



October 16,
2019




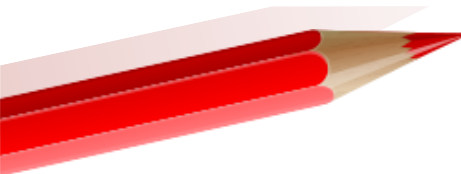
Public Meeting

American Indian Education





AGENDA

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- A. Welcome
 - B. Introductions
 - C. Celebrations
 - D. Parent Engagement
 - E. 2019 Minnesota Comprehensive Assessment Results
 - F. Educational Needs
 - G. School Improvement
 - H. American Indian Curriculum Integration
 - I. Federal and Minnesota Revenue
 - J. Survey
 - K. Resources
- 

CELEBRATIONS



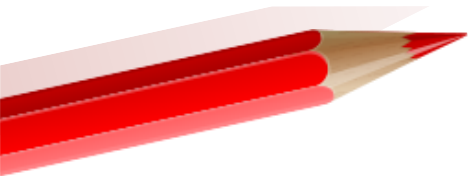
PARENT ENGAGEMENT

Awards Night
Classroom Newsletters/Calendars
Concerts
Early Childhood Family Education
Fall Festival
Family Breakfast
Geography Bee
Sports

Heritage Days
One Act Play
Open House
Parent/Teacher Conferences
Prairie Fire Theater
Science Fair
Spelling Bee




Activities





How does MDE report student information?

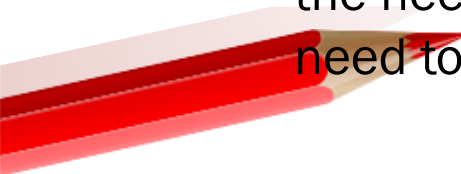
A red pencil with a sharpened lead tip, pointing upwards towards the text.

MDE balances the need to report information about school accountability and student success with the need to protect individual student privacy. State and federal data privacy laws protect educational data about individual students, and the Family Education Rights and Privacy Act (FERPA) prevents MDE from releasing personally identifiable information (PII) about students. Under FERPA, PII includes not only a student's name or student identifier number but also personal characteristics like unique combinations of demographic information, such as gender, age, and race or ethnicity that could identify a specific student to a reasonable person in the community.



Why did MDE make changes to the Report Card?

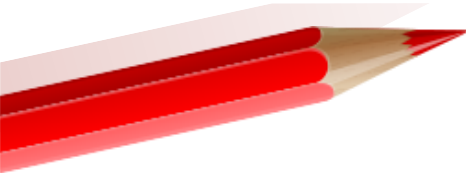
Recently passed state and federal laws require MDE to report additional information about more specific student groups. This helps the community better understand the needs of student groups but it also creates increased risk that MDE could inadvertently report PII about individual students. Because MDE is reporting more detailed information and to ensure that we protect student privacy, the agency has re-assessed the privacy protections used in public reports. These privacy protection rules are a work in progress, and MDE will continue to assess how to apply protections to achieve an appropriate balance between the need to report information about school accountability and student success with the need to protect individual student privacy.





What are the changes?

When there is a small number of students in a given group, it increases the likelihood that student identity or private information can be revealed. To protect student privacy, those small counts of students are typically suppressed, or “filtered” from a cell in a table. MDE changed how it applies this small cell size filter. Previously, this filter was based on the reporting category total, or denominator. For example, if the category reports achievement levels of students eligible for free or reduced price lunch, under the previous privacy protection rule the small cell size filter applied if the total students eligible for free or reduced price lunch was less than 10:



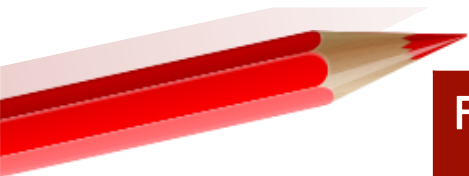


Previous Cell Size Filter

F/RL	Total	Exceeds	Meets	Partially Meets	Does not meet
Grade 3	9	CTSTR	CTSTR	CTSTR	CTSTR
Grade 5	15	2	10	2	1

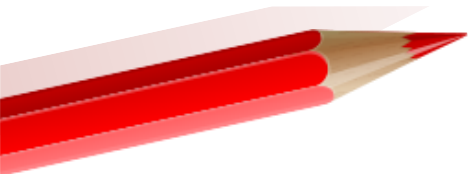

With the revised privacy protection rule, the filter now applies to any count reported that is less than, or numerator:

Current Cell Size Filter



F/RL	Total	Exceeds	Meets	Partially Meets	Does not meet
Grade 3	CTSTR	CTSTR	CTSTR	CTSTR	CTSTR
Grade 5	15	CTSTR	10	CTSTR	CTSTR

