

A Message from Superintendent Les Fujitake



## Student achievement more than a goal



In an era of ratings and comparisons, it's easy to get caught up in data that aren't always accurate indicators of a school's quality or academics.

Terra Wallin is an associate director at The Education Trust, a national nonprofit focused on closing education gaps. She believes that any indicator of quality a district is using should be focused on how groups of students are performing: "A school's test score doesn't reflect how individual groups are doing."

We remain focused on developing all students to be successful on their journey to a career, postsecondary educational options or a combination of the two. We believe student achievement is more than a goal—it's our standard. As such, we have high expectations for students and staff, and we count on our families and community partners to work together to ensure students learn today so they can lead tomorrow.

As homeowners, employers, community members and parents, you know that school quality is essential to the health and prosperity of our community.

We are pleased to share with you this year's annual report, which is a reflection on our achievements, goals and outcomes from the 2018-19 school year. The annual report is a way to visualize and acknowledge the vast network of support that makes it possible for us to maintain and improve what we have set out to accomplish as an educational leader.

I am proud of the progress we are making in some areas and the positive trends in others. However, as a district, there is more work to do to ensure all students are meeting their full potential. We will continue to use performance data to review our overall measures of success, while our school leaders and faculty devote time to analyzing individual student assessment data and identifying personalized areas for growth.

I am confident that working together, we will provide every child with the best opportunity to be successful—to strive for and reach their full potential.

The progress and challenges noted in the 2018-19 Annual Report are a reflection of the support we need and receive from our community. Thank you for your continued support.

INDEPENDENT  
SCHOOL DISTRICT 271:  
BLOOMINGTON PUBLIC  
SCHOOLS

## World's Best Workforce Goals

Minnesota World's Best Workforce (WBW) legislation requires all school districts to develop a plan to address five goals:

- All students are ready for school.
- All third graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students graduate from high school.
- All students are ready for career and college.

Pathways to Career and College is Bloomington's version of the state-required WBW plan, a comprehensive framework that identifies milestones students need to meet in order to be prepared for the next level of study, graduate and enter college or career with the necessary skills to be successful.

The graphs and corresponding information in this issue highlight the progress made toward the five WBW goals during the 2018-19 school year, and the practices and programs in place to reach the goals.

