

**INDEPENDENT SCHOOL
DISTRICT #624**



**SCHOOL BOARD
WORK SESSION
PACKET**

October 28, 2024

Independent School District No. 624

MISSION STATEMENT

The mission of the White Bear Lake Area School District, the community at the forefront of educational excellence, honoring our legacy and courageously building the future, is to ensure each student realizes their unique talents and abilities, and makes meaningful contributions with local and global impact through a vital system distinguished by:

- *Students who design and create their own future*
- *A culture that respects diverse people and ideas*
- *Safe, nurturing and inspiring experiences*
- *Exceptional staff and families committed to student success*
- *Abundant and engaged community partners*

**INDEPENDENT SCHOOL DISTRICT NO. 624
WHITE BEAR LAKE, MN 55110**

To: Members of the School Board

From: Dr. Wayne A. Kazmierczak
Superintendent of Schools

Date: October 23, 2024

A work session of the White Bear Lake Area School Board will be held on **Monday, October 28, 2024**, at 5:30 p.m. in Room 112 at District Center, 4855 Bloom Avenue, White Bear Lake, MN.

WORK SESSION AGENDA

A. PROCEDURAL ITEMS

1. Call to Order
2. Roll Call

B. DISCUSSION ITEMS

1. White Bear Lake Area High School Update
2. Lakeaires Elementary Update
3. Elementary Immersion Program Update

C. OPERATIONAL ITEMS

1. Action on Elementary Immersion Program

D. ADJOURNMENT

B. DISCUSSION ITEMS

AGENDA ITEM: **White Bear Lake Area High School Update**

MEETING DATE: **October 28, 2024**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent
for Teaching and Learning**

BACKGROUND:

Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning, and Russ Reetz, Principal of White Bear Lake Area High School will give an update on White Bear Lake Area High School.



White Bear Lake Area High School Update

October 28, 2024

Russ Reetz

WBLAHS Principal

Today's Agenda

1. WBLAHS Update
2. First 60 day instructional focus & theme
3. Attendance & Unwanted behavior update
4. School Climate & Culture Update
5. Community Engagement & Partnerships
6. What's Next





The mission of White Bear Lake Area High School, the safe and vibrant community that aspires for greatness, is to ensure each student sets sail on their own course to personal and intellectual excellence. Together, our school is committed to a culture of welcoming, belonging, and leading.

3



Curriculum & Instruction Focus

- 60 Day Instructional Focus: **Do I belong here?**
- 5D+ Framework & Rubric
 - Student Engagement
 - Classroom Environment & Culture
- Collaborative Inquiry Teams
- ROAR (Learning) Walks
- Standards Based Learning
- English & Social Studies Curriculum Review
- Transition to Trimesters Schedule



5D+ Rubric Indicators of Belonging

Teacher checks for understanding of the learning targets.

Locus of control remains mostly with students.

Teacher capitalizes on students' strengths.

Students press on thinking to expand ideas for self and others.

Teacher differentiates for student strengths and needs.

Teacher adjusts to student needs to provide targeted feedback.

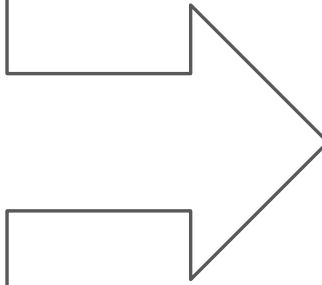
Relationships foster well-being. Student status is elevated.

Students use learning routines and support the learning of others.

Students self-monitor and remind one another of the norms.



- W.B.L.
- ROAR
- 3 Questions
- Learning Walks
- 5D+



CIT Collaboration		
Cycle 1	Cycle 2	Cycle 3
Do I belong Here?	Is this meaningful?	Can I do this?



ROAR (Learning) Walks

Purpose of Learning (ROAR) Walks:

- **To Study Our Students' Experiences:** Learning Walks are designed to observe and understand our student experience related to teaching and learning, not to judge or evaluate teacher performance.
- **Develop a Shared Vision:** We aim to create a common understanding of high-quality teaching and student learning based on the 5D Instructional Framework.
- **Calibrate and Deepen Understanding:** These walks will help us align our understanding of the dimensions of the 5D Instructional Framework.
- **Foster Instructional Leadership:** We will develop the Habits of Thinking necessary for effective instructional leadership.
- **Support School Improvement:** Learning Walks support our efforts to achieve our Integrated School Improvement Plan and Site Strategic Plan.
- **Cultivate a Culture of Public Practice:** We aim to develop a culture where teaching practices are open and collaborative across our school and district.



