

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
AGENDA**

July 14, 2014

School Board Work-Study Session
July 14, 2014
2:00 p.m. – 6:00 p.m.
Location: District Center, Room 201

A. Strategic Items 2:00 p.m.

1. Reflections on accomplishments during 2013-14, including:
 - a) School Board/Superintendent Goals
 - b) Strategic Planning Document
2. Strategic Plan Priorities for 2014-15
3. Consideration of Priority School Board/Superintendent Goals for 2014-15

B. Discussion Items 3:30 p.m.

1. Evaluation of School Board and Superintendent (process, timing, communication to the public).
2. School Board Working Protocols (committees, liaison assignments; what we do at School Board meetings and work study sessions; succession planning; negotiations study sessions; and work with administration).
3. Review of Committees with More than One School Board Representative
 - a. Policy Committee
 - b. Finance Advisory Committee
 - c. Community Curriculum Advisory Committee
 - d. AMSD
4. School Board training (MSBA, NSBA, and other options).

C. Negotiations Study Session* 5:00 p.m.

1. Negotiations

*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.

2014 Strategic Planning Committee

Bryan Bear
Don Bosch
Tiffany Ditrich
Jo Emerson
Hannah Engel
Mike Fish
Mark Garrison
Graciela Hammeken
Wayne Kazmierczak
David Lamwers
Andrea Loppnow
Robert McDowell
Janet Newberg
Rolf Parsons
Julie Perreira
David Potts
Tracey Presseller
Becky Sass
Tommy Self
Cathy Solomon
Michon Sommers
Lori Swanson
Carrie Troske
Cha Vang
Sia Vang
Tami VanOverbeke
Marisa Vette
Julia Whitman

Core Values

- **Compassion**
 - We will understand the circumstances and viewpoints of others.
 - We will develop the capacity to forgive others and ourselves.
 - We will celebrate the contributions of others.
 - We will promote a peaceful, caring and safe community.
- **Integrity**
 - We will stand up for what we believe.
 - We will be honest with ourselves and others.
 - We will demonstrate fairness in our judgments and actions.
 - We will fulfill commitments and promises.
- **Respect**
 - We will believe in the inherent dignity of all people.
 - We will celebrate individuality.
 - We will value and appreciate diversity.
 - We will honor self and others through words and actions.
- **Responsibility**
 - We will take ownership of our behavior as individuals.
 - We will have the courage to think and act independently.
 - We will demonstrate problem solving and decision-making skills.
 - We will be reliable and trustworthy.
- **Service**
 - We will find positive ways to contribute to the broader community.
 - We will share time and talents with others.
 - We will take an active role in service opportunities in the school and community.
 - We will celebrate involvement in service.

Mission

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 within a dynamic, respectful and inclusive environment that nurtures the unique talents and abilities of every student.

Objectives

- All students love to learn.
- All students excel academically.
- All students feel valued.
- All students are interculturally competent.
- All students are involved in the community.
- All students understand and respect differences.
- All students are confident and prepared to pursue their goals and dreams.

Parameters

- We will always treat our students, staff, families and community members with fairness, impartiality, dignity and respect.
- We are committed to the success of every student
- We expect excellence from every staff member

Strategies

1. We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.
2. We will create and implement a plan for global experiences and relationships to further understand world connections.
3. We will ensure our facilities support our district's mission and objectives.
4. We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.
5. We will build a network of partnerships to provide personal and educational growth and service opportunities for students.
6. 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.

Strategies:

1. We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.

- 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 Schools.
- 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.
- Authentic Intellectual Work (AIW) principles will be implemented at all grade levels. (STIPULATION - Communication with parents and community with the ability to report back to show evidence that AIW is working.)
- Build upon the IB offering already in place at Matoska by implementing the IB Middle Years Program, Career-related program, and Diploma program at District schools. (STIPULATION - IB should not be limited from moving beyond this for other schools if there is interest)
- Students will have the opportunity to access multiple electives each year while meeting graduation standards.

2. We will create and implement a plan for global experiences and relationships to further understand world connections.

- All students will expand their global perspective through the study of world language and culture at the elementary schools. (STIPULATION - within each school, one or more options will be available to study world language and culture)
- Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level.
- Teachers and staff will have the knowledge and skills to promote global languages and culture among students.
- All students will expand their global perspective by participating in annual service learning opportunities at the classroom or building level. (STIPULATION - opportunities are voluntary and not required)
- Elementary students have an opportunity to develop global understanding and competitiveness through expanded International Baccalaureate programming.

Strategy #2 Continued:

- Middle school level students will develop global understanding and competitiveness through expanded and developed International Baccalaureate programming.
 - All students will have opportunities to have cross-cultural experiences in and out of the classroom.
 - All students will expand their global perspective through the study of world cultures and history of peoples within our diverse student body and community (Cross reference to Strategy IV - Plan 7)
- ### 3. We will ensure our facilities support our district's mission and objectives.
- Inside and outside large group spaces will be comparable to conference schools.
 - At the final three elementary schools, provide a gym with a performing arts area separate from the cafeteria.
 - Storage spaces will be equitable for all district facilities.
 - Square footage to accommodate student population and program activities will be equitable for all buildings.
 - Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.
 - Each District facility will have an HVAC system that provides optimum air quality throughout the district.
 - Each District facility will have appropriate acoustical levels for the site.
 - All schools will provide secure entrances.
 - District facilities will be designed to allow for informational technology to be accessible by all ISD 624 employees, learners and families.
 - Elementary class sizes will be balanced across the district.
 - 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.
- ### 4. We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.
- The WBLAS will identify strengths and weaknesses in the areas of innovation, confidence to pursue dreams, and passion for learning.

