

# Belle Plaine Public Schools

## World's Best WorkForce Plan

### 2014 - 2015

#### Mission Statement

Expecting Excellence from Everyone, Every Day

Belle Plaine Public Schools continue to implement academic standards required under the No Child Left Behind Act and by the Minnesota Department of Education. As successful schools, we expect all students will receive high quality, scientifically based instruction provided by qualified personnel to ensure that any academic difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. *With successful core instruction, approximately 80% of students will master core content.* Students identified as being “at risk” through universal screenings and/or results on state or district-wide tests receive supplemental instruction during the school day through the Response to Intervention program. Approximately 15% of students will require this additional academic support.

#### World's Best Workforce Guidelines:

Based on legislation adopted in 2013, the Belle Plaine School District has developed this comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce.

Based on legislated guidelines, our World's Best Workforce Plan addresses the following goals:

1. Have all students meet school readiness goals;
2. Have all third grade students achieve grade-level literacy;
3. Close the achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers;
4. Have all students graduate from high school;
5. Have all students attain college and career preparedness.

#### Student Performance Measurement

Belle Plaine Public Schools uses several universal screening assessments to determine student achievement and progress. All students are screened on a

periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. NWEA MAPs and AIMSweb assessments are used up to three times a year (Fall, Winter and Spring). All other assessments are offered once.

The Minnesota Comprehensive Assessment (MCAIII) is an adaptive Reading, Math and Science test given to students in Grades 3-11. In an adaptive test, the rigor of the questions students must answer will depend on how well they have done on previous questions. If a student responds correctly to a test item, the student will be asked to answer increasingly difficult questions. If a student responds incorrectly, the difficulty of questions will decrease. This way, the test can hone in on a student's achievement level. However, students will not be asked to answer any questions that are outside of their grade-level standards.

The Measures of Academic Progress (NWEA MAP) is an adaptive test used to determine student's instructional level and to measure academic growth throughout the school year. MAP tests are unique in that they adapt to be appropriate for each student's level of learning and are not limited to material at a certain grade level.

The AIMSweb Curriculum-Based Measurements (CBMs) are used three times a year (fall, winter and spring) to summarize both a student's level of performance and rate of progress. These assessments give a snapshot of a student's early literacy skills, early numeracy skills, oral reading fluency and/or academic growth in reading and math. They are used to identify students who could benefit from additional support or enrichment. Once students are identified, additional assessments might be needed to determine what kind of support each child might need. Differentiated instruction and intervention, through the RTI program, might take place inside or outside of the classroom.

EXPLORE, PLAN and the ACT were designed to work together to help students make educational and career plans starting in 8th grade and take them through high school and beyond. Most students take EXPLORE in 8th grade or at the beginning of 9th grade. PLAN is for 10th graders and the ACT is for 11th and 12th graders. In addition to these tests, there will be a COMPASS test available for students who are not proficient on the PLAN. It will further help determine needs before taking the ACT. The COMPASS will only be offered to students based on results from the PLAN assessment.

Each of these programs includes a test with four parts—English, mathematics, reading, and science—and each offers an interest inventory. The inventory leads to career information for students based on their interests, abilities and work preferences. Students can use the test scores to find out how well they

know the subject matter and what they need to learn next. This will help them prepare for college and results from EXPLORE and PLAN will help them score better on the ACT.

Assessments Taken by Grade Level

	K	1	2	3	4	5	6	7	8	9	10	11	12
MCA				X	X	X	X	X	X		X	X	
OLPA				X	X	X	X	X	X		X	X	
NWEA		X	X					X	X	X			
AIMSweb	X	X	X	X	X	X	X						
EXPLORE									X				
PLAN											X		

**Student Achievement Goals and Action Plan:**

World's Best Workforce legislation requires that we review student achievement throughout a student's school career based on the following guidelines:

1. Have all students meet school readiness goals

**Current Level of Performance:** Currently, 77% of our incoming kindergarten students are proficient on reading readiness skill of Letter Naming based on the AIMSweb assessments. Other skills include, sound recognition and phoneme segmentation or separating words into individual sounds and nonsense words. Our incoming kindergarten students show a proficiency rate (81%) on all math readiness skills. These skills include counting/number identification, quantity discrimination, and missing numbers.

**Goal:** Our goal for the 2014-2015 school year is to have at least 80% of our students proficient on all reading readiness assessments and at least 85% of our students proficient on all math readiness assessments by the end of Kindergarten.

