

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
AGENDA**

August 22, 2016

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: August 1, 2016

A work-study session of the White Bear Lake Area School Board will be held on **Monday, August 22, 2016**, 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

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| 1. Preliminary Recommendation for 2016-17 School Board/
Superintendent Goals | 5:30 p.m. |
| 2. Establishing the Foundation: Academic Measures of Success | 6:15 p.m. |
| 3. Review of Plan for Comprehensive Facility Planning | 7:00 p.m. |
| 4. Recording Work-Study Sessions | 7:45 p.m. |

C. ADJOURNMENT	8:00 p.m.
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AGENDA ITEM: Proposed School Board/Superintendent Goals for 2016-17

MEETING DATE: August 22, 2016

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Michel Lovett, Superintendent

BACKGROUND:

Practice from 2010-11 through 2014-15

Since the 2010-11 School Year, annual goals for the district have been based on the work by the strategic planning process, with specific action steps organized under six strategies. In addition, each year a small number of operational goals have been added.

Each summer goals are discussed at school board meetings and work study sessions, with action on the annual goals scheduled for the September School Board meeting.

At each month's School Board Work Study Meeting, the School Board and public receive an update reflecting progress on each special action plan. This document also indicates the status of the progress, color coded, from initial activities through action plan completion.

What was new for 2015-16?

During both the 2014 and 2015 Legislative sessions, new legislation passed which creates new procedural and reporting requirements for all Minnesota public school districts.

In 2014, the Legislature passed the World's Best Work Force requirements, which provided for general additional requirements for school districts for the 2014-15 school year. In the fall of 2014, the administration reported to the School Board on our steps to comply with the new law. In particular, we thoroughly reviewed our current strategic plan and made some minor changes to assure we complied with the expectations of the new legislation. In addition, we added additional parents and a student to what had in the past been called our Community Curriculum Advisory Committee.

In December, we reported our actions and steps to the Department of Education, charged by the law with overseeing the new legislation.

As a result of changes to the WBWF law made during the 2015 Legislative Session, last year the Department of Education outlined additional expectations for school districts. In particular, we

have clearer requirements for stakeholder engagement, including an annual public meeting and a district advisory committee; protocols for establishing goals and results; and a new report format with a document submitted to the Department of Education by December 1, 2015.

Proposed School Board/ Superintendent Goals for 2016-17

In developing goals for the upcoming school year, administration has continued to add additional procedural and reporting requirements under the umbrella of our existing strategic plan. These additions fold in the following: requirements of the 2015 WBWF legislation; our state approved Equity and Integration Plan; and our State required staff development plan.

In addition to procedural and reporting requirements, the WBWF law requires districts to include metrics based on a state dashboard of measures of student success. These categories include:

1. kindergarten readiness;
2. third grade literacy;
3. achievement gap analysis;
4. college and career readiness; and
5. student graduation rates.

You will note that these goals constitute by provisions of our evaluation plan.

In addition, these proposed goals incorporate suggestions and recommendations made by School Board members at our July 11, 2016 work-study session.

Red – Not begun
 Yellow – In progress
 Light Green – Partially operational
 Green – Fully operational

School Board/Superintendent Goals for 2016-17 (Updated for the Work Study Session of August 22, 2016)

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
Goal 1 - Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.					
Action Step 1.1: All students will achieve grade level in reading, writing and math by grade 3 and maintain grade level proficiency throughout their tenure in White Bear Lake Area Public Schools.	1.1. Proficiency and Growth This step will be aligned to the District's World's Best Work Force Plan.	During 2016-17 the District will continue a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board. As part of a comprehensive review of student progress, the District has designed	August 22: School Board Work Study Session: Establishing the Foundation: Academic Measures of Success	Evaluation plan includes metrics consistent with the state profile of the following: 1. Kindergarten readiness; 2. Third grade literacy; 3. Achievement gap analysis; 4. College and career readiness, and 5. Student graduation rates.	

		new strategies for literacy for 2016-17, including at the elementary level comprehensive PLC teams at each school and literacy coaches.			
Action Step I. 2: All students will have an ongoing plan for post-secondary readiness that will be monitored from grades 6 through 12 and all students will have the academic skills to be successful in a post-secondary institution.	I.2 College and Career Readiness This step will be aligned to the District's World's Best Work Force Plan. Implementation of the WBWF Plan will include deepening our work to use post-secondary plans to increase our collective understanding of each learner's needs and interests and needs.	The 2016-17 school year is the fifth year of implementation of the grade 9-12 changes; counselors move with their students from North to South Campus. This is year 4 of the comparable guidance staffing for grades 6-8; Monitor progress based on a dashboard of metrics. During 2016-17 the District will continue to use a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board.		Evaluation plan will include metrics consistent with the state profile of the following: 1. Kindergarten readiness; 2. Third grade literacy; 3. Achievement gap analysis; 4. College and career readiness, and 5. Student graduation rates.	

