



**BLOOMINGTON
PUBLIC SCHOOLS**
1917-2017

SCHOOL PAGES

Winter 2017-18



Photo by Cyndi Nightengale

Special
Annual Report
Issue



A Message from Superintendent Les Fujitake

COMMUNITY SUPPORT OF REFERENDUM OVERWHELMING



Superintendent Les Fujitake visits with high school students in one of the new flexible learning spaces.

As homeowners, employers, community members and parents, you know school quality is essential to the health and prosperity of our community. We are proud of the work we do each year to be recognized and ranked among the best school systems in Minnesota.

So it gives me tremendous pride to share with you this year's annual report, contained in this edition of School Pages, and to share our sincere thanks to voters who overwhelmingly endorsed the Strong Schools, Strong Community operating referendum.

Your support reaffirms what our community values:

- Small class sizes and neighborhood schools
- High quality teachers and staff
- Academic programs that support students at all levels
- Remaining competitive with our neighboring districts

We are truly honored by the trust and continued support of our school district by

a community that believes in strong schools focused on academic achievement for all children.

We will continue to work hard to maintain your confidence in how we manage our financial resources, which has allowed us to maintain property tax levels over time, and to show results with your investment.

The referendum outcome—nearly 70 percent in favor—reinforces what we have long known: Bloomington residents are deeply committed to providing the finest education to the young people in our public schools.

Let me offer thanks and appreciation to our school referendum teams and the Yes4BPS Committee, under the direction of parents Jamie Burden, and Jason and Mary Thiel, and all those volunteers—parents, current and retired staff, and community residents—who gave of their time and talents to get out the vote and build public awareness for the referendum. Your tireless energy showed Bloomington's children how much we care.

INDEPENDENT
SCHOOL DISTRICT 271:
BLOOMINGTON PUBLIC SCHOOLS

World's Best Workforce Goals

In 2013, the Minnesota Legislature approved the World's Best Workforce (WBW) legislation requiring 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 Graduation 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 on time and enter college or career with the necessary skills to thrive and be successful. The district's strategic plan identifies what we are aiming to achieve, while Pathways to Graduation identifies how we will achieve it.

The graphs and corresponding information in this issue highlight the progress made toward the five World's Best Workforce goals during the 2016-17 school year, and the practices and programs in place to reach the goals.

Throughout this Annual Report, you'll see the phrase "unpacked or unpacking 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.

