

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: October 20, 2010

A work-study session of the White Bear Lake Area School Board will be held on Monday, October 25, 2010, at 5:30 p.m. in Room 201 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

WORK-STUDY AGENDA

A. PROCEDURAL ITEMS

1. Call To Order
2. Roll Call

B. DISCUSSION ITEM

1. Review of Course Proposals for 2011-12 5:30 p.m.
2. School Board/Superintendent Goals Update 6:00 p.m.
 - a) Goal 1e – Gifted and Talented Program Review
 - b) Goals 3 and 4 - Discussion of Planning for a Potential Levy Campaign
 - c) Goal 5 – Strategic Planning
3. School Board Evaluation 7:15 p.m.

C. ADJOURNMENT

Agenda Item: New Course Proposals for School Year 2011-2012

Meeting Date: October 25, 2010

Suggested Disposition: Discussion

Contact Persons(s): Gretchen Harriman, Curriculum and Program Development Coordinator;
David Law, Assistant Superintendent

BACKGROUND:

The following are the new course proposals and course title changes for the 2011-2012 school year.

Preliminary groundwork has been laid for consideration of the following course additions/deletions/name changes. Approval will be requested at the November School Board meeting.				
New Courses				
Department	Course Title	Term	Grade Level	Rationale
Business Education	Honors Accounting	Full Year	11-12	More rigorous than Accounting 2; AP pilot course.
Mathematics	C.I.S. Mathematical Modeling and Predictions	Full Year	11-12	eCIS course offering which complements eCIS course in Language Arts.
Mathematics	Pre-Calculus with Trigonometry B	Semester	12	Opportunity for Pre-Calc/Trig A students to complete Trigonometry.

Science/ Engineering	Biotechnical Engineering (PLTW)	Full Year	10-12	PLTW specialization course with opportunity for college credit; fulfills our obligation for Kern funding to offer 4 courses over a three-year period.
Technology Education/ Engineering	Digital Electronics (PLTW)	Full Year	11-12	PLTW core course with opportunity for college credit; fulfills requirement for core PLTW course offering.

Title Change				
Department	Title	Term	Grade Level	
Business Education	Marketing Change in Grade Level: from 11-12	Semester	9-12	Grade expansion requested to assist in developing DECA program.
Mathematics	Intermediate Algebra Formerly: Algebra 1			Algebra 1 no longer conveys high school level of rigor, due to Algebra in 8 th grade.
Mathematics	Intermediate Algebra – Introductory Level Formerly: Introductory Algebra I	Full Year	9-10	Algebra 1 no longer conveys high school level of rigor, due to Algebra in 8 th grade.

Course Deletion				
Business Education	Accounting 2 (Replaced by Honors Accounting)	Semester	11-12	Proposed new course would offer increased rigor and opportunity.

The following course additions/deletions/name changes have been forwarded from principals for further discussion.				
New Courses				
Physical Education	Tournament Team Sports 2	Semester	11-12	Provides additional opportunity for elective physical education, similar to Bears Weights sequence.
Physical Education	Tournament Team Sports 3	Semester	11-12	(See Above)
Science	The Science of Aviation and Space Flight	Semester	11-12	Developed in partnership with John Marzitelli of Viking Aviation; includes entry level flight time.
Title Change				
Business Education	Today's Technologies Formerly: Powerpoint, Excel, Etc. and Desktop Publishing	Semester	9-12	Current course has not been offered in 3 years, due to enrollment.
Physical Education	Tournament Team Sports 1 Formerly: Tournament Team Sports	Semester	10	Pending approval of Tournament Team Sports 2 and/or 3.

RECOMMENDATION: Discussion

AGENDA ITEM: School Board/Superintendent Goals Update

MEETING DATE: October 25, 2010

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON(S):
David Law, Assistant Superintendent
Ann Malwitz, Professional Learning & Development
Coordinator

BACKGROUND:

On September 13, 2010 the White Bear Lake Area School Board approved the 2010-11 School Board/Superintendent Goals. We will be reviewing the following goals:

1. Goal 1e, Review of K-12 Gifted and Talented Program
2. Goals 3 and 4, Discussion of Planning for a Potential Levy Campaign
3. Goal 5, Strategic Planning

Attachments

1. 2010-11 School Board/Superintendent Goals
2. K-12 Gifted and Talented Program Review – Fall 2010
3. Copy of letter to Strategic Planning participants
4. Information from John Messelt, facilitator
5. Introduction to Strategic Planning – A Guide for Participants, provided by the White Bear Lake Area School District

**White Bear Lake Area School District #624
School Board/Superintendent Goals
2010-2011**

1. Develop Measures of Student Success and Plan for Accountability and Reporting

Goals:

- a. Establish clear district and site goals for student growth using Measures of Academic Progress (MAP), MCA II and other measures in which demonstrate student progress and proficiency.
- b. Review teacher and administrative appraisal protocols, and use student progress and achievement as one measure of evaluating performance.
- c. Implement the new organization of the teaching and learning office with the purpose of strengthening the links and accountability among preK-12 curriculum, assessment, and student achievement and progress.
- d. Develop protocols and organizational capacity to measure and publicly report progress and achievement in curricular areas in addition to those currently tested by MCAII (math, reading and science).
- e. Prepare a comprehensive program review of District gifted and talented programs (preK-12).

Rationale: Student success is at the heart of the School District's mission and public accountability is essential. In addition, it is the proper role of the School Board to help establish those measures of success which reflect the priorities of the White Bear Lake Area Schools.

During the 2009-10 school year, the School District achieved MCA-II test results which showed a six percentage point gain in math, a ten percentage point gain in science, with reading showing only modest gain.

NWEA MAP (Measures of Academic Progress) results showed that in grades 1-10, math improvement grew by an average of 1 year, eight months and reading grew by an average of 1 year, four months.

Other measures of student success are still being evaluated.

This year's goals are more specific than those identified in 2009-10, and represent an effort to further build a school culture that supports student success.

Each goal addresses a component of the system, especially embedding accountability, and encouraging us to look closely at setting high standards for all students, and continuing to look for opportunities that assure all students will be challenged and grow significantly each year.

