

World's Best Workforce Strategic Plan- Equity Component

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Equity In Action Across Our Strategic Plan

Executive Summary

Equity as a Systemic Strategy

Equity is a systemic strategy that crosses the lines of budgeting, staffing, academic programming, data and analysis, student and family engagement, and professional practice. Historically, Minnesota has viewed equity synonymously with integration. With recent statute change, equity is now intentionally linked to learning- requiring us to take a broader view-the right resources organized in the right way, doing the right work at the right time to deliver college and career student outcomes for all students, **with emphasis on students whose needs are not being met.**

Equity Implementation as part of our World's Best Workforce Plan

This White Bear Lake Area Schools (WBLAS) Equity Implementation Plan, a component of our WBWF Strategic Plan, **guides** the district in developing and maintaining a comprehensive understanding of our students' needs and interests, **builds** an environment that cultivates the diversity within our community, and **ensures** all students are challenged and excelling academically. We believe that the success of all students matters to everyone. To realize our mission we must meaningfully engage our students, families, and staff and intentionally design our system to capitalize on the engagement of students, staff and families.

By putting equity into action, we will align our resources, processes and outcomes to achieve our mission. This equity plan is the fundamental component for deepening our alignment to all components of our World's Best Workforce Plan.

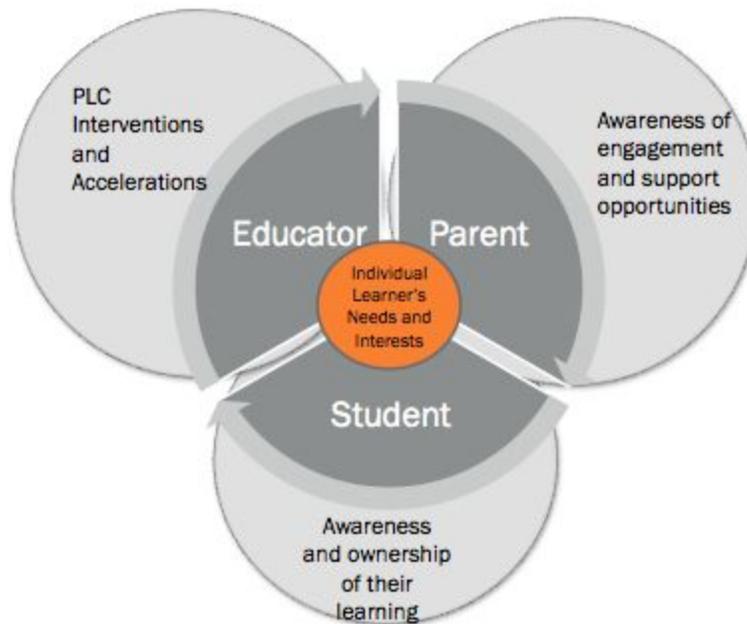
We have four equity promises to our students, families, school staff and district staff.

Interconnected Overarching Strategies

- 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 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 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.



Foundational Strategy- Connecting our understanding of students needs and interests

Our WBLAS Equity Promise- Students

Equity Promise

WBLAS will ensure all of our students develop a love for learning, excel academically, are inspired to realize their dreams, and become engaged citizens with a global perspective. We will do this by challenging each student within a dynamic, respectful and inclusive environment that nurtures the unique talents and abilities of every student, **with emphasis on students whose needs are not being met.**

Overarching Strategy

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 strategy is the backbone of our theory of action. By developing a one stop place for students, families and staff to see real time data regarding each student's areas of strengths and areas for growth. Data collected and monitored would include:

- Evidence of standards met (connected to in class assessments and learning targets)
- Performance on external assessments (MAP, MCA, MTAS, PLAN, EXPLORE, ACT)
- Attendance
- Student Engagement and Behavior
- Essential Life Skills (4 C's)
- Student Interests
- Interventions and Accelerations (Tier 1, Tier 2, Tier 3 and Out of School Time)