Cycle 1	
August 27, 2024	Full PD
August 28, 2024	Half PD
September 10, 2024	BLT Meeting
September 12, 2024	LLT Meeting
September 17, 2024	Department
September 19, 2024	CIT meeting
September 24, 2024	Staff meeting
September 26, 2024	CIT meeting
October 1, 2024	BLT meeting
October 3, 2024	LLT Meeting
October 8, 2024	Department
October 10, 2024	CIT meeting
October 16, 2024	Full PD
October 24, 2024	CIT meeting
October 29, 2024	Staff meeting
November 5, 2024	Full PD
November 5, 2024	BLT meeting
November 7, 2024	LLT Meeting
November 12, 2024	Department
November 14, 2024	CIT meeting
November 26, 2024	Staff meeting

Collaborative Inquiry Teams

What is one thing your CIT will try this next week to increase student belonging?
CIT Responses from 9/19/2024

Names	
- Learn names - Address each student by name - Know each of our students' first names AND use it by September 27	- Say names correctly - Intentionally use each student's first name - Greet students with their name as they enter the classroom
Routines	
- This or that polls - Question of the day - Bell ringers - Star of the day - Practice breathing techniques with students as a technique for mindfulness at the beginning of lesson	- Calendar talk - Classroom jobs - Interpersonal self-eval (how are you & why) - Post-It on emoji that matches students' mood - Check-ins
Classroom Strategies	
- Hallway, door greetings - Walk around the classroom - connect with each student each day - Create strong routines - Connect with 3-5 students each day to check in, get to know them, and make sure that they are feeling comfortable in the class - Show interest and see the person - Use teamwork in our classes - Use visuals and student ideas to create a welcoming environment	- Get to know student interests outside of school - Create comfortable spaces - Relationship building activities - Get to know at least one thing about student - Do at least one opener next week to allow for more student connection to others in the classroom - Students share something with their lab group - Regroup students each week so they can meet new students - Small group reflections

Do I Belong Here? Foster an inclusive, engaging, and supportive classroom culture		
CIT #1 - 9/19/24		
Attendees:	Role	Person Responsible
	Facilitator	
	Recorder	
	Timekeeper	
	Norm Manager	
	Contributor	
Goal for Meeting	1. Establish norms for a CIT environment that mirrors the inclusive culture aimed for in classrooms. 2. Share experiences and current strategies related to student engagement and classroom environment.	
CIT Norms	What are your CIT's Norms? 1. 2. 3. 4. 5.	
What is one thing your CIT will try this next week to increase student belonging?		



WBLAHS 24-25 Enrollment

Grade	Enrollment
Freshmen	666 students
Sophomore	672 students
Junior	655 students
Senior	652 students
Total	2645 students



2023-24 Attendance Data

Grade level	Full day attendance	Period attendance
Freshmen	80%	89.4%
Sophomore	79.4%	89.2%
Junior	79.5%	89%
Senior	77.5%	88.7%



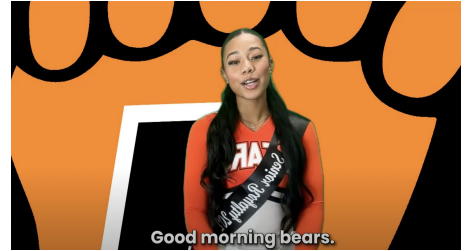
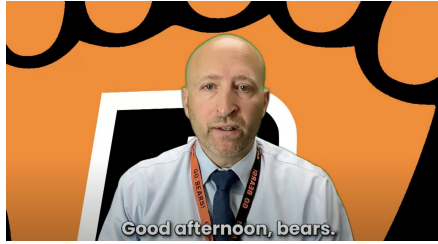
Student Behavior Data

	Sept-Oct 2023	Sept-Oct 2024
Suspensions	40	20
Chemicals	33	3
Disruptive/Disorderly Insubordination	3	6
Fights in school	4	2
Cell phone referrals	NA	72
Attendance Conversations	NA	170+

