

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
AGENDA**

March 28, 2016

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 21, 2016

A work-study session of the White Bear Lake Area School Board will be held on **Monday, March 28, 2016**, at 5:30 p.m. in Community Room 112, 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. Intermediate School District 916 Presentation 5:30 p.m.
2. Update on School Board/Superintendent Goals 6:00 p.m.
 - a. Goal 1: Action Step VI.5: *District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members, and parents.*
 - Student Presentation: Intentional Student Interaction/Community Dinner at Willow
 - b. Goal 1: Strategy IV: *We will create a district-wide culture that Inspires innovation, a passion for learning, and confidence to pursue dreams.* 6:20 p.m.
 - Update on Technology Support Staff Plan
 - c. Goal 1.1: *All students will achieve grade level in reading, writing and math by grade 3 and maintain grade level proficiency throughout their tenure in White Bear Lake Area Public Schools.* 6:50 p.m.
 - Update on Elementary Literacy
 - d. Goal 2: *Ongoing Financial Stewardship and Budget Management* and Goal 1 Strategy III: *We will ensure our facilities support our district's Mission and objectives.* 7:20 p.m.
 - Finance Update
 - Comprehensive Facilities Planning
 - Early Learning Achievement Center
3. Negotiations Study Session* 7:45 p.m.

C. ADJOURNMENT 8:00 p.m.

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

AGENDA ITEM: Intermediate School District 916 Presentation

MEETING DATE: March 28, 2016

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Michael Lovett, Superintendent

BACKGROUND:

Intermediate School District 916 Superintendent Connie Hayes will provide information on background of School District 916.



NORTHEAST METRO
Intermediate School District

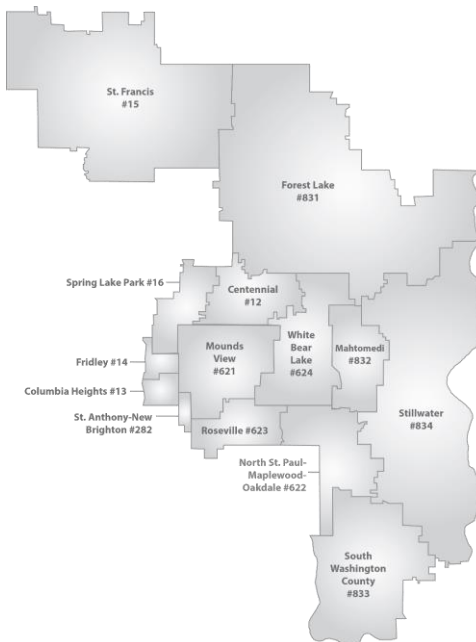
| 916

partners in education

WHITE BEAR LAKE SCHOOL BOARD

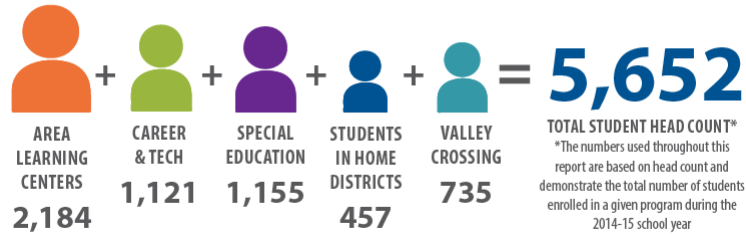
March 28, 2016

14 MEMBER DISTRICTS



BY THE NUMBERS

STUDENTS



STAFF



89%

OF STAFF PROVIDE DIRECT STUDENT SUPPORT

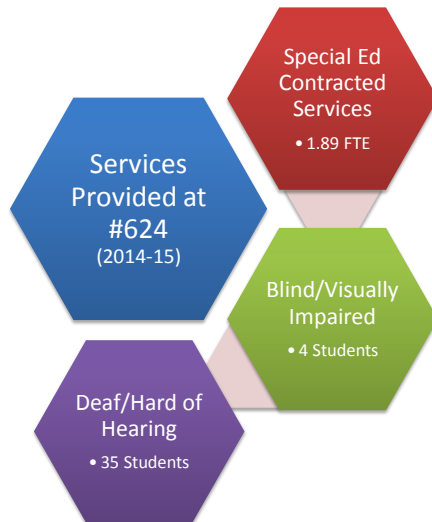
Northeast Metro 916 employs a high staff to student ratio in some programs, with a large number of teachers and education assistants, as well as other licensed positions such as social workers, licensed school nurses, and more.

#624 SPECIAL ED ENROLLMENT

Program	5-year Total	5-year Average	2015-16 <i>As of 3/2/16</i>
Auditory/Oral	27	5.4	3
ALP John Glenn/VCCS	18	3.6	4
Assessment Center	7	1.4	0
Bellaire Education Center	74	14.8	11
Capitol View ALP	25	5	2
Capitol View CAP	23	4.6	4
Karner Blue*	49	9.8	8
Project Return	6	1.2	1
South Campus	33	6.6	5
WELS-North	9	1.8	2
WELS-South	25	5	5
TOTAL	296	59.2	45

*Includes former elementary sites prior to opening Karner Blue

SERVICES



FACILITIES PLAN UPDATE



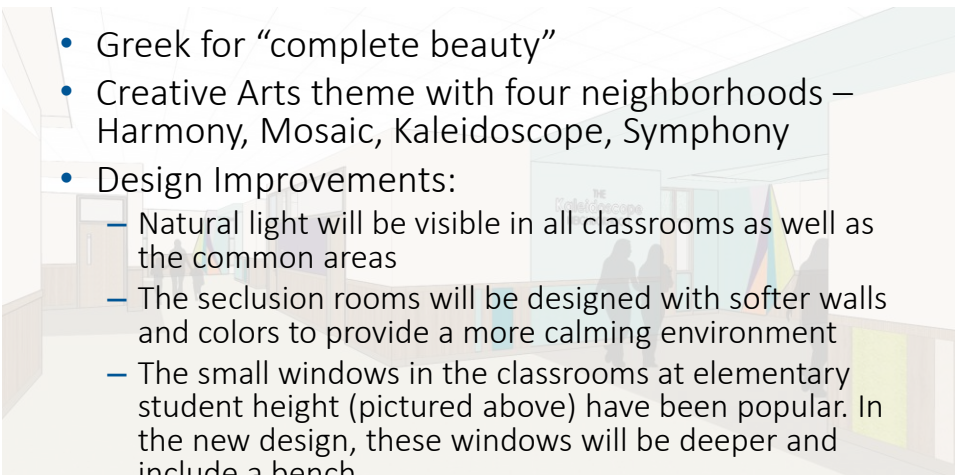
KARNER BLUE SUCCESS STORIES

- Parents report that their children like, and want to come to school first time ever
- Students are transitioning back to their home schools faster
- Staff have more time to dedicate to teaching and are discussing instructional strategies versus problem solving behavioral issues
- Locked exits are a significant safety improvement for students and staff



PANKALO EDUCATION CENTER UPDATE

- Greek for “complete beauty”
- Creative Arts theme with four neighborhoods – Harmony, Mosaic, Kaleidoscope, Symphony
- Design Improvements:
 - Natural light will be visible in all classrooms as well as the common areas
 - The seclusion rooms will be designed with softer walls and colors to provide a more calming environment
 - The small windows in the classrooms at elementary student height (pictured above) have been popular. In the new design, these windows will be deeper and include a bench



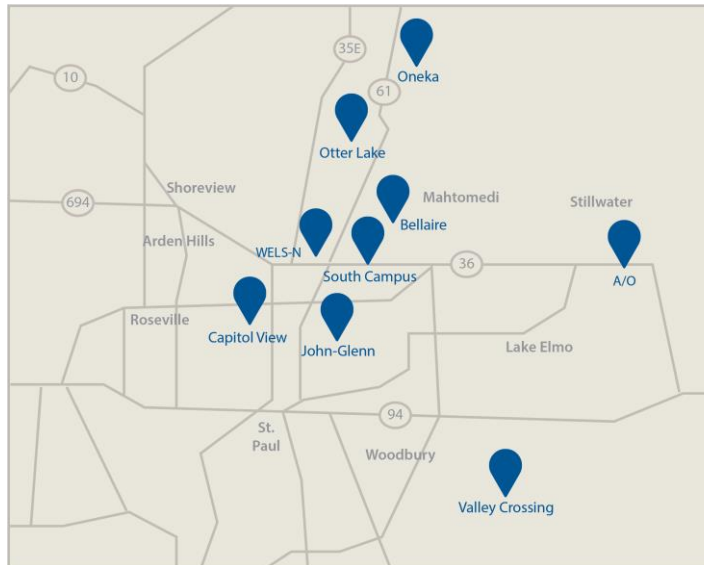
CAPITOL VIEW CENTER UPDATE



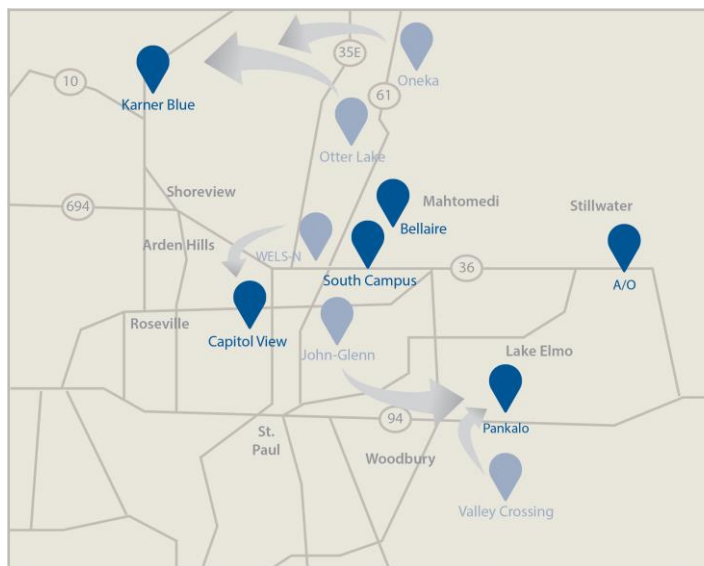
CAPITOL VIEW CENTER UPDATE

- Building will house multiple level IV special education programs, East View Area Learning Center, conference center and offices
- Design development occurring now. Highlights include:
 - Natural lighting to all classroom spaces; LED lighting for sensory needs
 - Acoustic improvements to minimize disruption and escalation of student behaviors
 - Individual breakout areas available for all programs throughout the building
 - Unique entry points for different student populations
 - Improved specialty teaching areas for art, science and daily living skills
 - Over two acres of outdoor space to program for our students
- Member district transportation leaders input and review on site layout and traffic flow for getting students to and from the building