Evaluation: Strategies to implement this goal will be designed to be consistent with the District AYP plan, but will go beyond the AYP plan, identifying additional measures of success. During the year, each building principal and the leaders of District-wide programs will report to the Superintendent and School Board on goals, strategies, and progress. The results of site and District student achievement will be reported by August 30, 2011. The comprehensive program review of District gifted and talented program will be a separate study.

The administration will develop a timeline and detailed plan to address each of the five goals above.

Status Update: Ongoing

2. **Complete Phase 2 of Planning for Long Range Facility Needs**

Goal: The long range facility use study is designed to develop a solution to address the needs of the District during the next five to ten years. Due to the magnitude of this project, it will be phased.

Building on Phase 1 of facility planning done during the 2009-10 school year, develop a comprehensive long range facility plan encompassing all district programs, consistent with the strategic plan.

Initiatives to be explored during this phase will include:

- Exploring the need for changes in the number of District buildings; continued exploration of boundary issues and their impact on school populations; and potential changes to preK-12 grade configuration, following a more complete review of educational programming;
- Models to further develop innovative and competitive programs;
- Efficiencies in the utilization of space and facilities to aid in maintaining financial stability;
- Partnerships with other public and private entities for instructional, co-curricular, and recreational facilities; and
- Developing a transition plan which would assure a smooth transition from the current organizational model to the recommended model taking into account facility and programmatic needs.

Rationale: The White Bear Lake Area Schools are faced with demographic changes, including a shift of school-age population from the southern to the northern portion of the District, and after a decade of declining enrollment (over 1,000 students), a relatively high ratio of building space per student compared to other school districts.

The broad nature of this study and the related timelines necessary for full implementation require a very thoughtful and methodical process, resulting in our plan for a phased study.

Evaluation: The District will develop methods and strategies of delivery that will maximize the resources that go into instructional programs, and emphasize efficiency in the number and operation of school sites.

Status Update:

Phase II initiatives will be included in the strategic planning process related to Goal #5. However, the timeline that the District is planning to use may dovetail into a similar planning process that our intermediate district is doing. While they will be identifying long-term needs through their process, we will most likely be identifying options that they would be able to consider to meet their identified needs.

We continue to discuss our planning timelines with other potential partners. We want to increase the likelihood that we can make our educational space decisions in a way and on a schedule that will enable other public or private non-profits to buy or lease space we will not need.

3. **Ongoing Financial Stewardship on Investments and Budget Management**

Goal: Considering the budgetary challenges resulting from uncertainty of state funding, continue to identify greater efficiencies in operations to help maintain financial stability and to continue improvements in program quality and student success.

Rationale: Over the past decade, the District has established an excellent record of financial management, as evidenced by ten consecutive years of recognition for excellence in financial reporting by both ASBO and GFOA, and also achieving an AA Bond Rating in 2008.

However, considering the financial challenges presented by the slowly recovering economy, the state's continuing budget crisis and the district's need to renew its operating levy in 2011, it is important for the District to develop strategies to meet these challenges to help maintain financial stability.

Evaluation: The District's ongoing financial stewardship on investments and budget management will be reviewed annually as part of the financial audit. The audit report will be presented to the Finance Committee later this fall and to the School Board and public at the regular school board meeting in November or December.

Status Update: The District's Finance Committee continues to meet on a quarterly basis with our OPEB investment advisors. The committee continues to analyze the data and recommendations of the advisors and make prudent investment decisions. For its next quarterly meeting the committee will be presented with some scenarios showing how the latest financial forecast impacts the cash flow needs of the trust.

Administration will present its initial financial forecast for 2012-2016 to the School Board at its November 22, 2010 work-study session. Administration will develop enrollment projections during the month of October and incorporate the latest state financial projections into the forecast assumptions.

Administration will continue to work with the School Board throughout the winter and spring to update its financial forecast using the most current data available from the governor, the state legislature and federal sources.

Development of the 2011-2012 budget will begin shortly after January 1, 2011 with the target date for presentation at the School Board work-study session on May 22, 2011. The final budget for the 2011-2012 school year is scheduled for adoption at the regular school board meeting of June 13, 2011.

4. **Communications and Marketing Plan for the District**

Goals:

- a. Implement the Communications and Marketing plan presented to the School Board in July, 2010.
- b. Develop strategies which would permit the district and community to be prepared for a referendum levy campaign should one be scheduled for the fall of 2011.

Rationale: The implementation of successful outreach initiatives is especially important in the current environment, as area school districts compete for students. A net gain in open enrollment numbers provides the District with financial benefits.

It is important for the District to understand perspectives of White Bear Lake area community members in order to remain a trusted steward of resources.

Responsible stewardship is an important component in continued community support.

A long-range vision and plan about District communications will ensure resources are appropriately utilized. Additionally, it is beneficial to have such a plan to allow for prioritization of communications and marketing projects and activities.

Evaluation: The communications and marketing plan will serve as a base against which current and future communications and marketing projects and ideas will be analyzed. The plan will be evaluated periodically to ensure it continues to be in alignment with the District's objectives.

One key evaluation piece will be whether or not a levy referendum passes, should it be scheduled, in the fall of 2011.

Status Update: Ongoing.

5. **Strategic Planning**

Goal: By October, 2010, initiate a strategic planning process which will address programs, facilities, and finances with initial recommendations ready for implementation for the 2011-12 school year.

Rationale: The School District is currently in a stable financial situation, but faces:

- Continuing ramifications of the state and federal economic downturn and uncertain prospects for the next State biennial;
- Changing demographics, including the expansion in the northern portion of the School District;
- Improving student achievement, especially in 2009-10, as measured by local, state, and national tests but further opportunities to improve;
- Several key public-private partnerships, with opportunities for growth and refinement, and;
- A competitive market in which families have the opportunity to choose schools for their children.

Given these and other factors, comprehensive strategic planning will allow the District to establish priorities and align District resources with these priorities.

Evaluation: The administration will lead a strategic planning process during the 2010-11 school year, which will dovetail with the 2010-11 School Board/Superintendent goals, and will provide recommendations for the 2011-12 school year.

Status Update: The administration will review a detailed process and timeline for strategic planning at the August 23, 2010 School Board work-study session.