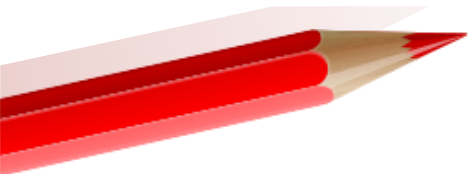
Minnesota Comprehensive Assessments





District Grades 3-8 Math	BVS Percent Proficient	State Percent Proficient
ALL	44.3%	55.5%
American Indian/Alaskan Native	26.1%	28.0%
White	63.4%	64.6%
Free Reduced Lunch Meals	32.3%	34.6%
Special Education	CTSTR	27.8%

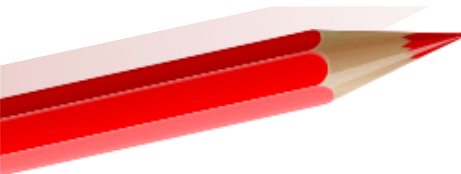


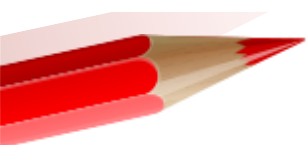
District Grades 3-8 Reading	BVS Percent Proficient	State Percent Proficient
ALL	40.9%	59.7%
American Indian/Alaskan Native	21.7%	36.6%
White	63.4	67.9%
Free Reduced Lunch Meals	27.4	40.6%
Special Education	CTSTR	-





	Statewide	Browns Valley Public School District
Consistent Attendance	85.4%	72.1%
Count	792,174	122





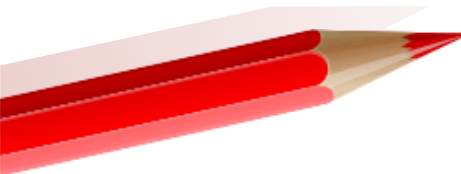
STUDENTS	PERCENT
All Students	72.13
American Indian Students	57.75
White Students	92.00
Students Eligible for Free/Reduced meals	63.41
Students not Eligible for Free/Reduced meals	90.00
Average Percent Consistently Attending used for Accountability	73.57

Percent Consistently Attending

EDUCATIONAL NEEDS



Math
Reading
Attendance



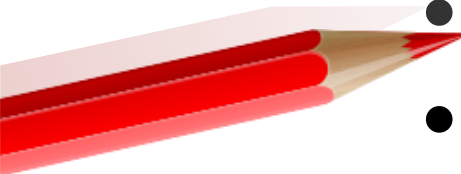


Worlds Best Work Force

MISSION STATEMENT

The mission of the Browns Valley School is, working in partnership with family and community, to create a safe environment, to educate responsible, and respectful lifelong learners.

DISTRICT GOALS

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- All children are ready for school.
 - All third-graders can read at grade level.
 - All racial and economic achievement gaps between students are closed.
 - All students are ready for career and college.
 - All students graduate from high school

Smart Goals



- 2019-2020
- ELEMENTARY GRADES 3-4 SMART GOALS
- MATH
- Given high quality initial instruction and immediate intensive instruction, **all** students in Grades 3 and 4 will maintain their proficiency in Math from 66.7% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 55% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.
- Given high quality initial instruction and immediate intensive instruction, **white** students in Grades 3 and 4 will maintain their proficiency in math from 88.2% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 66.4% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.
- Given high quality initial instruction and immediate intensive instruction, **American Indian** students in Grades 3 and 4 will maintain their proficiency in math from 33.3% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 27.5% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.
- Given high quality initial instruction and immediate intensive instruction, **free/reduced priced lunch** students in Grades 3 and 4 will maintain their proficiency in math from 47.1% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 34.2% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.

Smart Goals



- **READING**

- Given high quality initial instruction and immediate intensive instruction, **all** students in Grades 3 and 4 will maintain their proficiency in reading from 60% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 59.2% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.
- Given high quality initial instruction and immediate intensive instruction, **white** students in Grades 3 and 4 will maintain their proficiency in reading from 82.4% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 67.8% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.
- Given high quality initial instruction and immediate intensive instruction, **American Indian** students in Grades 3 and 4 will increase their proficiency in reading from 33.3% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 36.1% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.
- Given high quality initial instruction and immediate intensive instruction, **free/reduced priced lunch** students in Grades 3 and 4 will maintain their proficiency in reading from 41.2% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 40.0% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.

