

**INDEPENDENT SCHOOL  
DISTRICT #624**



**SCHOOL BOARD  
WORK SESSION  
PACKET**

October 24, 2022

# 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*

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

To: Members of the School Board

From: Dr. Wayne A. Kazmierczak  
Superintendent of Schools

Date: October 19, 2022

A work session of the White Bear Lake Area School Board will be held on **Monday, October 24, 2022**, at 5:30 p.m. in Room 112 at District Center, 4855 Bloom Avenue, White Bear Lake, MN.

**WORK SESSION AGENDA**

**A. PROCEDURAL ITEMS**

1. Call to Order
2. Roll Call

**B. DISCUSSION ITEMS**

1. 2023-24 Course Proposals
2. World's Best Workforce and Achievement and Integration Update

**C. OPERATIONAL ITEMS**

1. Action on Medical Insurance Carrier and Insurance Rates

**D. ADJOURNMENT**

## **B. DISCUSSION ITEMS**

AGENDA ITEM: **2023-24 Course Proposals**

MEETING DATE: **October 24, 2022**

SUGGESTED DISPOSITION: **Discussion Items**

CONTACT PERSON(S): **Dr. Alison Gillespie, Assistant Superintendent  
for Teaching and Learning;**  
**Jennifer Babiash, Director of Teaching and  
Learning**

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**BACKGROUND:**

Jen Babiash, Director of Teaching and Learning, will present the secondary course proposals for the 2023-24 school year.

# New Course Proposals

## 2023-2024



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### World's Best Workforce Goal

*All students college and career ready by graduation.*

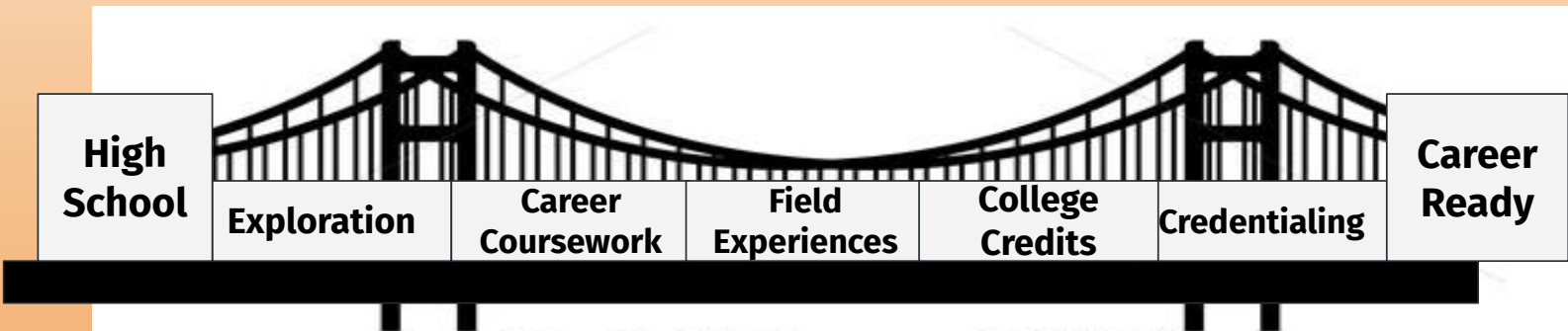
- College & career readiness anchor standards
- Employment trends
- Perspectives from employers, postsecondary institutions, former and current students
- Equitable access (Use of the four way equity decision making [protocol](#))



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## Career Pathways

*Building a Bridge to Accelerate Students Journey from  
Middle School to High School to College & Career  
Exploration*



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## Future of Learning

- Review best practices in education as it relates to both space design and programming
- Consider the most effective ways to empower educators and learners
- Study all options to best address student needs for today and the future
- Develop essential characteristics of learning spaces of the future, including important space types and relationships.



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# New Course Proposals

## Other key considerations

- Student interest and enrollment trends
- School's capacity to implement new courses, including implications for:
  - Staffing
  - Scheduling
  - Facilities



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## Microeconomics Course Change

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Current Offering:

AP Microeconomics  
Semester Course

Proposed Offering:

CIS Principles of Microeconomics  
(U of MN Course - Applied Economics 1101)  
Semester Course  
*4 credits*

Rationale:

- CIS course will allow more students the opportunity to earn college credit.
- There is no fee for taking the course unlike taking an AP course and the exam.
- Would allow students to show their knowledge and skills within the semester.
- Still fulfills graduation requirement for .5 economics credit.



