

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
AGENDA**

April 25, 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: April 4, 2016

A work-study session of the White Bear Lake Area School Board will be held on **Monday, April 25, 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. Update on American Indian Parent Advisory Committee 5:30 p.m.
2. Presentation from Student Representatives on School Start Time 5:50 p.m.
3. Overview of EMID (Equity Alliance MN) Partnership 6:15 p.m.
4. Update on School Board/Superintendent Goals 6:40 p.m.
 - a. Update on District Equity Initiatives, including highlight of AVID Programming
 - b. Progress Update on New Technology Staffing Model 7:10 p.m.
 - c. Progress Update on Model for Elementary Literacy Coaches 7:25 p.m.
5. Negotiations Study Session* 7:40 p.m.

C. ADJOURNMENT 8:00 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: **Update on American Indian Parent Advisory Committee**

MEETING DATE: **April 25, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Kristine Wehrkamp, Director of Community Services and Recreation**

BACKGROUND:

School Districts that enroll ten or more American Indian students are required by Minnesota law to establish a Parent Advisory Committee to ensure that American Indian parents and community members have a voice in the education of their children.

White Bear Lake Area Schools receives \$38,000 from the state of Minnesota for American Indian education that aligns with the World's Best Workforce legislation. In addition, White Bear Lake Area Schools has applied for federal Title VII American Indian grant dollars to supplement the state funds. This group is responsible for voting in favor of or not in favor of the district's commitment to providing adequate educational services to its American Indian students. The committee and their families, will be presenting the Resolution of Concurrence during tonight's Board work study meeting.

2015-16 PARENT COMMITTEE RESOLUTION
(Due March 1, 2016)

WHEREAS, the White Bear Lake Area Schools Independent School District/Charter School #624 provides an opportunity for all of its citizens to participate in district program communities, and

WHEREAS, the Indian Education Parent Committee of the White Bear Lake Area Schools Independent School District/Charter School #624 is the duly elected and established Parent Committee comprised of parents of children eligible to be enrolled in American Indian programs, secondary students, representatives from community groups, school administrators, and

WHEREAS, the Parent Committee's current responsibilities are addressed in adopted by-laws and apply to programs specifically designed for American Indian learners implemented through Indian Education Program, and

WHEREAS, the Parent Committees responsibilities have been expanded to include involvement in and advisement of all educational programs, programs for elementary and secondary grades, special education programs and support services, and

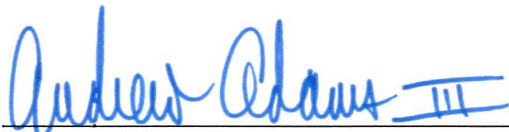
WHEREAS, the Indian Education Parent Committee of White Bear Lake Area Schools Independent School District/Charter School did meet on March 29, 2016 to review, recommend and approve this Resolution, and

WHEREAS, the Parent Committee has found most of the District's educational programs to be adequate in meeting the needs of American Indian students.

THEREFORE BE IT RESOLVED, the Parent Committee White Bear Lake Area Schools does concur that the district's programs meet American Indian student needs.

In favor of Resolution: 9

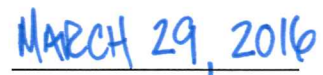
Not in favor of Resolution*: 0



Andrew Adams III

Chairperson

Indian Education Parent Committee



Date

****If the committee does not concur with the Resolution, the reasons for the non-concurrence and recommendations shall be submitted with this Resolution. By resolution, the Board must respond in writing within 60 days, to each recommendation made by the committee and state its reasons for not implementing the recommendation. (Minn. Stat. § 124D.78, Subd.1)***

AGENDA ITEM: **Student Representatives Report on School Start Times**

MEETING DATE: **April 25, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Student Representatives Kyra Renner and Hannah Schulz**
Janet Newberg, School Board Chair

BACKGROUND:

Student Representatives, Kyra Renner and Hannah Schulz, have been given a Student Representative Project by Board Chair Newberg to get feedback from students about what they think about current school times.

They put together a Google Form to send out to 8th-12th grade. They collaborated with principals and teachers from Central, Sunrise, North Campus, and South Campus in order to make students fill out the form while in school. In total they received 1,298 responses.

Along with getting student feedback from the Google Form, Kyra held a discussion about school times with Dr. Lovett's High School and Middle School Student Advisory Committees. Then, both Kyra and Hannah met with Activities Director, Mr. Hermann, and Head of Transportation, Mike Turitto, to discuss how school times affect the district for after school sports and competitions, and busing.

Tonight, Kyra and Hannah will be presenting their finds to the Board.

School Times: Student Feedback & District Impact

2016 Student Representative Project
Kyra Renner & Hannah Schulz
April 25th, 2016 School Board Work Study Session

The Project

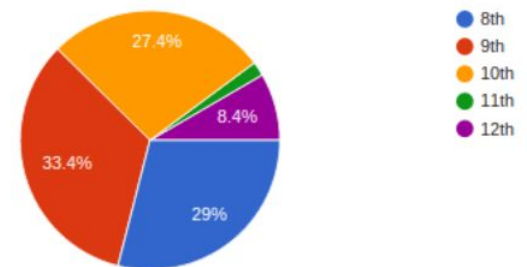
- ★ Created a Google Form to send out to 8th-12th grade
- ★ Received 1,298 responses
- ★ Central and Sunrise 8th graders took it during Homeroom
- ★ North Campus took it during Advisory
- ★ South Campus students took it if/when their teachers had a set of Chromebooks in their classroom during the two weeks the form was out
- ★ Met with Activities Director, Mr. Hermann, Head of Transportation, Mike Turrito, and the Middle School and High School Student Advisory Committees

Student Responses

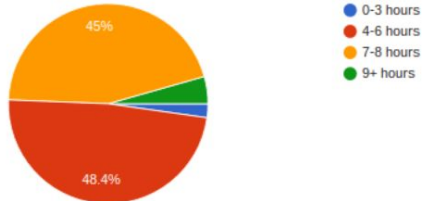
- ★ The majority were 8th-10th graders. Not a large amount of feedback from South Campus students who are the ones with more experience, jobs after school, and the ability to drive themselves
- ★ Easier to get responses from students who have Chromebooks everyday



What grade are you currently in? (1298 responses)



On average, how many hours of sleep do you get on a school night?
(1298 responses)



"When we get little amounts of sleep it affects the whole day. We are less focused, have poorer performances in sports and activities. Being tired drains us physically and emotionally."

High School Start/End Time Feedback

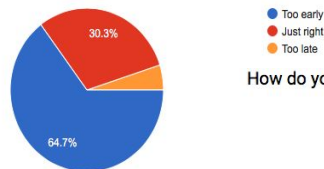
***All grades agreed that an earlier start time would have a negative effect on them and a later start time would have a positive effect on them.**

- ★ **Later start time:** Students would get more sleep which would lead to more productivity throughout the day
- ★ Starting later would mean getting out later as well, which could cut and push back time for sports, activities, jobs, and homework
- ★ Many South students have jobs, and for some, that source of income is very critical
- ★ **Earlier start times:** The teenage brain does not start functioning until late/mid morning
- ★ Students are put in danger when walking or biking to school during early morning hours when it's dark.
 - One of the High School Advisory members told us that they've almost been hit twice in the morning

High School Start/End Time Feedback (cont.)

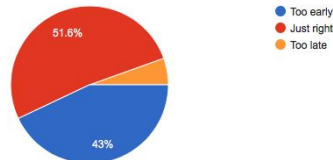
North Campus

How do you feel about the 7:35 start time? (788 responses)



South Campus

How do you feel about the 7:55 start time? (128 responses)

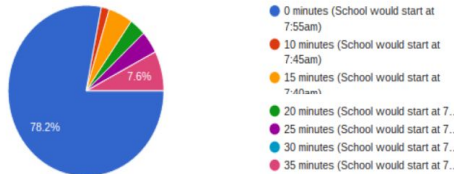


South Preference for Start Times

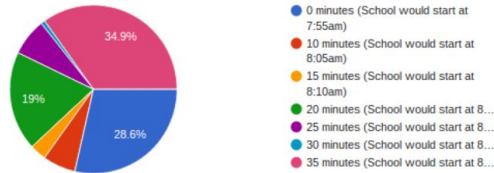
Students were given options between 0-35 minutes to choose their preferred time change for both a later and earlier start time.

