



World's Best Workforce Plan 2017-2018

Public Meeting – September 6, 2017
Presented By: Cari Jo Drewitz, Director of Curriculum,
Instruction and Assessment; Marcy Doud, Assistant
Superintendent; Laurie Hume, Assistant Director of Early
Learning; Andrea Saenz, English as a Second Language
and Equity Program Coordinator

World's Best Workforce Plan



According to Minnesota Statute 120B.11, school districts must develop a World's Best Workforce Plan. The school board should hold an annual public meeting to review the district's progress towards achieving student achievement goals, plans and strategies for improving curriculum and instruction.

School District 197 reviews this plan annually and adjusts annually implementation targets as needed.

WEST ST. PAUL – MENDOTA HEIGHTS – EAGAN AREA SCHOOLS

STRATEGIC FRAMEWORK

Mission

Our Core Purpose

School District 197 provides a challenging educational environment that instills in each student a lifelong passion for learning, empowers all students to achieve their personal goals and academic potential, and prepares them to be responsible citizens in an interconnected world.

Core Values

What Drives Our Words and Actions

- **Accountability:** Upholding a shared commitment to achieving goals, producing measurable results, and ensuring transparent communication.
- **Collaboration:** Engaging in partnerships founded on interdependence, trust, and transparency.
- **Curiosity:** Inspiring a lifelong desire to learn and grow.
- **Equity:** Providing all students with equitable access to educational resources and opportunities.
- **Excellence:** Setting high expectations and focusing on continuous improvement.
- **Innovation:** Encouraging creative problem solving, critical thinking, and risk taking.
- **Respect:** Demonstrating personal responsibility, holding high regard for self and others, and honoring individual gifts, talents, and perspectives.
- **Stewardship:** Allocating resources in a wise, sustainable manner to cost-effectively achieve our vision.

Vision

What We Intend to Create

- Comprehensive and exemplary academic and co-curricular programs and services
- Rigorous 21st Century curriculum and instruction based on current research and best practices.
- A safe and respectful learning community.
- A welcoming environment that embraces diversity.
- The leading educational choice in the community.

Goals

A

Achieve measurable growth and continuous progress for each student.

B

Narrow the achievement gap.

C

Personalize learning by offering multiple pathways and opportunities to explore individual interests and talents.

D

Prepare students to be career or college ready.

E

Deliver high impact early learning opportunities.

F

Transform teaching and learning through the innovative use of technology and other nontraditional methods and media.

Strategic Goals					
Goal A: Measureable Growth	Goal B: Achievement Gap	Goal C: Personalized Learning	Goal D: Career and College Ready	Goal E: Early Learning	Goal F: Technology and Innovation
Achieve measurable growth and continuous progress for each student.	Narrow the achievement gap.	Personalize learning by offering multiple pathways and opportunities for students to explore individual interests and talents.	Prepare students to be career or college ready.	Deliver high impact early learning opportunities.	Transform teaching and learning through the innovative use of technology and other non-traditional methods and media.
Core Strategies					
<p>A1: Create a multi-tiered educational model in math and reading that serves all students.</p> <p>A2: Explore ways to expand gifted programming in the district.</p> <p>A3: Develop a comprehensive and viable curriculum.</p> <p>A4: Practice shared responsibility for student success by strengthening and supporting collaborative teacher teams and enhance administration's capacity to lead and manage change.</p> <p>A5: Develop a common framework for classroom instruction (design and planning, common instructional language and vocabulary, and a consistent use of research-based instructional strategies).</p>	<p>B1: Increase staff cultural competency throughout the entire district.</p> <p>B2: Provide educational opportunities for families to support learning at home and at school.</p> <p>B3: Increase the ways in which school information is communicated in multiple languages.</p>	<p>C1: Develop a long-term district strategy for personalizing learning.</p> <p>C2: Expand pathways for learning based on individual interests.</p> <p>Personalized learning is also addressed in the following goals:</p> <ul style="list-style-type: none"> Goal A1, A2 Goal D1 	<p>D1: Develop an electronic college and career portfolio beginning in 7th grade.</p> <p>D2: Expand options for students to successfully earn postsecondary credit concurrently while earning a high school diploma, including the potential to earn up to an Associate of Arts degree or other certifications that make students "job ready" upon graduation.</p> <p>D3: Increase the quality, fidelity, intensity, and consistency in AVID implementation at the secondary level.</p>	<p>E1: Increase early learning opportunities for families.</p> <p>E2: Develop an effective kindergarten transition model, including the creation of vertical curriculum and instructional alignment from Pre-K to grade three.</p> <p>E3: Establish horizontal alignment of Early Learning program services, curriculum and instruction based on research-based best practice</p>	<p>F1: Develop and implement a long-term strategy for personalizing learning through the use of personal computing devices.</p> <p>F2: Create blended learning environments.</p> <p>F3: Redesign learning spaces to accommodate 21st century learning.</p>

Measurement of Strategic Goals



- District Scorecard
- Annual Achievement and Implementation Targets
- Continuous Improvement Plans
- Professional Growth Plans



Goal A Results:
Achieve measurable growth and
continuous improvement for each student.



Major Actions in 2016-2017



- Curriculum Review
 - Technology Education, Family Consumer Sciences and Physical Education implemented new scope and sequence.
 - Physical Education implemented heart rate monitors.
 - Math selected new resources and developed K-12 scope and sequence.
 - Music completed year 1 of review.
 - Art developed new scope and sequence.

Major Actions in 2016-2017



- Shifted funding to support instructional coaches.
- Training in Total School Cluster Model through Purdue University.
- Balanced Leadership Training for all administrators on the “What Matter’s Most Framework”.
- Continued training in Classroom Instruction that Works for all E-12 staff.

Read Well by Third Grade



Minnesota Statute section 120B.12 requires that public schools annually submit data on reading proficiency for all students through Grade 3 to ensure that all students are on track to “read well” by the end of third grade.

Data submission to the Minnesota Department of Education is by July 1 each year.

Kindergarten Literacy Data



	Letter Identification Uppercase	Letter Identification Lowercase	Letter Sounds	Rhyming	Benchmark Assessment System (BAS)
Garlough	88%	83%	77%	71%	70%
Mendota	97%	85%	73%	81%	78%
Moreland	94%	87%	94%	96%	67%
Pilot Knob	97%	97%	97%	96%	80%
Somerset	97%	97%	97%	92%	92%
Overall	95%	90%	87%	87%	77%

Table above shows the percent of students that met the end of K targets in each assessment. BAS level D is end of year target.

Grades 1 – 3 Literacy Data



	Grade 1	Grade 2	Grade 3	Overall
Garlough	22%	44%	44%	37%
Mendota	63%	72%	60%	65%
Moreland	24%	47%	43%	39%
Pilot Knob	52%	62%	57%	57%
Somerset	75%	73%	75%	75%

Table above shows the percent of students that met the Spring Measures of Academic Progress (MAP) target for Minnesota Comprehensive Assessment(MCA) proficiency.

