World’s Best Workforce
2014-2015 Annual Report

Curriculum, Instruction and Student Achievement

Prepared by Robbinsdale Area Schools’ World’s Best Workforce Committee and the System Accountability Committee

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Report is available online at: www.rdale.org
World’s Best Workforce Goal Areas

- All students ready for kindergarten
- All students in third grade achieving grade-level literacy
- Closing identified achievement gaps
- All students attaining career and college readiness before graduating from high school
- All students graduating from high school

Achievement and Integration (AI) Plan

- Currently, we are in the second year of the district AI plan
- The AI plan has two areas of focus:
  1. Achievement
  2. Integration

ALL STUDENTS READY FOR KINDERGARTEN

SCHOOL READINESS: WHY IS IT IMPORTANT?

If young children are prepared for school they are more likely to successfully:

- Work collaboratively as well as independently
- Grasp the academic skills and concepts aligned to Minnesota Academic Standards
- Use language for reasoning and problem solving
- Research shows that children who are ready for school are more successful:
  - In school
  - In the workplace
  - Throughout life

Data from district 4-year old programs.
**ACTIONS:**

- Added another (8th) section of Great Start Preschool
- Increased the number of three-year-old children screened by 17%
- Engaged 800 preschool families with the “Let’s Get Ready for Kindergarten” campaign
- Researched/decided to implement Teaching Strategies Gold - a robust, research-proven assessment tool, in all preschool programs
- Continued collaborative professional development between ECFE, ECSE, Creative Play, Great Start and Family Literacy

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**ALL STUDENTS IN THIRD GRADE ACHIEVING GRADE-LEVEL LITERACY CLOSING IDENTIFIED ACHIEVEMENT GAPS**

**ACTIONS:**

**Fidelity of Implementation**

- Culturally responsive instruction
  - National Urban Alliance (NUA), Science House, Sharroky Hollie
- Expansion of Daily 5/CAFÉ literacy framework at elementary schools during the 2015-16 school year (Boushey and Moser, 2014)
- Elementary professional learning institute in June, 2015 for elementary teachers
- New teacher orientation focus on research-based best practices (Hattie, 2008)
- Plan in development for educational assistant professional learning
- Equity leadership
  - Courageous Principal Institute
- Elementary principal instructional leadership development in August, 2015

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**All students ready for kindergarten**

2014-15

98% of parents reported that participating in ECFE helped improve their parenting.

Data from end of year survey of Early Childhood Family Education (ECFE) parents.

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**All students in third grade achieving grade level literacy Monitoring progress**

While there is a gap in achievement as students enter kindergarten, the gap closes some by the end of kindergarten.

Formative Assessment System for Teachers (FAST) Early Reading assessments are used to monitor student academic progress.

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**All students in 3rd grade achieving grade level literacy Monitoring progress**

The percent of students making growth is above average.

Among Students of Color 29% made accelerated growth in 2014-15 and among white students 36% made accelerated growth.

Measure of Academic Progress (MAP) assessments are used to monitor students’ academic progress.
Solid lines represent the percent of students scoring at proficient levels on the Minnesota Comprehensive Assessment (MCA). Dotted lines represent the goal line to reduce the percent of students at non-proficient scoring levels by 50% by 2017.

Measures of Academic Progress (MAP) assessments are used to monitor students’ academic progress.

Solid lines represent the percent of students scoring at proficient levels on the Minnesota Comprehensive Assessment (MCA). Dotted lines represent the goal line to reduce the percent of students at non-proficient scoring levels by 50% by 2017.
ALL STUDENTS ATTAINING CAREER AND COLLEGE READINESS

ALL STUDENTS GRADUATING FROM HIGH SCHOOL

ACTIONS:

Career and college readiness plan

- Use of Naviance to communicate with students and parents regarding college access during the 2015-16 school year
- Use of ACT data to examine needs for rigorous courses
- Develop and expand partnerships to implement college in the schools programs

Academic intervention programs

- Collaboration with Minnesota Community and Technical College (MCTC)
- Increasing ACT prep courses available for all students
- AVID, TRIO, and College Possible - college readiness programs for underrepresented students
- Implementation of Individual Learning Plans (ILPs) using Naviance

Baseline data from the ACT plus writing administered to 11th grade students in April of 2015.
Baseline data from the ACT plus writing administered to 11th grade students in April of 2015.