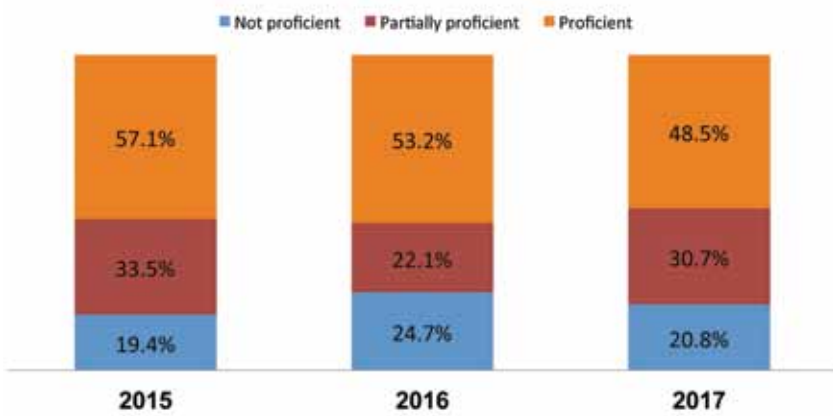




2016-17 WORLD'S BEST WORKFORCE ANNUAL REPORT

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

Beginning Kindergarten Students Proficient in Literacy



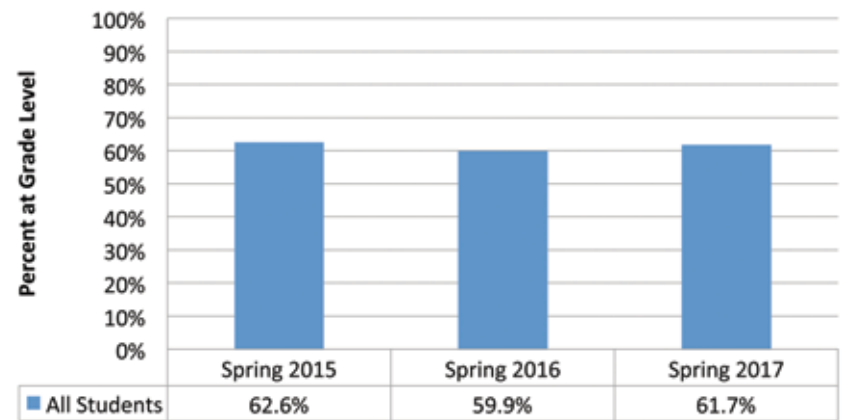
The Early Learning Services Instructional Team continued to focus on standards-based instruction and assessment in early childhood classes and preschool programs.

Birth to 2-year-old teacher teams prioritized and unpacked the Minnesota Early Childhood Indicators of Progress for social and emotional development and language and literacy.

Preschool teachers developed units of study focused on integrating social and emotional learning with language and literacy learning and updated common summative assessments and reporting practices. Parents of preschoolers were invited to three "Family Learning Together Days" throughout the year to receive education on standards and how to support students at home.

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

Grade 3 Students at Grade Level in Literacy

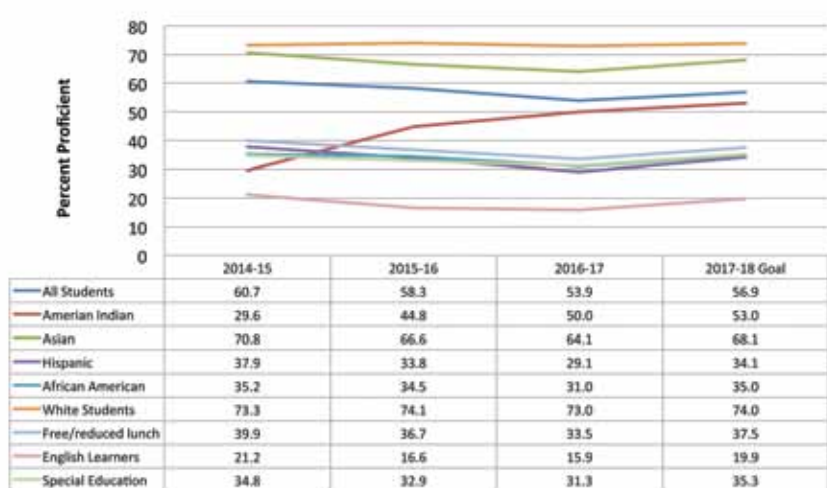


Note: Grade Level is defined as 50th Percentile or higher on the MAP test

Elementary teachers implemented new units of study in English Language Arts that integrate reading, writing and oral communication and feature language supports for English learners. Teams at all elementary sites utilized common end-of-unit assessments to measure student learning and progress toward meeting academic standards. Teachers participated in professional development sessions related to instructional strategies in literacy with a focus on using technology and digital content to support responsive teaching. Teachers were also trained in using diagnostic assessment tools to identify students' areas of strength and need in literacy. Teams of classroom and EL teachers participated in professional development focused on co-teaching to provide differentiated core instruction to all students. Teachers also met in Professional Learning Communities (PLCs) weekly to study best practices, design effective instruction and analyze achievement data. Classroom teachers and intervention specialists implemented supports for students not meeting grade-level expectations as outlined in Bloomington's Local Literacy Plan.

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

Reading Proficiency for Students Enrolled on Oct. 1, 2016



Math Proficiency for Students Enrolled on Oct. 1, 2016



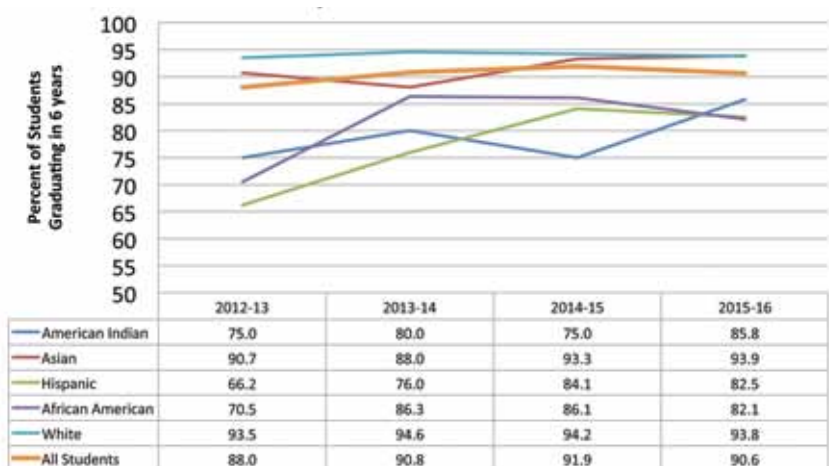
The graphs show the achievement gaps in reading and math among various student groups.