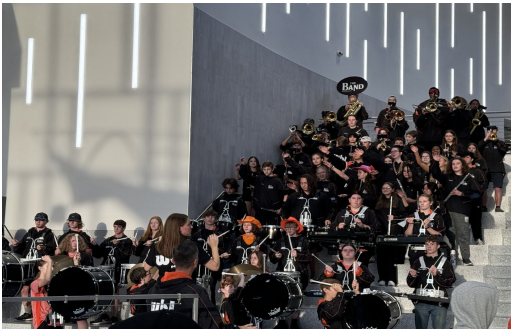


School Climate & Culture

- Advisory
- ROAR time
- Daily ROAR
- ROAR store
- Activities



School Climate & Culture



Community Engagement

- Class of 1967 tour of WBLAHS: August 23
- Open House: August 28
- Community Open House: August 29
- Class of 1974 tour of WBLAHS: August 30
- Family Engagement Night: September 23
- German American Partnership Program: September 26-October 15
- Presentation to WBL Chamber: October 1
- VHEDC meeting & tour at WBLAHS: October 2
- Homecoming Carnival: October 6
- US State department & Pacific Islander group: October 10
- Education Foundation visit: October 16
- Rotary meeting & tour at WBLAHS: October 16
- Test Drive Reality Fair: December 12



What is next!

- Next 60 day instructional cycle: Is this meaningful?
 - Purpose (5D+)
 - Curriculum & Pedagogy (5D+)
 - New CIT Focus
 - Continue our ROAR Walks
- Create proficiency scales for all courses 25-26
- Finalize trimester course guide & prepare for registration
- Complete ELA & Social Studies Curriculum review



Trimester Work

- 29 New courses proposed
- 15 Course removals proposed
- 15 Additional trimester requests proposed
- Additional required credit proposed in PE or Health, ELA 9 & Social Studies 9
- Several grade level or course title changes proposed

Trimester Timeline

Systems Accountability to review course changes	October 30, 2024
Instructional cabinet to review course changes	November 6, 2024
LLT to review/discuss new courses & additional trimester requests	November 7, 2024
School board work session to discuss initial proposal of course changes	November 25, 2024
LLT to hear final decision and view school board presentation	December 5, 2024
School board vote to approve new courses & course changes	December 9, 2024
New registration guide shared with staff	December 2024
New course registration guide & info available to students & families	January 2025



Standards Based Learning Progress Summary

Content Area	Total Courses	Courses w/ Focus Standards Identified		Courses w/ Proficiency Scales Created	
Language Arts	15	10	67%	2	13%
Math	13	5	38%	4	31%
Social Studies	23	8	35%	5	22%
Science	18	6	33%	4	22%
Art	12	9	75%	4	33%
AVID	4	4	100%	1	25%
Business & Marketing	9	7	78%	3	33%
Engineering, Manufacturing, & Technology	16	10	63%	6	38%
Family and Consumer Science	11	10	91%	5	45%
Health & Wellness	6	2	33%	1	17%
Information Technology	7	5	71%	3	43%
Music	18	6	33%	6	33%
Physical Education	11	11	100%	7	64%
World Language	14	9	64%	5	36%
Multilingual Learner Program	2	1	50%	1	50%





Questions?

AGENDA ITEM: **Lakeaires Elementary Update**

MEETING DATE: **October 28, 2024**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent
for Teaching and Learning**

BACKGROUND:

Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning, and Cary Krusemark, Principal of Lakeaires Elementary will give an update on Lakeaires Elementary School.

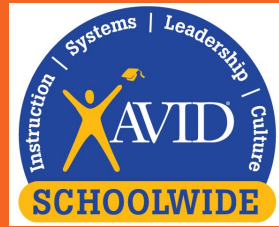
LAKEAIRES ELEMENTARY

Cary Krusemark- Principal

Lakeaires Elementary Overview

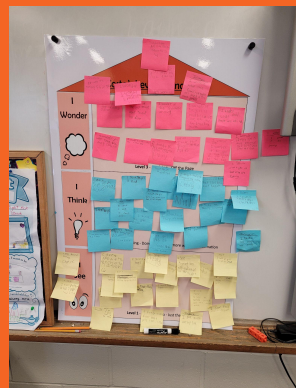
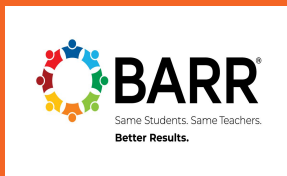
- Pre-K-5 Neighborhood School
 - 395 students
 - FRL 46%
 - BIPOC students have increased by 10% since 21-22 SY
 - ML students have doubled since 21-22 SY
 - New special education ASD cluster
 - AVID Elementary Certified School
 - BARR Implementation Site
-





