

**Independent School District 279
Osseo Area Schools**

Final Report and Recommendations of the

**District Planning
Advisory Council**

To the Superintendent and
School Board

2010 – 2011

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2010- 2011 Membership List

Parents:

Birch Grove Elementary..... Warleah Teamah
Basswood Elementary Jennifer Brown
Basswood Elementary Jennifer Smith
Cedar Island Elementary Marty Cohen
Crest View Elementary Open
Edinbrook Elementary Amy Gibson
Elm Creek Elementary..... Jennifer Hamel
Elm Creek Elementary..... Laura Reavis
Fernbrook Elementary Karen Kieser
Fernbrook Elementary Heather Wincek
Fair Oaks Elementary..... Andrew Sawatzke
Garden City Elementary Open
Oak View Elementary Marty Cohen
Park Brook Elementary..... Scott Taylor
Palmer Lake Elementary Tracie Brown
Rice Lake Elementary..... Danielle Carter
Rice Lake Elementary..... Greg Hulne
Rush Creek Elementary..... Shannon Klick
Rush Creek Elementary..... Derrick Strom
Rice Lake Elementary..... Becky Swartz
Woodland Elementary Andrena Seawood
Weaver Lake Elementary Open

Brooklyn Junior High..... Kathy Frederickson
Zanewood Elementary Open
Brooklyn Junior High Marjorie Holmes
Brooklyn Junior High Kathy Frederickson
Maple Grove Junior High Pat Dempsey
Maple Grove Junior High Fenton Hyacinthe
Maple Grove Junior High Tom Laughlin
Maple Grove Junior High Douglas Maroto
Maple Grove Junior High Tim McClure
North View Junior High Derrick Strom
Osseo Junior High Kimberly Agnew-Heard
Osseo Junior High Kris Medick
Osseo Junior High Heather Wincek
Maple Grove Senior High..... Scott Ferragan
Maple Grove Senior High..... Damilola Sanusi
Osseo Senior High..... Tom Laughlin
Osseo Senior High..... Vicki Richardson
Park Center Senior High Marjorie Holmes
Park Center Senior High Robert Jacobs
Park Center Senior High Peace Mitchell
Park Center Senior High Angelica Oyugi

Students:

Anisha Dharnipragada - MGSB
Cheyenne Richardson –OSH
Ciara Brandt – PCSH
April Quioh –PCSH
Alicia Stromberg –PCSH

Community:

Lisa Berglund
Pam Paulsen
Brenda Troiani

School Board:

Jim Burgett

Staff:

Kathy Bushman
Don Pascoe
Kris Rouleau
Eric Schneider

2010- 2011 Steering Committee Membership

Amy Gibson, Chair	Eric Schneider
Vicki Richardson	Don Pascoe
Shannon Klick	Kathy Bushman

SUBCOMMITTEE MEMBERSHIP

Program Assessment & Review

Eric Schneider, Director
Warleah Teamah
Danielle Carter
Jennifer Hamel
Laura Reavis
Shannon Klick
Derrick Strom
Becky Swartz
Andrena Seawood
Tom Laughlin
Anisha Dharnipragada
Cheyenne Richardson
Marjorie Holmes
Robert Jacobs
Alicia Stromberg

Student Services

Kathy Bushman, Director
Karen Kieser
Kathy Frederickson
Fenton Hyacinthe
Vicky Richardson
Brenda Troiani

Achievement & Evaluation

Don Pascoe, Director
Jennifer Smith
Jennifer Brown
Marty Cohen
Lisa Berglund
Pam Paulsen
Pat Dempsey
Tim McClure

SECTION 1

Final Report and Recommendations of the District Planning Advisory Council

**Final Report and Recommendations of the
District Planning Advisory Council**

2010-2011

I. INTRODUCTION

The purpose of the District Planning Advisory Council is to assure community-school cooperation in setting improvement goals, evaluating progress toward meeting annual objectives and in reporting of findings and recommendations to the entire school community.

