

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
AGENDA**

August 27, 2012

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: August 20, 2012

A work-study session of the White Bear Lake Area School Board will be held on Monday, August 27, 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. Review Architect Plans for Lakeaires and Willow and General Facilities Update 5:30 p.m.
2. School Board and Superintendent Goals and Strategic Plan Updates
 - a. Goals for 2012-13 5:45 p.m.
 - b. I.1 Student Academic Proficiency 6:00 p.m.
 - c. I.4 Report on Middle School IB Planning for 2012-13 6:30 p.m.
 - d. II.1 Overview of Plans for Phase 2 of Elementary World Language 7:00 p.m.
3. School Board Training (MSBA, NSBA, and other options) 7:30 p.m.

C. ADJOURNMENT 8:00 p.m.

AGENDA ITEM: **Review Architect Plans for Lakeaires and Willow and General Facilities Update**

MEETING DATE: **August 27, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Pete Willcoxon, Sr., Executive Director of Business Services**

Background:

Pete Willcoxon, Sr., will review the architect plans for Lakeaires and Willow and provide a general facilities update.

AGENDA ITEM: **Preliminary School Board/Superintendent Goals for 2012-13**

MEETING DATE: **August 27, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**
Lori Swanson, School Board Chair

Background:

Each year the School Board reviews goals for the year both from the District's Strategic Plan and other operational goals identified by the administration and School Board.

Beginning with 2011-12 the largest number of goals were drawn directly from the District's Strategic Plan, with the addition of goals on finance, communications and marketing, and a small number of operational goals.

For 2012-13, the strategic priorities were drawn from the 30 member Strategic Planning Team and provided to the School Board this past spring. The School Board reviewed both the Strategic Plan priorities and other potential School Board/Superintendent goals at their retreat on July 9, 2012, and the list of goals included with this agenda are those emerging from that School Board retreat.

The goals were on the agenda earlier this month, are again reviewed tonight, and scheduled for adoption at the September Board meeting.

Goal 1: Strategic Planning Priorities for 2012-13

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

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

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

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

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

- III. 1. The District will ensure that inside and outside large group spaces are comparable to conference schools.
- III. 2. At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.
- III. 6. Each district facility will have an HVAC system that provides optimum air quality throughout the district.
- III. 8. The District will ensure that all schools provide secure entrances.
- III.10. The District will ensure that elementary class sizes are balanced across the district.
- III.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. 4. The District will ensure that square footage to accommodate student population and program activities are equitable for all buildings.

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

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

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

- V. 1. The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.
- V. 2. A comprehensive needs assessment will be developed and administered at every WBL school in order to provide direction to future partnerships.

- V. 3. The District will create a process which aligns a partner with a compelling need or promising vision.
- V. 5. The District will communicate information related to partnerships using a variety of resources.

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

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

Goal 2: Ongoing Financial Stewardship and Budget Management

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

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

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

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

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

Implement Phase III of the Communications and Marketing plan presented to the School Board in July, 2010.

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

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

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

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

Goal 4: Development of a School District Vision

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

Goal 5: Operational Improvements

a. Recognition Program

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

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

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

AGENDA ITEM: **Measures of Student Success for 2011-12**

MEETING DATE: **August 27, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

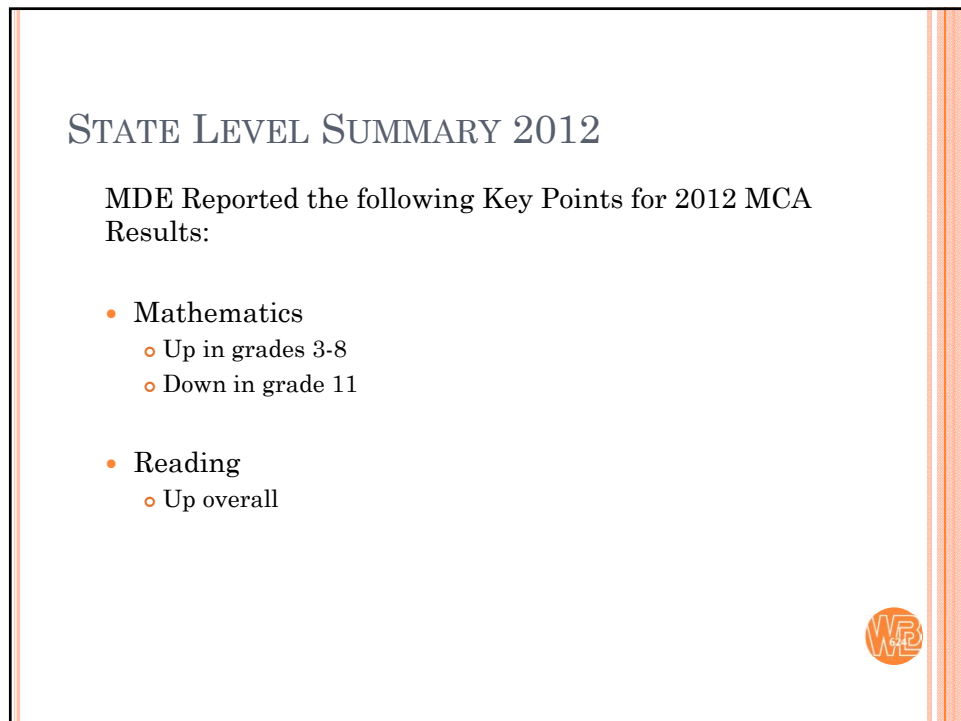
CONTACT PERSON(S): **Dr. Lovett, Superintendent**

Background:

On Monday evening, Coordinator of Assessment Mary McGrane will present details on student proficiency and growth in mathematics and reading. Both Assistant Superintendent David Law and Director of Special Services Kathleen Daniels will also contribute to the discussion.

Our Strategic Plan Strategy 1.1 provides that *“All students will achieve grade level in reading, writing and math by grade 4 and maintain grade level proficiency throughout their tenure in White Bear Lake Schools.”*

This presentation provides a picture on how we are progressing on this goal, and will address our plans for moving toward full achievement of the goal.