Caucasian students in the district scored higher than Caucasian students across the state on the reading assessment.

Asian American students scored similar to Asian American students across the state on the reading assessment.

Other students in the district scored lower than their statewide counterparts on this assessment.

Baseline data from the ACT plus writing administered to 11th grade students in April of 2015.

Caucasian students in the district scored higher than Caucasian students across the state on the science assessment.

African American and Hispanic American students in the district scored slightly lower than their counterparts across the state on the science assessment.

Baseline data from the ACT plus writing administered to 11th grade students in April of 2015.

Caucasian students in the district obtained a higher average composite score than Caucasian students across the state.

The average composite score for Students of Color in the district was lower than the average composite score for their counterparts across the state.
Baseline data from the ACT plus writing administered to 11th grade students in April of 2015.

2014 Graduation Rate data is the most recent data available from the Minnesota Department of Education. Solid lines represent the 4-year graduation. Dotted lines represent the goal line.
Best Practices in Gifted Education, aligned with 2010 NAGC Programming Standards

LEARNING AND OUTCOMES

NATIONAL STANDARD:
Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home and community settings to ensure specific student outcomes.

MORE OF:
- Support of affective needs of students.
- Ex: Lunch Bunch, opportunities for dealing with Overexcitabilities, Mental Health, Perfectionism, Depression, Impulsivity, Executive Function, Twice Exceptional students, Bibliotherapy, Parent Education
- Spend more time building relationships with students and parents

LESS OF:
- Rushing through curriculum
- Fly in/Fly out delivery of services

ASSESSMENT

NATIONAL STANDARD:
Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

MORE OF:
- Early opportunities for gathering evidence of gifts and talents (K-1-2); collecting some type of data
- Opportunities for teacher input in identification procedure
- Opportunities for non-standardized testing to use in identification: Hope Scale (Gentry); SRBCSS, Renzulli Scale (Renzulli)
- Assessment of identified students (portfolio - sets a floor, not a ceiling - and self-assessment); assessment of creative thinking process, not product
- Routine program evaluation

LESS OF:
- Students per teacher so teachers can appropriately assess
- Sole reliance on norm-referenced tests (MAP, MCA)
- Reliance on 9 year cycle

CURRICULUM PLANNING AND INSTRUCTION

NATIONAL STANDARD:
Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

MORE OF:
- Continuation of culturally responsive strategies (Sharroky Hollie - line ups, call and response)
- Continuation of rigor and challenge of curriculum
- Continuation of interdisciplinary learning
- Opportunities for curriculum compacting and acceleration
- Opportunities and training for differentiation for higher achieving students

LESS OF:
- Limited contact time with high achieving students
- Sharing of limited resources (takes away from instructional time) i.e. NNAT test booklets
LEARNING ENVIRONMENTS

NATIONAL STANDARD:
Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

MORE OF:
- Ability to use technology
- Opportunity to display student work
- Opportunity to customize learning spaces
- Safe classroom environments (key, phone, clock, workspace, outside air intake)

LESS OF:
- Reliance on paper/pencil/charts
- Sharing space (prevents sharing student work)
- Sharing space (prevents customization)
- Being relocated to a different learning environment because of testing needs of other students
- Learning in entry vestibules and custodial closets

PROGRAMMING

NATIONAL STANDARD:
Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific outcomes.