**Action Plan:** In addition to core instruction in reading and math with research based programs, students receive differentiated instruction through a 30-45

minute flex group model. Students who require more academic support receive 20 additional minutes of small group instruction in remedial reading and math skills through the Response to Intervention/Title I/Reading Core programs. Currently 10 students receive additional reading support and 8 students receive additional math support through these intervention programs. Progress is monitored weekly and students are dismissed from the program when they have met their targets.

Beginnergarten is a new academic program for the 2014-2015 school year offered by the Belle Plaine School District. This program was an option for students who are eligible to enter Kindergarten (5 years old by September 1), who have birthdays during the months of May-August and are not developmentally, socially, and/or academically ready for Kindergarten. Beginnergarten offers children a time to grow and develop to ensure continued success throughout their school careers. The hope is that it will give them a better foundation for reading and other studies. The program is utilizing a schedule that includes curriculum and "structured play." Beginnergarten is an academic-based program that exposes students to the kindergarten common core standards. Students receive instruction in reading, math, writing, science and social studies. However, concepts will be introduced at a slower pace than Kindergarten. The students in the Beginnergarten program typically enroll in Kindergarten the following year, giving the child two consecutive years of school before attending First Grade. There are currently 15 students enrolled in Beginnergarten (10 males and 5 females.)

## 2. Have all third grade students achieve grade-level literacy

Current Level of Performance: Currently, 61% of our third grade students scored at or above proficiency on the MCA III Reading Assessment. Prior proficiency levels on the MCA III were 50% in 2013. Slightly more than 80% of our third grade students scored at or above proficiency on the MCA III Math Assessment. In 2013 69% of our third grade students were at or above proficiency on the MCA III Math Assessment.

Goal: All students will experience at least one year's growth in math and reading by the end of the 2014-2015 school year. In addition, 95% of the students proficient at the beginning of the school year will remain proficient at the end of the school year.

Action Plan: In addition to core instruction in reading and math with research based programs, students in the primary grades receive differentiated instruction through a 30-45 minute daily flex group model. Students who require more academic support receive 20 additional minutes of small group instruction in remedial reading and math skills through the Response to

Intervention/Title I program. Currently 34 students in Grades 1 and 2 receive additional reading support and 13 students in Grades 1 and 2 receive additional math support through these intervention programs. An additional 6 reading students and 6 math students receive intervention support in Grade 3. Progress is monitored weekly and students are dismissed from the program when they have met their targets.

Targeted services through a summer school program and an extended day program before or after school is available for students at the elementary level. This remedial program focuses on technology-enhanced instruction in both math and reading. Approximately 8-10 students per grade levels attend these programs.

Professional Learning Communities (PLCs) are present and active in all school buildings with a focus on strategies for improved academic performance for all students. Specific learning initiatives for the 2014-2015 school year have been work on “Depth of Knowledge” to determine the level of rigor, the types of questions, and the amount of time we spend on each standard. Recognizing the importance of literacy across all curricular areas has been a focal point for district-wide discussions as well. Building the belief that all teachers are responsible for student literacy and supporting them in this attempt is a goal of the district leadership team.

3. Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers

Current Level of Performance: Currently, Belle Plaine at-risk students perform lower than non at-risk students in both reading and math. Our students of color perform 9% lower on the reading test and 2% lower on the math assessment than their white peers. Our students in the free and reduced lunch program perform 17% lower on reading and 8% lower on math than the general population.

Goal: All students will experience at least one year's growth in math and reading by the end of the 2014-2015 school year. In addition, 95% of the students proficient at the beginning of the school year will remain proficient at the end of the school year.

Action Plan: In addition to core instruction in reading and math with research based programs, students in the elementary grades receive differentiated instruction through a 30-45 minute daily flex group model. Students who require more academic support receive 20 additional minutes of small group instruction in remedial reading and math skills through the Response to

Intervention program. Currently 98 students in Kindergarten through Grade 6 receive additional academic support and 70 students in Grades 7 and 8 receive additional academic support. Progress is monitored weekly and students are dismissed from the program when they have met their targets.

Targeted services through a summer school program and an extended day program before or after school is available for students at the elementary level. This remedial program focuses on technology-enhanced instruction in both math and reading. Approximately 8-10 students per grade levels attend these programs.

Professional Learning Communities (PLCs) are present and active in all school buildings with a focus on strategies for improved academic performance for all students. Specific learning initiatives for the 2014-2015 school year have been work on "Depth of Knowledge" to determine the level of rigor, the types of questions, and the amount of time we spend on each standard. Recognizing the importance of literacy across all curricular areas has been a focal point for district-wide discussions as well. Building the belief that all teachers are responsible for student literacy and supporting them in this attempt is a goal of the district leadership team.

