



# World's Best Workforce

December 2021



- The World's Best Workforce (WBWF) was developed in 2013 (Minnesota Statutes, section 120B.11) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports.
- School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address five WBWF goals.
- BLS planning aligns with our strategic directions (Vision 2020).

# Progress Report: What You Need to Know



- Since the goal areas remain constant, BLS will develop multi-year goals with overarching strategies.
- Covid impacted progress and data from 2020-2021.
  - Learning models were inconsistent for teachers and students.
  - The percentage of students screened during the year was lower due to changing learning models.
  - The percentage of students who completed standardized testing was lower, as approximately 16 percent of students who would have tested did not take the assessments.



1. All children are ready for school.
2. All third-graders can read at grade level.
3. All racial and economic achievement gaps between students are closed.
4. All students are ready for career and college.
5. All students graduate from high school.

# Ready for School (Part A)



To ensure all children residing in our district are ready for kindergarten, Big Lake Little Learners Preschool Program objectives will include:

- The percentage of four year olds (K-eligible Fall 2022) enrolled for over 20 weeks, who earn an achievement level of “Meets” the Widely Held Expectations or “Exceeds” the Widely Held Expectations in the literacy domain as measured by Teaching Strategies GOLD 15.a notices and discriminates rhyme, will increase from 50% in the Fall of 2021 to 75% in the Spring of 2022.

# Ready for School (Part B)



To ensure all children residing in our district are ready for kindergarten, Big Lake Little Learners Preschool Program objectives will include:

- The percentage of children age 4 years olds (K-eligible Fall 2022) who have attended Little Learners preschool for over 20 weeks, who earn an achievement level of “Meets” the Widely Held Expectations or “Exceeds” the Widely Held Expectations in the literacy domain as measured by Teaching Strategies GOLD will increase their ability to manage feelings from 50% to 75% proficient (TS Gold Social Emotional Objective 1a).

# Ready for School Strategies



- Ensure staff have an understanding of the expectations and support to implement targeted strategies.
- Partner with families through increased communication and at-home learning opportunities.
- Share resources and strategies with other childcare providers and families who elect not/are unable to attend Little Learners.
- Monitor progress prior to and at screenings in preparation for K.
- Participate in strategic planning to support alignment between EC and K-12.

# Reading At/Above Grade Level by Grade 3



By May 2022, grade 3 students will improve their overall proficiency on the MCA III reading test by increasing the percentage of students proficient from 46 to 53 percent.

Note: We anticipate proficiency will be consistent with pre-Covid results (mid-60s) given in-person learning, the number of students testing, and targeted strategies (see subsequent slides).



# Reading By Grade 3 Strategies



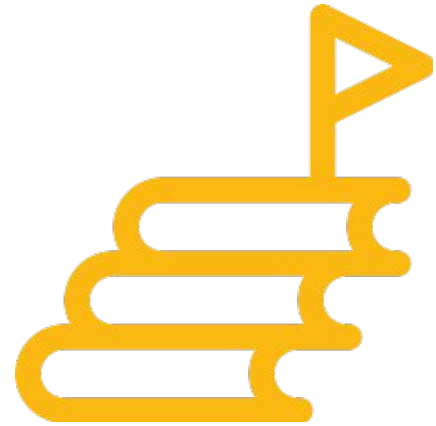
- Effectively implement Foundations (phonics program) for students in grades K-3 and Heggerty (phonemic awareness) for students in grades K-2.
- Effectively implement targeted literacy practices (academic conversations and response (low stakes) writing) for students in grades K-3.
- Refine units of instruction to ensure alignment with prioritized MN Academic Standards, the Science of Reading, and the Five Pillars.

# Reading By Grade 3 Strategies



- Align instructional planning to prioritized grade-level standards Test Specifications, Benchmark Reports, and Achievement Level Descriptors.
- Screen and progress monitor students throughout the year using resources from FastBridge (K-3), mClass (Gr 3), and other evidence-based resources.
- Provide targeted interventions for students who need additional support through ADSIS for students in grades K-3 and/or Title I services for students in grades K-2.

