



**White Bear Lake Area Schools**  
**World's Best Workforce and Achievement and Integration Progress Report**  
**2020-2021**

**WBWF and Achievement and Integration Contact:**

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**District Advisory Committee Members**

| Member Name      | Role in District                       | Are they part of the Achievement and Integration Leadership Team? |
|------------------|--|---|
| Bemnet Tessema   | Student                                | X   |
| Abby Kath        | Parent, Teacher                        | X   |
| Amber Walsh      | Principal                              | X   |
| Brian Morris     | Principal                              | X   |
| Cindi Swenson    | Parent, Teacher                        | X   |
| Cynthia Mueller  | Principal                              | X   |
| Darcy Rodriguez  | Early Childhood Programs Manager       | X   |
| David Melvin     | Teacher                                | X   |
| Deb Beloyed      | School Board Liaison                   | X   |
| Derek Doescher   | Teacher                                | X   |
| Don Bosch        | Principal                              | X   |
| Elizabeth Ulmer  | Former Parent, Teacher                 | X   |
| Emily Scanlon    | Parent                                 | X   |
| Janel Vanarragon | Instructional Coach                    | X   |
| Jen Babiash      | Director of Curriculum and instruction | X   |
| Jennifer Latuff  | Teacher                                | X   |

|                 |  |   |
|-----------------|--|---|
| Katie Nohr      | Teacher  | X |
| Kim Rasch       | Instructional Coach                              | X |
| Marcellus Davis | Director of Equity and Engagement                | X |
| Melinda Fierro  | Research, Evaluation, and Assessment Coordinator | X |
| Mike O'Brien    | Parent   | X |
| Rachael Schmidt | Instructional Coach                              | X |
| Erin Samuels    | Parent   | X |
| Sara Svir       | Principal  | X |
| Steve Asper     | Director of Technology and Innovation            | X |
| Scott Arcand    | School Board Liaison                             | X |
| Mike Sullivan   | Parent   | X |
| Sharie O'Neal   | Parent   | X |
| Sarah Schmidt   | Parent   | X |
| Sarah Feipel    | Parent   | X |

## Equitable Access to Excellent Teachers

**Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.**

Our process for ensuring all students have equitable access to experienced, in-field, and effective teachers involves looking at our data before engaging in the staffing process each year, so that we are cognizant of any concerns before we address each phase of our staffing cycle, including hiring, transfer requests, and the reallocation of staffing between our sites and programs. This process includes HR staff, building and program hiring administrators as well as our Teaching and Learning and Finance Departments as necessary and appropriate.

**What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers? What goal(s) do you have to reduce and eventually eliminate equitable access gaps?**

As we have looked at our data across our system, we have not found significant variance between sites, including our most diverse and racially isolated schools. Innovative programming as opposed to student body makeup is where we see trends. Innovative programs are more likely to include out of field educators and educators with strong skills within content areas, but less experience in education.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools

Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Which racial and ethnic students are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

We do not have racial and ethnic student groups that are without any representation in our licensed teacher staff, however there are significant gaps in the percentages of student representation as compared to staff representation. We would need an additional 130 teachers of color to reflect our student population.

What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

We have acted purposefully to ensure that high quality candidates of color receive offers that reflect their scarcity in our market. Student teacher relationships have been built with the Minnesota colleges that are graduating the most diverse teacher cohorts. In addition to active recruitment efforts, we have also consistently looked to our programming to ensure that we are offering opportunities and offerings that will appeal to a diverse student population as well as diverse educators. White Bear Lake Area Schools is also working to collaborate with Equity Alliance and White Bear Lake Area Educators in order to provide a space for our diverse educators to share their experiences and find community in order to promote both recruitment and retention.

