# INDEPENDENT SCHOOL DISTRICT #624

# WORK-STUDY AGENDA

March 23, 2015

**Independent School District No. 624**

# MISSION STATEMENT

**The mission of the White Bear Lake Area School District, a leader in innovative education and community partnerships, is to ensure our students:**

- **develop a love for learning,**
- **excel academically,**
- **are inspired to realize their dreams, and**
- **become engaged citizens with a global understanding**

**by challenging each student with a dynamic, respectful and inclusive environment that nurtures the unique talents and abilities of every student.**

*Approved by White Bear Lake Area School Board on June 13, 2011.*

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: March 6, 2015

A work-study session of the White Bear Lake Area School Board will be held on **Monday, March 23, 2015**, at 5:30 p.m. in Community Room 112 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 ITEMS

1. Update on School Board/Superintendent Goals
   a. Update on School Board/Superintendent Goals List — 5:30 p.m.
   b. Goal 4d: Program Review of Preschool and Early Childhood Programming — 5:45 p.m.
   c. Strategy III.11: Update on Secondary Program and Facilities Review — 6:30 p.m.
2. Elementary STEM Initiative for Otter and Willow Elementary Schools — 7:00 p.m.
3. *Labor Negotiation Session — 7:30 p.m.

### C. ADJOURNMENT — 8:00 p.m.

*This portion of the meeting may be closed to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to Minnesota Statutes 179.A.01 to 179.A.25.

**AGENDA ITEM:** Goal I.1: Update on School Board/Superintendent Goals List

**MEETING DATE:** March 23, 2015

**SUGGESTED DISPOSITION:** Discussion Item

**CONTACT PERSON:** Dr. Michel Lovett, Superintendent

---

**BACKGROUND:**

We have attached the annual School Board/Superintendent Goals Updates with changes highlighted since our February work-study session.

Updated for Work-Study Session of March 23, 2015

Red – Not begun
Yellow – In progress
Light Green – Partially operational
Green – Fully operational

# School Board/Superintendent Goals for 2014-15

| Strategic Plan / Goals | Details | Status | Report to the School Board | Evaluation | |
|---|---|---|---|---|---|
| **Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.** | | | | | |
| Strategy I.1: All students will achieve grade level in reading, writing and math by grade 4 and maintain grade level proficiency throughout their tenure in White Bear Lake Area Public Schools. | I.1 Student Proficiency<br><br>Note: Under Minnesota's 2014 Worlds Best Workforce Legislation, goal should read "all third grade students achieve grade level literacy". | Monitor progress based on a dashboard of metrics. | 9/9/13<br>9/23/13<br>10/14/13<br>2/24/14<br>5/19/14<br>8/25/14<br>On 2/13/15, report to School Board. | Metrics dashboard, including student growth, as measured by MAP, student proficiency, required by State MCAs, and other measures. | |
| Strategy I. 2: All students will have an ongoing plan for post-secondary readiness that will be monitored from grades 6 through 12 and all students will have the academic skills to be successful in a post-secondary institution. | I.2 Post-secondary Plan | Year 3 of implementation; counselors move with their students from North to South Campus. | 2/24/14<br>8/11/14 | Survey data from students and parents that reflects fluency in Naviance and confidence in post- secondary success.<br><br>Usage data by students in Naviance.<br><br>Metrics dashboard, including results of EXPLORE, PLAN, and ACT | |
| Strategy I.4: The District will build upon the International Baccalaureate (IB) offering already in place at Matoska by implementing the IB Middle Years Program. | I.4 Middle School IB | 2014-15 is the third year of IB candidacy.<br><br>In January, 2015 Sunrise Park and Central Middle Schools received word of I.B. authorization. | 10/13/13<br>10/27/14<br><br>On-site accreditation visits took place during November of 2014.<br><br>Celebration of authorization at Board meeting of February 9, 2015. | IB Certification in January, 2015. | |
| **Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.** | | | | | |
| Strategy II. 1: All students will expand their global perspective through the study of world language and | II.1 World Language K-5 | For 2014-15, Chinese offered K-5 in two elementary schools and Spanish in six elementary sites. | 2011-12 school year<br>March 24, 2014<br>April 14, 2014<br>November 24, 2014 | Summary information measuring student participation and success in world language. | |

Red – Not begun
Yellow – In progress
Light Green – Partially operational
Green – Fully operational

| Strategic Plan / Goals | Details | Status | Report to the School Board | Evaluation | |
|---|---|---|---|---|---|
| culture at the elementary schools. | | | | Assessment data measuring student global understanding. | |
| Strategy II. 2: Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level. | II.2 World Language 6-12 | Chinese offered 6-12 beginning in 2012-13; Chinese and ASL applying for College credit (CIS) status during 2014-15. | 2011-12 school year | Participation trends in secondary world language coursework. | |
| Strategy II. 4:All students will expand their global perspective by participating in annual service learning opportunities at the classroom or building level. | II.4 Service Learning | Operational beginning in 2012-13. | 2012-13 school year | Participation trends in global service learning projects, including July 14, 2014 report from We Act.<br><br>Survey data on student understanding of global issues related to the service learning opportunity. | |
| **Strategy III: We will ensure our facilities support our district's mission and objectives.** | | | | | |
| Strategy III. 1: The District will ensure that inside and outside large group spaces are comparable to conference schools. | III.1 Facility – Large Group Spaces | The District, in partnership with its municipalities and various athletics associations has completed an analysis of space issues across the District. The results of this study were presented to the committee on April 24, 2013 and were presented to the school board on May 20, 2013.<br><br>Outside space, and more specifically, artificial turf at the Stadium on South Campus needs to be addressed. WBL is one of the few members of our conference to still play on | Facilities report presented in May of 2013.<br><br>Incorporated into Strategy III.11, as part of 4/28/14 report to the School Board.<br><br>The Board was updated on 1/26/15 and 2/9/15.<br><br>Additional information was presented on 2/23/15 and a Community forum was held on 2/24/15.<br><br>On March 2, 2015 the Board approved action to proceed with solicitation of bids for a synthetic turf field at South | Included in the strategic review of secondary sites and facilities.<br><br>Phase I report due early in 2015. | |

Red – Not begun
Yellow – In progress
Light Green – Partially operational
Green – Fully operational

| Strategic Plan / Goals | Details | Status | Report to the School Board | Evaluation | |
|---|---|---|---|---|---|
| | | grass. Both the quality of the field and the opportunity for a significant increase in usability would result from this upgrade. | Campus. | | |
| Strategy III. 2: At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria. | III.2 Facility – Elementary | The completion of construction at Matoska IB Elementary School creates a separate nutrition services area and a new gymnasium area. | Community open house held at Matoska on 1/28/14. | Matoska addition was completed in the fall of 2013. | |
| | | Remodeling of Lakeaires and Willow Lane elementary schools include the addition of a gymnasium which creates separate spaces for the nutrition services program and the physical education/performing arts programs.<br><br>With the completion of the construction programs at these two schools in early 2015, all elementary schools will have the identified separate spaces. | 9/23/13 – work-study session<br>11/11/13 – Board meeting<br><br>Schedule final report to the Board on March 2, 2015. | Lakeaires and Willow Lane additions completed in the fall of 2014. | |
| Strategy III. 3: The District will ensure that storage spaces are equitable for all district facilities. | III.3 Facility – Storage | | 9/23/13 – work-study session<br>11/11/13 – Board meeting | Included in the strategic review of secondary sites and facilities. | |
| Strategy III. 4: The District will ensure that square | III.4 Facility – Student Population Distribution | As part of a leadership team project during the 2012-2013 | At School Board meeting of April 28, will be incorporated | Included in the strategic review of secondary sites and facilities. | |

Red – Not begun
Yellow – In progress
Light Green – Partially operational
Green – Fully operational

| Strategic Plan / Goals | Details | Status | Report to the School Board | Evaluation | |
|---|---|---|---|---|---|
| footage to accommodate student population and program activities are equitable for all buildings. | | school year, an analysis was undertaken to determine if adjustments to elementary attendance boundaries would allow for the student populations at Central and Sunrise Park Middle Schools to become better balanced.<br><br>The conclusions of this study determined that adjusting elementary attendance boundaries could help to balance the middle school populations in the short run. | into presentation on Strategy III.11. | | |
| <u>Strategy III. 5:</u> Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices. | III.5 Facility – Standardized Procedures | Completed. | May 19, 2014 work-study session. | Evidence that manuals are in place and that employees have been trained appropriately. | |
| <u>Strategy III. 6:</u> Each district facility will have an HVAC system that provides optimum air quality throughout the district. | III.6 Facility – Air Quality | Currently all elementary buildings with the exception of Otter Lake have HVAC system upgrades that include air conditioning. | 2012-13 school year | | |
| | | The School Board acted to accept the bids for Otter Lake Elementary to upgrade to air conditioning at the meeting of 2/9/15.<br><br>Secondary buildings have certain areas that are air | | Successful completion of HVAC projects scheduled for fiscal years 2015-2017. | |

Red – Not begun
Yellow – In progress
Light Green – Partially operational
Green – Fully operational

| Strategic Plan / Goals | Details | Status | Report to the School Board | Evaluation | |
|---|---|---|---|---|---|
| | | conditioned; however, the cost associated with having the remaining parts of the buildings air conditioned will require major funding; this is not part of our current budget. | | | |
| Strategy III. 8: The District will ensure that all schools provide secure entrances. | III.8 Facility – Secure Entrances | All secondary schools have either a secure entrance design or have attendants who monitor the main door throughout the student day.<br><br>With the completion of both Lakeaires and Willow Lane elementary schools projects, all elementary schools will have facilities secured by entrances designed to lead all visitors into the office prior to entering the rest of the building. | November 11, 2013 | Secure entrances at each site and appropriate protocols in place. | |
| Strategy III. 9: District facilities will be designed to allow for informational technology to be accessible by all ISD 624 employees, learners and families. | III.9 Facility – Technology Access | See Strategy IV.11<br><br>During 2014-15, District begins pilots of space and classroom redesign to promote 21st Century skills. | | Included in the strategic review of secondary sites and facilities, Strategy III.11 | |
| Strategy III.10: The District will ensure that elementary class sizes are balanced across the district. | III.10 Facility – Balanced Elementary Class Sizes | This issue needs to be carefully watched over the next few years. Our southern elementary populations are beginning to show greater growth, but our northern | | Data on class size averages and ranges. | |

