



A Message from Superintendent Les Fujitake

STATE OF THE SCHOOLS:
PREPARING STUDENTS FOR TOMORROW



Superintendent Les Fujitake talks with Westwood Elementary School PTA President Dan Stirratt during a visit to Westwood.



With more than 10,000 students and 17 school facilities, we have an enormous responsibility to our students and their families, and to our community. 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 2017-18 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.

We’re building strong leaders in our schools and growing our innovative programs and partnerships to ensure all students are engaged in learning. Today, we are charged with preparing students for the uncertain future of work. It is critical for students to graduate with a clear plan for their future. And we are committed to helping every student achieve his or her potential and graduate college or career ready.

Bloomington Public Schools is an exciting place to be, where students, parents, teachers, staff and community partners work together to ensure students learn today so they can lead tomorrow.

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 children 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 World’s Best Workforce 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 World’s Best Workforce goals during the 2017-18 school year, and the practices and programs in place to reach the goals.

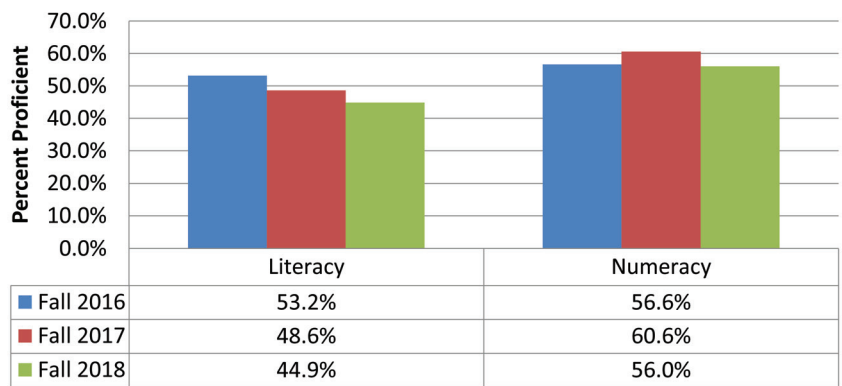
EDITOR’S NOTE: In the Curriculum section on page 4, you’ll see the phrase “unpacked the standards.” Unpacking a standard is the process of identifying what students will know and be able to do once they have mastered the standard identified for a particular subject area.



2017-18 WORLD'S BEST WORKFORCE ANNUAL REPORT

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

Reading Proficiency on MCAIII Test
for Students Enrolled on Oct. 1



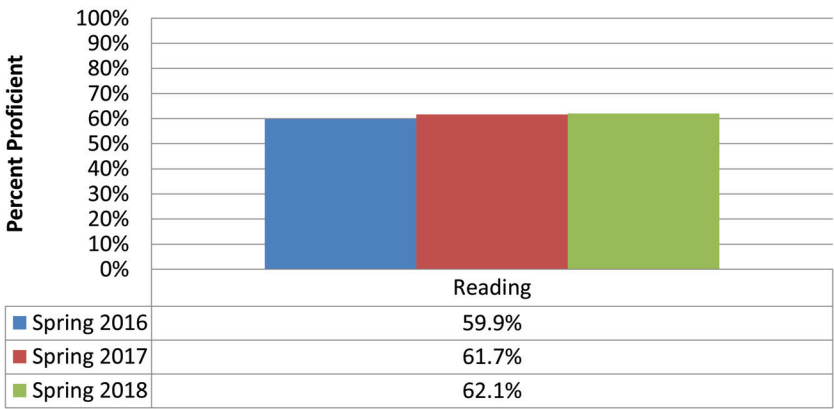
We serve 4-year-old children who are English Language Learners and/or from low income families in a free early learning program. Children attend half-days five days per week, and transportation is provided. All teachers are licensed and classroom para-professionals meet the definition of highly qualified. Staff coaching and dual language community liaisons are part of the learning support team. Summer programming for students prior to entering kindergarten (Jump Start and Making Tracks) is based on student need.

