

WBLAHS - North Campus Strategic Plan

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North Campus Site Strategic Plan

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WHITE BEAR LAKE AREA HIGH SCHOOL - NORTH CAMPUS

Mission

The mission of White Bear Lake Area High School North Campus, a diverse educational community with the pivotal role of unifying all students during their crucial high school transitions, is to cultivate a learning environment where all students authentically develop their self-worth, identity, and full potential resulting in student success through a vital system distinguished by:

- Culturally relevant, rigorous instruction that meets the needs of all students.
- A safe, supportive environment that fosters open communication and well-being.
- A culture of care, respect, and acceptance of all people.
- Opportunities for leadership, involvement and choice.
- Decision-making through the lens of equity.

Objectives

- 100% of students identify as valued members of the North Campus community.
- Each member of the North Campus community feels safe, accepted and respected.
- 100% of students have a meaningful personal learning plan for high school and beyond.
- 100% of students achieve individual academic requirements.
- Each aspect of the North Campus community is relevant, culturally responsive, and equitable.

Tactics

- We will interrupt barriers to ensure equity in all aspects of each student's experience.
- We will foster the physical, social, intellectual and emotional well-being of our students.
- We will ensure that each student feels connected to North Campus.
- We will ensure students design their own future through a learning environment that enhances educational experiences.

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Tactic #1

We will interrupt barriers to ensure equity in all aspects of each student's experience

- North Campus ensures accessibility and flexibility in student scheduling.
- North Campus supports the mental health and well-being of students and staff.
- North Campus upholds equitable grading practices.
- North Campus has a strong home, school, and community collaboration that ensures equitable educational experiences for all students.

Action Team Facilitator

G.G. Heier

Action Team Members

Ryan Bristol, Sarah Bruemmer, Julee Ellefsen, Wyatt Fish, Elin Harvey-Carlson, Christopher Hughes, Julie Kirschling, Diane Osowski, Matthew Stephens, Mindy Boe, Sydney Martindale

**Those whose names appear in bold print were involved with our team from beginning to end.*

Specific Result #1: North Campus ensures accessibility and flexibility in student scheduling.

1. A team of knowledgeable, committed stakeholders, with input from staff and families, will ensure implementation and monitor on alternative scheduling options to offer such as flexible start/end times, location, modality of learning, etc.
2. Create courses that provide all students academic, social, and/or emotional support such as AP/Honors support class, study skills, soft skills, etc.
3. Educate students, staff, and families on the alternative scheduling options and accessibility to those options.
4. Create a transportation infrastructure to allow equitable access to alternative scheduling options.
5. Examine current and future course offerings to ensure alignment with research-based best practice and pre-determined parameters such as those set forth by the Minnesota Department of Education, The College Board, Unified, Academy, etc.

Cost

Benefit

Tangible:

- Resources (time, space, staff, etc.)
- The salary for potential additional teachers
- Transportation
- Decreased access to after-school activity participation

Tangible:

- Decreased truancy
- Increased credits earned
- Decreased credit recovery needs
- Increased family involvement
- Increased student engagement
- Increased class options for students

Intangible:

- Staff resistance
- Lack of interest
- School pushback on all the accommodations that would need to be offered
- Holding staff accountable for training teachers in resources available

Intangible:

- Increased awareness/knowledge of family needs
- Increased equitable access to education

Specific Result #2: North Campus supports the mental health and well-being of students and staff.

1. A team of knowledgeable committed stakeholders will create and facilitate the implementation of a tiered student mental health support model (SMHSM) similar to Response to Intervention.
2. The SMHSM team will continuously monitor and evaluate the created tiered system for student mental health support.
3. Provide professional development and support for teachers and other school staff on how to operate within the created tiered-system of support.
4. Build staff knowledge and capacity on how to teach and integrate soft skills (similar to Casel's Social Emotional Learning competencies) in their classrooms.
5. Create a system to support staff mental health such as building staff camaraderie and aligned with the SMHSM.

Cost

Benefit

Tangible:

- Time and cost to develop a multi-tiered system of support
- The potential cost for additional staff and/or resources
- Building space (or spaces) for confidential meetings
- Time and cost for staff Professional Development regarding the system, embedding soft skills into curriculum etc.