Grade 1: Target score 180

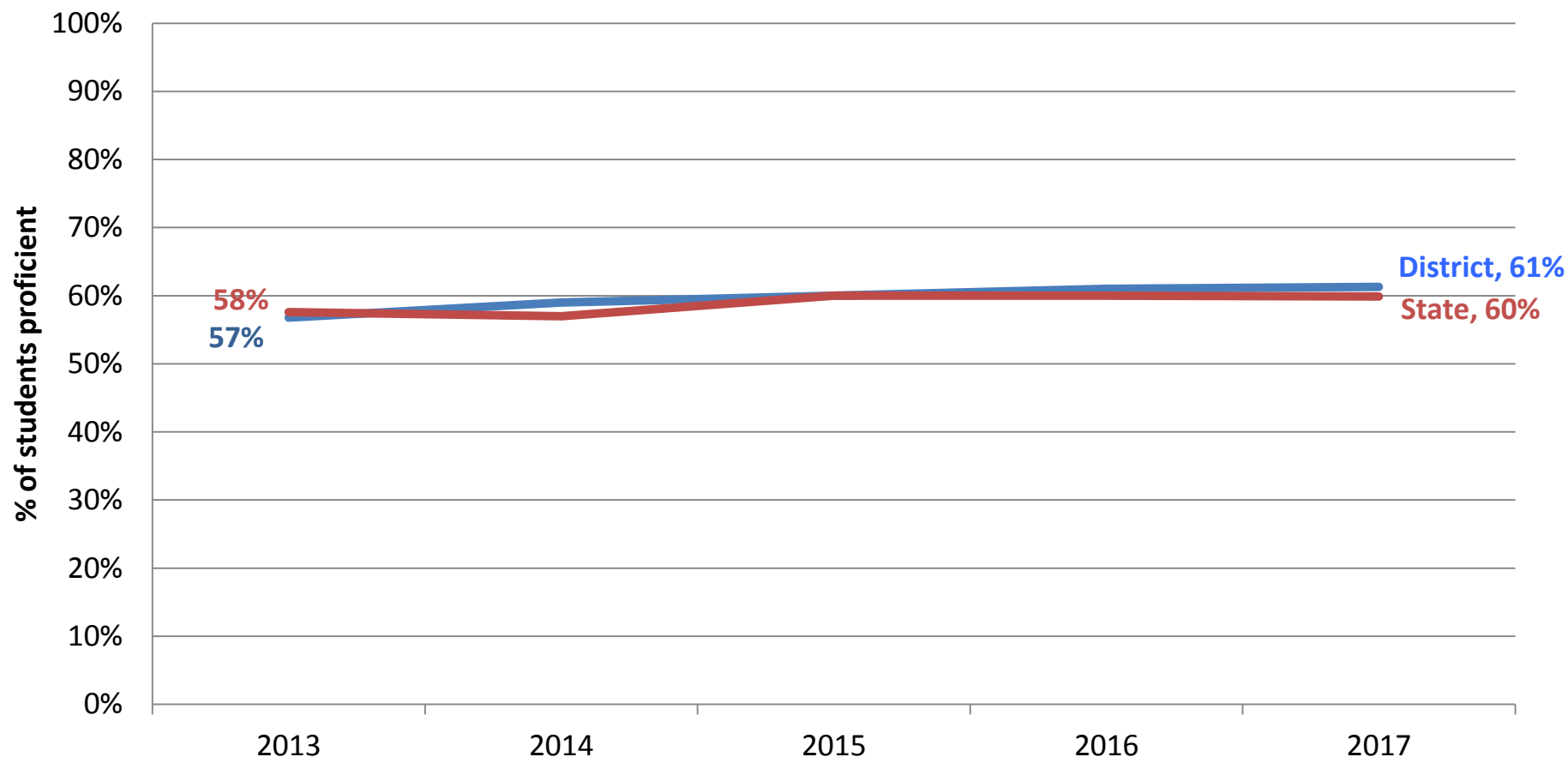
Grade 2: Target score 193

Grade 3: Target score 202

MCA Reading Trend



MCA III Reading Proficiency

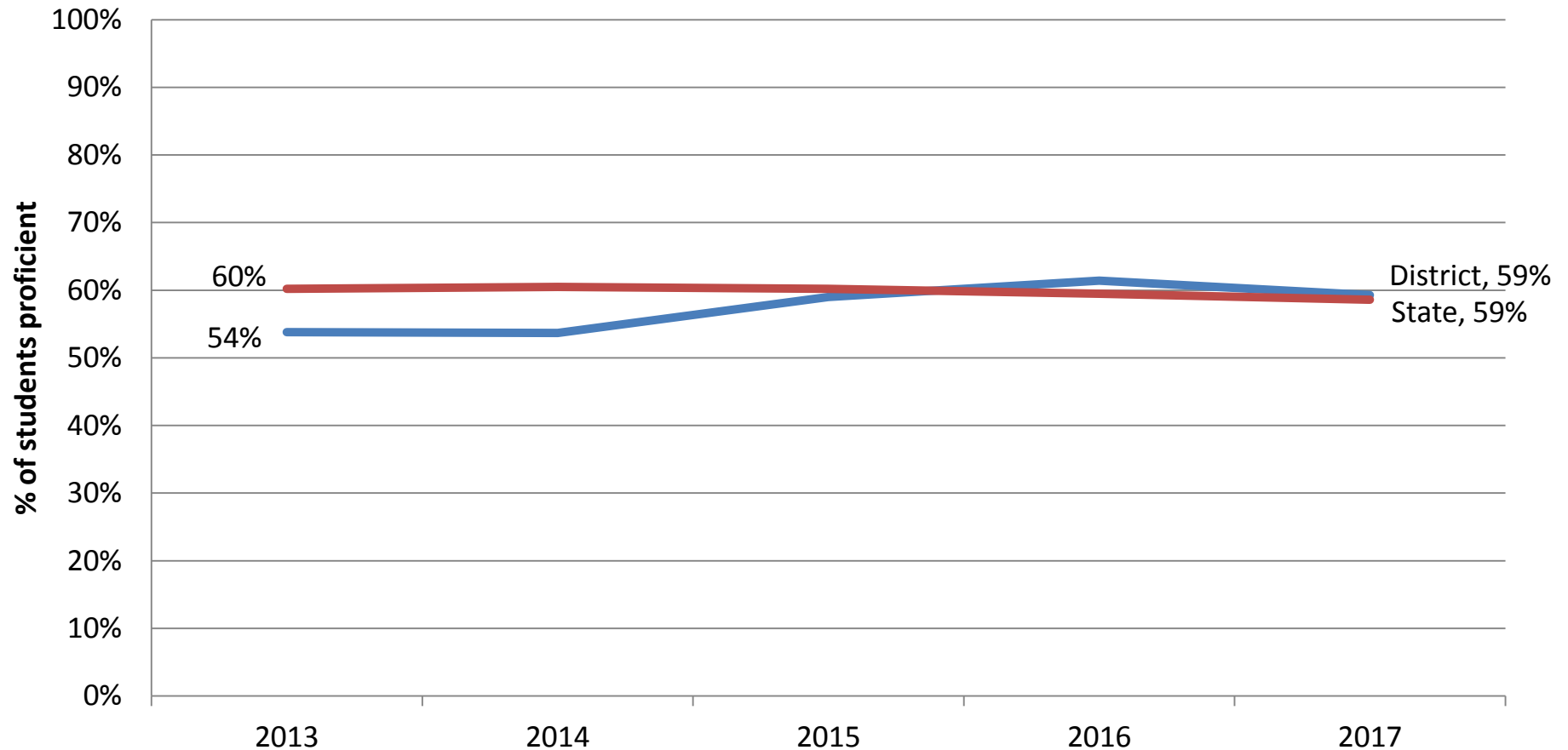


Source: MN Dept. of Education

MCA Math Trend



MCA III Math Proficiency

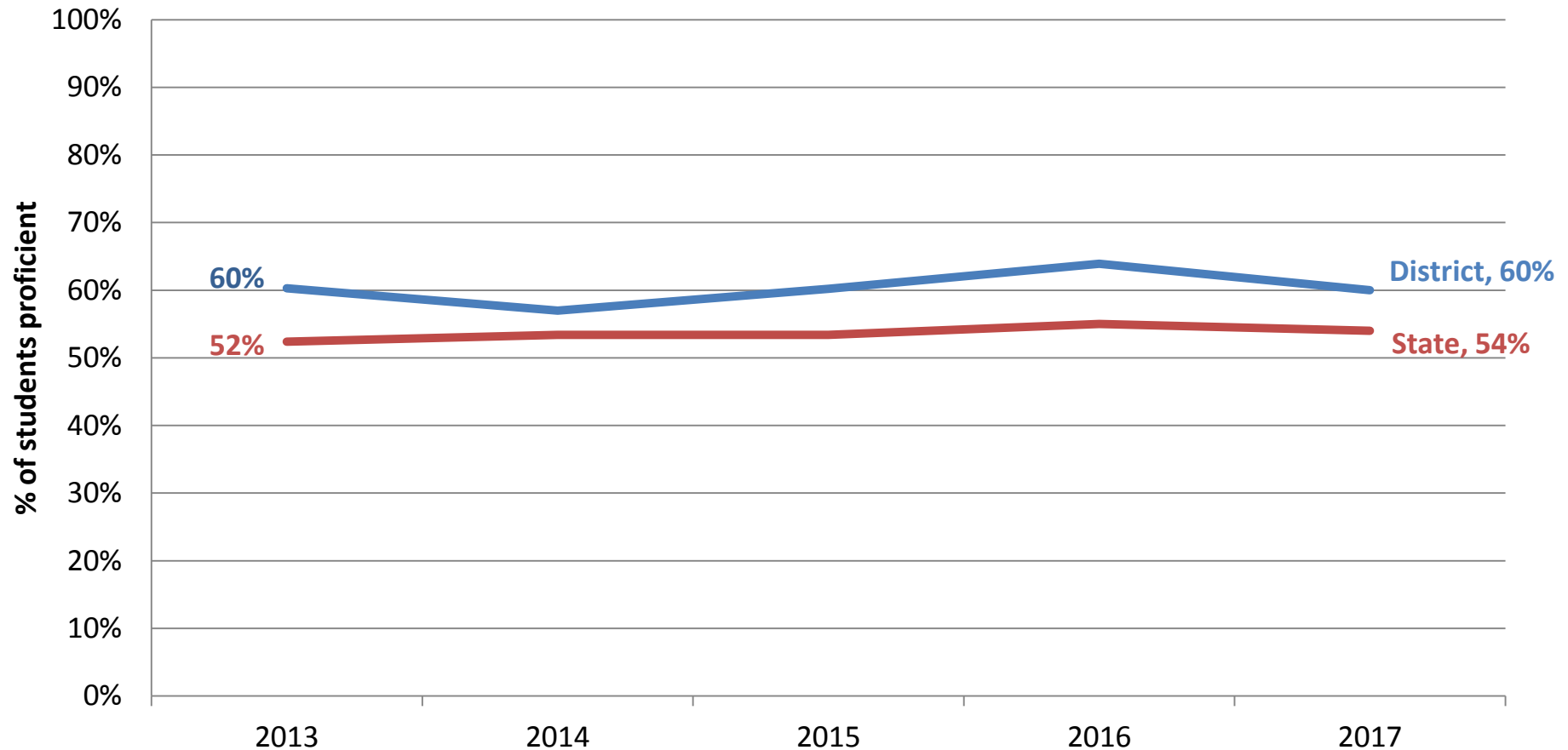


Source: MN Dept. of Education

MCA Science Trend



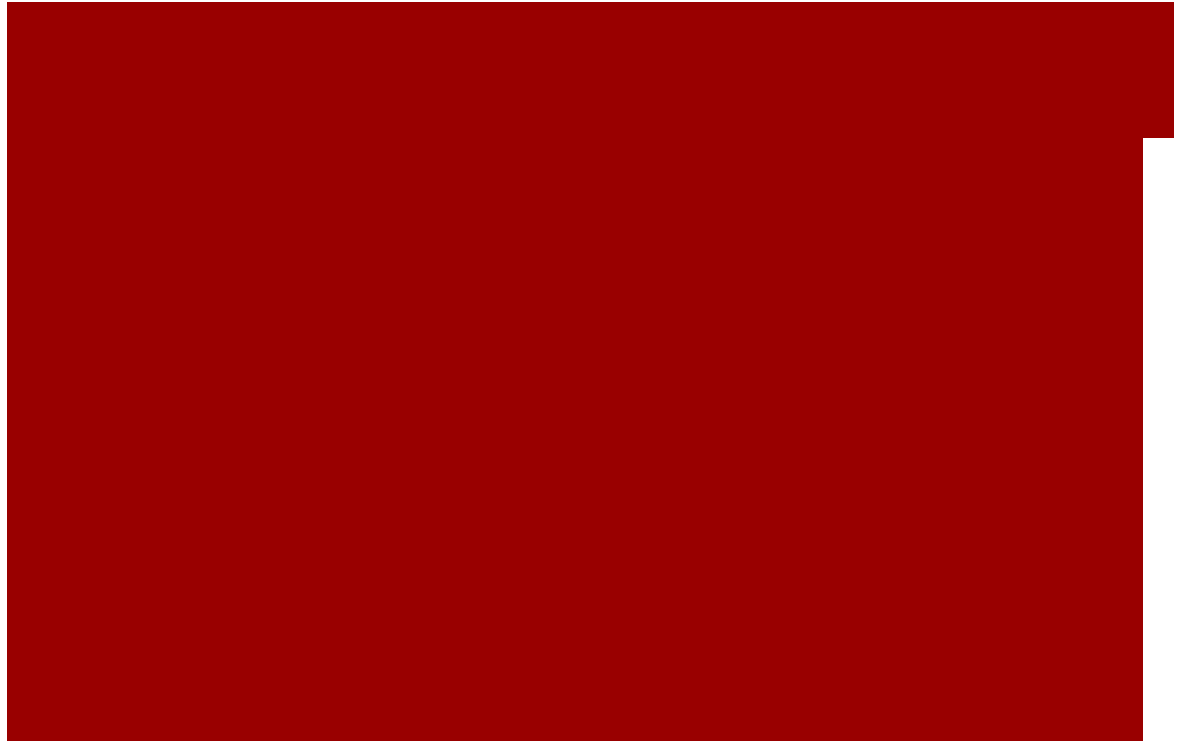
MCA III Science Proficiency



Focus Areas for 2017-2018



- Implement new math curriculum including common assessments.
- Complete year 2 of review in Art and Music.
- Implement Instructional Coaches – supporting math or literacy.
