

**INDEPENDENT SCHOOL  
DISTRICT #624**



**WORK-STUDY  
AGENDA**

February 23, 2015

# 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.**

To: Members of the School Board

From: Dr. Michael J. Lovett  
Superintendent of Schools

Date: February 10, 2015

A work-study session of the White Bear Lake Area School Board will be held on **Monday, February 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 Goal List
  - b. Goal I.1: Update of School and District Initiatives for Student Success  
*School Board Members will meet with their liaison school leaders.* 5:30 p.m.
  - c. Goal III.11: Presentation on Phase I of Secondary Program and Facilities Review 6:30 p.m.
2. Understanding Special Education Staffing: Results of Staffing Study Done in Cooperation with District Management Council 7:30 p.m.

#### **C. ADJOURNMENT** 8:00 p.m.

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

**MEETING DATE:** February 23, 2015

**SUGGESTED DISPOSITION:** Discussion Item

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

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**BACKGROUND:**

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



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
<b>Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.</b>				
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  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 9/23/13 10/14/13 2/24/14 5/19/14 8/25/14 <b>On 2/13/15 report to School Board.</b>	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 8/11/14	Survey data from students and parents that reflects fluency in Naviance and confidence in post-secondary success.  Usage data by students in Naviance.  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.  In January, 2015 Sunrise Park and Central Middle Schools received word of I.B. authorization.	10/13/13 10/27/14  On-site accreditation visits took place during November of 2014.  <b>Celebration of authorization at Board meeting of February 9, 2015.</b>	IB Certification in January, 2015.
<b>Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.</b>				
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 March 24, 2014 April 14, 2014 November 24, 2014	Summary information measuring student participation and success in world language.

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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.  Survey data on student understanding of global issues related to the service learning opportunity.	
<b>Strategy III: We will ensure our facilities support our district's mission and objectives.</b>					
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	Facilities report presented in May of 2013.  Incorporated into Strategy III.11, as part of 4/28/14 report to the School Board.  <u>The Board was updated on 1/26/15 and 2/9/15.</u>  <u>Additional information will be presented on 2/23/15 and a Community forum held on 2/24/15.</u>	Included in the strategic review of secondary sites and facilities.  Phase I report due early in 2015.	

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		grass. Both the quality of the field and the opportunity for a significant increase in usability would result from this upgrade.			
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	<p>The completion of construction at Matoska IB Elementary School creates a separate nutrition services area and a new gymnasium area.</p> <p>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.</p> <p>With the completion of the construction programs at these two schools in early 2015, all elementary schools will have the identified separate spaces.</p>	<p>Community open house held at Matoska on 1/28/14.</p> <p>9/23/13 – work-study session 11/11/13 – Board meeting</p> <p><b>Schedule final report to the Board on March 2, 2015.</b></p>	<p>Matoska addition was completed in the fall of 2013.</p> <p>Lakeaires and Willow Lane additions completed in the fall of 2014.</p>	
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	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.	

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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.  The conclusions of this study determined that adjusting elementary attendance boundaries could help to balance the middle school populations in the short run.  Completed.	into presentation on Strategy III.11.		
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		May 19, 2014 work-study session.	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.  <u>The School Board acted to accept the bids for Otter Lake Elementary to upgrade to air conditioning at the meeting of 2/9/15.</u>  <u>Secondary buildings have certain areas that are air</u>	2012-13 school year		
				Successful completion of HVAC projects scheduled for fiscal years 2015-2017.	

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		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.			
<u>Strategy III. 8:</u> The District will ensure that all schools provide secure entrances.	III.8 Facility – Secure Entrances	<p>All secondary schools have either a secure entrance design or have attendants who monitor the main door throughout the student day.</p> <p>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.</p>	November 11, 2013	Secure entrances at each site and appropriate protocols in place.	
<u>Strategy III. 9:</u> 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	<p>See Strategy IV.11</p> <p>During 2014-15, District begins pilots of space and classroom redesign to promote 21<sup>st</sup> Century skills.</p>		Included in the strategic review of secondary sites and facilities, Strategy III.11	
<u>Strategy III.10:</u> 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.	

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		<p>elementary populations also continue to grow.</p> <p>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.</p>		<u>Strategy III.11, facilities study.</u>	
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	<p>Secondary strategic program and facilities review begins in 2014-15.</p>	<p>March 24, 2014            April 28, 2014.            May 19, 2014            October 27, 2014            February 9, 2015</p> <p>Scheduled for February 23, 2015, with a community forum scheduled for 2/24/15</p>	<p>Included in the strategic review of secondary sites and facilities.</p> <p>Strategy III.11, facilities study.</p>	
<b>Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.</b>					
Strategy IV.11: Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.	IV.11 Classroom Technology	<p>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.</p>	<p>1/27/14            8/11/14            8/25/14</p>	Building technology plans.	

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		<p>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.</p> <p><b>Our 1:1 will expand to cover 7-10 in 2015-16 and 6-12 in 2016-2017.</b></p> <p><b>Elementary schools will have at least one classroom set per grade level by 2016-2017.</b></p>			
<p><u>Strategy IV.12:</u> The District will enhance communication, interaction, and collaboration through the use of a web site.</p>	IV.12 District Website	<p>New website launched in June of 2012; enhanced and expand in 2012-13 and 2013-14.</p>	2011-12 school year	Operational; trends measured by system analytics.	
<p><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.</p>	IV.13 Schoology	<p>All teachers expected to meet requirements of Schoology Learning Management System.</p> <p>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 2014-2015 school year and</p>	<p>2011-12 school year            2012-13 school year            2013-14 school year            8/25/14 work-study session.</p>	<p>Schoology use analytics and BrightBytes survey data.</p>	

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		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.  <b>Policy 524 is up for annual review first reading in April.</b> See Strategy IV.11	<b>Scheduled for a first reading at the 4/13/15 Board meeting.</b>	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	During January, 2015, the administration testified on proposed legislation. On January 22 and 23, the District hosts site visits at Sunrise and Central.  We continue to partner with Brightbytes to measure our classroom technology use, access, skills and environment.  <b>By 2016-2017 all secondary students will have a 1:1</b>	November 10, 2014 Report on 1:1 Initiative	BrightBytes survey data. In September Sunrise 8 <sup>th</sup> grade students received 1:1 Chromebook computers. Central 8 <sup>th</sup> grade students received Chromebook computers in November.	



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		<p>device.</p> <p>Our Middle School Tech Depot students are reimaging, cleaning and packaging Netbooks that are now being deployed to isd624 families in need.</p> <p>We continue to partner with Washington and Ramsey county library systems to provide broader access to our entire community.</p> <p>We will continue to partner with Brightbytes to measure our classroom technology use, access, skills and environment.</p>		
<b>Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.</b>				
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	<p>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.</p> <p>A needs assessment tool has been developed and is being piloted in our Early Learning department. A roll out to buildings is expected for</p>	<p>Approved on 5/12/14.</p>	<p>Successful implementation of Policy 900, Partnerships.</p>
Strategy V.2: A comprehensive needs assessment will be developed and administered at every WBLA school in	V.2 Partnership – Needs Assessment		<p>Scheduled for 4/27/15.</p>	<p>Compliance with needs assessment for all partnerships.</p>

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order to provide direction to future partnerships.		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.
<b>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.</b>				
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.  During 2014-15 additional training provided to all staff to comply with new law and revised policy.	2011-12 school year.  Report at the School Board meeting of May 19, 2014.  Policy 514, Bullying Prohibition Policy revised on 10/13/14.	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 communities to more closely	VI.2 Faculty	New recruitment and selection protocols implemented in 2012-13; Annual Report to the School Board.	Annually since 2011-12	Annual employment metrics.

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reflect the diversity of the student population.					
<u>Strategy VI. 3:</u> 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, 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.	
<u>Strategy VI. 4:</u> 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.  In the fall of 2014, WEB and LINK crew successful.	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.	
<u>Strategy VI. 5:</u> 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.  Staff survey data regarding school climate.  Parent feedback on school climate.	
<u>Strategy VI. 6:</u> 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.	

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		stakeholders, updated the 3-year WBL Equity Plan. The updated equity plan was presented to the board for approval on March 3, 2014		
<b>Goal 2 - Ongoing Financial Stewardship and Budget Management (New for 2014-15)</b>	<b>Details</b>	<b>Status</b>	<b>Report to the School Board</b>	<b>Evaluation</b>
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.  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 Report on tax levy and AA bond rating.  November 13, 2014 Report on Audit for 2013-14.  November 24, 2014 Quarterly report on District finances.  January 26, 2015 Quarterly report on District finances.  <b>At the February 9 School Board meeting the Board approved a revised budget for 2014-15.</b>	Ongoing financial stewardship on investments and budget management are reviewed annually as part of the financial audit.  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.  Beginning in 2014-15, the administration will increase the detail and frequency of budget updates to the School Board.
<b>Goal 3: Continue Implementation of the Communications and Marketing Plan for the District.</b>	<b>Communication and Marketing Plan.</b>	<b>Status</b> The district continues to implement the communications and marketing Plan originally	Reported to the School Board at 5/19/14 work-study session.	<b>Evaluation</b> Enrollment data Surveys

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		accepted by the School Board in 2010.			
<b>Goal 4: Operational Improvements</b>	<b>Details</b>	<b>Status</b>	<b>Report to the School Board</b>	<b>Evaluation</b>	
a. Recognition Program, Phase III, <u>will evaluate and expand recognition of community, partnerships, and volunteers.</u>	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 9/22/14 10/27/14 11/10/14 School Board approved Elementary School within a School.	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	<u>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.</u>	11/25/13 11/24/14 Presentation to Board on January 26, 2015. <u>Board action to approve program on 2/9/15.</u>	School Board approval. Implementation of program.	
d. Program Review of Preschool and Early Childhood Programs  Currently about 20% of our preschool age population is	Goal 5d Preschool and Early Childhood Programs  Thorough review of our current preschool and early childhood program; an		10/27/14  <u>Update scheduled for March 23, 2015.</u>	.	

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<p>enrolled in WBLAS preschool and early childhood family education programs.</p> <p>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.</p> <p>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.</p>	<p>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.</p>			

**AGENDA ITEM:** Goal I.1: Update of School and District Initiatives for Student Success

**MEETING DATE:** February 23, 2015

**SUGGESTED DISPOSITION:** Discussion Item

**CONTACT PERSON:** Sara Paul, Assistant Superintendent  
Dr. Michael Lovett, Superintendent

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**BACKGROUND:**

**Strategy 1.1:** *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.*

This evening principals and site leaders from Transition Plus and Early Childhood will meet with the School Board liaisons in accord with the following schedule:

Board Member	Room	Principals/Site Leaders
Chapman	Room 201	John Leininger, Matoska
Chapman	Room 201	Sara Svir, Vadnais Heights
Hiniker	Community Room	Teresa Dahlem, Hugo/Oneka
Hiniker	Community Room	Don Bosch, North Campus
Kimball	Room 210	Tim Wald, South Campus
Kimball	Room 210	Nancy Melquist/Danielle Mickelson, ECFE
Mullin	Room 201	Cary Krusemark, Lakeaires
Mullin	Room 201	Dan Schmidt, Lincoln
Newberg	Community Room	Tami VanOverbeke, Birch Lake
Newberg	Community Room	Noel Schmidt, Central
Storey	Room 301	Tim Schochenmaier, Otter Lake
Storey	Room 301	Gretchen Harriman, ALC
Storey	Room 301	Sara Derby, Transition Education Center
Swanson	Community Room	Chris Streiff, Willow
Swanson	Community Room	Bob McDowell, Sunrise

Keeping with the fact that this is an open meeting, we are using rooms within the District Center which are all set up to provide adequate room for the public to view or listen to the conversations.



# Building Improvement Plan **BIRCH LAKE ELEM.**

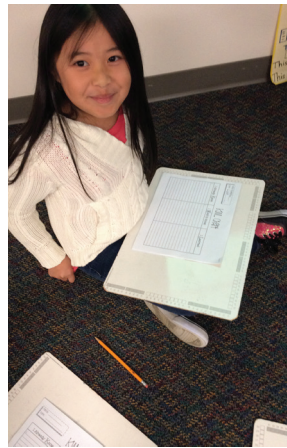
Information shared at the Feb. 23,  
2015 White Bear Lake Area School  
Board Work-Study meeting.

Presented by  
Principal Tami VanOverbeke

## External Analysis

STUDENT DEMOGRAPHICS - OCTOBER 2014

Student Population	251
By Ethnicity:	
American Indian (7)	3%
Asian (15)	6%
Hispanic (23)	9%
Black (18)	7%
White (188)	75%
English Learner (16)	6%
Special Education (40)	16%
Free/Reduced Lunch (140)	56%
Title School Status	Yes



## State Accountability Rating

MDE Multiple Measurement Focus Rating 2014: 82% of 50 possible points in focused proficiency and achievement gap reduction.