Tangible:

- Clearly defined multi-tiered system of mental health support
- Accessible mental health resources for students
- System to support staff mental health
- Increased instruction on “soft skills” and Social/Emotional Learning SEL within classrooms
- Increased student engagement
- Increased academic performance

Intangible:

- Lack of staff buy-in regarding the system and their responsibility within the system
- Lack of staff interest
- Fear of “abandoning” current method of support
- Fear of the topic itself (mental health can be a sensitive topic for many)

Intangible:

- Increased knowledge and awareness of student mental health needs and signs/symptoms
- Teachers better equipped to meet student needs
- Teachers better able to care for their own mental health needs
- Increased student connection to the school
- Students better equipped with “life skills”

Specific Result #3: North Campus upholds equitable grading practices.

1. Define what each letter grade means to ensure overall grade represents a student's knowledge of content.
2. Ensure departmental grading practices involve the same percentages and/or point systems.
3. Develop a building-wide late-work policy and establish an equitable system for grading work that is not turned in/completed.
4. Create a system that allows students to demonstrate content knowledge in a variety of ways.

Cost

Benefit

Tangible:

- Time to develop building wide grading practices
- Time to educate staff on new grading practices

Tangible:

- Clear, concise grading policies across and within departments
- Increase in credits earned
- Decrease referrals for summer school or credit recovery program

Intangible:

- Resistance to adopting a new system
- Staff feeling a loss of freedom/individuality

Intangible:

- A universal understanding of what a grade represents
- Better understanding of grading for students and families

Specific Result #4: North Campus has a strong home, school, and community collaboration that ensures equitable educational experiences for all students.

1. Provide education and opportunities with community support to families to be actively involved in their children's academic and school life such as parental opportunities could include educational courses such as General Education Development (GED), English as a second language, and effective communication and leadership skills.
2. North Campus will collaborate with community agencies to provide students with work-based learning, job shadowing, internships, and other real-world opportunities.
3. Engage community partners to break down barriers by providing a range of services at the school that students and their families need such as dental services, health screenings, immunizations, child care, mental health services, substance abuse treatment, etc.
4. Create a unified communication system among staff, students, and families that promotes equitable educational experiences for all students.

Cost	Benefit
Tangible: <ul style="list-style-type: none"> -Staff time to establish relationships with community partners and families -Staff time to communicate and coordinate with community partners and families -Cost to run proposed programs (including transportation) 	Tangible: <ul style="list-style-type: none"> -Increase in family involvement/participation in child's education -Increase family usage of support resources available -Increase collaboration with community partners -Increase student participation with community partners
Intangible: <ul style="list-style-type: none"> -Lack of family and community participation -Inconsistency of collaboration and communication amongst partnerships (both community and family) 	Intangible: <ul style="list-style-type: none"> - Increased awareness/knowledge of family needs - Increased empathy and understanding among staff, families, and other community members - Increased ties to community - Families feel connected, supported, and valued.

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Tactic #2: We will foster the physical, social, intellectual and emotional well-being of our students.

- Student chemical use is prevented and deterred due to selected and implemented measures.
- All students have access to comprehensive physical, social, intellectual, and emotional support and curriculum.
- School technology policies and procedures support and protect students' mental health.
- Facilities are equipped with a wellness center capable of providing basic care needs for students, staff, and the community.
- Flexible learning environments reflect 21st century education.
- All staff and students understand conflict resolution strategies and de-escalation procedures.
- Students and staff are supported in their mental health.
- All students feel safe and valued at North Campus.

Action Team Facilitators

Alli McCann and Tony Walfoort

Action Team Members

Amy Bachmaier, Angie Thies, Carla Nordenstrom, Hayden Thies-Huber, Joanna Trudgeon, Katy Domschot, Maija Gale, Megan Rengo, Shannon Grant

Specific Result #1: Student chemical use is prevented and deterred due to selected and implemented measures.

1. Select and implement a drug information and prevention program with three tiers: Universal (for all students), Selective (for students at increased risk), and Indicated (for students currently using).
2. Implement drug detection measures..
3. Provide comprehensive drug education with statistics in mandatory health class.
4. Increase student access to chemical counseling.