6. **Operational Improvements/New Strategic Areas**

Goals:

- a. Extend new protocols for recruitment, selection and support of employees to all employee groups.
- b. Develop a comprehensive performance appraisal and evaluation system for all employee groups; tie ongoing professional development to appraisal.
- c. Implement Phase I of the Technology Audit completed during January 2010.
- d. Implement the Student Activities Audit completed in December 2009.
- e. Design and implement a program review of White Bear Lake Area Schools preschool programming, including early childhood and family education, special education, and preschool programs.
- f. Prepare a program review of the district's food service program, including reviewing the most current research and findings for child nutrition, auditing our current practices and menus, and make recommendations for improvement.
- g. Design and implement a comprehensive program for recognizing students, staff, and community.

Rationale: These represent priority areas for 2010-11.

Evaluation: To be developed.

Status Update: Ongoing.

K-12 Gifted and Talented Program Review – Fall 2010

A. Purpose:

The School Board and Superintendent have identified strategic goals for the 2010-2011 school year. One of the instructional program goals is to prepare a comprehensive review of district gifted and talented programs (PreK-12). The PreK-12 Gifted and Talented Program has not been reviewed for more than ten years.

B. Specific Outcomes Expected

1. Identify issues related to program design:
 - Range and type of program offered
 - Identification of students
 - Curriculum options
 - Service delivery
 - Marketing and communications
 - Program effectiveness
2. Identify issues regarding coordination of services and supervision that affect program quality and delivery.
4. Develop a framework identifying beliefs, mission, vision and best practices.
5. Make recommendations for 2010-2011 and beyond, including addressing each of the issues above.
6. Identify professional learning and development goals.

C. Strategies

1. Survey neighboring PreK-12 Gifted and Talented programming in the East Metro area, including:
 - Program structure, design, and components
 - Beliefs and best practices
 - Identification of students
 - Student assessment
 - Staffing models
 - Participation/Ratios
 - Administrative Structure
 - Measures of student learning
 - Marketing/Communication
 - Parent involvement
2. Consider best practice information, research, standards, and state guidelines.
3. Obtain feedback from parents, staff, administrators, students, and other stakeholders.



White Bear Lake Area Public Schools
Independent School District 624

Michael J. Lovett, Ph. D.
Superintendent of Schools

4855 Bloom Avenue
White Bear Lake, MN 55110-2731
(651) 407-7563 • Fax (651) 407-7566

October 15, 2010

Kim Chapman
5888 Otter Ridge Circle
White Bear Township, MN 55110

Dear Kim,

Thank you for agreeing to participate in the White Bear Lake Area Schools strategic planning process as a member of our Strategic Planning Committee.

As we have discussed, your time commitment will include:

- Participation in the Planning Committee, which will meet at the White Bear Country Inn, 4940 North Highway 61, in Conference Room AB on Tuesday, October 26 from 8:00 a.m. until 9:00 p.m., and on Wednesday, October 27, at the District Center, Community Room 112, 4855 Bloom Avenue, from 8:00 a.m. until we finish our work, but no later than 6:00 p.m.
- Participation in a second two day planning session, which we have tentatively planned for early March, 2011.
- A review of information about the White Bear Lake Area School District, which we will send you during the week of October 18.

In addition, there will be opportunities to participate in action teams, which will meet during the November through February time period.

However, your primary and critical role will be to participate as a member of the planning team. Our first two days will be facilitated by John Messelt, a long term Minnesota educator and leader who has worked with Cambridge Associates for more than 15 years.

We look forward to your participation!

Sincerely,

Michael J. Lovett, Ph.D.
Superintendent

Kim,
Thanks for participating!

Timeline for
White Bear Lake Area Schools
Strategic Planning
2010-11

Step	Activity	Dates	Responsibility
1.	<u>School District Profile</u> Develop School District Profile, including trend data on student achievement, finances, programming, and staffing.	August through October, 2010	Superintendent Cabinet
2.	<u>Communications</u> Publicize the Strategic Planning Progress to staff and community.	September and October, 2010	Superintendent Director of Communications and Community Relations
3.	<u>Strategic Planning Team Membership</u> Identify members of the Strategic Planning Team (25-30) representative of the schools and community.	September and October, 2010	Superintendent School Board
4.	<u>Initial Two Day Planning</u> Hold two day initial planning session to review the District's Core Values and Mission Statement, and engage in a process that will result in initial draft of objectives and strategies.	October 26 and 27, 2010	Superintendent Cabinet School Board Representatives (2) Planning Team External Facilitator
5.	<u>Progress Review with School Board</u> Review Progress with the School Board at work-study session, including the draft mission, strategic objectives, and strategies and their relationship to the School Board/Superintendent goals for 2010-11.	October 25, 2010	Superintendent School Board Internal Facilitators
6.	<u>Training for Action Team Leaders</u> Specialized training for those staff and community members who will lead the action teams.	November 9, 2010 12:30 – 4:30 p.m. Room 201	External Facilitator Internal Facilitators
7.	<u>Meeting for the Public on Strategic Planning</u> Public meeting on Strategic Planning. Presentation by the District and Tom Gillaspay, State Demographer.	November 9, 2010 6:30 – 8:00 p.m. South Campus Theater	Superintendent Cabinet

8.	Action Teams Begin Work Assignment of responsibilities to <u>Action Teams</u> , one for each of the broad strategies identified by the planning team, and coordinated with relevant School Board/Superintendent goals for 2010-11.	November, 2010 through February, 2011	Action Teams are each co-chaired by one School District staff member and one community member, and made up of volunteer staff and community members.
9.	Second Planning Session The Planning Team works for 2 more days reviewing the work of each of the Action Teams, including recommendations for specific steps for reaching the strategic objectives, and assesses the costs and benefits of each step.	March 1 and 2, 2011 or March 9 and 10, 2011 TBD	Planning Team
10.	Progress Review with School Board Review progress on Strategic Plan with the School Board at work-study session in March, including preliminary review of recommendations, prior to detailed cost analysis.	March 28, 2011	Superintendent Cabinet
11.	Preliminary Recommendation of the Strategic Plan Preliminary recommendation of the Strategic Plan and 2011-12 action steps.	April 25, 2011 Work-study session	Superintendent Cabinet Planning Team
12.	Recommendation of Strategic Plan to the School Board Recommendation of Strategic Plan to the School Board, including 2011-12 action steps.	May 9, 2011 School Board Meeting	Superintendent Cabinet
10.	Communications Communications on Strategic Plan to school and community.	May and June, 2011	Superintendent Director of Communications and Community Relations
11.	Implementation of the Strategic Plan The summer of 2011 will be a transition in the “naming” and implementation of School District objectives. For the 2010-11 school year, the administration will have regularly reported on progress on the School Board/Superintendent goals for 2010-11. With the completion of the initial draft of the Strategic Plan, for 2011-12 the overall objectives will be called “District Strategic Goals for 2011-12”, and will be developed consistent with the Strategic Plan. Specific responsibilities	June, July, and August, 2011	Superintendent Cabinet Leadership Team