The major functions of the Council are listed under Board Policy 651 – Community-School Cooperation in Setting Goals, Evaluating Program and Planning Implementation in the Instructional Program: District Planning Advisory Council, as follows:

- A. To periodically review and recommend revisions in District policies pertaining to:
 - 1. the Mission of the District;
 - 2. measurable achievement objectives;
 - 3. required and elective District-wide instructional programs;
 - 4. extracurricular activities;
 - 5. required components of District-wide programs;
 - 6. procedures for evaluating progress toward District instructional goals; and
 - 7. procedures for reporting progress toward District instructional goals.

- B. To annually participate in the:
 - 1. evaluation of progress toward achievement objectives representing District instructional goals;
 - 2. development of annual objectives for improving student achievement;
 - 3. development of annual program and staff development plans for meeting the above objectives;
 - 4. evaluation of progress toward annual objectives; and
 - 5. reporting of findings and recommendations to the entire school community.

The work calendar of the District Planning Advisory Council during the 2010-2011 school year was guided by the provisions of Board Policy 651. The Council's bylaws directed its internal operations. In accordance with the aforementioned policy and procedures, the District Planning Advisory Council submits this annual report and recommendations for the instructional improvement plan for the next school year to the Superintendent of Schools and Board of Education.

II. 2010-11 HIGH PRIORITY DISTRICT PLANNING ADVISORY COUNCIL RECOMMENDATIONS

Each subcommittee identified and considered a set of objectives. The full set of objectives considered is contained in Section 3, Subcommittee Reports. The five high priority recommendations are listed below.

ACHIEVEMENT AND EVALUATION SUBCOMMITTEE

1. Increase NWEA Growth and Growth Categories at the Junior High Level

We recommend an increase from 45% to 60% of 7th and 8th grade students making their expected growth on the NWEA math and reading assessments. In addition, we recommend an increase from 72% to 78% of 7th and 8th grade students who are growing at a Medium or High rate, as measured by the math and reading MCA assessments as reported on the MN Department of Education web site. The team reviewed the MCA results of many Twin Cities districts. Some of the districts reviewed had a significantly higher growth rate in their transition year, either 6th or 7th grade. The following list includes some of the characteristics found in these schools and along with other options the subcommittee thought might be worth considering.

- Review of middle school model for components that may assist transition from 6th to 7th grade.
- Use of homerooms to build community.
- Team teaching or a family or house structure.
- Survey of 6th and 7th grade staff to identify program strengths and weaknesses.
- Review of 6th grade pre-transition activities.
- Vertical articulation with sixth grade.
- Increase parental involvement.
- Explore the possible role of the change in start time in student transition to 7th grade.

Rationale:

Growth, as measured by both the NWEA and MCA, is significantly lower in grade 7 than other grades. A slight improvement is seen in 8th grade, but not a full rebound. Focused attention on growth at the junior high level could prevent a number of students from dropping into the Non-Proficient level on the MCA assessments and provide the academic foundation necessary for improving high school graduation rates.

PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE

1. Math Interventions

We recommend that the district develop a K-12 tiered approach to math intervention that clearly articulates a plan of action for all students and their parents/guardians based on the student's proficiency.

Rationale:

Even though ISD #279 failed to meet student achievement targets in six of nine subgroups last year, there is still no supported district-wide, systematic practice or structure for providing interventions in mathematics. In addition there is an achievement gap with students in our district.

2. Non-Fiction Writing (Across Content Areas)

We recommend that the district design and deliver a systematic approach to non-fiction writing in all content areas with instructional tools for teachers that assist in grading and coaching students at all grade levels.

Rationale:

Current research states that an increase in the use of non-fiction writing across content areas increases student achievement at all grade levels. A systematic approach to writing in all content areas with instructional tools for teachers that assist in grading and coaching students will support this increase in student achievement.

3. **Alternative Course-Completion Options**

We recommend that the district invest in the study and analysis of alternative scheduling options for all junior and senior highs with the interest of increasing the number of academic time slots in the school day for students. We recommend, due to budget limitations, the analysis of cost-neutral and low-cost options such as zero-hour and /or after-school course options.