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# Middle School Social Studies Streamline Courses

## Current Offering:

*Enriched and General Courses*  
7th Grade United States History  
8th Grade World Geography

## Proposed Offering:

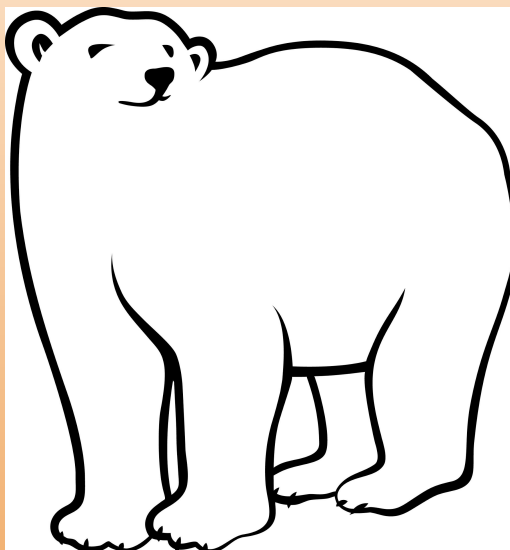
*Same Rigorous Course for All Students*  
7th Grade United States History  
8th Grade World Geography

## Rationale:

- All students have the opportunity to have challenge.
- All students have the opportunity to rigorous content.
- Enrichment opportunities are still available to all students.



## What questions might you have?



AGENDA ITEM: **World's Best Workforce and Achievement and Integration Update**

MEETING DATE: **October 24, 2022**

SUGGESTED DISPOSITION: **Discussion Item**

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

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**BACKGROUND:**

Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning and Dr. Melinda Fierro, Assistant Director of Teaching and Learning along with various building leaders and staff will share the 2021-22 World's Best Workforce & Achievement and Integration Update. This annual progress report will be submitted to the Minnesota Department of Education. This presentation will feature three school and program spotlights highlighting system wide work that aligns to our goals and strategies in this report.

In accordance with Minnesota Statutes, section 120B.11, the School Board must publish an Annual Report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. The 2021-22 World's Best Workforce Summary and Achievement and Integration Progress Report will be presented at the School Board Meeting on November 14, 2022.

# TEACHING AND LEARNING UPDATE

World's Best Workforce and Achievement and Integration  
October 24, 2022

## WORLD'S BEST WORKFORCE GOAL AREAS

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

# ACHIEVEMENT AND INTEGRATION

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 schools.

- Goals:
  - Increase racial and economic integration;
  - Reduce achievement disparities;
  - Increase access to effective and diverse teachers.

Current plan: 2020-23 (3rd year of plan)

## READY FOR SCHOOL

Goal: 25% of WBLAS pre-school students will enter Kindergarten likely needing intensive support in early literacy.

Result: 9% of WBLAS pre-school students need intensive support in early literacy. **Goal met!**

**2022-2023 Goal:** 75% of WBLAS pre-school students will enter Kindergarten with an EarlyReading Composite score of 30 or higher.

# READ WELL BY 3RD GRADE

Goal: District Achievement of 68.0% by June, 2023

District - 54.6%	Lakeaires- 44.3%
Birch Lake- 60.6%	Oneka- 52.8%
Willow- 43.5%	OLL- N/A
Matoska- 38.8%	Vadnais- 51.8%
Lincoln- 70.9%	Otter- 57.7%

SCHOOL AND  
PROGRAM SPOTLIGHT  
#1

# BIRCH LAKE ELEMENTARY

- Achieved promising reading results on 3rd grade MCA
- Exceeded district, state and pre-pandemic results

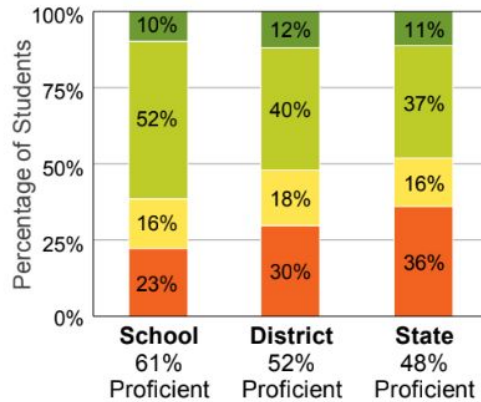
Strategies/resources:

Using “screening to intervention” report in FastBridge.