At the elementary level, Targeted Services summer programming continues to use the redesigned model that focuses on the opportunity gap many students face. The program consists of more time at school, weekly themes with reading and mathematics embedded into the learning and high student engagement through discussion, experiences and anchoring field trips.

The program was piloted at several sites as the model for after-school programs. In lieu of re-teaching the same concepts and lessons in a similar model, piloting sites used experiences and themes as a way to engage students in the learning experience. All elementary sites have adopted this practice for the 2017-18 school year.

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

Six-year Graduation Rate



Jefferson and Kennedy high schools continue to utilize a three-component framework to comprise their Building Leadership Teams, made up of representatives from instruction, learning supports and management. Leadership teams have helped staff support students to achieve at high levels and work toward their post-secondary goals.

The high schools' STRIVE program and Academic Seminar have helped

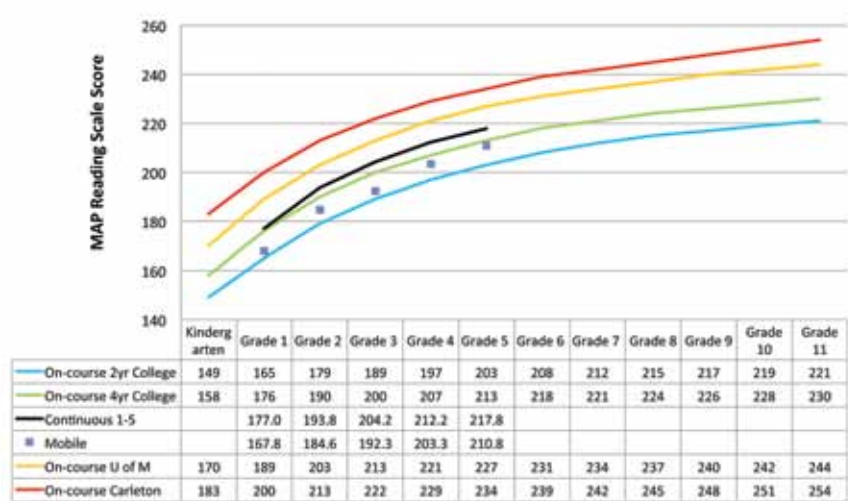
students build relationships with staff and mentors and increase academic achievement. Personal Growth Plan activities and Career and College Centers provide students with resources, coaching and support that has led to heightened student achievement and postsecondary readiness.

All high school students have Personal Growth Plans (PGPs), which plot their aspirations, interests and academic strengths and needs. The plans ensure that students are preparing for graduation and college and career readiness.

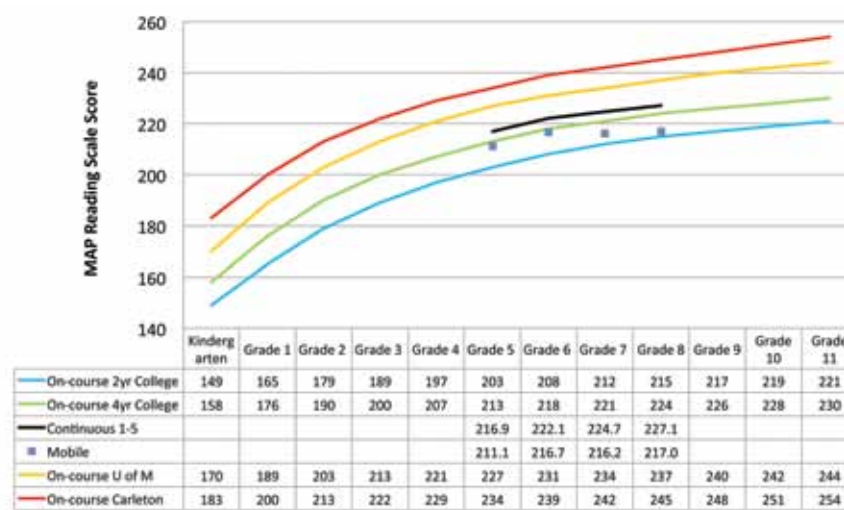
The graph shows the gaps in six-year graduation rates among various student groups.