Strategy #4 Continued:

- An evaluation protocol will be implemented assessing a teacher's use of available technology to facilitate collaboration, engagement, and interaction with students.
- Faculty will have the skills to implement collaboration, critical thinking, creativity, and communication skills within their lesson plans.
- STEM integration, 21st century skills and creativity will be incorporated within the curriculum review cycle for areas undergoing current and future review.
- Self-awareness/emotional intelligence curriculum will be incorporated within the curriculum review cycle.
- Peer assisted learning activities will be utilized in every classroom.
- Teachers will have the skills to assist students as they implement individual development plans within the classroom. (STIPULATION - teachers will have the cultural competence necessary to effectively help students with their individual plans)
- Teachers will have an implementation plan to incorporate current best teaching and learning practices.
- Students will have an "individual development/graduation plan" in place that reflects their passions, interests and strengths.
- A process will be established to facilitate the collection and implementation of innovative ideas.
- Every classroom will have equitable access to a core set of effective, innovative and well supported technology.
- The district will enhance communication, interaction, and collaboration through the use of a website.
- A learning management system will be established to support the development and management of online coursework to allow for web-based learning for staff and students.
- 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.
- Instructional technology will be available for use by students beyond the traditional school day/year.

5. We will build a network of partnerships to provide personal and educational growth and service opportunities for students.

- The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.
- A comprehensive needs assessment will be developed and administered at every District site in order to provide direction to future partnerships.
- A process will be created that aligns a partner with a compelling need or promising vision.
- The District will evaluate each partnership with a periodic review of the objectives and effectiveness of all parties involved.
- The District will communicate information related to partnerships using a variety of resources.

6. 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.

- 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.
- The District will increase the number of faculty and staff from culturally diverse communities to more closely reflect the diversity of the student population.
- During curriculum review cycles, in all areas, we will identify best practices that promote and enhance multi-cultural understanding.
- Programs will be adopted and implemented and resources allocated for students and families to promote a positive transition between buildings and programs.
- We will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members and parents.
- We will review and assess the current plan related to cultural competency

WHITE BEAR LAKE AREA SCHOOLS
STRATEGIC ACTION PLAN PRIORITIES
Based on April 23, 2013 Strategic Planning Team Meeting

Agenda Item B-3
August 26, 2013
School Board Meeting

Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.

PRIORITIES IN PROGRESS (BEGUN 2011-12 or 2012-13)

- 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. 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. 4. The District will build upon the International Baccalaureate (IB) offering already in place at Matoska by implementing the IB Middle Years Program, career-related program, and Diploma program at District schools. (STIPULATION - IB should not be limited from moving beyond this for other schools if there is interest)

PRIORITIES FOR FUTURE CONSIDERATION

- I. 3. Authentic Intellectual Work (AIW) principles will be implemented at all grade levels. (STIPULATION - Communication with parents and community with the ability to report back to show evidence that AIW is working.)
- I. 5. Students will have the opportunity to access multiple electives each year while meeting graduation standards.

**WHITE BEAR LAKE AREA SCHOOLS
STRATEGIC ACTION PLAN PRIORITIES**
Based on April 23, 2013 Strategic Planning Team Meeting

Agenda Item B-3
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Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.

PRIORITIES IN PROGRESS (BEGUN 2011-12 or 2012-13)

- II. 1. All students will expand their global perspective through the study of world language and culture at the elementary schools. (STIPULATION - within each school, one or more options will be available to study world language and culture)
- II. 2. Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level.
- II. 4. All students will expand their global perspective by participating in annual service learning opportunities at the classroom or building level. (STIPULATION - opportunities are voluntary and not required)
- II. 6. Middle school level students will develop global understanding and competitiveness through expanded and developed International Baccalaureate programming.

PRIORITIES FOR FUTURE CONSIDERATION

- II. 3. Teachers and staff will have the knowledge and skills to promote global languages and culture among students.
- II. 5. Elementary students have an opportunity to develop global understanding and competitiveness through expanded International Baccalaureate programming.
- II. 7. All students will have opportunities to have cross-cultural experiences in and out of the classroom.
- II. 8. All students will expand their global perspective through the study of world cultures and history of peoples within our diverse student body and community (Cross reference to Strategy IV - Plan 7).

**WHITE BEAR LAKE AREA SCHOOLS
STRATEGIC ACTION PLAN PRIORITIES**
Based on April 23, 2013 Strategic Planning Team Meeting

Agenda Item B-3
August 26, 2013
School Board Meeting

Strategy III: We will ensure our facilities support our district's mission and objectives.

PRIORITIES IN PROGRESS (BEGUN 2011-12 or 2012-13)

- III. 1. The District will ensure that inside and outside large group spaces are comparable to conference schools.
- III. 2. At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.
- III. 3. The District will ensure that storage spaces are equitable for all district facilities. *Combined with III.2.*
- III. 4. The District will ensure that square footage to accommodate student population and program activities are equitable for all buildings.
- III. 6. Each district facility will have an HVAC system that provides optimum air quality throughout the district.
- III. 8. The District will ensure that all schools provide secure entrances.
- III. 9. District facilities will be designed to allow for informational technology to be accessible by all ISD 624 employees, learners and families.
- III.10. The District will ensure that elementary class sizes are balanced across the district.
- 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.