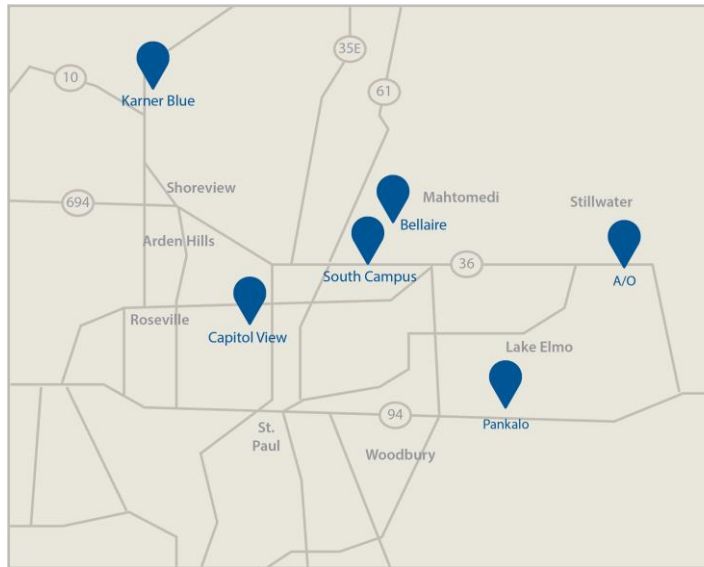
SPECIAL ED FACILITIES: BEFORE



SPECIAL ED FACILITIES: TRANSITION



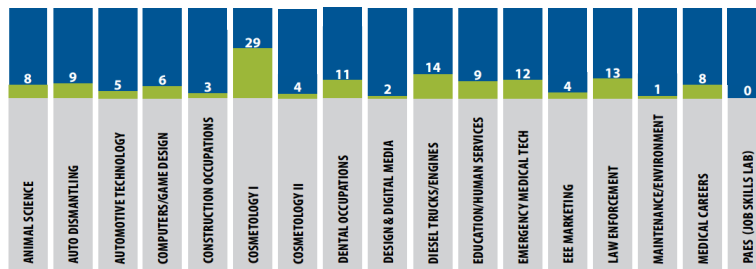
SPECIAL ED FACILITIES: FUTURE



CAREER & TECH CENTER ENROLLMENT #624

501

Potential Articulated & Century
College Credits Earned



THANK YOU!

Northeast Metro 916 Intermediate School District

2540 County Road F East, White Bear Lake, MN 55110

651-415-5100 / www.nemetro.k12.mn.us



Connie Hayes

Superintendent

651-415-5656

connie.hayes@nemetro.k12.mn.us



ANNUAL REPORT | 2014-15

WHITE BEAR LAKE AREA SCHOOLS #624

MISSION STATEMENT | Northeast Metro 916 Intermediate School District responds to the unique needs of students, educators, and school districts with innovation, quality, and trusted experience.

To learn more about the information in this annual report, please visit www.nemetro.k12.mn.us.



NORTHEAST METRO
Intermediate School District

916

partners in education

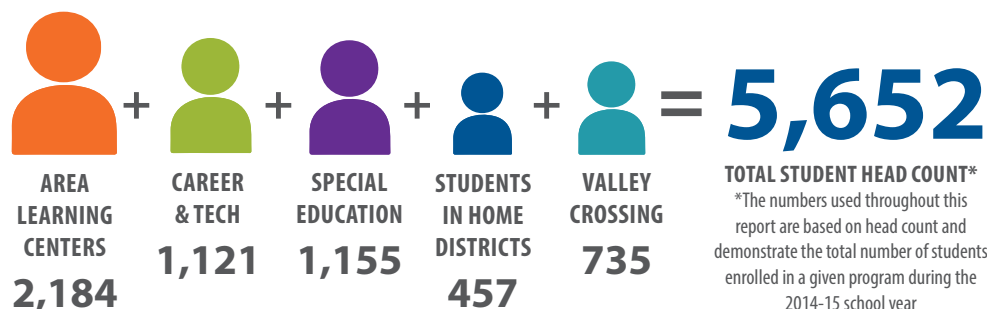
DISTRICT OVERVIEW

MEMBER DISTRICTS SCHOOL BOARD MEMBERS

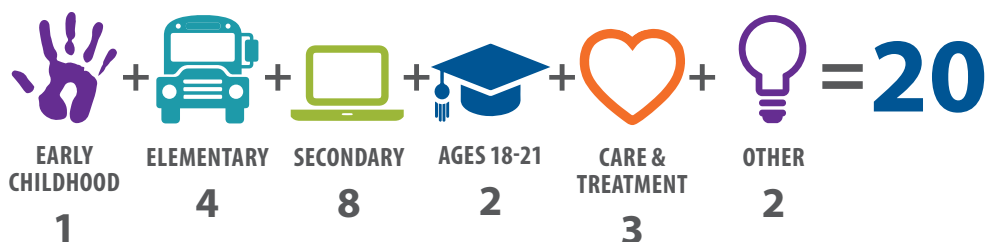
DISTRICT PROFILE

Northeast Metro 916 is one of three intermediate school districts in Minnesota, offering specialized and shared programming that includes career and technical education, special education services, area learning centers and elementary education. Through the sharing of resources, talent and ideas, Northeast Metro 916 provides cost-effective, expert and reliable services to 12 member school districts and the students and families we collectively support.

STUDENTS



PROGRAMS



STAFF



89%

OF STAFF PROVIDE DIRECT STUDENT SUPPORT

Northeast Metro 916 employs a high staff to student ratio in some programs, with a large number of teachers and education assistants, as well as other licensed positions such as social workers, licensed school nurses, and more.

Centennial #12

Karen Lodico

Columbia Heights #13

Laura Palmer

Forest Lake #831

Gail Theisen

Fridley #14

Marcia Lindblad

Mahtomedi #832

Judy Schwartz

Mounds View #621

Marre Jo Sager

North St. Paul - Maplewood - Oakdale #622

Theresa Auge'

Roseville #623

Lisa Edstrom

South Washington County #833

Tracy Brunnette

Spring Lake Park #16

Marilynn Forsberg

Stillwater #834

Mike Ptacek

White Bear Lake #624

Janet Newberg

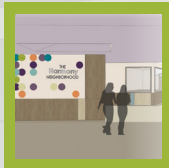
FACILITIES

Northeast Metro 916 conducted extensive facilities studies and planning from 2006 through 2011. A steering committee was brought together with stakeholders from member districts who developed the 3-Step Facilities Plan. The plan was approved by the School Board in June 2012. This is the first major district-wide facilities overhaul since the late 80s when special education additions were constructed at member district schools.

THREE-STEP FACILITIES PLAN:



New K-8 consolidated special education facility in the Northwest
Karner Blue Education Center opened fall 2014
(Blaine)



New K-8 consolidated special education facility in the Southeast
Pankalo Education Center planned to open fall 2017
(Lake Elmo)



Rebuild Capitol View secondary education facility
New building planned to open fall 2018
(Little Canada)

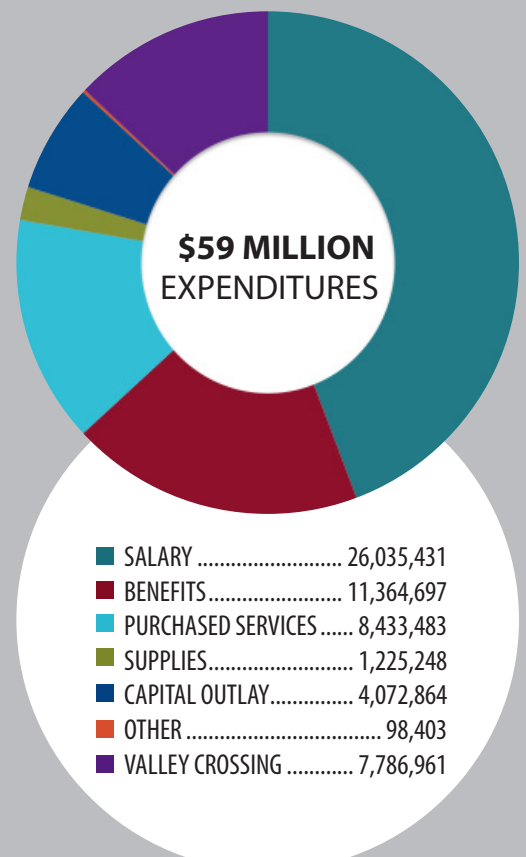
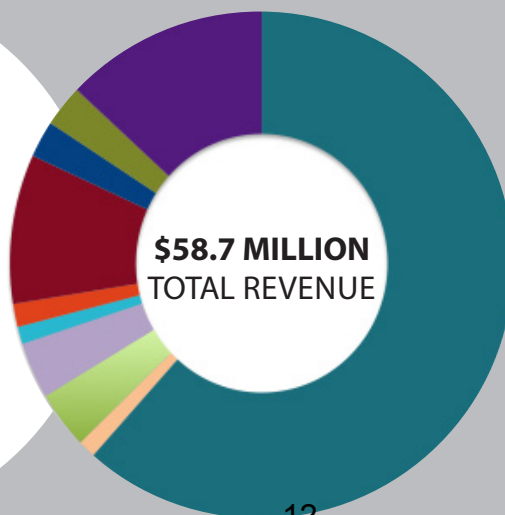
2014-15 HIGHLIGHT: Karner Blue Education Center opens

Karner Blue is the first school of its kind to create an innovative educational environment designed specifically to support the unique learning that supports and encourages learning for students with highly complex disabilities. Drawing inspiration from the surrounding natural environment, as well as employing design strategies from hospitals and mental health facilities, the school is called a "healing learning environment." The floor plan departs from traditional school design to create four unique learning communities with more open space and daylight that accommodates different learning styles and encourages exploration. The staff welcomed their inaugural class of 90 students in September 2014 and have continued to enroll additional students as referral requests are made / [READ MORE](#)

FINANCE

Intermediate districts operate on a fee-for-service basis. Revenue to fund student services is generated by tuition billing. The majority of the district expenditures consists of salaries and benefits with budgets in specialized programs consisting of over 90% staffing costs.

TUITION.....	36,205,830
NON MEMBER ACCESS FEE ...	663,662
MEMBERSHIP FEE.....	2,119,981
LEVIES	2,070,919
THIRD PARTY BILLING.....	637,070
GRANTS.....	846,139
CONTRACTED SERVICES.....	5,484,677
DEBT SERVICE.....	1,353,387
OTHER	1,550,576
VALLEY CROSSING	7,764,672



EDUCATIONAL PROGRAMS



AREA LEARNING CENTERS

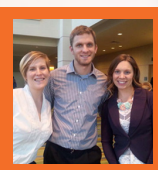
Area Learning Centers (ALCs) help students achieve their educational and career goals in a non-traditional learning environment. The three locations offer comprehensive and rigorous high school curriculum delivered within a personalized, flexible and nurturing environment. Students receive assistance in meeting graduation requirements, and have opportunities to gain vocational skills and work experience.