#### 4. Have all students graduate from high school

Current Level of Performance: The four-year graduation rate cohort model shows the number of students graduating from high school within four years of entering Grade 9. Belle Plaine School's graduation rate is 86.7% based on the state AYP report.

Goal: Belle Plaine Schools will increase the four-year graduation rate cohort model by 4% in 2014-2015 based on the state AYP report.

Action Plan: In addition to core instruction, students in the High School who require more academic support receive up to 50 additional minutes of small group instruction in remedial reading and math skills through the Response to Intervention reading and math programs. There are 22 students in grade 9-12 who currently receive these services. The primary focus of this remediation is proficiency on the MCA exams. Currently the Response to Intervention Reading Program is taught by a Reading Specialist. A Math Specialist has been hired for the 2014-2015 school year with Achievement and Integration monies to provide additional academic support. Progress is monitored weekly and students are dismissed from the program when they have met their targets.

A credit recovery program is available to students within the school building. The Learning Career Development Lab (LCD) is designed to meet the individual needs of learners. Students utilizing the LCD lab can complete academic and credit make-up, enroll in an approved independent study course, or receive study skills help.

Professional Learning Communities (PLCs) are present and active in all school buildings with a focus on strategies for improved academic performance for all students. Specific learning initiatives for the 2014-2015 school year have been work on “Depth of Knowledge” to determine the level of rigor, the types of questions, and the amount of time required by each standard. Recognizing the importance of literacy across all curricular areas has been a focal point for district-wide discussions as well. Building the belief that all teachers are responsible for student literacy and supporting them in this attempt is a goal for the district leaders.

#### 5. Have all students attain college and career preparedness

Current Level of Performance: Currently, 42% of students in Grade 8 scored at or above proficiency benchmarks on the ACT EXPLORE composite score. 39% of students in Grade 10 scored at or above proficiency benchmarks on the ACT PLAN composite score.

Goal: The percentage of students in Grade 8 and Grade 10 who score at or above proficiency on the EXPLORE and PLAN)will increase by 3% annually starting in the 2014-2015 school year.

Action Plan: Students currently complete a Careers unit during their 9<sup>th</sup> grade Civics class. The focus is on self-exploration through interest, ability and value inventories. This unit uses the Minnesota Career Information System (MCIS) program to structure the discussions on major, career opportunities and post-secondary requirements.

This 2014-2015 school year, the Junior and Senior High has implemented the Ramp Up to Readiness program. This weekly student advisory program focuses on the following standards of career and college preparedness: (1) academic readiness – the ability to succeed in first-year, credit bearing courses at a technical college, a community college or a four year college or university; (2) admissions readiness – the ability to meet admissions requirements at a range of postsecondary institutions; (3) career readiness – the ability to identify careers that match personal, financial, and other goals and an understanding of the skills, credentials, and experiences required to succeed in those careers; (4) financial readiness – the ability to cover the cost of the first term of study at a

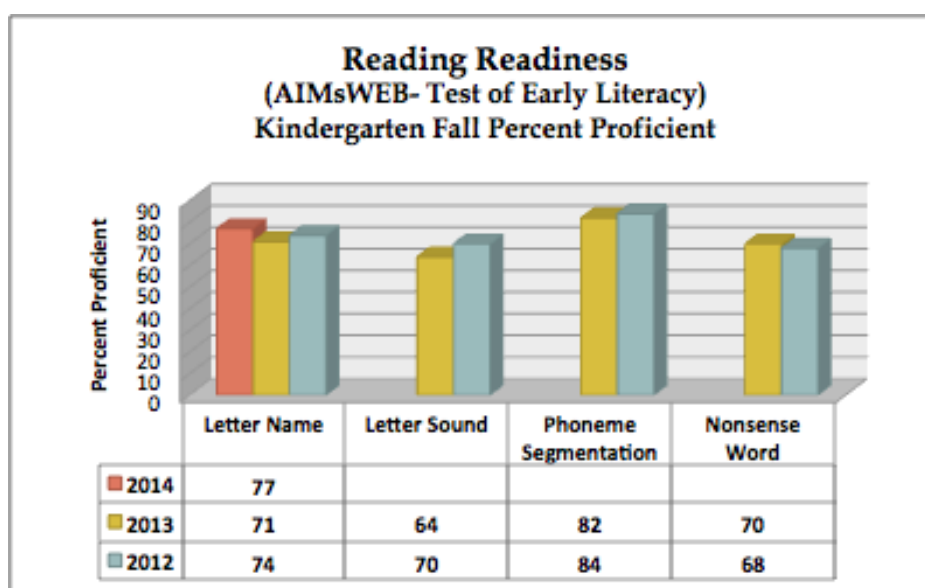
postsecondary institution through savings, loans and financial aid; (5) personal and social readiness – the ability to set educational goals, make and monitor progress toward them, and create relationships with peers and adults that support academic success.