PRIORITIES NEW FOR 2013-2014:

- III. 5. Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.

PRIORITIES FOR FUTURE CONSIDERATION

- III. 7. Each District facility will have appropriate acoustical levels for the site.

**WHITE BEAR LAKE AREA SCHOOLS
STRATEGIC ACTION PLAN PRIORITIES
Based on April 23, 2013 Strategic Planning Team Meeting**

Agenda Item B-3
August 26, 2013
School Board Meeting

Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.

PRIORITIES IN PROGRESS (BEGUN 2011-12 or 2012-13)

- IV.11. Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.
- IV.12. The District will enhance communication, interaction, and collaboration through the use of a web site.
- IV.13. 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.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.15. Instructional technology will be available for use by students beyond the traditional school day/year.

PRIORITIES NEW FOR 2013-2014:

- IV. 9. Students will have an "individual development/graduation plan" in place that reflects their passions, interests, and strengths.

PRIORITIES FOR FUTURE CONSIDERATION

- IV. 1. The WBLAS will identify strengths and weaknesses in the areas of innovation, confidence to pursue dreams, and passion for learning.
- IV. 2. An evaluation protocol will be implemented assessing a teacher's use of available technology to facilitate collaboration, engagement, and interaction with students.
- IV. 3. Faculty will have the skills to implement collaboration, critical thinking, creativity, and communication skills within their lesson plans.
- IV. 4. STEM integration, 21st century skills and creativity will be incorporated within the curriculum review cycle for areas undergoing current and future review.
- IV. 5. Self-awareness and emotional intelligence curriculum will be incorporated within the curriculum review cycle.

WHITE BEAR LAKE AREA SCHOOLS
STRATEGIC ACTION PLAN PRIORITIES
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- IV. 7. Teachers will have the skills to assist students as they implement individual development plans within the classroom. (STIPULATION - teachers will have the cultural competence necessary to effectively help students with their individual plans)
- IV. 8. Teachers will have an implementation plan to incorporate current best teaching and learning practices.
- IV.10. A process will be established to facilitate the collection and implementation of innovative ideas.

**WHITE BEAR LAKE AREA SCHOOLS
STRATEGIC ACTION PLAN PRIORITIES**
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Agenda Item B-3
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Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.

PRIORITIES IN PROGRESS (BEGUN 2011-12 or 2012-13)

- V. 1. The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.
- V. 2. A comprehensive needs assessment will be developed and administered at every WBLA school in order to provide direction to future partnerships.
- V. 3. The District will create a process which aligns a partner with a compelling need or promising vision.
- V. 5. The District will communicate information related to partnerships using a variety of resources.

PRIORITIES FOR FUTURE CONSIDERATION

- V. 4. The District will evaluate each partnership with a periodic review of the objectives and effectiveness of all parties involved.

**WHITE BEAR LAKE AREA SCHOOLS
STRATEGIC ACTION PLAN PRIORITIES**
Based on April 23, 2013 Strategic Planning Team Meeting

Agenda Item B-3
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School Board Meeting

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.

PRIORITIES IN PROGRESS (BEGUN 2011-12 or 2012-13)

- 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. 2. The District will increase the number of faculty and staff from culturally diverse communities to more closely reflect the diversity of the student population.
- VI. 3. During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multi-cultural understanding.
- 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. 6. The District will review and assess the current plan related to cultural competency.

PRIORITIES NEW FOR 2013-2014:

- VI. 4. Programs will be adopted and implemented and resources allocated for students and families to promote a positive transition between buildings and programs.

AGENDA ITEM: **School Board/Superintendent Goals for 2013-14**

MEETING DATE: **September 9, 2013**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**
Janet Newberg, School Board Chair

BACKGROUND:

Each year the School Board reviews goals for the year both from the district's Strategic Plan and other operational goals identified by the administration and school board.

Beginning with 2011-12 most of our goals are drawn directly from the district's Strategic Plan, with the addition of goals on finance, communications and marketing, and a small number of operational goals.

For 2013-14, the strategic priorities are drawn from the 30 member Strategic Planning team and provided to the School Board this past spring. The school board reviewed both the Strategic Plan priorities and other potential school board/superintendent goals at their retreat on July 8, 2013, and again at our August Board meeting.

The goals are scheduled for adoption this evening.

School Board/Superintendent Goals for 2013-14

Goal 1: Strategic Plan (see full list attached)

Goal 2: Ongoing Financial Stewardship and Budget Management

Goal 3: Continue Implementation of the Communications and Marketing Plan for the District.

Goal 4: Development of a School District Vision

Goal 5: Operational Improvements

- a. Recognition Program, Phase II
- b. Implement the recommendations of the Gifted and Talented program review, with staged implementation beginning for the 2013-14 school year.

- c. Develop plans for a String Orchestra program with the first phase programming beginning in the 2014-15 school year.
- d. Update Emergency Response Plan

RECOMMENDATION: Approve the School Board/Superintendent Goals for 2013-14 as recommended.

