

**INDEPENDENT SCHOOL
DISTRICT #624**



**BOARD RETREAT/
WORK-STUDY
AGENDA**

July 13, 2015

School Board Work-Study Session
July 13, 2015
2:30 p.m. – 5:30 p.m.
Location: District Center, Room 201

A. Strategic Items - Discussion 2:30 p.m.

1. Reflections on accomplishments during 2014-15, including:
 - a) School Board/Superintendent Goals
 - b) Strategic Planning Mission, Core Values, and Objectives
2. Strategic Plan Priorities for 2015-16
 - a) Status of Equity Plan for 2015-16
 - b) Process for Identifying Priority Goals for 2015-16
3. Consideration of Priority School Board/Superintendent Goals for 2015-16

B. Update on Specific Goals – Discussion 3:15 p.m.

1. Goal 2 – Ongoing Financial Stewardship and Budget Management
 - a) Updates on Budget for 2015-16 Subsequent to State Special Session
 - b) Changes in District Protocols Subsequent to Pupil Accounting Audit
2. Action Step III-11 Facilities
 - a) Update on Summer Construction Projects, including South Campus Turf
3. Action Step II-2 World Language 6-12
 - a) Update for 2015-16 on World Language Enrollment and Staffing

C. Discussion Items 4:00 p.m.

1. Review of School Culture Survey Results and Development of Action Plan
2. School Board Working Protocols
 - a. Review Description of School Liaison Role (current protocols attached)
 - b. Review Protocols and Location for Work-Study Sessions (current schedule attached)
 - c. Review Protocols for Closed Meetings for Negotiations or Other Closed Meetings
 - d. Planning for Transition to New School Board Members in 2016
3. Review of Committees with More than One School Board Representative
 - a. Policy Committee (currently 2 Board members)

- b. Finance Advisory Committee (currently 3 Board members)
- c. Community Curriculum Advisory Committee (currently 1 Board member)
- d. AMSD (currently 3 Board members attend, but with one designated as the voting member)

4. School Board Training

- a. MSBA – All Members Attend as Interested
- b. NSBA – Budget for One Member to Attend
- c. Desire for Other Training

5. Evaluation of School Board and Superintendent (process, timing, and communication to the public).

D. Negotiations Study Session*

5:00 p.m.

1. Negotiations

E. Adjournment

5:30 p.m.

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

AGENDA ITEM: Strategic Items
MEETING DATE: July 13, 2015
SUGGESTED DISPOSITION: Discussion Item
CONTACT PERSON: Dr. Michel Lovett, Superintendent

BACKGROUND:

1. Reflections on accomplishments during 2014-15, including:
 - a) School Board/Superintendent Goals (attached)
 - b) Strategic Planning Mission, Core Values, and Objectives (attached)
2. Strategic Plan Priorities for 2015-16
 - a) Status of Equity Plan for 2015-16 (attached)
 - b) Process for Identifying Priority Goals for 2015-16
3. Consideration of Priority School Board/Superintendent Goals for 2015-16

Update for Work-Study Session of July 13, 2015,
Reflecting Status of Progress as of June 30, 2015.

Red – Not begun
Yellow – In progress
Light Green – Partially operational
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School Board/Superintendent Goals for 2014-15

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.					
<u>Action Step 1.1:</u> 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 On 2/13/15, report to School Board.	Metrics dashboard, including student growth, as measured by MAP, student proficiency, required by State MCAs, and other measures, including achievement gap analysis consistent with Equity Plan.	
<u>Action Step 1.2:</u> 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	
<u>Action Step 1.4:</u> 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. Celebration of authorization at Board meeting of February 9, 2015.	IB Certification in January, 2015.	
Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.					
<u>Action Step II. 1:</u> All	II.1 World Language K-5	For 2014-15, Chinese offered	2011-12 school year	Summary information measuring	

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students will expand their global perspective through the study of world language and culture at the elementary schools.		K-5 in two elementary schools and Spanish in six elementary sites.	March 24, 2014 April 14, 2014 November 24, 2014	student participation and success in world language. Assessment data measuring student global understanding.	
<u>Action Step II. 2:</u> 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 <u>Report to the School Board at work-study session of July 13, 2015.</u>	Participation trends in secondary world language coursework.	
<u>Action Step II. 4:</u> 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. For the 2014-15 school year, we will collect data in a common format through our partnership with Free the Children/We Act, an international organization supporting and monitoring service and leadership.	2012-13 school year <u>Report to the School Board tentatively scheduled for work-study session of August 24, 2015.</u>	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.	
Strategy III: We will ensure our facilities support our district's mission and objectives.					
<u>Action Step III. 1:</u> 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,	Facilities report presented in May of 2013. Incorporated into Strategy III.11, as part of 4/28/14 report to the School Board. The Board was updated on 1/26/15 and 2/9/15.	Included in the strategic review of secondary sites and facilities. Phase I report due early in 2015. Completion of Phase I recommendations.	

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		<p>2013.</p> <p>Outside space, and more specifically, artificial turf at the Stadium on South Campus needs to be addressed. WBL is one of the few members of our conference to still play on grass. Both the quality of the field and the opportunity for a significant increase in usability would result from this upgrade.</p> <p>Between April 24, 2013, when the District presented the results of the collaborative study on use of space done in conjunction with our municipalities and our youth athletic associations, the District made regular presentations on Phase I of our Secondary Program and Facilities planning.</p> <p>At the School Board meeting of April 13, 2015, the Board acted to approve priorities identified in Phase I, including artificial turf at the South Campus stadium and new stadium lighting.</p>	<p>Additional information was presented on 2/23/15 and a Community forum was held on 2/24/15.</p> <p>On March 2, 2015 the Board approved action to proceed with solicitation of bids for a synthetic turf field at South Campus.</p> <p>On April 13, 2015 the Board approved bids for artificial turf and for other South Campus Stadium work.</p> <p><u>Update to the Board scheduled for July 13, 2015 work-study session.</u></p>		

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		Work begins in May of 2015, with the expectation that the field and other improvements will be ready for competition for the fall sports season of 2015.			
<u>Action Step III. 2:</u> At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.	III.2 Facility – Elementary	The completion of construction at Matoska IB Elementary School creates a separate nutrition services area and a new gymnasium area.	Community open house held at Matoska on 1/28/14.	Matoska addition was completed in the fall of 2013.	
		Remodeling of Lakeaires and Willow Lane elementary schools include the addition of a gymnasium which creates separate spaces for the nutrition services program and the physical education/performing arts programs. With the completion of the construction programs at these two schools in early 2015, all elementary schools will have the identified separate spaces.	9/23/13 – work-study session 11/11/13 – Board meeting Schedule final report to the Board on March 2, 2015. <u>Community Open House Celebration Events held for Willow on May 26, 2015 and Lakeaires, May 28, 2015.</u>	Lakeaires and Willow Lane additions completed in the fall of 2014.	
<u>Action Step III. 3:</u> The District will ensure that storage spaces are equitable	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.	