2014-15 SCHOOL YEAR HIGHLIGHTS:



Summer school credits reach record high

Students attending summer school at East View Academy, Metro Heights Academy and a satellite location in Columbia Heights earned a total of 518.6 credits.



Teachers invited to attend Teach to Lead Summit- Denver

916 Mahtomedi Academy teachers had the opportunity to work side-by-side with national leaders in education to help develop innovative ideas / [READ MORE](#)

ALC ENROLLMENT

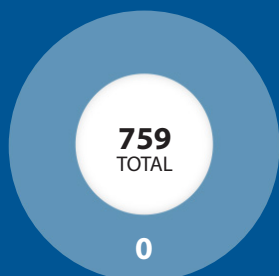
Students in grades 9 to 12+ attending full time, part-time and for specific credit recovery



916 Mahtomedi Academy
(Mahtomedi)



East View Academy
(Little Canada)



Metro Heights Academy
(Fridley)

TOTAL STUDENTS = 2,184

Free & Reduced Lunch = 48%

Students of Color = 57%

WBL #624 Cumulative

VALLEY CROSSING COMMUNITY SCHOOL

Valley Crossing Community School (VCCS) is a unique, child-centered place-based on the best practices in curriculum, organization, and architecture. In planning the school, visionary parents collaborated with teachers, superintendents, school boards, and other educational and community leaders to implement best practices from the most effective schools.

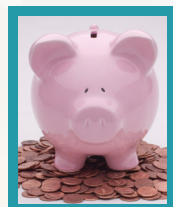
Note: In January 2015, District #833 announced the purchase of Valley Crossing and will assume management in July 2016.

2014-15 SCHOOL YEAR HIGHLIGHTS:



VCCS ranks among top Title I Schools

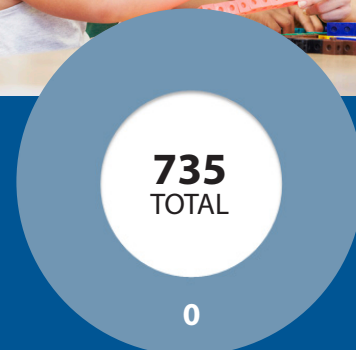
For the fourth year in a row, VCCS has been named a Reward School, a designation given the top performing 15 percent of Title 1 schools / [READ MORE](#)



Focus on Financial Literacy

4th-6th graders brought their financial and business learning to life through a simulation experience called BizTown / [READ MORE](#)

13



VCCS ENROLLMENT
(Woodbury)

Students in grades K-6 enroll in Valley Crossing from North St. Paul-Maplewood-Oakdale #622, South Washington County #833 and Stillwater Area Schools #834. Families can also open enroll in Valley Crossing through District #833.

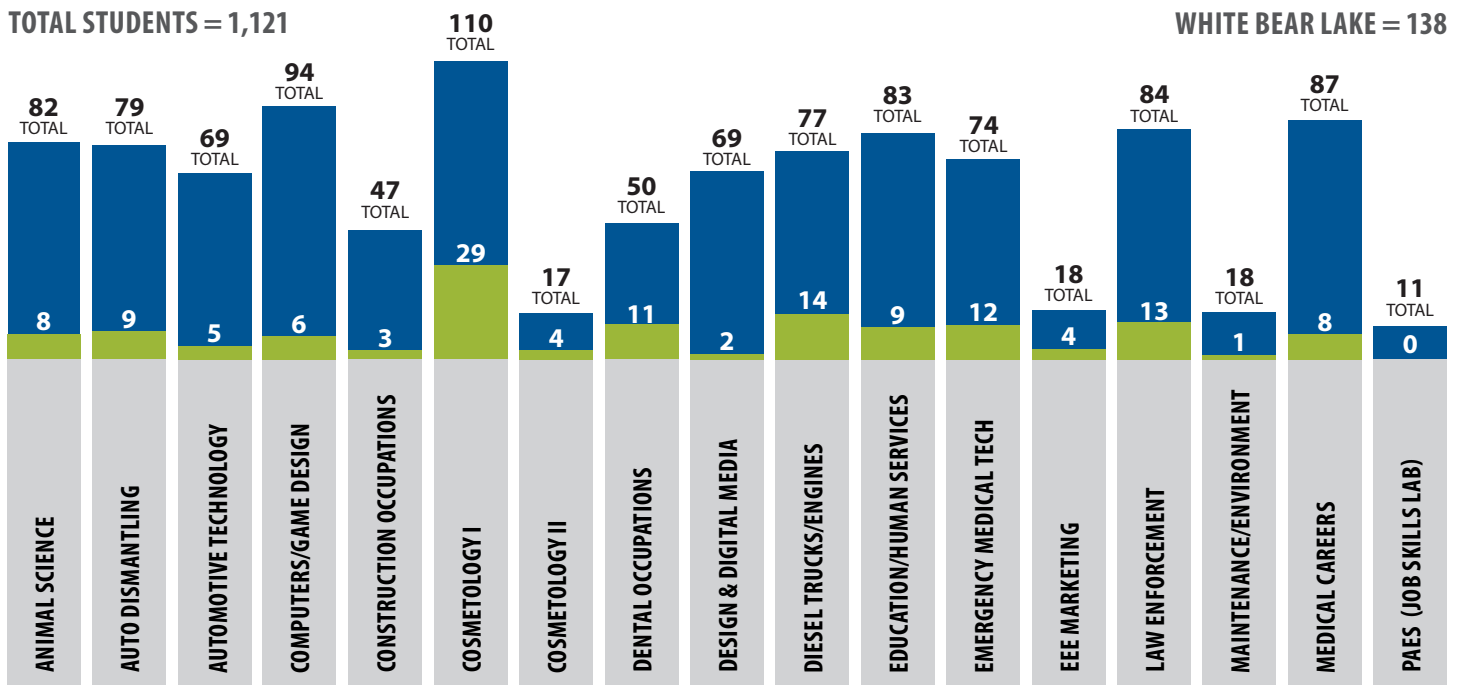
Free & Reduced Lunch = 11%

Students of Color = 30%

WBL #624 Cumulative

CTC ENROLLMENT

TOTAL STUDENTS = 1,121



CAREER & TECHNICAL CENTER

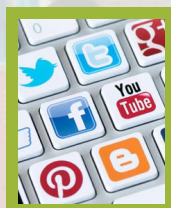
Located on the East Campus of Century College (Mahtomedi), the Career and Technical Center (CTC) provides unique and meaningful hands-on learning opportunities that allow students in grades 11-12 from participating schools to explore a passion while earning high school and college credit in a college setting. Students attend one 2-hour block during the school day.

2014-15 SCHOOL YEAR HIGHLIGHTS:



CTC earns top ranks at national HOSA Competition

The CTC Emergency Medical Technician teams took both first and second place at the national HOSA competition, an organization for future health professionals that develops leadership and technical competencies.



Entertainment, E-Marketing, Event Planning Course Premieres

In Fall 2014, CTC introduced a new class which the students affectionately refer to as "EEE Marketing" for short. The new class provides hands-on business learning experiences / [READ MORE](#)

COLLEGE CREDIT

Students participating in CTC courses earn college credit through articulation agreements with over 15 post-secondary institutions across the state. Additionally, many CTC programs align directly with Century College courses and provide dual credit options for students to earn both high school and Century College credits.

Century College
Credits Earned
51

Articulated
College Credits
450

CONCURRENT ENROLLMENT & SATELLITE PROGRAMS

In addition to CTC program offerings, students have the opportunity to participate in concurrent enrollment (CC) courses at Century College or satellite programs (SP) offered at member district high school locations. Concurrent enrollment courses are taught by Century College instructors with high school and college students in the same classroom. Participating students earn college credit through Century College.

COURSE ENROLLMENT

SP	American Sign Language I & II (District #624).....	0
SP	American Sign Language II (District #621).....	0
SP	Aviation and Aerospace (District #624).....	0
CC	Heating & Air Conditioning.....	0
CC	Info & Telecommunications Technology.....	0
SP	Junior ROTC Aerospace (#833).....	0
SP	Mentor Connection.....	0
CC	Prosthetics.....	0
CC	Visual Communications.....	0

White Bear Lake.....0
Cumulative Total.....50

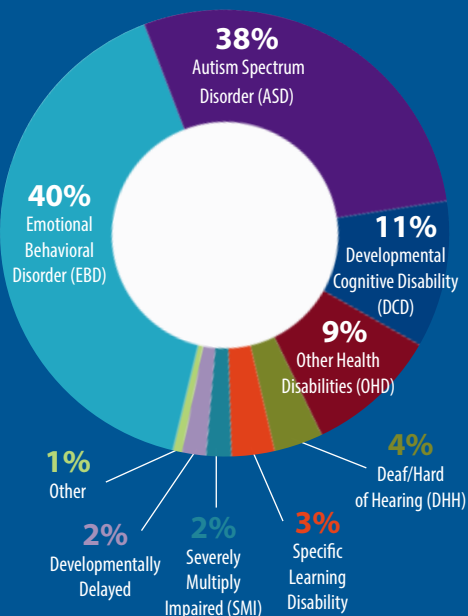


SPECIAL EDUCATION

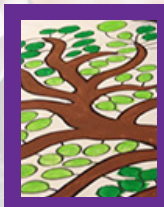
Special Education programs and services at Northeast Metro 916 are highly specialized to respond to our member districts' students with the most challenging needs. Highly-structured, supportive learning environments address students' academic, social, emotional, behavior and communication needs.

STUDENT PROFILE

Special Education site-based programs
(excludes care and treatment)



2014-15 SCHOOL YEAR HIGHLIGHTS:



Artist-in-Residency Program

Several special education programs had the opportunity to have an artist-in-residency, where artists focused on a theme that was integrated throughout the program / [READ MORE](#)



Capitol View premieres stage adaptation of *Clue*

Students at the Capitol View ALP and CAP programs wrote, acted and directed in an original bold and witty stage remake of *Clue*, captivating the audience with humor and mystery.

ENROLLMENT

Enrollment in Northeast Metro 916 special education site-based programs are on a referral basis only, with students being referred by their home districts.

Northeast Metro 916 contracts with care and treatment facilities to provide education services.