	for carrying out these goals will be embedded in the responsibilities of members of the administrative and leadership team.		
12.	<u>Reporting and Progress on the Strategic Plan and Objectives</u> Reporting and Progress on the Strategic Plan and objectives.	Ongoing monthly	Superintendent Cabinet

Preparation for Strategic Planning Session District Strengths and Weaknesses

In preparation for the White Bear Lake School District Strategic Planning session, I would like you to generate a list of INTERNAL strengths and weakness of the district. By “internal” we mean things over which the district has control. For example, funding is always an issue but the district has little control over its funding, therefore it is not an “internal” weakness. How the district uses those funds is under the control of the district, and is therefore an internal factor. Diversity often is identified as a strength or weakness but the district has no control over the diversity of the population it serves. It does, however, have control of how it addresses diversity issues on a day to day basis and that is an internal strength or weakness.

Strengths:

Make a list of no more than seven strengths of the district that will help the district accomplish a mission. Be clear on what the strength is. For example, people often list “Staff” as a strength. That is fine, but what is there about the staff that makes it a strength. Is it that staff are open to change, that the staff is experienced, or that it is an enthusiastic staff? A word is seldom enough, so use a phrase to establish what the actual strength is.

Weaknesses:

Make a list of no more than seven weaknesses of the district that will impede its ability to accomplish a mission. Again, be specific.

Don’t list the solution, list the weakness. People will often begin their weakness statements with “We need more...” of something. That is the solution. If you say, “We need more computers” it indicates the solution to the actual weakness is to purchase more computers. Because you don’t have enough computers, what is the weakness? If you say “lack of” such as “lack of computers” you are using another way of saying “We need more..” which is the solution. You may say, “students do not have timely access to computers” and that is the weakness. Buying more computers may be the solution, but there may be other solutions and later in the process Action Teams will search for the solutions. You are only to identify the weakness.

Please come to the session with these lists. You will be dealing with the lists on the first day so you will not have time to develop them once you are at the session. This will help get through this intense process in a timely manner.

We want you to limit your list to seven items. Therefore we want the seven most significant items, in your opinion. If you can’t come up with seven, that is okay.

Introduction to Strategic Planning – A Guideline for Participants White Bear Lake Area Schools Strategic Planning Process

Working Draft of October 15, 2010

I. Introduction

The White Bear Lake Area Schools serve all or part of ten municipalities in the Northeast Metro area. School District offices are located close to downtown White Bear Lake, about 12 miles from St. Paul. The district stretches from Interstate 694 on the south to the rapidly growing city of Hugo in the north, from White Bear Township and Birchwood on the east and portions of North Oaks, White Bear Township and Vadnais Heights on the west.

The School District includes all or parts of the following municipalities: Birchwood, Gem Lake, Hugo, Lino Lakes, Little Canada, Maplewood, North Oaks, Vadnais Heights, White Bear Lake and White Bear Township.

II. School Board

In accord with Minnesota law, the White Bear Lake Area School Board is made up of seven Board members elected at-large in the community, serving four year terms. Board members, terms, and offices are as follows:

School Board Member	Term Ends	Office
Kim Chapman	1/2014	Member
Chris Hiniker	1/2012	Vice Chair
George Kimball	1/2014	Treasurer
Janet Newberg	1/2014	Member
Bob Shevik	1/2014	Member
Cathy Storey	1/2012	Clerk
Lori Swanson	1/2012	Chair

III. School District

Preschool Programs

The White Bear Lake Area Schools Early Childhood program is part of the White Bear Lake Area Schools Community Services Department. Our program is offered at three locations: Normandy Park Educational Center, Hugo Elementary, and Tamarack Nature Center.

Elementary Schools

The school district currently has nine elementary schools serving students in kindergarten through grade five. Hugo and Oneka in the northern portion of the district are paired, with Hugo Elementary currently serving preschool and kindergarten and Oneka serving grades one through five. Next year, current year kindergarten students will continue at Hugo and will make the transition to Oneka in grade two. The long-term plan has been for Hugo Elementary to serve students in preschool through grade one with Oneka Elementary serving the same attendance area for grades two through five. For 2010-11, this rapidly-growing area serves 800 students between the two schools in grades kindergarten through five with an additional preschool population of more than 100.

In the central portion of the school district, Lakeaires Elementary, Otter Lake Elementary, Lincoln Elementary, and Birch Lake Elementary serve students within established neighborhood boundaries. Willow Lane Elementary, Vadnais Heights Elementary and Matoska International serve the southern portion of the District. Newly named for the 2010-11, Matoska International serves as a “magnet” or “choice school” with bussing available for students from any area of the White Bear Lake Area Schools boundary. Matoska International is an International Baccalaureate Candidate School with the formal external visit made in early October of 2010.

Secondary Schools

Middle school students are served in grades six through eight by two middle schools, Central Middle School, serving students in the northern half of the district, and Sunrise Park Middle School, serving students in the southern half of the district.

The district is served by one high school, White Bear Lake Area High School, with two campuses. North Campus serves students in grades nine and ten and South Campus serves students in grades eleven and twelve.

IV. STUDENT INFORMATION

Enrollment History and Projections

Each year, using its October 1 enrollment as the starting point, the District prepares an enrollment projection model. This is the first step that takes place in developing a five year financial forecast (please see Financial Section: **General Fund Expense vs. Revenue History – Projections**).