Rationale:

An increase in the number of courses (or time slots) would allow for stronger remediation programming for students struggling in the areas of reading and math. This increase would also better support opportunities for enrichment and the development of the whole child as they strive to achieve their dreams, contribute to the community, and engage in a lifetime of learning.

STUDENT SERVICES SUBCOMMITTEE

1. **Supporting Displaced Students**

In order to identify and overcome all obstacles to ensure that each student has the competence to achieve the strategic objectives, we recommend district-wide support for displaced students* by providing consistent opportunities in safe environments for extended day learning and technology access. In addition, we recommend a district wide awareness campaign about resources for displaced students.

Rationale:

Mobility is one of the greatest causes of student underachievement. In addition, displaced students have a greater degree of mobility and are at higher risk for underachievement. Current trends show an increase in displaced students. In many cases, displaced students under identify. These recommendations may provide opportunities to increase partnership with community assets.

**Displaced students are defined as individuals who lack a fixed, regular, and adequate nighttime residence.*

SECTION 2

Progress Toward Achievement of 2009-10 District Planning Advisory Council High Priority Recommendations

III. PROGRESS TOWARD ACHIEVEMENT OF 2009-10 DISTRICT PLANNING COUNCIL HIGH PRIORITY RECOMMENDATIONS

ACHIEVEMENT AND EVALUATION SUBCOMMITTEE

1. Increased Access to Accelerated Math Curriculum

We recommend that more students be given access to accelerated (advanced) math option in grades 7 and 8 so that all students have the opportunity to learn at their skill level and reach their potential.

Progress:

Over the past 2 years there have been significant changes to the identification process for increased participation and movement to acceleration in mathematics such as:

- Changed the automatic placement criteria and protocol to shorten the process and increase the number of students assigned to accelerated math.
- Changed the "opt in" criteria to allow additional students choose accelerated math.
- Changed the petition protocol to allow students below the cut line for accelerated math to be reconsidered on an individual basis.

Since these changes we have seen significant increases in the number of students in the accelerated track. In grade six the number of schools offering acceleration has risen from 7 to 11. At grade seven the number of students who are enrolled in accelerated math has risen from 206 in 2009-10 to 510 in 2010-11. This increase will ripple up through the grades.

2. Set a Target for Growth on NWEA from Spring to Spring

We recommend that the district set a target percentage of students making their expected growth on the annual NWEA assessments.

Progress:

Although there is a general practice of using 60% of the students making their individual growth target as the district standard, this practice was not formalized.

3. Reduction of the Achievement Gap

We recommend the district continue to work toward reduction of the achievement gap.

Progress:

Narrowing the achievement gap has been a major focus in district work during the last 12 months. Here are some of the examples of work in progress.

- For the second year literacy coaches have been assigned to every elementary school and three of the secondary schools.
- Literacy coaches are supporting the implementation of early intervention reading programs at all 17 elementary schools.
- The system is doing action research in progress monitoring. Progress monitoring allows schools to closely track the progress of individual students to help assure that the interventions are successful in math and reading. The two systems we are investigating are AIMSweb for reading and Delta Math.
- Professional learning communities (PLCs) are active in every school. Several schools are implementing an aggressive data team approach within their PLC structure.
- North View Jr. High an IB World School is implementing school wide reform supported by a federal School Improvement Grant. Changes at the school include:
 - Providing a second period of math and reading instruction during the day for high need students.
 - Supporting quality instruction through math and literacy coaches.
 - Implementing increased after school courses available to all students.
 - Implementing data teams that review student performance and adjust instruction.

PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE

1. Increase implementation of Full Option Science System (FOSS) kits for K-6

We recommend continued use (and increased implementation) of FOSS kits for K-6. This recommendation includes accelerating the ongoing replacement of selected District kits with FOSS kits more relevant to state science standards. Staff development would be needed to effectively implement new resources.