- ★ When asked about an earlier start time, 78.2% of South Campus students want to stay at the original 7:55am start time
- ★ The top three picks for a later start time were 0, 20, and 35 minutes

What is your preferred time difference for an earlier start time? (119 responses)



What is your preferred time difference for a later start time? (126 responses)

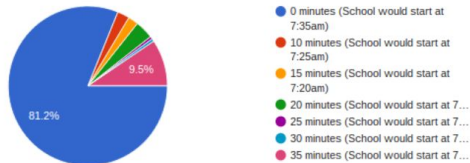


North Preference For Start Times

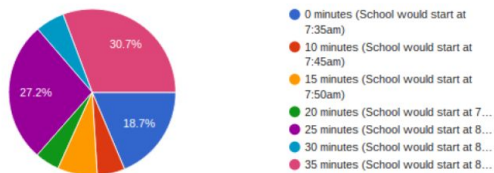
- ★ When asked about an earlier start time, 81.2% of North Campus wanted to stick with the current 7:35am start time
- ★ When asked about a later start time, the top three choices were a 0, 25, and 35 minute time change



What is your preferred time difference for an earlier start time? (727 responses)



What is your preferred time difference for a later start time? (782 responses)



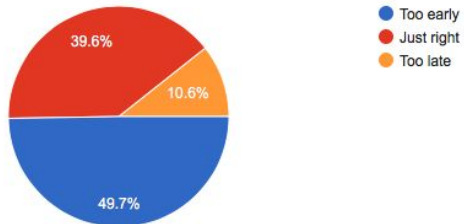
Middle School Start Times

The Middle School students had relatively the same feedback as the High School students did

“Because we start later, we would think we could go to bed later.”

- ★ A later start time would push the whole day back
 - Sport commitments keep students up late already
 - Affect when parents come pick up their kids and siblings and get them to their after school activities
- ★ Students are currently not getting enough sleep due to staying up late to complete homework

How do you feel about the 8:15 start time? (376 responses)

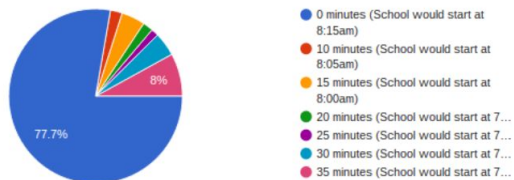


Middle School Preference for Start Times

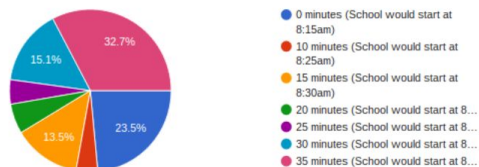
- ★ 77.7% of 8th graders from Central and Sunrise did not want to start any earlier than their current 8:15am time
- ★ The top three picks for a later start time change from the middle schools were 0, 30, and 35 minutes

There were some 8th graders who believed they started too late, and would like to start earlier so they could have more time after school for homework, sports, and activities

What is your preferred time difference for an earlier start time? (364 responses)

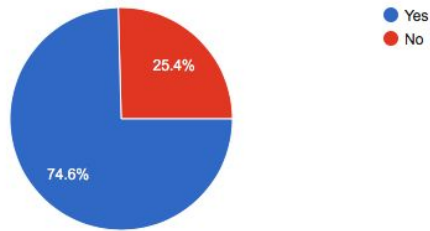


What is your preferred time difference for a later start time? (370 responses)



Effect on After School Activities

Are you involved in sports/clubs/activities before or after school?
(1298 responses)



Effect on After School Activities

Met with Mr. Hermann to understand how school sports, activities, and SEC competitions would be affected.

- ★ Three quarters of our student body is involved in sports, clubs, and activities after school with the majority of students being involved 3-5 days in the week
- ★ High School programs aren't the only ones affected, Youth programs would be affected as well. They are on the back end of our High School programs

Effect on After School Activities

“Change isn’t always easy, but we’re capable of it”

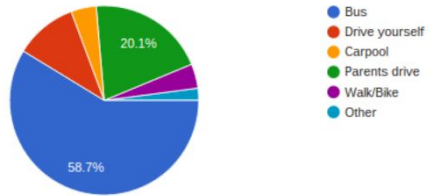
- ★ The amount of daylight after school for outdoor practices is limited
 - Only the South Campus Stadium has lights
- ★ Students would have to leave school even earlier to make it to games and competitions at other schools with different bell times
- ★ 50% of head coaches have jobs outside of coaching, a change in time would affect them as well
- ★ Conflict with facilities we don't own.
 - The Vadnais Sports Center and YMCA have certain availability times, especially the ice time

Transportation

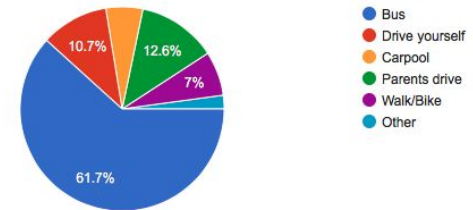
Met with Head of Transportation, Mike Turitto to understand how the busing system works in the district.

- ★ The busing system works in a tiered formation
- ★ The bus computer program can recalculate bus times, routes, and loads quickly. If school times were to change all bussing schedules would as well
- ★ Middle school has the highest demand for busses and is used as a gauge for how many buses the district uses
- ★ South students get bussed to Sunrise or Central, then ride home with middle schoolers
- ★ Danger in waiting for busses in dark early mornings

What is your most common way of transportation to school? (1298 responses)



What is your most common way of transportation from school? (1298 responses)



Thanks to
High School and Middle School Student Advisory
Committees. Mr. Tim Hermann. Mr. Mike Turitto. Mrs.
Cassandra Knutson. Mr. Tim Wald. Mr. Don Bosch. Mr.
Noel Schmidt. Ms. Christina Pierre. Ms. Ackerknecht. Mr.
Olson
For contributing to this project!



School Start Times

The White Bear Lake School Board wants to know student's opinions about current school times and gather feedback about how students would change them. Your answers on this form will help the School Board when considering a new school start time. Please take the time to truthfully answer the questions. Thank you!

Complete Section 1 along with the section corresponding to the school you attend.

* Required

1. What grade are you currently in? *

Mark only one oval.

- ☐ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th

2. On average, how many hours of sleep do you get on a school night? *

Mark only one oval.

- ☐ 0-3 hours
- ☐ 4-6 hours
- ☐ 7-8 hours
- ☐ 9+ hours

3. What is your most common way of transportation to school? *

Mark only one oval.

- ☐ Bus
- ☐ Drive yourself
- ☐ Carpool
- ☐ Parents drive
- ☐ Walk/Bike
- ☐ Other:

4. If you answered BUS to the question above, what time does your bus pick you up in the AM?

.....
Example: 8:30 AM

5. What is your most common way of transportation from school? **Mark only one oval.*

- ☐ Bus
- ☐ Drive yourself
- ☐ Carpool
- ☐ Parents drive
- ☐ Walk/Bike
- ☐ Other:

6. Do you have a job after school? **Mark only one oval.*

- ☐ Yes
- ☐ No

7. If you answered YES to the question above, how many days a week do you work after school?*Mark only one oval.*

- ☐ 1 day
- ☐ 2 days
- ☐ 3 days
- ☐ 4 days
- ☐ 5 days
- ☐ Other:

8. Are you involved in sports/clubs/activities before or after school? **Mark only one oval.*

- ☐ Yes
- ☐ No

9. If you answered YES to the question above, how many days a week are you involved in the sport/club/activity?*Mark only one oval.*

- ☐ 1 day
- ☐ 2 days
- ☐ 3 days
- ☐ 4 days
- ☐ 5 days
- ☐ Other:

10. Which school do you currently attend? **Mark only one oval.*

- ☐ I am a Central student *Skip to question 11.*
- ☐ I am a Sunrise student *Skip to question 11.*
- ☐ I am a North Campus student *Skip to question 16.*
- ☐ I am a South Campus student *Skip to question 21.*

Middle School Student Section

Middle school students please answer this section then submit the form.

11. How do you feel about the 8:15 start time?*Mark only one oval.*

- ☐ Too early
- ☐ Just right
- ☐ Too late

12. Would an earlier start time have a positive or negative effect on you as a student?*Mark only one oval.*

- ☐ Positive
- ☐ Negative

13. Would a later start time have a positive or negative effect on you as a student?*Mark only one oval.*

- ☐ Positive
- ☐ Negative

14. What is your preferred time difference for an earlier start time?*Mark only one oval.*

- ☐ 0 minutes (School would start at 8:15am)
- ☐ 10 minutes (School would start at 8:05am)
- ☐ 15 minutes (School would start at 8:00am)
- ☐ 20 minutes (School would start at 7:55am)
- ☐ 25 minutes (School would start at 7:50am)
- ☐ 30 minutes (School would start at 7:45am)
- ☐ 35 minutes (School would start at 7:40am)

15. What is your preferred time difference for a later start time?*Mark only one oval.*

- ☐ 0 minutes (School would start at 8:15am)
- ☐ 10 minutes (School would start at 8:25am)
- ☐ 15 minutes (School would start at 8:30am)
- ☐ 20 minutes (School would start at 8:35am)
- ☐ 25 minutes (School would start at 8:40am)
- ☐ 30 minutes (School would start at 8:45am)
- ☐ 35 minutes (School would start at 8:50am)

*Stop filling out this form.***North Campus Student Section**

North Campus students please answer this section then submit the form.