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

Continuous and Mobile Students (2013-2017) Reading Grades 1-5



Continuous and Mobile Students (2013-2017) Reading Grades 5-8

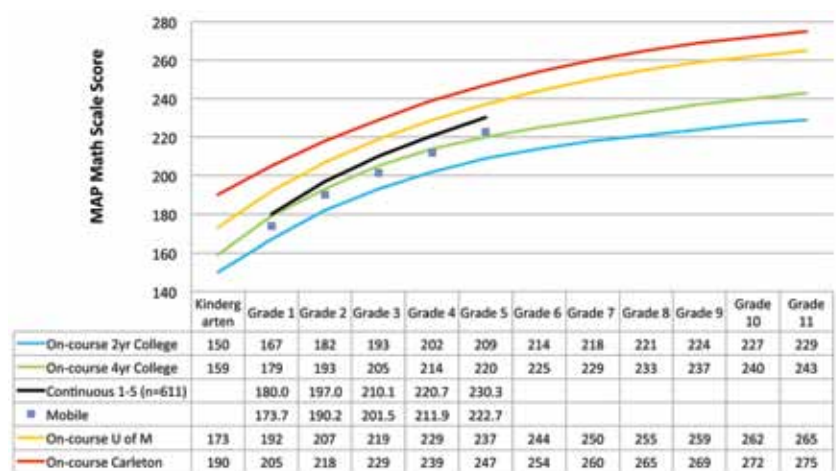


The graphs show long-term average MAP test scores in reading for a subset of Bloomington students.

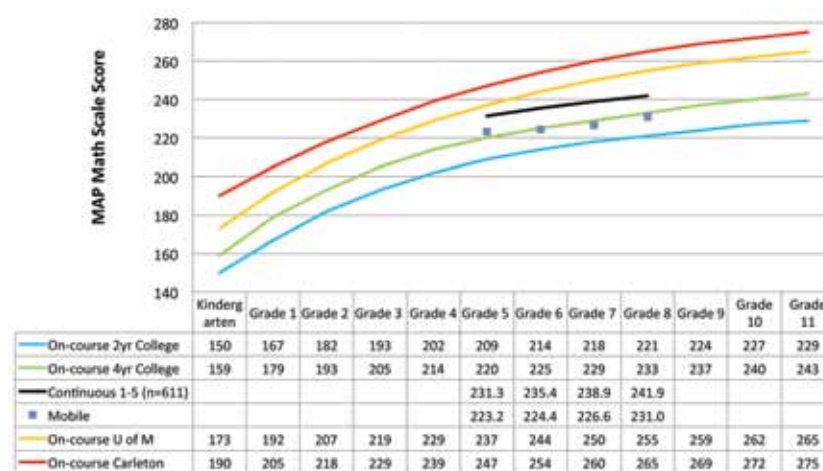
Each high school and middle school student has a Personal Growth Plan (PGP). Students' PGPs include academic indicators; life and social skills; and career and college planning resources. Quality instruction paired with student engagement in PGP activities prepares students for college or a career.

Bloomington Public Schools also uses data analysis tools to identify learning trajectories, which anticipate student success beyond graduation. The Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) reading and math assessments are administered to students and provide data regarding students' college and career readiness. This data allows staff to tailor core instruction, interventions and enrichments to ensure success for all students.