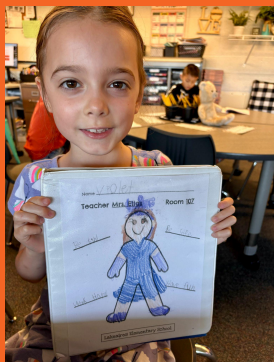
Today's Overview: Lakeaires Elementary Initiatives

- AVID
 - Advancement Via Individual Determination
- BARR Elementary Site
 - Building Assets Reducing Risks
- Family Engagement Event Highlights



AVID at Lakeaires Elementary

- Collection of “best practices” (WICOR-ize)
 - Writing, Inquiry, Collaboration, Organization, Reading
- Focus on organization and student responsibility
- Philosophy of rigor for all students
- Teaching a growth mindset to ensure career readiness & success





AVID at Lakeaires Elementary

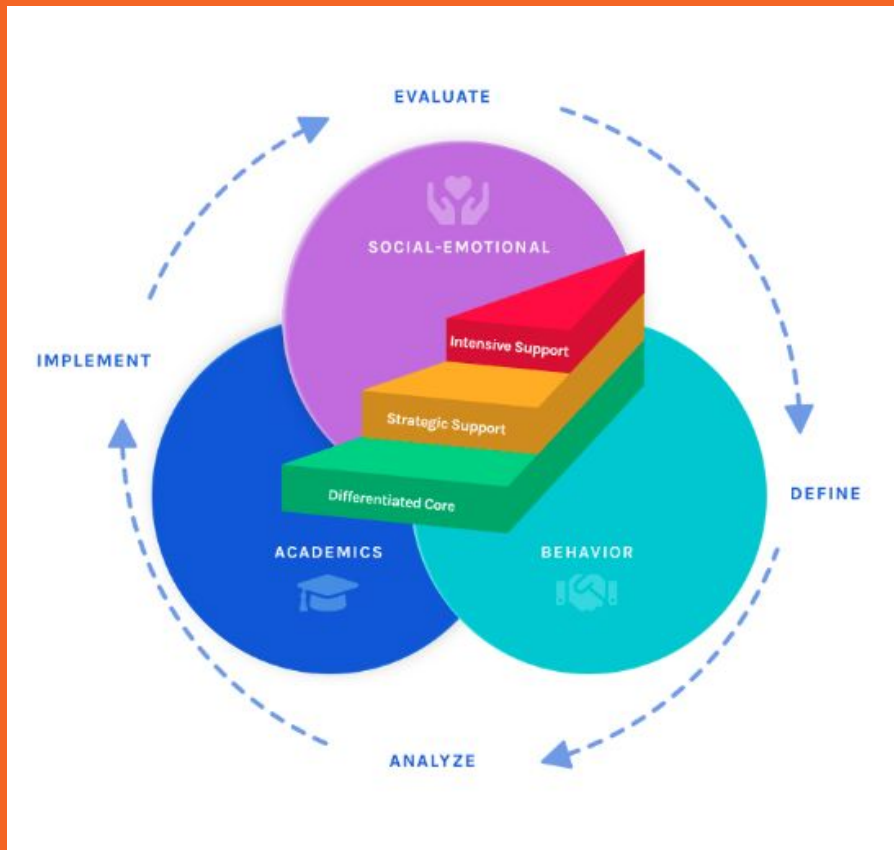
- Started April of 2019-Foundations Training
 - Year one implementation 19-20 school year
 - Current K-5* Elementary Certified Site
 - Incorporation of scaffolded and vertically integrated strategies
 - College AND Career Readiness
-



BARR- Building Assets Reducing Risks

- A Framework for MTSS
 - Multi-tier Systems of Support
 - Implemented in the 2021-2022 school year
 - Strengthening Lakeaires' MTSS processes and teacher response with tiered interventions
 - Moves away from deficit conversations and into strength based conversations
 - Supportive data driven discussions around students' academic and SEL strengths/needs
-