Students currently have multiple opportunities to participate in concurrent enrollment classes. Courses are offered in English Literature, Writing, Math Modeling, Biology, and Government. These courses are advantageous to students because it allows them to get a head start on their college careers. In addition, participation in concurrent enrollment may ease the transition from high school to college by giving students a sense of what college academics are like.

Finally, junior and seniors are given the opportunity to explore vocational career opportunities in the following areas: Automotive Technology, Computer Networking, Computer Repair, Construction Technology, Cosmetology, Criminal Justice, Engineering, Graphic Design and Print, Medical Careers and Certifications, and Photography. These courses are offered through the Southwest Metro Education Cooperative.

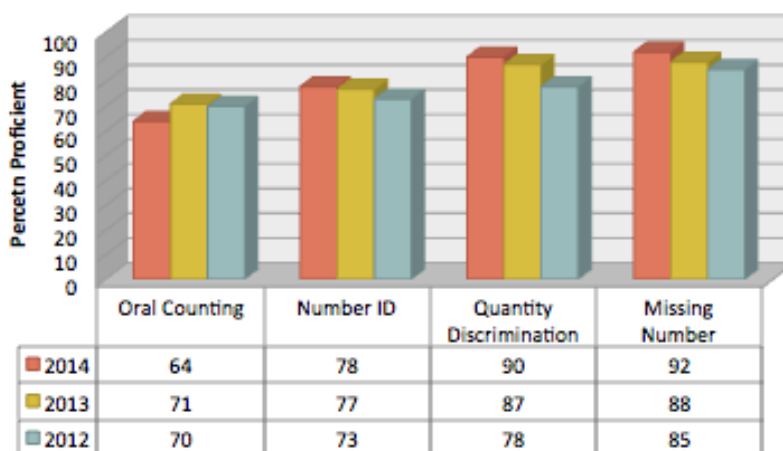
Belle Plaine Public Schools  
World's Best WorkForce Plan

*World's Best Workforce means striving to have all students meet reading and math readiness goals.*



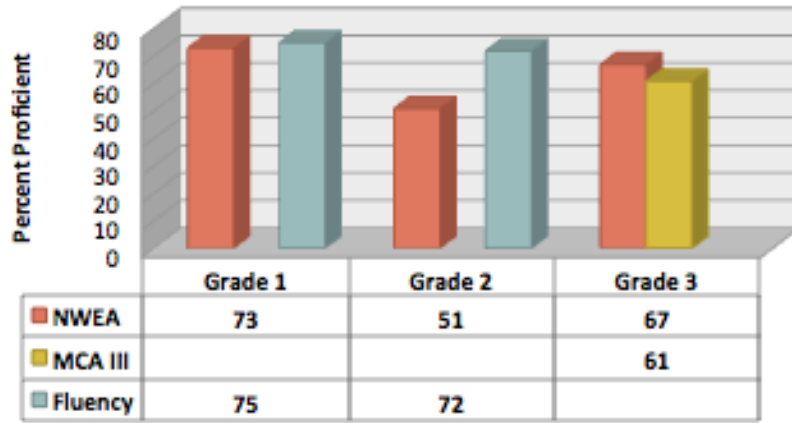


**Math Readiness  
(AIMsWEB)- Test of Early Numeracy  
Kindergarten Fall Percent Proficient**

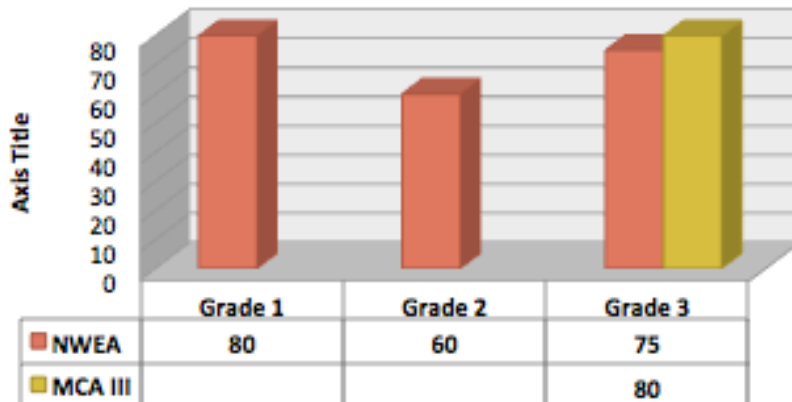


*World's Best Workforce means striving to have all third grade students achieve grade-level reading and math literacy.*