Mix of classwide and small-group interventions guided by the data.

Instructional Coach support

Literacy professional dev.

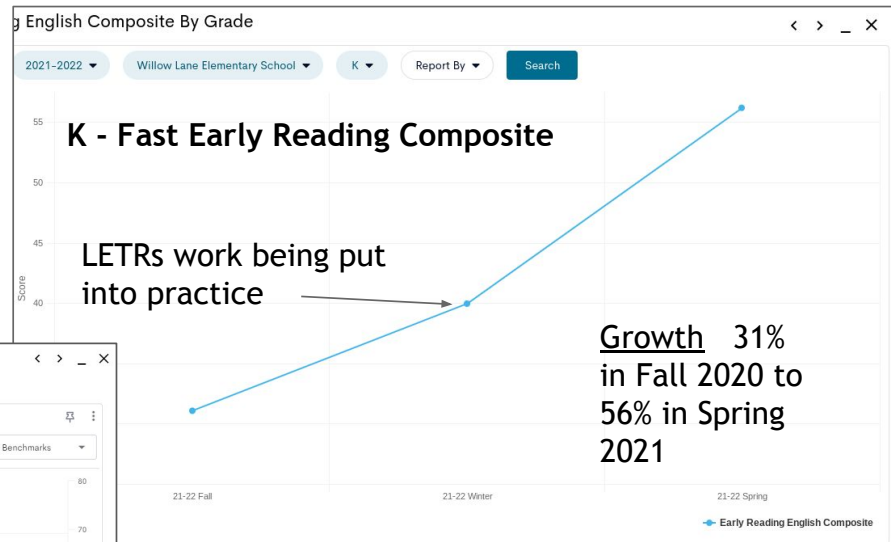
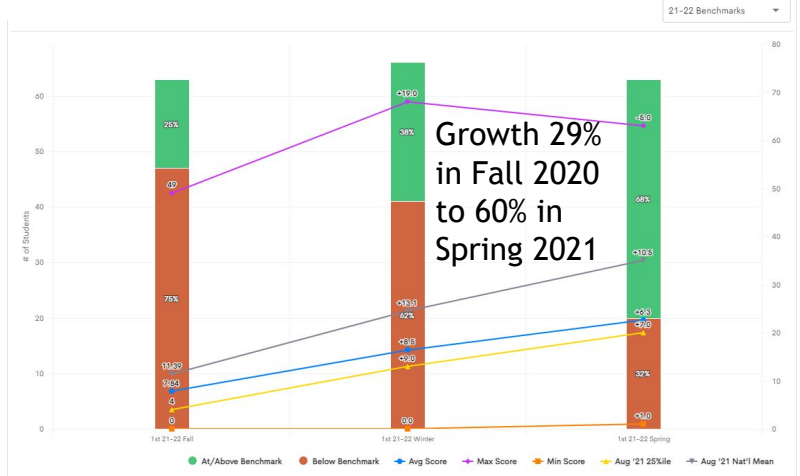


Exceeds (374 and above)  
Meets (350-373)  
Partially Meets (340-349)  
Does Not Meet (339 and below)  
Any segments on the bar graphs without a value have a percentage of 6 or less.

SCHOOL AND  
PROGRAM SPOTLIGHT  
#2

# WILLOW LANE ELEMENTARY

## 1st Grade - Decodable words



- Using “screening to intervention” report in FastBridge.
- Mix of classwide and small-group interventions guided by the data.
- Instructional Coach support
- Literacy professional dev.

# WILLOW LANE ELEMENTARY

Our staff participated in four sessions of CLEAR training during the 2021-22 school year

This initiative challenged our practices and helped us to grow through culturally responsive teaching strategies

MARTINA WAGNER • 1 • 6mo

### White Bear Lake CLEAR Resource Padlet

A hub for all CLEAR Resources and Cited Materials

#### CLEAR Day 1: RESOURCES

- CLEAR Cultural Learning for Earth Achievement & Representation
- Believing Thinking
- Courageous Conversations Compass
- Believing Thinking

