

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
MEETING PACKET**

September 25, 2017

MISSION STATEMENT

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

- **develop a love for learning,**
- **excel academically,**
- **are inspired to realize their dreams, and**
- **become engaged citizens with a global understanding**

by challenging each student with a dynamic, respectful and inclusive environment that nurtures the unique talents and abilities of every student.

To: Members of the School Board

From: Dr. Wayne A. Kazmierczak
Superintendent of Schools

Date: September 19, 2017

A work-study session of the White Bear Lake Area School Board will be held on **Monday, September 25, 2017**, 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. Overview of Social Work Support | 5:30 p.m. |
| 2. Gifted and Talented Program Update | 5:55 p.m. |
| 3. Annual World's Best Workforce Update | 6:20 p.m. |

C. ADJOURNMENT	7:15 p.m.
-----------------------	-----------

AGENDA ITEM: **Overview of Social Work Support**

MEETING DATE: **September 25, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Kathleen Daniels, Director of Student Support Services**

BACKGROUND:

As a result of the District's Mental and Chemical Health Review, presented in full to the School Board in the Fall of 2016, five recommendations were made. Tonight Avis Fink and John Nachtsheim will discuss and present the increased support model related to these recommendations, specifically the increased availability of social work for all elementary students, upcoming training to all staff related to mental health and related supports available to district families. The added positions in our elementary schools are new and the role and collaborative work is developing to help provide strong support for students and staff.

Potential Responsibilities for the New Social Work Positions in Elementary

Social Work Role at Elementary

- Assist staff in determining when a mandated report with County Social Services should be made. Social Workers can assist or support with making the formal report as appropriate. All school staff are mandated reporters who must report when they know child abuse/neglect has occurred or they have reason to believe child abuse/neglect has occurred.
- Truancy prevention and intervention with families
- Social worker could do observations in order to collaborate with the teachers on student intervention.
- Family resources (basic needs), ex. Closet referrals, food shelf/backpack program
- Parent Mental Health presentation coordination through potential grants
- Mental Health support/referrals with the School Psychologist or co located school therapists. Outside mental health referrals will be provided based on family request.
- Making referrals for families, following up with families and providers. Social workers can help coordinate wrap around meetings with outside providers when cases are complex
- If the situation arises, Gen Ed social workers may be able to see families /students in their home or community. This will be based on needs of the student/family taking into consideration staff safety
- Small group social skills for Tier II
- Informal ‘check in and check out’ with students that have been brought to our attention (issues at home, death in family, anxiety, class behaviors, etc)
- Student and family Intervention for family change, anxiety, grief, addiction, living with chronic illness (in both student and family members)
- The social worker will connect with the McKinney Vento Coordinator to assist with linking families to services and provide follow up to any barriers to attendance.
- The social worker can assist with assessing family and student needs. They can assist with referrals to community agencies including Keystone, Food Shelf, School linked mental health services, County Services, Family Innovations when appropriate. Social workers can also attend referral meetings with families in the community when appropriate or requested by the family.
- Build relationships between staff, students, families and the community to address the “whole child” in regard to their educational and social well being

Elementary Social Workers Schedules

Katherine Ruzsa (1.0)

Monday	Otter
Tuesday	Birch a.m. / Lincoln p.m.
Wednesday	Lincoln a.m. / Otter p.m.
Thursday	Otter a.m. / Birch p.m.
Friday	Lincoln

Amanda Weinkauff (.8)

Monday	Off
Tuesday	Matoska a.m. / Lakeaires p.m.
Wednesday	Lakeaires a.m. / Matoska p.m.
Thursday	Matoska a.m. / Lakeaires p.m.
Friday	Lakeaires a.m. / Matoska p.m.

John Nactscheim (1.0)

Monday	Hugo
Tuesday	Oneka
Wednesday	District
Thursday	Oneka
Friday	District

Kimberly Young (.4)

Monday	Willow p.m.
Tuesday	Willow p.m.
Wednesday	Willow p.m.
Thursday	Willow p.m.
Friday	Off

Vanessa Schulte (1.0)

Monday	Central (SpEd)
Tuesday	Vadnais (all)
Wednesday	Sunrise (SpEd)
Thursday	Vadnais (all)
Friday	Sunrise/Central (SpEd)

AGENDA ITEM: **Comprehensive Gifted and Talented Programming**

MEETING DATE: **September 25, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

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

Background:

The purpose of this review is to update you on Comprehensive Gifted and Talented Programming and progress. The main areas of this report are:

- **Programming Structure and Implementation**
 - Elementary Gifted Programming has been enhanced from the past practice of having three gifted resource teachers serving nine elementary buildings to having the Levels of Service approach that is depicted in the graphic *Elementary Gifted Programming*.
 - The *Comprehensive Gifted and Talented Programming* chart shows the changes in programming over the past five years.
- **Professional Development**
 - Professional development that has taken place for principals and teachers is shown on the *Gifted Programming Implementation* chart.
- **Parent Involvement**
 - Meetings and informational sessions that have been offered for parents are shown on the *Comprehensive Gifted and Talented Programming* chart.
 - Additionally, parents volunteer in classrooms on a regular basis.

