

**School Board
Minnetonka I.S.D #276
5621 County Road 101
Minnetonka, Minnesota**

**Board Agenda Item
IX**

**Title: World Language Recommendations
Adoption**

Date: May 7, 2009

Executive Summary

School Board Goal #2 states:

Develop a plan that addresses Minnetonka's Vision for a systemic approach to World Language in our school system. This plan would include:

- A definition of what World-Class, Child-Centered excellence in World Language means and how it comes to life
- A point of view and decision on Exposure versus Mastery
- The scope and sequence of second language instruction within the District
- Articulation of program options with the School District
- Expected student achievement outcomes
- Definition for how our new Immersion programs will evolve through the middle and high school programs

The attached report was presented at the School Board meeting on April 7, 2009 and answered in detail those elements in the goal. The purpose of this document is to provide recommendations for 2009-10.

Background:

World Languages are an important part of the Minnetonka curriculum. The community has placed a high value on acquiring skills in a second language and supported the recent changes in the World Language program. Additionally, living in a global society and the advantages that come with speaking a second language are important and valued by students and families as evidenced by the strong enrollment figures.

Immersion Enrollment

- Approximately 36% of the students in Kindergarten, First Grade, and Second Grade are in the Immersion program.
- Kindergarten enrollment for 2009-10 is not complete, but as of April 24th there is almost exactly a 50-50 split between Immersion and English.

Middle School World Language Enrollment

- 2008-09 in Eighth Grade had approximately 76% of the students participating in a Level I World Language.
- 2009-10 the percentage taking a world language class has increased even more.
- 2009-10 will have a one-quarter Seventh Grade World Language requirement for all students.

High School World Language Enrollment

- 2008-09 had approximately 78% of the students participating in a World Language class.
- The addition of a Level IV American Sign Language (ASL) class and Level V classes in Chinese, French, German, and Spanish, the number of teachers required to teach all the students in a World Language class has increased by 1.55 FTE.

Summary:

A committee was formed and was given the following tasks:

- Review the charge from the School Board
- Identify problems/concerns and suggest solutions
- Incorporate the pertinent elements from the Middle Level Review

As the committee worked, much of the emphasis was with the Spanish or Chinese Immersion program and how it will impact not only the elementary schools, but also the middle school and high school. in the coming years. The Middle School Review conducted during 2007-08 and 2008-09 made significant improvements in the World Language program as well. The improvements for students who have not been in the Immersion program include the addition of a one quarter exploratory class in Seventh Grade along with the Level I option in Eighth Grade.

- The scope and sequence of the pre-school language program, along with community education offerings has improved a great deal since the Immersion program began.
- For students in the Immersion program, the scope and sequence is established based on teaching the Minnetonka standards in the target language
- Students in the English program will continue to have the same high quality curriculum and instruction throughout their elementary years. When they enter Seventh Grade, they will have the one quarter World Language class and in Eighth Grade, they will be able to choose from the menu of options including World Language, or they may wait until they reach high school to begin World Language.

- The scope and sequence of the Level I through Level IV classes has been effectively established. The Level V classes have added a culminating piece to the scope and sequence. With the Advanced Placement examinations, there is even more structure and direction to the Level V classes.
- Curriculum writing requests for the summer will focus on extending the curriculum to align to the expectations in the Advanced Placement exams. It will involve establishing the syllabus, the scope and sequence of the Level V course, working with textbooks and identifying necessary supplemental materials. New textbooks will also be required.
- The middle school improvements of a Seventh Grade World Language course for one quarter will strengthen the Level I class that many students opt for in 8th grade. At the high school, the new level IV class in American Sign Language, the Level V classes in Chinese, French, German, and Spanish, along with their enrollment show a strong commitment to developing a high level of skill in the languages.

The articulation of programs in the District means there is continuity in the content, the curriculum, and the instruction.

Through Community Education and the Early Childhood Family Education program, there will be many more options for students and families:

- Minnetonka Pre-school—families that select this option will have a second language exposure component
- Language Immersion classes for preschoolers and summer camps
- Enrichment classes in Spanish and Chinese including music lessons in Spanish and Chinese

All of these programs can help support a foundation in the target language. They can also serve to expose students to a second language.

The continuity of programs through the elementary, middle, and high school is established in the K-2 program through Immersion. In 2009-10 the program will evolve into Third Grade adding a grade level all the way through Twelfth Grade in 2018-19.

The expected student outcomes for the students are to continue their impressive achievement gains.

- In the Immersion program the expected students outcomes are to attain near fluency levels if they continue in the program to its completion.
- The expected student achievement for middle school students is for the students to successfully complete the Level I course with enough skills to be successful in a Level II class in Ninth Grade.

- Although formal goals have not been established, it is reasonable to expect that the students who successfully complete the Level V Advanced Placement class will take the AP exam. Of the students who will be testing, the goal should be that 85% of those testing score at least 3 or above.

The data that we do not have yet is about the Advanced Placement tests that students will take after their successful completion of the Level V AP class. Additional unknowns in the program are the impact of the 7th grade World Language class. That is something we will be examining to see the impact. Additional examination of the viability of some World Language offerings needs to be examined as well. The enrollment in German, for example, is appearing to shrink. The issue is similar to the situation with Japanese in which a decision was made to make sure the students who had started the sequence could complete it, but not to accept any new students into the Japanese sequence.

The evolution of the Immersion program will have a major impact on the middle and high school programs.

Elementary

- 2009-10 will be the third year of the program and students will be in K-3. The Third Grade curriculum mirrors the Minnetonka curriculum except it is delivered in the target language of Spanish or Chinese.
- The change in content will occur when students are instructed in English for 60 minutes on a daily basis.
 - This instruction will happen with an English teacher rather than an Immersion teacher.
 - The Immersion teacher will use this one hour period to provide remediation support in reading or math in the Second Grade, then First Grade, and eventually the Kindergarten Immersion classrooms.
 - Enrichment opportunities may be provided in the target language in one of the earlier grade level, but the priority will be on providing support for struggling students.

Middle School

- The curriculum change from the Middle School Review conducted in 2008-09 will add a one-quarter World Language class that all students will take.
- Eighth Grade students will continue with the full year of World Language as an option.

Challenges

- Finding appropriate materials in Mandarin Chinese.
 - Reading rooms are being slowly established as materials are found and purchased.

- School culture in each of the six elementary schools is largely positive, but like any new program, there may be some growing pains.
 - Attention is being paid to each school culture and if issues arise they are immediately dealt with.

Assessments

- The NWEA MAPS tests are used to assess all students in English. The tests are for both Reading and Math. The other assessments are:
 - Spanish
 - Kindergarten Letter Sound Fluency Three times per year
 - First Grade Spanish Syllable Reading Three times per year
 - Second Grade Spanish Oral Reading Fluency Three times per year
 - The Immersion Program is field testing reading assessments in both Spanish and Chinese. The Spanish adaptive reading assessment is similar to the NWEA MAPS test and is called the Spanish Diagnostic Online Reading Assessment (DORA). The field test is with Kindergarten students and depending on the results of the field testing, test results that can be used the same as the NWEA MAPS tests should be available in 2009-10.
 - Field tests do not provide individual results to students, nor do they provide school/grade level results to schools. Minnetonka is participating to help determine the appropriate norms and to provide insights and suggestions to the test makers.
 - The DORA assesses:
 - High frequency words—students recognize certain words immediately
 - Word recognition—student recognizes grade appropriate words
 - Phonics—students demonstrate skills at using phonetic rules
 - Phonemic Awareness—student is aware of the sounds that correspond with the letters
 - Spelling—students demonstrate the spelling of grade appropriate words
 - Oral vocabulary—measures the use of vocabulary
 - Reading comprehension—ability to answer questions
 - Chinese
 - Kindergarten Picture Naming Fluency Three times per year
 - First Grade Chinese Listening and Speaking Three times per year
 - Second Grade Chinese Listening and Speaking Three times per year

- The Chinese national Online Early Language Learning Assessment (NOELLA) is being used. It is a foreign language assessment developed by the University of Oregon for grades 3-6 that is on-line, adaptive, and computer assisted in speaking and writing.
- The NOELLA assesses:
 - Interpretive skills in reading and listening
 - Presentation skills in writing and speaking
- Other possible testing alternatives are being explored.

Conclusions:

The findings from the 2008-09 World Language Review show a strong and vibrant program.

There are some things to monitor in the coming years.

- The skill acquisition of the Immersion students in English during their Third Grade year.
 - This will be monitored through the use of assessment tools in which the District is field testing. It is expected that the tests will be normed and in use in 2009-10.
 - The English acquisition will be assessed using the NWEA MAPS tests along with the MCA tests that all students, English and Immersion, will take.
- The need for the Immersion students to have additional exposure in the target language.
 - As teaching positions become available, the expectation is that those positions will be filled with teachers who are proficient in either Chinese or Spanish. This is for Art, High Potential, Music, Physical Education, and Special Education.
 - In Immersion classrooms, paraprofessionals will continue to fully participate in the target language.
- The enrollment trend of certain languages that may necessitate their elimination.
 - As students register for Seventh Grade World Language classes, it will be important to discern any trends that may emerge.
- The impact the Immersion program has on middle school World Language programming.
 - The plan remains to have students take their Social Studies class in the target language. An unresolved issue, at this time, is whether Immersion students who are eligible for the Eighth Grade Pre-Advanced Placement Social Studies class should have the class in English or in the target language.
 - Immersion students will be closely monitored to be certain they are gaining language skills at an appropriate level. If students are not gaining as they should, an additional class in the target language may be required.

- The Level V course enrollment and the performance of the students on the AP and IB exams.
 - The Senior class of 2010 is the first group of students to have a Level I opportunity in Eighth Grade. That group has the smallest percentage of students to take advantage of the World Language offering in the last four years. As more students take a Level I course, the expectation is that more will continue their studies through to Level V.

Recommendations:

Specific recommendations for the World Language program have been described in the text of the attached report; however some of the recommendations are made to the School Board for final determination. They are as follows:

- A. English Instruction for Immersion students. While the academic instruction in Grades Kindergarten through Second Grade will continue to be in the target languages, students in Third Grade will have one hour of their Language Arts instruction in English.
 - a. This requires 1.8 FTE to teach the Immersion students the Minnetonka English curriculum. The Immersion teachers will provide remediation support to students in Second Grade and First Grade in the target language during that time period.
 - b. Curriculum writing time for the English teachers is required.
- B. Target Language Expansion into Special Education.
 - a. When positions become available, bilingual Special Education teachers will be hired.
 - b. Appropriate Special Education services provide for a continuum of services. Paraprofessional support in the classroom is provided in both Chinese and Spanish. A student may also require direct specialized instruction in the Special Education room. As with all Special Education services, the IEP team will determine if a specific student will benefit from this specialized instruction in the target language or if the disability will be better addressed in English. The District will work toward the goal of making the special education support in the targeted language an option available to the IEP team. It must be clear to staff and parents that having a disability does not necessarily limit the student's opportunity to be in the Immersion program. There should be a balance in students on IEP's between the Immersion and English options.
- C. Target Language Expansion into High Potential.
 - a. When positions become available, bilingual High Potential teachers will be hired.

- D. Target Language Expansion into Specials (Art, Music and Physical Education).
 - a. When positions become available, bilingual specialist teachers will be hired.

- E. Target Language Improvements
 - a. Curriculum writing time to improve and refine materials in the target language is annually required.
 - b. Translation of existing curriculum is completed as part of summer curriculum writing.

- F. Language Immersion Assessments.
 - a. DORA and NOELLA are currently being field tested. Fluency assessments in both Chinese and Spanish will continue.
 - b. There will be continued searches for standardized tests in the target languages.
 - c. All Third Grade students will take the MCA tests in English.

- G. Language Immersion in Grade Six 2012-13
 - a. The goal of the Immersion program continues the same as students begin middle school: provide students with the skills to continue their language development. It has been planned and communicated from the very beginning of the Immersion program that students would have their Social Studies class in the target language. Assessments in the target language on an annual basis will determine if students need more than one class in the target language to continue their development and growth. For example, students will have at least one core class in the target language and, perhaps, their advisory/start class. SOAR and SAIL could also be options.

- H. Language Immersion in Grade Seven 2013-14
 - a. Immersion students will continue to have a core class (Social Studies) in the target language. They would have two options for their one quarter class in World Language. The first would be to continue in Spanish or Chinese with an emphasis on writing and grammar.
 - b. The second option will be for students to select a third language in lieu of continuing their Spanish or Chinese. As is the case in Sixth Grade, if students require more instruction in the target language to attain the Minnetonka expectations, additional options would be provided.

- I. New Seventh Grade World Language Options in 2009-10
 - a. Every Seventh Grade student takes one quarter of a World Language and new materials are required.
 - b. With new courses, curriculum writing time is necessary.

- c. For students opting to switch languages from Seventh to Eighth Grade, summer work packets for students to successfully make that change need to be created in 2010.
 - d. Based on the experiences of the Seventh Grade students, curriculum revision and possible supplemental materials will be needed in 2010-11.

- J. Language Options in Grade Eight 2014-15
 - a. For Immersion students the options will be similar to their Seventh Grade choices. It is the expectation that Immersion students will have improved writing skills based on their Seventh Grade experiences and that the curriculum in the Eighth Grade will reflect that.
 - b. Some students may opt for a different language at this point, recognizing that they may want to get a Level V Advanced Placement class or an International Baccalaureate HL class as Seniors in a language other than their Immersion language.

- K. Language Options in High School 2015-16, 2016-17, 2017-18, and 2018-19
 - a. Ninth Grade Immersion students who took the Seventh and the Eighth Grade World Language class, the emphasis of the curriculum will be on in-depth grammar and usage.
 - b. Ninth Grade class for Immersion students would be Immersion Composition (similar to the English 9x class in rigor). It's important to note that the students will have second language skills, but not the same complexity of language and language thought that their English counterparts will have.
 - c. Tenth Grade—Advanced Immersion Composition class in the target language.
 - d. Eleventh Grade—Advanced Placement Literature and Composition class in the target language. This would mirror the AP Literature and Composition class that is taught in English and may be the culminating class.
 - e. Twelfth Grade—Advanced Placement Language and Composition. By the end of high school, it is possible, too, that students will be able to earn college credit for the work they've done in the target language. At this point, there may also be enough students to mirror the Twelfth Grade English electives in the target language.

- L. Target Language Component for the Minnetonka Navigator Program
 - a. Students in Third Grade who were in the Immersion program require continued education in the target language.
 - b. Navigator students in Chinese will be incorporated into Third Grade classrooms at Excelsior and Scenic Heights respectively.
 - c. Navigator students in Spanish will receive instruction in Spanish from one of the Third Grade Immersion teachers during the English instruction time.

- M. Pre-School Second Language Options
 - a. In the fall of 2009, curriculum for all pre-school classes for children ages 4-5 will include a second language exposure component. Although not yet

formalized, the component will include a regular activity focused on Spanish or Chinese language or culture. Through songs, games, and circle activities, students will learn greetings, colors, numbers, songs, and games in Spanish and Chinese, as well as some cultural traditions of China and Spanish-speaking nations. Most likely, the Spanish exposure components will occur during one semester and Chinese in the other.

N. New High School World Language Classes

- a. High school students have registered for 2009-10 and new textbooks for ASL Level IV and Chinese, German, French, and Spanish Level V classes require new textbooks.
- b. Curriculum writing for the new courses is also necessary.

Curriculum writing

• Spanish Level V AP and G	\$1850
• Spanish I HL	\$1000
• French Level V AP and G	\$1850
• French IB HL	\$1000
• German V	\$1000
• German IB HL	\$1000
• Chinese IB HL	\$1000
• American Sign Language	\$1000
• Seventh Grade Exploratory classes	\$3700
• Language Immersion Third Grade	\$3500
• Language Immersion Second Grade	\$2300
• Language Immersion First Grade	\$2300
• Language Immersion Kindergarten	\$1850
• Third Grade English (in the Immersion classroom)	\$2300
• Total	\$25650

Curriculum writing is often a one-time expense, but there will be ongoing costs as the Immersion program expands into the next grade for both the Immersion program and the English component of it. There will also be some writing costs in 2010-11 as improvements are made.

Consultants with Immersion

• Total Physical Response training	\$3400
• Responsive classroom	\$2500
• Curriculum audits	\$2500
• Translation	\$3200
• Total	\$11,600

This is an annual expense.

Staff Development

• Attendance at summer CARLA conference	\$4200
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This will be an annual expense as new teachers enter the Immersion program.

- Each year the 2008-09 World Language Review is updated to reflect the potential changes as the Immersion students advance to the next grade.
- Benchmarks for language acquisition are determined for Third Grade and Fifth Grade in English and the target language.
 - This will be determined through the DORA and NOELLA assessments along with other possible standardized tests.
 - MCA will continue to be used and the expectation is that Immersion and English students will achieve at the same rate.
- Teacher exchange programs are created to help develop and identify possible Immersion teachers.

ATTACHMENTS:

2008-09 World Language Report

Submitted by: 
Mark Larson, Executive Director of Teaching and Learning

Concurrence: 
Dennis Peterson, Superintendent

**MINNETONKA SCHOOL
DISTRICT**

**WORLD LANGUAGE
PROGRAM REVIEW**

**Dr. Mark Larson
Dr. Dennis Peterson**

April 7, 2009

Introduction

With the changes being implemented in the World Language program in the District, the Board determined that a full description of how the program is planned to unfold be described and adopted. World Languages are an important part of the Minnetonka curriculum. The community has placed a high value on acquiring skills in a second language and supported the recent changes in the World Language program. Additionally, living in a global society and the advantages that come with speaking a second language are important and valued by students and families as evidenced by the strong enrollment figures.

To illustrate the support for World Languages in the District, the following data have been identified at the elementary, middle school and high school levels.

The enrollment for the Immersion program for 2008-09 is:

- 66 Kindergarten students in Chinese.
- 194 Kindergarten students in Spanish.
- 61 First Grade students in Chinese.
- 166 First Grade students in Spanish.
- 39 Second Grade students in Chinese.
- 127 Second Grade students in Spanish.

That is approximately 36% of the students in Kindergarten, First Grade, and Second Grade. The Kindergarten enrollment for 2009-10 is not complete, but as of March 31, 2009 there were 285 students registered for Chinese or Spanish Immersion and 283 registered for English—almost exactly a 50-50 split.

The Middle School World Language enrollment for Eighth Grade in 2008-09 is:

- 44 students in Chinese.
- 48 students in French.
- 30 students in German.
- 358 students in Spanish.

That is approximately 76% of the students participating in a Level I World Language class in Eighth Grade.

The High School World Language enrollment for 2008-09 is:

- 243 students in American Sign Language.
- 174 students in Chinese.
- 252 students in French.
- 107 students in German.
- 1425 students in Spanish.