- Continue to refine elementary literacy intervention model.
- Continue Classroom Instruction that Works training.
- Implement “What Matters Most Framework” in Balanced Leadership.



Goal B Results: Narrow the Achievement Gap.



Major Actions in 2016-2017

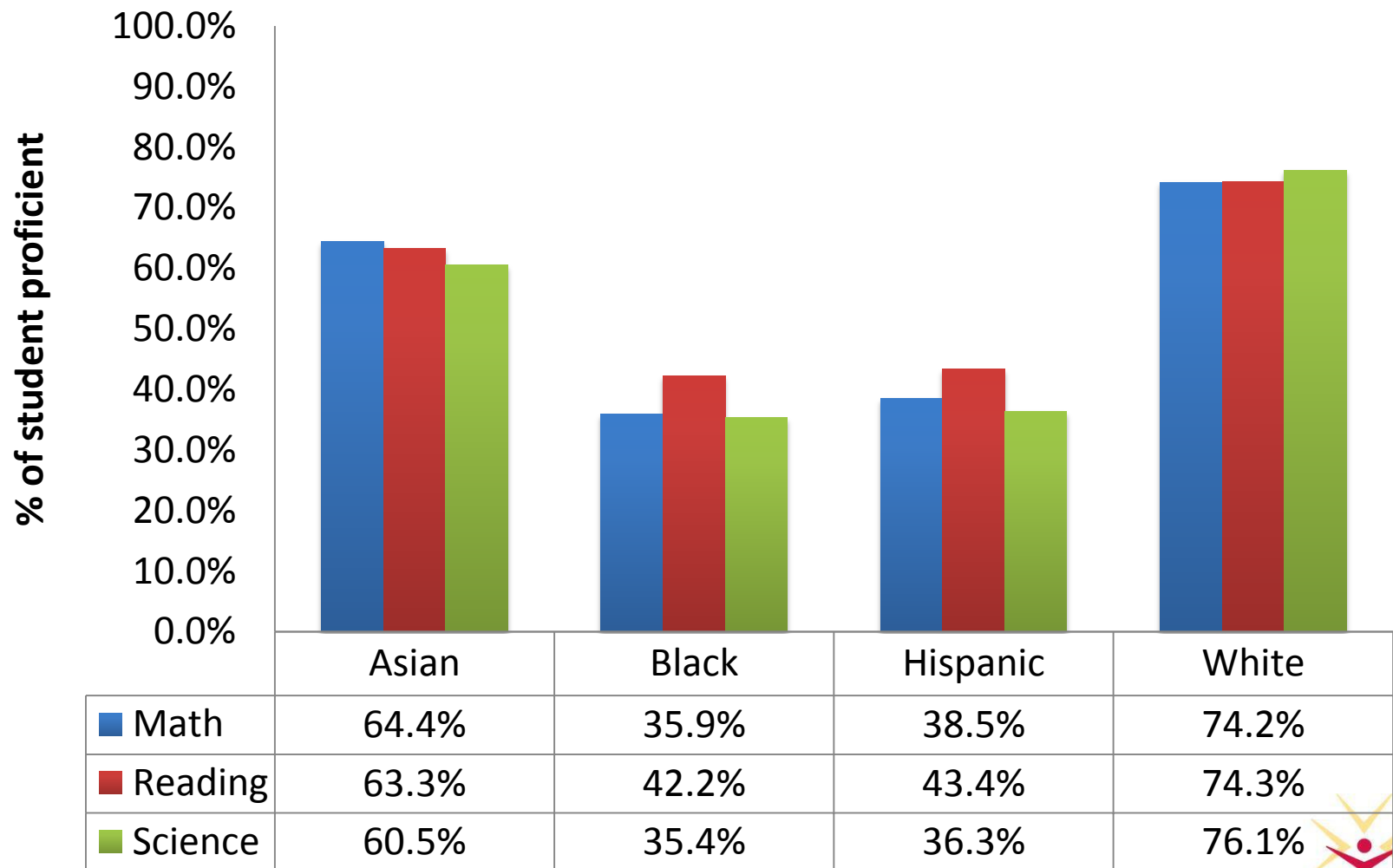


- Administrative team training in Pedagogy of Confidence and High Operational Practices through National Urban Alliance.
- Targeted equity training for instructional peer coaches and leadership teams at Garlough and Heritage.
- Continued offering Parent Academy.
- Offered high school parents one night topic specific sessions.
- Developed standards for interpreting and translation.

