

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
AGENDA**

February 24, 2014

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: February 10, 2014

A work-study session of the White Bear Lake Area School Board will be held on **Monday, February 24, 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. Strategic Plan Updates: 5:30 p.m.
 - a. Strategy 1.1: 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. *Mid-year update on student progress.*
 - b. Strategy 1.2: 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. *Update on Post-Secondary Readiness Plan* 6:20 p.m.
2. School Board/Superintendent Goal Update: 6:45 p.m.
 - a. Goal 5b: *Update on Gifted and Talented Program*
3. Review of Proposed Achievement and Integration Plan for 2014-15 7:10 p.m.
4. *Negotiation Study Session 7:35 p.m.

C. ADJOURNMENT

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

AGENDA ITEM: Strategic Plan Update

MEETING DATE: February 24, 2014

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Michael Lovett, Superintendent

Background:

At the September 9, 2013 School Board meeting, the Board approved School Board/Superintendent goals for 2013-14, including goals aligned with the Strategic Plan.

This month we have included a new format for providing a regular update of progress on School Board/Superintendent and Strategic Goals for 2013-14.

- The first column represents the specific strategy or objective as approved by the School Board in September of 2013;
- The focus column provides “key words” for each strategy to allow “identifying” when showing the dashboard on a screen or in summary form;
- The report to the School Board column indicates most recent and planned reports to the School Board; and
- Evaluation links each strategy or objective to evaluation. It currently measures our evaluation and will be refined and added to future reports.

B-1a Strategy 1.1: *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.*

This evening principals and site leaders from Transition Plus and Early Childhood will meet with the School Board liaisons in accord with the following schedule:

Board Member	Room	Principals/Site Leaders
Chapman	206	Max DeRaad- Otter
Chapman	206	Noel Schmidt - Central
Hiniker	210	Bob McDowell - Sunrise
Hiniker	210	Gretchen Harriman – ALC
Hiniker	210	Sara Derby – Transition Plus

Kimball	206	Cary Krusemark – Lakeaires
Kimball	206	Dan Schmidt – Lincoln
Mullin	201	Tami VanOverbeke – Birch
Mullin	201	Brendon Schwirtz – Willow
Newberg	Community Room	John Leininger, Matoska
Newberg	Community Room	Tim Wald, South Campus
Storey	Community Room	Terry Dahlm and Jason Healy Oneka/Hugo
Storey	Community Room	Don Bosch, North Campus
Swanson	201	Sara Svir, Vadnais
Swanson	201	Nancy Melquist and Daniel Mickelson, ECFE

Keeping with the fact that this is an open meeting, we are using rooms within the District Center which are all set up to provide adequate room for the public to view or listen to the conversations.

B-1b Strategy 1.2: *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.*

With us this evening will be South Campus High School Principal Tim Wald and members of the guidance and counseling staff who will provide an update on this objective first approved in the spring of 2012.

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Green – Fully operational

School Board/Superintendent Goals for 2013-14

Progress updated for work-study session
of February 24, 2014

Goal 1 – Strategic Plan	Focus	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.	Student proficiency.	Monitor progress based on a dashboard of metrics.	9/9/13 9/23/13 10/14/13 2/24/14	Metrics dashboard.
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.	Post-secondary plan for all students 6-12.	Year 2 of implementation; counselors move with their students from North to South Campus.	2/24/14	
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.	International Baccalaureate at Middle Schools.	2013-14 is the second year of IB candidacy.	10/13/13	
Goal 1 – Strategic Plan	Focus	Status	Report to the School Board	Evaluation
Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.				
Strategy II. 1: All students will expand their global perspective through the	World Language for all students K-5.	For 2013-14, Chinese offered K-5 in two elementary schools and Spanish in six	2011-12 school year	

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study of world language and culture at the elementary schools.		elementary sites.			
Strategy II. 2: Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level.	Expanded World Language 6-12.	Chinese offered 6-12 beginning in 2012-13; Chinese and ASL applying for College credit (CIS) status.	2011-12 school year		
Strategy II. 4. :All students will expand their global perspective by participating in annual service learning opportunities at the classroom or building level.	Service Learning	Operational beginning in 2012-13.	2012-13 school year		
Goal 1 – Strategic Plan	Details	Status	Report to the School Board	Evaluation	
Strategy III: We will ensure our facilities support our district's mission and objectives.					
Strategy III. 1: The District will ensure that inside and outside large group spaces are comparable to conference schools.	Facility quality and comparability.	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	Facilities report presented in May of 2013.		