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for all district facilities.					
<u>Action Step III. 4:</u> The District will ensure that square footage to accommodate student population and program activities are equitable for all buildings.	III.4 Facility – Student Population Distribution	<p>As part of a leadership team project during the 2012-2013 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.</p> <p>The conclusions of this study determined that adjusting elementary attendance boundaries could help to balance the middle school populations in the short run.</p> <p><u>The goal will be incorporated into Phase II of Facility Plan.</u></p>	At School Board meeting of April 28, will be incorporated into presentation on Strategy III.11.	Included in the strategic review of secondary sites and facilities.	
<u>Action Step III. 5:</u> Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.	III.5 Facility – Standardized Procedures	Completed.	May 19, 2014 work-study session.	Evidence that manuals are in place and that employees have been trained appropriately.	
<u>Action Step III. 6:</u> Each district facility will have an HVAC system that provides optimum air quality throughout the district.	III.6 Facility – Air Quality	Currently all elementary buildings with the exception of Otter Lake have HVAC system upgrades that include air conditioning.	2012-13 school year		

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		<p>The School Board acted to accept the bids for Otter Lake Elementary to upgrade to air conditioning at the meeting of 2/9/15.</p> <p>Secondary buildings have certain areas that are air 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.</p> <p><u>This goal will be incorporated into Phase II of Facility Plan.</u></p>	<p><u>Update to the School Board in July and August, 2015</u></p>	<p>Successful completion of HVAC projects scheduled for fiscal years 2015-2017.</p>	
<p><u>Action Step III. 8:</u> The District will ensure that all schools provide secure entrances.</p>	<p>III.8 Facility – Secure Entrances</p>	<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>	<p>November 11, 2013</p>	<p>Secure entrances at each site and appropriate protocols in place.</p>	

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<u>Action Step 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	See Strategy IV.11 During 2014-15, District begins pilots of space and classroom redesign to promote 21 st Century skills. <u>This goal will be incorporated into Phase II of Facility Plan.</u>		Included in the strategic review of secondary sites and facilities, Strategy III.11	
<u>Action Step III.10:</u> The District will ensure that elementary class sizes are balanced across the district.	III.10 Facility – Balanced Elementary Class Sizes	<u>Projected growth in the Northern portion of the District, along with housing turnover in the southern portion of the district requires careful study during 2015-16.</u>		<u>Data on class size averages and ranges.</u> <u>Strategy III.11, facilities study.</u>	
<u>Action Step III.11:</u> 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 Phase I recommendations	Secondary strategic program and facilities review begins in 2014-15. Action taken at April 13, 2015 Board meeting on Phase I improvements.	March 24, 2014 April 28, 2014. May 19, 2014 October 27, 2014 February 9, 2015 February 23, 2015, with a community forum on 2/24/15. Discussion continues on Phase I recommendations at work-study meeting of 3/23/15. April 13, 2015, action on South Campus Stadium and other Phase I improvements <u>Update to the School Board scheduled for July 13, 2015.</u>	Included in the strategic review of secondary sites and facilities. Strategy III.11, facilities study.	

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	Phase II recommendations				
Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.					
<u>Action Step IV.11:</u> 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 included network infrastructure and Wifi improvements as well as classroom technology upgrades. Replacement cycles took into account student, program and classroom needs as well as teaching style and preference.</p> <p>The 5-year technology plan presented at the February 2014 School Board meeting included 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>Our 1:1 will expand to cover grades 7-10 in 2015-16 and 6-12 in 2016-2017.</p> <p>Elementary schools will have at least one classroom set per grade level by 2016-2017.</p>	<p>1/27/14 8/11/14 8/25/14</p> <p>Updates were provided to the School Board at the work-study sessions of April 27, 2015, and the School Board meeting of May 11, 2015.</p>	Building technology plans.	
<u>Action Step IV.12:</u> The District will enhance	IV.12 District Website	New website launched in June of 2012; enhanced and	2011-12 school year	Operational; trends measured by system analytics.	

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communication, interaction, and collaboration through the use of a web site.		expand in 2012-13 and 2013-14. <u>Recommend review of the website use and areas for improvement during 2015-16; develop and implement plan for Strategic updates and improvements.</u>			
<u>Action Step IV.13:</u> The District will establish a learning management system to support the development and management of online coursework to allow web-based learning for staff and students.	IV.13 Schoology	All teachers expected to meet requirements of Schoology Learning Management System. 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 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.	2011-12 school year 2012-13 school year 2013-14 school year 8/25/14 work-study session. Updates were provided to the School Board at the work-study session of April 27, 2015, and the School Board meeting of May 11, 2015.	Schoology use analytics and BrightBytes survey data.	
<u>Action Step IV.14:</u> A policy will be developed and presented for board approval that leverages students' access to mobile technology	IV.14 Technology Policy	Students and staff provided feedback on mobile technologies classroom goals, current practice and model policies. We will address	Scheduled for a first reading at the 4/13/15 Board meeting.	Board adoption of policy.	

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and use of that technology in the classroom.		mobile technologies within the Electronic Technologies Acceptable use and the Social Media policies. Policy 524 is up for annual review first reading in April.			
<u>Action Step IV.15:</u> Instructional technology will be available for use by students beyond the traditional school day/year.	IV.15 Access to Instructional Technology	See Strategy IV.11 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. By 2016-2017 all secondary students will have a 1:1 device. Our Middle School Tech Depot students are reimagining, cleaning and packaging Netbooks that are now being deployed to isd624 families in need. We continue to partner with Washington and Ramsey	November 10, 2014 Report on 1:1 Initiative Updates were provided to the School Board at the work-study session of April 27, 2015, and at the School Board meeting of May 11, 2015.	BrightBytes survey data. In September Sunrise 8 th grade students received 1:1 Chromebook computers. Central 8 th grade students received Chromebook computers in November.	

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		<p>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>			
Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.					
Action Step V. 1: The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.	V.1 Partnership – Process	School Board Policy 900 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>Approved on 5/12/14.</p> <p>An update was provided to the School Board at the work-study session of April 27, 2015.</p>	<p>Successful implementation of Policy 900, Partnerships.</p> <p><u>Assure compliance with policy and protocols for all partnerships for the 2015-16 school year.</u></p>	
<u>Action Step V.2:</u> A comprehensive needs assessment will be developed and administered at every WBLA school in order to provide direction to future partnerships.	V.2 Partnership – Needs Assessment	A needs assessment tool has been developed and is being piloted in our Early Learning department. A roll out to buildings is expected for spring 2015.	An update was provided to the School Board at the work-study session of April 27, 2015.	Compliance with needs assessment for all partnerships.	
<u>Action Step V.3:</u> 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	An update was provided to the School Board at the work-study session of April 27, 2015.	Implementation of process consistent with Policy 900, Partnerships.	

