

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**FY 2007 APPLICATION FOR GRANTS UNDER THE MAGNET SCHOOLS ASSISTANCE
PROGRAM**

CFDA # 84.165A

PR/Award # U165A070053

Grants.gov Tracking#: GRANT00253699

OMB No. 1855-0011, Expiration Date: 04/30/2007
Closing Date: APR 27, 2007

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): [] * Other (Specify) []
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* 3. Date Received: 04/26/2007	4. Applicant Identifier: []
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5a. Federal Entity Identifier: []	* 5b. Federal Award Identifier: []
---------------------------------------	--

State Use Only:

6. Date Received by State: []	7. State Application Identifier: []
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8. APPLICANT INFORMATION:

* a. Legal Name: Northwest Suburban Integration School District #6078	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 80-0016622	* c. Organizational DUNS: 143939606

d. Address:

* Street1: 6860 Shingle Creek Parkway Suite #208
Street2: []
* City: Brooklyn Center
County: Hennepin
* State: MN: Minnesota
Province: []
* Country: USA: UNITED STATES
* Zip / Postal Code: 55430

e. Organizational Unit:

Department Name: []	Division Name: []
-------------------------	-----------------------

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

Prefix: Ms.	* First Name: Karla
Middle Name: []	
* Last Name: Fawbush	
Suffix: []	
Title: Director of Magnet Schools	
Organizational Affiliation: Northwest Suburban Integration School District	
* Telephone Number: 763-450-1306	Fax Number: 763-450-1349
* Email: kfawbush@nws.k12.mn.us	

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Integration School District

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

* 12. Funding Opportunity Number:

ED-GRANTS-030907-002

* Title:

Magnet Schools Assistance Program CFDA 84.165A

13. Competition Identification Number:

84-165A2007-2

Title:

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

Minnesota Anoka County Hennepin County Sherburne County Wright County

* 15. Descriptive Title of Applicant's Project:

Power of Choice for Education: NWSISD Magnet Schools Assistance Program

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="10,982,838.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="10,982,838.00"/>

* 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.
- c. Program is not covered by E.O. 12372.

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

- Yes
- 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)

** 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: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

*** 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.

Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Northwest Suburban Integration S...

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	\$ 1,092,922	\$ 1,135,913	\$ 1,161,085	\$ 0	\$ 0	\$ 3,389,920
2. Fringe Benefits	\$ 389,259	\$ 404,663	\$ 408,990	\$ 0	\$ 0	\$ 1,202,912
3. Travel	\$ 290,100	\$ 346,300	\$ 300,800	\$ 0	\$ 0	\$ 937,200
4. Equipment	\$ 346,792	\$ 242,706	\$ 103,500	\$ 0	\$ 0	\$ 692,998
5. Supplies	\$ 623,209	\$ 814,085	\$ 818,634	\$ 0	\$ 0	\$ 2,255,928
6. Contractual	\$ 322,345	\$ 181,065	\$ 159,750	\$ 0	\$ 0	\$ 663,160
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 99,480	\$ 106,630	\$ 112,020	\$ 0	\$ 0	\$ 318,130
9. Total Direct Costs (lines 1-8)	\$ 3,164,107	\$ 3,231,362	\$ 3,064,779	\$ 0	\$ 0	\$ 9,460,248
10. Indirect Costs*	\$ 247,310	\$ 260,952	\$ 253,948	\$ 0	\$ 0	\$ 762,210
11. Training Stipends	\$ 274,060	\$ 273,250	\$ 213,070	\$ 0	\$ 0	\$ 760,380
12. Total Costs (lines 9-11)	\$ 3,685,477	\$ 3,765,564	\$ 3,531,797	\$ 0	\$ 0	\$ 10,982,838

***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 No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2007 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Minnesota Department of Education

(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, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Northwest Suburban Integration S...

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

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

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 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 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.

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Prescribed by OMB Circular A-102

Tracking Number: GRANT00253699

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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 OFFICIAL Marcia Moore	* TITLE Superintendent
* APPLICANT ORGANIZATION Northwest Suburban Integration School District #6078	* DATE SUBMITTED 04-26-2007

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>	
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: Northwest Suburban Integration District #6078</p> <p>* Address: 6860 Shingle Creek Parkway, Suite 208</p> <p>Brooklyn Center</p> <p>MN: Minnesota</p> <p>55430</p> <p>Congressional District, if known:</p>	<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>		
<p>6. * Federal Department/Agency:</p> <p>Department of Education</p>	<p>7. * Federal Program Name/Description: Magnet Schools Assistance</p> <p>CFDA Number, if applicable: 84.165</p>		
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>		
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: N/A</p> <p>N/A</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: N/A</p> <p>n/a</p>		
<p>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 the 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.</p>			<p>* Signature: Marcia Moore</p> <p>* Name: Ms. Marcia Moore</p> <p>Title: Superintendent</p> <p>Telephone No.: 763-450-1300</p>

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 1890-0007. 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:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name

6317-GEPA_Compliance.pdf

Mime Type

application/pdf

Compliance with General Provisions Act (GEPA), Section 427

General Statement of Non-discrimination

In accordance with federal regulations (including the General Education Provisions Act, Section 427) and the Northwest Suburban Integration School District # 6078 (NWSISD) policy, the proposed project will not discriminate. As stated in District Policy, "NWSISD does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, gender, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status." The Northwest Suburban Integration School District is deeply committed to the goal of diversity. This project is guided by the principle that no aspect of the project's services will be delivered differently to participants because of race, creed, color, religion, or disabling condition. The district will provide equal opportunities for all students and staff in all programs and activities offered by the school district.

Student Participation: Addressing the Needs of Diverse Learners

The Quality of Project Design section of the Magnet Schools Assistance Program application requires the applicant to describe how each magnet school will: 1) bring diverse groups of students together, 2) foster interactions among the students, 3) meet the educational needs of the students, and 4) strengthen the academic skills of the students. Clearly the entire application focuses on removing barriers for students to participate in all phases of the project. The project has a comprehensive recruitment plan, which will insure that all students know about and can apply to attend the magnet schools.

Additionally, students, staff and parents/guardians who feel they are treated unfairly or discriminated against have the right and opportunity to seek relief through an official grievance policy.

The school board further recognizes that students and staff have certain rights extended to citizens under the United States Constitution and its amendments. These rights cannot be abridged except in accordance with due process procedures. Therefore, the school board supports the concept and intent of equal opportunity laws and statutes.

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 an 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 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 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

Northwest Suburban Integration School District #6078
--

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix: Ms. * First Name: Marcia Middle Name:
* Last Name: Moore Suffix: * Title: Superintendent

* SIGNATURE: Marcia Moore * DATE: 04/26/2007
--

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Ms.

Karla

Fawbush

* Address:

6860 Shingle Creek Parkway Suite #208

Hennepin

County

Brooklyn Center

MN: Minnesota

55430

USA: UNITED STATES

* Phone Number:

763-450-1306

Fax Number:

Email:

kfawbush@nws.k12.mn.us

2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

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

Yes 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:

FileName

MimeType

Tracking Number: GRANT00253899

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 3168-Abstract_.pdf

Abstract – Northwest Suburban School District #6078

This application is from the Northwest Suburban Integration School District #6078 (NWSISD). Located a few miles northwest of Minneapolis, the collaborative district includes seven member districts and serves over 85,000 students in 100 schools.

With MSAP funds, the NWSISD will implement new magnet school programs in three high schools that failed to make Adequate Yearly Progress in 2006. The innovative program components being added to each school are noted in the following text.

1. Brooklyn Center High School in Brooklyn Center Independent School District #286: a) implement the Middle Years Programme from the International Baccalaureate Organization (IBO), b) implement a visual, performing, literary and technological/media arts magnet program, c) develop curriculum using inquiry-based and standards-based instructional techniques, and d) integrate technology into all instruction. Brooklyn Center has the capacity to accept 300 new students. The total number of students expected to participate is 926.
2. Fridley High School in Fridley Independent School District #14 and Park Center Senior High in ISD 279 – Osseo Area Schools: a) implement the Diploma Programme from the IBO, b) expand the current Middle Years Programme from the IBO to include all students, c) implement a global studies model as the infrastructure for the program, d) develop curriculum using inquiry-based and standards-based instructional techniques, and e) integrate technology into all instruction. Fridley has the capacity to accept 160 new students and Park Center 300. The total number of students expected to participate at Fridley is 954 and at Park Center 1,701.

Major project goals and objectives are aligned with the purposes of the MSAP and the school improvement goals of NCLB. Objectives are grouped under three categories: 1) Desegregation & Choice; 2) Building Capacity; and 3) Academic Achievement of Students.

Project Narrative

Project Narrative

Attachment 1:

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NEED FOR ASSISTANCE

(a) COSTS OF FULLY IMPLEMENTING MAGNET PROGRAMS

The Northwest Suburban Integration School District (NWSISD) is made up of seven contiguous Minnesota school districts. The district was created in 2001 by a State Desegregation Rule. The process began when two of the member districts – Brooklyn Center and Osseo – were determined by the State Rule to be minority group isolated. Because the other five districts are contiguous to one or both of these districts they were required to join the collaborative. The State Rule required the districts to work together and to develop a desegregation plan that not only will assist Brooklyn Center and Osseo, but will also reduce minority group isolation in schools in other member districts. As a result, this application is from the NWSISD: it proposes to implement 3 magnet schools, which will reduce minority group isolation in 2 proposed magnet schools and in the feeder schools of the third one.

The themes that were selected for the new magnet schools will be very expensive to implement. All of the proposed equipment and supply costs are based on actual price quotes obtained from a variety of vendors. In situations where price quotes varied, an average of several similar proposals is included. Personnel costs are based directly on the member-district's board-approved salary pay scale for certified and non-certified staff. To determine what equipment and supplies are requested for each magnet program, a series of meetings and work sessions was held with faculty members and principals in each K-12 strand. Teachers and major departments submitted written budget requests accompanied by detailed justifications on how the requested equipment and supplies would be utilized to benefit magnet school students. These lists were then evaluated and refined with the assistance of curriculum specialists and consultants from national subject area associations. A breakdown of the proposed budgets for each of the

three project years shows that the district plans to spend most of the requested MSAP funds on teacher training, classroom equipment, supplies, and technology – all expenses which most directly impact students enrolled in the magnet school program; expenditures, which are well in excess of the cost of the basic program.

The district is committed to and expects to cover basic program costs. The budget items requested have been carefully selected with the input and expertise of local professionals from all of the member districts including teachers, program coordinators, subject area supervisors, directors and superintendents. Although the dollars requested are reasonable and adequate to assure the success of the program, the current economic conditions in Minnesota and its generally poor funding of education mean that the projected costs are beyond the fiscal capability of the NWSISD and its member districts.

The proposed budgets total:

1 YEAR ONE - (2007-2008):	\$3,685,477
2 YEAR TWO - (2008-2009):	\$3,765,564
3 YEAR THREE – (2009-2010):	\$3,531,797

Equipment purchases will be distributed among the three budget years. The reason for gradual acquisition of equipment rather than at the outset of the project period is two-fold: 1) to allow faculty members and students time to become familiar with the technology and accustomed to using it in instruction, and 2) to assure that all equipment does not become essentially obsolete at the same time. The magnet programs will use PCs or Macintosh computers/laptops. This equipment is compatible with the technology and computer networks already in use within the buildings and the districts. None of the requests in the budget proposals is vendor specific and competitive bids will be taken for each item to insure that the district receives the best and lowest possible price on all equipment and supplies purchased with MSAP

funds. The cost of implementing the program is adequate and reasonable in terms of the objectives of the project. [Objectives are described in the Abstract and in the Needs Section.]

(b.) RESOURCES AVAILABLE TO THE APPLICANT

The member districts conducted an initial assessment of the materials and supplies that will be necessary for the operation of the magnet program. These estimates are based on the experience and expertise of their personnel as well as input from outside consultants, business partners, and local vendors. Some items will be provided out of local funds. Students attending magnet programs will receive the same allocation of local money as every other district student for supplies and materials. With **state funding, NWSISD will also pay the full cost of transporting students to and from the magnet school sites.**

NWSISD is requesting about \$3,660,946 a year for each of the three years of the MSAP funding cycle. This amounts to about \$1,022 per student for the expected 3,581 students who will participate in this program. The state and districts fund the basic program at approximately \$6,646 per student. The renovations and construction at Brooklyn Center High School (\$10.3 million), Fridley High School (\$14 million) and Park Center Senior High (\$18 million) come to a combined total of \$42.3 million or about \$11,812 per expected student.

The current educational funding in Minnesota includes a state-funded basic formula amount of \$4,974 per pupil unit with additional state categorical funding provided to support some of the specific costs of meeting the needs of special education students, English Language Learners and students living in poverty. There is also a small state categorical funding of \$92-\$129 per pupil that is set aside for integration efforts. None of the state funding amounts covers the actual costs of district operation. Because current educational costs are significantly higher than what is provided in state dollars, most districts seek voter-approved property tax

referendums of \$629 per pupil unit to offset some of these additional costs. Even with the passage of operating levies, most districts in Minnesota are experiencing annual budget deficits requiring budget reductions. In the Twin Cities metropolitan area alone, budget cuts of \$0.5 - \$17 million per year are not uncommon. Inflation is an economic reality. The State's failure to adjust school funding for inflation is the functional equivalent of cutting funding because it reduces the buying power of the school district for the goods and services it needs to do its job. Add the costs of ever-increasing unfunded mandates and, for many districts, the financial consequences of declining enrollment, and the resources available to provide educational services to students are losing ground every year. From FY 2003 to FY 2007, state aid to Minnesota school districts has declined by \$709 million. This is a decline of 9.9%.

(c.) COSTS EXCEED APPLICANTS RESOURCES

The funds requested from the MSAP from each of the budget years represent those expenses that cannot be covered by the local district's revenues. There is no supplanting and no excess expenditures included in the proposal. The district is unable to hire curriculum integration coordinators, IB coordinators, foreign language instructor, technology/lab specialists, and performing arts specialists, or to pay for curriculum development and teacher training. The positions requested in this project, as well as the project director, the student recruiter, the program specialist and the administrative assistant are not positions covered by the State's basic per pupil allocations and local money is not available to hire these necessary staff members. Although these positions are essential to the successful development and implementation of this project, most will not be needed to maintain a high quality magnet program at the end of the funding cycle. The coordinators for Middle Years and Diploma Programme, additional MYP foreign language instructor, and additional performing arts positions will be needed and will be

picked up by the appropriate member districts at the end of the project. (Estimate: \$579,000)

NWSISD will cover, with state funding, transportation of magnet students. (This is estimated at (b)(4) based on 16% of anticipated number of new magnet students who will require transportation from NWSISD.) Major fiscal areas that will be covered by the member districts include salaries for program administrators and support staff, instructional staff provided by the basic staffing model, and the standard textbook and instructional supply allocations. Additionally, the districts have already funded substantial construction and renovation at several sites. The estimated average cost **per student for providing the basic program and transportation is \$6,912 per year.** Neither NWSISD nor its member districts are able to provide the additional \$3,660,946 a year needed to provide the supplemental staff and program enhancements necessary to assure the successful development and implementation of these magnet schools.

(d.) DIFFICULTY OF EFFECTIVELY CARRYING OUT THE PLAN

The district's plan, for implementing three new, school-wide magnet programs, has and will continue to require a great deal of effort on the part of many system employees (both within Northwest and its member districts) as well as substantial district financial obligations. The curriculum for these schools does not yet exist. Recruiting of students began in November 2006 before the MSAP grant cycle begins. Parents are being informed that some of the programs are contingent on Federal MSAP funding.

School-based personnel have been assigned program responsibilities and teachers have been involved in the planning process and have already started project training. In order to become teachers in the magnet program, staff must agree to participate in the program planning and attend a minimum of 90 annual hours of training. All grade-level appropriate students, living

within the seven member districts, will have access to the magnet programs and with state funding, NWSISD will provide bus service to and from the school sites.

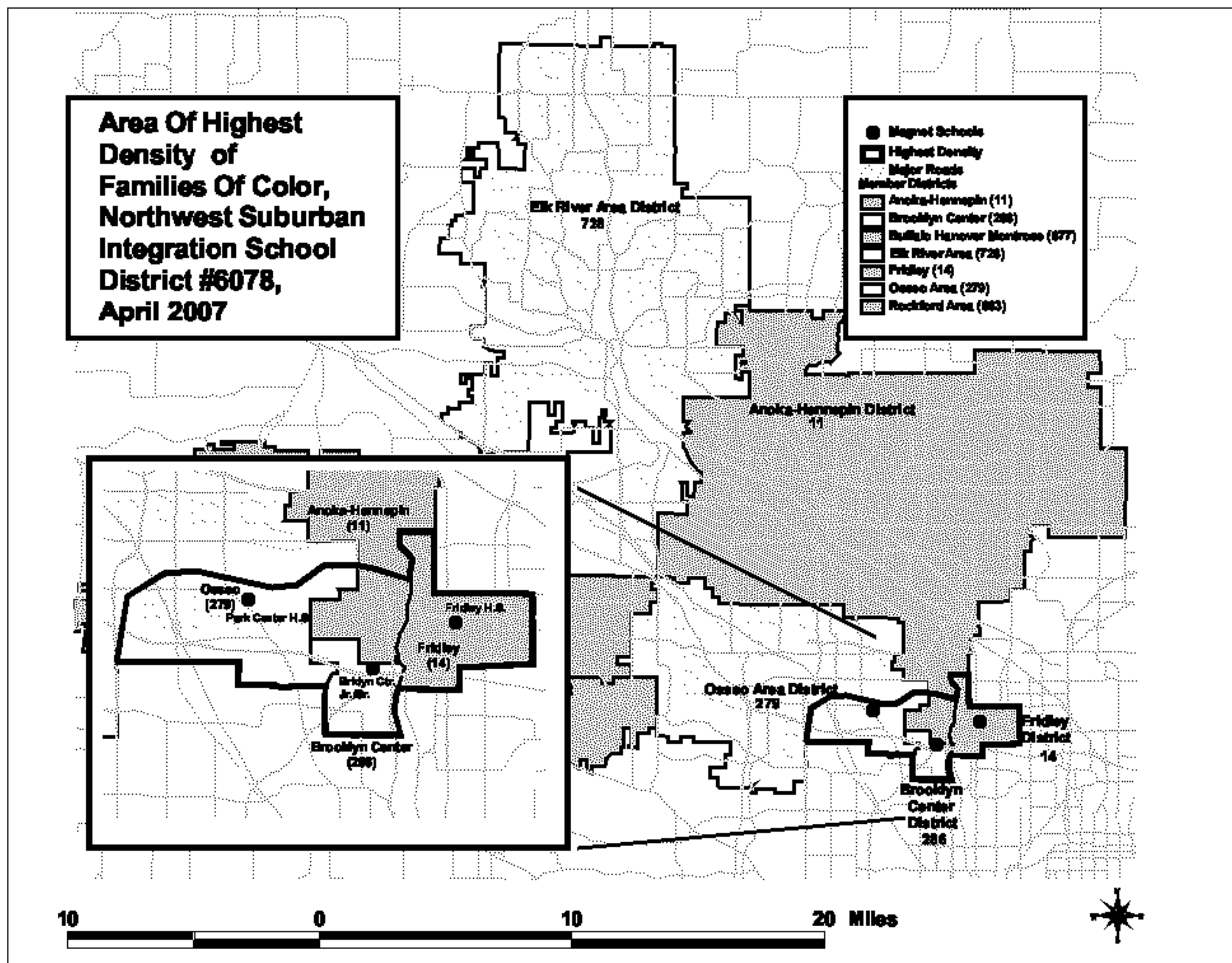
As will be shown in the Needs Assessment section, the distribution of minority students in the district is very uneven. It is, therefore, very difficult for the member districts to have neighborhood schools and still meet the state guidelines for diverse school populations. As clearly shown in the following map, all of the schools in this application are located in or near areas with large minority neighborhood populations.

The districts have been implementing magnet schools since 2004. In those two years, over 2,000 have transferred into the NWSISD magnet schools. This has reduced minority group isolation in the schools of the member districts.

Because NWSISD has **seven member districts spread over an area that is forty miles wide and some thirty miles from north to south**, moving students among the districts will be difficult. Planners felt that the best strategy for accomplishing this difficult task was to select and implement three very popular, K-12 articulated program strands. The three strands include 1) International Baccalaureate Programmes, 2) Science, Technology, Engineering and Math (STEM), and 3) Visual, Performing, Literary and Technological/Media Arts. In addition to the three magnet schools included in this application, the NWSISD is starting three magnet schools using a combination of state and local funds: Monroe Elementary School for Math, Science and Children's Engineering; Salk Middle School Pre-Engineering Magnet Program; and Blaine High School Mathematics, Science and Engineering.

The schools featured in this application will offer **new magnet programs**. Each school has the **capacity to attract a substantial number of new students** – both minority and non-minority. **The schools have room for over 760 new students** and the **projected enrollment at**

the end of the project exceeds 3,581 students. The programs were intentionally placed in schools that will require students to move from minority group isolated sites to non-minority isolated school sites and to attract non-minority students to minority group isolated school sites. Data indicate that getting students “hooked” on a program at one school would be the best motivator to get them to move to another site – particularly one not in their own district (see the following map.)



All proposed magnet schools require specialized equipment, software and supplies to assure that students will attend. With the financial support requested from the magnet Schools Assistance Program, NWSISD will be able to accomplish the objectives set forth in this application.

EXPANDING CAPACITY TO PROVIDE CHOICE

The extent to which the applicant proposes to help parents whose children attend low-performing schools

Expanding the capacity of the member districts to provide public school choice played a large role in developing the magnet programs and selecting schools to participate in this MSAP proposal. Within the boundaries of the seven member districts that make up the NWSISD, there are 26 that did not make Adequate Yearly progress (AYP) in 2006 for the second year in a row. Three of those schools not making AYP are in this application to be converted into magnet schools, Brooklyn Center High School, Fridley High School and Park Center Senior High. Therefore, NWSISD proposes to develop academic programs with MSAP funding that will **improve the quality of teaching and learning at three schools and provide additional choices to parents whose children attend schools that have not made, or that in the future may not make, Adequate Yearly Progress (AYP) for at least two consecutive years.**

(a) Selecting schools identified for school improvement, corrective action, or restructuring under Title I as magnet schools to be funded under the project and improving the quality of teaching and instruction in these schools.

The three schools included in this application **did not meet Minnesota criteria for AYP in 2006: they are Brooklyn Center High School (Brooklyn Center), Fridley High School (Fridley) and Park Center Senior High (Osseo).** With MSAP funding, Brooklyn Center will implement the IB Middle Years Programme and visual, performing, literary and technological/media arts. Fridley High School and Park Center Senior High will implement the IB Diploma Programme and Global Studies.

(b) Maximizing the opportunity for students in low-performing schools to attend

higher-performing magnet schools funded under the project and reducing minority-group isolation in the low-performing sending schools.

This proposal describes how, with MSAP funding, the IB Middle Years Programme, the IB Diploma Programme, Global Studies, and a Visual, Performing, Literary and Technological/Media Arts program, supported by research-based math and science core curricula will be implemented at three school sites.

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

As part of its Title I Choice Plan, the member districts with local funding, will implement public information campaigns. **Each district has identified a three-step process to effectively inform parents about the choices that are available to them under the public school choice provisions of *No Child Left Behind* (NCLB).** The components involve progressive levels of personal contact with parents to provide information and answer questions as they make decisions about remaining at their current school or choosing to transfer to a school that has not been identified for school improvement including the higher performing magnet schools to be developed with MSAP funding.

1. **Written Notification:** Following identification of a school for improvement under Title I, a letter will be sent home explaining the choices available to parents under NCLB and the procedures to follow if they wish to choose another school. The letter will include information about scheduled parent meetings to provide further information and answer questions. The letter will also contain information about the magnet programs described in this application as well as other schools that have not been identified for improvement, therefore, are also available as

choices.

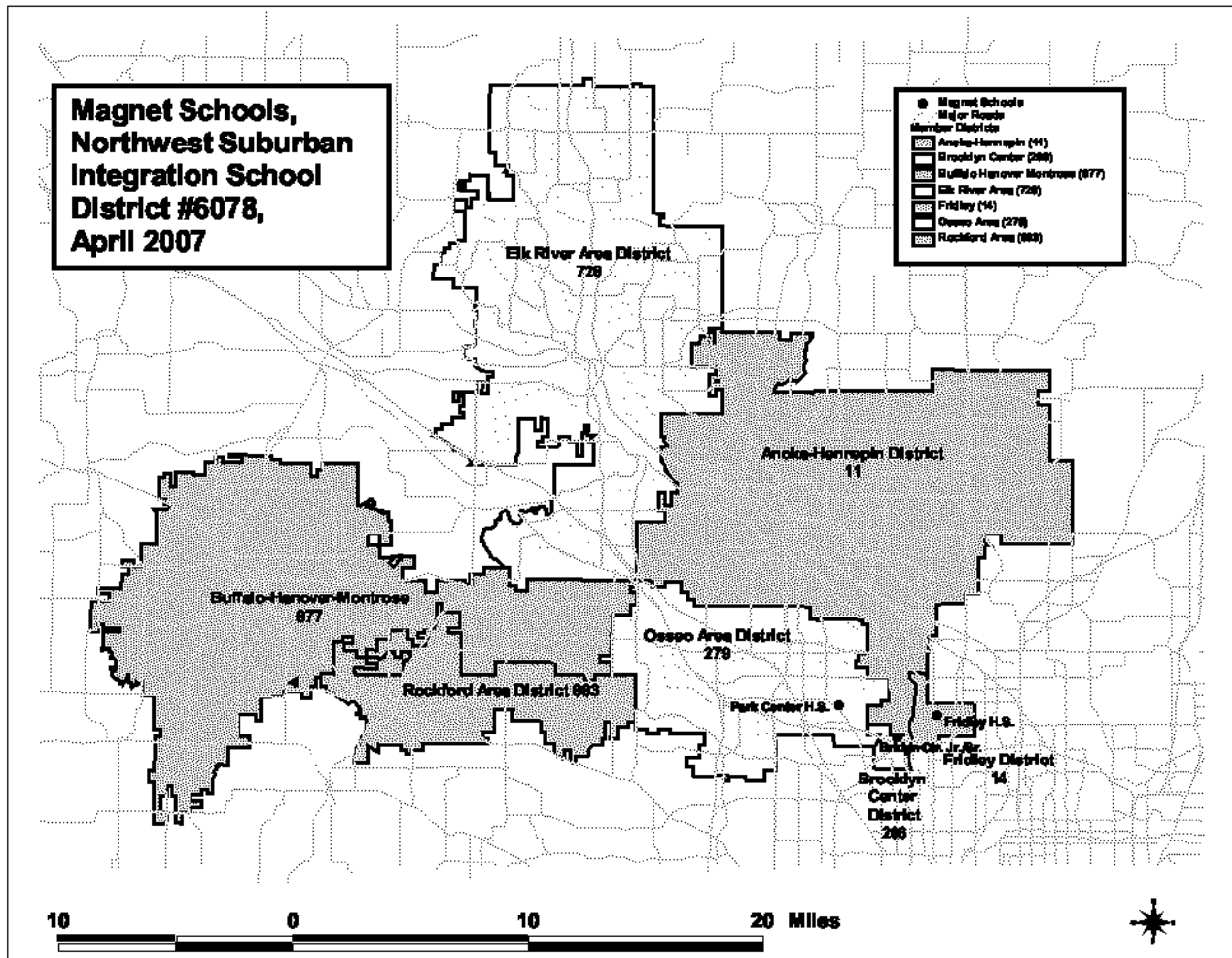
2. **Group Meetings:** Meetings will be held with school and district personnel at each school or groups of nearby schools eligible for NCLB choice to answer parent questions and describe the available school choices, including the magnet programs. The MSAP Project Director and the MSAP Recruitment Specialist will attend these meetings to provide information about the MSAP funded programs and schedule tours and visits to these sites.

3. **Personal Assistance:** Within each district, Title I Office personnel will be available to answer questions one on one, provide additional information to parents, and ultimately make any school reassignments. Title I staff will have promotional information describing the educational program at each magnet school. With MSAP funding, the magnet schools will have the resources necessary to develop professional marketing materials, which will describe their innovative programs. Title I staff will also have information on tours and site visits at the MSAP funded schools. Tours and site visits of the MSAP funded sites will be conducted by the school principals and staff and will provide first hand information about these programs to parents who are considering their options for public school choice under the Title I provisions of NCLB.

INTRODUCTION, NEEDS & OBJECTIVES

Introduction

This application is from the Northwest Suburban Integration School District #6078 (NWSISD). Its offices are located in Brooklyn Center, Minnesota – a few miles northwest of the Twin Cities of Minneapolis/St. Paul. The district was created in 2001 by a new state desegregation rule, which the Minnesota Department of Education developed at the direction of the state legislature. The collaborative district includes seven member districts, all of which are contiguous with one or more member districts – Anoka-Hennepin District #11, Brooklyn Center District #286, Buffalo District #877, Elk River District #728, Fridley District #14, ISD #279- Osseo Area Schools, and Rockford District #883. Altogether the NWSISD serves over 85,000 students in 100 schools. [See the map of the seven districts on the next page.]



About the Desegregation Rule

Minnesota’s new Desegregation Rule replaced an outdated law passed in the 1970’s that utilized quotas and busing to address issues of racial imbalance. This rule was adopted by the Department of Education in 1999 after the Minnesota Legislature authorized the agency to draft a new Desegregation Rule. The text related to desegregation is contained in Rules 3535.0100 to 3535.0180 of the Minnesota Department of Education.

As noted in the “*Adopted Permanent Rules Relating to Desegregation*,” the purpose of parts 3535.0100 to 3535.0180 is to:

1. *Recognize that the primary goal of public education is to enable all students to have opportunities to achieve academic success;*
2. *Reaffirm the state of Minnesota’s commitment to the importance of integration in its public schools;*
3. *Recognize that while there are societal benefits from schools that are racially balanced, there are many factors which can impact the ability of school districts to provide racially balanced schools, including housing, jobs, and transportation;*
4. *Recognize that providing parents a choice regarding where their children should attend school is an important component of Minnesota’s education policy;*
5. *Recognize that there are parents for whom having their children attend integrated schools is an essential component of their children’s education;*
6. *Prevent segregation, as defined in part 3535.0110, subpart 9, in public schools;*
7. *Encourage districts to provide opportunities for students to attend schools that are racially balanced when compared to other schools within the district;*
8. *Provide a system that identifies the presence of racially isolated districts and encourage adjoining districts to work cooperatively to improve cross-district integration, while giving parents and students meaningful choices; and*
9. *Work with rules that address academic achievement, including graduation standards under chapter 3501 and inclusive education under part 3500.0550, by providing equitable access to resources.*

Goals of the rule include:

1. prohibiting intentional discrimination in assignment of students to specific schools,
2. providing families and students with more opportunities to choose racially balanced schools within and outside of their home districts, and
3. enabling school districts that border on districts with higher enrollment of students of color to develop voluntary plans for student, staff and community cooperation.

There is a close correlation between the purposes of the Magnet Schools Assistance Program and the purposes of the desegregation rule adopted by the State of Minnesota. Funding of this project will both support MSAP purposes and those set by the Minnesota Department of Education.

Creation of the NWSISD

The goal behind the new desegregation rule is to assure equity and high-quality educational opportunities for all “protected students.” **Who are the “Protected Students?”** The rule defines “protected students” as those who self-identify as African/Black Americans, Asian/Pacific Americans, Chicano/Latino Americans, or American Indian/Alaskan Native students. Drafters of the rule recognize that there are many factors that may cause a school or district to become racially isolated, which are unintentional and out of the control of the district.

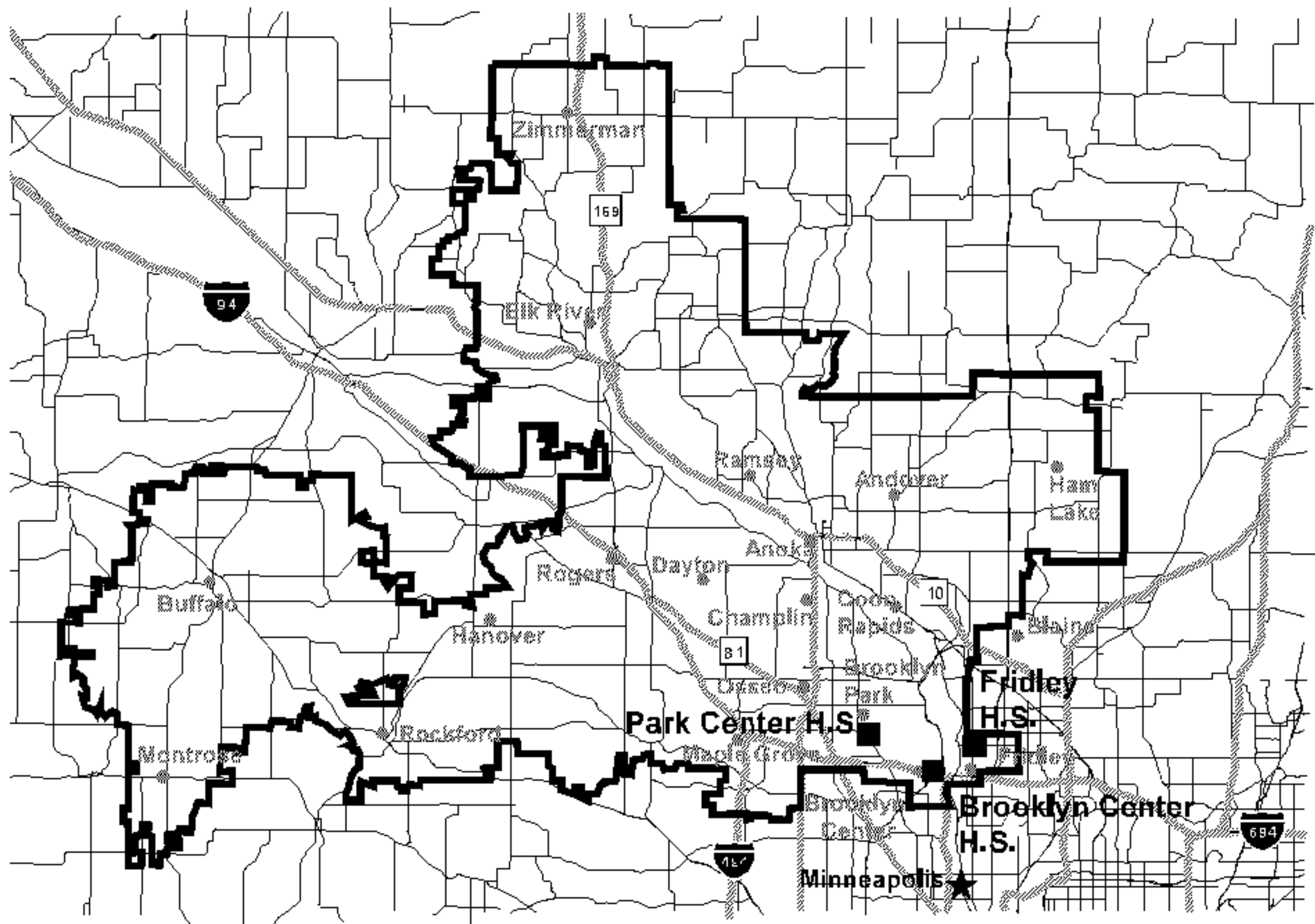
The identification of Brooklyn Center and Osseo Districts as racially isolated, as defined by the new desegregation rule, led to the eventual creation of the NWSISD in 2001. The State Rule requires schools and communities to work together to design effective, voluntary strategies for creating desegregated learning environments, which increase parental choices. By Minnesota state law, a “racially isolated” school district is defined as “a district where the district-wide enrollment of protected students (i.e., minority students) exceeds the enrollment of protected students of an adjoining district by more than 20 percentage points. For example, if District A has a population that is 49% minority and its contiguous neighbor District B has a population that is 28% minority – by Minnesota state law, District A is defined as “racially isolated” and District B is required to assist District A in reducing its minority group isolation.

Collaborative Solutions

The seven districts that make-up the NWSISD agreed to collaborate and developed a comprehensive desegregation plan which includes using magnet schools to reduce racial isolation in Brooklyn Center and Osseo. In addition, the long-term magnet school plan includes assistance for the racially isolated schools in Anoka-Hennepin. The NWSISD is guided by a Joint Powers Board, which has broad representation from each of the seven member districts.

The Northwest Suburban Integration School District is made up of seven school districts, which are located in the northwest suburban area of Minneapolis

MINNEAPOLIS, MINNESOTA



The Northwest Suburban Integration School District #6078 was created during the 2000-01 school year. In this application, the school district will be referred to as NWSISD. The seven member districts have experienced a growing population of racially and culturally diverse learners whose educational needs must be addressed with consummate skill and sensitivity. In the fall of 2006, 23.25% of the total populations of all member districts were minority. Currently Brooklyn Center's minority students make up 71.93% of its population – and both of its schools are “minority group isolated” (over 50%), Osseo has 12 schools, where minority students make up more than 50% (ranges up to 91.45%) of their school's population, however, district-wide

only 41.52% of Osseo's population is made-up of minority students. Both Brooklyn Center and Osseo have been cited by the state definition as "racially isolated." In addition, Anoka-Hennepin has two elementary schools that are "racially isolated," by the state definition. Of the 100 schools included in the NWSISD, **a total of 15 meet the federal MSAP definition of "minority group isolated and 2 of them are included in this application."**

The Superintendent of the NWSISD stated, "We are committed to exploring placed programs (i.e., magnets) that would draw students from wider attendance areas within the seven-district collaborative for the purposes of desegregation, improving the quality of education, and matching student interest with curricula. A magnet school/program is highly effective in that it attracts students from across district boundaries, promotes parent choice, as well as encourages program innovation."

The four districts which are located closest to Minneapolis have most of the minority students; they are Anoka-Hennepin, Osseo, Brooklyn Center, and Fridley. **Of the 19,838 minority students attending one of the seven districts in the NWSISD collaborative, 18,535 or 93% attend school in Anoka-Hennepin, Osseo, Brooklyn Center or Fridley.**

The other three districts that make up the collaborative (Buffalo-Hanover-Montrose, Elk River and Rockford) are primarily suburban and/or rural, have very small total enrollments, and their minority students make-up less than 1% of their populations. These three districts serve a total of 18,970 students of which only 1,303 (.07 %) are minority students.

The demographics of the seven member districts and NWSISD are displayed in the following chart.

District	Minority %	Non-Minority %	# Racially Isolated Schools	Total Enrollment
Anoka-Hennepin	18.27	81.73	1	40,657
Brooklyn Center	71.93	28.07	2	1,696
Buffalo-Hanover-Montrose	6.08	93.92		5,562
Elk River	7.29	92.71		11,803
Fridley	35.85	64.15		2,650
Osseo	41.52	58.48	12	21,700
Rockford	6.85	93.15		1,605
NWSISD	23.25	76.75	15	85,673

*By federal standards, Monroe Elementary in the Anoka-Hennepin School District is not minority group isolated with 42.89% minority population; however by Minnesota’s definition it is racially isolated because the minority % is 20 points higher than its district average of 18.27. It is not designated on this chart.

The enrollments at the grades to be included in the magnet project for the NWSISD are displayed in MSAP Table 1 in Section V.

Need I - DESEGREGATION AND CHOICE

The NWSISD needs to reduce minority group isolation within three identified member districts –Anoka-Hennepin, Brooklyn Center and Osseo – and in the 15 minority group isolated (MGI) schools in the seven-district collaborative. This goal assures compliance with the requirements set by the State of Minnesota’s Department of Education, which directs contiguous districts to work together to reduce minority group isolation. This project proposes to place magnet programs in two minority group isolated schools and one “mirror magnet” program in a non-minority group isolated school. **Project planners have selected three K-12 articulated programs, International Baccalaureate, Visual, Performing, Literary and Technological/Media Arts, and Science, Technology, Engineering and Math.** The plan is to

have the **different grade levels - elementary, middle, and high school – offered in different districts as well as to move the programs at each level from minority isolated schools to non-minority isolated schools or visa versa.** Program planners feel that **when students attend a program and become excited about it – they will be more willing to take a risk and attend the next level – even if it is offered in another district.** The long range plan is to offer one or more magnet schools at each grade level in the three articulated K-12 programs; however, **all of these schools are not contained in this application.** Nine magnet programs are currently being implemented. Three additional programs will be established in 2007 with state and local funding and several programs are still in the planning stage and are not expected to open until the fall of 2010, with Board approval. The chart on the following page outlines the long-range, articulated plan for magnet schools/districts, grade levels and themes.

The schools selected for this project include **three schools that did not meet Adequate Yearly Progress** criteria in 2006 – these schools will **become magnet schools** in order to increase academic achievement for all students and increase choices for parents. Fridley did not make AYP for the first time during the 2005-2006 school year. Park Center did not make AYP for the third time during the 2005-2006 school year. Brooklyn Center did not make AYP for the fourth time during the 2005-2006 school year. Brooklyn Center High School is a secondary building housing students in grades 7-12. All three schools are following NCLB regulations for requirements regarding parent notification, school choice and school improvement plans.

The project has two types of desegregation goals for its magnet schools – two of them are currently minority group isolation (MGI) and the goal is to reduce minority group isolation at each individual magnet school. The other one was selected to attract students of color from MGI schools/districts, thereby reducing MGI in its feeder schools. The chart on the following page gives a brief overview of the magnet school themes.

Proposed 2007-2010 Magnet Schools

(Proposed MSAP-funded magnets are bold faced in the shaded area; existing magnets are in regular type; proposed locally-funded magnets are in italics)

THEME: INTERNATIONAL BACCALAUREATE								
Primary Years Programme (PYP)			Middle Years Programme (MYP)			Diploma Programme (DP)		
Elementary Schools			Middle Schools/Junior Highs			High Schools		
School/District	Grades	MGI	School/District	Grades	MGI	School/District	Grades	MGI
Evergreen Park World Studies Elementary PYP Anoka-Hennepin District #11	K-5	Yes	Fridley Middle School MYP Fridley District #14	6-8	No	Fridley High School MYP Fridley District #14	9-10	No AYP
Earle Brown Elementary PYP Brooklyn Center District #286	K-6	Yes	North View Junior High MYP ISD 279-Osseo Area Schools	7-9	Yes AYP	Fridley High School Global Studies and DP Fridley District #14	11-12	No AYP
			Brooklyn Center High School MYP Brooklyn Center District #286	7-10	Yes AYP	Park Center Senior High MYP ISD 279-Osseo Area Schools	10	Yes AYP
						Park Center Senior High Global ISD 279-Osseo Area Schools	11-12	Yes AYP
THEME: STEM (Science, Technology, Engineering and Math)								
School/District	Grades	MGI	School/District	Grades	MGI	School/District	Grades	MGI
Edgewood Elementary: A Science, Math and Technology School ISD 279-Osseo Area Schools	K-6	Yes	<i>Salk Middle School Pre-Engineering Magnet Program</i> Elk River District #728	6-8	No	<i>Blaine High School Center for Engineering, Mathematics and Science</i> Anoka-Hennepin District #11	9-12	No AYP
<i>Monroe Elementary School for Math, Science and Children's Engineering</i> Anoka-Hennepin District #11	K-5	Yes*						
THEME: Visual, Performing, Literary and Technological/Media Arts								
School/District	Grades	MGI	School/District	Grades	MGI	School/District	Grades	MGI
Birch Grove Elementary School for the Arts ISD 279-Osseo Area Schools	K-6	Yes AYP	Fred Moore Middle School Center for the Arts Anoka-Hennepin District #11	6-8	No	Buffalo High Arts Magnet Program Buffalo District #877	9-12	No
Rockford Elementary Arts Magnet School Rockford District #883	K-5	No	Brooklyn Center High School Brooklyn Center District #286	7-8	Yes AYP	Brooklyn Center High School Brooklyn Center District #286	9-12	Yes AYP

*By federal standards, Monroe Elementary is not minority group isolated with 42.89% minority population; however by Minnesota's definition it is racially isolated because the minority % is 20 points higher than its district average of 18.27.

The NWSISD proposes to develop, design, and implement innovative educational methods and practices that promote diversity and increase parental and student choices among and within its seven-member districts. **NWSISD will develop and implement its long-term plan for three K-12 strands – International Baccalaureate, Visual, Performing, Literary and Technological/Media Arts, and Science, Technology, Engineering and Math, which includes 15+ school sites, 3 are included in this application.** As a result NWSISD has adopted the following objectives:

Objective 1.1: By June 30, 2010, as a result of the implementation of new magnet programs at Brooklyn Center High School (Brooklyn Center) and Park Center Senior High (Osseo), minority group isolation will have been reduced by at least 5 percentage points as evidenced by examination of official district records by an outside evaluator.

Magnet School/Theme	District	Current Minority %	Goal
Minority Group Isolated Schools			
Park Center / IB Diploma Programme & Global Studies	Osseo	64.99%	<60%
Brooklyn Center High School / IB Middle Years Programme	Brooklyn Center	70.96%	<66%
Brooklyn Center High School / Visual, Performing, Literary and Technological/Media Arts	Brooklyn Center	70.96%	<66%
Mirror Magnets/ Reduction of MGI in Feeder Schools			
Fridley High School / IB Diploma Programme & Global Studies	Fridley	29.74%	<50%

Target goals for Magnet Schools

Objective 1.2: By June 30, 2010, as a result of the implementation of new magnet programs at Fridley High School, minority group isolation at targeted feeder schools will have been reduced by at least 160 students as evidenced by examination of official district records by an outside evaluator.

MSAP Table 3 (Part V) gives baseline enrollment, as of October 1, 2006, for each proposed magnet school as well as projected enrollments for each year of the project. The data indicate the number and percentage of minority and non-minority students by grade level at the time of application. The projections reflect the enrollment changes that will result from implementing the magnet schools.

Feeder Schools: The MSAP legislation is not only concerned about the elimination, prevention, and reduction of MGI at the magnet schools – it is also interested in the impact of the magnet schools on their feeder schools. MSAP defines feeder schools as the schools from which magnet schools recruit their students – i.e., the schools students would have attended if they did not choose to attend a magnet school. The target feeder schools for the magnet schools included in this application are listed in MSAP Table 4 in Part V

The NWSISD will assure that students recruited for and assigned to the magnet programs will not increase minority group isolation at feeder schools. As a result of careful monitoring of student applicants, the district will be able to meet the following objective.

Objective 1.3: By June 30, 2010, as a result of the implementation of two new magnet programs in MGI schools and one new magnet program in a non-minority isolated school, there will be no resulting negative impact – becoming more minority group isolated – on the feeder schools as verified by examination of official district records by an outside evaluator.

The enrollment for the school year 2006-2007 is the baseline enrollment for the feeder schools. MSAP Table 4 (Part V) gives the enrollment in the feeder schools on October 1, 2006 and states the projected enrollment for each project year.

Objective 1.4: By June 30, 2008 and for each succeeding year, each of the proposed magnet schools will have a student applicant pool that reflects a racial and ethnic composition that, in relation to the total enrollment of the school, reduces, eliminates or prevents MGI increases annually.

Need II – BUILDING CAPACITY

This goal is to improve the capacity of the NWSISD (through professional development as well as other means) to continue operating its magnet schools at a high performance level after federal funding for the magnet schools is terminated.

Magnet Schools Assistance Program funds are intended to start or refurbish magnet schools. As such the funds should be used 1) for expensive and theme-related purchases that will assure the magnet schools can offer a unique, innovative program that supports high student achievement, 2) to provide high-quality professional development that insures all magnet staff can successfully deliver the magnet program and that increases staff knowledge of academic content as well as pedagogy, and 3) to develop comprehensive, standards-based curriculum documents that will allow the MSAP-funded magnet schools to continue at a high performance level once funding and additional grant-supported personnel are gone. Each school will have a staff development plan that ensures a fully-trained faculty at the end of the grant cycle. These district plans will ensure that the following objectives are met.

Objective 2.1: By June 30, 2008, and for each succeeding year, each of the magnet schools will have an effective and ongoing staff development plan (at least 90 hours for each participating teacher) that enhances administrators' and teachers' skills, supports innovative

practices, and coordinates program activities as evidenced by workshop syllabi, workshop evaluations, and attendance logs from each staff development session.

Objective 2.2: By June 30, 2008, and for each succeeding year, each of the magnet schools will provide students with a resource-rich, active-learning environment as evidenced by review of program purchases including 1) computers and other technology, 2) evidenced-based curriculum materials and supplies, 3) construction of hands-on, interactive learning environments, and 4) multimedia and online database resources as verified by an outside evaluator.

Objective 2.3: By June 30, 2010, each magnet school will have produced, printed, and implemented an original, interdisciplinary curricula based on the appropriate instructional models as measured by one of the following 1) authorization of IB schools by the International Baccalaureate Organization of North America, 2) review of documents by other appropriate vendors or consultants, or 3) review of documents by an outside evaluator.

Need III – ACADEMIC ACHIEVEMENT OF STUDENTS

MCA-II

The Minnesota Comprehensive Assessments—Series II (MCA-IIs) are the state tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of *No Child Left Behind*. They are used to determine whether schools and districts have made adequate yearly progress toward all students being proficient in 2014.

Reading and mathematics tests are given in grades 3-8, 10 and 11. In the spring of 2008 science tests will also be given in grades 5 and 8 and once in high school, depending on when students complete their life sciences curriculum. Students will be tested in writing starting in 2007.

BROOKLYN CENTER JUNIOR/SENIOR HIGH, BROOKLYN CENTER SCHOOL DISTRICT**Proficiency – 10th Grade Reading**

	Not Proficient	Proficient	Number Tested
BROOKLYN CENTER SECONDARY	71.3 %	28.7 %	115
BROOKLYN CENTER SCHOOL DISTRICT	71.3 %	28.7 %	115
STATE (MN)	34.76 %	65.24 %	64682

Proficiency – 11th Grade Math

	Not Proficient	Proficient	Number Tested
BROOKLYN CENTER SECONDARY	89.9 %	10.1 %	99
BROOKLYN CENTER SCHOOL DISTRICT	89.9 %	10.1 %	99
STATE (MN)	70.2 %	29.8 %	62642

FRIDLEY SENIOR HIGH, FRIDLEY PUBLIC SCHOOL DISTRICT**Proficiency – 10th Grade Reading**

	Not Proficient	Proficient	Number Tested
FRIDLEY SENIOR HIGH	33.87 %	66.13 %	186
FRIDLEY PUBLIC SCHOOL DISTRICT	37.93 %	62.07 %	203
STATE (MN)	34.76 %	65.24 %	64682

Proficiency – 11th Grade Math

	Not Proficient	Proficient	Number Tested
FRIDLEY SENIOR HIGH	75.0 %	25.0 %	172
FRIDLEY PUBLIC SCHOOL DISTRICT	77.72 %	22.28 %	193
STATE (MN)	70.2 %	29.8 %	6264

PARK CENTER SENIOR HIGH, OSSEO PUBLIC SCHOOL DISTRICT**Proficiency – 10th Grade Reading**

	Not Proficient	Proficient	Number Tested
PARK CENTER SENIOR HIGH	54.53 %	45.47 %	530
OSSEO PUBLIC SCHOOL DISTRICT	35.71 %	64.29 %	1652
STATE (MN)	34.76 %	65.24 %	64682

Proficiency – 11 th Grade Math			
	Not Proficient	Proficient	Number Tested
PARK CENTER SENIOR HIGH	78.03 %	21.97 %	446
OSSEO PUBLIC SCHOOL DISTRICT	70.92 %	29.08 %	1544
STATE (MN)	70.2 %	29.8 %	62642

NWSISD proposes the following objectives:

Objective 3.1: By June 30, 2008, and for each succeeding school year, the instructional staff at each magnet school will have a clear understanding of the content of the Minnesota State Standards and provide instructional programs based on those standards as evidenced by the responses to a teacher survey and the classroom observations by an outside evaluator. 75% of the teachers responding at each school will agree that their program meets state standards.

Objective 3.2: By June 30, 2008, and for each succeeding school year, the magnet programs at Brooklyn Center Junior/Senior High School, Park Center Senior High, and Fridley High School will feature original customized curricula based on the instructional models provided by the International Baccalaureate Organization for the Middle Years Programme and the Diploma Programme, which will be correlated to the Minnesota State Standards and the skills tested as part of the local and state benchmarks, as evaluated and verified by authorization of the programs by the International Baccalaureate Organization.

In addition to making sure students are increasing their knowledge of academic subjects, the project will also increase attainment of tangible and marketable vocational, technological, and professional skills for magnet students. This will occur by using such instructional strategies as cooperative learning, project-based learning, and integrating technology into the curriculum.

SCANS competencies will also be used in curriculum development to assure students know the skills demanded by the business community. [Note: SCANS competencies come from the US Department of Labor Secretary's Commission on Achieving Necessary Skills: What Work Requires of Schools.] These steps will assure the following objective is met.

Objective 3.3: By June 30, 2008, and for each succeeding school year, each magnet program will offer a curriculum and course of instruction that provides students with the tools and opportunities to think conceptually, solve complex problems, and communicate ideas effectively as evidenced by a review of the published curriculum for each school, a review of projects and special activities of the school, and a teacher survey conducted by the project evaluator. 75% of the teachers responding will indicate that their students are improving their high level thinking skills.

Objective 3.4: Student products and authentic assessment examples will verify that students are able to demonstrate knowledge and proficiency in tangible and marketable vocational, technological and professional skills related to their magnet theme as verified by a student survey conducted by the project evaluator the spring of each year. 60% of the students responding will indicate that they are able to demonstrate their knowledge of marketable skills.

AYP

School districts in Minnesota have been aligning their curricula and assessments with the requirements of the Minnesota Comprehensive Assessments—Series II (MCA-II), state standards, and the Minnesota State Accountability Program. Each district in the collaborative has developed a long-range plan to improve student achievement and has set a series of annual performance targets for itself and all of its schools. These district standards are monitored through a series of state tests that are administered annually. All curricula that are developed for the new magnet schools will correspond to the state curriculum standards. Student achievement will be monitored using the MCA-II, the state reading and mathematics tests that meet the requirements of *No Child Left Behind*. Science will be added in 2008. They are used to determine whether schools and districts have made adequate yearly progress toward all students being proficient in 2014. Other measures of the success of the magnet programs will include data on attendance, attitude, GPA, office referrals, disciplinary actions, and participation in extracurricular activities. All of these measures will be compared to those of students attending comparable schools. [Note: Brooklyn Center & Fridley have only one high school, therefore the school averages/district averages are the same.]

Brooklyn Center Junior/Senior High School

AYP Status: Not Making AYP						
	Reading		Mathematics		*Attendance	*Graduation
	Part. Rate	% Prof	Part. Rate	% Prof	Rate	Rate
All Students	Yes	No	Yes	No		Yes
American Indian/Alaskan Native						
Asian/Pacific Islander	Yes	Yes	Yes	Yes		
Hispanic		No		No		
Black	Yes	No	Yes	No		
White	Yes	Yes	Yes	Yes		
Limited English Proficient	Yes	Yes	Yes	No		
Special Education	Yes	No	No			
Free/Reduced Price Lunch	Yes	No	Yes	No		

"-" indicates too few or no students in a category.

Fridley High School

AYP Status: Not Making AYP						
	Reading		Mathematics		*Attendance	*Graduation
	Part. Rate	% Prof	Part. Rate	% Prof	Rate	Rate
All Students	Yes	Yes	Yes	Yes		Yes
American Indian/Alaskan Native						
Asian/Pacific Islander						
Hispanic						
Black				No		
White	Yes	Yes	Yes	Yes		
Limited English Proficient						
Special Education						
Free/Reduced Price Lunch	Yes	Yes	Yes	No		

"-" indicates too few or no students in a category.

Park Center Senior High

AYP Status: Not Making AYP						
	Reading		Mathematics		*Attendance	*Graduation
	Part. Rate	% Prof	Part. Rate	% Prof	Rate	Rate
All Students	Yes	Yes	Yes	Yes		Yes
American Indian/Alaskan Native						
Asian/Pacific Islander	Yes	Yes	Yes	Yes		
Hispanic		Yes				
Black	Yes	No	No	No		
White	Yes	Yes	Yes	Yes		
Limited English Proficient	Yes	No	No	No		
Special Education	Yes	No	No			
Free/Reduced Price Lunch	Yes	Yes	No	No		

"-" indicates too few or no students in a category.

The Minnesota AYP plan looks at four areas in determining whether a school or district has made adequate yearly progress:

Participation: Schools and districts must test 95% of students in tested grades.

- **Proficiency:** Students in tested grades must show adequate yearly progress towards proficiency and be 100% proficient in reading and mathematics by 2013-14. Students must score above the "50" mark for their grade to be considered proficient. For example in third grade a score of 350 or above is proficient, in fourth grade a score of 450 or above is proficient, etc.
- **Attendance:** Elementary schools, middle schools, high schools and districts must have an average daily attendance rate of 90% or show acceptable growth towards 90% to make AYP. Attendance data is taken from the previous school year.
- **Graduation:** High schools and districts must have an average graduation rate of 80% or show acceptable growth towards 80% to make AYP. Graduation data is taken from the previous school year.

The No Child Left Behind Act also required schools and districts to break out their data into nine different subgroups or cells: All students; LEP; Special Education; Free and Reduced Price Lunch; White; Black; Asian/Pacific Islander; American Indian; and Hispanic. A school or district must have at least 40 students in a cell in order for it to count for participation. A school or district must have at least 20 students in a group in order for it to count for proficiency with the exception of special education, and Limited English Proficient (LEP). There must be at least 40 students in the special education or LEP group to be counted for proficiency.

For the following objectives, **all test scores will be disaggregated by the sub-groups defined in No Child Left Behind legislation**. The project evaluator will analyze the data for evidence of equitable access to all higher level courses & increased academic achievement for all sub-groups.

Objective 3.5: By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects student reading scores on the MCA-II will meet or exceed the mean for the district and state.

Objective 3.6: By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects, student math scores on the MCA-II will meet or exceed the mean for the district and state.

Objective 3.7: By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects, student writing scores on the MCA-II will meet or exceed the mean for the district and state.

Objective 3.8: By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects, the percentage of magnet schools whose students meet or exceed the adequate yearly progress standard will increase annually from a baseline established in school year 2007.

(a.) PLAN OF OPERATION

(2i.) Effectiveness of the plan of management that ensures proper and efficient administration

The responsibility for the MSAP program will be assigned to the NWSISD **MSAP Project Director**. The Magnet Project Director will oversee the project and work with the magnet principals in matters related to the implementation of the magnet school themes and the operation of the MSAP Project. The Director will report to the Superintendent of the NWSISD.

The MSAP Project Director will manage and monitor the budget; prepare all interim and final program and fiscal reports; coordinate the operations of the magnet programs with the general education programs in each member district; direct the development and implementation of student recruitment and selection; direct the development and implementation of the instructional programs; and provide visibility and central leadership to the programs. One hundred percent of the Director's time will be devoted to the magnet project. In matters related to this project, the Director will have direct access to the superintendents of the member districts.

The Project Director will work directly with the building principals. The principals will be responsible for the site-based operation of the magnet programs. They will supervise program staff and ensure the successful implementation of the program. The principals will support the NWSISD recruitment efforts and provide on-site recruitment activities, which will include parent visits and open houses.

The central duties and responsibilities of the Director will be the following:

- Supervise the Magnet Schools Assistance Program grant implementation.
- Provide leadership and assistance to the magnet programs in the seven-district consortium of Northwest Suburban Integration School District.
- Implement the magnet programs including student placement and the operations of

- the magnet programs.
- Coordinate magnet programs with the general education programs in each member district.
 - Ensure that student achievement is the focus of all magnet schools.
 - Oversee the implementation and evaluation of the magnet program curriculum.
 - Promote student learning and achievement by integrating district benchmarks with magnet thematic instruction.
 - Supervise the writing, editing and revising of curriculum materials to support the instructional program of the magnet schools.
 - Coordinate the K-12 alignment of curriculum according to magnet theme among school districts.
 - Work with district curriculum departments, principals and Curriculum Integration Coordinators in the planning, implementing and conducting of staff development for the staff of the magnet programs.
 - Demonstrate the knowledge of a variety of available teaching materials and instructional methods.
 - Work with appropriate staff to develop, maintain and select instructional materials to meet student learning needs.
 - Work with member district superintendents and principals to develop, maintain and revise magnet school policies and procedures based on systematic review and analysis.
 - Develop, manage and monitor the magnet program budgets.
 - Prepare all interim and final program and fiscal reports.

- Develop effective, collaborative relationships among member district employees.
- Oversee compliance of the NWSISD magnet programs with federal mandated law and standards.

Each magnet principal will be assisted by a site-based MSAP–funded **Curriculum Integration Coordinator** who has expertise in the magnet school theme. Their expertise will contribute to the success of the programs. The Curriculum Integration Coordinator will work with the staff to implement the theme at the magnet school. They will be in charge of setting up a comprehensive and cohesive framework for thematic instruction at each of the magnet schools. The teachers will undergo extensive staff development on the instructional content and processes relevant to the magnet theme in their building. These Curriculum Integration Coordinators will serve as resources for high-quality materials and instructional strategies associated with the theme of each magnet school. They will coordinate staff development for the magnet implementation at each school.

By the end of the project, the Curriculum Integrators will have facilitated the production of printed curriculum guides for each grade level of each program. The curriculum guides will contain specific information for teachers and magnet coordinators on the alignment of the magnet curriculum and Minnesota State Standards, *No Child Left Behind*, and student expectations defined by the member school districts. They will also contain information on grade-specific curriculum standards and activities for new teachers.

The central duties and responsibilities of the Curriculum Integration Coordinator will be the following:

- Provide consistent program implementation and monitoring.
- Be responsible for working with the principal to implement the special courses of

instruction

- Work with school staff to develop strategies to support and increase achievement for the students from low performing Title I schools.
- Collect data and observations to determine whether the initially planned curricula meet the needs of students and to assess appropriateness and utilization of professional development activities.
- Serve as a resource in the areas specific to the magnet.
- Facilitate development of printed curriculum guides for the program at each grade level.
- Generate curriculum integration ideas for a diverse student population.
- Serve as a liaison to community partnerships.
- Communicate with staff, students and community about magnet school activities.
- Maintain accurate and up-to-date records for evaluation purposes and financial accountability.
- Serve as a coach or mentor for students who need special attention.

In order for the project to succeed, students must be convinced to enroll in the magnet programs. This requires intense recruitment efforts. To coordinate this campaign, the district proposes the funding of a **Magnet School Recruiter**. The Recruiter will report to the Director and be responsible for the development and implementation of the magnet program lottery as well as the District's marketing and recruitment campaign. (Marketing and recruitment activities are described in the Recruitment section of this application.) Note: Since the NWSISD covers seven school districts – the recruiter will be required to work in each of the member districts to introduce parents and students to programs within the collaborative and to support families as

they make their choice decisions. The recruiter's duties will **include effectively informing parents whose children attend low-performing Title I schools about choices that are available to them in these federally-funded magnet schools.**

The central duties and responsibilities of the Recruiter will be the following:

- Communicate with various groups external to the school communities. Coordinate and/or prepare press releases, newsletters, brochures, special events such as press conferences and cable television presentations, and recruitment literature.
- Coordinate a comprehensive media campaign to target potential students and their families using a variety of mass media outlets and key community contacts as outlined in the Magnet Schools Assistance Program grant.
- Plan, schedule and coordinate recruitment activities, including an annual Magnet School Power of Choice for Education Fair.
- Maintain communication with member district public relations personnel.
- Create and maintain ongoing communication with organizations and networks of minority communities and English Language Learners.
- Prepare quarterly reports on the success of recruitment efforts.
- Summarize an annual recruiting report for the granting agency.
- Prepare a bimonthly magnet communications document for the community.
- Effectively inform parents whose children attend low-performing Title I schools about choices that are available to them in the magnet schools. Maintain contact with Title I staff.
- Oversee the lottery process from beginning to completion.
- Implement strategies for moving students across district lines.

- Assist magnet schools in applying for awards and other forms of recognition.

The magnet office is responsible for managing the MSAP grant, for coordinating the project for three schools in three separate districts, for marketing the magnet school programs, for organizing a Power of Choice for Education Fair and other community events, for entering applications into the lottery database, for coordinating the gathering of lottery data with member districts and the consultant, for coordinating the transfer of magnet student data for enrollments with seven member district data coordinators, for assistance with the coordination of transportation for magnet students, for preparing large mass mailings to parents, and for accountability reporting to all seven districts in the consortium. NWSISD does not have personnel to handle general responsibilities such as financial and student data management for the magnet office; therefore, all of the duties normally handled by school district personnel must be performed by the magnet office personnel.

A Magnet Schools **Program Specialist** will assist the Director and Recruiter in collecting, coordinating and compiling data to meet lottery and grant requirements, assisting with budget monitoring and invoice approvals from magnet schools, coordinating transportation issues for magnet students from all seven districts, and compiling and organizing formative, summative and final evaluation data for magnet schools. The program Specialist will report to the Project Director.

The central duties and responsibilities of the Program Specialist will be the following:

- Coordinate the gathering of lottery data with member districts and consultant.
- Under the direction of the Director, verify and track magnet spending aligned with the MSAP grant and the NWSISD budget. Coordinate with seven member district finance offices and the NWSISD finance office to ensure the budgets are systemized,

expenditures are aligned with the budgets, and that proper financial procedures are followed by schools before recommending approval of invoices to the Magnet Project Director.

- Ensure that appropriate budget codes are used by magnet schools and establish appropriate codes in NWSISD finance database for tracking of budgets and expenditures.
- Maintain accurate financial records and assist the Director in preparing required financial reports.
- Assist with the compilation and organization of evaluation data for magnet schools: formative, summative and final evaluations. Retrieve State of Minnesota Department of Education data from the state database and create specific NCLB and enrollment reports; create minority and non minority reports and state testing data reports for evaluations.
- Compile information and coordinate special projects and reports.
- Coordinate the transfer of magnet student data for enrollments with seven member district data coordinators.
- Design and create reports to provide necessary student data from the lottery database to all magnet schools and seven districts and the NWSISD administration.
- Assist with the coordination of transportation for magnet school students. Liaison with parents, schools, districts and the transportation provider to ensure that all students who are entitled to transportation are served as efficiently as possible.
- Assist with dissemination of information to the general public, magnet school and districts.

- Prepare large mass mailings to parents using a mail merge with the lottery database to notify of assignments, transportation and other information as necessary.

An **Administrative Assistant** will provide administrative support for all project activities. The Assistant will help the Director, Recruiter and Specialist in preparing all correspondence and newsletters; responding to phone and mail requests from all seven districts for program information; monitoring time lines; keeping project records; and preparing project reports, brochures and recruiting materials, maintaining a student application database and entering applications into the lottery database, arranging and facilitating appointments, meetings, and workshops, attending meetings to record and prepare official minutes, and arranging an annual magnet fair. The administrative assistant will report to the Project Director.

The central duties and responsibilities of the Administrative Assistant will be the following:

- Provide extensive clerical support in the form of word processing, duplication of materials, maintaining an office filing system; complete accounting forms, verify budget codes.
- Assist Director, Recruiter and Specialist in day-to-day organization of the magnet programs.
- Maintain a student application database. Enter applications into lottery database and assist with lottery.
- Prepare, process and proof-read written communications from Program Director and staff. Prepare and distribute communications to parents and other member district staff.
- Arrange and facilitate appointments, meetings, workshops, travel arrangements and

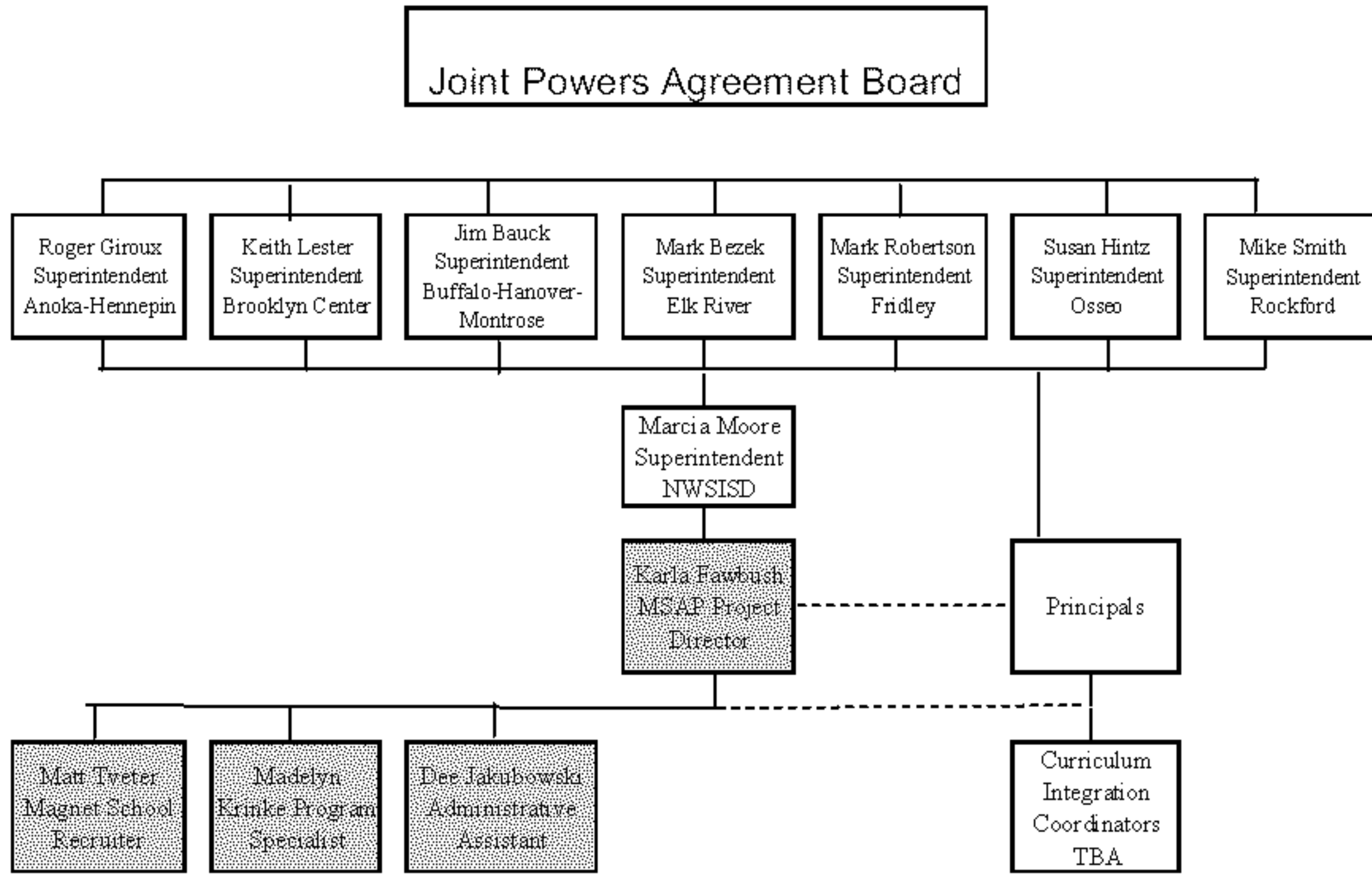
conferences for Magnet Office staff.

- Assist with planning and arrangements for special events, including the annual Power of Choice for Education Fair, presentations, meetings and other special events as required.
- Respond and provide information and assistance to staff and the general public on questions and concerns related to NWSISD Magnet Program.
- Attend meetings, record and prepare official minutes.
- Maintain assigned program office files and materials.
 - Plan for, order and purchase office supplies, services, and instructional materials upon approval of the Program Director.
 - Facilitate arrangements for regular and special meetings, works sessions and other functions of the magnet office.

The Project Director reports to the Superintendent of the NWSISD, who reports to the Joint Powers Board. The Joint Powers Board was created to guide/shape and oversee the operations of the NWSISD. Each member district is allowed to appoint three representatives to the Board – a school board member, the superintendent or his/her designee, and a community member. The Board meets monthly to establish policy and oversee the development of NWSISD programs.

The following chart shows the organization of the NWSISD magnet school management structure.

NWSISD Magnet School Management Structure



Grant-funded positions are shaded
 Other positions are district-funded

**The following chart shows the Management Time Line for the project.
Management Time Line**

Meet with Magnet School Principals on Budgets and Job Descriptions	MSAP Project Director	N/A	July	N/A	N/A
Identify Curriculum Integration Coordinators	Principals	N/A	Aug - Sept	N/A	N/A
Establish Planning Teams for New Magnet Schools	Superintendents	N/A	Sept	N/A	N/A
Identify Facility Needs	Planning teams	2005-2006 school year	N/A	N/A	N/A
Update Facility Plan	Planning teams	N/A	Dec	Dec	N/A
Update Program Evaluation Instruments	Evaluator	N/A	Oct	Oct	Oct
Staff Option to Opt-out in Selected Schools	Principals	March - May	March - May	March-May	March-May
Design Flyers and Brochures	Recruiter	Oct	Oct	Oct	Oct
Initiate Media Marketing	Recruiter	On-going	On-going	On-going	On-going
Recruit Students	Recruiter	Nov-Dec	Nov-Dec	Nov-Dec	Nov-Dec
Host Community Informational Meetings	Recruiter	On-going	On-going	On-going	On-going
Host Open Houses and Tours	Principals/ Curriculum Integration Coordinators	Sept-Dec	Sept-Dec	Sept-Dec	Sept-Dec
Power of Choice for Education Magnet Fair	Recruiter	Nov	Nov	Nov	Nov
Run Student Selection Lottery	MSAP Project Director/ Recruiter	Dec	Dec	Dec	Dec
Develop Curriculum for the New Magnet Programs	MSAP Project Director	N/A	On-going	On-going	On-going
Purchase Textbooks, Equipment and Supplies	Principals	N/A	Sept	Sept	Sept

Provide Professional Development for Teachers	Principals/ Curriculum Integration Coordinators	N/A	On-going	On-going	On-going
Implement First Year Programs	MSAP Project Director	N/A	Sept	N/A	N/A
Implement Second Year Programs	MSAP Project Director	N/A	N/A	Sept	N/A
Implement Third Year Programs	MSAP Project Director	N/A	N/A	N/A	Sept
Orient School and District Staff to Project Objectives and Activities	MSAP Project Director	Oct-Dec	Sept	Sept	Sept
Establish Magnet Advisory Committees	Principals & MSAP Project Director	N/A	Sept	Sept	Sept
Collaborate with Local Organizations	MSAP Project Director	On-going	On-going	On-going	On-going
Submit International Baccalaureate Application A; Application B; Host Authorization Visit	Principals/ Curriculum Integration Coordinators	N/A	June	June	TBA
Student Data to Transportation Company to Develop Bus Routes	MSAP Project Director/District Offices	N/A	June	June	June
Evaluation Site Visits	Evaluator	N/A	Oct/Jan/ May	Oct/Jan/ May	Oct/Jan/ May
Conduct Parent/Student/Staff Attitude Inventories	Evaluator	N/A	March	March	March
Prepare Evaluation report	Evaluator	N/A	June	June	June
Prepare Final Report	MSAP Project Director	N/A	N/A	N/A	June

(2.ii.) The effectiveness of the management plan to attain specific outcomes that:

A) Will accomplish the purposes of the program:

The project objectives are related directly to the purposes and requirements of the federal statute and regulations of the Magnet Schools Assistance Program Grant. Magnet school

objectives, established by the NWSISD Joint Powers Board in its directive to initiate magnet school planning, have been incorporated into the design of the programs and into this application. A chart showing the correlation between the proposed project objectives and the MSAP Act as well as performance measures for each objective follows.

1. Desegregation and Choice: Federally funded magnet programs <i>eliminate, reduce, or prevent minority group isolation in elementary schools and secondary schools.</i>	
Objectives	Performance Measures
Objective GPRA	Applicant pool will include sufficient numbers of students with the appropriate racial and ethnic composition to assure that when magnet students are selected from this pool, minority group isolation at the school will be reduced.
Objective 1.1:	By June 30, 2010, as a result of the implementation of new magnet programs at Brooklyn Center High School (Brooklyn Center) and Park Center Senior High (Osseo), minority group isolation will have been reduced by at least 5 percentage points as evidenced by examination of official district records by an outside evaluator.
Objective 1.2:	By June 30, 2010, as a result of the implementation of new magnet programs at Fridley High School, minority group isolation at targeted feeder schools will have been reduced by at least 150 students as evidenced by examination of official district records by an outside evaluator.
Objective 1.3:	By June 30, 2010, as a result of the implementation of two new magnet programs in MGI schools and one new magnet program in a non-minority isolated school, there will be no resulting negative impact – becoming more minority group isolated – on the feeder schools as verified by examination of official district records by an outside evaluator.
Objective 1.4:	By June 30, 2008, and for each succeeding year, each of the proposed magnet schools will have provided all students with daily activities that reflect the innovative, evidence-based practices proposed in this MSAP application as evidenced by the results of a teacher survey conducted by the project evaluator. At least 75% of the teachers responding will report using innovative practices.

2. Building Capacity: Federally funded magnet programs improve the capacity of LEA's to <i>continue operating magnet schools at a high performance level</i> after Federal funding.	
Objectives	Performance Measures
Objective 2.1:	By June 30, 2008, and for each succeeding year, each of the magnet schools will have an effective and ongoing staff development plan (at least 90 hours for each participating teacher) that enhances administrators' and teachers' skills, supports innovative practices, and coordinates program activities as evidenced by workshop syllabi, workshop evaluations, and attendance logs from each staff development session.
Objective 2.2:	June 30, 2008, and for each succeeding year, each of the magnet schools will provide students with a resource-rich, active-learning environment as evidenced by review of program purchases including 1) computers and other technology, 2) evidenced-based curriculum materials and supplies, 3) construction of hands-on, interactive learning environments, and 4) multimedia and online database resources as verified by an outside evaluator.
Objective 2.3:	By June 30, 2010, each magnet school will have produced, printed, and implemented an original, interdisciplinary curricula based on the appropriate instructional models as measured by one of the following 1) authorization of IB schools by the International Baccalaureate Organization of North America, 2) review of documents by other appropriate vendors or consultants, or 3) review of documents by an outside evaluator.

3. Academic Achievement of Students: Federally funded magnet programs assist LEA's in achieving systemic reforms and <i>providing all students the opportunity to meet challenging State academic content standards and student achievement standards</i> .	
Objectives	Performance Measures
Objective 3.1:	By June 30, 2008, and for each succeeding school year, the instructional staff at each magnet school will have a clear understanding of the content of the Minnesota State Standards and provide instructional programs based on those standards as evidenced by the responses to a teacher survey and the classroom observations by an outside evaluator. 75% of the teachers responding at each school will agree that their program meets state standards.
Objective 3.2:	By June 30, 2008, and for each succeeding school year, the magnet programs at Brooklyn Center High School, Park Center Senior High, and Fridley High School will feature original customized curricula based on the instructional models provided by the International Baccalaureate Organization for the Middle Years Programme and the Diploma Programme, which will be correlated to the Minnesota State Standards and the skills tested as part of the local and state benchmarks, as evaluated and verified by authorization of the programs by the International Baccalaureate Organization.

3. Academic Achievement of Students: Federally funded magnet programs assist LEA's in achieving systemic reforms and <i>providing all students the opportunity to meet challenging State academic content standards and student achievement standards.</i>	
Objectives	Performance Measures
Objective 3.3:	By June 30, 2008, and for each succeeding school year, each magnet program will offer a curriculum and course of instruction that provides students with the tools and opportunities to think conceptually, solve complex problems, and communicate ideas effectively as evidenced by a review of the published curriculum for each school, a review of projects and special activities of the school, and a teacher survey conducted by the project evaluator. 75% of the teachers responding will indicate that their students are improving their high level thinking skills.
3. Academic Achievement of Students: Federally funded magnet programs provide courses of instruction that will <i>substantially strengthen student knowledge of academic subjects and the attainment of tangible and marketable vocational, technological, and professional skills.</i>	
Objectives	Performance Measures
OBJECTIVE 3.4:	By June 30, 2008, and for each succeeding school year, student products and authentic assessment examples will verify that students are able to demonstrate knowledge and proficiency in professional, technical, and vocational skills related to their magnet theme.
3. Academic Achievement of Students: Federally funded magnet programs ensure all students have <i>equitable access to high quality education</i> allowing <i>students to succeed academically.</i>	
Objectives	Performance Measures
GPRA	By June 30, 2008 and for each succeeding year, each of the three project schools will achieve AYP as verified by the Minnesota Department of Education.
Objective 3.5:	By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects student reading scores on the BST or MCA will meet or exceed the mean for the district and state.
Objective 3.6:	By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects, student math scores on the BST or MCA will meet or exceed the mean for the district and state.
Objective 3.7:	By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects, student writing scores on the BST or MCA will meet or exceed the mean for the district and state.

(2.ii.) B. Outcomes are attainable within the project period.

All objectives are written to be accomplished within the three-year project period. The management time line that was presented earlier in this chapter outlines the tasks that are

necessary for the attainment of project objectives. These include the hiring and training of teachers, the ordering of supplies and equipment, student recruitment, and development of curriculum. The management time line shows how these events are scheduled and who is responsible for assuring that they occur.

The time line is a tool that can be used by the Project Director to monitor the progress of the MSAP grant and the implementation of the project. If the project is not meeting the dates projected on the time line, the Project Director will be able to modify the project policies and activities to attain all of the objectives within the project period. The project director will make quarterly reports to the Joint Powers Board.

(2.ii) C. Are measurable and quantifiable

All of the project objectives are measurable and quantifiable. The district has set goals that can be evaluated and has established standards for that evaluation. The projected outcomes are realistic and were developed using the best judgment of the staff in the member districts. The methods of evaluation will be detailed in the Evaluation section of this application.

The specific outcomes are reflected in the project objectives. These objectives were developed following the information provided by the U.S. Education Department. This application used the MSAP Office's format and suggestions while developing quantifiable performance measures to indicate how well the project is meeting its goals and objectives.

Each objective is tied to a purpose of the MSAP legislation and incorporates performance measures, which will be specifically detailed in the Evaluation section of this application. The objectives are accompanied by the data and other information requirements that are suggested by the MSAP Office. All reports and records will be formatted to provide the required information that conforms to the purposes of the MSAP.

The objectives that are labeled 1.x are those that relate to the two MSAP purposes that are grouped under the heading – Desegregation and Choice: 1) eliminate, reduce or prevent minority group isolation and 2) promote diversity and increase choices. All of these objectives are measured quantitatively. There will be records, which can be reviewed and analyzed to determine if the objectives are met.

The objectives that are labeled 2.x are those that relate to the MSAP purpose that falls under the heading of – Building Capacity: improve the capacity of the district to continue operating magnet schools at a high performance level. Maintaining high quality programs is dependent on having high-quality curriculum developed; highly-qualified teachers who are well trained in the innovative strategies; materials, supplies and equipment that support the magnet theme and curriculum; recognition by an outside agency or independent evaluator that a curriculum model is being successfully implemented. These objectives will be assessed by having pertinent documents reviewed and analyzed by an outside expert to determine first if they exist and secondly if they meet all program requirements. In addition, teacher survey questions will measure: 1) teacher understanding of the theme, curriculum models, evidence-based instructional practices, state standards; 2) their ability to effectively use new materials and technology in the instructional process.

The objectives that are labeled 3.x are related to the MSAP purposes that fall under the third heading – Academic Achievement of Students. Objectives numbered 3.1-3.3 address the MSAP purpose related to: achieving systemic reforms and providing all students the opportunity to meet challenging standards. These objectives will be assessed in a variety of ways – including: 1) Classroom observations and teacher surveys to document that systemic reform efforts are in place and that teaching is clearly based in evidence-based or promising instructional practices.

2) Review of teacher lesson plans to determine if they reflect state content and performance standards. 3) Teacher interviews to determine the effectiveness and viability of professional learning communities. 4) Review of purchase orders and school-based resource logs to substantiate a resource-rich learning environment. And 5) all IB programs will be authorized by the International Baccalaureate Organization.

Objective 3.4 addresses the MSAP purpose – substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological, and professional skills. Examples of student produced products and authentic assessment projects will be examined to determine if students are able to demonstrate knowledge and proficiency in professional, technical, and vocational skills related to their magnet themes.

Objectives numbered 3.5-3.7 relate to the MSAP purpose that states: all students have equitable access to high quality education that will allow students to succeed academically. These objectives will be assessed quantitatively using test and survey data. All data will be disaggregated by the sub-groups defined in *No Child Left Behind* legislation and analyzed for evidence confirming 1) equitable access to all higher level courses and 2) increased academic achievement for all NCLB sub-groups. [See chart in Section A for additional details on performance measures for each objective.] Students from major ethnic and racial groups who attend the magnet schools are expected to meet or exceed Minnesota's standards for adequate yearly progress.

(2.ii) D. Can be used to determine the project's progress in meeting the intended outcomes.

The district's objectives are either formative or summative. Formative data are intended to be of maximum use to internal project management. These data are descriptive and document actual project implementation in relation to the project's implementation plan. These data guide program improvements and permit adjustments in the implementation plan as identified in the descriptive accounts provided by the outside evaluator. Summative data are intended to quantify the progress of the project in relation to the planned outcome objectives. These data further guide project development and assure continuing focus on project objectives. Annual evaluation reports plus the feedback from site visits (at least three per year) by a highly qualified evaluation team will provide multiple opportunities for continuous program improvements.

In most cases project objectives were written with an expectation that the goal would be reached at the end of the project period – June 30, 2010. In order to determine if the project is making adequate progress toward attaining its objectives by that date, interim goals for each year are needed. These are transitional objectives used to gauge the progress the project has made in reaching its final objectives in addition, they provide an opportunity for project leadership to assess progress and, if needed, refine processes. The objectives for each year of the grant are:

Objective #	2007/08	2008/09	2009/10
1.1	MGI reduced by 1 percentage point	MGI reduced by 3 percentage points	MGI reduced by 5 percentage points
1.2	MGI at feeder schools reduced by 20	MGI at feeder schools reduced by 75	MGI at feeder schools reduced by 160
1.3	MGI in feeder schools does not increase	MGI in feeder schools does not increase	MGI in feeder schools does not increase
1.4	20% teachers have daily innovative, magnet activities	50% teachers have daily innovative, magnet activities	75% teachers have daily innovative, magnet activities

Objective #	2007/08	2008/09	2009/10
2.1	90 hours of staff development	90 hours of staff development	90 hours of staff development
2.2	50% students have resource-rich environment	75% students have resource-rich environment	100% students have resource-rich environment
2.3	IB magnets begin authorization process submit Application A	IB magnets continue authorization process or become authorized MYP school submits Application B	IB schools authorized
3.1	50% of teachers show evidence of challenging content aligned to state standards	75% of teachers show evidence of challenging content aligned to state standards	75% of teachers show evidence of challenging content aligned to state standards
3.2	IB magnet schools use curriculum based in MYP or Diploma models & correlated with state standards	IB magnet schools use curriculum based in MYP or Diploma models & correlated with state standards	IB magnet schools use curriculum based in MYP or Diploma models & correlated with state standards
3.3	40% teachers indicate activities to help student develop critical thinking & communications skills	60% teachers indicate activities to help student develop critical thinking & communications skills	75% teachers indicate activities to help student develop critical thinking & communications skills
3.4	40% teachers indicate that students demonstrate knowledge in professional, technical, and vocational skills	60% teachers indicate that students demonstrate knowledge in professional, technical, and vocational skills	75% teachers indicate that students demonstrate knowledge in professional, technical, and vocational skills
3.5-3.7	MCA-II test scores in reading, math, & writing will show increased achievement for all NCLB sub-groups	MCA-II test scores in reading, math, & writing will show increased achievement for all NCLB sub-groups	MCA-II test scores in reading, math, & writing will show increased achievement for all NCLB sub-groups
GPRA	% of students in major ethnic & racial groups meeting MN Adequate Yearly Progress standards increases	% of students in major ethnic & racial groups meeting MN Adequate Yearly Progress standards increases	% of students in major ethnic & racial groups meeting MN Adequate Yearly Progress standards increases

(iii) The effectiveness of the plan for utilizing resources and personnel to achieve objectives

The NWSISD will use resources and personnel that are made available through the MSAP to substantially change 3 schools in 3 of its seven member districts. Funds will be used to make these schools more attractive through dynamic magnet school themes and to improve the academic achievement of all students attending the schools and to increase public school choice for the parents whose children attend low performing Title I schools. The MSAP personnel and resources will be coordinated with local staff and resources to produce a unified and consistent program of systematic school reform.

Important support for the implementation of the magnet schools will be provided by subject area specialists in the member districts. This expertise will be needed to develop a strong high-level course of study that meets the requirements of the Minnesota State Standards and the thematic needs of the magnet schools. The specialists will also assist in the delivery of staff development by either providing the training themselves or by identifying individuals or organizations that can provide the training. They will also lend their expertise in locating instructional materials and supplies to support the thematic instruction in the schools.

School Sites: The key to the implementation of the project at the schools is the building principal. The principal will take primary instructional and administrative responsibility for the effectiveness and success of the project. The principal will mobilize the teaching staff to implement the program in their classrooms. The supplemental magnet staff will assist in the school wide implementation by providing support to classroom teachers.

Primary support will come from the Curriculum Integration Coordinators (CIC) who will be hired to support each magnet school. Each principal will have such a CIC to serve as a resource and provide consistent program implementation and monitoring. They will be

responsible for working with the principals to implement the special courses of instruction and to provide the appropriate staff development. In addition they will work with school staff to develop strategies to support and increase achievement for the students coming from low performing Title I schools.

The Curriculum Integration Coordinators will perform regular classroom observations to assess the appropriateness and utilization of professional development activities. They will collect data and observations to determine whether the initially planned curricula meet the needs of students. As gaps are identified, they will work with the principals and the director to organize curriculum teams to revise or develop subsequent professional development programs.

STRATEGIC APPROACH

The project will have a strategy for each of the major goals of the MSAP. These strategies will be shared with all project staff and the faculty of the schools. The strategies will be coordinated efforts to achieve the effective and successful implementation of the magnet school program. The sections following will address each strategy and the way in which it contributes to the success of the project.

STRATEGY TO MEET PURPOSES RELATED TO DESEGREGATION

The first aspect of the MSAP program implementation will use a process similar to the planning process. The district will use internal and external expertise in building the curriculum and designing the activities for students. The experts from outside the district will contribute their experience in developing and operating successful magnet schools and provide guidance for the local staff. The staff of the magnet programs will be assisted by a Curriculum Integration Coordinator at each magnet site. These coordinators will monitor program implementation to

ensure that the magnet theme is being implemented.

The second aspect of the strategy is an aggressive public relations and marketing program to support the unique and innovative themes at the magnet schools. The district will conduct an informational campaign to make parents aware of the opportunities that they have at the magnet schools. The complete design of the campaign is detailed in the last subsection of the Plan of Operation.

STRATEGY FOR PROMOTING DIVERSITY AND INCREASING CHOICES

The project includes three secondary schools that did not meet Minnesota's criteria for Adequate Yearly Progress in 2006. These schools will implement high-quality academic programs – the International Baccalaureate's Middle Years Programme and the arts, and IB Diploma Programmes. These programs plus changes in instructional practices and research-based math and science core curricular programs will assure higher achievement for all students; thus, ensuring that by 2010 the schools will make Adequate Yearly Progress. These schools will also implement high-quality academic programs supported by best practices and research-based math and science core curricular programs. The implementation of these magnet programs will increase public school choices for parents in all seven member districts.

STRATEGY FOR BUILDING CAPACITY

A comprehensive, effective, and ongoing staff development plan is essential to allow the district to maintain high quality magnet schools after the end of the funding cycle. Individual school plans will: 1) be closely aligned with the innovative, instructional practices that will be part of the MSAP project, 2) have processes for constantly evaluating the success of each training session and as needed make adjustments to improve subsequent training sessions,

- 3) provide classroom teachers with appropriate feedback to aid instructional improvements, and facilitate the transition of grade-level teams into professional learning communities, and
- 4) provide coaching and support as teachers implement the new strategies. Well-trained, highly-qualified teachers are critical to the continued operation of successful magnet schools.

A second aspect of the MSAP project implementation will be the development of grade-level appropriate, standards-based curricula for each magnet theme. Each magnet school will develop written, published curriculum documents that will contain interdisciplinary lesson plans based on the instructional models provided by the International Baccalaureate Organization or other curriculum providers. All lesson plans will be aligned with the Minnesota State Standards. Each document will be maintained in a notebook thus allowing staff to constantly update and add to the curriculum. A printed curriculum will allow new teachers to provide the magnet program as well as help to insure the continuation of the magnet programs.

A third aspect of this strategy is to develop strong, supportive, and cohesive professional learning communities (grade-level planning teams). The professional learning communities will

- 1) support and assist members as innovative instructional practices are implemented,
- 2) review student learning and assessment results,
- 3) plan appropriate interventions to meet the needs of struggling students,
- 4) align curriculum with state standards,
- 5) develop authentic assessments,
- 6) provide feedback to program administrators, the project evaluator, and project consultants,
- and 7) provide assistance for new staff members.

The final aspect of this strategy is to ensure the institutionalization of the magnet program into the culture of each school. It will be one of the most important responsibilities of the Curriculum Coordinators to ensure this happens. They will oversee the development of the curricula, the implementation of the staff development plan, the activities of the professional

learning communities, and the adoption and use of the innovative instructional programs in each classroom. If they do their jobs well, by the end of the project, the professional learning communities will be able to take over these duties, the magnet programs will be institutionalized, and the continuation of the magnet programs will be ensured.

STRATEGIES TO ACHIEVE ACADEMIC ACHIEVEMENT FOR STUDENTS

The proposed magnet schools will redesign the instructional program to better individualize instruction to meet student needs. A Curriculum Integration Coordinator, who is on site, will work with teams of teachers to develop curriculum that reflects the magnet themes and is correlated to the Minnesota standards. The curriculum at each building will be geared to setting higher performance standards for all children.

The Curriculum Integration Coordinator will assist teachers as they modify their classroom management and instructional delivery systems. The key to the changes in the classroom are the interactive instructional areas that are part of the design of each of the magnet schools. These areas are designed to facilitate the integration of academic subjects and student hands-on activity. They will provide the focus for the necessary change in pedagogy that is an essential ingredient for producing higher student achievement.

The program will implement specific strategies to assist struggling students and assure they develop the skills necessary to be successful in the magnet program. Some strategies for assisting struggling students include: using research-based science and mathematics core curricula, innovative themes with hands-on, active learning opportunities, extended learning either before or after-school, mentors, standards-based curriculum materials, and a resource-rich learning environment.

The magnet school programs are designed to provide quality, integrated educational

programs, which meet individual student needs, talents, and interests. This goal will be best achieved through the strong staff development program.

All program designs are consistent with the Minnesota curriculum standards and were selected because research indicates or has suggested they raise expectations for student learning and challenge students to achieve at higher levels. The themes of the proposed magnet schools were developed by building teachers, based on student interests and the knowledge that students achieve best when engaged in stimulating and challenging programs. Teachers developed these themes over the past year, planned for innovative instructional approaches, and are eager to provide these educational opportunities to children. MSAP assistance will accelerate implementation and help the schools provide these stimulating experiences to children.

Inservice/Staff Development

The implementation of the magnet program will require an extensive inservice and staff development program. Teachers must have the opportunity to develop new teaching techniques and learn educational approaches appropriate to the new magnet schools. The staff development program will work with teachers (in professional learning communities) to align the new magnet courses and projects with the Minnesota State Standards. This will be accomplished by grouping subject area standards with the appropriate magnet themes and project-oriented instruction in order to develop aligned curricula and assessment processes. Teachers will develop and use interdisciplinary thematic instruction, which will allow them to cover more state objectives than can be covered in a traditional classroom.

This extensive staff development will provide an opportunity to modify the program to suit classroom realities. It will also give teachers the opportunity to address problems and resolve issues that arise during the year. If grant funding is received after July 1, this will cause

some time constraints that may necessitate conducting in-service during the school year.

Teachers will attend staff development on: 1) release time provided by substitutes, 2) using flexible scheduling to provide common time for training, 3) weekend workshops, 4) evening or after school meetings and/or 5) summer institutes. The following charts outline the staff development plan for each magnet theme area:

Staff Development Plan for Brooklyn Center High School Magnet				
Activity	Presenter	Participants	Time	Duration
MYP Internal training	Consultants	Groups of teachers	Summer	Years 1,2,3
MYP External training	IB Organization	Small groups of teachers	Summer and school year	Years 1,2,3
Inquiry-based instruction	Consultants, national and local	All Staff	School year	Years 2,3
Assessment training	Consultants, national and local	All Staff	School year	Year 3
ACE Media Arts Program helps to develop curriculum and practice in the field of media arts.	Perpich Center for Arts Education	Media Arts teachers	School year	Years 2,3
ACE Theater Program provides training in theater and creative dramatics for K-12 teachers	Perpich Center for Arts Education	Drama teachers	School year	Years 2,3
ACE Dance Program provides professional development in Dance education for K-12 teams	Perpich Center for Arts Education	Dance teachers	School year	Years 2,3
State/district standards-based curriculum articulation	Consultants	Department chairs	Summer and school year	Years 1,2,3
Curriculum integration and planning	Department chairs	All staff in small work groups	Five ½ days during the school year	Years 1,2,3
Atlas Rubicon training	Consultants	Groups of teachers one per focus area	During school year	Years 1,2,3

Staff Development Plan for Brooklyn Center High School Magnet				
Activity	Presenter	Participants	Time	Duration
Building Professional Learning Communities	Consultants, national and local	All Staff	During school year	Years 2,3
Understanding by Design (UBD) Internal training	UBD consultants	All Staff	Summer or during year	Years 2,3
Collaboration Training Internal	Local consultants	Total staff (built into collaboration time)	During school year	Years 1,2,3
Diversity Training	Northwest Suburban Integration School District (NWSISD)	All staff	During school year	Years 1,2,3
Responsive Design Training	Responsive Design trainers	All Staff	During school year	Years 2,3
Differentiation Training	Minnesota ECSU Staff (Education Cooperative Service Unit)	All Staff	During school year	Year 1
Technology Integration Training	TIES staff (Technology Information Education Services)	All Staff	During school year	Years 1,2,3
National Conferences	National Conference Site	Small groups of teachers (subject areas and IB MYP)	National conference dates	Years 1,2,3
State Conferences	Minnesota Conference Site	Small groups of teachers (subject areas and IB MN)	Minnesota conference dates	Years 1,2,3
Site Visits to exemplary arts and MYP schools	School site personnel	Small groups of teachers	School year	Years 1,2,3

Staff Development Plan for Park Center Global Studies Magnet				
Activity	Presenter	Participants	Time	Duration
MYP Internal training	Consultants & local staff	Total staff	Summer	Years 1,2,3
MYP External training	IB Organization	Groups of teachers (Yr 1 40, Yr 2 40, Yr 3 20)	Summer and school year	Years 1,2,3
Inquiry Internal	Consultants, national and local	Total staff (50,30,30)	Summer and school year	Year 1,2,3
DP External training	IB Organization	Groups of teachers 18,12,10	Summer and school year	Years 1,2,3
Atlas Rubicon training	Consultants & local staff	Groups of teachers one per focus area (6,6,6)	During school year	Years 1,2,3
Instructional Technology training	Consultants & local staff (TICTS)	Total staff	During school year	Years 1,2,3
Understanding by Design (UBD) Internal training	UBD consultants	Total staff	Summer or during year	Years 2,3
Collaboration time for Fridley and Park Center teachers with orientation to collaboration included	Local consultants	Total staff (built into collaboration time)	During school year	Years 1,2,3
Advisory Training	Local consultants	Total staff (1/3 each year)	Summer	Years 1,2,3
Action Research Training – Train teachers to help students learn research skills	Local consultants	3 teachers per year	National conference dates	Years 1,2,3
National Conferences	National Conference Site	15 teachers per year (subject areas and MSA)	National conference dates	Years 1,2,3
State Conferences	Minnesota Conference Site	12 teachers per year (subject areas and IBMN)	Minnesota conference dates	Years 1,2,3
Site Visits to exemplary Global Studies Magnets and DP schools	School site personnel	15 teachers per year in years 1 and 2	School year	Years 1,2

Cultural Competency Training	ISD 279 staff	Total staff	During school year	Years 1,2,3
Academic Coach training – e.g. Math team, History Day, Odyssey of the Mind, etc.	Conference site staff	6 teachers in year 1	During school year	Year 1

Staff Development Plan for Fridley Global Studies Magnet				
Activity	Presenter	Participants	Time	Duration
MYP Internal Training (levels 1-3)	Local staff and consultants	Staff not attending IB conf. trainings	Summer workshops	Years 1-3 (3 days)
MYP External Training (levels 1-3)	IBO Organization	12 staff each year across subject areas	Summer and school year	Years 1-3 (3 days)
DP External Training (levels 1-3)	IBO Organization	12 staff each year for DP subject areas	Summer and school year	Years 1-3 (3 days)
Inquiry Training	Local staff and consultants	All staff, levels 1-3 offered	Summer	Years 1-3 (5 days)
Technology Integration Training	TIES staff, MN area technology consultants	All staff	Summer and limited school year sessions	Years 1-3 (5 + 1 days)
Cultural Competency Training	G. Singleton, NWSISD staff, Critical Measures	All staff	Summer and school year	Years 1-3 (3 days)
UbD Training and Mapping Training	Local staff and consultants	New staff, and staff adding new courses	Summer	Years 1-3 (5 days)
Subject Area Training	National consultants	Selected subject area staff	Summer and school year	Years 1-3 (3-6 days)
Academic Coach Training	Specialized area consultants	Selected academic coaching areas	Summer and school year	Years 1-3 (3-5 days)
Advisory Training	Local staff and consultants	All staff with advisories	Summer	Years 1-3 (1-2 days)
Magnet Schools Training	Magnet Schools of America specialists and practitioners	Administration and other teacher leaders	Summer	Years 1-3 (3-4 days)

Staff Development Plan for Fridley Global Studies Magnet				
Activity	Presenter	Participants	Time	Duration
State Conferences: Diversity, curriculum, etc.	Various national and state experts	Administration and other teacher leaders	School Year	Years 1-3 (1 day each)
Site visits to exemplary programs	Host site experts	Administration and teacher leaders	School Year	Years 1-3 (2-3 days each)

As stated earlier, the Curriculum Integration Coordinators will perform regular classroom observations. These visits will be used to provide information on project implementation, provide feedback to teachers as they implement new procedures, and to identify any areas that need improvement. The staff will also visit other cities to observe successful magnet schools and programs. The school planning teams will check Internet sites and solicit recommendations of experienced magnet school staff to find successful magnet schools. The Magnet Schools of America web page and publications are good resources for locating successful models that may provide knowledge that will be helpful as NWSISD implements its magnet schools.

As required by NCLB Legislation, Minnesota has an approved Plan for Highly-Qualified Teachers. Only teachers who meet Minnesota's criteria will be hired for the project. As noted in the state plan, a "highly-qualified teacher in a core academic area requires all three of the following: 1) holds a valid full state teacher license for the academic subject he/she is teaching; **and** 2) has a minimum of a bachelors degree; **and** 3) has a major or sufficient subject matter competency for the assignment (in elementary or middle school), in the core academic subject(s) (for high school); **or** has taken and passed the Praxis II HOUSSE Process." **All teachers currently working at the proposed magnet school sites meet Minnesota criteria for highly qualified. Any new staff hired will be required to meet the "highly qualified" criteria.**

Innovative Curriculum: The resources that are necessary to achieve this objective are

dual. The first aspect is the development of innovative methods and practices. The program descriptions for the magnet schools include a number of innovative practices that are not currently implemented in any of the seven member districts of NWSISD. However, the implementation of these practices and the identification and development of new methods depend on the staff that is hired for the program. The staff must be motivated and supported as it develops curriculum and implements new pedagogy. Staff will attend conferences and workshops that feature effective methods and practices and will visit outstanding magnet schools. As innovative ideas are identified, consultants will be brought to the school to present the program to the staff. As a result, the entire staff will be stimulated by presentations of the most creative and innovative ideas available. The magnet schools have identified the innovative elements that they will feature in their themes.

STRATEGY TO IMPROVE KNOWLEDGE OF ACADEMIC SUBJECTS

The staff at the magnet schools will implement high quality magnet programs that use attractive themes to stimulate and motivate students. These programs will be built around the Minnesota curriculum standards that feature challenging content and student performance standards for all students. Since all of the NWSISD magnet schools are full school magnet programs, every student attending the school is a magnet student. Hence, the program must be effective for all students. The district will administer the state tests to monitor the effectiveness of the implementation of those standards at the magnet schools.

The improvement of academics requires changes in instructional methodology. The staff at the magnet schools will use a variety of teaching strategies, illustrated in the following chart, to meet individual student needs.

Themes & Instructional Practices

SCHOOL/DISTRICT	THEMES/INSTRUCTIONAL PRACTICES
Brooklyn Center High (Brooklyn Center) Grades 7-10	Inquiry-based instruction Standards-based instruction Technology Integration Differentiated Instruction & Assessment
Brooklyn Center High (Brooklyn Center) Grades 7-12	Inquiry-based instruction Standards-based instruction Technology Integration Differentiated Instruction & Assessment Project-based learning
Fridley High School (Fridley) Grades 9-12 Park Center Senior High (Osseo) Grades 10-12	Inquiry-based instruction Standards-based instruction Technology Integration Differentiated Instruction & Assessment Project-based learning Action research

STRATEGY TO PROVIDE EQUITABLE ACCESS TO HIGH QUALITY EDUCATION

The curriculum programs that will be used in this project include a number of evidence-based components. *Full Options Science Systems* (FOSS), which has been recognized as an exemplary program by the National Science Foundation (NSF), will be used for adapted biology high school students. In addition, *Chemistry in the Community*, which will be used for general chemistry, and *Earth System Science in the Community*, which will be used for earth science students, is also NSF supported. Mathematics curricula will include texts which are correlated to national, state and district standards.

The *NSF Research-Based Education Core Curriculum Programs* flyer notes that the programs cited are “representative of research-based curriculum materials disseminated by the NSF-supported Science and Mathematics Implementation and Dissemination Centers. These core curriculum materials can be used to construct a comprehensive science and/or mathematics program for K-12 students. They are unique because they have been created through a comprehensive research and development process. Therefore, they have been informed by

research, **piloted and field tested with ethnically diverse student populations throughout the United States.**”

As a starting point, teachers are asked to look at standards – these may include national, state, and in some cases district standards that in varying degrees define “what students should know, understand, and be able to do” (p. 17). Backward design means first answering the question, “What do we want students to know (based on standards) at the end of this unit?” Then teachers determine how they will know “if students have achieved the desired results,” (p.18) “What evidence or performances are called for by the standard?” After those two questions are answered, teachers can plan the learning experiences and instruction which will assure the first two steps are accomplished. The authors point out that everything contained in the standards does not constitute an essential understanding, which refers to the big ideas, the important understandings that students should retain after they’ve forgotten many of the details. The authors give three categories for establishing curricular priorities. These include: 1) Big Ideas and Core Tasks 2) Important to know and do, and 3) Worth being familiar with. Each category requires a different type of instruction and a different level of assessment (p.71.) The steps of the Wiggins and McTighe curriculum development model are: 1) Identify Desired Results, 2) Determine Acceptable Evidence, & 3) Plan Learning Experiences and Instruction.

Throughout the history of civilization, the arts have served as a fundamental means of human expression. The foundation of the visual, performing, literary and technological/media arts program is based on the premise that students learn best through participation in activities that allow for self-expression. A student’s self-expression can take many forms. Kearney (1996) writes that if you give a school daily dance, music, drama and visual art instruction... and there is considerable movement...you might get a miracle. An impressive aspect of the performing arts

school will be the emphasis on video editing and video production of long-term student projects (Marzano).

Inquiry-based learning is the key instructional strategy of the IB Middle Years Programme and the Diploma Programme. A number of research studies have verified the effectiveness of inquiry-based instruction and learning. For example, in the book, *Inquiry and the National Science Education Standards: A guide for teaching and learning* (Steve Olson & Susan Loucks, Eds., 2000), the authors note that if teachers wish students to achieve the full scope of the National Science Education Standards, “research clearly suggests that teaching through inquiry is effective (Chapter 6, p.10.) In addition, studies on under-represented and under-served populations have shown that inquiry-based instructional strategies “enhanced scientific ways of thinking, talking, and writing for language learners and helped them acquire English and reasoning skills” (Roseberry et al., 1992.)

In order to assure all students in all NCLB sub-groups are successful, the project will employ evidence-based strategies to meet the needs of struggling and/or diverse learners. The following strategies are suggested by the Center for Social Organization of Schools (2002) and will be used in this project: a) increase the number of instructional practices available to teachers so they can reach a greater number of students (e.g., cooperative learning, hands-on kinesthetic activities, projects); b) extend the amount of time for instruction (class periods, days, years) to allow for additional instruction and more diverse learning opportunities; c) provide extra help for students who need it through intensive math and reading activities; and d) offer opportunities for students to learn study skills and social skills.

The Perpich Center for Arts Education (PCAE) is a dynamic agency of the State of Minnesota, and a unique state-of-the-art organization of national stature representing

Minnesota's dedication to excellent education. Perpich's mission is to improve K–12 education for all Minnesota students and educators through innovative programs and partnerships centered in the arts. A 30-acre campus in Golden Valley houses the Center's Professional Development and Research (PDR), Arts High School (AHS) and the PCAE Library.

PCAE's Professional Development and Research (PDR) area works with communities, a statewide network of teachers, teaching artists and administrators in schools, and arts organizations throughout Minnesota to focus on the improvement of teaching and learning in and through the arts.

PDR is instrumental in helping teachers implement graduation standards. Team members have expertise in all arts areas as well as interdisciplinary arts education. PDR maintains critical partnerships with arts and educational institutions statewide and is a leader in expanding and deepening professional development opportunities and artistic experiences.

PDR Provides Access to:

- Professional growth opportunities and workshops
- Partnerships with key institutions from the arts and educational communities statewide
- Research and best practices that promote teacher, artist and school effectiveness
- Creative curriculum and assessment examples
- Professional and technical support in the arts areas of Dance, Literary Arts, Media Arts, Music, Theater and Visual Arts for preschool, elementary, middle and secondary schools.

In order to assure that the above mentioned strategies are understood and used by all magnet staff, a great deal of staff development training is necessary. All staff will receive

training designed to: increase their ability to assure that all students, especially minority students, are successful in the academic program; increase their awareness of multicultural differences and provide strategies to effectively handle those differences; and provide the support necessary so that minority students, especially African-American males, are successful in school.

Implementing these strategies requires nationally recognized themes, comprehensive staff development training, a specialized staff, extensive use of computer-assisted instruction to individualize each child's education, interesting equipment and software, tutoring programs, after-school programs, summer programs, and community mentors.

(iv.) How the project will ensure Equal Access and Treatment for Eligible Project Participants

All students living in the seven member districts that make up the NWSISD will have equal access to the magnet programs. All students attending the proposed magnet schools will be allowed to continue in the program. In addition, each school has identified open seats that will accommodate new magnet students, therefore, increasing total enrollment at each school.

Entrance to a magnet school is noncompetitive. Entry is based upon desire and interest in the theme by the student and his/her parents. The district will not use any academic or other admission criteria for determining whether a student is eligible for admission to any magnet school. All enrollments will be voluntary and special efforts will be made to attract families whose students attend low-performing Title I schools.

The NWSISD has a desegregation plan based on a State Administrative Order. The district and the community value diversity and consider equipping students to relate to people of different backgrounds, cultures, and languages an essential part of maintaining American democracy. As such, establishment of diversity in the schools is an integral part of the mission of the NWSISD. The district will use targeted recruiting and a race-neutral lottery to achieve its

desegregation goals.

The school district has a responsibility to produce students:

1. with an understanding of diversity, tolerance, fair play, and the positive tenets of democracy who can be successful citizens of our democracy;
2. able to function effectively in the local polity with civility and respect for others;
3. able to participate and compete in a highly competitive global society that rewards the ability to collaborate effectively with people of different races, nationalities, and cultures.

All students eligible for participation in the magnet program will have equal access to the program. No student will be denied admission to the magnet program or any part of the academic or extra-curricular program on any grade level because of race, national origin, religion, sex, or handicapping conditions. The public information campaign described below will guarantee that all students in the seven-district collaborative are made aware of the programs on the elementary, junior high and high school levels. Every student living within the NWSISD will have easy access to an application from pickup spots across the city and via direct mail. Special outreach efforts will be employed to assure parents, whose children attend low performing Title I schools, are aware of choices available in the magnet school.

Because of the traditional under-representation of women and minorities in the fields of science and mathematics, the magnet schools will make a conscious effort to provide female and minority role models in these areas for the students in the form of teachers, specialists and outside guest speakers, mentors and professional resource assistants. Great care will be taken, including offering professional development seminars to teachers and administrators, to avoid race/gender bias in the classroom.

Student Selection Processes: The NWSISD will select students to attend its new magnet schools based on student application and student interest. There are no academic or other criteria for student selection. If there are more applicants than student stations, a lottery procedure will be used to select students. Within the guidelines of the state desegregation rule and if there is sufficient space available in the school, all applicants will be accepted. All efforts will be made to assure that the applicant pool reflects the desired demographic parameters based on the purpose established for each magnet school. The lottery procedure is fully described in MSAP Table 5 in Part V.

Student selection procedures will guarantee that all eligible students have equal access. Each of the proposed programs has **no selection criteria** for students and **participants will be chosen by random computer selection** from each school's pool of applicants. As per the district's state-approved desegregation plan, each site must comply with racial balance guidelines and students attracted to the magnet theme will allow the district to meet the parameters set by NWSISD Objectives 1.1 - 1.3.

The collaborative member districts of the NWSISD have explicit policies of non-discrimination. These policies and procedures prohibit discrimination on the basis of religion, race, national origin, language, sex, or handicap. All buildings are or will be accessible to the handicapped.

Inclusion for Special Education and Students English Language Learners: Inclusion is the process by which special needs students are educated in age-appropriate settings with their non-exceptional peers. The students are provided with services and programs based on their strengths, needs, and individualized learning objectives, which are achieved through appropriate instructional strategies. The philosophy of inclusion is that it provides a shared teaching

experience that benefits the needs of students with learning differences in a least restrictive environment.

As stated in the Individuals with Disabilities Act (IDEA), whenever possible, a student with disabilities must be educated within the population of a regular school setting. Inclusion is considered an effective practice of least restrictive environment because it reflects principles of normalization. Classroom teachers benefit from the support provided by Special Education teachers and the districts are currently providing training and institutes to encourage schools to embrace this delivery system. The model facilitates the transfer and generalization of skills. Non-handicapped students develop positive attitudes toward children with disabilities and develop a broader perspective on individual differences.

Using Inclusion as a service delivery model allows greater flexibility, easier transition, and more successful experiences for Special Education Students and English Language Learners as they increase their general education hours. The practice of Inclusion is effective with all areas of special education: EMH, EH, SLD, Speech and/or Language Impaired, and Gifted. With this model, general education teachers and Special Education personnel are able to share their area(s) of expertise. A full spectrum of services will be available to every Special Education student ranging from a full-time Special Education placement, to a part-time Special Education student who spends part of the day in the general education setting, to a Special Education student who only receives consultative services. All students benefit from extra attention and a multi-sensory approach. This spectrum allows greater flexibility to address all aspects of learning.

In order to assure that Special Education Students and English Language Learners are included in the magnet theme, arts and technology activities will be integrated throughout the various disciplines. These activities will allow students to think and write creatively and to

develop analytical skills. The Internet, local area network, Wide Area Network (WAN), computer labs, research centers, learning centers, auditory systems, and productivity and instructional software will be available to successfully implement the inclusion model at the new magnet schools. Inclusion provides a number of benefits for all stakeholders.

An inclusion model will be used to assure that students in special education programs and English Language Learners have the opportunity to participate and be successful in the magnet programs. Specialists from the Department of Special Education and English Language Learners have been and will continue to be included in program planning. This will assure that these students will have access to the magnet program as is appropriate within the guidelines of each student's individual educational plan.

(v.) Effectiveness of the plan to recruit students from different backgrounds

Magnet schools are a fairly recent concept in the communities that make up the NWSISD. More importantly, the idea of getting students to voluntarily attend schools in another school district, which may require a long bus trip, is definitely unique. A strong, comprehensive and effective recruitment plan is the only way these programs will be successful. It is essential that the plan recruit students of different social, economic, ethnic and racial backgrounds to each of the new magnet programs. The NWSISD Magnet School Recruitment Plan is thorough and designed to reach all areas of its seven member districts.

Recruitment of students for the magnet programs will begin formally each November and continue until all vacancies are filled. Students who are not placed will be kept in a computer file. When a vacancy occurs a name will be randomly selected and offered. The yearly strategy for attracting students from the target feeder schools will be multi-faceted. A comprehensive media campaign will be developed that targets potential students and their families and which

uses a variety of mass media outlets and key community contacts, for example,

- 1 *Paid newspaper advertisements announcing the application period for the Magnet Programs will give specific instructions for obtaining and completing the application, application deadlines and a summary of the selection process.*
- 2 *News stories in the local daily newspaper about the magnet program and the expanded opportunities for students on all grade levels.*
- 3 *Identification of all eligible students and direct contact with them either through a letter from the NWSISD Office or personal contact by key influencers.*
- 4 *Open houses specifically designed for certain potential student populations, i.e. rising sixth or seventh graders and their parents for the middle school/junior high programs; and rising eighth- and ninth-graders for the high school program.*
- 5 *Television commercials and appearances on local television news talk segments to publicize the magnet program.*
- 6 *Distribution of flyers and brochures community wide.*
- 7 *Information programs presented to NWSISD area civic clubs and church groups. Tours of the magnet school buildings are offered daily to interested individuals and groups.*
- 8 *An Open House for the community-at-large.*
- 9 *A Power of Choice for Education Fair held in a public place such as a mall or community center.*
- 10 *High visibility of Magnet Program students at all district and regional events such as parades, oratory contests, science and engineering fairs, math bees and spelling bees.*
- 11 *Volunteering by Magnet Program faculty and students in community-wide efforts.*
- 12 *Outreach to parents whose children attend low performing Title I schools*

To help spread the word about the unique offerings of the Magnet Program, professionally developed videotape will be used as well as computer-generated multi-media presentations that include student work and testimonials. This media effort will be complemented with a coordinated series of print media: brochures, posters, flyers, applications folder, etc. These materials will be used in neighborhood meetings; civic groups; church organizations; small in-house gatherings with parents; and meetings with friends of current students.

Much of the emphasis in the paid newspaper and television advertisements will be “testimonial” comments and pictures of satisfied students and parents. Great care will be taken to appeal to all facets of the NWSISD community with great sensitivity to racial and gender balance, especially those parents whose children attend low performing Title I schools. Children’s successes will be used to illustrate how individuals who are well known in the community are faring in the magnet programs.

Because peer influence is very strong, particularly among middle school, junior high and high school students, an Ambassador program will be developed in which student leaders will volunteer to serve as hosts/hostesses for their magnet program and will represent the program at other school assembly programs and at recruiting fairs or events. Also, special consideration will be given to recruiting key student leaders who will have the ability to sway their friends to apply for enrollment. This will be accomplished through one-on-one contact with those students and their parents by Magnet staff.

Student Recruiter/Information Specialist: All of the above-mentioned recruitment and student selection activities are the primary responsibility of the magnet Program’s Recruiter/Information Specialist. This individual is responsible for the creation, production and

dissemination of all printed materials describing the proposed magnet schools and their programs as well as the conceptualization, scripting and production of all television and radio commercials and informational shows.

Additionally, the Recruiter/Information Specialist is responsible for participating in informational tours of the magnet schools for individuals and community groups. The Information Specialist presents information programs on the magnet schools. This individual is the liaison between the magnet schools and local, state, regional and national media representatives. Further, this individual is responsible for the organization and promotion of all special events and activities of the magnet schools.

There will be no waiting list for any magnet school. If there are vacancies at the magnet school during the school year, admission will be offered to students who are randomly selected from the remaining applicant pool at the point at which the vacancy occurs. The applicant pool will be good for one school year. **NWSISD will assure equal access to the magnet programs by providing bus transportation to all students who live outside of the state defined safe walk zone.**

When the grant is received recruitment activities will commence immediately. These activities will be under the direction of the Recruiter/Information Specialist. The Recruiter will utilize a professional public relations firm to assist in the design of the magnet materials. The campaign will include: 1) direct mail to eligible students, 2) Public Information Meetings, 3) P.T.A. Meetings, 4) meetings with Civic groups, churches, and day care centers of various racial and ethnic groups, 5) television and radio promotional ads that target cable T.V. and radio stations that appeal to various ethnic groups in the community, 6) student programs at the school that invite students from other neighborhoods, 7) door-to-door distribution of flyers in target

neighborhoods, 8) personal contact with students by teachers and counselors, & 9) paid advertising in newspapers.

The student recruitment campaign will begin in fall 2007. This campaign will be implemented so that target enrollments for each school are met before the end of the project in June 2010. The campaign will be designed to reach all residents of the seven district community by using appropriate and available ethnic and neighborhood media, churches of all denominations and faiths, barbershops, beauty shops, and shopping malls.

(b.) QUALITY OF PERSONNEL

(1.) Qualifications of Personnel to be Assigned to Project

The Northwest Suburban Integration School District is made-up of seven member districts that serve over 85,000 students in 100 schools. NWSISD has a relatively small office that employs 28 people in various positions. All of the NWSISD positions provide services to students and teachers in the seven-member collaborative. The member districts have larger staffs that include a variety of highly qualified teachers and curriculum experts who will contribute to the success of this project.

(2.i.) Quality of Project Director

The Project Director, with magnet program staff, principals, and administrators described in this section, will accomplish the Magnet Schools Assistance Program (MSAP) objectives by carrying out the activities and timelines show in the Project Design section. **The Project Director will be Karla Fawbush.** After graduating with degrees in French, English and journalism, she taught 7-12 grade students in Brooklyn Center ISD #286. During her tenure, Ms. Fawbush wrote French textbooks and ancillary materials, was awarded three national Fellowships, and earned her M.Ed. in Second Languages and Cultures from the University of Minnesota and an Education Specialist in administration degree from the University of St. Thomas. It was also in this capacity that she first became involved with the prospect of developing magnet schools in the NWSISD when Brooklyn Center and Osseo school districts were identified as racially isolated by the new Minnesota desegregation rule. She attended the MSA Conference in Long Beach and conducted focus groups for planning magnet program themes. After obtaining her administrative license, Ms. Fawbush worked as a secondary curriculum coordinator in another school district, leading 5-12 grade teachers in curriculum and

staff development initiatives. In her current role as Project Director, she is responsible for coordinating the project development and implementation, overseeing financial management, student placement and developing a marketing and recruitment plan to support the unique and innovative themes at the magnet schools, collaborating to increase inter-district interaction and opportunities for sharing cultural resources, and in conjunction with an outside evaluator, preparing the federally required project reports and annual evaluations for the MSAP grant project. She works closely with school-based personnel and central office staff in the member districts to implement high quality magnet school programs supported by best practices at schools funded through the grant. The position works under the superintendent of the NWSISD and collaborates with the principals of the grant-funded schools, the superintendents of the member districts, and federal magnet school program officers. As project director, Mrs. Fawbush will have the full-time responsibility for daily coordination of the MSAP project. She will serve as a liaison between the magnet office and the seven districts to ensure that the appropriate district, building and community support is provided to each program. This position will be grant-funded and she will devote 100% of her time to the project.

(2.ii.) Experience of Other Key Personnel

Key personnel for this project include more staff than those directly hired through MSAP funds. This application requests a minimum number of new staff and will therefore rely heavily on the expertise of personnel already in the employ of NWSISD or one of its member districts.

The collaborative is fortunate that it has staff with the qualifications, energy and expertise able to assume these extra duties. The following paragraphs detail the qualifications of current employees of NWSISD or its member districts who will work closely with the Project Director to assure the success of the proposed new magnet schools. Information is also included on the

expected qualifications of personnel who will be hired to implement the project. {Special Note: The seven superintendents will devote different percentages of time to the project (listed below). These percentages are based on the size of the districts and the number of proposed magnet schools being implemented in the district. For example, Brooklyn Center School District only has two schools and one will become a magnet school. It is reasonable to expect that Mr. Lester will devote more time to the project than Dr. Giroux, whose district, Anoka-Hennepin, has 43 schools.

Ms. Marcia Moore is the Superintendent of the Northwest Suburban Integration School District. Originally from the state of Georgia, Ms. Moore received her Bachelors degree from Georgia Southern University and her Masters of Education from the University of Minnesota. She is continuing her education with admission into the University of Minnesota Administrative Licensure Program. Ms. Moore began her career in education with the St. Paul Public Schools as a teacher of Special Education for four years. She has over 20 years of administrative experience in both the private and public sectors, fourteen of which are in the field of diversity and multicultural education. Ms. Moore was the Director of Diversity and Student Services for Anoka-Hennepin Schools for four years before assuming the position of Superintendent for Northwest Suburban School District in 2001. Her experience includes serving on numerous boards such as the Minnesota Minority Education Programs and St. Paul Model Cities. Ms. Moore's position is district funded and she will **devote about 10% of her time to the project.**

Dr. Roger Giroux is the Superintendent of the Anoka-Hennepin School District. He began his career with the Anoka-Hennepin Schools in August of 1976. Prior to joining the Anoka-Hennepin staff, Dr. Giroux served six years with the Duluth public schools and three

years with the Milwaukee public schools. A native of Chicago, Dr. Giroux attended St. Mary's College of Winona, Minnesota, for his Bachelors degree and the University of Wisconsin, Madison, for his Masters and Ph.D. He has served as Superintendent of the Anoka-Hennepin schools since July 1995. In 26 years of service, he has worked on the testing, assessment and program evaluation efforts of the school district, serving in several district and state efforts in this area. He has also served as the finance officer of the school district and was responsible for many of the public bond issues and referendums that financed new schools in Anoka-Hennepin. Dr. Giroux's position is district-paid and **he will devote about 5% of his time to the project.**

Dr. James M. Bauck is the Superintendent of the Buffalo-Hanover-Montrose Public Schools and was appointed in August, 2004. Dr. Bauck received a Doctor of Philosophy Degree from the University of Minnesota. Before coming to Buffalo, Dr. Bauck was a superintendent in Owatonna and Lakeville. He worked as an assistant principal at Fred Moore Middle School Center for the Arts, one of the NWSISD magnet schools. He held other administrative positions in various local school districts. Dr. Bauck's position is district-paid and he **will devote about 5% of his time to the project.**

Mr. Keith Lester is the Superintendent of the Brooklyn Center School District. A 37 year educator, Mr. Lester has been Superintendent of the Brooklyn Center School District #286 since September 12, 2005. He graduated from Moorhead State College in 1969 with a Bachelor of Science in Music Education. In 1981 he earned a Master of Fine Arts in Vocal Music Performance from the University of Minnesota, Minneapolis. Mr. Lester received his Masters of Educational Administration and completed the Sixth Year Program at St. Cloud State University. He taught Vocal Music at Mora High School in Mora, MN for 20 years. From 1989 to 1993 he led the Staff Development Program for the Mora District. In 1993 he took over as high school

principal in Ogilvie, MN where he served in this capacity for two years. Mr. Lester returned to Mora in 1995 where he served as high school principal for five years and as Superintendent of Schools for five years. As an administrator he has worked to develop programs in content area literacy resulting in improved reading and writing achievement in the districts where he has worked. Mr. Lester's position is funded by the district and he **will devote about 20% of his time to the project.**

Dr. Mark Bezek is the Superintendent of the Elk River Area School District. Dr. Bezek has spent twenty-seven years working in education. Dr. Bezek received his Doctor of Education in Educational Leadership from Saint Mary's University of Minnesota in 1999. He was named Superintendent for Elk River Independent School District #728 in July, 2006. Prior to arriving in Elk River, Dr. Bezek was the Superintendent of Fergus Falls Public Schools from 2001-2006; he has also been a secondary principal at various Minnesota schools, an adjunct professor at Saint Mary's University of Minnesota and Hamline University and a high school instructor. Dr. Bezek is a member of the National Association of School Administrators, and is on the Minnesota Association of School Administrators legislative and professional development committees. He is also on the Minnesota Rural Education Association's legislative action committee and participated in Minnesota Governor Pawlenty's mission to Canada in 2004, as well as being a member of several other professional and community groups. As a principal, Dr. Bezek worked to develop a new model for school budgeting, transitioned a school into a modified block schedule, and developed a new communication program to bring students, staff and community closer together. As a Superintendent at Fergus Falls Public Schools, Dr. Bezek developed and implemented all day, every day kindergarten, a Middle School alternative program, block scheduling in high school, and several other important initiatives. He **will devote**

about 10% of his time to the project.