		During 2016-17, the district will evaluate International Baccalaureate Programs, including the primary years program at Matoska, and the Middle Years Programs at Central and Sunrise Middle Schools and report on the evaluation to the School Board			
o Action Step I.4: The District will build upon the International Baccalaureate (IB) offerings already in place at Matoska, Central and Sunrise Park Schools by increasing opportunities to access rigorous, comprehensive educational experiences.	I.4: IB and Other Rigorous Comprehensive Programs.	In addition to deepening implementation of IB ,programming, the District will consider other options including but not limited to: Implementation of Career Pathways; Expanding Implementation of AVID; increasing opportunities for and access to college level classes; STEM programing, and other options for review.		Evaluation Plan will include: 1. Assurance that all schools have rigorous comprehensive opportunities consistent with the Strategic plan, WBWF Plan and Equity Plan.	

Goal 1 - Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.

Action Step II. 1: All students will expand their global perspective through the study of world language and culture at the elementary schools.	II.1 World Language K-5	Chinese is now offered K-5 in two elementary schools and Spanish in six elementary sites.		Evaluation plan includes: 1.Summary information measuring student participation and success in world language; 2. Assessment data measuring student global understanding.	
✓ Action Step II. 2: Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level.	II.2 World Language 6-12	Chinese is now offered 6-12. Students have access to CIS (College in the Schools) classes in American Sign Language, Chinese, French, German and Spanish.		Evaluation plan includes: 1.Summary information measuring student participation and success in world language; 2.Assessment data measuring student global understanding; 3.Participation trends in secondary world language coursework.	
Action Step II. 4: All students will expand their global perspective by participating in annual service learning	II.4 Service Learning			Evaluation plan includes: 1.Participation trends in global service learning projects, including	

opportunities at the classroom or building level.				comprehensive report from We Act; 2. Survey data on student understanding of global issues related to service learning opportunities.	
Goal 1 - Strategy III: We will ensure our facilities support our district's mission and objectives.					
Action Step III. 1: The District will ensure that inside and outside large group spaces are comparable to conference schools.	III.1 Facility – Large Group Spaces		July 11: Update to the School Board on options for ice rental, and presentation on growth in Hugo. August 22: Update on facilities planning for 2016-17 to include internal assessment of facilities and demographic study.	Evaluation plan includes: 1. Completion of Phase I recommended improvements. 2. Incorporation of action step into comprehensive, long-term facilities planning process during 2016-17.	
Action Step III. 2: At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.	III.2 Facility – Elementary	During 2016-17, other elementary site improvements of significance will be considered, as part of a comprehensive		Matoska addition was completed in the fall of 2013. Lakeaires and Willow Lane additions completed in the fall of 2014.	

		long-term facilities planning process.			
Action Step III. 3: The District will ensure that storage spaces are equitable for all district facilities.	III.3 Facility – Storage	Some improvements made in 2015 and 2016; further needs addressed by the comprehensive facilities plan in 2016-17.		Comprehensive review of facilities during 2016-17	
6 Action Step III. 4: The District will ensure that square footage to accommodate student population and program activities are equitable for all buildings.	III.4 Facility – Student Population Distribution	This goal will be incorporated into a comprehensive, long-term facilities planning process.		Included in the comprehensive review of facilities during 2016-17.	
Action Step III. 5: Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.	III.5 Facility – Standardized Procedures	Completed.		Evidence that manuals are in place and that employees have been trained appropriately.	

Action Step III. 6: Each district facility will have an HVAC system that provides optimum air quality throughout the district.	III.6 Facility – Air Quality	As of 2016-17, all elementary buildings have air conditioning. 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. This goal will be incorporated into the comprehensive facilities plan.		Successful completion of HVAC projects scheduled for fiscal year 2017.	
Action Step III. 8: The District will ensure that all schools provide secure entrances.	III.8 Facility – Secure Entrances	All secondary schools have either a secure entrance design or have attendants who monitor the main door throughout the student day. As of 2016-17, all elementary schools		Secure entrances at each site and appropriate protocols in place.	

		have facilities secured by entrances designed to lead all visitors into the office prior to entering the rest of the building.			
Action Step III. 9: District facilities will be designed to allow for informational technology to be accessible by all ISD 624 employees, learners and families.	III.9 Facility – Technology Access	See Strategy IV.11 This goal will be incorporated into the Comprehensive Facilities Plan.		Part of the Comprehensive Facilities Plan	
Action Step III.10: The District will ensure that elementary class sizes are balanced across the district.	III.10 Facility – Balanced Elementary Class Sizes	Projected growth in the Northern portion of the District, along with housing turnover in the southern portion of the district requires careful study during 2016-17. Additionally, school start and end times will be considered for possible implementation in 2016-17 or 2017-18.		Data on class size averages and ranges.	