DISTRICT LEVEL MCA SUMMARY 2012 PERCENTAGE PROFICIENT

- **Math scores up 5.4%**
 - up in every grade 3-8
 - greatest gains in grades 6-8
 - all grades above state averages
- **Reading scores up 2%**
 - up in 5 of 7 grades
 - All grades above state averages



MCA MATH PROFICIENCY TRENDS

- WBL **improved math proficiency** from the 2011 MCA III baseline year **by 5.4 percentage points**, from 62.6% to 68% proficient overall
 - Elementary Schools **improved** proficiency by **6.2 percentage points**, from 72.4% to 78.6%
 - Middle Schools **improved** proficiency by **13.4 percentage points**, from 53.2% to 66.6%
 - 2012 WBLAHS 11th grade math results declined 7.9 percentage points from 2011; statewide, 11th grade math results declined 6.2 percentage points
 - 11th grade HS math proficiency trends **improved** from 2008- 2012 by **15 percentage points**, from 42.4% to 57.1%.



MCA MATH - DISAGGREGATED GROUP TRENDS

- 2011 Baseline to current year math proficiency trends for **ALL** disaggregated groups **improved** and **ALL** achievement gaps are narrowing
 - EL : **up 16** percentage points from 32.7% to 49.1% proficient
 - Special Ed : **up 2** percentage points from 40.6% to 42.7% proficient
 - FRL : **up 10** percentage points from 43.4% to 53.6% proficient
 - Black : **up 8** percentage points from 36.5% to 44% proficient
 - Hispanic : **up 14** percentage points from 38.3% to 52.7% proficient
 - Asian : **up 8** percentage points from 57.8% to 65.7% proficient
 - White : **up 5** percentage points from 65.9% to 70.8%



MCA READING PROFICIENCY TRENDS

- WBL five year reading proficiency trends show **annual improvement**, from **75.4% in 2008** to **79.4% proficient in 2012** overall.
 - Elementary Schools **improved** by **4.7 percentage points** to 82.3% proficient over five years
 - Middle Schools **improved** by **6 percentage points** to 79.4% proficient over five years
 - WBLAHS North Campus **improved** by **4.1 percentage points** to 80.5% proficient over five years



MCA READING -DISAGGREGATED GROUP TRENDS

Five year proficiency trends for **ALL** disaggregated groups **improved** and **ALL** achievement gaps are narrowing from 2008 – 2012:

- EL : **up 19** percentage points from 25.90% to 45% proficient
- Special Ed : **up 16** percentage points from 41.4% to 57.1% proficient
- FRL : **up 9** percentage points from 56.3% to 65.3% proficient
- Black : **up 7** percentage points from 54.1% to 60.9% proficient
- Hispanic : **up 15** percentage points from 47.1% to 61.9% proficient
- Asian : **up 10** percentage points from 57.7% to 67.2% proficient
- White : **up 2** percentage points from 80.9% to 82.9%

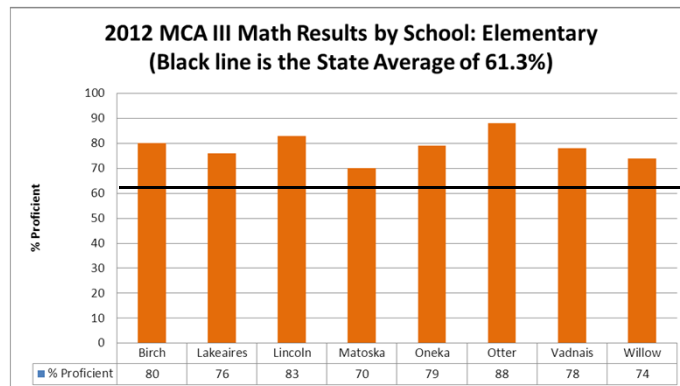


MCA GRAD WRITTEN COMPOSITION

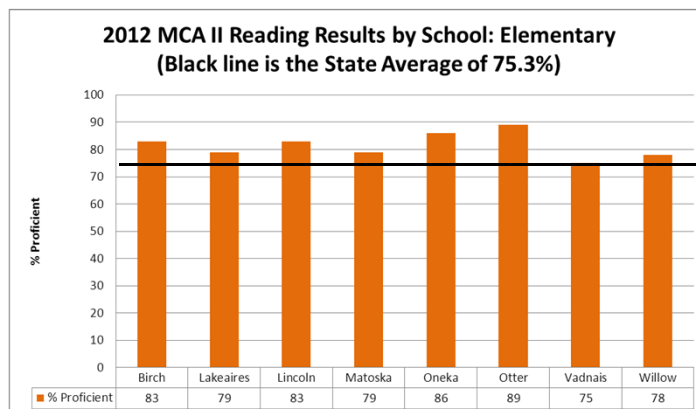
- **94.1%** of WBLAHS ninth graders met the proficiency standards on the GRAD Written Composition test, which is 2.2 percentage points above the state average of 91.9%
- In 2011 **96%** of WBLAHS ninth graders demonstrated proficiency



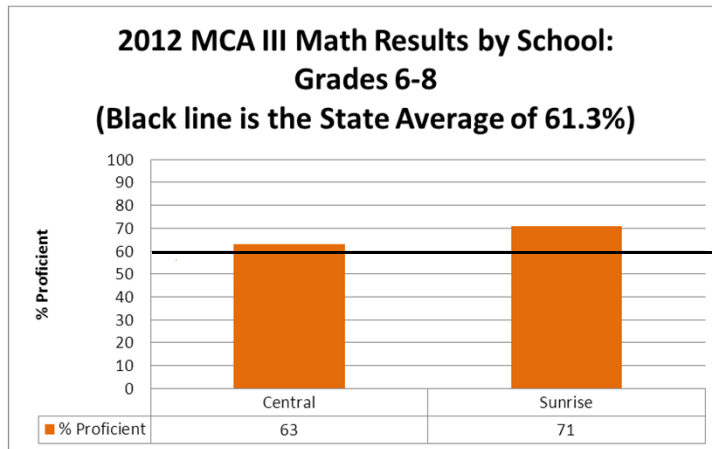
2012 MCA III MATH RESULTS BY SCHOOL: ELEMENTARY