Please find the following attachments:

- Elementary Gifted Programming
- Comprehensive Gifted and Talented Programming

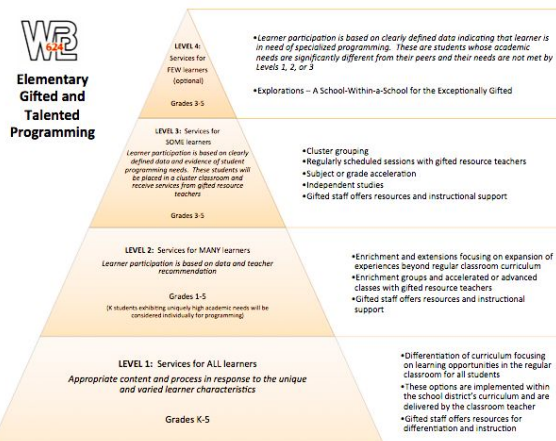
COMPREHENSIVE GIFTED AND TALENTED PROGRAMMING



School Board
Work Study

September 25,
2017

LEVELS OF SERVICE



REACH

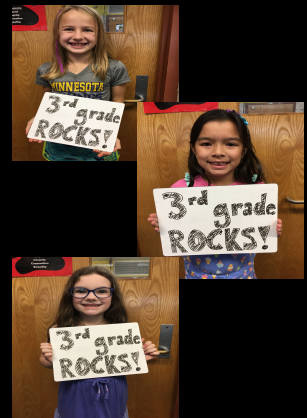
Level 2 Services

- 3 teachers serve 9 elementary buildings
- Students in grades K-5
- Enrichments in reading and math
- Study skills and executive function skills

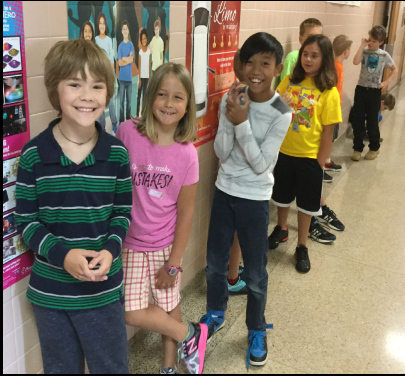
GIFTED CLUSTER CLASSROOMS

Level 3 Services

- At every elementary school – grades 3-5
- Classroom includes a small group of gifted students along with students of all ability levels
- Teachers offer differentiated lessons in reading and math
- Teachers have been trained in working with gifted learners



EXPLORATIONS PROGRAM



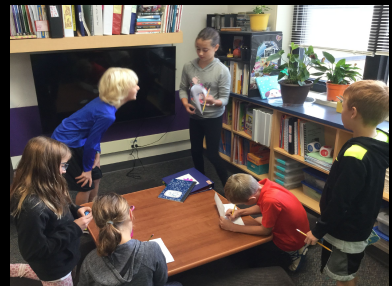
Level 4 Services

The Mission of the Explorations Program is to provide an unique and academically rigorous environment in which all types of gifted learners can thrive and grow intellectually as well as socially and emotionally

EXPLORATIONS PROGRAM

Level 4 Services

- At Lincoln Elementary – grades 3-5
- All students are exceptionally gifted
- Teachers move at an accelerated pace
- Teachers have been trained in working with gifted learners



COMPREHENSIVE
GIFTED AND TALENTED
PROGRAMMING

Questions?