#### CLEAR Day 2: RESOURCES

- Ready for Rigor Framework
- READY FOR RIGOR A Framework for Culturally Responsive Teaching
- READY-FOR-RIGOR Final!
- CULTURALLY RESPONSIVE TEACHING PUTS RIGOR AT THE CENTER
- LEARNING PROFESSIONAL
- ACTIVITY 1: Culturally

#### CLEAR Day 3: RESOURCES

- The Lie
- Trust Generators
- Behavior Flow Chart

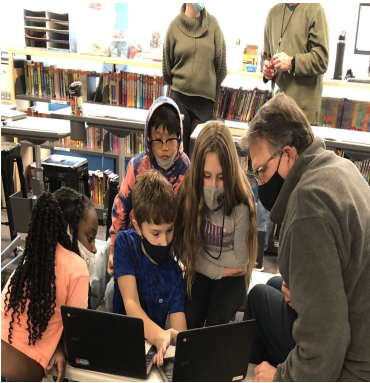
#### CLEAR Day 4: RESOURCES

- Activity #1: VABB Break out Slides
- Application of VA + BB
- 20 judgments a teacher makes in 1 minute and 28 seconds

# WILLOW LANE ELEMENTARY

We continue to look for ways to enhance our students educational experience and partner with the community and our families

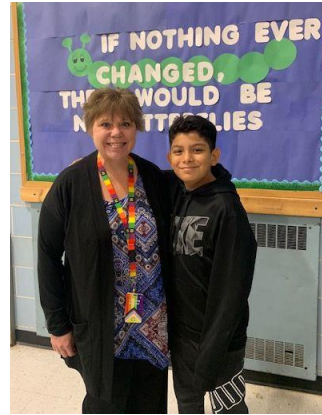
Minnow Tank



JA BIZTOWN



Reading Buddies



Donatellis



SCHOOL AND  
PROGRAM SPOTLIGHT  
#3



# COLLEGE AND CAREER READINESS/HS GRADUATION

- 20% of the class of 2022 completed 4 classes, 30% earned 12 credits.

Student Group	Percent Enrolled in AP, CIS, CitHS, PSEO
White	32.6%
Black	16.9%
Asian	31.9%
Hispanic	20.4%
Multiracial	23.7%

- Class of 2021 - 91.3% of WBLAS, 97% for WBLAHS

## AVID ELEMENTARY



**WICOR**  
Writing  
Inquiry  
Collaboration  
Organization  
Reading




# AVID SECONDARY

## AVID Three Part Reading Prompt

1. Number paragraphs. As a class, read through "Let It Snow" by David Sedaris.
2. Read it carefully a second time. While you read, underline sensory details and circle funny / memorable moments and images. Make a key at the top of your copy now.
3. When you've finished, answer this question: **How does the author use humor to show truths about childhood and/or parenthood?** What is the theme of this piece? Refer back to the text and write for 1 paragraph.







**Mr. Carlson**  
*Social Studies Teacher*



- Ed.S Education Administration
- M.A. Education
- B.S. Social Studies

*"I'm big enough to admit that I am often inspired by myself."*  
- Leslie Knope

**University of Wisconsin River Falls**

**St. Mary's University**

**GO BEARS!**



THANK YOU!



**White Bear Lake Area Schools**  
**World's Best Workforce and Achievement and Integration Progress Report**  
**2021-22**

**WBWF and Achievement and Integration Contact:**

Dr. Alison Gillespie, Assistant Superintendent for Teaching and Learning

Phone: (651) 407-7567

Email: [alison.gillespie@isd624.org](mailto:alison.gillespie@isd624.org)

**District Advisory Committee Members**

Member Name	Role in District	Are they part of the Achievement and Integration Leadership Team?
Arianna Van-Cook	Student	X
Anna Smith	Parent	X
Cynthia Mueller	Principal	X
Don Bosch	Principal	X
Jane Briggs	Instructional Coach	X
Janal VanArragon	Instructional Coach	X
Jennifer Babiash	Director- Teaching and Learning	X
Jennifer Latuff	Teacher	X
Jessica Hosmer	Teacher	X
Jen Stresnak	Parent	X
Kayla Cadotte	Parent	X
Kimberly Rasch	Instructional Coach	X
Laura Knobel	Parent	X
Lauren Collier	Student	X
Mara Borges-Gatewood	Teacher	X