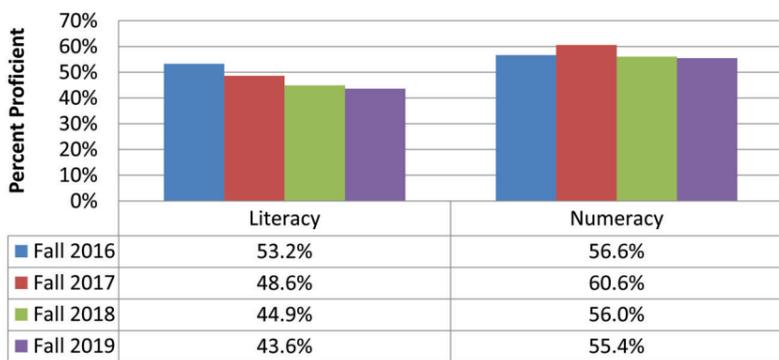




# 2019-20 WORLD'S BEST WORKFORCE ANNUAL REPORT

## Goal 1: Bloomington Public Schools aims to ensure all students are ready for kindergarten.

Beginning Kindergarten Students Proficient in Literacy and Numeracy



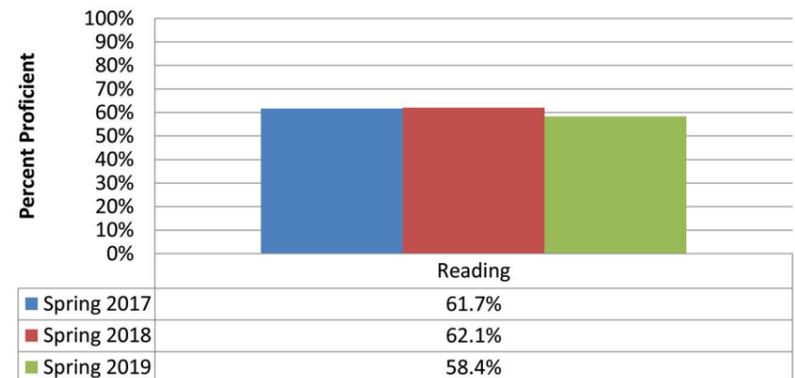
We serve 4-year-old preschool children with a focus on English Language Learners and/or low income families. Students attend half-days five days per week, and transportation is provided. All teachers are licensed, and classroom paraprofessionals are highly qualified. Staff coaching and dual language community liaisons are part of the learning support team. Parent education and engagement are included in our programming. Summer programs Ready for Kindergarten and Jump Start are available for students who need additional support prior to entering kindergarten.

Early Learning Services instructional team members focus on standards-based instruction and assessment across the eight domains of the Early Childhood Indicators of Progress. Teachers have additional training in language and literacy strategies through the Striving Readers Comprehensive Literacy grant as outlined in Bloomington's Birth-Age 5 Literacy Plan.

The Bloomington Early Kindergarten Assessment (BEKA) indicates a need to further develop our preschool programs to increase the number of kindergarten-ready students. We continue to broaden our community partnerships to serve more children, while expanding outreach for early childhood screening opportunities.

## Goal 2: Bloomington Public Schools aims for all third graders to read at grade level.

Percentage of Grade 3 Students Reading at Grade Level



Note: Grade Level is defined as 50<sup>th</sup> Percentile or higher on the MAP test

We continue to build the capacity of teachers to deliver effective instruction and use standards-based grading and reporting. Assessments measure student mastery of specific learning objectives. Interventionists and specialists provide targeted reading support, using data to guide instructional decisions.

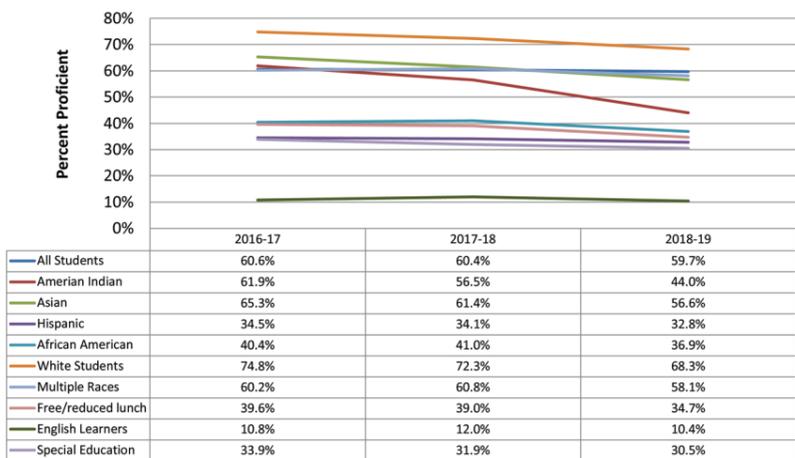
Elementary principals and teacher leaders are trained in a balanced literacy model for instruction, which supports phonological awareness, phonics, fluency, vocabulary and comprehension. School teams provide professional development to support teachers' use of instructional best practices.

We've developed and implemented a plan for screening students experiencing difficulty learning to read, and providing them with early intervention. We've also embedded language and Universal Design for Learning (UDL) supports into the literacy curriculum. Our literacy plan drives the work to ensure students are reading proficiently by third grade.

