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August 11, 2014

School Board/Superintendent Goals for 2014-15
 Showing status of continuing 2013-14 goals as of July, 2014

Strategic Plan / Goals	Details	Status	Report to the School Board	Evaluation	
Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.					
<u>Strategy I.1:</u> 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 Area Public Schools.	I.1 Student Proficiency <u>Note: Under Minnesota's 2014 Worlds Best Workforce Legislation, goal should read "all third grade students achieve grade level literacy".</u>	Monitor progress based on a dashboard of metrics.	9/9/13 9/23/13 10/14/13 2/24/14 5/19/14 <u>Scheduled for 8/25/14.</u>	Metrics dashboard, <u>including student growth, as measured by MAP, student proficiency, required by State MCAs, and other measures.</u>	
<u>Strategy I. 2:</u> All students will have an ongoing plan for post-secondary readiness that will be monitored from grades 6 through 12 and all students will have the academic skills to be successful in a post-secondary institution.	I.2 Post-secondary Plan	Year 3 of implementation; counselors move with their students from North to South Campus.	2/24/14 <u>Scheduled for 8/11/14.</u>	Survey data from students and parents that reflects fluency in Naviance and confidence in post- secondary success. Usage data by students in Naviance. <u>Metrics dashboard, including results of EXPLORE, PLAN, and ACT</u>	
<u>Strategy I.4:</u> The District will build upon the International Baccalaureate (IB) offering already in place at Matoska by implementing the IB Middle Years Program.	I.4 Middle School IB	<u>2014-15 is the third year of IB candidacy.</u>	10/13/13 On-site accreditation visit scheduled for fall of 2014.	IB Certification in the fall of 2014.	
Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.					
<u>Strategy II. 1:</u> All students will expand their global perspective through the study of world language and	II.1 World Language K-5	For 2014-15, Chinese offered K-5 in two elementary schools and Spanish in six elementary sites.	2011-12 school year March 24, 2014 presentation on Immersion. Presentation to School Board on	Summary information measuring student participation and success in world language.	

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culture at the elementary schools.			April 14, 2014.	Assessment data measuring student global understanding.	
<u>Strategy II. 2:</u> Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level.	II.2 World Language 6-12	Chinese offered 6-12 beginning in 2012-13; Chinese and ASL applying for College credit (CIS) status during 2014-15.	2011-12 school year	Participation trends in secondary world language coursework.	
<u>Strategy II. 4:</u> All students will expand their global perspective by participating in annual service learning opportunities at the classroom or building level.	II.4 Service Learning	Operational beginning in 2012-13.	2012-13 school year	Participation trends in global service learning projects, including July 14, 2014 report from We Act. Survey data on student understanding of global issues related to the service learning opportunity.	
<u>Strategy III: We will ensure our facilities support our district's mission and objectives.</u>					
<u>Strategy III. 1:</u> The District will ensure that inside and outside large group spaces are comparable to conference schools.	III.1 Facility – Large Group Spaces	The District, in partnership with its municipalities and various athletics associations has completed an analysis of space issues across the District. The results of this study were presented to the committee on April 24, 2013 and were presented to the school board on May 20, 2013. Outside space, and more specifically, artificial turf at the Stadium on South Campus needs to be addressed. WBL is one of the few members of our conference to still play on grass. Both the quality of the	Facilities report presented in May of 2013. Incorporated into Strategy III.11, as part of 4/28/14 report to the School Boar.	Included in the strategic review of secondary sites and facilities. Phase I report due early in 2015.	

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		field and the opportunity for a significant increase in usability would result from this upgrade.			
<p><u>Strategy III. 2:</u> At an additional three elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.</p>	<p>III.2 Facility – Elementary</p>	<p>The completion of construction at Matoska IB Elementary School creates a separate nutrition services area and a new gymnasium area.</p> <hr/> <p>Remodeling of Lakeaires and Willow Lane elementary schools include the addition of a gymnasium which creates separate spaces for the nutrition services program and the physical education/performing arts programs.</p> <p>With the completion of the construction programs at these two schools in early 2015, all elementary schools will have the identified separate spaces.</p>	<p><u>Community open house held at Matoska on 1/28/14.</u></p> <hr/> <p>9/23/13 – work-study session 11/11/13 – Board meeting</p>	<p>Matoska addition was completed in the fall of 2013.</p> <hr/> <p>Lakeaires and Willow Lane additions will be completed in the fall of 2014.</p>	
<p><u>Strategy III. 3:</u> The District will ensure that storage spaces are equitable for all district facilities.</p>	<p>III.3 Facility – Storage</p>		<p>9/23/13 – work-study session 11/11/13 – Board meeting</p>	<p>Included in the strategic review of secondary sites and facilities.</p>	
<p><u>Strategy III. 4:</u> The District will ensure that square footage to accommodate student population and</p>	<p>III.4 Facility – Student Population Distribution</p>	<p>As part of a leadership team project during the 2012-2013 school year, an analysis was undertaken to determine if</p>	<p>At School Board meeting of April 28, will be incorporated into presentation on Strategy III.11.</p>	<p>Included in the strategic review of secondary sites and facilities.</p>	