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

School Board/Superintendent Goals for 2013-14

Progress updated for work-study session
of May 19, 2014

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	Monitor progress based on a dashboard of metrics.	9/9/13 9/23/13 10/14/13 2/24/14 5/19/14	Metrics dashboard.
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 2 of implementation; counselors move with their students from North to South Campus.	2/24/14	Survey data from students and parents that reflects fluency in Naviance and confidence in post-secondary success. Usage data by students in Naviance
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	2013-14 is the second year of IB candidacy.	10/13/13 On-site accreditation visit scheduled for fall of 2014.	IB Certification in the fall of 2014.
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 2013-14, Chinese offered K-5 in two elementary schools and Spanish in six elementary sites.	2011-12 school year March 24, 2014 presentation on Immersion. Presentation to School Board on	Summary information measuring student participation and success in world language.

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Strategic Plan / Goals	Details	Status	Report to the School Board	Evaluation	
culture at the elementary schools.			April 14, 2014.	<u>Assessment data measuring student global understanding.</u>	
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.	2011-12 school year	<u>Participation trends in secondary world language coursework.</u>	
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	<u>Participation trends in global service learning projects.</u> <u>Survey data on student understanding of global issues related to the service learning opportunity.</u>	
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. 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 grass. Both the quality of the field and the opportunity for a	Facilities report presented in May of 2013. At School Board meeting of April 28, will be incorporated into presentation on Strategy III.11.	<u>Included in the strategic review of secondary sites and facilities.</u>	

Red – Not begun
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Strategic Plan / Goals	Details	Status	Report to the School Board	Evaluation
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	significant increase in usability would result from this upgrade. The completion of construction at Matoska IB Elementary School creates a separate nutrition services area and a new gymnasium area. Construction bids were awarded for Lakeaires and Willow Lane elementary schools that include the addition of a gymnasium which creates separate spaces for the nutrition services program and the physical education/performing arts programs. With the completion of the construction programs at these two schools in early 2015, all elementary schools will have the identified separate spaces.	Community open house held on 1/28/14. 9/23/13 – work-study session 11/11/13 – Board meeting	Lakeaires and Willow Lane additions will be completed in the fall of 2014. Matoska addition was completed in the fall of 2013.
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 11/11/13 – Board meeting	Included in the strategic review of secondary sites and facilities.
Strategy III. 4: The District will ensure that square footage to accommodate student population and	III.4 Facility – Student Population Distribution	As part of a leadership team project during the 2012-2013 school year, an analysis was undertaken to determine if	At School Board meeting of April 28, will be incorporated into presentation on Strategy III.11.	Included in the strategic review of secondary sites and facilities.

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Strategic Plan / Goals	Details	Status	Report to the School Board	Evaluation	
program activities are equitable for all buildings.		adjustments to elementary attendance boundaries would allow for the student populations at Central and Sunrise Park Middle Schools to become better balanced. The conclusions of this study determined that adjusting elementary attendance boundaries could help to balance the middle school populations in the short run.			
Strategy III. 5: Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.	III.5 Facility – Standardized Procedures	The district is working on the development of district manuals. It is anticipated that each district facility will have this information available in the summer of 2014.	Update - Tentatively scheduled for May, 2014.	Evidence that manuals are in place and that employees have been trained appropriately.	
Strategy III. 6: 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. Otter Lake Elementary has an estimated cost of \$1.3 million to upgrade to air conditioning; this cost is not currently budgeted. Secondary buildings have certain areas that are air conditioned; however, the cost associated with having	2012-13 school year	Successful completion of HVAC projects scheduled for fiscal years 2015-2017.	

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Strategic Plan / Goals	Details	Status	Report to the School Board	Evaluation	
		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. With the awarding of bids for the construction additions at both Lakeaires and Willow Lane elementary schools, 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. Construction is anticipated to be completed at both Lakeaires and Willow Lane by early 2015.	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		Included in the strategic review of secondary sites and facilities.	
Strategy III.10: The District	III.10 Facility – Balanced	This issue needs to be		Data on class size averages and	

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Strategic Plan / Goals	Details	Status	Report to the School Board	Evaluation
will ensure that elementary class sizes are balanced across the district.	Elementary Class Sizes	carefully watched over the next few years. Our southern elementary populations are beginning to show better growth, but our northern elementary populations also continue to grow. 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.	At School Board meeting of April 28, will be incorporated into presentation on Strategy III.11.	
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	Consider a working group to begin this process; some background work has been done.	March 24, 2014 Presentation to School Board on April 28, 2014.	Included in the strategic review of secondary sites and facilities.
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 will include network infrastructure and wifi improvements as well as classroom technology upgrades. Replacement cycles will take into account student, program and	1/27/14	Building technology plans.

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Strategic Plan / Goals	Details	Status	Report to the School Board	Evaluation	
		classroom needs as well as teaching style and preference. 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.			
Strategy IV.12: 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.	
Strategy IV.13: 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. Schoology is used as the LMS for by all White Bear classroom teachers this school year. Base-line digital presence expectations were set for the first semester of the 2014-2015 school year and expanded in the second semester. Professional development in the form of 1:1 trainings, summer technology sessions,	2011-12 school year	Schoology use analytics and BrightBytes survey data.	