## Goals and Results

### All Students Ready for School

| Goal   | Result   | Goal Status   |
|--|--|---|
| 75% of 4-yr old Preschool students enrolled in a WBLAS program will demonstrate kindergarten readiness by being able to accurately, verbally count to 20 and will being able to recognize at least 10 upper and lower case letters, especially those in their own name by the end of the 2020-21 school year | <p>75.1% of students enrolled in a WBLAS preschool in 2020-2021 were able to count verbally to 20 by the end of the 2020-2021 school year</p> <p>85.2% were able to name at least 10 upper and lower case letters by the end of the 2020-2021 school year.</p> <p>Data Source: TS Gold</p> | <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in Kindergarten</p> |

**Summary:** These goals were identified through our Early Childhood Indicators of Progress (ECIPS), which are the MN Early Childhood Standards. Our Assessment tool (TS GOLD) is directly aligned with the ECIPS which helps us to ensure that our students are adequately meeting the preKindergarten recommendations for progress. This data can be disaggregated by special education status, FRL, and by race/ethnicity. The goals were met through high quality instruction with licensed Early Childhood Teachers who use the ECIPS to plan and implement play-based daily lessons that support students in learning pre-academic concepts. These activities are multisensory, age appropriate and engaging for young learners.

#### All Students in Third Grade Achieving Grade-Level Literacy

| Goal  | Result   | Goal Status  |
|---|--|--|
| The percentage of grade 3 students who are proficient on the MCA-III Reading Assessment will increase from 62.6% (2019 score) to 68.1% by June of 2023. | Grade three MCA-III Reading proficiency rate for 2021 was <b>54.6%</b> . | <input type="checkbox"/> On Track (multi-year goal)<br><input checked="" type="checkbox"/> Not On Track (multi-year goal)<br><input type="checkbox"/> Goal Met (one-year goal)<br><input type="checkbox"/> Goal Not Met (one-year goal)<br><input type="checkbox"/> Met All (multiple goals)<br><input type="checkbox"/> Met Some (multiple goals)<br><input type="checkbox"/> Met None (multiple goals)<br><input type="checkbox"/> District/charter does not enroll students in Kindergarten |

**Summary:** WBLAS conducts literacy screening three times per year using the FastBridge suite of assessments. The results of those screeners along with classroom formative and district interim assessments are used to make decisions around Tier 1 instruction, Tier 2 and Tier 3 interventions. In addition, a variety of formative measures such as BAS/IRI, interim assessments and classroom formatives are utilized by teachers to inform instruction. All data is disaggregated by student groups and analyzed for trends. We continue to refine our multi-tiered system of support to include a focus on core instruction. MTSS teams at the buildings are refining screeners and progress monitoring tools to identify classwide interventions. We continue to implement core curriculum in literacy instruction in all grade levels and look at our common interim assessment data that is aligned to the State standards. We have put together an extensive literacy support plan to support learning recovery which includes LETRS professional development and other evidence-based interventions and supports. The COVID-19 pandemic affected the quality of data used to measure this smart goal significantly. Most notable is the significant reduction in student participation in MCA testing (14.3% for 3rd grade Reading).

#### Close the Achievement Gap(s) Between Student Groups

| Goal   | Result   | Goal Status   |
|--|--|---|
| By the end of the 2022- 2023 school year, the percentage of students in each ethnic/racial group and socio-economic group who are enrolled in potentially college credit-bearing courses will match the group with the | Student population enrollment in potentially college credit bearing classes for the 2020-2021 school year in grades 9-12:<br><br><b>50.3%</b> of our Asian Students<br><b>28.4%</b> of our Black/AM Students | <input type="checkbox"/> On Track (multi-year goal)<br><input type="checkbox"/> Not On Track (multi-year goal)<br><input type="checkbox"/> Goal Met (one-year goal)<br><input type="checkbox"/> Goal Not Met (one-year goal)<br><input type="checkbox"/> Met All (multiple goals) |

|                                   |  |   |
|-----------------------------------|--|---|
| highest percentage of enrollment. | <b>30.9%</b> of our Hispanic Students<br><b>36.6%</b> of our Multiracial Students<br><b>25.0%</b> of our Native American Students<br><b>44.6%</b> of our White students. | <input checked="" type="checkbox"/> Met Some (multiple goals)<br><input type="checkbox"/> Met None (multiple goals)<br><input type="checkbox"/> District/charter does not enroll students in Kindergarten |
|-----------------------------------|--|---|

Summary: Registration and transcript data is analyzed for enrollment of students in courses with the potential of earning college-credit. All data is disaggregated by student groups and analyzed for trends. Students are encouraged to pursue these courses by multiple academic support persons (ie. counselors, cultural liaisons, career pathway coordinator, administrators).