TOTAL STUDENTS = 1,555

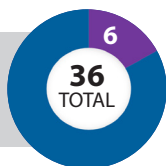
Free & Reduced Lunch = 48%

Students of Color = 32%

WBL #624 Cumulative

AUDITORY/ORAL PROGRAM

Specialized services for ages birth to K with hearing loss (Stillwater)



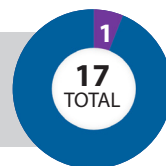
ALP CAPITOL VIEW

Serving students grades 6-12 with behavioral needs (Little Canada)



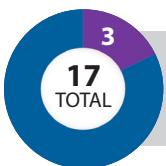
ALP JOHN GLENN

Serving students grades K-5 with ASD and EBD (Maplewood)



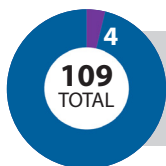
ALP VALLEY CROSSING

Serving students grades K-5 with behavioral needs (Woodbury)



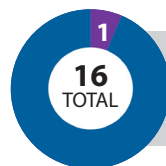
ARIS

Care and treatment education services for K-12 (Woodbury)



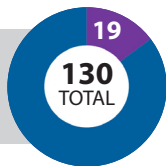
ASSESSMENT CENTER

Comprehensive educational and behavioral evaluation (Little Canada)



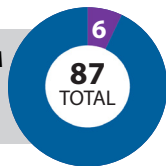
BELLAIRE EDUCATION CENTER

Serving students grades 6-12 with ASD and EBD (White Bear Lake)



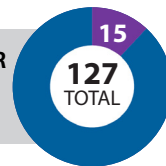
CREATIVE ALTERNATIVES PROGRAM

Serving grades 6-12 with neuro-biological disorders (Little Canada)



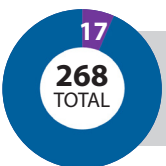
KARNER BLUE EDUCATION CENTER

Serving students grades K-8 with ASD and EBD (Blaine)



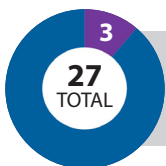
LIFESPAN

Care and treatment education services for K-12 (Shoreview)



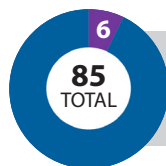
PROJECT RETURN

Short-term program for students facing suspension/expulsion (Little Canada)



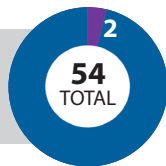
SOUTH CAMPUS

Serving students grades 6-12 with ASD and DCD (White Bear Lake)



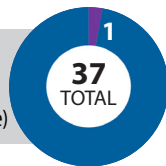
THE WILLOWS

Care and treatment education services for girls ages 12-18 (Blaine)



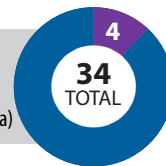
WELS-NORTH

Work experience program for ages 18-21 with ASD, EBD, DCD (White Bear Lake)



WELS-SOUTH

Work experience and life skills for ages 18-21 with DCD, ASD, SMI (Little Canada)



WHITE BEAR LAKE = 93

SERVICES

PROFESSIONAL SERVICES

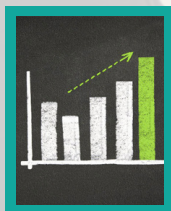
Northeast Metro 916 provides specialized professional and contracted services which develop from the collaboration with member districts. These services impact general education and special education programs as well as support the administrative and operational needs of partner districts. By sharing resources, districts are able to receive cost-effective, expert and reliable services which are also open to non-member participation when the capacity is available.

2014-15 HIGHLIGHTS:



EA Pathway to Licensure Program

23 education assistants from five participating districts are part of an accelerated cohort working to earn their master's degree and special education license in EBD / [READ MORE](#)



Academic Return on Investment

Northeast Metro 916 is facilitating an opportunity for districts to measure which programs drive student achievement and ultimately make better data-driven decisions / [READ MORE](#)

GRANTS & RESEARCH OFFICE

	YES	NO
9 Ways for "Strategic" Teachers to Support Struggling Readers in Content Classrooms Grades 6-12	☒	☐
Becoming a Reflective Teacher in a Highly Engaged Classroom	☐	☒
Becoming a Reflective Teacher in a Highly Engaged Classroom - Level 2	☐	☒
GRO-O-GRAM Subscription	☒	☐
Math/Science Teacher Partnership	☐	☒
Neurodiversity in the Classroom - A Revolutionary New Concept for Special Education	☐	☒
Prioritizing Instruction - A Seminar Series for School Leaders in Non-General Education Settings	☐	☒
The Visible Learning Institute	☒	☐

ADMINISTRATIVE SERVICES

	YES	NO
ALC Management	☐	☒
DMC Membership	☐	☒
DMC Studies	☒	☐
Document Imaging	☐	☒
EA Pathway to Licensure	☐	☒
Individual District Survey	☐	☒
Joint Purchasing	☒	☐
Legal Services	☐	☒
Programmer	☐	☒
Targeted Services	☐	☒
Transportation Services	☒	☐

PROFESSIONAL NETWORKS



16



SPECIAL ED CONTRACTED SERVICES (FTE)

	#624	Total
Audiologist	0.14	1.47
Autism Specialist	0.00	1.50
Behavioral Specialist	0.00	0.01
Brailist	0.03	1.23
Blind/Visually Impaired Teacher	0.05	5.94
Captionist	0.00	1.25
Certified Occupational Therapy Asst.	0.00	3.45
Deaf/Hard of Hearing Teacher	0.00	8.86
Education Assistant	0.00	0.05
Health Specialist	0.00	1.81
Interpreter	0.19	13.47
Intervener	0.88	7.58
Licensed School Nurse	0.00	1.00
Orientation & Mobility Specialist	0.10	1.36
Occupational Therapist	0.00	1.35
Physical Health Disabilities Teacher	0.00	3.79
Programmer	0.00	0.71
Psychologist	0.20	1.39
Physical Therapist	0.00	2.22
Signing Education Assistant	0.30	1.24
Social Worker	0.00	0.37
Special Education Teacher	0.00	0.05
Speech Therapist	0.00	2.34
Total	1.89	62.44

TRAINING & TECHNICAL ASSISTANCE

	YES	NO
Assistive Technology Library	☒	☐
Audiology	☒	☐
Behavioral Analyst Services	☒	☐
Behavior Tools	☐	☒
Nonviolent Crisis Prevention (CPI)	☒	☐
Professional Crisis Management (CPM)	☒	☐

STUDENTS SERVED IN HOME DISTRICTS

	#624	Total
Blind/Visually Impaired	4	141
Deaf/Hard of Hearing	35	316
Total	39	457

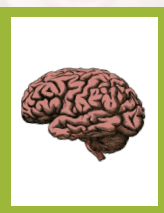
PARTNERSHIPS & COLLABORATION



COMMUNITY CONNECTIONS

Thanks to the generosity of community partners, students throughout the district are able to gain hands-on work and educational experiences and have access to invaluable resources that help them become better prepared for their future.

2015-16 HIGHLIGHTS:



University of Minnesota Psychiatric Fellows

Through a partnership with the University of Minnesota Psychiatric Department, two fifth-year Fellows provide consultation and training to mental health staff one day a week for a full year at four sites.



Goodwill Work Experience

Goodwill Maplewood works collaboratively with Northeast Metro 916 to provide job opportunities for students in transition programs to gain on-the-job skills and experience for future employment.



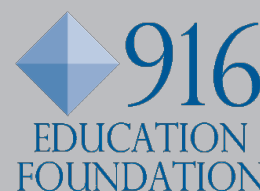
Urban Boat Builders

Special education students participate in Urban Boat Builders as a choice activity, working throughout the year to build artisan boats which they launch in May. In 2014-15, the students built two canoes and a kayak.

3M
Alexandra House Advocate
Allina Health
Argosy University
Art Inst. International MN
Aveda
Canvas Health
City of North St. Paul
Cottage Grove Police Dept.
Century College
Dakota County Technical College
District Management Council
Dunwoody College of Technology
Eagle Bluff Environmental Learning Center
Eagle Brook Church
Empire Beauty School
Feed My Starving Children
Festival Foods
Fridley Police Department
Good Samaritan
Goodwill
HealthEast
Houles
Inver Hills Community College
Intermediate District #287
Intermediate District #917
John's Auto Parts
Kraus-Anderson Construction
Nordic Rocks
Project Enhance
Ramsey County
Redeemer Lutheran Church
Regency Beauty Institute
Roseville Lutheran Church
Maplewood Care Center
Meals On Wheels
Minneapolis Business College
Minneapolis Community and Technical College

MN Auto Dealers and Independents
MN School of Cosmetology
Minnesota State Patrol
Oakdale Police Department
PCI Academy
Pratt Homes
Regency Beauty School
Ronald McDonald House
Saint Paul College
South Metro Fire
STEP-UP
St. Francis Animal and Bird Hospital
St. John's Hospital
Stillwater Chamber of Commerce
Smitty Big Tow and Recovery
Teacher-Child Interaction Training Universal
Teen Challenge
The Builders Group
Tree Trust
University of Minnesota
Urban Boat Builders
Value Village
Village Orthodontics
Washington County Sheriff's Department
White Bear Area Chamber of Commerce
White Bear Area Emergency Food Shelf
White Bear Lake Police & Fire Departments
White Bear Township Theater
Woodbury Health Care
Woodbury Police Department
Woodbury Public Safety
Youth Frontiers

916 EDUCATION FOUNDATION



The 916 Education Foundation is a charitable organization that enhances teaching and learning through economic support to the students, staff, programs and member districts of Northeast Metro 916. The foundation raises money to augment the resources of Northeast Metro 916 for students and staff through student scholarships and recognition, specialized equipment, program grants and staff recognition. The foundation has supported the district since 1984, and over the last five years has awarded over a half a million dollars in scholarships and grants for students and teachers.

White Bear Lake Student Scholarships.....\$5,250

White Bear Lake Student of the Month.....\$40

Total 2014-15 Giving Programs.....\$86,405

AGENDA ITEM: Update on 2015-16 School Board/Superintendent Goals

MEETING DATE: March 28, 2016

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Michael Lovett, Superintendent

BACKGROUND:

As is our practice, we have attached a copy of the 2015-16 School Board/Superintendent Goals highlighting updates through the date of this work-study session.

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

School Board/Superintendent Goals for 2015-16 (Updated for the Work Study Session of March 28, 2016)

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.					
Action Step 1.1: All students will achieve grade level in reading, writing and math by grade 3 and maintain grade level proficiency throughout their tenure in White Bear Lake Area Public Schools.	1.1. Proficiency and Growth This step will be aligned to the District's World's Best Workforce Plan.	Monitor progress based on a dashboard of metrics. During 2015-16 the District will design a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board.	August 10 School Board Meeting: Proficiency and Growth data reported to School Board; August 24: School Board Work Study Session: Focus on Proficiency, Growth, and Gaps; September 14: Focus on Measures of College and Career Readiness October 26: World's Best Workforce Executive Summary November 23: First Quarter Update on Leading Indicators February 22: School Updates to School Board Liaisons	Evaluation plan will include metrics consistent with the state profile of the following: 1. Kindergarten readiness; 2. Third grade literacy; 3. Achievement gap analysis; 4. College and career readiness, and 5. Student graduation rates.	

