

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK SESSION
MEETING PACKET**

February 24, 2020

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 environments*
- *Exceptional staff and families committed to student success*
- *Abundant and engaged community partners*

To: Members of the School Board

From: Dr. Wayne Kazmierczak
Superintendent of Schools

Date: February 11, 2020

A work session meeting of the White Bear Lake Area School Board will be held on **Monday, February 24, 2020**, at **5:45 p.m.** in Community Room 112 at the 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. School Presentation: Lincoln Elementary and Central Middle School | 5:45 p.m. |
| 2. American Indian Parent Advisory Update | 6:15 p.m. |
| 3. Achievement and Integration Plan | 6:30 p.m. |
| 4. Project Labor Agreement Consideration | 6:50 p.m. |

C. ADJOURNMENT

AGENDA ITEM: School Presentations – Lincoln Elementary and
Central Middle School

MEETING DATE: February 24, 2020

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON(S): Sara Paul, Assistant Superintendent for Teaching and
Learning

BACKGROUND:

Principals Dan Schmidt, Lincoln Elementary, and Cathryn Peterson, Central Middle School, will present updates regarding strategic initiatives at their schools.

LINCOLN ELEMENTARY WBLA SCHOOL BOARD FEBRUARY 24, 2020

Guest Presenters



DAN SCHMIDT
PRINCIPAL



TERESA OGDEN
GR. 4 TEACHER



ALLEKS KORNBaum
GR. 1 TEACHER

MISSION

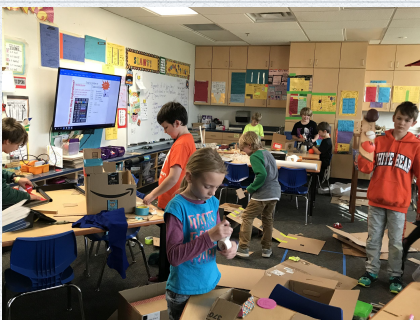
The mission of Lincoln Elementary School, **an empowered environment of learners**, is to **ignite curiosity, inspire advocacy, and unlock potential through:**

- Enriching minds, bodies and hearts
- Advancing the integrity of emotional connections and communication
- Courageous participation
- Honoring diverse perspectives, and
- Serving as agents of local and global communities

to forge a legacy of confident critical thinkers, mindful of the past, while actively shaping the future.

Tactic 1: We will nurture the whole child through a personalized learning experience.

STUDENT DRIVEN CHOICE



REAL WORLD EXPERIENCES



PURPOSEFUL MOVEMENT

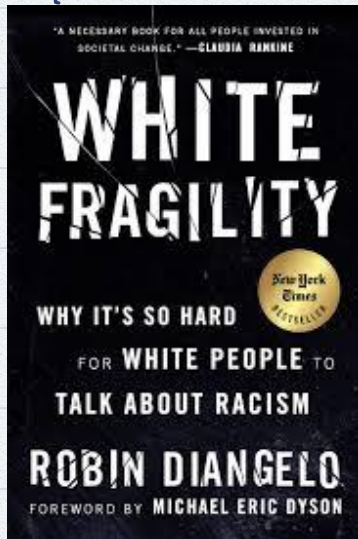


EQUITY BOOK STUDY

Courageous
Conversations

Adversive
Racism

Cultural
Racism



Color-blind
Racism

White Racial
Frame

Discomfort/
Thought Provoking

**Tactic 2: We will create a
connected culture.**

Tactic 2: We will create a connected culture.

RON CLARK ACADEMY

A
School
Wide
Community
for students
and staff



A culture of
belonging

Character
building

No growth
happens in the
comfort zone



Central Middle School

Mid-year Highlights
February 24, 2020

Strategic Plan Focus

We will understand and embrace differences.

- Promoting a culture of empathy toward all individuals
- Acknowledging that differences in everyone have value
- Supporting individuals who have felt uncomfortable because of their differences
- Providing information so we can form opinions around differences based on facts
- Informed decision making.

School Pride...Personal Identity...Empathy.



Community & Culture

- Focus on knowing each other and learning together
- Relationships, Listening, Observing
- Positive language & problem solving over punishment
- History of Central by decade
- Positive postcards, Staff Shout-outs
- Staff “Social” Committee

[This is Central Video](#)



Student Voice

- Reading Intervention Classes: How is it goin’?
- Central Serves
- Cafeteria Expectations and Improvements
- Kindness Week
- Bear Time
- Literacy Committee
- Black History Month



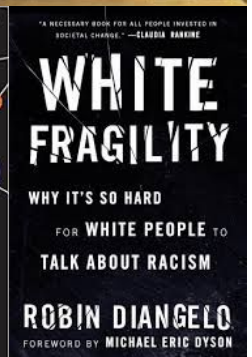
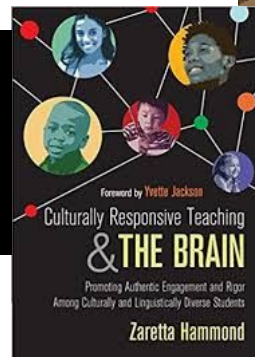
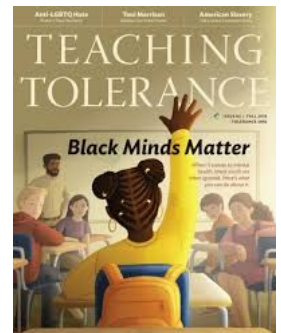
Literacy

- Middle school proposal
- Reader's Workshop
- Inclusion
- Literacy Committee
- Planning for next year with SPMS



Equity

- Equity Team, learning together
- Grade 8, grade level, discussion of micro-aggressions
- Grade 8 ELA, planning some lessons, Teaching Tolerance
- Relationships and Restoration



AGENDA ITEM: American Indian Parent Advisory Update

MEETING DATE: February 24, 2020

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON(S): Alison Gillespie, Principal on Special Assignment

BACKGROUND:

Jordan Zickermann, Native American Cultural Liaison and Indian Education Program Lead, will be in attendance at the Monday, February 24 School Board work session to provide an update on the work of the American Indian Parent Advisory Committee (AIPAC). Additionally, recall that the AIPAC annually considers a resolution which results in either a vote of concurrence or non-concurrence as to whether or not the School Board and School District are meeting the needs of American Indian students. The resolution will be discussed by Ms. Zickermann at the work session, and as a follow up, she will be joined by AIPAC chairperson, Mr. Andrew Adams, at the March 2 regular School Board Meeting for the formal presentation of the AIPAC's resolution vote result.