Red – Not begun
Yellow – In progress
Light Green – Partially operational
Green – Fully operational

| Strategic Plan / Goals | Details | Status | Report to the School Board | Evaluation | |
|---|---|---|---|---|---|
| | | elementary populations also continue to grow.<br><br>The additional space the District will be getting at Otter Lake Elementary School may temporarily help with this issue but, ultimately, if the patterns of growth continue, there will be a need to look at the elementary school boundaries in the north and determine if shifts are necessary. | | Strategy III.11, facilities study. | Green |
| Strategy III.11: Secondary facilities will be evaluated and recommendations will be made that improve programs and reduce transitions, including a cost benefit analysis of a single campus high school. | III.11 Facility – Secondary | Secondary strategic program and facilities review begins in 2014-15. | March 24, 2014<br>April 28, 2014.<br>May 19, 2014<br>October 27, 2014<br>February 9, 2015<br>February 23, 2015, with a community forum on 2/24/15.<br>Discussion continues on Phase I recommendations at work-study meeting of 3/23/15. | Included in the strategic review of secondary sites and facilities.<br><br>Strategy III.11, facilities study. | Yellow |
| **Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.** | | | | | |
| Strategy IV.11: Every classroom will have equitable access to a core set of effective, innovative, and well supported technology. | IV.11 Classroom Technology | 2014 - 2015 Capital Projects levy priorities includes network infrastructure and Wifi improvements as well as classroom technology upgrades. Replacement cycles will take into account student, program and classroom needs as well as teaching style and preference. | 1/27/14<br>8/11/14<br>8/25/14 | Building technology plans. | Green |

Red – Not begun
Yellow – In progress
Light Green – Partially operational
Green – Fully operational

| Strategic Plan / Goals | Details | Status | Report to the School Board | Evaluation | |
|---|---|---|---|---|---|
| | | Moreover, the 5-year technology plan presented at the February 2014 School Board meeting includes a proposal that will move away from the current computer lab model and provide classroom access to technology at the elementary level while providing 24/7 access to technology for secondary students.<br><br>Our 1:1 will expand to cover 7-10 in 2015-16 and 6-12 in 2016-2017.<br><br>Elementary schools will have at least one classroom set per grade level by 2016-2017. | | | |
| <u>Strategy IV.12</u>: The District will enhance communication, interaction, and collaboration through the use of a web site. | IV.12 District Website | New website launched in June of 2012; enhanced and expand in 2012-13 and 2013-14. | 2011-12 school year | Operational; trends measured by system analytics. | |
| <u>Strategy IV.13</u>: The District will establish a learning management system to support the development and management of online coursework to allow web-based learning for staff and students. | IV.13 Schoology | All teachers expected to meet requirements of Schoology Learning Management System.<br><br>Schoology is used as the LMS by all White Bear classroom teachers this school year. Base-line digital presence expectations were set for the first semester of the 2014- | 2011-12 school year<br>2012-13 school year<br>2013-14 school year<br><br>8/25/14 work-study session. | Schoology use analytics and BrightBytes survey data. | |

Red – Not begun
Yellow – In progress
Light Green – Partially operational
Green – Fully operational

| Strategic Plan / Goals | Details | Status | Report to the School Board | Evaluation | |
|---|---|---|---|---|---|
| | | 2015 school year and expanded in the second semester. Professional development in the form of 1:1 trainings, summer technology sessions, embedded staff development, building and District sessions and bi-weekly technology tips. | | | |
| Strategy IV.14: A policy will be developed and presented for board approval that leverages students' access to mobile technology and use of that technology in the classroom. | IV.14 Technology Policy | Students and staff provided feedback on mobile technologies classroom goals, current practice and model policies. We will address mobile technologies within the Electronic Technologies Acceptable use and the Social Media policies.<br><br>Policy 524 is up for annual review first reading in April. | Scheduled for a first reading at the 4/13/15 Board meeting. | Board adoption of policy. | |
| Strategy IV.15: Instructional technology will be available for use by students beyond the traditional school day/year. | IV.15 Access to Instructional Technology | See Strategy IV.11<br><br>During January, 2015, the administration testified on proposed legislation. On January 22 and 23, the District hosts site visits at Sunrise and Central.<br><br>We continue to partner with Brightbytes to measure our classroom technology use, access, skills and environment.<br><br>By 2016-2017 all secondary | November 10, 2014<br>Report on 1:1 Initiative<br><br>Update on progress during 2014-15 and plans for 2015-16 scheduled for work-study meeting on April 27, 2015. | BrightBytes survey data.<br>In September Sunrise 8th grade students received 1:1 Chromebook computers. Central 8th grade students received Chromebook computers in November. | |

Red – Not begun
Yellow – In progress
Light Green – Partially operational
Green – Fully operational

| Strategic Plan / Goals | Details | Status | Report to the School Board | Evaluation | |
|---|---|---|---|---|---|
| | | students will have a 1:1 device.<br><br>Our Middle School Tech Depot students are reimagining, cleaning and packaging Netbooks that are now being deployed to isd624 families in need.<br><br>We continue to partner with Washington and Ramsey county library systems to provide broader access to our entire community.<br><br>We will continue to partner with Brightbytes to measure our classroom technology use, access, skills and environment. | | | |
| **Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.** | | | | | |
| <u>Strategy V. 1:</u> The District will implement a process that will provide a consistent method to initiate and maintain community partnerships. | V.1 Partnership – Process | School Board Policy 900 was approved by the School Board at the May 12, 2014 School Board meeting. It includes a vetting process of partnerships with the office of Superintendency having final approval. Implementation plan developed for 2014-15 school year. | Approved on 5/12/14. | Successful implementation of Policy 900, Partnerships. | |
| <u>Strategy V.2:</u> A comprehensive needs assessment will be developed and administered | V.2 Partnership – Needs Assessment | A needs assessment tool has been developed and is being piloted in our Early Learning department. A roll out to | Scheduled for 4/27/15. | Compliance with needs assessment for all partnerships. | |

Red – Not begun
Yellow – In progress
Light Green – Partially operational
Green – Fully operational

| Strategic Plan / Goals | Details | Status | Report to the School Board | Evaluation | |
|---|---|---|---|---|---|
| at every WBLA school in order to provide direction to future partnerships. | | buildings is expected for spring 2015. | | | |
| Strategy V.3: The District will create a process which aligns a partner with a compelling need or promising vision. | V.3 Partnership – Vision | With our partnership at Tamarack Nature Center a vetting document has been created along with a partnership evaluation document. These are being piloted in our Early Learning department. A phased roll out to buildings is expected for spring 2015. | Update to School Board scheduled for 4/27/15. | Implementation of process consistent with Policy 900, Partnerships. | |
| Strategy V.5: The District will communicate information related to partnerships using a variety of resources. | V.5 Partnership – Communication | Communication regarding current partnerships is done via school board meetings, and through the communications office, including electronics, print, and other media. | | Communications plan implemented. | |
| **Strategy VI: We will foster connections with and among students and staff members to ensure all feel valued, supported and understood; and we will establish an environment that cultivates understanding and respect for differences among people.** | | | | | |
| Strategy VI. 1: The District will adopt a comprehensive bullying prevention, intervention, and support program for students and staff that promotes a safe, civil, and inclusive climate and is implemented in each building, program, and service. | VI.1 Bullying Policy and Program | Implemented during 2012-13.<br><br>During 2014-15 additional training provided to all staff to comply with new law and revised policy. | 2011-12 school year.<br><br>Report at the School Board meeting of May 19, 2014.<br><br>Policy 514, Bullying Prohibition Policy revised on 10/13/14. | Minnesota Student Survey data regarding bullying.<br><br>Implementation data that demonstrates how consistently we are using the bullying prevention curriculum. | |
| Strategy VI. 2: The District will increase the number of faculty and staff from culturally diverse | VI.2 Faculty | New recruitment and selection protocols implemented in 2012-13; Annual Report to the School | Annually since 2011-12 | Annual employment metrics. | |

Red – Not begun
Yellow – In progress
Light Green – Partially operational
Green – Fully operational

| Strategic Plan / Goals | Details | Status | Report to the School Board | Evaluation | |
|---|---|---|---|---|---|
| communities to more closely reflect the diversity of the student population. | | Board. | | | |
| Strategy VI. 3: During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multi-cultural understanding. | VI.3 Multi-cultural Curriculum | A cultural liaison has participated in the Teaching & Learning Projects, including curriculum. More work can be done training our T&L team to review curriculum with our equity lens. | | Annual reporting on curriculum adoptions and the process used to ensure cultural proficiency. | |
| Strategy VI. 4: Programs will be adopted and implemented and resources allocated for students and families to promote a positive transition between buildings and programs. | VI.4 School Transitions | Transition plans are in place at each level, including WEB for the middle school and LINK Crew for the high school.<br><br>In the fall of 2014, WEB and LINK crew successful. | 9/9/13 | Annual Board updates on transition programming.<br><br>Attendance data reflecting student participation in transition programming.<br><br>Student survey data on the effectiveness of transition programming. | |
| Strategy VI. 5: The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members, and parents. | VI.5 Programming | Advisory curriculum has been implemented in 12-13 and is in its 3rd year. While this addresses some student perspective, we have just started understanding similarities and differences among students, staff, administration, community members and parents. | | Minnesota Student survey data regarding students feeling connected and welcome at school.<br><br>Staff survey data regarding school climate.<br><br>Parent feedback on school climate. | |
| Strategy VI. 6: The District will review and assess the current plan related to cultural competency. | VI.6 Cultural Competency | A team of 17 district staff (including 2 cabinet members) participated in the Equity Plan workshop in January 2013. This group of | 2/24/14<br>3/4/14 | Annual review of the Achievement and Integration plan by a committee and the School Board. | |