Goal B Results – Ethnic Gap



MCA III Proficiency by Ethnic Group

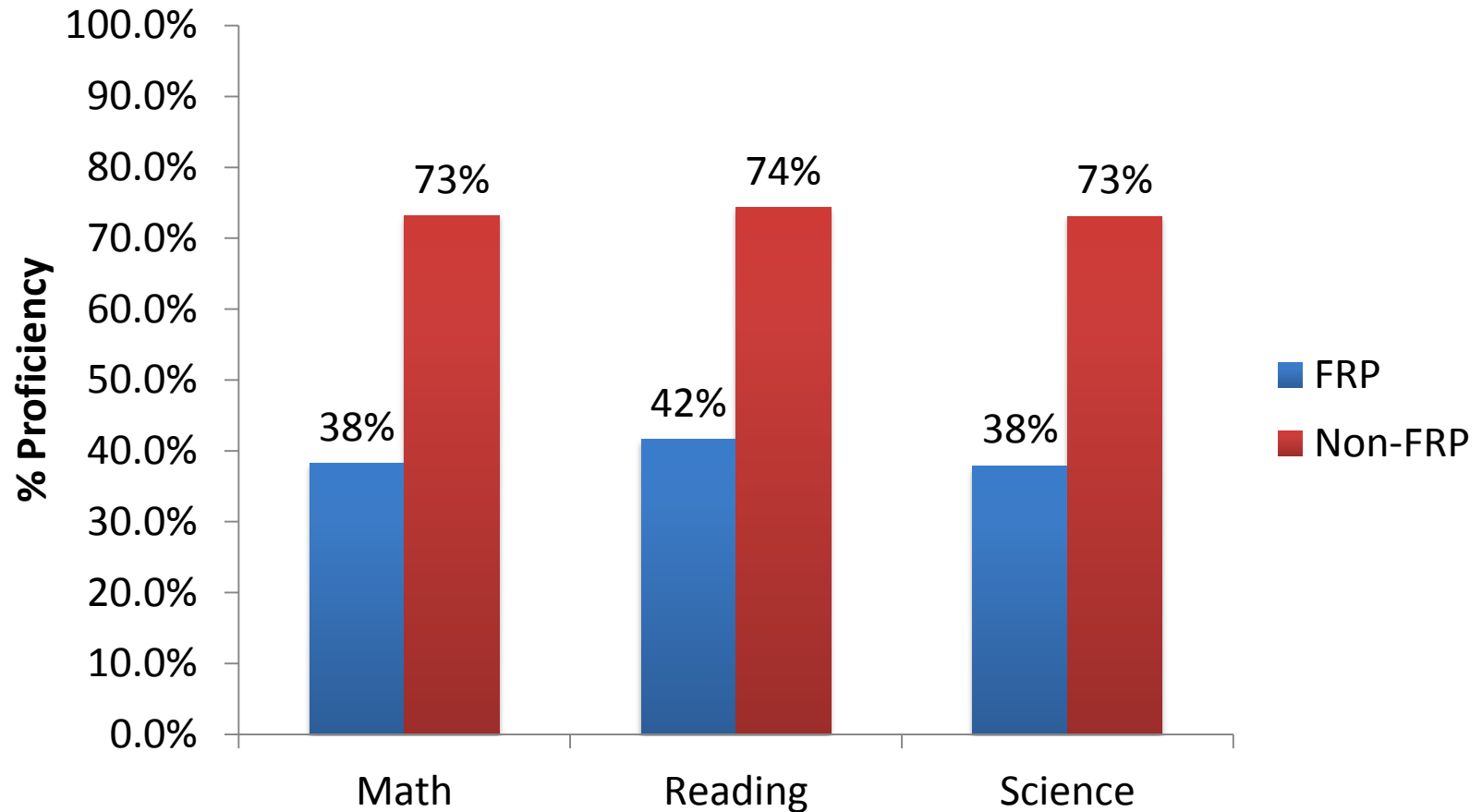


Source: MN Dept. of Education

Goal B Results – Economic Gap



MCA III Proficiency - Economic Gap



FRP: Students that receive Free or Reduce Priced Lunch

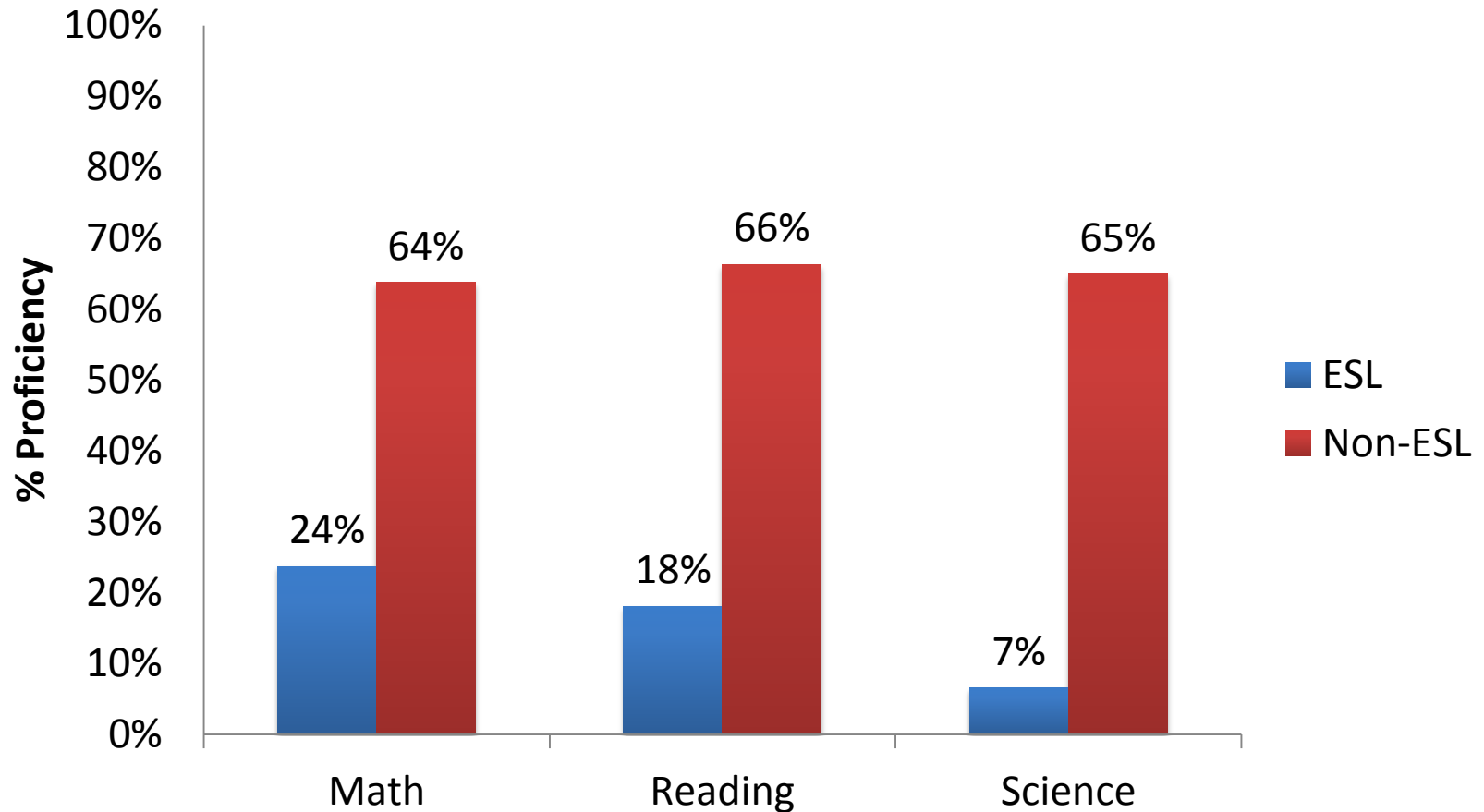
Non-FRP: Student who do not received Free or Reduced Priced Lunch

Source: MN Dept. of Education

Goal B Results – ESL Gap



MCA III Proficiency - ESL Gap



ESL: English as Second Language Learner

Non-ESL: Not English as Second Language Learners

Source: MN Dept. of Education

Achievement and Integration Plan



Districts are required to submit an Achievement and Integration Plan. The purpose of achievement and integration programming is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities and reduce academic disparities based on students' diverse racial, ethnic and economic backgrounds.

