

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: September 20, 2010

A work-study session of the White Bear Lake Area School Board will be held on Monday, September 27, 2010, at 5:30 p.m. in Room 201 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 ITEM

1. Preliminary Review of Annual Report for 2009-10 5:30 p.m.
 2. Review of Enrollment and Class Sizes for 2010-11 6:00 p.m.
 3. Review of Proposal with MacPhail 6:15 p.m.
 4. Review of Progress on School Board/Superintendent Goals 6:30 p.m.
 - a) Goal 5 – Options and Timeline for Strategic Planning
 - b) Goal 6e – Program Review of White Bear Lake Area Schools Preschool Programming, including early childhood and family education, special education, and preschool programs.
 5. Review of Protocols for the School Board Liaison Role 7:15 p.m.
 6. Discussion on Superintendent Evaluation* 7:30 p.m.
- C. ADJOURNMENT** 8:00 p.m.

The work-study session will recess at 7:00 p.m. to hold the special Board meeting. The work-study session will resume at the conclusion of the special Board meeting.

*The School Board may choose to close this portion of the meeting as pursuant to Minnesota Statutes 471.705 Subd. 1-d(D).

AGENDA ITEM: **Preliminary Review of Annual Report for 2009-10**
MEETING DATE: **September 27, 2010**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Marisa Vette, Director of Communications and
Community Relations**

BACKGROUND:

Marisa Vette, Director of Communications and Community Relations, will provide a draft copy of the Annual Report for your review.

RECOMMENDATION: To approve the Annual Report for 2009-10 at the special School Board meeting of September 27, 2010 or subsequent meeting as an operational item for action.

NOTE: An updated version of the Annual Report copy will be made available at Monday night's meeting. The content is changing on a daily basis as we further analyze data and determine the information most pertinent to our community members. Text has been highlighted to indicate areas in which additional details will be added.

Cover

White Bear Lake Area Schools

2009-10 Annual Report to the Community

Leading minds to learning, hearts to compassion and lives to community service.

Table of Contents

Measures of Student Success

- Growth
- Proficiency
- High Expectations
- Preparation for College
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- Curriculum

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Dr. Lovett's message:

The year in review

to be provided during a final draft (will write an overview of the finished product and use the space provided)

MEASURES OF STUDENT SUCCESS

Growth

- *Growth exceeds expectations*

In some classrooms, students averaged more than two years of growth last year!

- Measure of Academic Progress (MAP)

The White Bear Lake Area Schools (WBLAS) measures the academic growth of each student in grades one through ten with the Measures of Academic Progress (MAP) test, which is based on national and state standards. These computerized tests are given in the fall and spring to monitor the progress of individual students on the District's curriculum and instruction in the subjects of math and reading. The tests enable teachers to individualize the curriculum to help students grow and learn.

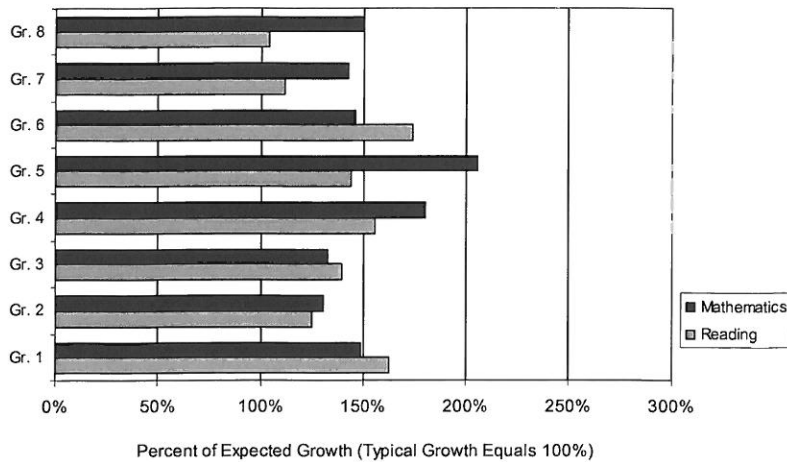
- *Math Progress – Growth*

- *The average math gain in grades 1-10 was 170% (one year, seven months).*
- *Math growth for fifth, ninth and tenth grade students averaged over 200% (more than two years).*
- *White Bear Lake Area Schools began administering MAP tests for ninth and tenth graders in 2009-10. District students' growth with an average of more than 200% (more than two years) was significantly higher than the national mean of 100%.*
- *Some grade levels are in the top 2% nationally for growth.*
- *All grade levels are in the upper quartile nationally for growth.*

- *Reading Progress – MAP Growth*

- *Average reading gain in grades 1-10 was 130% (one year, three months).*
- *Grade one shows average growth of 162%; grade six shows a growth of 174%.*
- *Fourth and fifth grades are in the top 2% nationally for growth.*
- *All grade levels are in the upper quartile nationally for growth.*

Measures of Academic Progress (MAP) 2009-2010 School Year
Percent of Expected Growth

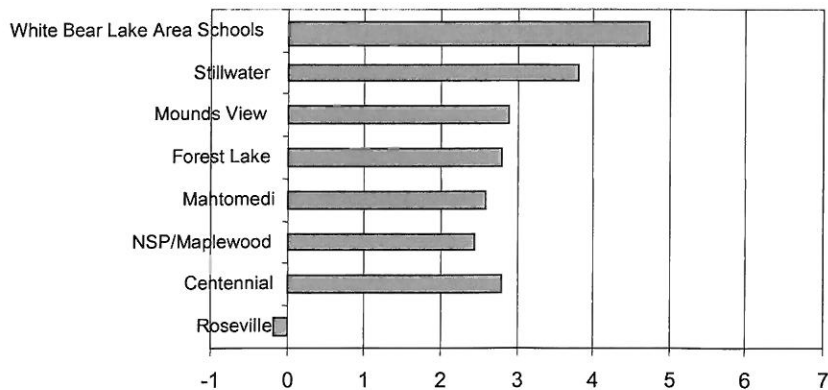


about the chart – be creative with how this info is portrayed. For instance, the 200% line can be “off the charts” and highlighted just next to it or something like that. If nothing else, the chart should end at 250% rather than 300%

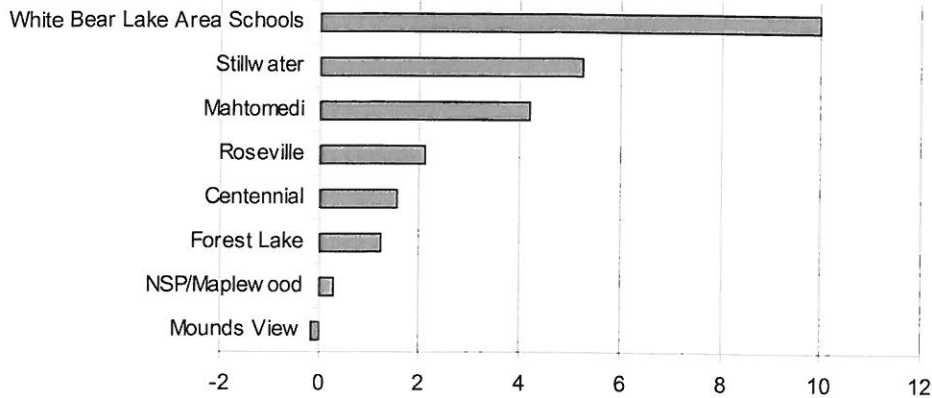
Proficiency

- **Minnesota Comprehensive Assessments (MCA)**
 The MCA-II test is Minnesota’s state requirement for testing within the Federal No Child Left Behind (NCLB) legislation. The tests measure student proficiency and are based on state standards and thresholds. Results of the tests are used to set short- and long-term goals to improve student performance in the classroom and lay the groundwork for success after high school.
- The District MCA math scores rose 6 percentage points in two years and 12 percentage points since 2006. The one-year gain of 4.6 percentage points is two times the state growth and a greater increase than any other East Metro school district.
- In reading, District MCA scores rose modestly, which is consistent with the state and regional results.
- White Bear Lake Area Schools MCA science scores rose dramatically, by 10 percentage points, significantly higher than any other East Metro school district and three times the state growth.
- White Bear Lake Area Schools showed greater growth in proficiency than any other East Metro area district on the MCA math and science assessments.