Anticipated benefits include having a greater understanding of individual characteristics of students and having increased confidence by staff in our ability to prepare all of our students, particularly our lowest performing students, for college and career readiness. We have existing elements in place that require strengthening. Currently we have student information in a variety of platforms (Naviance, Skyward, Viewpoint). In order to connect our understanding of students needs and interests, we will we design one platform to access real time and longitudinal data regarding each student's areas of strength and areas for growth. Work that is currently in place includes multi-tiered systems of supports in our elementary schools, as well as standards based report cards. At the secondary level, we have AVID programming in place, as well as a rich offering of Advanced Placement and College in the Schools, and Project Lead the Way courses. Research identifies 12 credits of concurrent enrollment (3 classes) as being strongly correlated to post-secondary success. Concurrent enrollment courses in Reading and Math have been added at South campus for the 2015-16 school year. These courses are designed to dramatically reduce the number of students needing to take remedial course work after graduating from high school. In addition, we are offering career pathway courses in the areas of construction and manufacturing to ensure students are "apprenticeship ready" when graduating from high school and positioned to access low cost, livable wage, post-secondary educational opportunities.

Metrics

Key metrics to serve as benchmarks to celebrate our work include academic performance, school attendance, school behavior, academic self efficacy, self perception and student engagement/participation. College and career programming will have participation that mirrors the population of our students.

Goal 1- WBLAS aims to ensure all students are ready for kindergarten.

Metrics:

- Early screening (screen at 3) meaning cannot be screened until 3
- Kindergarten Assessment
- Revisit common definition of Kindergarten Readiness

Goal 2- WBLAS aims for all students in third grade to achieve grade level literacy.

Metrics:

- Five components of literacy instruction identified in our Balanced Literacy Framework are Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension. These components are integrated with emphasis on the higher-level comprehension of skills expected in the new standards.
 - Phonemic Awareness/Phonics - Rhyming, Produces Letter Sounds, Segmenting, Blending, Decoding, Identifies Sight Words
 - Phonics/Fluency - Oral Reading (Accuracy, Rate, Prosody, and Integration)
 - Phonics/Fluency - Guided Reading Level
 - Comprehension - Oral Reading Record
 - Comprehension/Vocabulary - NWEA and MAP
- Percent of third-grade students on track to attend a four-year college based on the MAP reading test (students at or above a MAP score equivalent to ACT 21.)

Goal 3- WBLAS aims to close achievement gaps in reading and math.

Metrics:

- Percent of students proficient at grade level and engaged in school (disaggregated by race, ELL, SPED, FRL?)

Goal 4- WBLAS aims for all students to graduate from high school.

Metrics:

- Four year graduation rate trend

Goal 5- WBLAS aims for all students to be college and career ready before graduating from high school.

Metrics

- Collected for district planning purposes- Grades 1-7: Year to year MAP reading and math test scores (students at or above a MAP score equivalent to ACT 21.)
- Grades 8-11: Explore, Plan and ACT
- Number of students connected with staff and mentors for individualized support
- Number of students with plans to complete 12 concurrent enrollment credits for all students (disaggregated by student groups)

Performance at Three Year Vision

We are able to say that WBLAS does not have predictable achievement gaps or opportunity gaps.

Owner of Key Activities for Students: Sara Paul

<u>Design Element</u>	<u>Owner</u>
● Screen at age 3	Nancy Melquist,
● Child Find (This is a more accurate descriptor of my role)	Danielle Barkley
● PreK-3 Program alignment	Kristine Wehrkamp, Kathleen Daniels, Jason Healy, Sara Svir (Principal Liaisons)
● K-5 Core Literacy Instruction	Ann Malwitz, Principals
● Design to create one stop for real time and longitudinal data	David Allison
● Data components of the student data dashboard	Brian Morris
● Connecting our understanding of students needs and interests	Principals
● Grade Level Teams- Connected to SLG Goals	Principals, GL Teams/ Subject Teams
● HS Subject Area Assessment for Learning	Principals, Department
● Multi-Tiered System of Supports	Elementary Principals
● Concurrent Enrollment Programs	
○ AP/CIS Enrollment (EOS)	Tim Wald
○ Century Concurrent Enrollment	Christina Pierre
○ Career Pathways	
■ Manufacturing	Don Bosch, Tim Wald

- Construction
- IT
- AVID Implementation
- Student Engagement Supports
- EMID Student Groups

Gretchen Harriman
Mark Garrison
AVID Director (TBD), Principals
MS Principals, D. Bosch, D. Nabors
Graciela, Malia

Our WBLAS Equity Promise- Families

Equity Promise

WBLAS believes that all families are an essential asset to their student's education. WBLAS will engage with families in a variety of ways to support and develop the unique talents, abilities, interests, cultural backgrounds, and social/emotional and academic needs of our students.