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		piloted in our Early Learning department. A phased roll out to buildings is expected for spring 2015.			
<u>Action Step V.5:</u> The District will communicate information related to partnerships using a variety of resources.	V.5 Partnership – Communication	Communication regarding current partnerships is done via school board meetings, and through the communications office, including electronics, print, and other media.		Communications plan implemented.	
Strategy VI: We will foster connections with and among students and staff members to ensure all feel valued, supported and understood; and we will establish an environment that cultivates understanding and respect for differences among people.					
<u>Action Step VI. 1:</u> 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	<p>Implemented during 2012-13.</p> <p>During 2014-15 additional training provided to all staff to comply with new law and revised policy.</p> <p>During the 2014-15 school year, the administration is developing protocols to assure ongoing compliance with our Bullying Prevention Policy, the new state law on prohibiting bullying from the 2014 legislature and related policies, and implementation of the curriculum currently in place.</p>	<p>2011-12 school year.</p> <p>Report at the School Board meeting of May 19, 2014.</p> <p>Policy 514, Bullying Prohibition Policy revised on 10/13/14.</p>	<p>Minnesota Student Survey data regarding bullying.</p> <p>Implementation data that demonstrates how consistently we are using the bullying prevention curriculum.</p> <p>The administration will continue to monitor and analyze student data from the Minnesota Student Survey and other applicable surveys.</p>	
<u>Action Step VI. 2:</u> The District will increase the number of faculty and staff from culturally diverse	VI.2 Faculty	<p>New recruitment and selection protocols implemented in 2012-13;</p> <p><u>Annual Report</u> to the School</p>	Annually since 2011-12	Annual employment metrics.	

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communities to more closely reflect the diversity of the student population.		Board.			
<u>Action Step 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, including curriculum. More work can be done training our T&L team to review curriculum with our equity lens.	At the work-study session of April 27, 2015, the administration updated the Board on steps taken in the progress of equity planning. <u>An update on the Equity Plan will be presented at the work-study session of July 13, 2015.</u>	Annual reporting on curriculum adoptions and the process used to ensure cultural proficiency.	
<u>Action Step 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>Action Step 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.	At the work-study session of April 27, 2015, the administration updated the Board on steps taken in the progress of equity planning. <u>An update on the Equity Plan will be presented at the work-study session of July 13, 2015.</u>	Minnesota Student survey data regarding students feeling connected and welcome at school. Staff survey data regarding school climate. Parent feedback on school climate.	
<u>Action Step VI. 6:</u> The	VI.6 Cultural Competency	A team of 17 district staff	2/24/14	Annual review of the Achievement	

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District will review and assess the current plan related to cultural competency.		(including 2 cabinet members) participated in the Equity Plan workshop in January 2013. This group of 17, along with other district stakeholders, updated the 3-year WBL Equity Plan. The updated equity plan was presented to the board for approval on March 3, 2014	3/4/14 At the work-study session of April 27, 2015, the administration updated the Board on steps taken in the progress of equity planning. <u>An update on the Equity Plan will be presented at the work-study session of July 13, 2015.</u>	and Integration plan by a committee and the School Board.	
Goal 2 - Ongoing Financial Stewardship and Budget Management (New for 2014-15)	Details	Status	Report to the School Board	Evaluation	
An improved statewide economy has resulted in improved education funding in the most recent legislative sessions, a welcome change after a long period of little increase in state revenue. The District continues to identify greater efficiencies in operations that will help to maintain financial stability and allow for improvements in program quality and student success.	Strong community support, which led to the passage of the November 2011 operating levy renewal by a margin of 73% to 27% and the capital projects levy in 2013, gives the School District a measure of financial stability. 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, 2012, and 2013. Further, the District has restructured	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. A quarterly budget update and preliminary budget for 2015-16 was presented on May 18, <u>2015 with Board approval on June 8, 2015. The administration will provide an update on the 2015-16 budget subsequent to the Legislative Special Session.</u>	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. At the February 9 School Board meeting the Board approved a revised budget for 2014-15. <u>At the May 18 work-study</u>	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.	

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	long-term debt to allow for more level tax levies over the next several years. The District received an AA rating for new Facility Bonds in May, 2015.		<u>session the administration reviewed the proposed budget for 2015-16. The budget for 2015-16 was approved at the School Board meeting of June 8, 2015.</u>		
Goal 3: Continue Implementation of the Communications and Marketing Plan for the District.	Communication and Marketing Plan.	Status The district continues to implement the communications and marketing Plan originally accepted by the School Board in 2010.	Reported to the School Board at 5/19/14 work-study session. An update was made at the School Board work-study session of May 18, 2015.	Evaluation Enrollment data Surveys	
Goal 4: Operational Improvements	Details	Status	Report to the School Board	Evaluation	
a. Recognition Program, Phase III, will evaluate and <u>expand recognition of community, partnerships, and volunteers.</u>	Goal 4a Recognition Program	The committee continues to evaluate and expand a recognition program for students, staff and community. <u>The staff recognition program will be reviewed based on the results of the School Culture Survey completed in Spring of 2015, and actual steps developed.</u>	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	Goal 4b Gifted and Talented Program	Planning continued after the approval of the School-Within-A-School Program in November, 2014. Two	2/24/14 9/22/14 10/27/14 11/10/14 School Board approved	Implementation of Program. Metrics on student annual growth. Survey data from parents, staff, and students.	

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recommendation for a district-wide elementary program for the gifted and talented students, which could begin in 2015-16.		sections of the School-Within-A-School will be offered in the 2015-16 school year at Lincoln Elementary School.	Elementary School within a School.		
c. Develop plans for a String Orchestra program with the first phase programming beginning in the 2014-15 school year.	Goal 4c String Orchestra	<p>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.</p> <p><u>Two teachers were selected in the spring of 2015; Phase I of student recruitment occurred in May, 2015, with Phase II in August and September, 2015.</u></p>	<p>11/25/13 11/24/14 Presentation to Board on January 26, 2015. Board action to approve program on 2/9/15.</p>	School Board approval. Implementation of program.	
<p>d. Program Review of Preschool and Early Childhood Programs</p> <p>Currently about 20% of our preschool age population is enrolled in WBLAS preschool and early childhood family education programs.</p> <p>Our programming includes sites at Normandy Park, a separate early childhood and</p>	<p>Goal 4d Preschool and Early Childhood Programs</p> <p>Thorough review of our current preschool and early childhood program; an assessment of the needs of our preschool children and families; an assessment of steps for improving quality of programming and space for program growth; and recommendations for potential next steps.</p>	In addition to the initial purposes of the preschool and early childhood program review, given significant discussion to preschool programming in legislation, the administration has expanded the preschool program review to take into account options and considerations currently before the Legislature.	<p>10/27/14</p> <p>Update scheduled for March 23, 2015.</p> <p>A report to the School Board was provided at the March 23, 2015 work-study session. The final report and recommendations were made to the School Board at the May work-study session.</p>	.	

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

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
<p>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>					

Core Values

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

Mission

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

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

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

Objectives

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

Parameters

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

Strategies

1. We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.
2. We will create and implement a plan for global experiences and relationships to further understand world connections.
3. We will ensure our facilities support our district's mission and objectives.
4. We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.
5. We will build a network of partnerships to provide personal and educational growth and service opportunities for students.
6. We will foster connections with and among students and staff members to ensure all feel valued, supported and understood; and we will establish an environment that cultivates understanding and respect for differences among people.