			March 28; Update on Elementary Literacy		
Action Step 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 College and Career Readiness This step will be aligned to the District's World's Best Workforce Plan. Implementation of the WBWF Plan will include deepening our work to use post secondary plans to increase our collective understanding of each learner's needs and interests and needs.	The 2015-16 School Year is the fourth year of implementation of the grade 9-12 changes; counselors move with their students from North to South Campus. This is year 2 of the comparable guidance staffing for grades 6-8; Monitor progress based on a dashboard of metrics. During 2015-16 the District will design a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board.	September 14: Focus on Measures of College and Career Readiness November 23: Update- Leading Indicators of Student Engagement.	Evaluation plan will include metrics consistent with the state profile of the following: 1. Kindergarten readiness; 2. Third grade literacy; 3. Achievement gap analysis; 4. College and career readiness, and 5. Student graduation rates.	
Action Step I.4: The District will build upon the International Baccalaureate (IB) offerings already in place at Matoska, Central and Sunrise Park Schools by increasing opportunities to access rigorous, comprehensive educational experiences.	I.4: IB and Other Rigorous Comprehensive Programs.	In January, 2015 Sunrise Park and Central Middle Schools received I.B. authorization. In addition to deepening implementation of IB ,programming, the District will consider other options including but not limited to: Implementation of Career Pathways;Expanding Implementation of AVID; increasing opportunities for and access to college level classes; STEM programing, and other options for review.	.	Evaluation Plan will include: 1. Assurance that all schools have rigorous comprehensive opportunities consistent with the Strategic plan, WBWF Plan and Equity Plan.	

Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.					
Action Step II. 1: All students will expand their global perspective through the study of world language and culture at the elementary schools.	II.1 World Language K-5	Chinese is now offered K-5 in two elementary schools and Spanish in six elementary sites.		Evaluation plan includes: 1.Summary information measuring student participation and success in world language; 2. Assessment data measuring student global understanding.	
Action Step 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 is now offered 6-12; For Chinese and ASL, District has made application for college credit (CIS) status.		Evaluation plan includes: 1.Summary information measuring student participation and success in world language; 2.Assessment data measuring student global understanding; 3.Participation trends in secondary world language coursework.	
Action Step 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. For the 2014-15 school year, we collected data in a common format through our partnership with Free the Children/We Act, an international organization supporting and monitoring service and leadership. During 2015-16, a comprehensive report will be made to the School Board.		Evaluation plan includes: 1.Participation trends in global service learning projects, including comprehensive report from We Act; 2.Survey data on student understanding of global issues related to service learning opportunities.	
Strategy III: We will ensure our facilities support our district's mission and objectives.					
Action Step III. 1: The District will ensure that inside and outside large	III.1 Facility – Large Group Spaces	The District, in partnership with its municipalities and various athletics associations has	The School Board was updated at the July 13, 2015 work-study session.	Evaluation plan includes: 1. Completion of Phase I recommendations.	

group spaces are comparable to conference schools.		completed an analysis of space issues across the District. The results of this study were presented to the School Board on May 20, 2013. A community forum about Phase I projects was held on February 24, 2015. 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. Additional Phase I projects were completed during the summer of 2015, and work will continue during the 2015-2016 school year as well. Other athletic facilities improvements will be considered through a comprehensive, long-term facilities planning process.	October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III) January 25, 2016: Update on comprehensive facilities planning and community achievement center project proposal update. March 28: Further update on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal, including legislative testimony.	2. Incorporation of action step into comprehensive, long-term facilities planning process (Phase II of Facilities Study).	
Action Step III. 2: At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.	III.2 Facility – Elementary	The completion of construction at Matoska IB Elementary School created a separate nutrition services area and a new gymnasium area. The remodeling of Lakeaires and Willow Lane elementary schools included the addition of a gymnasium which created separate spaces for the nutrition services program and the physical education/performing arts programs.		Matoska addition was completed in the fall of 2013. Lakeaires and Willow Lane additions completed in the fall of 2014.	

		With the completion of the construction programs at these two schools in early 2015, all elementary schools will have the identified separate spaces. Other elementary site improvements of significance will be considered of a comprehensive, as part long-term facilities planning process.			
Action Step III. 3: The District will ensure that storage spaces are equitable for all district facilities.	III.3 Facility – Storage	Additional storage space was included as part of the 2014 Lakeaires addition. This additional space is currently being used for District storage. Other storage improvements of significance will be considered as part of a comprehensive, long-term facilities planning process.		Included in the strategic review of secondary sites and facilities.	
Action Step III. 4: 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	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. The conclusions of this study determined that adjusting elementary attendance boundaries could help to balance the middle school populations in the short run. School start and dismissal	At School Board meeting of April 28, 2015, will be incorporated into presentation on Strategy III.11. October 26, 2015: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III) January 25, 2016: Update on comprehensive facilities	Included in the strategic review of secondary sites and facilities.	

		time adjustments will be considered as part of this process. This goal will be incorporated into a comprehensive, long-term facilities planning process.	planning and community achievement center project proposal update. March 28: Further update on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal, including legislative testimony.		
Action Step III. 5: Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.	III.5 Facility – Standardized Procedures	Completed.		Evidence that manuals are in place and that employees have been trained appropriately.	
Action Step III. 6: Each district facility will have an HVAC system that provides optimum air quality throughout the district.	III.6 Facility – Air Quality	Before 2015-16, all elementary buildings with the exception of Otter Lake had HVAC system upgrades that include air conditioning. The School Board acted to accept bids for Otter Lake Elementary to upgrade to air conditioning at the meeting of 2/9/15. This work was done in the summer of 2015. 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.	Update to the School Board in July and August, 2015 October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III)	Successful completion of HVAC projects scheduled for fiscal years 2015-2017.	

		The School Board acted to accept bids for the Sunrise Park Middle School replacement HVAC systems project at the meeting of 1//11/16. The work will be done in the summer of 2016. The School Board acted to accept bids for the South Campus HVAC replacement project, phase 2 at the meeting of 2/18/16. The work will be done in the summer of 2016. This goal will be incorporated into Phase II of Facility Plan.			
Action Step III. 8: The District will ensure that all schools provide secure entrances.	III.8 Facility – Secure Entrances	All secondary schools have either a secure entrance design or have attendants who monitor the main door throughout the student day. With the 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.		Secure entrances at each site and appropriate protocols in place.	
Action Step III. 9: District facilities will be designed to allow for informational technology to be accessible by all ISD 624 employees, learners and families.	III.9 Facility – Technology Access	See Strategy IV.11 During 2014-15, District begins pilots of space and classroom redesign to promote 21st Century skills. This goal will be incorporated into Phase II of Facility Plan.	October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III)	Included in the strategic review of secondary sites and facilities, Strategy III.11	
Action Step III.10: The District will ensure that	III.10 Facility – Balanced Elementary Class Sizes	Projected growth in the Northern portion of the District, along with	October 26: Update on Comprehensive Facilities	Data on class size averages and ranges.	

elementary class sizes are balanced across the district.		housing turnover in the southern portion of the district requires careful study during 2015-16. Additionally, school start and end times will be considered for possible implementation in 2016-2017.	Plan. (Relates to all Action Steps under Strategy III) January 25, 2016: Update on comprehensive facilities planning and community achievement center project proposal update. March 28: Further update on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal, including legislative testimony.	
Action Step 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 Phase I recommendations Phase II recommendations	Secondary strategic program and facilities review begins in 2014-15. Action taken at April 13, 2015 Board meeting on Phase I improvements. Update to the School Board presented on July 13, 2015. Phase II of the secondary program and facilities review will expand to include preK-12 and senior facilities as part of a comprehensive, long-term facilities planning process.	October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III) January 25, 2016: Update on comprehensive facilities planning and community achievement center project proposal update.	Strategy III.11, facilities study. Included in the strategic review of secondary sites and facilities.

			March 28: Further update on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal, including legislative testimony.		
Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.					
Action Step IV.11: Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.		3-year implementation plan: 2015-16 - 7th-10th Grade 1:1 2016-17 - 6th-12th Grade 1:1 2017-18 - 1:1 classroom sets Grades 3-5 & 1:2 classroom sets in Grades K-2 Elementary buildings wishing to accelerate this roll-out prior to 2017-18 can do so, knowing that all devices will be maintained, and fully integrated into the District replacement cycle.	November 9, 2015: Update on 1:1 Initiative in the Schools January 25, 2016 Study Session - Strategic Applications of Technology (Technology overview 2010 - present) February 22, 2016 Study Session - Technology Support Model (background and data) March 28, 2016 Study Session - Technology Support Staffing proposal	Evaluation plan includes: 1. Annual BrightBytes technology survey data; 2. Measures of student success; 3. Staff participation in 1:1 training, Summer Tech Camp, 4C's Mentors and Technology & Leadership Cohort.	
Action Step IV.12: The District will enhance communication, interaction, and collaboration through the use of a web site.	IV.12 District Website New website launched in June of 2012 and has been included in the Communications and Marketing Plan update	Recommend review of the website use and areas for improvement during 2015-16; develop and implement plan for Strategic updates and improvements.		Evaluation plan includes: TBD	

	presented to the board annually.				
Action Step IV.13: The District will establish a learning management system (LMS) to support the development and management of online coursework to allow web-based learning for staff and students.	IV.13 Schoology	Schoology, our LMS, serves as a digital extension to the physical classroom as well as the hub of classroom communication, resources and materials. Skyward, our Student Information System (SIS), provides a record of attendance and completed grades as well as student data. Google Apps is playing an increasingly central role in the classroom communication model as well.	On January 25th a draft model was shown to the Board. It will be finalized and presented to staff later this school year.	Evaluation plan includes: 1. Total number of courses; 2. Enrollment and student success in hybrid courses; 3. Usage statistics.	
Action Step 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	Mobile technologies use was included in the Electronic Technologies Acceptable Use policy.	The Electronic Technologies Acceptable Use policy was approved by the Board on February 8, 2016.	Evaluation plan includes: 1. Teacher and student training on updated policy completed by June 2016.	

Action Step IV.15: Instructional technology will be available for use by students beyond the traditional school day/year.	IV.15 Access to Instructional Technology	See Strategy IV.11 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. We continue to partner with Washington and Ramsey county library systems to provide broader access to our entire community. The partnership with Ramsey County is highlighted at a White House Conference on January 18, to which the Superintendent, County Library Director, and County Commissioner are invited; and at a March 11 statewide school administration conference. Work continues with Ramsey County Library to increase family access.	February 8: As part of the Presidential ConnectEd Library Card Initiative with Ramsey County, jointly present to the School Board on the access Middle School students have to resources to school and Ramsey County Library resources via student library cards.	Evaluation plan includes: 1. Student device ratio; 2. Student home Internet access as measured by Brightbytes survey.	
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.		Successful implementation of Policy 900, Partnerships, including the following: 1. Assure compliance with policy and protocols for all partnerships for the 2015-16 school year; 2. An evaluation of each partnership will be made by June 30, 2016 and	

		An update was provided to the School Board at the work-study session of April 27, 2015. As of August 15, 2015, all building level partnerships project that all district level partnerships will be in compliance by September 30, 2015.		annually thereafter consistent with policy.	
Action Step V.2: A comprehensive needs assessment will be developed and administered at every WBLA school in order to provide direction to future partnerships.	V.2 Partnership – Needs Assessment	An update was provided to the School Board at the work-study session of April 27, 2015. By, March 2016 all schools have completed the partnership needs assessment document.		Successful implementation the needs assessment section of Policy 900, Partnerships, including the assurance of compliance with policy and protocols for all partnerships for the 2015-16 school year;	
Action Step V.3: The District will create a process which aligns a partner with a compelling need or promising vision.	V.3 Partnership – Vision	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.	
Action Step V.5: The District will communicate information related to partnerships using a variety of resources.	V.5 Partnership – Communication	Communication regarding current partnerships has been done via school board meetings, and through the communications office, including electronics, print, and other media. By March 31, 2016, the District will design a section of the District's website that features information about District partnerships, and questions and answers about the policy and procedures.	An update will be given to the Board at the April 25, 2016, Work Study meeting	Communications plan implemented, including the following: 1. Policy 900 is listed on the web page in the policy section; 2. A section of the District's website features information about District partnerships, and questions and answers about the policy and procedures	
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.					