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		field and the opportunity for a 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.	Elementary facility quality and comparability.	The completion of construction at Matoska IB Elementary School creates a separate nutrition services area and a new gymnasium area. Construction bids were awarded for Lakeaires and Willow Lane elementary schools that 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.	Community open house held on 1/28/14. 9/23/13 – work-study session 11/11/13 – Board meeting		
Strategy III. 3: The District will ensure that storage spaces are equitable for all district facilities.	Facility quality and comparability.		9/23/13 – work-study session 11/11/13 – Board meeting		
Strategy III. 4: The District will ensure that square footage to accommodate student population and	Facility and student population distribution.	As part of a leadership team project during the 2012-2013 school year, an analysis was undertaken to determine if			

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program activities are equitable for all buildings.		adjustments to elementary attendance boundaries would allow for the student populations at Central and Sunrise Park Middle Schools to become better balanced. The conclusions of this study determined that adjusting elementary attendance boundaries could help to balance the middle school populations in the short run.			
Strategy III. 5: Each district facility will have a standardized operations and maintenance procedures manual consistent with best practices.	Standardized operational and maintenance procedures.	The district is working on the development of district manuals. It is anticipated that each district facility will have this information available in the summer of 2014.			
Strategy III. 6: Each district facility will have an HVAC system that provides optimum air quality throughout the district.	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	2012-13 school year		

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		buildings air conditioned will require major funding; this is not part of our current budget.			
<u>Strategy III.8:</u> The District will ensure that all schools provide secure entrances.	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 awarding of bids for the construction additions at both Lakeaires and Willow Lane elementary schools, 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. Construction is anticipated to be completed at both Lakeaires and Willow Lane by early 2015.	November 11, 2013		
<u>Strategy III.9:</u> District facilities will be designed to allow for informational technology to be accessible by all ISD 624 employees, learners and families.	Technology access.	See Strategy IV.11			
<u>Strategy III.10:</u> The District will ensure that elementary	Balance elementary class sizes.	This issue needs to be carefully watched over the			

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class sizes are balanced across the district.		next few years. Our southern elementary populations are beginning to show better growth, but our northern elementary populations also 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.			
Strategy III.1.1: 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.	Secondary facilities.	Consider a working group to begin this process; some background work has been done.			
Goal 1 – Strategic Plan	Details	Status	Report to the School Board	Evaluation	
Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.					
Strategy IV.1.1: Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.	Classroom technology.	2014 - 2015 Capital Projects levy priorities will include 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.	1/27/14		

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			Moreover, the 5-year technology plan presented at the February 2014 School 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.	District Website.	New website launched in June of 2012; enhanced and expand in 2012-13 and 2013-14.	2011-12 school year			
<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.	Schoolology.	All teachers expected to meet requirements of Schoolology Learning Management System. Schoolology is used as the LMS for 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			

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Strategy 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.	Technology policy.	Students and staff will provide feedback on mobile technologies classroom goals, current practice and model policies and a decision will be made by April, 2014 to write a stand-alone mobile technologies policy or 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.	Access to Instructional Technology.	See Strategy IV.11			
Goal 1 – Strategic Plan	Details	Status	Report to the School Board	Evaluation	
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.		The School Board Policy 900 has an Addendum still being reviewed for approval by the School Board. It includes a vetting process of partnerships with the office of Superintendency having final approval.			
Strategy V.2: A comprehensive needs assessment will be developed and administered at every WBLA school in order to provide direction to future partnerships.		A comprehensive needs assessment has not been developed to provide direction for future partnerships.			
Strategy V.3: The District		Partners at the building level			