Strategies:

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

- All students will achieve grade level in reading, writing and math by grade 4 and maintain grade level proficiency throughout their tenure in White Bear Lake Area Schools.
- All students will have an ongoing plan for post-secondary readiness that will be monitored from grades 6 through 12 and all students will have the academic skills to be successful in a post-secondary institution.
- Authentic Intellectual Work (AIW) principles will be implemented at all grade levels. (STIPULATION - Communication with parents and community with the ability to report back to show evidence that AIW is working.)
- Build upon the IB offering already in place at Matoska by implementing the IB Middle Years Program, Career-related program, and Diploma program at District schools. (STIPULATION - IB should not be limited from moving beyond this for other schools if there is interest)
- Students will have the opportunity to access multiple electives each year while meeting graduation standards.

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

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

Strategy #2 Continued:

- Middle school level students will develop global understanding and competitiveness through expanded and developed International Baccalaureate programming.
- All students will have opportunities to have cross-cultural experiences in and out of the classroom.
- All students will expand their global perspective through the study of world cultures and history of peoples within our diverse student body and community (Cross reference to Strategy IV - Plan 7)

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

- Inside and outside large group spaces will be comparable to conference schools.
- At the final three elementary schools, provide a gym with a performing arts area separate from the cafeteria.
- Storage spaces will be equitable for all district facilities.
- Square footage to accommodate student population and program activities will be equitable for all buildings.
- Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.
- Each District facility will have an HVAC system that provides optimum air quality throughout the district.
- Each District facility will have appropriate acoustical levels for the site.
- All schools will provide secure entrances.
- District facilities will be designed to allow for informational technology to be accessible by all ISD 624 employees, learners and families.
- Elementary class sizes will be balanced across the district.
- Secondary facilities will be evaluated and recommendations will be made that improve programs and reduce transitions, including a cost benefit analysis of a single campus high school.

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

- The WBLAS will identify strengths and weaknesses in the areas of innovation, confidence to pursue dreams, and passion for learning.

Strategy #4 Continued:

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

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

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

6. We will foster connections with and among students and staff members to ensure all feel valued, supported and understood; and we will establish an environment that cultivates understanding and respect for differences among people.

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

World's Best Workforce Strategic Plan- Equity Component

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Executive Summary- Equity strategies across our strategic plan

Equity as a Systemic Strategy

Equity is a systemic strategy that crosses the lines of budgeting, staffing, academic programming, data and analysis, student and family engagement, and professional practice. Historically, Minnesota has viewed equity synonymously with integration. With recent statute change, equity is now intentionally linked to learning- requiring us to take a broader view-the right resources organized in the right way, doing the right work at the right time to deliver college and career student outcomes for all students.

Equity Implementation as part of our World's Best Workforce Plan

This White Bear Lake Area Schools (WBLAS) Equity Implementation Plan, a component of our WBWF Strategic Plan, **guides** the district in developing and maintaining a comprehensive understanding of our students' needs and interests, **builds** an environment that cultivates the diversity within our community, and **ensures** all students are challenged and excelling academically. We believe that the success of all students matters to everyone. To realize our mission we must meaningfully engage our students, families, and staff and intentionally design our system to capitalize on the engagement of students, staff and families.

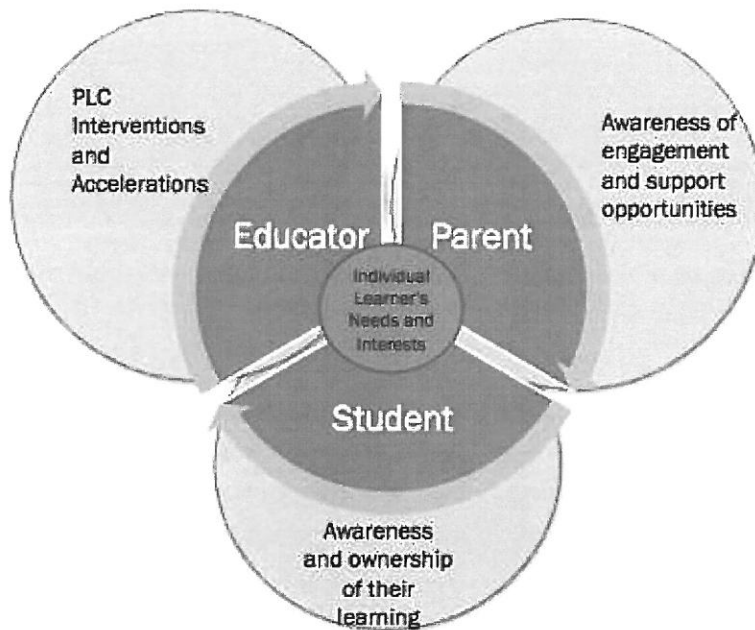
By putting equity into action, we will align our resources, processes and outcomes to achieve our mission. This equity plan is the fundamental component for deepening our alignment to all components of our World's Best Workforce Plan.

We have four equity promises to our students, families, school staff and district staff.

Interconnected Overarching Strategies

- In order to challenge each student, we need to know our students. Our overarching strategy is to implement processes that connect parents, students and staff in our understanding of students needs and interests. This year, our focus is on creating a student dashboard to access real time information about each student's areas of strength and areas for growth.
- As part of acting on our belief that all families are an essential asset to their students education, our overarching strategy is to better connect families, students and teachers/staff.
- In order for staff to develop the mindset and skills to engage with students and families to ensure all students are challenged and excelling academically and socially, we need to provide intentional, ongoing professional development. Our overarching strategy is to support intentional classroom practices aligned to professional development opportunities that enable staff to adapt to the assets and needs of diverse learners.
- WBLAS district staff will create opportunities for staff, families, and students to collaborate and access quality programs and services. Our overarching strategy is to

provide intentional, real time data support to inform intervention and acceleration of student learning.



Foundational Strategy- Connecting our understanding of students needs and interests

Our WBLAS Equity Promise- Students

Equity Promise

WBLAS will ensure all of our students develop a love for learning, excel academically, are inspired to realize their dreams, and become engaged citizens with a global perspective. We will do this by challenging each student within a dynamic, respectful and inclusive environment that nurtures the unique talents and abilities of every student.

Overarching Strategy

In order to challenge each student, we need to know our students. Our overarching strategy is to implement processes that connecting parents, students and staff in our understanding of students needs and interests. This strategy is the backbone of our theory of action. It is through the ILP that the design elements come together. By developing a one stop place for students, families and staff to see real time data regarding each student's areas of strengths and areas for growth. Data collected and monitored would include:

- Evidence of standards met (connected to in class assessments and learning targets)
- Performance on external assessments (MAP, MCA, MTAS, PLAN, EXPLORE, ACT)
- Attendance
- Student Engagement and Behavior
- Essential Life Skills (4 C's)
- Student Interests
- Interventions and Accelerations (Tier 1, Tier 2, Tier 3 and Out of School Time)

Anticipated benefits include having a greater understanding of individual characteristics of students, and increased confidence by staff in our ability to prepare all of our students, particularly our lowest performing students, for college and career readiness. We have existing elements in place that require strengthening. Currently we have student information in a variety of platforms (Naviance, Skyward, Viewpoint). In order to connecting our understanding of students needs and interests, we will we designing one platform to access real time and longitudinal data regarding each student's areas of strength and areas for growth. Work that is currently in place includes: multi-tiered systems of supports in our elementary schools, as well as standards based report cards. At the secondary level, we have AVID programming in place, as well as a rich offering of Advanced Placement and College in the Schools, and Project Lead the Way courses. Research identifies 12 credits of concurrent enrollment (3 classes) as being strongly correlated to post-secondary success. Concurrent enrollment courses in Reading and Math have been added at South campus for the 2015-16 school year. These courses are designed to dramatically reduce the number of students needing to take remedial course work after graduating from high school. In addition, we are offering career pathway courses in the areas of construction and manufacturing to ensure students are "apprenticeship ready" when graduating from high school and positioned to access low cost, livable wage, post-secondary educational opportunities.