That is approximately 78% of the students participating in a World Language class.

High School students score well on independent assessment measures, competing statewide and nationally. In 2009-10, Seniors will be able to take Level V and Advanced Placement World Language courses for the first time because the District implemented the Level I course in four languages in 2005. The Middle School Review will improve the World Language Program by including a one-quarter class in Seventh Grade along with the continuation of Level I Eighth Grade classes in four languages. The Immersion program is in its second year and enrollment and parent satisfaction continue to be strong. Community Education is providing enrichment, continuation, and exposure opportunities for elementary students. The Pre-School Program has added new exposure opportunities in both Spanish and Chinese. Much has been done to provide World-Class, Child-Centered excellence in World Language, and the community continues to express its support.

A comprehensive World Language Review was conducted during 2004-05 and the recommendations noted below led to several significant improvements that will be described throughout the report. The recommendations were regarding the following major issues:

1. Curriculum for the 21st Century,
2. Clear measurement of student progress in World Languages,
3. Rigorous middle level World Language course offered,
4. 5th year of languages course offered,
5. World Language study offered in the elementary school, and
6. Technology integration that enhances student learning.

The most notable addition to the 2004-05 report is a vibrant Language Immersion program that began in 2007-08 in all six elementary schools and is transforming

each of those schools. It started with Kindergarten and First Grade and now in the second year has students in Kindergarten, First Grade, and Second Grade. Excelsior and Scenic Heights have Chinese Immersion in grades K, 1, and 2. Clear Springs, Deephaven, Groveland, and Minnewashta, have Spanish Immersion in the same grades.

In 2008 the School Board identified Goal #2 to articulate the status of current programs and enable new programs and support to be developed, identified and approved. Specifically, the Goal states that the Administration should:

Develop a plan that addresses Minnetonka's Vision for a systemic approach to World Language in our school system. This plan would include:

- **A definition of what World-Class, Child-Centered excellence in World Language means and how it comes to life.**
- **A point-of-view and decision on exposure versus mastery.**
- **The scope-and-sequence of second language instruction within the District.**
- **Articulation of program options within the School District.**
- **Expected student achievement outcomes.**
- **Definition for how our new Immersion programs will evolve through the middle and high school programs.**

The Middle School Review conducted during 2007-08 and 2008-09 made significant improvements in the World Language program that will be implemented in 2009-10. The improvements for students who have not been in the Immersion program include the addition of a one quarter exploratory class in Eighth Grade along with the Level I option in Eighth Grade.

The improvements for students who have been in the Immersion program will include improvements in both Seventh and Eighth Grade.

The purpose of the Seventh Grade course for students from the Immersion program would be to:

- Improve grammar skills in the target language through focused instruction on language mechanics,
- Improve writing skills in the target language by creating informative, expressive, and persuasive types of writing, and

- Engage in the writing process with emphasis on organization, focus, quality of ideas and purpose.

The Eighth Grade curriculum for the Language Immersion students continuing in the Immersion language would be:

- To create informative, expressive, and persuasive writing;
- Engage in the writing process, with attention to context, organization, focus, quality of ideas, and purpose;
- Spelling, grammar, and usage. The student will apply standard target language conventions when writing;
- Research. The student will locate and use information in reference materials in the target language.

An improvement not proposed in the 2004-05 study was the pre-school opportunities. The changes at that level are impressive and will serve to make the World Language program that much stronger.

With a Language Immersion program started in Kindergarten, First, and Second Grade and growing each year, an exploratory class planned for Seventh Grade, strong Level I opportunities in Eighth Grade, the continuation of the International Baccalaureate Standard Level and High Level classes, and for 2009-10 Advanced Placement classes in high school, the World Language program clearly already is a point of pride. The enhancements described in this plan will further develop opportunities for students in a rapidly changing and competitive world.

As the Immersion students continue through the system, the impact at the middle school level will be felt and the plan for those students is described below. Likewise, the high school will be impacted as students progress through the entire P-12 system by taking advantage of the program's principle opportunities.

In order to respond to the 2008-09 School Board Goal, the first step was to revisit the goals and the recommendations from 2004-05 and to note the great progress on them. That 2004-05 report will be discussed throughout this report.

Section I

Expectations from the Board Goal for the 2008-09 World Language Review

- **A definition of what World-Class, Child-Centered excellence in World Language means and how it comes to life**

The first element of the goal is to create a “definition of World-Class, Child-Centered excellence” as it relates to World Language programs.

A World-Class program is, obviously, one that can be found in other outstanding schools throughout the world and in which students’ second (or more) language needs are met, they have the opportunity to achieve great things in learning second (or more) languages, and they succeed through their own efforts and those of their teachers with the support of their families and community.

Having academic standards is necessary for a World-Class World Language Program. A starting point was to achieve one of the goals from the 2004-05:

- Achieve Board approval of World Language standards.
 - The School Board approved the World Language standards in 2005. The understanding was that as students started the Level I class in Eighth Grade, there would be Level V class in 2009-10. Level IV American Sign Language has been added to the high school as well to begin in 2009-10.

A World-Class World Language program has high academic expectations. With the Immersion program in place, the expectation is that students will attain near fluency in either Spanish or Mandarin Chinese if they complete the program.

The expectation of the students who participate in the Level V classes and take the Advanced Placement examination is to achieve at the same rate as other students who take the AP exams—85% will score a “3” or above.

The expectation of students participating in the International Baccalaureate Programme is to achieve at the same level as the other students--It is also the expectation that students will meet or exceed District goals. One of the goals from the 2004-05 report was to “Raise expectations at every level.”

A World-Class program provides opportunities for students. Through the Minnetonka Pre-school program that will include language exposure for the Spanish and Mandarin Chinese languages for pre-schoolers, and the summer opportunities (for students to be exposed or immersed) in Community Education classes or camps there are year-round options. The Immersion program provides students with the opportunity to become highly proficient in the target language. With the addition of a one-quarter class in Seventh Grade, students will have the chance to be exposed and then decide on a second language choice. One of the goals from 2004-05 was to “Implement an option for Eighth Grade students to

start at Level I.” By achieving this important goal, students now have the opportunity to take several levels of four different languages up to Level V. By taking the Level V class, students will be able to participate in the AP exams and earn college credit.

A World-Class program provides opportunities to achieve great things. In Minnetonka’s program, students have the opportunity to become fluent in a second language (through Immersion).

Students have the opportunity to earn college credit through the Advanced Placement or International Baccalaureate Programme.

Students have the opportunity to be exposed to many different languages beginning in the Seventh Grade.

Students have the opportunity to become highly proficient in either Spanish or Chinese and progress through Level I to Level V in a third language.

Although the 2004-05 review did not anticipate pre-school programs, the improvement in the Community Education offerings, and especially the Immersion choice, has helped attain the goal to “Expand world language opportunities for all levels.” Having pre-school students beginning to develop knowledge and interest in second languages will lead them to eventually have fluency in a second language.

A World-Class program provides students and teachers with opportunities to explore the world. Through a variety of study-travel options, students can be immersed in another country’s language and culture for up to three weeks while traveling with classmates and teachers. Minnetonka has had teacher exchanges and student exchanges for several years. In addition to exchanges, principals have had Immersion experiences and served as local ambassadors to China and Central America.

Minnetonka’s World Language Program comes to life by living out the District Vision which states, “We will insist on a curriculum designed to stretch students’ minds and prepare them to thrive in both American society and the world at large.” The work done on World Languages, and that which continues, prepares our students to thrive in a world where proficiency in more than a native language is essential. Additionally, the “global awareness through the study of world language” drives the Immersion program and the middle and high school World Language program.

Section II

Expectations from the Board Goal for the 2008-09 World Language Review

- **A point-of-view and decision on exposure versus mastery**

Secondly, the Board expects that a “point-of-view” on exposure versus mastery will be developed and proposed. It is clear from the view of World-Class second language programs that just having “some” knowledge of a language falls short of equipping students with knowledge and fluency.

Mastery

Mastery is the quality of having great skill and well-advanced degree of competence in a particular subject. It is not something that happens immediately, but requires practice, effort, time, a strong curriculum, and quality instruction. There are many complexities of truly learning a second language; and in order to become highly proficient, Immersion is clearly the only route to achieve that end. Exposure cannot possibly enable students to reach fluency, and the time required for trying to provide students with “exposure” to one or more second languages provides little educational value in exchange for the price of investing time and money in such an effort. World-Class schools enable deep learning of subjects and the acquisition of fluency in a second or third language. Exposure to a language cannot be called World-Class.

Language acquisition research by the Center for Advanced Research in Language Acquisition (CARLA) indicates that Immersion is the best way to acquire a second language and that early is better than later. With a common starting point of Kindergarten, that is the logical place to begin an Immersion program. Other pre-school opportunities may be provided, but the recommendation is to start an Immersion program en masse and Kindergarten is that place to start.

Starting language acquisition in the primary years, however, is not mandatory for acquiring fluency. Based on the District’s high quality program beginning in the middle school and continuing through the high school, it is clear that a student can possess a well-advanced degree of competence by starting a second language study in Eighth or Ninth Grade in the District. Based on the outside assessments of the World Languages, it is clear that students are achieving at high levels.

Exposure

The Exposure model of World Language instruction in the elementary school had been tried in Minnetonka. Research was conducted regarding the Elementary World Language Program that was eliminated due to financial constraints after 2000-01. In that model, students in elementary schools were assigned a second language for all students in the entire school and they had direct instruction for approximately thirty minutes once or twice a week. An Exposure program like that is successful in helping students understand some of the culture, some of

the language and some words and phrases, but it is not going to help students gain proficiency in the target language.

Families also did not have a choice about the language since elementary school was assigned a specific language. If the school did not have the language the family wanted, there was very little they could do except use the Parent Option Plan (POP) to a different elementary school.

The specific schools and the language of the Exposure model were:

Clear Springs	French
Deephaven	Spanish
Groveland	French
Excelsior	German
Minnewashta	Spanish
Scenic Heights	German

Languages were assigned to schools, but there was little correlation between the language that students were exposed to at the elementary school and the one they selected in middle school. If the Exposure model was effective in instilling an interest in the target language, it would seem logical that about one-third of the students in the middle school would have taken French, one-third would have taken German, and one-third would have taken Spanish. However, the actual middle school enrollment had about two-thirds of the students taking Spanish followed by smaller classes in French, German, and Chinese.

Additionally, the cost of a program like that requires at least six additional teachers. Financially, that translates to more than \$350,000 annually. One other difficulty of the exposure program is determining what gets pushed out of the curriculum in order to accommodate the World Language. It is difficult to displace some of the time from Reading, Math, Social Studies, Science, or Health Education in exchange for a World Language Exposure experience. When the Exposure model for World Languages was removed from the elementary schools, it opened up an opportunity for much more Art instruction by Art specialists. Prior to that point, some schools had Art teachers paid through their PTO's and some had classroom teachers also teaching the Art classes.

Based on the goal of having students achieve high levels of proficiency in a second language and given that an Exposure model is ineffective for achieving that goal, it is clear that an Immersion model is far superior to an Exposure model. Providing a second option to students not in the Immersion program would not be a good use of their time nor District resources. Furthermore, the school-within-a school Immersion model is cost neutral as compared to a relatively expensive Exposure model. Exposure for a relatively small number of students in each school would not be a good option.

Immersion Decision and School-within-a School

The decision to begin Immersion in Minnetonka was made after extensive study. The Instructional Models Study Groups spent the better part of a year examining various magnet school models. They reported their findings to the School Board in the spring of 2005. Their charge from the Strategic Plan was to examine the viability, the benefits, costs, and the feasibility of implementing various instructional models. The prevailing thinking was that some schools would become magnets and attract students and families to specific programs. Some of the instructional models included were Language Immersion, Continuous Progress, Gifted and Talented, Montessori, Early Years and Middle Years, International Baccalaureate, and others. The Language Immersion Study Group examined language immersion from the magnet school perspective which is used by some other districts in the area. That would have required selecting a specific site for any Language Immersion program.

According to the Center for Advanced Research on Language Acquisition (CARLA), at the University of Minnesota, Immersion programs are the fastest growing and most effective type of foreign language program. Students can be expected to reach higher levels of second language proficiency than students in other school-based language programs. Research from 1987, repeated in 2000, indicate that Immersion students also achieve as well as, or better, than non-Immersion peers on standardized measures of verbal and mathematics skills administered in English. And a study in England (2006) found that, "Bilingual children are far more likely to get top-grade passes in exams in all subjects." (Richard Garner, Education Editor from The Independent in London).

CARLA is an immersion proponent. CARLA staff feels that students will usually gain more language skills if they are completely immersed in the target language at a separate site. For example, the signage, announcements, decorations, murals, and even non-teaching staff can all be in the target language. They also believe that at a center-based school the World Language teachers may not feel as isolated. The reasons more districts have gone with a center-based program may be because of the advice of CARLA and that the school district already buses students to a center or has a facility readily available to house a center-based program.

Unfortunately, Minnetonka did not have a facility available to start a magnet program nor the funds to pay for transportation of students from throughout the District to a Center. Creating a center within one of the existing elementary schools would have required the displacement of many, if not all, of the students in that school to make room for the magnet program. Only the students who went to the magnet program from that school would not have been displaced. All of the students in the other schools would have been displaced. All of the other schools would have been impacted by dispersing the magnet school's students. That would have been unacceptable turmoil throughout the District. Furthermore, starting the Immersion program with one or two grades and

expanding over several ensuing years would have meant turmoil in all six elementary schools every year until students in the magnet school were in grades K-5. Complicating things further was the need to spend much more on transportation. So, the concept of having Immersion programs in each of the six elementary schools evolved as a viable alternative to the magnet concept. In 2006-07 the decision was made to move to a school-within-a school model into each school. That maintained the neighborhood school concept for all students and avoided displacing a large number of students who did not enroll in the respective Immersion program, as well as families and staff from their neighborhood school.

A school-within-a school model allows for families to attend their neighborhood school and choose or not choose the Immersion program. There are several other advantages as well. Families with older children do not have students in two different elementary schools as the Immersion program starts and evolves. Students continue to interact with peers from the neighborhood. If a family deems the Immersion program to be the right one for one child, but not for another, the students will still ride the same bus and go to the same school.

Not having a facility available for a magnet program, or using an existing school, led Minnetonka to the best option. Enormous upheaval and displacement of students, separating siblings, and increasing costs were avoided. In Minnetonka, the overriding value that students and families feel as if they are part of the neighborhood school and not isolated away in a second language center was preserved.

The model avoided having huge transportation costs of busing all the Immersion students in the District to a specific site. It avoided altering elementary attendance zones and shifting students to other schools. In some instances, families would have students at different elementary schools. With a center-based program, an entire school staff would be completely displaced over time. The financial and political costs of creating a center were simply too high. In fact, there would have been no Immersion proposal without the emergence of the school-within-a school plan.

Language Decisions

The decision regarding which language or languages to introduce in Immersion was one undertaken carefully as well. Minnetonka High School offered Spanish, German, French, Chinese and American Sign Language, they were all possibilities. Japanese was offered then as well, but it was phased out when enrollment became too small to justify continuing. Any of those languages could have been chosen, but there were limits to how many different languages could be started and sustained in the elementary schools. The choice of which one or ones was important, and the District selected Spanish and Mandarin Chinese.

Spanish is the most popular Immersion choice in Minnesota. The Spanish language is certainly the most common in the United States following English, as it has become the most widely used second language. In addition, Spanish has the highest enrollment in both middle schools and the high school in Minnetonka. The Hispanic population is the fastest growing demographic within the United States and Minnesota, and students with a second language fluency in Spanish will have commercial and social value. Fluency in Spanish presents not only great domestic opportunities, but commerce opportunities as well in the Americas for bilingual professionals and an alternative career path that did not exist just a few short years ago. Thus, Spanish was a logical choice for at least one language in the Immersion program.

The decision to have more than one second language offered in an Immersion model was also significant. However, it was concluded that another language in addition to Spanish was appropriate.

Mandarin Chinese is spoken by one-fifth of the world's population. Since China joined the World Trade Organization in 2001, both the Minnesota and Federal governments have made Chinese language and culture an important educational investment. The growing economic presence of China will only make it more of a factor in commerce. Chinese programs are growing faster in enrollment, and in 2006-07 three neighboring districts started Chinese programs in the middle or high schools. Additionally, there is a longstanding positive history with Chinese language programs and exchanges in Minnetonka, as evidenced by the enrollment and the relationships with teachers both teaching in China and Chinese teachers coming to Minnetonka. Therefore, it was logical to have Mandarin Chinese be another language offered in the Immersion program.

As described above, an Exposure model is costly and ineffective. The biggest benefit of an Immersion program as opposed to an Exposure program is that students who are immersed will become proficient in the target language. The value of becoming proficient through the Immersion experience is higher than merely knowing a few words and phrases.

Expenses

A distinguishing feature of Minnetonka's Language Immersion model has been that it was designed to be cost neutral, and it actually turned out to be better than cost neutral. The Immersion program has attracted enough non-resident students to generate more income than the cost of educating those additional students.

School districts are funded based on their enrollment. In Minnetonka's case, students who are Open Enrolled for either the Chinese or the Spanish program generate funds. Additionally, by having an Immersion program, Minnetonka does not lose any students to other Immersion programs in the area. The funding those students generate far more than offsets the instruction costs of the Immersion program. Such extra funds are used for all students in the District.

Three usual expenses for education are cost neutral using the Minnetonka Language Immersion school-within-a school model:

1. Teachers are cost neutral. Students enrolled in the District will require teachers regardless of the program. An Immersion program simply moves an existing teaching position and changes the assignment from teaching in English to teaching in the second language. There is no “new” teacher, just a different assignment. This is cost neutral.
2. Transportation—utilizing the school within a school concept, students attend their neighborhood school without any additional busing cost.
3. Textbooks—there are no textbooks in most Kindergarten, First and Second Grade classrooms; the curricular materials are “consumables” and need to be replaced every year. Therefore, there has been no additional cost because materials were simply purchased in that second language. This has been very easy in Spanish, as the materials are commercially available. In grades 3-5 and in middle school grades, textbooks are used. There is a textbook adoption and replacement cycle so purchases would be part of that regular cycle, when due. Some minor adjustments in the planned replacement and adoption cycle may have to happen as the program grows. But it doesn’t cost more to provide those materials in a second language than in English.

It should not be interpreted that there were no additional costs for the Immersion program; however those costs were considerably less than the revenue generated by the program. There are some added costs with curriculum development, particularly in Chinese. These costs for translating curricular materials into Chinese are roughly the same as the purchase of curricular materials, had they existed. There has also been classroom support of the new teachers. This new teacher mentoring is something that has been in place and continues helping new teachers improve their skills. One added cost is with Guided Reading Rooms. Each of the elementary schools has an English Guided Reading Room in English that contains hundreds of books to help teachers differentiate their instruction. The Immersion program has started to build these Guided Reading Rooms in Spanish and Mandarin and increase their library materials in the target language. However, even these added costs have been taken from the excess revenue and still left significant money for all other students.