Mr. Mark Robertson has been Superintendent of Fridley Independent School District #14 since July, 2003. His undergraduate degree, with a major in Biology, is from Bethel College. At the University of St. Thomas, he earned his Masters in teaching and Educational Specialist degrees, and then completed the Superintendent program at the University of Minnesota. Mr. Robertson's thirty years in education have included six years as Principal of Forest Lake High School, two years as Associate Principal at Blaine High School, six years as an Activities Director, and thirteen years as a classroom teacher. During his tenure at Forest Lake, his school was selected by the National Staff Development Council as one of six in the nation for amplifying positive deviance-making significant achievement gains without having more resources available. As Principal his interest in the development of all students translated into an increase in student attendance, a 1.5% decline in the drop-out rate, and the graduation rate increased by 10%. He was instrumental in planning and he supervised a \$5 million remodeling and construction project at Forest Lake High School. In addition to administrative experiences he has had extensive staff development experience and has been an adjunct professor teaching curriculum design courses for St. Mary's University in Minneapolis. Mr. Robertson's position is district-funded and he **will devote about 20% of his time to the project.**

Ms. Susan K. Hintz was appointed Superintendent of the ISD 279-Osseo Area Schools in February, 2006. Her Bachelor of Science, Master of Science and advanced graduate courses were all from the University of Indiana. Prior to becoming Superintendent, she was Assistant Superintendent in Osseo, co-leading and supervising the Pre K-12 educational program at 28 sites, including curriculum, instruction and educational standards, research assessment and accountability, student services and instructional media and technology. Before that, she worked

as an associate superintendent, director of elementary education and school principal in the Indianapolis area. She is an expert presenter in total quality learning and total quality management, forming coalitions with special interest groups, creating and maintaining safe schools, and brain-based learning, among other topics. Ms. Hintz's position is district-funded and she **will devote about 10% of her time to the project.**

Mr. Michael J. Smith was appointed Superintendent of Rockford Public Schools in 2005. His Bachelor of Science, Master of Science and Specialist Degree in Educational Administration are from Winona State University. He has been a superintendent in four other Minnesota districts, promoting increased use of data driven decision-making, improving and then managing a fiscally sound school district, implementing programs for high achieving students and leading successful referendums. Mr. Smith's position is district-funded and he **will devote about 5% of his time to the project.**

MAGNET SCHOOL PRINCIPALS

Mr. Bryan Bass was appointed Principal of Brooklyn Center Junior/Senior High School in May, 2006. He has varied and extensive educational experience. Most recently, Mr. Bass served as an assistant principal at North High School in Minneapolis. At North, he also taught civics and coached track and field. Prior to North High School, Mr. Bass taught at Roosevelt High School in Minneapolis where he also coached football, basketball and track and field. Mr. Bass's educational background includes degrees in Political Science and Secondary Social Studies Education from St. Olaf College. He received his Masters of Arts in Education from St. Mary's and is currently enrolled in the Doctor of Education program at the University of Minnesota. He holds licenses in K-12 administration and teaching. Mr. Bass's position is district-funded and he **will devote 100% of his time to the project.**

Dr. Dave Webb is the principal at Fridley High School. Dr. Webb is beginning his fourth year as Principal after serving for five years as the Assistant Principal at Fridley High School. He has also been Dean of Students at South St. Paul, Dean of the Spanish Immersion Program for Concordia Language Villages, and a Spanish teacher in Stillwater. While serving as Dean for the Concordia Language Villages, Dr. Webb started the Abroad Program School in Madrid, Spain. He completed his B.A. in Spanish and International Business, his M.A. in Secondary Administration, and his Ed.D. in Educational Leadership from the University of St. Thomas, in St. Paul, Minnesota. Dr. Webb's position is district-funded and he **will devote 100% of his time to the project.**

Ms. Kelli Parpart is Principal of Park Center Senior High in the ISD 279-Osseo Area Schools. She has a B.S. degree from Moorhead State University, a M.S. degree from North Dakota State University, and her educational administrative licensure from St. Mary's University. Before beginning her administrative career in the Osseo Area Schools in 1997, Ms. Parpart taught English at Coon Rapids High School and worked as an administrative intern in the Minneapolis Public Schools. In 2005, she was selected as the Minnesota Middle Level Principal of the Year. She has served on numerous district task forces, including Emergency Planning, Diversity Planning, Character Education, Professional Learning Communities, Assessment for Learning, Secondary Leadership Team, Choices for Integrating our Learning Communities, Magnet Schools, and more. Ms. Parpart's position is district-funded and she **will devote 100% of her time to the project.**

(2.III) MAGNET SCHOOL TEACHER SELECTION

The success of the magnet programs will depend on the quality of staff assigned to each site. All staff, including administrative staff, will be required to **meet the NCLB criteria for**

Highly-Qualified, sign a letter supporting the goals of their program, and agree to attend a minimum of 90 hours of annual training. New staff will be selected based on their personnel records, recommendations, knowledge of curriculum development and desegregation strategies, and successful interviews. Program staff, for the first year of implementation, will be selected by July, 2007.

At all sites, the following minimum criteria will be used to select new staff members. Each candidate should: 1) meet criteria for “Highly Qualified,” 2) have a recommendation from his/her current principal/supervisor, 3) agree to integrate technology into instruction, 4) articulate a magnet-educational philosophy, 5) make a stated commitment to multicultural awareness and have experience working with racially mixed students, 6) be ready, willing, and available for ongoing training, 7) be willing to use differentiated instruction and assessments, 8) agree to be an active participant in a professional learning community, 9) agree to adopt “evidence-based” and “promising” instructional practices, and 10) agree to implement the curricular model for their school described in this application. The following text describes Minnesota’s criteria for Highly Qualified teachers.

The Minnesota Plan for verifying “Highly Qualified” teachers

I – Overview

Under no *Child Left Behind* (NCLB), teachers of core academic subjects must evidence compliance with the federal definition of a “highly qualified teacher.” The core academic subjects defined in NCLB and in Minnesota law are: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

General education teachers of core academic subjects in Title I funded programs or schools hired after the first day of the 2002-03 school year must have already met the federal criteria for “highly qualified” teachers at the time of hire. This deadline has passed and the requirement is now fully implemented.

General education teachers of core academic subjects, whether in Title I funded programs or other programs, hired prior to the beginning of the 2002-03 school year had until the end of the 2005-06 school year to meet the federal “highly qualified” requirement. This deadline has passed and the requirement is now fully implemented.

II – “Highly Qualified” Teacher Requirements for Teachers Currently in the Classroom

What defines a “highly qualified teacher” in Minnesota?

Elementary Teachers

To meet the federal “highly qualified” criteria, elementary teachers of core academic subjects who are new to the profession must meet the following requirements:

- Hold a bachelor’s degree;
- Be licensed by the state; and
- Demonstrate subject competence through a rigorous state test of subject knowledge and teaching skills (Praxis II Elementary Education: Content Knowledge 10014).

To meet the federal “highly qualified” criteria, elementary teachers of core academic subjects who are not new to the profession must meet the following requirements:

- Hold a bachelor’s degree;
- Be licensed by the state; and
- Demonstrate subject competence either by passing a rigorous state test of subject knowledge and teaching skills (Praxis II Elementary Education: Content Knowledge

10014) **or** by satisfying the state’s HOUSSE requirements if they are a teacher from another country, teaching in the United States on a temporary basis.

Middle and Secondary Teachers

To meet the federal “highly qualified” criteria, middle school and secondary teachers of core academic subjects who are new to the profession must meet the following requirements:

- Hold a bachelor’s degree;
- Be licensed by the state; and
- Demonstrate subject competence through a rigorous state test of subject knowledge and teaching skills (Praxis II content test); or
- Complete an undergraduate academic major, graduate degree or course work equivalent to an undergraduate academic major in each core academic subject they teach.

To meet the federal “highly qualified” criteria, middle school and secondary teachers of core academic subjects who are not new to the profession must meet the following requirements:

- Hold a bachelor’s degree;
- Be licensed by the state; and
- Demonstrate subject competence through:
 - the “high objective uniform state system of evaluation” (also called HOUSSE) if they are a multi-subject secondary teacher hired in a school district officially identified in this document as an “eligible rural district” or if they are a teacher from another country, teaching in the United States on a temporary basis.
 - a rigorous state test of subject knowledge and teaching skills (Praxis II content test); or

- completion of an undergraduate academic major, graduate degree or course work equivalent to an undergraduate academic major in each core academic subject they teach.

In the past, the HOUSSE (High Objective Uniform State Standard of Evolution) option was restricted to teachers not new to the profession, who possessed Minnesota licensure but did not have a licensure endorsement in each core academic subject taught. As a result of recent federal direction and because the HOUSSE has been in place for a sufficient amount of time for teachers to meet “highly qualified” requirements, Minnesota is now moving to further restrict the use of HOUSSE. Therefore, effective immediately, any teacher hired as a new teacher to Minnesota (even though the teacher may have had prior teaching experience in another state), may no longer use the HOUSSE option unless he/she also fits one of the specified exempted groups:

- A multi-subject secondary education teacher in a school district officially identified in this document as an “eligible rural district;”
- A special education teacher not new to the profession who teaches multiple core subjects and has met highly qualified requirements in language arts, mathematics, or science at the time of hire. These special education teachers may use HOUSSE to meet federal “highly qualified” requirements in the other core academic subjects they teach to their special education students in the same manner as is required for elementary, middle, or secondary school teachers within two years of hire date;
- A teacher from another country, teaching in the United States on a temporary basis.

EXAMPLES OF MAGNET SCHOOL STAFF

After receiving funding notification, the district will advertise for staff members for the

programs. Although new hires have not yet been made, **the following teacher profiles exemplify the high quality people who are currently on staff at the proposed magnet sites.** Each site has agreed to increase their student enrollment to accommodate new magnet students. These increases in enrollment will result in the hiring of new staff members. All new hires will be selected using the above criteria.

Mr. Scott Rykken currently teaches courses in physics, physical science and contemporary issues in science at Brooklyn Center High School. He graduated from the University of Minnesota in 1982 with a B.S. degree in Physical Science. He has a M.A. in secondary administration from the University of St. Thomas, a TIES Instructional Technology Certificate, and a sixth year certificate in Administration from Minnesota State University. Mr. Rykken has served as science department chair, faculty advisory council chair, negotiated contracts, and designed and maintains the Brooklyn Center High School web site. Outside of the school day, he chairs the continuing education committee, is principal of Saturday School, supervises the chess club and represents BCHS on the TIES grade book committee.

Ms. Jill Ashley-Grochowski teaches, coordinates, and directs AVID (Advancement Via Individual Determination) at Brooklyn Center High School. She graduated from Cornell College in 1989, with a B.A. in English and Secondary Education. She taught in Omaha, NE and Chicago, IL prior to moving to Minnesota. For several years she worked outside the field of education; in retail as a traveling training manager for Crabtree & Evelyn, and in reseller customer support for the educational software company MECC. This is her ninth year teaching at Brooklyn Center High School. She is currently working on her Masters in Educational Administration at St. Mary's University. Ms. Ashley-Grochowski has served as an Assistant Girls Soccer Coach, Assistant Speech Coach, Anime Club Advisor, Native American Club

Advisor, Junior Class Advisor, and English Department Chair. She is currently a SEED (Diversity Training) Facilitator, board member of the Centaur Foundation, member of the Site and District Staff Development Committees, the Drop-out Prevention Grant Team, and the Peer Assistance/ New Teacher Induction Team.

Mr. Steve Holt is a social studies teacher at Fridley High School. He earned his B.A. in History from Hofstra University in New York in 1992. After student teaching in New York, he moved to Guayaquil, Ecuador and worked at a bi-lingual, bi-cultural I.B. diploma school from 1992 to 1997. In 1995 he was awarded a teacher of excellence award and was promoted to Assistant Principal for English Instruction. A major part of this job involved the coordination of the I.B. diploma programme. Since returning from Ecuador Mr. Holt worked at Fridley Middle School where he taught 7th grade World Studies for a year and then 8th grade American History for 8 years. In 2002 he was chosen as the Middle School teacher of excellence. In 2006 he moved to Fridley High School to teach in the social studies department. He is extremely active in the district outside of the classroom, including: running the 8th grade Youth In Government program for 7 years before taking over the high school program in 2006; leading the Washington D.C. trip for the past 6 years; leading the History Day program at Fridley; taking leadership with the union as their government relations person; being a member of the middle school's site based leadership team; and working in a leadership position as a member of the district's I.B. leadership team. He earned his M.A. in Education from Hamline in 2006. He is passionate about world cultures and has traveled to over 30 countries on 5 continents.

Ms. Margaret Sweeney teaches English at Fridley High School. She graduated from Bemidji State University in 1973 with a B.S. degree in English and German. She started her teaching career in Germany, teaching English at the Hermann Lietz Schule. She has been a

teacher for the Fridley School District since 1976, teaching both at middle and high school level. Ms. Sweeney has worked on several district initiatives during her tenure, including the development of interdisciplinary, cross-grade curriculum projects, district task forces for curriculum development in language arts, and an equity/diversity curriculum funded by the Minnesota Academic Excellence Foundation, The Minnesota Women's Fund and Fridley Public Schools. She served as the district curriculum coordinator from 1997-99. Currently, Ms. Sweeney is an Instructional Leader in Fridley's teacher evaluation program, subject area leader for the IB Middle Years Program, and learning community leader for English Language Arts. She has been a staff development trainer in our district for writing across the curriculum, Six Traits Writing, and differentiated instruction.

Ms. Lori LeClair is in her 6th year of teaching. She has spent the past two years as an art teacher at North View Junior High and at Park Center Senior High. Her first four years of teaching were as an ELL teacher in Seoul, Korea at the Sogang Institute and the French embassy. She received her BFA at the University of Minnesota, Duluth campus, and her Master of Education degree from the University of Minnesota, Twin Cities' campus.

Ms. Mary Condon is in her 29th year of teaching at Park Center Senior High School. She is currently teaching Spanish levels 1 through 5. As the head of the department, she is also actively leading the MYP Language B implementation. Mary received degrees in Elementary Education and Spanish and Secondary Education from St. Cloud State University in St. Cloud, Minnesota. She completed her M.A. in Education at St. Mary's University, Twin Cities campus.

(2.iv.) District Nondiscriminatory Employment Practices

The following text describes the NWSISD's nondiscriminatory policy and comes from its Policy and Procedures Manual.

Policy: 401 Equal Employment Opportunity

I. PURPOSE: The purpose of this policy is to provide equal employment opportunity for all applicants for NSWISD employment and staff.

II. GENERAL STATEMENT OF POLICY

- a. It is NWSISD's policy to provide equal employment opportunity for all applicants and employees. NWSISD does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, gender, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status or veteran status. NWSISD also makes reasonable accommodations for employees who are disabled.
- b. NWSISD prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and NWSISD's internal procedures for addressing complaints of harassment, please refer to NWSISD's policy on harassment and violence, Policy 413.
- c. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, work site(s) or privileges of employment.
- d. It is the responsibility of every NWSISD staff member to follow this policy.
- e. Any person having questions regarding this policy should discuss it with the NWSISD's human resources generalist. [Adopted: April 16, 2003]

Policy 402: Disability Nondiscrimination Policy

I. Purpose

The purpose of this policy is to provide a fair employment setting for all persons and to

comply with state and federal law.

II. General Statement of Policy

- a. NWSISD shall not discriminate against qualified individuals with disabilities, because of the disabilities, with regard to job application procedures, hiring, advancement, discharge, compensation, job training, or any other term, condition, or privilege of employment.
- b. NWSISD shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. NWSISD shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- c. NWSISD shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of NWSISD.
- d. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact NWSISD's human resources generalist. This individual is NWSISD's appointed ADA/Section 504 coordinator for personnel matters. [Adopted: April 16, 2003]

TIME COMMITMENT, EXPERTISE, AND ETHNICITY OF KEY PERSONNEL

The following chart gives detailed information on the existing key personnel, their areas of expertise, years of experience, ethnicity, the funding source for their salaries, and the

estimated percentage of their time that will be devoted to the project.

Key Personnel – Experience, Expertise, Salary Source, Ethnicity, Percentage of Time on Project

Position	Name	Years Of Exp	Areas of Expertise				Funding Source % of Time on Project
			Curriculum	Best Practices	Alternative Assessment	Desegregation	
Superintendent – NWSISD	Marcia Moore	27	X	X	X	X	District 10%
Superintendent – Anoka	Roger Giroux	29	X	X	X	X	District 5%
Superintendent – Brooklyn Center	Keith Lester	37	X	X	X	X	District 20%
Superintendent – Buffalo	James Bauck	39	X	X	X	X	District 5%
Superintendent – Elk River	Mark Bezek	26	X	X	X	X	District 10%
Superintendent – Fridley	Mark Robertson	30	X	X	X	X	District 20%
Superintendent – Osseo	Susan Hintz	35	X	X	X	X	District 10%
Superintendent – Rockford	Michael Smith	37	X	X	X	X	District 5%
Project Director	Karla Fawbush	30	X	X	X	X	MSAP 100%
Principal - Brooklyn Center High School	Bryan Bass	9	X	X	X	X	District 100%
Principal – Fridley High School	David Webb	21	X	X	X	X	District 100%
Principal – Park Center Senior High	Kelli Parpart	20	X	X	X	X	District 100%
Student Recruiter	Matt Tveter	4				X	MSAP 100%
Program Specialist	Madelyn Krinke	20				X	MSAP 100%
Administrative Assistant	Dee Jakubowski	20				X	MSAP 100%

Position	Name	Years Of Exp	Areas of Expertise				Funding Source % of Time on Project
			Curriculum	Best Practices	Alternative Assessment	Desegregation	
Curriculum Integration Coordinator Brooklyn Center High School	TBA –IB MYP	n.a.	X	X	X		MSAP 100%
Curriculum Integration Coordinator (Brooklyn Center)	TBA – Visual, Performing, Literary and Technological/Media Arts	n.a.	X	X	X		MSAP 100%
Curriculum Integration Coordinator (Fridley)	TBA –IB	n.a.	X	X	X		MSAP 100%
Curriculum Integration Coordinator (Fridley)	TBA – Global Studies	n.a.	X	X	X		MSAP 100%
Curriculum Integration Coordinator (Park Center)	TBA- IB	n.a.	X	X	X		MSAP 100%
Curriculum Integration Coordinator (Park Center)	TBA-Global Studies	n.a.	X	X	X		MSAP 100%

(c.) QUALITY OF PROJECT DESIGN

Introduction

The NWSISD is committed to meeting the guidelines of its state-approved desegregation plan. The seven districts have worked tirelessly together to develop a network of magnet schools that will encourage intra-district as well as inter-district student transfers. Most (93%) of the students of color living in the seven districts reside in a relatively narrow residential corridor that crosses four districts – Anoka-Hennepin, Osseo, Brooklyn Center, and Fridley. The school populations in the remainder of Anoka, Osseo and Fridley as well as the other three member districts – Elk River, Buffalo-Hanover-Montrose, and Rockford – are primarily Caucasian students. [See map in Need for Assistance section.]

The magnet planning process required planners to review relevant research, seek assistance from university personnel and professional experts from the private sector, and to visit existing exemplary programs. The selection of the proposed themes was based on input from parents, the professional community, national magnet experts, students, site visits, and curriculum experts. Surveys indicate that there are more than enough interested students and parents to fill the proposed programs.

The following chart summarizes information on the magnet schools included in this project.

	Middle/Junior High Programs	High School Programs
International Baccalaureate	Brooklyn Center High School - Brooklyn Center	Fridley High School – Fridley Park Center High School - Osseo
School-wide or PWS	School-wide IB MYP	School-wide IB MYP PWS IB DP
New or Revised	New	New
Themes	Middle Years Programme	Middle Years Programme Diploma Programme
Visual, Performing, Literary and Technological/Media Arts		Brooklyn Center High School – Brooklyn Center
School-wide or PWS		PWS
New or Revised		New
Themes		Visual, Performing, Literary and Technological/Media Arts
Global Studies		Fridley High School – Fridley Park Center High School - Osseo
School-wide or PWS		PWS
New or Revised		New
Themes		Global Dynamics, Global Relations, Global Technologies

All magnet programs will be developed and aligned with Minnesota State Standards. The programs will also assist the member districts and schools in complying with the expectations and test requirements of the Minnesota Accountability System.

Minnesota Accountability System: The State of Minnesota has adopted tough new standards to drive achievement. These standards are monitored and enforced through a state-wide testing program. The Minnesota Comprehensive Assessments—Series II (MCA-IIs) are the state tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of No Child Left Behind. They are used to determine whether schools and districts have made adequate yearly progress toward all students being proficient in 2014.

Reading and mathematics tests are given in grades 3-8, 10 and 11. In the spring of 2008 science tests will also be given in grades 5 and 8 and once in high school, depending on when students complete their life sciences curriculum.

As part of the evaluation of this project, state test scores will be disaggregated by major ethnic and racial groups and data will be compared to scores from comparable schools. By the end of the project, magnet school scores are expected to exceed those of students in the comparison schools. The following text briefly addresses the four criteria for Project Design for all three proposed magnet schools in the NWSISD.

(i) Promote desegregation, including how each proposed magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds.

The purpose of the magnet program proposed by the Northwest Suburban Integration School District is to bring students of different social, economic, racial and ethnic backgrounds together in an educational setting that will be of benefit to all students regardless of their backgrounds. The program is designed around the expressed academic recommendations of minority and non-minority parents, business and community leaders across the community. In

particular, the magnet program will **serve as a viable option for parents of children attending low-performing schools.**

The use of cooperative learning and inquiry-based learning strategies in the classroom will ensure that students are working and learning together in class, without distinction by race or background. The magnet program's instructional plan places great emphasis on peer coaching/mentoring as a means of both individualizing and improving academic achievement for all students. It is also an effective technique for bringing students from diverse backgrounds together. This approach will be used in every classroom and in all specialized lab settings.

In recruitment efforts, student leaders and parents of all races will be selected for testimonials or to serve as role models/peer ambassadors to ensure that students of different ethnic, racial, social and economic backgrounds are attracted to the magnet programs. Magnet program teachers, specialists and administrators will receive ongoing training in multi-cultural awareness and aspects of multi-cultural education in an effort to better serve students of all backgrounds.

Historically, magnet schools have proven to be an effective method for furthering desegregation efforts within public schools. As the school community grows increasingly diverse, school districts have become more dependent on magnet schools as a means to offer various educational options from which parents may choose – especially parents whose children attend low-performing schools. “Parents will choose to send their children to schools where they can find the best and most positive educational opportunity.” (Estes, et. al.1990).

NWSISD worked with Decision Resources, LTD, a local educational research firm, to develop a comprehensive quantitative study that illustrated the need to address parental choice as a methodology for educational reform. In addition, the research provided data and research

opportunities that allowed planners to determine specifically which thematic approaches would be the most popular as well as best supported within the seven districts. In a study, fully representative of the diversity found within the seven districts, the following key findings were used in the decision-making process:

1. No centralized magnet school program located in just one district would prove an effective approach for meeting the goals of the district nor be able to sufficiently promote integration for the whole collaborative.
2. Specific themes offered in key districts could reach integration goals in the first few years of operation.

A second “dip stick” survey was conducted based on the final selection of themes and locations. The results were supportive of the proposed magnet plan and included the following conclusions:

1. Because of high parent interest, the magnet schools aimed at attracting non-minority students to schools with high concentrations of minority students should be fast tracked for implementation.
2. Parents indicated strong interest in the International Baccalaureate Middle Years Programme & Diploma Programme justifying their implementation.

All funds received under this application will be used to improve racial balance among the schools that are part of the NWSISD. The purpose of these proposed magnet programs is to meet the requirements of the state-required Desegregation Plan which encourages integration districts to use magnet schools as a means of reducing minority group isolation. Data from schools that have implemented the International Baccalaureate, as well as visual, performing, literary and technological/media arts, indicate that these programs draw students, increase

diversity, improve academic achievement, and prepare students for a global society. (Data was gathered from Palm Beach County, Pinellas County, and Miami-Dade Schools in Florida.)

The programs proposed in this application will reduce minority group isolation in two of the schools; both currently have populations that are over 50% minority. The third school is implementing a mirror magnet intended to attract students from minority isolated schools, thus reducing minority group isolation in its feeder schools.

(ii.) Improve student academic achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school.

All of the magnet programs described in this application will offer academic programs designed to be appropriate in meeting the educational needs of all students who are now or will be enrolled. The articulation plan for magnet schools includes two K-12 strands: International Baccalaureate (IB) which began with the Primary Years Programme (PYP), and now expands the Middle Years Programme (MYP), and adds the Diploma Programme; and a visual, performing, literary and technological/media arts program. All programs are new and supported with NSF-recognized math and science core curricula materials. This application includes one new IB MYP school and the expansion of the MYP in two high schools to cover all students in grades 9 and 10, two IB Diploma Programme high schools, and one visual, performing, literary and technological/media arts program at a high school.

Instruction will provide for individual differences in students through the use of diverse learning/teaching techniques. These techniques will include the use of a variety of hands-on laboratories, field experiences, mentoring, tutoring, community and parent involvement,

individual research and investigation, small group projects and varied teaching strategies.

In addition to the program design, which emphasizes meeting the needs of the student, the staff development program described in the Plan of Operation will orient and sensitize staff to delivering a program that is appropriate to all students' needs, regardless of their academic standing or their racial, ethnic or socio-economic background. The Project Director, in cooperation with school-based personnel, will be responsible for adapting and modifying training programs to ensure that the needs of students are met by the magnet program. The school principals will perform regular classroom observations to collect data and to observe instruction to determine whether the initially planned curricula meet the needs of students. If gaps or problems are identified, the Principals will work with the Project Director to organize curriculum teams to revise or develop appropriate programs.

The magnet programs planned for NWSISD have a common philosophy: more of the same is not the answer for children who have not reached their potential in more traditional educational settings. By integrating a variety of teaching techniques and approaches, the magnet program staff will work to reach students of all learning styles and abilities. If one approach does not work, the staff will try a variety of techniques until one does succeed in opening the door of understanding and mastery for that student. This program will incorporate the motto that all children can learn, however they may learn differently and at different speeds.

(iii) Implement high-quality activities that are directly related to improving student academic achievement based on the State's academic content standards and academic achievement standards or directly related to improving students' reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to improving vocational, technological, and professional skills.

The **curricular programs that will be used in this project are research-based.**

Students in all three schools are already using science and math texts that are correlated to national science standards and that meet all state requirements. The programs are recognized as effective, evidence-based core curricula programs by the National Science Foundation (NSF).

As noted on the NSF Research-Based Science and Mathematics Core Curriculum flyer, programs cited are *“representative of research-based curriculum materials disseminated by the NSF-supported Science and Mathematics Implementation and Dissemination Centers. These core curriculum materials can be used to construct a comprehensive science and/or mathematics program for K-12 students. They are unique because they have been created through a comprehensive research and development process. Therefore, they have been informed by research, piloted and field tested with ethnically diverse student populations throughout the United States, and commercially published for wide-scale implementation.”*

The Middle Years Programme and the Diploma Programme provided by the International Baccalaureate Organization are based on the principles of international and global education. The Diploma Programme is the oldest, starting in 1968. There are currently 535 authorized Diploma Programmes in the United States. The first Middle Years Programmes opened in 1994 and there are currently 185 authorized schools in the US. Although these programs are fairly new

and innovative and the evidence-base is still pretty small, feedback from participating schools (Palm Beach County & Dade County, FL) suggests these programs are very effective. This project intends to add to the evidence base and contribute to the research being collected on the effectiveness of the MYP and DP programs.

An award of \$1.17 million was made by the US Department of Education to the IB North American office. The award was used over three years to implement the MYP in six middle and high school partnerships in disadvantaged areas in Massachusetts, New York, and Arizona. The partnerships were intended to increase access to IB programmes for low-income students. This award suggests that the US Department of Education recognizes the MYP as a “promising practice.” The fact that students who earn an IB Diploma are highly regarded by universities and that many colleges and universities will award a significant amount of credit to students earning an IB Diploma supports the high academic standards and expectations of the IB programs.

Staff members recognize the strong connection between **art and learning**. They will use art to engage students and to eliminate barriers to learning that rise out of bias and inequity. Teachers will demonstrate knowledge in many disciplines and the ability to demystify the creative process while using transfer of learning to uncover connections among disciplines. Reflection is vital to the learning process and will therefore be one of the teaching strategies. Collaboration among teachers, artists and students will be evident in all curricular areas. As with any effective learning plan, teachers will design curriculum “with the end in mind,” planning backwards from the desired results to intentional, arts-infused activities that will enable students to achieve high standards.

As suggested by both the International Baccalaureate Organization (IBO) and the arts-infused curricular model described above, curriculum will be developed using an inquiry-based

and standards-based instructional design model. Teachers will use the standards-based reform model described by Grant Wiggins and Jay McTigue in *Understanding by Design, Expanded 2nd Edition* (ASCD, 2005). The authors present a model based on a “backward design process,” which is compatible with a number of initiatives. [Examples include: problem-based learning, Socratic seminar, and the work of the Project Zero team at Harvard Graduate School of Education.]

As a starting point, teachers are asked to look at standards – these may include national, state, and in some cases district standards that in varying degrees define “what students should know, understand, and be able to do” (p. 17). Backward design means first answering the question, “What do we want students to know (based on standards) at the end of this unit?” Then teachers determine how they will know “if students have achieved the desired results,” (p.18) “What evidence or performances are called for by the standard?” After those two questions are answered, teachers can plan the learning experiences and instruction which will assure the first two steps are accomplished. The authors point out that everything contained in the standards does not constitute an essential understanding, which refers to the big ideas, the important understandings that students should retain after they’ve forgotten many of the details. The authors give three categories for establishing curricular priorities. These include: 1) Big Ideas and Core Tasks 2) Important to know and do, and 3) Worth being familiar with. Each category requires a different type of instruction and a different level of assessment. (p. 71) The steps of the Wiggins and McTighe curriculum development model are: 1) Identify Desired Results, 2) Determine Acceptable Evidence, & 3) Plan Learning Experiences and Instruction.

Inquiry-Based Instruction: When appropriate, teachers will use inquiry-based instructional strategies. These strategies will help students better understand and master

important concepts. The characteristics of inquiry-based instruction are: a) teachers create situations for students to solve problems; b) students make connections to previous knowledge, c) students bring their own questions to learning, d) students investigate to satisfy their own questions, e) students design a way to try out their own ideas, f) investigations may extend over a long period of time, g) students communicate through journal writing, oral presentations, drawing, graphing, charting, etc., and h) students revise their explanations of phenomena as they observe and record data.

(iv.) Encourage greater parental decision-making and involvement

In the proposed NWSISD magnet program, parent involvement in decision-making will be essential to program success. As proven during the establishment, development and expansion of countless other programs, parental support is the most important factor in student academic achievement and in maintaining a high academic reputation in the community. Without parental support, it has also been found that administrative support and community involvement also suffer.

Successful schools **use innovative and effective methods to involve parents and the community.** Nearly every reform model includes a component stressing the importance of parental involvement and community support for school improvement efforts. McChesney (1998) states that a common characteristic of the New American Schools' models is that "they offer innovative and effective ways to involve parents and the community in schooling." The US Department of Education lists parent involvement as one of its School Improvement Components in a publication titled *Implementing Schoolwide Programs, an Idea Book on Planning* (1998). *No Child Left Behind* legislation requires that parents have access to a substantial amount of information regarding the achievement of their children, the quality of the school's teachers, and

a detailed report card on their schools and districts. The National PTA has set standards for parent and family involvement programs. The PTA purpose includes the following: 1) *To promote meaningful parent and family participation; 2) To raise awareness regarding the components of effective programs; and 3) To provide guidelines for schools that wish to improve their programs* (www.pta.org). The national standards are the following:

1. Communicating – Communication between home and school is regular, two-way, and meaningful.
2. Parenting – Parenting skills are promoted and supported.
3. Student Learning – Parents participate actively in assisting student learning.
4. Volunteering – Parents are welcome in the school and their support and assistance are sought.
5. School Decision-Making and Advocacy – Parents are full partners in the decisions that affect children and families.
6. Collaborating with Community – Community resources are used to strengthen schools, families, and student learning.

The National PTA website cites substantial research showing that “parent and family involvement increases student achievement and success.” The organization further states that “gains for students are greatest when parents participate in activities in each of the six standard areas.” A quote from Henderson and Berla (1995) states “The evidence is now beyond dispute. When parents are involved in their children’s education at home — their children do better in school.” The National PTA also emphasizes the importance of schools and communities working together. The website states that when this happens, “both are strengthened in synergistic ways and make gains that outpace what either could accomplish on its own.” Some examples include:

1) families access community resources more easily; 2) businesses connect education programs with the realities of the workplace; 3) seniors contribute wisdom and gain a greater sense of purpose; and ultimately, 4) students serve and learn beyond their school involvement.

Community service is most beneficial when it is linked to the school curriculum, class discussion prepares students for the experience, and it concludes with reflection and assessment.

The parent/family involvement and community involvement programs for this project will be based on the six standards identified by the National PTA. Some examples of innovative and effective ways to involve parents and the community include operating a school web site with homework information, supporting world-of-work activities, offering student-led conferencing opportunities, holding parent nights out in the students' neighborhoods, and providing co-learning experiences for parents and students focused on magnet themes or technology.

Parents will be involved in decision making for the magnet program through several means. The magnet school advisory committee comprised of parents, teachers, administrators, and students will meet periodically. The advisory committee will discuss upcoming events and changes that need to be made in the program. Parents will also be encouraged to join the PTO where they will participate in meetings where they will be able to voice their opinions and ideas for the school. Participating in surveys and evaluations of the program are additional ways in which parents will help in decision-making. In addition, parent opinions and attitudes toward the magnet school staff and academic program will be collected through surveys each spring and will be evaluated at the end of each school year by the designated project evaluator. These data will be used to evaluate program implementation, measure curriculum changes, and to guide program improvements.

Brooklyn Center High School
International Baccalaureate Middle Years Programme (Grades 7-10) and
Arts Magnet (Grades 7-12)

Overview of Project Design across Programmatic Strands

Brooklyn Center High School is for students in grades 7-12. It is one of the most minority group isolated schools and the most minority group isolated high school in the Northwest Suburban Integration School District (NWSISD). It will implement two schoolwide magnet programs to attract non-minority students.

The first is the International Baccalaureate (IB) Programme. The IB implementation will begin with the implementation of the IB Middle Years Programme in grades 7-10. The school intends to start the IB Diploma Programme in future years.

The second magnet program will be a schoolwide arts program in grades 7-12. The arts program will emphasize visual, performing, literary and technological/media arts. Brooklyn Center High School has **300 new seats for magnet students**.

The **International Baccalaureate Middle Years Programme (MYP)** provides a framework of academic challenges and life skills for students. This programme offers an educational approach that embraces, yet transcends, traditional school subjects. It follows naturally the Primary Years Programme and serves as excellent preparation for the Diploma Programme. Students in the MYP study all the major disciplines, including languages, humanities, sciences, mathematics, arts, technology and physical education. While the courses provide students with a strong knowledge base, they emphasize the principles and concepts of

the subjects. MYP courses approach topics from a variety of points of view, including the perspectives of other cultures. The MYP emphasizes the intellectual and social development of the students. It is a rigorous academic program that stresses the development of intercultural awareness, community service, communication, mental and physical well-being, media awareness, and competence in information technology. This programme develops the unique talents and abilities of the students by teaching them to connect their classroom experiences to their world.

The philosophy of the MYP specifically suits students in the middle years, and provides a natural progression from their PYP experiences through to the International Baccalaureate Diploma Programme at the high school level. Students from Brooklyn Center's elementary school, Earle Brown, and from Evergreen Park World Studies Elementary School in the Anoka-Hennepin ISD #11 are implementing the Primary Years Programme and these students will be fully immersed in the IBO philosophy by the time they enroll in the Brooklyn Center Middle Years Programme.

The Arts Strand: Visual, Performing, Literary and Technological/Media Arts will provide students with the active participation in the arts that is essential to each student's understanding and appreciation of the world around them. The arts provide ways to communicate and solve world problems in a manner that no other discipline allows. The knowledge that students will gain in this program will give them the ability to better communicate and become international citizens through their application and understanding of the arts.

Therefore, Brooklyn Center seeks to implement an arts strand that will require students to apply and illustrate their understanding of the five areas of interaction through the visual, performing, literary, and technological/media art forms. Each of these art forms will move from

an introductory level to more intermediate and advanced levels as students move from grade level to grade level. All arts strand areas will be collaborating and working closely with local community business and university partnerships to develop real-world and authentic learning experiences.

(i.) Promote desegregation, including how each proposed magnet school program will increase interaction among students of different social, economic, ethnic and racial backgrounds.

Students will be immersed in a series of unique experiences, which will provide an equitable base on which to build new levels of learning. These experiences will provide a common knowledge base with an international focus for students of diverse backgrounds and will foster interaction among different groups of students. Students will work together on projects and activities, which involve solving problems, gathering data, discovering solutions, creating new products, and sharing information. Thematic units of study, integrating the Minnesota State Standards, the principles of the Middle Years Programme and the strands of the arts program will create the framework for the project design. As students work to accomplish project goals, classrooms will become communities of learners where students develop mutual respect for the gifts and talents of their peers from various social, economic, ethnic and racial backgrounds.

A variety of experiences will ensure interaction among students of different backgrounds and strengthen their understanding of the principles of the curriculum concepts. These include:

- developing higher level thinking and problem solving activities within the magnet strands (visual arts, performing arts, literary arts, technological/media arts);
- participating in community service projects;

- using a variety of art forms for self expression and for expressing their ideas (music, visual art, dance, theater, multimedia);
- engaging in research of environmental and social issues in the world;
- partnering with local community resources and businesses to provide field studies, internships, learning projects and authentic experiences;
- increasing extracurricular activities and groups through outside presenters, programs, panel discussions and forums; and
- creating new visual and performing arts programs.

There are two important factors that make it possible for Brooklyn Center High School (BCHS) to improve their racial balance by attracting students from all geographic areas and socio-cultural backgrounds: first, the widely renowned and outstanding reputation of the International Baccalaureate program, and secondly, the dynamic, inclusionary implementation steps that will be widely advertised to the public. Brooklyn Center High School magnet program will recruit and attract students from the Anoka-Hennepin, Buffalo-Hanover-Montrose, Elk River, Osseo and Rockford districts. The school will accept 300 new students which will allow Brooklyn Center to reduce minority group isolation.

As students are divided into project groupings, teachers will use random selection to make sure that the groups are as heterogeneous as possible, reflecting the minority/non-minority distribution in the Middle Years Programme as a whole.

(ii.) Improve student academic achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school.

In order to optimize student mastery of advanced-level content and to assure high levels of student engagement, program activities will be planned in a carefully sequenced order. The learning environment, from general to specific, will focus on the following:

Three IBO MYP Concepts: Intercultural Awareness, Holistic Education and Communication

The concept of **intercultural awareness** will be reflected in the organizational structure of the school, its climate and relationships - both internal and external, and in the content of the curriculum that is put in place. The concept of a **holistic education** will be emphasized through traditional subject groups by utilizing the IBO's Five Areas of Interaction as a framework or focus. In addition, links will be made between the disciplines so that learning takes place as an interrelated whole. The concept of **communication** – both verbal and non-verbal – will be stressed in all subject groups. In addition, particular emphasis will be placed on language acquisition, not only to promote cognitive growth, but to also maintain personal development, understand cultural identities, and develop intercultural understanding. All students will be expected to develop second language skills.

- The concepts of intercultural awareness, holistic education and communication will be stressed school-wide. Banners, flags, symbols, and other signage will reinforce these three concepts on the exterior of the building and in the hallways and classrooms. The Media

Center will be updated with materials that reinforce these concepts, and as curriculum is phased in, it will integrate these concepts.

- All teachers will be given IBO MYP training, as the teachers move between teaching both junior and senior high school subjects.
- Teachers will be expected to integrate these three concepts in their classrooms, regardless of content area. Subject matter will be taught through the lens of these three concepts, with an emphasis on different perspectives, bigger pictures, and verbal and non-verbal communication.

Five Areas of Interaction: Approaches to Learning, Community and Service, Health and Social Education, Environment, and Homo Faber.

- Curriculum will be approached not only from a subject-matter view, but also with a meta-cognitive approach, using the Five Areas of Interaction. For each unit of study, key questions will be asked of students, using the perspective of the areas of interaction to help them process things at a higher level. With the assistance of teachers and the activities they develop, these approaches will help students make the link between various content areas.
- Student learning will become less textbook-dependent, and more dependent on current activities and events that are taking place in the world. Teachers will infuse more real-world learning activities into their classrooms.

Visual, Performing, Literary and Technological/Media Arts Strand

A consistent effort will be made in the classroom to emphasize the four strands or themes of the MYP. Visual, performing, literary and technological/media arts themes will be focused on a world view.

- In the area of visual and performing arts, partnerships will be developed with the Perpich Center for Arts Education (PCAЕ), the Minnesota Dance Alliance, the State Arts Board, the Minnesota Opera, the Minneapolis Institute of Arts, the Walker Art Center, the St. Paul Chamber Orchestra, the Native Arts Circle, *Teatro Latino de Minnesota*, the Xenon Dance group of Minneapolis, the Chinese-American Dance Theater, etc. Each of these institutions promotes visual and performing arts internationalism from a variety of perspectives. These groups will be an asset in providing resources, engaging students in projects, providing speakers and artists in residence, furnishing field study opportunities, and in assisting in curriculum development for staff. In addition, the PCAЕ and the University of Minnesota will assist in staff development for all arts staff.
- The music department has an established partnership with the University of Minnesota -School of Music. There is currently a mentorship program with the Music Education Department, as well as an internship program with the Jazz Studies Department. Possible future partnerships include working with the Music Performance Studio, the University Bands, and performing artists' grants and commissions.
- In the areas of **literary arts** and **technological/media arts**, several key learning opportunities will be developed through partners that are located in the immediate area. The literary component will be enhanced through partnerships with The Minnesota Center for Book Arts and artists-in-residence. A wide range of artists-in-residence are available through the Central Minnesota Arts Board and its executive director, Leslie Schumacher, who also participates in the NWSISD Arts Advisory

Board. The technology component of IBO will be enhanced by direct classroom partnerships with the computer consortium TIES (Total Instruction Education Systems). Through TIES, students may join live video conferences and participate in contests for creating iMovies and computer generated art, while teachers may participate in staff development to become better at integrating technology into the classrooms.

- Practitioners from the various technology fields, with assistance from educational consultants with magnet program experience, will provide leadership in curriculum writing and multimedia/graphics unit development. They will collaborate with staff at Brooklyn Center High School in planning for the integration of the specialized activities from the Multimedia Studio with thematic classroom activities.

Partnerships will vary, depending on interest and opportunity, but would include components of work on various projects, using IB MYP approaches to learning, shadowing, internships, and mentoring of students. Partnerships include: local cable channel 12; KARE channel 11; Allegra Printing for graphic design; and Franz Repographics.

These practitioners and consultants conduct implementation strategies workshops that combine specific thematic applications, educational best practices and integration of Minnesota Benchmarks and Standards. They will be responsible for leading teachers to broaden their knowledge base so they are at ease with the applied technologies related to the theme. Their goal will be to ensure optimal coordination of the wide-ranging tasks needed for successfully initiating this program design.

Understanding by Design (UbD) is a framework for designing curriculum units,

performance assessments, and instruction that leads the students to deep understanding of course content. Each component of the UbD program builds teachers' understanding of the framework, helps them apply it in their classroom, and dovetails with IB instructional strategies.

Arts staff will receive professional development in the arts by attending workshops at the Perpich Center for Arts Education and local university and community institutions—the University of Minnesota, Dunwoody Institute, Minnesota College of Art and Design, Arts Quality Teacher Network and the Global Arts Village of the Northwest Suburban Integration School District. Site visits to exemplary visual arts school in Minnesota and around the United States will also be conducted.



Brooklyn Center's Visual, Performing, Literary and Technological/Media Arts logo

Interactive Learning Environments

Specialized instructional areas are necessary for students to work in real-world and in real-time, and to produce, share and display their work in both the MYP and art areas. Changes would be necessary in the following areas.

- **Performing arts** needs a proper stage with good lighting and sound system so that

the students can showcase what they've learned to other students, parents, and the community. The auditorium stage, theater lighting and sound will be updated.

- **Visual arts** offerings need to be expanded to include a complete set of art classes, such as ceramics, printmaking, advanced drawing, and sculpture. This will mean outfitting a studio with a kiln, slab rollers, potter's wheels, safety screen art tables, steel stools, glass display cases, presentation and digital cameras, a printer's press, art suspension systems for display, display pedestals, drawing boards, a drying rack and sculptor's modeling tools, and setting up moveable gallery walls. A former industrial technology room will be renovated to accommodate the expanded visual arts program.
- **A keyboard lab** will expand music course offerings to include keyboard. This will mean outfitting a lab with keyboards, a teacher console, appropriate software and benches.
- **Ensemble rooms** are needed for small student band and vocal groups, including garage band. This will mean updating the soundproofing, sound and electrical systems of the room. A former room will be renovated to include band and ensemble practice spaces.
- **A dance studio**, including a music system, wall mirrors, flooring, acoustical treatment, storage, and locker rooms, will be put in a renovated gymnasium.
- **A television production studio** will be created so that students can produce original shows, broadcast in the classrooms, record community events and art performances, and complete community service projects. This will entail the installation of cameras, teleprompters, lighting, a backdrop, editing hardware and software, a sound board and

microphones, as well as mobile cameras and tripods, upgrading the electricity, adding computers and installing advanced graphic software and video creation software, and upgrading the sound and acoustics.

- **A recording studio** will be used for vocal and instrumental music students. It will be sound proof.
- **A multimedia lab**, where students will learn graphic arts, webpage design, digital photography, cartooning, clay animation, game designing, and digital animation, will be created. Computers, software, digital camera and printers will be needed.
- **Updated technology** will facilitate the implementation of the IB MYP. This will entail the installation of LCD projectors with integrated sound into the classrooms of MYP subject area teachers and getting mobile labs for data collection and research. A technology-rich learning environment will allow students and staff to become more adept at communicating through multiple modalities.
- **A media center upgrade** will include the addition of IB MYP recommended books.

Staff members will include an IB coordinator to work with teachers on curriculum and staff development and coordinate with IBO on the submission of applications A and B and the authorization visit, an arts coordinator to coordinate the curriculum mapping for all arts magnet elective offerings, a dance teacher to teach ballet, modern, jazz, tap, and eventually hip hop and ethnic dance, a Language B teacher to teach the increased number of IB MYP required Spanish courses, a drama teacher to teach introduction to theater, theater production I and II, and to direct productions, and a lab specialist to maintain and coordinate the media and mobile labs and the integration of technology for the IB MYP program.

(iii.) Implement high-quality activities that are directly related to improving student academic achievement based on the State's academic content standards and academic achievement standards or directly related to improving students' reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to improving vocational, technological, and professional skills.

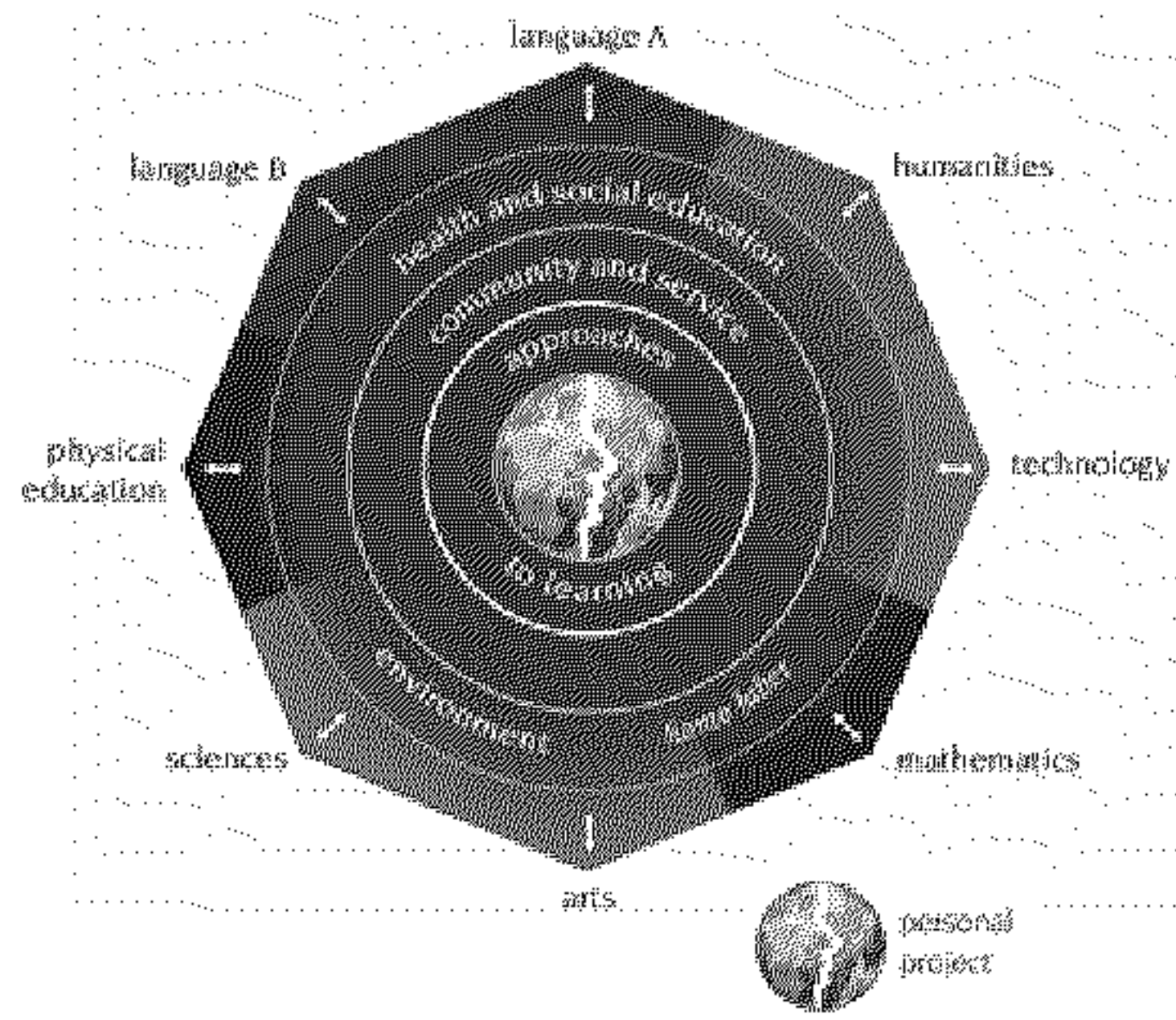
The MYP defines eight subject areas, Five Areas of Interaction, and a personal project. Students follow a broad based course of study, which includes English, a world language, sciences, history and geography, visual and performing arts, technology, mathematics and physical education. An emphasis of the program is the interrelatedness of the eight subject areas. This holistic view of knowledge provides a framework of academic challenge and life skills appropriate to this stage of adolescence.

International Baccalaureate Five Areas of Interaction

Every subject group is organized, in part, around a set of perspectives that provide a framework for learning. These perspectives, known as "Areas of Interaction" encourage students to make connections between subjects, to link what they learn to the real world and to global issues, and to reflect and act on their learning.

Areas of Interaction

Approaches to Learning	Teaches students “how to learn” including how to analyze information; how to develop, organize and present their ideas; how to access information from the news media, the Internet and other media; how to work independently and collaborate with others; and how to solve problems. Students explore different learning styles and develop effective learning strategies.
Community and Service	Encourages students to use their skills and awareness of public issues gained in the classroom to help their communities, and, equally important, to reflect upon their experience and consider how they can make a difference.
Health and Social Education	Increases students’ understanding of health issues; develops their ability to evaluate and make decisions about health hazards they may face.
Environment	Examines our interdependence with the environment, stressing understanding the importance of conservation, and encouraging responsibility.
Homo Faber (man the maker)	Looks at efforts to change or improve our lives and our world, focusing on the creation and discovery of technology, ideas, art, culture, languages, and systems (such as legal, government, health). Considers the ethical dimensions of advances in science, technology, medicine and other areas. Addresses the creative and inventive genius of people.



Eight Content Areas: Language A, Language B, Humanities, Sciences, Mathematics, Arts, Physical Education/Health, Technology.

Curriculum in the 8 content areas will be altered to incorporate the requirements of the IBO Middle Years Programme. Curriculum in each of the 8 areas will reflect the following:

- Intercultural Awareness, Holistic Approach to Learning, Communication Emphasis
- Approaches to Learning, Community and Service, Health and Social Education, Environment, and Homo Faber.
- Themes that include visual, performing, literary and technological/media arts.
- All students will learn a second language, with the intent of not only learning the language, but also the cultural differences that are often associated with different language groups. Opportunities in Spanish and French will be offered.
- Students will have multiple opportunities for interactions with not only students, but also adults, with both on campus and off-campus opportunities.
- The following table gives representative activities, which encompass the eight content areas and the five Areas of Interaction.

International Baccalaureate Middle Years Programme					
Subject Content Areas	Approaches to Learning (Study Skills)	Community Service	Health and Social Education	Environment	Homo Faber (Man the Maker)
Language A Student's best language, usually school's language of instruction	Outlining differences and similarities between two languages	Library volunteer to assist students and teachers with foreign language books	Magazine articles - preventative medicine and disease in various countries worldwide	Research, essays on conservation as practiced in various parts of the world	Creative writing pieces emphasizing individual beliefs and aspirations
Language B Modern foreign language learned at school	Use of compact disc language programs and personal recordings	Tutor in foreign language program for younger students	Medical Care in Language B-speaking countries	Conservation policies in Language B-speaking country	Creative writing pieces written in Language B
Humanities History and geography	Anecdotal note taking	Historical society volunteer	Global medical care practices	Impact of conservation on lifestyle in various cultures	History of inventions and man's contributions
Sciences General science, biology, chemistry, physics	Re-reading and skimming for specific information	Tree planting, upkeep on school grounds, and lake clean-up	Specific knowledge of how diseases are spread, preventative steps, microbiology studies	Conservation of specific resources and their relationships to specific needs within society	History of science inventions and the way further innovation occurred
Mathematics Core course topics in arithmetic, algebra, geometry, trigonometry, probability and statistics	Practice math formulas and problems relative to specific research	Tutoring in math for younger children, or volunteering for occupational therapy at retirement homes	Statistical data of global diseases	Statistical data of endangered species	Mathematical contributions
The Arts Art/design, music, theater arts	Meaningful practice of content in creative contexts	Art Institute volunteer	Impact of aesthetics on mental well-being	Disposal of art materials	Art contributions to welfare of mankind
Physical Education Health and hygiene Individual and team sports	Repeated practice of sound habits	Red Cross volunteer	Impact of exercise on health	Preservation of nature for outdoor sports	Physical feats such as world records by Olympic Gold Medalists
Technology and Options	Meaningful practice of content through Internet investigations	Tutor in technology	Ergonomically correct computer furniture	Proper disposal of batteries and technology equipment	Technological inventions as speeding up innovation

IB MYP standards require that students' educational accomplishments be documented in a **portfolio of achievement**, recording the skills acquired and results obtained in each academic subject. An electronic portfolio will be used and will include visual and written evaluations as well as a self-evaluation. Community service and extracurricular activities will also be included.

The Brooklyn Center Magnet IBO Middle Years Programme will use a problem-based, cooperative learning format as the middle years students learn how they learn as individuals, how they are impacted by the immediate world around them as well as the broader national and international world. In addition, the learning format will help them understand similarities and differences, and enable them to learn better by challenging them to think critically. They will develop Bloom's Taxonomy Skills beyond knowledge and comprehension – using primarily application, synthesis, analysis, and evaluation. Learning strategies will be discovery-based and research-oriented. Scientific projects using experimental design and simulations will be emphasized.

Video presentations of student projects may be shown throughout the school for analysis, discussion, and follow-up activities. Samples of student expository writings on legal and ethical issues relating to the thematic studies will be published through *The Centaur*, the Brooklyn Center Junior Senior/High student newspaper, distributed through parent newsletters and maintained in an electronic portfolio. When permission is granted, files will be accessible via the district website as well. The students will have an integral part in developing and maintaining the International Center in the Media Center, and will work together in developing cross-cultural activities for all students. Oral presentations of students' work will be reviewed by each grade team as part of a peer assessment structure. Teamwork and good communication practices will be evidenced in all classrooms and school wide. A **portfolio for each student will be developed**

and will be maintained for the years that the student is enrolled at the **IBO Middle Years Programme**.

Visual Arts

The Visual Arts curriculum fulfills the Minnesota State as well as the National Arts Content Standards. Teaching of the visual arts is done by example through active participation, demonstration, lecture, discussion, critique and observation. Throughout their four years in high school students can gain experience in the following media: drawing, painting, ceramics, sculpture, printmaking, book arts, and global crafts. Art foundations courses are designed to give students an exposure to a wide variety of artistic expressions, a common artistic language and to expand their creativity. Students also practice critique and analysis skills, study art history, art context, and exhibit their work.

In the area of visual arts, partnerships will be developed with artists from local colleges, universities, and arts organizations such as the University of Minnesota, the Perpich Center for Arts Education, the Minneapolis Institute of Arts, the Walker Art Center, the State Arts Board, as well as individual artists from the Twin Cities area. Each of these organizations and individuals promote visual arts internationalism from a variety of perspectives. These groups and individuals will be an asset in providing resources, engaging students in projects, providing speakers, artists in residence, field trip opportunities, and assisting in curriculum development for staff.

Required Foundation Course - Sketchbooks and museum visits are required.

Grade 7 drawing - In this course, students will learn drawing from observation, composing on the page, using values (darks and lights) and textures to create two-dimensional visions of three-dimensional objects.

Grade 8 painting - In this course, students will learn basic painting in water-based media, adding the element of color, and color theory.

Global Arts and Crafts - In the course Global Arts and Crafts, students will learn about and create traditional arts and crafts from around the world. Projects will include Hmong needlework, Mexican pottery, papier mache, bookmaking, weaving, copper tooling, Indian batik, African fabric printing and Turkish paper marbling.

Drawing & Painting I - In the course Drawing and Painting I, students will learn a variety of drawing and painting techniques. Subject matter will include still life, landscape, portrait, figure and abstract art. A variety of media will be used including pencil, charcoal, ink, pastel, colored pencil, acrylic paint and watercolor paints.

Drawing & Painting II - Students will develop a personal creative voice and further their drawing and painting skills. This is an opportunity to build on ideas and concepts and create art that focuses on the student's individual interests. The history and cultural background of drawing and painting will be explored.

Ceramics & Sculpture I - Students will learn the basics of creating 3-dimensional art. A wide variety of media will be used including clay, plaster, wood, wire and found materials. Ceramics experiences will include hand-built construction and throwing on a potter's wheel. The history and cultural background of ceramics and sculpture will be explored.

Ceramics & Sculpture II - Advanced ceramics and sculpture techniques will be taught in this class and students will work more independently on longer projects. Techniques will include additive building (clay sculpture), subtractive building (carving), assemblage (metals and other materials, found objects, papers) constructions and kinetic sculpture. Maquettes and sketching as preliminary steps will be used in creating sculpture.

Application of aquarelle (transparent) watercolor techniques - Students will paint a variety of subjects (landscapes, seascapes, portraits, still lifes, interiors, and figures). Techniques such as wet on wet, wet on dry, layered, stop out, resist, and mixed media will be employed. Portfolio development will be part of the course.

Printmaking - Acetate etching, linoleum block printing, and woodblock print will be part of the students' work. Monotypes, woodcuts, multi-block prints, collographs, acid etchings, and lithographs will be studied. Portfolio development will be a part of the course.

Photography – This course will involve seeing photographically and emphasizing photography as an art form, using metaphor, irony, narrative as well as essentials of graphic design line, shape, texture, values, volumes and related images. Students will mount work for presentation. Portfolio development will be a part of the course.

Survey of Art History - Students will learn a chronological approach to the study of major art forms and periods from the Paleolithic to the present. The relationship of art to the culture of the period will be emphasized. Slide presentations and three museum reports will be required each term.

Performing Arts

Music

The focus of the Brooklyn Center arts magnet music program will be on comprehensive musicianship, specifically, the development of musical perception, aesthetic sensitivity, and technical mastery. Music will be an integral part of Brooklyn Center arts magnet students' comprehensive education. Musical experiences enhance the student's quality of life through heightened aesthetic awareness and healthy social relationships. Music incorporates understanding from all disciplines and leads to improved self-awareness, broader cultural

awareness, and the development of life-long skills.

The music program at BCHS will offer students a broad range of courses designed to help them develop as artistic performers while gaining a life-long appreciation for the arts and an understanding of the important role the arts continue to play in our culture.

Vocal Music Courses

Voice 1 - Emphasis will be on teaching correct breathing, range, support, and posture. Italian diction and solo repertoire from Italian songs and arias of the 17th and 18th centuries will also be introduced. Classes will consist of daily vocal exercises followed by work on solo repertoire and performance.

Voice 2 – Students will continue to work on vocal technique with the introduction of songs by English and American composers and, in some cases, spirituals. Along with vocal techniques and work on English diction, this class will also include the preparation of solo songs with non-English texts.

Seventh and Eighth Grade Chorus - Students will study basic music reading skills and methodologies that will prepare them for more advanced choral study. Standard repertoire will be studied and performed. There will be a male chorus and a female chorus.

Concert Choir - This will be an intermediate ninth and tenth grade chorus. Students will learn advanced reading methods as well as musical comprehension that will be used in Centaur Choir. Portions of major works and standard choral repertoire will be studied and performed.

Centaur Choir (The Centaur is the school mascot.) - Centaur Choir will provide an advanced approach to choral music study and performance. A variety of musical styles will be studied to provide a broad background in solo, small group and large ensemble singing. Performance of popular and classical music will be a regular part of these courses. Studies in music theory, sight-

reading, and music history, a varied repertoire of choral literature, and community performances will combine to provide the broadest level of musicianship.

The Concert Choir - This choir will provide a mature performance organization for the high school student interested in vocal music. Advanced techniques of singing as a soloist, a small ensemble, and the large choir will be taught in daily rehearsals. Basic music fundamentals will be reviewed and studied in the choral repertoire. Advanced study in sight-reading and music theory, an introduction to diverse areas of music history and performance will be integral parts of the course. Director's approval will be required to participate in Concert Choir.

Jazz Choir - This group will be for students who wish to explore their vocal skills in a compositional and progressive manner. Students will focus on improvisation, writing and arranging original and standard works and jazz choir arrangements. Performances will take place at a wide array of school and city functions. This class will be open to all studio students pending Director approval.

Instrumental Music Courses

Beginning Band - Seventh and eighth grade students will study instrumental techniques, sight-reading and musical comprehension. These skills will serve as a foundation for their continued musical study.

Intermediate Band - Ninth and tenth grade students will advance their music skills. Sight-reading, simple transposition and analysis of intermediate works will be studied and performed.

Concert Band – Requirements will include: a commitment to the Concert Band schedule for the year and a commitment to the standards of the Concert Band as they relate to self-improvement, band pride and band spirit. Members of the Concert Band will also serve as members of the Fall

Show Experience and Pep Bands. As members of the Fall Show Experience, students will be required to attend a camp that will take place in the summer prior to the start of the school year.

Jazz Band - This course will include the study and understanding of jazz forms in the combo setting with a strong emphasis on time, meter, jazz swing feel, and the ability to work together. Director's approval will be a prerequisite.

Orchestra I - This will be an entry-level performing group designed to train students to be orchestral musicians: to sight-read, to coordinate playing in four- or five-part harmony, and to follow a conductor. There will be concerts for parents, students, staff and the community.

Orchestra II - Practical application of the skills learned in Orchestra I will be realized through the study and performance of appropriate repertoire.

Orchestra III - This course will be open to higher intermediate and lower advanced string, woodwind, brass, and percussion students according to the needs of the traditional instrumentation of a symphony orchestra. They will study and perform the standard orchestral repertoire appropriate to their skills at performance musicals.

Recording Technology - This course will provide a comprehensive studio experience for all students including music production, engineering, musicianship, properties of sound, and the history of sound recording. Students will also learn recording techniques via hands-on experience with state-of-the-art equipment. The course will be open to all students.

Theater

The BCHS theatre program will offer students a variety of opportunities to explore drama. Its mission will be to provide a comprehensive study of theatre by focusing on the "process" rather than the "product." Students will study many aspects of theatre including: theatre history, improvisational drama, acting, dance, script writing, stagecraft, makeup,

costuming and play production. Students will learn both acting and technical theatre skills.

They are also exposed to professional artists and/or companies and will be involved in directing and designing projects.

Active and consistent participation in class work will be essential for completion of each course. Most courses will require performance projects as well as written research/analytical assignments or projects. Before or after school rehearsals will be required for performance classes.

Acting I & II - These courses will provide techniques derived primarily from the principles developed by Stanislavsky. Students will explore and develop their instruments. They will learn basic acting technique, beginning with work on self. These techniques will then be applied to plays in scene work involving characters close to self.

Acting III - This acting class will introduce the concept of extension of self; students must go outside of themselves to find the source of creating character. Students will work on character stretches both far from self and in scenes from modern theater, children's theater, classical theater, absurdist theatre and farce.

Acting IV - The student actors will apply their years of acquired skills and techniques in working on scripted material with a director for invited audiences and public performances. Students will learn ensemble acting and how to maintain a "life" on stage when they do not have lines. They will work on large group scenes (four or more on stage at a time) in a fully mounted production.

Voice and Diction - This course will give the actor an instrument capable of producing and projecting sound in a healthy manner, as well as articulating clearly in performance. The focus will be on freeing the natural voice, increasing resonance, articulation of consonants and blends, proper placement, and ear training in addition to proper breathing, support and projection in

voice production. Students will be introduced to phonetics, the articulation of new consonants and shaping vowels and diphthongs.

Musical Theater - This course will survey the history of musical theater featuring behind-the-scenes work on Broadway musicals. Students will learn the basics of sight-reading, breathing, and vocalizing. Students will sing in groups, trios, duets, and solo from musicals to learn to apply all acting techniques to songs.

Audition Technique - This course will introduce and teach practical application of the techniques necessary for successful auditioning for commercials, industrials, film, voice-overs, musicals and stage. In addition, the actor will learn how to work with the camera.

Technical Theater Studio

The Technical Theater program will be for students who want to acquire the skills and techniques necessary for stage production and design execution. The curriculum will encompass the underlying scientific and mathematical principles, in addition to basic design principles, for scenery, lighting, costumes, and audio production. Technical Theater concepts and aesthetics will be taught using standard traditional methods as well as contemporary teaching methods that utilize computers and state-of-the-art equipment. School-based and professionally produced events in the auditorium will provide the students with practical hands-on work experiences.

After-school participation as a member of the stage crew in school productions will be expected.

Production and Stage Design – This will be an introduction to technical theater equipment and computer technology. It is the study of scenic projection, special effects, and design and business software applications, as well as rigging, props, stage architecture, and sound.

Costuming - This course will be an introduction to wardrobe, design process, painting technique, scenic construction, and prop building and intermediate level drafting. The study of scenic, lighting, and costume design will be included.

Make-up - This course will teach the principles of facial anatomy, color and shading, as well as techniques for applying corrective, middle age, old age, character, and expressionistic make-up.

Dance

The dance program at BCHS will provide senior high students the opportunity to explore, practice and create multiple dance forms. Students will be introduced to traditional and contemporary dance forms and choreograph original pieces. Students will also examine how dance as an art has influenced social and historical contexts and/or movements throughout the world. Finally, students will be able to critically analyze and appreciate multiple dance forms and provide workshops for the school community.

Students come into the program with varying levels of experience and will be placed in classes according to their experience. All dance students will work on major projects for performance through the process of learning and creating choreography, a primary focus in the program.

The dance department is committed to performance as a teaching tool, an assessment tool and as a vehicle for personal voice and artistic expression. Students will perform their own work as well as the work of professional choreographers in several concerts throughout the year. Students will create work from classroom assignments as well as on their own initiative as they form a performing ensemble.

Ballet 1 - This course will be the study of classical ballet for the entering student with little or limited previous study and experience. Emphasis will be placed on the fundamental basics of

technique. Ballet 1 students will achieve correct body placement and alignment. They will build muscle strength and flexibility as well as increasing self-discipline and artistic expression.

Ballet 2 - This course will be the study of classical ballet for the entering student with extensive previous study and experience. Ballet 2 students will be expected to work with emphasis on turnout, correct placement, and strong pointe work at the barre, in the center, and moving across the floor with jumps and turns.

Ballet 3 and 4 - Students will be applying technical foundations while increasing the physical and technical demands of classical ballet. Ballet vocabulary and terminology are expanded. Ballet 3 and 4 students will be expected to master double pirouettes, and perform strong pointe work.

Modern 1 and 2 - This course will be an introduction to the concept of modern dance through the technique developed by Martha Graham.

Modern 3 and 4 - This course will continue the development of the Graham technique of modern dance. Emphasis will be placed on increased technical strength and vocabulary.

Tap Dance - This will be the study of the basics of this vernacular dance form. Students will be expected to master tap vocabulary, techniques of rhythmic clarity and use of weight shift, traditional steps such as the Shim Sham, Waltz Clog, Soft Shoe, and Time Steps, as well as learn different stylistic approaches from musical theater tap to rhythm tap. Students with more experience will be placed in an advanced class.

Choreography Workshop – This course will involve the study of basic rhythmic, spatial and dynamic materials used in the designing of dance. From short simple works, the student/choreographer will progress to larger pieces and produce a complete work for evaluation by the dance faculty and formal presentation during the senior year.

Literary Arts

The Literary Arts program will help each student develop a distinctive voice as a writer. Students will explore their own ideas and experiences through daily in-class writing. They will study and work in all genres – poetry, fiction and nonfiction – and read literature from a variety of periods and cultures.

The Literary Arts program will require formalized study of literature, identifying literary movements and placing them in social and historical context. Students will participate in peer critique circles, read their work in a variety of public settings and compile a collective anthology at the end of each school year. They will have the opportunity to pursue creative projects of their own choosing. Finally, a very important goal of the Literary Arts program will be to develop a supportive, constructive writing community.

Literary Arts Level 1 - This course will be devoted to the writing process, established by a series of writing exercises designed to elicit real, meaningful work based in personal experience and knowledge. While students will be exposed to various writing genres in their course reading and by their occasional guest teachers, writing in a particular genre is not emphasized immediately. Students will be encouraged to respond to writing exercises as they see fit. As they begin to revise and complete work, they will also participate in cooperative in-class workshops, have the opportunity to publish work in an in-house magazine, and eventually take part in public readings both on and off campus, thus exposing their writing to both criticism and praise.

Literary Arts Level II - This course will focus on giving more form to the methods of expression. Students will be asked to explore a variety of genres of writing, including poetry, prose poems, essays, memoir, journalism, short fiction, screenplays, monologues, spoken word

performance and songwriting. However, the class will retain an emphasis on process and community. Student work will be exhibited both through readings and publication, and there will be an emphasis on revision, enabled by workshops and instructor feedback. Generally, students will read and write every day while becoming familiar with contemporary literature, literary movements of the twentieth century, the small press publishing scene, and interdisciplinary performances. Submission of work will be encouraged and expedited.

Yearbook - This course will be a survey of writing, layout, and management for print services, culminating in the publication of the yearbook.

Newspaper/Television - This course will be a survey of newspaper production including writing, layout, and distribution of the Centaur newspaper (The Centaur is the school mascot.) Students will also create daily live television broadcasts to present to other students, parents and community members.

Writing the College Admissions Essay - This course will be for students who have started to apply to college. This class will use examples of real essay requirements from various schools to help students write an effective personal statement.

Creative Writing - This course will be designed to continue improvement in writing skills and to develop in the student the ability to write imaginatively and effectively. Emphasizing vivid language and descriptive writing, units will include the short story, poetry, drama and children's literature among others.

Media and Technological Arts

The Media and Technological Arts Program will teach students to use current and emerging technologies to create works that express feelings and ideas. Students will be challenged to

appreciate, analyze and create works through the moving image, stop-motion animation, sound, photography, digital arts and interactive media.

Students will learn through hands-on assignments, lectures, readings and technical demonstrations. Work will be evaluated through self-assessment, peer-assessment and teacher-assessment during class critiques, projects, portfolio interviews, class discussions, exhibitions, observations, technical tests and technical demonstrations.

Junior high students will be introduced to a variety of genres and approaches to subject matter, basic technology, and criticism in an historical and cultural context. Students will develop critical and creative thinking skills by creating works that convey their own ideas. Senior students will learn advanced skills and techniques, history and theory, career planning and portfolio development, and will work on an independent senior project of their choice as they develop a personal vision.

Media Arts students will be involved with the community both regionally and nationally, in a variety of venues. Students will work on a variety of community projects with other institutions including the Walker Art Center, Minneapolis Institute of Arts, the Minnesota Film Board, and cable access centers.

Graphic Arts - Graphic Arts is the study of how humans communicate through a visual means. The two major units of study will be artistic and technical photography, and desktop publishing. Desktop publishing will utilize industry-standard *Adobe PageMaker* and *Adobe Photoshop* programs. Students will learn the fundamental concepts, processes, and tools of desktop publishing, develop and print electronically published documents such as newsletters, brochures, fliers, personalized note pads and buttons. Another area of study will be an introduction to screen-printing.

Multimedia 1 - The Introduction to Multimedia course will be designed to give students the opportunity to work with and see many new forms of technology and multimedia. Students will get the opportunity to design and create an electronic portfolio of projects by using multimedia tools. A few examples of multimedia projects that they will design and create are a digital video, a radio clip, a web page, and a news flyer.

Multimedia 2 - The Multimedia 2 course will be designed to give students the opportunity to use multimedia programs like iMovie, Dream Weaver, and Final Cut Pro. They will design and create several projects throughout the course.

Video Production - In this course, students will create original video works. This often will require a student to shoot after school and on weekends. Occasionally, a student may find a suitable setting in or near the school that would allow their piece to be shot during production classes, but often, the shooting of a piece will need to be completed outside of the school day.

Video Aesthetics - Video students will be expected to become familiar with the art of their discipline. This expectation will be met in this course, where the study (through viewing, reading, and discussion) of film directors and techniques will be achieved through traditional classroom methods.

Webpage Design - This course will focus on the design, development, and maintenance of the BCHS web site. Students will get experience working with live web pages using many different tools, including but not limited to the Macromedia Studio MX and HTML.

Clay Animation - Students will learn the fundamentals of stop motion animation using clay, digital cameras, tripods, backgrounds, and stories from around the world. Students will learn about other cultures through reading and discussing stories while they retell it using animation.

All Arts Majors

Career Management - This course will equip students with the skills and knowledge necessary to become working professionals in the arts. Students will be introduced to various job opportunities in theater, film, media, dance and music where they can apply the skills and techniques they have learned in the program. Students will acquire practical professional information about unions, agents, resumes, pictures, interviews, and their options after graduation, including college. They will also be educated about some of the many scams in the business. Students will meet visiting working professionals from theater, film, television, and radio, publishing, and dance productions who speak about their fields and answer students' questions.

BCHS Proposed Course Offerings 2007-08 (based on IB Middle Years Programme)

Grade	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
7/8	Mathematics (IB MYP)	Language A (IB MYP)	Sciences (IB MYP)	Humanities (IB MYP)	Phy Ed/Health Technology (IB MYP)	Art Strand	Language B (IB MYP)
9	Mathematics (IB MYP)	Language A (IB MYP)	Sciences (IB MYP)	Humanities (IB MYP)	Phy Ed/Health Technology (IB MYP)	Art Strand	Language B (IB MYP)
10	Mathematics (IB MYP)	Language A (IB MYP)	Sciences (IB MYP)	Humanities (IB MYP)	Phy Ed/Health Technology (IB MYP)	Art Strand	Language B (IB MYP)
11	Mathematics	Language A	Sciences	Humanities	Language B	Art Strand block	Art Strand block
12	Language A	Humanities	Language B	Art Strand Block	Art Strand Block	Elective	Elective

Assessments

The IB MYP and Arts programs will correlate to the Minnesota State Standards and the expectations of the Brooklyn Center School District. When constructing units of study, the specific Minnesota State Standards will be carefully annotated beside the activity and each content selection used. Grade level instruction will be accomplished through the core teachers and they will compact many of the standards into any unit they teach. Course outlines will show specifically how the Minnesota State Standards are to be integrated with instructional content and practice. Standardized assessments (Minnesota Comprehensive Assessments-II) will continue to be used to prepare students for the state and federal mandates with the expectation of increased test scores.

There are no externally-set or externally marked examinations for IB MYP students. All assessment of student work is carried out by teachers in participating schools using criteria established by the International Baccalaureate Organization. The IBO validates the standards of each school's assessment through a process of external moderation. Annual IBO validation of each school's assessment procedures is mandatory for the issue of certificates. All participating schools are visited and evaluated at least once during the Middle Years Programme teaching cycle. A team of professional educators reviews the overall delivery and effectiveness of the IB MYP at the site and makes recommendations for improvement.

In the visual, performing, literary, and technological/media art classes as well as in other electives and core classes, teachers will create rubrics to assess the work and also the missions and teamwork skills. Portfolios with checklists of criteria and rubrics will also be used.

Staff Development

Systemic reform cannot occur without fully competent personnel carrying out programmatic initiatives within a standards based program. An extensive staff development program will occur over the three years of the project design in order for all staff members to acquire a comprehensive background of advanced subject area content, integrated thematic applications and the appropriate methodologies and techniques for their delivery. Much of this training is provided by expert trainers from the International Baccalaureate Organization. Some will take place at IBO workshop sites, while other training will occur in the Brooklyn Center district utilizing IBO trainers or previously trained local staff. (Additional details on staff development may be found in the Plan of Operation.)

Training from community partners and local and national experts will be necessary to maximize the effectiveness of the program design. In particular, staff will receive extensive training in the areas of inquiry-based instruction, assessment training, curriculum integration training, standards-based curriculum articulation, Atlas Rubicon training, building professional learning communities, backwards design training, collaboration training, responsive design training, and differentiation training.

As important as specialized training is, it is also essential to provide continual support on campus for all teachers. This is especially crucial in a program that requires knowledge of so much advanced content material and high tech applications. At Brooklyn Center High School, both an IBO and an Arts Coordinator will be needed to provide support for the IBO and Arts programs, as well as to coordinate unit planning, assemble materials, order equipment, and assist with logistical matters. When the three years of the grant funding are over, the teachers will be fully trained. It is the intent of the Brooklyn Center School District to continue these positions in

support of the MYP and Arts programs.

The long-range plan is to open the Diploma Programme by 2010 in grades 11-12. It is expected that this highly popular program will increase the popularity of the elementary and junior high programs.

(iv.) Greater parental decision making and involvement

Parents will serve on the school's MYP IBO Leadership Team. This group will meet once a month at various times to accommodate parent and teacher work schedules. Teacher members of the leadership team will be representative of the faculty and staff in the district. Parent members of the IBO Leadership Team will be representative of the student body.

The role of IBO Leadership Team is to facilitate, monitor, and evaluate the implementation of each school's IBO programs including such tasks as overseeing the continuous improvement plan, monitoring school reform efforts, reviewing the staff development plan and safe school plan, and planning student and teacher recognition, as well as coordinating pertinent school data. The IBO Team will also examine data from time to time and reflect on the effectiveness of the program.

Parents will be invited to attend introductory IBO workshops in each district. Parents will learn about overall school plans, the IBO Middle Years Programme, and have the opportunity to shape how IBO will happen in each school. Parental issues and concerns will be addressed. Parents will work in groups to create opportunities for parents to get involved with the IBO program and its initiatives.

Parents can also engage in the school through their PTOs to gather information and learn, to plan programs and to help in supporting the schools. They also plan activities for parent and

student involvement, academic nights for program information, and workshops for parents concerning course offerings, standards, tests, etc. The PTO offers parents a place to meet, assist in, and be involved with school events, performances, newsletters in addition to dispersing information. Open Houses give parents an opportunity to visit classrooms and receive an overview of the various academic programs and learning supports available to MYP students. The PTO represents all grade levels and also serves as a parent advisory group.

A parent orientation is held at the beginning of each school year so parents can find out what is new at Brooklyn Center High School in terms of faculty, administration, and programs. The staff is introduced and the students are able to go over their schedules and find their rooms, opportunities for parent involvement are explained, and parents can sign up to serve on the various leadership groups in the school including the IBO Leadership Team.

Surveys are another way parents are involved in the decision-making process at Brooklyn Center. Parents are involved in an integral way in setting the school calendars, advising on district budgets, and have involvement in the curriculum process. In addition, parent involvement is especially intense in the area of extracurricular activities.

Global Studies Magnet Schools

Park Center Senior High and Fridley High School

Overview of Project Design across Programmatic Strands

This project will create two mirror Global Studies Magnet High Schools: one at Fridley High School (9-12) and one at Park Center Senior High (10-12). Each school will provide opportunities for all students that prepare them for life in a global economy, a life that requires them to be highly adaptable, lifelong learners. With globally connected learning, including school partnerships on four continents, students will reach out through three Focus Areas to pursue their own interests and to develop the capacities needed to thrive in the 21st Century.

Students will be recruited to the schools to participate in the International Baccalaureate Middle Years Programme which operates through grade 10. After the 10th grade they will have the option to either enter the **International Baccalaureate Diploma Programme** or the **Global Studies Magnet Program**. Both programs will provide a highly enriched educational experience. In addition, the schools will **expand the current IB Middle Years Programme to cover all students in grade 10.**

The chart below shows how the programs will operate:

Global Studies Magnet Structure				
Global Regions of Study <i>Partner schools in each Region</i>	Africa	The Americas	Asia & Pacific	Europe
<u>All</u> (freshmen and) sophomores	International Baccalaureate Middle Years Programme			
Available to all juniors and seniors	International Baccalaureate Diploma Programme <i>Incorporates all Focus Areas</i>			
All juniors not seeking the full IB Diploma	Choose a Focus Area			
Focus Areas	Global Dynamics	Global Relations	Global Technologies	
<u>All</u> seniors	<p align="center">Senior Capstone Project</p> <p align="center"><i>Seniors will solve a problem in their area of interest.</i></p> <p align="center">Students will show both local and global collaboration as they present their solutions. The final project will be presented in a spring showcase event for the community.</p>			

School-wide Instructional Strategies
<ul style="list-style-type: none"> • All teaching and learning is based on inquiry and collaboration. Students learn through investigations of questions they generate. • The International Baccalaureate themes of intercultural awareness, holistic learning, and communication are woven throughout teaching and learning in the school. There is a commitment to using innovative technologies and to incorporating them into student learning opportunities.

Through connections to global partner schools, students will have direct access to students and cultures around the world. By adding the technology necessary to speak in real time with students worldwide, both schools intend to create the opportunity and the motivation to engage in meaningful dialogue across cultures. By creating a community of collaboration within

the school, the staff intends to bridge the gaps often found among groups of students in the same school. The intent will be to create a student-centered learning environment where all students are motivated to learn by pursuing their passions.

The Focus Area chosen by each student will provide the lens through which they learn. The Focus Areas will be Global Dynamics, Global Relations, and Global Technologies. Students will choose classes and develop a Capstone Project based on their experiences within their Focus Area.

Fridley High School will have **160 new seats for magnet students** and Park Center Senior High School will have **300 new seats for magnet students**.

Focus Areas	Global Dynamics	Global Relations	Global Technologies
Possible topics of study for Capstone Projects	AIDS, Art, Climate Change, Conflict Studies, Economics, Education, Environment, Ethics, Family, Globalization, Health Care, Ideology, Immigration, Language Studies, Leadership, Literature, Media Studies, Music, Outsourcing, Politics, Pollution, Population Studies, Refugee Issues, Religion, World Health, World Trade	Agriculture, Arts, Communication, Conflict, Cultural Diets, Economics, Education, Environment, Globalization, Health, Ideology, Immigration, Leadership, Non-Government Organizations, Philanthropy, Pollution, Population Growth, Refugee Issues, Religion, Resource Management, Social Justice, World Sport, United Nations, World Trade, Worker Issues	AIDS, Agriculture, Climate Change, Communication, Computer Networking, Electronic Work Environments, Engineering, Environment, Ethics, Forensics, Human Kinesthetics, Marketing, Nutrition, Outsourcing, Population Studies, Resource Management, Sciences, Space Exploration, Technology, Transportation
International Baccalaureate Diploma Candidates complete their Capstone Project by completing the Extended Essay (4,000 words) and the Creativity, Action, Service requirements of the Diploma Programme.			

Staff members at Fridley High School and Park Center Senior High School are committed to a program of academic rigor and excellence. Completing the final years of a whole school International Baccalaureate Middle Years Programme and implementing an IB Diploma Programme, integrated with whole school global studies options, has been selected as the most appropriate means to achieve those goals.

(i.) Promote desegregation, including how each proposed magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds.

These magnet schools are based on principles which will enhance interaction among all students. Inquiry and collaboration, International Baccalaureate principles, and the implementation of innovative technology all support this goal. When students follow threads of inquiry, they learn to rely on other students to broaden their perspective and to gather information from multiple sources. The IBO has at its core the principles of student collaboration and cultural understanding. Virtual classrooms break down barriers to communication among students because they build working and learning relationships that go beyond any physical proximity. For example, in general business practice today people are working virtually with people from all over the world. Our environment will model and support local and global interaction. Our technical initiatives and structural strategies will encourage similar interaction across content areas and student groups.

There will be two ways that minority groups will be included in the culture of the schools. One method is to use magnet school enrollment procedures intended to get a mix of students in each building. This mixture of minority and majority students will create the physical proximity necessary to begin eliminating isolation. Secondly, once a mixture of students is in the building, the students will be part of programs that are inclusive. Every program within the magnet schools is intended to break the barriers that often separate students by ability or scholarship goals. Global citizenship will be a core academic subject in these schools. The Global Studies Magnets will broaden the curriculum and academic approach by using an

international perspective where the study of other cultures and languages is both expected and required. The magnet program has, at its heart, the belief that students must see the increasing cultural, racial, and ethnic diversity as an asset rather than a liability. It is essential that children are equipped with the skills, knowledge, and sensitivity to interact successfully with people and communities that are distinctly different from their own.

While these mirror magnets are similar, they are designed to accommodate the differences in the school cultures, the separate communities, the district programs and initiatives, and specific local limitations and requirements. The creation of two similar magnets in two, uniquely different communities will offer an interesting study to see the overall effectiveness in attracting non-minority families to a minority group isolated school (Park Center), and in attracting minority families to a white majority school (Fridley.)

Some of the ways in which the schools will foster interaction across diverse student groups:

- There will be partnerships with schools in each global region (Africa, the Americas, Asia & Pacific, and Europe) so that students can communicate with students from around the world;
- Students will communicate directly with student(s) from other world regions as they explore their Focus Area;
- Every student will have email access and web-based platforms for sharing and communicating with others from anywhere in the world as students pursue their learning interests. Computer access will be greatly increased;
- Internet 2 and other current technologies will be available to promote face-to-face interaction around the world and also between students at Fridley and Park Center;

- Business partnerships (Medtronic, Boston Scientific, and Target have strong local connections) will be developed to place our students at the cutting edge of global business practices;
- In-school computer rooms will become conference centers to enhance collaboration among students;
- Student to student collaboration will be built into teaching and learning throughout the school as part of the International Baccalaureate themes used;
- Students will complete a Capstone Project that addresses a problem within their Focus Area. This Project will need to demonstrate collaboration, both globally and locally; and,
- Students will participate in an end of the year showcase of the Senior Capstone Projects. As part of this showcase, students will observe and assess each other's projects.

The following chart illustrates some possible scenarios for students enrolled in the Global Studies Magnets. Students investigate sub-topics within their Focus Area while collaborating with students from around the world. The investigation leads to a Capstone Project answering a guiding question or problem in their Focus Area and presenting it as part of a Spring Showcase for parents and community members.

Some typical students in the Global Studies Magnets:					
(9th &) 10th Grade	Student	11th Grade (Focus Area Sub-Topic)		12th Grade	Capstone Project
<p>All students are enrolled in IB Middle Years Programme</p> <p>Students prepare to choose a Focus Area or to seek the IB Diploma</p>	A	Chooses a Focus Area	Global Dynamics: Globalization	Investigates globalization in collaboration with students in India, comparing education, salaries, and cost of living in the US and India.	In collaboration with other Park Center students, they research probable areas of work which are most vulnerable to outsourcing. They make recommendations of careers to avoid and how to become highly marketable in the future.
	B		Global Relations: Immigration	Studies the history of immigration in the United States, tracking two Fridley immigrant families from Somalia and Mexico through three generations.	Creates a family tree of the two Fridley families showing the contributions of family members in each generation. Compares the lives of family members left in the country of origin to see the impact immigration has had on both families.
	C		Global Technologies: Climate Change	Researches models of climate change. Looks at many sources and collaborates with students in northern Finland to track temperature data over the last several years.	Hosts a forum with other students from Fridley and Park Center on climate change for parents and community members. The group provides the community with evidence for human influence on climate. They make suggestions for solutions which will create economic opportunities for businesses most affected by the changes.
	D	Enrolled in Diploma Programme full time: seeking IB Diploma		Completes DP coursework including Theory of Knowledge and takes six IB exams.	Completes CAS requirements and a 4,000 word Extended Essay.

(ii.) Improve student academic achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school.

This Global Studies Magnet proposal is intended to reduce or eliminate low-rigor options for students in the high schools. It is imperative that schools provide all students access to the same high level curricular and pedagogical opportunities. For this reason, these magnets are whole-school initiatives intended to create the same opportunities for all students. Because the global environment demands higher critical thinking skills and problem-solving abilities, both schools will require specific academic content related to research, problem-solving, and critical thinking skills. As information and its accessibility continue to expand at a mind-boggling rate, this course of study is critical in preparing students for the rigor of 11th and 12th grades and of post-secondary and life-long learning opportunities.

According to a recent story on NPR Morning Edition (December 8, 2006), Harvard University is considering a major shift in their undergraduate education. They are looking to abandon grouping of classes by department and reorganizing them around broad topic areas. These include topics that “look much like the sections of a newspaper” such as Culture, Science, The World, The U.S., and Business. Their plan is much like this proposal. The two high schools seek to reorganize around the Focus Areas and to include courses from various departments under the new headings. The goal in both cases is to make learning more relevant so that students are more aware of the context of their learning.

Every junior who is not a full-time participant in the IB Diploma Programme will be required to choose a Focus Area: Global Dynamics, Global Relations, or Global Technologies. Based on their choice, they will choose a sub-topic of interest leading to a Capstone Project their senior year. The intent is to allow students to focus their studies in their last two years on an area of great interest. Students will choose classes that serve the pursuit of their focus; new courses will be added to serve students interested in particular topics. Advisory groups will be organized around students' choice of focus area. In these advisory groups, staff and students will work together to aid students as they pursue their interests and develop their capstone projects. Staff will be trained to effectively assist students in these advisory groups. Curriculum in all courses will be reviewed to more clearly address the needs of a "Global Student." Every course will be taught using inquiry strategies so that students' interests always remain the focus of teaching. Formative assessment techniques will be used to assure that students can practice what they have learned before they face summative assessment.

The Senior Capstone Project will serve to provide students a real-life problem solving experience. Through the Capstone, students will have guided practice in pursuing an area of personal interest. By drawing from their own knowledge, available technological resources, and a global network of potential collaborators, students will demonstrate their readiness for life in the 21st century. Students seeking the IB Diploma will complete the Capstone Project by completing the necessary Extended Essay and Creativity, Action, Service components required of all Diploma candidates.

The pedagogical structure of both Global Studies Magnet Schools will be based on three instructional strategies which will transform how students are prepared for life in the 21st Century.

1. All teaching and learning will be based on inquiry and collaboration.

With information available at the click of a mouse, schools no longer need to sprint through topics in a race to “cover” everything. Students need the skills to access information, and they need the inspiration to seek knowledge. Certainly, students need basic knowledge in a variety of subjects in order to make sense of what they read. The Global Studies Magnets will offer a balance between core knowledge and the greater conceptual ideas that form the recurring themes in our dynamic world. By linking subjects through these recurring themes, these magnet schools will provide context and inspiration for learning.

John Barell states in *Developing More Curious Minds* (ASCD, 2003), “Let the 21st century in America be marked by the educating of children and adolescents who relish the roles of questioner. Let it also be known as the century where we educated teachers to fulfill the grand vision of Anatole France, ‘The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.’” The focus will be on teaching key concepts that are taught in depth and in careful sequence. These magnets will teach information literacy, helping students to become discerning consumers of information. Through inquiry education, students will learn to research, formulate and defend their views. They will recognize that there are multiple perspectives to consider in every situation. Inquiry-based learning leads quickly to recognition of the importance of collaboration. Groups of students, working collaboratively, have the greatest chance for success. Each student will have the opportunity to share the talents and perspectives of other students. These magnet schools will provide every student the opportunity to collaborate with students from their own community or anywhere in the world. In this environment, students will build the skills needed to interact, consult, negotiate, persuade, form partnerships, and cooperate with other students.

2. The culture of the International Baccalaureate Organization (IBO) will be woven throughout these magnet schools.

The IB Middle Years Programme has used intercultural awareness, holistic learning, and communication as the basis for its educational framework for many years. As MYP applicant schools (awaiting authorization this summer) both Fridley High School (grades 9-10) and Park Center Senior High School (grade 10) are prepared to take these concepts to the next level with all of the juniors and seniors in each school.

The IB Diploma Programme, to be implemented at the two high schools, will be available to every junior and senior with both certificate and full Diploma options possible. Four global regions: Africa, The Americas, Asia & Pacific, and Europe will be included in studies throughout the curriculum. Students in these magnet schools will connect with students from each of these global regions through school partnerships and individual, web-based connections. Collaboration with students from around the world will be built into expectations for each student.

The Primary Years Programme, Middle Years Programme, and Diploma Programme provided by the International Baccalaureate Organization are based on the principles of international and global education. The Diploma Programme is the oldest, starting in 1968; the first Middle Years Programmes opened in 1994. There are only two authorized MYP's in Minnesota. With the anticipated authorization of Fridley Middle School and North View Junior High in the summer of 2007, these schools will join the rank of a small group of schools recognized by the US Department of Education as using a "promising practice" of MYP.

Partnerships also exist with IB Primary Years Programme schools that began in 2004 as part of the Magnet Schools Assistance Program (MSAP) grant. By implementing the plan in this

proposal, the K-12 continuum of IB will be completed and available to thousands of students in the NWSISD consortium. By developing global studies options for juniors and seniors not enrolled in the Diploma Programme, the rigor of International Baccalaureate Organization pedagogies will be brought to the entire student body.

Fridley Middle School (6-8) in Fridley and North View Junior High School (7-9) in Osseo began staff training and curriculum development for the Middle Years Programme (MYP) from the International Baccalaureate Organization (IBO) in the fall of 2004 as part of a previous MSAP grant. Both schools have authorization site visits scheduled for the current school year. The high schools in this proposal (Fridley High School and Park Center Senior High School) offer the final years of the MYP for students in these partner schools. Fridley Middle School partners with Fridley High School. North View Junior High School partners with Park Center Senior High School. Both high schools also plan to begin offering the Diploma Programme. Although a minimum of self-funded MYP training has been completed for teachers in both high schools for the initial authorization (Program within a School), this proposal requires that IBO training be extended to create a whole-school magnet.

Classes in both high schools will be connected through the MYP Areas of Interaction so that students see the common themes connecting all their learning. This holistic approach encourages students to engage in critical thinking and to reflect on how their learning is beneficial. Students in these magnets will also develop their communication skills. With a strong background in language, both English and another language, students will better be able to express themselves in communication with others. They will use written, verbal and electronic means to share their knowledge, perspectives and ideas with students from around the world. This kind of communication strongly supports the inquiry and collaboration in which students will engage.

The following chart summarizes the local initiatives designed to bring Global Studies education to students in all grades. This demonstrates the importance and timeliness of adding International Baccalaureate strands to Fridley High School and to Park Center Senior High School.

The Regional K- 12 International Baccalaureate and Global Studies Continuum					
School	Grades	Program	Status	Implementation	Funding
Evergreen Park World Studies Elementary (Anoka-Hennepin School District)	K - 5	PYP	Applicant authorized 2/07	2004-05	MSAP grant 2004-07 cycle
Earle Brown Elementary (Brooklyn Center Schools)	K - 6	PYP	Applicant authorized 2/07	2004-05	MSAP grant 2004-07 cycle
Fridley Middle School (Fridley Public Schools)	6 - 8	MYP	Applicant awaiting authorization	2005-06	MSAP grant 2004-07 cycle
North View Junior High School (ISD 279-Osseo Area Schools)	7 - 9	MYP	Applicant awaiting site visit	2005-06	MSAP grant 2004-07 cycle
Fridley High School (Fridley Public Schools)	9 -10	MYP	Applicant awaiting authorization	2006-07	Self funded (core group of staff)
	9-10	MYP whole-school	Proposed	2007-08	Seeking MSAP grant 2007-10 cycle
	9 - 12	Global Studies	Proposed	2007-08	Seeking MSAP grant 2007-10 cycle
	11 - 12	DP	Proposed	2008-09	Seeking MSAP grant 2007-10 cycle
Park Center Senior High School (ISD 279-Osseo Area Schools)	10	MYP	Applicant awaiting site visit	2006-07	Self funded (core group of staff)
	9-10	MYP whole-school	Proposed	2007-08	Seeking MSAP grant 2007-10 cycle
	10 - 12	Global Studies	Proposed	2007-08	Seeking MSAP grant 2007-10 cycle
	11-12	DP	Proposed	2008-09	Seeking MSAP grant 2007-10 cycle

3. Innovative technology will be used creatively to give every student the access, the knowledge, the skills, and the motivation to participate fully in the electronic future.

As Thomas Friedman states in *The World is Flat: A Brief History of the Twenty-First Century* (Farrar, Straus and Giroux, New York, 2005), globalization has empowered individuals to a previously unparalleled degree. The Internet “created a global platform that allowed more people to plug and play, collaborate and compete, share knowledge and share work, than anything we have ever seen in the history of the world.” Friedman also writes about the importance of personal integrity, noting that search engines have made dishonesty increasingly difficult, “In a flat world, you can't run, you can't hide... Live your life honestly, because whatever you do, whatever mistakes you make, will be searchable one day.”

Computer rooms will be converted from one dimensional teaching stations to vibrant conference centers. They will feature laptops, work stations, wireless technology, and video conference capability. Every student will have websites and their own email accounts provided through the school. Many more laptops will be available so that teachers and students will have ready access in their classrooms to the web and to communication with students around the world. Fridley High School and Park Center Senior High School will have direct electronic and video connections allowing for student interaction through video conferences. Staff in both buildings will also be able to share staff development resources and collaboration opportunities through these electronic connections between the schools. Students in both buildings will have the opportunity to take classes offered at the other building, further increasing the learning possibilities for all Global Studies students.

Laptops alone are not the only interface devices to be used. Smaller, handheld devices of many kinds are available now and many other devices are imminent. As new technologies

become available, the Global Studies Magnets will adopt those that enhance learning opportunities for students. An existing IB Advisory Board, created using the past MSAP grant, has helped create personal connections between our schools and local businesses allowing us to be informed of current technology possibilities. The technology coordinator will be responsible for getting these new technologies in the hands of creative students and teachers as soon as possible. Blogs, Wiki's, and video sharing are some of the means of communication that students in the Global Studies Magnets will be encouraged to use.

With the initiatives described in this proposal, students graduating from one of these Global Studies Magnets will be uniquely prepared with the 21st century skills necessary to thrive in a much flatter global economy. The recent release of *Tough Choices or Tough Times* by the New Commission on the Skills of the American Work Force provides a blueprint for bringing what we teach, and how we teach, into the new century (National Center on Education and the Economy, 2007.) They state in their report that students need to know more about the world, to think outside the box, to become smarter about new sources of information, and to develop good people skills. The use of inquiry and collaboration, International Baccalaureate themes, and innovative technologies will give students in the Global Studies Magnets the tools to thrive in the next century. Students in these Global Studies Magnets will learn to apply critical thinking skills, work productively with others, and use new technologies effectively.

iii. Implement high-quality activities that are directly related to improving student academic achievement based on the State's academic content standards and academic achievement standards or directly related to improving students' reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to improving vocational, technological, and professional skills.

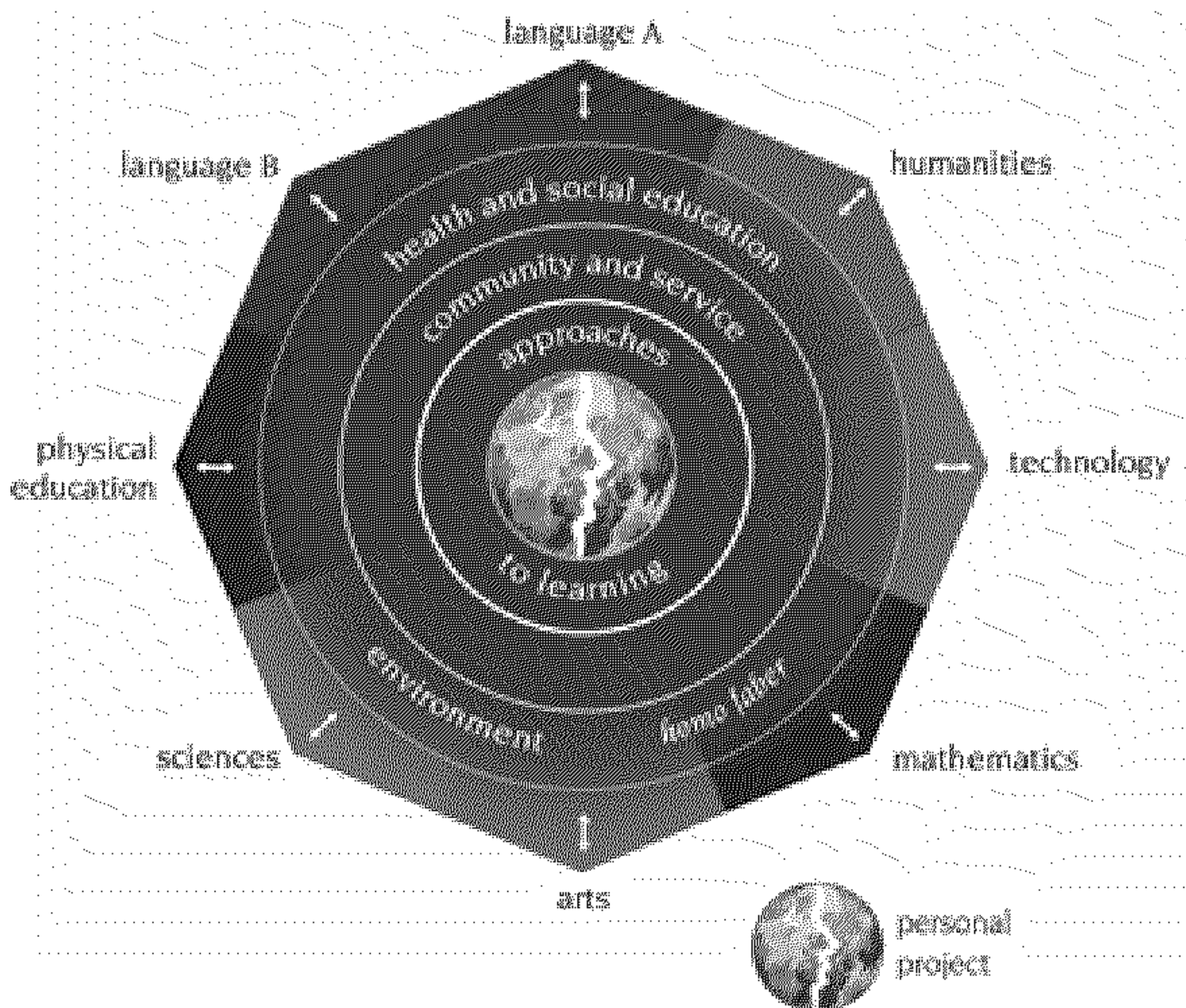
The holistic nature of teaching and learning in the Global Studies Magnets will create a culture of interdependence among subjects. As students study in an environment of interrelatedness, they see the relevance of everything they learn. The International Baccalaureate Organization provides tremendous models of education which will be used to create a program that strengthens the abilities of every student. The IB Middle Years Programme is based on the principles of intercultural awareness, holistic education and communication. By embracing these concepts in all grades (9 – 12), both schools will address the needs of IB Diploma candidates and students not seeking the IB Diploma. As the IBO does not currently offer a specific program for the non-Diploma students, this project has the potential to provide a rigorous global studies bridge for all students after they leave the Middle Years Programme.

The following timeline outlines the features of the Global Studies Magnet for students throughout the program.

Grade	Global Studies Student Plan
<i>All (freshmen and) sophomores</i>	<ul style="list-style-type: none"> • Will be enrolled in the IB Middle Years Programme so that studies are based on principles of intercultural awareness, holistic learning, and communication; • Will be required to study French (or German @ Fridley), Spanish, or Chinese (Mandarin); • Will begin seeking an area of focus to determine course of study for next two years; and, • May complete a MYP Certificate if they have at least two years of experience in a MYP school and if they have completed the necessary requirements including community service and a Personal Project.
<i>All juniors</i>	<ul style="list-style-type: none"> • Will choose a Focus Area (Global Dynamics, Global Relations, or Global Technologies) which will act as a lens for their learning through their senior year; • Will communicate with student(s) from other world regions as they explore their Focus Area; and, • May choose the IB Diploma Programme as an option. Diploma candidates will not choose any one Focus Area as the Diploma Programme incorporates all three.
<i>All seniors</i>	<ul style="list-style-type: none"> • Will continue their dialog with student(s) from other world regions; • Will complete a Capstone Project that solves a problem in their Focus Area. This Project will demonstrate collaboration, both globally and locally; • Will participate in an end of the year showcase of the Senior Capstone Projects; and, • May participate in the IB Diploma Programme testing. Any IB Diploma candidates will have the opportunity to successfully meet the IB Diploma requirements.

Best Practices to be used:

- **The International Baccalaureate Middle Years Programme** (IB MYP) is recognized internationally as a program that promotes internationalism, utilizes inquiry-based instruction, is learner-centered, is transdisciplinary, is balanced, and is coherent. The methodology requires liberal arts instruction through the framework of a global perspective. The curriculum contains eight subject groups together with a core consisting of five Areas of Interaction. This is illustrated by means of an octagon with the five Areas of Interaction at its center.



Students study subjects from each of the eight subject groups through the five areas of interaction.

The five areas of interaction are:

1. Approaches to Learning (ATL)

Through ATL teachers provide students with the tools to enable them to take responsibility for their own learning, thereby developing an awareness of how they learn best, of thought processes and of learning strategies.

2. Community and Service

This component requires students to take an active part in the communities in which they live, thereby encouraging responsible citizenship.

3. Homo Faber

Students explore in multiple ways the processes and products of human creativity, thus learning to appreciate and develop in themselves the human capacity to influence, transform, enjoy and improve the quality of life.

4. Environment

This area aims to develop students' awareness of their interdependence with the environment so that they understand and accept their responsibilities.

5. Health and Social Education

This area deals with physical, social and emotional health and intelligence, which are key aspects of development leading to complete and healthy lives.

- **The International Baccalaureate Diploma Programme** (IB DP) is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities. The IB DP is also recognized

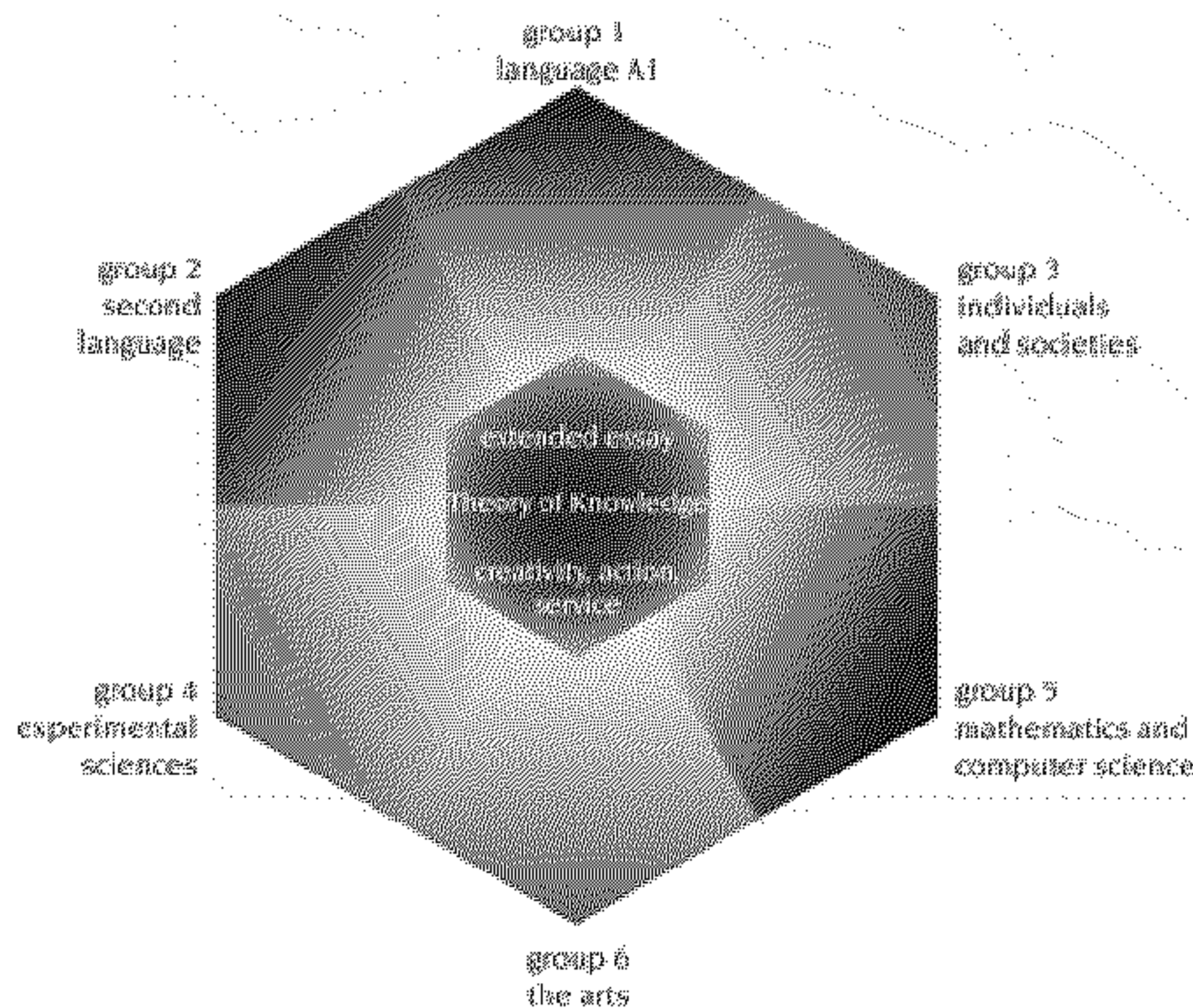
internationally as a high rigor curriculum framework which is taught in an international context. The IB DP is closely monitored by outside evaluators, and students completing essential requirements have their work universally recognized as college level coursework and accepted for college credit worldwide. Students learn more than a collection of facts. The Diploma Programme prepares students for university and encourages them to:

- Ask challenging questions;
- Learn how to learn;
- Develop a strong sense of their own identity and culture;
- Develop the ability to communicate with and understand people from other countries and cultures; and,
- Become independent, self-motivated learners.

The curriculum contains six subject groups together with a core made up of three separate parts.

- This is illustrated by a hexagon with the three parts of the core at its center. Students study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours).

All three parts of the core—extended essay, theory of knowledge and creativity, action, service—are compulsory and are central to the philosophy of the Diploma Programme.



- **Authentic Assessment Strategies** is an approach to assessment forwarded by Richard Stiggins. Students learn about achievement expectations by studying models of strong and weak work. “They don’t merely learn about the standards. Rather, they come to see and understand the scaffolding they will be climbing as they approach those standards.

Students partner with their teacher to continuously monitor their current level of attainment in relation to agreed-upon expectations so they can set goals for what to learn next and thus play a role in managing their own progress. Students play a special role in communicating evidence of learning to one another, to their teacher, and to their families, and they do so not just after the learning has been completed but all along the journey to success. In short, during the learning, students are inside the assessment process, watching themselves grow, feeling in control of their success, and believing that continued success is within reach if they keep trying. When consistently carried out as a matter of routine within and across classrooms, this set of practices has been linked to achievement gains of one-half to two standard deviations on high-stakes tests, and the largest gains made are by low achievers.” (*Rick Stiggins, From Formative Assessment to Assessment FOR Learning: A Path to Success in Standards-Based Schools, Phi Delta Kappan, Vol. 87, No. 04, December 2005, pp. 324-328.*)

- **Understanding by Design** (UbD) by McTighe and Wiggins, is a best practice that emphasizes the backwards design of curriculum. This framework begins with enduring understandings (what is essential learning), followed by essential questions, assessment methods, and finally course and lesson design to deliver the instruction. The effective methodology assists staff in designing courses, units, and lessons which help focus the teacher and student on essential content which leads to better instruction and student achievement.
- **Inquiry-based instruction** requires students to make sense out of what they encounter. Teachers design experiences which lead to purposeful investigations by students. Questioning and Socratic teaching (reflective thinking, guided discovery, and problem-

solving) are common practices in all courses. Teachers will use inquiry-based instructional strategies described by John Barell in *Developing More Curious Minds* (ASCD, 2003). The author presents such practices as maintaining journals on study trips, using questioning frames and models when reading texts, engaging in critical thinking and problem-based learning, and integrating inquiry into curriculum development and the classroom culture. As Barell states, “Inquisitiveness may be the beginning of meaningful learning, but beyond that, it is one permanent and certain characteristic of citizens of a thriving democracy who seek self-enriching worlds of scientific, aesthetic, and humanistic exploration and discovery.”

- **A technology-rich learning environment** allows students and staff to become more adept at communicating through multiple modalities. Components of this environment include virtual conference rooms, interactive conferencing, and resource centers to allow for real-world, real-time action research for both students and staff.

Necessary Staff Development:

- IB MYP training – both national and local training;
- IB DP training – both national and local training;
- Training in Stiggins’ Authentic Assessment Strategies;
- Training in McTighe and Wiggins’ Understanding by Design;
- Training in the use of curriculum mapping software to standardize Global Studies curriculum and to help align current standards with this initiative;
- Training in Inquiry-based instruction; and,
- Training in how to best utilize technology in classroom instruction.

Physical improvements necessary to support the Global Studies Magnets:

To realize the goals of these magnet schools, redesigned instructional areas, additional equipment and supplies, and specialized curricular materials will be necessary.

Redesigned Instructional Areas:

Specialized instructional areas are necessary for students to work in real-world and in real-time to produce, share and display their work. A major shift is for each classroom to become a virtual learning space through the use of wireless technology.

Improvements would be necessary in the following areas:

- School-wide technology infrastructure improvements making it possible for students to develop their sense of the virtual world community - virtual connectedness in all classrooms enhancing collaboration, data collection and research;
- Update infrastructure and interface technology in existing laboratories in language, science, computer science, business, and technology classrooms for real-time communication and data collection;
- Install video teleconferencing studio;
- Complete the transition to a wireless environment by adding distribution points making the building coverage seamless;
- Computer rooms will become “conference/business centers.” There will no longer be 30 computers facing one direction. Convertible conference tables and laptop computers will be used to create technology centers based on small groups of students working in smaller “action teams.”
- Outfit a small presentation space with lighting and sound to increase student

opportunities in presenting collaborative projects representing global music, theatre, and the arts;

- Install an electronic music lab and recording/mixing studio; and,
- Install infrastructure and monitors for closed circuit broadcasting.

Additional equipment and supplies:

Equipment and materials needed for this proposal include technology equipment for the enhancement and expansion of the world language programs. Additional equipment and computer technology will be needed in order adequately create the learning opportunities that are required for the DP science courses (research component.) In addition, further technology lab equipment and materials related to the technology and computer science will be required. In order to accommodate an inquiry-based approach that emphasizes research, this proposal includes the purchase of several portable wireless labs so there is greater equity and access to using technology and the Internet as a viable, integrated learning tool. This includes adding five mobile labs per Focus Area over the three years of the grant. In addition, modifications to the media center are proposed to remove the traditional immobile computer lab areas and transform them to more of a technologically-based work center for research and project work.

Specialized instructional materials:

A variety of materials are essential for implementing this project. Much of it is related to securing new curricular materials related to the content areas offered. Additional world language resources, world literature materials, social studies and economics resources utilizing an international perspective, and other curricular resources are necessary. In addition to this, various building-wide and media center resources must

be purchased in order to have appropriate resources available which reflect a global studies theme.

Materials and Resources

- Subscription/access to international news sources and services;
- Authentic cross-cultural, multicultural materials for global studies including print, audio, visual, art, and software;
- Subscription to video streaming service for FHS;
- Gaggles.net email accounts and web hosting space for each student;
- Additional course offerings in DP will require new textbook purchases; and,
- Supplementary print resources will be expanded for all Focus Areas due to the new emphasis on global studies theme.

iv. Encourage greater parental decision making and involvement.

Greater parental involvement will be encouraged through several means. In magnet schools based on inquiry and collaboration, it will be important to model these methods in the nature of school - parent interactions.

Each school will hold informational meetings to present their Global Studies themes to parents and students prior to enrollment in the Global Studies Magnets. In these meetings, parents will have a chance to ask questions and provide input regarding the schools' structure and curriculum opportunities. Through registration conferences, parents will be involved in the decision as to whether the student goes into Global Studies or IB Diploma. They will also be involved in the decision as to which Focus Area the student enrolls. These student/parent decisions will serve to strengthen the quality of the decision and the parent understanding of the

program we are implementing.

As whole-school magnets both schools must be responsive to student and parent needs. The input from parents will be addressed by the schools as “customer” feedback crucial to the sustainability of the program. Both schools are committed to making every parent contact a positive experience for the parent. In this environment, parents, and students, learn to trust the school staff and will be more willing to continue their involvement. This will require the training of both licensed and non-licensed staff to maintain positive and accurate sharing of information about the magnet programs.

Each school has a parent advisory structure in place. These advisory groups will be adapted to include parents in the processes of recruiting, working with student volunteers, marketing the schools, choosing classes, building community partnerships, and evaluating the effectiveness of the Global Studies initiative. To do this, parents representing the diversity of the student population will be recruited to participate on the advisory committee. Trust will be encouraged by including all constituents, leading to a cycle of greater involvement. This recruitment of parents will begin during the enrollment process. Parents of current students, staff members, and community members will be included on the advisory committee.

Each trimester, during parent conferences, parents of all students will be invited to information and feedback sessions intended to take the pulse of the greater community. Through surveys, question/answer sessions, and parent/student panels an on-going dialog will lead to important and timely sharing of information. The parents and the greater community will be invited each spring to interact with students, and to celebrate the MYP Personal Projects and Senior Showcase Projects in a large convention-like atmosphere in the lunchrooms and performance spaces throughout the buildings.

v. Themes and elements unique to each school.

While Fridley High School and Park Center Senior High School are applying as mirror magnet schools, they each have unique characteristics which will be demonstrated in their implementation of the Global Studies Program. All of the initiatives listed above, and the general framework of the Global Studies Magnets, will be the same.

The major differences are listed below:

Unique features of each school	
Fridley High School	Park Center Senior High School
Only high school in a district of 2,700 students	One of four senior high schools in a district of 22,000 students
Enrolls grades 9 - 12	Enrolls grades 10 - 12
Languages: Spanish, <i>German</i> , and Chinese	Languages: Spanish, <i>French</i> , and Chinese
Schedule: 5 period day, trimesters	Schedule: 6 period day, trimesters
Has an operable television studio for internal broadcasting and student video production.	Has a television studio space but no operable hardware or internal broadcast ability
Each school has differences in the exact order of courses offered in social studies, science, and math. These differences will not affect the overall goal of offering every student the opportunity to engage in a dynamic and rigorous Global Studies Program.	

Fridley Schools changed its logo and motto in the summer of 2005 to reflect the vision of becoming an internationally themed school district. The new logo of a world with a mortar board on top, along with the motto of “Fridley Schools – A World-Class Community of Learners” has already been embraced by the community. The new global studies strand for high school fits in this theme.



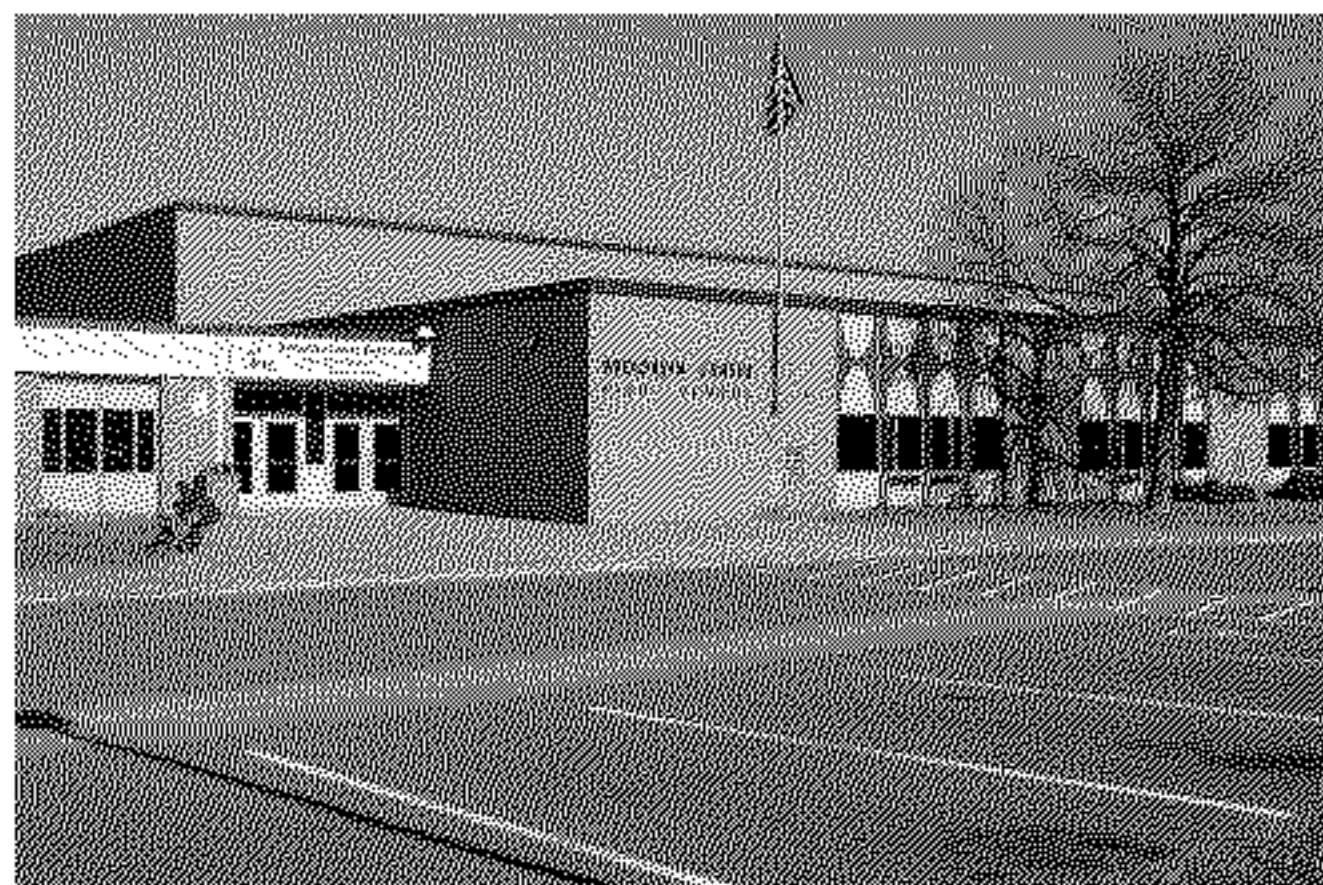
Using the Park Center Pirate theme, a sailing ship logo has been developed with the motto: “Park Center Senior High *Global Studies Magnet School* - Where learning takes you places!”



(d.) BUDGET AND RESOURCES

(1) Adequacy of Facilities

The facilities of the proposed magnet schools are adequate to support the three full-school magnet programs and the curriculum described in this application.



