

# 2014-2015 World's Best Workforce Report Summary

District or Charter Name White Bear Lake Area Schools (ISD 624)

Contact Person Name and Position Sara Paul, Assistant Superintendent

## Overview

In accordance with Minnesota Statutes, section 120B.11, the school board for White Bear Lake Area Schools has published this annual report on the previous year's plan and has held an annual public meeting to review goals, outcomes and strategies. An electronic summary of the annual report has been sent to the Commissioner of Education.

## Stakeholder Engagement

### Report

- <http://www.isd624.org/Files/teachingandlearning/201415wbwfreportssummary.pdf>

### Annual Public Meeting

- <http://www.whitebear.k12.mn.us/Files/teachingandlearning/wbwfpp.pdf>
- <http://www.whitebear.k12.mn.us/Files/teachingandlearning/wbwfadvisor11215.pdf>

## District Advisory Committee

|               |                      |
|---------------|----------------------|
| <u>  13  </u> | Parents              |
| <u>  2  </u>  | Students             |
| <u>  8  </u>  | Staff/Teachers       |
| <u>  2  </u>  | School Board Members |
| <u>  1  </u>  | Businesses           |
| <u> 22  </u>  | White                |
| <u>  2  </u>  | Black                |
| <u>  2  </u>  | Latino               |
| <u>  1  </u>  | Native American      |
| <u>  2  </u>  | Hmong                |
| <u>  2  </u>  | SPED                 |
| <u>  7  </u>  | North Side           |
| <u>  7  </u>  | South Side           |
| <u>  9  </u>  | Unidentified         |

## Goals and Results

The 2014-15 school year was established as a learning year. Our focus was on creating coherence and alignment by bringing several disparate plans into one plan.

|  | 2014-2015 Goals   | 2014-2015 Goal Results   |  |                     |                       |              |       |       |
|--|---|--|--|---------------------|-----------------------|--------------|-------|-------|
| <b>Milestone One: All Students Ready for Kindergarten</b>                        | <p>Learning year focus- Our 2014-15 goals were to:</p> <ul style="list-style-type: none"> <li>A. Increase awareness of pre-K opportunities and,</li> <li>B. To conduct a review of Pre-K programming.</li> </ul>  | <ul style="list-style-type: none"> <li>A. Increasing awareness and access to pre-K opportunities. Increasing awareness was accomplished through printed materials distributed in public areas and mailings, targeted communications via pre-school liaisons, Help Me Grow referrals and electronic/online access. Increasing access was accomplished through Pathway Scholarships, Title Program at Vadnais and Outreach to Infant Programs and Family Literacy programs.</li> <li>B. The two areas of focus for the Pre-K Program Review are facility review, convening of working groups to address readiness for school success.</li> </ul> <p>Stakeholder meetings were also held. The Pre-K Program review informed our intentional connecting of Milestone 1 to Milestone 2.</p>   |  |                     |                       |              |       |       |
| <b>Milestone Two: All Students in Third Grade Achieving Grade-Level Literacy</b> | <p>Consistent with the Minnesota Legislature’s value for early literacy, WBLAS strives for all students to be achieving grade level literacy by third grade.</p> <p>Learning year focus- Our 2014-15 goals were to:</p> <p>A. The overall goal of our academic return on investment analysis was to identify which components of our primary literacy framework are most effective for different learner segments. The analysis was</p> | <ul style="list-style-type: none"> <li>A. Academic Return on Investment Analysis Results <ul style="list-style-type: none"> <li>● Statistically significant results were found in two areas of our literacy program in regards to our definition of success: <ul style="list-style-type: none"> <li>○ Assessment Driven Instruction</li> <li>○ Implementation of Learning Targets</li> </ul> </li> </ul> </li> </ul> <p>The results of this analysis led to intentional professional development in preparation for the 2015-16 school year.</p> <p>B. 2014-15 3rd Grade Literacy Results</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Minnesota 2014-2015</th> <th>White Bear, 2014-2015</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>58.7%</td> <td>63.9%</td> </tr> </tbody> </table> |  | Minnesota 2014-2015 | White Bear, 2014-2015 | All Students | 58.7% | 63.9% |
|  | Minnesota 2014-2015   | White Bear, 2014-2015  |  |                     |                       |              |       |       |
| All Students   | 58.7%   | 63.9%  |  |                     |                       |              |       |       |