Metrics

Key metrics to serve as benchmark to celebrate our work include academic performance, school attendance, school behavior, academic self efficacy, self perception and student engagement/participation. College and career programming will have participation that mirrors the population of our students.

Goal 1- WBLAS aims to ensure all students are ready for kindergarten.

Metrics:

- Early screening (screen by 3)
- Kindergarten Assessment
- Revisit common definition of Kindergarten Readiness

Goal 2- WBLAS aims for all students in third grade to achieve grade level literacy.

Metrics:

- Five components of literacy instruction identified in our Balanced Literacy Framework are Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension. These components are integrated with emphasis on the higher-level comprehension of skills expected in the new standards.
 - Phonemic Awareness/Phonics - Rhyming, Produces Letter Sounds, Segmenting, Blending, Decoding, Identifies Sight Words
 - Phonics/Fluency - Oral Reading (Accuracy, Rate, Prosody, and Integration)
 - Phonics/Fluency - Guided Reading Level
 - Comprehension - Oral Reading Record
 - Comprehension/Vocabulary - NWEA and MAP
- Percent of third-grade students on track to attend a four-year college based on the MAP reading test (students at or above a MAP score equivalent to ACT 21.)

Goal 3- WBLAS aims to close achievement gaps in reading and math.

Metrics:

- Percent of students proficient at grade level and engaged in school (disaggregated by race, ELL, SPED, FRL?)

Goal 4- WBLAS aims for all students to graduate from high school.

Metrics:

- Four year graduation rate trend

Goal 5- WBLAS aims for all students to be college and career ready before graduating from high school.

Metrics

- Collected for district planning purposes- Grades 1-7: Year to year MAP reading and math test scores (students at or above a MAP score equivalent to ACT 21.)
- Grades 8-11: Explore, Plan and ACT
- Number of students connected with staff and mentors for individualized support
- Number of students with plans to complete 12 concurrent enrollment credits for all students (disaggregated by student groups)

Performance at Three Year Vision

We are able to say that WBLAS does not have predictable achievement gaps or opportunity gaps.

Owner of Key Activities for Students: Sara Paul

<u>Design Element</u>	<u>Owner</u>
● Screen by age 3	Nancy, Danielle
● PreK-3 Program alignment	Kristine Wehrkamp, Kathleen Daniels,
● Principals	
● K-5 Core Literacy Instruction	Ann Malwitz, Principals
● Design to create one stop for real time and longitudinal data	David Allison
● Data components of the student data dashboard	Brian Morris
● Connecting our understanding of students needs and interests	Principals
● Grade Level Teams- Connected to SLG Goals	Principals, GL Teams/ Subject Teams
● HS Subject Area Assessment for Learning	Principals, Department
● Multi-Tiered System of Supports	Elementary Principals
● Concurrent Enrollment Programs	
○ AP/CIS Enrollment (EOS)	Tim Wald
○ Century Concurrent Enrollment	Christina Pierre
○ Career Pathways	
○ Manufacturing	Don Bosch, Tim Wald

- Construction
 - IT
- AVID Implementation
- Student Engagement Supports
- EMID Student Groups

Gretchen Harriman
Mark Garrison
AVID Director (TBD), Principals, AVID Coord.
MS Principals, D. Bosch, D. Nabors
Graciela, Malia

Our WBLAS Equity Promise- Families

Equity Promise

WBLAS believes that all families are an essential asset to their student's education. WBLAS will engage with families in a variety of ways to support and develop the unique talents, abilities, interests, cultural backgrounds, and social/emotional and academic needs of our students.

Overarching Strategy

As part of acting on our belief that all families are an essential asset to their students education, our overarching strategy is to better connect families, students and teachers/staff.

Anticipated benefits- For all of our students to graduate college and career ready, we will be intentionally deepening existing programs and establishing new programs to align students, parents and staff around college and career readiness strategies for students.

We currently have a robust communication plan to inform a multitude of stakeholders of the great work that has happened in WBLAS. The key to our improvement is proactive communication. Our opportunity lies in shifting our actions to proactive communications and to consistently consider whether or not all of our families have the opportunity to get information before events happen. Additional factors to consider include: event format, timing, and environment. This focus will not only increase participation in informational events, academic and social events, and multi-cultural events; proactive communications will increase WBLAS' engagement with families to support and develop the unique talents and abilities, interests, and social/emotional and academic need of our students.

WBLAS will be launching two new programs: a Parent Institute for Quality Education (PIQE), and events to increase intentional social interaction. PIQE creates partnerships between parents, students and educators to further students' academic success. This free, nine-week program educates parents on how to foster a positive educational environment for their children both at home and at school. Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their kids' surrounding their academic successes and challenges; discussing children's college expectations; and more. Creating a bridge between home and school is also emphasized. Parents learn about how grades are used for college admittance; what classes are important and needed for children planning to attend college; how to navigate the school system, and other information vital to academic success of their children. Classes are taught in Spanish, Hmong and English, by trained PIQE facilitators, who are members of our White Bear Lake area communities. The class series culminates in a parent group meeting with the school principal, followed by a PIQE graduation ceremony.

We will be hosting district-wide events, utilizing the Intentional Social Interaction model (ISI) to catalyze effective collaboration and productive problem solving strategies. Working with an organization called Marnita's Table, we will literally provide everyone a seat at the table for

peer-to-peer exchange and collaboration. The Marnita’s Table model is aligned with our District core values. All who come to the table feel uniquely welcomed and included. The events are organized to ensure that the voices of all stakeholders regardless of age, ethnicity, gender-identification or other means of self-identity or expertise are welcomed into the conversation. Food and conversation are informal, yet vital components of these events. The conversations are not theory focused; rather, conversations are focused on what is happening right now.

Metrics

Our goal is to better connect families, students and teachers/staff and we will measure success by family participation in and satisfaction of our programs and activities, and we will measure parent perception of our responsiveness to parent input for system improvement.

Performance at Three Year Vision

Through increased communications, programming and relationship building, greater than 85% of students, parents, and staff are satisfied- highly satisfied around college and career readiness strategies for students.

Owner of Key Activities for Families: Sara Paul

<u>Design Element</u>	<u>Owner</u>
<ul style="list-style-type: none"> ● Parent Institute for Quality Education/ Alignment to Adult ESL ● Family Programming through Deeper AVID Implementation ● Proactive Communications to LEP Families ● Intentional Social Interactions Events(ISI) 	<p>Graciela, Malia, Kristine W. AVID Coordinators/Principals Marisa/ Principals Kathleen, Graciela</p>

Our WBLAS Equity Promise- School Staff

Equity Promise

WBLAS staff believes in the academic ability of all students and understands the needs and interests of each student. WBLAS staff will develop the mindset and skill set to engage with students and families to ensure all students are challenged and excelling academically and socially.