The enrollment projection model shows historical enrollment data and uses this, along with reported births from Minnesota Department of Health for the most current five years to project its anticipated enrollment for the next five years. The projection model also uses this data to project out an additional five years.

The latest enrollment projection model is included in the supplemental information.

V. Test Score Data for the 2009-10 School Year

- **Growth - Measure of Academic Progress (MAP)**

The White Bear Lake Area Schools (WBLAS) measure the academic growth of each student in grades one through ten with the Measures of Academic Progress (MAP) test, which is based on national and state standards. These computerized tests are given in the fall and spring to monitor the progress of individual students on the District's curriculum and instruction in the subjects of math and reading. The tests enable teachers to individualize the curriculum to help students grow and learn.

- **Math Growth**

- The average math gain in grades 1-10 was 170% (one year, seven months).
 - Math growth for fifth, ninth and tenth grade students averaged over 200% (more than two years).
 - White Bear Lake Area Schools began administering MAP tests for ninth and tenth graders in 2009-10. District students' growth with an average of more than 200% (more than two years) was significantly higher than the national mean of 100%.
 - Some grade levels are in the top 2% nationally for growth.
 - All grade levels are in the upper quartile nationally for growth.

- **Reading Growth**

- Average reading gain in grades 1-10 was 130% (one year, three months).
 - Grade one shows average growth of 162%; grade six shows a growth of 174%.
 - Fourth and fifth grades are in the top 2% nationally for growth.
 - All grade levels are in the upper quartile nationally for growth.

- **Proficiency - Minnesota Comprehensive Assessments (MCA)**

The MCA-II test is Minnesota's state requirement for testing within the Federal No Child Left Behind (NCLB) legislation. The tests measure student proficiency and are based on state standards and thresholds. Results of the tests are used to set short- and long-term goals to improve student performance in the classroom and lay the groundwork for success after high school.

White Bear Lake Area Schools is one of two districts in the East Metro area achieving AYP as a district. This means that for 2009-10, every student subgroup, as defined by the federal NCLB, successfully made sufficient progress during the year to meet the increasingly high standards.

- **Math Proficiency**

- The District MCA math scores rose 6 percentage points in two years and 12 percentage points since 2006. The one-year gain of 4.6

percentage points is two times the state growth and a greater increase than any other East Metro school district.

- Birch Lake Elementary showed greatest improvement, with an increase of 34% in number of students proficient. The school's overall proficiency was 86%.
 - Otter Lake Elementary has the highest student proficiency at 89%. The proficiency rates at Oneka Elementary and Lakeaires Elementary were 86% and 83%. Willow Lane Elementary proficiency was 82%.
 - The District's elementary proficiency average, which has generally been mid-range, was 83%. This was among the highest in the East Metro area, including schools that have traditionally scored higher, and represents an increase of 9 percentage points over the 2008-09 school year.
 - There was a 10 percentage point increase in grade 11.
- Reading Proficiency
 - In reading, District MCA scores rose modestly, which is consistent with the state and regional results.
 - Science Proficiency
 - White Bear Lake Area Schools MCA science scores rose dramatically, by 10 percentage points, significantly higher than any other East Metro school district and three times the state growth.

VI. Ethnicity of Student Population for the 2009-10 School Year

STUDENT DEMOGRAPHIC INFORMATION 2009-10

Enrollment	8065
% Free/Reduced Lunch	26.0%
English Language Learner	4.0%
American Indian/Alaskan Native	0.9%
Asian/Pacific Islander	7.8%
Hispanic	3.6%
Black (non-Hispanic)	4.4%
White (non-Hispanic)	83.3%

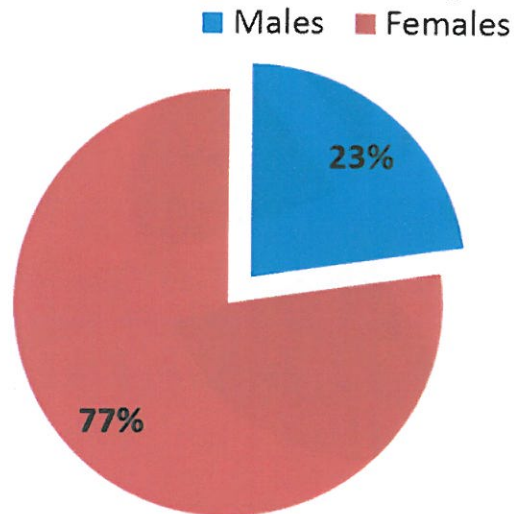
VII. Graduation Rates

Based on AYP data, the District's graduation rate is 97.2%, compared to a statewide rate of 91.7%.

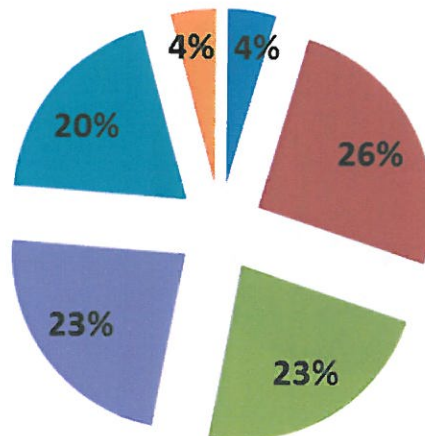
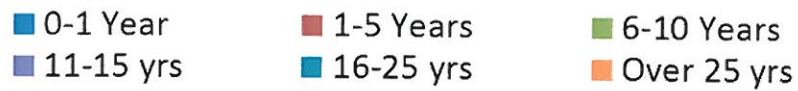
The AYP graduation rate is determined by dividing the number of graduates by the total number of graduates and drops (number of students in grades 9-12 reported as having dropped and not found as re-enrolled anywhere in the state).