Cost	Benefit
<p>Tangible:</p> <ul style="list-style-type: none"> • Drug detection sensors/measures • Increased capacity for health education • Cost of training and time for successful implementation of model • Potential fees for selected model 	<p>Tangible:</p> <ul style="list-style-type: none"> • Safer restrooms for all students at all times • Healthier student population • Potential decrease in student addiction to harmful chemicals (such as pills, etc.) • Decrease in student disciplinary referrals due to at-school chemical use
<p>Intangible:</p> <ul style="list-style-type: none"> • Review of models available for implementation • Parent and community pushback (to change) • Student pushback to deterrents 	<p>Intangible:</p> <ul style="list-style-type: none"> • Increased student learning time • Decreased educator time commitment to drug detection, enforcement, and discipline • More positive school climate • Increased student awareness of consequences of drug use • Increased positive perception of North Campus by community members • Non-chemical using students will feel more validated • Chemical using students will feel more seen and cared for due to tiered system with increasing supports

Specific Result #2: All students have access to comprehensive physical, social, intellectual, and emotional support and curriculum.

1. Align and redesign the health curriculum to include physical, emotional, social, and mental health, as well as collaboration with a team of professionals such as counselors, social workers, and school psychologists.
2. Embed social-emotional learning in general curriculum.
3. Increase student access to physical activity and mental health supports.
4. Create and disseminate online resources geared towards and/or produced by students.

Cost	Benefit
<p>Tangible:</p> <ul style="list-style-type: none"> • Time and monetary cost of redesign of health curriculum • Increased capacity for health and physical education • Redirection of school day minutes • Potential curriculum fees of social-emotional learning (embedded in all subject areas) • Redesign of school and/or school day to allow for more physical movement 	<p>Tangible:</p> <ul style="list-style-type: none"> • Physically healthier students • Projected ACT, MAP, and MCA score growth • Projected state recognition for innovation and adaptability
<p>Intangible:</p> <ul style="list-style-type: none"> • Pushback from community regarding redirection of school day minutes and/or scheduling 	<p>Intangible:</p> <ul style="list-style-type: none"> • Increased awareness of social and emotional health • More positive school climate for all • Mentally healthier students • Increased student connectedness to North Campus • More informed student and community population • Stronger relationships between North Campus community members • Well-adjusted workforce

Specific Result #3: School technology policies and procedures support and protect students' mental health.

1. Develop baseline understanding of relationship between utilization of technology and mental health with students (such as anxiety and social media) and student learning.
2. Create a schoolwide plan for managing student phone use.
- 3a. Building will promote ongoing research-based practices in the areas of student technology, access to technology, and the effectiveness of technology in student learning.
- 3b. Create an ongoing education and implementation plan for noted technology changes.

Cost	Benefit
<p>Tangible:</p> <ul style="list-style-type: none"> • Cost of Go Guardian or similar chromebook-monitoring technology • Cost of Yondr or similar technology management system • Training time for initial and ongoing implementation, planning, and policy education • Building or district staff member time to continually monitor research in technology and learning • Charging carts for class sets of chromebooks 	<p>Tangible:</p> <ul style="list-style-type: none"> • Decreased student discipline referrals • Reduced numbers of referrals to mental health and counseling professionals • Decreased rates of anxiety, depression, irritability, sleeplessness, and suicidal thoughts • Healthier students
<p>Intangible:</p> <ul style="list-style-type: none"> • Parent and community pushback to restrictions or changes • Teacher pushback to restrictions or changes • Student pushback to restrictions or changes 	<p>Intangible:</p> <ul style="list-style-type: none"> • Increased student mental health • Increased student comprehension and critical thinking skills • Decreased cyberbullying • More focused students • Increased student engagement • Increased student learning

Specific Result #4: Facilities are equipped with a wellness center capable of providing basic care needs for students, staff, and the community.

1. Offer clinic services in the health office such as strep tests, ear infection treatment, birth control, flu shots, and vision/hearing screenings.
2. Collaborate with area doctors, physicians, nurses, and mental health professionals to educate and share information with the community and families in multiple formats such as webinars, conference calls, newsletters and podcasts.