16. How do you feel about the 7:35 start time?*Mark only one oval.*

- ☐ Too early
- ☐ Just right
- ☐ Too late

17. Would an earlier start time have a positive or negative effect on you as a student?*Mark only one oval.*

- ☐ Positive
- ☐ Negative

18. Would a later start time have a positive or negative effect on you as a student?*Mark only one oval.*

- ☐ Positive
- ☐ Negative

19. What is your preferred time difference for an earlier start time?*Mark only one oval.*

- ☐ 0 minutes (School would start at 7:35am)
- ☐ 10 minutes (School would start at 7:25am)
- ☐ 15 minutes (School would start at 7:20am)
- ☐ 20 minutes (School would start at 7:15am)
- ☐ 25 minutes (School would start at 7:10am)
- ☐ 30 minutes (School would start at 7:05am)
- ☐ 35 minutes (School would start at 7:00am)

20. What is your preferred time difference for a later start time?*Mark only one oval.*

- ☐ 0 minutes (School would start at 7:35am)
- ☐ 10 minutes (School would start at 7:45am)
- ☐ 15 minutes (School would start at 7:50am)
- ☐ 20 minutes (School would start at 7:55am)
- ☐ 25 minutes (School would start at 8:00am)
- ☐ 30 minutes (School would start at 8:05am)
- ☐ 35 minutes (School would start at 8:10am)

*Stop filling out this form.***South Campus Student Section**

South Campus students please answer this section then submit the form.

21. How do you feel about the 7:55 start time?*Mark only one oval.*

- ☐ Too early
- ☐ Just right
- ☐ Too late

22. Would an earlier start time have a positive or negative effect on you as a student?*Mark only one oval.*

- ☐ Positive
- ☐ Negative

23. Would a later start time have a positive or negative effect on you as a student?*Mark only one oval.*

- ☐ Positive
- ☐ Negative

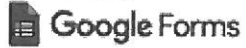
24. What is your preferred time difference for an earlier start time?*Mark only one oval.*

- ☐ 0 minutes (School would start at 7:55am)
- ☐ 10 minutes (School would start at 7:45am)
- ☐ 15 minutes (School would start at 7:40am)
- ☐ 20 minutes (School would start at 7:35am)
- ☐ 25 minutes (School would start at 7:30am)
- ☐ 30 minutes (School would start at 7:25am)
- ☐ 35 minutes (School would start at 7:20am)

25. What is your preferred time difference for a later start time?*Mark only one oval.*

- ☐ 0 minutes (School would start at 7:55am)
 - ☐ 10 minutes (School would start at 8:05am)
 - ☐ 15 minutes (School would start at 8:10am)
 - ☐ 20 minutes (School would start at 8:15am)
 - ☐ 25 minutes (School would start at 8:20am)
 - ☐ 30 minutes (School would start at 8:25am)
 - ☐ 35 minutes (School would start at 8:30am)
-

Powered by



AGENDA ITEM: **Overview of EMID (Equity Alliance MN) Partnership**
MEETING DATE: **April 25, 2016**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**

BACKGROUND:

Dr. Jean Lubke, Executive Director of Equity Alliance MN (formally EMID), will provide an overview of their current work and explain the renaming to Equity Alliance of Minnesota.

**East Metro Integration District (EMID)
now doing business as**



Equity Alliance MN Update

Dr. Jean Lubke, Executive Director

April 25, 2016

Originally why? Achievement and Integration (AI)



- Districts must collaborate with racially-isolated districts or be part of a collaborative to receive AI Revenue 124D.861 and 124D.862
- Can partner around:
 - Student programming
 - Professional development
 - Family engagement

3

Until 2016



- Ran Crosswinds and Harambee Schools – conveyed to Perpich and Roseville in 2014
- Solely operated from Achievement and Integration funding from member districts (\$30/student)
- Provided support for professional development and student programming

4

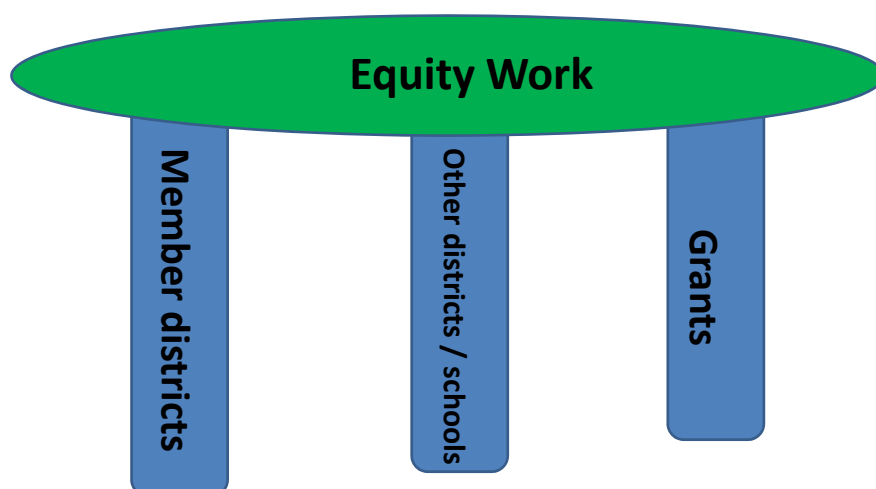
Transition to new post-schools organization



- Strategic planning with member districts
 - Wanted smaller core membership fees and cafeteria supplementary programs and services
 - Tiered membership - \$8/student + programs
 - Wanted access to fund balance and other income to help fund special collaborative projects
 - DMC, EOS, Equity Coaching, SEED
- Wanted opportunities for cross-district collaboration and sharing

5

Finding Sustainable Funding Sources



6

New Organization Brand



- Joint Powers District = EMID
- Doing business as Equity Alliance MN
- Not limited to “east metro;” not functioning as a traditional “district”
- Re-branding, new website
www.equityalliancemn.org
- Focus on gaining new partnerships and obtaining grants to support the mission

7

Equity Alliance MN Mission Statement



To develop equitable learning systems and narrow the gap in opportunity, achievement, expectations, and resources for every student and staff member through teaching, learning, and community engagement

8

Member Districts



- Forest Lake #831
- Inver Grove Heights #199
- Perpich / Crosswinds
- Roseville #623
- South St. Paul #6
- Spring Lake Park #16
- Stillwater #834
- St. Paul #625 (through June 2016)
- WSP / MH / Eagan #197
- White Bear Lake #824

9

Other districts / schools



- South Washington County #833
- St. Paul Public #625 (beginning July 2016)
- Columbia Heights (beginning July 2016)
- At least 22 districts and 6 charter schools used our services in FY16

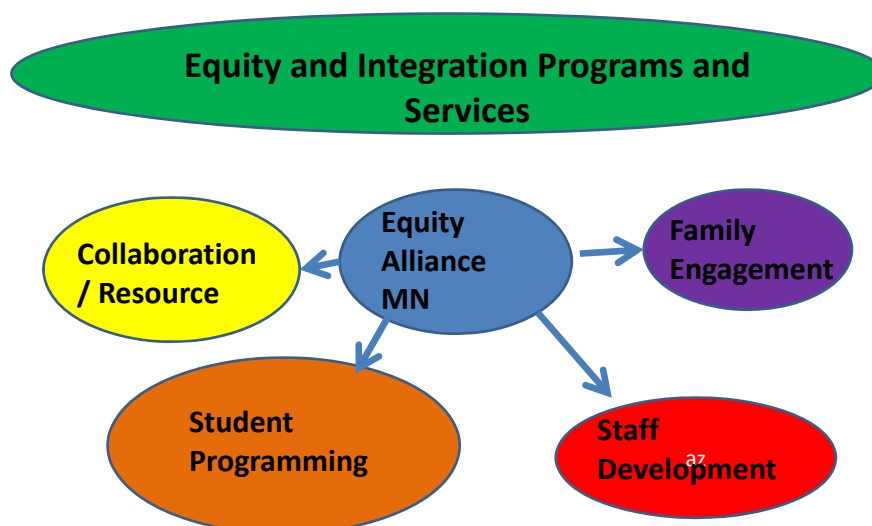
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Partners and Grants