MDE Multiple Measurement Rating 2014: 72% of 75 possible points in Proficiency, Growth and Achievement Gap Reduction in math and reading combined. Earned Title I REWARD school status for 2014.

Factor: 100% of 2014 AYP Targets Met (Reading, Math, and Attendance).

## Internal Analysis

### Strengths

- We are a small quaint community school with a family-like feel. We have a very strong focus on diverse traditions.
- We have some amazing partnerships with the YMCA, MacPhail and White Bear Center for the Arts.
- Our school has performed so well over the past three years that we were named a “Reward School” by the Minnesota Department of Education.
- We are very proud of our diverse population!
- Approximately 40% of our students make the A or B honor roll in middle school.

### Focus Area

- The diversity of our staff does not reflect our student population.



# Objectives

**Academic Achievement and Growth in Reading:** We will increase 10% tile points in MAP Reading growth vs. proficiency in grades 1-5 by the end of Quarter 4. From 68.5% - 78.5%. (We were 69% on MCA Reading.)

**Academic Achievement and Growth in Math:** We will increase 3.1% tile points in MAP Math growth vs. proficiency in grades 1-5 by the end of Quarter 4. Grades 1-5 MAP math growth vs. proficiency = 76.9% or 78% on MCA math.

**Equity:** Equity audits will show positive trending.

**Climate:** Behavior and Student Engagement Data will show positive trends.

**Technology:** Every teacher will integrate the use of technology tools aligned with district goals and strategic plans.

## Tactics

- I: Continue to implement a school-wide support system through the RtI Framework for identifying and placing students who are not making adequate and appropriate gains.
- II: Implement a school-wide cohesive training plan focusing on our data based upon individual staff needs to meet the needs of our student population in order to increase academic achievement in all curricular areas.
- III: As a staff, continue to redesign a building-wide committee structure based upon our needs and data.
- IV: Implement the framework of Daily Five to have a common focus and language to increase Reading achievement scores for all students.
- V: Integrate Literacy and Science in grades 3-5 with a writing focus to increase academic achievement in both areas.
- VI: Continue to focus on school-wide behavior focusing on the core values to maintain the extremely low levels of issues and incidents.

## Building Improvement Plan

# HUGO & ONEKA ELEMS.

Information shared at the Feb. 23, 2015  
White Bear Lake Area School Board Work-  
Study meeting.

Presented by  
Principal Teresa Dahlem

## External Analysis

STUDENT DEMOGRAPHICS - OCTOBER 2014  
HUGO'S NUMBERS ARE AT LEFT AND ONEKA'S AT RIGHT

Student Population	317   553
By Ethnicity:	
American Indian (0)   (4)	0%   1%
Asian (12)   (28)	4%   5%
Hispanic (8)   (12)	3%   2%
Black (3)   (10)	1%   2%
White (294)   (499)	93%   90%
English Learner (4)   (15)	1%   3%
Special Education (25)   (46)	8%   8%
Free/Reduced Lunch (44) (99)	14%   18%
Title School Status	No



## State Accountability Rating

MMR Focus Rating 2014: 65% of 50 possible points for Focused Proficiency and Achievement Gap of 7 student disaggregated groups (Asian, Black, Hispanic, American Indian, EL, FRL, Special Ed)

MDE Multiple Measurement Rating 2014: 57% of 75 possible points for Proficiency, Growth and Achievement Gap Domains.

Met 100% of 2014 AYP Targets.

## Internal Analysis

### Strengths

- Points of Pride 1: We have seen a 6 point gain in the past year in MCA Reading for grades 3rd-5th. We attribute this growth to the adoption of our new curriculum in conjunction with a focus on non-fiction and the Common Core Standards.
- Points of Pride 2: We continue to develop the partnership with the Minnesota DNR School Forest designation via staff training. In addition we expanded our partnership with Wargo Nature Center to bring naturalist into our schools directly.
- Points of Pride 3: Our efforts for early intervention have shown a steady increase in the percentage of students scoring in the "established" range for oral reading fluency as indicated on AIMSweb. In 2008 we had 48% of the incoming 1st graders in the established range. In 2013 that number increased to 100%.
- Points of Pride 4: Over the past 4 years the percent of students meeting their target growth on Fall to Spring MAP scores has increased steadily. Math 2011 = 71.6%, 2014 81.8%, Reading 2011 = 65.7%, 2014 = 72.8%.

### Focus Areas

- Priority Area 1: Accelerate growth for all students not meeting reading or math grade level proficiency.
- Priority Area 2: Narrow the achievement gap for disaggregated groups of students in FRL, EL and Special Education to 5 percent or less as compared to those students not in the those subgroups.
- Priority Area 4: Classroom teachers need more support on the standard protocol interventions used to close the achievement gap between FRL and non-FRL.
- Priority Area 5: Classroom teachers need more support in differentiation strategies to meet the diverse needs of Special Education students.

# Objectives

## Academic Achievement in Math: We will meet 100% of state targets in MCA math.

- Indicator [1]: MCA III Math: Our goal is to have 82% of our students in grades 3-5 reach proficiency in MCA Math, up from a 5 year average of 78.1% proficient.
- The district average for 3-5 gr was 73% in 2014. Trend data: 2009 (+3%), 2010 (+3.3%), 2011 (+4.1%), 2012(+4.4%), 2013 (+ 3.3%), 2014 (-0.1). We are currently averaging 2.3% above the district average over a 5 year trend. Math: In order to increase the percent of students who score proficient in the Reading portion of the MCA assessment, staff will participate in 3 Data Days throughout the school year to study student progress, collaborate in monthly PLC meetings to support our struggling students through action research and emphasize the CLASS dimensions of Quality Feedback and Analysis and Inquiry in PD activities.
- Indicator [2]: MCA Math Disaggregated by Student Group. We will reduce the achievement gap for EL, FRL and SPED students so they are within 5% points of our non EL, FRL and SPED students.(results 12.13 EL: 79% Non EL: 76.9%), (results 12.13 Free/Reduced: 60% Non Free/Reduced: 81%),(results 12.13 SPED: 50% Non SPED: 79.2%).

## Academic Achievement in Reading: We will meet 100% of state targets in MCA Reading.

- Indicator [1]: MCA Reading - Our goal is to have 75% of our students in grades 3-5 reach proficiency in MCA Reading, up from a 2 year average of 66.6% proficient.
- The district avg was 64.7% in 2014. Trend data: 2009 (+1.2%), 2010 (+2.0%), 2011 (+6.3%), 2012(+6.7%), 2013 (+ 0.0%), 2014 (+5.0%). We are currently averaging 3.35% above the district average over a 6 year trend. The MCIII included the Common Core 2013. District averages dropped to 64%. Oneka's average dropped to 66.5%. In order to increase the percent of students who score proficient in the Reading portion of the MCA assessment, staff will participate in 3 Data Days throughout the school year to study student progress, collaborate in monthly PLC meetings to support our struggling students through action research and emphasize the CLASS dimensions of Quality Feedback and Analysis and Inquiry in PD activities. Twenty-three staff members attended Daily 5 training during July 2014 to develop skills in reading instruction.
- Indicator [2]: MCA Reading Disaggregated by Student Group- We will reduce the achievement gap for EL, FRL and SPED students so they are within 5% points of our non EL, FRL and SPED students.(results 12.13 EL: 55.6% Non EL: 63.5%), (results 12.13 Free/Reduced: 52.7% Non Free/Reduced: 65.5%),(results 12.13 SPED: 28.6% Non SPED: 65.8%).

## Academic Growth Math: 100% of students in grades 1-5 will meet growth targets as measured by MAP (K-5) and by local math assessment measures.

- Indicator [1]: MAP Math Data 2013-2014 Results: Grade 1= 96.9%, Grade 2= 71.3%, Grade 3= 82.8%, Grade 4= 88.6%, Grade 5= 69.6% Average 81.8

## Academic Growth Reading: 100% of students in grades 1-5 will meet growth targets as measured by MAP (K-5) and by local literacy assessment measures.

- Indicator [1]: MAP Reading Data 2013-2014: Grade 1=80.6%, Grade 2=68.8%), Grade 3=79.5%, Grade 4=71.4%, Grade 5=63.8% Average = 72.82

## Academic Growth Gaps (reading and math): Growth gaps between disaggregated student groups in MAP reading and math will be within 5 percentage points of the non-disaggregated groups base on the overall % of Students Meeting/Exceeding Projected RIT Target.

- Indicator [1]: MAP Reading: Compare disaggregated student groups in the following areas: (1)FRL, (2)EL, and (3)SPED to non disaggregated students.
- Indicator [2]: MAP Math: Compare disaggregated student groups in the following areas: (1)FRL, (2)EL, and (3)SPED to non disaggregated students.

## Climate: Implement the "BEar Rules" with fidelity across all grade levels.

- Indicator [1]: Office referrals at both Hugo & Oneka will decrease by 10% for the 2014-15 school year. Viewpoint will be used to gather this data.

## Every teacher will integrate the use of technology tools aligned with district goals and strategic plans.

- Indicator [1]: Schoology: 100% of teachers will meet the minimum expectations for their grade level by the spring of 2015.

# Tactics

- I: We will meet the needs of ALL students not meeting proficiency on MCA and /or MAP and struggling with behavior issues by providing a specific tiered intervention via our Behavior Assistant and ensuring that teachers use research based instructional strategies in universal instruction. In addition, we will increase the % of students reaching their growth targets for each grade level by addressing each individual's needs through differentiation strategies.
- II: Provide training and reference materials to all teachers on the standard protocol interventions and best practice instruction to close the achievement gap between FRL and non-FRL students, EL student and non-EL students and Sped students and non-sped students.
- III: We will decrease the number of students identified as gifted in the "meets proficiency/does not meet target growth" in reading by differentiating instruction and using conferring to monitor student progress and goal setting.

# Building Improvement Plan **LAKEAIRES ELEM.**

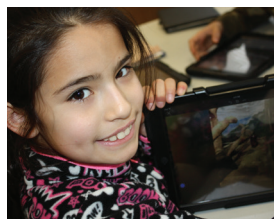
Information shared at the Feb. 23,  
2015 White Bear Lake Area School  
Board Work-Study meeting.

Presented by  
Principal Cary Krusemark

## External Analysis

STUDENT DEMOGRAPHICS - OCTOBER 2014

Student Population	400
By Ethnicity:	
American Indian (4)	1%
Asian (27)	7%
Hispanic (31)	8%
Black (28)	7%
White (295)	77%
English Learner (30)	8%
Special Education (40)	10%
Free/Reduced Lunch (159)	41%
Title School Status	No



## State Accountability Rating

MMR Focus Rating: 69% of 50 possible points in  
focused proficiency and achievement gap reduction.

MDE Multiple Measurement Rating 2014: 50%  
of 75 possible points in Proficiency, Growth and  
Achievement Gap Domains.

Met 100% of AYP Targets

## Internal Analysis

### Strengths

- Points of Pride 1: Lakeaires staff is responsive to student needs by utilizing differentiation strategies and Response to Intervention strategies.
- Points of Pride 2: Lakeaires has a building climate that embraces the District's core values resulting in positive relationships that foster social, emotional and academic success.
- Points of Pride 3: Lakeaires is an inclusive community school that embraces all diverse learners and fosters students' strengths.

### Focus Areas

- Priority Area 1: Accelerate growth for all students not meeting reading, math or science grade level proficiency by providing academic interventions appropriate to student needs
- Priority Area 2: Narrow the achievement gap for disaggregated groups of students by tracking data and monitoring the effectiveness of interventions for these students
- Priority Area 3: Increase the percentage of overall MAP growth scores in all grades to exceed district averages with a focus on differentiation
- Priority Area 4: Continue to analyze and monitor data to guide instructional implementation through purposeful planning and collaboration to improve instructional delivery for all students.



# Objectives

## Academic Achievement in Math: We will meet 100% of state targets in MCA math.

- Indicator [1]: We will improve proficiency on MCA III Math from 64% in 2014 to 70% in 2015.
- Indicator [2]: We will reduce our FR/L Math Academic Achievement Gap from 21% in 2014 to 17% for 2015.

## Academic Achievement in Reading: We will meet 100% of state targets in MCA Reading.

- Indicator [1]: We will increase our proficiency in the MCA III Reading from 64% in 2014 to 70% in 2015.
- Indicator [2]: We will reduce the FR/L Academic Achievement Gap in reading from 31% in 2014 to 23% in 2015.

## Academic Growth Math: We will increase the percentage of students who meet or exceed one year's worth of growth as a building.

- Indicator [1]: We will increase the percentage of students meeting or exceeding their math growth target from 74% in 2014 to 79% in 2015 for grades 1-5 as measured by NWEA MAP.