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Yellow – In progress
Light Green – Partially operational
Green – Fully operational

Strategic Plan / Goals	Details	Status	Report to the School Board	Evaluation	
		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.		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		BrightBytes survey data.	
Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.					
Strategy V. 1: 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 is scheduled for approval 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.	First reading at April 14 meeting. Second reading scheduled for May 12 meeting.	Results of surveying building and district leaders for feedback on outcomes of current partnerships.	
Strategy V.2: A comprehensive needs assessment will be developed and administered at every WBLA school in order to provide direction to future partnerships.	V.2 Partnership – Needs Assessment	A comprehensive needs assessment has not been developed to provide direction for future partnerships.		Results of needs assessment to determine if a new partnership is necessary.	
Strategy V.3: The District	V.3 Partnership – Vision	Partners at the building level		Implementation of vetting form that is	

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Green – Fully operational

Strategic Plan / Goals	Details	Status	Report to the School Board	Evaluation
will create a process which aligns a partner with a compelling need or promising vision.		go through a vetting process by the principal and the team he or she puts together to determine if it will prove valuable to learners in his or her building		completed by an outside organization to ensure alignment to district vision.
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. In addition to the website, social media such as Facebook may also alert the community to partnerships. For example, swim competitions held at the YMCA, hockey games held at Vadnais Sports Center will be noted through different media outlets.		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.	2011-12 school year. Report at the School Board meeting of May 19, 2014.	Minnesota Student Survey data regarding bullying. 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.	9/9/13	Annual Board updates on transition programming. Attendance data reflecting student participation in transition programming. 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 2nd 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. Staff survey data regarding school climate. 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 17, along with other district	2/24/14 3/4/14	Annual review of the Achievement and Integration plan by a committee and the School Board.	

Red – Not begun
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Green – Fully operational

Strategic Plan / Goals	Details	Status	Report to the School Board	Evaluation	
Goal 2 - Ongoing Financial Stewardship and Budget Management		stakeholders, updated the 3-year WBL Equity Plan. The updated equity plan was presented to the board for approval on March 3, 2014 .			
	Details	Status	Report to the School Board	Evaluation	
Considering the budgetary challenges resulting from recent legislative sessions, and a long period of little increase in state funding, continue to identify greater efficiencies in operations that will help maintain financial stability and continue improvements in program quality and student success.	Over the past decade, the District has established an excellent record of financial management, as evidenced by thirteen consecutive years of recognition for excellence in financial reporting by both ASBO and GFOA, and also achieving an AA Bond Rating initially in 2008, and then confirmed in 2011 and 2012. Further, in December 2011 through April 2012 the District has restructured debt to allow for more level tax levies over the next several years. The passage of the November 2011 renewal levy by a margin of 73% to 27% and the successful capital projects levy passed in 2013 gives the School District a measure of	The School Board certified the 2013 Payable 2014 property tax levy at its December 9, 2013 meeting. The School Board will begin discussion on the 2014-2015 budget at its work-study session on January 27, 2014. By law, the School Board must adopt a budget for 2014-2015 by June 30, 2015.	12/9/13 1/27/14 3/24/14 4/14/14 4/28/14	<u>Ongoing financial stewardship on investments and budget management reviewed annually as part of the financial audit. The audit report is presented to the Finance Committee in the fall and to the School Board and public at the regular School Board meeting prior to year end.</u>	

Red – Not begun
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Green – Fully operational

Strategic Plan / Goals	Details	Status	Report to the School Board	Evaluation	
	financial stability.				
Goal 3: Continue Implementation of the Communications and Marketing Plan for the District.	Communication and Marketing Plan.	Status The district continues to implement the communications and marketing Plan originally accepted by the School Board in 2010.	Report to the School Board 5/19/14 work-study session.	Evaluation Enrollment data Surveys	
Goal 4: Development of a School District Vision	Details	Status	Report to the School Board	Evaluation	
Goal 5: Operational Improvements	Details	Status	Report to the School Board	Evaluation	
a. Recognition Program, Phase II	Goal 5a Recognition Program	The committee continues to establish a recognition program and plan pertaining to students, staff and community.	Report to the School Board 5/19/14 work-study session.	Annual Satisfaction Survey.	
b. Implement the recommendation of the Gifted and Talented program review, with staged implementation beginning for the 2013-14 school year.	Goal 5b Gifted and Talented Program	Based on the program revision presented to the Board in 2012-13, new programming implemented in 2013-14.	2/24/14	Implementation of Program. Metrics on student annual growth. Survey data from parents, staff, and students.	
c. Develop plans for a String Orchestra program with the first phase programming beginning in the 2014-15 school year.	Goal 5c String Orchestra	The School Board reviewed options on 11/25/13 and carried over to November, 2014.	11/25/13	School Board approval. Implementation of program.	
d. Update Emergency Response Plan	Goal 5d Emergency Response Plan	In development.	Report to the School Board 5/19/14 work-study session.	Implementation of new Plan.	

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

Strategic Plan / Goals	Details	Status	Report to the School Board	Evaluation



End-Of-Year Update on School Board/Superintendent Goals including Strategic Plan

School Board Meeting
June 9, 2014

GOAL 1:

Implement the Strategic Plan as
approved by the School Board
on June 13, 2011



Core Values

- Compassion
- Integrity
- Respect
- Responsibility
- Service



Mission

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 within a *dynamic, respectful* and *inclusive* environment that nurtures the unique talents and abilities of every student.