Math Improvement 2009 to 2010



MCA Science Improvement 2009 to 2010 Percent of Students Proficient



Source: Minnesota Department of Education, School Report Card - <http://education.state.mn.us/mde/index.html>

about the charts - leave WBLAS identified, change other district identifiers to "East Metro area district".

- White Bear Lake Area Schools is one of two districts in the East Metro area achieving AYP as a district. This means that for 2009-10, every student subgroup, as defined by the federal NCLB, successfully made sufficient progress during the year to meet the increasingly high standards.
- *White Bear Lake Area Schools is one of only two districts in the East Metro area achieving AYP as a district.*

AYP SUBGROUP PROFICIENCY

	READING	MATH
All Students		
American Indian/ Alaskan Native		
Asian/Pacific Islander		
Hispanic		
Black, not of Hispanic origin		
White, not of Hispanic origin		
Limited English Proficiency		
Special Education		*
Free/Reduced Price Lunch		*

= Met state proficiency level

* = Showed growth in 2008-09, but did not progress enough to meet rising AYP targets

*** about the chart - chart could be the same as last year but ALL of the fields would have paws (no *s). Or, if you have a different way to highlight that all of the subgroups are meeting the state proficiency level we're up for hearing them!***

- **Math Proficiency Highlights:**
 - Birch Lake Elementary showed greatest improvement, with an increase of 34% in number of students proficient. The school's overall proficiency was 86%.
 - Otter Lake Elementary has the highest student proficiency at 89%. The proficiency rates at Oneka Elementary and Lakeaires Elementary were 86% and 83%. Willow Lane Elementary proficiency was 82%.
 - The District's elementary proficiency average, which has generally been mid-range, was 83%. This was among the highest in the East Metro area, including schools that have traditionally scored higher, and represents an increase of 10 percentage points over the 2008-09 school year.
 - There was a 10 percentage point increase in grade 11.
- **Science Proficiency Highlights**
 - Schools in the district with greatest gains:
 - Oneka - 23.6%

- Otter Lake - 17.8%
- Central Middle School - 14.1%
- Vadnais Heights - 13.9%

INSERT GRAPHS (THREE SEPARATE) - WBLAS VS. STATE FOR READING, MATH AND SCIENCE MCA PROFICIENCY SCORES, 2006-07 THROUGH 2009-10 ACADEMIC YEARS – DATA TO BE COMING

High Expectations

- *Two million dollars*
The total value of credits earned by WBLAS students in College in the Schools courses during the last three years (based on regular University of Minnesota tuition) was almost two million dollars.
- *High Ranking*
White Bear Lake Area Schools ranked number two in the state for College in the Schools (CIS) courses offered through the University of Minnesota for 2009-10. Students had the option to take 10 CIS courses.
- *STEM initiatives*
 - *The middle schools and both high school campuses were certified in the summer of 2010 by Project Lead the Way, a rigorous and relevant program focused on science, technology, engineering and mathematics.*
 - *Certification of the District's rigorous, engineering-based high school Project Lead the Way classes in the summer of 2010, allows students the opportunity to earn college credits starting in the 2010-11 academic year.*
- *Int'l baccalaureate*
The Parkview/Centerpoint elementary site merged during the 2009-10 school year and laid plans to open as Matoska International Elementary School for the 2010-11 school year. An IB visit occurred in early October. The site expects to move forward in the process during the current academic year.
- *Response to Intervention (RTI)*
This elementary program, a system of high quality instruction and tiers of intervention matched to student need, is being expanded with an ADSIS (Alternative Delivery of Specialized Instructional Services) grant.
- *Section- and State-level activity awards:*
 - *White Bear Lake Area Trap Team – state champion Kaycee Nelson*
 - *"Urinetown" musical production –Hennepin Theatre Trust Spotlight Award winner in multiple categories*
 - *2009 Minnesota Stock Market competition – first place team*
 - *Girls gymnastics – section all-around champion Kellie Dougherty*
 - *Alpine ski – conference champion Edward Cox*
 - *Wrestling – state champion Donny Longendyke, section champion team*
 - *Girls' basketball team – section champions and state runner-up*
 - *National History Day – state champions in Group Documentary/Media and Individual Documentary/Media*
 - *South Campus Student Council – named "Outstanding Student Council" in Minnesota*
 - *Archery team –fourth grade national champion Cole Rautenberg, five time state championship high school team*
 - *Boys track – state champion and state record-setting 4 x 200 relay team*
 - *South Campus Symphonic band- chosen to perform at the state MMEA Convention*

about this listing – please try to partner this list of information with photos from the various activities and/or recognition ceremonies

Elementary

Elementary age students are offered a range of opportunities and support.

- All elementary students received three watercolor lessons throughout the year taught by professional artists through a partnership with the White Bear Center for the Arts. Drawing lessons will be added for the 2010-11 school year.
- A new social studies curriculum increased student engagement and challenged students to a higher level of complex thinking with an innovative approach. An online component of the curriculum allowed students and parents additional engagement tools.
 - *The District's social studies curriculum adoption was a success. The experience served as a basis for Dr. Dana L. Carmichae's book "Beyond the Horizon." The framework was written as a result of teaming with our district in the development of new elementary social studies framework, which led to the new curriculum. The book is dedicated in part to the White Bear Lake Area Schools Teaching & Learning team and District teachers.*
- The District implemented a new elementary math curriculum, which offered interactive solution strategies and helpful parental homework guides. Students and parents were able to take advantage of online opportunities to practice and master the curriculum.
- In grades 1-2, students are recommended for the Primary Challenge gifted and talented program based on exceptional performance in the classroom and a readiness for advanced learning. These students meet with a building resource teacher once a week for accelerated instruction in literacy and math.
- In grades 3-5, identified students receive gifted services through the REACH Program in the form of pullout classes, online learning opportunities, and independent projects. The REACH Program offers gifted students an advanced, rigorous curriculum integrated with technology and real world experiences.

Middle School

- Challenging classes are offered for all middle school students. Rigorous accelerated and advanced classes are offered in math, language arts, science and social studies.
- Students have the opportunity to take Spanish, French or German during each of their middle school years.

- The high number of WBLAS students who complete algebra and geometry in middle school and are ready for Intermediate Algebra in ninth grade is unique. Additional sections are being added for future students. Of incoming sixth graders in 2010, ___% are currently taking classes that will have them on track to enroll in Intermediate Algebra as a freshman.
- Enrollment in enriched classes doubled during the 2009-10, as additional classes were added due to demand and student aptitude.
- The 2009-10 school year was the first year the Project Lead the Way Design and Modeling engineering class was offered.

High School

- For the 2009-10 academic year, the District added initiatives to prepare all students for college, including Advisory time and increased college prep information and support.
- World languages - White Bear Lake Area High School students can study up to six levels of Spanish, French and German. In addition to four levels of high school foreign language, students are offered two University of Minnesota College in the Schools foreign language classes. Three levels of American Sign Language also are available.
- College-level classes - White Bear Lake Area High School offered a total of 25 college-level courses to students in 2009-10. This is the highest number of college course offerings in our area. The number of students enrolling in these classes is increasing.
****footnote info for this point: Compared to Hill Murray, Irondale, Mahtomedi, Mounds View, Roseville, Stillwater, Totino-Grace.****
- Based on AYP data, the District's graduation rate is 97.2%, compared to a statewide rate of 91.7%. ****footnote info for this point: The AYP graduation rate is determined by dividing the number of graduates by the total number of graduates and drops (number of students in grades 9-12 reported as having dropped and not found as re-enrolled anywhere in the state).****
- Increased rigor – AIW is a high school initiative through which teams of teacher work to increase the intellectual rigor of our courses. Participating in the program, which promotes deep knowledge and value beyond school, has doubled with each year the District has been involved.