## Academic Growth Reading: We will increase the percentage of students who meet or exceed one year's worth of growth as a building.

- Indicator [1]: We will increase the percentage of students meeting or exceeding their reading growth target from 67% in 2014 to 72% in 2015 for grades 1-5 as measured by NWEA MAP.

## Climate: Behavior and Student Engagement Data will show positive trends.

- Indicator [1]: We will decrease "on site in building" office referrals during the 2014 school year from 108 to less than 98 in 2015.

## Equity: Equity Audit Reports will be annually updated and show positive and equitable trending.

- Indicator [1]: Our EL Learners will continue to make more growth in reading and math than native English speakers state wide.
- Indicator [2]: We will reduce the MMR growth gap in Reading for our Hispanic (-.07) and Black (-.30) students in 2015.

# Tactics

- I: Within our RtI structures we will provide student specific research based interventions in the area of literacy. Each grade level will target specific literacy strand growth areas as identified through the NWEA MAP. Within grade levels, we will implement Learning Targets for all lessons, utilize close reading and guided reading when delivering instruction.
- II: Within our RtI structures we will provide student specific research based interventions in the area of math. Each grade level will target specific math strand growth areas as identified through the NWEA MAP.
- III: Increase reading and math achievement for FR/L demographic by providing more targeted support through after school targeted service programs, implementation of Math Navigator through our RtI structure and utilization of Learning Targets at least three days per week.
- IV: IV: In addition to the strategies listed in Tactics I-III we will increase diversity awareness as it relates to student achievement. We will utilize resources such as, but not limited to Teaching Tolerance-Southern Poverty Law Center.
- V: We will implement the ENVoY classroom management system across the building. We will have specific staff attend ENVoY certified sites four times during the year as well as having our site host six Green Chair coaching sessions with an ENVoY coach. We will continue to hold "Lakeaires 5" expectation meetings and other core value initiatives quarterly.

# Building Improvement Plan **LINCOLN ELEM.**

Information shared at the Feb. 23,  
2015 White Bear Lake Area School  
Board Work-Study meeting.

Presented by Principal Dan Schmidt



## External Analysis

STUDENT DEMOGRAPHICS - OCTOBER 2014

Student Population	368
By Ethnicity:	
American Indian (3)	1%
Asian (8)	2%
Hispanic (14)	4%
Black (20)	5%
White (323)	88%
English Learner (9)	2%
Special Education (49)	13%
Free/Reduced Lunch (85)	26%
Title School Status	No

## State Accountability Rating

MMR Focus Rating 2014: 76% of 50 possible points in Focused Proficiency and Achievement Gap Reduction for 7 disaggregated student groups (American Indian, Asian, Hispanic, Black, EL, FRL and Special Ed).

MDE Multiple Measures Rating 2014: 72% of 75 possible points in Proficiency, Growth and Achievement Gap Reduction Domains.

AYP 2013: Met 100% of targets.

## Internal Analysis

### Strengths

- Points of Pride 1: 4% increase from 2013 in our Grade 3-5 Math MCA Results with an overall proficiency of 83%.
- Points of Pride 2: 8.6% increase from 2013 in our Grade 3-5 Reading MCA Results with an overall proficiency of 75%.
- Points of Pride 3: 73.2% of Lincoln students were proficient on the 5th Grade Science MCA. This was a 12.6 % increase from 2013.
- Points of Pride 4: Grade 4 achieve 80% proficiency on the Reading MCA. This proficiency level was 13% points higher than the next closest district Grade 4 team.
- Points of Pride 5: Grade 4 achieve 92% proficiency on the Math MCA. There was only one other district grade 3, 4 or 5 grade level team that also accomplished a 90% proficiency level in either Reading or Math.

### Focus Areas

- Priority Area 1: Accelerate growth for all students not meeting reading, math or science grade level proficiency by providing academic interventions appropriate to student needs
- Priority Area 2: Narrow the achievement gap for FRL students by tracking data and monitoring the effectiveness of interventions for these students
- Priority Area 3: High proficiency levels but relatively flat growth since the implementation of the MCA3 (2011); 0.3% growth over three years.
- Priority Area 4: Train more teachers on the standard protocol interventions to close the achievement gap between FRL and non-FRL
- Priority Area 5: Complete purposeful planning to address culture and climate concerns specific to exposing students to those from other cultures.

# Objectives

## Academic Achievement in Math: We will meet 100% of state targets in MCA math

- Indicator [1]: MCA III Math: We will meet 86% proficiency among all students in MCA math.
- Indicator [2]: We will reduce the academic achievement gap of our Free/Reduced students in math from 23% to 15%.

## Academic Achievement in Reading: We will meet 100% of state targets in MCA Reading.

- Indicator [1]: MCA III Reading: We will achieve 80.0% proficiency among all Grade 3-5 students.
- Indicator [2]: Academic Achievement Gap Reading: We will reduce the free and reduced achievement gap from 33% to 25%.

## Academic Growth Math: 100% of students in grades 1-5 will meet growth targets as measured by MAP (1-5) and by local math assessment measures.

- Indicator [1]: MAP Math: 85% of students in grades 1-5 will meet growth targets as measured by MAP (1-5). In 2013-14 80% of students met target RIT growth.

## Academic Growth Reading: 100% of students in grades 1-5 will meet growth targets as measured by MAP (1-5) and by local literacy assessment measures.

- Indicator [1]: MAP Reading: 70% of students in grades 1-5 will meet growth targets as measured by MAP (1-5). In 2013-14, 63% of students met their growth target.

## Academic Growth Gaps (reading and math): Growth gaps between disaggregated student groups in MAP reading and math will not be more than 5 percentage points.

- Indicator [1]: MAP Math Disaggregated by Student Group based on 2014 MAP Results: F/R to Non (79.% to 80.%), Sped to Non (74% to 81%)
- Indicator [2]: MAP Reading Disaggregated by Student Group based on 2012 MAP Results: F/R to Non (60% to 64%), Sped to Non (67% to 62%)

## Climate: We will decrease the percentage of office referrals categorized in the minor or major areas by 50% from 2013-14.

- Indicator [1]: Skyward: In 2013-14, 39 office referrals were recorded in Skyward in the major or minor categories. In 2014-15, we will have 20 or less referrals recorded in those areas.

## Equity: We will close the achievement gap for Free and Reduced lunch eligible students to be within 10 percentage points in Math and 10 percentage points in Reading.

- Indicator [1]: Free and Reduced Baseline: Students qualifying for free and reduced lunch will improve their Math MCA proficiency percentage from 67% in 2014 to 75% in 2015.
- Indicator [2]: Free and Reduced Baseline: Students qualifying for free and reduced lunch will improve their Reading MCA proficiency percentage from 51% in 2014 to 65% in 2015.

## Attendance: We will eliminate the attendance gap between our free and reduced and non free and reduced students.

- Indicator [1]: Free and Reduced absences will be reduced from 30% to less than 26% of the absences to match their proportion of the overall student population.

# Tactics

- I: District Strategies 1 and 4: We will differentiate for the needs of all students in core instruction through the following strategies: Daily 5, Guided Reading Groups, flexible grouping, and guided math. We will dedicate common learning time to further our understanding and use in these areas.
- II: District Strategies 1 and 3: A focus will be placed on implementation of a comprehensive RtI framework to include a more consistent use of staff/volunteer resources to help students who have been identified with triangulated growth data.
- III: Strategies 1, 4 and 5: We will provide learning opportunities for staff and parents on our literacy, math and technology goals. We will do this through parent engagement activities known as BOLT (Bringing Our Learning Together) and staff PD trainings.
- IV: Strategy 4: We will regularly train K-5 staff on technology literacy skills and expectations for integrated instructional use. This will be accomplished through our Tech Tuesday mini sessions and internal support from our tech team.
- V: Strategy 1: We will systematically discuss data for instructional adjustments and placement of students to close achievement and growth gaps for MCA tested areas.

# Building Improvement Plan MATOSKA IB WORLD SCHOOL

Information shared at the Feb. 23, 2015  
White Bear Lake Area School Board  
Work-Study meeting.

Presented by Principal John Leininger

## External Analysis

STUDENT DEMOGRAPHICS - OCTOBER 2014

Student Population	533
By Ethnicity:	
American Indian (13)	2%
Asian (17)	3%
Hispanic (32)	6%
Black (43)	8%
White (428)	80%
English Learner (17)	3%
Special Education (46)	9%
Free/Reduced Lunch (131)	25%
Title School Status	No



## State Accountability Rating

MMR Focus Rating 2014: 86% of 50 possible points in Focused Proficiency and Achievement Gap Reduction for 7 disaggregated student groups (American Indian, Asian, Black, Hispanic, EL, FRL and Special Ed)

MDE Multiple Measurement Rating 2014: 81% of 75 possible points in Proficiency, Growth and Achievement Gap Domains.

AYP 2013: Made 100% of Targets

## Internal Analysis

### Strengths

- Points of Pride 1: Matoska made AYP and continues to demonstrate academic growth among its students.
- Points of Pride 2: Climate in the school is very positive, with the students and also among the staff.
- Points of Pride 3: Parents from challenging home situations are really pleased with our teachers, administration, school and program.
- Points of Pride 4: We are on the right track to figuring out how to meet the needs and bridge the achievement gap for children who are at-risk. Our achievement gap is reducing.
- Points of Pride 5: The intervention team did a great job targeting and servicing the needs of learners in a strategic and focused manner.
- Points of Pride 6: Teachers are engaged and on board with the Daily 5 and CAFE framework for literacy. We are fully implementing Benchmark literacy.
- Points of Pride 7: Teachers are resolving more student issues before sending them to the office, which is leading to stronger student-teacher relationships.
- Matoska was successfully re-authorized as an International Baccalaureate PYP school.

### Focus Areas

- Priority Area 1: Accelerate growth for all students not meeting reading, math or science grade level proficiency by providing academic interventions appropriate to student needs.
- Priority Area 2: Narrow the achievement gap for disaggregated groups of students, with a focus on students of color by tracking data and monitoring the effectiveness of interventions for these students.
- Priority Area 4: Continue to Train teachers on the standard protocol interventions to ensure teachers are using interventions effectively.
- Priority Area 5: Use literacy and math assessment results to align curriculum and instruction to the needs of students and state standards.
- Priority Area 6: Offer differentiated staff development according to student needs, ensuring that all staff understand the needs of students in poverty.
- Priority Area 7: Continue to implement PBIS by tracking hot spot infractions, celebrating achievements, and providing staff development on behavior interventions.



# Objectives

## Academic Achievement in Math: We will meet 100% of state AYP targets in math.

- Indicator [1]: We will move from 82.2% overall proficiency in math to 85% for 2015 MCA III Math results.
- Indicator [2]: Academic Achievement Gap Math: We will reduce the achievement gap for Black students to 32 percentage points from 29 percentage points for 2015.

## Academic Achievement in Reading: We will meet 100% of state targets in MCA Reading.

- Indicator [1]: We will move from 80.27% overall proficiency in reading to 85% for 2015 MCA III Reading results.
- Indicator [2]: Academic Achievement Gap Reading: We will reduce the achievement gap for Black students to 55 percentage points from 55 percentage points for 2015.

## Academic Growth Math: 100% of students in grades 1-5 will meet growth targets as measured by MAP (1-5) and by local math assessment measures.

- Indicator [1]: MAP Math: We will move from 79% meeting growth target to 82% meeting growth targets in spring 2015.

## Academic Growth Reading: 100% of students in grades 1-5 will meet growth targets as measured by MAP (1-5) and by local literacy assessment measures.

- Indicator [1]: MAP Reading: We will move from 66% making MAP growth targets in spring 2014 to 80% making targets in spring 2015.

## Academic Growth Gaps (reading and math): Growth gaps between disaggregated student groups in MCA reading and math will not be more than 5 percentage points.

- Indicator [1]: We will increase the growth gap percentile from 55 to the 75th percentile the 2015 MMR.
- Indicator [2]: We will narrow the growth gap in MAP Reading for Black students from 10 percentage points to 5 percentage points for 2015.

## Climate: Behavior and Student Engagement Data will show positive trends.

- Indicator [1]: Our ODRs decreased from approx. 1,000 referrals in 2010 to 580 in 2013. Our goal for 2013-14 is to decrease referrals by 10%.
- Indicator [2]: Students receiving tier III interventions will demonstrate an overall decrease in ODR's by 50%.
- Indicator [3]: Matoska will have 4 times as many drops in the bucket as there are ODR's.