Red – Not begun
Yellow – In progress
Light Green – Partially operational
Green – Fully operational

| Strategic Plan / Goals | Details | Status | Report to the School Board | Evaluation | |
|---|---|---|---|---|---|
| | | 17, along with other district stakeholders, updated the 3-year WBL Equity Plan. The updated equity plan was presented to the board for approval on March 3, 2014 | | | |
| **Goal 2 - Ongoing Financial Stewardship and Budget Management (New for 2014-15)** | **Details** | **Status** | **Report to the School Board** | **Evaluation** | |
| An improved statewide economy has resulted in improved education funding in the most recent legislative sessions, a welcome change after a long period of little increase in state revenue. The District continues to identify greater efficiencies in operations that will help to maintain financial stability and allow for improvements in program quality and student success. | Strong community support, which led to the passage of the November 2011 operating levy renewal by a margin of 73% to 27% and the capital projects levy in 2013, gives the School District a measure of financial stability.<br><br>The District has established an excellent record of financial reporting by both ASBO and GFOA, and also achieving an AA Bond Rating initially in 2008, and confirmed in 2011 and 2012. Further, the District has restructured long-term debt to allow for more level tax levies over the next several years. | In the fall of 2014, Standard and Poors reaffirmed the District's AA Bond rating; for 2014-15 District increases the frequency of financial reporting to quarterly. | October 13, 2014<br>Report on tax levy and AA bond rating.<br><br>November 13, 2014<br>Report on Audit for 2013-14.<br><br>November 24, 2014<br>Quarterly report on District finances.<br><br>January 26, 2015 Quarterly report on District finances.<br><br>At the February 9 School Board meeting the Board approved a revised budget for 2014-15. | Ongoing financial stewardship on investments and budget management are reviewed annually as part of the financial audit.<br><br>The audit report for FY 2014-15 is presented to the Finance Committee in the fall and to the School Board and public at the regular School Board meeting in December.<br><br>Beginning in 2014-15, the administration will increase the detail and frequency of budget updates to the School Board. | |
| **Goal 3: Continue Implementation of the Communications and Marketing Plan for the** | **Communication and Marketing Plan.** | **Status**<br>The district continues to implement the communications and | Reported to the School Board at 5/19/14 work-study session. | **Evaluation**<br>Enrollment data<br>Surveys | |

Red – Not begun
Yellow – In progress
Light Green – Partially operational
Green – Fully operational

| Strategic Plan / Goals | Details | Status | Report to the School Board | Evaluation | |
|---|---|---|---|---|---|
| **District.** | | marketing Plan originally accepted by the School Board in 2010. | | | |
| | | | | | |
| **Goal 4: Operational Improvements** | **Details** | **Status** | **Report to the School Board** | **Evaluation** | |
| a. Recognition Program, Phase III, will evaluate and expand recognition of community, partnerships, and volunteers. | Goal 5a Recognition Program | The committee continues to evaluate and expand a recognition program for students, staff and community. | Reported to the School Board at 5/19/14 work-study session. | Annual Satisfaction Survey. | |
| b. Implement the recommendation of the Gifted and Talented program review, with emphasis on recommendation for a district-wide elementary program for the gifted and talented students, which could begin in 2015-16. | Goal 5b Gifted and Talented Program | | 2/24/14<br>9/22/14<br>10/27/14<br>11/10/14 School Board approved Elementary School within a School. | Implementation of Program.<br>Metrics on student annual growth.<br>Survey data from parents, staff, and students. | |
| c. Develop plans for a String Orchestra program with the fir phase programing beginning in the 2014-15 school year. | Goal 5c String Orchestra | After more than 3 years of study and planning, the School Board approved a plan to begin a string orchestra with grade 5 in 2015-16, adding one grade each year thereafter until the program is grades 5-12. | 11/25/13<br>11/24/14<br>Presentation to Board on January 26, 2015.<br>Board action to approve program on 2/9/15. | School Board approval.<br>Implementation of program. | |
| d. Program Review of Preschool and Early Childhood Programs<br><br>Currently about 20% of our | Goal 5d Preschool and Early Childhood Programs<br><br>Thorough review of our current preschool and early | | 10/27/14<br><br>Update scheduled for March 23, 2015. | . | |

Red – Not begun
Yellow – In progress
Light Green – Partially operational
Green – Fully operational

| Strategic Plan / Goals | Details | Status | Report to the School Board | Evaluation | |
|---|---|---|---|---|---|
| preschool age population is enrolled in WBLAS preschool and early childhood family education programs.<br><br>Our programing includes sites at Normandy Park, a separate early childhood and preschool facility; classrooms dedicated for preschool and early childhood at Hugo and Vadnais Heights Elementary Schools; and a partnership with Tamarack Nature Center, a facility operated by Ramsey County. All facilities are currently at or close to capacity.<br><br>With state funded all-day kindergarten beginning in 2014-15, the entry into school for an increasing percentage of children is expected to be at the preschool level. Recent state policy decisions and funding decisions are consistent with this expectation. | childhood program; an assessment of the needs of our preschool children and families; an assessment of steps for improving quality of programming and space for program growth; and recommendations for potential next steps. | | | | |

Agenda Item B-1b
March 23, 2015
Work-Study Session

**AGENDA ITEM:** Goal 5d: Program Review of Preschool and Early Childhood Programming

**MEETING DATE:** March 23, 2015

**SUGGESTED DISPOSITION:** Discussion Item

**CONTACT PERSON:** Kristine Wehrkamp, Director of Community Services and Recreation
Kathleen Daniels, Director of Special Services
Danielle Mickelson, Early Childhood Special Education Supervisor
Nancy Melquist, Early Childhood Education Supervisor

---

**Background:**

The Early Childhood Department is conducting a program review for the 2014-15 school year consistent with School Board/Superintendent goal 5d, which reads "*Program Review of Preschool and Early Childhood Programs*".

The following objectives for the review have guided the program review since last fall:

1. Examine community and student demographic data and trends to determine program and facility needs.
2. Assess family and community needs for early learning and family education in order to ensure programs are serving a representative sample of the population.
3. Establish Kindergarten Readiness definition for ISD 624 and plan for meeting students where they are when readiness targets are not met.
4. Bring forward recommendations for program improvement including: facilities, programming, and programmatic extensions.

This evening we will provide an update on the progress of this review. In addition, we will describe the Governor's recommendation for expanding preschool for four year olds, and ramifications of this potential initiative for our planning.

**White Bear Lake Area Schools Early Childhood Program Review**

*Background*

White Bear Lake Early Childhood Programs are currently offered at four locations within the school district: Normandy Park Education Center, Hugo Elementary School, Vadnais Heights Elementary School and Tamarack Nature Center.

We currently have the ability to serve 95 four-year olds, 75 three-year olds and 55 general education students in multi-age classrooms. Our current programming model is structured with 1, 2, 3 or 4 half day options each week. Additionally, we have approximately 100 spots within these preschool classrooms to support the inclusionary education of preschool students identified with special education needs. The variety of locations offers great choices for families, but there are concerns with equity of programming options, efficiency of resources (staff, materials, equipment) and supervision of programs.

*Current State of Program Review*

The review of our current preschool and our early childhood program includes: an assessment of the needs of our children and families, an assessment of current programming including space and facilities, and recommendations for next steps.

**Phase 1** of the program review has been completed. Analysis of demographics indicates increased preschool enrollment over the last 5 years and increased cultural and ethnic representation that is consistent with district demographic data. The families that are accessing our preschool programming options have demonstrated a greater need for financial assistance over the last five years. Currently, 75 families are receiving some form of tuition assistance. It is also estimated that with our kindergarten enrollment numbers approaching nearly 700 and our 4 year old enrollment of 210 students, we are serving approximately 27% of the kindergarten class. Our total preschool (3 year-olds and 4 year-olds) unduplicated enrollment as of 3/13/2015 is 442.

A survey was also completed of principals and kindergarten teachers in White Bear Lake Area Schools and identified common themes of concern and needs. A committee of stakeholders was identified and convened to discuss topics of readiness, access and early childhood family needs within the White Bear Lake Area School District.

**Phase 2** of the review is in process. A stakeholder group will be meeting on March 19, 2015 to define “kindergarten readiness” for White Bear Lake Area Schools. Completed as part of this phase was an in-depth analysis of currently offered programming including: underutilized programming, programming in which the demand exceeds capacity of the program, and barriers such as preschool fees and transportation currently offered.

Several areas of opportunity for partnerships have been identified including Ramsey County Services, WIC, Financial Services and Children and Family Services, Food Shelf, Medical/Dental Clinic, Community Closet and Mental Health Services.

**Phase 3** will include a final analysis of the needs of the Early Childhood Programs as well as a definition of kindergarten readiness.

*Items to be Considered*

Governor Dayton's proposal (and additional potential legislation)- Universal Pre-K funding.

Facility needs (space to facilitate all-day universal Pre-K) -

There would be a significant increase to current facilities allocation for early childhood: preschool classroom space, staff office space, indoor playground and specialist spaces, testing and conference spaces, food service capability, consideration of community collaborative space.

White Bear Lake Early Childhood would need at least an additional 12-14 classroom spaces for all-day preschool programming. We would also need additional space to provide extended day opportunities and food service.

The current Governor's proposal would mandate that students have access to 800 hours of prekindergarten experience during the school year (32 weeks of 25 hours each week or five hours per day) and 200 hours during summer. White Bear Lake Early Childhood would propose a five hour per day preschool experience with "wrap-around" extended day options for families and transportation options for families in need.