Roadmap for support

Student exhibits a need or skill deficit

1

6 weeks later, review intervention data -
Progress= continue to monitor
No Progress = change intervention/go to BIG BLOCK

3

6 weeks later, review Big Block intervention
Progress = continue to monitor
No Progress = change Intervention/Community Connect

5

Discuss strategies and interventions at SMALL BLOCK

2

Discuss Student at BIG BLOCK, plan goal & intervention

4

Community Connect review data & provide supports to student, family, teacher
Consult sped team for referral

6





Family Engagement Event-September 24th “Back to School Bouncing Bash”

- Approximately 700 Lakeaires Family Members attended
 - Student activities including inflatable bounce house, slide and knockerball
 - Pizza and salad catered in by a grant through the MN Department of Education
 - Parent Survey
-



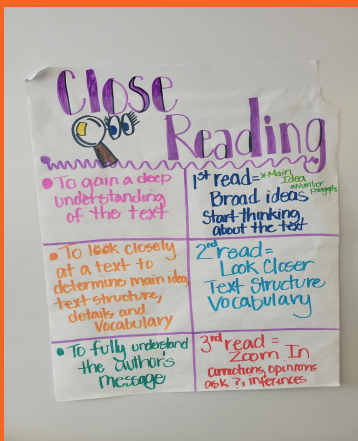
Family Engagement Parent Survey Takeaways

- Parents greatly value their child’s teacher, their relationships and positive learning environment at school
 - Parents want us to know their child as individuals, their strengths and interests
-

Future Goals and Plans

2024-2025 AVID Priorities

- CKLA Literacy and AVID Curricular Alignment Work
 - Dedicated collaboration and planning time during the year to dive deeper into CKLA units and WICOR strategies that enhance rigor and student learning
- College and Career Readiness
 - Student connections of their learning to real world experiences
 - Career Days/Career Months
 - Community Workforce Guest Speakers
 - Foster Curiosity and Aspirations



Dear Families, Friends and Community Members,

During the month of May our class hopes to host Career Days in the classroom. It is our hope that we could have families, friends and community members from various occupations come to our class and share their knowledge and talents with us.

Who: Family, Friends and Community Members of all ages

What: Share your career with 27 5th grade scholars

Why: We are an AVID school and encourage college, trades and career readiness

Where: Lakesure Elementary, White Bear Lake

When: The month of May

Time blocks: We can schedule your visit are between 8:00-11:45 and 1:30-2:00

Time amounts: Can vary but 15 to 30 minutes would be ideal Monday - Friday

As a career presenter you will speak about your experiences, job training, and how you evolved in your field. Also, you could describe your daily routine and responsibilities you have. Students will also have a few questions to ask you as you close your presentation. You could bring handouts, visuals and a slideshow if you would like, but it is not required. This can be very informal or more of a presentation format. We will leave that totally up to you!

Please contact me if you are available to come and talk with us. The best way to reach me is through email at stacy.brodt@lakesure.k12.mi.us. We are hoping to see you in room 204 at Lakesure Elementary in White Bear Lake!

Sincerely,

Ms. Brodt Teacher
Ms. Brodt's 5th Grade Class



2024-2025 BARR Priorities

- Strengthen Tier 2 interventions through the Data Driven Dialogue process
 - Strengthen implementation of evidence based, Tier II interventions
 - Apply to be a presentation school at the BARR National Conference in April 2025
-

Thank You

AGENDA ITEM: **Elementary Immersion Program Update**

MEETING DATE: **October 28, 2024**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Superintendent;**
Tim Wald, Assistant Superintendent for
Finance and Operations;
Dr. Alison Gillespie, Assistant Superintendent
for Teaching and Learning

BACKGROUND:

Several district and building leaders will share information supporting the recommendation to start a Spanish dual immersion program in White Bear Lake Area Schools in the fall of 2025. A steering committee was formed in the spring of 2024 to establish the framework, determine key parameters, guide stakeholder engagement efforts, and help inform the final recommendation that will be made to the School Board on October 28, 2024.