Liaison Highlights

2019-2020

An overview provided by Jordan Zickermann
Native American Cultural Liaison,
Indian Education Program Lead

February:

Go Bears!

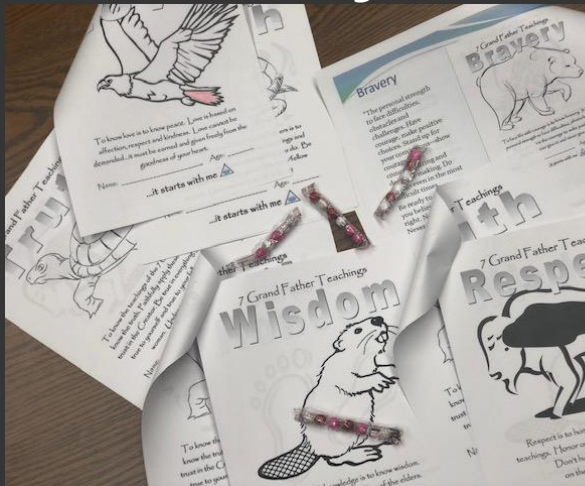


- The first ever Student Leadership Cohort at Sunrise Park MS is off to a great start - 4 Indigenous students
 - We have been learning about the Seven Grandfather teachings this month! Check out our book!!
 - DOWH came to South Campus for a Many Faces Event !
-

February in Motion:



February in Pictures:



January:

Happy New Year!



- Middle School Clubs focused on relationship building as the theme of the month!
 - Step into the circle if.....activity
- Through student feedback, we have identified that closed off spaces like the board room (central) and classrooms (sunrise) are best for our group!!
- 3 Native Student participated in a student panel for regarding the ____ Future of Learning at WBL!

January in Photos:



January in Photos:



December:

Hear from our
students!



- Elementary Indian Ed. Clubs had storytelling as a theme for this month
 - Hiawatha and the Peacemaker
- Middle School Clubs focused on community building as an icebreaker for field trip
- We filled a school bus to go to UMD where we met with the American Indian Resource Center staff
- Collab w/ Tim Whalen for North Group

December in Photos:



November:

- Indian Ed. Clubs have successfully launched with the addition of elementary schools
 - Success story - full integration of Native student population into programming with assistance of paraprofessionals
- 57 middle school students ideas regarding an activity or community organization they would like to visit/participate in
 - List of ideas here
- 4 MS/HS students participated in the "Nothing About us Without Us" Youth Summit through Equity Alliance MN

**South students
met with Sen.
Wiger to
discuss their
experience at
the Youth
Summit and
share ideas for
legislative
support.**



Annual Compliance Overview

Minnesota Statutes, section 124D.78 requires Minnesota districts, charters, and Tribal schools with 10 or more American Indian students to have an American Indian Parent Advisory Committee (AIPAC), and cites that school boards and American Indian schools must provide for the maximum involvement of parents and children enrolled in education programs, programs for elementary and secondary grades, special education programs, and support services.

In order to be in compliance with this statute, districts, charters, and tribal schools are required to submit annual compliance documents by March 1.

**If you do not have an AIPAC and/or are new to this process, its expectations, and requirements, please contact the Office of Indian Education: 651-582-8280.*

Submission checklist

Each of the following items must be filled out and submitted by **March 1**:

- ✓ The Annual Compliance Documentation page (pg. 2)
- ✓ The AIPAC Resolution page (pg. 3)
- ✓ The AIPAC Representative Roster (separate attachment/available for download on the [Office of Indian Education webpage](#))

Submission remittance

Scan and email to: mde.indian-education@state.mn.us

Mail to: Minnesota Department of Education, Attn: Office of Indian Education, 1500 Hwy 36 W., Roseville, MN 55113

Tips for a successful submission

- Include the district/school name and identifying number.
- Indicate with a checkmark **CONCURRENCE** (Option 1) OR **NON-CURRENCE** (Option 2) OR **Does Not Have an AIPAC**.
- Include dates in **all** of the required areas.
- Obtain proper signatures.
- Submit all required items together.

Annual Compliance Documentation

District/School Name and Number: White Bear Lake Area Schools - 624

AIPAC Resolution Vote

**Please indicate with a checkmark how the AIPAC voted by choosing Option 1 or Option 2.*

Option 1: A vote of Concurrence

The American Indian Parent Advisory Committee issued a vote of Concurrence: _____

Date of Concurrence vote: _____

Date the AIPAC presented the resolution to the school board: _____

OPTION 2: A VOTE OF NON-CONCURRENCE

The American Indian Parent Advisory Committee issued a vote of Non-Concurrence: _____

A vote of Non-Concurrence requires the AIPAC to provide specific recommendations for improvement to the school board. The school board is required to respond in writing to each recommendation within 60 days of the recommendations being put forth. The school board must provide this written response to both the AIPAC and to the Office of Indian Education.

Date of Non-Concurrence vote: _____

Date the AIPAC presented the resolution and recommendations to the school board: _____

Date the school board response is due: _____

THE DISTRICT/SCHOOL DOES NOT HAVE AN AIPAC

Our District/School does not have an AIPAC _____ (indicate with checkmark)

Our district has not yet formed an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes, section 124D.78. The district superintendent will contact the Office of Indian Education to receive guidance on this process, its expectations and requirements.

Required signatures

**Please include a printed name along with your signature.*

School Board Chairperson Date

Superintendent Date

AIPAC Chairperson Date

Due annually on March 1

WHEREAS, the school board or district has an AIPAC composed of parents/guardians of American Indian children who are eligible for Indian education programs, American Indian language and culture teachers and paraprofessionals, American Indian teachers, American Indian counselors, American Indian adults enrolled in educational programming, and American Indian representatives from community;

WHEREAS, the school board or district affords the AIPAC the necessary information and the opportunity to effectively express their views concerning all aspects of American Indian education and the educational needs of the American Indian children enrolled in the school(s) and program(s); and,

WHEREAS, the AIPAC is directly involved with and advises the school board and district staff on Indian Education program planning; and,

WHEREAS, the AIPAC develops and submits recommendations to the school board and district staff pertaining to the needs of American Indian students.