# Close the Achievement Gap

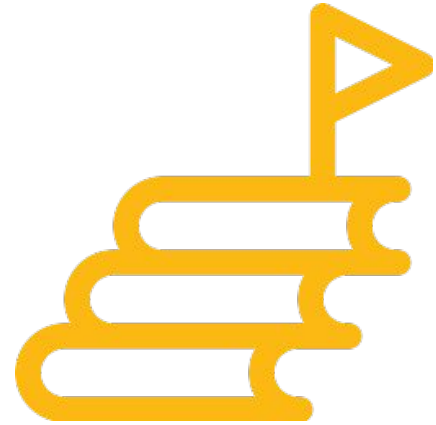


By the end of the 2021-2022 school year, BLS will reduce the achievement gap by 3 percent on MCA reading, math, and science assessments for all student groups.

Note: Data will be disaggregated by race, gender, English Learners\*, Special Education, and Free/Reduced

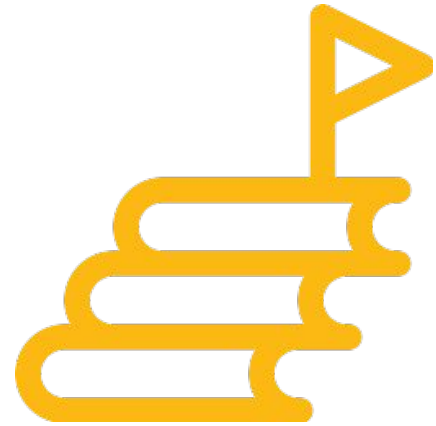
For English Learners, individual data will not be reported as our cell size is small. Only general themes will be reported to protect student data privacy.

# Close the Achievement Gap Strategies



- Disaggregate and respond to what the data reveal per work in Professional Learning Communities (PLCs) and through building instructional leadership teams (ILTs).
- Provide professional learning for teachers on understanding the backgrounds of their students.
- Develop a deeper understanding of learner variability as a proactive approach to instructional planning.

# Close the Achievement Gap Strategies



- Implement the principles of Universal Design for Learning (UDL) to better address the needs of individual students.
- Effectively implement targeted literacy practices, focusing on academic conversations and response (low-stakes) writing.
- Effectively implement social and emotional learning (SEL) practices.
- Continually refine units of instruction by focusing on the integration of prioritized grade-level standards, essential life-work skills, and literacy.

# Career and College Readiness



By the end of the 2021-2022 school year, 90 percent of juniors\* will take a career and/or college readiness assessment (ACT, Accuplacer, ASVAB).

\*While career and college readiness assessments are administered during a HS student's junior year, some sophomores and seniors may elect to participate.

- ACT: entrance exam to inform college admissions and scholarship eligibility (especially now) for 4 year universities
- Accuplacer: placement test for students interested in attending community and/or technical colleges
- ASVAB (Armed Services Vocational Aptitude Battery): skills and interest assessment that identifies interests and abilities for career options for both military and prospective members of the military

# Career and College Ready Strategies



- Analyze and respond to SLEDS (Statewide Longitudinal Education Data System) data.
- Use the lagging indicators from SLEDS data to inform course offerings and programming at BLHS.
- Grow the apprenticeship program through expanded business and industry partnerships.
- Refine the Career and College Readiness (CCR) graduation requirements to reflect CCR-related data

# Career and College Ready Strategies



- Reinvigorate the use of Minnesota Career Information System (MCIS and MCIS Junior) to help students create and manage personalized learning plans.
- Increase collaboration among our schools to clarify and target life-work skills.
- Create more coherent skills-based pathways, especially for students in grades 6-12.



# Graduation



The graduation rate for Big Lake High School will increase by 2 percent for the 2021-2022 school year.

Note: This is based on data for a 4 year cohort. Graduation rates are also reported for 5, 6, and 7 years, based, in part, on students participating in transition programs (Special Education programming for 18-21 year olds).

# Graduation Strategies



- Reinvigorate the use of Minnesota Career Information System (MCIS and MCIS Junior) to help students create and manage personalized learning plans.
- Continue to have counselors monitor course completion to keep students on track for graduation.
- Provide alternatives for students who need additional courses and/or credits to stay on track for graduation.

# Graduation Strategies



- Use STING (BLHS scheduled intervention period) to better target students who are in need of academic support.
- Increase online learning options for students who may be more academically successful and confident learning in a different format and/or setting.