Overarching Strategy

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.

Anticipated benefits- For all of our students to graduate college and career ready, we will be intentionally deepening existing programs and establishing new programs to align students, parents and staff around college and career readiness strategies for students.

We currently have a robust communication plan to inform a multitude of stakeholders of the great work that has happened in WBLAS. The key to our improvement is proactive communication. Our opportunity lies in shifting our actions to proactive communications and to consistently consider whether or not all of our families have the opportunity to get information before events happen. Additional factors to consider include: event format, timing, and environment. This focus will not only increase participation in informational events, academic and social events, and multi-cultural events; proactive communications will increase WBLAS' engagement with families to support and develop the unique talents and abilities, interests, and social/emotional and academic need of our students.

WBLAS will be launching two new programs: a Parent Institute for Quality Education (PIQE), and events to increase intentional social interaction. PIQE creates partnerships between parents, students and educators to further students' academic success. This free, nine-week program educates parents on how to foster a positive educational environment for their children both at home and at school. Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their kids' surrounding their academic successes and challenges; discussing children's college expectations; and more. Creating a bridge between home and school is also emphasized. Parents learn about how grades are used for college admittance; what classes are important and needed for children planning to attend college; how to navigate the school system, and other information vital to academic success of their children. Classes are taught in Spanish, Hmong and English, by trained PIQE facilitators, who are members of our White Bear Lake area communities. The class series culminates in a parent group meeting with the school principal, followed by a PIQE graduation ceremony.

We will be hosting district-wide events, utilizing the Intentional Social Interaction model (ISI) to catalyze effective collaboration and productive problem solving strategies. Working with an organization called Marnita's Table, we will literally provide everyone a seat at the table for

peer-to-peer exchange and collaboration. The Marnita’s Table model is aligned with our District core values. All who come to the table feel uniquely welcomed and included. The events are organized to ensure that the voices of all stakeholders regardless of age, ethnicity, gender-identification or other means of self-identity or expertise are welcomed into the conversation. Food and conversation are informal, yet vital components of these events. The conversations are not theory focused; rather, conversations are focused on what is happening right now.

Metrics

Our goal is to better connect families, students and teachers/staff and we will measure success by family participation in and satisfaction of our programs and activities, and we will measure parent perception of our responsiveness to parent input for system improvement.

Performance at Three Year Vision

Through increased communications, programming and relationship building, greater than 85% of students, parents, and staff are satisfied- highly satisfied around college and career readiness strategies for students.

Owner of Key Activities for Families: Sara Paul

<u>Design Element</u>	<u>Owner</u>
● Parent Institute for Quality Education/ Alignment to Adult ESL	Graciela, Malia, Kristine W.
● Family Programming through Deeper AVID Implementation	AVID Coordinators/Principals
● Proactive Communications to LEP Families	Marisa/ Principals
● Intentional Social Interactions Events(ISI)	Kathleen, Graciela, Malia
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Our WBLAS Equity Promise- School Staff

Equity Promise

WBLAS staff believes in the academic ability of all students and understands the needs and interests of each student. WBLAS staff will develop the mindset and skill set to engage with students and families to ensure all students are challenged and excelling academically and socially.

Overarching Strategy

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. We anticipate that a key benefit to this alignment and coherence is to collectively experience better student results while strategically bringing in new initiatives as we exit other initiatives. Our attention will be on adapting to the needs of the learner as we engage in a reflective process of where we are and where we desire to be. To focus our professional development offerings in line with our equity goals, we will strengthen our existing Multi-Tiered System of Supports (MTSS), both its structure and processes. The needs of english language learners will be addressed through including EL teachers in MTSS training, intervention processes, and our continuous work to increase effectiveness of core instruction. Cabinet members, principals, teaching and learning team members will all attend equity training throughout the year and target teach-backs to support components of this equity plan.