Action Step 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	New program implemented during 2012-13. During 2014-15 additional training was provided to all staff to comply with new State law and the District's policy 514, revised in October, 2014. During the 2014-15 school year, the administration developed protocols to assure ongoing compliance with our Bullying Prevention Policy, policies, and implementation of the curriculum currently in place. For 2015-16, all staff will receive training on compliance with state law and district policy.		The evaluation plan will include: 1. Reviewing data from the Minnesota Student Survey scheduled for spring, 2016; 2. An internal audit to assure that all schools are complying with expectations to provide the curriculum; 3. On-going review of other sources of data, including student discipline data. 4. Assurance that all staff receive the required training annually.	
Action Step VI. 2: The District will increase the number of faculty and staff from culturally diverse communities to more closely reflect the diversity of the student population.	VI.2 Faculty	Beginning during 2015-16, the human resources office will develop a set of metrics on recruitment, selection, and retention consistent with this action step.		Employment metrics will be reported annually to the School Board.	
Action Step VI. 3: During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multicultural understanding.	VI.3 Equity in Curriculum and Instruction	An update on the Equity Plan was presented at the work-study session of July 13, 2015. Consistent with the District's Equity Plan, during 2015-16 develop and implement strategies to assure equity in curriculum and instructional practices.		An evaluation plan will be developed consistent with the equity plan.	
Action Step VI. 4: Programs will be adopted and implemented and resources	VI.4 School Transitions	Transition plans are in place at each level, including:		Evaluation plan will include: 1. Annual Board updates on transition programming;	

allocated for students and families to promote a positive transition between buildings and programs.		1. Kindergarten Jumpstart for four year olds; 2. WEB for the middle school; 3. LINK Crew for new ninth grade students at the high school. For 2015-16, the District will develop additional transition support for students who enter as new students during the year or at grades not served by the current transition plans.		2. Attendance data reflecting student participation in transition programming; 3. Student survey data on the effectiveness of transition programming.	
Action Step VI. 5: The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members, and parents.	VI.5 Equity in all Programming	An update on the Equity Plan was presented at the work-study session of July 13, 2015. For 2015-16, the District will participate in the following programming: 1. Marnita's Table, designed as intentional social interaction across race, socio-economic groups, and age; First Student lead ISI took place on January 28th at Willow Lane Elementary, approximately 140 participants (families, staff and student leaders). Dinner and conversation centered around "We are all Bears" and "Closing the Achievement Gap" together. 2. PIQE, designed to engage parents in learning more about school and partnering with the schools to support all children; 3. Training for District leaders in cooperation with EMID member school districts; 4. Other strategies consistent with Equity Plan	Presentation to Board Work Study on March 28th from students who planned and delivered first student lead "Intentional Social Interaction" Event in the Northeast Metro and first in the White Bear Lake Area Schools.	An evaluation plan consistent with the Equity plan, will include: 1. Minnesota Student survey data regarding students feeling connected and welcome at school; 2. Staff survey data regarding school climate; 3. Parent feedback on school climate.	

Action Step VI. 6: The District will review and assess the current plan related to cultural competency.	VI.6 Cultural Competency	An update on the Equity Plan was presented at the work-study session of July 13, 2015. During the 2015-16 school year, this action step will be aligned with the District's WBWF and Equity plan.		Evaluation plan will include: 1. Annual review and approval of the Achievement and Integration Plan by the School Board; 2. State approval of the District's Plan; 3. Other measures consistent with the Plan.	
Goal 2 - Ongoing Financial Stewardship and Budget Management (Revised for 2015-16)	Details	Status	Report to the School Board	Evaluation	
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, 2013 and 2015. Further, the District has restructured long-term debt to allow for more level tax levies over the next several years.	For 2014-15, the District increased the frequency of financial reporting from semi-annually to quarterly. A quarterly budget update and preliminary budget for 2015-16 was presented on May 18, 2015 with Board approval on June 8, 2015. In July the administration provided an update on the 2015-16 budget subsequent to the Legislative Special Session. An annual operating plan, to include information related to all major District funds, will be finalized during the 2015-2016 school year.	November 23: Quarterly Financial Update and Report on Workers Compensation March 28 Work Study: Presentation on long range key dates in financial planning, including bond refinancing and potential renewal referendum in the fall of 2017.	Evaluation plan will include: 1. Ongoing financial stewardship on investments and budget management are reviewed annually as part of the financial audit; 2. 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; 3. The administration will continue the practice of quarterly reports to the School Board; 4. Will increase communication with the public by posting additional financial information on the District's website. 5. Review the role and membership of the finance advisory committee. 6. Present an annual operating plan in June 2016.	

Goal 3: Continue Implementation of the Communications and Marketing Plan for the District.	Details	Status	Report to the School Board	Evaluation	
	Communication and Marketing Plan.	The district continues to implement the communications and marketing Plan originally accepted by the School Board in 2010. An update was made at the School Board work-study session of May 18, 2015. For 2015-16, the District will continue to implement and update our communications and marketing plan consistent with the May 2015 report to the School Board.		Evaluation plan includes: 1. Enrollment data and trends, including open enrollment; 2. Analytics on website and social media; 3. Surveys; 4. Additional metrics developed in 2015-16	
Goal 4: Operational Improvements	Details	Status	Report to the School Board	Evaluation	
a. Recognition Program, Phase III, will evaluate and expand recognition of community, partnerships, and volunteers.	Goal 4a Recognition Program	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.		Evaluation plan will be developed which will include: 1. Annual School Culture results; 2. Other measures based on the specific goals of the program.	
b. Complete implementation of the recommendations of the Gifted and Talented program review.	Goal 4b Gifted and Talented Program	School-Within-A-School will be offered in the 2015-16 school year at Lincoln Elementary School with two sections.		Evaluation plan will include: 1. Metrics on student annual growth 2. Survey data from parents, staff, and students.	

		During 2015-16, the District will develop metrics for all gifted and talented programing.			
c. Review of District programs and services supporting students with Mental Health and Chemical Dependency Needs	Goal 4c Student support	Based on feedback from school staff during listening sessions at District schools during the 2014-15 school year, in the summer of 2015 the administration began to consider options to study our current level of services for students in the areas of mental health and chemical dependency, and the extent of training and support for staff. This objective is intended to provide a structure for a careful study of the status quo and determine areas for improvement.	October 26: Plan presented to the School Board. Planning meetings with small group on Jan, 5 and Jan 21, Feb 2, 2016 Large Group Launch (22 participants) on Feb. 9, 2016 (2-4 p.m.). Included, national, regional and local data. Followed by survey of current practice per building, due March 10th. Next Large Group meeting March 17th, 2016. Will review		
d. Follow-up on Program Review of Preschool and Early Childhood Programs	Goal 4d Follow-up on Preschool and Early Childhood Programs. During 2014-15, the District made a 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.	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. For 2015-16, develop follow-up plans for preschool improvement consistent with the recommendations of the 2014-15 Preschool program review. Preschool facilities planning will be incorporated into the district's facilities planning process as described in Goal 1, Strategy III.11	October 26: Update on Comprehensive Facilities Plan. (Relates also to all Action Steps under Strategy III) November 26: Update the School Board on the Preliminary Plan for Early Learning Achievement Center	Evaluation plan will include: 1. Comprehensive long range plans for preschool program design, including vertical alignment with kindergarten, and other strategies consistent with the 2014-15 Preschool Review. 2. Comprehensive facilities plan for all preschool programming, with completed in conjunction with Phase II of the District facility planning process.	

e. Comprehensive Review of Senior Services.	Recognizing demographic changes in our community, including significant increases of size of the population sixty-five and older, the District through our Community Services and Recreation Department and Senior Program, will begin engagement with our ten member communities, elective officials, business community, including for profit and nonprofit organizations, our faith communities and other agencies working with the senior population. The goal of this comprehensive review will be to identify the challenges and opportunities that are arising from a growing senior population; gaps in our current services; and community priorities that can either be addressed through the School District or in partnership with other entities.	In the summer of 2015, the school district invited more than 100 representatives of local government, state government, business community, faith communities, and for profit and nonprofit agencies serving seniors to participate in a community forum. In September of 2015, the community members are invited to a follow-up meeting to work on the development of a survey in the fall of 2015 to our senior population. Work with the Community has continued through the fall of 2015 An update on the progress of the Community Forums was given to the School Board at the January 25th Work Study session A fourth Community Forum was held on February 10th with 44 people in attendance. The community members formed action teams around 5 themes that came from the survey. They are: recreation, transportation, housing, healthcare, and services. A follow up meeting is scheduled for April 6, 2016.		Evaluation plan will include: 1. Development of a comprehensive review of senior services in the school district, including an assessment of current programing and the identification of priorities for action in a one to five year window; 2. The development of a comprehensive plan completed in conjunction with our community partners and presented to the School Board on June 30, 2016.	
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AGENDA ITEM: Student Presentation: Student Engagement/Community Dinner at Willow

MEETING DATE: March 28, 2016

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Kathleen Daniels, Director of Student Support Services

BACKGROUND:

Students at North Campus planned, organized and led the first "Intentional Social Interaction" (pronounced IZZY) event in suburban Ramsey County. In collaboration with the Suburban Ramsey Family Collaborative and with funding support (food, supplies and stipends) from Youthprise, our youth hosted a family dinner at Willow Elementary School on January 28th.

Our cultural liaisons, Malia Xiong and Graciela Hammeken supported the youth through the training, planning and implementation of the ISI. The mission of an ISI is to expand cross cultural connections that break down barriers of race, class and culture to build authentic, positive relationships in the community.

There were over 140 people who attended the event at Willow. Besides providing a family meal and providing games and activities for children, the adults at tables were engaged in a thematic discussion around reducing the achievement gap by all working together as a community. Rich and honest conversations prevailed.

