World’s Best Workforce
2013-2014 Annual Report

Curriculum, Instruction and Student Achievement

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

To speak with a liaison from your community about this report, please call:
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Report is available online at:
World’s Best Workforce Goal Areas

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

Closing identified achievement gaps and third grade level literacy

Monitoring progress

<table>
<thead>
<tr>
<th>MCA Reading Proficiency Target</th>
<th>Monitor Progress:</th>
</tr>
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<tbody>
<tr>
<td>(Reduce % non-proficient students by 50% by 2017)</td>
<td>MAP growth</td>
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</table>

**ACTIONS**

- Provide all licensed instructional staff with professional learning focused on high quality, **culturally responsive instruction**
- **Differentiate instruction** to meet individual needs of students through the full implementation of Response to Intervention (RtI) and the data process, and expansion of personalized learning

**PROGRESS**

- **Culturally responsive instruction**
  * Eight schools had National Urban Alliance (NUA) cohorts during 2013-2014 school year
  * All schools, special education, early childhood, and English Learners (EL) will have NUA cohorts during 2014-2015 school year
- **Differentiated instruction**
  * All licensed staff trained in data process workshop week to implement 2014-2015 school year
  * 1:1 device implementation for all 5th grade students in 2013-2014 school year
  * 1:1 device implementation for all 6th-8th grade students in 2014-2015 school year
All students ready for kindergarten:

**ACTIONS**
- Provide high quality early learning programs to advance the learning and social-emotional development of preschool children and prepare them for kindergarten
- Expand staff’s knowledge, and use of, culturally responsive teaching

**PROGRESS**
- Great Start preschool program (serves four year old learners who are EL and/or from low income families)
  * Seven sections were added during the 2013-2014 school year
  * An 8th section was added for the 2014-2015 school year
- Monitoring Progress:
  Developed a robust evaluation plan. Results available January 2015
- Increased the number of three year old children screened
- Teachers’ training:
  * Beyond Diversity
  * Levels I-III of Technical Assistance Center on Social Emotional Intervention (TACSEI)

All students in third grade achieving grade level literacy:

**ACTIONS**
- Provide all licensed instructional staff with professional learning focused on high quality, culturally responsive instruction
- Enhance and implement an aligned Pre-K to 3rd grade approach to literacy instruction and intervention

**PROGRESS**
- Culturally responsive instruction
  * Eight schools had NUA cohorts during 2013-2014 school year
  * All schools and Pre-K through 12th grade programs will have NUA cohorts during 2014-2015 school year
- Pre-K to third grade literacy alignment
  * Seven sections of the Great Start four year old program were added during the 2013-2014 school year
  * An 8th section of Great Start was added for the 2014-2015 school year
  * District-wide Full Day Kindergarten implemented during 2014-2015 school year
  * Professional learning for staff in Leveled Literacy Intervention in October 2014
  * Alignment planning between Early Childhood and Teaching and Learning to occur 2014-2015
All students attaining career and college readiness before graduating from high school... and All students graduating from high school:

**ACTIONS**

- Development Pre-K through grade 12 career and college readiness plan
- Examine and improve existing academic intervention programs (Alternative Learning Centers (ALC), Targeted Services)

**PROGRESS**

- Career and College Readiness Plan
  * Use of Naviance to communicate with students and parents regarding college access during 2013-2014 school year
  * Use ACT, EXPLORE and PLAN data to examine needs for rigorous courses during 2014-2015 school year
  * Develop partnerships to implement College in the Schools
- Academic Intervention programs
  * Summer Jump Start program in partnership with MCTC during 2013-2014 school year
  * Making ACT prep courses available for all students
  * Advancement Via Individual Determination (AVID), Federal Trio Program and College Possible - college readiness programs for underrepresented students
  * Individual Learning Plan development during the 2014-2015 school year

Monitoring Progress:

- EXPLORE - 8th grade
- PLAN - 10th grade
- ACT Plus Writing: will be taken by ALL 11th grade students
  * Spring 2015 - Statewide Baseline
- Examining rigorous course taking data
- Monitoring students on track for graduation

(please see the graphs on the following page)
Personalized learning enters our middle schools

The week before school started, parents and students came in droves to Plymouth Middle School and Robbinsdale Middle School to pick up a Chromebook - but the planning for this event started long before.

