

Pathways Advisory Committee Minutes

Monday, Dec. 7, 2020
Educational Services Center
Virtual Google Meets
7:00-9:00 PM

Time	Business
7:00-7:20	Welcome & Approve Agenda Election of Co-chair Leila Sturz volunteered to co-chair Natalie Peterson Co-Chair

Introductions:

Natalie Peterson – Has children at Normandale Hills and Oak Grove Middle
Beth Flottmeier – Director of Curriculum Instruction since August.
Rosalie Strommen – Has children at Oak Grove Elementary and Bloomington Online School
Leila Sturz – Has children at Olson Middle School; Olson Elementary
KatieSchmidt – Ridgeview Elementary
Jennifer K – Has a child at Kennedy HS
Kellie McGowan – Director of Metro South Adult Education
Dawn Steigauf – School Board Representative
Briana Eicheldinger – Has children at Hillcrest Community School
Sarah Moline – New Early Learning Youth Director; has children at Olson and Poplar Bridge
Andrea Crane – Has children at Olson
Kimberly Figueroa – Has children at Indian Mounds Elementary
Michael Jones – Did not turn microphone on to introduce self

Briana Eichel moved to approve agenda, Leila Sturz seconded; Agenda Approved.

Natalie Peterson nominates Leila Sturz to be Co-Chair, Brianna Eicheldinger seconds; all voting members approve. Leila is voted in/approved as Co-Chair

7:20-7:50	World's Best Workforce Report Dave Heistad
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7:50-8:20	World's Best Workforce Report Beth Flottmeier, Curriculum & Instruction Director
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Beth Flottmeier presented on the 2019-2020 PAC World's Best Workforce Update

Report is in draft form now. Part of the process is to bring this through the parent representative group for some feedback. And Beth will report the feedback to the group bringing the report together. They will make edits, as needed, and present to school board.

Discussed Pathways to Career & College and big milestones included on there. Aligns with the legislation around World's Best Workforce. Per MN Statute, school boards must adopt a long-term comprehensive strategic plan to support and improve teaching and learning (discussed the 5 goals).

Draft 2019-20 report presented.

- All students ready for school - 64.1% entering K students on course for proficiency in reading with a score of 80 or higher on BEKA. No BEKA this Fall due to COVID-19 so we do not have data to report on that goal. Plan to do it next year (Fall 2021). This is the 2nd milestone on the Pathways to Career & College.
 - Discussed 3 & 4 year-old preschool programs.
 - Sarah Moline with us tonight – added that during COVID and distance learning and hybrid that they are working feverishly to continue to have support for earliest learners. Thinking about ways to engage at home and have parents/caregivers help with goals and early literacy.
 - Had a grant for the last two years for early literacy. We received another grant from the state that will continue this year into the next few years in the same realm.
- All Students reading at grade level in 3rd Grad. 64.1% of student reading at grade level in grade 3. Based on MAP. Hybrid students did take the MAP fall 2020 (Distance Learning students did not take the MAP) and we had 56.6% of those students scoring at or above 50th percentile. MAP assessments will be given to all 3rd grade students in spring (or at least all kids in hybrid) if back in school in spring. Cannot test in DL because would need to have 1 teacher per student to take the MAP test.
 - Literacy leadership cohort (teacher leaders from every Elementary building). At least 6 hours of literacy professional development. Screen all students for reading interventions.
 - There is a focus on attendance. 3rd Grade = highest attendance at about 82%
 - Question from Andrea Crane: MAP score in other years? Likely a little higher than 56% and lower than 64% in the past, but Beth does not know for sure.
 - Andrea Crane: Concerned about whether there are enough reading intervention teachers at each school based on 56.6% MAP result. Beth: Expected a little bit of a drop in testing after DL in spring. Working on making sure all classroom teachers have literacy training – teachers meet needs of all kids in the classroom. Intervention teachers work with those students in the class that need intense intervention. Funding from state actually has to do with keeping students out of special education. Very small groups of students go to intervention. Try to focus on students in K, 1, 2, 3 for early intervention. Also know that students develop at a different rate; reading at grade level at 3rd grade is an indicator of reading success.
 - We have reading coaches at 4 title elementary schools. They get extra training and work with teachers. Can see how that is helping the students. As we continue with coaching, those teachers are bringing that to other schools.
 - Re: intervention. We cannot intervene our way out of what should be happening at grade level. Working on making sure all teachers have evidence-based trainings to use that in their classrooms on a daily basis.
- Close the achievement gap between student groups
 - Decrease White/Hispanic (goal 34% at grade level in reading; 38.5% in Math; gap in reading was 42.1%), White/African American (goal 28% in reading and 38.5 in math; gap was at 31.9% in reading), and Full vs. Free or reduced price lunch (goal

35% in reading and 34.1% in math; at 33.7% in reading) for MAP math and reading.