Brooklyn Center High School

(Brooklyn Center)

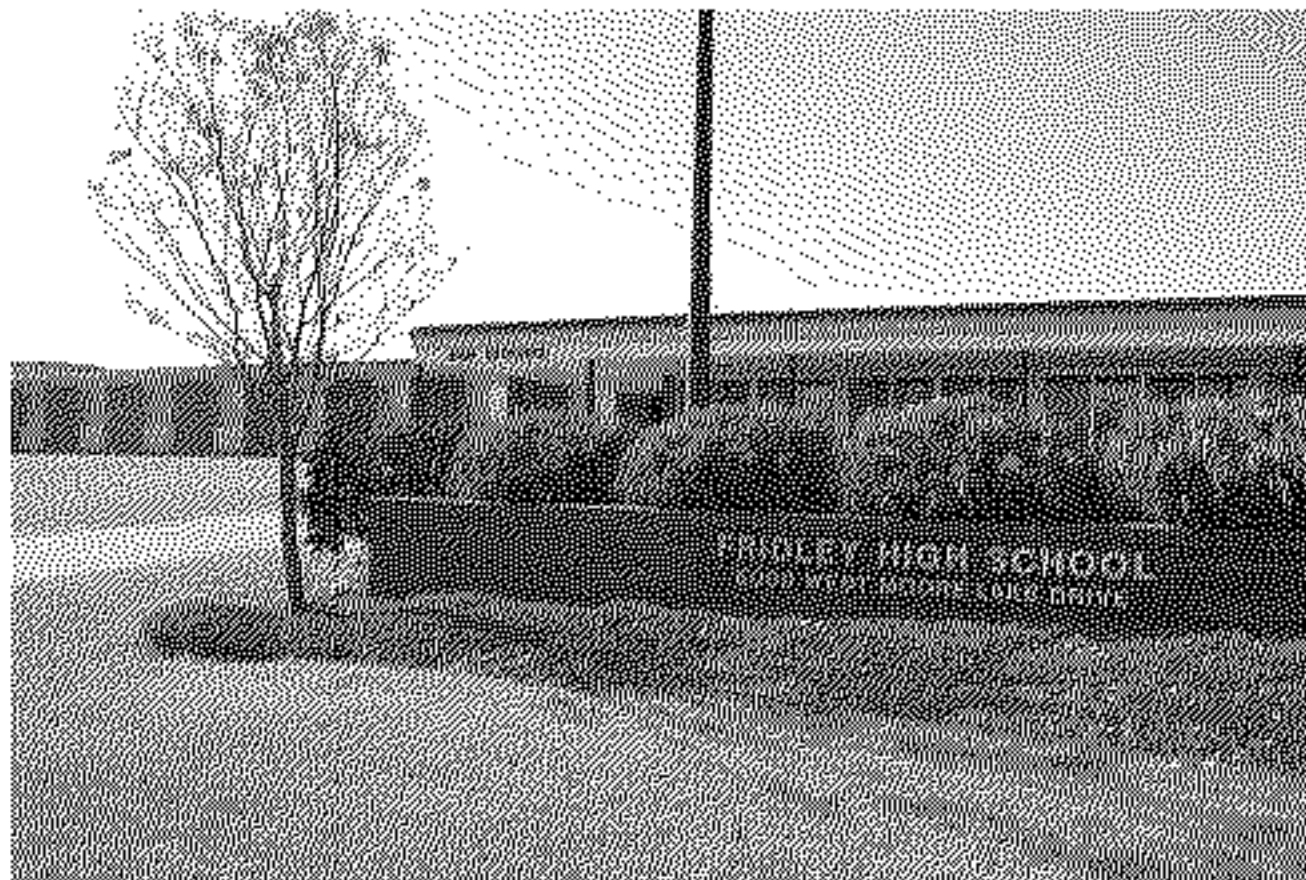
Brooklyn Center High School was built in 1961 and has been remodeled and upgraded several times since then. Remodeling and upgrades were done in 1964, 1968, 1992 (\$2.5 million), 2003 (\$7.5 million) and 2006 (\$300,000).

Upgrades have included additional classroom space, heating, cooling, ventilation and support areas. Additions and remodeling of support space shows Brooklyn Center High School's commitment to student academic development. Remodeling of the food service area better serves the students and staff. The auditorium, as well as the band and choir areas, was added onto the existing facility in 1992. The 480 capacity theatre style seating allows for excellent sight lines to the stage. The seating area may also double as an academic area with folding desktops on every other seat.

The most recent remodeling occurred in 2006 (\$300,000) to the front entrance main office area. A combination of aesthetics and security was used to create a very functional space

for integrating style and technology, student and staff interaction and guest access to the building. The 2003 remodel also included upgrades to the electrical power support system.

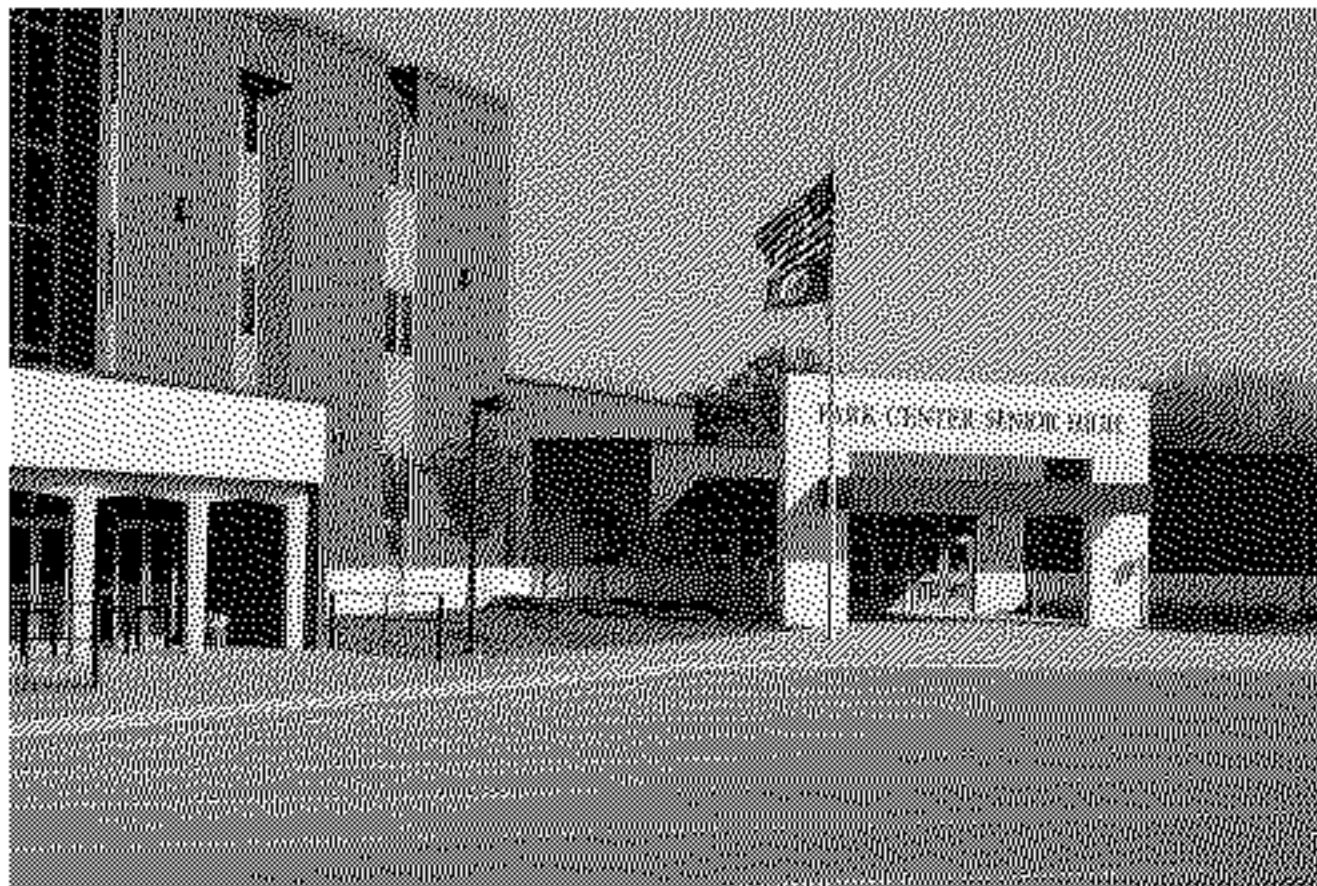
The current infrastructure of the facility will also support the needs of the IB and visual, performing, literary and technological/media arts curriculum.



*Fridley High School
(Fridley)*

The Fridley High School was built in 1960-61 to house the growing student population in Fridley. An auditorium and two gymnasiums were added in the early 1970's to help house the fine arts programs and extra curricular needs. The building is 216,000 square feet in size and is used extensively during the day for student programs and in the evenings for school and community events. In 1997 over \$7 million was invested in the facility to better serve the changing educational needs of students and to bring technology into the classrooms. Areas improved include an updated wing of science classrooms, a remodeled media center, a CAD (computer aided drawing) drafting area in industrial technology, and student services and health services areas, which were remodeled. In addition, technology was brought to every corner of the building with the addition of a main head-end center, a fiber optic data cabling system, new telephone and voicemail systems, a cable television system with access in each room, additional computer labs for students and staff, and computers in each classroom. Infrastructure repairs were a part of this district bond project with roof and window replacement, an updated electrical

system, new flooring in the classrooms, tuck pointing and caulking of the exterior walls, and accessibility improvements. In addition, in 2002 the Fridley Schools community approved a Capital Levy for facility and technology improvements. The district has planned projects for continued infrastructure needs and technology improvements. Facilities projects completed at the High School included a new eight lane running track and continued roof replacement. The school district has just embarked on a partnership with Johnson Controls Inc. to improve the energy efficiency of the building and to improve classroom temperature and air quality conditions. New mechanical systems will be installed in each general classroom area in 2007 and 2008 to better serve the students and staff, and to save energy. An energy management system will control the new mechanical operations. This investment of over \$7 million dollars will include dehumidification in the classrooms. This investment also prepares the Fridley High School for any programming and use year round in the future.



*Park Center Senior High
(ISD 279-Osseo Area Schools)*

Park Center Senior High is a well-kept high school with attractive facilities used year-round by students, staff, and the community. It is located on major connector streets and is only one mile from the nearest interstate highway.

Park Center opened in 1971 and has undergone numerous additions and modifications over the years. Major changes include technology infrastructure revisions, computer room additions, theatre scene shop space, a football stadium, and safety updates. The most recent, and

most comprehensive, improvements were completed in 2003. This latest project, funded by local referendum, added 6 new classrooms, 2 gymnasiums, a community room, office space, heating and cooling updates, and improvements to many teaching and common spaces at a cost of \$18 million.

MSAP funding will be used to modernize computer rooms, converting them to a “business center” model with conference tables, wireless laptops, and convertible student meeting and production spaces. This funding will also retrofit an existing studio space to include modern video and recording capability to allow student production and collaborative communication across the globe. Other infrastructure improvements will create a wireless network so that additional computer carts can be used effectively anywhere in the building.

The member districts have invested over \$42.3 million in these facilities. During the funding cycle additional program specific enhancements will be made at each site. These will occur with MSAP funds or with Minnesota desegregation assistance dollars. The enhancements are program specific and will assure that the magnet facilities both enhance the community and provide unique and appropriate experiences for students.

(2) Adequacy of the equipment and supplies

NWSISD and its member districts have conducted an initial assessment of the materials and supplies that will be necessary for the operation of the magnet programs. Decisions were based on the expertise of district personnel, outside consultants, business partners, and vendors. Students attending these schools are entitled to and will receive the same basic program offered to any child in the districts as well as the same allocation for supplies and materials. This includes special programs for Exceptional Student Education, English Language Learners, as well as general education programs such as art, music, and physical

education. With state funding, NWSISD will also pay the full cost of transporting students to and from the magnet school sites.

NWSISD and its member districts are fully committed to the implementation of the proposed magnet school programs. Not only is the program the result of a state rule which requires compliance, but the Superintendents and the School Boards have publicly committed themselves that, with MSAP funding, they will implement these new magnet programs.

NWSISD has supported all pre-grant activities. None of the items requested in this application will supplant (that is, they would not replace) items that would have been provided with local dollars. All requested items are necessary in order to provide the level of instruction and program “attractiveness” needed to guarantee the success of these magnet programs.

(3) Adequacy and reasonableness of the budget in relation to the objectives

The major thrust of the budget requested in this application is: 1) staff needed to develop, implement, and institutionalize the magnet programs, 2) professional development for all staff, 3) outside experts to support development, and 4) the supplies and instructional materials that are so vital to magnet school success, but outside of the ability of the district to fund. With the provision of these items, the district will be able to create unique and innovative programs at each site, capable of attracting both non-minority and minority students to the programs.

As decisions on equipment, software, and supplies were made for this application, separate advisory committees, made up of successful professionals in areas related to the strands, have provided and will continue to provide guidance to school staffs and the project

planners. Classroom teachers, school-based administrators, parents, business partners, and students at each site have provided input into budget decisions. In addition, district-level administrators have reviewed prospective budgets and had input in the final budget request. The equipment, software, and supplies listed in the project budgets are, therefore, appropriate to the needs of the anticipated student populations and will be effective in increasing achievement and attracting students to the schools.

NWSISD is requesting funds from the Magnet School Assistance Program for implementation of three school-wide programs. The districts' commitment to the success of these programs is graphically illustrated by its willingness to provide an appropriate number of new spaces at each school (more than 700). However, without federal assistance, the districts will not be able to fund the additional staff, equipment, educational materials, staff training, and curriculum development necessary to design and implement successful magnet programs.

Because the Magnet Schools Assistance Program budget requests were developed with appropriate expertise, they are adequate and reasonable in relation to the project's objectives. The dollar amount requested is, therefore, adequate to provide the required additional curriculum staff, equipment, software, supplies, and the training required to assure that each magnet staff is capable of appropriately using the available technology and employing a variety of teaching techniques. These assets will form the foundation of the "strong educational improvement measures" (Elmore and Fuller, 1996), which will allow the district to attract appropriately diverse populations, offer public school choice to parents whose children attend low-performing schools, support school reform efforts, provide innovative themes, use effective instructional methods, and employ research-based core

curriculum programs; thereby ensuring student academic success.

The federal support requested in this application amounts to approximately \$3.7 million per year. By the end of the project total enrollment at the three sites will be 3,581 students. This **comes to only \$1,022 per student per year**. This is **approximately equal to 15% of the average dollar amount the district receives per child** (\$6,646 per student).

According to a 1985 study of magnet school programs conducted by R. Blank, the average magnet program adds about 25% to district per pupil costs; therefore, the district is requesting substantially less than that amount. The MSAP dollars requested will provide the extra curriculum staff and program enhancements, which are above and beyond the basic program and necessary to meet the project objectives. By meeting the objectives of this project, the district will support the six purposes of the MSAP act. Once the magnet schools are operational, the NWSISD and its member districts will be able to provide the ongoing funds to ensure their continued success.

(e) EVALUATION PLAN

Introduction

The program evaluation will be conducted by an outside, independent evaluator. The district has chosen Phale D. Hale Education Consulting, Inc., a full service education consulting firm based in Washington, D.C., as the project evaluation consultant. Phale D. Hale Education Consulting Inc. provides program evaluation services for magnet schools nationwide. The firm's primary consultants, along with team field consultants selected to work with a magnet program based on the areas of expertise, work jointly to evaluate the implementation and progress of a funded magnet program. Phale D. Hale, President of the firm, has worked with more than 60 school districts to design, fund, and evaluate their magnet school program in his 19 years as a magnet school consultant. He is a former supervising director of the federal programs department for the Rochester, N.Y., Public Schools. He has conducted evaluations of magnet schools in Arizona, North Carolina, Illinois, Texas, Virginia, and Florida.

The magnet schools evaluation effort will be guided by the following major objectives:

1. To examine the key steps in magnet program planning and development and to identify the major barrier/challenges that were met and resolved during the developmental process.
2. To examine the design of the magnet programs and to determine the extent to which the programs share features commonly associated with effective schools in general, and with effective magnet schools in particular.
3. To describe the organizational and instructional processes of the magnet programs and to identify practices which appear to yield the most successful outcomes.

4. To determine how the magnet programs are perceived by significant audiences, including state and local legislators, educators, parents, and relevant business and community groups.
5. To determine how the magnet programs have produced a positive impact upon students, and, if so, whether all types of student equally benefit from the program.
6. To determine if the magnet programs promote racial/ethnic balance.
7. To generate a series of recommendations that decision-makers can use to promote the successful implementation and impact of the magnet school concept in other schools.

The purpose of this magnet program evaluation effort is to provide project personnel with information for managing program activities to accomplish stated objectives. Specifically, this evaluation plan addresses the efficiency of implementing proposal activities and the extent to which project objectives are met.

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

The evaluation contractor will implement a summative and a formative evaluation. The summative evaluation will address whether the district has met its objectives for each year of the project. The formative evaluation will be continuous assessment of the program which will be used to monitor program implementation and make necessary adjustments.

The NWSISD evaluation plan is designed to provide full evaluation services to project staff members, as well as summative reports to concerned district, state, and federal officials. The

first component provides a summative evaluation. This type of evaluation quantifiably measures the extent to which end-of-the-year objectives are met.

The second component provides formative evaluations. Formative evaluations are designed to quantifiably measure progress made toward achieving summative objectives. This is accomplished by assessing the implementation of the magnet programs at various times throughout the project year. Data is reported back to staff members on a continuous or as needed basis. Staff members then will use this information to modify program procedures to maintain the level of momentum necessary to meet all program objectives.

(2) The extent to which the evaluation will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement.

The following evaluation plan is written in accordance with the notice inviting applications for the Magnet School Assistance Program for fiscal year 2007 Catalog of Federal Domestic Assistance Number (CFDA): 84.165A). Specifically, the plan will determine how effective the International Baccalaureate Middle Years Programme (MYP), the Diploma Programme (DP), and the Visual, Performing, Literary and Technological/Media Arts magnet program are in meeting their goals for desegregating students and increasing student achievement.

There are seven (7) primary objectives that form the framework for the evaluation plan. These objectives were developed based on a review of literature relevant to magnet schools, including the six purposes outlined in the *No Child Left Behind Act of 2001(NCLB)*. A series of indicators is listed under each of the objectives. The indicators are used to determine the extent

to which the three high schools (Brooklyn Center High School, Fridley High School and Park Center Senior High) meet the objectives of their respective magnet programs. Procedures follow the indicators and explain how data will be collected and analyzed. The surveys and instruments to be developed for the evaluation plan are then summarized. Formative, summative and final reports will be generated throughout the project period. A description of the reports and procedures for the dissemination of results is explained. Finally, a timetable of evaluation tasks and activities is presented in a table.

Objective 1: Eliminate, reduce, or prevent minority group isolation in the targeted school(s) (magnet and/or feeder schools).

Indicators:

Objective 1.1: By June 30, 2010, as a result of the implementation of new magnet programs at Brooklyn Center Junior/Senior High School (Brooklyn Center) and Park Center Senior High (Osseo), minority group isolation will have been reduced by at least 5 percentage points as evidenced by examination of official district records by an outside evaluator.

Objective 1.2: By June 30, 2010, as a result of the implementation of new magnet programs at Fridley High School, minority group isolation at targeted feeder schools will have been reduced by at least 160 students as evidenced by examination of official district records by an outside evaluator.

Objective 1.3: By June 30, 2010, as a result of the implementation of two new magnet programs in MGI schools and one new magnet program in a non-minority isolated school, there will be no resulting negative impact – becoming more minority group isolated – on the feeder schools as verified by examination of official district records by an outside evaluator.

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

The methods utilized to assess the 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 instruments will be developed to systematically collect information that is specific to the project. The acquisition of an external consultant further reduces the chance of bias and ensures the integrity of the data and reports.

Procedures:

The number and percentage of minorities/non-minorities enrolled in the magnet schools and feeder schools (or applicant pool—applicant pool includes those students who applied to a particular magnet school) will be reviewed by the project evaluator in October of 2007, 2008 and 2009. Baseline data for October of 2006 will also be examined. ‘Minority groups’ as defined by the *No Child Left Behind Act of 2001 (NCLB)* includes: African/American, Asian/Pacific Islander, Hispanic, and Native American/Alaskan. District enrollment data will be used to determine the number and percentage of minority/non-minority students in the magnet school and in the appropriate feeder schools (schools in which students applied to the magnet school). Minority enrollment at targeted feeder schools will be compared with state-defined desegregation ratios. Enrollment data will be examined across all three (3) years in June of 2010 as part of the final report. Results will be disaggregated according to minority status 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.

Performance Measure (a) The extent to which the student applicant pool reflects a racial and ethnic composition that, in relation to the total enrollment of the school, reduces, eliminates or prevents minority group isolation.

Enrollment data for feeder schools and the respective magnet schools for the Northwest Suburban Integration School District #6078 (NWSISD) will assist the Secretary in assessing the effectiveness of the MSAP as described in the performance measure. The racial and ethnic composition of the pool of students applying to each of the magnet schools will be analyzed in terms of numbers and percentages and compared to the racial and ethnic composition of the corresponding magnet schools. Data will be compared over the life of the grant to determine the extent to which minority group isolation has been reduced or eliminated.

Objective 2: Develop and design innovative educational methods and practices that promote diversity and increase choices in public elementary and public secondary schools.

Indicators:

Objective 1.4: By June 30, 2008 and for each succeeding year, each of the proposed magnet schools will have a student applicant pool that reflects a racial and ethnic composition that, in relation to the total enrollment of the school, reduces, eliminates or prevents MGI increases annually.

Procedures:

District applicant pools will be examined by the project evaluator in October of each year of the grant. Data will be disaggregated by minority/non-minority status to determine whether

the pools reflect a racial and ethnic composition that in relation to the total enrollment of the school, reduces, eliminates, or prevents MGI.

The assessment team will be comprised of three (3) educators outside of the district with the necessary background and expertise and the project evaluator. The assessment team referred to hereinafter is the team just described. The team will make three (3) site visits to the magnet schools throughout the year to conduct evaluation activities, present formative reports and to help staff make plans for improvements. The assessment team will summarize the results of site visits in a narrative report highlighting 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.

In order to help strengthen the validity of the findings, a survey will be administered to teachers in the spring (March) wherein staff will be asked about practices described by school personnel and observed by the assessment team throughout the year. The use of multiple methods to collect the same information is known as triangulation (Rossi, Freeman & Lipsey, 1999). Using multiple methods is a way of controlling for different kinds of bias and measurement error. Triangulation is especially helpful when gathering qualitative data and is incorporated throughout the evaluation plan.

The assessment team will determine whether teachers successfully implemented a variety of curricular and extra-curricular activities in each grade level. Teachers in those classes randomly selected for observation will be interviewed in October, February and May of each year of the project. Qualitative data (site observations, teacher interviews) will be summarized and will include major trends and patterns. Results from surveys and other measures will be presented as percentages with a brief narrative.

Objective 3: Improve the capacity of the local education agency to continue operating the magnet schools at a high performance level after Federal funding has terminated.

Indicators:

Objective 2.1: By June 30, 2008, and for each succeeding year, each of the magnet schools will have an effective and ongoing staff development plan (at least 90 hours for each participating teacher) that enhances administrators' and teachers' skills, supports innovative practices, and coordinates program activities as evidenced by workshop syllabi, workshop evaluations, and attendance logs from each staff development session.

Objective 2.2: June 30, 2008, and for each succeeding year, each of the magnet schools will provide students with a resource-rich, active-learning environment as evidenced by review of program purchases including 1) computers and other technology, 2) evidenced-based curriculum materials and supplies, 3) construction of hands-on, interactive learning environments, and 4) multimedia and online database resources as verified by an outside evaluator.

Objective 2.3: By June 30, 2010, each magnet school will have produced, printed, and implemented an original, interdisciplinary curricula based on the appropriate instructional models as measured by one of the following 1) authorization of IB schools by the International Baccalaureate Organization of North America, 2) review of documents by other appropriate vendors or consultants, or 3) review of documents by an outside evaluator.

Procedures:

The percentage of staff reporting that they were provided adequate and appropriate professional development opportunities will be calculated based on responses to a teacher survey administered in March of each year of the project. The teacher survey will also include questions regarding the extent to which staff has worked with other teachers. All staff will be

required to complete the survey. A review of materials such as attendance logs and workshop evaluations will indicate the number of hours of professional development activities that staff completed.

The extent to which students were provided with a rich, active-learning environment will be evaluated through a variety of methods (triangulation). Site observations will be conducted in October, February and May of each year of the project wherein the assessment team will examine the school environment for evidence of interactive learning opportunities. Additionally, the assessment team will review project expenditures and resource logs. Students and teachers will be given a survey in March of each year of the project with questions relating to the types of resources in the school and the availability of such resources.

The assessment team will review the school curricula in May of each year of the project to determine whether the theme and elements of International Baccalaureate Organization of North America have been incorporated into all grade levels. The team will examine curricula materials, supplies and any other relevant documents.

Objective 4: Provide all students the opportunity to meet challenging State academic content standards and student academic achievement standards.

Indicators:

Objective 3.1: By June 30, 2008, and for each succeeding school year, the instructional staff at each magnet school will have a clear understanding of the content of the Minnesota State Standards and provide instructional programs based on those standards as evidenced by the responses to a teacher survey and the classroom observations by an outside evaluator. 75% of the teachers responding at each school will agree that their program meets state standards.

Objective 3.2: By June 30, 2008, and for each succeeding school year, the magnet programs at Brooklyn Center High School, Park Center Senior High, and Fridley High School will feature original customized curriculums based on the instructional models provided by the International Baccalaureate Organization for the Middle Years Programme and the Diploma Programme, which will be correlated to the Minnesota State Standards and the skills tested as part of the local and state benchmarks, as evaluated and verified by authorization of the programs by the International Baccalaureate Organization.

Procedures:

The percentage of teachers incorporating the Minnesota state content standards into their classrooms will be measured through classroom observations, a review of teacher lesson plans and a teacher survey. Classes will be observed by the assessment team in October, February and May of each year of the project. Teacher-developed exams, student projects and standardized tests will also be reviewed by the assessment team three times each year to ensure alignment with the content standards.

The assessment team will review the school curricula in May of each year of the project to determine whether the theme and elements of the magnet program have been incorporated into all grade levels. Specifically, the team will assess whether original, curriculum models have been developed and whether they incorporate the type of instruction supported by the International Baccalaureate Organization (IBO). The team will also examine curricula materials and supplies for evidence of the Minnesota state content standards. School and classroom visits will verify that the curricula are standards-based and appropriate. Each IBO school will be assessed as to the extent that it has progressed toward International Baccalaureate authorization which enables them to use the IBO name.

Objective 5: Substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological, and professional skills of students.

Indicators:

Objective 3.3: By June 30, 2008, and for each succeeding school year, each magnet program will offer a curriculum and course of instruction that provides students with the tools and opportunities to think conceptually, solve complex problems, and communicate ideas effectively as evidenced by a review of the published curriculum for each school, a review of projects and special activities of the school, and a teacher survey conducted by the project evaluator. 75% of the teachers responding will indicate that their students are improving their high level thinking skills.

Objective 3.4: Student products and authentic assessment examples will verify that students are able to demonstrate knowledge and proficiency in professional, technical, and vocational skills related to their magnet theme.

Procedures:

The assessment team will review the curriculum and courses of instruction to determine whether the tools provided and skills taught to students are appropriate. A review of student products and authentic assessment examples will verify that students are able to demonstrate knowledge and proficiency in professional, technical and vocational skills related to their magnet theme. The reviewers will also examine relevant documentation to determine whether there is evidence of strategies to improve the academic achievement as well as the vocational, technological and professional skills of students.

Objective 6: All students enrolled in the magnet program have equitable access to high quality education that will enable students to succeed academically.

Indicators:

Objective 3.5: By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects student reading scores on the MCA-II will meet or exceed the mean for the district and state.

Objective 3.6: By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects, student math scores on the MCA-II will meet or exceed the mean for the district and state.

Objective 3.7: By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects, student writing scores on the MCA-II will meet or exceed the mean for the district and state.

Objective 3.8: By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects, the percentage of magnet schools whose students meet or exceed the adequate yearly progress standard will increase annually from a baseline established in school year 2007.

Procedures:

The project evaluator will analyze results on standardized tests such as the Minnesota Comprehensive Assessment II (MCA-II) for magnet (target group) and non-magnet students (comparison group) for each year of the project. A comparison will be made between the target and comparison group to determine whether students in the magnet program performed higher than non-magnet students. Scores in reading, math and writing will be compared according to the grades in which standardized tests are administered. Writing will start in 2007 and Science will start in 2008.

Results of the MCA-II will be disaggregated according to NCLB subgroups and presented in terms of mean scores for students according to school, grade level and subject area. Survey results will be presented according to the number and percentage of type of response to relevant questions. Findings from the curricula review and staff interviews will be summarized in a narrative.

Mean scores in reading, math and writing on the Minnesota Comprehensive Assessment II (MCA-II) for students in grades 3-8, 10 and 11 in the magnet program, as well as for subgroups in the schools, will be examined by the project evaluator in July of each year of the project using district-level results of the MCA-II. Scores will be disaggregated by NCLB subgroups. The scores will then be reviewed to determine whether the scores for magnet school students met or exceeded the scores for the district and state. Mean scores for students in the magnet program will be considered comparable to the scores for the district and state if they are within two (2) points (i.e., not less than the district or state scores by more than 2 points). The 2-point difference allows for variability and error and is not considered to be either practically or statistically significant. Scores for subgroups will only be analyzed if there is a sample large enough to produce statistically sound results (i.e., >30 or a number pre-determined by the State). Mean scores for students in the magnet programs on the MCA-II will be compared to mean scores for the district and state over the three years of the project at the conclusion of the grant by the project evaluator.

Level of student satisfaction in the target group and the comparison group will be compared at the end of each year of the project. Measures such as data on attendance, attitude survey, GPA, decline in disciplinary actions, and participation in extracurricular activities will be used as indicators of satisfaction.

Performance Measure (b) The percentage of students from major racial and ethnic groups that meet or exceed the State's adequate yearly progress standard increases annually.

The percentage of students, including NCLB subgroups, meeting adequate yearly progress standards as defined by the State will be reviewed by the project evaluator in July of each year of the project. Results on the MCA-II for reading and math will be disaggregated by subgroups at the schools. The percentage of students in each subgroup meeting the standards for adequate yearly progress must meet the State criteria. The achievement of each group, as well as overall achievement for the school will be evaluated. According to the NCLB Act, all students are to reach proficiency in reading and math no later than 2013-2014 (Paige, 2002).

Additionally, the percentage of students in each subgroup meeting the standards for adequate yearly progress should increase for each year over the grant period. A comparison of the percentage of students from the major racial and ethnic groups at the school will assist the Secretary in assessing the effectiveness of the MSAP as described in the performance measure. Results will be presented in terms of percentages according to subgroups with a narrative summarizing the findings.

Objective 7: Encourage greater parental decision-making and involvement.

Indicators:

- Parents will be extensively involved in the decision-making processes at the magnet schools through councils, committees, focus-groups and family-oriented activities for each year of the grant, as measured by minutes from meetings, interviews with school staff and a parent survey.

- The magnet schools will provide information to and seek feedback from parents on a regular basis through multiple methods (newsletters, surveys, websites, etc.) for each year of the grant as measured by a review of related documents and materials and a parent survey.
- The majority (>50%) of parents responding to a parent survey will report that they are involved in their child's school and feel that they are afforded opportunities to participate in decision-making processes for each year of the grant, as measured by a parent survey.
- The magnet schools will sponsor a variety of multiple (at least 5) family-oriented events and activities throughout the year that are related to the magnet theme for each year of the grant, as measured by a review of the school-wide plan, interviews with school staff and a parent survey.

Procedures:

The project evaluator will review minutes from meetings from councils, committees and focus groups that include parents. Administrative staff will be interviewed to determine the ways in which the school involves parents in decision-making groups. Parents will be asked about their participation in any councils or committees at the schools on a survey to be completed in March of each year of the project. The survey will also include items regarding how parents receive information from the school, how they are involved with the school and the types of family-oriented events and activities related to the magnet theme offered by the school.

The evaluator will also review any relevant newsletters, flyers, etc., that are distributed to parents that provide information pertaining to the students, faculty or family events. Staff will be interviewed regarding parent involvement activities and the integration of parents into governing boards at the schools.

Survey results will be presented in terms of percentages of types of responses to relevant questions. The types of activities offered by the school and the committees on which parents serve as members will be listed. Feedback from staff interviews will be summarized in a brief narrative.

Surveys and Instruments

The proposed evaluation plan will incorporate information from locally-developed measures as well as data from standardized assessments. The following instruments will be developed for use with the current plan: student survey, parent survey, and teacher survey, standard questions for interviews with school personnel, standard questions for interviews with district personnel, classroom observation rating form, school environment rating form, 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 teacher surveys will include questions 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 so as to ensure that the evaluator and assessment team members collect the same data using the same questions. Interview questions will also be reviewed to determine usefulness and applicability. Rating forms will be created for use in assessing the environment and the classroom. 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 the assessment team members on 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. The instruments will have Likert-scale, multiple choice and open-response items.

Formative, Summative and Final Reports

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 in October, February and May of 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. 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 the report and will be supported by the relevant data. Summative evaluation reports will be produced on an annual basis. That is, the summative evaluation will address one school year at a time and results will be presented to administrative school and district staff at the conclusion of the school year. Recommendations for improvements based on a review of the data will also be included. The project evaluator will generate a total of three (3) summative evaluation reports over the course of the funding cycle (2008, 2009, and 2010).

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). The purpose of the final report will be to share the results of studies 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. The evaluator will produce a final report that addresses the seven objectives and relevant indicators in the evaluation. Findings will be shared with school and district personnel and an executive summary will be distributed to parents and the community.

Timetables

Project evaluation activities will be carried out according to the schedule presented in the table below. The task is listed as well as the person(s) responsible and the month and year (Year 1=2007, Year 2=2008, Year 3=2009) 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 for the International Baccalaureate Diploma Programme (DP) and the Middle Years Programme (MYP), and the Visual, Performing, Literary and Technological/Media Arts Magnet Program at Northwest Suburban Integration School District #6078				
Tasks	Person(s) responsible	Year 1	Year 2	Year 3
Evaluator meets with district personnel to review implementation of evaluation plan.	Evaluator School/district staff	Aug	Aug	Aug
Specify dates for completion of evaluation activities.	Evaluator School/district staff	Aug	Aug	Aug
Distribute timeline to appropriate staff.	Evaluator	Sep	Sep	Sep
Form assessment team(s).	Evaluator	Sep	Sep	Sep
Develop surveys and other measures necessary to conduct the evaluation.	Evaluator	Sep/Oct	Sep/Oct	Sep/Oct
Review surveys and instruments. Modify as necessary.	Evaluator School/district staff		Sep	Sep
Calculate number/percentage of students enrolled in magnet schools/ feeder schools/district by minority status/subgroups.	District staff	Oct	Oct	Oct

Timetable for project evaluation activities for the International Baccalaureate Diploma Programme (DP) and the Middle Years Programme (MYP), and the Visual, Performing, Literary and Technological/Media Arts Magnet Program at Northwest Suburban Integration School District #6078				
Tasks	Person(s) responsible	Year 1	Year 2	Year 3
Submit enrollment data to evaluator.	District staff	Oct	Oct	Oct
Conduct site observations.	Evaluator/ Assessment team	Oct, Feb May	Oct, Feb May	Oct, Feb May
Interviews with school/district personnel.	Evaluator/ Assessment team	Oct, Feb May	Oct, Feb May	Oct, Feb May
Complete formative evaluation reports. Present results to staff.	Evaluator/ Assessment team	Oct, Feb May	Oct, Feb May	Oct, Feb May
Calculate number/percentage of minorities/non-minorities participating in curricular/extra-curricular activities.	School/district staff	May	May	May
Administer teacher, student and parent surveys.	School staff	March	March	March
Compile results of surveys and submit to evaluator.	School/district staff	May	May	May
Compile MCA test scores for the magnet school students, district and state for all students and by subgroups.	District staff	May	May	May
Submit MCA test scores to evaluator.	District staff	May	May	May
Compile the number/percentage of subgroups in advanced or higher-level courses and submit to evaluator.	School/district staff	May	May	May
Submit data regarding subgroup representation in advanced or higher-level courses to evaluator.	School/district staff	May	May	May
Compile results of measures used to assess levels of proficiency on skills of students for all students/subgroups.	District staff	May	May	May
Submit results of measures used to assess levels of proficiency to evaluator for analysis.	District staff	May	May	May
Compile data regarding the percentage of students meeting standard for adequate yearly progress and submit to evaluator.	District staff	May	May	May
Analyze the data regarding subgroup representation in advanced or higher-level courses.	Evaluator	Jun	Jun	Jun
Analyze standardized test scores.	Evaluator	Jun	Jun	Jun
Analyze the results of measures of levels of proficiency on skills.	Evaluator	Jun	Jun	Jun

Timetable for project evaluation activities for the International Baccalaureate Diploma Programme (DP) and the Middle Years Programme (MYP), and the Visual, Performing, Literary and Technological/Media Arts Magnet Program at Northwest Suburban Integration School District #6078

Tasks	Person(s) responsible	Year 1	Year 2	Year 3
Present summative evaluation report.	Evaluator	Jul	Jul	Jul
Complete and present final evaluation report.	Evaluator			Aug

(f.) COMMITMENT AND CAPACITY

(1.) Continue Magnet Activities after Funding

NWSISD and its member districts are very committed to establishing and maintaining the magnet programs in this application. The fact that the seven districts agreed to collaborate and to meet the guidelines of Minnesota's new desegregation rule is an example of their commitment. [See collaborative agreement in Part VI.] The seven superintendents and their school boards have all approved the magnet school plan described in this application. In addition, the Joint Powers Board has approved the plan and the NWSISD has used its funds to send teachers and principals to visit magnet schools and/or attend theme-related workshops, as well as to meet with staff from other schools/districts in K-12 articulation planning groups.

The MSAP funds are provided for three years. At the end of the funding cycle, the NWSISD and its member districts will use their state desegregation funding to assume the necessary costs to maintain high-quality magnet programs. Due to severe budget cuts in Minnesota, the programs described in this application were designed so that ongoing costs would be reasonable and the collaborative and/or its member districts would be able to assume them. A significant portion of the items requested in the budget are equipment, supplies, and materials. These will continue to be of value at the end of the project. The districts will assume the maintenance and replacement costs of equipment and materials.

Other major costs are related to the extensive curriculum development, in-service and staff-development program. At the end of the project, all magnet staff will have received two hundred seventy hours of in-service training. As a result, curriculum will exist for the programs and the staff will have been trained in program implementation strategies. The same level of in-service will not be necessary on an ongoing basis. The professional learning communities created

during the project will assure that newly hired staff receives training and support in the project curricula. The districts will assume the costs necessary to have regular reviews of the curriculum and to keep training current as new staff members are hired.

Costs for the public information campaigns will be substantially reduced at the end of the federal project. The promotional materials will have been designed and the most effective recruitment techniques will have been identified. The NWSISD will assume the public information and recruitment costs at a reduced level utilizing the federally-produced materials and the effective communication techniques that were identified during the project.

At the conclusion of the grant period, NWSISD or its member districts will assume the cost of continuing the MYP (2) and DP (1) coordinators, additional MYP foreign language instructor, and additional performing arts positions. This averages to about [redacted] per year per person, for a total of about [redacted] per year. In addition, the districts will assume the cost of maintaining equipment, follow-up curriculum development, and staff-development for new staff members. NWSISD and its member districts are committed to assuming about [redacted] per year in program costs.

The coordinators for Middle Years and Diploma Programme, additional MYP foreign language instructor, and additional performing arts positions will be needed and will be picked up by the appropriate member districts at the end of the project. (Estimate: [redacted])

(2.i) Commitment to Magnet Program

The NWSISD and its member districts are fully committed to the implementation and continuation of their magnet school programs. Not only is the program the result of a State Desegregation Rule and directive which they are obliged to obey, the superintendents, School

Boards, and Joint Powers Board have publicly committed themselves to the implementation of the magnet programs.

NWSISD is supporting all pre-grant activities and the member-districts will continue to provide the same support for the magnet schools that they provide for regular school programs. None of the budget items requested in this application represents supplanting, that is the requests do not replace items or personnel which are currently provided by local funds. They are all necessary to provide the level of instruction and attractiveness needed by magnet schools to guarantee success in recruiting as well as achievement.

Federal funds are requested to provide funds that are beyond the capacity of Northwest or its member districts to provide. These funds will allow the collaborative to implement its plan to desegregate its target schools and provide all children, regardless of background with a state-of-the-art, effective instructional program in all core and theme-related subject areas.

As all schools in the districts, magnet schools included in this application will continue to receive their district allocation for textbooks, discretionary materials, and instructional budgets. Including salaries and all other costs, the districts are contributing about (b)(4) per student to maintain the basic program. **The construction and renovations at the proposed magnet sites average about \$11,812 per student.**

Additionally, NWSISD, with state reimbursement, will pay the **cost of busing** for new magnet students.

The federal support requested in this application amounts to approximately \$3.7 million per year. By the end of the project total enrollment at the three sites will be 3,581 students. This **comes to only \$1,022 per student per year. This is approximately equal to 15% of the average dollar amount the district receives per child (\$6,646 per student).**

(2.ii.) OTHER RESOURCES TO CONTINUE PROGRAMS

The MSAP funds are committed for three years. At the end of the third project year, Northwest and member districts will be prepared to assume ongoing program costs. Due to the restricted finances of Minnesota school districts, this application was designed to project costs that are reasonable to assume in the fourth year of the program. The majority of the items requested in the federal magnet budget are equipment, instructional supplies, program & curriculum development costs, and teacher training. Most of the MSAP-funded staff will no longer be needed at the end of the project. The equipment purchased will continue to be of value at the end of the project. The districts will assume the maintenance and replacement costs of such equipment.

NWSISD and its member districts qualify for state categorical funding for integration efforts. These dollars will be used to continue the magnet programs and pay some of the needed staff. The districts qualify for \$92-\$129 per pupil.

Other major costs are related to extensive curriculum development and inservice and staff training programs. At the end of the third project year all magnet staff will have received 270 hours of inservice training and many will have participated in curriculum development. As a result, a curriculum guide will exist for each program and the staff at each site will have been trained in program implementation. The same level of inservice will not be necessary on an annual basis. The member districts will assume the costs necessary for conducting regular reviews of the curriculum and for keeping training current as new staff members are hired. In addition, Northwest and its member districts will aggressively seek program enhancement and improvement funds for their magnet school programs from private foundations, state and federal

grant sources; and local and state businesses. The districts and schools will also work closely with their communities and business partners to build support for a strong economic base for the magnet schools.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: 5318-Mandatory_Part_IV_Other..pdf

Attachment 2:

Title: Pages: Uploaded File: 1973-Final_Rigorous_Evaluation.pdf

Part IV: Appendices

- **Magnet Schools Assistance Program Assurances**
- **Desegregation Plan Information**
 - **NWSISD Desegregation Plan**
 - **Joint Powers Board Agreement**
- **Tables 1-4**
- **Table 5: Student Selection**
- **Table 6: Revised Magnet Schools Information**
- **Resumes**
- **Letters of Support**

MAGNET SCHOOLS ASSISTANCE PROGRAM ASSURANCES

In accordance with section 5305(b)(2) of the No Child Left Behind Act, 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 decisionmaking 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.

Garcia H. Lopez 4/26/07
Signature of Authorized Date
Representative

Desegregation Plan Information Form

Type of Desegregation Plan

(Check One & Attach the Appropriate Documents)



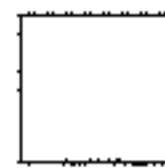
A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary 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:

Steven L. Brockhouse
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.

**Northwest Suburban Integration
School District #6078**

Desegregation Plan

2005-2008

Northwest Suburban Integration School District #6078

Vision:

Northwest Suburban Integration School District

...A global community learning and growing together.

Mission:

The Northwest Suburban Integration School District...

- Respects the diversity of our community and celebrates multiple cultures.
- Values diversity and promotes harmony among students, staff and community.
- Provides visionary, innovative and sustainable educational opportunities.
- Supports and enables all learners to achieve their full potential throughout life.

Northwest Suburban Integration School District #6078

Joint Powers Board Members

Updated 4/18/07

School District	Member Name	Connection
Anoka Hennepin District #11	Terrence Brown	Parent/Community Member
	Eric Moore*	Board Designee (Board Vice Chair)
	Scott Wenzel	#11 Board Member (Board Clerk)
Brooklyn Center District #286	Keith Lester	Superintendent
	Lisa O'Keefe	Parent/Community Member
	Thomas Shinnick*	#286 Board Member (Board Chair)
Buffalo-Hanover- Montrose District #877	Moreen Martell	Board Designee
	Anne Morehouse	Parent/Community Member
	Patti Pokorney*	#877 Board Member
Elk River District #728	Jana Hennen-Burr	Board Designee
	Isabel Osorio-Smith*	Parent/Community Member (Board Treasurer)
	Jim Tralle	#728 Board Member
Fridley District #14	Marcia Lindblad*	Board Designee
	Mark Robertson	Superintendent <i>Parent/Community Member position open</i>
Osseo Area District #279	Linda Etim	#279 Board Member
	Susan Hintz	Superintendent
		<i>Parent/Community Member position open</i>
Rockford District #883	Mike Smith	Superintendent
	Paula Palmer	Parent/Community Member
	Gordy Thomas*	#883 Board Member

* Executive Committee Members

Northwest Suburban Integration School District #6078

Background

The Northwest Suburban Integration School District #6078 (NWSISD) was created in 2001 in response to the State of Minnesota's Desegregation Rule. Specifically, NWSISD was established based on the identification of the Brooklyn Center and Osseo School Districts as racially isolated entities as defined by the Desegregation Rule. NWSISD provides strategies to promote student participation in educational programs that are multicultural, socially diverse and racially integrated.

NWSISD includes the district of Anoka-Hennepin, Brooklyn Center, Buffalo, Elk River, Fridley, Osseo and Rockford. Geographically, it encompasses four counties and thirty-five municipalities. NWSISD features distinct urban, suburban and rural settings. The seven member districts represent approximately 80,000 students enrolled in 109 schools, and employ over 12,00 staff members.

Northwest Suburban has implemented several programs and projects intended to assure the academic success and educational needs of member districts' students in an evolving, desegregated school setting. Additionally, as the demographics of the communities continue to change, the district will consistently implement programs to address learner needs. Without doubt, there is significant room for growth and innovation, due to the recent evolution of the district and its unique institutional character. However, there is also clear evidence of its success in program implementation and extensive outreach to students and families who bring racial, cultural, ethnic and socioeconomic diversity to the member schools.

Planning Process

2001-2004 Desegregation Plan

To begin the process in 2000, a community kick-off event was organized and invitations were mailed to more than 500 members of local communities. Invitations were extended to people in diverse cultural communities and included parents, students, staff members, leaders of staff units, the faith community, law enforcement, and government leaders. Following this event, the Northwest Metro Schools Multi-District Collaboration Council (MDCC) was formed. The Council was comprised of 45 community members representing the various racial, cultural and socio-economic groups in the districts' communities.

Six goals were identified to address integration issues, in addition to program options for each goal. Member districts also had the opportunity to take the draft to School Boards for their input. The plan was completed and submitted to the School Boards of the original four districts for final approval in January 2001.

With the addition of Rockford, Buffalo and Elk River School Districts in 2001, additional council members were added. Volunteers from the original council and the new members met to amend the Desegregation Plan to include the additional three districts. The amended plan was approved in November 2001 and submitted to Minnesota's Department of Children, Families and Learning.

2005-2008 Desegregation Plan

A process plan and time line was presented to the NWSISD board for approval in February 2004. With the approval of the process, NWSISD staff met to review and make revisions to the current programs and projects. A collaboration council consisting of NWSISD staff, member district representative and NWSISD board members was formed. This committee will review the current plan and offer recommendations and revision.

A series of community forums were scheduled in Brooklyn Center, Rockford and Anoka to share and solicit input on the 2005-2008 Desegregation plan. A final draft was presented to the board for approval in May 2004 for submission to the Department of Education in June 2004.

Northwest Suburban Integration School District #6078

Desegregation Plan 2005-08 Program Goals

Purpose

To provide educational opportunities allowing students, families and staff to participate in voluntary programs which are diverse and racially integrated. Participation will increase multicultural contact and learning experiences in integrated environment.

Goal 1

Actively recruit and retain staff from racially diverse backgrounds reflecting the culture of schools and students.

Goal 2

Provide resources, materials and instructional support that help to create more appropriate multicultural perspectives, including using curricula that is current, accurate, inclusive, bias-free and reflects educationally sound and research based practices.

Goal 3

Increase inter-district interaction and involvement through such activities as: magnet schools; visual and performing arts; career planning and exploration; opportunities for strengthening interpersonal relations; and sharing cultural resources.

Goal 4

Provide ongoing multicultural in-service and training to all stakeholders in order to promote more culturally inclusive learning environments.

Goal 5

Strengthen integrated school and social environments that promote each students learning preparedness and overall achievement.

Goal 6

Offer educational programs that contribute to an inclusive environment to attract and retain diverse students and families.

**Northwest Suburban Integration
School District #6078**

... a global community learning and growing together.

**Desegregation Plan
2005-2008**

**CULTURAL & EDUCATION CENTERS
(CEC's)**

NWSISD Goals

Goal 2: Provide resources, materials and instructional support that help to create more appropriate multicultural perspectives, including using curricula that is current, accurate, inclusive, bias-free and reflects educationally sound and research based practices.

Goal 3: Increase inter-district interaction and involvement through such activities as: magnet schools; visual and performing arts; career planning and exploration; opportunities for strengthening interpersonal relations; and sharing cultural resources.

Goal 6: Offer educational programs that contribute to an inclusive environment to attract and retain diverse students and families.

Description

The centers provide physical and administrative space for the programs and activities supported by NWSISD. These programs and activities include but are not limited to:

- Project Enrich;
- Global Arts Village;
- Family and Community Empowerment (formerly SAFE).

Center Goals

- Provide a safe, comfortable space in which students and families may assemble in order to participate in educationally sound programs and activities;
- Provide easily accessible, conveniently located facilities which allow all students and families to participate in district programs;
- Provide functional administrative offices and work environments for the employees of NWSISD;
- Provide appropriate storage of materials and equipment used in the delivery of programs and services sponsored by NWSISD;
- Partnership with Community Education within the Districts.

PROJECT ENRICH

(Education, Networking, Resources Integration, Community, Humanity)

NWSISD Goals

Goal 3: Increase inter-district interaction and involvement through such activities as: magnet schools; visual and performing arts; career planning and exploration; opportunities for strengthening interpersonal relations; and sharing cultural resources.

Goal 4: Provide ongoing multicultural in-service and training to all stakeholders in order to promote more culturally inclusive learning environments.

Goal 5: Strengthen integrated school and social environments that promote each students' learning preparedness and overall achievement.

Goal 6: Offer educational programs that contribute to an inclusive environment to attract and retain diverse students and families.

Program Description

Project ENRICH is a co-curricular program designed to increase learning readiness; supplement students cultural and social enrichment opportunities; create more meaningful relationships between students from diverse cultures and racial backgrounds; and provide value-added learning opportunities to traditional classroom instruction.

This is accomplished through: activities and events both during and after the school day; instructional assistance and homework help; culturally based learning activities; multicultural resources and experiential exploration of cultural/social differences; and staff in-service trainings. Small grants will also be offered through this program to provide district teachers opportunities to expose students to cultural enrichment activities.

Program Goals/Outcomes

- Increase students' interest and participation in activities that support educational success;
- Increase students' self-worth and cultural understanding;
- Increase students' awareness of human and cultural diversity;
- Facilitate social and educational interaction between students, families and communities from different schools and geographic areas;
- Create programs and services that welcome students and families into the educational setting.

GLOBAL ARTS VILLAGE (GAV)

NWSISD Goal

Goal 3: Increase inter-district interaction and involvement through such activities as: magnet schools; visual and performing arts; career planning and exploration; opportunities for strengthening interpersonal relations; and sharing cultural resources.

Program Description

Global Arts Village will integrate students of different cultural backgrounds by building relationships using the visual and performing arts. An advisory board composed of students will provide input for Global Arts Village activities and events. Students will be given the opportunity to participate in multicultural activities such as drumming, dancing, acting, storytelling, performances and visual arts.

Program Goals

- Provide opportunities that integrate students and families by using multicultural themes to promote the arts;
- Provide students an opportunity to interact with peers of different cultural and socio-economic backgrounds;
- Opportunity to acquire leadership skills through participation in student advisory board.
- Offer students opportunities to increase their knowledge of global diversity through multicultural education arts including: music, dance, visual and performing arts.

FAMILY AND COMMUNITY EMPOWERMENT (formerly known as SAFE)

NWSISD Goals

Goal 3: Increase inter-district interaction and involvement through such activities as: magnet schools; visual and performing arts; career planning and exploration; opportunities for strengthening interpersonal relations; and sharing cultural resources.

Goal 4: Provide ongoing multicultural in-service and training to all stakeholders in order to promote more culturally inclusive learning environments.

Goal 5: Strengthen integrated school and social environments that promote each students' learning preparedness and overall achievement.

Goal 6: Offer educational programs that contribute to an inclusive environment to attract and retain diverse students and families.

Program Description

This program is designed to support parents and primary caregivers in their efforts to promote the success of their children in educational settings. This is accomplished by bringing families together through activities that are multicultural, diverse and culturally integrated.

Student and family support services are offered in all Cultural and Educational Centers located within the seven-district NWSISD. The program is designed to: increase cultural awareness; advance personal and social achievement; enhance family stability; and provide advocacy.

Program Goals/Outcomes

- Increase parents' skills and capacity to assist their children with school success;
- Identify and develop key community partnerships that promote family involvement and participation in schools;
- Provide opportunities which allow families to receive social services that are culturally sensitive, integrated, comprehensive, and student focused;
- Increase the self-sufficiency of families; and
- Enhance relationships between the student/school/family and community).

EDUCATORS OF TOMORROW SCHOLARSHIP

NWSISD Goal

Goal 1: Actively recruit and retain staff from racially diverse backgrounds reflecting the culture of schools and students.

Program Description

The scholarship program is designed to support high school students interested in pursuing careers in education. Applicants must be graduating seniors and convey an interest in working with a diverse student population. Recipients must be accepted in a post-secondary institution and commit to 40 hours of volunteer work in a multicultural setting. Upon graduation, scholarship recipients are encouraged to apply for openings in the member districts.

Scholarships will also be made available for member district staff and NWSISD who have completed a minimum of a high school diploma or GED. Scholarships may be used to obtain a paraprofessional certification, an Associate of Arts Degree (A.A.) or Bachelor's Degree in education.

Program Goals/Outcomes

- Actively recruit and retain staff from racially diverse backgrounds and provide inter- and intra-district support;
- Increase student's comfort level with ethnically diverse cultures and experiences;
- Encourage students of color to consider careers in education;
- Encourage scholarship recipients to consider one of the seven-member districts as future employers.

FUTURE EDUCATOR'S CLUB (FEC)

NWSISD Goal

Goal 1: Actively recruit and retain staff from racially diverse backgrounds reflecting the culture of schools and students.

Program Description

The Future Educator's Club is designed to encourage high school juniors and seniors to pursue post-secondary careers in education. A mentorship component involving 7th, 8th and 9th graders will be developed to introduce middle/junior high students to the field of education. The Club will introduce students to the teaching profession and working with learners in an urban, suburban and rural setting.

Program Goals/Outcomes

- Increase interracial interaction among the district's students and teachers;
- Increase student and staff participation in programs that are multicultural, diverse and racially integrated;
- Increase staff and student knowledge of ethnically diverse cultures;
- Provide experiences which will increase effectiveness in working with culturally diverse populations;
- Encourage students of color to consider careers in education.

MULTICULTURAL SUPPORT NETWORK

NWSISD Goal

Goal 1: Actively recruit and retain staff from racially diverse backgrounds reflecting the culture of schools and students.

Program Description

The Support Network consists of teachers and staff of color and co-workers who currently work in the seven member districts. The purpose of this voluntary group is to establish a stronger sense of community and to create an inter/intra-district network among staff members.

Program Goals/Outcomes

- Actively recruit and retain staff from racially diverse backgrounds.
- Provide inter-district and intra-district support for recruiting efforts;
- Form an informal network and support system for staff of color;
- Provide information on integration programs that exist in schools and communities.

MULTICULTURAL PROFESSIONAL DEVELOPMENT GRANT

NWSISD Goal

Goal 2: Provide resources, materials and instructional support that help to create more appropriate multicultural perspectives, including using curricula that is current, accurate, inclusive, bias-free and reflects educationally sound and research based practices.

Program Description

The Multicultural Professional Development Grant is awarded to NWSISD staff, collaborating member district staff. Recipients will be eligible for funds enabling participation in multicultural workshops, conferences, seminars or classes.

Program Goals/Outcomes

- Provide grants to allow NWSISD staff and member district staff opportunities to attend cultural events (i.e. workshops, conferences, seminars, etc.);
- Increase staff participation in programs that are multicultural, diverse and racially integrated;
- Increase staff knowledge of and effectiveness in working with ethnically diverse cultures and experiences;
- Increase skills and awareness of best practices regarding working in multicultural, diverse and racially integrated classrooms, schools and surrounding communities.

TRANSLATION LIBRARY

NWSISD Goals

Goal 2: Provide resources, materials and instructional support that help to create more appropriate multicultural perspectives, including using curricula that is current, accurate, inclusive, bias-free and reflects educationally sound and research based practices.

Goal 5: Strengthen integrated school and social environments that promote each students' learning preparedness and overall achievement.

Program Description

The Translation Library of Educational Policy and Compliance Forms is an on-line comprehensive collection of Legal and Policy documents commonly used in school districts across the country. Over 60 documents within the Library are translated into 23 languages for effective communication with limited and non-English-speaking families. Each document is professionally translated, typeset, edited; desktop published to mirror the English version and can be customized by each district.

Program Goals/Outcomes

- Enable limited or non-English-speaking families to become active participants in the education of their children.
- Provide school personnel a tool to communicate effectively with non-English speaking families.
- Provide access to all member districts.

MULTICULTURAL RESOURCE CENTER (MRC)

NWSISD Goal

Goal 2: Provide resources, materials and instructional support that help to create more appropriate multicultural perspectives, including using curricula that is current, accurate, inclusive, bias-free and reflects educationally sound and research based practices.

Program Description

Offers curriculum development materials, artifacts, instructional support and staff development opportunities to extend the understanding of cultures and ethnicities that are representative of students in our seven school districts. Programs offered through the center include presentations, programs, and speakers in order to represent global cultures authentically.

Program Goals/Outcomes

Outcomes for educators in NWSISD's member districts

- Encourage educators to use the center in order to introduce students to materials and resources about and from different cultures.
- Educators will learn how to create classrooms that are culturally responsive to all students.
- Assist educators in making an effort to use instructional strategies that are inclusive and contextualized.
- Educators will learn how to write inclusive and contextualized lessons/units.
- Develop educator's capacity to write etc.
- Demonstrate how educators may utilize MRC culture kits effectively and accurately.

Goals for the Center:

- Maintain current, inclusive, and bias-free materials.
- Make MRC use accessible (by having the catalog online, easy access for pick-up and drop-off of items).
- Develop culture kits
- Establish frequent and correct use of MRC materials.
- Establish widespread usage of the Center

STAFF DEVELOPMENT: GROWTH AND LEARNING OPPORTUNITIES

NWSISD Goals

Goal 2: Provide resources, materials and instructional support that help to create more appropriate multicultural perspectives, including using curricula that is current, accurate, inclusive, bias-free and reflects educationally sound and research based practices.

Goal 4: Provide ongoing multicultural in-service and training to all stakeholders in order to promote more culturally inclusive learning environments.

Program Description

NWSISD is committed to supporting the continuing professional development of its collaborative partners. The district will provide efficient and effective opportunities for collaborative district personnel to participate in quality and applicable preparation in order to provide multicultural educational experiences.

Program Goals/Outcomes

- Establish partnerships to offer professional development on issues of diversity and multicultural education
- Provide opportunities for collaborative partners to learn about best practices in diversity pedagogy of multicultural education.

SUMMER INSTITUTE

NWSISD Goal

Goal 4: Provide ongoing multicultural in-service and training to all stakeholders in order to promote more culturally inclusive learning environments.

Program Description

The NWSISD Summer Institute is an opportunity for member districts' staff to participate in an extensive workshop to enhance sensitivity and appreciation for diverse cultures while promoting positive and respectful interaction. Participants will acquire instructional strategies and knowledge to be used with culturally, social-economic and linguistically diverse students and complex social issues.

Program Goals/Outcomes

- Acquire instructional strategies and knowledge to be used with culturally, economically, and linguistically diverse students within complex social contexts.
- Form networks with other administrators within collaborating member districts;
- Establish respectful relationships with other staff, parents and students of color in their schools.

MAGNET SCHOOLS

NWSISD Goals

Goal 3: Increase inter-district interaction and involvement through such activities as: magnet schools; visual and performing arts; career planning and exploration; opportunities for strengthening interpersonal relations; and sharing cultural resources.

Goal 5: Strengthen integrated school and social environments that promote each students' learning preparedness and overall achievement.

Goal 6: Offer educational programs that contribute to an inclusive environment to attract and retain diverse students and families.

Program Description

Member districts will develop, design, and implement innovative educational methods and practices that promote diversity and increase parental and student choices among and within the collaborative. NWSISD will develop and implement its long-term plan for three k-12 strands

- International Baccalaureate,
- Visual & Performing Arts, and
- Math, Science and Engineering.

Program Goals/Outcomes

- Create/enhance integrated learning environments;
- Provide families with choices and greater options;
- Develop effective curricula for infusing magnet themes that are based on educationally sound practices.

JOBS FOR MINNESOTA'S GRADUATES (JMNG)

NWSISD Goal

Goal 6: Offer educational programs that contribute to an inclusive environment to attract and retain diverse students and families.

Program Description

The JMNG program (Jobs for Minnesota's Graduates) is a comprehensive program for high school seniors. JMNG prepares youth for the workforce. In partnership with schools and employers, JMNG raises student aspirations; teaches teamwork and leadership; and instills workplace values while helping young people successfully transition through and beyond high school. JMNG seeks to broaden not only the outlook of its participants, but also the capacity of communities to assist graduates with effective school-to-life transitions. JMNG is affiliated with *Jobs for America's Graduates, or JAG*, a national school-to-career program.

JMNG works to strengthen student awareness of diversity by creating career exploration opportunities through integration activities. Through partnerships with schools, communities, and local/national businesses, JMNG accelerates opportunities for students to advance in cultural competency by offering:

- Student led organization (National Career Association);
- Thirty-Seven core competencies validated by the employment community;
- Electronic tracking of students served, services delivered, and outcomes achieved;
- Twelve months of follow-up;
- Collective integration activities.

JMNG offers two programs:

Senior Model:

- The program model includes nine months of services during the in-school period and twelve months of follow up services after graduation;
- No less than 60 hours of contact during the in school phase;
- Designed to provide measurable results in twenty-one months.

Multi-Year Model:

- The program model includes 30-60 months of services;
- A flexible in school program for those who wish to extend services into the lower high school grades;
- An open-entry, open-exit program in which students are allowed to enter or leave as their needs change;
- No less than 80 hours of contact each year.

Program Goals/Outcomes

- Work toward a respectful, more inclusive environment by supporting students of all abilities and backgrounds;
- Prepare students for effective and appropriate interaction in an increasingly global and diverse society;
- Expand learning opportunities, as well as awareness of resources;

Minnesota
Department
of **Education**

June 23, 2006

Ms. Marsha Moore-Foster
Superintendent
Northwest Suburban Integration School District
11275 96th Avenue North
Maple Grove, MN 55369

Dear Ms. Moore-Foster,

Per your request, this letter is to confirm that Northwest Suburban Integration School District continues to operate as the inter-district integration collaborative required to remedy the continued racial isolation of Brooklyn Center and Osseo school districts as defined and identified by Minnesota Desegregation Rules 3535.0100-3535.0180. Please feel free to contact me if you need additional information.

Sincerely,



Morgan Brown
Director

Office of School Choice Programs and Services

**JOINT EXERCISE OF POWERS AGREEMENT
FOR THE
NORTHWEST SUBURBAN DESEGREGATION DISTRICT (NWSDD)**

This MEMORANDUM OF AGREEMENT, entered into on the dates indicated herein (below), by and between one or more of the following SCHOOL DISTRICTS: Independent School District 286 (also known as Brooklyn Center Public Schools); Independent School District 279 (also known as Osseo Area Schools); Independent School District 11 (also known as Anoka-Hennepin Public Schools); and Independent School District 14 (also known as Fridley Public Schools); hereinafter referred to collectively as "the Members" and individually as "Member."

WITNESSETH THAT:

WHEREAS, the members are organized for the purpose of providing public school education for persons within their geographical boundaries; and

WHEREAS, each of the members is interested in cooperating with other members in organizing, establishing, financing, maintaining and operating jointly one or more cooperative Interdistrict Education Program(s) upon a site or sites to be selected; and

WHEREAS, the members are eligible to organize a JOINT Board of school districts pursuant to Minnesota Statute Section 471.59 and other applicable statutes for such purposes.

NOW THEREFORE, for and in consideration of the mutual covenants and promises herein contained, the Members do hereby agree as follows:

I. NAME

The name of the Joint Board of school districts hereby established shall be the Northwest Suburban Desegregation District (hereinafter referred to as "NWSDD").

II. PURPOSE

- A. The purpose of this Agreement is to establish a governing organization through which the Members may jointly and cooperatively establish educational programming at one or more sites located within the boundaries of the four school districts. The educational programming established shall include comprehensive performance-oriented curricula and instruction, and may include, but shall not necessarily be limited to, early childhood education, elementary education, secondary education, adult learning, extended day/extended year learning opportunities, child care, parent education, and community outreach.
- B. The organization's purpose shall be accomplished through a management and/or service contract(s) or employee contract(s),
- C. The educational programs established shall be evaluated periodically, using an evaluation model established at the onset of programs.
- D. Participation in any and all educational programs shall be on a voluntary basis for students, families, and community members.

III. BOARD OF TRUSTEES

- A. The NWSDD shall be governed by a Board of Trustees with each participating Member District appointing three representatives to serve a one-year term. Each member district School Board will appoint three Trustees: a School Board member, a superintendent or designee, and a community member. The community member will also serve on the Multidistrict Desegregation Council, this Council to serve as an ongoing advisory committee to the Board of Trustees and the Director of the Northwest Suburban Desegregation District.
- B. Each Trustee will have one vote. A majority of the Trustees entitled to vote, with at least one Trustee from each member District, shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees.
- C. There shall be no voting by proxy.
- D. Trustees shall be appointed to serve until their successors are appointed and qualified.
- E. When the governing body of a party appoints a Trustee, it shall give notice of such appointment to the NWSDD in writing.
- F. Any Trustee shall serve at the pleasure of the member district School Board.

IV. POWERS AND DUTIES OF BOARD

- A. The Board of Trustees shall have the authority to exercise any power and take any action which any or each of the Members are by law authorized to exercise in implementing the purpose of part II-A. The Board shall have the authority to function as an entity separate and apart from any of the Members and generally to act for the Members in furtherance of their joint interest and intentions here under.
- B. At its first meeting, the Board shall elect a Chair, Vice Chair, Secretary and Treasurer, who shall serve until the first Annual Meeting of the Board. At the Annual Meeting, the Board shall elect an Executive Committee, which shall include such officers designated above. The Executive Committee shall conduct the business of the Board between meetings. No Member District shall have more than one representative serving on the Executive Committee.
- C. The Board of Trustees shall take such action as it deems necessary and proper to accomplish the purposes of NWSDD, or any other action necessary and incidental to the implementation of said purpose or action. Any of the stated activities may be accomplished by entering into contracts, leases or agreements with a Member District or others, whenever the Board of Trustees shall deem such action to be advisable.

The Board of Trustees may solicit and accept gifts, apply for and use grants of money or other property from the state or any other organization, and may enter into agreements required in connection therewith, to further the stated purpose of NWSDD.
- D. The Board of Trustees shall adopt policies, regulations and an annual budget for the conduct of NWSDD, and shall otherwise manage, supervise and control all activities of NWSDD commensurate with the Members' legal obligations and the current Interdistrict Desegregation Plan and budget as approved by all member District boards and the Department of Children, Families and Learning. Dollars designated from individual member Districts for the Interdistrict Desegregation Plan shall be transferred on an annual basis to a centralized fiscal agency approved by the Joint Powers Board.

- E. Pursuant to Minnesota Statute §466.07 and other applicable laws, no Member shall have individual liability for the debts and obligations of the Board. To the extent permitted by law, NWSDD shall indemnify, defend and hold harmless each Trustee and Officer from and against any claim, demand or cause of action to which such Trustee and Officer may be made party by reason of being connected with this enterprise. The Board of Trustees may purchase and maintain insurance therefore.

V. ADDITION/DELETION OF MEMBERS

- A. Other independent school districts, not signatory hereto, may become Members of the NWSDD Board of Trustees hereafter upon executing this Agreement and amendments thereto, if any. A certified copy of such resolution shall be furnished to the Chair of the NWSDD Board, whereupon such school district shall be deemed to be a Member.
- B. Any Member may withdraw from the NWSDD Board and cause representatives to cease function in such capacity upon written notice given to the chair of the NWSDD Board, subject to compliance with the Minnesota Desegregation Rule. Such notice will be accompanied by a certified copy of an appropriate resolution of the individual Member's School Board, authorizing and directing such withdrawal from the NWSDD Board. Any such withdrawal shall be effective at the end of the school year, but such withdrawal shall not affect any member liability for indebtedness of the NWSDD Board to that date.

VI. AMENDMENTS/MODIFICATIONS

- A. This Agreement may be amended by an instrument executed by the parties hereto. The proposed amendment shall be recommended by the Executive Committee and notice of the proposed amendment and copies thereof shall be sent by mail to each Member of the NWSDD Board not less than sixty (60) days before the proposed effective date of such amendment. The proposed amendment shall not become effective until it has been executed by all Members.

VII. COMMENCEMENT/DISSOLUTION

- A. The Board shall be deemed to be in existence from the date when not less than two of the eligible School Districts named herein above shall have executed this Agreement.
- B. The NWSDD Board shall continue in existence until two-thirds of its members vote for dissolution at an Annual Meeting or special meeting called for the purpose of considering dissolution.
- C. Upon dissolution of the Board, all of its property remaining after payment or reservation for debts and liabilities shall be divided among all school districts which have been Members of the NWSDD Board, or among the Members of the NWSDD Board at the time of such dissolution, as a majority of the Members may determine at their discretion.

Created: 2/09/01
Amended: 11/01/01

IN WITNESS WHEREOF, the parties have caused this instrument to be executed on the dates appearing herein below.

INDEPENDENT SCHOOL DISTRICT 286 (BROOKLYN CENTER PUBLIC SCHOOLS)

Antoinette J. Johnson
Superintendent

Date Signed 3/23/01

Gary Thielow
School Board Representative

Date Signed 3/26/01

INDEPENDENT SCHOOL DISTRICT 279 (OSSEO AREA SCHOOLS)

Tom C. Peterson
Superintendent

Date Signed 3/9/01

Judith Peterson
School Board Representative

Date Signed 3/20/01

INDEPENDENT SCHOOL DISTRICT 14 (FRIDLEY PUBLIC SCHOOLS)

Stephen E. Hill
Superintendent

Date Signed 2-14-01

[Signature]
School Board Representative

Date Signed 2-28-01

INDEPENDENT SCHOOL DISTRICT 11 (ANOKA-HENNEPIN SCHOOL DISTRICT)

John M. Swearing
Superintendent

Date Signed 3/5/01

[Signature]
School Board Representative

Date Signed 3/7/01

Revised 2/09/01

**FIRST AMENDMENT TO
NORTHWEST SUBURBAN DESEGREGATION DISTRICT
JOINT POWERS AGREEMENT**

This Amendment amends that Joint Powers Agreement dated 2-9-01,
2001. The Joint Powers Agreement is amended as follows:

1. The title of the Agreement is amended to read:

JOINT EXERCISE OF POWERS AGREEMENT FOR
THE NORTHWEST SUBURBAN INTEGRATION
DISTRICT NWSID

2. The introductory paragraph of the Agreement is amended to read:

This MENORANDUM OF AGREEMENT, is entered into on the dates indicated herein (below), by and between the following SCHOOL DISTRICTS:
Independent School District 286 (also known as Brooklyn Center Public Schools);
Independent School District 279 (also known as Osseo Area Schools);
Independent School District 11 (also known as Anoka-Hennepin Public Schools);
Independent School District 14 (also known as Fridley Public Schools); Independent School District 728 (also known as Elk River Public Schools); Independent School District 877 (also known as Buffalo Public Schools); and Independent School District 883 (also known as Rockford Public Schools); hereinafter referred to collectively as "the Members" and individually as "Member."

3. Article 1 (A) is amended to read:

The name of the Joint Board of school districts hereby established shall be the Northwest Suburban Integration District (hereinafter referred to as "NWSID").

4. Articles III (A), III (E), IV(C), IV (D), IV (E), V (A), V (B), VI (A), VII (B), and VII (C) are amended as follows:

The term "NWSDD" is replaced by the term "NWSID".

5. Article III (A) is amended to read:

The ... and the Director of the Northwest Suburban Integration District.

INDEPENDENT SCHOOL DISTRICT 279 (OSSEO AREA SCHOOLS)



Superintendent

Date Signed 11/7/01


School Board Representative

Date Signed 11/7/01

INDEPENDENT SCHOOL DISTRICT 877 (BUFFALO PUBLIC SCHOOLS)



Superintendent

Date signed 11/12/01


School Board Representative

Date Signed 11/12/01

INDEPENDENT SCHOOL DISTRICT 14 (FRIDLEY PUBLIC SCHOOLS)



Superintendent

Date Signed 11/20/2001

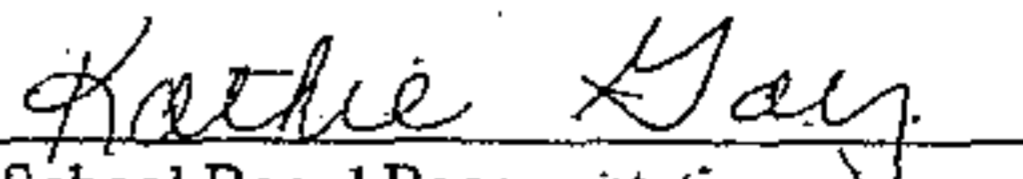

School Board Representative

Date Signed 11/20/2001

INDEPENDENT SCHOOL DISTRICT 833 (ROCKFORD PUBLIC SCHOOLS)


Superintendent

Date Signed 11/19/01


School Board Representative

Date Signed 11-19-01

FIRST AMENDMENT TO
NORTHWEST SUBURBAN DESEGREGATION DISTRICT
JOINT POWERS AGREEMENT

INDEPENDENT SCHOOL DISTRICT 286 (BROOKLYN CENTER PUBLIC SCHOOLS)

Antoinette Johns
Superintendent

Date Signed 11/14/01

Joanna Gadd
School Board Representative

Date Signed 11/13/01

INDEPENDENT SCHOOL DISTRICT 728 (ELK RIVER PUBLIC SCHOOLS)

Alan Jensen
Superintendent

Date Signed 12-17-2001

Paul A. Statz
School Board Representative

Date Signed 12-20-01

INDEPENDENT SCHOOL DISTRICT 11 (ANOKA-HENNEPIN SCHOOL DISTRICT)

John M. Siewel
Superintendent

Date Signed 12/12/01

Scott D. Wengel
School Board Representative

Date Signed 12/12/01

Table #1: Enrollment Data—LEA-Level

Actual Enrollment—October 1, 2006 (Current School Year)						Projected Enrollment—October 1, 2007 (Year 1 of Project)						Projected Enrollment—October 1, 2008 (Year 2 of Project)						Projected Enrollment—October 1, 2009 (Year 3 of Project)					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K	1595	25.51%	4657	74.49%	6252	K	1518	24.58%	4658	75.42%	6176	K	1532	23.82%	4899	76.18%	6431	K	1503	22.70%	5119	77.30%	6622
1	1640	26.56%	4535	73.44%	6175	1	1598	25.55%	4656	74.45%	6254	1	1558	24.08%	4911	75.92%	6469	1	1568	23.50%	5105	76.50%	6673
2	1515	23.90%	4823	76.10%	6338	2	1619	26.08%	4588	73.92%	6207	2	1614	25.04%	4831	74.96%	6445	2	1578	23.79%	5055	76.21%	6633
3	1485	24.60%	4552	75.40%	6037	3	1535	23.77%	4924	76.23%	6459	3	1650	25.60%	4796	74.40%	6446	3	1646	24.85%	4976	75.14%	6622
4	1550	24.87%	4683	75.13%	6233	4	1544	25.15%	4595	74.85%	6139	4	1553	23.48%	5060	76.52%	6613	4	1659	25.36%	4883	74.64%	6542
5	1510	23.96%	4791	76.04%	6301	5	1568	24.75%	4768	75.25%	6336	5	1562	24.51%	4810	75.49%	6372	5	1583	23.61%	5121	76.39%	6704
6	1529	24.10%	4816	75.90%	6345	6	1534	23.78%	4916	76.22%	6450	6	1584	24.26%	4946	75.74%	6530	6	1580	24.14%	4964	75.86%	6544
7	1631	24.13%	5129	75.87%	6760	7	1554	23.75%	4989	76.25%	6543	7	1559	23.42%	5098	76.58%	6657	7	1606	24.01%	5082	75.99%	6688
8	1550	22.67%	5287	77.33%	6837	8	1635	23.83%	5225	76.17%	6860	8	1570	23.42%	5133	76.58%	6703	8	1576	23.73%	5066	76.27%	6642
9	1555	22.28%	5425	77.72%	6980	9	1567	22.60%	5367	77.40%	6934	9	1651	23.55%	5359	76.45%	7010	9	1593	23.65%	5140	76.34%	6733
10	1495	21.23%	5548	78.77%	7043	10	1561	22.14%	5491	77.86%	7052	10	1586	22.43%	5486	77.57%	7072	10	1675	24.26%	5230	75.74%	6905
11	1444	20.36%	5648	79.64%	7092	11	1503	21.28%	5559	78.72%	7062	11	1576	21.92%	5613	78.08%	7189	11	1610	23.08%	5365	76.92%	6975
12	1418	19.48%	5862	80.52%	7280	12	1495	20.73%	5718	79.27%	7213	12	1559	21.51%	5689	78.49%	7248	12	1634	22.62%	5591	77.38%	7225
Tot	19917	23.25%	65756	76.75%	85673	Tot	20231	23.61%	65454	76.39%	85685	Tot	20554	23.58%	66631	76.42%	87185	Tot	20611	23.78%	66697	76.22%	87508

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

District Name	First School Year as a Magnet School	First Schol Year as a Magnet School
Northwest Suburban Integration School		
District		

X

Check here if all of the magnet schools included in the project are schools that are implementing a magnet program for the first time.

Table #1: Enrollment Data— LEA-Level

Actual Enrollment—October 1, 2006 (Current School Year)						Projected Enrollment—October 1, 2007 (Year 1 of Project)						Projected Enrollment—October 1, 2008 (Year 2 of Project)						Projected Enrollment—October 1, 2009 (Year 3 of Project)					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K	546	20.06%	2176	79.94%	2722	K	541	19.96%	2169	80.04%	2710	K	549	19.59%	2254	80.41%	2803	K	553	18.82%	2386	81.18%	2939
1	568	20.91%	2149	79.09%	2717	1	538	19.77%	2183	80.23%	2721	1	544	18.99%	2320	81.01%	2864	1	560	18.76%	2381	81.24%	2941
2	524	18.28%	2343	81.72%	2867	2	569	20.92%	2151	79.08%	2720	2	542	18.87%	2330	81.13%	2872	2	543	18.62%	2373	81.38%	2916
3	541	19.47%	2237	80.53%	2778	3	517	17.75%	2395	82.25%	2912	3	574	20.01%	2295	79.99%	2869	3	542	18.56%	2378	81.44%	2920
4	567	19.31%	2370	80.69%	2937	4	541	19.48%	2236	80.52%	2777	4	519	17.23%	2494	82.77%	3013	4	570	19.53%	2349	80.47%	2919
5	569	18.55%	2455	81.45%	3024	5	563	18.89%	2417	81.11%	2980	5	538	18.27%	2407	81.73%	2945	5	520	16.96%	2542	83.02%	3062
6	569	18.30%	2495	81.70%	3064	6	560	18.27%	2505	81.73%	3065	6	565	18.34%	2515	81.66%	3080	6	539	18.12%	2435	81.88%	2974
7	597	18.39%	2649	81.61%	3246	7	567	18.00%	2538	82.00%	3095	7	564	17.81%	2603	82.19%	3167	7	565	18.05%	2566	81.95%	3131
8	625	18.97%	2669	81.03%	3294	8	590	17.99%	2690	82.01%	3280	8	555	17.38%	2639	82.62%	3194	8	566	18.15%	2553	81.85%	3119
9	601	17.60%	2813	82.40%	3414	9	626	18.76%	2711	81.24%	3337	9	590	17.45%	2791	82.55%	3381	9	561	17.80%	2590	82.20%	3151
10	572	16.72%	2850	83.28%	3422	10	589	17.20%	2836	82.80%	3425	10	624	18.17%	2810	81.83%	3434	10	599	18.20%	2693	81.80%	3292
11	574	16.43%	2919	83.57%	3493	11	567	16.35%	2850	83.65%	3417	11	587	16.65%	2938	83.35%	3525	11	630	19.13%	2663	80.87%	3293
12	597	16.14%	3102	83.86%	3699	12	545	15.94%	2873	84.06%	3418	12	558	16.14%	2899	83.86%	3457	12	595	17.59%	2787	82.41%	3382
Tot	7430	18.27%	33227	81.73%	40657	Tot	7293	18.30%	32554	81.70%	39847	Tot	7309	18.00%	33295	82.00%	40604	Tot	7333	18.32%	32696	81.68%	40029

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

District Name	First School Year as a Magnet School	First School Year as a Magnet School
Anoka-Hennepin School District		

Check here if all of the magnet schools included in the project are schools that are implementing a magnet program for the first time.

Table #1: Enrollment Data— LEA-Level

Actual Enrollment - October 1, 2006 (Current School Year)						Projected Enrollment - October 1, 2007 (Year 1 of Project)						Projected Enrollment - October 1, 2008 (Year 2 of Project)						Projected Enrollment - October 1, 2009 (Year 3 of Project)					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K	100	63.69%	57	36.31%	157	K	105	61.76%	65	38.24%	170	K	96	57.83%	70	42.17%	166	K	95	61.29%	60	38.71%	155
1	115	76.67%	35	23.33%	150	1	104	63.41%	60	36.59%	164	1	105	60.00%	70	40.00%	175	1	96	57.49%	71	42.51%	167
2	99	70.71%	41	29.29%	140	2	119	74.84%	40	25.16%	159	2	104	61.54%	65	38.46%	169	2	105	59.32%	72	40.68%	177
3	100	70.42%	42	29.58%	142	3	100	68.97%	45	31.03%	145	3	118	72.84%	44	27.16%	162	3	104	61.18%	66	38.82%	170
4	80	69.57%	35	30.43%	115	4	101	70.14%	43	29.86%	144	4	100	66.67%	50	33.33%	150	4	117	72.22%	45	27.78%	162
5	105	78.36%	29	21.64%	134	5	85	68.00%	40	32.00%	125	5	100	66.23%	51	33.77%	151	5	100	65.36%	53	34.64%	153
6	97	80.83%	23	19.17%	120	6	106	76.26%	33	23.74%	139	6	85	62.96%	50	37.04%	135	6	99	65.56%	52	34.44%	151
7	94	78.33%	26	21.67%	120	7	101	77.10%	30	22.90%	131	7	107	72.30%	41	27.70%	148	7	85	58.62%	60	41.38%	145
8	85	70.25%	36	29.75%	121	8	98	73.13%	36	26.87%	134	8	102	71.33%	41	28.67%	143	8	107	66.88%	53	33.13%	160
9	106	72.60%	40	27.40%	146	9	86	66.67%	43	33.33%	129	9	99	68.28%	46	31.72%	145	9	102	67.11%	50	32.89%	152
10	88	68.22%	41	31.78%	129	10	107	68.15%	50	31.85%	157	10	88	61.97%	54	38.03%	142	10	98	63.06%	46	31.94%	144
11	71	65.14%	38	34.86%	109	11	92	62.16%	56	37.84%	148	11	105	62.87%	62	37.13%	167	11	87	58.00%	63	42.00%	150
12	80	70.80%	33	29.20%	113	12	80	61.54%	50	38.46%	130	12	89	57.05%	67	42.95%	156	12	100	57.14%	75	42.86%	175
Tot	1220	71.93%	476	28.07%	1696	Tot	1284	68.48%	591	31.52%	1875	Total	1298	64.61%	711	35.39%	2009	Tot	1295	62.83%	766	37.17%	2061

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

District Name	First School Year as a Magnet School	First Schol Year as a Magnet School
Brooklyn Center School District	Brooklyn Center Jr./Sr. High	2007

Check here if all of the magnet schools included in the project are schools that are implementing a magnet program for the first time.

Table #1: Enrollment Data— LEA-Level

Actual Enrollment—October 1, 2006 (Current School Year)						Projected Enrollment—October 1, 2007 (Year 1 of Project)						Projected Enrollment—October 1, 2008 (Year 2 of Project)						Projected Enrollment—October 1, 2009 (Year 3 of Project)					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K	31	6.28%	463	93.72%	494	K	33	7.05%	455	92.95%	468	K	44	8.00%	506	92.00%	550	K	48	9.02%	484	90.98%	532
1	23	5.58%	389	94.42%	412	1	30	7.04%	396	92.96%	426	1	38	7.97%	439	92.03%	477	1	49	9.06%	492	90.94%	541
2	25	5.66%	417	94.34%	442	2	30	7.08%	394	92.92%	424	2	34	7.93%	395	92.07%	429	2	51	9.06%	512	90.94%	563
3	18	4.76%	360	95.24%	378	3	31	6.94%	416	93.06%	447	3	35	8.06%	399	91.94%	434	3	44	8.94%	443	91.06%	487
4	26	6.77%	358	93.23%	384	4	24	6.05%	373	93.95%	397	4	37	8.08%	421	91.92%	458	4	41	9.11%	409	90.89%	450
5	29	6.95%	388	93.05%	417	5	31	7.95%	359	92.05%	390	5	28	7.05%	369	92.95%	397	5	40	8.97%	406	91.03%	446
6	25	6.44%	363	93.56%	388	6	35	8.05%	400	91.95%	435	6	38	9.11%	379	90.89%	417	6	39	7.99%	449	92.01%	488
7	33	7.35%	416	92.65%	449	7	29	6.97%	387	93.03%	416	7	40	8.93%	408	91.07%	448	7	44	10.09%	392	89.91%	436
8	27	5.87%	433	94.13%	460	8	37	7.91%	431	92.09%	468	8	34	7.98%	392	92.02%	426	8	44	10.02%	395	89.98%	439
9	31	7.40%	388	92.60%	419	9	34	7.02%	450	92.98%	484	9	44	8.92%	449	91.08%	493	9	43	8.90%	440	91.10%	483
10	23	5.29%	412	94.71%	435	10	35	8.05%	400	91.95%	435	10	39	8.07%	444	91.93%	483	10	45	10.00%	405	90.00%	450
11	27	6.09%	416	93.91%	443	11	25	5.92%	397	94.08%	422	11	39	9.09%	390	90.91%	429	11	44	9.07%	441	90.93%	485
12	20	4.54%	421	95.46%	441	12	31	7.11%	405	92.89%	436	12	29	7.04%	383	92.96%	412	12	47	10.09%	419	89.91%	466
Tot	338	6.08%	5224	93.92%	5562	Tot	405	7.17%	5243	92.83%	5648	Tot	479	8.18%	5374	91.82%	5853	Tot	579	9.23%	5692	90.77%	6271

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

District Name	First School Year as a Magnet School	First Schol Year as a Magnet School
Buffalo-Hanover-Montrose School District		

Check here if all of the magnet schools included in the project are schools that are implementing a magnet program for the first time.

Table #1: Enrollment Data— LEA-Level

Actual Enrollment—October 1, 2006 (Current School Year)						Actual Enrollment—October 1, 2007 (Year 1 of Project)						Actual Enrollment—October 1, 2008 (Year 2 of Project)						Actual Enrollment—October 1, 2009 (Year 3 of Project)					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K	57	6.19%	864	93.81%	921	K	65	6.69%	907	93.31%	972	K	71	6.93%	953	93.07%	1024	K	72	6.70%	1009	93.30%	1081
1	60	6.31%	891	93.69%	951	1	68	6.90%	918	93.10%	986	1	72	6.93%	967	93.07%	1039	1	76	7.00%	1011	93.00%	1087
2	60	6.62%	847	93.38%	907	2	68	6.92%	914	93.08%	982	2	76	7.47%	941	92.53%	1017	2	79	7.40%	983	92.60%	1062
3	65	7.03%	860	92.97%	925	3	70	7.38%	878	92.62%	948	3	76	7.39%	953	92.61%	1029	3	83	7.90%	968	92.10%	1051
4	82	9.12%	817	90.88%	899	4	72	7.50%	888	92.50%	960	4	78	7.94%	904	92.06%	982	4	83	7.90%	973	92.10%	1056
5	63	7.37%	792	92.63%	855	5	91	9.73%	844	90.27%	935	5	80	8.02%	918	91.98%	998	5	95	9.40%	916	90.60%	1011
6	64	7.34%	808	92.66%	872	6	71	7.84%	835	92.16%	906	6	98	9.89%	893	90.11%	991	6	87	8.30%	962	91.70%	1049
7	70	7.67%	843	92.33%	913	7	73	7.59%	889	92.41%	962	7	78	8.04%	892	91.96%	970	7	105	10.00%	944	90.00%	1049
8	75	8.00%	862	92.00%	937	8	79	8.29%	874	91.71%	953	8	81	8.17%	911	91.83%	992	8	85	8.60%	906	91.40%	991
9	73	8.18%	819	91.82%	892	9	82	8.64%	867	91.36%	949	9	87	9.02%	877	90.98%	964	9	88	8.80%	910	91.20%	998
10	74	7.93%	859	92.07%	933	10	82	9.05%	824	90.95%	906	10	89	9.27%	871	90.73%	960	10	94	9.70%	880	90.30%	974
11	62	6.89%	838	93.11%	900	11	84	8.84%	866	91.16%	950	11	90	9.76%	832	90.24%	922	11	96	9.80%	881	90.20%	977
12	55	6.12%	843	93.88%	898	12	67	7.30%	851	92.70%	918	12	91	9.43%	874	90.57%	965	12	92	9.90%	841	90.10%	933
Tot	860	7.29%	10943	92.71%	11803	Tot	972	7.89%	11355	92.11%	12327	Tot	1067	8.30%	11786	91.70%	12853	Tot	1135	8.50%	12184	91.50%	13319

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

District Name	First School Year as a Magnet School	First School Year as a Magnet School
Elk River Area School District		

Check here if all of the magnet schools included in the project are schools that are implementing a magnet program for the first time.

Table #1: Enrollment Data—LEA-Level

Actual Enrollment—October 1, 2006 (Current School Year)						Actual Enrollment—October 1, 2007 (Year 1 of Project)						Actual Enrollment—October 1, 2008 (Year 2 of Project)						Actual Enrollment—October 1, 2009 (Year 3 of Project)					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K	84	38.18%	136	61.82%	220	K	85	42.50%	115	57.50%	200	K	85	42.50%	115	57.50%	200	K	85	42.50%	115	57.50%	200
1	80	45.71%	95	54.29%	175	1	85	38.46%	136	61.54%	221	1	85	42.50%	115	57.50%	200	1	85	42.50%	115	57.50%	200
2	77	38.50%	123	61.50%	200	2	78	44.83%	96	55.17%	174	2	85	38.46%	136	61.54%	221	2	85	42.50%	115	57.50%	200
3	59	35.98%	105	64.02%	164	3	78	38.81%	123	61.19%	201	3	78	44.83%	96	55.17%	174	3	85	38.46%	136	61.54%	221
4	54	35.29%	99	64.71%	153	4	59	35.76%	106	64.24%	165	4	78	38.81%	123	61.19%	201	4	78	44.83%	96	55.17%	174
5	64	40.25%	95	59.75%	159	5	54	35.06%	100	64.94%	154	5	59	35.76%	106	64.24%	165	5	78	38.81%	123	61.19%	201
6	71	37.77%	117	62.23%	188	6	66	40.99%	95	59.01%	161	6	54	35.06%	100	64.94%	154	6	59	35.76%	106	64.24%	165
7	84	38.01%	137	61.99%	221	7	71	37.37%	119	62.63%	190	7	66	40.99%	95	59.01%	161	7	54	35.06%	100	64.94%	154
8	80	35.87%	143	64.13%	223	8	82	37.44%	137	62.56%	219	8	71	37.37%	119	62.63%	190	8	66	40.99%	95	59.01%	161
9	85	34.00%	165	66.00%	250	9	78	35.62%	141	64.38%	219	9	82	37.44%	137	62.56%	219	9	71	37.37%	119	62.63%	190
10	68	29.06%	166	70.94%	234	10	82	34.02%	159	65.98%	241	10	78	35.62%	141	64.38%	219	10	82	37.44%	137	62.56%	219
11	67	29.26%	162	70.74%	229	11	60	27.40%	159	72.60%	219	11	82	34.02%	159	65.98%	241	11	78	35.62%	141	64.38%	219
12	77	32.91%	157	67.09%	234	12	58	28.43%	146	71.57%	204	12	60	27.40%	159	72.60%	219	12	82	34.02%	159	65.98%	241
Tot	950	35.85%	1700	64.15%	2650	Tot	936	36.45%	1632	63.55%	2568	Tot	963	37.56%	1601	62.44%	2564	Tot	968	38.82%	1557	61.18%	2545

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

District Name	First School Year as a Magnet School	First School Year as a Magnet School
Fridley School District	Fridley High School	2007

Check here if all of the magnet schools included in the project are schools that are implementing a magnet program for the first time.

Table #1: Enrollment Data—LEA-Level

Actual Enrollment—October 1, 2006 (Current School Year)						Projected Enrollment—October 1, 2007 (Year 1 of Project)					Projected Enrollment—October 1, 2008 (Year 2 of Project)					Projected Enrollment—October 1, 2009 (Year 3 of Project)							
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K	768	47.15%	861	52.85%	1629	K	681	44.02%	866	55.98%	1547	K	679	43.00%	900	57.00%	1579	K	642	39.98%	964	60.02%	1606
1	784	47.49%	867	52.51%	1651	1	765	47.02%	862	52.98%	1627	1	706	43.99%	899	56.01%	1605	1	704	42.98%	934	57.02%	1638
2	718	43.28%	941	56.72%	1659	2	745	45.73%	884	54.27%	1629	2	765	46.99%	863	53.01%	1628	2	707	44.02%	899	55.98%	1606
3	693	45.23%	839	54.77%	1532	3	727	43.25%	954	56.75%	1681	3	759	45.75%	900	54.25%	1659	3	780	47.02%	879	52.98%	1659
4	735	45.15%	893	54.85%	1628	4	738	46.77%	840	53.23%	1578	4	729	43.29%	955	56.71%	1684	4	760	45.73%	902	54.27%	1662
5	681	42.70%	914	57.30%	1595	5	738	45.14%	897	54.86%	1635	5	748	46.81%	850	53.19%	1598	5	738	43.26%	968	56.74%	1706
6	703	43.75%	904	56.25%	1607	6	687	42.49%	960	57.51%	1647	6	738	45.11%	898	54.89%	1636	6	748	46.78%	851	53.22%	1599
7	743	43.83%	952	56.17%	1695	7	713	43.69%	919	56.31%	1632	7	695	42.48%	941	57.52%	1636	7	747	45.11%	909	54.89%	1656
8	654	38.91%	1027	61.09%	1681	8	739	43.73%	951	56.27%	1690	8	717	43.69%	924	56.31%	1641	8	699	42.49%	946	57.51%	1645
9	652	37.41%	1091	62.59%	1743	9	657	38.81%	1036	61.19%	1693	9	739	43.68%	953	56.32%	1692	9	718	43.73%	924	56.27%	1642
10	664	37.81%	1092	62.19%	1756	10	659	37.19%	1113	62.81%	1772	10	664	38.81%	1047	61.19%	1711	10	747	43.68%	963	56.32%	1710
11	635	35.92%	1133	64.08%	1768	11	679	38.12%	1102	61.88%	1781	11	666	37.23%	1123	62.77%	1789	11	671	38.83%	1057	61.17%	1728
12	579	32.97%	1177	67.03%	1756	12	702	35.87%	1255	64.13%	1957	12	726	38.13%	1178	61.87%	1904	12	711	37.19%	1201	62.81%	1912
Tot	9009	41.52%	12691	58.48%	21700	Tot	9230	42.26%	12609	57.74%	21839	Tot	9331	42.88%	12431	57.12%	21762	Tot	9372	43.05%	12397	56.95%	21769

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

District Name	First School Year as a Magnet School	First School Year as a Magnet School
Osseo School District	Park Center Senior High	2007

Check here if all of the magnet schools included in the project are schools that are implementing a magnet program for the first time.

Table #1: Enrollment Data— LEA-Level

Actual Enrollment—October 1, 2006 (Current School Year)						Projected Enrollment—October 1, 2007 (Year 1 of Project)						Projected Enrollment—October 1, 2008 (Year 2 of Project)						Projected Enrollment—October 1, 2009 (Year 3 of Project)					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K	9	8.26%	100	91.74%	109	K	8	7.34%	101	92.66%	109	K	8	7.34%	101	92.66%	109	K	8	7.34%	101	92.66%	109
1	10	8.40%	109	91.60%	119	1	8	7.34%	101	92.66%	109	1	8	7.34%	101	92.66%	109	1	8	7.34%	101	92.66%	109
2	12	9.76%	111	90.24%	123	2	10	8.40%	109	91.60%	119	2	8	7.34%	101	92.66%	109	2	8	7.34%	101	92.66%	109
3	9	7.63%	109	92.37%	118	3	12	9.60%	113	90.40%	125	3	10	8.40%	109	91.60%	119	3	8	7.34%	101	92.66%	109
4	6	5.13%	111	94.87%	117	4	9	7.63%	109	92.37%	118	4	12	9.60%	113	90.40%	125	4	10	8.40%	109	91.60%	119
5	9	7.09%	118	92.91%	127	5	6	5.13%	111	94.87%	117	5	9	7.63%	109	92.37%	118	5	12	9.60%	113	90.40%	125
6	10	8.62%	106	91.38%	116	6	9	7.09%	118	92.91%	127	6	6	5.13%	111	94.87%	117	6	9	7.63%	109	92.37%	118
7	10	8.62%	106	91.38%	116	7	10	8.55%	107	91.45%	117	7	9	7.09%	118	92.91%	127	7	6	5.13%	111	94.87%	117
8	4	3.31%	117	96.69%	121	8	10	8.62%	106	91.38%	116	8	10	8.55%	107	91.45%	117	8	9	7.09%	118	92.91%	127
9	7	6.03%	109	93.97%	116	9	4	3.25%	119	96.75%	123	9	10	8.62%	106	91.38%	116	9	10	8.55%	107	91.45%	117
10	6	4.48%	128	95.52%	134	10	7	6.03%	109	93.97%	116	10	4	3.25%	119	96.75%	123	10	10	8.62%	106	91.38%	116
11	8	5.33%	142	94.67%	150	11	6	4.44%	129	95.56%	135	11	7	6.03%	109	93.97%	116	11	4	3.25%	119	96.75%	123
12	10	7.19%	129	92.81%	139	12	12	8.00%	138	92.00%	150	12	6	4.44%	129	95.56%	135	12	7	6.03%	109	93.97%	116
Tot	110	6.85%	1495	93.15%	1605	Tot	111	7.02%	1470	92.98%	1581	Tot	107	6.95%	1433	93.05%	1540	Tot	109	7.20%	1405	92.80%	1514

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

District Name	First School Year as a Magnet School	First Schol Year as a Magnet School
RockfordArea School District		

Check here if all of the magnet schools included in the project are schools that are implementing a magnet program for the first time.

Table #3: Enrollment Data—Magnet School

Magnet School: Brooklyn Center Jr./Sr. High School/Brooklyn Center district																							
Actual Enrollment - October 1, 2006						Projected Enrollment - October 1, 2007						Projected Enrollment - October 1, 2008						Projected Enrollment - October 1, 2009					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K																							
1																							
2																							
3																							
4																							
5																							
6																							
7	94	78.33%	26	21.67%	120	7	101	77.10%	30	22.90%	131	7	107	72.30%	41	27.70%	148	7	85	58.62%	60	41.38%	145
8	84	70.00%	36	30.00%	120	8	98	73.13%	36	26.87%	134	8	102	71.33%	41	28.67%	143	8	107	66.88%	53	33.13%	160
9	106	72.60%	40	27.40%	146	9	86	66.67%	43	33.33%	129	9	99	68.28%	46	31.72%	145	9	102	67.11%	50	32.89%	152
10	88	68.22%	41	31.78%	129	10	107	68.15%	50	31.85%	157	10	88	61.97%	54	38.03%	142	10	98	68.06%	46	31.94%	144
11	71	65.14%	38	34.86%	109	11	92	62.16%	56	37.84%	148	11	105	62.87%	62	37.13%	167	11	87	58.00%	63	42.00%	150
12	80	70.80%	33	29.20%	113	12	80	61.54%	50	38.46%	130	12	89	57.05%	67	42.95%	156	12	100	57.14%	75	42.86%	175
Total	523	70.96%	214	29.04%	737	Total	564	68.03%	265	31.97%	829	Total	590	65.48%	311	34.52%	901	Total	579	62.53%	347	37.47%	926

- 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 Actual 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.

Table #3: Enrollment Data—Magnet School

Magnet School: Fridley High School/Fridley School District

Actual Enrollment - October 1, 2006						Projected Enrollment - October 1, 2007						Projected Enrollment - October 1, 2008						Projected Enrollment - October 1, 2009					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K																							
1																							
2																							
3																							
4																							
5																							
6																							
7																							
8																							
9	83	34.30%	159	65.70%	242	9	78	35.62%	141	64.38%	219	9	103	42.92%	137	57.08%	240	9	135	53.15%	119	46.85%	254
10	59	27.31%	157	72.69%	216	10	82	34.02%	159	65.98%	241	10	78	35.62%	141	64.38%	219	10	103	42.92%	137	57.08%	240
11	60	29.13%	146	70.87%	206	11	60	27.40%	159	72.60%	219	11	82	34.02%	159	65.98%	241	11	78	35.62%	141	64.38%	219
12	46	27.06%	124	72.94%	170	12	58	28.43%	146	71.57%	204	12	60	27.40%	159	72.60%	219	12	82	34.02%	159	65.98%	241
Total	248	29.74%	586	70.26%	834	Total	278	31.48%	605	68.52%	883	Total	323	35.15%	596	64.85%	919	Total	393	41.72%	556	58.28%	954

- 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 Actual 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.

Table #3: Enrollment Data—Magnet School

Magnet School: Park Center High School/Osseo School District																							
Actual Enrollment - October 1, 2006						Projected Enrollment - October 1, 2007						Projected Enrollment - October 1, 2008						Projected Enrollment - October 1, 2009					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K																							
1																							
2																							
3																							
4																							
5																							
6																							
7																							
8																							
9																							
10	410	71.30%	165	28.70%	575	10	346	61.13%	220	38.87%	566	10	365	59.25%	251	40.75%	616	10	341	58.19%	245	41.81%	586
11	353	62.37%	213	37.63%	566	11	358	68.98%	161	31.02%	519	11	323	59.70%	218	40.30%	541	11	350	59.02%	243	40.98%	593
12	295	60.57%	192	39.43%	487	12	339	62.09%	207	37.91%	546	12	328	67.49%	158	32.51%	486	12	309	59.20%	213	40.80%	522
Total	1058	64.99%	570	35.01%	1628	Total	1043	63.95%	588	36.05%	1631	Total	1016	61.84%	627	38.16%	1643	Total	1000	58.79%	701	41.21%	1701

- 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 Actual 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.

Table 4: Enrollment Data—Feeder Schools

Schools		Actual Enrollment as of October 1, (Current School Year)					Projected Enrollment as of October 1, (Year 1 of Project)					Projected Enrollment as of October (Year 2 of Project)					Projected Enrollment as of October (Year 3 of Project)									
		Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students					
Feeder	Magnet																									
School																										
Maple Grove Jr. High - O	Brooklyn Center Jr./Sr. High School	315	18.96%	1346	81.04%	1661	310	18.70%	1348	81.30%	1658	326	19.73%	1326	80.27%	1652	342	20.70%	1310	79.30%	1652					
Osseo Jr. High - O		267	20.27%	1050	79.73%	1317	266	20.27%	1046	79.73%	1312	278	21.27%	1029	78.73%	1307	291	22.26%	1016	77.74%	1307					
Coon Rapids Middle - AH		282	19.38%	1173	80.62%	1455	284	19.47%	1175	80.53%	1459	283	19.42%	1174	80.58%	1457	282	19.39%	1172	80.61%	1454					
Jackson Middle School AH		692	30.34%	1589	69.66%	2281	694	30.49%	1582	69.51%	2276	698	30.67%	1578	69.33%	2276	699	30.68%	1579	69.32%	2278					
Northdale Middle - AH		266	19.90%	1071	80.10%	1337	264	19.82%	1068	80.18%	1332	266	19.94%	1068	80.06%	1334	268	20.12%	1064	79.88%	1332					
Oak View Middle - AH		57	4.44%	1227	95.56%	1284	58	4.52%	1224	95.48%	1282	60	4.69%	1220	95.31%	1280	62	4.82%	1223	95.18%	1285					
Roosevelt Middle School - AH		216	17.41%	1025	82.59%	1241	218	17.64%	1018	82.36%	1236	218	9.75%	2017	90.25%	2235	220	17.83%	1014	82.17%	1234					
Sandburg Middle - AH		69	7.61%	838	92.39%	907	68	7.52%	836	92.48%	904	65	7.23%	834	92.77%	899	66	7.35%	832	92.65%	898					
Rogers Middle School - ER		67	7.83%	789	92.17%	856	93	9.49%	887	90.51%	980	104	9.77%	960	90.23%	1064	109	9.90%	992	90.10%	1101					
Salk Middle School - ER		40	7.16%	519	92.84%	559	51	7.94%	591	92.06%	642	54	8.29%	597	91.71%	651	57	8.46%	617	91.54%	674					
VandenBerge Middle School - ER		42	7.22%	540	92.78%	582	58	8.92%	592	91.08%	650	61	9.34%	592	90.66%	653	65	9.63%	610	90.37%	675					
Zimmerman Middle School - ER		27	5.50%	464	94.50%	491	33	5.85%	531	94.15%	564	39	6.50%	561	93.50%	600	42	6.76%	579	93.24%	621					
Buffalo Community Middle School - B		85	6.55%	1212	93.45%	1297	106	8.04%	1213	91.96%	1319	116	8.99%	1175	91.01%	1291	131	9.99%	1180	90.01%	1311					
Rockford Middle School - R		24	6.80%	329	93.20%	353	29	8.06%	331	91.94%	360	25	6.93%	336	93.07%	361	24	6.63%	338	93.37%	362					
Andover Senior High - AH		113	6.66%	1584	93.34%	1697	112	6.61%	1583	93.39%	1695	112	6.62%	1581	93.38%	1693	113	6.67%	1580	93.33%	1693					

Table 4: Enrollment Data—Feeder Schools

Schools		Actual Enrollment as of October 1, (Current School Year)					Projected Enrollment as of October 1, (Year 1 of Project)					Projected Enrollment as of October (Year 2 of Project)					Projected Enrollment as of October (Year 3 of Project)				
		Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students
Feeder	Magnet																				
School																					
Anoka Senior High - AH	Brooklyn Center Jr./Sr. High School	275	10.76%	2280	89.24%	2555	276	10.80%	2279	89.20%	2555	277	10.85%	2276	89.15%	2553	276	10.84%	2269	89.16%	2545
Blaine Senior High - AH		394	13.91%	2438	86.09%	2832	399	14.03%	2445	85.97%	2844	403	14.13%	2449	85.87%	2852	403	13.86%	2504	86.14%	2907
Champlin Park Senior High - AH		858	26.26%	2409	73.74%	3267	864	26.39%	2410	73.61%	3274	869	26.53%	2407	73.47%	3276	873	26.60%	2409	73.40%	3282
Coon Rapids Senior High - AH		527	18.39%	2338	81.61%	2865	530	18.53%	2330	81.47%	2860	532	18.59%	2329	81.41%	2861	535	18.70%	2326	81.30%	2861
Elk River Senior High-ER		117	6.96%	1565	93.04%	1682	144	8.09%	1636	91.91%	1780	148	8.31%	1633	91.69%	1781	155	8.41%	1688	91.59%	1843
Rogers Senior High - ER		80	7.71%	958	92.29%	1038	106	8.93%	1081	91.07%	1187	116	9.26%	1137	90.74%	1253	121	9.34%	1175	90.66%	1296
Zimmerman High School - ER		28	5.02%	530	94.98%	558	38	5.52%	650	94.48%	688	44	5.92%	699	94.08%	743	47	6.11%	722	93.89%	769
Maple Grove Sr. High - O		191	10.21%	1679	89.79%	1870	190	10.20%	1673	89.80%	1863	208	11.21%	1648	88.79%	1856	226	12.18%	1630	87.82%	1856
Rockford High School - R		31	5.75%	508	94.25%	539	29	5.53%	495	94.47%	524	27	5.51%	463	94.49%	490	31	6.57%	441	93.43%	472

Feeder School Key Chart

Anoka-Hennepin – AH
 Brooklyn Center – BC
 Buffalo – B

Elk River – ER
 Fridley – F
 Osseo – O

Rockford - R

Table 4: Enrollment Data—Feeder Schools

Schools		Actual Enrollment as of October 1, (Current School Year)					Projected Enrollment as of October 1, (Year 1 of Project)					Projected Enrollment as of October 1, (Year 2 of Project)					Projected Enrollment as of October 1, (Year 3 of Project)									
		Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students					
Feeder School	Magnet(s)																									
Edison High School - M	Fridley High School	1083	86.50%	163	13.50%	1252	1073	87.24%	157	12.76%	1230	1082	88.33%	143	11.67%	1225	1090	89.71%	125	10.29%	1215					
North Senior High - M		934	96.89%	30	3.11%	964	931	96.98%	29	3.02%	960	934	97.80%	21	2.20%	955	928	97.89%	20	2.11%	948					
Columbia Heights - CH		435	49.32%	447	50.68%	882	446	50.40%	439	49.60%	885	460	51.80%	428	48.20%	888	467	52.30%	426	47.70%	893					
Osseo Sr High - O		589	34.96%	1096	65.04%	1685	589	35.02%	1093	64.98%	1682	604	36.04%	1072	63.96%	1676	621	37.05%	1055	62.95%	1676					
Champlin Park Senior High - AH		858	26.26%	2409	73.74%	3267	864	26.39%	2410	73.61%	3274	869	26.53%	2407	73.47%	3276	873	26.60%	2409	73.40%	3282					
Brooklyn Center - (11-12) - BC		151	68.02%	71	31.98%	222	172	88.66%	106	54.64%	194	194	60.06%	129	39.94%	323	187	57.54%	138	42.46%	325					

Anoka-Hennepin – AH
 Brooklyn Center – BC
 Buffalo – B
 Columbia Heights - CH

Elk River – ER
 Fridley – F
 Minneapolis - M
 Osseo – O
 Rockford - R

Table 4: Enrollment Data—Feeder Schools																					
Schools		Actual Enrollment as of October 1, 2006 (Current School Year)					Projected Enrollment as of October 1, 2007 (Year 1 of Project)					Projected Enrollment as of October 1, 2008 (Year 2 of Project)					Projected Enrollment as of October 1, 2009 (Year 3 of Project)				
Feeder School	Magnet	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students
Andover Senior High - AH	Park Center Senior High	113	6.66%	1584	93.34%	1697	112	6.61%	1583	93.39%	1695	112	6.62%	1581	93.38%	1693	113	6.67%	1580	93.33%	1693
Anoka Senior High - AH		275	10.76%	2280	89.24%	2555	276	10.80%	2279	89.20%	2555	277	10.85%	2276	89.15%	2553	276	10.84%	2269	89.16%	2545
Blaine Senior High - AH		394	13.91%	2438	86.09%	2832	399	14.03%	2445	85.97%	2844	403	14.13%	2449	85.87%	2852	403	13.86%	2504	86.14%	2907
Champlin Park Senior High - AH		858	26.26%	2409	73.74%	3267	864	26.39%	2410	73.61%	3274	869	26.53%	2407	73.47%	3276	873	26.60%	2409	73.40%	3282
Coon Rapids Senior High - AH		527	18.39%	2338	81.61%	2865	530	18.53%	2330	81.47%	2860	532	18.59%	2329	81.41%	2861	535	18.70%	2326	81.30%	2861
Buffalo Senior High - B		101	5.87%	1620	94.13%	1721	124	6.99%	1650	93.01%	1774	145	8.00%	1667	92.00%	1812	165	9.01%	1667	90.99%	1832
Elk River Senior High- ER		117	6.96%	1565	93.04%	1682	144	8.09%	1636	91.91%	1780	148	8.31%	1633	91.69%	1781	155	8.41%	1688	91.59%	1843
Rogers Senior High-ER		80	7.71%	958	92.29%	1038	106	8.93%	1081	91.07%	1187	116	9.26%	1137	90.74%	1253	121	9.34%	1175	90.66%	1296
Zimmerman High School -		28	5.02%	530	94.98%	558	38	5.52%	650	94.48%	688	44	5.92%	699	94.08%	743	47	6.11%	722	93.89%	769
MAPLE GROVE SR HIGH - O		191	10.21%	1679	89.79%	1870	190	10.20%	1673	89.80%	1863	208	11.21%	1648	88.79%	1856	226	12.18%	1630	87.82%	1856
Osseo Sr. High - O		589	34.96%	1096	65.04%	1685	589	35.02%	1093	64.98%	1682	604	36.04%	1072	63.96%	1676	621	37.05%	1055	62.95%	1676
Rockford HS - R		31	5.75%	508	94.25%	539	29	5.53%	495	94.47%	524	27	5.51%	463	94.49%	490	31	6.57%	441	93.43%	472

Feeder School Key Chart

Anoka-Hennepin – AH
 Buffalo – B
 Fridley – F
 Rockford - R

Brooklyn Center – BC
 Elk River – ER
 Osseo – O

Table 5: Selection of Students

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)

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. The process is the same for all schools.

The NWSISD will select students to attend its new magnet schools based on student application and student interest. **There are no academic or other criterion for student selection.** If there are **more applicants than student stations, a lottery procedure will be used to select students.** (The lottery will be conducted by an outside consultant.) Within the guidelines of the state desegregation rule and if there is sufficient space available in the school, all applicants will be accepted. All efforts will be made to assure that the applicant pool reflects the desired demographic parameters based on the purpose established for each magnet school.

Lottery Procedures

1. Students who live in the zone of the participating schools will be guaranteed seats in the school.
2. Students will be admitted in a manner that assures that each school meets its racial and ethnic targets by June 30, 2010
3. If there are more applicants for a school than there are available spaces, student selection will be made by a district-wide lottery procedure run by a lottery consultant. When possible, within the guidelines of the state administrative order, the district will run a selection procedure by using such weighted factors as geographical location.
4. Names of students who have applied and not been selected by the lottery will be kept in a computer file. As vacancies occur, students will be selected through the random lottery process and offered program placement up to a date determined by the NWSISD governing authorities.
5. Any Special Education or English Language Learner student who is mainstreamed (if consistent with their IEP plan) may apply to the magnet schools and will be considered in the same way as any other applicant, and, if selected, will participate in magnet activities while receiving needed services and support. (All schools will continue to offer Special Education services and will continue English Language Learners programs.)

6. Disagreements with placement decisions may be brought before an Appeals Committee. This committee will include parents, teachers, program administrators and central office staff from member districts. If a parent is still dissatisfied with the determination of the Appeals Committee, the appeal may be taken to the Executive Director. If still dissatisfied, a final appeal may be made to the Joint Powers.

Table 6: Revised Magnet Schools

Instructions:

For each magnet school identified in Table #2 (Existing Magnet Schools Included in the Project):

- 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:

ALL MAGNET SCHOOLS ARE NEW

Explanation of How or Why the Revision is Significant:

Resumes of
Northwest Suburban Integration School District #6078
Superintendents

Anoka-Hennepin School District	Roger M. Giroux
Brooklyn Center Schools	Keith E. Lester
Buffalo-Hanover-Montrose Public Schools	James M. Bauck
Elk River Area School District	Mark R. Bezek
Fridley School District	Mark A. Robertson
Northwest Suburban Integration School District #6078	Marcia H. Moore
Osseo Area Schools	Susan K. Hintz
Rockford Area Schools	Michael J. Smith

Roger M. Giroux, Ph. D.
Superintendent
Anoka-Hennepin School District

Educational History

Bachelor of Arts, St. Mary's College, Winona, Minnesota, 1967

Masters of Science, University of Wisconsin, Madison, 1968

Doctor of Philosophy, University of Wisconsin, Madison, 1970

Employment

Dr. Roger Giroux has been a leader in education in Minnesota for more than 35 years. He has 30 years of service with the Anoka-Hennepin Schools, serving the last 11 years as Superintendent. He was with Duluth Public Schools from 1971 to 1976 and Milwaukee Public Schools from 1968 to 1971.

Leadership

Roger Giroux has been recognized for his expertise in student testing and program evaluation, school finance and school district management. During his career he has served as advisor for numerous state and federal initiatives.

Dr. Giroux has worked as a consultant with school districts in nearly all 50 states and several provinces of Canada. He has served on the board of directors for both Minnesota Association of School Business Officials and the International Association of School Business Officials. He was president of the International Association of School Business Officials in 1998.

He is a member of the American Educational Research Association; American Educational Finance Association; American Association of School Administrators; Minnesota Association of School Administrators and the Minnesota Association of School Business Officials.

Personal

Roger lives in Champlin. His wife, Peggy, is a counselor in a local high school and they have two daughters. He is an amateur historian with an interest in U.S. presidents and local histories of the Anoka-Hennepin community.

KEITH E. LESTER

PROFESSIONAL EXPERIENCE

1969-1989	Mora High School	Mora, MN
	<i>Vocal Music Director</i>	
1989-1993	Mora Public Schools	Mora, MN
	<i>Staff Development Facilitator</i>	
1993-1995	Ogilvie High School	Ogilvie, MN
	<i>High School Principal</i>	
1995-2000	Mora Public Schools	Mora, MN
	<i>High School Principal</i>	
2000-2005	Mora Public Schools	Mora, MN
	<i>Superintendent of Schools</i>	
2005-Present	Brooklyn Center Schools	Brooklyn Center, MN
	<i>Superintendent of Schools</i>	

PROFESSIONAL MEMBERSHIPS

Minnesota Association of School Administrators (MASA)
Association for Supervision and Curriculum Development (ASCD)
Minnesota Association of School Business Officials (MASBO)
Minnesota School Public Relations Association (MinnSPRA)
International Reading Association (IRA)

EDUCATION

1965-1969	Moorhead State College	Moorhead, MN
	<i>BS</i>	
	■ Music Education	
1978-1981	University of Minnesota	Minneapolis, MN
	<i>Master of Fine Arts</i>	
	Vocal Music Performance	
1989-1993	St. Cloud State University	St. Cloud, MN
	<i>MS and Sixth Year</i>	
	■ Educational Administration	

COMMUNITY ACTIVITIES

Brooklyn Center Rotary

Brooklyn Center Lions

Volunteer, Brooklyn Center Prayer Breakfast Performance

JAMES M. BAUCK

Buffalo-Hanover-Montrose Public Schools
214 NE 1st Avenue
Buffalo, MN 55313
jbauck@buffalo.k12.mn.us

EDUCATION

Doctor of Philosophy Degree, 1984, University of Minnesota
Master of Arts Degree, 1982, University of Minnesota
Bachelor of Arts Degree, 1977, Concordia College, Moorhead, Minnesota

PROFESSIONAL EXPERIENCE

<i>Superintendent, Buffalo-Hanover-Montrose Public Schools</i> Buffalo, Minnesota Employees: 693 Operating Budget: \$51,700,000	<i>August 2004 to present</i>
<i>Superintendent, Owatonna Public Schools</i> Owatonna, Minnesota Employees: 700 Operating Budget: \$35,000,000	<i>August 2000 to July 2004</i>
<i>Superintendent, Lakeville Area Public Schools</i> Lakeville, Minnesota Employees: 1100 Operating Budget: \$57,000,000	<i>August 1998 to July 2000</i>
<i>Superintendent, Owatonna Public Schools</i> Owatonna, Minnesota Employees: 700 Operating Budget: \$35,000,000	<i>July 1993 to July 1998</i>
<i>Deputy Superintendent, Mounds View Public Schools</i> St. Paul, Minnesota Employees: 1200 Operating Budget: \$56,000,000	<i>November 1990 to June 1993</i>
<i>Principal, Frances M. Grass Junior High School</i> West St. Paul, Minnesota	<i>August 1986 to October 1990</i>
<i>Assistant Principal, Fred Moore Junior High School</i> Anoka, Minnesota	<i>July 1985 to July 1986</i>
<i>Assistant Principal, Fergus Falls Senior High School</i> Fergus Falls, Minnesota	<i>August 1983 to June 1985</i>
<i>Intern Assistant Principal, Fred Moore Junior High School</i> Anoka, Minnesota	<i>August 1981 to June 1982</i>
<i>Teacher, Prior Lake Senior and Junior High Schools</i> Prior Lake, Minnesota Physical Education, Health, and Science Teacher Football, Track and Field Coach	<i>August 1977 to July 1981</i>

Dr. Mark R. Bezek

(b)(6)

(W) 763-241-3401

(b)(6)

(E-mail) mbezek@elkriver.k12.mn.us

ACADEMIC PREPARATION

Doctor of Education – Spring, 1999
Educational Leadership
Saint Mary's University of Minnesota
Winona, Minnesota

Master of Science – Winter, 1990
Educational Administration
Saint Mary's University of Minnesota
Winona, Minnesota

Coaching Certification- Spring, 1982
St. Cloud State University
St. Cloud, Minnesota

Secondary Principal & Supt. Lic. 1991
Educational Leadership
Saint Mary's University of Minnesota
Winona, Minnesota

Bachelor of Science – Spring 1980
Industrial technology
University of Wisconsin-Stout
Menomonee, Wisconsin

Secondary Vocational Licensure 1983
Personal work experience

PROFESSIONAL EXPERINCE

Superintendent – July 2006-present
Elk River Area School District
Elk River, Minnesota

Superintendent – July 2001-2006
Fergus Falls Public School
Fergus Falls, Minnesota

Adjunct Professor - 1999-Present
Saint Mary's University of Minnesota
Winona, Minnesota

Secondary Principal -1996-1999
New Prague High School
New Prague, Minnesota

Secondary Principal - 1991-1992
Cromwell-Wright Grades 5-12
Cromwell, Minnesota

Secondary Principal - 1999-2001
Armstrong High School
Robbinsdale, Minnesota

Adjunct Professor - 2000
Hamline University
St. Paul, Minnesota

Secondary Principal -1992-1996
Hawley Jr. High and High School
Hawley, Minnesota

High School Instructor - 1980-1991
Pine City High School
Pine City, Minnesota

RELATED PROFESSIONAL EXPERINCE

Trustee (2006-present)

Minnesota School District Liquid Asset Fund
St. Peter, Minnesota

Member (2004)

Governor Pawlenty's Mission to Canada
Edmonton, Alberta

Member (2003-present)

Minnesota Association of School Administrators
Legislative Committee
St. Paul, Minnesota

Member (2006-present)

Minnesota Association of School Administrators
Professional Development Committee
St. Paul, Minnesota

Member (2002-present)

Minnesota Rural Education Association
Legislative Action Committee
Alexandria, Minnesota

Co-Chair (1999-2001)

Minnesota Association of Secondary School Principals
Legislative Committee
Roseville, Minnesota

Member (1999) MASSP Representative

Legislative Task Force on Year Round School
St. Paul, Minnesota

Chair (1997)

Minnesota Association of Secondary School Principals
Committee on the Principalship
Roseville, Minnesota

Member (2004 – present)

Minnesota Board for Gifted and Talented Education
Roseville, Minnesota

PROFESSIONAL MEMBERSHIPS

National Association of School Administrators	(2001-present)
Minnesota Association of School Administrators	(2001-present)
Minnesota Rural Education Association	(2001-present)
Assoc. for Supervision and Curriculum Development	(1996-present)
Minnesota Association of Secondary School Principals	(1992-2001)
National Association of Secondary School Principals	(1992-2001)

COLLEGE & UNIVERSITY INSTRUCTION

Saint Mary's University of Minnesota (1999-present)
School of Graduate Studies

ETHICS IN EDUCATION

LEADERSHIP SKILLS FOR EDUCATORS

TOPICS AND TRENDS

SUPERVISORY PRINCIPLES

Hamline University (2001)
Doctoral Program

LEADERSHIP SKILLS FOR EDUCATIONAL ADMINISTRATORS

COMMUNITY MEMBERSHIPS AND AFFILIATIONS

BPOE (Elks Lodge) Trustee, Inner Guard, Lodge Esquire	(2001- present)
YMCA Board Member	(2001-2003)
Fergus Falls Noon Rotary	(2001-2004)
Fergus Falls Morning Rotary	(2004- present)
Progress Fergus Falls	(2001- present)
Lake Region Community Partners	(2001- present)
Pebble Lake Golf Course	(2001- present)
Our Lady of Victory Catholic Church	(2001- present)
Children's Corner Board Member (day care center)	(2004 – present)

EDUCATIONAL PUBLISHED/UNPUBLISHED

Words and Place. A record of a gathering of twenty-eight secondary school principals from rural Minnesota schools in the summer of 1994. College of St. Scholastica, literature workshop.

An Ethnomethodological Study of The Planning and Design of Educational Facilities. Doctoral Dissertation, Saint Mary's University of Minnesota (June 1999).

EDUCATIONAL PRESENTATIONS

PEG Access Cable Television (2001-present)
Take 5 Educational Series

PEG Access Cable television (2001-present)
Gateway to Learning Educational Series

Presenter, Minnesota Educational Effectiveness Program (1998-2003)
Leading Change

Presenter, Minnesota School Board Association Leadership Conference (2003)
Successfully Leading Change in Your Schools

Presenter, Minnesota School Board Association New Member Workshop (2003-present). Topic: Superintendent and School Board Relations.