Staffing (Special Education, related services, licensure requirement for teachers)

Recommendation for all teachers to be licensed in early childhood education. Currently preschool teachers are licensed teachers, but not under the same bargaining agreement provisions as K-12 teachers. The governor's proposal would shift these teachers to contracted status.

Our current model of team teaching and paraprofessional supports would need review. We would need to look at staffing allocations, and efficient and effective models for delivering special education instruction in preschool in the least restrictive environment.

*Future Work*

Community Needs Assessment
Consideration of 3-year old programming needs
Assurance of equitable access to programming and resources
Community partnership development around shared visions for community families

**AGENDA ITEM:** Secondary Program and Facilities Review Update

**MEETING DATE:** March 23, 2015

**SUGGESTED DISPOSITION:** Discussion Item

**CONTACT PERSON:** Dr. Wayne Kazmierczak, Director of Finance and Operations

---

**BACKGROUND:**

An update on the Secondary Program and Facilities Task Force will be provided to the School Board at the March 23, 2015 work-study meeting. The attached document provides a detailed list of projects identified along with cost estimates and funding source. A brief update of the artificial turf field project will also be provided.

# Working Document
# Secondary Facilities Phase I

**ALC**

1. Lab sink and eyewash in science room-$25,000 quote sink only (HS)
2. Lockers for students, approx 72 in first floor hall-$12,000 (GF)
3. Basketball hoops installed outside (have backboards and rims)-$3,300 quote (GF)
4. Bottle filling drinking fountain in commons area-$3,200 (GF)
5. Bike racks, 18 slot rack/mount $1,275 (GF)
6. Sign by street identifying programs housed in building-$10,000 (GF)

   *Site Total: Health and Safety: $25,000; Alternative Facilities: $0; General Fund: $29,735*

**Transition Education Center**

1. 2 levels of shelving around room 116 for new lab storage-$200 (GF)
2. Finish painting hallways and 2 offices-planned for summer-$1,500 (AF)
3. Divider on wheels to separate great room-$2,000 (GF)
4. Long-term question of continued leasing, lease expires in 2016

   *Site Total: Health and Safety: $0; Alternative Facilities: $1,500; General Fund: $2,200*

**Central Middle School**

1. Replacement blinds throughout building-$15,000 (AF)
2. Replace lockers-$190,000 (AF)
3. Instrument storage-$35,000 (GF)
4. Auto flushers on urinals or explore waterless (AF)
5. Many broken desks need replacement-$20,000 (GF)
6. Monitors and software for communication* (TBD)

   *Site Total: Health and Safety: $0; Alternative Facilities: $205,000; General Fund: $55,000*

**Sunrise Park Middle School**

1. PA system in poor shape, many dead areas* (TBD) (AF)
2. Head-end camera improvements* (TBD) (AF)
3. Collaborative learning space for students-$16,000 (GF)
4. Monitors and software for communication* (TBD) (GF)
5. Slider windows on each side of courtyards for airflow-$5,000 (AF)
6. Replacement carpet needed in main office-main area only-$4,000 (AF)
7. Replacement treadmill and elliptical for physical education-$5,000 (GF)
8. Instrument storage-$35,000 (GF)
9. Mount projectors in gym for learning spaces (TBD) (GF)
10. Bottle fill station near gym-$3,200 (GF)
11. Explore magnet door holds for classroom doors (Exploration) (HS)

    *Site Total: Health and Safety: $0; Alternative Facilities: $14,000; General Fund: $59,200*

**WBLAHS South Campus**

1. Expand collaborative learning space-$15,000 (media center and 400 wing) (GF)
2. Theatre atrium renovation-collaborative space, extend limestone tile in auditorium across hall wall between doors. High tables by windows, workspaces and stools around pillars, soft furniture outside main office (TBD) (AF/GF)
3. Flat panel monitors and software for communication*

4. Tables and stools in visual art rooms-$10,000 (GF)
5. Band instrument storage-$38,500 (GF)
6. Replacement bathroom stall partitions in 600 bathrooms-$4,000 (AF)
7. Exterior doors I and T replacement-$25,000 (AF)
8. Window or door between art classrooms-$5,000 (GF)
9. Art classroom lockers-$180 per large locker-$5,000 (GF)
10. Replacement blinds-$15,000 (AF)
    *Site Total: Health and Safety: $0; Alternative Facilities: $44,000; General Fund: $73,500*

**WBLAHS South Campus Athletics**

1. Repaint track-$15,000 (AF)
2. Softball batting cage-fence $14,900 plus cement $11,000. Re-fence entire field and new cage $47,600 (GF)
3. Realign speakers during lighting project to face away from neighbors-include in stadium light project, new speakers-(TBD) (AF)
4. Add a pathway light during lighting project for Gall lot parkers-include in lighting project (TBD)
5. Replace rim road gates for traffic control during games-$10,000 (AF)
6. Install bathrooms at stadium, significant increase in stadium usage with turf completion-$100,000 (GF)
7. Repair stadium seats, possibly reinforce-$5,000 (AF)
8. Gates on ends of bleachers to control access underneath and add storage space-$15,000 (GF)
9. Replace gym floor-$180,000 (AF)
   *Site Total: Health and Safety: $0; Alternative Facilities: $210,000; General Fund: $162,600*

**WBLAHS North Campus**

1. Collaborative learning space-$15,000 (GF)
2. Convert room 108 to writing lab/resource center-level off floor, add a wall-$100,000 (AF/GF 50/50)
3. Remodel special ed bathrooms to meet needs of students and ADA requirements (Federal special ed) (TBD)
4. Repair magnetic fire doors that don't hold-$3,000 (AF)
5. Replace bank of lockers to capture parts to repair others-$25,000 (AF)
6. Window replacement-$200,000 (AF)
7. Band and instrument storage-$46,300 (GF)
8. Repair and reinforce vents in gym-$1,800 (AF)
9. Monitors and software for communication* (TBD)
10. Ceiling tile replacement-$50,000 (AF)
    *Site Total: Health and Safety: $0; Alternative Facilities: $329,800; General Fund: $111,300*

**Technology department currently exploring options*

*Funding Source Codes:*

*HS: Health and Safety*
*AF: Alternative Facilities*
*GF: General Fund*

| SUMMARY - SECONDARY FACILITIES PHASE I<br>FUNDING SOURCE SUMMARY | | | | |
|---|---|---|---|---|
| | **Health and Safety** | **Alternative Facilities** | **General Fund** | **Total** |
| ALC | 25,000 | 0 | 29,735 | 54,735 |
| Transition Education Center | 0 | 1,500 | 2,200 | 3,700 |
| Central Middle School | 0 | 205,000 | 55,000 | 260,000 |
| Sunrise Park Middle School | 0 | 14,000 | 59,200 | 73,200 |
| WBLAHS South Campus | 0 | 44,000 | 73,500 | 117,500 |
| WBLAHS South Campus Athletics | 0 | 210,000 | 162,600 | 372,600 |
| WBLAHS North Campus | 0 | 329,800 | 111,300 | 441,100 |
| Total | 25,000 | 804,300 | 493,535 | 1,322,835 |

*NOTE: The data on this document are subject to change. This is a planning document that will be used as part of the broader budget planning process.*

Agenda Item B-2
March 23, 2015
Work-Study Session

**AGENDA ITEM:** Elementary STEM Initiatives for Otter and Willow Elementary Schools

**MEETING DATE:** March 23, 2015

**SUGGESTED DISPOSITION:** Discussion Item

**CONTACT PERSON:** Sara Paul, Assistant Superintendent

---

**Background:**

Tim Schochenmaier, principal of Otter Lake Elementary, and Chris Streif, principal of Willow Lane Elementary, will provide an update to the School Board on school based initiatives at these two elementary schools.

**OTTER LAKE ELEMENTARY SCHOOL**
**Science, Technology, Engineering, and Mathematics (STEM)**
**March 24, 2015**
**Work-Study Session**

1. **What is the historical perspective of the STEM Initiative at Otter Lake?**
During the past four years under the leadership of Max DeRaad and Timothy Schochenmaier, Otter Lake Elementary has made significant gains in the areas of Science, Technology, Engineering and Math (STEM) which differentiate it from other elementary schools in the Northeast Metro area.

2. **What was in place at the beginning of this year?**
Using the Northwest Suburban Integration District STEM School Reflection and Review Rubric, the leadership team at Otter Lake identified short and long term goals to move Otter Lake Elementary to be more STEM focused consistent with the rubric. During this time, Otter Lake has implemented or revised many practices. In 2012, Otter Lake moved away from a traditional science fair and expanded the experience to all students by establishing an annual STEM Fair in its place. This increased overall school participation to an all-time high this year of 168 students.

Otter Lake Elementary has aligned our partnership with Tamarack Nature Center to integrate the learning at that location with the learning that is happening in the classroom by communicating a common language between sites, implementing science notebooks, rebranding the experience as “field work” rather than a “field trip” and purposefully choosing Tamarack field work based on science standards. We have also partnered with the University of Minnesota STEM Education Center and Bethel University for professional development.

Principal DeRaad implemented STEM-focused professional learning teams to create grade level working documents to house STEM integration work. The teams used science standards to integrate engineering (EiE) and science (Foss) kits and used mathematics standards to integrate meaningful mathematics into science and engineering units. Teams developed a framework of “value added” projects for grade levels and a STEM theme for the building. Our end goal in doing this work is to develop an integrated curriculum for science, engineering, mathematics and literacy.

3. **What initiatives do we have in place for this year?**
For the current school year, Otter Lake teachers and leadership have taken on several initiatives to further our identity as a STEM focused school. Upon surveying classroom teachers and consulting the Otter Lake Leadership Team with a needs analysis, Principal Schochenmaier finalized plans to enter into a partnership with Bethel University to

provide specific professional development in the area of scientific inquiry and to provide teaching opportunities in Otter Lake classrooms for micro lessons on STEM topics developed and delivered by Bethel pre-service teachers.