Smart Goals



- MIDDLE SCHOOL GRADES 5-8 SMART GOALS

- MATH

- Given high quality initial instruction and immediate intensive instruction, **all** students in Grades 5-8 will increase their proficiency in math from 31.1% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 55% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.
- Given high quality initial instruction and immediate intensive instruction, **white** students in Grades 5-8 will increase their proficiency in math from 45.8% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 64.4% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.
- Given high quality initial instruction and immediate intensive instruction, **American Indian** students in Grades 5-8 will increase their proficiency in math from 21.6% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 27.5% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.
- Given high quality initial instruction and immediate intensive instruction, **free/reduced priced lunch** students in Grades 5-8 will increase their proficiency in math from 25% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 34.2% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.

Smart Goals



- **READING**

- Given high quality initial instruction and immediate intensive instruction, **all** students in Grades 5-8 will increase their proficiency in reading from 29.5% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 59.2% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.
- Given high quality initial instruction and immediate intensive instruction, **white** students in Grades 5-8 will increase their proficiency in reading from 50% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 67.8% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.
- Given high quality initial instruction and immediate intensive instruction, **American Indian** students in Grades 5-8 will increase their proficiency in reading from 16.2% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 36.1% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.
- Given high quality initial instruction and immediate intensive instruction, **free/reduced priced lunch** students in Grades 5-8 will increase their proficiency in reading from 20.8% proficiency index rate in 2019 to maintain or exceed the state proficiency rate of 40% (2019 state average) in 2020 as measured by the Minnesota Comprehensive Assessment Series.

Title I Program

Improving the Academic Achievement of the Disadvantaged.

Title I, Part A (Schoolwide)

Title I, Part A of the Elementary and Secondary Act (ESEA), provides financial assistance to local educational agencies (LEAs) and schools, with high numbers or percentages of children from low-income families, to assist schools in ensuring that all children meet challenging academic standards. Districts or schools accepting Title I funds are required to provide all children with fair, equitable and significant educational opportunities to obtain a high-quality education and to reach--at a minimum--proficiency on challenging state academic standards and assessments.

Browns Valley utilizes Title I monies to fund, highly qualified paraprofessionals, and certified teacher, supplemental reading and math materials to enhance academic learning (IXL Math, Accelerated Reading, Reflex), and online progress monitoring assessments (STAR Reading & Math).

Revenue: \$44,544.00 (Middle School: \$17,075.20; KG-4: \$27,468.80)

Free & Reduced: Middle School: 76.67%; KG-4 66.67%



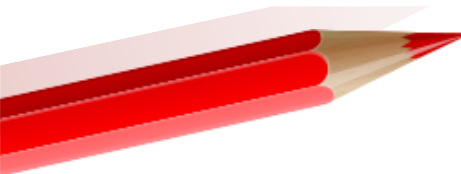
Title II



Teacher and Principal Training and Recruitment

The Title II Program provides professional development funding to Local Education Agencies (LEAs) that are tied to a research-based curriculum that impacts student achievement. These funds are intended to increase the academic achievement of students by improving teacher and principal quality. In particular, Title II funds are used to provide continuous, ongoing training that helps teachers better understand academic subjects and to learn new instructional strategies focused on improved student learning.

In addition to using Title II funds for professional development, funds can also be used for a variety of other purposes, from recruiting and retaining teachers to reducing class sizes.



Browns Valley flexes all Title II funds to use in the Title I program to provide staff development opportunities that are necessary for teacher licensure, professional development in related teacher fields, trainings in Title I and II compliance and regulations.

Revenue: \$4,833.73

Title IV Part A



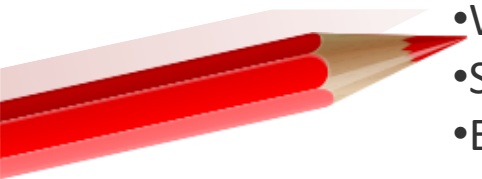
Student Support and Academic Enrichment

Title IV, Part A, or Student Support and Academic Enrichment (SSAE) funds, are federal grants under the Every Student Succeeds Act (ESSA). Minnesota received approximately \$12 million for FY20 that will be awarded to Local Educational Agencies (LEA's) based on a formula.

