

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
AGENDA**

July 8, 2013

School Board Work-Study Session
July 8, 2013
10:00 a.m. – 4:00 p.m.
Location: District Center, Room 201

A. Strategic Items

1. *Reflections on accomplishments during 2012-13, including:
 - a) *School Board/Superintendent Goals
 - b) *Strategic Planning Document
 - c) Open Discussion on Issues of importance
2. *Strategic Plan Priorities for 2013-14
3. Consideration of priority School Board/Superintendent goals for 2013-14
4. Discussion of Options for Capital Projects Levy
5. School District Vision

B. Discussion Items

1. Evaluation of School Board and Superintendent (process, timing, communication to the public).
2. School Board Working Protocols (committees, liaison assignments; what we do at School Board meetings and work study sessions; succession planning; negotiations study sessions; and work with administration).
3. *Policy Development
4. School Board training (MSBA, NSBA, and other options).
5. Other

*These items have attachments

Attachments for
School Board Work-Study Session
of July 8, 2013

Item	Attachment	Explanation
A-1a	Status of School Board/Superintendent Goals for 2012-13	We have attached the June 10 summary of our progress for the year. In addition, at that meeting the superintendent and Cabinet highlighted accomplishments of the year for the public and media. We have also attached the PowerPoint presentation used in June.
A-1b	Strategic Planning Document Listing All Strategic Planning Specific Action Steps.	This document shows which action steps were priorities for 2011-12 and which for 2012-13.
A-2	Strategic Priorities for 2013-14	Based on the work of the Strategic Planning team on April 23, 2013, this document shows which goals the team considers priorities for 2013-14.
A-2a	Preliminary List of Ways of Measuring Strategic Planning Objectives, Listed by Objectives	At the April 23 planning meeting, the planning team generated a list of potential measures to help determine whether the strategic actions are making a difference.
A-2b	Technology Survey (May, 2013)	Given the many changes in instructional technology, and the implementation of technology audit of January, 2013, the administration, in collaboration with our employee groups, surveyed all staff and a sample of students. These results give us a baseline, so that we can measure improvements as we introduce new strategies for 2013-14. This document gives district summary results. Our director of technology is meeting with individual principals to discuss building results and goals for 2013-14.
A-2c	Guidelines on Dress and Appearance (May, 2013)	In May the administration surveyed all staff for feedback on this year's new guidelines for dress and appearance. This survey was made in collaboration with employee representatives.
B-3	Policies Reviewed During 2012-13.	This document summaries those policies reviewed by the School Board during 2012-13 and those in the process for consideration during 2013-14.

AGENDA ITEM: School Board/Superintendent Goals and Strategic Plan Priorities for 2012-13

MEETING DATE: June 10, 2013

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Michael Lovett, Superintendent

Background:

Each year the School Board reviews goals for the year both from the District's Strategic Plan and other operational goals identified by the administration and School Board. Beginning with 2011-12 the largest number of goals were drawn directly from the District's Strategic Plan, with the addition of goals on finance, communications and marketing, and a small number of operational goals.

For 2012-13, the strategic priorities were drawn from recommendations of the 30 member Strategic Planning Team and provided to the School Board this past spring. The School Board reviewed both the Strategic Plan priorities and other potential School Board/Superintendent goals at their retreat on July 9, 2012, and the list of goals included with this agenda are those emerging from that School Board retreat. The goals were on the August School Board meeting and work-study session and were approved at the September 10 School Board Meeting. Progress on these goals has been again updated for each subsequent work-study session.

Status updates are highlighted.

Goal 1: Strategic Planning Priorities for 2012-13

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

- I.4. The District will build upon the International Baccalaureate (IB) offering already in place at Matoska by implementing the IB Middle Years Program.

The Board approved application for Middle Level IB in March, 2012.

Other Information on Strategy I

During the 2011-12 school year, the District gave priority to two sections under Strategy I as follows:

- 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 Schools; and*

The principals will be presenting school data at the January 28 School Board work-study session.

For the last several years, the administration has considered offering full day kindergarten at no cost to families, an important strategy to meet proficiency by grade four. At the work-study session of February 25 a proposal was presented to the School Board by the administration. On March 11, 2013, the School Board approved all day kindergarten at no cost to families starting in 2013-14.

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.

Both of these objectives were addressed initially in 2011-12, and now have been embedded into the work plans of the administration and staff. The District will be reporting on both of these during the course of the year. Thus, while the objectives have not been fully achieved, the strategies are in place to achieve them and metrics developed to regularly report to the School Board.

Status: Updates on Objective 1.1 were provided at the September School Board meeting and January work-study session; Objective 1.2 at the November School Board meeting and the March 18 work-study session; and Objective 1.4 at the September work-study; and October and April School Board meetings.

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

II.6 Middle school level students will develop global understanding and competitiveness through expanded and developed International Baccalaureate programming.
(This objective is consistent with 1.4 and will be combined.)

Other Information on Strategy II

During the 2011-12 school year, two objectives were addressed as priorities,

II.1 All students will expand their global perspective through the study of world language and culture at the elementary schools; and

II.2 Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level.

During 2012-13, these objectives continued to be developed and reported to the School Board. Phase 2 of the elementary world language program was developed and reported to the School Board.

Status: An update on Objective II.6 was provided at the September work-study session and October and April School Board meetings. Since the fall, our IB coordinator and a middle school principal have made presentations to parent groups at each middle school

and each of our eight elementary schools. New program materials, including a brochure, have been published and made available to parents and the community. At the April 8 School Board meeting the IB coordinator introduced a teacher and students to the Board; all discussed what was different this year with the implementation of IB.

Updates on Objective II.1 were provided at the August work-study session, with preliminary recommendations presented in November and Board action in December. A presentation on Phase III of the elementary world language program was made at the March 11 work-study session.

School Board approval of phase 2 of the elementary world language program was received in December, 2012.

Strategy III: We will ensure our facilities support our district's mission and objectives.

- III. 1. The District will ensure that inside and outside large group spaces are comparable to conference schools.

Status: A process is currently under development with a report scheduled to be delivered to the School Board later this school year.

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 are scheduled to be presented to the school board on May 20, 2013.

- III. 2. At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.

Status: Administration has submitted information for the Lakeaires and Willow Lane projects to the MDE for review and comment and is awaiting their response. Bids for the Matoska project were approved by the School Board in February, 2013, and construction has now commenced.

Because of the complexity of the Lakeaires and Willow Lane projects, the required approval from MDE has not yet been received. District administration is continuing to work with MDE and is hopeful that approval will occur during this summer.

After approval is received bids will be awarded and construction can begin, hopefully this fall.

- III. 4. The District will ensure that square footage to accommodate student population and program activities are equitable for all buildings.

Status: A small committee has begun looking at options to help address this issue. Information will be presented at the July work-study session.

- III. 6. Each district facility will have an HVAC system that provides optimum air quality throughout the district.

***Status:** By the end of the 2013 construction season all elementary buildings with the exception of Otter Lake will 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 require major funding; this is not part of our current budget.

- III. 8. The District will ensure that all schools provide secure entrances.

***Status:** All secondary schools have either a secure entrance design or have attendants who monitor the main door throughout the student day. Three elementary schools, Matoska, Willow Lane and Lakeaires, will have this addressed during their construction projects during the summer of 2013.*

Construction at Matoska has begun. Upon receiving approval from MDE for the Lakeaires and Willow Lane projects, construction will commence. Until construction is completed at these two schools, the district will continue providing security through the use of our greeters.

- III.10. The District will ensure that elementary class sizes are balanced across the district.

***Status:** A small committee has begun looking at options to help address this issue. Information will be presented at the July work-study session.*

- III.11. Secondary facilities will be evaluated and recommendations will be made that improve programs and reduce transitions, including a cost benefit analysis of a single campus high school.

***Status:** While the overall aspect of this goal is a multi-year project, administration will begin developing a review and comment, to be submitted to MDE this summer relative to installing artificial turf at South Campus. Information will be presented to the School Board in the next few months.*

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

The four areas in Strategy IV we addressed during the 2012-2013 School Year focus on equitably providing innovative tools for learners across the District. Our work on these topics is grounded in White Bear's strong educational tradition, District Mission and the wording of Strategy IV, our 2012 Technology Audit and in our District Technology Plan.

- IV.11. Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.

Status: *In addition to our regular replacement cycle, we are deploying technology to classrooms and programs based on their individual needs. This ensures that each White Bear classroom will have the technology to fit the needs of their learners.*

This year, we built out our WiFi network District-wide. We will continue to expand WiFi in areas of the District that require greater saturation.

- IV.13. The District will establish a learning management system to support the development and management of online coursework to allow web-based learning for staff and students.

Status:

Schoology use is progressing right on track with the Strategic Plan. White Bear Lake Area Schools currently has over 1,300 Schoology courses offering resources, curriculum and learning opportunities for our staff, students and parents.

Many teachers attended elective Schoology courses during the summer, workshop week, and throughout the school year. These included 1-1 Instructional Technology Coach sessions, professional development, and a special Schoology course for teachers who will model online/hybrid learning while teaching staff how to create a robust Schoology presence as well as the pedagogical best practices to improve student engagement and achievement and to promote greater collaboration among colleagues. As Schoology use grows, we are seeing more online collaboration among colleagues, more digitized curriculum and more efficient communication.

We developed guidelines defining Schoology presence for the 2013 – 2014 school year. The guidelines offer some flexibility for teachers while still outlining clear and common expectations. Thus, students and their parents will know the level of web presence they can expect from all White Bear Lake Area Schools teachers.