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<p>program activities are equitable for all buildings.</p>		<p>adjustments to elementary attendance boundaries would allow for the student populations at Central and Sunrise Park Middle Schools to become better balanced.</p> <p>The conclusions of this study determined that adjusting elementary attendance boundaries could help to balance the middle school populations in the short run.</p>			
<p><u>Strategy III. 5:</u> Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.</p>	<p>III.5 Facility – Standardized Procedures</p>	<p><u>Completed.</u></p>	<p>May 19, 2014 work-study session.</p>	<p>Evidence that manuals are in place and that employees have been trained appropriately.</p>	
<p><u>Strategy III. 6:</u> Each district facility will have an HVAC system that provides optimum air quality throughout the district.</p>	<p>III.6 Facility – Air Quality</p>	<p>Currently all elementary buildings with the exception of Otter Lake have HVAC system upgrades that include air conditioning.</p> <hr/> <p>Otter Lake Elementary has an estimated cost of \$1.3 million to upgrade to air conditioning; this cost is not currently budgeted.</p> <p>Secondary buildings have certain areas that are air conditioned; however, the cost associated with having the remaining parts of the</p>	<p>2012-13 school year</p>	<p>Successful completion of HVAC projects scheduled for fiscal years 2015-2017.</p>	

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		buildings air conditioned will require major funding; this is not part of our current budget.			
<u>Strategy III. 8:</u> The District will ensure that all schools provide secure entrances.	III.8 Facility – Secure Entrances	All secondary schools have either a secure entrance design or have attendants who monitor the main door throughout the student day. <u>With the completion of both Lakeaires and Willow Lane elementary schools projects, all elementary schools will have facilities secured by entrances designed to lead all visitors into the office prior to entering the rest of the building.</u>	November 11, 2013	Secure entrances at each site and appropriate protocols in place.	
<u>Strategy III. 9:</u> District facilities will be designed to allow for informational technology to be accessible by all ISD 624 employees, learners and families.	III.9 Facility – Technology Access	See Strategy IV.11		<u>Included in the strategic review of secondary sites and facilities, Strategy III.11</u>	
<u>Strategy III.10:</u> The District will ensure that elementary class sizes are balanced across the district.	III.10 Facility – Balanced Elementary Class Sizes	This issue needs to be carefully watched over the next few years. Our southern elementary populations are beginning to show greater growth, but our northern elementary populations also		Data on class size averages and ranges.	

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		<p>continue to grow.</p> <p>The additional space the District will be getting at Otter Lake Elementary School may temporarily help with this issue but, ultimately, if the patterns of growth continue, there will be a need to look at the elementary school boundaries in the north and determine if shifts are necessary.</p>		<p><u>Strategy III.11, facilities study.</u></p>	
<p><u>Strategy III.11:</u> 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.</p>	<p>III.11 Facility – Secondary</p>	<p><u>Secondary strategic program and facilities review begins in 2014-15.</u></p>	<p>March 24, 2014 April 28, 2014. May 19, 2014</p>	<p><u>Included in the strategic review of secondary sites and facilities.</u></p> <p><u>Strategy III.11, facilities study.</u></p>	
<p>Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.</p>					
<p><u>Strategy IV.11:</u> Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.</p>	<p>IV.11 Classroom Technology</p>	<p>2014 - 2015 Capital Projects levy priorities includes network infrastructure and wifi improvements as well as classroom technology upgrades. Replacement cycles will take into account student, program and classroom needs as well as teaching style and preference.</p> <p>Moreover, the 5-year technology plan presented at the February 2014 School</p>	<p>1/27/14 <u>Planned for 8/11/14 and 8/25/14.</u></p>	<p>Building technology plans.</p>	