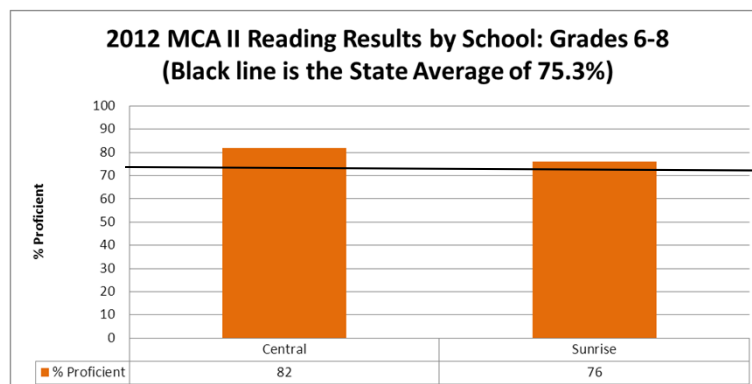
2012 MCA II READING RESULTS BY SCHOOL: ELEMENTARY



2012 MCA III MATH RESULTS BY SCHOOL: MIDDLE



2012 MCA II READING RESULTS BY SCHOOL: MIDDLE



MATH MCA 2011 TO 2012 COMPARISON: K-8

Math	2011	2012	Change
Birch	69	80	+11
Lakeaires	57	76	+19
Lincoln	82	83	-1
Matoska	65	70	+5
Oneka	77	79	+2
Otter	79	88	+9
Vadnais	77	78	+1
Willow	65	74	+9
Sunrise	53	71	+18
Central	54	63	+9



READING MCA 2011 TO 2012 COMPARISON: K-8

Reading	2011	2012	Change
Birch	86	83	-3
Lakeaires	79	79	0
Lincoln	87	83	-4
Matoska	80	79	-1
Oneka	84	86	+2
Otter	89	89	0
Vadnais	77	75	-2
Willow	79	78	-1
Sunrise	73	76	+3
Central	75	82	+7



**MCA III MATH: COMPARING 2011 TO 2012
MATCHED COHORT (SAME GROUP OF
STUDENTS)**

Cohort	2011 (grades 3-7)	2012 (grades 4-8)	Change 2011-2012
2011 3rd Graders	77%	82%	+5
2011 4th Graders	76%	70%	-6
2011 5th Graders	67%	64%	-3
2011 6th Graders	50%	62%	+12
2011 7th Graders	57%	67%	+10



**MCA II READING: COMPARING 2011 TO 2012
MATCHED COHORT (SAME GROUP OF
STUDENTS)**

Cohort	2011 (grades 3-7)	2012 (grades 4-8)	Change 2011 to 2012
2011 3rd Graders	83%	82%	-1
2011 4th Graders	80%	83%	+3
2011 5th Graders	87%	80%	-7
2011 6th Graders	77%	80%	+3
2011 7th Graders	69%	74%	+5



**MCA READING AND MATH HIGH SCHOOL
MATCHED COHORTS (SAME GROUP OF
STUDENTS)**

Grade	Initial Year	2012	Change from Initial Yr to 2012
2010 8th Graders	R: 76%	R: 80%	R: +4
2009 8th Graders	M: 69%	M: 55%	M: -14 *MCA II Math used in both years



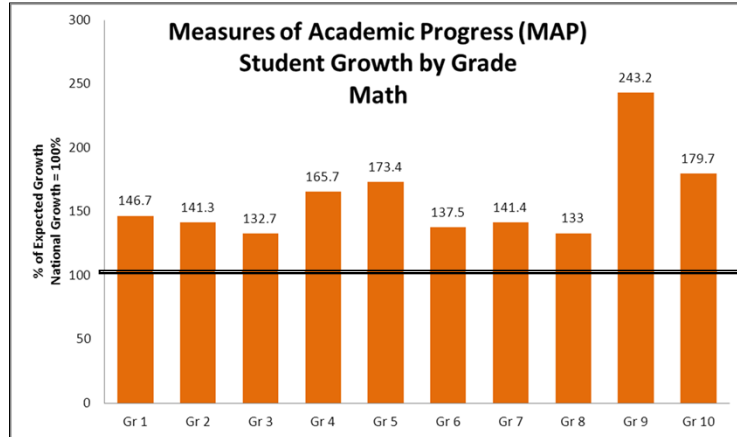
**DISTRICT LEVEL SUMMARY: MEASURES OF
ACADEMIC PROGRESS (MAP)
AVERAGE ANNUAL GROWTH**