- Unable to report math due to COVID. (only hybrid students took the MAP)
- PLCs; culturally responsive training; peer observations; importance of family engagement.
- At Title elementary sites, had Partners in Education events (last year).
- Want to get MAP growth assessments in the spring so that we have more current data with more current students.
- Question from Jennifer K: what does facilitators trained in culturally responsive training mean? Beth explained about how peer coaches trained, PLC facilitators. This is a process, a journey; committed to having culturally-responsive teaching practices in the classroom. At Beth's school (OGE), began with exploring personal identity which led to exploring implicit bias, now have safe & supportive schools (working with cultural competency; using the train the trainer model and taking that work back to building or district level/groups of teachers they work with).
- Jennifer K: doesn't want all to get comfortable in these words; the gap still exists; as a parent, how are we really measuring cultural responsiveness – push into more meaningful measurements for the kids. Want to work toward eliminating that gap.
- Beth: Appreciate and value Jennifer's voice.
- Leila Sturz: Immigrant families do not necessarily know the American education system. Some cultures left behind due to lack of understanding of the education system. Different ethnic origins not starting at the same place.
- Katie Schmidt: distance learning inequitable for a lot of people. Even just the way that technology and parent involvement is needed. Not a clear cut line; tough situation. Good to address it and work to help all students.
- Jennifer K: Supports provided by families for students are widely diverse. Harness and focus on the strengths that everyone brings to the table; the strengths of the students. There are a lot of resources and support in Bloomington.
- Beth: Great conversation; ability to continue to have these discussions. This is a priority for us in Bloomington – to make sure we are becoming culturally competent: it is a process and it is a priority. Looking forward to closing that gap with it as a priority. Close gap academically and in other ways. Social emotional, barriers (economic), cultural proficiency, to have kids succeed – pushing selves in that way. Continue to speak up
- Dawn Steigauf: Grew up in a rural area (maybe rural or generational); Dawn's parents never helped/checked with homework, would maybe show up at school event, raising children here different and a lot more involvement (not sure if rural vs. city)
- All students college or career ready by graduation
 - Goal 51.0% of all 11th grade students scoring 18 or higher on ACT
 - In 2020, 51.0% of 11th grade students scored 18 or higher.
 - Support each student in personal growth plan (Grades 6-12).
 - Students prepared for life after graduation.

- New course proposals prepared to meet needs of learners.
- All students graduate
 - 7 year graduation goal of 88.6%
 - Ours was at 88.9%
 - Explained increased enrollment opportunities (concurrent, hybrid, online, partnerships in internships). 35 hybrid or online course at Jefferson and 33 at Kennedy; 14 concurrent enrollment at Kennedy and additional through Dimensions HS and Community
 - Leila: Questions about Dimensions approach: Different from other districts or do others have students move to other school? Beth: believes most have some sort of GT/enrichment program; not sure if others have it at each school. We have both Nobel and Dimensions running. Beth can ask Erin Boltik (GT Director) about that. Erin Boltik's reply: Many districts currently have a school within a school model with district-wide GT program(s) housed at a single school or schools and students are transported to that site. [Here's a link](#) of those that currently exist.
 - Natalie says Dist 196 does not have a separate GT program. Bloomington unique in the elementary program. A few magnet schools there, and there was talk about one of them becoming GT program, but they decided not to.
 - Beth: When Beth first entered the district, did not have separate GT program, had GT teacher that would come to buildings and work with GT students. Learned that students in the Bloomington schools needed something different, needed all day, every day GT supports. Students truly gifted all of the time.
 - Dawn: When Bloomington first started GT program, there were not very many around Bloomington that had a dedicated GT program because people from cities around Bloomington open enrolled and moved to Bloomington to be in the dedicated program.
- Equitable access to excellent and diverse educators.
 - Experienced, in-field, and effective teachers.
 - Kellie McGowan: Metro South has partnered with Normandale to offer a class for individuals to become paraprofessionals to be hired by the district. Want students to work with paraprofessionals who are like them as well.
 - Goal to recruit, hire, and retain a teaching staff that more closely reflects student demographics (racially/ethnically diverse)
 - % staff racially/ethnically diverse does not match the diversity of student population
 - Limited number of teachers of color and American Indian who are obtaining teaching licenses in MN.
 - Partnership with U of MN to encourage current employees to go back and pursue teaching degree (give leave, provide lowered tuition, etc)
 - Bloomington teacher contract is one of the best in the state. Hope to continue to get and have teachers with racially ethnic diverse backgrounds and keep them in Bloomington.