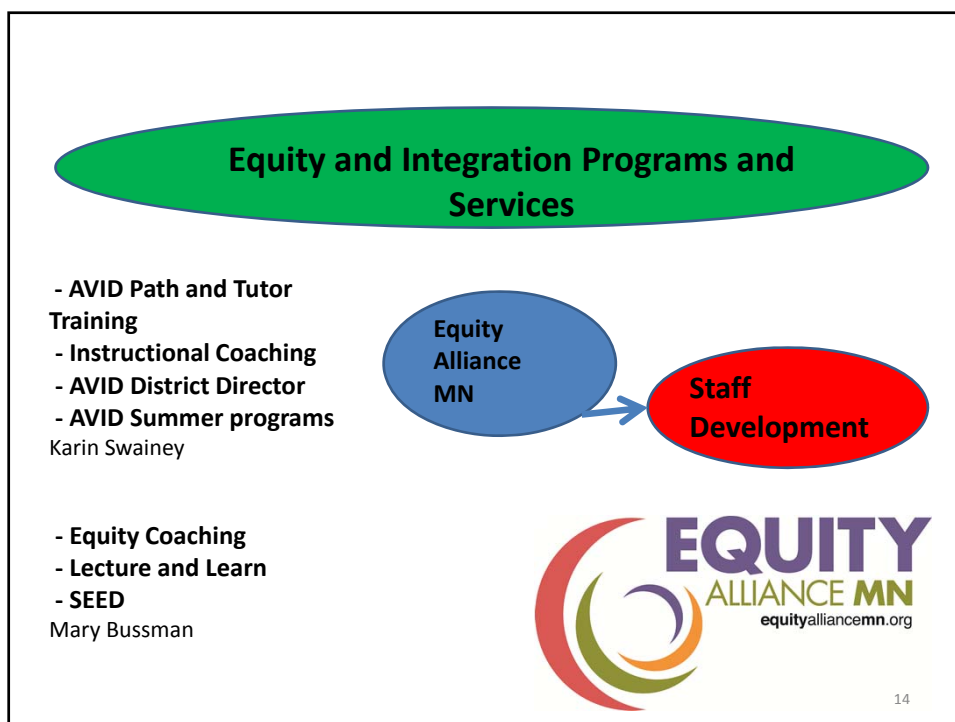
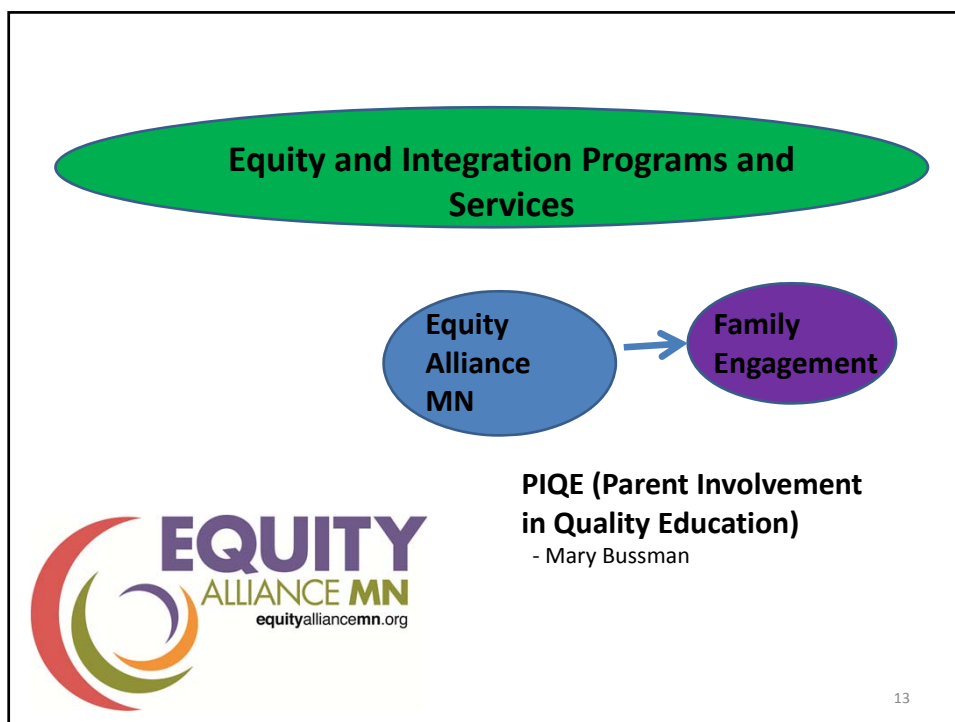


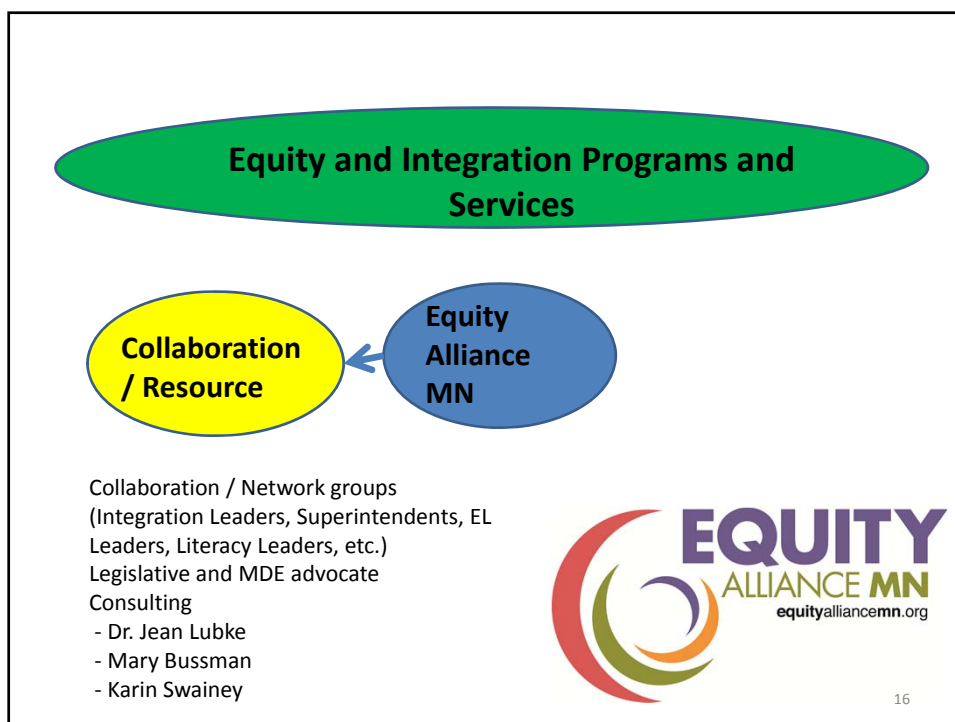
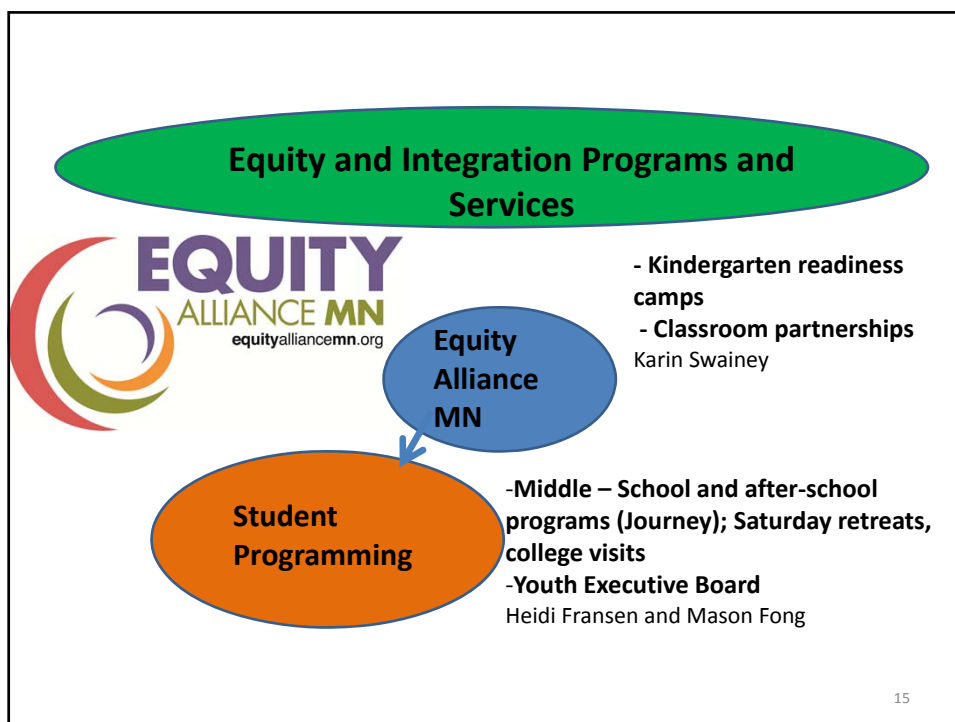
- Partners:
 - West Metro Education Program (WMEP)
 - Minnesota Equity Education Partnership (MnEEP)
 - Minnesota Humanities Center
 - YWCA – Mpls.
 - MSBA
- Grants:
 - Minnesota Humanities Center
 - Youthprise
 - Working with grant-seeking mentor

11



12





AGENDA ITEM: **Update on School Board/Superintendent Goals**
MEETING DATE: **April 25, 2016**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**

BACKGROUND:

We have shown the Board adopted goals for the 2015-16 school year showing changes highlighted and underlined.