## Equity: We will decrease the achievement gap for Free and Reduced lunch students by 10 points.

- Indicator [1]: All staff will continue to receive professional development about strategies to help students who live in poverty be successful in school. Staff will be trained using Eric Jenson's "Teaching with Poverty in Mind" materials.
- Indicator [2]: Principal, Psychologist and community/cultural liaison will meet weekly to identify social, emotional and academic needs of minority students.
- Indicator [3]: Staff will be offered an opportunity to participate in a book study about cultural continuums.
- Indicator [4]: Students with the highest needs will be provided with tailored programming, according to testing data and weekly student assessment meetings.

## Every teacher will integrate the use of technology tools aligned with district goals and strategic plans

- Indicator [1]: Schoology - 100% of teachers will utilize schoology to communicate with parents.
- Indicator [2]: Google Apps - Staff will use Google Drive for IB planning and collaboration and Google Sites to develop student portfolios.
- Indicator [3]: Devices - Students in the primary grades will have experiences using ipads and students in the intermediate grades will have experiences using Chromebooks.

# Tactics

- I: 100% of classroom teachers will write measurable goals for classroom and grade level purposes and meet regularly to discuss progress toward meeting goals.
- II: A focus will be placed on the implementation of a comprehensive RtI framework to include interventions for behavior. Including behavior in the plan will help staff and students be more successful in decreasing the behaviors that interfere with success in the academic setting.
- III: Classroom teachers will provide intervention for Tier II students not served by the intervention team..
- IV: We will provide training and resources on research based interventions and strategies for differentiation for math and reading.
- V: All Teachers will implement daily 5 practices in their classrooms
- VI: All staff will continue to receive professional development about strategies to help disadvantaged students be successful in school.
- VII: Principal, Psychologist and community/cultural liaison will continue to meet weekly to identify social, emotional and academic needs of minority students.

# Building Improvement Plan OTTER LAKE ELEM.

Information shared at the Feb. 23, 2015 White Bear Lake Area School Board Work-Study meeting.

Presented by Principal Timothy Schochenmaier

## External Analysis

STUDENT DEMOGRAPHICS - OCTOBER 2014

Student Population	584
By Ethnicity:	
American Indian (2)	0.3%
Asian (36)	6%
Hispanic (36)	6%
Black (17)	3%
White (493)	84%
English Learner (27)	5%
Special Education (58)	10%
Free/Reduced Lunch (109)	19%
Title School Status	No



## State Accountability Rating

MMR Focus Rating 2014: 63% of 50 possible points earned for Focused Proficiency and Achievement Gap Reduction for 7 disaggregated student groups (American Indian, Asian, Black, Hispanic, EL, FRL and Special Ed)

MDE Multiple Measurement Rating 2014: 52% of 75 possible points for Proficiency, Growth and Achievement Gap Domains.

AYP 2014: Met 100% of Targets

## Internal Analysis

### Strengths

- Points of Pride 1: STEM Initiative is in full swing. Otter Lake is partnering with Bethel University for STEM training and will partner with Willow Lane through an integration grant. Grade levels will be developing "value added projects" to bring more experiences to Otter Lake students.
- Points of Pride 2: Implementation of RtI is moving forward. A full enrichment and intervention block is being developed and will be implemented fully for 2015-16.
- Points of Pride 3: Technology is being used by most students every day through grade level chrome book carts and tablets. E-portfolios are being developed and implemented. Each student in grades 2-5 has access to a google account. Technology staff development sessions were well attended by all staff and "Tech Mondays" have been developed for ongoing staff refreshers.
- Points of Pride 4: Differentiation continues to be used at all grade levels
- Points of Pride 5: Daily Five training was provided and 87% of classrooms have a working literacy routines model aligning to Benchmark Literacy. Otter Lake has been visited by neighboring schools to act as a model school for literacy implementation (North Branch).
- Points of Pride 6: Student Equity was reinforced by implementing a School Wide BEARS Expectations. The Equity Team is developing BEARS videos to show expectations in common areas (hallway, lunchroom, bus, etc) and developing signage for the building.

### Focus Areas

- Priority Area 1: Sustain effective Tier I and Tier II instruction in Reading and Math.
- Priority Area 2: Sustain Response to Intervention model in reading and math.
- Priority Area 3: Refine Benchmark Literacy program in Grades 3 - 5 with a focus on conferring.
- Priority Area 4: Implement a model of collaboration for literacy and math strategies with the Special Education Dept. and EL.
- Priority Area 5: Track data and develop strategies for our Free and Reduced student population (growth).
- Priority Area 6: Track data and develop strategies for our EL student population (growth).
- Priority Area 7: Track data and develop strategies for our black student population (growth).

# Objectives

## Academic Achievement in Math: We will meet 100% of state targets in MCA math.

- Indicator [1]: 95% of our students will meet proficiency in MCA math, up from 81% in 2014.

## Academic Achievement in Reading: We will meet 100% of state targets in MCA Reading.

- Indicator [1]: 80% of our students will meet proficiency in MCA Reading, up from 73% in 2014.

## Academic Growth Math: 100% of students in grades 1-5 will meet growth targets as measured by MAP.

- Indicator [1]: 85% (79% last year) of students in grades K-5 will meet growth targets as measured by MAP (1-5) and by local math assessment measures.

## Academic Growth Reading: 100% of students in grades 1-5 will meet growth targets as measured by MAP.

- Indicator [1]: 80% of students in grades K-5 will meet growth targets as measured by MAP (1-5) and by local literacy assessment measures.

## Equity:

- From the fall of 2014 to the fall of 2015 Otter Lake Elementary will have a 50% student growth increase of black students as measured by the MCA MMR report. Black students will increase from .0531 growth in reading to .0796 growth and -.7347 growth in math to -.3673 growth.
- From the fall of 2014 to the fall of 2015 Otter Lake Elementary will have a 50% student growth increase of LEP students as measured by the MCA MMR report. LEP students will increase from -.3484 growth in reading to -.1742 growth and -.5106 growth in reading to -.2552 growth.

## Climate: Student engagement baseline data will be collected.

## Technology: Every teacher will integrate the use of technology tools aligned with district goals and strategic plans including the use Talent Ed.

# Tactics

- I: Use FAST to guide and adjust instruction in each classroom thereby strengthening Tier I and Tier II instruction for all students.
- II: Tier I interventions will occur for all students each day in reading and math. Data based decisions are made for differentiation at all grade levels and decisions will be made during team meetings.
- III: STEM Initiatives will be implemented and a partnership with Bethel University and Willow Lane Elementary will be developed.

# Building Improvement Plan

## VADNAIS HEIGHTS ELEM.

Information shared at the Feb. 23, 2015 White Bear Lake Area School Board Work-Study meeting.

Presented by Principal Sara Svir

## External Analysis

STUDENT DEMOGRAPHICS - OCTOBER 2014

Student Population	389
By Ethnicity:	
American Indian (3)	1%
Asian (96)	25%
Hispanic (14)	4%
Black (33)	9%
White (243)	63%
English Learner (57)	14.5%
Special Education (57)	15%
Free/Reduced Lunch (161)	41%
Title School Status	Yes



## State Accountability Rating

MMR Focus Rating 2014: 72% of 50 possible points for Focused Proficiency and Achievement Gap Reduction for 7 disaggregated student groups (American Indian, Black, Hispanic, Asian, EL, FRL and Special Ed).

MDE Multiple Measurement Rating 2014: 63% of 75 possible points for Proficiency, Growth and Achievement Gap Domains.

AYP 2014: 100% of targets met.

## Internal Analysis

### Strengths

- Points of Pride 1: We are proud of our overall student growth. Our school was designated a Celebration Eligible school as a result of our scores on the MCA's and we take pride in the high percentage of our student population who made growth on the NWEA Measures of Academic Progress in the math and reading. We will continue to work toward higher scores yet we celebrate the success we have earned.
- Points of Pride 2: V.H.E.S. has used P.E.A.C.E. (Patience, Effort, Assertion, Cooperation and Empathy) to drive our building climate and school wide behavior plan. We have monthly all school assemblies to teach and practice these concepts with our whole, school community through music, games, skits, books and hired presenters/performers focusing on these specific topics.
- Points of Pride 3: Vadnais Heights Elementary has built partnerships with our community that enhance our instruction and benefits our students academically as well as socially. These partnerships include the City of Vadnais Heights, Tamarack, YMCA, Vadnais Heights Lions and Lionesses Clubs, Christ the Servant Church, the White Bear Lake Center of the Arts, and the White Bear Education Foundation.
- Points of Pride 4: The VHES Technology Committee has been able to increase the number of tech devices to better meet the needs of our students as a result of focused, fundraising efforts. In addition, grade level goals have been created, for the VHES staff, to increase the use of technology during instruction to enhance and support student learning.

### Focus Areas

- Priority Area 1: Accelerate growth for all students not meeting reading, math or science grade level proficiency by providing academic interventions appropriate to student needs.
- Priority Area 2: Narrow the achievement gap for disaggregated groups of students by tracking data and monitoring the effectiveness of interventions for these students.
- Priority Area 3: Increase the percentage of overall growth scores in all grades with a focus on differentiation and guided reading.
- Priority Area 4: Train more teachers on effective literacy interventions to close the achievement gap.



# Objectives

## Academic Achievement in Math: We will meet 100% of state targets in MCA math

- Indicator [1]: We will improve MCA math proficiency from 64.3% proficient in 2014 to 70% proficient in 2015.

## Academic Achievement in Reading: We will meet 100% of state targets in MCA Reading.

- Indicator [1]: We will improve MCA reading from 61.7% proficient in 2014 to 70% in 2015.

## Academic Growth Math: 100% of students in grades 1-5 will meet growth targets as measured by MAP (1-5) and by local math assessment measures.

- Indicator [1]: 82% of our students will meet MAP growth targets fall to spring 2014-15
- Indicator [2]: K-2 Local Math Assessment Measures: 100% of students will show growth on local math assessment measurements from fall 2014 to spring 2015.

## Academic Growth Reading: 100% of students in grades 1-5 will meet growth targets as measured by MAP (1-5) and by local literacy assessment measures.

- Indicator [1]: 73% of our students will meet MAP reading targets fall to spring 2014-15
- Indicator [2]: K-2 Local Literacy Assessment Measures: 100% of students will show growth from fall 2014 to spring 2015.

## Academic Growth Gaps (reading and math): Growth gaps between disaggregated student groups in MAP reading and math will not be more than 5 percentage points.

- Indicator [1]: MAP Math Disaggregated by Student Group based on 2014 MAP Results: F/R to Non (79.% to 80.%), Sped to Non (74% to 81%)
- Indicator [2]: MAP Reading Disaggregated by Student Group based on 2012 MAP Results: F/R to Non (60% to 64%), Sped to Non (67% to 62%)

## Climate: Behavior and Student Engagement Data will show positive trends.

- Indicator [1]: Our school will host monthly all-school assemblies to teach students the components of PEACE: Patience, Effort Assertion, Cooperation and Empathy.

## Technology: Every teacher will integrate the use of technology tools aligned with district goals and strategic plans.

- Indicator [1]: All grade level teachers will implement the building technology goals that were written specifically for the grade level where they teach.
- Indicator [2]: All staff will be offered technology training, on a monthly basis, on programs that will enhance classroom instruction.

# Tactics

- I: Differentiate reading - Provide a system-wide structure for reading intervention at the universal classroom level along with regular grade level meetings to discuss progress and adjustments
- II: Provide system-wide math intervention on a daily basis. Our school will take advantage of additional staff through Title I, ADSIS and Learning Skills to reduce the teacher to student ratio and individualize max interventions and meet students at their individual learning level.
- III: Implement a school-wide positive behavior support system.
- IV: Implement grade level technology goals to increase the use of building technology.

# Building Improvement Plan WILLOW LANE ELEM.

Information shared at the Feb. 23,  
2015 White Bear Lake Area School  
Board Work-Study meeting.

Presented by Principal Chris Streiff

## External Analysis

STUDENT DEMOGRAPHICS - OCTOBER 2014

Student Population	402
By Ethnicity:	
American Indian (0)	0%
Asian (65)	16.2%
Hispanic (36)	9.0%
Black (86)	21.4%
White (214)	53.2%
English Learner (61)	15.2%
Special Education (40)	10.0%
Free/Reduced Lunch (230)	57.2%
Title School Status	Yes



## State Accountability Rating

MMR Focus Rating 2014: 70% of 50 possible points for Focused Proficiency and Achievement Gap Reduction for 7 disaggregated student groups (American Indian, Asian, Black, Hispanic, EL, FRL and Special Ed)

MDE Multiple Measurement Rating 2013: 58% of 75 possible points for Proficiency, Growth and Achievement Gap Reduction Domains. Earned Title I Celebration Eligible Status for 2014.

AYP 2014: Met AYP Targets in Reading and Attendance. Did not meet AYP targets in Math.