Progress:

- Ordered and implemented "Sun, Moon, and Stars" in third grade classrooms as a part of the FY11 budget.
- For the FY13 budget, sixth grade classrooms are currently piloting a new kit "Force and Motion."
- In the current FY12 capital budget, the following kits are being purchased for 2011-12 implementation:
 - Fifth grade will implement "Levers and Pulleys."
 - Second grade will implement "Balance and Motion."
 - Fourth grade will implement "Electricity and Magnetism."

Note: Staff development for the FY12 kits will be delivered on Friday, May 6, 2011, with additional opportunities offered during the summer and during the first week of the 2011-12 school year.

1. Effective classroom technology in grades 7-12

We recommend continued support and consideration for effective classroom technology in grades 7-12. We further recommend the District should create a tiered technology classification system to help clarify site needs and to strategically place resources based on capacity at the site level.

Progress:

- Technology equipment purchases were not included in the final FY12 capital budget based on the lack of available resources.
- The technology equipment items that were proposed for FY12 will be resubmitted for funding during the FY13 capital budget process.

2. Implement Science, Technology, Engineering, and Math (STEM) standards into K-12 scope and sequence.

We recommend implementation of Science, Technology, Engineering, and Math (STEM) standards into K-12 scope and sequence. We further recommend the Board implement the important and necessary staff development related to the integration of STEM into K-12 classrooms.

Progress:

- Units of Engineering in Elementary are being considered for phase-in over the 2011-12 school year in grade levels where they are most appropriate.
- A Google desktop tool will be available for all teachers that can be used for engineering instruction.
- ISD#279 is engaged in the development of a school-within-a-school STEM program that will offer a middle school STEM option for students.

3. Implement Science Notebook Program into the K-6 curriculum

We recommend implementation of a Science Notebook Program into the K-6 curriculum, with potential for 7-12.

Progress:

- Several teachers are piloting the Science Notebook Program during the 2010-11 school year. Their progress is being analyzed and their results will be shared across the system through the Science TAT.

STUDENT SERVICES SUBCOMMITTEE

Due to the very late approval of Title III funds for the 2010-2011 school year, District 279 ELL was unable to secure a contract for SIOP professional development with the Center for Applied Linguistics, the vendor that has provided SIOP training over the past four years. ELL does have plans to offer SIOP professional development during the 2011-2012 school year and/or possibly in the form of summer institutes. Provision of professional development opportunities for instructional staff to learn how to effectively shelter instruction in a manner that will make it more accessible and effective for students remains a priority for District 279 ELL.

SECTION 3

Subcommittee Reports

Osseo Area Schools
Independent School District 279
DISTRICT PLANNING ADVISORY COUNCIL
2010-11 PROGRAM IMPROVEMENT SUBCOMMITTEE REPORT
ACHIEVEMENT AND EVALUATION SUBCOMMITTEE

Subcommittee Membership:

Don Pascoe, Jennifer Smith, Jennifer Brown, Marty Cohen, Lisa Berglund, Pam Paulsen, Pat Dempsey, Tim McClure

SECTION I: Committee Activities

The committee reviewed the District Testing Plan and the characteristics and purposes of the assessments administered by the District.

The committee reviewed assessment results from 2009-10. These results were primarily found in two areas:

- District developed Excel data analysis tools.
- State Department of Education web-based data analysis system.

SECTION II: Data Summary

A. Data Reviewed

The committee reviewed results from:

State Tests:

- Minnesota Comprehensive Assessments (MCA II) Grades 3-11
- GRAD – Reading & Math..... Grades 10-12

District Tests:

- Northwest Evaluation Association Achievement Level Tests (NWEA) Grades 2-8

MN State Graduation Requirements

- Class of 2010 – 2014
- Class of 2015 and beyond

B. Summary of Evaluation of Data

1. District Strengths:

- Growth for students was generally higher than national average growth.
- Scores on the NWEA were above typical national scores.
- By grade four, students who have been in the district for two years consistently perform about one year's growth above the national average.