Equity Coaching Professional Development for Leadership Team, including Cabinet members, district staff and principals.

This six-day, yearlong workshop, provided by Jamie Almanzan of the Equity Collaborative in Oakland, CA, is designed for peer evaluators, peer coaches, equity coaches, and administrators to build coaching and facilitation skills with a focus on educational equity. The training will allow participants to share their coaching experiences, to receive feedback on those experiences, and to further deepen their skills in culturally responsive instructional coaching.

Metrics

Cabinet development and evaluation goals aligned to Principal development and evaluation goals aligned to Teacher development and evaluation goals as part of implementation of our WBWF strategic plan.

Performance at Three Year Vision

Equity professional development is connected to tangible district action and all staff feel part of an aligned system that has significantly increased all students successful trajectory towards college and career readiness and transition.

Owner of Key Activities for School Staff: Sara Paul

<u>Design Element</u>	<u>Owner</u>
Multi-Tiered System of Supports Training and Implementation Supports	Brian Morris, Ann Malwitz
Restructuring of Elementary Intervention Block	Principals
Equity Coaching Training	Ann Malwitz
6-12 Increased AVID training across subject area teachers	Secondary Principals
EL Framework and embedded professional development	Kathleen Daniels, Ann Malwitz
Teacher induction including mentors	Rochelle Michels, David Lamwers, Principals
Equity Training and Teachbacks	Ann Malwitz
Equity Support for teachers of Concurrent Enrollment Courses	Don Bosch, Tim Wald

Our WBLAS Equity Promise- District Staff

Equity Promise

WBLAS district staff will create opportunities for staff, families, and students to collaborate and access quality programs and services. WBLAS district staff will develop the mindset and skill set to support and engage with school staff, students and families to ensure all students are challenged and excelling academically and socially.

Equity is a systemic strategy that crosses the lines of budgeting, staffing, academic programming, data and analysis, student and family engagement, and professional practice. District staff and leadership have a responsibility to organize the right resources in the right way, doing the right work at the right time to deliver college and career student outcomes for all students. For this systemic work to be accomplished, WBLAS district staff and leadership must develop the mindset and skill set to support and engage with school staff, students and families.

Overarching Strategy

Our overarching strategy is to provide intentional, real time data support to inform intervention and acceleration of student learning. The District will continue to shift away from an over usage of averages and aggregation of data. We will see equity issues clearly by shifting towards disaggregating data and providing real-time data and professional development to support student learning. To continue our focus on alignment and coherence, this plan increases role clarity to strengthen our processes, maximize resources, ensure intentional programming and increase student outcomes.

In addition, we will continue to apply an equity lens to our recruitment, hiring, and retention of diverse staff that mirrors our district demographics. We will also increase our equity lens when making core curriculum adoption decisions to reflect diverse perspectives. This will be accomplished by capitalizing on work of the Youth Executive Board (YEB) to bring the Hmong culture and perspective into our curriculum. Student members of the YEB will present their work to curriculum leaders in the Fall and curriculum leaders will infuse recommendations into the core curriculum. In addition, we will work with EMID to research, select and infuse resources that increase an understanding of the American Indian perspective.

Performance at Three Year Vision

District leaders and staff are regularly monitoring progress by engaging all owners of action items to report on their efforts and progress to implement our equity action plans and working together to continuously improve. District leaders are mutually accountable for results and actively engage in equity training and leading with an equity lens.

Owner of Key Activities for District Staff: Sara Paul

Design Element

Owner

- Data Support and Analysis Brian Morris
- Recruitment, Hiring and Retention of diverse staff Linda Goers
- Curriculum materials to increase diverse perspectives Ann Malwitz
- Leadership reporting out on Equity Plan Cabinet

District Leadership and Staff Development: Action Plan Owner-Sara Paul

Design Element

Owner

- Equity Training to Support Equity in Action Cabinet members

Federal Programs: Action Plan Owner- Wayne K (Grant Submission, Budget), Sara Paul (Implementation)

Design Element

Owner

- Title One Tami V (compliance support)
- Title Two Ann M
- Title Three Kathleen Daniels
- Title Seven Kristine Wehrkamp/Brandon Johnson

Conclusions- Where we have been and where we are going

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. In doing so we have followed through on the following commitments:

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.