- Math
 - Growth of 1 year 7 months
- Reading
 - Growth of 1 year 4 months



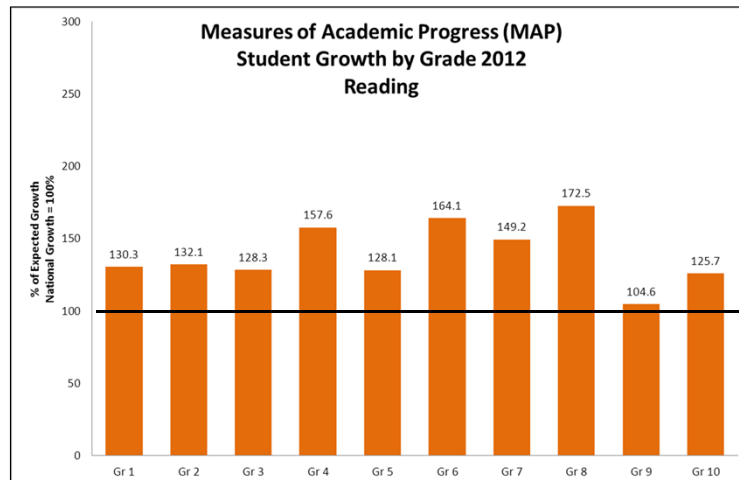
DISTRICT MATH GROWTH – 2012 MAP

District Average Math Growth – 1 Year and 7 Months

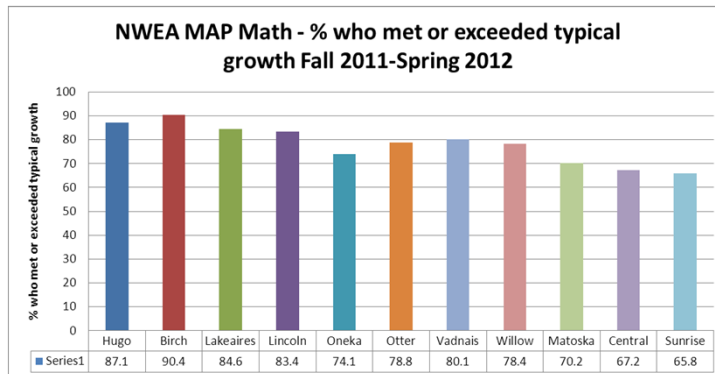


DISTRICT READING GROWTH – 2012 MAP

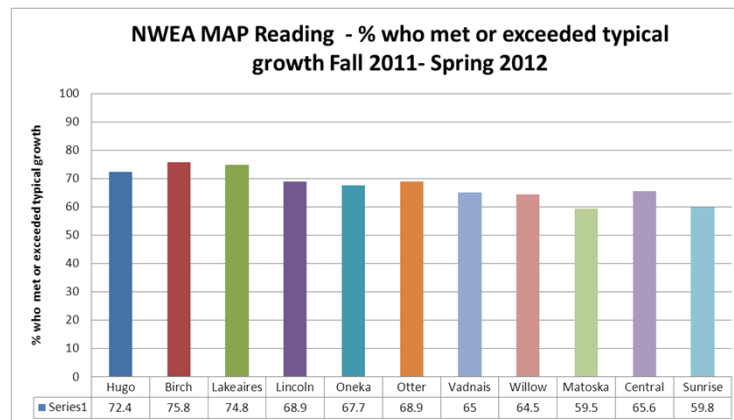
District Average Reading Growth – 1 Year and 4 Months



2011-12 MAP GROWTH BY SCHOOL: MATH



2011-12 MAP GROWTH BY SCHOOL: READING



HOW DO WE USE THIS INFORMATION FOR IMPROVING INSTRUCTION?

- Analyze schools, classrooms and student cohorts for growth and proficiency
 - Principals meet with individual teachers to review student results
 - Teacher teams plan for improved results
- Analyze contributing factors
 - Curriculum alignment to standards
 - Instructional practices
 - Strategies for intervention and support
 - Leadership



MCA DATA SOURCE

- MDE Data and Analytics @ <http://education.state.mn.us/MDE/Data/index.html>



AGENDA ITEM:	<u>Report on Middle School International Baccalaureate Planning for 2012-13</u>
MEETING DATE:	<u>August 27, 2012</u>
SUGGESTED DISPOSITION:	<u>Discussion Item</u>
CONTACT PERSON(S):	<u>Dr. Lovett, Superintendent</u>

Background:

On Monday evening, principals Dr. Noel Schmidt and Dr. Robert McDowell will be with us, along with Jill Pearson, who has joined us as our Middle Level IB Coordinator.

Our Strategic Plan Strategy 1.4 provides that *“the District will build upon the International Baccalaureate (IB) offering already in place at Matoska by implementing the IB Middle Years Program...”*

In preparation for the meeting, we have attached three items which will be referred to during the presentation and discussion:

1. Presentation on Middle Years IB Program
2. Curriculum Planning Timeline 2012-13
3. IB Authorization Standards Practices

In addition, for your reference we have attached a copy of the questions and answers on IB that we first published for parents, staff and the community in March, 2012.

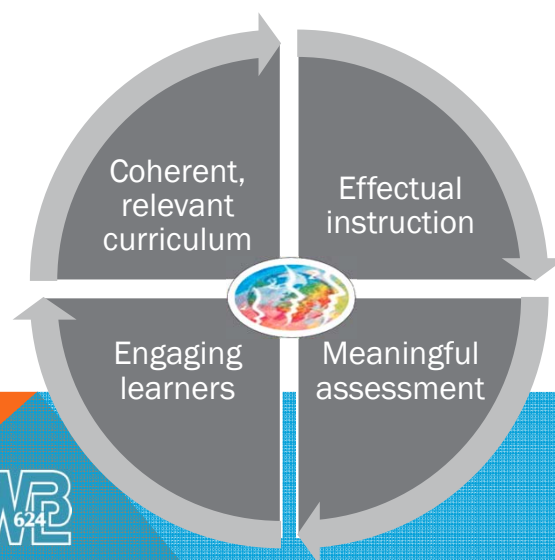
UPDATE ON IB MIDDLE YEARS PROGRAMME (MYP) IMPLEMENTATION

Bob McDowell
Noel Schmidt
Jill Pearson



White Bear Lake Area Schools
School Board Meeting
August 13, 2012

A consistent, rigorous, holistic educational program
for all WBLAS middle school students through:



AUTHORIZATION PROCESS

- ✓ Application for candidacy
- On-site workshops for all teachers
- Collaboration with IB consultants
- Implementing over 30 standards and practices that must be in place and evidenced for authorization
- Application for authorization
- Preparation for the verification visit



DEVELOPMENT OF SCHOOL MYP DOCUMENTS

School agreements regarding philosophies and protocols around:

- Assessment
- Academic honesty
- Language learning
- Inclusion of students with special needs

Three year action plan



PROFESSIONAL DEVELOPMENT FOR 2012-13

- ½ day curriculum planning sessions
- Articulating and aligning state standards, MYP objectives
- Teachers develop:
 - 1 subject-specific unit
 - 1 interdisciplinary unit
 - MYP assessments and modify MYP rubrics
- Reflection on data, revision of units and standards scope/sequence, planning for 2013-14



White Bear Lake Area Middle Schools
IB MYP Curriculum Planning Timeline 2012-2013