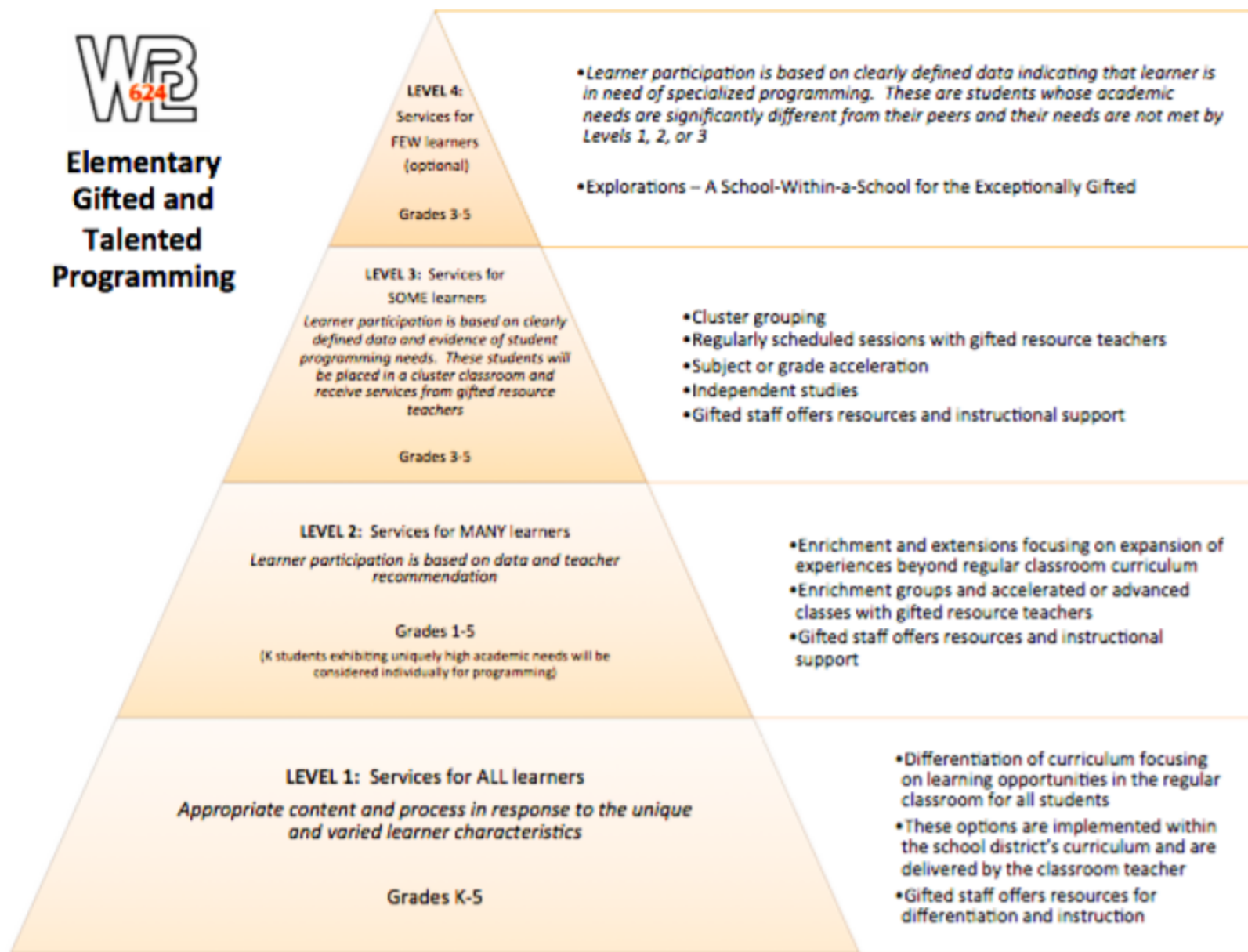


School Board
Work Study

September 25,
2017



Elementary Gifted and Talented Programming



Comprehensive Gifted and Talented Programming

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
SERVICES	- Primary Challenge – gr. K-2 - REACH – gr. 3-5	- Primary Challenge – gr. K-2 - REACH – gr. 3-5 - Gifted Clusters – grade 3	- Primary Challenge – gr. K-2 - REACH – gr. 3-5 - Gifted Clusters – grades 3 & 4	- Primary Challenge – gr. K-2 - REACH – gr. 3-5 - Gifted Clusters – gr. 3-5 - Explorations School-Within-a-School for the Exceptionally Gifted – gr. 3-5	- Primary Challenge – gr. K-2 - REACH – gr. 3-5 - Gifted Clusters – gr. 3-5 - Explorations School-Within-a-School for the Exceptionally Gifted – gr. 3-5	- Primary Challenge – gr. K-2 - REACH – gr. 3-5 - Gifted Clusters – gr. 3-5 - Explorations School-Within-a-School for the Exceptionally Gifted – gr. 3-5
IDENTIFICATION Based on - Achievement data - Ability data - Teacher input - Parent input		2nd grade for 3rd grade gifted clusters	2nd grade 4th grade (those recommended by teacher or parent)	2nd grade 4th grade (those recommended by teacher or parent)	2nd grade 4th grade (those recommended by teacher or parent)	2nd grade 4th grade (those recommended by teacher or parent)
STUDENTS SERVED IN GIFTED CLUSTERS		3rd grade – 68	3rd grade – 65 4th grade – 67	3rd grade – 44 4th grade – 55 5th grade – 76	3rd grade – 55 4th grade – 55 5th grade – 89	3rd grade – 49 4th grade – 53 5th grade – 81
PROFESSIONAL DEVELOPMENT - GIFTED - DIFFERENTIATION		- Gifted cluster teachers – gr. 3 16 teachers participated	- Gifted cluster teachers – gr. 4 17 teachers participated - Ongoing training for gr. 3 gifted cluster teachers	- Gifted cluster teachers – gr. 5 - Explorations teachers 16 teachers participated - Ongoing training for gr. 3-4 gifted cluster teachers	- Electronic Newsletter - Monthly - Professional Development / Check-in Meetings in each building	- Electronic Newsletter - Monthly Professional Development / Check-in Meetings in each building - Gifted Training offered to non-cluster teachers
PROFESSIONAL DEVELOPMENT THINKING MAPS				3rd, 4th, 5th grade gifted cluster teachers 31 teachers trained	Oneka staff trained	Lincoln staff being trained
EXPLORATIONS PROGRAM FOR THE EXCEPTIONALLY GIFTED			Planning Year	- Grades 3, 4, 5 - Choice for those who meet criteria	- Grades 3, 4, 5 - Choice for those who meet criteria	- Grades 3, 4, 5 - Choice for those who meet criteria