The 2013-2014 Expectations and accompanying explanatory video can be viewed at <http://goo.gl/vTFWR>

Hybrid course offerings are expanding in the high school. District is working with the South Campus to develop comprehensive communications for parents and students about hybrid courses. We are providing teachers with strong support and professional development and we will continue to look for ways to offer more staff development online.

- IV.14. A policy will be developed and presented for board approval that leverages students' access to mobile technology and use of that technology in the classroom.

***Status:** The technology department is working with District administration and building leadership to write a policy that will be implemented during the 2013-2014 school year.*

- IV.15. Instructional technology will be available for use by students beyond the traditional school day/year.

***Status:** During the April School Board meeting, the School Board accepted a computer donation from HB Fuller. These computers have been reimaged, paired with WiFi hot spots and given to families who do not have computer/Internet access at home. This is currently a pilot program at Sunrise Park and will expand to other sites once we have evaluated the success of the program.*

WiFi hot spots and iPads will be deployed this summer to families at Willow Lane as a part of their revamped summer school program.

We will continue to partner with innovative programs throughout the District to provide technology access to all White Bear learners.

***Additional Status Report on Strategy IV:** A technology report was made at the November work-study session. We reported to the School Board on the Technology Audit at the January, 2013 work-study session. At the March School Board meeting the Board approved an internal restructuring to appoint a director of technology to oversee the implementation of the audit.*

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

- V. 1. The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.
- V. 2. A comprehensive needs assessment will be developed and administered at every WBL school in order to provide direction to future partnerships.
- V. 3. The District will create a process which aligns a partner with a compelling need or promising vision.
- V. 5. The District will communicate information related to partnerships using a variety of resources.

***Status:** A presentation of preliminary district protocols and policies was presented at the October work-study session. After revisions and feedback, the protocols were reviewed*

at the April work-study session, with the policy portions proceeding to the Board Policy Committee in May.

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.

- VI. 3. During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multi-cultural understanding.

The Continuous Improvement Cycle addresses this issue. Including an equity lens is an integrated part of the process for every curricular area considered for review.

- VI. 5. The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members, and parents.

Building are working at providing opportunities for events that promote interactions Between students, staff, parents and community members. Examples of events include:

Spaghetti Dinners, Hmong Cultural Events, Grandparents/Special Friends Day, DARE graduations, 5th grade celebrations, movie nights, BINGO nights, Spring Fling (dance and silent auction), Core values assembly, Ambassadors Group, Student Council, Head Start and school districts meet to share information re: "school readiness" activities, Head Start has Family Nights, Young parents/teen/or single parents have supper together, ECFE before class, ECFE classes (the parent involvement piece is huge), Family Literacy, Program Family Fun Nights, PTA fall and spring events, Community Dinner, Back to school day, Open house and ice cream social, Parents on our building level committees, National Junior Honor Society, Service Club, 5th grade registration night, 5th grade open house in spring, Special Education Parent Advisory Council, Family Change Groups, Gentleman of Distinction.

These are just a sampling of events and programming that provide opportunities to create understanding. All of these events are done with attention to this goal. We are working on metrics to analyze what strategies are most effective.

Other Information on Strategy VI

During the 2011-12 school year, four objectives were addressed as priorities, as follows:

- 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.*

Status: A presentation was made during the Board work study session on September 23, 2012 on the recommendation from the committee on the proposed Bullying Prevention curriculums. The School Board acted on curriculum adoption during

the October 8, 2012 School Board meeting. The curriculum was purchased and implemented during the 2012-13 school year, with evaluation of the first year in progress.

- 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. 5. *We will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members and parents.*
- VI.6. *We will review and assess the current plan related to cultural competency.*

Status:

A report on these objectives is scheduled for the July retreat work-study session.

Goal 2: Ongoing Financial Stewardship and Budget Management

Considering the budgetary challenges resulting from recent legislative sessions, and a long period of little increase in state funding, continue to identify greater efficiencies in operations that will help maintain financial stability and continue improvements in program quality and student success.

Rationale: Over the past decade, the District has established an excellent record of financial management, as evidenced by twelve consecutive years of recognition for excellence in financial reporting by both ASBO and GFOA, and also achieving an AA Bond Rating initially in 2008, and then confirmed in 2011 and 2012.

Further, in December 2011 through April 2012 the District has restructured debt to allow for more level tax levies over the next several years. Also, the passage of the November 2011 renewal levy by a margin of 73% to 27% gives the School District a measure of financial stability.

Evaluation: Ongoing financial stewardship on investments and budget management will be reviewed annually as part of the financial audit. The audit report is presented to the Finance Committee in the fall and to the School Board and public at the regular School Board meeting in December.

Status: *The School Board certified the 2012 Payable 2013 property tax levy at its December 10, 2012 meeting. The School Board will begin discussion on the 2013-2014 budget at its work-study session on January 28, 2013.*

At the work-study session of February 25, 2013, the preliminary review of the budget for 2013-14 was presented to the School Board. Further, the administration has reviewed the timeline for the Capital Projects Levy. Both of these topics were reviewed again at the March 18 work-study session.

Discussion on the feasibility of a capital projects levy question being placed on the November ballot will have continuing discussion at the April work study session.

The Governor and Legislature continue to work on development of the state's 2013-2015 biennial budget. An updated financial forecast and budget document will be presented at the May work study session and a budget recommendation will be on the June 10, 2013 school board meeting agenda for action.

Goal 3: Continue Implementation of the Communications and Marketing Plan for the District

Phase III of the Communications and Marketing plan will be presented to the School Board in July, 2010. During the 2012-13 academic year, we continued ongoing initiatives in the areas of: actively recruiting school shoppers, getting them young and keeping them connected, accentuating the positives, and influencing the influencers. We have focused more attention than we have previously on using data to help inform decision-making.

Rationale: The implementation of successful outreach initiatives is especially important in the current environment, as area school districts compete for students. A net gain in open enrollment numbers would provide the District with financial benefits.

It is important for the District to understand perspectives of White Bear Lake Area community members in order to remain a trusted steward of resources. Responsible stewardship is an important component in continued community support.

A long-range vision and plan about District communications ensures resources are appropriately utilized. Additionally, it is beneficial to have such a plan to allow for prioritization of communications and marketing projects and activities.

The 2011-12 school year included major communications pertaining to the levy referendum renewal, which passed in November of 2011, and the launch of a new web page at the beginning of June, 2012.

Evaluation: The Communications Office will continue to monitor Communications and Marketing initiatives to ensure they are effective, using data such as the following to monitor progress and drive decisions:

- Enrollment
 - K-12 enrollment increases
 - Student retention from grade to grade
 - Increase in preschool enrollment
 - Increase in preschool retention into Kindergarten
- Market share
 - Increase in percent of market share
 - Decrease in open enrollment out numbers

- Shift in ratio of open enrollment out to open enrollment in reflecting less loss or a net gain
- Community support and pride
 - Monitor tone and type of articles in White Bear Press
 - Conduct periodic surveys measuring aspects of community support, pride and recognition of “Did you know” tidbits
- Passage of future referendums

***Status:** An annual update was given at the April work-study session.*

Goal 4: Development of a School District Vision

Development of a shared School District Vision will chart a course that will drive the district forward, defining the “who” we wish to become and the impacts we wish to have on our students, our community and the world.

Rationale: During the spring of 2011 the School Board formally accepted and approved a new District Mission and accepted the Strategic Plan recommendations for the 2011-12 school year.

Over the course of the last year, the Board members and administration considered the importance of having a longer range vision which describes in more detail how we will shape our future.

***Status:** The administration recommends that the objective be carried over to the 2013-14 school year.*

Goal 5: Operational Improvements

a. Recognition Program

Building on the work that has been done over the past two years, during the 2012-13 school year, establish a comprehensive recognition program and plan pertaining to students, staff, and community.

Last fall, we enhanced our new teacher induction luncheon to make it a more formal affair and a warm welcome to WBLAS. We plan to make similar changes for this spring's staff retirement dinner. We are preparing an inventory of existing recognition efforts at the site and district level, and will develop a plan to provide a more comprehensive, consistent and district-wide approach to recognition for staff, students and community members that builds on meaningful programs already underway and enables sites to learn from each other. This plan will be phased in, beginning in the 2013-14 school year.

In February, administration began a formal recognition committee with representatives from several stakeholder groups. The committee met monthly and has its final meeting of the school year scheduled for May 21. A Board member is included on this committee.

We anticipate that the preliminary recognition program will be presented to the Board this summer, with a focus on employee recognition as we phase in the program in 2013-14. We will focus on student and community recognition in the future.

b. Complete Work of the Gifted and Talented Program Review, with staged implementation beginning for the 2013-14 school year.

Status: An update was made to the School Board at the August work-study session, and preliminary recommendations to the School Board at the November work-study session.

The School Board approved the new gifted and Talented Program recommendations at the January 14, 2013 School Board meeting.

c. Develop Plans for a String Orchestra Program with the first phase programming beginning in the 2013-14 School Year.

Status: An overview was presented at the September work-study session; an update on progress at the October work-study session, and preliminary recommendations at the School Board work-study session in November.

The School Board reviewed further recommendations on Orchestra at a work-study session on January 7, 2013, and at the School Board meeting of January 14, 2013, the administration and members of the Review Committee presented plans to defer recommendations until no later than November, 2013, and outlined additional steps following up from the work-study session.

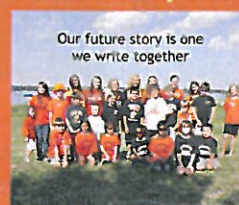


End-Of-Year Update on School Board/Superintendent Goals including Strategic Plan

School Board Meeting
June 10, 2013

GOAL 1:

Implement the Strategic Plan as
approved by the School Board
on June 13, 2011



Core Values

- Compassion
- Integrity
- Respect
- Responsibility
- 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.