Purpose

Title IV Part A funds are intended to improve student academic achievement through activities and programs in three broad areas:

- Well-rounded education
- Safe and healthy students
- Effective use of Technology



Revenue: \$10,000.00



Title IV Part A

Use of Funds and Allowable Activities

These funds are an opportunity to design and collaborate in the areas of well-rounded education, safe and healthy schools and effective use of technology to improve equity, opportunity and outcomes for all students. Examples of allowable uses of funds include, but are not limited to: Science, Technology, Engineering and Math, Computer Science, The Arts, Accelerated Learning, Mental Health, Counseling, Social Emotional Learning, Positive Behavioral Interventions and Supports, Wellness, Blended and Personalized Learning, Digital Literacy

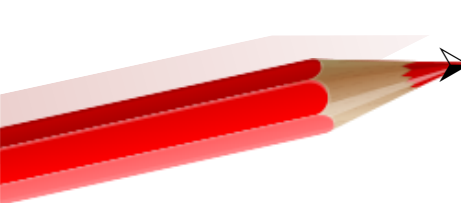


Browns Valley utilizes these funds to support a KDG-Grade 8 counselor.

Title VI



The U.S. Department of Education, Office of Indian Education, Indian Education Formula Grant Program (Title VI, Part A, subpart 1 of the ESEA, as amended by ESSA) offers funding for eligible entities that serve American Indian/Alaska Native children.

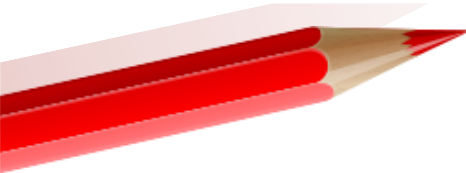
- to ensure that Indian students gain knowledge and understanding of Native communities, languages, tribal histories, traditions, and cultures; and
 - to ensure that teachers, principals, other school leaders, and other staff who serve Indian students have the ability to provide culturally appropriate and effective instruction and supports to such students.
 - to ensure that Indian students gain knowledge and understanding of Native communities, languages, tribal histories, traditions, and cultures; and
 - to ensure that teachers, principals, other school leaders, and other staff who serve Indian students have the ability to provide culturally appropriate and effective instruction and supports to such students.
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Title VI



Student Eligibility

All students are required to have the 506 American Indian Identification Form on file in the District's office to receive services.

- 1) A member (as defined by the Indian tribe or band) of an Indian tribe or band, including those Indian tribes or bands terminated since 1940, and those recognized by the State in which the tribe or band reside; -Or-
 - 2) A descendent in the first or second degree (parent or grandparent) as described above; -Or-
 - 3) Considered by the Secretary or the Interior to be an Indian for any purpose; -Or-
 - 4) An Eskimo or Aleut or other Alaska Native; -Or-
 - 5) A member of an organized Indian group that received a grant under the Indian Education Act of 1988.
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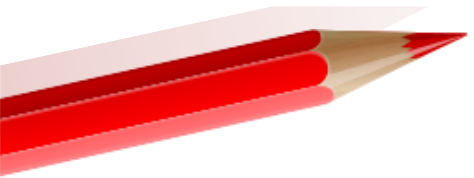
Title VI 506 Form

Revenue: \$24,889.00



Browns Valley utilizes Title VI (Indian Education Formula Grant) funds to

- 1) Increase school readiness
- 2) Increase school attendance rate
- 3) Increase academic achievement



Minnesota Indian Aid

American Indian Education Aid Guidance

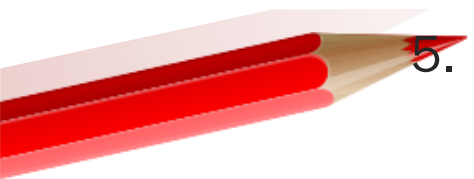
- The Minnesota Department of Education–Office of Indian Education is committed to supporting districts and schools to ensure that every American Indian student in the state has equitable access to programs that are specifically designed to meet their unique educational and cultural academic needs.
- Guidance is available to help district administrators and Indian Education staff make sound decisions about implementing appropriate, culturally responsive programming and support for American Indian students, using American Indian Education Aid revenue.


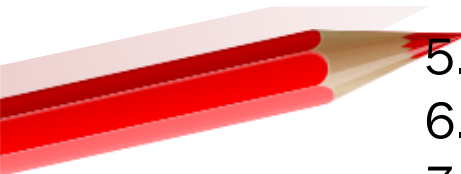
Aid Revenue: \$44, 702.00



What are some examples of how American Indian Education Aid funds be used?

1. Postsecondary preparation support.
2. College Visits: Community colleges, technical schools, art schools, Tribal colleges, public and private four-year institutions.
3. Support for academic achievement of American Indian students. Example: Indian homeschool liaisons, tutors, mentors
4. Curriculum and materials that are relevant to the needs, interests, and cultural heritage of American Indian students.
5. Supplies for culturally specific arts/crafts creation that are taught with the intent of fostering and carrying on American Indian traditions and/or culture. Example: Supplies for bead work projects, supplies for dress or regalia-making.