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		Board meeting includes a proposal that will move away from the current computer lab model and provide classroom access to technology at the elementary level while providing 24/7 access to technology for secondary students.			
<u>Strategy IV.12:</u> The District will enhance communication, interaction, and collaboration through the use of a web site.	IV.12 District Website	New website launched in June of 2012; enhanced and expand in 2012-13 and 2013-14.	2011-12 school year	Operational; trends measured by system analytics.	
<u>Strategy IV.13:</u> The District will establish a learning management system to support the development and management of online coursework to allow web-based learning for staff and students.	IV.13 Schoology	All teachers expected to meet requirements of Schoology Learning Management System. Schoology is used as the LMS by all White Bear classroom teachers this school year. Base-line digital presence expectations were set for the first semester of the 2014-2015 school year and expanded in the second semester. Professional development in the form of 1:1 trainings, summer technology sessions, embedded staff development, building and District sessions and bi-weekly technology tips	2011-12 school year 2012-13 school year 2013-14 school year <u>Planned for 8/25/14 work-study session.</u>	Schoology use analytics and BrightBytes survey data.	
<u>Strategy IV.14:</u> A policy will be developed and presented for board approval that	IV.14 Technology Policy	Students and staff provided feedback on mobile technologies classroom goals,		Board adoption of policy.	

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leverages students' access to mobile technology and use of that technology in the classroom.		current practice and model policies. We will address mobile technologies within the Electronic Technologies Acceptable use and the Social Media policies.			
<u>Strategy IV.15:</u> Instructional technology will be available for use by students beyond the traditional school day/year.	IV.15 Access to Instructional Technology	See Strategy IV.11		BrightBytes survey data.	
Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.					
<u>Strategy V. 1:</u> The District will implement a process that will provide a consistent method to initiate and maintain community partnerships.	V.1 Partnership – Process	School Board Policy 900 was approved by the School Board at the May 12, 2014 School Board meeting. It includes a vetting process of partnerships with the office of Superintendency having final approval. <u>Implementation plan developed for 2014-15 school year.</u>	<u>Approved on 5/12/14.</u>	Results of surveying building and district leaders for feedback on outcomes of current partnerships.	
<u>Strategy V.2:</u> A comprehensive needs assessment will be developed and administered at every WBLA school in order to provide direction to future partnerships.	V.2 Partnership – Needs Assessment	A comprehensive needs assessment has not been developed to provide direction for future partnerships.		A needs assessment is in the process of being developed.	
<u>Strategy V.3:</u> The District will create a process which aligns a partner with a compelling need or promising vision.	V.3 Partnership – Vision	Partners at the building level go through a vetting process by the principal and the team he or she puts together to determine if it will prove		Implementation of vetting form that is completed by an outside organization to ensure alignment to district vision.	

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		valuable to learners in his or her building			
<p><u>Strategy V.5:</u> The District will communicate information related to partnerships using a variety of resources.</p>	<p>V.5 Partnership – Communication</p>	<p>Communication regarding current partnerships is done via school board meetings, and through the communications office. In addition to the website, social media such as Facebook may also alert the community to partnerships. For example, swim competitions held at the YMCA, hockey games held at Vadnais Sports Center will be noted through different media outlets.</p>		<p>Communications plan implemented.</p>	
<p>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.</p>					
<p><u>Strategy VI. 1:</u> The District will adopt a comprehensive bullying prevention, intervention, and support program for students and staff that promotes a safe, civil, and inclusive climate and is implemented in each building, program, and service.</p>	<p>VI.1 Bullying Policy and Program</p> <p><u>Note: As a result of a new 2014 Minnesota State Law on bullying, additional modifications will be recommended for consistency with law.</u></p>	<p>Implemented during 2012-13.</p>	<p>2011-12 school year.</p> <p>Report at the School Board meeting of May 19, 2014.</p> <p><u>First reading of School Board Policy 514, Bullying, on 9/8/14.</u></p>	<p>Minnesota Student Survey data regarding bullying.</p> <p>Implementation data that demonstrates how consistently we are using the bullying prevention curriculum.</p>	
<p><u>Strategy VI. 2:</u> The District will increase the number of faculty and staff from culturally diverse communities to more closely reflect the diversity of the student population.</p>	<p>VI.2 Faculty</p>	<p>New recruitment and selection protocols implemented in 2012-13; <u>Annual Report</u> to the School Board.</p>	<p>Annually since 2011-12</p>	<p>Annual employment metrics.</p>	

