

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
AGENDA**

October 27, 2014

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: October 6, 2014

A work-study session of the White Bear Lake Area School Board will be held on **Monday, October 27, 2014** at 5:30 p.m. in Community Room 112 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

WORK-STUDY AGENDA

A. PROCEDURAL ITEMS

1. Call To Order
2. Roll Call

B. DISCUSSION ITEMS

1. School Board/Superintendent Goals
 - a) Goal 5b: Recommendation for Gifted and Talented School Within a School 5:30 p.m.
 - b) Goal II.6: Presentation on I.B. Authorization Visits 6:00 p.m.
 - c) Goal 5d: Overview of Early Childhood/Preschool Program Review 6:30 p.m.
 - d) Goal III.11: Overview of Secondary Facilities and Program Review 6:45 p.m.
2. Preliminary Review of Secondary Course Program Proposals for 2015-16 7:00 p.m.
3. Preliminary Review of Annual Report 7:30 p.m.
4. Negotiation Study Session 7:45 p.m.

D. 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.

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School Board/Superintendent Goals for 2014-15

Showing status of continuing 2013-14 goals as of July, 2014

Updated for Work-Study Session
of October 27, 2014

Strategic Plan / Goals	Details	Status	Report to the School Board	Evaluation
Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.				
Strategy I.1: All students will achieve grade level in reading, writing and math by grade 4 and maintain grade level proficiency throughout their tenure in White Bear Lake Area Public Schools.	I.1 Student Proficiency Note: Under Minnesota's 2014 Worlds Best Workforce Legislation, goal should read "all third grade students achieve grade level literacy".	Monitor progress based on a dashboard of metrics.	9/9/13 9/23/13 10/14/13 2/24/14 5/19/14 8/25/14	Metrics dashboard, including student growth, as measured by MAP, student proficiency, required by State MCAs, and other measures.
Strategy I.2: All students will have an ongoing plan for post-secondary readiness that will be monitored from grades 6 through 12 and all students will have the academic skills to be successful in a post-secondary institution.	I.2 Post-secondary Plan	Year 3 of implementation; counselors move with their students from North to South Campus.	2/24/14 8/11/14	Survey data from students and parents that reflects fluency in Naviance and confidence in post-secondary success. Usage data by students in Naviance. Metrics dashboard, including results of EXPLORE, PLAN, and ACT
Strategy I.4: The District will build upon the International Baccalaureate (IB) offering already in place at Matoska by implementing the IB Middle Years Program.	I.4 Middle School IB	2014-15 is the third year of IB candidacy.	10/13/13 10/27/14 On-site accreditation visit scheduled in November of 2014.	IB Certification in the fall of 2014.
Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.				
Strategy II.1: All students will expand their global perspective through the study of world language and culture at the elementary	II.1 World Language K-5	For 2014-15, Chinese offered K-5 in two elementary schools and Spanish in six elementary sites.	2011-12 school year March 24, 2014 presentation on Immersion. Presentation to School Board on April 14, 2014.	Summary information measuring student participation and success in world language. Assessment data measuring student

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schools.				
<u>Strategy II. 2:</u> Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level.	II.2 World Language 6-12	Chinese offered 6-12 beginning in 2012-13; Chinese and ASL applying for College credit (CIS) status during 2014-15.	2011-12 school year	global understanding. Participation trends in secondary world language coursework.
<u>Strategy II. 4:</u> All students will expand their global perspective by participating in annual service learning opportunities at the classroom or building level.	II.4 Service Learning	Operational beginning in 2012-13.	2012-13 school year	Participation trends in global service learning projects, including July 14, 2014 report from We Act. Survey data on student understanding of global issues related to the service learning opportunity.
<u>Strategy III: We will ensure our facilities support our district's mission and objectives.</u>				
<u>Strategy III. 1:</u> The District will ensure that inside and outside large group spaces are comparable to conference schools.	III.1 Facility – Large Group Spaces	The District, in partnership with its municipalities and various athletics associations has completed an analysis of space issues across the District. The results of this study were presented to the committee on April 24, 2013 and were presented to the school board on May 20, 2013. Outside space, and more specifically, artificial turf at the Stadium on South Campus needs to be addressed. WBL is one of the few members of our conference to still play on grass. Both the quality of the field and the opportunity for a	Facilities report presented in May of 2013. Incorporated into Strategy III.11, as part of 4/28/14 report to the School Board.	Included in the strategic review of secondary sites and facilities. Phase I report due early in 2015.

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		significant increase in usability would result from this upgrade.			
Strategy III. 2: At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.	III.2 Facility – Elementary	The completion of construction at Matoska IB Elementary School creates a separate nutrition services area and a new gymnasium area.	Community open house held at Matoska on 1/28/14.	Matoska addition was completed in the fall of 2013.	
		Remodeling of Lakeaires and Willow Lane elementary schools include the addition of a gymnasium which creates separate spaces for the nutrition services program and the physical education/performing arts programs. With the completion of the construction programs at these two schools in early 2015, all elementary schools will have the identified separate spaces.	9/23/13 – work-study session 11/11/13 – Board meeting	Lakeaires and Willow Lane additions will be completed in the fall of 2014.	
Strategy III. 3: The District will ensure that storage spaces are equitable for all district facilities.	III.3 Facility – Storage		9/23/13 – work-study session 11/11/13 – Board meeting	Included in the strategic review of secondary sites and facilities.	
Strategy III. 4: The District will ensure that square footage to accommodate student population and program activities are	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	At School Board meeting of April 28, will be incorporated into presentation on Strategy III.11.	Included in the strategic review of secondary sites and facilities.	

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equitable for all buildings.		attendance boundaries would allow for the student populations at Central and Sunrise Park Middle Schools to become better balanced. The conclusions of this study determined that adjusting elementary attendance boundaries could help to balance the middle school populations in the short run. Completed.			
Strategy III. 5: Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.	III.5 Facility – Standardized Procedures		May 19, 2014 work-study session.	Evidence that manuals are in place and that employees have been trained appropriately.	
Strategy III. 6: Each district facility will have an HVAC system that provides optimum air quality throughout the district.	III.6 Facility – Air Quality	Currently all elementary buildings with the exception of Otter Lake have HVAC system upgrades that include air conditioning. Otter Lake Elementary has an estimated cost of \$1.3 million to upgrade to air conditioning; this cost is not currently budgeted. Secondary buildings have certain areas that are air conditioned; however, the cost associated with having the remaining parts of the buildings air conditioned will	2012-13 school year	Successful completion of HVAC projects scheduled for fiscal years 2015-2017.	

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		require major funding; this is not part of our current budget.			
Strategy III. 8: The District will ensure that all schools provide secure entrances.	III.8 Facility – Secure Entrances	All secondary schools have either a secure entrance design or have attendants who monitor the main door throughout the student day. With the 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.	November 11, 2013	Secure entrances at each site and appropriate protocols in place.	
Strategy III. 9: District facilities will be designed to allow for informational technology to be accessible by all ISD 624 employees, learners and families.	III.9 Facility – Technology Access	See Strategy IV.11		Included in the strategic review of secondary sites and facilities, Strategy III.11	
Strategy III.10: The District will ensure that elementary class sizes are balanced across the district.	III.10 Facility – Balanced Elementary Class Sizes	This issue needs to be carefully watched over the next few years. Our southern elementary populations are beginning to show greater growth, but our northern elementary populations also		Data on <u>class size averages and ranges.</u>	

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		continue to grow. The additional space the District will be getting at Otter Lake Elementary School may temporarily help with this issue but, ultimately, if the patterns of growth continue, there will be a need to look at the elementary school boundaries in the north and determine if shifts are necessary.		<u>Strategy III.11, facilities study.</u>
<u>Strategy III.11:</u> Secondary facilities will be evaluated and recommendations will be made that improve programs and reduce transitions, including a cost benefit analysis of a single campus high school.	III.11 Facility – Secondary	Secondary strategic program and facilities review begins in 2014-15.	March 24, 2014 April 28, 2014. May 19, 2014	Included in the strategic review of secondary sites and facilities. Strategy III.11, facilities study.
Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.				
<u>Strategy IV.11:</u> Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.	IV.11 Classroom Technology	2014 - 2015 Capital Projects levy priorities includes network infrastructure and wifi improvements as well as classroom technology upgrades. Replacement cycles will take into account student, program and classroom needs as well as teaching style and preference. Moreover, the 5-year technology plan presented at the February 2014 School	1/27/14 8/11/14 8/25/14	Building technology plans.

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		Board meeting includes a proposal that will move away from the current computer lab model and provide classroom access to technology at the elementary level while providing 24/7 access to technology for secondary students.			
<u>Strategy IV.12:</u> The District will enhance communication, interaction, and collaboration through the use of a web site.	IV.12 District Website	New website launched in June of 2012; enhanced and expand in 2012-13 and 2013-14.	2011-12 school year	Operational; trends measured by system analytics.	
<u>Strategy IV.13:</u> The District will establish a learning management system to support the development and management of online coursework to allow web-based learning for staff and students.	IV.13 Schoology	All teachers expected to meet requirements of Schoology Learning Management System. Schoology is used as the LMS by all White Bear classroom teachers this school year. Base-line digital presence expectations were set for the first semester of the 2014-2015 school year and expanded in the second semester. Professional development in the form of 1:1 trainings, summer technology sessions, embedded staff development, building and District sessions and bi-weekly technology tips	2011-12 school year 2012-13 school year 2013-14 school year 8/25/14 work-study session.	Schoology use analytics and BrightBytes survey data.	
<u>Strategy IV.14:</u> A policy will be developed and presented for board approval that	IV.14 Technology Policy	Students and staff provided feedback on mobile technologies classroom goals,		Board adoption of policy.	

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Leverages students' access to mobile technology and use of that technology in the classroom.		current practice and model policies. We will address mobile technologies within the Electronic Technologies Acceptable use and the Social Media policies.		
Strategy IV.15: Instructional technology will be available for use by students beyond the traditional school day/year.	IV.15 Access to Instructional Technology	See Strategy IV.11		BrightBytes survey data.
Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.				
Strategy V.1: The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.	V.1 Partnership – Process	School Board Policy 900 was approved by the School Board at the May 12, 2014 School Board meeting. It includes a vetting process of partnerships with the office of Superintendency having final approval. Implementation plan developed for 2014-15 school year.	Approved on 5/12/14.	Results of surveying building and district leaders for feedback on outcomes of current partnerships.
Strategy V.2: A comprehensive needs assessment will be developed and administered at every WBLA school in order to provide direction to future partnerships.	V.2 Partnership – Needs Assessment	A comprehensive needs assessment has not been developed to provide direction for future partnerships.		A needs assessment is in the process of being developed.
Strategy V.3: The District will create a process which aligns a partner with a compelling need or promising vision.	V.3 Partnership – Vision	Partners at the building level go through a vetting process by the principal and the team he or she puts together to determine if it will prove		Implementation of vetting form that is completed by an outside organization to ensure alignment to district vision.