MORE OF:
- Quality Tier 1 instruction
- Alignment of identification measures and program curriculum
- Services by student by need (some need math, some need reading, some need creativity/problem solving)
- Continuum of services
- Levels of services at MS and HS
- Enrichment opportunities for all students

LESS OF:
- One-size-fits-all Tier 1 instruction
- Discrepancy between identification measures and program curriculum
- One hour per week fits all
- One in-school option for academic challenge
- Few options at MS and HS (AP/IB, Honors Mentor Connection)

PROFESSIONAL DEVELOPMENT

NATIONAL STANDARD:
All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

MORE OF:
- Professional Learning for classroom teachers on differentiating instruction for high achieving students
- Substitute support (for G/T teachers and for classroom teachers receiving PL)
- System for assessing the needs for professional development for classroom teachers
- Ongoing professional development for G/T teachers

LESS OF:
- Shooting in the dark
Media and Instructional Technology - PerL 1:1 Goes to High School

In the fall of 2015, all high school students received Chromebooks. To prepare for this, high school teachers participated in training that focused on using the devices to increase access to research-based techniques shown to improve learning. Building on what we learned in the middle school deployment in 2014, teachers learned about improving feedback, student goal-setting and creating culturally relevant classrooms. High school teachers also created personalized learning projects in their subject area.

When school started, all secondary students learned routines for organization, nuts and bolts of Chromebook use, effective digital habits, and responsible use of technology. Students are submitting assignments in digital format, providing feedback to one another on shared documents, and choosing them from a variety of multimedia tools to report what they have learned. Teachers are creating videos to introduce class objectives, “flipping” instruction to homework and homework to in-class work with teacher support and feedback.

LIBRARY MEDIA PROGRAMS

Elementary library media centers circulate an average of 27,000 books a year. Media classes provide instruction in information and technology skills - from basic keyboarding for 3rd grades to a final 5th grade research project. The goal of the curriculum is guide ensure that students become effective users of information - developing good questions, gathering reliable resources in print and online, drawing conclusions, and communicating in a variety of formats.

Secondary library media centers are introducing ebooks and a wide variety of print and electronic resources. Our high schools won a grant to foster a culture of literacy through more access to books and literary activities in a reading cafe. The cafe is just one part of a vision to move the traditional library into a learning commons where students and teachers have access to many venues that support personalized learning, creativity and collaboration. In the first step to a “makespace” for creative production, Cooper High School media center added a 3D printer. Armstrong introduced a collaboration table where students and teachers can work together.

Three technology integration specialists joined the media team to provide support for teachers learning to use technology to not just replace traditional methods, but to amplify and transform teaching and learning to meet the challenges of the 21st century.
Global Languages

PROFESSIONAL LEARNING

RECOMMENDATIONS:
1. Second language acquisition research and theory
2. High operational and culturally relevant practices
3. Technology use in instruction
4. Utilize in-house staff expertise
5. Increase district-wide time for professional development
6. Engage with professional organizations and institutions of higher education

IMPLEMENTATION:
1. PLCs, Meetings
   a. standards
   b. data
   c. assessments
2. NUA Strategies, Science House
3. Chromebooks, Schoology
4. Schoology Groups
5. Curriculum Mapping
6. - Central States Conference on the Teaching of Foreign Languages (7 teachers)
   - MCTLC Conference (4 teachers)
   - MDE Sessions
   - MNCW

CURRICULUM AND INSTRUCTION

RECOMMENDATIONS:
1. Map curriculum based on standards and current research
2. Align essential outcomes within IB and Pre-AP/AP programs
3. Develop and implement authentic formative and summative assessments (focus on skills and standards vs. “covering” chapters
4. Middle Schools will implement Bien Dit, and High Schools will implement T’es Branche.
   a. Developmentally appropriate
   b. Reduces repetition
   c. Greater resources
5. Increase exposure to post-secondary settings and options
6. Consider other language instruction options (ASL, Mandarin, Arabic, etc.)