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will create a process which aligns a partner with a compelling need or promising vision.		go through a vetting process by the principal and the team he or she puts together to determine if it will prove valuable to learners in his or her building			
<u>Strategy V.5:</u> The District will communicate information related to partnerships using a variety of resources.		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.			
Goal 1 – Strategic Plan	Details	Status	Report to the School Board	Evaluation	
Strategy VI: We will foster connections with and among students and staff members to ensure all feel valued, supported and understood; and we will establish an environment that cultivates understanding and respect for differences among people.					
<u>Strategy VI. 1:</u> The District will adopt a comprehensive bullying prevention, intervention, and support program for students and staff that promotes a safe, civil, and inclusive climate and is implemented in each building, program, and service.	Bullying prevention and intervention policy and program.	Implemented during 2012-13.	2011-12 school year		
<u>Strategy VI. 2:</u> The District will increase the number of faculty and staff from culturally diverse	Faculty quality and representation of school community.	New recruitment and selection protocols implemented in 2012-13; <u>Annual Report to the School</u>	Annually since 2011-12	Annual employment metrics.	

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communities to more closely reflect the diversity of the student population.		Board.			
Strategy VI. 3: During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multi-cultural understanding.	Curriculum multi-cultural understanding.	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.			
Strategy VI. 4: Programs will be adopted and implemented and resources allocated for students and families to promote a positive transition between buildings and programs.	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		
Strategy 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.	Programming.	Advisory curriculum has been implemented in 12-13 and is in its 2nd year. While this addresses some student perspective, we have just started understanding similarities and differences among students, staff, administration, community members and parents.			
Strategy VI. 6: The District will review and assess the current plan related to cultural competency.	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, will continue the process of updating the 3-year WBL Equity Plan. The	2/24/19		

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		updated equity plan will be presented to the board for their review and approval in the months ahead.			
Goal 2 - Ongoing Financial Stewardship and Budget Management	Details	Status	Report to the School Board	Evaluation	
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.	Over the past decade, the District has established an excellent record of financial management, as evidenced by thirteen 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. The passage of the November 2011 renewal levy by a margin of 73% to 27% and the successful capital projects levy passed in 2013 gives the School District a measure of financial stability.	The School Board certified the 2013 Payable 2014 property tax levy at its December 9, 2013 meeting. The School Board will begin discussion on the 2014-2015 budget at its work-study session on January 27, 2014. By law, the School Board must adopt a budget for 2014-2015 by June 30, 2015.	12/9/13 1/27/14	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 prior to year end.	

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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.	Report to the School Board 5/19/14 work-study session.	Evaluation Enrollment data Surveys	
Goal 4: Development of a School District Vision	Details	Status	Report to the School Board	Evaluation	
Goal 5: Operational Improvements	Details	Status	Report to the School Board	Evaluation	
a. Recognition Program, Phase II	Recognition Program.	The committee continues to establish a recognition program and plan pertaining to students, staff and community.			
b. Implement the recommendation of the Gifted and Talented program review, with staged implementation beginning for the 2013-14 school year.	Gifted and Talented Program.	Based on the program revision presented to the Board in 2012-13, new programming implemented in 2013-14.	2/24/14		
c. Develop plans for a String Orchestra program with the first phase programming beginning in the 2014-15 school year.	String Orchestra.	The School Board reviewed options on 11/25/13 and carried over to November, 2014.	11/25/13		
d. Update Emergency Response Plan	Emergency Response Plan.	In development.			