|  |  |  |                         |       |       |          |       |       |       |       |       |       |       |       |                   |       |       |                          |       |       |                    |       |       |
|--|--|--|-------------------------|-------|-------|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------------------|-------|-------|--------------------------|-------|-------|--------------------|-------|-------|
|  | <p>forward-looking with a goal of finding an association between the level of implementation of five core components of our instructional model and measurable literacy outcomes. Our definition of success was: A significant, positive relationship between the level of implementation of our literacy instructional model and the percent of target growth met by students.</p> <p>B. Connecting Milestone One to Milestone Two: Kindergarten readiness and third grade literacy goals are intuitively connected. Our preschool program review informed our work plan for 2015-16.</p> | <table border="1" data-bbox="760 212 1356 905"> <tr> <td>Asian/ Pacific Islander</td> <td>50.4%</td> <td>41.4%</td> </tr> <tr> <td>Hispanic</td> <td>35.2%</td> <td>50.0%</td> </tr> <tr> <td>Black</td> <td>33.4%</td> <td>45.2%</td> </tr> <tr> <td>White</td> <td>68.0%</td> <td>69.6%</td> </tr> <tr> <td>Special Education</td> <td>31.6%</td> <td>50.0%</td> </tr> <tr> <td>English Language Learner</td> <td>23.8%</td> <td>28.1%</td> </tr> <tr> <td>Free/Reduced Lunch</td> <td>40.1%</td> <td>46.0%</td> </tr> </table> <p>B. Connecting Milestone One to Milestone Two:</p> <p>Our work plan for 2015-16 to explicitly bridge learning from Preschool through third grade:</p> <ul style="list-style-type: none"> <li>● Embracing and learning the P3 learning continuum</li> <li>● Ensuring high quality learning environments and teaching</li> <li>● Using multiple measures to guide growth</li> <li>● Providing personalized, blended learning environments</li> <li>● Building professional capacity and making each school a hub of P3 learning</li> </ul> | Asian/ Pacific Islander | 50.4% | 41.4% | Hispanic | 35.2% | 50.0% | Black | 33.4% | 45.2% | White | 68.0% | 69.6% | Special Education | 31.6% | 50.0% | English Language Learner | 23.8% | 28.1% | Free/Reduced Lunch | 40.1% | 46.0% |
| Asian/ Pacific Islander  | 50.4%  | 41.4%  |                         |       |       |          |       |       |       |       |       |       |       |       |                   |       |       |                          |       |       |                    |       |       |
| Hispanic   | 35.2%  | 50.0%  |                         |       |       |          |       |       |       |       |       |       |       |       |                   |       |       |                          |       |       |                    |       |       |
| Black  | 33.4%  | 45.2%  |                         |       |       |          |       |       |       |       |       |       |       |       |                   |       |       |                          |       |       |                    |       |       |
| White  | 68.0%  | 69.6%  |                         |       |       |          |       |       |       |       |       |       |       |       |                   |       |       |                          |       |       |                    |       |       |
| Special Education  | 31.6%  | 50.0%  |                         |       |       |          |       |       |       |       |       |       |       |       |                   |       |       |                          |       |       |                    |       |       |
| English Language Learner   | 23.8%  | 28.1%  |                         |       |       |          |       |       |       |       |       |       |       |       |                   |       |       |                          |       |       |                    |       |       |
| Free/Reduced Lunch   | 40.1%  | 46.0%  |                         |       |       |          |       |       |       |       |       |       |       |       |                   |       |       |                          |       |       |                    |       |       |
| <p><b>Milestone Three: Close the Achievement Gap(s) Among All Groups</b></p> | <p>Learning year focus- Our 2014-15 goals were to:</p> <p>Conduct an extensive engagement process to develop an Equity Implementation plan for</p>   | <p>Equity Plan focus areas:</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <li>○ Increase screening at 3</li> <li>○ Increase effectiveness of K-5 multi-tiered System of Supports</li> </ul>  |                         |       |       |          |       |       |       |       |       |       |       |       |                   |       |       |                          |       |       |                    |       |       |