- 
- 
1. Culture trunks
 2. Books and curriculum materials. Example: Emphasis should be given to Native-authored fiction, non-fiction, and picture books that are relatable to American Indian children and that positively reinforce self-image and work to build cultural identity. AP/ACT/SAT study guides for college-bound American Indian students, language learning texts, etc.
 3. Supplemental instruction guides in American Indian language, literature, history, and culture.
 4. Powwow expenses when directly related to IEPP plans and in conjunction with educational needs of your school or district. The bulk of a budget may not be used in this one particular area. Example: Attendee food, stipend for drum circle, ceremonial tobacco.
 5. End-of-year recognition ceremonies for American Indian students and/or graduates.
 6. Tobacco/sage/herbs for smudging or other ceremonial purposes.
 7. Salaries; for Indian Education employees that work exclusively with American Indian students. This may be a portion of your budget, but the bulk of your budget should be applied towards Indian education programming.

*Note: This list is not exhaustive.

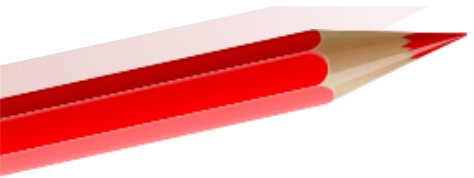


Browns Valley utilizes Minnesota Indian Aid

Goal 1 All American Indian (AI) Children Ready for School

Goal 2 All American Indian (AI) Third-graders Achieve Grade Level Literacy

Goal 3 All Achievement Gaps Closed for American Indian Students



AMERICAN INDIAN CURRICULUM INTEGRATION

- MN Academic Standards relating to MN American Indian Tribes
- K-3 Dakota songs, providing a validation of language
- Integrate storytelling/content books (Literature Culturally Responsive) to introduce concepts and vocabulary; improve comprehension skills
- Employ a Dakota Language teacher
- Employ para/After School staff
- Social Studies/Science provide alternative readings and videos that presents American Indian history, traditions, and perspective (i.e. buffalo and other culturally related topics American Indian guest speakers
- Field trips (i.e Pipestone, Buffalo Farm, Earth Home)
- Cultural Trunks
- Heritage Day

Professional Development



THE RESTORATIVE WAY: Jamie Williams

PRIMARY GOAL: to create a Circle-trained team that will guide and help the leadership to build a restorative culture throughout the school.

Facilitate and conduct training on the uses of Restorative Practices/Restorative Justice/Peacemaking Circles. The intent of Peacemaking Circles are to provide a paradigm shift that motivates and enables people to fully integrate the principles of Restorative Practices throughout the delivery system by deliberate design and intentional action.

The Circle process is basis for a restorative school. Understanding and experiencing the process and its applications provides the core for social emotional learning, learning and practicing empathy, teaching, building relationships between students and students and students and teachers and building community. Circles are the building blocks for all interventions, short or long, as the process establishes the language of the restorative school. Understanding the entire process allows teachers to adapt both the principles and the practices as the situation needs.

Nancy Riestenberg (Restorative Practices Specialist MDE)

Joe Williams



Historical Reservation Tour & Repatriation



SURVEY



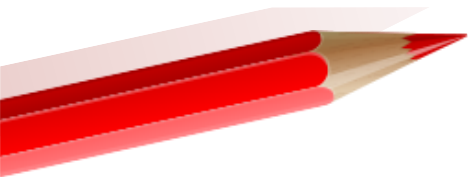
Needs Assessment

We want to learn how to better serve you, your children and our community.

Families, and staff are encouraged to take the survey.


The results will be used to develop a plan of action and help guide the direction of our programming.

Please take a moment and provide us with your feedback and ideas!



SCHOOL IMPROVEMENT

Quick Wins 2019-2020



- Letters Training
- Interventionists 1 1/2
- Full time principal
- Full time counselor
- Family style breakfast
- Birthday wall
- Small group testing
- Attendance Works(Attendance Success Plan
- Foundations (Phonics)
- Student Lead Morning Announcements
- Student Team Building Activities
- Restorative Practices Training
- Parent Communication log
- Monthly 12:00 dismissal Professional Development

RESOURCES



- www.brownsvalley.k12.mn.us - Indian Education
 - Minnesota Department of Education
 - Minnesota Department of Education - Indian Education
 - Tribal Nations Education Committee - Consultation Guidance
 - American Indian Parent Advisory Committee
 - Dr. Sherry Johnson, Director SWO Tribal Education Department
 - Bonnie Haynes, SWO Education Specialist
 - SWO JOM Program
 - Sisseton Wahpeton Oyate Tribal College
 - SWO and the Tribal Historic Preservation Office
- 