Continuous and Mobile Students (2013-2017) Math Grades 1-5



Continuous and Mobile Students (2013-2017) Math Grades 5-8



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

2016-17 District Profile

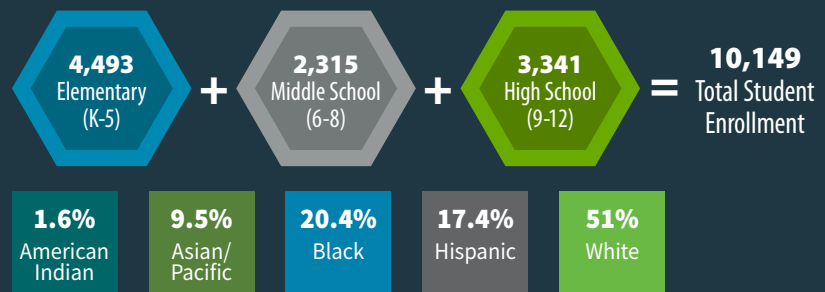
NUMBER OF SCHOOLS



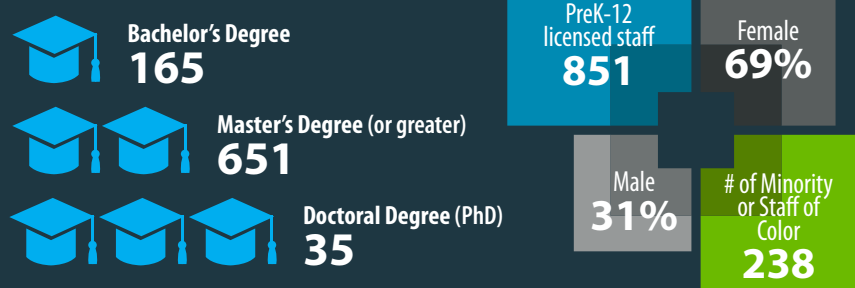
FAMILIES CHOSE BLOOMINGTON



OUR STUDENTS



OUR STAFF



Curriculum review cycle ensures continuous improvement

The curriculum review process is supported by curriculum and instruction specialists within the Department of Learning and Teaching and occurs in a series of five phases.

Phase 1: Initial Curriculum Review

Teams with representatives from each site research best practices, prioritize and unpack state or national standards and begin reviewing materials.

Phase 2: Assessments and Units of Study

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.

The following is a summary of the curriculum review work that was completed during the 2016-2017 school year.

English Language Arts

Elementary teachers began their first year of implementing new standards-based units of study and using common end-of-unit assessments to measure students' progress in reading and writing. The district-wide report card was revised to align to the essential benchmarks addressed at each grade level. Review teams made adjustments to the units and assessments based on feedback they collected from their colleagues. Teams of teachers also met to create and curate digital resources to support literacy instruction. These resources were added to a repository that allows teachers to share materials, lessons and strategies across sites. All K-5 teachers were also trained in the administration, interpretation and use of a new informal reading inventory, the Fountas and Pinnell Benchmark Assessment System. This assessment helps teachers design differentiated instruction for students in their classes.

Secondary interventionists, teachers, administrators and representatives from the district office reviewed research related to reading intervention and developed a common definition and set of principles for intervention. These will be used to ensure alignment between the secondary sites.

Math

The Elementary Math Curriculum Review Team (comprised of a curriculum and instruction specialist, classroom teachers, EL teachers, special education teachers, an interventionist, a media specialist and instructional mentors and coaches) and the Secondary Math Curriculum Review Team (comprised of a curriculum and instruction specialist, classroom teachers, EL teachers, special education teachers, interventionists, an equity specialist and instructional mentors) both began Phase 1 of the review process in response to data indicating a need to update math curriculum and align instruction with best practices. The team prioritized state standards, wrote clear learning targets aligned with standards and reviewed instructional materials.

At the elementary level, the team selected materials featuring print and digital texts for students and teachers, manipulatives, math games and centers and an online Personal Math Trainer.

At the secondary level, the team elected to continue use of CPM math materials, which emphasize problem solving, reasoning and communication, expanding the adoption to 6th and 7th grades.

Social Studies

The Elementary and Secondary Social Studies Curriculum Review Teams, comprised each of a curriculum and instruction specialist, classroom teachers, the EL program specialist, the special education curriculum coordinator, an equity specialist and a parent representative completed a mid-cycle review focused on revising and updating learning targets, maintaining online instructional resources and adding additional materials. At the elementary level these materials included texts to support student research.

The Pathways Advisory Committee, District Diversity Advisory Committee and elementary level administrators provided feedback and recommendations before the curriculum was formally approved by the School Board for all areas under review.



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