Advanced Placement (AP) Classes

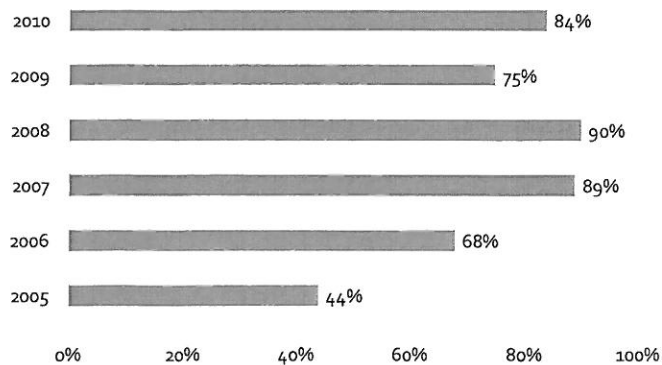
The Advanced Placement (AP) program is a national program administered through the College Board that allows students the opportunity to pursue college-level classes while in high school. Qualifying test scores are accepted as credits earned by colleges and universities across the nation and internationally.

In 2009-10, 325 White Bear Lake Area High School student exams had scores of three or higher on AP tests, a score for which many colleges across the nation grant college credits.

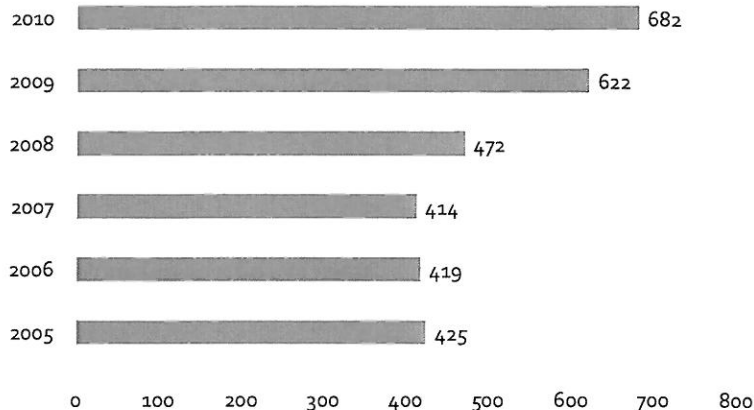
There has been a positive trend in the number of students enrolled in Advanced Placement classes who are sitting for the AP exams. In 2009-10, course enrollment increased 29% and the number of exams taken by White Bear Lake Area Schools students increased 23%.

- 81% of the students in the English Language and Composition class got a three or above on the AP test.
- More than 30% of the 2010 graduates took an AP class during their senior year.
- 15 AP Classes available:
 - AP Art History
 - AP Biology
 - AP Calculus A-B
 - AP Calculus B-C
 - AP Chemistry
 - AP English Language & Composition
 - AP English Literature & Composition
 - AP European History
 - AP Macroeconomics
 - AP Microeconomics
 - AP Music Theory
 - AP Physics
 - AP Statistics A-B
 - AP Studio Art
 - AP U.S. Government & Politics

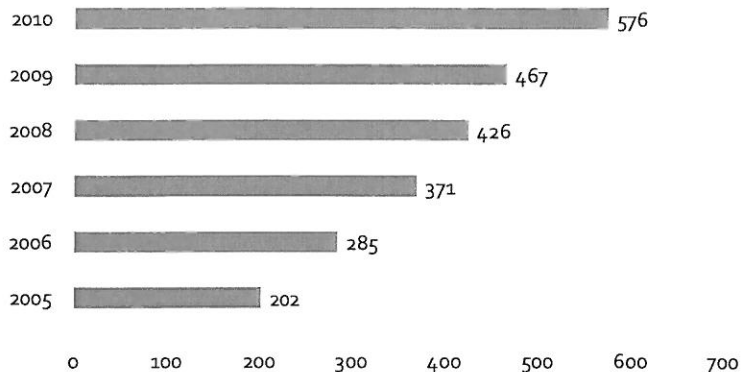
PERCENT OF AP ENROLLMENT TAKING AP TEST



AP Enrollment 9-12



Number of AP Exams Administered



The following 42 White Bear Lake Area Schools students were named 2009 AP Scholars.

AP Scholars with Distinction

- Patrick Charbonneau
- Matthew Christie
- Ellen Duthoy
- Matthew Haechrel
- David Hartman
- Claire Heitkamp
- Charles Moertel
- Kaitlyn Waller
- Colleen Wood
- Joshua Worley
- Jiahua Wu

AP Scholars with Honors

- Andrew Bartling
- Benjamin Cammack
- Brett Gefre
- Zachariah Henseler
- McKenzie Kirkland
- Emma Phelps
- Alison Reed
- Nicholas Warren
- Joshua Woodruff

AP Scholars

- Evan Anderson
- Christian Barnard
- Mikaela Binsfeld
- Eric Chapin
- Joshua Cubstead
- Mariah Dörner
- Christofer Goldammer
- Ryan Heitkamp
- Matthew Hodsdon
- Ann Janneke
- Amy Moorhouse
- Shane Och

- Mitchell Powers
- Eric Reich
- Andrew Sanville
- Sam Schleisman
- Matthew Stang
- Fin Steffen
- Daniel Taylor
- Emily Vollbrecht
- Aliza Warwick
- Tyler Young

College in the Schools classes are introductory-level college courses offered by the University of Minnesota. A total of 334 White Bear Lake Area High School juniors and seniors were enrolled in the program for the 2009-10 academic school year and earned a total of 1527 University of Minnesota credits.

- 10 CIS Classes available:
 - CIS: Advanced American History I: Colonial through the Civil War
 - CIS: Advanced American History II: Post-Civil War to Present
 - CIS: Introduction to Literature 1001
 - CIS: German 1003
 - CIS: German 1004
 - CIS: French 1003
 - CIS: French 1004
 - CIS: Spanish 1003
 - CIS: Spanish 1004
 - eCIS: College Writing

AVID Program

Planning took place for the AVID (Advancement via Individual Determination) program, which began in the fall of 2010. The program offers rigorous instruction in academic “survival skills” and college-level skills to high school students, many of whom will be the first in their family to attend college.

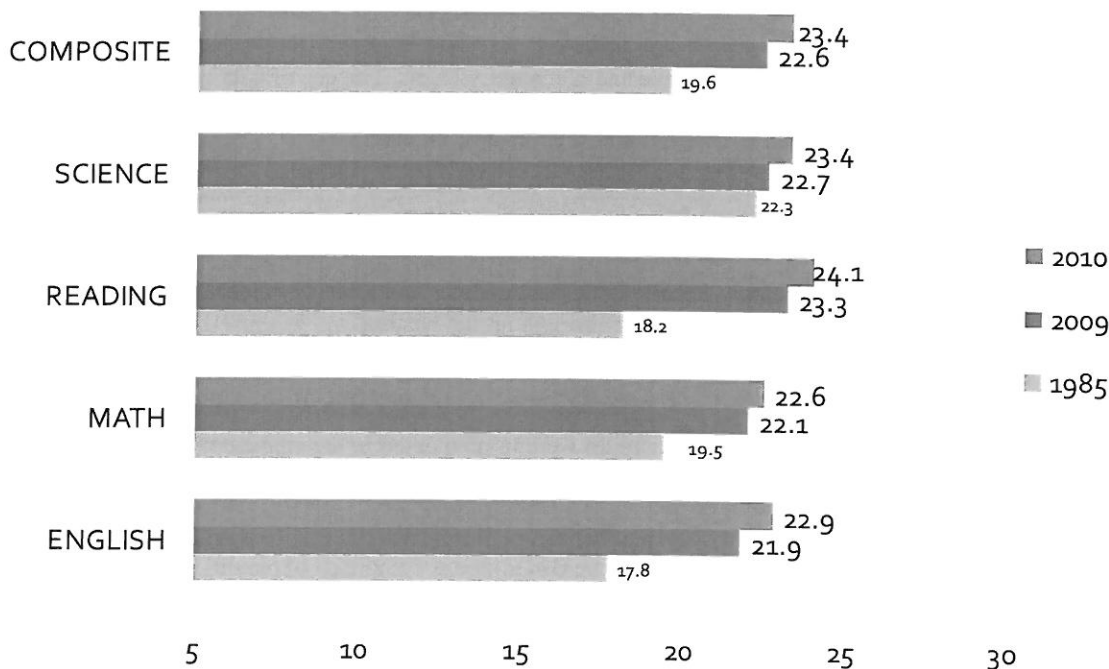
Preparation for College

- *Our students had the opportunity to earn college credit in 25 courses at the high school. This is the highest number of college course offerings in our area.*
 - *Eleven College in the Schools courses were available to White Bear Lake Area High School Students.*
 - *White Bear Lake Area High School students had the opportunity to take 15 Advanced Placement courses.*
- *Special honors*
 - *WBLAS student Mitchell Le was one of only 24 Minnesota students to score a perfect 36 on the ACT Composite in 2010.*

ACT

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

ACT Scores – Then and Now



about the chart – take the 1985 data off

INSERT A GRAPH/CHART THAT SHOWS OUR GROWTH VS. THE NATIONAL MEAN GROWTH – GETTING DATA

National Merit Scholarship Competition

Ten White Bear Lake Area Schools students were recognized for their outstanding academic promise.