Strategic Planning Objectives

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

Strategic Planning Parameters

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

Strategic Planning Strategies

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



• Priorities for 2012-13:

- 1.1** Achievement in reading, writing and math
- 1.2** Post-secondary readiness plan for student success

End-Of-Year Update

• Priorities for 2012-13:

1.1 Achievement in reading, writing and math

UPDATE: *Achieved second year program improvement goals. Continued to implement Response to Intervention (RtI) for Grades K-5. Targeted specific interventions for Math/Reading for Grades 6-8. 2012-13 student performance results will be reported at August Work-Study session.*

1.2 Post-secondary readiness plan for student success

UPDATE: *Achieved second year goals. Implemented recommendations approved by School Board in 2012. All secondary students have a post high school plan for success.*

Strategic Planning Strategies

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



• Priorities for 2012-13:

- 2.1** World language for all elementary students
- 2.2** Expanded world language offerings for secondary students

End-Of-Year Update

• Priorities for 2012-13:

2.1 World language for all elementary students

UPDATE: *Achieved second year goals. Implemented Phase One for elementary students. Expanding elementary world language offerings to grades K-3 for 2013-14.*

2.2 Expanded world language offerings for secondary students

UPDATE: *Achieved second year goals. Implemented Chinese level 1 in grades 6-12. Expanded American Sign Language to level 3.*

Strategic Planning Strategies

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



• Priorities for 2012-13:

- 3.4** Adequate space to accommodate student population and programming
- 3.7** Appropriate acoustical levels at all sites
- 3.9** Access to informational technology for employees, learners and families

End-Of-Year Update

• Priorities for 2012-13:

3.4 Adequate space to accommodate student population and programming

UPDATE: *In progress.*

3.7 Appropriate acoustical levels at all sites

UPDATE: *In progress.*

3.9 Access to informational technology for employees, learners and families

UPDATE: *In progress.*

Strategic Planning Strategies

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



Priorities for 2012-13:

4.1 Identify strengths and weaknesses

4.3 Faculty will have skills to implement

4.5 Strengthen curriculum review

4.10 Collect and implement innovative ideas

End-Of-Year Update

Priorities Recommended for 2012-13:

4.1 Identify strengths and weaknesses

UPDATE: *In progress; carry over to 2013-14.*

4.3 Faculty will have skills to implement

UPDATE: *In progress; carry over to 2013-14.*

4.5 Strengthen curriculum review

UPDATE: *In progress; carry over to 2013-14.*

4.10 Collect and implement innovative ideas

UPDATE: *In progress; carry over to 2013-14.*

Strategic Planning Strategies

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



Priorities for 2012-13:

4.11 Every Classroom will have equitable access

4.12 Enhance interaction, communication and collaboration via new website

4.13 Establish new learning management system

4.14 Mobile technology

4.15 Instructional technology available for use beyond traditional school day/year

End-Of-Year Update

Priorities for 2012-13:

4.11 Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.

UPDATE: *Deployed technology to classrooms and programs based on their individual needs. Built out our WiFi network District-wide. We will continue to expand WiFi in areas of the District that require greater saturation.*

4.12 Enhance communication, interaction, collaboration via new website

UPDATE: *New website launched in June, 2012.*

End-Of-Year Update

Priorities for 2012-13:

4.13 Establish new learning management system to support online and web-based learning

UPDATE: *Developed Schoology presence guidelines for all classroom teachers.*

4.14 Mobile technology in the classroom

UPDATE: *In progress; carry over to 2013-14.*

4.15 Instructional Technology will be available for use by students beyond the traditional school day/year

UPDATE: *Launched pilot programs at Sunrise and Willow.*

Strategic Planning Strategies

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



Priorities Recommended for 2012-13:

5.1 Partnership initiation method

5.2 Needs assessment

5.3 Alignment process

5.5 Communication of partnership-related information

End-Of-Year Update

- **Priorities for 2012-13:**
 - 5.1** Partnership initiation method
UPDATE: *In progress.*
 - 5.2** Needs assessment
UPDATE: *In progress.*
 - 5.3** Alignment process
UPDATE: *In progress.*
 - 5.5** Communication of partnership-related information
UPDATE: *In progress.*

Strategic Planning Strategies

- 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.



- **Priorities Recommended for 2012-13:**
 - 6.1** Bullying prevention, intervention and support program
 - 6.2** Increase number of staff members from culturally diverse backgrounds
 - 6.5** Programming to create an environment of understanding
 - 6.6** Cultural competency plan

End-Of-Year Update

- **Priorities for 2012-13:**
 - 6.1** Bullying prevention, intervention and support program
UPDATE: *In progress; Phase Two completed. Implementation happened fall 2012. Gathering data for recommendations for 2013-14.*
 - 6.2** Increase number of staff members from culturally diverse backgrounds
UPDATE: *In progress; Phase One of recruitment plan doubles the size of applicant pool of culturally diverse candidates.*

End-Of-Year Update

- **Priorities for 2012-13:**
 - 6.5** The district will provide programming that will continue to create an environment of understanding
UPDATE: *Events completed 2012-13 and will be ongoing for 2013-14. Schedule of completed events provided to Board at Board Study Session May 2013.*
 - 6.6** Cultural competency plan
UPDATE: *Board approved Equity Integration Plan Spring 2013. Implement student programming and staff development 2013-14.*

GOAL 2: Ongoing Financial Stewardship and Budget Management

Goal 2 End-Of-Year Update

- Reconfirmation of District AA Bond rating in both October 2011 and April 2012.
- Passage of Local Operating Levy Renewal by margin of 73% to 27% in November 2011.
- Successful refunding of District debt with overall reduction in District interest costs by more than \$1 million.
- Effective budget management results in ending the 2012-13 year with balanced budget.
- The state's payback of the shift has allowed us to implement a one-year strategic and responsible draw-down of reserves to allow us to offer free all-day kindergarten starting in the fall of 2013.

GOAL 3: Complete Next Stage of Communications and Marketing Plan

Goal 3 End-Of-Year Update

- Launched new District and school websites in June 2012.
- Completed first full year of "baby onesie campaign," inviting families with newborns to get involved in Early Childhood Program.
- Mailed informational pieces and engagement opportunities to families at transition points.



Turn postcard in on April 25th and receive a FREE Raffle Ticket

Goal 3 End-Of-Year Update

- Continue to work with technology to ensure data is accurate.
- Launched "Did you know" ad campaign in local publications.
- Worked with facilities to ensure building projects follow consistent "Bears" look and core values focus.



GOAL 4 Operational Improvements:

- a) Recognition Program
- b) Gifted and Talented Program Review
- c) String Orchestra Program

Goal 4 End-Of-Year Update

- a) Recognition Program
 - Formal recognition committee met throughout the Spring of 2013.
 - Employee recognition initiatives beginning this Spring and Fall of 2013. Student and Community recognition will be a focus in the future.
- b) Gifted and Talented Program Review
 - Gifted and Talented Review Committee presented recommendations at April 2012 Work-Study session and formally approved in the fall of 2012. Staff implementation began in the spring of 2013 with the first student participation in the new program beginning in the fall of 2013.
- c) String Orchestra Program
 - Plan deferred until no later than November, 2013

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**WHITE BEAR LAKE AREA SCHOOLS
STRATEGIC ACTION PLAN PRIORITIES
Recommended by the Strategic Planning Team**

Updated 4-15-13
MJL

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

PRIORITIES FOR 2012-2013:

- I. 4. The District will build upon the International Baccalaureate (IB) offering already in place at Matoska by implementing the IB Middle Years Program, career-related program, and Diploma program at District schools. (STIPULATION - IB should not be limited from moving beyond this for other schools if there is interest)

PRIORITIES FOR 2013-2014 AND BEYOND

- I. 3. Authentic Intellectual Work (AIW) principles will be implemented at all grade levels. (STIPULATION - Communication with parents and community with the ability to report back to show evidence that AIW is working.)
- I. 5. Students will have the opportunity to access multiple electives each year while meeting graduation standards.

IN PROGRESS (PRIORITIES FOR 2011-12)

- 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. 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.

**WHITE BEAR LAKE AREA SCHOOLS
STRATEGIC ACTION PLAN PRIORITIES
Recommended by the Strategic Planning Team**

Updated 4-15-13
MJL

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

PRIORITIES FOR 2012-2013:

- II. 6. Middle school level students will develop global understanding and competitiveness through expanded and developed International Baccalaureate programming.**

RECOMMENDED FOR 2013-2014 AND BEYOND

- II. 3. Teachers and staff will have the knowledge and skills to promote global languages and culture among students.
- II. 5. Elementary students have an opportunity to develop global understanding and competitiveness through expanded International Baccalaureate programming.
- II. 7. All students will have opportunities to have cross-cultural experiences in and out of the classroom.
- II. 8. All students will expand their global perspective through the study of world cultures and history of peoples within our diverse student body and community (Cross reference to Strategy IV - Plan 7).

IN PROGRESS (PRIORITIES FOR 2011-12)

- II. 1. All students will expand their global perspective through the study of world language and culture at the elementary schools. (STIPULATION - within each school, one or more options will be available to study world language and culture)
- II. 2. Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level.
- II. 4. All students will expand their global perspective by participating in annual service learning opportunities at the classroom or building level. (STIPULATION - opportunities are voluntary and not required)

**WHITE BEAR LAKE AREA SCHOOLS
STRATEGIC ACTION PLAN PRIORITIES
Recommended by the Strategic Planning Team**

Updated 4-15-13
MJL

Strategy III: We will ensure our facilities support our district's mission and objectives.