In addition, our Manufacturing and Engineering career pathway offered four concurrent enrollment courses in the 2020-2021 school year. The overall percentage of students of color (24%) completing the manufacturing courses mirrored the overall percentage of students of color (23.6%) attending White Bear Lake Area High School. This is evidence of progress toward our goal of students in each ethnic/racial group and socio-economic group matching the highest percentage of enrolled students.

Schoolwide efforts to prepare students for higher level coursework continues with implementing evidence based strategies in writing, inquiry, collaboration, organization, and reading. Administration continues to provide professional development opportunities for staff on growth mindset and closing the opportunity gaps for students of color. Also, teachers continue to work on culturally responsive instructional strategies and engage in courageous conversations with colleagues.

#### All Students Career- and College- Ready by Graduation

| Goal  | Result  | Goal Status  |
|---|---|--|
| The percentage of White Bear Lake Area High School students who, by the end of their senior year, have completed at least 4 courses/12 credits that are potentially post-secondary credit bearing, will increase from <b>31%/25%</b> to <b>40%/35%</b> by June of 2023. | <b>2021 Data:</b> <ul style="list-style-type: none"> <li><b>31%</b> or 222 of the 713 enrolled seniors completed at least 4 courses</li> <li><b>25%</b> or 178 of the 713 enrolled seniors completed at least 12 credits</li> </ul> | <input checked="" type="checkbox"/> On Track (multi-year goal)<br><input type="checkbox"/> Not On Track (multi-year goal)<br><input type="checkbox"/> Goal Met (one-year goal)<br><input type="checkbox"/> Goal Not Met (one-year goal)<br><input type="checkbox"/> Met All (multiple goals)<br><input type="checkbox"/> Met Some (multiple goals)<br><input type="checkbox"/> Met None (multiple goals) |

Summary: Students in our high schools can earn college credits in a variety of ways. We have options in the areas of Project Lead The Way (PLTW), College in the Schools (CIS), Post-Secondary Educational Option (PSEO), and Advanced Placement (AP). All of our career pathways (Health and Wellness, Construction Trades, Education, Business, Manufacturing and Engineering, Automotive, Information Technology, and Visual Arts) offer post-secondary credit bearing coursework at the high school. All students in our career pathways learn employability skills needed to be successful in the industry. Over 1000 students in grades 9-12 earned 4365 credits in the 2020-2021 school year in one of those four areas\*.

\*Students might be counted twice if they earned credit in more than one area. Credits are determined by a passing grade and assuming three credits per course.

## All Students Graduate

| Goal  | Result   | Goal Status  |
|---|--|--|
| The White Bear Lake Area Schools 4-year graduation rate will increase from 91.2% (2019) to 96.0% by June of 2023 (class of 2022). | The White Bear Lake Area Schools 4-year graduation rate for the Class of 2020 was 90.1%.<br><br>Data Source: MDE Report Card | <input type="checkbox"/> On Track (multi-year goal)<br><input checked="" type="checkbox"/> Not On Track (multi-year goal)<br><input type="checkbox"/> Goal Met (one-year goal)<br><input type="checkbox"/> Goal Not Met (one-year goal)<br><input type="checkbox"/> Met All (multiple goals)<br><input type="checkbox"/> Met Some (multiple goals)<br><input type="checkbox"/> Met None (multiple goals) |