THEREFORE BE IT RESOLVED, that the AIPAC concurs that the school board and district are compliant with Minnesota Statutes, section 124D.78, and that the school board and district are meeting the needs of American Indian students.

We, the American Indian Parent Advisory Committee, issue a Vote of Concurrence. We attest that the school board and/or district are compliant with Minnesota Statutes and that the school board and/or district are meeting the needs of American Indian students; **or,**

We, the American Indian Parent Advisory Committee, issue a Vote of Non-Concurrence. We attest that the school board and/or district are not compliant with Minnesota Statutes and that the school board and/or district are not meeting the needs of American Indian students. We have provided written recommendations for improvements to the school board, and we acknowledge that the school board has 60 days from the receipt of these recommendations in which to respond, in writing, to each recommendation.

AIPAC Chairperson Printed Name and Signature

Date

AGENDA ITEM: Achievement and Integration Plan

MEETING DATE: February 24, 2020

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON(S): Alison Gillespie, Principal on Special Assignment

BACKGROUND:

Dr. Alison Gillespie, Principal on Special Assignment, and Chris Streiff-Oji, Principal at Willow Lane Elementary, will present the 2020-23 Achievement and Integration Plan and Budget.



Achievement and Integration 2020-2023 Plan

Dr. Alison Gillespie

Purpose

“The purpose of the Achievement and Integration (A & I) for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students’ diverse racial, ethnic, and economic backgrounds in Minnesota Public School.”

- Minnesota Department of Education website

Goals

Three types:

1. Reduce the disparities in academic achievement
2. Reduce the disparities in equitable access to effective and more diverse teachers
3. Increasing racial and economic integration

Goal #1: The graduation rate for all WBLAHS students will increase to 96% while disparity gaps between students of color, American Indian students, students eligible for FRP, and white students are eliminated by the 2022-23 school year.

● Strategies:

- Assisting students in further developing their academic identity
- Amplifying student voice
- Authentic family and community engagement
- Culturally responsive school leadership and teaching professional development

Actions

- Building Assets Reducing Risks (BARR)
- MN Alliance with Youth- Promise Fellows
- Advancement Via Individual Determination (AVID)
- Family engagement
- Cultural Liaisons
- Professional Development

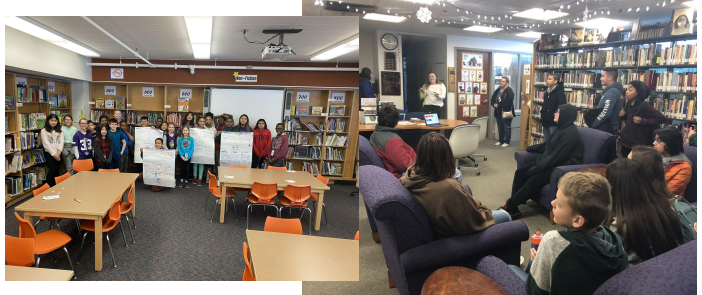


Goal #2: Eliminate the disparity between the percentage of students of color, American Indian students, students on FRP, and white students who are enrolled and earning a grade of “C” or higher in rigorous coursework by the 2022-23 school year.

- Strategies:
 - Student academic skills support
 - Culturally responsive teaching professional development for teachers of Honors and Concurrent Enrollment courses
 - Culturally responsive school leadership and teaching professional development

Actions

- Summer immersion experience
- Proactive student supports throughout the year
 - Collaborative study groups
- Teacher professional development with coaching
 - AVID strategies
 - Cohort model
- Student experiences



Goal #3: 100% of WBLAS educators will receive professional development in culturally responsive teaching pedagogy so that students have greater access to culturally responsive staff by the 2022-23 school year.

- Strategies:
 - Recruit and retain staff of color
 - Culturally responsive school leadership and teaching professional development

Actions

- Educators of Color Network
- Co-creation of professional development
- Professional development
 - Educators
 - Leadership



Willow Lane Elementary School

Goal #1: 100% of all Willow Lane Elementary students will be at or above grade level in reading as measured by multiple assessments (aReading, instructional reading level, FAST fluency assessment). Disparities in achievement will be eliminated between students of color, American Indian students, students on FRP, and white students.

- Strategies:
 - Increase classroom engagement by reducing disciplinary action
 - Trauma-informed student supports

Actions

- Student Success Coordinator
- Miss Kendra Program



Goal #2: 100% of Willow Lane teachers will receive professional development in culturally relevant teaching pedagogy so that students have greater access to culturally responsive teachers.

- **Strategies:**
 - Recruit and retention of racially and ethnically diverse teachers and administrators
 - Professional development opportunities focused on achievement for all students

Actions align with Goal #3 of our District A and I plan

Goal #3: Integrated learning experiences will increase from one school partnership to two school partnerships through student leadership, academic and social interaction opportunities.

- **Strategies:**
 - Integrated experiential learning
- **Actions:**
 - Otter Lake and Willow Lane- Tamarack Nature Center
 - Oneka Elementary and Willow Lane- Culturally Responsive School Leadership for 5th Grade

Progress Measurement



Key Indicators of Progress

- Academic Measures
- Student attendance and behavior
- Student and Family surveys
- Professional development attendance
- Participation in engagement activities

Thank you to the following groups for input, guidance, suggestions, and revisions to our 2020-2023 Achievement and Integration plan:

- American Indian Parent Advisory Committee
- District Equity and Achievement Team
- Willow Lane PTO and Leadership Team
- PK-12+ Building and Site administration