Districts are required to annually provide an update on progress toward their achievement and integration plan goals as part of the district's annual public meeting.

Achievement and Integration Plan

Achievement Goal:

As measured by the Math MCA III assessment, School District 197 will decrease the proficiency GAP between Hispanic and White students from 37.9% in 2013 to 17.1% in 2017.

Integration Goal:

In order to increase the interaction with students from racially isolated districts and to increase academic achievement, School District 197 will increase the number of students participating in inter-district activities from 368 in 2013 to 491 in 2017.

College and Career Goal:

School District 197 will increase the percent of students enrolled in AVID that meet the ACT College Ready benchmark in Reading and Math, as measured by the NWEA MAP assessment, from 12.7% in Math in 2013 to 35% by 2017, and 21.4% in Reading in 2013 to 41% by 2017 by increasing enrollment of underrepresented populations in rigorous classes.

Achievement Goal



As measured by the Math MCA III assessment, School District 197 will decrease the proficiency GAP between Hispanic and White students from 37.9% in 2013 to 17.1% in 2017.

MCA III Math Proficiency Gap between White and Hispanic students

	Baseline 2012-13	ACTUAL 2013-14	Goal Year 1 2014-15	Year 1 Actual	Goal Year 2 2015-16	Year 2 Actual	Goal Year 3 2016-17	Year 3 Actual
GAP	37.9%	36.9%	27.5%	38.3%	22.3%	40.5%	17.1%	36.6%

Family Engagement



School District 197 will start 8 classes of Parent Academy in 2014-15 and expand to 15 classes by 2017.

Parent Academy Classes					
Goal Year 1 2014-15	Actual Year 1	Goal Year 2 2015-16	Actual Year 2	Goal Year 3 2016-17	Actual Year 3
8 classes	9 classes 5 Spanish 4 English 150 participants	12 classes	5 English classes 5 Spanish classes	15 classes	3 English classes 3 Spanish classes 1 Somali class

Integration Goal



In order to increase the interaction with students from racially isolated districts and to increase academic achievement, School District 197 will increase the number of students participating in inter-district activities from 368 in 2013 to 491 in 2017.

Number of students enrolled in integrated learning environments, i.e. Model United Nations, Kindergarten Camp

	Baseline 2013-14 Actual	Goal Year 1 2014-15	Year 1 Actual	Goal Year 2 2015-16	Year 2 Actual	Goal Year 3 2016-17	Year 3 Actual
# of students	368	405	209	446	213	491	217

College and Career Goal



School District 197 will increase the percent of students enrolled in AVID that meet the ACT College Ready benchmark in Reading and Math, as measured by the NWEA MAP assessment, from 12.7% in Math in 2013 to 35% by 2017, and 21.4% in Reading in 2013 to 41% by 2017 by increasing enrollment of underrepresented populations in rigorous classes.

Percent of students meeting ACT College Ready benchmark enrolled in AVID

	Baseline 2013-14 Actual	Goal Year 1 2014-15	Year 1 Actual	Goal Year 2 2015-16	Year 2 Actual	Goal Year 3 2016-17	Year 3 Actual
Math	12.7%	23.9%	8.2%	29.4%	18.4%	35%	19.3%
Reading	21.4%	31.2%	24.1%	36.1%	26.3%	41%	35.6%

Focus Areas for 2017-2018



- Equity training for Instructional Coaches.
- Implement standards of practice for translation and interpreting.
- Continued Parent Academy courses.



Goal C Results:
Personalize learning by offering multiple pathways and opportunities for students to explore individual interests and talents.





Personalize learning

**Flexible learning
anytime, anywhere**

**Competency-based
progression**

**Self-directed learning
facilitated by the
teacher**

**Project-based and
authentic, tailored to
interests and abilities**

Inspire curiosity and creativity

**Experiences that
inspire curiosity,
creativity, and critical
thinking**

**Engagement in
learning**

**Experiences that build
communication and
collaboration skills**

Empower all

**Continuous growth
and achievement**

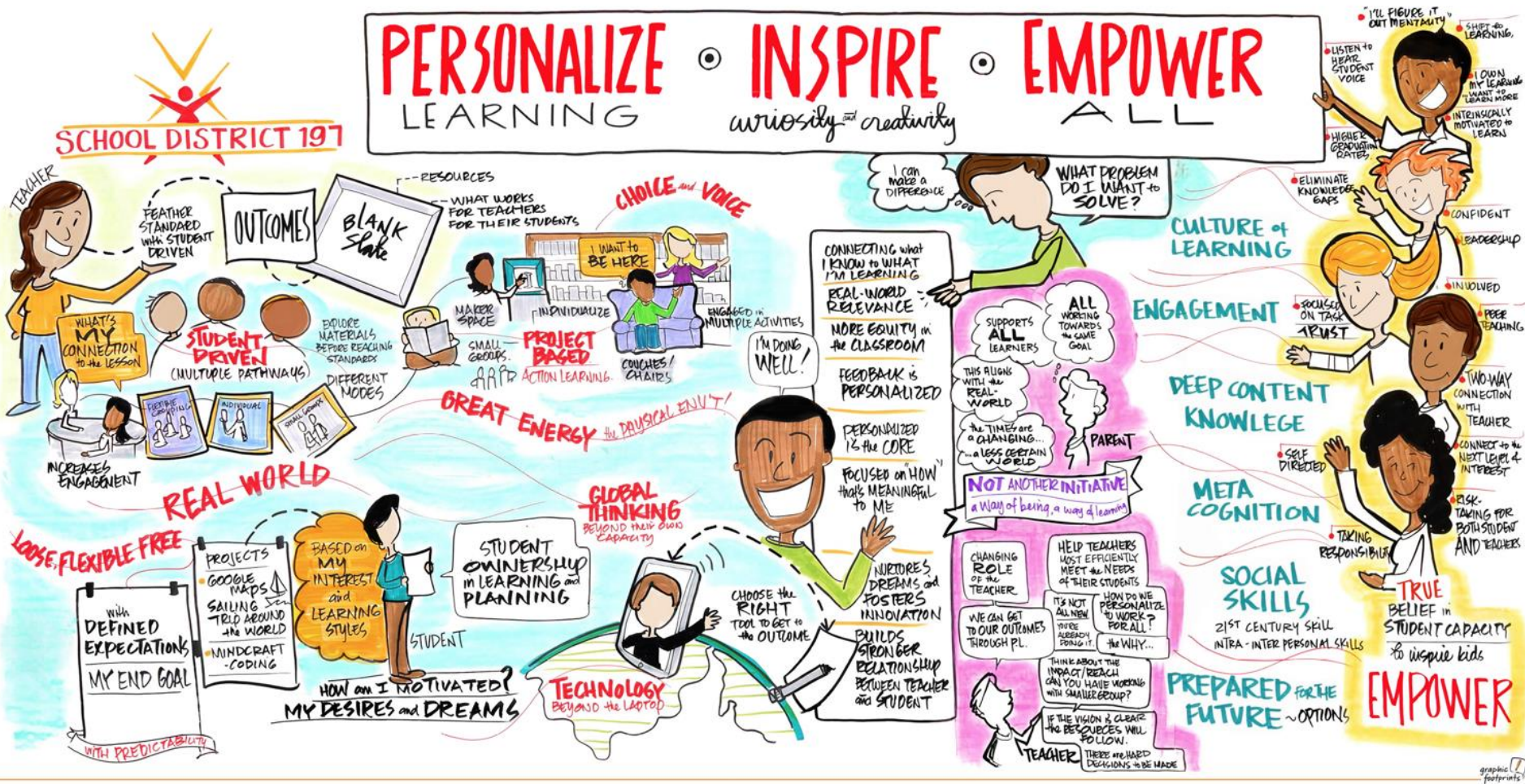
**Empowering
individuals to
reach their full
potential and be
career and
college ready**