Summary: Administrators and counselors review registration and enrollment data in comparison to successful course completion and graduation credits earned. This data is utilized to counsel students and families on course and program enrollment. All data is disaggregated by student groups and analyzed for trends. All students are provided a 4-year academic plan where students can track their progress towards graduation. In addition, students identified at risk of not graduating on time are provided counseling, programmatic options including credit-recovery, and students with special needs are given additional support. In the fall of 2020, WBLAS implemented Building Assets Reducing Risk or “BARR” at our North Campus location in 9th grade. BARR is a framework for looking at all students, capitalizing on students’ strengths and building a support network for students. BARR is proven to reduce failure rates and increase graduation rates. As part of the BARR framework, students are placed on teams, which are a group of four teachers sharing the same students. This structure allows for teams of teachers to review data on students together and make decisions about necessary supports. Our main high school 4-year graduation rate was 96.96% for 2020 and our ALC 4-year graduation rate was 56.25%.

## Achievement and Integration

### Achievement and Integration Goal 1

| Goal Statement   | Achievement or Integration Goal?   | Baseline   | Year 1 (2020-21) Actual   | On Track?  |
|--|--|--|---|--|
| The graduation rate for White Bear Lake Area High School Hispanic/Latino students will increase from 80% in 2019 to 96% by the 2022-23 school year | <input checked="" type="checkbox"/> Achievement Goal<br><input type="checkbox"/> Integration Goal<br><input type="checkbox"/> Teacher Equity | The 2019 4- year graduation rate for the Hispanic/Latino students was <b>80%</b> . | The 2020 4- year graduation rate for the Hispanic/Latino students was <b>76.19%</b> . | Check one of the following:<br><br><input type="checkbox"/> On Track<br><input checked="" type="checkbox"/> Not on Track<br><input type="checkbox"/> Goal Met<br><input type="checkbox"/> Unable to Report |

Summary: Our goal at WBLAS is that 100% of our students graduate on-time. A secondary goal is that all of our student groups graduate the same percentage of students. For example, if 90% of our white students are graduating on time, the goal is that 90% of our Hispanic/Latinx students are graduating on time. Historically, our Hispanic/Latino student 4-year graduation rate has lagged behind that of other racial/ethnic groups in our system. While the percentage of Hispanic/Latinx students who graduate on time from our main high school campus is comparable, we have a lower percentage of Hispanic/Latinx students graduating in 4 years from our alternative learning center, and a higher percentage dropping out. The implementation of the BARR framework at the high school in the fall of 2019 has allowed us to focus on all students in a way we have not been able to before with the overall goal of reducing course failures and increasing on-time graduation. COVID-19 has a profound impact on our students of color, with more families of color opting for distance learning. COVID-19 also interrupted our implementation of structures and initiatives designed to support our students at-risk of not graduating on time. The BARR framework as well as our work with career pathways, and more equitable grading is designed to help more students graduate on time.

### Achievement and Integration Goal 2

| Goal Statement  | Achievement or Integration Goal?   | Baseline   | Year 1 (2020-21) Actual  | On Track?  |
|---|--|--|--|--|
| The percentage of Black students earning a “C” or higher in rigorous coursework will increase from 76% in 2019 to 100% by | <input checked="" type="checkbox"/> Achievement Goal<br><input type="checkbox"/> Integration Goal<br><input type="checkbox"/> Teacher Equity | The percentage of Black students earning a “C” or higher in rigorous coursework in 2019 was 76%. | The percentage of Black/African American Students who earned a “C” or higher in rigorous coursework for the 2020-2021 school | Check one of the following:<br><input checked="" type="checkbox"/> On Track<br><input type="checkbox"/> Not on Track<br><input type="checkbox"/> Goal Met<br><input type="checkbox"/> Unable to Report |

|                          |  |  |                       |  |
|--------------------------|--|--|-----------------------|--|
| the 2022-23 school year. |  |  | year was <b>85%</b> . |  |
|--------------------------|--|--|-----------------------|--|