AGENDA ITEM: Update on Technology Support Staffing Plan

MEETING DATE: March 28, 2016

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Mark Garrison, Director of Technology and Innovation

BACKGROUND:

On Monday night we will present recommendations for technology support staffing consistent with the vision and priorities presented to the School Board at the February 28 work-study session. A presentation is attached.

Technology Support Staffing



School Board Work Study | March 28, 2016

Our goal is to provide the highest level of
technical support,

maximize the

learning impact

of our technology investment and prepare for the

future.



Why

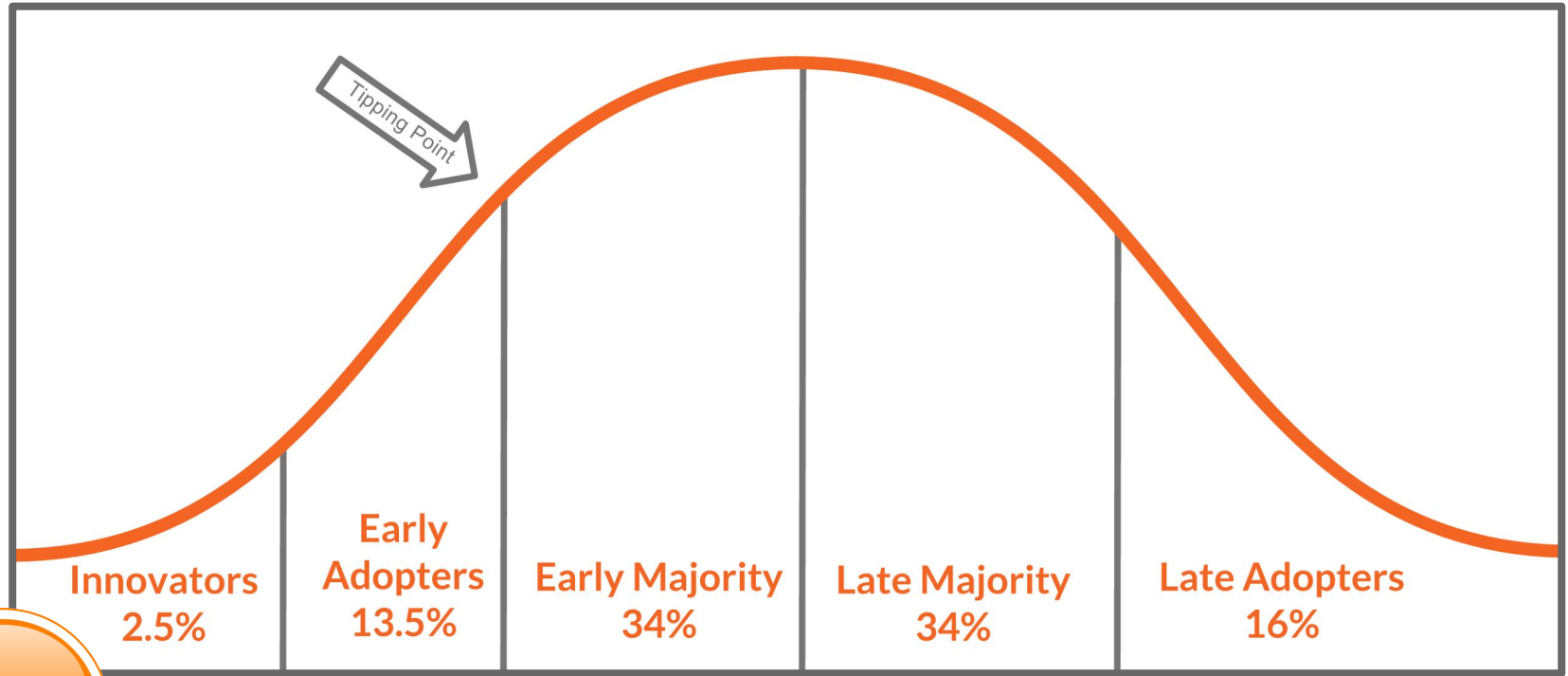


Plan Strengthened by Listening Sessions

What

- Building Support Technicians
- Cabinet
- Cohort Participants & Graduates
- Media Specialists
- Principals
- Teaching & Learning
- Technology Leaders

Diffusion of Innovation



What

Technology & Leadership Cohort along with current **1.4 FTE**

teacher coaches

play critical role in White Bear's technology success.

As the 1:1 expands we also need to increase

embedded PD

and support for teachers as they **innovate instruction**
and focus on **4C's** application of digital tools.

What

We will pay for the increased **coaching FTE** and **improve the quality** of technical support by shifting

from the model of a centralized help desk and one technician per school



to a smaller cadre of skilled technicians who collaborate to cover 4 geographic areas rather 17 single buildings

What

Individual devices in a more **complex system** are best supported by a **diverse team**

2012 - 2013

Computer lab deployments at elementary and secondary schools



2016 - 2017

6th - 12th Grade 1:1



2014 - 2015

Network and wifi upgrades

How

Staffing Changes:

- Increase **teacher coaches** from **1.4 FTE** to **4 FTE**
- Increase building **Tier 2 techs** from **1 FTE** to **4 FTE**
- Reduce **Tier 1** from **11 FTE** to **5 FTE**
- Shift **Help Desk** and **AV** support to **Tier 1 & 2 techs**



How

Schools

Central

Sunrise

North Campus

South Campus

Lincoln
Otter Lake

Matoska
Lakeaires

Birch Lake
Oneka
Hugo

Willow Lane
Vadnais Heights

Technology
Auxiliary
Support

TEC

Normandy Park

ALC

Nine
Technical
Support
Positions

Tier 1 Tech
Tier 2 Tech

Tier 1 Tech
Tier 2 Tech

Tier 1 Tech
Tier 2 Tech

Tier 1 Tech
Tier 2 Tech

Tier 1 Tech

Four FTE
Instructional
Support
Positions

0.5 Middle School
Instructional
Support

0.5 Middle School
Instructional
Support

0.5 High School
Instructional
Support

0.5 High School
Instructional
Support

0.5 Elementary
Instructional
Support

0.5 Elementary
Instructional
Support

0.5 Elementary
Instructional
Support

0.5 Elementary
Instructional
Support

How

(Current Tech Support 2.4)

(Current Tech Support 2)

(Current Tech Support 2.6)

(Current Tech Support 2.9)

Technology Support Staffing

Instructional

Teacher Coaches innovate instruction and focus on 4C's application of digital tools to maximize learning, engagement and achievement.

Balanced

Integrated, team-based system responds efficiently and proactively to district needs and leverages collaborative expertise to solve issues and ensure that every classroom has the tools to empower great teaching and learning.

Technical

Technicians work together to provide high quality, proactive and timely, technical support for all White Bear staff and students.



AGENDA ITEM: **Update on Elementary Literacy**

MEETING DATE: **March 28, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Sara Paul, Assistant Superintendent for Teaching and Learning**

Background:

Action item 1:1 of our strategic plan states that *“All students will achieve grade level in reading by grade 3 and maintain grade level proficiency throughout their tenure in White Bear Lake Area Public Schools.”* Our World’s Best Workforce Plan addresses key milestones to monitor successful implementation of our strategic plan. These benchmarks include: All Students Ready for Kindergarten, All Students in Third Grade Achieving Grade-Level Literacy, Closing the Achievement Gap(s) Among All Groups, Identifying Needs Based on Data, and aligning of systems, strategies and supports to improve student achievement.

The purpose of this discussion is to provide an update regarding our elementary literacy instructional program and actions we are prioritizing to raise student achievement and improve teacher effectiveness.

Increasing Supports to Improve Elementary Student Literacy White Bear Lake Area Schools

School Board Work Study • 3.28.2016

Strategic Objectives

Strategic Plan:

- Action Plan 1.1: All students will achieve grade level in reading by grade 3 and maintain grade level proficiency throughout their tenure in White Bear Lake Area Public Schools

World's Best Workforce Plan:

- All Students Ready for Kindergarten
- All Students in Third Grade Achieving Grade-Level Literacy
- Close the Achievement Gap(s) Among All Groups
- Identifying Needs Based on Data
- Alignment of Systems, Strategies and Supports

Responding to Culture Survey:

- Collaboration Time
- Embedded Professional Development
- Involvement in Decisions

Preparing Students for a Successful Future

Opportunities for adjusting
to common core standards

- We determined the Common Core will raise the bar for our students and prepare them for a successful future.
- Curriculum and training supports were put in place to prepare teachers and students for the new standards.
- Additional remedial supports were made available for students who are struggling in reading or math.



Struggling to adjust to new standards

VISION:

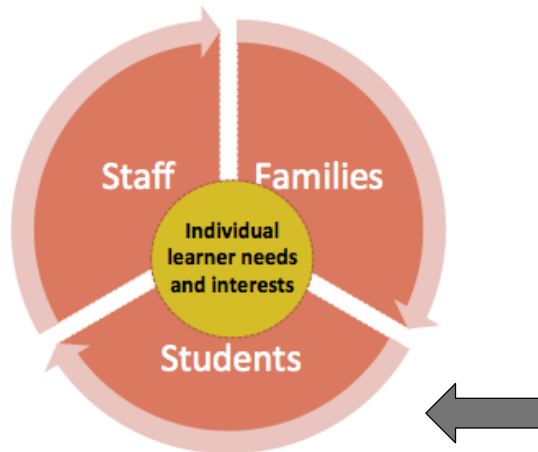
80% or more of our students whose MCA reading scores indicate that they perform proficiently on MN state standards (Meets + Exceeds)

CURRENT REALITY:

64.3% of our students meeting proficiency on the MCA reading assessments in grade three. The achievement gaps in 3rd grade reading are significant (70% white; 50% hispanic; 47% black, 29% ELL; 46% FRLP and 55% SPED). Our vision is to have 80% of all of our students proficient.



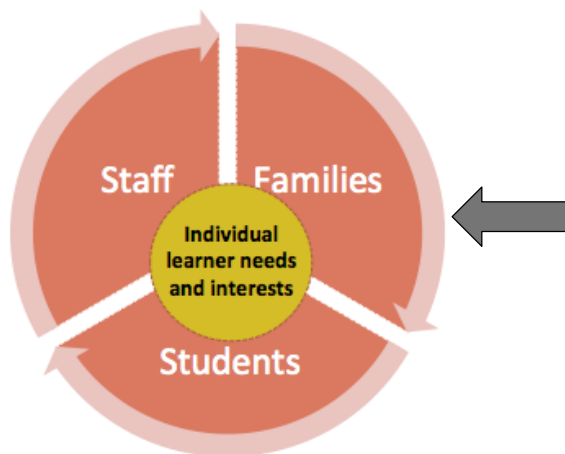
Factors that Interfere with Students Learning



Shared learning about factors that interfere with learning:

- Equity training to understand impact of poverty;
- Comprehensive review of mental and chemical health supports;
- Increased EL training and supports.