EDUCATIONAL PROGRAMS DEVELOPED & IMPLEMENTED

PRINCIPAL, HAWLEY PUBLIC SCHOOLS (1992-1996)

- Hawley Model for Delinquent Diversion (HMDD)
- Expectation/Consequences Program
- Developed model for school budgeting
- Lead design team for new 7-12 school

PRINCIPAL, NEW PRAGUE PUBLIC SCHOOLS (1996-1999)

- Construction of new high school
- Transitioned school into a modified block schedule
- Developed new school "spirit" program for staff, students, and community
- Developed vision process for new school
- Developed senior recognition and hall of fame program

PRINCIPAL, ARMSTRONG HIGH SCHOOL (1999-2001)

- Developed new communication program to bring students, staff, and community closer together.
- Developed senior recognition and hall of fame program
- Expanded student leadership program
- Created "Fresh Start" ninth grade alternative program

SUPERINTENDENT, FERGUS FALLS PUBLIC SCHOOLS (2001-present)

- Passed excess levy (fall 2001)
- Developed and implemented:
 - All day, every day kindergarten
 - Middle School alternative program
 - Block schedule in High School
 - Created alternative learning center
 - Night High School
 - Senior Recognition Banquet
 - Hall of Fame Program
 - Prairie Wetlands Learning Center (5th grade magnet school)
 - Community task force for bond referendum
 - Dress code expectations for all employees
 - Social gatherings for staff
 - Staff Homecoming bonfire
 - All-staff holiday gathering
 - Spring staff retirement breakfast
 - Superintendent's Awards and staff recognition

LETTERS OF RECOMMENDATION

Mr. Russell Anderson

(b)(6)

Mayor, Fergus Falls

russ.Anderson@ci.fergus-falls.mn.us

Mr. Doug Koch

(b)(6)

Chair, Fergus Falls School Board

(b)(4)

Ms. Stacey Woods

(b)(6)

Director, Fergus Falls School Board

(b)(6)

Ms. Nancy Johnson

(b)(6)

Director of Special Education

Fergus Falls Area Special Education Cooperative

Dr. David Metzen

(b)(6)

Chair, Board of Regents University of Minnesota

www.metzenleadership.com

Ms. Jane Miller

(b)(6)

Teacher/Union Representative, Armstrong High School

Mr. Dean Monke
(218)998-0544 ext. 2002

Principal, Fergus Falls Middle School

dmonke@fergusfalls.k12.mn.us

Ms. Cathy Neuman

(b)(6)

Former Fergus Falls School Board Member

(b)(6)

Ms. Desta Hunt

(b)(6)

Former City Council Member

(b)(6)

REFERENCES

Dr. Gerald McKoy

Mr. Stan Mack

Mr. Tom Walerius

Mr. Mark Masten

Mr. Tom Kummerow

Ms. Melanie Cole

Ms. Tarna Carlson

Mr. Matt Lemke

Ms. Mary Wilde

(Retired) Eden Prairie Schools

Superintendent Robbinsdale Schools

Business Mgr. Robbinsdale Schools

Business Mgr. Fergus Falls Schools

Fergus Falls School Board

Fergus Falls School Board

Fergus Falls School Board

Fergus Falls School Board

Former Fergus Board Member

(b)(6)

(b)(6)

(b)(6)

Mark A. Robertson

(b)(6)

Email: mark.robertson@fridley.k12.mn.us

OBJECTIVE: To serve as a community-focused educational leader in a broad-based role for a school district with a strong community commitment to individual and corporate excellence in the areas of learning, achievement, accountability, development, and growth.

PROFESSIONAL STRENGTHS: Instructional Leader: A proven instructional leader both for students and staff, initiating many innovative programs as teacher and building leader. Effective skills in staff development, curriculum development, and implementation of Minnesota graduation standards. Proven record in developing programs to improve student achievement, while focusing on learning real-world skills and knowledge.

Organizational Leader: An effective leader in understanding organizations. Skills in assessing effectiveness of programs and individuals, understanding causal relationships, and showing ability to improve organizational structures which improve efficiency and effectiveness. Proven ability to think outside the box in the area of organizational structure to create new, more effective models.

Managerial Leader: Proven leader in the area of effective management. Effective skills in motivating others, and effective in assisting others in finding and developing strengths to be used for personal and corporate improvement.

Technological Leader: Effective leader in incorporating technology personally, into other individuals, and entire organizations. Visionary with both technological ideas and goals, and a proven agent for stimulating personal and corporate change.

EDUCATION:	University of Minnesota	Mpls., MN	Licensure	Superintendent
	University of St. Thomas	St. Paul, MN	Ed Specialist	Superintendent
	University of St. Thomas	St. Paul, MN	M.A.	Teaching
	Bethel College	St. Paul, MN	B.A.	Biological Sciences

PROFESSIONAL EXPERIENCE: Superintendent of Fridley School District: 2003-Current
Intern Superintendent: 2001-2003
President: Past president of two different metro area conferences
College Teacher: Adjunct professor in graduate program for St. Mary's University
Principal: 6 years as lead principal of large (1800) suburban high school
Associate Principal: 2 years as associate principal in large high school of 2800+ students
Activities Director: 6 years as activities director for large high school of 2800+ students
Resource Teacher: 3 years as resource teacher, assisting teachers in staff development
Classroom Teacher: 13 years as high school teacher in science, experiential education, and aeronautics

REFERENCES: References available on request

Vitae

Mark A. Robertson

(b)(6)

651-982-8401(work), (b)(6)

email: mark.robertson@fridley.k12.mn.us

Objective:

To serve as a community-focused educational leader in a broad-based role for a school district with a strong community commitment to individual and corporate excellence in the areas of learning, achievement, accountability, development, and growth.

Education:

University of Minnesota, Minneapolis, MN

Superintendent Licensure, 2002

University of St. Thomas, St. Paul, MN

M.A., Teaching, 1977

University of St. Thomas, St. Paul, MN

Educational Specialist Degree, Superintendent and Principal, 1989

Bethel College, St. Paul, MN

B.A., Biological Sciences, 1975

Experience:

2003-Present: Superintendent of Fridley School District

Leadership and Management of School District

2001-2003: Intern Superintendent

Responsibilities

District-Wide Budget Planning and Development

District Administrative Council

District Educational Leadership Team

Grant Writing and Development

Assist in District-wide Excess Levy Campaign

District-wide Curriculum Planning

District-wide Data-driven Management Project

Technology – Web Design Committee, District Technology Leadership Team

Task Force – Consideration of 9-12 Credit Format

Secondary Staffing Coordination

2000-2003: Adjunct Professor for University of St. Mary's, St. Paul, MN

Responsibilities

Adjunct professor in St. Mary's graduate education program, teaching course in curriculum design

1997-2003: Principal, Forest Lake High School, Forest Lake, MN

Responsibilities

Responsible for all programs – curricular and extracurricular
Supervise staff of over 150
Build and maintain master schedule
Build and maintain entire building budget
Recruit, hire, and evaluate staff
Monitor and evaluate all programs
Curriculum development for all departments
Lead building in setting vision, mission, and goals
Spokesperson for school to community
Building Manager for \$5 Million Addition

1995-1997: Associate Principal – Blaine High School, Blaine, MN

Responsibilities

Daily building management
Create, modify, and manage master schedule
Staff recruitment, hiring, and evaluation
Manage building facilities and calendar
Administrative liaison to various departments
Building leadership team member
Student supervision
Supervisor for deans of students, custodians, and cooks
Responsible for developing building staffing allocation
High School Project Manager for Building Addition
District-wide Task Force – Charlotte Danielson Teacher Evaluation System

1989-1995: Associate Principal for Activities – Blaine High School, Blaine, MN

Responsibilities

Activities budgeting
Activities personnel – recruitment, hiring, and evaluation
Activities scheduling – contests, officials, transportation, workers, etc.
Activities programs evaluation
Management of all building activities accounts
Fundraising coordinator
Facilities and calendar manager
Teaching staff evaluation

1989: Interim Assistant Principal – Roosevelt Junior High School, Blaine, MN

Responsibilities

Student attendance, discipline, and supervision
Staff evaluation
Student activities supervision

1987-1989: Resource Teacher – Blaine High School, Blaine, MN

Responsibilities

Building-level staff development, training teachers in various educational pedagogy, including elements of instruction, classroom management, whole brain learning, and other topics

1976-1989: Teacher - Blaine High School, Blaine, MN

Responsibilities

Taught biology (1 year), experiential environmental education (11 years), ecology (3 years), aeronautics (13 years)

Did extensive curriculum writing in all areas, and wrote entire curriculum for ecology, aeronautics, and environmental education courses

Coached high school basketball (7 years)

Advised National Honor Society (3 years)

Served on Building Leadership Team (3 years)

Equipment manager, assistant to athletic director (5 years)

Concessions manager (2 years)

Related Experiences:

1995-1997: Church Chairman, Oak Haven Church, Ham Lake, MN

1999-2001: President, Twin Cities Suburban East Conference

1999-2003: President, Forest Lake Principals' Association

2001-2002: President, Suburban East Conference

2001-2002: Member, Forest Lake District 831 Educational Leadership Team

2005-Current: Chair, Northwest Suburban Integration School District

Professional Strengths:

Instructional Leader:

A proven instructional leader for students and staff, initiating many innovative programs as a teacher and building leader. Effective skills in staff development, curriculum development, and implementation of Minnesota graduation standards. Proven record in developing programs to improve student achievement while focusing on learning real-world skills and knowledge.

Organizational Leader:

An effective leader in understanding organizations. Skills in assessing effectiveness of programs and individuals, understanding causal relationships, and showing ability to improve organizational structures to improve efficiency and effectiveness. Proven ability to think outside the box in the area of organizational structure to create new, more effective models.

Managerial Leader:

Proven leader in the area of effective management. Effective skills in motivating others, and effective in assisting others in finding and developing strengths to be used for personal and corporate improvement.

Technological Leader:

Effective leader in incorporating technology personally, into other individuals, and entire organizations. Visionary with both technological ideas and goals, and a proven agent for stimulating personal and corporate change.

Professional Memberships:

Minnesota Association of School Administrator

National Staff Development Council

Minnesota Principals Academy

Association for Supervision and Curriculum Development

References:

References available upon request.

Marcia H. Moore

(b)(6)

EXPERIENCE

**Northwest Suburban Integration
School District #6078**
Superintendent

Brooklyn Center, Minnesota
2001-present

Provide leadership for Northwest Suburban School District #6078, a seven –district, preK-12, collaborative, with over 87,000 students and approximately 2300 staff, offering: access to voluntary equal educational opportunities; a variety of programs and services designed to enhance diversity and cultural awareness; and strategies to allow student participation in programs that are multicultural, diverse, racially integrated and grounded in sound education practice.

- Implement four-year desegregation plan
- Design and direct implementation of all programs, including policies, procedures and employee guidelines
- Interface with 21-member, Joint Powers Agreement school board, providing updates on district operations, professional development, staff committees as ex-officio member
- Prepare and manage a \$4.5 million annual operating budget; oversee the accounting of all programs
- Evaluate all programs
- Establish community and statewide partnerships with other educational organizations
- Facilitate recruitment of staff in all employment areas reflecting the diversity of the community
- Facilitate in-service for all staff to enhance sensitivity to, knowledge and appreciation of diverse cultures
- Develop activities to increase positive interaction between children and families within a racially diverse community
- Facilitate access to multicultural curriculum materials and strategic instructional support incorporating authentic voices reflecting the diversity of the community.

Anoka-Hennepin School District #11
Director of Student Services and Diversity

Coon Rapids, Minnesota
2000-2001

Assumed leadership of newly created Department of Student Services and Diversity. Duties expanded to include leadership of the following programs: Teen Pregnancy; Homebound/Tele-teaching; Prevention Advisory of At-Risk Middle School Students; Alternative Schools for At-Risk Students; and Youth Tobacco Use Prevention.

Anoka-Hennepin School District #11
Director of Diversity

Coon Rapids, Minnesota
1998-2000

Provided Leadership in diversity initiatives for large suburban school district.
Responsibilities included:

- Coordinating development of inclusive operational framework for district's support of diversity
- Planning and directing all program, budgetary and staffing needs for (American) Indian Education, English as a Second Language and the Multicultural Student Advisors Team
- Developing and directing the District Desegregation efforts: developing programs and budgets; seeking grants; and recommending policies and procedure for implementation to school board
- Researching grant opportunities for District wide diversity programs
- Working with state legislature to mobilize support for and funding for district's diversity programs
- Recruiting and assist in the retention of staff of color and other persons contributing to work force diversity
- Developing program and budgets for District wide staff training in area of diversity
- Developing student programming in multicultural education, including providing resources for inclusion of curricular cultural competency where appropriate
- Chairing District wide committee and task force on diversity
- Developing metro-wide diversity support network
- Serving as District Liaison to Minnesota State Department of Children, Families and Learning

Ramsey County Government
Community Human Services Department
Program Director

St. Paul, Minnesota
1994-1998

Administratively reassigned to develop and implement department's diversity effort. Ramsey County Community Human Services Department consists of seven divisions employing 1200 staff members. Responsibilities included:

- Serving on Administrative Management Team
- Designing of projects/programs related to issues of diversity
- Fostering and developing internal and external coalitions
- Coordinating EEOC/Affirmative Action
- Hiring and Examination process
- Leading Union Negotiations/Grievance Resolution
- Investigating Sexual Harassment and Discrimination allegations
- Leading Staff Recruitment of persons contributing to workforce diversity

Ramsey County Government
Lake Owasso Residence
Program Director

St. Paul, Minnesota
1987-1994

Responsible for the coordination of residential services for 64 adults residing in an Intermediate Care Facility for the developmentally disabled. Responsible for the management and operation of the Health Service, Residential Service and Programming Departments. Additional duties included:

- Hiring of full and part-time staff
- New staff orientation
- Staff training and supervision
- Supervision of Program Supervisors and Nursing Coordinator
- Overall responsibility for 103 program staff
- Preparing and managing \$2 million annual operating budget
- Leading Union Contract Negotiation and Grievance Resolution

Additional Work Experience

Access Ability, Inc.
Assistant Center Director

Minneapolis, Minnesota

Pillsbury United Neighborhood Services
Program Director

Minneapolis, Minnesota

St. Paul Public Schools
Special Education Teacher

St. Paul, Minnesota

EDUCATION

Educational Administrators
Licensure Program, 2007

University of Minnesota

Masters of Education, 1982

University of Minnesota

Bachelors of Science, 1977

Georgia Southern University

LICENSURE/CERTIFICATION

Superintendent

2005-2007

SUSAN K. HINTZ

SUMMARY

Enthusiastic learner-centered leader with excellent interpersonal skills and proven abilities to motivate and focus diverse groups to successfully achieve their purpose and outcomes. Leads with a unique blend of systems thinking and effective communication skills. Expertise in strategic planning, budget management and personnel relations. Consistently effective at group facilitation, team-building, consensus-building, and conflict resolution. A sincere, reliable person who builds trust with staff, students, the board of education, and the community.

PROFESSIONAL EXPERIENCE

Independent School District 279, Osseo Area Schools
Maple Grove, MN

2001 - Present

Independent School District 279 – Osseo Area Schools is the fifth largest and third most diverse school district in Minnesota, serving approximately 22,000 Pre K-12 students in eight communities.

INTERIM SUPERINTENDENT (February, 2006 – Present)

Responsible for the day-to-day operation of the district, while maintaining a focus on the mission for every learner to excel in our changing world.

- Provides support during leadership transition, moving the district forward to achieve its mission.
- Facilitates the work of the Board of Education towards becoming a high-performing group.
- Leads the Board and the administrative leadership team to prepare for a strategic planning process.
- Advocates for the needs of Osseo students at the legislative level through Schools for Equity in Education, Minnesota Association for School Administrators and the Minnesota School Boards Association.
- Enhances the district's relationship with key decision makers across the state including the governor, the commissioner of education, and various civic and community groups.
- Leads the district in improving customer service to the community.
- Engages and informs the public through several vehicles including a bi-monthly newspaper column, Web site messages, community presentations, Parade of Schools, and strategic planning, under the broad theme of "Commitment to Community".

ASSISTANT SUPERINTENDENT (2001 – Present)

Co-leads and supervises the Pre K-12 educational program at 28 sites, including Curriculum, Instruction, and Educational Standards; Research Assessment, and Accountability; Student Services (Special Education, English Language Learners, and counselors); and Instructional Media and Technology. Responsible for the kindergarten through grade six educational programs at 19 sites prior to the division's reorganization in 2004.

- Provides leadership and support for principals and directors.
- Supports and facilitates continuous improvement through Site Improvement Plans.
- Facilitates a shared vision for creating an effective learning environment.
- Establishes a long-range plan for institutionalizing key competencies including trust, effective meetings, professional learning communities, balanced assessment, and cultural competency.
- Leads the magnet school program as part of Osseo's integration plan with Northwest Suburban Integration District.
- Builds capacity for Osseo leaders and others in the metro area through workshops on "Achieving and Sustaining Greatness" and "Designing and Facilitating Effective Meetings."

Metropolitan School District of Warren Township
Indianapolis, IN

1999-2001

The Metropolitan School District of Warren Township is a diverse school district serving 11,800 students in 16 sites in a township of 90,000 residents.

ASSOCIATE SUPERINTENDENT, PRE-K-5 (2000-01) DIRECTOR OF STAFF DEVELOPMENT AND GIFTED AND TALENTED (1999-01)

Responsible for 11 elementary sites, supervising the principals and overseeing all parts of their programs and services. Served as a member of the executive leadership team and as internal coordinator for the district-wide strategic planning process. Responsible for creating a professional training plan for all employee groups. Provided leadership for evaluating and transforming the gifted and talented program, which included a reduction in cultural bias that resulted in an increase of identified African American students for the program.

- Developed and facilitated a K-12 transformational professional development plan which included 1000+ units of summer training in literacy provided to 500+ professional staff members; an annual "Believe and Achieve" Day that provided training for each employee group for 1500 staff members; in-house Literacy Cadres comprised of internal experts and outside specialists that provided on-going coaching and follow-up training; a three-year internship program developed for new teachers with focused training and mentors; and developed and implemented a six-part Leadership Institute Series for the 85-member leadership team.
- Significantly improved the K-12 Gifted and Talented program through the formation of a broad-based planning committee, a multiple-criteria identification model, a parent support group, and a well-articulated plan for curriculum and program assessment.

Metropolitan School District of Lawrence Township (1989-1999)
Indianapolis, IN

The Metropolitan School District of Lawrence Township, the seventh largest school district in Indiana, is recognized as a "lighthouse" school district, due to its award-winning staff, high-achieving 16,000+ students, supportive community, innovative educational programs, and nationally recognized character education initiative. Lawrence Township is committed to racial and socio-economic balance.

DIRECTOR OF ELEMENTARY EDUCATION (1996-1999)

Responsible for the supervision of 9 elementary schools and 2 centralized kindergarten sites; the development of curriculum, assessment, and educational standards; professional development of the leaders; and the magnet school program.

- Developed a collaborative team of elementary school principals whose collective leadership skills significantly improved the learning environment.
- Co-chaired the development of K-12 Academic Standards in various content areas and K-5 math and language arts assessments.
- Planned and implemented a fee-based and after-school child care program for all elementary schools, called "Loving Care" that served families and generated additional income for all sites.
- Served as an Action-Team facilitator for the district-wide strategic planning process.

PRINCIPAL, AMY BEVERLAND ELEMENTARY SCHOOL (1989-1995)
Indianapolis, IN

Responsible for the academic achievement of 920 students and the leadership of 85 staff, who together with parents and community partners made a vision for all learners to achieve, a reality.

PRINCIPAL, AMY BEVERLAND ELEMENTARY SCHOOL (Continued)

- Responsible for all aspects of starting a new school including the interior design and technology configuration; holding neighborhood information meetings; training the staff; forming community partnerships; and creating a shared vision of a school for all students, their families and the community.
- Integrated a diverse socio-economic and ethnic student population resulting in academic success for all students. Recipient of the 4-STAR and School Improvement Awards and named an "Indiana 2000" school, cash award: \$25,000.
- Partnered with the Indiana Department of Education as a Visitation and Training Academy for Connecting Learning Assures Successful Students (C.L.A.S.S.), a state-wide professional development program.
- Utilized science as a conceptual theme to integrate all subjects and was awarded the Boehringer Mannheim Commitment to Science award.
- Formed five community partnerships that increased the support for the school and connection to the community.
- Became a model for inclusion, both in Special Education and supplementary services, such as Title I, and was awarded the National Recognition, Chapter I PLUS Reading Program.
- Recognized as a National Blue Ribbon School of Excellence by the U.S. Department of Education.
- Named a Redbook America's Best Schools Award, Indiana nominee.
- Appointed to serve on several civic and community boards including the Marion County Commission on Youth, Ruth Lilly Health Center, Agape Therapeutic Center, and St. Vincent's Stress Center.

PERSONAL AWARDS

- National Distinguished Principal, U.S. Department of Education
- Superintendent's Award, Metropolitan School District of Lawrence Township
- McDonald's No. 1 Award
- "Susan K. Brash (Hintz) Day" proclaimed by Indianapolis Mayor Steven Goldsmith
- Indiana Principal of the Year
- Indianapolis City-County Council Award
- Indiana State Bus Drivers' Association Award
- Bellringer Award, Indiana Department of Education
- Administrator of the Year, Indiana Learning Disabilities Association

EDUCATIONAL CONSULTANT/PRESENTER

1986-2002

- Contributing author to Transformations, a published book on leadership for brain-compatible learning.
- Co-coordinator and presenter for Indiana Summer Institute, 1990-2002 (600-800 attendees annually from across the country).
- Presented at various State Conferences: Title I, Transportation, Special Education, and Food Services.
- Presented at the international *Teaching for Intelligence Conference* in California, 1999.
- Presented to area school corporations, universities, the Indiana Principal Leadership Academy, and local businesses on Total Quality Learning and Total Quality Management; Forming Coalitions with Special Interest Groups; Creating and Maintaining Safe Schools; MegaSkills©; Covey's Seven Habits of Highly Effective People; Lifeskills for Building Character; and Brain-Based Learning.
- Served as a facilitator/trainer for the first advanced Indiana Principal Leadership Academy for Graduates, and the Eli Lilly Guidance and Counseling Leadership Project.

EASTERN PULASKI SCHOOLS**1979-1989**

Winamac, IN

PRINCIPAL, EASTERN PULASKI ELEMENTARY SCHOOL (1987-1989)

Responsible for the academic achievement of 800 students, leading a staff of 60, and building partnerships with the families and businesses in a rural community.

GIFTED AND TALENTED COORDINATOR, K-12 (1984-1987)

- Eli Lilly/Purdue University Consortium for Gifted and Talented Education, Chairperson
- State Exemplary Gifted and Talented Program, K-12, Eastern Pulaski Community Schools
- Summer School Coordinator

ENGLISH TEACHER, 9-12 (1979-1986)

- Chairperson for the North Central Association Evaluation
- Sophomore Class sponsor
- National Honor Society sponsor
- Co-director for the musical, "Grease"

READING TEACHER, 6-8 (1978-1979)**ADULT BASIC EDUCATION AND GED TEACHER (1976-1979)**

Designed and implemented an adult learning center

INDIANA UNIVERSITY

Kokomo, IN

1987-1988

Taught a graduate class on Reading in the Content Areas (Adjunct Faculty)

PORTAGE COMMUNITY SCHOOLS**1971-1972**

Portage, IN

FIRST GRADE TEACHER**MUSIC TEACHER, grades 1-3****EDUCATION****Superintendent's License, Minnesota, 2001****Advanced Graduate Courses toward Education Doctorate, 1997 – 2001**

Indiana University, Bloomington, IN

Superintendent's License, Indiana, 1997

Indiana University

Educational Specialist Degree School Administration/Curriculum, 1991

Indiana University

Gifted and Talented License (K-12), 1986

Purdue University, West Lafayette, IN

Reading License (K-12), 1982

Indiana University

Master of Science in Elementary Education, 1976

Indiana University

Bachelor of Science in Elementary Education, 1972

Indiana University

PROFESSIONAL AFFILIATIONS

American Association of School Administrators
 Minnesota Association of School Administrators
 Association of Supervision and Curriculum Development
 National Association of Staff Development
 Phi Delta Kappa Educational Fraternity

Michael J. Smith

(b)(6)

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OVERVIEW

Thirty-four years of experience as an educational administrator and teacher. Extensive experience in facilitating the change process, successful staff development programs and implementing results-oriented educational programs and services.

PROFESSIONAL HISTORY

Superintendent of Schools, Rockford Area School District, Rockford, MN 2005 – present

Responsible for guiding and directing all operations and activities of the school system which consists of over sixteen hundred students in PK-12 served in three buildings: Elementary (K-5), Middle (6-8) and High School (9-12.)

This West Metro district is an organization with approximately 200 certified and non-certified staff.

ACCOMPLISHMENTS

- Introduced the Continuous Improvement Process.
- Promoted district's increased use of data driven decision-making.
- Improved district's fiscal processes and standing.

Superintendent of Schools, Kasson-Mantorville, MN 1999- 2005

Responsible for guiding and directing all operations and activities of the school system which consists of one thousand nine hundred sixty five (1965) PK-12 students served in four school buildings: Elementary (K-4), Intermediate (5-6), (Middle 7-8 and High School 9-12), and Learning Center (Community Education). I manage an organization with a \$15 million budget and have over two hundred (200) certified and non-certified staff.

ACCOMPLISHMENTS

- Created and maintained opportunities for students despite lowest level of state aid formula funding in the state
- Led district in Continuous Improvement Process (Balridge Model)
- Promoted district's increased use of data driven decision-making
- Implemented College in the Schools program for high achieving secondary students
- Improved and then managed a fiscally sound school district

Michael Smith
Rockford

- Understand issues facing public education
- Initiated computer based assessment testing
- Improved Gifted and Talented program

Superintendent of Schools, Goodhue, MN 1992-1999

ACCOMPLISHMENTS

- Obtained grants in Technology and in Energy Conservation
- Led successful referendum which included a new K-12 Media Center, added computer labs, upgraded existing computer labs, wired district for data, voice, sound and video, remodeled spaces for early childhood and student services
- Led successful operating levy referendum
- Obtained a Center for School Change Grant which resulted in an innovative class offerings in collaboration with city

Director of Root River Education District, Wykoff, MN 1990-1992

ACCOMPLISHMENTS

- Wrote five year plan addressing state mandates
- Developed procedures for implementing the five year plan including leading advisory committees
- Implemented program for Social Worker services and Gifted and Talented programming for elementary students

Superintendent of Schools, Wykoff, MN 1988-1992

ACCOMPLISHMENTS

- Developed high school academic and co-curricular sharing plan with Spring Valley district
- Led successful operating levy referendum
- Obtained Title II Science Grant for staff development in Gifted and Talented Education
- Developed business partnership with Wayne Feed Company

K-12 Curriculum Coordinator, Holmen, WI 1987-1988

ACCOMPLISHMENTS

- Developed School Evaluation Consortium approved curriculum plan
- Coordinated Chapter I, Chapter II, and Title II programs

Michael Smith
Rockford

Elementary Principal, Holmen, WI 1975-1988

ACCOMPLISHMENTS

- Supervised an elementary program made up of three elementary schools with 75 certified and non-certified staff with an enrollment of over 800 K-4 students
- Co-directed district-community committees which planned and constructed a bus garage, added additions to Oak Grove and Viking Elementary Schools and planning and building Evergreen Elementary School

TEACHING EXPERIENCE

- Elementary Teacher- Taught grade 3 and grade 4 Holmen WI 1971-1975
- Elementary Teacher, Irving School, Minneapolis, MN 1970-1971
- Substitute Teacher-Variou districts 1969-1970

LICENSES

Minnesota Superintendent, Minnesota Elementary Principal, Wisconsin Elementary Principal, Wisconsin Elementary Teacher

EDUCATION

WINONA STATE UNIVERSITY

Specialist Degree in Educational Administration	1986
Master of Science in Elementary Education	1974
Bachelor of Science in Elementary Education	1969

RECENT PROFESSIONAL AND COMMUNITY ACTIVITIES

Minnesota Association of School Administrators, Member Services Committee
American Association of School Administrators
Rochester Area Math Science Partnership, Results and Assessment Committee
Chairperson
Southeast Service Cooperative Advisory Council
Bush Public School Executive Fellowship
Minnesota Rural Education Association Chair of Legislative Committee
Kasson Chamber of Commerce
Kasson-Mantorville Exchange Club
Rockford Lions Club
University Center Rochester Advisory Council
Phi Delta Kappa

RESUMES

Magnet Office Personnel

KARLA WINTHER FAWBUSH

(b)(6)



763-450-1306 (work)

kfawbush@nws.k12.mn.us

Professional Experience

**Director of Magnet Schools
Northwest Suburban Integration School District #6078**

July, 2004 to present

Plan, supervise and coordinate the magnet programs among the seven-member districts that form the Northwest Suburban Integration School District #6078 collaborative. Responsibilities include:

- Supervise the Magnet Schools Assistance Program grant implementation
- Provide leadership and assistance to the magnet programs in the seven-district consortium of Northwest Suburban Integration School District
- Coordinate with member districts' superintendents the implementation of the magnet programs including student placement and the operations of the magnet programs with the general education programs in each member district
- Ensure that student achievement is the focus of all magnet schools
- Oversee the implementation and evaluation of the magnet program curriculum
- Promote student learning and achievement by integrating district benchmarks with magnet thematic instruction
- Demonstrate the knowledge of a variety of available teaching materials and instructional methods
- Work with appropriate staff to develop, maintain and select instructional materials to meet student learning needs
- Supervise the writing, editing and revising of curriculum materials to support the instructional program of the magnet schools
- Work with district curriculum departments, principals and Curriculum Integration Coordinators in the planning, implementing and conducting of staff development for the staff of the magnet programs
- Work with district member superintendents and principals to develop, maintain and revise magnet school policies and procedures based on systematic review and analysis
- Develop, manage and monitor the magnet program budgets
- Prepare all interim and final program and fiscal reports
- Develop effective, collaborative relationships among member district employees
- Oversee compliance of the NWSISD magnet programs with federal mandated law and standards

**Secondary Curriculum Coordinator
Independent School District #197**

2003-2004

Worked as a central office administrator to lead grade 5-12 teachers in curriculum and staff development initiatives. Responsibilities included:

- Participated in district and building staff development committees, organized district staff development days, reviewed exemplary grant proposals, and worked with facilitators on site development of mission, vision and goals
- Developed district graduation requirements to meet new federal and state standards
- Facilitated stages of the Curriculum and Learning Review Cycle for K-12 teachers
- Planned meetings, contacted facilitators, created agendas, prepared summaries, clarified process, contacted vendors, arranged for piloting materials, and attended site visits
- Trained teachers to graph student test scores in reading, mathematics and writing, and then identify classroom strategies to increase learning

- Created informational brochures for parents and students describing the purpose of the MCAs and BSTs and how to prepare for them
- Created PowerPoint presentation on No Child Left Behind Act for secondary staff, administrators and community education advisory boards
- Edited and updated course registration guidebook
- Created PowerPoint presentation on avoiding plagiarism for district staff
- Six-traits workshop; reading academy
Worked with district teachers to improve reading and writing skills across the curriculum
- Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement
Attended four-day workshop at Adlai Stevenson High School in Lincolnshire, Illinois

Administrative Intern**2002-2003****Brooklyn Center School District #286**

Provided building and district level leadership while working toward administrative licensure.

Responsibilities included:

- School coordinator for Basic Skills Tests and Cognitive Ability Tests
Coordinated the administration, staffing and test security
- Interviewed and selected candidates for staff positions, conducted staff evaluations, worked in the areas of supervision, discipline, and parental contacts
- TIES Technology Integrationist' Pilot
Completed 60 hours of inservice to help lead district technology implementation
- Alternative Learning Program
Worked with architect on site development
- Committee to implement a six-period day
- Organized new teacher workshop
- Minnesota Council on Foundations' grantseeking seminar
- Education Minnesota grant writing workshop
- Community Education Advisory Board
Served as a liaison with parents, students, staff, the School Board and community members in planning educational and recreational activities

Leadership Experience**1998-2002****Brooklyn Center School District #286**

Administratively assigned to develop and implement departmental, building and district level initiatives through collaboration with the school board, administration, staff, and governmental and educational agencies.

- Strategic Planning Task Force
Formed district goals to assure that student academic needs would be met
- Peer Assistance Committee
Helped district faculty create and implement professional development plans
- Peer Coaching Skills for Successful Teaching – Minneapolis Public Schools
Completed a 20-hour course of coaching essentials
- Department Chairperson
- Served on Faculty Advisory Council
- Developed and monitored annual budgets
- Served on district Negotiations Committee
- Minnesota Humanities Commission
Organized teacher workshops and testified at the state legislature urging implementation of the Minnesota Institute for the Advancement of Teaching

- COBALTT program – University of Minnesota
Aligned performance-based assessment with curriculum and instruction; developed formative assessments; built an active network of teachers; and created authentic tasks for a web-based site to enable students to meet national and state standards with Content-Based Language Teaching through Technology
- POLIA trainer – University of Minnesota
Presented teacher workshops on Proficiency-Oriented Language Instruction and Assessment
- Magnet Schools of America National Conference
Trained in magnet school topics; toured magnet schools, led focus group to explore issues of transportation, program choice and magnet school location for the NWSISD

Teacher

1975-2003

Brooklyn Center School District #286

Taught French, English and Journalism to students in grades 7-12. Responsibilities included:

- Supervised student teachers; served as mentor
- Coordinated district and regional Amity scholar program
- Presented at Minnesota Council on the Teaching of Languages and Cultures fall conferences
- Selected for *Who's Who Among America's Teachers*
- Organized and chaperoned student trips to francophone areas including France, Belgium, Switzerland, Quebec, New Orleans and Martinique

Professional Achievements

Council for Basic Education Interdisciplinary Fellowship
Paris as Mentor: How Hemingway Became Hemingway

Preliminary reviewer, NEH Foreign Language Fellowships

National Endowment for the Humanities (NEH) Summer Seminar Fellowship
Baudelaire and the Modern Tradition

Rockefeller Fellowship
Impressionism and the French Landscape

Senior author and consultant – EMC/Paradigm Publishing, St. Paul, MN
Wrote and revised *C'est a toi!* French textbook series and ancillary materials

Education

- ❖ *Education Specialist in Administration* – University of St. Thomas
- ❖ *Learning Technologies Certificate* – University of St. Thomas
- ❖ *Master of Education - Second Languages and Cultures* – University of Minnesota
- ❖ *Bachelor of Science* – English – University of Minnesota
- ❖ *Bachelor of Science* – French – University of Minnesota
- ❖ *Bachelor of Arts* – Journalism – University of Minnesota
- ❖ Study Program in France – College of St. Catherine
- ❖ Valid Minnesota teaching license (7-12 English/Language Arts; 7-12 Journalism; K-12 French)
file folder number 229836
- ❖ Valid K-12 principal/administrator license

Diane Jakubowski

(b)(6)

Summary of Qualifications

- AR/AP
- Reception
- HR Assistant
- Typing
- Communications Skills
- Filing and Organization

Computer Experience

- Microsoft Word
- Microsoft Excel
- Microsoft Outlook
- Microsoft Publisher

Work Experience

2003–Present Northwest Suburban Integration School District Administrative Assistant/Receptionist/Clerical

- Provide extensive clerical support in the form of word processing, duplication of materials, maintaining an office filing system, complete accounting forms, verify budget codes.
- Assist in day-to-day organization of the magnet programs.
- Maintain a student application database. Enter applications into lottery database and assist with lottery.
- Prepare, process and proof written communications from Program Director and staff. Prepare and distribute communications to parents and other member district staff.
- Arrange and facilitate appointments, meetings, workshops, travel arrangements and conferences for Magnet Office staff.
- Assist with planning and arrangements for special events, including the annual Power of Choice for Education Fair, presentations, meetings and other special events as required.
- Respond and provide information and assistance to staff and the general public on questions and concerns related to NWSISD Magnet Program.
- Attend meetings, record and prepare official minutes.
- Maintain assigned program office files and materials.
- Plan for, order and purchase office supplies, services, and instructional materials upon approval of the Program Director.
- Facilitate arrangements for regular and special meetings, works sessions and other functions of the magnet office.

2001–2002 Archway Marketing Services, Rogers, MN Receptionist/Human Resource Assistant

- Managed 6-Line telephone system
- Assisted in HR functions, insurance, workers' comp.
- Prepared Word and Excel paperwork

2000–2001 Tescom HDPC Corporation, Elk River, MN

- Planned for/scheduled production parts
- Researched/Maintained excellent vendor partnerships
- Processed purchase orders
- Reconciled packing slips with invoices
- Managed office supplies and fulfilled requisitions

1999–2000 Purchasing Professionals, Bloomington, MN

- Expedited orders
- Maintained purchasing spreadsheets
- Collaborated with team members and suppliers

1994–1999 Oildyne/Parker Hannifin, New Hope, MN

- Data Entry and time ticket verification
- Reception/Answered telephones
- Assisted Accounts Receivable and HR
- Maintained invoice and purchase order files
- Expedited orders/Purchased production and MRO

Education

University of MN Extension, Minneapolis, MN

St. Cloud Technical College, St. Cloud, MN

Anoka-Hennepin Technical College, Anoka, MN

MADELYN KRINKE

(b)(6)

Email: mjkrinke@nws.k12.mn.us

PROFILE

Results-oriented office professional, highly skilled in database management, supervision and communication, experienced in analyzing data and reporting results

EDUCATION

Bachelor of Arts, Concordia University, St. Paul, 2001
Major: Information Technology in Management GPA 4.0
Cumulative GPA 3.7

Associate of Arts, North Hennepin Community College, Brooklyn Park, MN 1998
Member of Phi Theta Kappa

RELATED EXPERIENCE

Northwest Suburban Integration School District 2004-present

Magnet Program Specialist (Project Secretary)

- Assist Director of Magnet Schools with fulfilling requirements of the magnet program.
- Compile information, coordinate special projects and generate reports.
- Coordinate collection of lottery data with member districts and consultant. Generate and communicate lottery results to consortium.
- Assist with budget monitoring and review; verify compliance of invoices from magnet schools.
- Assist with efficient operations of magnet office.
- Provide positive assistance and information to staff and general public on magnet schools
- Schedule and coordinate meetings with seven districts in consortium relating to all aspects of the magnet schools.

Coordinate special events related to the magnet schools

Intermediate District 287, Plymouth, MN 1986-2004

Data Management Specialist 1999-2004

- Managed FileMaker Pro custom database project from inception through implementation
 - Collaborated with Superintendent and department directors to determine data elements for a customized database that would provide critical reports for administration to make data-driven decisions
 - Assisted consultant in development of database to integrate data
 - Coordinated hosting of database on network with network administrator

- Retrieved data from mainframe databases and electronically transferred data to integrated FileMaker Pro database
 - Prepared Ad Hoc reports for school board and administrators as requested
 - Developed users manual for database
 - Trained administrators and secretaries on use of the database
- Created Excel database that included salary and benefits for all employee positions in 14 metropolitan school districts for use by Human Resources Directors in their districts' negotiations
 - Managed satisfaction survey projects – selected and implemented new software, and handled entire process ending with reports and graphs to display results
 - Trained staff to use software for creating surveys and processing reports

Administrative Assistant**1986-1999**

- Supported upper level administrators with high degree of confidentiality: composed correspondence, recorded minutes of various meetings, screened telephone calls, prepared reports and Power Point presentations, scheduled meetings, made travel arrangements
- Planned and coordinated arrangements for major meetings and events
- Converted numerous documents to html or PDF format and published them on Intranet site
- Coordinated and compiled state reports for staff and students
- Prepared department budget and monitored expenditures
- Communicated with upper level administration both internally and externally

Supervisor Mail and Copy Center**1993-2004**

- Administered employee performance reviews
- Worked directly with vendors to select equipment and services
- Automated and streamlined mail and copy center resulting in greater efficiency and lower operating costs
- Performed all billing functions and managed budgets for mail and copy center as well as ordering all supplies and maintenance contracts

COMPUTER SKILLS

Proficient in FileMaker Pro, Microsoft Word, Excel, Access, Adobe Acrobat, Remark Office OMR, Dream Weaver, TIES Mainframe databases, Meeting Maker, Palm Desktop

Matthew Tveter

(b)(6)

763-416-3095 (work)

Professional Experience

**Program Specialist, Interim Magnet School Recruiter
Northwest Suburban Integration School District #6078**

July 2005 to present

- Provide assistance and information to staff and general public on magnet schools.
- Plan, schedule and coordinate recruitment activities, including the annual Power of Choice for Education Fair.
- Function as the liaison with magnet schools, NWSISD programs, and community.
- Coordinate a comprehensive media campaign to target potential students and their families using a variety of mass media outlets and key community contacts outlined in the Magnet Schools Assistant Program grant.
- Develop and compile data for curriculum reports.
- Prepare quarterly reports on the success of recruitment efforts and an annual recruiting report for the granting agency.
- Prepare a bimonthly magnet communications document for the community.
- Create informative programs to present to various groups external to the school communities.
- Outreach to parents whose children attend low performing Title one schools.
- Develop and schedule paid newspaper advertisements announcing the application period for the magnet schools and the Power of Choice for Education Fair.
- Coordinate distribution of magnet school brochures and information through local libraries and community centers.
- Maintain communication with member district public relations personnel.
- Named Northwest Suburban Integration School District Magnet School Marketing Specialist/Recruiter as of July 1, 2006 by Northwest Suburban Integration School District.

**English Teacher, Kojen English Schools
Taipei, Taiwan**

Feb. 2004 – Feb. 2005

- Designed and taught after-school and Saturday classes to children of differing English abilities aged seven to fifteen.
- Designed and taught weekly speaking classes at St. Francis Girls High School and Taipei Nursing and Technical Preparatory School.

- Performed the evaluation and placement of students at the end of each course and communicated their progress and problems to their parents.
- Helped to train and evaluate new teachers.

**English Teacher, Madrazo Language School
Madrid, Spain**

Jan. 2002 – June 2003

- Designed and taught Business English classes to employees of international companies such as Telefonica, American Express, and Drago Inc.
- Designed and taught TOEFL preparation classes to university students planning on studying in the United States.

Graphic Designer/Advertising Editor, Minnesota Daily

Sept. 1999 – Dec. 2000

- Created advertisements using desktop publishing programs for inclusion in the Minnesota Daily, the University of Minnesota's student newspaper.
- Edited advertisements for spelling and grammatical mistakes.
- Trained new employees and assigned work.

Volunteer Experience

Hands on Thailand, Bang Tao Beach Recovery Project

February 2005

- Helped rebuild the house of a Tsunami victim.

University of Minnesota Whole Music Club

1998-2000

- Promoted and managed concerts held at the Student Union.

University of Minnesota Program Council

1997-1998

- Promoted and managed speaking engagements held at the Student Union.

Education

- Bachelor of Arts - Cultural Studies and Comparative Literature, English Literature

University of Minnesota

December, 2000

- TEFL teaching certificate

International Teaching Certificate, Barcelona, Spain

December, 2001

Minnesota
Department
of **Education**

April 17, 2007

Marcia Moore, Superintendent
6860 Shingle Creek Parkway, Suite 208
Brooklyn Center, MN 55430

Dear Marcia Moore:

We are writing to express our support for your efforts to establish four new magnet schools in the Northwest Suburban Integration School District (NWSISD). The Minnesota Department of Education (MDE) supports this endeavor whole-heartedly as a way to increase integration and improve academic achievement for all students. Magnet schools are the best kept secret in Minnesota, but Northwest Integration School Districts commitment to create excellent Magnet schools is raising the profile of Magnet schools in Minnesota.

In supporting your work with various school districts in the Northwestern suburbs, the department reaffirms its goal of integrated public schools. NWSISD is a collaboration of seven school districts and unceasingly promotes integration among all its member districts by creating high performing magnet schools. MDE is proud to work with NWSISD as a partner that is committed to the belief that integrated schools achieve high academic success. We commend Northwest Suburban Integration School District for seeking out the magnet grant as a way to increase interaction, attract a diverse student body in its district and build more magnet schools.

The NWSISD has demonstrated its ability to work with average schools and convert them into high performing schools. This year, two of NWSISD magnet schools will receive the Magnet School of America **Merit Award**. Birch Grove Elementary Arts magnet school will receive the magnet school of excellence award and Fridley International Baccalaureate middle year magnet school will receive the magnet school of distinction award.

The Minnesota Department of Education is delighted to support your application for the Magnet School of America grant. Over the years, other schools in NWSISD incorporated magnet programs that have impacted students in a positive way. We strongly encourage NWSISD to maintain its success in promoting desegregation efforts, consistent delivery of quality services, commitment to innovation and commitment to high academic standards.

Sincerely,



Alice Seagren
Commissioner
Minnesota Department of Education



Glory Kibbel
Interim Director, School Choice & Services
Minnesota Department of Education

1500 Highway 36 West, Roseville, MN 55113-4266 651-582-8200 TTY: 651-582-8201

education.state.mn.us

ANOKA-HENNEPIN SCHOOL DISTRICT

EDUCATIONAL SERVICE CENTER

11299 Hanson Blvd. NW, Coon Rapids, MN 55433 763-506-1000 TTY: 763-506-1180 Fax: 763-506-1003 www.anoka.k12.mn.us

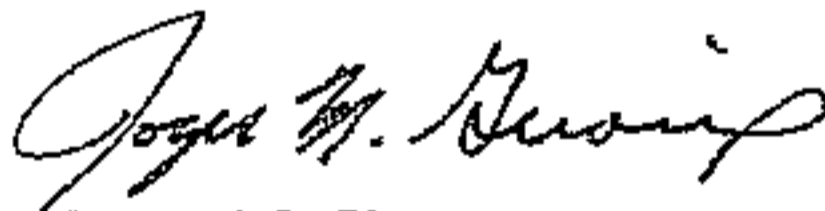
November 6, 2006

To Whom It May Concern:

I am pleased to write this letter of support for the Northwest Suburban Integration School District's Magnet School Assistance Program. Anoka-Hennepin ISD #11 is part of the seven-district consortium (NWSISD) and our districts have worked closely together to find ways of supporting our racially isolated districts and schools. Our primary goal to reduce racial isolation and increase racial integration between our districts will be significantly enhanced by the Magnet School Assistance Program grant. With the first MSAP grant, our districts were able to increase the opportunities for families by beginning K-12 magnet strands in visual and performing arts, International Baccalaureate programs, and math/science across the seven districts. It is essential to our consortium to continue to expand the magnet programs with additional magnet schools to complete our K-12 programs.

As the Superintendent of the Anoka-Hennepin district, I endorse and support the seven-district (NWSISD) MSAP plan and grant proposal. Our district is committed to the goals and design of this proposal. This Magnet School Assistance Program grant will provide the necessary support to create four new magnet programs within the seven-district consortium which will increase opportunities of choice for families, increase student engagement, increase student achievement and provide viable options to significantly impact the racial isolation of our schools.

Sincerely yours,



Roger M. Giroux
Superintendent of Schools

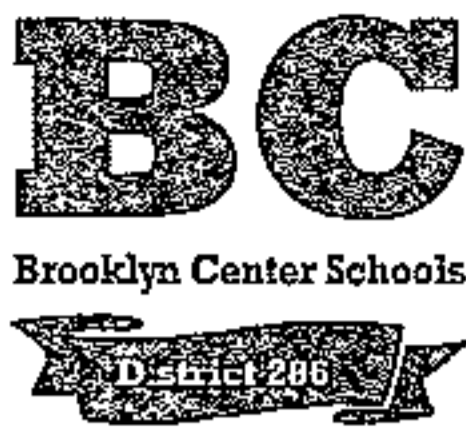
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SCHOOL BOARD:
Michael Sullivan, Chair
Tom Heidemann, Vice Chair
Jerry Newton, Clerk



Daniel Cook, Treasurer
Dr. Scott Wenzel, Director
John Hoffman, Director

Dr. Roger Giroux, Superintendent



BROOKLYN CENTER INDEPENDENT SCHOOL DISTRICT No. 286

6500 Humboldt Avenue North
Brooklyn Center, MN 55430-1897

Phone: (763) 561-2120

Fax: (763) 560-2647

"AN EQUAL OPPORTUNITY EMPLOYER"

Expect The Best!

November 6, 2006

To Whom It May Concern:

It is my pleasure to write this letter in support of the Brooklyn Center School District, ISD #286 participation in the Northwest Suburban Integration School District's Magnet Program Grant application. We have actively participated with NWSISD since its formation when, under Minnesota Statute we were declared an isolated segregated district.

Brooklyn Center is a unique school district in the Minneapolis/St. Paul Metropolitan area. With only 1700 students in two buildings, our district is a small, quality educational force in a 2.8 square mile area of the big city. Our demographics resemble more the inner city than the suburb with 66% students of color and a 66% poverty rate. About 30% of our student body receives English Language Learner support. Brooklyn Center High School's mobility rate is at 30%.

Our elementary school, Earle Brown, is an International Baccalaureate Candidate School. Since this program began in 2004 we have seen significant growth in participation from districts where the protected student population is much smaller than ours. Not only have we seen improvement in our integration efforts, we have also seen significant growth in student achievement by all students. Earle Brown has become a school sought after by parents and students from many districts.

However, as the students continue into the 7th grade we do not see the students continue to Brooklyn Center High School. While we have an outstanding staff and good programming, we do not have the kinds of programs that will attract more white students.

We now have an opportunity to build on our strengths and improve our integration efforts as a district through a two-strand magnet program. We look forward to the opportunity to implement the IB Middle Years Program (MYP) as well as an Arts Magnet at Brooklyn Center High School. The value of continuing into the MYP is clear: We will provide continuity in program and instructional approach and we will attract to the high school the same students that are excited about our Primary Years Program (PYP). The children of our partner schools will be the beneficiaries of this program, but also they will learn from and value the richness of the many cultures represented in our school.

Our instrumental music program has found a great deal of success in recent years. This success has translated into some enhancement of our integration efforts. We have artistically talented and energetic students and staff, but one program, alone, cannot address the needs of our young people nor attract children from our partner districts. Combining a traditional arts program with media and technological arts will provide opportunities that will take

Brooklyn Center Schools is committed to providing a quality education for all students. It is a priority of the district to close the achievement gap through exceptional teaching, strong professional development and a focus on all students—individually and collectively. Our PYP has set the standard for excellence in our district that will support our efforts to move forward.

We have seen, in the past three years, many successful efforts to improve curriculum and instruction. Our integration efforts have been successful, particularly at the elementary level. We are now seeing resurgence in quality and commitment to these efforts at the high school level. The time is right to implement these two magnet programs and accelerate our progress toward integration. The achievement gap can be closed and all students can be prepared to move on to higher levels of education beyond high school. That is the belief of our high school principal and staff. That is the belief of the Brooklyn Center School District.

The Brooklyn Center School Board supports this application and is committed to developing a quality IB and Arts Magnet at BCHS. Their desire to improve integration and the quality of learning opportunities for our students is evident in their actions in the past and present and in their positive view toward future growth. Our relationship with NWSISD has had a tremendous impact on our district's integration efforts as well as establishing positive connections with our partner schools. We believe, working together, we will make a difference for our students in school now and for all who follow.

Sincerely,

A handwritten signature in black ink, appearing to read 'Keith E. Lester', written over a horizontal line.

Keith E. Lester
Superintendent of Schools

**Buffalo-Hanover-Montrose Schools
Independent School District 877**

214 NE 1st Avenue, Buffalo, MN 55313
www.buffalo.k12.mn.us



James M. Bauck, Superintendent of Schools
763-682-8707 (office), 763-682-8785 (fax)
jbauck@buffalo.k12.mn.us

October 4, 2006

To Whom It May Concern,

The Buffalo-Hanover-Montrose School district offers this letter in full support of the Northwest Suburban Integration School District's application for the Magnet School's Assistance Program grant.

Currently, Buffalo High School hosts an arts magnet program for the students of the NWSISD. This program offers opportunities to students who want to improve their education career by joining with other students who share similar interests in the fine arts. Staff are excited to offer specialized courses providing another choice for families and students.

Our school district is beginning to see more diversity in its population with approximately 5% of its student population being students of color. We are sure this population will continue to grow and look forward to providing all students with this innovative approach to enhance achievement in an integrated environment.

Sincerely,

A handwritten signature in black ink that reads 'James M. Bauck'. The signature is written in a cursive, flowing style.

James M. Bauck
Superintendent



Independent School District 728

ADMINISTRATION OFFICES

815 Highway 10
Elk River, MN 55330

Dr. Mark R. Bezek
Superintendent of Schools

(763) 241-3400 Fax (763) 241-3407

November 1, 2006

Ms Marcia Moore
Northwest Suburban Integration School District #6078
6860 Shingle Creek Parkway, Suite 208
Brooklyn Center, MN 55430

Dear Ms Moore:

I am sending this letter to state that Elk River Area School District #728 endorses and supports the Northwest Suburban Integration Magnet School Program.

Sincerely,

A handwritten signature in black ink, appearing to read "Dr. Mark Bezek".

Dr. Mark Bezek
Superintendent of Schools



Fridley School District
6000 West Moore Lake Drive
Fridley, Minnesota 55432
Phone: 763-502-5001
Fax: 763-502-5040
mark.robertson@fridley.k12.mn.us

Mark A. Robertson
Superintendent of Schools

September 25, 2006

To Whom It May Concern:

As superintendent of Fridley Schools, I am excited about the possibilities and opportunities for students, staff, and our schools that could result from the federal magnet grant as proposed by Northwest Suburban Integration School District. The Fridley High School "Global Studies Magnet" portion of the grant has the potential of impacting our district with increased racial interaction, academic opportunities, and increased academic achievement. Our district is waiting with anticipation of the next steps we will be taking towards this significant educational step, and is committed in many ways to doing whatever is necessary to ensure its success.

Our district is a committed and active partner with the Northwest Suburban Integration School District. From students participating actively in NWSISD programs and activities, to our leadership being involved in planning, organizing, and carrying out the mission of the integration district, there is a solid level of commitment and involvement. Our district believes in the mission of the integration district and is carrying it out with our commitments of time, energy, participation, and finances. The major goals of increasing racial interaction, reducing racial isolation, and improving student achievement are at the core of our district's mission.

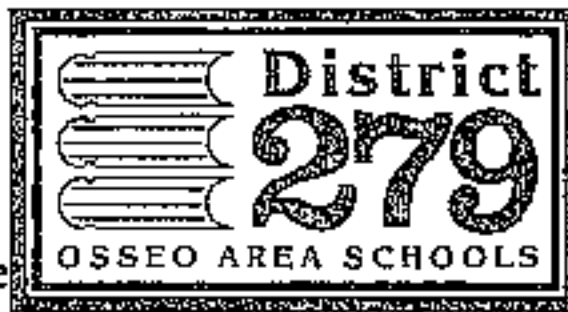
For the past three years, our district has fully committed to implementing a middle years magnet program – the International Baccalaureate MYP. During the implementation phase we have seen increased racial interaction, increased diversity, and most importantly, increased academic opportunities and student achievement levels. Implementation of this program has been transformational for our district, and we are excited about the possibilities of taking the next steps at Fridley High School.

The high school global studies portion for Fridley Schools, which includes the International Baccalaureate Diploma Programme, is not only a fit for the current direction we are headed, but it is also needed. Our high school, which recently went on AYP for NCLB subgroup gaps, has a need to improve overall achievement, and has a need to continue the themes and strategies already in place in our middle school.

Our district is fully committed to the mission, vision, and goals of this magnet schools grant. We continue to discuss, plan, and organize with the understanding that the grant is still in the application and proposal stage. We are excited and committed to do our best to support the Northwest Suburban Integration School District and this magnet schools proposal.

Sincerely,

Mark Robertson, Superintendent
Fridley School District 14



SUSAN HINTZ, Ed.S.
Superintendent

Phone: (763) 391-7003
FAX: (763) 391-7071

November 6, 2006

To Whom It May Concern:

Re: Letter of Support for Northwest Suburban Integration School District (NWSISD)
Magnet Schools Assistance Program (MSAP) Grant Submission

Please accept this letter as formal support by the Osseo Area Schools – District 279 as a request for Magnet Schools Assistance Program funding being submitted by the Northwest Suburban Integration School District (NWSISD). Osseo Area Schools is one of the seven member districts of the NWSISD.

Osseo Area Schools is the fifth largest school district in Minnesota with a population of over 41% students of color that is growing at a rate of 2 ½ % to 3% a year. Among the 27 Osseo schools, the student diversity ranges from 10% to 89% students of color. Thirteen of the 27 K-12 buildings have more than 50% students of color and three of these 13 buildings currently are magnet schools for NWSISD.

Osseo Area Schools has done a number of things to engender support and build capacity to actively participate in magnet programming and to demonstrate a commitment to the goals of the grant. The District recently completed a \$139 million building program with the specific goal of bringing all 27 K-12 facilities to new millennium standards. Technology systems have also been upgraded to include a full fiber optic system between all buildings and to our Internet provider and wireless capabilities so that laptop computer learning opportunities can occur any place in any building. Further, we have a commitment to maintain and refresh classroom computers on a 3-6 year replacement cycle to provide upgraded equipment on a regular basis for all students.

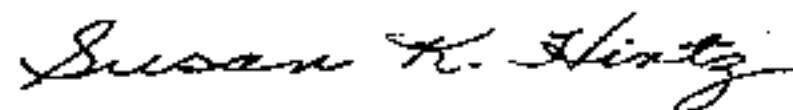
In addition to the building and system renovations described, the current District magnet schools: Edgewood Elementary - A Science, Math and Technology School; Birch Grove Elementary School for the Arts; and North View International Baccalaureate Middle Years Programme Candidate School, upgraded classrooms and specialty areas to support the successful implementation of the specific magnet options. We continue to reevaluate District standards to ensure the sustainability of quality facilities and program support for the magnet programs.

Osseo Area Schools also commits the resources of our Curriculum, Instruction and Educational Standards (CIES) Department to support the development and implementation of programs at each magnet site. This department includes curriculum content specialists, as well as individuals skilled in professional development for teachers

and support staff. Over the last 25 years, this department has developed a highly-regarded instructional improvement process that supports the assessment, development, implementation and evaluation of each of our K-12 curriculum strands. CIES staff work closely with each of the current magnet schools for very specific outcomes and needs and will continue to be assigned to those tasks for future magnet school initiatives.

Finally, our commitment to this proposal is demonstrated by the collaborative efforts of an entire team of professional educators. In addition to my personal commitment, the following colleagues are also actively engaged: two Assistant Superintendents, the Director of Curriculum, Instruction and Educational Standards, a Coordinator of Cultural Integration, a Magnet Project Lead, and operational and clerical support. These efforts have been in close collaboration with other member districts of the NWSISD, as well as with District 279 staff who will be impacted by these programs. We have selected a building principal whose exemplary leadership skills will ensure that the implementation of the magnet school at Park Center Senior High will be successful.

Respectfully,



Susan K. Hintz, Ed.S.
Superintendent



Rockford Area Schools

Independent School District #883

www.rockford.k12.mn.us

**Rockford Area Schools
District Office**
Michael J. Smith,
Superintendent
6051 Ash Street, PO Box 9
Rockford MN 55373
763-477-9165
763-477-5833 Fax

**Rockford Elementary Arts
Magnet School (K-5)**
Brenda Petersmeyer, Principal
7650 County Rd 50, PO Box 69
Rockford MN 55373
763-477-5837
763-477-5025 Fax

Rockford Middle School (6-8)
Marie Flanary, Principal
6051 Ash Street, PO Box 189
Rockford MN 55373
763-477-5831
763-477-5832 Fax

Rockford High School (9-12)
Eric Williams, Principal
7600 County Rd 50, PO Box 70
Rockford MN 55373
763-477-5846
763-477-6123 Fax

Board of Education:
Doug Keskey, Chair
Gordon Thomas, Vice Chair
Kris Abrahamson, Clerk
Kim Knutson, Treasurer
Jamison King, Director
Ted Botten, Director

November 2, 2006

To Whom it May Concern:

I am writing in support of the Northwest Suburban Integration District's application for the magnet school grant.

Northwest Suburban Integration District is currently operating an innovative and enticing approach to voluntary integration. School districts in each of the seven districts have hosted or are planning to host magnet school programs. Whether it is the performing arts magnet school, the science and math magnet school, the International Baccalaureate school, or the Montessori school program, families who value these educational opportunities for their children will approach integration as a side benefit that is outweighed by the ability to choose a program that fits their child's talents and interested as well as educational needs.

The benefits of this magnet school approach are multiple because this grant proposal focuses on educational choice for families. It is my belief that this I grant proposal has merit and urge you to give it your full support.

Sincerely,

Michael J. Smith
Superintendent

EMS-NWSISD: Evaluation of Magnet Schools for the Northwest Suburban Integration School District

Introduction

The program evaluation will be conducted by an outside, independent evaluator. The magnet schools evaluation effort will be guided by the following major objectives:

- To determine how the magnet programs are perceived by significant audiences, including students, educators and parents.
- To determine how the magnet programs have produced a positive impact upon student achievement, and, if so, whether all racial and ethnic subgroups of student equally benefit from the program.
- To determine if the magnet programs promote the reduction of minority group isolation.
- To generate a series of recommendations that decision-makers can use to promote the successful implementation of the magnet school concept in other schools.
- The purpose of this magnet program evaluation effort is to provide project personnel with statistically valid information on the effect of the magnet program on student achievement.

The extent which the evaluation includes methods that are appropriate for the project.

The evaluation plan is in response to the request for applications for the Magnet School Assistance Program for fiscal year 2004 (Catalog of Federal Domestic Assistance Number (CFDA): 84.165A). The programs/ schools included in this evaluation are the International Baccalaureate and the Global Studies Programs at Fridley High School, and Park Center High School and the International Baccalaureate and the Arts Program at Brooklyn Center High School, described below.

Description of Magnet School Programs

With MSAP funds, the NWSISD will **implement three new magnet school programs**. NWSISD worked with Decision Resources, LTD, a local educational research firm, to develop a comprehensive quantitative study that illustrated the need to address parental choice as a methodology for educational reform. In addition, the research provided data and research opportunities that allowed planners to determine specifically which thematic approaches would be the most popular as well as best supported within the seven districts. In a study, fully representative of the diversity found within the seven districts, the following key findings were used in the decision-making process:

1. No centralized magnet school program located in just one district would prove an effective approach for meeting the goals of the district nor be able to sufficiently promote integration for the whole collaborative.
2. The majority of non-minority parents were willing to send their children to Brooklyn Center, Fridley and Osseo School Districts to attend magnet schools. (These are the three districts where the proposed magnet schools are located.)
3. Specific themes offered in key districts could reach integration goals in the first few years of operation.

A second barometer survey was conducted based on the final selection of themes and locations. The results of this needs analysis were supportive of the proposed magnet plan and included the following conclusions:

1. Because of high parent interest, the elementary magnet schools aimed at attracting non-minority students to schools with high concentrations of minority students should be fast tracked for implementation.
2. Parents indicated strong interest in the International Baccalaureate Middle Years Programme & Diploma Programme justifying their implementation.

Therefore, the following schools were selected:

1. Brooklyn Center High School in Brooklyn Center Independent School District #286: a) implement the Middle Years Programme from the International Baccalaureate Organization (IBO), b) implement a visual, performing, literary and technological/media arts magnet program, c) develop curriculum using inquiry-based and standards-based instructional techniques, and d) integrate technology into all instruction. Brooklyn Center has the capacity to accept 300 new students. The total number of students expected to participate is 926.
- 2 and 3. Fridley High School in Fridley Independent School District #14 and Park Center Senior High in ISD 279 – Osseo Area Schools: a) implement the Diploma Programme from the IBO, b) expand the current Middle Years Programme from the IBO to include all students, c) implement a global studies model as the infrastructure for the program, d) develop curriculum using inquiry-based and standards-based instructional techniques, and e) integrate technology into all instruction. Fridley has the capacity to accept 160 new students and Park Center 300. The total number of students expected to participate at Fridley is 954 and at Park Center 1,701.

Program	High School
International Baccalaureate Program and Arts Program	(1) Brooklyn Center High School
International Baccalaureate Programs and Global Studies	(2) Fridley High School and (3) Park Center High School

Purpose

The purpose of the evaluation is to compare the performance of students enrolled in each of the magnet programs with students enrolled in non-magnet programs. Performance in reading, writing, mathematics, and science will be assessed using standardized test scores in reading, writing, mathematics and science from the *Minnesota Comprehensive Assessments—Series II (MCA-IIs)*. All current 9th graders must pass the writing test in order to graduate. Beginning in 2008, they must also pass the reading MCA-II and the following year (2009) they must pass the math MCA-II in order to graduate. The study will determine the extent that the Middle Years Programme (MYP), the Diploma Programme (DP) and the Visual and Performing Arts program impacted student achievement.

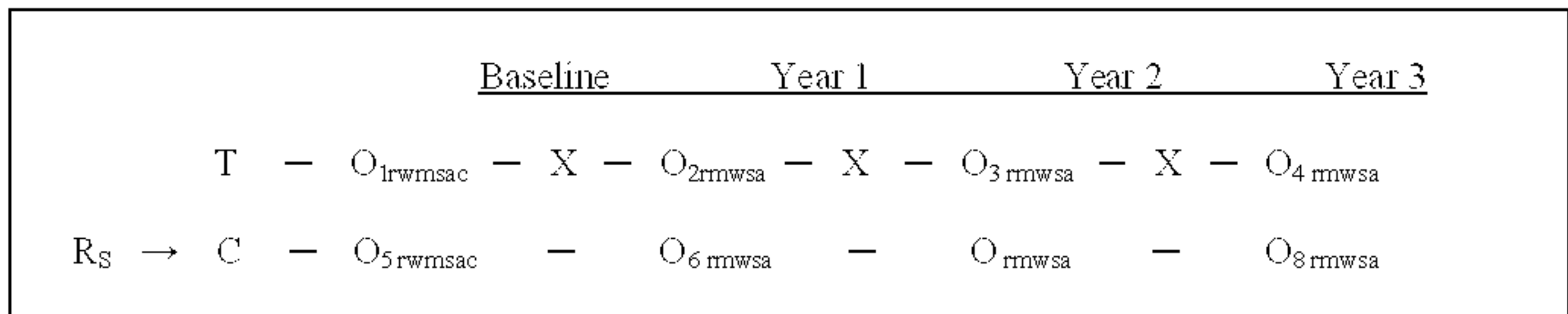
Evaluation Questions

The evaluation will examine student outcomes as a result of participation in the magnet program’s specialized curricula. There are two (2) evaluation questions:

1. After controlling for demographics and initial abilities (i.e., previous test scores), how do students in the magnet programs perform in reading, writing, mathematics, science, and art, as measured by standardized assessments, as compared with the students from non-magnet schools?
2. Do students in the magnet programs perform equivalently in reading, writing, mathematics, science, and art, as compared with students from non-magnet schools who have met their No Child Left Behind goals?
3. Which magnet program was most effective in improving student performance in reading, writing, mathematics, science, and art, as measured by standardized assessments?
4. What is the overall effect size of the magnet programs in reading, writing, mathematics, science, and art, as measured by standardized assessments?

Evaluation Design for Evaluation Question 1

The evaluation design to compare magnet with non-magnet students’ learning outcomes is depicted in the figure below,



where R_S = Random Selection, R_A = Random Assignment, T = Treatment Group (Magnet), C = Comparison Group, O₁ and O₅ = Pretest Scores, O₂ and O₆ = Posttest Scores at the end of Year 1, O₃ and O₇ = Posttest Scores at the end of Year 2, O₄ and O₈ = Posttest Scores at the end of Year 3, r = standardized scores in Reading, w = standardized scores in Writing, m = standardized scores in Mathematics, s = standardized scores in Science, a = standardized scores in Arts, c = demographic or other covariates that are highly correlated with the dependent variables, and X = Intervention (curriculum).

Virtual Comparison Group

Students will be randomly selected from area schools that match the magnet school student’s demographic statistics and previous years’ standardized test scores. This is necessary because there are no other non-magnet schools in the state who have failed to meet their No Child Left Behind goals.

Sample Size

The sample sizes for the magnet schools will be approximately N₁₋₃ = 926, 954, and 1,701 for the three schools enumerated in the table above, respectively. The harmonic mean is 1,105. Therefore, a

reservoir of students will be randomly selected from non-magnet programs to serve as a virtual comparison group. The reservoir will be allowed to increase until it is sufficiently large to obtain 1,105 students who will be selected that match the magnet school student's demographic statistics and previous years' standardized test scores. Thus, the total sample size for the magnet schools will be $N_T = 3,581$ and for the comparison group will be $N_C = 1,105$, for a total $N = 4,686$ for this portion of the evaluation.

Instrument

The primary source for standardized scores will be the *Minnesota Comprehensive Assessments—Series II (MCA-IIs)*. According to the Minnesota Department of Education web site (http://children.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/MCA_II/index.html), "they are the state tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of No Child Left Behind. They are used to determine whether schools and districts have made adequate yearly progress toward all students being proficient in 2014. Reading and mathematics tests are given in grades 3-8, 10 and 11. In the spring of 2008 science tests will also be given in grades 5 and 8 and once in high school, depending on when students complete their life sciences curriculum." The MCA's technical manual (MCA, 2006) presents evidence of very high rater reliability (typically in the low to mid .90s. Validity evidence is primarily based on content validity overlap with Minnesota state objectives, and latent-trait analyses.

Statistical Procedures

The standardized scores will be analyzed with a factorial MANCOVA on the learning outcomes post-test scores at the end of Year 1, with baseline and demographic scores used as the covariate. The same analysis will be conducted at the end of Year 2 and Year 3. This will provide data to complement the formative evaluation on program implementation. At the end of Year 3, the summative evaluation data will be based on a repeated measures factorial MANCOVA on the learning outcomes of Years 1, 2, and 3, with the baseline and demographic variables serving as covariates.

Underlying assumptions will be assessed. Normality will be examined with normality plots (e.g., P-P and Q-Q plots), and the Kolmogorov-Smirnov test. Homoscedasticity will be examined with Levene's test. Nonparametric procedures will be used to supplement the data analyses in the presence of assumption violations. All statistical procedures will be conducted with nominal $\alpha = 0.05$.

A statistical power analysis was conducted. The assumptions of the analysis were based on the choice of the fixed effects F statistic (which is a one-tailed test), nominal $\alpha = 0.05$, degrees of freedom for the numerator of the F ratio, and an a priori expectation of effect size of magnitude $f = .25$ (a standard deviation of population means one-quarter as large as the standard deviation of the observations within the populations (Cohen, 1988, p. 286). The sample size yields statistical power exceeding .99, meaning there is full statistical power to detect an improvement in learning outcomes.

Evaluation Design for Evaluation Question 2

The purpose of evaluation question 2 is to demonstrate equivalence in performance of the magnet schools with randomly selected schools in the area who have met and continue to meet their NCLB goals. The evaluation to determine the equivalence of treatments are becoming increasingly common in educational and social and behavioral science research. The null hypothesis is that the difference between learning outcomes between two (or more) schools is within some small magnitude. One potential drawback in conducting this type of evaluation is the requirement for much larger

samples sizes than typically available in educational evaluations (Makuch & Johnson, 1986). However, this evaluation provides ample samples sizes to conduce equivalency testing.

Methodology

The same methods (e.g., research design, instrument, etc.) will be used as in Evaluation Question 1, with the primary exception that a non-magnet school will be randomly selected in the area. Note that this school will have met, and are expected to continue to meet, its NCLB goals in terms of learning outcomes.

Magnet School	Comparison School
(1) Brooklyn Center High School	Osseo High School Brooklyn Junior High (Both in ISD 279 Osseo Area Schools)
(2) Fridley High School & (3) Park Center Senior High	

Statistical Analysis

The initial analysis will be based on the prior years' MCA test scores for the three magnet schools and the comparison school. This will demonstrate the lack of equivalency prior to the implementation of the magnet school program.

Subsequently, the end of Year 3, a pair of nested Student's tests will be conducted on all post test scores for each magnet school with the comparison school. Two one-sided tests of significance will be conducted, with the equivalency interval stipulated to be within 1/16 of a standard deviation, which is a commonly accepted threshold of equivalency. The hypothesis $H_0: \mu_T - \mu_C \geq 1$ must be rejected in favor of the alternative hypothesis $H_a: \mu_T - \mu_C < 1$, and, $\mu_T - \mu_C >$ the lower bound of the equivalence interval. Experiment-wise Type I inflation will be controlled by Bonferroni procedures. Statistical power, based on a comparison school with $N = 1,000$ exceeds .99 to determine equivalence (Cohen, 1988).

Evaluation Design for Evaluation Question 3

In order to determine which of the magnet programs is most effective in increasing student learning outcomes in reading, writing, mathematics, science, and art

<u>Baseline</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
$O_{1rwmsac}$	- X -	O_{2rmwsa}	- X - O_{3rmwsa}
			- X - O_{4rmwsa}

Methodology

The evaluation design is the same as for Evaluation Question 1, with the exception that no comparison scores are relevant, and hence, are deleted from the analysis. Thus, a one-way MANCOVA will be conducted at the end of each year, and a repeated measures one-way MANCOVA will be computed at the end of Years 2 and 3, respectively. Statistical power analysis indicates power exceed .99 (Cohen, 1988).

Evaluation Design for Evaluation Question 4

The intent of this evaluation question is to assess the magnitude of the effect size of the magnet programs in reading, writing, mathematics, science, and art, as measured by standardized assessments. In addition to effect sizes computed in the above three evaluation objectives, which will provide effect size information with each Year and for each subject matter, a meta-analytic approach will be conducted to assess the overall impact of the magnet program across the participating schools. The effect size (ES) will be computed based on the standardized test score for each learning outcome and analyzed with Stouffer's Z, as modified by Sawilowsky (Sawilowsky, 1996, Sawilowsky & Markman, 1990, Sawilowsky & Spence, 2007). This modification adjusts for the inflation of experiment-wise Type I errors, which accumulate in performing meta-analytic techniques across multiple studies.

Summative and Final Reports

A series of reports will be created by the evaluator over the project period, including formative and summative. The schedule for the distribution of reports is shown in Table 1. Formative evaluations provide information on the extent to which short-term objectives and goals have been met. The purpose of such an evaluation is to render a summary judgment on certain critical aspects of the program's performance (Rossi, Freeman & Lipsey, 1999). The results may influence significant decisions such as allocation of funding or restructuring. They will be produced on an annual basis. Recommendations for improvements based on a review of the data will also be included. Summative evaluation reports are relatively formal and incorporate qualitative and quantitative data. The evaluator will meet with district and school administrators to discuss findings.

A final summative report will be written at the conclusion of the project. It examines longitudinal data over the course of the three years of the project, and it will assess the program impact as they related to the needs of all of the stakeholders. Findings will be shared with school and district personnel and submitted to the appropriate scholarly journals.

Table 1. Schedule for distribution of formative and summative evaluation reports

Report type	Project Year 1	Project Year 2	Project Year 3
Formative	August	August	August
Summative			September

Timetables

Project evaluation activities will be carried out according to the schedule presented in Table 2. The task is listed as well as the person(s) responsible and the month in which the activity is expected to be completed. The evaluator will work with the district to ensure that tasks adhere to the timetable.

Project Evaluator

Phale D. Hale Education Consulting, Inc., a full service education consulting firm based in Washington, D.C., will conduct the rigorous project evaluation. Phale D. Hale Education, Consulting Inc. provides program evaluation services for magnet schools nationwide. Primary consultants, along with team field consultants, are selected to work with a magnet program based on the areas of expertise

and work jointly to evaluate the implementation and progress of a funded magnet program. Phale D. Hale is the President of the firm and has a wealth of experience in designing, funding and evaluating magnet school programs.

Phale D. Hale, President of the firm has worked with more than 60 school districts to design, fund, and evaluate their magnet school programs in his 19 years as a magnet school consultant. He is a former supervising director of the federal programs department for the Rochester, N.Y., Public Schools. He has conducted evaluations of magnet schools in Arizona, North Carolina, Illinois, Texas, Virginia, and Florida.

Mr. Hale will be working with The Institute for the Study of the African American Child (ISAAC) to conduct the evaluation of this project. ISAAC is affiliated with the Teacher Education Division of the College of Education at Wayne State University. The mission of the Institute is to understand the factors that contribute to the African American achievement gap, to close that gap and propel African American children to their rightful position of excellence and leadership in the world. The mission requires understanding African American child development and its underpinnings and many contexts and the influences that impact upon the manner in which that development unfolds. The focal point of the Institute is to formulate best practices for working with African American children in school and in the community. Pedagogy – the activity between the teacher and the child is the primary discipline represented.

Janice Hale, the director of ISAAC, is a professor of early childhood education at Wayne State University. She has served as a speaker and consultant to numerous colleges, professional organizations and early childhood education programs across the United States and Jamaica. She has served as a consultant for Sesame Street and Mister Roger’s Neighborhood.

Dr. Hale has written numerous articles in her field and has written three books. The title of her first book is *Black Children: Their roots, culture and learning styles*. Dr. Hale’s second and third books, *Unbank the Fire: Visions for the education of African American children* and *Learning While Black: Creating educational excellence for African American children* were both nominated for the Pulitzer Prize.

The lead project evaluator chosen to assess the impact of the proposed intervention is Dr. Shlomo S. Sawilowsky, Professor of Educational Evaluation and Research, and Wayne State University Distinguished Faculty Fellow. As indicated in his *c.v.*, Professor Sawilowsky has served as P. I. or project evaluator for over US \$3 Million in extramural research and evaluation funding from the U. S. Department of Education and similar funding sources.

Professor Sawilowsky is well-versed in evaluation and research methodologies. He is the President Elect of the American Educational Research Association SIG/Educational Statisticians. He has over 100 publications in prestigious applied evaluation, statistics, research, and measurement journals, is the author of two books on statistics, including *Real Data Analysis* (AERA, 2007), and is the founding editor of the *Journal of Modern Applied Statistical Methods*

Table 2. Timetable for evaluation activities for year 1, year 2 and year 3

Task	Person(s) responsible	Year 1	Year 2	Year 3
Project evaluator meets with district personnel to review implementation of rigorous evaluation plan.	Evaluator/ School and district staff	Sep	Sep	Sep
Specify dates for completion of	Evaluator/	Sep	Sep	Sep

evaluation activities.	School and district staff			
Distribute timeline to appropriate staff.	Evaluator	Sep	Sep	Sep
Determine research design to be utilized.	Evaluator/District staff	Sep	Sep	Sep
Collect demographic data, previous test scores and other information as needed for magnet and non-magnet students.	District staff	Oct	Oct	Oct
Submit demographic data and other relevant information to evaluator.	District staff	Oct	Oct	Oct
Develop database of student data.	Evaluator	Nov	Nov	Nov
Create a target groups and comparison groups for schools.	Evaluator	Nov	Nov	Nov
Compile standardized test scores/results of other measures for the target groups and comparison groups for all students and by subgroups.	District staff	May	May	May
Submit test scores to evaluator for analysis.	District staff	Jun	Jun	Jun
Conduct analyses of data.	Evaluator	Jul	Jul	Jul
Complete formative evaluation report.	Evaluator	Jul	Jul	Jul
Present formative evaluation report to school and district staff.	Evaluator	Aug	Aug	Aug
Review results of formative evaluation report and make modifications to evaluation plan as necessary.	Evaluator/School and district staff	Aug	Aug	
Complete summative evaluation report.	Evaluator			Sep
Present results of final evaluation report to school and district staff.	Evaluator			Sep

Timetable for project evaluation activities for the International Baccalaureate Diploma Programme (DP) and the Middle Years Programme (MYP), and the Visual, Performing, Literary and Technological/Media Arts Magnet Program at Northwest Suburban Integration School District #6078				
Tasks	Person(s) responsible	Year 1	Year 2	Year 3
Evaluator meets with district personnel to review implementation of evaluation plan.	Evaluator School/district staff	Aug	Aug	Aug
Specify dates for completion of evaluation activities.	Evaluator School/district staff	Aug	Aug	Aug
Distribute timeline to appropriate staff.	Evaluator	Sep	Sep	Sep
Form assessment team(s).	Evaluator	Sep	Sep	Sep
Develop surveys and other measures necessary to conduct the evaluation.	Evaluator	Sep/Oct	Sep/Oct	Sep/Oct
Review surveys and instruments. Modify as necessary.	Evaluator School/district staff		Sep	Sep
Calculate number/percentage of students enrolled in magnet schools/ feeder schools/district by minority status/subgroups.	District staff	Oct	Oct	Oct
Submit enrollment data to evaluator.	District staff	Oct	Oct	Oct
Conduct site observations.	Evaluator/ Assessment team	Oct, Feb May	Oct, Feb May	Oct, Feb May
Interviews with school/district personnel.	Evaluator/ Assessment team	Oct, Feb May	Oct, Feb May	Oct, Feb May
Complete formative evaluation reports.	Evaluator/ Assessment team	Oct, Feb May	Oct, Feb May	Oct, Feb May
Present results to staff.	Assessment team			
Calculate number/percentage of minorities/non-minorities participating in curricular/extra-curricular activities.	School/district staff	May	May	May
Administer teacher, student and parent surveys.	School staff	March	March	March
Compile results of surveys and submit to evaluator.	School/district staff	May	May	May
Compile MCA test scores for the magnet school students, district and state for all students and by subgroups.	District staff	May	May	May
Submit MCA test scores to evaluator.	District staff	May	May	May
Compile the number/percentage of subgroups in advanced or higher-level courses and submit to evaluator.	School/district staff	May	May	May
Submit data regarding subgroup representation in advanced or higher-level courses to evaluator.	School/district staff	May	May	May
Compile results of measures used to assess levels of proficiency on skills of students for all students/subgroups.	District staff	May	May	May
Submit results of measures used to assess levels of proficiency to evaluator for analysis.	District staff	May	May	May
Compile data regarding the percentage of students meeting standard for adequate yearly progress and submit to evaluator.	District staff	May	May	May
Analyze the data regarding subgroup representation in advanced or higher-level courses.	Evaluator	Jun	Jun	Jun
Analyze standardized test scores.	Evaluator	Jun	Jun	Jun

Timetable for project evaluation activities for the International Baccalaureate Diploma Programme (DP) and the Middle Years Programme (MYP), and the Visual, Performing, Literary and Technological Media Arts Magnet Program at Northwest Suburban Integration School District #6078				
Tasks	Person(s) responsible	Year 1	Year 2	Year 3
Analyze the results of measures of levels of proficiency on skills.	Evaluator	Jun	Jun	Jun
Present summative evaluation report.	Evaluator	Jul	Jul	Jul
Complete and present final evaluation report.	Evaluator			Aug

References

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MCA (2006). *The Minnesota Assessments Technical Manual For the Academic Year 2005-2006*. Pearson: Educational Measurement.

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Sawilowsky, S. S., & Markman, B. S. (1990). Another look at the power of meta-analysis in the Solomon four-group design. *Perceptual and Motor Skills*, 70, 177-178.

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Rigorous Evaluation Budget
MSAP – Three Year Budget Narrative

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Personnel Full Time					
Subtotal		\$0	\$0	\$0	\$0
Fringe Benefits					
Subtotal		\$0	\$0	\$0	\$0
Travel	Out-of-state Travel: Travel expenses for the Principal Investigators to visit Minnesota to refine the design, gather data and to edit and deliver reports.	\$15,000	\$9,000	\$12,000	\$36,000
Subtotal		\$15,000	\$9,000	\$12,000	\$36,000
Equipment					\$0
Subtotal		\$0	\$0	\$0	\$0
	Copying and Printing	\$2,500	\$2,500	\$4,500	\$9,500
Subtotal		\$2,500	\$2,500	\$4,500	\$9,500
Contractual	Project Coordinator	\$30,000	\$20,000	\$20,000	\$70,000
	Lead Investigator Statistician	\$40,000	\$30,000	\$30,000	\$100,000
	Computer services to be paid to districts for programming expenses for data collection. Paid to 4 districts	\$48,000	\$15,000	\$15,000	\$78,000
	Pedagogical Consultant on methods and best practices	\$15,000	\$10,000	\$10,000	\$35,000
Subtotal		\$133,000	\$75,000	\$75,000	\$283,000
Other					
Subtotal		\$0	\$0	\$0	\$0
TOTAL DIRECT CHARGES		\$150,500	\$86,500	\$91,500	\$328,500

Budget Narrative

Budget Narrative

Attachment 1:

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MSAP Minnesota Magnet Budget Summary 2007-20010

Section A - Budget Summary

Budget Categories	Project year 1	Project Year 2	Project Year 3	Total
1. Personnel	\$1,092,922	\$1,135,913	\$1,161,085	\$3,389,920
2. Fringe Benefits	\$389,259	\$404,663	\$408,990	\$1,202,912
3. Travel	\$290,100	\$346,300	\$300,800	\$937,200
4. Equipment	\$346,792	\$242,706	\$103,500	\$692,998
5. Supplies	\$623,209	\$814,085	\$818,634	\$2,255,928
6. Contractual	\$322,345	\$181,065	\$159,750	\$663,160
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$99,480	\$106,630	\$112,020	\$318,130
9. Total Direct Costs (1-8)	\$3,164,107	\$3,231,362	\$3,064,779	\$9,460,248
11. Training Stipends	\$274,060	\$273,250	\$213,070	\$760,380
12. Total Costs (Total Direct + Training Stipends)	\$3,438,167	\$3,504,612	\$3,277,849	\$10,220,628
10. Indirect Costs	\$247,310	\$260,952	\$253,948	\$762,210
Total costs (Lines 12 + 10)	\$3,685,477	\$3,765,564	\$3,531,797	\$10,982,838

Total Direct Costs, minus equipment	\$3,091,375	\$3,261,906	\$3,174,349	\$9,527,630
Calculated Indirect cost = 8% of Direct Costs (#12), less equipment (#4)	\$247,310	\$260,952	\$253,948	\$762,210

**Brooklyn Center Junior/Senior High School: IB MYP & Arts Magnet
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Personnel Full Time	IBO Middle Years Programme Curriculum Integration Coordinator	\$85,000	\$87,550	\$90,177	\$262,727
	Arts Coordinator (.5): Coordinate the curriculum mapping for all arts magnet elective offerings	\$30,000	\$31,000	\$32,000	\$93,000
	Lab Specialist: To maintain and coordinate two media labs for IB MYP program	\$60,000	\$61,800	\$63,654	\$185,454
	Language B Teacher: To teach the increased number of IB MYP required Spanish courses	\$20,000	\$46,500	\$48,000	\$114,500
	Drama Teacher: Teach Introduction to Theatre, Theatre production I and II, Directing, Children's Theatre and Technical Theatre	\$50,000	\$51,500	\$53,045	\$154,545
	Dance Teacher: Teach ballet, modern, jazz, tap, hip hop, and ethnic dance	\$50,000	\$51,500	\$53,045	\$154,545
Subtotal		\$295,000	\$329,850	\$339,921	\$964,771
Fringe Benefits	Fringe Benefits for teaching staff: The district calculates a rate of 42% for staff	\$123,900	\$138,537	\$142,767	\$405,204
	Fringe Benefits for Stipends: @ 15%	\$6,000	\$6,000	\$6,000	\$18,000
Subtotal		\$129,900	\$144,537	\$148,767	\$423,204
Travel Out-of-State	Travel for staff development workshops, site visits, national conferences	\$15,000	\$15,000	\$15,000	\$45,000
	Travel for introductory workshops for IBO MYP Programme: (20 People @ \$1,500 each) Level I	\$15,000	\$15,000	\$0	\$30,000
	Travel for workshops for IBO MYP Programme (60 People @ \$1,500 each) Level II	\$30,000	\$45,000	\$15,000	\$90,000
	Travel for workshops for IBO MYP Programme (60 People @ \$1,500 each) Level III assessment	\$0	\$30,000	\$60,000	\$90,000

**Brooklyn Center Junior/Senior High School: IB MYP & Arts Magnet
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
In-State Travel	State IBO and arts conferences/meetings, site	\$5,000	\$5,000	\$5,000	\$15,000
Subtotal		\$65,000	\$110,000	\$95,000	\$270,000
Equipment (Items \$5,000 or more)	Multi-media Production Lab - Television Recording Studio Materials for renovation	\$30,392	\$0	\$0	\$30,392
	Music Lab - convert existing classroom (Materials for renovation, sound proofing, etc.)	\$40,000	\$0	\$0	\$40,000
	Dance Studio and changing room (floor, electrical and sound systems and sound proofing)	\$143,837	\$0	\$0	\$143,837
	Art Studio and Gallery - Renovation - creation of additional Visual Arts room for expanded courses (Materials for renovation)	\$0	\$52,706	\$0	\$52,706
	Renovate Drama Classroom with lights, curtain and stage (materials)	\$11,563	\$0	\$0	\$11,563
	Performance Rehearsal Space Sound System: (Base System \$20,800, Sound Rack \$1,700, Wireless Mic)	\$0	\$0	\$23,500	\$23,500
	Subtotal		\$225,792	\$52,706	\$23,500
Supplies					
	Subject area texts: For all subjects 7-10 that are MYP appropriate	\$0	\$40,000	\$80,679	\$120,679
	10 Projectors @ \$900 ea	\$0	\$0	\$9,000	\$9,000
	10 Mounting equipment @ \$1,200 each room	\$0	\$0	\$12,000	\$12,000
	10 Document Cameras - \$2,000 each	\$0	\$0	\$20,000	\$20,000
	Smart Board	\$0	\$0	\$1,400	\$1,400
Media Center	IBO recommended library texts	\$10,000	\$10,000	\$10,000	\$30,000
Musical Keyboard Lab - consisting of the following:					
	Computers (20) @\$1782 ea	\$35,640	\$0	\$0	\$35,640
	MIDI Interfaces (20) @ \$200 ea	\$4,000	\$0	\$0	\$4,000
	USB Mixing Studio (2) @ \$150 ea	\$300	\$0	\$0	\$300

**Brooklyn Center Junior/Senior High School: IB MYP & Arts Magnet
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Supplies - Musical Keyboard Lab (Continued)	Powered Speakers (5) \$149 ea	\$745	\$0	\$0	\$745
	Headphones (20) @ \$40 ea	\$800	\$0	\$0	\$800
	Digital Recording Package (1)	\$2,240	\$0	\$0	\$2,240
	MIDI Controllers (20) @ \$170	\$3,400	\$0	\$0	\$3,400
	PA Bundle (Pro Mixer, CDRW750, Power Amplifier, Lockable Rolling Rack, 2 Loudspeakers, 2 tripod speaker stands, cables)	\$2,299	\$0	\$0	\$2,299
	Software (Music Theory/Notation and Sequencing and Digital Editing) 16 site station license (\$11000) and 20 Computer Lab Pack @ \$2,400	\$13,400	\$0	\$0	\$13,400
Keyboard and Computer workstations (20) @\$234.25 ea	\$4,685	\$0	\$0	\$4,685	
<i>Musical Recording Studio including the following:</i>					
	Computers (2) @ \$3771 ea with keyboard, AirPort Extreme Card, 23" flat panel	\$0	\$0	\$7,542	\$7,542
	USB Mixing Studio (2) @ \$150 ea	\$0	\$0	\$300	\$300
	Digital Recording Package (1)	\$0	\$0	\$2,240	\$2,240
	PA Bundle (Pro Mixer, CDRW750, Power Amplifier, Lockable Rolling Rack, 2 Loudspeakers, 2 tripod speaker stands, cables)	\$0	\$0	\$2,299	\$2,299
	Software: Sequencing and Digital Editing Software	\$0	\$0	\$299	\$299
<i>Practice Rooms - 10 Stations including the following:</i>					
	Computers (6) @ \$1347 ea, with Keyboard, accessory kit, 17" widescreen LCD, AirPort Extreme, Bluetooth 2.0 + EDR	\$0	\$0	\$8,082	\$8,082
	Software (Practice/Accompaniment: Smart Music) site license 15 computers	\$0	\$0	\$475	\$475

**Brooklyn Center Junior/Senior High School: IB MYP & Arts Magnet
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Supplies (Continued)					
Mobile Learning Labs					
	2 Apple Mobile Learning Labs - 20 MacBook 1 GB computers with AppleCare Protection @ 21315 per lab	\$0	\$42,630	\$0	\$42,630
	1 Apple Mobile Learning Lab - 10 MacBook 1 GB computers with AppleCare Protection @ 21315 per lab	\$0	\$0	\$21,315	\$21,315
	2 Laser Printers and cartridges	\$0	\$3,000	\$6,000	\$9,000
Television & Recording Studio					
	Mac Pro Computer - Both Bluetooth 2.0 +EDR; Apple Keyboard and 500 GB 7200-rpm Serial (2); Logic Express; Accessory kit; 2 3.0 GHz Dual-Core; 1 16x SuperDrive; 8GB (4x 2GB); Mac OS X-U.S. English; 500 GB 7200-rpm (2); NVIDIA GeForce 7300; Apple Cinema HD (Display (30" flat panel); Applecare protection plan for Mac Pro/Power Mac (with Display) Auto Enroll	\$0	\$10,443	\$0	\$10,443
	2 Apple Cinema HD (Display (30" flat panel) \$1599 ea	\$0	\$3,198	\$0	\$3,198
	4 Canon Deluxe Tripod 200 @ \$44.95 ea	\$0	\$180	\$0	\$180
	3 Canon XL H1 High-Definition @ \$8,995.95	\$0	\$8,996	\$17,992	\$26,988
	GarageBand Jam Pack: Rhythm Section	\$0	\$59	\$0	\$59
	Garage Band Jam Pack Symphony Orchestra	\$0	\$59	\$0	\$59
	Garage Band Jam Pack: Remix Tools	\$0	\$59	\$0	\$59
	Final Cut studio 5.1	\$0	\$499	\$0	\$499
	Video Mixer, Video	\$0	\$2,196	\$0	\$2,196

**Brooklyn Center Junior/Senior High School: IB MYP & Arts Magnet
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Supplies (Continued)					
Multi-Media Productions Lab					
	31 Design Premium (includes Adobe InDesign CS3, Adobe Illustrator CS3, Adobe Photoshop CS3, Adobe Acrobat 8 Professional) @ \$287.55	\$0	\$8,914	\$0	\$8,914
	2 DVSET Design Premium (Media Set) @ \$24.95 ea	\$0	\$50	\$0	\$50
	10 Lexar Compact Flash 512MB (40X) Card @ \$59.95 ea	\$0	\$600	\$0	\$600
	5 Final Cut Studio Vol Purchase 5+ seats, price per seat (\$399)	\$0	\$1,995	\$0	\$1,995
	1 Final Cut Studio Media Set (only order with licensing purchase)	\$0	\$15	\$0	\$15
	1 Final Cut Studio Doc Set (only order with licensing purchase)	\$0	\$20	\$0	\$20
	5 Aperture 1.5 Doc Set (only order with licensing purchase) @ \$20 ea	\$0	\$100	\$0	\$100
	1 Aperture 1.5 Media Set (only order with licensing purchase)	\$0	\$15	\$0	\$15
	Aperture 1.5 Volume Licensing 5+ seats @ \$79	\$0	\$79	\$0	\$79
	31 MacPro @ \$2321 ea w/Both Bluetooth 2.0 +EDR and AirPort Extreme; Apple Keyboard and MightyMouse - U.S. English; iWork '06 preinstalled; One 16x SuperDrive; Accessory Kit; Two 2.66GHz Dual-Core Intel Xeon; Mac OS X-U.S. English; 2GB (4x512MB); 250GB 7200-rpm Serial ATA 3 Gb/s; NVIDIA GeForce 7300 GT 256MB (single-Link DVI/dual-link DVI), 31 Apple Cinema HD Display (23" flat panel)	\$0	\$71,951	\$0	\$71,951

**Brooklyn Center Junior/Senior High School: IB MYP & Arts Magnet
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Supplies - Multi-Media Productions Lab (Continued)	31 AppleCare Protection Plan for Mac Pro/Power Mac (with Display) – Auto Enroll @ \$119 ea	\$0	\$3,689	\$3,689	\$7,378
	10 Canon Digital Rebel XTi EOS Digital SLR Camera with EF-S 18-55 mm Lens @ \$879.95 ea	\$0	\$8,800	\$0	\$8,800
Art Room					
	Kiln	\$0	\$3,500	\$0	\$3,500
	2 slab rollers@ \$400 ea	\$0	\$800	\$0	\$800
	Kiln Safety Screen	\$0	\$150	\$0	\$150
	Wedging Board with stand	\$0	\$420	\$0	\$420
	40 Art Tables # \$350 each	\$0	\$0	\$14,000	\$14,000
	80 Steel Stools @ \$35 ea	\$0	\$0	\$2,800	\$2,800
	8 Glass display Cases @ \$60 ea	\$480	\$0	\$0	\$480
	1 Portable Art Gallery	\$0	\$0	\$650	\$650
	20 Picture Frames @ \$25 ea	\$0	\$0	\$500	\$500
	4 Steel Flat Files @ \$650 ea	\$0	\$0	\$2,600	\$2,600
	Classroom Presentation Camera	\$350	\$0	\$0	\$350
	Digital Camera	\$0	\$0	\$300	\$300
	CD Projector	\$2,000	\$0	\$0	\$2,000
	Matt cutter	\$75	\$0	\$0	\$75
	Printer's Press	\$400	\$0	\$0	\$400
	6 Art suspension systems for display @ \$70 ea	\$420	\$0	\$0	\$420
	6 Display Pedestals @ \$160 ea	\$0	\$0	\$960	\$960
	30 Drawing Boards@ # \$10 each	\$300	\$0	\$0	\$300
	Drying Rack	\$125	\$0	\$0	\$125
	2 sets of Sculptor's Modeling tools @ \$100 each	\$200	\$0	\$0	\$200
Performance Rehearsal Space Projection System					
	1 Viewsonic PJ-1172 Projector (4500 ansi)	\$0	\$3,840	\$0	\$3,840
	1 Viewsonic PRJ-LEN-003 Long Throw Lens	\$0	\$2,190	\$0	\$2,190
	1 Da-Lite Cosmopolitan Electric Screen	\$0	\$1,375	\$0	\$1,375
	1 Da-Lite LVC Screen Control @ \$195 and 1 Da-lite=LVC Key Locking Cover plate	\$0	\$264	\$0	\$264

**Brooklyn Center Junior/Senior High School: IB MYP & Arts Magnet
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Supplies - Performance Space Projection System (Continued)	Materials including conduit, wire, wire-mold input box, screen backer board, screen soffit construction, 2 man power lift etc.	\$0	\$1,000	\$0	\$1,000
	3 Viewsonic PJ-1172 Projector (4500 ansi)\$3,840 ea	\$0	\$0	\$11,520	\$11,520
	1 Viewsonic PRJ-LEN-002 Long Ultra Throw Lens @ 1830	\$0	\$0	\$1,830	\$1,830
	2 Da-Lite Cosmopolitan 105" x 140" Electric Screen (76740) \$1,040 ea	\$0	\$0	\$2,080	\$2,080
	2 JVC HR-XVC16 DVD/VCR Combo Unit \$115 ea	\$0	\$0	\$230	\$230
	2 Extron MLC2261P AAP Controller/Input (60-600-12) \$1,080	\$0	\$0	\$2,160	\$2,160
	2 Extron MLS 406 Switcher (60-560-01) \$1,120	\$0	\$0	\$2,240	\$2,240
	2 Extron SMB Five Gang Surface Mount Box (60-643-02) \$185 ea	\$0	\$0	\$370	\$370
	2 Extron VTT001 AAP VGA Transmitter (70-258-11) \$215 ea	\$0	\$0	\$430	\$430
	2 Extron Audio Module (70-109-12) \$28 ea	\$0	\$0	\$56	\$56
	2 Extron Single Space Blank (70-090-11) \$14 ea	\$0	\$0	\$28	\$28
	2 Extron AAP 102 Input Plate (60-300-03) \$69	\$0	\$0	\$138	\$138
	2 Extron VTR001 AAP VGA Receiver (70-259-21) \$235 ea	\$0	\$0	\$470	\$470
	2 Extron Composite Video Pass-Through (70-107-21) \$38 ea	\$0	\$0	\$76	\$76
	2 Extron Single Space Blank (70-090-21) \$14	\$0	\$0	\$28	\$28
	1 Extron 75' VGA Cable (non-Plenum) (26-238-05)	\$0	\$0	\$120	\$120
1 Extron P2DA2 Plus (60-046-02)	\$0	\$0	\$140	\$140	

**Brooklyn Center Junior/Senior High School: IB MYP & Arts Magnet
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Supplies - Performance Space Projection System (Continued)	1 Extron MDA 3V Composite Video DA (60-439-01)	\$0	\$0	\$145	\$145
	Materials: Conduit, wire, wire-mold input box, Screen backer board, Screen sofit construction, two man power lift, etc.	\$0	\$0	\$1,900	\$1,900
Subtotal		\$81,859	\$231,085	\$249,083	\$562,026
Contractual Purchases of Services	Training Workshops for IBO MYP	\$15,000	\$15,000	\$15,000	\$45,000
	On-Site Training Fees	\$15,000	\$15,000	\$15,000	\$45,000
	Consultant Expenses - on site training	\$5,000	\$5,000	\$5,000	\$15,000
	IBO In-School Training/Additional Mentor Services	\$0	\$0	\$0	\$0
	IBO Consultant/Mentor Expenses	\$5,000	\$5,000	\$5,000	\$15,000
	Multi-media Production Lab - Television Recording Studio - Contracted Labor for renovation	\$20,260	\$0	\$0	\$20,260
	Music Lab - convert existing classroom - Contracted Labor for renovations	\$14,661	\$0	\$0	\$14,661
	Dance Studio and changing room - Contracted labor	\$61,644	\$0	\$0	\$61,644
	Projection System Labor - Installation of Performance Rehearsal Space Projection System	\$0	\$0	\$4,900	\$4,900
	Projection System Labor - Installation of Performance Rehearsal Space Projection System	\$0	\$1,200	\$0	\$1,200
Projection System Labor - Installation of Performance Rehearsal Space Sound System	\$0	\$0	\$2,350	\$2,350	

**Brooklyn Center Junior/Senior High School: IB MYP & Arts Magnet
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Contractual Purchases of Services (Continued)	Art Studio and Gallery - Renovation - creation of additional Visual Arts room for expanded courses - Contracted Labor	\$4,829	\$17,765	\$0	\$22,594
	Renovate Drama Classroom with lights, curtain and stage - Installation Labor	\$3,851	\$0	\$0	\$3,851
Subtotal		\$145,245	\$58,965	\$47,250	\$251,460
Construction		\$0	\$0	\$0	\$0
Other	IBO Application A: One time fee	\$4,300	\$0	\$0	\$4,300
	IBO Basic Fee	\$5,700	\$5,700	\$5,700	\$17,100
	IBO Application B: one-time fee	\$0	\$4,500	\$0	\$4,500
	IBO Authorization Visit/Fee	\$0	\$4,500	\$0	\$4,500
	Marketing Materials/ Mailings, etc.	\$4,000	\$4,000	\$4,000	\$12,000
	Signage, posters, pictures and flags	\$3,000	\$3,000	\$3,000	\$9,000
	Subtotal		\$17,000	\$21,700	\$12,700
TOTAL DIRECT CHARGES		\$959,796	\$948,843	\$916,220	\$2,824,859
Total Indirect Costs		\$0	\$0	\$0	\$0
Training Stipends	Daily Stipends: Teacher Training Workshop: Follow up for remainder of staff not attending out of town workshops 30 employees	\$10,000	\$10,000	\$10,000	\$30,000
	Stipends: Teacher Stipends to work with Curriculum Integration Coordinator to develop course maps and develop Arts and IB curriculum (25 teachers @ 40 hours @ \$30/hour)	\$30,000	\$30,000	\$30,000	\$90,000
Training Stipends		\$40,000	\$40,000	\$40,000	\$120,000
Total Cost		\$999,796	\$988,843	\$956,220	\$2,944,859

Brooklyn Center - Summary Budget				
Budget Categories	Project year 1	Project Year 2	Project Year 3	Total
1. Personnel	\$295,000	\$329,850	\$339,921	\$964,771
2. Fringe Benefits	\$129,900	\$144,537	\$148,767	\$423,204
3. Travel	\$65,000	\$110,000	\$95,000	\$270,000
4. Equipment	\$225,792	\$52,706	\$23,500	\$301,998
5. Supplies	\$81,859	\$231,085	\$249,083	\$562,026
6. Contractual	\$145,245	\$58,965	\$47,250	\$251,460
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$17,000	\$21,700	\$12,700	\$51,400
9. Total Direct Costs (1-8)	\$959,796	\$948,843	\$916,220	\$2,824,859
10. Indirect Costs	\$0	\$0	\$0	\$0
11. Training Stipends	\$40,000	\$40,000	\$40,000	\$120,000
12. Total Costs	\$999,796	\$988,843	\$956,220	\$2,944,859

**Fridley High School Global Studies Magnet Budget
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First	Second	Third	Total
		Year	Year	Year	
Full Time Personnel	Curriculum Integration Coordinator - Global Studies magnet Coordinator	\$86,000	\$87,720	\$89,475	\$263,195
	Curriculum Integration Coordinator - 5 MYP/ 5 DP Coordination	\$81,675	\$83,300	\$85,000	\$249,975
	Technology Integration Collaboration Teacher	\$67,000	\$68,340	\$69,700	\$205,040
Part Time Personnel	Substitutes: @\$140/day to cover staff members for National training for MYP, DP and Conferences	\$10,920	\$10,920	\$10,920	\$32,760
	Substitutes: @\$140/day to cover teachers for local training for curriculum in subject area and technology	\$24,920	\$24,920	\$21,560	\$71,400
Subtotal		\$270,515	\$275,200	\$276,655	\$822,370
Fringe Benefits	Fringe Benefits for staff salary: TRA, FICA, retirement, Insurance (Life, LTD, medical, dental) (28.15% of salary)	\$62,624	\$63,709	\$64,046	\$190,379
	Fringe Benefits for stipends: @15%	\$21,744	\$21,744	\$14,904	\$58,392
Subtotal		\$84,368	\$85,453	\$78,950	\$248,771
Travel Out-of-State	Travel for Level 2 and level 3 workshops for IBO MYP Programme: (12 staff @ \$1800 per staff each year)	\$21,600	\$21,600	\$21,600	\$64,800
	Travel for IBO DP Workshops (10 staff @ \$1800 per staff each year)	\$18,000	\$18,000	\$18,000	\$54,000
	Travel for attending MSA Conference: (4 staff @ \$2,000 per staff each year)	\$8,000	\$8,000	\$8,000	\$24,000
	Travel for attending national subject area training: (5 in year 1, 10 in year 2 and 15 in year 3 @ \$2000 per staff)	\$10,000	\$20,000	\$30,000	\$60,000
	Travel for site visits: Teams of 8 staff @ \$1,500 each year 2, 3	\$0	\$12,000	\$12,000	\$24,000
In-State Travel	State Conferences: State curriculum, technology, and IBO conferences/meetings. (12 staff @ \$400 each yr.)	\$4,800	\$4,800	\$4,800	\$14,400
Travel Subtotal		\$62,400	\$84,400	\$94,400	\$241,200
Equipment	Technology				
	Connection hardware to teleconference through Internet 2 (Polycom) :(1 in TV Studio) Subscription in contracted services	\$10,000	\$0	\$0	\$10,000
Subtotal		\$10,000	\$0	\$0	\$10,000
Supplies	Complete Wireless Carts for portable wireless computers: equip for classrooms 7 per year @ \$ 21,428 each	\$150,000	\$150,000	\$150,000	\$450,000
	Staff Wireless Tablet PC's: (@ 1500 each) 20 per year	\$30,000	\$30,000	\$30,000	\$90,000
	Wireless Networking Hardware	\$15,000	\$0	\$0	\$15,000
	Gaggle.net email account for each student	\$2,400	\$2,400	\$2,400	\$7,200
	Presentation Stations: 1 per classroom X 30 classrooms @\$2000 each. Includes some mounted and some on carts complete. Install in years one and two.	\$30,000	\$30,000	\$0	\$60,000
	Smart Boards:(6 per year @ \$1,400.00)	\$8,400	\$8,400	\$8,400	\$25,200
	Document cameras: (2 per year @ \$1,100.00)	\$2,200	\$2,200	\$2,200	\$6,600
	Color Laser Printers: (1 each for library, student creative work rooms) @ \$2500.00	\$5,000	\$2,500	\$2,500	\$10,000
	Poster printers: (1 per student creative work room - total 4 @ \$2000)	\$4,000	\$2,000	\$2,000	\$8,000
	Media print resources: (For new DP courses)	\$5,000	\$5,000	\$5,000	\$15,000
Media print resources: (For new MYP courses)	\$10,000	\$10,000	\$10,000	\$30,000	

**Fridley High School Global Studies Magnet Budget
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First	Second	Third	Total
		Year	Year	Year	
Supplies (Continued)	Global Studies Course resources: (Update text and course-related materials for global studies courses) Materials for 8 courses each year, at 100 students per course to be in alignment with IB O requirements	\$80,000	\$80,000	\$80,000	\$240,000
	DP Print resources: (Update text and course-related materials for new DP courses) Based on 10 courses (Subject areas plus TOK) times 50 students per course @ \$100 per student in years two and three to be in alignment with IB O requirements	\$0	\$25,000	\$25,000	\$50,000
Subtotal		\$342,000	\$347,500	\$317,500	\$1,007,000
Contractual Purchases of Service	MYP Trainers for summer MYP training: 2 trainers @ \$2500 each per year	\$5,000	\$5,000	\$5,000	\$15,000
	Technology Integration Trainers for summer technology integration training: 2 trainers @ \$2500 each per year	\$5,000	\$5,000	\$5,000	\$15,000
	Inquiry Trainers for summer inquiry training: 2 trainers @ \$2500 each per year	\$5,000	\$5,000	\$0	\$10,000
	Cultural Competency Trainers for summer training: 2 trainers @ \$2000 each per year	\$4,000	\$4,000	\$4,000	\$12,000
	Installation of Wireless hardware	\$15,000	\$0	\$0	\$15,000
	IB O DP Application Consultant Fee	\$4,300	\$4,800	\$0	\$9,100
Subtotal		\$38,300	\$23,800	\$14,000	\$76,100
Construction		\$0	\$0	\$0	\$0
Other	IB O DP Application A Fee	\$4,500	\$0	\$0	\$4,500
	IB O annual MYP fee	\$3,380	\$3,380	\$3,380	\$10,140
	IB O annual DP fee		\$8,850	\$8,850	\$17,700
	IB O Examination Fees - estimated based on 80 tests (Authorization Fee)			\$6,720	\$6,720
	Membership in MSA	\$500	\$500	\$500	\$1,500
	Subscription to Internet 2 teleconferencing service	\$250	\$250	\$250	\$750
	Technology Fee: Annual cost of United Streaming, to allow staff to utilize educational video service	\$3,000	\$3,000	\$3,000	\$9,000
	Marketing Materials estimated	\$8,000	\$4,500	\$4,500	\$17,000
	Senior Capstone Showcase event expenses (based on 220 seniors x \$10 each)	\$2,200	\$2,200	\$2,200	\$6,600
Subtotal		\$21,830	\$22,680	\$29,400	\$73,910
Total Direct Charges		\$829,413	\$839,033	\$810,905	\$2,479,351
Indirect Costs		\$0	\$0	\$0	\$0
Training Stipends	Stipends: Participant stipends for summer inquiry training in years 1 and 2. 32 staff for 5 days @ \$30 per hour	\$38,400	\$38,400	\$0	\$76,800
	Stipends: Participant stipends for summer technology integration training in years 1 and 2. 32 staff for four days @ \$30 per hour.	\$30,720	\$30,720	\$30,720	\$92,160
	Stipends: Participant stipends for summer cultural competency training each year. 32 staff for three days @ \$30 per hour.	\$23,040	\$23,040	\$23,040	\$69,120
	Stipends: Teacher stipends to work with curriculum integration coordinator to develop course maps and develop global studies curriculum (32 teachers for five days @ \$30 per hour)	\$38,400	\$38,400	\$38,400	\$115,200
	Stipends: Teacher stipends for diploma course development: 6 teachers for years one and two for five days @ \$30 per hour	\$7,200	\$7,200		\$14,400
	Stipends: Stipends for course and map reviewers to ensure high quality of new courses: 2 @ \$30 per hour times 120 hours	\$7,200	\$7,200	\$7,200	\$21,600
	Subtotal		\$144,960	\$144,960	\$99,360
Total Costs		\$974,373	\$983,993	\$910,265	\$2,868,631

Fridley High School Budget Summary

Budget Categories	Project year 1	Project Year 2	Project Year 3	Total
1. Personnel	\$270,515	\$275,200	\$276,655	\$822,370
2. Fringe Benefits	\$84,368	\$85,453	\$78,950	\$248,771
3. Travel	\$62,400	\$84,400	\$94,400	\$241,200
4. Equipment	\$10,000	\$0	\$0	\$10,000
5. Supplies	\$342,000	\$347,500	\$317,500	\$1,007,000
6. Contractual	\$38,300	\$23,800	\$14,000	\$76,100
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$21,830	\$22,680	\$29,400	\$73,910
9. Total Direct Costs (1-8)	\$829,413	\$839,033	\$810,905	\$2,479,351
10. Indirect Costs	\$0	\$0	\$0	\$0
11. Training Stipends	\$144,960	\$144,960	\$99,360	\$389,280
12. Total Costs	\$974,373	\$983,993	\$910,265	\$2,868,631

**Park Center Senior High School Global Studies Magnet Budget
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Full Time Personnel	Curriculum Integration Coordinator - 5 MYP/5 DP Coordination	\$81,675	\$83,300	\$85,000	\$249,975
	Curriculum Integration Coordinator - Global Studies Magnet Coordinator	\$86,000	\$87,720	\$89,475	\$263,195
	Technology integration and collaboration teacher - Technology integration and support specialist for IB and	\$81,675	\$83,300	\$85,000	\$249,975
Part Time Personnel	Administrative Support - (200 hours per year - clerical and accounting specialists)	\$5,000	\$5,000	\$5,000	\$15,000
	Substitutes: National Training Needs 1) MYP Training 2) DP Training 3) National Subject Area Conferences 4) Magnet Schools of America Conference	\$24,080	\$18,480	\$21,280	\$63,840
	Substitutes: Local Training Needs 1) Technology integration training 2) Curriculum mapping 3) local site visits 4) Inquiry training 5) State Conferences for IB and subject areas	\$19,460	\$16,660	\$15,260	\$51,380
Subtotal		\$297,890	\$294,460	\$301,015	\$893,365
Fringe Benefits	Fringe Benefits for staff salary: @ 15%	\$44,684	\$44,169	\$45,152	\$134,005
	Fringe Benefits for Stipends: (15%)	\$13,365	\$13,244	\$11,057	\$37,665
	FICA and TRA for staff salary: (13.15%)	\$39,173	\$38,721	\$39,583	\$117,477
Subtotal		\$97,221	\$96,134	\$95,792	\$289,147
Travel Out-of-State	Travel for Level 2 and level 3 workshops for IBO MYP Programme: (30 staff @ \$1800 each years 1 and 2) 20 staff year 3	\$54,000	\$54,000	\$36,000	\$144,000
	Travel for IBO DP Workshops - 18 staff @ \$1800 each year 1 - 12 staff in yr 2 - and 12 in year 3	\$32,400	\$21,600	\$21,600	\$75,600
Travel Out-of-State	Travel for attending MSA Conference: (5 staff @ \$1800 each years 1, 2, and 3)	\$9,000	\$9,000	\$9,000	\$27,000
	Travel for attending national subject area conventions (NSTA, NMTA, etc): (2 staff @ \$2,000 per non-DP focus area years 1, 2,	\$20,000	\$20,000	\$20,000	\$60,000
	Travel for site visits: (3 teams of 5 staff @ \$1,500 each years 1 & 2)	\$22,500	\$22,500	\$0	\$45,000
In State Travel	State Conferences: State math, science and IBO conferences/meetings. 12 staff @ \$400 each yr	\$4,800	\$4,800	\$4,800	\$14,400
Subtotal		\$142,700	\$131,900	\$91,400	\$366,000
Equipment	Complete Wireless Cart including 18 computers: @ \$ 20,000.00	\$100,000	\$60,000	\$80,000	\$240,000
	Update TV and recording studio: (install digital recording	\$0	\$100,000	\$0	\$100,000

**Park Center Senior High School Global Studies Magnet Budget
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total	
Equipment (Continued)	Update TV and recording studio: (install closed circuit broadcast head-end room)	\$0	\$30,000	\$0	\$30,000	
	Connection hardware to teleconference through Internet 2 (Polycom) : (1 in TV Studio and 1 portable) Subscription in contracted services	\$11,000	\$0	\$0	\$11,000	
Subtotal		\$11,000	\$190,000	\$80,000	\$381,000	
Supplies	Media print resources: (To support new DP courses)	\$2,000	\$10,000	\$5,000	\$17,000	
	Media print resources: (To support new MYP courses)	\$15,000	\$15,000	\$15,000	\$45,000	
	Global Studies Print Resources: (text and course-related materials adapting courses with the Global Studies Magnet)	\$20,000	\$20,000	\$40,000	\$80,000	
	DP Print resources: (Text and course-related materials for new DP courses) Based on 15 DP courses (2 or 3 per subject area plus TOK) times 25 students per course @ \$100 per student.	\$5,000	\$37,500	\$5,000	\$47,500	
	Smart Boards: (@ \$2,000.00 includes airliner, stand and cover)	\$10,000	\$10,000	\$12,000	\$32,000	
	Document cameras: (@ \$800.00)	\$3,200	\$3,200	\$4,800	\$11,200	
	Classroom Microphone systems 5 each year @\$390	\$1,950	\$1,950	\$1,950	\$5,850	
	Video projection stations: 1 per classroom X 25 classrooms. Includes some mounted and some on carts complete.	\$0	\$20,000	\$50,000	\$70,000	
	Maintenance materials for new technology: printer supplies,		\$7,000	\$7,000	\$14,000	
	Polycom infrastructure: provide zones for maximum video quality	\$3,000	\$3,000	\$3,000	\$9,000	
	Staff Wireless Tablet PC's: (@ 1500 each) 30 per year	\$45,000	\$45,000	\$45,000	\$135,000	
	Wireless Networking Hardware	\$30,000	\$0	\$0	\$30,000	
	<i>Conversion of computer labs to "Business Centers" (1 per year)</i>					
		32 Laptop Computers per center	\$35,200	\$35,200	\$35,200	\$105,600
		Business Center furniture: Convertible tables, chairs, dividers	\$9,000	\$9,000	\$9,000	\$27,000
		Color Laser Printers: (1 each for library, student creative work rooms - total 4) @ \$2500.00	\$2,500	\$2,500	\$5,000	\$10,000
	Poster printers: (1 per student creative work room - total 3 @ \$2000)	\$2,000	\$2,000	\$2,000	\$6,000	
Subtotal		\$183,850	\$221,350	\$239,950	\$645,150	
Contractual Purchases of Services	Training Workshops for Global Studies Magnet: MYP Trainers brought in to work with staff - 3 trainers @ \$2500 each per year	\$7,500	\$7,500	\$7,500	\$22,500	
	Inquiry Training: Consultant(s) to work with staff to train in the	\$10,000	\$6,000	\$6,000	\$22,000	

**Park Center Senior High School Global Studies Magnet Budget
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Contractual Purchases of Services (Continued)	Global Studies Curriculum Evaluators - To ensure quality of curriculum development and alignment with standards of the Global Studies Magnet	\$0	\$5,000	\$10,000	\$15,000
	Installation of Wireless hardware	\$6,000	\$0	\$0	\$6,000
	Computer consultants - 100 Hours per year to provide expertise and infrastructure installation for new technologies	\$5,000	\$5,000	\$5,000	\$15,000
	Cultural Competency Trainers - To ensure teachers have training to work with cultural differences appropriately and inclusively	\$10,000	\$4,000	\$4,000	\$18,000
	IBO DP Application Consultant Fee	\$4,300	\$4,800	\$0	\$9,100
Subtotal		\$42,800	\$32,300	\$32,500	\$107,600
Construction		\$0	\$0	\$0	\$0
Other	Marketing Materials estimated	\$15,000	\$6,500	\$6,500	\$28,000
	IBO DP Application A Fee	\$4,500	\$0	\$0	\$4,500
	IBO annual MYP fee	\$3,380	\$3,380	\$3,380	\$10,140
	IBO annual DP fee	\$0	\$8,850	\$8,850	\$17,700
	IBO Examination Fees - estimated based on 80 tests	\$0	\$0	\$6,720	\$6,720
	Gaggle.net email account for each student	\$3,520	\$3,520	\$3,520	\$10,560
	Subscription to Internet 2 teleconferencing service	\$250	\$250	\$250	\$750
	Membership in MSA	\$500	\$500	\$500	\$1,500
Other (Continued)	Senior Capstone Showcase event expenses (based on 550 seniors x \$10 each)	\$0	\$5,500	\$5,500	\$11,000
Subtotal		\$27,150	\$28,500	\$35,220	\$90,870
Total Direct Costs		\$902,611	\$994,644	\$875,877	\$2,773,132
Indirect costs		\$0	\$0	\$0	\$0
Training Stipends	MYP Level 2 Training	\$36,450	\$0	\$0	\$36,450
	Inquiry Training	\$36,450	\$0	\$0	\$36,450
	Technology Integration Training	\$0	\$14,580	\$14,580	\$29,160
	MYP Assessment training and writing	\$0	\$14,580	\$14,580	\$29,160
	Cultural Competency Training	\$0	\$14,580	\$0	\$14,580
	Global Studies integration and planning	\$16,200	\$44,550	\$44,550	\$105,300
Subtotal		\$89,100	\$88,290	\$73,710	\$251,100
Total Costs		\$991,711	\$1,082,934	\$949,587	\$3,024,232

Park Center Budget Summary

Budget Categories	Project year 1	Project Year 2	Project Year 3	Total
1. Personnel	\$297,890	\$294,460	\$301,015	\$893,365
2. Fringe Benefits	\$97,221	\$96,134	\$95,792	\$289,147
3. Travel	\$142,700	\$131,900	\$91,400	\$366,000
4. Equipment	\$111,000	\$190,000	\$80,000	\$381,000
5. Supplies	\$183,850	\$221,350	\$239,950	\$645,150
6. Contractual	\$42,800	\$32,300	\$32,500	\$107,600
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$27,150	\$28,500	\$35,220	\$90,870
9. Total Direct Costs (1-8)	\$902,611	\$994,644	\$875,877	\$2,773,132
10. Indirect Costs	\$0	\$0	\$0	\$0
11. Training Stipends	\$89,100	\$88,290	\$73,710	\$251,100
12. Total Costs	\$991,711	\$1,082,934	\$949,587	\$3,024,232

Magnet Office Budget
MSAP – Three Year Budget Narrative

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Personnel Full Time	Project Director: Salary for a director to supervise magnet programs described in this application, including budgets, curriculum development, marketing and coordination with district personnel.	\$96,151	\$99,036	\$102,007	\$297,194
	Marketing & Recruitment Specialist: Salary for marketer/recruiter to identify and recruit minority and nonminority students; marketing and recruitment campaign; and oversee and implement lottery; create and maintain ongoing communications	\$49,018	\$50,489	\$52,003	\$151,510
	Program Specialist: Salary for specialist to collect, coordinate and compile data for student data and evaluations; monitor budgets, invoices; assist with transportation	\$47,690	\$49,121	\$50,594	\$147,404
	Project Secretary: Salary to supply administrative support for all project activities prepare correspondence, prepare official meeting minutes, arrange annual Magnet fair, maintain student application database	\$36,658	\$37,758	\$38,890	\$113,306
Subtotal		\$229,517	\$236,403	\$243,495	\$709,415
Fringe Benefits	Fringe on all costs in Personnel: The district calculates a fringe rate of % for administrators and clerical staff.				
	Project Director @ 21.41%	\$19,868	\$20,189	\$23,581	\$63,638
	Recruiter and Specialist @ 26.88%	\$12,889	\$13,053	\$14,782	\$40,725
	Program Specialist: @37.05%	\$17,537	\$17,696	\$19,378	\$54,611
	Project Secretary: @ 73.09%	\$27,476	\$27,600	\$27,740	\$82,816
Subtotal		\$77,770	\$78,539	\$85,481	\$241,790
Travel	In-state Travel: (@\$0.445): Travel expenses for Program Director, Marketing & Recruitment Specialist, CurriculumResource Specialist related to management, supervision and marketing to the magnet programs.	\$4,000	\$4,000	\$4,000	\$12,000
	Out-of-state Travel: Travel expenses for Program Director, Marketing Recruitment Specialist and Curriculum Resource Specialist to attend national and international like the International Magnet Schools Conference.	\$16,000	\$16,000	\$16,000	\$48,000
Subtotal		\$20,000	\$20,000	\$20,000	\$60,000
Equipment					\$0
Subtotal		\$0	\$0	\$0	\$0
Supplies	Office Supplies: Paper, stationery and envelopes, miscellaneous office supplies	\$4,000	\$4,000	\$4,000	\$12,000

Magnet Office Budget
MSAP – Three Year Budget Narrative

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
	Magnet office computers and software: (3) Dockable HP Laptop@ \$2,500.00; Compaq Laptop; Laser Printer, Color Laser Printer, MS Office Suite Software Package (Photo shop, Illustrator, Acrobat, In-Design, Go Live) 2 4-drawer Filing Cabinets , 3 ergonomic chairs, LCD projector (\$1,500)	\$6,500	\$5,000	\$2,800	\$14,300
	Copying and Printing	\$5,000	\$5,150	\$5,300	\$15,450
Subtotal		\$15,500	\$14,150	\$12,100	\$41,750
Contractual	Independent contractor to design and implement student lottery system	\$17,000	\$12,000	\$12,000	\$41,000
	Preparation of brochures, applications, flyers, logos, advertisements and video media	\$35,000	\$10,000	\$10,000	\$55,000
	Printing and Mailing of brochures and advertising media	\$25,000	\$25,000	\$25,000	\$75,000
	Evaluator to design and conduct comprehensive program evaluation	\$19,000	\$19,000	\$19,000	\$57,000
Subtotal		\$96,000	\$66,000	\$66,000	\$228,000
Other	Memberships: membership in various magnet school Associations and local Chamber of Commerce to allow public awareness of magnet programs	\$1,000	\$1,050	\$2,000	\$4,050
	Subscriptions For local newspapers and educational magazines	\$2,500	\$2,500	\$2,500	\$7,500
	Advertising (Newspapers, TV, magazines, real estate publications, etc)	\$15,000	\$15,000	\$15,000	\$45,000
	Postage: Mailing notifications and brochures to prospective students in 7 districts	\$15,000	\$15,200	\$15,200	\$45,400
Subtotal		\$33,500	\$33,750	\$34,700	\$101,950
TOTAL DIRECT CHARGES		\$472,287	\$448,842	\$461,776	\$1,382,905

Magnet Office Budget Summary

Budget Categories	Project year 1	Project Year 2	Project Year 3	Total
1. Personnel	\$229,517	\$236,403	\$243,495	\$709,415
2. Fringe Benefits	\$77,770	\$78,539	\$85,481	\$241,790
3. Travel	\$20,000	\$20,000	\$20,000	\$60,000
4. Equipment	\$0	\$0	\$0	\$0
5. Supplies	\$15,500	\$14,150	\$12,100	\$41,750
6. Contractual	\$96,000	\$66,000	\$66,000	\$228,000
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$33,500	\$33,750	\$34,700	\$101,950
9. Total Direct Costs (1-8)	\$472,287	\$448,842	\$461,776	\$1,382,905
10. Indirect Costs				\$0
11. Training Stipends				\$0
12. Total Costs	\$472,287	\$448,842	\$461,776	\$1,382,905

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**FY 2007 APPLICATION FOR GRANTS UNDER THE MAGNET SCHOOLS ASSISTANCE
PROGRAM**

CFDA # 84.165A

PR/Award # U165A070053

Grants.gov Tracking#: GRANT00253699

OMB No. 1855-0011, Expiration Date: 04/30/2007
Closing Date: APR 27, 2007

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify) _____
---	---	---

* 3. Date Received: 04/26/2007	4. Applicant Identifier: _____
-----------------------------------	-----------------------------------

5a. Federal Entity Identifier: _____	* 5b. Federal Award Identifier: _____
---	--

State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
-------------------------------------	---

8. APPLICANT INFORMATION:

* a. Legal Name: Northwest Suburban Integration School District #6078	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 80-0016622	* c. Organizational DUNS: 143939606

d. Address:

* Street1: 6860 Shingle Creek Parkway Suite #208
Street2: _____
* City: Brooklyn Center
County: Hennepin
* State: MN: Minnesota
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 55430

e. Organizational Unit:

Department Name: _____	Division Name: _____
---------------------------	-------------------------

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

Prefix: Ms.	* First Name: Karla
Middle Name: _____	
* Last Name: Fawbush	
Suffix: _____	
Title: Director of Magnet Schools	
Organizational Affiliation: Northwest Suburban Integration School District	
* Telephone Number: 763-450-1306	Fax Number: 763-450-1349
* Email: kfawbush@nws.k12.mn.us	

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Integration School District

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

* 12. Funding Opportunity Number:

ED-GRANTS-030907-002

* Title:

Magnet Schools Assistance Program CFDA 84.165A

13. Competition Identification Number:

84-165A2007-2

Title:

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

Minnesota Anoka County Hennepin County Sherburne County Wright County

* 15. Descriptive Title of Applicant's Project:

Power of Choice for Education: NWSISD Magnet Schools Assistance Program

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="10,982,838.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="10,982,838.00"/>

* 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.
- c. Program is not covered by E.O. 12372.