Cost	Benefit
<p>Tangible:</p> <ul style="list-style-type: none"> • Modifying facilities to accommodate clinic • Insurance verification or payment • Staff time to create and disseminate materials • Flyers, webcasts, podcasts, and other materials • Increased capacity for clinic staff and support 	<p>Tangible:</p> <ul style="list-style-type: none"> • Reduction in student absences • Fewer students with sight limitations • Fewer students with hearing limitations • Fewer communicable diseases • Fewer STDs • Earlier diagnosis of student illnesses
<p>Intangible:</p> <ul style="list-style-type: none"> • Change • Establishing new systems to communicate, refer, and function • Pushback by taxpayers and/or parents who do not need the resources 	<p>Intangible:</p> <ul style="list-style-type: none"> • Visible investment in student and community health • More positive school climate • Increased student and community feelings of support and care • Fewer unplanned pregnancies • Increased community engagement • Increased parent buy-in and collaboration • Increased student buy-in and collaboration • Greater access to vaccinations

Specific Result #5: Flexible learning environments reflect 21st century education.

1. Student advisories reflect student interests.
2. Change the structure of the school day to better suit student and staff needs.
3. Provide professional development for staff to incorporate 21st century educational practices into their lessons such as critical thinking, problem solving, inquiry, etc.
4. Create a supported study hall that all students can access.
5. Provide professional development for staff on how to effectively differentiate for students.
6. Provide teachers with more time in the day for lesson planning and collaboration.
7. Create ways for teachers to redesign classrooms to allow for flexibility.

Cost	Benefit
<p>Tangible:</p> <ul style="list-style-type: none"> • Time for staff to research, create viable plans, and garner community support or grants • Modifications to classrooms and building • Cost of modifying the school day • Time and monetary cost of training teachers to modify curriculum and teaching • Providing more teacher collaboration time during the school day • Extracurriculars start later and end later • Possible increased property taxes 	<p>Tangible:</p> <ul style="list-style-type: none"> • Healthier students • Students get more sleep • Increased student access to academic supports • Increased opportunities for extracurriculars meeting before or after school • Increased student attendance • Increased projected home values • Increased projected student population • Increased open enrollment and/or return enrollment from students currently enrolling in other districts
<p>Intangible:</p> <ul style="list-style-type: none"> • Change in the way it's been done vs. how it will be done • Stakeholder and community pushback if taxes are raised or levies are introduced 	<p>Intangible:</p> <ul style="list-style-type: none"> • Other districts have made these changes and we can learn from them • Increased student attention span and focus • Improved community perception of district's investment in their student population • District will be viewed as innovators • Increased student buy-in and engagement • Increased student awareness of and excitement for post-secondary options • Learning-friendly environment • Increased community awareness of what a learning-friendly environment means • Increased community engagement regarding White Bear Lake educational system

Specific Result #6: All staff and students understand conflict resolution strategies and de-escalation procedures.

1. All staff and students are trained in using the restorative circle process for conflict resolution.
2. Restorative practices are used by students and staff to resolve conflict.
3. Examine ways to identify a staff member(s) who serves as restorative circle initiator and leader to resolve conflicts at North Campus.
4. All staff and students understand how to respond to intolerance using a framework such as Teaching Tolerance's Speak Up!.

Cost

Benefit

Tangible:

- Time and monetary expenses of training whole staff
- Time and monetary expenses of training all students
- Point person to manage resources for training and implementation
- Time and monetary expenses of preparing restorative circle initiator and leader
- Curriculum expenses of framework (similar to Teaching Tolerance's Speak Up!)

Tangible:

- Increased investment in school staff
- Reduced district turnover
- Reduced suspensions and detentions
- Reduced disciplinary referral numbers

Intangible:

Intangible:

- Better conflict resolution system
- Increased feelings of value and commitment to the district
- Strengthened alignment and relationships between all levels of district staff
- Strengthened relationships between students and students, students and staff, and staff and staff
- Improved teacher mental health
- Improved teacher morale
- Increase student mental health
- Increased student morale
- Increased student advocacy capacity
- Increased student community and political engagement
- More prepared workforce

Specific Result #7: Students and staff are supported in their mental health.

1. Increase student access to counseling staff and mental health counseling.
2. Create and implement a three-tier system (MTSS) of mental health assessments and interventions (similar to RTI, but with a mental health focus).
3. Gain shared understanding and streamline the communication process among stakeholders.
4. Provide professional development for staff to support student mental health.
5. Staff mental health needs are recognized and supported.