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Strategy V.5: The District will communicate information related to partnerships using a variety of resources.	V.5 Partnership – Communication	valuable to learners in his or her building Communication regarding current partnerships is done via school board meetings, and through the communications office. In addition to the website, social media such as Facebook may also alert the community to partnerships. For example, swim competitions held at the YMCA, hockey games held at Vadnais Sports Center will be noted through different media outlets.		Communications plan implemented.
Strategy VI: We will foster connections with and among students and staff members to ensure all feel valued, supported and understood; and we will establish an environment that cultivates understanding and respect for differences among people.				
Strategy VI. 1: The District will adopt a comprehensive bullying prevention, intervention, and support program for students and staff that promotes a safe, civil, and inclusive climate and is implemented in each building, program, and service.	VI.1 Bullying Policy and Program	Implemented during 2012-13.	2011-12 school year. Report at the School Board meeting of May 19, 2014. Policy 514, Bullying Prohibition Policy revised on 10/13/14.	Minnesota Student Survey data regarding bullying. Implementation data that demonstrates how consistently we are using the bullying prevention curriculum.
Strategy VI. 2: The District will increase the number of faculty and staff from culturally diverse communities to more closely reflect the diversity of the student population.	VI.2 Faculty	New recruitment and selection protocols implemented in 2012-13; <u>Annual Report</u> to the School Board.	Annually since 2011-12	Annual employment metrics.

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<u>Strategy VI. 3:</u> During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multi-cultural understanding.	VI.3 Multi-cultural Curriculum	A cultural liaison has participated in the Teaching & Learning Projects, including curriculum. More work can be done training our T&L team to review curriculum with our equity lens.		Annual reporting on curriculum adoptions and the process used to ensure cultural proficiency.	
<u>Strategy VI. 4:</u> Programs will be adopted and implemented and resources allocated for students and families to promote a positive transition between buildings and programs.	VI.4 School Transitions	Transition plans are in place at each level, including WEB for the middle school and LINK Crew for the high school.	9/9/13	Annual Board updates on transition programming. Attendance data reflecting student participation in transition programming. Student survey data on the effectiveness of transition programming.	
<u>Strategy VI. 5:</u> The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members, and parents.	VI.5 Programming	Advisory curriculum has been implemented in 12-13 and is in its 3rd year. While this addresses some student perspective, we have just started understanding similarities and differences among students, staff, administration, community members and parents.		Minnesota Student survey data regarding students feeling connected and welcome at school. Staff survey data regarding school climate. Parent feedback on school climate.	
<u>Strategy VI. 6:</u> The District will review and assess the current plan related to cultural competency.	VI.6 Cultural Competency	A team of 17 district staff (including 2 cabinet members) participated in the Equity Plan workshop in January 2013. This group of 17, along with other district stakeholders, updated the 3-year WBL Equity Plan. The updated equity plan was presented to the board for	2/24/14 3/4/14	Annual review of the Achievement and Integration plan by a committee and the School Board.	

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Strategic Plan / Goals	Details	Status	Report to the School Board	Evaluation
Goal 2 - Ongoing Financial Stewardship and Budget Management (New for 2014-15)	Details	approval on March 3, 2014 Status	Report to the School Board	Evaluation
An improved statewide economy has resulted in improved education funding in the most recent legislative sessions, a welcome change after a long period of little increase in state revenue. The District continues to identify greater efficiencies in operations that will help to maintain financial stability and allow for improvements in program quality and student success.	Strong community support, which led to the passage of the November 2011 operating levy renewal by a margin of 73% to 27% and the capital projects levy in 2013, gives the School District a measure of financial stability. The District has established an excellent record of financial reporting by both ASBO and GFOA, and also achieving an AA Bond Rating initially in 2008, and confirmed in 2011 and 2012. Further, the District has restructured long-term debt to allow for more level tax levies over the next several years.			Ongoing financial stewardship on investments and budget management are reviewed annually as part of the financial audit. The audit report for FY 2014-15 is presented to the Finance Committee in the fall and to the School Board and public at the regular School Board meeting in December. Beginning in 2014-15, the administration will increase the detail and frequency of budget updates to the School Board.
Goal 3: Continue Implementation of the Communications and Marketing Plan for the District.	Communication and Marketing Plan.	Status The district continues to implement the communications and marketing Plan originally accepted by the School Board in 2010.	Reported to the School Board at 5/19/14 work-study session.	Evaluation Enrollment data Surveys
Goal 5: Operational	Details	Status	Report to the School Board	Evaluation

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Strategic Plan / Goals Improvements	Details	Status	Report to the School Board	Evaluation	
a. Recognition Program, Phase III, will evaluate and expand recognition of <u>community, partnerships, and volunteers.</u>	Goal 5a Recognition Program	The committee continues to evaluate and expand a recognition program for students, staff and community.	Reported to the School Board at 5/19/14 work-study session.	Annual Satisfaction Survey.	
b. Implement the recommendation of the Gifted and Talented program review, with emphasis on recommendation for a district-wide elementary program for the gifted and talented students, which could begin in 2015-16.	Goal 5b Gifted and Talented Program		2/24/14 9/22/14 10/27/14	Implementation of Program. Metrics on student annual growth. Survey data from parents, staff, and students.	
c. Develop plans for a String Orchestra program with the first phase programming beginning in the 2014-15 school year.	Goal 5c String Orchestra	The School Board reviewed options on 11/25/13 and carried over to November, 2014.	11/25/13	School Board approval. Implementation of program.	
d. Program Review of Preschool and Early Childhood Programs Currently about 20% of our preschool age population is enrolled in WBLAS preschool and early childhood family education programs. Our programming includes sites at Normandy Park, a separate early childhood and preschool facility;	Goal 5d Preschool and Early Childhood Programs 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.		10/27/14	.	

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classrooms dedicated for preschool and early childhood at Hugo and Vadnais Heights Elementary Schools; and a partnership with Tamarack Nature Center, a facility operated by Ramsey County. All facilities are currently at or close to capacity. With state funded all-day kindergarten beginning in 2014-15, the entry into school for an increasing percentage of children is expected to be at the preschool level. Recent state policy decisions and funding decisions are consistent with this expectation.				

AGENDA ITEM: Recommendation for Gifted and Talented School
Within a School

MEETING DATE: October 27, 2014

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Sara Paul, Assistant Superintendent
Dr. Michael Lovett, Superintendent
Jo Tate, Gifted and Talented Coordinator

Jo Tate, Gifted and Talented Coordinator, will provide information on the recommendations from the School-Within-a-School Advisory Group.

Attachments:

1. Recommendations
2. Presentation Slides



School-Within-a-School for the Exceptionally Gifted Advisory Group Recommendations

School Board Work Study Meeting of October 27, 2014

1. What grade levels are recommended for the School-Within-a-School for the Exceptionally Gifted?

The Advisory Group recommends that this program serve students in grades 3, 4, and 5. In school year 2015-16, White Bear Area Schools will have the gifted cluster program in place in these grades. This school-within-a-school for the exceptionally gifted will be an option for cluster students who need more challenge than what can be offered in the cluster classroom.

2. How many classrooms are recommended for the first year of the School-Within-a-School for the Exceptionally Gifted?

The Advisory Group recommends that the program begin with two classrooms at the same site. This will allow for students to be flexibly grouping throughout the school day based on skill level. It will also facilitate collaboration between the teachers as they develop a new program.

3. Which site is recommended to house this program and how was that site determined?

Lincoln or Birch are recommended to house the School-Within-a-School for the Exceptionally Gifted with a final recommendation made by the administration after review of criteria in this report. The advisory group considered the following criteria in this recommendation: the facility recommended must have space to house the program and its possible future expansion, must be centrally located to accommodate transportation, must have the support of staff and administration, and it must have proximity to a middle school for the potential of added options for academic programming.

All elementary principals were surveyed regarding these criteria. Four of the nine (Birch, Hugo, Lincoln, and Oneka) said they would have space for two additional classrooms that could be designated for the School-Within-a-School for the Exceptionally Gifted program. Those four principals said they felt their staff would be willing to fully support the successful implementation of the School-Within-a-School.

Hugo was eliminated because of having only kindergarten and 1st grade students and the School-Within-a-School will be for students in grades 3, 4, and 5. Oneka was eliminated because its location is neither centrally located nor near a middle school. Birch and Lincoln are to be considered further.

4. What criteria will be used for selecting students?

Criteria must provide clear differentiation between cluster and School-Within-a-School for the Exceptionally Gifted. The School-Within-a-School for the Exceptionally Gifted will have higher criteria than that used for identification of students for the gifted cluster program. These criteria must include both ability and achievement data. The Cognitive Abilities Test (CogAT) is used to measure ability. The Measures of Academic Progress (MAP) test is used to measure achievement. The Advisory Group recommends that ability data have priority over achievement data. It is acknowledged that, in some cases, teacher input and other essential factors will be considered. The criteria must be transparent and clear to all involved.

Based on a thorough review of other metro area programs, it was found that most use a tiered entrance criteria approach. This provides a transparent system for decisions on which students are admitted if more students are interested in the program than the program has capacity to serve.

Option A:

Tier 1:

CogAT score of 139 (99%) or higher on any subtest with MAP scores of 98% on both reading and math OR a CogAT score of 145 or higher

Tier 2:

CogAT score of 137 (99%) or higher on any subtest with MAP scores of 98% on reading or math with 90% in the other subject OR a CogAT score of 140 or higher

Tier 3:

CogAT score of 135 (99%) or higher on any subtest with MAP scores of 97% on reading or math with 90% in the other subject

Tier 4:

CogAT score of 134 (99%) or higher on any subtest with MAP scores of 96% on reading or math with 90% in the other subject

Another option is that there be one level of criteria, not multiple levels of criteria. Since White Bear Lake Schools has a Levels of Services model for Elementary Gifted and Talented Programming, there is no need for levels within Level 4, the level that the School-Within-a-School for the Exceptionally Gifted will serve.

Option B:

CogAT score of 99% with a MAP score of 96% or higher in reading or math with 90% or higher in the other subject or a CogAT score of 140 or higher.

5. What is recommended regarding curriculum for the School-Within-a-School for the Exceptionally Gifted?

Student needs may be met through the use of the enrichment capabilities of existing district curriculum. Students may also be accelerated within that curriculum. However, there will be times when supplemental material specifically designed for gifted learners will be needed. Examples of some possible resources include materials such as Great Books, Interact Curriculum units, College of William and Mary Center for Gifted Education Curriculum Materials, and/or Thinking Maps, and possibly others. It is also recommended that students be allowed to pursue areas of interest within and beyond the curriculum. The unique social and emotional needs of gifted learners will be another area to be addressed.

6. What teacher qualifications are recommended?

The Advisory Group recommends that teachers have either a Gifted and Talented Certificate or some other training in working with gifted students, as well as experience working with gifted learners. The teachers should be passionate about working with gifted students and flexible and adaptive in responding to their needs. The teachers in this program must be collaborative and resourceful as they work to develop a new program.

7. What is recommended regarding communication about the School-Within-a-School for the Exceptionally Gifted?

A communication plan will be developed in consultation with the District Director of Communications. Information to the general public will be on the district website. It will state that this program is designed to meet the needs of highly gifted students. It is one offering within the spectrum of programs designed to meet the needs of all students in the district. Education about the program will be provided for all staff.

Information targeted to families of qualified students will include specific mailings, a brochure, and Parent Information Sessions.

8. *What are areas of anticipated financial need?*

This program will have classrooms that resemble all other district classrooms of the same grade levels. They will have a similar number of students, use district curriculum and technology resources, and have the same classroom furnishing needs.

Professional development for the teaching staff, such as Minnesota Educators of Gifted and Talented conference, Great Books training, Thinking Maps training, and summer curriculum writing time will be budgeted through federal Title II funds or the district professional development budget.