AGENDA ITEM: Update on Gifted and Talented Program

MEETING DATE: February 24, 2014

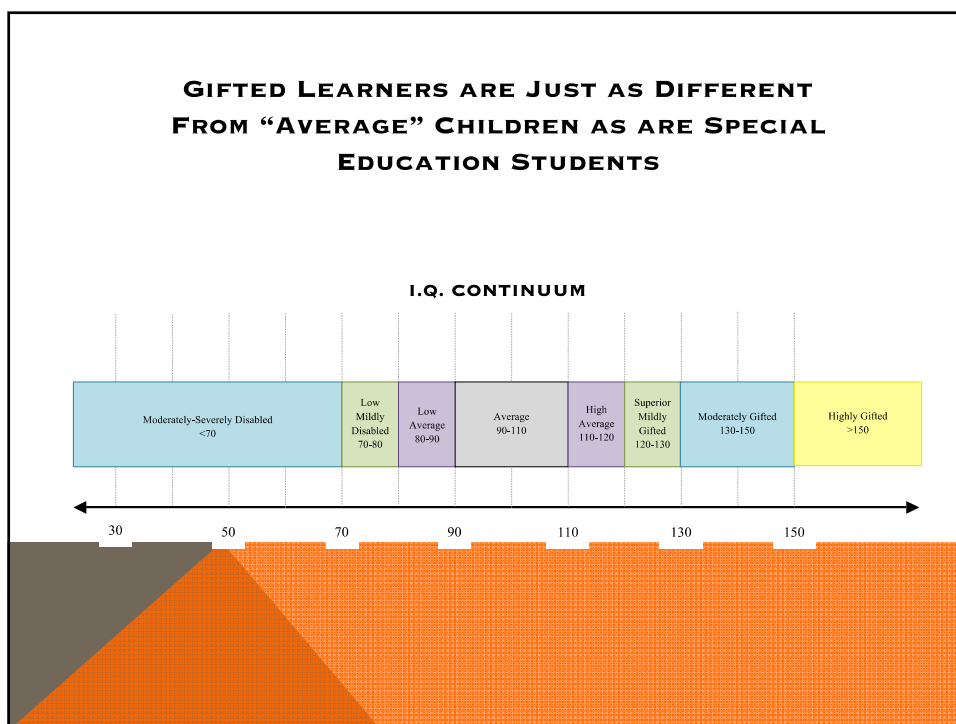
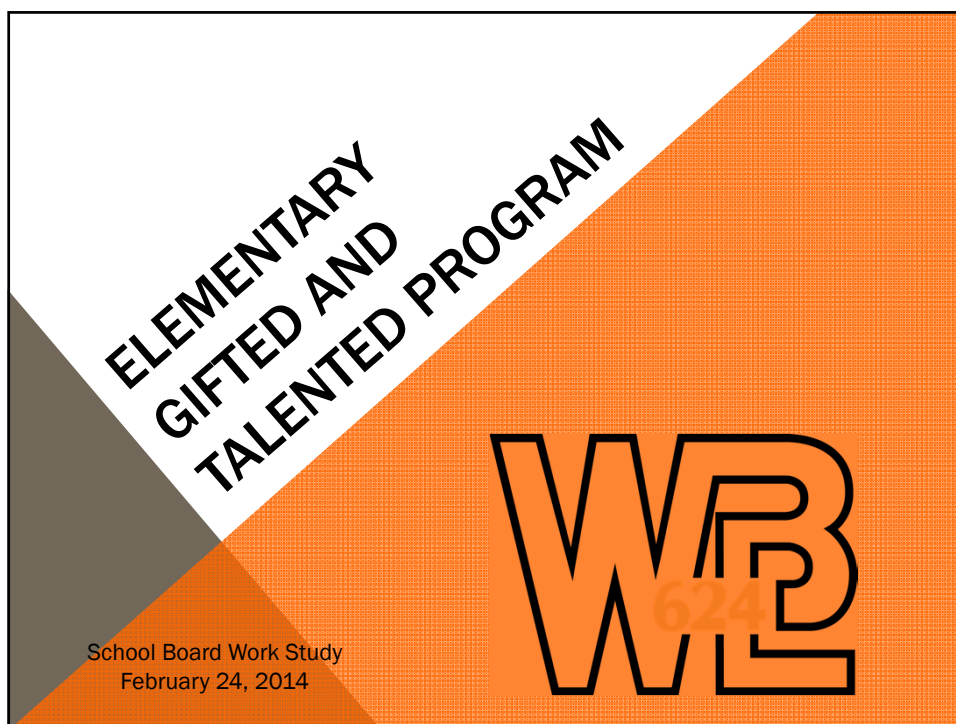
SUGGESTED DISPOSITION: Discussion Item

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

Background:

This evening we will hear from Jo Tate, Gifted and Talented Coordinator, on our progress in implementing the recommendations of the Gifted and Talented program review, which was received and approved in the spring of 2013.