Action Step 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.	III.11 Facility – Secondary Phase I recommendations completed in 2015. This action step will be addressed via the Comprehensive Facilities Plan.		January 25, 2016: Update on comprehensive facilities planning and community achievement center project proposal update.	Part of the Comprehensive Facilities Plan.	
Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation	
Goal 1 - Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.					
Action Step IV.11: Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.	Consistent with annual technology plan, funded with general education revenue and from revenue generated by capital projects levy.	3-year implementation plan: 2015-16 - 7th-10th Grade 1:1 2016-17 - 6th-12th Grade 1:1 2017-18 - 1:1 classroom sets Grades 3-5 & 1:2 classroom sets in Grades K-2	November 9, 2015: Update on 1:1 Initiative in the Schools January 25, 2016 Study Session – Strategic Applications of Technology (Technology overview 2010-present)	Evaluation plan during 2016-17 includes: 1. Monitor and evaluate the redesigned technology staffing model	

		Elementary buildings wishing to accelerate this roll-out prior to 2017-18 can do so, knowing that all devices will be maintained, and fully integrated into the District replacement cycle.	February 22, 2016 Study Session – technology Support Model (background and data) March 28, 2016 Further updates on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal, including legislative testimony.		
Action Step IV.12: The District will enhance communication, interaction, and collaboration through the use of a web site.	IV.12 District Website New website launched in June of 2012 and has been included in the Communications and Marketing Plan update presented to the board annually. During 2016-17, the current website will be evaluated consistent with appropriate standards, and options considered for keeping	Before school begins in the fall of 2016, the photos and 624 Facts on the website will be updated and the home page Quick Links will be switched to include more parent-specific information. During the fall of 2016, web editor training will be offered to all district and building web editors, and Siteimprove services will begin		2016-17 Evaluation plan includes: 1. Monitor internal and external user comments on website usability 2. Track decrease in website misspellings and broken links. 3. Report on extent to which current website meets standards and options for future improvements	

	the website current and adaptable to changing needs for technology and communications.	being used (to find misspellings and broken links throughout the site).			
Action Step IV.13: The District will establish a learning management system to support the development and management of online coursework to allow web-based learning for staff and students.	IV.13 Schoology	Schoology, our LMS, serves as a digital extension to the physical classroom as well as the hub of classroom communication, resources and materials. Skyward, our Student Information System (SIS), provides a record of attendance and completed grades as well as student data. Google Apps is playing an increasingly central role in the classroom communication model as well.		2016-17 Evaluation plan includes: 1. Digital communication tools including Schoology and Google Apps 2. Evaluate options for parent single sign-on and/or reduction of necessary account logins	
Action Step IV.14: A policy will be developed and presented for board approval that leverages students'	IV.14 Technology Policy	Mobile technologies use was included in the Electronic Technologies Acceptable Use policy.	The Electronic Technologies Acceptable Use policy revisions were	2016-17 Evaluation plan includes: 1. Digital Learning Specialists will train teachers on the updated	

access to mobile technology and use of that technology in the classroom.			approved by the Board on February 8, 2016.	policy by December, 2016.	
Action Step IV.15: Instructional technology will be available for use by students beyond the traditional school day/year.	IV.15 Access to Instructional Technology	See Strategy IV.11 We continue to partner with Brightbytes to measure our classroom technology use, access, skills and environment. By 2016-2017 all secondary students will have a 1:1 device. We continue to partner with Washington and Ramsey county library systems to provide broader access to our entire community. The partnership with Ramsey County is highlighted at a White House Conference on January 18, 2016, to which the Superintendent, County	February 8: As part of the Presidential Connect Ed Library Card Initiative with Ramsey County, jointly presented to the School Board on the access Middle School students have to resources to school and Ramsey County Library resources via student library cards. September 12: Update the School Board on new grant received to promote collaboration between the public library system and elementary media.	2016-17 Evaluation plan includes: 1. Monitor and evaluate 1:1 2. Monitor and evaluate Ramsey County Library partnership	

		Library Director, and County Commissioner were invited; and at a March 11 statewide school administration conference. Work continues with Ramsey County Library to increase family access.			
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Goal 1 - Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.

Action Step V. 1: The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.	V.1 Partnership – Process			Evaluation: Successful implementation of Policy 900, Partnerships, including the following: 1. Assure compliance with policy and protocols for all partnerships for the 2016-17 school year; 2. An evaluation of each partnership will be made by June 30, 2017 and annually thereafter consistent with policy.	
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Action Step V.2: A comprehensive needs assessment will be developed and administered at every WBLA school in order to provide direction to future partnerships.	V.2 Partnership – Needs Assessment	An update was provided to the School Board at the work-study session of April 27, 2015.		Evaluation: Successful implementation the needs assessment section of Policy 900, Partnerships, including the assurance of compliance with policy and protocols for all partnerships for the 2016-17 school year;	
Action Step V.3: The District will create a process which aligns a partner with a compelling need or promising vision.	V.3 Partnership – Vision	An update was provided to the School Board at the work-study session of April 27, 2015.		Evaluation: Annual implementation of process consistent with Policy 900, Partnerships.	
Action Step V.5: The District will communicate information related to partnerships using a variety of resources.	V.5 Partnership – Communication	Communication regarding current partnerships has been done via school board meetings, and through the communications office, including electronics, print, and other media.		Evaluation: Communications plan implemented annually, including the following: 1. Policy 900 is listed on the web page in the policy section; 2. A section of the District's website features information about District partnerships, and questions and answers about the policy and procedures	

Goal 1 - Strategy VI: We will foster connections with and among students and staff members to ensure all feel valued, supported and understood; and we will establish an environment that cultivates understanding and respect for differences among people.