Otter Lake staff was led in an examination of our current strengths and passions to develop a common “value added” thread through each of the grades and grade specific “value added” projects beyond the Minnesota science standards. In looking at other successful and award-winning STEM schools, this was a common practice.

Teams of teachers have been given time to work on their integrated STEM units which were started last school year. This is a time intensive project and one that is given much weight in the STEM school rubric.

A school level professional learning team has been working to identify areas of integration between literacy and STEM. They identified current resources and areas of need to deliver content related to the MN science standards during our core literacy block.

Additional technology was purchased with PTA and school funds to accelerate our students’ proficiency and access. With our new purchases, Otter Lake has a ratio of one chromebook cart per grade level in grades 2-5, a dedicated chromebook set for media use and teaching and a school wide cart for any class at Otter to access. Kindergarten and first grade students have access to tablet technology.

**4. Why are these initiatives important?**

Otter Lake Elementary staff visited an award winning STEM Magnet School in the NW Metro in November. This visit affirmed many things we were already doing and provided a framework for where we needed to go next. The Otter Lake Leadership Team identified our current initiatives as priorities with one common theme: Otter Lake wants the ***instruction*** to be different in our classrooms and that begins with an investment of professional development in the teachers delivering the content. Once we identified this as a critical component, it was a seamless process to focus in on what we needed to do. Each one of the initiatives above moves Otter Lake closer to exemplar status on the Northwest Suburban Integration District STEM School Reflection and Review Rubric.

Moreover, all of this work has had a cumulative effect on students, teachers, and building outcomes in math and science. Teachers report anecdotal evidence of higher levels of student engagement and our BrightBytes data shows 89% of Otter Lake students report proficiency in the use of online documents. Because of student engagement and a higher quality of questioning by students, 88% of classroom teachers see their own development in scientific inquiry methods as a critical next step in Otter Lake's overall development as a STEM focused school. Furthermore, the outcomes Otter Lake has seen since 2009 are worth noting. Our science growth, as measured by the MCA, has risen by 41 percentile points since we began focusing on STEM, and last year Otter Lake was 16 percentile points above the state average. In math, we are historically 20 percentile points above the state average.

5. **What comes next?**

We will be continuing down our path to be a STEM focused school. In the coming years, we will continue our work on integrating units and developing our school and grade level "value added" projects. Our school community values identifying local partners that have mutual interest in STEM and preparing children for STEM related careers. We see the importance of developing a plan for marketing and enrollment strategies as well as partnering with our current middle and high schools for a seamless transition to our manufacturing pathways. Finally, we need to be looking critically at Otter Lake facilities and classrooms so they fully support STEM teaching. It is our intent that each of these action steps will have a positive impact on student achievement and will increase the self-efficacy of Otter Lake staff.

**WILLOW LANE ELEMENTARY SCHOOL**
**Science, Technology, Engineering, Mathematics (STEM)**
**March 24, 2015**
**Work-Study Session**

1. **What is the historical perspective of the STEM Initiative at Willow Lane?**
There had been prior conversations and great interest within the building among the staff to redefine the learning experience for our students at Willow Lane. There was great interest in the area of STEM- Using Science, Technology, Engineering and Math as a framework for improving core literacy and math. Eventually, staff would also like to include the Arts in this initiative.

2. **What was in place at the beginning of this year?**
Over the past several years, Willow Lane has experienced a decline in the number of students meeting proficiency in Reading, Math, and Science. Willow Lane has been identified as a racially isolated school in the WBLAS District. Willow is the most racially diverse school in the District serving the largest population of students with the greatest needs socioeconomically which has resulted in Willow receiving some additional funding over the past several years. We want to close the achievement gap by providing opportunities for our students that are relevant and increase student engagement in a real world setting.

3. **What initiatives do we have in place for this year?**
As new school leader, I collaborated with parents, staff, and students to best understand the strengths and needs at Willow Lane. As I engaged these stakeholders in identifying some quality programming traits that would increase student achievement, a STEM focus emerged as one of the key areas of interest on both the part of parents and staff. Both were searching for rigorous and engaging content and lesson delivery to increase student achievement in meeting proficiency on the MN State Standards in Literacy, Math and Science.

Willow Lane staff has worked very hard this year to explore options available to move toward a STEM focus and several innovative opportunities have emerged.

We explored InSciEd Out, which is a non-profit partnership established between the Mayo Clinic and the University of Minnesota and provides an evidence-based classroom instruction that cultivates young scientists in the classroom. In January, the Willow Lane staff visited Moreland Science and Technology Academy in West St. Paul. Moreland has been partnering with the InSciEd Out Foundation for the past several years. This visit enabled staff to see what this integrated approach to learning would look like in the classroom. In addition, we witnessed how this partnership will provide us with the opportunity to collaborate with other InSciEd Out schools in Ghana and India to give our students a global perspective culturally and in the area of STEM learning. Staff was surveyed and 100% are in favor of pursuing this partnership with InSciEd Out.

We were also able to begin leaning in to some of the work Otter Lake has put into their visits to Tamarack Nature Center. We were able to learn about, fund, and allow each Willow Lane class to attend two visits to Tamarack Nature Center and to provide some shared learning experiences between Willow Lane and Otter Lake students. These shared learning experiences will allow our students and staff to interact, grow, and learn together.

Our Parent Teacher Organization (PTO) is fully supportive of the STEM focus at Willow Lane and is demonstrating their support by hosting a Science/Engineering Night at Willow Lane Elementary School for families on April 9, 2015. This event is a place where students and their families can explore hands-on learning activities in an open, fair-type environment. InSciEd Out will be providing opportunities for our families to learn about their programming at this event.

Lastly, we have aligned our STEM focus with the C.A.M.P. (Cross-Age Mentoring Program) partnership our 5th grade students have with South Campus students. As a service learning project, those students participating in C.A.M.P. will work with their high school mentors to begin the revitalization of a community garden at Willow Lane.

4. **Why are these initiatives important?**

Willow Lane students need support in becoming the best that they can be and it is up to us to provide the opportunities to allow them to grow into just that! Staff and parents are in agreement that this is the path that will engage our students best and move them to much higher levels of learning, not just in science, but in literacy and math as well.

InSciEd Out has research and data which has increased proficiency towards standards and increased the number of students who have enrolled in AP and honors science classes as they move into middle and high school.

Tamarack Nature Center field trips are proving to be one of the most rewarding for staff and students as many our students live in an urban environment and have not had the opportunity to explore nature in a hands-on way that allows them to learn and grow through experiencing the environment around them. In an effort to deepen these learning experiences for both Willow Lane and Otter Lake students, we will move towards a collaborative model in writing our science units with InSciEd Out in a way that will link these learning experiences to the Environmental Science units that we will create.

5. **What comes next?**

InSciEd Out provides an Innovative professional development model. Twelve (12) staff members, covering all grade-levels, P.E. and World Language, will attend a 3 week training in August at the University of Minnesota to learn how to design STEM lessons around State Standards that are completely integrated with Literacy and Math. Integration of Literacy, Math and Science into core subjects is the largest chunk of STEM rubric previously referred to. Units will be developed and presented during the 2015-16 school year at every grade level. Mayo Scientists will be present during the lesson delivery for collaboration and support.

Collaboration and dialogue on science learning is a part of the InSciEd Out lesson development. We will partner with one of the schools in India or Ghana using technology to learn about our shared science experiments. Not only will our students be learning about Science, they will also learn about other cultures and develop a global perspective through a natural and relevant learning experience.

In addition, we will strive to increase our collaboration with Otter Lake Elementary School, among both our staff and our student learning experiences. We will seek to leverage the additional funding being pursued from the Legislature in partnership with H2O for Life.  This funding, along with state funding for Willow Lane as a racially isolated school, will provide an opportunity to address key components of the STEM rubric, such as a STEM Coordinator,  just as an IB coordinator accelerated the transformation of Matoska, Sunrise and Central. And lastly, we will seek support among local horticulture organizations to guide us in our garden revitalization and learn more about how our garden can contribute to the community around us.

NORTHWEST SUBURBAN
INTEGRATION SCHOOL DISTRICT
*A Global Community Learning and Growing Together*

# NWSISD STEM MAGNET SCHOOL REFLECTION AND REVIEW RUBRIC

| OVERALL EXPECTATIONS | 4<br>**Exceeds expectations** | 3<br>**Meets expectations** | 2<br>**Approaches expectations** | 1<br>**Falls below expectations** |
|---|---|---|---|---|
| **O: 1**<br><br>Staff clearly understands and can articulate the uniqueness of this STEM magnet school/program | Staff understands they are part of a magnet school.<br><br>Staff understands the theme and can articulate how the magnet school differs from a non-magnet school.<br><br>Staff understands the value added aspects of the magnet school. | Staff knows they are part of a magnet school.<br><br>Staff can identify the theme and offer basic information about the theme. | Staff knows they work in a magnet school and they can identify the theme.<br><br>Some of the staff can answer simple questions about the theme. | Only teaching staff knows they work in a magnet school and can identify the theme. |
| **O:2**<br><br>The physical and virtual learning environments, facilities, resources and specialized equipment support the STEM magnet theme. | Evidence of the magnet theme is prominent in:<br>• Physical learning environments<br>• Virtual learning environments<br>• Entire facility including all public spaces<br>• Curricular resources utilized to support the programme<br>• Language and vocabulary spoken by <u>school employees and students</u><br>• Specialized equipment that supports the programme | Evidence of the magnet theme is prominent in:<br>• Physical learning environments<br>• Virtual learning environments<br>• Entire facility including all public spaces<br>• Resources utilized to support the programme<br>• Language and vocabulary spoken <u>by teachers and students</u> | Evidence of the magnet theme is prominent in:<br>• Physical learning environments<br>• Some public spaces<br>• Language and vocabulary spoken <u>by teachers</u> | Little or no evidence of the magnet theme can be seen in the learning environments, public spaces, or language and vocabulary. |
| **O: 3**<br>Students and families understand and can articulate how this STEM magnet school/program differs from a traditional school. | Students and families recognize and understand the magnet school theme and can explain how the school differs from a non-magnet school.<br><br>Students and families understand and can explain the value added aspects of the magnet school. | Students and families can identify the magnet school theme and answer some questions about the theme.<br><br>Students and families recognize the magnet school provides value added aspects. | Students can identify the magnet school theme.<br><br>Some of the students are able to answer simple questions about the theme. | Students can identify the magnet school theme. |