VIII. PERSONNEL

2010-2011 Staff Gender (All Staff)

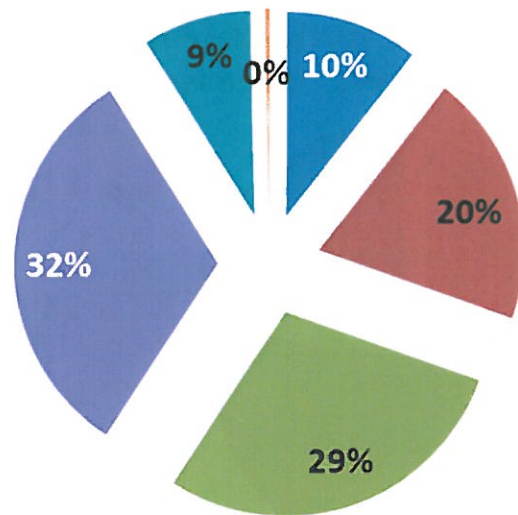


2010-2011 Years of WBL Service (All Staff)

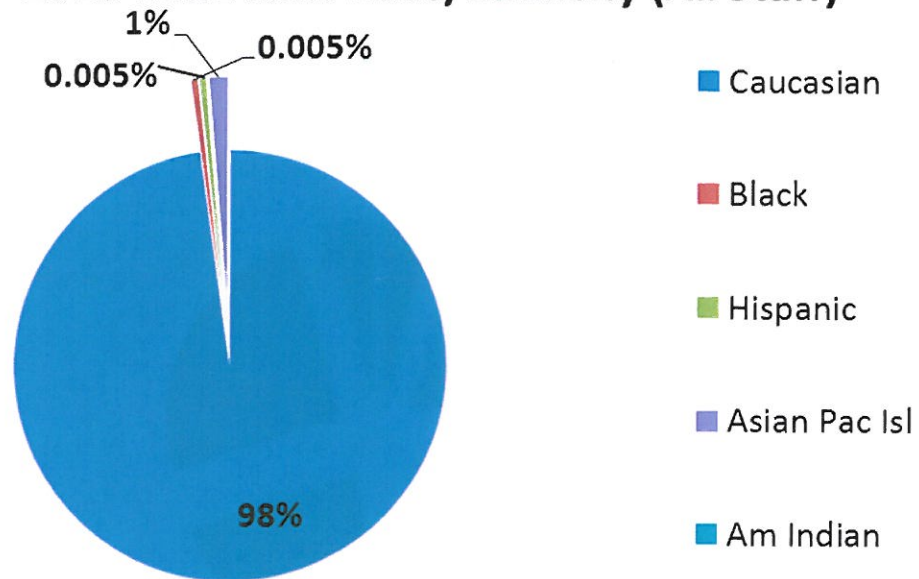


2010-2011 Staff Age (All Staff)

20-29 30-39 40-49 50-59 60-69 70+

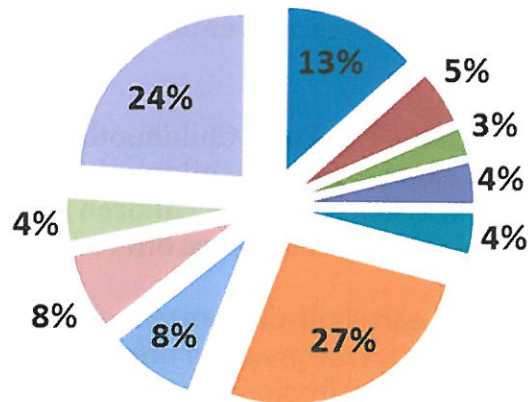


2010-2011 Staff Race/Ethnicity (All Staff)



2010-2011 Degree Levels - Teaching Staff

■ BA ■ BA+15 ■ BA+30 ■ BA+45 ■ BA+60
 ■ MA ■ MA+15 ■ MA+30 ■ MA+45 ■ MA+60



IX Special Program Information

White Bear Lake Area Schools provides a comprehensive program for students with disabilities. Services are provided to students who range in age from birth through high school, with some students receiving help until age 21. Most students receive services in their neighborhood school and when possible in their regular class setting.

Students: Serving 1,161 students (Birth-21)
12.4 % of all student population

Staff: 128.2 FTE Professional Staff
140 Paraprofessional Staff

Administration: 1.0 Director
1.0 Coordinators
1.6 Supervisors

Related Services

The Special Services Department coordinates support services available to District students including school social workers, psychologists, occupational and physical therapists, adapted physical education, deaf/hard of hearing, vision services, nursing

services, speech and language services, and other specialized instruction for students identified as having special needs.

Early Childhood Services

Locations:

Normandy Park
2482 Cty. Rd. F E
White Bear Lake

Hugo Elementary School
14895 Francesca Avenue
Hugo

Tamarack Nature Center
5287 Otter Lake Road
White Bear Township

Early Childhood Family Education - The Early Childhood Family Education (ECFE) program provides parent-child experiences for children from birth to five years of age. Parents are offered hands-on experience with the children and participate in parent-education discussions. Day and evening classes are offered.

Play & Learn Preschool - Play & Learn half-day preschool classes are offered to children aged 2 1/2 years to kindergarten age. Our program offers a warm, fun learning environment with teachers and paraprofessional staff in every classroom. We have low staff/student ratios and specialists on site to meet individual needs. Our curriculum meets standards for the state of Minnesota. Through ongoing assessment, child growth is measured in all areas of development.

X. Partnerships

The White Bear Lake Area School District worked in partnership with several community organizations in 2009-10. The partnerships continue during the 2010-11 school year.

- White Bear Center for the Arts - Every elementary student receives art lessons from a professional artist during the school year through a partnership with the White Bear Center for the Arts. The art curriculum was written by Frank Zellner, a retired White Bear Lake Area Schools teacher. Districts' partnership with the Center for the Arts was one of three in the state to receive a Local Government Innovation Award from the prestigious University of Minnesota's Humphrey. The partnership continues to grow, with drawing lessons being added to the students' art curriculum in 2010-11.
- YMCA - Through a partnership with the YMCA, the District gains a home pool facility, which utilizes a high technology ultraviolet, low chlorine filtration system and offers twelve 25-yard lap lanes, the third most in the state. The pool is home for our girls swimming and diving team. With the addition of the facility, a boys' varsity swimming team became a viable option and the School Board approved the additional athletic offering in the spring of 2010. District elementary students from all schools receive water safety lessons during the school year, and Extended Day participants will continue to receive summer swimming lessons.