Action Step VI. 1: The District will adopt a comprehensive bullying prevention, intervention, and support program for students and staff that promotes a safe, civil, and inclusive climate and is implemented in each building, program, and service.	VI.1 Bullying Policy and Program	New program implemented during 2012-13. During 2014-15 additional training was provided to all staff to comply with new State law and the District's policy 514, revised in October, 2014. During the 2014-15 school year, the administration developed protocols to assure ongoing compliance with our Bullying Prevention Policy, policies, and implementation of the curriculum currently in place. For 2016-17, all staff will receive training on compliance with state law and district policy.		The evaluation plan will include: 1. Reviewing data from the Minnesota Student Survey from spring, 2016; 2. An internal audit to assure that all schools are complying with expectations to provide the curriculum; 3. On-going review of other sources of data, including student discipline data. 4. Assurance that all staff receive the required training annually.	
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Action Step VI. 2: The District will increase the number of faculty and staff from culturally diverse communities to more closely reflect the diversity of the student population.	VI.2 Faculty	Beginning during 2015-16, the human resources office provides metrics on recruitment, selection, and retention consistent with this action step.		Evaluation: Employment metrics will be reported annually to the School Board.	
Action Step VI. 3: During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multicultural understanding.	VI.3 Equity in Curriculum and Instruction	Consistent with the District's Equity Plan, during 2016-17 develop and implement strategies to assure equity in curriculum and instructional practices. For 2016-17, the District has reallocated existing staff to create a new position, Assessment and Integration Coordinator.		Evaluation: An evaluation plan will be developed consistent with the equity plan.	
Action Step VI. 4: Programs will be adopted and implemented and resources allocated for students and families to	VI.4 School Transitions	Transition plans are in place at each level, including: 1. Kindergarten Jumpstart for four year olds;		Evaluation plan will include: 1. Annual Board updates on transition programming; 2. Attendance data reflecting student	

promote a positive transition between buildings and programs.		2. WEB for the middle school; 3. LINK Crew for new ninth grade students at the high school. For 2016-17, the District will develop additional transition support for students who enter as new students during the year or at grades not served by the current transition plans.		participation in transition programming; 3. Student survey data on the effectiveness of transition programming.	
Action Step VI. 5: The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members, and parents.	VI.5 Equity in all Programming	An update on the Equity Plan was presented at the work-study session of July 13, 2015. For 2015-16, the District participated in the following programming: 1. Marnita's Table, designed as intentional social interaction across race, socio-economic groups, and age; First student	Presentation to Board at work-study session of March 28th from students who planned and delivered first student lead "Intentional Social Interaction" event in the Northeast Metro and first in the White Bear Lake Area Schools. Additional ISI was planned and completed at Lakeaires Elementary on May 26th. Met on June 23rd	An evaluation plan consistent with the Equity plan, will include: 1. Minnesota Student survey data regarding students feeling connected and welcome at school; 2016 data released to District from State end of May, review and summarize to compare to 2013. 2. Staff survey data regarding school climate; 3. Parent feedback on school climate.	

		lead ISI took place in January 28 at Willow Lane Elementary, with a second event at Lakeaires in May. 2. PIQE, designed to engage parents in learning more about school and partnering with the schools to support all children; 3. Training for District leaders in cooperation with EMID member school districts; 4. Other strategies consistent with Equity Plan	with SRFC to discuss funding for 2016-17 school year. Presentation to the School Board on April 25, including overview of EMID from the Executive Director, and update on District's EMID programing. Presentation to the School Board on May 23 highlights work with PIQE and Equal Opportunity Schools.		
Action Step VI. 6: The District will review and assess the current plan related to cultural competency.	VI.6 Cultural Competency	During the 2016-17 school year, this action step will be aligned with the District's WBWF and Equity plan.		Evaluation plan will include: 1. Annual review and approval of the Achievement and Integration Plan by the School Board; 2. State approval of the District's Plan; 3. Other measures consistent with the Plan.	

Goal 2 - Ongoing Financial Stewardship and Budget Management	Details	Status	Report to the School Board	Evaluation	
The District continues to identify greater efficiencies in operations that will help to maintain financial stability and allow for improvements in program quality and student success.	Strong community support, which led to the passage of the November 2011 operating levy renewal by a margin of 73% to 27% and the capital projects levy in 2013, gives the School District a measure of financial stability. The District has established an excellent record of financial reporting by both ASBO and GFOA, and also achieving an AA Bond Rating initially in 2008, and confirmed in 2011, 2012, 2013 and 2015. Further, the District has restructured long-term debt to allow for more level tax levies over the next several years.	For 2014-15 and 2015-16, the District increased the frequency of financial reporting from semi-annually to quarterly. This practice will continue for 2016-17. An annual operating plan, to include information related to all major District funds, was finalized during the 2015-2016 school year, with preliminary presentation on May 23 and budget action recommended on June 13, 2016. The adopted budget for 2016-17 is balanced, and the projected fund balances are within the	November 23: Quarterly Financial Update and Report on Workers Compensation. May 23: Presentation of preliminary budget for 2016-17, and information on financial matters which require Board action. June 13: School Board Action on the budget for 2016-17.	Evaluation plan will include: 1. Ongoing financial stewardship on investments and budget management are reviewed annually as part of the financial audit; 2. The audit report for FY 2015-16 is presented to the School Board and public at a regular School Board meeting; 3. The administration will continue the practice of quarterly reports to the School Board; 4. Will continue increased communication with the public by posting additional financial information on the District's website. 5. Review the role and membership of the finance advisory committee. 6. Present an annual operating plan in June 2017.	