FY 2021 Achievement and Integration Budget

District Number: 624

District Name: White Bear Lake Area Schools

10% Admin/Indirect Costs

List proposed Administrative/Indirect **FIN 313** expenditures below. No more than 10% of this budget may be spent on Admin costs for strategies included in an MDE-approved A&I plan. Read the A&I Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?		
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY21 expenditures by 12/1/21.	Budget Narrative Provide a brief description of the expense each expenditure will fund. <i>Do not copy the strategy description from your plan</i>	Goal #	Strategy # and Name
Director of Equity	005	790	313	110	\$64,666.31		Director of Equity and Engagement- A and I programming and goals oversight	1	1: Academic Identity
FICA/Medicare	005	790	313	210	\$4,946.97		Director of Equity and Engagement- A and I programming and goals oversight	1	1: Academic Identity
PERA/TRA	005	790	313	218	\$5,257.37		Director of Equity and Engagement- A and I programming and goals oversight	1	1: Academic Identity
Health Insurance	005	790	313	220	\$11,556.18		Director of Equity and Engagement- A and I programming and goals oversight	1	1: Academic Identity
Life Insurance	005	790	313	230	\$285.19		Director of Equity and Engagement- A and I programming and goals oversight	1	1: Academic Identity
Dental Insurance	005	790	313	235	\$962.64		Director of Equity and Engagement- A and I programming and goals oversight	1	1: Academic Identity
LTD	005	790	313	240	\$236.68		Director of Equity and Engagement- A and I programming and goals oversight	1	1: Academic Identity
TSA Match	005	790	313	250	\$2,625.00		Director of Equity and Engagement- A and I programming and goals oversight	1	1: Academic Identity
HRA1	005	790	313	251	\$1,875.00		Director of Equity and Engagement- A and I programming and goals oversight	1	1: Academic Identity
HRA2	005	790	313	253	\$2,250.00		Director of Equity and Engagement- A and I programming and goals oversight	1	1: Academic Identity
Total					\$94,661.34	\$0.00			

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.

Comments:

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: 624- White Bear Lake
Area Schools

District Integration Status: Racially Identifiable
School (RIS)

Superintendent: Dr. Wayne Kamierczak
Phone: 651-407-7563

Email: wayne.kazmierczak@isd624.org

Plan submitted by: Dr. Alison Gillespie

Title: Principal on Special Assignment

Phone: 651-407-7689

Email: alison.gillespie@isd624.org

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

- | | |
|----------------------------------|---------------------|
| 1. Willow Lane Elementary School | 4. Enter text here. |
| 2. Enter text here. | 5. Enter text here. |
| 3. Enter text here. | 6. Enter text here. |

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Equity Alliance Minnesota.

- | | |
|---|---|
| 1. Roseville Area Schools RI - Racially Isolated | 3. Forest Lake Area Schools V - Voluntary |
| 2. South St. Paul Public Schools A - Adjoining | 4. Inver Grove Heights Community Schools V - Voluntary |

School Board Approval

☒ We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

☒ We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Dr. Wayne Kazmierczak

Signature:

Date Signed: 3/2/2020

School Board Chair: Don Mullin, School Board Chair

Signature:

Date Signed: 3/2/2020

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful, it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council:

Dr. Alison Gillespie serves as the District Representative on the American Indian Parent Advisory Council (AIPAC). Initial planning, goals, strategies, and measurements were shared at an AIPAC meeting on January 15, 2020. Additionally, ideas and discussions were brought to multiple District stakeholder meetings including the District Equity and Achievement Team (Lisa Ouren, Amber Walsh, Alli McCann, Tara Jebens-Singh, Chris Streiff-Oji, Carrie Barth, Cathryn Peterson, Jen Babiash, Cynthia Mueller, and Nancy Thom), PK-12+ Leadership, and Cultural Liaisons throughout the month of January and early February. The final plan was shared with AIPAC committee members on February 19. At this meeting, AIPAC voted to approve this plan. The final plan and budget were presented to our School Board on February 24 at a Work Study session and approved by the School Board on March 2.

Additionally, plan details were discussed with Equity Alliance and our partnership districts.

Community Collaboration Council for Racially Identifiable School(s): Willow Lane Leadership Team and PTO members were included in discussions around the goals, strategies and key indicators of progress for this plan. These groups include: Stephanie Minor, Erin Schmidt, Laura Linder, Leigh Anderson, Nick Marty, Kelly De Smet, Julie Law, Deb Hibbard, Sandy Peters, Anne Schwalbe, Beth Lilja, Lubna Abu-Sharkh, Jennifer McPherson, and Brandon Johnson. Our District Equity and Achievement Team were also included Lisa Ouren, Amber Walsh, Alli McCann, Tara Jebens-Singh, Chris Streiff-Oji, Carrie Barth, Cathryn Peterson, Jen Babiash, Cynthia Mueller, and Nancy Thom.

Dr. Alison Gillespie serves as the District Representative on the American Indian Parent Advisory Council (AIPAC). Initial planning, goals, strategies, and measurements were shared at an AIPAC meeting on January 15, 2020. Additionally, ideas and discussions were brought to multiple District stakeholder meetings including the District Equity and Achievement Team (Lisa Ouren, Amber Walsh, Alli McCann, Tara Jebens-Singh, Chris Streiff-Oji, Carrie Barth, Cathryn Peterson, Jen Babiash, Cynthia Mueller, and Nancy Thom), PK-12+ Leadership, and Cultural Liaisons throughout the month of January and early February. The final plan was shared with AIPAC committee members on February 19. At this meeting, AIPAC voted to approve this plan. The final plan and budget were presented to our School Board on February 24 at a Work Study session and approved by the School Board on March 2.

Additionally, plan details were discussed with Equity Alliance and our partnership districts.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: The graduation rate for all White Bear Lake Area High School students will increase to 96% while the disparity gaps that exist between students of color, American Indian students, students eligible for FRP, and white students are eliminated by the 2022-23 school year.

Aligns with WBWF area: All students graduate from high school. **Goal type:** Achievement Disparity

Goal #2: Eliminate the disparity between the percentage of students of color, American Indian students, students eligible for FRP, and white students enrolled and earning a grade of "C" or higher in rigorous coursework by the 2022-23 school year.

Aligns with WBWF area: All students are ready for career and college. **Goal type:** Integration

Goal #3: 100% of WBLAS teachers will receive professional development in culturally relevant teaching pedagogy so that students have greater access to culturally responsive teachers by the 2022-23 school year.

Aligns with WBWF area: Choose a WBWF goal area. **Goal type:** Teacher Equity

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Goal #1: The graduation rate for all White Bear Lake Area High School students will increase to 96% while the disparity gaps that exist between students of color, American Indian students, students eligible for FRP, and white students are eliminated by the 2022-23 school year.

Aligns with WBWF area: All students graduate from high school. **Goal type:** Achievement Disparity

Strategy Name and # 1: Assisting students in further developing their academic identity

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☒ Increases graduation rates.
- ☐ Increases access to effective and diverse teachers

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

As we look toward increasing graduation rates for all students while simultaneously closing the disparity gaps that exist between our students of color, American Indian students, students eligible for FRP, and our white students including those enrolled in our Alternative Learning Center, we will implement three distinct student support programs (Building Assets Reducing Risks, MN Alliance with Youth Promise Fellow, and Advancement Via Individual Determination). These programs will provide students in grades 6-12 opportunities to either create or build upon their academic identity. Academic identity is developed by assisting students in realizing they can continue to bring their unique selves to school while building academic habits, mindsets, and skills that will help them succeed in school and beyond. This begins with teachers and school staff establishing strong relationships and structures to develop personal relationships with students especially our students who have been underserved by our schools.