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<u>Strategy VI. 3:</u> During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multi-cultural understanding.	VI.3 Multi-cultural Curriculum	A cultural liaison has participated in the Teaching & Learning Projects, including curriculum. More work can be done training our T&L team to review curriculum with our equity lens.		Annual reporting on curriculum adoptions and the process used to ensure cultural proficiency.	Yellow
<u>Strategy VI. 4:</u> Programs will be adopted and implemented and resources allocated for students and families to promote a positive transition between buildings and programs.	VI.4 School Transitions	Transition plans are in place at each level, including WEB for the middle school and LINK Crew for the high school.	9/9/13	Annual Board updates on transition programming. Attendance data reflecting student participation in transition programming. Student survey data on the effectiveness of transition programming.	Green
<u>Strategy VI. 5:</u> The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members, and parents.	VI.5 Programming	Advisory curriculum has been implemented in 12-13 and is in its 3rd year. While this addresses some student perspective, we have just started understanding similarities and differences among students, staff, administration, community members and parents.		Minnesota Student survey data regarding students feeling connected and welcome at school. Staff survey data regarding school climate. Parent feedback on school climate.	Yellow
<u>Strategy VI. 6:</u> The District will review and assess the current plan related to cultural competency.	VI.6 Cultural Competency	A team of 17 district staff (including 2 cabinet members) participated in the Equity Plan workshop in January 2013. This group of 17, along with other district stakeholders, updated the 3-year WBL Equity Plan. The updated equity plan was presented to the board for	2/24/14 3/4/14	Annual review of the Achievement and Integration plan by a committee and the School Board.	Light Green

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		approval on March 3, 2014			
Goal 2 - Ongoing Financial Stewardship and Budget Management (New for 2014-15)	Details	Status	Report to the School Board	Evaluation	
<p><u>An improved statewide economy has resulted in improved education funding in the most recent legislative sessions, a welcome change after a long period of little increase in state revenue. The District continues to identify greater efficiencies in operations that will help to maintain financial stability and allow for improvements in program quality and student success.</u></p>	<p><u>Strong community support, which led to the passage of the November 2011 operating levy renewal by a margin of 73% to 27% and the capital projects levy in 2013, gives the School District a measure of financial stability.</u></p> <p><u>The District has established an excellent record of financial reporting by both ASBO and GFOA, and also achieving an AA Bond Rating initially in 2008, and confirmed in 2011 and 2012. Further, the District has restructured long-term debt to allow for more level tax levies over the next several years.</u></p>			<p>Ongoing financial stewardship on investments and budget management are reviewed annually as part of the financial audit.</p> <p><u>The audit report for FY 2014-15 is presented to the Finance Committee in the fall and to the School Board and public at the regular School Board meeting in December.</u></p> <p><u>Beginning in 2014-15, the administration will increase the detail and frequency of budget updates to the School Board.</u></p>	
Goal 3: Continue Implementation of the Communications and Marketing Plan for the District.	Communication and Marketing Plan.	Status The district continues to implement the communications and marketing Plan originally accepted by the School Board in 2010.	Reported to the School Board at 5/19/14 work-study session.	Evaluation Enrollment data Surveys	
Goal 5: Operational	Details	Status	Report to the School Board	Evaluation	

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Improvements					
a. Recognition Program, Phase III, <u>will evaluate and expand recognition of community, partnerships, and volunteers.</u>	Goal 5a Recognition Program	The committee continues to evaluate and expand a recognition program for students, staff and community.	Reported to the School Board at 5/19/14 work-study session.	Annual Satisfaction Survey.	
b. Implement the recommendation of the Gifted and Talented program review, <u>with emphasis on recommendation for a district-wide elementary program for the gifted and talented students, which could begin in 2015-16.</u>	Goal 5b Gifted and Talented Program		2/24/14	Implementation of Program. Metrics on student annual growth. Survey data from parents, staff, and students.	
c. Develop plans for a String Orchestra program with the first phase programming beginning in the 2014-15 school year.	Goal 5c String Orchestra	The School Board reviewed options on 11/25/13 and carried over to November, 2014.	11/25/13	School Board approval. Implementation of program.	
d. Program Review of Preschool and Early Childhood Programs <u>Currently about 20% of our preschool age population is enrolled in WBLAS preschool and early childhood family education programs.</u> <u>Our programming includes sites at Normandy Park, a separate early childhood and preschool facility:</u>	Goal 5d Preschool and Early Childhood Programs <u>Thorough review of our current preschool and early childhood program; an assessment of the needs of our preschool children and families; an assessment of steps for improving quality of programming and space for program growth; and recommendations for potential next steps.</u>				

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<p>classrooms dedicated for preschool and early childhood at Hugo and Vadnais Heights Elementary Schools; and a partnership with Tamarack Nature Center, a facility operated by Ramsey County. All facilities are currently at or close to capacity.</p> <p>With state funded all-day kindergarten beginning in 2014-15, the entry into school for an increasing percentage of children is expected to be at the preschool level. Recent state policy decisions and funding decisions are consistent with this expectation.</p>					