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

- Yes
- 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)

** 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: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

*** 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.

Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Northwest Suburban Integration S...

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	\$ 1,092,922	\$ 1,135,913	\$ 1,161,085	\$ 0	\$ 0	\$ 3,389,920
2. Fringe Benefits	\$ 389,259	\$ 404,663	\$ 408,990	\$ 0	\$ 0	\$ 1,202,912
3. Travel	\$ 290,100	\$ 346,300	\$ 300,800	\$ 0	\$ 0	\$ 937,200
4. Equipment	\$ 346,792	\$ 242,706	\$ 103,500	\$ 0	\$ 0	\$ 692,998
5. Supplies	\$ 623,209	\$ 814,085	\$ 818,634	\$ 0	\$ 0	\$ 2,255,928
6. Contractual	\$ 322,345	\$ 181,065	\$ 159,750	\$ 0	\$ 0	\$ 663,160
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 99,480	\$ 106,630	\$ 112,020	\$ 0	\$ 0	\$ 318,130
9. Total Direct Costs (lines 1-8)	\$ 3,164,107	\$ 3,231,362	\$ 3,064,779	\$ 0	\$ 0	\$ 9,460,248
10. Indirect Costs*	\$ 247,310	\$ 260,952	\$ 253,948	\$ 0	\$ 0	\$ 762,210
11. Training Stipends	\$ 274,060	\$ 273,250	\$ 213,070	\$ 0	\$ 0	\$ 760,380
12. Total Costs (lines 9-11)	\$ 3,685,477	\$ 3,765,564	\$ 3,531,797	\$ 0	\$ 0	\$ 10,982,838

***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 No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2007 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Minnesota Department of Education

(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, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Northwest Suburban Integration S...

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

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

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 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 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.

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Prescribed by OMB Circular A-102

Tracking Number: GRANT00253699

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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 OFFICIAL Marcia Moore	* TITLE Superintendent
* APPLICANT ORGANIZATION Northwest Suburban Integration School District #6078	* DATE SUBMITTED 04-26-2007

Standard Form 424B (Rev. 7-97) Back

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 1890-0007. 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:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name

6317-GEPA_Compliance.pdf

Mime Type

application/pdf

Compliance with General Provisions Act (GEPA), Section 427

General Statement of Non-discrimination

In accordance with federal regulations (including the General Education Provisions Act, Section 427) and the Northwest Suburban Integration School District # 6078 (NWSISD) policy, the proposed project will not discriminate. As stated in District Policy, "NWSISD does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, gender, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status." The Northwest Suburban Integration School District is deeply committed to the goal of diversity. This project is guided by the principle that no aspect of the project's services will be delivered differently to participants because of race, creed, color, religion, or disabling condition. The district will provide equal opportunities for all students and staff in all programs and activities offered by the school district.

Student Participation: Addressing the Needs of Diverse Learners

The Quality of Project Design section of the Magnet Schools Assistance Program application requires the applicant to describe how each magnet school will: 1) bring diverse groups of students together, 2) foster interactions among the students, 3) meet the educational needs of the students, and 4) strengthen the academic skills of the students. Clearly the entire application focuses on removing barriers for students to participate in all phases of the project. The project has a comprehensive recruitment plan, which will insure that all students know about and can apply to attend the magnet schools.

Additionally, students, staff and parents/guardians who feel they are treated unfairly or discriminated against have the right and opportunity to seek relief through an official grievance policy.

The school board further recognizes that students and staff have certain rights extended to citizens under the United States Constitution and its amendments. These rights cannot be abridged except in accordance with due process procedures. Therefore, the school board supports the concept and intent of equal opportunity laws and statutes.

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 an 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 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 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

Northwest Suburban Integration School District #6078
--

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix: Ms. * First Name: Marcia Middle Name:
* Last Name: Moore Suffix: * Title: Superintendent

* SIGNATURE: Marcia Moore * DATE: 04/26/2007
--

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Ms.

Karla

Fawbush

* Address:

6860 Shingle Creek Parkway Suite #208

Hennepin

County

Brooklyn Center

MN: Minnesota

55430

USA: UNITED STATES

* Phone Number:

763-450-1306

Fax Number:

Email:

kfawbush@nws.k12.mn.us

2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

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

Yes 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:

FileName

MimeType

Tracking Number: GRANT00253899

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 3168-Abstract_.pdf

Abstract – Northwest Suburban School District #6078

This application is from the Northwest Suburban Integration School District #6078 (NWSISD). Located a few miles northwest of Minneapolis, the collaborative district includes seven member districts and serves over 85,000 students in 100 schools.

With MSAP funds, the NWSISD will implement new magnet school programs in three high schools that failed to make Adequate Yearly Progress in 2006. The innovative program components being added to each school are noted in the following text.

1. Brooklyn Center High School in Brooklyn Center Independent School District #286: a) implement the Middle Years Programme from the International Baccalaureate Organization (IBO), b) implement a visual, performing, literary and technological/media arts magnet program, c) develop curriculum using inquiry-based and standards-based instructional techniques, and d) integrate technology into all instruction. Brooklyn Center has the capacity to accept 300 new students. The total number of students expected to participate is 926.
2. Fridley High School in Fridley Independent School District #14 and Park Center Senior High in ISD 279 – Osseo Area Schools: a) implement the Diploma Programme from the IBO, b) expand the current Middle Years Programme from the IBO to include all students, c) implement a global studies model as the infrastructure for the program, d) develop curriculum using inquiry-based and standards-based instructional techniques, and e) integrate technology into all instruction. Fridley has the capacity to accept 160 new students and Park Center 300. The total number of students expected to participate at Fridley is 954 and at Park Center 1,701.

Major project goals and objectives are aligned with the purposes of the MSAP and the school improvement goals of NCLB. Objectives are grouped under three categories: 1) Desegregation & Choice; 2) Building Capacity; and 3) Academic Achievement of Students.

Project Narrative

Project Narrative

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NEED FOR ASSISTANCE

(a) COSTS OF FULLY IMPLEMENTING MAGNET PROGRAMS

The Northwest Suburban Integration School District (NWSISD) is made up of seven contiguous Minnesota school districts. The district was created in 2001 by a State Desegregation Rule. The process began when two of the member districts – Brooklyn Center and Osseo – were determined by the State Rule to be minority group isolated. Because the other five districts are contiguous to one or both of these districts they were required to join the collaborative. The State Rule required the districts to work together and to develop a desegregation plan that not only will assist Brooklyn Center and Osseo, but will also reduce minority group isolation in schools in other member districts. As a result, this application is from the NWSISD: it proposes to implement 3 magnet schools, which will reduce minority group isolation in 2 proposed magnet schools and in the feeder schools of the third one.

The themes that were selected for the new magnet schools will be very expensive to implement. All of the proposed equipment and supply costs are based on actual price quotes obtained from a variety of vendors. In situations where price quotes varied, an average of several similar proposals is included. Personnel costs are based directly on the member-district's board-approved salary pay scale for certified and non-certified staff. To determine what equipment and supplies are requested for each magnet program, a series of meetings and work sessions was held with faculty members and principals in each K-12 strand. Teachers and major departments submitted written budget requests accompanied by detailed justifications on how the requested equipment and supplies would be utilized to benefit magnet school students. These lists were then evaluated and refined with the assistance of curriculum specialists and consultants from national subject area associations. A breakdown of the proposed budgets for each of the

three project years shows that the district plans to spend most of the requested MSAP funds on teacher training, classroom equipment, supplies, and technology – all expenses which most directly impact students enrolled in the magnet school program; expenditures, which are well in excess of the cost of the basic program.

The district is committed to and expects to cover basic program costs. The budget items requested have been carefully selected with the input and expertise of local professionals from all of the member districts including teachers, program coordinators, subject area supervisors, directors and superintendents. Although the dollars requested are reasonable and adequate to assure the success of the program, the current economic conditions in Minnesota and its generally poor funding of education mean that the projected costs are beyond the fiscal capability of the NWSISD and its member districts.

The proposed budgets total:

1 YEAR ONE - (2007-2008):	\$3,685,477
2 YEAR TWO - (2008-2009):	\$3,765,564
3 YEAR THREE – (2009-2010):	\$3,531,797

Equipment purchases will be distributed among the three budget years. The reason for gradual acquisition of equipment rather than at the outset of the project period is two-fold: 1) to allow faculty members and students time to become familiar with the technology and accustomed to using it in instruction, and 2) to assure that all equipment does not become essentially obsolete at the same time. The magnet programs will use PCs or Macintosh computers/laptops. This equipment is compatible with the technology and computer networks already in use within the buildings and the districts. None of the requests in the budget proposals is vendor specific and competitive bids will be taken for each item to insure that the district receives the best and lowest possible price on all equipment and supplies purchased with MSAP

funds. The cost of implementing the program is adequate and reasonable in terms of the objectives of the project. [Objectives are described in the Abstract and in the Needs Section.]

(b.) RESOURCES AVAILABLE TO THE APPLICANT

The member districts conducted an initial assessment of the materials and supplies that will be necessary for the operation of the magnet program. These estimates are based on the experience and expertise of their personnel as well as input from outside consultants, business partners, and local vendors. Some items will be provided out of local funds. Students attending magnet programs will receive the same allocation of local money as every other district student for supplies and materials. With **state funding, NWSISD will also pay the full cost of transporting students to and from the magnet school sites.**

NWSISD is requesting about \$3,660,946 a year for each of the three years of the MSAP funding cycle. This amounts to about \$1,022 per student for the expected 3,581 students who will participate in this program. The state and districts fund the basic program at approximately \$6,646 per student. The renovations and construction at Brooklyn Center High School (\$10.3 million), Fridley High School (\$14 million) and Park Center Senior High (\$18 million) come to a combined total of \$42.3 million or about \$11,812 per expected student.

The current educational funding in Minnesota includes a state-funded basic formula amount of \$4,974 per pupil unit with additional state categorical funding provided to support some of the specific costs of meeting the needs of special education students, English Language Learners and students living in poverty. There is also a small state categorical funding of \$92-\$129 per pupil that is set aside for integration efforts. None of the state funding amounts covers the actual costs of district operation. Because current educational costs are significantly higher than what is provided in state dollars, most districts seek voter-approved property tax

referendums of \$629 per pupil unit to offset some of these additional costs. Even with the passage of operating levies, most districts in Minnesota are experiencing annual budget deficits requiring budget reductions. In the Twin Cities metropolitan area alone, budget cuts of \$0.5 - \$17 million per year are not uncommon. Inflation is an economic reality. The State's failure to adjust school funding for inflation is the functional equivalent of cutting funding because it reduces the buying power of the school district for the goods and services it needs to do its job. Add the costs of ever-increasing unfunded mandates and, for many districts, the financial consequences of declining enrollment, and the resources available to provide educational services to students are losing ground every year. From FY 2003 to FY 2007, state aid to Minnesota school districts has declined by \$709 million. This is a decline of 9.9%.

(c.) COSTS EXCEED APPLICANTS RESOURCES

The funds requested from the MSAP from each of the budget years represent those expenses that cannot be covered by the local district's revenues. There is no supplanting and no excess expenditures included in the proposal. The district is unable to hire curriculum integration coordinators, IB coordinators, foreign language instructor, technology/lab specialists, and performing arts specialists, or to pay for curriculum development and teacher training. The positions requested in this project, as well as the project director, the student recruiter, the program specialist and the administrative assistant are not positions covered by the State's basic per pupil allocations and local money is not available to hire these necessary staff members. Although these positions are essential to the successful development and implementation of this project, most will not be needed to maintain a high quality magnet program at the end of the funding cycle. The coordinators for Middle Years and Diploma Programme, additional MYP foreign language instructor, and additional performing arts positions will be needed and will be

picked up by the appropriate member districts at the end of the project. (Estimate: \$579,000)

NWSISD will cover, with state funding, transportation of magnet students. (This is estimated at (b)(4) based on 16% of anticipated number of new magnet students who will require transportation from NWSISD.) Major fiscal areas that will be covered by the member districts include salaries for program administrators and support staff, instructional staff provided by the basic staffing model, and the standard textbook and instructional supply allocations. Additionally, the districts have already funded substantial construction and renovation at several sites. The estimated average cost **per student for providing the basic program and transportation is \$6,912 per year.** Neither NWSISD nor its member districts are able to provide the additional \$3,660,946 a year needed to provide the supplemental staff and program enhancements necessary to assure the successful development and implementation of these magnet schools.

(d) DIFFICULTY OF EFFECTIVELY CARRYING OUT THE PLAN

The district's plan, for implementing three new, school-wide magnet programs, has and will continue to require a great deal of effort on the part of many system employees (both within Northwest and its member districts) as well as substantial district financial obligations. The curriculum for these schools does not yet exist. Recruiting of students began in November 2006 before the MSAP grant cycle begins. Parents are being informed that some of the programs are contingent on Federal MSAP funding.

School-based personnel have been assigned program responsibilities and teachers have been involved in the planning process and have already started project training. In order to become teachers in the magnet program, staff must agree to participate in the program planning and attend a minimum of 90 annual hours of training. All grade-level appropriate students, living

within the seven member districts, will have access to the magnet programs and with state funding, NWSISD will provide bus service to and from the school sites.

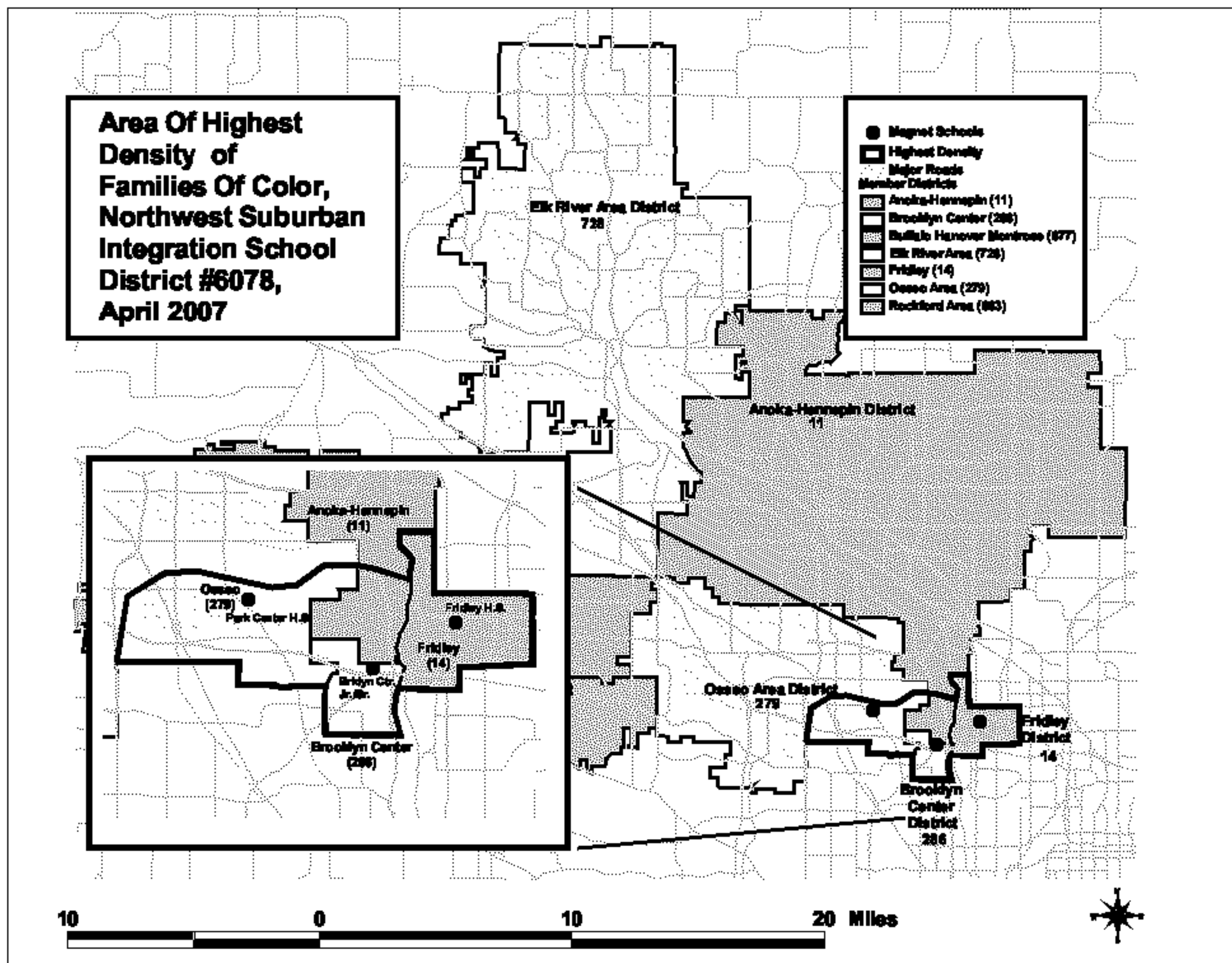
As will be shown in the Needs Assessment section, the distribution of minority students in the district is very uneven. It is, therefore, very difficult for the member districts to have neighborhood schools and still meet the state guidelines for diverse school populations. As clearly shown in the following map, all of the schools in this application are located in or near areas with large minority neighborhood populations.

The districts have been implementing magnet schools since 2004. In those two years, over 2,000 have transferred into the NWSISD magnet schools. This has reduced minority group isolation in the schools of the member districts.

Because NWSISD has **seven member districts spread over an area that is forty miles wide and some thirty miles from north to south**, moving students among the districts will be difficult. Planners felt that the best strategy for accomplishing this difficult task was to select and implement three very popular, K-12 articulated program strands. The three strands include 1) International Baccalaureate Programmes, 2) Science, Technology, Engineering and Math (STEM), and 3) Visual, Performing, Literary and Technological/Media Arts. In addition to the three magnet schools included in this application, the NWSISD is starting three magnet schools using a combination of state and local funds: Monroe Elementary School for Math, Science and Children's Engineering; Salk Middle School Pre-Engineering Magnet Program; and Blaine High School Mathematics, Science and Engineering.

The schools featured in this application will offer **new magnet programs**. Each school has the **capacity to attract a substantial number of new students** – both minority and non-minority. **The schools have room for over 760 new students** and the **projected enrollment at**

the end of the project exceeds 3,581 students. The programs were intentionally placed in schools that will require students to move from minority group isolated sites to non-minority isolated school sites and to attract non-minority students to minority group isolated school sites. Data indicate that getting students “hooked” on a program at one school would be the best motivator to get them to move to another site – particularly one not in their own district (see the following map.)



All proposed magnet schools require specialized equipment, software and supplies to assure that students will attend. With the financial support requested from the magnet Schools Assistance Program, NWSISD will be able to accomplish the objectives set forth in this application.

EXPANDING CAPACITY TO PROVIDE CHOICE

The extent to which the applicant proposes to help parents whose children attend low-performing schools

Expanding the capacity of the member districts to provide public school choice played a large role in developing the magnet programs and selecting schools to participate in this MSAP proposal. Within the boundaries of the seven member districts that make up the NWSISD, there are 26 that did not make Adequate Yearly progress (AYP) in 2006 for the second year in a row. Three of those schools not making AYP are in this application to be converted into magnet schools, Brooklyn Center High School, Fridley High School and Park Center Senior High. Therefore, NWSISD proposes to develop academic programs with MSAP funding that will **improve the quality of teaching and learning at three schools and provide additional choices to parents whose children attend schools that have not made, or that in the future may not make, Adequate Yearly Progress (AYP) for at least two consecutive years.**

(a) Selecting schools identified for school improvement, corrective action, or restructuring under Title I as magnet schools to be funded under the project and improving the quality of teaching and instruction in these schools.

The three schools included in this application **did not meet Minnesota criteria for AYP in 2006: they are Brooklyn Center High School (Brooklyn Center), Fridley High School (Fridley) and Park Center Senior High (Osseo).** With MSAP funding, Brooklyn Center will implement the IB Middle Years Programme and visual, performing, literary and technological/media arts. Fridley High School and Park Center Senior High will implement the IB Diploma Programme and Global Studies.

(b) Maximizing the opportunity for students in low-performing schools to attend

higher-performing magnet schools funded under the project and reducing minority-group isolation in the low-performing sending schools.

This proposal describes how, with MSAP funding, the IB Middle Years Programme, the IB Diploma Programme, Global Studies, and a Visual, Performing, Literary and Technological/Media Arts program, supported by research-based math and science core curricula will be implemented at three school sites.

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

As part of its Title I Choice Plan, the member districts with local funding, will implement public information campaigns. **Each district has identified a three-step process to effectively inform parents about the choices that are available to them under the public school choice provisions of *No Child Left Behind* (NCLB).** The components involve progressive levels of personal contact with parents to provide information and answer questions as they make decisions about remaining at their current school or choosing to transfer to a school that has not been identified for school improvement including the higher performing magnet schools to be developed with MSAP funding.

1. **Written Notification:** Following identification of a school for improvement under Title I, a letter will be sent home explaining the choices available to parents under NCLB and the procedures to follow if they wish to choose another school. The letter will include information about scheduled parent meetings to provide further information and answer questions. The letter will also contain information about the magnet programs described in this application as well as other schools that have not been identified for improvement, therefore, are also available as

choices.

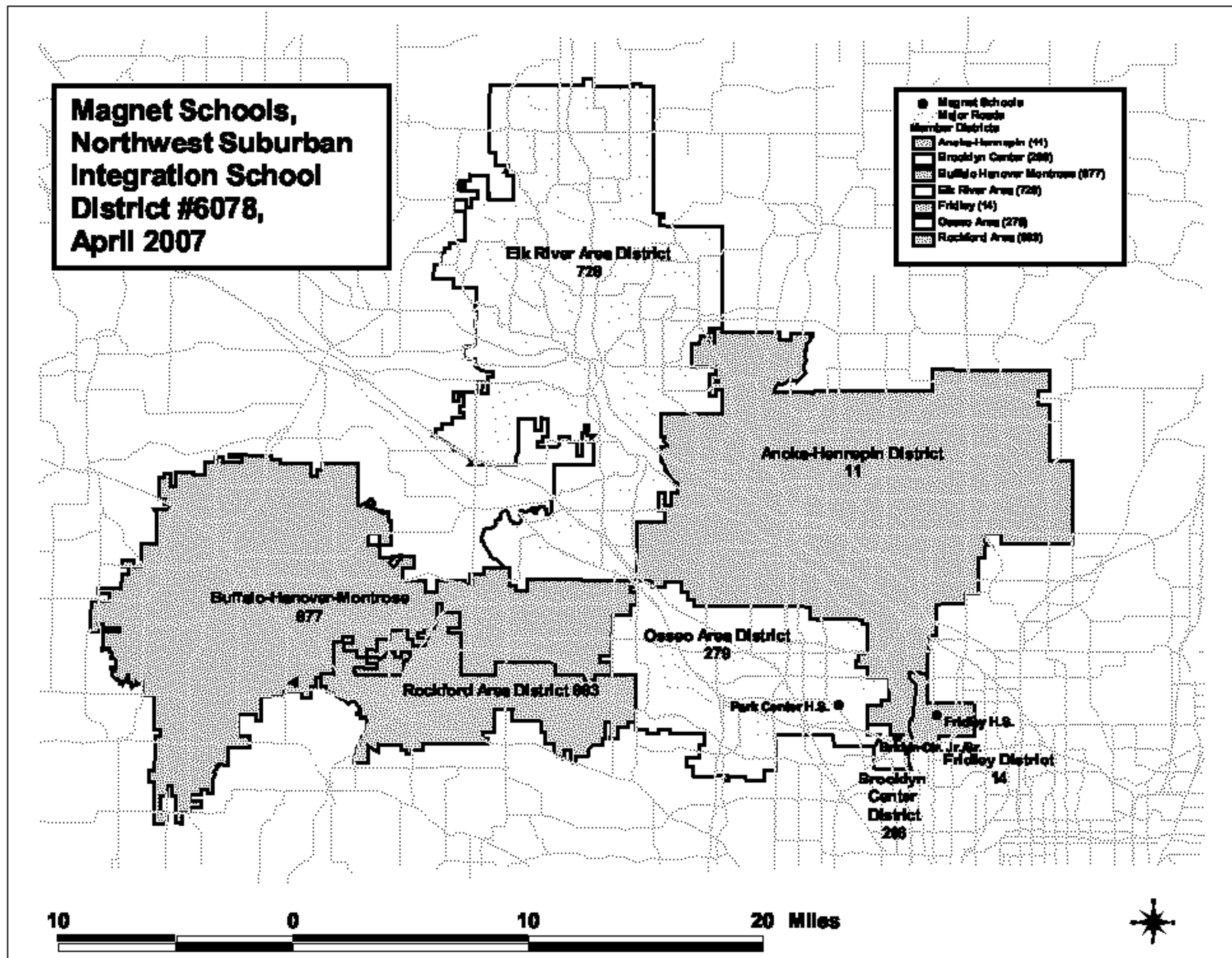
2. **Group Meetings:** Meetings will be held with school and district personnel at each school or groups of nearby schools eligible for NCLB choice to answer parent questions and describe the available school choices, including the magnet programs. The MSAP Project Director and the MSAP Recruitment Specialist will attend these meetings to provide information about the MSAP funded programs and schedule tours and visits to these sites.

3. **Personal Assistance:** Within each district, Title I Office personnel will be available to answer questions one on one, provide additional information to parents, and ultimately make any school reassignments. Title I staff will have promotional information describing the educational program at each magnet school. With MSAP funding, the magnet schools will have the resources necessary to develop professional marketing materials, which will describe their innovative programs. Title I staff will also have information on tours and site visits at the MSAP funded schools. Tours and site visits of the MSAP funded sites will be conducted by the school principals and staff and will provide first hand information about these programs to parents who are considering their options for public school choice under the Title I provisions of NCLB.

INTRODUCTION, NEEDS & OBJECTIVES

Introduction

This application is from the Northwest Suburban Integration School District #6078 (NWSISD). Its offices are located in Brooklyn Center, Minnesota – a few miles northwest of the Twin Cities of Minneapolis/St. Paul. The district was created in 2001 by a new state desegregation rule, which the Minnesota Department of Education developed at the direction of the state legislature. The collaborative district includes seven member districts, all of which are contiguous with one or more member districts – Anoka-Hennepin District #11, Brooklyn Center District #286, Buffalo District #877, Elk River District #728, Fridley District #14, ISD #279- Osseo Area Schools, and Rockford District #883. Altogether the NWSISD serves over 85,000 students in 100 schools. [See the map of the seven districts on the next page.]



About the Desegregation Rule

Minnesota’s new Desegregation Rule replaced an outdated law passed in the 1970’s that utilized quotas and busing to address issues of racial imbalance. This rule was adopted by the Department of Education in 1999 after the Minnesota Legislature authorized the agency to draft a new Desegregation Rule. The text related to desegregation is contained in Rules 3535.0100 to 3535.0180 of the Minnesota Department of Education.

As noted in the “*Adopted Permanent Rules Relating to Desegregation*,” the purpose of parts 3535.0100 to 3535.0180 is to:

1. *Recognize that the primary goal of public education is to enable all students to have opportunities to achieve academic success;*
2. *Reaffirm the state of Minnesota’s commitment to the importance of integration in its public schools;*
3. *Recognize that while there are societal benefits from schools that are racially balanced, there are many factors which can impact the ability of school districts to provide racially balanced schools, including housing, jobs, and transportation;*
4. *Recognize that providing parents a choice regarding where their children should attend school is an important component of Minnesota’s education policy;*
5. *Recognize that there are parents for whom having their children attend integrated schools is an essential component of their children’s education;*
6. *Prevent segregation, as defined in part 3535.0110, subpart 9, in public schools;*
7. *Encourage districts to provide opportunities for students to attend schools that are racially balanced when compared to other schools within the district;*
8. *Provide a system that identifies the presence of racially isolated districts and encourage adjoining districts to work cooperatively to improve cross-district integration, while giving parents and students meaningful choices; and*
9. *Work with rules that address academic achievement, including graduation standards under chapter 3501 and inclusive education under part 3500.0550, by providing equitable access to resources.*

Goals of the rule include:

1. prohibiting intentional discrimination in assignment of students to specific schools,
2. providing families and students with more opportunities to choose racially balanced schools within and outside of their home districts, and
3. enabling school districts that border on districts with higher enrollment of students of color to develop voluntary plans for student, staff and community cooperation.

There is a close correlation between the purposes of the Magnet Schools Assistance Program and the purposes of the desegregation rule adopted by the State of Minnesota. Funding of this project will both support MSAP purposes and those set by the Minnesota Department of Education.

Creation of the NWSISD

The goal behind the new desegregation rule is to assure equity and high-quality educational opportunities for all “protected students.” **Who are the “Protected Students?”** The rule defines “protected students” as those who self-identify as African/Black Americans, Asian/Pacific Americans, Chicano/Latino Americans, or American Indian/Alaskan Native students. Drafters of the rule recognize that there are many factors that may cause a school or district to become racially isolated, which are unintentional and out of the control of the district.

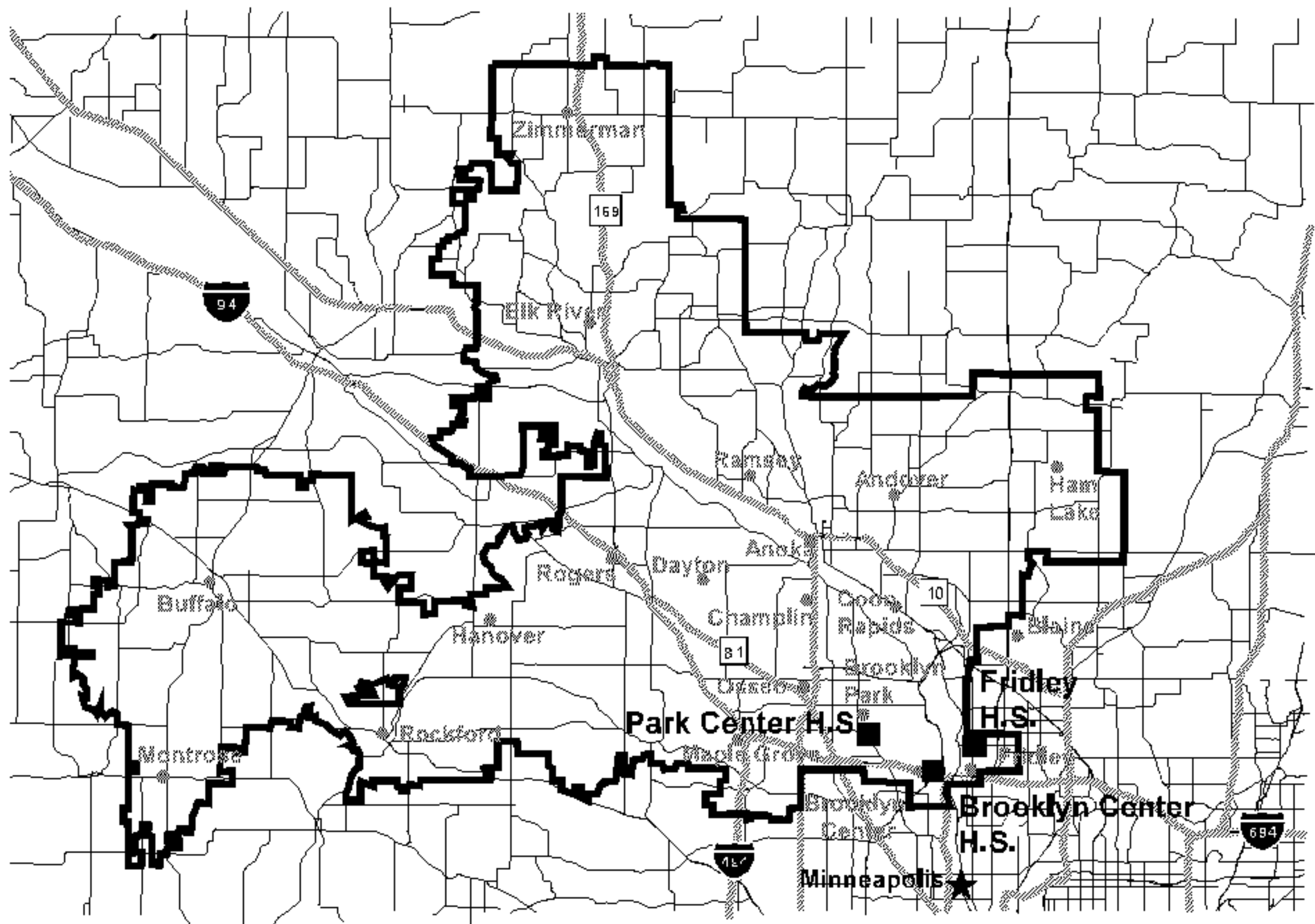
The identification of Brooklyn Center and Osseo Districts as racially isolated, as defined by the new desegregation rule, led to the eventual creation of the NWSISD in 2001. The State Rule requires schools and communities to work together to design effective, voluntary strategies for creating desegregated learning environments, which increase parental choices. By Minnesota state law, a “racially isolated” school district is defined as “a district where the district-wide enrollment of protected students (i.e., minority students) exceeds the enrollment of protected students of an adjoining district by more than 20 percentage points. For example, if District A has a population that is 49% minority and its contiguous neighbor District B has a population that is 28% minority – by Minnesota state law, District A is defined as “racially isolated” and District B is required to assist District A in reducing its minority group isolation.

Collaborative Solutions

The seven districts that make-up the NWSISD agreed to collaborate and developed a comprehensive desegregation plan which includes using magnet schools to reduce racial isolation in Brooklyn Center and Osseo. In addition, the long-term magnet school plan includes assistance for the racially isolated schools in Anoka-Hennepin. The NWSISD is guided by a Joint Powers Board, which has broad representation from each of the seven member districts.

The Northwest Suburban Integration School District is made up of seven school districts, which are located in the northwest suburban area of Minneapolis

MINNEAPOLIS, MINNESOTA



The Northwest Suburban Integration School District #6078 was created during the 2000-01 school year. In this application, the school district will be referred to as NWSISD. The seven member districts have experienced a growing population of racially and culturally diverse learners whose educational needs must be addressed with consummate skill and sensitivity. In the fall of 2006, 23.25% of the total populations of all member districts were minority. Currently Brooklyn Center’s minority students make up 71.93% of its population – and both of its schools are “minority group isolated” (over 50%), Osseo has 12 schools, where minority students make up more than 50% (ranges up to 91.45%) of their school’s population, however, district-wide

only 41.52% of Osseo's population is made-up of minority students. Both Brooklyn Center and Osseo have been cited by the state definition as "racially isolated." In addition, Anoka-Hennepin has two elementary schools that are "racially isolated," by the state definition. Of the 100 schools included in the NWSISD, **a total of 15 meet the federal MSAP definition of "minority group isolated and 2 of them are included in this application."**

The Superintendent of the NWSISD stated, "We are committed to exploring placed programs (i.e., magnets) that would draw students from wider attendance areas within the seven-district collaborative for the purposes of desegregation, improving the quality of education, and matching student interest with curricula. A magnet school/program is highly effective in that it attracts students from across district boundaries, promotes parent choice, as well as encourages program innovation."

The four districts which are located closest to Minneapolis have most of the minority students; they are Anoka-Hennepin, Osseo, Brooklyn Center, and Fridley. **Of the 19,838 minority students attending one of the seven districts in the NWSISD collaborative, 18,535 or 93% attend school in Anoka-Hennepin, Osseo, Brooklyn Center or Fridley.**

The other three districts that make up the collaborative (Buffalo-Hanover-Montrose, Elk River and Rockford) are primarily suburban and/or rural, have very small total enrollments, and their minority students make-up less than 1% of their populations. These three districts serve a total of 18,970 students of which only 1,303 (.07 %) are minority students.

The demographics of the seven member districts and NWSISD are displayed in the following chart.

District	Minority %	Non-Minority %	# Racially Isolated Schools	Total Enrollment
Anoka-Hennepin	18.27	81.73	1	40,657
Brooklyn Center	71.93	28.07	2	1,696
Buffalo-Hanover-Montrose	6.08	93.92		5,562
Elk River	7.29	92.71		11,803
Fridley	35.85	64.15		2,650
Osseo	41.52	58.48	12	21,700
Rockford	6.85	93.15		1,605
NWSISD	23.25	76.75	15	85,673

*By federal standards, Monroe Elementary in the Anoka-Hennepin School District is not minority group isolated with 42.89% minority population; however by Minnesota’s definition it is racially isolated because the minority % is 20 points higher than its district average of 18.27. It is not designated on this chart.

The enrollments at the grades to be included in the magnet project for the NWSISD are displayed in MSAP Table 1 in Section V.

Need I - DESEGREGATION AND CHOICE

The NWSISD needs to reduce minority group isolation within three identified member districts –Anoka-Hennepin, Brooklyn Center and Osseo – and in the 15 minority group isolated (MGI) schools in the seven-district collaborative. This goal assures compliance with the requirements set by the State of Minnesota’s Department of Education, which directs contiguous districts to work together to reduce minority group isolation. This project proposes to place magnet programs in two minority group isolated schools and one “mirror magnet” program in a non-minority group isolated school. **Project planners have selected three K-12 articulated programs, International Baccalaureate, Visual, Performing, Literary and Technological/Media Arts, and Science, Technology, Engineering and Math.** The plan is to

have the **different grade levels - elementary, middle, and high school – offered in different districts as well as to move the programs at each level from minority isolated schools to non-minority isolated schools or visa versa.** Program planners feel that **when students attend a program and become excited about it – they will be more willing to take a risk and attend the next level – even if it is offered in another district.** The long range plan is to offer one or more magnet schools at each grade level in the three articulated K-12 programs; however, **all of these schools are not contained in this application.** Nine magnet programs are currently being implemented. Three additional programs will be established in 2007 with state and local funding and several programs are still in the planning stage and are not expected to open until the fall of 2010, with Board approval. The chart on the following page outlines the long-range, articulated plan for magnet schools/districts, grade levels and themes.

The schools selected for this project include **three schools that did not meet Adequate Yearly Progress** criteria in 2006 – these schools will **become magnet schools** in order to increase academic achievement for all students and increase choices for parents. Fridley did not make AYP for the first time during the 2005-2006 school year. Park Center did not make AYP for the third time during the 2005-2006 school year. Brooklyn Center did not make AYP for the fourth time during the 2005-2006 school year. Brooklyn Center High School is a secondary building housing students in grades 7-12. All three schools are following NCLB regulations for requirements regarding parent notification, school choice and school improvement plans.

The project has two types of desegregation goals for its magnet schools – two of them are currently minority group isolation (MGI) and the goal is to reduce minority group isolation at each individual magnet school. The other one was selected to attract students of color from MGI schools/districts, thereby reducing MGI in its feeder schools. The chart on the following page gives a brief overview of the magnet school themes.

Proposed 2007-2010 Magnet Schools

(Proposed MSAP-funded magnets are bold faced in the shaded area; existing magnets are in regular type; proposed locally-funded magnets are in italics)

THEME: INTERNATIONAL BACCALAUREATE								
Primary Years Programme (PYP)			Middle Years Programme (MYP)			Diploma Programme (DP)		
Elementary Schools			Middle Schools/Junior Highs			High Schools		
School/District	Grades	MGI	School/District	Grades	MGI	School/District	Grades	MGI
Evergreen Park World Studies Elementary PYP Anoka-Hennepin District #11	K-5	Yes	Fridley Middle School MYP Fridley District #14	6-8	No	Fridley High School MYP Fridley District #14	9-10	No AYP
Earle Brown Elementary PYP Brooklyn Center District #286	K-6	Yes	North View Junior High MYP ISD 279-Osseo Area Schools	7-9	Yes AYP	Fridley High School Global Studies and DP Fridley District #14	11-12	No AYP
			Brooklyn Center High School MYP Brooklyn Center District #286	7-10	Yes AYP	Park Center Senior High MYP ISD 279-Osseo Area Schools	10	Yes AYP
						Park Center Senior High Global ISD 279-Osseo Area Schools	11-12	Yes AYP
THEME: STEM (Science, Technology, Engineering and Math)								
School/District	Grades	MGI	School/District	Grades	MGI	School/District	Grades	MGI
Edgewood Elementary: A Science, Math and Technology School ISD 279-Osseo Area Schools	K-6	Yes	<i>Salk Middle School Pre-Engineering Magnet Program</i> Elk River District #728	6-8	No	<i>Blaine High School Center for Engineering, Mathematics and Science</i> Anoka-Hennepin District #11	9-12	No AYP
<i>Monroe Elementary School for Math, Science and Children's Engineering</i> Anoka-Hennepin District #11	K-5	Yes*						
THEME: Visual, Performing, Literary and Technological/Media Arts								
School/District	Grades	MGI	School/District	Grades	MGI	School/District	Grades	MGI
Birch Grove Elementary School for the Arts ISD 279-Osseo Area Schools	K-6	Yes AYP	Fred Moore Middle School Center for the Arts Anoka-Hennepin District #11	6-8	No	Buffalo High Arts Magnet Program Buffalo District #877	9-12	No
Rockford Elementary Arts Magnet School Rockford District #883	K-5	No	Brooklyn Center High School Brooklyn Center District #286	7-8	Yes AYP	Brooklyn Center High School Brooklyn Center District #286	9-12	Yes AYP

*By federal standards, Monroe Elementary is not minority group isolated with 42.89% minority population; however by Minnesota's definition it is racially isolated because the minority % is 20 points higher than its district average of 18.27.

The NWSISD proposes to develop, design, and implement innovative educational methods and practices that promote diversity and increase parental and student choices among and within its seven-member districts. **NWSISD will develop and implement its long-term plan for three K-12 strands – International Baccalaureate, Visual, Performing, Literary and Technological/Media Arts, and Science, Technology, Engineering and Math, which includes 15+ school sites, 3 are included in this application.** As a result NWSISD has adopted the following objectives:

Objective 1.1: By June 30, 2010, as a result of the implementation of new magnet programs at Brooklyn Center High School (Brooklyn Center) and Park Center Senior High (Osseo), minority group isolation will have been reduced by at least 5 percentage points as evidenced by examination of official district records by an outside evaluator.

Magnet School/Theme	District	Current Minority %	Goal
Minority Group Isolated Schools			
Park Center / IB Diploma Programme & Global Studies	Osseo	64.99%	<60%
Brooklyn Center High School / IB Middle Years Programme	Brooklyn Center	70.96%	<66%
Brooklyn Center High School / Visual, Performing, Literary and Technological/Media Arts	Brooklyn Center	70.96%	<66%
Mirror Magnets/ Reduction of MGI in Feeder Schools			
Fridley High School / IB Diploma Programme & Global Studies	Fridley	29.74%	<50%

Target goals for Magnet Schools

Objective 1.2: By June 30, 2010, as a result of the implementation of new magnet programs at Fridley High School, minority group isolation at targeted feeder schools will have been reduced by at least 160 students as evidenced by examination of official district records by an outside evaluator.

MSAP Table 3 (Part V) gives baseline enrollment, as of October 1, 2006, for each proposed magnet school as well as projected enrollments for each year of the project. The data indicate the number and percentage of minority and non-minority students by grade level at the time of application. The projections reflect the enrollment changes that will result from implementing the magnet schools.

Feeder Schools: The MSAP legislation is not only concerned about the elimination, prevention, and reduction of MGI at the magnet schools – it is also interested in the impact of the magnet schools on their feeder schools. MSAP defines feeder schools as the schools from which magnet schools recruit their students – i.e., the schools students would have attended if they did not choose to attend a magnet school. The target feeder schools for the magnet schools included in this application are listed in MSAP Table 4 in Part V

The NWSISD will assure that students recruited for and assigned to the magnet programs will not increase minority group isolation at feeder schools. As a result of careful monitoring of student applicants, the district will be able to meet the following objective.

Objective 1.3: By June 30, 2010, as a result of the implementation of two new magnet programs in MGI schools and one new magnet program in a non-minority isolated school, there will be no resulting negative impact – becoming more minority group isolated – on the feeder schools as verified by examination of official district records by an outside evaluator.

The enrollment for the school year 2006-2007 is the baseline enrollment for the feeder schools. MSAP Table 4 (Part V) gives the enrollment in the feeder schools on October 1, 2006 and states the projected enrollment for each project year.

Objective 1.4: By June 30, 2008 and for each succeeding year, each of the proposed magnet schools will have a student applicant pool that reflects a racial and ethnic composition that, in relation to the total enrollment of the school, reduces, eliminates or prevents MGI increases annually.

Need II – BUILDING CAPACITY

This goal is to improve the capacity of the NWSISD (through professional development as well as other means) to continue operating its magnet schools at a high performance level after federal funding for the magnet schools is terminated.

Magnet Schools Assistance Program funds are intended to start or refurbish magnet schools. As such the funds should be used 1) for expensive and theme-related purchases that will assure the magnet schools can offer a unique, innovative program that supports high student achievement, 2) to provide high-quality professional development that insures all magnet staff can successfully deliver the magnet program and that increases staff knowledge of academic content as well as pedagogy, and 3) to develop comprehensive, standards-based curriculum documents that will allow the MSAP-funded magnet schools to continue at a high performance level once funding and additional grant-supported personnel are gone. Each school will have a staff development plan that ensures a fully-trained faculty at the end of the grant cycle. These district plans will ensure that the following objectives are met.

Objective 2.1: By June 30, 2008, and for each succeeding year, each of the magnet schools will have an effective and ongoing staff development plan (at least 90 hours for each participating teacher) that enhances administrators' and teachers' skills, supports innovative

practices, and coordinates program activities as evidenced by workshop syllabi, workshop evaluations, and attendance logs from each staff development session.

Objective 2.2: By June 30, 2008, and for each succeeding year, each of the magnet schools will provide students with a resource-rich, active-learning environment as evidenced by review of program purchases including 1) computers and other technology, 2) evidenced-based curriculum materials and supplies, 3) construction of hands-on, interactive learning environments, and 4) multimedia and online database resources as verified by an outside evaluator.

Objective 2.3: By June 30, 2010, each magnet school will have produced, printed, and implemented an original, interdisciplinary curricula based on the appropriate instructional models as measured by one of the following 1) authorization of IB schools by the International Baccalaureate Organization of North America, 2) review of documents by other appropriate vendors or consultants, or 3) review of documents by an outside evaluator.

Need III – ACADEMIC ACHIEVEMENT OF STUDENTS

MCA-II

The Minnesota Comprehensive Assessments—Series II (MCA-IIs) are the state tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of *No Child Left Behind*. They are used to determine whether schools and districts have made adequate yearly progress toward all students being proficient in 2014.

Reading and mathematics tests are given in grades 3-8, 10 and 11. In the spring of 2008 science tests will also be given in grades 5 and 8 and once in high school, depending on when students complete their life sciences curriculum. Students will be tested in writing starting in 2007.

BROOKLYN CENTER JUNIOR/SENIOR HIGH, BROOKLYN CENTER SCHOOL DISTRICT**Proficiency – 10th Grade Reading**

	Not Proficient	Proficient	Number Tested
BROOKLYN CENTER SECONDARY	71.3 %	28.7 %	115
BROOKLYN CENTER SCHOOL DISTRICT	71.3 %	28.7 %	115
STATE (MN)	34.76 %	65.24 %	64682

Proficiency – 11th Grade Math

	Not Proficient	Proficient	Number Tested
BROOKLYN CENTER SECONDARY	89.9 %	10.1 %	99
BROOKLYN CENTER SCHOOL DISTRICT	89.9 %	10.1 %	99
STATE (MN)	70.2 %	29.8 %	62642

FRIDLEY SENIOR HIGH, FRIDLEY PUBLIC SCHOOL DISTRICT**Proficiency – 10th Grade Reading**

	Not Proficient	Proficient	Number Tested
FRIDLEY SENIOR HIGH	33.87 %	66.13 %	186
FRIDLEY PUBLIC SCHOOL DISTRICT	37.93 %	62.07 %	203
STATE (MN)	34.76 %	65.24 %	64682

Proficiency – 11th Grade Math

	Not Proficient	Proficient	Number Tested
FRIDLEY SENIOR HIGH	75.0 %	25.0 %	172
FRIDLEY PUBLIC SCHOOL DISTRICT	77.72 %	22.28 %	193
STATE (MN)	70.2 %	29.8 %	6264

PARK CENTER SENIOR HIGH, OSSEO PUBLIC SCHOOL DISTRICT**Proficiency – 10th Grade Reading**

	Not Proficient	Proficient	Number Tested
PARK CENTER SENIOR HIGH	54.53 %	45.47 %	530
OSSEO PUBLIC SCHOOL DISTRICT	35.71 %	64.29 %	1652
STATE (MN)	34.76 %	65.24 %	64682

Proficiency – 11 th Grade Math			
	Not Proficient	Proficient	Number Tested
PARK CENTER SENIOR HIGH	78.03 %	21.97 %	446
OSSEO PUBLIC SCHOOL DISTRICT	70.92 %	29.08 %	1544
STATE (MN)	70.2 %	29.8 %	62642

NWSISD proposes the following objectives:

Objective 3.1: By June 30, 2008, and for each succeeding school year, the instructional staff at each magnet school will have a clear understanding of the content of the Minnesota State Standards and provide instructional programs based on those standards as evidenced by the responses to a teacher survey and the classroom observations by an outside evaluator. 75% of the teachers responding at each school will agree that their program meets state standards.

Objective 3.2: By June 30, 2008, and for each succeeding school year, the magnet programs at Brooklyn Center Junior/Senior High School, Park Center Senior High, and Fridley High School will feature original customized curricula based on the instructional models provided by the International Baccalaureate Organization for the Middle Years Programme and the Diploma Programme, which will be correlated to the Minnesota State Standards and the skills tested as part of the local and state benchmarks, as evaluated and verified by authorization of the programs by the International Baccalaureate Organization.

In addition to making sure students are increasing their knowledge of academic subjects, the project will also increase attainment of tangible and marketable vocational, technological, and professional skills for magnet students. This will occur by using such instructional strategies as cooperative learning, project-based learning, and integrating technology into the curriculum.

SCANS competencies will also be used in curriculum development to assure students know the skills demanded by the business community. [Note: SCANS competencies come from the US Department of Labor Secretary's Commission on Achieving Necessary Skills: What Work Requires of Schools.] These steps will assure the following objective is met.

Objective 3.3: By June 30, 2008, and for each succeeding school year, each magnet program will offer a curriculum and course of instruction that provides students with the tools and opportunities to think conceptually, solve complex problems, and communicate ideas effectively as evidenced by a review of the published curriculum for each school, a review of projects and special activities of the school, and a teacher survey conducted by the project evaluator. 75% of the teachers responding will indicate that their students are improving their high level thinking skills.

Objective 3.4: Student products and authentic assessment examples will verify that students are able to demonstrate knowledge and proficiency in tangible and marketable vocational, technological and professional skills related to their magnet theme as verified by a student survey conducted by the project evaluator the spring of each year. 60% of the students responding will indicate that they are able to demonstrate their knowledge of marketable skills.

AYP

School districts in Minnesota have been aligning their curricula and assessments with the requirements of the Minnesota Comprehensive Assessments—Series II (MCA-II), state standards, and the Minnesota State Accountability Program. Each district in the collaborative has developed a long-range plan to improve student achievement and has set a series of annual performance targets for itself and all of its schools. These district standards are monitored through a series of state tests that are administered annually. All curricula that are developed for the new magnet schools will correspond to the state curriculum standards. Student achievement will be monitored using the MCA-II, the state reading and mathematics tests that meet the requirements of *No Child Left Behind*. Science will be added in 2008. They are used to determine whether schools and districts have made adequate yearly progress toward all students being proficient in 2014. Other measures of the success of the magnet programs will include data on attendance, attitude, GPA, office referrals, disciplinary actions, and participation in extracurricular activities. All of these measures will be compared to those of students attending comparable schools. [Note: Brooklyn Center & Fridley have only one high school, therefore the school averages/district averages are the same.]

Brooklyn Center Junior/Senior High School

AYP Status: Not Making AYP						
	Reading		Mathematics		*Attendance	*Graduation
	Part. Rate	% Prof	Part. Rate	% Prof	Rate	Rate
All Students	Yes	No	Yes	No		Yes
American Indian/Alaskan Native						
Asian/Pacific Islander	Yes	Yes	Yes	Yes		
Hispanic		No		No		
Black	Yes	No	Yes	No		
White	Yes	Yes	Yes	Yes		
Limited English Proficient	Yes	Yes	Yes	No		
Special Education	Yes	No	No			
Free/Reduced Price Lunch	Yes	No	Yes	No		

"-" indicates too few or no students in a category.

Fridley High School

AYP Status: Not Making AYP						
	Reading		Mathematics		*Attendance	*Graduation
	Part. Rate	% Prof	Part. Rate	% Prof	Rate	Rate
All Students	Yes	Yes	Yes	Yes		Yes
American Indian/Alaskan Native						
Asian/Pacific Islander						
Hispanic						
Black				No		
White	Yes	Yes	Yes	Yes		
Limited English Proficient						
Special Education						
Free/Reduced Price Lunch	Yes	Yes	Yes	No		

"-" indicates too few or no students in a category.

Park Center Senior High

AYP Status: Not Making AYP						
	Reading		Mathematics		*Attendance	*Graduation
	Part. Rate	% Prof	Part. Rate	% Prof	Rate	Rate
All Students	Yes	Yes	Yes	Yes	-	Yes
American Indian/Alaskan Native	-	-	-	-	-	-
Asian/Pacific Islander	Yes	Yes	Yes	Yes	-	-
Hispanic	-	Yes	-	-	-	-
Black	Yes	No	No	No	-	-
White	Yes	Yes	Yes	Yes	-	-
Limited English Proficient	Yes	No	No	No	-	-
Special Education	Yes	No	No	-	-	-
Free/Reduced Price Lunch	Yes	Yes	No	No	-	-

"-" indicates too few or no students in a category.

The Minnesota AYP plan looks at four areas in determining whether a school or district has made adequate yearly progress:

Participation: Schools and districts must test 95% of students in tested grades.

- **Proficiency:** Students in tested grades must show adequate yearly progress towards proficiency and be 100% proficient in reading and mathematics by 2013-14. Students must score above the "50" mark for their grade to be considered proficient. For example in third grade a score of 350 or above is proficient, in fourth grade a score of 450 or above is proficient, etc.
- **Attendance:** Elementary schools, middle schools, high schools and districts must have an average daily attendance rate of 90% or show acceptable growth towards 90% to make AYP. Attendance data is taken from the previous school year.
- **Graduation:** High schools and districts must have an average graduation rate of 80% or show acceptable growth towards 80% to make AYP. Graduation data is taken from the previous school year.

The No Child Left Behind Act also required schools and districts to break out their data into nine different subgroups or cells: All students; LEP; Special Education; Free and Reduced Price Lunch; White; Black; Asian/Pacific Islander; American Indian; and Hispanic. A school or district must have at least 40 students in a cell in order for it to count for participation. A school or district must have at least 20 students in a group in order for it to count for proficiency with the exception of special education, and Limited English Proficient (LEP). There must be at least 40 students in the special education or LEP group to be counted for proficiency.

For the following objectives, **all test scores will be disaggregated by the sub-groups defined in No Child Left Behind legislation**. The project evaluator will analyze the data for evidence of equitable access to all higher level courses & increased academic achievement for all sub-groups.

Objective 3.5: By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects student reading scores on the MCA-II will meet or exceed the mean for the district and state.

Objective 3.6: By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects, student math scores on the MCA-II will meet or exceed the mean for the district and state.

Objective 3.7: By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects, student writing scores on the MCA-II will meet or exceed the mean for the district and state.

Objective 3.8: By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects, the percentage of magnet schools whose students meet or exceed the adequate yearly progress standard will increase annually from a baseline established in school year 2007.

(a.) PLAN OF OPERATION

(2i.) Effectiveness of the plan of management that ensures proper and efficient administration

The responsibility for the MSAP program will be assigned to the NWSISD **MSAP Project Director**. The Magnet Project Director will oversee the project and work with the magnet principals in matters related to the implementation of the magnet school themes and the operation of the MSAP Project. The Director will report to the Superintendent of the NWSISD.

The MSAP Project Director will manage and monitor the budget; prepare all interim and final program and fiscal reports; coordinate the operations of the magnet programs with the general education programs in each member district; direct the development and implementation of student recruitment and selection; direct the development and implementation of the instructional programs; and provide visibility and central leadership to the programs. One hundred percent of the Director's time will be devoted to the magnet project. In matters related to this project, the Director will have direct access to the superintendents of the member districts.

The Project Director will work directly with the building principals. The principals will be responsible for the site-based operation of the magnet programs. They will supervise program staff and ensure the successful implementation of the program. The principals will support the NWSISD recruitment efforts and provide on-site recruitment activities, which will include parent visits and open houses.

The central duties and responsibilities of the Director will be the following:

- Supervise the Magnet Schools Assistance Program grant implementation.
- Provide leadership and assistance to the magnet programs in the seven-district consortium of Northwest Suburban Integration School District.
- Implement the magnet programs including student placement and the operations of

- the magnet programs.
- Coordinate magnet programs with the general education programs in each member district.
 - Ensure that student achievement is the focus of all magnet schools.
 - Oversee the implementation and evaluation of the magnet program curriculum.
 - Promote student learning and achievement by integrating district benchmarks with magnet thematic instruction.
 - Supervise the writing, editing and revising of curriculum materials to support the instructional program of the magnet schools.
 - Coordinate the K-12 alignment of curriculum according to magnet theme among school districts.
 - Work with district curriculum departments, principals and Curriculum Integration Coordinators in the planning, implementing and conducting of staff development for the staff of the magnet programs.
 - Demonstrate the knowledge of a variety of available teaching materials and instructional methods.
 - Work with appropriate staff to develop, maintain and select instructional materials to meet student learning needs.
 - Work with member district superintendents and principals to develop, maintain and revise magnet school policies and procedures based on systematic review and analysis.
 - Develop, manage and monitor the magnet program budgets.
 - Prepare all interim and final program and fiscal reports.

- Develop effective, collaborative relationships among member district employees.
- Oversee compliance of the NWSISD magnet programs with federal mandated law and standards.

Each magnet principal will be assisted by a site-based MSAP–funded **Curriculum Integration Coordinator** who has expertise in the magnet school theme. Their expertise will contribute to the success of the programs. The Curriculum Integration Coordinator will work with the staff to implement the theme at the magnet school. They will be in charge of setting up a comprehensive and cohesive framework for thematic instruction at each of the magnet schools. The teachers will undergo extensive staff development on the instructional content and processes relevant to the magnet theme in their building. These Curriculum Integration Coordinators will serve as resources for high-quality materials and instructional strategies associated with the theme of each magnet school. They will coordinate staff development for the magnet implementation at each school.

By the end of the project, the Curriculum Integrators will have facilitated the production of printed curriculum guides for each grade level of each program. The curriculum guides will contain specific information for teachers and magnet coordinators on the alignment of the magnet curriculum and Minnesota State Standards, *No Child Left Behind*, and student expectations defined by the member school districts. They will also contain information on grade-specific curriculum standards and activities for new teachers.

The central duties and responsibilities of the Curriculum Integration Coordinator will be the following:

- Provide consistent program implementation and monitoring.
- Be responsible for working with the principal to implement the special courses of

instruction

- Work with school staff to develop strategies to support and increase achievement for the students from low performing Title I schools.
- Collect data and observations to determine whether the initially planned curricula meet the needs of students and to assess appropriateness and utilization of professional development activities.
- Serve as a resource in the areas specific to the magnet.
- Facilitate development of printed curriculum guides for the program at each grade level.
- Generate curriculum integration ideas for a diverse student population.
- Serve as a liaison to community partnerships.
- Communicate with staff, students and community about magnet school activities.
- Maintain accurate and up-to-date records for evaluation purposes and financial accountability.
- Serve as a coach or mentor for students who need special attention.

In order for the project to succeed, students must be convinced to enroll in the magnet programs. This requires intense recruitment efforts. To coordinate this campaign, the district proposes the funding of a **Magnet School Recruiter**. The Recruiter will report to the Director and be responsible for the development and implementation of the magnet program lottery as well as the District's marketing and recruitment campaign. (Marketing and recruitment activities are described in the Recruitment section of this application.) Note: Since the NWSISD covers seven school districts – the recruiter will be required to work in each of the member districts to introduce parents and students to programs within the collaborative and to support families as

they make their choice decisions. The recruiter's duties will **include effectively informing parents whose children attend low-performing Title I schools about choices that are available to them in these federally-funded magnet schools.**

The central duties and responsibilities of the Recruiter will be the following:

- Communicate with various groups external to the school communities. Coordinate and/or prepare press releases, newsletters, brochures, special events such as press conferences and cable television presentations, and recruitment literature.
- Coordinate a comprehensive media campaign to target potential students and their families using a variety of mass media outlets and key community contacts as outlined in the Magnet Schools Assistance Program grant.
- Plan, schedule and coordinate recruitment activities, including an annual Magnet School Power of Choice for Education Fair.
- Maintain communication with member district public relations personnel.
- Create and maintain ongoing communication with organizations and networks of minority communities and English Language Learners.
- Prepare quarterly reports on the success of recruitment efforts.
- Summarize an annual recruiting report for the granting agency.
- Prepare a bimonthly magnet communications document for the community.
- Effectively inform parents whose children attend low-performing Title I schools about choices that are available to them in the magnet schools. Maintain contact with Title I staff.
- Oversee the lottery process from beginning to completion.
- Implement strategies for moving students across district lines.

- Assist magnet schools in applying for awards and other forms of recognition.

The magnet office is responsible for managing the MSAP grant, for coordinating the project for three schools in three separate districts, for marketing the magnet school programs, for organizing a Power of Choice for Education Fair and other community events, for entering applications into the lottery database, for coordinating the gathering of lottery data with member districts and the consultant, for coordinating the transfer of magnet student data for enrollments with seven member district data coordinators, for assistance with the coordination of transportation for magnet students, for preparing large mass mailings to parents, and for accountability reporting to all seven districts in the consortium. NWSISD does not have personnel to handle general responsibilities such as financial and student data management for the magnet office; therefore, all of the duties normally handled by school district personnel must be performed by the magnet office personnel.

A Magnet Schools **Program Specialist** will assist the Director and Recruiter in collecting, coordinating and compiling data to meet lottery and grant requirements, assisting with budget monitoring and invoice approvals from magnet schools, coordinating transportation issues for magnet students from all seven districts, and compiling and organizing formative, summative and final evaluation data for magnet schools. The program Specialist will report to the Project Director.

The central duties and responsibilities of the Program Specialist will be the following:

- Coordinate the gathering of lottery data with member districts and consultant.
- Under the direction of the Director, verify and track magnet spending aligned with the MSAP grant and the NWSISD budget. Coordinate with seven member district finance offices and the NWSISD finance office to ensure the budgets are systemized,

expenditures are aligned with the budgets, and that proper financial procedures are followed by schools before recommending approval of invoices to the Magnet Project Director.

- Ensure that appropriate budget codes are used by magnet schools and establish appropriate codes in NWSISD finance database for tracking of budgets and expenditures.
- Maintain accurate financial records and assist the Director in preparing required financial reports.
- Assist with the compilation and organization of evaluation data for magnet schools: formative, summative and final evaluations. Retrieve State of Minnesota Department of Education data from the state database and create specific NCLB and enrollment reports; create minority and non minority reports and state testing data reports for evaluations.
- Compile information and coordinate special projects and reports.
- Coordinate the transfer of magnet student data for enrollments with seven member district data coordinators.
- Design and create reports to provide necessary student data from the lottery database to all magnet schools and seven districts and the NWSISD administration.
- Assist with the coordination of transportation for magnet school students. Liaison with parents, schools, districts and the transportation provider to ensure that all students who are entitled to transportation are served as efficiently as possible.
- Assist with dissemination of information to the general public, magnet school and districts.

- Prepare large mass mailings to parents using a mail merge with the lottery database to notify of assignments, transportation and other information as necessary.

An **Administrative Assistant** will provide administrative support for all project activities. The Assistant will help the Director, Recruiter and Specialist in preparing all correspondence and newsletters; responding to phone and mail requests from all seven districts for program information; monitoring time lines; keeping project records; and preparing project reports, brochures and recruiting materials, maintaining a student application database and entering applications into the lottery database, arranging and facilitating appointments, meetings, and workshops, attending meetings to record and prepare official minutes, and arranging an annual magnet fair. The administrative assistant will report to the Project Director.

The central duties and responsibilities of the Administrative Assistant will be the following:

- Provide extensive clerical support in the form of word processing, duplication of materials, maintaining an office filing system; complete accounting forms, verify budget codes.
- Assist Director, Recruiter and Specialist in day-to-day organization of the magnet programs.
- Maintain a student application database. Enter applications into lottery database and assist with lottery.
- Prepare, process and proof-read written communications from Program Director and staff. Prepare and distribute communications to parents and other member district staff.
- Arrange and facilitate appointments, meetings, workshops, travel arrangements and

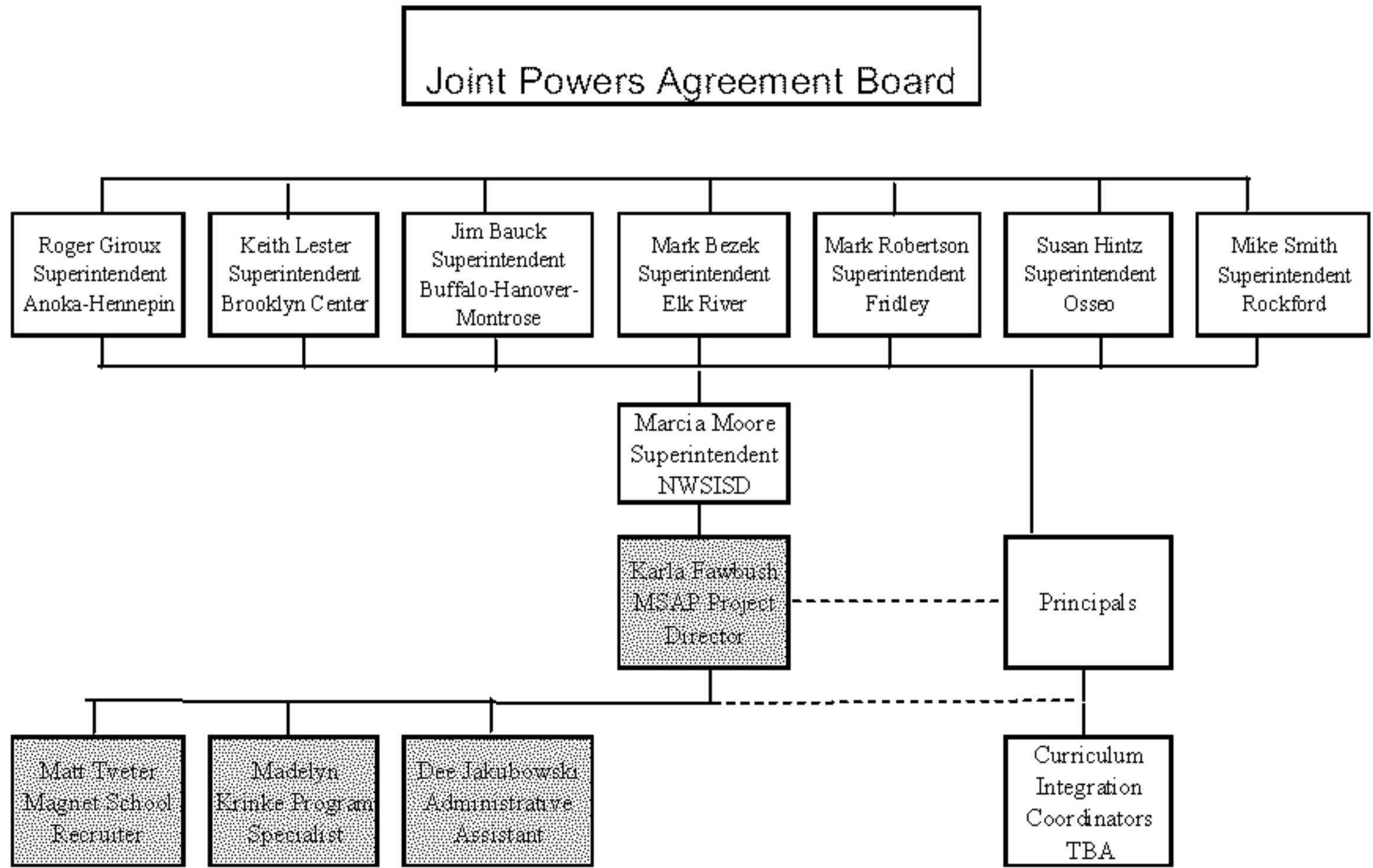
conferences for Magnet Office staff.

- Assist with planning and arrangements for special events, including the annual Power of Choice for Education Fair, presentations, meetings and other special events as required.
- Respond and provide information and assistance to staff and the general public on questions and concerns related to NWSISD Magnet Program.
- Attend meetings, record and prepare official minutes.
- Maintain assigned program office files and materials.
 - Plan for, order and purchase office supplies, services, and instructional materials upon approval of the Program Director.
 - Facilitate arrangements for regular and special meetings, works sessions and other functions of the magnet office.

The Project Director reports to the Superintendent of the NWSISD, who reports to the Joint Powers Board. The Joint Powers Board was created to guide/shape and oversee the operations of the NWSISD. Each member district is allowed to appoint three representatives to the Board – a school board member, the superintendent or his/her designee, and a community member. The Board meets monthly to establish policy and oversee the development of NWSISD programs.

The following chart shows the organization of the NWSISD magnet school management structure.

NWSISD Magnet School Management Structure



Grant-funded positions are shaded
 Other positions are district-funded

**The following chart shows the Management Time Line for the project.
Management Time Line**

Meet with Magnet School Principals on Budgets and Job Descriptions	MSAP Project Director	N/A	July	N/A	N/A
Identify Curriculum Integration Coordinators	Principals	N/A	Aug - Sept	N/A	N/A
Establish Planning Teams for New Magnet Schools	Superintendents	N/A	Sept	N/A	N/A
Identify Facility Needs	Planning teams	2005-2006 school year	N/A	N/A	N/A
Update Facility Plan	Planning teams	N/A	Dec	Dec	N/A
Update Program Evaluation Instruments	Evaluator	N/A	Oct	Oct	Oct
Staff Option to Opt-out in Selected Schools	Principals	March - May	March - May	March-May	March-May
Design Flyers and Brochures	Recruiter	Oct	Oct	Oct	Oct
Initiate Media Marketing	Recruiter	On-going	On-going	On-going	On-going
Recruit Students	Recruiter	Nov-Dec	Nov-Dec	Nov-Dec	Nov-Dec
Host Community Informational Meetings	Recruiter	On-going	On-going	On-going	On-going
Host Open Houses and Tours	Principals/ Curriculum Integration Coordinators	Sept-Dec	Sept-Dec	Sept-Dec	Sept-Dec
Power of Choice for Education Magnet Fair	Recruiter	Nov	Nov	Nov	Nov
Run Student Selection Lottery	MSAP Project Director/ Recruiter	Dec	Dec	Dec	Dec
Develop Curriculum for the New Magnet Programs	MSAP Project Director	N/A	On-going	On-going	On-going
Purchase Textbooks, Equipment and Supplies	Principals	N/A	Sept	Sept	Sept

Provide Professional Development for Teachers	Principals/ Curriculum Integration Coordinators	N/A	On-going	On-going	On-going
Implement First Year Programs	MSAP Project Director	N/A	Sept	N/A	N/A
Implement Second Year Programs	MSAP Project Director	N/A	N/A	Sept	N/A
Implement Third Year Programs	MSAP Project Director	N/A	N/A	N/A	Sept
Orient School and District Staff to Project Objectives and Activities	MSAP Project Director	Oct-Dec	Sept	Sept	Sept
Establish Magnet Advisory Committees	Principals & MSAP Project Director	N/A	Sept	Sept	Sept
Collaborate with Local Organizations	MSAP Project Director	On-going	On-going	On-going	On-going
Submit International Baccalaureate Application A; Application B; Host Authorization Visit	Principals/ Curriculum Integration Coordinators	N/A	June	June	TBA
Student Data to Transportation Company to Develop Bus Routes	MSAP Project Director/District Offices	N/A	June	June	June
Evaluation Site Visits	Evaluator	N/A	Oct/Jan/ May	Oct/Jan/ May	Oct/Jan/ May
Conduct Parent/Student/Staff Attitude Inventories	Evaluator	N/A	March	March	March
Prepare Evaluation report	Evaluator	N/A	June	June	June
Prepare Final Report	MSAP Project Director	N/A	N/A	N/A	June

(2.ii.) The effectiveness of the management plan to attain specific outcomes that:

A) Will accomplish the purposes of the program:

The project objectives are related directly to the purposes and requirements of the federal statute and regulations of the Magnet Schools Assistance Program Grant. Magnet school

objectives, established by the NWSISD Joint Powers Board in its directive to initiate magnet school planning, have been incorporated into the design of the programs and into this application. A chart showing the correlation between the proposed project objectives and the MSAP Act as well as performance measures for each objective follows.

1. Desegregation and Choice: Federally funded magnet programs <i>eliminate, reduce, or prevent minority group isolation in elementary schools and secondary schools.</i>	
Objectives	Performance Measures
Objective GPRA	Applicant pool will include sufficient numbers of students with the appropriate racial and ethnic composition to assure that when magnet students are selected from this pool, minority group isolation at the school will be reduced.
Objective 1.1:	By June 30, 2010, as a result of the implementation of new magnet programs at Brooklyn Center High School (Brooklyn Center) and Park Center Senior High (Osseo), minority group isolation will have been reduced by at least 5 percentage points as evidenced by examination of official district records by an outside evaluator.
Objective 1.2:	By June 30, 2010, as a result of the implementation of new magnet programs at Fridley High School, minority group isolation at targeted feeder schools will have been reduced by at least 150 students as evidenced by examination of official district records by an outside evaluator.
Objective 1.3:	By June 30, 2010, as a result of the implementation of two new magnet programs in MGI schools and one new magnet program in a non-minority isolated school, there will be no resulting negative impact – becoming more minority group isolated – on the feeder schools as verified by examination of official district records by an outside evaluator.
Objective 1.4:	By June 30, 2008, and for each succeeding year, each of the proposed magnet schools will have provided all students with daily activities that reflect the innovative, evidence-based practices proposed in this MSAP application as evidenced by the results of a teacher survey conducted by the project evaluator. At least 75% of the teachers responding will report using innovative practices.

2. Building Capacity: Federally funded magnet programs improve the capacity of LEA's to <i>continue operating magnet schools at a high performance level</i> after Federal funding.	
Objectives	Performance Measures
Objective 2.1:	By June 30, 2008, and for each succeeding year, each of the magnet schools will have an effective and ongoing staff development plan (at least 90 hours for each participating teacher) that enhances administrators' and teachers' skills, supports innovative practices, and coordinates program activities as evidenced by workshop syllabi, workshop evaluations, and attendance logs from each staff development session.
Objective 2.2:	June 30, 2008, and for each succeeding year, each of the magnet schools will provide students with a resource-rich, active-learning environment as evidenced by review of program purchases including 1) computers and other technology, 2) evidenced-based curriculum materials and supplies, 3) construction of hands-on, interactive learning environments, and 4) multimedia and online database resources as verified by an outside evaluator.
Objective 2.3:	By June 30, 2010, each magnet school will have produced, printed, and implemented an original, interdisciplinary curricula based on the appropriate instructional models as measured by one of the following 1) authorization of IB schools by the International Baccalaureate Organization of North America, 2) review of documents by other appropriate vendors or consultants, or 3) review of documents by an outside evaluator.

3. Academic Achievement of Students: Federally funded magnet programs assist LEA's in achieving systemic reforms and <i>providing all students the opportunity to meet challenging State academic content standards and student achievement standards</i> .	
Objectives	Performance Measures
Objective 3.1:	By June 30, 2008, and for each succeeding school year, the instructional staff at each magnet school will have a clear understanding of the content of the Minnesota State Standards and provide instructional programs based on those standards as evidenced by the responses to a teacher survey and the classroom observations by an outside evaluator. 75% of the teachers responding at each school will agree that their program meets state standards.
Objective 3.2:	By June 30, 2008, and for each succeeding school year, the magnet programs at Brooklyn Center High School, Park Center Senior High, and Fridley High School will feature original customized curricula based on the instructional models provided by the International Baccalaureate Organization for the Middle Years Programme and the Diploma Programme, which will be correlated to the Minnesota State Standards and the skills tested as part of the local and state benchmarks, as evaluated and verified by authorization of the programs by the International Baccalaureate Organization.

3. Academic Achievement of Students: Federally funded magnet programs assist LEA's in achieving systemic reforms and <i>providing all students the opportunity to meet challenging State academic content standards and student achievement standards.</i>	
Objectives	Performance Measures
Objective 3.3:	By June 30, 2008, and for each succeeding school year, each magnet program will offer a curriculum and course of instruction that provides students with the tools and opportunities to think conceptually, solve complex problems, and communicate ideas effectively as evidenced by a review of the published curriculum for each school, a review of projects and special activities of the school, and a teacher survey conducted by the project evaluator. 75% of the teachers responding will indicate that their students are improving their high level thinking skills.
3. Academic Achievement of Students: Federally funded magnet programs provide courses of instruction that will <i>substantially strengthen student knowledge of academic subjects and the attainment of tangible and marketable vocational, technological, and professional skills.</i>	
Objectives	Performance Measures
OBJECTIVE 3.4:	By June 30, 2008, and for each succeeding school year, student products and authentic assessment examples will verify that students are able to demonstrate knowledge and proficiency in professional, technical, and vocational skills related to their magnet theme.
3. Academic Achievement of Students: Federally funded magnet programs ensure all students have <i>equitable access to high quality education</i> allowing <i>students to succeed academically.</i>	
Objectives	Performance Measures
GPRA	By June 30, 2008 and for each succeeding year, each of the three project schools will achieve AYP as verified by the Minnesota Department of Education.
Objective 3.5:	By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects student reading scores on the BST or MCA will meet or exceed the mean for the district and state.
Objective 3.6:	By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects, student math scores on the BST or MCA will meet or exceed the mean for the district and state.
Objective 3.7:	By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects, student writing scores on the BST or MCA will meet or exceed the mean for the district and state.

(2.ii.) B. Outcomes are attainable within the project period.

All objectives are written to be accomplished within the three-year project period. The management time line that was presented earlier in this chapter outlines the tasks that are

necessary for the attainment of project objectives. These include the hiring and training of teachers, the ordering of supplies and equipment, student recruitment, and development of curriculum. The management time line shows how these events are scheduled and who is responsible for assuring that they occur.

The time line is a tool that can be used by the Project Director to monitor the progress of the MSAP grant and the implementation of the project. If the project is not meeting the dates projected on the time line, the Project Director will be able to modify the project policies and activities to attain all of the objectives within the project period. The project director will make quarterly reports to the Joint Powers Board.

(2.ii) C. Are measurable and quantifiable

All of the project objectives are measurable and quantifiable. The district has set goals that can be evaluated and has established standards for that evaluation. The projected outcomes are realistic and were developed using the best judgment of the staff in the member districts. The methods of evaluation will be detailed in the Evaluation section of this application.

The specific outcomes are reflected in the project objectives. These objectives were developed following the information provided by the U.S. Education Department. This application used the MSAP Office's format and suggestions while developing quantifiable performance measures to indicate how well the project is meeting its goals and objectives.

Each objective is tied to a purpose of the MSAP legislation and incorporates performance measures, which will be specifically detailed in the Evaluation section of this application. The objectives are accompanied by the data and other information requirements that are suggested by the MSAP Office. All reports and records will be formatted to provide the required information that conforms to the purposes of the MSAP.

The objectives that are labeled 1.x are those that relate to the two MSAP purposes that are grouped under the heading – Desegregation and Choice: 1) eliminate, reduce or prevent minority group isolation and 2) promote diversity and increase choices. All of these objectives are measured quantitatively. There will be records, which can be reviewed and analyzed to determine if the objectives are met.

The objectives that are labeled 2.x are those that relate to the MSAP purpose that falls under the heading of – Building Capacity: improve the capacity of the district to continue operating magnet schools at a high performance level. Maintaining high quality programs is dependent on having high-quality curriculum developed; highly-qualified teachers who are well trained in the innovative strategies; materials, supplies and equipment that support the magnet theme and curriculum; recognition by an outside agency or independent evaluator that a curriculum model is being successfully implemented. These objectives will be assessed by having pertinent documents reviewed and analyzed by an outside expert to determine first if they exist and secondly if they meet all program requirements. In addition, teacher survey questions will measure: 1) teacher understanding of the theme, curriculum models, evidence-based instructional practices, state standards; 2) their ability to effectively use new materials and technology in the instructional process.

The objectives that are labeled 3.x are related to the MSAP purposes that fall under the third heading – Academic Achievement of Students. Objectives numbered 3.1-3.3 address the MSAP purpose related to: achieving systemic reforms and providing all students the opportunity to meet challenging standards. These objectives will be assessed in a variety of ways – including: 1) Classroom observations and teacher surveys to document that systemic reform efforts are in place and that teaching is clearly based in evidence-based or promising instructional practices.

2) Review of teacher lesson plans to determine if they reflect state content and performance standards. 3) Teacher interviews to determine the effectiveness and viability of professional learning communities. 4) Review of purchase orders and school-based resource logs to substantiate a resource-rich learning environment. And 5) all IB programs will be authorized by the International Baccalaureate Organization.

Objective 3.4 addresses the MSAP purpose – substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological, and professional skills. Examples of student produced products and authentic assessment projects will be examined to determine if students are able to demonstrate knowledge and proficiency in professional, technical, and vocational skills related to their magnet themes.

Objectives numbered 3.5-3.7 relate to the MSAP purpose that states: all students have equitable access to high quality education that will allow students to succeed academically. These objectives will be assessed quantitatively using test and survey data. All data will be disaggregated by the sub-groups defined in *No Child Left Behind* legislation and analyzed for evidence confirming 1) equitable access to all higher level courses and 2) increased academic achievement for all NCLB sub-groups. [See chart in Section A for additional details on performance measures for each objective.] Students from major ethnic and racial groups who attend the magnet schools are expected to meet or exceed Minnesota's standards for adequate yearly progress.

(2.ii.) D. Can be used to determine the project's progress in meeting the intended outcomes.

The district's objectives are either formative or summative. Formative data are intended to be of maximum use to internal project management. These data are descriptive and document actual project implementation in relation to the project's implementation plan. These data guide program improvements and permit adjustments in the implementation plan as identified in the descriptive accounts provided by the outside evaluator. Summative data are intended to quantify the progress of the project in relation to the planned outcome objectives. These data further guide project development and assure continuing focus on project objectives. Annual evaluation reports plus the feedback from site visits (at least three per year) by a highly qualified evaluation team will provide multiple opportunities for continuous program improvements.

In most cases project objectives were written with an expectation that the goal would be reached at the end of the project period – June 30, 2010. In order to determine if the project is making adequate progress toward attaining its objectives by that date, interim goals for each year are needed. These are transitional objectives used to gauge the progress the project has made in reaching its final objectives in addition, they provide an opportunity for project leadership to assess progress and, if needed, refine processes. The objectives for each year of the grant are:

Objective #	2007/08	2008/09	2009/10
1.1	MGI reduced by 1 percentage point	MGI reduced by 3 percentage points	MGI reduced by 5 percentage points
1.2	MGI at feeder schools reduced by 20	MGI at feeder schools reduced by 75	MGI at feeder schools reduced by 160
1.3	MGI in feeder schools does not increase	MGI in feeder schools does not increase	MGI in feeder schools does not increase
1.4	20% teachers have daily innovative, magnet activities	50% teachers have daily innovative, magnet activities	75% teachers have daily innovative, magnet activities

Objective #	2007/08	2008/09	2009/10
2.1	90 hours of staff development	90 hours of staff development	90 hours of staff development
2.2	50% students have resource-rich environment	75% students have resource-rich environment	100% students have resource-rich environment
2.3	IB magnets begin authorization process submit Application A	IB magnets continue authorization process or become authorized MYP school submits Application B	IB schools authorized
3.1	50% of teachers show evidence of challenging content aligned to state standards	75% of teachers show evidence of challenging content aligned to state standards	75% of teachers show evidence of challenging content aligned to state standards
3.2	IB magnet schools use curriculum based in MYP or Diploma models & correlated with state standards	IB magnet schools use curriculum based in MYP or Diploma models & correlated with state standards	IB magnet schools use curriculum based in MYP or Diploma models & correlated with state standards
3.3	40% teachers indicate activities to help student develop critical thinking & communications skills	60% teachers indicate activities to help student develop critical thinking & communications skills	75% teachers indicate activities to help student develop critical thinking & communications skills
3.4	40% teachers indicate that students demonstrate knowledge in professional, technical, and vocational skills	60% teachers indicate that students demonstrate knowledge in professional, technical, and vocational skills	75% teachers indicate that students demonstrate knowledge in professional, technical, and vocational skills
3.5-3.7	MCA-II test scores in reading, math, & writing will show increased achievement for all NCLB sub-groups	MCA-II test scores in reading, math, & writing will show increased achievement for all NCLB sub-groups	MCA-II test scores in reading, math, & writing will show increased achievement for all NCLB sub-groups
GPRA	% of students in major ethnic & racial groups meeting MN Adequate Yearly Progress standards increases	% of students in major ethnic & racial groups meeting MN Adequate Yearly Progress standards increases	% of students in major ethnic & racial groups meeting MN Adequate Yearly Progress standards increases

(iii) The effectiveness of the plan for utilizing resources and personnel to achieve objectives

The NWSISD will use resources and personnel that are made available through the MSAP to substantially change 3 schools in 3 of its seven member districts. Funds will be used to make these schools more attractive through dynamic magnet school themes and to improve the academic achievement of all students attending the schools and to increase public school choice for the parents whose children attend low performing Title I schools. The MSAP personnel and resources will be coordinated with local staff and resources to produce a unified and consistent program of systematic school reform.

Important support for the implementation of the magnet schools will be provided by subject area specialists in the member districts. This expertise will be needed to develop a strong high-level course of study that meets the requirements of the Minnesota State Standards and the thematic needs of the magnet schools. The specialists will also assist in the delivery of staff development by either providing the training themselves or by identifying individuals or organizations that can provide the training. They will also lend their expertise in locating instructional materials and supplies to support the thematic instruction in the schools.

School Sites: The key to the implementation of the project at the schools is the building principal. The principal will take primary instructional and administrative responsibility for the effectiveness and success of the project. The principal will mobilize the teaching staff to implement the program in their classrooms. The supplemental magnet staff will assist in the school wide implementation by providing support to classroom teachers.

Primary support will come from the Curriculum Integration Coordinators (CIC) who will be hired to support each magnet school. Each principal will have such a CIC to serve as a resource and provide consistent program implementation and monitoring. They will be

responsible for working with the principals to implement the special courses of instruction and to provide the appropriate staff development. In addition they will work with school staff to develop strategies to support and increase achievement for the students coming from low performing Title I schools.

The Curriculum Integration Coordinators will perform regular classroom observations to assess the appropriateness and utilization of professional development activities. They will collect data and observations to determine whether the initially planned curricula meet the needs of students. As gaps are identified, they will work with the principals and the director to organize curriculum teams to revise or develop subsequent professional development programs.

STRATEGIC APPROACH

The project will have a strategy for each of the major goals of the MSAP. These strategies will be shared with all project staff and the faculty of the schools. The strategies will be coordinated efforts to achieve the effective and successful implementation of the magnet school program. The sections following will address each strategy and the way in which it contributes to the success of the project.

STRATEGY TO MEET PURPOSES RELATED TO DESEGREGATION

The first aspect of the MSAP program implementation will use a process similar to the planning process. The district will use internal and external expertise in building the curriculum and designing the activities for students. The experts from outside the district will contribute their experience in developing and operating successful magnet schools and provide guidance for the local staff. The staff of the magnet programs will be assisted by a Curriculum Integration Coordinator at each magnet site. These coordinators will monitor program implementation to

ensure that the magnet theme is being implemented.

The second aspect of the strategy is an aggressive public relations and marketing program to support the unique and innovative themes at the magnet schools. The district will conduct an informational campaign to make parents aware of the opportunities that they have at the magnet schools. The complete design of the campaign is detailed in the last subsection of the Plan of Operation.

STRATEGY FOR PROMOTING DIVERSITY AND INCREASING CHOICES

The project includes three secondary schools that did not meet Minnesota's criteria for Adequate Yearly Progress in 2006. These schools will implement high-quality academic programs – the International Baccalaureate's Middle Years Programme and the arts, and IB Diploma Programmes. These programs plus changes in instructional practices and research-based math and science core curricular programs will assure higher achievement for all students; thus, ensuring that by 2010 the schools will make Adequate Yearly Progress. These schools will also implement high-quality academic programs supported by best practices and research-based math and science core curricular programs. The implementation of these magnet programs will increase public school choices for parents in all seven member districts.

STRATEGY FOR BUILDING CAPACITY

A comprehensive, effective, and ongoing staff development plan is essential to allow the district to maintain high quality magnet schools after the end of the funding cycle. Individual school plans will: 1) be closely aligned with the innovative, instructional practices that will be part of the MSAP project, 2) have processes for constantly evaluating the success of each training session and as needed make adjustments to improve subsequent training sessions,

- 3) provide classroom teachers with appropriate feedback to aid instructional improvements, and facilitate the transition of grade-level teams into professional learning communities, and
- 4) provide coaching and support as teachers implement the new strategies. Well-trained, highly-qualified teachers are critical to the continued operation of successful magnet schools.

A second aspect of the MSAP project implementation will be the development of grade-level appropriate, standards-based curricula for each magnet theme. Each magnet school will develop written, published curriculum documents that will contain interdisciplinary lesson plans based on the instructional models provided by the International Baccalaureate Organization or other curriculum providers. All lesson plans will be aligned with the Minnesota State Standards. Each document will be maintained in a notebook thus allowing staff to constantly update and add to the curriculum. A printed curriculum will allow new teachers to provide the magnet program as well as help to insure the continuation of the magnet programs.

A third aspect of this strategy is to develop strong, supportive, and cohesive professional learning communities (grade-level planning teams). The professional learning communities will

- 1) support and assist members as innovative instructional practices are implemented,
- 2) review student learning and assessment results,
- 3) plan appropriate interventions to meet the needs of struggling students,
- 4) align curriculum with state standards,
- 5) develop authentic assessments,
- 6) provide feedback to program administrators, the project evaluator, and project consultants,
- and 7) provide assistance for new staff members.

The final aspect of this strategy is to ensure the institutionalization of the magnet program into the culture of each school. It will be one of the most important responsibilities of the Curriculum Coordinators to ensure this happens. They will oversee the development of the curricula, the implementation of the staff development plan, the activities of the professional

learning communities, and the adoption and use of the innovative instructional programs in each classroom. If they do their jobs well, by the end of the project, the professional learning communities will be able to take over these duties, the magnet programs will be institutionalized, and the continuation of the magnet programs will be ensured.

STRATEGIES TO ACHIEVE ACADEMIC ACHIEVEMENT FOR STUDENTS

The proposed magnet schools will redesign the instructional program to better individualize instruction to meet student needs. A Curriculum Integration Coordinator, who is on site, will work with teams of teachers to develop curriculum that reflects the magnet themes and is correlated to the Minnesota standards. The curriculum at each building will be geared to setting higher performance standards for all children.

The Curriculum Integration Coordinator will assist teachers as they modify their classroom management and instructional delivery systems. The key to the changes in the classroom are the interactive instructional areas that are part of the design of each of the magnet schools. These areas are designed to facilitate the integration of academic subjects and student hands-on activity. They will provide the focus for the necessary change in pedagogy that is an essential ingredient for producing higher student achievement.

The program will implement specific strategies to assist struggling students and assure they develop the skills necessary to be successful in the magnet program. Some strategies for assisting struggling students include: using research-based science and mathematics core curricula, innovative themes with hands-on, active learning opportunities, extended learning either before or after-school, mentors, standards-based curriculum materials, and a resource-rich learning environment.

The magnet school programs are designed to provide quality, integrated educational

programs, which meet individual student needs, talents, and interests. This goal will be best achieved through the strong staff development program.

All program designs are consistent with the Minnesota curriculum standards and were selected because research indicates or has suggested they raise expectations for student learning and challenge students to achieve at higher levels. The themes of the proposed magnet schools were developed by building teachers, based on student interests and the knowledge that students achieve best when engaged in stimulating and challenging programs. Teachers developed these themes over the past year, planned for innovative instructional approaches, and are eager to provide these educational opportunities to children. MSAP assistance will accelerate implementation and help the schools provide these stimulating experiences to children.

Inservice/Staff Development

The implementation of the magnet program will require an extensive inservice and staff development program. Teachers must have the opportunity to develop new teaching techniques and learn educational approaches appropriate to the new magnet schools. The staff development program will work with teachers (in professional learning communities) to align the new magnet courses and projects with the Minnesota State Standards. This will be accomplished by grouping subject area standards with the appropriate magnet themes and project-oriented instruction in order to develop aligned curricula and assessment processes. Teachers will develop and use interdisciplinary thematic instruction, which will allow them to cover more state objectives than can be covered in a traditional classroom.

This extensive staff development will provide an opportunity to modify the program to suit classroom realities. It will also give teachers the opportunity to address problems and resolve issues that arise during the year. If grant funding is received after July 1, this will cause

some time constraints that may necessitate conducting in-service during the school year.

Teachers will attend staff development on: 1) release time provided by substitutes, 2) using flexible scheduling to provide common time for training, 3) weekend workshops, 4) evening or after school meetings and/or 5) summer institutes. The following charts outline the staff development plan for each magnet theme area:

Staff Development Plan for Brooklyn Center High School Magnet				
Activity	Presenter	Participants	Time	Duration
MYP Internal training	Consultants	Groups of teachers	Summer	Years 1,2,3
MYP External training	IB Organization	Small groups of teachers	Summer and school year	Years 1,2,3
Inquiry-based instruction	Consultants, national and local	All Staff	School year	Years 2,3
Assessment training	Consultants, national and local	All Staff	School year	Year 3
ACE Media Arts Program helps to develop curriculum and practice in the field of media arts.	Perpich Center for Arts Education	Media Arts teachers	School year	Years 2,3
ACE Theater Program provides training in theater and creative dramatics for K-12 teachers	Perpich Center for Arts Education	Drama teachers	School year	Years 2,3
ACE Dance Program provides professional development in Dance education for K-12 teams	Perpich Center for Arts Education	Dance teachers	School year	Years 2,3
State/district standards-based curriculum articulation	Consultants	Department chairs	Summer and school year	Years 1,2,3
Curriculum integration and planning	Department chairs	All staff in small work groups	Five ½ days during the school year	Years 1,2,3
Atlas Rubicon training	Consultants	Groups of teachers one per focus area	During school year	Years 1,2,3

Staff Development Plan for Brooklyn Center High School Magnet				
Activity	Presenter	Participants	Time	Duration
Building Professional Learning Communities	Consultants, national and local	All Staff	During school year	Years 2,3
Understanding by Design (UBD) Internal training	UBD consultants	All Staff	Summer or during year	Years 2,3
Collaboration Training Internal	Local consultants	Total staff (built into collaboration time)	During school year	Years 1,2,3
Diversity Training	Northwest Suburban Integration School District (NWSISD)	All staff	During school year	Years 1,2,3
Responsive Design Training	Responsive Design trainers	All Staff	During school year	Years 2,3
Differentiation Training	Minnesota ECSU Staff (Education Cooperative Service Unit)	All Staff	During school year	Year 1
Technology Integration Training	TIES staff (Technology Information Education Services)	All Staff	During school year	Years 1,2,3
National Conferences	National Conference Site	Small groups of teachers (subject areas and IB MYP)	National conference dates	Years 1,2,3
State Conferences	Minnesota Conference Site	Small groups of teachers (subject areas and IB MN)	Minnesota conference dates	Years 1,2,3
Site Visits to exemplary arts and MYP schools	School site personnel	Small groups of teachers	School year	Years 1,2,3

Staff Development Plan for Park Center Global Studies Magnet				
Activity	Presenter	Participants	Time	Duration
MYP Internal training	Consultants & local staff	Total staff	Summer	Years 1,2,3
MYP External training	IB Organization	Groups of teachers (Yr 1 40, Yr 2 40, Yr 3 20)	Summer and school year	Years 1,2,3
Inquiry Internal	Consultants, national and local	Total staff (50,30,30)	Summer and school year	Year 1,2,3
DP External training	IB Organization	Groups of teachers 18,12,10	Summer and school year	Years 1,2,3
Atlas Rubicon training	Consultants & local staff	Groups of teachers one per focus area (6,6,6)	During school year	Years 1,2,3
Instructional Technology training	Consultants & local staff (TICTS)	Total staff	During school year	Years 1,2,3
Understanding by Design (UBD) Internal training	UBD consultants	Total staff	Summer or during year	Years 2,3
Collaboration time for Fridley and Park Center teachers with orientation to collaboration included	Local consultants	Total staff (built into collaboration time)	During school year	Years 1,2,3
Advisory Training	Local consultants	Total staff (1/3 each year)	Summer	Years 1,2,3
Action Research Training – Train teachers to help students learn research skills	Local consultants	3 teachers per year	National conference dates	Years 1,2,3
National Conferences	National Conference Site	15 teachers per year (subject areas and MSA)	National conference dates	Years 1,2,3
State Conferences	Minnesota Conference Site	12 teachers per year (subject areas and IBMN)	Minnesota conference dates	Years 1,2,3
Site Visits to exemplary Global Studies Magnets and DP schools	School site personnel	15 teachers per year in years 1 and 2	School year	Years 1,2

Cultural Competency Training	ISD 279 staff	Total staff	During school year	Years 1,2,3
Academic Coach training – e.g. Math team, History Day, Odyssey of the Mind, etc.	Conference site staff	6 teachers in year 1	During school year	Year 1

Staff Development Plan for Fridley Global Studies Magnet				
Activity	Presenter	Participants	Time	Duration
MYP Internal Training (levels 1-3)	Local staff and consultants	Staff not attending IB conf. trainings	Summer workshops	Years 1-3 (3 days)
MYP External Training (levels 1-3)	IBO Organization	12 staff each year across subject areas	Summer and school year	Years 1-3 (3 days)
DP External Training (levels 1-3)	IBO Organization	12 staff each year for DP subject areas	Summer and school year	Years 1-3 (3 days)
Inquiry Training	Local staff and consultants	All staff, levels 1-3 offered	Summer	Years 1-3 (5 days)
Technology Integration Training	TIES staff, MN area technology consultants	All staff	Summer and limited school year sessions	Years 1-3 (5 + 1 days)
Cultural Competency Training	G. Singleton, NWSISD staff, Critical Measures	All staff	Summer and school year	Years 1-3 (3 days)
UbD Training and Mapping Training	Local staff and consultants	New staff, and staff adding new courses	Summer	Years 1-3 (5 days)
Subject Area Training	National consultants	Selected subject area staff	Summer and school year	Years 1-3 (3-6 days)
Academic Coach Training	Specialized area consultants	Selected academic coaching areas	Summer and school year	Years 1-3 (3-5 days)
Advisory Training	Local staff and consultants	All staff with advisories	Summer	Years 1-3 (1-2 days)
Magnet Schools Training	Magnet Schools of America specialists and practitioners	Administration and other teacher leaders	Summer	Years 1-3 (3-4 days)

Staff Development Plan for Fridley Global Studies Magnet				
Activity	Presenter	Participants	Time	Duration
State Conferences: Diversity, curriculum, etc.	Various national and state experts	Administration and other teacher leaders	School Year	Years 1-3 (1 day each)
Site visits to exemplary programs	Host site experts	Administration and teacher leaders	School Year	Years 1-3 (2-3 days each)

As stated earlier, the Curriculum Integration Coordinators will perform regular classroom observations. These visits will be used to provide information on project implementation, provide feedback to teachers as they implement new procedures, and to identify any areas that need improvement. The staff will also visit other cities to observe successful magnet schools and programs. The school planning teams will check Internet sites and solicit recommendations of experienced magnet school staff to find successful magnet schools. The Magnet Schools of America web page and publications are good resources for locating successful models that may provide knowledge that will be helpful as NWSISD implements its magnet schools.

As required by NCLB Legislation, Minnesota has an approved Plan for Highly-Qualified Teachers. Only teachers who meet Minnesota’s criteria will be hired for the project. As noted in the state plan, a “highly-qualified teacher in a core academic area requires all three of the following: 1) holds a valid full state teacher license for the academic subject he/she is teaching; **and 2) has a minimum of a bachelors degree; and 3) has a major or sufficient subject matter competency for the assignment (in elementary or middle school), in the core academic subject(s) (for high school); or has taken and passed the Praxis II HOUSSE Process.” All teachers currently working at the proposed magnet school sites meet Minnesota criteria for highly qualified. Any new staff hired will be required to meet the “highly qualified” criteria.**

Innovative Curriculum: The resources that are necessary to achieve this objective are

dual. The first aspect is the development of innovative methods and practices. The program descriptions for the magnet schools include a number of innovative practices that are not currently implemented in any of the seven member districts of NWSISD. However, the implementation of these practices and the identification and development of new methods depend on the staff that is hired for the program. The staff must be motivated and supported as it develops curriculum and implements new pedagogy. Staff will attend conferences and workshops that feature effective methods and practices and will visit outstanding magnet schools. As innovative ideas are identified, consultants will be brought to the school to present the program to the staff. As a result, the entire staff will be stimulated by presentations of the most creative and innovative ideas available. The magnet schools have identified the innovative elements that they will feature in their themes.

STRATEGY TO IMPROVE KNOWLEDGE OF ACADEMIC SUBJECTS

The staff at the magnet schools will implement high quality magnet programs that use attractive themes to stimulate and motivate students. These programs will be built around the Minnesota curriculum standards that feature challenging content and student performance standards for all students. Since all of the NWSISD magnet schools are full school magnet programs, every student attending the school is a magnet student. Hence, the program must be effective for all students. The district will administer the state tests to monitor the effectiveness of the implementation of those standards at the magnet schools.

The improvement of academics requires changes in instructional methodology. The staff at the magnet schools will use a variety of teaching strategies, illustrated in the following chart, to meet individual student needs.

Themes & Instructional Practices

SCHOOL/DISTRICT	THEMES/INSTRUCTIONAL PRACTICES
Brooklyn Center High (Brooklyn Center) Grades 7-10	Inquiry-based instruction Standards-based instruction Technology Integration Differentiated Instruction & Assessment
Brooklyn Center High (Brooklyn Center) Grades 7-12	Inquiry-based instruction Standards-based instruction Technology Integration Differentiated Instruction & Assessment Project-based learning
Fridley High School (Fridley) Grades 9-12 Park Center Senior High (Osseo) Grades 10-12	Inquiry-based instruction Standards-based instruction Technology Integration Differentiated Instruction & Assessment Project-based learning Action research

STRATEGY TO PROVIDE EQUITABLE ACCESS TO HIGH QUALITY EDUCATION

The curriculum programs that will be used in this project include a number of evidence-based components. *Full Options Science Systems* (FOSS), which has been recognized as an exemplary program by the National Science Foundation (NSF), will be used for adapted biology high school students. In addition, *Chemistry in the Community*, which will be used for general chemistry, and *Earth System Science in the Community*, which will be used for earth science students, is also NSF supported. Mathematics curricula will include texts which are correlated to national, state and district standards.

The *NSF Research-Based Education Core Curriculum Programs* flyer notes that the programs cited are “representative of research-based curriculum materials disseminated by the NSF-supported Science and Mathematics Implementation and Dissemination Centers. These core curriculum materials can be used to construct a comprehensive science and/or mathematics program for K-12 students. They are unique because they have been created through a comprehensive research and development process. Therefore, they have been informed by

research, **piloted and field tested with ethnically diverse student populations throughout the United States.**”

As a starting point, teachers are asked to look at standards – these may include national, state, and in some cases district standards that in varying degrees define “what students should know, understand, and be able to do” (p. 17). Backward design means first answering the question, “What do we want students to know (based on standards) at the end of this unit?” Then teachers determine how they will know “if students have achieved the desired results,” (p.18) “What evidence or performances are called for by the standard?” After those two questions are answered, teachers can plan the learning experiences and instruction which will assure the first two steps are accomplished. The authors point out that everything contained in the standards does not constitute an essential understanding, which refers to the big ideas, the important understandings that students should retain after they’ve forgotten many of the details. The authors give three categories for establishing curricular priorities. These include: 1) Big Ideas and Core Tasks 2) Important to know and do, and 3) Worth being familiar with. Each category requires a different type of instruction and a different level of assessment (p.71.) The steps of the Wiggins and McTighe curriculum development model are: 1) Identify Desired Results, 2) Determine Acceptable Evidence, & 3) Plan Learning Experiences and Instruction.

Throughout the history of civilization, the arts have served as a fundamental means of human expression. The foundation of the visual, performing, literary and technological/media arts program is based on the premise that students learn best through participation in activities that allow for self-expression. A student’s self-expression can take many forms. Kearney (1996) writes that if you give a school daily dance, music, drama and visual art instruction... and there is considerable movement...you might get a miracle. An impressive aspect of the performing arts

school will be the emphasis on video editing and video production of long-term student projects (Marzano).

Inquiry-based learning is the key instructional strategy of the IB Middle Years Programme and the Diploma Programme. A number of research studies have verified the effectiveness of inquiry-based instruction and learning. For example, in the book, *Inquiry and the National Science Education Standards: A guide for teaching and learning* (Steve Olson & Susan Loucks, Eds., 2000), the authors note that if teachers wish students to achieve the full scope of the National Science Education Standards, “research clearly suggests that teaching through inquiry is effective (Chapter 6, p.10.) In addition, studies on under-represented and under-served populations have shown that inquiry-based instructional strategies “enhanced scientific ways of thinking, talking, and writing for language learners and helped them acquire English and reasoning skills” (Roseberry et al., 1992.)

In order to assure all students in all NCLB sub-groups are successful, the project will employ evidence-based strategies to meet the needs of struggling and/or diverse learners. The following strategies are suggested by the Center for Social Organization of Schools (2002) and will be used in this project: a) increase the number of instructional practices available to teachers so they can reach a greater number of students (e.g., cooperative learning, hands-on kinesthetic activities, projects); b) extend the amount of time for instruction (class periods, days, years) to allow for additional instruction and more diverse learning opportunities; c) provide extra help for students who need it through intensive math and reading activities; and d) offer opportunities for students to learn study skills and social skills.

The Perpich Center for Arts Education (PCAE) is a dynamic agency of the State of Minnesota, and a unique state-of-the-art organization of national stature representing

Minnesota's dedication to excellent education. Perpich's mission is to improve K–12 education for all Minnesota students and educators through innovative programs and partnerships centered in the arts. A 30-acre campus in Golden Valley houses the Center's Professional Development and Research (PDR), Arts High School (AHS) and the PCAE Library.

PCAE's Professional Development and Research (PDR) area works with communities, a statewide network of teachers, teaching artists and administrators in schools, and arts organizations throughout Minnesota to focus on the improvement of teaching and learning in and through the arts.

PDR is instrumental in helping teachers implement graduation standards. Team members have expertise in all arts areas as well as interdisciplinary arts education. PDR maintains critical partnerships with arts and educational institutions statewide and is a leader in expanding and deepening professional development opportunities and artistic experiences.

PDR Provides Access to:

- Professional growth opportunities and workshops
- Partnerships with key institutions from the arts and educational communities statewide
- Research and best practices that promote teacher, artist and school effectiveness
- Creative curriculum and assessment examples
- Professional and technical support in the arts areas of Dance, Literary Arts, Media Arts, Music, Theater and Visual Arts for preschool, elementary, middle and secondary schools.

In order to assure that the above mentioned strategies are understood and used by all magnet staff, a great deal of staff development training is necessary. All staff will receive

training designed to: increase their ability to assure that all students, especially minority students, are successful in the academic program; increase their awareness of multicultural differences and provide strategies to effectively handle those differences; and provide the support necessary so that minority students, especially African-American males, are successful in school.

Implementing these strategies requires nationally recognized themes, comprehensive staff development training, a specialized staff, extensive use of computer-assisted instruction to individualize each child's education, interesting equipment and software, tutoring programs, after-school programs, summer programs, and community mentors.

(iv.) How the project will ensure Equal Access and Treatment for Eligible Project Participants

All students living in the seven member districts that make up the NWSISD will have equal access to the magnet programs. All students attending the proposed magnet schools will be allowed to continue in the program. In addition, each school has identified open seats that will accommodate new magnet students, therefore, increasing total enrollment at each school.

Entrance to a magnet school is noncompetitive. Entry is based upon desire and interest in the theme by the student and his/her parents. The district will not use any academic or other admission criteria for determining whether a student is eligible for admission to any magnet school. All enrollments will be voluntary and special efforts will be made to attract families whose students attend low-performing Title I schools.

The NWSISD has a desegregation plan based on a State Administrative Order. The district and the community value diversity and consider equipping students to relate to people of different backgrounds, cultures, and languages an essential part of maintaining American democracy. As such, establishment of diversity in the schools is an integral part of the mission of the NWSISD. The district will use targeted recruiting and a race-neutral lottery to achieve its

desegregation goals.

The school district has a responsibility to produce students:

1. with an understanding of diversity, tolerance, fair play, and the positive tenets of democracy who can be successful citizens of our democracy;
2. able to function effectively in the local polity with civility and respect for others;
3. able to participate and compete in a highly competitive global society that rewards the ability to collaborate effectively with people of different races, nationalities, and cultures.

All students eligible for participation in the magnet program will have equal access to the program. No student will be denied admission to the magnet program or any part of the academic or extra-curricular program on any grade level because of race, national origin, religion, sex, or handicapping conditions. The public information campaign described below will guarantee that all students in the seven-district collaborative are made aware of the programs on the elementary, junior high and high school levels. Every student living within the NWSISD will have easy access to an application from pickup spots across the city and via direct mail. Special outreach efforts will be employed to assure parents, whose children attend low performing Title I schools, are aware of choices available in the magnet school.

Because of the traditional under-representation of women and minorities in the fields of science and mathematics, the magnet schools will make a conscious effort to provide female and minority role models in these areas for the students in the form of teachers, specialists and outside guest speakers, mentors and professional resource assistants. Great care will be taken, including offering professional development seminars to teachers and administrators, to avoid race/gender bias in the classroom.

Student Selection Processes: The NWSISD will select students to attend its new magnet schools based on student application and student interest. There are no academic or other criteria for student selection. If there are more applicants than student stations, a lottery procedure will be used to select students. Within the guidelines of the state desegregation rule and if there is sufficient space available in the school, all applicants will be accepted. All efforts will be made to assure that the applicant pool reflects the desired demographic parameters based on the purpose established for each magnet school. The lottery procedure is fully described in MSAP Table 5 in Part V.

Student selection procedures will guarantee that all eligible students have equal access. Each of the proposed programs has **no selection criteria** for students and **participants will be chosen by random computer selection** from each school's pool of applicants. As per the district's state-approved desegregation plan, each site must comply with racial balance guidelines and students attracted to the magnet theme will allow the district to meet the parameters set by NWSISD Objectives 1.1 - 1.3.

The collaborative member districts of the NWSISD have explicit policies of non-discrimination. These policies and procedures prohibit discrimination on the basis of religion, race, national origin, language, sex, or handicap. All buildings are or will be accessible to the handicapped.

Inclusion for Special Education and Students English Language Learners: Inclusion is the process by which special needs students are educated in age-appropriate settings with their non-exceptional peers. The students are provided with services and programs based on their strengths, needs, and individualized learning objectives, which are achieved through appropriate instructional strategies. The philosophy of inclusion is that it provides a shared teaching

experience that benefits the needs of students with learning differences in a least restrictive environment.

As stated in the Individuals with Disabilities Act (IDEA), whenever possible, a student with disabilities must be educated within the population of a regular school setting. Inclusion is considered an effective practice of least restrictive environment because it reflects principles of normalization. Classroom teachers benefit from the support provided by Special Education teachers and the districts are currently providing training and institutes to encourage schools to embrace this delivery system. The model facilitates the transfer and generalization of skills. Non-handicapped students develop positive attitudes toward children with disabilities and develop a broader perspective on individual differences.

Using Inclusion as a service delivery model allows greater flexibility, easier transition, and more successful experiences for Special Education Students and English Language Learners as they increase their general education hours. The practice of Inclusion is effective with all areas of special education: EMH, EH, SLD, Speech and/or Language Impaired, and Gifted. With this model, general education teachers and Special Education personnel are able to share their area(s) of expertise. A full spectrum of services will be available to every Special Education student ranging from a full-time Special Education placement, to a part-time Special Education student who spends part of the day in the general education setting, to a Special Education student who only receives consultative services. All students benefit from extra attention and a multi-sensory approach. This spectrum allows greater flexibility to address all aspects of learning.

In order to assure that Special Education Students and English Language Learners are included in the magnet theme, arts and technology activities will be integrated throughout the various disciplines. These activities will allow students to think and write creatively and to

develop analytical skills. The Internet, local area network, Wide Area Network (WAN), computer labs, research centers, learning centers, auditory systems, and productivity and instructional software will be available to successfully implement the inclusion model at the new magnet schools. Inclusion provides a number of benefits for all stakeholders.

An inclusion model will be used to assure that students in special education programs and English Language Learners have the opportunity to participate and be successful in the magnet programs. Specialists from the Department of Special Education and English Language Learners have been and will continue to be included in program planning. This will assure that these students will have access to the magnet program as is appropriate within the guidelines of each student's individual educational plan.

(v.) Effectiveness of the plan to recruit students from different backgrounds

Magnet schools are a fairly recent concept in the communities that make up the NWSISD. More importantly, the idea of getting students to voluntarily attend schools in another school district, which may require a long bus trip, is definitely unique. A strong, comprehensive and effective recruitment plan is the only way these programs will be successful. It is essential that the plan recruit students of different social, economic, ethnic and racial backgrounds to each of the new magnet programs. The NWSISD Magnet School Recruitment Plan is thorough and designed to reach all areas of its seven member districts.

Recruitment of students for the magnet programs will begin formally each November and continue until all vacancies are filled. Students who are not placed will be kept in a computer file. When a vacancy occurs a name will be randomly selected and offered. The yearly strategy for attracting students from the target feeder schools will be multi-faceted. A comprehensive media campaign will be developed that targets potential students and their families and which

uses a variety of mass media outlets and key community contacts, for example,

- 1 *Paid newspaper advertisements announcing the application period for the Magnet Programs will give specific instructions for obtaining and completing the application, application deadlines and a summary of the selection process.*
- 2 *News stories in the local daily newspaper about the magnet program and the expanded opportunities for students on all grade levels.*
- 3 *Identification of all eligible students and direct contact with them either through a letter from the NWSISD Office or personal contact by key influencers.*
- 4 *Open houses specifically designed for certain potential student populations, i.e. rising sixth or seventh graders and their parents for the middle school/junior high programs; and rising eighth- and ninth-graders for the high school program.*
- 5 *Television commercials and appearances on local television news talk segments to publicize the magnet program.*
- 6 *Distribution of flyers and brochures community wide.*
- 7 *Information programs presented to NWSISD area civic clubs and church groups. Tours of the magnet school buildings are offered daily to interested individuals and groups.*
- 8 *An Open House for the community-at-large.*
- 9 *A Power of Choice for Education Fair held in a public place such as a mall or community center.*
- 10 *High visibility of Magnet Program students at all district and regional events such as parades, oratory contests, science and engineering fairs, math bees and spelling bees.*
- 11 *Volunteering by Magnet Program faculty and students in community-wide efforts.*
- 12 *Outreach to parents whose children attend low performing Title I schools*

To help spread the word about the unique offerings of the Magnet Program, professionally developed videotape will be used as well as computer-generated multi-media presentations that include student work and testimonials. This media effort will be complemented with a coordinated series of print media: brochures, posters, flyers, applications folder, etc. These materials will be used in neighborhood meetings; civic groups; church organizations; small in-house gatherings with parents; and meetings with friends of current students.

Much of the emphasis in the paid newspaper and television advertisements will be “testimonial” comments and pictures of satisfied students and parents. Great care will be taken to appeal to all facets of the NWSISD community with great sensitivity to racial and gender balance, especially those parents whose children attend low performing Title I schools. Children’s successes will be used to illustrate how individuals who are well known in the community are faring in the magnet programs.

Because peer influence is very strong, particularly among middle school, junior high and high school students, an Ambassador program will be developed in which student leaders will volunteer to serve as hosts/hostesses for their magnet program and will represent the program at other school assembly programs and at recruiting fairs or events. Also, special consideration will be given to recruiting key student leaders who will have the ability to sway their friends to apply for enrollment. This will be accomplished through one-on-one contact with those students and their parents by Magnet staff.

Student Recruiter/Information Specialist: All of the above-mentioned recruitment and student selection activities are the primary responsibility of the magnet Program’s Recruiter/Information Specialist. This individual is responsible for the creation, production and

dissemination of all printed materials describing the proposed magnet schools and their programs as well as the conceptualization, scripting and production of all television and radio commercials and informational shows.

Additionally, the Recruiter/Information Specialist is responsible for participating in informational tours of the magnet schools for individuals and community groups. The Information Specialist presents information programs on the magnet schools. This individual is the liaison between the magnet schools and local, state, regional and national media representatives. Further, this individual is responsible for the organization and promotion of all special events and activities of the magnet schools.

There will be no waiting list for any magnet school. If there are vacancies at the magnet school during the school year, admission will be offered to students who are randomly selected from the remaining applicant pool at the point at which the vacancy occurs. The applicant pool will be good for one school year. **NWSISD will assure equal access to the magnet programs by providing bus transportation to all students who live outside of the state defined safe walk zone.**

When the grant is received recruitment activities will commence immediately. These activities will be under the direction of the Recruiter/Information Specialist. The Recruiter will utilize a professional public relations firm to assist in the design of the magnet materials. The campaign will include: 1) direct mail to eligible students, 2) Public Information Meetings, 3) P.T.A. Meetings, 4) meetings with Civic groups, churches, and day care centers of various racial and ethnic groups, 5) television and radio promotional ads that target cable T.V. and radio stations that appeal to various ethnic groups in the community, 6) student programs at the school that invite students from other neighborhoods, 7) door-to-door distribution of flyers in target

neighborhoods, 8) personal contact with students by teachers and counselors, & 9) paid advertising in newspapers.

The student recruitment campaign will begin in fall 2007. This campaign will be implemented so that target enrollments for each school are met before the end of the project in June 2010. The campaign will be designed to reach all residents of the seven district community by using appropriate and available ethnic and neighborhood media, churches of all denominations and faiths, barbershops, beauty shops, and shopping malls.

(b.) QUALITY OF PERSONNEL

(1.) Qualifications of Personnel to be Assigned to Project

The Northwest Suburban Integration School District is made-up of seven member districts that serve over 85,000 students in 100 schools. NWSISD has a relatively small office that employs 28 people in various positions. All of the NWSISD positions provide services to students and teachers in the seven-member collaborative. The member districts have larger staffs that include a variety of highly qualified teachers and curriculum experts who will contribute to the success of this project.

(2.i.) Quality of Project Director

The Project Director, with magnet program staff, principals, and administrators described in this section, will accomplish the Magnet Schools Assistance Program (MSAP) objectives by carrying out the activities and timelines show in the Project Design section. **The Project Director will be Karla Fawbush.** After graduating with degrees in French, English and journalism, she taught 7-12 grade students in Brooklyn Center ISD #286. During her tenure, Ms. Fawbush wrote French textbooks and ancillary materials, was awarded three national Fellowships, and earned her M.Ed. in Second Languages and Cultures from the University of Minnesota and an Education Specialist in administration degree from the University of St. Thomas. It was also in this capacity that she first became involved with the prospect of developing magnet schools in the NWSISD when Brooklyn Center and Osseo school districts were identified as racially isolated by the new Minnesota desegregation rule. She attended the MSA Conference in Long Beach and conducted focus groups for planning magnet program themes. After obtaining her administrative license, Ms. Fawbush worked as a secondary curriculum coordinator in another school district, leading 5-12 grade teachers in curriculum and

staff development initiatives. In her current role as Project Director, she is responsible for coordinating the project development and implementation, overseeing financial management, student placement and developing a marketing and recruitment plan to support the unique and innovative themes at the magnet schools, collaborating to increase inter-district interaction and opportunities for sharing cultural resources, and in conjunction with an outside evaluator, preparing the federally required project reports and annual evaluations for the MSAP grant project. She works closely with school-based personnel and central office staff in the member districts to implement high quality magnet school programs supported by best practices at schools funded through the grant. The position works under the superintendent of the NWSISD and collaborates with the principals of the grant-funded schools, the superintendents of the member districts, and federal magnet school program officers. As project director, Mrs. Fawbush will have the full-time responsibility for daily coordination of the MSAP project. She will serve as a liaison between the magnet office and the seven districts to ensure that the appropriate district, building and community support is provided to each program. This position will be grant-funded and she will devote 100% of her time to the project.

(2.ii.) Experience of Other Key Personnel

Key personnel for this project include more staff than those directly hired through MSAP funds. This application requests a minimum number of new staff and will therefore rely heavily on the expertise of personnel already in the employ of NWSISD or one of its member districts.

The collaborative is fortunate that it has staff with the qualifications, energy and expertise able to assume these extra duties. The following paragraphs detail the qualifications of current employees of NWSISD or its member districts who will work closely with the Project Director to assure the success of the proposed new magnet schools. Information is also included on the

expected qualifications of personnel who will be hired to implement the project. {Special Note: The seven superintendents will devote different percentages of time to the project (listed below). These percentages are based on the size of the districts and the number of proposed magnet schools being implemented in the district. For example, Brooklyn Center School District only has two schools and one will become a magnet school. It is reasonable to expect that Mr. Lester will devote more time to the project than Dr. Giroux, whose district, Anoka-Hennepin, has 43 schools.

Ms. Marcia Moore is the Superintendent of the Northwest Suburban Integration School District. Originally from the state of Georgia, Ms. Moore received her Bachelors degree from Georgia Southern University and her Masters of Education from the University of Minnesota. She is continuing her education with admission into the University of Minnesota Administrative Licensure Program. Ms. Moore began her career in education with the St. Paul Public Schools as a teacher of Special Education for four years. She has over 20 years of administrative experience in both the private and public sectors, fourteen of which are in the field of diversity and multicultural education. Ms. Moore was the Director of Diversity and Student Services for Anoka-Hennepin Schools for four years before assuming the position of Superintendent for Northwest Suburban School District in 2001. Her experience includes serving on numerous boards such as the Minnesota Minority Education Programs and St. Paul Model Cities. Ms. Moore's position is district funded and she will **devote about 10% of her time to the project.**

Dr. Roger Giroux is the Superintendent of the Anoka-Hennepin School District. He began his career with the Anoka-Hennepin Schools in August of 1976. Prior to joining the Anoka-Hennepin staff, Dr. Giroux served six years with the Duluth public schools and three

years with the Milwaukee public schools. A native of Chicago, Dr. Giroux attended St. Mary's College of Winona, Minnesota, for his Bachelors degree and the University of Wisconsin, Madison, for his Masters and Ph.D. He has served as Superintendent of the Anoka-Hennepin schools since July 1995. In 26 years of service, he has worked on the testing, assessment and program evaluation efforts of the school district, serving in several district and state efforts in this area. He has also served as the finance officer of the school district and was responsible for many of the public bond issues and referendums that financed new schools in Anoka-Hennepin. Dr. Giroux's position is district-paid and **he will devote about 5% of his time to the project.**

Dr. James M. Bauck is the Superintendent of the Buffalo-Hanover-Montrose Public Schools and was appointed in August, 2004. Dr. Bauck received a Doctor of Philosophy Degree from the University of Minnesota. Before coming to Buffalo, Dr. Bauck was a superintendent in Owatonna and Lakeville. He worked as an assistant principal at Fred Moore Middle School Center for the Arts, one of the NWSISD magnet schools. He held other administrative positions in various local school districts. Dr. Bauck's position is district-paid and he **will devote about 5% of his time to the project.**

Mr. Keith Lester is the Superintendent of the Brooklyn Center School District. A 37 year educator, Mr. Lester has been Superintendent of the Brooklyn Center School District #286 since September 12, 2005. He graduated from Moorhead State College in 1969 with a Bachelor of Science in Music Education. In 1981 he earned a Master of Fine Arts in Vocal Music Performance from the University of Minnesota, Minneapolis. Mr. Lester received his Masters of Educational Administration and completed the Sixth Year Program at St. Cloud State University. He taught Vocal Music at Mora High School in Mora, MN for 20 years. From 1989 to 1993 he led the Staff Development Program for the Mora District. In 1993 he took over as high school

principal in Ogilvie, MN where he served in this capacity for two years. Mr. Lester returned to Mora in 1995 where he served as high school principal for five years and as Superintendent of Schools for five years. As an administrator he has worked to develop programs in content area literacy resulting in improved reading and writing achievement in the districts where he has worked. Mr. Lester's position is funded by the district and he **will devote about 20% of his time to the project.**

Dr. Mark Bezek is the Superintendent of the Elk River Area School District. Dr. Bezek has spent twenty-seven years working in education. Dr. Bezek received his Doctor of Education in Educational Leadership from Saint Mary's University of Minnesota in 1999. He was named Superintendent for Elk River Independent School District #728 in July, 2006. Prior to arriving in Elk River, Dr. Bezek was the Superintendent of Fergus Falls Public Schools from 2001-2006; he has also been a secondary principal at various Minnesota schools, an adjunct professor at Saint Mary's University of Minnesota and Hamline University and a high school instructor. Dr. Bezek is a member of the National Association of School Administrators, and is on the Minnesota Association of School Administrators legislative and professional development committees. He is also on the Minnesota Rural Education Association's legislative action committee and participated in Minnesota Governor Pawlenty's mission to Canada in 2004, as well as being a member of several other professional and community groups. As a principal, Dr. Bezek worked to develop a new model for school budgeting, transitioned a school into a modified block schedule, and developed a new communication program to bring students, staff and community closer together. As a Superintendent at Fergus Falls Public Schools, Dr. Bezek developed and implemented all day, every day kindergarten, a Middle School alternative program, block scheduling in high school, and several other important initiatives. He **will devote**

about 10% of his time to the project.