District curriculum will be used when appropriate. Supplemental curriculum resources designed specifically for gifted learners will be budgeted through the district curriculum budget.

Transportation - Addressed below

9. *What is recommended regarding transporting students to and from school?*

The Advisory Group recommends that transportation be offered for in-district students to provide equity and access.

The district currently is reviewing our transportation structure and costs and will provide a recommendation on the cost of transporting students for the school-within-a-school program as part of the final recommendation.

10. *What recommendations are being made regarding the application process?*

The Advisory Group recommends that an application process and timeline be developed by district staff and that this timeline be governed by the testing window, staffing timelines, and other considerations.

It has also been suggested that there be no application to this program. Students qualify for this program just as they qualify for the gifted cluster group and students don't apply for the cluster. Parents will still need some way to indicate their interest in this optional program.

A White Bear Area Schools application form will be developed if it is determined that one will be used.

11. *How will inquiries from students from outside of the district be handled?*

The Advisory Group recommends that District 624 students be given first priority. To facilitate this, the Entrance Criteria can include measures that allow in-district students to be admitted before those from outside of the district. It has also been discussed that all interested students must open enroll prior to indicating interest in attending the school-within-a-school or being part of any other gifted programming in District 624.

Examples of how this is handled in a few of the metro-area programs include: **Centennial School District 12** that states, "Out-of-district students are welcome to apply and attend Odyssey. Families must provide the required ability and achievement test scores and teacher feedback. Out-of-district students meeting the criteria for each tier will be accepted after in-district students." **Bloomington Public Schools** information states, "Tiered Placement – 1. District Highly Qualified students, 2. Non-Resident Highly Qualified students, 3. District Qualified students, 4. Non-Resident Qualified students." **Prior Lake-Savage Area Schools** states, "The SAGE Academy is part of the Prior Lake-Savage Area Schools and welcomes students from within the district and outside its boundaries." **Minnetonka Public Schools** states, "If your child is not currently enrolled as a Minnetonka student, contact the student accounting office at 952-401-5009 to begin the open-enrollment process. Your child will be assessed for Navigator after the preliminary open-enrollment

paperwork is received. You can complete the Navigator application materials and open-enrollment materials concurrently.”

MN Open Enrollment Statutes must be reviewed to assure we are in compliance. Wayne Kazmierczak will be consulted on this.

12. *Will this School-Within-a-School have a name? If so, what will that name be? And who will decide on the name?*

Almost all of the specialized schools for the gifted in the metro area have names. Examples include: Dimensions Academy (Bloomington), GATE (Stillwater), Gateway (South Washington County), Ignite! (Lakeville), Lighthouse (Spring Lake Park), Mosaic (Eden Prairie), Navigator (Minnetonka), Odyssey (Cnetennial), Sage Academy (Prior Lake).

District 196 (Rosemount, Apple Valley, Eagan) has not named their program as it primarily serves the students who already attend the school in which it is housed.

It needs to be decided if White Bear Lake Area Schools’ program wishes to have a name identity for the School-Within-a-School for the Exceptionally Gifted. If it is decided that the program will be named, the Advisory Group could brainstorm ideas for the name. They can then narrow their ideas to three choices and send those to cabinet, the superintendent, or the school board to make the final decision.

13. *What additional points are being made by the Advisory Group?*

The Advisory Group would like to emphasize that this program is intended to serve the highest level of gifted students and that the gifted cluster program remain unaltered. They wish to see the REACH teachers continue to support Gifted and Talented Levels 2 and 3 which are the levels providing service to gifted cluster students (Level 3) and students who need short-term enrichment (Level 2).

The members feel that District 624 students be given first priority in being admitted. They anticipate that there will be a need for some degree of financial investment. And they would like to acknowledge that all aspects of the program will grow and evolve.

SCHOOL-WITHIN-A-SCHOOL FOR THE EXCEPTIONALLY GIFTED

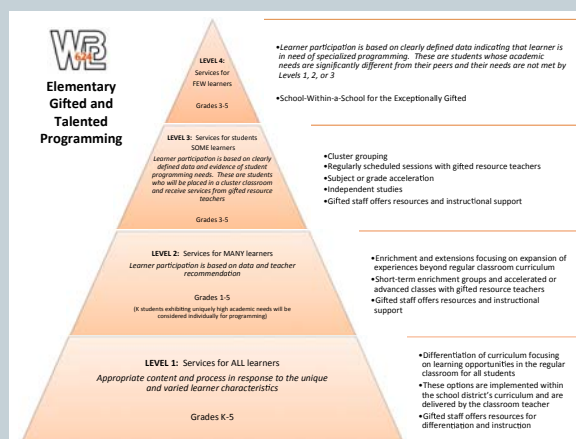
**STRATEGIC GOAL 5B:
IMPLEMENT THE RECOMMENDATION OF THE
GIFTED AND TALENTED PROGRAM REVIEW,
WITH STAGED IMPLEMENTATION
BEGINNING IN THE 2013-14 SCHOOL YEAR.**

Stage 1 – Cluster Grouping Model in Grades 3-5
(phased in from 2013-14 to 2015-16)

Stage 2 – School-Within-a-School for the Exceptionally Gifted
(to begin in 2015-16)

WHY A SCHOOL-WITHIN-A-SCHOOL?

- There are some students whose academic needs are significantly different from their peers. Their needs are not met by Levels 1, 2, or 3.



BACKGROUND

- An Advisory Group of parents, teachers, administrators and district personnel has met monthly since April 2014
- Compiled information from visits to other metro area programs to form their recommendations regarding the WBL program

RECOMMENDATIONS

1. Two classrooms with students in grade 3, 4, and 5 at Lincoln or Birch.
2. Entrance criteria will be at a higher level than that used for gifted cluster identification. It will include both ability and achievement data.
3. Curriculum for the program will include existing district curriculum as well as supplemental material specifically designed for gifted learners.

RECOMMENDATIONS

4. Teachers will have either a Gifted and Talented Certificate or other training in working with gifted students, as well as experience working with gifted learners.
5. Communication about the program will be through the district website, a brochure, letters specifically directed to parents of students who qualify, and parent information sessions.

RECOMMENDATIONS

6. Areas of anticipated financial need for instructional support include:
 - Professional development
 - Summer curriculum writing time
 - Supplemental curriculum

RECOMMENDATIONS

7. The Advisory Group recommends that transportation be offered for in-district students to provide equity and access.
8. The group also acknowledges that this may not be feasible due to cost.

RECOMMENDATIONS

9. This program is intended to serve the highest level of gifted students
10. The gifted cluster program and REACH will be maintained as part of the comprehensive program
11. Students currently enrolled in District 624 will be given priority over those who open-enroll

NEXT STEPS

- Receive feedback from school board
- Consider final recommendations to the School Board:
 - Site
 - Transportation
 - Entrance Criteria
 - Name for the program

AGENDA ITEM: Presentation on I.B. Authorization Visits

MEETING DATE: October 27, 2014

SUGGESTED DISPOSITION: Discussion Item

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

Background:

This presentation has two parts, both pertaining to our International Baccalaureate schools. First, John Leininger, principal at Matoska International and Kristen Duoos, Matoska IB coordinator, will provide an update on the evaluation visit of last fall for Matoska, what they learned, and their improvement plan. They will also describe some of the programmatic and student success outcomes since they have been an IB school.

Secondly, Jill Pearson, middle school IB coordinator, will present along with Dr. Noel Schmidt and Dr. Robert McDowell, our middle school principals, about the progress of Central Middle School and Sunrise Park Middle School in the IB authorization process.

The presentation will include descriptions of what is different in International Baccalaureate, a description of the rising student performance measures since our middle schools have become IB candidate schools, and what to expect in the November on-site evaluation visits. Board members will have an opportunity to participate in the evaluation visit.

Attachments:

1. Middle School Summary
2. Matoska International Summary
3. Presentation Slides

Middle School International Baccalaureate Summary

As set forth in the district's strategic plan to ensure students at the middle schools are challenged and excelling academically, Central and Sunrise Park Middle Schools began implementation of the International Baccalaureate Middle Years Programme (IB MYP) in the fall of 2012. The schools are currently in their third year of IB candidacy. During their candidacy, they have completed an application for authorization and continue to provide extensive professional development and curriculum writing support for teachers to support and enhance the academic programming at the schools. The two schools will complete the next major step toward authorization in November as they each hold two-day verification visits. Teams of three IB educators from IB schools in North America will meet with students, faculty, and community members, visit classrooms, and review units, student work, and other documents. They will complete a report with findings related to the programme standards and practices outlined below. If there are no matters to be addressed, the schools could expect to achieve authorization as IB World Schools in the spring of 2015.

IB MYP Standards & Practices Required for Authorization

Philosophy	Organization
A1. The school's published statements of mission and philosophy align with those of the IB.	B1. The school has developed systems to keep the governing body (school board) informed about the ongoing implementation and development of the programme.
A2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.	B2. The school has developed a governance and leadership structure that supports the implementation of the programme.
A7. The school places importance on language learning, including mother tongue, host country language and other languages.	B3. The head of school/school principal and coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme.
A9. The school supports access for students to the IB programme and philosophy. The school strongly encourages participation for all students.	B4. The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.
	B5. The school develops and implements policies and procedures that support the programme which include a language policy, academic honesty policy, assessment policy, and special education needs policy.
	B6. The school has systems in place for the continuity and ongoing development of the

	programme.
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Curriculum	
<i>Collaborative Planning</i>	<i>Written Curriculum</i>
C1. Collaborative planning and reflection addresses the requirements of the programme. a. The school has an approach to curriculum planning that involves all Middle Years Programme teachers. b. The school follows the Middle Years Programme planning process.	C1. The written curriculum is comprehensive and aligns with the requirements of the programme. a. The curriculum fulfills the aims and objectives of each subject group. b. The school uses the prescribed Middle Years Programme objectives to develop and document subject specific objectives. c. The units of work are documented on unit planners and follow the Middle Years Programme unit planning process.
C1.2. Collaborative planning and reflection takes place regularly and systematically.	C2.9. The written units are informed by current IB publications and are reviewed regularly to incorporate developments in the MYP.
<i>Teaching and Learning</i>	<i>Assessment</i>
C3.1 Teaching and learning align with the requirements of the programme.	C4.1. Assessment at the school aligns with the requirements of the programme. a. The school aligns assessments with prescribed criteria. b. The school implements a coherent framework of assessment criteria aligned with the school's objectives / standards
C3.4. Teaching and learning promotes the understanding and practice of academic honesty.	C4.2. The school communicates its assessment philosophy, policy, and procedures to the school community.

Matoska International Baccalaureate Summary

Matoska International became an authorized IB PYP School after our authorization visit in 2010. This past December 2013 we had our first evaluation visit. The purpose of the evaluation visit is for IB to observe our continued progress within the PYP. During the two day visit the 2 person evaluating team met with all stakeholders. After the visit the gathered information is sent to IB Americas Headquarters for review. We then received a report from IB in March of 2014. The report contained commendations, recommendations and matters to be addressed. The following summarizes the report. Matoska's next visit will be in the Fall of 2018.