Ms. Tate will provide an update on progress this year, and the next steps in the implementation of the program review recommendations. A copy of the presentation is attached.



ELEMENTARY
GIFTED AND TALENTED PROGRAM
RECOMMENDATIONS FROM TASK FORCE



- PROGRAM STRUCTURE
- IDENTIFICATION AND ASSESSMENT
- PROFESSIONAL DEVELOPMENT
- PARENT INVOLVEMENT, COMMUNICATION, AND MARKETING

RECOMMENDED
PROGRAM STRUCTURE



- Primary Challenge – Grades K-2
- REACH – Grades 3-5
- Cluster Grouping Model in Grades 3-5
- Possible classroom-based model for students identified as exceptionally gifted

CLUSTER GROUPING



A form of grouping in which a small group of identified intellectually gifted students is intentionally clustered in a mixed-ability classroom with a teacher who has the desire and expertise to provide a supportive and challenging environment for this population of learners.

CLUSTER GROUPING



Research clearly shows that clustering students of high ability increases the opportunity for instruction to be delivered at an appropriate pace and level of challenge.



Teacher	Student
• fun	• nice to friend
• organized	• listener
• kind	• follows rules
• gives work at your level	• responsible
• cares about students feelings	• polite
	• courageous

CLUSTER GROUPING



"The one problem with these little gems (the cluster kids)....

I have to read the books that they are reading to keep up with them....that definitely cuts into my TV time at home. And I have to google what different words mean - so that is the perk, they are making me smarter."

Email from a cluster teacher

PRESENT PROGRAM STRUCTURE SCHOOL YEAR 2013-14



- Primary Challenge – Grades K-2
 - approximately 200 students being served
- REACH/Cluster – Grade 3
 - 66 students in clusters
 - plus others pulled for enrichment
- REACH – Grades 4-5
 - approximately 170 students being served

IDENTIFICATION FOR CLUSTER GROUPING



Uses multiple data points:

Group Ability Test

Cognitive Abilities Test (CogAT)

- Verbal
- Quantitative
- Nonverbal
- Composite

Group Achievement Test

NWEA MAP

- Reading
- Math

Teacher Input

Parent Input

IDENTIFICATION FOR CLUSTER GROUPING



A student will be identified for the 3rd grade gifted cluster if he/she has:

- CogAT Composite score of 132 or higher

OR

- Any CogAT subtest score of 132 or higher along with a score of 90% or higher on any two of the fall or winter MAP reading or math tests

- 66 third grade students have met this criteria

Group Ability Test

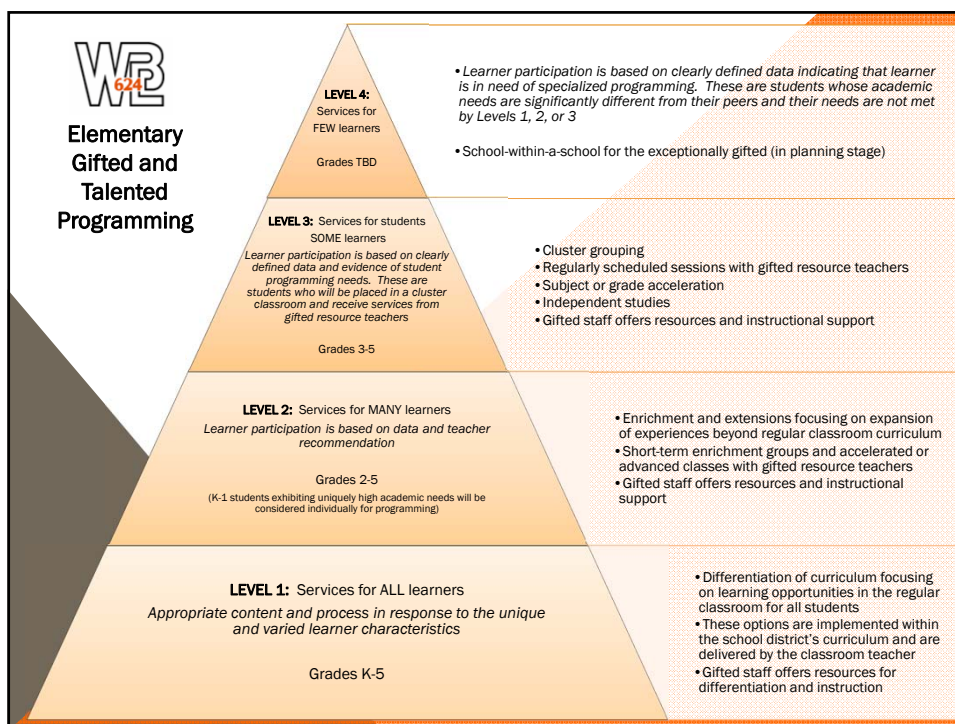
Cognitive Abilities Test (CogAT)