# NWSISD STEM MAGNET SCHOOL
# REFLECTION AND REVIEW RUBRIC

| CURRICULUM | 4<br>**Exceeds expectations** | 3<br>**Meets expectations** | 2<br>**Approaches expectations** | 1<br>**Falls below expectations** |
|---|---|---|---|---|
| **C: 1**<br><br>Elementary only:<br><br>Integrated units that incorporate the STEM magnet theme have been developed and aligned to state standards and district curriculum at each grade level. These units provide greater rigor, depth, higher order thinking, and application of learning. | Mapped magnet curriculum at every grade level contains multiple cross-curricular units that:<br>• Are theme-infused<br>• Align to state content standards and district curriculum<br>• Provide rigor for all students<br>• Explore depth of content<br>• Focus on higher order thinking<br>• Develop students' skills and attitudes to encourage active participation in their learning<br><br>Mapped curriculum in non-magnet content areas such as SpEd, ELL, Title 1, Art, PE, Music, and/or Technology support magnet theme. | Mapped magnet curriculum at every grade level contains multiple cross-curricular units that:<br>• Are theme-infused<br>• Align to state content standards and district curriculum<br>• Provide rigor for all students<br>• Explore depth of content<br>• Focus on higher order thinking<br>• Develop students' skills and attitudes to encourage active participation in their learning | Mapped magnet curriculum at every grade level contains a few cross-curricular units that:<br>• Are theme-infused<br>• Align to state content standards and district curriculum<br>• Provide rigor for all students<br>• Explore depth of content<br>• Focus on higher order thinking<br>• Develop students' skills and attitudes to encourage active participation in their learning | Mapped magnet curriculum at every grade level does not contain cross-curricular units of study that align to state standards and district curriculum. |
| **C: 1**<br><br>Secondary only:<br><br>Integrated units that incorporate the STEM magnet theme have been developed and aligned to state standards and district curriculum at each grade level. These units provide greater rigor, depth, higher order thinking, and application of learning. | Mapped magnet curriculum at every grade level that:<br>• Are theme-infused<br>• Align to state content standards and district curriculum<br>• Provide rigor for all students<br>• Explore depth of content<br>• Focus on higher order thinking<br>• Develop students' skills and attitudes to encourage active participation in their learning<br>• Connects learning across disciplines<br><br>Mapped curriculum in non-magnet content areas, SpEd, ELL, and electives support magnet theme. | Mapped magnet curriculum at every grade level:<br>• Are theme-infused<br>• Align to state content standards and district curriculum<br>• Provide rigor for all students<br>• Explore depth of content<br>• Focus on higher order thinking<br>• Develop students' skills and attitudes to encourage active participation in their learning<br>• Connects learning across disciplines | Mapped magnet curriculum at every grade level that:<br>• Are theme-infused<br>• Align to state content standards and district curriculum<br>• Provide rigor for all students<br>• Explore depth of content<br>• Focus on higher order thinking<br>• Develop students' skills and attitudes to encourage active participation in their learning | Mapped magnet curriculum at every grade level is minimally theme-infused and not consistently aligned to state standards and district curriculum |

# NWSISD STEM MAGNET SCHOOL
# REFLECTION AND REVIEW RUBRIC

| CURRICULUM | 4<br>Exceeds expectations | 3<br>Meets expectations | 2<br>Approaches expectations | 1<br>Falls below expectations |
|---|---|---|---|---|
| **C: 2**<br><br>Mapped magnet curriculum incorporates innovative instruction, various assessments, teacher reflection, and a system for adjustments. | The mapped magnet curriculum incorporates:<br>• Innovative instructional methods<br>• Strategies for differentiated instruction, which could meet the needs of the spectrum of learners, including gifted, special education, etc.<br>• A variety of types of assessments are identified and clearly linked to units of study. These assessments are utilized to make instructional decisions such as; individual or group instruction, re-teaching, and/or enrichment<br>• A place for recording teacher reflection<br><br>Adjustments are made collaboratively to the mapped magnet curriculum based on teacher reflections and assessment information. | The mapped magnet curriculum includes:<br>• Innovative instructional methods in some units of study<br>• Possible strategies for differentiated instruction, which could meet the needs of the spectrum of learners, including gifted, special education, etc.<br>• Contains a limited variety of assessments linked to units of study. These assessments are utilized to make instructional decisions such as; individual or group instruction, re-teaching, and/or enrichment<br>• A place for recording teacher reflection<br><br>Teachers discuss their reflections on the units of study but these discussions may or may not impact curriculum revisions. | The mapped magnet curriculum identifies:<br>• Limited innovative instructional strategies<br>• A few possible strategies for differentiated instruction, which could meet the needs of the spectrum of learners, including gifted, special education, etc.<br>• Assessments but they are not always linked to specific units within the curriculum. These assessments are only occasionally utilized to make instructional decisions such as; individual or group instruction, re-teaching, and/or enrichment<br>• A place for recording teacher reflection<br><br>Teaches do not collectively discuss their unit reflection. | The mapped magnet curriculum does not:<br>• Contain innovative instructional methods<br>• Contain strategies for differentiated instruction<br>• Identify assessments that direct instructional decisions<br>• Methods for recording teacher reflection<br><br>There is no expectation of ongoing reflection or adjustments to the mapped curriculum. |
| **C: 3**<br><br>Mapped magnet curriculum includes lists and/or links to specific resources necessary for the units of study | The mapped magnet curriculum has:<br>• Lists of and links to all specific resources that are necessary in the units and they are continually updated with new resources<br>• Lists of optional materials and links that address re-teaching and enrichment<br>• Lists of alternative materials/resources for accommodating special education and ELL students | Mapped magnet curriculum has lists of and links to all specific resources that are necessary in the units. | Mapped magnet curriculum has lists of and links to some specific resources that are necessary in some but not all units. | Mapped magnet curriculum does not have lists of and links to specific resources that are necessary in the units. |

| **CURRICULUM** | **4**<br>**Exceeds expectations** | **3**<br>**Meets expectations** | **2**<br>**Approaches expectations** | **1**<br>**Falls below expectations** |
|---|---|---|---|---|
| C: 4<br><br>Mapped curriculum is stored electronically with access for all teaching staff. | Mapped magnet curriculum is systematically stored electronically with access for all teaching staff.<br><br>Expectations are clearly set for staff to reflect and update mapped curriculum throughout the school year. | Mapped magnet curriculum is systematically stored electronically with access for all teaching staff. | Mapped magnet curriculum is stored electronically but only some staff have access. | Mapped magnet curriculum is not stored electronically. |

| **CURRICULUM REVIEW** | **4**<br>**Exceeds expectations** | **3**<br>**Meets expectations** | **2**<br>**Approaches expectations** | **1**<br>**Falls below expectations** |
|---|---|---|---|---|
| CR: 1<br><br>A systematic curriculum review process has been developed that addresses continuous school improvement, utilizes a curriculum mapping evaluation rubric and specifies the areas of the curriculum to be reviewed, evaluated and updated each year. | The mapped curriculum is monitored, evaluated, and revised annually using a curriculum mapping evaluation rubric.<br><br>Factors used to guide revisions include:<br>• Student achievement on formative and state assessments<br>• Student academic needs<br>• New research in the theme<br>• To deepen the development of the theme<br><br>The rubric is adjusted over time to reflect new understandings related to quality instruction. | The magnet school curriculum is monitored, evaluated, and revised following an established timeline using a curriculum mapping evaluation rubric.<br><br>Factors used to guide revisions include:<br>• Student achievement on formative and state assessments<br>• Student academic needs<br>• New research in the theme<br>• To deepen the development of the theme | The magnet school curriculum is monitored and revised, but no written system or established timeline exists. | The magnet school curriculum is not monitored or revised. |

## NWSISD STEM MAGNET SCHOOL
## REFLECTION AND REVIEW RUBRIC

| **CURRICULUM REVIEW** | **4**<br>**Exceeds expectations** | **3**<br>**Meets expectations** | **2**<br>**Approaches expectations** | **1**<br>**Falls below expectations** |
|---|---|---|---|---|
| **CR: 2**<br><br>A written process of reflection, lesson evaluation, and adjustments has been developed and implemented that utilizes student achievement data and addresses areas where groups or individual students are not achieving the desired outcomes. | A process for teachers to record their reflection on lesson/unit effectiveness has been developed and implemented.<br><br>Assessment data is utilized to address areas where students are not achieving identified outcomes.<br><br>Improvements to the mapped curriculum are made based on the individual teacher reflections, collaborative team discussions, and data from assessments. | A process for teachers to record their reflection on lesson/unit effectiveness has been developed and implemented.<br><br>Assessment data is utilized to address areas where students are not achieving the identified outcomes. | The mapped curriculum has some reflection.<br><br>Assessment data is not being utilized to make improvements. | Reflection and evaluation of mapped curriculum is limited or does not occur. |