2. Areas of Concern:

- Students in grades 7 and 8 math and reading skills grew at a lower rate than expected (see graphs in rational).
- Gaps between subgroups continue to persist on all tests.
New students tend to start out significantly behind students already in the district. This gap is higher when students enter in a later grade. There is a three year gap by grade 8. 60% of the new students are no longer in the district at the end of the next year.

SECTION III: Listing of Subcommittee High Priority Recommendations

Recommendations

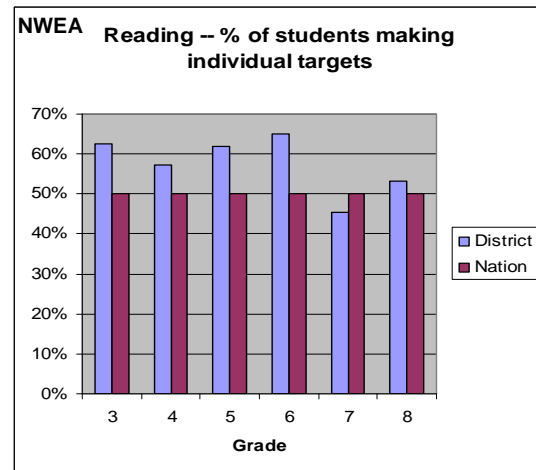
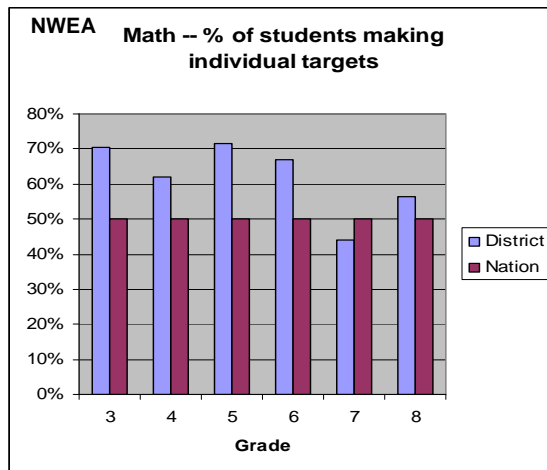
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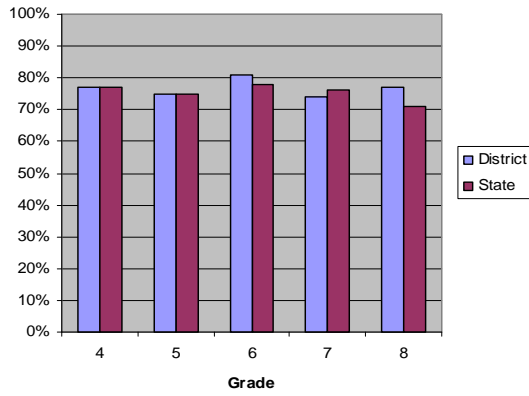
- Review of middle school model for components that may assist transition from 6th to 7th grade.
- Use of homerooms to build community.
- Team teaching or a family or house structure.
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- Vertical articulation with sixth grade.
- Increase parental involvement.
- Explore the possible role of the change in start time in student transition to 7th grade.

Rationale:

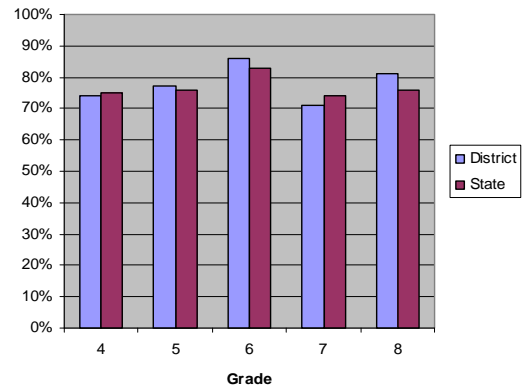
Growth, as measured by both the NWEA and MCA, is significantly lower in grade 7 than other grades. A slight improvement is seen in 8th grade, but not a full rebound. Focused attention on growth at the junior high level could prevent a number of students from dropping into the Non-Proficient level on the MCA assessments and provide the academic foundation necessary for improving high school graduation rates.