The other distinguishing feature is that Minnetonka’s Language Immersion model provided families with choice about participating in the program or not, as it is available only to students whose parents chose it for them. If families do not opt for an Immersion experience, there is still the option to take languages in Eighth Grade and the high school. That option has been successful for many current and former students.

To summarize; an Immersion model teaches the Minnetonka curriculum through the target language and does not cost extra in terms of staff, as does the Exposure model. Immersion does not incur extra costs for transportation in the Minnetonka school-within-a school model. It does not separate siblings who are in the Immersion program from those who are not in the Immersion program into different schools. Immersion provides choice as to the language a student might, or might not, select. And, finally, immersion in the second language leads to proficiency.

While the 2004-05 World Language Review did include a goal of trying to “Include elementary schools/reinstate language at the elementary schools—possibility of Immersion elementary school raised as a magnet,” the goal was not exactly to implement Immersion. Based on the Instructional Models study, further research on the benefits and costs and limited effectiveness of an Exposure model and the benefits of Immersion, the decision to embrace Immersion was made.

Section III

Expectations from the Board Goal for the 2008-09 World Language Review

- **The scope and sequence of language instruction within the District**

The Board expects the scope and sequence of World Language within the District to be fully developed and described. The scope and sequence of the Level I through Level IV classes has been effectively established. With the Level V classes having the Advanced Placement examination, there will be more structure to the class. Curriculum writing requests for the summer of 2009 will focus on extending the curriculum in order to align to the expectations in the Advanced Placement exams. It will involve establishing the syllabus, the scope and sequence of the Level V course, working with textbooks and identifying necessary supplemental materials. New textbooks will also be required. New materials will be required as will curriculum writing time in order to fully align the courses.

Immersion Students in Elementary

For students in the Immersion program, the scope and sequence is established based on teaching the Minnetonka standards in the target language. Students are currently instructed in the target language except in Art, Media, Music, and Physical Education classes. When students enter the Third Grade, they will receive one hour of instruction in English and one hour less in the target language. Third Grade is the grade level to start the English instruction as identified in the research from other Immersion programs. Also, the foundation in the second language is more secure, the students are better able to handle the switching involved in language instruction, and the curriculum becomes more complex in Third Grade. The purpose of the direct instruction is to make certain students meet or exceed the Minnetonka standards. The English instruction will focus on vocabulary, grammar, and writing.

Elementary and then Sixth Grade students in the English program will continue to have the same high quality curriculum and instruction throughout their elementary years. When they enter Seventh Grade, they will have the one quarter World Language class and in Eighth Grade, they will be able to choose from the menu of options including World Language, or they may wait until they reach high school to begin World Language.

Immersion Students in Middle School

The Immersion students entering middle school in 2012-13 will be in separate Social Studies classes in the target language. They will also be able to have their Advisory/START class in the target language if their skills require additional time for full development. Soar and SAIL times are also options for the Immersion students to continue their language development. If students require more than one class and these additional options to continue their language development and growth, a second middle school subject will be utilized.

In the Seventh Grade, Immersion students will continue their instruction in the target language through separate Social Studies classes. The Advisory/START class and Soar or SAIL may be used if the skill level needs reinforcing. The new one-quarter class of required World Language presents two options for the Immersion students. One option is to discontinue their Spanish or Chinese learning and select a different language, which means they will follow a path like all other students beginning a second language (third for them). A second option, which most students are expected to select, is the continuation of their target language learning. The emphasis of that Seventh Grade course would be on writing and grammar in the target language. The goals of the Seventh Grade course will be to improve grammar skills in the target language through focused instruction on language mechanics, improve the writing skills by creating informative, expressive, and persuasive types of writing, and engage in the writing process with emphasis on organization, focus, the quality of ideas and the purpose. Also, a few Immersion students may drop all further second language learning in favor of other courses.

For Eighth Grade, the Immersion students will have the option of a full year in the target language. Obviously, these students will be far more prepared for high level learning in the target language than students starting the language in the current Level I. They will be in separate classes from students in Level I. This will be a more intensive writing course focusing on grammar and advanced composition. Some Immersion students may opt out of the Immersion program by choosing to begin a Level I class in a third language. Since all Eighth graders will have the option of not taking a World Language, they may elect to choose from the other electives. It is not likely that many will make that choice, but it is a possibility. For the students coming through the Immersion program, the Level I through Level V classes starting in Eighth Grade will be completely inappropriate—unless the student switches from their Immersion language to a different language—and the curriculum and courses will reflect those distinct

differences. In Eighth Grade all students will take a full year of World Language. However, the Immersion students will have a markedly different class than the Eighth Grader who has not been in Immersion.

The Eighth Grade curriculum for Language Immersion students continuing in the Immersion language would be:

- To create informative, expressive, and persuasive writing;
- Engage in the writing process, with attention to context, organization, focus, quality of ideas, and purpose;
- Spelling, grammar, and usage. The student will apply standard target language conventions when writing; and
- Research. The student will locate and use information in reference materials in the target language.

For English students who have not been in Immersion, there will be an opportunity to take Level I classes in Eighth Grade and, provided they stay with the same World Language through their high school years, they will be able to get to a Level V class as Seniors.

Immersion Students and High School

For Ninth Grade, Immersion students who take the Seventh and the Eighth Grade World Language class, the emphasis of the curriculum will be on in-depth grammar and usage. Students who have been in Immersion programs tend to be strongest in oral communication, but they may lack the writing skills of native language speakers.

A logical progression would be:

- Ninth Grade—Immersion Composition (similar to the English 9X class in rigor). It's important to note that the students will have second language skills, but not the same complexity of language and language thought that their English counterparts will have in English.
- Tenth Grade—Advanced Immersion Composition class in the target language.
- Eleventh Grade—Advanced Placement Literature and Composition class in the target language. This would mirror the AP Literature and Composition class that is taught in English and may be the culminating class.

- Twelfth Grade—Advanced Placement Language and Composition. By the end of high school, it is possible that students will be able to earn college credit for the work they've done in the target language. At this point, there may also be enough students to mirror the Twelfth Grade English electives in the target language.

Students who come through the Immersion program will have had extensive experiences in the target language and they will not be in the same classes as students who are starting a Level II class at the high school. Rather, they would be in the Advanced Composition class following that progression. There is no compelling argument to mix Immersion and English students in a second language class.

English Students in Level I and/or High School

For students who have been in the English program, or for those Immersion students opting to select a different language, the purpose of the class would be:

- Provide the introductory entry point for a five year language program,
- Develop cultural awareness,
- Develop careful listening skills,
- Develop basic speaking skills,
- Develop basic writing skills,
- Develop an interest in world languages for future second language study,
- Awareness and appreciation of foreign cultures,
- Appreciation of the value of communicating in another language,
- Enhanced understanding of English, and
- Motivation for further language study

By clarifying the scope and sequence for Level I through Level V in the World Language program, the planned measurement of student success follows. One of the recommendations from the 2004-05 review was: Clear measurement of student progress in World Languages.

The measurement of progress has largely occurred through the Level IV tests and the fact that in 2009-10 there will be Level V classes. The recommendation was largely due to the differences in the skill levels of students coming into MHS from the two middle schools. It is important to remember, however, that the two

schools had an every-other-day program rather than the current model of one period every day for the entire school year.

Student progress between the two middle schools is much more closely aligned than in 2004-05. There are several reasons for this. The curriculum is more closely aligned and there are higher expectations for both students and teachers as the Eighth Grade class is now a Level I class. There are stronger teacher skills; and by using student data in the PLCs, teachers can better target their instruction. Common assessments have also been beneficial in making sure students are achieving, but the biggest change is having the Level I class every day. When the change from three years of every-other-day classes to every day world language classes occurred, it was difficult to predict the impact that has been observed. Students were effectively be “losing” a semester of instruction through the change, and one would logically speculate that those loses would manifest themselves in decreased student achievement. However, the opposite has happened. Language acquisition research indicates that daily instruction will produce higher levels of acquisition more than prolonged intermittent exposure.

Pre-school and Community Education for English and Immersion Students

The scope and sequence of the pre-school second language program, along with community education offerings, has improved a great deal since the Immersion program began. For example, beginning in the fall of 2009, curriculum for all pre-school classes for children ages 4-5 will include a second language exposure component. Although not yet formalized, the component will include a regular activity focused on Spanish or Chinese language or culture. Through songs, games, and circle activities, students will learn greetings, colors, numbers, songs, and games in Spanish and Chinese, as well as some cultural traditions of China and Spanish-speaking nations. Most likely, the Spanish exposure components will occur during one semester and Chinese in the other.

There will be summer classes and after-school activities that will be offered through Community Education or Concordia Language Village.

Section IV

Expectations from the Board Goal for the 2008-09 World Language Review

- **Articulation of program options with the School District**

The Board expects the articulation of options to be fully designed. This expectation means that there is continuity in the content, the curriculum and instruction, and the evaluation of the student to comprehend and communicate in the target language.

Students will be able to participate in World Language opportunities from pre-school through the high school and even as adults through Community Education programs, except in grades 4-6 during 2009-10, grades 5-6 during 2010-11 and grades 6 in 2011-12. After that, students in every grade, P-12 and adult, will

have World Language options. This will provide vertical articulation. The details of each level are spelled out below.

Elementary Program

The decision was made to implement a Language Immersion program in each of the six elementary schools in 2007. The program, now in its second year, has students in Kindergarten, First Grade and Second Grade. The enrollment figures for each of the three grades are below.

Minnetonka began the Immersion program for students in Kindergarten and First Grade in 2007-08. The usual Immersion model is to start with Kindergarten and then add First Grade the following year and so on. The rationale for starting with both Kindergarten and First Grade is related to the Instructional Model study. The findings and recommendations were presented to the Board in 2005 and the main recommendation was an Immersion program. Due to a variety of circumstances, the recommendation was set aside. The Immersion proposal was re-introduced in 2006-07 with the plan to implement Kindergarten in 2007-08. After parent input, further discussion and reflection, it was recommended to begin the Immersion program for both Kindergarten and First Grade students. The School Board adopted that plan for implementation in 2007-08.

The Kindergarten students for the year 2008-09 have enrolled in the program's second year.

2008-09 School Year	Kindergarten total	Kindergarten resident students	Kindergarten open enrolled
Chinese	66	39	27
Spanish	194	133	61
English	417	335	82
Total	677	507	170

Current students in Grade One were the first to begin the program in Kindergarten. The enrollment is below.

2008-09 School Year	Grade 1 total	Grade 1 resident students	Grade 1 open enrolled
Chinese	61	39	22
Spanish	166	129	37
English	361	295	66
Total	588	463	125

Current students in Grade Two began the immersion program in First Grade and their enrollment numbers are below. They all had the English program in Kindergarten.

2008-09 School Year	Grade 2 total	Grade 2 resident students	Grade 2 open enrolled
Chinese	39	32	7
Spanish	127	105	22
English	388	346	42
Total	554	483	71

The Immersion enrollment appears to be staying steady from grade-to-grade with very little attrition. For the first two years of the Immersion program, the total number of students is

- Chinese Immersion has 166 students
- Spanish Immersion has 487 students
- English has 1166 students

The enrollment figures for Kindergarten in 2009-10 are not complete, but as of March 31, 2009 they are shown below.

March 31, 2009 Registrations	Kindergarten	Kindergarten resident students	Kindergarten open enrolled
Chinese	65	29	36
Spanish	220	148	72
English	283	222	61
Total	568	399	169

This does include Ready Start Kindergarten (RSK) in English. But the totals do not include any Kindergarteners returning in another Kindergarten option next year.

The number of Chinese Immersion students in Kindergarten for 2009-10 is compared to the average number of Chinese Immersion students for the first three grades of the Immersion program. The enrollment data show that:

- Chinese Immersion enrollment of 65 is higher than the average of 55 students in the past three years (Kindergarten, First Grade, and Second Grade).
- Chinese Open Enrollment of 36 is much higher than the average of 19 students in the past three years (Kindergarten, First Grade, and Second Grade).

- Chinese resident enrollment of 29 is less than the average of 37 students in the past three years (Kindergarten, First Grade, and Second Grade).

The number of Spanish Immersion students in Kindergarten for 2009-10 is compared to the average number of Spanish Immersion students for the first three grades of the Immersion program. The enrollment data show that:

- Spanish Immersion enrollment of 220 is much higher than the average of 162 students in the past three years (Kindergarten, First Grade, and Second Grade).
- Spanish Open Enrollment of 72 is much higher than the average of 40 students in the past three years (Kindergarten, First Grade, and Second Grade).
- Spanish resident of 148 is higher than the average of 122 students in the past three years (Kindergarten, First Grade, and Second Grade).

The number of English students in Kindergarten for 2009-10 is compared to the average number of English students for the first three grades of the Immersion program. The enrollment data show that:

- English enrollment of 283 is much less than the average of 389 students in the past three years (Kindergarten, First Grade, and Second Grade).
- English Open Enrollment of 61 is a little less than the average of 63 students in the past three years (Kindergarten, First Grade, and Second Grade).
- English resident students of 222 is a quite a bit less than the average of 282 students in the past three years (Kindergarten, First Grade, and Second Grade).

It is important to note that the enrollment figures for Kindergarten in 2009-10 are not complete at the time of submission of this report.

The issue about exposing students to a second language who are not in the Immersion program has been raised. The decision in 2007 was made to value proficiency over exposure and therefore, the Immersion program was implemented. However, some family requests for exposure to a second language remain. Some feel that their children have been left of the District's efforts to provide second languages to students because they either opted to not have their children in the Immersion program or their child was older than First Grade when the Immersion program began. There is no formal Exposure program in the elementary school and none is proposed, but there are several anecdotes about students who are not in the Immersion class but are exposed to the language

and culture. For example, there are whole grade level celebrations about Spanish or Chinese holidays. There are also school wide lyceums and programs that include all students. Students and families who are interested in an exposure opportunity can opt into Community Education programs or summer programs. As explained earlier, an Exposure model is costly and does not produce the language acquisition like an Immersion program.

Middle School Program

A significant result of the 2004-05 Report and School Board approval is that the middle school currently has Level I language offerings in Eighth Grade. This effectively allows students to complete five years of language study as they continue through the high school. That restructuring in 2005, at the middle level meant that the every-other-day language program in Sixth, Seventh and Eighth Grade was eliminated and replaced with a much more effective full year Level I program in Eighth Grade. Middle school students have clearly demonstrated that they gain more taking a full year, daily language program than taking three years of an every-other-day program. While that may seem counterintuitive to some with the sheer amount of time difference (one full year versus one and a half years), the data indicates that students gain more in the current Eighth Grade model and this positions them to take a Level V class.

The planned structure of the World Language program in the middle schools is that students can complete a Level I course in Chinese, French, German, or Spanish. Successful completion of the Level I course in Eighth Grade allows students the opportunity to take a World Language in high school through Level V. This also includes Advanced Placement and International Baccalaureate opportunities in the respective language. A student may switch languages in Eighth Grade or at any the end of any school year of high school; but by doing so, they would no longer be able to get through Level V by their Senior year. Therefore, it is important in Eighth Grade to select a world language that the student enjoys and is competent enough to move directly to the Level II class in Ninth Grade. Having a Level I language in two different languages is not necessarily a terrible thing, but it is one that should be avoided as Level V provides many more opportunities in college and life than does a Level IV language.

Minnetonka High School has American Sign Language (ASL) courses. It is expanding in 2009-10 to a Level IV class. Since there is no opportunity for an Advanced Placement exam in American Sign Language, nor is there any International Baccalaureate opportunity, the middle school does not need to create a Level I ASL class to help students achieve reach Level V. For ASL, Level IV is a very complete high school experience.

The World Language program in the middle schools is very popular with students and parents. The enrollment trends in the last three years are shown below. The trend is that approximately 75-80% of the Eighth Grade students select a World

Language. The option for students has been to select a World Language or participate in a semester of Art, a quarter of Tech Ed and a quarter of FACS. The changes in the middle school program for 2009-10 have made the alternatives to a World Language more attractive; but with the change in the Physical Education requirement, students will still be able to take the World Language Level I class and have Art in Eighth Grade.

An issue that is very apparent when the enrollment data are examined is the low number of students in the German classes. The District has continued to support the classes despite low enrollment in order to maintain the option of taking German. Although there were only nine more students who took German in 2007-08, the class still was held. These enrollment numbers have to be monitored closely as there may come a point in the very near future where new students in lower level classes are no longer accepted into the German classes, but those that are already in the program will be allowed to finish the German sequence they have started. There are 18 Level I students in German at MHS for 2009-10; and there are 40 who have signed up for the Level II class. With both middle schools going to the high school, it is quite likely that there may be a single section German working its way through to Level V in the near future.

The impact of the Immersion students in Spanish and Chinese eventually reaching the middle schools is yet to be felt, but it is almost certain to have some effect on the language choices students make at that level. Extrapolating the enrollment trends suggests that approximately one-half of the middle school students will have had the Immersion experience. Of those students it is expected that the vast majority will elect to continue in their Immersion language, leaving approximately one-half of the students who have not been in Immersion to choose between Chinese, French, German, or Spanish. The current trend at each middle school is that approximately two-thirds of the students who select a World Language choose Spanish. That means that when one factors out the Immersion students, the English students who choose Spanish, and the English students who opt for one of the other electives that does not include a World Language, it is possible that German, and maybe French, will not have the enrollment necessary to remain viable.

While the French enrollment is a little more robust, the dip in enrollment at MMW in 2008-09 suggests that the course is losing its popularity with students and families. After Spanish, French is currently the second most popular class based on student enrollment. However, that has not always been the case and that may change as well. As mentioned above, with Spanish and Chinese being the Immersion languages, it is difficult to imagine their enrollment shrinking significantly and that will impact French in the middle school. A better prediction for the future of German and French can be made after the middle school students have completed their registration this spring. Since all Seventh Grade students starting in 2009-10 will have a quarter of a World Language, the future

will become somewhat clearer after a year or two, and then when the first Immersion students enter Seventh Grade.

Due to the changes in the middle school program, there has not been time for registration and current enrollment numbers for 2009-10 are not available. The chart below is the Eighth Grade student enrollment for the last three years by World Language classes by school.