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 are also trained to support language and literacy skills through the Striving Readers Comprehensive Literacy grant as outlined in Bloomington's Birth-Age 5 Local Literacy Plan.

Our Early Kindergarten Assessment (EKA) indicates we have a need continue to further develop our preschool programs in order to increase the number of kindergarten-ready students. We continue to broaden our community partnerships to serve more children, while expanding outreach for screening opportunities (ex: participating in community events to promote screening).

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 50th percentile or higher on the MAP test.

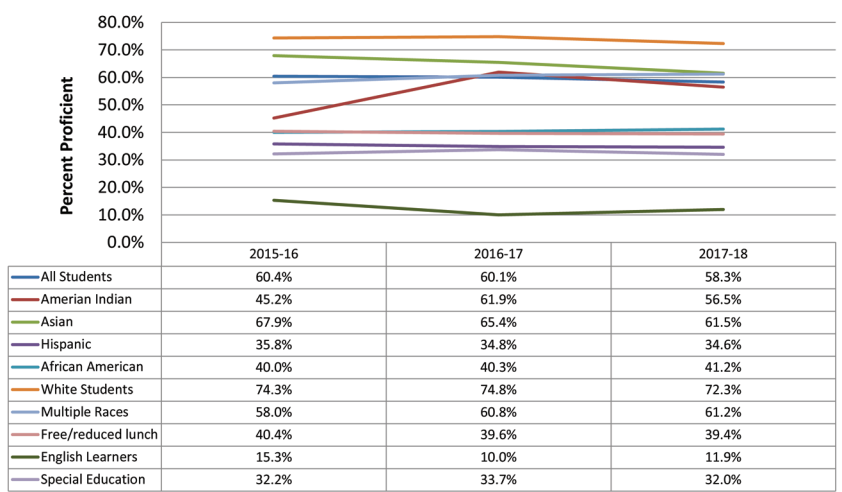
We continue to build the capacity of teachers to deliver effective core instruction using standards-based grading and reporting. Common formative assessments measure student mastery of specific learning objectives. Interventionists and specialists provide targeted supplemental reading support, using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

Elementary principals and teacher leaders were trained in the use of a balanced literacy model for instruction. Teams of principals and teachers then provided professional development to staff to support their use of best practices in instruction. A plan for screening students experiencing difficulty learning to read and providing them with early intervention was developed and is being implemented this school year. We also embedded language and Universal Design for Learning (UDL) supports into the literacy curriculum.

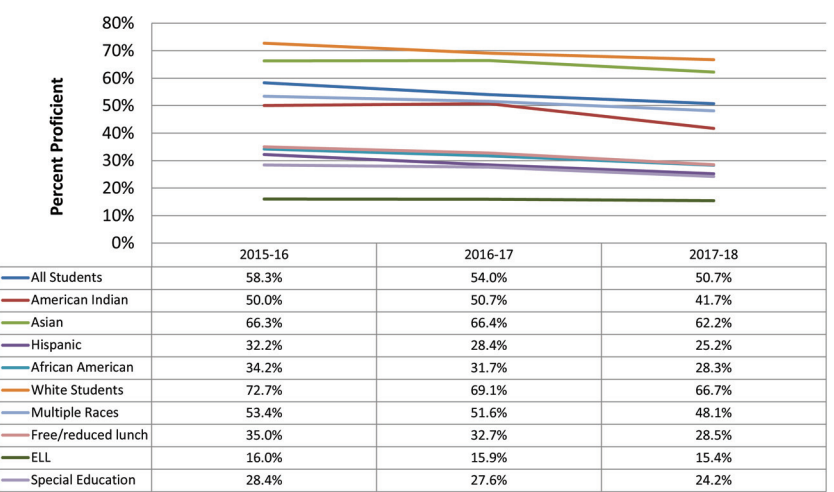
We have a district focus on attendance, which includes family and student awareness and the implementation of consistent attendance reporting/response practices across sites.