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 April 25, 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 Work Force 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. <u>As part of a comprehensive review of student progress, the District has designed new strategies for literacy for 2016-17, including at the elementary level comprehensives PLC teams at each school and literacy coaches.</u>	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 March 21: Update on Elementary Literacy	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.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
			April 25: Further updates 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.	<p>I.2 College and Career Readiness This step will be aligned to the District’s World’s Best Work Force Plan.</p> <p>Implementing 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.</p>	<p>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.</p> <p>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.</p>	<p>September 14: Focus on Measures of College and Career Readiness</p> <p>November 23: Update-Leading Indicators of Student Engagement</p>	<p>Evaluation plan will include metrics consistent with the state profile of the following:</p> <ol style="list-style-type: none">1. Kindergarten readiness;2. Third grade literacy;3. Achievement gap analysis;4. College and career readiness, and5. 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.	<p>In January, 2015 Sunrise Park and Central Middle Schools received I.B. authorization.</p> <p>In addition to deepening implementation of IB ,programming, the Distinct 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.</p>	.	<p>Evaluation Plan will include:</p> <ol style="list-style-type: none">1. Assurance that all schools have rigorous comprehensive opportunities consistent with the Strategic plan, WBWF Plan and Equity Plan.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
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.	<u>Schedule comprehensive report for the work-study session of May 23, 2016.</u>	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.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
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 group spaces are comparable to conference schools.	III.1 Facility – Large Group Spaces	<p>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 School Board on May 20, 2013.</p> <p>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.</p> <p>Other athletic facilities improvements will be considered through a comprehensive, long-term facilities planning process.</p>	<p>The School Board was updated at the July 13, 2015 work-study session.</p> <p>October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III)</p> <p>January 25, 2016: Update on comprehensive facilities planning and community achievement center project proposal update.</p> <p>March 28: Further update on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal, including legislative testimony.</p>	Evaluation plan includes: 1. Completion of Phase I recommendations. 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	<p>The completion of construction at Matoska IB Elementary School created a separate nutrition services area and a new gymnasium area.</p> <p>The remodeling of Lakeaires and</p>		Matoska addition was completed in the fall of 2013. Lakeaires and Willow Lane additions completed in the fall of 2014.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
		<p>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.</p> <p>With the completion of the construction programs at these two schools in early 2015, all elementary schools will have the identified separate spaces. Other elementary site improvements of significance will be considered of a comprehensive, as part long-term facilities planning process.</p>			
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	<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</p>	<p><u>At School Board meeting of April 28, was incorporated into presentation on Strategy III.11.</u></p> <p>October 26: Update on Comprehensive Facilities Plan. (Relates to all Action</p>	Included in the strategic review of secondary sites and facilities.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
		<p>determined that adjusting elementary attendance boundaries could help to balance the middle school populations in the short run. School start and dismissal time adjustments will be considered as part of this process.</p> <p>This goal will be incorporated into a comprehensive, long-term facilities planning process.</p>	<p>Steps under Strategy III)</p> <p>January 25, 2016: Update on comprehensive facilities planning and community achievement center project proposal update.</p> <p>March 28, Further updates on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal, including legislative testimony.</p>		
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	<p>Before 2015-16, all elementary buildings with the exception of Otter Lake had HVAC system upgrades that include air conditioning.</p> <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. This work was done in the summer of 2015.</p> <p>Secondary buildings have certain areas that are air conditioned; however, the cost associated with having the remaining parts of the</p>	<p>Update to the School Board in July and August, 2015</p> <p>October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III)</p>	<p>Successful completion of HVAC projects scheduled for fiscal years 2015-2017.</p>	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
		<p>buildings air conditioned will require major funding; this is not part of our current budget.</p> <p>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.</p> <p>This goal will be incorporated into Phase II of Facility Plan.</p>			
Action Step III. 8: The District will ensure that all schools provide secure entrances.	III.8 Facility – Secure Entrances	<p>All secondary schools have either a secure entrance design or have attendants who monitor the main door throughout the student day.</p> <p>With the completion of both Lakeaires and Willow Lane elementary schools projects, all elementary schools will have facilities secured by entrances designed to lead all visitors into the office prior to entering the rest of the building.</p>		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	<p>See Strategy IV.11</p> <p>During 2014-15, District begins pilots of space and classroom redesign to promote 21st Century skills.</p> <p>This goal will be incorporated into Phase II of Facility Plan.</p>	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 elementary class sizes are balanced across the district.	III.10 Facility – Balanced Elementary Class Sizes	Projected growth in the Northern portion of the District, along with housing turnover in the southern portion of the district requires	October 26: Update on Comprehensive Facilities Plan. (Relates to all Action Steps under Strategy III)	Data on class size averages and ranges.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
			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.		<p>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</p> <p>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.</p>	<p>November 9: Update on 1:1 Initiative in the Schools</p> <p>January 25, 2016 Study Session – Strategic Applications of Technology (Technology overview 2010-present)</p> <p>February 22, 2016 Study Session – technology Support Model (background and data)</p> <p>March 28, Further updates on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal, including legislative testimony.</p>	<p>Evaluation plan includes:</p> <ol style="list-style-type: none"> 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 presented to the board annually.	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	

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Action Step IV.13: The District will establish a learning management system to support the development and management of online coursework to allow web-based learning for staff and students.	IV.13 Schoology	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.		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 revisions were 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	<p>See Strategy IV.11</p> <p>We continue to partner with Brightbytes to measure our classroom technology use, access, skills and environment.</p> <p>By 2016-2017 all secondary students will have a 1:1 device.</p> <p>We continue to partner with Washington and Ramsey county library systems to provide broader access to our entire community.</p> <p>The partnership with Ramsey County is highlighted at a White House Conference on January 18,</p>	February 8: As part of the Presidential Connect Ed Library Card Initiative with Ramsey County, jointly presented 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.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
		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.			
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. 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.		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 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.		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	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.	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
promising vision.					
Action Step V.5: The District will communicate information related to partnerships using a variety of resources.	V.5 Partnership – Communication	<p>Communication regarding current partnerships has been done via school board meetings, and through the communications office, including electronics, print, and other media.</p> <p>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.</p>	An update will be given to the Board at the May 23, 2016 Work-Study meeting.	<p>Communications plan implemented, including the following:</p> <ol style="list-style-type: none"> 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	<p>New program implemented during 2012-13.</p> <p>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.</p> <p>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.</p> <p>For 2015-16, all staff will receive training on compliance with state law and district policy.</p>		<p>The evaluation plan will include:</p> <ol style="list-style-type: none"> 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	VI.2 Faculty	Beginning during 2015-16, the		Employment metrics will be reported	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
District will increase the number of faculty and staff from culturally diverse communities to more closely reflect the diversity of the student population.		human resources office will develop a set of metrics on recruitment, selection, and retention consistent with this action step.		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	<p>An update on the Equity Plan was presented at the work-study session of July 13, 2015.</p> <p>Consistent with the District's Equity Plan, during 2015-16 develop and implement strategies to assure equity in curriculum and instructional practices.</p>		An evaluation plan will be developed consistent with the equity plan.	
Action Step VI. 4: Programs will be adopted and implemented and resources allocated for students and families to promote a positive transition between buildings and programs.	VI.4 School Transitions	<p>Transition plans are in place at each level, including:</p> <ol style="list-style-type: none"> 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. <p>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.</p>		Evaluation plan will include: 1. Annual Board updates on transition programming; 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	VI.5 Equity in all Programming	<p>An update on the Equity Plan was presented at the work-study session of July 13, 2015.</p> <p>For 2015-16, the District will participate in the following programming:</p> <ol style="list-style-type: none"> 1. Marnita's Table, designed as intentional social interaction across race, socio-economic 	Presentation to Board at work-study session of March 28 th from students who planned and delivered first student lead "International Social Interaction" event in the Northeast Metro and first in the White Bear Lake	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.	