AGENDA ITEM: **Annual World's Best Workforce Update**

MEETING DATE: **September 25, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

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

BACKGROUND:

On Monday evening, Sara Paul will lead a discussion on the academic work from last year that will be included in an annual update for the statutory World's Best Workforce requirements.

2016-17 Comprehensive Academic Update

The following links are intended to provide a comprehensive update regarding implementation of our WBWF strategic priorities. We are working hard to provide the very best education to students and this comprehensive update is our effort to keep you informed of our progress.

[Striving for the World's Best Workforce Statute](#)

[How is the Striving for the World's Best Workforce statute aligned to our WBLAS mission statement?](#)

[Goal 1: All children are ready to start kindergarten.](#)

[Goal 2: All third graders can read at grade level.](#)

[Local Goal: All students Middle School and High school ready.](#)

[Goal 3: All achievement gaps between students are closed.](#)

[Goal 4: All students are ready for career and / or postsecondary education.](#)

[Goal 5: All students graduate from high school.](#)

[The Role of Coaching](#)

Striving for the World's Best Workforce Statute

The "Striving for the World's Best Workforce" bill was passed in 2013 to ensure that every school district in the state is making strides to increase student performance. Each district must develop a plan that addresses the following five goals:

1. All children are ready to start kindergarten.
2. All third graders can read at grade level.
3. All achievement gaps between students are closed.
4. All students are ready for career and / or postsecondary education.
5. All students graduate from high school.

How is the Striving for the World's Best Workforce statute aligned to our WBLAS mission statement?

Nurturing the unique talents and abilities of every child is the heart of operating as a mission driven organization. *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.

In addition to the goals set forth in the WBWF statute, we have strategic objectives to support student transitions between elementary, middle, and high school level; therefore, we have included an additional goal: *All Students Middle and High School ready.*

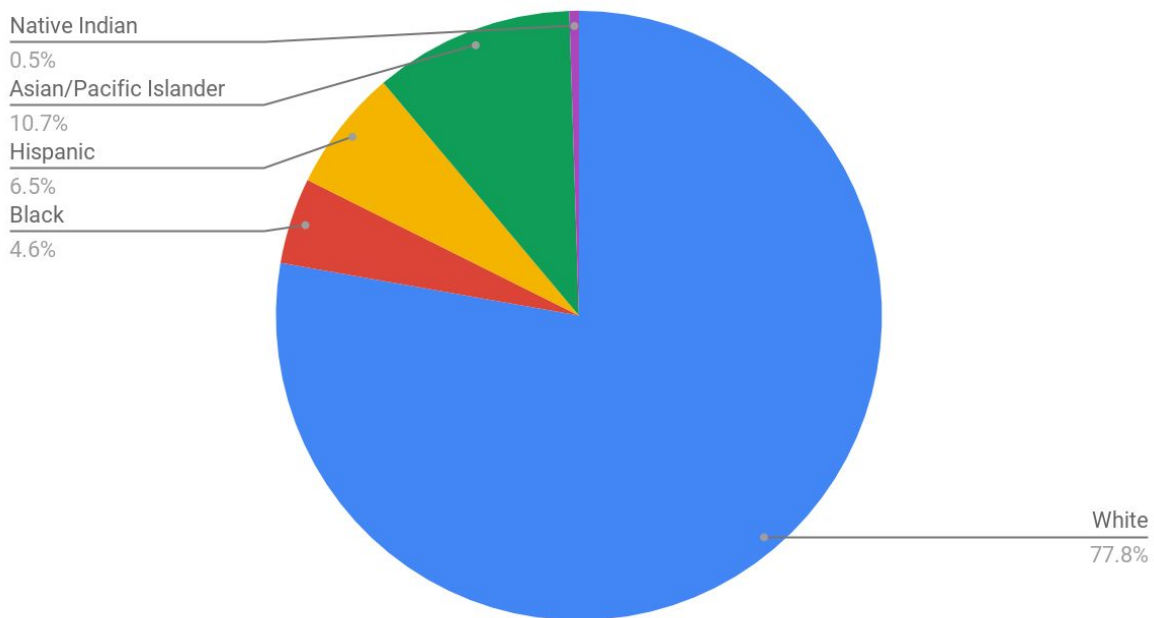
Goal 1: All children are ready to start kindergarten.