August 2012	Sept - Oct 2012	Nov 2012 – Jan 2013	Jan - Apr 2013	Apr - May 2013
<u>IB MYP Introductory Workshop</u> Collaboratively designed by MYP coordinator and IB consultants in accordance with the IB's standards. Topics include: -IB Mission Statement -Fundamental Concepts of the MYP -The Learner Profile -Unit Planning, Key Concepts, & Assessment	<u>Aligning & Prioritizing Standards</u> - Faculty Meeting 1 ½ -Day Planning Retreat for Each Subject Area Team (Coverage Provided) - Weekly Grade-Level (Horizontal) Team Meetings <u>Goal</u> <i>Completed by Oct. 31:</i> - Standards Alignment Table for Each Course - Concepts and Unit Questions Identified - Areas of Interaction Identified as Applicable	<u>Unit 1</u> <u>Identifying Outcomes</u> <u>Designing Assessments</u> <u>Planning Units & Lessons</u> 2 ½-Day Planning Retreats for Each Subject Area Team (Coverage Provided) - Professional Development ½ Day Nov. 9— Horizontal Sharing, and the IB Six-Step Planning Process <u>Implementing the Curriculum</u> - Weekly Grade-Level (Horizontal) Team Meetings to Include: - Assessment Peer Reviews, Student Work Sharing <u>Goal</u> <i>Completed by Jan. 31:</i> - MYP Performance Assessment with Rubrics - MYP Unit Plan - Formative Assessment Data Collected	<u>Unit 2</u> <u>Identifying Outcomes</u> <u>Designing Assessments</u> <u>Planning Interdisciplinary Units & Lessons</u> - Weekly Grade-Level (Horizontal) Team Meetings to Include: Planning for Interdisciplinary Units - January 21 PD day: Assessment <u>Implementing the Curriculum</u> 2 ½-Day Planning Retreats for Each Subject Area Team (Coverage Provided) - Focus on Assessment Design and Scoring of Student Work <u>Goal</u> <i>Completed by April 30:</i> - Performance Assessments with Rubrics - MYP Interdisciplinary Unit Plan - Formative Assessment Data Collected	<u>Assessing & Revising the Curriculum</u> - Weekly Grade-Level (Horizontal) Team Meetings - Content-Area Team Meetings—1 ½-Day Planning Retreat for Each Content Area Team (Coverage Provided) - Data Teams Review of Student Data <u>Goal</u> <i>Completed by May 30:</i> - Priority Standards Identified and Sequenced for 2013-2014 Based Upon Data Teams Reviews (formative assessments, MAP assessments, MYP assessments, etc.) - Standards Alignment Tables Revised/Updated for Each Course
<u>Outcomes</u> - State standards (including common core as applicable) and MYP objectives identified and aligned - Two complete MYP unit plans and reflections submitted (1 subject-specific and 1 interdisciplinary unit) - At least two samples of assessed student work with MYP rubrics for each of the two units				

IB Standards & Practices Required for Authorization

Philosophy
A1. The school's published statements of mission and philosophy align with those of the IB.
A2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
A3b. Teachers and students demonstrate an understanding and awareness of the areas of interaction.
A7. The school places importance on language learning, including mother tongue, host country language and other languages.
A9. The school supports access for students to the IB programme and philosophy. a. The school strongly encourages participation for all students.
Organization
B1. The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).
B2. The school has developed a governance and leadership structure that supports the implementation of the programme(s).
B3. The head of school/school principal and coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme.
B4. The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position. a. The Middle Years Programme coordinator is part of the school leadership team.
B5. The school develops and implements policies and procedures that support the programme(s). a. The school has developed and implements a language policy that is consistent with IB expectations. b. The school has developed and implements a special educational needs policy that is consistent with IB expectations and with the school's admissions policy. c. The school has developed and implements an assessment policy that is consistent with IB expectations. d. The school has developed and implements an academic honesty policy that is consistent with IB expectations. e. The school's organizational structures support the implementation of all subject groups, of the areas of interaction.
B6. The school has systems in place for the continuity and ongoing development of the programme.
Curriculum
<i>C1: Collaborative Planning</i>
C1. Collaborative planning and reflection addresses the requirements of the programme. a. The school has an approach to curriculum planning that involves all Middle

Years Programme teachers.
b. The school follows the Middle Years Programme planning process.
C1.2. Collaborative planning and reflection takes place regularly and systematically.
C2: Written Curriculum
C2. The written curriculum is comprehensive and aligns with the requirements of the programme.
a. The curriculum fulfills the aims and objectives of each subject group. b. The school uses the prescribed Middle Years Programme objectives to develop and document interim subject specific objectives. c. The school uses the prescribed Middle Years Programme objectives to develop and document interim subject specific objectives d. The units of work are documented on unit planners and follow the Middle Years Programme unit planning process.
C2.9. The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).
C3: Teaching and Learning
C3.1 Teaching and learning align with the requirements of the programme.
a. Teaching and learning at the school uses the areas of interaction as contexts.
C3.4. Teaching and learning promotes the understanding and practice of academic honesty.
C4: Assessment
C4.1. Assessment at the school aligns with the requirements of the programme.
a. The school aligns assessments with prescribed minimum criteria. b. The school implements a coherent framework of assessment criteria aligned with the school's interim objectives.
C4.2. The school communicates its assessment philosophy, policy, and procedures to the school community.

Questions and answers about the Middle Years Program (MYP) and the International Baccalaureate (IB)

Draft of 2/14/12 (Schmidt, McDowell, Law)

1. When did the White Bear Lake Area Schools first start looking into the International Baccalaureate Program?

In 2004, groups of teachers began attending IB trainings. From these initial meetings, Matoska International (originally Parkview & Centerpoint Elementaries) began looking at IB. This cumulated with Matoska International receiving the IB Authorization in 2010. During the same time period that Parkview and Centerpoint Elementary were exploring the IB program, middle school staff also attended IB trainings.

Teachers and principals have also visited Middle School IB schools in the State of Minnesota and many discussions have taken place. In 2011 the WBL Strategic Planning Team recommended expansion of the IB in White Bear Lake to include the middle schools. This larger recommendation was based on multiple sub-committee recommendations as a way to increase academic rigor and achievement for our students. (Strategy 1) and plan for global experience and relationships to understand world connections (Strategy 2).

2. Is the International Baccalaureate Program in the Strategic Plan for the White Bear Lake Area School District?

Yes. It is found in two of the six major priorities for the school district. Specifically, after a critical review of available programs related to academic rigor and achievement, both sub-committee one and two recommended IB expansion beginning with the 2012 -13 school year.

3. What is the purpose of IB and how does it measure up to WBLAS mission?

The purpose of the MYP IB program is to provide a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. This fits well with the mission of the White Bear Lake Area School District:

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

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

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

4. Is IB in the Middle Years Program (MYP) only for talented and gifted students?

No. The MYP, unlike the Diploma Program, is specifically designed for all students. The MYP of IB strongly emphasizes the “whole child,” and builds off the Primary Years Program (PYP).