Three years ago, the goal of using technology to personalize learning was included in our technology plan. Implementation plans started with the question of how we can improve student learning. The team identified three educational practices that have been shown to improve learning: student goal setting, rapid and effective feedback and classrooms that include culturally relevant practices and resources. Using web-based tools for instructional support and access to worldwide resources, makes these learning practices more efficient and effective. Technology provides the access - improved instruction and learning is the goal. Training and resource support have been based on these "access points" to learning. Chromebooks were selected because this platform delivers our web-based instructional tools in a cost-effective way.

During the first weeks of school, students are learning routines for organizing documents, planning for assignments, creating safe passwords, and using resources responsibly. As the year goes on their teachers will be developing procedures for helping students to understand what they need to know, how to set goals and to self-monitor progress. Feedback on learning will be shared from teacher to student and from student to teacher. Students will have access to a wide variety of resources to support their learning, wherever they are starting from.
Program & Curriculum Review Findings and Recommendations

ELEMENTARY HEALTH

- Define standards, personal values and how to address Sexual Education topics within these parameters
- Partner with Teen Annex
- Select and modify new curriculum for Puberty, Reproduction, Hygiene, HIV/AIDS
- Train teachers on content, developing whole child - knowledge, decision making, advocacy and guide students toward families to use this information to partner with their family members to develop their values
- During training, engage in “what ifs” so that we can anticipate questions students might ask and have a bank of answers, and consistency across the district
- Along with a beginning of the year alert to families that Human Growth and Reproduction will be taught, send a reminder the week before the unit to remind parents

SECONDARY HEALTH

- Focused curriculum to be selected and modified by Robbinsdale teachers using researched based best practice with a deep focus on fewer topics
- Increased reliance on common formative performance assessments
- Look into purchase of Chromebooks/tablets in lieu of textbooks in order to continuously incorporate emerging information and activities
- In place of Credit by Assessment, students will enroll in the Blended Health course

TECHNOLOGY EDUCATION

- Create Programs of Study
- Complete Concurrent Enrollment Agreements
- Send Tech Ed staff to Project Lead the Way and Science House training summer of 2014
- Collaborate with building staff to revise courses
- Create and implement the STEM plan at Cooper High School

ENGLISH LEARNERS PROGRAM

- Develop district-wide handbook with consistent forms and process for registration
- Provide training for all secretaries on registration process
- Develop materials to address newcomer needs at the elementary and middle schools
- Expand professional development opportunities to more teachers. Increase number of co-taught classes.
- Continue to incorporate EL best practices into all professional learning
- Create standards for EL instruction so leadership can hold teachers accountable for good instruction
- Provide information to all stakeholders on benefits of clustering, co-teaching and professional learning
- EL teachers will use the WIDA standards systematically in their planning, teaching and assessment

Best Practices and Current Issues

GLOBAL LANGUAGE

- Professional Learning
  * Second language acquisition research and theory
  * High operational and culturally relevant practices
- Curriculum and Instruction
  * Map curriculum according to standards and current research
  * Align essential outcomes within International Baccalaureate and Pre-Advanced Placement/Advanced Placement programs
  * Develop and implement authentic formative and summative assessments - focus on skills and standards versus covering chapters
  * Assessments allow for teaching in a novel way and allow for student self-assessment and reflection
  * Increase exposure to post-secondary settings and options

2013-14 World’s Best Workforce Committee Members
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Robert Ritchie, Equity Specialist and Parent
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ROBBINSDALE Area Schools
Individual focus. Infinite potential.