Cost**Benefit****Tangible:**

- Increased capacity of counseling support
- Impact of shift on advisory classes
- Increased time spent scheduling
- Teacher training on working through mental health issues
- Time and cost of selecting and implementing an MTSS system
- Time spent streamlining communication system
- Ongoing monitoring requiring staff support (time, money)

Tangible:

- Healthier student population
- Healthier staff population
- Increased student access to counseling staff

Intangible:**Intangible:**

- Students feel more supported by staff
- Teachers gain a better understanding of their students
- Issues are addressed on the front-end
- Stronger communication between all stakeholders
- Students feel more valued
- Increased community engagement leading to increased sustainability of model
- Increased investment in WBL schools through external stakeholders
- Teachers feel more supported and confident in their ability to handle situations

Specific Result #8: All students feel safe and valued at North Campus.

1. Reconfigure locker rooms and bathrooms to support LGBTQ+ students and staff.
2. Staff will be trained in trauma sensitive and culturally responsive practices.
3. Incorporate information about the LGBTQ+ identities into health curriculum.
4. Courses and curriculum are culturally responsive.
5. Educate and empower students to recognize and speak up about injustices on behalf of themselves and their peers such as Teaching Tolerance curriculum Speak Up!.
6. All students have access to a trusted adult.

Cost	Benefit
<p>Tangible:</p> <ul style="list-style-type: none"> ● Reconfiguration of building ● Time and money spent overhauling counseling system ● Coordination of outside/community resources ● Ensuring that each distinct population has a trusted adult available to them 	<p>Tangible:</p> <ul style="list-style-type: none"> ● Increased student access to counseling staff ● More educated staff on working with and meeting the mental and physical health of students ● Decrease in instances of bullying and cyberbullying ● Decreased rates of anxiety, depression, and suicidal thoughts
<p>Intangible:</p> <ul style="list-style-type: none"> ● Perceived change inherent in overhauling counseling system ● Community pushback due to varying levels of support for the LGBTQ+ and other distinct populations 	<p>Intangible:</p> <ul style="list-style-type: none"> ● Increased student sense of belonging ● Increased student mental well-being ● Increased student confidence ● Foster empathy and community among student population ● Broadening student conflict resolution and advocacy skills ● Increased community awareness of distinct groups around them ● Increased capacity of staff

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Tactic #3

We will ensure each student feels connected to North Campus.

- Each student is supported as a whole such as academic, emotional, etcetera, and has their needs met.
- All students will have equal access to high quality, culturally responsive curriculum and instruction relevant to their life.
- A positive cohesive school-wide community established.
- A safe environment is maintained by the North Campus community.
- Students will have opportunities for choice.
- Students have access to authentic relationships.

Action Team Facilitator

Ang Nelson

Action Team Members

Trudy Nodgaard, Lori Purdham, Christina Rosemeyer, Katie Cueto

**Those whose names appear in bold print were involved with our team from beginning to end.*

Specific Result #1: Each student is supported as a whole such as academic, emotional, etcetera, and has their needs met.

1. Staff will have time embedded in their school day to meet across content areas to discuss shared students' as necessary.
2. Students will meet with a trusted adult to discuss their academic, social, or emotional needs with a staff member.
3. Student support groups will be established.
4. Students will have greater access to affinity groups during the school day.
5. Students will have access to visits from therapy dogs similar to programs such as Pet Partners.
6. All school websites will be updated so that they accurately and clearly communicate the programs and opportunities provided.
- 6a. Communication about these programs will be in the format most comfortably and commonly used by students and families.

COST	BENEFIT
<p>Tangible:</p> <ul style="list-style-type: none"> • Data • Updated Website 	<p>Tangible:</p> <ul style="list-style-type: none"> • Higher academic achievement
<p>Intangible:</p> <ul style="list-style-type: none"> • Schedule adjustment to accommodate "morning meetings" • Establishing goals and guidelines for therapy animal visits • Adjusting preferred family communication format 	<p>Intangible:</p> <ul style="list-style-type: none"> • Stronger student/staff relationships • Clear and accurate access to information regarding student activities/clubs • Greater presence of student supports in the school • Families more informed about school events/activities.

Specific Result #2: All students will have equal access to high quality, culturally responsive curriculum and instruction relevant to their life.