Strategic Planning Objectives

- All students *love to learn*.
- All students *excel academically*.
- All students *feel valued*.
- All students are *interculturally competent*.
- All students are *involved in the community*.
- All students *understand and respect differences*.
- All students are *confident* and *prepared* to pursue their goals and dreams.

Strategic Planning Parameters

- We will always treat our students, staff, families and community members with *fairness, impartiality, dignity* and *respect*.
- We are *committed to the success* of every student.
- We expect *excellence* from every staff member.

Strategic Planning Strategies

- We will develop a comprehensive understanding of our students' needs and interests to ensure students are **challenged** and **excelling** academically.
- **Priorities for 2013-14:**
 - 1.1 Student Proficiency
 - 1.2 Post-secondary plan
 - 1.4 Middle School IB

End-Of-Year Update

- **Priorities for 2013-14:**
 - 1.1 Student Proficiency
UPDATE: Monitor progress based on a dashboard of metrics.
 - 1.2 Post-secondary Plan
UPDATE: Year 2 of implementation; counselors move with their students from North to South Campus.
 - 1.4 Middle School IB
UPDATE: 2013-14 is the second year of IB candidacy.

Strategic Planning Strategies

- We will create and implement a plan for **global experiences** and relationships to further understand world connections.
- **Priorities for 2013-14:**
 - 2.1 World language K-5
 - 2.2 World language 6-12
 - 2.4 Service learning

End-Of-Year Update

- **Priorities for 2013-14:**
 - 2.1 World language K-5
UPDATE: For 2013-14, Chinese offered K-5 in two elementary schools and Spanish in six elementary sites.
 - 2.2 Expanded world language offerings for secondary students
UPDATE: Chinese offered 6-12 beginning in 2012-13; Chinese and ASL applying for College credit (CIS) status.
 - 2.4 Service learning
UPDATE: Operational beginning in 2012-13.

Strategic Planning Strategies

- We will ensure our **facilities support** our district's mission and objectives.



- **Priorities for 2013-14:**
 - 3.1 Facility – Large Group Spaces
 - 3.2 Facility – Elementary
 - 3.3 Facility – Storage

Strategic Planning Strategies

- We will ensure our **facilities support** our district's mission and objectives.



- **Priorities for 2013-14:**
 - 3.4 Facility – Student Population Distribution
 - 3.5 Facility – Standardized Procedures
 - 3.6 Facility – Air Quality

Strategic Planning Strategies

- We will ensure our facilities support our district's mission and objectives.



• Priorities for 2013-14:

- 3.8 Facility – Secure Entrances
- 3.9 Facility – Technology Access
- 3.10 Facility – Balanced Elementary Class Sizes
- 3.11 Facility – Secondary

End-Of-Year Update

• Priorities for 2013-14:

3.1 Facility – Large Group Spaces

UPDATE: The District, in partnership with its municipalities and various athletics associations has completed an analysis of space issues across the District. Outside space, and more specifically, artificial turf at the Stadium on South Campus needs to be addressed.

3.2 Facility – Elementary

UPDATE: Matoska construction was completed mid-year, creating separate cafeteria and gymnasium spaces. Lakeaires and Willow Lane construction has begun, with the target completion date in early 2015.

End-Of-Year Update

• Priorities for 2013-14:

3.3 Facility – Storage

*UPDATE: ***Please complete****

3.4 Facility – Student Population Distribution

UPDATE: Analysis concluded that adjusting elementary attendance boundaries could help to balance the middle school populations in the short run.

3.5 Facility – Standardized Procedures

UPDATE: In progress; anticipated completion in summer 2014.

End-Of-Year Update

• Priorities for 2013-14:

3.6 Facility – Air Quality

UPDATE: All elementary buildings but one have HVAC upgrades that include air conditioning. Current budget does not include upgrades in the remaining elementary or secondary buildings.

3.8 Facility – Secure Entrances

UPDATE: All buildings have either a secure entrance design or have attendants who monitor the main door throughout the student day.

3.9 Facility – Technology Access

UPDATE: See Strategy IV.11.

End-Of-Year Update

• Priorities for 2013-14:

3.10 Facility – Balanced Elementary Class Sizes

UPDATE: This issue needs to be carefully watched over the next few years.

3.11 Facility – Secondary

UPDATE: Consider a working group to begin this process; some background work has been done.

Strategic Planning Strategies

- We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.



Priorities for 2013-14:

- 4.11 Classroom Technology
- 4.12 District Website
- 4.13 Schoology
- 4.14 Technology Policy

End-Of-Year Update

Priorities Recommended for 2013-14:

4.11 Classroom Technology

UPDATE: 2014 - 2015 Capital Projects levy priorities will include network infrastructure and wifi improvements as well as classroom technology upgrades. The 5-year technology plan includes providing classroom access to technology at the elementary level and providing 24/7 access to technology for secondary students.

4.12 District Website

UPDATE: New website launched in June of 2012; enhanced and expand in 2012-13 and 2013-14.

End-Of-Year Update

Priorities Recommended for 2013-14:

4.13 Schoology

UPDATE: Schoology is used as the Learning Management System by all White Bear classroom teachers this school year.

4.14 Technology Policy

UPDATE: Collected feedback. Will address mobile technologies within the Electronic Technologies Acceptable use and the Social Media policies.