Commendations (Items we are recognized for doing very well)

- The superintendent and several district officials met with the visiting team and demonstrated and enthusiasm and growing understanding of the IB philosophy.
- Teams include single-subject and specialist teachers as well as classroom teachers, which encourages increased collaboration.
- Students, staff and community members are well versed in the attributes of the IB learner profile. The words are posed around the school. Students use the vocabulary in their reflections. The kindergarten team has created home-school activities to introduce first time PYP students to the vocabulary of the IB Learner Profile.
- The school has transitioned from a student council to an "Action Ambassador Team." Teachers who have attended the action workshop have created a staff action team. This team has trained the student and their "Action Ambassador team" to teach their classmates about action. These students are now teaching their peers. The Action Ambassador Team has organized food drives, box-top collections, and toy drives. They work with younger students in many capacities. Teachers are recognizing many forms of action.
- The principal and PYP coordinator are very enthusiastic, knowledgeable and committed to the PYP.
- The school has increased its technology in and out of the classroom. The school has begun to use eportfolios to collect evidence of student learning over time.
- The current programme of inquiry demonstrates input from all teachers of the school. Dedicating time to its review allowed for contributions from all.
- There is significant written evidence that the school fully embraces the learner profile in understanding and practice. It is probably the best understood element of the school community.
- Teachers have worked hard to integrate language, math, social studies, and science all into the PYP model of teaching.
- Students were able to follow rituals and routines to work independently while the teacher focused on small groups. These skills of independence will enhance independent inquiry, research and action.
- The ability of teachers to group and regroup students, and the students' ability to work in different configurations will enhance independent work.
- The current school facility and the new addition provide a variety of work spaces for students and the adults supporting them.
- The school has created a system of uniform portfolio binders to collect evidence of student learning over time. They have begun to use e-portfolios in some classrooms as well.
- Student participation in the reflection and assessment of their learning is a key element in the PYP at this school.

Recommendations

(Items that will continue to be part of our 5 year plan of continued progress with IB)

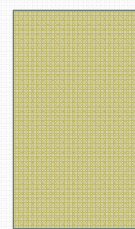
- The school continues to use PYP philosophy as the guiding principle when making school wide decisions, especially the use of new and available space.
- The school continues to provide learning engagements that promote and increase the depth of understanding of inquiry for students.
- The school continues to find ways to encourage student learning by finding connections with the new literacy program and the schools program of inquiry.
- The school encourages teachers to network with other local PYP school by visiting them or organizing professional development with other PYP schools.
- The leadership team explores ways to send groups of teacher sto additional IB-recognized professional development- assessment, inquiry and written curriculum. Knowledge gained from these workshops should help the staff on the next leg of their journey as they look to strengthen their central ideas, align their summative assessments with their central ideas and integrate inquiry throughout the transdisciplinary aspects of their program.
- The school continues to provide opportunities for all teaching staff (classroom teachers, single-subject teachers and specialists) to collaborate.
- Media center increase its supply of current resources on global issues and diverse perspectives that support the units of inquiry.
- Special education and response to intervention instructors continue to find ways to support students in classrooms, within the programme of inquiry.
- Teachers regularly and intentionally use the vocabulary of PYP with students and parents to deepen their understanding of all elements of the PYP.
- Teachers work with district programs/initiatives to better integrate them into the units of inquiry and reflect this integration on their planners and timetables.
- The school continues to expand differentiation to address the diversity of students' needs and learning styles.
- The school reviews the programme of inquiry for stronger central ideas, using the guidelines for creating central ideas that are conceptually based.
- The school develops scope and sequence documents for each subject area. These scope and sequence documents should indicate the development of conceptual understanding, knowledge and skills.
- The school expands the lines of inquiry to reflect awareness beyond individual and local to national and world issues.
- Teachers explicitly refer to the elements of the PYP to help deepen students understanding of how the components fit together and their function in the program. This will also enhance the parents' understanding of the components of the PYP.
- Teachers further develop their understanding and use of inquiry-based instruction through IB workshop attendance, in house professional development, literature reviews, etc.
- The school develops tools and strategies to assess all the essential elements of each planner.
- The school builds more student choices into the summative assessments, depending on the age and skill level of the students.
- The school works to align the district report card expectation to better reflect the PYP philosophy of authentic assessment.

Matters to be Addressed (these need to be accomplished by December 1st and reported to IB)

Standard	Practice	Matter to be addressed	Matoska's changes being made
Standard B2: Resources and support The school's resources and support structures ensure the implementation of the IB programme(s).	2. The school provides qualified staff to implement the programme(s).	Parents were taking the lead and teaching art. Classroom teacher (qualified/licenced staff) need to be involved in providing art instruction.	In the past the parents were taking the lead on teaching art. We have moved to a collaborative effort with a focus on the IB units of inquiry.
	6. The library/multimedia/resources play a central role in the implementation of the programme(s).	Access to the library with the librarian. IB Trained Librarian	Moved from 2 very limited part time media specialists to 1 specialist who is half time at Matoska Betsy attended IB training this fall Each grade level is meeting with Betsy and Kirsten to document media/technology in an IB Scope and sequence.
Standard C1: Collaborative planning Collaborative planning and reflection supports the implementation of the IB programme(s).	1. Collaborative planning and reflection addresses the requirements of the programme(s). Requirements for the Primary Years Programme a) The programme of inquiry and all corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.	There was not a documented formal visual arts curriculum.	The parent art leaders and a team of teachers met and documented all art lessons ideas in both a Schoology website and a scope and sequence document for IB.

International Baccalaureate (IB) Program Updates

Matoska International
Central Middle School
Sunrise Park Middle School



Matoska International- IB World School

Matoska's Programme Evaluation Visit

- December 2013
- Two day visit with two site visitors
- Visiting team met with students, parents, teachers, principal, IB coordinator, school board members and district administrators
- Gather evidence to show progress within the IB-PYP

Matoska International- IB World School

Commendations

- There was a long list of commendations
- One notable one was Matoska's Student Action Team Leaders



Matoska International- IB World School

Examples of Recommendations

- Continue to use IB- PYP framework for decision making
- Continue to deepen understanding of Inquiry
- Continue to gain differentiated IB training
- Continue to build national and global connections



Matoska International- IB World School

Matters to be Addressed

- Visual Arts Program
- Media



Matoska International- IB World School

How is IB doing at Matoska?

Climate

- Recognized as one of the top 15 PBIS schools for the state. (PBIS)

Enrollment

- Continued growth expected.

Academic Achievement - MMR

- Top 20% of Elementary Schools in the state. (WBL Press Release)
- Worlds Best Workforce



International Baccalaureate & the WBL Strategic Plan

PYP White Bear Lake Strategic Plan-Strategy 2:

- “Create and implement a plan for global experiences and relationships to further understand world connections”

MYP White Bear Lake Strategic Plan-Strategy 1 & 2:

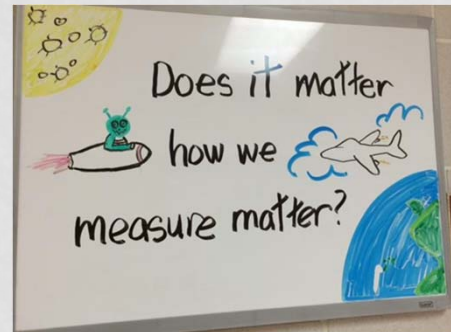
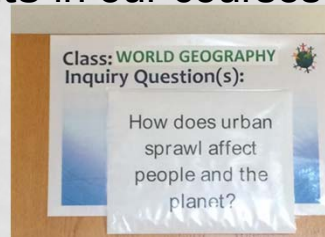
- “Ensure students are challenged and excelling academically”

Central & Sunrise Park Middle Schools- IB Middle Years Programme Candidates

- Third year of IB MYP implementation
- Through collaboration and application of the IB MYP framework, we are achieving:
 - **Greater alignment** and **focus** on the Minnesota standards or national **standards** across all subject areas

CMS & SPMS MYP Progress

- More **communication** and **collaboration** around:
 - **concepts**
 - **inquiry questions**
 - **skills**
 - **assessments** in our courses



Collaborative and Visible Curriculum

A	B	C	D	E	F	G	H	I	J								
		Wk 19	Wk 20	Wk 21	Wk 22	Wk 23	Wk 24	Wk 25	Wk 26								
		January		February				March									
Humanities	Am. History	A Modern Nation Emerges															
	Key concept									Global interactions							
	Inquiry Questions																
Language & Literature	ELA	Research				Holocaust											
		Change - Context - Purpose				How can personal decisions have an impact on society? Why											
Mathematics	Math 7	How can one person or event change the world? How do I research a topic and present my findings?				How can relationships help you make predictions?											
		Moving Straight Ahead				Filling and											
		Relationships - Patterns				Relationships - Sp											
Sciences	Life science	How can relationships help you make predictions?				How are packaging											
		Human Anatomy															
		Interactions															
		What does it mean to be human?															
Lang. B.	Chinese	Hobbies		My Friends				What do you									
				Relationships													
+ ☰ 6th Grade ▾ 7th Grade ▾ 8th Grade ▾																	

Shared framework for
teaching skills to
support students'
success



CMS & SPMS MYP Progress

- Greater emphasis on both the **local** and **global context** to make learning relevant for students



Celebrating Sunrise Park's Global Heritage



Ugandan visiting instructor in music and dance



CMS and SPMS Timeline for 2014-2015

- **Authorization process**
 - Two-day visits in November at both schools
 - Interviews, classroom visits, document review
 - Feedback in the winter or early spring
- Continue our work connecting to **standards**, maintaining **rigor**, and **supporting all students' success**

Central & Sunrise- IB Candidate Schools

- **Academic Achievement**
 - **MCA Achievement**
10 percentage points or more above state average in reading, math, and science
 - **MMR**
Top 20-30% for the last two years
- **World's Best Workforce**



AGENDA ITEM: Goal 5d: Overview of Early Childhood/Preschool
Program Review

MEETING DATE: October 27, 2014

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Kristine Wehrkamp, Director of Community Services
and Recreation
Kathleen Daniels, Director of Special Services

Background:

The Early Childhood Department will be conducting a program review for the 2014-15 school year consistent with School Board/Superintendent goal 5d, which reads "*Program Review of Preschool and Early Childhood Programs*".

The following are objectives for the review:

1. Examine community and student demographic data and trends to determine program and facility needs.
2. Assess family and community needs for early learning and family education in order to ensure programs are serving a representative sample of the population.
3. Establish Kindergarten Readiness definition for ISD 624 and plan for meeting students where they are when readiness targets are not met.
4. Bring forward recommendations for program improvement including: facilities, programming, and programmatic extensions.

Attachment:

1. Presentation Slides



EARLY CHILDHOOD
WHERE BEARS BEGIN

White Bear Lake Area School District
Early Childhood Program Review
2014-2015

The review of our current preschool and early childhood program will include: an assessment of the needs of our preschool children and families, an assessment of current programming including space and facilities, and recommendations for next steps.

Components

- 1) Project Objectives
- 2) Phases I - IV
- 3) Outcomes
- 4) Initiatives and Relevance

Project Objectives

- 1) Examine community and student demographic data and trends to determine program and facility needs.
- 2) Assess family and community needs for early learning and family education in order to ensure programs are serving a representative sample of the population.
- 3) Establish Kindergarten Readiness definition for ISD 624 and plan for meeting students where they are when readiness targets are not met.
- 4) Bring forward recommendations for program improvement including: facilities, programming, and potential partnerships.