5. What are the major areas of study in the MYP?

There are eight major areas of study: Language A (the native language), Humanities, Technology, Mathematics, Arts, Sciences, Physical Education, and Language B (a language other than the native language). (Language B must be taken concurrently throughout the year with other seven major areas of study).

6. What are the Areas of Interaction in the MYP?

Health and Social Education, Human Ingenuity, Community and Service, Environments, and Approaches to Learning. MYP requires that each major area of study include these areas of interaction while constructing individual and interdisciplinary units.

7. Will there still be special education under IB?

Yes. State and Federal laws still apply to student programming.

8. What is the day of a student in an IB school like compared to the day of a student who is not in an IB school?

The biggest difference occurs within the classroom—how the lessons are prepared and taught and how students take assessments. IB students experience more interdisciplinary teaching, more focus on the areas of interaction, and more assessments connected to rubrics and formative assessments. In IB schools, students experience more projects, scenarios, and real-world applications across subject areas because of the “whole child” nature of IB.

9. How does IB extend learning beyond the classroom?

MYP requires, over the three years, students to engage in community service, while developing the skills to make effective contributions to society, instilling a sense of responsibility, and raising awareness of what happens in a local and global community.

10. How compatible is the IB grading system to college entrance requirements?

At the high school level, the IB grading system is very compatible with college entrance requirements. Colleges and universities express no difficulties in determining whether or not an IB student is able to enter their system. At the middle school level, the IB grading system helps support our 6-12 college readiness initiative.

11. How does IB work with MCA benchmarks and standards?

Teachers would still follow the Minnesota State Standards and MCA benchmarks while using the IB framework. In White Bear Lake, teachers would also continue to develop common summative and formative assessments, and students would continue taking the MCA tests.

12. What contact have White Bear Lake middle school teachers had with the International Baccalaureate Program?

Teachers have met with teachers from four other MYP schools in the Twin Cities area. Sixteen staff members and four administrators have had specific training on the MYP.

13. What kind of parent input have we had?

During the strategic planning process last year, parents, community members, and staff members—on two different strategic planning teams—after extensively looking at all of the available research on increasing academic rigor for all students, were very supportive of the International Baccalaureate Program and recommended the school district move forward with IB. In addition, we have collectively had several open meetings with middle school parents, and IB has been a topic at PTO meetings. In 2012, when we discussed the topic of IB with the middle school PTOs at both Central and Sunrise Park, the parents were very supportive and excited about the possibility of the International Baccalaureate Program coming to White Bear Lake.

14. What happens to students who are struggling with their reading and math skills?

We will continue to offer a tiered intervention format for students struggling with reading and math skills. This means that our Bridges program, our AVID program and our Special Education Program will continue to serve students.

15. How does a day of an IB teacher compare to the day of a middle school teacher now?

Structurally about the same. Some teachers, including world language teachers, and some allied art teachers, will need to switch from teaching pure quarter and semester classes to an every-other-day schedule. The length of class periods, however, will remain the same. Home base will remain the same. Prep time will remain the same. The biggest difference will be in planning lessons, how lessons are delivered within the classroom, and how some assessments are delivered.

16. What does the day of a student in an IB school look like compared to the day of a student who is not in an IB school?

Structurally about the same. Some classes would convert from pure semester and quarter classes to every-other-day classes. The length of class periods, however, will remain the same. Home base remains the same. Passing time and lunchtime remain the same. Students do not have a longer school day or more homework. The biggest difference is what the student will experience within the classroom, how the lessons are prepared and taught to them, and how they take assessments. They will experience more interdisciplinary teaching, more focus on the areas of interaction, and more assessments connected to rubrics and formative assessments. They will also experience more variety in their subjects because of the “whole child” nature of IB.

17. What is the anticipated timeline once Application for Candidacy is submitted?

The first application is due by April 1, 2012. Once the first application is submitted, planning would begin in earnest and the IB organization becomes a key partner in working with the middle schools in White Bear Lake. The end goal is for both middle schools in White Bear Lake to be authorized MYP schools before the beginning of the 2014-2015 school year.

18. How does IB fit with other initiatives, such as summative and formative assessments, AIW, Project Lead the Way, AVID, and RTI?

The IB format provides a framework for the consistent use of criterion-based assessments, which is directly aligned to the work we have started in the areas of common formative and summative assessment. As teachers engage in the common IB planning format, they will be set up to engage successfully in the components of AIW. The interdisciplinary requirements will also support our Project Lead the Way units. AVID is currently and successfully integrated with the IB program in surrounding Minnesota MYP schools. IB will not interfere with the multi-tiered interventions currently in place as part of our Response to Intervention Framework.

19. How much does IB cost?

The April 1 application fee is \$4,000 for each middle school. The annual candidate fee, which is payable September 1 of each year, is \$9,500 for each middle school. Additionally, each middle school must have a .5 school coordinator. It is expected that a reallocation of current District resources would pay for these costs and any on-going teacher training and staff development. Additionally, we expect (but we are not budgeting for) an increase in students attending the White Bear Lake middle schools because of the IB program, similar to the experience of other MYP schools.

20. What is the long-term sustainability of IB at the Middle Schools?

The District is committed to continuous improvement of all programs, in ways that are sustainable. The MYP at the middle schools is sustainable. The program should have a long and successful life in White Bear Lake. Many potential roadblocks have already been removed. (For example, we already offer world languages in all grade levels.) We have parent support, District Center support, financial support for the MYP Coordinator, and would be the first competing IB programs in the area. Every school we have spoken to has gained students. It must be stressed that no adjacent public school district has the MYP. Currently there are 12 authorized MYP schools in Minnesota: Brooklyn Center JHS, Cyber Village Academy, Crosswinds, Fridley MS, Anwatin MS, Northeast MS, North View JHS, Robbinsdale MS, So.

St. Paul MS, St. Anthony MS, Highland JHS, Ramsey JHS. Ten other middle schools are currently in the process of authorization.

21. What does research say about IB?

Among recent research findings are the following:

A 2010 study conducted by the Australian Council for Educational Research found that IB PYP and MYP students outperformed their non-IB peers on the International Schools Assessment across all four domains in a majority of grade levels.