Strategic Planning Strategies

- We will build a network of **partnerships** to provide personal and educational growth and service opportunities for students.



• Priorities Recommended for 2013-14:

5.1 Partnership – Process

5.2 Partnership – Needs assessment

5.3 Partnership – Process

5.5 Partnership – Communication

End-Of-Year Update

• Priorities for 2013-14:

5.1 Partnership – Process

UPDATE: School Board Policy 900 is scheduled for approval 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.

5.2 Partnership – Needs assessment

UPDATE: A needs assessment is in the process of being developed.

End-Of-Year Update

• Priorities for 2013-14:

5.3 Partnership – Process

UPDATE: Partners at the building level go through a vetting process by the principal and the team he or she puts together to determine if it will prove valuable to learners in his or her building.

5.5 Partnership – Communication

UPDATE: Communication regarding current partnerships is done via school board meetings, and through the communications office. In addition to the website, social media such as Facebook may also alert the community to partnerships.

Strategic Planning Strategies

- 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.



• Priorities Recommended for 2013-14:

6.1 Bullying Policy and Program

6.2 Faculty

6.3 Multi-cultural curriculum

6.4 School Transitions Program

6.5 Programming

6.6 Cultural Competency

End-Of-Year Update

- **Priorities for 2013-14:**

- 6.1 Bullying Policy and Program

UPDATE: Implemented during 2012-13.

- 6.2 Faculty

UPDATE: New recruitment and selection protocols implemented in 2012-13; Annual Report to the School Board.

- 6.3 Multi-cultural curriculum

UPDATE: 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.

End-Of-Year Update

- **Priorities for 2013-14:**

- 6.4 School Transitions

UPDATE: Transition plans are in place at each level, including WEB for the middle school and LINK Crew for the high school.

- 6.5 Programming

UPDATE: Advisory curriculum has been implemented in 12-13 and is in its 2nd year. While this addresses some student perspective, we have just started understanding similarities and differences among students, staff, administration, community members and parents.

End-Of-Year Update

- **Priorities for 2013-14:**

- 6.6 Cultural Competency

UPDATE: A team of 17 district staff (including 2 cabinet members) participated in the Equity Plan workshop in January 2013. This group of 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

Goal 2 End-Of-Year Update

- Thirteen consecutive years of recognition for excellence in financial reporting by both ASBO and GFOA.
- Achievement an AA Bond Rating initially in 2008, and then confirmed in 2011 and 2012.
- December 2011 through April 2012 the District has restructured debt to allow for more level tax levies over the next several years.
- Passage of Local Operating Levy Renewal by margin of 73% to 27% in November 2011.
- Successful capital projects levy passed in November 2013.

GOAL 3: Complete Next Stage of Communications and Marketing Plan

Goal 3 End-Of-Year Update

- Successful informed community about Capital Projects Levy in the fall
- Video campaign showcased:
 - all district levels (early childhood, elementary, middle school, high school)
 - specific programs (elementary world language, senior service day)
 - 62.4-second updates (weekly, posted on Facebook)
- Weekly e-Newsletters (Regular and Video Editions)



Goal 3 End-Of-Year Update

- Grew Facebook followers from 624 in spring of 2013 to 2,300 in spring of 2014
- Changed district publications to best meet parents' needs
- Continue to work with technology to ensure data is accurate

GOAL 4 Development of a School District Vision

GOAL 5 Operational Improvements:

- a) Recognition Program
- b) Gifted and Talented Program Implementation
- c) String Orchestra Program
- d) Emergency Response Plan

Goal 5 End-Of-Year Update

- a) **Recognition Program**
 - The committee continues to establish a recognition program and plan pertaining to students, staff and community.
 - Employee recognition initiatives implemented throughout the year. Student recognition was a focus this year with implementation beginning next fall. Community recognition will be a focus in the future.
- b) **Gifted and Talented Program Review**
 - Based on the program revision presented to the Board in 2012-13, new programming implemented in 2013-14.
- c) **String Orchestra Program**
 - Carried over to November, 2014.
- d) **Emergency Response Plan**
 - In development.

www.isd624.org



Superintendent Evaluation

White Bear Lake Area School District

FY: 2013-2014

Evaluation

Part 1: Performance Standards

Instructions

1. Attached are forms to be completed by each board member rating each of the nine performance standards. A separate page is provided for each performance standard. ***Please refer to the superintendent's memo to the School Board dated _____, 2014 for a summary as to performance standards.***
2. Each board member should rate all nine of the performance standards. Each performance standard has performance indicators listed below it. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
3. Your comments in support of your rating will be helpful for preparation of a summary evaluation form.
4. Please return your completed forms to the board chair for compilation. The board chair will compile the results on a preliminary summary evaluation form.
5. The superintendent will be presented with the final report from the full board, not the individual evaluation forms.