- Megan Haechrel and Daniel Taylor were named National Merit Semi-finalists

Students Rebecca Hampel, Sarah Holin, Neil Momsen, Andrew Sanville, Christopher Siers, Aliza Warwick, Colleen Wood and Natalie Woodberry were commended.

INSERT ACT COMPOSITE GRAPH (ALL STUDENTS, TOP 100, TOP 50, NATIONAL MEAN) – GETTING DATA

SAT

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

INSERT SAT RESULTS GRAPH – GETTING DATA

Factors for Successes

Smaller Class Sizes

Passage of the levy in fall 2007 allowed the District to reduce class sizes for the 2009-10 academic year. Kindergarten class sizes average 18 students per classroom, the lowest class sizes in more than a decade. Class sizes continue to be smaller in 2010-11.

Extended School Day

District students benefited from extending learning opportunities and in-class time during the 2009-10 school year.

- Due to the six period day schedule implemented in the fall of 2009, high school students spent 23% more time in each course and an additional 483 hours throughout four years in the core content areas.
- High school students are able to take zero hour, after-school classes and online learning offerings.

Safe Schools/Healthy Students

The White Bear Lake Area School District continues to receive a Safe Schools/Healthy Students grant through a Suburban Ramsey Family Collaborative initiative. The grant provides nearly \$5 million total through four years. Initiatives funded by the grant include support and assistance programs and training, implementation of additional security measures, and crime and violence reduction and risk prevention.

Transition Support for Students

- WEB Program – Central Middle School and Sunrise Park Middle School eighth graders served as mentors to incoming sixth grade students through the schools' WEB (Where Everybody Belongs) programs. The Sunrise program was highlighted on "What's Cool in School" in August of 2009.
- C.A.M.P. - In the spring of 2009, members of the White Bear Lake Area High School Student Council initiated a Cross-Aged Mentoring Program (C.A.M.P). The project, created to welcome ninth grade students to North Campus and eleventh grade students to South Campus, was implemented successfully during the fall of 2009. The program evolved into one through which White Bear Lake Area High School juniors and seniors mentored students at Willow Lane Elementary.

Innovative Professional Development

- Data was used collectively and collaboratively, across elementary, middle and elementary levels. The use of data was tied to innovation and greater differentiation.
- Robust professional development opportunities were provided to teachers and support staff members.

Parent Involvement

- Sunrise Park Middle School parents organized a strong parent volunteer organization. Central Middle School initiated a parent group during the 2010-11 academic year.
- The Superintendent's Parent Leaders Forum member met monthly, receiving District updates and offering valuable feedback.
- Curriculum information sessions such as math information nights took place throughout the District.
- Many of the new curriculums that have been initiated have online support component for parents and students.

Curriculum

During the 2009-10 school year, new social studies and mathematics curriculum were implemented in the elementary schools. North Campus implemented a new language arts curriculum for students in grade ten.

The Community Curriculum Advisory Committee (CCAC) is to provide members an opportunity to be involved with the continuous improvement process as it relates to curriculum, instruction, and assessment. The committee is composed of parents, students, teachers, administrators and community members. CCAC members seek to develop a deep understanding of educational programs and initiatives, and provide on-going feedback to the district, with the goal of positively influencing curricular areas based on knowledge, research, and community needs.

The Community Curriculum Advisory Committee (CCAC) includes parents, students, teachers, administrators and community members who are interested in sharing information about the educational values and beliefs held in the White Bear Lake Area School District. Members serve as a sounding board for the community, gain knowledge about the District's curriculum and its development, and positively influence changes within each curriculum area.

Member Name	Term Ends	Representing
Jill Becker	2011	Parent
Beth Brisch	2011	Parent
Kim Chapman	2011	School. Board
Linda Gondringer	2012	Parent
Barb Kearn	2011	Administration
Debbie Keller	2011	Parent
David Law	2011	Administration
Laura Mittelbrun	2011	Parent
Jenny Nadeau	2011	Parent
Janet Newberg	2011	School Board
Becky Peterson	2009	Teacher
Jan Peterson-Bjostad	2010	Parent
Nancy Roth	2011	Business
Lori Roth	2011	Parent
Dawn/Jim Segermark	2010	Parent
Bob Shevik	2011	School Board
Cathy Solomon	2010	Parent
Sheila Sullivan	2011	Parent
Nancy Thom	2010	Parent
Kate Whelan	2010	Teacher/Parent
District Staff		
Madelyne Benson – Assessment Coordinator		
Marisa Vette – Director of Communications & Community Relations		
Gretchen Harriman – Curriculum Coordinator		
Dr. Michael Lovett - Superintendent		
Ann Malwitz – Staff Development Coordinator		
Cindy Moore – Director of Curriculum & Assessment		

Technology

- *The teacher, student and parent rate of use has increased with the integration of technology in the new curriculums – middle school math and elementary math and social studies.*

Grants awarded to District staff members put technology into the hands of students. Teachers continue to hone best practices in implementing new instructional technology. Students benefited from the installation of 76 new interactive SMART Boards, bringing the District total to 269 for the 2009-10 school year. Mobile computer labs will be added to each school site for the 2010-11 school year.

In 2009-10, the District participated in the National School Boards Association (NSBA) technology initiatives.

Schools communicate with families through an online portal, allowing families to be more informed about their students' educational experiences. Families receive important notices instantaneously via different modes of communication through an electronic alert system. An online food services program allows families to make electronic deposits into lunch payment accounts. The District maintains a subscription to non-fiction media products that allow teachers, students and parents access to online learning resources.

Ongoing technology and data utilization initiatives allow principals and teachers to assess students' individual needs and differentiate curriculum specific to each learner.

Students in the middle and high school Project Lead the Way courses use industry-grade engineering software daily. Streaming is utilized through Discovery Education and Discovery Education Science Streaming.

Technology Grants

- Ingenuity Grants – The 3M Corporation awarded District staff members with grants to add new technologies to their classrooms.
- Science, Technology, Engineering and Mathematics (STEM) Grants – The H.B. Fuller Company Foundation awarded STEM Mini-Grants totaling nearly \$18,000 to five District teachers from Central and Sunrise Park Middle Schools. The grants were used to provide materials to support classroom instruction and student work.
- Project Lead the Way – The District was awarded a grant of \$60,000 to be distributed over a three year period from the Kern Family Foundation and a 3M Start Up grant of \$25,000 to support implementation of Project Lead the Way, a STEM initiative that introduces and prepares middle and high school students for engineering and technical careers through partnerships with institutions of higher education and the private sector. The District completed the certification process and is now eligible to grant students college credit.
- 3M Ingenuity Grants – District teachers received almost \$12,000 in grants from 3M. The awards allowed the teachers to bring new methods and hands-on learning activities into the classroom, including projects such as a focus on the future of energy, developing group science skills with Lego mindstorms, and the purchase of probing standards that engage students in hands-on science and allow for instantaneous feedback.

• Qwest Foundation Grant– Willow Lane Elementary teacher Debra Barraza Hibbard was awarded a \$7500 grant from the Qwest Foundation for an innovative project titled “iPod & iLearn,” which keeps students engaged in classroom learning exercises using individual hand-held electronic devices.