IMPLEMENTATION:
1. 2012 ACTFL Standards
2. Curriculum mapping:
   a. school visits
   b. 3 year plan
   c. ManageBac for IB
   d. Schoology
3. PLCs
4. French implementing T’es Branche
   a. Additional materials to support 6th grade
   b. TB more culturally relevant
   c. Aligned with current research
5. - U of MN Competition
   - University of Salamanca Accreditation
   - World Language Proficiency Certificates, Bilingual Seal

ASSESSMENT

RECOMMENDATIONS:
1. Implement common assessments that:
   a. are based on essential course outcomes
   b. are performance-based
   c. measure proficiency based on current SLA research
   d. inform teaching, learning, and collaboration
   e. allow for re-teaching in a novel way
   f. allow for student self-assessment and reflection
2. Review available assessments (ELPAC, CLEP, AP, IB) purpose and refine
3. World Language Proficiency Certificate

IMPLEMENTATION:
1. - PLCs
   - New curriculum materials
2. National Spanish Exam
3. World Language Proficiency Certificate
   a. Intermediate Low ACTFL
   b. AP/IB assessments
   c. Award September 2015
   d. Transcripts - MNSCU credits
   World Language Proficiency High Achievement Certificate
   e. Pre-advanced ACTFL
EQUITY

RECOMMENDATIONS:
1. Review student placement practices
2. Review program structures including block scheduling
3. Infuse personalization and relevancy into curriculum (critical literacy)
4. Retain more students of diverse backgrounds (students of color, diverse socio-economic backgrounds)
5. Develop more programming options for heritage speakers
6. Collaborate with EL staff

TECHNOLOGY

RECOMMENDATIONS:
1. Increase utilization of communicative, technological tools by teachers (Schoology, Infinite Campus, Google apps)
2. Provide access to technologies to facilitate connections with sympathetic native speakers, and authentic experiences in the second language
3. Provide adequate and appropriate training for effective use of Chromebooks and the language lab for language acquisition

IMPLEMENTATION:
1. Immersion students at RMS will be offered an advanced Spanish course
2. AHS moving to singles for levels 1 and 2
3. - NUA, Science House
   - Implementation of Chromebooks at all secondary levels and professional learning on access points (Feedback, Culturally Relevant Pedagogy, Self-Assessment)
4. More students will be taking WL starting 15-16 (AHS, RMS)
5. Native Speakers courses (CHS, RMS)

2014-15 District-Wide Curriculum Committee Members

Stephanie Skelly, Program Director of Teaching and Learning
Kari Christensen, Cooper High School IBMYP and IB Program Coordinator
Brenda Damiani, Armstrong High School Assistant Principal
Laura Grant, Cooper High School Teacher
Colleen Kennedy, District Technology Integration Specialist
Cathryn Peterson, District 6-12 English, Reading and Social Studies Specialist
Sarah Prindiville, District Fine Arts and Elementary Gifted Coordinator

2014-15 World’s Best Workforce Committee Members

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Helen Bassett, School Board Member
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Dan Enna, Sonnesyn Equity Specialist, Robbinsdale Middle School/Neill Parent
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Latisha Gray, Program Director of Communications and Marketing, RSIS Parent
Kim Hiel, SEA Principal
Kim Lokken, Robbinsdale Middle School Parent
David Maggitt, Community Member
Nancy Meyerhoff, Forest Teacher
Nathan Oelke, Armstrong High School Student
Brenda Jo Peterson, Equity Specialist
Patricia Peuschold, Noble Teacher
Nichole Rens, Lakeview Principal
Robert Ritchie, Noble Equity Specialist
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Anh Tran, Multilingual Learning Coordinator
Kevin Trinh, Armstrong High School Student
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2014-15 System Accountability Committee Members

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Janet Hale, Zachary Lane Parent
Graham Hartley, Armstrong High School and Robbinsdale Middle School Parent
Alice Hodgson, Reserve Teacher Substitute and SEA Grandparent
Jennifer Johnson, Coordinator - Assessment, Due Process and Curriculum
John Orbison, Robbinsdale Middle School Teacher
Jordynn Poferl, Armstrong High School Student
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ROBBINDALE
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Individual focus. Infinite potential.

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