	Chinese	French	German	Spanish	Total
MMW					
2008-09	22	18	12	188	240
2007-08	47	35	12	170	264
2006-07	22	43	14	146	225
MME					
2008-09	22	30	18	170	240
2007-08	18	22	9	168	217
2006-07	16	23	12	132	183

For 2008-09 and the preceding years, students in the middle school have had only two entry points for selecting a World Language: they could wait until Eighth Grade and select a Level I class, or they could select a Level I class in Ninth Grade. The trade-off when selecting the Level I option in Eighth Grade has been that students were unable to take the Art, FACS, and Tech Education block of classes as well as a World Language. The benefit of the Level I class in Eighth Grade is that students can successfully complete Level V. It also opens other options for students if they just want two or three years of a second language.

The changes in the middle school will focus first on the students in the English program for Seventh and then Eighth Grade respectively. That section will be followed by the changes in the middle school program for the students in the Immersion program.

The change to the World Language elective option in Seventh Grade will mean that the English students will get exposure to a second language earlier and they will be able to make a more informed decision about deciding whether or not to take the Level I class in Eighth Grade. In fact, the heart of the World Language proposal is that in the middle school, each Seventh Grade student must select, for one quarter, one of the four languages of Chinese, French, German, or Spanish.

For students who are in the English program, the purpose of the Seventh Grade World Language class will be to:

- Begin the learning of a second language as part of Level I,
- Develop an interest in world languages for future language study,

- Awareness and appreciation of foreign cultures,
- Appreciation of the value of communicating in another language,
- Enhanced understanding of English,
- Motivation for further language study,
- Develop careful listening skills,
- Develop cultural awareness,
- Determine future plan for second language acquisition, and
- Determine which language will be studied.

Part of the rationale for having the World Language class be only a quarter, or about nine weeks, is to make sure it is exploratory in nature. This experience will provide the foundation for the Level I class in Eighth Grade, but it doesn't necessarily commit students to the Seventh Grade language in a way that they cannot switch to a different World Language in Eighth Grade and still be able to attain by their Level V class in their Senior year. The World Language foundation that students would get in Seventh Grade will be helpful to achieving success in Level I, but not required, for success.

A student who chooses to switch languages in Eighth Grade would be at some disadvantage with students who were in the same language as Seventh and Eighth Grades, but with some extra work could enter Eighth Grade in a position to succeed. There would be some knowledge about the structure of a second language and some general knowledge about phrases and grammar that would be somewhat analogous to a different language, but additional student work would be required prior to beginning that Level I class in Eighth Grade. Teacher-created packets and worksheets, along with some listening through tapes or podcasts, could provide motivated students with enough foundation to succeed in Eighth Grade. Community Education already has options for students but may need to create another offering to fit the needs of these students.

The curriculum for the Seventh Grade one-quarter World Language class would be as follows:

- Know and be able to use alphabet, colors, numbers 1-1,000, days, months, body parts, time, shapes, classroom objects, useful phrases;
- Basic usage of two main grammar concepts;
- A few songs;

- One cultural holiday/celebration; and
- Mastery test similar in rigor across languages.

This class would be offered in each of the four quarters and students may have it in any of the four quarters. Obviously, there would be some differences in Eighth Grade among the different quarters the second language was taken as a Seventh Grader. The requirement of a Seventh Grade World Language class would accomplish several things:

- Students would have an elective opportunity earlier in their academic career.
- Students would have a better understanding of their own language skills which may help determine their Eighth Grade choices.
- Students and teachers would be able to identify earlier any academic challenges that exist in the world language.

The one-quarter class in a World Language that all students in Seventh Grade will take will not have the identical rigor to the Level I class in Eighth Grade, but it is intended to start the Level I process. Students are being exposed to a language with the idea that they will use that course to make decisions about their future language selection. The Seventh Grade class will answer questions such as,

- “Do I like taking _____ language?”
- “Am I good in _____ language?”
- “What language, if any, should I take as an Eighth grader?”
- “Should I wait until high school to begin my studies in _____ language?”

And yet, the expectations are that this course will help secure the Level I learning and build a foundation in the target language.

The Middle School Review and the recommendation about Seventh Grade World Language is connected to the 2004-05 World Language Review’s Recommendation to have “Rigorous middle level World Language courses offered.” The Level I class is much more rigorous than the every-other-day program from 2004-05 and the student achievement clearly supports this change.

For students who have been in the English program, or for those Immersion students opting to select a different language, the purpose of the class would be:

- Provide the introductory entry point for a 5 year language program,
- Develop cultural awareness,
- Develop careful listening skills,
- Develop basic speaking skills,
- Develop basic writing skills,
- Develop an interest in world languages for future second language study,
- Awareness and appreciation of foreign cultures,
- Appreciation of the value of communicating in another language,
- Enhanced understanding of English, and
- Motivation for further second language study.

For students in the Immersion program, their Seventh and Eighth Grade courses in the target language are going to be significantly different than those for students initiating World Language study. Since the English students will have already had a World Language experience in Seventh Grade, when they select courses for Eighth Grade, they will be able to determine their interest in the World Language and decide whether or not to continue or to take the other elective options.

The students who have been in the Immersion program will have two options for their one quarter class in World Language. The first would be to continue in Spanish or Chinese with an emphasis on writing and grammar. Part of the Immersion philosophy is listening and speaking first, reading second, and writing third. That is in order of complexity and other research has indicated that grammar and writing is not as strong in the Immersion students as is speaking and listening.

The purpose of the Seventh Grade Immersion course would be to:

- Improve grammar skills in the target language through focused instruction on language mechanics.
- Improve writing skills in the target language by creating informative, expressive, and persuasive types of writing.
- Engage in the writing process with emphasis on organization, focus, quality of ideas and purpose.

The second option for the Seventh Grade Immersion students would be to select a third language in lieu of continuing their Spanish or Chinese.

For Eighth Grade Immersion students, the curriculum change adopted from the Middle School Review completed in 2008-09 will continue with the full year of World Language as an option for students. For Immersion students the options will be similar to their Seventh Grade choices. It is the expectation that Immersion students will have improved writing skills based on their Seventh Grade experiences and that the curriculum in the Eighth Grade will reflect that.

The Eighth Grade curriculum for the Language Immersion students continuing in the Immersion language would be:

- To create informative, expressive, and persuasive writing.
- Engage in the writing process, with attention to context, organization, focus, quality of ideas, and purpose.
- Spelling, grammar, and usage. The student will apply standard target language conventions when writing.
- Research. The student will locate and use information in reference materials in the target language.
- Students will continue to develop their reading, speaking, and listening skills.

Some students may opt for a different language at this point, recognizing that they may want to get a Level V Advanced Placement class or an International Baccalaureate HL class as seniors in a language other than their Immersion language.

If English students decide to wait until Ninth Grade to begin their World Language study, they will still be able to take a World Language through Level IV at the high school, and the data about achievement for those students is still impressive. However, students who struggle in World Language may elect to delay their World Language selection until they are in high school and better able to deal with the increased academic requirements.

The World Language Department has spent a great deal of curriculum writing time making sure that the courses are aligned regardless of the specific second language. They are using common summative assessments in Eighth Grade and the expectations for tests, homework, and oral proficiency are all very similar. Regardless of the World Language selected, the goal for the Eighth Grade Level I class has always been to provide students with the skills to be successful in Level II or Level IIX in Ninth Grade.

There is a concern about students repeating their Level I class when they enter Ninth Grade. The data from 2008-09 indicates that this happened for at least 45 students. According to self-reported student data, 45 students had already had a Level I class before taking the Ninth Grade Level I class. For a variety of reasons, all but four of those students said it was a “good decision” to repeat the class, and yet, it is effectively a repeat of the Eighth Grade class and by repeating it they lose an option in their schedule that should be avoided.

Through the Middle School Review and the addition of a one-quarter class in Seventh Grade, it is expected that students will be more prepared to either be successful in the Eighth Grade Level I class and be able to move to Level II in Ninth Grade, or delay their Level I class until they get the high school. That information will not be known for at least two years, as the first group of Seventh Graders to have that one quarter of World Language will not happen until 2009-10. However, it is projected that the number of students repeating their Level I class in Ninth Grade should decrease significantly if students are selectively registering for the class in Eighth Grade along with having the Seventh Grade option.

There had been some speculation in 2005 that some Eighth Grade students were not prepared to be successful in the new Level I class. They have, generally, been highly successful. Furthermore, with the quarter requirement in Seventh Grade, students should know whether or not they will be successful and select a World Language class or one of the other elective options with better knowledge of their skills and interests. There should be an examination of an “honors” language course in Spanish at some point in the future. Also, some accommodations will probably need to be made for students who switch languages from Seventh to Eighth Grade.

It is difficult to predict the enrollment trends for the Level I language offering at the middle schools. The options of increased Art, creative writing, FACS, Tech, and drama may appeal more to students than the Level I World Language class. However, students taking the Level I course will have the opportunity to opt out of a semester of Physical Education and take an Art course. This is something that will have to be closely monitored through the next three years to see if trends are developing.

The fact that the transition between the middle and high school levels is effective has been due to the successful implementation of Level I in Eighth Grade. The experiences and skills that students have are more similar to a consistent Level I class. Through curriculum work at the two middle schools, students are equally prepared. That has happened because the teachers at MME and MMW have worked on common textbook materials, common assessments, and common expectations. All of these serve to lessen the differences between MME and MMW students entering a Level II class in Ninth Grade.

One Recommendation from the 2004-05 World Language Review that has not been included in these proposals is “Review middle school program and address MYP Middle Years Program IB in middle level.” The Middle School Review presented to the Board did not contain a recommendation for a Middle Years Programme for International Baccalaureate. MYP IB programmes have a World Language component, but incorporating that would not increase the rigor of the Level I World Language offering that exists for students in Eighth Grade. Therefore, the 2008-09 review effectively determined that this recommendation would not be useful in the emerging design for the two middle schools.

High School

Minnetonka High School has offered American Sign Language, Chinese, French, German, and Spanish. Japanese is a language that was dropped for 2009-10, but up until that time was in the Minnetonka High School Curriculum. The enrollment had dropped on a consistent basis for several years in a row and the decision was made to not start any new Japanese classes as those classes simply did not appeal to enough students. The students who were already in the Japanese program were allowed to finish the Japanese sequence through 2008-09 as the District had made a commitment to them when they started.

Since Minnetonka has Immersion programs in Chinese and Spanish, it is apparent that those languages will continue to be popular with students and families. The same cannot necessarily be said about French and German.

The World Languages at Minnetonka High School have attracted and maintained a large student enrollment. As an elective, high school offerings must appeal to students and families or they will cease to exist. As is shown by the enrollment figures for 2004-05, the year of the World Language Review, and the current year, the World Language program is a very robust and popular option. However, it is important to note that the data below covering 2004-05 are for the last year of the seven-period day at Minnetonka High School. Also, students could not go beyond the Level IV classes until 2009-10. Starting in 2009-10, students will be able to take a Level V class. Overall participation by grade for 2004-05:

Grade	Number of students in the grade	Number of students taking a WL class	% of students taking a WL class
9	675	597	88%
10	664	565	85%
11	577	408	70%
12	594	240	40%

NOTE: The 1810 students who took a World Language class may include some duplication, but it is unlikely.

The total percentage of the student body that was enrolled in a World Language class was 72%. Contrasting that with the six-period day in 2008-09, one would think that with fewer elective options there would be fewer students selecting a world language. However, it has actually increased to 75% of the students selected a World Language class. Overall participation by grade for 2008-09:

Grade	Number of students in the grade	Number of students taking a WL class	% of students taking a WL class
9	716	599	84%
10	667	590	88%
11	733	561	77%
12	701	372	53%

The expectation is that students will successfully complete the Level I class and continue in their language sequence with Level II as Ninth Grade students. Also, there is an expectation that students will be more selective in their choices for Eighth Grade. The impact of the new one-quarter required class in Seventh Grade will have a large influence regarding student selection of languages.

From time-to-time, other languages are proposed in the District, and through District #287 students may participate in some of those opportunities. Some options for other languages exist through online providers, through the PSEO option, or District #287. While these programs have some advantages, generally speaking, Minnetonka High School students want to stay at their school because the instruction and the curriculum that is offered is vibrant and rigorous enough to discourage traveling to a different site. Recently, there have been suggestions for more students to learn Farsi just as there were calls for students to learn Latin, Russian, or another language some time ago. At this point, however, there is not sufficient interest or rationale to justify pursuing those languages. The 2008-09 committee agreed that focusing on the five languages that are currently offered is the best course of action for the immediate time.

The Minnetonka World Language Department also has a very vibrant study/travel program. Eligible students, usually those who have successfully completed the Level III course, may spend up to three weeks in a foreign country with some of their classmates and teachers. Study-travel trips have been conducted in recent years, or are being planned within the next few years to countries that speak the targeted language.

The high school registration period is closed, but there may be minor changes. The number of students in the Level V classes is all the more impressive because it is the first year for a Level V class and as Eighth Grade students, this cohort had the lowest percentage of students opting to take a World Language class rather than the Art, FACS, Tech block. The fact that the high school has a six period day does not seem to prevent students from achieving their Level V class.

The high school registration period has closed, and the specific World Language choices for 2009-10 are shown below:

Language	Level I	Level II	Level III	Level IV	Level V	Total
ASL	108	88	37	10	NA	243
Chinese	8	71	57	27	11	174
French	31	64	65	58	34	252
German	18	40	27	14	8	107
Spanish	96	452	409	329	139	1425

One of the recommendations of the 2004-05 committee was to offer Level V classes. As can be seen above, there are 192 students who are registered for one of those classes in the first year they are available (2009-10).

The specific breakdown of high level World Language class is below. It is important to note that without a Level I class experience, it would be impossible to get to the Level V class.

Language	Designation	Enrollment
Chinese V	Neither general nor AP	11
French V	General	15
French V	Advanced Placement	19
German V	Neither general nor AP	8
Spanish V	General	65
Spanish V	Advanced Placement	74

Ideally, the students in the Advanced Placement classes would take the AP exam and, depending on their score, use that in their college. However, some colleges, like the University of Minnesota, require that students take a placement test regardless of their AP score. Then, based on the placement test, students are put into appropriate classes. This practice can have the unintended effect of

discouraging students from wanting to take the AP exam. They might logically reason that a placement test carries more weight with colleges than the AP exam.

As noted, 2009-10 will be the first year that students can take a fifth year of a World Language. It is important to monitor the enrollment each year as the Seventh Grade students start their language journey in the middle school.

The International Baccalaureate Programme has been in existence for Minnetonka High School World Languages longer than the Advanced Placement opportunities, even though Advanced Placement, in general, has been in place longer than International Baccalaureate. That is due to the fact that until 2009-10 students could only achieve through the Level IV option, and that does not prepare students adequately for the AP exams.

When one considers the enrollment for the IB classes, it is important to note that in order to take the Standard Level (SL) course one has to successfully complete the Level III class.

Language	Designation	Enrollment
Chinese	Standard level	15
Chinese	High level	1
French	Standard level	24
French	High level	15
German	Standard level	13
German	High level	7
Spanish	Standard level	24
Spanish	High level	20

The students in the Standard level courses are Juniors who, in all likelihood, take the Higher Level as Seniors. When one combines the Level V students and the IB HL students, there are 235 Seniors who will complete the five year World Language program. Of the 438 students who are taking a Level IV class, it can be assumed that some are Seniors, as the first year of the Eighth Grade Level I class had the lowest enrollment compared to subsequent years.

High School Examination Data

One way to look at the high school program is to examine the International Baccalaureate Programme examinations. Once the Advanced Placement exams begin in the spring of 2010, there will be more data regarding the high level of student achievement.

The table below shows the changes since 2005:

Year	# testing in Mandarin	# testing in French	# testing in German	# testing in Spanish	% scoring 4 and above
2005	1	0	0	0	100
2006	4	1	2	3	100
2007	5	18	4	20	100
2008	5	11	10	18	100

Additional international comparisons with Minnetonka students participating in national examinations are in German and French:

- In 2007, six students participated in the German National Exam and in the various levels; Minnetonka had all six scoring between the 70th and 96 percentile. In 2008, seven students participated in the Exam and their percentile scores were between the 72nd and 99th percentile. One student had the highest score of all who tested in the entire state.
- In 2008, students in French were able to take the French National Exam. There were 34 students who placed in the top rankings in the state. Of the 34, there were 19 students who were ranked nationally.

It is important to note that these students have not been able to participate in a Level V class, nor the Advanced Placement classes, yet. Those opportunities will begin in 2009-10. It is possible that even more significant performances will then emerge.

Through Community Education and the Early Childhood Family Education program, there will be many more options for students and families.

Minnetonka Pre-school

Beginning in the fall of 2009, curriculum for all pre-school classes for children ages 4-5 will include a second language exposure component. Minnetonka Pre-school will contract with a Chinese teacher to provide short (15 minutes) Chinese music activities in each classroom on a regular basis. In instances where the regular classroom teacher or paraprofessional speaks some Spanish, the Spanish activities may be naturally integrated into the curriculum. In other cases, a Spanish-speaking early childhood teacher would introduce the activities in short, regular segments. This is an Exposure model not an Immersion model.

Language Immersion Classes for Pre-schoolers

MCE will offer weekly Chinese and Spanish Immersion classes for children ages 2 ½ - 5 throughout the school year. These classes are offered in partnership with Concordia Language Villages and are taught by Concordia Language Village (CLV) staff. Both parent-child and child-only classes are offered. These classes immerse young children and their parents in the language, culture, and traditions.

Learning the language is fun and happens naturally through games, movement, music, dramatic play, art, stories, and food. These classes will be a wonderful precursor to Immersion in Kindergarten. Students who participate in this, or any other World Language experience prior to starting Kindergarten, will be slightly ahead of their Kindergarten peers. However, this situation is mirrored in all Kindergarten classes with students coming in with a variety of abilities. It is the obligation of the teacher to provide meaningful, appropriate instruction to all the students regardless of their previous school experiences.

Language Immersion Summer Camps

MCE will continue to offer one-week Immersion camps in Spanish and Chinese for children ages 4 to 8 during the summer. These classes are offered in partnership with Concordia Language Villages and are taught by CLV staff. These camps provide an opportunity for incoming Immersion Kindergartners to have an introduction to their language and an Immersion model. For children already enrolled in an Immersion classroom, the camps provide an opportunity to practice their language over the summer and be reacquainted with the immersion experience.

After School Spanish Classes

MCE will continue to offer after-school Spanish classes at each elementary school during the school year. However, the focus will be on language and culture exposure rather than mastery. Classes may focus on a different theme each year, so that students can participate in successive years, but the instruction will not focus on progressive language development.

Enrichment Classes in Spanish and Chinese

MCE will expand offerings of enrichment classes in Spanish and Chinese during summers and during the school year. Classes have been offered in painting, cooking, Lego's, and science activities. Classes are taught in Spanish, but no Spanish experience is necessary and the focus is on the activity, rather than language acquisition. These classes provide a great opportunity for immersion students to have Spanish experiences during the summer.