| **MEETING ALL STUDENTS EDUCATIONAL NEEDS** | **4**<br>**Exceeds expectations** | **3**<br>**Meets expectations** | **2**<br>**Approaches expectations** | **1**<br>**Falls below expectations** |
|---|---|---|---|---|
| **M: 1**<br><br>Targeted re-teaching, acceleration, and enrichment are provided in all content areas. | Methods for targeted re-teaching, acceleration, and/or enrichment of content objects are planned for and implemented <u>across</u> content areas and classrooms. | Methods for targeted re-teaching, acceleration, and/or enrichment of content objects are planned for and implemented <u>in limited</u> content areas and classrooms. | Methods for targeted re-teaching, acceleration, and/or enrichment of content objects are <u>minimally</u> planned for and <u>not consistently implemented</u> across content areas and classrooms. | No methods for targeted re-teaching, acceleration, and/or enrichment of content objectives is planned for or implemented. |

| **MEETING ALL STUDENTS EDUCATIONAL NEEDS** | **4**<br>**Exceeds expectations** | **3**<br>**Meets expectations** | **2**<br>**Approaches expectations** | **1**<br>**Falls below expectations** |
|---|---|---|---|---|
| **M: 2**<br>ELL, Special Education, and Title 1 teachers work collaboratively during curriculum writing and teaching. | ELL, Special Education, and/or Title 1 teachers work collaboratively with grade level and/or content area teachers in the writing of <u>all</u> cross-curricular units, thus allowing the units to have accommodations and supports for students built in during the initial writing stage.<br>And<br>ELL, Special Education, grade level, and/or content area teachers co-teach during the instruction of the cross-curricular units of study when determined it is most beneficial to support the learners. | ELL, Special Education, and/or Title 1 teachers work collaboratively with grade level and/or content area teachers in the writing of <u>some</u> cross-curricular units, thus allowing the units to have accommodations and supports for students built in during the initial writing stage.<br>and<br>ELL and Special Education teachers work in parallel with grade level and/or content area teachers to support students during the instruction of the cross-curricular units of study. | ELL, Special Education, and/or Title 1 teachers work collaboratively with grade level and/or content area teachers to provide ideas for accommodations and supports during implementation of cross-curricular units. | ELL, Special Education, and/or Title 1 teachers do not work collaboratively with grade level and/or content area teachers. |
| **M: 3**<br>Student participation in rigorous courses of study, specialized programs, and/or activities is consistently representative of the overall student demographics. | Student participation of underrepresented groups in rigorous courses of study, specialized programs such as gifted and talented, and activities are <u>consistently</u> representative of the overall student demographics.<br>Participation happens without additional encouragement and/or mentoring by school personnel. | Student participation of underrepresented groups in rigorous courses of study, specialized programs such as gifted and talented, and activities are <u>consistently</u> representative of the overall student demographics. | Student participation of underrepresented groups in <u>a limited scope/number</u> of rigorous courses of study, specialized programs such as gifted and talented, and/or activities are <u>consistently</u> representative of the overall student demographics. | Student participation of underrepresented groups in rigorous courses of study, specialized programs such as gifted and talented, and/or activities are <u>rarely</u> representative of the overall student demographics. |

# NWSISD STEM MAGNET SCHOOL
# REFLECTION AND REVIEW RUBRIC

| COLLABORATIVE PRACTICES | 4<br>Exceeds expectations | 3<br>Meets expectations | 2<br>Approaches expectations | 1<br>Falls below expectations |
|---|---|---|---|---|
| **CP: 1**<br><br>Collaboration between classroom and/or content area teachers, special education, ELL, Title I, etc. is scheduled and planned for by the building and/or district. | A minimum average of one half hour per week is scheduled and utilized for collaboration of content area/classroom teachers and specialists to discuss student achievement, necessary remediation, enrichment, and acceleration.<br><br>Collaboration time is monitored by building administrative staff to ensure value. | A minimum of one hour per month is scheduled and utilized for collaboration of content area/classroom teachers and specialists.<br><br>Collaboration time is supervised by building administrative staff. | A minimum of one half hour per month is scheduled for collaboration of content area/classroom teachers and specialists.<br><br>Building administrative staff assumes collaboration time is being utilized but is unaware of the impact. | No collaboration time is available in the schedule. Teachers must find time for collaboration outside the workday.<br><br>Building administration is aware that there is no collaboration time scheduled. |
| **CP: 2**<br><br>Elementary only:<br>Teachers collaborate on developing common units with lessons that contain enduring understandings, essential questions, and common assessments. | Teachers collaborate as a team on the development of <u>all</u> magnet themed cross-curricular units of study including enduring understandings, essential questions and common assessments. | Teachers collaborate as a team on the development of <u>some</u> magnet themed of the cross-curricular units of study including enduring understandings, essential questions and common assessments. | Teachers collaborate on developing a few magnet themed common lessons. | Teachers rarely collaborate on common lessons. |
| **CP: 2**<br><br>Secondary only:<br><br>Teachers collaborate on developing common units with lessons that contain enduring understandings, essential questions, and common assessments. | Teachers collaborate as a team to develop multiple magnet themed cross-curricular units of study including enduring understandings, essential questions and common assessments. | Teachers collaborate as a team to develop one or two magnet themed cross-curricular units of study including enduring understandings, essential questions and common assessments. | Teachers collaborate on developing magnet themed cross-curricular connections. | Teachers rarely collaborate. |

## NWSISD STEM MAGNET SCHOOL
## REFLECTION AND REVIEW RUBRIC

| COLLABORATIVE PRACTICES | 4<br>Exceeds expectations | 3<br>Meets expectations | 2<br>Approaches expectations | 1<br>Falls below expectations |
|---|---|---|---|---|
| **CP: 3**<br><br>Teachers collaborate in reflecting on and evaluating units based on student achievement. | Teachers collaborate routinely throughout the unit of study, discussing student assessment data to guide re-teaching, enrichment and acceleration of unit concepts.<br><br>Additionally, teachers collaborate when reflecting on and evaluating units based on student achievement and make adjustments in the mapped curriculum and suggestions for future instructional methods, and content delivery. | Teachers collaborate when reflecting on and evaluating units based on student achievement and make adjustments in the mapped magnet curriculum and suggestions for instructional methods, and content delivery. | Teachers collaborate when reflecting on the common lessons and/or cross-curricular connections. | Teachers do not reflect on units of study. |

| INSTRUCTION | 4<br>Exceeds expectations | 3<br>Meets expectations | 2<br>Approaches expectations | 1<br>Falls below expectations |
|---|---|---|---|---|
| **I: 1**<br><br>Instruction across content areas supports and engages higher level thinking skills for all students. | Instruction across <u>all</u> content areas supports and engages students as:<br>• Inquirers<br>• Analyzers<br>• Evaluators<br>• Innovators<br>• Creators | Instruction in <u>some</u> content areas supports and engages students as:<br>• Inquirers<br>• Analyzers<br>• Evaluators<br>• Innovators<br>• Creators | Instruction in some content areas supports and engages some students as:<br>• Inquirers<br>• Analyzers<br>• Evaluators | Instruction does not support and engage students as:<br>• Inquirers<br>• Analyzers<br>• Evaluators<br>• Innovators<br>• Creators |
| **I: 2**<br><br>Opportunities for students to apply knowledge and connect learning in a real life context are planned for and provided | Instruction:<br>• Engages students in reflecting on how, what and why they are learning<br>• Develops students' attitudes and skills that allow for meaningful student action<br>• Provides opportunities for students to connect their learning to real life experiences<br>• Engages students to explore real-world issues and solve authentic problems | Instruction:<br>• Engages students in reflecting on how, what and why they are learning<br>• Develops students' attitudes and skills that allow for meaningful student action<br>• Provides opportunities for students to connect their learning to real life experiences | Instruction:<br>• Provides minimal opportunities for students to connect their learning to real life experiences | Classroom instruction emphasizes primarily memorization and rote learning with few or no connections to real life context. |

## NWSISD STEM MAGNET SCHOOL
## REFLECTION AND REVIEW RUBRIC

| DIGITAL TECHNOLOGY | 4<br>Exceeds expectations | 3<br>Meets expectations | 2<br>Approaches expectations | 1<br>Falls below expectations |
|---|---|---|---|---|
| **DT: 1**<br><br>An articulated plan for the use of digital technology at each grade level within the school has been written and implemented. | An articulated plan has been written and implemented in which digital technologies are leveraged to transform the whole school/program into an innovative teaching and learning environment that provides a rigorous, relevant, and engaging education for all students and an innovative and empowering environment for all staff. | An articulated plan for digital technology integration at each grade level within the school has been written and implemented that ensures student use of digital technology for skill development, creation of content, collaboration, communication, and personalization of the students' education. | A minimal plan for digital technology use has been developed.<br><br>The magnet school utilizes the district articulated digital technology plan. | No plan for digital technology integration exists. Digital technology is use based on teacher interest. |
| **DT: 2**<br><br>Students access and utilize digital technology to enhance learning. | Students have ready access to and use digital technology to:<br>• Explore and expand on their innovative ideas<br>• Communicate and collaborate with global communities<br>• Explore their individual curiosities and connect their new learning to the classroom<br>• Explore real-world issues and solve authentic problems<br>• Create and share digital content that contributes to the learning of others<br>• Set and monitor their own educational goals<br>• Reflect on their learning and record how their experiences have impacted their life's journey | Students have ready access to and use digital technology to:<br>• Re-learn topics and/or concepts<br>• Research information to expand knowledge beyond what was learned in the classroom<br>• Collaborate with teachers and fellow students outside of the classroom and/or school day<br>• Create and share meaningful digital content<br>• Demonstrate learning in a variety of formats | Student access to digital technology is dependent on or restricted by scheduling. When students do use digital technology it is for:<br>• Simple research<br>• Word processing<br>• Drill and practice activities | Students rarely utilize digital technology. |