		range called for by policy. During 2016-17, the district will take what steps are necessary to prepare for a renewal of the referendum levy in the fall of 2017.			
Goal 3: Continue Implementation of the Communications and Marketing Plan for the District.	Details	Status	Report to the School Board	Evaluation	
a. Continue implementation of the Communications and Marketing Plan for the District	The Communications and Marketing Plan was initially implemented during the 2012-13 school year and has been updated annually under the themes of: actively recruit school shoppers, get them young and keep them connected, accentuate the positives, influence the influencers, and use	Administration annually reports to the School Board.	Annually	1. Evidence of increased enrollment (early childhood and kindergarten). 2. Evidence of increased senior citizen engagement. 3. Evidence of community support for referendums. 4. State, national awards for communications projects.	

data to inform decision-making.

Goal 4: Operational Improvements

Details

Status

Report to the School Board

Evaluation

a. School Board Community Engagement

The School Board will develop strategies to increase community engagement with the Board.

Discuss at School Board Work-Study meeting of July 11, 2016 and August 22, 2016.

b. Complete implementation of the recommendations of the Gifted and Talented program review.

Goal 4b Gifted and Talented Program

School-Within-A-School will be offered in the 2015-16 school year at Lincoln Elementary School with two sections, and will continue at the same level in 2016-17.

During 2016-17, the District will continue with metrics for all gifted and talented programing.

Update to School Board on August 8, including metrics on student growth and survey data from parents and staff.

Evaluation plan will include:
1. Metrics on student annual growth
2. Survey data from parents, staff, and students.

c. Review of District programs and services supporting students with Mental Health and Chemical Dependency Needs	Goal 4c Student support	Based on feedback from school staff during listening sessions at District schools during the 2014-15 school year, in the summer of 2015 the administration began to consider options to study our current level of services for students in the areas of mental health and chemical dependency, and the extent of training and support for staff. This objective is intended to provide a structure for a careful study of the status quo and determine areas for improvement.	October 26: Plan presented to the School Board. Planning meeting with small group on January 5, January 21, and February 2, 2016. Large Group Launch (22 participants) on February 9, 2016 (2-4 pm). Included national, regional, and local data. Followed by survey of current practice per building, due March 10, 2016. Large Group meetings held on March 17, 2016, and May 5, 2016. May 23: Update to the School Board on the mental health and chemical dependency review. Final large group meeting was convened on June 16th to discuss preliminary findings.		
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			Small group met July 13 to summarize discussion and data outcomes. We are anticipating Board work-study presentation in October of 2016 with final recommendation discussion.		
d. Continue to follow-up on Program Review of Preschool and Early Childhood Programs, including addressing space constraints due to program growth	Goal 4d Follow-up on Preschool and Early Childhood Programs. During 2014-15, the District made a thorough review of our current preschool and early childhood program; an assessment of the needs of our preschool children and families; an assessment of steps for improving quality of programming and space for program growth; and recommendations for potential next steps.	A report to the School Board was provided at the March 23, 2015 work-study session. The final report and recommendations were made to the School Board at the May work-study session. For 2015-16, developed follow-up plans for preschool improvement consistent with the recommendations of the 2014-15 Preschool program review. Preschool facilities planning will be incorporated into the	November 26: Update the School Board on the Preliminary Plan for Early Learning Achievement Center March 22: Update the School Board on planning for the Achievement Center.	Evaluation plan will include: 1. Comprehensive long range plans for preschool program design, including vertical alignment with kindergarten, and other strategies consistent with the 2014-15 Preschool Review. 2. Comprehensive facilities plan for all preschool programming, completed in conjunction with District comprehensive facility planning process.	

		district's facilities planning process as described in Goal 1, Strategy III.11. From November, 2015, through April, 2016, administration continues to work closely with the Legislature, Ramsey County, and other partners on obtaining funding and support.			
e. Comprehensive Review of Senior Services.	Recognizing demographic changes in our community, including significant increases of size of the population sixty-five and older, the District through our Community Services and Recreation Department and Senior Program, will begin engagement with our ten member communities, elective officials, business community, including for profit and nonprofit	In the summer of 2015, the school district invited more than 100 representatives of local government, state government, business community, faith communities, and for profit and nonprofit agencies serving seniors to participate in a community forum. In September of 2015, the community members are invited to a follow-up meeting to		Evaluation plan will include: 1. Development of a comprehensive review of senior services in the school district, including an assessment of current programing and the identification of priorities for action in a one to five year window. 2. The development of a comprehensive plan completed in conjunction with our community partners and presented to	