Screen at Three

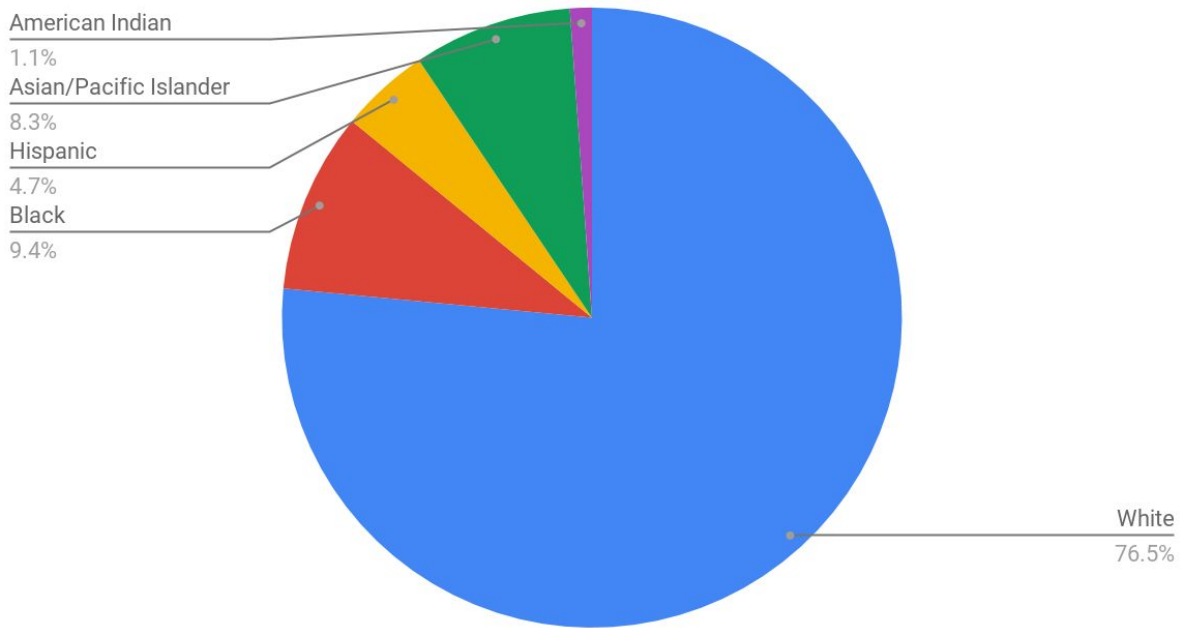
Early Childhood Screening is critical in preparing a child's readiness for kindergarten. It's purpose is to identify health, developmental and other risk factors that may impact a child's learning, growth and development. Screening includes hearing and vision check, speech and developmental screening, and health and immunization screening. Children identified as having delays or impacting factors in developmental and school readiness are then referred for a variety of tiered supports within the community and educational system. Families are connected to county assistance, encouraged to follow through on any health related needs, preschool experiences, and finally special education services if warranted. All of these components are critical in setting each student and family up for success at the time of kindergarten entrance.

White Bear Lake Early Childhood Screening programming screened 667 children between the ages of 3 up to enrollment into Kindergarten. Of those screened, 19% of students were referred to special education for rescreening or evaluation to determine eligibility for special education services. The demographic makeup of students screened and overall district demographics are as follows

Early Childhood Screening Demographics



White Bear Lake Area Schools Demographics



Additionally, 92.4% of children screened were reported to be native English speakers, with the remaining 7.6% speaking a designated 14 different languages. Overall, the district and screening demographics are not statistically significant in difference, though it appears that there may be a need for greater outreach for those students identifying as Black to ensure that children in that demographic indicator are receiving the same opportunities and access to screening and intervention tiered supports.