Music Lessons in Spanish and Chinese

MCE offers piano lessons in both Chinese and Spanish, and will offer classes in Chinese Children's Songs for preschoolers in 2009-2010.

Adult Language Classes

MCE will expand offerings in Chinese and Spanish. Some classes are specifically designed for parent of immersion students.

Section V

Expectations from the Board Goal for the 2008-09 World Language Review

- **Expected student achievement outcomes**

The Board is very interested in the student achievement outcomes from this study of World Languages. The expected student outcomes for the students in the Immersion program are to attain near fluency levels if they continue in the program to its completion. However, students may opt out along the way or explore a third language in the middle or high school. Part of the emphasis in Eighth Grade will be on grammar in the target language. That is because the research from other Immersion programs suggests that students are quite strong in the speaking and listening realms, strong in the reading component, but are often lacking solid writing skills.

The expected student achievement for middle school students is for the students to successfully complete the Level I course with enough skills to be successful in a Level II class in Ninth Grade. Some students do repeat the Level I class, but the District's goal is to have no students repeating Level I course in the high school. It is possible that some students will opt to switch languages and have to start in Level I in a different language, but that, too, should be minimized.

For high school students, the data indicate that students have been successful in their International Baccalaureate Programme assessments already. The testing data for Advanced Placement is very limited and inconclusive. The high school will usually have a handful of students attempt the Advanced Placement test, but the results have not been stellar to this point. That is due to the fact that the Advanced Placement assessments are very grammar intensive and the Level IV curriculum does not get to that level of intensity.

Although formal goals have not been established, it is reasonable to expect that the students who successfully complete the Level V Advanced Placement class will take the AP exam. Of the students who will be testing, the goal should be that 85% of those testing score at least 3 or above. That is in line with other department success rates.

It is anticipated that performance levels will improve greatly as Immersion students reach high school and take even more advanced courses. The first Seniors who could have twelve years of Immersion and specific middle school and high school courses to support their advanced second language development will occur in 2018-19.

An expectation that technology will be utilized as an accelerator of learning permeates these courses. To that end, technology has enhanced student learning through many different avenues. During the 2007-08 school year, all of the World Language classrooms in the middle schools and high school were outfitted with SMARTBoards and teachers were provided with training and support.

All elementary classrooms have SMARTBoards, including the Immersion classrooms. Teachers have access to technology classes and some are using

programs such as Audacity and podcasts. Other technology usage includes Senteo Student Responders, BlackBoard, and others.

Specific technology usage has occurred through the use of the Audacity. This is a program in which students read into microphones and upload the files into BlackBoard. This allows the teachers to listen to them for pronunciation at a convenient time thereby utilizing class time more effectively.

An expectation regarding common formative assessments is also effectively being implemented. A Group Performance Incentive Grant that uses Senteo Responders to record student answers is being used in the high school as an action research project. While Senteo Responders are also used elsewhere, the purpose of this project provided immediate feedback and allowed students to troubleshoot potential errors prior to the summative assessments.

Additional technology will continue be explored as a way to improve student achievement outcomes.

Expectations from the Board Goal for the 2008-09 World Language Review

- **Definition for how our new Immersion programs will evolve through the middle and high school programs**

A significant point of interest for the Board in this report on World Languages is the plan for students in Immersion. Each year, beginning with the Immersion presentations in 2006-07 and going through 2015-16, detailed information about the implementation plan of the Immersion program as it will evolve are presented below. The impetus for the Immersion program came from the Strategic Plan in 2002 calling for an Instructional Models study.

That study was completed and presented to the Board in the spring of 2005. The different Instructional Models that were examined included:

- High Potential
- Montessori
- Continuous Progress
- Specialized Programs and Magnet Schools including an Arts Focus and a Math and Science Focus
- International Baccalaureate for the Primary and Middle Years Programme
- Language Immersion

The two that have been implemented are High Potential and Language Immersion.

School Year 2006-07

Planning and parent meetings held in all six elementary schools explaining the new Language Immersion program. Students and families registered for Kindergarten. The School Board added Grade One as an option for students in the 2007-08 school year due to parent interest and the conclusion that First Grade was still not too late to begin. The curriculum is the Minnetonka curriculum delivered in the target language (also called L2).

The proposal was for a school-within-a school starting in Kindergarten and growing the program through the elementary schools one grade level at a time. Of the six elementary schools in the District, four had Spanish Immersion and two had Chinese. Spanish was offered at Clear Springs, Deephaven, Groveland, and Minnewashta. Chinese was offered at Excelsior and Scenic Heights (since both Excelsior and Scenic Heights had successful after school Chinese programs). This proposal maintained a balance between MME and MMW feeder schools in terms of having similar options. It is important to note that this plan was driven by family interest and actual enrollment of the students in the options. During the enrollment process, all families had an opportunity to indicate both language and site preferences. Final decisions for school designations were determined by parental choice and student enrollment.

The Minnetonka school-within-a school model was unique to Immersion programs in Minnesota. According to the Center for Advanced Research in Language Acquisition (CARLA), the majority of Immersion programs are located in a single site (like a specific school, a charter school or a magnet school). The advantage to a single site is that the Immersion experience is more intense. All the signage, announcements, decorations etc. is in the second language. The Minnetonka Language Immersion model called for a school-within-a school, thereby continuing to honor the concept of the neighborhood school.

When the program began, there were many uncertainties. It was decided that if parental choice were heavily weighted toward Chinese or Spanish, the preferred language would be offered (provided there is adequate enrollment to fill the program) at that site. If a site or program did not attract adequate enrollment, work would be done with kindergarten families to consider enrollment options in one of our other school immersion programs or our traditional kindergarten program at the neighborhood school. A great deal of time and energy was spent preparing for various enrollment scenarios. However, the enrollment numbers were such that class sizes between the English and the Immersion classes were similar.

School Year 2007-08

Language Immersion programs were implemented in all six elementary schools as a school-within-a school model. The Kindergarten enrollment was 66 students in Chinese and 194 in Spanish. That compared to 417 in English.

Parent support for First Grade Immersion was also great and the Board decided to include First Grade in the Immersion program. The enrollment was 61 students in Chinese and 166 in Spanish. There were 361 Grade One students in English that year.

Each year going forward may be slightly different than what is described in this report based on specific student needs and interests. With this first year of students who started the Immersion program in First Grade progressing through the system, it is important to remember that they did not have Kindergarten in the target language. They may have a difficult challenge in the target language than those starting in Kindergarten. It is also likely that they may have more English skills (having had Kindergarten English) and may require less English instruction. However, the cohorts of students following them are slightly different in that they have only had formal instruction in the target language except for the specials of Art, Media, Music, and Physical Education.

School Year 2008-09

Language Immersion is in its second year and for students in Kindergarten, Grade One, and Grade Two. Many things have been implemented during the year to improve the Immersion program.

- Technology training has been provided in the summer and individually throughout the school year.
- Total Physical Response training has continued
- Staff development and coaching for the Immersion teachers has been provided
- Curriculum improvements have been made in Chinese where more translation has occurred, some more materials have been purchased, and Web-based programs are used. For Chinese, there have been translation challenges and a lack of materials.
- Extensive materials have been purchased.

Teachers have been supported through assigning staff to work extensively with the Immersion teachers on Guided Reading and Differentiation implementation. Translators have been hired, and consultants have been brought in to help. Improved materials in Chinese have been procured and some Web-based texts will be purchased in April. Teachers have been hired to work exclusively with

struggling students in reading in the target language and to assist classroom teachers in meeting their needs. This position is similar to the Reading Specialist for English students that each elementary has.

School Year 2009-10

This will be the third year of the program and students will be in K-3. The Third Grade curriculum mirrors the Minnetonka curriculum except it is delivered in the target language of Spanish or Chinese.

An important change in content will occur when students are instructed in English for 60 minutes on a daily basis in addition to the second language curriculum. Research shows that in an Immersion program, in order to develop strong skills in the native language, one must first establish a strong base in the target language. At the end of the Second Grade year, most students have established that foundation. Additionally, students at this age are better able to handle the transitions. Finally, the curriculum increases in complexity in Third Grade.

This instruction will happen with an English teacher rather than an Immersion teacher. The Immersion teacher will use this one hour period to provide remediation support in reading or math in the Second Grade, then First Grade, and eventually the Kindergarten Immersion classrooms. Enrichment opportunities may be available in the target language, but the priority will be on providing support for struggling students. Under no circumstances will the Immersion teacher have a “free” period while English instruction is occurring in the classroom. The Immersion teacher will be assigned to Second or First Grade classroom to provide direct instruction to students during the time that his or her students are receiving this English instruction.

In order to determine the content of the English instruction for the Third Grade Immersion students, a Task Force consisting of Immersion teachers, principals, Third Grade teachers, Immersion support teachers, and members of the Teaching and Learning Department was convened. The process was to review the scope and sequence of the Third Grade Language Arts curriculum. It was apparent that the Spanish and the Chinese students had slightly different needs due to the grammatical differences between the two languages and the English instruction program would be very similar, but not identical. Based on the work of the Task Force and research, two slightly different plans for the introduction of teaching of English in the Third Grade Immersion classroom emerged. The English language parallels the Spanish language more closely than does English parallel Chinese. Therefore, the grammatical complexities that exist in English, but do not exist in Chinese, will require the English teacher in the Chinese Immersion classroom to spend more time and energy on grammar than will the English teacher in the Spanish Immersion classroom.

Regardless of the target language, the goals will remain the same for students in Immersion or in any program: students must meet or exceed the Minnetonka

Standards. It is important not to duplicate what is happening in the target language instruction. The instruction could take many variations, not limited by Guided Reading nor 6+traits. It is important to use the Third Grade standards, scope and sequence, and materials provided by the District, but there is more than one way to approach this subject.

Exceptionally Gifted Program Students in Immersion

The students in the Exceptionally Gifted program who have been in Immersion will have at least an hour of instruction in their second language. The specific amount of instructional time will be based on individual developmental needs. It is important to note that the Exceptionally Gifted program is not an Immersion program, but the District is committed to enabling the students who are in the Immersion program the opportunity to continue getting instruction in the target language. Likewise, it is important to note that the students in the Exceptionally Gifted program will not have an Exposure World Language experience. The only students who will receive second language instruction are those who have been in Immersion.

Those students who had been in the Chinese Immersion program will participate in the Language Arts portion of the Third Grade Immersion class that is located in the building (Scenic Heights and Excelsior). The reason for continuing the Immersion class in Language Arts is to continue to build upon the reading, listening, speaking, and writing that students have begun and the instruction will focus on communication.

The students who have been in the Spanish Immersion program and will be in the Exceptionally Gifted program will have teachers from one of the other elementary schools come to Scenic Heights and Excelsior to instruct those students in Spanish. The time will be dependent on the schedule of the Third Grade Immersion teachers. The curriculum will be the Language Arts curriculum and the students will build upon the reading, listening, speaking, and writing that students have begun and the instruction will focus on communication.

For the subsequent years of the Exceptionally Gifted program, the Spanish Immersion students will be combined into one group. That is due to the fact that a traveling teacher will have to come to Scenic Heights and Excelsior in order to be on-site to provide the instruction. The instruction will continue to focus on the grade appropriate Language Arts. While the students will not be in a true Immersion classroom, the expectation is that they will still gain considerable skill in the second language.

The Chinese Immersion students will be able to leave the Exceptionally Gifted program together and enter the respective grade level classroom at Scenic Heights or Excelsior. The instruction is currently planned to be grade specific, but there may be opportunities to combine all the students from the Exceptionally

Gifted program into one class and tailor the second language instruction accordingly. Regardless, the instruction will focus on Language Arts.

Various technological possibilities such as Skype have yet to be explored as means to support the second language development of students.

Specific Plans for Third Grade English instruction:

In many ways the English instruction will be identical for the Chinese and the Spanish Immersion program. However, based on the grammatical differences between the two languages, there will be some slight variations.

For both Chinese and Spanish Immersion students, the comprehension skills and strategies are taught by the Immersion teacher in the target language. The English teacher could reinforce these skills as appropriate, but it is not necessary to reproduce what was happening in the target language. Fluency checks, individual student reading needs, and rich literature will be the essence of English reading instruction.

Information and study skills are taught by the Media Specialist for Chinese, English, and Spanish students. It will be communicated to all Media Specialists that the students will need direct instruction on parts of a book, taking notes, using an atlas, using charts/tables/graphs, multimedia resources, using a time line, and following directions. These skills are part of the Third Grade curriculum and while they fall under language arts, they are usually taught by the media specialist in English.

Word Work will be taught by the English teacher using the *Words Their Way* curriculum. Some modifications may include having only three groups per classroom, and a modified amount of time for spelling instruction. The students will be expected to be responsible for 5 sight words per week. This would be a major part of the English curriculum, because it will work as spelling and reinforce any phonics instruction that may be missing for the Immersion students. For the Chinese Immersion students, each will make their own dictionary of "No excuse words." The dictionary will be a cumulative project starting in Kindergarten.

For both Chinese and Spanish Immersion students, teaching writing will be a shared responsibility. However, due to the differences between Chinese and Spanish, there will be some differences.

For Spanish, this would be a wonderful way to teach the punctuation, capitalization and grammatical differences between English and Spanish. The English teacher could teach all of this through a Writers' Workshop. The Spanish teacher would do the formal writing requirements in Spanish.

For Chinese, the English teacher will introduce and provide direct instruction on the genres of writing (craft) and use the Six +1 Traits of Writing program in a writer's notebook. The Chinese teacher will encourage students to journal real-life events in a Lifebook. The Lifebook will allow students to practice writing using Chinese content vocabulary. There are several grammatical differences between the two languages, and those differences will be taught through a Writers' Workshop.

Teacher Characteristics

The English teacher position would need to have the following considerations: This teacher needs to have a successful history of teaching reading/language arts, a collaborative nature with a desire to work in parallel with the Immersion teacher and Third Grade team, possess flexibility to make changes, have a deep understanding of the curriculum for Third Grade, and be highly supportive of the language Immersion program. Ultimately, the English teacher will need to create a roadmap of strategies and skills to be applied.

In terms of English materials, there are many options for literature available through school book rooms and the Houghton Mifflin curriculum. Attention must be paid to grade level sections as to determine if there will be enough manuals and materials for each section of Third Grade. For example, Excelsior currently has 5 sections, and should the section numbers stay the same, the prediction is that there will be enough materials.

The students will be assessed using informal assessments, formal common assessments, and formal standardized testing including NWEA probes, AIMSWeb progress monitoring systems and also the MCAII state test.

The English and Chinese teacher will need to have continuing staff development in the areas of Guided Reading Instruction, strategies to support struggling learners, strategies to support high level learners, resources on writing process (6 Traits) and a continued desire to learn about language development and supporting children as they become bilingual.

The students will be assessed using informal assessments (English and Chinese) formal common assessments (Chinese) and formal standardized testing including NWEA probes, AIMSWeb progress monitoring systems and also the MCA II state test.

Much of the writing instruction occurs in the target language and the collaboration between the two teachers is essential to build upon the skills in both languages.

Since the Minnetonka model of a school-within-a school program is unique there needs to be an annual evaluation of the progress of the students in both English and the target language starting in Grade Three. This evaluation will help

determine the progress of each student and give direction to the program for each subsequent year.

Assessments

Although the students are learning the second language, testing programs are administered in English and students will take tests like the MCA II tests in English. Many Immersion schools report that test scores on state tests, like the MCA II's, in Third Grade are lower than the English classrooms. This is due to delaying direct instruction in English until Third Grade. By Fifth Grade, however, the research shows that the Immersion students have English test scores that are equal to, or higher than, the English classes. The possibility of higher test scores may be due to the fact that by the time students are in Fifth Grade, they have a solid foundation in two languages and are able to access that skill set. Brain research also suggests there may be improved cognitive abilities due to the acquisition of two languages. However, this is not to say that this happens in every instance.

It is important to note that the English teacher will have to be strong in assessing students. While the spring NWEA scores will be available and new scores will be produced early in the fall, students will still have an informal reading inventory (IRI) done. This is similar to what happens to students when they begin school as Kindergarten students. In order to provide quality instruction, student understanding, and skill level have to be understood. Other assessments will include Words Their Way and oral reading fluency assessments with weekly probes for those students determined to be at-risk. The writing rubrics through the use of the Writers Workshop will also be incorporated to determine student growth and instruction.

Assessment will be on-going to be sure that the amount of time and instruction in English prepares students to be successful. Additionally, students will continue to be assessed in the target language to make sure they are also performing well. The Immersion students in Third Grade who had English Kindergarten may be slightly different than the cohorts of students that follow them.

School Year 2010-11

In the fourth year of the program there will be students in grades K-4. Curriculum will still be the Minnetonka curriculum and the English instruction will continue for one hour per day. The expectation is that the English instruction will be very similar to what was done in Third Grade in terms of time and the model. The instruction would follow the scope and sequence of the Fourth Grade Language Arts Curriculum. However, more assessment will be required because there is currently an assumption regarding what the students' needs are. Other Immersion programs in the area continue to instruct students for one hour on a daily basis, and the plan in Minnetonka is to continue that level. However, the school-within-a school model may have slightly different results than magnet programs. It is possible that the student exposure to English in their Media,

Music, Art, and Physical Education classes will help students to have a better grasp of English than center-based programs. Therefore, assessments in both English and the target language need to be ongoing and will drive the implemented instructional model. In short, Minnetonka is committed to making sure the students are achieving at the appropriate levels, and adjustments in the plan will be made if needed.

A goal of the Immersion program is provide students instruction in the target language as much as possible. The goal will be to have at least one of the “specials” such as Art, Music, or Physical Education in the target language in each of the elementary schools. It is expected that an effort to search and identify high quality teachers who are at least proficient in the target language will be necessary. This approach will offer another target language learning opportunity for the Immersion students to strengthen their language acquisition. This approach may mean that one school has an Art teacher proficient in the target language, while another may have a Music teacher and so on. It will be dependent upon the openings that occur. It is likely that in this scenario, teachers could serve more than one building in order to provide instruction in the target language.

A stronger effort will be made to assure High Potential and Special Education services are provided in the target language. These opportunities will only be developed as position openings occur in the English program.

The first group of students to have had Kindergarten in the target language will be in Third Grade. The expectation is that the students will have the same curriculum delivered in the same manner as it was for the students in 2009-10. However, some flexibility has to be built in because these students have never had formal instruction in English and that may have some minor impacts. For example, there may be a need for more work on vocabulary and writing, but those details cannot be determined yet. What is certain is that the assessments for the Third Grade students will be thorough and the curriculum and instruction will follow the data to ensure that students meet or exceed the standards.