PRIORITIES FOR 2012-2013:

- III. 1. The District will ensure that inside and outside large group spaces are comparable to conference schools.
- III. 2. At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.
- III. 6. Each district facility will have an HVAC system that provides optimum air quality throughout the district.
- III. 8. The District will ensure that all schools provide secure entrances.
- III.10. The District will ensure that elementary class sizes are balanced across the district.
- III. 4. The District will ensure that square footage to accommodate student population and program activities are equitable for all buildings.
- III.11. Secondary facilities will be evaluated and recommendations will be made that improve programs and reduce transitions, including a cost benefit analysis of a single campus high school.

PRIORITIES FOR 2013-2014 AND BEYOND

- III. 5. Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.
- III. 7. Each District facility will have appropriate acoustical levels for the site.

IN PROGRESS (PRIORITIES FOR 2011-12)

- III. 3. The District will ensure that storage spaces are equitable for all district facilities. Combined with III.2.
- III. 9. District facilities will be designed to allow for informational technology to be accessible by all ISD 624 employees, learners and families.

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

PRIORITIES FOR 2012-2013:

- IV.11. Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.
- IV.13. The District will establish a learning management system to support the development and management of online coursework to allow web-based learning for staff and students.
- IV.14. A policy will be developed and presented for board approval that leverages students' access to mobile technology and use of that technology in the classroom.
- IV.15. Instructional technology will be available for use by students beyond the traditional school day/year.

PRIORITIES FOR 2013-2014 AND BEYOND

- IV. 1. The WBLAS will identify strengths and weaknesses in the areas of innovation, confidence to pursue dreams, and passion for learning.
- IV. 2. An evaluation protocol will be implemented assessing a teacher's use of available technology to facilitate collaboration, engagement, and interaction with students.
- IV. 3. Faculty will have the skills to implement collaboration, critical thinking, creativity, and communication skills within their lesson plans.
- IV. 4. STEM integration, 21st century skills and creativity will be incorporated within the curriculum review cycle for areas undergoing current and future review.
- IV. 5. Self-awareness and emotional intelligence curriculum will be incorporated within the curriculum review cycle.
- IV. 7. Teachers will have the skills to assist students as they implement individual development plans within the classroom. (STIPULATION - teachers will have the cultural competence necessary to effectively help students with their individual plans)
- IV. 8. Teachers will have an implementation plan to incorporate current best teaching and learning practices.
- IV. 9. Students will have an "individual development/graduation plan" in place that reflects their passions, interests, and strengths.
- IV.10. A process will be established to facilitate the collection and implementation of innovative ideas.

IN PROGRESS (PRIORITY FOR 2011-12)

- IV.12. The District will enhance communication, interaction, and collaboration through the use of a web site.

**WHITE BEAR LAKE AREA SCHOOLS
STRATEGIC ACTION PLAN PRIORITIES
Recommended by the Strategic Planning Team**

Updated 4-15-13
MJL

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

PRIORITIES FOR 2012-2013:

- V. 1. The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.**
- V. 2. A comprehensive needs assessment will be developed and administered at every WBL school in order to provide direction to future partnerships.**
- V. 3. The District will create a process which aligns a partner with a compelling need or promising vision.**
- V. 5. The District will communicate information related to partnerships using a variety of resources.**

PRIORITIES FOR 2013-2014 AND BEYOND

- V. 4. The District will evaluate each partnership with a periodic review of the objectives and effectiveness of all parties involved.**

IN PROGRESS

**WHITE BEAR LAKE AREA SCHOOLS
STRATEGIC ACTION PLAN PRIORITIES
Recommended by the Strategic Planning Team**

Updated 4-15-13
MJL

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.

PRIORITIES FOR 2012-2013:

- VI. 3. During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multi-cultural understanding.**
- VI. 5. The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members, and parents.**

PRIORITIES FOR 2013-2014 AND BEYOND

- VI. 4. Programs will be adopted and implemented and resources allocated for students and families to promote a positive transition between buildings and programs.**

IN PROGRESS (PRIORITIES FOR 2011-12)

- 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. 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. 6. The District will review and assess the current plan related to cultural competency.**

**WHITE BEAR LAKE AREA SCHOOLS
STRATEGIC ACTION PLAN PRIORITIES**
Based on April 23, 2013 Strategic Planning Team Meeting

Updated for discussion at
7-8-13 Board Study Session

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

PRIORITIES IN PROGRESS (BEGUN 2011-12 or 2012-13)

- 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. 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. 4. The District will build upon the International Baccalaureate (IB) offering already in place at Matoska by implementing the IB Middle Years Program, career-related program, and Diploma program at District schools. (STIPULATION - IB should not be limited from moving beyond this for other schools if there is interest)

PRIORITIES NEW FOR 2013-2014:

NOTE: At the planning team meeting of April 23, 2013, 33% of planning team members recommended that consideration be given to adding I.5 as a priority for 2013-14.

PRIORITIES FOR FUTURE CONSIDERATION

- I. 3. Authentic Intellectual Work (AIW) principles will be implemented at all grade levels. (STIPULATION - Communication with parents and community with the ability to report back to show evidence that AIW is working.)
- I. 5. Students will have the opportunity to access multiple electives each year while meeting graduation standards.

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

PRIORITIES IN PROGRESS (BEGUN 2011-12 or 2012-13)

- II. 1. All students will expand their global perspective through the study of world language and culture at the elementary schools. (STIPULATION - within each school, one or more options will be available to study world language and culture)
- II. 2. Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level.
- II. 4. All students will expand their global perspective by participating in annual service learning opportunities at the classroom or building level. (STIPULATION - opportunities are voluntary and not required)
- II. 6. Middle school level students will develop global understanding and competitiveness through expanded and developed International Baccalaureate programming.

PRIORITIES NEW FOR 2013-2014:

NOTE: At the planning team meeting of April 23, 2013, 33% of planning team members recommended that consideration be given to adding II.3 as a priority for 2013-14.

NOTE: At the planning team meeting of April 23, 2013, 17% of planning team members recommended that consideration be given to adding II.7 as a priority for 2013-14.

NOTE: At the planning team meeting of April 23, 2013, 17% of planning team members recommended that consideration be given to adding II.8 as a priority for 2013-14.

PRIORITIES FOR FUTURE CONSIDERATION

- II. 3. Teachers and staff will have the knowledge and skills to promote global languages and culture among students.
- II. 5. Elementary students have an opportunity to develop global understanding and competitiveness through expanded International Baccalaureate programming.
- II. 7. All students will have opportunities to have cross-cultural experiences in and out of the classroom.
- II. 8. All students will expand their global perspective through the study of world cultures and history of peoples within our diverse student body and community (Cross reference to Strategy IV - Plan 7).

**WHITE BEAR LAKE AREA SCHOOLS
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Based on April 23, 2013 Strategic Planning Team Meeting**

Updated for discussion at
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Strategy III: We will ensure our facilities support our district's mission and objectives.

PRIORITIES IN PROGRESS (BEGUN 2011-12 or 2012-13)

- III. 1. The District will ensure that inside and outside large group spaces are comparable to conference schools.
- III. 2. At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.
- III. 3. The District will ensure that storage spaces are equitable for all district facilities. *Combined with III.2.*
- III. 4. The District will ensure that square footage to accommodate student population and program activities are equitable for all buildings.
- III. 6. Each district facility will have an HVAC system that provides optimum air quality throughout the district.
- III. 8. The District will ensure that all schools provide secure entrances.
- III. 9. District facilities will be designed to allow for informational technology to be accessible by all ISD 624 employees, learners and families.
- III.10. The District will ensure that elementary class sizes are balanced across the district.
- III.11. Secondary facilities will be evaluated and recommendations will be made that improve programs and reduce transitions, including a cost benefit analysis of a single campus high school.

PRIORITIES NEW FOR 2013-2014:

NOTE: At the planning team meeting of April 23, 2013, 50% of planning team members recommended that consideration be given to adding III.5 as a priority for 2013-14.

PRIORITIES FOR FUTURE CONSIDERATION

- III. 5. Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.
- III. 7. Each District facility will have appropriate acoustical levels for the site.

**WHITE BEAR LAKE AREA SCHOOLS
STRATEGIC ACTION PLAN PRIORITIES
Based on April 23, 2013 Strategic Planning Team Meeting**

Updated for discussion at
7-8-13 Board Study Session

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

PRIORITIES IN PROGRESS (BEGUN 2011-12 or 2012-13)

- IV.11. Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.
- IV.12. The District will enhance communication, interaction, and collaboration through the use of a web site.
- IV.13. The District will establish a learning management system to support the development and management of online coursework to allow web-based learning for staff and students.
- IV.14. A policy will be developed and presented for board approval that leverages students' access to mobile technology and use of that technology in the classroom.
- IV.15. Instructional technology will be available for use by students beyond the traditional school day/year.

PRIORITIES NEW FOR 2013-2014:

NOTE: At the planning team meeting of April 23, 2013, 50% of planning team members recommended that consideration be given to adding IV.9 as a priority for 2013-14.

NOTE: At the planning team meeting of April 23, 2013, 33% of planning team members recommended that consideration be given to adding IV.2 as a priority for 2013-14.

NOTE: At the planning team meeting of April 23, 2013, 17% of planning team members recommended that consideration be given to adding IV.4 as a priority for 2013-14.

NOTE: At the planning team meeting of April 23, 2013, 17% of planning team members recommended that consideration be given to adding IV.7 as a priority for 2013-14.

PRIORITIES FOR FUTURE CONSIDERATION

- IV. 1. The WBLAS will identify strengths and weaknesses in the areas of innovation, confidence to pursue dreams, and passion for learning.
- IV. 2. An evaluation protocol will be implemented assessing a teacher's use of available technology to facilitate collaboration, engagement, and interaction with students.
- IV. 3. Faculty will have the skills to implement collaboration, critical thinking, creativity, and communication skills within their lesson plans.