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|  | <p>the 2015-16 school year. The purpose of this plan is to close achievement and opportunity gaps.</p>   | <ul style="list-style-type: none"> <li>○ Broaden AVID as a key college and career strategy</li> <li>○ Increase access to dual enrollment programs</li> <li>○ Increase student engagement supports</li> </ul> <p>FAMILIES:</p> <ul style="list-style-type: none"> <li>○ Parent Institute for Quality Education</li> <li>○ Family Programming through AVID Implementation</li> <li>○ Intentional Social Interactions</li> </ul> <p>STAFF:</p> <ul style="list-style-type: none"> <li>○ Equity Coaching Training</li> <li>○ Strengthening instruction through professional development and technology</li> <li>○ Professional Development to support English Language Learners</li> </ul> <p>Aspiration: In three years, our goal is to be able to say that WBLAS does not have predictable achievement gaps or opportunity gaps.</p>  |
| <p><b>Milestone Four:<br/>All Students Career- and College-Ready by Graduation</b></p> | <p>Learning year focus:</p> <p>WBLAS has a tradition of rigorous course offerings. As part of our learning year, we:</p> <p><u>A. Increased Enrollment in Rigorous Coursework</u></p> <p>Analyzed participation in rigorous course offerings; and</p> <p><u>B. Reducing the Need for Remedial Coursework after Graduation</u></p> <p>Sought to create a partnership with a post secondary institution to</p> | <p>A. <u>Increased Enrollment in Rigorous Coursework</u></p> <p>As a result of strategic initiatives put in place for the 2015-16 school year, nearly two-thirds of the members of the senior class are enrolled in one or more rigorous options or in dual current enrollment courses offered between White Bear Lake Area High School and Century College; yet rigorous courses enrollment still does not reflect the demographics of our district. We will be conducting a comprehensive staff and student survey to consider several factors in an effort to reduce the opportunity gap and expose more students to rigorous coursework in the 2016-17 school year.</p> <p><u>B. Reducing the Need for Remedial Coursework after Graduation</u></p> <p>WBLAS strives to offer rigorous course offerings to all students. State and national trends reveal that three out of four students who enter two-year colleges must complete remedial work in English, mathematics, or both before enrolling in college level courses that count</p> |

|   |   |  |
|---|---|--|
|   | <p>reduce the need for remedial coursework.</p> <p><u>C. Career Pathways</u></p> <p>Sought to deepened relationships with industry partners to create and launch career pathways in 2015-16.</p>  | <p>toward their degrees. High School students who enroll in remedial courses in college have a lower percentage rate of two-year degree completion. For 2014-15, our goal was to work with post secondary institutions to offer dual enrollment courses at WBLAHS so that students can enter college without the need to take remedial courses. This year we are positioned for success. Since the Board approved these new courses last winter, 145 students enrolled in our new math and reading courses created in partnership with Century College to reduce the need for students to take remedial courses in college. We estimate that a dollar value of \$130,290 will be saved in tuition costs when students successfully meet the requirements of these courses and forego the need to take remedial courses when entering college.</p> <p><u>C. Career Pathways</u></p> <p>White Bear Lake Area Schools are working with industry partners to create four career pathways in Manufacturing, IT, Construction and Health Care. Courses and programs align with the skill needs of industries. We will be working with the Board to discuss feedback and recommendations for course proposals to be voted on in December, 2015.</p> |
| <p><b>Milestone Five: All Students Graduate</b></p> | <p>Learning year focus:</p> <p>While most students are graduating from high school, WBLAS is designing for ALL students to be successful after high school. This milestone is tightly aligned to our learning year focus for milestone 4. Our goals was to meet our learning goals in milestone four in order to improve our results in milestone five.</p> | <p><u>Steady Graduation Rate</u></p> <p>WBLAS 4-year graduation rate has been steady over the past several years: The Four-Year Graduation Rate is a four-year, on-time graduation rate based on a cohort of first time ninth grade students plus transfers into the cohort within the four year period minus transfers out of the cohort within the four year period.</p> <ul style="list-style-type: none"> <li>● 2012: 90%</li> <li>● 2013: 91%</li> <li>● 2014: 91%</li> <li>● 2015: 92%</li> </ul> <p>While most students are graduating from high school, WBLAS is designing for students to be successful after high school.</p>  |