Summary: In the fall of 2019 WBLAS implemented BARR at our North Campus location in 9th grade. BARR is a framework for looking at all students, capitalizing on students' strengths and building a support network for students. BARR is proven to reduce failure rates and increase graduation rates. As part of the BARR framework, students are placed on teams, which are a group of four teachers sharing the same students. This structure allows for teams of teachers to review data on students together and make decisions about necessary supports. In addition to the implementation of BARR, our high schools have been researching and implementing improved and more equitable grading practices over that past few years, designed to break down inherent biases in grading practices. Buildings are ensuring that academic grades reflect only what students know and are able to do, removing ancillary behavioral factors. In addition, students are supported in their learning by being allowed to redo and/or retake assessments to show mastery of concepts. The secondary buildings are participating in Grading for Equity workshops and action research around grading practices.

### Achievement and Integration Goal 3

| Goal Statement  | Achievement or Integration Goal?   | Baseline  | Year 1 (2020-21) Actual | On Track?  |
|---|--|---|-------------------------|--|
| WBLAS students' access to culturally responsive teachers will increase from the <i>Fall 2020 baseline*</i> to 100% by the 2022-23 school year.<br>*Baseline data will be collected in the Fall of 2020. | <input type="checkbox"/> Achievement Goal<br><input type="checkbox"/> Integration Goal<br><input checked="" type="checkbox"/> Teacher Equity | *Baseline data was planned to be collected in the Fall of 2020. | N/A                     | Check one of the following:<br><br><input type="checkbox"/> On Track<br><input type="checkbox"/> Not on Track<br><input type="checkbox"/> Goal Met<br><input checked="" type="checkbox"/> Unable to Report |

Summary: The collection of data for this goal was delayed due the interruption of COVID-19 on our educational system last year. We look forward to diving deeper into this goal for the 2021-22 school year.

### Integration

Please summarize the impact of the integration strategies that you implemented with the A and I districts you partnered with during the 2019-20 school year. Also, consider ways that your A and I plan strategies have increased integration within your district.

Summary: Our partnership with Equity Alliance Minnesota and its member districts has been integral in increasing our district's integration activities with other area districts in an extremely beneficial and impactful way to our students. During the 2020-21 school year, WBLAS participation in these events was limited due to COVID-19.



## **Impacts from Online Learning**

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A and I related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A and I planning for the 2020-21 school year?

Summary: Family and student engagement changed significantly during the 2020-21 school year. Families that chose to remain in Distance Learning for the whole year represented many of our families of color and families who qualify for free and reduced priced means. We switched learning models a few times throughout the year. Due to this unpredictability, our priority as a system became to provide connections and open spaces for families to develop relationships as best we could during a very difficult time. Educational Equity Specialists met regularly with families and students to ensure that students stayed engaged in learning and schools were alerted when students were struggling at home or with their academic classes. Student groups continued to meet and switched to virtual and/or hybrid formats. We were unable to collect MCA data during the Spring of 2020. Additionally, attendance data was difficult to collect as we developed procedures to be flexible with families given the crisis of COVID-19 which led to inconsistent daily attendance data tracking.

## Racially Identifiable Schools

### Achievement and Integration Goal 1

| Goal Statement  | Achievement or Integration Goal?   | Baseline  | Year 1 (2020-21) Actual   | On Track?  |
|---|--|---|---|--|
| 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. | <input checked="" type="checkbox"/> Achievement Goal<br><input type="checkbox"/> Integration Goal<br><input type="checkbox"/> Teacher Equity | 51.1% of Willow Lane students were on target at the end of the 2020-2021 school year. | 46% of Willow Lane students were on target at the end of the 2020-2021 school year. | Check one of the following:<br><input type="checkbox"/> On Track<br><input checked="" type="checkbox"/> Not on Track<br><input type="checkbox"/> Goal Met<br><input type="checkbox"/> Unable to Report |