Overarching Strategy

In order for staff to develop the mindset and skills to engage with students and families to ensure all students are challenged and excelling academically and socially, we need to provide intentional, ongoing professional development. Our overarching strategy is to support intentional classroom practices aligned to professional development opportunities that enable staff to adapt to the assets and needs of diverse learners. We anticipate that a key benefit to this alignment and coherence is to collectively experience better student results while strategically bringing in new initiatives as we exit other initiatives. Our attention will be on adapting to the needs of the learner as we engage in a reflective process of where we are and where we desire to be. To focus our professional development offerings in line with our equity goals, we will strengthen our existing Multi-Tiered System of Supports (MTSS), both its structure and processes. The needs of english language learners will be addressed through including EL teachers in MTSS training, intervention processes, and our continuous work to increase effectiveness of core instruction. Cabinet members, principals, teaching and learning team members will all attend equity training throughout the year and target teach-backs to support components of this equity plan.

Equity Coaching Professional Development for Leadership Team, including Cabinet members, district staff and principals. This six-day, yearlong workshop, provided by Jamie Almanzan of the Equity Collaborative in Oakland, CA, is designed for peer evaluators, peer coaches, equity coaches, and administrators to build coaching and facilitation skills with a focus on educational equity. The training will allow participants to share their coaching experiences, to receive feedback on those experiences, and to further deepen their skills in culturally responsive instructional coaching.

Metrics

Cabinet development and evaluation goals aligned to Principal development and evaluation goals aligned to Teacher development and evaluation goals as part of implementation of our WBWF strategic plan.

Performance at Three Year Vision

Equity professional development is connected to tangible district action and all staff feel part of an aligned system that has significantly increased all students successful trajectory towards college and career readiness and transition.

Owner of Key Activities for School Staff: Sara Paul

<u>Design Element</u>	<u>Owner</u>
Multi-Tiered System of Supports Training and Implementation Supports	Brian Morris, Ann Malwitz
Restructuring of Elementary Intervention Block	Principals
Equity Coaching Training	Ann Malwitz
6-12 Increased AVID training across subject area teachers	Secondary Principals
EL Framework and embedded professional development	Kathleen Daniels, Ann
Malwitz	
Teacher induction including mentors	Rochelle, David/Principals
Equity Training and Teachbacks	Ann Malwitz
Equity Support for teachers of Concurrent Enrollment Courses	Don Bosch, Tim Wald

Our WBLAS Equity Promise- District Staff

Equity Promise

WBLAS district staff will create opportunities for staff, families, and students to collaborate and access quality programs and services. WBLAS district staff will develop the mindset and skill set to support and engage with school staff, students and families to ensure all students are challenged and excelling academically and socially.

Equity is a systemic strategy that crosses the lines of budgeting, staffing, academic programming, data and analysis, student and family engagement, and professional practice. District staff and leadership have a responsibility to organize the right resources in the right way, doing the right work at the right time to deliver college and career student outcomes for all students. For this systemic work to be accomplished, WBLAS district staff and leadership must develop the mindset and skill set to support and engage with school staff, students and families.

Overarching Strategy

Our overarching strategy is to provide intentional, real time data support to inform intervention and acceleration of student learning. The District will continue to shift from away from an over usage of averages and aggregation of data. We see an opportunity to see equity issues clearly by shifting towards disaggregating data and providing real-time data and professional development to support student learning. To continue our focus on alignment and coherence, this plan increases role clarity to strengthen our processes, maximize resources, ensure intentional programming and increase student outcomes.

In addition, we will continue to apply an equity lens to our recruitment, hiring, and retention of diverse staff that mirrors our district demographics. We will also increase our equity lens when making core curriculum adoption decisions to reflect diverse perspectives. This will be accomplished by capitalizing on work of the Youth Executive Board (YEB) to bring the Hmong culture and perspective into our curriculum. Student members of the YEB will present their work to curriculum leaders in the Fall and curriculum leaders will infuse recommendations into the core curriculum. In addition, we will work with EMID to research, select and infuse resources that increase an understanding of the American Indian perspective.

Performance at Three Year Vision

District leaders and staff are regularly monitoring progress by engaging all owners of action items to report on their efforts and progress to implement our equity action plans and working together to continuously improve. District leaders are mutually accountable for results and actively engage in equity training and leading with an equity lens.

Owner of Key Activities for District Staff: Sara Paul

Design Element

Owner

- Data Support and Analysis Brian Morris
- Recruitment, Hiring and Retention of diverse staff Linda Goers
- Curriculum materials to increase diverse perspectives Ann Malwitz
- Leadership reporting out on Equity Plan Cabinet

District Leadership and Staff Development: Action Plan Owner-Sara Paul

Design Element

Owner

- Equity Training to Support Equity in Action Cabinet members

Federal Programs: Action Plan Owner- Wayne K (Grant Submission, Budget), Sara Paul (Implementation)

Design Element

Owner

- Title One Tami V (compliance support)
- Title Two Ann M
- Title Three Kathleen Daniels
- Title Seven Kristine Wehrkamp/Brandon Johnson

Conclusions- Where we have been and where we are going

As part of our 2014-15 planning for World's Best Workforce, we articulated that 2014-15 was going to be a learning year. Our focus was on creating coherence and alignment by bringing several disparate plans into one plan- Our World's Best Workforce Strategic Plan. In doing so we have followed through on the following commitments:

Our professional development plan, equity plan, teacher evaluation and principal evaluation plans are aligned. These plans are now part of one World's Best Workforce Strategic Plan, all of which is grounded in student outcomes. We have also provided clarity of roles and responsibilities aligned to organizational chart and in doing so have established mutual commitments for the work ahead.

We continue to effectively manage our scarce resources, making adjustments to ensure sustainable, accessible, quality programs. Our areas of increased support reflect our focus on equity in action. Expect to see tangible progress reflected in our annual World's Best Workforce Plan and we look forward to celebrating our accomplishments with students, staff, families and our community.

World's Best Workforce Plan Metrics

World's Best Workforce Plan Components

Goal 1- WBLAS aims to ensure all students are ready for kindergarten.

Metrics:

- Early screening (screen by 3)
- Kindergarten Assessment
- Revisit common definition of Kindergarten Readiness

Goal 2- WBLAS aims for all students in third grade to achieve grade level literacy.

Metrics:

- Five components of literacy instruction identified in our Balanced Literacy Framework are Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension. These components are integrated with emphasis on the higher-level comprehension of skills expected in the new standards. (Ann will insert metrics)
 - Phonemic Awareness/Phonics - Rhyming, Produces Letter Sounds, Segmenting, Blending, Decoding, Identifies Sight Words
 - Phonics/Fluency - Oral Reading (Accuracy, Rate, Prosody, and Integration)
 - Phonics/Fluency - Guided Reading Level
 - Comprehension - Oral Reading Record
 - Comprehension/Vocabulary - NWEA and MAP
- Percent of third-grade students on track to attend a four-year college based on the MAP reading test (students at or above a MAP score equivalent to ACT 21.)

Goal 3- WBLAS aims to close achievement gaps in reading and math.