## NWSISD STEM MAGNET SCHOOL
## REFLECTION AND REVIEW RUBRIC

| DIGITAL TECHNOLOGY | 4<br>Exceeds expectations | 3<br>Meets expectations | 2<br>Approaches expectations | 1<br>Falls below expectations |
|---|---|---|---|---|
| **DT: 3**<br>Teachers utilize digital technology for collaboration, delivery of content, innovative instructional practices, curriculum mapping, reflection, assessments, monitoring student progress, and communication. | Teachers throughout the school/program use digital technologies for:<br>• Collaboration with educators throughout the global community<br>• Delivering content through various digital media<br>• Innovative instructional practices<br>• Writing, reflecting and evaluating mapped curriculum in collaboration with other educators<br>• Creating and delivering various assessments<br>• Monitoring and communicating student progress to students, parents, and school personnel<br>• Communicating with students, parents, school and district personnel | Teachers throughout the school/program use digital technologies for:<br>• Instructional planning and delivery<br>• Writing, reflecting and evaluating mapped curriculum in collaboration with other educators<br>• Creating and delivering various assessments<br>• Monitoring and communicating student progress to students, parents, and school personnel<br>• Communicating with students, parents, school and district personnel | Most teachers throughout the school/program use digital technologies for:<br>• Writing, reflecting and evaluating mapped curriculum<br>• Instructional planning and delivery<br>• Delivering various assessments<br>• Monitoring and communicating student progress to parents and school personnel<br>• Communicating with students, parents, school and district personnel | Few teachers use digital technology for instructional planning, instructional delivery, assessment, monitoring students' progress and communicating information. |

| PROFESSIONAL DEVELOPMENT | 4<br>Exceeds expectations | 3<br>Meets expectations | 2<br>Approaches expectations | 1<br>Falls below expectations |
|---|---|---|---|---|
| **PD: 1**<br>There is a timeline and plan that incorporates STEM-based professional development annually for each staff member. | All staff members including SpEd, ELL, Title 1, Art, PE, Music, and Technology participate in theme-based professional development annually. | Classroom and/or content area teachers participate in theme-based professional development annually. | A limited number of teachers have the opportunity to participate in theme-based professional development each year. | Theme-based professional development is not offered. |
| **PROFESSIONAL DEVELOPMENT** | **4**<br>**Exceeds expectations** | **3**<br>**Meets expectations** | **2**<br>**Approaches expectations** | **1**<br>**Falls below expectations** |

## NWSISD STEM MAGNET SCHOOL
## REFLECTION AND REVIEW RUBRIC

| | | | | |
|---|---|---|---|---|
| **PD: 2**<br><br>Professional development is evaluated by staff for evidence of impact on teaching practice and student engagement. | Professional development focuses on student achievement and is differentiated for staff needs by content area and/or magnet theme.<br><br>Professional development is routinely evaluated by staff for evidence of impact on teacher practice and student engagement. | Professional development is differentiated for staff needs by content area and/or magnet theme.<br><br>Professional development is routinely evaluated by staff for evidence of impact on teacher practice. | Professional development is provided in content areas and theme focus.<br><br>Professional development is monitored for teacher participation. | The professional development is provided in content areas and theme focus but does not seek evidence of impact on teaching practices |
| **PD: 3**<br><br>The principal participates in and/or leads professional development and monitors/evaluates professional development activities for impact on teacher practice and student achievement. | The principal participates in and/or leads all professional development in content areas and theme focus.<br><br>The principal regularly monitors and evaluates professional development to provide evidence of participation and impact on both teacher practice and student achievement. | The principal consistently participates in and/or leads content area or theme focused professional development.<br><br>The principal monitors professional development to provide evidence of participation. | The principal frequently participates in and/or leads the content area or theme focused professional development.<br><br>Principal is aware of professional development but is unaware of its implementation or its impact on teaching and learning. | The principal rarely participates in and/or leads the content area or theme focused professional development.<br><br>Principal is not directly connected to or aware of staff development, its implementation, or its impact. |
| PD: 4<br><br>Professional development and training includes information and strategies for meeting the needs of a diverse population and communication with diverse families. | Professional development and training includes information and strategies for meeting the needs of a diverse population and communicating with diverse families.<br><br>Staff members are asked to demonstrate application of the strategies. | Professional development and training includes information and strategies for meeting the needs of a diverse population and communicating with diverse families. | Professional development and training includes information about the needs of a diverse population and communicating with diverse families. | Professional development and training rarely or never includes information about the needs of a diverse population and communicating with diverse families. |

# NWSISD STEM MAGNET SCHOOL
# REFLECTION AND REVIEW RUBRIC

| FAMILY AND COMMUNITY | 4<br>Exceeds expectations | 3<br>Meets expectations | 2<br>Approaches expectations | 1<br>Falls below expectations |
|---|---|---|---|---|
| FC: 1<br>A system of meaningful communications between school and families has been developed and implemented. | The school has in place a system of on-going parent and family communication that:<br>• Creates positive connections between the family and the district, the school, and teachers<br>• Shares information about the magnet theme<br>• Shares pertinent information about the school, district and community events<br>• Provides ongoing/up to date information on student progress and curricular expectations<br>• Has processes to communicate to families of different economic and cultural backgrounds<br>• Has a method for parents to provide feedback to the school/district<br>• Has a process for continually assessing the quality and impact of its parent and family communication system and for making adjustments in response to the data | The school has in place a system of on-going parent and family communication that:<br>• Creates positive connections between the family and the district, the school, and teachers<br>• Shares information about the magnet theme<br>• Shares pertinent information about the school, district and community events<br>• Provides ongoing/up to date information on student progress and curricular expectations<br>• Has processes to communicate to families of different economic and cultural backgrounds<br>• Has a method for parents to provide feedback to the school/district | The school has in place a system of on-going parent and family communication that:<br>• Creates positive connections between the family and the school and teachers<br>• Shares information about the magnet theme<br>• Shares pertinent information about the school<br>• Provides ongoing/up to date information on student progress and curricular expectations<br>• Has processes to communicate to families of different economic and cultural backgrounds | The school has in place a system of parent and family communication that:<br>• Only uses quarterly reporting period to communicate about student progress and curricular expectations<br>• Relies entirely on the classroom teacher to communicate school information to the parents and families |

# NWSISD STEM MAGNET SCHOOL
# REFLECTION AND REVIEW RUBRIC

| **FAMILY AND COMMUNITY** | **4**<br>**Exceeds expectations** | **3**<br>**Meets expectations** | **2**<br>**Approaches expectations** | **1**<br>**Falls below expectations** |
|---|---|---|---|---|
| **FC: 2**<br>Programs and resources are available for parents that promote and support parental involvement in their child's education. Feedback is gathered from parents and used to assist in planning family and community involvement activities. | The school provides opportunities for parents to learn:<br>• How to access academic support for lower achieving students<br>• How to support their child's educational programing with the goal of career and college readiness skills<br>• About their child's instructional program and magnet theme<br>• Where to access information to build their parenting skills<br>• About various topics through an online resources repository<br><br>Parent/family programming is designed based on feedback from families to best meet their needs.<br><br>The school has a system for recruiting and engaging parent leaders from underrepresented communities for leadership roles within the school. | The school provides opportunities for parents to learn:<br>• How to access academic support for lower achieving students<br>• How to support their child's educational programing with the goal of career and college readiness skills<br>• About their child's instructional program and magnet theme<br>• Where to access information to build their parenting skills<br><br>Parent/family programming is designed based on school perceptions of parental needs.<br><br>The school has a system for recruiting and engaging parent leaders for leadership roles within the school. | The school provides opportunities for parents to learn:<br>• How to access academic support for lower achieving students<br>• About their child's instructional program and magnet theme<br><br>Parent/family programming is limited. | The school provides <u>little or no</u> opportunities for parents to learn:<br>• How to access academic support for lower achieving students<br>• About their child's instructional program and magnet theme<br><br>No parent /family programming is provided. |
| **FC: 3**<br>Participation in family events is consistently representative of the overall student demographics. | Participation in family events (conferences, open house, information sessions, parent/teacher organizations, student activities/performances, and/or classroom volunteers) of underrepresented families is <u>consistently representative</u> of the overall student demographics <u>over a wide range</u> of events. | Participation in family events (conferences, open house, information sessions, parent/teacher organizations, student activities/performances, and/or classroom volunteers) of underrepresented families is <u>consistently representative</u> of the overall student demographics but <u>limited to specific types</u> of events. | Participation in family events (conferences, open house, information sessions, parent/teacher organizations, student activities/performances, and/or classroom volunteers) of underrepresented families is <u>sometimes representative</u> of the overall student demographics, but <u>limited to specific types</u> of events. | Participation in family events (conferences, open house, information sessions, parent/teacher organizations, student activities/performances, and/or classroom volunteers) of underrepresented families <u>rarely reflects</u> the overall student demographics. |
| **FAMILY AND COMMUNITY** | **4**<br>**Exceeds expectations** | **3**<br>**Meets expectations** | **2**<br>**Approaches expectations** | **1**<br>**Falls below expectations** |

| | | | | |
|---|---|---|---|---|
| **FC: 4**<br>The school utilizes the resources and expertise of the community to enhance learning within the magnet school/program. | The school has developed multiple partnerships with businesses, community organizations, public or private entities, individuals and/or higher education institutions that enhance the professional development opportunities for the staff and the magnet experience for the students. | The school has developed some partnerships with businesses, community organizations, public or private entities, individuals and/or higher education institutions that enhance the magnet experience for the students. | The school has developed one partnership with a business, community organization, public or private entity, individual and/or higher education institution that enhances the magnet experience for the students. | The school does not utilize any community partnerships. |

Agenda Item B-3
March 23, 2015
Work-Study Session

**AGENDA ITEM:** Labor Negotiation Session

**MEETING DATE:** March 23, 2015

**SUGGESTED DISPOSITION:** Discussion Item

**CONTACT PERSON:** Linda Goers, Director of Human Resources
Dr. Wayne Kazmierczak, Director of Finance and Operations

---

**Background:**

Linda Goers, Director of Human Resources, and Dr. Wayne Kazmierczak, Director of Finances and Operations, will update the School Board on labor negotiations planning.