Mr. Mark Robertson has been Superintendent of Fridley Independent School District #14 since July, 2003. His undergraduate degree, with a major in Biology, is from Bethel College. At the University of St. Thomas, he earned his Masters in teaching and Educational Specialist degrees, and then completed the Superintendent program at the University of Minnesota. Mr. Robertson's thirty years in education have included six years as Principal of Forest Lake High School, two years as Associate Principal at Blaine High School, six years as an Activities Director, and thirteen years as a classroom teacher. During his tenure at Forest Lake, his school was selected by the National Staff Development Council as one of six in the nation for amplifying positive deviance-making significant achievement gains without having more resources available. As Principal his interest in the development of all students translated into an increase in student attendance, a 1.5% decline in the drop-out rate, and the graduation rate increased by 10%. He was instrumental in planning and he supervised a \$5 million remodeling and construction project at Forest Lake High School. In addition to administrative experiences he has had extensive staff development experience and has been an adjunct professor teaching curriculum design courses for St. Mary's University in Minneapolis. Mr. Robertson's position is district-funded and he **will devote about 20% of his time to the project.**

Ms. Susan K. Hintz was appointed Superintendent of the ISD 279-Osseo Area Schools in February, 2006. Her Bachelor of Science, Master of Science and advanced graduate courses were all from the University of Indiana. Prior to becoming Superintendent, she was Assistant Superintendent in Osseo, co-leading and supervising the Pre K-12 educational program at 28 sites, including curriculum, instruction and educational standards, research assessment and accountability, student services and instructional media and technology. Before that, she worked

as an associate superintendent, director of elementary education and school principal in the Indianapolis area. She is an expert presenter in total quality learning and total quality management, forming coalitions with special interest groups, creating and maintaining safe schools, and brain-based learning, among other topics. Ms. Hintz's position is district-funded and she **will devote about 10% of her time to the project.**

Mr. Michael J. Smith was appointed Superintendent of Rockford Public Schools in 2005. His Bachelor of Science, Master of Science and Specialist Degree in Educational Administration are from Winona State University. He has been a superintendent in four other Minnesota districts, promoting increased use of data driven decision-making, improving and then managing a fiscally sound school district, implementing programs for high achieving students and leading successful referendums. Mr. Smith's position is district-funded and he **will devote about 5% of his time to the project.**

MAGNET SCHOOL PRINCIPALS

Mr. Bryan Bass was appointed Principal of Brooklyn Center Junior/Senior High School in May, 2006. He has varied and extensive educational experience. Most recently, Mr. Bass served as an assistant principal at North High School in Minneapolis. At North, he also taught civics and coached track and field. Prior to North High School, Mr. Bass taught at Roosevelt High School in Minneapolis where he also coached football, basketball and track and field. Mr. Bass's educational background includes degrees in Political Science and Secondary Social Studies Education from St. Olaf College. He received his Masters of Arts in Education from St. Mary's and is currently enrolled in the Doctor of Education program at the University of Minnesota. He holds licenses in K-12 administration and teaching. Mr. Bass's position is district-funded and he **will devote 100% of his time to the project.**

Dr. Dave Webb is the principal at Fridley High School. Dr. Webb is beginning his fourth year as Principal after serving for five years as the Assistant Principal at Fridley High School. He has also been Dean of Students at South St. Paul, Dean of the Spanish Immersion Program for Concordia Language Villages, and a Spanish teacher in Stillwater. While serving as Dean for the Concordia Language Villages, Dr. Webb started the Abroad Program School in Madrid, Spain. He completed his B.A. in Spanish and International Business, his M.A. in Secondary Administration, and his Ed.D. in Educational Leadership from the University of St. Thomas, in St. Paul, Minnesota. Dr. Webb's position is district-funded and he **will devote 100% of his time to the project.**

Ms. Kelli Parpart is Principal of Park Center Senior High in the ISD 279-Osseo Area Schools. She has a B.S. degree from Moorhead State University, a M.S. degree from North Dakota State University, and her educational administrative licensure from St. Mary's University. Before beginning her administrative career in the Osseo Area Schools in 1997, Ms. Parpart taught English at Coon Rapids High School and worked as an administrative intern in the Minneapolis Public Schools. In 2005, she was selected as the Minnesota Middle Level Principal of the Year. She has served on numerous district task forces, including Emergency Planning, Diversity Planning, Character Education, Professional Learning Communities, Assessment for Learning, Secondary Leadership Team, Choices for Integrating our Learning Communities, Magnet Schools, and more. Ms. Parpart's position is district-funded and she **will devote 100% of her time to the project.**

(2.III) MAGNET SCHOOL TEACHER SELECTION

The success of the magnet programs will depend on the quality of staff assigned to each site. All staff, including administrative staff, will be required to **meet the NCLB criteria for**

Highly-Qualified, sign a letter supporting the goals of their program, and agree to attend a minimum of 90 hours of annual training. New staff will be selected based on their personnel records, recommendations, knowledge of curriculum development and desegregation strategies, and successful interviews. Program staff, for the first year of implementation, will be selected by July, 2007.

At all sites, the following minimum criteria will be used to select new staff members. Each candidate should: 1) meet criteria for “Highly Qualified,” 2) have a recommendation from his/her current principal/supervisor, 3) agree to integrate technology into instruction, 4) articulate a magnet-educational philosophy, 5) make a stated commitment to multicultural awareness and have experience working with racially mixed students, 6) be ready, willing, and available for ongoing training, 7) be willing to use differentiated instruction and assessments, 8) agree to be an active participant in a professional learning community, 9) agree to adopt “evidence-based” and “promising” instructional practices, and 10) agree to implement the curricular model for their school described in this application. The following text describes Minnesota’s criteria for Highly Qualified teachers.

The Minnesota Plan for verifying “Highly Qualified” teachers

I – Overview

Under no *Child Left Behind* (NCLB), teachers of core academic subjects must evidence compliance with the federal definition of a “highly qualified teacher.” The core academic subjects defined in NCLB and in Minnesota law are: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

General education teachers of core academic subjects in Title I funded programs or schools hired after the first day of the 2002-03 school year must have already met the federal criteria for “highly qualified” teachers at the time of hire. This deadline has passed and the requirement is now fully implemented.

General education teachers of core academic subjects, whether in Title I funded programs or other programs, hired prior to the beginning of the 2002-03 school year had until the end of the 2005-06 school year to meet the federal “highly qualified” requirement. This deadline has passed and the requirement is now fully implemented.

II – “Highly Qualified” Teacher Requirements for Teachers Currently in the Classroom

What defines a “highly qualified teacher” in Minnesota?

Elementary Teachers

To meet the federal “highly qualified” criteria, elementary teachers of core academic subjects who are new to the profession must meet the following requirements:

- Hold a bachelor’s degree;
- Be licensed by the state; and
- Demonstrate subject competence through a rigorous state test of subject knowledge and teaching skills (Praxis II Elementary Education: Content Knowledge 10014).

To meet the federal “highly qualified” criteria, elementary teachers of core academic subjects who are not new to the profession must meet the following requirements:

- Hold a bachelor’s degree;
- Be licensed by the state; and
- Demonstrate subject competence either by passing a rigorous state test of subject knowledge and teaching skills (Praxis II Elementary Education: Content Knowledge

10014) **or** by satisfying the state’s HOUSSE requirements if they are a teacher from another country, teaching in the United States on a temporary basis.

Middle and Secondary Teachers

To meet the federal “highly qualified” criteria, middle school and secondary teachers of core academic subjects who are new to the profession must meet the following requirements:

- Hold a bachelor’s degree;
- Be licensed by the state; and
- Demonstrate subject competence through a rigorous state test of subject knowledge and teaching skills (Praxis II content test); or
- Complete an undergraduate academic major, graduate degree or course work equivalent to an undergraduate academic major in each core academic subject they teach.

To meet the federal “highly qualified” criteria, middle school and secondary teachers of core academic subjects who are not new to the profession must meet the following requirements:

- Hold a bachelor’s degree;
- Be licensed by the state; and
- Demonstrate subject competence through:
 - the “high objective uniform state system of evaluation” (also called HOUSSE) if they are a multi-subject secondary teacher hired in a school district officially identified in this document as an “eligible rural district” or if they are a teacher from another country, teaching in the United States on a temporary basis.
 - a rigorous state test of subject knowledge and teaching skills (Praxis II content test); or

- completion of an undergraduate academic major, graduate degree or course work equivalent to an undergraduate academic major in each core academic subject they teach.

In the past, the HOUSSE (High Objective Uniform State Standard of Evolution) option was restricted to teachers not new to the profession, who possessed Minnesota licensure but did not have a licensure endorsement in each core academic subject taught. As a result of recent federal direction and because the HOUSSE has been in place for a sufficient amount of time for teachers to meet “highly qualified” requirements, Minnesota is now moving to further restrict the use of HOUSSE. Therefore, effective immediately, any teacher hired as a new teacher to Minnesota (even though the teacher may have had prior teaching experience in another state), may no longer use the HOUSSE option unless he/she also fits one of the specified exempted groups:

- A multi-subject secondary education teacher in a school district officially identified in this document as an “eligible rural district;”
- A special education teacher not new to the profession who teaches multiple core subjects and has met highly qualified requirements in language arts, mathematics, or science at the time of hire. These special education teachers may use HOUSSE to meet federal “highly qualified” requirements in the other core academic subjects they teach to their special education students in the same manner as is required for elementary, middle, or secondary school teachers within two years of hire date;
- A teacher from another country, teaching in the United States on a temporary basis.

EXAMPLES OF MAGNET SCHOOL STAFF

After receiving funding notification, the district will advertise for staff members for the

programs. Although new hires have not yet been made, **the following teacher profiles exemplify the high quality people who are currently on staff at the proposed magnet sites.** Each site has agreed to increase their student enrollment to accommodate new magnet students. These increases in enrollment will result in the hiring of new staff members. All new hires will be selected using the above criteria.

Mr. Scott Rykken currently teaches courses in physics, physical science and contemporary issues in science at Brooklyn Center High School. He graduated from the University of Minnesota in 1982 with a B.S. degree in Physical Science. He has a M.A. in secondary administration from the University of St. Thomas, a TIES Instructional Technology Certificate, and a sixth year certificate in Administration from Minnesota State University. Mr. Rykken has served as science department chair, faculty advisory council chair, negotiated contracts, and designed and maintains the Brooklyn Center High School web site. Outside of the school day, he chairs the continuing education committee, is principal of Saturday School, supervises the chess club and represents BCHS on the TIES grade book committee.

Ms. Jill Ashley-Grochowski teaches, coordinates, and directs AVID (Advancement Via Individual Determination) at Brooklyn Center High School. She graduated from Cornell College in 1989, with a B.A. in English and Secondary Education. She taught in Omaha, NE and Chicago, IL prior to moving to Minnesota. For several years she worked outside the field of education; in retail as a traveling training manager for Crabtree & Evelyn, and in reseller customer support for the educational software company MECC. This is her ninth year teaching at Brooklyn Center High School. She is currently working on her Masters in Educational Administration at St. Mary's University. Ms. Ashley-Grochowski has served as an Assistant Girls Soccer Coach, Assistant Speech Coach, Anime Club Advisor, Native American Club

Advisor, Junior Class Advisor, and English Department Chair. She is currently a SEED (Diversity Training) Facilitator, board member of the Centaur Foundation, member of the Site and District Staff Development Committees, the Drop-out Prevention Grant Team, and the Peer Assistance/ New Teacher Induction Team.

Mr. Steve Holt is a social studies teacher at Fridley High School. He earned his B.A. in History from Hofstra University in New York in 1992. After student teaching in New York, he moved to Guayaquil, Ecuador and worked at a bi-lingual, bi-cultural I.B. diploma school from 1992 to 1997. In 1995 he was awarded a teacher of excellence award and was promoted to Assistant Principal for English Instruction. A major part of this job involved the coordination of the I.B. diploma programme. Since returning from Ecuador Mr. Holt worked at Fridley Middle School where he taught 7th grade World Studies for a year and then 8th grade American History for 8 years. In 2002 he was chosen as the Middle School teacher of excellence. In 2006 he moved to Fridley High School to teach in the social studies department. He is extremely active in the district outside of the classroom, including: running the 8th grade Youth In Government program for 7 years before taking over the high school program in 2006; leading the Washington D.C. trip for the past 6 years; leading the History Day program at Fridley; taking leadership with the union as their government relations person; being a member of the middle school's site based leadership team; and working in a leadership position as a member of the district's I.B. leadership team. He earned his M.A. in Education from Hamline in 2006. He is passionate about world cultures and has traveled to over 30 countries on 5 continents.

Ms. Margaret Sweeney teaches English at Fridley High School. She graduated from Bemidji State University in 1973 with a B.S. degree in English and German. She started her teaching career in Germany, teaching English at the Hermann Lietz Schule. She has been a

teacher for the Fridley School District since 1976, teaching both at middle and high school level. Ms. Sweeney has worked on several district initiatives during her tenure, including the development of interdisciplinary, cross-grade curriculum projects, district task forces for curriculum development in language arts, and an equity/diversity curriculum funded by the Minnesota Academic Excellence Foundation, The Minnesota Women's Fund and Fridley Public Schools. She served as the district curriculum coordinator from 1997-99. Currently, Ms. Sweeney is an Instructional Leader in Fridley's teacher evaluation program, subject area leader for the IB Middle Years Program, and learning community leader for English Language Arts. She has been a staff development trainer in our district for writing across the curriculum, Six Traits Writing, and differentiated instruction.

Ms. Lori LeClair is in her 6th year of teaching. She has spent the past two years as an art teacher at North View Junior High and at Park Center Senior High. Her first four years of teaching were as an ELL teacher in Seoul, Korea at the Sogang Institute and the French embassy. She received her BFA at the University of Minnesota, Duluth campus, and her Master of Education degree from the University of Minnesota, Twin Cities' campus.

Ms. Mary Condon is in her 29th year of teaching at Park Center Senior High School. She is currently teaching Spanish levels 1 through 5. As the head of the department, she is also actively leading the MYP Language B implementation. Mary received degrees in Elementary Education and Spanish and Secondary Education from St. Cloud State University in St. Cloud, Minnesota. She completed her M.A. in Education at St. Mary's University, Twin Cities campus.

(2.iv.) District Nondiscriminatory Employment Practices

The following text describes the NWSISD's nondiscriminatory policy and comes from its Policy and Procedures Manual.

Policy: 401 Equal Employment Opportunity

I. PURPOSE: The purpose of this policy is to provide equal employment opportunity for all applicants for NSWISD employment and staff.

II. GENERAL STATEMENT OF POLICY

- a. It is NWSISD's policy to provide equal employment opportunity for all applicants and employees. NWSISD does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, gender, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status or veteran status. NWSISD also makes reasonable accommodations for employees who are disabled.
- b. NWSISD prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and NWSISD's internal procedures for addressing complaints of harassment, please refer to NWSISD's policy on harassment and violence, Policy 413.
- c. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, work site(s) or privileges of employment.
- d. It is the responsibility of every NWSISD staff member to follow this policy.
- e. Any person having questions regarding this policy should discuss it with the NWSISD's human resources generalist. [Adopted: April 16, 2003]

Policy 402: Disability Nondiscrimination Policy

I. Purpose

The purpose of this policy is to provide a fair employment setting for all persons and to

comply with state and federal law.

II. General Statement of Policy

- a. NWSISD shall not discriminate against qualified individuals with disabilities, because of the disabilities, with regard to job application procedures, hiring, advancement, discharge, compensation, job training, or any other term, condition, or privilege of employment.
- b. NWSISD shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. NWSISD shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- c. NWSISD shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of NWSISD.
- d. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact NWSISD's human resources generalist. This individual is NWSISD's appointed ADA/Section 504 coordinator for personnel matters. [Adopted: April 16, 2003]

TIME COMMITMENT, EXPERTISE, AND ETHNICITY OF KEY PERSONNEL

The following chart gives detailed information on the existing key personnel, their areas of expertise, years of experience, ethnicity, the funding source for their salaries, and the

estimated percentage of their time that will be devoted to the project.

Key Personnel – Experience, Expertise, Salary Source, Ethnicity, Percentage of Time on Project

Position	Name	Years Of Exp	Areas of Expertise				Funding Source % of Time on Project
			Curriculum	Best Practices	Alternative Assessment	Desegregation	
Superintendent – NWSISD	Marcia Moore	27	X	X	X	X	District 10%
Superintendent – Anoka	Roger Giroux	29	X	X	X	X	District 5%
Superintendent – Brooklyn Center	Keith Lester	37	X	X	X	X	District 20%
Superintendent – Buffalo	James Bauck	39	X	X	X	X	District 5%
Superintendent – Elk River	Mark Bezek	26	X	X	X	X	District 10%
Superintendent – Fridley	Mark Robertson	30	X	X	X	X	District 20%
Superintendent – Osseo	Susan Hintz	35	X	X	X	X	District 10%
Superintendent – Rockford	Michael Smith	37	X	X	X	X	District 5%
Project Director	Karla Fawbush	30	X	X	X	X	MSAP 100%
Principal - Brooklyn Center High School	Bryan Bass	9	X	X	X	X	District 100%
Principal – Fridley High School	David Webb	21	X	X	X	X	District 100%
Principal – Park Center Senior High	Kelli Parpart	20	X	X	X	X	District 100%
Student Recruiter	Matt Tveter	4				X	MSAP 100%
Program Specialist	Madelyn Krinke	20				X	MSAP 100%
Administrative Assistant	Dee Jakubowski	20				X	MSAP 100%

Position	Name	Years Of Exp	Areas of Expertise				Funding Source % of Time on Project
			Curriculum	Best Practices	Alternative Assessment	Desegregation	
Curriculum Integration Coordinator Brooklyn Center High School	TBA –IB MYP	n.a.	X	X	X		MSAP 100%
Curriculum Integration Coordinator (Brooklyn Center)	TBA – Visual, Performing, Literary and Technological/Media Arts	n.a.	X	X	X		MSAP 100%
Curriculum Integration Coordinator (Fridley)	TBA –IB	n.a.	X	X	X		MSAP 100%
Curriculum Integration Coordinator (Fridley)	TBA – Global Studies	n.a.	X	X	X		MSAP 100%
Curriculum Integration Coordinator (Park Center)	TBA- IB	n.a.	X	X	X		MSAP 100%
Curriculum Integration Coordinator (Park Center)	TBA-Global Studies	n.a.	X	X	X		MSAP 100%

(c.) QUALITY OF PROJECT DESIGN

Introduction

The NWSISD is committed to meeting the guidelines of its state-approved desegregation plan. The seven districts have worked tirelessly together to develop a network of magnet schools that will encourage intra-district as well as inter-district student transfers. Most (93%) of the students of color living in the seven districts reside in a relatively narrow residential corridor that crosses four districts – Anoka-Hennepin, Osseo, Brooklyn Center, and Fridley. The school populations in the remainder of Anoka, Osseo and Fridley as well as the other three member districts – Elk River, Buffalo-Hanover-Montrose, and Rockford – are primarily Caucasian students. [See map in Need for Assistance section.]

The magnet planning process required planners to review relevant research, seek assistance from university personnel and professional experts from the private sector, and to visit existing exemplary programs. The selection of the proposed themes was based on input from parents, the professional community, national magnet experts, students, site visits, and curriculum experts. Surveys indicate that there are more than enough interested students and parents to fill the proposed programs.

The following chart summarizes information on the magnet schools included in this project.

	Middle/Junior High Programs	High School Programs
International Baccalaureate	Brooklyn Center High School - Brooklyn Center	Fridley High School – Fridley Park Center High School - Osseo
School-wide or PWS	School-wide IB MYP	School-wide IB MYP PWS IB DP
New or Revised	New	New
Themes	Middle Years Programme	Middle Years Programme Diploma Programme
Visual, Performing, Literary and Technological/Media Arts		Brooklyn Center High School – Brooklyn Center
School-wide or PWS		PWS
New or Revised		New
Themes		Visual, Performing, Literary and Technological/Media Arts
Global Studies		Fridley High School – Fridley Park Center High School - Osseo
School-wide or PWS		PWS
New or Revised		New
Themes		Global Dynamics, Global Relations, Global Technologies

All magnet programs will be developed and aligned with Minnesota State Standards. The programs will also assist the member districts and schools in complying with the expectations and test requirements of the Minnesota Accountability System.

Minnesota Accountability System: The State of Minnesota has adopted tough new standards to drive achievement. These standards are monitored and enforced through a state-wide testing program. The Minnesota Comprehensive Assessments—Series II (MCA-IIs) are the state tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of No Child Left Behind. They are used to determine whether schools and districts have made adequate yearly progress toward all students being proficient in 2014.

Reading and mathematics tests are given in grades 3-8, 10 and 11. In the spring of 2008 science tests will also be given in grades 5 and 8 and once in high school, depending on when students complete their life sciences curriculum.

As part of the evaluation of this project, state test scores will be disaggregated by major ethnic and racial groups and data will be compared to scores from comparable schools. By the end of the project, magnet school scores are expected to exceed those of students in the comparison schools. The following text briefly addresses the four criteria for Project Design for all three proposed magnet schools in the NWSISD.

(i) Promote desegregation, including how each proposed magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds.

The purpose of the magnet program proposed by the Northwest Suburban Integration School District is to bring students of different social, economic, racial and ethnic backgrounds together in an educational setting that will be of benefit to all students regardless of their backgrounds. The program is designed around the expressed academic recommendations of minority and non-minority parents, business and community leaders across the community. In

particular, the magnet program will **serve as a viable option for parents of children attending low-performing schools.**

The use of cooperative learning and inquiry-based learning strategies in the classroom will ensure that students are working and learning together in class, without distinction by race or background. The magnet program's instructional plan places great emphasis on peer coaching/mentoring as a means of both individualizing and improving academic achievement for all students. It is also an effective technique for bringing students from diverse backgrounds together. This approach will be used in every classroom and in all specialized lab settings.

In recruitment efforts, student leaders and parents of all races will be selected for testimonials or to serve as role models/peer ambassadors to ensure that students of different ethnic, racial, social and economic backgrounds are attracted to the magnet programs. Magnet program teachers, specialists and administrators will receive ongoing training in multi-cultural awareness and aspects of multi-cultural education in an effort to better serve students of all backgrounds.

Historically, magnet schools have proven to be an effective method for furthering desegregation efforts within public schools. As the school community grows increasingly diverse, school districts have become more dependent on magnet schools as a means to offer various educational options from which parents may choose – especially parents whose children attend low-performing schools. “Parents will choose to send their children to schools where they can find the best and most positive educational opportunity.” (Estes, et. al.1990).

NWSISD worked with Decision Resources, LTD, a local educational research firm, to develop a comprehensive quantitative study that illustrated the need to address parental choice as a methodology for educational reform. In addition, the research provided data and research

opportunities that allowed planners to determine specifically which thematic approaches would be the most popular as well as best supported within the seven districts. In a study, fully representative of the diversity found within the seven districts, the following key findings were used in the decision-making process:

1. No centralized magnet school program located in just one district would prove an effective approach for meeting the goals of the district nor be able to sufficiently promote integration for the whole collaborative.
2. Specific themes offered in key districts could reach integration goals in the first few years of operation.

A second “dip stick” survey was conducted based on the final selection of themes and locations. The results were supportive of the proposed magnet plan and included the following conclusions:

1. Because of high parent interest, the magnet schools aimed at attracting non-minority students to schools with high concentrations of minority students should be fast tracked for implementation.
2. Parents indicated strong interest in the International Baccalaureate Middle Years Programme & Diploma Programme justifying their implementation.

All funds received under this application will be used to improve racial balance among the schools that are part of the NWSISD. The purpose of these proposed magnet programs is to meet the requirements of the state-required Desegregation Plan which encourages integration districts to use magnet schools as a means of reducing minority group isolation. Data from schools that have implemented the International Baccalaureate, as well as visual, performing, literary and technological/media arts, indicate that these programs draw students, increase

diversity, improve academic achievement, and prepare students for a global society. (Data was gathered from Palm Beach County, Pinellas County, and Miami-Dade Schools in Florida.)

The programs proposed in this application will reduce minority group isolation in two of the schools; both currently have populations that are over 50% minority. The third school is implementing a mirror magnet intended to attract students from minority isolated schools, thus reducing minority group isolation in its feeder schools.

(ii.) Improve student academic achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school.

All of the magnet programs described in this application will offer academic programs designed to be appropriate in meeting the educational needs of all students who are now or will be enrolled. The articulation plan for magnet schools includes two K-12 strands: International Baccalaureate (IB) which began with the Primary Years Programme (PYP), and now expands the Middle Years Programme (MYP), and adds the Diploma Programme; and a visual, performing, literary and technological/media arts program. All programs are new and supported with NSF-recognized math and science core curricula materials. This application includes one new IB MYP school and the expansion of the MYP in two high schools to cover all students in grades 9 and 10, two IB Diploma Programme high schools, and one visual, performing, literary and technological/media arts program at a high school.

Instruction will provide for individual differences in students through the use of diverse learning/teaching techniques. These techniques will include the use of a variety of hands-on laboratories, field experiences, mentoring, tutoring, community and parent involvement,

individual research and investigation, small group projects and varied teaching strategies.

In addition to the program design, which emphasizes meeting the needs of the student, the staff development program described in the Plan of Operation will orient and sensitize staff to delivering a program that is appropriate to all students' needs, regardless of their academic standing or their racial, ethnic or socio-economic background. The Project Director, in cooperation with school-based personnel, will be responsible for adapting and modifying training programs to ensure that the needs of students are met by the magnet program. The school principals will perform regular classroom observations to collect data and to observe instruction to determine whether the initially planned curricula meet the needs of students. If gaps or problems are identified, the Principals will work with the Project Director to organize curriculum teams to revise or develop appropriate programs.

The magnet programs planned for NWSISD have a common philosophy: more of the same is not the answer for children who have not reached their potential in more traditional educational settings. By integrating a variety of teaching techniques and approaches, the magnet program staff will work to reach students of all learning styles and abilities. If one approach does not work, the staff will try a variety of techniques until one does succeed in opening the door of understanding and mastery for that student. This program will incorporate the motto that all children can learn, however they may learn differently and at different speeds.

(iii) Implement high-quality activities that are directly related to improving student academic achievement based on the State's academic content standards and academic achievement standards or directly related to improving students' reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to improving vocational, technological, and professional skills.

The **curricular programs that will be used in this project are research-based.**

Students in all three schools are already using science and math texts that are correlated to national science standards and that meet all state requirements. The programs are recognized as effective, evidence-based core curricula programs by the National Science Foundation (NSF).

As noted on the NSF Research-Based Science and Mathematics Core Curriculum flyer, programs cited are *“representative of research-based curriculum materials disseminated by the NSF-supported Science and Mathematics Implementation and Dissemination Centers. These core curriculum materials can be used to construct a comprehensive science and/or mathematics program for K-12 students. They are unique because they have been created through a comprehensive research and development process. Therefore, they have been informed by research, piloted and field tested with ethnically diverse student populations throughout the United States, and commercially published for wide-scale implementation.”*

The Middle Years Programme and the Diploma Programme provided by the International Baccalaureate Organization are based on the principles of international and global education. The Diploma Programme is the oldest, starting in 1968. There are currently 535 authorized Diploma Programmes in the United States. The first Middle Years Programmes opened in 1994 and there are currently 185 authorized schools in the US. Although these programs are fairly new

and innovative and the evidence-base is still pretty small, feedback from participating schools (Palm Beach County & Dade County, FL) suggests these programs are very effective. This project intends to add to the evidence base and contribute to the research being collected on the effectiveness of the MYP and DP programs.

An award of \$1.17 million was made by the US Department of Education to the IB North American office. The award was used over three years to implement the MYP in six middle and high school partnerships in disadvantaged areas in Massachusetts, New York, and Arizona. The partnerships were intended to increase access to IB programmes for low-income students. This award suggests that the US Department of Education recognizes the MYP as a “promising practice.” The fact that students who earn an IB Diploma are highly regarded by universities and that many colleges and universities will award a significant amount of credit to students earning an IB Diploma supports the high academic standards and expectations of the IB programs.

Staff members recognize the strong connection between **art and learning**. They will use art to engage students and to eliminate barriers to learning that rise out of bias and inequity. Teachers will demonstrate knowledge in many disciplines and the ability to demystify the creative process while using transfer of learning to uncover connections among disciplines. Reflection is vital to the learning process and will therefore be one of the teaching strategies. Collaboration among teachers, artists and students will be evident in all curricular areas. As with any effective learning plan, teachers will design curriculum “with the end in mind,” planning backwards from the desired results to intentional, arts-infused activities that will enable students to achieve high standards.

As suggested by both the International Baccalaureate Organization (IBO) and the arts-infused curricular model described above, curriculum will be developed using an inquiry-based

and standards-based instructional design model. Teachers will use the standards-based reform model described by Grant Wiggins and Jay McTigue in *Understanding by Design, Expanded 2nd Edition* (ASCD, 2005). The authors present a model based on a “backward design process,” which is compatible with a number of initiatives. [Examples include: problem-based learning, Socratic seminar, and the work of the Project Zero team at Harvard Graduate School of Education.]

As a starting point, teachers are asked to look at standards – these may include national, state, and in some cases district standards that in varying degrees define “what students should know, understand, and be able to do” (p. 17). Backward design means first answering the question, “What do we want students to know (based on standards) at the end of this unit?” Then teachers determine how they will know “if students have achieved the desired results,” (p.18) “What evidence or performances are called for by the standard?” After those two questions are answered, teachers can plan the learning experiences and instruction which will assure the first two steps are accomplished. The authors point out that everything contained in the standards does not constitute an essential understanding, which refers to the big ideas, the important understandings that students should retain after they’ve forgotten many of the details. The authors give three categories for establishing curricular priorities. These include: 1) Big Ideas and Core Tasks 2) Important to know and do, and 3) Worth being familiar with. Each category requires a different type of instruction and a different level of assessment. (p. 71) The steps of the Wiggins and McTighe curriculum development model are: 1) Identify Desired Results, 2) Determine Acceptable Evidence, & 3) Plan Learning Experiences and Instruction.

Inquiry-Based Instruction: When appropriate, teachers will use inquiry-based instructional strategies. These strategies will help students better understand and master

important concepts. The characteristics of inquiry-based instruction are: a) teachers create situations for students to solve problems; b) students make connections to previous knowledge, c) students bring their own questions to learning, d) students investigate to satisfy their own questions, e) students design a way to try out their own ideas, f) investigations may extend over a long period of time, g) students communicate through journal writing, oral presentations, drawing, graphing, charting, etc., and h) students revise their explanations of phenomena as they observe and record data.

(iv.) Encourage greater parental decision-making and involvement

In the proposed NWSISD magnet program, parent involvement in decision-making will be essential to program success. As proven during the establishment, development and expansion of countless other programs, parental support is the most important factor in student academic achievement and in maintaining a high academic reputation in the community. Without parental support, it has also been found that administrative support and community involvement also suffer.

Successful schools **use innovative and effective methods to involve parents and the community.** Nearly every reform model includes a component stressing the importance of parental involvement and community support for school improvement efforts. McChesney (1998) states that a common characteristic of the New American Schools' models is that "they offer innovative and effective ways to involve parents and the community in schooling." The US Department of Education lists parent involvement as one of its School Improvement Components in a publication titled *Implementing Schoolwide Programs, an Idea Book on Planning* (1998). *No Child Left Behind* legislation requires that parents have access to a substantial amount of information regarding the achievement of their children, the quality of the school's teachers, and

a detailed report card on their schools and districts. The National PTA has set standards for parent and family involvement programs. The PTA purpose includes the following: 1) *To promote meaningful parent and family participation; 2) To raise awareness regarding the components of effective programs; and 3) To provide guidelines for schools that wish to improve their programs* (www.pta.org). The national standards are the following:

1. Communicating – Communication between home and school is regular, two-way, and meaningful.
2. Parenting – Parenting skills are promoted and supported.
3. Student Learning – Parents participate actively in assisting student learning.
4. Volunteering – Parents are welcome in the school and their support and assistance are sought.
5. School Decision-Making and Advocacy – Parents are full partners in the decisions that affect children and families.
6. Collaborating with Community – Community resources are used to strengthen schools, families, and student learning.

The National PTA website cites substantial research showing that “parent and family involvement increases student achievement and success.” The organization further states that “gains for students are greatest when parents participate in activities in each of the six standard areas.” A quote from Henderson and Berla (1995) states “The evidence is now beyond dispute. When parents are involved in their children’s education at home — their children do better in school.” The National PTA also emphasizes the importance of schools and communities working together. The website states that when this happens, “both are strengthened in synergistic ways and make gains that outpace what either could accomplish on its own.” Some examples include:

1) families access community resources more easily; 2) businesses connect education programs with the realities of the workplace; 3) seniors contribute wisdom and gain a greater sense of purpose; and ultimately, 4) students serve and learn beyond their school involvement.

Community service is most beneficial when it is linked to the school curriculum, class discussion prepares students for the experience, and it concludes with reflection and assessment.

The parent/family involvement and community involvement programs for this project will be based on the six standards identified by the National PTA. Some examples of innovative and effective ways to involve parents and the community include operating a school web site with homework information, supporting world-of-work activities, offering student-led conferencing opportunities, holding parent nights out in the students' neighborhoods, and providing co-learning experiences for parents and students focused on magnet themes or technology.

Parents will be involved in decision making for the magnet program through several means. The magnet school advisory committee comprised of parents, teachers, administrators, and students will meet periodically. The advisory committee will discuss upcoming events and changes that need to be made in the program. Parents will also be encouraged to join the PTO where they will participate in meetings where they will be able to voice their opinions and ideas for the school. Participating in surveys and evaluations of the program are additional ways in which parents will help in decision-making. In addition, parent opinions and attitudes toward the magnet school staff and academic program will be collected through surveys each spring and will be evaluated at the end of each school year by the designated project evaluator. These data will be used to evaluate program implementation, measure curriculum changes, and to guide program improvements.

Brooklyn Center High School
International Baccalaureate Middle Years Programme (Grades 7-10) and
Arts Magnet (Grades 7-12)

Overview of Project Design across Programmatic Strands

Brooklyn Center High School is for students in grades 7-12. It is one of the most minority group isolated schools and the most minority group isolated high school in the Northwest Suburban Integration School District (NWSISD). It will implement two schoolwide magnet programs to attract non-minority students.

The first is the International Baccalaureate (IB) Programme. The IB implementation will begin with the implementation of the IB Middle Years Programme in grades 7-10. The school intends to start the IB Diploma Programme in future years.

The second magnet program will be a schoolwide arts program in grades 7-12. The arts program will emphasize visual, performing, literary and technological/media arts. Brooklyn Center High School has **300 new seats for magnet students**.

The **International Baccalaureate Middle Years Programme (MYP)** provides a framework of academic challenges and life skills for students. This programme offers an educational approach that embraces, yet transcends, traditional school subjects. It follows naturally the Primary Years Programme and serves as excellent preparation for the Diploma Programme. Students in the MYP study all the major disciplines, including languages, humanities, sciences, mathematics, arts, technology and physical education. While the courses provide students with a strong knowledge base, they emphasize the principles and concepts of

the subjects. MYP courses approach topics from a variety of points of view, including the perspectives of other cultures. The MYP emphasizes the intellectual and social development of the students. It is a rigorous academic program that stresses the development of intercultural awareness, community service, communication, mental and physical well-being, media awareness, and competence in information technology. This programme develops the unique talents and abilities of the students by teaching them to connect their classroom experiences to their world.

The philosophy of the MYP specifically suits students in the middle years, and provides a natural progression from their PYP experiences through to the International Baccalaureate Diploma Programme at the high school level. Students from Brooklyn Center's elementary school, Earle Brown, and from Evergreen Park World Studies Elementary School in the Anoka-Hennepin ISD #11 are implementing the Primary Years Programme and these students will be fully immersed in the IBO philosophy by the time they enroll in the Brooklyn Center Middle Years Programme.

The Arts Strand: Visual, Performing, Literary and Technological/Media Arts will provide students with the active participation in the arts that is essential to each student's understanding and appreciation of the world around them. The arts provide ways to communicate and solve world problems in a manner that no other discipline allows. The knowledge that students will gain in this program will give them the ability to better communicate and become international citizens through their application and understanding of the arts.

Therefore, Brooklyn Center seeks to implement an arts strand that will require students to apply and illustrate their understanding of the five areas of interaction through the visual, performing, literary, and technological/media art forms. Each of these art forms will move from

an introductory level to more intermediate and advanced levels as students move from grade level to grade level. All arts strand areas will be collaborating and working closely with local community business and university partnerships to develop real-world and authentic learning experiences.

(i.) Promote desegregation, including how each proposed magnet school program will increase interaction among students of different social, economic, ethnic and racial backgrounds.

Students will be immersed in a series of unique experiences, which will provide an equitable base on which to build new levels of learning. These experiences will provide a common knowledge base with an international focus for students of diverse backgrounds and will foster interaction among different groups of students. Students will work together on projects and activities, which involve solving problems, gathering data, discovering solutions, creating new products, and sharing information. Thematic units of study, integrating the Minnesota State Standards, the principles of the Middle Years Programme and the strands of the arts program will create the framework for the project design. As students work to accomplish project goals, classrooms will become communities of learners where students develop mutual respect for the gifts and talents of their peers from various social, economic, ethnic and racial backgrounds.

A variety of experiences will ensure interaction among students of different backgrounds and strengthen their understanding of the principles of the curriculum concepts. These include:

- developing higher level thinking and problem solving activities within the magnet strands (visual arts, performing arts, literary arts, technological/media arts);
- participating in community service projects;

- using a variety of art forms for self expression and for expressing their ideas (music, visual art, dance, theater, multimedia);
- engaging in research of environmental and social issues in the world;
- partnering with local community resources and businesses to provide field studies, internships, learning projects and authentic experiences;
- increasing extracurricular activities and groups through outside presenters, programs, panel discussions and forums; and
- creating new visual and performing arts programs.

There are two important factors that make it possible for Brooklyn Center High School (BCHS) to improve their racial balance by attracting students from all geographic areas and socio-cultural backgrounds: first, the widely renowned and outstanding reputation of the International Baccalaureate program, and secondly, the dynamic, inclusionary implementation steps that will be widely advertised to the public. Brooklyn Center High School magnet program will recruit and attract students from the Anoka-Hennepin, Buffalo-Hanover-Montrose, Elk River, Osseo and Rockford districts. The school will accept 300 new students which will allow Brooklyn Center to reduce minority group isolation.

As students are divided into project groupings, teachers will use random selection to make sure that the groups are as heterogeneous as possible, reflecting the minority/non-minority distribution in the Middle Years Programme as a whole.

(ii.) Improve student academic achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school.

In order to optimize student mastery of advanced-level content and to assure high levels of student engagement, program activities will be planned in a carefully sequenced order. The learning environment, from general to specific, will focus on the following:

Three IBO MYP Concepts: Intercultural Awareness, Holistic Education and Communication

The concept of **intercultural awareness** will be reflected in the organizational structure of the school, its climate and relationships - both internal and external, and in the content of the curriculum that is put in place. The concept of a **holistic education** will be emphasized through traditional subject groups by utilizing the IBO's Five Areas of Interaction as a framework or focus. In addition, links will be made between the disciplines so that learning takes place as an interrelated whole. The concept of **communication** – both verbal and non-verbal – will be stressed in all subject groups. In addition, particular emphasis will be placed on language acquisition, not only to promote cognitive growth, but to also maintain personal development, understand cultural identities, and develop intercultural understanding. All students will be expected to develop second language skills.

- The concepts of intercultural awareness, holistic education and communication will be stressed school-wide. Banners, flags, symbols, and other signage will reinforce these three concepts on the exterior of the building and in the hallways and classrooms. The Media

Center will be updated with materials that reinforce these concepts, and as curriculum is phased in, it will integrate these concepts.

- All teachers will be given IBO MYP training, as the teachers move between teaching both junior and senior high school subjects.
- Teachers will be expected to integrate these three concepts in their classrooms, regardless of content area. Subject matter will be taught through the lens of these three concepts, with an emphasis on different perspectives, bigger pictures, and verbal and non-verbal communication.

Five Areas of Interaction: Approaches to Learning, Community and Service, Health and Social Education, Environment, and Homo Faber.

- Curriculum will be approached not only from a subject-matter view, but also with a meta-cognitive approach, using the Five Areas of Interaction. For each unit of study, key questions will be asked of students, using the perspective of the areas of interaction to help them process things at a higher level. With the assistance of teachers and the activities they develop, these approaches will help students make the link between various content areas.
- Student learning will become less textbook-dependent, and more dependent on current activities and events that are taking place in the world. Teachers will infuse more real-world learning activities into their classrooms.

Visual, Performing, Literary and Technological/Media Arts Strand

A consistent effort will be made in the classroom to emphasize the four strands or themes of the MYP. Visual, performing, literary and technological/media arts themes will be focused on a world view.

- In the area of visual and performing arts, partnerships will be developed with the Perpich Center for Arts Education (PCAЕ), the Minnesota Dance Alliance, the State Arts Board, the Minnesota Opera, the Minneapolis Institute of Arts, the Walker Art Center, the St. Paul Chamber Orchestra, the Native Arts Circle, *Teatro Latino de Minnesota*, the Xenon Dance group of Minneapolis, the Chinese-American Dance Theater, etc. Each of these institutions promotes visual and performing arts internationalism from a variety of perspectives. These groups will be an asset in providing resources, engaging students in projects, providing speakers and artists in residence, furnishing field study opportunities, and in assisting in curriculum development for staff. In addition, the PCAЕ and the University of Minnesota will assist in staff development for all arts staff.
- The music department has an established partnership with the University of Minnesota -School of Music. There is currently a mentorship program with the Music Education Department, as well as an internship program with the Jazz Studies Department. Possible future partnerships include working with the Music Performance Studio, the University Bands, and performing artists' grants and commissions.
- In the areas of **literary arts** and **technological/media arts**, several key learning opportunities will be developed through partners that are located in the immediate area. The literary component will be enhanced through partnerships with The Minnesota Center for Book Arts and artists-in-residence. A wide range of artists-in-residence are available through the Central Minnesota Arts Board and its executive director, Leslie Schumacher, who also participates in the NWSISD Arts Advisory

Board. The technology component of IBO will be enhanced by direct classroom partnerships with the computer consortium TIES (Total Instruction Education Systems). Through TIES, students may join live video conferences and participate in contests for creating iMovies and computer generated art, while teachers may participate in staff development to become better at integrating technology into the classrooms.

- Practitioners from the various technology fields, with assistance from educational consultants with magnet program experience, will provide leadership in curriculum writing and multimedia/graphics unit development. They will collaborate with staff at Brooklyn Center High School in planning for the integration of the specialized activities from the Multimedia Studio with thematic classroom activities.

Partnerships will vary, depending on interest and opportunity, but would include components of work on various projects, using IB MYP approaches to learning, shadowing, internships, and mentoring of students. Partnerships include: local cable channel 12; KARE channel 11; Allegra Printing for graphic design; and Franz Repographics.

These practitioners and consultants conduct implementation strategies workshops that combine specific thematic applications, educational best practices and integration of Minnesota Benchmarks and Standards. They will be responsible for leading teachers to broaden their knowledge base so they are at ease with the applied technologies related to the theme. Their goal will be to ensure optimal coordination of the wide-ranging tasks needed for successfully initiating this program design.

Understanding by Design (UbD) is a framework for designing curriculum units,

performance assessments, and instruction that leads the students to deep understanding of course content. Each component of the UbD program builds teachers' understanding of the framework, helps them apply it in their classroom, and dovetails with IB instructional strategies.

Arts staff will receive professional development in the arts by attending workshops at the Perpich Center for Arts Education and local university and community institutions—the University of Minnesota, Dunwoody Institute, Minnesota College of Art and Design, Arts Quality Teacher Network and the Global Arts Village of the Northwest Suburban Integration School District. Site visits to exemplary visual arts school in Minnesota and around the United States will also be conducted.



Brooklyn Center's Visual, Performing, Literary and Technological/Media Arts logo

Interactive Learning Environments

Specialized instructional areas are necessary for students to work in real-world and in real-time, and to produce, share and display their work in both the MYP and art areas. Changes would be necessary in the following areas.

- **Performing arts** needs a proper stage with good lighting and sound system so that

the students can showcase what they've learned to other students, parents, and the community. The auditorium stage, theater lighting and sound will be updated.

- **Visual arts** offerings need to be expanded to include a complete set of art classes, such as ceramics, printmaking, advanced drawing, and sculpture. This will mean outfitting a studio with a kiln, slab rollers, potter's wheels, safety screen art tables, steel stools, glass display cases, presentation and digital cameras, a printer's press, art suspension systems for display, display pedestals, drawing boards, a drying rack and sculptor's modeling tools, and setting up moveable gallery walls. A former industrial technology room will be renovated to accommodate the expanded visual arts program.
- **A keyboard lab** will expand music course offerings to include keyboard. This will mean outfitting a lab with keyboards, a teacher console, appropriate software and benches.
- **Ensemble rooms** are needed for small student band and vocal groups, including garage band. This will mean updating the soundproofing, sound and electrical systems of the room. A former room will be renovated to include band and ensemble practice spaces.
- **A dance studio**, including a music system, wall mirrors, flooring, acoustical treatment, storage, and locker rooms, will be put in a renovated gymnasium.
- **A television production studio** will be created so that students can produce original shows, broadcast in the classrooms, record community events and art performances, and complete community service projects. This will entail the installation of cameras, teleprompters, lighting, a backdrop, editing hardware and software, a sound board and

microphones, as well as mobile cameras and tripods, upgrading the electricity, adding computers and installing advanced graphic software and video creation software, and upgrading the sound and acoustics.

- **A recording studio** will be used for vocal and instrumental music students. It will be sound proof.
- **A multimedia lab**, where students will learn graphic arts, webpage design, digital photography, cartooning, clay animation, game designing, and digital animation, will be created. Computers, software, digital camera and printers will be needed.
- **Updated technology** will facilitate the implementation of the IB MYP. This will entail the installation of LCD projectors with integrated sound into the classrooms of MYP subject area teachers and getting mobile labs for data collection and research. A technology-rich learning environment will allow students and staff to become more adept at communicating through multiple modalities.
- **A media center upgrade** will include the addition of IB MYP recommended books.

Staff members will include an IB coordinator to work with teachers on curriculum and staff development and coordinate with IBO on the submission of applications A and B and the authorization visit, an arts coordinator to coordinate the curriculum mapping for all arts magnet elective offerings, a dance teacher to teach ballet, modern, jazz, tap, and eventually hip hop and ethnic dance, a Language B teacher to teach the increased number of IB MYP required Spanish courses, a drama teacher to teach introduction to theater, theater production I and II, and to direct productions, and a lab specialist to maintain and coordinate the media and mobile labs and the integration of technology for the IB MYP program.

(iii.) Implement high-quality activities that are directly related to improving student academic achievement based on the State's academic content standards and academic achievement standards or directly related to improving students' reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to improving vocational, technological, and professional skills.

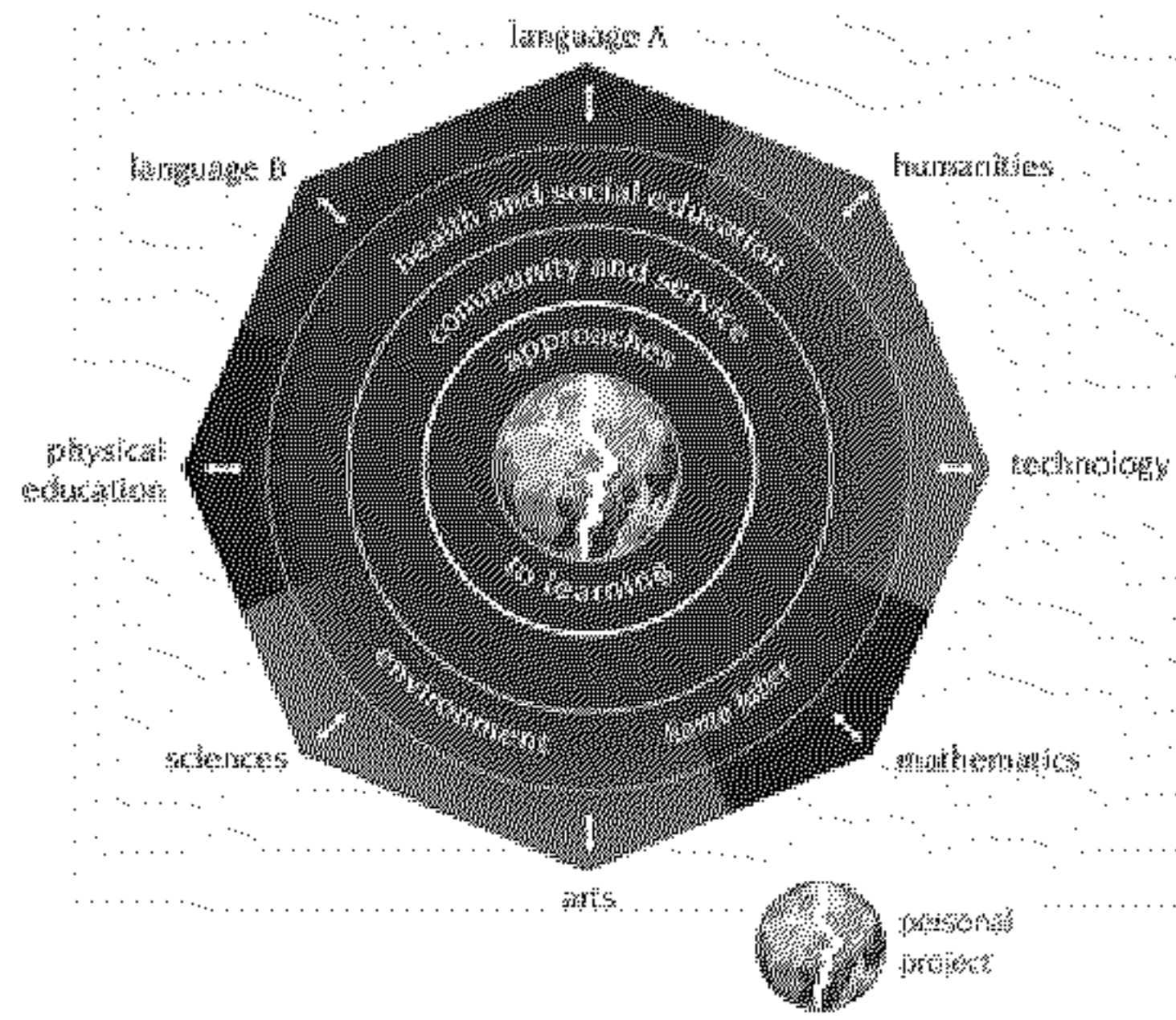
The MYP defines eight subject areas, Five Areas of Interaction, and a personal project. Students follow a broad based course of study, which includes English, a world language, sciences, history and geography, visual and performing arts, technology, mathematics and physical education. An emphasis of the program is the interrelatedness of the eight subject areas. This holistic view of knowledge provides a framework of academic challenge and life skills appropriate to this stage of adolescence.

International Baccalaureate Five Areas of Interaction

Every subject group is organized, in part, around a set of perspectives that provide a framework for learning. These perspectives, known as "Areas of Interaction" encourage students to make connections between subjects, to link what they learn to the real world and to global issues, and to reflect and act on their learning.

Areas of Interaction

Approaches to Learning	Teaches students “how to learn” including how to analyze information; how to develop, organize and present their ideas; how to access information from the news media, the Internet and other media; how to work independently and collaborate with others; and how to solve problems. Students explore different learning styles and develop effective learning strategies.
Community and Service	Encourages students to use their skills and awareness of public issues gained in the classroom to help their communities, and, equally important, to reflect upon their experience and consider how they can make a difference.
Health and Social Education	Increases students’ understanding of health issues; develops their ability to evaluate and make decisions about health hazards they may face.
Environment	Examines our interdependence with the environment, stressing understanding the importance of conservation, and encouraging responsibility.
Homo Faber (man the maker)	Looks at efforts to change or improve our lives and our world, focusing on the creation and discovery of technology, ideas, art, culture, languages, and systems (such as legal, government, health). Considers the ethical dimensions of advances in science, technology, medicine and other areas. Addresses the creative and inventive genius of people.



Eight Content Areas: Language A, Language B, Humanities, Sciences, Mathematics, Arts, Physical Education/Health, Technology.

Curriculum in the 8 content areas will be altered to incorporate the requirements of the IBO Middle Years Programme. Curriculum in each of the 8 areas will reflect the following:

- Intercultural Awareness, Holistic Approach to Learning, Communication Emphasis
- Approaches to Learning, Community and Service, Health and Social Education, Environment, and Homo Faber.
- Themes that include visual, performing, literary and technological/media arts.
- All students will learn a second language, with the intent of not only learning the language, but also the cultural differences that are often associated with different language groups. Opportunities in Spanish and French will be offered.
- Students will have multiple opportunities for interactions with not only students, but also adults, with both on campus and off-campus opportunities.
- The following table gives representative activities, which encompass the eight content areas and the five Areas of Interaction.

International Baccalaureate Middle Years Programme					
Subject Content Areas	Approaches to Learning (Study Skills)	Community Service	Health and Social Education	Environment	Homo Faber (Man the Maker)
Language A Student's best language, usually school's language of instruction	Outlining differences and similarities between two languages	Library volunteer to assist students and teachers with foreign language books	Magazine articles - preventative medicine and disease in various countries worldwide	Research, essays on conservation as practiced in various parts of the world	Creative writing pieces emphasizing individual beliefs and aspirations
Language B Modern foreign language learned at school	Use of compact disc language programs and personal recordings	Tutor in foreign language program for younger students	Medical Care in Language B-speaking countries	Conservation policies in Language B-speaking country	Creative writing pieces written in Language B
Humanities History and geography	Anecdotal note taking	Historical society volunteer	Global medical care practices	Impact of conservation on lifestyle in various cultures	History of inventions and man's contributions
Sciences General science, biology, chemistry, physics	Re-reading and skimming for specific information	Tree planting, upkeep on school grounds, and lake clean-up	Specific knowledge of how diseases are spread, preventative steps, microbiology studies	Conservation of specific resources and their relationships to specific needs within society	History of science inventions and the way further innovation occurred
Mathematics Core course topics in arithmetic, algebra, geometry, trigonometry, probability and statistics	Practice math formulas and problems relative to specific research	Tutoring in math for younger children, or volunteering for occupational therapy at retirement homes	Statistical data of global diseases	Statistical data of endangered species	Mathematical contributions
The Arts Art/design, music, theater arts	Meaningful practice of content in creative contexts	Art Institute volunteer	Impact of aesthetics on mental well-being	Disposal of art materials	Art contributions to welfare of mankind
Physical Education Health and hygiene Individual and team sports	Repeated practice of sound habits	Red Cross volunteer	Impact of exercise on health	Preservation of nature for outdoor sports	Physical feats such as world records by Olympic Gold Medalists
Technology and Options	Meaningful practice of content through Internet investigations	Tutor in technology	Ergonomically correct computer furniture	Proper disposal of batteries and technology equipment	Technological inventions as speeding up innovation

IB MYP standards require that students' educational accomplishments be documented in a **portfolio of achievement**, recording the skills acquired and results obtained in each academic subject. An electronic portfolio will be used and will include visual and written evaluations as well as a self-evaluation. Community service and extracurricular activities will also be included.

The Brooklyn Center Magnet IBO Middle Years Programme will use a problem-based, cooperative learning format as the middle years students learn how they learn as individuals, how they are impacted by the immediate world around them as well as the broader national and international world. In addition, the learning format will help them understand similarities and differences, and enable them to learn better by challenging them to think critically. They will develop Bloom's Taxonomy Skills beyond knowledge and comprehension – using primarily application, synthesis, analysis, and evaluation. Learning strategies will be discovery-based and research-oriented. Scientific projects using experimental design and simulations will be emphasized.

Video presentations of student projects may be shown throughout the school for analysis, discussion, and follow-up activities. Samples of student expository writings on legal and ethical issues relating to the thematic studies will be published through *The Centaur*, the Brooklyn Center Junior Senior/High student newspaper, distributed through parent newsletters and maintained in an electronic portfolio. When permission is granted, files will be accessible via the district website as well. The students will have an integral part in developing and maintaining the International Center in the Media Center, and will work together in developing cross-cultural activities for all students. Oral presentations of students' work will be reviewed by each grade team as part of a peer assessment structure. Teamwork and good communication practices will be evidenced in all classrooms and school wide. A **portfolio for each student will be developed**

and will be maintained for the years that the student is enrolled at the **IBO Middle Years Programme**.

Visual Arts

The Visual Arts curriculum fulfills the Minnesota State as well as the National Arts Content Standards. Teaching of the visual arts is done by example through active participation, demonstration, lecture, discussion, critique and observation. Throughout their four years in high school students can gain experience in the following media: drawing, painting, ceramics, sculpture, printmaking, book arts, and global crafts. Art foundations courses are designed to give students an exposure to a wide variety of artistic expressions, a common artistic language and to expand their creativity. Students also practice critique and analysis skills, study art history, art context, and exhibit their work.

In the area of visual arts, partnerships will be developed with artists from local colleges, universities, and arts organizations such as the University of Minnesota, the Perpich Center for Arts Education, the Minneapolis Institute of Arts, the Walker Art Center, the State Arts Board, as well as individual artists from the Twin Cities area. Each of these organizations and individuals promote visual arts internationalism from a variety of perspectives. These groups and individuals will be an asset in providing resources, engaging students in projects, providing speakers, artists in residence, field trip opportunities, and assisting in curriculum development for staff.

Required Foundation Course - Sketchbooks and museum visits are required.

Grade 7 drawing - In this course, students will learn drawing from observation, composing on the page, using values (darks and lights) and textures to create two-dimensional visions of three-dimensional objects.

Grade 8 painting - In this course, students will learn basic painting in water-based media, adding the element of color, and color theory.

Global Arts and Crafts - In the course Global Arts and Crafts, students will learn about and create traditional arts and crafts from around the world. Projects will include Hmong needlework, Mexican pottery, papier mache, bookmaking, weaving, copper tooling, Indian batik, African fabric printing and Turkish paper marbling.

Drawing & Painting I - In the course Drawing and Painting I, students will learn a variety of drawing and painting techniques. Subject matter will include still life, landscape, portrait, figure and abstract art. A variety of media will be used including pencil, charcoal, ink, pastel, colored pencil, acrylic paint and watercolor paints.

Drawing & Painting II - Students will develop a personal creative voice and further their drawing and painting skills. This is an opportunity to build on ideas and concepts and create art that focuses on the student's individual interests. The history and cultural background of drawing and painting will be explored.

Ceramics & Sculpture I - Students will learn the basics of creating 3-dimensional art. A wide variety of media will be used including clay, plaster, wood, wire and found materials. Ceramics experiences will include hand-built construction and throwing on a potter's wheel. The history and cultural background of ceramics and sculpture will be explored.

Ceramics & Sculpture II - Advanced ceramics and sculpture techniques will be taught in this class and students will work more independently on longer projects. Techniques will include additive building (clay sculpture), subtractive building (carving), assemblage (metals and other materials, found objects, papers) constructions and kinetic sculpture. Maquettes and sketching as preliminary steps will be used in creating sculpture.

Application of aquarelle (transparent) watercolor techniques - Students will paint a variety of subjects (landscapes, seascapes, portraits, still lifes, interiors, and figures). Techniques such as wet on wet, wet on dry, layered, stop out, resist, and mixed media will be employed. Portfolio development will be part of the course.

Printmaking - Acetate etching, linoleum block printing, and woodblock print will be part of the students' work. Monotypes, woodcuts, multi-block prints, collographs, acid etchings, and lithographs will be studied. Portfolio development will be a part of the course.

Photography – This course will involve seeing photographically and emphasizing photography as an art form, using metaphor, irony, narrative as well as essentials of graphic design line, shape, texture, values, volumes and related images. Students will mount work for presentation. Portfolio development will be a part of the course.

Survey of Art History - Students will learn a chronological approach to the study of major art forms and periods from the Paleolithic to the present. The relationship of art to the culture of the period will be emphasized. Slide presentations and three museum reports will be required each term.

Performing Arts

Music

The focus of the Brooklyn Center arts magnet music program will be on comprehensive musicianship, specifically, the development of musical perception, aesthetic sensitivity, and technical mastery. Music will be an integral part of Brooklyn Center arts magnet students' comprehensive education. Musical experiences enhance the student's quality of life through heightened aesthetic awareness and healthy social relationships. Music incorporates understanding from all disciplines and leads to improved self-awareness, broader cultural

awareness, and the development of life-long skills.

The music program at BCHS will offer students a broad range of courses designed to help them develop as artistic performers while gaining a life-long appreciation for the arts and an understanding of the important role the arts continue to play in our culture.

Vocal Music Courses

Voice 1 - Emphasis will be on teaching correct breathing, range, support, and posture. Italian diction and solo repertoire from Italian songs and arias of the 17th and 18th centuries will also be introduced. Classes will consist of daily vocal exercises followed by work on solo repertoire and performance.

Voice 2 – Students will continue to work on vocal technique with the introduction of songs by English and American composers and, in some cases, spirituals. Along with vocal techniques and work on English diction, this class will also include the preparation of solo songs with non-English texts.

Seventh and Eighth Grade Chorus - Students will study basic music reading skills and methodologies that will prepare them for more advanced choral study. Standard repertoire will be studied and performed. There will be a male chorus and a female chorus.

Concert Choir - This will be an intermediate ninth and tenth grade chorus. Students will learn advanced reading methods as well as musical comprehension that will be used in Centaur Choir. Portions of major works and standard choral repertoire will be studied and performed.

Centaur Choir (The Centaur is the school mascot.) - Centaur Choir will provide an advanced approach to choral music study and performance. A variety of musical styles will be studied to provide a broad background in solo, small group and large ensemble singing. Performance of popular and classical music will be a regular part of these courses. Studies in music theory, sight-

reading, and music history, a varied repertoire of choral literature, and community performances will combine to provide the broadest level of musicianship.

The Concert Choir - This choir will provide a mature performance organization for the high school student interested in vocal music. Advanced techniques of singing as a soloist, a small ensemble, and the large choir will be taught in daily rehearsals. Basic music fundamentals will be reviewed and studied in the choral repertoire. Advanced study in sight-reading and music theory, an introduction to diverse areas of music history and performance will be integral parts of the course. Director's approval will be required to participate in Concert Choir.

Jazz Choir - This group will be for students who wish to explore their vocal skills in a compositional and progressive manner. Students will focus on improvisation, writing and arranging original and standard works and jazz choir arrangements. Performances will take place at a wide array of school and city functions. This class will be open to all studio students pending Director approval.

Instrumental Music Courses

Beginning Band - Seventh and eighth grade students will study instrumental techniques, sight-reading and musical comprehension. These skills will serve as a foundation for their continued musical study.

Intermediate Band - Ninth and tenth grade students will advance their music skills. Sight-reading, simple transposition and analysis of intermediate works will be studied and performed.

Concert Band – Requirements will include: a commitment to the Concert Band schedule for the year and a commitment to the standards of the Concert Band as they relate to self-improvement, band pride and band spirit. Members of the Concert Band will also serve as members of the Fall

Show Experience and Pep Bands. As members of the Fall Show Experience, students will be required to attend a camp that will take place in the summer prior to the start of the school year.

Jazz Band - This course will include the study and understanding of jazz forms in the combo setting with a strong emphasis on time, meter, jazz swing feel, and the ability to work together. Director's approval will be a prerequisite.

Orchestra I - This will be an entry-level performing group designed to train students to be orchestral musicians: to sight-read, to coordinate playing in four- or five-part harmony, and to follow a conductor. There will be concerts for parents, students, staff and the community.

Orchestra II - Practical application of the skills learned in Orchestra I will be realized through the study and performance of appropriate repertoire.

Orchestra III - This course will be open to higher intermediate and lower advanced string, woodwind, brass, and percussion students according to the needs of the traditional instrumentation of a symphony orchestra. They will study and perform the standard orchestral repertoire appropriate to their skills at performance musicals.

Recording Technology - This course will provide a comprehensive studio experience for all students including music production, engineering, musicianship, properties of sound, and the history of sound recording. Students will also learn recording techniques via hands-on experience with state-of-the-art equipment. The course will be open to all students.

Theater

The BCHS theatre program will offer students a variety of opportunities to explore drama. Its mission will be to provide a comprehensive study of theatre by focusing on the "process" rather than the "product." Students will study many aspects of theatre including: theatre history, improvisational drama, acting, dance, script writing, stagecraft, makeup,

costuming and play production. Students will learn both acting and technical theatre skills.

They are also exposed to professional artists and/or companies and will be involved in directing and designing projects.

Active and consistent participation in class work will be essential for completion of each course. Most courses will require performance projects as well as written research/analytical assignments or projects. Before or after school rehearsals will be required for performance classes.

Acting I & II - These courses will provide techniques derived primarily from the principles developed by Stanislavsky. Students will explore and develop their instruments. They will learn basic acting technique, beginning with work on self. These techniques will then be applied to plays in scene work involving characters close to self.

Acting III - This acting class will introduce the concept of extension of self; students must go outside of themselves to find the source of creating character. Students will work on character stretches both far from self and in scenes from modern theater, children's theater, classical theater, absurdist theatre and farce.

Acting IV - The student actors will apply their years of acquired skills and techniques in working on scripted material with a director for invited audiences and public performances. Students will learn ensemble acting and how to maintain a "life" on stage when they do not have lines. They will work on large group scenes (four or more on stage at a time) in a fully mounted production.

Voice and Diction - This course will give the actor an instrument capable of producing and projecting sound in a healthy manner, as well as articulating clearly in performance. The focus will be on freeing the natural voice, increasing resonance, articulation of consonants and blends, proper placement, and ear training in addition to proper breathing, support and projection in

voice production. Students will be introduced to phonetics, the articulation of new consonants and shaping vowels and diphthongs.

Musical Theater - This course will survey the history of musical theater featuring behind-the-scenes work on Broadway musicals. Students will learn the basics of sight-reading, breathing, and vocalizing. Students will sing in groups, trios, duets, and solo from musicals to learn to apply all acting techniques to songs.

Audition Technique - This course will introduce and teach practical application of the techniques necessary for successful auditioning for commercials, industrials, film, voice-overs, musicals and stage. In addition, the actor will learn how to work with the camera.

Technical Theater Studio

The Technical Theater program will be for students who want to acquire the skills and techniques necessary for stage production and design execution. The curriculum will encompass the underlying scientific and mathematical principles, in addition to basic design principles, for scenery, lighting, costumes, and audio production. Technical Theater concepts and aesthetics will be taught using standard traditional methods as well as contemporary teaching methods that utilize computers and state-of-the-art equipment. School-based and professionally produced events in the auditorium will provide the students with practical hands-on work experiences.

After-school participation as a member of the stage crew in school productions will be expected.

Production and Stage Design – This will be an introduction to technical theater equipment and computer technology. It is the study of scenic projection, special effects, and design and business software applications, as well as rigging, props, stage architecture, and sound.

Costuming - This course will be an introduction to wardrobe, design process, painting technique, scenic construction, and prop building and intermediate level drafting. The study of scenic, lighting, and costume design will be included.

Make-up - This course will teach the principles of facial anatomy, color and shading, as well as techniques for applying corrective, middle age, old age, character, and expressionistic make-up.

Dance

The dance program at BCHS will provide senior high students the opportunity to explore, practice and create multiple dance forms. Students will be introduced to traditional and contemporary dance forms and choreograph original pieces. Students will also examine how dance as an art has influenced social and historical contexts and/or movements throughout the world. Finally, students will be able to critically analyze and appreciate multiple dance forms and provide workshops for the school community.

Students come into the program with varying levels of experience and will be placed in classes according to their experience. All dance students will work on major projects for performance through the process of learning and creating choreography, a primary focus in the program.

The dance department is committed to performance as a teaching tool, an assessment tool and as a vehicle for personal voice and artistic expression. Students will perform their own work as well as the work of professional choreographers in several concerts throughout the year. Students will create work from classroom assignments as well as on their own initiative as they form a performing ensemble.

Ballet 1 - This course will be the study of classical ballet for the entering student with little or limited previous study and experience. Emphasis will be placed on the fundamental basics of

technique. Ballet 1 students will achieve correct body placement and alignment. They will build muscle strength and flexibility as well as increasing self-discipline and artistic expression.

Ballet 2 - This course will be the study of classical ballet for the entering student with extensive previous study and experience. Ballet 2 students will be expected to work with emphasis on turnout, correct placement, and strong pointe work at the barre, in the center, and moving across the floor with jumps and turns.

Ballet 3 and 4 - Students will be applying technical foundations while increasing the physical and technical demands of classical ballet. Ballet vocabulary and terminology are expanded.

Ballet 3 and 4 students will be expected to master double pirouettes, and perform strong pointe work.

Modern 1 and 2 - This course will be an introduction to the concept of modern dance through the technique developed by Martha Graham.

Modern 3 and 4 - This course will continue the development of the Graham technique of modern dance. Emphasis will be placed on increased technical strength and vocabulary.

Tap Dance - This will be the study of the basics of this vernacular dance form. Students will be expected to master tap vocabulary, techniques of rhythmic clarity and use of weight shift, traditional steps such as the Shim Sham, Waltz Clog, Soft Shoe, and Time Steps, as well as learn different stylistic approaches from musical theater tap to rhythm tap. Students with more experience will be placed in an advanced class.

Choreography Workshop – This course will involve the study of basic rhythmic, spatial and dynamic materials used in the designing of dance. From short simple works, the student/choreographer will progress to larger pieces and produce a complete work for evaluation by the dance faculty and formal presentation during the senior year.

Literary Arts

The Literary Arts program will help each student develop a distinctive voice as a writer. Students will explore their own ideas and experiences through daily in-class writing. They will study and work in all genres – poetry, fiction and nonfiction – and read literature from a variety of periods and cultures.

The Literary Arts program will require formalized study of literature, identifying literary movements and placing them in social and historical context. Students will participate in peer critique circles, read their work in a variety of public settings and compile a collective anthology at the end of each school year. They will have the opportunity to pursue creative projects of their own choosing. Finally, a very important goal of the Literary Arts program will be to develop a supportive, constructive writing community.

Literary Arts Level 1 - This course will be devoted to the writing process, established by a series of writing exercises designed to elicit real, meaningful work based in personal experience and knowledge. While students will be exposed to various writing genres in their course reading and by their occasional guest teachers, writing in a particular genre is not emphasized immediately. Students will be encouraged to respond to writing exercises as they see fit. As they begin to revise and complete work, they will also participate in cooperative in-class workshops, have the opportunity to publish work in an in-house magazine, and eventually take part in public readings both on and off campus, thus exposing their writing to both criticism and praise.

Literary Arts Level II - This course will focus on giving more form to the methods of expression. Students will be asked to explore a variety of genres of writing, including poetry, prose poems, essays, memoir, journalism, short fiction, screenplays, monologues, spoken word

performance and songwriting. However, the class will retain an emphasis on process and community. Student work will be exhibited both through readings and publication, and there will be an emphasis on revision, enabled by workshops and instructor feedback. Generally, students will read and write every day while becoming familiar with contemporary literature, literary movements of the twentieth century, the small press publishing scene, and interdisciplinary performances. Submission of work will be encouraged and expedited.

Yearbook - This course will be a survey of writing, layout, and management for print services, culminating in the publication of the yearbook.

Newspaper/Television - This course will be a survey of newspaper production including writing, layout, and distribution of the Centaur newspaper (The Centaur is the school mascot.) Students will also create daily live television broadcasts to present to other students, parents and community members.

Writing the College Admissions Essay - This course will be for students who have started to apply to college. This class will use examples of real essay requirements from various schools to help students write an effective personal statement.

Creative Writing - This course will be designed to continue improvement in writing skills and to develop in the student the ability to write imaginatively and effectively. Emphasizing vivid language and descriptive writing, units will include the short story, poetry, drama and children's literature among others.

Media and Technological Arts

The Media and Technological Arts Program will teach students to use current and emerging technologies to create works that express feelings and ideas. Students will be challenged to

appreciate, analyze and create works through the moving image, stop-motion animation, sound, photography, digital arts and interactive media.

Students will learn through hands-on assignments, lectures, readings and technical demonstrations. Work will be evaluated through self-assessment, peer-assessment and teacher-assessment during class critiques, projects, portfolio interviews, class discussions, exhibitions, observations, technical tests and technical demonstrations.

Junior high students will be introduced to a variety of genres and approaches to subject matter, basic technology, and criticism in an historical and cultural context. Students will develop critical and creative thinking skills by creating works that convey their own ideas. Senior students will learn advanced skills and techniques, history and theory, career planning and portfolio development, and will work on an independent senior project of their choice as they develop a personal vision.

Media Arts students will be involved with the community both regionally and nationally, in a variety of venues. Students will work on a variety of community projects with other institutions including the Walker Art Center, Minneapolis Institute of Arts, the Minnesota Film Board, and cable access centers.

Graphic Arts - Graphic Arts is the study of how humans communicate through a visual means. The two major units of study will be artistic and technical photography, and desktop publishing. Desktop publishing will utilize industry-standard *Adobe PageMaker* and *Adobe Photoshop* programs. Students will learn the fundamental concepts, processes, and tools of desktop publishing, develop and print electronically published documents such as newsletters, brochures, fliers, personalized note pads and buttons. Another area of study will be an introduction to screen-printing.

Multimedia 1 - The Introduction to Multimedia course will be designed to give students the opportunity to work with and see many new forms of technology and multimedia. Students will get the opportunity to design and create an electronic portfolio of projects by using multimedia tools. A few examples of multimedia projects that they will design and create are a digital video, a radio clip, a web page, and a news flyer.

Multimedia 2 - The Multimedia 2 course will be designed to give students the opportunity to use multimedia programs like iMovie, Dream Weaver, and Final Cut Pro. They will design and create several projects throughout the course.

Video Production - In this course, students will create original video works. This often will require a student to shoot after school and on weekends. Occasionally, a student may find a suitable setting in or near the school that would allow their piece to be shot during production classes, but often, the shooting of a piece will need to be completed outside of the school day.

Video Aesthetics - Video students will be expected to become familiar with the art of their discipline. This expectation will be met in this course, where the study (through viewing, reading, and discussion) of film directors and techniques will be achieved through traditional classroom methods.

Webpage Design - This course will focus on the design, development, and maintenance of the BCHS web site. Students will get experience working with live web pages using many different tools, including but not limited to the Macromedia Studio MX and HTML.

Clay Animation - Students will learn the fundamentals of stop motion animation using clay, digital cameras, tripods, backgrounds, and stories from around the world. Students will learn about other cultures through reading and discussing stories while they retell it using animation.

All Arts Majors

Career Management - This course will equip students with the skills and knowledge necessary to become working professionals in the arts. Students will be introduced to various job opportunities in theater, film, media, dance and music where they can apply the skills and techniques they have learned in the program. Students will acquire practical professional information about unions, agents, resumes, pictures, interviews, and their options after graduation, including college. They will also be educated about some of the many scams in the business. Students will meet visiting working professionals from theater, film, television, and radio, publishing, and dance productions who speak about their fields and answer students' questions.

BCHS Proposed Course Offerings 2007-08 (based on IB Middle Years Programme)

Grade	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
7/8	Mathematics (IB MYP)	Language A (IB MYP)	Sciences (IB MYP)	Humanities (IB MYP)	Phy Ed/Health Technology (IB MYP)	Art Strand	Language B (IB MYP)
9	Mathematics (IB MYP)	Language A (IB MYP)	Sciences (IB MYP)	Humanities (IB MYP)	Phy Ed/Health Technology (IB MYP)	Art Strand	Language B (IB MYP)
10	Mathematics (IB MYP)	Language A (IB MYP)	Sciences (IB MYP)	Humanities (IB MYP)	Phy Ed/Health Technology (IB MYP)	Art Strand	Language B (IB MYP)
11	Mathematics	Language A	Sciences	Humanities	Language B	Art Strand block	Art Strand block
12	Language A	Humanities	Language B	Art Strand Block	Art Strand Block	Elective	Elective

Assessments

The IB MYP and Arts programs will correlate to the Minnesota State Standards and the expectations of the Brooklyn Center School District. When constructing units of study, the specific Minnesota State Standards will be carefully annotated beside the activity and each content selection used. Grade level instruction will be accomplished through the core teachers and they will compact many of the standards into any unit they teach. Course outlines will show specifically how the Minnesota State Standards are to be integrated with instructional content and practice. Standardized assessments (Minnesota Comprehensive Assessments-II) will continue to be used to prepare students for the state and federal mandates with the expectation of increased test scores.

There are no externally-set or externally marked examinations for IB MYP students. All assessment of student work is carried out by teachers in participating schools using criteria established by the International Baccalaureate Organization. The IBO validates the standards of each school's assessment through a process of external moderation. Annual IBO validation of each school's assessment procedures is mandatory for the issue of certificates. All participating schools are visited and evaluated at least once during the Middle Years Programme teaching cycle. A team of professional educators reviews the overall delivery and effectiveness of the IB MYP at the site and makes recommendations for improvement.

In the visual, performing, literary, and technological/media art classes as well as in other electives and core classes, teachers will create rubrics to assess the work and also the missions and teamwork skills. Portfolios with checklists of criteria and rubrics will also be used.

Staff Development

Systemic reform cannot occur without fully competent personnel carrying out programmatic initiatives within a standards based program. An extensive staff development program will occur over the three years of the project design in order for all staff members to acquire a comprehensive background of advanced subject area content, integrated thematic applications and the appropriate methodologies and techniques for their delivery. Much of this training is provided by expert trainers from the International Baccalaureate Organization. Some will take place at IBO workshop sites, while other training will occur in the Brooklyn Center district utilizing IBO trainers or previously trained local staff. (Additional details on staff development may be found in the Plan of Operation.)

Training from community partners and local and national experts will be necessary to maximize the effectiveness of the program design. In particular, staff will receive extensive training in the areas of inquiry-based instruction, assessment training, curriculum integration training, standards-based curriculum articulation, Atlas Rubicon training, building professional learning communities, backwards design training, collaboration training, responsive design training, and differentiation training.

As important as specialized training is, it is also essential to provide continual support on campus for all teachers. This is especially crucial in a program that requires knowledge of so much advanced content material and high tech applications. At Brooklyn Center High School, both an IBO and an Arts Coordinator will be needed to provide support for the IBO and Arts programs, as well as to coordinate unit planning, assemble materials, order equipment, and assist with logistical matters. When the three years of the grant funding are over, the teachers will be fully trained. It is the intent of the Brooklyn Center School District to continue these positions in

support of the MYP and Arts programs.

The long-range plan is to open the Diploma Programme by 2010 in grades 11-12. It is expected that this highly popular program will increase the popularity of the elementary and junior high programs.

(iv.) Greater parental decision making and involvement

Parents will serve on the school's MYP IBO Leadership Team. This group will meet once a month at various times to accommodate parent and teacher work schedules. Teacher members of the leadership team will be representative of the faculty and staff in the district. Parent members of the IBO Leadership Team will be representative of the student body.

The role of IBO Leadership Team is to facilitate, monitor, and evaluate the implementation of each school's IBO programs including such tasks as overseeing the continuous improvement plan, monitoring school reform efforts, reviewing the staff development plan and safe school plan, and planning student and teacher recognition, as well as coordinating pertinent school data. The IBO Team will also examine data from time to time and reflect on the effectiveness of the program.

Parents will be invited to attend introductory IBO workshops in each district. Parents will learn about overall school plans, the IBO Middle Years Programme, and have the opportunity to shape how IBO will happen in each school. Parental issues and concerns will be addressed. Parents will work in groups to create opportunities for parents to get involved with the IBO program and its initiatives.

Parents can also engage in the school through their PTOs to gather information and learn, to plan programs and to help in supporting the schools. They also plan activities for parent and

student involvement, academic nights for program information, and workshops for parents concerning course offerings, standards, tests, etc. The PTO offers parents a place to meet, assist in, and be involved with school events, performances, newsletters in addition to dispersing information. Open Houses give parents an opportunity to visit classrooms and receive an overview of the various academic programs and learning supports available to MYP students. The PTO represents all grade levels and also serves as a parent advisory group.

A parent orientation is held at the beginning of each school year so parents can find out what is new at Brooklyn Center High School in terms of faculty, administration, and programs. The staff is introduced and the students are able to go over their schedules and find their rooms, opportunities for parent involvement are explained, and parents can sign up to serve on the various leadership groups in the school including the IBO Leadership Team.

Surveys are another way parents are involved in the decision-making process at Brooklyn Center. Parents are involved in an integral way in setting the school calendars, advising on district budgets, and have involvement in the curriculum process. In addition, parent involvement is especially intense in the area of extracurricular activities.

Global Studies Magnet Schools

Park Center Senior High and Fridley High School

Overview of Project Design across Programmatic Strands

This project will create two mirror Global Studies Magnet High Schools: one at Fridley High School (9-12) and one at Park Center Senior High (10-12). Each school will provide opportunities for all students that prepare them for life in a global economy, a life that requires them to be highly adaptable, lifelong learners. With globally connected learning, including school partnerships on four continents, students will reach out through three Focus Areas to pursue their own interests and to develop the capacities needed to thrive in the 21st Century.

Students will be recruited to the schools to participate in the International Baccalaureate Middle Years Programme which operates through grade 10. After the 10th grade they will have the option to either enter the **International Baccalaureate Diploma Programme** or the **Global Studies Magnet Program**. Both programs will provide a highly enriched educational experience. In addition, the schools will **expand the current IB Middle Years Programme to cover all students in grade 10.**

The chart below shows how the programs will operate:

Global Studies Magnet Structure				
Global Regions of Study <i>Partner schools in each Region</i>	Africa	The Americas	Asia & Pacific	Europe
<u>All</u> (freshmen and) sophomores	International Baccalaureate Middle Years Programme			
Available to all juniors and seniors	International Baccalaureate Diploma Programme <i>Incorporates all Focus Areas</i>			
All juniors not seeking the full IB Diploma	Choose a Focus Area			
Focus Areas	Global Dynamics	Global Relations	Global Technologies	
<u>All</u> seniors	<p align="center">Senior Capstone Project</p> <p align="center"><i>Seniors will solve a problem in their area of interest.</i></p> <p align="center">Students will show both local and global collaboration as they present their solutions. The final project will be presented in a spring showcase event for the community.</p>			

School-wide Instructional Strategies
<ul style="list-style-type: none"> • All teaching and learning is based on inquiry and collaboration. Students learn through investigations of questions they generate. • The International Baccalaureate themes of intercultural awareness, holistic learning, and communication are woven throughout teaching and learning in the school. There is a commitment to using innovative technologies and to incorporating them into student learning opportunities.

Through connections to global partner schools, students will have direct access to students and cultures around the world. By adding the technology necessary to speak in real time with students worldwide, both schools intend to create the opportunity and the motivation to engage in meaningful dialogue across cultures. By creating a community of collaboration within

the school, the staff intends to bridge the gaps often found among groups of students in the same school. The intent will be to create a student-centered learning environment where all students are motivated to learn by pursuing their passions.

The Focus Area chosen by each student will provide the lens through which they learn. The Focus Areas will be Global Dynamics, Global Relations, and Global Technologies. Students will choose classes and develop a Capstone Project based on their experiences within their Focus Area.

Fridley High School will have **160 new seats for magnet students** and Park Center Senior High School will have **300 new seats for magnet students**.

Focus Areas	Global Dynamics	Global Relations	Global Technologies
Possible topics of study for Capstone Projects	AIDS, Art, Climate Change, Conflict Studies, Economics, Education, Environment, Ethics, Family, Globalization, Health Care, Ideology, Immigration, Language Studies, Leadership, Literature, Media Studies, Music, Outsourcing, Politics, Pollution, Population Studies, Refugee Issues, Religion, World Health, World Trade	Agriculture, Arts, Communication, Conflict, Cultural Diets, Economics, Education, Environment, Globalization, Health, Ideology, Immigration, Leadership, Non-Government Organizations, Philanthropy, Pollution, Population Growth, Refugee Issues, Religion, Resource Management, Social Justice, World Sport, United Nations, World Trade, Worker Issues	AIDS, Agriculture, Climate Change, Communication, Computer Networking, Electronic Work Environments, Engineering, Environment, Ethics, Forensics, Human Kinesthetics, Marketing, Nutrition, Outsourcing, Population Studies, Resource Management, Sciences, Space Exploration, Technology, Transportation
International Baccalaureate Diploma Candidates complete their Capstone Project by completing the Extended Essay (4,000 words) and the Creativity, Action, Service requirements of the Diploma Programme.			

Staff members at Fridley High School and Park Center Senior High School are committed to a program of academic rigor and excellence. Completing the final years of a whole school International Baccalaureate Middle Years Programme and implementing an IB Diploma Programme, integrated with whole school global studies options, has been selected as the most appropriate means to achieve those goals.

(i.) Promote desegregation, including how each proposed magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds.

These magnet schools are based on principles which will enhance interaction among all students. Inquiry and collaboration, International Baccalaureate principles, and the implementation of innovative technology all support this goal. When students follow threads of inquiry, they learn to rely on other students to broaden their perspective and to gather information from multiple sources. The IBO has at its core the principles of student collaboration and cultural understanding. Virtual classrooms break down barriers to communication among students because they build working and learning relationships that go beyond any physical proximity. For example, in general business practice today people are working virtually with people from all over the world. Our environment will model and support local and global interaction. Our technical initiatives and structural strategies will encourage similar interaction across content areas and student groups.

There will be two ways that minority groups will be included in the culture of the schools. One method is to use magnet school enrollment procedures intended to get a mix of students in each building. This mixture of minority and majority students will create the physical proximity necessary to begin eliminating isolation. Secondly, once a mixture of students is in the building, the students will be part of programs that are inclusive. Every program within the magnet schools is intended to break the barriers that often separate students by ability or scholarship goals. Global citizenship will be a core academic subject in these schools. The Global Studies Magnets will broaden the curriculum and academic approach by using an

international perspective where the study of other cultures and languages is both expected and required. The magnet program has, at its heart, the belief that students must see the increasing cultural, racial, and ethnic diversity as an asset rather than a liability. It is essential that children are equipped with the skills, knowledge, and sensitivity to interact successfully with people and communities that are distinctly different from their own.

While these mirror magnets are similar, they are designed to accommodate the differences in the school cultures, the separate communities, the district programs and initiatives, and specific local limitations and requirements. The creation of two similar magnets in two, uniquely different communities will offer an interesting study to see the overall effectiveness in attracting non-minority families to a minority group isolated school (Park Center), and in attracting minority families to a white majority school (Fridley.)

Some of the ways in which the schools will foster interaction across diverse student groups:

- There will be partnerships with schools in each global region (Africa, the Americas, Asia & Pacific, and Europe) so that students can communicate with students from around the world;
- Students will communicate directly with student(s) from other world regions as they explore their Focus Area;
- Every student will have email access and web-based platforms for sharing and communicating with others from anywhere in the world as students pursue their learning interests. Computer access will be greatly increased;
- Internet 2 and other current technologies will be available to promote face-to-face interaction around the world and also between students at Fridley and Park Center;

- Business partnerships (Medtronic, Boston Scientific, and Target have strong local connections) will be developed to place our students at the cutting edge of global business practices;
- In-school computer rooms will become conference centers to enhance collaboration among students;
- Student to student collaboration will be built into teaching and learning throughout the school as part of the International Baccalaureate themes used;
- Students will complete a Capstone Project that addresses a problem within their Focus Area. This Project will need to demonstrate collaboration, both globally and locally; and,
- Students will participate in an end of the year showcase of the Senior Capstone Projects. As part of this showcase, students will observe and assess each other's projects.

The following chart illustrates some possible scenarios for students enrolled in the Global Studies Magnets. Students investigate sub-topics within their Focus Area while collaborating with students from around the world. The investigation leads to a Capstone Project answering a guiding question or problem in their Focus Area and presenting it as part of a Spring Showcase for parents and community members.

Some typical students in the Global Studies Magnets:					
(9th &) 10th Grade	Student	11th Grade (Focus Area Sub-Topic)		12th Grade	Capstone Project
<p>All students are enrolled in IB Middle Years Programme</p> <p>Students prepare to choose a Focus Area or to seek the IB Diploma</p>	A	Chooses a Focus Area	Global Dynamics: Globalization	Investigates globalization in collaboration with students in India, comparing education, salaries, and cost of living in the US and India.	In collaboration with other Park Center students, they research probable areas of work which are most vulnerable to outsourcing. They make recommendations of careers to avoid and how to become highly marketable in the future.
	B		Global Relations: Immigration	Studies the history of immigration in the United States, tracking two Fridley immigrant families from Somalia and Mexico through three generations.	Creates a family tree of the two Fridley families showing the contributions of family members in each generation. Compares the lives of family members left in the country of origin to see the impact immigration has had on both families.
	C		Global Technologies: Climate Change	Researches models of climate change. Looks at many sources and collaborates with students in northern Finland to track temperature data over the last several years.	Hosts a forum with other students from Fridley and Park Center on climate change for parents and community members. The group provides the community with evidence for human influence on climate. They make suggestions for solutions which will create economic opportunities for businesses most affected by the changes.
	D	Enrolled in Diploma Programme full time: seeking IB Diploma		Completes DP coursework including Theory of Knowledge and takes six IB exams.	Completes CAS requirements and a 4,000 word Extended Essay.

(ii.) Improve student academic achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school.

This Global Studies Magnet proposal is intended to reduce or eliminate low-rigor options for students in the high schools. It is imperative that schools provide all students access to the same high level curricular and pedagogical opportunities. For this reason, these magnets are whole-school initiatives intended to create the same opportunities for all students. Because the global environment demands higher critical thinking skills and problem-solving abilities, both schools will require specific academic content related to research, problem-solving, and critical thinking skills. As information and its accessibility continue to expand at a mind-boggling rate, this course of study is critical in preparing students for the rigor of 11th and 12th grades and of post-secondary and life-long learning opportunities.

According to a recent story on NPR Morning Edition (December 8, 2006), Harvard University is considering a major shift in their undergraduate education. They are looking to abandon grouping of classes by department and reorganizing them around broad topic areas. These include topics that “look much like the sections of a newspaper” such as Culture, Science, The World, The U.S., and Business. Their plan is much like this proposal. The two high schools seek to reorganize around the Focus Areas and to include courses from various departments under the new headings. The goal in both cases is to make learning more relevant so that students are more aware of the context of their learning.

Every junior who is not a full-time participant in the IB Diploma Programme will be required to choose a Focus Area: Global Dynamics, Global Relations, or Global Technologies. Based on their choice, they will choose a sub-topic of interest leading to a Capstone Project their senior year. The intent is to allow students to focus their studies in their last two years on an area of great interest. Students will choose classes that serve the pursuit of their focus; new courses will be added to serve students interested in particular topics. Advisory groups will be organized around students' choice of focus area. In these advisory groups, staff and students will work together to aid students as they pursue their interests and develop their capstone projects. Staff will be trained to effectively assist students in these advisory groups. Curriculum in all courses will be reviewed to more clearly address the needs of a "Global Student." Every course will be taught using inquiry strategies so that students' interests always remain the focus of teaching. Formative assessment techniques will be used to assure that students can practice what they have learned before they face summative assessment.

The Senior Capstone Project will serve to provide students a real-life problem solving experience. Through the Capstone, students will have guided practice in pursuing an area of personal interest. By drawing from their own knowledge, available technological resources, and a global network of potential collaborators, students will demonstrate their readiness for life in the 21st century. Students seeking the IB Diploma will complete the Capstone Project by completing the necessary Extended Essay and Creativity, Action, Service components required of all Diploma candidates.

The pedagogical structure of both Global Studies Magnet Schools will be based on three instructional strategies which will transform how students are prepared for life in the 21st Century.

1. All teaching and learning will be based on inquiry and collaboration.

With information available at the click of a mouse, schools no longer need to sprint through topics in a race to “cover” everything. Students need the skills to access information, and they need the inspiration to seek knowledge. Certainly, students need basic knowledge in a variety of subjects in order to make sense of what they read. The Global Studies Magnets will offer a balance between core knowledge and the greater conceptual ideas that form the recurring themes in our dynamic world. By linking subjects through these recurring themes, these magnet schools will provide context and inspiration for learning.

John Barell states in *Developing More Curious Minds* (ASCD, 2003), “Let the 21st century in America be marked by the educating of children and adolescents who relish the roles of questioner. Let it also be known as the century where we educated teachers to fulfill the grand vision of Anatole France, ‘The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.’” The focus will be on teaching key concepts that are taught in depth and in careful sequence. These magnets will teach information literacy, helping students to become discerning consumers of information. Through inquiry education, students will learn to research, formulate and defend their views. They will recognize that there are multiple perspectives to consider in every situation. Inquiry-based learning leads quickly to recognition of the importance of collaboration. Groups of students, working collaboratively, have the greatest chance for success. Each student will have the opportunity to share the talents and perspectives of other students. These magnet schools will provide every student the opportunity to collaborate with students from their own community or anywhere in the world. In this environment, students will build the skills needed to interact, consult, negotiate, persuade, form partnerships, and cooperate with other students.

2. The culture of the International Baccalaureate Organization (IBO) will be woven throughout these magnet schools.

The IB Middle Years Programme has used intercultural awareness, holistic learning, and communication as the basis for its educational framework for many years. As MYP applicant schools (awaiting authorization this summer) both Fridley High School (grades 9-10) and Park Center Senior High School (grade 10) are prepared to take these concepts to the next level with all of the juniors and seniors in each school.

The IB Diploma Programme, to be implemented at the two high schools, will be available to every junior and senior with both certificate and full Diploma options possible. Four global regions: Africa, The Americas, Asia & Pacific, and Europe will be included in studies throughout the curriculum. Students in these magnet schools will connect with students from each of these global regions through school partnerships and individual, web-based connections. Collaboration with students from around the world will be built into expectations for each student.

The Primary Years Programme, Middle Years Programme, and Diploma Programme provided by the International Baccalaureate Organization are based on the principles of international and global education. The Diploma Programme is the oldest, starting in 1968; the first Middle Years Programmes opened in 1994. There are only two authorized MYP's in Minnesota. With the anticipated authorization of Fridley Middle School and North View Junior High in the summer of 2007, these schools will join the rank of a small group of schools recognized by the US Department of Education as using a "promising practice" of MYP.

Partnerships also exist with IB Primary Years Programme schools that began in 2004 as part of the Magnet Schools Assistance Program (MSAP) grant. By implementing the plan in this

proposal, the K-12 continuum of IB will be completed and available to thousands of students in the NWSISD consortium. By developing global studies options for juniors and seniors not enrolled in the Diploma Programme, the rigor of International Baccalaureate Organization pedagogies will be brought to the entire student body.

Fridley Middle School (6-8) in Fridley and North View Junior High School (7-9) in Osseo began staff training and curriculum development for the Middle Years Programme (MYP) from the International Baccalaureate Organization (IBO) in the fall of 2004 as part of a previous MSAP grant. Both schools have authorization site visits scheduled for the current school year. The high schools in this proposal (Fridley High School and Park Center Senior High School) offer the final years of the MYP for students in these partner schools. Fridley Middle School partners with Fridley High School. North View Junior High School partners with Park Center Senior High School. Both high schools also plan to begin offering the Diploma Programme. Although a minimum of self-funded MYP training has been completed for teachers in both high schools for the initial authorization (Program within a School), this proposal requires that IBO training be extended to create a whole-school magnet.

Classes in both high schools will be connected through the MYP Areas of Interaction so that students see the common themes connecting all their learning. This holistic approach encourages students to engage in critical thinking and to reflect on how their learning is beneficial. Students in these magnets will also develop their communication skills. With a strong background in language, both English and another language, students will better be able to express themselves in communication with others. They will use written, verbal and electronic means to share their knowledge, perspectives and ideas with students from around the world. This kind of communication strongly supports the inquiry and collaboration in which students will engage.

The following chart summarizes the local initiatives designed to bring Global Studies education to students in all grades. This demonstrates the importance and timeliness of adding International Baccalaureate strands to Fridley High School and to Park Center Senior High School.

The Regional K- 12 International Baccalaureate and Global Studies Continuum					
School	Grades	Program	Status	Implementation	Funding
Evergreen Park World Studies Elementary (Anoka-Hennepin School District)	K - 5	PYP	Applicant authorized 2/07	2004-05	MSAP grant 2004-07 cycle
Earle Brown Elementary (Brooklyn Center Schools)	K - 6	PYP	Applicant authorized 2/07	2004-05	MSAP grant 2004-07 cycle
Fridley Middle School (Fridley Public Schools)	6 - 8	MYP	Applicant awaiting authorization	2005-06	MSAP grant 2004-07 cycle
North View Junior High School (ISD 279-Osseo Area Schools)	7 - 9	MYP	Applicant awaiting site visit	2005-06	MSAP grant 2004-07 cycle
Fridley High School (Fridley Public Schools)	9 -10	MYP	Applicant awaiting authorization	2006-07	Self funded (core group of staff)
	9-10	MYP whole-school	Proposed	2007-08	Seeking MSAP grant 2007-10 cycle
	9 - 12	Global Studies	Proposed	2007-08	Seeking MSAP grant 2007-10 cycle
	11 - 12	DP	Proposed	2008-09	Seeking MSAP grant 2007-10 cycle
Park Center Senior High School (ISD 279-Osseo Area Schools)	10	MYP	Applicant awaiting site visit	2006-07	Self funded (core group of staff)
	9-10	MYP whole-school	Proposed	2007-08	Seeking MSAP grant 2007-10 cycle
	10 - 12	Global Studies	Proposed	2007-08	Seeking MSAP grant 2007-10 cycle
	11-12	DP	Proposed	2008-09	Seeking MSAP grant 2007-10 cycle

3. Innovative technology will be used creatively to give every student the access, the knowledge, the skills, and the motivation to participate fully in the electronic future.

As Thomas Friedman states in *The World is Flat: A Brief History of the Twenty-First Century* (Farrar, Straus and Giroux, New York, 2005), globalization has empowered individuals to a previously unparalleled degree. The Internet “created a global platform that allowed more people to plug and play, collaborate and compete, share knowledge and share work, than anything we have ever seen in the history of the world.” Friedman also writes about the importance of personal integrity, noting that search engines have made dishonesty increasingly difficult, “In a flat world, you can't run, you can't hide... Live your life honestly, because whatever you do, whatever mistakes you make, will be searchable one day.”

Computer rooms will be converted from one dimensional teaching stations to vibrant conference centers. They will feature laptops, work stations, wireless technology, and video conference capability. Every student will have websites and their own email accounts provided through the school. Many more laptops will be available so that teachers and students will have ready access in their classrooms to the web and to communication with students around the world. Fridley High School and Park Center Senior High School will have direct electronic and video connections allowing for student interaction through video conferences. Staff in both buildings will also be able to share staff development resources and collaboration opportunities through these electronic connections between the schools. Students in both buildings will have the opportunity to take classes offered at the other building, further increasing the learning possibilities for all Global Studies students.

Laptops alone are not the only interface devices to be used. Smaller, handheld devices of many kinds are available now and many other devices are imminent. As new technologies

become available, the Global Studies Magnets will adopt those that enhance learning opportunities for students. An existing IB Advisory Board, created using the past MSAP grant, has helped create personal connections between our schools and local businesses allowing us to be informed of current technology possibilities. The technology coordinator will be responsible for getting these new technologies in the hands of creative students and teachers as soon as possible. Blogs, Wiki's, and video sharing are some of the means of communication that students in the Global Studies Magnets will be encouraged to use.

With the initiatives described in this proposal, students graduating from one of these Global Studies Magnets will be uniquely prepared with the 21st century skills necessary to thrive in a much flatter global economy. The recent release of *Tough Choices or Tough Times* by the New Commission on the Skills of the American Work Force provides a blueprint for bringing what we teach, and how we teach, into the new century (National Center on Education and the Economy, 2007.) They state in their report that students need to know more about the world, to think outside the box, to become smarter about new sources of information, and to develop good people skills. The use of inquiry and collaboration, International Baccalaureate themes, and innovative technologies will give students in the Global Studies Magnets the tools to thrive in the next century. Students in these Global Studies Magnets will learn to apply critical thinking skills, work productively with others, and use new technologies effectively.

iii. Implement high-quality activities that are directly related to improving student academic achievement based on the State's academic content standards and academic achievement standards or directly related to improving students' reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to improving vocational, technological, and professional skills.

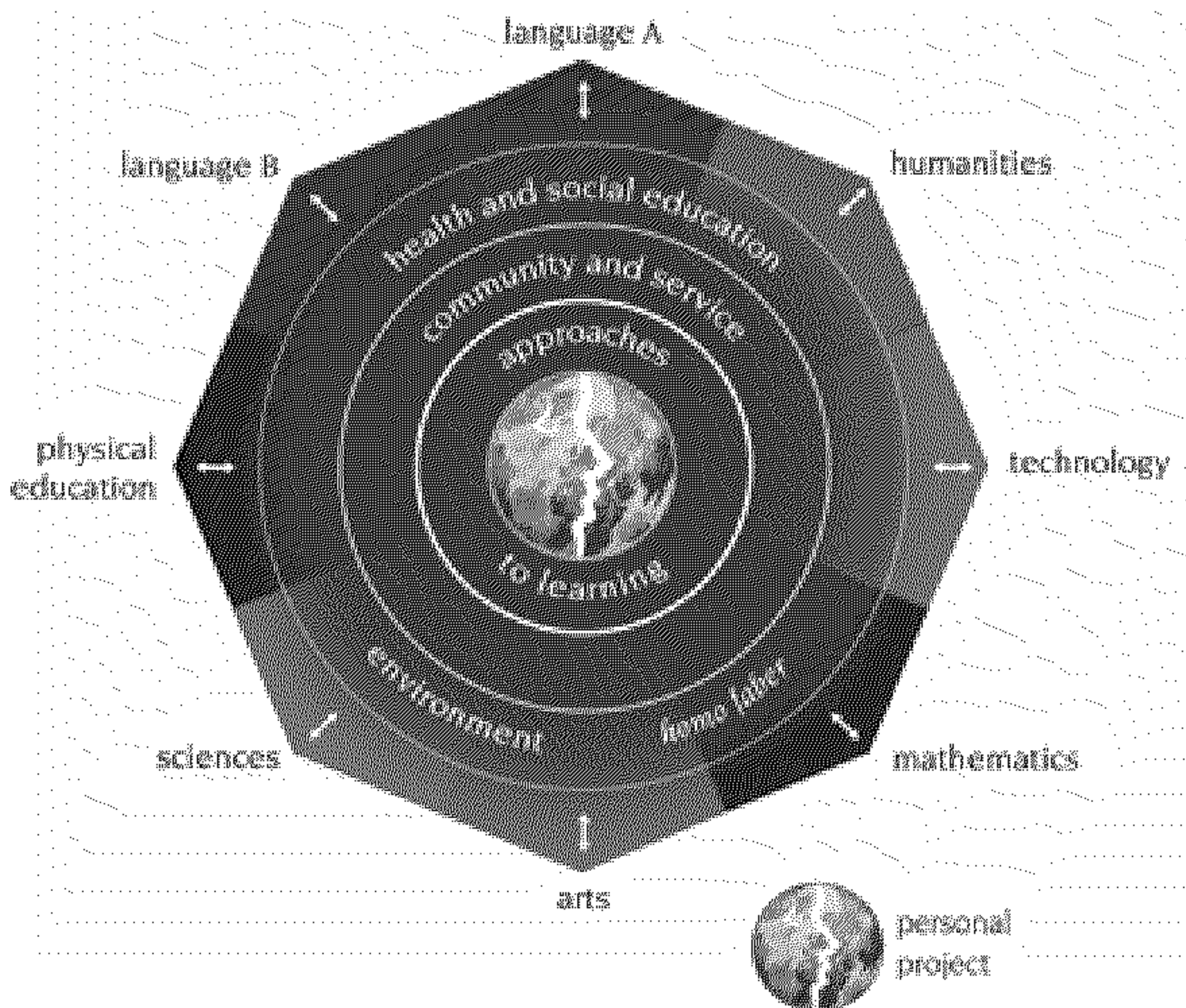
The holistic nature of teaching and learning in the Global Studies Magnets will create a culture of interdependence among subjects. As students study in an environment of interrelatedness, they see the relevance of everything they learn. The International Baccalaureate Organization provides tremendous models of education which will be used to create a program that strengthens the abilities of every student. The IB Middle Years Programme is based on the principles of intercultural awareness, holistic education and communication. By embracing these concepts in all grades (9 – 12), both schools will address the needs of IB Diploma candidates and students not seeking the IB Diploma. As the IBO does not currently offer a specific program for the non-Diploma students, this project has the potential to provide a rigorous global studies bridge for all students after they leave the Middle Years Programme.

The following timeline outlines the features of the Global Studies Magnet for students throughout the program.

Grade	Global Studies Student Plan
<i>All (freshmen and) sophomores</i>	<ul style="list-style-type: none"> • Will be enrolled in the IB Middle Years Programme so that studies are based on principles of intercultural awareness, holistic learning, and communication; • Will be required to study French (or German @ Fridley), Spanish, or Chinese (Mandarin); • Will begin seeking an area of focus to determine course of study for next two years; and, • May complete a MYP Certificate if they have at least two years of experience in a MYP school and if they have completed the necessary requirements including community service and a Personal Project.
<i>All juniors</i>	<ul style="list-style-type: none"> • Will choose a Focus Area (Global Dynamics, Global Relations, or Global Technologies) which will act as a lens for their learning through their senior year; • Will communicate with student(s) from other world regions as they explore their Focus Area; and, • May choose the IB Diploma Programme as an option. Diploma candidates will not choose any one Focus Area as the Diploma Programme incorporates all three.
<i>All seniors</i>	<ul style="list-style-type: none"> • Will continue their dialog with student(s) from other world regions; • Will complete a Capstone Project that solves a problem in their Focus Area. This Project will demonstrate collaboration, both globally and locally; • Will participate in an end of the year showcase of the Senior Capstone Projects; and, • May participate in the IB Diploma Programme testing. Any IB Diploma candidates will have the opportunity to successfully meet the IB Diploma requirements.

Best Practices to be used:

- **The International Baccalaureate Middle Years Programme** (IB MYP) is recognized internationally as a program that promotes internationalism, utilizes inquiry-based instruction, is learner-centered, is transdisciplinary, is balanced, and is coherent. The methodology requires liberal arts instruction through the framework of a global perspective. The curriculum contains eight subject groups together with a core consisting of five Areas of Interaction. This is illustrated by means of an octagon with the five Areas of Interaction at its center.



Students study subjects from each of the eight subject groups through the five areas of interaction.

The five areas of interaction are:

1. Approaches to Learning (ATL)

Through ATL teachers provide students with the tools to enable them to take responsibility for their own learning, thereby developing an awareness of how they learn best, of thought processes and of learning strategies.

2. Community and Service

This component requires students to take an active part in the communities in which they live, thereby encouraging responsible citizenship.

3. Homo Faber

Students explore in multiple ways the processes and products of human creativity, thus learning to appreciate and develop in themselves the human capacity to influence, transform, enjoy and improve the quality of life.

4. Environment

This area aims to develop students' awareness of their interdependence with the environment so that they understand and accept their responsibilities.

5. Health and Social Education

This area deals with physical, social and emotional health and intelligence, which are key aspects of development leading to complete and healthy lives.

- **The International Baccalaureate Diploma Programme** (IB DP) is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities. The IB DP is also recognized

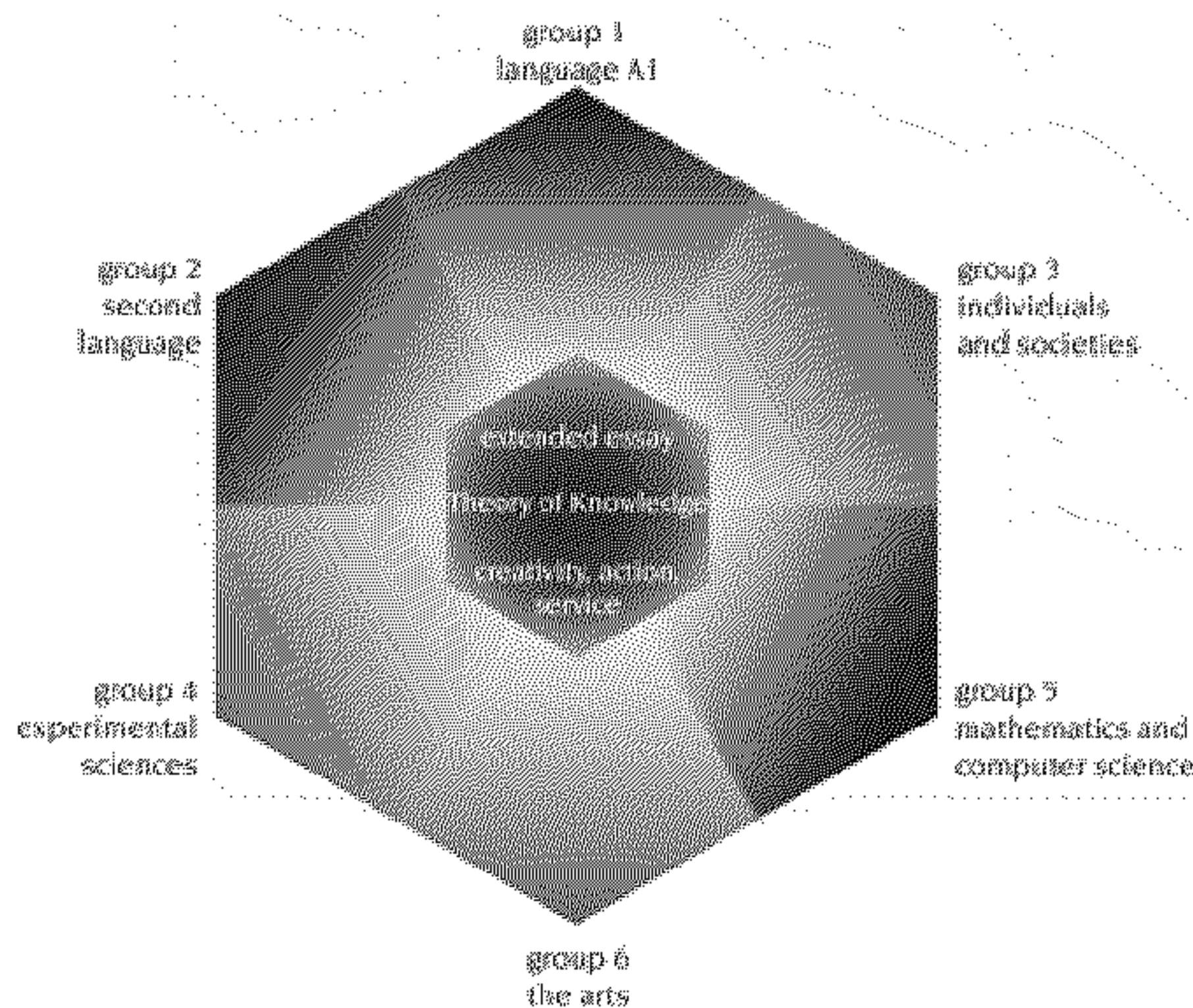
internationally as a high rigor curriculum framework which is taught in an international context. The IB DP is closely monitored by outside evaluators, and students completing essential requirements have their work universally recognized as college level coursework and accepted for college credit worldwide. Students learn more than a collection of facts. The Diploma Programme prepares students for university and encourages them to:

- Ask challenging questions;
- Learn how to learn;
- Develop a strong sense of their own identity and culture;
- Develop the ability to communicate with and understand people from other countries and cultures; and,
- Become independent, self-motivated learners.

The curriculum contains six subject groups together with a core made up of three separate parts.

- This is illustrated by a hexagon with the three parts of the core at its center. Students study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours).

All three parts of the core—extended essay, theory of knowledge and creativity, action, service—are compulsory and are central to the philosophy of the Diploma Programme.



- **Authentic Assessment Strategies** is an approach to assessment forwarded by Richard Stiggins. Students learn about achievement expectations by studying models of strong and weak work. “They don’t merely learn about the standards. Rather, they come to see and understand the scaffolding they will be climbing as they approach those standards.

Students partner with their teacher to continuously monitor their current level of attainment in relation to agreed-upon expectations so they can set goals for what to learn next and thus play a role in managing their own progress. Students play a special role in communicating evidence of learning to one another, to their teacher, and to their families, and they do so not just after the learning has been completed but all along the journey to success. In short, during the learning, students are inside the assessment process, watching themselves grow, feeling in control of their success, and believing that continued success is within reach if they keep trying. When consistently carried out as a matter of routine within and across classrooms, this set of practices has been linked to achievement gains of one-half to two standard deviations on high-stakes tests, and the largest gains made are by low achievers.” (Rick Stiggins, *From Formative Assessment to Assessment FOR Learning: A Path to Success in Standards-Based Schools*, Phi Delta Kappan, Vol. 87, No. 04, December 2005, pp. 324-328.)

- **Understanding by Design** (UbD) by McTighe and Wiggins, is a best practice that emphasizes the backwards design of curriculum. This framework begins with enduring understandings (what is essential learning), followed by essential questions, assessment methods, and finally course and lesson design to deliver the instruction. The effective methodology assists staff in designing courses, units, and lessons which help focus the teacher and student on essential content which leads to better instruction and student achievement.
- **Inquiry-based instruction** requires students to make sense out of what they encounter. Teachers design experiences which lead to purposeful investigations by students. Questioning and Socratic teaching (reflective thinking, guided discovery, and problem-

solving) are common practices in all courses. Teachers will use inquiry-based instructional strategies described by John Barell in *Developing More Curious Minds* (ASCD, 2003). The author presents such practices as maintaining journals on study trips, using questioning frames and models when reading texts, engaging in critical thinking and problem-based learning, and integrating inquiry into curriculum development and the classroom culture. As Barell states, “Inquisitiveness may be the beginning of meaningful learning, but beyond that, it is one permanent and certain characteristic of citizens of a thriving democracy who seek self-enriching worlds of scientific, aesthetic, and humanistic exploration and discovery.”

- **A technology-rich learning environment** allows students and staff to become more adept at communicating through multiple modalities. Components of this environment include virtual conference rooms, interactive conferencing, and resource centers to allow for real-world, real-time action research for both students and staff.

Necessary Staff Development:

- IB MYP training – both national and local training;
- IB DP training – both national and local training;
- Training in Stiggins’ Authentic Assessment Strategies;
- Training in McTighe and Wiggins’ Understanding by Design;
- Training in the use of curriculum mapping software to standardize Global Studies curriculum and to help align current standards with this initiative;
- Training in Inquiry-based instruction; and,
- Training in how to best utilize technology in classroom instruction.

Physical improvements necessary to support the Global Studies Magnets:

To realize the goals of these magnet schools, redesigned instructional areas, additional equipment and supplies, and specialized curricular materials will be necessary.

Redesigned Instructional Areas:

Specialized instructional areas are necessary for students to work in real-world and in real-time to produce, share and display their work. A major shift is for each classroom to become a virtual learning space through the use of wireless technology.

Improvements would be necessary in the following areas:

- School-wide technology infrastructure improvements making it possible for students to develop their sense of the virtual world community - virtual connectedness in all classrooms enhancing collaboration, data collection and research;
- Update infrastructure and interface technology in existing laboratories in language, science, computer science, business, and technology classrooms for real-time communication and data collection;
- Install video teleconferencing studio;
- Complete the transition to a wireless environment by adding distribution points making the building coverage seamless;
- Computer rooms will become “conference/business centers.” There will no longer be 30 computers facing one direction. Convertible conference tables and laptop computers will be used to create technology centers based on small groups of students working in smaller “action teams.”
- Outfit a small presentation space with lighting and sound to increase student

opportunities in presenting collaborative projects representing global music, theatre, and the arts;

- Install an electronic music lab and recording/mixing studio; and,
- Install infrastructure and monitors for closed circuit broadcasting.

Additional equipment and supplies:

Equipment and materials needed for this proposal include technology equipment for the enhancement and expansion of the world language programs. Additional equipment and computer technology will be needed in order adequately create the learning opportunities that are required for the DP science courses (research component.) In addition, further technology lab equipment and materials related to the technology and computer science will be required. In order to accommodate an inquiry-based approach that emphasizes research, this proposal includes the purchase of several portable wireless labs so there is greater equity and access to using technology and the Internet as a viable, integrated learning tool. This includes adding five mobile labs per Focus Area over the three years of the grant. In addition, modifications to the media center are proposed to remove the traditional immobile computer lab areas and transform them to more of a technologically-based work center for research and project work.

Specialized instructional materials:

A variety of materials are essential for implementing this project. Much of it is related to securing new curricular materials related to the content areas offered. Additional world language resources, world literature materials, social studies and economics resources utilizing an international perspective, and other curricular resources are necessary. In addition to this, various building-wide and media center resources must

be purchased in order to have appropriate resources available which reflect a global studies theme.

Materials and Resources

- Subscription/access to international news sources and services;
- Authentic cross-cultural, multicultural materials for global studies including print, audio, visual, art, and software;
- Subscription to video streaming service for FHS;
- Gaggles.net email accounts and web hosting space for each student;
- Additional course offerings in DP will require new textbook purchases; and,
- Supplementary print resources will be expanded for all Focus Areas due to the new emphasis on global studies theme.

iv. Encourage greater parental decision making and involvement.

Greater parental involvement will be encouraged through several means. In magnet schools based on inquiry and collaboration, it will be important to model these methods in the nature of school - parent interactions.

Each school will hold informational meetings to present their Global Studies themes to parents and students prior to enrollment in the Global Studies Magnets. In these meetings, parents will have a chance to ask questions and provide input regarding the schools' structure and curriculum opportunities. Through registration conferences, parents will be involved in the decision as to whether the student goes into Global Studies or IB Diploma. They will also be involved in the decision as to which Focus Area the student enrolls. These student/parent decisions will serve to strengthen the quality of the decision and the parent understanding of the

program we are implementing.

As whole-school magnets both schools must be responsive to student and parent needs. The input from parents will be addressed by the schools as “customer” feedback crucial to the sustainability of the program. Both schools are committed to making every parent contact a positive experience for the parent. In this environment, parents, and students, learn to trust the school staff and will be more willing to continue their involvement. This will require the training of both licensed and non-licensed staff to maintain positive and accurate sharing of information about the magnet programs.

Each school has a parent advisory structure in place. These advisory groups will be adapted to include parents in the processes of recruiting, working with student volunteers, marketing the schools, choosing classes, building community partnerships, and evaluating the effectiveness of the Global Studies initiative. To do this, parents representing the diversity of the student population will be recruited to participate on the advisory committee. Trust will be encouraged by including all constituents, leading to a cycle of greater involvement. This recruitment of parents will begin during the enrollment process. Parents of current students, staff members, and community members will be included on the advisory committee.

Each trimester, during parent conferences, parents of all students will be invited to information and feedback sessions intended to take the pulse of the greater community. Through surveys, question/answer sessions, and parent/student panels an on-going dialog will lead to important and timely sharing of information. The parents and the greater community will be invited each spring to interact with students, and to celebrate the MYP Personal Projects and Senior Showcase Projects in a large convention-like atmosphere in the lunchrooms and performance spaces throughout the buildings.

v. Themes and elements unique to each school.

While Fridley High School and Park Center Senior High School are applying as mirror magnet schools, they each have unique characteristics which will be demonstrated in their implementation of the Global Studies Program. All of the initiatives listed above, and the general framework of the Global Studies Magnets, will be the same.

The major differences are listed below:

Unique features of each school	
Fridley High School	Park Center Senior High School
Only high school in a district of 2,700 students	One of four senior high schools in a district of 22,000 students
Enrolls grades 9 - 12	Enrolls grades 10 - 12
Languages: Spanish, <i>German</i> , and Chinese	Languages: Spanish, <i>French</i> , and Chinese
Schedule: 5 period day, trimesters	Schedule: 6 period day, trimesters
Has an operable television studio for internal broadcasting and student video production.	Has a television studio space but no operable hardware or internal broadcast ability
Each school has differences in the exact order of courses offered in social studies, science, and math. These differences will not affect the overall goal of offering every student the opportunity to engage in a dynamic and rigorous Global Studies Program.	

Fridley Schools changed its logo and motto in the summer of 2005 to reflect the vision of becoming an internationally themed school district. The new logo of a world with a mortar board on top, along with the motto of “Fridley Schools – A World-Class Community of Learners” has already been embraced by the community. The new global studies strand for high school fits in this theme.



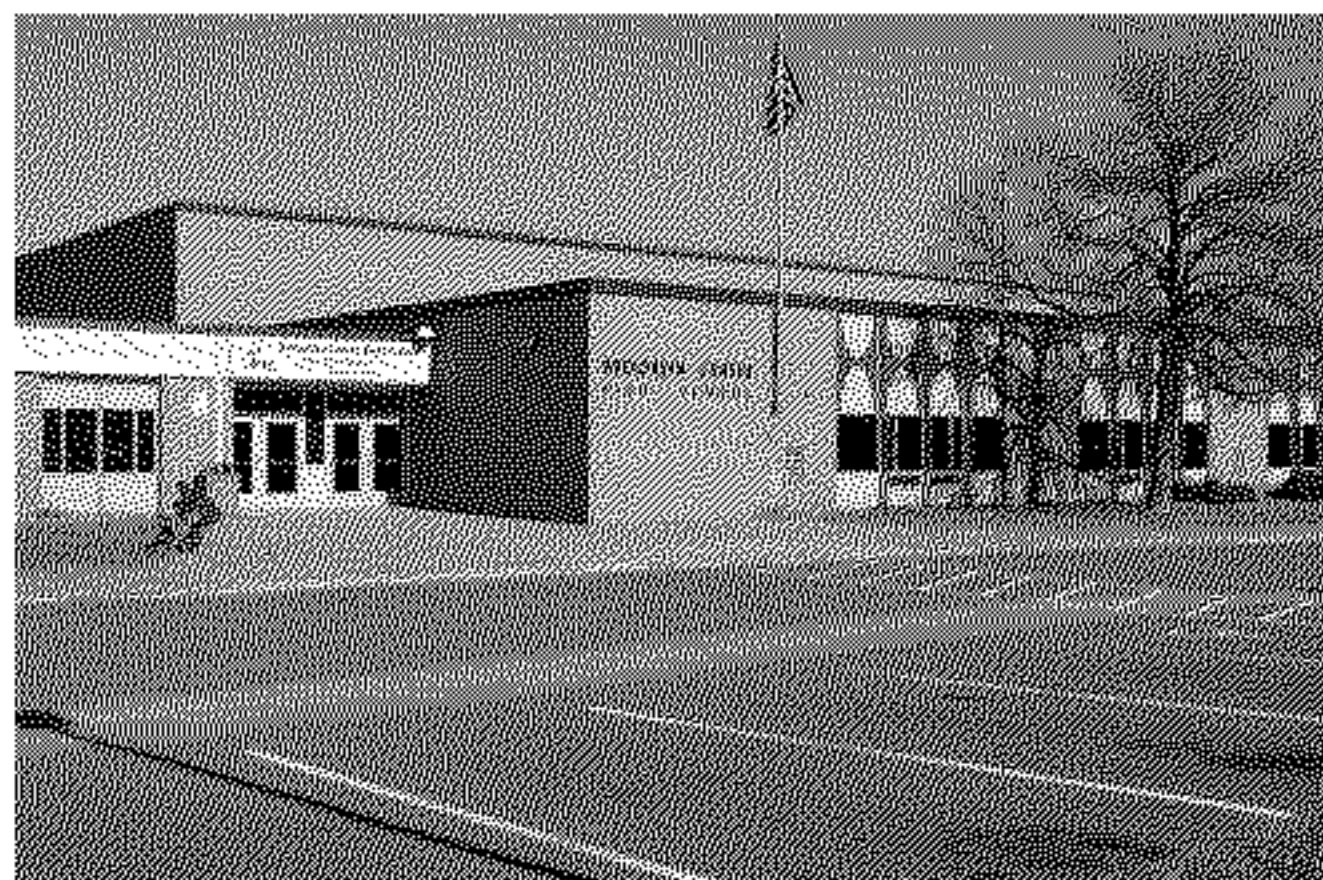
Using the Park Center Pirate theme, a sailing ship logo has been developed with the motto: “Park Center Senior High *Global Studies Magnet School* - Where learning takes you places!”



(d.) BUDGET AND RESOURCES

(1) Adequacy of Facilities

The facilities of the proposed magnet schools are adequate to support the three full-school magnet programs and the curriculum described in this application.