School Year 2011-12

In the fifth year of the Immersion program the students will be in grades K-5. The Minnetonka curriculum will still be followed and English instruction will still be daily for one sixty minute period of time. At this point in the evolution of the program, the plan is still to use the Immersion teacher to provide remediation and support in the earlier grades, but there may be more enrichment supports possible in Year 5 as opposed to Year 3. That determination will be examined on a yearly basis.

Each year may be slightly different based on student needs in any given year. With this first year of students progressing through the system it is important to remember that they did not have Kindergarten in the target language. Therefore,

it is possible that they may have more English skills (having had Kindergarten English) and may require less time. However, the cohorts of students following them are slightly different in that they have only had formal instruction in the target language except for the specials of Art, Media, Music, and Physical Education and even some of them will have been in the target language.

School Year 2012-13

Immersion students will be entering the Middle School for the first time. Students will be in Sixth Grade, and, based on the enrollment trends, it appears that both MME and MMW will have one section of Chinese. Depending on the choices of the Clear Springs students between MME and MMW, there will be three, and possibly four, sections of Spanish at each middle school.

The goal of the Immersion program does not change when students enter middle school. It is still to provide students with the skills to continue their language development. It has been planned and communicated from the very beginning of the Immersion program that students would have their Social Studies class in the target language. Based on student achievement and needs, students may require more than one class to continue their language development and growth. For example, students will have at least one core class in the target language and, perhaps, their advisory/start class. SOAR and SAIL could also be options. However, it is important to acknowledge that in order to continue their target language skills, more core classes in the target language may be required. Assessments will help make this determination as they get closer to those grades in school.

That may be in any of the other subjects except Language Arts. Language Arts from the middle school through high school must always be delivered in English.

Immersion students will be eligible for the Honors classes taught in Language Arts or math, to be taught in English, if they qualify. The middle school model for 2009-10 and beyond calls for Sixth and Seventh Grade Social Studies to be grouped heterogeneously. That changes in Eighth Grade when there will be a Pre-AP course as well.

School Year 2013-14

The Immersion program will be in its seventh year and students will be starting Seventh Grade. As part of the Middle School Review, the Board approved a quarter of World Language that will be required for all students in Seventh Grade. The expectation is that students will continue their study in the target language which means there would be most likely be one section of Chinese in Seventh Grade at each middle school and three to four sections of Spanish will be at each middle school.

For the Immersion students, they will continue to have a core class (Social Studies) in the target language. They would have two options for their one

quarter class in World Language. The first would be to continue in Spanish or Chinese with an emphasis on writing and grammar. Part of the Immersion philosophy is listening and speaking first, reading second, and writing third. That is in order of complexity and other research has indicated that grammar and writing is not as strong in the Immersion students as is speaking and listening.

The purpose of the Seventh Grade course will be to:

- Improve grammar skills in the target language through focused instruction on language mechanics.
- Improve writing skills in the target language by creating informative, expressive, and persuasive types of writing.
- Engage in the writing process with emphasis on organization, focus, quality of ideas and purpose.

The second option will be for students to select a third language in lieu of continuing their Spanish or Chinese. As is the case in Sixth Grade, if students require more instruction in the target language to attain the Minnetonka expectations, additional options would be provided.

Sixth Grade students who enter the middle school in 2013-14 will be somewhat different than the group of Seventh Grade students in that these students began their experience in the target language in Kindergarten rather than First Grade. Lessons learned from the first group of students who entered the middle school will be applied to the Sixth Grade students. If enrollment in Spanish and Chinese is maintained, with few students moving away, it is expected that there will be one section of Chinese at each middle school and three to four sections of Spanish.

These students, and subsequent groups, will all have the same opportunities in the Honors classes if they qualify. The Honors classes in Language Arts and math would be taught in English.

School Year 2014-15

This will be the eighth year of the Immersion program and, if the enrollment stays about the same, there will be the one section of Chinese and three to four sections in Spanish at each middle school. At this point in time, it is likely that almost one half of the student population will have come through the Immersion program.

The curriculum change adopted from the Middle School Review completed in 2008-09 will continue with the full year of World Language as an option for students. For Immersion students the options will be similar to their Seventh Grade choices. It is the expectation that Immersion students will have improved

writing skills based on their Seventh Grade experiences and that the curriculum in the Eighth Grade will reflect that.

The Eighth Grade curriculum for the Language Immersion students continuing in the Immersion language would be:

- To create informative, expressive, and persuasive writing.
- Engage in the writing process, with attention to context, organization, focus, quality of ideas, and purpose.
- Spelling, grammar, and usage. The student will apply standard target language conventions when writing.
- Research. The student will locate and use information in reference materials in the target language.
- Students will continue to develop their reading, speaking, and listening skills.

Some students may opt for a different language at this point, recognizing that they may want to get a Level V Advanced Placement class or an International Baccalaureate HL class as Seniors in a language other than their Immersion language.

For the Eighth Grade students, there would still be the single section of Chinese and the three to four sections of Spanish at each of the middle schools and students will have the opportunity to take the Eighth Grade world language class with the same options listed above.

For each of the middle schools in Sixth Grade, the students would almost definitely comprise four sections of Spanish and one of Chinese, but again, it is difficult to predict exact numbers six years into the future as students may make other choices in their program selection.

It is important to note that the enrollment projections suggest that about one-half of each middle school will have extensive second language experiences and one half will have the English program when the school year 2014-15 is completed.

The Eighth Grade program calls for Pre-Advanced Placement classes in Eighth Grade Social Studies. Eighth Grade is the first year that social studies will have the Honors section. It is expected that almost half of the students have come through the Immersion program, so it is expected that a Pre-Advanced Placement class will be taught in English and another in the target language. However, Chinese has only 39 Second Grade students in 2008-09. when they come to Eighth Grade in six years, it is very possible that there will be fewer than

20 students who have had Chinese Immersion at each school. An alternative target language class may have to be determined for the students who qualify for Eighth Grade Honors Social Studies.

School Year 2015-16

This will be the ninth year of the Immersion program and students will be entering Minnetonka High School. By this time, the Immersion students will have had eight years in the language. Students will take almost all of their high school classes in English. The exception will be the options that students have from the World Language menu.

Some Ninth Grade students coming through the Immersion program may opt out of taking the Immersion language altogether. There will always be a choice for students to leave the program at the conclusion of any school year, but at the high school level it may be the time that students opt for a class in a third language that is offered at the high school.

Immersion students going into their ninth year of a second language will have many skills that are very much more advanced than what the high school will have seen previously. The curriculum for the Immersion students in the target language at Minnetonka High School has yet to be created, but the emphasis in the high school classes will be on in-depth grammar and usage. Students who have been in Immersion programs tend to be strongest in oral communication, but they may lack the writing skills of native language speakers.

For Ninth Grade, the Immersion students who took the Seventh and the Eighth Grade World Language class, the emphasis of the curriculum will be on in-depth grammar and usage. Students who have been in Immersion programs tend to be strongest in oral communication, but they may lack the writing skills of native language speakers.

The Ninth Grade class for Immersion students would be Immersion Composition (similar to the English 9x class in rigor). It's important to note that the students will have second language skills, but not the same complexity of language and language thought that their English counterparts will have.

Students who come through the Immersion program will have had extensive experiences in the target language and they will not be in the same classes as students who are taking a Level II class at the high school. Rather, they would be in the Advanced Composition class following that progression. There is no compelling argument to mix Immersion and English students in a second language class.

In the years beyond 2015-16, the expectation is that students will continue to achieve at high levels and become highly proficient in the target language.

Extensive assessment will continue to be done at each grade level and adjustments will be made accordingly.

School Years 2016-19

The sequence of high school courses for students continuing with their Immersion studies would be:

- Tenth Grade—Advanced Immersion Composition class in the target language.
- Eleventh Grade—Advanced Placement Literature and Composition class in the target language. This would mirror the AP Literature and Composition class that is taught in English and may be the culminating class.
- Twelfth Grade—Advanced Placement Language and Composition. By the end of high school, it is possible, too, that students will be able to earn college credit for the work they've done in the target language. At this point, there may also be enough students to mirror the Twelfth Grade English electives in the target language.

Challenges in Immersion

Immersion students are having wonderful experiences and are gaining a great deal of skill and knowledge in the target languages. Immersion teachers report high levels of student success, and the parent survey from 2007-08 indicated that parents whose students were in an Immersion class had the highest approval ratings of their child's experience. In spite of the many positive things one can find, there are challenges.

Finding appropriate materials in Mandarin Chinese continues to be a struggle. While several positive steps have been undertaken, many of the materials still need to be translated from English and those efforts have been a burden for the teachers. Additionally, many of the curricular materials in Chinese have to be created; whereas in Spanish, materials are commercially available. Through networking, conferences, and the internet, materials are being obtained, but it is a more difficult search than Spanish.

School culture in each of the six elementary schools is largely positive; but like any new program, there are some growing pains. In this case, there may be some tension between English and Immersion teachers. A strategy that can be undertaken to improve the building culture is to be more inclusive through informal opportunities for socializing. These may include after school activities and other social activities prior to the school year beginning. Another issue that may help matters is whenever only adults are present, English is the language that is spoken. For example, the Immersion teachers are to only speak in the

target language when students may be present and that has led to some communication struggles among adults.

There are also some tensions for English teachers as the Immersion program grows, with some staff feeling threatened by the changing staff needs.

One other issue that often accompanies this kind of a large scale change is a fear of the unknown. As the Immersion program moves to future grades, there is the inevitable worry and concern about being displaced. Efforts are made to inform teachers as soon as possible regarding potential changes in assignments, but uneasiness remains.

Issues are being addressed through the work of the principals who pay very close attention to the tenor of their schools. When issues arise, they are addressed immediately. One very positive action from the fall of 2008 was to involve the organization, Youth Frontiers, in holding “Honor Retreats” at each of the elementary schools. The purpose was to bring all of the staff members closer together by honoring the work each of them does.

Some concern had been raised about the amount of time mentoring some new Immersion teachers required. Therefore, the principals responded and adjustments in the amount of time for staff development and coaching for some of the Immersion teachers were increased. This had the effect of lessening the demand placed on mentors and improving the quality of instruction of the Immersion teachers.

Teacher exchange programs may create opportunities for current Minnetonka teachers to gain enough skill in a second language to become proficient.

The cultural differences of teachers from other countries also may affect teaching styles and background. A fair amount of time is spent training teachers on Responsive Classroom, Guided Reading, Differentiation, and other instructional strategies used in Minnetonka. However, the implementation of these strategies may be a little uneven.

Some teachers have expressed concern about equity issues. A perception of some is that the Immersion students are predominantly Open Enrolled students. That is not the case. The number of resident students in the Immersion program and the number of Open Enrolled students in the Immersion program is broken down by grade:

2008-09 School Year	Resident Immersion students	Open Enrollment Immersion Students
Second Grade Students	137	29
First Grade Students	168	57
Kindergarten Students	172	88
Projected K Students	177	108
Total	654	282

The Immersion program is intended to serve resident students, and it is positive for everyone that families outside of the District have found value in them.

The Professional Learning Communities (PLCs) can be both a source of great accomplishment and a source of frustration. Trying to work toward the same goal, but in different languages, can be limiting and difficult. The Response-to-Intervention model (RtI) for struggling readers has been implemented in the Immersion classrooms, but there has not been the Special Education support that accompanies the English program. That will change.

As the Immersion program continues through the elementary schools, attention must be paid to providing opportunities in the target language for students. There are Immersion students who qualify for High Potential services, but those services are currently delivered in English rather than the target language and the District needs to develop capacity in High Potential for second language teachers. Likewise, Immersion students are in art, physical education, and music with the instruction coming in English. As positions open, care must be taken to hire bilingual teachers who can provide instruction in both English and the target language in separate classes.

Students who need support in reading in the target language are receiving reading support by teachers serving as an equivalent to the reading support specialists. Those teachers provide individualized instruction that is determined by the assessments such as the reading fluency checks.

The Special Education program also needs to address the growing needs of students in the Immersion program. Typically, there is a significant increase in students referred for assessment and qualifying for special education services in the upper elementary grades.

For students entering the Immersion program with an IEP, the IEP team determines the level of support and where the support is provided. For students who begin to demonstrate concerns in the academic or emotional or behavioral domains the school team must implement interventions to help determine if the student should be referred for a Special Education evaluation. The reading

supports described above will assist the team in providing the student with a rigorous intervention.

When a special education assessment is needed, the assessment for students in the Immersion Program will follow the same mandated standards as for all students. Similar to Special Education assessments for English Language Learners, the assessment will be given in their first language. Determining if a student has a disability will not be based on their skills in their second language.

Appropriate Special Education services provide for a continuum of services. This continuum of services includes; consultation to the classroom teacher, paraprofessional support in the classroom, and direct small group instruction in the special education classroom. Currently, all support in the Immersion classroom must be offered in the targeted language. This will require that Special Education paraprofessional support be offered in both Chinese and Spanish. The student may also require direct specialized instruction in the Special Education room. As with all Special Education services, the IEP team will determine if a specific student will benefit from this specialized instruction in the target language or if the disability will be better addressed in English. The District will work toward the goal of making the special education support in the targeted language an option available to the IEP team. It must be clear to staff and parents that having a disability does not necessarily limit the student's opportunity to be in the Immersion program. There should be a balance in students on IEP's between the Immersion and English options.

Remaining Work

A proficiency level determination for students exiting the Immersion program after their elementary years, middle school years, and high school years has not been determined. The assessments that are in place for English are very clear and the expectations for the Immersion students are well known. The Spanish assessments for fluency are good and the data are entered into the AIMSWeb program just like the English fluency assessments. We are field testing the DORA assessment and, while that shows great promise, it is still in the development stages. Therefore, we will rely on the teacher created assessments until the standardized tests are as good as the NWEA tests.

For Chinese, there are also fluency assessments like Spanish and the scores are entered into AIMSWeb. The difference is that the Chinese fluency assessments involve a set of questions, which is an oral interview rather than the reading of a passage. The NOELLA is a standardized test in Chinese; but is still being field tested, so we do not receive student data yet. The sample size is not yet large enough across the country to provide norms so the NOELLA assessment may still be a year or two away from completion.

Other assessments, like the SOPA and ELLOPA, have been examined, but not chosen because they are not efficient and are highly subjective. The

assessments require two teachers interviewing one student for approximately twenty-five minutes. The interpretation of the assessment does have a general rubric, but is still very subjective.

While a decision and point-of-view about proficiency versus exposure in the second language has been made, work should be done to identify areas in which there may be possible connections that would expose students in the English program to Chinese or Spanish. Some elementary schools have “buddy” classrooms with the Immersion and the English classrooms. Some schools also purposefully designate activities that combine students together be it lunch, specials, or lyceums.

Students in the middle school will continue to be placed on teams in Sixth Grade and Seventh Grade. The Middle Level Review stated that there will not be teams in Eighth Grade. Ideally, the Spanish Immersion students will be assigned so there will not be an “Immersion” team and an “English” team, but there will need to be ways to separate students in Social Studies and other times when language matters. The Chinese Immersion students, at least in the first few years based on enrollment, will almost certainly all be placed on the same team. That will be for scheduling purposes.

The rationale for English and Immersion students to be combined into the same team is so students will expand their connections with other students that they may not have otherwise done during their elementary years. The Immersion students will still be able to have the core Social Studies class in the target language and this necessitates having the Immersion students be placed exclusively in that class. For the remainder of their day, with the possible exception of Advisory/START, they will be mixed with English students in the other classes. During SOAR/SAIL, it is likely that the Immersion students will take specific options that further their target language acquisition, but there will still be the opportunities to mix the students together.

Committee Membership

- Ms. Marcie Dunham—Immersion Department Chair and Second Grade Minnewashta teacher
- Mr. Tim Felty—World Language Department Chair and MHS Spanish Teacher
- Ms. Nicole Joly—French teacher in middle and high school
- Dr. Mark Larson—Executive Director of Teaching and Learning
- Ms. Meg Low—Early Childhood Family Education
- Ms. Bonnie Munger—Spanish teacher in middle and high school
- Ms. Marisa Rangel—Spanish teacher in middle school

Third Grade English Implementation Team

- Mr. Rick Buchholz—Second Grade Immersion teacher
- Mr. Mark Chieng-- Second Grade Immersion teacher

- Ms. Lee Drolet—Excelsior principal
- Ms. Amy Gillespie—Third Grade teacher
- Ms. Jody Hansen—Teacher Instructional Coach/Immersion support
- Ms. Laura Ludvigson—Literacy coordinator
- Mr. Bryan McGinley—Deephaven principal
- Ms. Daryl Siefert—RSK teacher/Immersion TOSA
- Ms. Cheryl Twedt—Teacher Instructional Coach/Immersion support

RECOMMENDATIONS

Specific recommendations for the World Language program have been described in the text of the attached report; however some of the recommendations are made to the School Board for final determination. They are as follows:

A. English Instruction for Immersion students. While the academic instruction in Grades Kindergarten through Second Grade will continue to be in the target languages, students in Third Grade will have one hour of their Language Arts instruction in English.

1. This requires 1.8 FTE to teach the Immersion students the Minnetonka English curriculum. The Immersion teachers will provide remediation support to students in Second Grade and First Grade in the target language during that time period.
2. Curriculum writing time for the English teachers is required.

B. Target Language Expansion into Special Education.

1. When positions become available, bilingual Special Education teachers will be hired.
2. Appropriate Special Education services provide for a continuum of services. Paraprofessional support in the classroom is provided in both Chinese and Spanish. A student may also require direct specialized instruction in the Special Education room. As with all Special Education services, the IEP team will determine if a specific student will benefit from this specialized instruction in the target language or if the disability will be better addressed in English. The District will work toward the goal of making the special education support in the targeted language an option available to the IEP team. It must be clear to staff and parents that having a disability does not necessarily limit the student's opportunity to be in the Immersion program. There should be a balance in students on IEP's between the Immersion and English options.

- C. Target Language Expansion into High Potential.
 - 1. When positions become available, bilingual High Potential teachers will be hired.

- D. Target Language Expansion into Specials (Art, Music and Physical Education).
 - 1. When positions become available, bilingual Specialist teachers will be hired.

- E. Target Language Improvements
 - 1. Curriculum writing time to improve and refine materials in the target language is annually required.
 - 2. Translation of existing curriculum is completed as part of summer curriculum writing.

- F. Language Immersion Assessments.
 - 1. DORA and NOELLA are currently being field tested. Fluency assessments in both Chinese and Spanish will continue.
 - 2. There will be continued searches for standardized tests in the target languages.
 - 3. All Third Grade students will take the MCA tests in English.

- G. Language Immersion in Grade Six 2012-13
 - 1. The goal of the Immersion program continues the same as students begin middle school: provide students with the skills to continue their language development. It has been planned and communicated from the very beginning of the Immersion program that students would have their Social Studies class in the target language. Assessments in the target language on an annual basis will determine if students need more than one class in the target language to continue their development and growth. For example, students will have at least one core class in the target language and, perhaps, their advisory/start class. SOAR and SAIL could also be options.