**Igniting a passion
for lifelong
learning**

SCHOOL DISTRICT 197

West St. Paul + Mendota Heights + Eagan Area

Vision Map



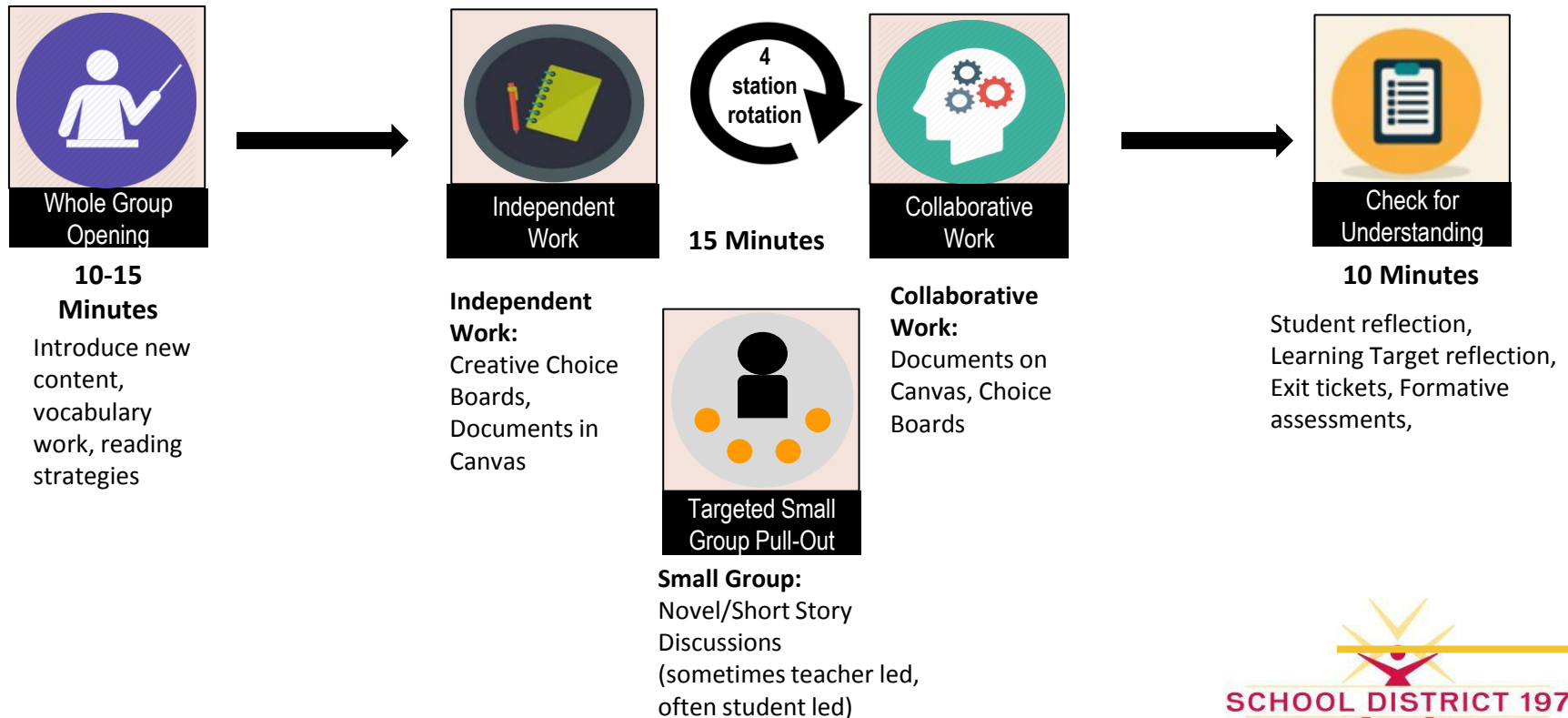
Vanguard Teachers



Sample Model: Language Arts



Depending on where we are in the unit, this model may be used 3-5 days per week. **Students will rotate through two stations per day. Over two days, they will get through all four stations.** On the days where this model is not used, whole group instruction will be used to ensure students receive certain content.



Focus Areas for 2017-2018



- Expansion of Personalized Learning.
 - Team from each site, 5 – 8 teachers.
 - Additional training for Vanguard teachers.
 - Identification of measures of success.
- Revise high school registration guide to show current pathways.
- Continue to investigate/develop pathways.



Goal D Results:
Prepare Students to be career and college ready.



Major Actions in 2016-2017

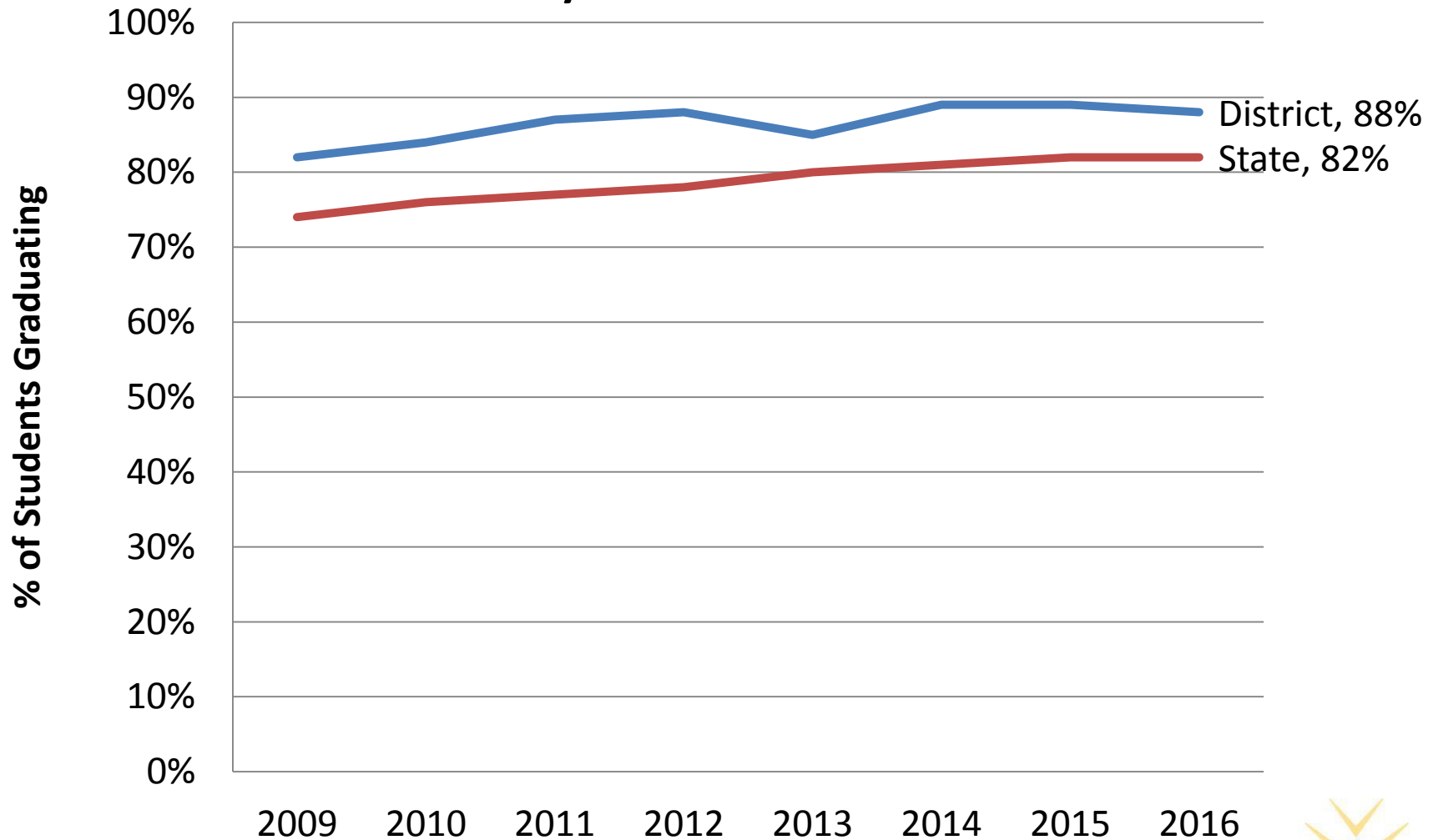


- Implemented Naviance in grade 8.
- Implemented Career Skills Assessments in Technology Education, Family Consumer Sciences, and Business.
- Implemented school wide Advancement Via Individual Determination (AVID) strategies.
- Launched tri-district college and career readiness initiative.
- Identified career pathways.