- MacPhail Center for Music - Birch Lake Elementary partners with MacPhail Center for Music to offer an enhanced music program. Each of the 250 Birch Lake Elementary School K-5 students has the opportunity to receive free weekly music lessons during the school day throughout the year taught by a MacPhail instructor. An expanded partnership offers string lessons to Birch Lake third graders this year. Additional after-school and weekend music lesson opportunities also were offered to the whole community.
- Tamarack Nature Center - Otter Lake Elementary and Sunrise Park Middle School partner with Tamarack Nature Center to provide students with experiential learning on environmental issues throughout the school year. The Early Childhood Program also benefits from a partnership with the Center, which serves as a program site. The District and the Nature Center currently are exploring wind and solar energy initiatives that will offer additional learning opportunity for students.
- Hangzhou Foreign Languages School – White Bear Lake Area Schools initiated a partnership for teacher and cultural exchanges with Hangzhou Foreign Languages School, located in Hangzhou, China, last year. During the spring semester, the District welcomed a delegation of administrators from its partner school. Long-term exchange teacher Cao Li served residencies in each of the elementary schools and was as a resource to the foreign languages departments in the secondary schools in the spring. A Chinese teacher will be hosted in the 2010-11 school year.
- EMID - The District's involvement in the East Metro Integration District (EMID) offers interdistrict partnerships, a multicultural resource center, and networks and advisory groups. The partnership makes available various student and educator programs.
- Community partnerships - The District partnered with various municipalities throughout the year to provide fitness classes and sporting activities throughout the area.

XI. FACILITIES AND TECHNOLOGY

Facilities Plans – Needs

One of the major analyses that will be done within the purview of the Strategic Plan Committee is to develop what the District's schools should look like over the next five to ten years.

The last district wide facility study took place in the early 1990's. This resulted in the renovation and addition to Central Middle School as well as upgrades within several other buildings

During 2001-2002 the District undertook a study of the student growth within the northern areas of the district and developed the recommendation to build a new elementary school and to renovate and add to the existing Hugo elementary school.

These two projects, as well as major renovations to both the North and South campus locker room facilities and the Community Auditorium, were all part of a successful building referendum passed by the voters in 2003.

In 1998, an athletic facility needs analysis was prepared by Ingraham & Associates, a Park and Recreation Planning firm for the White Bear Area Athletic Association, White Bear Lake Area School District, Cities of White Bear Lake, White Bear Township, Vadnais Heights, Hugo, North Oaks, Gem Lake, Lino Lakes, and Birchwood Village. The analysis was performed to determine the adequacy of the athletic facilities within the White Bear Lake Area School District and what actions were needed if inadequacies existed. The Recreational/Athletic Facility Field Use and Needs Analysis addendum summarizes the updates made of the original 1998 study done in April 2010.

Facility Usage by Building – Capacity by Building

This information will be made available during the early part of November.

Map of Facility Location in District

A map of the school and building locations throughout the District is included above.

Deferred Maintenance

Thanks in large part to former mayor and state representative, Harry Mares, the District is one of about twenty school districts across the state that, because of the amount of square footage that is contained within our schools and the overall age of this space, qualifies to be part of the state's alternative facilities revenue program. This allows the District to sell bonds, upon School Board approval, from which the proceeds can be used to maintain our existing school facilities. Projects which qualify under this program include roof maintenance and replacement, replacement of inefficient and obsolete HVAC systems, replacement of windows, doors, and any other items that are fixed to the building, and maintenance of existing outdoor and parking facilities.

To date the District has sold approximately \$20 million of bonds for these purposes. Bonds will need to be sold periodically to continue to fund these necessary projects.

Technology Plans

The District's most current Technology Plan is available on the District website. This plan will be updated during the current school year. The District currently has a four year computer replacement cycle in place and, as of this school year, has provided mobile computer labs to each school to help supplement our instructional programs.

In November, 2003 the community also approved a ten year capital projects levy that helps to supplement not only the District's technology needs but also contributes to purchasing equipment and materials for our media centers, need for large musical instrument purchases and replacements, and also uses a major portion of this revenue to support our assessment testing software.

XII. FINANCIAL

The Reporting Entity and its Services

In January 1857, James F. Murray and other White Bear Lake settlers decided to establish their own school district. Upon approval from the county for this new district, Murray donated property along Bald Eagle Lake for a new school. At a cost of \$100, and with the help of community labor, the first schoolhouse in White Bear Lake was opened in 1857.

The District, which is located about 15 miles northeast of St. Paul, Minnesota, the state capital, was officially formed in its current structure through legislative action in 1957. The governing body consists of a seven member Board of Education elected from within the District's boundaries. The District includes portions of Anoka, Ramsey, and Washington counties. The District serves about 8,000 students in kindergarten through Grade 12. The District serves all or parts of Birchwood, Gem Lake, Hugo, Lino Lakes, Little Canada, North Oaks, Vadnais Heights, White Bear Lake, and White Bear Township.

Based on legislative authority, the Board of Education:

- a. has the corporate power to sue and be sued in all courts;
- b. has the power to levy and collect taxes and to issue bonds;
- c. can contract for appointed administrators, teachers, and other personnel as well as for goods and services;
- d. holds title to all district property; and
- e. appoints the treasurer who serves as legal custodian of all of the District's funds.

The mission of the District is to provide a high-quality educational experience for all learners. To accomplish our mission we believe that a high-quality educational experience must:

- be in partnership with the community;
- take place in a safe, supportive, and challenging environment;
- develop lifelong learners;
- allow each learner to reach their full potential; and
- encourage each learner to be a contributing member of a global society.

The District enjoys the atmosphere of a close-knit community and the learning opportunities of a major metropolitan center. The District is proud of its reputation for excellence in every part of a student's career and of its teacher training, the latter of which is often duplicated across the state. In comparison with other school districts in the state, the District ranks high in its educational programs and scholastic abilities of its graduates. Because of the foresight of its early settlers, the District has one of the finest educational systems in the state.

The District has approximately 55,000 residents. The various communities that comprise the District are diverse and independent. They range from partially developed to nearly fully developed. Following the nationwide trend, the market value of property within the District has slightly declined over the past two years to a current estimated value of about \$7 billion.

The communities are all committed to careful planning and thoughtful community renewal. Economic conditions remain relatively stable.