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

Reading Proficiency on MCAIII Test
for Students Enrolled on Oct. 1



Math Proficiency on MCAIII Test
for Students Enrolled on Oct. 1



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

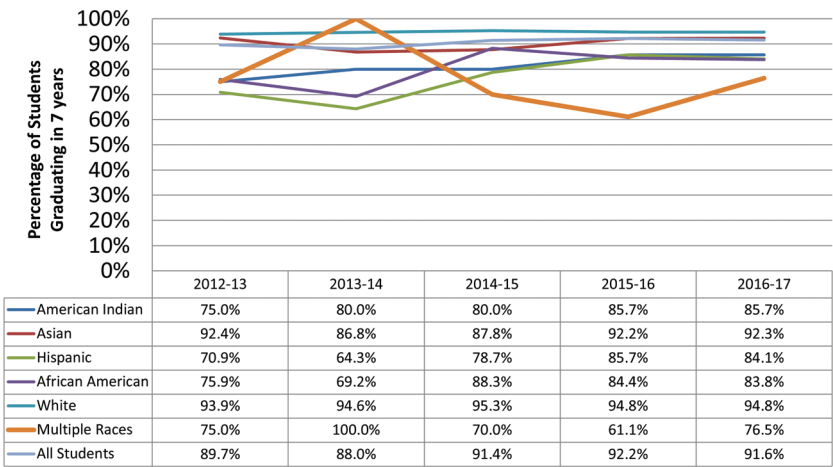
Strategic directions organize and guide our work to facilitate learning and development by enhancing curriculum and instruction and by developing, implementing and evaluating a comprehensive multi-tiered system of support (MTSS) for addressing barriers to learning and re-engaging disconnected learners.

As a district, we continue to work to align all initiatives and programs into a more comprehensive, effective educational system that will assist with student growth and career and college readiness. This helps staff in educating students holistically, in an equitable manner, with high quality instruction and tiered supports. All Title I schools have identified instructional strategies and practices to best meet the needs of their students. Title I schools also emphasize the importance of family engagement in student educational growth and success and have Equity Specialists assigned to assist with family engagement activities and learning, with a focus on reading and math strategies.

Targeted Services for K-8 focus on experiential learning to build language and background knowledge through a variety of learning opportunities. This service is offered both during the school year (extended day) and during the summer (extended year). The experiential nature of the service is particularly beneficial to engaging the disengaged and for providing opportunity and access to activities students otherwise would not have.

We continue to focus on strengthening teacher knowledge of core instruction, including reading, math, and social/emotional/behavioral growth by providing district-wide mentors (both elementary and secondary) for new teachers and offering support staff professional development opportunities all year.

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

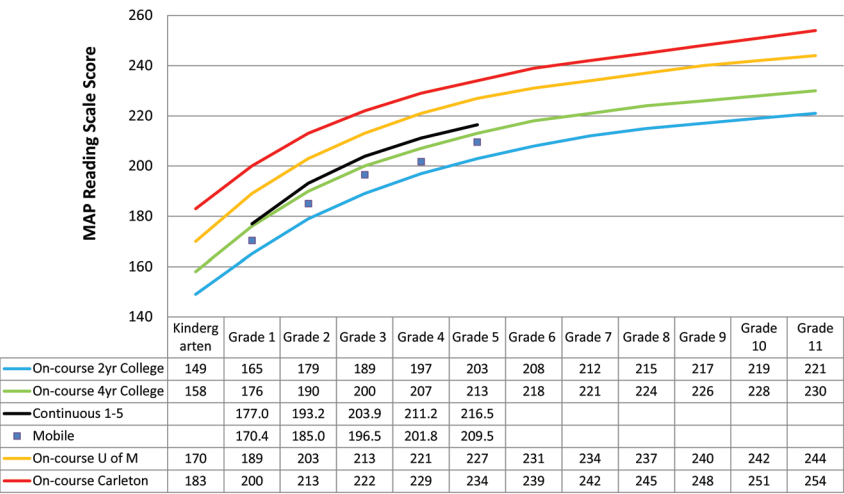


A workgroup of administrators and teachers developed a vision for secondary programming focused on expanding pathways to career and college success through Personal Growth Plans (PGPs). Recommendations included increased online and hybrid course offerings at the high school level, opportunities for building connections within and beyond school through mentorships and offering more personalized learning and support opportunities for students.