PHASE I

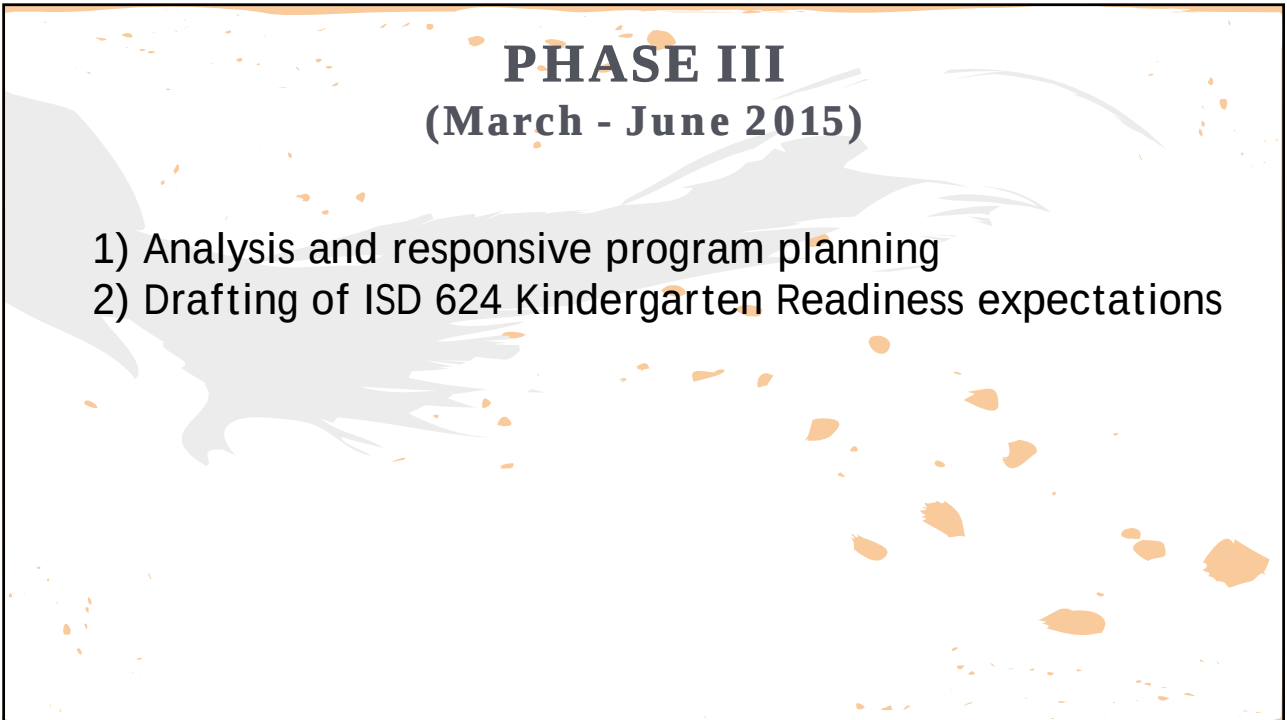
(October - December 2014)

- 1) Analyze demographic and enrollment trends for the last 3-5 years including 2013-14 birth-age 5 census data and 2014-15 program enrollment data.
- 2) Examine current facilities including: capacity, locations, and available resources.
- 3) Examine current program offerings, specifically: continuum of services, inclusive educational opportunities, number of classes, etc.
- 4) Survey current kindergarten teachers and elementary building principals regarding kindergarten readiness.
- 5) Identify and convene steering committee.

PHASE II

(January - February 2015)

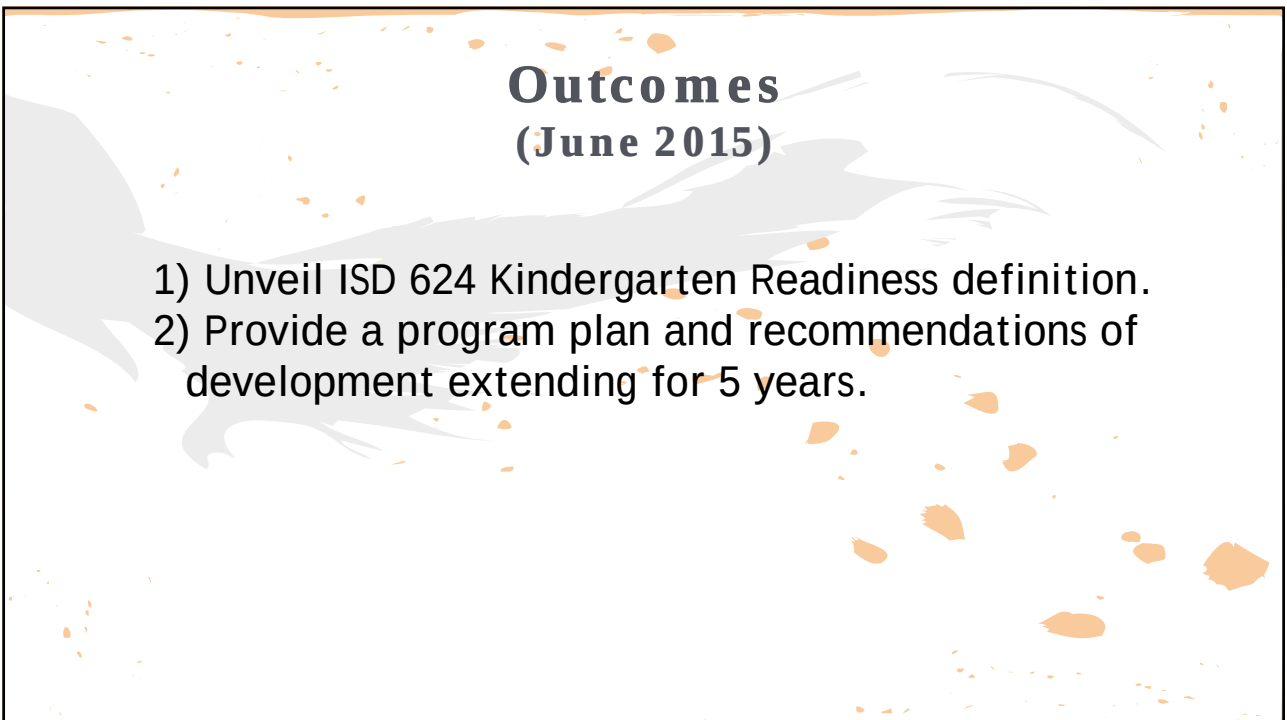
- 1) Identify populations who are not currently accessing programs.
- 2) Identify barriers to accessing early learning opportunities.
- 3) Identify programming components that are under-utilized and programming components where demand exceeds resources.
- 4) Assess community partnership potential and needs.
- 5) Assemble work group for determining ISD 624 Kindergarten Readiness definition and seek guidance MDE.



PHASE III

(March - June 2015)

- 1) Analysis and responsive program planning
- 2) Drafting of ISD 624 Kindergarten Readiness expectations



Outcomes

(June 2015)

- 1) Unveil ISD 624 Kindergarten Readiness definition.
- 2) Provide a program plan and recommendations of development extending for 5 years.

Initiatives and Relevance

- 1) District 624 Strategic Plan
- 2) INSPIRE ACTION
- 3) Early Childhood Community Needs Assessment
- 4) World's Best Workforce

AGENDA ITEM: **Goal III.11: Overview of Secondary Facilities and Program Review**

MEETING DATE: **October 27, 2014**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Wayne A. Kazmierczak, Director of Finance and Operations**

BACKGROUND:

The School Board received reports in April and May pertaining to the secondary facilities and program review. This will be a brief presentation updating the School Board on the membership of the committee and the schedule between now and February for Phase I.

AGENDA ITEM: Review of Secondary Course Program Proposals for 2015-16

MEETING DATE: October 27, 2014

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Sara Paul, Assistant Superintendent
Dr. Michael Lovett, Superintendent
Lisa Switzer, Curriculum and Program Development Coordinator

BACKGROUND:

Annually the Teaching and Learning Department works closely with our secondary principals regarding proposed changes and programming for the following year. This process includes careful evaluation of programs that should be phased out or eliminated; programs or classes proposed for revision; and programs or classes proposed as additions. As we review these changes, we will review the nature of the change and ramifications through a thorough process.

On Monday evening, in addition to presenting what is proposed for the 2015-16 school year and beyond, we have also provided a one year analysis of those changes recommended last year and what happened in each case.

Lisa Switzer, curriculum coordinator, will be present as part of the presentation, as well as high school principals Don Bosch and Tim Wald, and ALC principal Gretchen Harriman.

Attachments:

1. Course Proposals for 2015-16
2. After Action Report, New Course Proposals 2014-15

BACKGROUND:

The following are the new course proposals and proposed course changes for the 2015-2016 school year.

			Preliminary groundwork has been laid for consideration of the following course additions/deletions/name changes. Approval will be requested at the November School Board meeting.
New Courses			
Dept.	Course Title	Rationale	Course description
Technology Education	Manufacturing and Applied Engineering 1 (Semester, grades 11-12)	A manufacturing and applied engineering course sequence is needed to meet the changing demands and skills required in manufacturing and engineering careers. A sequence of courses would provide job shadowing, internships, certifications, and preparation for post secondary college degrees. Aligns with our district World's Best Work Force Plan.	This course will build a foundation for additional training opportunities in machining, manufacturing and engineering careers. Instructional areas will include accuracy of print reading, use of precision measuring instruments, use of Computer Aided Design and Modeling, and benchwork applications and operations. These technical skills are a necessity for any student who has a desire to enter many engineering or manufacturing careers. The Manufacturing and Applied Engineering 1 and 2 sequence will allow students to gain the skills required for a National Institute for Metalworking Skills (NIMS) Level 1 credential.
Technology Education	Manufacturing and Applied Engineering 2 (Semester, grades 11-12)	The Manufacturing and Applied Engineering 1 and 2 sequence will allow students to gain the skills required for a National Institute for Metalworking Skills (NIMS) Level 1 credential.	The second in a series of courses designed to build skill sets that will help students enter manufacturing and applied engineering careers. Students will experience applications to bench work and CNC machining. Students will gain industry experience through career shadowing with local White Bear Lake Industries. This course combined with Manufacturing and Applied Engineering 1 will allow students to test their knowledge and skills to qualify for the National Institute for Metalworking Skills (NIMS) Level 1 credential. Course Prerequisite: Manufacturing and Applied Engineering 1
Social Studies	Global Contemporary Issues (Semester, grades 11-12)	Strategic Initiative 2 states, "We will create and implement a plan for global experiences and relationships to further understand world connections." This course would compliment existing courses and help us to achieve this goal. We would not be alone in recognizing this need as East Metro districts with similar courses include Mahtomedi, Roseville, Moundsview, Centennial, Forest Lake, North St. Paul. West Metro districts such as Minnetonka, Eden Prairie and Wayzata also offer a modern world elective course.	This course will focus on 20th & 21st century modern history, looking specifically at global conflict and global relationships in our increasingly interconnected world. Students will examine modern global conflict and patterns, developing the skills necessary to be a successful participant in the global economy. As a result of this course, students will be able to make sense of current news events and their significance. Students will also collaborate with students from sister schools in China, France and Germany. .