Building Assets Reducing Risks (BARR) will be implemented in our 9th grade with the possibility of growing to our 10th grade students in subsequent years. BARR requires that all 9th grade students are scheduled in cohorts with a team of teachers who follow a protocol for ensuring student success. Teachers and students work together with the Student Success Dean to examine student grades, attendance, behavior, etc. in weekly team meetings. Student interventions are discussed amongst the team and implemented with either the teacher and/or Student Success Dean. As teams progress through this protocol, students who aren't yet responding to interventions are discussed in a risk review meeting so that other school resources can become involved. Additionally, teachers teach mini-lessons on school success habits and strategies. BARR has been implemented nationally with research from the American Institute of Research showing the skills students learn in 9th grade impact their trajectory in high school with an increase in high school graduation rate, a decrease in disparity gaps, more students enrolling in rigorous courses, and significant reduction of failing grades in 9th grade. Student and teacher perceptions of the program and skills being developed along with data around passing and failing grades are collected yearly to determine how we are successfully meeting the goals of BARR.

We will support our students in grades 6-12 who face challenges with attendance and behavior by partnering with MN Alliance with Youth to host up to 10 Promise Fellows a year to provide direct student support and contact to students who struggle with regular attendance. Promise Fellows will go through training and receive regular professional development from the alliance to learn to use an array of research-based approaches and develop innovative ways to deliver the fundamental resources that young people need to be successful. Serving at least of 30 youth in grades 6-12, each Promise Fellow helps young people overcome challenges with attendance, behavior and core academics (the ABC's).

- Attendance
 - Provide attendance coaching, call home if students miss class, organize field trips or other special events to make learning and being at school more engaging and relevant.
- Behavior
 - Coordinate a lunchtime mentoring program, promote youth leadership development through a student-led peer mediation program, connect youth with community and civic opportunities, provide avenues for increased youth engagement in school and the broader community.
- Course Performance
 - Provide before, during and after school academic support for individuals and small groups, connect after-school service-learning projects with classroom instruction, connect students with a mentor or tutor, incorporate math/reading games into after-school programming.

Survey data is utilized to identify the 30 youth. Attendance, behavior, and course performance data is tracked and utilized to measure not only student success, but programmatic impact.

Each of our secondary schools utilize the Advancement Via Individual Determination (AVID) school wide framework as a way to examine systems and structures that are in place to best create a culture of post-secondary success for students. Along with our school wide efforts, the AVID elective at each site will support students in the academic middle who have not yet found success in school to develop their academic identity, develop positive student habits, and to stretch themselves in choosing rigorous courses. AVID teachers provide family engagement events as a way to ensure AVID student success. Student supplies and testing fees are also included as a way to remove barriers to student success. College field trips along with AVID tutors provide much needed inspiration and support as students navigate their stretch academic classes and future goals.

Additionally, each one of our secondary school campuses will create student academic wrap-around supports and interventions that provide academic assistance in an integrated environment to ensure that students who are not yet meeting academic expectations are being helped to reduce barriers and improve outcomes. These programs occur before, after, and/or during student choice time in school to offer a multitude of direct student service and support. In order to ensure progress toward Goal #1 and our whole achievement and integration plan, a Director of Equity and Engagement will be hired as a Cabinet level position to support equity and progress toward our goals within our district. This is new position and was intentionally constructed to support student, family and community engagement while overseeing the achievement and integration plan and collaborating with district departments, buildings and sites in supporting and ensuring progress in our equity goals.

Location of services: School Buildings

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The number of students in grades 6-12 considered chronically absent will decrease by approximately 5% each year. The number of chronically absent students in 2018-19 was 17.8%.	12%	7%	2%
The percentage of 6-12 students who are suspended one or more days from school will decrease by 5% each year while disparity gaps between students of color, American Indian students, students on FRP and white students are eliminated by 2022-23. For the 2018-19 school year, 9.81% of all students were suspended one or more days from school while 24.26% of Black students, 13.02% of Hispanic/Latino	7%	5%	35%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
students, 22.73% of American Indian students, 14.52% of multiracial students, 18.53% of FRP, and 8.19% of white students were suspended one or more days.			
The percentage of 9th grade Black, Hispanic/Latino, American Indian, FRP, and two or more races with 1 or more F will decrease by 5% each year. The percentage of 9th grade Black (45%), Hispanic/Latino (33%), FRP (37%), and two or more races (36%) students who had 1 or more F for the 2018-19 school year is detailed in parenthesis after each group.	< 5%	<5%	<5%

Strategy Name and # 2: Amplifying student voice

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Amplifying student voice is a way in which underserved and school dependent students can influence our school system while simultaneously linking social and academic development. These experiences that youth participate also create an opportunity for students to see themselves in our schools in ways that they have not yet seen from past practice. Additionally, these experiences help build confidence and the academic identity to take academic risks successfully.

Students will have the opportunity to participate in Youth Participatory Action Research (YPAR). YPAR is a rigorous research process that elevates student voice to a level that many districts haven't experienced. The goal is to change the experience youth have had where they don't feel heard or that actions come from their voice. Participating in YPAR is an opportunity for civic engagement, community engagement, and to develop a stronger understanding of our students' own experience and story as a young person. The student group to be selected will be a diverse representative group of our student body. YPAR will be utilized by district, school, and site administrators (K-12+) as a way to authentically engage student voice.

Through our partnership with Equity Alliance Minnesota, students will have the opportunity to participate in two opportunities to authentically engage student voice: Culturally Responsive School Leadership for 5th grade students and the Student Ethnic Studies Research Experience (SESRE). Students at Willow Lane Elementary Schools (our RIS) and one of our non-racially identifiable schools will participate in an integrated learning experience around building Culturally Responsive Leadership skills. After they learn together, additional opportunities for leadership and collaboration will be provided. High School students will have the opportunity to participate in SESRE which is rigorous research experience where students work together and learn critical theory prior to engaging in an immersion experience throughout the United States around Civil Rights and the Black/Latinx/American Indian/Asian history. After the immersion experience, students work together to create artifacts that they bring back to their districts to be shared and utilized in an intercultural ethnic studies course.