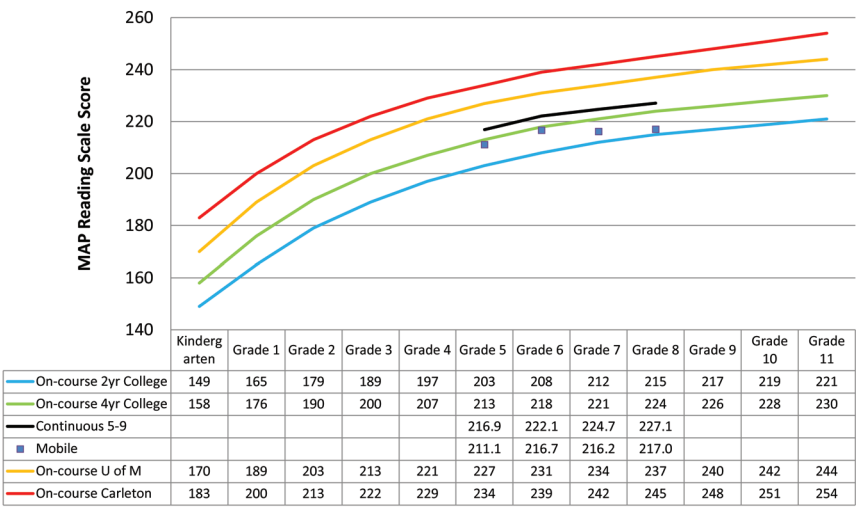


Goal 5: Bloomington Public Schools aims for all students to be career and college ready.

Continuous and Mobile Students (2014-2018)
Reading Grades 1-5



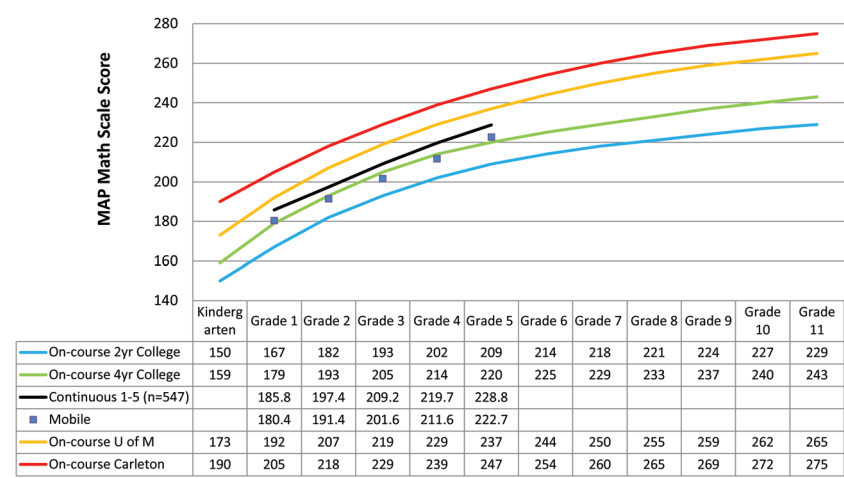
Continuous and Mobile Students (2014-2018)
Reading Grades 5-9