Graduation Rate



4 year Graduation Rate



Source: MN Dept. of Education

Rigorous Courses



Type of Course	Courses Offered in 2016-2017
Advanced Placement (AP)	Biology, Chemistry, Physics I, Physics – Mechanics Calculus AB, Calculus BC, Statistics, US History, World History, Economics, Psychology, Language Composition, Music Studio Art 2D
College in the Schools (CIS)	French IV, French V German 3, German 4 Physics Inquiry
Project Lead the Way (PLTW)	Introduction to Engineering
Concurrent Enrollment	Spanish IV, Spanish V
College Articulation	Child Psychology
Certificate of Achievement	Culinary
PSEO	Various Courses Taken

Rigorous Course Enrollment



35% of total eligible population taking at least ONE Rigorous Course

% of students per Ethnic Group					
	American Indian	Asian	Black	Hispanic	White
Rigorous Course	.002%	8.3%	6.4%	19.2%	65.8%
Sibley Overall	.5%	5.1%	8.6%	29.4%	51.1%

*2013-14: course enrollment was 23%

*2014-15: course enrollment was 36%

*2015-16: course enrollment was 38%

College Readiness



Grade Level	% of students GPA 2.7 or higher
Grade 7	61%
Grade 8	58%
Grade 9	49%
Grade 10	51%
Grade 11	62%
Grade 12	67%

GPA calculations were made based on Cum GPA at the end of the 2016-2017 school year and those enrolled on the last day. Data does not include students at DCALS.

Focus Areas for 2017-2018



- Implement College in the School (CIS) College Algebra course.
- Implement Naviance in grade 7.
- Implement Warrior Seminar.
- Expand and explore opportunities for partnerships for internships, mentorships and accreditations.



Goal E Results: Deliver high impact early learning opportunities.