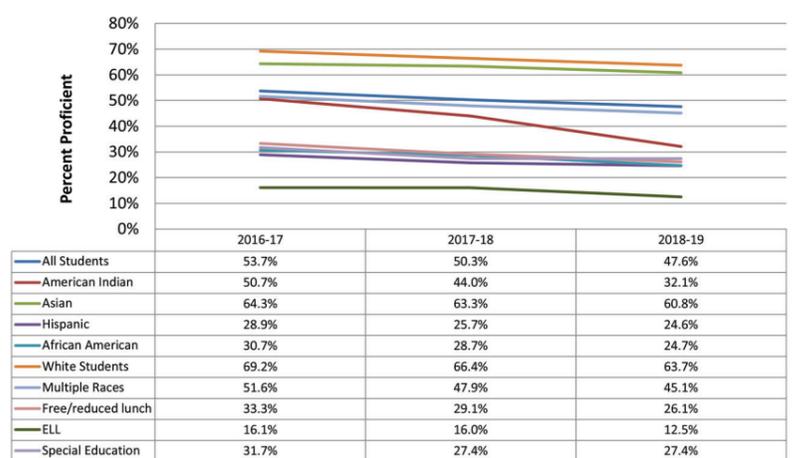
A district focus on attendance continues to be a major initiative, which includes family and student awareness and the implementation of consistent attendance reporting and response practices.

## Goal 3: Bloomington Public Schools aims to close the achievement gaps in reading and math.

Reading Proficiency on MCAIII and MTAS tests for Students Enrolled on Dec. 15



Math Proficiency on MCAIII test for Students Enrolled on Dec. 15



The graphs show the achievement gaps in reading and math among various student groups.

A comprehensive multi-tiered system of support (MTSS) addresses barriers to learning while reengaging disconnected learners.

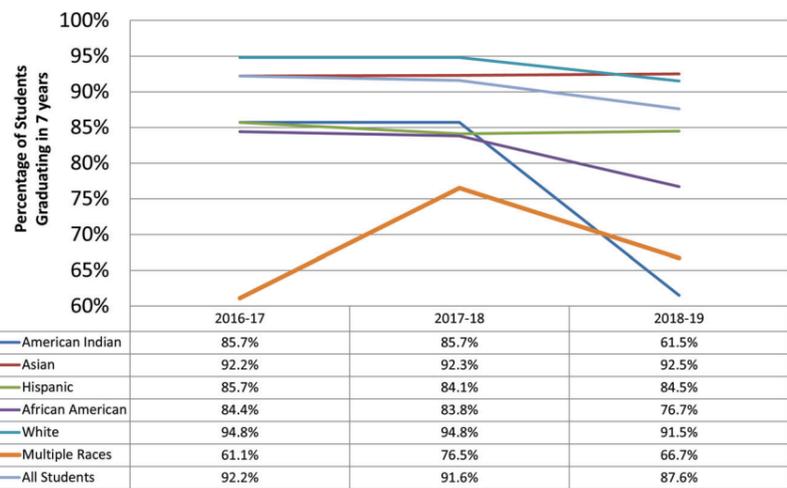
We continue to align all initiatives and programs into a comprehensive, effective educational system to increase student academic growth and career and college readiness. This helps staff to bring a holistic, equitable approach to their instruction with the help of tiered supports.

Our Title I plan emphasizes the importance of family engagement in student growth and success. Equity Specialists also assist with family engagement activities and learning.

A Targeted Services program for students in grades K-8 focuses on experiential learning to increase language and background knowledge. This service is offered during the school year (extended day) and summer (extended year) and aims to accelerate learning in reading and math.