## Identified Needs Based on Data

### Data Presentations

- <http://www.isd624.org/Files/teachingandlearning/school%20board%20proficiency%20and%20growth%208.10.2015%20final.pdf>
- <http://www.isd624.org/Files/teachingandlearning/mmr%20and%20focus%20rating%20wblas%20school%20board%209.28.2015.pdf>
- <http://www.isd624.org/Files/teachingandlearning/college%20readiness.pdf>

Achievement data for MCA's, NWEA/MAP, Explore, Plan and the ACT were analyzed at a district level as part of the ongoing work of our strategic plan. Perspectives from across the district were sought to develop the framework of our World's Best Workforce Plan.

As part of our 2014-15 planning for World's Best Workforce, we articulated that 2014-15 was going to be a learning year. Our focus was on creating coherence and alignment by bringing several disparate plans into one plan- Our World's Best Workforce Strategic Plan. Our professional development plan, equity plan, teacher evaluation and principal evaluation plans are aligned. These plans are now part of one World's Best Workforce Strategic Plan, all of which is grounded in student outcomes and closing the achievement gap. We have also provided clarity of roles and responsibilities aligned to organizational chart and in doing so have established mutual commitments for the work ahead. Specific needs identified included outcomes for students, staff, and families and are outlined in our public presentations.

We continue to effectively manage our scarce resources, making adjustments to ensure sustainable, accessible, quality programs. Our areas of increased support reflect our focus on equity in action.

### Systems, Strategies and Support Category- 2014-15 Alignment Work

#### Students

As part of our learning year, we identified the need to increase early childhood screening, and increased our efforts to make families aware of the opportunity and importance of screening at the age of three. We identified areas for improvement in our K-5 multi-tiered system of supports and offered a two-day training to support school teams to increase effectiveness of delivering these supports to students. We analyzed our delivery of our AVID program as a key college and career strategy to ensure that we are delivering a quality program and delivering the program to students that the program is intended to reach. By working in partnership with Century College, we increase access to dual enrollment programs. We also reallocated resources to increase student engagement supports in grades six through ten.

#### Teachers and Principals

- ***System to review and evaluate the effectiveness of instruction and curriculum***

The White Bear Lake Area Schools uses a continuous improvement model to assess and evaluate curriculum, instruction and learning programs. The focus of the review process is to use timely, accurate data to regularly inform and improve teacher practice and student achievement. Stakeholders throughout the system are involved in setting measurable goals, planning implementation frameworks and evaluating progress toward the goals. The effectiveness of curriculum and instruction is assessed and evaluated through the curriculum review process, building continuous improvement planning, the teacher and principal evaluation process and the District World's Best Workforce planning process.

- **Focus Areas**

- Equity Training and Planning Process

- As a result of our learning year in 2014-15, all district leadership team members are participating in equity training and teachbacks.
- The District Strategic Plan was aligned with the World's Best Workforce Plan and the Equity Implementation Plan.