Finance

- *Nine consecutive years*
WBLAS is the only Minnesota school district to receive Excellence in Financial Reporting awards from both the Association of School Business Officials and the Government Finance Officer's Association. These are the highest forms of recognition in this area.
- *AA Bond rating*
The District received a AA bond rating from Standard and Poor's. WBLAS is one of only 12 school districts in Minnesota to receive a rating of AA or higher.

Financial Management

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

White Bear Lake Area Schools put 74% of general fund revenue directly into the classroom, which ranks the district first compared to neighboring districts and at the state average for districts with greater than 4,500 students. Over the past three years, we have put a greater percentage of general fund revenue into classrooms than any neighboring districts.

District efficiencies:

- Second most efficient in transportation cost per student among 916 districts.
- Rank 6th in school level administration and 7th in district level administration compared to ten neighboring districts.
- Efficiency initiatives:
 - Building Operations - determining whether greater energy efficiencies can be achieved.
 - Transportation - exploring options in conjunction with a new 916 initiative.
 - Technology - the District has committed to utilizing technology more efficiently and is reducing clerical costs by 15% over the 2009-10 and 2010-11 school years.

ADD FINANCE GRAPHS – to be added with Oct. 1 data

District Profile (2009-10)

Student Enrollment - ADD CHART – to be added with Oct. 1 data

Student Demographic Information

Throughout the last decade the District has seen greater racial and economic diversity; nearly 28% of WBLAS students qualify for free and reduced lunch, and 4.3% are English-Language Learners.

INSERT CHART – to be added with Oct. 1 data

Staff Profile - INSERT CHART

Mission

District 624 strives to provide a high-quality educational experience for all learners. To accomplish our mission we believe that a high-quality educational experience must:

- be in partnership with the community;
- take place in a safe, supportive and challenging environment;
- develop lifelong learners;
- allow each learner to reach full potential; and
- encourage each learner to be a contributing member of a global society.

Goals

- Student Achievement - We will be a district whose students are prepared for the challenges of a complex and diverse world.
- Staff Excellence - We will be a district that recruits, retains and values exemplary staff in all areas.
- Resource Management - We will be a district committed to fiscal responsibility and efficient use of all its resources.
- Leadership - We will be a district that models excellence in governance and meaningfully involves the community in the work of the district.

Core Values

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

Improvement Plans

Each school completes an annual Building Improvement Plan, providing a clear focus for the utilization of both building resources and District support. To view individual school improvement plans, contact the building administrator.

In planning and delivering professional development opportunities for staff members, the District aligns such programs with the District goals. Opportunities also are based on current student data and best practice educational research.

School Board Members:

July 1, 2009 – December 2009:

Greg Larson, Chair
Lori Swanson, Vice Chair
Chris Hiniker, Treasurer
Cathy Storey, Clerk
Kim Chapman
George Kimball
Janet Newberg
Rolf Parsons

January 2010 - present

Lori Swanson, Chair
Chris Hiniker, Vice Chair
George Kimball, Treasurer
Cathy Storey, Clerk
Kim Chapman
Janet Newberg
Bob Shevik

Partnerships

The White Bear Lake Area School District worked in partnership with several community organizations in 2009-10. The partnerships continue during the 2010-11 school year.

- White Bear Center for the Arts - Every elementary student received art lessons from a professional artist during the school year through a partnership with the White Bear Center for the Arts. The art curriculum was written by Frank Zellner, a retired White Bear Lake Area Schools teacher.

Districts' partnership with the Center for the Arts was one of three in the state to receive a Local Government Innovation Award from the prestigious University of Minnesota's Humphrey.

The partnership continues to grow, with two drawing lessons being added to the students' art curriculum in 2010-11.

- YMCA - Through a partnership with the YMCA, the District gained a home pool facility, which utilizes a high technology ultraviolet, low chlorine filtration system and offers twelve 25-yard lap lanes, the third most in the state.

The pool is home for our girls swimming and diving team. With the addition of the facility, a boys' varsity swimming team became a viable option. The School Board approved the additional athletic offering in the spring of 2010.

District elementary students will continue the tradition of receiving water safety lessons during the school year and Extended Day participants will continue to receive summer swimming lessons.

- MacPhail Center for Music - Birch Lake Elementary continued to partner with MacPhail Center for Music to offer an enhanced music program to the school's students. Each of the 250 Birch Lake Elementary School K-5 students has the opportunity to receive free weekly music lessons during the school day throughout the year taught by a MacPhail instructor.

An expanded partnership will offer string lessons to elementary students during the 2010-11 school year.

Additional after-school and weekend music lesson opportunities also were offered to the whole community.

- Tamarack Nature Center - Otter Lake Elementary and Sunrise Park Middle School partnered with Tamarack Nature Center to provide students with experiential learning on environmental issues throughout the school year.

The Early Childhood Program also benefits from a partnership with the Center, which serves as a program site.

The District and the Nature Center currently are exploring wind and solar energy initiatives that will offer additional learning opportunity for students.

- Hangzhou Foreign Languages School – White Bear Lake Area Schools initiated a partnership for teacher and cultural exchanges with Hangzhou Foreign Languages School, located in Hangzhou, China, during the 2009-10 school year. During the spring semester, the District welcomed a delegation of administrators from its partner school. Long-term exchange teacher Cao Li served residencies in each of the elementary schools and was as a resource to the foreign languages departments in the secondary schools in the spring. A Chinese teacher will be hosted in the 2010-11 school year.

- EMID - The District's involvement in the East Metro Integration District (EMID) offers interdistrict partnerships, a multicultural resource center, and networks and advisory groups. The partnership makes available various student and educator programs.

- Community partnerships - The District partnered with various municipalities throughout the year to provide fitness classes and sporting activities throughout the area.

- Volunteers - WBLAS is fortunate to have thousands of hours of volunteer help. Volunteers do everything from playground supervision, offering reading help, assisting with field trips and helping in classrooms.

Back cover

White Bear Lake Area School District (ISD#624)

Dr. Michael Lovett, Superintendent

4855 Bloom Avenue, White Bear Lake, MN 55110

www.whitebear.k12.mn.us

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This Annual Report is based upon the Annual Report on Curriculum, Instruction and Student Achievement, which is required by Minnesota Statutes.

INSERT SCHOOL CONTACT INFO (same as last year)

Add somewhere in the Annual Report:

In the News

The District was recognized in a variety of media outlets for innovation and excellence throughout the year.

- Sunrise WEB featured on KARE11's "What's Cool in School"
- Otter Lake fourth grade social studies project featured on KARE11's "What's Cool in School"
- High school volunteer efforts highlighted in Minnesota State High School League "Bulletin"
- Sunrise Park Middle School students artwork was featured in the Minnesota School Board Association magazine
- District's foreign partnerships highlighted in the Association of Metropolitan School District's "Connections" publication
- White Bear Lake Area Schools' exchange teacher is interviewed by "Minneapolis Star Tribune"
- Innovative classroom furniture included in "Education World" article
- District staff members and students pictured in "Century College Bulletin"
- High school musical critiqued in "Minneapolis Performing Arts Examiner"
- Community Education activity highlighted in "St. Paul Pioneer Press"
- Oneka Elementary's monthly student assemblies featured on KARE11's "What's Cool in School"
- District highlight in "Town Life" magazine

Find links to the various sources at the "In the News" section of the District website.

AGENDA ITEM: **Review of Enrollment and Class Sizes for 2010-11**

MEETING DATE: **September 27, 2010**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **David Law, Assistant Superintendent**
Chris Picha, Director of Human Resources

BACKGROUND:

David Law, Assistant Superintendent, and Chris Picha, Director of Human Resources, will provide information on student enrollment and class sizes for 2010-11.

AGENDA ITEM: **Review of Proposal with MacPhail**
MEETING DATE: **September 27, 2010**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Dr. Michael J. Lovett, Superintendent**

BACKGROUND:

The attached document entitled “MacPhail Center for Music Partnership Potential Expansion to Include Option for a String Program” is the basis for our discussion.