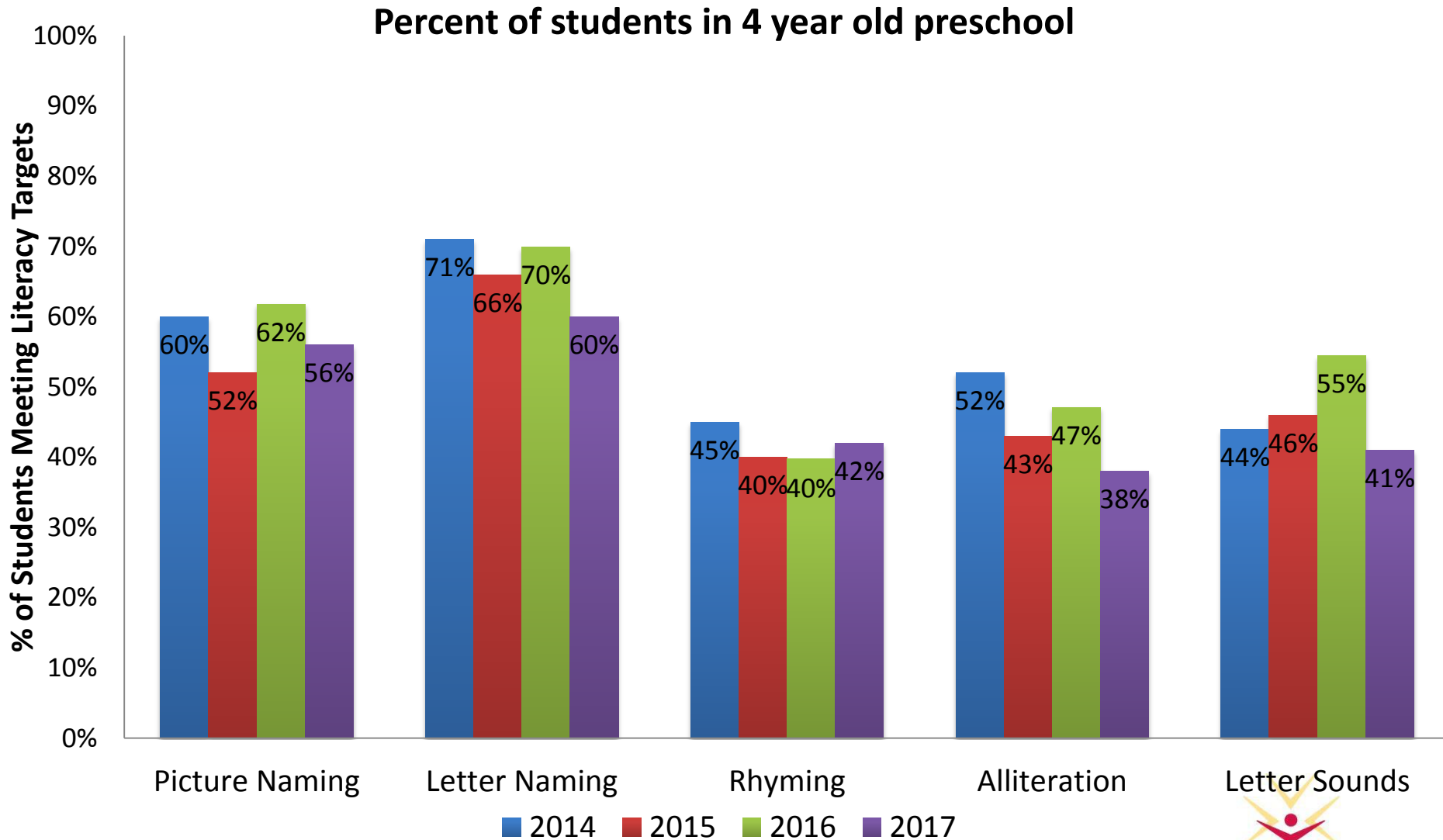


Major Actions in 2016-2017

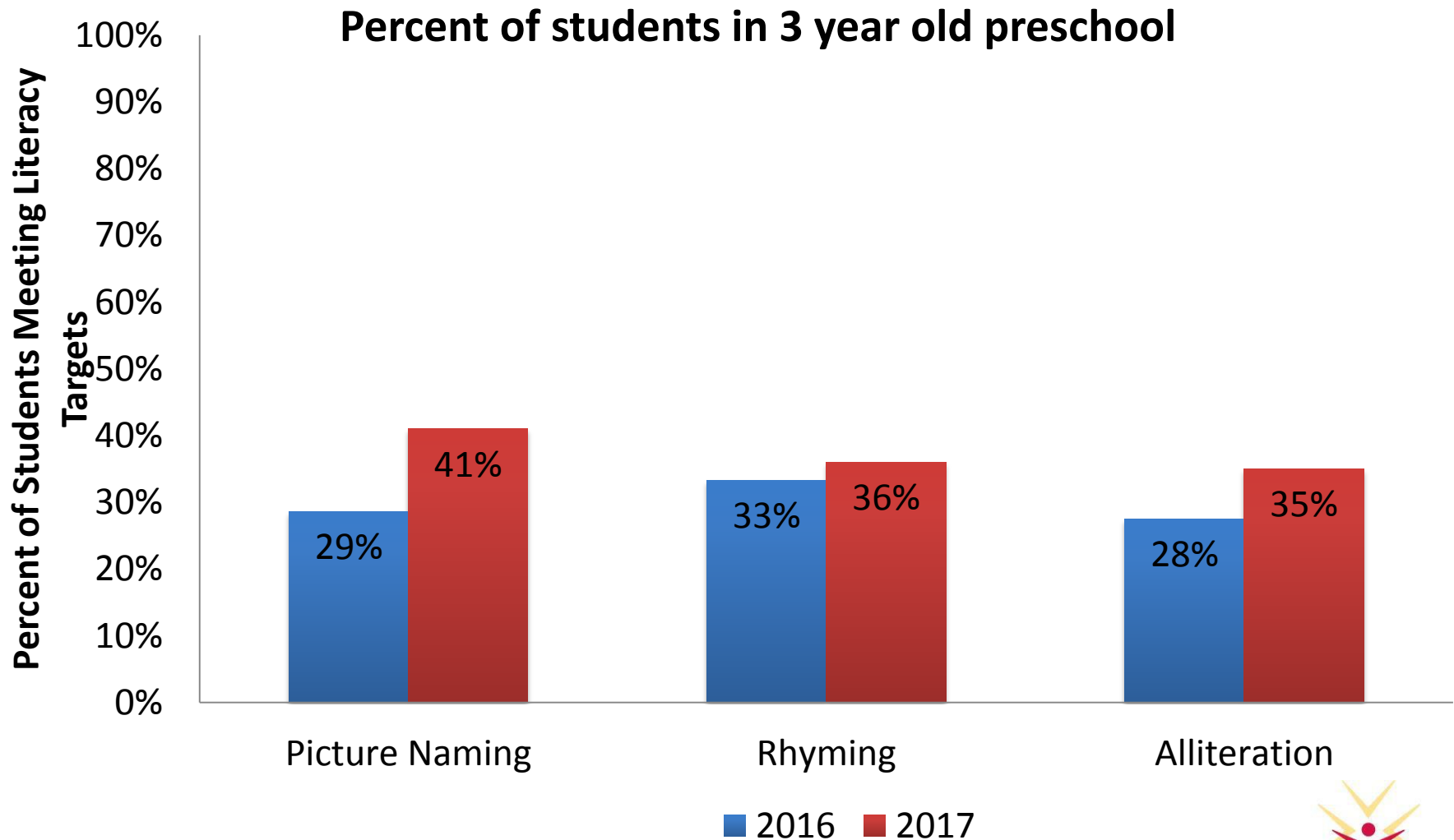


- Conscious Discipline training for pre-K and elementary sites.
- Added 4 classrooms to Early Learning Center.
- Added 5 day programming option including extended care.

Early Learning



Early Learning



Focus Areas for 2017-2018



- Expand ECCE class options.
- Implement Teaching Strategies Gold Literacy assessment.
- Continue to investigate early learning space needs on south side of district.
- Fully implement early learning enrollment in Infinite Campus.
- Align early learning indicators of progress to new K-12 math curriculum.
- Added 4 year old preschool at Moreland.



Goal F Results: Transform teaching and learning through the innovative use of technology and other nontraditional methods and media.



Major Actions in 2016-2017

- Implemented wave 1 of Canvas – 127 teachers

Home
Announcements
Assignments
Discussions
Quizzes
Modules
Pages
Grades
Files
Outcomes
Syllabus
Conferences
People
Collaborations
Google Drive
Settings

ISD 197 PILOT KNOB STEM MAGNET SCHOOL

Welcome to Ms. Yang's 4th Grade Class!



About Ms. Yang

Greetings! My name is Mai Yang and I have been teaching at Pilot Knob since 2012. This will be my fifth year teaching 4th grade at PK. A few things I like to do when I have free time are hanging out with my family, sewing, cooking, reading, and pinning on Pinterest.

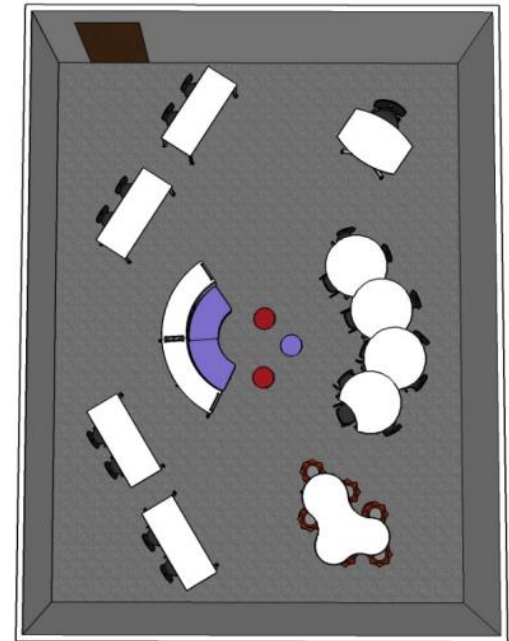
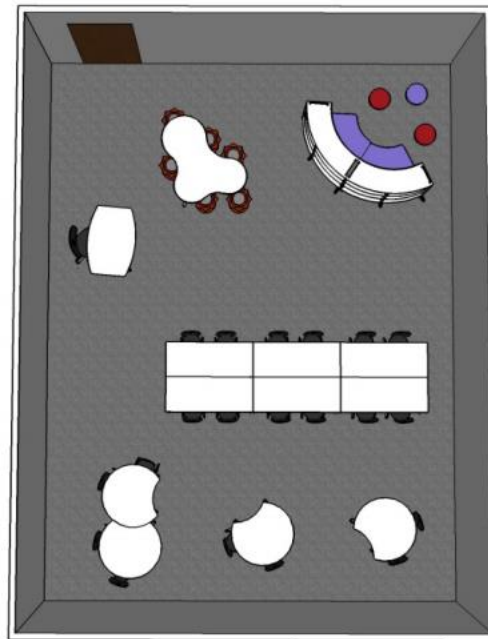
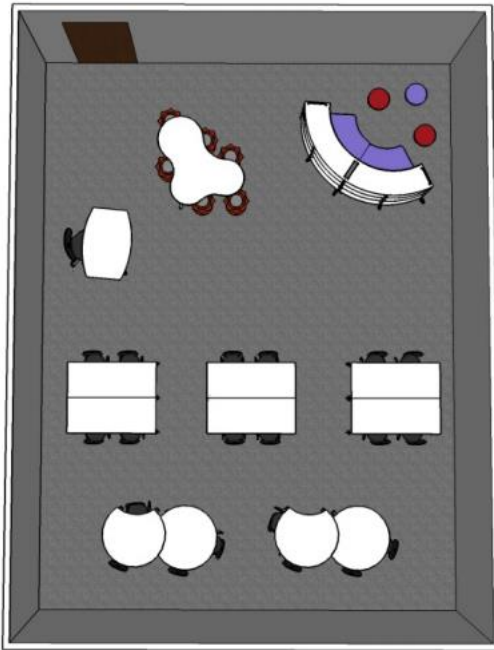
Contact Information

Email: mai.yang@isd197.org
Phone: (651) 403-7923
Teacher Website: <https://sites.google.com/a/isd197.org/msyang/>

Major Actions in 2016-2017



- Implemented furniture standards and a kit of parts



Major Actions in 2016-2017



- Implemented integrated digital content tools: Dreambox, RAZ Kids and Pebble go



Student Devices



Elementary

- ½ classroom set of iPads are available in K – grade 2.
- Classroom sets of iPads are available in grades 3 – 4.

Less than 1% devices were lost/stolen or unrepairable.

Middle School

- All students were issued an iPad, case and charger.

1% devices were lost/stolen or unrepairable

Student Devices



High School

Bring Your Own Device - BYOD.

- 341 students used their personal device (24%).
- 306 students were issued a MacBook.
- 435 students were issued a HP Stream.
- 331 students were issued a Chromebook.

9.6% of devices were lost/stolen/unreparable/not-returned.

Focus Areas for 2017-2018



- Continue implementation of Canvas, year 2.
- Implement SeeSaw in K-2.
- Continue expansion of designing spaces to support flexible grouping and personalized learning.

Curriculum Advisory Committee (CAC)



According to Minnesota Statute 120B.11, school districts must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

- To review the information, district assessment results and provide recommendations to the World's Best Work Force Annual Report and Staff Development Report.
- To provide input to curriculum committees and the school board regarding implementation of local graduation requirements, K-12 curriculum, assessments, student learning opportunities and other related issues.
- To provide feedback to district committees on draft curriculum documents for parents.

Curriculum Advisory Committee (CAC)



Date	Time	Location
September 11, 2017	5:30 – 7:00PM	Sibley A-236
November 13, 2017	5:30 – 7:00PM	Sibley A-236
January 8, 2018	5:30 – 7:00PM	Sibley A-236
March 12, 2018	5:30 – 7:00PM	Sibley A-236
May 14, 2018	5:30 – 7:00PM	Sibley A-236

Audience Questions or Comments



- What are your questions?
- What are your concerns?
- What advice do you have for us?