Interconnected Overarching Strategies to shift from reactive to proactive system of supports

- In order to challenge each student, we need to know our students. In order to challenge each student, we need to know our students. Our overarching strategy is to implement processes that connecting parents, students and staff in our understanding of students needs and interests. This year, our focus is on creating a student dashboard to access real time information about each student's areas of strength and areas for growth.

- As part of acting on our belief that all families are an essential asset to their students education, our overarching strategy is to better connect families, students and teachers/staff.
- In order for staff to develop the mindset and skills to engage with students and families to ensure all students are challenged and excelling academically and socially, we need to provide intentional, ongoing professional development. Our overarching strategy is to support intentional classroom practices aligned to professional development opportunities that enable staff to adapt to the assets and needs of diverse learners.
- WBLAS district staff will create opportunities for staff, families, and students to collaborate and access quality programs and services. Our overarching strategy is to provide intentional, real time data support to inform intervention and acceleration of student learning.

Metrics:

- Percent of students proficient at grade level and engaged in school (disaggregated by race, ELL, SPED)

Goal 4- WBLAS aims for all students to graduate from high school.

Metrics:

- Four year graduation rate trend

Goal 5- WBLAS aims for all students to be college and career ready before graduating from high school.

Metrics

- Collected for district planning purposes- Grades 1-7: Year to year MAP reading and math test scores (students at or above a MAP score equivalent to ACT 21.)
- Grades 8-11: Explore, Plan and ACT
- Number of students connected with staff and mentors for individualized support
- Number of students with plans to complete 12 concurrent enrollment credits for all students (disaggregated by student groups)

Goal 6- WBLAS aims to provide a three- year Educator evaluation process that is designed for growth and development to meet the learning needs of all of our students.

- From, “we are going to improve over last year,” I am setting a rigorous goal for growth/proficiency informed by multiple data points about the individual learning needs of my current students. Need a tangible example for secondary.

Goal 7- WBLAS aims to provide a three- year Principal evaluation process that is designed for growth and development to meet the learning needs of all of our students.

- The foundation to our professional development plan is the critical role of the principal to manage three areas: Student Learning Outcomes, classroom practices and core instruction, and family engagement. See document: Principal Evaluation Process and Sample of Summative Evaluation)

Goal 8- WBLAS aims to provide a comprehensive Professional Development Plan that is integrated into all design elements of our World’s Best Workforce Plan.

Professional development is not a function without a purpose. Professional development is organized around four key processes:

1. Capacity building to design and deliver learning around individual student data.
Common prep time, student learning goals, intervention/accelerations blocks, mentors, assessment for learning, and PLCs are designed to support feedback loops using real time, individual student data. Teachers design, develop and evaluate learning experiences and assessments incorporating technology tools and resources to advance student learning.
2. Core instruction as part of the multi-tiered system of supports.
Problem solving team and clarity of roles and responsibilities are designed to support classroom interventions/accelerations and push-in supports
3. PBIS- Aligned to academic tiers of interventions and supports
4. Interdisciplinary teams (following Mayo model)
Increased collaboration between classroom teachers (PLCs). For example: intervention teachers and out-of-school time teachers, PK-3 teachers. The goal is to vertically and horizontally align and maximize instructional time.

AGENDA ITEM: Update on Budget for 2015-16 Subsequent to State Special Session

MEETING DATE: July 13, 2015

SUGGESTED DISPOSITION: Discussion Item

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

BACKGROUND:

Dr. Kazmierczak will provide an update on the special session impact on White Bear Lake Area Schools budget for 2015-16, consistent with School Board/Superintendent Goal #2.

**White Bear Lake Area Schools
2015 Legislative Session Update
Report to School Board on July 13, 2015**

Summary of significant changes resulting from the 2015 legislative session:

1. Basic formula allowance. Increase to the basic formula allowance by 2% to \$5,948 (\$117) per pupil for FY16 and by 2% to \$6,067 (\$119) for FY17.
2. School Readiness. Increases school readiness aid, no policy changes. Estimated FY16 revenue increase of \$99,000 over base year and FY17 revenue increase of \$187,000 over base year.
3. English learner revenue. Funding eligibility extended from 6 to 7 years effective FY17. Approximate increase of \$14,000 for FY17.
4. American Indian education aid. New statewide aid program, replaces Success for the Future grant program. Districts with at least 20 American Indian students are eligible. Aid equals \$20,000 plus \$358 times American Indian student enrollment on October 1 of prior school year exceeding 20. Approximate revenue increase of \$38,000 for FY16 and \$39,000 for FY17.
5. Extended time revenue. Beginning in FY16, a \$100 increase in the extended time revenue allowance to \$5,117. Results in approximately \$9,000 in additional revenue in FY16 and FY17.
6. Q Comp. Increase in the cap on basic Q Comp aid by \$9.5 million for FY17. Plan approval would need to occur early in 2015-2016 to have a realistic chance to receive the aid. Q Comp is funded through an aid and levy mix (\$260 per pupil total of which \$169 is state aid and \$91 is optional local levy).
7. Compensatory revenue. Estimated FY16 revenue increase of \$53,000 over base year and FY17 revenue increase of \$107,000 over base year due to increase in basic formula allowance. Allows school board to reallocate up to 50% of compensatory revenue among buildings based on a local plan.
8. Long-term facilities maintenance program. Rolls current deferred maintenance, health and safety, and alternative facilities revenues into a new long-term facilities maintenance program. Revenue equals \$193 per adjusted pupil unit for FY17, \$292 for FY18, and \$380 for FY19. Impact on White Bear Lake will be determined in the coming months with guidance from the Minnesota Department of Education (MDE).
9. Technology plan. Eliminates the requirement for districts to have a current technology plan on file at MDE in order to qualify for telecommunications/internet access equity aid.
10. Sample of other areas impacted. Special election for school board vacancy, appointment for school board vacancy, teacher licensure, student achievement levy phase out, flexible use of staff development revenue, formation of intermediate district (Carver, Scott and Le Sueur Counties), and prohibition on placement of students.

AGENDA ITEM: Changes in District Protocols Subsequent to Pupil Accounting Audit

MEETING DATE: July 13, 2015

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Wayne Kazmierczak, Director of Finance and Operations
Mark Garrison, Director of Technology

BACKGROUND:

Dr. Kazmierczak and Mark Garrison will review the protocols put in place since the audit, consistent with School Board/Superintendent Goal #2.