	organizations, our faith communities and other agencies working with the senior population. The goal of this comprehensive review will be to identify the challenges and opportunities that are arising from a growing senior population; gaps in our current services; and community priorities that can either be addressed through the School District or in partnership with other entities.	work on the development of a survey in the fall of 2015 to our senior population. Work with the Community has continued through the fall of 2015. An update on the progress of the Community Forums was given to the School Board at the January 25, 2016 work-study session. A fourth Community Forum was held on February 10, 2016 with forty-four people in attendance. The community members formed action teams around five themes that came from the survey. They are: recreation, transportation, housing, healthcare, and services.		the School Board on June 30, 2015. 3. Successfully partner on behalf of senior citizens with cities, municipalities, the township, and other entities working on behalf of seniors.	
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		Follow up meetings were held on April 6, May 25, and August 3, 2016.			
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AGENDA ITEM: Establishing the Foundation: Academic Measures of Success

MEETING DATE: August 22, 2016

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Michel Lovett, Superintendent
Sara Paul, Assistant Superintendent for Teaching and Learning

BACKGROUND:

On August 16 and 17, all building principals and building leadership teams met together at the District Center to proceed through a disciplined analysis of student measures of success from the 2015-16 school year and to develop plans for the 2016-17 school year.

This evening Assistant Superintendent for Teaching and Learning Sara Paul and members of the Teaching and Learning team, along with some principals, will describe the process that they used over those two days. Our goal is to help you understand each of the metrics which our district and school site teams are using to support student learning.

This is the second year we have used a similar process; our MCA results in math and science both went up close to two percentage points. Our reading scores stayed the same, but consistent with our learning last year and with Board approval, we have reallocated funds from our budget to establish literacy coaches to work at our elementary schools effective this fall.

Our metrics are consistent with our World's Best Workforce goals, the state legal requirements which require our plans be consistent with the following five goals:

1. All racial and economic achievement gaps between students are closed.
2. All students are ready for kindergarten.
3. All third-graders can read at grade level.
4. All students graduate from high school.
5. All students are ready for career and college.

This evening members of the Teaching and Learning team and our principals will review with our School Board our planning metrics aligned to World's Best Workforce goals and Strategic plan.

As an overview, the metrics are in the following categories:

1. Academic outcomes (proficiency; growth)
2. School climate (student attendance and student engagement)
3. College and career readiness (on track to graduate; ACT scores; enrollment in college concurrent enrollment classes)
4. Instructional practice (educator evaluation assessment results)

Monday's work-study session is an initial opportunity for members of our Leadership Team to have discussions with the school board and view broad system data. In coming meetings Board members will have opportunities to review more deeply our data for 2015-16. Data will be highlighted for Board discussion at upcoming work-study sessions.

We have attached a copy of our July 29 press release, entitled "White Bear Lake Area Schools MCA scores for 2016 rise in Math and Science."

White Bear Lake Area Schools MCA scores for 2016 rise in Math and Science

For Immediate Release: July 29, 2016

Contact: Marisa Vette, 651-407-7695, marisa.vette@isd624.org

On July 28, the Minnesota Department of Education released student proficiency percentages in reading, mathematics, and science. These standards-based accountability assessments, called Minnesota Comprehensive Assessments (MCAs), are required annually of Minnesota students in response to Federal Elementary and Secondary Education Act (ESEA) legislation.

White Bear Lake Area School District scores rose in math and science for 2016. District 2016 MCA tests results now range from five to eight points higher than state averages.

The district's math proficiency was 66.3%, 7 percentage points higher than the state as a whole. Math scores show a 1.6 percentage point increase over the 2015 school year assessment, while the state's math scores decreased. Since new state standards in 2011, math scores for the White Bear Lake Area Schools have risen 3.7 percentage points.

Results of the district's science test, taken by student in grades 5, 8 and by most students at grade 10, were nearly 8 points higher than the state at 62.4%. District results are 1.8 points higher than 2015, and 4.7 percentage points higher than the first year the test assessed new state science standards in 2012.

Reading proficiency within the district remained unchanged at 64.6%, 5 points higher than the state. Since 2013, when the test was changed to reflect new Minnesota state standards, both the district and the state have seen only modest gains.

Recognizing that student growth in reading has been slower than in math and science, in the spring of 2016 the School Board approved a reallocation of current resources to provide elementary teachers with literacy coaches to support improvements. Preparatory work has occurred this summer, with the new support model beginning this fall.

"This annual MCA snapshot of student progress is one of several measures we use to assure all our students are at or above grade level proficiency," said Michael Lovett, Superintendent. "While this is the most public measure of student progress, other measures are critical to an understanding of student progress over time. Especially important are the increasing number of students successfully taking college-level work at the high school level and our seniors graduating ready for college and career."

For 2015-16, two-thirds of White Bear Lake Area High School seniors were enrolled in at least one college-level course, including Advanced Placement; College in the Schools and Project Lead the Way through the University of Minnesota; and the innovative new Manufacturing Pathway Program.