Location of services: School Buildings and SESRE immersion experience sites

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of students who indicate that school and district are responsive to their needs will increase by 5% each year. If disparity gaps between students of color and American Indian students, students on FRP, and white students exist, they will be closed.	Baseline	>5%	>10%
100% of 5 th grade students at Willow Lane and its partner elementary school will report that their experience with Culturally Responsive School Leadership increased their confidence and knowledge in building relationships with peers from backgrounds different than their own.	Baseline		100%
The number of students participating in SESRE will increase each year by 50%.	10	15	23

Strategy Name and # 3: Authentic Family and Community Engagement

Type of Strategy: Family engagement initiatives to increase student achievement.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Family is an essential component to the education of their children and their engagement is vital to leading students to a path of success in education. Research overwhelmingly shows that without family members being involved, a child's chance of academic success decreases dramatically. Partnership with families and communities is another way to ensure that their student(s) graduate from high school. WBLAS district staff will create opportunities for staff, families, and students to collaborate and access quality programs and services through the work of cultural liaisons. Cultural liaisons will play a key role connecting our understanding of students needs and interests to ensure all students are served according to their unique needs and interest. Cultural liaisons partner with students and family in bridging school resources and opportunities through strong authentic relationships.

In partnership with Equity Alliance MN, we will train our Cultural Liaisons on parent engagement strategies to learn how to create authentic programming to increase parent involvement in their child's education. This work has been elevated in our district through our latest Strategic plan where family engagement is foundational. The liaisons will work to engage and empower students, parents, and educators by facilitating family engagement activities such as ISI (intentional social interaction) or other culturally responsive ways of engagement. These events create a space for students, parents, community members and staff to engage and build understanding of student needs, and create a more welcoming environment for families in our schools while building intercultural relationships.

Location of services: School Buildings

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
All PK-12+ sites will host a culturally responsive family engagement event at least annually by 2022-23.	6	10	15
Family engagement will increase yearly by 10% at each site and be representative of the demographics each school serves.	Baseline	>10%	>10%

Strategy Name and # 4: Culturally Responsive School Leadership and Teaching Professional Development

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Teachers from six of our school sites will attend AVID Summer Institute as a way to continue to enhance the work of our AVID school wide implementation as we look toward raising the achievement for all students while closing the disparity gaps that exist in our system. AVID professional development features a rigorous curriculum that promotes student achievement at the highest levels; it lays out a pathway to student success. Based on the teacher-developed, classroom-proven AVID Program, the Summer Institute offers guides and materials for teachers, administrators, academic counselors, career center advisors, and anyone else who wants to help students fulfill their potential and successfully prepare for college. Teams from each school, along with their administrators, will attend this invaluable training to learn together and enhance their skills for the upcoming school year. Each member chooses a strand for learning from a variety of options: critical reading, academic language, culturally relevant pedagogy, AVID implementation for specific content areas, and AVID Elementary.

In addition, district staff will attend professional development trainings through the Urban Leadership Academy to deepen system change in the area of cultural responsiveness. In alignment with our strategic plan, we will include students in these trainings to authentically amplify their voices and engage student as the primary agents in their learning. Our partnership with Equity Alliance will also include customized professional development for our District and Site Leaders to further deepen learning that has occurred around Culturally Responsive School Leadership. They will also partner with us to develop culturally responsive training for district staff.

Location of services: School Buildings and District Office

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
70% percent of teachers at our AVID school-wide sites will be trained in AVID by 2022-23.	Baseline		70%
100% of District and Site leadership will receive Culturally Responsive Leadership training by the 2022-23	70%	85%	100%
100% of WBLAS teachers will receive professional development in culturally relevant teaching.	Baseline		100%

Goal #2: Eliminate the disparity between the percentage of students of color, American Indian students, students eligible for FRP, and white students enrolled and earning a grade of “C” or higher in rigorous coursework by the 2022-23 school year.

Aligns with WBWF area: All students are ready for career and college. **Goal type:** Integration

Strategy Name and # 5: Student Academic Skills support

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Summer camps and career readiness opportunities are critical to our work to decrease racial and economic enrollment disparities. In partnership with Equity Alliance MN, students taking college level courses will have the opportunity to get an early start on preparing for the rigors of college level classes by participating in a week long summer immersion experience. The goal is to give students a jump start learning key skills and procedures, introduce them to their course material and the exams, and practice the habits needed to be successful in their early college course. This opportunity will be provided to students taking college level courses for the first time and will be offered at no-cost. The students will receive high level overview of the keys to a successful experience. The focus of workshop sessions will be to strengthen students’ academic foundations and refine their advance learning skills in general. In addition, specific supports such as collaborative study groups and study sessions will be implemented throughout the year to ensure student success in these classes. High school administration, teachers, and district staff will collaborate together to develop these supports in partnership with students proactively so that student supports aren’t only provided when and if a student encounters difficulty.

Through our partnership with Equity Alliance MN, students will have the opportunity to participate in the Student Ethnic Studies Research Experience (SESRE). SESRE is a rigorous research experience where students work together and learn critical theory prior to engaging in an immersion experience throughout the United States around Civil Rights and the Black/Latinx/American Indian/Asian history. After the immersion experience, students work together to create artifacts that they bring back to their districts to be shared and utilized in an intercultural ethnic studies course. Experiences like these are life changing in the ways in which students find greater confidence and understanding in their ability to complete complex and difficult research. It is often experiences like these that can help with some of the internal struggles that students have when attempting concurrent enrollment courses for the first time. A renewed sense of self and confidence emerge.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The number of students participating in summer learning for concurrent enrollment courses will increase each year by 10%.	Baseline	>10%	>10%
The number of students participating in SESRE will increase each year by 50%.	10	15	22
100% of students who are enrolled in a concurrent enrollment course for the first time earn a grade “C” or better.	Baseline		100%

Strategy Name and # 6: Culturally Responsive Teaching professional development for Concurrent Enrollment Teachers

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

As we continue to reach our goal of equitable enrollment and student success in concurrent enrollment classes, teachers need to develop strong skills in working with students who come into class with differing skills and mindset traits than perhaps they have encountered in the past. In order to ensure that the experience of our students who are taking the academic risk of a college credit bearing course for the first time is supportive, teachers need professional development and coaching teaching strategies to meet students where they are in terms of academics, but also understanding some of the protective factors that can be put into place so that students' mindsets and mental health are supported. A cohort of teachers will experience multi-full day PD in ways to support best our students in their instruction, teacher-student relationship, and through support structures that are utilized. A coaching support structure will also be developed so that teachers are able to utilize new strategies and refine them while collaborating with colleagues.