A 2010 study from the State of Texas Education Research Center at Texas A & M University found positive outcomes of the IB programmes, which included increased teacher collaboration, an increase in the use of authentic assessments, increases in student motivation for learning, the development of critical thinking skills in students, and resulting increases in global and cultural awareness.

A 2011 study conducted by Julie Wade compared five MYP schools against five non-MYP schools within the same district. The data and evidence suggested that MYP students' performance in math and science was higher than that of non-MYP students. In addition, positive environment ratings were higher for MYP schools than non-MYP schools.

22. Where can I get more information?

Go to www.ibo.org and then go to "What we offer" at the top of the page. Scroll down to "Middle Years Programme" (Ages 11-16). You can also call or email either Dr. Noel Schmidt, principal at Central Middle School, or Dr. Bob McDowell principal at Sunrise Park Middle School.

AGENDA ITEM: Elementary World Language Review

MEETING DATE: August 27, 2012

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON(S): Ann Malwitz, Professional Learning and Development Coordinator
David Law, Assistant Superintendent
Dr. Lovett, Superintendent

Background:

During the 2011-2012 school year the Board approved recommendations of an Elementary World Language Program Review to add world language for all district elementary students. Spanish is being offered at five schools and Chinese at two schools to fourth and fifth grade students starting in the 2012-2013 school year (Matoska will continue to offer Spanish K-5). Language and cultural exploratory experiences such as the Concordia Language Village experience will be offered to students in kindergarten through third grade.

Phase two of the recommendations calls for world language to expand to kindergarten through grade three beginning with the 2013-2014 school year. In addition, the district will consider the potential of adding one or more language immersion programs beginning in 2013-2014. The review is an initiative that stems from the Strategic Plan, which called for *“all students will expand their global perspective through the study of world language and culture at the elementary schools.”*

Ann Malwitz will present an overview of the timeline and outcomes for phase two of the Elementary World Language Program Review for the 2012-2013 school year.

Elementary World Language Program Review Phase II (2012 – 2013)

A. Purpose:

The School Board and Superintendent have identified priorities for implementing the strategic plan during the 2011-12 school year. Strategy II of the plan states, “We will create and implement a plan for global experiences and relationships to further understand world connections.” At the elementary level, all students will expand their global perspective through the study of world language and culture. The charge of this program review committee is to implement phase one of the Elementary World Language Program recommendations and further develop program recommendations for phase two of the program review process to be shared with the School Board in November.

B. Specific Outcomes Expected:

1. Implement phase one of the program recommendations for elementary world language.
2. Continue to study elementary world language resources, programs, standards and exemplary practices.
3. Outline the process for implementing phase two of the elementary world language program.
4. Develop a framework identifying beliefs, vision, and research-based exemplary practices.
5. Develop recommendations for implementation phase two of the elementary world language program for 2013-14 and beyond.

C. Strategies:

1. Consider best practice information, research, standards, district survey data and state guidelines.
2. Study effective programming procedures and guidelines.
3. Obtain feedback from parents, staff, administrators, students and other stakeholders.
4. Assess phase one implementation.
5. Share results with stakeholders.

D. Timeline:

July	Develop phase two review process
August	Present phase two planning process to School Board at work study session
September-October	Develop phase two program recommendations for 2013-14 and beyond
November	Share preliminary recommendations on phase two to the School Board
December	Action on proposal at School Board meeting, communication to families
January	Begin implementation as approved by School Board

Update for School Board Work Study Session - Phase II of Elementary World Language (2012-2013)

Goal:

The goal for phase two of the Elementary World Language Program Review is to continue to study and review exemplary elementary world language programs, examine world language curriculum standards and to further develop program recommendations identified by the Elementary World Language Program Review Committee and the School Board during the 2012-2013 school year.

Timeline:

Date:	Activity:	Participants:
June - August, 2012	- Begin program implementation phase one - Develop curriculum scope and sequence - Develop program building schedules - Develop plan for phase two of program recommendations	Ann Malwitz David Law John Leininger Elementary World Language Teachers
August, 2012	Present overview of phase two planning process to school board at work study session (8/27/12)	Ann Malwitz David Law John Leininger
September, 2012	- Fine tune recommendations for expanding the program to kindergarten through third grade - Review phase one implementation and continue to develop and refine the curriculum scope and sequence - Study the potential of immersion program or programs effective for the 2013-2014 school year	Ann Malwitz David Law John Leininger Elementary World Language Teachers Building Administrators Representatives from School Sites
October, 2012	- Fine tune recommendations for expanding the program to kindergarten through third grade - Review phase one implementation and continue to develop and refine the curriculum scope and sequence - Study the potential of immersion program or programs effective for the 2013-2014 school year	Ann Malwitz David Law John Leininger Elementary World Language Teachers Building Administrators Representatives from School Sites
November, 2012	Preliminary recommendations on phase two world language program to the school board	Ann Malwitz David Law John Leininger
December, 2012	Final recommendations on phase two elementary world language program to the school board	Ann Malwitz David Law John Leininger K-5 Program Review Committee Members School Board Members
January - June, 2013	Implementation for phase two program recommendations	Ann Malwitz David Law John Leininger Building Administrators

Elementary World Language

***Based on Presentation
to School Board***

**April 9, 2012
District Center, Community Room
7:00 p.m.**

Strategic Plan

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

Priorities Recommended for 2012-2013

2.1 World Language for ALL elementary students.



Outcomes:

1. Conduct an initial exploration of elementary world language resources, programs, standards, and exemplary practices.
2. Outline components of the review process.
3. Develop a framework of identifying beliefs, vision, and research-based exemplary practices.
4. Make recommendations for elementary world language program implementation for 2012-13 and beyond.

**Parent
Survey Data**

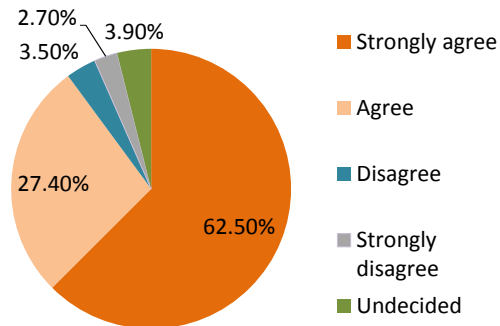
**1,067
Responses**



Question #3.