Another significant benchmark was achieved in November 2015, when a district partnership with Century College was honored with University of Minnesota's Humphrey Institute Innovation Award for college courses that count toward both high school graduation and Century College credit.

"We acknowledge the outstanding work of staff, the commitment of students and families, and the innovative partnerships with our community," added Lovett. "We are committed to the goal that all students develop a genuine love for learning and are on course to excel academically."

Establishing the Foundation: Academic Measures of Success

WHITE BEAR LAKE AREA SCHOOLS

SCHOOL BOARD WORK STUDY, 8/22/16

Delivering Our Mission

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

...nurtures the unique talents and abilities of every student.

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.

Establishing the Foundation

MINNESOTA WORLD'S BEST WORKFORCE

- All racial and economic achievement gaps between students are closed.
- All students are ready for kindergarten.
- All third-graders can read at grade level.
- All students graduate from high school.
- All students are ready for career and college.

WHITE BEAR LAKE AREA SCHOOLS STRATEGIC PLAN

- 1.1 All students will achieve grade level in reading, writing, and math and maintain grade level proficiency throughout their tenure in White Bear Lake Schools.
- 1.2 All student will have an on-going 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.

MCA Proficiency, 2016

Math, 66.3% proficient

- 1.6 percentage point increase since 2015
- 7 percentage points higher than the state

Reading, 64.6% proficient

- No change since 2015
- 5 points higher than the state

Science, 62.4% proficient

- 1.8 percentage point increase since 2015
- 8 points higher than the state

In 2016, White Bear Lake Area Schools outperformed state averages in Math, Reading, and Science.

Establishing the Foundation: Planning Metrics

Reading and Math - Proficiency and Growth

Student Engagement

College Readiness

Instructional Climate



Establishing the Foundation: Planning Metrics - Focus for 2016/17

Reading - Proficiency and Growth

Student Engagement

College Readiness

Instructional Climate



Data Retreat, 2016

DAY 1:

ESTABLISHING OUR “WHY”
AND IDENTIFYING THE WORK

DAY 2:

MOVING FROM DATA TO
ACTION



How We Analyze Data: Data-Driven Dialogue



Adapted from B. Wellman and Laura Lipton, *Collaborative Inquiry*, Sherrill

From N. Love, K. Stiles, S. Mundry, and K. DiRanna, *The Data Code: Power of Collaborative Inquiry*, Thousand Oaks



Establishing the Foundation: Planning Metrics - Focus for 2016/17

Reading- Proficiency and Growth

Student Engagement

College Readiness

Instructional Climate



Establishing the Foundation: Planning Metrics

Reading - Proficiency and Growth

Grades 1-2

- 76% are meeting their growth targets
- Very little difference across student groups

Grades 3-8

- 65% are proficient on MCA
- Sizable achievement gaps across student groups

What Have We Learned?

K-8 Reading

- Elementary Literacy Coaches
- Site Example: Willow Lane
- Site Example: Sunrise Park IB Middle School

Establishing the Foundation: Planning Metrics

College Readiness

Grades 9 – 12

- 95% of students on track to graduate.
- Some gaps across student groups.

Class of 2016

- 66% of students took at least one college level course.
- Sizable gaps across student groups.

What Have We Learned?

9-12 College Readiness

- Increased Access to College Level Coursework
- Site Example: South Campus



Looking Ahead

School Board Work Study 8/22/16		Establishing the Foundation: Academic Measures of Success
World's Best Workforce Advisory Meeting 9/21/16		Share draft and discuss report of academic measures in WBWF format.
School Board Work Study 9/26/16		Measures of Academic Success: Report of Academic measures in format of WBWF
School Board Regular Meeting 10/10/16		WBWF/Report on Academic Measures

AGENDA ITEM: **Review of Plan for 2016-2017 Facility Planning**

MEETING DATE: **August 22, 2016**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Michael J. Lovett, Superintendent**
Dr. Wayne A. Kazmierczak, Assistant Superintendent for Finance and Operations

BACKGROUND:

At the August 22, 2016 work-study session, a possible facilities planning process for the upcoming 2016-2017 school year will be discussed with the School Board. The tentative plan will be to conduct a demographic study of the District and to conduct an internal review of District facilities beginning with early childhood facilities, then secondary facilities, and finally elementary facilities. The facilities review would involve Chris Gibbs from the DLR Group who would conduct meetings at each site. Below is a description of the work with which DLR would assist:

Assessment of District's Sixteen Facilities

- Review District's existing documentation
 - o Floor plan drawings
 - o Deferred maintenance schedule
- Physical Assessment
 - o Architectural walk through
 - o Mechanical system overview
 - o Electrical system overview
- Final report
 - o Assessment information
 - o Recommended prioritization
 - o Preliminary cost information
 - o Updated maintenance sequence schedule

Community Assessment

- Review public records of participating entities
- Survey District staff as appropriate
- Conversational interviews and information gathering
- Summary report of development activity within District boundaries

The demographic study would involve a yet-to-be determined demographer. The work that is completed this year will help to create important baseline data such as long-range population and enrollment projections that can be used in future planning.