Brooklyn Center High School

(Brooklyn Center)

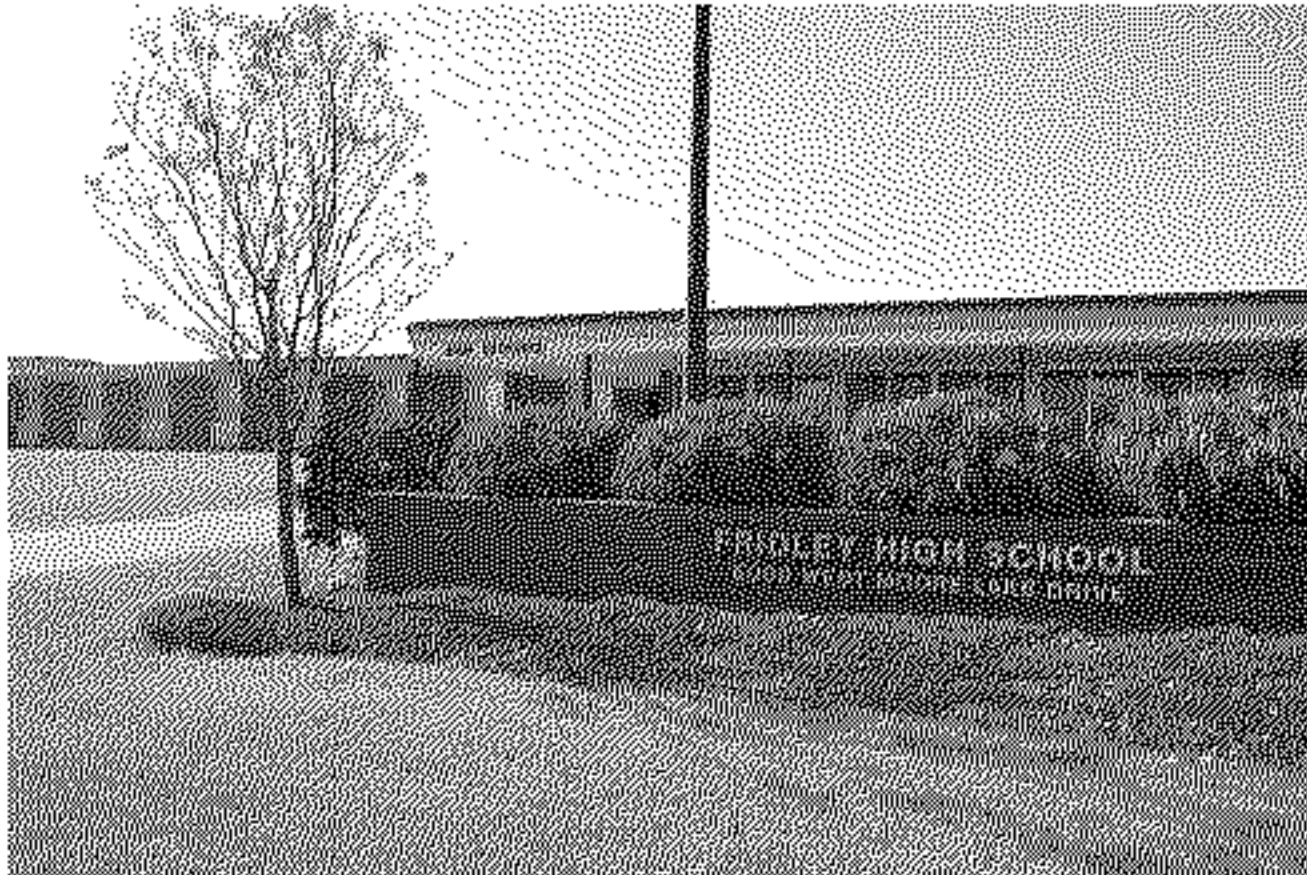
Brooklyn Center High School was built in 1961 and has been remodeled and upgraded several times since then. Remodeling and upgrades were done in 1964, 1968, 1992 (\$2.5 million), 2003 (\$7.5 million) and 2006 (\$300,000).

Upgrades have included additional classroom space, heating, cooling, ventilation and support areas. Additions and remodeling of support space shows Brooklyn Center High School's commitment to student academic development. Remodeling of the food service area better serves the students and staff. The auditorium, as well as the band and choir areas, was added onto the existing facility in 1992. The 480 capacity theatre style seating allows for excellent sight lines to the stage. The seating area may also double as an academic area with folding desktops on every other seat.

The most recent remodeling occurred in 2006 (\$300,000) to the front entrance main office area. A combination of aesthetics and security was used to create a very functional space

for integrating style and technology, student and staff interaction and guest access to the building. The 2003 remodel also included upgrades to the electrical power support system.

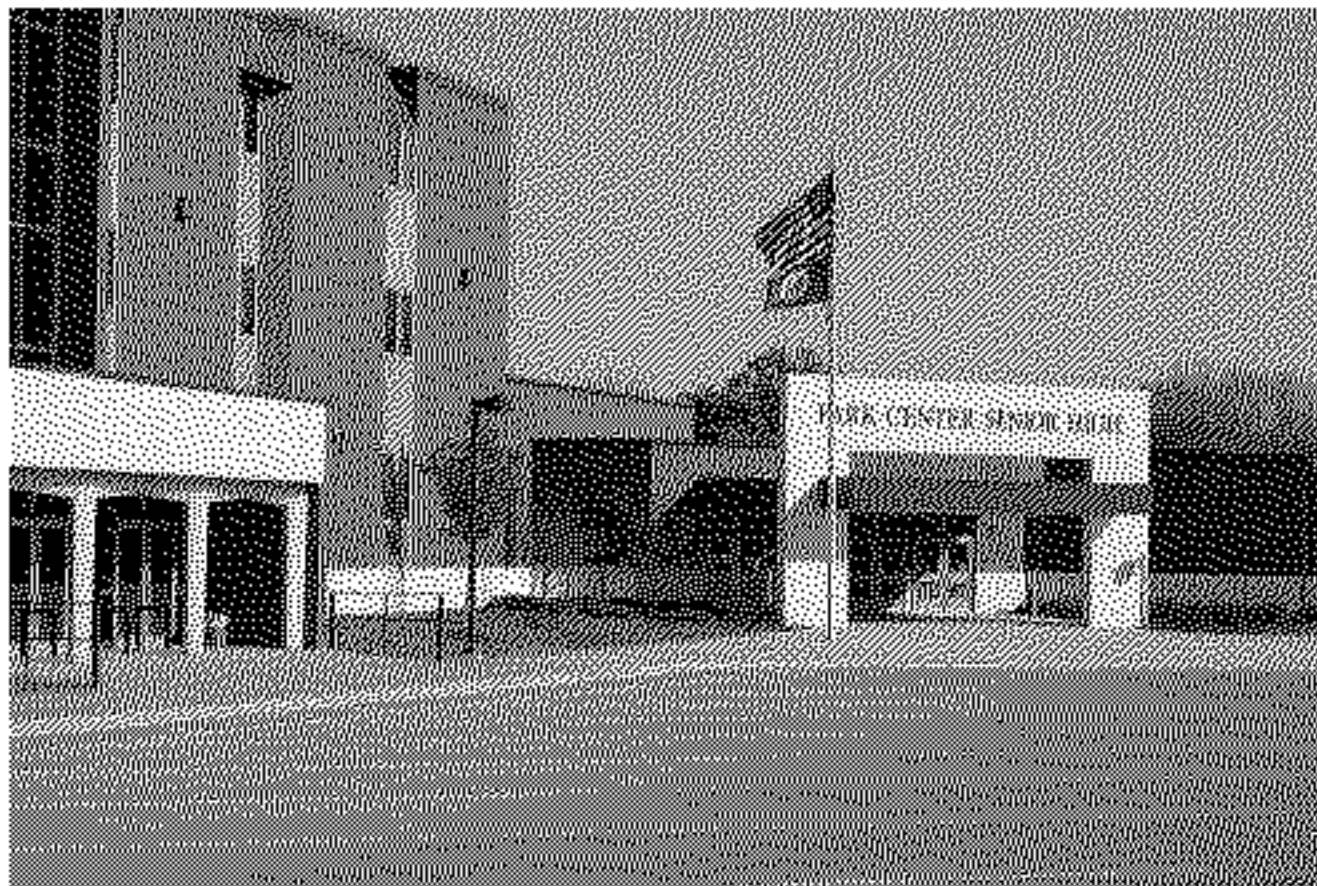
The current infrastructure of the facility will also support the needs of the IB and visual, performing, literary and technological/media arts curriculum.



*Fridley High School
(Fridley)*

The Fridley High School was built in 1960-61 to house the growing student population in Fridley. An auditorium and two gymnasiums were added in the early 1970's to help house the fine arts programs and extra curricular needs. The building is 216,000 square feet in size and is used extensively during the day for student programs and in the evenings for school and community events. In 1997 over \$7 million was invested in the facility to better serve the changing educational needs of students and to bring technology into the classrooms. Areas improved include an updated wing of science classrooms, a remodeled media center, a CAD (computer aided drawing) drafting area in industrial technology, and student services and health services areas, which were remodeled. In addition, technology was brought to every corner of the building with the addition of a main head-end center, a fiber optic data cabling system, new telephone and voicemail systems, a cable television system with access in each room, additional computer labs for students and staff, and computers in each classroom. Infrastructure repairs were a part of this district bond project with roof and window replacement, an updated electrical

system, new flooring in the classrooms, tuck pointing and caulking of the exterior walls, and accessibility improvements. In addition, in 2002 the Fridley Schools community approved a Capital Levy for facility and technology improvements. The district has planned projects for continued infrastructure needs and technology improvements. Facilities projects completed at the High School included a new eight lane running track and continued roof replacement. The school district has just embarked on a partnership with Johnson Controls Inc. to improve the energy efficiency of the building and to improve classroom temperature and air quality conditions. New mechanical systems will be installed in each general classroom area in 2007 and 2008 to better serve the students and staff, and to save energy. An energy management system will control the new mechanical operations. This investment of over \$7 million dollars will include dehumidification in the classrooms. This investment also prepares the Fridley High School for any programming and use year round in the future.



*Park Center Senior High
(ISD 279-Osseo Area Schools)*

Park Center Senior High is a well-kept high school with attractive facilities used year-round by students, staff, and the community. It is located on major connector streets and is only one mile from the nearest interstate highway.

Park Center opened in 1971 and has undergone numerous additions and modifications over the years. Major changes include technology infrastructure revisions, computer room additions, theatre scene shop space, a football stadium, and safety updates. The most recent, and

most comprehensive, improvements were completed in 2003. This latest project, funded by local referendum, added 6 new classrooms, 2 gymnasiums, a community room, office space, heating and cooling updates, and improvements to many teaching and common spaces at a cost of \$18 million.

MSAP funding will be used to modernize computer rooms, converting them to a “business center” model with conference tables, wireless laptops, and convertible student meeting and production spaces. This funding will also retrofit an existing studio space to include modern video and recording capability to allow student production and collaborative communication across the globe. Other infrastructure improvements will create a wireless network so that additional computer carts can be used effectively anywhere in the building.

The member districts have invested over \$42.3 million in these facilities. During the funding cycle additional program specific enhancements will be made at each site. These will occur with MSAP funds or with Minnesota desegregation assistance dollars. The enhancements are program specific and will assure that the magnet facilities both enhance the community and provide unique and appropriate experiences for students.

(2) Adequacy of the equipment and supplies

NWSISD and its member districts have conducted an initial assessment of the materials and supplies that will be necessary for the operation of the magnet programs. Decisions were based on the expertise of district personnel, outside consultants, business partners, and vendors. Students attending these schools are entitled to and will receive the same basic program offered to any child in the districts as well as the same allocation for supplies and materials. This includes special programs for Exceptional Student Education, English Language Learners, as well as general education programs such as art, music, and physical

education. With state funding, NWSISD will also pay the full cost of transporting students to and from the magnet school sites.

NWSISD and its member districts are fully committed to the implementation of the proposed magnet school programs. Not only is the program the result of a state rule which requires compliance, but the Superintendents and the School Boards have publicly committed themselves that, with MSAP funding, they will implement these new magnet programs.

NWSISD has supported all pre-grant activities. None of the items requested in this application will supplant (that is, they would not replace) items that would have been provided with local dollars. All requested items are necessary in order to provide the level of instruction and program “attractiveness” needed to guarantee the success of these magnet programs.

(3) Adequacy and reasonableness of the budget in relation to the objectives

The major thrust of the budget requested in this application is: 1) staff needed to develop, implement, and institutionalize the magnet programs, 2) professional development for all staff, 3) outside experts to support development, and 4) the supplies and instructional materials that are so vital to magnet school success, but outside of the ability of the district to fund. With the provision of these items, the district will be able to create unique and innovative programs at each site, capable of attracting both non-minority and minority students to the programs.

As decisions on equipment, software, and supplies were made for this application, separate advisory committees, made up of successful professionals in areas related to the strands, have provided and will continue to provide guidance to school staffs and the project

planners. Classroom teachers, school-based administrators, parents, business partners, and students at each site have provided input into budget decisions. In addition, district-level administrators have reviewed prospective budgets and had input in the final budget request. The equipment, software, and supplies listed in the project budgets are, therefore, appropriate to the needs of the anticipated student populations and will be effective in increasing achievement and attracting students to the schools.

NWSISD is requesting funds from the Magnet School Assistance Program for implementation of three school-wide programs. The districts' commitment to the success of these programs is graphically illustrated by its willingness to provide an appropriate number of new spaces at each school (more than 700). However, without federal assistance, the districts will not be able to fund the additional staff, equipment, educational materials, staff training, and curriculum development necessary to design and implement successful magnet programs.

Because the Magnet Schools Assistance Program budget requests were developed with appropriate expertise, they are adequate and reasonable in relation to the project's objectives. The dollar amount requested is, therefore, adequate to provide the required additional curriculum staff, equipment, software, supplies, and the training required to assure that each magnet staff is capable of appropriately using the available technology and employing a variety of teaching techniques. These assets will form the foundation of the "strong educational improvement measures" (Elmore and Fuller, 1996), which will allow the district to attract appropriately diverse populations, offer public school choice to parents whose children attend low-performing schools, support school reform efforts, provide innovative themes, use effective instructional methods, and employ research-based core

curriculum programs; thereby ensuring student academic success.

The federal support requested in this application amounts to approximately \$3.7 million per year. By the end of the project total enrollment at the three sites will be 3,581 students. This **comes to only \$1,022 per student per year**. This is **approximately equal to 15% of the average dollar amount the district receives per child** (\$6,646 per student).

According to a 1985 study of magnet school programs conducted by R. Blank, the average magnet program adds about 25% to district per pupil costs; therefore, the district is requesting substantially less than that amount. The MSAP dollars requested will provide the extra curriculum staff and program enhancements, which are above and beyond the basic program and necessary to meet the project objectives. By meeting the objectives of this project, the district will support the six purposes of the MSAP act. Once the magnet schools are operational, the NWSISD and its member districts will be able to provide the ongoing funds to ensure their continued success.

(e) EVALUATION PLAN

Introduction

The program evaluation will be conducted by an outside, independent evaluator. The district has chosen Phale D. Hale Education Consulting, Inc., a full service education consulting firm based in Washington, D.C., as the project evaluation consultant. Phale D. Hale Education Consulting Inc. provides program evaluation services for magnet schools nationwide. The firm's primary consultants, along with team field consultants selected to work with a magnet program based on the areas of expertise, work jointly to evaluate the implementation and progress of a funded magnet program. Phale D. Hale, President of the firm, has worked with more than 60 school districts to design, fund, and evaluate their magnet school program in his 19 years as a magnet school consultant. He is a former supervising director of the federal programs department for the Rochester, N.Y., Public Schools. He has conducted evaluations of magnet schools in Arizona, North Carolina, Illinois, Texas, Virginia, and Florida.

The magnet schools evaluation effort will be guided by the following major objectives:

1. To examine the key steps in magnet program planning and development and to identify the major barrier/challenges that were met and resolved during the developmental process.
2. To examine the design of the magnet programs and to determine the extent to which the programs share features commonly associated with effective schools in general, and with effective magnet schools in particular.
3. To describe the organizational and instructional processes of the magnet programs and to identify practices which appear to yield the most successful outcomes.

4. To determine how the magnet programs are perceived by significant audiences, including state and local legislators, educators, parents, and relevant business and community groups.
5. To determine how the magnet programs have produced a positive impact upon students, and, if so, whether all types of student equally benefit from the program.
6. To determine if the magnet programs promote racial/ethnic balance.
7. To generate a series of recommendations that decision-makers can use to promote the successful implementation and impact of the magnet school concept in other schools.

The purpose of this magnet program evaluation effort is to provide project personnel with information for managing program activities to accomplish stated objectives. Specifically, this evaluation plan addresses the efficiency of implementing proposal activities and the extent to which project objectives are met.

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

The evaluation contractor will implement a summative and a formative evaluation. The summative evaluation will address whether the district has met its objectives for each year of the project. The formative evaluation will be continuous assessment of the program which will be used to monitor program implementation and make necessary adjustments.

The NWSISD evaluation plan is designed to provide full evaluation services to project staff members, as well as summative reports to concerned district, state, and federal officials. The

first component provides a summative evaluation. This type of evaluation quantifiably measures the extent to which end-of-the-year objectives are met.

The second component provides formative evaluations. Formative evaluations are designed to quantifiably measure progress made toward achieving summative objectives. This is accomplished by assessing the implementation of the magnet programs at various times throughout the project year. Data is reported back to staff members on a continuous or as needed basis. Staff members then will use this information to modify program procedures to maintain the level of momentum necessary to meet all program objectives.

(2) The extent to which the evaluation will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement.

The following evaluation plan is written in accordance with the notice inviting applications for the Magnet School Assistance Program for fiscal year 2007 Catalog of Federal Domestic Assistance Number (CFDA): 84.165A). Specifically, the plan will determine how effective the International Baccalaureate Middle Years Programme (MYP), the Diploma Programme (DP), and the Visual, Performing, Literary and Technological/Media Arts magnet program are in meeting their goals for desegregating students and increasing student achievement.

There are seven (7) primary objectives that form the framework for the evaluation plan. These objectives were developed based on a review of literature relevant to magnet schools, including the six purposes outlined in the *No Child Left Behind Act of 2001 (NCLB)*. A series of indicators is listed under each of the objectives. The indicators are used to determine the extent

to which the three high schools (Brooklyn Center High School, Fridley High School and Park Center Senior High) meet the objectives of their respective magnet programs. Procedures follow the indicators and explain how data will be collected and analyzed. The surveys and instruments to be developed for the evaluation plan are then summarized. Formative, summative and final reports will be generated throughout the project period. A description of the reports and procedures for the dissemination of results is explained. Finally, a timetable of evaluation tasks and activities is presented in a table.

Objective 1: Eliminate, reduce, or prevent minority group isolation in the targeted school(s) (magnet and/or feeder schools).

Indicators:

Objective 1.1: By June 30, 2010, as a result of the implementation of new magnet programs at Brooklyn Center Junior/Senior High School (Brooklyn Center) and Park Center Senior High (Osseo), minority group isolation will have been reduced by at least 5 percentage points as evidenced by examination of official district records by an outside evaluator.

Objective 1.2: By June 30, 2010, as a result of the implementation of new magnet programs at Fridley High School, minority group isolation at targeted feeder schools will have been reduced by at least 160 students as evidenced by examination of official district records by an outside evaluator.

Objective 1.3: By June 30, 2010, as a result of the implementation of two new magnet programs in MGI schools and one new magnet program in a non-minority isolated school, there will be no resulting negative impact – becoming more minority group isolated – on the feeder schools as verified by examination of official district records by an outside evaluator.

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

The methods utilized to assess the 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 instruments will be developed to systematically collect information that is specific to the project. The acquisition of an external consultant further reduces the chance of bias and ensures the integrity of the data and reports.

Procedures:

The number and percentage of minorities/non-minorities enrolled in the magnet schools and feeder schools (or applicant pool—applicant pool includes those students who applied to a particular magnet school) will be reviewed by the project evaluator in October of 2007, 2008 and 2009. Baseline data for October of 2006 will also be examined. ‘Minority groups’ as defined by the *No Child Left Behind Act of 2001 (NCLB)* includes: African/American, Asian/Pacific Islander, Hispanic, and Native American/Alaskan. District enrollment data will be used to determine the number and percentage of minority/non-minority students in the magnet school and in the appropriate feeder schools (schools in which students applied to the magnet school). Minority enrollment at targeted feeder schools will be compared with state-defined desegregation ratios. Enrollment data will be examined across all three (3) years in June of 2010 as part of the final report. Results will be disaggregated according to minority status 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.

Performance Measure (a) The extent to which the student applicant pool reflects a racial and ethnic composition that, in relation to the total enrollment of the school, reduces, eliminates or prevents minority group isolation.

Enrollment data for feeder schools and the respective magnet schools for the Northwest Suburban Integration School District #6078 (NWSISD) will assist the Secretary in assessing the effectiveness of the MSAP as described in the performance measure. The racial and ethnic composition of the pool of students applying to each of the magnet schools will be analyzed in terms of numbers and percentages and compared to the racial and ethnic composition of the corresponding magnet schools. Data will be compared over the life of the grant to determine the extent to which minority group isolation has been reduced or eliminated.

Objective 2: Develop and design innovative educational methods and practices that promote diversity and increase choices in public elementary and public secondary schools.

Indicators:

Objective 1.4: By June 30, 2008 and for each succeeding year, each of the proposed magnet schools will have a student applicant pool that reflects a racial and ethnic composition that, in relation to the total enrollment of the school, reduces, eliminates or prevents MGI increases annually.

Procedures:

District applicant pools will be examined by the project evaluator in October of each year of the grant. Data will be disaggregated by minority/non-minority status to determine whether

the pools reflect a racial and ethnic composition that in relation to the total enrollment of the school, reduces, eliminates, or prevents MGI.

The assessment team will be comprised of three (3) educators outside of the district with the necessary background and expertise and the project evaluator. The assessment team referred to hereinafter is the team just described. The team will make three (3) site visits to the magnet schools throughout the year to conduct evaluation activities, present formative reports and to help staff make plans for improvements. The assessment team will summarize the results of site visits in a narrative report highlighting 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.

In order to help strengthen the validity of the findings, a survey will be administered to teachers in the spring (March) wherein staff will be asked about practices described by school personnel and observed by the assessment team throughout the year. The use of multiple methods to collect the same information is known as triangulation (Rossi, Freeman & Lipsey, 1999). Using multiple methods is a way of controlling for different kinds of bias and measurement error. Triangulation is especially helpful when gathering qualitative data and is incorporated throughout the evaluation plan.

The assessment team will determine whether teachers successfully implemented a variety of curricular and extra-curricular activities in each grade level. Teachers in those classes randomly selected for observation will be interviewed in October, February and May of each year of the project. Qualitative data (site observations, teacher interviews) will be summarized and will include major trends and patterns. Results from surveys and other measures will be presented as percentages with a brief narrative.

Objective 3: Improve the capacity of the local education agency to continue operating the magnet schools at a high performance level after Federal funding has terminated.

Indicators:

Objective 2.1: By June 30, 2008, and for each succeeding year, each of the magnet schools will have an effective and ongoing staff development plan (at least 90 hours for each participating teacher) that enhances administrators' and teachers' skills, supports innovative practices, and coordinates program activities as evidenced by workshop syllabi, workshop evaluations, and attendance logs from each staff development session.

Objective 2.2: June 30, 2008, and for each succeeding year, each of the magnet schools will provide students with a resource-rich, active-learning environment as evidenced by review of program purchases including 1) computers and other technology, 2) evidenced-based curriculum materials and supplies, 3) construction of hands-on, interactive learning environments, and 4) multimedia and online database resources as verified by an outside evaluator.

Objective 2.3: By June 30, 2010, each magnet school will have produced, printed, and implemented an original, interdisciplinary curricula based on the appropriate instructional models as measured by one of the following 1) authorization of IB schools by the International Baccalaureate Organization of North America, 2) review of documents by other appropriate vendors or consultants, or 3) review of documents by an outside evaluator.

Procedures:

The percentage of staff reporting that they were provided adequate and appropriate professional development opportunities will be calculated based on responses to a teacher survey administered in March of each year of the project. The teacher survey will also include questions regarding the extent to which staff has worked with other teachers. All staff will be

required to complete the survey. A review of materials such as attendance logs and workshop evaluations will indicate the number of hours of professional development activities that staff completed.

The extent to which students were provided with a rich, active-learning environment will be evaluated through a variety of methods (triangulation). Site observations will be conducted in October, February and May of each year of the project wherein the assessment team will examine the school environment for evidence of interactive learning opportunities. Additionally, the assessment team will review project expenditures and resource logs. Students and teachers will be given a survey in March of each year of the project with questions relating to the types of resources in the school and the availability of such resources.

The assessment team will review the school curricula in May of each year of the project to determine whether the theme and elements of International Baccalaureate Organization of North America have been incorporated into all grade levels. The team will examine curricula materials, supplies and any other relevant documents.

Objective 4: Provide all students the opportunity to meet challenging State academic content standards and student academic achievement standards.

Indicators:

Objective 3.1: By June 30, 2008, and for each succeeding school year, the instructional staff at each magnet school will have a clear understanding of the content of the Minnesota State Standards and provide instructional programs based on those standards as evidenced by the responses to a teacher survey and the classroom observations by an outside evaluator. 75% of the teachers responding at each school will agree that their program meets state standards.

Objective 3.2: By June 30, 2008, and for each succeeding school year, the magnet programs at Brooklyn Center High School, Park Center Senior High, and Fridley High School will feature original customized curriculums based on the instructional models provided by the International Baccalaureate Organization for the Middle Years Programme and the Diploma Programme, which will be correlated to the Minnesota State Standards and the skills tested as part of the local and state benchmarks, as evaluated and verified by authorization of the programs by the International Baccalaureate Organization.

Procedures:

The percentage of teachers incorporating the Minnesota state content standards into their classrooms will be measured through classroom observations, a review of teacher lesson plans and a teacher survey. Classes will be observed by the assessment team in October, February and May of each year of the project. Teacher-developed exams, student projects and standardized tests will also be reviewed by the assessment team three times each year to ensure alignment with the content standards.

The assessment team will review the school curricula in May of each year of the project to determine whether the theme and elements of the magnet program have been incorporated into all grade levels. Specifically, the team will assess whether original, curriculum models have been developed and whether they incorporate the type of instruction supported by the International Baccalaureate Organization (IBO). The team will also examine curricula materials and supplies for evidence of the Minnesota state content standards. School and classroom visits will verify that the curricula are standards-based and appropriate. Each IBO school will be assessed as to the extent that it has progressed toward International Baccalaureate authorization which enables them to use the IBO name.

Objective 5: Substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological, and professional skills of students.

Indicators:

Objective 3.3: By June 30, 2008, and for each succeeding school year, each magnet program will offer a curriculum and course of instruction that provides students with the tools and opportunities to think conceptually, solve complex problems, and communicate ideas effectively as evidenced by a review of the published curriculum for each school, a review of projects and special activities of the school, and a teacher survey conducted by the project evaluator. 75% of the teachers responding will indicate that their students are improving their high level thinking skills.

Objective 3.4: Student products and authentic assessment examples will verify that students are able to demonstrate knowledge and proficiency in professional, technical, and vocational skills related to their magnet theme.

Procedures:

The assessment team will review the curriculum and courses of instruction to determine whether the tools provided and skills taught to students are appropriate. A review of student products and authentic assessment examples will verify that students are able to demonstrate knowledge and proficiency in professional, technical and vocational skills related to their magnet theme. The reviewers will also examine relevant documentation to determine whether there is evidence of strategies to improve the academic achievement as well as the vocational, technological and professional skills of students.

Objective 6: All students enrolled in the magnet program have equitable access to high quality education that will enable students to succeed academically.

Indicators:

Objective 3.5: By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects student reading scores on the MCA-II will meet or exceed the mean for the district and state.

Objective 3.6: By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects, student math scores on the MCA-II will meet or exceed the mean for the district and state.

Objective 3.7: By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects, student writing scores on the MCA-II will meet or exceed the mean for the district and state.

Objective 3.8: By June 30, 2008, and for each succeeding school year, as a result of the magnet school projects, the percentage of magnet schools whose students meet or exceed the adequate yearly progress standard will increase annually from a baseline established in school year 2007.

Procedures:

The project evaluator will analyze results on standardized tests such as the Minnesota Comprehensive Assessment II (MCA-II) for magnet (target group) and non-magnet students (comparison group) for each year of the project. A comparison will be made between the target and comparison group to determine whether students in the magnet program performed higher than non-magnet students. Scores in reading, math and writing will be compared according to the grades in which standardized tests are administered. Writing will start in 2007 and Science will start in 2008.

Results of the MCA-II will be disaggregated according to NCLB subgroups and presented in terms of mean scores for students according to school, grade level and subject area. Survey results will be presented according to the number and percentage of type of response to relevant questions. Findings from the curricula review and staff interviews will be summarized in a narrative.

Mean scores in reading, math and writing on the Minnesota Comprehensive Assessment II (MCA-II) for students in grades 3-8, 10 and 11 in the magnet program, as well as for subgroups in the schools, will be examined by the project evaluator in July of each year of the project using district-level results of the MCA-II. Scores will be disaggregated by NCLB subgroups. The scores will then be reviewed to determine whether the scores for magnet school students met or exceeded the scores for the district and state. Mean scores for students in the magnet program will be considered comparable to the scores for the district and state if they are within two (2) points (i.e., not less than the district or state scores by more than 2 points). The 2-point difference allows for variability and error and is not considered to be either practically or statistically significant. Scores for subgroups will only be analyzed if there is a sample large enough to produce statistically sound results (i.e., >30 or a number pre-determined by the State). Mean scores for students in the magnet programs on the MCA-II will be compared to mean scores for the district and state over the three years of the project at the conclusion of the grant by the project evaluator.

Level of student satisfaction in the target group and the comparison group will be compared at the end of each year of the project. Measures such as data on attendance, attitude survey, GPA, decline in disciplinary actions, and participation in extracurricular activities will be used as indicators of satisfaction.

Performance Measure (b) The percentage of students from major racial and ethnic groups that meet or exceed the State's adequate yearly progress standard increases annually.

The percentage of students, including NCLB subgroups, meeting adequate yearly progress standards as defined by the State will be reviewed by the project evaluator in July of each year of the project. Results on the MCA-II for reading and math will be disaggregated by subgroups at the schools. The percentage of students in each subgroup meeting the standards for adequate yearly progress must meet the State criteria. The achievement of each group, as well as overall achievement for the school will be evaluated. According to the NCLB Act, all students are to reach proficiency in reading and math no later than 2013-2014 (Paige, 2002).

Additionally, the percentage of students in each subgroup meeting the standards for adequate yearly progress should increase for each year over the grant period. A comparison of the percentage of students from the major racial and ethnic groups at the school will assist the Secretary in assessing the effectiveness of the MSAP as described in the performance measure. Results will be presented in terms of percentages according to subgroups with a narrative summarizing the findings.

Objective 7: Encourage greater parental decision-making and involvement.

Indicators:

- Parents will be extensively involved in the decision-making processes at the magnet schools through councils, committees, focus-groups and family-oriented activities for each year of the grant, as measured by minutes from meetings, interviews with school staff and a parent survey.

- The magnet schools will provide information to and seek feedback from parents on a regular basis through multiple methods (newsletters, surveys, websites, etc.) for each year of the grant as measured by a review of related documents and materials and a parent survey.
- The majority (>50%) of parents responding to a parent survey will report that they are involved in their child's school and feel that they are afforded opportunities to participate in decision-making processes for each year of the grant, as measured by a parent survey.
- The magnet schools will sponsor a variety of multiple (at least 5) family-oriented events and activities throughout the year that are related to the magnet theme for each year of the grant, as measured by a review of the school-wide plan, interviews with school staff and a parent survey.

Procedures:

The project evaluator will review minutes from meetings from councils, committees and focus groups that include parents. Administrative staff will be interviewed to determine the ways in which the school involves parents in decision-making groups. Parents will be asked about their participation in any councils or committees at the schools on a survey to be completed in March of each year of the project. The survey will also include items regarding how parents receive information from the school, how they are involved with the school and the types of family-oriented events and activities related to the magnet theme offered by the school.

The evaluator will also review any relevant newsletters, flyers, etc., that are distributed to parents that provide information pertaining to the students, faculty or family events. Staff will be interviewed regarding parent involvement activities and the integration of parents into governing boards at the schools.

Survey results will be presented in terms of percentages of types of responses to relevant questions. The types of activities offered by the school and the committees on which parents serve as members will be listed. Feedback from staff interviews will be summarized in a brief narrative.

Surveys and Instruments

The proposed evaluation plan will incorporate information from locally-developed measures as well as data from standardized assessments. The following instruments will be developed for use with the current plan: student survey, parent survey, and teacher survey, standard questions for interviews with school personnel, standard questions for interviews with district personnel, classroom observation rating form, school environment rating form, 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 teacher surveys will include questions 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 so as to ensure that the evaluator and assessment team members collect the same data using the same questions. Interview questions will also be reviewed to determine usefulness and applicability. Rating forms will be created for use in assessing the environment and the classroom. 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 the assessment team members on 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. The instruments will have Likert-scale, multiple choice and open-response items.

Formative, Summative and Final Reports

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 in October, February and May of 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. 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 the report and will be supported by the relevant data. Summative evaluation reports will be produced on an annual basis. That is, the summative evaluation will address one school year at a time and results will be presented to administrative school and district staff at the conclusion of the school year. Recommendations for improvements based on a review of the data will also be included. The project evaluator will generate a total of three (3) summative evaluation reports over the course of the funding cycle (2008, 2009, and 2010).

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). The purpose of the final report will be to share the results of studies 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. The evaluator will produce a final report that addresses the seven objectives and relevant indicators in the evaluation. Findings will be shared with school and district personnel and an executive summary will be distributed to parents and the community.

Timetables

Project evaluation activities will be carried out according to the schedule presented in the table below. The task is listed as well as the person(s) responsible and the month and year (Year 1=2007, Year 2=2008, Year 3=2009) 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 for the International Baccalaureate Diploma Programme (DP) and the Middle Years Programme (MYP), and the Visual, Performing, Literary and Technological/Media Arts Magnet Program at Northwest Suburban Integration School District #6078				
Tasks	Person(s) responsible	Year 1	Year 2	Year 3
Evaluator meets with district personnel to review implementation of evaluation plan.	Evaluator School/district staff	Aug	Aug	Aug
Specify dates for completion of evaluation activities.	Evaluator School/district staff	Aug	Aug	Aug
Distribute timeline to appropriate staff.	Evaluator	Sep	Sep	Sep
Form assessment team(s).	Evaluator	Sep	Sep	Sep
Develop surveys and other measures necessary to conduct the evaluation.	Evaluator	Sep/Oct	Sep/Oct	Sep/Oct
Review surveys and instruments. Modify as necessary.	Evaluator School/district staff		Sep	Sep
Calculate number/percentage of students enrolled in magnet schools/ feeder schools/district by minority status/subgroups.	District staff	Oct	Oct	Oct

Timetable for project evaluation activities for the International Baccalaureate Diploma Programme (DP) and the Middle Years Programme (MYP), and the Visual, Performing, Literary and Technological/Media Arts Magnet Program at Northwest Suburban Integration School District #6078				
Tasks	Person(s) responsible	Year 1	Year 2	Year 3
Submit enrollment data to evaluator.	District staff	Oct	Oct	Oct
Conduct site observations.	Evaluator/ Assessment team	Oct, Feb May	Oct, Feb May	Oct, Feb May
Interviews with school/district personnel.	Evaluator/ Assessment team	Oct, Feb May	Oct, Feb May	Oct, Feb May
Complete formative evaluation reports. Present results to staff.	Evaluator/ Assessment team	Oct, Feb May	Oct, Feb May	Oct, Feb May
Calculate number/percentage of minorities/non-minorities participating in curricular/extra-curricular activities.	School/district staff	May	May	May
Administer teacher, student and parent surveys.	School staff	March	March	March
Compile results of surveys and submit to evaluator.	School/district staff	May	May	May
Compile MCA test scores for the magnet school students, district and state for all students and by subgroups.	District staff	May	May	May
Submit MCA test scores to evaluator.	District staff	May	May	May
Compile the number/percentage of subgroups in advanced or higher-level courses and submit to evaluator.	School/district staff	May	May	May
Submit data regarding subgroup representation in advanced or higher-level courses to evaluator.	School/district staff	May	May	May
Compile results of measures used to assess levels of proficiency on skills of students for all students/subgroups.	District staff	May	May	May
Submit results of measures used to assess levels of proficiency to evaluator for analysis.	District staff	May	May	May
Compile data regarding the percentage of students meeting standard for adequate yearly progress and submit to evaluator.	District staff	May	May	May
Analyze the data regarding subgroup representation in advanced or higher-level courses.	Evaluator	Jun	Jun	Jun
Analyze standardized test scores.	Evaluator	Jun	Jun	Jun
Analyze the results of measures of levels of proficiency on skills.	Evaluator	Jun	Jun	Jun

Timetable for project evaluation activities for the International Baccalaureate Diploma Programme (DP) and the Middle Years Programme (MYP), and the Visual, Performing, Literary and Technological/Media Arts Magnet Program at Northwest Suburban Integration School District #6078

Tasks	Person(s) responsible	Year 1	Year 2	Year 3
Present summative evaluation report.	Evaluator	Jul	Jul	Jul
Complete and present final evaluation report.	Evaluator			Aug

(f.) COMMITMENT AND CAPACITY

(1.) Continue Magnet Activities after Funding

NWSISD and its member districts are very committed to establishing and maintaining the magnet programs in this application. The fact that the seven districts agreed to collaborate and to meet the guidelines of Minnesota's new desegregation rule is an example of their commitment. [See collaborative agreement in Part VI.] The seven superintendents and their school boards have all approved the magnet school plan described in this application. In addition, the Joint Powers Board has approved the plan and the NWSISD has used its funds to send teachers and principals to visit magnet schools and/or attend theme-related workshops, as well as to meet with staff from other schools/districts in K-12 articulation planning groups.

The MSAP funds are provided for three years. At the end of the funding cycle, the NWSISD and its member districts will use their state desegregation funding to assume the necessary costs to maintain high-quality magnet programs. Due to severe budget cuts in Minnesota, the programs described in this application were designed so that ongoing costs would be reasonable and the collaborative and/or its member districts would be able to assume them. A significant portion of the items requested in the budget are equipment, supplies, and materials. These will continue to be of value at the end of the project. The districts will assume the maintenance and replacement costs of equipment and materials.

Other major costs are related to the extensive curriculum development, in-service and staff-development program. At the end of the project, all magnet staff will have received two hundred seventy hours of in-service training. As a result, curriculum will exist for the programs and the staff will have been trained in program implementation strategies. The same level of in-service will not be necessary on an ongoing basis. The professional learning communities created

during the project will assure that newly hired staff receives training and support in the project curricula. The districts will assume the costs necessary to have regular reviews of the curriculum and to keep training current as new staff members are hired.

Costs for the public information campaigns will be substantially reduced at the end of the federal project. The promotional materials will have been designed and the most effective recruitment techniques will have been identified. The NWSISD will assume the public information and recruitment costs at a reduced level utilizing the federally-produced materials and the effective communication techniques that were identified during the project.

At the conclusion of the grant period, NWSISD or its member districts will assume the cost of continuing the MYP (2) and DP (1) coordinators, additional MYP foreign language instructor, and additional performing arts positions. This averages to about [redacted] per year per person, for a total of about [redacted] per year. In addition, the districts will assume the cost of maintaining equipment, follow-up curriculum development, and staff-development for new staff members. NWSISD and its member districts are committed to assuming about [redacted] per year in program costs.

The coordinators for Middle Years and Diploma Programme, additional MYP foreign language instructor, and additional performing arts positions will be needed and will be picked up by the appropriate member districts at the end of the project. (Estimate: [redacted])

(2.i) Commitment to Magnet Program

The NWSISD and its member districts are fully committed to the implementation and continuation of their magnet school programs. Not only is the program the result of a State Desegregation Rule and directive which they are obliged to obey, the superintendents, School

Boards, and Joint Powers Board have publicly committed themselves to the implementation of the magnet programs.

NWSISD is supporting all pre-grant activities and the member-districts will continue to provide the same support for the magnet schools that they provide for regular school programs. None of the budget items requested in this application represents supplanting, that is the requests do not replace items or personnel which are currently provided by local funds. They are all necessary to provide the level of instruction and attractiveness needed by magnet schools to guarantee success in recruiting as well as achievement.

Federal funds are requested to provide funds that are beyond the capacity of Northwest or its member districts to provide. These funds will allow the collaborative to implement its plan to desegregate its target schools and provide all children, regardless of background with a state-of-the-art, effective instructional program in all core and theme-related subject areas.

As all schools in the districts, magnet schools included in this application will continue to receive their district allocation for textbooks, discretionary materials, and instructional budgets. Including salaries and all other costs, the districts are contributing about (b)(4) per student to maintain the basic program. **The construction and renovations at the proposed magnet sites average about \$11,812 per student.**

Additionally, NWSISD, with state reimbursement, will pay the **cost of busing** for new magnet students.

The federal support requested in this application amounts to approximately \$3.7 million per year. By the end of the project total enrollment at the three sites will be 3,581 students. This **comes to only \$1,022 per student per year. This is approximately equal to 15% of the average dollar amount the district receives per child (\$6,646 per student).**

(2.ii.) OTHER RESOURCES TO CONTINUE PROGRAMS

The MSAP funds are committed for three years. At the end of the third project year, Northwest and member districts will be prepared to assume ongoing program costs. Due to the restricted finances of Minnesota school districts, this application was designed to project costs that are reasonable to assume in the fourth year of the program. The majority of the items requested in the federal magnet budget are equipment, instructional supplies, program & curriculum development costs, and teacher training. Most of the MSAP-funded staff will no longer be needed at the end of the project. The equipment purchased will continue to be of value at the end of the project. The districts will assume the maintenance and replacement costs of such equipment.

NWSISD and its member districts qualify for state categorical funding for integration efforts. These dollars will be used to continue the magnet programs and pay some of the needed staff. The districts qualify for \$92-\$129 per pupil.

Other major costs are related to extensive curriculum development and inservice and staff training programs. At the end of the third project year all magnet staff will have received 270 hours of inservice training and many will have participated in curriculum development. As a result, a curriculum guide will exist for each program and the staff at each site will have been trained in program implementation. The same level of inservice will not be necessary on an annual basis. The member districts will assume the costs necessary for conducting regular reviews of the curriculum and for keeping training current as new staff members are hired. In addition, Northwest and its member districts will aggressively seek program enhancement and improvement funds for their magnet school programs from private foundations, state and federal

grant sources; and local and state businesses. The districts and schools will also work closely with their communities and business partners to build support for a strong economic base for the magnet schools.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: 5318-Mandatory_Part_IV_Other..pdf

Attachment 2:

Title: Pages: Uploaded File: 1973-Final_Rigorous_Evaluation.pdf

Part IV: Appendices

- **Magnet Schools Assistance Program Assurances**
- **Desegregation Plan Information**
 - **NWSISD Desegregation Plan**
 - **Joint Powers Board Agreement**
- **Tables 1-4**
- **Table 5: Student Selection**
- **Table 6: Revised Magnet Schools Information**
- **Resumes**
- **Letters of Support**

MAGNET SCHOOLS ASSISTANCE PROGRAM ASSURANCES

In accordance with section 5305(b)(2) of the No Child Left Behind Act, 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 decisionmaking 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.

Garcia H. Lopez 4/26/07
Signature of Authorized Date
Representative

Desegregation Plan Information Form

Type of Desegregation Plan

(Check One & Attach the Appropriate Documents)



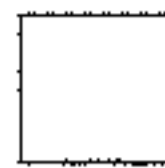
A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary 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:

Steven L. Brockhouse
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.

**Northwest Suburban Integration
School District #6078**

Desegregation Plan

2005-2008

Northwest Suburban Integration School District #6078

Vision:

Northwest Suburban Integration School District

...A global community learning and growing together.

Mission:

The Northwest Suburban Integration School District...

- Respects the diversity of our community and celebrates multiple cultures.
- Values diversity and promotes harmony among students, staff and community.
- Provides visionary, innovative and sustainable educational opportunities.
- Supports and enables all learners to achieve their full potential throughout life.

Northwest Suburban Integration School District #6078

Joint Powers Board Members

Updated 4/18/07

School District	Member Name	Connection
Anoka Hennepin District #11	Terrence Brown	Parent/Community Member
	Eric Moore*	Board Designee (Board Vice Chair)
	Scott Wenzel	#11 Board Member (Board Clerk)
Brooklyn Center District #286	Keith Lester	Superintendent
	Lisa O'Keefe	Parent/Community Member
	Thomas Shinnick*	#286 Board Member (Board Chair)
Buffalo-Hanover- Montrose District #877	Moreen Martell	Board Designee
	Anne Morehouse	Parent/Community Member
	Patti Pokorney*	#877 Board Member
Elk River District #728	Jana Hennen-Burr	Board Designee
	Isabel Osorio-Smith*	Parent/Community Member (Board Treasurer)
	Jim Tralle	#728 Board Member
Fridley District #14	Marcia Lindblad*	Board Designee
	Mark Robertson	Superintendent <i>Parent/Community Member position open</i>
Osseo Area District #279	Linda Etim	#279 Board Member
	Susan Hintz	Superintendent
		<i>Parent/Community Member position open</i>
Rockford District #883	Mike Smith	Superintendent
	Paula Palmer	Parent/Community Member
	Gordy Thomas*	#883 Board Member

* Executive Committee Members

Northwest Suburban Integration School District #6078

Background

The Northwest Suburban Integration School District #6078 (NWSISD) was created in 2001 in response to the State of Minnesota's Desegregation Rule. Specifically, NWSISD was established based on the identification of the Brooklyn Center and Osseo School Districts as racially isolated entities as defined by the Desegregation Rule. NWSISD provides strategies to promote student participation in educational programs that are multicultural, socially diverse and racially integrated.

NWSISD includes the district of Anoka-Hennepin, Brooklyn Center, Buffalo, Elk River, Fridley, Osseo and Rockford. Geographically, it encompasses four counties and thirty-five municipalities. NWSISD features distinct urban, suburban and rural settings. The seven member districts represent approximately 80,000 students enrolled in 109 schools, and employ over 12,00 staff members.

Northwest Suburban has implemented several programs and projects intended to assure the academic success and educational needs of member districts' students in an evolving, desegregated school setting. Additionally, as the demographics of the communities continue to change, the district will consistently implement programs to address learner needs. Without doubt, there is significant room for growth and innovation, due to the recent evolution of the district and its unique institutional character. However, there is also clear evidence of its success in program implementation and extensive outreach to students and families who bring racial, cultural, ethnic and socioeconomic diversity to the member schools.

Planning Process

2001-2004 Desegregation Plan

To begin the process in 2000, a community kick-off event was organized and invitations were mailed to more than 500 members of local communities. Invitations were extended to people in diverse cultural communities and included parents, students, staff members, leaders of staff units, the faith community, law enforcement, and government leaders. Following this event, the Northwest Metro Schools Multi-District Collaboration Council (MDCC) was formed. The Council was comprised of 45 community members representing the various racial, cultural and socio-economic groups in the districts' communities.

Six goals were identified to address integration issues, in addition to program options for each goal. Member districts also had the opportunity to take the draft to School Boards for their input. The plan was completed and submitted to the School Boards of the original four districts for final approval in January 2001.

With the addition of Rockford, Buffalo and Elk River School Districts in 2001, additional council members were added. Volunteers from the original council and the new members met to amend the Desegregation Plan to include the additional three districts. The amended plan was approved in November 2001 and submitted to Minnesota's Department of Children, Families and Learning.

2005-2008 Desegregation Plan

A process plan and time line was presented to the NWSISD board for approval in February 2004. With the approval of the process, NWSISD staff met to review and make revisions to the current programs and projects. A collaboration council consisting of NWSISD staff, member district representative and NWSISD board members was formed. This committee will review the current plan and offer recommendations and revision.

A series of community forums were scheduled in Brooklyn Center, Rockford and Anoka to share and solicit input on the 2005-2008 Desegregation plan. A final draft was presented to the board for approval in May 2004 for submission to the Department of Education in June 2004.

Northwest Suburban Integration School District #6078

Desegregation Plan 2005-08 Program Goals

Purpose

To provide educational opportunities allowing students, families and staff to participate in voluntary programs which are diverse and racially integrated. Participation will increase multicultural contact and learning experiences in integrated environment.

Goal 1

Actively recruit and retain staff from racially diverse backgrounds reflecting the culture of schools and students.

Goal 2

Provide resources, materials and instructional support that help to create more appropriate multicultural perspectives, including using curricula that is current, accurate, inclusive, bias-free and reflects educationally sound and research based practices.

Goal 3

Increase inter-district interaction and involvement through such activities as: magnet schools; visual and performing arts; career planning and exploration; opportunities for strengthening interpersonal relations; and sharing cultural resources.

Goal 4

Provide ongoing multicultural in-service and training to all stakeholders in order to promote more culturally inclusive learning environments.

Goal 5

Strengthen integrated school and social environments that promote each students learning preparedness and overall achievement.

Goal 6

Offer educational programs that contribute to an inclusive environment to attract and retain diverse students and families.

**Northwest Suburban Integration
School District #6078**

... a global community learning and growing together.

**Desegregation Plan
2005-2008**

**CULTURAL & EDUCATION CENTERS
(CEC's)**

NWSISD Goals

Goal 2: Provide resources, materials and instructional support that help to create more appropriate multicultural perspectives, including using curricula that is current, accurate, inclusive, bias-free and reflects educationally sound and research based practices.

Goal 3: Increase inter-district interaction and involvement through such activities as: magnet schools; visual and performing arts; career planning and exploration; opportunities for strengthening interpersonal relations; and sharing cultural resources.

Goal 6: Offer educational programs that contribute to an inclusive environment to attract and retain diverse students and families.

Description

The centers provide physical and administrative space for the programs and activities supported by NWSISD. These programs and activities include but are not limited to:

- Project Enrich;
- Global Arts Village;
- Family and Community Empowerment (formerly SAFE).

Center Goals

- Provide a safe, comfortable space in which students and families may assemble in order to participate in educationally sound programs and activities;
- Provide easily accessible, conveniently located facilities which allow all students and families to participate in district programs;
- Provide functional administrative offices and work environments for the employees of NWSISD;
- Provide appropriate storage of materials and equipment used in the delivery of programs and services sponsored by NWSISD;
- Partnership with Community Education within the Districts.

PROJECT ENRICH

(Education, Networking, Resources Integration, Community, Humanity)

NWSISD Goals

Goal 3: Increase inter-district interaction and involvement through such activities as: magnet schools; visual and performing arts; career planning and exploration; opportunities for strengthening interpersonal relations; and sharing cultural resources.

Goal 4: Provide ongoing multicultural in-service and training to all stakeholders in order to promote more culturally inclusive learning environments.

Goal 5: Strengthen integrated school and social environments that promote each students' learning preparedness and overall achievement.

Goal 6: Offer educational programs that contribute to an inclusive environment to attract and retain diverse students and families.

Program Description

Project ENRICH is a co-curricular program designed to increase learning readiness; supplement students cultural and social enrichment opportunities; create more meaningful relationships between students from diverse cultures and racial backgrounds; and provide value-added learning opportunities to traditional classroom instruction.

This is accomplished through: activities and events both during and after the school day; instructional assistance and homework help; culturally based learning activities; multicultural resources and experiential exploration of cultural/social differences; and staff in-service trainings. Small grants will also be offered through this program to provide district teachers opportunities to expose students to cultural enrichment activities.

Program Goals/Outcomes

- Increase students' interest and participation in activities that support educational success;
- Increase students' self-worth and cultural understanding;
- Increase students' awareness of human and cultural diversity;
- Facilitate social and educational interaction between students, families and communities from different schools and geographic areas;
- Create programs and services that welcome students and families into the educational setting.

GLOBAL ARTS VILLAGE (GAV)

NWSISD Goal

Goal 3: Increase inter-district interaction and involvement through such activities as: magnet schools; visual and performing arts; career planning and exploration; opportunities for strengthening interpersonal relations; and sharing cultural resources.

Program Description

Global Arts Village will integrate students of different cultural backgrounds by building relationships using the visual and performing arts. An advisory board composed of students will provide input for Global Arts Village activities and events. Students will be given the opportunity to participate in multicultural activities such as drumming, dancing, acting, storytelling, performances and visual arts.

Program Goals

- Provide opportunities that integrate students and families by using multicultural themes to promote the arts;
- Provide students an opportunity to interact with peers of different cultural and socio-economic backgrounds;
- Opportunity to acquire leadership skills through participation in student advisory board.
- Offer students opportunities to increase their knowledge of global diversity through multicultural education arts including: music, dance, visual and performing arts.

FAMILY AND COMMUNITY EMPOWERMENT (formerly known as SAFE)

NWSISD Goals

Goal 3: Increase inter-district interaction and involvement through such activities as: magnet schools; visual and performing arts; career planning and exploration; opportunities for strengthening interpersonal relations; and sharing cultural resources.

Goal 4: Provide ongoing multicultural in-service and training to all stakeholders in order to promote more culturally inclusive learning environments.

Goal 5: Strengthen integrated school and social environments that promote each students' learning preparedness and overall achievement.

Goal 6: Offer educational programs that contribute to an inclusive environment to attract and retain diverse students and families.

Program Description

This program is designed to support parents and primary caregivers in their efforts to promote the success of their children in educational settings. This is accomplished by bringing families together through activities that are multicultural, diverse and culturally integrated.

Student and family support services are offered in all Cultural and Educational Centers located within the seven-district NWSISD. The program is designed to: increase cultural awareness; advance personal and social achievement; enhance family stability; and provide advocacy.

Program Goals/Outcomes

- Increase parents' skills and capacity to assist their children with school success;
- Identify and develop key community partnerships that promote family involvement and participation in schools;
- Provide opportunities which allow families to receive social services that are culturally sensitive, integrated, comprehensive, and student focused;
- Increase the self-sufficiency of families; and
- Enhance relationships between the student/school/family and community).

EDUCATORS OF TOMORROW SCHOLARSHIP

NWSISD Goal

Goal 1: Actively recruit and retain staff from racially diverse backgrounds reflecting the culture of schools and students.

Program Description

The scholarship program is designed to support high school students interested in pursuing careers in education. Applicants must be graduating seniors and convey an interest in working with a diverse student population. Recipients must be accepted in a post-secondary institution and commit to 40 hours of volunteer work in a multicultural setting. Upon graduation, scholarship recipients are encouraged to apply for openings in the member districts.

Scholarships will also be made available for member district staff and NWSISD who have completed a minimum of a high school diploma or GED. Scholarships may be used to obtain a paraprofessional certification, an Associate of Arts Degree (A.A.) or Bachelor's Degree in education.

Program Goals/Outcomes

- Actively recruit and retain staff from racially diverse backgrounds and provide inter- and intra-district support;
- Increase student's comfort level with ethnically diverse cultures and experiences;
- Encourage students of color to consider careers in education;
- Encourage scholarship recipients to consider one of the seven-member districts as future employers.

FUTURE EDUCATOR'S CLUB (FEC)

NWSISD Goal

Goal 1: Actively recruit and retain staff from racially diverse backgrounds reflecting the culture of schools and students.

Program Description

The Future Educator's Club is designed to encourage high school juniors and seniors to pursue post-secondary careers in education. A mentorship component involving 7th, 8th and 9th graders will be developed to introduce middle/junior high students to the field of education. The Club will introduce students to the teaching profession and working with learners in an urban, suburban and rural setting.

Program Goals/Outcomes

- Increase interracial interaction among the district's students and teachers;
- Increase student and staff participation in programs that are multicultural, diverse and racially integrated;
- Increase staff and student knowledge of ethnically diverse cultures;
- Provide experiences which will increase effectiveness in working with culturally diverse populations;
- Encourage students of color to consider careers in education.

MULTICULTURAL SUPPORT NETWORK

NWSISD Goal

Goal 1: Actively recruit and retain staff from racially diverse backgrounds reflecting the culture of schools and students.

Program Description

The Support Network consists of teachers and staff of color and co-workers who currently work in the seven member districts. The purpose of this voluntary group is to establish a stronger sense of community and to create an inter/intra-district network among staff members.

Program Goals/Outcomes

- Actively recruit and retain staff from racially diverse backgrounds.
- Provide inter-district and intra-district support for recruiting efforts;
- Form an informal network and support system for staff of color;
- Provide information on integration programs that exist in schools and communities.

MULTICULTURAL PROFESSIONAL DEVELOPMENT GRANT

NWSISD Goal

Goal 2: Provide resources, materials and instructional support that help to create more appropriate multicultural perspectives, including using curricula that is current, accurate, inclusive, bias-free and reflects educationally sound and research based practices.

Program Description

The Multicultural Professional Development Grant is awarded to NWSISD staff, collaborating member district staff. Recipients will be eligible for funds enabling participation in multicultural workshops, conferences, seminars or classes.

Program Goals/Outcomes

- Provide grants to allow NWSISD staff and member district staff opportunities to attend cultural events (i.e. workshops, conferences, seminars, etc.);
- Increase staff participation in programs that are multicultural, diverse and racially integrated;
- Increase staff knowledge of and effectiveness in working with ethnically diverse cultures and experiences;
- Increase skills and awareness of best practices regarding working in multicultural, diverse and racially integrated classrooms, schools and surrounding communities.

TRANSLATION LIBRARY

NWSISD Goals

Goal 2: Provide resources, materials and instructional support that help to create more appropriate multicultural perspectives, including using curricula that is current, accurate, inclusive, bias-free and reflects educationally sound and research based practices.

Goal 5: Strengthen integrated school and social environments that promote each students' learning preparedness and overall achievement.

Program Description

The Translation Library of Educational Policy and Compliance Forms is an on-line comprehensive collection of Legal and Policy documents commonly used in school districts across the country. Over 60 documents within the Library are translated into 23 languages for effective communication with limited and non-English-speaking families. Each document is professionally translated, typeset, edited; desktop published to mirror the English version and can be customized by each district.

Program Goals/Outcomes

- Enable limited or non-English-speaking families to become active participants in the education of their children.
- Provide school personnel a tool to communicate effectively with non-English speaking families.
- Provide access to all member districts.

MULTICULTURAL RESOURCE CENTER (MRC)

NWSISD Goal

Goal 2: Provide resources, materials and instructional support that help to create more appropriate multicultural perspectives, including using curricula that is current, accurate, inclusive, bias-free and reflects educationally sound and research based practices.

Program Description

Offers curriculum development materials, artifacts, instructional support and staff development opportunities to extend the understanding of cultures and ethnicities that are representative of students in our seven school districts. Programs offered through the center include presentations, programs, and speakers in order to represent global cultures authentically.

Program Goals/Outcomes

Outcomes for educators in NWSISD's member districts

- Encourage educators to use the center in order to introduce students to materials and resources about and from different cultures.
- Educators will learn how to create classrooms that are culturally responsive to all students.
- Assist educators in making an effort to use instructional strategies that are inclusive and contextualized.
- Educators will learn how to write inclusive and contextualized lessons/units.
- Develop educator's capacity to write etc.
- Demonstrate how educators may utilize MRC culture kits effectively and accurately.

Goals for the Center:

- Maintain current, inclusive, and bias-free materials.
- Make MRC use accessible (by having the catalog online, easy access for pick-up and drop-off of items).
- Develop culture kits
- Establish frequent and correct use of MRC materials.
- Establish widespread usage of the Center

STAFF DEVELOPMENT: GROWTH AND LEARNING OPPORTUNITIES

NWSISD Goals

Goal 2: Provide resources, materials and instructional support that help to create more appropriate multicultural perspectives, including using curricula that is current, accurate, inclusive, bias-free and reflects educationally sound and research based practices.

Goal 4: Provide ongoing multicultural in-service and training to all stakeholders in order to promote more culturally inclusive learning environments.

Program Description

NWSISD is committed to supporting the continuing professional development of its collaborative partners. The district will provide efficient and effective opportunities for collaborative district personnel to participate in quality and applicable preparation in order to provide multicultural educational experiences.

Program Goals/Outcomes

- Establish partnerships to offer professional development on issues of diversity and multicultural education
- Provide opportunities for collaborative partners to learn about best practices in diversity pedagogy of multicultural education.

SUMMER INSTITUTE

NWSISD Goal

Goal 4: Provide ongoing multicultural in-service and training to all stakeholders in order to promote more culturally inclusive learning environments.

Program Description

The NWSISD Summer Institute is an opportunity for member districts' staff to participate in an extensive workshop to enhance sensitivity and appreciation for diverse cultures while promoting positive and respectful interaction. Participants will acquire instructional strategies and knowledge to be used with culturally, social-economic and linguistically diverse students and complex social issues.

Program Goals/Outcomes

- Acquire instructional strategies and knowledge to be used with culturally, economically, and linguistically diverse students within complex social contexts.
- Form networks with other administrators within collaborating member districts;
- Establish respectful relationships with other staff, parents and students of color in their schools.

MAGNET SCHOOLS

NWSISD Goals

Goal 3: Increase inter-district interaction and involvement through such activities as: magnet schools; visual and performing arts; career planning and exploration; opportunities for strengthening interpersonal relations; and sharing cultural resources.

Goal 5: Strengthen integrated school and social environments that promote each students' learning preparedness and overall achievement.

Goal 6: Offer educational programs that contribute to an inclusive environment to attract and retain diverse students and families.

Program Description

Member districts will develop, design, and implement innovative educational methods and practices that promote diversity and increase parental and student choices among and within the collaborative. NWSISD will develop and implement its long-term plan for three k-12 strands

- International Baccalaureate,
- Visual & Performing Arts, and
- Math, Science and Engineering.

Program Goals/Outcomes

- Create/enhance integrated learning environments;
- Provide families with choices and greater options;
- Develop effective curricula for infusing magnet themes that are based on educationally sound practices.

JOBS FOR MINNESOTA'S GRADUATES (JMNG)

NWSISD Goal

Goal 6: Offer educational programs that contribute to an inclusive environment to attract and retain diverse students and families.

Program Description

The JMNG program (Jobs for Minnesota's Graduates) is a comprehensive program for high school seniors. JMNG prepares youth for the workforce. In partnership with schools and employers, JMNG raises student aspirations; teaches teamwork and leadership; and instills workplace values while helping young people successfully transition through and beyond high school. JMNG seeks to broaden not only the outlook of its participants, but also the capacity of communities to assist graduates with effective school-to-life transitions. JMNG is affiliated with *Jobs for America's Graduates, or JAG*, a national school-to-career program.

JMNG works to strengthen student awareness of diversity by creating career exploration opportunities through integration activities. Through partnerships with schools, communities, and local/national businesses, JMNG accelerates opportunities for students to advance in cultural competency by offering:

- Student led organization (National Career Association);
- Thirty-Seven core competencies validated by the employment community;
- Electronic tracking of students served, services delivered, and outcomes achieved;
- Twelve months of follow-up;
- Collective integration activities.

JMNG offers two programs:

Senior Model:

- The program model includes nine months of services during the in-school period and twelve months of follow up services after graduation;
- No less than 60 hours of contact during the in school phase;
- Designed to provide measurable results in twenty-one months.

Multi-Year Model:

- The program model includes 30-60 months of services;
- A flexible in school program for those who wish to extend services into the lower high school grades;
- An open-entry, open-exit program in which students are allowed to enter or leave as their needs change;
- No less than 80 hours of contact each year.

Program Goals/Outcomes

- Work toward a respectful, more inclusive environment by supporting students of all abilities and backgrounds;
- Prepare students for effective and appropriate interaction in an increasingly global and diverse society;
- Expand learning opportunities, as well as awareness of resources;

Minnesota
Department
of **Education**

June 23, 2006

Ms. Marsha Moore-Foster
Superintendent
Northwest Suburban Integration School District
11275 96th Avenue North
Maple Grove, MN 55369

Dear Ms. Moore-Foster,

Per your request, this letter is to confirm that Northwest Suburban Integration School District continues to operate as the inter-district integration collaborative required to remedy the continued racial isolation of Brooklyn Center and Osseo school districts as defined and identified by Minnesota Desegregation Rules 3535.0100-3535.0180. Please feel free to contact me if you need additional information.

Sincerely,



Morgan Brown
Director

Office of School Choice Programs and Services

**JOINT EXERCISE OF POWERS AGREEMENT
FOR THE
NORTHWEST SUBURBAN DESEGREGATION DISTRICT (NWSDD)**

This MEMORANDUM OF AGREEMENT, entered into on the dates indicated herein (below), by and between one or more of the following SCHOOL DISTRICTS: Independent School District 286 (also known as Brooklyn Center Public Schools); Independent School District 279 (also known as Osseo Area Schools); Independent School District 11 (also known as Anoka-Hennepin Public Schools); and Independent School District 14 (also known as Fridley Public Schools); hereinafter referred to collectively as "the Members" and individually as "Member."

WITNESSETH THAT:

WHEREAS, the members are organized for the purpose of providing public school education for persons within their geographical boundaries; and

WHEREAS, each of the members is interested in cooperating with other members in organizing, establishing, financing, maintaining and operating jointly one or more cooperative Interdistrict Education Program(s) upon a site or sites to be selected; and

WHEREAS, the members are eligible to organize a JOINT Board of school districts pursuant to Minnesota Statute Section 471.59 and other applicable statutes for such purposes.

NOW THEREFORE, for and in consideration of the mutual covenants and promises herein contained, the Members do hereby agree as follows:

I. NAME

The name of the Joint Board of school districts hereby established shall be the Northwest Suburban Desegregation District (hereinafter referred to as "NWSDD").

II. PURPOSE

- A. The purpose of this Agreement is to establish a governing organization through which the Members may jointly and cooperatively establish educational programming at one or more sites located within the boundaries of the four school districts. The educational programming established shall include comprehensive performance-oriented curricula and instruction, and may include, but shall not necessarily be limited to, early childhood education, elementary education, secondary education, adult learning, extended day/extended year learning opportunities, child care, parent education, and community outreach.
- B. The organization's purpose shall be accomplished through a management and/or service contract(s) or employee contract(s),
- C. The educational programs established shall be evaluated periodically, using an evaluation model established at the onset of programs.
- D. Participation in any and all educational programs shall be on a voluntary basis for students, families, and community members.

III. BOARD OF TRUSTEES

- A. The NWSDD shall be governed by a Board of Trustees with each participating Member District appointing three representatives to serve a one-year term. Each member district School Board will appoint three Trustees: a School Board member, a superintendent or designee, and a community member. The community member will also serve on the Multidistrict Desegregation Council, this Council to serve as an ongoing advisory committee to the Board of Trustees and the Director of the Northwest Suburban Desegregation District.
- B. Each Trustee will have one vote. A majority of the Trustees entitled to vote, with at least one Trustee from each member District, shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees.
- C. There shall be no voting by proxy.
- D. Trustees shall be appointed to serve until their successors are appointed and qualified.
- E. When the governing body of a party appoints a Trustee, it shall give notice of such appointment to the NWSDD in writing.
- F. Any Trustee shall serve at the pleasure of the member district School Board.

IV. POWERS AND DUTIES OF BOARD

- A. The Board of Trustees shall have the authority to exercise any power and take any action which any or each of the Members are by law authorized to exercise in implementing the purpose of part II-A. The Board shall have the authority to function as an entity separate and apart from any of the Members and generally to act for the Members in furtherance of their joint interest and intentions here under.
- B. At its first meeting, the Board shall elect a Chair, Vice Chair, Secretary and Treasurer, who shall serve until the first Annual Meeting of the Board. At the Annual Meeting, the Board shall elect an Executive Committee, which shall include such officers designated above. The Executive Committee shall conduct the business of the Board between meetings. No Member District shall have more than one representative serving on the Executive Committee.
- C. The Board of Trustees shall take such action as it deems necessary and proper to accomplish the purposes of NWSDD, or any other action necessary and incidental to the implementation of said purpose or action. Any of the stated activities may be accomplished by entering into contracts, leases or agreements with a Member District or others, whenever the Board of Trustees shall deem such action to be advisable.

The Board of Trustees may solicit and accept gifts, apply for and use grants of money or other property from the state or any other organization, and may enter into agreements required in connection therewith, to further the stated purpose of NWSDD.
- D. The Board of Trustees shall adopt policies, regulations and an annual budget for the conduct of NWSDD, and shall otherwise manage, supervise and control all activities of NWSDD commensurate with the Members' legal obligations and the current Interdistrict Desegregation Plan and budget as approved by all member District boards and the Department of Children, Families and Learning. Dollars designated from individual member Districts for the Interdistrict Desegregation Plan shall be transferred on an annual basis to a centralized fiscal agency approved by the Joint Powers Board.

- E. Pursuant to Minnesota Statute §466.07 and other applicable laws, no Member shall have individual liability for the debts and obligations of the Board. To the extent permitted by law, NWSDD shall indemnify, defend and hold harmless each Trustee and Officer from and against any claim, demand or cause of action to which such Trustee and Officer may be made party by reason of being connected with this enterprise. The Board of Trustees may purchase and maintain insurance therefore.

V. ADDITION/DELETION OF MEMBERS

- A. Other independent school districts, not signatory hereto, may become Members of the NWSDD Board of Trustees hereafter upon executing this Agreement and amendments thereto, if any. A certified copy of such resolution shall be furnished to the Chair of the NWSDD Board, whereupon such school district shall be deemed to be a Member.
- B. Any Member may withdraw from the NWSDD Board and cause representatives to cease function in such capacity upon written notice given to the chair of the NWSDD Board, subject to compliance with the Minnesota Desegregation Rule. Such notice will be accompanied by a certified copy of an appropriate resolution of the individual Member's School Board, authorizing and directing such withdrawal from the NWSDD Board. Any such withdrawal shall be effective at the end of the school year, but such withdrawal shall not affect any member liability for indebtedness of the NWSDD Board to that date.

VI. AMENDMENTS/MODIFICATIONS

- A. This Agreement may be amended by an instrument executed by the parties hereto. The proposed amendment shall be recommended by the Executive Committee and notice of the proposed amendment and copies thereof shall be sent by mail to each Member of the NWSDD Board not less than sixty (60) days before the proposed effective date of such amendment. The proposed amendment shall not become effective until it has been executed by all Members.

VII. COMMENCEMENT/DISSOLUTION

- A. The Board shall be deemed to be in existence from the date when not less than two of the eligible School Districts named herein above shall have executed this Agreement.
- B. The NWSDD Board shall continue in existence until two-thirds of its members vote for dissolution at an Annual Meeting or special meeting called for the purpose of considering dissolution.
- C. Upon dissolution of the Board, all of its property remaining after payment or reservation for debts and liabilities shall be divided among all school districts which have been Members of the NWSDD Board, or among the Members of the NWSDD Board at the time of such dissolution, as a majority of the Members may determine at their discretion.

Created: 2/09/01
Amended: 11/01/01

IN WITNESS WHEREOF, the parties have caused this instrument to be executed on the dates appearing herein below.

INDEPENDENT SCHOOL DISTRICT 286 (BROOKLYN CENTER PUBLIC SCHOOLS)

Antoinette F. Johnson
Superintendent

Gary Thielow
School Board Representative

Date Signed 3/23/01

Date Signed 3/26/01

INDEPENDENT SCHOOL DISTRICT 279 (OSSEO AREA SCHOOLS)

Tom C. Peterson
Superintendent

Judith Peterson
School Board Representative

Date Signed 3/9/01

Date Signed 3/20/01

INDEPENDENT SCHOOL DISTRICT 14 (FRIDLEY PUBLIC SCHOOLS)

Stephen E. Hill
Superintendent

[Signature]
School Board Representative

Date Signed 2-14-01

Date Signed 2-28-01

INDEPENDENT SCHOOL DISTRICT 11 (ANOKA-HENNEPIN SCHOOL DISTRICT)

John M. Swearing
Superintendent

[Signature]
School Board Representative

Date Signed 3/5/01

Date Signed 3/7/01

Revised 2/09/01

**FIRST AMENDMENT TO
NORTHWEST SUBURBAN DESEGREGATION DISTRICT
JOINT POWERS AGREEMENT**

This Amendment amends that Joint Powers Agreement dated 2-9-01, 2001. The Joint Powers Agreement is amended as follows:

1. The title of the Agreement is amended to read:

JOINT EXERCISE OF POWERS AGREEMENT FOR
THE NORTHWEST SUBURBAN INTEGRATION
DISTRICT NWSID

2. The introductory paragraph of the Agreement is amended to read:

This MENORANDUM OF AGREEMENT, is entered into on the dates indicated herein (below), by and between the following SCHOOL DISTRICTS:
Independent School District 286 (also known as Brooklyn Center Public Schools);
Independent School District 279 (also known as Osseo Area Schools);
Independent School District 11 (also known as Anoka-Hennepin Public Schools);
Independent School District 14 (also known as Fridley Public Schools); Independent School District 728 (also known as Elk River Public Schools); Independent School District 877 (also known as Buffalo Public Schools); and Independent School District 883 (also known as Rockford Public Schools); hereinafter referred to collectively as "the Members" and individually as "Member."

3. Article 1 (A) is amended to read:

The name of the Joint Board of school districts hereby established shall be the Northwest Suburban Integration District (hereinafter referred to as "NWSID").

4. Articles III (A), III (E), IV(C), IV (D), IV (E), V (A), V (B), VI (A), VII (B), and VII (C) are amended as follows:

The term "NWSDD" is replaced by the term "NWSID".

5. Article III (A) is amended to read:

The ... and the Director of the Northwest Suburban Integration District.

INDEPENDENT SCHOOL DISTRICT 279 (OSSEO AREA SCHOOLS)



Superintendent

Date Signed 11/7/01


School Board Representative

Date Signed 11/7/01

INDEPENDENT SCHOOL DISTRICT 877 (BUFFALO PUBLIC SCHOOLS)

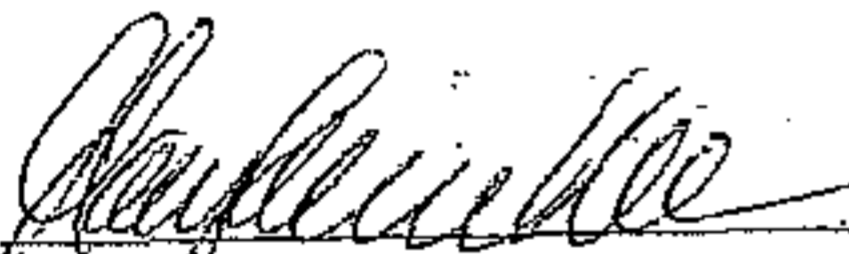

Superintendent

Date signed 11/12/01


School Board Representative

Date Signed 11/12/01

INDEPENDENT SCHOOL DISTRICT 14 (FRIDLEY PUBLIC SCHOOLS)



Superintendent

Date Signed 11/20/2001


School Board Representative

Date Signed 11/20/2001

INDEPENDENT SCHOOL DISTRICT 833 (ROCKFORD PUBLIC SCHOOLS)


Superintendent

Date Signed 11/19/01


School Board Representative

Date Signed 11-19-01

FIRST AMENDMENT TO
NORTHWEST SUBURBAN DESEGREGATION DISTRICT
JOINT POWERS AGREEMENT

INDEPENDENT SCHOOL DISTRICT 286 (BROOKLYN CENTER PUBLIC SCHOOLS)

Antoinette Johns
Superintendent

Date Signed 11/14/01

Joanna Goddard
School Board Representative

Date Signed 11/13/01

INDEPENDENT SCHOOL DISTRICT 728 (ELK RIVER PUBLIC SCHOOLS)

Alan Jensen
Superintendent

Date Signed 12-17-2001

Paul A. Statz
School Board Representative

Date Signed 12-20-01

INDEPENDENT SCHOOL DISTRICT 11 (ANOKA-HENNEPIN SCHOOL DISTRICT)

John M. Siewel
Superintendent

Date Signed 12/12/01

Scott D. Wengel
School Board Representative

Date Signed 12/12/01

Table #1: Enrollment Data—LEA-Level

Actual Enrollment—October 1, 2006 (Current School Year)						Projected Enrollment—October 1, 2007 (Year 1 of Project)						Projected Enrollment—October 1, 2008 (Year 2 of Project)						Projected Enrollment—October 1, 2009 (Year 3 of Project)					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K	1595	25.51%	4657	74.49%	6252	K	1518	24.58%	4658	75.42%	6176	K	1532	23.82%	4899	76.18%	6431	K	1503	22.70%	5119	77.30%	6622
1	1640	26.56%	4535	73.44%	6175	1	1598	25.55%	4656	74.45%	6254	1	1558	24.08%	4911	75.92%	6469	1	1568	23.50%	5105	76.50%	6673
2	1515	23.90%	4823	76.10%	6338	2	1619	26.08%	4588	73.92%	6207	2	1614	25.04%	4831	74.96%	6445	2	1578	23.79%	5055	76.21%	6633
3	1485	24.60%	4552	75.40%	6037	3	1535	23.77%	4924	76.23%	6459	3	1650	25.60%	4796	74.40%	6446	3	1646	24.85%	4976	75.14%	6622
4	1550	24.87%	4683	75.13%	6233	4	1544	25.15%	4595	74.85%	6139	4	1553	23.48%	5060	76.52%	6613	4	1659	25.36%	4883	74.64%	6542
5	1510	23.96%	4791	76.04%	6301	5	1568	24.75%	4768	75.25%	6336	5	1562	24.51%	4810	75.49%	6372	5	1583	23.61%	5121	76.39%	6704
6	1529	24.10%	4816	75.90%	6345	6	1534	23.78%	4916	76.22%	6450	6	1584	24.26%	4946	75.74%	6530	6	1580	24.14%	4964	75.86%	6544
7	1631	24.13%	5129	75.87%	6760	7	1554	23.75%	4989	76.25%	6543	7	1559	23.42%	5098	76.58%	6657	7	1606	24.01%	5082	75.99%	6688
8	1550	22.67%	5287	77.33%	6837	8	1635	23.83%	5225	76.17%	6860	8	1570	23.42%	5133	76.58%	6703	8	1576	23.73%	5066	76.27%	6642
9	1555	22.28%	5425	77.72%	6980	9	1567	22.60%	5367	77.40%	6934	9	1651	23.55%	5359	76.45%	7010	9	1593	23.65%	5140	76.34%	6733
10	1495	21.23%	5548	78.77%	7043	10	1561	22.14%	5491	77.86%	7052	10	1586	22.43%	5486	77.57%	7072	10	1675	24.26%	5230	75.74%	6905
11	1444	20.36%	5648	79.64%	7092	11	1503	21.28%	5559	78.72%	7062	11	1576	21.92%	5613	78.08%	7189	11	1610	23.08%	5365	76.92%	6975
12	1418	19.48%	5862	80.52%	7280	12	1495	20.73%	5718	79.27%	7213	12	1559	21.51%	5689	78.49%	7248	12	1634	22.62%	5591	77.38%	7225
Tot	19917	23.25%	65756	76.75%	85673	Tot	20231	23.61%	65454	76.39%	85685	Tot	20554	23.58%	66631	76.42%	87185	Tot	20611	23.78%	66697	76.22%	87508

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

District Name	First School Year as a Magnet School	First Schol Year as a Magnet School
Northwest Suburban Integration School		
District		

X

Check here if all of the magnet schools included in the project are schools that are implementing a magnet program for the first time.

Table #1: Enrollment Data— LEA-Level

Actual Enrollment—October 1, 2006 (Current School Year)						Projected Enrollment—October 1, 2007 (Year 1 of Project)						Projected Enrollment—October 1, 2008 (Year 2 of Project)						Projected Enrollment—October 1, 2009 (Year 3 of Project)					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K	546	20.06%	2176	79.94%	2722	K	541	19.96%	2169	80.04%	2710	K	549	19.59%	2254	80.41%	2803	K	553	18.82%	2386	81.18%	2939
1	568	20.91%	2149	79.09%	2717	1	538	19.77%	2183	80.23%	2721	1	544	18.99%	2320	81.01%	2864	1	560	18.76%	2381	81.24%	2941
2	524	18.28%	2343	81.72%	2867	2	569	20.92%	2151	79.08%	2720	2	542	18.87%	2330	81.13%	2872	2	543	18.62%	2373	81.38%	2916
3	541	19.47%	2237	80.53%	2778	3	517	17.75%	2395	82.25%	2912	3	574	20.01%	2295	79.99%	2869	3	542	18.56%	2378	81.44%	2920
4	567	19.31%	2370	80.69%	2937	4	541	19.48%	2236	80.52%	2777	4	519	17.23%	2494	82.77%	3013	4	570	19.53%	2349	80.47%	2919
5	569	18.55%	2455	81.45%	3024	5	563	18.89%	2417	81.11%	2980	5	538	18.27%	2407	81.73%	2945	5	520	16.96%	2542	83.02%	3062
6	569	18.30%	2495	81.70%	3064	6	560	18.27%	2505	81.73%	3065	6	565	18.34%	2515	81.66%	3080	6	539	18.12%	2435	81.88%	2974
7	597	18.39%	2649	81.61%	3246	7	567	18.00%	2538	82.00%	3095	7	564	17.81%	2603	82.19%	3167	7	565	18.05%	2566	81.95%	3131
8	625	18.97%	2669	81.03%	3294	8	590	17.99%	2690	82.01%	3280	8	555	17.38%	2639	82.62%	3194	8	566	18.15%	2553	81.85%	3119
9	601	17.60%	2813	82.40%	3414	9	626	18.76%	2711	81.24%	3337	9	590	17.45%	2791	82.55%	3381	9	561	17.80%	2590	82.20%	3151
10	572	16.72%	2850	83.28%	3422	10	589	17.20%	2836	82.80%	3425	10	624	18.17%	2810	81.83%	3434	10	599	18.20%	2693	81.80%	3292
11	574	16.43%	2919	83.57%	3493	11	567	16.35%	2850	83.65%	3417	11	587	16.65%	2938	83.35%	3525	11	630	19.13%	2663	80.87%	3293
12	597	16.14%	3102	83.86%	3699	12	545	15.94%	2873	84.06%	3418	12	558	16.14%	2899	83.86%	3457	12	595	17.59%	2787	82.41%	3382
Tot	7430	18.27%	33227	81.73%	40657	Tot	7293	18.30%	32554	81.70%	39847	Tot	7309	18.00%	33295	82.00%	40604	Tot	7333	18.32%	32696	81.68%	40029

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

District Name	First School Year as a Magnet School	First Schol Year as a Magnet School
Anoka-Hennepin School District		

Check here if all of the magnet schools included in the project are schools that are implementing a magnet program for the first time.

Table #1: Enrollment Data— LEA-Level

Actual Enrollment - October 1, 2006 (Current School Year)						Projected Enrollment - October 1, 2007 (Year 1 of Project)						Projected Enrollment - October 1, 2008 (Year 2 of Project)						Projected Enrollment - October 1, 2009 (Year 3 of Project)					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K	100	63.69%	57	36.31%	157	K	105	61.76%	65	38.24%	170	K	96	57.83%	70	42.17%	166	K	95	61.29%	60	38.71%	155
1	115	76.67%	35	23.33%	150	1	104	63.41%	60	36.59%	164	1	105	60.00%	70	40.00%	175	1	96	57.49%	71	42.51%	167
2	99	70.71%	41	29.29%	140	2	119	74.84%	40	25.16%	159	2	104	61.54%	65	38.46%	169	2	105	59.32%	72	40.68%	177
3	100	70.42%	42	29.58%	142	3	100	68.97%	45	31.03%	145	3	118	72.84%	44	27.16%	162	3	104	61.18%	66	38.82%	170
4	80	69.57%	35	30.43%	115	4	101	70.14%	43	29.86%	144	4	100	66.67%	50	33.33%	150	4	117	72.22%	45	27.78%	162
5	105	78.36%	29	21.64%	134	5	85	68.00%	40	32.00%	125	5	100	66.23%	51	33.77%	151	5	100	65.36%	53	34.64%	153
6	97	80.83%	23	19.17%	120	6	106	76.26%	33	23.74%	139	6	85	62.96%	50	37.04%	135	6	99	65.56%	52	34.44%	151
7	94	78.33%	26	21.67%	120	7	101	77.10%	30	22.90%	131	7	107	72.30%	41	27.70%	148	7	85	58.62%	60	41.38%	145
8	85	70.25%	36	29.75%	121	8	98	73.13%	36	26.87%	134	8	102	71.33%	41	28.67%	143	8	107	66.88%	53	33.13%	160
9	106	72.60%	40	27.40%	146	9	86	66.67%	43	33.33%	129	9	99	68.28%	46	31.72%	145	9	102	67.11%	50	32.89%	152
10	88	68.22%	41	31.78%	129	10	107	68.15%	50	31.85%	157	10	88	61.97%	54	38.03%	142	10	98	63.06%	46	31.94%	144
11	71	65.14%	38	34.86%	109	11	92	62.16%	56	37.84%	148	11	105	62.87%	62	37.13%	167	11	87	58.00%	63	42.00%	150
12	80	70.80%	33	29.20%	113	12	80	61.54%	50	38.46%	130	12	89	57.05%	67	42.95%	156	12	100	57.14%	75	42.86%	175
Tot	1220	71.93%	476	28.07%	1696	Tot	1284	68.48%	591	31.52%	1875	Total	1298	64.61%	711	35.39%	2009	Tot	1295	62.83%	766	37.17%	2061

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

District Name	First School Year as a Magnet School	First Schol Year as a Magnet School
Brooklyn Center School District	Brooklyn Center Jr./Sr. High	2007

Check here if all of the magnet schools included in the project are schools that are implementing a magnet program for the first time.

Table #1: Enrollment Data— LEA-Level

Actual Enrollment—October 1, 2006 (Current School Year)						Projected Enrollment—October 1, 2007 (Year 1 of Project)						Projected Enrollment—October 1, 2008 (Year 2 of Project)						Projected Enrollment—October 1, 2009 (Year 3 of Project)					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K	31	6.28%	463	93.72%	494	K	33	7.05%	455	92.95%	468	K	44	8.00%	506	92.00%	550	K	48	9.02%	484	90.98%	532
1	23	5.58%	389	94.42%	412	1	30	7.04%	396	92.96%	426	1	38	7.97%	439	92.03%	477	1	49	9.06%	492	90.94%	541
2	25	5.66%	417	94.34%	442	2	30	7.08%	394	92.92%	424	2	34	7.93%	395	92.07%	429	2	51	9.06%	512	90.94%	563
3	18	4.76%	360	95.24%	378	3	31	6.94%	416	93.06%	447	3	35	8.06%	399	91.94%	434	3	44	8.94%	443	91.06%	492
4	26	6.77%	358	93.23%	384	4	24	6.05%	373	93.95%	397	4	37	8.08%	421	91.92%	458	4	41	9.11%	409	90.89%	450
5	29	6.95%	388	93.05%	417	5	31	7.95%	359	92.05%	390	5	28	7.05%	369	92.95%	397	5	40	8.97%	406	91.03%	446
6	25	6.44%	363	93.56%	388	6	35	8.05%	400	91.95%	435	6	38	9.11%	379	90.89%	417	6	39	7.99%	449	92.01%	488
7	33	7.35%	416	92.65%	449	7	29	6.97%	387	93.03%	416	7	40	8.93%	408	91.07%	448	7	44	10.09%	392	89.91%	436
8	27	5.87%	433	94.13%	460	8	37	7.91%	431	92.09%	468	8	34	7.98%	392	92.02%	426	8	44	10.02%	395	89.98%	439
9	31	7.40%	388	92.60%	419	9	34	7.02%	450	92.98%	484	9	44	8.92%	449	91.08%	493	9	43	8.90%	440	91.10%	483
10	23	5.29%	412	94.71%	435	10	35	8.05%	400	91.95%	435	10	39	8.07%	444	91.93%	483	10	45	10.00%	405	90.00%	450
11	27	6.09%	416	93.91%	443	11	25	5.92%	397	94.08%	422	11	39	9.09%	390	90.91%	429	11	44	9.07%	441	90.93%	485
12	20	4.54%	421	95.46%	441	12	31	7.11%	405	92.89%	436	12	29	7.04%	383	92.96%	412	12	47	10.09%	419	89.91%	466
Tot	338	6.08%	5224	93.92%	5562	Tot	405	7.17%	5243	92.83%	5648	Tot	479	8.18%	5374	91.82%	5853	Tot	579	9.23%	5692	90.77%	6271

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

District Name	First School Year as a Magnet School	First Schol Year as a Magnet School
Buffalo-Hanover-Montrose School District		

Check here if all of the magnet schools included in the project are schools that are implementing a magnet program for the first time.

Table #1: Enrollment Data—LEA-Level

Actual Enrollment—October 1, 2006 (Current School Year)						Actual Enrollment—October 1, 2007 (Year 1 of Project)						Actual Enrollment—October 1, 2008 (Year 2 of Project)						Actual Enrollment—October 1, 2009 (Year 3 of Project)					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K	57	6.19%	864	93.81%	921	K	65	6.69%	907	93.31%	972	K	71	6.93%	953	93.07%	1024	K	72	6.70%	1009	93.30%	1081
1	60	6.31%	891	93.69%	951	1	68	6.90%	918	93.10%	986	1	72	6.93%	967	93.07%	1039	1	76	7.00%	1011	93.00%	1087
2	60	6.62%	847	93.38%	907	2	68	6.92%	914	93.08%	982	2	76	7.47%	941	92.53%	1017	2	79	7.40%	983	92.60%	1062
3	65	7.03%	860	92.97%	925	3	70	7.38%	878	92.62%	948	3	76	7.39%	953	92.61%	1029	3	83	7.90%	968	92.10%	1051
4	82	9.12%	817	90.88%	899	4	72	7.50%	888	92.50%	960	4	78	7.94%	904	92.06%	982	4	83	7.90%	973	92.10%	1056
5	63	7.37%	792	92.63%	855	5	91	9.73%	844	90.27%	935	5	80	8.02%	918	91.98%	998	5	95	9.40%	916	90.60%	1011
6	64	7.34%	808	92.66%	872	6	71	7.84%	835	92.16%	906	6	98	9.89%	893	90.11%	991	6	87	8.30%	962	91.70%	1049
7	70	7.67%	843	92.33%	913	7	73	7.59%	889	92.41%	962	7	78	8.04%	892	91.96%	970	7	105	10.00%	944	90.00%	1049
8	75	8.00%	862	92.00%	937	8	79	8.29%	874	91.71%	953	8	81	8.17%	911	91.83%	992	8	85	8.60%	906	91.40%	991
9	73	8.18%	819	91.82%	892	9	82	8.64%	867	91.36%	949	9	87	9.02%	877	90.98%	964	9	88	8.80%	910	91.20%	998
10	74	7.93%	859	92.07%	933	10	82	9.05%	824	90.95%	906	10	89	9.27%	871	90.73%	960	10	94	9.70%	880	90.30%	974
11	62	6.89%	838	93.11%	900	11	84	8.84%	866	91.16%	950	11	90	9.76%	832	90.24%	922	11	96	9.80%	881	90.20%	977
12	55	6.12%	843	93.88%	898	12	67	7.30%	851	92.70%	918	12	91	9.43%	874	90.57%	965	12	92	9.90%	841	90.10%	933
Tot	860	7.29%	10943	92.71%	11803	Tot	972	7.89%	11355	92.11%	12327	Tot	1067	8.30%	11786	91.70%	12853	Tot	1135	8.50%	12184	91.50%	13319

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

District Name	First School Year as a Magnet School	First School Year as a Magnet School
Elk River Area School District		

Check here if all of the magnet schools included in the project are schools that are implementing a magnet program for the first time.

Table #1: Enrollment Data— LEA-Level

Actual Enrollment—October 1, 2006 (Current School Year)						Actual Enrollment—October 1, 2007 (Year 1 of Project)						Actual Enrollment—October 1, 2008 (Year 2 of Project)						Actual Enrollment—October 1, 2009 (Year 3 of Project)					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K	84	38.18%	136	61.82%	220	K	85	42.50%	115	57.50%	200	K	85	42.50%	115	57.50%	200	K	85	42.50%	115	57.50%	200
1	80	45.71%	95	54.29%	175	1	85	38.46%	136	61.54%	221	1	85	42.50%	115	57.50%	200	1	85	42.50%	115	57.50%	200
2	77	38.50%	123	61.50%	200	2	78	44.83%	96	55.17%	174	2	85	38.46%	136	61.54%	221	2	85	42.50%	115	57.50%	200
3	59	35.98%	105	64.02%	164	3	78	38.81%	123	61.19%	201	3	78	44.83%	96	55.17%	174	3	85	38.46%	136	61.54%	221
4	54	35.29%	99	64.71%	153	4	59	35.76%	106	64.24%	165	4	78	38.81%	123	61.19%	201	4	78	44.83%	96	55.17%	174
5	64	40.25%	95	59.75%	159	5	54	35.06%	100	64.94%	154	5	59	35.76%	106	64.24%	165	5	78	38.81%	123	61.19%	201
6	71	37.77%	117	62.23%	188	6	66	40.99%	95	59.01%	161	6	54	35.06%	100	64.94%	154	6	59	35.76%	106	64.24%	165
7	84	38.01%	137	61.99%	221	7	71	37.37%	119	62.63%	190	7	66	40.99%	95	59.01%	161	7	54	35.06%	100	64.94%	154
8	80	35.87%	143	64.13%	223	8	82	37.44%	137	62.56%	219	8	71	37.37%	119	62.63%	190	8	66	40.99%	95	59.01%	161
9	85	34.00%	165	66.00%	250	9	78	35.62%	141	64.38%	219	9	82	37.44%	137	62.56%	219	9	71	37.37%	119	62.63%	190
10	68	29.06%	166	70.94%	234	10	82	34.02%	159	65.98%	241	10	78	35.62%	141	64.38%	219	10	82	37.44%	137	62.56%	219
11	67	29.26%	162	70.74%	229	11	60	27.40%	159	72.60%	219	11	82	34.02%	159	65.98%	241	11	78	35.62%	141	64.38%	219
12	77	32.91%	157	67.09%	234	12	58	28.43%	146	71.57%	204	12	60	27.40%	159	72.60%	219	12	82	34.02%	159	65.98%	241
Tot	950	35.85%	1700	64.15%	2650	Tot	936	36.45%	1632	63.55%	2568	Tot	963	37.56%	1601	62.44%	2564	Tot	968	38.82%	1557	61.18%	2545

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

District Name	First School Year as a Magnet School	First School Year as a Magnet School
Fridley School District	Fridley High School	2007

Check here if all of the magnet schools included in the project are schools that are implementing a magnet program for the first time.

Table #1: Enrollment Data—LEA-Level

Actual Enrollment—October 1, 2006 (Current School Year)						Projected Enrollment—October 1, 2007 (Year 1 of Project)					Projected Enrollment—October 1, 2008 (Year 2 of Project)					Projected Enrollment—October 1, 2009 (Year 3 of Project)							
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K	768	47.15%	861	52.85%	1629	K	681	44.02%	866	55.98%	1547	K	679	43.00%	900	57.00%	1579	K	642	39.98%	964	60.02%	1606
1	784	47.49%	867	52.51%	1651	1	765	47.02%	862	52.98%	1627	1	706	43.99%	899	56.01%	1605	1	704	42.98%	934	57.02%	1638
2	718	43.28%	941	56.72%	1659	2	745	45.73%	884	54.27%	1629	2	765	46.99%	863	53.01%	1628	2	707	44.02%	899	55.98%	1606
3	693	45.23%	839	54.77%	1532	3	727	43.25%	954	56.75%	1681	3	759	45.75%	900	54.25%	1659	3	780	47.02%	879	52.98%	1659
4	735	45.15%	893	54.85%	1628	4	738	46.77%	840	53.23%	1578	4	729	43.29%	955	56.71%	1684	4	760	45.73%	902	54.27%	1662
5	681	42.70%	914	57.30%	1595	5	738	45.14%	897	54.86%	1635	5	748	46.81%	850	53.19%	1598	5	738	43.26%	968	56.74%	1706
6	703	43.75%	904	56.25%	1607	6	687	42.49%	960	57.51%	1647	6	738	45.11%	898	54.89%	1636	6	748	46.78%	851	53.22%	1599
7	743	43.83%	952	56.17%	1695	7	713	43.69%	919	56.31%	1632	7	695	42.48%	941	57.52%	1636	7	747	45.11%	909	54.89%	1656
8	654	38.91%	1027	61.09%	1681	8	739	43.73%	951	56.27%	1690	8	717	43.69%	924	56.31%	1641	8	699	42.49%	946	57.51%	1645
9	652	37.41%	1091	62.59%	1743	9	657	38.81%	1036	61.19%	1693	9	739	43.68%	953	56.32%	1692	9	718	43.73%	924	56.27%	1642
10	664	37.81%	1092	62.19%	1756	10	659	37.19%	1113	62.81%	1772	10	664	38.81%	1047	61.19%	1711	10	747	43.68%	963	56.32%	1710
11	635	35.92%	1133	64.08%	1768	11	679	38.12%	1102	61.88%	1781	11	666	37.23%	1123	62.77%	1789	11	671	38.83%	1057	61.17%	1728
12	579	32.97%	1177	67.03%	1756	12	702	35.87%	1255	64.13%	1957	12	726	38.13%	1178	61.87%	1904	12	711	37.19%	1201	62.81%	1912
Tot	9009	41.52%	12691	58.48%	21700	Tot	9230	42.26%	12609	57.74%	21839	Tot	9331	42.88%	12431	57.12%	21762	Tot	9372	43.05%	12397	56.95%	21769

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

District Name	First School Year as a Magnet School	First School Year as a Magnet School
Osseo School District	Park Center Senior High	2007

Check here if all of the magnet schools included in the project are schools that are implementing a magnet program for the first time.

Table #1: Enrollment Data— LEA-Level

Actual Enrollment—October 1, 2006 (Current School Year)						Projected Enrollment—October 1, 2007 (Year 1 of Project)						Projected Enrollment—October 1, 2008 (Year 2 of Project)						Projected Enrollment—October 1, 2009 (Year 3 of Project)					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K	9	8.26%	100	91.74%	109	K	8	7.34%	101	92.66%	109	K	8	7.34%	101	92.66%	109	K	8	7.34%	101	92.66%	109
1	10	8.40%	109	91.60%	119	1	8	7.34%	101	92.66%	109	1	8	7.34%	101	92.66%	109	1	8	7.34%	101	92.66%	109
2	12	9.76%	111	90.24%	123	2	10	8.40%	109	91.60%	119	2	8	7.34%	101	92.66%	109	2	8	7.34%	101	92.66%	109
3	9	7.63%	109	92.37%	118	3	12	9.60%	113	90.40%	125	3	10	8.40%	109	91.60%	119	3	8	7.34%	101	92.66%	109
4	6	5.13%	111	94.87%	117	4	9	7.63%	109	92.37%	118	4	12	9.60%	113	90.40%	125	4	10	8.40%	109	91.60%	119
5	9	7.09%	118	92.91%	127	5	6	5.13%	111	94.87%	117	5	9	7.63%	109	92.37%	118	5	12	9.60%	113	90.40%	125
6	10	8.62%	106	91.38%	116	6	9	7.09%	118	92.91%	127	6	6	5.13%	111	94.87%	117	6	9	7.63%	109	92.37%	118
7	10	8.62%	106	91.38%	116	7	10	8.55%	107	91.45%	117	7	9	7.09%	118	92.91%	127	7	6	5.13%	111	94.87%	117
8	4	3.31%	117	96.69%	121	8	10	8.62%	106	91.38%	116	8	10	8.55%	107	91.45%	117	8	9	7.09%	118	92.91%	127
9	7	6.03%	109	93.97%	116	9	4	3.25%	119	96.75%	123	9	10	8.62%	106	91.38%	116	9	10	8.55%	107	91.45%	117
10	6	4.48%	128	95.52%	134	10	7	6.03%	109	93.97%	116	10	4	3.25%	119	96.75%	123	10	10	8.62%	106	91.38%	116
11	8	5.33%	142	94.67%	150	11	6	4.44%	129	95.56%	135	11	7	6.03%	109	93.97%	116	11	4	3.25%	119	96.75%	123
12	10	7.19%	129	92.81%	139	12	12	8.00%	138	92.00%	150	12	6	4.44%	129	95.56%	135	12	7	6.03%	109	93.97%	116
Tot	110	6.85%	1495	93.15%	1605	Tot	111	7.02%	1470	92.98%	1581	Tot	107	6.95%	1433	93.05%	1540	Tot	109	7.20%	1405	92.80%	1514

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

District Name	First School Year as a Magnet School	First Schol Year as a Magnet School
RockfordArea School District		

Check here if all of the magnet schools included in the project are schools that are implementing a magnet program for the first time.

Table #3: Enrollment Data—Magnet School

Magnet School: Brooklyn Center Jr./Sr. High School/Brooklyn Center district																							
Actual Enrollment - October 1, 2006						Projected Enrollment - October 1, 2007						Projected Enrollment - October 1, 2008						Projected Enrollment - October 1, 2009					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K																							
1																							
2																							
3																							
4																							
5																							
6																							
7	94	78.33%	26	21.67%	120	7	101	77.10%	30	22.90%	131	7	107	72.30%	41	27.70%	148	7	85	58.62%	60	41.38%	145
8	84	70.00%	36	30.00%	120	8	98	73.13%	36	26.87%	134	8	102	71.33%	41	28.67%	143	8	107	66.88%	53	33.13%	160
9	106	72.60%	40	27.40%	146	9	86	66.67%	43	33.33%	129	9	99	68.28%	46	31.72%	145	9	102	67.11%	50	32.89%	152
10	88	68.22%	41	31.78%	129	10	107	68.15%	50	31.85%	157	10	88	61.97%	54	38.03%	142	10	98	68.06%	46	31.94%	144
11	71	65.14%	38	34.86%	109	11	92	62.16%	56	37.84%	148	11	105	62.87%	62	37.13%	167	11	87	58.00%	63	42.00%	150
12	80	70.80%	33	29.20%	113	12	80	61.54%	50	38.46%	130	12	89	57.05%	67	42.95%	156	12	100	57.14%	75	42.86%	175
Total	523	70.96%	214	29.04%	737	Total	564	68.03%	265	31.97%	829	Total	590	65.48%	311	34.52%	901	Total	579	62.53%	347	37.47%	926

- 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 Actual 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.

Table #3: Enrollment Data—Magnet School

Magnet School: Fridley High School/Fridley School District

Actual Enrollment - October 1, 2006						Projected Enrollment - October 1, 2007						Projected Enrollment - October 1, 2008						Projected Enrollment - October 1, 2009						
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	
K																								
1																								
2																								
3																								
4																								
5																								
6																								
7																								
8																								
9	83	34.30%	159	65.70%	242	9	78	35.62%	141	64.38%	219	9	103	42.92%	137	57.08%	240	9	135	53.15%	119	46.85%	254	
10	59	27.31%	157	72.69%	216	10	82	34.02%	159	65.98%	241	10	78	35.62%	141	64.38%	219	10	103	42.92%	137	57.08%	240	
11	60	29.13%	146	70.87%	206	11	60	27.40%	159	72.60%	219	11	82	34.02%	159	65.98%	241	11	78	35.62%	141	64.38%	219	
12	46	27.06%	124	72.94%	170	12	58	28.43%	146	71.57%	204	12	60	27.40%	159	72.60%	219	12	82	34.02%	159	65.98%	241	
Total	248	29.74%	586	70.26%	834	Total	278	31.48%	605	68.52%	883	Total	323	35.15%	596	64.85%	919	Total	393	41.72%	556	58.28%	954	

- 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 Actual 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.

Table #3: Enrollment Data—Magnet School

Magnet School: Park Center High School/Osseo School District																							
Actual Enrollment - October 1, 2006						Projected Enrollment - October 1, 2007						Projected Enrollment - October 1, 2008						Projected Enrollment - October 1, 2009					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
K																							
1																							
2																							
3																							
4																							
5																							
6																							
7																							
8																							
9																							
10	410	71.30%	165	28.70%	575	10	346	61.13%	220	38.87%	566	10	365	59.25%	251	40.75%	616	10	341	58.19%	245	41.81%	586
11	353	62.37%	213	37.63%	566	11	358	68.98%	161	31.02%	519	11	323	59.70%	218	40.30%	541	11	350	59.02%	243	40.98%	593
12	295	60.57%	192	39.43%	487	12	339	62.09%	207	37.91%	546	12	328	67.49%	158	32.51%	486	12	309	59.20%	213	40.80%	522
Total	1058	64.99%	570	35.01%	1628	Total	1043	63.95%	588	36.05%	1631	Total	1016	61.84%	627	38.16%	1643	Total	1000	58.79%	701	41.21%	1701

- 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 Actual 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.

Table 4: Enrollment Data—Feeder Schools

Schools		Actual Enrollment as of October 1, (Current School Year)					Projected Enrollment as of October 1, (Year 1 of Project)					Projected Enrollment as of October (Year 2 of Project)					Projected Enrollment as of October (Year 3 of Project)									
		Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students					
Feeder	Magnet																									
School																										
Maple Grove Jr. High - O	Brooklyn Center Jr./Sr. High School	315	18.96%	1346	81.04%	1661	310	18.70%	1348	81.30%	1658	326	19.73%	1326	80.27%	1652	342	20.70%	1310	79.30%	1652					
Osseo Jr. High - O		267	20.27%	1050	79.73%	1317	266	20.27%	1046	79.73%	1312	278	21.27%	1029	78.73%	1307	291	22.26%	1016	77.74%	1307					
Coon Rapids Middle - AH		282	19.38%	1173	80.62%	1455	284	19.47%	1175	80.53%	1459	283	19.42%	1174	80.58%	1457	282	19.39%	1172	80.61%	1454					
Jackson Middle School AH		692	30.34%	1589	69.66%	2281	694	30.49%	1582	69.51%	2276	698	30.67%	1578	69.33%	2276	699	30.68%	1579	69.32%	2278					
Northdale Middle - AH		266	19.90%	1071	80.10%	1337	264	19.82%	1068	80.18%	1332	266	19.94%	1068	80.06%	1334	268	20.12%	1064	79.88%	1332					
Oak View Middle - AH		57	4.44%	1227	95.56%	1284	58	4.52%	1224	95.48%	1282	60	4.69%	1220	95.31%	1280	62	4.82%	1223	95.18%	1285					
Roosevelt Middle School - AH		216	17.41%	1025	82.59%	1241	218	17.64%	1018	82.36%	1236	218	9.75%	2017	90.25%	2235	220	17.83%	1014	82.17%	1234					
Sandburg Middle - AH		69	7.61%	838	92.39%	907	68	7.52%	836	92.48%	904	65	7.23%	834	92.77%	899	66	7.35%	832	92.65%	898					
Rogers Middle School - ER		67	7.83%	789	92.17%	856	93	9.49%	887	90.51%	980	104	9.77%	960	90.23%	1064	109	9.90%	992	90.10%	1101					
Salk Middle School - ER		40	7.16%	519	92.84%	559	51	7.94%	591	92.06%	642	54	8.29%	597	91.71%	651	57	8.46%	617	91.54%	674					
VandenBerge Middle School - ER		42	7.22%	540	92.78%	582	58	8.92%	592	91.08%	650	61	9.34%	592	90.66%	653	65	9.63%	610	90.37%	675					
Zimmerman Middle School - ER		27	5.50%	464	94.50%	491	33	5.85%	531	94.15%	564	39	6.50%	561	93.50%	600	42	6.76%	579	93.24%	621					
Buffalo Community Middle School - B		85	6.55%	1212	93.45%	1297	106	8.04%	1213	91.96%	1319	116	8.99%	1175	91.01%	1291	131	9.99%	1180	90.01%	1311					
Rockford Middle School - R		24	6.80%	329	93.20%	353	29	8.06%	331	91.94%	360	25	6.93%	336	93.07%	361	24	6.63%	338	93.37%	362					
Andover Senior High - AH		113	6.66%	1584	93.34%	1697	112	6.61%	1583	93.39%	1695	112	6.62%	1581	93.38%	1693	113	6.67%	1580	93.33%	1693					

Table 4: Enrollment Data—Feeder Schools

Schools		Actual Enrollment as of October 1, (Current School Year)					Projected Enrollment as of October 1, (Year 1 of Project)					Projected Enrollment as of October (Year 2 of Project)					Projected Enrollment as of October (Year 3 of Project)				
Feeder	Magnet	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students
Anoka Senior High - AH	Brooklyn Center Jr./Sr. High School	275	10.76%	2280	89.24%	2555	276	10.80%	2279	89.20%	2555	277	10.85%	2276	89.15%	2553	276	10.84%	2269	89.16%	2545
Blaine Senior High - AH		394	13.91%	2438	86.09%	2832	399	14.03%	2445	85.97%	2844	403	14.13%	2449	85.87%	2852	403	13.86%	2504	86.14%	2907
Champlin Park Senior High - AH		858	26.26%	2409	73.74%	3267	864	26.39%	2410	73.61%	3274	869	26.53%	2407	73.47%	3276	873	26.60%	2409	73.40%	3282
Coon Rapids Senior High - AH		527	18.39%	2338	81.61%	2865	530	18.53%	2330	81.47%	2860	532	18.59%	2329	81.41%	2861	535	18.70%	2326	81.30%	2861
Elk River Senior High-ER		117	6.96%	1565	93.04%	1682	144	8.09%	1636	91.91%	1780	148	8.31%	1633	91.69%	1781	155	8.41%	1688	91.59%	1843
Rogers Senior High - ER		80	7.71%	958	92.29%	1038	106	8.93%	1081	91.07%	1187	116	9.26%	1137	90.74%	1253	121	9.34%	1175	90.66%	1296
Zimmerman High School - ER		28	5.02%	530	94.98%	558	38	5.52%	650	94.48%	688	44	5.92%	699	94.08%	743	47	6.11%	722	93.89%	769
Maple Grove Sr. High - O		191	10.21%	1679	89.79%	1870	190	10.20%	1673	89.80%	1863	208	11.21%	1648	88.79%	1856	226	12.18%	1630	87.82%	1856
Rockford High School - R		31	5.75%	508	94.25%	539	29	5.53%	495	94.47%	524	27	5.51%	463	94.49%	490	31	6.57%	441	93.43%	472

Feeder School Key Chart

Anoka-Hennepin – AH
 Brooklyn Center – BC
 Buffalo – B

Elk River – ER
 Fridley – F
 Osseo – O

Rockford - R

Table 4: Enrollment Data—Feeder Schools

Schools		Actual Enrollment as of October 1, (Current School Year)					Projected Enrollment as of October 1, (Year 1 of Project)					Projected Enrollment as of October 1, (Year 2 of Project)					Projected Enrollment as of October 1, (Year 3 of Project)									
		Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students					
Feeder School	Magnet(s)																									
Edison High School - M	Fridley High School	1083	86.50%	163	13.50%	1252	1073	87.24%	157	12.76%	1230	1082	88.33%	143	11.67%	1225	1090	89.71%	125	10.29%	1215					
North Senior High - M		934	96.89%	30	3.11%	964	931	96.98%	29	3.02%	960	934	97.80%	21	2.20%	955	928	97.89%	20	2.11%	948					
Columbia Heights - CH		435	49.32%	447	50.68%	882	446	50.40%	439	49.60%	885	460	51.80%	428	48.20%	888	467	52.30%	426	47.70%	893					
Osseo Sr High - O		589	34.96%	1096	65.04%	1685	589	35.02%	1093	64.98%	1682	604	36.04%	1072	63.96%	1676	621	37.05%	1055	62.95%	1676					
Champlin Park Senior High - AH		858	26.26%	2409	73.74%	3267	864	26.39%	2410	73.61%	3274	869	26.53%	2407	73.47%	3276	873	26.60%	2409	73.40%	3282					
Brooklyn Center - (11-12) - BC		151	68.02%	71	31.98%	222	172	88.66%	106	54.64%	194	194	60.06%	129	39.94%	323	187	57.54%	138	42.46%	325					

Anoka-Hennepin – AH
 Brooklyn Center – BC
 Buffalo – B
 Columbia Heights - CH

Elk River – ER
 Fridley – F
 Minneapolis - M
 Osseo – O
 Rockford - R

Table 4: Enrollment Data—Feeder Schools																					
Schools		Actual Enrollment as of October 1, 2006 (Current School Year)					Projected Enrollment as of October 1, 2007 (Year 1 of Project)					Projected Enrollment as of October 1, 2008 (Year 2 of Project)					Projected Enrollment as of October 1, 2009 (Year 3 of Project)				
Feeder School	Magnet	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students
Andover Senior High - AH	Park Center Senior High	113	6.66%	1584	93.34%	1697	112	6.61%	1583	93.39%	1695	112	6.62%	1581	93.38%	1693	113	6.67%	1580	93.33%	1693
Anoka Senior High - AH		275	10.76%	2280	89.24%	2555	276	10.80%	2279	89.20%	2555	277	10.85%	2276	89.15%	2553	276	10.84%	2269	89.16%	2545
Blaine Senior High - AH		394	13.91%	2438	86.09%	2832	399	14.03%	2445	85.97%	2844	403	14.13%	2449	85.87%	2852	403	13.86%	2504	86.14%	2907
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Coon Rapids Senior High - AH		527	18.39%	2338	81.61%	2865	530	18.53%	2330	81.47%	2860	532	18.59%	2329	81.41%	2861	535	18.70%	2326	81.30%	2861
Buffalo Senior High - B		101	5.87%	1620	94.13%	1721	124	6.99%	1650	93.01%	1774	145	8.00%	1667	92.00%	1812	165	9.01%	1667	90.99%	1832
Elk River Senior High- ER		117	6.96%	1565	93.04%	1682	144	8.09%	1636	91.91%	1780	148	8.31%	1633	91.69%	1781	155	8.41%	1688	91.59%	1843
Rogers Senior High-ER		80	7.71%	958	92.29%	1038	106	8.93%	1081	91.07%	1187	116	9.26%	1137	90.74%	1253	121	9.34%	1175	90.66%	1296
Zimmerman High School -		28	5.02%	530	94.98%	558	38	5.52%	650	94.48%	688	44	5.92%	699	94.08%	743	47	6.11%	722	93.89%	769
MAPLE GROVE SR HIGH - O		191	10.21%	1679	89.79%	1870	190	10.20%	1673	89.80%	1863	208	11.21%	1648	88.79%	1856	226	12.18%	1630	87.82%	1856
Osseo Sr. High - O		589	34.96%	1096	65.04%	1685	589	35.02%	1093	64.98%	1682	604	36.04%	1072	63.96%	1676	621	37.05%	1055	62.95%	1676
Rockford HS - R		31	5.75%	508	94.25%	539	29	5.53%	495	94.47%	524	27	5.51%	463	94.49%	490	31	6.57%	441	93.43%	472

Feeder School Key Chart

Anoka-Hennepin – AH
 Buffalo – B
 Fridley – F
 Rockford - R

Brooklyn Center – BC
 Elk River – ER
 Osseo – O

Table 5: Selection of Students

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)

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. The process is the same for all schools.

The NWSISD will select students to attend its new magnet schools based on student application and student interest. **There are no academic or other criterion for student selection.** If there are **more applicants than student stations, a lottery procedure will be used to select students.** (The lottery will be conducted by an outside consultant.) Within the guidelines of the state desegregation rule and if there is sufficient space available in the school, all applicants will be accepted. All efforts will be made to assure that the applicant pool reflects the desired demographic parameters based on the purpose established for each magnet school.

Lottery Procedures

1. Students who live in the zone of the participating schools will be guaranteed seats in the school.
2. Students will be admitted in a manner that assures that each school meets its racial and ethnic targets by June 30, 2010
3. If there are more applicants for a school than there are available spaces, student selection will be made by a district-wide lottery procedure run by a lottery consultant. When possible, within the guidelines of the state administrative order, the district will run a selection procedure by using such weighted factors as geographical location.
4. Names of students who have applied and not been selected by the lottery will be kept in a computer file. As vacancies occur, students will be selected through the random lottery process and offered program placement up to a date determined by the NWSISD governing authorities.
5. Any Special Education or English Language Learner student who is mainstreamed (if consistent with their IEP plan) may apply to the magnet schools and will be considered in the same way as any other applicant, and, if selected, will participate in magnet activities while receiving needed services and support. (All schools will continue to offer Special Education services and will continue English Language Learners programs.)

6. Disagreements with placement decisions may be brought before an Appeals Committee. This committee will include parents, teachers, program administrators and central office staff from member districts. If a parent is still dissatisfied with the determination of the Appeals Committee, the appeal may be taken to the Executive Director. If still dissatisfied, a final appeal may be made to the Joint Powers.

Table 6: Revised Magnet Schools

Instructions:

For each magnet school identified in Table #2 (Existing Magnet Schools Included in the Project):

- 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:

ALL MAGNET SCHOOLS ARE NEW

Explanation of How or Why the Revision is Significant:

Resumes of
Northwest Suburban Integration School District #6078
Superintendents

Anoka-Hennepin School District	Roger M. Giroux
Brooklyn Center Schools	Keith E. Lester
Buffalo-Hanover-Montrose Public Schools	James M. Bauck
Elk River Area School District	Mark R. Bezek
Fridley School District	Mark A. Robertson
Northwest Suburban Integration School District #6078	Marcia H. Moore
Osseo Area Schools	Susan K. Hintz
Rockford Area Schools	Michael J. Smith

Roger M. Giroux, Ph. D.
Superintendent
Anoka-Hennepin School District

Educational History

Bachelor of Arts, St. Mary's College, Winona, Minnesota, 1967
Masters of Science, University of Wisconsin, Madison, 1968
Doctor of Philosophy, University of Wisconsin, Madison, 1970

Employment

Dr. Roger Giroux has been a leader in education in Minnesota for more than 35 years. He has 30 years of service with the Anoka-Hennepin Schools, serving the last 11 years as Superintendent. He was with Duluth Public Schools from 1971 to 1976 and Milwaukee Public Schools from 1968 to 1971.

Leadership

Roger Giroux has been recognized for his expertise in student testing and program evaluation, school finance and school district management. During his career he has served as advisor for numerous state and federal initiatives.

Dr. Giroux has worked as a consultant with school districts in nearly all 50 states and several provinces of Canada. He has served on the board of directors for both Minnesota Association of School Business Officials and the International Association of School Business Officials. He was president of the International Association of School Business Officials in 1998.

He is a member of the American Educational Research Association; American Educational Finance Association; American Association of School Administrators; Minnesota Association of School Administrators and the Minnesota Association of School Business Officials.

Personal

Roger lives in Champlin. His wife, Peggy, is a counselor in a local high school and they have two daughters. He is an amateur historian with an interest in U.S. presidents and local histories of the Anoka-Hennepin community.

KEITH E. LESTER

PROFESSIONAL EXPERIENCE

1969-1989	Mora High School	Mora, MN
	<i>Vocal Music Director</i>	
1989-1993	Mora Public Schools	Mora, MN
	<i>Staff Development Facilitator</i>	
1993-1995	Ogilvie High School	Ogilvie, MN
	<i>High School Principal</i>	
1995-2000	Mora Public Schools	Mora, MN
	<i>High School Principal</i>	
2000-2005	Mora Public Schools	Mora, MN
	<i>Superintendent of Schools</i>	
2005-Present	Brooklyn Center Schools	Brooklyn Center, MN
	<i>Superintendent of Schools</i>	

PROFESSIONAL MEMBERSHIPS

Minnesota Association of School Administrators (MASA)
Association for Supervision and Curriculum Development (ASCD)
Minnesota Association of School Business Officials (MASBO)
Minnesota School Public Relations Association (MinnSPRA)
International Reading Association (IRA)

EDUCATION

1965-1969	Moorhead State College	Moorhead, MN
	<i>BS</i>	
	■ Music Education	
1978-1981	University of Minnesota	Minneapolis, MN
	<i>Master of Fine Arts</i>	
	Vocal Music Performance	
1989-1993	St. Cloud State University	St. Cloud, MN
	<i>MS and Sixth Year</i>	
	■ Educational Administration	

COMMUNITY ACTIVITIES

Brooklyn Center Rotary

Brooklyn Center Lions

Volunteer, Brooklyn Center Prayer Breakfast Performance

JAMES M. BAUCK

Buffalo-Hanover-Montrose Public Schools
214 NE 1st Avenue
Buffalo, MN 55313
jbauck@buffalo.k12.mn.us

EDUCATION

Doctor of Philosophy Degree, 1984, University of Minnesota
Master of Arts Degree, 1982, University of Minnesota
Bachelor of Arts Degree, 1977, Concordia College, Moorhead, Minnesota

PROFESSIONAL EXPERIENCE

<i>Superintendent, Buffalo-Hanover-Montrose Public Schools</i> Buffalo, Minnesota Employees: 693 Operating Budget: \$51,700,000	<i>August 2004 to present</i>
<i>Superintendent, Owatonna Public Schools</i> Owatonna, Minnesota Employees: 700 Operating Budget: \$35,000,000	<i>August 2000 to July 2004</i>
<i>Superintendent, Lakeville Area Public Schools</i> Lakeville, Minnesota Employees: 1100 Operating Budget: \$57,000,000	<i>August 1998 to July 2000</i>
<i>Superintendent, Owatonna Public Schools</i> Owatonna, Minnesota Employees: 700 Operating Budget: \$35,000,000	<i>July 1993 to July 1998</i>
<i>Deputy Superintendent, Mounds View Public Schools</i> St. Paul, Minnesota Employees: 1200 Operating Budget: \$56,000,000	<i>November 1990 to June 1993</i>
<i>Principal, Frances M. Grass Junior High School</i> West St. Paul, Minnesota	<i>August 1986 to October 1990</i>
<i>Assistant Principal, Fred Moore Junior High School</i> Anoka, Minnesota	<i>July 1985 to July 1986</i>
<i>Assistant Principal, Fergus Falls Senior High School</i> Fergus Falls, Minnesota	<i>August 1983 to June 1985</i>
<i>Intern Assistant Principal, Fred Moore Junior High School</i> Anoka, Minnesota	<i>August 1981 to June 1982</i>
<i>Teacher, Prior Lake Senior and Junior High Schools</i> Prior Lake, Minnesota Physical Education, Health, and Science Teacher Football, Track and Field Coach	<i>August 1977 to July 1981</i>

Dr. Mark R. Bezek

(b)(6)

(W) 763-241-3401

(b)(6)

(E-mail) mbezek@elkriver.k12.mn.us

ACADEMIC PREPARATION

Doctor of Education – Spring, 1999
Educational Leadership
Saint Mary's University of Minnesota
Winona, Minnesota

Master of Science – Winter, 1990
Educational Administration
Saint Mary's University of Minnesota
Winona, Minnesota

Coaching Certification- Spring, 1982
St. Cloud State University
St. Cloud, Minnesota

Secondary Principal & Supt. Lic. 1991
Educational Leadership
Saint Mary's University of Minnesota
Winona, Minnesota

Bachelor of Science – Spring 1980
Industrial technology
University of Wisconsin-Stout
Menomonee, Wisconsin

Secondary Vocational Licensure 1983
Personal work experience

PROFESSIONAL EXPERIENCE

Superintendent – July 2006-present
Elk River Area School District
Elk River, Minnesota

Superintendent – July 2001-2006
Fergus Falls Public School
Fergus Falls, Minnesota

Adjunct Professor - 1999-Present
Saint Mary's University of Minnesota
Winona, Minnesota

Secondary Principal -1996-1999
New Prague High School
New Prague, Minnesota

Secondary Principal - 1991-1992
Cromwell-Wright Grades 5-12
Cromwell, Minnesota

Secondary Principal - 1999-2001
Armstrong High School
Robbinsdale, Minnesota

Adjunct Professor - 2000
Hamline University
St. Paul, Minnesota

Secondary Principal -1992-1996
Hawley Jr. High and High School
Hawley, Minnesota

High School Instructor - 1980-1991
Pine City High School
Pine City, Minnesota

RELATED PROFESSIONAL EXPERINCE

Trustee (2006-present)

Minnesota School District Liquid Asset Fund
St. Peter, Minnesota

Member (2004)

Governor Pawlenty's Mission to Canada
Edmonton, Alberta

Member (2003-present)

Minnesota Association of School Administrators
Legislative Committee
St. Paul, Minnesota

Member (2006-present)

Minnesota Association of School Administrators
Professional Development Committee
St. Paul, Minnesota

Member (2002-present)

Minnesota Rural Education Association
Legislative Action Committee
Alexandria, Minnesota

Co-Chair (1999-2001)

Minnesota Association of Secondary School Principals
Legislative Committee
Roseville, Minnesota

Member (1999) MASSP Representative

Legislative Task Force on Year Round School
St. Paul, Minnesota

Chair (1997)

Minnesota Association of Secondary School Principals
Committee on the Principalship
Roseville, Minnesota

Member (2004 – present)

Minnesota Board for Gifted and Talented Education
Roseville, Minnesota

PROFESSIONAL MEMBERSHIPS

National Association of School Administrators	(2001-present)
Minnesota Association of School Administrators	(2001-present)
Minnesota Rural Education Association	(2001-present)
Assoc. for Supervision and Curriculum Development	(1996-present)
Minnesota Association of Secondary School Principals	(1992-2001)
National Association of Secondary School Principals	(1992-2001)

COLLEGE & UNIVERSITY INSTRUCTION

Saint Mary's University of Minnesota (1999-present)
School of Graduate Studies

ETHICS IN EDUCATION

LEADERSHIP SKILLS FOR EDUCATORS

TOPICS AND TRENDS

SUPERVISORY PRINCIPLES

Hamline University (2001)
Doctoral Program

LEADERSHIP SKILLS FOR EDUCATIONAL ADMINISTRATORS

COMMUNITY MEMBERSHIPS AND AFFILIATIONS

BPOE (Elks Lodge) Trustee, Inner Guard, Lodge Esquire	(2001- present)
YMCA Board Member	(2001-2003)
Fergus Falls Noon Rotary	(2001-2004)
Fergus Falls Morning Rotary	(2004- present)
Progress Fergus Falls	(2001- present)
Lake Region Community Partners	(2001- present)
Pebble Lake Golf Course	(2001- present)
Our Lady of Victory Catholic Church	(2001- present)
Children's Corner Board Member (day care center)	(2004 – present)

EDUCATIONAL PUBLISHED/UNPUBLISHED

Words and Place. A record of a gathering of twenty-eight secondary school principals from rural Minnesota schools in the summer of 1994. College of St. Scholastica, literature workshop.

An Ethnomethodological Study of The Planning and Design of Educational Facilities. Doctoral Dissertation, Saint Mary's University of Minnesota (June 1999).

EDUCATIONAL PRESENTATIONS

PEG Access Cable Television (2001-present)
Take 5 Educational Series

PEG Access Cable television (2001-present)
Gateway to Learning Educational Series

Presenter, Minnesota Educational Effectiveness Program (1998-2003)
Leading Change

Presenter, Minnesota School Board Association Leadership Conference (2003)
Successfully Leading Change in Your Schools

Presenter, Minnesota School Board Association New Member Workshop (2003-present). Topic: Superintendent and School Board Relations.