Language Arts (p. 27)	CIS WRIT 1201/1301 Writing (Semester, grade 12)	South Campus currently offers eCIS 1201 as a full year course. This course allows students to earn 4 college credits. The University of MN has offered South Campus the opportunity to combine 1201 with 1301. Students would have the potential to earn a total of eight college credits (including 4 college level composition). Due to recent improvements in our college readiness programs, content formally taught in eCIS 1201 is no longer necessary.	WRIT 1201 is a four credit University of Minnesota writing course. The topic of reading and writing in this course focuses on education. Students will have opportunities to reflect on personal experiences in education. Students will research topics in education, reflect upon the experiences of others and critique ideas provided by experts regarding American education. Students will offer recommendations for changing education. Students will build a solid foundation for college-level writing. WRIT 1301 is a four credit University of Minnesota course involving critical reading, writing, and thinking as students practice the types of academic writing they may expect in their college career, such as summaries, essays, academic arguments, bibliographies, and research papers. The course is designed to help students develop a clear thesis in a written paper and support that thesis with appropriate sources, evidence, and documentation. Time is spent discussing rhetorical elements of writing such as audience, purpose, and argumentative structure. In addition, students practice steps in the writing process such as invention, research, organization, drafting, revision, and editing. Students report, synthesize, and draw conclusions regarding the significance of what they read. Students become aware of the linguistic and rhetorical choices they can make in their writing.
Language Arts	Critical Reading (Semester, grade 12)	While critical reading is embedded in many language arts courses, this course would provide students with structured opportunities to hone their critical reading skills by encouraging them to seek relevancy in texts and by focusing on independent skills. This course would replace the Senior GRAD reading course and expand upon the population served.	This course is for average and above-average students who are motivated to improve their critical reading skills. The course is individualized, and students will have the opportunity to choose from a variety of fiction and non-fiction texts to practice the targeted skills. Units include strategies for comprehension, vocabulary development, digital versus traditional fluency, note taking, tools for reading textbooks, test taking, time management, goal setting, organizational skills, and recreational reading. This course encourages students to analyze individual growth and to set learning targets based on individual needs.
Language Arts	Public Speaking (Semester, grade 12)	While many of our language arts courses include public speaking, our current Language Arts curriculum does not offer a course that focuses on public speaking. In addition, it would reinforce the writing process and skills taught in earlier grades, leading students to greater competence as writers and communicators to improve college and career readiness. In a recent student interest survey, Over 20 percent of surveyed Juniors indicated interest in a public speaking course.	Through close analysis of verbal and nonverbal communication techniques as well as writing and performing public speeches, students will expand their knowledge of public speaking as well as their interpersonal and group communication skills. With a strong emphasis on peer analysis and evaluation, students will learn how to write, revise, and perform speeches to communicate effectively with many audience.
NORTH CAMPUS	9th grade seminar (part of 9th grade academy) (year, grade 9)	9th grade academy is a new structure that would help us to support struggling students. Students would attend seminar, language arts, science and social studies as a cohort. Seminar would give them the additional support to be successful in their other courses. Student selection into 9th grade academy is based on criteria set by administration, counselors and teachers.	Seminar 9 is an elective course required for students selected for 9th grade academy. This course will emphasize organization and study skills along with reading and writing skills.

World Language (p. 52-54)	CIS Advanced Sign Language II (CDIS 207) (year, grades 11-12)	CIS courses are the logical next step for the ASL progression. Spanish, French and German offer CIS courses for 11th and 12th grade students.	Prerequisite: High School ASL 1 and 2 with teacher recommendation Students who qualify for this course will have the opportunity to earn 3 semester credits through Minnesota State University-Mankato. Content will include information about culture and history of American Deaf people, ASL Literature, grammar study and extensive proficiency based activities.
World Language (p. 52-54)	CIS Advanced Sign Language II (CDIS 208) (year, grades 11-12)	CIS courses are the logical next step for the ASL progression. Spanish, French and German offer CIS courses for 11th and 12th grade students.	Prerequisite: CIS Advanced Sign Language I or High School ASL 3 with teacher recommendation Level: Advanced Students who qualify for this course will have the opportunity to earn 3 semester credits through Mankato State University. Content will include information about culture and history of American Deaf people, ASL literature, grammar study and extensive proficiency based activities.
World Language (p. 52-54)	Chinese 4 (year, grades 11-12)	This course would allow options for students who have completed Chinese 3 and is the next step in the sequence.	Students will develop greater skill in expressing and understanding oral and written Chinese. Chinese 4 is the appropriate choice for students who want a more comprehensive foundation before taking CIS CHN 1011, or for students who need additional practice before meeting the rigorous demands of CIS CHN 1011 yet want to continue the advanced study of Chinese.
Middle Schools	AVID 7 (year, grade 7)	A seventh grade AVID course would extend the current eighth grade offering. AVID programming dovetails with the expectations outlined in the World's Best Workforce. The instructional strategies used in AVID are easily transferable to other courses and considered instrumental in our work toward reducing the achievement gap. In addition, the components of AVID programming fit with the instructional design of our International Baccalaureate programming. The changes in World Best Workforce expectations provide further systems integration as part of the larger AVID programming with the high school. This course does not specifically replace an existing course. However seventh grade students who choose AVID will choose not to take one of two sets of elective courses, World Language/ Design and Modeling II /Health or Art/ Band/Choir/ Physical Education. As with eighth grade AVID, schools will work with parents and students to make the decision about which of these electives is most appropriate for college readiness.	Advancement Via Individual Determination is an elective course for students in the academic middle who have the desire and determination to prepare for admission to four-year universities and colleges. The class provides students with the academic and motivational support to succeed in rigorous curriculum, which teaches higher level reading, writing, organizational skills and study skills. Students will engage in inquiry-based pedagogy and collaboration in this system that focuses on the needs of students which will cultivate increased knowledge and preparedness for college.

Grade Change						
Department	Course Title	Current grades	Requested grades	term	Rationale	Course Description
Mathematics	Algebra 3 with Analytic Geometry (p. 30)	9-10	9-12	year	South Campus is looking to provide a rigorous, year-long mathematics course for students who need to increase their Algebra skills before taking Precalculus. South Campus would add Algebra 3 with Analytic Geometry (1 credit class) as an option for students in that math track. Currently this course is offered at North Campus only.	Through an examination of trigonometry, complex functions and in-depth study of high level symbolic manipulation, students will further enhance their mathematical confidence and reasoning ability. Students will also be exposed to pre-calculus topics including function theory, polynomial functions, and exponential and logarithmic functions. In addition, students will explore Analytic Geometry in connection with algebraic concepts.

Name Changes					
Department	Current Course Title	Requested Course Title	Term	Grade	Rationale
Social Studies	American History 7	United States History 7	Year	7	United States History is a better description of the course which is limited to the history of the United States.
Social Studies	Enriched American History 7	Enriched United States History 7	Year	7	
Art	Photo Apps and Applications (p. 13)	Visual and Social Media	semester	11-12	Changing this course name to Visual and Social Media reflects the increasing impact of social media and matches feedback received from community members and professionals.
Technology Education	Manufacturing Ed	STEM Manufacturing	Year	8	Manufacturing Ed 8 to become STEM Manufacturing to keep course current with its evolving content.
Language Arts	Yearbook/ Newspaper (p. 27)	Publications	year	11-12	The course name change reflects the evolution in the communications career path, which now encompasses everything from traditional journalism skills (photography, interviewing and writing skills, layout and design) to integrated marketing, communications and public relations. The intent is to offer a more well rounded idea of communications careers, and allow students more opportunities to participate in various WBL publications. This elective course is designed for students with a strong interest in writing and a commitment to being on a White Bear Lake publication, including the Matoskan (yearbook) and/or Bear Tracks (newspaper)

Deletions				
Department	Course Title	Term	Grade Level	Rationale
Language Arts	Senior GRAD Reading course	semester	12	Replace if adding Critical Reading above. Senior GRAD reading served a small population of 15-30 students.
Language Arts(p. 26)	World Literature: Analysis of Social/Political Context	semester	12	One section of this course has been offered most years. The language arts courses being proposed would better align with strengthening specific skills as outlined by Minnesota language arts standards.
Language Arts(p. 26)	World Literature: Dramatic Analysis	semester	12	Low enrollment 0-15, new offerings more relevant. Zero to one section of this course are offered annually.
Language Arts(p. 27)	Newspaper	semester	11/12	included in restructure of yearbook class
Technology Education (p. 50)	Advanced Graphic Arts	semester	11/12	This course has not had sufficient enrollment for a stand alone course for several years.
Technology Education (p. 49)	Cabinetmaking and woodworking 3	semester	11/12	This course has not had sufficient enrollment for a stand alone course for several years.
Health (p. 23)	Biotechnical Engineering course (PLTW).	year	11/12	This course is being phased out by PLTW and is being replaced with Bioengineering.

After Action Report, New Course Proposals 2014-15

Course changes proposed in the fall of 2013.

New Courses		
Course	Rationale	Follow up
Spanish Conversation and Culture (semester, 11-12)	Students have expressed that as seniors they would like to continue in Spanish courses but do not have room for a full credit or for the rigor of another CIS course.	Insufficient enrollment. We will monitor the offering for one more year.
Chinese Level 3 (full year, 10-12)	Fulfillment of the World Language Department articulation changes since the addition of WL in the middle schools in 2008/2009 school year. The high school is doing further research into the possibility of CIS 1001.	16 registered for Chinese 3. 23 enrolled in Chinese 3 this year.
CIS Chinese 1011 (full year, 11-12)	The CIS Chinese is an introductory course at the college level. High school students who have two levels of Chinese may enter this course. Pending U of M approval.	9 students registered for this course. They were included in Chinese 3 course.
CIS German 1004 (full year, 12)	This request allows for the full year of German 1004, similar to French and Spanish. This is a continuation of the World Language Department articulation changes since the addition of WL in the middle schools in 2008/2009 school year.	12 students currently enrolled in German 1004.
AP Chemistry with Biochemistry (full year, 12)	The AP Chemistry course is designed to be a second year chemistry course. The College Board recommends that students have a general Chemistry course prior to taking AP Chemistry. Students who might access this course place a high value on earning college credit their senior year.	This course will be offered 15-16 for the first time. It needed to be in the course catalog for students to prepare as it is a second year course offering.

AGENDA ITEM: Preliminary Review of Annual Report

MEETING DATE: October 27, 2014

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Marisa Vette, Director of Communications and
Community Relations

Background:

The Communications Office is in the process of producing the *2013-14 Annual Report to the Community*.

The Annual Report to the Community provides a snapshot of the District, including information regarding:

- Student Achievement
- School Climate
- Student Awards
- Technology
- Finance
- District Profile
- School Board
- Partnerships
- World's Best Workforce

The District will mail the completed *2013-14 Annual Report to the Community* to all District residents later this fall.

Attachment:

1. Working Draft of Annual Report

**2013-14 Annual Report Copy Draft
as of Oct. 22, 2014 (being continually updated)**

PAGE 1 (FRONT COVER)

2013-14 Annual Report
White Bear Lake Area Schools

PAGE 2

photos

PAGE 3

Table of contents

Visit www.isd624.org/news/District-Videos.asp to view videos of feature stories.

From the superintendent

As you read this annual report, consider the stories of the individual students and staff members whose accomplishments are described and whose photos you see.

Consider learning more by viewing videos and reading additional information on our website. Then consider visiting our schools, attending concerts, athletic events, and programs, and find out how you can be more involved in our stories of success!