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Facilities Planning 2016-2017

School Board Meeting
August 22, 2016

WHITE BEAR LAKE AREA SCHOOLS

Facilities Planning Timeline



Preliminary Timeline

- October 2016 - Demographic study underway, community assessment underway, assessment of preschool sites

2016-2017 Plan

Preliminary Timeline

- November/December 2016 - Assessment of secondary sites

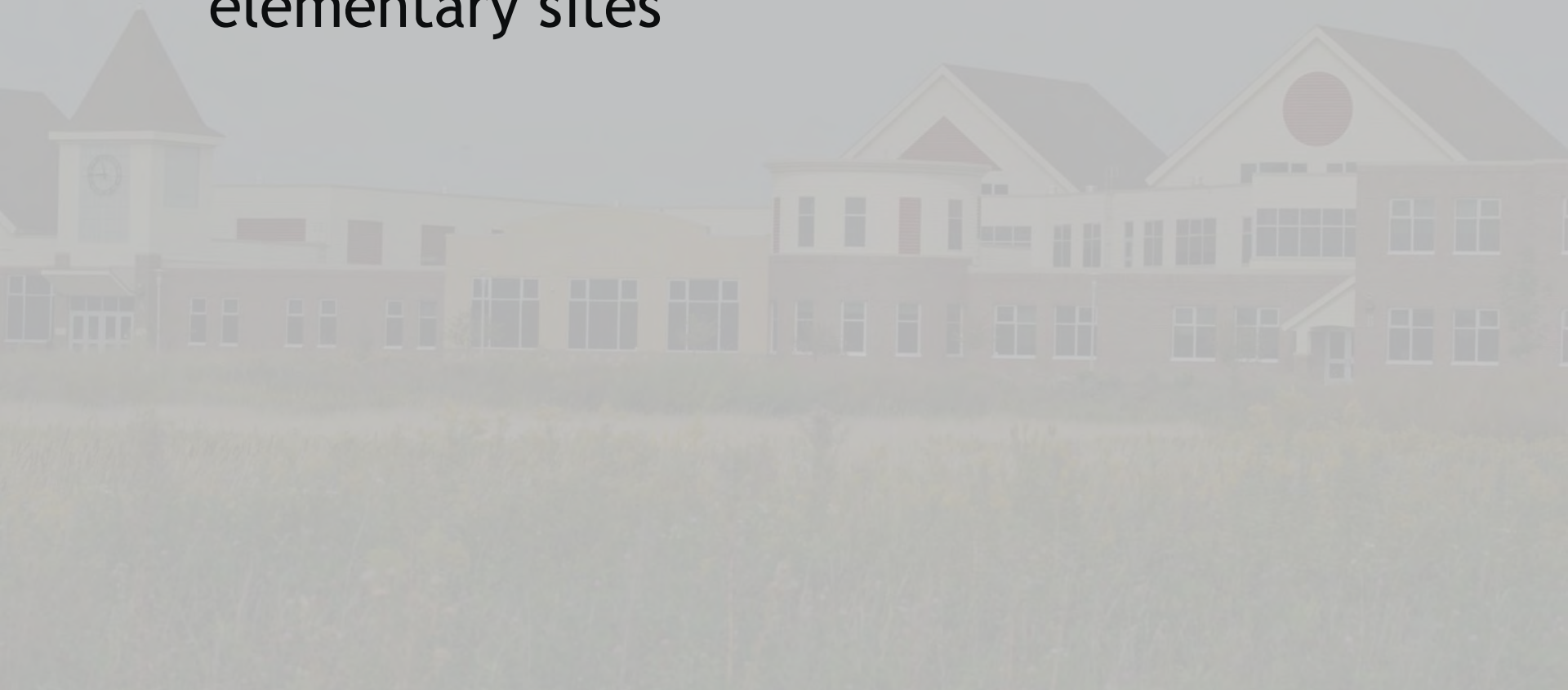




2016-2017 Plan

Preliminary Timeline

- December 2016-January 2017 - Assessment of elementary sites



Preliminary Timeline

- January/February 2017 - Demographic study complete
- April 2017 - Site assessment complete
- November 2017 - Operating levy referendum (renewal)

AGENDA ITEM: Recording Work-Study Sessions

MEETING DATE: August 22, 2016

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON: Dr. Michel Lovett, Superintendent
Janet Newberg, School Board Chair

BACKGROUND:

Based on discussion at our July work-study session, some members of the board expressed an interest in either video or audio recording of our work-study sessions.

At tonight's meeting we will discuss options for video or audio recording of work-study sessions.

Based on a survey of neighboring school districts conducted during the first half of August 2016, superintendent assistants and communications professionals provided the following information about current protocols in neighboring districts regarding Work-Study sessions.

Districts that do not audiotape or videotape

Centennial
Columbia Heights
Intermediate District 916
ISD 622
Moundsvew
Roseville

Districts that audiotape

Osseo
Spring Lake Park

Districts that videotape

Brooklyn Center Schools
Mahtomedi
South Washington County
Stillwater