Location: High School

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
100% of teachers who teach a concurrent enrollment course or advanced course have participated in specific cohort PD by 2022-23.	Baseline		100%

Strategy Name and # 4: Culturally Responsive School Leadership and Teaching Professional Development

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Goal #3: 100% of WBLAS teachers will receive professional development in culturally relevant teaching pedagogy so that students have greater access to teachers

Aligns with WBWF area: Choose a WBWF goal area. **Goal type:** Teacher Equity

Strategy Name and # 7: Recruit and retain staff of color and American Indian staff

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

As our district continues to make progress toward our goal of increasing staff that represent the demographics of our district, retention of our new staff of color and American Indian staff is a high priority. While our staff of color and American Indian staff engage in PD with all of their white peers, we know that there is time needed to provide learning

specific to the needs of staff of color. Culturally relevant training needs to be co-constructed through the various racial and ethnic lenses that exist within our staff. Equity Alliance MN will partner with us in delivering and creating this PD. Additionally, we are partnering with our teachers association, WBLAS Human Resources, and Equity Alliance MN to put support structures in place to ensure staff have access to supportive peers, administration, and a clear path to resolution of issues that may arise.

Additional opportunities and recruitment strategies will be utilized in partnership with our parent and family affinity groups, our education career pathway, college and university partnership, and other unique ideas that emerge from collaborative work around this important strategy.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
100% of WBLAS teachers of color participate in co-created culturally responsive PD by 2022-23.	Baseline		100%
The percentage of teachers of color increases each year by 2%. The percentage of teachers of color in WBLAS for the 2018-19 school year was 6%.	8%	10%	12%

Strategy Name and # 4: Culturally Responsive School Leadership and Teaching Professional Development

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Strategy Name and # 2: Amplifying student voice

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

Through our partnership with Equity Alliance MN and its partnership districts, we are able to save significant costs per year as we utilize the consulting, teaching, professional development, and coaching skills of their highly qualified staff at a significant reduction than would occur if we weren't a member district. Additionally, Equity Alliance MN collaborates with different outside agencies that would be much more expensive to work with if we weren't a part of a collaborative group and able to partner with the other member districts. Additionally, the professional network support that is provided for our Cultural Liaisons, staff of color, and AVID leadership is invaluable as we learn from the expertise of our area districts and the consultants at Equity Alliance MN. These programs would need to exist in each of our districts, but through our partnership are able to exist in a collective fashion thus reducing duplicative programs. Equity Alliance also provides logistical support and extremely rigorous content for student programming that we would not be equipped to replicate with fidelity. The experiences for our students with SESRE, summer immersion experience for college credit classes, and Culturally Responsive School Leadership for 5th graders could not occur as efficiently or

effectively without this partnership.

Our partnership with the BARR program includes support as part of a network of school improvement. This network will allow us to receive coaching for our BARR program implementation, teachers, and Student Success Dean in reaching the student outcomes. Additionally, high school staff and administration will participate in a network to examine other structures and initiatives included in this plan and outside of this plan for effectiveness in achieving desired student success outcomes. These services are given to us as part of our commitment to BARR at no cost. We would not be able to participate in this network nor receive the supports if we weren't utilizing BARR which equals a significant cost savings.

Continuing our partnership with the Minnesota Alliance with Youth allows us to utilize their expertise and serve students with challenges in attendance, behavior, and course completion. This has been an effective partnership for us as our students, teachers, and have enjoyed having added support in the building for students who have had struggles in these areas. Additionally, we have measured positive impacts in student success data. In the past have had struggles aligning our interventions across our secondary school. By focusing on one partnership with the Minnesota Alliance with Youth, through the work of our Promise Fellows, we are able to ensure that consistent best practices are shared throughout our school sites by creating one team that works districtwide. If we didn't partner with Minnesota Alliance with Youth, we would have a significant increase in personnel costs to replicate the number of Promise Fellows who work with our students.

Racially Identifiable School(s) (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1 100% of all Willow Lane Elementary students will be at or above grade level in reading as measured by multiple measures (aReading, instructional reading level, FAST fluency assessment). Disparities and achievement gaps will be eliminated between students of color, American Indian students, students on FRP, and white students.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

RIS Goal #2: 100% of Willow Lane teachers will receive professional development in culturally relevant teaching pedagogy so that students have greater access to culturally responsive teachers.

Aligns with WBWF area: Choose a WBWF goal area. **Goal type:** Teacher Equity

RIS Goal #3: Integrated learning experiences will increase from one school partnership to two school partnerships through student leadership, academic and social interaction opportunities.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed. **Goal type:** Integration

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

Racially Identifiable School Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

RIS Goal # 1 100% of all Willow Lane Elementary students will be at or above grade level in reading as measured by multiple measures (aReading, instructional reading level, FAST fluency assessment). Disparities and achievement gaps will be eliminated between students of color, American Indian students, students of FRP, and white students.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

RIS Strategy Name and #1 Increase classroom engagement by reducing the number of students who receive disciplinary action that warrants extended time out of class

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☐ Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

Willow Lane will have a designated Student Success Coordinator to support student engagement efforts. Time throughout the school day includes supports provided to both students individually and in small groups by using and teaching positive behavior supports, check-in/check-out, Youth Empowerment Groups and Restorative dialogue.

Additionally, our student success coordinator supports our students in after school academic programs and provides important activity supports through coaching.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Major referral will decrease by 5% each year. In 2019, Willow saw a reduction of Major referrals by 17%. “Major” is defined as part of the positive behavior support program.	<5%	<5%	<5%
Suspension rates at Willow Lane will continue to decrease by at least 5% annually. In 2019, Willow Lane suspensions decreased by 40%. Disparity gaps will be eliminated.	<5%	<5%	<5%

RIS Strategy Name and #2 Trauma-informed student supports

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☐ Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

Willow Lane will utilize the Miss Kendra Program as a school wide structure of supporting students who have experienced trauma. Research supports that when students social/emotional and mental health needs are being met, students academically achieve higher and are able to engage in academic instruction in class at higher level and more consistently. The Miss Kendra program proactively addresses childhood trauma by developing a whole-school environment that welcomes open conversations about students’ stressful experiences. An onsite counselor will conduct student stress reduction sessions after students have been taught Miss Kendra’s curriculum and lessons by their classroom teachers. The Miss Kendra program has shown improved academic achievement, reduced office referrals, and greater teacher job satisfaction.