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members, and parents.		groups, and age; First student lead ISI took place on January 28 th 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	Area Schools. <u>Presentation to the School Board on April 25, including overview of EMID from the Executive Director, and update on District’s EMID programing.</u>		
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	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	November 23: Quarterly Financial Update and Report on Workers Compensation. March 28 work-study: Presentation on long range	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	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
	<p>District a measure of financial stability.</p> <p>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.</p>	<p>was presented on May 18, 2015 with Board approval on June 8, 2015.</p> <p>In July the administration provided an update on the 2015-16 budget subsequent to the Legislative Special Session.</p> <p>An annual operating plan, to include information related to all major District funds, will be finalized during the 2015-2016 school year, <u>with preliminary presentation on May 23 and budget action recommended on June 13, 2016.</u></p>	<p>key dates in financial planning, including bond refinancing and potential renewal referendum in the fall of 2017.</p> <p><u>March 22: Presentation on long range financial issues and planning.</u></p>	<p>the fall and to the School Board and public at the regular School Board meeting in December;</p> <p>3. The administration will continue the practice of quarterly reports to the School Board;</p> <p>4. Will increase communication with the public by posting additional financial information on the District's website.</p> <p>5. Review the role and membership of the finance advisory committee.</p> <p>6. Present an annual operating plan in June 2016.</p>	
Goal 3: Continue Implementation of the Communications and Marketing Plan for the District.	Details	Status	Report to the School Board	Evaluation	
	<p>Communication and Marketing Plan.</p>	<p>The district continues to implement the communications and marketing Plan originally accepted by the School Board in 2010.</p> <p>An update was made at the School Board work-study session of May 18, 2015.</p> <p>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</p>		<p>Evaluation plan includes:</p> <p>1. Enrollment data and trends, including open enrollment;</p> <p>2. Analytics on website and social media;</p> <p>3. Surveys;</p> <p>4. Additional metrics developed in 2015-16</p>	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
		Board.			
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. During 2015-16, the District will develop metrics for all gifted and talented programing.	<u>Report scheduled for the May 23 work-study session.</u>	Evaluation plan will include: 1. Metrics on student annual growth 2. Survey data from parents, staff, and students.	
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 meeting with small group on January 5, January 21, and February 2, 2016. Large Group Launch (22 participants) on February 9, 2016 (2-4 pm). Included national, regional, and local data. Followed by survey of current practice per building, due March 10, 2016.		

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			<u>Large Group meetings held on March 17, 2016, and another scheduled for May.</u>		
d. Follow-up on Program Review of Preschool and Early Childhood Programs	<p>Goal 4d Follow-up on Preschool and Early Childhood Programs.</p> <p>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.</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> <p>For 2015-16, develop follow-up plans for preschool improvement consistent with the recommendations of the 2014-15 Preschool program review.</p> <p>Preschool facilities planning will be incorporated into the district's facilities planning process as described in Goal 1, Strategy III.11.</p> <p><u>From November, 2015, through April, 2016, administration continues to work closely with the Legislature, Ramsey County, and other partners on obtaining funding and support.</u></p>	<p>October 26: Update on Comprehensive Facilities Plan. (Relates also to all Action Steps under Strategy III)</p> <p>November 26: Update the School Board on the Preliminary Plan for Early Learning Achievement Center</p> <p><u>March 22: Update the School Board on planning for the Achievement Center.</u></p>	<p>Evaluation plan will include:</p> <p>1. Comprehensive long range plans for preschool program design, including vertical alignment with kindergarten, and other strategies consistent with the 2014-15 Preschool Review.</p> <p>2. Comprehensive facilities plan for all preschool programming, with completed in conjunction with Phase II of the District facility planning process.</p>	
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	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.		<p>Evaluation plan will include:</p> <p>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;</p> <p>2. The development of a</p>	

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
	<p>ten member communities, elective officials, business community, including for profit and nonprofit organizations, our faith communities and other agencies working with the senior population.</p> <p>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.</p>	<p>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.</p> <p>Work with the Community has continued through the fall of 2015.</p> <p>An update on the progress of the Community Forums was given to the School Board at the January 25, 2016 work-study session.</p> <p>A fourth Community Forum was held on February 10, 2016 with forty-four people in attendance. The community members formed action teams around five themes that came from the survey. They are: recreation, transportation, housing, healthcare, and services.</p> <p><u>A follow up meeting was held on April 6 with the next meeting scheduled for May 25, 2016.</u></p>		<p>comprehensive plan completed in conjunction with our community partners and presented to the School Board on June 30, 2016.</p>	

AGENDA ITEM: **Update: 6-12 AVID Programming**

MEETING DATE: **April 25, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Sara Paul, Assistant Superintendent for Teaching and Learning**
Karin Swainey, District Director of AVID
James Barnett, Achievement and Integration Coordinator
Secondary Principals

Background:

Tonight we will be providing an update regarding a key college and career strategy - Advancement Via Individual Determination (AVID).

The model is designed to:

- Embed socio-emotional support for students that have the will to take rigorous courses but may lack confidence to take advantage of the opportunity without additional supports
- Provide academic support through research-based curriculum and strategies to help students develop critical thinking, literacy, and math skills across all content areas.
- Increase the number of students enrolled in college level courses (AP, CIS, PLTW)

Last April, Sara Paul provided an update regarding the equity work in the district. A key insight was that AVID was narrow in terms of student participation and that AVID could be a broad 6-12 College and Career Readiness strategy. The focus for 2015-16 was to implement AVID with fidelity across our secondary schools. We will provide an update regarding the key shifts that occurred over the past year, as well as continuous improvement efforts underway for 2016-17.

Advancement Via Individual Determination

(AVID)

White Bear Lake Area Schools

School Board Work Study
4.25.2016

Why AVID?

Advancement Via Individual Determination (AVID). The model is designed to:

- Socio-emotional support to increase confidence
- Academic support to help students develop critical thinking, literacy, and math skills
- Increases student enrollment in rigorous courses, such as college level courses (AP, CIS, PLTW)

Key Learning in 2014-15

Determined that AVID was a narrow strategy in terms of student registration that could be a broad 6-12 College and Career Readiness strategy.



AVID at the Secondary Level

11 Essentials of AVID Implementation:

1. Student Selection
2. Voluntary Participation
3. Full Implementation
4. Requirements for University Enrollment
5. Organization (WICOR)
6. Writing and Reading (WICOR)
7. Collaboration and Inquiry (WICOR)
8. Tutors
9. Data Collection
10. Budget Resources, Certification, Professional Development
11. Site Team



Focus for 2015-16- Implementing AVID with Fidelity Across All Campuses

- Hired District Director funded through EMID
 - Conducted AVID Certification Self Study focused on the 11 AVID Essentials
 - Increased District Alignment
 - Focused on development of Site Teams
-

How are we doing?

Key Measures	2014-15	2015-16
Student Participation in AVID	115 students	166 students
Rigorous Course Enrollment	86% enrolled in Honors, Enriched, AP/CIS/PLTW	86% enrolled in Honors, Enriched, AP/CIS/PLTW
Increased Attendance	27% of AVID students had fewer than 5 semester 1 absences	58% of AVID students had fewer than 5 semester 1 absences

Additional measures include increased student engagement and Increased understanding of College Entrance

Continuous Improvement

- Continue with District Director (Funded through Achievement and Integration)
 - Increased alignment and cost savings by combining AVID tutor role with student engagement support model
 - Aligned efforts to increase access to concurrent courses with AVID implementation
-

Questions?

Tim Wald, *Principal of WBLAHS - South Campus*

Don Bosch, *Principal of WBLAHS - North Campus*

Christina Pierre, *Principal of Sunrise Middle School*

Noel Schmidt, *Principal of Central Middle School*

Karin Swainey, *AVID District Director*

James Barnett- *Achievement and Integration Coordinator*

Sara Paul - *Assistant Superintendent of Teaching and Learning*

AGENDA ITEM: **Progress Update on New Technology Staffing Model**

MEETING DATE: **April 25, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Mark Garrison, Director of Technology and Innovation**
Linda Goers, Director of Human Resources
Dr. Wayne Kazmierczak, Assistant Superintendent for
Finance and Operations
Dr. Michael Lovett, Superintendent

BACKGROUND:

After presentations on technology at our January and February work-study sessions, one imperative we identified at our February work-study session was the need to evaluate our current technology support staffing model.