Elementary Spanish Dual Immersion Programming for 2025-26

OCTOBER 28, 2024

Presentation Outline

- Recommendation
- How did we get here?
- Where are we now?
- Where are we going? Next Steps

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Recommendation

Establish a Spanish Dual Language Immersion program in White Bear Lake Area Schools to be offered at Otter Lake Elementary and Matoska International Elementary beginning with the 2025-2026 school year.



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How did we get here?



District Strategic Plan

At the August 8, 2022 Regular Meeting, the White Bear Lake Area School Board heard an update of the District's Strategic Planning process and approved four updated strategies:

- We will create and **sustain a safe, equitable and nurturing** environment.
- We will promote, encourage and support students' **personal learning experiences and aspirations**.
- We will ensure our organization continuously **transforms** to fulfill our mission.
- We will establish **healthy and vital engagement** with our entire community.

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WBLAS Spanish Dual Immersion Steering Committee

- | | |
|--|---|
| ☐ Jen Babiash | ☐ Kim Rasch |
| ☐ Ayan Ibrahim | ☐ Briana Santoscoy |
| ☐ John Leininger | ☐ Brenton Shavers |
| ☐ Cynthia Mueller | ☐ Julian Stanke |
| ☐ Ang Nelson | ☐ Marisa Vette |
| ☐ Lisa Ouren | ☐ Tim Wald |

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Purpose of the Steering Committee

The purpose of the Steering Committee was to **establish the framework** for a Spanish Dual Immersion program within WBLAS. The committee **determined key parameters** for the program to **guide future stakeholder engagement efforts** and **help inform the recommendation** that will be made to the school board in **October 2024**.

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Steering Committee Work

Researched the following questions:

- What are best practices in Spanish Dual Immersion programs, and what would that look like in WBLAS?
- If we had Spanish Dual Immersion, where would it be?
- What are the needs and desires of the community?

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Phase 1: May - August 2024

District Leadership to study elementary language immersion program models and site location of program within our school district.

Phase 2: September - October 2024

District Leadership to develop and recommend implementation plan.

Phase 3: October - November 2024

Oct. 21 Family Info Session to gain clarity and provide information.

Proposal discussed by School Board at October Work Session, with action expected to take place at the November Regular Meeting.

Modified timeline - Proposal discussed and acted upon by School Board at October Work Session.

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Spanish Dual Immersion programs are good for students

Academic Benefits:

- **Enhanced cognitive development:** Research suggests that bilingualism can boost cognitive functions like problem-solving, critical thinking, and creativity.
- **Improved academic performance:** Studies have shown that over time students in dual immersion programs often outperform their peers in standardized tests, especially in math and science.
- **Stronger executive functions:** Dual immersion can help children develop better executive functions, such as planning, organizing, and multitasking.

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Spanish Dual Immersion programs are good for students

Language and Cultural Benefits:

- **Bilingualism:** Children will become proficient in both English and Spanish, opening up a wider range of opportunities in the future.
- **Cultural understanding:** Exposure to Spanish language and culture can foster a deeper understanding and appreciation of diverse life experiences and perspectives.
- **Global citizenship:** Bilingualism can help children become more globally minded and understanding of different cultures.

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Spanish Dual Immersion programs are good for students

Social and Emotional Benefits:

- **Increased self-esteem:** Learning a new language can boost children's self-esteem and confidence.
- **Stronger interpersonal skills:** Bilingualism can enhance communication and interpersonal skills, leading to stronger relationships.
- **Resilience:** The challenges of learning a new language can help children develop resilience and adaptability.

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Spanish Dual Immersion programs are good for students

Future Opportunities:

- **Career advantages:** Bilingualism can open up a wider range of career opportunities and provide a competitive edge in the global job market.
- **Higher education:** Proficiency in multiple languages can be advantageous for admission to prestigious universities and graduate programs.
- **Global travel and experiences:** Bilingualism can make traveling and living abroad more accessible and enjoyable.

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Spanish Dual Immersion programs are desired by families

- World language opportunities have long been supported by parents in WBLAS.
- Increasing numbers of families are looking for unique programming, including immersion programs.
- The number of Spanish heritage-speaking families in WBLAS continues to grow, and many families are eager to provide their children with bilingual education.
- Immersion daycare exists in our community, and these families are seeking a seamless transition to a language immersion program to continue their child's bilingual education.