## Internal Analysis

### Strengths

- Points of Pride 1: Staff committed to data driven instruction driven by Response to Intervention and Professional Learning Communities.
- Points of Pride 2: New music facility and commitment to STEM and the arts.
- Points of Pride 3: Big Bear/Little Bear Program.
- Points of Pride 4: Reading Buddies Program.
- Points of Pride 5: IMAGINE! Youth Summits focusing on Integrity, Compassion, Perverserance, Respect, Responsibility and Service.
- Points of Pride 6: Racially Diverse Student Population creating a globally rich tapestry to our learning community.
- Points of Pride 7: Dedicated staff committed to meeting the needs of our diverse student population through a “whatever it takes” mentality.
- Points of Pride 8: Strong and supportive Parent Teacher Organization (PTO) focused providing support for all students and staff.

### Focus Areas

- Priority Area 1: Improve the culture and climate of the learning community through shared ownership with teachers and students in creating a climate conducive to student success academically and behaviorally.
- Priority Area 2: Improve the academic achievement of all students and closing the academic achievement gap among our students of color and our Free and Reduced Lunch Program (FRLP).
- Priority Area 3: Focus more on the arts - music programs and art classes.
- Priority Area 4: Draw students from our local boundaries back to Willow Lane by creating opportunities for our entire student population including our racially diverse and low socioeconomic student population. Many of the families within our boundary are choosing to attend other schools (Mahtomedi, St. Jude, Matoska, etc.).
- Priority Area 5: Focus on Science Technology Engineering and Math (STEM) integration into instructional lessons.
- Priority Area 6: Establish working partnerships with outside organizations to increase STEM opportunities within our school.

# Objectives

**Academic Achievement and Growth in Reading: 10% increase in those Meeting or Exceeding Proficiency AND Demonstrating High Growth as measured by the MN MCA III and NWEA in Spring 2015.**

- Indicator [1]: MCA III: 61% (51% in 2013-14) Proficient AND 32% (22% in 2013-14) Growth. NWEA MAP: 35% Growth (25% in (2013-14).

**Academic Achievement and Growth in Math: 10% Increase in students Meeting or Exceeding Proficiency AND Demonstrating High Growth as measured by the MN MCA III and NWEA in Spring 2015.**

- Indicator [1]: MCA III: 73% (63% in 2013-14) Proficient and 40% (30% in 2013-14) Growth; NWEA MAP: 41% (31% in 2013-14) Growth.

**STEM Initiative: 10% increase in students Meeting or Exceeding Proficiency AND Demonstrating High Growth as measured by the MN MCA III and NWEA in Spring 2015.**

**Climate: Improve the Culture and Climate by Improving Student Behaviors as measured by decreased referrals from Quarter 1 2014-15 to Quarter 4 2014-15 by 10%.**

- Indicator [1]: Decrease in Office Discipline Referrals (ODR) by 10% from Quarter 1-Quarter 4.

**Equity: Utilize an Equity lens in addressing developing Academic and Discipline Interventions.**

# Tactics

- I: Implementation of Professional Learning Communities to address the core questions of:  
1) What do we want students to know (standards); 2) How will we know if they know it? (assessment); 3) What will we do if they don't? (Interventions); and 4) What will we do if they do? (extensions)
- II: Create a safe and orderly learning environment where every student belongs through the implementation of Positive Behavior Interventions and Strategies (PBIS) and Response to Intervention (RtI).
- III: Increase parent and community involvement.
- IV: Staff will become STEM Literate focusing on what it takes to move to STEM focused instruction with lessons integrated to increase proficiency in Math, Science and Reading proficiency.

# Building Improvement Plan **CENTRAL MIDDLE SCHOOL**

Information shared at the Feb. 23,  
2015 White Bear Lake Area School  
Board Work-Study meeting.

Presented by  
Principal Dr. Noel Schmidt

## External Analysis

STUDENT DEMOGRAPHICS - OCTOBER 2014

Student Population	1007
By Ethnicity:	
American Indian (5)	0.5%
Asian (57)	5.7%
Hispanic (37)	3.7%
Black (28)	2.8%
White (880)	87.4%
English Learner (23)	2.3%
Special Education (107)	10.7%
Free/Reduced Lunch (222)	22%
Title School Status	No



## State Accountability Rating

Factor: MDE Focus Rating 2014: 79% of 50 possible points for Focused Proficiency and Achievement Gap Reduction for seven disaggregated student groups (American Indian, Asian, Black, Hispanic, FRL, EL, and Special Ed).

Factor: MDE Multiple Measurement Rating 2014: 70% of 75 possible points in Proficiency, Growth and Achievement Gap Reduction Domains.

Factor: AYP 2014: Met 100% of AYP targets.

## Internal Analysis

### Strengths

- Points of Pride 1: Central students improved their math proficiency on the MCA tests from 63.14 to 66.4 to 68.3%. [last three years]
- Points of Pride 2: Taking the new state reading test, Central students improved in proficiency from 69.7 to 71.7% proficiency. [last two years]
- Points of Pride 3: Central made AYP in all areas.
- Points of Pride 4: On the MAP test, in reading, sixth graders achieved 159.0% of projected growth, seventh graders achieved 156.3 percent of projected growth, and eighth graders achieved 150.0% of projected growth.
- Points of Pride 5: On the MAP test, in math, sixth graders made 128.3% of projected growth, seventh graders made 124.0% of expected growth, and eighth graders made 110.0% of projected growth.
- Points of pride 6: Central students improved their science proficiency on the MCA test from 50.5% to 57.2 to 64.6%. [last three years]

### Focus Areas

- Priority Area 1: Accelerate growth for all students not meeting reading, math or science grade level proficiency by providing academic interventions appropriate to student needs
- Priority Area 2: Improve climate for students with a focus on bullying.
- Priority Area 3: Increase access to and understanding of local academic and learning data and create a more viable formative assessment framework. Understand what the data tells us and how it can help answer the question why. Focus on MCA Strand data to adjust curriculum, pacing and instructional focus
- Priority Area 4: Increase math proficiency and growth levels for special education students and black students and EL students.
- Priority Area 5: Increase reading proficiency and growth levels for EL students and special education students and in reading.



# Objectives

## Academic Achievement in Math: We will meet 70% of state targets in MCA math

- Indicator [1]: We will improve MCA math proficiency from 68% meeting or exceeding proficiency in 2014 to 70% in 2015.
- Indicator [2]: Academic Achievement Gap Math: We will reduce the achievement gap in math between white students and black students to 20 percentage points by 2015.

## Academic Achievement in Reading: We will meet 73% of state targets in MCA Reading.

- Indicator [1]: We will improve MCA reading proficiency from 69.7% in 2013 to 73% in 2015.
- Indicator [2]: Academic Achievement Gap Reading: According to 2012-2013 data, our current achievement gap for EL students is 30 percentage points and in special education the gap is 24.42. We will reduce the gap to 20 percentage points by 2015.

## Academic Growth Math: 65% of students will hit their MAP growth target.

- Indicator [1]: MAP Math: 65% of our kids will hit their growth targets in math.
- Indicator [2]: MCA Growth Math: 75% of our students will show medium to high growth according to the MCA math growth report in 2015.

## Academic Growth Reading: 68% of our students will hit their MAP growth target.

- Indicator [1]: MAP Reading: 68% of our kids will achieve their growth targets.
- Indicator [2]: MCA Growth Reading: 80% of our students will show medium to high growth in reading according to the MCA growth report in 2015.

## Academic Growth Gaps (reading and math): Growth gaps between disaggregated student groups in MAP reading and math will not be more than 15 percentage points.

- Indicator [1]: MAP Math Disaggregated by Student Group based on 2014 MAP Results: F/R to Non (79.% to 80.%), Sped to Non (74% to 81%)
- Indicator [2]: MAP Reading Disaggregated by Student Group based on 2012 MAP Results: F/R to Non (60% to 64%), Sped to Non (67% to 62%)

## Climate: Behavior and Student Engagement Data will show positive trends.

- Indicator [1]: 100% of our homebase teachers will use the Second Step curriculum.

## Equity: Equity Audit Reports will be annually updated and show positive and equitable trending.

- Indicator [1]: We will increase enrollment in enriched classes for students of color by 5% for 2014-2015 and FRL by 5%.

## Technology: Every teacher will integrate the use of technology tools aligned with district goals and strategic plans.

- Indicator [1]: Schoology: All parents will be trained and receive information about schoology. Professional development activities will include teacher training for schoology.
- Indicator [2]: Google Apps: All IB units will be done in Google Apps.
- Indicator [3]: All system resources will go to eighth grade teachers who will be trained on Chromebooks and Google Apps. All remaining system resources will go to seventh grade and sixth grade teachers who will receive training on Chromebooks and Google Apps.

# Tactics

- I: Continue implementing Middle Years IB Program in 2014-15. Specific Result 1: Teachers will add one IB unit by the conclusion of the school year. Specific Result 2: Teachers will update their rubrics to match the new IB format (1-8). Teachers are implementing at least 4-8 IB assessments per their subject criteria.
- II: Use formative assessments data to guide and adjust instruction
- III: Promote and increase behavior related programs to address student needs in the area of bullying. Teachers will implement the Second Step Curriculum during homebase, which has an anti-bullying component.
- IV: Utilize AVID's model to build capacity and to support students of color, FRL, special education, and at-risk students in enriched classes. Specific Result 1: Plan for AVID in the seventh grade in 2015-2016. Specific Result 2: Focus on Costa's Learning Taxonomy [AVID] as a primary driver in teacher implementation of higher order learning/thinking skills and activities and assessments.
- V: Climate: create a college readiness plan and environment
- VI: We recommend that students, including those who are eligible for special education services, receive math instruction from a certified math teacher, who believes that all students can be successful and reach the standards.
- VII: Eighth Grade Science Teachers should incorporate more 6-8 review of the curriculum before students take the MCA test in the eighth grade.
- VIII: Revisit format of 2015 summer school.
- IX: Continue implementing RTI in all grade levels. Consider possible expansion of principles and methods to special education. Specific Result 1: Add the behavioral component to RTI.

# Building Improvement Plan **SUNRISE PARK MIDDLE SCHOOL**

Information shared at the Feb. 23,  
2015 White Bear Lake Area School  
Board Work-Study meeting.

Presented by  
Principal Dr. Robert McDowell

## External Analysis

STUDENT DEMOGRAPHICS - OCTOBER 2014

Student Population	796
By Ethnicity:	
American Indian (4)	0.5%
Asian (89)	11.2%
Hispanic (50)	6.3%
Black (77)	9.7%
White (576)	72.4%
English Learner (25)	3%
Special Education (121)	15%
Free/Reduced Lunch (326)	41%
Title School Status	No



## State Accountability Rating

MDE Focus Rating 2014: 79% of 50 possible points for Focused Proficiency and Achievement Gap Reduction for seven disaggregated student groups (American Indian, Asian, Black, Hispanic, FRL, EL, and Special Ed).

MDE Multiple Measurement Rating 2014: 71% of 75 possible points in Proficiency, Growth and Achievement Gap Reduction Domains.

AYP 2013: Met 100% of Targets.

## Internal Analysis

### Strengths

- Points of Pride 1: Scored above average growth in all target areas on AYP accountability.
- Points of Pride 2: Scored YES in all target areas on MMR report.
- Points of Pride 3: Decreased number of referrals in the discipline system.
- Points of Pride 4: Increased the number of intervention classes offered to students.
- Points of Pride 5: Maintained the number of students participating in activities.

### Focus Areas

- Priority Area 3: Ensure growth in reading, math, and science for all students.
- Priority Area 1: Address the achievement gaps in both reading and math for all sub-groups.
- Priority Area 2: Continue to increase positive climate for students while focusing on bullying prevention.
- Priority Area 4: Apply an equity lens to everything we do.

# Objectives

## Academic Achievement in Math: On the 2015 MCA assessments, we will meet 100% of state targets in math.

- Indicator [1]: We will improve math proficiency in from 65.4% to 67.3%.
- Indicator [2]: We will reduce the achievement gap from 16 points to 14 points between Black/Hispanic students and White students.

## Academic Achievement in Reading: On the 2015 MCA assessments, we will meet 100% of state targets in reading.

- Indicator [1]: We will improve our overall MCA Reading proficiency from 61.6% to 63.4%.
- Indicator [2]: We will reduce the achievement gap from 16 to 14 points between Black students and White students.

## Academic Growth Math: During the 2014-15 school year, we will reduce the percentage of students not making growth on MAP Math.

- Indicator [1]: We will increase the overall target percentage from 64.9% to 66.8%
- Indicator [2]: MCA Growth Data: We will increase the percentage of students demonstrating growth from 59.4% to 61.1%.

## Academic Growth Reading: During the 2014-15 school year, we will reduce the percentage of students not making growth on MAP Reading.