Standard 1: LEADERSHIP AND DISTRICT CULTURE

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate, and understanding multicultural and ethnic differences.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 1.1 Facilitates a community process to develop and implement a shared vision that focuses on improving student achievement
- 1.2 Promotes academic rigor that focuses on learning and excellence for schools
- 1.3 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school's vision
- 1.4 Models learning for staff and students
- 1.5 Promotes understanding and celebrating school/community cultures
- 1.6 Promotes and expects a school-based climate of tolerance, acceptance and civility
- 1.7 Develops, implements, promotes and monitors continuous improvement processes

The superintendent's performance for this standard:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Standard 2: POLICY AND GOVERNANCE

This standard describes the superintendent's ability to work with the board to formulate internal and external district policy, defining mutual expectations of performance with the board and demonstrating good school governance to staff, students and the community at large.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 2.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles
- 2.2 Establishes procedures for superintendent/board interpersonal and working relationships
- 2.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools
- 2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities

The superintendent's performance for this standard:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

This standard emphasizes the skills necessary to establish effective two-way communications and engagement with students, staff, parents, media and the community as a whole. It also stresses responding to community feedback and building community support for and engagement with the district.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 3.1 Develops formal and informal techniques to gain internal and external perceptions of district
- 3.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments)
- 3.3 Promotes stakeholder involvement, engagement and participation in the process of schooling
- 3.4 Establishes effective school/community relations, school/business partnerships and public service
- 3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media

The superintendent's performance for this standard:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Standard 4: ORGANIZATIONAL MANAGEMENT

This standard requires the superintendent to gather and analyze data for decision-making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 4.1 Demonstrates budget management including financial forecasting, planning, cash-flow management, account auditing and monitoring
- 4.2 Develops and monitors long-range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and staff development and training needs
- 4.3 Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues
- 4.4 Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma

The superintendent's performance for this standard:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Standard 5: CURRICULUM PLANNING / DEVELOPMENT

This standard addresses the superintendent's skills in staying up-to-date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

- 5.1 Develops core curriculum design and delivery systems based on content and assessment standards and best practices
- 5.2 Establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation
- 5.3 Uses child development and learning theories in the creation of developmentally appropriate curriculum and instruction
- 5.4 Includes the use of computers, the Internet, distance learning and other technologies in educational programming
- 5.5 Assesses student progress using a variety of appropriate techniques
- 5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment

The superintendent's performance for this standard:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Standard 6: INSTRUCTIONAL LEADERSHIP

Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. It emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also requires applying research and best practices with respect to diversity sensitivities.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 6.1 Collaboratively develops, implements and monitors change process to improve student and adult learning
- 6.2 Implements appropriate safety and security practices in schools
- 6.3 Formulates plan to assess appropriate teaching methods, classroom management and strategies for all learners
- 6.4 Analyzes available instructional resources including applications of technology and assigns them in cost effective and equitable manner to enhance student outcomes
- 6.5 Establishes instructional strategies that include cultural diversity and differences in learning styles
- 6.6 Applies effective methods of providing, monitoring, evaluating and reporting student achievement and uses good research and assessments to improve the learning process
- 6.7 Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures and facilities design processes to support various teaching strategies and desired student outcomes

The superintendent's performance for this standard:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Standard 7: HUMAN RESOURCES MANAGEMENT

This standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 7.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development
- 7.2 Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity

The superintendent's performance for this standard:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Standard 8: VALUES AND ETHICS OF LEADERSHIP

This standard requires the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multicultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 8.1 Exhibits multicultural and ethnic understanding and sensitivity
- 8.2 Describes role of schooling in a democratic society
- 8.3 Manifests a professional code of ethics and demonstrates personal integrity
- 8.4 Models accepted moral and ethical standards in all interactions
- 8.5 Explores and develops ways to find common ground in dealing with difficult and divisive issues
- 8.6 Promotes the establishment of moral and ethical practices in every classroom, every school and throughout the district

The superintendent's performance for this standard:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Standard 9: LABOR RELATIONS

This standard requires the superintendent to provide technical advice to the board during labor negotiations, to keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 9.1 Develops bargaining strategies based upon collective bargaining laws and processes
- 9.2 Identifies contract language issues and proposes modifications
- 9.3 Participates in the collective bargaining processes as determined by the board
- 9.4 Establishes productive relationships with bargaining groups while managing contracts effectively

The superintendent's performance for this standard:

- 0 UNACCEPTABLE**
- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Independent School District #624
White Bear Lake Area Schools

2014
SCHOOL BOARD COMMITTEE ASSIGNMENTS

Committees	Chapman	Hiniker	Kimball	Mullin	Newberg	Storey	Swanson
Association of Metropolitan School Districts (AMSD)			X			X	X
Community Curriculum Advisory Council	X			X			
Community Services Advisory Liaison						X	
Finance Advisory Committee		X	X	X			
Metro ECSU	X						
Policy Committee			X		X		
Special Education Parent Advisory Liaison					X		
White Bear Educational Foundation		X					
Other District Boards							
East Metro Integration District #6067 Board							X
N.E. Metro District 916 Board					X		

Approved at the January 13, 2014 School Board Meeting.

INDEPENDENT SCHOOL DISTRICT #624

SCHOOL BOARD LIAISON ASSIGNMENTS 2012-2013 and 2013-2014

School	Chapman	Hiniker	Kimball	Newberg	Shevik	Storey	Swanson
Birch Lake					X		
Hugo/Oneka						X	
Lakeaires			X				
Lincoln			X				
Matoska International				X			
Otter Lake	X						
Vadnais Heights							X
Willow Lane					X		
Central	X						
Sunrise		X					
North Campus						X	
South Campus				X			
ECFE							X
ALC & Transition Plus		X					

Approved by the School Board on July 9, 2012 for the 2012-13 and 2013-14 school years.