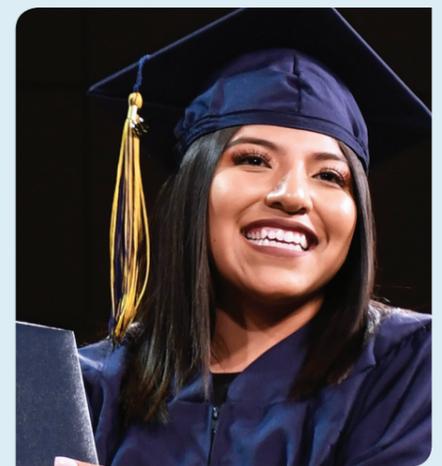
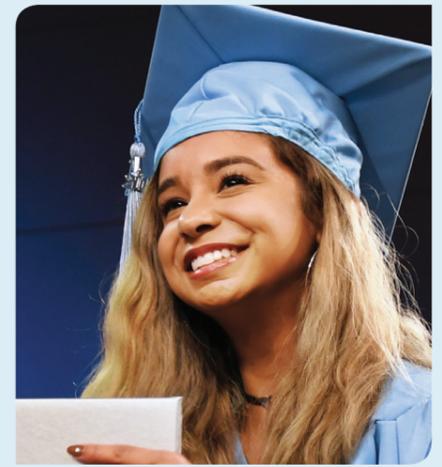
We continue to focus on strengthening teacher knowledge of core instruction, including reading, math and social/emotional/behavioral growth by providing district-wide mentors for new teachers and ongoing professional development for staff throughout the year.

### Goal 4: Bloomington Public Schools aims for all students to graduate from high school.



A workgroup of administrators and teachers developed a vision for secondary programming focused on expanding pathways to career and college success through Personal Growth Plans (PGPs).

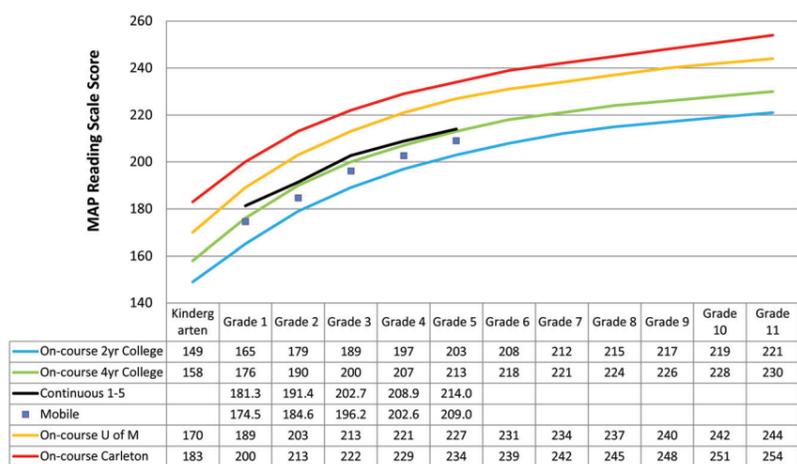
Recommendations included increased online and hybrid course offerings at the high school level, opportunities to take concurrent enrollment classes and partnerships within and beyond our schools through mentorships and internships. Personal Growth Plans serve as the cornerstone for our students' career and college plans and pathways.



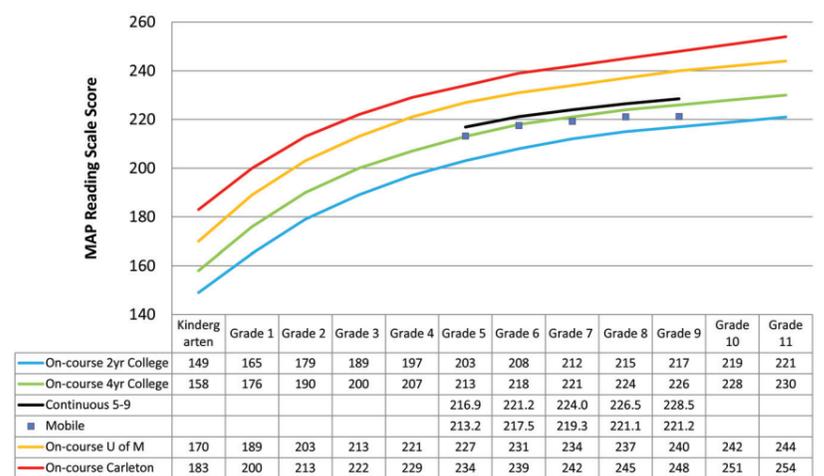
### Goal 5: Bloomington Public Schools aims for all students to be career and college ready.

These graphs show long-term average MAP test scores in reading and math for a subset of Bloomington students (2015-2019) as a measure of readiness for career and college.