- Jennifer K: Question re Bloomington having best teacher contract in MN – how does that relate to other states? Beth: Not sure if competitive to other states or not. May be looking at a teacher shortage pretty soon. Need to figure out how to attract from within the state and out of state.
- Dawn: If from out of state, MN has different requirements for teachers, so they have to do additional training to teach here; can be a barrier.
- Other Feedback:
 - No other feedback.

8:20-8:50

**New Course Proposals
Beth Flottmeier, Curriculum & Instruction Director**

Beth presented on the 2021-22 New Course Proposals (for next year)

- In addition to foundational curriculum review process, have new course proposal process to expand course offerings middle school and high school (mainly HS). Done for areas that are not actively in the curriculum review process. Used to ensure we offer a robust course offering and prepare for after HS.
- Discussed Science, Technology, Engineering & Construction
 - Exploring Computer Science
 - AP Computer Science
 - Web Design and Development
 - Cybersecurity

Leila Sturz: discussed that there is a shortage of those in construction workforce.

- Health Sciences and Human Services
 - 1 new course
- Business Management, Entrepreneurship
 - From Family and Consumer Sciences department
 - 2 Culinary classes
 - Child Development
 - Introduction to Hospitality
 - BASE – Life Skills Math
- Arts & Communication
 - Piano Lab 2
 - Accelerated Spanish (Levels 1&2)
 - ABLE World History
 - Co-taught class for special education and general education students
 - Ethnic Studies
- New Online Courses
 - Japanese 2
 - Advanced Photography
 - Creative Writing (concurrent enrollment)
 - Intermediate Algebra
 - Pre-Calc

- Physical Science 9
- Social Studies 9
- Psychology
- Latin 1
- Spanish 1
- Spanish 2
- Kellie McGowan: Question in chat: Are those courses on Canvas?
 - Beth: As of next year, all on Canvas
- Briana Eicheldinger: Question in chat: Is there an opportunity for students to earn the CNA license during high school? for students interested in nursing, the CNA would be a significant offering to prepare for the RN
 - Beth: Does not know the answer to that.
 - Kellie: Gary at BCCA; has some nursing assistant prep courses; not sure what is being offered this year. There is a CNA nursing lab offered there.
 - Briana Eicheldinger: Can students enrolled at JHS and KHS take that course?
 - Kellie: Yes, as part of BCCA.
 - Dawn: Construction is at BCCA as well. (Bloomington Career and College Academy – can search course offerings)
- Michael Jones: Question in chat: Is there a formal Financial Literacy course?
 - Yes, but not sure if that is official course name.
- Other questions about course proposals? No

8:50-9:00

Closing

Natalie Peterson & Leila Sturz, Co-Chairs

If someone else is interested in taking over as Secretary from Rosalie Strommen, let Beth know. Can vote on that at the next meeting.

Any final questions?

- Dawn: From last meeting, the state is starting to work on the social studies standards. There is a link for people to be in the online virtual meetings on that. Can we send out the link to everyone in this group so that people in this group can be part of the social studies standards review?
- Beth: Social studies standards in feedback stage now. You can access the feedback link and the town hall meetings on [this MDE website page](#). 2 avenues can be taken to give feedback. Feedback goes back to committee of teachers, parents, district leadership, etc they make changes and make another draft. Goes through process again and then they make a third draft. 2 different opportunities for town hall meetings. 3 different times you can submit feedback. ELA committee brought cultural responsiveness/missing perspectives/different viewpoints embedded right into the standards. Really important for committee to get feedback to make sure social studies standards include cultural aspects. Important to have all voices in the standards.

Next Meeting: March 1, 2020

Natalie Peterson: Thank you for thankful thoughts and conversation/information.
Natalie moved to adjourn the meeting; Leila seconded the motion - Meeting adjourned.

	Phase 1: Initial Curriculum Review	Phase 2: Units of Study & Assessment Development	Phase 3: Implementation
2020-21	English Language Arts	Science Media Arts Theater Arts	Music Visual Art Health (K-5 only)