- Indicator [1]: MAP Reading - We will increase meeting our overall target percentage.
- Indicator [2]: MCA Reading - We will increase the target percentage from 58.6% to 60.3%.

## Academic Growth Gaps (reading and math): Reduce our growth gaps between disaggregated student groups.

- Indicator [1]: MAP Reading Disaggregated by Student Group : Reduce our growth gaps specific to Black students to 14% or less.
- Indicator [2]: MCA Math Disaggregated by Student Group: Reduce our growth gaps specifically Black to 14% or less, and Hispanic to 14% or less.

## Climate: During the 2014-15 school year, increase the level of positive student climate in the building.

- Indicator [1]: We will reduce the number of referrals to the office by 10%.
- Indicator [2]: We will increase the amount of students engaged in after school activities by 2%.

## Equity: 2013-14 Equity Audit Reports will show positive and equitable trending using 2010-2011 as a baseline.

- Indicator [1]: Enriched Classes: Students enrolled in enriched courses will reflect the overall demographics of the school.
- Indicator [2]: Regular Ed Intervention Classes: Students enrolled in regular ed intervention courses will reflect the overall demographic of the school.

## Technology: 100% of teachers will use technology tools aligned with district goals and strategic plans.

- Indicator [1]: Schoology : 100% of teachers will use Schoology as directed by school district expectations.
- Indicator [2]: 100% of teachers will utilize Chromebook technology as part of their instruction with students.
- Indicator [3]: 100% of teachers will adjust instruction based on classroom data.

## College and Career Readiness: We will produce college ready students as evidenced by EXPLORE results.

- Indicator [1]: EXPLORE Reading - Increase from 15.7 to 16.0
- Indicator [2]: EXPLORE Math - Increase from 17.5 to 18.0
- Indicator [3]: EXPLORE English - Increase from 15.3 to 16.0
- Indicator [4]: EXPLORE Science - Increase from 17.7 to 18.0

# Tactics

- I: As a building, use a responsive framework to accurately provide timely interventions with regard to learning, behavior, and climate. Specific Result 1: Teachers will use data to identify struggling students, plan, implement and document Tier I interventions. Specific Result 2: Student Assistance Team and RtI Team will develop and implement a building-wide system for monitoring successful and unsuccessful interventions.
- II: Use assessment data to guide and adjust instruction. Specific Result 1: Teachers will revise and implement common end-of-course assessments aligned with standards. Specific Result 2: Teachers of the same grade level curricular area will utilize common unit assessments with reliability. Specific Result 3: All teachers will utilize ongoing formative assessments to determine appropriate instructional change.
- III: Promote and increase communication and collaboration between all stakeholders. Specific Result 1: Grade level teams will utilize Google docs to maintain a record of meetings including learning and behavioral interventions, student data, and operational items. Specific Result 2: All teachers will maintain and update regularly, a Schoology site. Specific Result 3: All teachers will maintain and update Skyward on a weekly basis, to include entering grades, posting upcoming assignments, major projects, and assessments with due dates.
- IV: As a building, identify and support under-represented students to self-select into enriched courses for seventh and eighth grade.
- V: Develop and implement standards based curriculum designed to improve student learning, climate, and culture through the IB framework.

# Building Improvement Plan WBLAHS - NORTH CAMPUS

Information shared at the Feb. 23, 2015  
White Bear Lake Area School Board  
Work-Study meeting.

Presented by Principal Donald Bosch

## External Analysis

STUDENT DEMOGRAPHICS - OCTOBER 2014

Student Population	1124
By Ethnicity:	
American Indian (12)	1%
Asian (71)	6%
Hispanic (52)	5%
Black (66)	6%
White (923)	82%
English Learner (25)	2%
Special Education (117)	10%
Free/Reduced Lunch (280)	25%
Title School Status	No



## State Accountability Rating

Factor: Focus School Rating 2014: 78% of 50 possible points for Focused Proficiency and Achievement Gap Reduction for 7 disaggregated student groups (American Indian, Asian, Black, Hispanic, FRL, EL and Special Ed).

MDE Multiple Measurement Rating 2014: 68% of 75 possible points in Proficiency, Growth and Achievement Gap Domains.

AYP 2014: Made 100% of Targets.

## Internal Analysis

### Strengths

- 100% of AVID students proficient on GRAD writing.
- AVID students scored significantly higher on percent EXPLORE/PLAN/ACT college ready than peers.
- PLAN results show growth in composite score, mathematics and reading.
- Staff showed commitment in assessment for learning through professional development.
- Growth in parent and community involvement.
- Implements Rachel's challenge and "For Rachel's Club".
- Implemented Promise Fellow program through Americorp.
- Year 3 of the new counseling format and curriculum.

### Focus Areas

- Increase 10th grade reading proficiency on MCA-III reading exam.
- Increase the number of students having awareness of post-secondary plans.
- Narrow the achievement gap for disaggregated groups of students.
- Increase the number of reading interventions for students below grade level reading.



# Objectives

**Work with certified staff in developing reading strategies across all content areas so as to increase overall student proficiency with the MCA-III reading exam administered in the spring of 2015 from 62% to 72%.**

- Indicator [1]: Through year long staff professional development focus on reading strategies that staff can implement with their students.
- Indicator [2]: Provide p.d. training to staff within all departments by attending “9 ways for strategic teachers to support struggling readers in content classrooms”.
- Indicator [3]: Provide advisory staff with reading strategies to prepare for MCA-II reading exam.
- Indicator [4]: Use Explore and Plan data to drive classroom instruction and professional development with regards to post-secondary benchmarks.

**Postsecondary Readiness: Every student will have a graduation plan and an integrated support system to graduate on time.**

- Indicator [1]: Counseling Staff will meet with 100% of 9th grade students to review the ILPs and meet in small group seminars with 100% of sophomores.

**Climate: Implement anti-bullying curriculum to support positive peer to peer interventions.**

- Indicator [1]: All students will participate in Rachel’s challenge presentation.
- Indicator [2]: Create a “for Rachel’s club” for students to promote kindness and anti-buyling initiatives through the school year.

**Consistently enforce the CLASS evaluation procedures for all probationary and T3 licensed staff.**

- Indicator [1]: Become certified in the CLASS evaluation system.
- Indicator [2]: Review TalentEd procedures and protocols
- Indicator [3]: Provide staff inservice on the use of TalentEd, SMART Goals, and the CLASS system.
- Indicator [4]: Set up Data and SMART goal meetings with staff.
- Indicator [5]: Submit all evaluations into TalentEd for HR and Asst. Supt. review.

**Implement a variety of initiatives that honor the work certified staff do for students.**

- Indicator [1]: At monthly staff meetings, honor staff at the end of meetings who have been nominated by their peers.

# Tactics

- I: Utilize a more structured system for all teachers to be data literate in achievement and growth data and implement a schoolwide system of RtI (Intro classes, Tripod classes, Promise Fellow) to support data results and student needs.
- II: Increase achievement and participation in post-secondary indicators by improving and refining our present system for post-secondary planning and preparation.
- III: Work with students in advisory and “for Rachel’s club” to provide bullying intervention strategies.
- IV: Provide professional development training for staff in the area CLASS and TalentEd.

# Building Improvement Plan WBLAHS - SOUTH CAMPUS

Information shared at the Feb. 23,  
2015 White Bear Lake Area School  
Board Work-Study meeting.

Presented by Principal Tim Wald

## External Analysis

STUDENT DEMOGRAPHICS - OCTOBER 2014

Student Population	1128
By Ethnicity:	
American Indian (6)	0.5%
Asian (75)	7%
Hispanic (52)	5%
Black (54)	5%
White (941)	83%
English Learner (17)	2%
Special Education (100)	9%
Free/Reduced Lunch (234)	21%
Title School Status	No



## State Accountability Rating

Factor: MMR Focus Rating 2014: 100% of 50 possible points for Focused Proficiency and Achievement Gap Reduction for 7 disaggregated student groups (American Indian, Asian, Black, Hispanic, FRL, EL and Special Ed).

Factor: MDE Multiple Measurement Rating 2013: 99% of 100 possible points for Proficiency, Growth, Achievement Gap Reduction and Graduation Rate Domains.

Factor: AYP 2013: Made 100% of Targets.

## Internal Analysis

### Strengths

- South Campus students have completed over 10,000 service hours through school sponsored opportunities. These efforts align with our Community Core Value of service.
- We have seen annual improvement in MCA Math scores 4 of the past 5 years with proficiency scores improving from 56.1% proficiency to 71.1%.
- 307 of 534 members of the senior class (54%) are enrolled in at least one college level course.
- Enrollment in Advanced Placement courses has shown steady growth, having risen from 730 in 2012 to 781 in 2014, a 6.5% increase over two years despite a 4% decrease in enrollment.
- South Campus hosted international students from France and Germany during the past year.
- White Bear Lake students advanced to the state level in team and individual athletic competition, fine arts, and co-curricular activities.
- White Bear Lake Area High School South Campus was earned the second highest MMR score in the state in 2014. The MMR is the Multiple Measurement Rating used by the state to determine a school's success in improving student learning and closing the achievement gap.

### Focus Areas

- Priority Area 1: Accelerate growth for all students not meeting reading, math or science grade level proficiency by providing academic interventions appropriate to student needs
- Priority Area 2: While we have made outstanding progress narrowing the achievement gap, until all students are achieving at a high level will not be satisfied.
- Priority Area 3: In the area of climate, create more opportunities for all students to be engaged in school activities and identify the barriers to involvement by tracking participation in clubs and activities by ethnicity and gender.
- Priority Area 4: For postsecondary readiness, increase the percentage of students earning scores of 3 or higher on AP Exams.
- Priority Area 5: In the area of equity, create better ways to track and monitor attendance and discipline data by disaggregated groups in order to best identify building improvement needs to narrow any achievement and growth gaps that exist.

# Objectives

## Academic Achievement in Math: We will meet 100% of state targets in MCA math.

- Indicator [1]: MCA III Math: The number of 11th grade students who score below proficiency will decrease by 10%.

## Graduation Rate: We will meet state targets for graduation rate for all groups of students.

- Indicator [1]: Graduation Rate for all groups: baseline all: 96.8% sped: 78.57% FRL: 95.20% Asian: 97.96% White: 96.69%.

## Academic Growth Math

- Indicator [1]: Based on 2013/14 PLAN data, and past performance, we predict 57% of our Juniors will meet college readiness standards in math on the 2015 ACT. Our goal will be to exceed this prediction by 3%, resulting in 60% on the ACT college readiness standards in math.
- Indicator [2]: In 2011-12, our matched cohort of students who took the MCA Math test in 8th grade demonstrated proficiency of 72.7% on MCA III Math. Proficiency levels will increase by 3% to 75.7% on the 2015 MCA III 11th grade Math test.

## GRAD Assessment Requirements: 100% of 12th graders will meet state GRAD requirements in Math and Reading as outlined in statute.

- Indicator [1]: There are multiple ways students can meet the state requirements for graduation: MCA III proficiency, GRAD math and reading tests, or post-secondary entrance exams. All students will qualify by meeting one or more of these options.

## Academic Achievement Gaps: Achievement gaps between disaggregated student groups in MCA math will be cut in half in 5 years. We have divided the 5 year goals by 5 in order to set yearly reduction goals as listed in Indicator [1].

- Indicator [1]: Academic Achievement Gap in MCA II Math: Current gap (2013) FRL 31.2 % Sped 48.8% Black 18.2, Asian 13.2, LEP 43. Our goal is to close the gap with a five year annual reduction of: FRL 3.12, Sped 4.88, Black 1.82, Asian 1.32, LEP 4.3.

## Postsecondary Readiness: Every student will have a graduation plan and an integrated support system to graduate on time.

- Indicator [1]: 100% of students will have an Individual Learning Plan (ILP) in Naviance.
- Indicator [2]: Counseling Staff will meet with 100% of 11th grade students to review the ILP's and review and update post-secondary plan.
- Indicator [3]: 100% of South Campus students will participate in 18 post-secondary planning sessions addressing post-secondary readiness and opportunities.
- Indicator [4]: All 12th grade students will participate in Senior Seminars to by Oct 15. The purpose of the Senior Seminar is to review post-secondary planning and to identify students who need more support.

## Climate: Student participation in activities and clubs will increase by 3% in 2014/15. We will have a clear anti-bullying message delivered to all students.

- Indicator [1]: All 11th grade students will participate in curriculum related to impact of bullying in advisory meetings.
- Indicator [2]: The activities office will gather baseline disaggregated data regarding student participation in activities.
- Indicator [3]: A student organization, Big Ideas, will deliver anti-bullying messages throughout the school year.