EDUCATIONAL PROGRAMS DEVELOPED & IMPLEMENTED

PRINCIPAL, HAWLEY PUBLIC SCHOOLS (1992-1996)

- Hawley Model for Delinquent Diversion (HMDD)
- Expectation/Consequences Program
- Developed model for school budgeting
- Lead design team for new 7-12 school

PRINCIPAL, NEW PRAGUE PUBLIC SCHOOLS (1996-1999)

- Construction of new high school
- Transitioned school into a modified block schedule
- Developed new school "spirit" program for staff, students, and community
- Developed vision process for new school
- Developed senior recognition and hall of fame program

PRINCIPAL, ARMSTRONG HIGH SCHOOL (1999-2001)

- Developed new communication program to bring students, staff, and community closer together.
- Developed senior recognition and hall of fame program
- Expanded student leadership program
- Created "Fresh Start" ninth grade alternative program

SUPERINTENDENT, FERGUS FALLS PUBLIC SCHOOLS (2001-present)

- Passed excess levy (fall 2001)
- Developed and implemented:
 - All day, every day kindergarten
 - Middle School alternative program
 - Block schedule in High School
 - Created alternative learning center
 - Night High School
 - Senior Recognition Banquet
 - Hall of Fame Program
 - Prairie Wetlands Learning Center (5th grade magnet school)
 - Community task force for bond referendum
 - Dress code expectations for all employees
 - Social gatherings for staff
 - Staff Homecoming bonfire
 - All-staff holiday gathering
 - Spring staff retirement breakfast
 - Superintendent's Awards and staff recognition

LETTERS OF RECOMMENDATION

Mr. Russell Anderson

(b)(6)

Mayor, Fergus Falls

russ.Anderson@ci.fergus-falls.mn.us

Mr. Doug Koch

(b)(6)

Chair, Fergus Falls School Board

(b)(4)

Ms. Stacey Woods

(b)(6)

Director, Fergus Falls School Board

(b)(6)

Ms. Nancy Johnson

(b)(6)

Director of Special Education

Fergus Falls Area Special Education Cooperative

Dr. David Metzen

(b)(6)

Chair, Board of Regents University of Minnesota

www.metzenleadership.com

Ms. Jane Miller

(b)(6)

Teacher/Union Representative, Armstrong High School

Mr. Dean Monke
(218)998-0544 ext. 2002

Principal, Fergus Falls Middle School

dmonke@fergusfalls.k12.mn.us

Ms. Cathy Neuman

(b)(6)

Former Fergus Falls School Board Member

(b)(6)

Ms. Desta Hunt

(b)(6)

Former City Council Member

(b)(6)

REFERENCES

Dr. Gerald McKoy

Mr. Stan Mack

Mr. Tom Walerius

Mr. Mark Masten

Mr. Tom Kummerow

Ms. Melanie Cole

Ms. Tarna Carlson

Mr. Matt Lemke

Ms. Mary Wilde

(Retired) Eden Prairie Schools

Superintendent Robbinsdale Schools

Business Mgr. Robbinsdale Schools

Business Mgr. Fergus Falls Schools

Fergus Falls School Board

Fergus Falls School Board

Fergus Falls School Board

Fergus Falls School Board

Former Fergus Board Member

(b)(6)

(b)(6)

(b)(6)

Mark A. Robertson

(b)(6)

Email: mark.robertson@fridley.k12.mn.us

OBJECTIVE:

To serve as a community-focused educational leader in a broad-based role for a school district with a strong community commitment to individual and corporate excellence in the areas of learning, achievement, accountability, development, and growth.

PROFESSIONAL STRENGTHS:

Instructional Leader: A proven instructional leader both for students and staff, initiating many innovative programs as teacher and building leader. Effective skills in staff development, curriculum development, and implementation of Minnesota graduation standards. Proven record in developing programs to improve student achievement, while focusing on learning real-world skills and knowledge.

Organizational Leader: An effective leader in understanding organizations. Skills in assessing effectiveness of programs and individuals, understanding causal relationships, and showing ability to improve organizational structures which improve efficiency and effectiveness. Proven ability to think outside the box in the area of organizational structure to create new, more effective models.

Managerial Leader: Proven leader in the area of effective management. Effective skills in motivating others, and effective in assisting others in finding and developing strengths to be used for personal and corporate improvement.

Technological Leader: Effective leader in incorporating technology personally, into other individuals, and entire organizations. Visionary with both technological ideas and goals, and a proven agent for stimulating personal and corporate change.

EDUCATION:

University of Minnesota	Mpls., MN	Licensure	Superintendent
University of St. Thomas	St. Paul, MN	Ed Specialist	Superintendent
University of St. Thomas	St. Paul, MN	M.A.	Teaching
Bethel College	St. Paul, MN	B.A.	Biological Sciences

PROFESSIONAL EXPERIENCE:

- Superintendent of Fridley School District: 2003-Current
- Intern Superintendent: 2001-2003
- President: Past president of two different metro area conferences
- College Teacher: Adjunct professor in graduate program for St. Mary's University
- Principal: 6 years as lead principal of large (1800) suburban high school
- Associate Principal: 2 years as associate principal in large high school of 2800+ students
- Activities Director: 6 years as activities director for large high school of 2800+ students
- Resource Teacher: 3 years as resource teacher, assisting teachers in staff development
- Classroom Teacher: 13 years as high school teacher in science, experiential education, and aeronautics

REFERENCES:

References available on request

Vitae

Mark A. Robertson

(b)(6)

651-982-8401(work), (b)(6)

email: mark.robertson@fridley.k12.mn.us

Objective:

To serve as a community-focused educational leader in a broad-based role for a school district with a strong community commitment to individual and corporate excellence in the areas of learning, achievement, accountability, development, and growth.

Education:

University of Minnesota, Minneapolis, MN

Superintendent Licensure, 2002

University of St. Thomas, St. Paul, MN

M.A., Teaching, 1977

University of St. Thomas, St. Paul, MN

Educational Specialist Degree, Superintendent and Principal, 1989

Bethel College, St. Paul, MN

B.A., Biological Sciences, 1975

Experience:

2003-Present: Superintendent of Fridley School District

Leadership and Management of School District

2001-2003: Intern Superintendent

Responsibilities

District-Wide Budget Planning and Development

District Administrative Council

District Educational Leadership Team

Grant Writing and Development

Assist in District-wide Excess Levy Campaign

District-wide Curriculum Planning

District-wide Data-driven Management Project

Technology – Web Design Committee, District Technology Leadership Team

Task Force – Consideration of 9-12 Credit Format

Secondary Staffing Coordination

2000-2003: Adjunct Professor for University of St. Mary's, St. Paul, MN

Responsibilities

Adjunct professor in St. Mary's graduate education program, teaching course in curriculum design

1997-2003: Principal, Forest Lake High School, Forest Lake, MN

Responsibilities

Responsible for all programs – curricular and extracurricular
Supervise staff of over 150
Build and maintain master schedule
Build and maintain entire building budget
Recruit, hire, and evaluate staff
Monitor and evaluate all programs
Curriculum development for all departments
Lead building in setting vision, mission, and goals
Spokesperson for school to community
Building Manager for \$5 Million Addition

1995-1997: Associate Principal – Blaine High School, Blaine, MN

Responsibilities

Daily building management
Create, modify, and manage master schedule
Staff recruitment, hiring, and evaluation
Manage building facilities and calendar
Administrative liaison to various departments
Building leadership team member
Student supervision
Supervisor for deans of students, custodians, and cooks
Responsible for developing building staffing allocation
High School Project Manager for Building Addition
District-wide Task Force – Charlotte Danielson Teacher Evaluation System

1989-1995: Associate Principal for Activities – Blaine High School, Blaine, MN

Responsibilities

Activities budgeting
Activities personnel – recruitment, hiring, and evaluation
Activities scheduling – contests, officials, transportation, workers, etc.
Activities programs evaluation
Management of all building activities accounts
Fundraising coordinator
Facilities and calendar manager
Teaching staff evaluation

1989: Interim Assistant Principal – Roosevelt Junior High School, Blaine, MN

Responsibilities

Student attendance, discipline, and supervision
Staff evaluation
Student activities supervision

1987-1989: Resource Teacher – Blaine High School, Blaine, MN

Responsibilities

Building-level staff development, training teachers in various educational pedagogy, including elements of instruction, classroom management, whole brain learning, and other topics

1976-1989: Teacher - Blaine High School, Blaine, MN

Responsibilities

Taught biology (1 year), experiential environmental education (11 years), ecology (3 years), aeronautics (13 years)

Did extensive curriculum writing in all areas, and wrote entire curriculum for ecology, aeronautics, and environmental education courses

Coached high school basketball (7 years)

Advised National Honor Society (3 years)

Served on Building Leadership Team (3 years)

Equipment manager, assistant to athletic director (5 years)

Concessions manager (2 years)

Related Experiences:

1995-1997: Church Chairman, Oak Haven Church, Ham Lake, MN

1999-2001: President, Twin Cities Suburban East Conference

1999-2003: President, Forest Lake Principals' Association

2001-2002: President, Suburban East Conference

2001-2002: Member, Forest Lake District 831 Educational Leadership Team

2005-Current: Chair, Northwest Suburban Integration School District

Professional Strengths:**Instructional Leader:**

A proven instructional leader for students and staff, initiating many innovative programs as a teacher and building leader. Effective skills in staff development, curriculum development, and implementation of Minnesota graduation standards. Proven record in developing programs to improve student achievement while focusing on learning real-world skills and knowledge.

Organizational Leader:

An effective leader in understanding organizations. Skills in assessing effectiveness of programs and individuals, understanding causal relationships, and showing ability to improve organizational structures to improve efficiency and effectiveness. Proven ability to think outside the box in the area of organizational structure to create new, more effective models.

Managerial Leader:

Proven leader in the area of effective management. Effective skills in motivating others, and effective in assisting others in finding and developing strengths to be used for personal and corporate improvement.

Technological Leader:

Effective leader in incorporating technology personally, into other individuals, and entire organizations. Visionary with both technological ideas and goals, and a proven agent for stimulating personal and corporate change.

Professional Memberships:

Minnesota Association of School Administrator

National Staff Development Council

Minnesota Principals Academy

Association for Supervision and Curriculum Development

References:

References available upon request.

Marcia H. Moore

(b)(6)

EXPERIENCE

**Northwest Suburban Integration
School District #6078**
Superintendent

Brooklyn Center, Minnesota
2001-present

Provide leadership for Northwest Suburban School District #6078, a seven –district, preK-12, collaborative, with over 87,000 students and approximately 2300 staff, offering: access to voluntary equal educational opportunities; a variety of programs and services designed to enhance diversity and cultural awareness; and strategies to allow student participation in programs that are multicultural, diverse, racially integrated and grounded in sound education practice.

- Implement four-year desegregation plan
- Design and direct implementation of all programs, including policies, procedures and employee guidelines
- Interface with 21-member, Joint Powers Agreement school board, providing updates on district operations, professional development, staff committees as ex-officio member
- Prepare and manage a \$4.5 million annual operating budget; oversee the accounting of all programs
- Evaluate all programs
- Establish community and statewide partnerships with other educational organizations
- Facilitate recruitment of staff in all employment areas reflecting the diversity of the community
- Facilitate in-service for all staff to enhance sensitivity to, knowledge and appreciation of diverse cultures
- Develop activities to increase positive interaction between children and families within a racially diverse community
- Facilitate access to multicultural curriculum materials and strategic instructional support incorporating authentic voices reflecting the diversity of the community.

Anoka-Hennepin School District #11
Director of Student Services and Diversity

Coon Rapids, Minnesota
2000-2001

Assumed leadership of newly created Department of Student Services and Diversity. Duties expanded to include leadership of the following programs: Teen Pregnancy; Homebound/Tele-teaching; Prevention Advisory of At-Risk Middle School Students; Alternative Schools for At-Risk Students; and Youth Tobacco Use Prevention.

Anoka-Hennepin School District #11
Director of Diversity

Coon Rapids, Minnesota
1998-2000

Provided Leadership in diversity initiatives for large suburban school district.
Responsibilities included:

- Coordinating development of inclusive operational framework for district's support of diversity
- Planning and directing all program, budgetary and staffing needs for (American) Indian Education, English as a Second Language and the Multicultural Student Advisors Team
- Developing and directing the District Desegregation efforts: developing programs and budgets; seeking grants; and recommending policies and procedure for implementation to school board
- Researching grant opportunities for District wide diversity programs
- Working with state legislature to mobilize support for and funding for district's diversity programs
- Recruiting and assist in the retention of staff of color and other persons contributing to work force diversity
- Developing program and budgets for District wide staff training in area of diversity
- Developing student programming in multicultural education, including providing resources for inclusion of curricular cultural competency where appropriate
- Chairing District wide committee and task force on diversity
- Developing metro-wide diversity support network
- Serving as District Liaison to Minnesota State Department of Children, Families and Learning

Ramsey County Government
Community Human Services Department
Program Director

St. Paul, Minnesota
1994-1998

Administratively reassigned to develop and implement department's diversity effort. Ramsey County Community Human Services Department consists of seven divisions employing 1200 staff members. Responsibilities included:

- Serving on Administrative Management Team
- Designing of projects/programs related to issues of diversity
- Fostering and developing internal and external coalitions
- Coordinating EEOC/Affirmative Action
- Hiring and Examination process
- Leading Union Negotiations/Grievance Resolution
- Investigating Sexual Harassment and Discrimination allegations
- Leading Staff Recruitment of persons contributing to workforce diversity

Ramsey County Government
Lake Owasso Residence
Program Director

St. Paul, Minnesota
1987-1994

Responsible for the coordination of residential services for 64 adults residing in an Intermediate Care Facility for the developmentally disabled. Responsible for the management and operation of the Health Service, Residential Service and Programming Departments. Additional duties included:

- Hiring of full and part-time staff
- New staff orientation
- Staff training and supervision
- Supervision of Program Supervisors and Nursing Coordinator
- Overall responsibility for 103 program staff
- Preparing and managing \$2 million annual operating budget
- Leading Union Contract Negotiation and Grievance Resolution

Additional Work Experience

Access Ability, Inc.
Assistant Center Director

Minneapolis, Minnesota

Pillsbury United Neighborhood Services
Program Director

Minneapolis, Minnesota

St. Paul Public Schools
Special Education Teacher

St. Paul, Minnesota

EDUCATION

Educational Administrators
Licensure Program, 2007

University of Minnesota

Masters of Education, 1982

University of Minnesota

Bachelors of Science, 1977

Georgia Southern University

LICENSURE/CERTIFICATION

Superintendent

2005-2007

SUSAN K. HINTZ

SUMMARY

Enthusiastic learner-centered leader with excellent interpersonal skills and proven abilities to motivate and focus diverse groups to successfully achieve their purpose and outcomes. Leads with a unique blend of systems thinking and effective communication skills. Expertise in strategic planning, budget management and personnel relations. Consistently effective at group facilitation, team-building, consensus-building, and conflict resolution. A sincere, reliable person who builds trust with staff, students, the board of education, and the community.

PROFESSIONAL EXPERIENCE

Independent School District 279, Osseo Area Schools
Maple Grove, MN

2001 - Present

Independent School District 279 – Osseo Area Schools is the fifth largest and third most diverse school district in Minnesota, serving approximately 22,000 Pre K-12 students in eight communities.

INTERIM SUPERINTENDENT (February, 2006 – Present)

Responsible for the day-to-day operation of the district, while maintaining a focus on the mission for every learner to excel in our changing world.

- Provides support during leadership transition, moving the district forward to achieve its mission.
- Facilitates the work of the Board of Education towards becoming a high-performing group.
- Leads the Board and the administrative leadership team to prepare for a strategic planning process.
- Advocates for the needs of Osseo students at the legislative level through Schools for Equity in Education, Minnesota Association for School Administrators and the Minnesota School Boards Association.
- Enhances the district's relationship with key decision makers across the state including the governor, the commissioner of education, and various civic and community groups.
- Leads the district in improving customer service to the community.
- Engages and informs the public through several vehicles including a bi-monthly newspaper column, Web site messages, community presentations, Parade of Schools, and strategic planning, under the broad theme of "Commitment to Community".

ASSISTANT SUPERINTENDENT (2001 – Present)

Co-leads and supervises the Pre K-12 educational program at 28 sites, including Curriculum, Instruction, and Educational Standards; Research Assessment, and Accountability; Student Services (Special Education, English Language Learners, and counselors); and Instructional Media and Technology. Responsible for the kindergarten through grade six educational programs at 19 sites prior to the division's reorganization in 2004.

- Provides leadership and support for principals and directors.
- Supports and facilitates continuous improvement through Site Improvement Plans.
- Facilitates a shared vision for creating an effective learning environment.
- Establishes a long-range plan for institutionalizing key competencies including trust, effective meetings, professional learning communities, balanced assessment, and cultural competency.
- Leads the magnet school program as part of Osseo's integration plan with Northwest Suburban Integration District.
- Builds capacity for Osseo leaders and others in the metro area through workshops on "Achieving and Sustaining Greatness" and "Designing and Facilitating Effective Meetings."

Metropolitan School District of Warren Township
Indianapolis, IN

1999-2001

The Metropolitan School District of Warren Township is a diverse school district serving 11,800 students in 16 sites in a township of 90,000 residents.

ASSOCIATE SUPERINTENDENT, PRE-K-5 (2000-01) DIRECTOR OF STAFF DEVELOPMENT AND GIFTED AND TALENTED (1999-01)

Responsible for 11 elementary sites, supervising the principals and overseeing all parts of their programs and services. Served as a member of the executive leadership team and as internal coordinator for the district-wide strategic planning process. Responsible for creating a professional training plan for all employee groups. Provided leadership for evaluating and transforming the gifted and talented program, which included a reduction in cultural bias that resulted in an increase of identified African American students for the program.

- Developed and facilitated a K-12 transformational professional development plan which included 1000+ units of summer training in literacy provided to 500+ professional staff members; an annual "Believe and Achieve" Day that provided training for each employee group for 1500 staff members; in-house Literacy Cadres comprised of internal experts and outside specialists that provided on-going coaching and follow-up training; a three-year internship program developed for new teachers with focused training and mentors; and developed and implemented a six-part Leadership Institute Series for the 85-member leadership team.
- Significantly improved the K-12 Gifted and Talented program through the formation of a broad-based planning committee, a multiple-criteria identification model, a parent support group, and a well-articulated plan for curriculum and program assessment.

Metropolitan School District of Lawrence Township (1989-1999)
Indianapolis, IN

The Metropolitan School District of Lawrence Township, the seventh largest school district in Indiana, is recognized as a "lighthouse" school district, due to its award-winning staff, high-achieving 16,000+ students, supportive community, innovative educational programs, and nationally recognized character education initiative. Lawrence Township is committed to racial and socio-economic balance.

DIRECTOR OF ELEMENTARY EDUCATION (1996-1999)

Responsible for the supervision of 9 elementary schools and 2 centralized kindergarten sites; the development of curriculum, assessment, and educational standards; professional development of the leaders; and the magnet school program.

- Developed a collaborative team of elementary school principals whose collective leadership skills significantly improved the learning environment.
- Co-chaired the development of K-12 Academic Standards in various content areas and K-5 math and language arts assessments.
- Planned and implemented a fee-based and after-school child care program for all elementary schools, called "Loving Care" that served families and generated additional income for all sites.
- Served as an Action-Team facilitator for the district-wide strategic planning process.

PRINCIPAL, AMY BEVERLAND ELEMENTARY SCHOOL (1989-1995)
Indianapolis, IN

Responsible for the academic achievement of 920 students and the leadership of 85 staff, who together with parents and community partners made a vision for all learners to achieve, a reality.

PRINCIPAL, AMY BEVERLAND ELEMENTARY SCHOOL (Continued)

- Responsible for all aspects of starting a new school including the interior design and technology configuration; holding neighborhood information meetings; training the staff; forming community partnerships; and creating a shared vision of a school for all students, their families and the community.
- Integrated a diverse socio-economic and ethnic student population resulting in academic success for all students. Recipient of the 4-STAR and School Improvement Awards and named an "Indiana 2000" school, cash award: \$25,000.
- Partnered with the Indiana Department of Education as a Visitation and Training Academy for Connecting Learning Assures Successful Students (C.L.A.S.S.), a state-wide professional development program.
- Utilized science as a conceptual theme to integrate all subjects and was awarded the Boehringer Mannheim Commitment to Science award.
- Formed five community partnerships that increased the support for the school and connection to the community.
- Became a model for inclusion, both in Special Education and supplementary services, such as Title I, and was awarded the National Recognition, Chapter I PLUS Reading Program.
- Recognized as a National Blue Ribbon School of Excellence by the U.S. Department of Education.
- Named a Redbook America's Best Schools Award, Indiana nominee.
- Appointed to serve on several civic and community boards including the Marion County Commission on Youth, Ruth Lilly Health Center, Agape Therapeutic Center, and St. Vincent's Stress Center.

PERSONAL AWARDS

- National Distinguished Principal, U.S. Department of Education
- Superintendent's Award, Metropolitan School District of Lawrence Township
- McDonald's No. 1 Award
- "Susan K. Brash (Hintz) Day" proclaimed by Indianapolis Mayor Steven Goldsmith
- Indiana Principal of the Year
- Indianapolis City-County Council Award
- Indiana State Bus Drivers' Association Award
- Bellringer Award, Indiana Department of Education
- Administrator of the Year, Indiana Learning Disabilities Association

EDUCATIONAL CONSULTANT/PRESENTER

1986-2002

- Contributing author to Transformations, a published book on leadership for brain-compatible learning.
- Co-coordinator and presenter for Indiana Summer Institute, 1990-2002 (600-800 attendees annually from across the country).
- Presented at various State Conferences: Title I, Transportation, Special Education, and Food Services.
- Presented at the international *Teaching for Intelligence Conference* in California, 1999.
- Presented to area school corporations, universities, the Indiana Principal Leadership Academy, and local businesses on Total Quality Learning and Total Quality Management; Forming Coalitions with Special Interest Groups; Creating and Maintaining Safe Schools; MegaSkills©; Covey's Seven Habits of Highly Effective People; Lifeskills for Building Character; and Brain-Based Learning.
- Served as a facilitator/trainer for the first advanced Indiana Principal Leadership Academy for Graduates, and the Eli Lilly Guidance and Counseling Leadership Project.

EASTERN PULASKI SCHOOLS**1979-1989**

Winamac, IN

PRINCIPAL, EASTERN PULASKI ELEMENTARY SCHOOL (1987-1989)

Responsible for the academic achievement of 800 students, leading a staff of 60, and building partnerships with the families and businesses in a rural community.

GIFTED AND TALENTED COORDINATOR, K-12 (1984-1987)

- Eli Lilly/Purdue University Consortium for Gifted and Talented Education, Chairperson
- State Exemplary Gifted and Talented Program, K-12, Eastern Pulaski Community Schools
- Summer School Coordinator

ENGLISH TEACHER, 9-12 (1979-1986)

- Chairperson for the North Central Association Evaluation
- Sophomore Class sponsor
- National Honor Society sponsor
- Co-director for the musical, "Grease"

READING TEACHER, 6-8 (1978-1979)**ADULT BASIC EDUCATION AND GED TEACHER (1976-1979)**

Designed and implemented an adult learning center

INDIANA UNIVERSITY

Kokomo, IN

1987-1988

Taught a graduate class on Reading in the Content Areas (Adjunct Faculty)

PORTAGE COMMUNITY SCHOOLS**1971-1972**

Portage, IN

FIRST GRADE TEACHER**MUSIC TEACHER, grades 1-3****EDUCATION****Superintendent's License, Minnesota, 2001****Advanced Graduate Courses toward Education Doctorate, 1997 – 2001**

Indiana University, Bloomington, IN

Superintendent's License, Indiana, 1997

Indiana University

Educational Specialist Degree School Administration/Curriculum, 1991

Indiana University

Gifted and Talented License (K-12), 1986

Purdue University, West Lafayette, IN

Reading License (K-12), 1982

Indiana University

Master of Science in Elementary Education, 1976

Indiana University

Bachelor of Science in Elementary Education, 1972

Indiana University

PROFESSIONAL AFFILIATIONS

American Association of School Administrators
 Minnesota Association of School Administrators
 Association of Supervision and Curriculum Development
 National Association of Staff Development
 Phi Delta Kappa Educational Fraternity

Michael J. Smith

(b)(6)

(b)(6)

W-763-477-9165 ex. 4002

OVERVIEW

Thirty-four years of experience as an educational administrator and teacher. Extensive experience in facilitating the change process, successful staff development programs and implementing results-oriented educational programs and services.

PROFESSIONAL HISTORY

Superintendent of Schools, Rockford Area School District, Rockford, MN 2005 – present

Responsible for guiding and directing all operations and activities of the school system which consists of over sixteen hundred students in PK-12 served in three buildings: Elementary (K-5), Middle (6-8) and High School (9-12.)

This West Metro district is an organization with approximately 200 certified and non-certified staff.

ACCOMPLISHMENTS

- Introduced the Continuous Improvement Process.
- Promoted district's increased use of data driven decision-making.
- Improved district's fiscal processes and standing.

Superintendent of Schools, Kasson-Mantorville, MN 1999- 2005

Responsible for guiding and directing all operations and activities of the school system which consists of one thousand nine hundred sixty five (1965) PK-12 students served in four school buildings: Elementary (K-4), Intermediate (5-6), (Middle 7-8 and High School 9-12), and Learning Center (Community Education). I manage an organization with a \$15 million budget and have over two hundred (200) certified and non-certified staff.

ACCOMPLISHMENTS

- Created and maintained opportunities for students despite lowest level of state aid formula funding in the state
- Led district in Continuous Improvement Process (Balridge Model)
- Promoted district's increased use of data driven decision-making
- Implemented College in the Schools program for high achieving secondary students
- Improved and then managed a fiscally sound school district

Michael Smith
Rockford

- Understand issues facing public education
- Initiated computer based assessment testing
- Improved Gifted and Talented program

Superintendent of Schools, Goodhue, MN 1992-1999

ACCOMPLISHMENTS

- Obtained grants in Technology and in Energy Conservation
- Led successful referendum which included a new K-12 Media Center, added computer labs, upgraded existing computer labs, wired district for data, voice, sound and video, remodeled spaces for early childhood and student services
- Led successful operating levy referendum
- Obtained a Center for School Change Grant which resulted in an innovative class offerings in collaboration with city

Director of Root River Education District, Wykoff, MN 1990-1992

ACCOMPLISHMENTS

- Wrote five year plan addressing state mandates
- Developed procedures for implementing the five year plan including leading advisory committees
- Implemented program for Social Worker services and Gifted and Talented programming for elementary students

Superintendent of Schools, Wykoff, MN 1988-1992

ACCOMPLISHMENTS

- Developed high school academic and co-curricular sharing plan with Spring Valley district
- Led successful operating levy referendum
- Obtained Title II Science Grant for staff development in Gifted and Talented Education
- Developed business partnership with Wayne Feed Company

K-12 Curriculum Coordinator, Holmen, WI 1987-1988

ACCOMPLISHMENTS

- Developed School Evaluation Consortium approved curriculum plan
- Coordinated Chapter I, Chapter II, and Title II programs

Michael Smith
Rockford

Elementary Principal, Holmen, WI 1975-1988

ACCOMPLISHMENTS

- Supervised an elementary program made up of three elementary schools with 75 certified and non-certified staff with an enrollment of over 800 K-4 students
- Co-directed district-community committees which planned and constructed a bus garage, added additions to Oak Grove and Viking Elementary Schools and planning and building Evergreen Elementary School

TEACHING EXPERIENCE

- Elementary Teacher- Taught grade 3 and grade 4 Holmen WI 1971-1975
- Elementary Teacher, Irving School, Minneapolis, MN 1970-1971
- Substitute Teacher-Variou districts 1969-1970

LICENSES

Minnesota Superintendent, Minnesota Elementary Principal, Wisconsin Elementary Principal, Wisconsin Elementary Teacher

EDUCATION

WINONA STATE UNIVERSITY

Specialist Degree in Educational Administration	1986
Master of Science in Elementary Education	1974
Bachelor of Science in Elementary Education	1969

RECENT PROFESSIONAL AND COMMUNITY ACTIVITIES

Minnesota Association of School Administrators, Member Services Committee
American Association of School Administrators
Rochester Area Math Science Partnership, Results and Assessment Committee
Chairperson
Southeast Service Cooperative Advisory Council
Bush Public School Executive Fellowship
Minnesota Rural Education Association Chair of Legislative Committee
Kasson Chamber of Commerce
Kasson-Mantorville Exchange Club
Rockford Lions Club
University Center Rochester Advisory Council
Phi Delta Kappa

RESUMES

Magnet Office Personnel

KARLA WINTHER FAWBUSH

(b)(6)



763-450-1306 (work)

kfawbush@nws.k12.mn.us

Professional Experience

Director of Magnet Schools
Northwest Suburban Integration School District #6078

July, 2004 to present

Plan, supervise and coordinate the magnet programs among the seven-member districts that form the Northwest Suburban Integration School District #6078 collaborative. Responsibilities include:

- Supervise the Magnet Schools Assistance Program grant implementation
- Provide leadership and assistance to the magnet programs in the seven-district consortium of Northwest Suburban Integration School District
- Coordinate with member districts' superintendents the implementation of the magnet programs including student placement and the operations of the magnet programs with the general education programs in each member district
- Ensure that student achievement is the focus of all magnet schools
- Oversee the implementation and evaluation of the magnet program curriculum
- Promote student learning and achievement by integrating district benchmarks with magnet thematic instruction
- Demonstrate the knowledge of a variety of available teaching materials and instructional methods
- Work with appropriate staff to develop, maintain and select instructional materials to meet student learning needs
- Supervise the writing, editing and revising of curriculum materials to support the instructional program of the magnet schools
- Work with district curriculum departments, principals and Curriculum Integration Coordinators in the planning, implementing and conducting of staff development for the staff of the magnet programs
- Work with district member superintendents and principals to develop, maintain and revise magnet school policies and procedures based on systematic review and analysis
- Develop, manage and monitor the magnet program budgets
- Prepare all interim and final program and fiscal reports
- Develop effective, collaborative relationships among member district employees
- Oversee compliance of the NWSISD magnet programs with federal mandated law and standards

Secondary Curriculum Coordinator
Independent School District #197

2003-2004

Worked as a central office administrator to lead grade 5-12 teachers in curriculum and staff development initiatives. Responsibilities included:

- Participated in district and building staff development committees, organized district staff development days, reviewed exemplary grant proposals, and worked with facilitators on site development of mission, vision and goals
- Developed district graduation requirements to meet new federal and state standards
- Facilitated stages of the Curriculum and Learning Review Cycle for K-12 teachers
- Planned meetings, contacted facilitators, created agendas, prepared summaries, clarified process, contacted vendors, arranged for piloting materials, and attended site visits
- Trained teachers to graph student test scores in reading, mathematics and writing, and then identify classroom strategies to increase learning

- Created informational brochures for parents and students describing the purpose of the MCAs and BSTs and how to prepare for them
- Created PowerPoint presentation on No Child Left Behind Act for secondary staff, administrators and community education advisory boards
- Edited and updated course registration guidebook
- Created PowerPoint presentation on avoiding plagiarism for district staff
- Six-traits workshop; reading academy
Worked with district teachers to improve reading and writing skills across the curriculum
- Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement
Attended four-day workshop at Adlai Stevenson High School in Lincolnshire, Illinois

Administrative Intern**2002-2003****Brooklyn Center School District #286**

Provided building and district level leadership while working toward administrative licensure.

Responsibilities included:

- School coordinator for Basic Skills Tests and Cognitive Ability Tests
Coordinated the administration, staffing and test security
- Interviewed and selected candidates for staff positions, conducted staff evaluations, worked in the areas of supervision, discipline, and parental contacts
- TIES Technology Integrationist' Pilot
Completed 60 hours of inservice to help lead district technology implementation
- Alternative Learning Program
Worked with architect on site development
- Committee to implement a six-period day
- Organized new teacher workshop
- Minnesota Council on Foundations' grantseeking seminar
- Education Minnesota grant writing workshop
- Community Education Advisory Board
Served as a liaison with parents, students, staff, the School Board and community members in planning educational and recreational activities

Leadership Experience**1998-2002****Brooklyn Center School District #286**

Administratively assigned to develop and implement departmental, building and district level initiatives through collaboration with the school board, administration, staff, and governmental and educational agencies.

- Strategic Planning Task Force
Formed district goals to assure that student academic needs would be met
- Peer Assistance Committee
Helped district faculty create and implement professional development plans
- Peer Coaching Skills for Successful Teaching – Minneapolis Public Schools
Completed a 20-hour course of coaching essentials
- Department Chairperson
- Served on Faculty Advisory Council
- Developed and monitored annual budgets
- Served on district Negotiations Committee
- Minnesota Humanities Commission
Organized teacher workshops and testified at the state legislature urging implementation of the Minnesota Institute for the Advancement of Teaching

- COBALTT program – University of Minnesota
Aligned performance-based assessment with curriculum and instruction; developed formative assessments; built an active network of teachers; and created authentic tasks for a web-based site to enable students to meet national and state standards with Content-Based Language Teaching through Technology
- POLIA trainer – University of Minnesota
Presented teacher workshops on Proficiency-Oriented Language Instruction and Assessment
- Magnet Schools of America National Conference
Trained in magnet school topics; toured magnet schools, led focus group to explore issues of transportation, program choice and magnet school location for the NWSISD

Teacher

1975-2003

Brooklyn Center School District #286

Taught French, English and Journalism to students in grades 7-12. Responsibilities included:

- Supervised student teachers; served as mentor
- Coordinated district and regional Amity scholar program
- Presented at Minnesota Council on the Teaching of Languages and Cultures fall conferences
- Selected for *Who's Who Among America's Teachers*
- Organized and chaperoned student trips to francophone areas including France, Belgium, Switzerland, Quebec, New Orleans and Martinique

Professional Achievements

Council for Basic Education Interdisciplinary Fellowship
Paris as Mentor: How Hemingway Became Hemingway

Preliminary reviewer, NEH Foreign Language Fellowships

National Endowment for the Humanities (NEH) Summer Seminar Fellowship
Baudelaire and the Modern Tradition

Rockefeller Fellowship
Impressionism and the French Landscape

Senior author and consultant – EMC/Paradigm Publishing, St. Paul, MN
Wrote and revised *C'est a toi!* French textbook series and ancillary materials

Education

- ❖ *Education Specialist in Administration* – University of St. Thomas
- ❖ *Learning Technologies Certificate* – University of St. Thomas
- ❖ *Master of Education - Second Languages and Cultures* – University of Minnesota
- ❖ *Bachelor of Science* – English – University of Minnesota
- ❖ *Bachelor of Science* – French – University of Minnesota
- ❖ *Bachelor of Arts* – Journalism – University of Minnesota
- ❖ Study Program in France – College of St. Catherine
- ❖ Valid Minnesota teaching license (7-12 English/Language Arts; 7-12 Journalism; K-12 French)
file folder number 229836
- ❖ Valid K-12 principal/administrator license

Diane Jakubowski

(b)(6)

Summary of Qualifications

- AR/AP
- Reception
- HR Assistant
- Typing
- Communications Skills
- Filing and Organization

Computer Experience

- Microsoft Word
- Microsoft Excel
- Microsoft Outlook
- Microsoft Publisher

Work Experience

2003–Present Northwest Suburban Integration School District Administrative Assistant/Receptionist/Clerical

- Provide extensive clerical support in the form of word processing, duplication of materials, maintaining an office filing system, complete accounting forms, verify budget codes.
- Assist in day-to-day organization of the magnet programs.
- Maintain a student application database. Enter applications into lottery database and assist with lottery.
- Prepare, process and proof written communications from Program Director and staff. Prepare and distribute communications to parents and other member district staff.
- Arrange and facilitate appointments, meetings, workshops, travel arrangements and conferences for Magnet Office staff.
- Assist with planning and arrangements for special events, including the annual Power of Choice for Education Fair, presentations, meetings and other special events as required.
- Respond and provide information and assistance to staff and the general public on questions and concerns related to NWSISD Magnet Program.
- Attend meetings, record and prepare official minutes.
- Maintain assigned program office files and materials.
- Plan for, order and purchase office supplies, services, and instructional materials upon approval of the Program Director.
- Facilitate arrangements for regular and special meetings, works sessions and other functions of the magnet office.

2001–2002 Archway Marketing Services, Rogers, MN Receptionist/Human Resource Assistant

- Managed 6-Line telephone system
- Assisted in HR functions, insurance, workers' comp.
- Prepared Word and Excel paperwork

2000–2001 Tescom HDPC Corporation, Elk River, MN

- Planned for/scheduled production parts
- Researched/Maintained excellent vendor partnerships
- Processed purchase orders
- Reconciled packing slips with invoices
- Managed office supplies and fulfilled requisitions

1999–2000 Purchasing Professionals, Bloomington, MN

- Expedited orders
- Maintained purchasing spreadsheets
- Collaborated with team members and suppliers

1994–1999 Oildyne/Parker Hannifin, New Hope, MN

- Data Entry and time ticket verification
- Reception/Answered telephones
- Assisted Accounts Receivable and HR
- Maintained invoice and purchase order files
- Expedited orders/Purchased production and MRO

Education

University of MN Extension, Minneapolis, MN

St. Cloud Technical College, St. Cloud, MN

Anoka-Hennepin Technical College, Anoka, MN

MADELYN KRINKE

(b)(6)

Email: mjkrinke@nws.k12.mn.us

PROFILE

Results-oriented office professional, highly skilled in database management, supervision and communication, experienced in analyzing data and reporting results

EDUCATION

Bachelor of Arts, Concordia University, St. Paul, 2001
Major: Information Technology in Management GPA 4.0
Cumulative GPA 3.7

Associate of Arts, North Hennepin Community College, Brooklyn Park, MN 1998
Member of Phi Theta Kappa

RELATED EXPERIENCE

Northwest Suburban Integration School District 2004-present

Magnet Program Specialist (Project Secretary)

- Assist Director of Magnet Schools with fulfilling requirements of the magnet program.
- Compile information, coordinate special projects and generate reports.
- Coordinate collection of lottery data with member districts and consultant. Generate and communicate lottery results to consortium.
- Assist with budget monitoring and review; verify compliance of invoices from magnet schools.
- Assist with efficient operations of magnet office.
- Provide positive assistance and information to staff and general public on magnet schools
- Schedule and coordinate meetings with seven districts in consortium relating to all aspects of the magnet schools.

Coordinate special events related to the magnet schools

Intermediate District 287, Plymouth, MN 1986-2004

Data Management Specialist 1999-2004

- Managed FileMaker Pro custom database project from inception through implementation
 - Collaborated with Superintendent and department directors to determine data elements for a customized database that would provide critical reports for administration to make data-driven decisions
 - Assisted consultant in development of database to integrate data
 - Coordinated hosting of database on network with network administrator

- Retrieved data from mainframe databases and electronically transferred data to integrated FileMaker Pro database
 - Prepared Ad Hoc reports for school board and administrators as requested
 - Developed users manual for database
 - Trained administrators and secretaries on use of the database
- Created Excel database that included salary and benefits for all employee positions in 14 metropolitan school districts for use by Human Resources Directors in their districts' negotiations
 - Managed satisfaction survey projects – selected and implemented new software, and handled entire process ending with reports and graphs to display results
 - Trained staff to use software for creating surveys and processing reports

Administrative Assistant**1986-1999**

- Supported upper level administrators with high degree of confidentiality: composed correspondence, recorded minutes of various meetings, screened telephone calls, prepared reports and Power Point presentations, scheduled meetings, made travel arrangements
- Planned and coordinated arrangements for major meetings and events
- Converted numerous documents to html or PDF format and published them on Intranet site
- Coordinated and compiled state reports for staff and students
- Prepared department budget and monitored expenditures
- Communicated with upper level administration both internally and externally

Supervisor Mail and Copy Center**1993-2004**

- Administered employee performance reviews
- Worked directly with vendors to select equipment and services
- Automated and streamlined mail and copy center resulting in greater efficiency and lower operating costs
- Performed all billing functions and managed budgets for mail and copy center as well as ordering all supplies and maintenance contracts

COMPUTER SKILLS

Proficient in FileMaker Pro, Microsoft Word, Excel, Access, Adobe Acrobat, Remark Office OMR, Dream Weaver, TIES Mainframe databases, Meeting Maker, Palm Desktop

Matthew Tveter

(b)(6)

763-416-3095 (work)

Professional Experience

**Program Specialist, Interim Magnet School Recruiter
Northwest Suburban Integration School District #6078**

July 2005 to present

- Provide assistance and information to staff and general public on magnet schools.
- Plan, schedule and coordinate recruitment activities, including the annual Power of Choice for Education Fair.
- Function as the liaison with magnet schools, NWSISD programs, and community.
- Coordinate a comprehensive media campaign to target potential students and their families using a variety of mass media outlets and key community contacts outlined in the Magnet Schools Assistant Program grant.
- Develop and compile data for curriculum reports.
- Prepare quarterly reports on the success of recruitment efforts and an annual recruiting report for the granting agency.
- Prepare a bimonthly magnet communications document for the community.
- Create informative programs to present to various groups external to the school communities.
- Outreach to parents whose children attend low performing Title one schools.
- Develop and schedule paid newspaper advertisements announcing the application period for the magnet schools and the Power of Choice for Education Fair.
- Coordinate distribution of magnet school brochures and information through local libraries and community centers.
- Maintain communication with member district public relations personnel.
- Named Northwest Suburban Integration School District Magnet School Marketing Specialist/Recruiter as of July 1, 2006 by Northwest Suburban Integration School District.

**English Teacher, Kojen English Schools
Taipei, Taiwan**

Feb. 2004 – Feb. 2005

- Designed and taught after-school and Saturday classes to children of differing English abilities aged seven to fifteen.
- Designed and taught weekly speaking classes at St. Francis Girls High School and Taipei Nursing and Technical Preparatory School.

- Performed the evaluation and placement of students at the end of each course and communicated their progress and problems to their parents.
- Helped to train and evaluate new teachers.

**English Teacher, Madrazo Language School
Madrid, Spain**

Jan. 2002 – June 2003

- Designed and taught Business English classes to employees of international companies such as Telefonica, American Express, and Drago Inc.
- Designed and taught TOEFL preparation classes to university students planning on studying in the United States.

Graphic Designer/Advertising Editor, Minnesota Daily

Sept. 1999 – Dec. 2000

- Created advertisements using desktop publishing programs for inclusion in the Minnesota Daily, the University of Minnesota's student newspaper.
- Edited advertisements for spelling and grammatical mistakes.
- Trained new employees and assigned work.

Volunteer Experience

Hands on Thailand, Bang Tao Beach Recovery Project

February 2005

- Helped rebuild the house of a Tsunami victim.

University of Minnesota Whole Music Club

1998-2000

- Promoted and managed concerts held at the Student Union.

University of Minnesota Program Council

1997-1998

- Promoted and managed speaking engagements held at the Student Union.

Education

- Bachelor of Arts - Cultural Studies and Comparative Literature, English Literature

University of Minnesota

December, 2000

- TEFL teaching certificate

International Teaching Certificate, Barcelona, Spain

December, 2001

Minnesota
Department
of **Education**

April 17, 2007

Marcia Moore, Superintendent
6860 Shingle Creek Parkway, Suite 208
Brooklyn Center, MN 55430

Dear Marcia Moore:

We are writing to express our support for your efforts to establish four new magnet schools in the Northwest Suburban Integration School District (NWSISD). The Minnesota Department of Education (MDE) supports this endeavor whole-heartedly as a way to increase integration and improve academic achievement for all students. Magnet schools are the best kept secret in Minnesota, but Northwest Integration School Districts commitment to create excellent Magnet schools is raising the profile of Magnet schools in Minnesota.

In supporting your work with various school districts in the Northwestern suburbs, the department reaffirms its goal of integrated public schools. NWSISD is a collaboration of seven school districts and unceasingly promotes integration among all its member districts by creating high performing magnet schools. MDE is proud to work with NWSISD as a partner that is committed to the belief that integrated schools achieve high academic success. We commend Northwest Suburban Integration School District for seeking out the magnet grant as a way to increase interaction, attract a diverse student body in its district and build more magnet schools.

The NWSISD has demonstrated its ability to work with average schools and convert them into high performing schools. This year, two of NWSISD magnet schools will receive the Magnet School of America **Merit Award**. Birch Grove Elementary Arts magnet school will receive the magnet school of excellence award and Fridley International Baccalaureate middle year magnet school will receive the magnet school of distinction award.

The Minnesota Department of Education is delighted to support your application for the Magnet School of America grant. Over the years, other schools in NWSISD incorporated magnet programs that have impacted students in a positive way. We strongly encourage NWSISD to maintain its success in promoting desegregation efforts, consistent delivery of quality services, commitment to innovation and commitment to high academic standards.

Sincerely,



Alice Seagren
Commissioner
Minnesota Department of Education



Glory Kibbel
Interim Director, School Choice & Services
Minnesota Department of Education

1500 Highway 36 West, Roseville, MN 55113-4266 651-582-8200 TTY: 651-582-8201

education.state.mn.us

ANOKA-HENNEPIN SCHOOL DISTRICT

EDUCATIONAL SERVICE CENTER

11299 Hanson Blvd. NW, Coon Rapids, MN 55433 763-506-1000 TTY: 763-506-1180 Fax: 763-506-1003 www.anoka.k12.mn.us

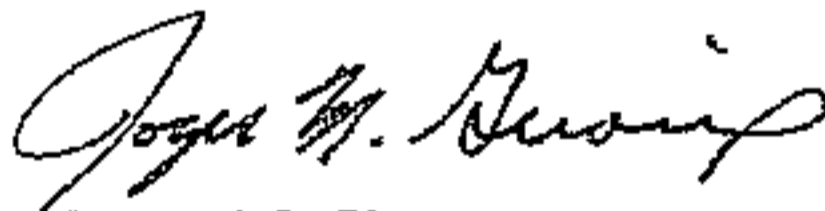
November 6, 2006

To Whom It May Concern:

I am pleased to write this letter of support for the Northwest Suburban Integration School District's Magnet School Assistance Program. Anoka-Hennepin ISD #11 is part of the seven-district consortium (NWSISD) and our districts have worked closely together to find ways of supporting our racially isolated districts and schools. Our primary goal to reduce racial isolation and increase racial integration between our districts will be significantly enhanced by the Magnet School Assistance Program grant. With the first MSAP grant, our districts were able to increase the opportunities for families by beginning K-12 magnet strands in visual and performing arts, International Baccalaureate programs, and math/science across the seven districts. It is essential to our consortium to continue to expand the magnet programs with additional magnet schools to complete our K-12 programs.

As the Superintendent of the Anoka-Hennepin district, I endorse and support the seven-district (NWSISD) MSAP plan and grant proposal. Our district is committed to the goals and design of this proposal. This Magnet School Assistance Program grant will provide the necessary support to create four new magnet programs within the seven-district consortium which will increase opportunities of choice for families, increase student engagement, increase student achievement and provide viable options to significantly impact the racial isolation of our schools.

Sincerely yours,



Roger M. Giroux
Superintendent of Schools

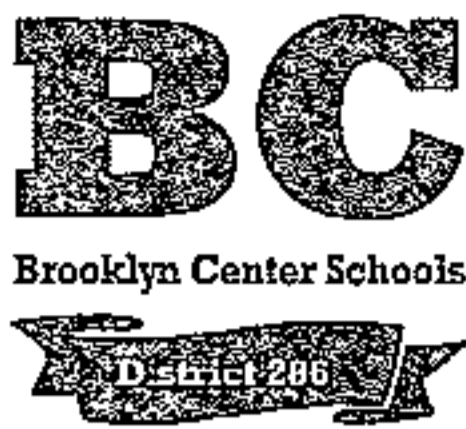
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SCHOOL BOARD:
Michael Sullivan, Chair
Tom Heidemann, Vice Chair
Jerry Newton, Clerk



Daniel Cook, Treasurer
Dr. Scott Wenzel, Director
John Hoffman, Director

Dr. Roger Giroux, Superintendent



BROOKLYN CENTER INDEPENDENT SCHOOL DISTRICT No. 286

6500 Humboldt Avenue North
Brooklyn Center, MN 55430-1897

Phone: (763) 561-2120

Fax: (763) 560-2647

"AN EQUAL OPPORTUNITY EMPLOYER"

Expect The Best!

November 6, 2006

To Whom It May Concern:

It is my pleasure to write this letter in support of the Brooklyn Center School District, ISD #286 participation in the Northwest Suburban Integration School District's Magnet Program Grant application. We have actively participated with NWSISD since its formation when, under Minnesota Statute we were declared an isolated segregated district.

Brooklyn Center is a unique school district in the Minneapolis/St. Paul Metropolitan area. With only 1700 students in two buildings, our district is a small, quality educational force in a 2.8 square mile area of the big city. Our demographics resemble more the inner city than the suburb with 66% students of color and a 66% poverty rate. About 30% of our student body receives English Language Learner support. Brooklyn Center High School's mobility rate is at 30%.

Our elementary school, Earle Brown, is an International Baccalaureate Candidate School. Since this program began in 2004 we have seen significant growth in participation from districts where the protected student population is much smaller than ours. Not only have we seen improvement in our integration efforts, we have also seen significant growth in student achievement by all students. Earle Brown has become a school sought after by parents and students from many districts.

However, as the students continue into the 7th grade we do not see the students continue to Brooklyn Center High School. While we have an outstanding staff and good programming, we do not have the kinds of programs that will attract more white students.

We now have an opportunity to build on our strengths and improve our integration efforts as a district through a two-strand magnet program. We look forward to the opportunity to implement the IB Middle Years Program (MYP) as well as an Arts Magnet at Brooklyn Center High School. The value of continuing into the MYP is clear: We will provide continuity in program and instructional approach and we will attract to the high school the same students that are excited about our Primary Years Program (PYP). The children of our partner schools will be the beneficiaries of this program, but also they will learn from and value the richness of the many cultures represented in our school.

Our instrumental music program has found a great deal of success in recent years. This success has translated into some enhancement of our integration efforts. We have artistically talented and energetic students and staff, but one program, alone, cannot address the needs of our young people nor attract children from our partner districts. Combining a traditional arts program with media and technological arts will provide opportunities that will take

Brooklyn Center Schools is committed to providing a quality education for all students. It is a priority of the district to close the achievement gap through exceptional teaching, strong professional development and a focus on all students—individually and collectively. Our PYP has set the standard for excellence in our district that will support our efforts to move forward.

We have seen, in the past three years, many successful efforts to improve curriculum and instruction. Our integration efforts have been successful, particularly at the elementary level. We are now seeing resurgence in quality and commitment to these efforts at the high school level. The time is right to implement these two magnet programs and accelerate our progress toward integration. The achievement gap can be closed and all students can be prepared to move on to higher levels of education beyond high school. That is the belief of our high school principal and staff. That is the belief of the Brooklyn Center School District.

The Brooklyn Center School Board supports this application and is committed to developing a quality IB and Arts Magnet at BCHS. Their desire to improve integration and the quality of learning opportunities for our students is evident in their actions in the past and present and in their positive view toward future growth. Our relationship with NWSISD has had a tremendous impact on our district's integration efforts as well as establishing positive connections with our partner schools. We believe, working together, we will make a difference for our students in school now and for all who follow.

Sincerely,

A handwritten signature in black ink, appearing to read 'Keith E. Lester', written over a horizontal line.

Keith E. Lester
Superintendent of Schools

**Buffalo-Hanover-Montrose Schools
Independent School District 877**

214 NE 1st Avenue, Buffalo, MN 55313
www.buffalo.k12.mn.us



James M. Bauck, Superintendent of Schools
763-682-8707 (office), 763-682-8785 (fax)
jbauck@buffalo.k12.mn.us

October 4, 2006

To Whom It May Concern,

The Buffalo-Hanover-Montrose School district offers this letter in full support of the Northwest Suburban Integration School District's application for the Magnet School's Assistance Program grant.

Currently, Buffalo High School hosts an arts magnet program for the students of the NWSISD. This program offers opportunities to students who want to improve their education career by joining with other students who share similar interests in the fine arts. Staff are excited to offer specialized courses providing another choice for families and students.

Our school district is beginning to see more diversity in its population with approximately 5% of its student population being students of color. We are sure this population will continue to grow and look forward to providing all students with this innovative approach to enhance achievement in an integrated environment.

Sincerely,

A handwritten signature in black ink that reads 'James M. Bauck'. The signature is written in a cursive style with a large, sweeping initial 'J'.

James M. Bauck
Superintendent



Independent School District 728

ADMINISTRATION OFFICES

815 Highway 10
Elk River, MN 55330

Dr. Mark R. Bezek
Superintendent of Schools

(763) 241-3400 Fax (763) 241-3407

November 1, 2006

Ms Marcia Moore
Northwest Suburban Integration School District #6078
6860 Shingle Creek Parkway, Suite 208
Brooklyn Center, MN 55430

Dear Ms Moore:

I am sending this letter to state that Elk River Area School District #728 endorses and supports the Northwest Suburban Integration Magnet School Program.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Bezek'.

Dr. Mark Bezek
Superintendent of Schools



Fridley School District
6000 West Moore Lake Drive
Fridley, Minnesota 55432
Phone: 763-502-5001
Fax: 763-502-5040
mark.robertson@fridley.k12.mn.us

Mark A. Robertson
Superintendent of Schools

September 25, 2006

To Whom It May Concern:

As superintendent of Fridley Schools, I am excited about the possibilities and opportunities for students, staff, and our schools that could result from the federal magnet grant as proposed by Northwest Suburban Integration School District. The Fridley High School "Global Studies Magnet" portion of the grant has the potential of impacting our district with increased racial interaction, academic opportunities, and increased academic achievement. Our district is waiting with anticipation of the next steps we will be taking towards this significant educational step, and is committed in many ways to doing whatever is necessary to ensure its success.

Our district is a committed and active partner with the Northwest Suburban Integration School District. From students participating actively in NWSISD programs and activities, to our leadership being involved in planning, organizing, and carrying out the mission of the integration district, there is a solid level of commitment and involvement. Our district believes in the mission of the integration district and is carrying it out with our commitments of time, energy, participation, and finances. The major goals of increasing racial interaction, reducing racial isolation, and improving student achievement are at the core of our district's mission.

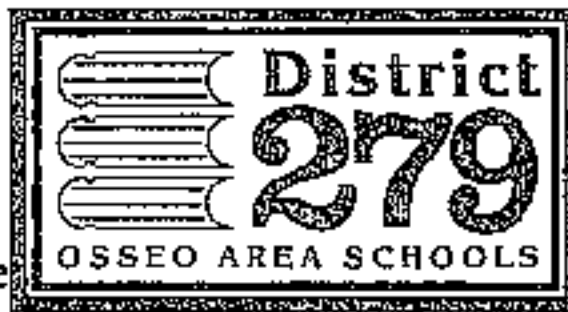
For the past three years, our district has fully committed to implementing a middle years magnet program – the International Baccalaureate MYP. During the implementation phase we have seen increased racial interaction, increased diversity, and most importantly, increased academic opportunities and student achievement levels. Implementation of this program has been transformational for our district, and we are excited about the possibilities of taking the next steps at Fridley High School.

The high school global studies portion for Fridley Schools, which includes the International Baccalaureate Diploma Programme, is not only a fit for the current direction we are headed, but it is also needed. Our high school, which recently went on AYP for NCLB subgroup gaps, has a need to improve overall achievement, and has a need to continue the themes and strategies already in place in our middle school.

Our district is fully committed to the mission, vision, and goals of this magnet schools grant. We continue to discuss, plan, and organize with the understanding that the grant is still in the application and proposal stage. We are excited and committed to do our best to support the Northwest Suburban Integration School District and this magnet schools proposal.

Sincerely,

Mark Robertson, Superintendent
Fridley School District 14



SUSAN HINTZ, Ed.S.
Superintendent

Phone: (763) 391-7003
FAX: (763) 391-7071

November 6, 2006

To Whom It May Concern:

Re: Letter of Support for Northwest Suburban Integration School District (NWSISD)
Magnet Schools Assistance Program (MSAP) Grant Submission

Please accept this letter as formal support by the Osseo Area Schools – District 279 as a request for Magnet Schools Assistance Program funding being submitted by the Northwest Suburban Integration School District (NWSISD). Osseo Area Schools is one of the seven member districts of the NWSISD.

Osseo Area Schools is the fifth largest school district in Minnesota with a population of over 41% students of color that is growing at a rate of 2 ½ % to 3% a year. Among the 27 Osseo schools, the student diversity ranges from 10% to 89% students of color. Thirteen of the 27 K-12 buildings have more than 50% students of color and three of these 13 buildings currently are magnet schools for NWSISD.

Osseo Area Schools has done a number of things to engender support and build capacity to actively participate in magnet programming and to demonstrate a commitment to the goals of the grant. The District recently completed a \$139 million building program with the specific goal of bringing all 27 K-12 facilities to new millennium standards. Technology systems have also been upgraded to include a full fiber optic system between all buildings and to our Internet provider and wireless capabilities so that laptop computer learning opportunities can occur any place in any building. Further, we have a commitment to maintain and refresh classroom computers on a 3-6 year replacement cycle to provide upgraded equipment on a regular basis for all students.

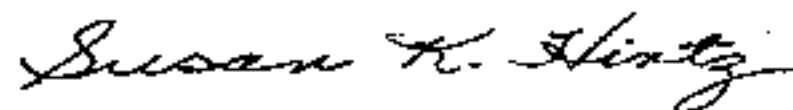
In addition to the building and system renovations described, the current District magnet schools: Edgewood Elementary - A Science, Math and Technology School; Birch Grove Elementary School for the Arts; and North View International Baccalaureate Middle Years Programme Candidate School, upgraded classrooms and specialty areas to support the successful implementation of the specific magnet options. We continue to reevaluate District standards to ensure the sustainability of quality facilities and program support for the magnet programs.

Osseo Area Schools also commits the resources of our Curriculum, Instruction and Educational Standards (CIES) Department to support the development and implementation of programs at each magnet site. This department includes curriculum content specialists, as well as individuals skilled in professional development for teachers

and support staff. Over the last 25 years, this department has developed a highly-regarded instructional improvement process that supports the assessment, development, implementation and evaluation of each of our K-12 curriculum strands. CIES staff work closely with each of the current magnet schools for very specific outcomes and needs and will continue to be assigned to those tasks for future magnet school initiatives.

Finally, our commitment to this proposal is demonstrated by the collaborative efforts of an entire team of professional educators. In addition to my personal commitment, the following colleagues are also actively engaged: two Assistant Superintendents, the Director of Curriculum, Instruction and Educational Standards, a Coordinator of Cultural Integration, a Magnet Project Lead, and operational and clerical support. These efforts have been in close collaboration with other member districts of the NWSISD, as well as with District 279 staff who will be impacted by these programs. We have selected a building principal whose exemplary leadership skills will ensure that the implementation of the magnet school at Park Center Senior High will be successful.

Respectfully,



Susan K. Hintz, Ed.S.
Superintendent



Rockford Area Schools
Independent School District #883
www.rockford.k12.mn.us

Rockford Area Schools
District Office
Michael J. Smith,
Superintendent
6051 Ash Street, PO Box 9
Rockford MN 55373
763-477-9165
763-477-5833 Fax

Rockford Elementary Arts
Magnet School (K-5)
Brenda Petersmeyer, Principal
7650 County Rd 50, PO Box 69
Rockford MN 55373
763-477-5837
763-477-5025 Fax

Rockford Middle School (6-8)
Marie Flanary, Principal
6051 Ash Street, PO Box 189
Rockford MN 55373
763-477-5831
763-477-5832 Fax

Rockford High School (9-12)
Eric Williams, Principal
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November 2, 2006

To Whom it May Concern:

I am writing in support of the Northwest Suburban Integration District's application for the magnet school grant.

Northwest Suburban Integration District is currently operating an innovative and enticing approach to voluntary integration. School districts in each of the seven districts have hosted or are planning to host magnet school programs. Whether it is the performing arts magnet school, the science and math magnet school, the International Baccalaureate school, or the Montessori school program, families who value these educational opportunities for their children will approach integration as a side benefit that is outweighed by the ability to choose a program that fits their child's talents and interested as well as educational needs.

The benefits of this magnet school approach are multiple because this grant proposal focuses on educational choice for families. It is my belief that this I grant proposal has merit and urge you to give it your full support.

Sincerely,

Michael J. Smith
Superintendent

EMS-NWSISD: Evaluation of Magnet Schools for the Northwest Suburban Integration School District

Introduction

The program evaluation will be conducted by an outside, independent evaluator. The magnet schools evaluation effort will be guided by the following major objectives:

- To determine how the magnet programs are perceived by significant audiences, including students, educators and parents.
- To determine how the magnet programs have produced a positive impact upon student achievement, and, if so, whether all racial and ethnic subgroups of student equally benefit from the program.
- To determine if the magnet programs promote the reduction of minority group isolation.
- To generate a series of recommendations that decision-makers can use to promote the successful implementation of the magnet school concept in other schools.
- The purpose of this magnet program evaluation effort is to provide project personnel with statistically valid information on the effect of the magnet program on student achievement.

The extent which the evaluation includes methods that are appropriate for the project.

The evaluation plan is in response to the request for applications for the Magnet School Assistance Program for fiscal year 2004 (Catalog of Federal Domestic Assistance Number (CFDA): 84.165A). The programs/ schools included in this evaluation are the International Baccalaureate and the Global Studies Programs at Fridley High School, and Park Center High School and the International Baccalaureate and the Arts Program at Brooklyn Center High School, described below.

Description of Magnet School Programs

With MSAP funds, the NWSISD will **implement three new magnet school programs**. NWSISD worked with Decision Resources, LTD, a local educational research firm, to develop a comprehensive quantitative study that illustrated the need to address parental choice as a methodology for educational reform. In addition, the research provided data and research opportunities that allowed planners to determine specifically which thematic approaches would be the most popular as well as best supported within the seven districts. In a study, fully representative of the diversity found within the seven districts, the following key findings were used in the decision-making process:

1. No centralized magnet school program located in just one district would prove an effective approach for meeting the goals of the district nor be able to sufficiently promote integration for the whole collaborative.
2. The majority of non-minority parents were willing to send their children to Brooklyn Center, Fridley and Osseo School Districts to attend magnet schools. (These are the three districts where the proposed magnet schools are located.)
3. Specific themes offered in key districts could reach integration goals in the first few years of operation.

A second barometer survey was conducted based on the final selection of themes and locations. The results of this needs analysis were supportive of the proposed magnet plan and included the following conclusions:

1. Because of high parent interest, the elementary magnet schools aimed at attracting non-minority students to schools with high concentrations of minority students should be fast tracked for implementation.
2. Parents indicated strong interest in the International Baccalaureate Middle Years Programme & Diploma Programme justifying their implementation.

Therefore, the following schools were selected:

1. Brooklyn Center High School in Brooklyn Center Independent School District #286: a) implement the Middle Years Programme from the International Baccalaureate Organization (IBO), b) implement a visual, performing, literary and technological/media arts magnet program, c) develop curriculum using inquiry-based and standards-based instructional techniques, and d) integrate technology into all instruction. Brooklyn Center has the capacity to accept 300 new students. The total number of students expected to participate is 926.
- 2 and 3. Fridley High School in Fridley Independent School District #14 and Park Center Senior High in ISD 279 – Osseo Area Schools: a) implement the Diploma Programme from the IBO, b) expand the current Middle Years Programme from the IBO to include all students, c) implement a global studies model as the infrastructure for the program, d) develop curriculum using inquiry-based and standards-based instructional techniques, and e) integrate technology into all instruction. Fridley has the capacity to accept 160 new students and Park Center 300. The total number of students expected to participate at Fridley is 954 and at Park Center 1,701.

Program	High School
International Baccalaureate Program and Arts Program	(1) Brooklyn Center High School
International Baccalaureate Programs and Global Studies	(2) Fridley High School and (3) Park Center High School

Purpose

The purpose of the evaluation is to compare the performance of students enrolled in each of the magnet programs with students enrolled in non-magnet programs. Performance in reading, writing, mathematics, and science will be assessed using standardized test scores in reading, writing, mathematics and science from the *Minnesota Comprehensive Assessments—Series II (MCA-IIs)*. All current 9th graders must pass the writing test in order to graduate. Beginning in 2008, they must also pass the reading MCA-II and the following year (2009) they must pass the math MCA-II in order to graduate. The study will determine the extent that the Middle Years Programme (MYP), the Diploma Programme (DP) and the Visual and Performing Arts program impacted student achievement.

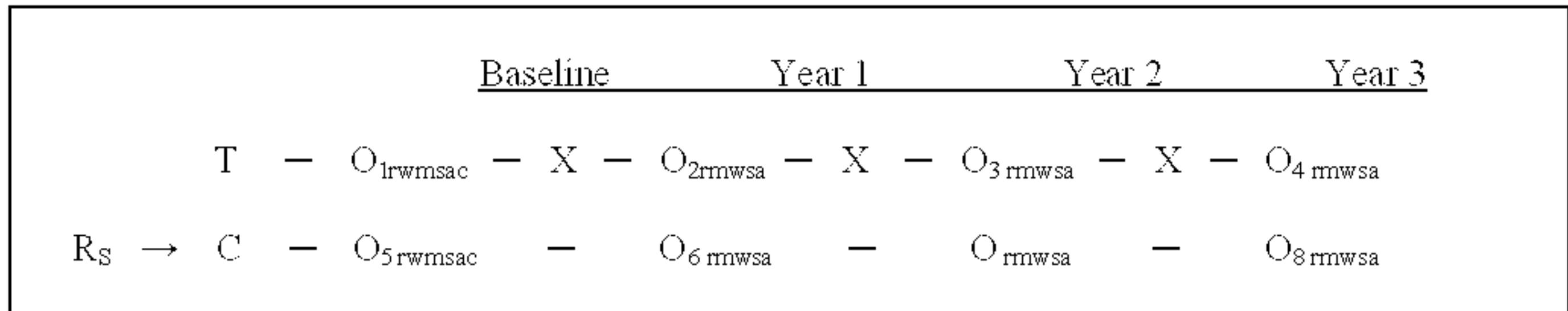
Evaluation Questions

The evaluation will examine student outcomes as a result of participation in the magnet program’s specialized curricula. There are two (2) evaluation questions:

1. After controlling for demographics and initial abilities (i.e., previous test scores), how do students in the magnet programs perform in reading, writing, mathematics, science, and art, as measured by standardized assessments, as compared with the students from non-magnet schools?
2. Do students in the magnet programs perform equivalently in reading, writing, mathematics, science, and art, as compared with students from non-magnet schools who have met their No Child Left Behind goals?
3. Which magnet program was most effective in improving student performance in reading, writing, mathematics, science, and art, as measured by standardized assessments?
4. What is the overall effect size of the magnet programs in reading, writing, mathematics, science, and art, as measured by standardized assessments?

Evaluation Design for Evaluation Question 1

The evaluation design to compare magnet with non-magnet students’ learning outcomes is depicted in the figure below,



where R_S = Random Selection, R_A = Random Assignment, T = Treatment Group (Magnet), C = Comparison Group, O₁ and O₅ = Pretest Scores, O₂ and O₆ = Posttest Scores at the end of Year 1, O₃ and O₇ = Posttest Scores at the end of Year 2, O₄ and O₈ = Posttest Scores at the end of Year 3, r = standardized scores in Reading, w = standardized scores in Writing, m = standardized scores in Mathematics, s = standardized scores in Science, a = standardized scores in Arts, c = demographic or other covariates that are highly correlated with the dependent variables, and X = Intervention (curriculum).

Virtual Comparison Group

Students will be randomly selected from area schools that match the magnet school student’s demographic statistics and previous years’ standardized test scores. This is necessary because there are no other non-magnet schools in the state who have failed to meet their No Child Left Behind goals.

Sample Size

The sample sizes for the magnet schools will be approximately N₁₋₃ = 926, 954, and 1,701 for the three schools enumerated in the table above, respectively. The harmonic mean is 1,105. Therefore, a

reservoir of students will be randomly selected from non-magnet programs to serve as a virtual comparison group. The reservoir will be allowed to increase until it is sufficiently large to obtain 1,105 students who will be selected that match the magnet school student's demographic statistics and previous years' standardized test scores. Thus, the total sample size for the magnet schools will be $N_T = 3,581$ and for the comparison group will be $N_C = 1,105$, for a total $N = 4,686$ for this portion of the evaluation.

Instrument

The primary source for standardized scores will be the *Minnesota Comprehensive Assessments—Series II (MCA-IIs)*. According to the Minnesota Department of Education web site (http://children.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/MCA_II/index.html), "they are the state tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of No Child Left Behind. They are used to determine whether schools and districts have made adequate yearly progress toward all students being proficient in 2014. Reading and mathematics tests are given in grades 3-8, 10 and 11. In the spring of 2008 science tests will also be given in grades 5 and 8 and once in high school, depending on when students complete their life sciences curriculum." The MCA's technical manual (MCA, 2006) presents evidence of very high rater reliability (typically in the low to mid .90s. Validity evidence is primarily based on content validity overlap with Minnesota state objectives, and latent-trait analyses.

Statistical Procedures

The standardized scores will be analyzed with a factorial MANCOVA on the learning outcomes post-test scores at the end of Year 1, with baseline and demographic scores used as the covariate. The same analysis will be conducted at the end of Year 2 and Year 3. This will provide data to complement the formative evaluation on program implementation. At the end of Year 3, the summative evaluation data will be based on a repeated measures factorial MANCOVA on the learning outcomes of Years 1, 2, and 3, with the baseline and demographic variables serving as covariates.

Underlying assumptions will be assessed. Normality will be examined with normality plots (e.g., P-P and Q-Q plots), and the Kolmogorov-Smirnov test. Homoscedasticity will be examined with Levene's test. Nonparametric procedures will be used to supplement the data analyses in the presence of assumption violations. All statistical procedures will be conducted with nominal $\alpha = 0.05$.

A statistical power analysis was conducted. The assumptions of the analysis were based on the choice of the fixed effects F statistic (which is a one-tailed test), nominal $\alpha = 0.05$, degrees of freedom for the numerator of the F ratio, and an a priori expectation of effect size of magnitude $f = .25$ (a standard deviation of population means one-quarter as large as the standard deviation of the observations within the populations (Cohen, 1988, p. 286). The sample size yields statistical power exceeding .99, meaning there is full statistical power to detect an improvement in learning outcomes.

Evaluation Design for Evaluation Question 2

The purpose of evaluation question 2 is to demonstrate equivalence in performance of the magnet schools with randomly selected schools in the area who have met and continue to meet their NCLB goals. The evaluation to determine the equivalence of treatments are becoming increasingly common in educational and social and behavioral science research. The null hypothesis is that the difference between learning outcomes between two (or more) schools is within some small magnitude. One potential drawback in conducting this type of evaluation is the requirement for much larger

samples sizes than typically available in educational evaluations (Makuch & Johnson, 1986). However, this evaluation provides ample samples sizes to conduce equivalency testing.

Methodology

The same methods (e.g., research design, instrument, etc.) will be used as in Evaluation Question 1, with the primary exception that a non-magnet school will be randomly selected in the area. Note that this school will have met, and are expected to continue to meet, its NCLB goals in terms of learning outcomes.

Magnet School	Comparison School
(1) Brooklyn Center High School	Osseo High School Brooklyn Junior High (Both in ISD 279 Osseo Area Schools)
(2) Fridley High School & (3) Park Center Senior High	

Statistical Analysis

The initial analysis will be based on the prior years’ MCA test scores for the three magnet schools and the comparison school. This will demonstrate the lack of equivalency prior to the implementation of the magnet school program.

Subsequently, the end of Year 3, a pair of nested Student’s tests will be conducted on all post test scores for each magnet school with the comparison school. Two one-sided tests of significance will be conducted, with the equivalency interval stipulated to be within 1/16 of a standard deviation, which is a commonly accepted threshold of equivalency. The hypothesis $H_0: \mu_T - \mu_C \geq 1$ must be rejected in favor of the alternative hypothesis $H_a: \mu_T - \mu_C < 1$, and, $\mu_T - \mu_C >$ the lower bound of the equivalence interval. Experiment-wise Type I inflation will be controlled by Bonferroni procedures. Statistical power, based on a comparison school with $N = 1,000$ exceeds .99 to determine equivalence (Cohen, 1988).

Evaluation Design for Evaluation Question 3

In order to determine which of the magnet programs is most effective in increasing student learning outcomes in reading, writing, mathematics, science, and art

Baseline	Year 1	Year 2	Year 3
$O_{1rwmsac}$	– X –	O_{2rmwsa}	– X –
		O_{3rmwsa}	– X –
			O_{4rmwsa}

Methodology

The evaluation design is the same as for Evaluation Question 1, with the exception that no comparison scores are relevant, and hence, are deleted from the analysis. Thus, a one-way MANCOVA will be conducted at the end of each year, and a repeated measures one-way MANCOVA will be computed at the end of Years 2 and 3, respectively. Statistical power analysis indicates power exceed .99 (Cohen, 1988).

Evaluation Design for Evaluation Question 4

The intent of this evaluation question is to assess the magnitude of the effect size of the magnet programs in reading, writing, mathematics, science, and art, as measured by standardized assessments. In addition to effect sizes computed in the above three evaluation objectives, which will provide effect size information with each Year and for each subject matter, a meta-analytic approach will be conducted to assess the overall impact of the magnet program across the participating schools. The effect size (ES) will be computed based on the standardized test score for each learning outcome and analyzed with Stouffer's Z, as modified by Sawilowsky (Sawilowsky, 1996, Sawilowsky & Markman, 1990, Sawilowsky & Spence, 2007). This modification adjusts for the inflation of experiment-wise Type I errors, which accumulate in performing meta-analytic techniques across multiple studies.

Summative and Final Reports

A series of reports will be created by the evaluator over the project period, including formative and summative. The schedule for the distribution of reports is shown in Table 1. Formative evaluations provide information on the extent to which short-term objectives and goals have been met. The purpose of such an evaluation is to render a summary judgment on certain critical aspects of the program's performance (Rossi, Freeman & Lipsey, 1999). The results may influence significant decisions such as allocation of funding or restructuring. They will be produced on an annual basis. Recommendations for improvements based on a review of the data will also be included. Summative evaluation reports are relatively formal and incorporate qualitative and quantitative data. The evaluator will meet with district and school administrators to discuss findings.

A final summative report will be written at the conclusion of the project. It examines longitudinal data over the course of the three years of the project, and it will assess the program impact as they related to the needs of all of the stakeholders. Findings will be shared with school and district personnel and submitted to the appropriate scholarly journals.

Table 1. Schedule for distribution of formative and summative evaluation reports

Report type	Project Year 1	Project Year 2	Project Year 3
Formative	August	August	August
Summative			September

Timetables

Project evaluation activities will be carried out according to the schedule presented in Table 2. The task is listed as well as the person(s) responsible and the month in which the activity is expected to be completed. The evaluator will work with the district to ensure that tasks adhere to the timetable.

Project Evaluator

Phale D. Hale Education Consulting, Inc., a full service education consulting firm based in Washington, D.C., will conduct the rigorous project evaluation. Phale D. Hale Education, Consulting Inc. provides program evaluation services for magnet schools nationwide. Primary consultants, along with team field consultants, are selected to work with a magnet program based on the areas of expertise

and work jointly to evaluate the implementation and progress of a funded magnet program. Phale D. Hale is the President of the firm and has a wealth of experience in designing, funding and evaluating magnet school programs.

Phale D. Hale, President of the firm has worked with more than 60 school districts to design, fund, and evaluate their magnet school programs in his 19 years as a magnet school consultant. He is a former supervising director of the federal programs department for the Rochester, N.Y., Public Schools. He has conducted evaluations of magnet schools in Arizona, North Carolina, Illinois, Texas, Virginia, and Florida.

Mr. Hale will be working with The Institute for the Study of the African American Child (ISAAC) to conduct the evaluation of this project. ISAAC is affiliated with the Teacher Education Division of the College of Education at Wayne State University. The mission of the Institute is to understand the factors that contribute to the African American achievement gap, to close that gap and propel African American children to their rightful position of excellence and leadership in the world. The mission requires understanding African American child development and its underpinnings and many contexts and the influences that impact upon the manner in which that development unfolds. The focal point of the Institute is to formulate best practices for working with African American children in school and in the community. Pedagogy – the activity between the teacher and the child is the primary discipline represented.

Janice Hale, the director of ISAAC, is a professor of early childhood education at Wayne State University. She has served as a speaker and consultant to numerous colleges, professional organizations and early childhood education programs across the United States and Jamaica. She has served as a consultant for Sesame Street and Mister Roger’s Neighborhood.

Dr. Hale has written numerous articles in her field and has written three books. The title of her first book is *Black Children: Their roots, culture and learning styles*. Dr. Hale’s second and third books, *Unbank the Fire: Visions for the education of African American children* and *Learning While Black: Creating educational excellence for African American children* were both nominated for the Pulitzer Prize.

The lead project evaluator chosen to assess the impact of the proposed intervention is Dr. Shlomo S. Sawilowsky, Professor of Educational Evaluation and Research, and Wayne State University Distinguished Faculty Fellow. As indicated in his *c.v.*, Professor Sawilowsky has served as P. I. or project evaluator for over US \$3 Million in extramural research and evaluation funding from the U. S. Department of Education and similar funding sources.

Professor Sawilowsky is well-versed in evaluation and research methodologies. He is the President Elect of the American Educational Research Association SIG/Educational Statisticians. He has over 100 publications in prestigious applied evaluation, statistics, research, and measurement journals, is the author of two books on statistics, including *Real Data Analysis* (AERA, 2007), and is the founding editor of the *Journal of Modern Applied Statistical Methods*

Table 2. Timetable for evaluation activities for year 1, year 2 and year 3

Task	Person(s) responsible	Year 1	Year 2	Year 3
Project evaluator meets with district personnel to review implementation of rigorous evaluation plan.	Evaluator/ School and district staff	Sep	Sep	Sep
Specify dates for completion of	Evaluator/	Sep	Sep	Sep

evaluation activities.	School and district staff			
Distribute timeline to appropriate staff.	Evaluator	Sep	Sep	Sep
Determine research design to be utilized.	Evaluator/District staff	Sep	Sep	Sep
Collect demographic data, previous test scores and other information as needed for magnet and non-magnet students.	District staff	Oct	Oct	Oct
Submit demographic data and other relevant information to evaluator.	District staff	Oct	Oct	Oct
Develop database of student data.	Evaluator	Nov	Nov	Nov
Create a target groups and comparison groups for schools.	Evaluator	Nov	Nov	Nov
Compile standardized test scores/results of other measures for the target groups and comparison groups for all students and by subgroups.	District staff	May	May	May
Submit test scores to evaluator for analysis.	District staff	Jun	Jun	Jun
Conduct analyses of data.	Evaluator	Jul	Jul	Jul
Complete formative evaluation report.	Evaluator	Jul	Jul	Jul
Present formative evaluation report to school and district staff.	Evaluator	Aug	Aug	Aug
Review results of formative evaluation report and make modifications to evaluation plan as necessary.	Evaluator/School and district staff	Aug	Aug	
Complete summative evaluation report.	Evaluator			Sep
Present results of final evaluation report to school and district staff.	Evaluator			Sep

Timetable for project evaluation activities for the International Baccalaureate Diploma Programme (DP) and the Middle Years Programme (MYP), and the Visual, Performing, Literary and Technological/Media Arts Magnet Program at Northwest Suburban Integration School District #6078				
Tasks	Person(s) responsible	Year 1	Year 2	Year 3
Evaluator meets with district personnel to review implementation of evaluation plan.	Evaluator School/district staff	Aug	Aug	Aug
Specify dates for completion of evaluation activities.	Evaluator School/district staff	Aug	Aug	Aug
Distribute timeline to appropriate staff.	Evaluator	Sep	Sep	Sep
Form assessment team(s).	Evaluator	Sep	Sep	Sep
Develop surveys and other measures necessary to conduct the evaluation.	Evaluator	Sep/Oct	Sep/Oct	Sep/Oct
Review surveys and instruments. Modify as necessary.	Evaluator School/district staff		Sep	Sep
Calculate number/percentage of students enrolled in magnet schools/ feeder schools/district by minority status/subgroups.	District staff	Oct	Oct	Oct
Submit enrollment data to evaluator.	District staff	Oct	Oct	Oct
Conduct site observations.	Evaluator/ Assessment team	Oct, Feb May	Oct, Feb May	Oct, Feb May
Interviews with school/district personnel.	Evaluator/ Assessment team	Oct, Feb May	Oct, Feb May	Oct, Feb May
Complete formative evaluation reports.	Evaluator/ Assessment team	Oct, Feb May	Oct, Feb May	Oct, Feb May
Present results to staff.	Assessment team			
Calculate number/percentage of minorities/non-minorities participating in curricular/extra-curricular activities.	School/district staff	May	May	May
Administer teacher, student and parent surveys.	School staff	March	March	March
Compile results of surveys and submit to evaluator.	School/district staff	May	May	May
Compile MCA test scores for the magnet school students, district and state for all students and by subgroups.	District staff	May	May	May
Submit MCA test scores to evaluator.	District staff	May	May	May
Compile the number/percentage of subgroups in advanced or higher-level courses and submit to evaluator.	School/district staff	May	May	May
Submit data regarding subgroup representation in advanced or higher-level courses to evaluator.	School/district staff	May	May	May
Compile results of measures used to assess levels of proficiency on skills of students for all students/subgroups.	District staff	May	May	May
Submit results of measures used to assess levels of proficiency to evaluator for analysis.	District staff	May	May	May
Compile data regarding the percentage of students meeting standard for adequate yearly progress and submit to evaluator.	District staff	May	May	May
Analyze the data regarding subgroup representation in advanced or higher-level courses.	Evaluator	Jun	Jun	Jun
Analyze standardized test scores.	Evaluator	Jun	Jun	Jun

Timetable for project evaluation activities for the International Baccalaureate Diploma Programme (DP) and the Middle Years Programme (MYP), and the Visual, Performing, Literary and Technological Media Arts Magnet Program at Northwest Suburban Integration School District #6078				
Tasks	Person(s) responsible	Year 1	Year 2	Year 3
Analyze the results of measures of levels of proficiency on skills.	Evaluator	Jun	Jun	Jun
Present summative evaluation report.	Evaluator	Jul	Jul	Jul
Complete and present final evaluation report.	Evaluator			Aug

References

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Rigorous Evaluation Budget
MSAP – Three Year Budget Narrative

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Personnel Full Time					
Subtotal		\$0	\$0	\$0	\$0
Fringe Benefits					
Subtotal		\$0	\$0	\$0	\$0
Travel	Out-of-state Travel: Travel expenses for the Principal Investigators to visit Minnesota to refine the design, gather data and to edit and deliver reports.	\$15,000	\$9,000	\$12,000	\$36,000
Subtotal		\$15,000	\$9,000	\$12,000	\$36,000
Equipment					\$0
Subtotal		\$0	\$0	\$0	\$0
	Copying and Printing	\$2,500	\$2,500	\$4,500	\$9,500
Subtotal		\$2,500	\$2,500	\$4,500	\$9,500
Contractual	Project Coordinator	\$30,000	\$20,000	\$20,000	\$70,000
	Lead Investigator Statistician	\$40,000	\$30,000	\$30,000	\$100,000
	Computer services to be paid to districts for programming expenses for data collection. Paid to 4 districts	\$48,000	\$15,000	\$15,000	\$78,000
	Pedagogical Consultant on methods and best practices	\$15,000	\$10,000	\$10,000	\$35,000
Subtotal		\$133,000	\$75,000	\$75,000	\$283,000
Other					
Subtotal		\$0	\$0	\$0	\$0
TOTAL DIRECT CHARGES		\$150,500	\$86,500	\$91,500	\$328,500

Budget Narrative

Budget Narrative

Attachment 1:

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MSAP Minnesota Magnet Budget Summary 2007-20010

Section A - Budget Summary

Budget Categories	Project year 1	Project Year 2	Project Year 3	Total
1. Personnel	\$1,092,922	\$1,135,913	\$1,161,085	\$3,389,920
2. Fringe Benefits	\$389,259	\$404,663	\$408,990	\$1,202,912
3. Travel	\$290,100	\$346,300	\$300,800	\$937,200
4. Equipment	\$346,792	\$242,706	\$103,500	\$692,998
5. Supplies	\$623,209	\$814,085	\$818,634	\$2,255,928
6. Contractual	\$322,345	\$181,065	\$159,750	\$663,160
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$99,480	\$106,630	\$112,020	\$318,130
9. Total Direct Costs (1-8)	\$3,164,107	\$3,231,362	\$3,064,779	\$9,460,248
11. Training Stipends	\$274,060	\$273,250	\$213,070	\$760,380
12. Total Costs (Total Direct + Training Stipends)	\$3,438,167	\$3,504,612	\$3,277,849	\$10,220,628
10. Indirect Costs	\$247,310	\$260,952	\$253,948	\$762,210
Total costs (Lines 12 + 10)	\$3,685,477	\$3,765,564	\$3,531,797	\$10,982,838

Total Direct Costs, minus equipment	\$3,091,375	\$3,261,906	\$3,174,349	\$9,527,630
Calculated Indirect cost = 8% of Direct Costs (#12), less equipment (#4)	\$247,310	\$260,952	\$253,948	\$762,210

**Brooklyn Center Junior/Senior High School: IB MYP & Arts Magnet
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Personnel Full Time	IBO Middle Years Programme Curriculum Integration Coordinator	\$85,000	\$87,550	\$90,177	\$262,727
	Arts Coordinator (.5): Coordinate the curriculum mapping for all arts magnet elective offerings	\$30,000	\$31,000	\$32,000	\$93,000
	Lab Specialist: To maintain and coordinate two media labs for IB MYP program	\$60,000	\$61,800	\$63,654	\$185,454
	Language B Teacher: To teach the increased number of IB MYP required Spanish courses	\$20,000	\$46,500	\$48,000	\$114,500
	Drama Teacher: Teach Introduction to Theatre, Theatre production I and II, Directing, Children's Theatre and Technical Theatre	\$50,000	\$51,500	\$53,045	\$154,545
	Dance Teacher: Teach ballet, modern, jazz, tap, hip hop, and ethnic dance	\$50,000	\$51,500	\$53,045	\$154,545
Subtotal		\$295,000	\$329,850	\$339,921	\$964,771
Fringe Benefits	Fringe Benefits for teaching staff: The district calculates a rate of 42% for staff	\$123,900	\$138,537	\$142,767	\$405,204
	Fringe Benefits for Stipends: @ 15%	\$6,000	\$6,000	\$6,000	\$18,000
Subtotal		\$129,900	\$144,537	\$148,767	\$423,204
Travel Out-of-State	Travel for staff development workshops, site visits, national conferences	\$15,000	\$15,000	\$15,000	\$45,000
	Travel for introductory workshops for IBO MYP Programme: (20 People @ \$1,500 each) Level I	\$15,000	\$15,000	\$0	\$30,000
	Travel for workshops for IBO MYP Programme (60 People @ \$1,500 each) Level II	\$30,000	\$45,000	\$15,000	\$90,000
	Travel for workshops for IBO MYP Programme (60 People @ \$1,500 each) Level III assessment	\$0	\$30,000	\$60,000	\$90,000

**Brooklyn Center Junior/Senior High School: IB MYP & Arts Magnet
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
In-State Travel	State IBO and arts conferences/meetings, site	\$5,000	\$5,000	\$5,000	\$15,000
Subtotal		\$65,000	\$110,000	\$95,000	\$270,000
Equipment (Items \$5,000 or more)	Multi-media Production Lab - Television Recording Studio Materials for renovation	\$30,392	\$0	\$0	\$30,392
	Music Lab - convert existing classroom (Materials for renovation, sound proofing, etc.)	\$40,000	\$0	\$0	\$40,000
	Dance Studio and changing room (floor, electrical and sound systems and sound proofing)	\$143,837	\$0	\$0	\$143,837
	Art Studio and Gallery - Renovation - creation of additional Visual Arts room for expanded courses (Materials for renovation)	\$0	\$52,706	\$0	\$52,706
	Renovate Drama Classroom with lights, curtain and stage (materials)	\$11,563	\$0	\$0	\$11,563
	Performance Rehearsal Space Sound System: (Base System \$20,800, Sound Rack \$1,700, Wireless Mic)	\$0	\$0	\$23,500	\$23,500
	Subtotal		\$225,792	\$52,706	\$23,500
Supplies					
	Subject area texts: For all subjects 7-10 that are MYP appropriate	\$0	\$40,000	\$80,679	\$120,679
	10 Projectors @ \$900 ea	\$0	\$0	\$9,000	\$9,000
	10 Mounting equipment @ \$1,200 each room	\$0	\$0	\$12,000	\$12,000
	10 Document Cameras - \$2,000 each	\$0	\$0	\$20,000	\$20,000
	Smart Board	\$0	\$0	\$1,400	\$1,400
Media Center	IBO recommended library texts	\$10,000	\$10,000	\$10,000	\$30,000
Musical Keyboard Lab - consisting of the following:					
	Computers (20) @\$1782 ea	\$35,640	\$0	\$0	\$35,640
	MIDI Interfaces (20) @ \$200 ea	\$4,000	\$0	\$0	\$4,000
	USB Mixing Studio (2) @ \$150 ea	\$300	\$0	\$0	\$300

**Brooklyn Center Junior/Senior High School: IB MYP & Arts Magnet
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Supplies - Musical Keyboard Lab (Continued)	Powered Speakers (5) \$149 ea	\$745	\$0	\$0	\$745
	Headphones (20) @ \$40 ea	\$800	\$0	\$0	\$800
	Digital Recording Package (1)	\$2,240	\$0	\$0	\$2,240
	MIDI Controllers (20) @ \$170	\$3,400	\$0	\$0	\$3,400
	PA Bundle (Pro Mixer, CDRW750, Power Amplifier, Lockable Rolling Rack, 2 Loudspeakers, 2 tripod speaker stands, cables)	\$2,299	\$0	\$0	\$2,299
	Software (Music Theory/Notation and Sequencing and Digital Editing) 16 site station license (\$11000) and 20 Computer Lab Pack @ \$2,400	\$13,400	\$0	\$0	\$13,400
	Keyboard and Computer workstations (20) @\$234.25 ea	\$4,685	\$0	\$0	\$4,685
<i>Musical Recording Studio including the following:</i>					
	Computers (2) @ \$3771 ea with keyboard, AirPort Extreme Card, 23" flat panel	\$0	\$0	\$7,542	\$7,542
	USB Mixing Studio (2) @ \$150 ea	\$0	\$0	\$300	\$300
	Digital Recording Package (1)	\$0	\$0	\$2,240	\$2,240
	PA Bundle (Pro Mixer, CDRW750, Power Amplifier, Lockable Rolling Rack, 2 Loudspeakers, 2 tripod speaker stands, cables)	\$0	\$0	\$2,299	\$2,299
	Software: Sequencing and Digital Editing Software	\$0	\$0	\$299	\$299
<i>Practice Rooms - 10 Stations including the following:</i>					
	Computers (6) @ \$1347 ea, with Keyboard, accessory kit, 17" widescreen LCD, AirPort Extreme, Bluetooth 2.0 + EDR	\$0	\$0	\$8,082	\$8,082
	Software (Practice/Accompaniment: Smart Music) site license 15 computers	\$0	\$0	\$475	\$475

**Brooklyn Center Junior/Senior High School: IB MYP & Arts Magnet
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Supplies (Continued)					
Mobile Learning Labs					
	2 Apple Mobile Learning Labs - 20 MacBook 1 GB computers with AppleCare Protection @ 21315 per lab	\$0	\$42,630	\$0	\$42,630
	1 Apple Mobile Learning Lab - 10 MacBook 1 GB computers with AppleCare Protection @ 21315 per lab	\$0	\$0	\$21,315	\$21,315
	2 Laser Printers and cartridges	\$0	\$3,000	\$6,000	\$9,000
Television & Recording Studio					
	Mac Pro Computer - Both Bluetooth 2.0 +EDR; Apple Keyboard and 500 GB 7200-rpm Serial (2); Logic Express; Accessory kit; 2 3.0 GHz Dual-Core; 1 16x SuperDrive; 8GB (4x 2GB); Mac OS X-U.S. English; 500 GB 7200-rpm (2); NVIDIA GeForce 7300; Apple Cinema HD (Display (30" flat panel); Applecare protection plan for Mac Pro/Power Mac (with Display) Auto Enroll	\$0	\$10,443	\$0	\$10,443
	2 Apple Cinema HD (Display (30" flat panel) \$1599 ea	\$0	\$3,198	\$0	\$3,198
	4 Canon Deluxe Tripod 200 @ \$44.95 ea	\$0	\$180	\$0	\$180
	3 Canon XL H1 High-Definition @ \$8,995.95	\$0	\$8,996	\$17,992	\$26,988
	GarageBand Jam Pack: Rhythm Section	\$0	\$59	\$0	\$59
	Garage Band Jam Pack Symphony Orchestra	\$0	\$59	\$0	\$59
	Garage Band Jam Pack: Remix Tools	\$0	\$59	\$0	\$59
	Final Cut studio 5.1	\$0	\$499	\$0	\$499
	Video Mixer, Video	\$0	\$2,196	\$0	\$2,196

**Brooklyn Center Junior/Senior High School: IB MYP & Arts Magnet
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Supplies (Continued)					
Multi-Media Productions Lab					
	31 Design Premium (includes Adobe InDesign CS3, Adobe Illustrator CS3, Adobe Photoshop CS3, Adobe Acrobat 8 Professional) @ \$287.55	\$0	\$8,914	\$0	\$8,914
	2 DVSET Design Premium (Media Set) @ \$24.95 ea	\$0	\$50	\$0	\$50
	10 Lexar Compact Flash 512MB (40X) Card @ \$59.95 ea	\$0	\$600	\$0	\$600
	5 Final Cut Studio Vol Purchase 5+ seats, price per seat (\$399)	\$0	\$1,995	\$0	\$1,995
	1 Final Cut Studio Media Set (only order with licensing purchase)	\$0	\$15	\$0	\$15
	1 Final Cut Studio Doc Set (only order with licensing purchase)	\$0	\$20	\$0	\$20
	5 Aperture 1.5 Doc Set (only order with licensing purchase) @ \$20 ea	\$0	\$100	\$0	\$100
	1 Aperture 1.5 Media Set (only order with licensing purchase)	\$0	\$15	\$0	\$15
	Aperture 1.5 Volume Licensing 5+ seats @ \$79	\$0	\$79	\$0	\$79
	31 MacPro @ \$2321 ea w/Both Bluetooth 2.0 +EDR and AirPort Extreme; Apple Keyboard and MightyMouse - U.S. English; iWork '06 preinstalled; One 16x SuperDrive; Accessory Kit; Two 2.66GHz Dual-Core Intel Xeon; Mac OS X-U.S. English; 2GB (4x512MB); 250GB 7200-rpm Serial ATA 3 Gb/s; NVIDIA GeForce 7300 GT 256MB (single-Link DVI/dual-link DVI), 31 Apple Cinema HD Display (23" flat panel)	\$0	\$71,951	\$0	\$71,951

**Brooklyn Center Junior/Senior High School: IB MYP & Arts Magnet
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Supplies - Multi-Media Productions Lab (Continued)	31 AppleCare Protection Plan for Mac Pro/Power Mac (with Display) – Auto Enroll @ \$119 ea	\$0	\$3,689	\$3,689	\$7,378
	10 Canon Digital Rebel XTi EOS Digital SLR Camera with EF-S 18-55 mm Lens @ \$879.95 ea	\$0	\$8,800	\$0	\$8,800
Art Room					
	Kiln	\$0	\$3,500	\$0	\$3,500
	2 slab rollers@ \$400 ea	\$0	\$800	\$0	\$800
	Kiln Safety Screen	\$0	\$150	\$0	\$150
	Wedging Board with stand	\$0	\$420	\$0	\$420
	40 Art Tables # \$350 each	\$0	\$0	\$14,000	\$14,000
	80 Steel Stools @ \$35 ea	\$0	\$0	\$2,800	\$2,800
	8 Glass display Cases @ \$60 ea	\$480	\$0	\$0	\$480
	1 Portable Art Gallery	\$0	\$0	\$650	\$650
	20 Picture Frames @ \$25 ea	\$0	\$0	\$500	\$500
	4 Steel Flat Files @ \$650 ea	\$0	\$0	\$2,600	\$2,600
	Classroom Presentation Camera	\$350	\$0	\$0	\$350
	Digital Camera	\$0	\$0	\$300	\$300
	CD Projector	\$2,000	\$0	\$0	\$2,000
	Matt cutter	\$75	\$0	\$0	\$75
	Printer's Press	\$400	\$0	\$0	\$400
	6 Art suspension systems for display @ \$70 ea	\$420	\$0	\$0	\$420
	6 Display Pedestals @ \$160 ea	\$0	\$0	\$960	\$960
	30 Drawing Boards@ # \$10 each	\$300	\$0	\$0	\$300
	Drying Rack	\$125	\$0	\$0	\$125
	2 sets of Sculptor's Modeling tools @ \$100 each	\$200	\$0	\$0	\$200
Performance Rehearsal Space Projection System					
	1 Viewsonic PJ-1172 Projector (4500 ansi)	\$0	\$3,840	\$0	\$3,840
	1 Viewsonic PRJ-LEN-003 Long Throw Lens	\$0	\$2,190	\$0	\$2,190
	1 Da-Lite Cosmopolitan Electric Screen	\$0	\$1,375	\$0	\$1,375
	1 Da-Lite LVC Screen Control @ \$195 and 1 Da-lite=LVC Key Locking Cover plate	\$0	\$264	\$0	\$264

**Brooklyn Center Junior/Senior High School: IB MYP & Arts Magnet
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Supplies - Performance Space Projection System (Continued)	Materials including conduit, wire, wire-mold input box, screen backer board, screen soffit construction, 2 man power lift etc.	\$0	\$1,000	\$0	\$1,000
	3 Viewsonic PJ-1172 Projector (4500 ansi)\$3,840 ea	\$0	\$0	\$11,520	\$11,520
	1 Viewsonic PRJ-LEN-002 Long Ultra Throw Lens @ 1830	\$0	\$0	\$1,830	\$1,830
	2 Da-Lite Cosmopolitan 105" x 140" Electric Screen (76740) \$1,040 ea	\$0	\$0	\$2,080	\$2,080
	2 JVC HR-XVC16 DVD/VCR Combo Unit \$115 ea	\$0	\$0	\$230	\$230
	2 Extron MLC2261P AAP Controller/Input (60-600-12) \$1,080	\$0	\$0	\$2,160	\$2,160
	2 Extron MLS 406 Switcher (60-560-01) \$1,120	\$0	\$0	\$2,240	\$2,240
	2 Extron SMB Five Gang Surface Mount Box (60-643-02) \$185 ea	\$0	\$0	\$370	\$370
	2 Extron VTT001 AAP VGA Transmitter (70-258-11) \$215 ea	\$0	\$0	\$430	\$430
	2 Extron Audio Module (70-109-12) \$28 ea	\$0	\$0	\$56	\$56
	2 Extron Single Space Blank (70-090-11) \$14 ea	\$0	\$0	\$28	\$28
	2 Extron AAP 102 Input Plate (60-300-03) \$69	\$0	\$0	\$138	\$138
	2 Extron VTR001 AAP VGA Receiver (70-259-21) \$235 ea	\$0	\$0	\$470	\$470
	2 Extron Composite Video Pass-Through (70-107-21) \$38 ea	\$0	\$0	\$76	\$76
	2 Extron Single Space Blank (70-090-21) \$14	\$0	\$0	\$28	\$28
	1 Extron 75' VGA Cable (non-Plenum) (26-238-05)	\$0	\$0	\$120	\$120
1 Extron P2DA2 Plus (60-046-02)	\$0	\$0	\$140	\$140	

**Brooklyn Center Junior/Senior High School: IB MYP & Arts Magnet
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Supplies - Performance Space Projection System (Continued)	1 Extron MDA 3V Composite Video DA (60-439-01)	\$0	\$0	\$145	\$145
	Materials: Conduit, wire, wire-mold input box, Screen backer board, Screen soffit construction, two man power lift, etc.	\$0	\$0	\$1,900	\$1,900
Subtotal		\$81,859	\$231,085	\$249,083	\$562,026
Contractual Purchases of Services	Training Workshops for IBO MYP	\$15,000	\$15,000	\$15,000	\$45,000
	On-Site Training Fees	\$15,000	\$15,000	\$15,000	\$45,000
	Consultant Expenses - on site training	\$5,000	\$5,000	\$5,000	\$15,000
	IBO In-School Training/Additional Mentor Services	\$0	\$0	\$0	\$0
	IBO Consultant/Mentor Expenses	\$5,000	\$5,000	\$5,000	\$15,000
	Multi-media Production Lab - Television Recording Studio - Contracted Labor for renovation	\$20,260	\$0	\$0	\$20,260
	Music Lab - convert existing classroom - Contracted Labor for renovations	\$14,661	\$0	\$0	\$14,661
	Dance Studio and changing room - Contracted labor	\$61,644	\$0	\$0	\$61,644
	Projection System Labor - Installation of Performance Rehearsal Space Projection System	\$0	\$0	\$4,900	\$4,900
	Projection System Labor - Installation of Performance Rehearsal Space Projection System	\$0	\$1,200	\$0	\$1,200
Projection System Labor - Installation of Performance Rehearsal Space Sound System	\$0	\$0	\$2,350	\$2,350	

**Brooklyn Center Junior/Senior High School: IB MYP & Arts Magnet
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Contractual Purchases of Services (Continued)	Art Studio and Gallery - Renovation - creation of additional Visual Arts room for expanded courses - Contracted Labor	\$4,829	\$17,765	\$0	\$22,594
	Renovate Drama Classroom with lights, curtain and stage - Installation Labor	\$3,851	\$0	\$0	\$3,851
Subtotal		\$145,245	\$58,965	\$47,250	\$251,460
Construction		\$0	\$0	\$0	\$0
Other	IBO Application A: One time fee	\$4,300	\$0	\$0	\$4,300
	IBO Basic Fee	\$5,700	\$5,700	\$5,700	\$17,100
	IBO Application B: one-time fee	\$0	\$4,500	\$0	\$4,500
	IBO Authorization Visit/Fee	\$0	\$4,500	\$0	\$4,500
	Marketing Materials/ Mailings, etc.	\$4,000	\$4,000	\$4,000	\$12,000
	Signage, posters, pictures and flags	\$3,000	\$3,000	\$3,000	\$9,000
	Subtotal		\$17,000	\$21,700	\$12,700
TOTAL DIRECT CHARGES		\$959,796	\$948,843	\$916,220	\$2,824,859
Total Indirect Costs		\$0	\$0	\$0	\$0
Training Stipends	Daily Stipends: Teacher Training Workshop: Follow up for remainder of staff not attending out of town workshops 30 employees	\$10,000	\$10,000	\$10,000	\$30,000
	Stipends: Teacher Stipends to work with Curriculum Integration Coordinator to develop course maps and develop Arts and IB curriculum (25 teachers @ 40 hours @ \$30/hour)	\$30,000	\$30,000	\$30,000	\$90,000
Training Stipends		\$40,000	\$40,000	\$40,000	\$120,000
Total Cost		\$999,796	\$988,843	\$956,220	\$2,944,859

Brooklyn Center - Summary Budget				
Budget Categories	Project year 1	Project Year 2	Project Year 3	Total
1. Personnel	\$295,000	\$329,850	\$339,921	\$964,771
2. Fringe Benefits	\$129,900	\$144,537	\$148,767	\$423,204
3. Travel	\$65,000	\$110,000	\$95,000	\$270,000
4. Equipment	\$225,792	\$52,706	\$23,500	\$301,998
5. Supplies	\$81,859	\$231,085	\$249,083	\$562,026
6. Contractual	\$145,245	\$58,965	\$47,250	\$251,460
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$17,000	\$21,700	\$12,700	\$51,400
9. Total Direct Costs (1-8)	\$959,796	\$948,843	\$916,220	\$2,824,859
10. Indirect Costs	\$0	\$0	\$0	\$0
11. Training Stipends	\$40,000	\$40,000	\$40,000	\$120,000
12. Total Costs	\$999,796	\$988,843	\$956,220	\$2,944,859

**Fridley High School Global Studies Magnet Budget
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First	Second	Third	Total
		Year	Year	Year	
Full Time Personnel	Curriculum Integration Coordinator - Global Studies magnet Coordinator	\$86,000	\$87,720	\$89,475	\$263,195
	Curriculum Integration Coordinator - 5 MYP/ 5 DP Coordination	\$81,675	\$83,300	\$85,000	\$249,975
	Technology Integration Collaboration Teacher	\$67,000	\$68,340	\$69,700	\$205,040
Part Time Personnel	Substitutes: @\$140/day to cover staff members for National training for MYP, DP and Conferences	\$10,920	\$10,920	\$10,920	\$32,760
	Substitutes: @\$140/day to cover teachers for local training for curriculum in subject area and technology	\$24,920	\$24,920	\$21,560	\$71,400
Subtotal		\$270,515	\$275,200	\$276,655	\$822,370
Fringe Benefits	Fringe Benefits for staff salary: TRA, FICA, retirement, Insurance (Life, LTD, medical, dental) (28.15% of salary)	\$62,624	\$63,709	\$64,046	\$190,379
	Fringe Benefits for stipends: @15%	\$21,744	\$21,744	\$14,904	\$58,392
Subtotal		\$84,368	\$85,453	\$78,950	\$248,771
Travel Out-of-State	Travel for Level 2 and level 3 workshops for IBO MYP Programme: (12 staff @ \$1800 per staff each year)	\$21,600	\$21,600	\$21,600	\$64,800
	Travel for IBO DP Workshops (10 staff @ \$1800 per staff each year)	\$18,000	\$18,000	\$18,000	\$54,000
	Travel for attending MSA Conference: (4 staff @ \$2,000 per staff each year)	\$8,000	\$8,000	\$8,000	\$24,000
	Travel for attending national subject area training: (5 in year 1, 10 in year 2 and 15 in year 3 @ \$2000 per staff)	\$10,000	\$20,000	\$30,000	\$60,000
	Travel for site visits: Teams of 8 staff @ \$1,500 each year 2, 3	\$0	\$12,000	\$12,000	\$24,000
In-State Travel	State Conferences: State curriculum, technology, and IBO conferences/meetings. (12 staff @ \$400 each yr.)	\$4,800	\$4,800	\$4,800	\$14,400
Travel Subtotal		\$62,400	\$84,400	\$94,400	\$241,200
Equipment	Technology				
	Connection hardware to teleconference through Internet 2 (Polycom) :(1 in TV Studio) Subscription in contracted services	\$10,000	\$0	\$0	\$10,000
Subtotal		\$10,000	\$0	\$0	\$10,000
Supplies	Complete Wireless Carts for portable wireless computers: equip for classrooms 7 per year @ \$ 21,428 each	\$150,000	\$150,000	\$150,000	\$450,000
	Staff Wireless Tablet PC's: (@ 1500 each) 20 per year	\$30,000	\$30,000	\$30,000	\$90,000
	Wireless Networking Hardware	\$15,000	\$0	\$0	\$15,000
	Gaggle.net email account for each student	\$2,400	\$2,400	\$2,400	\$7,200
	Presentation Stations: 1 per classroom X 30 classrooms @\$2000 each. Includes some mounted and some on carts complete. Install in years one and two.	\$30,000	\$30,000	\$0	\$60,000
	Smart Boards:(6 per year @ \$1,400.00)	\$8,400	\$8,400	\$8,400	\$25,200
	Document cameras: (2 per year @ \$1,100.00)	\$2,200	\$2,200	\$2,200	\$6,600
	Color Laser Printers: (1 each for library, student creative work rooms) @ \$2500.00	\$5,000	\$2,500	\$2,500	\$10,000
	Poster printers: (1 per student creative work room - total 4 @ \$2000)	\$4,000	\$2,000	\$2,000	\$8,000
	Media print resources: (For new DP courses)	\$5,000	\$5,000	\$5,000	\$15,000
	Media print resources: (For new MYP courses)	\$10,000	\$10,000	\$10,000	\$30,000

**Fridley High School Global Studies Magnet Budget
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First	Second	Third	Total
		Year	Year	Year	
Supplies (Continued)	Global Studies Course resources: (Update text and course-related materials for global studies courses) Materials for 8 courses each year, at 100 students per course to be in alignment with IB O requirements	\$80,000	\$80,000	\$80,000	\$240,000
	DP Print resources: (Update text and course-related materials for new DP courses) Based on 10 courses (Subject areas plus TOK) times 50 students per course @ \$100 per student in years two and three to be in alignment with IB O requirements	\$0	\$25,000	\$25,000	\$50,000
Subtotal		\$80,000	\$105,000	\$105,000	\$290,000
Contractual Purchases of Service	MYP Trainers for summer MYP training: 2 trainers @ \$2500 each per year	\$5,000	\$5,000	\$5,000	\$15,000
	Technology Integration Trainers for summer technology integration training: 2 trainers @ \$2500 each per year	\$5,000	\$5,000	\$5,000	\$15,000
	Inquiry Trainers for summer inquiry training: 2 trainers @ \$2500 each per year	\$5,000	\$5,000	\$0	\$10,000
	Cultural Competency Trainers for summer training: 2 trainers @ \$2000 each per year	\$4,000	\$4,000	\$4,000	\$12,000
	Installation of Wireless hardware	\$15,000	\$0	\$0	\$15,000
	IB O DP Application Consultant Fee	\$4,300	\$4,800	\$0	\$9,100
Subtotal		\$38,300	\$23,800	\$14,000	\$76,100
Construction		\$0	\$0	\$0	\$0
Other	IB O DP Application A Fee	\$4,500	\$0	\$0	\$4,500
	IB O annual MYP fee	\$3,380	\$3,380	\$3,380	\$10,140
	IB O annual DP fee		\$8,850	\$8,850	\$17,700
	IB O Examination Fees - estimated based on 80 tests (Authorization Fee)			\$6,720	\$6,720
	Membership in MSA	\$500	\$500	\$500	\$1,500
	Subscription to Internet 2 teleconferencing service	\$250	\$250	\$250	\$750
	Technology Fee: Annual cost of United Streaming, to allow staff to utilize educational video service	\$3,000	\$3,000	\$3,000	\$9,000
	Marketing Materials estimated	\$8,000	\$4,500	\$4,500	\$17,000
	Senior Capstone Showcase event expenses (based on 220 seniors x \$10 each)	\$2,200	\$2,200	\$2,200	\$6,600
Subtotal		\$21,830	\$22,680	\$29,400	\$73,910
Total Direct Charges		\$829,413	\$839,033	\$810,905	\$2,479,351
Indirect Costs		\$0	\$0	\$0	\$0
Training Stipends	Stipends: Participant stipends for summer inquiry training in years 1 and 2. 32 staff for 5 days @ \$30 per hour	\$38,400	\$38,400	\$0	\$76,800
	Stipends: Participant stipends for summer technology integration training in years 1 and 2. 32 staff for four days @ \$30 per hour.	\$30,720	\$30,720	\$30,720	\$92,160
	Stipends: Participant stipends for summer cultural competency training each year. 32 staff for three days @ \$30 per hour.	\$23,040	\$23,040	\$23,040	\$69,120
	Stipends: Teacher stipends to work with curriculum integration coordinator to develop course maps and develop global studies curriculum (32 teachers for five days @ \$30 per hour)	\$38,400	\$38,400	\$38,400	\$115,200
	Stipends: Teacher stipends for diploma course development: 6 teachers for years one and two for five days @ \$30 per hour	\$7,200	\$7,200		\$14,400
	Stipends: Stipends for course and map reviewers to ensure high quality of new courses: 2 @ \$30 per hour times 120 hours	\$7,200	\$7,200	\$7,200	\$21,600
	Subtotal		\$144,960	\$144,960	\$99,360
Total Costs		\$974,373	\$983,093	\$910,265	\$2,868,631

Fridley High School Budget Summary

Budget Categories	Project year 1	Project Year 2	Project Year 3	Total
1. Personnel	\$270,515	\$275,200	\$276,655	\$822,370
2. Fringe Benefits	\$84,368	\$85,453	\$78,950	\$248,771
3. Travel	\$62,400	\$84,400	\$94,400	\$241,200
4. Equipment	\$10,000	\$0	\$0	\$10,000
5. Supplies	\$342,000	\$347,500	\$317,500	\$1,007,000
6. Contractual	\$38,300	\$23,800	\$14,000	\$76,100
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$21,830	\$22,680	\$29,400	\$73,910
9. Total Direct Costs (1-8)	\$829,413	\$839,033	\$810,905	\$2,479,351
10. Indirect Costs	\$0	\$0	\$0	\$0
11. Training Stipends	\$144,960	\$144,960	\$99,360	\$389,280
12. Total Costs	\$974,373	\$983,993	\$910,265	\$2,868,631

**Park Center Senior High School Global Studies Magnet Budget
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Full Time Personnel	Curriculum Integration Coordinator - 5 MYP/5 DP Coordination	\$81,675	\$83,300	\$85,000	\$249,975
	Curriculum Integration Coordinator - Global Studies Magnet Coordinator	\$86,000	\$87,720	\$89,475	\$263,195
	Technology integration and collaboration teacher - Technology integration and support specialist for IB and	\$81,675	\$83,300	\$85,000	\$249,975
Part Time Personnel	Administrative Support - (200 hours per year - clerical and accounting specialists)	\$5,000	\$5,000	\$5,000	\$15,000
	Substitutes: National Training Needs 1) MYP Training 2) DP Training 3) National Subject Area Conferences 4) Magnet Schools of America Conference	\$24,080	\$18,480	\$21,280	\$63,840
	Substitutes: Local Training Needs 1) Technology integration training 2) Curriculum mapping 3) local site visits 4) Inquiry training 5) State Conferences for IB and subject areas	\$19,460	\$16,660	\$15,260	\$51,380
Subtotal		\$297,890	\$294,460	\$301,015	\$893,365
Fringe Benefits	Fringe Benefits for staff salary: @ 15%	\$44,684	\$44,169	\$45,152	\$134,005
	Fringe Benefits for Stipends: (15%)	\$13,365	\$13,244	\$11,057	\$37,665
	FICA and TRA for staff salary: (13.15%)	\$39,173	\$38,721	\$39,583	\$117,477
Subtotal		\$97,221	\$96,134	\$95,792	\$289,147
Travel Out-of-State	Travel for Level 2 and level 3 workshops for IBO MYP Programme: (30 staff @ \$1800 each years 1 and 2) 20 staff year 3	\$54,000	\$54,000	\$36,000	\$144,000
	Travel for IBO DP Workshops - 18 staff @ \$1800 each year 1 - 12 staff in yr 2 - and 12 in year 3	\$32,400	\$21,600	\$21,600	\$75,600
Travel Out-of-State	Travel for attending MSA Conference: (5 staff @ \$1800 each years 1, 2, and 3)	\$9,000	\$9,000	\$9,000	\$27,000
	Travel for attending national subject area conventions (NSTA, NMTA, etc): (2 staff @ \$2,000 per non-DP focus area years 1, 2,	\$20,000	\$20,000	\$20,000	\$60,000
	Travel for site visits: (3 teams of 5 staff @ \$1,500 each years 1 & 2)	\$22,500	\$22,500	\$0	\$45,000
In State Travel	State Conferences: State math, science and IBO conferences/meetings. 12 staff @ \$400 each yr	\$4,800	\$4,800	\$4,800	\$14,400
Subtotal		\$142,700	\$131,900	\$91,400	\$366,000
Equipment	Complete Wireless Cart including 18 computers: @ \$ 20,000.00	\$100,000	\$60,000	\$80,000	\$240,000
	Update TV and recording studio: (install digital recording	\$0	\$100,000	\$0	\$100,000

**Park Center Senior High School Global Studies Magnet Budget
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total	
Equipment (Continued)	Update TV and recording studio: (install closed circuit broadcast head-end room)	\$0	\$30,000	\$0	\$30,000	
	Connection hardware to teleconference through Internet 2 (Polycom) : (1 in TV Studio and 1 portable) Subscription in contracted services	\$11,000	\$0	\$0	\$11,000	
Subtotal		\$11,000	\$190,000	\$80,000	\$381,000	
Supplies	Media print resources: (To support new DP courses)	\$2,000	\$10,000	\$5,000	\$17,000	
	Media print resources: (To support new MYP courses)	\$15,000	\$15,000	\$15,000	\$45,000	
	Global Studies Print Resources: (text and course-related materials adapting courses with the Global Studies Magnet)	\$20,000	\$20,000	\$40,000	\$80,000	
	DP Print resources: (Text and course-related materials for new DP courses) Based on 15 DP courses (2 or 3 per subject area plus TOK) times 25 students per course @ \$100 per student.	\$5,000	\$37,500	\$5,000	\$47,500	
	Smart Boards: (@ \$2,000.00 includes airliner, stand and cover)	\$10,000	\$10,000	\$12,000	\$32,000	
	Document cameras: (@ \$800.00)	\$3,200	\$3,200	\$4,800	\$11,200	
	Classroom Microphone systems 5 each year @\$390	\$1,950	\$1,950	\$1,950	\$5,850	
	Video projection stations: 1 per classroom X 25 classrooms. Includes some mounted and some on carts complete.	\$0	\$20,000	\$50,000	\$70,000	
	Maintenance materials for new technology: printer supplies,		\$7,000	\$7,000	\$14,000	
	Polycom infrastructure: provide zones for maximum video quality	\$3,000	\$3,000	\$3,000	\$9,000	
	Staff Wireless Tablet PC's: (@ 1500 each) 30 per year	\$45,000	\$45,000	\$45,000	\$135,000	
	Wireless Networking Hardware	\$30,000	\$0	\$0	\$30,000	
	<i>Conversion of computer labs to "Business Centers" (1 per year)</i>					
		32 Laptop Computers per center	\$35,200	\$35,200	\$35,200	\$105,600
		Business Center furniture: Convertible tables, chairs, dividers	\$9,000	\$9,000	\$9,000	\$27,000
		Color Laser Printers: (1 each for library, student creative work rooms - total 4) @ \$2500.00	\$2,500	\$2,500	\$5,000	\$10,000
	Poster printers: (1 per student creative work room - total 3 @ \$2000)	\$2,000	\$2,000	\$2,000	\$6,000	
Subtotal		\$183,850	\$221,350	\$239,950	\$645,150	
Contractual Purchases of Services	Training Workshops for Global Studies Magnet: MYP Trainers brought in to work with staff - 3 trainers @ \$2500 each per year	\$7,500	\$7,500	\$7,500	\$22,500	
	Inquiry Training: Consultant(s) to work with staff to train in the	\$10,000	\$6,000	\$6,000	\$22,000	

**Park Center Senior High School Global Studies Magnet Budget
MSAP Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Contractual Purchases of Services (Continued)	Global Studies Curriculum Evaluators - To ensure quality of curriculum development and alignment with standards of the Global Studies Magnet	\$0	\$5,000	\$10,000	\$15,000
	Installation of Wireless hardware	\$6,000	\$0	\$0	\$6,000
	Computer consultants - 100 Hours per year to provide expertise and infrastructure installation for new technologies	\$5,000	\$5,000	\$5,000	\$15,000
	Cultural Competency Trainers - To ensure teachers have training to work with cultural differences appropriately and inclusively	\$10,000	\$4,000	\$4,000	\$18,000
	IBO DP Application Consultant Fee	\$4,300	\$4,800	\$0	\$9,100
Subtotal		\$42,800	\$32,300	\$32,500	\$107,600
Construction		\$0	\$0	\$0	\$0
Other	Marketing Materials estimated	\$15,000	\$6,500	\$6,500	\$28,000
	IBO DP Application A Fee	\$4,500	\$0	\$0	\$4,500
	IBO annual MYP fee	\$3,380	\$3,380	\$3,380	\$10,140
	IBO annual DP fee	\$0	\$8,850	\$8,850	\$17,700
	IBO Examination Fees - estimated based on 80 tests	\$0	\$0	\$6,720	\$6,720
	Gaggle.net email account for each student	\$3,520	\$3,520	\$3,520	\$10,560
	Subscription to Internet 2 teleconferencing service	\$250	\$250	\$250	\$750
	Membership in MSA	\$500	\$500	\$500	\$1,500
Other (Continued)	Senior Capstone Showcase event expenses (based on 550 seniors x \$10 each)	\$0	\$5,500	\$5,500	\$11,000
Subtotal		\$27,150	\$28,500	\$35,220	\$90,870
Total Direct Costs		\$902,611	\$994,644	\$875,877	\$2,773,132
Indirect costs		\$0	\$0	\$0	\$0
Training Stipends	MYP Level 2 Training	\$36,450	\$0	\$0	\$36,450
	Inquiry Training	\$36,450	\$0	\$0	\$36,450
	Technology Integration Training	\$0	\$14,580	\$14,580	\$29,160
	MYP Assessment training and writing	\$0	\$14,580	\$14,580	\$29,160
	Cultural Competency Training	\$0	\$14,580	\$0	\$14,580
	Global Studies integration and planning	\$16,200	\$44,550	\$44,550	\$105,300
Subtotal		\$89,100	\$88,290	\$73,710	\$251,100
Total Costs		\$991,711	\$1,082,934	\$949,587	\$3,024,232

Park Center Budget Summary

Budget Categories	Project year 1	Project Year 2	Project Year 3	Total
1. Personnel	\$297,890	\$294,460	\$301,015	\$893,365
2. Fringe Benefits	\$97,221	\$96,134	\$95,792	\$289,147
3. Travel	\$142,700	\$131,900	\$91,400	\$366,000
4. Equipment	\$111,000	\$190,000	\$80,000	\$381,000
5. Supplies	\$183,850	\$221,350	\$239,950	\$645,150
6. Contractual	\$42,800	\$32,300	\$32,500	\$107,600
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$27,150	\$28,500	\$35,220	\$90,870
9. Total Direct Costs (1-8)	\$902,611	\$994,644	\$875,877	\$2,773,132
10. Indirect Costs	\$0	\$0	\$0	\$0
11. Training Stipends	\$89,100	\$88,290	\$73,710	\$251,100
12. Total Costs	\$991,711	\$1,082,934	\$949,587	\$3,024,232

**Magnet Office Budget
MSAP – Three Year Budget Narrative**

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
Personnel Full Time	Project Director: Salary for a director to supervise magnet programs described in this application, including budgets, curriculum development, marketing and coordination with district personnel.	\$96,151	\$99,036	\$102,007	\$297,194
	Marketing & Recruitment Specialist: Salary for marketer/recruiter to identify and recruit minority and nonminority students; marketing and recruitment campaign; and oversee and implement lottery; create and maintain ongoing communications	\$49,018	\$50,489	\$52,003	\$151,510
	Program Specialist: Salary for specialist to collect, coordinate and compile data for student data and evaluations; monitor budgets, invoices; assist with transportation	\$47,690	\$49,121	\$50,594	\$147,404
	Project Secretary: Salary to supply administrative support for all project activities prepare correspondence, prepare official meeting minutes, arrange annual Magnet fair, maintain student application database	\$36,658	\$37,758	\$38,890	\$113,306
Subtotal		\$229,517	\$236,403	\$243,495	\$709,415
Fringe Benefits	Fringe on all costs in Personnel: The district calculates a fringe rate of % for administrators and clerical staff.				
	Project Director @ 21.41%	\$19,868	\$20,189	\$23,581	\$63,638
	Recruiter and Specialist @ 26.88%	\$12,889	\$13,053	\$14,782	\$40,725
	Program Specialist: @37.05%	\$17,537	\$17,696	\$19,378	\$54,611
	Project Secretary: @ 73.09%	\$27,476	\$27,600	\$27,740	\$82,816
Subtotal		\$77,770	\$78,539	\$85,481	\$241,790
Travel	In-state Travel: (@\$0.445): Travel expenses for Program Director, Marketing & Recruitment Specialist, CurriculumResource Specialist related to management, supervision and marketing to the magnet programs.	\$4,000	\$4,000	\$4,000	\$12,000
	Out-of-state Travel: Travel expenses for Program Director, Marketing Recruitment Specialist and Curriculum Resource Specialist to attend national and international like the International Magnet Schools Conference.	\$16,000	\$16,000	\$16,000	\$48,000
Subtotal		\$20,000	\$20,000	\$20,000	\$60,000
Equipment					\$0
Subtotal		\$0	\$0	\$0	\$0
Supplies	Office Supplies: Paper, stationery and envelopes, miscellaneous office supplies	\$4,000	\$4,000	\$4,000	\$12,000

Magnet Office Budget
MSAP – Three Year Budget Narrative

Category	Item Description and Justification	First Year	Second Year	Third Year	Total
	Magnet office computers and software: (3) Dockable HP Laptop@ \$2,500.00; Compaq Laptop; Laser Printer, Color Laser Printer, MS Office Suite Software Package (Photo shop, Illustrator, Acrobat, In-Design, Go Live) 2 4-drawer Filing Cabinets , 3 ergonomic chairs, LCD projector (\$1,500)	\$6,500	\$5,000	\$2,800	\$14,300
	Copying and Printing	\$5,000	\$5,150	\$5,300	\$15,450
Subtotal		\$15,500	\$14,150	\$12,100	\$41,750
Contractual	Independent contractor to design and implement student lottery system	\$17,000	\$12,000	\$12,000	\$41,000
	Preparation of brochures, applications, flyers, logos, advertisements and video media	\$35,000	\$10,000	\$10,000	\$55,000
	Printing and Mailing of brochures and advertising media	\$25,000	\$25,000	\$25,000	\$75,000
	Evaluator to design and conduct comprehensive program evaluation	\$19,000	\$19,000	\$19,000	\$57,000
Subtotal		\$96,000	\$66,000	\$66,000	\$228,000
Other	Memberships: membership in various magnet school Associations and local Chamber of Commerce to allow public awareness of magnet programs	\$1,000	\$1,050	\$2,000	\$4,050
	Subscriptions For local newspapers and educational magazines	\$2,500	\$2,500	\$2,500	\$7,500
	Advertising (Newspapers, TV, magazines, real estate publications, etc)	\$15,000	\$15,000	\$15,000	\$45,000
	Postage: Mailing notifications and brochures to prospective students in 7 districts	\$15,000	\$15,200	\$15,200	\$45,400
Subtotal		\$33,500	\$33,750	\$34,700	\$101,950
TOTAL DIRECT CHARGES		\$472,287	\$448,842	\$461,776	\$1,382,905

Magnet Office Budget Summary

Budget Categories	Project year 1	Project Year 2	Project Year 3	Total
1. Personnel	\$229,517	\$236,403	\$243,495	\$709,415
2. Fringe Benefits	\$77,770	\$78,539	\$85,481	\$241,790
3. Travel	\$20,000	\$20,000	\$20,000	\$60,000
4. Equipment	\$0	\$0	\$0	\$0
5. Supplies	\$15,500	\$14,150	\$12,100	\$41,750
6. Contractual	\$96,000	\$66,000	\$66,000	\$228,000
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$33,500	\$33,750	\$34,700	\$101,950
9. Total Direct Costs (1-8)	\$472,287	\$448,842	\$461,776	\$1,382,905
10. Indirect Costs				\$0
11. Training Stipends				\$0
12. Total Costs	\$472,287	\$448,842	\$461,776	\$1,382,905