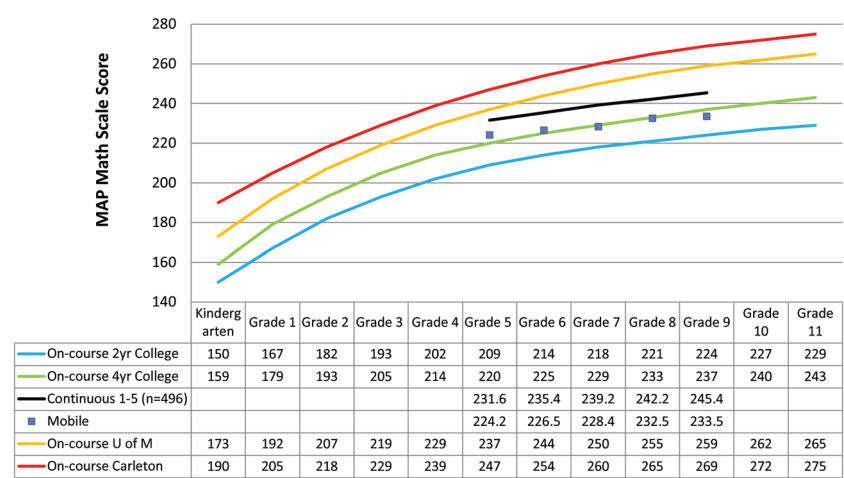
The graphs show long-term average MAP test scores in reading for a subset of Bloomington students.

All students in grades 6-12 have a Personal Growth Plan (PGP), which captures student specific interests, skills and post-graduation plans. PGPs are active plans that guide students, families and staff in supporting students' identified goals. Students are prepared for post-graduation as they follow their selected career and college pathways/ clusters and participate in internships, mentorships or career and college recruitment events.

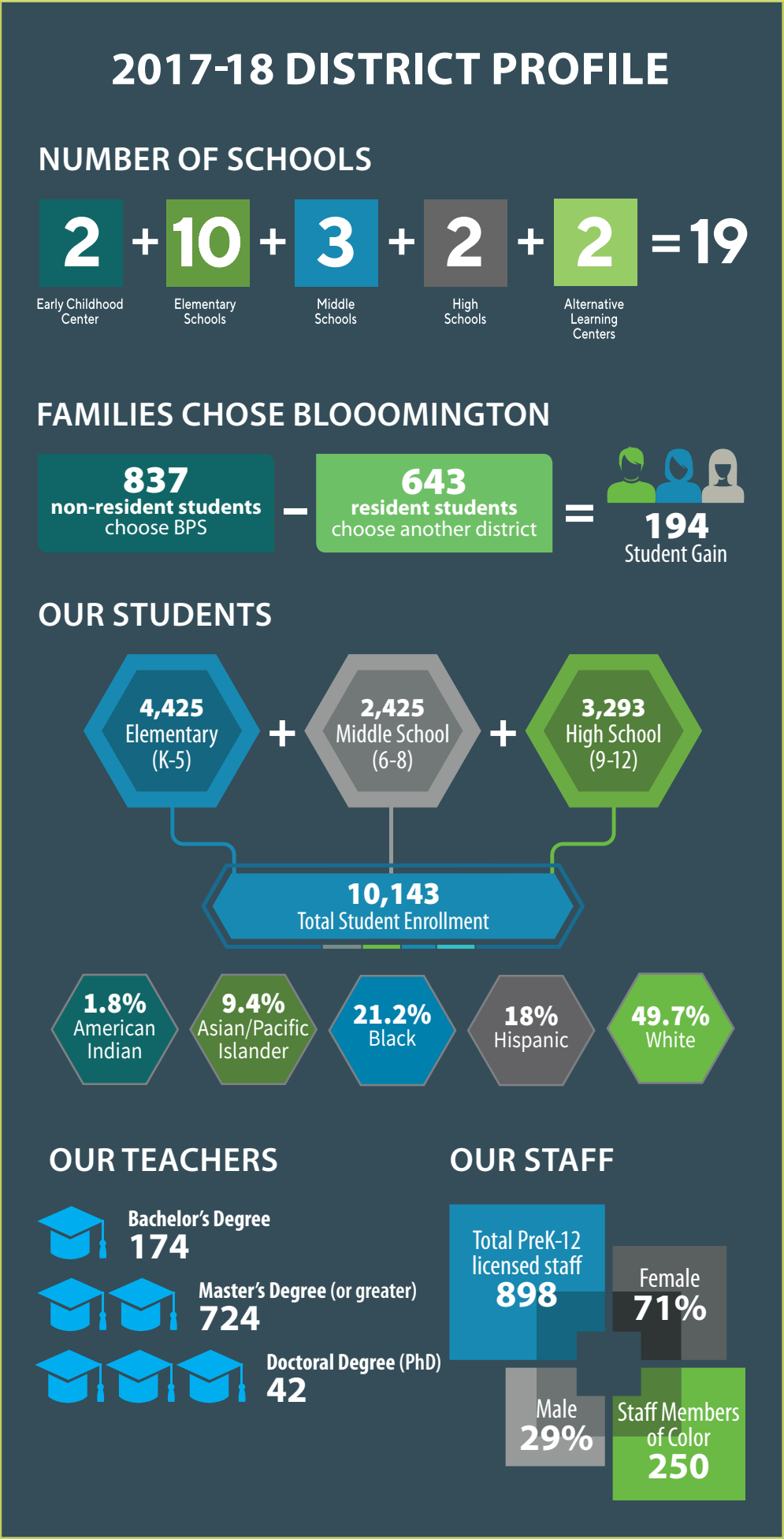
Continuous and Mobile Students (2014-2018)
Math Grades 1-5