Dr. Michael Lovett, Superintendent of Schools

PAGE 4

Student Growth

Measures of Academic Progress (MA P)

The district measures the academic growth of each student in grades 1-10 with the Measures of Academic Progress (MAP) test, a nationally-normed assessment based on national and state standards. Compared to the national average for one year of growth, our student gains in 2013-14 were highly competitive.

- Average reading gains in grades 1-10 were one year, four months.
- Average math gains in grades 1-10 were one year, six months.

include bullets above in a graphic of some sort

PAGE 5

Growth graph

PAGE 6

Student Proficiency

Minnesota Comprehensive Assessments (MCA) Student proficiency is measured by the Minnesota Comprehensive Assessment (MCA) tests, Minnesota's state requirement for testing under the Federal No Child Left Behind (NCLB) Act.

	State	WBLAS	WBLAS % above state
Reading	60	65	5
Mathematics	62	68	6
Science	55	61	6

include info above in individual graphs

PAGE 7

Make this a large highlight - White Bear Lake Area High School - South Campus was rated in the top 1% of the Minnesota's high schools.

include graphics about math, reading and science score rises

include charts of proficiency rises

PAGE 8

High Expectations & Enrichment

Number two in state (may be number one in state – confirm with Tim Wald)

White Bear Lake Area Schools ranked number two in the state for number of students participating in College in the Schools (CIS) courses through the University of Minnesota for 2013-14. Students had the option to take 10 CIS courses.

\$1.7 million (Confirm new calculation from CIS in 2013-14)

The total value of credits earned by WBLAHS students in CIS and AP courses during 2013-14 was \$1.7 million at University of Minnesota tuition rates.

Rising to the challenge ***details to be confirmed***

- 5 out of 10 middle school students took advanced or enriched courses.
- 6 out of 10 seniors took college courses.

Special Services

White Bear Lake Area Schools have high expectations for all students and offer a continuum of specialized instruction for students with special needs. Our programs are individualized and comprehensive.

Early Childhood (Rewrite this section.)

Class options at Tamarack Nature Center, Normandy Park and Hugo Elementary expanded after a program review was completed in 2010-11. A family literacy class filled to capacity for the 2013-14 academic year.

Elementary (Rewrite this section.)

- As the result of a Gifted and Talented program review, innovative new programs were implemented to challenge all students in the fall of 2013.
- Full K-5 implementation of the district's elementary world language program began in the fall of 2013. All elementary schools offer a world language, with Spanish at Birch Lake, Hugo, Lakeaires, Matoska, Oneka, Otter Lake, and Willow Lane. Chinese is offered at Lincoln and Vadnais Heights.

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STEM initiatives

The middle schools and high school campuses offered courses through Project Lead the Way, a rigorous, innovative program focused on science, technology, engineering and mathematics.

International Baccalaureate (Review details)

- Central and Sunrise Park Middle Schools were International Baccalaureate Candidate Schools for the Middle Years Program (MYP) through the 2013-14 academic year. IB teams visited the middle schools in early-November of 2014.
- Matoska International IB World School, an elementary option for all families, has been an authorized IB site since December of 2010.

Middle School (Review this section)

- Students had the opportunity to take Chinese, French, German or Spanish during each of their middle school years.
- For 2013-14, ***% of middle school students at Sunrise and Central took at least one advanced or enriched class in math, science, social studies, or language arts. This is an increase of *** percentage points over the previous year.
- During the 2013-14 academic year, White Bear Lake Area School District middle schools continued as IB Candidate Schools.
- In December of 2013, the School Board approved adding Project Lead the Way coursework at grade 6, giving students the opportunity to take these STEM (design and modeling, robotics) classes in grades 6, 7 and 8.

High School (Review this section)

- College-level classes - White Bear Lake Area High School offered a total of 32 college-level courses to students in 2013-14. This is the highest number of college course offerings in our area. The number of students enrolling in these classes is increasing.
- Increased rigor - The percentage of high school seniors taking college level courses was ***% in 2013-14. The number of AP Scholars in 2014 rose to 104, up from 93 and 74 the previous two years.

PAGE 10 & 11

Preparation for College

Advanced Placement (AP) Classes (confirm details)

The Advanced Placement (AP) program is a national program administered through the College Board that allows students the opportunity to pursue college-level classes while in high school.

Qualifying test scores are accepted as credits earned by colleges and universities across the nation and internationally.

506 students sat for 830 AP exams during the 2013-14 academic year. This is an increase of 240 exams, or 29%, over exams taken in 2011-12.

Graphic – District all-time high National AP Recognition. 104 student honored, up from 93 and 74 the previous two years. (consider adding in years prior to 2012 – will show flat, then info going up)

***insert bar chart – Advanced Placement (AP) Program 2007-14

17 Advanced Placement (AP) Classes

- » Art History
- » Biology
- » Calculus A-B
- » Calculus B-C
- » Chemistry
- » English Language & Composition
- » English Literature & Composition
- » European History
- » History
- » Human Geography
- » Macroeconomics
- » Microeconomics
- » Music Theory
- » Physics
- » Statistics A-B
- » Studio Art
- » World History

10 College in the Schools (CIS) Classes

- » CIS Intro Literature
- » eCIS Writers Studio
- » CIS American History to 1865
- » CIS US History Since 1865
- » CIS French 1003
- » CIS French 1003/1004
- » CIS German 1003/1004
- » CIS Spanish 1003
- » CIS Spanish 1003/1004
- » eCIS Mathematical Modeling and Predictions

In 2014-15, the district will add CIS Modern Chinese and CIS German 1004. (confirm)

College in the Schools classes are introductory-level college courses offered by the University of Minnesota. A total of *** White Bear Lake Area High School students enrolled in CIS courses during the 2013-14 academic year.

5 Project Lead the Way (PLTW) Classes

- » Introduction to Engineering Design
- » Principles of Engineering
- » Digital Electronics
- » Biotechnical Engineering
- » Civil Engineering and Architecture

Project Lead the Way STEM classes are nationally-certified courses that allow students the opportunity to earn university credits.

49 Advanced Placement Scholars (get rid of Grads/Current sections, realphabetize)

<i>Graduates:</i>	Luke Morse	Alberic Gaetke
Daniel Abbott	Cody Nadeau	Mercedes Gohl
Kirsten Brynell	Brett Och	Michael Johnson
Savannah Burnside	Emma Perreira	Tina Li
Rachel Degardner	Shad Renner	Benjamin Nottleson
Ryan Egan	Elizabeth Shevik	Marcus Ochsendorf
Jeffrey Gapp	Jaena Stucynski	Thomas Self
Nicholaus Gonion	Matthew Vincent	Allison Simms
Chase Gorman	Victoria Ward	Peder Solberg
Laura Handke	Benjamin Williamson	James Terry
Zane Hanson		Mara Trudgeon
Tanner Hinck	<i>Current students:</i>	Peter Wachtler
Zachary Holman	Nicholas Beck	Logan Webber
Emily Johnson	Zachary Bleakly	Brianna Williams
Kidus Ketema	Connor Bosch	Aaron Zarling
Kelsey Koster	Keaton Carlson	Katherine Zoborowski
Stephanie Lassila	Francisca Dominguez	
Anna Morrison	Erin Edson	***student we had missed

24 AP Scholars with Honor (get rid of Grads/Current sections, realphabetize)

<i>Graduates:</i>	Aaron Glass	Francheska Crawford Hanke
Jace Anderson	Thomas Hedin	Abby Gebhard
Lydia Andresen	Cory Huff	Madison Gohl
Alexa Anfang	Andrea Jorissen	Shannon Herzog
Michael Anibas	Jonathan Kohler	Paul Jokinen
Ryan Burke	Alexander Przybylski	Julia Kancans
Camille Curley		Lillian Landsberger
Amy Danielson	<i>Current Students:</i>	Michael Pearson
Collin Dippel	Trey Anderson	Rachel Soika

30 AP Scholars with Distinction (get rid of Grads/Current sections, realphabetize)

<i>Graduates:</i>	Benjamin Burke	Luke Gion
Kaylee Anderson	Seth Coulter	John Hagen
Jenna Baker	Samuel Denker	Allison Hansen
Brian Boerner	Peter Diede	Daniel Hawley
Karl Breustedt	James Farrell	James Hazzard
Lindsay Buhl	Samantha Gibson	Grace Henry

Taylor Krivanek
Michael Lee
Benjamin Nguyen
Brigid Niccum
Taylor Okonek

Emily Purdham
Jordan Schultze
Laura Sevcik
Olivia Shepler
Andrew Smith

Andrea Wennen

Current Students:
Matthew Horwath
Tapan Jasthi

5 National Merit Scholars Commended Students

Alexander Carney
Matthew Horwath
Paul Jokinen
Peder Solberg
Benjamin Williamson

2 National Merit Semifinalists

Tina Li
James Terry

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Advancement via Individual Determination (AVID)

White Bear Lake Area High School began implementation of the Advancement via Individual Determination (AVID) program in the fall of 2010. The program offers rigorous instruction to students in the academic middle who have the individual determination to prepare for a four-year college. In AVID classes, students collaborate, engage in inquiry, and learn college-level reading, writing, and study strategies.

White Bear Lake Area Schools AVID 9th graders surpassed the 2013- state average of ***, with ***% passing the GRAD writing exam. Tenth grade AVID students also showed positive growth on their MCA reading test, scoring *** percentage points higher than the state average.

Enrollment in AVID continues to increase, with 117 students enrolled in the 8-12th grade program for the 2013-14 school year.

Add: highlight of first graduating class that had AVID 9-12 (grads of 2014)

Post-Secondary Enrollment Option (PSEO)

Juniors and seniors at White Bear Lake Area High School have the opportunity to attend Minnesota post-secondary institutions as high school students. *** members of the Class of 2014 were PSEO students.

ACT

The ACT is the most commonly taken college entrance exam in Minnesota, required by most Minnesota colleges. The White Bear Lake Area School District encourages all students to take the ACT test. There is a strong relationship between taking challenging courses, such as honors, AP and CIS classes, and increased scores on college entrance exams.

SAT

The SAT college entrance exam is not generally required of colleges or universities in the Upper Midwest and is taken by fewer students in the district than the ACT.

***charts of ACT and SAT results

Graphic - Students had the opportunity to earn college credit in 32 courses at the high school, the highest number of college course offerings in the our area. (confirm)

PAGE 13 (Update all sections with numbers, may affect write-ups as well)

Rigorous Curriculum

- Science - White Bear Lake Area Schools are clearly making significant progress in science as a result of science notebooks, Engineering is Elementary, Foss Science Curriculum and staff professional development. District science scores rose another *** percentage points for 2014, with an overall improvement of *** percentage points over *** years. ***These results represent the greatest one-year gain of 16 East Metro School Districts.
- Reading - Factors contributing to a positive *** percentage point spread between the state average reading score and White Bear Lake Area Schools average reading scores include continued literacy training for teachers and implementation of new literacy curriculum aligned to state standards. We continue to successfully implement a highly structured intervention program designed to meet the individual needs of all students.
- Math - The 2014 11th grade math results showed an improvement of *** percentage points over *** years. This improvement is indicative of the benefits students are seeing from opportunities they now have to accelerate into more rigorous math curriculum at an earlier age.
- Curriculum Advisory - The Community Curriculum Advisory Committee (CCAC) includes parents, students, teachers, administrators and community members. They serve as a sounding board for the community, gain knowledge about the district's curriculum and its development, and positively influence changes within each curriculum area.