## Equity: We will continue to demonstrate narrowing of the achievement gap and in all subgroups.

- Indicator [1]: In 2013 the % of students from disaggregated groups in honors and advanced classes increased from 9% to 12.9% for non-White students and from 7.5% to 12.6% for students who qualify for F/R lunch. 53% of white students and 39% of non-white students are enrolled in honors courses, reflecting a gap of 14%. For 2014 we will reduce the gap by 10%. In FRL, the percentage of non-FRL students who take honors courses is 56%. The percentage of FRL students who take honors courses is 32%, reflecting a 24% gap. The goal for 2014 is to close this gap by 10%.
- Indicator [2]: Gather specific data related to participation in students activities by ethnicity, gender, and grade level.

## Technology: Every teacher will integrate the use of technology tools aligned with district goals and strategic plans.

- Indicator [1]: By January 2015 100% of teachers will: 1) Post homework assignments, projects and events to the calendar as assigned. 2) Maintain folders for all units with important worksheets, handouts, powerpoints, resources, links, syllabus etc. with recommendation that they post a regular update to each active course. (2-5 times per week)
- Indicator [2]: By May 2014 100% of regular education teachers will Pick at least two of the following: 1) Collect at least one digital assignments per quarter. (Schoolology Assignment, Google Document, Video, Google Form, Article Response...) 2) Integrate online discussions into your Schoolology course at least once per quarter. 3) Integrate Schoolology Tests/Quizzes into at least one unit per quarter.

## Communication: We will provide multiple platforms for communication with parents: Skyward Family Access, Daily Bulletin, Newsletters, Message Center, and School Messenger (voice drops)..

- Indicator [1]: Distribute an email daily bulletin with updated information regarding opportunities and events for students and families.
- Indicator [2]: Promote a blog by our counseling department with critical post secondary planning information.
- Indicator [3]: Maintain accurate Family Access information updated at least weekly by classroom teachers.
- Indicator [4]: We will investigate a strategy to send home weekly attendance and academic progress reports to parents.

# Tactics

- I: Implement a supportive cohort for students who have been predicted to test in the "partially meets" category on the MCA-II mathematics test. These students will be enrolled in MCA/GRAD Math as a Semester 1 class. All of these students will also be enrolled in one of two selected sections of Algebra 2. The MCA/GRAD and Algebra 2 teachers will collaborate to ensure that these students review and master prerequisite information that is necessary for meeting the standards on the MCA-II and succeeding in Algebra 2.
- II: Increase achievement and participation in post-secondary indicators by improving and refining our present system for post-secondary planning and preparation
- III: Mathematics teachers will increase their effectiveness at preparing students for the MCA-III by studying the test specifications and analyzing data regarding students in their classes.
- IV: Equity 1: Record data of participation of all students in all activities by ethnicity, gender, and grade level. The Activities Director will communicate to all advisers and coaches that they must report participation to the Student Services Secretary.
- V: Equity 2: To increase enrollment in Honors, AP, and CIS courses by minority students, each 11th grade student's counselor will meet with them one on one to review course selection, and encourage students to stretch to take appropriately challenging courses.
- VI: Teachers will receive lists via Viewpoint of students in their classes who are classified as free or reduced lunch. MCA/GRAD class to prepare students for MCA III. Math Tutor is available to support students. Graphing Calculators are available for checkout in media. Juniors in Alg 2, Intro to Alg 2 and Geometry will take the winter NWEA/MAP test. Students whose scores indicate they are not on track to pass the MCA-III will be invited to work with teachers after school or with the math tutor in order to get better prepared. Math teachers will disaggregate and analyze previous test scores for the current juniors.



# Building Improvement Plan

## AREA LEARNING CENTER

Information shared at the Feb. 23, 2015 White Bear Lake Area School Board Work-Study meeting.

Presented by  
Principal Gretchen Harriman

## External Analysis

STUDENT DEMOGRAPHICS - OCTOBER 2014

Student Population	119
By Ethnicity:	
American Indian (2)	2%
Asian (5)	4%
Hispanic (9)	8%
Black (10)	8%
White (93)	78%
English Learner (2)	2%
Special Education (20)	17%
Free/Reduced Lunch (60)	50%
Title School Status	No



## State Accountability Rating

Factor: MMR Focus Rating - NA

Factor: MDE Multiple Measurement Rating 2014:  
51% of 75 possible points in Proficiency, Growth and Graduation Rate Domains.

Factor: AYP 2014: Students at ALC reached targets in Reading and Graduation Rate but did not meet targets in Mathematics.

## Internal Analysis

### Strengths

- Point of Pride 1: Organized and hosted multi-district career day, connecting students with colleges and community businesses
- Point of Pride 2: Insight Recovery Program is in its 12th year and is one of only 35 such schools in the country and the only one in the East Metro area
- Point of Pride 3: Insight Recovery Program is participating in a 5 year research study by Vanderbilt University, University of Minnesota and University of Wisconsin
- Point of Pride 4: Health and Phy Ed participating in New Leaf Technology Grant
- Point of Pride 5: For two consecutive years, students served over 1,000 hours of Service Learning
- Point of Pride 6: 97 students graduated during the 2012-13 School Year
- Point of Pride 7: Hosted three parent open houses with seminars connecting families to a variety of educational resources.

### Focus Points

- Priority Area 1: Increasing MCA math score.
- Priority Area 2: Improve student climate survey results.

# Objectives

**Math Proficiency Goal:** The percentage of 11th grade students proficient in math, according to the MCA (15-20% range) will equal or exceed their 8th grade proficiency rate.

- Indicator [1]: Students with 75% attendance or higher in their quarter-long math class will earn at least 1/4 credit in the class.
- Indicator [2]: 100% of students will complete three credits of math by the end of their junior year.

**College and Career Readiness Goal:** The percentage of 11th grade students indicated to be college ready will equal or exceed the proficiency rate of students who demonstrated proficiency on the PLAN test.

- Indicator [1]: English - 48%
- Indicator [2]: Math > 0%
- Indicator [3]: Reading / Language: 15%
- Indicator [4]: Science: 16%

**Academic Growth Gaps (reading and math):** Growth gaps between disaggregated student groups in MCA reading and math will not be more than 5 percentage points.

**Climate:** The following three areas will show a 5% improvement on the Student Climate Survey.

- Indicator [1]: Teachers, staff and other adults at my school care about me (insert baseline data).
- Indicator [2]: I feel safe at school.
- Indicator [3]: My friends at school care about me.

**Equity:** We will work to insure equitable practices as reflected through indicators of student success and involvement.

- Indicator [1]: Student Leadership Group will mirror the demographics of our population.
- Indicator [2]: Credits earned within our school will proportionately reflect the demographics of our population.
- Indicator [3]: Student referrals will proportionately reflect the demographics of our population.

**Technology:** Every teacher will integrate the following two technology tools as aligned with district technology goals.

- Indicator [1]: 100% of students will have access to Schoology.
- Indicator [2]: 50% of teachers will have an active continuing presence on Schoology.
- Indicator [3]: 100% of students will be able to sign into their Google Apps account.

# Tactics

- I: Strategy 1: Implement leveled math classes for differentiation.
- II: Strategy 2: Holding all students to the expectation of completing higher levels of math, as opposed to skills-based classes.
- III: ACT Preparation curriculum in at least one class per day. Includes AVID strategies in Literature and Life Science and ACT test preparation strategies.
- IV: ALC student data dashboard will be shared with staff and monitored for equitable outcomes.

# Building Improvement Plan **TRANSITION EDUCATION CENTER**

Information shared at the Feb. 23,  
2015 White Bear Lake Area School  
Board Work-Study meeting.

Presented by Sara Derby



## Transition Plus

- Transition Plus is a program for young adults (ages 18–21) with special needs who have typically completed their senior year of high school. IEP teams determine the students that are appropriate for Transition Plus services, where they receive assistance and support while pursuing transition goals and objectives.
- Students receive education in three transition areas – Post-Secondary Education or Training, Employment, and Independent Living.
- Course offerings include Employment Skills, Cooking and Nutrition, The Great Outdoors, Independent Living, Social Skills, Reading for Information, Service Learning, Post-Secondary Preparation, Academics and Team Building, Community Based Instruction.
- Transition Plus partners with the community to provide both paid and unpaid work experiences for students. Experiences include work within White Bear Lake Area Schools, Presbyterian Homes, Dunn Bros, Festival Foods, Walgreens, Hugo Elementary “Food to Hogs”, the Allen Company, Maplewood Toyota, and Anytime Fitness.
- Transition Plus currently serves 25 students.

## Transition and Post-Secondary Preparation Program (TAPP)

- TAPP is available to a limited number of students in order to provide a supportive atmosphere focused on individual graduation plans. TAPP students have a current IEP and are between 18 and 21 years old. TAPP offers individualized learning opportunities and community-based instruction focusing on independent living skills, money management, housing / shopping / cooking, visiting and applying for college, and employment skills. Students may receive school credit for jobs outside of school while they are supported by a work coordinator.
- TAPP students are supported by a special education teacher, social worker, work coordinator, chemical health provider, and paraprofessional.
- Additional opportunities for TAPP students include Adopt a Park, WBL Food Shelf / Backpack program, Second Harvest Heartland, Chemical Health Support, Hugo Elementary “Food to Hogs”, and jobs within White Bear Lake Area Schools.
- TAPP currently serves four students but has the capacity to serve up to eight.

## Accountability with Academics and Restorative Education (AWARE)

- AWARE is an alternative to dismissal program for students in grades 6–12. AWARE provides students with a structured setting to stay current with school work, process their decisions, and learn alternative strategies for solving issues and problems. Students are typically referred to AWARE by their school administrator for a period of three to ten days, with some students referred for a longer period depending on the offense and needs of the student.
- A typical day at AWARE includes academic work, physical activity, small group and individual work with a social worker concerning student offenses, and restorative education activities that give students the opportunity to see how behavior impacted others and explore ways to restore relationships.
- AWARE is staffed with a teacher and social worker, paraprofessional, and chemical health coordinator.
- AWARE serves up to ten students per day.

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

**MEETING DATE:** February 23, 2015

**SUGGESTED DISPOSITION:** Discussion Item

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

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**BACKGROUND:**

An update on the Secondary Program and Facilities Task Force will be provided to the School Board at the February 23, 2015 work-study meeting. The tentative outline of the presentation is as follows:

1. Update on Secondary Program and Facilities Task Force, Phase I
  - Progress to date
  - Priorities by site
2. Overview of 2013 White Bear Lake Area Athletic Facilities Needs Assessment
  - Artificial turf field
  - Future planning for priorities identified in needs assessment

Additionally, please find for review the attached document titled *White Bear Lake Area High School—South Campus Artificial Turf Field Q&A*.

WAK  
Attachment

**WHITE BEAR LAKE AREA SCHOOLS**  
**White Bear Lake Area High School—South Campus**  
**Artificial Turf Field Q&A**

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The installation of an artificial turf field on White Bear Field at White Bear Lake Area High School—South Campus is currently under consideration. This document is intended to provide background information related to this potential project.

***Why is an artificial turf field being considered?***

A turf field would provide White Bear Lake student athletes and participants in community-based athletic associations 1) increased access to high quality athletic fields, 2) increased availability of usable outdoor space for physical education classes, 3) greater flexibility in scheduling of activities, and 4) facilities that are more equitable compared to other Suburban East Conference schools.

***Has an artificial turf field been considered in the past?***

In 2009 and again in 2012, the District explored the possibility of installing an artificial turf field at White Bear Lake Area High School—South Campus. Since 2009, various other projects have been completed which reflect the strategic priorities of the School District during this time period. For example, projects at several of the District's elementary schools provided secure entrances, additional classroom spaces and gymnasiums. Improvements have been made to the District's performing arts spaces at both South Campus and North Campus, and significant upgrades have been made to numerous heating, ventilation and air conditioning (HVAC) systems throughout the District. Projects such as these were identified in the District's strategic plan and have resulted in significant improvements that will benefit students for generations to come.

***How does this project fit with the District's strategic plan?***

As previously indicated, the concept of an artificial turf field has been discussed for several years and has been specifically included in the School Board/Superintendent Goals for 2014-2015:

*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.*

*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. White Bear Lake 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 significant increase in usability would result from this upgrade.*

***What involvement has the broader community had in consideration of this project?***

White Bear Lake Area Schools, in partnership with area cities, townships, and other partners, provides athletic facilities for school, athletic group, and general public use. In 2012-2013, the School District and its partners worked with Hoisington Koegler Group (HKGi) to prepare an inventory and needs analysis of public athletic facilities and senior citizen recreation facilities. The needs assessment process was guided by a steering committee consisting of representatives from the School District, area municipalities, and athletic associations. In May of 2013, the White Bear Lake Area Athletic Facilities Needs Assessment was received and reviewed by the School Board.