Matthew Menier	Principal	X
Dr. Melinda Fierro	Assistant Director- Teaching and Learning	X
Robert Smith	Teacher	X
Sarah Feipel	Parent	X
Traci Bowermaster	Teacher	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. We aspire to be 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 students' equitable access to experienced, in-field, and effective teachers? What goal(s) do you have to reduce and eventually eliminate equitable access gaps?**

After multiple, and ongoing reviews of 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 129 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 are purposeful 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 at 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 White Bear Lake Area Educators, Local #7286 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 all WBLAS Kindergarten students who were enrolled in a WBLAS preschool program will demonstrate readiness for school by earning a Fastbridge earlyReading composite score of <b>25 or higher</b> by fall of 2023.	91.1% of WBLAS Kindergarten students who were enrolled in a WBLAS Preschool Program earned a composite score of <b>25 or higher</b> in the fall of 2022.	<input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> District/charter does not enroll students in Kindergarten

Summary: In accordance with Language Essentials for Teachers of Reading and Spelling (LETRS) professional learning, Early Childhood has been focusing heavily on oral language development, vocabulary building, rhyming, alliteration and early writing skills. These "Big 5" (phonemic awareness, phonics, fluency, vocabulary, and comprehension) of Literacy are the foundations of early literacy, and are proven to be the best possible bridge toward setting kids up to be successful readers in elementary school. WBLAS Early Childhood teachers underwent 40+ hours of training and support on these strategies last year, and they began implementing what they had learned. Through coaching and collaborative inquiry team (CIT) work, they have been supporting each other and growing in their ability to more effectively develop their students' early literacy skills.

### 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 2022 was <b>54.6%</b> .	<input type="checkbox"/> On Track (multi-year goal) <input checked="" type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals)



		<input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> District/charter does not enroll students in Kindergarten
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**Summary:** WBLAS conducts literacy screening three times per year using the FastBridge suite of assessments. The results of those screeners along with diagnostic assessments, and classroom formative and summative assessments are used to make decisions around Tier 1 instruction, as well as Tier 1, Tier 2 and Tier 3 interventions. In addition, a variety of formative and summative measures 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 (MTSS) to include a focus on core/universal instruction. MTSS teams at the buildings are utilizing data from screeners, diagnostics, and progress monitoring tools to identify classwide and small-group interventions. We continue to implement core curriculum in literacy instruction in all grade levels and look at our common 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 participation rate of students taking the MCA and interruptions in learning are showing gaps for this group of students.

#### 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 college credit courses (AP, CIS, CitHS, PLTW, and PSEO) will match the group with the highest percentage of enrollment.	<p>Student population enrollment in college credit classes for the 2021-2022 school year in grades 9-12:</p> <p><b>31.9%</b> of our Asian Students  <b>16.9%</b> of our Black Students  <b>20.4%</b> of our Hispanic Students  <b>23.7%</b> of our Multiracial Students  <b>32.6%</b> of our White students.</p>	<input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input checked="" type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <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, Educational Equity Specialists, Career Pathway Coordinator, Administrators).

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 31%/25% to 40%/35% by June of 2023.	<b><u>2022 Data:</u></b> <ul style="list-style-type: none"> <li>20% of the class of 2022 completed at least 4 classes (AP, CIS, CitHS, PLTW, or PSEO).</li> <li>30% of the class of 2022 earned at least 12 credits (AP, CIS, CitHS, PLTW, or PSEO)*</li> </ul>	<input type="checkbox"/> Goal Met (multi-year goal) <input checked="" type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <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), College in the the High School (CitHS), 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-emerging) 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. 685 students in grades 9-12 earned at least one credit in the 2021-2022 school year in one or more of those five areas\*.

\*Students might be counted twice if they earned credit in more than one area. Approximate Credits earned are determined by a passing grade and assuming three credits per semester 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 2021 was 91.3%.  Data Source: MDE Report Card	<input type="checkbox"/> On Track (multi-year goal) <input checked="" type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <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 advise 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 as 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 three 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 97.0% for 2021 and our ALC 4-year graduation rate was 51.4%. Students who continue with our ALC programming in years 5, 6, and/or 7 are typically successful at meeting their graduation requirements. The 7-year graduation rate at the ALC for 2021 was 80.2%.