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Spanish Dual Immersion programs are good for White Bear Lake Area Schools

- Spanish Dual Immersion programs align with our Strategic Plan.
 - Creating a safe and nurturing environment for all students focused on connection, high-quality instruction, and educational excellence.
 - Personalizing education and ensuring each student realizes their unique talents and abilities.
- We strive to meet the needs, hopes and dreams of the students and families we serve.
- Immersion programs are attractive to families, strengthening future enrollment.

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What are your hopes and dreams for your Kindergartner in WBLAS?



What excites you most about having a Spanish Dual Immersion option in WBLAS?



What would you hope to see out of a Spanish Dual Immersion program for your child?



Where are we at?

Recommendation

Establish a Spanish Dual Language Immersion program in White Bear Lake Area Schools to be offered at Otter Lake Elementary and Matoska International Elementary beginning with the 2025-2026 school year.



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Immersion Program Budget

	Start-Up	Ongoing
Planning and Curriculum Development:		
Planning Committee - 6 teachers at 3 release days	\$36,000	
Summer Curriculum Writing (yr 1, 6 @100hrs)	\$24,000	\$24,000
Professional Development:		
Ongoing professional development for immersion staff	\$3,000	\$10,000
Materials and Resources:		
Bilingual textbooks and workbooks, software, reading materials	\$12,000	\$15,000
Facilities Adaptations:		
Bilingual signage	\$7,500	\$1,500
Administrative Costs:		
Teacher Recruitment costs (hiring and site visits)	\$500	\$3,500
Transportation	\$50,000	\$150,000
Contingency Fund:		
Contingency for misc unexpected expenses	\$15,000	\$15,000
Year one cost:	\$148,000	
Ongoing Cost:		\$219,000
Enrollment gain break even point/# of students - cost/rev	14.8	21.9

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Where are we going?

Next Steps

Phase 4: November 2024 - August 2025

Program Design Team will develop program specifics.

- Curriculum, instruction and assessment
- Family/community engagement and outreach
- Staffing and Professional Development

Family Focus Groups will be conducted.

FAQs:

- Will transportation be provided?
- When will enrollment into the program begin?
- How will enrollment be prioritized?
- What will world language opportunities for immersion students look like beyond elementary?
- Will this program replace other elementary programming, including International Baccalaureate (IB) programming at Matoska?

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What can families expect?

- Incoming kindergarten families will receive an enrollment mailing in December.
- 2025-26 kindergarten enrollment window will open on Dec. 16, 2024.
- Open enrollment placement will be considered after Jan. 15, 2025. (District students will receive priority placement.)
- Information and updates about the program will continue to be available online at isd624.org/immersion.

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Resources

- [Dual Language Education: Program Design and Implementation](#)
- [Best Practices for Immersion Program](#)
- [Why Dual Immersion Program](#)
- [Two-way Immersion Program](#)
- [Curriculum, Instruction, Assessment](#)
- [Staffing and Professional Development](#)
- [Family and community Engagement](#)
- [Professional Development](#)
- [Dual Language Education: Program Design and Implementation](#)
- [Barac, R., & Bialystok, E. \(2012\). Bilingual effects on cognitive and linguistic development: Role of language, cultural background, and Education.](#)

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POWER GO EXCEL GO EXPLORE GO GRADUATE GO IGNITE
OVATE GO INSPIRE GO LEAD GO PERFORM GO SUCCEED
NSFORM G GO DISCOV
POWER GO
OVATE GO
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WB
624

C. OPERATIONAL ITEMS

AGENDA ITEM: **Action on Elementary Immersion Program**

MEETING DATE: **November 12, 2024**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Dr. Wayne Kazmierczak, Superintendent;**
Tim Wald, Assistant Superintendent for
Finance and Operations;
Dr. Alison Gillespie, Assistant Superintendent
for Teaching and Learning

BACKGROUND:

In an earlier discussion item several district and building leaders shared information supporting the recommendation to start Spanish dual immersion programs at Otter Lake Elementary and Matoska International Elementary beginning with the 2025-2026 school year.

RECOMMENDED ACTION:

Move to approve a Spanish Dual Language Immersion program in White Bear Lake Area Schools to be offered at Otter Lake Elementary and Matoska International Elementary beginning with the 2025-2026 school year.