1. Staff will participate in ongoing training and professional development around best practice instructional strategies such as AVID.
2. Complete a curriculum and instruction equity audit, such as the one developed by MDE.
- 2a. Once the equity audit is complete, training for staff will be provided by an organization such as the Center for Culturally Responsive Teaching and Learning.
- 2b. Once the equity audit is complete, culturally responsive classroom materials will be provided for all classrooms.
3. All curriculum will be assessed to ensure that each lesson contains culturally responsive material, AVID strategies, and Costa's levels of questioning.
- 3a. Staff will be given time within the day to update curriculum to include culturally responsive material, AVID strategies, and Costa's levels of questioning.
4. Staff will use strategies such as Innocent Classroom to build relationships with their students to help make content more relevant to their life.
5. Curriculum across all disciplines will be rigorous and differentiated to meet the needs of all abilities.

COST

BENEFIT

<p>Tangible:</p> <ul style="list-style-type: none"> • Trainings for AVID, CRTT, etc • Time for training/curriculum update/etc. 	<p>Tangible:</p> <ul style="list-style-type: none"> • Better grades • Less truancy
<p>Intangible:</p> <ul style="list-style-type: none"> • Challenges with staff mindset around the specific techniques and strategies • Mindset due to implicit bias 	<p>Intangible:</p> <ul style="list-style-type: none"> • Sense of connection to North Campus • Each student validated as an individual student • All students experiencing meaningful rigor in all classes • Students learn in a way that works best for them

Specific Result #3: A positive cohesive school-wide community is established.

1. Students and staff will “adopt” their hallway and take care of it much like they would take care of their neighborhood.
2. Common spaces will be provided for students such as a coffee bar, flexible seating, etc.
3. A community garden will be created and maintained by the staff and students.
4. A space will be created for students to eat their lunch outside.

COST	BENEFIT
<p>Tangible:</p> <ul style="list-style-type: none"> ● Adult supervision/training/PD <p>OUTDOOR SPACES:</p> <ul style="list-style-type: none"> ● Financial costs for starting a garden (fencing, seeds/plants, tilling/raised beds, garden tools/equipment. ● Water source ● Outdoor seating/tables/trash containers <p>INDOOR SPACES:</p> <ul style="list-style-type: none"> ● Food/Supplies/Equipment for Coffee Bar/Leisure area ● Trash receptacles ● Indoor seating 	<p>Tangible:</p> <ul style="list-style-type: none"> ● Allows for increased student choice ● Provides “real life” work experience ● Cross-Curricular learning/activities ● Produce available to whole school community ● Involve members of the WBL Community by donating time//money ● Provides areas for students to engage in meaningful activities with other students and adults.
<p>Intangible:</p> <ul style="list-style-type: none"> ● People feeling left out of certain “neighborhoods” ● Student more spread out on campus, potentially making less connections 	<p>Intangible:</p> <ul style="list-style-type: none"> ● Improves Social Emotional Learning ● Strengthens work ethic and soft skills needed in today’s workforce.

Specific Result #4: A safe environment is maintained by the North Campus community.

1. Provide support and additional training and information to teachers on positive classroom management.
2. Invite students and families to sign up for Remind or similar program.
3. Students mark safety hot spots on school map. Create a map for all staff that indicates “safety hot spots” for staff to focus/key in on daily.
4. Invite staff greeter(s) to be at the front doors greeting students every school day.
5. Create a safe space in each classroom for students to “time out.”
6. Administration and/or a few staff members will be on all social media platforms to interact with students such as Facebook, Snapchat, Messenger, Twitter, etc.
7. Staff and students will be trained to respond in proactive ways to incidences of intolerance when/if they occur such as Speak Up! through Teaching Tolerance.

COST**BENEFIT**

Tangible: <ul style="list-style-type: none">• Incorporate Positive Classroom Management into PD days - paid teacher time.• \$50 for materials to create safe space in each classroom (beanbag chair, etc).• Remind app is free but cost associated with upgrading to School or District levels.	Tangible: <ul style="list-style-type: none">• Improvements in attendance, engagement, and grades• Decrease in behavior referrals
Intangible: <ul style="list-style-type: none">• Time associated with school survey to have students mark hot spots on maps.	Intangible: <ul style="list-style-type: none">• Students feel supported and valued as individuals

Specific Result #5: Students will have opportunities for choice.