Continuous and Mobile Students (2014-2018)
Math Grades 5-9



The graphs show long-term average MAP test scores in math for a subset of Bloomington students.



Curriculum review cycle ensures continuous improvement

The five phases of the curriculum review process are supported by the Department of Learning and Teaching curriculum and instruction specialists.

- Phase 1: Initial Curriculum Review**
Site teams research best practices, prioritize and unpack state or national standards and begin reviewing materials.
- Phase 2: Assessments and Units of Study**
Site teams develop scales of standard proficiency and assessments and map standards to units or trimesters.
- Phase 3: Implementation**
Teachers implement the curriculum in collaboration with their teams. Data is collected to inform the effectiveness of the curriculum.
- Phase 4: Mid-Cycle Review**
Cross-site teams meet to review data from implementation and recommend adjustments to the curriculum.
- Phase 5: Implementation**
Teachers implement the revised curriculum in collaboration with their teams. Data continues to be collected until the next scheduled release of state or national standards.

Subject-specific updates

- Physical Education: Phase 1**
K-12 Physical Education specialists prioritized state standards, wrote student-friendly learning targets and reviewed instructional materials. New materials purchased included pickleball racquets, basketballs, tumbling mats, jump ropes, scooters and replacement equipment.
- Math: Phase 2**
In grades K-5, the curriculum review team was trained in Math best practices using materials from Math Expressions:
 - Establish mathematics goals to focus learning
 - Implement tasks that promote reasoning and problem solving
 - Use and connect mathematical representations
 - Facilitate meaningful mathematical discourse
 - Pose purposeful questions
 - Build procedural fluency from conceptual understanding
 - Support productive struggle in learning mathematics
 - Elicit and use evidence of student thinkingThe team developed common math assessments aligned to state standards, which will be used to support standards-based grading the 2018-19 school year. The team also created a professional development plan to train all teachers in the use of best practices in math instruction during the 2018-19 school year.
All 6th-12th grade math teachers were trained in mathematical problem solving, reasoning and communication strategies using College Preparatory Math materials.
- World Language: Phase 2**
Secondary world language teachers developed assessments for essential standards in all French, Latin, Japanese and Spanish courses. They reviewed evidence-based instructional practices from the University of Minnesota Center for Advanced Research on Language Acquisition. The review team also adopted interactive materials to help facilitate student proficiency of course standards. Materials included both print and digital resources.



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Permit #2086

Bloomington ISD 271
Educational Services Center
1350 West 106th Street
Bloomington, MN 55431-4126

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School Pages is published by
Bloomington Public Schools
1350 W. 106th Street
Bloomington, MN 55431-4126
www.bloomingtonschools.org

School Pages is printed and delivered by
mail to 39,500 Bloomington households
at a cost of 14 cents per copy to inform
Bloomington residents about their public
schools.

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