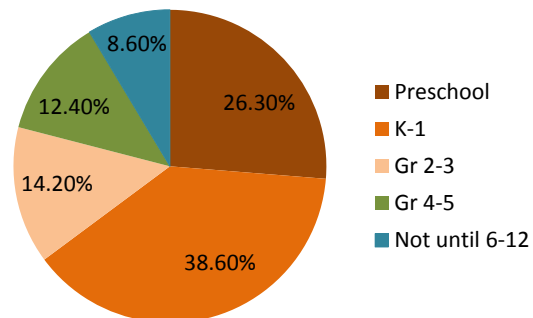
I believe it is important for my child(ren) to have opportunities to begin learning a new language prior to entering middle school.

90% of parents “Agree” or “Strongly agree” that they want their children to begin to learn a new language prior to middle school. Among preschool parents agreement rises to 92%.

Prior to Middle School**Question #4.**

When do you think formal study of a World Language should begin?

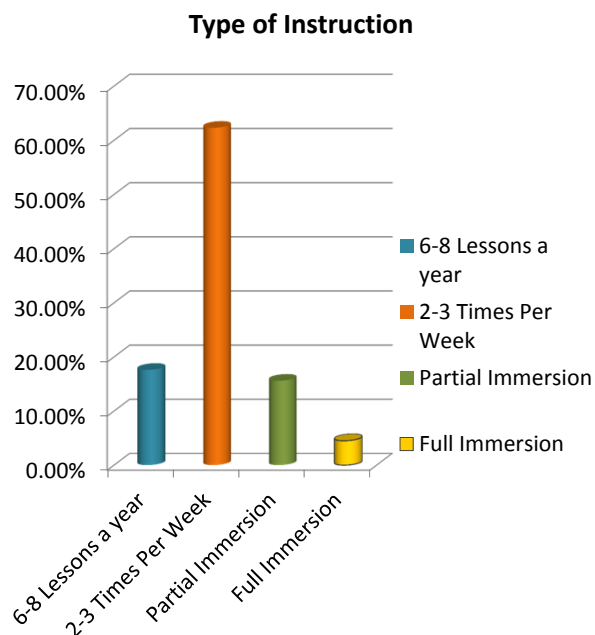
80% of parents would like to see the formal study of a second language begin by the primary grades (PreK-3).

Formal Study

Question #5. Given the choice, what type of language instruction would you choose for your child(ren)?

80% of parents prefer language instruction that is embedded in the daily schedule.

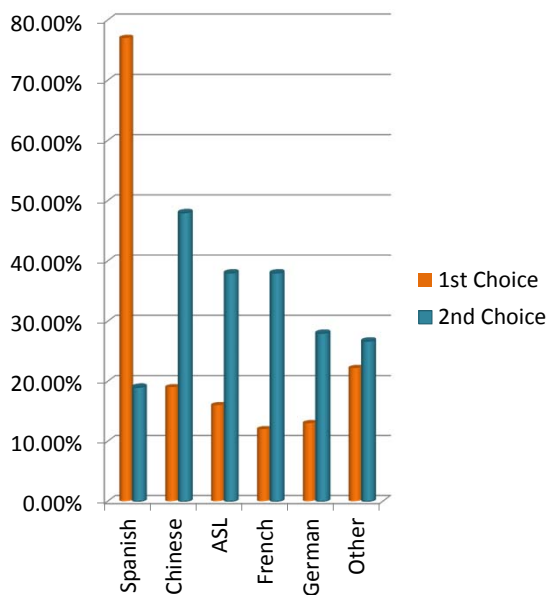
20% of parents prefer an immersion program. For preschool parents the percentage rises to 24%.



Question #6. Please select your top THREE language preferences.

96% of parents identified Spanish as #1 or #2 choice for a second language.

67% of parents identified Chinese as #1 or #2 choice.



Phase One (2012-13)

- Which Grades?
 - Grades 4-5 taught by specialists with two 45 minute classes every six days.
 - Grades K-3 will have exploratory experiences such as Concordia Language Village.
- Which Languages?
 - Spanish will be taught at Birch, Lakeaires, Hugo/Oneka, Otter Lake and Willow (Matoska will continue to embed Spanish K-5).
 - Chinese will be taught at Lincoln and Vadnais.

Phase One (2012-13)

- How much will they learn?
 - Program scope & sequence and language proficiency levels will be developed.
- Prepare for Phase Two (2013-2014)
 - Develop specific recommendations for K-3 language enhancements.
 - Study and evaluate the option for one or more language immersion programs.

Phase Two (2013-2014)

- Which Grades?
 - Grades K-5 with the specific program for grades K-3 to be determined during phase one planning.
- Which Languages?
 - Spanish will be offered at Birch, Lakeaires, Hugo/Oneka, Otter Lake and Willow (Matoska will continue to embed Spanish K-5).
 - Chinese will be offered at Lincoln and Vadnais

Phase Two (2013-2014)

- How much will they learn?
 - Program scope & sequence and language proficiency levels will be adjusted as program expands to grades K-3, and to assure a smooth transition from grade 5 to middle school.
- Based on phase one study and recommendations the district may be implementing one or more immersion programs.

Additional Questions

How will the delivery of media objectives be different?

— Now

- In grades 1-5 students receive 45 minutes of media every three days.
- In grades 1-5 media objectives are taught by the media specialist separate from the classroom teacher while the classroom teacher is having preparation time.

Additional Questions

How will the delivery of media objectives be different?

— Beginning in 2012-2013

- In grades 1-3 students will continue to receive 45 minutes of media every three days.
- In grades 1-3 media objectives will be taught by the media specialist separate from the classroom teacher while the classroom teacher is having preparation time.
- In grades 4-5 the media specialist and classroom teacher will work together to integrate the media standards within the regular classroom instruction.

Questions?



AGENDA ITEM: School Board Training
MEETING DATE: August 27, 2012
SUGGESTED DISPOSITION: Discussion Item
CONTACT PERSON(S): Lori Swanson, School Board Chair

Background:

Lori Swanson will lead a discussion regarding school board professional development opportunities.