MACPHAIL CENTER FOR MUSIC PARTNERSHIP

Potential expansion to include option for a strings program

A. Background

We are now in our fourth year of a partnership with MacPhail Center for Music. The partnership can first of all be seen in terms of a business or financial partnership in which MacPhail rents space from the White Bear Lake Area Schools at Birch Lake Elementary, which they use to offer and deliver high quality music programs to the residents of our School District and the surrounding area.

The partnership is also a program partnership. In lieu of rent, the students at Birch Lake Elementary receive a supplemental music program in addition to the basic music program provided to all of our School District elementary students.

At Birch Lake, students in grades kindergarten and one receive an extra 45-minute weekly music session taught by MacPhail professionals, and students in grades 2-5 have the opportunity to take group piano lessons once each week for a 45-minute block during the student day. In 2009-10, 64 students, about 36% of Birch second through fifth grade students, participated in the lessons and the year-end recital. The net cost of the fall program to White Bear Lake Area Schools, after the cost of the rental off-set is factored in, was about \$4,000 in 2009-10.

B. The White Bear Lake Music Program

White Bear Lake currently has exceptionally strong secondary band and choral programs and an excellent elementary classroom music program. At the high school level, our bands and choirs consistently merit the highest recognition in state and regional contests. In February of 2010, our high school symphonic band was selected to play at the Minnesota Music Teachers Convention, an achievement likened to “winning a state tournament”!

Both middle schools have strong choral programs with high participation, and our elementary schools have had school-based choirs and, beginning in 2010-11, a District-wide choir.

Band lessons and ensembles begin at grade 6, with students having the opportunity to choose an instrument in the winter or spring of their fifth grade year.

C. Consideration of a Strings or Orchestral Program

Of the school districts surrounding the White Bear Lake Area Schools, most have strings programs to complement band and choir; those without programs include Mahtomedi and North St. Paul-Maplewood.

Since the 2008-09 school year when we identified developing a strings program as one of many possibilities on a list of program improvements, we have been looking for cost neutral or low cost strategies for beginning development of a strings program to complement our outstanding band and choral programs.

During the past two years, Willow Lane Elementary has begun a strings program as an extra activity, open to any student, and coordinated by the assigned White Bear Lake music teacher. The students have met with the teacher to receive instruction and performed as an ensemble one or two afternoons a week, and have performed at school concerts and functions.

Funding for the Willow program comes from several sources, including some equity and integration funds to which the school has access, and support from the parent-teacher organization. About a dozen students have played in the ensemble for each of the past two years. Building funds have helped cover the time of the teacher and PTO funds have helped with the purchase of instruments.

D. Potential expansion of partnership with MacPhail to include an option for strings

In keeping with the identified goal to develop a strings program, during the past 16 months we have had conversations with MacPhail about developing a strings program to which all students would have access.

This is an important point, because to some a strings program or orchestra is associated with high cost and elitism. In the spring of 2010, we discussed existing models that successfully provide access to all students and considered how to approach the design of a program for White Bear Lake.

During the first week of July of this year, after Birch Lake MCA-II scores were released, showing significant gains and some of the highest math scores in the area, we requested that MacPhail work with us on a proposal.

The model that MacPhail has proposed is attached.

E. Funding

The proposal as attached, with the program beginning in October, would cost \$4,755 for 2010-11; a later start in the program would result in lower costs for the year.

In evaluating this and other priorities for the School District, we are giving consideration to the following funding model.

<u>Item</u>	<u>Amount</u>	<u>Source of Funds</u>
Direct cost of strings program, payable to MacPhail for 2010-11	\$4,755	Draw from student activities reserve savings resulting from the high school activities reorganization and elimination of high school associate principal position.
Allocation for purchase of violins, violas, and cellos for Willow Lane and Birch Lake Elementary programs.	\$4,000	Budgeted but unallocated capital funds for 2010-11.

In addition, we are continuing to look at grant funding sources, both for instruction and for instruments. Willow, now in their third year, is eligible to apply for grants that require a program to be established. Minnesota Legacy Fund grants may also be available. Other support is available at a regional and national level through collaborations of music organizations.

F. Other Issues

We are considering providing district-level support for the first time to help nurture and develop what would amount to pilot programs for teaching students string instruments as part of our music program.

Generally, schools with successful orchestra programs begin teaching strings at an earlier grade level than band, with strings beginning at grades 3 or 4 and band beginning at grades 5 or 6.

At the middle level and high school level, the marginal or additional cost of adding an orchestra program is either very modest or cost-neutral, because a music class is one of the student choices during a six-period day.

We recognize that there are many implementation challenges that would need to be carefully processed, and that every step of the way we would need to work very closely with our existing music programs.

Our longer range goal would be to develop a strings program that would complement and be coordinated with band and choir. We would expect that a third option would have the effect of drawing a higher percentage of students into music classes and performances.

Finally, Birch Lake and Willow Lane Elementary Schools are our two schools with the greatest economic diversity, both with free and reduced lunch counts close to 50%. Both schools have shown strong student achievement results, Willow Lane as a 2008-09 recipient of the National Blue Ribbon Award, and Birch Lake with their results in 2010.

MacPhail

CENTER FOR MUSIC

Program: Birch Lake Strings

Program Description:

Group violin lessons would be available to third grade students. Each group would meet for 45-minutes. Curriculum would include basic posture and technique, tone production, experiential playing, and basic music literacy building.

Group size may range from 3-6 students. The program could accommodate from 9-18 students in its first year.

Similar to the group piano program in place at Birch Lake, the violin program would conclude the year with a final performance.

The goal of the program would be for third graders to continue next year, thus adding a grade each year. By the 2012-2013 school year, the program would be grades 3-5.

Number of weeks: 25, beginning after the MEA break in October, and in accordance with the Birch Lake School Calendar.

Length of session:

- 2.25 hours/week
- Three 45-minute sessions per week

Estimated cost: \$4,755.00

Notes:

This estimate does not include any instrument-related costs. Options for instrument procurement as follows:

- Participating students/families are responsible for renting/purchasing an instrument.
- WBL schools purchase instruments for student use. The school may want to consider purchasing a limited number for use by students who cannot afford to rent/purchase.
- In all cases, MacPhail faculty are a great resource and can give recommendations on where to rent/purchase, how to care for the instrument, etc.

AGENDA ITEM: **Review of Progress on School Board/Superintendent Goals (Goal 5 and Goal 6e)**

MEETING DATE: **September 27, 2010**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Michael J. Lovett, Superintendent**

BACKGROUND:

We will provide monthly updates on each of our School Board/Superintendent goals. At tonight's meeting we will discuss two Goals:

- a) Goal 5: Options and Timeline for Strategic Planning; and
- b) Goal 6e – Program Review of White Bear Lake Area Schools, Preschool Programming, including early childhood and family education, special education, and preschool programs.

Attachments:

1. Progress Report on School Board/Superintendent Goals for 2010-11.
2. White Bear Lake Area Schools District #624 School Board/Superintendent Goals for 2010-11.
3. Early Childhood Program Review – Fall 2010

Progress Report on School Board/Superintendent Goals for 2010-11

Schedule for Accountability and Timeline

Goal	Primary Responsibility	Supporting	Date Scheduled to Report to School Board	Status
1. Develop Measures of Student Success and Plan for Accountability and Reporting				
1a. Establish clear district and site goals for student growth using Measures of Academic Progress (MAP), MCA-II and other measures in which demonstrate student progress and proficiency.	• Superintendent • Assistant Superintendent • Director of Special Services	• Teaching and Learning team • Building Principals • Special Services Supervisor & Coordinator	Update to School Board at November work-study session.	Building leaders did an initial review of data in August. In September, buildings are setting goals and reporting back by October. The two-year AYP plan currently is being updated.
1b. Review teacher and administrative appraisal protocols, and use student progress and achievement as one measure of evaluating performance.	• HR Director • Assistant Superintendent	• Cabinet • Principals • Supervisors • Coordinator of Professional Development	Anticipated final reporting at the May work-study meeting.	New teacher evaluation form and protocols implemented in September.