Factors influencing this evaluation included: phasing out of computer labs; a shift to 1:1 devices, and the rapidly changing landscape for technology. Further, the move to 1:1 devices has significant ramifications for teaching practice, including allowing us to better personalize student learning.

Between the February 22 and March 28 work-study sessions, members of the administration met with or requested feedback from stakeholder groups directly involved with technology staffing, including elementary and secondary principals, building support technicians, teachers who have been or are currently in the Tech Cohort, and media specialists.. In addition, we received feedback from technology leaders from outside our school district.

At the March 28 work-study session, we presented a model which attempted to meet each of three goals, as follows:

- To improve technology support by shifting 3 F.T.E. from the centralized District help desk and AV, and converting current building support technicians model to a cadre model

which would include five Tier I and four Tier II technicians, with Tier II at a higher skill and training;

- To maximize the learning impact of devices, by increasing from our current 1.4 F.T.E. in digital learning specialists (i.e., teacher technology coaches) to a total of 4.0 F.T.E. with the goal that these would be teachers who teach a portion of their day in our classrooms and with a portion of their time allocated for working with other teachers; and
- Becoming future ready to respond to changes in technology, infrastructure, devices, and teaching and learning by investing in training and support that would allow this new cadre of staff to work closely together and respond quickly and successfully to challenges and changes in technology needs..

In addition, unlike the current building-based model, the new model allows us to deploy more technicians to a particular site when more significant intervention is needed; and would allow us to deploy the whole team when critically important, as during the start of testing days.

FEEDBACK

Between March 28 and today's Board meeting, members of the administration have sought feedback from School Board members, principals, building support technicians, and teachers, gaining feedback on the system as proposed on March 28.

An area of concern that surfaced from these stakeholder groups was the new model could result in slower response time, viewed by each stakeholder group as critical in the school environment.

Based on feedback from School Board members and other stakeholders, we concluded we should increase number of Tier I Field Technicians under the plan for 2016-17. We have worked on the budget side and believe we still can have a balanced budget proposed to you next month.

The additional resources allow us to deploy the Tier I field technicians over seven areas rather than five. . This revised model has:

- 4 Digital Learning Specialist Positions
- 4 Tier II Field Technician positions
- 7 Tier I Field Technician positions (up from 5 in the plan presented on March 28.)

This means that each of our large campuses (North, South, Sunrise and Central) will share a Tier I tech with just one elementary school, and will also have the higher skill Tier II tech checking on the buildings every day. We think this additional investment will address questions that Board members have expressed and most of the questions from staff. In the attached *Question and Answer* document we show projected building support allocations that increase

building level support from 12.4 FTE to 15 FTE District-wide. We also allocate time to the two sites which do not currently have on-site support: Transition Education Center and Normandy Park. We also retain floating FTE that will target areas of need.

In addition, the technical staff in the buildings will have consistently high training, and the team will have protocols in place to make sure problems are solved immediately at the Tier 1 level or obtain assistance quickly if an issue is too complex for the Tier I to handle.

One reminder is that right now at the elementary level the amount of time allocated to building support technicians ranges from less than half-time to nearly full-time. In addition, collectively these current elementary building support technicians are working twenty-five hours of time each week on other assignments, including lunch duty, playground supervision, and clerical backup. So in effect, some sites will see a significant increase in time devoted to tech support.

Linda Goers, Director of Human Resources, is meeting with each principal to help develop a strategy to make sure that bus supervision, lunch duty and cafeteria duty are handled separately.

HOW THESE ADDITIONAL POSITIONS WILL HELP RESPONSE TIME

This evening's revision increases from five to seven number of Tier I technicians.

In the initial model, one significant point of concern was that Tier I and Tier II technicians would share up to four different school sites.

With the increase from five to seven Tier I positions, each Tier I position will be responsible for only two or three schools; importantly, those Tier I field technicians who have responsibility for any of our large secondary sites (North, South, Central and Sunrise) will be matched with one elementary school. In addition, at these and all sites the higher level Tier II support will be assessable and checking in the buildings daily.

NEXT STEPS

Our plan is to proceed after this evening's work-study session to post the Tier II positions during the week of April 25, with the posting of Tier I positions during the week of May 7, allowing the potential movement of some incumbents of building support technicians to move into Tier II positions. The digital learning specialist positions will also be posted during the week of April 25.

Questions and Answers on Technology Staffing

Draft of April 25, 2016

Technology Support Staffing Overview Questions:

1. Why are the changes being made in technology support staffing for 2016-17?
 - The changes are being made to meet the goals of: a higher level of technical support than the current model; maximize the learning impact of technology by providing more direct and consistent support for teachers; and ensure that we are ready to respond to future technology needs.
 - This model is designed to meet these goals more effectively than the current model.
 - The new model has been designed and fine-tuned based on feedback from current stakeholders and considering models successfully used in other school districts regionally and nationally.

2. How will the model for 2016-17 be different than the current model?

2015 - 2016	2016 - 2017
12.4 School Based FTE: <ul style="list-style-type: none">● 10 FTE Building Support Technicians● 1 FTE Field Technician● 1.4 FTE Digital Learning Specialist● Centralized Helpdesk & AV support	15 School Based FTE: <ul style="list-style-type: none">● 7 FTE Tier I Field Technicians● 4 FTE Tier II Field Technicians● 4 FTE Digital Learning Specialists

3. Which Buildings will Tier I, Tier II and Digital Learning Specialists cover?

Tier I Field Technicians						
Normandy TEC District Center & <i>Floating</i>	North Campus Birch Lake	Central Middle Lincoln	Sunrise Park Matoska	South Campus Lakeaires	Oneka Hugo Otter Lake	Willow Vadnais ALC <i>Floating</i>
400 Students	1467 Students	1455 Students	1454 Students	1476 Students	1447 Students	920 Students

Tier II Field Technicians			
Central	Sunrise	North Campus	South Campus

TEC	Matoska	Hugo	Willow
Lincoln	ALC	Oneka	Lakeaires
Otter Lake	Normandy	Birch Lake	Vadnais Heights
2055 Students	1987 Students	2341 Students	2236 Students

Digital Learning Specialists		
1 FTE High School	1 FTE Middle School	2 FTE Elementary School

4. How will the actual time allocated to school sites compare between 2015-16 and 2016-17?

	2015-2015 10 FTE Building Support Tech, 1 FTE Tier II & 1.4 FTE Digital Learning Specialist Support FTE (Current Allocation)	2016-2016 7 FTE Tier I, 4 FTE Tier II & 4 FTE Digital Learning Specialist Support FTE (Benchmark Allocation)
Central	1.15 FTE	1.77 FTE
TEC	0.15 FTE	0.16 FTE
Lincoln	0.90 FTE	0.60 FTE
Otter Lake	0.77 FTE	0.95 FTE
Sunrise	1.02 FTE	1.50 FTE
Matoska	0.71 FTE	0.90 FTE
ALC	1.02 FTE	0.33 FTE
Normandy	0.15 FTE	0.52 FTE
North Campus	0.90 FTE	1.88 FTE
Hugo	0.52 FTE	0.50 FTE
Oneka	1.09 FTE	0.89 FTE
Birch Lake	0.71 FTE	0.41 FTE
South Campus	1.02 FTE	1.62 FTE
Willow	0.84 FTE	0.76 FTE
Lakeaires	0.74 FTE	0.71 FTE
Vadnais Heights	0.68 FTE	0.77 FTE
District Center & Floating	0.06 FTE	0.70 FTE
TOTAL	12.4 FTE 2015-16	15 FTE 2016-17

- The FTE allocated to building technical and instructional support will increase from 12.4 to 15 District-Wide.
- Targets are set for Field Technicians and Digital Learning Specialists to allocate time in each building based on overall student count. These numbers serve as a benchmark, while allowing staff to target specific areas of need.

5. How did the plan change between the March 28, 2016 and April 25, 2016 School Board Work Study sessions?

- In response to stakeholder feedback, the number of Tier I Field Technician positions was increased from four school-year and one year-round to seven school-year positions.

6. There is some concern from building staff that response time will be slower with the new model. What will be done to assure the same or improved level of response time to individual staff?

- Tier 1 and Tier 2 technicians will collaborate to provide technical support on a timely basis.
 - Questions that can answered over the phone or remotely will be solved immediately, even when the technician is at another site.
 - Issues that are better solved in-person will be addressed as quickly as possible.
- Technicians have benchmark targets for the amount of time to spend in each building (see answer #3) and will prioritize their day to address the most pressing issues first and will work to solve systemic issues so problems do not persist.
- Indeed, technicians will collaborate with the entire technology department to solve the underlying issues that are causing problems so that the entire system runs more smoothly.