- H. Language Immersion in Grade Seven 2013-14
 - 1. Immersion students will continue to have a core class (Social Studies) in the target language. They would have two options for their one quarter class in World Language. The first would be to continue in Spanish or Chinese with an emphasis on writing and grammar.
 - 2. The second option will be for students to select a third language in lieu of continuing their Spanish or Chinese. As is the case in Sixth Grade, if students require more instruction in the target language to attain the Minnetonka expectations, additional options would be provided.

- I. New Seventh Grade World Language Options in 2009-10
 - 1. Every Seventh Grade student takes one quarter of a World Language and new materials are required.
 - 2. With new courses, curriculum writing time is necessary.
 - 3. For students opting to switch languages from Seventh to Eighth Grade, summer work packets for students to successfully make that change need to be created in 2010.
 - 4. Based on the experiences of the Seventh Grade students, curriculum revision and possible supplemental materials will be needed in 2010-11.

- J. Language Options in Grade Eight 2014-15
 - 1. For Immersion students the options will be similar to their Seventh Grade choices. It is the expectation that Immersion students will have improved writing skills based on their Seventh Grade experiences and that the curriculum in the Eighth Grade will reflect that.
 - 2. Some students may opt for a different language at this point, recognizing that they may want to get a Level V Advanced Placement class or an International Baccalaureate HL class as Seniors in a language other than their Immersion language.

- K. Language Options in High School 2015-16, 2016-17, 2017-18, and 2018-19
 - 1. Ninth Grade Immersion students who took the Seventh and the Eighth Grade World Language class, the emphasis of the curriculum will be on in-depth grammar and usage.
 - 2. Ninth Grade class for Immersion students would be Immersion Composition (similar to the English 9x class in rigor). It's important to note that the students will have second language skills, but not the same complexity of language and language thought that their English counterparts will have.
 - 3. Tenth Grade—Advanced Immersion Composition class in the target language.
 - 4. Eleventh Grade—Advanced Placement Literature and Composition class in the target language. This would mirror the AP Literature and Composition class that is taught in English and may be the culminating class.

5. Twelfth Grade—Advanced Placement Language and Composition. By the end of high school, it is possible, too, that students will be able to earn college credit for the work they’ve done in the target language. At this point, there may also be enough students to mirror the Twelfth Grade English electives in the target language.

L. Target Language Component for the Minnetonka Navigator Program

1. Students in Third Grade who were in the Immersion program require continued education in the target language.
2. Navigator students in Chinese will be incorporated into Third Grade classrooms at Excelsior and Scenic Heights respectively.
3. Navigator students in Spanish will receive instruction in Spanish from one of the Third Grade Immersion teachers during the English instruction time.

M. Pre-School Second Language Options

1. In the fall of 2009, curriculum for all pre-school classes for children ages 4-5 will include a second language exposure component. Although not yet formalized, the component will include a regular activity focused on Spanish or Chinese language or culture. Through songs, games, and circle activities, students will learn greetings, colors, numbers, songs, and games in Spanish and Chinese, as well as some cultural traditions of China and Spanish-speaking nations. Most likely, the Spanish exposure components will occur during one semester and Chinese in the other.

N. New High School World Language Classes

1. High school students have registered for 2009-10 and new textbooks for ASL Level IV and Chinese, German, French, and Spanish Level V classes require new textbooks.
2. Curriculum writing for the new courses is also necessary.

Curriculum writing

- Spanish Level V AP and G \$1850
- Spanish I HL \$1000
- French Level V AP and G \$1850
- French IB HL \$1000
- German V \$1000

• German IB HL	\$1000
• Chinese IB HL	\$1000
• American Sign Language	\$1000
• Seventh Grade Exploratory classes	\$3700
• Language Immersion Third Grade	\$3500
• Language Immersion Second Grade	\$2300
• Language Immersion First Grade	\$2300
• Language Immersion Kindergarten	\$1850
• Third Grade English (in the Immersion classroom)	\$2300
• Total	\$25650

Curriculum writing is often a one-time expense, but there will be ongoing costs as the Immersion program expands into the next grade for both the Immersion program and the English component of it. There will also be some writing costs in 2010-11 as improvements are made.

Consultants with Immersion

• Total Physical Response training	\$3400
• Responsive classroom	\$2500
• Curriculum audits	\$2500
• Translation	\$3200
• Total	\$11,600

This is an annual expense.

Staff Development

• Attendance at summer CARLA conference	\$4200
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This will be an annual expense as new teachers enter the Immersion program.

- Each year the 2008-09 World Language Review is updated to reflect the potential changes as the Immersion students advance to the next grade.

- Benchmarks for language acquisition are determined for Third Grade and Fifth Grade in English and the target language.
 - This will be determined through the DORA and NOELLA assessments along with other possible standardized tests.
 - MCA will continue to be used and the expectation is that Immersion and English students will achieve at the same rate.
- Teacher exchange programs are created to help develop and identify possible Immersion teachers.

**School Board
Minnetonka I.S.D #276
5621 County Road 101
Minnetonka, Minnesota**

Board Agenda X.

**Title: Fine Arts Recommendations
Adoption**

Date: May 7, 2009

Executive Summary Report

School Board Goal #3: Develop a plan to elevate the fine arts programming of our District to world-class. This plan will define what world-class in the fine arts means in Minnetonka, and create action steps to make any necessary changes over the coming years to achieve this vision. The fine arts program will:

- Create opportunities for students to achieve artistic proficiency and mastery in addition to exposure;
- Create solutions that address time and resource constraints within the current program;
- Create new points of access for student in the IB degree and other programs.
- Incorporate and leverage the high value that the community places on fine arts.

The attached report was presented at the School Board Study Session on April 23, 2009 and answered in detail those elements in the goal. The purpose of this document is to provide recommendations for 2009-10.

Background:

- Fine Arts provide opportunities for students to develop creative passions leading to lifelong skills that can be shared with others or enjoyed privately. Students can explore areas that may ignite an interest and passion that might not otherwise have existed. As evidenced through the Middle School Review, families had the greatest interest in finding ways that students could participate in both Art and World Language.

Recent improvements have occurred at all three levels.

Elementary Schools

- Revised and developed an improved scope and sequence in Music
- Added Third Grade District Choir

Middle Schools

- Expanded options in Visual Arts
- Combined World Language and Art possibilities
- Created new courses in Classroom Music
- Increase Band lessons in Seventh and Eighth Grade

High School

- Expanded Visual Arts by creating Level II and Level III Art classes
- Created new courses in Advanced Placement in Art
- Created new International Baccalaureate options in Music

Summary:

A committee was formed and was given the following tasks:

- Review the charge from the School Board
- Identify problems/concerns and suggest solutions
- Incorporate the pertinent elements from the Middle Level Review

As the committee worked, much of the emphasis was with the Middle School Review conducted during 2007-08 and 2008-09. This study made significant improvements in the World Language program as well. The other area that provided challenge was in the structure of the school day. With the constraints of the periods, it is difficult to create more opportunities for students unless outside the traditional school day ideas are considered.

Some examples include the before and after school options, but nights and week-end possibilities for enrichment and exposure need to be considered. The summer is also a time that can be used for those students with a passion.

Music Opportunities for Developing Proficiency

Current Elementary Opportunities in Music

- The Elementary Music Department improved their scope and sequence and aligned their curriculum through a review process in 2006-07.
- Beyond classroom activities there are performance opportunities for students. There is the opportunity for students to participate in Orchestra starting in Fourth Grade and Band beginning in Fifth Grade.
- There is a District Choir program for interested students in Fourth or Fifth Grade to participate in an after-school choral program.
- Based on the interest level of students in 2008-09, a Third Grade component was added. Based on the experiences thus far, the Third Grade choir will continue in the future as well.

Current Middle School Opportunities in Music

The Middle School Review has already made recommendations for improvements to be implemented in 2009-10 and they are briefly summarized below:

- Lessons are offered in Sixth Grade under the 2009-10 program in order for students to gain artistic proficiency, they need to have opportunities to gain skills.
- The additional music lesson support will allow students to gain individually and through ensemble work in Band. The recommendation for 2009-10 has an additional music teacher working in the classroom and having the time to pull students from the full band session to receive individual attention.
- When possible, create single-gender choirs in Seventh and Eighth Grade.
- Given the fact that students will have options in Eighth Grade, it is possible that students may not select a musical performance experience. In order to keep student interest in music options other than Band, Orchestra, or Choir improvements have been made in the Classroom Music course.
 - Classroom music course has generated higher student interest through a focus on guitar, percussion, or keyboard.
 - An area to explore is with technology; students create and perform music electronically.

Changes in the Middle School Program that Require Monitoring

- One issue that is unknown will be the impact of the Eighth Grade students who now have choices for their musical experiences. Prior to 2009-10, students could only select between a music performance option and a classroom music option. With the changes in the program, students may now opt for an additional physical education class which would preclude them from participating in music. The effects of that will have to be monitored as students register and improvements will have to be made to improve the quality of the classes.
- One change for Eighth Grade students that provides options for students is in the elective offerings for students who are opting for the full year World Language class. Here, students will now have the opportunity to add an art, drama, or creative writing class. This would come from dropping a semester of every-other-day Physical Education (the equivalent of one quarter of a class that meets daily) and replacing it with that elective.

Current High School Opportunities in Music

- Students are required to earn one credit in The Arts in order to graduate. That credit may be attained by any combination of courses in Art department, Interior

Design through Family and Consumer Science department, Theatre Arts I and II through the English department, any Music class, or Dance 2 through the Physical Education department. Students may participate in Band, Choir, or Orchestra to attain the required graduation credit.

- Students have many opportunities to participate in appropriate skill based classes. For example, students with great talent may audition for selective performance groups.
- Unique programs such as Wind Ensemble or Treble Choir provide more specialized classes for students with those abilities or interests.
- The addition of International Baccalaureate Music Standard Level class will provide students with additional opportunities. This class will allow International Baccalaureate students to include music as part of their IB experience. Additionally, it is a non-performance music class that adds to the offering for students who desire this kind of music experience.

Visual Arts Opportunities for Developing Proficiencies

Current Elementary Opportunities in the Visual Arts

- Students in the elementary schools have art taught by a licensed art teacher for one 50 minute period every five days. The formal instruction starts in First Grade and instruction follows the Discipline Based Arts Education (DBAE) model.
- Prior to this improvement, the Art experience was very different for students. Depending on the elementary school, some students had Art taught by a licensed teacher and others did not. Some schools had Art taught by the classroom teachers and some schools used PTO funding to have “Art on a Cart” experiences for the students. The year after the World Language Exposure Model was eliminated, Art classes began.
- Artists-in-Residence programs occur on an irregular basis. Many of the programs are dependent on the passion and interest of the teacher doing the work of establishing the connections, locating the funding, and other logistical details.

Current Middle School Opportunities in the Visual Arts

- The Middle School Review also made great improvements in the Art program. One quarter of Art has been moved to Seventh Grade, thereby creating a more continuous Art experience for students.
- There are opportunities for students to take both a World Language class and have an Art elective. Other improved opportunities are in the elective area for Eighth Grade students. Students who will not select a Level I World Language class may choose between several choices:
 - Drawing and Painting,

- Art and Design,
 - 3D Art and Design,
 - Visual Arts,
 - Creative Writing, and
 - Introduction to Drama
- Eighth Grade students who select World Language may choose to drop one semester of every-other-day Physical Education and replace it with an every-other-day class for that semester in:
 - Visual Arts,
 - Creative Writing, and
 - Drama.
 - Both the Music and the Art departments offer various opportunities for students to participate in art clubs, or performance ensembles before and after school. The advent of SAIL/SOAR options has provided some opportunity for students to explore their passion during the school day, but it does not go far enough to allow students to pursue their artistic passion on a professional level.

Current High School Opportunities in the Visual Arts

- The Art Department at Minnetonka High School teaches Discipline Based Arts Education (DBAE) which includes four discipline perspectives that include production, history, aesthetics, and criticism. DBAE is also a conceptual framework which insures that all students are involved in rigorous study of the arts as a part of their general education. It also serves as an innovative but fundamental approach to integrating the arts into the curriculum that will permit students at all levels, in any course of study, to be introduced to, understand and participate in, an art form within the structure of a typical school day.
- Art classes help develop skills needed by the 21st century workforce. Art helps develop critical thinking skills, creative problem solving, effective communication, and collaboration skills. Visual arts courses have been shown to improve students overall academic performance and allow students to express themselves creatively and bolster their self-confidence. Visual art courses help keep students engaged.
- Businesses understand that arts education helps students develop a sense of craftsmanship, quality task performance, and goal-setting skills needed to succeed in the classroom and beyond. Art provides another opportunity for parental, community and business involvement with schools, including arts and humanities organizations. Arts education helps all students develop more

appreciation and understanding of the world around them and develop a positive work ethic and pride in a job well done. (Business Circle for Arts Education in Oklahoma, "Arts at the Core of Learning 1999 Initiative.")

Future Opportunities in Music

Future Elementary Opportunities in Music

- Increase individual music lessons in Fourth and Fifth Grade during the school day.
 - Students who are in the early developmental stages of musical growth need more time and attention. Balancing the lesson time with academic needs is always an issue and this plan needs regular reassessment.
- Individual or ensemble lessons will be provided for students outside the school day.
 - To avoid pulling students out of class, lessons that are provided before or after school solves that problem.
 - Individual or small group lessons during nights and week-ends can provide students the opportunity to pursue their passion.
- Add or incorporate a Band or Orchestra scheduled class session that meets similarly to the classroom music classes to provide students with access to high quality instructors and the opportunity to further develop their skills.
- Create a Summer District Choir for students in upper elementary and middle school years to enable them to gain more experience.
- Create a District Band or District Orchestra, as there is for Choir.
 - District Band or Orchestra would provide students with more opportunity for performances and the chance to become more proficient with their instrument by playing with a large group.
- A World-Class Elementary Music Program will have individual and ensemble opportunities and programs so students can begin to develop their skills and ignite their passion.

Future Middle School Opportunities in Music

- Additional instrumental lessons available for students in Seventh and Eighth Grade.
 - Seventh Grade individual and ensemble band lessons during the scheduled band period. Eighth Grade individual and ensemble band lessons during the scheduled band period.

- Students may participate in extended summer programs that encourage excellence in providing more intensive time. Rather than a single class period, or an after school rehearsal, students electing to participate in a summer stock production opportunity will have their horizons widened.
- Create vocal music lessons during the school day. As the adolescent voice changes, students need continuous opportunity to improve and gain from the expertise of vocal coaches. This may be an opportunity through Community Education or offered on site. This should be in addition to the SAIL/SOAR program.
- Create a before or after-school choir course. The course could be combined choir for Seventh and Eighth Grade students and would include performance elements beyond what the regularly scheduled choir performs. Students would have the opportunity to take both band/orchestra and choir.
- Create a before or after-school musical performance ensemble. This would be a combination of instrumental and vocal performances. With the addition of the drama elective in Eighth Grade, students would have the opportunity for performance based activity, but that should not be limited to Eighth Grade students, nor to acting alone. Middle Schools currently present a school play and/or talent show. Combining music—instrumental and vocal, along with acting, will provide students with the opportunities to perform and gain knowledge and skills
- The cafeteria at the middle schools will have significant improvements in place by the fall of 2009 that will provide a higher quality performance venue than has existed. However, steps should be undertaken to examine more options at other locales in the District. Additionally, as the music program expands, some attention will need to be paid to the practice, storage, and performance facilities required.
- Community Education will provide opportunities for students to move beyond the traditional curriculum in a school setting to explore individualized lessons or other options. For 2009-10 there is a Spanish or Chinese Music Lessons at the elementary level that is offered and more programs like this need development at the intermediate and middle level. Voice and instrumental lessons during non-school time need to be developed.
- Increase performance opportunities for all levels of band, choir and orchestra. In order to demonstrate high achievement, students need the opportunity to perform regularly. Increase the number of public performances by providing the before/after school opportunities at various venues.
- A World-Class Middle School Music Program will have increased opportunities for individuals to develop and hone their instrumental and their vocal skills. There will be unique ensembles tailored to student interest and full bands, choirs, and orchestras. Students will have opportunities outside the school day to pursue their musical passions.

Future High School Opportunities in Music

- Identify and incorporate an outside-the-school-day option for students interested in taking both instrumental and vocal.
- Create a combination vocal and instrumental class where students do both over the course of the year.
- Students have access to outstanding professional educators at Minnetonka High School. From time to time, there are guest conductors or other professional musicians who work with students and staff. This exposure to world class performers and conductors is beneficial, but could be improved that can be done by:
 - Creating partnerships with various professional musicians in an exchange program.
 - Pursuing relationships with colleges or universities that may combine the talents of the instructors.
 - Continuing to pursue through the Minnetonka Foundation and others the opportunity for various artist-in-residence opportunities.
- The “Black Box” and the Arts Center on 7 are outstanding performance facilities. Students and community groups perform concerts, theatre, and the facilities are also used for award ceremonies, but they are often unavailable. It is important to identify opportunities to create improved practice and performance facilities.
- A World-Class High School Music Program will have opportunities and programs available to students during the school day, but also extensions outside the school day including evenings, week-ends, and summers are absolutely necessary in order to reach higher levels of Mastery and still honor the time students require for other subjects. Individual students, ensembles, and full bands, choirs, and orchestra will achieve high ratings and honors at state, national, and international competitions. Students will have exposure to great works of music and outstanding artist and guest conductors who will help inspire and motivate students to greatness.

Future Opportunities in the Visual Arts

Future Elementary Opportunities in the Visual Arts

Families report positively about the experience their student has in Art, but the complaint is that there are not enough Art classes. Solutions to these concerns are:

- Outside the school day art opportunities.
- Week-end or evening Art Clubs. These can be for students or for student and parent.

- Summer opportunities beyond Community Education.
- A World-Class Elementary Art Program will have high quality curriculum that encompasses:
 - Artistic Foundations,
 - Artistic Process: Create/Make,
 - Artistic Process: Perform/Present, and
 - Artistic Process: Respond/Critique

Students will have instruction from high quality teachers who will challenge and inspire students to their most creative expressions and their most expressive creations. Students and families will be able to participate in artistic endeavors beyond the school hours.