### Reading Literacy - Spring 2014 Percent Proficient

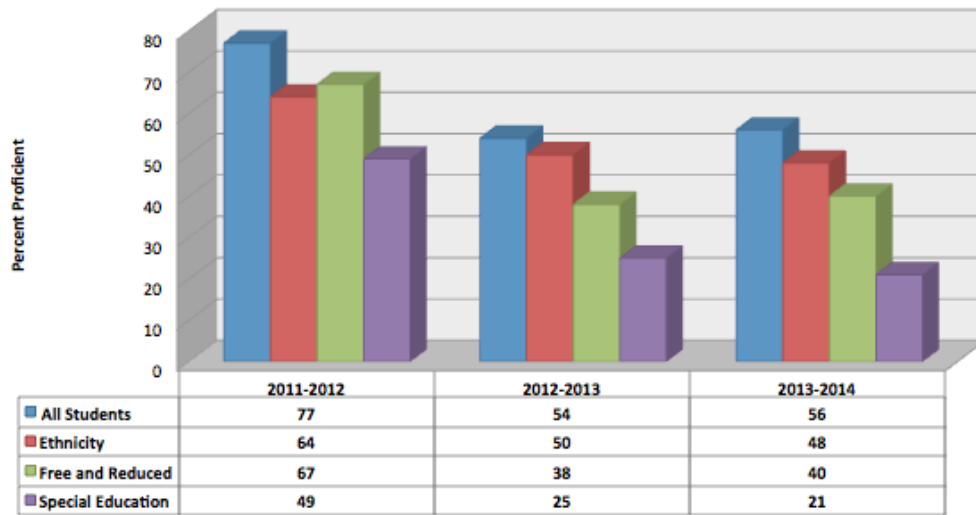


### Math Literacy - Spring 2014 Percent Proficient

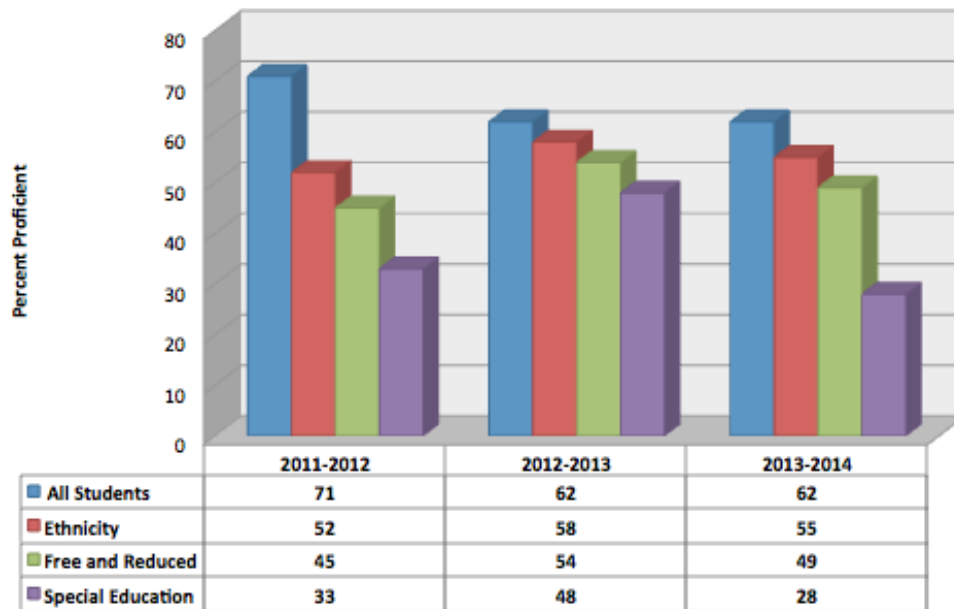


*World's Best Workforce means striving to close the achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers.*

### Reading Proficiency - MCA Results (Spring 2014) Percent Proficient



### Math Proficiency - MCA Results (Spring 2014) Percent Proficient



*World's Best Workforce means striving to have all students graduate from high school and attain college and career readiness.*

### Graduation Rates