Reading Grades 1-5

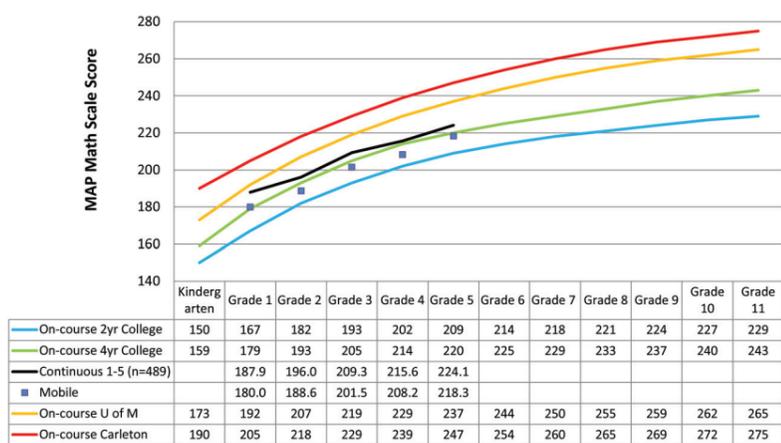


Reading Grades 5-9

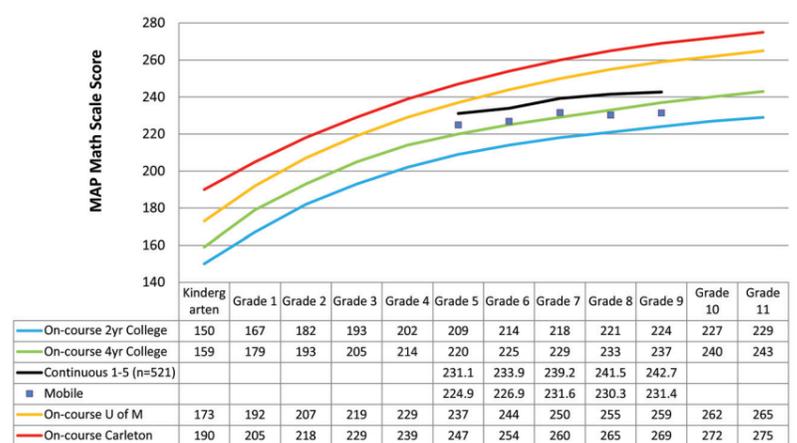


All students in grades 6-12 have a Personal Growth Plan (PGP), which captures specific student interests, skills and postsecondary plans. The PGP is an active plan that guides the student, their family and staff in supporting the student's identified goals. Students are prepared for life after graduation as they complete their selected academic course work, pursue a career and college pathway and participate in internships, mentorships and other opportunities that provide guidance and direction as they work toward their goals.