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. Expect to see tangible progress reflected in our annual World's Best Workforce Plan and we look forward to celebrating our accomplishments with students, staff, families and our community.

World's Best Workforce Plan Metrics

World's Best Workforce Plan Components

Goal 1- WBLAS aims to ensure all students are ready for kindergarten.

Metrics:

- Early screening (screen at 3)
- Kindergarten Assessment
- Revisit common definition of Kindergarten Readiness

Goal 2- WBLAS aims for all students in third grade to achieve grade level literacy.

Metrics:

- Five components of literacy instruction identified in our Balanced Literacy Framework are Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension. These components are integrated with emphasis on the higher-level comprehension of skills expected in the new standards. (Ann will insert metrics)
 - Phonemic Awareness/Phonics - Rhyming, Produces Letter Sounds, Segmenting, Blending, Decoding, Identifies Sight Words
 - Phonics/Fluency - Oral Reading (Accuracy, Rate, Prosody, and Integration)
 - Phonics/Fluency - Guided Reading Level
 - Comprehension - Oral Reading Record
 - Comprehension/Vocabulary - NWEA and MAP
- Percent of third-grade students on track to attend a four-year college based on the MAP reading test (students at or above a MAP score equivalent to ACT 21.)

Goal 3- WBLAS aims to close achievement gaps in reading and math.

Interconnected Overarching Strategies to shift from reactive to proactive system of supports

- In order to challenge each student, we need to know our students. In order to challenge each student, we need to know our students. Our overarching strategy is to implement processes that connecting 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.
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- 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.

Metrics:

- Percent of students proficient at grade level and engaged in school (disaggregated by race, ELL, SPED and FRL)

Goal 4- WBLAS aims for all students to graduate from high school.

Metrics:

- Four year graduation rate trend
- Report on 5+ grad rates for Transition Plus students.

Goal 5- WBLAS aims for all students to be college and/or career ready before graduating from high school.

Metrics

- Collected for district planning purposes- Grades 1-7: Year to year MAP reading and math test scores (students at or above a MAP score equivalent to ACT 21.) Surrounding districts use 24
- Grades 8-11: Explore, Plan and ACT
- Number of students connected with staff and mentors for individualized support
- Number of students with plans to complete 12 concurrent enrollment credits for all students (disaggregated by student groups)

Goal 6- WBLAS aims to provide a three- year Educator evaluation process that is designed for growth and development to meet the learning needs of all of our students.

- From, “we are going to improve over last year,” I am setting a rigorous goal for growth/proficiency informed by multiple data points about the individual learning needs of my current students. Need a tangible example for secondary.

Goal 7- WBLAS aims to provide a three- year Principal evaluation process that is designed for growth and development to meet the learning needs of all of our students.

- The foundation to our professional development plan is the critical role of the principal to manage three areas: Student Learning Outcomes, classroom practices and core instruction, and family engagement. See document: Principal Evaluation Process and Sample of Summative Evaluation)

Goal 8- WBLAS aims to provide a comprehensive Professional Development Plan that is integrated into all design elements of our World’s Best Workforce Plan.

Professional development is not a function without a purpose. Professional development is organized around four key processes:

1. Capacity building to design and deliver learning around individual student data. Common prep time, student learning goals, intervention/accelerations blocks, mentors, assessment for learning, and PLCs are designed to support feedback loops using real time, individual student data. Teachers design, develop and evaluate learning experiences and assessments incorporating technology tools and resources to advance student learning.
2. Core instruction as part of the multi-tiered system of supports. Problem solving team and clarity of roles and responsibilities are designed to support classroom interventions/accelerations and push-in supports
3. PBIS- Aligned to academic tiers of interventions and supports
4. Interdisciplinary teams (following Mayo model)
Increased collaboration between classroom teachers (PLCs). For example: intervention teachers and out-of-school time teachers, PK-3 teachers. The goal is to vertically and horizontally align and maximize instructional time.