Increasing Family Engagement

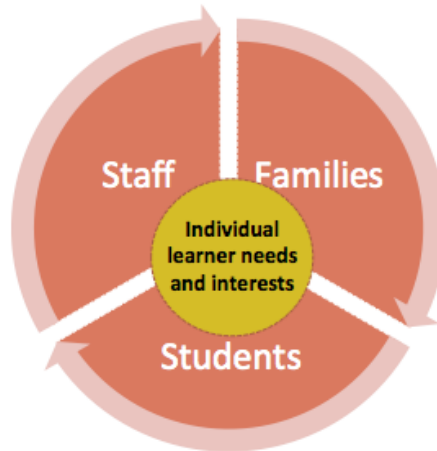


Innovations to Increasing Engagement with Families:

- Parent Institute for Quality Education;
- Intentional Social Interactions;
- Proactive Communications to Families with Limited English Proficiency;
- Assessment Conferences.

Ensuring Quality Literacy Instruction

Our focus for this presentation



Ensuring Quality Literacy Instruction

In order to raise student achievement and improve teacher effectiveness,

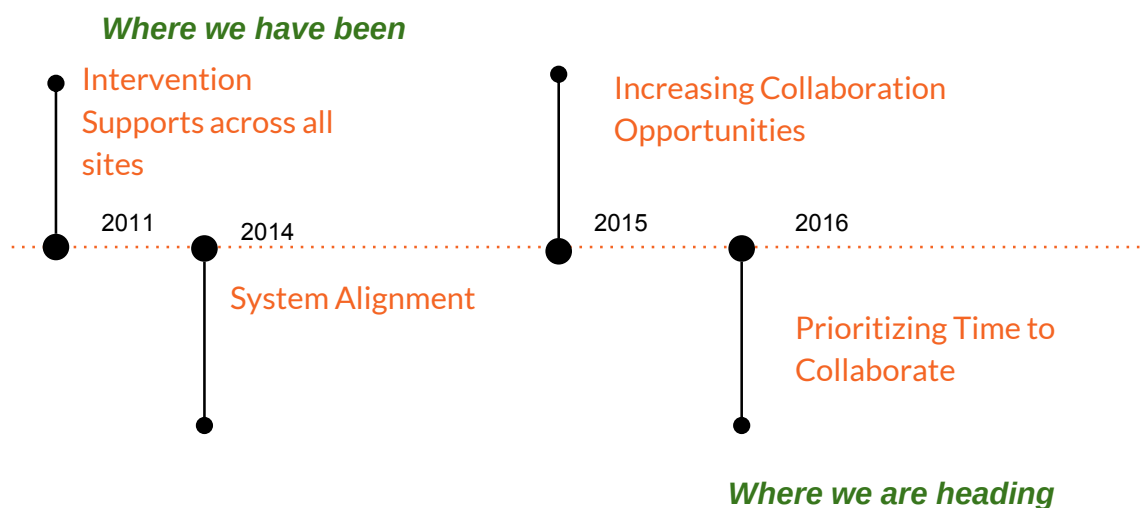
we must put supports in place to:

- Use data to inform and adjust instructional strategies
- Ensure fidelity of practice

1

Use Data to Inform and Adjust Instructional Strategies

Using Data to Inform and Adjust Instructional Strategies

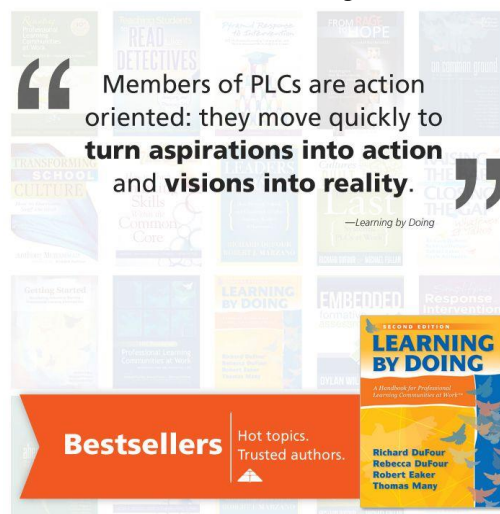


Professional Learning Communities (PLCs)

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

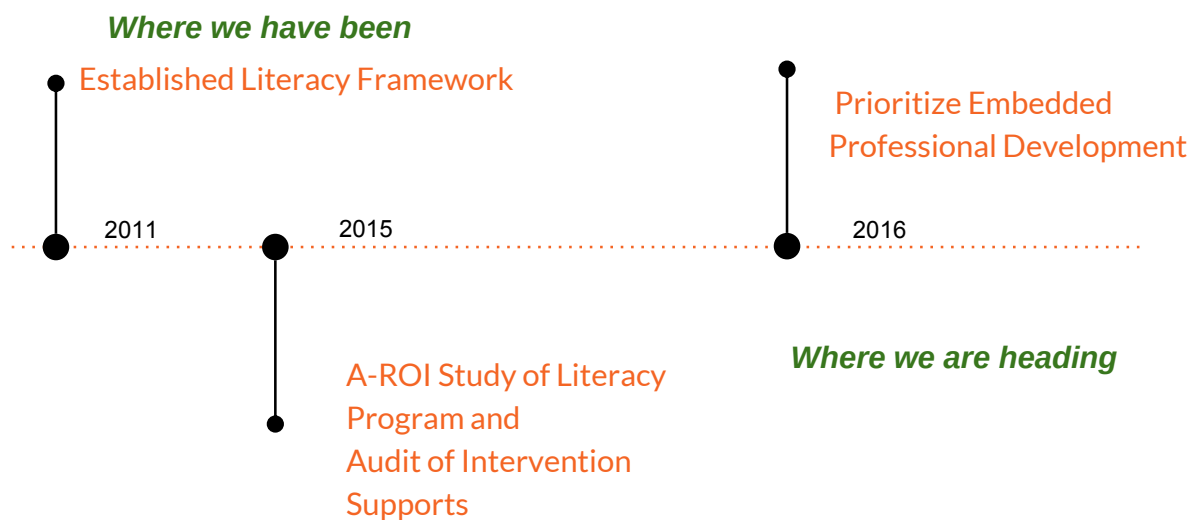
Case Study: Willow Lane Elementary

- Purpose
- Structure
- Process
- Outcomes



Ensuring Fidelity of Instructional Practice to Maximize Student Outcomes

Ensuring Fidelity of Practice to Maximize Student Outcomes



Instructional Coaches-

The missing link to a coherent system

Intentional

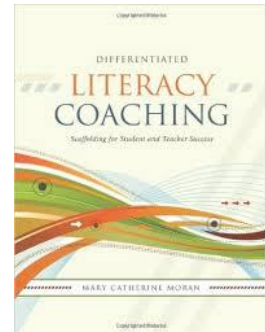
Coaches understand and integrate best practices and understand the essential elements of adult learning. **The coach must focus less on their own teaching practice and more on supporting others to evolve in their practice.**

Innovative

Instructional coaching recognizes that engaging teachers in their teaching setting enhances teachers' learning and **enables them to more quickly and ably utilize the techniques they're being coached on.**

Impact

Teachers receiving more than 14 hours of sustained teacher learning opportunities showed positive student gains, while teachers who received **30 or more hours during the course of a year showed proportionally larger student gains.**



Next Steps

In order to raise student achievement and improve teacher effectiveness,

we will work within budget parameters to put supports in place to:

- Use data to inform and adjust instructional strategies
- Ensure fidelity of practice

AGENDA ITEM: Finance Update, Comprehensive Facilities Planning, and Early Learning Achievement Center

MEETING DATE: March 28, 2016

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Wayne Kazmierczak, Assistant Superintendent for Finance and Operations

BACKGROUND:

An update on several key finance related topics will be provided to the School Board at the March 28, 2016 meeting. Topics will include a 1) Finance Update, 2) Operating Levy Renewal, 3) Comprehensive Facilities Planning, and 4) White Bear Lake Area Community Achievement Center.

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Ongoing Financial Stewardship and Budget Management

School Board
Work-Study Meeting
March 28, 2016

WHITE BEAR LAKE AREA SCHOOLS



Financial Stewardship & Budget Management

Overview

1. Finance Update
2. Operating Levy Renewal
3. Comprehensive Facilities Planning
4. White Bear Lake Community
Achievement Center Update



Finance Awards

- Government Finance Officers Association (GFOA)
 - *Certificate of Achievement for Excellence in Financial Reporting Program* (CAFR Program), 16 consecutive years
- Association of School Business Officials (ASBO)
 - *Certificate of Excellence of Financial Reporting Award*, 16 consecutive years
- Minnesota Department of Education, Division of School Finance
 - *School Finance Award*



Minnesota Department of
Education



Finance Update and Budget Timeline

- Transportation, vendor RFP
 - Anticipate a recommendation at April 11, 2016 School Board meeting (tentative)
- Nutrition Services, prime vendor RFP
 - Anticipate a recommendation at May 9, 2016 School Board meeting
- Budget Development, fiscal year 2016-2017 (FY17)
 - Update and discussion of Annual Operating Plan (AOP) at May 23, 2016 School Board meeting
 - Action recommended on Annual Operating Plan (AOP) at June 13, 2016 School Board meeting



Operating Levy Renewal Planning

- 2007 election (new)
 - \$1,471 per pupil for 5 years with inflation factor
 - 63.4% yes, 36.6% no
- 2011 election (renewal)
 - \$1,580 per pupil for 6 years with inflation factor
 - 73.1% yes, 26.6% no
- 2017 anticipated election 11/7/17 (renewal)
 - \$1,450 per pupil (actual amount is \$1,874 which includes \$1,450 voter approved & \$424 board approved Local Optional Revenue)
 - For FY16, generates \$16.6 million in revenue (\$826,000 state aid & \$15.8 million local levy)
 - August 25, 2017—last day to adopt resolution calling the election



Operating Levy Renewal Planning

- Operating levy referenda pass at a higher rate in odd years

Minnesota Operating Levy Election Success Rates 2008-2015
(Source: MSBA and Springsted)

Year	Questions Pass	Questions Fail	% Pass
2008	30	38	44%
2009	49	29	63%
2010	47	61	44%
2011	107	40	71%
2012	34	15	69%
2013	56	7	89%
2014	31	11	74%
2015	55	6	90%



Comprehensive Facilities Planning



White Bear Lake Area Community Achievement Center Update

- Site determination
- House File Number 2910, Senate File Number 2332
 - \$20 million requested, \$2 million local contribution
- March 23, 2016 House Education Finance Committee hearing



AGENDA ITEM: **Negotiations Study Session**

MEETING DATE: **March 28, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Linda Goers, Director of Human Resources**
Dr. Wayne Kazmierczak, Assistant Superintendent of
Finance and Operations

Background:

Linda Goers and Dr. Kazmierczak will provide an update on progress for those groups still in negotiations for the 2015-17 period.