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- IV. 4. STEM integration, 21st century skills and creativity will be incorporated within the curriculum review cycle for areas undergoing current and future review.
- IV. 5. Self-awareness and emotional intelligence curriculum will be incorporated within the curriculum review cycle.
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Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.

PRIORITIES IN PROGRESS (BEGUN 2011-12 or 2012-13)

- V. 1. The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.
- V. 2. A comprehensive needs assessment will be developed and administered at every WBLA school in order to provide direction to future partnerships.
- V. 3. The District will create a process which aligns a partner with a compelling need or promising vision.
- V. 5. The District will communicate information related to partnerships using a variety of resources.

PRIORITIES NEW FOR 2013-2014:

NOTE: At the planning team meeting of April 23, 2013, 33% of planning team members recommended that consideration be given to adding V.4 as a priority for 2013-14.

PRIORITIES FOR FUTURE CONSIDERATION

- V. 4. The District will evaluate each partnership with a periodic review of the objectives and effectiveness of all parties involved.

**WHITE BEAR LAKE AREA SCHOOLS
STRATEGIC ACTION PLAN PRIORITIES
Based on April 23, 2013 Strategic Planning Team Meeting**

Updated for discussion at
7-8-13 Board Study Session

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.

PRIORITIES IN PROGRESS (BEGUN 2011-12 or 2012-13)

- 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. 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. 3. During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multi-cultural understanding.
- VI. 5. The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members, and parents.
- VI. 6. The District will review and assess the current plan related to cultural competency.

PRIORITIES NEW FOR 2013-2014:

NOTE: At the planning team meeting of April 23, 2013, 67% of planning team members recommended that consideration be given to adding VI.4 as a priority for 2013-14.

PRIORITIES FOR FUTURE CONSIDERATION

- VI. 4. Programs will be adopted and implemented and resources allocated for students and families to promote a positive transition between buildings and programs.

Preliminary List of Ways of Measuring Strategic Planning Objectives (*listed by Objective*)
Strategic Planning Committee Meeting of April 23, 2013

ALL STUDENTS LOVE TO LEARN

- Number of voluntary tests taken (i.e. ACT, SAT and AP)
- Attendance
- Post-secondary attendance
- Involvement in the schools
- Tracking number of Google searches
- Tracking number of library books checked out
- Asking parents about how their students like school
- Ask students through a survey
- Enrollment beyond required
- Enrollment in extracurricular activities
- Number of students taking multiple languages
- Number of students challenging themselves by choice
- Student interest levels in learning something that is or is not related to school

ALL STUDENTS EXCEL ACADEMICALLY

- Standardized tests
- College admission tests
- Number of students admitted to their top college choices
- Number of students in remediation in post-secondary
- Grades
- Track personal student progress
- Track student movement from Area Learning Center to WBLAHS
- Popularity of challenge by choice classes (AP, CIS, PLTW)
- Number of college admissions
- Number of college admissions at competitive schools
- Rate of college completion
- Ramp up to readiness (Data from PLAN and EXPLR)
- Number of scholarships received
- Amount of scholarships received
- Number of applications for post-secondary experience
- Number of AP Scholars
- Number of National Merit Finalists
- Rosters of National Honor Society and National Junior Honor Society members
- Size of Achievement Gaps
- Data from Response to Intervention
- Number of students in Level 1 or Level 2 (Special Education)
- Number of students in Advancement via Individual Determination
- Counselors reviewing learning plans and challenging students (Program)

ALL STUDENTS FEEL VALUED

- Attendance
- Data from student surveys asking “How many people in the building they can trust to discuss important issues?” and “How many meaningful connections did students make between students and teachers?”
- Counselor and advisory observations
- Teacher observations during passing times
- Number of disciplinary referrals
- Types of disciplinary referrals
- Number of incidents of targeted disrespect
- Amount of classroom participation
- School Board Student Recognition attendance
- Participation in extracurricular activities (clubs)
- Degree to which students understand the cultural differences
- Doing little things that make students feel valued (Program)
- Clean environment (Program)
- Transition process (Program)
- Counselor Check-ins (Program)
- Student recognitions (Program)
- Degree to which students feel that they can share their cultures in school (Program)

ALL STUDENTS ARE INTERCULTURALLY COMPETENT

- Voluntary involvement in intercultural offerings and EMID-funded afterschool programs
- Students’ use of cultural liaisons
- Staff observation of students’ intercultural interactions
- Number of students taking multiple languages
- Number of students participating in exchanges
- Degree to which new students of color feel accepted (Survey)
- Number of meaningful intercultural relationships (Survey)
- Depth of understanding of cultural geography (Human geography course)
- Number of office referrals due to intercultural misunderstandings
- Intercultural tests
- Learning intercultural holidays (Program)
- Intercultural check points at different grade levels – What should students know? (Program)
- District providing intercultural opportunities (Program)

ALL STUDENTS ARE INVOLVED IN THE COMMUNITY

- Number of students service hours
- Number of organizations/causes that students are volunteering for

- Number of student voluntarily participating in community service
- Number of outside of school voluntary efforts (Boy Scouts, Eagle Scouts, etc.)
- Students' level of knowledge of community service outside of school community
- Number and strength of classroom connections with the community (Classroom-to-classroom volunteering, food drives, etc.)
- Level of volunteerism after graduation
- Level of involvement in Education Career Labs
- How the community views student volunteerism
- Number of students volunteering in their area of interest
- Recognition of service hours (Program)
- Provide ways for students to get involved during the school day (Program)
- Community recognitions of student volunteerism (Program)
- Student lists of service hours volunteered (use *Naviance* for students to maintain lists) (Program)

ALL STUDENTS UNDERSTAND AND RESPECT DIFFERENCES

- Number of bullying incidents
- Survey
- Number of disciplinary reports
- Types of disciplinary reports
- Number of students who participate in district-provided activities promoting inclusiveness
- Parent feedback on children's comments about school
- Positive Referral Program and Helping Hands Program (Program)
- Recognizing students who demonstrates the core values (Program)

ALL STUDENTS ARE CONFIDENT AND PREPARED TO PURSUE THEIR GOALS AND DREAMS

- Number of students in college/pursuing post-secondary options
- Exit survey results
- Alumni survey results
- High school course registrations
- 6-12 benchmarks
- Involve parents and families with post-secondary planning (Program)
- Letters to your future self periodically (Program)
- Building on a student's strengths (Program)

Technology Update - June 30, 2013 - Mark Garrison - Director of Technology
Re: Clarity Technology Survey

You have heard quite a bit about our strategic work aligning technology initiatives and deployment with classroom instruction.

At the May School Board meeting Cassie Knutson, Tim Wald and a South student spoke about innovative instruction. They discussed how technology including Schoology, Google Apps and Chromebooks is improving content delivery. At the June School Board Meeting, Max Deraad and Michael Selb highlighted lifelong learning and how technology is improving learning for both staff and students at Otter Lake Elementary.

These examples represent exemplary technology integration. As we move to District-wide Schoology and Google Apps implementation and expanded use of technology across all grade levels, we want to be sure all staff and students are equipped with the tools they need to be successful. Therefore, we collaborated with Clarity and BrightBytes to conduct a survey at the end of the 2012-2013 school year. The results will help us focus our professional development, deployment, training and technology service in the coming year.

This initial survey gathered responses from 25% of our staff and students and it provides metrics directly related to Area IV of our Strategic Plan. This summer we will meet with every school principal to examine the results and develop a plan for next year. We will redeploy the survey twice next year to monitor our progress and we will include parent feedback to expand our impact.

The survey focused on four areas:

Access

- 98% of our staff and 92% of our students report having computer access at home.
- 63% of staff and 55% of students report they can solve technology problems easily.

Skills

- Both staff and students have strong foundational skills and need more professional development in online and multimedia skills.

Environment

- Teachers believe technology enhances learning.
- 80% of White Bear teachers surveyed strongly believe in the benefits of using technology for learning. Teachers reported they feel technology enhances their daily life and engages them in teaching when used at school. Having positive, well-established beliefs about the usefulness of technology places teachers in an excellent position for 21st-century teaching.
- We will continue to increase our technology support structure, policies and proactive staff development.