Math Grades 1-5



Math Grades 5-9



# 2018-19 DISTRICT PROFILE

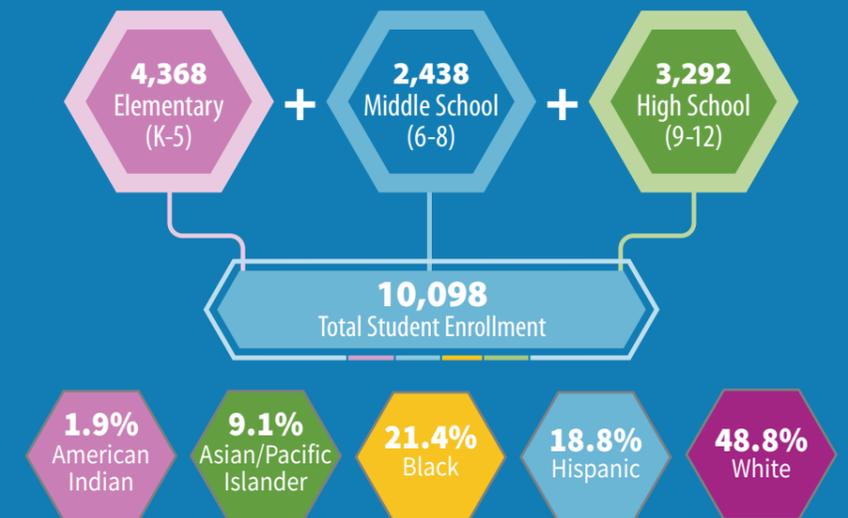
## NUMBER OF SCHOOLS



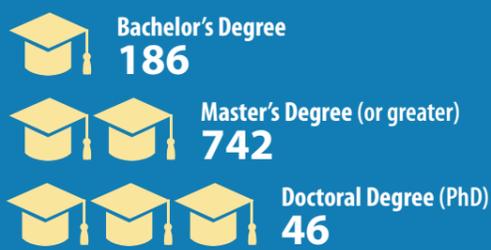
## FAMILIES CHOSE BLOOMINGTON



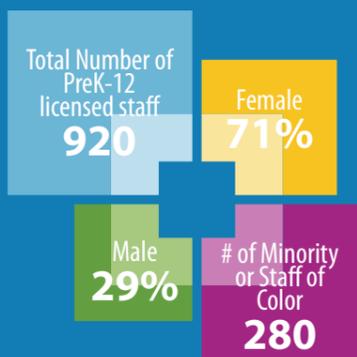
## OUR STUDENTS



## OUR TEACHERS



## OUR STAFF



## Curriculum review cycle ensures continuous improvement

The phases of the curriculum review process are supported by the curriculum and instruction director and curriculum and instruction specialists (teachers on special assignment) in the Department of Learning and Teaching.

### PHASE 1: Initial Curriculum Review

Teams review data, research evidence-based best practices, align benchmarks to courses, develop learning targets and recommend instructional materials.

### PHASE 2: Assessments and Units of Study

Teams select or develop standards-aligned assessments and create units of study.

### PHASE 3: Implementation

Teachers implement the curriculum. Professional development is provided to support implementation, and adjustments are made based on data.

This is a summary of the curriculum review work completed for subject areas in active review (phases 1 and 2) during the 2018-19 school year.

## Subject-specific updates

### Elementary and Secondary Visual Arts: PHASE 1

K-12 visual arts teachers prioritized new state standards, wrote student-friendly learning targets and reviewed instructional materials. Art supplies and materials were purchased to support students in exploring a variety of styles, artists and cultures while creating original works of art. At the secondary level, pottery wheels, kilns and other art materials were purchased to provide a hands-on studio experience that fully develops students' creative, analytical and problem solving skills. Visual arts curriculum is aligned to the Minnesota K-12 Academic Standards in the Arts.

### Elementary and Secondary Music: PHASE 1

K-12 music teachers developed learning targets and selected instructional materials. The goal of music instruction is to help students become lifelong music participants, consumers, advocates and patrons. Band and orchestra method books and new musical scores for performance were purchased to support this goal.

### Elementary Health: PHASE 1

A diverse team of teachers, social workers, psychologists and nurses collaborated to develop local health standards based on the National Health Education Standards and the Collaborative for Academic and Social Emotional Learning's (CASEL) framework of five social and emotional learning (SEL) competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision making. The team created benchmarks for grades K-5.

### Elementary and Secondary Physical Education: PHASE 2

Elementary physical education specialists developed units of study focusing on a variety of sports and activities, including soccer, rollerblading, racquet sports, bowling, jumping rope, volleyball, floor hockey, dance and gymnastics, softball, baseball, kickball, football and basketball. Fitness assessments focus on helping students set goals for improved personal fitness.

The following courses are offered as part of the physical education curriculum at the secondary level: Physical Education 6, 7 and 8, Sports Activities for Life, Personal Fitness and Nutrition, Fitness in Team Sports, Fitness for Life, Advanced Physical Education, Sports Training, Yoga, Body Shaping, Group Fitness, Weight Training, Net Games, Basketball, Lifetime Activities and Unified Physical Education.

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