1. Students will be provided with opportunities to choose educational, social, and recreational activities during BEAR Time offered daily.
2. At the start of each quarter, students will participate in an activities fair during an extended lunch hour.
3. School websites will be updated to include accurate information on opportunities, extracurriculars, and athletics available to students.
4. Students will complete a Passion Project.

COST

BENEFIT

<p>Tangible:</p> <ul style="list-style-type: none">• Activities Fair at each quarter (set up, tear down, event materials, \$1000)• Updating school websites' activities pages	<p>Tangible:</p> <ul style="list-style-type: none">• Increase in student engagement• More students will join an activity of some kind due to increased awareness• Increased relationships among students and staff
<p>Intangible:</p> <ul style="list-style-type: none">• Schedule adjustments to accommodate daily Bear Time• Organization of "Passion Project" between core classes (and possibly electives)	<p>Intangible:</p> <ul style="list-style-type: none">• Student opportunity for choice• Student involvement in school activities/clubs

Specific Result #6: Students have access to authentic relationships.

1. Whenever possible, students will be scheduled with the same teachers for A and B sections (ie US History A and B).
2. BEAR Time will be offered each day.
3. Students will have access to a chosen trusted adult.
4. Staff will foster student/teacher relationships using strategies such as Innocent Classroom.
5. Students and staff will participate in restorative circles or mediations to resolve differences.

COST**BENEFIT**

Tangible: <ul style="list-style-type: none">• Time• Scheduling conflicts• Programing costs	Tangible: <ul style="list-style-type: none">• Stronger relationships• Students choose their trusted adult
Intangible: <ul style="list-style-type: none">• Second hand trauma	Intangible: <ul style="list-style-type: none">• Less behavior issues• More academic success

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Tactic #4

We will ensure students design their own future through a learning environment that enhances educational experiences.

- Resources and supports allow all students to successfully customize their educational pathway.
- Learning spaces support student choice and foster inquiry and collaboration.

Action Team Facilitator

Amy Carney

Action Team Members

Liz Gregoire, Cindi Swenson, Kristine Ziccardi, Amy Swanson, Mark Domschot

**Those whose names appear in bold print were involved with our team from beginning to end.*

Specific Result #1: Resources and supports allow all students to successfully customize their educational pathway.

1. Offer a study hall course option with structured academic supports for all students such as the supports offered through AVID resource and Academy Seminar.
2. Connect students to community mentorships and work experiences.
3. Increase opportunities for cross-curricular/interdisciplinary co-teaching and learning.
4. Implement flexible scheduling options to support student academic opportunities such as interdisciplinary learning, project-based learning, educational/career explorations, Student agency/passion projects (such as offered through Genius hour, and a building wide zero hour with busing).
5. Offer daily BEAR Time to allow students equitable access to resources and to foster practices that support social-emotional well-being.
6. Examine ways to reduce class sizes.
7. Examine ways to allow movement from course to course throughout the year.

Cost

Benefit

Tangible:

- Time for stakeholders involved with the task force.
- Financial support for schedule changes, teacher supervision, and credit requirement adjustments.
- Increased career pathway/job coach team hours.
- Increased elective options.
- Schedule flexibility for cross-curricular or interdisciplinary co-teaching and learning would result in the addition of more core electives.
- Schedule changes, teacher supervision, and credit requirement adjustments
- Professional development time to support instruction for teachers and students related to design thinking.
- Cost of speaker/assemblies/Advisory time
- Schedule changes
- Flexisched subscription
- Schedule changes require more teachers being available for more hours.

Tangible:

- Stakeholder research will provide valuable information to inform decision making.
- All students would be supported academically and emotionally.
- Students getting real life experience which will shape the choices in HS and college courses as well as their career choices at a younger age and less students leaving HS for PSEO.
- Students and teachers discover and creating connections between content areas.
- Co-teaching would facilitate daily professional development and allow students connect to the content more fully.
- More equitable interventions, remediation, and extra curricular, and student agency opportunities for all students
- Increased social-emotional well-being.
- Students have the flexibility to access a variety of classes at different levels.
- Students will not be “stuck” in a class that does not turn out to be a good fit for them or their future goals

Intangible:

- Work on other initiatives might need to be put aside to make this the focus.
- Students will have a period during which no credit is earned.
- Lack of available community mentors.
- Majority of interdisciplinary projects/units would be taken on by certain departments.
- Teacher and community reluctance to shift the status quo.
- Loss of daily minutes in courses.