Classroom

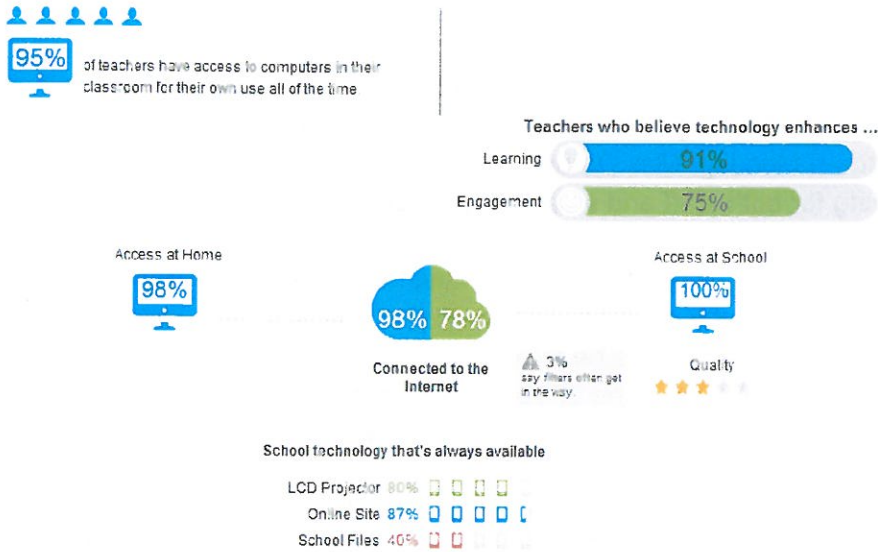
- 86% of White Bear students surveyed are asked to conduct research online at least monthly for class.
- 60% of White Bear students surveyed say they are asked to give multimedia presentations at least monthly.
- 46% of White Bear students surveyed say they are asked to collaborate online with classmates at least monthly.
- We continue to develop skills in:
 - The 4 C's (Communication, Collaboration, Creativity and Critical Thinking)
 - Digital Citizenship
 - Assessment

Here are a more few key findings:

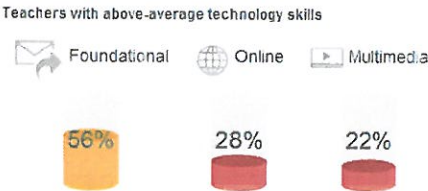
1. Access:

AT A GLANCE OVERVIEW | TEACHERS

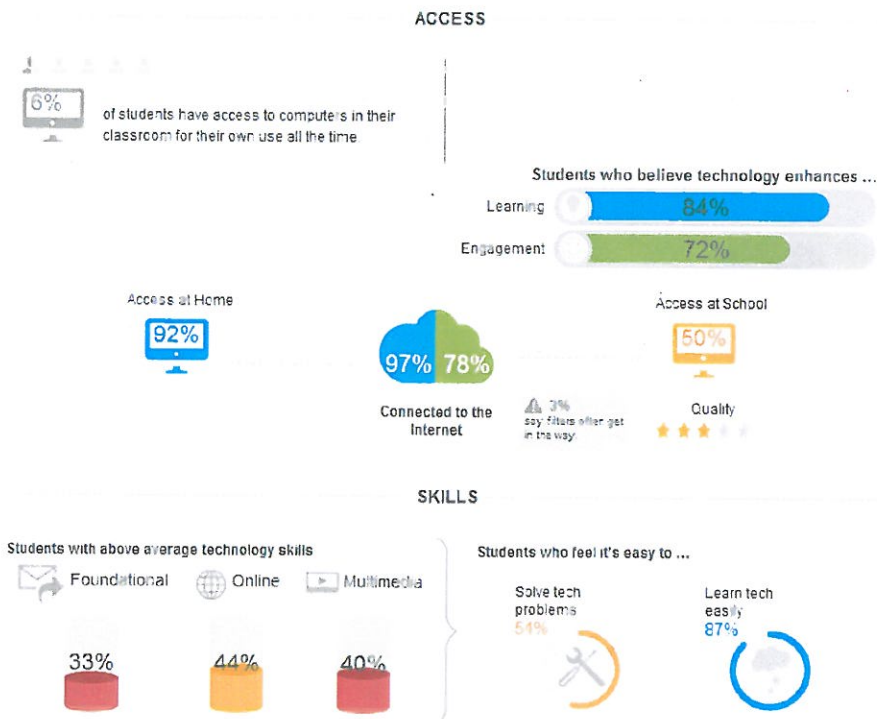
ACCESS



SKILLS

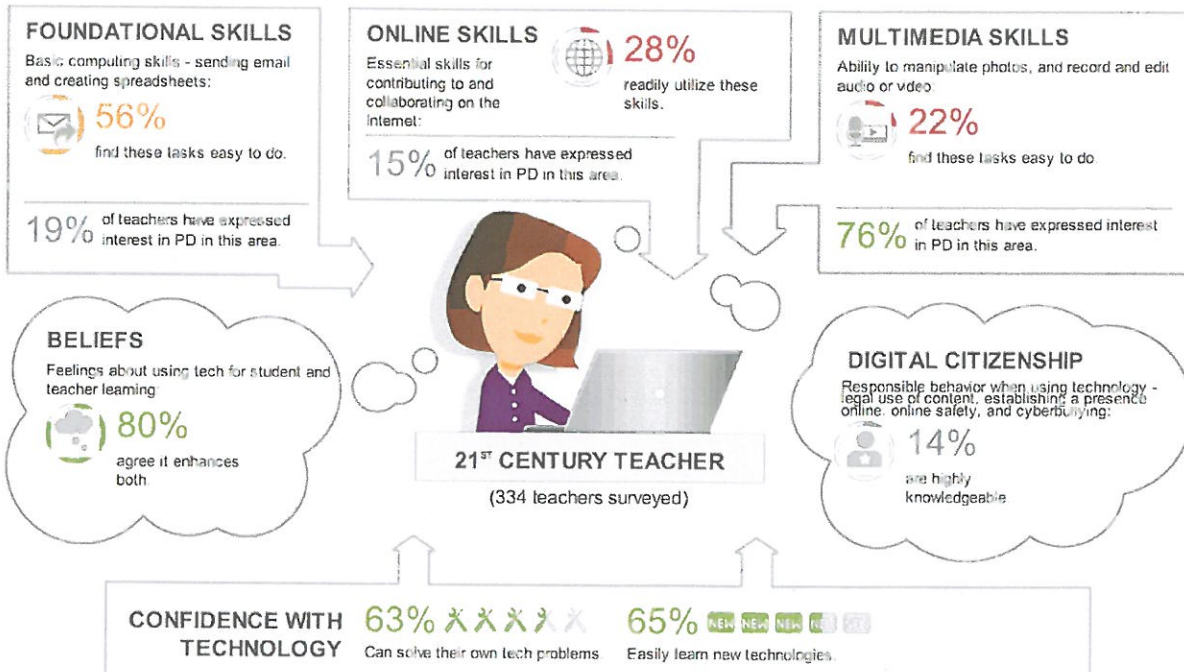


AT-A-GLANCE OVERVIEW | STUDENTS

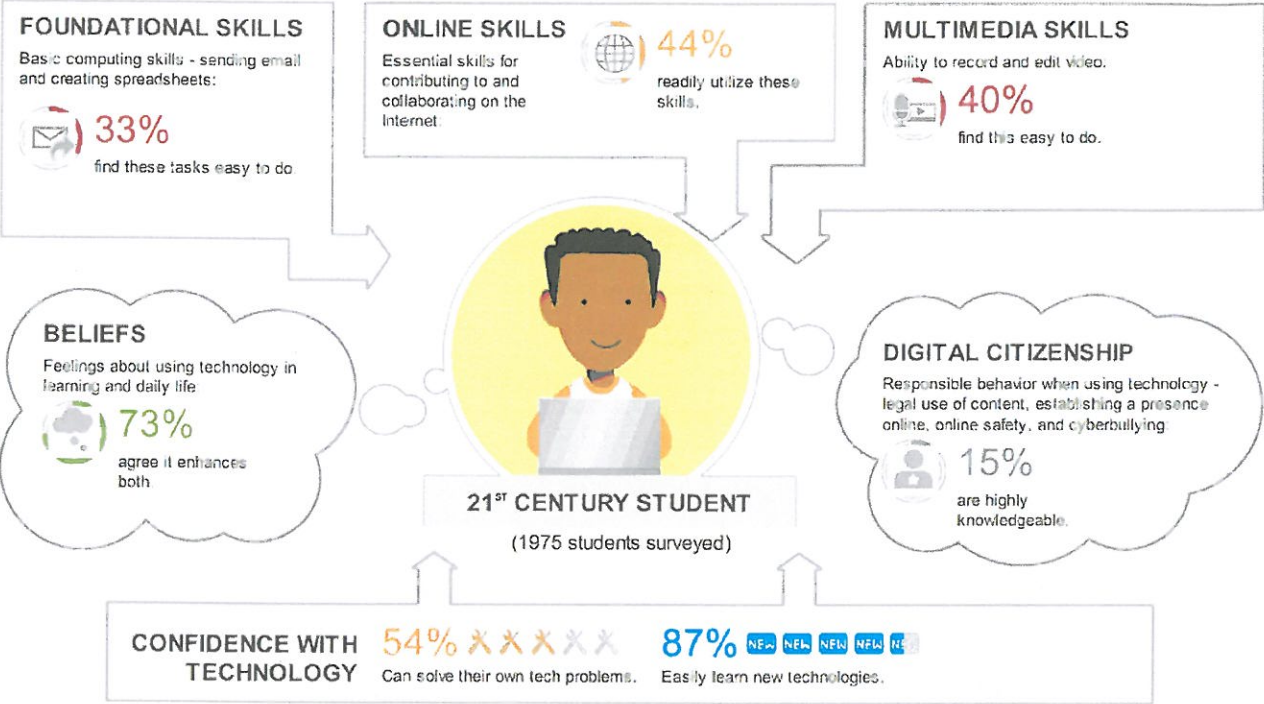


2. Skills:

TEACHERS SKILLS

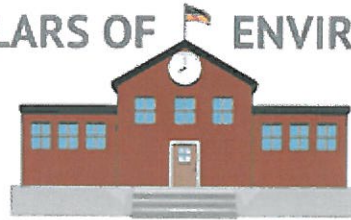


STUDENT SKILLS



3. Environment:

THE 3 PILLARS OF ENVIRONMENT



1 SUPPORT

Your 334 teachers surveyed ...



69%

receive support for problems disrupting instruction within 24 hours.



94%

receive answers to routine questions within one week.



76%

receive hardware repair support within one week.



46%

receive instructional technology planning within one week.

2 PROFESSIONAL DEVELOPMENT

Your 334 teachers surveyed receive at least some PD in technology ...



95% through school sponsorship.

Quality ★★★★★

Quantity ○○○○○



33% formally outside of school, e.g. via classes or workshops.

Quality ★★★★★

Quantity ○○○○○



43% informally outside of school, e.g. via podcasts or online discussions.