Math -- % of students making medium or high growth on the MCA



Reading -- % of students making medium or high growth on the MCA



**Osseo Area Schools
Independent School District 279
DISTRICT PLANNING ADVISORY COUNCIL
2010-11 PROGRAM IMPROVEMENT SUBCOMMITTEE REPORT
PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE**

Subcommittee Membership:

Eric Schneider, Warleah Teamah, Danielle Carter, Jennifer Hamel, Laura Reavis, Shannon Klick, Derrick Strom, Becky Swartz, Andrena Seawood, Tom Laughlin, Anisha Dharnipragada, Cheyenne Richardson, Marjorie Holmes, Robert Jacobs, Alicia Stromberg

SECTION I: Committee Activities

The committee heard reports on the following topics from the noted curriculum specialist or coordinator overseeing progress in that area:

- World Languages (Trish Van Horn)
- Secondary English/Language Arts and Non-Fiction Writing (Trish Van Horn)
- Math Interventions (Pam Richards)
- Gifted Education – Program Update (Beth Carpenter)

SECTION II: Data Summary

In each topic area, district staff were asked to provide the committee with an overview of the strengths and the challenges within their respective area of oversight. These presentations were data-driven and focused on multiple measures of achievement including but not limited to the following areas: MCA, NWEA, course grade distribution, ACT, and college admissions.

The most compelling areas of focus were math interventions, writing, and the overall lack of time in the academic day for students to take both required coursework as well as coursework that would help them to achieve their dreams. Although the subcommittee was interested in taking a deeper look at the program implementation results in gifted education and discussed concerns about the lack of world language options for students, the subcommittee chose to focus on the following three high priority recommendations.

SECTION III: Committee High Priority Recommendations and Rationale

1. Math Interventions

We recommend that the district develop a K-12 tiered approach to math intervention that clearly articulates a plan of action for all students and their parents/guardians based on the student's proficiency.

Rationale:

Even though ISD #279 failed to meet student achievement targets in six of nine subgroups last year, there is still no supported district-wide, systematic practice or structure for providing interventions in mathematics. In addition there is an achievement gap with students in our district.

2. **Non-Fiction Writing (Across Content Areas)**

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Rationale:

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3. **Alternative Course-Completion Options**

We recommend that the district invest in the study and analysis of alternative scheduling options for all junior and senior highs with the interest of increasing the number of academic time slots in the school day for students. We recommend, due to budget limitations, the analysis of cost-neutral and low-cost options such as zero-hour and /or after-school course options.

Rationale:

An increase in the number of courses (or time slots) would allow for stronger remediation programming for students struggling in the areas of reading and math. This increase would also better support opportunities for enrichment and the development of the whole child as they strive to achieve their dreams, contribute to the community, and engage in a lifetime of learning.

**ISD 279 - Osseo Area Schools
DISTRICT PLANNING ADVISORY COUNCIL
2010-11 PROGRAM IMPROVEMENT SUBCOMMITTEE REPORT
STUDENT SERVICES SUBCOMMITTEE**

Subcommittee Membership:

Kathy Bushman, Karen Kieser, Kathy Frederickson, Fenton Hyacinthe, Vicky Richardson, Brenda Troiani

SECTION I: Committee Activities

The committee reviewed data on the incidence and identification of homeless youth.

SECTION II: Data Summary

1. District Strengths

- The District has been the recipient of the McKinney Vento grant for the past two years.
- The District employs a full-time Homeless Liaison.
- 2009-2010 training was provided across the system for how to identify homeless youth.
- Current grant funds are being used to put infrastructure in place.
- The District has increased its identification of displaced youth. Currently, we have about 370 students identified as homeless this year. This is approximately a 50% increase from last school years total number of students identified. Of the 370 approximately 11% are youth on their own. We identify between 5 and 10 new homeless students per week. Our staff has done a wonderful job in identifying and supporting homeless students; we provide transportation for nearly 80% of our identified homeless students to and from school and adjust transportation to accommodate extracurricular activities. We partner with many community agencies including the City of Brooklyn Park, Housing for all in Maple Grove, Hennepin County and Point Northwest to name just a few.