Intangible:

- A greater understanding of the barriers to equitable access.
- Opportunities for more connections and relationship building between students and staff.
- More students finding opportunities to “belong” in our HS’s.
- Teachers will change the way they teach to aligns to the way our students learn leading to increased academic success.
- Choice and flexibility create an atmosphere where students want to be at school and strengthens the sense of community and increases academic success.
- Students will feel more supported and challenged in their course selections.
- Increased student success when offered opportunities for non-judgemental course changes.
- Increased confidence in their “challenge by choice” options, and less helplessness/hopelessness with overwhelming courses.

Specific Result #2: Learning spaces support student choice and foster inquiry and collaboration.

1. Conduct an audit of North Campus to assess its current capacity to promote collaboration and inquiry.
2. Provide teachers access to flexible seating options for their classrooms such as desks/tables on wheels, standing desks, exercise desks, wobble seats, collaboration stations, etc.
3. Create open air classrooms/outdoor learning spaces.

Cost

Benefit

Tangible:

- Time for stakeholders
- Cost of flexible furniture: Approx. \$12,000 per classroom for complete overhaul. \$6-7,000 for furniture alone. (from Facilities Planning information via Wold).
- PD for teachers to help the transition.
- Design, construction, and landscaping costs for an outdoor classroom.

Tangible:

- Audit of the current system will inform decision making.
- Flexible classroom furniture allows teachers to incorporate many different teaching modalities quickly and easily including: collaborative groupings, panels, circles, large group, independent, and testing setups which should help them connect the content to more learners and raise the level of engagement in learning.
- Opportunities to provide an alternative classroom outdoors.
- Escape from the heat of the classrooms at North campus.

Intangible:

- Negative assumptions toward inquiry and collaboration (more work, not lending to all teaching or learning styles, etc...).
- Voter support
- Changing teaching styles.
- Teacher and community reluctance or change resistance.

Intangible:

- Audit will provide an accurate assessment of the climate/pulse related to inquiry and collaborative learning.
- Teachers will change the way they teach which more readily aligns to the way our students today learn.
- Community will see that we are preparing our students for a workplace of today and the future.
- Fresh air, vitamin D, outdoor appreciation/connection to nature, improve mental health and reduce stress.

White Bear Lake Area High School - South Campus



Our mission at White Bear Lake Area High School-South Campus, a dynamic launchpad of learners, is to empower one another to navigate our unique journeys, embodied by:

- *Student-driven opportunities for authentic learning*
- *Nurturing and mutually supportive relationships where each voice is valued and recognized*
- *Safe and engaging environments that inspire lifelong learning*
- *A courageous community willing to persist and adapt to meet high expectations*
- *Passionate learners who transform their local and global communities*

Planning Team Members

Sadie Johnson, Don Bosch, Greg Burke, Shawn Gritzmacher, Robert Anderson, Lindsay Lamwers, Stephanie Kerbage, Troy Strand, Brietta Hutson, Josh Lane, Julie Anderson, Teresa Ruohomaki, Kevin, Boeing, Cooper Anderson, Noelle Norman, Abbie Zavadil

Action Team Leaders: Barbara Bursack, Cassie Knutson, Anne Hittesdorf, Alex Carlson



Tactics

1. We will hear, honor and include each student's voice.
2. We will ensure that each student establishes and achieves their unique learning goals.
3. We will provide each student with academic, social, and emotional support while challenging them to meet higher expectations.

About the Principal



Don Bosch

Greetings! My name is Don Bosch and I am honored to be the Principal at White Bear Lake Area High School - South Campus.

A little bit about myself, I received my undergraduate and graduate degrees from the University of North Dakota and my Administrative Licensure from Saint Mary's University - Twin Cities.

I started my educational career as a math teacher in California. After moving to Minnesota, I became the Activities Director and a Assistant Principal in the Forest Lake School District. I joined the White Bear Lake Area School District in 2009 at the Principal of North Campus and currently starting my second year as the Principal of South Campus.

My interests include anything sports related and relaxing during the summer at our lake cabin. I also like to spend time improving my woodworking skills.