Preschool Through Grade 3 Alignment

A cross-section of team members representing Early Childhood educators, K-3 teachers, and District administrators attended a series of inservice sessions throughout the 2016-17 school year, structured to provide an opportunity to learn about how to create an effective Pre-School through Grade 3 Program. The goal of the series is to understand how quality teaching, supported by standards, developmentally appropriate curriculum and instruction work together to help foster children's learning and growth. A third team will participate in the PreK-3 leadership series during the 2017-2018 school year. All Early Childhood educators and kindergarten teachers will have an opportunity to observe each other and meet to build stronger learning connections between programs. The continued collaboration will establish deepened implementation of a PreK-3 continuum that reflects the importance that:

- Learning starts early and family engagement matters;
- Supporting children to be prepared when they start school is essential to helping them get on the right track;
- Developing early skills is fundamental to ensuring their future success;
- Making sure children can read at grade level by the time they leave third grade is essential to ensuring that they graduate from high school ready for college, careers and life;
- Developing the social, emotional and physical well-being of children enhances their academic achievement.

Goal 2: All third graders can read at grade level.

WBLAS has identified reading at grade level by third grade as a strategic priority. Being at grade level is meaningful at any age, but third grade is the crucial year when students make the leap from learning to read to reading to learn. In 2016-17, grade 3 reading proficiency for White Bear students was 7.4 percentage points higher than the state. White Bear 3rd graders had a small increase in reading proficiency in a year when 3rd graders statewide had a decrease in proficiency.

MCA Reading	White Bear	MN
2016	64.7%	58.3%
2017	65.0%	57.6%

MCA Reading Gaps	Asian	Hispanic	Black	Two or more races	ELL	SpEd	FRL
2016	32.3%	21.6%	24.2%	21.6%	51.4%	16.5%	25.6%
2017	10.1%	15.3%	21.9%	11.1%	21.7%	21.2%	27.4%

Our gaps in proficiency level between students of different demographic groups persist, following patterns that are consistent across the state. However, between 2016 and 2017, our proficiency gaps in grade 3 reading have narrowed for all race/ethnicity groups and for students who receive English Language Learner services.

Effective professional development was a key reason we are seeing improvement in student outcomes. Teacher leaders and building principals participated in trainings to deepen their understanding of a structured process of collaborative inquiry to increase professional community, effective uses of data and student achievement. Ongoing professional learning will be provided during the 2017-2018 school year for building leaders as they work to develop high functioning collaborative inquiry teams. A literacy coaching model was implemented in 2016-17 and coaches began partnering with teachers to provide job-embedded professional learning. Coaches support reflection about student literacy needs, curriculum and instructional strategies to better support students as they learn to read and read to learn. School teams participated in a summer data retreat to develop action plans, with a focus on literacy.

While external assessments such as NWEA and MCA are useful to check student outcomes and progress, value of these measures must be gauged by the amount of instructional time lost by conducting these assessments. MCA is a required assessment from the Minnesota Department of Education and the NWEA is an optional assessment. We decided to decrease use of the NWEA test for the 2017-18 school year and we will focus efforts to design systems to support personalizing learning based on formative assessments.

Local Goal: All students Middle School and High School ready.

Student Engagement Supports

Providing cohesive support structures for students as they transition through our secondary schools is a key to high school graduation and college and career readiness; therefore, WBLAS added this goal to emphasize intentional school transitions and support throughout the secondary experience. AVID supports students in grades 7-12 in the academic middle to be on-track for college by teaching organizational and study skills, critical thinking and questioning skills, reading and writing skills, and through academic tutoring. 220 students participated in an AVID elective course in 2016-17, an increase of roughly 60 students from the previous year. By reviewing data and indicators of student success from participating in AVID, secondary schools will have goals to move to school-wide AVID strategy implementation in the coming year. The alignment of AVID and the Student Engagement Support model allows us to reach more students who are working to overcome challenges with academics, attendance and behavior, and supports students on their paths to graduation. Each Promise Fellow serves as an AVID tutor as well as a source of targeted support to 30 students.

Ninth Grade Academy provides a small learning community for a selected group of 9th graders to bridge the transition from middle to high school and ran for its second year in 2016-17. The Academy provides an environment that encourages involvement, development, and rigor to succeed. Students spend four out of six class periods in the Academy with a set of core teachers. *Ninth Grade Academy* students' passing rate in their courses increased from 8th grade to 9th grade by nearly six percentage points. The *Ninth Grade Academy* will continue to serve students at North Campus in 2017-18.

Middle School Programming

The IB Middle Years Program (MYP) is specifically designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement. The IB-MYP community project service learning capstone was completed by the second group of 8th grade students. Over 600 8th grade students completed more than 200 projects, showcasing the academic skills they learned in grades 6-8 while tying their efforts to the value of service. Students, individually or in small groups, used an engineering design process to design a service learning project which brought together their skills in information literacy, critical reading, research, statistics, and teamwork. Collaborative teacher teams assessed these capstone projects to identify strengths and gaps in curriculum and instruction. In addition, the middle schools used the IB framework to dive deeper into curriculum work. Collaborative teams of teachers continued to make strides in the development of a guaranteed viable curriculum, which brought the middle schools in closer curricular alignment to one another and to the state standards.