7. Where will the new technology staff be located during the school day?

- A Tier I or Tier II Field Technician will check in with each school in the morning and then spend the rest of the day in schools addressing both proactive and current needs.
- Technicians will base out of buildings that give them the quickest access to their geographical areas.

8. If this time proves inadequate, will the district have contingency plans?

- Two of the Tier I Field Technicians have flexible schedules that allow them to float to buildings where there is a pressing need for additional support.
- In the past we have called upon temp workers to fill areas of need such of the start of the school year. We will continue to leverage this resource as needed.
- Our Technology Support model will be evaluated and revised on an ongoing basis to ensure that staffing is properly allocated and able to proactively troubleshoot technology issues and that each site has the necessary support.

9. How will technicians be deployed to the schools at high demand time such as MCA or MAP testing?

- The 11 Field Technicians will be onsite for the start of testing. After ensuring a smooth start, they will work with the testing team at each site to provide appropriate technology support.

- While our Assessment Coordinator will continue to coordinate testing schedules, the need for scheduling is less critical now that student devices are more pervasive.

10. How will this impact District Center?

- We will no longer have a central helpdesk at District Center, but we will have both District Technology staff and Field Technicians supporting District Center as with all other sites.

Human Resources Questions:

11. How will the change affect current employees?

- The role of Building Support Technician will be eliminated; staff in these roles have the opportunities to apply for:
 - Tech Tier II position, which include four full year, full time positions;
 - Field Tech Tier I position, which include seven school-year positions;
 or exercise their rights under the current clerical unit to remain in clerical unit positions.

12. What certification and training will be required of Tier I and Tier II Field Technicians?

- Tier I
 - Requirements includes Associates/Technical degree in information technology, or related field, and moderate experience working with A+, at a helpdesk, troubleshooting hardware or software problems, or equivalent combination of education and experience. Bachelor's degree preferred.
 1. More information about A+ certification can be found at <https://certification.comptia.org/certifications/a>
 - *The TIER I job description will be linked here when posted.*
- Tier II
 - Associates/Technical degree in in a technology related field, or related field and considerable experience working in a technology service related field, preferably in a school district, or equivalent combination of education and experience. Bachelor's degree preferred. A+ Technical certification preferred, or evidence that this requirement can be met within (3) months. Knowledge of education technology tools preferred, including Google Apps for Education, Schoology and a Student Information System are preferred. Additional certifications in areas such as networking, troubleshooting and other technical competencies preferred.
 - *The TIER II job description will be linked here when posted.*

13. If I am an employee whose job is affected by these changes, who can help me understand my options and answer any other questions about how the changes will affect my wages, school district provided benefits, and state retirement benefits (TRA and PERA)?

- Linda Goers, HR Director - linda.goers@isd624.org or 651-407-7550. Linda has offered to meet with each employee to answer any questions.

14. Building support technicians are currently in the clerical unit. What unit will the new Tier I Field Technicians be assigned to?
- After reviewing the new job descriptions and consulting with an employment attorney it was determined that Tier I Field Technicians will not be affiliated with any existing bargaining units.
15. What about the Tier II Field Technicians?
- The Tier II Field Technician position is currently unaffiliated and will remain unaffiliated with any existing bargaining units at this time.
16. For current building support technicians who are covered by the terms and conditions of the clerical bargaining agreement, what steps are being taken to assure they understand the ramifications of leaving this unit versus exercising their rights to bump to other positions within the clerical unit.
- Those employees who successfully apply and are awarded positions as a non-affiliated employee will retain the same benefits they had in the clerical unit (for example, if they had retiree health benefits and severance under the current bargaining unit language, they would retain those benefits as a non-affiliated employee). The District and Union will continue to meet with employees to explain their rights and next steps in employment.
17. The new model will increase the FTE allocated to teacher technology coaches from 1.4 FTE to 4 FTE. What will these positions do and how would their time be allocated? What are the qualifications for these coaching positions and who is eligible to apply?
- Digital Learning Specialists will serve as teacher coaches. Their positions will be reviewed on an annual review basis to maintain quality and integrity of the program. These teachers will be transitioned back into the classroom over time with the goal of providing new perspectives and skill sets to the group.
 - The Digital Learning Specialists will work with staff to strengthen instruction and increase the capacity of teachers and students to use technology in the teaching and learning process by identifying ways that technology integration can be used to support the District mission through coaching, support, and training that;
 - strengthens Communication, Collaboration, Critical Thinking and Creativity,
 - equitably supports personalization and best practice teaching and learning for all staff and students,
 - promotes innovation, and
 - accelerates preparation for college and career.
 - *The Digital Learning Specialist job description will be linked here when posted.*
18. What are the timelines for posting and filling the new positions?
- Tier II Field Technician positions will be posted the week of April 25.
 - Digital Learning Specialist positions will be posted the week of April 25.
 - Tier I Field Technician positions will be posted the week of May 9.

19. How does the technology coach role relate to the technician role? Will the teacher coach be able to help staff with technical questions, especially if a Tier I or Tier II technician is not immediately available?
- The technicians will serve as primary contact for technology service requests and perform hands-on fixes remotely or in person to software, hardware, network, and applications.
 - Digital Learning Specialists will work with staff to strengthen instruction and increase the capacity of teachers and students to use technology in the teaching and learning process by identifying ways that technology integration can be used to support the District mission through coaching, support, and training that;
 - strengthen Communication, Collaboration, Critical Thinking and Creativity
 - equitably support personalization and best practice teaching and learning for all staff and students
 - promote innovation and
 - accelerate preparation for college and career.
20. How do the Digital Learning Specialist and Media Specialist job descriptions differ?
- Digital Learning Specialists are teachers who work for part of their day as instructional technology coaches. Media Specialists serve a broader role that includes work in the area of technology in addition to other important elements.
 - As one of our Media Specialists noted, “We are promoters of literature, academic research specialists, small group coaches, whole class lessons, individual tutors, database professionals, classroom connectors, teacher collaborators, curriculum integrationists, reluctant reader cheerleaders, collection specialists, equipment repairers, technology troubleshooters, Google gurus, professional developers, etc.”
 - Digital Learning Specialist will work with staff to strengthen instruction and increase the capacity of teachers and students to use technology in the teaching and learning process by identifying ways that technology integration can be used to support the District mission through coaching, support, and training.
21. How will building principals cover the non-technical duties that some Building Support Technicians have provided ?
- Director of Human Resources Linda Goers and Assistant Superintendent for Finance and Operations Wayne Kazmierczak will work with building principals to resolve unmet needs on a case by case basis.

AGENDA ITEM: **Progress Update on Model for Elementary Literacy Coaches**

MEETING DATE: **April 25, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Sara Paul, Assistant Superintendent for Teaching and Learning**
Dr. Wayne Kazmierczak, Assistant Superintendent of Finance and Operations
Ann Malwitz, Professional Learning and Development Coordinator

Background:

At the March 28 school board work study meeting, Sara Paul, our elementary principals and the teaching and learning team shared a presentation regarding increasing supports to improve elementary literacy.

In the presentation you heard our journey to shift to the Common Core Standards, our current data regarding elementary literacy, and our vision for every child reading at grade level by third grade. The team introduced the concept of elementary literacy coaching positions.

Since the work study meeting, we have continued to meet with administrators and curriculum leaders who are responsible for evaluating new strategies and planning for effective implementation.

This evening members of our elementary principals group and some teacher curriculum leaders will provide a more detailed description of our plans for implementing literacy coaches for next year. In addition, Dr. Wayne Kazmierczak, Assistant Superintendent of Finance and Operations, will discuss the revenue source for the literacy coaching positions.

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

School Board Work Study • 4.25.2016

Strategic Objectives

Strategic Plan:

- Action Item 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

VISION:

80% or more of our students have MCA reading scores indicating that they are reading at grade level

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
- 55% SPED

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

Ensuring Fidelity of Practice to Maximize Student Outcomes

Where we have been

Established Literacy Framework

2011

2015

A-ROI Study of Literacy Program and Audit of Intervention Supports

Prioritize Embedded Professional Development

2016

Where we are heading

What is Literacy Coaching?

- Partnership
- Job-embedded
- Professional Learning
- Supports reflection about students, curriculum and instructional practice
- Leads to better decisions and increased student achievement



Budget and Mission Alignment

Using state literacy aid revenue to fund literacy coaching positions



Q and A