Response to Intervention (RtI)

This framework is a system of high-quality instruction and tiers of intervention matched to student need. In 2013-14, RtI was implemented in all elementary schools and middle schools.

Community Support

- Community volunteers provide important mentoring, math and reading help and classroom support. Families actively support students through parent-teacher organizations.
- In November of 2013, the White Bear Lake Area community supported the district's Capital Projects Levy.

Excellent Teaching and Support

White Bear Lake Area Schools Otter Lake Elementary teacher Tony Walfoort was named 2013 Teacher of the Year and represented the district in the state Teacher of the Year program.

Staff Professional Development

While individual teachers personally invest in ongoing training through advanced coursework, the school district focused on several areas key to strengthening student achievement during the 2013-14 academic year, including advanced literacy training and a professional development focus on elementary science and the implementation of the IB Middle Years Program at Central and Sunrise. The

continuation of a program entitled “Authentic Intellectual Work” (AIW) also helps teachers develop the understanding and skills to raise the level of student engagement.

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***photos and write-up of State and National Student Awards

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Innovation (update this section to reflect changes in 2013-14)

Innovative Technology

The community’s support of the Capital Projects Levy in November of 2013 has allowed the district to remain committed to integrating technology in every classroom in order to engage students, accelerate student learning, and ensure that students gain the 21st century skills they need to succeed. These goals are reflected in current practices as well as new initiatives for 2013-14.

Technology Integration

- Technology integration is expanding across our schools. New tools allow for more collaboration, more personalized communication and instruction, more authentic ways for students to demonstrate learning and more ways for parents to stay connected to their child’s learning.
- Instructional technology coaches at each building support teachers and help them make best-practice use of these resources. This model ensures that we are maximizing resources in White Bear while sharing our best ideas across grade levels, departments and buildings. We are expanding our innovative use of technology at all levels including more hybrid courses at secondary level and more access to technology and expanded learning opportunities at all grades. (possibly expand on this)

Infrastructure

- WBLAS continues to strengthen and expand our technology infrastructure. We continued to expand the wireless network to guarantee we are meeting the growing needs of our learners. With nearly 4,000 computers in the district, we maintain a student to computer ratio of less than 3:1. (confirm)
- Our retooled technology department with expanded technology supports to teachers and staff members are better positioned to provide accurate and timely, quality service and help the entire district innovate.

iPads and ChromeBooks

- We employ more than 400 iPads to ensure technology is easy to use, equitable, authentic and innovative. Unique usage of iPads included work in K-1 classrooms, teacher evaluations, special education, middle school math, and the buildings and grounds department.
- Always seeking to provide the best technology for each situation, we deployed nearly *** ChromeBooks across the district in 2013-14. These devices offer instant access to the collaborative features of Google Apps, Schoology and countless other online resources. They also helped our students develop stronger 21st century skills and helped staff members increase the digital impact of their curriculum.
- The district launched a 1:1 Chromebook initiative for eighth graders in the fall of 2014.

White Bear Apps and Schoology

- Google Apps and integration continued to expand in 2013-14. WBLAS staff and students incorporated these tools into our daily practice, using them to communicate more efficiently, collaborate more easily,

provide more equitable access, offer more timely feedback and expand learning beyond the traditional school day.

- Google Apps accounts are connected to Schoology to make logins more efficient. Schoology improves communication, provides a central place for classroom resources and serves as a digital extension of the physical classroom, a place where students and staff are continuing discussions, sharing ideas and building understanding. All teachers were using the system by the start of the 2013-14 school year.

On the Technology Forefront

- In 2013-14, the district piloted a Technology & Leadership Cohort that focused on improving leadership and technology skills for teachers through four blended courses. The 30 members of the cohort earned 15 graduate credits and a Technology & Leadership Certificate through Hamline University.
- In March of 2014, White Bear Lake Area Schools hosted more than 70 educational leaders from throughout the state at a Google Symposium at WBLAHS - South Campus. Visitors had the chance to hear local and national perspectives during the day, which included discussions on the power of technology in education, workshops and classroom visits.

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Communication Innovation

White Bear Lake Area Schools embraces innovative new communications tools to connect with families and community members.

- Parent Alert System - The district began using the School Messenger parent alert system in 2012. The system allows for voicemail and email alerts to be sent out instantaneously.
- Community e-Newsletter - The Community e-Newsletter, sent out twice a month to families and community members, covers School Board proceedings, student and staff achievements as well as school and Community Education offerings.
- Stay Social - The White Bear Lake Area Schools joined new social media circles in 2012. Currently, 3,300 people follow the district on Facebook, Twitter or YouTube. Find links to the district's social media accounts at www.isd624.org.
- www.isd624.org – The district and school websites are designed to be easy-to-use and informational.
- Videos - White Bear Lake Area Schools began to “tell its story” through video. Starting in the fall of 2013, the district began sending a Community e-Newsletter Video Edition publication to families and community members twice a month. Professional videos and student videos have both debuted through this communication venue.

Innovation in the News

Many of the district's students, staff members and programs were highlighted in the news as examples of innovation and excellence.

***QR code - Find links to media stories at www.isd624.org/news/WBLAS-in-the-News.asp

PAGE 18 (consider updates to this section)

Graphic - General fund revenue ***79% invested directly into the classroom. Ranks the district among the highest in the Metro.

PAGE 19 (consider updates to this section)

FINANCE

Financial Management

To help the district meet its educational goals, White Bear Lake Area Schools remain committed to fiscal responsibility and a balanced budget to ensure that maximum resources reach our classrooms.

White Bear Lake Area Schools invested ***79% of general fund revenue directly into the classroom, which ranks the district first compared to neighboring districts. Over the past three years, we have put a greater percentage of general fund revenue into classrooms than any neighboring districts.

District Efficiencies:

- Second-most efficient in transportation cost per student among area districts.
- Among the most efficient districts with some of the lowest administrative costs per student.

Stewardship:

For 2013-14, White Bear Lake Area Schools continued to demonstrate strong stewardship to our communities.

- We are the only Minnesota district to be recognized for excellence in financial reporting by the Association of School Business Officials and Government Finance Officers Association for 14 consecutive years.
- The district was awarded a AA bond rating from Standard and Poor's in 2008, 2011 2012, and again in 2014.
- We partnered with Hallberg Engineering to reduce our energy use during our third year in the Schools for Energy Efficiency (SEE) program, avoiding \$*** in energy costs from October 1, 2013 to September 30, 2014. (update this section to include cumulative cost avoidance since the program started)
- Our supportive community passed a capital projects levy with a 61% to 39% margin in November of 2013.

***finance graphs (consider updates)

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2013-14 District Profile

The White Bear Lake Area School District serves all or parts of Birchwood, Gem Lake, Hugo, Lino Lakes, Little Canada, Maplewood, North Oaks, Vadnais Heights, White Bear Lake and White Bear Township.

*** Charts of student demographics, enrollment, staff profile

***School Board photo and cutline

Strategic Planning (update this section)

During the 2013-14 academic year, the district continued work on goals identified during the 2010-11 community-driven Strategic Planning process.

Resulting changes implemented during the 2013-14 academic year included: ***

***QR code - www.isd624.org/about/Strategic-Planning.asp

Core Values

The White Bear Lake Area School District builds quality lives and strong communities through compassion, integrity, respect, responsibility and service.

Mission

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

- develop a love for learning,
 - excel academically,
 - are inspired to realize their dreams, and
 - become engaged citizens with a global understanding
- by challenging each student within a dynamic, respectful and inclusive environment that nurtures the unique talents and abilities of every student.

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Strategies (update this section)

More than 100 action team members came together to plan action steps related to the six specific results below.

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

Full details of the Strategic Planning process can be found at www.isd624.org/about/Strategic-Planning.asp.

***graphic of home languages (number and list to be updated)

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District Partnerships (update this section)

- Hangzhou Foreign Languages School

White Bear Lake Area Schools partners with Hangzhou Foreign Languages School, located in Hangzhou, China, for teacher and cultural exchanges. Teachers serve residencies in each school. Expanded opportunities for students continued in 2013-14.

- International Exchange Partnerships

WBLAHS partners with schools in Meaux, France and Leipzig, Germany to provide international exchange experiences for students in German and French world language programs.

- Lakeshore Players

The district works with Lakeshore Players, a highly-regarded community theater based in White Bear Lake, to provide after-school classes and workshops for students.

- MacPhail Center for Music

Birch Lake Elementary partners with MacPhail Center for Music to offer an enhanced music program including piano and violin. For 2013-14, MacPhail provided free clinics for secondary band and choir students. Additional after-school and weekend music lesson opportunities are offered to the whole community.

- Tamarack Nature Center

Otter Lake and Vadnais Heights Elementary Schools and the district's middle schools partner with Tamarack Nature Center to provide students with experiential learning on environmental issues. The Early Childhood Program also benefits from a partnership with the Center, which serves as a program site for "My Nature Preschool."

- Vadnais Sports Center

The Vadnais Sports Center serves as the home arena for the boys' and girls' high school hockey teams.

- White Bear Center for the Arts

Every elementary student receives five watercolor and drawing lessons annually through a partnership with the White Bear Center for the Arts. The partnership received a Local Government Innovation Award from the University of Minnesota Humphrey Institute in 2010.

- YMCA

Through a partnership with the YMCA, elementary students receive water safety lessons during the school year. Extended Day participants receive summer swimming lessons. The YMCA serves as the home pool for our girls' and boys' swimming and diving teams and as a site for an outreach teen and senior center. The district also partners with the Y on a childcare center at Birch Lake Elementary and on afterschool tutoring opportunities at district elementary schools.

- Business Partnerships

Individual schools and programs partner with local businesses and organizations. The partnerships often are highlighted in our Community e-Newsletters. Find story archives at www.isd624.org.

- Century College

In our continued efforts to improve student learning and opportunities, our secondary schools are working with Century College to improve college readiness and increase concurrent enrollment options.

- Community Partnerships

The district partners with our ten municipalities to provide year-round recreational programs and athletic activities for the whole community through the Community Education and Recreation Program.

- East Metro Integration District

The district's involvement in the East Metro Integration District (EMID) offers inter-district partnerships and support for student and educators. The partnership coordinates students and educator programs.

- University of Minnesota

» White Bear schools have been identified as exemplary training sites for future teachers. Using a grant from the Bush Foundation, the University of Minnesota has designated four WBLAS schools as Professional Development Sites and provided additional resources for teachers and students.

» White Bear students receive unique science lab experiences that are relevant and hands-on, made possible with the support of a University of Minnesota Science Fellow who is funded with a grant from 3M.

- Volunteers

Community volunteers provide important mentoring, math and reading help and classroom support. Families actively support students through parent-teacher organizations.

- White Bear Lake Area Educational Foundation

The Foundation supports our schools with the help of local businesses, alumni, and community members. The Foundation provides teaching grants, scholarships, fellowships for teachers, an Angel Fund for families with special economic needs, and works closely with the White Bear Lake Area Alumni Association.

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*** insert photos

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World's Best Workforce information

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***insert school directory information

AGENDA ITEM: Negotiation Study Session

MEETING DATE: October 27, 2014

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Chris Picha, Director of Human Resources
Dr. Wayne Kazmierczak, Director of Finance and
Operations

Background:

Chris Picha and Wayne Kazmierczak will provide an update on negotiations.

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