White Bear Lake Area Schools is committed to an aligned PK-12 system. We began a comprehensive assessment of IB programming last year working with an external partner, The Center for Applied Research and Educational Improvement (CAREI). Their evaluation, including the gathering of data and

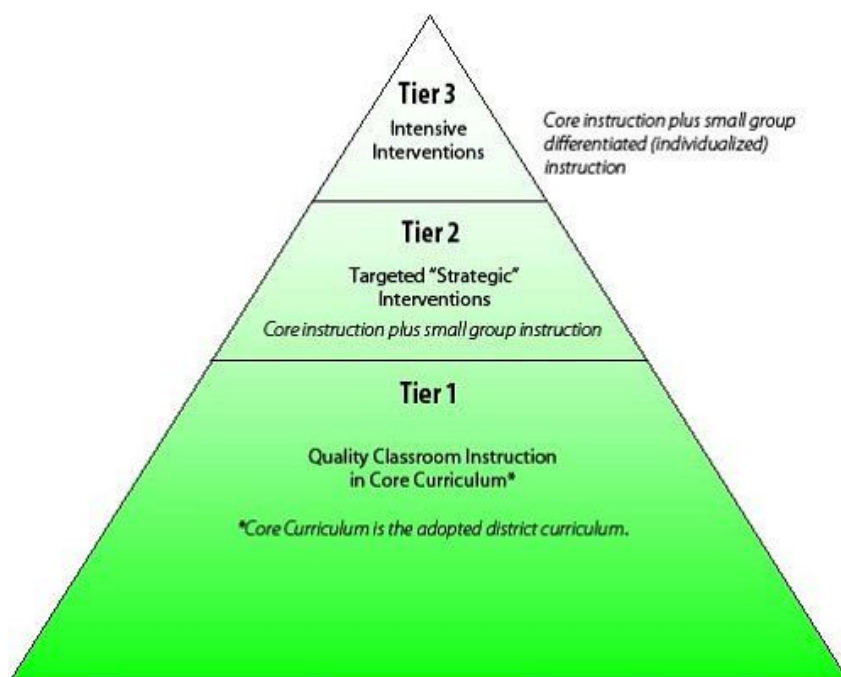
perceptions from parents, students, teachers, and administrators, will continue into the 2017-18 school year.

Goal 3: All achievement gaps between students are closed.

Supporting Students: K-8 Response to Intervention (RTI) Implementation

A multi-tiered system of supports is implemented for students in kindergarten through 8th grade. Elementary schools have two 30 minute intervention periods at every grade level, one for reading and one for math, during every school day. These periods provide a time when students receive individualized and small-group instruction to match their specific learning needs. Additionally, elementary school problem-solving teams participated in professional development during the summer of 2015 to better understand the model for providing student supports. A multi-tiered system of supports is most effective when 80% of students are fully supported by core classroom (tier 1) instruction; 15% of students served by core classroom instruction plus additional small group intervention within the classroom (tier 2); and 5% of students served by core classroom instruction plus additional intensive interventions (tier 3).

An improved identification system was put into place at both middle schools for support in Reading and Math. This system allows the two schools to use a similar identification process to academically support students in the classroom (Tier 1), in a supported classroom (Tier 2) and a support offered every other day (Tier 3). Intensive curriculum writing and strategy development was also undertaken last year, resulting in a clearer system of support. 7th and 8th grade intervention teachers used a progressive model of fluency, cognitive interventions and metacognitive interventions to work with students where the specific student needed the support.



Supporting Students: Accessing Rigorous Coursework

Research identifies 12 credits of concurrent enrollment (3 college classes) as being strongly correlated to post-secondary success. WBLAS has a rich offering of Advanced Placement, College in the Schools, and Project Lead the Way courses. Our strategic priority was to close the “opportunity gap” so that our college and career programming has participation that mirrors the population of our students. Students and staff were surveyed to identify a more comprehensive story of each student’s unique talents and abilities and targeted students were encouraged to register for college level courses in 2016-17. This focus resulted in an overall increase in college-level course participation by 11th and 12th graders from 510 students in 2015-16 to 644 students registering to take those classes in 2016-17. There was high growth in participation across all demographic groups with underrepresented student groups increasing at a greater rate and therefore narrowing the participation gap in college-level coursework. A teacher team worked with administrators to identify staff supports and teachers participated in professional development during the summer. Supports for students and staff will continue throughout the 2016-17 school year.