The executive summary from the Needs Assessment detailed that one of the primary purposes of the analysis was to determine the adequacy of athletic facilities within School District boundaries to meet current and anticipated future needs. The study identified key facility needs and included recommendations for action to address the identified priorities. Based on extensive research, evaluation and stakeholder input, the group identified multi-use turf fields as a key facilities need in the community.

***How do White Bear Lake's current outdoor stadium facilities compare with other area schools and other conference schools?***

As White Bear Lake looks to remain competitive within the Suburban East Conference and the newly formed East Metro Football District, facilities are an important consideration. Of the 9 conference schools, the following have at least one artificial turf field available for student use: Cretin-Derham Hall, East Ridge, Mounds View, Park, Roseville, and Woodbury. In addition, neighboring high schools such as Mahtomedi, North St. Paul, Tartan, Irondale, and Centennial have all installed an artificial surface on their stadium field. Adding an artificial turf field would result in more equitable facilities for White Bear Lake students compared to other conference, district, and neighboring schools.

***How has increased demand for the existing field at South Campus impacted the current field?***

The demand for athletic fields continues to increase. The most tangible and obvious evidence of this increase in demand occurred with the addition of boys and girls lacrosse in 2008. Wear and tear on the existing grass field increased significantly, and without the spring season to allow the grass field to recover from intensive fall activities, it has become a challenge to keep the field in top form to ensure that student athletes have a safe playing surface upon which to compete.

***How much is the current field used, and how would the usage be impacted by the installation of an artificial turf field?***

Usage during the 2013-2014 school year on the existing grass field was as follows: In the fall of 2013, the field was used 5 times for varsity football games, 8 times for boys varsity soccer games and 9 times for girls varsity soccer games. During the spring of 2014, the existing field was used a total of 6 times for boys varsity lacrosse games and 6 times for girls varsity lacrosse games. Physical education classes do not currently use the field.



An artificial turf field would quickly become the District's largest and most often used classroom. Games, practices, and physical education classes would be held on the field without concern of overuse and without concern for damage that occurs to a grass field during inclement weather. Potential use of the artificial turf field would be limited only by the number of hours in a day. Competitions, practices, and physical education classes using the field would number in the hundreds each year. The field would also be used extensively in the summer months for School District and community-based recreation programs.

***Would the field only be accessible to White Bear Lake high school students?***

An artificial turf field at South Campus would be a community asset and would benefit students of all ages. While it would provide significant opportunities for the students and teams of White Bear Lake Area Schools, it would also provide opportunities for the various community-based athletic associations that would have access to the facility when it is not being used by the District.

***How long does an artificial turf field typically last?***

Artificial turf fields consist of a base layer and the visible surface. The base layer lasts for approximately 30 years. The visible portion of a turf field is estimated to last for 10-15 years before replacement.

***How much would an artificial turf field cost? How would the District pay for this project?***

The estimated cost of an artificial turf field at South Campus is \$1.3 million; the District intends to use existing reserves to cover the project cost. This project has been built into the District's budget and will not result in a tax increase.

***Is it less expensive to maintain an artificial turf field compared to the existing field?***

The District's grounds department estimates an annual cost of \$16,000 to maintain the existing grass field at South Campus. This amount includes the cost of labor, water for irrigation, and paint. These costs would be largely eliminated other than some labor for maintaining the artificial turf field, estimated to be approximately \$2,500 per year. Additional revenue would be realized with the increased demand for field usage. The District would intend to follow existing facilities use policies and procedures; the field would be appropriately viewed as a community asset.

***When would the project begin and end?***

If approved by the School Board in March, the project would begin in the spring of 2015 and would be completed by mid-August 2015.

***How would the timing of the project impact student activities?***

The project would commence on or about May 15. Once construction begins, the existing grass field and the track surrounding the field would not be accessible for student or community use. The impacted student activities would include boys and girls lacrosse and boys and girls track and field. Boys and girls lacrosse would likely play home games at Price Field. The track and field teams would not host any meets on May 15 or later, and practice would be held at South campus in an alternate location.

Additionally, arrangements would be made with another area high school so that White Bear Lake track and field athletes would have access to a track during the last couple of weeks of the season. The anticipated completion date of the project would be August 15.

***How would this project impact summer outdoor events that are annually held at South Campus?***

The stadium would not be available during the summer months with one exception: The annual *Relay for Life of White Bear Lake*. *Relay for Life* is scheduled to begin at 6:00 p.m. on Friday, July 31 and continue through 6:00 a.m. on Saturday, August 1. District staff have already begun working with *Relay for Life* representatives to make accommodations should the project be approved. Specifically, the infield would not be available, so other green space at South Campus would be used for tents, and District staff would coordinate with the project engineer to ensure that the track is available for this important community event.

***I have heard some discussion about potential health and environmental risks associated with some of the materials used for artificial turf fields. Is artificial turf safe?***

The primary material in question on artificial turf fields is crumb rubber, which is made from recycled tires and is by far the most frequently used infill on artificial turf fields. While numerous studies by independent agencies, universities, and government organizations, including a 2009 study conducted by the United States Environmental Protection Agency, have found crumb rubber to be safe for use on artificial turf fields, other options are available.

District staff who have been working closely with the project engineer have made a preliminary determination that an infill product marketed as Ecofill is the preferred choice for White Bear Lake. Ecofill is a thermoplastic elastomer (TPE) based resilient granule. Ecofill is manufactured in a factory-controlled environment with a combination of select raw components that are free from potentially harmful substances. Ecofill does contain recycled post-consumer content in its composition, but rather than used tires, recycled pop bottles and plastic grocery bags are used. Another advantage of Ecofill is its green color, which results in a playing surface that is up to 30% cooler compared to black crumb rubber infilled playing surfaces.

***A Secondary Facilities Task Force has been working to identify facility needs throughout the District. Was this project part of this task force's work?***

A Secondary Facilities Task Force was convened in the fall of 2014. This group has been working to identify short-term projects, identified as Phase I, to be completed in the next two years. The Task Force has been using the following working definitions of Phase I and Phase II:

- Phase I: Short-term facilities needs are considered to be projects that could be completed within the next two years. These projects will be termed Phase I of the plan. A Phase I report, including recommendations, is due in early 2015. Generally, site improvements or additions that can be accomplished using the district's existing resources or existing funding sources (e.g. alternative facilities revenue, existing reserves) will be included in Phase I. Specific areas of focus will include the 2013 athletic facilities study, technology and learning environment,

music/performing arts and general site improvements which will include consideration of the World's Best Work Force plan.

- Phase II: Long-term facilities needs are considered to be projects that could be completed two years or more into the future. These projects will be termed Phase II of the plan. One of the primary questions related to Phase II projects will be the cost benefit analysis of a single campus high school. Generally, site improvements or additions that require resources beyond what is currently available will be considered Phase II. Where appropriate, Phase II improvements or additions that can be realized using existing resources will be identified and included as recommendations. Phase II may include the engagement of a consultant to assist the steering committee with the task of community engagement about long-term facilities related needs. The scope of Phase II will be revisited upon completion of a revised strategic plan during the spring of 2015.

The installation of a turf field at South Campus is supported by the findings and priorities of the 2013 White Bear Lake Area Athletic Facilities Needs Assessment and resulting priorities, it is one of the School Board/Superintendent Goals for 2014-2015 and it is supported by the Secondary Facilities Task Force as a short-term, Phase I priority.

**AGENDA ITEM:** Understanding Special Education Staffing: Results of Staffing Study  
Done in Cooperation with District Management Council

**MEETING DATE:** February 23, 2015

**SUGGESTED DISPOSITION:** Discussion Item

**CONTACT PERSON:** Kathleen Daniels, Director of Special Services

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**BACKGROUND:**

For two consecutive years, the District Management Council (DMC) and the Special Services Department has been engaged in a staffing time study around student support and special services in the district. After the initial time study, in the spring of 2014, DMC presented a set of 5 optional recommendations.

In the fall of 2014, another time study was completed with select groups of service providers. DMC and the Special Services Administrative Team have collaborated to review data and discuss recommendations. Following the discussions and year two time study, the district plans to proceed with select recommendations.

The following presentation will provide information around the district's commitment to continue providing quality Individualized Educational Services to all students who qualify for special education, maintain efficiencies, and follow all state and federal due process mandates.



White Bear Lake Area Schools

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**Executive Summary of Special Services  
of DMC Study for the Delivery of  
Special Education Services to  
Students with Disabilities  
School Board Work Study  
Feb. 23, 2015**

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***TIME LINE***

- Fall, 2014 - Eight metro school districts contracted with DMC to engage in a time study of the delivery of special services
- November, 2014 - Data Collected from WBL special education staff
- May, 2014 - District was given a report which included both commendations and five possible recommendations
- December, 2015 - Select group of staff enter data for second year
- The District continues to refine/review the data collected.

### ***DMC COMMENDATION***

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Overall, DMC commends the White Bear Lake staff's "continuous reflection and improvement to their student support services as a testament to the district's positive and dedicated staff."

### ***DMC RECOMMENDATION #1***

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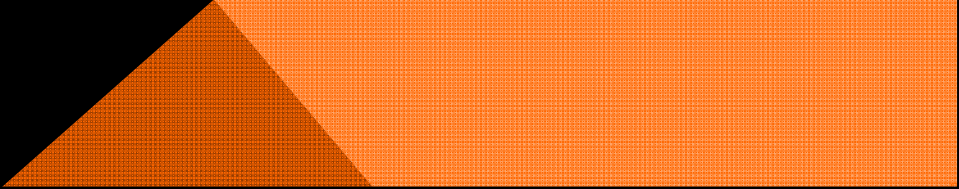
Consider shifting core content instruction from paraprofessionals to certified staff.



### WBLAS IMPLEMENTATION:

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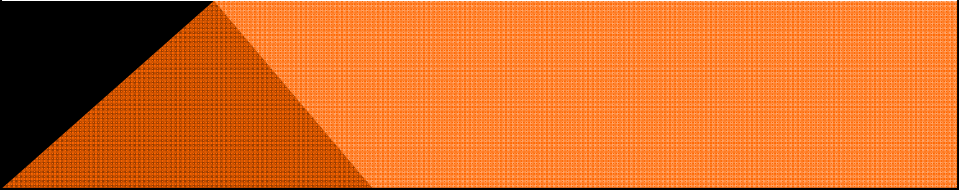
As current paraprofessionals retire or resign, the district will hold up to three positions and hire an additional licensed special education staff. This process will be closely monitored to determine impact on student support and safety.



### ***DMC RECOMMENDATION #2 AND #4***

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Consider **increasing the percentage of time** multi categorical special education teachers and related service providers (speech and language pathologists) **spend providing direct instruction to students.**



### **ACTION BASED WBLAS SPECIAL EDUCATION IMPLEMENTATION**

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Consider increasing daily student contact time through flexible scheduling.

### ***DMC RECOMMENDATION #3***

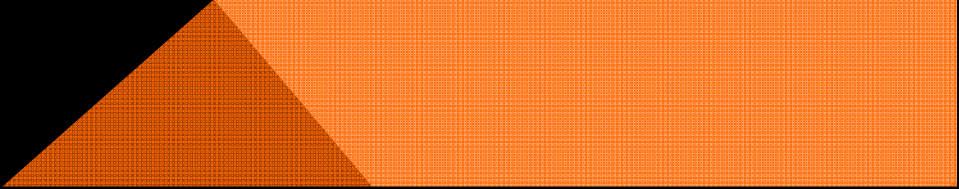
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Consider refining the role and responsibilities of behavior management assistants to allow for more time with students.

**WBLAS SPECIAL EDUCATION IMPLEMENTATION**

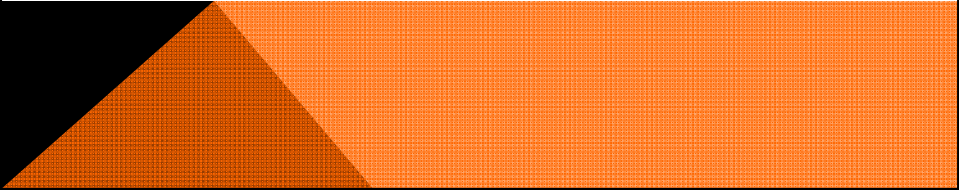
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Behavior management assistants will continue their present practice of supporting students throughout the school day to maintain a safe and supportive learning environment and prevent inappropriate referrals to special education.

***DMC RECOMMENDATION #5***

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Consider restructuring the evaluation process to reduce time psychologists spend managing the IEP process and increase the time they spend directly supporting students.



## WBLAS SPECIAL EDUCATION RECOMMENDATION

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Reduce number of students elementary psychologists case manage by careful and equitable reassignment to other building special education staff.



## White Bear Lake Area Schools

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White Bear Lake Special Services is committed to continue to improve **quality and efficiency** in our delivery of services to exceptional children.