraprofessionals are scheduled for PLC's each week to stay connected to the district's goals and improve academic programs within their department. This program is also designed to support student leadership groups, embedded health programs, and team meetings in order to preserve the scheduled academic time throughout the academic day.

Room 6: Charles Campbell

Activities Director, Brainerd Public Schools

Aligning Stakeholders to Reclaim Space for Education-Based Athletics

The culture of youth sports in the US is broken as it creates more value in human "doings" vs. human "beings." Youth sport is a \$15 billion industry that negatively impacts our ability to offer, promote, and execute school-based programs that enhance the academic missions of schools while developing the whole child. This presentation will focus on strategies used to align school communities around education-based athletics and activities, exploring the use of common language, research, and data in the messaging and activities necessary to reclaim space in education-based activities.

Room 7: Tindy Rund

Principal, Cleveland Elementary

High-Quality Professional Development for New Staff

Previously, the Professional Learning Communities in Fergus Falls have studied Formative Assessment, Differentiation, and Question & Discussion Techniques. These have been tied to evaluation, aiming to enhance student engagement and learning. Recently, the district has hired a significant number of teachers who need to develop proficiency in these areas. The purpose of this project is to develop a system in which high-quality professional development that has been carried out in Professional Learning Communities be provided to staff newly hired to the district. A supportive means to the work previously done in professional learning communities is the objective of this project.

SESSION F: 1:30-1:50

Room 1: Jessica Haapajoki

Principal, Brainerd Learning Center

Teaching Resiliency with Secondary Students

Is there a need for teaching resiliency skills to middle school and high school students? The ultimate goal is to have students graduate from high school and graduate on time. The ALP took a different turn due to the research, or lack of data supporting Teaching Resiliency. I will share the 5 key factors leading to student dropout's, what we are currently doing at the ALC and what our plan is moving forward.

Room 2: Tom Cooper

Assistant Principal, Forestview Middle School

This Is Us: Creating A Vision For Culture

The main area of focus will be on improvement of the overall culture in our building. With the change in culture, I will also look at how the supporting issues of shared vision for our building, engagement of staff and reduction of student behaviors play into and support a positive culture change at Forestview.

Room 3: Cathy Nault

Principal, Harrison Elementary

High Poverty / High Expectations

My project was initiated to address the many needs of our high poverty student population. Our school vision "All Students Will and Can Succeed" lead me to ask staff what we could do as a team, to deliver our vision every day in each of our classrooms! Many of their ideas were then infused into our vision. This project has served to guide me in our vision and to obtain the goal of every student demonstrating significant growth both academically and socially.

Room 4: Tammy Stellmach

Principal, Riverside Elementary

Social Emotional Learning: Essential for Students and Staff

It is essential for all adults in a school to be proactive and prepared to handle situations that include student frustrations, anger, and behavioral outbursts. This project aimed to increase student and staff awareness, knowledge, and application of social emotional skills by implementing direct and intentional instruction to students and staff related to social emotional learning. This presentation will include pre- and post-data from both students and staff, along with social emotional learning strategies.

Room 5: Molly Raske

Principal, Nisswa Elementary

School-Wide Social Skill Instruction and Measurement...Was It Worth It?

Over the past two years, all Nisswa Elementary staff have been on a journey to better understand, measure, and teach social skills to all and establish a system of support. They have received over 30 hours of staff development, been supplied with the We Thinker's curriculum and resources, developed a rubric based on the social skills, assessed all students using rubrics (three times throughout the 2018-2019 school year), planned lessons based on the data, aligned our Think Sheets and restorative practices, and embarked on developing tiered levels of support. The presentation will include the process, evaluation tool, the data, and the plan going forward.

Room 6: Mike O'Neil

Principal, Pequot Lakes Middle School

Teacher Formal Evaluation Revision in ISD 186

With a vision for a Teacher Evaluation Program that is in strong alignment with The New Art and Science of Teaching, ISD 186 embarked on a comprehensive plan to evolve our formal evaluation process. From strategic formation of the task force to union acceptance, we'll explore how our team took steps to make changes that kept the integrity and rigor of teacher development and evaluation, but did so in a manner that was clean, efficient and aligned with state requirements.

Room 7: Larry Edegerton

Principal, Lincoln and Dr. Knight Elementary Schools

Are Early Interventions Having a Lasting Impact?

I am currently using ADSIS (Alternative Delivery of Specialized Instructional Supports) funding for 1 FTE. I utilize this position to work primarily with Tier II students for reading and math. I am tracking the data on all the students that received services to monitor their progress throughout their elementary years. I am wanting to know if the services received in kindergarten is having a lasting impact on the student's academic progress.