- Literacy

- PreK-12 staff members deepened their understanding and implementation of the MN Academic Standards in Language Arts and Reading.
- Elementary staff members participated in ongoing training related to the implementation of Balanced Literacy and K-5 Core Literacy Instruction (conferring, close reading and leveling)
- Elementary staff members implemented learning targets and standards-based grading.

- Multi-tiered System of Support

- All elementary building intervention teams participated in a three-day RtI training to increase the effectiveness of the multi-tiered system of support model and to develop re-structured building implementation plans.
- Implementation of a multi-tiered system of support entered phase two of implementation at the secondary level in grades 6-10.
- All elementary leadership teams restructured their Elementary Intervention Block to more effectively implement the multi-tiered system of support model.
- Secondary subject area teachers participated in additional AVID trainings.

- Readiness for Kindergarten

- Early Childhood initiated the first phase of their program review to begin to identify what it means to be ready for success in Kindergarten and increase access to early learning opportunities.

- Teacher and Principal Evaluation

- All principals participated in CLASS re-certification training as part of our educator development and evaluation plan.
    - Building administrators, mentor teachers and district coordinators participated in ongoing instructional coaching training.
  - District
    - District Practices that integrate high-quality of instruction, rigorous curriculum, technology, and a collaborative professional culture
      - Comprehensive plans for district and school improvement are developed and/or revised annually and focus on increasing student achievement by improving instruction, upgrading curriculum and developing effective programming. District leaders and staff work in collaborative leadership teams to regularly monitor progress by engaging all owners of action items to report on their efforts and progress to implement our district strategic plan, equity plan and building continuous improvement plans. Professional learning opportunities aligned with district goals supported teachers in developing new strategies to engage students into deeper learning through authentic and relevant curriculum and instruction, strong student-teacher connections, and by helping students develop efficacy around their own learning.
- **Key Indicators of Progress**
  - Collaborative Inquiry and Planning
    - Each building school improvement team participated in a two-day data retreat where disaggregated data was studied, reflected upon and used to develop building continuous improvement goals.
    - Each building implemented a collaborative team learning model to establish student learning goals, monitor progress and adjust instructional strategies to assist students in meeting their learning goals.
  - High Quality Instruction and Rigorous Curriculum
    - Each secondary subject area department completed common assessments for their core courses.
    - Both middle school sites achieved authorization for International Baccalaureate Middle Years Programme.
    - A partnership was formed with Century College that allows juniors and seniors to take Critical Reading and Algebra 3 at the WBLAS campus and receive high school and a waiver from remedial coursework when they enter college, allowing them to access credit earning coursework upon graduation.



- The number of students taking college-level courses increased for a second year.
  - Two new courses in precision machining were approved to create a new career pathway for students in grades 9-12.
  - Elementary cluster teachers in Grades 3-5 participated in ongoing training in differentiated curriculum, instruction and assessment.
- Instructional Technology Integration
- The second phase of the technology 1:1 devices was implemented at Grades 7, 9 and 10.
  - Technology coaches and mentors supported teachers in using technology to personalized learning and to address 21st Century skills (collaboration, communication, creativity and critical thinking)

#### **Interconnected Overarching Strategies for 2015-16**

- In order to challenge each student, we need to know our students. Our overarching strategy is to implement processes that connect parents, students and staff in our understanding of students needs and interests. This year, our focus is on creating a student dashboard to access real time information about each student's areas of strength and areas for growth.
- As part of acting on our belief that all families are an essential asset to their students education, our overarching strategy is to better connect families, students and teachers/staff.
- In order for staff to develop the mindset and skills to engage with students and families to ensure all students are challenged and excelling academically and socially, we need to provide intentional, ongoing professional development. Our overarching strategy is to support intentional classroom practices aligned to professional development opportunities that enable staff to adapt to the assets and needs of diverse learners.
- WBLAS district staff will create opportunities for staff, families, and students to collaborate and access quality programs and services. Our overarching strategy is to provide intentional, real time data support to inform intervention and acceleration of student learning.

The alignment work that occurred during the 2014-15 school year has positioned WBLAS for accelerated success in 2015-16.