- Verbal
- Quantitative
- Nonverbal
- Composite

Group Achievement Test

NWEA MAP

- Reading
- Math



PROFESSIONAL DEVELOPMENT



- **All staff**
 - Gifted awareness presentations at teacher meetings
- **Cluster teachers**
 - Full-day training sessions during the summer
 - Ongoing sessions both after school and full-day monthly throughout the school year
 - Regular meetings in building with gifted coordinator (2/month)
- **Building Administrators**
 - Presentations during principal meetings
 - Attendance at Cluster Teacher training sessions

PROFESSIONAL DEVELOPMENT



Additional Professional Development

- Gifted Symposium in June
 - 20 attendees
 - Principals, cluster teachers, classroom teachers
- Math and Gifted Workshop
 - 3 cluster teachers attended
- MEGT Mid-Winter Conference
 - 3 cluster teachers attended

PROFESSIONAL DEVELOPMENT



"The training we have received is relevant and applicable right now! I always feel like I can leave a session of training and go into the classroom the next day with some new way to tweak my teaching to be more effective with my cluster students.

I never feel like I need to "know it all"...the tone of the cluster trainings has been one of "learning" and "we are all in this together." It is very comfortable.

I like the times of sharing with each other. I feel like there has been a nice balance of sharing time vs. learning time.

I like how ideas are shared on Schoology and via email."

Cluster teacher response on mid-year survey

PARENT INVOLVEMENT, COMMUNICATION, AND MARKETING



Parent Meetings

- Cluster Parent Information Session
 - October 2014
 - Approximately 100 in attendance
- Cluster Parent Education Evenings
 - January 2014 – 20 attendees
 - February 20, 2014
- SENG Parent Group
 - Offered through Community Services
 - 6 sessions - March-April

Handbook for Parents

NEXT STEP...



Explore the creation of a
School-Within-a-School
for the Exceptionally Gifted

Create an Advisory Group
Representation from REACH, cluster teachers, principals,
teaching and learning, parents

SCHOOL-WITHIN-A-SCHOOL
FOR THE EXCEPTIONALLY GIFTED



Advisory Group Tasks

- Research other programs in the metro area
- Discuss such things as
 - Characteristics of ideal site
 - Grade levels to be included
 - Entrance criteria
 - Application process
 - Characteristics of teaching staff
 - Transportation options
 - and much, much more
- Report back to School Board Work Study in fall 2014

AGENDA ITEM: Review of Proposed Achievement and Integration Plan for 2014-15

MEETING DATE: February 24, 2014

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: David Law, Assistant Superintendent

BACKGROUND:

The White Bear Lake Area Schools is a member of the East Metro Integration District working in a collaborative effort with nine other school districts in the development of plans to improve student achievement and integration.

Annually each school district is required to submit a report to the Department of Education with board action taking place prior to March 15.

This evening we will review the district's plan for the 2014-15 school year.

AGENDA ITEM: Negotiation Study Session

MEETING DATE: February 24, 2014

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Chris Picha, Director of Human Resources
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.
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