Current Revenue – Expense Analysis

Each year, state statute requires the District to adopt a budget by June 30. The process to develop this budget actually begins during the previous August. The current budget, which was adopted by the School Board in June, 2010 is included within the supplemental materials.

General Fund Expense vs. Revenue History – Projections

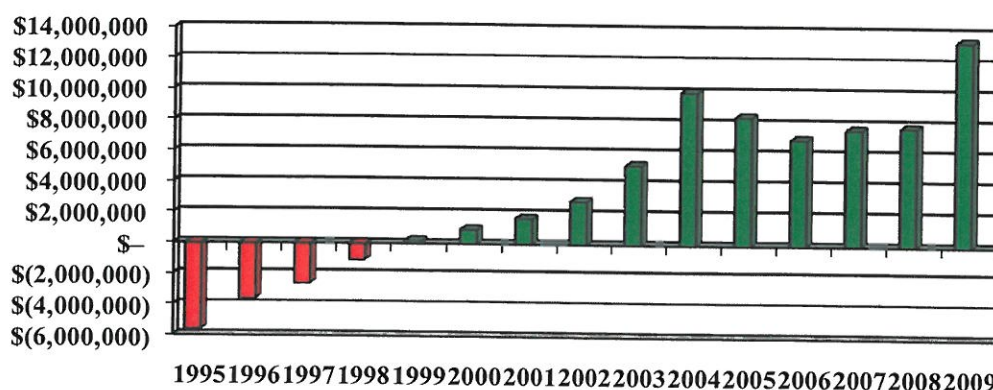
Beginning in the late 1990's, the District started an annual process of developing a rolling five year financial forecast. This has developed into the cornerstone of the District's planning process. Starting with the enrollment projection model (mentioned above), and using a myriad of assumptions in the areas of staffing, anticipated class size ratios, revenue growth, expenditure increases, and fund balance reserves, administration and the School Board develop the desired financial path that can provide a sustainable array of program offerings and class size opportunities for our students.

The most current Financial Planning Model results are included within the supplemental materials.

Fund Balance History – Projections

As of June 30, 1995, the District was \$5.6 million in deficit and was required by the state to file a financial plan for removing itself from statutory operating debt. Since that time, the District has improved its financial position. As of June 30, 1998, the District moved out of statutory operating debt. As of June 30, 1999, the District's combined operating funds moved out of deficit. As of its most recent audit, the District continues to maintain a reasonable fund balance at a similar level to the Minnesota state-wide average. The chart below shows the improvements made by the District during this period:

June 30 Year-End Balances



Adequate fund balances are even more critical during these difficult financial times. For example, in order to mitigate its cash flow problems, the state of Minnesota has twice, over the past two years, postponed aid payments to school districts. Without a sufficient fund balance, the District would need to borrow funds to meet its obligations. By doing this, the District would incur interest expenses which could take money away from student learning.

Financial Future of the District

The District was successful in conducting a levy renewal referendum in November, 2007 so that it can continue its goal of providing a sustainable program offering base for its students. The referendum authority will exist through the December, 2011 levy cycle. Coupled with the increased fund balance generated during the 2008-2009 school year, the District hopes that these two factors will allow it to continue to improve program offerings and reduce class sizes, in order to attract new families into the community, and help to mitigate some declining enrollment.

However, because of inaction by the Legislature and the Governor, the state continues to under fund schools. From the 1992-1993 school year to the 2008-2009 school year, the state increased funding at a yearly average of 1.53 percent. For that same time period inflation has averaged over 2.6 percent. As a result, the District was forced to make major budget adjustments for the 2004-2006 school years in the amount of \$2.2 million as well as over \$2.5 million for the 2007-2008 school year. For the first time in several years, thanks to the voter approved operating levy, the District did not have to make any budget reductions in the spring of 2009. Annually, the District must balance limited resources against very strong demands, which include providing sustainable program offerings and class sizes for students, maintaining financial stability, reasonable property tax increases and maintaining competitive salaries that attract highly qualified staff. A chart demonstrating these competing needs is included in the supplemental materials.

Another major factor, contributing to the District's current positive financial condition, is legislation that was passed in 2008. This legislation, commonly referred to as OPEB bonding, allowed a school district to sell general obligation bonds to fund its projected

cost of this post retirement liability. The projected liability must have been determined through an independent actuarial study. That process was completed during the summer of 2008 and District's liability was established at \$37.5 million. In October, 2008 with this authority granted by the governor and the legislature, and having just received an AA rating from Standard & Poor's, bonds were sold. The bond proceeds were placed in an irrevocable trust, meaning that the monies can only be used for this specific purpose. As a result of this process, the District has been able to improve program offerings to its students and reduce targeted area class sizes.

Financial Reporting Awards

For the tenth consecutive year, the District has received both the Government Finance Officers Association of the United States and Canada and the Association of School Business Officials International awards for excellence in financial reporting. The District is the only school district in the state of Minnesota to have achieved this. District staff has worked very hard to achieve this accomplishment. The Board of Education is very proud to have received these awards as they believe it shows the community, financial institutions, and the general public that the District is continuing to demonstrate good financial management.

Tax Rate History and Projections

The District is very conscious of its responsibility to both the students and property tax payers within the district. Each year the property tax levy process begins in August and culminates at the December regular school board meeting when the School Board sets the property tax levy for the next year. A comparison of the property tax levies for the past decade is included in the supplemental information.

Per Student Expenditures – Comparisons

The District uses resources provided by SchoolFinances.com to compare an array of data with other school districts in the state. The available data is submitted annually, by each district, to the Minnesota Department of Education. The data available include financial, student, staffing and facility information. Various comparative data will be provided to the committees.

Supplemental Information Provided At The Meeting:

- District Map
- Latest Enrollment Projection
- Recreational/Athletic Facility Field Use and Needs Analysis
- District Marketing Materials:
 - Activities Calendar
 - Community Services brochure
 - Early Childhood flyer
 - Gifted and Talented Program flyer
 - High School Registration booklet
 - Kindergarten brochure
 - Middle School Registration booklet

AGENDA ITEM: **School Board Evaluation**
MEETING DATE: **October 25, 2010**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Lori Swanson, School Board Chair**

BACKGROUND:

Lori Swanson will lead the discussion on the School Board Self-Evaluation for 2009-10.