Future Middle School Opportunities in the Visual Arts

- Provide before/after school time and nights or week-end opportunities for students to participate.
- Utilize Art “Coaches” to provide extended classes for students with a high interest in a specific area like pottery, drawing, or some other artistic expression outside of traditional school hours.
- Artists-in-Residence have been employed from time-to-time and they do provide a positive exposure activity for students. Many students have had very positive learning experiences and have had their horizons broadened through the interactions with an Artist-in-Residence. However, there usually has not been a systematic plan in place that encourages students to move beyond an exposure level.
- Increase art shows and displays around the school buildings and offices. A World-Class Middle School Art Program will have students participating in local and regional shows and garnering top awards. Students will pursue their creative passions through different art mediums based on their strengths and interests.
- Art will be intertwined in other classes as a way for students to think and to see the world. The creative energy in Art will extend beyond the school day to allow students to pursue areas of interest. Connections with professional artists will create interest and expose students to artistic worlds they had not previously considered.

Recommendations

Through the 21st Century Curriculum Audit, use the expertise of the Fine Arts Department to support the improvement and collaboration for interdisciplinary studies. Through the audit process, emphasize Art as a life skill, thinking outside the box, and utilizing habits of mind.

Other specific recommendations have been described in each strand of the report. To summarize the recommendations, they are in the following categories:

A. Recommendations by Category:

Through the 21st Century Curriculum Audit, use the expertise of the Fine Arts Department to support the improvement and collaboration for interdisciplinary studies. Through the audit process, emphasize Art as a life skill, thinking outside the box, and utilizing habits of mind.

An estimate of resources needed for implementation of the proposed changes is separated into four categories: elementary, middle, high school, and PreK-12 levels. The recommendations call for them to be phased in over time.

The creation of new programs requires funding increases and personnel to implement, manage, and set direction for them. Some costs of the recommendations may be borne by families and some by the District.

Providing additional time in an already full student day compels one to look outside the student day for opportunities. In some of these instances, costs can be borne by families and with others, there is a requirement of additional staffing.

B. Adopt the Proposed Belief Statements

- All students should be exposed to World-Class performances
 - All students must attend High School musical performances. As evidenced by the awards and recognition, these programs rise to the level of world class.
 - Through partnerships and expanded opportunities with artist-in-residence programs, this may occur.
- Each student should demonstrate knowledge and evaluate artistic and musical works
 - As curriculum writing occurs, more emphasis on “Respond/Critique” will be incorporated into the classroom curriculum.
 - Through the Middle School Review and the new course offerings in Art (appendix C), a significant part of each class will meet this standard.
- All students must have high visual and music literacy skills

- Through improved course offerings in the middle level, new rigorous classes at the high school level, and continued DBAE in the elementary level, students will exit Minnetonka Public Schools with high skills.
- Providing students with electives in the middle school and more individual and ensemble practices, students will increase in their visual and music literacy skills.
- Every student must be instructed by trained, specialized, and licensed world class educators
 - Minnetonka has high quality teachers and with improved partnerships and potential exchange opportunities, there will be even greater exposure to outstanding instructors.
- Every student should have several opportunities to take art and music every year
 - The changes through the Middle School Review provide this opportunity.
 - More needs to be done with before or after school options, evening or week-end opportunities, and summer time possibilities that may combine other school districts.
- Students must be provided with opportunities to pursue their artistic performance passion
 - Students should have improved access to individual and group lessons at all levels. This will create the possibility for them to pursue their passion along with developing their skills.
 - Elementary District Choir and Band and Orchestra will increase student involvement and likely student success which, in turn, will help them to pursue their passions.
- Students need several opportunities to perform in high quality venues
 - As changes occur in the buildings, care should be taken to create accessible venues.
- Arts must be seen as an interdisciplinary connection to different curriculum areas
 - With Strategy 15, the Arts are an integral way of looking at, and through, the curriculum.
 - The 21st Century Curriculum Audit is a model that can be incorporated to make interdisciplinary connections among and between various disciplines.

- Every student should have some of their work presented through performances or exhibits
 - By maintaining the current level of art space, students have several possibilities of having their work displayed. Through the individual buildings, in conjunction with the PTA/Os there is an increased amount of wall space devoted to student work. When physical plant changes occur, attention should be paid about making certain work can be effectively exhibited.

C. Elementary Schools

- Add an elementary Band and Orchestra scheduled class session that meets similarly to the classroom music classes.
 - For students to participate in Band and Classroom Music it would require approximately 1.5 Band Instructors to cover all six elementary schools. This would be an additional expense of approximately \$90,000.
 - For students to not participate in the Classroom Music, the 1.5 Band Instructors would have significantly less cost.
 - Implementation: 2011-12.
 - Implementation Plans:
 - Build into the Elementary School schedule a time dedicated to a large group Band or Orchestra class. Depending on the enrollment, there may have to be two sections, but in the initial years, there will most likely be one section per building. This is not to replace individual and small group music lessons. Every attempt will be made to have the class taught by the current teacher in each site to limit the amount of travel time.
 - Identify appropriate Band and Orchestra classroom(s). It is probable that this may be the same space.
 - Identify storage space for instruments and music.
 - Staff development will focus on the vertical alignment of the music curriculum by involving the middle school music teachers. An expectation of the core knowledge outcomes that students will possess at the end of the Fifth Grade year will need to be established. Site visits may be employed to observe best practices and logistical arrangements.

For Recommendations # 2, 3, 4, and 5 below the steps in the implementation plan are very similar. A new program has to be promoted by staff or community members with a passion for Band, Orchestra, or Choir. In short, a

critical mass of students must participate and that may require a “champion” to encourage and promote the new program.

There are always logistical concerns that need attention as well such as scheduling and finding appropriate space. The development of Handbooks, fees (if applicable), tour and performance schedules, all have to be developed in conjunction with other after school activities such as music or sports.

The final piece is to incorporate best practices and vertically align the skills and knowledge that the students who are in the preceding and succeeding grades will have. The Fifth Grade recommendations will have all the participants entering the program at the same time, the beginning of the school year, and leaving the program at the end of Fifth Grade.

Summer District Choir and Summer Band/Orchestra are fluid with students entering or exiting at will. Some students may begin in Fifth Grade and continue throughout while others may opt in later. Because the commitment the students make will not be universally the same, attention needs to be paid to differentiation for individuals. Some of the staff development on that will be with selecting appropriate curriculum (music pieces) and writing the lessons and objectives to match that.

- Create District Band for Fifth Graders.
 - Using District Choir as a model, the cost is approximately \$10,000.
 - Director(s) stipend totaling \$7,000
 - Music for \$2,000
 - Miscellaneous \$1,000
 - Implementation date 2012-13.
 - Implementation Plans:
 - Through the efforts of the elementary Band teachers, principals, and music enthusiasts promote the creation of a District Band.
 - Secure appropriate space, schedule, and music library.
 - Curriculum, the musical pieces, which are selected, will be based on student readiness, musical complexity, and general instrumentation. That means that if there are predominately one or two main instruments, the District Band musical library will need to reflect that.
- Create District Orchestra for Fifth Graders.
 - Using District Choir as a model, the cost is approximately \$10,000.

- Director(s) stipend totaling \$7,000
- Music for \$2,000
- Miscellaneous \$1,000
- Implementation date 2012-13.
- Implementation Plans:
 - Through the efforts of the elementary Orchestra teachers, principals, and music enthusiasts promote the creation of a District Orchestra.
 - Secure appropriate space, schedule, and music library.
 - The musical pieces, the curriculum, will be based on student readiness, musical complexity, and general instrumentation. That means that if there are predominately one or two main instruments, the musical library of the District Orchestra will need to reflect that.
- Summer District Choir for students in upper elementary and middle school years.
 - Estimated cost for staffing would be \$5,000.
 - Director(s) stipend \$3,500
 - Music for \$750
 - Miscellaneous \$750
 - Implementation date 2010-11
 - Implementation Plans:
 - The efforts of the middle and elementary music teachers, principals, and other music enthusiasts are necessary to promote the creation of a Summer District Choir.
 - Secure appropriate space, schedule, and music library.
 - It is expected that until the program grows enough to have grade and gender specific choirs, that students will possess very different skills. It is likely that Choirs will be grouped as one which will require the director(s) to make sure that the musical pieces, the curriculum, will be based on student readiness. Procuring the appropriate music that is at the correct level of difficulty will require research and probably local site visits.

- Summer District Band and Orchestra to provide students with more opportunity for performances and the chance to become more proficient with their instrument.
 - Estimated cost for staffing would be \$5,000 for each program.
 - Director(s) stipend \$3,500
 - Music for \$750
 - Miscellaneous \$750
 - Implementation date 2010-11
 - Implementation Plans:
 - Through the efforts of the elementary Band and Orchestra teachers, principals, and music enthusiasts promote the creation of a District Band and Orchestra.
 - Secure appropriate space, schedule, and music library.
 - The musical pieces, the curriculum, will be based on student readiness, musical complexity, and general instrumentation. In order to have a critical mass of students, there may have to be a multi-aged Band or Orchestra. That means that there are also going to be students of varying musical ability. The director(s) will have to have access to a wide variety of curriculum and be very adept at differentiating instruction. Until the program grows in such a way that there are enough students to “ability group” them, the program will have to be very flexible.
- Implement week-end or evening Art Clubs, these can be for students or for student and parent. This is exclusively an enrichment option with the opportunity for students and families to pursue a particular art interest.
 - This cost could be borne by families.
 - Implementation date 2010-11
 - Implementation Plans:
 - Opportunities for student and family involvement need to be publicized and the options clearly defined. This will be a program that is completely responsive to client interest and will serve as an enrichment option.
 - Similar to a Community Education offering, this program will be dependent on registration and interest.
 - Materials will need specific designations so as not to be confused with existing curriculum resources.

- Scheduling will be routed through the District Scheduler.
- Appropriate staff will need to be hired.

7. Suzuki Method for Orchestra development

This method is based on the work of Shin'ichi Suzuki, who was a skilled violinist and who reasoned that if children have the skill to acquire their mother tongue, then they have the necessary ability to become proficient on a musical instrument. He pioneered the idea that any pre-school age child could begin to play the violin if learning steps were small enough and if the instrument was scaled down to fit their body. Suzuki believed that every child, if properly taught, was capable of a high level of musical achievement. The Suzuki Method has several features:

- Deliberate avoidance of musical aptitude tests or "auditions" to begin music study.
- Emphasis on playing from a very young age, sometimes beginning formal instruction between the ages of 3 and 5 years old.
- In the beginning, learning music by ear is emphasized over reading musical notation.
- The method also encourages, in addition to individual playing, regular playing in groups (including playing in unison).
- Retaining and reviewing every piece of music ever learned on a regular basis, in order to raise technical and musical ability.
- Frequent public performance, so that performing is natural and enjoyable.
- Implementation Date 2012-13
- Implementation Plans:
 - Develop a philosophy to incorporate the Suzuki method.
 - Promote the program through Early Childhood Family Education and music organizations.
 - Identify, and if necessary, train Suzuki instructors in the methods.
 - Establish the scope and sequence of instruction. This may require site visits to various performing arts programs.
 - Procure curriculum materials. A large amount of Suzuki instruction is based on auditory skills rather than reading music and this requires audio recordings and the devices to play them.
 - Establish venues in which to perform.
 - Build chronologically the skill set of students with exit outcomes established at each level.

8. Introduction to Drama for upper elementary students.

- The purpose of Introduction to Drama is to expose and enrich students.
- This would be outside the school day on an enrichment basis with the costs being borne by families.
- Implementation date 2010-11

Implementation Plans:

- Promote student interest in acting through elementary school acting advocates and principals. Involve middle and high school theatre teachers to create an interest in acting.
- Based on student registration, this may be a District-wide program that is similar to the District Choir, or site specific. In both cases, logistical arrangements of space, time, and schedule will need to be determined.
- Similar to a Community Education offering, this program will be dependent on registration and interest.
- Determination of scope and sequence of theatre will be determined in cooperation with drama teachers and directors. All students will be expected to be exposed to various acting techniques and basics of theatre production.
- A budget for scripts and other materials may have to be established.
- Appropriate staff will need to be hired.

D. Middle School

- Provide individual and group Band lessons
 - Band lessons during the school day at .4 FTE at each middle school \$48,000
 - Implementation 2009-10
 - Implementation Plans:
 - Secure appropriate space, schedule, and music library.
 - Curriculum writing will focus on student assessment as the musical lessons will be highly differentiated based on student need.
 - The scope and sequence of the lessons will be determined by the Band instructors and will require curriculum writing time.

- The expectation is that students will progress and improve the overall quality of the entire Band which will necessitate improving the musical repertoire.
- Create a combination performance class at the middle schools—instrumental, vocal, and acting—to provide students with unique opportunities to perform.
 - For an additional class at .2 FTE, the cost would be approximately \$20,000.
 - Materials and supplies \$2,000
 - Curriculum writing \$1,000
 - Implementation date 2010-11
 - Implementation Plans:
 - Through the efforts of the music department, principals, and music enthusiasts create interest and then promote the combination performance class.
 - Schedule the class appropriately. This may occur before school, after school, or during the school day, depending on student involvement. For example, a multi-aged class will have to be scheduled outside the school day, but a single grade class may occur within the school hours.
 - Create appropriate curriculum. This will require research on best practices and probable site visits to performing schools.
 - The content of the course will largely depend on the unique abilities of the instructor. A person very strong in vocal will have a different focus than a very strong actor. Ideally, the course at MME and MMW will be very similar, but it is expected that student interest, and staff strengths will influence the overall curriculum and expected student outcomes.
 - Through a curriculum audit process at the completion of the course, changes will be required. Those improvements may involved materials, curriculum writing, or staff development to meet the needs of the students.
- Art “Coaches” may be used to provide extended classes for students with a high interest in a specific area like pottery, drawing, or some other artistic expression.
 - This cost could be borne by families.

- Implementation date 2009-10
- Implementation Plans:
 - Similar to the Art “Coaches” recommendation in the Elementary section, there will need to be promotion, logistical arrangements, and appropriate staffing.
 - Costs and fees will need to be determined following the Community Education model.
- Choirs should be single gender at the middle schools and every effort will be made to accomplish this expectation.
- Implement individual and group lessons at all levels in voice.
- Middle School voice lessons would require .8 FTE at approximately \$48,000.
- Implementation date 2011-12
- Implementation Plans:
 - Secure appropriate space, schedule, and music library.
 - Curriculum writing will focus on student assessment as the musical lessons will be highly differentiated based on student need.
 - A decision about where to focus needs to be determined. If there are single gender choirs, it is expected that the focus on boys and girls will be equal. However, if the need to improve skills, build confidence, and encourage continued choral participation in boys is determined to be the greater need that will be the focus.
 - The scope and sequence of the lessons will be determined by the Choir instructors and will require curriculum writing time.
 - The expectation is that students will progress and improve the overall quality of the entire Choir which will necessitate improving the musical repertoire.
- Provide music lessons for instrument or voice outside the school day such as before and after school or evening and week-end.
 - This cost would be borne by families.
 - Implementation Plans:
 - The opportunity for these lessons needs to be promoted delicately. Participation in lessons is not a requirement of participating in Band, Choir, or Orchestra.

- A pricing model, along the lines of Community Education, needs to be established.
- The specific musical lesson(s) will be based on student need and talent with the outcomes to be determined by the school's music instructor in cooperation with the lesson provider.
- Logistics of time and location will be determined in cooperation with the school site and transportation will be provided by the family.
- Create before and after school art opportunities for students and families.
 - This cost would be borne by families.
 - Implementation Plans:
 - The opportunity for these enrichments is not related to a classroom grade or activity. Therefore, they need to be promoted delicately; they are enrichment only.
 - Establish a pricing model, along the lines of Community Education.
 - Logistics of time and location will be determined in cooperation with the school site and transportation will be provided by the family.
- New Classes in Middle School
 - Eighth Grade Art
 - Textbooks \$7,000
 - Art supplies \$3,000
 - Curriculum writing time \$1,000
 - Implementation date 2009-10
 - Creative Writing/Drama
 - Textbooks \$4,000
 - Materials/supplies \$1,000
 - Curriculum writing time \$1,000
 - Implementation Date 2009-10
 - Implementation Plans:
 - Classes have been promoted, communication has occurred with both students and families, and student have registered.

- Determine the viability of each class; financial consideration and enrollment guidelines must be followed.
- Secure appropriate space and schedule the class(es).
- Assign appropriate staff.
- Provide assigned staff with time to complete the curriculum writing process. Identify standards, course outcomes, unit emphasis, common formative and summative assessments, materials, and pacing.
- Through the textbook approval process, identify and recommend appropriate textbook, software, or other instructional core materials.
- Follow the curriculum evaluation process, make recommendations for improvements, and implement changes in 2010-11.

E. High School

1. Implement individual and group Band lessons at the high school.

- High School band lessons would require an additional .4 FTE at approximately \$24,000.
- Implementation date 2010-11
- Implementation Plans:
 - Determine the student need. Curriculum writing will focus on student assessment as the musical lessons will be highly differentiated based on student skills and abilities.
 - The scope and sequence of the lessons will be determined by the Band instructors and will require curriculum writing time. Cooperation between levels will be required to ensure the skill development is coherent and aligned.
 - This model does not have students being removed from a class to receive lessons; they are already in the Band class with two instructors. Therefore the effective implementation of the individual or group lesson requires extensive communication and planning between the two.
 - Secure appropriate space.

2. Implement individual and group Choir lessons at the high school.

- High School voice lessons would require an additional .4 FTE at approximately \$24,000.
 - Implementation date 2011-12
 - Implementation Plans:
 - A determination of student need is required. Individualizing the lesson to student skill and ability is essential.
 - The scope and sequence of the lessons will be determined by the Choir instructors and will require curriculum writing time. Cooperation between levels will be required to ensure the skill development is coherent and aligned.
 - This model does not have students being removed from a class to receive lessons; they are already in the Choir class with two instructors. Therefore the effective implementation of the individual or group lesson requires extensive communication and planning between the two.
 - Appropriate physical space is required.
3. Implement individual and group Orchestra lessons at the High School.
- High School orchestra lessons would require an additional .4 FTE at approximately \$24,000
 - Implementation date 2011-12
 - Implementation Plans:
 - The scope and sequence of the lessons will be determined by the Orchestra instructors and will require curriculum writing time. Cooperation between levels will be required to ensure the skill development is coherent and aligned.
 - Following the sequence of individual lessons from the Middle School program will ensure continuity throughout the Orchestra program.
 - This model does not have students being removed from a class to receive lessons; they are already in the Orchestra class with two instructors. Therefore the effective implementation of the individual or group lesson requires extensive communication and planning between the two.
 - Appropriate practice space must be procured.

F. PreK-12 levels

1. Continue to pursue through the Minnetonka Foundation and others the opportunity for various artist-in-residence opportunities.

2. Create partnerships with various professional musicians in an exchange program or other options.
3. Pursue relationships with colleges or universities that may combine the talents of the instructors.

ATTACHMENTS:

2008-09 Fine Arts Report

Submitted by: 
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Concurrence: 
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