Engaging Families

Throughout 2016-17 a comprehensive needs assessment was conducted to determine areas of inequity and systemic barriers to integration and positive outcomes for students. This effort was an integral part of the renewal of our Achievement and Integration (AI) program and to ensure that we continue to pursue racial and economic integration, increase student achievement, create equitable educational opportunities and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in participating schools and districts.

The results of the needs assessment highlighted an opportunity for our district to set goals to increase the number of students graduating from high school, close the achievement gap in both reading and math. Our district also focused on increasing participation in rigorous course offerings for African American students, Hispanic students, and students qualifying for Free and Reduced Lunch over the next 3 years. A way to implement this change will be to increase student engagement and ensure families feel connected to our district and are informed on how to support their student.

Comprehensive Professional Development in Equity

District leadership, building leadership, and teams of teachers were engaged in ongoing learning on equity and leadership during the 2016-17 school year. Teams of teachers from all elementary and secondary schools (118 participants) continued in-depth training for Data Coaching and Collaborative Inquiry with an equity focus. All Literacy Coaches and Digital Literacy Coaches were engaged in coaching training with an equity focus. In addition, all secondary educators participated in equity training and AVID strategy training provided throughout the school year.

Goal 4: All students are ready for career and / or postsecondary education.

Opportunities, guidance and support were increased for students preparing for post-secondary pathways. Career pathways with courses in Manufacturing, Construction trades, and IT were available to high school students last year. In 2016-17, we had 107 students participating in our career pathways courses, which was up from 35 in the previous year.

In addition to the school year courses, the district offered our students an array of summer learning and training experiences in construction, manufacturing, IT, and healthcare. Eleven White Bear Lake Area Schools students participated in the construction Summer Trades Academy for 2017. Students engaged in hands-on training in a variety of construction trades such as bricklaying, tiling, sandblasting, and sheetrocking, while earning wages during their apprenticeship. We also held a one day “Kids at Work” construction careers exploration for middle school students in August. In advanced manufacturing and applied engineering, four students completed a summer learning experience, also earning wages and valuable experience as they rotated through four different local manufacturing companies and had opportunities to try out a variety of careers in manufacturing. Students also participated in a manufacturing camp at Century College and welding and manufacturing camps at St Paul College. In addition, 13 students participated in our inaugural healthcare career exploration program developed in partnership with Health Partners. These students visited six different facilities within the Health Partners network, including Regions hospital, and learned about diverse areas such as pharmacy, physical therapy, clinic operations, supply chain, emergency services, and sustainability. This summer in IT, a new dimension was added to the summer work offered to students in the district’s technology department. Working closely with a faculty mentor, students explored their own technology interests such as video editing and website development.

As a result of our partnership with Century, 44 students earned a grade in either Algebra 3 or Critical Reading enabling them to bypass the Accuplacer, bypass developmental coursework in math and reading, and begin college credit-bearing coursework as they enter college.

Goal 5. All students graduate from high school.

World’s Best Workforce legislation requires districts to report 4-year graduation rate for students who have attended our schools at any time during their high school years. WBWF legislation establishes a 90% 4-year graduation rate goal. White Bear Lake Area Schools continues to provide effective educational programming for students who require more than four years of high school to be prepared for post-secondary success.

Graduation rate totals are not finalized until February of the following year. Our estimated graduation rate for the class of 2017 is 87.7% of students (513 out of 585) graduating within four years, 8.5% of students (50 out of 585) continuing to be served by our district at Transition Plus or the ALC, and 3.8% (22 out of 585) withdrawing or completing a GED. White Bear Lake’s four-year graduation rate is down three percentage points from 2016. However, we have fewer students who have withdrawn.

The Role of Coaching

White Bear Lake Area Schools has identified that coaches play a critical role in ensuring our district's mission to meet the academic and social needs of our students by supporting and developing our educators' instructional practices. Coaches accomplish this through touch points that include observation, feedback, reflection, modeling and collaboration. In the 2016-17 school year, WBLAS increased the number of coaches available to our educators by adding an additional Peer Reviewer, five Digital Learning Specialists and five Literacy Coaches. Coaches continued to evolve their supports during 2016-17 year in an effort to expand district wide professional development, improve instructional effectiveness and create the flexibility required to meet educators' specific needs in improving outcomes for all students. Coaching conversations allowed educators to reflect on best practices in teaching, technology use that facilitates the integration of the 4 C's (creativity, critical thinking, communication and collaboration), and comprehensive literacy development. Additionally, the number of touchpoints with new educators increased in the 2016-17 school year to include 4 mentor meetings. New educators to White Bear Lake have a minimum of 17 one-on-one touch points designed to develop the skills required to improve student learning. All educators in White Bear Lake had access to coaching through the existing Educator Development and Evaluation framework and building level access.