Goal	Primary Responsibility	Supporting	Date Scheduled to Report to School Board	Status
1c. Implement the new organization of the teaching and learning office with the purpose of strengthening the links and accountability among preK-12 curriculum, assessment, and student achievement and progress.	Superintendent	- Assistant Superintendent - Teaching and Learning team	Report to School Board at November work-study session.	New position descriptions and responsibilities were effective July 1. The new model for professional development, curriculum improvement, evaluation assessment and instructional technology leadership is being implemented.
1d. Develop protocols and organizational capacity to measure and publicly report progress and achievement in curricular areas in addition to those currently tested by MCA-II (math, reading, and science).	- Superintendent - Communications Director - Assistant Superintendent	- Director of Special Services - Teaching and Learning team	Annual Report to the Community data presented to School Board at September work-study session.	Presentations and published communications on student progress have been made regularly. Report on Curriculum, Instruction and Student Achievement was approved by the School Board on September 13.
1e. Prepare a comprehensive program review of District gifted and talented programs (preK-12)	Superintendent	- Assistant Superintendent - Teaching and Learning team	To be determined.	
2. Complete Phase 2 of Planning for Long Range Facility Needs	Exec. Dir. of Business Services	- Cabinet - Building Operations Manager	Update to School Board at November work-study session.	To be completed.

Goal	Primary Responsibility	Supporting	Date Scheduled to Report to School Board	Status
3. Ongoing Financial Stewardship on Investments and Budget Management.	• Superintendent • Exec. Dir. of Business Services	• Cabinet	To be determined.	
4. Communications and Marketing Plan for the District.				
4a. Implement the Communications and Marketing plan presented to the School Board in July, 2010.	• Communications Director	• Cabinet • Principals	Update to School Board at October work-study session.	Administration is working on implementation of the Communications and Marketing Plan approved July 2010 and plans to report at the October and November work-study sessions.
4b. Develop strategies which would permit the district and community to be prepared for a referendum levy campaign should one be scheduled for the fall of 2011.	• Communications Director • Exec. Dir. of Business Services	• Cabinet	Update to School Board at November work-study session.	
5. Strategic Planning	• Superintendent	• Cabinet	Preliminary proposal discussed at August WS session. Update and recommendation at September WS session.	Detailed schedule for the year presented at September WS session. Initial 2-day planning session tentatively scheduled for October 26 & 27.

Goal	Primary Responsibility	Supporting	Date Scheduled to Report to School Board	Status
6. Operational Improvements/New Strategic Areas.				
6a. Extend new protocols for recruitment, selection and support of employees to all employee groups.	• HR Director	• Cabinet • Front-line supervisors	Update at January work-study session.	Met with front-line supervisors in August; will meet bi-monthly throughout the year to review protocols.
6b. Develop a comprehensive performance appraisal and evaluation system for all employee groups; tie ongoing professional development to appraisal.	• HR Director	• Cabinet • Principals • Supervisors • Coordinator of Professional Development	Anticipated final reporting at the May work-study meeting.	New teacher evaluation form and protocols implemented in September. Piloting new form for clerical evaluation in September. Plan to initiate evaluation process with other groups during the school year.
6c. Implement Phase I of the Technology Audit completed during January 2010.	• Superintendent • Exec. Dir. Of Business Services	• Manager of Technology • Coordinator of Instructional Technology • Teaching and Learning Team • Principals • Front-line Coordinators • Cabinet	Update at January work-study session.	Implementing components of Technology Audit; recommendations including mobile computer labs in each school. Selection of Coordinator of Instructional Technology completed. Continuing to build technology leadership capacity within the system.

Goal	Primary Responsibility	Supporting	Date Scheduled to Report to School Board	Status
6d. Implement the Student Activities Audit completed in December 2009.	• Student Activities Director • High school principals • Assistant Superintendent • Community Services Director • HR Director • Exec. Dir. of Business Services	• Secondary Principals & Associate Principals • Community Education leadership	Report at November work-study session.	New Student Activities Director began in July. North and South Campus Auditorium renovations underway. Middle school community education opportunities expanded considerably for 2010-11 school year. Other recommendations of audit being implemented.
6e. Design and implement a program review of White Bear Lake Area Schools preschool programming, including early childhood and family education, special education, and preschool programs.	• Director of Community Education • Director of Special Services	• Early Childhood supervisor • Special Services Coordinator • HR Director • Assistant Superintendent • Communications Director	Initial overview of program review at September work-study session.	Developed design for program review, and will review it with School Board and stakeholders during the month of September.

Goal	Primary Responsibility	Supporting	Date Scheduled to Report to School Board	Status
6f. Prepare a program review of the district's food service program, including reviewing the most current research and findings for child nutrition, auditing our current practices and menus, and make recommendations for improvement.	• Exec. Dir. of Business Services	• Food Services Manager • Building principals	Initial overview of program review at November work-study session.	Will develop design for program review, and will review it with School Board and stakeholders during the month of November.
6g. Design and implement a comprehensive program for recognizing students, staff, and community.	• Communications Director • HR Director	• Activities Director • Building Principals	To be determined.	

**White Bear Lake Area School District #624
School Board/Superintendent Goals
2010-2011**

1. Develop Measures of Student Success and Plan for Accountability and Reporting

Goals:

- a. Establish clear district and site goals for student growth using Measures of Academic Progress (MAP), MCA II and other measures in which demonstrate student progress and proficiency.
- b. Review teacher and administrative appraisal protocols, and use student progress and achievement as one measure of evaluating performance.
- c. Implement the new organization of the teaching and learning office with the purpose of strengthening the links and accountability among preK-12 curriculum, assessment, and student achievement and progress.
- d. Develop protocols and organizational capacity to measure and publicly report progress and achievement in curricular areas in addition to those currently tested by MCAII (math, reading and science).
- e. Prepare a comprehensive program review of District gifted and talented programs (preK-12).

Rationale: Student success is at the heart of the School District's mission and public accountability is essential. In addition, it is the proper role of the School Board to help establish those measures of success which reflect the priorities of the White Bear Lake Area Schools.

During the 2009-10 school year, the School District achieved MCA-II test results which showed a six percentage point gain in math, a ten percentage point gain in science, with reading showing only modest gain.

NWEA MAP (Measures of Academic Progress) results showed that in grades 1-10, math improvement grew by an average of 1 year, eight months and reading grew by an average of 1 year, four months.

Other measures of student success are still being evaluated.

This year's goals are more specific than those identified in 2009-10, and represent an effort to further build a school culture that supports student success.

Each goal addresses a component of the system, especially embedding accountability, and encouraging us to look closely at setting high standards for all students, and continuing to look for opportunities that assure all students will be challenged and grow significantly each year.

Evaluation: Strategies to implement this goal will be designed to be consistent with the District AYP plan, but will go beyond the AYP plan, identifying additional measures of success. During the year, each building principal and the leaders of District-wide programs will report to the Superintendent and School Board on goals, strategies, and progress. The results of site and District student achievement will be reported by August 30, 2011. The comprehensive program review of District gifted and talented program will be a separate study.

The administration will develop a timeline and detailed plan to address each of the five goals above.

Status Update: Ongoing

2. **Complete Phase 2 of Planning for Long Range Facility Needs**

Goal: The long range facility use study is designed to develop a solution to address the needs of the District during the next five to ten years. Due to the magnitude of this project, it will be phased.

Building on Phase 1 of facility planning done during the 2009-10 school year, develop a comprehensive long range facility plan encompassing all district programs, consistent with the strategic plan.

Initiatives to be explored during this phase will include:

- Exploring the need for changes in the number of District buildings; continued exploration of boundary issues and their impact on school populations; and potential changes to preK-12 grade configuration, following a more complete review of educational programming;
- Models to further develop innovative and competitive programs;
- Efficiencies in the utilization of space and facilities to aid in maintaining financial stability;
- Partnerships with other public and private entities for instructional, co-curricular, and recreational facilities; and
- Developing a transition plan which would assure a smooth transition from the current organizational model to the recommended model taking into account facility and programmatic needs.

Rationale: The White Bear Lake Area Schools are faced with demographic changes, including a shift of school-age population from the southern to the northern portion of the District, and after a decade of declining enrollment (over

1,000 students), a relatively high ratio of building space per student compared to other school districts.