2. Already existing programs

- Counselors and Social Workers at each site who connect youth and families to community resources.
- Two Community Education programs have been added to support displaced youth

3. Area of Concern:

- We are currently in our second year of the McKinney Vento grant. Funding ends at the close of the 2011-2012 school year.
- Displaced youth need access to resources outside of the current student contact day.
- Achievement data is needed for displaced youth in ISD #279.
- No Homeless shelters exist in #279 boundaries. As a result many students are bussed to shelters in Minneapolis and St. Paul

4. Data Reviewed:

- On October 25, 2010, Tamiko Thomas, ISD #279 Homeless Liaison provided an overview of the trends and impact the system of displaced youth: As of October 15, 2010 approximately 150 students have been identified. Based on key indicators (Free-reduced lunch and Title I) we should be identifying approximately 800 students.
- On November 8, 2010 the Social Worker from ZW and Counselors from PCHS presented relating to efforts and challenges at their sites to identify and provide resources to displaced families and youth.

5. Tied into existing programs

SECTION III: Committee High Priority Recommendations and Rationale

STUDENT SERVICES SUBCOMMITTEE

1. Supporting Displaced Students

In order to identify and overcome all obstacles to ensure that each student has the competence to achieve the strategic objectives, we recommend district-wide support for displaced students* by providing consistent opportunities in safe environments for extended day learning and technology access. In addition, we recommend a district wide awareness campaign about resources for displaced students.

Rationale:

Mobility is one of the greatest causes of student underachievement. In addition, displaced students have a greater degree of mobility and are at higher risk for underachievement. Current trends show an increase in displaced students. In many cases, displaced students under identify. These recommendations may provide opportunities to increase partnership with community assets.

**Displaced students are defined as individuals who lack a fixed, regular, and adequate nighttime residence*

SECTION 4

DPAC Work Calendar

**DISTRICT PLANNING ADVISORY COUNCIL
2010-2011 Work Calendar
7:00-9:00pm, ESC**

Date / Time	
Monday, 10/11/10 7:00 – 9:00 PM	Full DPAC Council and Assessment & Review Subcommittee
	Special Services Subcommittee
	Achievement/Evaluation Subcommittee
Monday, 10/25/10 7:00 – 9:00 PM	Full DPAC Council and Assessment & Review Subcommittee
	Special Services Subcommittee
	Achievement/Evaluation Subcommittee
Monday, 11/8/10 7:00 – 9:00 PM	Full DPAC Council and Assessment & Review Subcommittee
	Special Services Subcommittee
	Achievement/Evaluation Subcommittee
Monday, 12/13/10 7:00 – 9:00 PM	Assessment & Review Subcommittee
	Special Services Subcommittee
	Achievement/Evaluation Subcommittee
Monday, 1/10/11 7:00 – 9:00 PM	Full DPAC Council & Assessment & Review Subcommittee
	Special Services Subcommittee
	Achievement/Evaluation Subcommittee
Monday, 2/14/11 6:30 – 8:30 PM	Steering Committee
Monday, 2/28/11 7:00 – 9:00 PM	Full DPAC Council and Assessment & Review Subcommittee
	Special Services Subcommittee
	Achievement/Evaluation Subcommittee
Monday, 3/14/11 7:00 – 9:00 PM	Full DPAC Council and Assessment & Review Subcommittee
	Special Services Subcommittee
	Achievement/Evaluation Subcommittee
Tuesday, 4/5/11	Presentation to School Board
Monday, 4/18/11 7:00 – 9:00 PM	Full DPAC Council and Planning Committee Meeting Year End Wrap-Up / Celebration / Key Ideas for 2011-12