## Achievement and Integration(A and I)

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2021-22) Actual	On Track?
The graduation rate for White Bear Lake Area High School Hispanic/Latinx students will increase from 80% in 2019 to 96% by the 2022-23 school year.	<input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	The 2019 4-year graduation rate for the Hispanic/Latinx students was <b>80%</b> .	The 2021 4-year graduation rate for the Hispanic/Latinx students was <b>89.1%</b> .	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <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. The implementation of the BARR framework at the High School in the Fall of 2020 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 had 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 practices, is designed to help more students graduate on time.

### Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2021-22) Actual	On Track?
The percentage of Black students earning a “C” or higher in rigorous coursework will increase from 76%	<input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <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	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met



in 2019 to 100% by the 2022-23 school year.			2020-2021 school year was <b>86.2%</b> .	<input type="checkbox"/> Unable to Report
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**Summary:** In the fall of 2020 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 the 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 professional development around grading practices and CITs are working on ensuring curriculum and assessment match expected outcomes.

### Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2021-22) 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. <small>*Baseline data will be collected in the Fall of 2020. Covid prevented collection in 2020, baseline was collected in 2021-2022</small>	<input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input checked="" type="checkbox"/> Teacher Equity	In the 2021-22 school year, <b>89%</b> of educators EC-12 participated in professional development related to culturally responsive strategies.	In the 2021-22 school year, <b>89%</b> of educators EC-12 participated in professional development related to culturally responsive strategies.	Check one of the following:  <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

**Summary:** The initial collection of data for this goal was delayed due the interruption of COVID-19 on our educational system. Baseline data was collected and analyzed for the 2021-2022 school year. 89% of our Licensed staff Prek-12+ received professional development in culturally responsive instructional strategies including but not limited to Responsive Classroom, Conscious Discipline, CLEAR Framework (Cultural, Linguistic, Educational Equity, Achievement, and Responsive), and Culturally Responsive book studies. The professional development opportunities were designed in such a way as to be able to be immediately implemented in the classroom. Schools participated in these opportunities together and were able to reflect on and apply their learning within the context of their building needs.

## Integration

Summary: We have partnered with metro area districts to increase our district's integration activities. This has been an extremely beneficial and impactful way to bring positive educational experiences to our students. During the 2021-22 school year, WBLAS participation in integration activities was limited due to COVID-19.

## Racially Identifiable Schools

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2021-22) Actual	On Track?
100% of all Willow Lane Elementary students will be at or above grade level in reading as measured by multiple measures (earlyReading, aReading, and FAST fluency assessment (CBMR-E)). 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 <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	51.1% of Willow Lane students were on target at the end of the 2019-2020 school year.	45.3% of Willow Lane students were on target at the end of the 2021-2022 school year.	Check one of the following: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Summary: Willow Lane Elementary conducts literacy screening three times per year using the FastBridge suite of assessments. The results of those screeners along with diagnostic assessments, and classroom formative and summative assessments are used to make decisions around Tier 1/Universal Instruction, as well as Tier 1, Tier 2 and Tier 3 interventions. In addition, a variety of formative and summative measures 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 (MTSS) to include a focus on core/universal instruction. For example, all Willow Lane Grade Level teams have thoroughly mapped their data to the Minnesota State English Language Arts standards to determine specific Tier 1 skill gaps. They are systematically implementing whole class interventions to address these skill gaps and move students towards grade level proficiency. Willow Lane grade level teams are also committed to providing all students with systematic and explicit core literacy instruction at the Tier 1/Universal Instruction level. MTSS teams at the buildings are utilizing data from screeners, diagnostics, and progress monitoring tools to identify classwide and small-group interventions. In the 2021-22 school year Willow's Kindergarten and First grade teams

collaborated extensively with Intervention and EL staff to address phonemic awareness needs and successfully helped many Kindergarteners to leave the school year with the ability to segment a three phoneme word. First Grade applied the same level of collaboration. Through a series of Tier 1 classwide interventions and small group interventions were able to help nearly all of their students to read CVC words at the end of the year. We continue to implement the approved core literacy curriculum in a systematic and explicit way. We look at our common assessment data that is aligned to the MN State standards. We have crafted an extensive literacy 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 2 (2021-22) Actual	On Track?
100% of Willow Lane teachers will receive professional development in culturally responsive teaching pedagogy so that students have greater access to culturally responsive teachers.	<input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input checked="" type="checkbox"/> Teacher Equity	In the 2021-22 school year, <b>100%</b> of Willow Lane educators participated in professional development related to culturally responsive strategies.	In the 2021-22 school year, <b>100%</b> of Willow Lane educators participated in professional development related to culturally responsive strategies.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Summary: The initial collection of data for this goal was delayed due the interruption of COVID-19 on our educational system. Baseline data was collected and analyzed for the 2021-2022 school year. 100% of Willow Lane Licensed staff received professional development in culturally responsive instructional strategies including but not limited to Conscious Discipline and the CLEAR Framework (Cultural, Linguistic, Educational Equity, Achievement, and Responsive). Our equity work was led by the principal, the equity committee, and our Equity Educational Specialist to incorporate culturally responsive curriculum and instructional practices. Classroom teachers incorporated diverse literature into their classrooms along with professional development opportunities that were designed to be immediately implemented in the classroom. Willow Lane participated in these opportunities together and were able to reflect on and apply their learning within the context of their building needs.

### Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2021-22) Actual	On Track?
Integrated learning experiences will increase from one school partnership	<input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Willow Lane students experienced integrated learning	Integrated Learning experiences and field trips were	Check one of the following: <input type="checkbox"/> Goal Met

to two school partnerships through student leadership, academic and social interaction opportunities.		through one school partnership.	interrupted due to COVID-19.	<input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> Unable to Report
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Summary: During the 2021-22 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. However, as COVID restrictions subsided we were able to provide new learning experiences for our students by way of the CDC Freedom School in the summer of 2022. The CDC Freedom School brought students from multiple schools in our district to Willow Lane. Our Freedom School Adult Mentors were representative of the global majority which directly reflected the students who attended. Students were mixed with grade level peers and engaged in a literacy based cross-cultural experience that honored diverse perspectives and practices. This experience has led to new practices in our school building including Harambee experiences during our all-school summits and increased leadership opportunities for our students.

Willow Lane is looking forward to reinvigorating our partnerships with students and educators from across the district as we look for collaboration opportunities. The "Minnow Tank" is one such opportunity we would like to expand. This is an opportunity for our 3rd and 4th graders to partner with adult community mentors to propose and launch a charity idea. Expanding this opportunity for multi-generational, community supported innovation will surely benefit the students of Willow Lane, a partnering school and the community as a whole.

# **C. OPERATIONAL ITEMS**

AGENDA ITEM: **Action on Medical Insurance Carrier and Insurance Rates**

MEETING DATE: **October 24, 2022**

SUGGESTED DISPOSITION: **Operational Item**

CONTACT PERSON(S): **Matt Mons, Director of Human Resources and General Counsel;**  
**Cindy Gustafson Assistant Director of Human Resources**

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## **BACKGROUND:**

District administration in consultation with the District's insurance advisors and the District's Insurance Advisory Committee (IAC) has made the following recommendations to change the third party administrator of our self-funded health plans and to establish renewal rates for our medical-hospitalization & dental insurance plans.

Every two years the District must complete an RFP process for Medical Insurance. The District's third party administrator had been Preferred One, however Preferred One was purchased by United Health which necessitated a change. After reviewing proposals from four potential carriers, the Advisory Committee supports changing our medical insurance provider to Health Partners.

After considerable discussion, the Advisory Committee fully supported a recommendation to increase the medical-hospitalization insurance rates by 3.75% on all plans. This increase supports the Advisory Committee's goal of maintaining a reserve balance representing 35% of expected claims for the upcoming year. It is important to note that our advisors as well as the Advisory Committee have continued to look at all opportunities to help us manage both the quality and cost of our insurance options. A 3.75% increase is substantially below market trend and we are proud of the work that the committee has done.

The recommended total monthly premium structure for our medical hospitalization plans effective January 1, 2023 is as follows:

<b>Plan</b>	<b>Single</b>	<b>Family</b>
<b>H.R.A. Plan</b>	\$784.48	\$2,039.42
<b>H.S.A. Plan</b>	\$719.22	\$1,869.73

Additionally, the Advisory Committee supported a 0% increase for the dental plan. The recommended total monthly premium structure for our dental plans effective January 1, 2023 is as follows:

<b>Plan</b>	<b>Single</b>	<b>Family</b>
<b>Health Partners Custom</b>	\$38.44	\$109.10

**RECOMMENDED ACTION:**

Move to approve Health Partners as the District's new third party administrator and to approve the District's health premium rates and dental insurance premium rates effective January 1, 2023 as presented.