The broad nature of this study and the related timelines necessary for full implementation require a very thoughtful and methodical process, resulting in our plan for a phased study.

Evaluation: The District will develop methods and strategies of delivery that will maximize the resources that go into instructional programs, and emphasize efficiency in the number and operation of school sites.

Status Update:

Phase II initiatives will be included in the strategic planning process related to Goal #5. However, the timeline that the District is planning to use may dovetail into a similar planning process that our intermediate district is doing. While they will be identifying long-term needs through their process, we will most likely be identifying options that they would be able to consider to meet their identified needs.

We continue to discuss our planning timelines with other potential partners. We want to increase the likelihood that we can make our educational space decisions in a way and on a schedule that will enable other public or private non-profits to buy or lease space we will not need.

3. **Ongoing Financial Stewardship on Investments and Budget Management**

Goal: Considering the budgetary challenges resulting from uncertainty of state funding, continue to identify greater efficiencies in operations to help maintain financial stability and to continue improvements in program quality and student success.

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

However, considering the financial challenges presented by the slowly recovering economy, the state's continuing budget crisis and the district's need to renew its operating levy in 2011, it is important for the District to develop strategies to meet these challenges to help maintain financial stability.

Evaluation: The District's ongoing financial stewardship on investments and budget management will be reviewed annually as part of the financial audit. The audit report will be presented to the Finance Committee later this fall and to the

School Board and public at the regular school board meeting in November or December.

Status Update: The District's Finance Committee continues to meet on a quarterly basis with our OPEB investment advisors. The committee continues to analyze the data and recommendations of the advisors and make prudent investment decisions. For its next quarterly meeting the committee will be presented with some scenarios showing how the latest financial forecast impacts the cash flow needs of the trust.

Administration will present its initial financial forecast for 2012-2016 to the School Board at its November 22, 2010 work-study session. Administration will develop enrollment projections during the month of October and incorporate the latest state financial projections into the forecast assumptions.

Administration will continue to work with the School Board throughout the winter and spring to update its financial forecast using the most current data available from the governor, the state legislature and federal sources.

Development of the 2011-2012 budget will begin shortly after January 1, 2011 with the target date for presentation at the School Board work-study session on May 22, 2011. The final budget for the 2011-2012 school year is scheduled for adoption at the regular school board meeting of June 13, 2011.

4. **Communications and Marketing Plan for the District**

Goals:

- a. Implement the Communications and Marketing plan presented to the School Board in July, 2010.
- b. Develop strategies which would permit the district and community to be prepared for a referendum levy campaign should one be scheduled for the fall of 2011.

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

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

A long-range vision and plan about District communications will ensure resources are appropriately utilized. Additionally, it is beneficial to have such a

plan to allow for prioritization of communications and marketing projects and activities.

Evaluation: The communications and marketing plan will serve as a base against which current and future communications and marketing projects and ideas will be analyzed. The plan will be evaluated periodically to ensure it continues to be in alignment with the District's objectives.

One key evaluation piece will be whether or not a levy referendum passes, should it be scheduled, in the fall of 2011.

Status Update: Ongoing.

5. **Strategic Planning**

Goal: By October, 2010, initiate a strategic planning process which will address programs, facilities, and finances with initial recommendations ready for implementation for the 2011-12 school year.

Rationale: The School District is currently in a stable financial situation, but faces:

- Continuing ramifications of the state and federal economic downturn and uncertain prospects for the next State biennial;
- Changing demographics, including the expansion in the northern portion of the School District;
- Improving student achievement, especially in 2009-10, as measured by local, state, and national tests but further opportunities to improve;
- Several key public-private partnerships, with opportunities for growth and refinement, and;
- A competitive market in which families have the opportunity to choose schools for their children.

Given these and other factors, comprehensive strategic planning will allow the District to establish priorities and align District resources with these priorities.

Evaluation: The administration will lead a strategic planning process during the 2010-11 school year, which will dovetail with the 2010-11 School Board/Superintendent goals, and will provide recommendations for the 2011-12 school year.

Status Update: The administration will review a detailed process and timeline for strategic planning at the August 23, 2010 School Board work-study session.

6. **Operational Improvements/New Strategic Areas**

Goals:

- a. Extend new protocols for recruitment, selection and support of employees to all employee groups.
- b. Develop a comprehensive performance appraisal and evaluation system for all employee groups; tie ongoing professional development to appraisal.
- c. Implement Phase I of the Technology Audit completed during January 2010.
- d. Implement the Student Activities Audit completed in December 2009.
- e. Design and implement a program review of White Bear Lake Area Schools preschool programming, including early childhood and family education, special education, and preschool programs.
- f. Prepare a program review of the district's food service program, including reviewing the most current research and findings for child nutrition, auditing our current practices and menus, and make recommendations for improvement.
- g. Design and implement a comprehensive program for recognizing students, staff, and community.

Rationale: These represent priority areas for 2010-11.

Evaluation: To be developed.

Status Update: Ongoing.

Early Childhood Program Review- Fall 2010

A. Purpose:

The Early Childhood program has not had a comprehensive program review for more than ten years. During this time the environment for early childhood programming has changed dramatically. Just as there are many more choices for families of school age children, there are also more choices for families with young children.

As we know from our communication and marketing plan presented to the School board in July, it is essential to attract families with young children into our programs. We know when families participate in our high quality programs they are more likely to attend our schools beyond early childhood. We need to be competitive in this market. We need to make sure the programs we offer are priced fairly, meet the needs of families and are perceived as the highest quality available.

B. Specific Outcomes Expected

1. Identify issues related to **program design** that may influence family access and participation in our programming including:
 - a. Locations
 - b. Perceived quality of programs
 - c. Range and type of program offered
 - d. Marketing and Communications, including website
 - e. Service Delivery
2. Identify issues regarding coordination of services and supervision that affect program quality and delivery.
3. Make recommendations for 2010-11 and beyond, including addressing each of the issues above.

C. Strategies

1. Inventory existing pre-school programming in the East Metro area, including:
 - a. Classes offered/class structure
 - b. Staffing Models
 - c. Participation/Ratios
 - d. Administrative structure
 - e. Measures of student learning/School Readiness
 - f. Funding sources/Partnerships
 - g. Marketing/Family outreach
2. Compare our programs to neighboring districts and private providers
3. Consider best practice information, and state guidelines.
4. Obtain feedback from: Parents, Staff (ECSE, ECCE, Paras etc), Kindergarten Teachers, Principals and other stakeholders.

AGENDA ITEM: **Review of Protocols for the School Board Liaison Role**
MEETING DATE: **September 27, 2010**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Dr. Michael J. Lovett, Superintendent**

BACKGROUND:

Board member George Kimball developed protocols for the School Board liaison role. This document is being presented to the Board for review.

Board Member Liaison Assignments

White Bear Lake Area School Board

Current Assignments

Chapman	Hugo and Oneka
Hiniker	Central and South Campus
Kimball	Matoska International and Vadnais Heights
Newberg	Sunrise, ALC and Transition Plus
Shevik	Willow Lane and North Campus
Storey	Lakeaires and ECFE
Swanson	Birch Lake and Lincoln

Philosophy and Rationale for School Board Liaison Role

In order to give the School Board greater visibility and first-hand knowledge of the schools, board members will be assigned liaison relationships with individual schools in the district. Board members and building staff and parent leaders will be informed of the relationship. Board members will establish and maintain, to the degree possible, a periodic physical presence at the school and will work to be aware of significant school and building issues, events and accomplishments.

Responsibilities for School Board Members in the Liaison Role

The following is a list of representative activities that can be attended by the School Board member. While the number of events will depend on the Board member's schedule, the member should try to attend at least some events in each category during the course of the year.

- Attend Meet the Teacher events (elementary).
- Attend Open House events.
- Attend monthly PTO/PTA meetings (elementary).
- Attend parent involvement group events (secondary).
- Attend music, theater and/or carnival events.
- Establish phone and email communication with building principal for the purpose of serving in the liaison role.
- Report significant news/upcoming events at the school during the "board forum" portion of school board meetings.