Quality ★★★★★

Quantity ○○○○○

3 POLICIES

Your 334 teachers surveyed report that technology is addressed more than half of the time in ...

35% 

department or grade-level team meetings.

36% 

teacher evaluations.

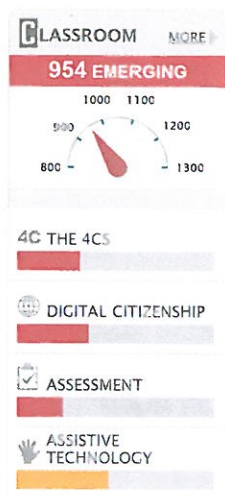
34% 

classroom observation or visits.

16% 

of teachers feel they are rewarded for integrating technology into teaching, e.g. by school recognition or advancement, or funding for PD.

4. Classroom:



Good access, strong skills and a supportive environment are the key factors we need to have in place as we support classroom technology integration. We have big, but attainable, gains to make in this area. Indeed we are already making significant strides. Moreover, we have Technology TOSA's starting the fall who will focus exclusively on this strand. Here are some additional point to consider related to classroom technology integration.

Conducting online research for class:

86% of White Bear students surveyed are asked to conduct research online at least monthly for class. Learning to conduct online research is quite different from learning how to conduct research in the library. The skills required to find information online are unique to the Internet-generation, such as identifying search terms and learning how to know when to trust your sources. Having strong research skills is a core component to college- and career-readiness.

Online collaboration with classmates:

46% of White Bear students surveyed say they are asked to collaborate online with classmates at least monthly. Online collaboration varies from working together in an Google Docs to collaborating in Schoology.. Learning to collaborate with others, especially over the Internet, is a critical skill students will need in the 21st-century workforce.

Multimedia Presentations:

60% of White Bear students surveyed say they are asked to give multimedia presentations at least monthly. This means they use digital cameras to make movies or create webcasts, record and edit audio to make podcasts, or use software to create presentations. Learning different ways to express one's knowledge of a topic is important to learning which strategies work best for each learner. Rich multimedia presentation projects can be used as an alternative assessment of a student's understanding of the content.

Dress Code Policies Summarized

White Bear Lake Area Schools Guidelines on Dress and Appearance

Summary of Results of Survey of Staff (May, 2013)

Draft summary of July 2, 2013 for Internal Review

1. **Appearance and Professionalism.** Most responding to the survey report that they have always maintained a well-groomed and professional appearance at work; however, 25% responders report that their co-workers have not done the same.
2. **Themes:**
 - a. Many responders comment that they were happy to see guidelines because it provides guidelines for a professional environment and as an organization we have the responsibility to display a professional and welcoming environment.
 - b. Many responders comment that the dress guidelines should be eliminated and the choice of attire should be determined by the individual. The following points were repeated in the survey: freedom of attire builds trust and respect of professional judgment among teachers and administration; and contributes to the working environment (i.e., morale, comfort, communication, productivity, etc.)
 - c. Those staff who continue to disregard appropriateness or dress in an unacceptable manner should be handled on an individual basis.
 - d. The guidelines should evolve over time. (What is "professional" and "work-appropriate" now is different than that was years ago.) For example, the guidelines could allow more denim-wear, shorts, and more shoe variety.
 - e. Consider more flexibility in the Dress guidelines for relevant circumstances (e.g., professionals in the lab; in a building/classroom without air conditioning; those working with students in need of more interaction or assistance; physical education disciplines; kindergarten vs. high school; field trips, etc.)
Please note that guidelines for employees which were developed with the individual employee groups does provide for special circumstances such as lab coats, tennis shoes, field trips, working on the floor, etc.
 - f. Many questions were raised over "Casual Fridays". Many of those taking the survey like consistency. Some wish to choose their attire every day or comply with the guidelines every day. Casual Friday contradicts the values of the Dress Guidelines.
 - g. Some staff report difficulties interpreting the policy. For example, staff are not permitted to wear sandals and shorts yet they are told that they can dress accordingly for the weather.
Please note that the guidelines for employees does provide for sandals, but not flip flops. We should have a discussion with administrators on shorts.
 - h. Consequences for not following the guidelines are not clear. Some report that implementation is not consistent. Some complain of unequal treatment.
 - i. Some report that the guidelines are gender offensive to women.
 - j. Some report concerns with the communication on the implementation.
 - k. Some request attention to other issues, including student behavior and dress guidelines, and building and classroom air conditioning.

Survey Analysis by Group

ADMINISTRATION

Like: Builds professionalism, clear expectations and explanations of inappropriate appearance.

Dislike: Too little flexibility building to building, if capris are allowed for females, long shorts should be allowed for males.

Do they feel that all of their peer staff members always maintained a well groomed and appropriately dressed appearance? : Split, half agree half disagree.

Suggested Changes: Change select language (i.e., "gabardine", "appropriate dress for weather," stress the point on tight and revealing clothing).

CLERICAL

Like: Professionalism and consistency. Mostly positive feedback; supported the push for more appropriateness.

Dislike: Unequal enforcement.

Do they feel that all of their peer staff members always maintained a well groomed and appropriately dressed appearance? : Mostly yes.

Suggested Changes: Add dress shorts and denim to allowable clothing choices. They stress the heated buildings and active tasks.

CUSTODIAL (they have a uniform that allows jeans)

Like: Ability to wear jeans every day

Dislike: N/A

Do they feel that all of their peer staff members always maintained a well groomed and appropriately dressed appearance? : Yes

Suggested Changes: N/A

EXTENDED-DAY

Like: Professional standards

Dislike: Insulted by dress code

Do they feel that all of their peer staff members always maintained a well groomed and appropriately dressed appearance? : Yes

Suggested Changes: Remove it

OTHER

Like: Clear guidelines, professional, works as one option for an educational atmosphere

Dislike: Wishes for more flexibility-wear jeans and tennis shoes (*Note: clean tennis shoes are allowed under the standards*). Group does not agree that professional dress improves educational outcomes.

Do they feel that all of their peer staff members always maintained a well groomed and appropriately dressed appearance? : Split- half agree, half disagree

Suggested Changes: Deal with violations on an individual basis and remove blanket policy

PARA-PROFESSIONAL

Like: Eliminates inappropriate exposure, etc. Fewer issues with co-worker dress since implementation.

Dislike: Inconsistency of enforcement. Too many restrictions and discrimination concerns. Want it abolished to increase morale. Dislike power of principal in terms of dress code.

Do they feel that all of their peer staff members always maintained a well groomed and appropriately dressed appearance? : Split – half agree, half disagree

Suggested Changes: Allow denim and tennis shoes (*Note: Guidelines allow wearing clean tennis shoes*). Suggest that the policy should stress professional behavior; not over-stress appearance. Address pants that sit lower than the rear-end (particularly males). Spend time focusing on student-dress code enforcement first.

TEACHER

Like: Agree that appropriate dress and professionalism is important. Sets a good example for other employees and students especially. It is useful to have well-written standards.

Dislike: Micromanages. Too detailed- the specific fabrics allowed and not allowed. Feel that with time, what is deemed stylish and professional changes and a more vague statement should be taken back to allow for more flexibility and personal decision on what is appropriate. Too little flexibility (e.g., labs, gym teachers, young children teachers, outdoor activities, warm buildings, etc.) (*Note: Guidelines provides language that allows for lab coats, gym teachers, outdoor activities, etc.*). Lowered morale. Discriminates (women allowed to wear skirts and dresses but not shorts, etc.).

Do they feel that all of their peer staff members always maintained a well groomed and appropriately dressed appearance? : Most all responded yes

Suggested Changes: Focus attention elsewhere and return to old policy. Continue to mandate a professional dress code but update to future trends – allow for dark denim. Also, high stress on warm buildings and the need for shorts and a new shoe policy (sandals, etc.). Alternatively, remove the policy all-together and address violators individually.

Suggest that dressing slightly more casually would be a great benefit.

UNDER 30

Like: Appropriate, concrete expectations, some room for personal expression.

Dislike: Feel that the dress attire is geared toward a more sedentary work-group. Dress-code is offensive to women. Strict blanket policy- little room for diversity or personal preference/necessity. Not treated with respect. Not enforced equally. Expensive.

Do they feel that all of their peer staff members always maintained a well groomed and appropriately dressed appearance? : Most all agreed

Suggested Changes: Allow for denim and shorts. Focus on teaching conditions first- room temperature.

BETWEEN 30 AND 50

Like: Clear Policy that was well-intended just ill-received. Enjoy Casual Friday. Standards are clean, professional, teacher appropriate, and mostly common sense. Uniformity. Professional appearance sends and receives respect. Eliminates wear of yoga pants and sweatshirts.

Dislike: Offensive micromanagement- does not treat staff as professionals. Doesn't address heated environments- too warm for non-air conditioned rooms. Too little active- clothing allowed and what is allowed is too narrow/detailed. Casual Fridays are a favorite but contradictory. Inconsistency in addressing violators. Gray areas and other issues with language addressing exposure. Uncomfortable clothing required. Created issues with administration.

Do they feel that all of their peer staff members always maintained a well groomed and appropriately dressed appearance? : Very diverse, however majority agreed

Suggested Changes: Allow denim jeans, sandals, and shorts. Allow staff to use their own judgment and address violators individually. More accommodating for the relative job at hand- less of a blanket policy, or keep the blanket policy and eliminate the high restrictions. Invest time on more important topics that positively affect students. Ask students.

OVER 50

Like: Makes staff more conscious of appearance. Sets good expectations. Professional and appropriate policy- avoids sloppiness, separates staff from students, and safe. Discourages unnecessary exposure.