Summary: WBLAS conducts literacy screening three times per year using the FastBridge suite of assessments. The results of those screeners along with classroom formative and district interim assessments are used to make decisions around Tier 1 instruction, Tier 2 and Tier 3 interventions. In addition, a variety of formative measures such as BAS/IRI, interim assessments and classroom formatives are utilized by teachers to inform instruction. All data is disaggregated by student groups and analyzed for trends. We continue to refine our multi-tiered system of support to include a focus on core instruction. MTSS teams at the buildings are refining screeners and progress monitoring tools to identify classwide interventions. We continue to implement core curriculum in literacy instruction in all grade levels and look at our common interim assessment data that is aligned to the State standards. We have put together an extensive literacy support plan to support learning recovery which includes LETRS professional development and other evidence-based interventions and supports.

### Achievement and Integration Goal 2

| Goal Statement                    | Achievement or Integration Goal?          | Baseline                        | Year 1 (2020-21) Actual | On Track?                   |
|-----------------------------------|---|---------------------------------|-------------------------|-----------------------------|
| 100% of Willow Lane teachers will | <input type="checkbox"/> Achievement Goal | Baseline data was planned to be | N/A                     | Check one of the following: |

|   |   |                                |  |   |
|---|---|--------------------------------|--|---|
| receive professional development in culturally responsive teaching pedagogy so that students have greater access to culturally responsive teachers. | <input type="checkbox"/> Integration Goal<br><input checked="" type="checkbox"/> Teacher Equity | collected in the Fall of 2020. |  | <input type="checkbox"/> On Track<br><input type="checkbox"/> Not on Track<br><input type="checkbox"/> Goal Met<br><input checked="" type="checkbox"/> Unable to Report |
|---|---|--------------------------------|--|---|

Summary: The collection of data for this goal was delayed due the interruption of COVID-19 on our educational system last year. We look forward to diving deeper into this goal for the 2021-22 school year.

### Achievement and Integration Goal 3

| Goal Statement  | Achievement or Integration Goal?   | Baseline   | Year 1 (2020-21) Actual   | On Track?   |
|---|--|--|---|---|
| Integrated learning experiences will increase from one school partnership to two school partnerships through student leadership, academic and social interaction opportunities. | <input type="checkbox"/> Achievement Goal<br><input checked="" type="checkbox"/> Integration Goal<br><input type="checkbox"/> Teacher Equity | Willow Lane students experienced integrated learning through one school partnership. | Integrated Learning experiences and field trips were interrupted due to COVID-19. | Check one of the following:<br><input type="checkbox"/> Goal Met<br><input type="checkbox"/> Goal Not Met<br><input checked="" type="checkbox"/> Unable to Report |

Summary: We are unable to report on this goal due to the interruption caused by COVID-19 in our schools

### Integration

Please summarize the impact of the integration strategies that you implemented with the A and I districts you partnered with during the 2019-20 school year. Also, consider ways that your A and I plan strategies have increased integration within your district.

Narrative: During the 2020-21 school year, we were unable to provide integration activities for Willow Lane Elementary and Otter Lake Elementary students at each grade level two times due to COVID-19 nor were we able to expand these experiences to another elementary school.

### Impacts from Distance Learning

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A and I related data were you unable to collect to document progress

toward your goals? How did those adjustments or lack of data inform your A and I planning for the 2020-21 school year?

Summary: Family and student engagement changed significantly due to Distance Learning and the impact of COVID-19. We were unable to collect MCA data during the Spring of 2020. Additionally, attendance data was difficult to collect as we developed procedures to be flexible with families given the crisis of COVID-19 which led to inconsistent daily attendance data tracking. Our planned increase in integration activities was unable to be met due to moving to Distance Learning in the Spring. Throughout the Spring, Willow Lane Elementary staff worked diligently to connect with families and ensure that students had learning materials to continue to be supported in their learning while connecting with their teachers and classmates. Over 26% of students at Willow Lane elementary chose to participate in Online Learning during the 2020-2021 school year. This was a higher percentage than any of our other elementary schools. This too caused delays and challenges with integration activities.