Location of services: School Buildings and District Office

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Major referral will decrease by 5% each year. In 2019, Willow saw a reduction of Major referrals by 17%. “Major” is defined as part of the positive behavior support program.	<5%	<5%	<5%
Suspension rates at Willow Lane will continue to decrease by at least 5% annually. In 2019, Willow Lane suspensions decreased by 40%. Disparity gaps will be eliminated.	<5%	<5%	<5%
100% of all Willow Lane Elementary students will be at or above grade level in reading as measured by multiple measures (aReading, instructional reading level, FAST fluency assessment). Disparities and achievement gaps will be eliminated between students of color, American Indian students, students of FRP, and white students. In the Fall of 2019, 56% of all Willow Lane Elementary students were at or above grade level in reading.	76%	90%	100%

RIS Goal #2: 100% of Willow Lane teachers will receive professional development in culturally relevant teaching pedagogy so that students have greater access to culturally responsive teachers.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed. **Goal type:** Teacher Equity

RIS Strategy Name and # 3: Recruit and retain staff of color and American Indian staff

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

As our district continues to make progress toward our goal of increasing staff that represent the demographics of our district, retention of our new staff of color and American Indian staff is a high priority. While our staff of color and American Indian staff engage in PD with all of their white peers, we know that there is time needed to provide learning specific to the needs of staff of color. Culturally relevant training needs to be co-constructed through the various racial and ethnic lenses that exist within our staff. Equity Alliance MN will partner with us in delivering and creating this PD. Additionally, we are partnering with our teacher’s association, WBLAS Human Resources, and Equity Alliance MN to put support structures in place to ensure staff have access to supportive peers, administration, and a clear path to resolution of issues that may arise.

Location of services: School Buildings and District Office

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
100% of Willow Lane teachers of color participate in co-created culturally responsive PD by 2022-23.	Baseline		100%
The percentage of Willow Lane teachers and staff of color increases each year by 2%	Baseline	>2%	>2%
The retention rate of Willow Lane teachers and staff of color increases each year.	Baseline		

RIS Strategy Name and # 4 : Culturally Responsive School Leadership and Teaching Professional Development

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Willow Lane administrative staff will attend professional development trainings through the Urban Leadership Academy to deepen system change in the area of cultural responsiveness. In alignment with our strategic plan, we will include students in these trainings to authentically amplify their voices and engage student as the primary agents in their learning. Our partnership with Equity Alliance will also include customized professional development for our District and Site Leaders to further deepen learning that has occurred around Culturally Responsive School Leadership. They will also partner with us to develop culturally responsive training for district staff. Willow Lane staff will have specific sessions of this PD reserved for their learning together as a school community.

Location of services: School Buildings and District Office

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
100% Site leadership will receive Culturally Responsive Leadership training by the 2022-23	70%	85%	100%
100% of Willow Lane teachers will receive professional development in culturally relevant teaching.	Baseline		100%

RIS Goal #3: Increase integrated learning experiences from one school partnership to two school partnership through extended year targeted academic, social, and student leadership interactions.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed. **Goal type:** Integration

RIS Strategy # 5 Integrated Experiential Learning

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

Willow Lane Elementary School students will seek integrated experiential learning experiences with two of our non-racially isolated elementary schools. The schools will partner intentionally through activities such as Culturally Responsive Leadership for 5th grade students, nature center experiential learning, etc. Each partnership will include staff development around the purpose of the partnership and how to make this authentic learning experience a truly impactful integrative experience for our students through our partnership with Equity Alliance MN. Additionally, multiple opportunities for students to connect prior to and after their learning experiences will be included through the school year. Some examples include: letter writing, buddies and google hangout sessions with their students. Each visit begins with a social interaction to get the students reacquainted as they will be with the same students throughout the school year.

Location of services: School sites and/or experiential learning location

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
100% of 5th grade students at Willow Lane and its partner elementary school will report that their experience with Culturally Responsive School Leadership increased their confidence and knowledge in building relationships with peers from backgrounds different than their own.	Baseline		100%
100% of students at Willow Lane Elementary school and its partner elementary school will report their experiential learning experience increased their confidence and knowledge in building relationships with peers from backgrounds different than their own.	Baseline		100%
The percentage of teachers indicating that more support is needed in ensuring the integrated experiential learning experiences are authentic and meeting intended goals will decrease by 10% each year.	Baseline	<10%	<10%

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)).

Through our partnership with Equity Alliance MN and its partnership districts, we are able to save significant costs per year as we utilize the consulting, teaching, professional development, and coaching skills of their highly qualified staff at a significant reduction than would occur if we weren't a member district. Additionally, Equity Alliance MN collaborates with different outside agencies that would be much more expensive to work with if we weren't a part of a collaborative group and able to partner with the other member districts. Additionally, the professional network support that is

provided for our Cultural Liaisons, staff of color, and AVID leadership is invaluable as we learn from the expertise of our area districts and the consultants at Equity Alliance MN. These programs would need to exist in each of our districts, but through our partnership are able to exist in a collective fashion thus reducing duplicative programs. Equity Alliance also provides logistical support and extremely rigorous content for student programming that we would not be equipped to replicate with fidelity. The experiences for our students with Culturally Responsive School Leadership for 5th graders could not occur as efficiently or effectively without this partnership.

AGENDA ITEM: Project Labor Agreement Consideration

MEETING DATE: February 24, 2020

SUGGESTED DISPOSITION: Discussion Item

CONTACT PERSON(S): Dr. Wayne Kazmierczak, Superintendent

BACKGROUND:

The question of whether or not to enter into a project labor agreement (PLA) arose leading up to the November 5, 2019 bond referendum and we committed to having a discussion about PLAs with the entire School Board. The School Board's legal counsel, Mick Waldspurger from Rupp, Anderson, Squires, & Waldspurger, will attend the School Board work session on Monday, February 24 to lead a discussion and provide guidance around this topic.