**White Bear Lake Area Schools
Fiscal Year 2012 Student Audit
Summary of Changes in District Protocols
Report to School Board on July 13, 2015**

Summary of major actions taken through June 2015:

1. Following the 2011-2012 school year, the district moved from a decentralized student registration system to a centralized student registration system that dramatically improved the accuracy and reliability of our student data.
2. The district also designed a new system for pupil accounting and data management. The incumbent who had been performing the pupil accounting duties retired in May 2012. To replace the function, we made a two-step improvement. One, the pupil accounting position was covered by an internal reassignment. In addition, we replaced the vacant position with a database administrator. These changes resulted in a much greater degree of confidence in our pupil accounting data.
3. In June of 2012, the district developed a comprehensive procedures manual titled Student Cumulative Record Procedures. This comprehensive document has been relied upon since the 2012-2013 school year. The audit encompassed the 2011-2012 school year.
4. As a result of the findings of the student data audit, we have moved the oversight of pupil accounting data to the Director of Finance and Operations. Furthermore, we have taken a significant step towards improving our internal controls by hiring an additional accountant. Together, the Director of Finance and Operations and the accountant will collaborate with the Director of Technology and the district's State Reporting Specialist to conduct mid-year audits of the districts pupil accounting practices to ensure compliance.
5. The absence of two different school board approved policies was identified as a shortcoming in the audit report. A policy related to early admission into kindergarten and a policy related to shared-time students have been added to the district's policy committee's work this summer with adoption anticipated in the fall of 2015.
6. Significant record-keeping practices improvements have been made based on recommendations made by Minnesota Department of Education (MDE) staff during the course of the audit and recommendations contained within the audit report. As an example, consider the issue of continual learning plans (CLPs). The CLPs from 2011-2012 were either not properly signed by parents/guardians or were not retained for the proper amount of time. We have made the necessary changes to ensure that this does not happen in the future. Additionally, the CLP forms we have since developed in collaboration with MDE have been described as exemplary by MDE staff. We are obtaining necessary signatures and our records retention procedures have been adjusted to ensure proper document retention.
7. We have made a good faith effort to put in place practices that provide a much greater level of integrity with our student accounting procedures than what had been in place for the year subject to the audit.

AGENDA ITEM: Update on Summer Construction Projects, including South Campus Turf

MEETING DATE: July 13, 2015

SUGGESTED DISPOSITION: Discussion Item

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

BACKGROUND:

Dr. Kazmierczak will provide information and status of our summer construction projects, including South Campus turf, Hippodrome, Lincoln, Otter Lake and others, consistent with School Board/Superintendent action step III-11.

AGENDA ITEM: Update for 2015-16 on World Language Enrollment and Staffing

MEETING DATE: July 13, 2015

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Linda Goers, Director of Human Resources

BACKGROUND:

Linda Goers will update the Board on trends in World Language enrollment consistent with this objective, consistent with School Board/Superintendent action step II-2.

AGENDA ITEM: Review of Operating Protocols and Other Annual Reviews

MEETING DATE: July 13, 2015

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Michel Lovett, Superintendent

BACKGROUND:

1. Review of School Culture Survey Results and Development of Action Plan
2. School Board Working Protocols
 - a. Review Description of School Liaison Role (current protocols attached)
 - b. Review Protocols and Location for Work-Study Sessions (current schedule attached)
 - c. Review Protocols for Closed Meetings for Negotiations or Other Closed Meetings
 - d. Planning for Transition to New School Board Members in 2016
3. Review of Committees with More than One School Board Representative
 - a. Policy Committee (currently 2 Board members)
 - b. Finance Advisory Committee (currently 3 Board members)
 - c. Community Curriculum Advisory Committee (currently 1 Board member)
 - d. AMSD (currently 3 Board members attend, but with one designated as the voting member)
4. School Board Training
 - a. MSBA – All Members Attend as Interested
 - b. NSBA – Budget for One Member to Attend
 - c. Desire for Other Training
5. Evaluation of School Board and Superintendent (process, timing, and communication to the public).

AGENDA ITEM: Review Description of School Liaison Role

MEETING DATE: July 13, 2015

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Michel Lovett, Superintendent

BACKGROUND:

A copy of our description of School Board Liaison role is attached.

Philosophy and Rationale for School Board Liaison Role

In order to give the School Board greater visibility and first-hand knowledge of the schools, board members will be assigned liaison relationships with individual schools in the district. Board members and building staff and parent leaders will be informed of the relationship. Board members will establish and maintain, to the degree possible, a periodic physical presence at the school and will work to be aware of significant school and building issues, events and accomplishments.

Responsibilities for School Board Members in the Liaison Role

The following is a list of representative activities that can be attended by the School Board member. While the number of events will depend on the Board member's schedule, the member should try to attend at least some events in each category during the course of the year.

- Attend Meet the Teacher events (elementary).
- Attend Open House events.
- Attend monthly PTO/PTA meetings (elementary).
- Attend parent involvement group events (secondary).
- Attend music, theater and/or carnival events.
- Establish phone and email communication with building principal for the purpose of serving in the liaison role.
- Report significant news/upcoming events at the school during the "board forum" portion of school board meetings.

AGENDA ITEM: Review Protocols and Location for Work-Study Sessions

MEETING DATE: July 13, 2015

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Michel Lovett, Superintendent

BACKGROUND:

A copy of our proposed 2015-16 schedule for work-study sessions is attached. At this time we have the Community Room reserved for our work-study sessions.

The administration would like to discuss the location of our “closed meetings”. The use of conference rooms 201 and 206 will be heavier this year with Community Services classes. The administration would like to recommend the use of conference room 301 for our closed meetings.

**Proposed
2015 - 2016
WHITE BEAR LAKE AREA SCHOOL BOARD
MEETING SCHEDULE
Community Room 112
District Center, 4855 Bloom Avenue, White Bear Lake**

Date	Meeting Type	Time	Location
Monday, July 13, 2015	Board Retreat	2:00 p.m.	District Center – Room 201
Monday, July 13, 2015	Regular	7:00 p.m.	District Center – Room 112
Monday, August 10, 2015	Regular	7:00 p.m.	District Center – Room 112
Monday, August 24, 2015	Work-Study	5:30 p.m.	District Center – Room 112
Monday, September 14, 2015	Regular	7:00 p.m.	District Center – Room 112
Monday, September 28, 2015	Work-Study	5:30 p.m.	District Center – Room 112
Monday, October 12, 2015	Regular	7:00 p.m.	District Center – Room 112
Monday, October 26, 2015	Work-Study	5:30 p.m.	District Center – Room 112
Monday, November 9, 2015	Regular	7:00 p.m.	District Center – Room 112
Monday, November 23, 2015	Work-Study	5:30 p.m.	District Center – Room 112
Monday, December 14, 2015	Regular	7:00 p.m.	District Center – Room 112
Monday, January 11, 2016	Regular	7:00 p.m.	District Center – Room 112
Monday, January 25, 2016	Work-Study	5:30 p.m.	District Center – Room 112
Monday, February 8, 2016	Regular	7:00 p.m.	District Center – Room 112
Monday, February 22, 2016	Work-Study	5:30 p.m.	District Center – Room 112
Monday, March 14, 2016	Regular	7:00 p.m.	District Center – Room 112
Monday, March 28, 2016	Work-Study	5:30 p.m.	District Center – Room 112
Monday, April 11, 2016	Regular	7:00 p.m.	District Center – Room 112
Monday, April 25, 2016	Work-Study	5:30 p.m.	District Center – Room 112
Monday, May 9, 2016	Regular	7:00 p.m.	District Center – Room 112
Monday, May 23, 2016	Work-study	5:30 p.m.	District Center – Room 112
Monday, June 13, 2016	Regular	7:00 p.m.	District Center – Room 112
Monday, July 11, 2016	Regular	7:00 p.m.	District Center – Room 112
Monday, August 8, 2016	Regular	7:00 p.m.	District Center – Room 112
Monday, August 22, 2016	Work-study	5:30 p.m.	District Center – Room 112