SESSION G: 2:00-2:20

Room 1: Josh St. Louis

Principal, S.G. Reinertson Elementary

Third Grade Math Club

We created a 20-minute block in the day to provide additional math instruction to all of our students in third grade utilizing flexible grouping. Students would still have 80 minutes of math instruction with their classroom teacher in heterogeneous groups, plus an additional 20 minutes of instruction in more homogeneous groups. Grade level groupings would be flexible and based on formative assessments.

Room 2: Travis Nagel

Principal, Frazee-Vergus Elementary

Standards Based Grading

This presentation focuses on the collaborative process of providing clarity in what we want our students to master, how we monitor their learning, what we are going to do when they get it (or they don't), and how to provide clarity in reporting student progress to their families.

Room 3: Jodi Kennedy

Principal, Garfield Elementary

Is a Grade Level Problem Solving Process the Best Model for MTSS Implementation?

The challenge of trying to provide a successful multi-tiered system of supports for all learners is complex and complicated. Our staff felt confident we could meet the needs of our learners by using a grade level problem solving model instead of creating another committee or building-wide student assistance team. This presentation is a glimpse into our journey through our failures, insights, and successes as we worked to provide both high quality core instruction at the tier I level and also aligned interventions at the tier II and tier III levels. Hopefully by sharing our story we can help others to improve their system of providing the highest quality instruction possible for ALL students!

Room 4: Andrea Rusk

Principal, Brainerd High School

Systemic Academic Interventions at Brainerd High School

The goal of the project is to develop a process school wide in regard to assessment, identification, intentional supports that are broad in scope for students who are struggling academically in the core classes. The plan would include a mechanism which would provide ongoing review and adjustment to meet the needs of the students as they move from semester to semester and grade level to the next grade level. The project would define processes and steps with a annual timeline to follow for the Student Support Team to follow.

Room 5: Julie Domino

Principal, Washington Education Building

Implementation of Family Guided Routines Based Intervention

This presentation will describe and give information about implementing Family Guided Routines Based Intervention in Birth-Three settings with the Brainerd School District. Family Guided Routines Based Intervention is an early intervention approach that provides recommended evidence-based practices to support services for young children with special education needs and their families.

Room 6: Wade Mathers

Principal, Little Falls Community Middle School

How We Learn

Little Falls Community School District has embarked on the journey of becoming a Personalized Learning District. Many great things are taking place. At the middle school alone we are we have implemented or are in the process of implementing the following: standards based grading, What I Need Time (WIN), learner profiles, learning stations, combining classes and standards, and AVID. As we evolve, it is critically important to understand and measure everything against the foundations of effective learning. This presentation will 1) give an overview of the foundations of effective learning; 2) share how this understanding has/will impact our future decisions.

SESSION H: 2:30-2:50

Room 1: John Regan

Principal, Staples Motley Middle School

Developing Developmental Relationships

Education has long known that relationships have impacted student learning. Asking a teacher about relationships will produce that answer of “yes, I build relationships”. The journey to determine if Developmental Relationships are in place and become more purposeful as a staff in developing these is much more complicated. The why and how of this journey is outlined in this project and presentation.

Room 2: Mike Schmidt

Principal, Staples Motley High School

The I.S.S. Room: Interventions, Support, and Success

How creating caring and trusted relationships with students and the staff can lead to self-advocacy before conversations turn to discipline. The In School Suspension Room has become outdated and academically punitive for those students that need our assistance in areas beyond education. Connecting these students with the right staff brings a sanctuary of trust and achievement that can later be seen in the relationships and report cards.

Room 3: Cory Larson

Principal, Minnewaska Area High School

Advisory Program Implementation at Minnewaska Area High School

We created a plan for advisory implementation to engage students and staff every other week around the topics of college and career readiness exploration, character development, while building relationships to help students feel connected to their school. We plan to work to find ways to support students in determining their post-secondary readiness (surveys/diagnostic tools/reflection/research) and then support exploration and opportunities around their needs including: social/emotional, financial, career, and academic. MAHS will assist our students in setting educational goals, progress monitor, and foster relationships with peers and adults to support student academic success.

Room 4: Timothy Bjorge

Principal, Little Falls Area High School

Implementing a College and Career Readiness Program for Non-Traditional, College Bound Students

Little Falls Community High School is in year one of implementing AVID, Advancement Via Individual Determination, as a college and career readiness program. The presentation will focus on the research used in selecting AVID, the implementation of the program, and the year one results.



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