Dislike: "This is a non-issue". Dismisses much personal choice, dislike harsh management and control. Lowered morale, unreasonable, and insulting. Unequal enforcement by school administrators. Little consideration for environmental factors. Bad communication. Casual Fridays are contradictory.

Do they feel that all of their peer staff members always maintained a well groomed and appropriately dressed appearance? : Nearly evenly split, the majority of "disagrees" were found in this age category

Suggested Changes: Allow shorts and jeans. Dress according to your activity level and weather in the building. Unnecessary, address violators personally. *Put efforts elsewhere; someplace it would better benefit students. Allow tennis shoes (*Note: Guidelines does allow wearing clean tennis shoes*).

Policies Reviewed in 2012-13

** Policies with Non-Substantive Changes

Policy	School Board Meeting First Reading	Contact Person
School Board Policy 101, Legal Status Of The School District	September 10, 2012 Board action on October 8, 2012	Dr. Lovett
School Board Policy 202, School Board Officers	September 10, 2012 Board action on October 8, 2012	Dr. Lovett
School Board Policy 205, Open Meetings and Closed Meetings Policy	November 12, 2012 Board action on December 10, 2012	Dr. Lovett
School Board Policy 206, Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations	November 12, 2012 Board action on December 10, 2012	Dr. Lovett
School Board Policy 301, School District Administration	November 12, 2012 Board action on December 10, 2012	Dr. Lovett
School Board Policy 302, Superintendent	November 12, 2012 Board action on December 10, 2012	Dr. Lovett
School Board Policy 305, Policy Implementation	November 12, 2012 Board action on December 10, 2012	Dr. Lovett
School Board Policy 306, Administrator Code Of Ethics	November 12, 2012 Board action on December 10, 2012	Dr. Lovett
School Board Policy 404, Employment Background Checks Form	September 10, 2012 Board action on October 8, 2012	Chris Picha
School Board Policy 406, Public and Private Personnel Data (<i>Annual Review</i>)	August 13, 2012 Board action on September 10, 2012	Chris Picha
School Board Policy 410, Family and Medical Leave Policy (<i>Annual Review</i>)	August 13, 2012 Board action on September 10, 2012	Chris Picha
School Board Policy 413, Harassment and Violence (<i>Annual Review</i>)	August 13, 2012 Board action on September 10, 2012	David Law
School Board Policy 415, Mandated Reporting of Maltreatment of Vulnerable Adults (<i>Annual Review</i>)	August 13, 2012 Board action on September 10, 2012	Kathleen Daniels
School Board Policy 421, Gifts To Employees	March 11, 2013	Chris Picha

	Board action on May 13, 2013	Pete Willcoxon Mark Garrison
School Board Policy 424, License Status (<i>Annual Review</i>)	August 13, 2012 Board action on September 10, 2012	Chris Picha
School Board Policy 495, Leave of Absence Policy	January 14, 2013 Board action on February 11, 2013	Chris Picha
School Board Policy 496, Faculty and Staff Dress and Appearance	July 9, 2012 Board action on September 10, 2012	Chris Picha Dr. Lovett
School Board Policy 504, Student Dress And Appearance	February 11, 2013 Board action on March 11, 2013	David Law
School Board Policy 505, Distribution of Non-School Sponsored Materials on School Premises by Students and Employees	July 9, 2012 Board action on September 10, 2012	Dave Guenther Marisa Vette
School Board Policy 516, Student Medication	December 10, 2012 Board action on January 14, 2013	
School Board Policy 518, DNR-DNI Orders	December 10, 2012 Board action on January 14, 2013	Kathleen Daniels
School Board Policy 521, Student Disability Nondiscrimination	December 10, 2012 Board action on January 14, 2013	Kathleen Daniels
School Board Policy 530, Immunization Requirements	December 10, 2012 Board action on January 14, 2013	Kathleen Daniels
School Board Policy 530 Form	December 10, 2012 Board action on January 14, 2013	Kathleen Daniels
School Board Policy 533, Wellness	January 14, 2013 Board action on February 11, 2013	Dave Guenther
School Board Policy 602, Organization Of School Calendar And School Day	November 12, 2012 Board action on December 10, 2012	Chris Picha David Law
School Board Policy 603, Curriculum Development	February 11, 2013 Board action on March 11, 2013	David Law
School Board Policy 604, Instructional Curriculum	February 11, 2013 Board action on March 11, 2013	David Law

School Board Policy 606, Textbooks and Instructional Materials	May 13, 2013 Board action on June 10, 2013	David Law
School Board Policy 611, Home Schooling	November 12, 2012	David Law
School Board Policy 613, Graduation Requirements	February 11, 2013 Board action on March 11, 2013	David Law
School Board Policy 618, Assessment of Student Achievement	April 8, 2013 Board action on May 13, 2013	David Law
School Board Policy 624, Online Learning Options	Carryover to 2013-14	David Law
School Board Policy 701, Establishment and Adoption of School District Budget	November 12, 2012 Board action on December 10, 2012	Pete Willcoxon, Sr.
School Board Policy 701.1, Modification Of School District Budget	November 12, 2012 Board action on December 10, 2012 Board action on December 10, 2012	Pete Willcoxon, Sr.
School Board Policy 702, Accounting	November 12, 2012 Board action on December 10, 2012	Pete Willcoxon, Sr.
School Board Policy 703, Annual Audit	November 12, 2012 Board action on December 10, 2012	Pete Willcoxon, Sr.
School Board Policy 707, Transportation of Public School Students	August 12, 2013	Pete Willcoxon, Sr.
School Board Policy 708, Transportation of Nonpublic School Students	August 12, 2013	Pete Willcoxon, Sr.
School Board Policy 709, Student Transportation Safety Policy	August 12, 2013	Pete Willcoxon, Sr.
School Board Policy 801, Equal Access to Facilities of Secondary Schools	April 8, 2013 Board action on May 13, 2013	Dave Guenther Chris Picha
School Board Policy 806, Crisis Management Policy	Carryover to 2013-14	Pete Willcoxon, Sr.
School Board Policy 900, Partnerships	August 12, 2013	
School Board Policy 902, Use Of School District Facilities And Equipment	April 8, 2013 Board action on May 13, 2013	Dave Guenther Chris Picha

Annual Review in 2013-14

Policy	School Board Meeting First Reading	Contact Person
School Board Policy 406, Public and Private Personnel Data (<i>Annual Review</i>)	September 9, 2013	Chris Picha
School Board Policy 410, Family and Medical Leave Policy (<i>Annual Review</i>)	September 9, 2013	Chris Picha
School Board Policy 413, Harassment and Violence (<i>Annual Review</i>)	September 9, 2013	David Law
School Board Policy 415, Mandated Reporting of Maltreatment of Vulnerable Adults (<i>Annual Review</i>)	September 9, 2013	Kathleen Daniels
School Board Policy 424, License Status (<i>Annual Review</i>)	September 9, 2013	Chris Picha

Policies To Review in 2013-14

Policies with Non-Substantive Changes

Policy	School Board Meeting First Reading	Contact Person
School Board Policy 503, Student Attendance		David Law
School Board Policy 504, Student Dress and Appearance		David Law
School Board Policy 506, Student Discipline		David Law
School Board Policy 526, Hazing Prohibition		David Law
School Board Policy 527, Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches		David Law
School Board Policy 533, Wellness		Chris Picha
School Board Policy 602, Organization of School Calendar and School Day		David Law Chris Picha
School Board Policy 609, Religion		David Law
School Board Policy 703, Annual Audit		Pete Willcoxon, Sr.

Policies with Changes

Policy	School Board Meeting First Reading	Contact Person
School Board Policy 203.5, School Board Meeting Agenda		Dr. Lovett
School Board Policy 205, Open Meetings and Closed Meetings Policy		Dr. Lovett
School Board Policy 405, Veteran's Preference		Chris Picha
School Board Policy 406, Public and Private Personnel Data		Chris Picha

School Board Policy 407, Employee Right to Know – Exposure to Hazardous Substances		
School Board Policy 413, Harassment and Violence		David Law Chris Picha
School Board Policy 414, Mandated Reporting of Child Neglect or Physical or Sexual Abuse		David Law Chris Picha
School Board Policy 417, Chemical Use and Abuse		David Law Chris Picha
School Board Policy 418, Drug-Free Workplace/Drug-Free School		David Law Chris Picha
School Board Policy 419, Tobacco-Free Environment		David Law Chris Picha
School Board Policy 422, Policies Incorporated by Reference		Dr. Lovett
School Board Policy 425, Staff Development		David Law
School Board Policy 509, Enrollment of Nonresident Students		David Law
Policy 509 Form: Statewide Enrollment Options Form		David Law
School Board Policy 515, Protection and Privacy of Pupil Records		David Law Chris Picha
Policy 515 Form: Public Notice		David Law Chris Picha
School Board Policy 523, Policies Incorporated by Reference		
School Board Policy 524, Internet Acceptable Use and Safety Policy		Mark Garrison
School Board Policy 532, Use of Peace Officers and Crisis Teams to remove Students with IEPs from School Grounds		Kathleen Daniels
School Board Policy 604, Instructional Curriculum		David Law
School Board Policy 610, Field Trips		David Law
School Board Policy 613, Graduation Requirements		David Law
School Board Policy 620, Credit for Learning		David Law
School Board Policy 624, Online Learning Options		David Law Mark Garrison
School Board Policy 711, Video Recording on School Buses		Pete Willcoxon, Sr.
School Board Policy 712, Video Surveillance Other Than on Buses		Pete willcoxon, Sr.
School Board Policy 802, Disposition of Obsolete Equipment and Material		David Law Mark Garrison
School Board Policy 902, Use of District Facilities and Equipment		Kristine Wehrkamp